

Connectivity Level 1

Optional Speaking Task

UNIT 3 LESSON 1

COMMUNICATION GOAL: Identify people's abilities

Conversation Model:

A: David, I have a problem. Maybe you can help.

B: Sure. What's up?

A: Well, I'm meeting a French colleague today, and I need to find someone who can speak French. Can you?

B: I'm sorry, Mary, but I can't.

A: That's too bad.

B: Let me think . . . Oh! I know. Paul can speak French!

A: You're right! Thanks, David. I owe you one.

Prompt to the Student: You will identify people's abilities 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 or one of the ideas from the list below.

Teacher: "[Student name here], I have a problem. Maybe you can help."

Social Language:

Say "Sure. What's up?" to respond to a request for help.

Ideas:

- I'm going to the airport. / drive
- There's a dinner for my colleagues. / cook
- My teammate can't play in the game tonight. / play soccer
- We're having a party on Saturday. / play the guitar
- Your own idea.

Keep Talking:

- Explain why you can't help.
- Offer to speak to someone who can.
- Suggest other people.

Grammar:

Can and can't for ability and possibility

Maybe you can help.

I need to find someone who can speak French.

Paul can speak French!

Can you? Yes, I can. / No, I can't.

Can and can't: Information questions

Who can speak French?

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UNIT 3 LESSON 2

COMMUNICATION GOAL: Give advice to someone who doesn't feel well

Conversation Model:

- A:** I feel horrible.
B: What's wrong?
A: I have a headache and a sore throat.
B: Oh, no! You should take something.
A: You're right. That's good advice. Thanks.
B: Feel better!
A: Thanks again.

Prompt to the Student: I don't feel well and you will give me advice. 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 (sounding unwell): "I feel horrible."

Social Language:

Say "Feel better!" to someone who is sick.

Keep Talking:

Give more advice, using should or shouldn't.

- | | |
|--------------|---------------|
| ✓ go home | ✗ go to class |
| ✓ take a nap | ✗ exercise |
| ✓ make soup | ✗ go to work |
| ✓ rest | ✗ go out |

Vocabulary:

Ailments: a cold, a headache, a runny nose, an earache, a cough, a fever, a sore throat, a stomachache, a toothache, a backache

Grammar:

Should and shouldn't for advice

You should take something.

You shouldn't go to work.

UNIT 3 LESSON 3**COMMUNICATION GOAL: Describe feelings**

Prompt to the Student: You will describe your feelings in different situations to me. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Choose 3–5 of the situations from the Talking Points. Ask the student to imagine each situation is real. Begin the conversation.

Teacher: “How do you feel when [situation here]?”

Talking Points:

1. Your friend invites you to take a dance lesson with him or her. How do you feel?
2. You get a new job in a different city. It starts next month. How do you feel?
3. You have no plans for this weekend and you are at home. How do you feel?
4. You are making dinner for your husband's or wife's boss. Then, minutes before the dinner, the boss calls and says she can't come. How do you feel?
5. Your doctor says you shouldn't work or go to class for a week. You are resting at home. How do you feel?

Additional Talking Points:

1. Your friend invites you to go swimming with him or her. How do you feel?
2. You have to play soccer tonight, but you have a headache and a sore throat. How do you feel?
3. It's Friday night. You have no plans and you are at home. How do you feel?
4. You invite your colleagues to a party. A day before the party, they call and say they can't come. How do you feel?
5. You get a new job. It starts tomorrow. How do you feel?

Vocabulary:

Adjectives for feelings: *excited, scared, angry, bored, happy, sad*

UNIT 3 LESSON 4

COMMUNICATION GOAL: Discuss how we develop abilities

Prompt to the Student: You will discuss how we develop the ability to [ability here] with me. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Choose one of the abilities from the Talking Points. Begin the conversation.

Teacher: "In your opinion, what makes a person successful in developing the ability to [ability here]?"

Talking Points:

For the ability you choose, ask the student about the importance of motivation, practice, and natural ability:

"How important is motivation? What percentage?"

"And practice? What percentage?"

"And natural ability? What percentage?"

1. playing a musical instrument
2. playing a sport
3. speaking a new language
4. swimming
5. drawing
6. painting
7. cooking