

Connectivity Level 4

Optional Speaking Task

UNIT 8 LESSON 1

COMMUNICATION GOAL: Describe family trends

Prompt to the Student: You and I will compare family trends across generations. Look at the list of trends for ideas. 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 questions to get more information. Encourage the student to provide examples to support ideas.

Teacher: "How are families different now than they were fifty years ago?"

Grammar:

Repeated and double comparatives

More and more people are waiting to marry.

Fewer and fewer students are able to live on their own after school.

The more money one earns, the easier it is to find housing.

Talking Points:

Family trends:

the size of families

the age people marry

the number of children born in each family

the amount of education the average person gets

Recycle this Language:

It seems like...

I would think that...

The way I see it...

Keep Talking:

Provide examples from your own life or the lives of people you know.

Include information from the news or current events.

GSE Objectives:

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

GLSP1192: Can talk about personal experiences in detail using linguistically complex language. (72)

GLSI1060: Can ask detailed questions in discussions on contemporary social issues and current affairs. (70)

GLSP1198: Can justify a point of view using linguistically complex language. (77)

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UNIT 8 LESSON 1

COMMUNICATION GOAL: Describe family trends

Family trends:

the size of families

the age people marry

the number of children born in each family

the amount of education the average person gets

UNIT 8 LESSON 2

COMMUNICATION GOAL: Describe parent and teen relationships

Conversation Model:

- A:** So, here's a question. What do you think I should do about Abby?
- B:** Why? Is something wrong?
- A:** Well, her teacher said she hasn't been paying attention in class lately. And her behavior is getting worse and worse.
- B:** That's so hard to believe. Abby's always been so respectful.
- A:** Well, I'm at my wits' end, and I don't know what to do.
- B:** Well, I hate to say it, but there's not much you can do.
- A:** Why's that?
- B:** Well, the older they get, the harder it is to control them. By the time they're teens, they just have to start taking responsibility for their own behavior.

Prompt to the Student: You and I will talk about the relationships between parents and teens. Suggest ways parents can resolve problems. Give examples from your own experience. 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. Suggest other problematic behavior from the Talking Points. Ask questions to get more information. Encourage the student to give examples. Follow the Conversation Model and use your own information.

Teacher: "What should parents do about a rebellious teenager?"

Vocabulary:

Parent and teen behavior: *disrespectful, inconsiderate, rebellious, spoiled, strict, lenient, overprotective*

Talking Points:

Problematic behavior:

- behaving badly at school
- staying out late without permission
- being rude or disrespectful
- being a troublemaker
- hanging out with inappropriate people

Social Language:

- Preface a hard truth with:*
- Well, I hate to say it, but...*
- I'm sorry to say...*
- To tell you the truth...*
- Unfortunately...*
- The sad fact is...*

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GSE Objectives:

GLVC0604d: Can use language related to family members and relationships. (59-75)

GLVC2140d: Can use language related to advising and suggesting. (59-75)

GLSP1192: Can talk about personal experiences in detail using linguistically complex language. (72)

GLSI1185: Can give reasons and explanations for their opinions using linguistically complex language. (78)

UNIT 8 LESSON 3

COMMUNICATION GOAL: Compare the generations within a family

Prompt to the Student: Think about three generations of your family. You will compare the different generations. 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 about different family trends. Use the Talking Points for ideas.

Teacher: "In what ways is your generation different from earlier generations in your family?"

Talking Points:

Place of birth
Education
Age at marriage
Place lived most of life
Occupations
Lifestyle
Habits and tastes

GSE Objectives:

GLVC0604d: Can use language related to family members and relationships. (59-75)
GLVC2008d: Can use language related to jobs. (59-75)
GLSP1046: Can compare and contrast situations in some detail and speculate about the reasons for the current situation. (64)
GLSP1192: Can talk about personal experiences in detail using linguistically complex language. (72)
GLSP1207: Can talk in detail about choices that have been significant or life changing using linguistically complex language. (73)

UNIT 8 LESSON 4**COMMUNICATION GOAL: Discuss multi-generational households**

Prompt to the Student: You and I will discuss multi-generational households. Look at the list of questions. Describe the most common parenting practices in your country. 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 the questions in Talking Points to get more information. Encourage the student to support ideas with details and examples.

Teacher: "Who usually cares for small children on weekdays when both parents work outside the home?"

Talking Points:

Who usually cares for preschool children on weekdays when both parents work outside the home?

Who usually cares for preschool children when one parent stays home during the day?

Who usually cares for school-age children after school?

Who makes an evening meal most often during the week?

Who supervises homework in most families?

Where does the oldest generation in the family most frequently live?

If people of the oldest generation of a family don't live with the younger generations, where do they most commonly live and with whom?

If the people of the oldest generation need a lot of care, who usually takes care of them?

GSE Objectives:

GLVC0604d: Can use language related to family members and relationships. (59-75)

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

UNIT 8 LESSON 4

COMMUNICATION GOAL: Discuss multi-generational households

Questions:

Who usually cares for preschool children on weekdays when both parents work outside the home?

Who usually cares for preschool children when one parent stays home during the day?

Who usually cares for school-age children after school?

Who makes an evening meal most often during the week?

Who supervises homework in most families?

Where does the oldest generation in the family most frequently live?

If people of the oldest generation of a family don't live with the younger generations, where do they most commonly live and with whom?

If the people of the oldest generation need a lot of care, who usually takes care of them?