

Connectivity Level 1
Optional Speaking Task

UNIT 8 LESSON 1

COMMUNICATION GOAL: Shop and pay for clothes

Conversation Model:

A: Good afternoon. Can I help you?

B: Good afternoon. I like this skirt, but can I get it in a different color?

A: Certainly. Is black OK?

B: Perfect. I'll take it. By the way, how much are those small purses over there?

A: They're on sale . . . twenty dollars.

B: That's great. I'll take the black one.

A: Of course. And how would you like to pay: cash or credit?

B: Credit, please. Thanks for your help!

Prompt A

Prompt to the Student: I will shop and pay for clothes with you. Use similar ideas as in the Communication Activator in the Student Book. You have 30 seconds to prepare.

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

Teacher: "Good afternoon. I like this [clothing item], but . . ."

Prompt B

Prompt to the Student: You will shop and pay for clothes with me. Use similar ideas as in the Communication Activator in the Student Book. You have 30 seconds to prepare.

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

Teacher: "Good afternoon. Can I help you?"

Social Language:

Respond helpfully with: *Certainly.*, *Of course.*, *My pleasure.*

Keep Talking:

Ask for a different color.

Can I get [this shirt] in [blue]?

Ask the salesperson about other clothes or accessories.

What about [those sandals]?

Discuss likes, dislikes, and needs.

I love that [tank top]!

Vocabulary:

Types of clothing and accessories: **tops:** a long-sleeve shirt, a short-sleeve shirt, a sleeveless blouse, a polo shirt; **sweaters:** a V-neck, a crewneck, a turtleneck, a cardigan; **sleepwear:** (a pair of) pajamas, a nightgown; **footwear:** high heels, flats, loafers, running shoes, sandals, (a pair of) shoes / flats; **accessories:** a belt, a purse, (a pair of) gloves, a hat, a cap

Grammar:

Object pronouns: usage

I like this skirt, but can I get it in a different size?

I'll take it.

They're on sale.

UNIT 8 LESSON 2

COMMUNICATION GOAL: Ask for a recommendation for a place to shop

Conversation Model:

A: Where's the best place in town to buy footwear?

B: That depends. What are you looking for?

A: A pair of sandals.

B: Well, they say Tom's Outdoor Store has the largest selection and the best bargains.

A: What about location? I'd like something near public transportation.

B: Well, Tom's is near the subway station. It's probably the most convenient.

Prompt A

Prompt to the Student: I will ask you for recommendations for a place to shop. Use similar ideas as in the Communication Activator in the Student Book. You have 30 seconds to prepare.

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

Teacher: "Where's the best place in town to buy [type of clothing]?"

Prompt B

Prompt to the Student: You will ask me for recommendations for a place to shop for clothes. Use similar ideas as in the Communication Activator in the Student Book. You have 30 seconds to prepare.

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

Teacher: "What are you looking for, [student name here]?"

Social Language:

Say “That depends” when an answer might be complicated.

Ideas:

- footwear
- sleepwear
- men’s / women’s tops
- sweaters
- men’s / women’s accessories
- warm-weather clothing
- casual clothing

Keep Talking:

Tell your partner about your preferences.

I’d like ... / I want ... / I need ...

Ask more questions.

Do you prefer ...? / Would you like ...?

Ask about selection / prices / service.

Grammar:

Superlative adjectives

Where’s the best place in town to buy footwear?

Tom’s Outdoor Store has the largest selection and the best bargains.

It’s probably the most convenient.

UNIT 8 LESSON 3

COMMUNICATION GOAL: Give directions within buildings

Prompt to the Student: You will give me directions inside a building. Use similar ideas as in the Communication Activator in the Student Book. You have 60 seconds to prepare.

To the Teacher: Give the student the floor plan. Begin the conversation.

Teacher: “Excuse me. I’m looking for [item you’d like to buy].”

Vocabulary:

Interior locations and directions: *on the top floor, on the third floor, on the second floor, on the ground floor, in the basement, in the back, in the front*

UNIT 8 LESSON 3

COMMUNICATION GOAL: Give directions within buildings

Floor plan:



UNIT 8 LESSON 4

COMMUNICATION GOAL: Describe local clothing customs

Prompt to the Student: You will discuss clothing customs in your country with me. Use similar ideas as in the Communication Activator in the Student Book. You have 30 seconds to prepare.

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

Teacher: “Tell me about some clothing do’s and don’ts for visitors to your country. What should people wear [on the street / in a formal restaurant / in an office / in a casual social setting / at a movie theater]?”

Talking Points:

1. Do you agree that ____?
 - a. it is important to wear nice clothes in a restaurant
 - b. it is sometimes OK to wear casual clothes to work in an office
 - c. it is inappropriate for men or women to wear sleeveless clothing in public
 - d. it is inappropriate for men or women to wear shorts in some places
 - e. it is OK to wear anything that makes you feel comfortable
2. Describe your personal dress code.
 - a. Do you tend to be conservative or liberal?
 - b. Do you agree with this statement about your personal dress code: “Anything goes!”?

Vocabulary:

Adjectives for describing clothing customs: *formal, informal, appropriate, inappropriate, liberal, conservative*