

araq

StartUp 3
Conversation

Unit2 – Lesson1
Page19

What do you think they are talking about?



Have your Ss answer the question using the "whole-class" interaction pattern. Ask more questions to lead them to the topic of the conversation.

WATCH AND CHECK YOUR ANSWERS.

WHAT ARE THEY TALKING ABOUT?





Video source: StartUp3. Conversation. Unit2. Lesson1. Task A

Play the audio for the Ss to check their answers. Time permitting, play the audio again and have your Ss repeat the words.

WATCH THE VIDEO AND CIRCLE THE CORRECT ANSWER.

1. Eric and Lucas are working on ___.
   a. a new shampoo b. an advertisement c. a drawing
2. Eric doesn't want honey in his hair because it doesn't ___.
   a. taste good b. smell good c. feel good
3. Lucas ___ a woman on the beach.
   a. draws b. finds a picture of c. writes about





Video source: StartUp3. Conversation. Unit2. Lesson1. Task A

WATCH AGAIN AND FILL IN THE GAPS.

Eric: How would you describe the shampoo?

Lucas: How about this? It _____ coconuts, and it feels like silk.

Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* _____ silk.

Lucas: That's better. What else could we say?

Eric: How about, use it and you'll _____ a movie star?

Lucas: Good idea!

Video source: StartUp3. Conversation. Unit2. Lesson1. Task B

2-07

LISTEN AND REPEAT.

Eric: How would you describe the shampoo?

Lucas: How about this? It ___smells like___ coconuts, and it feels like silk.

Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* ___feels like___ silk.

Lucas: That's better. What else could we say?

Eric: How about, use it and you'll ___look like___ a movie star?

Lucas: Good idea!





Eric: How would you describe the shampoo?

Lucas: How about this? It smells like coconuts, and it feels like silk.

Teach the new functions and practice them with your Ss.



Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* feels like silk.

Lucas: That's better. What else could we say?

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Eric: How about, use it and you'll look like a movie star?

Lucas: Good idea!

Teach the new functions and practice them with your Ss.



To express disagreement, say: *I disagree.*, *I don't agree.*, *I don't think so.*, *I hate to disagree (with you), but…*, *I'm not so sure (about that).*, *I don't know (about that).*, or *I wouldn't say that.*

A: This tastes like chicken.

B: I disagree.

Teach the new functions and practice them with your Ss.

ROLE-PLAY THE CONVERSATION.

Eric: How would you describe the shampoo?

Lucas: How about this? It ___smells like___ coconuts, and it feels like silk.

Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* ___feels like___ silk.

Lucas: That's better. What else could we say?

Eric: How about, use it and you'll ___look like___ a movie star?

Lucas: Good idea!



Have your Ss read the conversation in breakout rooms.

D PAIRS Make new conversations. Use these words or your own ideas.

Eric: How would you describe the shampoo?

Lucas: How about this? It ___smells like___ coconuts, and it feels like silk.

Eric: Hmm. I'm not so sure. What about, after you use it, your *hair* ___feels like___ silk.

Lucas: That's better. What else could we say?

Eric: How about, use it and you'll ___look like___ a movie star?

Lucas: Good idea!

candy peaches rock star model

Have your Ss make a new dialogue using the words given and use the new functions you have given.

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.