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Speaking exercises upper intermediate pdf

Image credit: Language Boat – WordPress.com Follow me on twitter @RobbioDobbio This is the second in a series of guest posts by my friend and colleague Josh Widdows, an English teacher and teacher trainer at International House Barcelona. This is a speaking lesson for strong intermediate/upper-intermediate students aimed at helping our learners to respond more appropriately to each other’s utterances. It highlights the importance of listening carefully and how to reply with better intonation and stress in a natural way. An enjoyable speaking lesson that gives students fun controlled and freer speaking opportunities in a ‘mingling’ activity. Download the PowerPoint, lesson procedure, audio and handout below. There are two different version, one for adults and one for teenagers: Tapescript Complete the gaps with 1 or 2 words: Conversation 1 A: Good evening. B: Hi. A: Is anyone sitting here? B: No. A: Would you \_\_\_\_\_ if I joined you? B: Not \_\_\_\_\_. That would be lovely. A: Can I get you a drink? B: That’s very \_\_\_\_\_. I’d love one. Conversation 2 A: It was lovely to see you again, Sue. We really enjoyed ourselves. Thank you so \_\_\_\_\_ for having us to stay. B: Not at all. It’s \_\_\_\_\_. A: But it was really kind of you to put up with all of us, and the animals. B: It’s no problem at all. You must come again soon. A: Thanks for the offer. We’ll do that. See you again soon, then! B: Yes. Have a good trip. Conversation 3 A: I passed! B: Oh, well done...at last! Congratulations! We’ll have to celebrate. A: Yes. How \_\_\_\_\_ opening a bottle of champagne? B: Brilliant \_\_\_\_\_. Conversation 4 A: Do you fancy \_\_\_\_\_ with us to the theatre to see Murder in the Garden? B: I \_\_\_\_\_, but you’ll never \_\_\_\_\_ what. My sister saw it yesterday. A: Really? B: Yes, and I’m afraid she said it wasn’t very good. Now listen and check. Look at the 6 underlined pairs of phrases in the dialogues. What is their function? Conversation 1 A: Good evening. B: Hi. A: Is anyone sitting here? B: No. A: Would you mind if I joined you? A B: Not at all. That would be lovely. A: Can I get you a drink? B B: That’s very kind. I’d love one. Conversation 2 A: It was lovely to see you again, Sue. We really enjoyed ourselves. Thank you so much for having us to stay. C B: Not at all. It’s a pleasure. A: But it was really kind of you to put up with all of us and the animals. B: It’s no problem at all. You must come again soon. A: Thanks for the offer. We’ll do that. See you again soon, then! B: Yes. Have a good trip. Conversation 3 A: I passed! D B: Oh, well done...at last! Congratulations! We’ll have to celebrate. A: Yes. How about opening a bottle of champagne? E B: Brilliant idea. Conversation 4 A: Do you fancy coming with us to the theatre to see Murder in the Garden? F B: I would, but you’ll never guess what. My sister saw it yesterday. A: Really? B: Yes, and I’m afraid she said it wasn’t very good. Match the function to the sentences: Letter Saying thanks/responding to thanks \_\_\_\_\_ Giving good news/responding to good news \_\_\_\_\_ Asking permission/giving permission \_\_\_\_\_ Inviting/declining an invitation \_\_\_\_\_ Making a suggestion/responding to a suggestion \_\_\_\_\_ Making an offer/accepting an offer \_\_\_\_\_ Now think about the sentence stress and connected speech: Image credit: Neatorama Follow me on twitter @RobbioDobbio This is the first in a series of guest posts by my friend and colleague Josh Widdows, an English teacher and teacher trainer at International House Barcelona. This is a vocabulary lesson plan for strong intermediate/upper-intermediate students based on the idea of meeting your partner’s parents for the first time. It highlights the importance of strong collocations that are rich in the English language, using ‘take’ expressions. A fun and discussion based lesson that allows students to create their own ‘guide’ for meeting the parents for the first time. Download the PowerPoint, lesson procedure and handout below. Meet The Parents Presentation Meet The Parents Task Sheet Meet The Parents Lesson Procedure Meet The Parents Lesson Procedure Stage Time Focus Procedure Aim Reading 0-5 O/C Individ. O/C (Slide 1): Film poster of ‘Meet The Parents’. Ask: Have you seen it? What’s it about? Why can this be a difficult situation? Ss read the article and decide on best ‘tip’. Ss compare and debate which ‘tip’ is the best. Facilitate and direct conversation. Answer any questions about other lexis. Topicalise lesson and activate schemata about the first meeting of your partner’s parents. Reason to read and gather ideas. Allow them to share ideas and debate the items. Vocabulary Focus 1 5-20 Pairs Individ. Pairs Individ. O/C Highlight the first tip’s take expression and get them to underline the other 9. Encourage noticing of whole lexical chunk. Monitor and mediate. Project article (Slide 2) with underlined expressions. Ss check and notice full form of the expressions. Ss discuss the meaning of each identified item. Model first in o/c. (Slide 3); Ss match the ‘take’ expressions to their meaning. Do first one in o/c and then encourage autonomy. Write up answers and check. Notice the ones they have difficulties with and clarify any misunderstandings. Allows ss to notice the multiple expressions in the text. Notice all particles of the expressions. They work out meaning from context. Notice their ‘meaning gap’ and leads them to understanding the true meaning. Allow ss to check their understanding and question any uncertainties. Vocabulary Focus 2 20-30 Pairs O/C Pairs Pairs Focus ss on the form of the first ‘take’ expression and discuss form together, eg. take+prep+noun. They then highlight and discuss the forms of the others: NB Poss. Adjs (Slide 4): Project form table, focusing on ‘singular nouns’ and other patterns. Elicit the meta-language from ss. Talk about plurals and ask queries. Notice which phoneme areas they struggle with and highlight weak forms. Ss mumble practice the phrases. Notice any problem areas and then top-up in o/c. Model: Give definition of one expression in o/c and elicit the take expression: ‘Which take expression means “to participate”?’ One student has the definition table and the other folds theirs in half. The one with open paper, gives the definition, the other gives the take expression. Monitor pronunciation. Get them to identify and notice the different forms of the expressions. Allows them to notice that some of the expressions are fixed that some particles cannot be changed. Highlight the connected speech and word stress. Lets ss practice the expressions and notice problem areas. Reinforce form and recycle/practise meaning. Testing encourages more clarity and cognitive depth. Vocabulary Practice 30-40 Individ. SS complete 10 sentences with the noun extracted. (Slide 5) Project up the full sentences and ss check. Discuss any uncertainties or queries. Draw attention to the lexical value and evaluate the form. Clarify answers. Personal-ised Practice 40-55 3s O/C In small groups students discuss and share their own ideas and experiences about ‘How to Survive Meeting Your Partner’s Parents for the First Time and ss decide on best tips. Monitor and ensure ss are using the target language appropriately. Feed in and shape any extra language. Ss decide on best tip(s) and then feedback in open class. T reformulates language and ss debate their ideas. Feedback to whole group and discuss best tips and personalised ideas that have come up. Top-up on learning and answer any queries. Ss gain cognitive depth through personalised answers and practice. Allows T to check ss are using the items correctly and reinforce confidence in the ss. Further cognitive depth by learning others’ use of the expressions. Shared learning opportunities expands knowledge. Image credit: www.hercampus.com Follow me on twitter @RobbioDobbio This is the lesson plan I designed for my DELTA vocabulary assignment. It is designed for B2 students. Students read online dating profiles and decide if the people are compatible and then learn compound adjectives and put them to use in a discussion. Download the students’ materials, powerpoint and lesson plans below: My Lesson Plan for assessed class +procedure – Teacher’s procedure Online Dating powerpoint Dating Profiles materials – Students’ handout Teacher’s notes Activity Time 1. First slide –Title, ask: “What do people put their dating profiles?” 2. Give out handouts, what are the titles? Teach turn ons and offs 3. Ss read, are they compatible? 4. Task check across class: Why? Why not? 5. Any doubts? Deal with compounds after. 6. Students underline compound adjectives – show slide 2, underline them as task check 7. Meaning match – do first one as an example: 1-C Answers: 1-c, 2-e, 3-f, 4-L, 5-g, 6-k, 7-a, 8-b, 9-d, 10-h, 11-l, 12-j Task check with powerpoint. 8. Form match in pairs Task check on powerpoint 9. Ss check which ones end in an extra syllable. Do first two as an example. Identify stressed syllable: First in second word. Fun and loving stressed. 10. Mumble drill first two. “Practice saying the first two to yourself quietly. Then say them to your partner.” 11. Controlled practice questions. In pairs, ask first question to your partner, they remember the compound. Example with strong pair (Aris and whoever) 12. New questions, new compounds. Do top up in OC: Opposite of dark-haired – light/fair-haired. Someone with dark skin – dark-skinned. Someone with green eyes – green-eyed (jealous/envious) Work with a partner, try to guess the compound. Do first one as an example. Ask to class. MAN-EATING CROCODILE 13. Practice: Discussion. What are your preferences for appearance? Do you like brown or blonde-haired men and women? “I like brown-eyed women because their eyes are very mysterious.” 14. Wrap-up/top-up. Look at boarded vocabulary. Work on pronunciation. Maybe do opposites etc: badly-paid, badly-educated. Dark/light-skinned etc. 15:05 15:15 15:18 15:23 15:28 15:37 15:42 15:45 15:55 16:00 Procedure Stage Time Focus Procedure Aim Pre-reading 5 mins pairs Ss discuss the typical information people put on dating profiles. To engage students top-down knowledge of relationships and online dating Reading 10 mins Pairs OC Ss read Jon and Sally’s dating profiles. Then decide if the two are compatible in pairs. Feed back in open class, T encourages discussion. To introduce compound adjectives in context. To develop students receptive understanding of compounds To check sts understanding of the text Language Focus: Meaning 2 mins 5 mins Pairs OC Ss underline all the compound adjectives in the two texts. Ss match compound adjectives to their definitions on handout. Task check across class and using powerpoint to confirm To check sts ability to identify compound adjectives. To develop sts understanding of the meaning of the target language. Language Focus: Form 5 mins Pairs OC Ss group compound adjectives based on their form Task check using powerpoint. To develop sts understanding of the different compound adjective patterns. Language Focus: Pronunciation 2 mins 5 mins Pairs pairs Ss contrast the “-ed” compounds that end with /ɪd/ with those that end /d/ and the stress patterns in the different forms. T highlights rules on powerpoint: ends in “t” or “d” –ed = /ɪd/ extra syllable others – ed = /d/ noun is stressed in noun + present participle compounds (fun-loving) Ss use phonemic script from handout to mumble drill target language individually then practice in pairs. T monitors and corrects. To highlight different forms of pronouncing “-ed” endings and stress patterns in compound adjectives. To practice the pronunciation of compounds. Vocabulary practice 10 mins Pairs OC Ss ask and answer first set of questions on handout which elicit the target language. T monitors, reactively helping with pron. T tops up: Opposite of dark-haired – light/fair-haired. Someone with dark skin – dark-skinned. Someone with green eyes – green-eyed (jealous/envious) Ss answer 2nd set of questions to attempt to identify new compound adjectives by applying the rules of form they have just learned. To consolidate meaning of target language, practice pronunciation and increase chances of retention. To encourage autonomous application of the rules of compounding. Personalised practice 10 mins Pairs OC Ss discuss their hair and eye colour preferences in pairs. Then decide on the 2 best and worst personality characteristics for a partner. T monitors and boards emergent language. Feed back to open class looking for agreement/disagreement and discussion. To encourage creative use of the target language and make sts process it at a deeper cognitive level. Wrap-up/topping-up 5 mins pairs T draws students’ attention to boarded emergent language and tidies up doubts and pronunciation errors. To exploit learning opportunities with emergent language. Materials Read Jon and Sally’s dating profiles below. Do you think they are compatible? Why? Why not? Jon, 26 years old, Edinburgh. I’m a hard-working medical student from Aberdeen in Scotland. I go to the gym four times a week so I’m quite well-built. I do a lot of voluntary work and I’m training to be a doctor. Turn-ons I’m crazy about blonde-haired, blue-eyed women, I find them really attractive. I like women who are open-minded because I love travelling and trying new experiences. Turn-offs I really don’t like selfish people, with some people it’s all ‘me, me, me’ and I can’t stand that. Another big turn-off for me is narrow-minded people, there are so many wonderful places to visit and people to meet in the world and I can’t wait to get started. Sally, 25 years old, York. I’m a fun-loving advertising executive from York in northern England. My job is well-paid but quite stressful so I like to have a good time at the weekends. I also like to do sport and help out at the local children’s hospital once a month. Turn-ons I’m into dark-haired mysterious men, but the most important thing for me is that they are kind-hearted, adventurous and have a good sense of humour. I read a lot and like having a good debate so I’m looking for someone who is well-educated. Turn-offs The biggest turn-off for me is big-headed guys, I can’t bear people who think they are better than others. I also don’t like bad-tempered people, I’m an optimist and I always try to see things in a positive way. Read the texts and underline all the compound adjectives you can find. Language focus Match the compound adjective (1-12) to its definition (A-L) 1. I’m a hard-working medical student. A. Someone who often gets angry. 2. I’m crazy about blonde-haired, blue-eyed women. B. Someone who is strong and has muscles. 3. I’m a fun-loving PhD student. C. Someone who works hard. 4. I’m looking for someone who is well-educated. D. Someone who is nice and generous. 5. I don’t like big-headed people. E. Someone who has blonde hair. Someone who has blue eyes. 6. My job is well-paid but stressful. F. Someone who likes to socialise and have a good time. 7. I also don’t like bad-tempered people. G. An arrogant person who thinks they are better than others. 8. I go to the gym four times a week so I’m quite well-built. H. Someone with brown or black hair. 9. The most important thing for me is that they are kind-hearted. I. Someone who is open to different opinions and activities. 10. I’m into dark-haired mysterious men. J. An intolerant person who doesn’t listen to other people’s opinions. 11. I like women who are open-minded because I love travelling. K. Something you earn a good salary for. 12. Another big turn-off for me is narrow-minded people. L. An intelligent person with a good education. Form Put the different compound adjectives in the correct box: A. Adjective + noun + -ed 1. Narrow-minded 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ B. Adverb + past participle 1. Well-built 2. \_\_\_\_\_ 3. \_\_\_\_\_ C. Adjective/noun + ...ing 1. \_\_\_\_\_ 2. \_\_\_\_\_ Pronunciation Look at the phonemic script of the compound adjectives: In which adjective is the “-ed” pronounced as an extra syllable? Which syllable is stressed in the compound adjectives? Blue-eyed – | blu: ˈaɪd | Well-educated – | wel ˈedʒʊkeɪtɪd | Blonde-haired – | blɒnd ˈheəd | Big-headed – | bɪɡ ˈhedɪd | What’s different about the stress in this one? Practice Take turns to ask these questions to your partner to test your memory. What do you call someone with blue eyes? What do you call someone with blonde hair? What do you call someone who has dark hair? What do you call someone who has a good education? What do you call a job with a good salary? What do you call an arrogant person? What do you call a person who is often angry? What do you call someone who is open to new experiences and opinions? What do you call someone who isn’t open to new experiences and opinions? What do you call someone with muscles? What do you call a nice, generous person? What do you call someone who isn’t lazy? What do you call an active, sociable person? Use the different forms of compounding to make more compound adjectives to answer the questions. What do you call a crocodile that eats men? What do you call someone who writes with their left hand? What do you call a job with a bad salary? What do you call a child that behaves well? What do you call someone who looks good? Discussion Discuss these questions with your partner using the compound adjectives. Appearance Do you prefer a specific hair or eye colour for a man/woman? Do you find muscles attractive? Personality and lifestyle Is it important that your partner has a good salary? Why/why not? What are the two best personality characteristics for a partner? Why? What are the two worst? Why? speaking exercises upper intermediate pdf. speaking exercises for upper intermediate students

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