

Connectivity Level 4 Optional Speaking Task

UNIT 9 LESSON 1

COMMUNICATION GOAL: Speculate about what happened

Conversation Model:

A: I wonder what's taking Nick so long. He said he'd be here by nine.

B: Do you think something happened?

A: Probably nothing. I'll bet he got stuck in traffic.

B: I suppose. But it's not like him not to call.

A: That's true. Maybe his phone died.

B: Could be. I always forget to charge mine.

Prompt to the Student: You and I will speculate about the reason a friend is late. 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: "I wonder what happened to _____. Do you think something happened?"

Vocabulary:

Degrees of certainty: *Clearly, It's obvious (that), There's no question (that), Most likely, Probably, I'll bet, I suppose, Maybe, It's possible (that), I wonder if*

Recycle this Language:

I wonder [why / where / if / when / how / who / what] . . .

It doesn't really add up.

I don't really buy that.

That seems a little fishy.

I guess I'm just a worrywart.

[He's] usually very [considerate / trustworthy].

Well, I'm [an optimist].

What a pain in the neck!

Keep Talking!

Continue to speculate, using varying degrees of certainty

GSE Objectives:

GLVC1930d: Can use language related to speculation and guessing. (59-75)

NOSI0034: Can speculate about causes, consequences or hypothetical situations. (64)

GLSI1208: Can manage discussions to ensure that they are based on facts and evidence rather than speculation. (75)

Connectivity Level 4

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UNIT 9 LESSON 2

COMMUNICATION GOAL: Suggest a plausible explanation

Prompt to the Student: Choose a mystery from the list or your own idea. Suggest a plausible explanation. 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 about the student's explanation.

Teacher: "Tell me what you think happened."

Grammar:

Perfect modals: active and passive voice

The stones could only have been moved by machine.

The work could not have been done without a lot of help.

They had to have been finished with good organization.

Talking Points:

Mysteries:

The Nazca Lines

Stonehenge

The Terracotta Army

Another mystery you know

Keep Talking:

Ask questions.

Challenge your partner's ideas.

GSE Objectives:

GLVC2048d: Can use language related to introducing a fact or opinion. (59-75)

NOSI0034: Can speculate about causes, consequences, or hypothetical situations. (64)

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

GLSP0469: Can give clear presentations highlighting significant points with relevant supporting detail. (70)

UNIT 9 LESSON 2

COMMUNICATION GOAL: Suggest a plausible explanation

Mysteries:

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Another mystery you know

UNIT 9 LESSON 3**COMMUNICATION GOAL: Discuss why people fall for pranks**

Prompt to the Student: You will create your own prank. Use the list of pranks for ideas. Describe the prank and talk about why you think people will fall for it. 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 from Talking Points to get more information.

Teacher: "What's the prank?"

Talking Points:

What's the prank?

How will you introduce your idea?

How will you convince people your idea is something real?

When, if ever, will you publicly announce that your idea is just a prank?

What do you hope will be the result of your prank? Could it have a dangerous outcome?

What details make your prank the most believable?

Do you think people in general are too gullible?

GSE Objectives:

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

GLSI1194: Can use a wide range of persuasive techniques in presentations and discussions to encourage others to take a course of action. (80)

GLSI0896: Can compare and evaluate different ideas using a range of linguistic devices. (70)

UNIT 9 LESSON 3

COMMUNICATION GOAL: Discuss why people fall for pranks

Ideas for Pranks:

- a fake restaurant
- a fake company
- a fake brand name
- a fake celebrity
- a fake sports team
- your own idea

UNIT 9 LESSON 4

COMMUNICATION GOAL: Evaluate the trustworthiness of information sources

Prompt to the Student: You and I will talk about whether information sources are trustworthy. 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: "What kinds of information sources do you think are trustworthy?"

Talking Points:

Information sources:

- print news
- TV / radio news
- online news
- social media
- politicians
- ads
- word of mouth from friends
- word of mouth from family

Recycle this Language:

I happened to read an article about...

In that case...

The story really took off.

What I don't like is...

The reporting is...

I fell for it.

GSE Objectives:

GLVC2041d: Can use language related to certainty or uncertainty. (59-75)

GLSP0788: Can make a clear strong argument during a formal discussion. (74)