

Connectivity Level 1 Optional Speaking Task

UNIT 6 LESSON 1

COMMUNICATION GOAL: Describe advantages and disadvantages of a brand

Conversation Model:

- A:** Hey, Jonathan. I'm shopping for a new dishwasher. Any suggestions?
B: What about a Kitchenfriend? It's very popular. And I hear it's top notch.
A: Any disadvantages?
B: Well, they say it's a bit pricey, but it's worth it. It lasts for years.
A: That's helpful. I appreciate it.
B: Anytime!

Prompt to the Student: You will talk to me about the advantages and disadvantages of a brand. 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: "Hey, [student name here]. I'm shopping for [household appliance here]. Any suggestions?"

Social Language:

Respond to a thank-you with "Anytime!"

Adjectives:

popular = people like it
top notch = excellent quality
convenient = easy to use
portable = you can move it
affordable = doesn't cost a lot

Ideas:

Advantages: *fast, cheap, not expensive, small, easy to use*

Disadvantages: *a bit pricey, expensive, a little slow, quite large / small*

Keep Talking:

Ask and answer more questions.

What brand do you have (now)?

What's wrong with your [dishwasher]?

Vocabulary:

Household appliances and devices: *a food processor, a dishwasher, a rice cooker, a juicer, a blender, a washing machine, a dryer, a vacuum cleaner, a hair dryer.*

Grammar:

The present continuous: Review

I'm shopping for a new dishwasher.

UNIT 6 LESSON 2

COMMUNICATION GOAL: Talk about things that aren't working

Conversation Model:

- A:** Is something wrong with your camera?
B: You bet! I'm trying to upload a photo, but it's not working.
A: What do you mean? It's a new one, right?
B: It is, but it's a piece of junk.
A: That's a shame.
B: It's driving me crazy!

Prompt A

Prompt to the Student: You will tell me about a device that isn't working. 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 something wrong with [device here]?"

Prompt B

Prompt to the Student: You will ask me about a device that isn't working. 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: "Something's wrong with [device here]. I'm trying to [collocation for using technology here], but it isn't working."

Social Language:

Ask "What do you mean?" to express surprise at what someone just said.

Negative Descriptions:

a piece of junk, terrible, awful, horrible

Keep Talking:

- Say more about the device and the problem.
- Suggest ways to solve the problem.
You should [call the store].
Do you want to [use my camera]?

Connectivity Level 1

© 2022 Pearson Education, Inc. Photocopying for classroom use is permitted.

Vocabulary:

Collocations for using technology: *take a picture / photo, upload a photo, make a video, make a photocopy*

Grammar:

The present continuous and the simple present tense: Review Present continuous
I'm trying to upload a photo, but it's not working.
It's driving me crazy!

Simple present tense

Is something wrong with your camera?
It's a new one, right?

UNIT 6 LESSON 3

COMMUNICATION GOAL: Describe smart phone habits

Prompt to the Student: You will describe your smartphone habits 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. Ask additional questions from the Talking Points.

Teacher: "Tell me about your smart phone habits. What activities do you use your smart phone for on a typical day?"

Talking Points:

1. Do you look at your phone first thing in the morning when you get up? (*always / never / sometimes*) Why?
2. Do you look at your phone after you go to bed at night? (*never / always / sometimes / I don't keep my phone in my bedroom.*) Why?
3. Do you use your phone when you are bored? (*sometimes / definitely, every day / I'm hardly ever bored, so no.*)
4. Is your phone usage increasing or decreasing? (*increasing / decreasing / staying the same*) Which activities do you do more often now? Which activities do you do less often now?
5. Would you like to change your smart phone habits? (*yes / no / I'm not sure.*)
6. Are you (or is someone you know) dependent on or addicted to a smart phone? (*yes / no*) If yes, why is this a problem?

Vocabulary:

Some smart phone activities: *text, check e-mail, post on social media, play games*

UNIT 6 LESSON 4

COMMUNICATION GOAL: Discuss the challenges of traveling with technology

Prompt to the Student: You will discuss the challenges of traveling with technology with me. Use similar ideas as in the Communication Activator in the Student's Book. You have 60 seconds to prepare.

To the Teacher: Show the student the illustrations. Begin the conversation.

Teacher: "Look at the situations in each hotel room. What problems are the people having?"

Vocabulary:

Devices: *a power strip, a charger, plugs and outlets, an adapter, a battery*

Actions: *turn on, turn off, plug in, unplug, replace, charge*

UNIT 6 LESSON 4

COMMUNICATION GOAL: Discuss the challenges of traveling with technology

