

Connectivity Level 5 Optional Speaking Task

UNIT 3 LESSON 1

COMMUNICATION GOAL: Describe how fear affects us physically

Prompt to the Student: You and I will talk about a time you had a physical reaction because you were afraid. Describe the situation, how you reacted, and what you did about it. 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 were you afraid of?"

Vocabulary:

Physical effects of fear: *I lose my voice, my hands shake, I get palpitations, I get sweaty palms, I get sick to my stomach*

Grammar:

Using so ... (that) or such ... (that) to explain a result.

I was so scared that my hands shook.

I was wearing such old boots that my feet hurt.

Talking Points:

What you were afraid of

How it affected you physically

What finally happened or what you did about it

Recycle this Language:

It freaked me out.

I was feeling under the weather.

I don't know what got into me.

There was no sense dwelling on it.

That wasn't an option.

I just faced the music.

Keep Talking:

Ask for more information and details.

Say more about what happened.

Respond with interest and concern.

GSE Objectives:

GLVC1915d: Can use language related to fear or anxiety. (59-75)

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

UNIT 3 LESSON 2

COMMUNICATION GOAL: Express frustration, empathy, and encouragement

Conversation Model:

A: Hey, Will? You look a little distracted. Is everything OK?

B: Actually, I'm at my wit's end with my dad.

A: What's going on?

B: Well, basically, no matter how well I do at school, he never gives me any credit.

A: I hear you. That must be tough.

B: It is. I just wish he'd be a little more supportive.

A: Well, hang in there, OK? I'm sure your dad loves you.

B: I know. Thanks for the encouragement, Anne.

A: Anytime.

Prompt to the Student: You and I will each talk about a difficult situation we experienced. Express frustration about your problem. Express empathy and encouragement when I talk about my situation. Ask questions to get more information and give advice. 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.

Teacher: "You look a little distracted. Is everything OK?"

Vocabulary:

Expressing frustration, empathy, and encouragement: *I'm at my wits' end, I just can't take it anymore, I'm totally fed up, I've had it, I give up, I know what you mean, That must be tough, Bummer, I hear you, Don't let it get you down, Hang in there, Don't lose heart, Don't give up, Stick with it*

Grammar:

Clauses with no matter.

No matter how careful I am, I always lose my keys.

I wouldn't take that job, no matter how much it paid.

Social Language:

Begin a requested explanation:

Well, basically ...

Keep Talking:

Ask for more details about the problem.

Offer specific advice.

GSE Objectives:

GLVC1934d: Can use language related to sympathy. (59-75)

GLVC2029d: Can use language related to reassuring and encouraging. (59-75)

ALSP0427: Can express attitudes using linguistically complex language. (75)

UNIT 3 LESSON 3

COMMUNICATION GOAL: Explore the nature of heroism

Prompt to the Student: Think of someone who you think is a hero. Describe the behavior and personal qualities that make this person heroic. Use similar ideas as in the Communication Activator in the Student's Book. You have 60 seconds to prepare.

To the Teacher: Have students choose a person they think is heroic. Begin the conversation. Ask questions to get more information.

Teacher: "Who is your hero?"

Vocabulary:

Words related to bravery and heroism: *brave, confident, courageous, fearless, heroic, willing*

Talking Points:

A hero is someone who ...

Recycle this Language:

hangs in there

isn't chicken

is cautious

is cool and collected

doesn't give up

doesn't freak out

no matter ...

GSE Objectives:

GLVC0608d: Can use language related to personality, abilities, and traits. (59-75)

NOSP0037: Can give clear, detailed descriptions on a wide range of familiar subjects. (66)

GLSP0634: Can narrate a story in detail, giving relevant information about feelings and reactions. (67)

GLSI1185: Can give reasons and explanations for their opinions using linguistically complex language. (76-84)

UNIT 3 LESSON 4

COMMUNICATION GOAL: Discuss overcoming disabilities

Prompt to the Student: You will talk about a historical figure, fictional character, or someone you know who overcame a disability or hardship. Explain the person's situation and his or her achievements. Describe the personal qualities that allowed this person to become successful. Use similar ideas as in the Communication Activator in the Student's Book. You have 60 seconds to prepare.

To the Teacher: Have students choose a person. Then begin the conversation. Ask questions to get more information.

Teacher: "Who did you choose to talk about?"

Talking Points:

Ideas:

- a physical or mental disability*
- racial, ethnic, or sexual discrimination*
- a natural disaster*
- political instability or war*
- poverty*
- lack of access to education*
- family dysfunction*

GSE Objectives:

GLVC0608d: Can use language related to personality, abilities, and traits. (59-75)

GLVC2084d: Can use language related to capacity or ability to do something. (59-75)

NOSP0037: Can give clear, detailed descriptions on a wide range of familiar subjects. (66)