

Connectivity Foundations

Optional Speaking Task

UNIT 7 LESSON 1

COMMUNICATION GOAL: Discuss who does household chores

Conversation Model:

A: So, who makes dinner in your house?

B: Actually, I do.

A: And who does the dishes?

B: That depends. My brother and I take turns. He does the dishes on weekdays, and I do the dishes on the weekend.

A: And who cleans the house?

B: Oh, that's my brother's job. But I take out the garbage.

Prompt to the Student: I will ask you about who does household chores at your house. Use similar ideas as in the Communication Activator in the Student Book. You have 30 seconds to prepare.

To the Teacher: Begin the conversation. Follow the Conversation Model and use your own information.

Teacher: "So, [student name here], who [chore here] in your house?"

Social Language:

Introduce a conversation topic with "So, . . ."

Keep Talking:

Talk about other chores.

Vocabulary:

Household chores: *go shopping, clean the house, do the laundry, wash the dishes, take out the garbage*

Grammar:

The simple present tense: Spelling of third-person singular forms / Questions with Who

clean

cleans

wash

washes

Who does the laundry in your family?

I do / My dad does.

UNIT 7 LESSON 2

COMMUNICATION GOAL: Talk about free time

Conversation Model:

- A:** So, Ken, what do you do in your free time?
B: My free time?
A: I mean, do you go to the movies? Exercise?
B: Actually, I listen to music. What about you?
A: Me? I go out for dinner with my family.
B: Really? How often do you do that?
A: Once or twice a week.

Prompt to the Student: You will tell me about what you do in your free time. Use similar ideas as in the Communication Activator in the Student Book. You have 30 seconds to prepare.

To the Teacher: Begin the conversation. Follow the Conversation Model.

Teacher: "So, [student name here], what do you do in your free time?"

Social Language:

Clarify a question with "I mean, . . ."

Keep Talking:

Ask more questions.

Where do you. . . ?

When do you. . . ?

Vocabulary:

Free-time activities: *exercise, listen to music, read, visit friends, go out for dinner, go to the movies, take a nap, take a walk*

Grammar:

The simple present tense: Questions with How often / Other time expressions

How often do you exercise?

I exercise every day.

How often does your brother go to the movies?

He goes on Saturdays.

Once [a year], twice [a day], three times [a month], every weekend, every [Friday]

UNIT 7 LESSON 3

COMMUNICATION GOAL: Make plans to get together

Conversation Model:

A: Hey, let's get together sometime.

B: Great idea!

A: Are you busy on Saturday morning?

B: I'm sorry. My wife and I always clean the house then. But I'm free in the afternoon.

A: Perfect.

Prompt to the Student: You will make plans to get together with me. Use similar ideas as in the Communication Activator in the Student Book. You have 30 seconds to prepare.

To the Teacher: Begin the conversation. Follow the Conversation Model.

Teacher: "Hey [student name here], let's [activity] together sometime."

Social Language:

Express enthusiasm with . . .

- Great idea!
- Good idea!
- Sure!
- OK!

Keep Talking:

Suggest a time and a place to meet.

Grammar:

The simple present tense: Frequency adverbs

I always visit friends on Saturday.

I usually go to the movies on the weekend.

I sometimes take a nap in the afternoon.

I never take a walk at night.

UNIT 7 LESSON 4

COMMUNICATION GOAL: Describe activities of a typical day

Prompt to the Student: You will tell me about your activities on a typical day. Use similar ideas as in the Communication Activator in the Student Book. You have 60 seconds to prepare.

To the Teacher: Begin the conversation.

Teacher: “What activities do you do on a typical day? When do you get up?”