

Connectivity Level 5 Optional Speaking Task

UNIT 5 LESSON 1

COMMUNICATION GOAL: Respond to humor

Conversation Model:

A: This is priceless. Come see this.

B: OK. What is it?

A: Look. It's this picture of an orange and a glass of orange juice. The orange is asking the juice if it's Bertha.

B: Wait, what? Run that by me again?

A: You don't get it? Think about it for a minute.

B: Oh, yeah! Now I get it. Hey, that cracks me up, actually.

Prompt to the Student: I will show you some funny images. Respond to each picture. Explain why you think it's funny. Express confusion about one of the images. Use similar ideas as in the Conversation Model in the Student's Book. You have 30 seconds to prepare.

To the Teacher: Show the student the funny images. Begin the conversation. Follow the Conversation Model and use your own information.

Teacher: "This is priceless. Look at this."

Vocabulary:

How to respond when someone tells a joke or funny story: *That's so funny / a hoot, That's hilarious / hysterical, That's too much, That cracks me up, That's priceless, I don't get it, I must have missed something, That went over my head, Run that by me again?*

Social Language:

Ask "Wait, what?" to informally express confusion about what someone has just said.

Keep Talking:

Talk about another cartoon, autocorrect fail, or funny video clip you've seen.

Say why you think it's funny.

Tell your partner where you found it.

GSE Objectives:

GLVC1903d: Can use language related to amusement. (59-75)

GLSI0735: Can express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions. (61)

GLSP1205: Can tell a short story about something funny or interesting that has happened, including detail to maintain the listener's interest. (59)

GLSP1206: Can tell a detailed anecdote using linguistically complex language. (81)

Connectivity Level 5

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Unit 5 Lesson 1 Optional Speaking Task

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UNIT 5 LESSON 2

COMMUNICATION GOAL: Explore the potential benefits of laughter

Prompt to the Student: You will give your opinion about the benefits of laughter therapy. 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 do you think about laughter therapy? Do you believe that laughter and smiling can cause us to become happy?"

Grammar:

Indirect speech.

She noted that the joke did not get many laughs.

My cousin said laughter is the best medicine.

He told me he understood what happened.

GSE Objectives:

GLVC0810d: Can use language related to wellness and illness. (59-75)

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

UNIT 5 LESSON 3**COMMUNICATION GOAL: Analyze what makes people laugh**

Prompt to the Student: You will read three jokes aloud. After each joke, you will explain why you think each joke is funny or unfunny. Talk about how the joke's setup and punchline create humor. 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. Have students read each joke and explain whether they think it's funny. Ask questions to get information about what the student finds funny or unfunny.

Teacher: "Tell me the first joke."

Vocabulary:

Discussing a joke: *the setup, the punchline*

GSE Objectives:

GLVC1903d: Can use language related to amusement. (59-75)

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

GLSP1206: Can tell a detailed anecdote using linguistically complex language. (81)

UNIT 5 LESSON 3

COMMUNICATION GOAL: Analyze what makes people laugh

Joke #1

A boy and his father are sitting at the kitchen table eating soup. The boy looks at the father and says, "Dad, are insects good to eat?" The father angrily replies, "That's disgusting. Don't talk about things like that over dinner." After lunch, the father feels a little guilty for being irritable, so he asks his son, "Charlie, what did you want to ask me earlier?" The son answered, "Oh, nothing. There was a fly in your soup, but now it's gone."

Joke #2

Question: What starts with "E," ends with "E," and has only 1 letter in it?

Answer: Envelope.

Joke #3

A woman walked up to a convenience store. When she reached the entrance, the clerk was locking the door. The woman said, "Hey! The sign says you're open 24 hours." The clerk replied, "Yes, but not in a row!"

UNIT 5 LESSON 4

COMMUNICATION GOAL: Discuss when joking “crosses the line”

Prompt to the Student: You will talk about the types of jokes that you find offensive. 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 types of jokes do you think cross the line?”

Vocabulary:

Common types of jokes: *a verbal joke, a political joke, an ethnic joke, a sexist joke, a dirty joke, a practical joke*

Keep Talking:

Ask your partner to explain his or her opinions.
Provide more examples.

Recycle this Language:

It was hilarious / so funny / hysterical!

It was a hoot / too much!

It cracked me up.

That’s priceless!

I must have missed something.

That went over my head.

I don’t get it.

Run that by me again?

You’re kidding, right?

GSE Objectives:

GLVC1903d: Can use language related to amusement. (59-75)

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

GLS11185: Can give reasons and explanations for their opinions using linguistically complex language. (78)