

# A/B Conversations



## Purpose

**Provide partner practice in structured conversations between two people.**

A/B Conversations provide multiple opportunities for independent (*You Do It Together*) practice of prompt and response language patterns in a natural conversational mode. The goal is for students to learn to generate conversations for their own purposes.

- **Certain functions lend themselves naturally to conversational practice.** For example, A/B Conversations provide helpful practice to describe actions or routine events; express feelings and preferences; describe physical characteristics or personality attributes; or retell events.
- **Depending on your students' language needs,** you might include patterns from lower proficiency levels to fill gaps or a higher proficiency-level to expand students' language use.
- **Provide sample written sequences of prompts and responses for students to copy.** Once students are comfortable with the conversation, provide variations of the prompts and responses. As the students gain confidence and accuracy in the conversations, gradually release control and allow students to generate their own conversations using the same structures and topic.

## Directions

1. After teaching and modeling how to use the grammatical structures with the topic vocabulary in varied sentences and questions that can be used in a conversation (*I Do It*), role-play having the conversation (*We Do It*).
2. Remind them that having a conversation is like playing a game with a ball. You want to keep the conversational "ball" going back and forth between you and your partner. After answering their partner's question, they need to ask another question that makes sense (*I Do It*).
3. Complete a sample A/B Conversation template with the prompts and responses the class has practiced. Model first by taking the A role and having a conversation with a student who takes the B role. Then have two students model using the cards (*I Do It*).
4. Assign students to be A or B. Students write either prompts or responses depending on the letter card they receive (*You Do It Together*). Leave all language patterns (mortar) and vocabulary (bricks) used in the lesson(s) easily visible for students to copy.
5. On subsequent days, give students variations on the prompts and responses, until they are confident and accurate enough to write their own prompts and responses for a conversation.

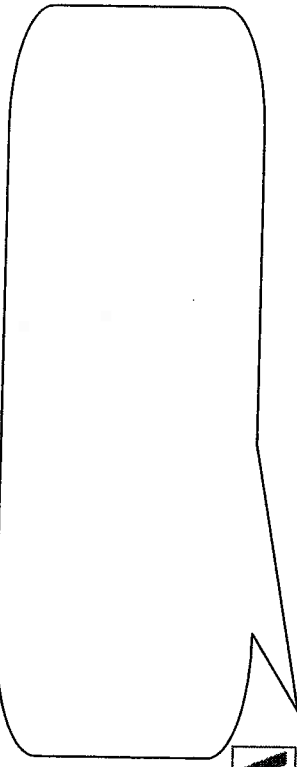
## Student Handout Options *To re-use the sheets, have students use the Let's Talk folders and write with dry erase markers*

- **Two large speech bubbles** – Use when topic calls for extended explanations or to list key talking points students will include during a more free-form conversation.
- **Two speech bubbles with "What did I learn" box** – Allows for recording reflection on learning.
- **Eight speech bubbles** – Structures the back and forth nature of a conversation with four numbered boxes for each partner.
- **ConvoCards A/B** – Assign students an A or B designation. Have students record possible frames for a conversation on their ConvoCard sheet. Depending on confidence and proficiency level, they can do this either on their own or with a partner. When all (most) are ready, each A finds a B and B finds an A for a conversation. Either use a signal or allow a natural ending of a conversation, then everyone finds a new partner. Repeat as long as it's productive and time allows.

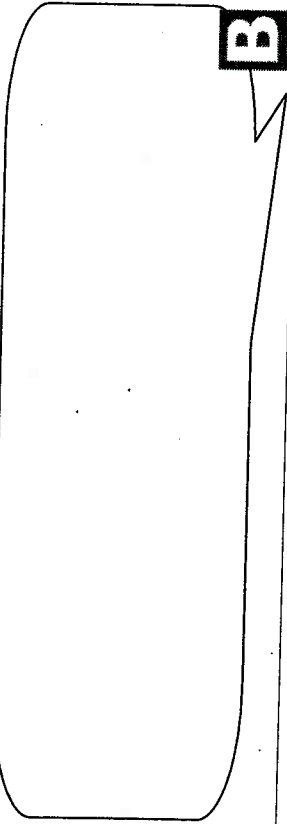
Partner A: \_\_\_\_\_

Partner B: \_\_\_\_\_

1.

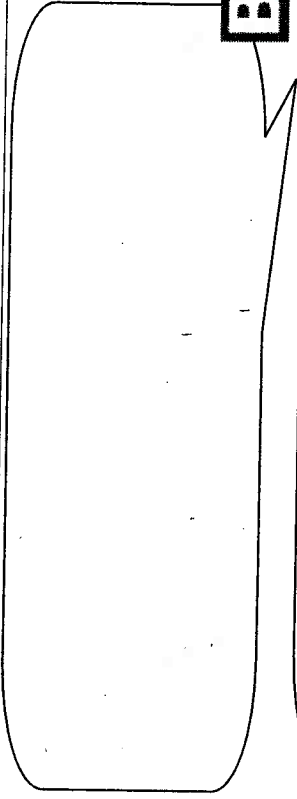


**A**

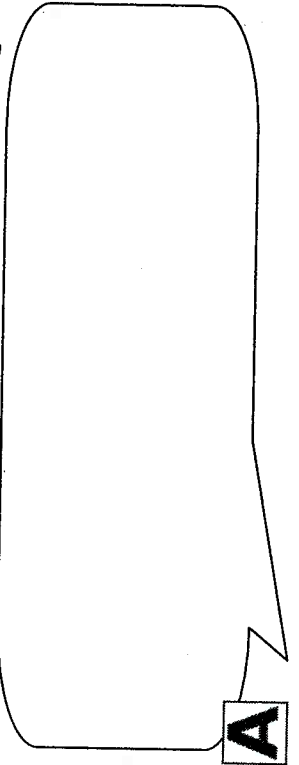


**B**

2.

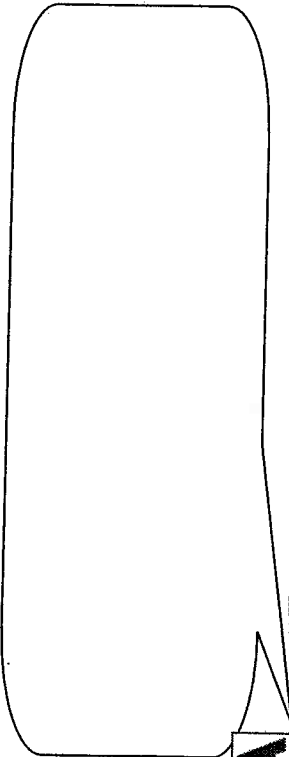


**B**

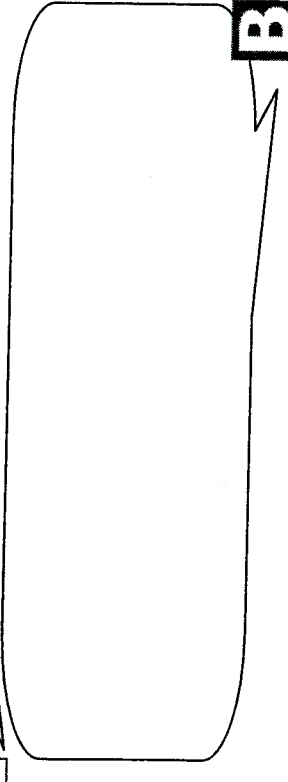


**A**

3.

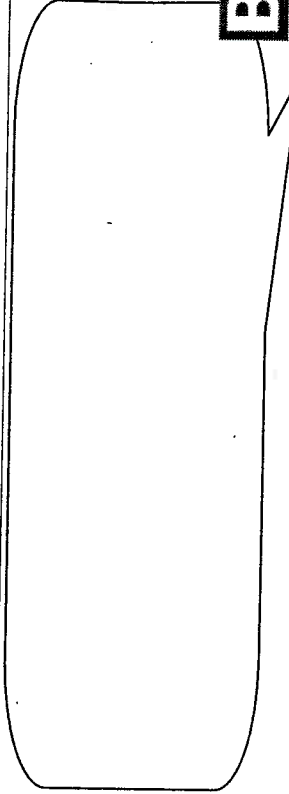


**A**

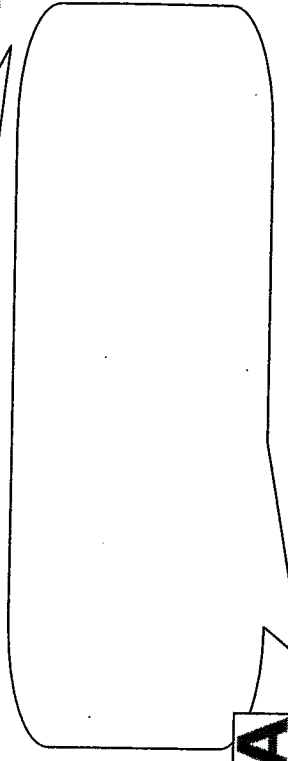


**B**

4.



**B**



**A**