

Connectivity Level 4

Optional Speaking Task

UNIT 6 LESSON 1

COMMUNICATION GOAL: Describe the traits of different pets

Conversation Model:

- A:** I've been thinking about getting a dog. Do you think that's a good idea?
- B:** Dogs are great, but they're a little high-maintenance. For one thing, they have to be walked a couple of times a day.
- A:** Good point. I hadn't thought of that.
- B:** And some dogs are too excitable.
- A:** But I'm sure they can be trained not to be. Right?
- B:** Not always.
- A:** On second thought, maybe I'll get a cat. I hear they're pretty low-maintenance.

Prompt to the Student: You and I will talk about pets you are thinking of getting. Describe the pros and cons of owning each animal. 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. Make more suggestions. Ask questions about the positive and negative traits of the pets you talk about.

Teacher: "I've been thinking about getting dog. Do you think it's a good idea?"

Vocabulary:

Animals: *a parrot, a rooster, a horse, a mouse, a pig, a dog, a frog, a rabbit, a cat, a puppy, a guinea pig, a goldfish, a turtle*

Positive traits of pets: *affectionate, gentle / good-natured, low-maintenance, loyal / devoted, playful, protective*

Negative traits of pets: *aggressive, costly, destructive, filthy, high-maintenance, excitable*

Grammar:

Passive modals and modal-like expressions.

Parrots can be trained to talk.

Some cats may be frightened by loud noises.

Dogs have to be walked several times a day.

They must not be permitted to run free.

Social Language:

To indicate you're considering a different course of action:

I hadn't thought of that.

On second thought, ...

Now that you mention it, ...

Keep Talking:

Make more suggestions.

Describe the pros and cons of other pets.

GSE Objectives:

GLVC1203d: Can use language related to animals. (59-75)

GLSI1141: Can discuss options and possible actions. (59)

GLSI0590: Can justify and sustain views clearly by providing relevant explanations and arguments. (60)

GLSI0226: Can justify a viewpoint on a topical issue by discussing pros and cons of various options. (60)

UNIT 6 LESSON 2

COMMUNICATION GOAL: Express opinions about the treatment of animals

Prompt to the Student: Read the list of questions. You and I will express opinions about the treatment of animals. We will agree 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 the questions in Talking Points and share your opinions. Encourage the student to explain his or her opinions.

Teacher: "Do you feel that animals should be locked up in cages in zoos?"

Grammar:

Passive modals: questions

Yes / no questions:

Should hunting be prohibited as a sport?

Tag questions:

Chickens can be raised humanely, can't they?

Information questions:

What could be done to protect endangered animal species?

Why should certain animals be used for research?

Talking Points:

Should animals be...

locked up in cages in zoos?

made to fight for sport?

raised to race for entertainment?

harmed to make medications safe for humans?

killed to make clothing?

treated more humanely before they are slaughtered for food?

Recycle this Language:

To express agreement:

I couldn't agree with you more.

I completely agree.

You're so right.

To express disagreement:

I see what you mean, but...

That's one way to look at it, but...

I'm [not in favor of / opposed to]...

I'm sorry, but I have to disagree.

Keep Talking:

Ask questions about your classmates' opinions.

Agree and disagree politely.

GSE Objectives:

GLVC1203d: Can use language related to animals. (59-75)

GLSI0894: Can show degrees of agreement using a range of language. (61)

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

UNIT 6 LESSON 2

COMMUNICATION GOAL: Express opinions about the treatment of animals

Should animals be...

locked up in cages in zoos?

made to fight for sport?

raised to race for entertainment?

harmed to make medications safe for humans?

killed to make clothing?

treated more humanely before they are slaughtered for food?

UNIT 6 LESSON 3

COMMUNICATION GOAL: Compare animal and human behavior

Prompt to the Student: Look at the list of questions. Choose one and discuss your answer. 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 question. Begin the conversation. Ask questions to get more information about the student's ideas.

Teacher: "Which question did you choose?"

Vocabulary:

Animal physical features: *a paw, claws, a hoof (hooves), a fin, a wing, a beak, a tail, a horn, fangs, scales, feathers, fur*

Animal social groups: *a herd of sheep, a flock of birds, a school of fish, a pack of wolves, a colony of ants*

Talking Points:

In what ways do humans behave like her animals in herds or packs?
 In what ways do you think humans behave like animals?
 In what ways are animals completely different from other animals?
 In what ways are humans predators? In what ways are they prey?

Recycle this Language:

playful
affectionate
devoted
aggressive
destructive
intelligent
frightening

GSE Objectives:

GLVC1203d: Can use language related to animals. (59-75)

GLSI0303: Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (60)

UNIT 6 LESSON 3

COMMUNICATION GOAL: Compare animal and human behavior

In what ways do humans behave like her animals in herds or packs?

In what ways do you think humans behave like animals?

In what ways are animals completely different from other animals?

In what ways are humans predators? In what ways are they prey?

UNIT 6 LESSON 4**COMMUNICATION GOAL: Discuss how to protect animals from extinction**

Prompt to the Student: You will share ideas about ways people can protect animals from extinction. 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 about the student's ideas. Use the questions in the talking points to extend the discussion.

Teacher: "Tell me about ways we can protect endangered animals."

Talking Points:

Do you think humans are responsible for the protection of endangered animal species? If so, why? If not, why not?

What do you think is more important—providing more land for farmers or protecting animal habitats? Explain your reasons.

In what ways do you think protecting wildlife could generate jobs and provide income for people who need it?

Do you think an invasive species should be killed off to protect native species? Explain your reasons.

Do you think it's more important to protect certain types of animals (such as mammals and birds) than it is to protect others (such as reptiles or amphibians)? Explain your reasons.

GSE Objectives:

GLVC1203d: Can use language related to animals. (59-75)

ALSI0420: Can suggest cause and effect when discussing an academic topic. (58)

GLSI0303: Can take part in routine formal discussions conducted in clear standard speech in which factual information is exchanged. (60)