

Model Conversations Teacher's Notes

Suggested Teaching Procedures

Each unit of *Worldview* has a model conversation that includes the key language presented in the listening or reading section of the unit. There are three activities for each model conversation: **Practice**, **Substitution**, and **Personalization**. These activities go from controlled to more open practice. You can have students do the Practice only, or the Practice and Substitution only, or all three activities, depending on your class's needs and the time available.

Aim

To provide extensive oral practice of the key language in the unit.

Conversation Preview

- Read the conversation aloud while students listen and read. Tell them to ignore the numbered underlined parts at this point.
- Have students identify any words or phrases they don't understand. Encourage them to guess meaning from context first. Optionally, write potentially difficult words or phrases on the board and go over their meanings with the class.
- Ask a question or two to check general comprehension, such as "Who are the speakers?" (e.g., friends, classmates, co-workers, etc.), "Where are they?" (e.g., at home, in a restaurant, at the airport), or "What's happening in the conversation?"

1 Practice

1. Model the conversation with a student volunteer while students listen and read.
2. Pair students and designate one student as A and the other as B.
3. Have students practice the conversation, using the "read and look up" technique, whereby students read the line of dialogue to themselves, then make eye contact with their partner when they speak the line. Circulate and provide assistance with pronunciation as needed.
4. Tell pairs to switch roles and practice the conversation again. Circulate and encourage students to maintain eye contact.

2 Substitution

1. Tell pairs to practice the conversation again, this time substituting the underlined parts with the information in the box. (The first few times, you may want to model the example with a student volunteer and make sure everyone understands the procedure.)
2. Have students practice the new conversation. Circulate and provide assistance with pronunciation as needed.
3. Tell pairs to switch roles and practice the new conversation again. Circulate and remind students how to use the substitutions.

3 Personalize

1. Tell students they will practice the conversation again using their own information instead of the underlined parts.

2. Allow a few minutes for preparation. Encourage students to think of specific places, people, or things they know for the substitutions. If students have difficulty coming up with their own substitutions, brainstorm a list of possible substitutions for each underlined part and write the ideas on the board. Optionally, offer the possibility of using fewer substitutions than the ones suggested in the model. (The first few times, you may want to model the personalized conversation with a student volunteer.)
3. Have students practice the personalized conversation. Circulate and provide assistance as needed.
4. Tell pairs to switch roles and practice the personalized conversation again. Circulate.
5. Call on various pairs of students to practice their personalized conversation in front of the class.