

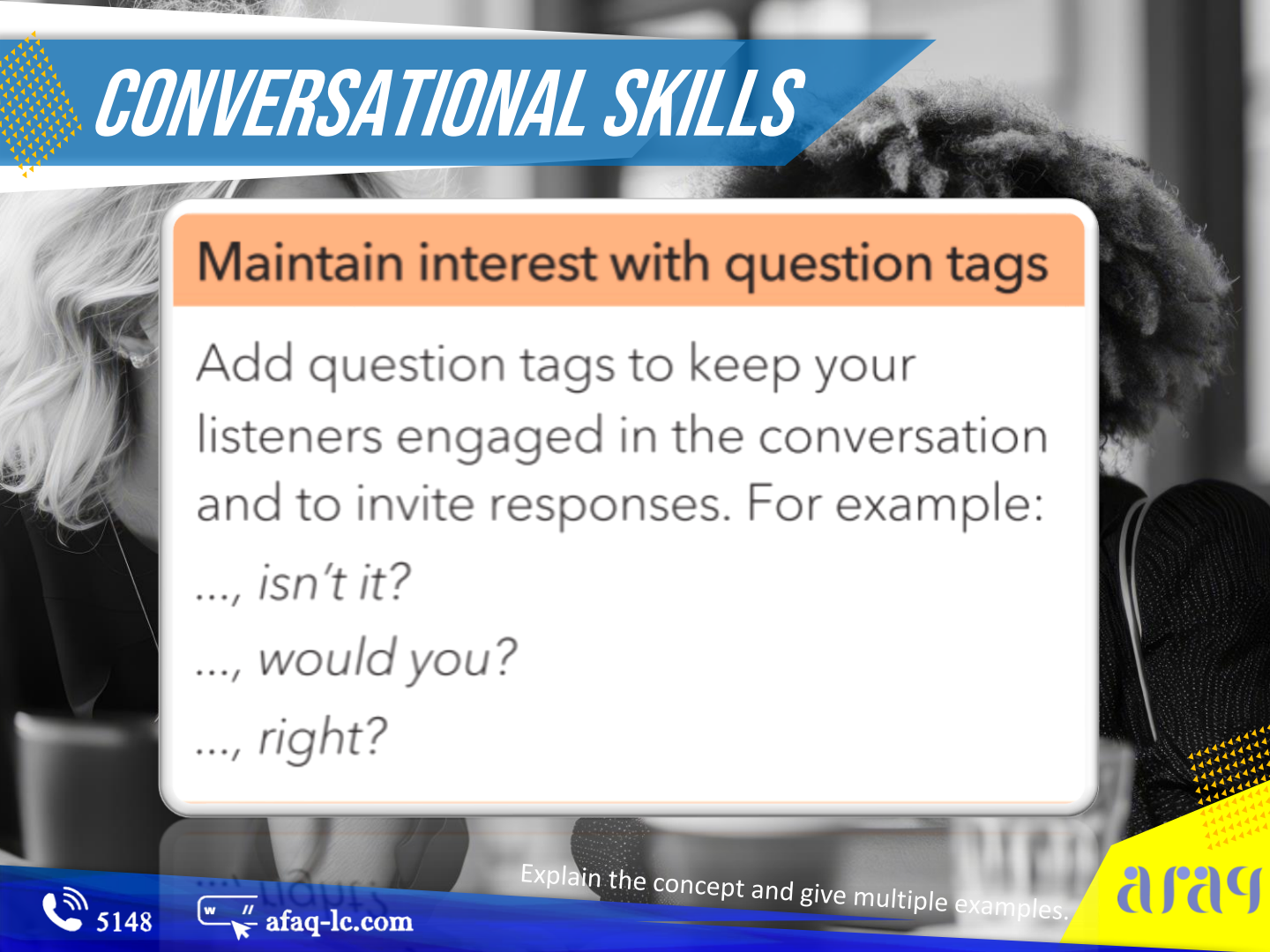
StartUp 7

Conversation

Unit10 – Lesson1

Page115

CONVERSATIONAL SKILLS



Maintain interest with question tags

Add question tags to keep your listeners engaged in the conversation and to invite responses. For example:

..., *isn't it?*

..., *would you?*

..., *right?*

Explain the concept and give multiple examples.

LISTEN.



Play the audio then have the Ss repeat the functions

A ▶10-04

Check (✓) the tags you hear.

- ☐ isn't it?
- ☐ aren't they?
- ☐ wouldn't you?
- ☐ right?
- ☐ do you
- ☐ wasn't it?

PRACTICE.

Have the students use the functions and speak in class.

Think of a statement to go with each of the tag questions in the conversation skill box. Use one of the statements and its tag question to start a short conversation with your partner.

It's a beautiful day, isn't it?



Yes, it really is! I can't believe how nice the weather is.



☐ isn't it?	☐ right?
☐ aren't they?	☐ do you
☐ wouldn't you?	☐ wasn't it?

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.

10-05

LISTEN AND CHECK YOUR ANSWERS.

WHAT STORY DOES ESRA TELL?



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

ANSWER THE QUESTIONS.





10-05

1. Why did Kate pick up the key?
2. How did she meet her future husband?
3. What was Esra planning to do after high school?

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

LISTEN AND FILL IN THE GAPS.

10-06 Listen. Complete the conversation.

Kate: I met up with him to _____, never knowing that in two years we would be getting married!

Esra: Aww, what a great story! It's incredible how one small decision can change your life, _____?

Kate: I know! If I hadn't picked up that key, or if I hadn't gotten around to putting up the notice, I probably never would have met him!

Esra: Yeah, it's crazy. I think about that with how I _____ programming.



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

LISTEN AND REPEAT.

Kate: I met up with him to _____ , never knowing that in two years we would be getting married!

Esra: Aww, what a great story! It's incredible how one small decision can change your life, _____ ?

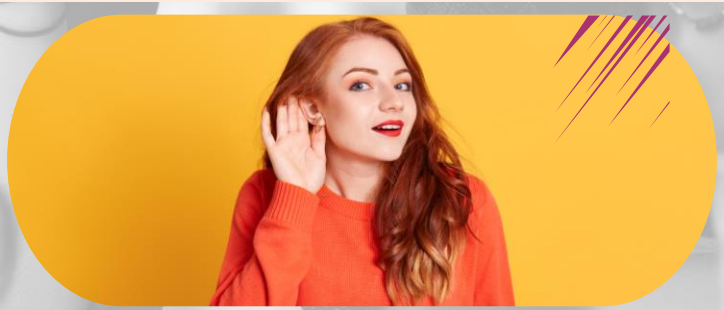
Kate: I know! If I hadn't picked up that key, or if I hadn't gotten around to putting up the notice, I probably never would have met him!

Esra: Yeah, it's crazy. I think about that with how I _____ programming.

return his key

isn't it

fell into





Kate: I met up with him to return his key , never knowing that in two years we would be getting married!

Esra: Aww, what a great story! It's incredible how one small decision can change your life, isn't it ?

Teach the new functions and practice them with your Ss.



Kate: I know! If I hadn't picked up that key, or if I hadn't gotten around to putting up the notice, I probably never would have met him!

Esra: Yeah, it's crazy. I think about that with how I _____ programming.

fell into

Teach the new functions and practice them with your Ss.

ROLE-PLAY THE CONVERSATION.

Kate: I met up with him to _____return his key_____ , never knowing that in two years we would be getting married!

Esra: Aww, what a great story! It's incredible how one small decision can change your life, _____isn't it_____ ?

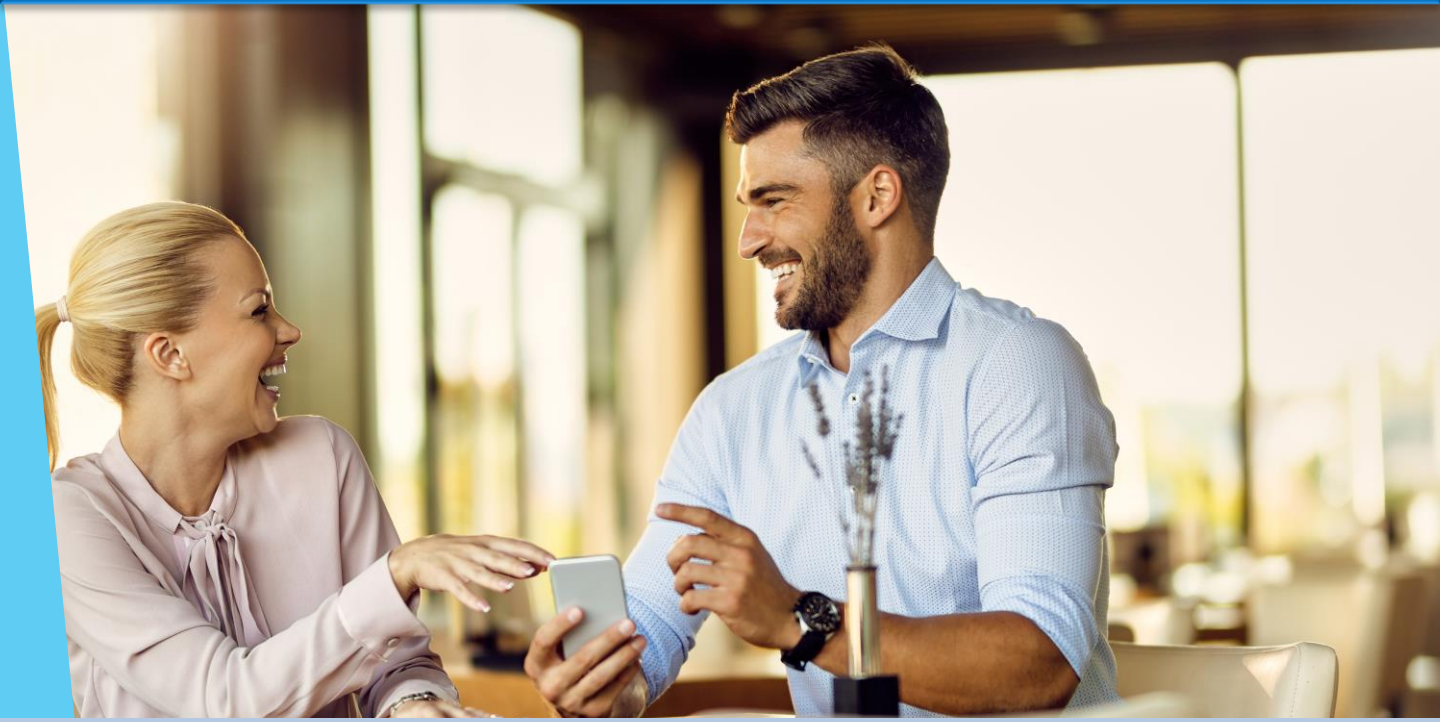
Kate: I know! If I hadn't picked up that key, or if I hadn't gotten around to putting up the notice, I probably never would have met him!

Esra: Yeah, it's crazy. I think about that with how I _____fell into_____ programming.



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 Choose a meaningful life event—for example, meeting a friend, finding a job, starting a new hobby, or discovering a favorite place for the first time. Take notes about what led to that event, including small, seemingly insignificant decisions.

Event	
What happened before	
What happened after	

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



B DISCUSS In small groups, tell your stories. Remember to use question tags to keep your listeners interested. As a group, decide whose story is the most surprising.

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.