

Connectivity Level 4

Optional Speaking Task

UNIT 3 LESSON 1

COMMUNICATION GOAL: Express buyer's remorse

Conversation Model:

- A:** I wish I hadn't gotten that expensive camera.
- B:** What do you mean? It's the best one on the market, isn't it?
- A:** It is, but it cost a bunch, and I don't get enough use out of it.
- B:** Why not?
- A:** Well, the one in my phone is just as good and more convenient. The camera just sits around collecting dust.
- B:** What a shame.
- A:** The thing is they sold me a bill of goods. They said the photos would be better than the ones from a cell phone. If only I had read the reviews!

Prompt to the Student: You and I will discuss a purchase we made that we regret. 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 regret and talk about your own regret. Follow the Conversation Model and use your own information.

Teacher: "Tell me about a purchase you made that you later regretted."

Vocabulary:

Buyer's remorse: *sell (someone) a bill of goods, fall for (something), promise (someone) something, get talked into (doing something)*

Grammar:

Expressing regrets about the past

Wish + the past perfect

I wish I hadn't bought this electric canoe.

Should have or ought to have + a past participle

I should have waited to get the Lightning hoverboard.

I ought to have waited to buy new headphones.

If only + the past perfect

If only I'd read the fine print.

Social Language:

Elaborate on an explanation:

The thing is...

Talking Points:

It costs so much to maintain.

It takes up so much room.

It's so hard to operate.

It's so hard to put together.

It just sits around collecting dust.

Keep Talking:

Tell your partner how you were convinced to buy the item.

Express sympathy to your partner.

Make suggestions about what to do with the item.

GSE Objectives:

GLSP0828: Can accurately describe a problem with a product or piece of equipment. (63)

GLSI0735: Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (61)

UNIT 3 LESSON 2

COMMUNICATION GOAL: Talk about financial goals and plans

Prompt to the Student: You and I will discuss your short-term and long-term financial goals and your plans for achieving them. 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 the student to offer one short-term and one long-term financial goal. Ask additional questions about the goals and possible completion dates.

Teacher: "Tell me about some of your personal financial goals and your plans for achieving them."

Grammar:

Completed future actions and plans: the future perfect and perfect infinitives

I will have paid off my student loans by the summer.

I won't have saved enough to buy a new laptop until next year.

I plan to have saved money to buy a car.

I expect to have paid off my debts by December.

Keep Talking:

Talk about:

- being financially independent
- being out of debt
- cutting back on spending
- creating a realistic budget
- sticking to a savings plan
- saving money

GSE Objectives:

GLVC1605d: Can use language related to money. (59-75)

GLVC1009d: Can use language related to household finance. (59-75)

GLSP1188: Can speculate about a future event using a range of linguistic devices. (66)

UNIT 3 LESSON 3

COMMUNICATION GOAL: Describe good and bad money management

Prompt to the Student: You will describe your own money management style and attitudes. 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 find out more about the students spending style and money management skills.

Teacher: "How would you describe your money management skills?"

Recycle this Language:

a big spender
easy come, easy go
everything in moderation
waste not, want not
have a good head on my shoulders about money
thrifty
cheapskate
save up for a rainy day
stick to a budget
over my budget
[short-term / long-term] goals
chip in / contribute
be [in / out of] debt

Talking Points:

I live within my means.
 I live beyond my means.
 I keep track of my expenses.
 I don't know where the money goes.
 I make saving a habit.
 I live from paycheck to paycheck and spend it all.
 I always pay my credit card bills in full.
 I'm drowning in debt.

GSE Objectives:

GLVC1009d: Can use language related to household finance. (59-75)
 GLVC1605d: Can use language related to money. (59-75)
 GLSP1201: Can justify the reasons for a particular decision or course of action. (62)
 GLSI0896: Can compare and evaluate different ideas using a range of linguistic devices. (70)

UNIT 3 LESSON 4**COMMUNICATION GOAL: Consider reasons for charitable giving**

Prompt to the Student: You will talk reasons you might consider giving to certain charities. 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. If necessary, give examples of types of charities from the Talking Points. Ask questions to get more information.

Teacher: "What are some specific reasons you would consider giving to a particular type of charity?"

Vocabulary:

Words and phrases associated with charity: *charity, donation, donor, fundraising, generosity, contribution*

Talking Points:

Types of charities:

- an organization that helps the homeless
- a disaster relief agency
- an animal protection agency
- a food bank for the food insecure
- a school in a poor neighborhood
- a museum
- a religious institution

GSE Objectives:

NOSP0148: Can develop an argument giving reasons in support of or against a particular point of view. (63)

GLSP1061: Can express their opinions in discussions on contemporary social issues and current affairs. (61)