

StartUp 5

Conversation

Unit6 – Lesson1

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CONVERSATIONAL SKILLS

Keep your listener interested

When you tell a story, use expressions like these to keep your listener interested:

You're not going to believe …

It gets better …

Wait until I tell you …

Explain the concept and give multiple examples.

LISTEN.

A 06-02 Listen. Notice how the speaker tries to keep the listener interested.

A: A guy robbed a store yesterday, and dropped the money on the way out the door.

B: You're kidding!

A: It gets better—he also dropped his ID!

Play the audio then have a pair read the mini conversation aloud.

FILL IN THE BLANKS.

Person B: What happened?
Person A: You're not (1)____ to believe this. I was at the grocery store, and I bumped into my long-lost cousin!
Person B: No way! What did you do?
Person A: It (2)____ better. We started talking, and it turns out we both share a common interest in photography
Person B: That's amazing! (3)____ until I tell you about my day. I had a feeling it was going to be ordinary…

Have your Ss think about the answers. Then nominate a pair to read the mini conversation.

WORK IN PAIRS.

B Complete Student A's part of the conversations. Then practice the conversations with a partner.

1. A: Wait until I tell you what I saw on the other day. I saw _____ !
   B: Wow! That's amazing!
2. A: You're not going to believe what my friend did. He _____ !
   B: I can't believe that!



Create breakout rooms and have the Ss do the task. Right after give feedback.

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.

Play the video once and focus on the concept you have already taught.

WATCH AND CHECK YOUR ANSWERS.



WHAT ARE THEY TALKING ABOUT?

a. a series of bank robberies
b. the details of a bank robbery
c. how a bank robber got caught

Video source: StartUp5. Conversation. Unit6. Lesson1. Task A

WATCH THE VIDEO AND ANSWER.



1. Why did the robbers pretend to be working near the bank?
2. How long did they spend taking the money?
3. What is Marcos going to tell Leti about?

Video source: StartUp5. Conversation. Unit6. Lesson1. Task A

WATCH AND FILL IN THE GAPS.

Marcos: Well, when the bank employees came to work Monday morning, they didn't even know there _____ a robbery. Everything seemed fine. Then they opened the vault, and it was completely empty!

Leti: What? How is that possible? Didn't they have alarms?

Marcos: They did, but the robbers _____ a guard and forced him to turn off the alarm on Friday night.

Video source: StartUp5. Conversation. Unit6. Lesson1. Task B

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

LISTEN AND REPEAT.

Video source: StartUp5. Conversation. Unit6. Lesson1. Task B

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Teach the new functions and practice them with your Ss.



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ROLE-PLAY THE CONVERSATION.

Marcos: Well, when the bank employees came to work Monday morning, they didn't even know there ___had been___ a robbery. Everything seemed fine. Then they opened the vault, and it was completely empty!

Leti: What? How is that possible? Didn't they have alarms?

Marcos: They did, but the robbers ___had kidnapped___ a guard and forced him to turn off the alarm on Friday night.



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 Think about a crime story you read about or saw on TV. Take notes about what happened the day of the crime and what had happened before.



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



B PAIRS Tell the story. Ask and answer questions about the crime.

A: I read that a couple came home, and thieves had stolen all of their furniture.
B: Did the police catch the thieves?

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.