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Discourse Analysis of Student Generated Interview Follow-up Questions with Implications for Classroom Instruction in English

Stella M. YAMAZAKI and Tatsuroh YAMAZAKI

This paper is not presented as scholarly research since it draws upon a small corpus of data. It is, instead, a pilot study for a scholarly report to follow. Based on the work of other writers and the conclusions of this limited study, it offers suggestions to the English classroom instructor on reducing one error in discourse common to many Japanese students.

Discourse analysis is a topic not widely written about by English teaching professionals in Japan. A check of the *JALT Journal* from June 1979 to 2003 shows only one article published on the subject. For the same period the *Language Teacher* has none. This is at least in part due to the scope and complexity of the area.

In simple terms discourse analysis is "the linguistic analysis of naturally occurring, connected speech or written discourse. [It] is also concerned with language use in social contexts, and in particular with interaction or dialog between speakers." (Stembrouck, p.1) Analysis of written material might involve a study of topic development and cohesiveness. For spoken language it might include examination of openings and closings, listener response behavior, and turn-taking, along with consideration of the age, sex, and social status of the speakers. It is presumed that the language producer and receiver share a similar set of rules on how topics are chosen, developed, and changed in the given language.

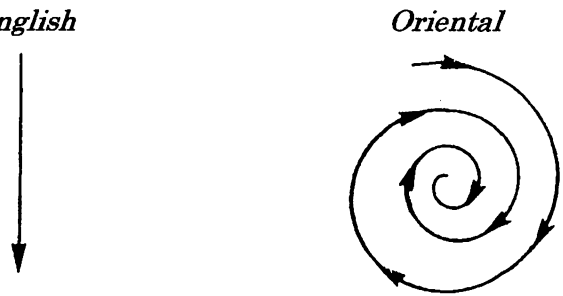
Discourse analysis is employed by a number of disciplines, including sociolinguistics, anthropology, sociology, and psychology. It can also be very useful to teachers of second languages who are working with populations ignorant to varying degrees of the discourse rules followed by native speakers (henceforth,

NSs). Asian languages, Japanese included, exhibit very different sentence structures and discourse patterns from English. When Asian speakers or any nonnative speakers (henceforth, NNSs) rely on their native language patterns to communicate in English with NSs, serious misunderstandings can result, as in the following real account. An American (A) was interviewing a Japanese English teacher (J) for an interpreter's position.

A: What is the major discipline problem in your school?
J: Our school is an old school. It was established about fifty years ago.
A: (What on earth is he talking about? I didn't ask him how old his school was. I asked him what his major discipline problem was. He didn't understand the question. I'll repeat it more slowly for him.) What . . . is the major . . . discipline . . . problem . . . in your school?
J: (Why did she interrupt me? I know what the question was. Why can't she wait for me to finish answering it? I'll start over again.) Our school is an old school. It was established about fifty years ago....
A: (This is hopeless! He obviously cannot understand a simple question in English. I wonder how he managed to reach the final interview stage.)

At this point, the interview was over as far as the position was concerned.
(Sakamoto, pp.72 - 73)

The misunderstanding occurred because of the difference in discourse patterns between the native languages of the two speakers. The American had expected the western pattern, an answer to the point followed by details. The Japanese had followed his native language pattern of circumlocution, beginning at a distant point with the intention of adding details until the central point was reached. Robert Kaplan (Kroft, p. 257) uses the following schematics to represent these two discourse styles:



By recording and transcribing exchanges between their students and other speakers, foreign language teachers have a method for determining sources of student miscommunication and material for addressing the problem.

Discourse patterns in any language are learned by NSs. They are not innate. In the west, rhetorical writing patterns are taught, starting in the first grade, all the way through the freshman year of college. Moreover, Robert Hatch (Larsen-Freeman, p.173) states that NSs likely begin learning spoken discourse patterns as toddlers, even before acquiring basic syntactic rules. It seems reasonable to assume that NNSs could also be taught some control of second language discourse patterns if the patterns were presented in a focused context and reinforced with regularity over time.

My experience with teaching discourse came quite by chance. Each year two or three classes of my intermediate-level freshman EFL students conduct fifteen-minute interviews of NSs. Pairs of students choose a narrow theme, such as favorite hobby, eating habits, or personal travels, and write seven questions about it to ask the NS. During their interviews they are required to collect three pieces of information per interview question, which often necessitates asking follow-up questions. The limited interview time makes it important for students to be efficient in collecting their data by asking questions closely related to their main question. I videotape all interviews, review them, and give each group a video cassette copy along with a critique of their performance. After our interviews this

year one NS and several student groups expressed concern, indicating that there was something not quite right about their exchanges. As I watched their videos, I felt a similar concern.

In a standard, formal, western interview, the interviewer asks a basic question. Initial follow-up questions are expected to relate closely to the original question and to elicit more details to flesh out the basic answer. My students had been shown numerous good examples of this technique from previous classes' interviews. Given their cultural predisposition for indirectness, however, a number of students changed topic each time they asked a follow-up question, as in this example.

Student: What kind of Japanese music do you like?
NS: Well, actually, I like *gagaku*.
Student: Sorry, once more, please.
NS: Old Japanese court music.
Student: Do you like J-pops?
NS: Not very much.

This tendency appeared more pronounced among the lowest students but was in evidence to some degree at all levels.

While sudden divergence from topic is not completely unheard of in conversations between native speakers, a certain set of steps is expected in making the transition. "Typically the speaker makes a break in the continuous discourse, alerting the listener to the fact that the discourse topic may not follow from the previous discourse. Speakers often announce a break with some metalinguistic remark, such as, 'I am sorry to change the subject, but...' or 'Not to change the subject, but...' and so on. These remarks are often accompanied by attention getting devices, e.g., hey! listen! look! wait! along with hesitations and word searches," (Keenan, p.348). Gillan Brown (p.101) also mentions NSs' use of paratones or intonational cues to signal the start of a new topic. In the absence of

both cues, topic shifts can seem unnaturally abrupt. Since the topic shifts my students exhibited were natural for communication in their own language, they did not see them as interruptions in communication in English and made no effort to signal any topic change.

After I saw this tendency in the interviews of my first two classes, I prepared a lesson on the problem for the third class, who had not yet interviewed, and I presented it at the start of their interview week. I used video scenes from the interviews of the two classes before. To begin I presented two examples of good, follow-up questions, then two instances of bad ones, each time indicating why questions were good or bad. I next asked students to watch a series of interview video clips of follow-up questions, and rate them as good or bad and identify why. I continued the lesson with other exercises included at the end of this paper. Students did not register any surprise at hearing about the difference between the western (on topic) and Japanese (topic shift) question styles. What did surprise them was that their habit of changing topic quickly could be taken as a sign of disinterest or even disrespect toward the NS.

After filming the third set of interviews, I decided to count and categorize the follow-up questions asked by students in each of the three classes to determine if the remedial lesson had had any effect on the last class's performance.

I divided the questions into three categories:

1. **Acceptable.** Although not every question in this group flowed smoothly from the preceding one, these were questions related closely enough to the NS's response that they did not break the speaker's train of thought or detract from the NNS's collection of relevant data. Also, topic shift questions were allowed if the original topic had been discussed to the satisfaction of both NS and NNS and the topic they shifted to had a logical connection to the preceding topic.

Example of **Acceptable Topic Shift**

Interview of a Chicago native on her life in Japan

Student: (interview question) What is your favorite Japanese food?

NS: *Ozoni*. I like *mochi* very much, and I also like chicken soup, so the chicken soup *ozoni* tastes really good to me.

Student: (acceptable topic shift) Did you eat *ozoni* in Chicago?

NS: Yeah, I did. Right. My husband went shopping in Korean supermarkets. They didn't have any Japanese stores, any good ones, so he would go shopping in Korean stores, and they sold *mochi*, and he made *mochi* quite often. Most Americans don't like *mochi*, but I love it.

2. Noticeable. Most prominent in this group were requests for other answers or examples when the NS's first answer had been only partially explored. Also included were single questions not closely tied to the information preceding them.

Example of Noticeable Topic Shift

Interview Topic: NS's life in Japan

Student: What is your favorite place in Japan?

NS: Izu is very nice. I like the Izu Peninsula. It's very nice. It's clean.

Student: (noticeable topic shift) Osaka? Nara? Kyoto?

NS: Uh, Nara. I like Nara.

3. Very Noticeable. These included: 1) abrupt requests for a different answer immediately after the NS had given an initial response; 2) follow-up questions having little or no connection to the interview question under discussion, particularly when such questioning was prolonged; and 3) unclear or irrelevant questions which students would not explain or rephrase when asked by the NS.

Example of Very Noticeable Topic Shift

Interview Topic: NS's stay in Cambridge, England

Student: (interview question) What was your favorite place in town?

NS: King's College Chapel.

Student: (very noticeable topic shift) During the year you lived in town, did it go well?

NS: (pause) Well, yes. Everything went well. I had many interesting experiences and I made friends, so I had a wonderful time.

Student: (returning to topic) Why did you like the place?

Eliminated from categorization were questions which were not acceptable for reasons other than topic shift. Some involved errors in pronunciation or tense, which confused the NS. But the greatest number were questions which had already been answered directly or through the context of the interview.

Interview Question: What is your favorite Japanese food? The NS says *nabe*.

Student: Why do you like it?

NS: Because when I make *nabe*, I can put in a lot of vegetables and seafood and meat and all kinds of ... whatever I like to eat together. And somehow they all get mixed well.

Student:(question already answered) Do you like vegetables, meat, and seafood?

This is not a topic shift error but is at the same time not native. There were so many occurrences of this type of question in interviews that they really deserve a separate study and, thus, were not categorized here.

A tally of interviews and categorized follow-up questions for each group appears below.

Initial Tally of Follow-up Questions

	Interviews	Follow-up Questions	Acceptable Questions	Noticeable Shift	Very Noticeable Shift
Class 1	10	112	73	14	12
Class 2	12	147	98	18	11
Class 3	15	141	110	8	7

To adjust for the differing number of interviews per class, I divided the question totals for each class by the number of interviews produced and came up with a per interview average for every category of data.

Per Interview Average

	Follow-up Questions	Acceptable Questions	Noticeable Shift	Very Noticeable Shift
Class 1	11.2	7.3	1.4	1.2
Class 2	12.2	8.1	1.5	0.9
Class 3	9.4	7.3	0.5	0.4

The chart above shows that while Class 3 averaged somewhat fewer follow-up questions per group than Classes 1 and 2, it produced the same number of acceptable questions as Class 1. Much more importantly, Class 3 generated far fewer topic shift errors of both types than either Class 1 or 2.

Comparison of Shift Errors with Classes 1 and 2

	Noticeable Shift	Very Noticeable Shift
Class 3	2.8 times fewer than Class 1 3.3 times fewer than Class 2	3 times fewer than Class 1 2.25 times fewer than Class 2

The numbers strongly suggest that Class 3's heightened awareness of western communication patterns and the dangers of topic shift caused them to limit questions to those they felt were on topic. Although many instances of topic shift still occurred, these results are encouraging.

Admittedly, this was a limited corpus of data and does not allow me to make any bold pronouncements about what can or cannot be done in the second language classroom to bring learners closer to native discourse patterns. Any positive effects of my remedial lesson are at best short-term. If mastering rhetorical

writing patterns can take NSs as long as sixteen years in the traditional school system in the west, there can be no short-cuts for teaching spoken discourse to NNSs. Nevertheless, even short-term improvements in performance can be of value to those with short-range goals, such as making conference presentations or succeeding in job or school placement interviews. More research is needed. If short-term change after instruction can be consistently documented, it allows the possibility that longer, focused instruction, perhaps using a contrastive approach, could produce more lasting results.

From next year onward I will be presenting the remedial lesson on follow-up questions to all classes immediately prior to their interviews, videotaping their work, and looking for topic-shift errors. I will also go through previous years of class interviews on video to learn more about these errors. I will need to collect all instances of topic shift questions from these two sources and have an independent group of native speakers categorize them before making any more comparisons. If I wish to make a connection between such errors and student level, I will also need to develop an objective set of criteria for rating students as high, average, or low within their class. Such research could easily take three more years, but could prove useful for addressing a long ignored problem in EFL student discourse, abrupt or unnatural topic shift.

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Supplement 1

WHAT IS A GOOD, SERIOUS CONVERSATION OR INTERVIEW IN ENGLISH?

In a serious conversation or talk or interview, English speakers stay on one topic and ask and answer a number of questions on that topic before changing to a new topic.

For interviews that means your related questions must be closely related to your interview question. If you ask a related question on a new topic (not your interview question topic), you will confuse the foreigner. He or she expects you to follow western thinking patterns and ask related questions closely connected to your interview question.

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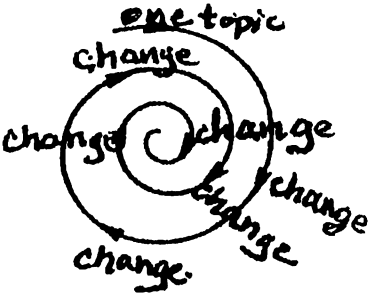
one topic		
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same topic		

Good example 1: Interview on Movies

Student: Interview Question
What is your opinion of Miyazaki's movies?

Teacher: I like the ones I've seen. (2 times)

S: Related Question *Why?*

T: Interesting characters.

S: Interesting characters.

Related Question *Which is your best Miyazaki movie or character?*

T: I can't really choose.

S: I like Totoro.

T: Yeah, that's a good one.

* The foreigner likes Miyazaki's films. S's related questions ask why and which Miyazaki films she likes.

Good example 2: Interview on Life in Japan

Student: Interview Question *How long have you been in Japan?*

Teacher: For 15 years. (S: Oh.) People are surprised.

S: So many years.

T: Yeah ... in one way it's a lot of years. The exact date was April 1, 1988.

S: In 1988 I was 4 years old.

T: My baby was 3 months old.

Bad example 1: Interview on Music

Student: Interview Question
What kind of Japanese music do you like?

Teacher: Well, actually, I like *gagaku* .

S: Sorry, once more, please.

T: Old Japanese court music.

S: Bad following question
Do you like J-pops?

T: Not very much.

* The foreigner's favorite Japanese music is Japanese court music. She wants to talk about it, but S changes the topic (Bad!) to J-pops with his following question. The foreigner can't continue the conversation.

Bad example 2: Interview on Travel

Student A: Last question.
Interview Question *Where would you like to travel in the future?*

Teacher: Maybe India. (Students A and B repeat.)

Student B: Related Question
Why do you think so?

T: Well, I like the food and I like the music, but I've never been there, so I think it would be really interesting.

S: Ah, 3 months. Related Question *What made you go to Japan?* T: My husband "made me go." Those are exactly the words I've been saying. I really didn't want to come. * The foreigner tells that she came to Japan 15 years ago, and S asks why she came. The related question continues the topic of her coming to Japan.	B: I know you like to sing a song. Change of topic: singing *What kind of song?* T: Well, mostly classical, actually. B: Classical? What's the name? T: The name? Classics? Well, for example, I like Mozart. He's very singable. * B's interview topic and interview question are about travel. She asks one good related question about T's answer (India): "Why do you think so?" But B suddenly changes topic and asks questions about singing and classical music. This does not belong in an interview about travel.

Good or Bad Related Questions

Read through the following interview clips and decide if the related questions are good (closely related to the interview questions) or bad (not related closely enough to the interview questions).

Example 1: Interview on Movies

Student A: Interview Question *Who is your favorite actor?*

Teacher: Probably Sean Connery.

A: Sean Connery. How do you spell that?

T: Sean is S-E-A-N. Connery is C-O-N-N-E-R-Y.

Student B: [Related Question] *Why do you like him?*

T: Well, I guess, for one thing, I think because almost every time he makes a good choice about what role he plays and he does a very good job with that role.

① **Which is correct?** This related question is:

a) good because it continues the discussion about favorite actor.

b) bad because it changes the topic.

Example 2: Interview on Music

Student A: Next question: [Interview Question] *What is one of your favorite songs?*

Teacher: Well, "Yesterday."

A: Oh, Beatles!

T: Mhm, yeah.

A: [Related Question] *Do you like anything else?*

T: Well, by them I like "Imagine."

A: Singer?

T: That was John Lennon.

② **Which is correct?** This related question is:

a) good because it continues the discussion about T's favorite song.

b) bad because it changes discussion to another song.

Example 3: Interview on American Life

Student A: [Interview Question] *Is American college different from Japanese college?*

Teacher: Yes.

Student B: [Related Question] *For example?*

T: Well, Japanese students usually put all their energy into the entrance examination (A & B: Yes.) and after that it's just sort of relax. University is supposed to be your fun time. American universities, you have to study a lot harder to stay in. If

you're not doing well, they throw you out.

③ **Which is correct?** This related question is:

a) good because it continues discussion on the difference between American and Japanese colleges.

b) bad because it changes the topic completely.

Example 4: Interview on Food and Cooking

Student B: [Interview Question] Next, when you take a lunch box to work, what do you usually put in it?

Teacher: Salad! Tofu, salad. (A & B repeat.) I'm on a diet. Too fat.

Student A: [Related Question] *Only tofu and salad?*

T: Tofu and salad and fruit.

B: [Related Question] *What kind of fruit?*

T: Apple or grapefruit.

B: [Related Question] *Do you make a lunchbox for your family?*

④ **Which is correct?** These related questions are:

a) good because they help A and B collect information about lunchboxes.

b) bad because they suddenly change the topic.

Example 5: Interview on Chicago

Student A: Last question. Number 7: [Interview Question] *Many movies are made in Chicago. Can you recommend one we should see?*

Teacher: One I really like is called *Planes, Trains and Automobiles.* It's a comedy and it has Steve Martin in it. And a man is trying to get home to Chicago. It's a holiday, and he wants to go home, but...

A: I know *Untouchables*, maybe...

T: Yeah, to see old Chicago.

Student B: I know it. It's great.

T: Oh, great! Sean Connery was a policeman. He dies.

B: Nice guy.

T: Yes, very nice guy. He got an Academy Award for that role.

A: Related Question *Do you like Sean Connery better than your husband?*

T: No.

⑤ Which is correct? This related question is:

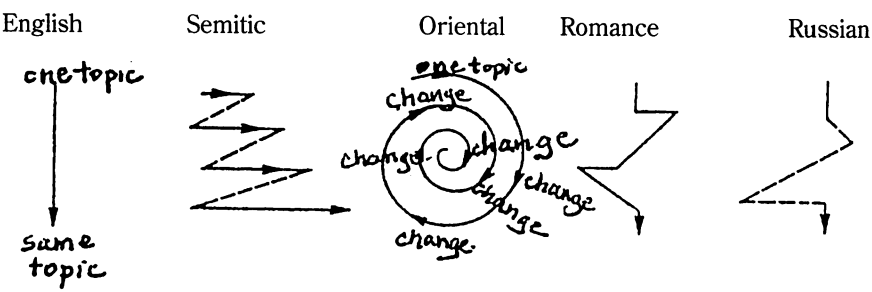
a) good because it helps the students collect more information on Chicago movies.

b) bad because it changes the topic and doesn't help the students get more information on Chicago movies.

Supplement 2

WHAT IS A GOOD, SERIOUS CONVERSATION IN ENGLISH?

In a serious conversation or talk, English speakers stay on one topic and ask and answer a number of questions on that topic before changing to a new topic.



From Robert Kaplan(p.257).

In Japanese, Korean, and Chinese languages, people introduce one topic but then change the topic quickly again and again and return to the original topic much later. THIS STYLE IS NOT ACCEPTABLE IN ENGLISH.

Also in a good conversation in English: 1) both partners try to say a lot; 2) when asked a question, a partner tries to ANSWER and give MORE INFORMATION; 3) the partner listening makes lots of comments: Oh? Really? That's interesting.

Cultural Differences in Conversation

In Japanese, conversation is like a bowling game. The ball (or conversation) goes just one way.

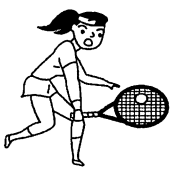
One person talks and talks and talks.

→ → →

Then, another person talks and talks and talks.

→ → →

In English, conversation is like a tennis match. The ball (or conversation) moves back and forth between two people, and the conversation stays on one topic for a period of time.



① Question ------→

←---② Answer & More Information

③ Comment, Related question ---→

←---④ Answer & More Information

⑤ Comment, Related question ---→

←---⑥ Answer & More Information

⑦ Comment, etc. ------→

Illustrated by M. Kobayashi. 2003. *Nenchugyoji Cut.* Maru-sha.

Supplement 3 STAY ON TOPIC

Good example: Student A asks about an interesting place and continues to ask questions about it.

A: What's the most interesting place you've visited?

B: It's Osaka. Osaka is a very big city.

A: That's great. When did you go there?

B: It was when I was in junior high and I went again in high school.

A: Oh, really? What do you remember about it?

B: I remember going to Osaka Castle. It was very beautiful. I thought I wanted to live there someday.

A: Oh, really? That's interesting.

Exercise. Look at the topic in lines 1 and 2 of the following conversations. Circle the best line to continue each conversation, a) or b).

1. A: What is your favorite sport?

B: My favorite sport is basketball. Basketball is the most exciting sport for me.

A: That's interesting..... WHICH QUESTION SHOULD FOLLOW?

a) Why do you feel that way? (because it's about liking basketball)

b) Who is your favorite player? (because it's on the topic of basketball players)

2. A: What is the most interesting place you've visited?

B: It's Yatsugatake. I went there to climb mountains in junior high school.

A: Oh, really? ..... WHICH QUESTION SHOULD FOLLOW?

a) Did you get tired? (because it's about the exercise of mountain climbing)

b) What do you remember about it? (because it's about Yatsugatake and mountain climbing)

3. A: What did you do last Sunday?

B: I watched a baseball game. It's one of my hobbies.

A: A baseball game? ..... WHICH QUESTION SHOULD FOLLOW?

a) Who was playing? (because it's about Sunday's game)

b) What is your favorite team? (because it's about baseball in general)

4. A: What is your hobby?

B: My hobby is playing the guitar. Playing the guitar is a lot of fun.

A: Really? ..... WHICH QUESTION SHOULD FOLLOW?

a) When did you begin to play the guitar? (because it asks about the past)

b) How long have you been playing the guitar? (because it asks about now, how many years up to now)

5.A: What is your favorite leisure time activity?

B: I like reading. I'm reading *Ryo Go* now. It's a very amusing story.

A: That's interesting. What kind of story is it?

B: It's a historical novel. It's set in the Edo period.

A: Really? ..... WHICH QUESTION SHOULD FOLLOW?

a) Who wrote the book? (because it's about the writer)

b) What is the story about? (because it's about the story)

~~~~~~

Supplement 4

Conversation: Two new friends begin to talk about the man's job, photography. Watch the video clip. Then circle the question you think the woman will ask next.

Part 1

Woman: So, Mark has been telling me you went to Northwestern and you were into astrophysics and stuff like that?

Man: Yeah.

W: How did you get to be a photographer?

M: I don't know. I've always wanted to be one. I drifted into it, you know, like most people. Postponed it for a while. Hey, do you mind if I smoke?
~~~~~~

W: Oh, no, no, no.

Part 1 Topic = Photographer, his work

1. What is the woman's next question?
   a) What do you do when you aren't taking pictures?
   b) Is it hard to be a photographer?
   c) Who is your favorite photographer?

Part 2

W: Um, is it hard to be a photographer?

M: Well, it's not hard to photograph.

W: Uh-huh.

M: I love photography. It's what you have to do to support your artistic habit, you know? All those odd jobs.

W: Yes. (to waitress: Thank you.) Yep. I know about stuff like that.

Part 2 Topic = Photographer, his work, hard

2. What is the woman's next question?
   a) What kind of pictures do you take?
   b) Can you recommend a good camera?
   c) What is your favorite photography magazine?

Part 3

W: No, I asked you about you. Oh, dear. Let's see. I really do want to know about you.

M: I'm Mr. Boring.

W: Oh, no. Listen. I'm really interested in what you do. What kind of pictures do you like to take?

M: I like to take pictures of people, you know, (W: Uh-huh.) as they are in their work.

Part 3 Topic = Photography, his job, his pictures

3. What is the woman's next question?

a) Will you take my son's high school picture?

b) Do you work on Saturdays, too?

c) Is it difficult to support yourself taking those kinds of pictures?

Part 4

Topic = Photography, his job, his pictures and salary

W: Is it difficult to support yourself, taking those kind of pictures?

M: It's impossible. There aren't very many good, you know, photography magazines. And those that do publish that kind of work, they have their own favorite, you know, in-house photographers. I've got a stack of rejections (W: Yeah.) like that.

W: Oh, well, the world doesn't understand us struggling artists.

M: Yes, they do. They just don't want to pay us.

W: Well, that too.

Supplement 5

ON TOPIC CONVERSATIONS

These are good conversations written <u>by students</u> in other classes. Read them with a partner.

1. A: What's the worst thing that happened to you over summer vacation?

B: Oh, yes. I caught a bad cold in Singapore. It was during my trip.

A: That's too bad. Why did you catch a cold?

B: I don't know. Maybe the temperature was low in the airplane. I was chilly.

A: Ah... I see. Did you have a fever?

B: Yes, I did. I took lots of medicine...but it took one week to get well.

A: ...and now you caught a cold again. That's really bad.

2. A: What was the best thing that happened to you over summer vacation?

B: It was my trip to Vietnam. It was so interesting.

A: That sounds good. What were you most interested in?

B: I was most interested in Vietnamese food. For example, *bain-bao* is so famous among Vietnamese food.

A: I've never seen it. Did it taste good?

B: Sure. I was pleased with it. Vietnamese food all was pretty delicious.

A: I do want to eat it.

3. A: What is the most interesting place you've visited?

B: I went to Nikko. I went there at the end of my summer vacation.

A: That's good. Where did you visit in Nikko?

B: I visited Ryuzu's Falls. I was moved by that experience.

A: I want to see that, too. Why were you moved?

B: The power of the falls was great. Everybody in the place said, "Good!"

A: That's interesting.

4. A: What's the most interesting place you've visited?

B: I went to Tokyo Disneyland with my friends. It was a lot of fun.

A: That's great. What's the best attraction?

B: It's Honey Hunt. It is very pretty.

A: Oh, I don't know it. What is it?

B: I go in a pot of honey. The pot moves around.

A: Oh. That's fantastic.

5. A: What is the best sports game that you ever played?
   B: When I was in high school, I played soccer. I played against another high school team.
   A: Oh. What happened?
   B: I got a goal. I was very glad.
   A: Oh, that's good. What did you do?
   B: Then I was praised by the manager. I was pretty happy.
   A: That sound nice.

6. A: What is the best sports game that you ever played?
   B: When I was a high school student, I played basketball. We played another high school.
   A: Oh, nice. What happened?
   B: My points decided the outcome of the match. I got twenty-two points.
   A: That's great. How did you feel then?
   B: I felt the best. Because my teammates admired me very much for what I did.
   A: That sounds good.

Supplement 6

Tell Me More Exercise Names: _____

Write conversations between you and your partner. Begin each conversation with one of these questions:

What is one of the most interesting places you've visited?
What is the best thing that happened to you over your last vacation?
What is the worst thing that happened to you over your last vacation?
What is the best sports event that you ever played in? (one game)
What's the best sports event that you ever watched? (one game)

Example:

Question A: What's the worst thing that happened to you over your last vacation?

Answer + More Information B: When I was shopping in my hometown, someone stole my video camera. I was shocked.

Comment, Related Question A: Oh, no! How did it happen?

Answer + More Information B: I put my bag down. Half a minute later someone came and took it.

Comment, Related Question A: That's terrible! What did you do?

Answer+More Information B: When I noticed, I told the manager, but she couldn't help me.

Comment A: That's too bad.

1. Question A: _____

Answer + More Information B: _____

(What is your topic here?)

(Remember to stay on topic.)

Comment, Related Question A: _____

Answer + More Information B: _____

Comment, Related Question A: _____

Answer + More Information B: _____

Comment A: _____

2. Question A: _____

Answer + More Information B: _____

(What is your topic here?)

(Remember to stay on topic.)

Comment, Related Question A: _____

Answer + More Information B: _____

Comment, Related Question A: _____

Answer + More Information B: _____

Comment A: _____

3. Question A: _____

Answer + More Information B: _____

(What is your topic here?)

(Remember to stay on topic.)

Comment, Related Question A: _____

Answer + More Information B: _____

Comment, Related Question A: _____

Answer + More Information B: _____

Comment A: _____