

Connectivity Level 1
Optional Speaking Task

UNIT 9 LESSON 1

COMMUNICATION GOAL: Make a date to get together

Conversation Model:

A: Hey, Julie. Let's get together sometime. What do you want to do?

B: Why don't we go swimming sometime?

A: I'd love to. When's good for you?

B: Sunday afternoon?

A: Sorry, I can't then. I have to drive my parents to the airport.

B: Well, how about Friday at 6:30?

A: Let me check . . . Yes, that's good for me. Where should we meet?

B: How about at the pool?

A: Perfect. See you there!

Prompt to the Student: You will invite me to get together and exercise. 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]. Let's get together sometime. What do you want to do?"

Social Language:

Invite someone with Why don't we ...?, *Would you like to* ...?, *Do you want to* ...?, *How about we* ...?

Keep Talking:

- Suggest other days and times.
- Ask for and give directions to a place to meet.

Vocabulary:

Places for sports, games, and other exercise: *a swimming pool, an athletic field, a basketball court, a gym, a track, a tennis court, a golf course*

Grammar:

Have to / has to

I have to drive my parents to the airport.

UNIT 9 LESSON 2

COMMUNICATION GOAL: Suggest how to get in shape

Conversation Model:

- A:** I really have to get in shape! Any suggestions?
- B:** What kind of exercise appeals to you?
- A:** Let me think . . . Well, I like outdoor activities.
- B:** You could play tennis or basketball. Those are pretty strenuous.
- A:** To tell you the truth, I prefer individual sports.
- B:** OK! Well, you should go bike riding or running. You can do those every day.
- A:** And they're a great workout! Why didn't I think of that? So, what kind of exercise appeals to you?

Prompt A:

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

To the Teacher: Prompt the student to begin the conversation. Follow the Conversation Model and use your own information.

Teacher: "I really have to get in shape! Any suggestions?"

Prompt B:

Prompt to the Student: I will suggest to you how to get in shape. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Prompt the student to begin the conversation. Follow the Conversation Model and use your own information.

Teacher: "So, [student name here], what kind of exercise appeals to you to get in shape?"

Social Language:

Use "To tell you the truth" to soften a statement of disagreement.

Keep Talking:

- Suggest other activities.
- Suggest a location.

Grammar:

Modals should and could

You could play tennis or basketball.

Well, you should go bike riding or running.

Connectivity Level 1

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UNIT 9 LESSON 3

COMMUNICATION GOAL: Discuss recreation equipment

Prompt to the Student: You will discuss recreation equipment 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 photos. Begin the conversation.

Teacher: "Look at these photos of recreation equipment. What activity do you use each piece of equipment for? For each piece of equipment, say if you could, should, or have to use it for the activity."

Vocabulary:

Land and water recreation activities; collocations with go: *walking / go walking, rock climbing / go rock climbing, mountain biking / go mountain biking, camping / go camping, kayaking / go kayaking, sailing / go sailing, fishing / go fishing, paddleboarding / go paddleboarding*

UNIT 9 LESSON 3

COMMUNICATION GOAL: Discuss recreation equipment

Recreation equipment:



A tennis racket.



A mountain bike.



A helmet.



A tent.



A kayak and a paddle.



A sailboat.



A fishing rod.



A surfboard.



Hiking boots.



Running shoes.



A bathing cap.



A life vest.

UNIT 9 LESSON 4

COMMUNICATION GOAL: Describe accidents and injuries

Prompt to the Student: You will discuss accidents or injuries that you had 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: "Tell me about an injury or accident you had. What happened?"

Talking Points:

1. When did it happen?
2. Where were you?

Vocabulary:

Parts of the body: *head, neck, shoulder, arm, hand, finger, leg, hip, knee, ankle, foot, toe*
Accidents and injuries: *burned, hurt, cut, broke, fell*