

Connectivity Level 5

Optional Speaking Task

UNIT 4 LESSON 1

COMMUNICATION GOAL: Introduce and respond to criticism

Conversation Model:

- A:** John, there's something I need to bring up.
- B:** Of course, Ted. What's wrong?
- A:** Well, at the meeting this morning, you kept looking at your phone. It seemed a little disrespectful.
- B:** I was looking at my phone. You're right. I didn't realize it was so obvious.
- A:** What really bothered me was that you weren't paying attention to Amy's presentation, and she noticed. In fact, it was Amy who pointed it out to me.
- B:** I feel terrible. I didn't mean to be rude.
- A:** Well, I don't want to make an issue of it, but I think you should apologize to her.
- B:** You're right. I will.
- A:** I hope you don't mind my pointing this out.
- B:** On the contrary. You've done me a favor.

Prompt to the Student: You and I will role-play introducing and responding to criticism. Respond to my criticism and offer to make up for it. Then introduce one of my shortcomings politely. Explain how you feel about it. 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. Introduce the criticism and explain how you feel about it. Follow the Conversation Model and use your own information. Then change roles.

Teacher: "There's something I need to bring up."

Vocabulary:

Shortcomings: *be a perfectionist, be judgmental, be a procrastinator, be a hothead, be negative, be oversensitive, be controlling, be disorganized*

Grammar:

Cleft sentences.

It's your lack of effort in class that bothers me.

What surprised me was that you didn't finish your assignment.

Social Language:

Ways to introduce criticism politely:

There's something I need to bring up.

We need to talk about something.

I'm having a problem with something.

Can we talk about an issue I'm having?

I need to tell you what's on my mind.

Keep Talking:

Explain the problem in greater detail and how you feel about it.

Offer to make up for it.

Talking Points:

Things you might criticize someone for:

not paying attention

interrupting repeatedly

being way too critical / negative / self-centered / a hothead

being habitually late

always missing deadlines

being completely disorganized

GSE Objectives:

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

GLVC2146d: Can use language related to criticizing someone. (59-75)

GLVC1710d: Can use language related to polite, impolite, or rude. (59-75)

GLSI1136: Can comment tactfully on other people's contributions to a discussion. (69)

UNIT 4 LESSON 2

COMMUNICATION GOAL: Give someone positive feedback

Prompt to the Student: You and I will role play giving positive feedback at work. I will praise your work performance and describe the positive effect it has had on the company and other employees. Ask questions to get more information. Express gratitude and talk about possible next steps. Then we'll change roles. Use similar ideas as in the Communication Activator in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Have students choose something to give feedback about. Begin the conversation. Invite the student to talk.

Teacher: "Do you have a few minutes? I'd like to give you some feedback about your job performance."

Grammar:

Adverb clauses of condition.

Even if you have tight deadlines, you always pay attention to quality.

Whether or not you are being supervised, you always work hard.

Talking Points:

He or she has recently ...

worked more hours than required

contributed positively to meetings

finished a difficult assignment

helped a colleague or co-worker

taken an additional or new responsibility

improved the quality of his or her work

Keep Talking:

Employer:

Invite the employee to talk.

Praise his or her job performance.

Be specific about what the employee has done.

Explain the positive effects this has on the whole team.

Suggest how the employee might be rewarded for such good work.

Employee:

Listen actively.

Express gratitude that your employer acknowledges your good work.

Ask questions about your future steps.

GSE Objectives:

GLVC2009d: Can use language related to work activities. (59-75)

GLVC2091d: Can use language related to success or failure. (59-75)

PLSI0341: Can encourage employees using motivational language. (71)

Connectivity Level 5

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UNIT 4 LESSON 3

COMMUNICATION GOAL: Explain how we handle anger

Prompt to the Student: You will talk about a situation that would make you angry. Describe the situation and how it would make you feel. Explain how you would handle your anger. 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 situation from the list. Begin the conversation. Ask questions to get more information about how the student would react.

Teacher: "Tell me about the situation you chose."

Vocabulary:

Expressing and handling anger: *lose one's temper, blow one's top, flip out, lose it, go bananas, go ballistic, hold it in / keep it inside, let it go / shrug it off, vent, let off steam*

Recycle this Language:

set someone off
make a big issue of (something)
tell someone off
lose one's cool
calm down
take a deep breath
hang up on (someone)
fly off the handle
take it out on (someone)
take it (well / badly)
Even if ...
Whether or not ...
Only if ...
Unless ...
Otherwise ...
What really bothers me is ...

GSE Objectives:

GLVC1904d: Can use language related to anger or bad mood. (59-75)
 GLSP0940: Can express an attitude, opinion or idea using idiomatic language. (69)
 GLSP1049: Can talk about hypothetical events and actions, and their possible consequences. (70)
 GLSP1192: Can talk about personal experiences in detail using linguistically complex language. (72)

UNIT 4 LESSON 3

COMMUNICATION GOAL: Explain how we handle anger

Situations:

- A friend arrives really late to meet you for a movie.
- You tell a friend something in confidence, and he or she doesn't keep it a secret.
- A classmate or colleague says bad things about you to people you know.
- Someone tells you off in front of a group of other people.
- Someone borrows something from you and doesn't return it.
- Your next-door neighbor always plays very loud music and has noisy late-night parties.
- Another driver cuts you off while you are driving.

UNIT 4 LESSON 4

COMMUNICATION GOAL: Explore your relationships with friends

Prompt to the Student: You will talk about your relationships with friends. Talk about your closest friend and the reasons why you have such a strong connection. Then talk about a friendship that ended. Explain what you think caused the breakup and how that made you feel. 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: "Tell me about your closest friend."

Recycle this Language:

We were like two peas in a pod.

We finish each other's sentences.

We're always on the same page.

He's such a [perfectionist / procrastinator / hothead].

She's so [oversensitive / negative / judgmental / controlling / disorganized].

GSE Objectives:

GLVC0605d: Can use language related to friends and friendships. (59-75)

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

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