

StartUp 7

Conversation

Unit6 – Lesson1

Page67

CONVERSATIONAL SKILLS

Add comments to soften an opinion

You can add expressions like these to soften a statement of opinion, or make it sound less forceful or strong. These phrases can appear at the beginning or end of the statement:

I think *I assume*

Don't you think…? / ,…don't you think?

If you ask me,… / …, if you ask me.

These phrases usually appear at the end of the statement:

…, at least that's what I think.

…, if I do say so myself.

Explain the concept and give multiple examples.

LISTEN.



Play the audio then have the Ss repeat the functions

3 CONVERSATION SKILL

A ▶06-04 Read the conversation skill. Then listen. Notice the expressions the speakers use to soften their opinions. Complete the sentences.

1. It's time to hire someone, _____.
2. It would save money in the long run, _____.
3. _____ she'd be willing to listen to you.

PRACTICE.

Have the students use the functions and speak in class.

Student A: Make a statement of opinion about your school, community, or job. Use one of the expressions from the conversation skill box to soften your opinion.
Student B: Agree or disagree with your partner's statement.

I think the library needs to stay open longer hours; don't you think?



I agree, if I do say so myself, the library does need to stay open longer.



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.

06-05

LISTEN AND CHECK YOUR ANSWERS.

WHAT DO MATEO AND TAE-HO TALK ABOUT?



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

ANSWER THE QUESTIONS.





06-05

1. Why isn't Mateo happy about merit raises?
2. What does Tae-ho plan to negotiate for?
3. Why does Tae-ho think Mateo doesn't have to worry?

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

LISTEN AND FILL IN THE GAPS.

C ▶06-06 Listen. Complete the conversation.

Mateo: Considering how my rent is going up, I could really use a raise right about now.

Tae-ho: I know! But they said they'll give more merit raises, and the majority of us qualify, _____?

Mateo: I hope so.

Tae-ho: I mean, the staff here is pretty fantastic, _____.

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

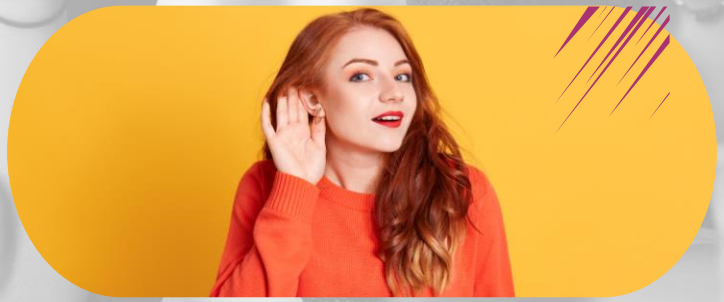
LISTEN AND REPEAT.

Mateo: Considering how my rent is going up, I could really use a raise right about now.

Tae-ho: I know! But they said they'll give more merit raises, and the majority of us qualify, don't you think ?

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Teach the new functions and practice them with your Ss.



Mateo: I hope so.

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ROLE-PLAY THE CONVERSATION.

Mateo: Considering how my rent is going up, I could really use a raise right about now.

Tae-ho: I know! But they said they'll give more merit raises, and the majority of us qualify, ___don't you think___ ?

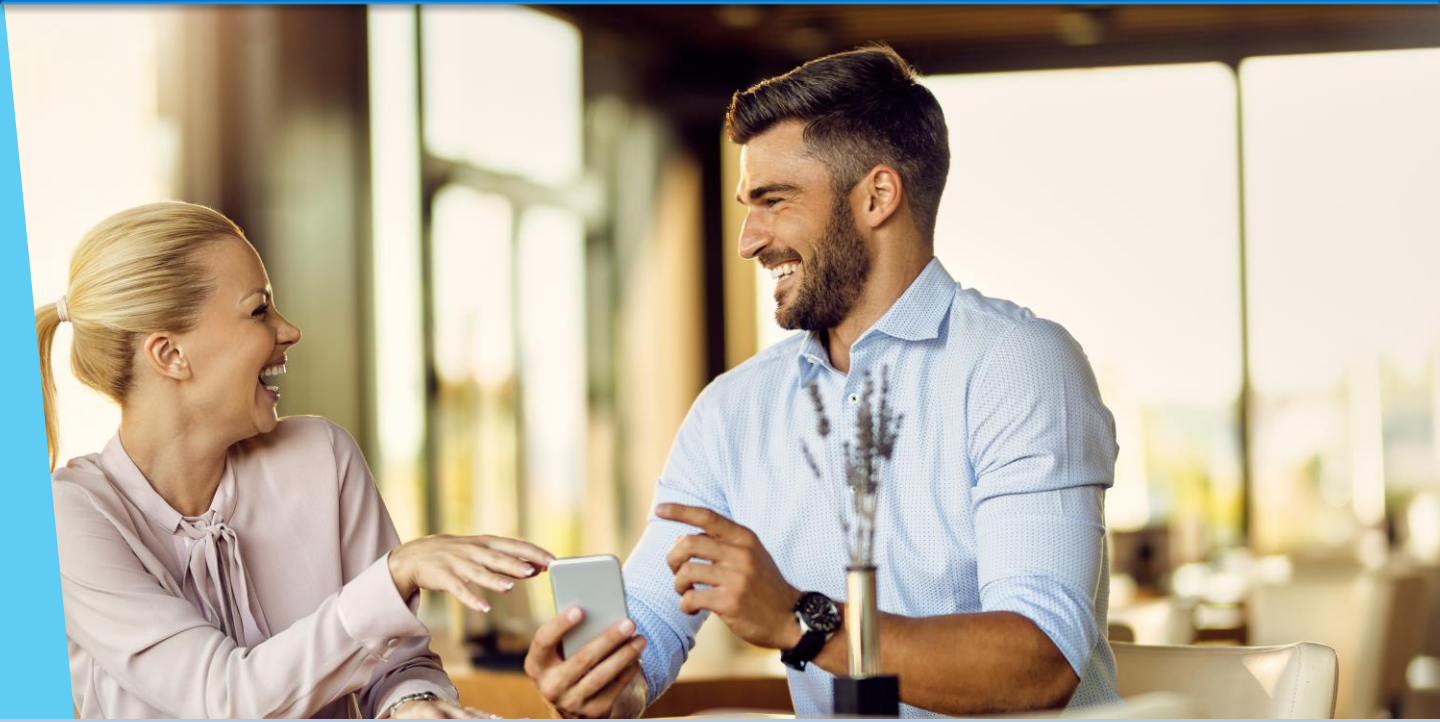
Mateo: I hope so.

Tae-ho: I mean, the staff here is pretty fantastic, ___if I do say so myself___ .



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 If you were going to negotiate for perks, what are three things you might ask for? Why? Take notes in the chart.

Perk	Reason
1.	
2.	
3.	

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



B PAIRS Share your ideas. Choose the most valuable perk and explain your choice to the class.

A: Paid time off is the best job perk because it means you have more time to travel and do other things besides work. At least that's what I think.

B: I agree that's important, but what about...

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.