

**Connectivity Level 5**  
**Optional Speaking Task**

**UNIT 8 LESSON 1**

**COMMUNICATION GOAL: Identify your unique strengths**

**Conversation Model:**

- A:** So, I understand you've been considering changing to the film program.
- B:** Yes, that's right. I was hoping you could steer me in the right direction.
- A:** I'd be happy to try. . . . So, tell me, do you have a specific career goal?
- B:** Actually, I'm having a hard time making up my mind between directing and editing.
- A:** Maybe I can help you narrow those down. Would you say you have an eye for detail?
- B:** I definitely do have an eye for detail, which makes me think I'd be a good editor. But I'm really kind of a people person.
- A:** A people person.
- B:** Right. I'm not sure I'm cut out for so much time in front of a computer.
- A:** Well, then maybe directing would be a better fit.
- B:** That's what I'm thinking, but I'm not sure I want to give up on editing.
- A:** OK. So here's what I'd suggest. Take the intro courses in both directing and editing. You'll see which you prefer. You can't go wrong.
- B:** That makes sense.

**Prompt to the Student:** You and I will discuss your career goals. Identify a career you are interested in. Describe your talents, strengths, and passions. Explain how they will help you be successful in this field. Ask for 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. Ask questions to get more information. Offer advice.

**Teacher:** "So, I understand that you've been considering a career in ..."

**Vocabulary:**

Ways to describe strengths and talents: *be good with one's hands, be mechanically inclined, have a head for figures, have an ear for music / languages, have an eye for detail, have a good intuitive sense, have a way with words, have a way with people, have a knack for [learning languages]*

**Grammar:**

Using auxiliary do for emphatic stress.

*Even if I don't have a great eye for detail, I do have a knack for decorating.*

*She did take the certification test, but she decided to apply for a different job.*

**Social Language:**

Indicate that you have prior knowledge about a situation with, "So, I understand [that] ..."

**Keep Talking:**

Ask more questions to help narrow down the options.

Say more about your talents, strengths, and passions.

**Recycle this Language:**

*I'm [good at / not so good at] ...*

*I wish I [were / weren't] ...*

*I wish I [had / hadn't] ...*

*My gut feeling is ...*

*I'm having second thoughts.*

*It would be the best of both worlds.*

*They're polar opposites.*

*I say go for it.*

*You can't go wrong.*

*It's now or never.*

*You wouldn't have to start from scratch.*

**GSE Objectives:**

GLSP0846: Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem. (70)

GLVC0608e: Can use language related to personality, abilities, and traits. (76-90)

## UNIT 8 LESSON 2

### COMMUNICATION GOAL: Talk about how we study

**Prompt to the Student:** You and I will talk about strategies for successful studying. Talk about what you do to get the most out of your study time. Explain how these methods contribute to your success. Give examples of times you have studied well and poorly. 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 are some things you do to help you study?"

#### Grammar:

The subjunctive.

*She insisted that her daughter study English.*

*He asked that my music be turned off.*

*They demand students leave their phones in their lockers.*

*It's important that we be studying before the teacher arrives.*

#### Talking Points:

Strategies:

*avoid junk food*

*get plenty of sleep*

*study my class notes*

*listen to music*

*make quizzes for myself*

*say new words aloud*

*make to-do lists*

*work with a partner*

#### GSE Objectives:

GLVC0608e: Can use language related to personality, abilities, and traits. (76-90)

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

## UNIT 8 LESSON 3

### COMMUNICATION GOAL: Discuss the effect of the environment on intelligence

**Prompt to the Student:** You and I will discuss the effect of the environment on intelligence. What are some activities that could increase a child's intellectual potential? Support your ideas with examples from your life, your knowledge, or the lives of people you know. 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 are some ways that a child's environment can affect his or her intelligence?"

#### **Keep Talking:**

Ask questions.

Provide reasons for your ideas.

Support your ideas with examples from your life, your knowledge, or the life of people you know.

Agree and disagree.

#### **GSE Objectives:**

GLVC2084e: Can use language related to capacity or ability to do something. (76-90)

GLSI1190: Can take part in discussions on political or social issues using linguistically complex language. (87)

## UNIT 8 LESSON 4

### COMMUNICATION GOAL: Evaluate your emotional intelligence

**Prompt to the Student:** You and I will talk about emotional intelligence. Evaluate your own interpersonal and intrapersonal intelligence. Describe your strengths and areas you would like to improve. Give examples from your life. 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 would you describe your emotional intelligence?"

#### Vocabulary:

Interpersonal intelligence: *social skills, empathy*

Intrapersonal intelligence: *self-awareness, self-regulation*

#### Talking Points:

Adjectives: *ambitious, collaborative, considerate, empathetic, fair, indifferent, judgmental, loyal, modest, open-minded, polite, relaxed, reliable, rude, trustworthy*

#### GSE Objectives:

GLVC0608e: Can use language related to personality, abilities, and traits. (76-90)

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