

I Should Let You Go / Know Your Audience

Tuesday, September 15, 2026 • 10:00–12:00 • Unit 1 — Making Connections

LESSON GOAL

Students will practice two connected interpersonal skills:

PART A — RECOGNIZE & RESPOND

Recognize when a conversation is ending and respond appropriately.
Notice common closing signals, interpret the other person's intention, and respond in a way that helps the conversation close.

PART B — SIGNAL & CLOSE

End a conversation naturally and warmly.
Signal clearly when you need to leave, add warmth when appropriate, and choose wording that fits the relationship and situation.

CONNECTION TO LESSONS 1.1 & 1.2

Students have been practicing how to be interested in conversation: listen closely, respond naturally, and ask genuine follow-up questions. Lesson 1.3 adds a new layer of interpersonal responsiveness—knowing when to keep the conversation going and when to help it end.

KEY IDEA

Good conversational skill includes both sides of an ending: recognizing and responding when the other person is ready to stop, and signaling clearly and closing naturally and warmly when you are the one who needs to leave.

LESSON FLOW

10:00–10:07 — Angela | English in the Wild: Looking Back

Briefly revisit the previous lesson's focus on being interested in conversation.

- Did you ask a follow-up question in English?
- Did someone ask you a question that made you want to say more?
- Did you notice a conversation where one question naturally led to another?
- Was there a moment when you weren't sure what to ask next?

Keep this brief, conversational, and low-pressure.

10:07–10:12 — Lori | Introduce Today's Topic

Connect today's lesson to the Unit 1 work students have already done: listening closely, showing interest, responding naturally, and asking follow-up questions to keep a conversation moving.

Preview the two parts of today's lesson:

- Part A — Recognize when a conversation is ending and respond appropriately.
- Part B — End a conversation naturally and warmly.

CORE LANGUAGE FOR TODAY

10:12–10:18 — Lori introduces a small core bank that students will hear and use throughout both parts of the lesson. Register labels are guides, not rules; relationship and situation matter most.

Expression	Register	Function / Note
Well, I should probably get going.	Neutral	Closing signal
I'd better get going.	Neutral	Closing signal
I've gotta get going.	Casual	Closing signal
I should let you go.	Neutral	Closing signal; often useful on the phone or after a longer talk
I'll let you get back to it.	Neutral	Closing signal; acknowledges the other person may be busy
Of course.	Neutral	Acknowledge a closing signal
Absolutely. I'll let you go.	Neutral	Acknowledge and help close
It was really nice talking to you.	Neutral / warm	Connect
It was great catching up.	Casual / familiar	Connect with someone you already know
It was very nice meeting you.	More formal / polished	Connect with someone just met
Take care.	Neutral	Close
Talk to you soon.	Casual / neutral	Close when future contact is expected

PART A — RECOGNIZE WHEN A CONVERSATION IS ENDING

Goal: Students notice closing signals, interpret the speaker's intention, and respond appropriately instead of automatically extending the conversation.

10:18–10:25 — Lori | Notice the Change in Conversational Purpose

Use a short, realistic exchange in which one speaker gives a closing signal and the other person continues with a follow-up question.

EXAMPLE

Student A: Well, I should probably get going.

Student B: Oh, before you go, how did your appointment turn out?

Guide students to interpret the interaction:

- What does Student A want to happen next?
- What is Student B doing?
- Where is the mismatch?
- What could Student B say instead that would show they understood Student A's signal?

Connect this directly to Lessons 1.1 and 1.2: asking another question can show interest when the conversation is continuing. Part A adds the need to notice when the other person's intention has changed.

10:25–10:30 — Lori | Quick Recognition Practice + Handoff

Students hear or read several short lines and identify whether the speaker is continuing the conversation or beginning to close it.

- Well, I should probably get going.
- Oh, really? What happened next?
- I'd better get going.
- That reminds me—have you ever been there?
- I'll let you get back to it.

Handoff: Ann helps students hear what closing signals sound like in natural conversation.

10:30–10:45 — Ann | Hear the Closing Signal

Ann works with the core phrases students have already seen. The purpose is to make the signals easier to recognize in real speech and easier to produce naturally.

- hear “Well...” as a common transition into a closing;
- notice natural rhythm, phrasing, and tone;
- recognize casual spoken forms such as “gotta”;
- hear the difference between language that invites more conversation and language that begins to close it.

Ann may model the same phrase with different delivery and let students listen for what makes the intention clear. No technical pronunciation terminology is necessary.

10:45–11:00 — Ann + Angela | Recognize and Respond in Conversation

Pairs begin with short, specific conversation prompts that recycle the Unit 1 focus on being interested. One student listens, responds, and asks genuine follow-up questions. During the interaction, the other student uses a closing signal from the core bank.

The listener's job is to:

- recognize that the conversational purpose has shifted;
- respond to the closing signal rather than automatically asking another question;
- help the conversation end naturally and warmly.

Ann and Angela circulate, listen, and help students hear and respond to closing cues.

11:00–11:05 — BREAK

Approximately five minutes.

PART B — END A CONVERSATION NATURALLY AND WARMLY

Goal: Students choose and use natural closing language themselves, adapting it to the relationship and situation.

11:05–11:15 — Ann | Build a Natural Ending

Organize the familiar core language by communicative function. Students do not need all three parts every time; these are options, not a required formula.

1. SIGNAL

Show that you are ready to end.

- Well, I should probably get going.
- I'd better get going.
- I've gotta get going.
- I'll let you get back to it.

2. CONNECT

Leave the interaction warm.

- It was really nice talking to you.
- It was great catching up.
- I'm glad we got a chance to talk.

3. CLOSE

Finish.

- Take care.
- Talk to you soon.
- I'll be in touch.

11:15–11:25 — Ann + Angela | Know Your Audience

Use three simple relationship anchors:

CLOSE FRIEND → CASUAL ACQUAINTANCE → SOMEONE YOU JUST MET

Guiding question: Would I say this to this person?

Close friend	Casual acquaintance	Someone you just met
• I've gotta get going. • It was great catching up. • Talk to you later / soon.	• Well, I should probably get going. • It was really nice talking to you. • Take care.	• Well, I should probably get going. • It was very nice meeting you. • Take care.

Keep this practical. Register labels support choice, but students should not treat them as rigid formal/informal categories.

11:25–11:45 — Ann | Main Conversation Practice — Bring Parts A + B Together

Students have short, real conversations using specific prompts. The interaction deliberately recycles Lessons 1.1 and 1.2: listen, show interest, respond, and ask genuine follow-up questions.

Then one student needs to end the conversation.

The student leaving:

- gives a recognizable closing signal;
- chooses language that fits the relationship;
- adds warmth when appropriate;
- closes the interaction naturally.
- The listener:
 - recognizes the closing signal;
 - shifts from “keep it going” to “help it close”;
 - responds appropriately and warmly.

Ann and Angela circulate, listen, prompt only when needed, and note a small number of issues for feedback.

11:45–11:52 — Ann + Angela | Feedback + Retry

Briefly surface what students actually did and heard:

- Which closing signals were easiest to recognize?
- Which responses helped the conversation end naturally?
- Did anyone accidentally reopen the conversation?
- Which phrases felt natural to use?
 - Did any wording feel too casual or too distant for the relationship?

Ann addresses only the most useful recurring language or pronunciation issues. Students then retry with a new partner or situation so feedback immediately feeds into another attempt.

11:52–11:57 — Ann + Angela | Personal Take-Away Language

Students choose 3–5 expressions they genuinely want to remember and use. Different students may choose different phrases depending on their speaking style, relationships, and real-world needs.

11:57–12:00 — Angela | English in the Wild: Looking Ahead

Angela chooses or adapts one brief real-world invitation:

- Notice the first clue that someone is ready to end a real conversation.
- Listen for “Well...,” “I should...,” “I’d better...,” or another closing signal.
- Notice what the other person says in response.
- Try one of your take-away phrases if a natural opportunity comes up.
- Pay attention to how people make an ending sound warm.

MAIN LANGUAGE BANK

Reference bank only. Do not teach every expression. The active lesson set should stay small; students can use this broader bank to choose language that fits their own style and situations.

REGISTER KEY

[CASUAL] especially natural with friends or people you know well • [NEUTRAL] useful across many everyday situations • [MORE FORMAL / POLISHED] especially useful with someone less familiar or in a professional/courteous situation. These are tendencies, not rigid rules.

WHEN I WANT TO LEAVE

Expression	Register	Usage note
Well, I should probably get going.	Neutral	Versatile everyday closing signal
I'd better get going.	Neutral	Direct but natural
I've gotta get going.	Casual	Very common in speech
I really have to run.	Casual	Often suggests time pressure
I need to head out.	Casual / neutral	Common spoken expression
I should let you go.	Neutral	Often useful on the phone or after a longer talk
I'll let you get back to it.	Neutral	Acknowledges the other person may be busy
I don't want to keep you.	Neutral / polished	Acknowledges the other person's time

LEAVE THE INTERACTION WARMLY

Expression	Register	Usage note
It was really nice talking to you.	Neutral	Warm and broadly useful
It was great talking to you.	Neutral	Warm and broadly useful
It was great catching up.	Casual / familiar	For someone you already know
I'm glad we got a chance to talk.	Neutral	Warm; emphasizes the connection
It was very nice meeting you.	Neutral / polished	Especially useful with someone just met
It was a pleasure meeting you.	More formal / polished	More polished than "nice meeting you"
I really appreciate your help.	Neutral	Useful when the interaction involved help
Thank you for your time.	More formal / polished	Situation-specific; common in professional/help contexts

FINISH THE CONVERSATION

Expression	Register	Usage note
Take care.	Neutral	Warm, broadly useful
Talk to you soon.	Casual / neutral	Best when future contact is expected
Talk to you later.	Casual	Common with people you know
See you later.	Casual	Common with people you expect to see again
Let's catch up again soon.	Casual / neutral	Signals interest in reconnecting
I'll be in touch.	Neutral / polished	Useful when future contact is expected
Have a good one.	Casual	Very common contemporary spoken closing
Have a good day.	Neutral	Broadly useful

WHEN THE OTHER PERSON IS TRYING TO LEAVE

Expression	Register	Usage note
Of course.	Neutral	Acknowledges the signal
Absolutely.	Neutral	Acknowledges the signal
Of course. I'll let you go.	Neutral	Helps the conversation close
Absolutely. I'll let you get going.	Neutral	Helps the conversation close
It was great talking to you.	Neutral	Responds warmly
It was nice talking to you too.	Neutral	Mirrors the other person's warmth
Same here. Take care.	Casual / neutral	Warm and compact
Sure. Talk to you soon.	Casual / neutral	Useful when future contact is expected
No problem. I'll let you get back to it.	Neutral	Useful when the other person was busy

IF THE FIRST SIGNAL DOES NOT WORK

Expression	Register	Usage note
I'm sorry, but I really do have to get going.	Neutral	Clearer second signal
I wish I could stay, but I've got to go.	Neutral	Warm but firm
I really need to head out now.	Casual / neutral	Clear and direct
I'm afraid I really do need to leave.	More formal / polished	More formal, clear second signal

TEACHING PRINCIPLE

Small active set, broad reference set. Class time should prioritize hearing, retrieving, adapting, and using a manageable number of high-value expressions rather than trying to cover the entire bank.