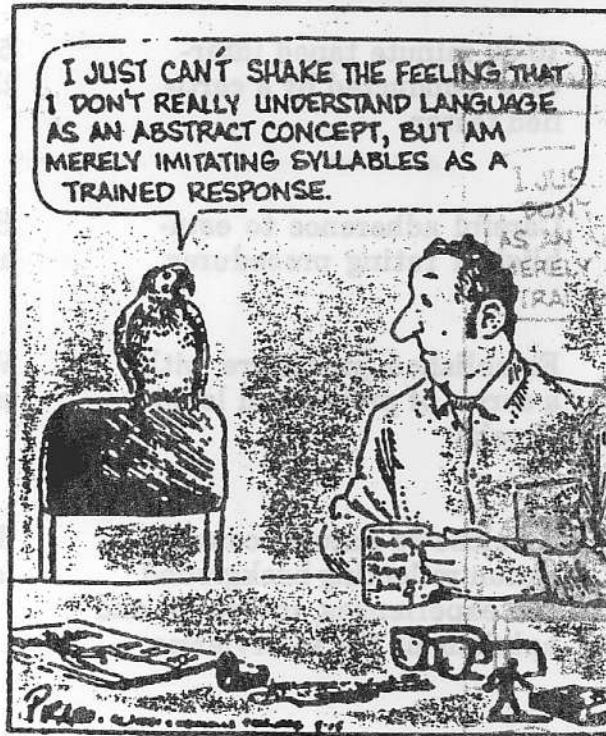


Adapting the OPI to Your Classroom

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Let's Compare

Criteria	OPI	COI
Purpose	Measure global ability of language production	Assess students' ability to use the language as taught during the grading period, and to gather information for program assessment
Format	10-30 minute taped interview conducted by a certified tester	5-10 minute interview given by the teacher 1-4 times a year
Rating	Careful adherence to established rating procedures	Holistic scale and/or grade assigned by teacher
Elicitation	Established procedure with a series of probes and level checks	Warm-up, checks and probes and closures abbreviated
Range of Topics	As close to natural conversation reflecting background life experiences, interests, and opinions of the interviewee	Established by the curriculum and or textbook used
Psychological	Prescribed flow designed to put candidate at ease, then constant challenges until linguistic breakdown is reached	Abbreviated, but still concerned with lowering student stress, validating performance, and concentrating on what the student can do. (Attaching a grade may increase stress level regardless).

Uses and Frequency of the COI

Basic application:

The COI is one element in a balanced grading system that is realistically more in the area of PROCHIEVEMENT, i. e. a *contextualized* instrument that tests what was taught and that *simulates real-life language use*. It is extremely useful, not only to assess the students' ability to use the target language, but also:

- to prepare learners (and teachers!) for future proficiency tests that are on the horizon at the university and secondary level
- to challenge learners to use language more creatively
- to assist the teacher in program
- to foster a sense of accomplishment on the part of both teacher and student

Frequency of administering a COI:

1. At the end of the school year only
2. At the semester and end of the year
3. Each quarter
4. After each chapter or unit

Additionally, it can be used as a diagnostic or as a challenge exam when a student wants to move up a level.

SUMMARY OF BASIC LANGUAGE FUNCTIONS
RELATED TO VARIOUS LEVELS OF PROFICIENCY
AND
CLASSROOM ACTIVITIES USED TO DEVELOP PROFICIENCY

LANGUAGE FUNCTIONS

CLASSROOM ACTIVITIES

NOVICE HIGH
&
INTERMEDIATE

IDENTIFICATION
CREATING SIMPLE SENTENCES
ASK AND ANSWER QUESTIONS
SHORT (TWO OR THREE SENTENCES)
CONVERSATIONS ON EVERYDAY
TOPICS

PROPS
PICTURES
YES/NO QUESTIONS
CHOICE QUESTIONS
SIMPLE COMMANDS
SITUATIONS

ADVANCED

CASUAL CONVERSATIONS
EXPRESS FACTS
GIVE INSTRUCTIONS
DESCRIBE
REPORT ON
PROVIDE NARRATION
(ABOUT PRESENT, PAST
AND FUTURE EVENTS OR
ACTIVITIES)

TALKING ABOUT ONE'S
OWN REALITY
INTERVIEWS
ASK AND TELL
SHOW AND TELL
INFORMATION QUESTIONS
COMMANDS
RELATING WHAT YOU ARE
DOING NOW, WHAT YOU DID
YESTERDAY AND WHAT YOU'LL
TOMORROW
SITUATIONS

SUPERIOR

EXTENDED DESCRIPTION
EXTENDED NARRATION
CONVERSE IN INFORMAL AND
FORMAL SITUATIONS
DEAL WITH UNFAMILIAR TOPICS
PROVIDE EXPLANATIONS
DESCRIBE IN DETAIL
GIVE AND SUPPORT OPINION
DISCUSS ABSTRACT IDEAS
HYPOTHESIZE (USE OF CONDITIONAL
AND SUBJUNCTIVE)

A SERIES OF PICTURES
SUMMARIZING THE PLOT OF
A BOOK OR TV SHOW
QUESTIONS ON UNFAMILIAR
TOPICS
EXPLAIN WHY (YOU DON'T
HAVE YOUR LESSON, ETC..)
DESCRIBE EVERY FACET OF
A PAINTING OR PICTURE
EXPLAIN WHAT IS (LOVE...
HATE... EDUCATION... ETC.)
TELL ME, IF YOU HAD A LOT
OF MONEY, WHAT WOULD YOU I
SITUATIONS

CAPITALIZING ON COMMUNICATIVE COLLABORATION

laying the groundwork for successful interviewing

As you consider that implementing a COI is really a form of outcome-based testing, it becomes apparent that changes must be made in the regular routine of the classroom so that students are prepared and confident in an interview.

Consider the following in relation to textbook activities:

1. Have the students do the drills in pairs, student A doing the odd numbers and student B the even.
2. Convert open-ended information question sections into partner or group interviews.
3. Redo dialogs to have only one role, and have students orally respond appropriately.
4. Frequently engage in instructional games such as signature lotto, Pancho Camancho, grammar line-ups, oral tic-tac-toe or bingo, role plays, etc. so that students spend **AS MUCH TIME IN THE TARGET LANGUAGE THAN YOU DO!**
5. Join in group and whole class activities so that the students get used to speaking with you.
6. Do informal 1-2 minute question/answer sessions each unit to build up their repertoire and confidence.
- 7.
- 8.
- 9.



MAKING DISCRETE-ITEM OR COGNITIVE TESTS MORE COMMUNICATIVE

Achievement tests in the communication-based foreign language program can be made more appropriate through the use of contextualization. Credit can be given for an appropriate answer as well as correct structure. Communicative or proficiency test must include as many of the following elements as possible: PURPOSE for communicating; PERSONAL SIGNIFICANCE; CULTURAL features; UNPREDICTABILITY AND SPONTANEITY. A holistic grading system works well with this type of test.

NON-COMMUNICATIVE

Write the correct definite article in the blank.

Write the correct past tense of the verb in the blank.

Conjugate the verb "to go" to match the subject

Translate/conjugate verbs in discrete sentences

Label the pictures.

Read the following passage and answer questions: Are there 3 or 4 beds? Where are the books? (answers contained in text)

Translate the sentences that describe people

Select the correct picture as your teacher says the word

Translate the story.

CONTEXTUALIZED

List your 3 favorite vegetables (include definite articles)

In your journal write 5 things you did last night.

Everyone in the family is going to town. Describe their actions

It's Christmas eve. Fill in the verbs so that we can tell what the family is doing.

Here are 5 categories of food. Give 3 examples of each.

Read the following passage and answer questions: Why are there 3 beds? (answers inferred from text)

Describe your favorite teacher.

Draw a picture described by your teacher or select a picture that is described in 3-4 sentences.

Look at the picture sequence and relate the story.

COMMUNICATIVE

You and your friends must provide the veggies for the class picnic. List 5

With your partner, decide what 2 things you both did that were the same, and 2 that were different.

Write/tell where each member of your family goes on Sunday for fun.

Pretend you are Santa and tell us what everyone in Juan's house is getting and why.

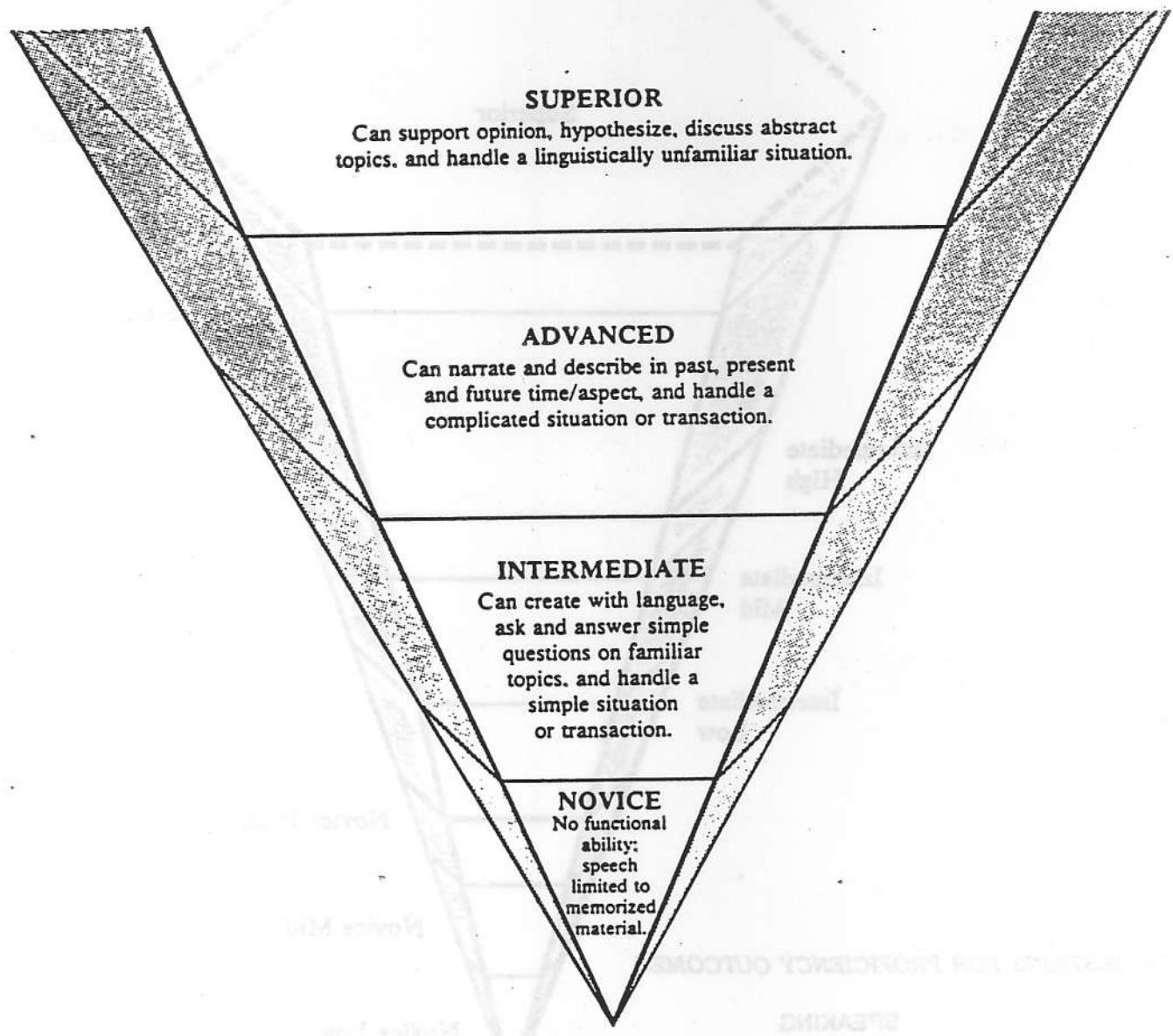
Describe a well-stocked market and have your partner draw it.

Read the description of Paco and his brothers' bedroom. Draw a diagram of the room and draw in furniture. Or read the description to your partner and have her draw it.

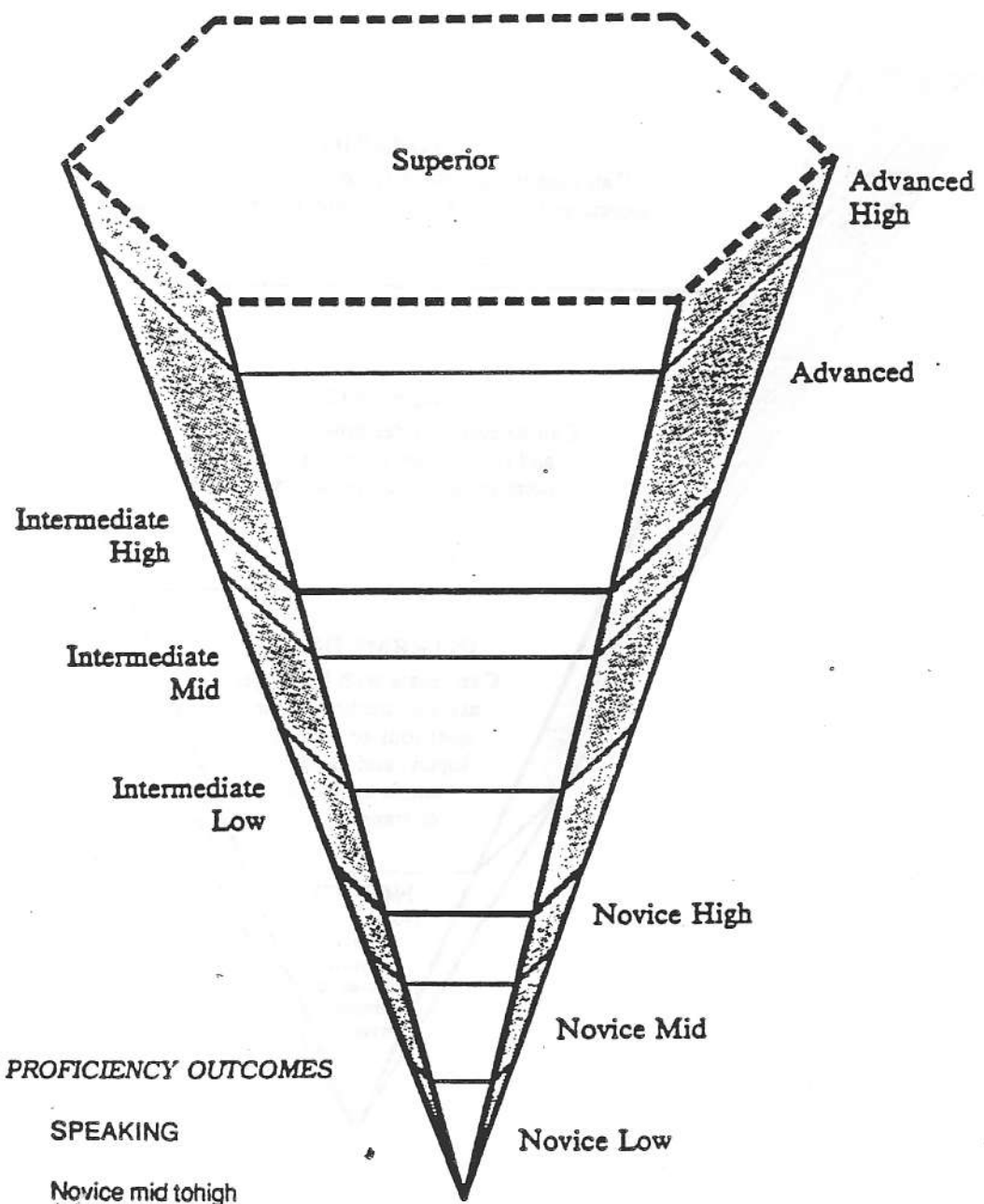
Describe (write or tell) a person in the room and have your partner draw him/her or guess the identity.

Listen to a phone message and take a message.

Look at the busy picture and write a story about one of the events.



Inverted Pyramid Showing Major Levels of ACTFL Rating Scale
Illustration 2-A



SUGGESTIONS FOR PROFICIENCY OUTCOMES

	SPEAKING
After Level I	Novice mid to high
After Level II	Novice hi to Int. lo
After Level III	Int. low to Int. mid
After Level IV	Int. mid to high

**Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels
Illustration 2-C**

Generic Descriptions-Speaking

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Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: —create with the language by combining and recombining learned elements, though primarily in a reactive mode; —initiate, minimally sustain, and close in a simple way basic communicative tasks; and —ask and answer questions.
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.
Intermediate-Mid	Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.
Intermediate-High	Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and/ description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.
Advanced	The Advanced level is characterized by the speaker's ability to: —converse in a clearly participatory fashion; —initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events; —satisfy the requirements of school and work situations; and —narrate and describe with paragraph-length connected discourse.

FUNCTIONAL TRI-SECTION OF ORAL PROFICIENCY LEVELS

Oral Proficiency Level	Function (Tasks accomplished, attitudes expressed, tone conveyed)	Context (Topics, subject areas, activities, and jobs addressed)	Accuracy (Acceptability, quality and accuracy of message conveyed)
<i>Superior</i> 5	Functions equivalent to an educated native speaker.	All subjects.	Performance equivalent to an educated native speaker.
4	Able to tailor language to fit audience, counsel, persuade, negotiate, represent a point of view, and interpret for dignitaries.	All topics normally pertinent to professional needs.	Nearly equivalent to an educated native speaker. Speech is extensive, precise, appropriate to every occasion with only occasional errors.
3	Can converse in formal and informal situations, resolve problem situations, deal with unfamiliar topics, provide explanations, describe in detail, offer supported opinions, and hypothesize.	Practical, social, professional, and abstract topics, particular interests, and special fields of competence.	Errors never interfere with understanding and rarely disturb the native speaker. Only sporadic errors in basic structure.
<i>Adv. 2</i>	Able to fully participate in casual conversations, can express facts, give instructions, describe, report, and provide narration about current, past, and future activities.	Concrete topics such as own background, family, interests, work, travel, and current events.	Understandable to native speaker not used to dealing with foreigners. Sometimes miscommunicates.
<i>Int. 1</i>	Can create with the language, ask and answer questions, participate in short conversations.	Everyday survival topics and courtesy requirements.	Intelligible to native speaker used to dealing with foreigners.
<i>None 0</i>	No functional ability.	None.	Unintelligible.

Suggested Questions and Activities

There are many types of question formats and each has an appropriate use. Consider:

1. YES/NO QUESTIONS

ADVANTAGES

- Good in warm-up or wind-down
- Gives confidence
- Can be used to open up a new topic

DISADVANTAGES

- Yields little speech
- Can make it seem as if you are interrogating

2. EITHER/OR QUESTIONS

ADVANTAGES

- Determine listening comprehension
- Aid in the warm-up phase or at the beginning of a topic
- Good for gearing down or restating when question was too hard
- Assist in determining a new direction for the conversation

DISADVANTAGES

- Yield short, unoriginal answers
- Tester is really providing the language

You like boys don't you?

3. INFORMATION QUESTIONS

ADVANTAGES

- Encourage production
- Are a staple in a good interview

CAUTIONS

- May seem to resemble an interrogation
- Need to be followed up with expansion

4. INTONATION AND TAG QUESTIONS (You don't like being in HS? or It's a nice day, isn't it?)

ADVANTAGES

- Are naturally conversational and motivating
- Encourage more expansion or supportive opinions

CAUTIONS

- Care must be take to use these naturally
- Avoid seeming to be making value judgments or harsh reactions

5. POLITE REQUESTS (Could you tell me more/why?)

ADVANTAGES

- Soften the interview
- Encourage opinions and expansion
- Are generally motivating

CAUTIONS

- May seem to soft and discourage further speech

6. PRELUDE QUESTIONS (You mentioned that your favorite class was Spanish. Could you tell me why? I heard this morning about the riot, what do you know about it?)

ADVANTAGES

- Assists with narration in the past
- Can set up an interesting scenario
- Encourages more in depth speech
- Are useful to introduce a new topic

CAUTIONS

- Proper placement is crucial
- Can seem overwhelming to novice or low intermediates
- Keep the prelude short to avoid confusion

7. HYPOTHETICAL QUESTIONS (If you on the lottery . . .?)

ADVANTAGES

- Leave the here and now
- Can lead to abstract thinking and high-level expression
- Are motivating and interesting
- Work well for upper-level students

CAUTIONS

- Must be do-able for the student
- Need to be explored further to make sure student can function at this level

OTHER POSSIBLE COI ACTIVITIES

1. Picture descriptions, comparisons, interactions, reactions
2. Role playing
3. Role reversal
4. Short reading and follow-up questions or reactions
- 5.
- 6.
- 7.

Organization of the COCI

The COCI is divided into four sections:

- * The Warm-Up
- * Initial Dialoguing
- * Branch 1: Additional questions with or without role plays
- * Branch 2: Additional questions with or without role plays *with visuals* (picture portfolio)
- * Wind-Down

Warm-Up

The interviewer begins with language with which the student is familiar in order to place him/her at ease, e.g. personal information, daily activities, favorite pastimes. (30 - 40 seconds)

Initial Dialoguing

The interviewer uses questions from the list of questions suggested for Stage 2, (with or without visuals) to make a preliminary assessment of the student's performance. Based on that assessment, the interviewer selects or creates questions at a higher or lower stage, as appropriate. (2 minutes)

- Branch 1: Additional questions with or without role plays
- Branch 2: Additional questions with or without role plays, *using visuals* (picture portfolio)

The interviewer confirms the preliminary assessment using additional questions with or without role plays, with or without *visuals* (picture portfolio) being sure to probe for the student's highest level of performance. (2 -3 minutes)

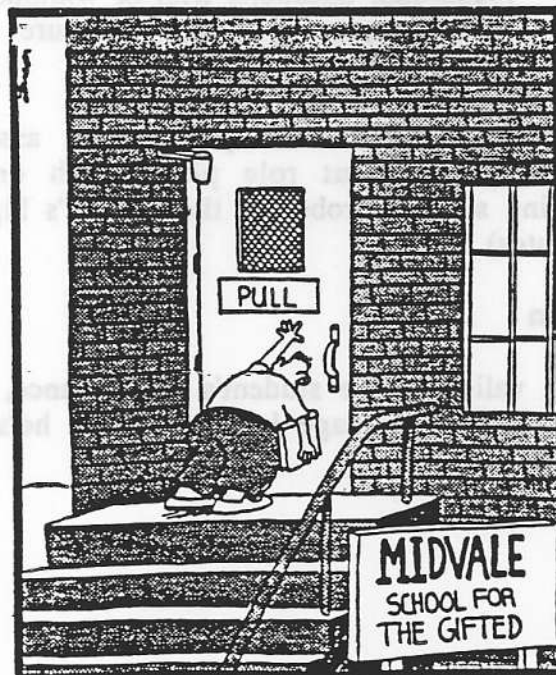
Wind-Down

After having validated the student's performance, the interviewer brings the student back to the language level at which he/she feels most comfortable. (30 seconds)

FINDING TIME TO DO YOUR COI

Well, we all know that with 5 classes of 30 or more students, this process could become overwhelming. Remember, however that proficiency *doesn't occur only on test day*. COI's could occur during the last month of the year. Here are a few suggestions for administering them:

1. Show a feature-length film and call students one at a time outside the door or in the back of the room.
2. Work with a colleague and donate your prep periods to each other. Your colleague could run the class while you interview or vice-versa!
3. Call up several students each night and interview them over the phone.
4. Arrange time before or after school.
5. Set up study/review sessions or writing activities and call up students.
6. Turn the class over to group leaders for a review or game.
7. Beg/raise money to have 2 glass walls installed in the corner of your room so that you can watch the students while you interview.
- 8.
- 9.
- 10.



PROFICIENCY GUIDELINES

A) **Establishing expectations for outcomes.** Proficiency is best evaluated with reference to the ACTFL Proficiency Levels. Teachers should use these levels to assess student performance and to ESTABLISH THEIR OWN ASSESSMENT INSTRUMENTS AND EXPECTATIONS. (For example, a second year student should not be expected to perform at the Advanced level and should not be given an assignment at that level.)

B) **Stages and components of language competency.** Elsewhere in this packet, the ACTFL proficiency levels for speaking and writing (the two most difficult skills to evaluate) are reproduced

B) **Expectation levels.** According to a recent CFLTA newsletter and the ACTFL Annals, the following are the proficiency outcomes we can expect for speaking and writing:

After Year 1:	Novice Mid to Novice High
After Year 2:	Novice High to Intermediate Low
After Year 3:	Intermediate Low to Intermediate Mid
After Year 4:	Intermediate Mid to Intermediate High

IV. HOLISTIC GRADING

When one is attempting to assess the overall proficiency level of speaking or writing, holistic scoring has the highest validity. In this type of scoring, the teacher assigns a single grade based on an overall impression. Following are several rubrics or "skeleton" scales.

SCALE 1 (AN EASY FIVE-POINT SCALE)

For those who prefer a VERY simple guide, here is an easy five-point scale. It concentrates on communication and accuracy.

- Criteria:
- a) completion of task
 - b) comprehensibility
 - c) accuracy/quality

- A Fluent for expected level, few errors, task completed
- B Comprehensible, some errors, task completed at expected level
- C Substantial and significant errors, but generally comprehensible to teacher (a native speaker might not understand), task "mostly" completed
- D One or more major blocks to communication or task not complete
- F Unintelligible or task not attempted

SCALE 2

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Here is a more complex scale which takes into account the "native speaker irritation quotient" (i.e., certain errors are so offensive to the native speaker that he/she "turns off" upon encountering them).

- Criteria:
- a) *completeness of task*
 - b) *degree to which errors affect comprehensibility*
 - c) *degree to which errors "irritate" the native speaker*

- A** Task accomplished, at or above level expected
Minimal errors
Entirely comprehensible: errors do not interfere with meaning
Irritation insignificant or non-existent
- B** Task is accomplished at level expected
Some errors of minor nature
Comprehensibility seldom affected by errors
Irritation mild
- C** Task completed or mostly completed, a bit below expected level
Fairly frequent or significant errors
Comprehensibility compromised; meaning obscured for native speaker
Irritation moderate
- D** Task incomplete or "minimal," below level
Frequent and severe errors throughout text
Comprehensibility limited to a few words; no communication
Irritation high
- F** Task not attempted or largely incomplete
Errors dominate text: nothing is correct
Entirely incomprehensible, both to native speaker and teacher
Irritation extreme

SCALE 3 (AN EASY THREE-POINT SCALE)

And for those who prefer an even simpler format—one which the teacher can use to evaluate in-class speaking and writing as he/she circulates and monitors.

- Criteria:
- a) *completion of task*
 - b) *comprehensibility*
 - c) *accuracy/quality*

- () = exceeds teacher expectations (communicates with accuracy)
- () = meets teacher expectations (communicates)
- () = does not meet teacher expectations (communication impaired)
- () = no attempt

SCALE 4

Another scale for evaluating writing (or speaking) proficiency has been advanced by the authors of the Scott Foresman Proficiency Tests (French and Spanish). You will note that this scale separates the various features of a composition into components with (somewhat arbitrary) point values. This is known as "analytical scoring." The major advantage of analytical scoring is that it tends to be quite reliable. Its major drawback is that it is less "holistic" and more time-consuming.

- Criteria:
- a) *comprehensibility*
 - b) *quantity of information*
 - c) *correctness of language*
 - d) *risk-taking*

Comprehensibility and appropriateness of response	0	1	2	3	4	5 =	___	
Quantity of information given and ideas expressed	0	1	2	3	4	5 =	___	
Correctness of language used, including vocabulary, structures, spelling (writing) pronunciation (speaking)	0	1	2	3	4	5 =	___	
Risk-taking, including variety and creativity of expression, willingness to elaborate or explain, use of coping strategies, and other signs of improvement that may have met or exceeded expectations	0	1	2	3	4	5 =	___	
	TOTAL							_____

V. WHAT ALL THIS MEANS TO THE CLASSROOM TEACHER

- Students are able to use higher level structures on achievement tests than on proficiency tests.
- Parents, students and administrators need to be informed about the difference between these two facets of your program.
- Grading scales should reflect a balance between achievement and proficiency.
- Grade consideration for classroom performance / participation is crucial.
- Holistic scoring is a valid way to assess proficiency, and often is quite objective.
- Students are tested for what they CANNOT DO in achievement tests, and for what they CAN DO in proficiency tests.
- You can spend LESS TIME grading for proficiency and FEEL GOOD about it. Throw away your RED PEN!

0308-18

THE FOLLOWING ARTICLE APPEARED IN THE MAY 1988 ISSUE OF THE NYS AFLT LANGUAGE BULLETIN. IT IS AN EXCELLENT SOURCE OF IDEAS FOR COMMUNICATIVE ACTIVITIES IN THE CLASSROOM AND FOR TESTING IDEAS.

Meeting the Challenge of Oral Proficiency Testing

Marilyn Thayer

With the new Regents Mandate in full swing, the B.O.C.E.S.—coordinated Turnkey Training services are offering teachers in all disciplines across the state a chance to experience first-hand from their regional Turnkey Trainers exactly what the new changes and challenges entail. For foreign language teachers, this means embracing oral proficiency testing techniques as part of their regular classroom methodologies. Once the testing strategies and grading guidelines have been absorbed, the greatest problem still facing us is finding the time and energy to create a varied repertoire of possible topics, settings, and situations.

With this in mind, teachers from the nine Oswego County school districts* who attended two January Turnkey Training sessions with Allan Stagl (French, Sandy Creek High School) and Marilyn Thayer (German, Mexico High School), organized by Patricia Mautino, Director of Instructional Support and Information Services at the Oswego County B.O.C.E.S., decided to put their heads together to create that very repertoire, and to share it. The results of that brainstorming session are intended to provide an immediate source of ideas for regular classroom use of oral proficiency testing of students at checkpoint A.

Students should be tested in each of the four areas: socializing, expressing feelings and emotions, requesting and giving information, and persuading others to take a new course of action. The pages can be cut apart and the topics attached to 3" x 5" cards, enough cards to supply each student in the class with topics in each of the four areas. (The State will provide us with 30 topics in each of the four areas when Proficiency Test materials are sent out next spring.) The student being tested draws one card at random and proceeds as directed. At checkpoint A he is expected to make a minimum of 4 utterances which, when coupled with a possible quality point, could earn him a maximum of 5 points per situation. For the State Proficiency Exam at Checkpoint A, there will be a total 20 points possible in formal oral testing (5 pts. for each of four situations) added to a possible 10 points in informal classroom oral work. For regular classroom use, the technique can be used on a daily basis and the requirements expanded for Checkpoints B and C. To keep all students on task, the situation can be offered to one or two students orally, while the other students in the class are asked to write appropriate utterances. If the technique is used daily, teachers can spread out the testing over a given marking period, and utilize the testing time to improve students' writing as well.

Exact procedures for oral testing should be explained to each teacher by his local Turnkey Trainer.

Marilyn Thayer, Mexico High School,
Mexico, New York.

May 1988

If you haven't received your training, contact your local B.O.C.E.S. Listed below now are the topics developed by the Oswego County group of teachers.

*Teachers submitting suggestions for this list are from the following nine Oswego County school districts: Armar-Parish-Williamstown, Central Square, Fulton, Hannibal, Mexico, Oswego, Phoenix, Pulaski, and Sandy Creek.

Expressing Feelings

- You have just discovered that your best friend has gone out with your boyfriend. How do you feel about it? I am your friend. Tell me.
- I am your mother. Tell me how you feel about going to church on Sunday.
- Teacher says: You are a student and I am your French teacher. You are telling me why you did not do the homework.
- Teacher says: You are explaining, to your parents, why you do not like a teacher. I am your parent.
- I, another student, am conducting a poll about young people's feelings on friends and friendship. You are to answer my questions, giving your opinions.
- You are visiting a foreign country. You are talking with me, a native student, who asks you what you feel, what your impressions are about this country. You respond by giving your feelings.
- You just went to a movie, and you meet your friend on the street. He wants to know what you thought of the movie. I'm your friend, I will begin.
- Your teacher just gave you a composition to write. You don't like it. Discuss the reason. I am your teacher. (Student initiates.)
- I am your best friend. Tell me how you feel about my new boyfriend/girlfriend. Tell me if you like him/her better than my old boyfriend/girlfriend. Tell me whether you would like to double date with us this weekend.
- I am your teacher. Tell me how you did on your last test. Tell me why you did (or did not) study for this test. Tell me how you feel about your success or lack of success on this test. Tell me what you hope to do to change this situation.
- Your friend asks you to give your opinion about the outfit that he's/she's wearing. I'll begin by telling you where I bought it.
- I'm your friend, and we're discussing teachers and classes that we have together. Begin by mentioning a subject that is one of your favorites.
- I am your Spanish teacher. You try to tell me why you think we have too many exams.
- You receive a gift that you don't like. Explain what's wrong with it.
- I am your mother and you want to tell me how you feel about the dinner she is serving. Start by telling me that you don't like something on your dish.
- I am a friend of yours and we are discussing school

- and classes. You start by telling me what your favorite class is.
- I am your classmate. The Spanish teacher moved away and a replacement has just been hired. Tell me how you feel about the new teacher. You begin.
 - I am your sister/brother. Express your opinion about the new outfit I just bought. I will begin.
 - The Minister of Education has given students an option: you can finish school one week earlier in June if you eliminate Easter vacation, or you can finish school as usual in the third week of June. Tell me how you feel about this idea.
 - I am your friend and you are expressing to me your feelings about changing schools, leaving the junior high school and moving to the senior high school. I will initiate the conversation.
 - I am your mother (father) and you are expressing to me your feelings about not being allowed to watch your favorite television program as a form of punishment. You initiate the conversation.
 - Teacher initiated. Recently, your father has been ill. I am your teacher. I am very concerned and I want to find out how things are going.
 - Teacher initiated. Last Saturday you went to a Rock Concert. Six people were hurt in the crush. I ask you what really happened.
 - You read the menu and discover that today's lunch is tacos. I am your teacher and you share your reaction to this menu with me.
 - I am your teacher. We have just seen a tape in class. You express your personal reaction to this tape. I will initiate the conversation.
 - The school has just required every student to participate in swimming as part of the physical education requirement. You are speaking with your friend (me) who attends a neighboring school. Tell her how you feel about this new requirement.
 - You are in Quebec and are not pleased with your hotel accommodations. Tell the hotel manager your feelings. I am the hotel manager, and you will initiate the conversation.
 - Your boyfriend has taken another girl out. Teacher is your best friend. Tell her how you feel.
 - Today is your birthday. Your boyfriend forgot it. The teacher is your friend. Tell her how you feel.
 - I am your friend. Your pet seems to be sick. Tell me what is wrong and how you feel.
 - It is a cold day in winter. I am a classmate and we meet to walk to school together. Tell how you feel about having to go to school today.
 - Student initiates. I am your mother. We are at home. Tell me your feelings about having to clean your room on the weekend. You will start the conversation.
 - I am a fellow student (same sex). We just got a new student in our language class. Tell me what you think about her/him. Student will initiate.
 - I am your friend. I just got a perm. What do you think? Student initiates.
 - I am your close friend. You want to tell me how you feel about your young six-year old brother.
 - You went to camp this last summer. I am your younger sister and I want to know how you liked camp.
 - I am your best friend and have just told you that I am moving out of state. You are to tell me how you feel.
 - Your boyfriend has dumped you for your best friend. I am another friend. You initiate and express your feelings.
 - You and your friend are eating at McDonalds. You want to tell her about your plans for Christmas vacation.
 - The student has just arrived home from a shopping trip during which you bought a new shirt with the picture of a rock group on it. The teacher is your father. The student starts the conversation by asking his/her dad about the shirt. Dad expresses his displeasure about the shirt. The student expresses his/her personal feelings about clothes.
 - Last night the student saw one of the more current films at a local moviehouse. The teacher starts the conversation by asking about the movie. The student expresses his/her feelings.
 - I am your foreign schoolmate. We are at a restaurant, and have decided to order the same meal, one which neither of us has tried before. You are going to initiate the conversation by asking me how I like my meal, then you are going to tell me how you like the meal.
 - I am your classmate. We have just visited "Le Louvre" Museum in Paris. You are going to initiate the conversation by asking me how I liked to tour, and then you are going to tell me which section of the Museum you enjoyed the most.
 - You're discussing a certain teacher with a friend who does not attend your school. You have to explain who it is, the subject area and why you like/don't like this teacher.
 - I'm your friend, and we're discussing what types of food we like. You start the conversation.
 - You have just been to a rock concert. I am your best friend and you rush to my house to tell me about it. Student initiated.
 - You have just seen two students whispering in the hallway and looking at you. I am your best friend. Tell me how you feel about the situation. Student initiated.
 - You, the student, have just achieved a high grade on your weakest subject. You, the student, express these feelings to your best friend (the teacher).
 - I am the principal. You come in and tell me what you think if the new dress code.
 - I am the teacher. You come and tell me what you think of the daily quiz.
 - Your brother or sister borrowed something without asking. You explain what happened and be sure to let me know how you feel about it.

0308-20

Getting and Obtaining Information

- You are a visitor in a foreign country and have gotten lost. There is a policeman on a nearby corner. Ask directions for your destination. Teacher is the policeman. You initiate the conversation.
- You are planning to take a trip. Call the travel agent on the phone and get information on excursions to the country of your choice. Teacher is the agent.
- You are at the mall. I am a worker at the information desk. Ask me where you can find the items you are looking for.
- I am a movie star visiting your school. You have been chosen by your classmates to interview me. Ask me the questions of your choice.
- You are a clerk in a tourist information booth. I am a tourist in your town. Tell me what there is of interest in the area and how to get to each place. Teacher initiated.
- You are in a sports equipment store looking for items for a camping trip. I am the sales clerk. Tell me what you are looking for. You begin. Student initiated.
- Teacher says: You are in a hotel asking if there is a room. I am the desk clerk. You will tell me what sort of room you need.
- Teacher says: You are in a store and your friend is lost. I am a sales clerk and you ask for help.
- You are visiting a foreign country for the summer. You have just arrived and wish to telephone home to tell your parents you arrived safely. You must initiate a conversation with me, a clerk, at the post office, to find out how to use the phone to call home.
- You are in a foreign country and need to exchange money. The banks and exchanges are closed. You must initiate a conversation with me, a person on the street, to find out when the banks will reopen so that you can change your money, and at which you will get the best exchange rate.
- You are lost in a city and want to find your way back to your hotel. I am a stranger on a street corner. You start.
- You are at a restaurant, and you order something to eat and drink. I'm the waiter and I come to your table. I will begin.
- You are planning a vacation with your family over Christmas vacation. You go to a travel agency, tell the agent where you want to go, tell him/her how long you plan on being away. You ask how much the vacation would cost and explain that you would like the cheapest vacation possible.
- I am your parent. You want to go to your friend's house and I would like some information before you leave the house. Tell me where you are planning to go. Tell me what you are planning to do. Tell me who will be there. What time do you plan to be home, keeping in mind that you have a curfew.
- You are on a tour in a foreign city. You have become separated from your group. You encounter a

- policeman from whom you get directions.
- You have recently purchased something. Upon examining it you find that it is not what you wanted. I'll be the person who works in the complaint department. Begin by indicating what you purchased and what is wrong with it.
- You are absent from school. You call a student and ask what you're missing.
- You want to buy a gift for a friend. You ask your friend's brother to help you select something appropriate.
- I am your Spanish teacher and you have been absent for three days and need to make up your assignments. Start the conversation by asking me what homework you need to do.
- You are in a large department store and need to buy several things. I am a clerk and you start by asking me where to find the things you are looking for.
- I am a new student in school. You must tell me about the school. You begin the conversation.
- I am your friend and have just returned from a trip. You begin the conversation and tell me about the trip.
- You are working at a ticket counter for Air Canada and I want to fly to Quebec City. You will provide me with the necessary information. I will begin the conversation.
- You are a tourist visiting Montreal. You're going to see *Les Canadiens* play hockey. I'm working at the hotel desk. You are to find out all the information that will help you arrive at the Forum.
- I am your language teacher and you are trying to obtain information about the final exams you will have to take at the end of the school year. You initiate the conversation.
- I am the librarian at the public library and you are trying to obtain information about your favorite sports' player (athlete) for a paper you must write. You initiate the conversation.
- You want to visit Montreal for a weekend. I work in a travel agency. You come to me to get help in planning your trip.
- You have lost your cat. I work in the Animal Shelter. You come to me to get help in finding your pet.
- I am your French teacher. You can't find your French book. You come to discuss this situation with me. You initiate the conversation.
- I am your French teacher. Your family is going away during Christmas vacation and you will miss the first week of school in January. You come to ask me what we can arrange about your homework. You initiate the conversation.
- You have just arrived in France and are at customs. I am the customs official, questioning you about your visit to France. I will initiate the conversation.
- I'm a doctor. You are in Quebec and become ill. You come to my office and tell me what is wrong. You initiate the conversation.
- You are in a new city. Teacher is a stranger on the

- street. Find out what you must do to get to the hair-dresser (or barber).
- You are a new student in your school. The teacher is either a teacher or another student. You initiate conversation by asking location of places in the school.
- I am a friend who has already bought lunch at school. Ask me what is available to eat and whether it is good.
- I am your brother (sister) and I am getting ready to go outside. You just came in. Tell me what the weather is like outside so I will know what to wear.
- Student Initiates: I am a waiter in a restaurant. You want to order your lunch. You will start the conversation.
- Student Initiates: I am a doctor. Your friend is sick. Tell me about your friend. Student Initiates.
- You are at a restaurant and you want to find out what foods are available and to order your meal. I am the waitress.
- I am a travel agent. You want to plan a trip and find out information you will need in order to plan it.
- I am a sales clerk. You are on the sixth floor in a department store and you want to purchase an item. Student Initiates.
- I'm the school nurse and you had to leave your class because you are ill. Student Initiates.
- You are at the State Fair with your little sister. You and she get separated in the crowd. What do you say to the police?
- You (student) are at a language club meeting. As an activity the club decides to go cross-country skiing. You are asked to call several skiing centers. The student must introduce him/herself. The teacher answers the telephone and is the person to ask questions concerning costs, opening and closing times, etc. at the ski lodge.
- You, the student, just returned from a trip to Germany (Spain, France). The teacher is your grandmother/grandfather. You are to tell him/her about your trip.
- I am an agent at a travel agency. You want to go to Spain. You must come in and ask questions to prepare for the trip.
- I'm your friend and I missed the last school dance. You're telling me all about it. You begin the conversation.
- I'm your father/mother and I'd like you to tell me how things are going at school, especially your classes. I will begin the conversation.
- Your father was in the army and wants you to be in the army also. He sends you to the recruiter. You are not really interested in joining up but your father is with you so you must ask intelligent questions. Teacher is recruiter.
- You are a student who is considered "gifted and talented" in your school. So you go with 9 others on a field trip to McDonalds. You are invited into the Manager's Office. You must ask about the food ser-

- vice, to earn your free meal. Teacher is manager.
- I am your pen pal, and we are speaking on the telephone for the first time. You are going to obtain information about things to do in the town (city) where your pen pal lives. (Also could be used for socializing. Have a brief conversation with your pen pal finding out how he/she is, etc.)
- You are stranded, out of gas on a highway. I am the man who lives in the house where you've broken down. You are going to find out where the nearest gas station is and how to get there.
- You need to go to the post office but you are in an unfamiliar city. You ask directions of a policeman. The teacher is the policeman and the student needs to find out how to get there.
- I am the waitress in a restaurant. You come in and want to know what we are serving and what the prices are.
- You are lost and you stop at my gas station to ask directions. You initiate the conversation.
- You are going to move. I want to know how you feel about it. I will start.

Socializing

- You are awaiting your turn in the doctor's office to pass some time, you begin speaking with the person next to you. The teacher is the person next to you.
- I am the substitute teacher for French today. Introduce yourself to me and make me feel at home in your class.
- You are having dinner at a friend's house. I am your friend's mother. Tell me about yourself and why you are friends with my daughter.
- It's been a really bad day at school. You and I are friends meeting at the mall. Tell me about your day. Student Initiated.
- I am a new student in your school and you want to get to know me better. You start the conversation by introducing yourself. Student Initiated.
- Teacher says: We are junior high students and I am a new student. You are trying to make friends with me.
- Teacher says: We are in an airplane seated next to each other. You talk to me about the flight.
- You are asked by me, a young person your age (a boy or girl) to attend a party they are giving. You must find out when it is, and then turn down the invitation.
- You meet a young person (boy or girl) that you like. You invite them to go out with you. You will initiate the conversation.
- Student initiates. You are visiting your grandmother who has been sick. You start by asking her how she is doing. I am your grandmother.
- You meet your friend after class, and you want to find out what he's doing over the weekend. Discuss your plans. I am your friend.
- You are a new student in school. You enter the cafeteria and don't know who to sit with. You ap-

- proach a group of girls/boys and introduce yourself and ask if there is an empty seat at their table.
- You are running for president of the Senior class. You approach the most popular football player in school and ask for his support in your campaign. You tell him why you want to hold this office and what you will do for all of the students if this happens.
 - You're at your friend's house planning a party. You begin by suggesting whom to invite. During the conversation tell the rest of your ideas for a great party.
 - You and your friend are having a telephone conversation. Begin by asking his/her plans for the day and tell what you have planned.
 - A classmate is moving away. You and your friend discuss what you might do. I am your friend. We are talking about our classmate Jim who is moving away. You would like to do something nice for him. You initiate the conversation by suggesting something.
 - You run into a friend that you haven't seen in a long time. You begin the conversation by asking him/her how he/she's been.
 - I am a new student in your Spanish class. You start the conversation by asking me where I am from and then talk to me about my new school.
 - I am your friend and we are making plans to go to the movies. You start the conversation by telling me what film you would like to see.
 - You and I are old friends who meet at the beach by chance. We catch up on what has happened since we last met. You initiate the conversation.
 - You meet me at school after a family vacation. You are all excited. You initiate the conversation telling me about what happened.
 - I work at the Post Office. You go to the Post Office to send something. You initiate the conversation.
 - I am a store clerk in a small shop. You are browsing in my store. I am going to initiate the conversation and you are going to tell me a bit about yourself, and what you are looking for.
 - We are planning a surprise party for a friend. You start the conversation by telling me that we should have this party.
 - I'm your friend at summer camp and we haven't been in touch with each other since last year. You start the conversation by greeting me and we'll discuss our school and social activities this year.
 - You have met a new student in the school. You think he/she is gorgeous. You want to tell your parent (teacher) all about your new acquaintance. Setting after school at home.
 - I am your friend. You begin the conversation to decide what we will do after school.
 - We're friends and want to give a party together this weekend. You call me on the phone to finalize the details.
 - I am your mother (father) and you are telling me about what happened to you in your language class today when one of the students misbehaved. You will initiate the conversation.
 - I am your friend and we are taking a trip by bus to Washington, D.C. We will discuss at what time the bus leaves and what we will need to take with us. I will initiate the discussion.
 - Student initiated: I am a new student in your high school. You see me in the corridor and you come up and introduce yourself to me.
 - Student initiated: You are my best friend. You call me up one evening before summer vacation and invite me to come with you and your family on a camping trip.
 - I am your friend. You invite me to a party at your house and tell me of your plans for the party. You initiate the conversation.
 - I am a new student at your school and this is my first day. You come up to me to introduce yourself and make me feel welcome. You initiate the conversation.
 - You will initiate the conversation. I am a new student in school and we are in study hall. The study hall monitor has seated me next to you, and you find out about my classes/interests, etc.
 - I am at home. I'm your friend. You visit me to talk about everything that happened in school, but we'll speak in French so my parents can't understand us.
 - You have just seen the movie Texas Chainsaw Massacre III which your new boyfriend loved, but you hated. You must tell him how much you enjoyed the date without revealing your dislike of the film. Teacher is boyfriend.
 - It is Saturday night and you are throwing a party. Everything is fine until Shelly starts vomiting in the bathroom. As hostess, you must go to the bathroom to find out how she is, if she needs help, and/or if she should leave immediately. Teacher is Shelly.
 - You have just moved into the neighborhood. The teacher is your new neighbor. Introduce yourself and get to know the new neighbor.
 - You are going to the movies. The teacher is your friend, whom you meet on the way to the movies. Invite him/her to go with you.
 - I am a new student in French class. Introduce yourself to me and tell me something about yourself. Ask me about myself.
 - You are in the school cafeteria where you just bought lunch. You sit next to me, a fellow student. Ask how I am and suggest that we go somewhere together after school.
 - Student initiates. I am a new student in your school. I have just arrived in your class. Make me feel welcome.
 - Student initiates. I am your new neighbor. I just moved in next door to you. Welcome me to the neighborhood.
 - I am a new student at school. You want to be friendly and make me feel at home.
 - I am a tourist on a town bus and I'm sitting next to

you. Ask me about myself and tell me what you notice about our trip.

- I am a new student at a dance. You are to initiate and express interest. Student initiates.
- You run into an old friend (teacher) in the mall. Catch up on time lost. Student initiates.
- You (student) are at a school dance waiting for your parents to pick you up. All but one student (whom you do not know) have gone home. What do you say to this unknown student?
- You and your friend are talking. You tell him/her what you hate about Central New York and why.
- You (the student) are talking to the teacher after class. The teacher has been stressing culture for several weeks. The student starts the conversation by suggesting that the class prepare a dinner made up of food in the target country (culture) language.
- I am your friend. We are talking by our lockers. I want you to come to my house tonight. You tell me why that is impossible.
- I am your friend. We are at the beach. We are talking about the activities going on and the suits that are being worn.
- You are at dinner with your host family for the first time. I am the mother of the family. I am going to initiate the conversation and you are going to tell me about yourself and your trip.

Persuasion

- I am your friend. We are at home and want to find something to do. You initiate the conversation and try to convince me to join you in some activity.
- I am your friend and we are talking about getting together in the afternoon to listen to music. I'll start by telling you what I like in music and you tell me what you think about my choice.
- I am your mother and tell you to clean your room. You try to convince me that it's not necessary.
- Teacher says: I am your parent and you want to have a birthday party. Tell me why I should let you.
- I am your parent. You are trying to tell me why you should be allowed to have a dog.
- I am a student in a foreign country learning English. I have decided not to continue on with the language. You must persuade me to continue.
- I am a friend of yours. We are in a restaurant where you have eaten before. You must persuade me not to order the meal that I have decided on.
- You want to go to the basketball game, and your friend doesn't want to go. Convince him to go. Student initiates.
- You would like your French class to take a trip to Quebec. I'm your teacher. Convince me that it is an excellent idea. Student initiates.
- You and your friend are discussing plans for an outing. Your friend wants to go shopping, but you want to go to someplace outdoors. I'll begin by suggesting we go shopping.
- You and your parents have decided that you may have a pet. You'd like something large and they'd

prefer a small creature. Begin by telling me what pet you'd like.

- You and your father are having a discussion as to why you should have your own phone. You begin the conversation by expressing what you need.
- Your friend invites you to go to the bullfight. You try to convince him/her why that is not a good idea.
- I am your mother/father. You try to convince me to give you money for something you want to buy. You initiate the conversation.
- I am your mother/father. You share a bedroom with your brother/sister. Convince me that you need your own room. You begin.
- You are in an open air market. I am your mother. You are going to tell me to purchase some things for tonight's supper. You will start the conversation.
- There is a dance Friday night. I'd like to bring Marie to the dance. You, however, think that I should bring someone else. You begin the conversation.
- I am your principal and you are trying to convince me to allow you to have a party every week in language class. You initiate the conversation.
- I am your mother (father) and you are trying to convince me you should be allowed to go to the movies and to a restaurant after, on a school night. You initiate the conversation.
- I am your mother. Your grades have gone down a bit. I am very concerned and I am trying to convince you to spend more time on your school work.
- I am one of your classmates. I have just joined the Cross-Country Ski Club. I would like to see you join the club.
- You are running for office in school. I am a fellow student. Persuade me that I should vote for you.
- We are on a fieldtrip and are discussing where to stop for dinner. I am the teacher. You persuade me to stop at your favorite place. I will initiate the discussion.
- Your birthday is next week. Try to convince me, as your mother, to buy you a telephone for your room as a birthday present. You will initiate the conversation.
- You have a major test today and do not want to go to school. Try to convince me as your father that you shouldn't go to school. You will initiate the conversation.
- You are at an airport. You missed your plane because of the lateness of an earlier flight. Try to persuade the airlines representative to put you on another flight at no extra cost. Teacher is airline representative.
- You want to go to a party Saturday night but your grades are low. Today is Monday. Try to persuade your mom to let you go. Teacher is mother.
- You are going out with the most beautiful cheerleader in the school tonight. You must persuade your brother to lend you his new motorcycle/his suede/leather jacket. Teacher is brother.
- I am your friend. I don't want to go to a party that

- you are giving because I don't like some of the people who have been invited. You try to convince me to come because of all the activities that will be going on that evening. I will start the conversation.
- I am a fellow student in one of your classes. I don't want to go to class today and I want you to "miss" this class with me. You must convince me that it is not a good idea to miss class. You tell me what might happen to us if we cut class. I will start the conversation.
 - I am your mother/father and you don't like what I am cooking for supper tonight. You try to convince me to cook something else. You start the conversation.
 - I am your father/mother and have planned a vacation. You are not happy with my choice of locations and try to convince me to go somewhere more to your liking. You start the conversation.
 - I am your father/mother and you have just received your driver's license. Try to persuade me to let you buy a car. You start the conversation.
 - I am your mother/father and you are interested in beginning music lessons. Try to convince me to let you take them. You begin the conversation.
 - I am your brother/sister and we are watching television. I have chosen a program that I want to watch, but you prefer something else. Try to persuade me to change to another program.
 - You are in a shopping mall and you pass an ice cream stand. I am your father/mother. Persuade me to buy you some ice cream. You begin the conversation.
 - I am your mother/father. You want to go to a party this weekend. Try to convince me to say okay. You will initiate the conversation.
 - I am your parent and the school is planning a ski trip for two days. Convince me to allow you to go. You initiate the conversation.
 - I am your teacher. Your cousin from another town is visiting and you would like permission to bring him/her to class with you. Convince me to allow him/her to visit.
 - I am your aunt/uncle and you are staying at my house for a week. Try to convince me to allow you to go to the dance coming up this weekend.
 - I am your friend. I saw a new hairstyle in a magazine and want to change my hairstyle to be more like the one in the magazine. Tell me how you feel about the possible change. I will start the conversation.
 - I am your friend and have seen a new short hairstyle in a magazine. You are to try to convince me not to cut my long hair. I will begin the conversation.
 - I am your father/mother and you want to go to college. Try to convince me to help you with the costs. You begin.
 - I am your teacher and it is Friday. Everyone has just turned in their quizzes and I want to begin a new unit. You try to convince me otherwise. I will begin.
 - I am your parent. Try to convince me why you need a telephone in your own room for your use. You initiate the conversation.
 - It is Friday night and I am your sister. It is my turn to decide what television program we will watch. Convince me that your program would be better.
 - I am your teacher and you would like to have an exchange program started in our school. Try to convince me to undertake such a project. You begin.
 - I am your best friend and I am on a diet. I feel like I am going to binge, but you will try to convince me to stick to my diet. I will begin.
 - I am your parent and we are at home. Try to convince me to allow you to go to the dance tonight, even though I want you to stay at home. You begin.
 - I am your sister and you want to borrow my new dress. Try to convince me that I should. You begin.
 - I am your friend. I would like to go to a classical music concert and you would like to go to a rock-and-roll concert. You are going to try to persuade me not to go to the classical concert, but rather to come with you to the rock-and-roll concert.
 - I am your roommate (and friend) in France/Spain/Germany. We have two weeks vacation. I want to travel to one place and stay there for the entire two weeks. You would like to travel to several places for short periods. You try to persuade me to travel to several places, not just one.
 - I am your parent. You are trying to persuade me that we should take a trip during vacation. Explain where you'd like to travel, how and why we would go there and convince me we should all go. You begin.
 - I am your friend and would like to go to a certain movie. You don't like that idea and try to talk me out of it. I'll begin.
 - I am your teacher. You didn't hand in your assignment yesterday when it was due. Persuade me to take it today.
 - You and I are classmates and have decided to spend the day together doing something we really enjoy. Whatever I suggest doing is not to your liking and you try to persuade me to do something else. I will initiate the conversation.
 - I am the principal and have decided to add an extra period to the school day. You, as a concerned member of the student body, try to convince me that it is not such a good idea. I will begin.
 - I am your parent and you would like to be able to have a pet. You start by telling me why you want to have this pet and convince me to allow it.
 - I am your parent and we are out shopping. You try to persuade me to buy you a new pair of shoes. Be sure to tell me why you think you need them. You start the conversation.
 - You try to convince me to see a movie you just loved. You initiate the conversation.
 - You want to get out of class early. Convince me your reason is valid so I'll write a pass. You initiate the conversation.