

Connectivity Level 5
Optional Speaking Task

UNIT 6 LESSON 1

COMMUNICATION GOAL: Describe how we deal with commuting

Prompt to the Student: You will talk about a commuting hassle you have experienced. Describe the problem and how you handled it. Talk about how you could have avoided or prevented 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 was your commuting hassle?"

Grammar:

The unreal conditional.

If I were you, I would take the bus.

If he had driven, he would have been here by now.

If they were driving home now, they wouldn't be lost.

Talking Points:

Common hassles: *getting stuck in traffic, a mechanical breakdown, no parking spaces available, crowded public transportation, a flat tire, rush hour traffic, inconsiderate drivers, getting pickpocketed*

Keep Talking:

Ask about how your partner handled the hassle.

Suggest ways the problem could have been avoided.

GSE Objectives:

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

GLVC0909e: Can use language related to travel. (76-90)

UNIT 6 LESSON 2

COMMUNICATION GOAL: Help others avoid hassles while traveling

Conversation Model:

A: Excuse me. I wonder if you could do me a favor.

B: Sure. How can I help?

A: I think I left my boarding pass at the counter. Would you mind keeping an eye on my things?

B: Not at all. I'd be happy to. The lines are so long today.

A: I'm back. Thanks so much.

B: No problem.

A: I'm not sure what I would have done if it hadn't been for your help.

Prompt to the Student: You and I will role-play asking for help while traveling. Respond to my request for help. Then ask for help yourself. Explain why you need help and the possible consequences if you don't get help. 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. Then change roles.

Teacher: "Excuse me. I wonder if you could do me a favor."

Vocabulary:

Ways to politely ask for a favor: *Would you mind, Do you think you could, Could I ask you to, Could you possibly, would you be nice enough to, Would you please*

Grammar:

The unreal conditional.

If it weren't for your help, I'd still be at the airport.

I would have gotten lost if it hadn't been for my GPS.

Keep Talking:

Say more about why you need help.

Explain the possible consequences if you don't get help.

GSE Objectives:

GLVC2157d: Can use language related to making requests. (59-75)

GLVC2033e: Can use language related to asking for or providing help. (76-90)

UNIT 6 LESSON 3

COMMUNICATION GOAL: Talk about property lost, damaged, or stolen on a trip

Prompt to the Student: You will talk about something you lost while traveling. Describe the trip you were taking, what happened to your property, and what the outcome was. Talk about how you could avoid having it happen again. 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 happened?"

Recycle this Language:

I [lost it] for the umpteenth time!

What are the odds of that?

Nothing beats [making a list]

Take my word for it ...

GSE Objectives:

GLSP1200: Can describe places in detail using linguistically complex language. (72)

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

UNIT 6 LESSON 4

COMMUNICATION GOAL: Discuss protecting Internet security

Prompt to the Student: You and I will talk about Internet security. Describe steps you take to protect yourself at home and away from home. Talk about the consequences of not using safe Internet habits. 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: "How often do you use public Wi-Fi?"

Talking Points:

I use public Wi-Fi hotspots.

I check to see if the websites I visit are encrypted.

I use a different password for each site that requires one.

I use two-factor authentication.

I use a password manager.

I set my portable devices to automatically connect to the Wi-Fi in the area.

I set my device to automatically connect to the Wi-Fi in the area.

I set my device to automatically remember and fill in my passwords.

I take actions to protect myself from identity theft.

GSE Objectives:

GLVC2088e: Can use language related to importance and usefulness. (76-90)

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