

**Connectivity Level 1**  
**Optional Speaking Task**

**UNIT 4 LESSON 1**

**COMMUNICATION GOAL: Respond to good or bad news**

**Conversation Model:**

**A:** I have some good news. My brother Tom is getting married!

**B:** That's great. Congratulations!

**A:** Thanks!

**B:** So tell me about his fiancée. What does she do?

**A:** His fiancée? She's a sales manager. She works at a large international company.

**Or bad news . . .**

**A:** I have some bad news. My cousin Tina is getting divorced.

**B:** I'm sorry to hear that. Is she OK?

**A:** Yes, she is. Thanks for asking.

**Prompt to the Student:** You will respond to my good or bad news. 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:** "I have some [good / bad] news. My [news here]."

**Social Language:**

Respond to good news: That's great / *terrific* / *wonderful!*, *That's so nice!*

Respond to bad news: I'm sorry to hear that., *That's too bad.*, *Oh, no.*

**Keep Talking:**

Ask more questions.

*Is [he] / Are they / Does [she] / Do they \_\_\_\_\_?*

*Where \_\_\_\_\_? How old \_\_\_\_\_?*

Provide more information.

*She [likes / doesn't like / studies] \_\_\_\_\_.*

*They [want / have / visit] \_\_\_\_\_.*

**Vocabulary:**

Marital status and relationships: *married, single, engaged, fiancé, fiancée, separated, divorced, ex-husband, ex-wife, widowed*

**Grammar:**

The simple present tense: Review

*I have some good news.*

*What does she do?*

*She's a sales manager.*

*She works at a large international company.*

## UNIT 4 LESSON 2

### COMMUNICATION GOAL: Describe and compare people

#### Conversation Model:

- A:** Is there someone you really admire?  
**B:** Let me think . . . Oh, yes. My friend Howard.  
**A:** Why's that?  
**B:** Well, he's really hard-working. And he's super athletic.  
**A:** Is he at all like you?  
**B:** Not really. I'm not very hard-working. And Howard's definitely more athletic than I am.

**Prompt to the Student:** You will tell me about someone you admire. 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:** "Is there someone you really admire?"

#### Social Language:

Say "Let me think" to give yourself time to think of an answer.

#### Keep Talking:

Ask more questions.

- What does your [friend] do?*  
*Where does your [brother-in-law] work?*  
*How are you [the same / different]?*  
*Are you [funny], too?*

Ask about and compare other people.

- Is there another person you really admire?*  
*What about your other [friends]?*

#### Vocabulary:

Adjectives to describe people: *intelligent, athletic, friendly, quiet, funny, hard-working*

#### Grammar:

Comparative adjectives

*Howard's definitely more athletic than I am.*

## UNIT 4 LESSON 3

### COMMUNICATION GOAL: Describe similarities and differences

**Prompt to the Student:** You will discuss the similarities and differences between two people in your immediate or extended family with me. Use similar ideas as in the Communication Activator in the Student's Book. You have 60 seconds to prepare.

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

**Teacher:** "Tell me about your family members. How are they alike and different?"

#### Additional Questions:

1. Do they look alike? How?
2. How do they look different?
3. How are their personalities alike?
4. How are their personalities different?
5. How are their likes and tastes alike?
6. How are their likes and tastes different?

#### Vocabulary:

Similarities: *alike, similar, both, neither*

## UNIT 4 LESSON 4

### COMMUNICATION GOAL: Discuss trends in family households

**Prompt to the Student:** You will discuss trends in family households in your country 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:** "Tell me about a typical household in your country. Who does a typical household consist of?"

#### Additional Questions:

1. At what age do children usually leave home? (*between 18 and 20, between 21 and 25, between 26 and 30, over 30, It depends on their marital status.*)
2. What are the reasons adult children usually leave home? (*They get a job., They get married., They go away to study., They don't want to continue living with their parents., other]*)
3. Are single-parent households common in your country? (*Yes. They're very common., No. They're extremely unusual., I'm not sure.*)
4. Do you know anyone who lives in a multi-generational household? (*Yes., No., I'm not sure.*)
5. Are multi-generational households common in your country? (*Yes. They're very common., No. They're extremely unusual., I'm not sure.*)