

Connectivity Level 5

Optional Speaking Task

UNIT 2 LESSON 1

COMMUNICATION GOAL: Discuss when telling a lie might be acceptable

Prompt to the Student: You and I will talk about situations where telling a lie is acceptable and unacceptable. 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. If necessary, suggest situations where lying might be acceptable from the list. Ask questions to get more information about the student's opinions.

Teacher: "Do you believe there are some situations when it's OK to lie?"

Vocabulary:

Accepting or avoiding responsibility: *admit making a mistake, shift the blame, make up an excuse*

Grammar:

Adjective clauses.

People who have pets are thought to be more compassionate.

Don't forget to walk the dog when you get home.

I take my dog to the dog park where he likes to run.

Parks that have space for dogs are popular.

Situation:

A friend asks what you think of her unattractive outfit

You received a gift from someone that you don't like

You are late to work again and might get fired

A stranger asks you for personal information

You forgot to do an assignment and might fail a class

Keep Talking:

Ask your partner questions about situations he or she has experienced.

Offer your opinions about the choices your partner made.

GSE Objectives:

GLVC1906D: Can use language related to blaming or accepting responsibility. (59-75)

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

ALSI0422: Can suggest pros and cons when discussing a topic, using linguistically complex language. (74)

UNIT 2 LESSON 2

COMMUNICATION GOAL: Accept responsibility and express regret

Conversation Model:

A: You look upset. Is everything OK?

B: I'm really sorry, but I have some bad news.

A: What happened?

B: I'm afraid I just backed into your car while I was parking mine. It was totally my fault.

A: How bad is it?

B: Pretty bad. It's going to be expensive to fix. I'm so embarrassed.

A: Look, these things happen. I'm sure we can work something out.

B: Well, I insist on paying for it. And please accept my apology.

Prompt to the Student: You and I will role-play talking about a mistake. Choose a situation from the list or your own idea. Accept responsibility for the mistake and express regret. Offer to make up for what you did. 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. Ask questions about what happened. Then change roles.

Teacher: "You look upset. Is everything OK?"

Grammar:

"Comment" clauses introduced with *which*.

I tripped on the sidewalk, which was embarrassing.

Jake lied about why he was late, which made him feel guilty.

They blamed me for the group's failure, which was totally unfair, and I said so.

Social Language:

Ways to accept responsibility:

It was totally my fault

Please accept my apology

Express remorse for a mistake:

I'm so embarrassed

I feel awful about it

Recycle this Language:

I messed up.

I got carried away.

Things got out of hand.

That's not the worst of it.

I want to make things right.

I want to own up to what I did.

Talking Points:

Situations:

You accidentally spilled something onto someone's sofa.

You borrowed something and, unfortunately, you broke it.

You lost something that someone had lent you.

You were driving someone else's car and had an accident.

You promised to do something and forgot to do it.

Keep Talking:

Continue to negotiate how you'll make up for what you did.

GSE Objectives:

GLVC1906D: Can use language related to blaming or accepting responsibility. (59-75)

GLVC1717d: Can use language related to apologizing and forgiving. (59-75)

GLSP1049: Can talk about hypothetical events and actions, and their possible consequences. (70)

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COMMUNICATION GOAL: Accept responsibility and express regret

Situations:

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You were driving someone else's car and had an accident.
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UNIT 2 LESSON 3

COMMUNICATION GOAL: Identify the origins of moral principles

Prompt to the Student: You and I will talk about the most important influences on the development of your moral principles. 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 background.

Teacher: "Where does your sense of right and wrong come from?"

Talking Points:

My mother ____.

My father ____.

Other relatives ____.

My friends ____.

My colleagues or classmates ____.

My teachers ____.

My company ____.

My religious upbringing ____.

My community and culture ____.

Life events ____.

GSE Objectives:

GLVC2089d: Can use language related to morally right or wrong. (59-75)

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

UNIT 2 LESSON 4

COMMUNICATION GOAL: Describe the values you live by

Prompt to the Student: You will talk about your values. 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 your core values?"

Vocabulary:

Values: *compassion, curiosity, generosity, gratitude, patience*

Recycle this Language:

More values: *authenticity, community, creativity, education, empathy, fun, honesty, kindness, love, loyalty, passion, respect, responsibility, wealth*

GSE Objectives:

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