

Connectivity Level 5
Optional Speaking Task

UNIT 7 LESSON 1

COMMUNICATION GOAL: Describe a scam

Conversation Model:

A: Did you hear what happened to Pat?

B: No, what?

A: He wanted to meet someone, so he went on an international dating site.

B: Oh, no. Don't tell me he fell for the romance scam—the one where you fall in love online . . . but then the person needs money?

A: That's exactly what happened! She said she had to have a medical procedure, so he sent her a bunch of money to help out. He hasn't heard a thing from her since.

B: Why am I not surprised? How much did he lose?

A: Don't ask. Let's just say he's learned a lesson.

B: Right. I wonder why he fell for it in the first place.

Prompt to the Student: You and I will role-play talking about scams that people we know fell for. Ask questions to get more information about the situation. Describe the scam and explain what happened. Speculate about why the person fell for 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. Follow the Conversation Model and use your own information. Then change roles.

Teacher: "Did you hear what happened to ... ?"

Social Language:

Indicate you've guessed someone's news with "Don't tell me ..."

Keep Talking:

Say more about what happened.

Speculate about why the person fell for it.

Talk about other scams you know about.

Recycle this Language:

There was one catch.

There's no free lunch.

That should have raised a red flag.

People can be so gullible.

It was wishful thinking on [his] part.

We all need to be a bit skeptical.

We need to take things like that with a grain of salt.

That seems a little fishy.

That doesn't add up.

GSE Objectives:

GLVC1930e: Can use language related to speculation and guessing. (76-90)

GLSI1184: Can participate in linguistically complex discussions about attitudes and opinions. (79)

UNIT 7 LESSON 2

COMMUNICATION GOAL: Describe fears and phobias

Prompt to the Student: You and I will talk about things we are afraid of. Describe your fears and how they affect you. Ask and answer questions and offer advice. 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: "Are you just afraid, or phobic?"

Grammar:

Repeating beliefs: *it* + a passive reporting verb.

It is said that phobias are common.

It was widely believed that there is no cure.

Before we had better data, it had been estimated that most people never tried to overcome their phobias.

Recycle this Language:

My hands shake.

I get sweaty palms / palpitations / sick to my stomach.

I lose my voice.

I get butterflies in my stomach.

I'm just a worrywart.

GSE Objectives:

GLVC1915e: Can use language related to fear or anxiety. (76-90)

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

UNIT 7 LESSON 3

COMMUNICATION GOAL: Talk about the power of suggestion

Prompt to the Student: You will talk about questionable claims that companies make to sell their products. Use the list of questionable claims or a claim you have heard about. Speculate about why people are susceptible to these claims. 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 claim have you heard?"

Talking Points:

Possible reasons for our susceptibility:

cultural traditions
advertising
sexism
racism
peer pressure

Recycle this Language:

I'd take that claim with a grain of salt.
That raises a red flag for me.
That might be wishful thinking on [your] part.
It sounds like a safe bet.
There's only one catch.

GSE Objectives:

GLVC2140e: Can use language related to advising and suggesting. (76-90)

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

UNIT 7 LESSON 3

COMMUNICATION GOAL: Talk about the power of suggestion

Questionable Claims:

Shape Up Shoes: “If you wear our sneakers, you will burn more calories, lose weight, and get healthier without dieting or going to a gym.”

Brain Train website: “Our online games and puzzles will help you get better grades in school, improve your concentration, and prevent brain diseases like Alzheimer’s.”

Performance Boost energy drink: “Drinking our product boosts athletic performance by 10%, recharges muscles and energy, and can help prevent sports injuries.”

UNIT 7 LESSON 4

COMMUNICATION GOAL: Discuss superstitions

Prompt to the Student: You and I will talk about superstitions that we or people we know have. Explain whether or not you believe in any of the superstitions. Discuss why people might or might not be superstitious. 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 superstitions do you or someone you know have?"

Vocabulary:

Superstitions: *superstition, good luck charm, bad luck, curse*

Talking Points:

Topics superstitions are often about: *food / drinks, good luck / bad luck, brides and grooms, particular months, days, or dates, dreams, birth / death*

Keep Talking:

Tell your partner more about one of the superstitions.

Talk about someone you know who believes in it.

Express your opinion about that superstition or about superstitions in general.

Recycle this Language:

You don't really buy that, do you?

It just doesn't add up.

It doesn't make sense.

It's a little far-fetched.

Oh, come on!

That might be wishful thinking.

Why do people fall for stuff like that?

Some people are just gullible.

I'd take that with a grain of salt.

GSE Objectives:

GLVC1905e: Can use language related to doubt, belief, or disbelief. (76-90)

GLSP1198: Can justify a point of view using linguistically complex language. (77)