

StartUp 7

Conversation

Unit9 – Lesson1

Page103

CONVERSATIONAL SKILLS

Build empathy with active listening

You can use expressions like these to show that you understand how another person feels.

I see why you're _____.

I hate / love that feeling.

That's a great / terrible feeling.

I know the feeling / how that feels.

Explain the concept and give multiple examples.

LISTEN.



Play the audio then have the Ss repeat the functions

3 CONVERSATION SKILL

A ▶09-04 Read the conversation skill. Then listen. Write the expressions that the woman uses to express empathy.

1. _____
2. _____
3. _____

Have the students use the functions and speak in class.

PRACTICE.

Student A: Imagine that you are nervous or excited about something that is going to happen.
Student B: Listen and express empathy. Give any advice you can think of.

I'm having a test tomorrow. I feel like I haven't studied anything



I know how that feels. Just relax and go and have the test.



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.

09-06

LISTEN AND CHECK YOUR ANSWERS.

WHAT DO TAE-HO AND CARLA TALK ABOUT?



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

ANSWER THE QUESTIONS.





09-06

1. Who was playing in the softball game?
2. What was the result of the game?
3. What reason does Carla give for the outcome?

LISTEN AND FILL IN THE GAPS.

C ▶09-06 Listen. Complete the conversation.

Tae-ho: Oh you wouldn't have wanted me _____ .
I'd just have made things worse.

Carla: They could hardly have been worse.

Tae-ho: Seriously. Hiro tried to recruit me, but _____ .

Carla: You look fit to me.

Tae-ho: Well, I run and swim, but I have zero hand-eye coordination. No ball sports for me.

Carla: OK, _____ .



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

LISTEN AND REPEAT.

Tae-ho: Oh you wouldn't have wanted me on the team. I'd just have made things worse.

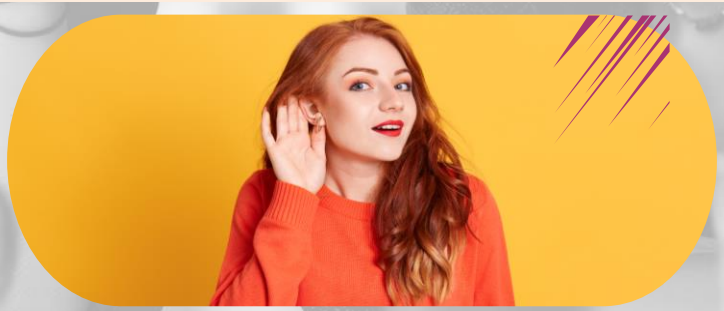
Carla: They could hardly have been worse.

Tae-ho: Seriously. Hiro tried to recruit me, but I'm very uncoordinated.

Carla: You look fit to me.

Tae-ho: Well, I run and swim, but I have zero hand-eye coordination. No ball sports for me.

Carla: OK, I get it.





Esra: You haven't heard about it? It's a fundraiser that was started by a group that fights homelessness. A bunch of people are walking a hundred kilometers on June 30th.

Hiro: Oh yeah.

Teach the new functions and practice them with your Ss.



Esra: You know, they get friends to sponsor them them per kilometer, and then they're all going to post photos along the way and all that.

Hiro: I think I did see something about that.

Teach the new functions and practice them with your Ss.

ROLE-PLAY THE CONVERSATION.

Hiro: I mean, in the end, they are going to spend their money however they want to, no matter what we think about it.

Carla: True. ___I suppose they might___ listen if I focus on damage control instead of trying to build their social media presence.

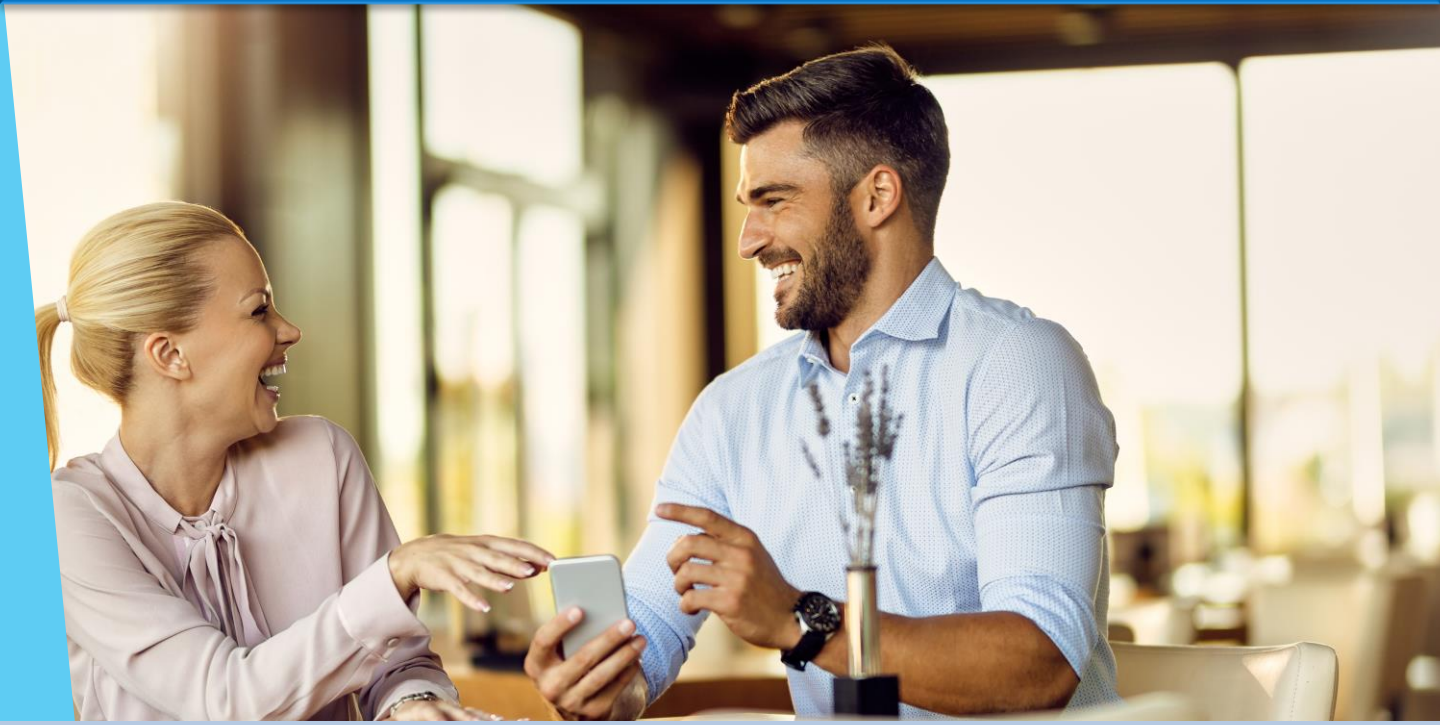
Hiro: ___That sounds like___ a good compromise.





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 one sport and think of three aspects of it that you like and three that you don't like.

Sport: _____	
What I like about it	What I don't like about it

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



B PAIRS Explain what you like and don't like about the sport you chose. Express empathy with your partner's point of view.

A: Baseball is so boring, especially in the outfield. You spend so much time standing around waiting for the ball to come to you...

B: I feel that way sometimes, too, but it's so exciting when all of a sudden you have to catch it!

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.