

Universitat Politècnica de Catalunya
Servei de Llengües i Terminologia

Curs de pràctica oral d'anglès

Nivell B2

2018–19



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Projecte

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Coordinació

Jordi Pujol

Elaboració dels continguts

Vanesa Toquero

Revisió dels continguts

Ruth Murray

Maquetació

Pere Farrando

Aquest material ha rebut el suport de la Secretaria
d'Universitats i Recerca del Departament d'Economia
i Coneixement de la Generalitat de Catalunya.

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Presentació

Una de les mancances amb què sovint es troben els estudiants universitaris que estan aprenent anglès és la falta d'espais on puguin practicar els coneixements adquirits a l'aula i millorar, així, l'expressió oral (*speaking*).

Aquest material consta de 12 sessions presencials de 90 minuts que inclouen activitats, *role plays* i exercicis per treballar la fluïdesa oral, interactuar, ser capaç de donar opinions i agafar confiança en el moment de parlar en anglès.

Cada sessió conté una descripció dels objectius que es volen

treballar, el material necessari, el repartiment del temps i el pla de treball amb totes les activitats que cal dur terme.

El curs, que ha estat dissenyat d'acord amb els descriptors del MECRL i que està pensat per a alumnes que s'estiguin traient el nivell B2, vol ser també una eina de suport a l'acreditació en una tercera llengua.

Confiam que sigui útil, tant per al professorat que imparteix habitualment classes d'anglès d'aquest nivell com per als aprenents que hi assisteixen.

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Getting to know each other: Breaking the ice

Aims & objectives. This lesson aims to get students to know each other while reviewing different aspects of question formation.

It also focuses on education and the global “obsession” with learning English.

Learning outcomes. Students will be able to:

1. Ask and answer basic questions appropriately (Yes, I can./ No, I would not. Etc.)
2. Identify language to describe people and their lives (settle down, outgoing, break up, committed, etc.).
3. Discuss course objectives.

CEFR descriptor. Students:

- Can manage simple, routine exchanges without much effort; can ask and answer questions and exchange ideas and information on familiar topics.
- Can use general social and interactional language and give personal information about themselves.
- Can interact informally, take initiative, react, express feelings such as interest, sympathy, surprise, etc.
- Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.
- Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.

Materials needed. Scotch tape.

- Handout 1. Find someone who...
- Handout 2. Speed Dating.
- Handout 3. English Mania.
- Device to play a video (tablet + projector or TV).
- Internet access.

Timing. Estimated: 1.5 hours. Icebreaker: 0–15 minutes.

(15–30 min) Find someone who...

(30–55 min) Speed Dating.

(55–85 min) English Mania.

(85–90 min) Tell students about course expectations.

Lesson plan

Introduction

Tell SS they will do communication activities to get to know one another. Encourage them to provide as much information as possible when replying to questions. Then, the lesson will move on to a discussion about the English language. It will include a listening comprehension activity.

1. Icebreaker (15').

- On the board, write down 4–6 words that somehow describe you (your favorite food, the place where you are from, etc.).
- SS ask you questions in order to find out what each of the terms means to you.
- Give students a couple of minutes to do something similar and to write down some information about themselves in their notebooks. They should then work in pairs asking and answering questions about each other's information.
- Get students to introduce their partners to the rest of the group.

2. Find someone who... (Handout 1) (15').

- Students have to ask everyone in class until they find someone who does that activity or has that characteristic. When students find someone who answers yes to one of their questions, they should write that person's name on the paper provided and go on to the next question with another person. Important: **a student can write a person's name only once.**
- When SS finish, go over the questions with the whole group and get them to tell you the names they have written down.
- Encourage students to ask follow-up questions.

3. Speed-dating event (Handout 2) (25').

- Elicit or explain that speed dating is an organized event normally held in a bar in which single people seeking romantic relationships have a series of short conversations (3–5 minutes) with potential partners in order to determine whether there is mutual interest.
- Brainstorm likely questions. Encourage them to be creative and imaginative.
- Tell students you have organized a speed-dating event for them and ask them to sit in rows facing each other. Assign half of your students to remain seated, the other half should move over one chair for each round. Tell them you are going to give them a profile sheet with some personal details (encourage them to come up with further details). Distribute the strips of paper (there are both female and male roles). They then have 3 minutes to ask and answer questions. After three minutes, they will change partners (you can set up a timer or just clap your hands when the time is up).

- **Follow-up questions:** Who found their perfect date? Who feels that their character would never find a perfect date? Why/why not?
- Can you think of anything someone might do on a first date that would put you off that person completely?
- Elicit how many SS watch the TV programme First Dates. What do they think of it? Would they consider going on the programme? Why do they think this programme is so popular?

4. English Mania: Listening & Speaking (Handout 3) (35').

- **Lead in:** Tell SS they will now discuss English and reasons why people learn this language. Ask SS why they are learning this language (work, studies, personal reasons a challenge, a hobby, etc.). Ask SS about different methods and experiences they have had learning English.
- Distribute **Handout 3** (it includes 6 exercises) and introduce vocabulary related to manias and obsessions. Do **Exercise 1**.
** Focus SS attention on the word "mania and/or maniac", a false friend: Spanish-English.*
- SS guess the answers to **Exercise 2**. Then, show them a video that is about the world's obsession with the English language. Get them to check their answers. Link: https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania (4' 34").
- Watch the video for a second time, and ask SS to do **Exercise 3**.
- After watching the video, ask SS to take a look at **Exercises 4 and 5** which provide vocabulary to describe the British and American education systems.
- Follow up this activity by doing **Exercise 6**, which provides questions to initiate discussion about learning English and their own countries' education systems.

5. Tell students about course expectations (5').

- Present details on the range of speaking skills and activities that will be covered throughout the course:
 - > Topics and language to prepare for the B2 exam.
 - > Extemporaneous versus controlled speech.
 - > Academic English.
 - > Cohesive devices/transitions.
 - > Delivering presentations.
 - > Etc.
- Highlight the difference between fluency (focus on communication, etc.) and accuracy (focusing on specific language), etc., when carrying out speaking activities.
- Discuss error correction (during or after students speak, self-correction, etc.) within the context of fluency and accuracy.

Find Someone Who...

Handout 1

Find someone...	Student's name
1. Who likes singing karaoke.	
2. Who hates English classes.	
3. Who is working and studying this year.	
4. Who has ever lived abroad.	
5. Who can do a handstand.	
6. Who would like to live in an English-speaking country.	
7. Who has tried pet food.	
8. Who loves to play videogames.	
9. Who is ticklish.	
10. Who speaks more than three languages.	

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1. Who likes singing karaoke.	
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Speed-dating

Handout 2

Female characters

ASIA: Your name is **Asia** and you are 25 years old. You are divorced and have one child. You were born in Sochaczew (Poland), but you decided to move to Barcelona when you and your ex-husband broke up six months ago. You are looking for a caring single man who is smart and good fun!

SONIA: Your name is **Sonia** and you are 19 years old. You are not looking for a serious relationship. You just want to find somebody who is amusing and easy-going to spend time with. You love going clubbing with your girlfriends and meeting boys there. You like it when boys buy you drinks.

MONICA: You are **Monica** and you are a girl scout, although you are already in your early twenties. You are an ecologist, socialist, and you hate big corporations. You work for an NGO and you are looking for a man whom you could trust and spend the rest of your life with. You are rather old-fashioned.

JANE: People call you Jane, but your real name is **Deborah**. You are in your late twenties and you finally want to settle down. You are looking for somebody who is completely different from you. Your goal is to find a future husband who is a competitive young man. Ideally, he should earn enough money for you to stay at home so that you can stay at home and take care of the house. You don't like working at all and hope that when you meet your future husband, you will never have to work again.

ANNE: You are **Anne**. To you, a good partner is somebody who is a good listener and who shares your interests. You are a stylish 24-year-old woman with a good job and a modern flat. You're interested in mountaineering and visiting foreign countries. You have recently been to Japan and Venezuela and you are planning to go to Iceland this year. Apart from traveling, you love eating in elegant restaurants and spending nights in hotels.

CAROLINE: Your name is **Caroline** and you turned 18 this month. You have a good sense of humor and you are really talkative. You like techno music and pizza. In fact, you're so talkative that very few friends want to spend time with you. Therefore, you came to a speed dating meeting because you were bored and had nothing better to do. You are not looking for a partner. You just want to kill time.

JANE: You are recently divorced. You have 2 children, so you would like to find somebody who likes children. You are 30 years old, sporty and attractive. Your ex-husband was a workaholic so you want a man who is less committed to his job, someone who is interested in family-life and being at home.

Session 1

SANDRA: You are 19 years old, but you find men of your own age immature, so you are looking for someone older than you. You like going to the cinema and theatre. You do amateur dramatics and are attracted to outgoing men. You hate smoking.

HELEN: You are 35 years old, dynamic and a career woman. You don't want your new boyfriend to interfere with your work too much. You don't want to have children, in fact, you don't like children very much. You like going to the gym and buying fashionable clothes.

AUDREY: You are 22 years old and live with your parents. You don't want a serious relationship but you would like to meet a nice guy to go out with at night and to spend some time with at the weekend. You hate sport, especially soccer, so you do not want a guy who is interested in sports.

Male characters

ROMAN: Your name is **Roman** and you are 26 years old. You are wealthy. You work for a big international bank in Barcelona. You are looking for a young lady from a small town who would like to settle down. It is important that she can cook well enough to entertain guests. She should like taking care of your house.

ROB: Your name is **Rob**. You are a teenage boy and you want to find a girlfriend who is funny and relaxed. You like skateboarding and watching scary movies. From time to time you like to go to a pub or club and get really drunk with your skate-buddies.

CAMERON: You are **Cameron** and you are looking for a romantic relationship. You are a writer, but you're not successful as you have never published any of your poems. Your dream is to write a bestseller one day. You are 34 years old and you graduated from university a year ago. You work in a grocery shop and you feel very lonely. Your dream girl should be the same as you: trustworthy and a believer in left-wing politics.

MARCO: You are a 29-year-old yuppie called **Marco**. You are English and you were born in Liverpool. You are currently working as a stock broker in Barcelona. You drive a Porsche and earn 150,000 pounds a year. You came to Spain to find a wife. You heard that Spanish women are easy-going and fun.

TOM: You were called after your father, whose name was **Thomas**. You are a middle aged man who often visits other countries. Your job involves a lot of travel as you are the director of a big corporation. You are looking for a woman who would like to travel with you to other places and who wouldn't mind staying in hotels and eating in fancy restaurants all around the world.

MIKE: You are not looking for a wife at all. Your name is **Mike** and you came to the speed dating meeting because you're a journalist writing an article for *Newsweek* about single people in Barcelona. You want to get

an insider's view into speed-dating so it is vital that nobody knows why you are here. Ask a lot of questions. Lie. You are not looking for a partner – your wife would kill you if she ever knew what you are doing here.

PAUL: You are 32 years old. You live in a big city, but you don't like it at all. You are planning to move to the countryside, but before you do, you have to save some money. You are looking for a nice woman who also loves nature and who would like to move to the countryside with you.

REX: You are in your thirties but you do not want to settle down yet. You take great care of your appearance. You like sports and action films. You work for an advertising agency. You like going to pubs, restaurants and the movies. You smoke about 20 cigarettes per day, but don't admit to easily to this.

ANDY: You are an engineer and a workaholic (you love your job and spend about 14 hours a day at the office). You like travelling, when you have the time. You are forty years old and you are divorced. You are not looking for a permanent partner. You would like company at weekends and when you travel abroad. You are tired of travelling on your own.

PETER: You work for a bank, and you are a little bit shy. You are 25 years old. You like going for long walks in the countryside, and do yoga every-day. You would like to start a family. You hate women who talk non-stop and you don't like being asked too many questions.

English Mania

Handout 3

Link to video: https://www.ted.com/talks/jay_walker_on_the_world_s_english_mania (4' 34").

I. Before watching — How do ‘maniacs’ behave? Match the descriptions and terms on the left to the manias on the right:

1. Hysterical teenagers	a. Beatle mania
2. Deafening crowds, chanting, cheering, booing	b. exercise mania
3. Rapture, weeping, visions	c. political mania
4. Compulsive over-exercising	d. religious mania
5. Screaming slogans, waving flags	e. sports mania

II. Now guess the correct answer for each question below. Watch the talk and check your answers.

1. How many people are trying to learn English worldwide?

- a) 500 million b) 1 billion c) 2 billion

2. Which country will become the largest English-speaking country in the world?

- a) the USA b) China c) India

3. In which school year do Chinese school children start learning English by law?

- a) Third grade (8–9) b) fifth grade (10–11) c) sixth grade (11–12)

4. How long does China’s ‘Gaokao’ (school-leaving examination) last?

- a) 3 hours b) 12 hours c) 3 days

5. How many Chinese high school students have taken the ‘Gaokao’?

- a) 10 million b) 40 million c) 80 million

III. Write ‘T’ (True) or ‘F’ (False) next to the statements below:

1. The speaker thinks that English mania is an unhealthy obsession.
2. According to the speaker, learning English represents opportunity for a better life.
3. The speaker believes that English will replace all other languages in the future.
4. The speaker believes that knowing English will enable people to become involved in global discussions.
5. The speaker believes that learning English is popular because of America.

IV. The UK/US education system.

Study the table below:

Age range	British English	American English
2-5	Nursery school / Kindergarten	Preschool
5-11	Primary school	Kindergarten (5-6) Elementary school (5-11)
11-18	Secondary school	Junior high school (11-14) High school (14-18)
18+	University	College / University

Describe the education system in your country using British or American English.

V. What else do you know about the British and American education systems? Complete the sentences below:

- | | | |
|---------------|-----------|--------|
| A levels | principal | school |
| comprehensive | Public | sit |
| majors | revise | |

1. The term ‘_____ school’ has opposite meanings in the UK and US. In the UK, it refers to a private independent school. In the US, it means a school that is funded by the state.
2. In the UK, a _____ school refers to a typical state secondary school.
3. In the UK, the school-leaving exams are known as _____.
4. In the US, the person in charge of a high school is a _____. In the UK, it is a *headteacher* or *headmaster/headmistress*.

5. At an American university, a student studies or _____ in a subject.
6. When preparing for an exam, students in the UK _____ what they have studied. In the US, they *review* for an exam.
7. In the UK and US, students take exams. However, in the UK they can also _____ exams.
8. In the US, Americans can use the expression 'go to _____' even if they are at university.

VI. Discuss the following questions in groups:

1. What do you think of the English learning methods shown in this TEDTalk?
2. What methods work best for you?
3. How important is learning English in your country?
4. How would you describe the quality of your country's education system?
5. If you could change anything about today's system of education, what would you change and why?

Adapted from Linguahouse.com.

Session 2

Talking about education and work

Aims & objectives. This lesson aims to get students talking about their working and/or study lives.

Learning outcomes. Students will be able to:

- a. Use language related to studying at university (undergraduate, tuition, etc.) appropriately.
- b. Identify the language of surveys and results.
- c. Articulate their own ideas to talk about jobs and management of happiness in the workplace.

CEFR descriptor. Students:

- Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what she/he wants to say, adopting a level of formality appropriate to the circumstances.
- Can speculate about causes, consequences, hypothetical situations. Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
- Can produce stretches of language with a fairly even tempo; although she/he can be hesitant for patterns while she/he searches for patterns and expressions.

Materials needed

- Handout 1. Role play scenarios: University life.
- Handout 2. Happiness at work.
- Sound file. Happiness at work.
- Handout 3. Job questionnaire.
- Handout 4. Jobs I would love to do.
- Device to play a video and audio file (tablet/PC + projector or TV).
- Internet access.

Estimated timing. 1.5 hours.

(0–15 min) Vocabulary review.

(15–35 min) Role plays: University life.

(35–60 min) Happiness at work: Listening & Speaking.

(60–70 min) Work questionnaire.

(70–90 min) Listening & Speaking: Jobs I would love to do.

Lesson plan

Introduction

Tell SS they will use a wide range of language to talk about life at university. They will also discuss happiness at work. The lesson includes lots of listening comprehension practice as SS will watch a video and listen to two audio files.

1. Vocabulary review (15').

- Warm-up. Watch a short video describing life at university and language used to. Link: <https://www.youtube.com/watch?v=3wxzmRyg5a0> (3' 11").
- Review or pre-teach some academic terms that might be of interest to all students. Arrange students' chairs in pairs, facing each other. Half the students should have their backs to the board. Their partners will have to define the terms you are going to write on the board and they will have to guess them. Draw a pyramid on the board and fill it in with the following terms:

undergraduate / freshman / A levels / lecture/ scholarship / campus

- Get students to swap places and do the same with these new words:
halls / deadline / seminar / academic year / tuition fees / cohort

2. Role-play scenarios: University life (Handout 1) (20').

- Distribute the handouts and get students to role-play the different situations.
- Students swap roles until each pair has role-played all four scenarios.

3. Happiness at work. Listening and speaking (Handout 2) (25').

- Ask students to brainstorm factors that are important to be happy at work. (Tell students to write down the first three things they can think of related to "Happiness at work". Then, ask SS to share their thoughts with the class.)
- Distribute **Handout 2**. Ask SS to look at and discuss exercises a) and b) in pairs. Tell SS they will listen to a recording which will provide answers to exercises a) and b). Then, play the recording for them to check their answers.
Audio file from *English File Advanced* attached (2' 59").
Please see file attached: *Happiness at work*.
- Follow-up questions: Group general discussion. Are you surprised by any of the results of the survey given in the recording (men/women, full-time/part-time, etc.)? Can you think of any reasons for these results?

4. Work questionnaire (Handout 3) (10').

- Students work in pairs and interview each other using the job questionnaire in **Handout 3**.

5. Jobs I would love to do (Listening and Speaking) (Handout 4) (20').

- Distribute **Handout 4** and go through the questions.
- Play the recording (open file attached: “Jobs I would love”) and elicit the speakers’ reasons.
- Put SS into groups of three. Give them some time to prepare the task. SS take turns to describe the job they would love to do and explain why. They then do the same for the jobs they would hate to do.

Role-play scenarios: University life

Handout 1

Role play #1: Students' academic preparation.

Student A

Background

A degree in Engineering at the UPC requires that all students demonstrate competence in algebra and trigonometry in order to graduate. To satisfy this requirement, most students take Math 101.

The failure rate in Math 101 is high. It is not uncommon for more than 50% of the students to fail some tests. Freshmen are often shocked and surprised by the difficulty of the course, which is the source of much frustration and disappointment among undergraduates. This role play is about a freshman Math 101 student who is very frustrated with the course. The student has come to talk to her/his professor about failing the final exam in the course.

Scenario

Student. You are very upset. Tell the professor you expected to do well in math, since you were a good student and got good math grades in high school without having to work too hard. Then you failed your Math 101 midterm. So, you worked VERY hard for the next test. Now after such hard work, you have just found out that you failed the second test again. You are surprised as your results in class were always above the class average. You are angry. You feel that it can't be right that only $\frac{1}{4}$ of the class passed the test. You can't understand how this could happen. You think the exam was unfair.

Role play #1: Students' academic preparation.

Student B

Background

A degree in Engineering at the UPC requires that all students demonstrate competence in algebra and trigonometry in order to graduate. To satisfy this requirement, most students take Math 101.

The failure rate in Math 101 is high. It is not uncommon for more than 50% of the students to fail some tests. Freshmen are often shocked and surprised by the difficulty of the course, which is the source of much frustration and disappointment among undergraduates. This role play is about a freshman Math 101 student who is very frustrated with the course. The student has come to talk to her/his professor about failing the final exam in the course.

Scenario

Associate professor. You say you sympathize with the student and know she/he worked hard. However, you say the test was fair. It had actually been given to different class groups and, although some groups had done poorly, others had done much better. You tell the student that math in high school cannot be compared with a math class at a university since students are expected to work much harder there than they did in high school in order to pass.

Session 2

Role-play scenarios: University life

Handout 1

Role play #2: Grades.

Student A

Background

You are a premedical student taking a course in Biochemistry. You have taken a test recently and you are not happy with the result. You talk to your professor.

Scenario

Student. You tell your professor you got 89% on the test, the 4th highest grade in the class. However, according to the answer sheet, you feel you deserve extra points on two questions.

On the first problem (#11) you argue that although you got the wrong answer, your basic reasoning was sound, and you deserve partial credit.

On the second problem (#20, a multiple choice question) you argue that the choices were ambiguous, and, although the answer sheet listed choice b) as correct, from your viewpoint, your choice c) is equally correct.

Role Play #2: Grades

Student B

Background

You are an Associate Professor in Biochemistry. To take the course you are currently teaching, students must first take a number of prerequisite science and math classes. The class includes many capable, motivated students, including several premedical students.

This role play concerns one of these premedical students who comes to see you about a recent test. He is smart and very persistent.

Scenario

Professor. You are willing to discuss the test with the student. Going over the test question by question, however, you do not share your student's opinion.

Role-play scenarios: University life

Handout 1

Role play #3:

Cooperation vs. competition. Group Work

Student A

Background

Group projects are a common feature of UPC classes. This is true in the Communication class which you are taking. You have been assigned to do 3 small group projects which will account for 40% of the final grade. You are not happy with your group and want to talk to your teacher.

Scenario

Student. You tell the teacher you want to change small groups for the next project. You say you did almost all the work on your group's first project; the other group members contributed little or nothing. You feel it is unfair that they should get credit for your work.

Role Play #3:

Cooperation vs. competition. Group Work

Student B

Background

Group projects are a common feature of UPC classes. This is true in the Communication class which you are teaching. You have assigned students 3 small group projects which will account for 40% of the final grade. One day you receive a visit from one of your better students, who plans to go to law school.

Scenario

Lecturer. You say you recognize that group credit sometimes may be unfair. However, you believe that it is valuable for students from different backgrounds to work together on these projects. They can learn a great deal from each other. You point out that 60% of the grade is based on individual test scores rather than group work. In case of major discrepancies between the test scores and group score, the class policy is to base the final grade on the test score.

Role-play scenarios: University life

Handout 1

Role play #4: Student / librarian situation

Student A

Background

The policy on *Loans, Limits & Fines* at the UPC Library is very clear: “Books and any items with accompanying media that have not been returned or renewed within 30 days past their due dates will be treated as ‘Lost’. You will be billed for the lost item replacement. Replacement costs are determined by the specific item.”

You are a librarian dealing with a student who has to pay for the replacement cost of a DVD set worth 40 euros because she/he is returning it a month after its due date.

Scenario

Librarian. The student says she/he checked the DVD set out during his summer course, then went on holidays and simply forgot. He thinks it is unfair to pay for something that is not missing, but just late. He would be willing to pay a 20 euro fine, but no more. You say you perfectly understand her/his situation, but think the policy is fair. Besides, there is nothing you can actually do to help him/her because the computer won’t allow you to change it.

Role play #4: Student / librarian situation

Student B

Background

You checked out a DVD set during your summer course. You went on holidays on the very last day of classes and forgot to return it. You are back on campus now and are returning the DVD set a month late. The librarian says you have to pay 40 euros for the replacement cost of the set. She/He says the policy on *Loans, Limits & Fines* at the UPC Library is very clear: “CDs, DVDs and any items with accompanying media that have not been returned or renewed within 30 days past their due dates will be treated as ‘Lost’. You will be billed for the lost item replacement. Replacement costs are determined by the specific item.” The set costs 40 euros and that is the amount you are required to pay now, even though you have the DVD set with you and are more than willing to return it.

Scenario

Student. The librarian wants you to pay for the replacement of the DVD set, but you didn’t lose it! It is right there in your hands! You refuse to pay and think it is extremely unfair. You’d be willing to pay a 20 euro fine for tardiness, but that’s about it!

Happiness at work

Handout 2

a. A recent survey by a British human resources consultancy called Chiu-mento, established the 10 factors that make people happy at work. With a partner, try to agree which are the two most important and the two least important factors.

What makes people happy at work?

Being part of a successful team
Doing something rewarding
Doing varied work
Earning a competitive salary
Doing enjoyable work
Feeling that you are making a difference
Having a good boss or manager
Having a good work-life balance
Having your achievements recognized
Having friendly, supportive colleagues

b. The survey also established some other factors related to being happy at work. With your partner, say whether you think the following were probably true or false according to the research, and say why.

1. Statistically, there are more happy people at work than unhappy people.
2. Employees of bigger companies or organizations are happier than those who work for smaller companies.
3. Men are generally happier than women in their work.
4. Full-time workers are happier than part-time workers.
5. People with higher positions in a company are happier than the people below them.
6. The longer you stay in one job, the happier you become.
7. Workers over 55 are the happiest.

c. Now listen to a radio program about the survey and check your answers to 1 and 2. Were you right?

Adapted from *New English File. Advanced*, OUP.

Work questionnaire

Handout 3

Work questionnaire

1. How do you feel about your work or study hours?
2. Does your work or student life vary from day to day?
3. What do you like most about your post / your degree?
4. What is the relationship with your superiors or teachers like?
5. If you could change one aspect of your work or degree, what would you change?
6. Tell me about your relationship with your colleagues or classmates.
7. What are the worst aspects of your current post or student situation?
8. Is it easy to reconcile family life and work / student life for you?

Work questionnaire

1. How do you feel about your work or study hours?
2. Does your work or student life vary from day to day?
3. What do you like most about your job/ your studies?
4. What is the relationship with your superiors or teachers like?
5. If you could change one aspect of your work or degree, what would you change?
6. Do you get on well with your colleagues or classmates? Do you socialize with them?
7. What are the worst aspects of your current post or student situation?
8. Is it easy to reconcile family life and work / student life for you?

Jobs I would love to do

Handout 4

The most loved & the most hated

1. Think about two jobs: one you would love to do and one you would hate to do. Use the questions below to help you and add any other information you think would be relevant.

A job you would love to do

- What do you think the advantages of the job would be?
- What makes you think you might be good at it?
- Do you know anyone who does it?
- Can you think of any drawbacks?

A job you would hate to do

- What do you think the downsides of the job would be?
- Do you know anyone who does it?
- Have you ever done anything similar?
- Can you think of any positive sides of the job?

2. Listen to two people discussing jobs they would love or hate to do. What pros and cons do they mention? Write down any useful vocabulary and expressions.

3. Work in groups of three. Take turns to describe the jobs you would like to do.

4. Now do the same for the jobs you would hate to do.

Adapted from *New English File. Advanced*, OUP.

Session 3

At university: Studies and life on campus

Aims & objectives. This lesson aims to develop students' fluency in speaking and to learn to discuss life at university.

Learning outcomes. Students will be able to:

1. Recall language to describe life at university appropriately.
2. Compare and contrast UK, EU and USA universities.
3. Discuss safety on campus.

CEFR descriptor. Students:

- Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what she/he wants to say, adopting a level of formality appropriate to the circumstances.
- Can construct a chain of reasoned argument.

Materials needed

- Handout 1. Life on campus: Photos.
- Handout 2. University jargon.
- Device to play a video and audio file (tablet/PC + projector or TV).
- Overhead projector to show videos/photos.
- Internet access.

Suggested timeline. 1.5 hours.

(0–15 min) Warm-up: Life at university.

(15–30 min) Life on campus: Photos.

(30–50 min) University jargon.

(50–75 min) Student life and safety.

(75–90 min) Life at university. Speed chat.

Lesson plan

Introduction

Tell SS they will cover a wide range of language and topics related to life at university. They will compare student life in the USA and the UK. SS will watch two short videos, which were created to give advice to students around the world on different aspects of student life.

1. Life at university. Warm-up. (15').

- **Warm-up:** Watch a short video in which a young student compares studying at a university in the UK and the USA. Take notes on some of the differences he mentions.
Listening: <https://www.youtube.com/watch?v=0d69YPpAhXQ> (8' 08").
- **Follow-up questions:** Discuss studying in the UK, USA or your country. Differences and similarities (tuition, major/minor, grades, fraternities, etc.)
- Elicit how much SS know about jobs at a university: studies required to become a professor, types of contract/degree of collaboration etc.

2. Life on campus: Photos (Handout 1 or project photos in class) (15').

- SS are now going to work in pairs. Each pair of students will be given **4 sets of photos** all of which are related to life at university. SS should discuss each set of photos. **Prompts:** What does each one represent? **Compare** the two photos. How does each photo make them feel? Does it remind them of any personal experience?
** The teacher should tell SS that discussing and comparing photos is a task that is included in most B2 exams, such as the B2.*

3. University jargon II (Handout 2) (20').

- Students work **in pairs** facing each other. They each get a handout (Student A / Student B) with a vocabulary bank of 14 terms, both in Catalan and Spanish.
- Each student chooses a term (in either language) and reads it aloud for her/his partner to come up with the corresponding equivalent in the other language. They can check their partners' answers on their own handouts and correct the wrong answers.

4. Student life and safety. (25')

Lead in: Discuss student life in SS' countries. (Class discussion – see prompts/questions below.)

- Do most students leave home and live on campus?
- Is living away from home expensive?
- Is this the first time for many that they have moved out of the family home?

- What issues or difficulties do students have to deal with in this new stage of their lives?
- Is life on campus generally safe?
- What dangers to their safety are there?

Listening: Watch this short video created by Scottish Police with advice for young students on how to stay safe. Link: https://www.youtube.com/watch?v=MdF0Fn_coMc (1' 41").

Follow-up questions: Do you think this video would be relevant for students where you live?

Activity: In pairs, use a mobile device to create a short video or recording with advice and tips for students coming to your university.

5. Life at university: Speed chat (15').

**This last activity is optional and can be done if there is time left at the end of this lesson.*

- SS sit in pairs and face each other. The tables and chairs can be arranged in rows or a circle. Present a discussion topic (SS do not get time to prepare for their conversation! It is a fluency activity.)

Some ideas:

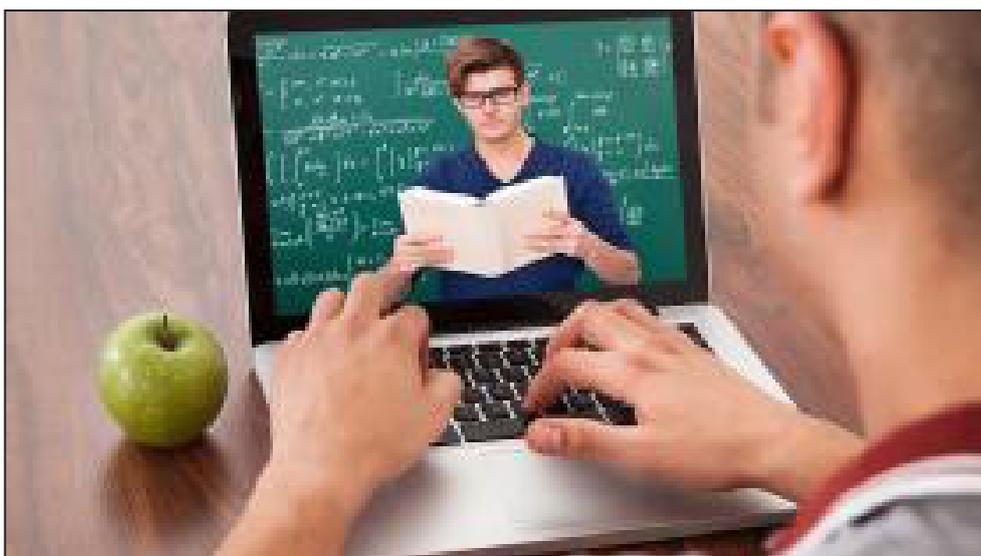
- Those who can, do, those who can't, teach.
- In Europe, knowing English well is equivalent to a college degree.
- All university students should move away from home.
- Erasmus (study abroad) programmes should be compulsory for all university students.
- Lectures and note-taking are a waste of time.
- Going to university is one of life's greatest experiences.
- Universities are outdated.

Start a stopwatch. The learners should aim to talk for the duration of the set time (2-3'). When the time is up, students rotate to a new partner and start the process again.

Life on campus

Handout 1

Photos 1



Life on campus

Handout 1

Photos 2



Life on campus

Handout 1

Photos 3



Life on campus

Handout 1

Photos 4



University jargon

Handout 2

Student A

1. Head of studies	2. Lecture	3. Research	4. Thesis supervisor
5. Alternative assessment	6. To hand in (an essay...)	7. Lab session	8. Temporary part-time lecturer
9. Practical session	10. Deadline	11. Office hours	12. Principal
13. Dormitory / Hall of residence	14. Intern / Grant holder		

1. Cap d'estudis	2. Classe magistral	3. Recerca	4. Director de tesi
5. Avaluació única	6. Entregar (un treball...)	7. Sessió de laboratori	8. Professor associat
9. Classe pràctica	10. Data límit	11. Tutories	12. Director, -a
13. Residència d'estudiants	14. Becari		

University jargon

Handout 2

Student B

1. Graduate	2. Undergraduate degree	3. Master's degree	4. Bachelor's degree
5. Postgraduate degree	6. Curriculum	7. Teaching plan	8. E-learning
9. Blended learning	10. Cross-disciplinary	11. Dissertation	12. Continuous assessment
13. Distinction	14. Lifelong Learning		

1. Graduat	2. Llicenciatura / Grau	3. Màster	4. Títol de grau
5. Títol de postgrau	6. Pla d'estudis	7. Pla docent	8. Aprenentatge virtual
9. Aprenentatge semipresencial	10. Transversal	11. Tesina	12. Avaluació continuada
13. Matrícula d'honor	14. Formació continuada		

Session 3

Session 4

Delivering presentations: Verbal and non-verbal language

Aims & objectives. To help students overcome the speaking hurdle. To critically reflect on verbal and non-verbal communication.

Learning outcomes. Students will be able to:

1. List different tips on delivering presentations
2. Criticize non-verbal language in presentations
3. Analyze the language used to open presentations

CEFR descriptor. Students:

- Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.
- Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options.
- Can present a clear, smooth-flowing description of an argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Materials needed. PPT file attached: “How not to give a bad talk”.

- Handout 1. Presentation disasters.
- Handout 2. Ted Talks: Non-verbal Language.
- Handout 3. Making presentations memorable.
- Handout 4. Your turn!
- Handout 5. Homework: Prepare a presentation.
- Device to play a video and audio file (tablet/PC + projector or TV).
- Internet access.

Suggested timeline. 1.5 hours.

- (0–10 min) How not to give a bad talk.
- (10–25 min) Presentation disasters.
- (25–40 min) Watch videos. TED Talks.
- (40–60 min) Making your presentations memorable.
- (60–85 min) Your turn. Give a short presentation.
- (85–90 min) Homework: Prepare a presentation.

Lesson plan

Introduction

Tell SS they will work on non-verbal communication as well as specific language to engage and guide an audience when delivering a presentation. The lesson includes a number of short videos, which they will analyse. Explain that SS should pay close attention as they will all give a mini-presentation at some stage throughout the course.

1. PPT: How not to give a bad talk (PPT attached) (10').

- **Warm-up:** Ask SS what makes a bad talk/presentation (see PPT attached). Elicit some ideas.
- Show them PPT “How not to give a bad talk”.

2. Presentation disasters (Handout 1) (15').

- **Brainstorm:** What can go wrong when giving a presentation? Encourage SS to talk about personal experiences, namely talks they have given or attended.
- Distribute **Handout 1** and ask SS to discuss the exercise. First in pairs, then in bigger groups of 4 people.

3. TED Talks: Non-verbal language. Watch videos (Handout 2) (15').

Links to videos:

- Bill Gates: https://www.ted.com/talks/bill_gates_unplugged?language=en.
- Bjorn Lomborg: https://www.ted.com/talks/bjorn_lomborg_sets_global_priorities.
- Jamie Oliver: https://www.ted.com/talks/jamie_oliver.
- **Lead-in:** Distribute **Handout 2** and tell SS about the importance of non-verbal communication. Draw an empty table with 2 columns on the board. The title is “Non-verbal communication” and, at the top of one column, write “Dos” and at the other “Don’ts”. Elicit ideas from SS.
(**Language prompts:** *to face* (verb), e.g. *face the audience, not the board; fiddle, to pace*, etc.)
- Then, open the first TED Talk video. Turn off the volume and tell SS they will watch the video for about 2–3 minutes. Start with the Bill Gates presentation. Ask them to score Gates using a 1–5 rating (1=bad, 5=excellent).
- Do the same with Lomborg and Oliver. Get some feedback from students.
- Play the videos again, this time with the volume on. Ask SS to change their ratings if necessary. Discuss answers.

4. Making presentations memorable (Handout 3) (20').

- **Lead in:** Discuss how important a good start to a presentation is: helps calm nerves, captures audience's interest, sets the scene/tone of the rest of the presentation, etc. Discuss how to start a presentation.
- (**Prompts for SS:** A powerful opening could be a visual one, a generalization, a shocking statement or statistic, etc.)
- SS are going to analyse language to start a presentation. SS work in pairs.
- Distribute **Handout 3** and do both exercises ("Getting started", "Generalization") following the instructions.

5. Your turn! Prepare a three-minute presentation (Handout 4) (30').

- SS will now work in groups of 3.
- Distribute strips of papers taken from **Handout 4**; it includes a range of topics to choose from. Give SS 5 minutes to prepare.

6. Homework: Prepare a presentation (Handout 5) (5').

- Tell SS they all will have to give a short presentation in-class. They can choose any topic they like.
- Distribute **Handout 5** and tell them to sign up for a date. There will be approximately two presentations every day, starting on **Session 6**. (This number would vary according to the number of SS in the group).

** Tell SS that the range of topics on Handout 5 includes general themes that could come up in a B2 exam such as the B2. Examiners would be looking out for a wide range of language and grammatical structures.*

Presentation disasters!

Handout 1

Here are ‘Ten Top Tips for Speaking in Public’. Read them and choose the most and least important ones.

1. Prepare your presentation carefully, and if possible practice it beforehand.
2. If you are using e.g. PowerPoint or Prezi, make sure that your text is clear and easy to read, and that there are not too many distracting graphics.
3. Get to know as much as possible about your audience beforehand, and about any important or sensitive local issues.
4. Dress carefully so that you feel confident about your appearance in front of an audience.
5. Get to the place where you are going to speak in plenty of time.
6. Make sure that you check that all your equipment is working properly before you start.
7. If you are given a time limit, keep to it.
8. Sound enthusiastic, even passionate, about what you are saying.
9. Look at your audience. Try to make eye contact with individual people as you speak.
10. It's good to make your audience laugh, but make sure any jokes or stories you tell are appropriate.

TED Talks: Non-verbal Language

Handout 2

Professional appearance	Facial expression	Eye contact
.....

Bill Gates

*Mosquitoes,
Malaria and
Education*

Posture	Gestures	Movement
.....

Professional appearance	Facial expression	Eye contact
.....

Bjorn Lomborg

*Set Global
Priorities*

Posture	Gestures	Movement
.....

Professional appearance	Facial expression	Eye contact
.....

Jamie Oliver

*Teach Every
Child about Food*

Posture	Gestures	Movement
.....

Making presentations memorable

Handout 3

Getting started

Here are three possible introductions to a presentation entitled **“Love: a myth of modern times?”** Read them and then discuss, in pairs, which you think is the best one and why. Analyse the language used. Underline any expressions you think you might use in a presentation.

- a. Today, I’m going to talk about whether love is a myth of modern times. I’ll divide my talk into three main sections: firstly, the origins of the term ‘love’, secondly the different meanings of the word today, and thirdly whether love really exists or is just an invention.
- b. I’m sure that you’ve all used the phrase ‘I love you’ from time to time. But what does that mean? Today I’m going to talk about whether love is a myth of modern times. I’ll divide my talk into three main sections: firstly, the origins of the term ‘love’, secondly the different meanings of the word today, and thirdly whether love really exists or is just an invention.
- c. Most languages today contain a word that approximates to the word ‘love’ in English. Moreover, most people in developed societies have placed value on the experience of falling and being in love and on loving someone else. However, today I’d like to call into question what we mean by the term ‘love’. Is it an objective truth, something invented by writers and advertising agencies, or is it something in between? Today I’m going to talk about whether love is a myth of modern times. I’ll divide my talk into three main sections: firstly, the origins of the term ‘love’, secondly the different meanings of the word today, and thirdly whether love really exists or is just an invention.

Generalisation

In pairs, choose one of the topics below, and prepare to generate interest in it by beginning with a generalisation, and then proceeding to something more specific.

- Is human cloning morally acceptable?
- Are we heading for a post-capitalist world?
- Can religion survive against the growth of secularization?
- The quality of interpersonal communication is deteriorating.

Now come to the front of the class and present the opening phrase you have chosen to generate interest on the topic.

Your turn!

Handout 4

You are now going to give a three-minute presentation to other students. Keep in mind everything that has been said in class today. You can choose what to talk about. Choose a topic you are familiar with, one that is easy for you to talk about. For example:

- A hobby you have or a sport you play
- An interesting person in your family
- A famous person you admire
- The good and bad side of your job or degree

Decide what you are going to talk about and make a plan of what you want to say.

In your groups, take turns to give your presentation.

Adapted from *New English File, Upper Intermediate*.

In-class presentations

Handout 5

In order to work on your oral skills, you will be giving short in-class presentations over the course of the next few sessions. Your presentation should last 5–7 minutes.

Here are some ideas for your presentations! Just remember the more familiar you are with the topic, the easier it is to talk about it. There is no need to spend time doing research on the topic. Just talk about something you already know.

Hobbies

It doesn't have to be something exotic. If you enjoy watching or playing a sport, reading, watching films, outdoor activities, gardening or cooking, tell us about it! If this hobby interests you, your presentation will be very interesting!

Holidays

You can talk about your best/worst holiday ever, your most recent holiday, or about a place you used to go to as a child. It could even include a bit of the history / politics / architecture of the place!

Food

Do you have a favourite dish? Tell us about its origins, its ingredients, how to cook it... (Feel free to cook it and bring a sample to class! ;)

Your hometown

Information about places of interest, theatres, events, holidays... You name it!

Your job / studies

Why did you choose that job or professional career? Do you have a dream job? What would it be like?

A piece of art

Tell us about a painting, a photograph, a sculpture, even a song or a movie that you particularly love (or hate!).

A cultural / geographical / historical aspect of an English-speaking country

Share some information about Mardi Grass, Stonehenge, the Cockney accent or Aussie stereotypes.

Session 5

Around the world: Holidays, travel and national stereotypes

Aims & objectives. To practice the language of agreement and disagreement, suggestion and negotiation, as well as specific language relating to holidays. To help students develop their sociolinguistic competence.

Learning outcomes. Students will be able to:

1. To recall language to describe travel and holidays.
2. To experiment with their pronunciation and intonation.
3. Hypothesize and discuss British habits and customs.

CEFR descriptor. Students:

- Can develop a clear description or narrative, expanding and supporting her/his main points with relevant supporting detail and examples.
- Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.
- Can convey degrees of emotion and highlight the personal significance of events and experiences.
- Can take an active part in informal discussion in familiar contexts, commenting, expressing points of view clearly, evaluating alternative proposals, making and responding to hypotheses.
- Can discuss sociocultural knowledge of the community or communities in which a language is spoken.

Materials needed. Holiday photos page.

- Handout 1. Holidays and travelling.
- Handout 2. Lonely Planet.
- Handout 3. The foreign visitor.
- Handout 4. What does ‘Britishness’ mean?
- Handout 5. Pronunciation.
- Handout 6. Emotions and intonation.
- Device to play a video and audio file (tablet/PC + projector or TV).
- Internet access.

Suggested timeline. 1.5 hours.

(0–20 min) Holidays.

(20–35 min) Best countries to visit in 2018.

(35–50 min) The foreign visitor.

(50–75 min) What does Britishness mean?

(75–90 min) Pronunciation and intonation practice.

Lesson plan

Introduction

Tell SS that they will discuss different ways of travelling. They will learn some new phrases to describe photos in detail. Then, they will move on to describing British culture and people.

1. Holidays and travelling. (Project photos & Handout 1) (20').

- Brainstorm different types of holidays.
- **Project the pictures** from the “Holiday photos” page below, and elicit vocabulary (backpacking, hitchhiking, etc.).
- Put the students in groups to discuss the questions on **Handout 1**.
- **Follow-up questions:** Encourage SS to share photos they may have on their mobile phones of a recent holiday or trip. This is voluntary. If they prefer, they can just talk about an interesting trip they made in the past.
** The teacher should tell SS that describing photos is a task in most B2 exams (B2). Encourage SS to use phrases such as:
It looks as if... / In the background / The man might be... / It reminds me of...*

2. Lonely Planet: Best countries to visit (Handout 2) (15').

- Jigsaw reading. Students work in groups of 4 and read about the top 2, 3, 4 & 5 countries to visit in 2018 according to *The Lonely Planet*. Each member reads about one of the countries and then shares with the others. Discuss as a whole group.
- Give SS a minute to discuss with their partners what the top 1 country might be. Show them the video from <https://www.lonelyplanet.com/best-in-travel>.

3. The foreign visitor (Handout 3) (15').

- SS are given two situations on **Handout 3**. Each one sets the scene for a presentation related to travel. SS should choose one and plan their presentation for 5 minutes.
- They get together in bigger groups and present it to the others.

4. What does ‘Britishness’ mean? (Handout 4) (25').

- **Lead-in:** Travel makes people very aware of stereotypes in other countries based on habits and customs they discover. Today you are going to look at Great Britain.
- Tell SS that, as a class, they are going to decide what ‘being British’ means. Ask them to work in groups and brainstorm ideas about what British people wear, eat or are like.
- Write each of the different topics on a separate sheet of paper (the topics are on **Handout 4**). Place the sheets with the different topics on random desks. SS spend a couple of minutes at each table

discussing & writing as many ideas as they can about that concept on the sheet. At the end of the activity, a spokesperson from each group reads out the ideas from their final desk.

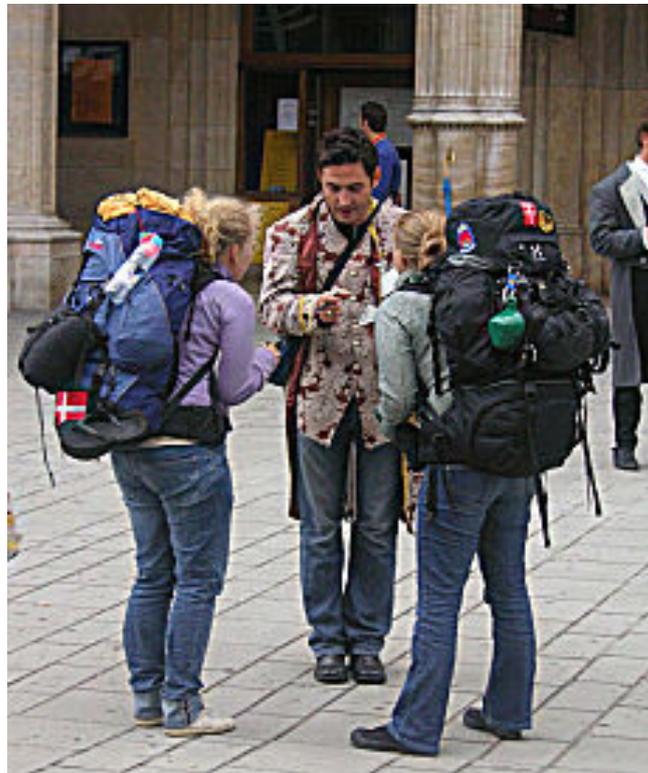
5. Pronunciation and intonation practice (Handouts 5 and 6) (15').

- Distribute **Handout 5** with useful tips on how to improve pronunciation. Read them together.
- Show them the Meryl Streep video (link below) and discuss how to use your voice to convey meaning. Tell SS they will have to do something similar later on! Link to video: <https://www.youtube.com/watch?v=A8TSBw5JiWE> (3' 18").
- Distribute **Handout 6** with adjectives and faces. Discuss the range of emotions expressed on this sheet. Discuss how to use voice and intonation to express the range of emotions.
- Ask SS to work **in pairs**. Then, write the following 4 sentences on the board.
 1. Hello!
 2. It's so nice to see you again.
 3. I'm afraid, I am running late.
 4. Bye!
- Ask SS to practice saying/reading these sentences aloud while expressing a range of emotions from **Handout 6**.
Example: Student A says to B: "Confusion". Student B then has to read the sentences and try to use her/his voice and intonation to express confusion. Then, they switch roles, etc. After two or three readings, Student A should then choose the emotion she/he wishes to convey and Student B has to try to guess what the emotion is. Then switch roles.
- SS should give each other feedback.

Holiday photos

Project on the board 1

Holidays and travel





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SPECIAL PRIVILEGE

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- 40% Discount for "Room Service Jantra Spa Menu"
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• Price valid from 20 October 2008 to 31 October 2009
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 Extra charge 1,000 Baht / Night.
 • Please make booking in Advance.




THAILAND TOURISM AWARDS 2008
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Holidays and travelling

Handout 1

What are the advantages and disadvantages of each of these types of holiday or ways to travel?



Hitchhiking



Backpacking



Skiing



Package Holiday



Cruise



Touring holiday



Camping



Sightseeing

- Which ones have you tried? Which ones would you like to try?
Which ones wouldn't you like to try?
- What type of people generally goes on these types of holiday or travel in these ways?
- How important are holidays to you? Do you enjoy travelling?
- What type of holiday do you enjoy most: relaxing beach holidays or energetic, adventurous holidays?
- How have holidays changed since you were a child? Where did you go on holiday with your parents? Where do you go on holiday now? If you think holidays have changed, why do you think they have changed?

Adapted from <http://www.englishcurrent.com/travel-tourism-upperintermediate-esl-lesson-plan>.

Lonely Planet

Handout 2

#2 South Korea

South Korea is a compact playground of Asian modernity. Tall modern buildings soar in the futuristic capital city, Seoul, which in 2017 received a huge facelift with the opening of its new *Seoul-lo 7017*, a high-line park with cafes, bars and libraries along an elevated highway. South Korea has hosted the 2018 Winter Olympics in Pyeongchang, and a new high-speed railway line whisked travellers across the country to the Games. Enjoy the winter here or wait until it warms up and experience mountainous delights followed by vibrant urban nightlife.

#3 Portugal

Portugal has emerged from the long shadow cast by neighbouring Spain, and it is now considered to be a dynamic centre for art, culture and cuisine. A large number of museums have opened in the past two years, there is now a celebrated microbrewery scene, and rock-star Portuguese chefs are creating culinary buzz from Lisbon to the beaches of the Algarve (seven new restaurants received Michelin stars in 2017). If you need more reasons to visit, here are two: its incredible affordability and its natural wonders; in 2016, more than 300 beaches earned the Blue Flag rating and two new biosphere reserves were named. It's no surprise everyone is talking about this small nation.

#4 Djibouti

Strategically located on the northeast coast of the Horn of Africa, the petite nation of Djibouti is in the process of being ripped in three by diverging tectonic plates. But this is spectacularly slow motion, so it's a reason to make travel plans, not cancel them! Intoxicating culture, stunning beaches and incredible whale shark diving are some other reasons to go to Djibouti. It might be tiny but everything about it is intense – there are precious few places left like it in the world.

#5 New Zealand

Twenty-five years ago, New Zealand began actively attracting adventure-seekers. Its amazing trails – the Great Walks – encouraged exploration of the country's exquisite topography, taking travellers through some of the world's most extraordinary wilderness. Now, for the first time since the nine-track network was launched, a new Great Walk is under construction. The Paparoa Track and Pike29 Memorial Track, which commemorates the 29 miners killed in 2010, will form a magnificent multi-day trail through the South Island's wild and wonderful west coast. Hikers can get a taste of the walk's dramatic scenery on four existing trails.

Sources: <http://www.lonelyplanet.com/europe/travel-tips-and-articles/76856>.

The foreign visitor

Handout 3

The foreign visitor

Option 1: A foreign VIP client from your company will pay a visit from this Thursday to next Monday. Your boss has given you an unlimited budget to show your country to the client. Draw up the best itinerary you can for this visit.

Option 2: You met some friendly aliens on a recent space flight. You invited them to visit Earth sometime. Yesterday, they contacted you. They'd like you to give them a 5-day tour of your planet. Draw up the best itinerary you can. (Transportation will not be a problem as you can use their spacecraft.)

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What does Britishness mean?

Handout 4

THE ROYAL FAMILY

WEALTH

FOOD AND EATING OUT

PUBLIC TRANSPORT

SENSE OF HUMOUR

HABITS & CUSTOMS

BELIEFS

ALCOHOL

POLITICS

TERMS OF ADDRESS

HOMES & GARDENS

SPORT

POLITE EXPRESSIONS

THE WELFARE STATES

FORMS OF ENTERTAINMENT

IMPORTANT DATES & FESTIVALS

Adapted from www.teachitworld.com.

Pronunciation

Handout 5

Pronunciation: Strategies for independent learning

Suggestion 1: Reestablish your commitment to take the time and make the conscious effort to change. It won't happen automatically.

Suggestion 2: Try to overcome any resistance you have to sounding like a speaker of English. Such resistance might be an obstacle to pronunciation progress. Changing pronunciation involves changes in breathing, facial expression, and sometimes even body movement.

Suggestion 3: Schedule a 5 to 10 minute practice session each day. Self-monitor your speech, practice in front of a mirror, record yourself reading a passage from your field of work or study...

Suggestion 4: Use a technique called tracking. In tracking, try to repeat what a speaker is saying on a word-for-word basis, following about one or two words behind the speaker. At first, follow the intonation contours, speed, stress, and rhythm patterns by humming. As you become better at tracking, add words.

Here is a personal favourite!:

<http://www.youtube.com/watch?v=2lOIMpQgW58>.

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Emotions and intonation

Handout 6



EXHAUSTED



CONFUSED



ECSTATIC



GUILTY



SUSPICIOUS



ANGRY



HYSTERICAL



FRUSTRATED



SAD



CONFIDENT



EMBARRASSED



HAPPY



MISCHIEVOUS



DISGUSTED



FRIGHTENED



ENRAGED



ASHAMED



CAUTIOUS



SMUG



DEPRESSED



OVERWHELMED



HOPEFUL



LONELY



LOVESTRUCK



JEALOUS



BORED



SURPRISED



ANXIOUS



SHOCKED



SHY

Session 6

Education: Schools, subjects and experiences

Aims & objectives. To develop fluency through a range of speaking activities related to the topics of school and education.

Learning outcomes. Students will be able to:

1. Apply language and skills to handle answering questions.
2. Reproduce a dictated text.
3. Use language related to school and educational subjects.

CEFR descriptor. Students:

- Have a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.
- Can develop a clear argument, expanding and supporting her/his points of view at some length with subsidiary points and relevant examples.
- Can account for and sustain her/his opinions in discussion by providing relevant explanations, arguments and comments.
- Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.

Materials needed

- Handout 1. How to ask and answer questions.
- Handout 2. Running dictation.
- Handout 3. Back to school! Discussion questions.
- Handout 4. Choosing a school.
- Blu-tack.

Suggested timeline. 1.5 hours.

- (0–10 min) How to ask and answer questions.
- (10–30 min) Students' presentations.
- (30–40 min) Running dictation.
- (40–50 min) Subject ranking.
- (50–60 min) Discussion questions.
- (60–75 min) Opinion corners.
- (75–90 min) Choosing a school.

Lesson plan

Introduction

Tell SS that during today's lesson, they will learn how to reply to questions in different situations. Some students will deliver a mini-presentation and there will be a short Q&A session at the end. Then, the lesson will move on to language related to school. This topic will include some debate on aspects related to education to allow SS to practice language to agree and or disagree etc.

1. Asking and answering questions (Handout 1) (10').

- **Warm-up questions:** Ask SS if they get nervous when answering questions in lectures, at seminars or at the end of presentations? Why/why not? Do they rehearse possible questions and answers if/when giving a presentation? What should/would you do if you are asked a question yet are unsure of the answer?
- Give each student **Handout 1** and discuss with the whole group.
- Tell SS to write down a question to ask each presenter. Random students will be asked to pose their questions.

2. Students' presentations (20').

- Two presentations each day. Have a Q & A brief session after each presentation.

3. School days: The best days of our lives! Running dictation (Handout 2) (10')

- **Lead-in:** Tell SS that today they will reminisce about school days: **The best days of our lives!**
- Do they agree that they were the best days of their lives?
- Make several copies of the text (**Handout 2**) and put them up around the classroom walls.
- Divide the class into pairs. Tell SS to decide who the "runner" will be and who the "writer" will be. Tell them that the aim is for one of the students in each pair to walk (or run!) to read the passage on the wall. They have to remember some of the passage and walk (or run!) back to their partner. They quietly dictate what they remembered to their partner, who writes it down. They then swap roles.
- Check for mistakes.

4. Subject ranking (10').

- Ask SS to brainstorm subjects they studied at school and write them down on the board.
- SS then have to classify those subjects according to three criteria: *Easy / Interesting / Useful today.*
- Get some feedback afterwards.

5. Back to school! Discussion questions (Handout 3) (10').

- Get SS to interview each other using the questions provided on **Handout 3**. Encourage them to ask follow up questions.

6. Opinion corners (15').

- Post a notice in each corner of the room with the expressions AGREE, DISAGREE, COMPLETELY AGREE, COMPLETELY DISAGREE and DON'T KNOW on a chair in the middle of the room.
- Read the statements aloud. SS then have to walk to and stand by the response of their choosing.
- Encourage follow-up debate.

Suggested statements:

- School uniform has more advantages than disadvantages.
- A good teacher is a strict teacher.
- School should be three days a week.
- All students should study cookery and sewing.
- Teachers should receive a salary according to students' performance.

7. Choosing a school (Handout 4) (15').

- Tell SS they have a chance to go back to high school choosing the one they like best. Distribute **Handout 4** and tell them to choose one after discussing the pros and cons of each with their partners. SS work in pairs or small groups.

Asking and answering questions

Handout 1

Seminar skills: Answering questions

After your presentation, you will have to answer your partners' questions.

1. **Don't answer straight away.** Give yourself roughly three seconds to think before you respond.

2. **You can check if you've understood the question.** You can say:

- Sorry, are you asking me...?
- I'm not sure if I'm with you there. Are you saying...?
- Sorry, but would you mind repeating that?
- Sorry, I don't quite follow you. Do you mean...?

3. **Credit the person** for asking the question. You may say something like, "That was a great question" or "Glad you asked that question" or even "I get asked that question by many people". **One word of caution:** If you credit one person with asking a question, be sure to credit EVERYONE for asking a question. You don't want people to feel their question was not as important.

4. **Answer the question.** Using tentative language can be a good thing to do, so you can say things like:

- I'd say that...
- It seems to me that...
- It seems reasonable to say that...
- It's probably true that...

5. After you've answered the question, **check that the person who asked the question has the information she/he wanted.** You can say:

- Does that answer your question?
- I'm not sure if I've answered your question there.
- Have I answered your question there?
- Is that what you were asking?

Running dictation

Handout 2

It seems people have very different experiences of school. Some find it good preparation for life, others find the exams difficult and the subjects irrelevant.

Math and English are the main subjects but it is also important to study practical subjects like science and information technology.

There can be a lot of homework and many pupils dislike the discipline and the uniform.

But with a good teacher, lessons can be interesting and educational. It all depends on the people in the classroom.

Back to school!

Handout 3

Interview your partner using the following questions:

Student A

1. Did you enjoy your time at school? Why (not)?
2. What did you like best? What did you hate most?
3. Do you think education in your country is generally of a good standard?
4. How could education be improved?
5. If you were the Secretary of Education, what is the first thing you would do?
6. Were you a good student at school?
7. Did you behave well or were you a hell-raiser?
8. Tell me about your favourite teacher ever.

Interview your partner using the following questions:

Student B

1. What's your best memory from your school days?
2. Did you use to play sports at school? Were the facilities good?
3. Have you ever fallen asleep in class? If so, what happened?
4. Do pupils in your country wear uniforms? What do you think about school uniforms?
5. Have you heard about home schooling? What do you think about it?
6. Tell me about your worst teacher ever.
7. Did you enjoy your English classes at school?
8. Did you cut class often?

Don't know

Agree

Disagree

Completely agree

Completely
disagree

Choosing a school

Handout 4

Campbell High School

This is a positive school which believes in student independence. There aren't a lot of rules and students enjoy a lot more freedom than in other schools, within reason. For example, lessons are optional if you have already studied that topic in a previous course. You don't have to come to school in the morning if you have no lessons. You don't have to go to assembly, it is not compulsory. Students can do private study in the library.

But there are some responsibilities too. Students have to wear uniforms and they must wear a tie (even for sport).

Students don't have to study 12 subjects if they don't want to but they must study at least 9. They have to do lots of homework for each subject every week. They must show that they are learning or they have to go back and repeat the year. Consequently, some weaker students are approaching their forties.

Safe Mode Secondary School

This school is where Bill Gates went. The school is very proud of this, so they are now an IT school, where students have to do all their work on the Internet. So, students don't have to go to school at all! They go online from 8:00 to 12:00, and from 1:00 to 4:00 and they receive lessons via Skype from a robot teacher. They don't have to attend a school building. If their computer has a virus, they have to buy a new computer or their education suffers a setback.

They only have to study three subjects, Information Technology, Computer Science and Computers in Society. In reality, these subjects are all the same so this makes it easy for students and they don't have to do homework every night.

There is one key rule and it is that students MUST NOT download music from the Internet.

Clive Oxenden School

This school has a reputation for having the toughest students on earth! They're as hard as nails.

We can see why.

Every morning, the students have to get out of bed at 7:00 and run ten miles. Then, they go for breakfast, which is porridge and fruit.

After breakfast, they must do their homework for two hours, and then they have to go to class, where the teachers shout at them instead of teaching them. The students mustn't answer back or ask questions.

Then, they have to play rugby for two hours, and at 8:00, after their dinner, they must go to bed and they can't read or talk to each other.

It's a tough school, but they don't have to wear a uniform. 100% of students end up going to college.

Institute Non Ti Preoccupare

This school is a very fair and happy one. All of its students want to stay on at the school when they reach the age of 18. They don't want to leave and go to university because they love this school so much.

Why is it so popular? Well, it's simple. Students have to come to school, which is probably the only rule they have to follow. Once they are there, they don't have to study grammar, they don't have to read boring stories by old writers who are famous but terrible, and they don't have to listen to the teacher talking and talking all day. They learn because the teachers understand that people learn when they want to learn and when they are interested. So they are given challenging and realistic tasks, stimulating information and encouraging feedback.

Adapted from:
www.teachingenglish.org.uk

Session 7

Negotiations: Reaching a compromise and disagreeing strongly

Aims & objectives. Students will have the opportunity to learn to work together, carry out a discussion and develop critical thinking.

Learning outcomes. Students will be able to:

1. Negotiate: agree, disagree and reach a compromise or decision.
2. Identify and use language of ranting.

CEFR descriptor. Students:

- Can understand detailed instructions reliably.
- Can help along the progress of the work by inviting others to join in, say what they think, etc. Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.
- Can intervene appropriately in discussion, exploiting appropriate language to do so.
- Can initiate, maintain and end discourse appropriately with effective turn taking.
- Can initiate discourse, take her/his turn when appropriate and end conversation when she/he needs to, though she/he may not always do this elegantly.

Materials needed

- Handout 1. Who gets the heart?
- Handout 2. Candidates.
- Handout 3. Ranting.
- Device to play a video and audio file (tablet/PC + projector or TV).
- Internet access.

Suggested timeline. 1.5 hours.

- (0–20 min) Students' presentations.
- (20–45 min) Who gets the heart?
- (45–65 min) Charades & pyramid discussion.
- (65–90 min) Ranting.

Lesson plan

Introduction

SS will look at language to negotiate an ethical issue in a polite way. They will then move onto a discussion on pet peeves as well as language to express annoyance in a clear and strong way.

Language of ranting

1. Students' presentations (20').

- Two students give a short presentation. Have a Q & A brief session after each presentation.

2. Who gets the heart? (Handouts 1 and 2) (25').

- **Warm-up:** Introduce the lesson to SS. Tell them they will use language to debate politely with fellow SS.
- SS work in groups of 5. Project **Handout 1** ("Who gets the heart?") and read the background information/scenario.
- Provide one copy of **Handout 2** to each student. Encourage debate and even disagreement.
- List the preferences of each student on the board and compare, discuss and debate.
- **Aim:** SS must try to reach a common consensus in their groups.

3. Pyramid discussion: Pet peeves (25').

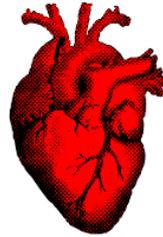
- Begin a class discussion about what is considered annoying in SS culture or society. Elicit the term 'pet peeve' and ask SS to write down their top three pet peeves on three different pieces of paper. Collect papers, deal them and distribute them randomly among SS.
- SS then get together in groups and play charades with someone else's pet peeves (3 each).
- Write down SS pet peeves on the board and get them to work in pairs and choose the most and least annoying ones. SS then get together in groups of 4, share their thoughts and reach a new agreement with their new partners. Go on until the whole class discuss it together.

4. Ranting (Handout 3) (20').

- Tell SS about the British TV show *Room 101*, where famous guests present their pet hates. Distribute **Handout 3** and read **Exercise 1** together. Show them one or two examples:
 - English Breakfast Tea: https://www.youtube.com/watch?v=_fv1GEYRk9o.
 - Other videos: <https://www.youtube.com/watch?v=eEDL6OS3srM&index=4&list=PLTA4CdOJDROaPaWNdC-iDIGoBnFGGGNq2>.
- Follow the instructions on **Handout 3**.

Who gets the heart?

Handout 1



You are members of the Medical Science and Ethics Committee in your city. At the moment, you have seven patients who desperately need a heart transplant if they are to have any chance of living. All seven patients live near your hospital and are classified as “critically ill.” Without a transplant they could die at any time.

You have just received news that the heart of a 16-year-old boy who was killed in a car accident has become available for transplantation. Speed is extremely important as you decide which of the following patients, on the list to be provided, is to receive the heart. Not only might one of the patients die, but the donor heart will soon begin to deteriorate.

Consider: The age and sex of the donor have no relationship to the age and sex of the recipient. In other words, the heart of the 16-year-old would work well in a 50-year-old woman, etc.

Read the information about each patient carefully. Discuss why each person should receive the heart. Rank the patients in order of preference:

1 = first choice to receive the heart, to
7 = last to receive the heart

On back of the paper, record reasons each patient should or should not receive the heart.

Prepare a report and assign a group member to present it to the class. Remember, this is a life-or-death situation for many of these patients. You want your views to be clearly understood and consider.

Candidates

Handout 2

Candidates for the heart

1. **Amegneza Eдорh**, female, age 57: Mrs. Eдорh, a renowned poet and novelist from Nigeria, received the 1987 Nobel Prize for literature. An inspiration throughout the developing world because of her anti-colonialist writings, Mrs. Eдорh has been confined to bed for the past five months with steadily deteriorating health. (Married: four children between the ages of 30 and 37.)

2. **Sooһan Kim**, male, age 12: Soohan, a junior high school student from South Korea, was born with a congenital heart defect. Doctors wanted to wait until he was a teenager to replace his heart, but his condition has worsened dramatically. He is being kept alive on a heart-lung machine.

3. **Alicia Pagan**, female, age 27: Ms. Pagan's heart problems, though recent, seem to have a genetic basis because her twin sister (patient 4) is similarly affected. Although Ms. Pagan is a promising Ph.D. student in biochemistry at Georgetown University, her failing heart and kidneys have caused her to drop out of school temporarily. (Unmarried.)

4. **Galia Feinstein**, female, age 27: Mrs. Feinstein is Ms. Pagan's twin sister. Mrs. Feinstein, who holds a Master's degree from Harvard University in Computer Science, currently operates a computer business with her husband. Mrs. Feinstein's condition differs from that of her sister in that her kidneys have not been affected. (Married: one daughter, age 4.)

5. **Amahl Abdulah**, male, age 34: Mr. Abdulah works for the Central Intelligence Agency (C.I.A.) and is considered the leading authority on Middle East military strategy. Like patient #2, Mr. Abdulah is being kept alive on a heart-lung machine. (He is a widower, his wife died in an automobile accident and he has three children, ages 6, 3 and 2.)

6. **Martha Rosales**, female, age 23: Ms. Rosales' heart problems originated from a bout she had with scarlet fever, a serious childhood disease, while growing up in the slums of New York. Unemployed and on welfare, Ms. Rosales raised money for her operation through the contributions of people in her neighbourhood. (Never married, she has four children, ages 8, 6, 5 and 1.)

7. **Peter Jacobsen**, male, age 42: Mr. Jacobsen's family has a history of heart disease. His father died from a heart attack at age 39. Considered the leading scientist in the world in the area of bacteriological diseases, Mr. Jacobsen has already had one heart transplant operation. Since his body rejected that heart three weeks ago, Mr. Jacobsen has been kept alive by an artificial heart. (Never married, no children.)

Ranting

Handout 3

Task: Rant about something you hate.

Read about the British TV program *Room 101*.

Room 101 is a British TV show in which famous people rant about things, people, habits, etc. that they particularly hate. They try to persuade the presenter to send the object of their dislike to 'Room 101', an imaginary place where all the ugliest and most annoying things in the world go. On average, the presenter accepts about 50 percent of the suggestions made.

1. Work in pairs. Prepare a rant about something neither of you can stand. Use the list below to help you.
 - An extremely irritating song / TV program / film / book, etc.
 - A very annoying Singer / actor / politician / TV personality / character.
 - An infuriating personal habit.
 - An incredibly ugly building / picture, etc.
 - An extremely boring topic of conversation.
 - A type of food that you particularly loathe.
 - An animal or insect you find unpleasant.
 - An aspect of daily life / a daily task you can't stand.
 - A very annoying machine or aspect of modern technology.
 - Anything else you just can't stand!
2. Spend about 5 minutes planning what you will say. Try to include examples of what you mean.
3. Share your rant with the class. The other students can ask you a maximum of 3 questions, before voting on whether or not to send your pet hate to Room 101.

Useful language

.....

I really hate the way...

The main thing I object to is...

What / One thing / Another thing that I object to is...

It makes me absolutely furious / sick.

... is / are so annoying / irritating / disgusting / awful / frustrating.

The thing that really annoys me / drives me mad about ... is ...

I find it / them so / completely / absolutely

One thing that I really can't stand is...

Debates: Developing argumentation skills

Aims & objectives. To engage students in a variety of cognitive and linguistic ways. To help students learn to identify opinions and arguments, to speak naturally and to listen carefully.

Learning outcomes. Students will be able to:

1. Illustrate the use of discourse makers, linkers and connectors
2. Appraise, critique, debate.

CEFR descriptor. Students:

- Can use a variety of linking words efficiently to mark clearly the relationships between ideas.
- Can use a limited number of cohesive devices to link her/his utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution.
- Can develop a clear argument, expanding and supporting her/his points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turn taking.

Materials needed

- Handout 1. Linkers and connectors.
- Handout 2 Debate training session.
- Handout 3 Reversed taboo.
- Device to play a video and audio file (tablet/PC + projector or TV).
- Overhead projector to show videos/photos.
- Internet access.

Suggested timeline. (1.5 hours)

- (0–20 min) Students’ presentations.
- (20–45 min) Linkers and connectors.
- (45–80 min) Debate training session.
- (80–90 min) Reversed taboo.

Lesson plan

Introduction

Tell SS that they will work on a number of topics and language that could come up in a B2 exam (FCE). Discuss how the speaking part of the B2 exam works: two candidates (sometimes three) take the oral exam together. There are two examiners. One examiner asks questions and guides the candidates through the oral exam. The second examiner listens carefully to the language each student uses. Connectors and language to link ideas are very important.

1. Students' presentations (20').

- Two presentations each day. Have a Q & A brief session after each presentation.

2. Linkers and connectors (Handout 1) (25').

- SS work in groups of three. Distribute **Handout 1**. Each group gets a "Useful language" sheet and a set of topic cards. The useful language sheet has to be visible to the whole group. Ask them to use a phone or watch as a timer.
- They have to speak about a topic from the cards for one minute, and they have to use at least five items from one column of the "Useful expressions box". They should use a different column each time they speak.

3. Debate training session (Handout 2) (35').

- SS work in two groups: the dog group and the cat group. Each group has to watch the video and write down the arguments that the two people give to support their animal. Play video from 1:15. Link: <https://www.youtube.com/watch?v=IqTYI2F2pgA>.
- Give out the debate language on **Handout 2** and tell SS they are going to recreate the dogs vs. cats debate, but using the language on the handout. Give them 8-10 minutes to structure their arguments. The debate will follow the following structure:
 1. Opening statement (2 min)
 2. Cross examination (1 min)
 3. (repeat)
 4. Rebuttal #1 (1 min each)
 5. Rebuttal #2 (1 min each)
 6. Closing statements (1 min each)
- Ask them to do the same using other topics in the handout.

4. Reversed taboo (Handout 3) (10').

- This is a word formation game for B2 (explain relevance for the exam). Check SS are familiar with word formation options (adjective, adverb, negative, prefix, suffix, etc.)
- SS play in pairs. One student picks up a card (from **Handout 3**) and describes the word in capitals USING the word written below (unlike in a taboo game, where these are the forbidden words).

Example:

Target word: **ADMIRATION**

Explanation: You feel this when you **admire** someone, like a musician or a politician.

Linkers and connectors

Handout 1

Topic cards

Study abroad	Discipline in schools	Team sports and individual sports	Online learning
Living in a big city	Space tourism	Working inside or outside	Music piracy
Unemployment	Stress in society	Weddings in your country	Cosmetic surgery
Ways to relax	Shopping for food	Social networking sites	Working from home
Vegetarianism	Tattoos and piercings	Road safety	Computer games

Useful language

A	B	C
In my view,	I believe that...	In my opinion...
Firstly,	On the one hand,	Despite the fact that...
Although...	Though...	While...
In addition,	In spite of...	Even though...
Despite...	But...	I don't think...
As I said before,	Whereas...	Perhaps...
Another thing to consider is...	I doubt that...	Also,
However,	In general,	However,
Perhaps...	Maybe...	As I said before,
Nevertheless,	Furthermore,	Moreover,
In conclusion,	To sum up,	On balance,

Debate training session

Handout 2

Language

Opinion

The way I see it,
In my view,
In my opinion, I think that...
My view on the matter is...
As far as I understand it,
As far as I'm concerned,
I'd say that...
I personally am (not) a big fan of...

Evidence/Popular opinion

All the evidence points to/suggests...
I think you'll find that...
If you ask anyone,
The vast majority of people would say...
We have no evidence that...
9 out of 10 people would say that...
There's no evidence to support that whatsoever.

Main arguments

I support/oppose the notion that ...
for the following reason: Firstly,
The key issue here is...
The real question/dilemma is...
(question form)
The critical/crucial factor here is...
It's vital to remember that...
The most important point by far is...

Adding points

What's more,
On top of that,
Besides that,
Apart from that,
Another thing to consider is...
We shouldn't forget that...
It's also worth bearing in mind that...

Rebutting/Cross-examining

So what you're saying is...
So let me get this straight...
Correct me if I'm wrong, but...
You're not seriously suggesting
that ..., are you?
You can't possibly be saying that...
I feel I must also disagree with you
about...

Conceding/Partially agreeing

I admit that your point about ... may
be true. However,
I take/see your point about...
Let's say I agree with the idea of...
I hear what you're saying, but...

Conclusion

In a nutshell,
So to sum up,
So in summary,
So to wrap up,
So as I was saying,
All in all,

Debate structure

- Opening statement (2 min)
- Cross examination (1 min) (repeat)
- Rebuttal #1 (1 min each)
- Rebuttal #2 (1 min each)
- Closing Statements (1 min each)

Debate topics (credit to debatable YouTube page).

Dogs vs. Cats	Superpowers: Flight vs. Invisibility	Pancakes vs. Waffles
Beer vs. Wine	Whisky vs. Rum	Are ghost real?
Taylor Swift vs. Ariana Grande	Soup vs. salad	Pasta vs. pizza
Coke vs. Pepsi	Burger King vs. MacDonald's	Chinese food vs. Japanese food
French fries vs. Patatas bravas	Camping, good or bad?	Tea vs. Coffee
Hot dogs vs. Hamburgers	Does the internet do more good or bad?	Is it OK to pee in the shower?
City vs. Country	Morning Showers vs. Night Showers	

Reversed Taboo

Handout 3

ADMIRA- TION	EXHAUSTION	UNAVOID- ABLE
admire	exhaust	avoid
ADVISABLE	EXPANSION	ILLEGIBLE
advise	expand	legible
LOSS	MISUNDER- STANDING	UNDERPAID
lose	understand	pay

Source: <https://www.lessonplansdigger.com/2016/03/21/5-word-formation-games-for-fce-and-cae-students/>.

Sexism: Language and experiences

Aims & objectives. To develop students' fluency and listening skills while discussing relevant current social issues.

Learning outcomes. Students will be able to:

1. Discuss language of sexism.
2. Express agreement and disagreement in group discussions.

CEFR descriptor. Students:

- Can help along the progress of the work by inviting others to join in, say what they think, etc.
- Can outline an issue or a problem clearly, speculating about causes and consequences, and weighing advantages and disadvantages of different approaches.
- Can explain a viewpoint on a topical issue giving the advantages and independent disadvantages of various options.

Materials needed

- Handout 1. Speaking. Useful expressions.
- Handout 2. Everyday sexism & catcalling.
- Handout 3. Personal accounts of everyday sexism.
- Handout 4. Sportswear maker accused of sexism.
- Sound file: "150311 sexism".
- Device to play a video and audio file (tablet/PC + projector or TV).
- Overhead projector to show videos/photos.
- Internet access.

Suggested timeline. 1.5 hours.

- (0–20 min) Students' presentations.
- (20–35 min) Collaborative speaking.
- (35–45 min) Everyday sexism.
- (45–60 min) Catcalling.
- (60–75 min) Accounts of everyday sexism.
- (75–90 min) Listening: Sportswear maker accused of sexism.

Lesson plan

Introduction

Tell SS they will discuss sexism and look at language to agree and/or disagree with diverse views on the topic. The teacher will provide SS with a list of expressions at B2 level. SS should refer to new language and try to incorporate it when they speak.

1. Students' presentations (20').

- Two presentations each day. Have a Q & A brief session after each presentation.

2. Useful expressions for collaborative speaking (PPT Handout 1, p. 3) (15').

- Distribute **Handout 1** and get SS to go through the different expressions making sure they understand them all.
- Show them the PPT and ask them to discuss the different questions in pairs (using expressions from the handout). Encourage SS to discuss the questions on the first slide for 2 minutes, then stop them and give them one more minute to answer the following question:
 - In which situation do women experience the most discrimination?
- Repeat for the 2nd slide then ask:
 - What is the most effective way to combat sexism?

3. Everyday sexism (Handout 2, part 1) (10').

- Distribute **Handout 2** and get SS to work with the vocabulary in part 1.

4. Catcalling (Handout 2, p. 4, part 2) (15').

- Catcalling videos. You can show SS the original “10 hours walking in NYC as a woman”: <https://www.youtube.com/watch?v=b1XGPvbWn0A>. Or show them the parody version in which a woman responds to the catcalling with comments: <https://www.youtube.com/watch?v=35KqGNalFGA>.
- Ask students to recount their experience of catcalling and answer the questions on **Handout 2**.

5. Personal accounts of everyday sexism (Handout 3) (15').

- Cut up the different accounts provided in **Handout 3** and give them to the SS. Ask them to work in pairs, alternatively picking up a card and reading it aloud. Together, they discuss what they think about the experience of sexism that is described on each card.

6. Listening: Sportswear maker accused of sexism (Handout 4) (15').

- Play the recording (150311 sexism – find sound file attached) once and ask some general questions about it. Prompts:
 - Are they surprised or shocked by the label on the sportswear?
 - Do they think this attitude to women only exists in developing countries?
 - Who does the laundry in SS households?
- Distribute **Handout 4** with the transcript and get them to fill in the blanks before listening to it again.

Speaking. Useful expressions

Handout 1

Starting

What shall we do first?
Shall I start?
Do you mind if I start?
We could start by talking about...
Let's talk about ... first.
Shall we start with this picture?

Opinion

As far as I'm concerned,
As I see it,
From my point of view,
In my humble opinion,
I'd say that...

Giving yourself time

That's a big question!
I haven't given it much thought until now.
Let me see...
How can I put this?
Well, it's difficult to say really.
That's an interesting question.

Rephrasing

What I mean is...
What I'm trying to say is...
In other words,
To put it another way,
Basically what you are saying is...

Agreeing

We see eye to eye.
Yeah, I'd go along with that.
Absolutely!
You took the words right out of my mouth.
I couldn't agree more.
You have a point there.
I'm with you 100% on this one.

Disagreeing

We don't see eye to eye.
I take your point but... I tend to disagree with you there.
That's not always the case.
I beg to differ.
Isn't it more a case of...
True though that may be...

Starting to make a conclusion

Let's get down to the nitty gritty.
The bottom line is we have to choose one...
It's a tough one, I'm torn between ... and ...
Shall we go with ...?

Asking for opinion

What's your take on ...?
Where do you stand on ...?
In my opinion, would you go along with that?
What are your thoughts on this?

Personalizing

Speaking from personal experience,
This is a topic that is particularly close to my heart.
It's funny I was just thinking about this the other day.
My gut/initial reaction is ...
If I were to choose one of these situations (part 2 pictures), I'd go with ..., because ...

Impressive structures

Another point I'd like to add about ... is ...
It's also worth bearing in mind that...
Coming back to what (she/he) was saying about ..., I'd also like to point out that ...
I think it's important not to forget that ...
The vast majority of people tend to think that ...
At the end of the day,
When all's said and done,

Tips

Eye-contact
Active listening
Open body language
Speak up
Don't dominate

Asking for repetition

I beg your pardon, I didn't catch that.
Sorry, would you mind repeating that?
Could you repeat the question please?

Everyday Sexism & Catcalling

Handout 2

Part 1. Everyday sexism.

Noun	Adjective
_____ (concept) _____ (person)	Feminist
Sexism (concept) Sexist (person)	
Stereotype	

Look at the vocabulary in bold and discuss the meaning with a partner.

1. In meetings at work, my male colleagues either talk over me or talk down to me, it's so frustrating.
2. I walked past a group of construction workers and they started wolf-whistling and catcalling at me, it made my blood boil.
3. A drunk guy on the bus was leering at me for the whole journey and then when I got off he groped my bottom.
4. My boyfriend's friend interrupted me while I was talking about gender roles in the media and started mansplaining to me that it was all just sensationalism.

Part 2. Catcalling.

Watch the video and answer the questions:

- Have you ever experienced catcalling?
- How often do you experience it?
- How does it make you feel?
- What's the best way to respond to it?
- Do you think it's more or less common nowadays?

Look at the quotes from men about catcalling and discuss them with your partner:

- "You should take it as a compliment."
- "Women secretly like it."
- "It's a free planet, I'm exercising my right to free speech."
- "I'm just being friendly."

Personal accounts of everyday sexism

Handout 3

Alex

I opened the door for another student recently and didn't think twice about it, until he said to me, "Oh no, ladies first." A little taken aback, I told him "You don't need to worry about that, it's 2018 (or 2019, etc.), we're past that." "No we're not," he said, and held on to the door that I was already holding open and refused to walk through it. That's not helpful or chivalrous. That's just being difficult and wasting my time. Just say thank you and keep walking boys!

White Male

'Man up', 'grow a pair', 'act like a real man'... These are all comments that I have heard almost every female in my adult life say to or about men at some point or another.

This language is rarely acknowledged but just as offensive as being told to get back in the kitchen.

Joanne

On a cold and rainy morning, I got up early on my day off work to walk my daughter to the bus stop. A stranger shouted at me to smile more. It's a small incident, but it is yet another example of how some people feel it's OK to police women's presentation of themselves.

Ingrid

I was part of an all-female group presenting a project within the school of architecture at a very good German University. We were criticized – which is normal, and perhaps the project wasn't brilliant – as some window details we had drawn would have been very difficult to clean in real life. We learnt a valuable lesson. That was fine, until we were told that, as women, we should know about cleaning... and perhaps we should focus on that instead of pursuing architecture.

Laura

My boyfriend is a doctor and I'm a medical student. One day, we were chatting at his parent's house. I was saying that I was really interested in surgery and his father started laughing! He said I was too small and petite to be a surgeon. Meanwhile his mother started asking me who would take care of the children if I became a surgeon. I just let go and laughed it off, but I was really sorry to hear such nice people say those things.

Adapted from <https://freeenglishlessonplans.com/tag/everyday-sexism/>.

Sportswear maker accused of sexism

Handout 4

An Indonesian sportswear manufacturer (1) _____ had to apologise for a label on its merchandise that people (2) _____ to be sexist. The label appeared on the shirts of one of the country's top football clubs, Super League team Pusamania Borneo. It read: "Washing (3) _____: Give this shirt to a woman. It's her job." The company, Salvo Sports, issued its apology on Sunday March 9th, which was (4) _____ timing as Sunday just happened to be International Women's Day, an occasion to honour and celebrate women's achievements around the world. The company received a (5) _____ of complaints on social media from people who thought the wording on the label was (6) _____ inappropriate.

The company was quick to (7) _____ an apology and said it did not mean to denigrate women. A Salvo Sports spokesperson said on Twitter: "The message is simply, instead (8) _____ washing it in the wrong way, you might as well give it to a lady because they are more (9) _____." It added: "There is no intention to humiliate women. (10) _____ contrast, we want to tell the men to learn from women on how to take care of clothes." Many people felt the apology was also sexist. On a more positive (11) _____ for women, The Asian Football Confederation (AFC) launched its inaugural AFC Women's Football Day on Sunday. This is designed to recognise events (12) _____ develop and promote the women's game in Asia.

Put the correct words from the table below in the above article.

1.	(a) had	(b) have	(c) has	(d) having
2.	(a) deemed	(b) doomed	(c) beamed	(d) boomed
3.	(a) instructions	(b) instruction	(c) instructed	(d) instructor
4.	(a) unfortunate	(b) misfortune	(c) luckless	(d) badly
5.	(a) trickle	(b) flood	(c) tidal	(d) spray
6.	(a) highly	(b) heightened	(c) height	(d) high
7.	(a) coffer	(b) proffer	(c) offer	(d) woofer
8.	(a) at	(b) for	(c) by	(d) of
9.	(a) capable	(b) culpable	(c) capacity	(d) computable
10.	(a) On	(b) In	(c) As	(d) From
11.	(a) pad	(b) note	(c) tune	(d) memo
12.	(a) thus	(b) which	(c) that	(d) such

Small talk: Skills and language to keep a conversation going

Aims & objectives. Students learn expressions and practice how to make small talk.

Learning outcomes. Students will be able to:

1. Name some tips on how to make small talk.
2. Role-play conversations and practice small.

CEFR descriptor. Students:

- Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.
- Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession she/he is prepared to make.
- Can explain a problem which has arisen and make it clear that the provider of the service / customer must make a concession.

Materials needed

- Handout 1. Small talk.
- Handout 2. Small talk topics.
- Handout 3. What would you say?
- Handout 4. Small talk role plays.
- Device to play a video and audio file (tablet/PC + projector or TV).
- Overhead projector to show videos/photos.
- Internet access.

Estimated timing. 1.5 hours.

(0–20 min) SS presentations.

(20–45 min) Small talk.

(45–60 min) Openers.

(60–70 min) What would you say?

(70–90) Role plays (* Role plays can be done if there is enough time).

Lesson plan

Introduction

Tell SS they will look at skills and language to help them handle situations when small talk is required. They will watch a video that provides advice, expressions and examples, which could come in handy when making small talk!

1. Students' presentations (20').

- Two presentations each day. Have a Q & A brief session after each presentation.

2. Small talk (Handout 1) (25').

- Distribute **Handout 1** and get them to go over the different questions together (in pairs or small groups).
- Discuss the questions on the handout.
- Ask SS to think about the features of language used in small talk. Prompts: direct or indirect questions / question tags / level of formality, etc.
- Now, watch this video in which two people meet for the first time and make small talk! Take a look! Link: www.youtube.com/watch?v=W1lkd62mLd4 (8' 06").
- **Follow-up questions:** What did you learn from the video? Do you think you could chat like the two women in the video? What subjects did they cover? What new phrases did you pick up?

3. Openers: Small talk (Handout 2) (15').

- Now, SS work in groups of three. Cut up the squares (**Handout 2**) and have SS draw the topics from a stack. Each person has 30 seconds to come up with an opener on a given topic, and others should join in making small talk. Before you play, write down some "Useful expressions" on the board:
 - Have you heard about...?
 - So, what do you think of...?
 - How about this/these..., huh?
 - It's great that..., don't you think?
 - I can't believe..., can you?
 - It is..., isn't it?
 - I would love to... wouldn't you?
 - I haven't seen you in ages. How are things?

4. Small talk. What would you say? (Handout 3) (10').

Sometimes people say things that are not really related to any particular topic or they make throwaway comments about mundane (boring)

subjects. It can be hard to keep the conversation going. It requires great skill and practice! So, today SS are going to practice keeping a conversation going.

- Look at the phrases in **Handout 3**. Think (or write down) what you might say after these phrases to try to keep the conversation going. Then, work in pairs to keep the conversation going. Student A reads a sentence on **Handout 3**. Student B responds and then both students have to try and keep the conversation going for as long as possible. Then they reverse roles.
- **Follow-up:** How difficult did they find it to talk about mundane topics (coffee, traffic, etc.)?

5. Small talk. Role plays (Handout 4) (20').

- Show them the following clip from *Friends* TV series and tell them to pay attention to the language they use to try to get out of a traffic ticket: https://www.youtube.com/watch?time_continue=64&v=mI025NwWkTk (3' 30").
- Ask them some questions about the video and get them to role-play the following situation in pairs (use overhead projector to show them).

Role-play	Role-play
<p>Student A You are pulled over by a police car, but you are sure you were not speeding</p>	<p>Student B You are a police officer and you see a car speeding at 116 mph in an area where the limit is 60 mph. Pull them over and give them a fine.</p>

- **If there is enough time at the end of the class**, cut up the different role plays from **Handout 4** and ask SS to work in pairs and do one role play.

Small talk

Handout 1

- What is small talk?
- In what situations do people make small talk?
- Are you good at small talk?
- Is small talk easier for extroverts?

Look at the topics below. Are they small talk appropriate?

The latest films

The one true path to eternal life

Gardening

The local basketball team

Your last holiday

The weather

Your family

The best political party

How much money you make

Cars

Death penalty

Your health problems

How to make small talk effectively.

Some people say that the key to small talk is to be interested, not interesting. Read the list below and decide which are the dos and don'ts of small talk:

1. Talk more than you listen
2. Maintain eye-contact
3. Encourage your partner to talk
4. Stick to one topic
5. Be the first one to introduce yourself
6. Ask open-ended questions
7. Emphasize mutual interests you share
8. Gossip about the people around
9. Share a lot of personal information

Are these good conversation openers? Why (not)?

- Did you catch the news today?
- How old is your baby?
- What do you think of these new laptops my company has just bought?
- How about Barça, they did really great last night, huh?

Adapted from www.lessonplandigger.com.

Small talk topics

Handout 2

The last film you saw	Celebrity gossip	The internet
A popular restaurant in your area	Keeping healthy	A TV show you'd recommend
Learning a language	Cooking	A funny anecdote
A hobby you'd like to take up	The weather	Current news
Weekend plans	Sport	Your last holiday
Pets		

What would you say?

Handout 3

Small talk. What would you say to keep the conversation going?

Write down a phrase to reply to the comments below. Compare and practice them with your partner.

- a. I've just bought a new car.
- b. My daughter Sarah has just started studying at Oxford University.
- c. I'm afraid I have a bad cold.
- d. I hope my neighbour remembers to let my cat out while I'm here.
- e. This is my first time in Barcelona.
- f. The coffee here is actually quite good.
- g. My taxi got stuck in heavy traffic.
- h. The air conditioning doesn't seem to be working very well.
- i. I know very few people here.
- j. Nobody seems to wear watches anymore.

Small talk role plays

Handout 4

Role-play 1

Student A

You are a working man/woman who has a large family. You are at work. Your boss wants to talk to you.

Student B

You are a manager. You have an employee that hasn't been performing well. She/he is often late. She/he also spends a lot of time checking her/his private emails and different websites instead of doing work. Yesterday, you caught her/him sleeping at her/his desk. You are going to fire him/her unless you are given some good reasons for her/his behaviour.

Role-play 2

Student A

You are a manager. You are in your office. Your best employee knocks on your door. She/he wants to talk to you.

Student B

You are at work. You go to your boss's office to tell him/her that you have accepted a position at another company, so you will be leaving the company in 2 weeks.

Role-play 3

Student A

You are a boss. Tell your employees that because of the current economic situation, they will be taking a 20% pay cut. This pay cut actually started last month, but you forgot to tell them. Likewise, you will need them to come in at the weekends for the next few months, until things get better.

Student B

You are at work. Your *lovely* boss has an announcement to make.

Role-play 4

Student A

You are a tenure track professor. One of your PhD students wants to talk with you.

Student B

Your tutor has been forcing you to work more and more overtime every week. You have also been given extra responsibilities that do not fall under your job description. You haven't been able to spend any time with your partner, and he/ she is threatening to break up with you. Talk to your tutor.

Role-play 5

Student A

You are walking on the street and a stranger approaches you.

Student B

You are on the street. You lost your job last month because of the economic crisis (if there is still such a thing). You also got kicked out of your apartment yesterday because you couldn't pay rent. You are hungry, and essentially, homeless. Convince the other person, who is a stranger to you, to help you.

Role-play 6

Student A

You are a doctor. Your patient is very unhealthy due to excessive drinking and smoking. She/he also eats unhealthily and does not exercise enough. Convince him/her to change the way she/he is living, or she/he might die.

Student B

You are at the doctor's office. You have just had a health checkup.

Role-play 7

Student A

The family next to your house has a dog. The dog barks loudly every night, and you can't sleep. Tell your neighbour to please make sure his dog doesn't bark at night because it is exam week and you need to sleep well.

Student B

Your neighbour comes to talk to you about your lovely dog.

Adapted from www.englishcurrent.com.

B2 Exam Practice I: Speaking Test

Aims & objectives. To give SS an overview of parts 1 and 3 of the Cambridge English: First (B2) Speaking exam, the topic areas and types of questions they may be asked.

Learning outcomes. Students will be able to:

1. Learn about the Speaking test in the B2 exam.
2. Analyze how to respond to questions in the B2 exam.
3. Practice and assess other students answering questions in the B2 exam.

CEFR descriptor. Students:

- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible.
- Can take an active part in discussion in familiar contexts, accounting for and sustaining their views.
- Can present clear, detailed descriptions on a wide range of subjects related to their fields of interest.
- Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various points.

Materials needed

- Handout 1. B2 Speaking Test.
- Handout 2. B2 exam topics.
- Handout 3. Keep talking.
- Handout 4. How to...
- Device to play a video and audio file (tablet/PC + projector or TV).
- Overhead projector to show videos/photos.
- Internet access.

Suggested timeline. (1.5 hours)

- (0–15 min) B2 Speaking Test.
- (15–40 min) B2 Exam Topics.
- (40–60 min) Keep Talking.
- (60–90 min) How to...

Lesson plan

Introduction

In this lesson, SS are going to focus on a wide range of techniques, skills and language to help them to tackle the B2 speaking test.

1. B2 Speaking Test (Handout 1) (15').

- Elicit how much SS know about the speaking part of the B2 exam.
- Distribute handouts with some exam tips (**Handout 1**). Go over it with the whole group.

2. B2 exam topics (Handout 2) (25').

- SS work in groups of 4. Two take on the role of examiners and two are the candidates.
- Distribute **Handout 2** with different topics and questions to one of the examiners, who will be the interlocutor. She/he then chooses one topic and asks each of the candidates two or three questions about it. The other “examiner” takes notes on the candidates’ performance. They later share some feedback.
- SS swap roles.

3. Keep talking (Handout 3) (20').

- The teacher discusses fluency and the ability to keep talking when given a general topic to discuss in the exam. The aim of this activity is to encourage SS to provide lengthy (fluent) answers to questions on these topics.
- **Handout 3:** SS sit in two long lines facing each other. Place three cards between each pair. They pick up one of the cards and speak together about the topic.
- SS should keep on talking for at least one minute. When you say “Time!” SS stop their discussion, put their card back and move one seat in a clockwise direction. Repeat procedure.

4. How to... (Handout 4) (30').

- Introduce this activity (part 1 of **Handout 4** and expressions in part 2 of **Handout 4**) to explain processes. Refer to the relevance of the activity within the context of the B2 exam.
- Ask SS if they have ever searched for a “How to” video on Youtube. What was it about? Elicit some answers.
- Organize students into groups of three. Give each group a set of cut up cards and the “Useful Language” section (visible to the whole group). Ask one student from each group to use a watch or a phone as a timer.
- One student takes a card and has one minute to give instructions on “How to do something” to her/his partners.

- Wrap up this activity and the lesson with some error correction. Discuss common errors, how to correct them, how to reduce errors (listen for prompts/language cues in questions from interviewer: verb tenses, specific vocabulary, etc.)

B2 Speaking Test

Handout 1

B2 Speaking Test, part 1 – Cambridge English: First (FCE).

Description of B2 Speaking Test, part 1.

The first part of this speaking test is a **simple interview with the examiner** and your partner, which lasts only 2 or 3 minutes. The examiner will ask you and your partner a few questions and you are expected to give suitable answers.

How to answer:

When doing the first part of the B2 Speaking test, you must really make an effort to **answer concisely yet with a complete answer**. Take into account that **the examiners are expecting you to produce language, which is appropriate to a B2 level** (upper-intermediate) or above, so you must show what you know.

Here are some tips on **WHAT NOT TO DO** and **WHAT TO DO** instead. Let's see some examples of questions and right and wrong answering styles:

- Where do you come from?
 - › **Wrong:** I come from Barcelona.
 - › **Right:** I come from a beautiful city in the northeast of the Iberian Peninsula.

- What do you like about the place where you live?
 - › **Wrong:** I like the weather, the monuments, the people and my neighbourhood. (2)
 - › **Right:** What I like most about Barcelona is that it has a very nice climate and many beautiful monuments.

- Do you, your friends or your family recycle household waste?
 - › **Wrong:** Yes, we do. (3)
 - › **Right:** Yes, of course. Recycling is extremely important so we try to recycle everything.

- What sports do young people do in your country?
 - › **Wrong:** Football, basketball, handball and tennis. (4)
 - › **Right:** The most popular sports in my country are, without a doubt, team sports like football or basketball.

- Is it expensive to eat out in your city?
 - › **Wrong:** Yes, very expensive. The other day I went out with some friends to a bar, before going to the pub, and we had a problem with the bill and we had to pay more because the waiter had made a mistake. (5)
 - › **Right:** Well, it really depends on where you go; some restaurants can be expensive, but there are also some inexpensive places.

- What type of music do you like?
 - › **Wrong:** I normally listen to rock music or hip hop or... (6)
 - › **Right:** I normally listen to rock music or hip hop or pop, not much else, really.

Basically, **you should avoid the following typical mistakes** in every speaking test:

1. **Very brief answers:** I come from Barcelona. (This might be appropriate, but if it's okay to add more information, do it!)
2. **Listing things:** I like the weather, the monuments...
3. **Not justifying your answers:** Yes, we do.
4. **Using phrases without subject or predicate:** Football, basketball, handball and tennis.
5. **Talking about unrelated events or talking too much.**
6. **Leaving your answers unfinished.**

Adapted from Cambridge English Test: Speaking Part, <http://keepsmilingenglish.com/2016/03/cambridge-english-fce-b2-speaking-test-part-1/>.

B2 Exam Topics

Handout 2

Topics: Choose one and use 2 or 3 questions to interview the candidates.

Where you live now and your home country.

- Is it easy to meet new people where you live?
- What's the best place to spend a free afternoon in your town?
- How expensive is it to go out in the evening where you live?
- Could you tell me something about the area where you grew up?
- Could you describe your family home to me?
- What's the most interesting place you've visited near?
- Which area of your country would you like to get to know better?
- What do you like about living there?
- Tell us about a festival or celebration in [your home country].

Daily life.

- Tell us about a day you've really enjoyed recently.
- Are you planning to do anything special this weekend?
- What did you do on your last birthday?
- Do you like cooking?
- What's your favourite food?
- What's your favourite day of the week?
- What's your favourite part of the day?
- Which time of year is your favourite?

Education and work.

- Do you use the internet to learn new things?
- Do you prefer working on your own or with other people?
- What do you think would be the most interesting job to do?
- Do you find it easy to study where you live?
- What were the most important things you learned at primary school?
- Would you prefer to work for a big or small company?
- What kind of work would you really like to do in the future?
- Are you happier doing mental or physical work?
- Can you remember your first English lessons?

Travel and holidays.

- Where would you most like to go on holiday in future?
- Do you prefer traveling by train or plane?
- Do you plan your holidays or decide everything spontaneously?
- Have you ever used English while traveling?
- Is there a good public transport system in your country?

Entertainment.

- Do you ever go to concerts?
- How important is TV to you?
- How much TV do you watch in a week?
- Do you like the same TV programmes as your parents?
- Tell us about a TV programme you've seen recently.
- Do you enjoy going to parties?
- How often do you read newspapers?
- Do you like shopping?
- Where do you like listening to music?
- Do you like going to the cinema?
- Tell me about your favourite film star.
- Tell us about a film you really like.
- Do you enjoy playing computer games?
- Do you use the internet much?
- Do you ever listen to the radio?

Family and friends.

- Who are the most important people in your life?
- What do you enjoy doing with your friends?
- Who do you spend your free time with?
- Have you done anything interesting with your friends recently?
- Who are you most like in your family?
- Do you and your friends share the same ideas?
- Tell me about your best friend.
- Tell me about a good friend of yours.
- Do you normally go out with family or friends?
- Tell me a little about your family.

Free time.

- How much time do you spend at home nowadays?
- Do you have a favourite newspaper or magazine?
- What's the most exciting thing you've ever done?
- What's the difference between reading the news in the newspaper and watching it on TV?
- Who do you spend your free time with?
- Do you prefer to be outside or inside when you have free time?
- What do you most enjoy doing when you're at home?
- Is your routine at weekends different from your daily routine?
- What do you spend your time doing?
- Do you enjoy reading?
- What sort of books do you read?
- Does anyone you know have an interesting hobby?

Sports.

- Are you interested in sport?
- Is there a sport or hobby you enjoy doing?
- Is there a sport you'd really like to try?
- What sports do people play most in your country?
- How much exercise do you take each week?
- Do you like to be physically active or do you prefer relaxing?

The future.

- Is there anything you'd love to be able to do in the future?
- Do you plan to study anything in the future?
- What are you going to do this weekend?
- Are you going to do anything special this weekend?
- Do you think computers will replace newspapers and TV in the future?
- Which country would you most like to visit in the future?
- Do you think you'll go there one day?

Keep talking

Handout 3

Positive and negative aspects of your neighbourhood	How important computers are in your daily life	Your perfect job	TV programs you like and dislike
How to keep in contact with friends	Tourism in your country	The most beautiful place you have ever been to	How to learn English
The importance of music in your life	How you can protect the environment	Working in a team vs. working individually	Your opinion about shopping for clothes
Problems in big cities	Your best and worst teachers	Celebrities in your country	Your perfect home
A person you admire	Things that scare you	Money and happiness	Junk food vs. healthy food
Discipline in high schools	Crime in your country	Your favourite festival	Your best friend
Night life in your town or city	Public transport in your town or city	Weather you love and weather you hate	Advantages and disadvantages of mobile phones
Your plans for the future	The importance of homework	Ways to cure insomnia	The importance of sport

Adapted from *Ready for First*, Macmillan.

How to... Part 1

Handout 4

Cards to cut up for this activity.

How to wash dishes by hand	How to make an omelette
How to pass The First exam	How to wash a big pile of dirty clothes
How to look after a hyper-active child for the afternoon	How to lose weight and get in shape
How to reduce your mobile phone bills	How to teach a small child to swim
How to download music onto an MP3 player	How to clean The inside of a fridge
How to repaint your bedroom	How to get rid of a stain on a white shirt
How to look after a hamster	How to book an airline ticket online
How to make popcorn	How to write a good English composition
How to get rid of ants in your kitchen	How to revise for an important exam

How to.... Part 2

Handout 4

Useful language

- First / Then / Later / Another thing / Finally
- It's essential / important to...
- You should always...
- Don't forget to... / You need to...
- One mistake many people make is to...
- You mustn't... / You'd better...
- You aren't supposed to...
- Something I forgot to mention is that...

Adapted from *Ready for First*, Macmillan.

B2 Exam Practice II: Speaking Test

Aims & objectives. To give SS an overview of parts 2 and 4 of the Cambridge English: First (B2) Speaking paper, some interesting structures and useful vocabulary.

Learning outcomes. Students will be able to:

1. Compare and contrast photos using appropriate language.
2. Describe photos/images.
3. Identify common pronunciation mistakes.

CEFR descriptor. Students:

- Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what she/he wants to say, adopting a level of formality appropriate to the circumstances.
- Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.

Materials needed

- Handout 1. B2 Speaking Test, part 2.
- Handout 2. Let's grade each other!
- Handout 3. Reading & pronunciation.
- Device to play a video and audio file (tablet/PC + projector or TV).
- Overhead projector to show videos/photos.
- Internet access.

Estimated timing. 1.5 hours.

- (0–20 min) Students' presentations.
- (20–40 min) B2 Speaking Test, part 2.
- (40–65 min) Let's grade each other.
- (65–80 min) Reading & pronunciation.
- (80–90 min) Course wrap-up.

Lesson plan

Introduction

This is the last session, so tell SS you want to focus on skills for B2 exam. You will work different parts of the speaking test in the B2 exam. You will practice the exam and grade each other.

1. Students' presentations (20').

- Do two presentations each day. Have a Q&A brief session after each presentation.

2. B2 Speaking Exam - part 2 (Handout 1) (20').

- Distribute **Handout 1**.
- Use the Slideshare below to get students to compare and contrast the photos (link: <http://www.slideshare.net/DavidMainwood/compare-and-contrast-photos>).
- See **Handout 1**. Comment on the photos that your teacher shows you.

3. Let's grade each other (Handout 2) (25').

- SS work in groups of four (pair A and pair B together). Tell them they will need a timer.
- Give each group a set of prompt cards (**Handout 2**). Ask them to place the Assessment criteria so that it is visible to all group members.
 - › Pair A discusses the topics on their first card for three minutes. Pair B listens carefully and grades them using the criteria given.
 - › Pair B then discusses the topic on their first card, while Pair A listens and assesses them. Then they repeat the procedure for their second cards.

4. Reading and Pronunciation (Handout 3) (15').

- Discuss common pronunciation difficulties with students: [t], [d] and [ɪd] for *-ed* verb endings, "th", minimal pairs (live/leave), the "h" etc.
- SS work in pairs and each one reads a short text which is in **Handout 3**. While Student A reads, Student B listens and takes notes of any pronunciation mistakes she/he detects that Student A is making. Then, switch roles. Once both students have finished reading, they discuss what each other's weaknesses might be based on their reading and spoken English in general.
- Then, the teacher collects information on tricky words or mispronunciations that came up when reading the texts.
- The teacher revises/improves common weaknesses that have come up.
- The teacher provides information on links and resources to help students practice individual needs before the exam.

Links (suggestions):

- <http://www.shiporsheep.com/>
- <http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/features/schwa/>
- <http://www.bbc.co.uk/learningenglish/english/course/towards-advanced/unit-1/session-5>
- [howjsay.com](http://www.howjsay.com)

5. Course wrap-up (10').

- Review language and skills covered throughout the 12 sessions.
- Review the B2 speaking exam; skills, techniques and language.

B2 Speaking Test. Part 2

Handout 1

Student A

It is called the 'Long Turn' because you (Student A) and Student B take turns to give long speeches.

You have two colour photos below. You have to talk about them on your own for a minute. When you finish, the examiner asks the other student (Student B) a question about your photos. Student B should talk for about 30 seconds.

Then it's Student B's turn. Student B will talk about two photos for one minute. When Student B has finished speaking, the examiner will ask you a question, and you will have about 30 seconds to answer.



B2 Speaking Test. Part 2

Handout 1

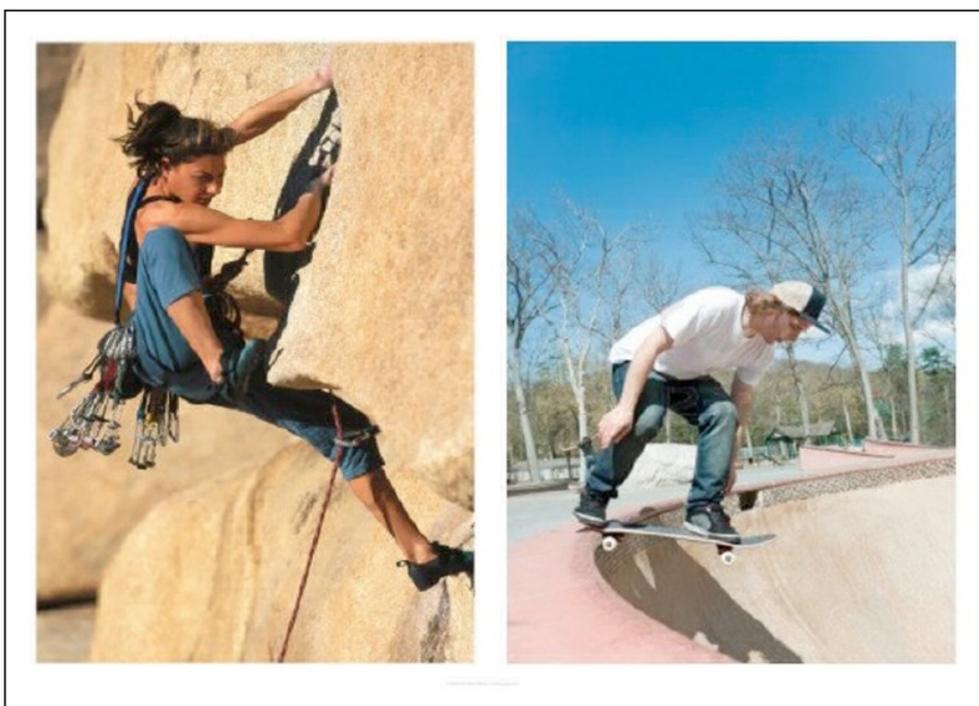
Student B

It is called the 'Long Turn' because you (Student B) and Student A take turns to give long speeches.

Student A starts. She/he will talk for one minute about two colour photos she/he has. When Student A finishes talking, the examiner will ask you a question about Student A's photos and you will have about 30 seconds to answer.

Then, it's your turn. You also have two colour photos below. You have to talk about them on your own for a minute.

When you finish, the examiner will ask the other student (Student A) a question about your photos. Student A should talk for about 30 seconds.



Let's grade each other

Handout 2

Pair A, card 1

Here are some things tourists sometimes have problems with on holiday. Discuss each one and decide on two that cause the greatest problems.

- Weather
- Accommodation
- Flights
- Health
- Language
- Crime
- Food

Pair B, card 1

Here are some problems caused by tourism. Discuss each one and then decide which two are the most serious.

- Noise
- Pollution
- Damage to monuments
- Litter
- Destruction of local culture
- Overcrowding

Pair A, card 2

Here are some different places families can stay when they are on holiday. Discuss the advantages and disadvantages of each one, and then decide on the most suitable place for them to stay.

- A caravan
- A campsite
- A hotel
- A youth hostel
- A self-catering apartment
- A holiday complex

Pair B, card 2

Here are some activities families can do when they visit a city on holiday. Discuss the advantages and disadvantages of each one, and then decide on the two which would be the most enjoyable.

- Visiting museums and galleries
- Going to a theme park
- Hiring bicycles
- Taking a guided tour of the city
- Eating in traditional restaurants
- Going to a street market

Grading criteria: Listen to the other two students and grade them using the criteria below:

A. They listened carefully and responded appropriately.

1 2 3 4 5

B. Their opinions were clear.

1 2 3 4 5

C. They encouraged their partner to speak.

1 2 3 4 5

D. They came to their final decision effectively.

1 2 3 4 5

Reading & Pronunciation

Handout 3

Student A

When Bond arrived at the renovated Château, night had fallen. He examined the shadowy building. There was no sign of life. The dark castle-like home was quiet and still. Its ground-floor windows were closed and shuttered. He looked at his watch, which he could hardly see in the dark. He knew that there was no time to lose. He decided to enter. He tried to open the solid wood front door but it was locked. He looked around for a hidden key, but his search was in vain. Finding a key under the doormat would have been just too easy. He had to move quickly. He realized that he needed a ladder.

Student B

He had to move quickly. Where on Earth would he find a ladder at this time of night! He was in luck. He soon found one in a tiny wooden shed. Noiselessly, he took the metallic ladder outside and unfolded it to its full length. He looked up and spotted a window on the first floor that had no shutters or blinds. He propped the ladder up against a balcony. He started to climb. He had nearly reached the top when he spotted headlights approaching. A large car pulled in through the gate. It drove slowly up the long winding driveway. By the time the car had arrived at the door, Bond had already jumped through the balcony window and discovered the cause of his anxiety.