

Connectivity Level 1
Optional Speaking Task

UNIT 1 LESSON 1

COMMUNICATION GOAL: Introduce and greet people

Conversation Model:

A: Pleasure to meet you, Mark!

B: Same here! So where are you from?

A: I'm from Atlanta. What about you?

B: I'm from New York.

A: And what do you do?

B: I'm a photographer.

Prompt to the Student: You will introduce yourself to me. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Begin the conversation. Follow the Conversation Model and use your own information.

Teacher: "Pleasure to meet you, [student name here]!"

Social Language:

Say "Same here" to say you have the same opinion.

Keep Talking:

Ask more questions and provide more information.

What's your last name?

What's your [e-mail address]?

Vocabulary:

Occupations: *an accountant, a teller, a salesperson, a nurse, a lawyer, a mechanic, a secretary / an administrative assistant, a tour guide, an electrician, an architect*

Grammar:

Information questions with be: Review

Where are you from?

UNIT 1 LESSON 2

COMMUNICATION GOAL: Get acquainted with someone

Conversation Model:

- A:** Are you Michael Spencer?
B: Yes, I am. But everyone calls me Spence.
A: OK, Spence. It's great to meet you. I'm Joseph. Joe for short.
B: Good to meet you, too. So, Joe, is Boston your hometown?
A: No, it isn't. I'm originally from Miami.
B: Interesting!

Prompt to the Student: You will get acquainted with me. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Begin the conversation. Follow the Conversation Model and use your own information.

Teacher: "Are you [student name here]?"

Social Language:

Respond with interest: *Interesting!, Wow!, Really?, No way!, That's great!*

Keep Talking:

Exchange more information.

- Are you [married]?
Are you [Japanese]?
Are you [a lawyer]?
What's your nationality?
What do you do?
What's your birthplace?
What's your native / first language?*

Vocabulary:

Personal information: *nationality, citizen, birthplace, hometown, native language, first language, marital status, married, single*

Grammar:

Yes / no questions and short answers with be: Review
Is Boston your hometown? No, it isn't. / Yes, it is.

UNIT 1 LESSON 3

COMMUNICATION GOAL: Discuss the importance of English in your life

Prompt to the Student: You will discuss the importance of English in your life with me. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Begin the conversation. Ask additional questions from the Talking points.

Teacher: "Why is it important for you to study English?"

Talking points:

Situation A: The student is studying for a career or occupation.

1. What is the career or occupation?
2. Are you studying in your own country?
3. What country is that?
4. Where are you studying?
5. Do people with your career need English?
6. If so, why do they need English? (*to speak with others in meetings, to speak with others in video conferences, to study in another country, to work with visitors to my country, to work with people in other countries*)

Situation B: The student already has a career or occupation.

1. What is the career or occupation?
2. Do you work in your own country?
3. If so, what country is that? OR If not, in what country do you work?
4. Do you use English in your work?
5. If so, how often do you use English? (*sometimes, often, all the time*)
6. Do you like your work? (*yes, no*)
7. Would you like to change your career or occupation?

Situation C: The student is not studying for a career or occupation, and is not working right now. The student is just studying English.

1. Where are you studying English? (*at a secondary school, at a university, at a private language school, with a private tutor*)
2. Do you use English in your life outside of English class?
3. What do you use English for? (*social media, movies and TV, other*)
4. Do you like English? (*yes, no, sometimes*)
5. What area(s) of English do you want to improve? (*my conversation skills, my reading comprehension, my listening comprehension, my pronunciation, other*)

Vocabulary:

Fields of study for a career or occupation: *architecture, business, engineering, information technology, mathematics / math, medicine, psychology*

UNIT 1 LESSON 4

COMMUNICATION GOAL: Discuss some difficulties of learning a language

Prompt to the Student: You will discuss difficulties of learning a language with me. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Begin the conversation. Ask additional questions from the list below.

Teacher: "What is difficult for you when you're learning a language?"

Additional questions:

1. For each of the following, ask the student about: difficulty, importance, an example.
"How difficult is _____ for you? How important is it to you? Can you give me an example?"
 - the pronunciation of different sounds
 - the rhythm of sentences
 - the rising and falling intonation
 - grammar
 - vocabulary

2. Ask the student practicing English outside of class.
"How do you practice English outside of class?"
 - watch TV
 - study my textbook
 - do grammar exercises
 - watch videos on YouTube®
 - use English language apps on my phone
 - write what I hear and then repeat it