

## Connectivity Level 4 Optional Speaking Task

### UNIT 5 LESSON 1

#### COMMUNICATION GOAL: Politely ask someone not to do something

##### Conversation Model:

- A:** Do you mind my making a phone call?  
**B:** Actually, I'd rather you didn't. I don't mean to inconvenience you, but I have a bit of a headache.  
**A:** I'm sorry. I can just step outside.  
**B:** That's very considerate of you. Thanks for asking.  
**A:** Of course.

**Prompt to the Student:** I will ask for permission to do something and you will object politely. Explain why you object. 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:** "Do you mind my making a phone call?"

##### Grammar:

Possessive gerunds

- Does my talking during the movie annoy you?*  
*Do you mind us sitting with you?*  
*Your dog's barking last night woke me up*  
*I don't like you playing loud music all the time.*  
*What bothered me was you not asking first.*

##### Social Language:

To ask permission to do something:

- Do you mind my...?*  
*Would you mind if I...?*  
*Would it bother you if I...?*

To soften an objection:

- I don't mean to inconvenience you.*  
*I hope that's not a problem.*  
*I hope you don't mind.*  
*I hope that's [OK / all right].*

**Keep Talking:**

Explain why you object.

Express understanding of the other person's viewpoint.

Say more about yourself.

Provide examples of the adjectives you used.

**GSE Objectives:**

GLSI1123: Can decline offers politely using a range of formal and informal expressions. (56)

## UNIT 5 LESSON 2

### COMMUNICATION GOAL: Describe annoying public conduct

**Prompt to the Student:** You will discuss some pet peeves about things people do in public places. 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. If necessary, give examples of inconsiderate behavior from the Talking Points. Ask questions to encourage more details.

**Teacher:** "What behaviors do you find inconsiderate in public?"

#### Vocabulary:

Inconsiderate behavior:

*It ticks me off when people...*

*cut in line.*

*take too long to (do something).*

*jaywalk.*

*make a lot of noise.*

*blast loud music.*

*spit their gum out.*

#### Grammar:

Paired conjunctions: either...or, neither...nor, not only...but

*Phones need to be either turned off or left at home.*

*Neither eating nor drinking is allowed in the theater.*

*They not only talked during the concert, but they also sent text messages.*

#### Keep Talking:

Ask questions to encourage more details.

Show support when you agree.

Disagree politely when you have different opinions.

#### GSE Objectives:

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

**UNIT 5 LESSON 3****COMMUNICATION GOAL: Talk about ways to address community problems**

**Prompt to the Student:** Choose a common neighborhood problem from the list or propose your own idea. You will talk about how you would solve the problem. 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 problem. Begin the conversation. Ask questions to get more information about how the student would react.

**Teacher:** "Tell me about the problem you chose and possible solutions."

**Talking Points:**

Common neighborhood problems:

Streets not safe at night

Not enough green spaces

Lack of convenient shopping

Not enough places for young people to play

Too much traffic

Nowhere to socialize with neighbors

No place for outdoor sports and exercise

**Vocabulary:**

Neighborhood improvements: *street lights, security cameras, public benches, playgrounds, community gardens, sidewalks, bike lanes, pedestrian overpass*

**GSE Objectives:**

GLSI1177: Can suggest solutions to problems and explain why they would work. (60)

## **UNIT 5 LESSON 3**

**COMMUNICATION GOAL:** Talk about ways to address community problems

**Common neighborhood problems:**

Streets not safe at night

Not enough green spaces

Lack of convenient shopping

Not enough places for young people to play

Too much traffic

Nowhere to socialize with neighbors

No place for outdoor sports and exercise

## UNIT 5 LESSON 4

### COMMUNICATION GOAL: Discuss the impact of infrastructure on people's lives

**Prompt to the Student:** Choose a type of infrastructure from the list. You will talk how that infrastructure is important to people's lives. 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 type of infrastructure. Begin the conversation. Ask questions to get more information about what impact this particular type of infrastructure has on people's lives.

**Teacher:** "Tell me about the infrastructure you chose and its impact on people's lives."

#### Talking Points:

Types of infrastructure: *ports, oil fields, wind farms, tunnels, dams, bridges, highway systems, canals*

#### GSE Objectives:

GLSP0239: Can develop a clear argument with supporting subsidiary points and relevant examples. (66)

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

## UNIT 5 LESSON 4

**COMMUNICATION GOAL:** Discuss the impact of infrastructure on people's lives

**Types of infrastructure:**

ports  
oil fields  
wind farms  
canals  
tunnels  
dams  
bridges  
highway systems