

StartUp 7

Conversation

Unit3 – Lesson1

Page31

CONVERSATIONAL SKILLS

Defend arguments informally

You can use informal expressions like these to defend an argument:

Seriously…

I'm not kidding…

Think about it…

You've got to admit…

Explain the concept and give multiple examples.

LISTEN.



A ▶03-04 Read the conversation skill. Then listen. Notice the words the speakers use to defend an argument. Complete the sentences.

1. _____ . He doesn't just have physical skill.
2. No, _____ , she can name all the elements in the periodic table!
3. But _____ she has a lot of talent.



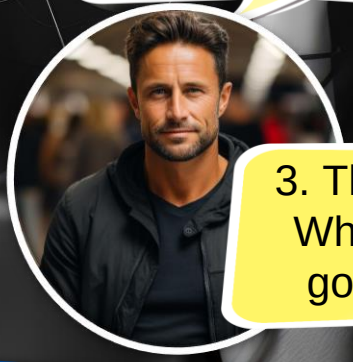
Play the audio then have the Ss repeat the functions

PRACTICE.

Have the students use the functions and speak in class.

Student A: Express an opinion about someone or something being great.
Student B: Disagree.
Student A: Defend your opinion with an expression from the conversation skill box.

1. Messi is a great soccer player.



3. Think about it. Who has more golden balls?

2. That may be true but it cannot compare to CR7.



What do you think it is?



Have your Ss answer the question using the "whole-class" interaction pattern. Ask more questions to lead them to the topic of the conversation.

Play the audio once and focus on the concept you have already taught.

03-05

LISTEN AND CHECK YOUR ANSWERS.

WHAT DO KATE AND MATEO TALK ABOUT?



Play the video once and check your students' answers in class.

ANSWER THE QUESTIONS.



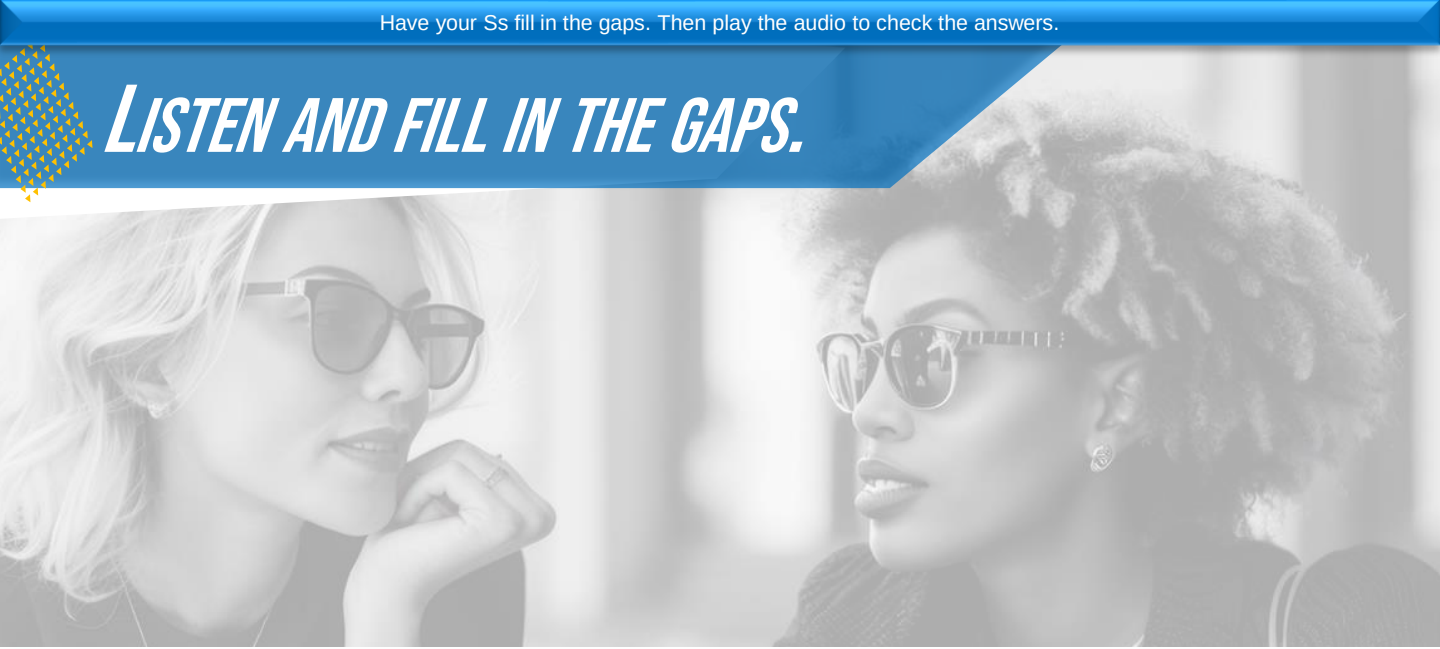


03-05

1. What does Kate say about the Beatles?
2. What reasons does Mateo give for his opinion about the Beatles?
3. At the end of the conversation, what do they conclude about genius?

Have your Ss fill in the gaps. Then play the audio to check the answers.

LISTEN AND FILL IN THE GAPS.



C ▶03-06 Listen. Complete the conversation.

Kate: He's the _____ of our time!

Mateo: Really?

Kate: Well, one of them at least! _____, he's known as a virtuoso. He even won a Pulitzer Prize!

Mateo: Oh, yeah…I remember hearing something about that. I guess I always think of a "genius" as being someone whose work has, you know, stood the test of time. Like Mozart. Or maybe the Beatles.



Play the audio for the Ss. Have them repeat the sentences chorally and individually.

LISTEN AND REPEAT.

C ▶03-06 Listen. Complete the conversation.

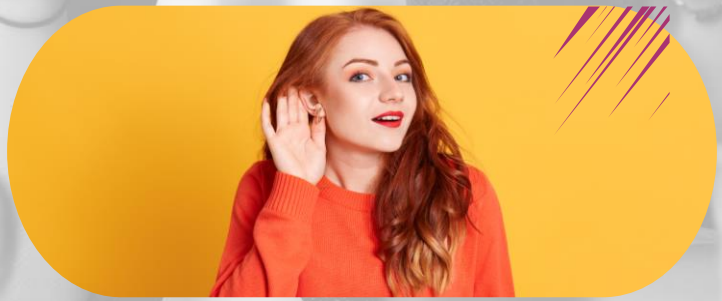
Kate: He's the greatest musical genius of our time!

Mateo: Really?

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Mateo: Oh, yeah…I remember hearing something about that. I guess I always think of a "genius" as being someone whose work has, you know, stood the test of time. Like Mozart. Or maybe the Beatles.







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Teach the new functions and practice them with your Ss.



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ROLE-PLAY THE CONVERSATION.

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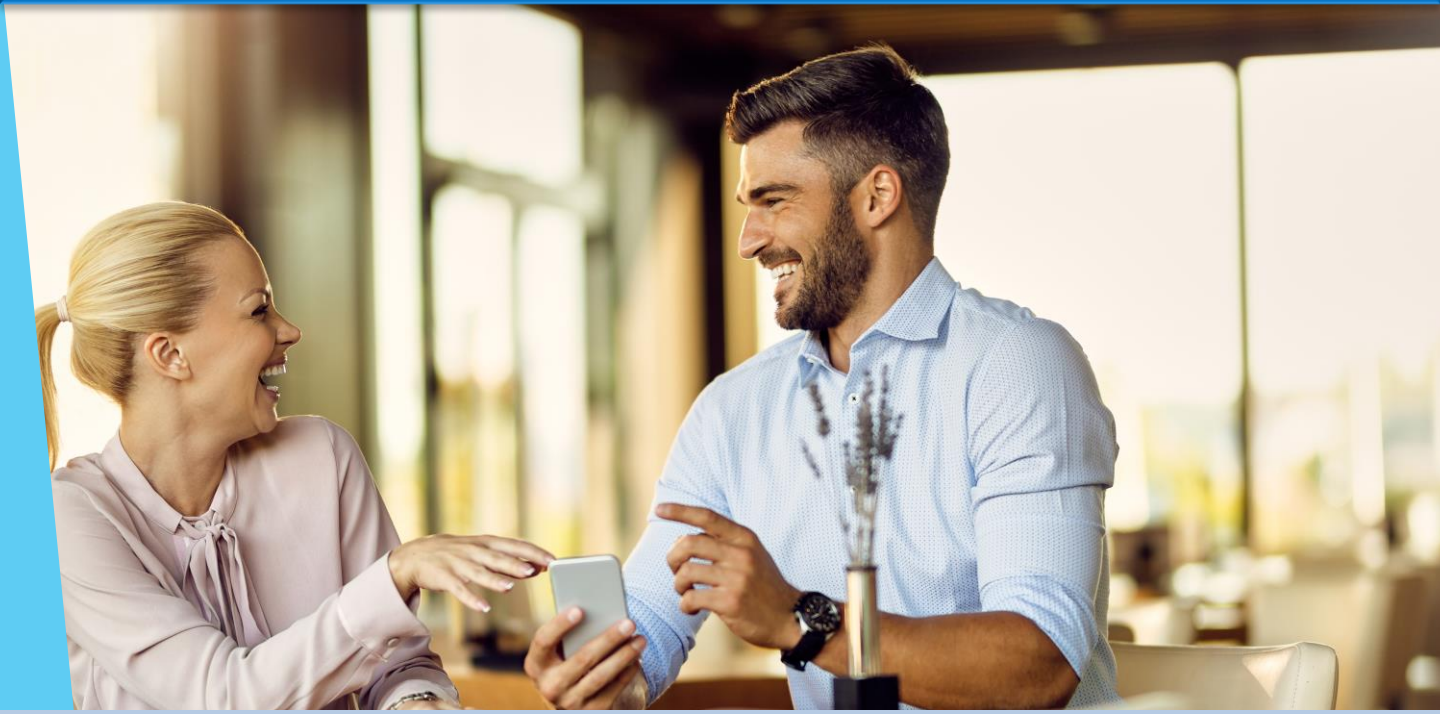
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Have your Ss read the conversation in class.

Give a couple of minutes to your Ss to think about the topic they intend to share. Provide adequate samples.



A THINK Who do you think is (or was) a genius? Write the names of three people and take notes on what makes (or made) them geniuses.

Name	Why do you think this person is / was a genius?

Have your Ss share what they have prepared in their breakout rooms. Monitor the groups and prepare your FEEDBACK.



B PAIRS Compare your lists and explain why you think each person is a genius. Defend your opinions. Decide with your partner which person on the list can best be described as a genius.

A: You think J. K. Rowling is a genius?
B: Think about it. She...

Homework

Provide the Ss with the audio link of the conversation. Highlight the page number of the script. Familiarize them with the concept of shadowing if necessary. Assign them to perform shadowing to the conversation.



Listen to the conversation using the link.

Perform shadowing by practicing the rhythm, intonation, and pace of the speakers.