

Unit 1, Lesson 1.2: Tell Me More

Lesson focus: Keeping a conversation going through genuine curiosity; showing that you are listening and engaged through natural verbal responses, brief comments, and follow-up questions.

Length: 90 minutes

Core idea: **BE INTERESTED** - focus on the other person. **BE INTERESTING** - contribute something of yourself. Good conversation moves back and forth between both.

Student outcomes: Students will practice how to: - show interest in what someone says; - contribute something of their own; - keep a conversation going naturally.

Materials: presentation; two standard six-sided dice per pair (or enough to share); five sets of six Secret Conversation Road Trip cards.

Teacher note: The lesson is not about teaching adults that listening is important. It develops the pragmatic skill of using another speaker's contribution to shape the next turn in English conversation

1. English in the Wild

2. Be Interested AND Interesting | 12 minutes

Begin: *Think of someone you really enjoy talking to. Why do you enjoy talking with that person?*

Students discuss briefly in small groups; collect several ideas.

Display: *"To be interesting, be interested." - Dale Carnegie*

Ask: *What do you think he meant?* Allow interpretation before explaining the language.

Contrast **I am interested** with **I am interesting**. Interested: curious; wanting to know more. Interesting: contributing ideas, experiences, opinions, stories, or details that give another person something to respond to.

Ask: *How can you show that you're interested in another person? and What can you contribute that makes a conversation more interesting?*

Introduce the central visual:

BE INTERESTED - Focus on the other person: Listen / React / Comment / Ask

BE INTERESTING - Contribute something of yourself: Connect / Share

Good conversation moves back and forth between both.

Connect to Lesson 1.1: Last class students practiced sharing specific details that give others something to respond to. Today they practice showing interest in what someone else gives them and moving naturally between both sides

2. Grammar for Meaning | 7 minutes

Extend **interested** / **interesting** to useful adjective pairs: bored/boring, excited/exciting, fascinated/fascinating, surprised/surprising, confused/confusing, disappointed/disappointing.

Establish meaning: **-ed** often describes someone's experience, feeling, or state; **-ing** describes the person, thing, event, or situation that creates or has that effect.

Avoid the inaccurate shortcut "-ed is for people; -ing is for things." Use *She's an interesting person* and *He's a boring speaker* to show why. Partners explain meaning differences: *I was bored / I was boring; She was interested / She was interesting; He was fascinated / He was fascinating.*

Quick check:

- Maria couldn't understand the instructions -> confused
- The instructions were difficult to understand -> confusing
- I couldn't stop watching the documentary -> fascinated
- Nobody wanted to listen to the speaker -> boring
- I didn't expect the ending -> surprised
- The restaurant disappointed us -> disappointed.

Personal production: complete ONE: *I was fascinated by... / Something I find interesting is... / I was surprised when... / Something I find boring is...*

Share the sentence with a partner. Do not require a conversational technique yet.

3. Remember the Open Door? | 7 minutes

Retrieve Lesson 1.1: Dead end: I like music. Open door: I love classical music, especially Mozart.

Ask why the second is easier to respond to; identify possible doors such as classical music, Mozart, composers, concerts, instruments.

Make the reciprocal relationship explicit: Last class: When YOU speak, open doors for other people. Today: When THEY speak, listen for the doors they open for you.

Display: *We went to Colorado this summer because my sister moved there.* Identify doors: Colorado / summer / sister / moving.

Ask: *Which door would you want to follow? What might you say?* Accept natural responses without categorizing them yet.

Close: You don't always have to think of a new topic. Build from something the other person has already given you.

4. Secret Conversation Road Trip | 12 minutes

Groups of six. Give each student one secret topic card; cards remain hidden.

Person 1 begins naturally with the idea on the card. Each following person listens, responds to something just said, and naturally brings the idea on her own card into the conversation.

Student challenge:

1. **Listen** - What did the person before you say?
2. **Connect** - Find a natural connection between something she said and your secret idea.

Model:

Gardening: *I've been spending a lot of time in my garden lately. ->*

Tomatoes: *What are you growing? My tomatoes are finally starting to turn red. ->*

Cooking: *Fresh tomatoes are wonderful for cooking. I make pasta sauce with mine.*

Emphasize that the goal is a natural transition, not simply announcing the next topic.

Routes:

1. Gardening -> Tomatoes -> Cooking -> Grandmother -> Italy -> Travel
2. Dog -> Walking -> Weather -> Thunderstorms -> Childhood -> Camping
3. Coffee -> Morning -> Traffic -> Driving -> Music -> Concert
4. Book -> Mystery -> Ireland -> Castle -> History -> Museum
5. Shoes -> Shopping -> Birthday -> Cake -> Chocolate -> Recipe

Positive reflection only: **What did someone in your group say that made a transition feel especially natural?**

5. Be Interested: Show Your Interest | 8 minutes

Return to **BE INTERESTED <-> BE INTERESTING**.

Begin with **BE INTERESTED**: focus on the other person. Listen for something in the person's words you genuinely want to follow.

Teach three options.

1. **REACT**: Really? / Oh, wow! / No way! / That's surprising! / You must have been excited!
2. **COMMENT**: That's interesting. / That sounds wonderful. / That must have been frustrating. / What an exciting experience! / That sounds confusing.
3. **ASK**: Tell me more about that. / What was that like? / What made you decide to...? / How did you get interested in...? / What was the most interesting part? / Were you surprised when...?

Emphasize: these are **choices, not steps**. Students may combine them naturally: *Really? What happened?* or *That sounds fascinating. How did you get interested in it?*

6. Be Interesting: Contribute Something | 7 minutes

Explain that conversation cannot consist entirely of one person talking while the other reacts and asks questions.

BE INTERESTING means giving the other person something too.

CONNECT using:

shared experience (*I've had a similar experience*)

someone/something you know (*My daughter got really interested in sourdough...*)

shared feeling (*I know that feeling. I was really disappointed when...*)

knowledge (*I've heard that's fascinating*)

interest (*I've always been interested in that*); memory (*That reminds me of...*).

SHARE an experience, opinion, story, or specific detail.

Recycle Lesson 1.1:

I like gardening vs. I grow roses and herbs in my backyard.

I want to travel vs. Seeing the Panama Canal is on my bucket list

Teach: Connect - then step aside.

Model:

A: *I've started making sourdough.*

B: *My daughter got really interested in sour dough a few years ago. What made you decide to try it?*

Close: *Good conversation moves back and forth: show interest in the other person <-> contribute something of yourself.*

7. Going Back | 4 minutes

Present as a strong way to show interest. Sometimes something catches your attention, but the conversation moves on.

Useful phrases: *You mentioned... / You said something earlier about... / Going back to what you said about... / I wanted to ask you about...*

Model: *You mentioned that your daughter is studying in Italy. How does she like it?*

Ask: *What does going back to something communicate?* Draw out attention, memory, and genuine interest

8. Roll & Respond | 12 minutes

Pairs need two standard dice.

Dice key:

2, 6, 12 = **REACT**

3, 5, 9 = **COMMENT**

4, 7 = **CONNECT/SHARE**

8, 10, 11 = **ASK**

This intentionally makes React somewhat less frequent than the more generative response types.

Procedure: (1) Partner A reads a starter. (2) Partner B listens to the entire statement. (3) After A finishes, B rolls and adds the dice. (4) B responds using the assigned response type and makes it fit what A actually said. (5) A answers naturally; continue another turn or two. (6) Switch roles and starter.

Starters:

1. I watched a **fascinating** documentary last night about people who live past 100.
2. I was really **surprised** by something my daughter told me yesterday.
3. I'm **excited** about a trip I'm planning.
4. I tried a new recipe this weekend, but the instructions were really **confusing**.
5. I finished a book last week, and the ending was really **disappointing**.
6. I've become really **interested** in family history lately.
7. I went to an event recently that was much more **interesting** than I expected.
8. I had a really **embarrassing** experience at a store once.

Keep examples visible:

React: Really? / Oh, wow! / That's surprising! / You must have been excited!

Comment: That's interesting. / That must have been frustrating. / That sounds fascinating.

Connect/Share: I've had a similar experience. / That reminds me of... / I've always been interested in... / Someone I know...

Ask: What was that like? / What made you decide to...? / What was the most interesting part? / How did you get interested in...? Reminders: listen first; do not roll until the speaker finishes; make the response fit what was actually said; examples are support, not a script.

9. Real Conversation | 8 minutes

Remove only the dice. Students choose what the conversation needs. Keep language support visible.

Display:

BE INTERESTED

Listen & show interest:

React (Really? / Oh, wow! / That's surprising!)

Comment (That's interesting. / That sounds fascinating. / That must have been frustrating.)

Ask (What was that like? / What made you decide to...? / How did you get interested in...?).

BE INTERESTING - Contribute something:

Connect/Share (I've had a similar experience. / That reminds me of... / I've always been interested in... / Someone I know...).

Also display: *Listen for the doors people open. Connect - then step aside.*

Going back *You mentioned... / Going back to what you said about...*

Tell students: *This time, you choose. You don't have to use these phrases. They're here if you need them. No assigned topic. Let conversation develop naturally.*

Positive reflection: *What is something interesting you learned about someone? and What did someone say that made you want to hear more?*

10. Closing | 4 minutes

Return to Carnegie: *"To be interesting, be interested."*

Ask: *After today's conversations, what does Carnegie's advice mean to you now? Then: What advice would you add? What is one specific thing someone can do to strengthen a conversation? Record student ideas.*

11. English in the Wild

Potential Ideas:

Show interest - follow something the other person says instead of immediately introducing a new topic.

Contribute - share a relevant experience, thought, interest, or connection of your own.

Go back - return to something interesting the person said earlier: *You mentioned earlier that...*