

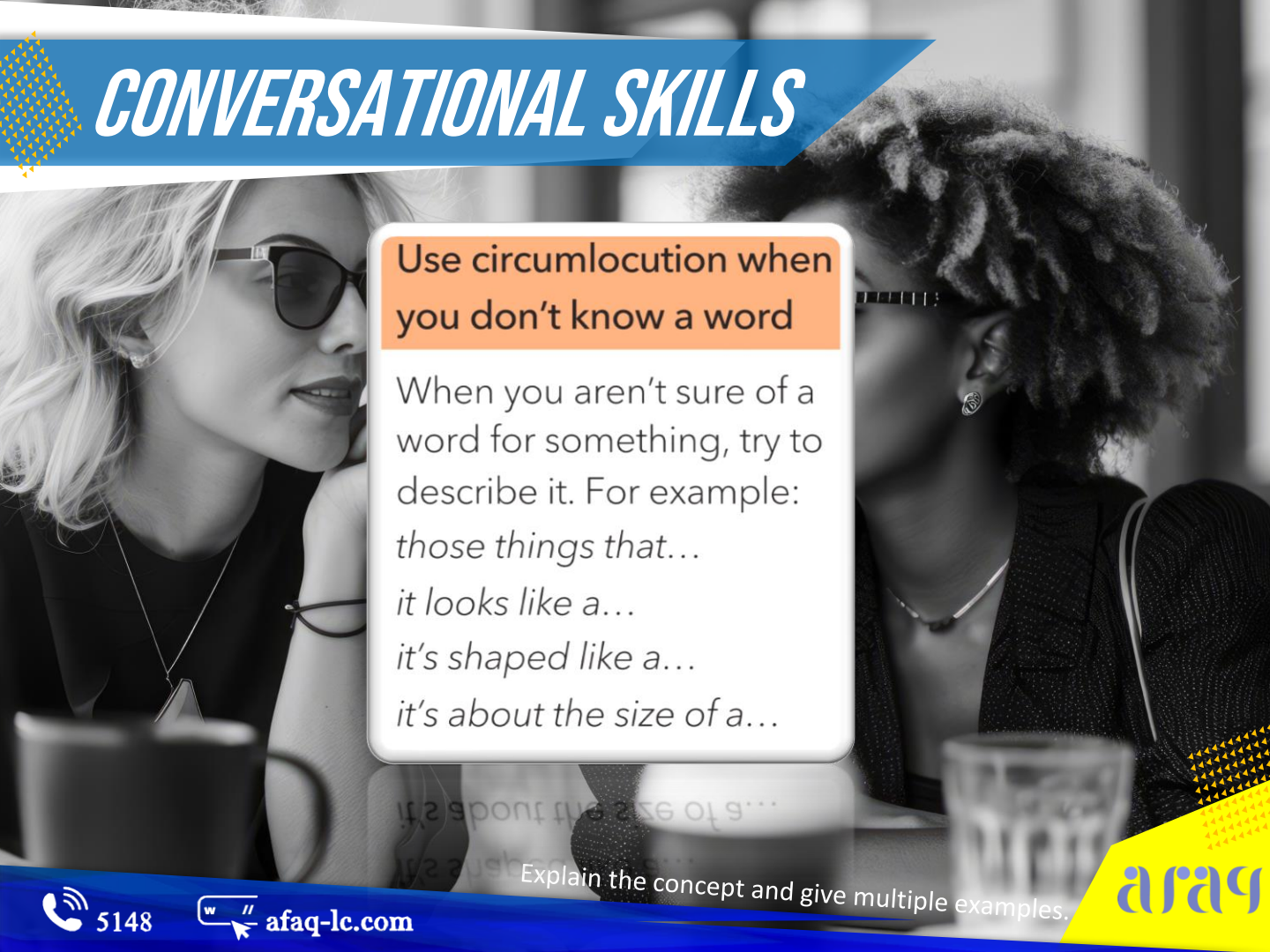
StartUp 7

Conversation

Unit4 – Lesson1

Page43

CONVERSATIONAL SKILLS



Use circumlocution when you don't know a word

When you aren't sure of a word for something, try to describe it. For example:

those things that…

it looks like a…

it's shaped like a…

it's about the size of a…

Explain the concept and give multiple examples.

LISTEN.



A ▶04-04 Read the conversation skill. Then listen. Notice how the speakers use circumlocution. Complete the sentences.

1. It's _____ and you move it with your body.
2. It's about the size _____ .
3. They weren't using _____ that people sit on when they ride a horse.



Play the audio then have the Ss repeat the functions

PRACTICE.

Have the students use the functions and speak in class.

Student A: Think of an object or an animal. Use circumlocution to describe it.
Student B: Guess the object or animal.

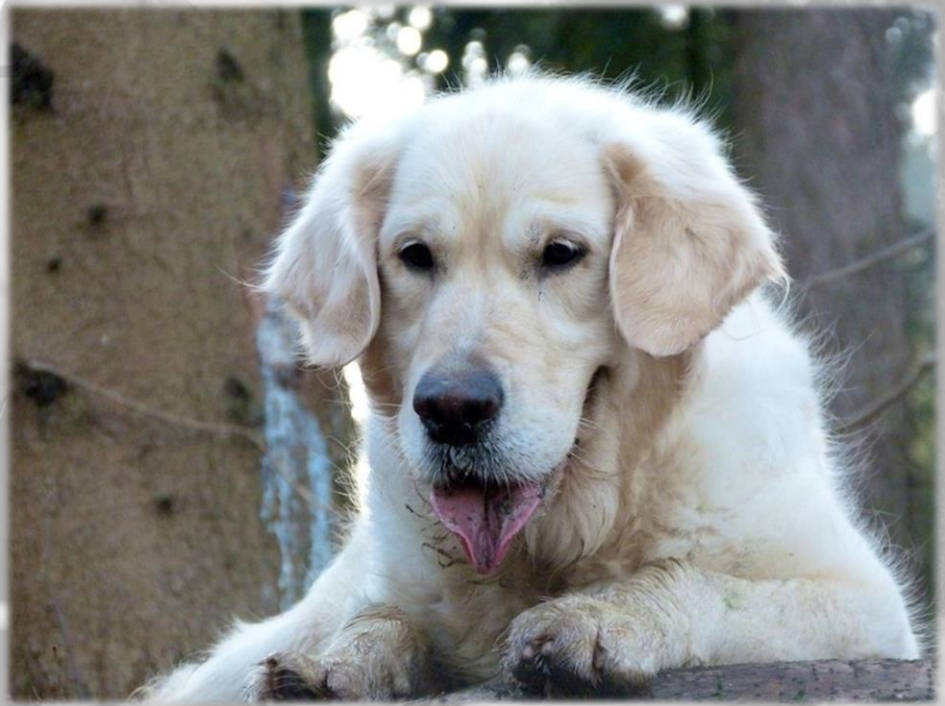
How big is your bird?



It's about the size of a small cat.



DESCRIBE THE PICTURE.



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.

04-05

LISTEN AND CHECK YOUR ANSWERS.

WHAT DO HIRO AND CARLA TALK ABOUT?



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

ANSWER THE QUESTIONS.





04-05

1. Which animals do Hiro and Carla discuss?
2. Which animal do Hiro and Carla feel differently about?
3. What happens in the video that Hiro describes?

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

LISTEN AND FILL IN THE GAPS.





C ▶04-06 Listen. Complete the conversation.

Carla: Puppies are so precious. I just saw this _____ of one fetching a ball out of a pool without getting in the water.

Hiro: How did he manage that?

Carla: He jumps on a…on _____ things that you float on…

Hiro: Like an inflatable mattress?

Carla: Yes, _____ ! He stands on it, paddles over to the ball, grabs the ball in his mouth, and then paddles back to the edge.

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

LISTEN AND REPEAT.

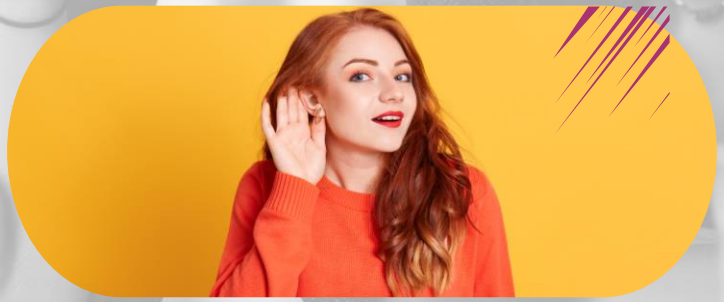
Carla: Puppies are so precious. I just saw this _____great video_____ of one fetching a ball out of a pool without getting in the water.

Hiro: How did he manage that?

Carla: He jumps on a…on _____one of those_____ things that you float on…

Hiro: Like an inflatable mattress?

Carla: Yes, _____exactly_____ ! He stands on it, paddles over to the ball, grabs the ball in his mouth, and then paddles back to the edge.





Carla: Puppies are so precious. I just saw this _____great video_____ of one fetching a ball out of a pool without getting in the water.

Hiro: How did he manage that?

Carla: He jumps on a…on _____one of those_____ things that you float on…

Teach the new functions and practice them with your Ss.



Hiro: Like an inflatable mattress?

Carla: Yes, exactly ! He stands on it, paddles over to the ball, grabs the ball in his mouth, and then paddles back to the edge.

Teach the new functions and practice them with your Ss.

ROLE-PLAY THE CONVERSATION.

Carla: Puppies are so precious. I just saw this _____great video_____ of one fetching a ball out of a pool without getting in the water.

Hiro: How did he manage that?

Carla: He jumps on a…on _____one of those_____ things that you float on…

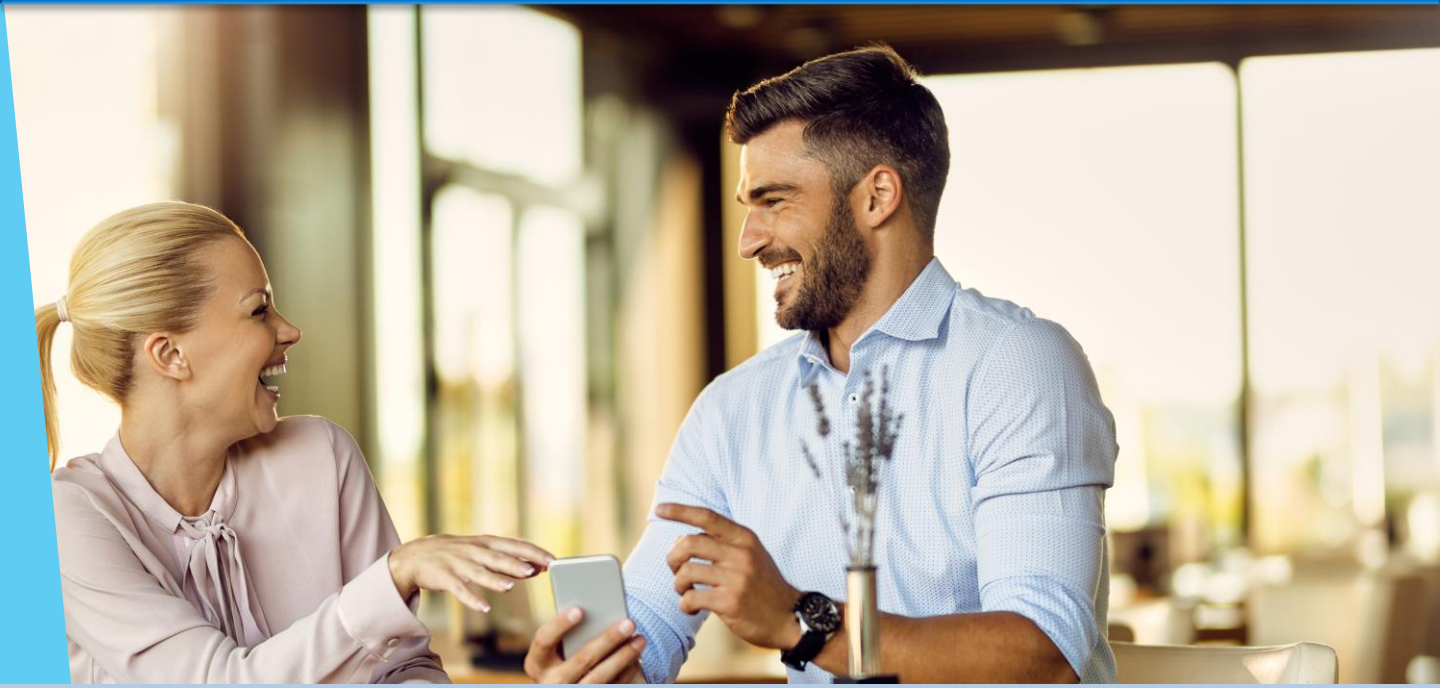
Hiro: Like an inflatable mattress?

Carla: Yes, _____exactly_____ ! He stands on it, paddles over to the ball, grabs the ball in his mouth, and then paddles back to the edge.



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 MAKE IT PERSONAL Think of an animal video you've seen. If you can't remember a real video, use your imagination. Take notes to prepare for describing it.

Type of animal	Words to describe it	What it does in the video

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



B GROUPS Tell your classmates about the video. Use circumlocution to describe things you don't know the words for. Come to a consensus about which video is the cutest, funniest, or most bizarre.

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.