

Connectivity Level 5
Optional Speaking Task

UNIT 10 LESSON 1

COMMUNICATION GOAL: React to international news events

Conversation Model:

A: Can you believe what's been happening in the world today?

B: A real humanitarian crisis. Starvation. Childhood mortality. You name it.

A: What's causing it? I mean, is it the drought?

B: Yes, and all that conflict. They say there's no end in sight.

A: And then there's the ripple effect. Displacement of tons of people.

B: To say nothing about millions of refugees migrating to other countries.

A: Makes you feel hopeless, doesn't it?

B: Actually, not really. There are places where you can make a donation.

A: You're right. At least we'd be doing something.

Prompt to the Student: You and I will react to a recent event happening in the news. Describe the crisis. Discuss the causes and any ripple effects. Talk about how it makes you feel and suggest something you can do to help. Use similar ideas as in the Conversation Model 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. Then change roles.

Teacher: "Can you believe what's happening in ...?"

Vocabulary:

Phrasal verbs for discussing events and issues: *bring about, carry out, wipe out, come up with, go without, lay off, put up with, run out of, come down with*

Social Language:

Say "You name it" to indicate the list could be a lot longer.

To add to an already long list, say "To say nothing about ..."

Keep Talking:

Describe the crisis in more detail.

Say more about how you feel about the situation.

Suggest ways to help.

GSE Objectives:

GLSP0287: Can describe the personal significance of events and experiences in detail. (63)

GLSI0891: Can express opinions about news stories using a wide range of everyday language. (65)

GLSP0938: Can precisely express the potential consequences of actions or events. (69)

GLVC2097e: Can use language related to connections and relations. (76-90)

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

UNIT 10 LESSON 2

COMMUNICATION GOAL: Talk about the influence of foreign imports

Prompt to the Student: You and I will talk about the influence of products imported from foreign countries. Give examples of foreign imports that are popular in your country. Discuss whether these imports have a positive or negative influence. Explain your opinions. 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.

Teacher: "What some foreign imports that are popular now?"

Grammar:

Separability of transitive phrasal verbs.

I'd like to try on that pair of pants.

She'd like to try it on, too.

Keep Talking:

Agree or disagree, providing supporting details.

Discuss recent trends in your country.

Describe how imports can or do influence your home culture.

GSE Objectives:

GLSP1196: Can talk about trends in detail. (69)

GLSP0938: Can precisely express the potential consequences of actions or events. (69)

GLVC2097e: Can use language related to connections and relations. (76-90)

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

UNIT 10 LESSON 3

COMMUNICATION GOAL: Discuss the ways your culture might cause culture shock

Prompt to the Student: You and I will discuss what aspects of the culture in this region could cause visitors to experience culture shock. Choose aspects of culture from the list or your own ideas. Make suggestions to help visitors overcome their discomfort. 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 do you think visitors might be most surprised by?"

Vocabulary:

Discussing culture shock: *culture shock, homesick, overwhelming, disorienting, belong, miss, long for*

Taking Points:

Aspects of culture:

local dishes
eating and drinking customs
etiquette at work
local holidays
sense of humor
formality and informality
punctuality
traditional leisure activities
socializing
clothing dos and don'ts
treatment of children
customs of keeping pets
public transportation
driving behavior
pedestrian behavior

GSE Objectives:

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

GLVC0401e: Can use language related to cultures, customs, traditions, and celebrations. (76-90)

GLVC2119e: Can use language related to expressing fear or anxiety. (76-90)

UNIT 10 LESSON 3

COMMUNICATION GOAL: Discuss the ways your culture might cause culture shock

Aspects of Culture:

- local dishes
- eating and drinking customs
- etiquette at work
- local holidays
- sense of humor
- formality and informality
- punctuality
- traditional leisure activities
- socializing
- clothing dos and don'ts
- treatment of children
- customs of keeping pets
- public transportation
- driving behavior
- pedestrian behavior

UNIT 10 LESSON 4**COMMUNICATION GOAL: Understand the impact of globalization**

Prompt to the Student: You and I will talk about international companies that have had an impact on the economy and culture in our region. Identify the benefits or problems these companies have brought to the country. Give your opinion on whether globalization is good or bad for your country and for the world as a whole. Explain your opinion. 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 are some foreign companies that have impacted our region?"

Talking Points:

economic impacts

cultural impacts

GSE Objectives:

GLSP0938: Can precisely express the potential consequences of actions or events. (69)

GLVC2097e: Can use language related to connections and relations. (76-90)

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

ALSI0508: Can contribute fluently and naturally to a conversation about a complex or abstract topic. (79)