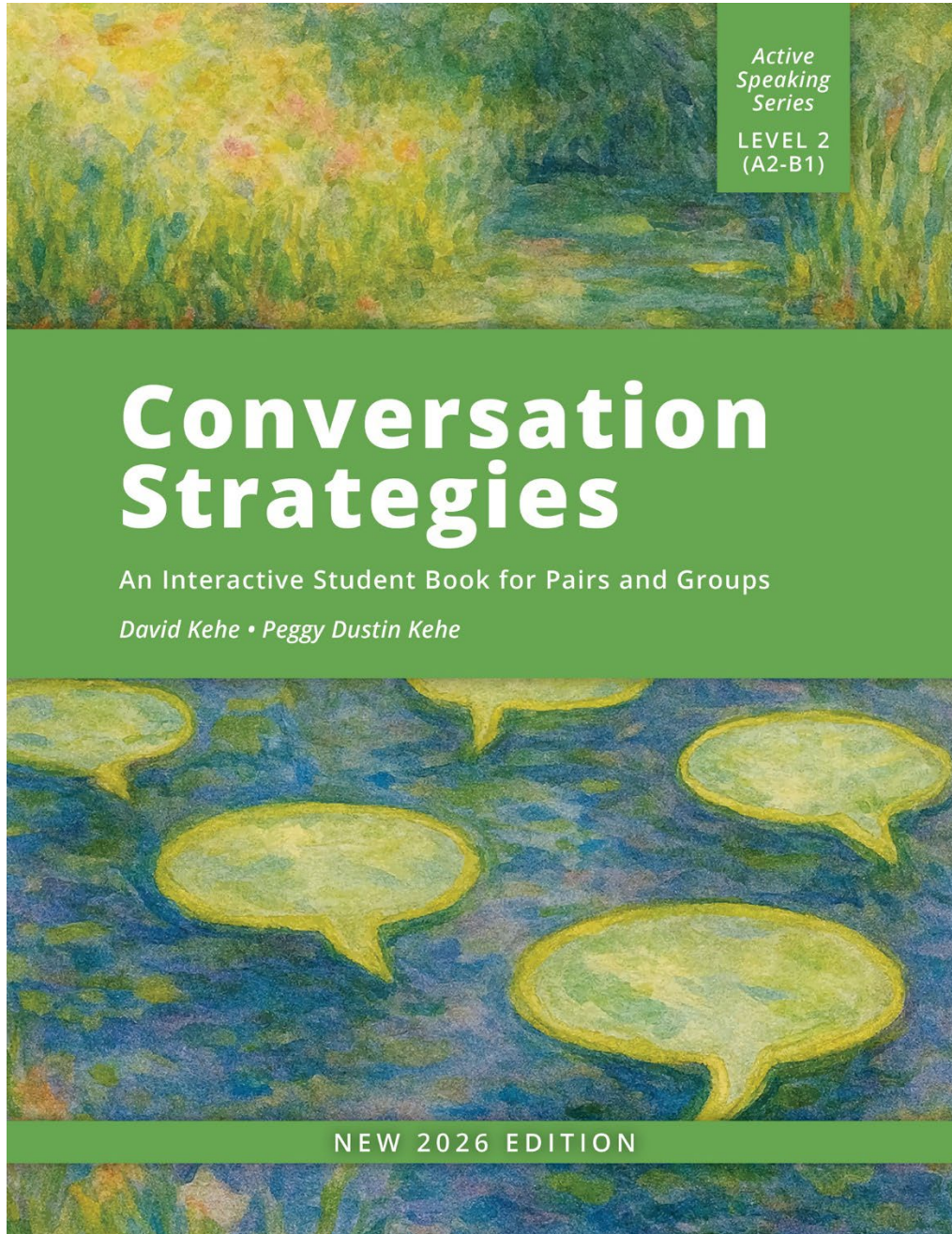


# Conversation Strategies

## Teacher's Guide and Answer Key



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# Teacher's Guide Contents

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# Unit 1: Giving Reactions

## Objectives:

Active listening, sustaining the conversation

## Teacher's Introduction:

Reactions are used to show that you are listening, that you understand and that you are interested. If I say, "My dog died last night," and you say nothing, I won't know if you heard me, or I might think you weren't interested. However, if you say, "That's great!" then I know you heard me, but you didn't understand. On the other hand, if you say, "I'm sorry to hear that," then I know you understood me and you were interested in what I said.

## Answer Key:

### Using the Key Words and Phrases

2. A: That's great
3. A: I see
4. A: I'm sorry to hear that
5. B: yeah
6. A: That's nice
7. A: I see
8. B: kidding
9. B: Wonderful
10. B: that's too bad
11. B: Oh, no
12. B: can't believe it
13. B: Terrific

### Conversation Practice

#### Student A – Step 2

1. B
2. A
3. B
4. A
5. A

#### Student B – Step 1

1. B
2. A
3. B
4. B
5. B

# Unit 2: Asking Follow-Up Questions

## Objectives:

Sustaining the conversation, soliciting others' opinions

## Teacher's Introduction:

Today, we are going to practice one of the most important conversation techniques. Here is an example of it. Let's say you looked at my shoes and saw that I was wearing running shoes. So you ask me if I like to run. And I answer you, "Yes I do." Then you ask me a question about my answer. You ask, "How far do you run?" In other words, you asked me a follow-up question about my answer. We use follow-up questions to talk more deeply about a topic. Also, by doing this, it shows that you are listening and are interested in what others are saying. You will use this technique in all the activities that we do in this class.

## Answer Key:

### Using the Key Words and Phrases

2. A: Oh, really; What
3. A: see; Where
4. B: Really; kind of
5. B: no
6. B: Why
8. A: job
9. A: I see; How long

## Unit 3: Giving Reactions and Asking Follow-Up Questions

### Objectives:

Preventing breakdowns, expressing probability accurately

### Teacher's Introduction:

Today, we are going to continue by focusing on giving reactions and asking follow-up questions. Also, we will practice some new expressions. Here is an example. Let's say I have a friend who always said "maybe" when I asked her about her plans. For example, once I asked her if she was coming to my party that weekend. She said, "Maybe I will." Because she said "maybe," I'm not sure if she would come or not. It would help me if she had said, "I probably will come," or "I doubt it." In this activity, you'll practice expressions to help you speak more clearly about your plans.

### Answer Key:

#### Using the Key Words and Phrases

1. B: don't think
2. A: Why not
3. B: will definitely need
4. A: Should
5. B: I might ask
6. A: Terrific  
B: probably
7. B: definitely will not
8. A: really

# Unit 4: Asking Confirmation Questions

## Objectives:

Active listening, confirmation checks, comprehension checks, repairing breakdowns

## Teacher's Introduction:

I want to tell you a short story about the technique that we'll practice today. When Sarah was a new teacher, one day her students were doing a conversation activity with a partner. She noticed one student, Leo, was talking kind of fast and his partner, Martin, just nodded his head like he understood. Later, Sarah, the teacher, asked Martin if he really could understand Leo, and he said, "No, not really. But I was too embarrassed to tell him. I didn't want him to think my English wasn't good." This is interesting because we have found that the best students who improve their English the most often say, "I'm sorry. I didn't understand," or "Could you repeat that?"

Today, you and a classmate will describe drawings to each other. This activity will give you practice in trying to understand others. If you don't understand your partner because of grammar, vocabulary or pronunciation problems, you'll need to ask questions. This activity will give you practice in asking many different types of questions to help you understand what your partner said.

## Answer Key:

### Using the Key Words and Phrases

1. B: Did you say
3. A: Which side
4. A: What do we
6. A: Repeat that
7. A: I understand
8. A: How do we
10. B: How many
11. B: which corner
12. B: Is it

# Unit 5: Asking for Clarification with Question Words

## Objectives:

Confirmation checks, repairing breakdowns

## Teacher's Introduction:

If I say to you, "My cousin gave me a skateboard," and you say, "Pardon?" I will know you didn't understand. But I won't know which word you didn't understand. It will help me if you let me know specifically which word you didn't understand, so you might ask, "Your cousin gave you a what?" Then I know you didn't understand "skateboard." Or you might ask, "Who gave you a skateboard?" Then I know you didn't understand that I had said "my cousin." This unit will give you practice in asking questions about specific information which you did not understand.

## Answer Key:

### Using the Key Words and Phrases

1. B: Excuse; a what
2. B: I see
3. B: Sorry; before what
5. B: What did you
6. B: OK
7. B: speak what
9. B: Who will take
10. B: didn't understand

### Conversation Practice

#### Student A – Step 2

1. A
2. B
3. B
4. A
5. A

#### Student B – Step 1

1. B
2. B
3. A
4. B
5. A

# Unit 6: Asking Questions To Confirm and Clarify

## Objectives:

Preventing and repairing breakdowns in communication, confirmation checks, comprehension checks, clarification requests, rephrasing statements

## Teacher's Introduction:

Today, you will be talking about a map with a classmate. You'll describe where places like stores, cafes and parks are on a map. The most important reason why we'll do this activity is because it gives us a lot of practice giving and understanding instructions. Also, you'll practice using some very important expressions to let your partners know that you understand or don't understand what they said. These expressions are, for example, "I've got it," or "Could you repeat that?" They are useful in many situations, not only when giving or getting instructions.

## Answer Key:

### Using the Key Words and Phrases

2. B: what
3. B: Did you say
4. A: Do you
5. B: repeat that
6. B: got it
7. B: Did you
8. B: At the top
9. B: You
10. B: That's
12. B: got it
13. B: Great
14. B: Which avenue
15. B: said Hawaii
16. B: corner is it

# Unit 7: Showing Empathy

## Objectives:

Active listening, expressing opinions, sustaining the conversation

## Teacher's Introduction:

Let's say that it's almost time for summer vacation. So you ask me if I have any plans. And I tell you that I'm going to travel around Europe for two weeks. Then this is something that you can say that will make me feel especially good. You say, "I imagine that you are excited." This response shows me that you heard what I had said. And it shows that you could understand how I was probably feeling. This is called "showing empathy." We can make people feel special when we show empathy. Today, you are going to practice listening to a classmate and using expressions showing empathy.

## Answer Key:

### Using the Key Words and Phrases

1. B: great; You must be
3. B: That's wonderful
4. B: sorry to hear; imagine
5. A: is probably
6. B: exciting; must; nervous
8. B: Wow; strange; curious

### Conversation Practice

#### Student A – Step 2

1. A
2. A
3. B

#### Student B – Step 1

1. A
2. A
3. B

# Unit 8: Summarizing What Someone Has Told You

## Objectives:

Active listening, preventing breakdowns, confirmation checks, paraphrasing, understanding responses, summarizing.

## Teacher's Introduction:

To introduce today's activity, I want you to use your imagination. Let's say that you are a teacher here in this school. One day, I tell you that there is going to be a long meeting tomorrow. I say, "The meeting will start at 11 a.m. and won't finish until 2 p.m. And we will only have a 10-minute break at 1 p.m." Then, you can use a summarizing technique that we are going to practice today. You say, "In other words, we are going to be very busy and should probably eat our lunch before the meeting." By saying that, you let me know that you were listening, that you were interested, and that you understood. But let's say that after I told you about the long meeting, you said, "In other words, we should bring our dinner to the meeting." Then, I'll know that you didn't understand clearly what I had said, so I need to repeat it.

## Answer Key:

### Using the Key Words and Phrases

1. B: other words
3. B: What you're saying
5. B: In sum
8. A: You mean
9. B: It sounds like you
11. B: summary

### Conversation Practice

#### Student A – Step 2

1. B
2. A
3. A
4. B

#### Student B – Step 1

1. B
2. A
3. A
4. B

## **Unit 9: Showing Empathy and Summarizing During a Discussion**

### **Objectives:**

Active listening, preventing breakdowns, confirmation checks, paraphrasing, understanding responses, summarizing.

### **Teacher's Introduction:**

We recently practiced using expression of empathy like, "I imagine that" and "It sound like." Also, we practiced summarizing expressions like, "In other words" and "What you are saying is." Today, you get to choose some topics that you'd like to talk about and your partner. During your conversation, you will show empathy about what your partner said or summarize it.

### **Answer Key:**

#### **Using the Key Words and Phrases**

1. B: In other words
2. B: It sounds like you; Do you still see
3. A: How about
4. A: What you are saying is
5. A: I imagine that you

# Unit 10: Asking for More Details

## Objectives:

Sustaining the conversation, clarification requests, reflective listening

## Teacher's Introduction:

Let's say you are talking to a classmate, and I am standing near you two. Your classmate asks you, "What kind of job do you want in the future?" And you answer, "I want to do something kind of dangerous." Your classmate's only response is, "I see." And I'm thinking, "Wow! Only 'I see'?! I would want to ask for more details, like, "What do you mean by 'dangerous'?" Or "Can you give me an example of a dangerous job you'd like?"

Today we will practice expressions you can use in order to get a deeper understanding of what someone has said. Also, if you are not sure you understand someone's ideas, you can use these expressions to ask them to explain in greater detail or to give specific examples.

## Answer Key:

### Using the Key Words and Phrases

1. B: What do you
2. B: Wow; like to know
4. B: you tell
5. B: You said that; Can you give me
7. B: What kind of
8. B: Could you explain
9. B: sounds
10. B: kind of
11. B: a little more about
12. B: do you mean by

# Unit 11: Giving Descriptions

## Objectives:

Preventing and repairing breakdowns in communication, paraphrasing, and rephrasing

## Teacher's Introduction:

A learner of English once went into a store but couldn't find what he was looking for. Also, he didn't know what it was called in English. The store clerk asked the student to describe it. The student said, "It's a type of fruit. It's long and yellow. We eat the inside, so we must open it first." Do you know what it was? In this activity we will practice the technique of describing words. This is a useful technique to use when we don't know the English word for something or when someone doesn't understand the word we used.

## Answer Key:

### Using the Key Words and Phrases

2. A: can see; look like  
B: tattoos
3. A: something that we use; keeps us  
B: umbrella
4. A: the name for  
B: see
5. A: keep it  
B: what
6. B: dog
7. A: thing
8. A: hitting
9. B: it's used for  
A: hammer
10. A: we use to
11. A: It looks like; very fast  
B: A microwave

# Unit 12: Asking For and Giving More Details

## Objectives:

Confirmation checks, comprehension checks, preventing and repairing breakdowns in communication, clarification requests

## Teacher's Introduction:

When I tell you about today's activity, you might think, "This is a fun activity, but it doesn't seem like a conversation activity. Why are we doing it?" Actually, this activity is great for practicing important expressions that you can use when you have a conversation. Some of these expressions are used to let someone know you don't understand, to let someone know you do understand, or to ask for more information. You will also find out how well someone can understand you.

## Answer Key:

### Using the Key Words and Phrases

2. A: you have  
B: you say
3. A: Do you
4. B: about you
5. A: sorry; you say
6. B: Do you have
7. B: Excuse me; on which
8. B: yeah; Could you tell me
9. B: see

# Unit 13: Keeping or Killing the Conversation

## Objectives:

Sustaining the conversation, soliciting others' opinions, ending the conversation, changing the topic

## Teacher's Introduction:

Sometimes someone probably asks you questions that you can't or don't want to answer. For example, if I ask you, "What are you going to do this weekend?" and you say, "I don't know," you have killed the conversation. In other words, the conversation will stop. But we don't want to kill conversations. So today, we are going to practice expressions that you can use to keep the conversation going. For example, if you don't have any plans for the weekend, you could keep the conversation going and answer my question by say, "I'm not sure. What are you going to do this weekend?" In this activity, we will practice some expressions you can use to keep a conversation going, even if someone asks you a difficult question or an embarrassing question.

## Answer Key:

### Using the Key Words and Phrases

1. B: really
2. B: sure; you
4. B: no
5. B: think; What
7. B: not say
8. B: question; do you feel

# Unit 14: Responding with Details

## Objectives:

Explaining with details

## Teacher's Introduction:

Let's say that it's Monday and I ask you, "How was your weekend?"

And you answer, "It was good."

Then I ask, "What did you do?"

And you respond, "I went skating."

So I asked, "Who did you go with?"

And you answer, "My friends."

In this conversation, I had to work hard to have a conversation with you. Also, I didn't think that you were really interested in talking to me because you always gave short answers.

In today's activity, we will practice giving longer information when someone asks us a question. This will make it easier for a conversation to continue. And it will show that we are interested in talking to them.

## Answer Key:

### Using the Key Words and Phrases

1. B: I don't; because it's
2. A: so I prefer
3. A: Do you try
4. B: and I swim  
A: I used to
6. B: so I; about you
7. A: and he only stops
9. A: but he only; so I'm not
10. B: because a good friend

## **Unit 15: Keeping a Conversation Going & Responding with Details**

### **Objectives:**

Sustaining the conversation, soliciting others' opinions, ending the conversation, changing the topic, explaining with details

### **Teacher's Introduction:**

In the class, we've been practicing techniques that we can use in order to have good conversations. For example, we ask follow-up questions and we answer questions with details. We also have practiced expressions that we can use to let other people know that we understand or don't understand them. Today, we will have conversations and use all these techniques that we've been practicing.

### **Answer Key:**

#### **Using the Key Words and Phrases**

1. B: He hates
2. A: too bad; an example  
B: Sure
3. B: think about that
4. A: and she
5. B: wonderful
6. A: she gets  
B: mean

# Unit 16: Interrupting Someone Politely

## Objectives:

Clarification requests, interrupting appropriately

## Teacher's Introduction:

I want to tell you about a student named Mia. If I told you that during conversations, she is a good listener, you might think that she looks at her conversation partner and is very quiet. But that is not what she does. While her partner is speaking, sometimes she will politely stop them. In other words, she interrupts them. Then she might ask a question or make a comment about what they had said. This shows that she is listening carefully and is interested. And it helps the speaker too. Of course, when we interrupt someone, we want to use polite expressions to do that. So today, we are going to practice politely interrupting someone.

## Answer Key:

### Using the Key Words and Phrases

1. B: Oh, yeah
2. B: Excuse; ask something
3. B: see
4. B: Could I
5. B: But
6. A: good point  
B: Excuse; Can I ask

# Unit 17: Correcting Someone Politely

## Objectives:

Clarification requests, correcting appropriately

## Teacher's Introduction:

Let's say it's Friday. And I say to you, "When you come to class tomorrow, please bring a picture of someone." And you know that I made a mistake because we don't have class tomorrow because it's Saturday. You want to politely correct me, so you say, "Excuse me. Don't you mean Monday?" And I'll say, "Yes, I mean Monday. Thank you for correcting me."

Sometimes people make mistakes during conversations. It can be very helpful to correct them to improve the conversation. Most people will want us to do that. Today, we are going to practice polite expressions that we can use when we want to correct someone.

## Answer Key:

### Using the Key Words and Phrases

1. B: Are you
2. A: right
3. A: Excuse me, but
5. B: Don't you mean
6. A: did I say
7. A: right  
B: Actually, I was

### Correcting the Mistake

1. B: hotter
2. B: whales
3. B: shortest
4. B: his
5. B: orange; fruit
6. B: letter

# Unit 18: Making Polite Requests, Responses and Excuses

## Objectives:

Requesting and responding appropriately, escaping from a conversation

## Teacher's Introduction:

All languages have special expressions to show politeness. English does, too. Polite expressions are important for two reasons. First, if you use polite English, people will probably think that you are a good and smart person. There is research about polite English. It was found that educated and professional people use more polite language. Also, a good time to use polite English is when you need help. If you can ask another person to help you politely, there's a greater chance that the person will say, "OK," and help you. If you are not polite, it is easier for them to say, "No, I'm too busy."

Today, we will practice polite expressions when you need something. Also, sometime people will ask you for something, but you can't help them. We'll practice polite expressions that you can use in those situations, too.

## Answer Key:

### Using the Key Words and Phrases

1. Brother: Can you  
Sister: I'd like to, but
3. Young woman: I wonder if you
4. Elderly man: Sure
6. Worker: Would you mind if  
Boss: Can you wait
7. Worker: All right
8. Customer: Can you please  
Salesperson: be happy to
10. Student: Could I  
Teacher: I'm sorry but
12. Customer: Could you put  
Salesperson: be glad to

# Unit 19: Beginning and Ending a Formal Phone Call

## Objectives:

Using telephone conversation routines, soliciting information.

## Teacher's Introduction:

Many students say that it is difficult to talk on the phone in English. It seems especially difficult to know what to say first and how to end the phone conversation. In this activity, we will practice natural and polite expressions that are commonly used when we talk on the phone.

## Answer Key:

### Using the Key Words and Phrases

2. Student: I hope I'm not
3. Student: I'm calling because
4. Student: I appreciate it
5. Patient: would like to
7. Patient: Could you do
9. Patient: Thank you very
11. Ollie: I wonder if you could; do you think
12. Ollie: I appreciate it

# Unit 20: Expressing Opinions

## Objectives:

Sustaining the conversation, expressing agreement and disagreement

## Teacher's Introduction:

In a good conversation, we often will tell our opinions. Also, we will try to keep the conversation going by agreeing or disagreeing with each other. When we tell our opinions, we don't just want to always say, "I think, I think, I think." So today, we'll practice some other expressions to use instead. Also, if we don't agree with someone, we don't want to say, "No, you are wrong." Instead, we can use some polite expressions. Those can make it easier for others to listen to our opinion which is different from theirs.

## Answer Key:

### Using the Key Words and Phrases

1. A: I feel that  
B: That's a good; it seems to
2. A: not sure I agree  
B: You're right  
A: Maybe, but
3. A: I think  
B: I agree
4. A: a good point
5. A: my opinion  
B: afraid I disagree
6. A: Maybe, but

# Unit 21: Confirming Your Listener's Understanding

## Objectives:

Active listening, confirmation checks, comprehension checks, repairing breakdowns

## Teacher's Introduction:

When someone is telling us something for about 30 seconds or more, for example about some news that they heard, we know it's important that we let them know that we are understanding. For example, we can nod our head or say, "I see." Also, sometimes we want to tell someone something for about 30 seconds or more. But some people do not nod their heads or say, "I see" while we are talking. So it's important that we find out if they are understanding us. To do this, we can sometimes stop and use expressions like, "Do you understand?" or "OK?"

Today, you will tell a news story to a partner. While you are doing this, you will practice using expressions to make sure that your partner is understanding you.

## Answer Key:

### Using the Key Words and Phrases

1. A: didn't understand
3. A: right; OK
5. A: Got  
B: think so
6. A: repeat that
7. B: that again
8. A: understand
9. A: to repeat

### Conversation Practice

#### Student A – Step 2

1. B
2. A
3. B
4. They liked the people who asked more questions.

#### Student B – Step 2

1. A
2. B
3. The researchers recorded the conversations.
4. The researchers found that the people who asked the most questions got the most messages asking for a date

# Unit 22: Starting and Ending a Conversation

## Objectives:

Initiating a conversation, sustaining the conversation, ending the conversation

## Teacher's Introduction:

Many students say that they would like to talk to more people in English outside of class. Some of them want to do this in order to practice their English. Also, some want a chance to meet new people. However, many students don't know how to start a conversation, so they quietly wait for someone to start one with them. Also, when they do have a conversation, they often don't know how to end it naturally. And that can be uncomfortable.

Today, we're going to practice some good expressions that you can use to start a conversation with someone you don't know. Also, we'll practice expressions we can use to comfortably end a conversation.

## Answer Key:

### Using the Key Words and Phrases

2. A: teacher
3. A: Do you think
4. A: a friend of Jim's  
B: How about you
5. A: How long have you
6. A: I like your
7. A: Can I ask  
B: Sure
8. A: nice talking
10. A: It was
11. A: I'd better  
B: get a chance

## Unit 23: Asking for Advice

### Objectives:

Active listening, clarification requests, confirmation checks, paraphrasing, soliciting opinions, understanding responses.

### Teaching Suggestion:

A day or more before doing this activity in class, it is recommended that the teacher tell the students to think of a problem that they have or a problem that someone they know has. It's a good idea to have the student write a one-sentence description on a piece of paper and give that to the teacher.

### Teacher's Introduction:

In this activity, you are going to talk to a classmate about a problem you have or a problem that someone you know has. The problem does not have to be true. You can use your imagination. After you talk to your classmate about the problem, your classmate will give you some advice.

Now, we don't want one partner to just talk, talk, talk and the other to just listen. So here is how we will do this. You will say only one sentence about your problem to your partner. Then your partner will use one of the expressions that we've been practicing, for example, giving reactions, asking follow-up questions, asking for clarification and for more details. Then you will say one more sentence, and your partner will respond. And you will continue for six minutes. After that, your partner will give you some advice.

### Answer Key:

#### Using the Key Words and Phrases

1. Friend: please tell me
2. Friend: I see
4. Friend: what time
5. Friend: Have you
8. Friend: I think that; you should
10. Student: you for your advice

# Unit 24: Reporting What Someone Has Told You

## Objectives:

Paraphrasing, summarizing

## Teacher's Introduction:

Let's say that you won five million dollars. What are three things that you would do with that money? In today's activity, you will talk to a classmate about what you would do with that money. You can use your imagination. The things don't have to be true.

You'll need to listen carefully to your classmate because after a few minutes, you will change partners, and you will tell your new partner what your first partner told you about the three things that they would do with their money. During this activity, you'll be able to use all the different conversational techniques that we've been practicing.

## Answer Key:

### Using the Key Words and Phrases

2. Zoe: Really
3. Zoe: interesting
4. Zoe: do what
5. Zoe: imagine that you
6. Zoe: She told me that
7. Luc: were probably  
Zoe: she explained
8. Zoe: said that when
9. Luc: How is that  
Zoe: She felt it

# Unit 25: Volunteering an Answer

## Objectives:

Volunteering to speak, responding with details, sustaining the conversation

## Teacher's Introduction:

I want to tell you about two students who were not very good at discussions when they were in small groups. However, after doing today's activity, they learned how to be great group members.

One of the students was Eric. He was often quiet unless a group member asked him a question directly. For example, someone in the group asked, "Did you use a computer today." The other group members answered, but Eric just sat quietly. Finally, someone looked directly at Eric and asked, "How about you, Eric? Did you use a computer today?" Then Eric answered. The same thing happened with every question.

The other student that I want to tell you about was Gina. She was the opposite of Eric. After someone asked a question, she immediately answered first before anyone else could. In other words, the other group members didn't have a chance to think about their answer and then give their opinion before Gina spoke.

Then one day, the class practiced this activity called Volunteering an Answer. After that, Eric began to answer questions before anyone asked him directly, and Gina sometime waited to let other members answer first before she answered.

Today, we are going to practice the technique of volunteering to answer.

## Answer Key:

### Using the Key Words and Phrases

1. C: That's an interesting
2. B: I answer that
3. C: There's a
4. A: my opinion
5. C: I'd like to  
B: I had to

# Unit 26: Leading a Discussion

## Objectives:

Confirmation checks, comprehension checks, preventing and repairing breakdowns in communication, clarification requests, sustaining the conversation

## Teacher's Introduction:

Sometime in the future, someone will ask us to be a leader of a group discussion. For example, it could be a teacher, or a boss. Or it could be in a club. Or it could even be with a group of friends trying to make a decision. When we are the leader, it's a little different from when we are just a member. As a leader, we need to clearly ask questions, and we want to make sure all the members get a chance to answer.

In today's activity, we will be in groups of three. One member will be the leader for the first topic. Then the other two members will be leaders on two different topics. We want to have interesting discussions, so we'll be using all the different techniques that we've been practicing, for example, giving reactions, asking follow-up questions and clarification questions, showing empathy, volunteering to answer, asking for more details, answering with details, and interrupting politely.

## Answer Key:

### Using the Key Words and Phrases

1. Group Member B: you mean
3. Group Member A: mean  
Group Member B: How about
4. Leader: come
7. Leader: Here's my next  
Group Member A: How about you
8. Group Member B: never thought; you think
10. Group Member B: good points
11. Group Member A: Excuse; "stage fright" mean
12. Group Member A: Ok, I

# Unit 27: Making a Group Decision

## Objectives:

Sustaining the conversation, expressing opinions, soliciting others' opinions

## Teacher's Introduction:

Sometimes we are planning to do something with a group of friends, and we need to make a decision. If we don't do it right, we can start to have arguments, and it can be stressful. However, if we do it right, it can be an interesting and fun experience. Today, you will make a decision in groups of three or four classmates. And you will practice good expressions to use when you do this. You can use these expressions to make sure everyone can express their opinions, and how you can politely agree and disagree with each other. By using these expressions, you'll all feel good about the decision that you all agreed to.

## Note:

This activity requires groups of three or four students.

## Answer Key:

### Using the Key Words and Phrases

1. Amy: about you
2. Lucas: don't care much; rather not
3. Lucas: do you feel  
Dad: a good question
4. Amy: sounds good to
5. Amy: do you think  
Lucas: worried about
6. Dad: That's a good
7. Amy: feel about  
Dad: agree with
8. Lucas: good

## Index of Key Words and Phrases

<u>Phrase</u>	<u>Page Number</u>
According to _____.	77
Actually, _____.	65
Actually, I think you mean _____.	65
All right.	69
And _____.	53
Are you a friend of ____?	85
Are you sure? I think _____.	65
Because _____.	53
But _____.	53 and 61
Can I answer that?	96
Can I ask something?	61
Can I please ____?	69
Can I say one thing?	61
Can you explain?	100
Can you give me an example?	37 and 45
Could I ask you a favor? Could I ____?	69
Could I ask you something?	85
Could I please _____?	69
Could I say something?	61
Could you ____?	69
Could you do me a favor?	73
Could you explain _____?	37 and 45
Could you give me an example?	45
Could you give me your opinion about _____?	89
Could you repeat that?	13
Could you tell me _____?	45
Could/Can I ask ____?	85
Definitely not	9
Definitely	9
Did you say ____?	21 and 45
Do either of you have an opinion about _____?	105

<u>Phrase</u>	<u>Page Number</u>
Do you mean ___?	100
Do you understand?	45 and 81
Do you want me to repeat that?	81
Don't know	9
Don't think (so)	9
Don't you mean ___?	65
Doubt (that)	9
Excuse me.	17 and 61
Excuse me, but ___?	65
Excuse me, but I'm afraid that's not right.	65
Excuse me, I like your _____.	85
Good idea.	105
Good point.	100
Got it?	81
He ___ where?	17
He felt _____.	93
He said _____.	93
He's how old?	17
How about you?	45, 49, 57, 100 and 105
How come?	100
How do you feel about ___?	105
How do you feel about that?	49
How long have you ___?	85
How long/far/late/big _____?	5
How _____?	13
I agree.	77
I can't believe it!	1
I didn't understand what you said.	17
I don't agree.	77
I don't care.	105
I don't really know.	49
I feel that _____.	77

<u>Phrase</u>	<u>Page Number</u>
I have a problem that I'd like to talk to you about.	89
I have a question about _____.	73
I have no idea.	49
I hope I'm not calling at a bad time.	69
I hope we get a chance to talk again sometime.	85
I hope you can give me some advice.	89
I imagine that (you) _____.	25 and 33
I really don't have an opinion.	105
I see.	1
I think so, too.	77
I think that ____, and I _____.	57
I think that _____.	77
I wonder if I could _____.	69
I wonder if you could do me a favor.	73
I wonder if you could help me.	73
I would like to _____.	73
I would say _____.	96
I'd be happy to/glad to.	69
I'd be interested to know _____.	45
I'd have to think about that.	49
I'd have to think about that. What do you _____?	57
I'd like to add something.	96
I'd like to know _____.	37 and 45
I'd like to say something.	96
I'd like to talk to you about a situation I have.	89
I'd like to, but _____.	69
I'd rather (not)	105
I'd rather not say.	49
I'm afraid I disagree.	77
I'm calling because _____.	69
I'm not sure I agree.	77
I'm not sure.	49

<u>Phrase</u>	<u>Page Number</u>
I'm sorry to hear that _____.	25
I'm sorry to hear that.	1
I'm sorry, but _____.	69
I'm sorry. I can't because _____.	69
I'm sure you _____.	25
In my opinion, _____.	77 and 96
In other words, _____.	29 and 33
In sum, _____.	29
In summary, _____.	29
Is it _____?	13
It looks like _____.	41
It seems to me that _____.	77
It sounds like _____.	29 and 33
It's been nice talking to you.	85
Maybe/perhaps, but _____.	77
Might	9
Not sure	9
Oh, no!	1
Oh, really! / Oh, really?	1
Oh, yeah?	1
Ok?	81
Pardon (me).	17
Probably not/won't	9
Probably.	9
See you later.	85
She explained _____.	93
She told me _____.	93
She's _____ when?	17
Should	9
So _____.	53
Sorry.	17
Sure.	9 and 69

<u>Phrase</u>	<u>Page Number</u>
Terrific!	1
Thank you for all the information.	73
Thank you for your help.	73
Thank you. I appreciate it.	73
That sounds good.	105
That's a good point.	77 and 105
That's a good question.	49
That's an interesting question.	96
That's great!	1
That's great/terrible/etc.	25
That's nice.	1
That's right/true.	77
That's too bad.	1
The problem is ____, so we ____.	57
There's a good chance	9
This is something that _____.	41
To sum up, _____.	29
Understand?	81
We use this for _____.	41
We'll ____ who?	17
Well, I'd better be going / I should be going.	85
What about you?	49
What did you say?	17 and 45
What do you mean _____?	37
What do you mean?	45
What do you think ____?	100
What do you think about ____?	105
What do you think?	49
What does ____ mean?	100
What kind of _____?	5, 37, and 45
What you're saying is (that) _____.	29 and 33
What _____?	5

<u>Phrase</u>	<u>Page Number</u>
When_____?	5
Where_____?	5
Which_____?	13 and 21
Who will _____?	17
Why do you think that?	100
Will	9
Won't	9
Wonderful!	1
Would you _____?	69
Would you excuse me?	85
Would you mind _____?	69
You did what?	17
You mean _____.	29 and 33
You must _____.	25
You probably _____.	25
You said _____. What did you mean?	37
You said _____, right?	21
You said _____. What did you mean?	45
You see it _____.	41
You're kidding!	1
You're right.	77