

StartUp 7

Conversation

Unit5 – Lesson1

Page55

CONVERSATIONAL SKILLS



Show interest in a conversation

You can use words and sounds like these to show someone that you are listening to and interested in what they are saying.

Right.	*Really?*
For sure.	*Huh.*
OK.	*Uh-huh.*

Explain the concept and give multiple examples.

LISTEN.



Play the audio then have the Ss repeat the functions

3 CONVERSATION SKILL

A ▶05-04 Read the conversation skill. Then listen. Write the words the woman uses to show interest in the conversation.

1. _____ 2. _____ 3. _____

PRACTICE.

Have the students use the functions and speak in class.

Student A: Imagine that you are going to open a restaurant. Describe what it will be like. Student B: Show interest in your partner's ideas by using the words and sounds from the conversation skill box.

I had a little argument with my boss yesterday.



Yup, she fired me. ☺

Really?!



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.

05-05

LISTEN AND CHECK YOUR ANSWERS.

WHAT DO CARLA AND KATE TALK ABOUT?



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

ANSWER THE QUESTIONS.





05-05

1. How did Carla's friend get started in the food-truck business?
2. What challenges did she encounter?
3. Why do you think Kate says, "I'll be happier to eat this knowing that they didn't cut corners"?

LISTEN AND FILL IN THE GAPS.

C ▶05-06 Listen. Complete the conversation.

Kate: This is delicious! Your friend knows what she's doing!

Carla: Yep, she sure does. For a while she doubted _____, but I knew she'd do well once people tasted her food.

Kate: _____!

Carla: Actually, the truck is so profitable now that they're thinking about buying a second one.



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

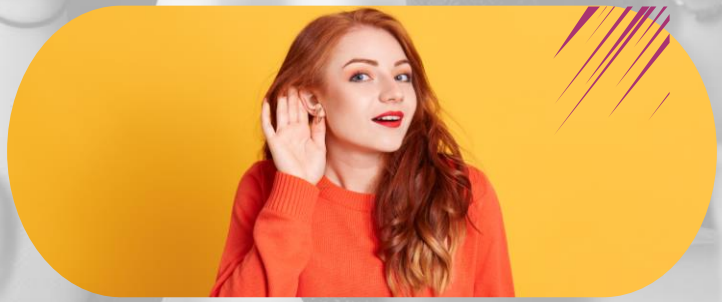
LISTEN AND REPEAT.

Kate: This is delicious! Your friend knows what she's doing!

Carla: Yep, she sure does. For a while she doubted that they'd (they would) make it, but I knew she'd do well once people tasted her food.

Kate: For sure !

Carla: Actually, the truck is so profitable now that they're thinking about buying a second one.





Kate: This is delicious! Your friend knows what she's doing!

Carla: Yep, she sure does. For a while she doubted that they'd (they would) make it, but I knew she'd do well once people tasted her food.

Teach the new functions and practice them with your Ss.



Kate: For sure !

Carla: Actually, the truck is so profitable now that they're thinking about buying a second one.

Teach the new functions and practice them with your Ss.

ROLE-PLAY THE CONVERSATION.

Kate: This is delicious! Your friend knows what she's doing!

Carla: Yep, she sure does. For a while she doubted that they'd (they would) make it, but I knew she'd do well once people tasted her food.

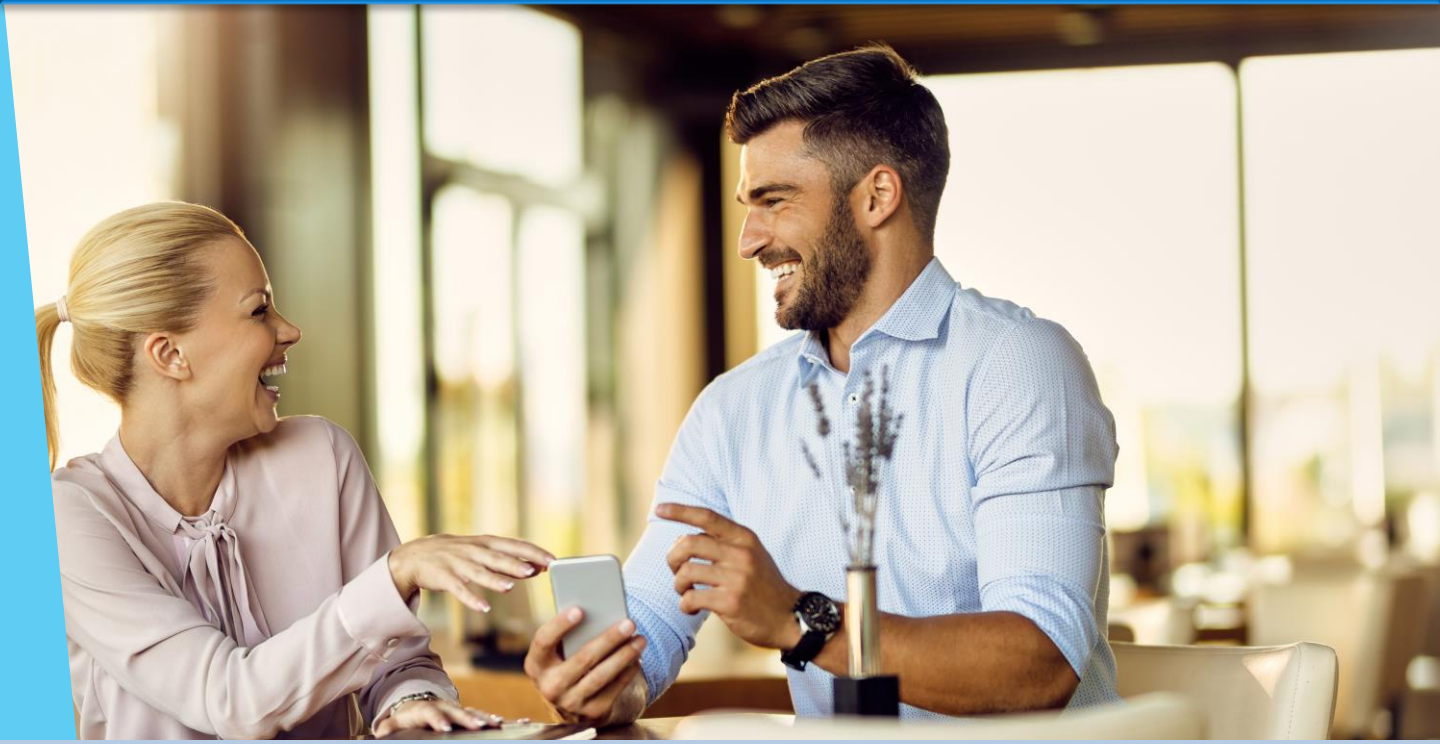
Kate: For sure !

Carla: Actually, the truck is so profitable now that they're thinking about buying a second one.



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 Imagine that you are going to form a partnership and open a new business together. What kind of business will it be? Write some ideas for your business plan.

Type of business	Supplies / Equipment	Type / Number of employees	Location / Space

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



B GROUPS **Share your business plan with another group. Make a list of the biggest challenges for each business.**

A: For our restaurant to be successful, we'll need to lease a building in a central area, and that will be expensive.
B: Right.
A: We'll need to ask someone to lend us...

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.