

Connectivity Level 5
Optional Speaking Task

UNIT 1 LESSON 1

COMMUNICATION GOAL: Describe someone's background

Prompt to the Student: You and I will talk about our backgrounds. Ask and answer questions to get information. 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. Use questions from the Talking Points and use your own information.

Teacher: "Where were you born?"

Grammar:

Simultaneous and sequential past actions:

In the year before I applied for culinary school, I waited tables at a restaurant.

I had cooked many meals for my family before I started culinary school.

I was chopping vegetables while the others were cooking chicken.

By the time I started culinary school, I had been cooking for my family for years.

Keep Talking:

Ask questions about other interests and hobbies.

Compare similarities and differences in your background.

GSE Objectives:

GLVC2002d: Can use language related to career progression and position. (59-75)

GLSI0244: Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (72)

UNIT 1 LESSON 2

COMMUNICATION GOAL: Discuss career and study plans

Conversation Model:

- A:** So, Andy, what brings you here today?
- B:** I'd like some advice. I've been considering taking up hotel management.
- A:** Hotel management. Correct me if I'm wrong, but weren't you studying marine biology?
- B:** I was. But I've given it some thought, and I've decided I'm not cut out for science.
- A:** OK. So, how can I help?
- B:** Well, I'd like to enroll in a good program. I was hoping you could steer me in the right direction.
- A:** Give me a day or two to look into it. I'll get back to you before the end of the week.
- B:** That's great.
- A:** My pleasure. And I'd be more than happy to write you a recommendation if you decide to apply.

Prompt to the Student: You and I will discuss your study or career plans. Use similar ideas as in the Conversation Model in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Have students choose a potential future course of study or career and talk about it with you. Begin the conversation. Follow the conversational model.

Teacher: "So, what brings you here today?"

Vocabulary:

Collocations for career and study plans: *decide on, take up, apply for, apply to, sign up for, switch to, be accepted to / into / by, be rejected by, enroll in*

Grammar:

Completed and uncompleted past actions closely related to the present.

I've just been accepted to an engineering program.

Have you checked the requirements for the certification exam?

The requirements have been revised.

The school has been rejecting a lot of applicants recently.

Have you thought about teaching?

Social Language:

Confirm something you believe to be true:

Correct me if I'm wrong, but...

Keep Talking:

Explain why your career or course of study wasn't a good fit.

Ask questions about why a new career or course of study is more appealing.

GSE Objectives:

NOSI0008: Can briefly give reasons and explanations for opinions, plans and actions. (51)

GLSI0621: Can ask for advice on a wide range of subjects. (57)

GLVC2002d: Can use language related to career progression and position. (59-75)

GLVC0505d: Can use language related to progress and stages in education. (59-75)

ALSI0142: Can suggest alternatives to hypothetical proposals in a general discussion. (73)

UNIT 1 LESSON 3

COMMUNICATION GOAL: Discuss the qualities of a good résumé

Prompt to the Student: You and I will discuss the qualities of a good résumé. Describe the details you'd like to include on your résumé. 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 what the student wants to include.

Teacher: "Tell me about your job history."

Talking Points:

job history
education
skills
other relevant information

GSE Objectives:

GLSI1427: Can answer simple questions about work experience or education using simple language. (40)

GLVC2006d: Can use language related to job applications, hiring, and firing. (59-75)

GLVC2002d: Can use language related to career progression and position. (59-75)

GLVC0505d: Can use language related to progress and stages in education. (59-75)

UNIT 1 LESSON 4

COMMUNICATION GOAL: Interview for a job

Prompt to the Student: You and I will role play interviewing for a job. Look at the job ad. Imagine you are applying for this position. Talk about your relevant experience and skills. Explain why you would be a good candidate. Use similar ideas as in the Communication Activator in the Student's Book. You have 60 seconds to prepare.

To the Teacher: Take the role of interviewer and assign the student the role of interviewee. Ask about relevant work experience, job skills, and fluency in English and Spanish. Begin the conversation.

Teacher: "Thank you for applying for the booking manager position. Can you tell me about your experience with this kind of work?"

Recycle this Language:

So, what brings you here today?

[Engineering] wasn't a good fit for me.

I decided on a course in [architecture].

I applied for a job in [science].

I applied to the [nursing] program.

switch to

enroll in

be accepted to / into / by

be rejected by

GSE Objectives:

GLVC2006d: Can use language related to job applications, hiring, and firing. (59-75)

GLVC2007d: Can use language related to job description and types of work. (59-75)

GLSI0479: Can lead a discussion in an interview, expanding and developing ideas with little help from the interviewer. (70)

GLSI0244: Can carry out an effective, fluent interview, spontaneously following up on interesting replies. (72)

UNIT 1 LESSON 4

COMMUNICATION GOAL: Interview for a job

Job Ad:

Booking Manager

Sandoval-González Concert Hall
Los Angeles, USA

Details: Seeks booking manager to identify and book a variety of artists and groups for upcoming concert season. Must have experience in hiring multilingual online advertising staff and negotiating contracts with artists. Ability to speak English required. Conversational ability in Spanish desirable.