

Connectivity Level 4

Optional Speaking Task

UNIT 4 LESSON 1

COMMUNICATION GOAL: Describe clothing details and formality

Conversation Model:

- A:** Can I ask your advice about the reception this weekend?
- B:** Sure. What would you like to know?
- A:** I'm a little unsure about the dress code. I mean, how formal will it be?
- B:** Actually, it's supposed to be on the formal side.
- A:** I've been thinking of a nice dressy blouse and a pair of solid gray dress slacks. How would that be?
- B:** I think that might be a little underdressed. Most women will probably be in something a little dressier—maybe even in a cocktail dress.
- A:** Thanks. That's very helpful. I'm so glad I asked.

Prompt to the Student: You and I will discuss clothing details and formality for an upcoming event. Ask for advice on what to wear. 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. Give advice about what to wear. Follow the Conversation Model and use your own information.

Teacher: "Do you know what you're going to wear to the [event] this weekend?"

Vocabulary:

Describing clothes: *an evening gown, solid, low-cut, a tux, a cocktail dress, strapless, clingy, print, striped, checked, plaid, polka-dot, short-sleeve, long-sleeve, sleeveless, loose, tight, modest, classic, loud, funky, loud, subdued, trendy, elegant, wild, conservative*

Clothing: *sweater, V-neck, crewneck, turtleneck, cardigan, polo shirt, jeans, T-shirt, slacks, blazer, sweatpants, sweatshirt, casual shirt, dress shirt, blouse, khakis, shorts*

Formality: *overdressed, on the formal side, dressy, underdressed, on the informal side, casual, appropriate, inappropriate*

Social Language:

Acknowledge someone's advice:

I'm so glad I asked.

Thank goodness I asked.

It's a good thing I asked.

Connectivity Level 4

© 2023 Pearson Education, Inc. Photocopying for classroom use is permitted.

Unit 4 Lesson 1

Optional Speaking Task

Keep Talking:

Ask more questions about the event.

Provide details about the clothes you could wear.

Make a decision about what to wear.

GSE Objectives:

GLVC0203d: Can use language related to describing clothes. (59-75)

GLSI0621: Can ask for advice on a wide range of subjects. (57)

UNIT 4 LESSON 2

COMMUNICATION GOAL: Talk about the kind of clothes you buy

Prompt to the Student: Look at the questions about your clothing purchasing patterns. You will talk about the kinds of clothes you buy. 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. Talk about the popularity, advantages, and disadvantages of different kinds of clothing options. Ask questions to get more information.

Teacher: "What kind of clothes do you own?"

Grammar:

Quantifiers with count and non-count nouns:

Many men today buy ready-to-wear suits.

There are only a few tailors who make tailor-made suits.

I was surprised to learn that some clothes only come in one size.

A majority of students in the class choose their own clothes.

Talking Points:

Who chooses the clothing you buy?

What kind of clothes do you own? Are they ready-to-wear, tailor-made, or a mixture of both?

Has a family member ever made an article of clothing for you?

Have you ever made clothes for yourself? What did you make?

If not, would you like to learn how? Why or why not?

Keep Talking:

Discuss how most people choose and buy clothes.

Discuss the advantages and disadvantages of ready-to-wear and tailor-made clothes.

Predict whether tailor-made clothes will become more or less popular in the future.

GSE Objectives:

GLVC0203d: Can use language related to describing clothes. (59-75)

NOSI0111: Can engage in extended conversation in a clearly participatory fashion on most general topics. (61)

UNIT 4 LESSON 2

COMMUNICATION GOAL: Talk about the kind of clothes you buy

Questions:

Who chooses the clothing you buy?

What kind of clothes do you own? Are they ready-to-wear, tailor-made, or a mixture of both?

Has a family member ever made an article of clothing for you?

Have you ever made clothes for yourself? What did you make?

If not, would you like to learn how? Why or why not?

UNIT 4 LESSON 3

COMMUNICATION GOAL: Examine questionable cosmetic procedures

Prompt to the Student: What dangerous, harmful, or questionable cosmetic procedures have you heard of? 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 questionable cosmetic procedure from the advertisements or one they have heard about. Begin the conversation. Ask questions find out more about why the student finds the procedure questionable.

Teacher: "Tell me about the cosmetic procedure you chose."

Talking Points:

face yoga
vampire facials
strawberry tooth whitening
tape worm express diet
fish pedicure

GSE Objectives:

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

UNIT 4 LESSON 3

COMMUNICATION GOAL: Examine questionable cosmetic procedures

Cosmetic procedures:



**STRAWBERRY
TOOTH
WHITENING**

BASED ON SCIENCE

My secret to a perfect set of pearly whites? I brush with strawberries twice a day. Strawberries are a natural tooth whitener, and they taste a lot better than most toothpastes. And for an even more effective result, use the strawberry activator toothbrush, specially designed to hold an average strawberry.



My rating ☐

**TAPEWORM
EXPRESS
DIET**

“ I tried this diet and reached my ideal weight fast! ”

Don't knock it if you haven't tried it. Under a doctor's supervision, you simply swallow a small pill. Within days, one or more tapeworms will absorb all the food you eat, resulting in extra-fast weight loss.* Once you have reached your ideal weight, the doctor will administer an anti-parasite pill, killing the tapeworm, which will pass out of your body harmlessly.

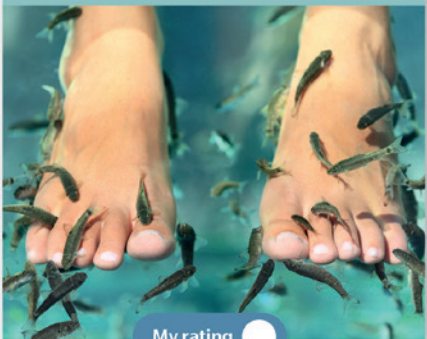
**Only for healthy individuals. The tapeworm express diet can cause abdominal complications, meningitis, and dementia.*



My rating ☐

FISH PEDICURE

For the fastest and most efficient pedicure, don't depend on human hands. Let the fish do it fast. Tiny fish in the pedicure tank eat away dead skin on your feet, leaving them soft as a baby's bottom. Certified germ-free fish make fish pedicures safe and effective.



My rating ☐

Connectivity Level 4

© 2023 Pearson Education, Inc. Photocopying for classroom use is permitted.

Unit 4 Lesson 3
Optional Speaking Task

UNIT 4 LESSON 4

COMMUNICATION GOAL: Discuss appearance and self-esteem

Prompt to the Student: Look at the questions about appearance and self-esteem. You will discuss how certain negative and positive factors can influence how people view their bodies. 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: "Do you think many people are self-conscious about their appearance?"

Vocabulary:

Compound words with self-: *self-confidence, self-esteem, self-image, self-pity, self-centered, self-confident, self-conscious, self-critical*

Questions:

Do you think many people are self-conscious about their appearance?

What are some factors that can build or harm people's self-esteem?

How can the positive factors be encouraged?

Which of the negative factors can be changed or corrected?

What aspects of the media can cause people to have a negative body image?

Do you think people who have high self-esteem have a better life than those with low self-esteem?

In an ideal world, what should one's self-esteem be based on?

GSE Objectives:

GLVC0601d: Can use language related to appearance. (59-75)

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

GLSI0687: Can give advice on a wide range of subjects. (66)

UNIT 4 LESSON 4

COMMUNICATION GOAL: Discuss appearance and self-esteem

Questions:

Do you think many people are self-conscious about their appearance?

What are some factors that can build or harm people's self-esteem?

How can the positive factors be encouraged?

Which of the negative factors can be changed or corrected?

What aspects of the media can cause people to have a negative body image?

Do you think people who have high self-esteem have a better life than those with low self-esteem?

In an ideal world, what should one's self-esteem be based on?