

CHECK!

Continuing the conversation

LEVEL

Intermediate (B1)

NUMBER

EN_B1_3054C

LANGUAGE

English



Let's check!

- Can I continue the conversation?
- Can I form and respond to straightforward question tags?
- Can I apply techniques to move beyond small talk to a conversation on an everyday topic?
- Can I use a range of conversation strategies in a conversation on an everyday topic?





Warm-up

In **breakout rooms** or **together as a class**.

What is small talk?



When do we use small talk?

Think of 3 topics for small talk in English. Explain your choices.



Learning outcome 1

Can I form and respond to straightforward question tags?



Using question tags

1. Fill the gaps with the correct **question tag**.
2. Use **your sentence** to start a conversation with a classmate.



*The weather's always nice where you
live, _____?*

...



*You live close to the sea,
_____?*

...



*You don't do any unusual sports,
_____?*

...



Game: who can write the most question tags?

1. Your teacher will **divide you into pairs** and put you into breakout rooms.
2. You will have **60 seconds** to **write** as many **question tag sentences** as you can.
3. **Look at** the examples and ideas below to help you. And... 3, 2, 1... go!

You like rock music, don't you?

won't

does

didn't

She can't drive, can she?

can

don't

can't

We don't all live in the same country, do we?

isn't

could

do



Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples



Find the mistake



Learning outcome 2

Can I apply techniques to move beyond small talk to a conversation on an everyday topic?



Brainstorm

Can you **give an example** from the chapter for each of these?

An **open-ended question**
with *what*

A phrase to show you are
actively listening

A phrase to **check**
understanding

A phrase to **show interest**
or **encouragement**

A phrase to **disagree**
constructively

An **open-ended question**
with *how*

Work as a group and share your ideas with your teacher.

Moving beyond small talk

1. **Work with** a partner and **choose** one of the conversation topics (1-3).
2. **Your partner** should follow the instructions in the yellow boxes.
3. **Role-play** the conversation and then **swap roles**.

1



Describing something interesting that happened to you (or a friend) at work.

- *Express interest and encouragement*
- *Ask the person to go into more detail*

2



Describing the local neighbourhood where you live.

- *Ask them an open-ended question*
- *Express interest and encouragement*

3



Describing the story of a famous TV show or film you've watched recently.

- *Check understanding of the story*
- *Showing disagreement with them in a constructive way*



Let's check! Feedback round

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Good examples



Find the mistake



Learning outcome 3

Can I use a range of conversation strategies in a conversation on an everyday topic?

How would you clarify?

1. **Look at** each of the five situations below.
2. What **would you say** in order to clarify each situation? Discuss as a group!

Situation 1

You're not sure of the name of the unusual destination your friend went on holiday to last week. You would like to go there, too.

Situation 2

Your sister has told you two different times for tomorrow for when she will come and pick up the car she's borrowing from you.

Situation 3

Your friend is coming for dinner. You know she is severely allergic to a type of fruit but you can't remember which one it is.

Situation 4

Your colleague said he's out of office on a day you know he's giving a presentation for your team. Your colleague hates public speaking!

Situation 5

Your boss wants you to write a report in English, but you know the client doesn't speak English; they only speak German.





Role-play

1. **Choose** a situation from the last slide.
2. **Role-play** it with a partner.

Student A

Greet other person

Say you still don't understand the problem.

Clarify the situation for them.

Student B

Respond and explain the situation briefly.

Explain in more detail and ask them to clarify a specific point.

Say thank you and politely end conversation.



Let's check! Feedback round

Your teacher will now highlight what was done well and some mistakes that were made **in the last activity** for you to reflect on.



Good examples



Find the mistake



End of the lesson

Idiom

to be on the tip of one's tongue

Meaning: to be almost able to remember something but not quite

Example: Oh, what's that actor's name? It's on the tip of my tongue!



Additional practice



What did you do last weekend?

Take turns describing what you did last weekend.

Your classmates should show they are actively listening to you...

... and ask open-ended questions to deepen the conversation.

...and ask for clarification of any points that were not clear to them.





Using question tags

1. **Think back to** the previous activity.
2. **Write question tags** to check what each of your classmates said.
3. **Take turns** and **ask** each person your question tags.

- *On Saturday, you..., _____?*
- *After that, you went to the..., _____?*
- *Sunday was the day you..., _____?*





Forming open-ended questions

Transform the questions into **open-ended questions** beginning with ***what*** and ***how***.



1

Do you work in an office?

2

Are you vegetarian?

3

Do you drive?

4

Can you speak two languages?

5

Do you work from home?

6

Do you live in a city?

7

Do you like music?

8

Can you play an instrument?

What

How



What do you think?

“

Making small talk can sometimes be uncomfortable. I just never know what to say!

Do you agree with this statement?

What are some topics you like to use for small talk?

What are some typical topics used in your country?





Check Summary

Moving beyond small talk

From small talk to real talk

- Active listening shows that you are listening intently
- Active listeners express interest, check understanding, and ask for more detail
- You should ask open-ended questions to keep the conversation flowing

Useful phrases for active listening

- *Please tell me more / go on!*
- *What led you to that conclusion?*
- *Let me see if I understood correctly*

Open-ended questions

- Open-ended questions start with a *wh*- question word
- The most effective open-ended question words start with *what* or *how*
- When we answer them, we need **to give more detail**. This helps deepen the conversation.

Examples of open-ended questions:

- *How do you know Jake?*
- *What brought you to Berlin?*
- *How did you hear about this job?*



Check Summary

Question tags

Question tags

- We use question tags, like *isn't he?*, to check information we think is true.
- They turn statements into questions
- If there is: An **auxiliary verb** (*be, have, do* etc.) or a **modal verb** in the main sentence, then use **the same verb** in the question tag

Question tag form

- Add a comma + auxiliary verb + subject pronoun to the end of the statement
- Positive statement + negative question tag: *You studied music at university, didn't you?*
- Negative statement + positive question tag: *She couldn't come to the party, could she?*

Intonation with question tags

- If we expect the person to agree, our intonation goes down
- If we are asking because we do not know the answer, our intonation goes up
- *Lovely weather today, isn't it?* (sure, goes down); *Curt has four kids, doesn't he?* (not sure, goes up)

Responding to question tags

- It's polite to repeat the auxiliary verb used in the tag when answering, instead of just saying yes or no. e.g. *You're from Perth, aren't you?* > *Yes, I am* or *No, I'm not*.
- Only use contracted forms with negative answers, not affirmative ones: *Yes, I am* NOT *Yes, I'm*.



Check Summary

Keeping the conversation going

Greetings and ending conversations

- *Fancy running into you!*
- *Anyway, I've got to head off*
- *Give my regards to Vanessa!*

Asking for clarification

You can repeat what someone has said with rising intonation

Then ask to clarify, adding *if I may ask* to be polite

You can also ask *what exactly are you referring to?*

Changing the topic

- Using *anyway* at the start of a sentence is a good way to change the topic
- *That reminds me* and *in any case* are two other useful phrases
- *Speaking of which* is another good way to change the topic of a conversation

Asking for clarification at work

- | | |
|---|--|
| ● <i>Could I stop you for one second, please?</i> | <i>Can I just jump in very quickly here?</i> |
| ● <i>I'm not sure if I'm following you here</i> | <i>I'm not sure if I've understood you correctly</i> |
| ● <i>Just to clarify...</i> | <i>Just to double-check...</i> |



Vocabulary

follow-up question

open-ended question

to mention

to flow

intently

Please tell me more!

Go on!

I'm pretty sure I've heard about that.

Could you explain a bit more?

Do you mean to say?

Let me see if I understood you correctly.

What led you to that conclusion?

I see it differently, but I'm curious to know...

...more about what you mean by that.



Vocabulary

to run into someone

to end things with someone

the other week

to head off

regards

What exactly do you mean by that?

May I ask?

What exactly are you referring to by that?

Anyway

That reminds me

In any case

Speaking of which

Could I stop you for one second?

Could I just jump in very quickly here?

Could I ask you to pause for one second?

I'm not entirely sure if I'm following you here

I'm not sure if I've understood you correctly

I don't think I've completely understood you

Just to clarify,...

to double-check

