

Connectivity Level 4

Optional Speaking Task

UNIT 2 LESSON 1

COMMUNICATION GOAL: Talk about how you've been enjoying the arts

Prompt to the Student: You will tell me about the role the arts have been playing in your life recently. Use your talking points to discuss what you have been doing or not doing. Use similar ideas as in the Communication Activator in the Student's Book. You will have 60 seconds to prepare.

To the Teacher: Begin the conversation. If necessary, suggest examples of the arts from the Talking Points. Ask questions to get more information.

Teacher: "What role have the arts been playing in your life recently?"

Vocabulary:

Elements of music: *a beat, a melody, lyrics, a sound, a voice, a performance*

Grammar:

Present perfect continuous and the present perfect

She's been dancing professionally for ten years.

Have you been playing the piano for very long?

Have you been going to see musical theater?

Have you been visiting any art museums?

Talking Points:

The arts: visual arts, music, dance, theater, film, photography, literature

Keep Talking:

Talk about dislikes and preferences.

Answer your partner's questions to give more details.

GSE Objectives:

GLVC1121d: Can use language related to visual arts and artists. (59-75)

GLVC1103d: Can use language related to films and film-making. (59-75)

NOSI0009: Can express their thoughts in some detail on cultural topics (e.g. music, films). (55)

UNIT 2 LESSON 2

COMMUNICATION GOAL: Disagree politely about artistic preferences

Conversation Model:

- A:** Are you as much of a Maluma fan as I am?
B: Honestly? He's not my favorite.
A: No way! How can you not like Maluma?
B: To tell the truth, what I don't like is his sound. To me, his music is kind of commercial. But you know who I really like?
A: Who?
B: Carlos Vives. I think he's great.
A: Carlos Vives? I hate to say it, but I could live without him. He's just not my cup of tea.

Prompt to the Student: You and I will discuss our artistic preferences and disagree politely. 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 about a popular artist, writer, filmmaker, or performer. Follow the conversation model and use your own information.

Teacher: "Are you as much of a _____ fan as I am?"

Grammar:

Cleft sentences with what

- What was fascinating was his performance.*
What blew Gary away were their color photographs.
What I really don't understand is abstract art.
What she's not crazy about are musicals.

Vocabulary:

Positive adjectives to describe the arts: *upbeat, unique, contemporary, moving, lively*

Negative adjectives to describe the arts: *sentimental, commercial, dated, serious, repetitive, annoying, boring, depressing, loud, offensive, silly, thought-provoking, weird*

Social Language:

Ways to politely express a different point of view

- [She's] not my favorite.*
I could live without [her].
[They're] just not my cup of tea.
I'm not too crazy about [him].

Keep Talking:

Discuss other artists, writers, filmmakers, or performers you like or don't like.

Talk about other ways you've been enjoying the arts lately.

GSE Objectives:

GLVC1121d: Can use language related to visual arts and artists. (59-75)

GLVC1103d: Can use language related to films and film-making. (59-75)

GLSI0261: Can express belief, opinion, agreement and disagreement politely. (45)

PLLI0429: Can express disagreement in a manner that shows they were actively listening to the other person. (58)

UNIT 2 LESSON 3

COMMUNICATION GOAL: Describe the personalities of creative people

Prompt to the Student: Choose a person you know who is creative. Look at the list of traits of creative people. Describe that person using at least three of the traits or your own ideas. Use similar ideas as in the Communication Activator in the Student's Book. You have 60 seconds to prepare.

To the Teacher: Have students choose a creative person. Begin the conversation. Ask questions find out more about the personality of the person they chose.

Teacher: "Tell me about a creative person that you know."

Vocabulary:

Describing creative personalities: *energetic, perceptive, imaginative, passionate, difficult, eccentric, egotistical, moody*

Other adjectives: *collaborative, considerate, empathetic, extroverted, fun-loving, funny, hardworking, independent, indifferent, introverted, judgmental, open-minded, serious, shy*

GSE Objectives:

GLSP1176: Can describe people's personality and emotions in some detail. (59)

UNIT 2 LESSON 3

COMMUNICATION GOAL: Describe the personalities of creative people

Traits of creative people:

energetic	passionate	hardworking
egotistical	difficult	moody
perceptive	open-minded	imaginative
considerate	empathetic	collaborative
fun-loving	outgoing	extroverted
independent	shy	introverted
judgmental	indifferent	serious
eccentric	funny	

UNIT 2 LESSON 4

COMMUNICATION GOAL: Discuss ways to increase creative thinking

Prompt to the Student: You will discuss ways to increase creative thinking as an employee. 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 questions to get more information.

Teacher: "What are ways to increase creative thinking in the workplace?"

Talking Points:

- Encourage employees to be open-minded.
- Urge employees to take risks.
- Assure employees it's OK to make mistakes.
- Set up opportunities to brainstorm ideas.
- Offer perks to reduce stress.
- Set clear goals and objectives.
- Design inspiring workspaces.
- Offer more opportunities for employee interaction.
- Invite employees to role-play interactions with customers.

GSE Objectives:

GLS11177: Can suggest solutions to problems and explain why they would work. (60)
GLS10838: Can respond to ideas and suggestions in informal discussions. (55)