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**Comprehension and Oral
Expression**

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Preface

The present pedagogical document has been anchored as a comprehensive instructional framework for the course of Comprehension and Oral Expression, devised for First Year university students enrolled in English Language. It reflects a principled and systematic approach to the development of communicative competence and foregrounds the dynamic relationship between listening comprehension and oral production. The course also aspires to cultivate learners' ability to engage meaningfully with authentic spoken input while progressively strengthening their confidence and fluency in oral communication. The pedagogical orientation underpinning this document is grounded in communicative and learner-centered principles that conceptualize language learning as an interactive, socially situated, and cognitively engaged process.

The course design integrates carefully sequenced listening and speaking activities that expose learners to diverse discourse types and communicative contexts through the use of authentic audiovisual materials, guided analytical activities, and structured opportunities for oral practice. Each lesson is organized around a scaffolded progression of pre-listening, while-listening, and post-listening stages, which facilitate comprehension, stimulate predictive and inferential thinking, and encourage learners to employ strategic listening behaviors. These receptive processes are subsequently consolidated through interactive speaking activities, such as collaborative discussions, role-plays, reflective exchanges, and problem-solving tasks, that enable learners to transform linguistic input into purposeful communicative output.

In addition to fostering linguistic proficiency, the course recognizes the heterogeneity of the First Year university classroom, where learners arrive with varied linguistic backgrounds, levels of proficiency, and learning preferences. Thus, the pedagogical design integrates differentiated instructional strategies, cooperative learning structures, and formative assessment practices that support inclusive participation and sustained engagement. Continuous feedback, peer interaction, and reflective evaluation are embedded throughout the learning process to encourage self-monitoring, critical awareness, and the gradual development of learner autonomy. Henceforth, this pedagogical resource aspires to contribute to the formation of articulate, reflective, and culturally aware users of English. By synthesizing theoretical insights from language pedagogy with practical classroom applications, the document provides

instructors with a coherent and adaptable framework for facilitating communicative development. By implication, it seeks to promote not only linguistic proficiency but also the broader intellectual and intercultural capacities that underpin meaningful participation in an increasingly interconnected global community.

In essence, the course aims not merely to teach English but to power students as competent, reflective and autonomous communicators. Learners will develop the linguistic confidence and pragmatic competency to function in both real-world and academic contexts due to the exposure to structured interaction, communicative practice and meaningful input. In this course, assessment goes beyond testing linguistic knowledge, it evaluates the learner's ability to use the language effectively and meaningfully. Listening comprehension, pronunciation, fluency, vocabulary use and interactional competence are all measured to guarantee language progress. In addition to that, the application of communication strategies, activity completion and participation act as indicators of progress.

Ergo, the pedagogical document represents a coherent framework that merges theory, practice and reflection, emphasizes the importance of teaching comprehension and oral expression, and mutually reinforces skills that shape the communicative foundation of English language education at the tertiary level. Furthermore, the integration of educational technology has become a crucial aspect of modern language instruction. For this reason, the Comprehension and Oral Expression course utilizes digital platforms, interactive tools and audiovisual materials, such as videos, audios and podcasts. Through these tools, students will be exposed to authentic English speech, real communicative situations and varied accents. Learning is also extended beyond the classroom, allowing students to practice listening and speaking autonomously in flexible and engaging ways.

The course is structured to correspond to the A1- B1 levels of the Common European Framework of Reference for Languages (CEFR) in alignment with the curriculum objectives. The latter ensures that foundational communicative competence is achieved by learners by the end of their first academic year to prepare them for more advanced oral and listening courses. The course seeks to nurture learners who are active, culturally aware and reflective communicators and aims to empower them with confidence to comprehend varied speech styles,

express themselves appropriately in different academic and social contexts and engage in real-life conversations.

Prerequisites

For First Year university students enrolled in the Comprehension and Oral Expression course, prerequisites should assure they possess foundational linguistic and communicative competence as follows:

- ✓ Basic knowledge of English grammar, including simple present and past tenses, basic sentence structure, and subject–verb agreement.
- ✓ Control of everyday vocabulary.
- ✓ Ability to form affirmative, negative, and interrogative sentences.
- ✓ Familiarity with English alphabet sounds and basic pronunciation patterns.
- ✓ Awareness of word stress in common vocabulary.
- ✓ Basic intelligibility in short spoken exchanges.
- ✓ Ability to understand slow, clear speech on familiar topics.
- ✓ Comprehension of simple classroom instructions.
- ✓ Ability to identify the main idea in short dialogues.
- ✓ Ability to ask and answer basic questions in guided interaction.
- ✓ Readiness to participate in pair and group discussions.
- ✓ Willingness to speak in front of peers.
- ✓ Openness to corrective feedback.
- ✓ Basic turn-taking skills and use of simple communication strategies (e.g., asking for clarification).

Accordingly, the objectives of this course are multifaceted as follows:

General Objective

By the end of the course, students will be able to recognize, recall, and use basic oral English expressions in everyday, academic, and professional contexts, relying on listening comprehension as a model for producing simple and coherent spoken language.

Specific Objectives

1. Students will **review** basic personal information and self-introduction expressions.

2. Students will **discuss** ways to introduce another person politely.
3. Students will **explain** simple reasons for personal choices or preferences.
4. Students will **express** ideas and opinions orally.
5. Students will **discuss** phrases for agreement and disagreement.
6. Students will **explain** their likes and dislikes in simple sentences.
7. Students will **review** formal expressions for polite interactions.
8. Students will **review** informal expressions for casual interactions.
9. Students will **discuss** short suggestions or responses in discussions.
10. Students will **explain** answers to simple personal or interview questions.
11. Students will **describe** a person using simple sentences.
12. Students will **describe** a place using short expressions.
13. Students will **describe** an object using simple sentences.
14. Students will **summarize** short sentences about routines or habits.

Introductory Session: Pretest

Objective of the Pretest

The present pretest seeks to assess the students' listening comprehension, vocabulary, grammar, pronunciation and oral production skills prior to formal instruction. It diagnoses First Year students' initial oral English proficiency before receiving any formal instruction in the Comprehension and Oral expression course. The test aims to:

1. Identify the students' existing abilities in listening, speaking, and basic pronunciation acquired from previous English learning experiences.
2. Assess general communicative readiness, including the ability to understand simple spoken texts, recognize familiar vocabulary, and produce short, coherent spoken responses.
3. Provide a baseline for instructors to plan appropriate activities, set realistic learning goals, and tailor Oral Expression lessons to students' initial proficiency levels.
4. Support placement and curriculum adaptation by revealing common areas of difficulty in listening comprehension, grammar, pronunciation, and spoken fluency.

Section One: Listening Comprehension (5 points)

Instructions

Listen to the following podcast twice. Then, answer the questions that follow.

Podcast Title: *My First Day at University*

Link: <https://www.youtube.com/watch?v=BkZan-Va80Y>

Questions

1. Why does the student feel nervous on her first day?
 - a. Because she lost her directions
 - b. Because she has not met her classmates
 - c. Because she is late for the lecture
 - d. Because she cannot find the library
2. What did the student mention about moving to university?
 - a. She stayed with her parents
 - b. She lives on campus
 - c. She commutes each day

- d. She skipped orientation
3. What kind of challenge did she face?
- a. Difficulty in understanding lectures
 - b. Finding the right classroom
 - c. Borrowing books
 - d. Paying tuition
4. The phrase ‘first day jitters’ in the video most nearly means:
- a. Excitement and nerves mixed together
 - b. Getting lost on campus
 - c. Meeting the professor
 - d. Having no lectures
5. At the end of the video, how does the student feel about her decision to attend?
- a. Regrets it
 - b. Indifferent
 - c. Happy and optimistic
 - d. Plans to drop out

Section Two: Vocabulary, Grammar and Pronunciation (7.5 points)

Part A: Vocabulary in Context (2.5 points)

Choose the most appropriate answer.

1. The professor asked students to give a short about their favorite book.
- a. decision
 - b. presentation
 - c. conversation
 - d. description
2. The word *confident* means:
- a. shy and quiet
 - b. sure about your abilities
 - c. afraid of speaking
 - d. unhappy
3. A synonym of *effective communication* is:
- a. clear expression
 - b. fast speaking

- c. complex grammar
 - d. native accent
4. Choose the correct statement:
- a. Make your homework
 - b. Do your homework
 - c. Write your homeworks
 - d. Do your homeworks
5. The word **audience** refers to:
- a. The people who listen or watch a performance
 - b. The people who act in a movie
 - c. The person who speaks
 - d. The person who writes

Part B: Grammar (2.5 points)

Select the correct answer for each statement.

6. If I more confident, I would speak English more often.
- a. am
 - b. was
 - c. were
 - d. will be
7. She said she her oral presentation the next day.
- a. gives
 - b. gave
 - c. was giving
 - d. would give
8. Students practice pronunciation regularly to improve fluency.
- a. should
 - b. could
 - c. may
 - d. will
9. When we arrived, the teacher already started the lesson.
- a. has
 - b. have

- c. had
- d. was

10. Let's start,

- a. shall we
- b. don't we
- c. do we
- d. aren't we

Part C: Pronunciation (2.5 points)

Underline the stressed syllable in each word

- 1. Communicate
- 2. Computer
- 3. Present (noun)
- 4. present (verb)

Circle the word that is *pronounced differently* from others.

- 1. a) seat b) beat c) great d) neat
- 2. a) word b) work c) short d) world
- 3. a) come b) home c) some d) love
- 4. a) cough b) rough c) though d) tough
- 5. a) hear b) fear c) wear d) near

Section Three: Speaking Performance (7.5 points)

Self-Introduction (10 points)

Introduce yourself including:

- 1. Your full name
- 2. Your age
- 3. Why you chose to learn English
- 4. Your future dreams

Evaluation Criteria

Criterion	Points
Pronunciation	2
Coherence	1
Vocabulary Range	2
Grammatical Accuracy	1.5

Content Relevance	1
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Lesson 1: Introducing Yourself

Description of the Lesson

The present lesson is meticulously crafted to advance learners' integrated listening and speaking competencies through the authentic communicative context of self-introduction. It foregrounds the synergistic relationship between receptive and productive skills in which listening functions as the foundational input and speaking as the consolidating output. Basically, Listening Focus 1 engages learners in discerning main ideas, identifying pertinent details, and interpreting overarching discourse structures, thereby honing the capacity to comprehend and internalize spoken information.

Pedagogically, the lesson leverages authentic audiovisual materials, including video recordings, which expose learners to diverse speech patterns, accents, and discourse registers. This exposure is complemented by scaffolded pre-listening tasks, vocabulary enrichment, and structured while-listening activities which contribute to enabling learners to anticipate content, monitor comprehension, and engage actively with the material. Speaking tasks, encompassing interactive pair and group work, structured self-introduction templates, and gamified exercises, such as the Speaking Puzzle and Bingo, consolidate learners' linguistic knowledge, pragmatic competence, and non-verbal communication skills. Henceforth, the lesson cultivates an environment that balances cognitive engagement, linguistic precision, fluency, and expressive confidence, equipping learners to perform competently in academic, professional, and social communicative settings.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** the main components of a self-introduction.
2. **Recognize** vocabulary related to self-introduction, interpersonal communication, and social etiquette.
3. **List** the typical sequence of information in a self-introduction.
4. **Recall** details from audiovisual materials about speakers, including their identity, relationships, and context of introduction.

5. **Match** vocabulary items with their correct definitions and contextual usage.
6. **Name** the different strategies and non-verbal cues used during self-introductions.
7. **State** the main ideas and key details from listening activities, demonstrating comprehension of the spoken content.
8. **Label** speakers and contexts correctly during listening activities.

Introduction

The current lesson is inaugurated by eliciting learners' prior knowledge regarding conventions of self-introduction, prompting them to reflect on the typical informational content, such as name, origin, professional or academic role, hobbies, and interests, as well as the varied contexts in which introductions occur, from academic classrooms to social gatherings and professional engagements. The objectives of the lesson are articulated, emphasizing the dual listening foci: Listening Focus 1, which orients learners toward extracting main ideas, essential details, and thematic coherence, and Listening Focus 2, which fosters awareness of speaker identity, interpersonal dynamics, and contextual cues. This introductory phase not only primes learners' predictive and inferential strategies but also establishes a cognitive and affective framework that enables active engagement with the listening materials and lays the groundwork for subsequent oral production.

Lesson Type

Integrated Listening- Speaking lesson focusing on listening comprehension and oral production through authentic video materials.

Target Skills

The lesson develops the following language skills:

- ✓ Listening comprehension (identifying main ideas, details, and topics).
- ✓ Oral production (self-introduction and interpersonal communication).
- ✓ Interactive speaking (pair and group discussions).
- ✓ Vocabulary development related to introductions and communication
- ✓ Pragmatic competence in social interaction.

Materials

The following materials are employed during the lesson:

- ✓ Computer.
- ✓ Video 1: *Introducing Yourself and Meeting New People*
- ✓ Video 2: *Real English – Introducing Yourself, Introducing Others*
- ✓ Printed worksheets containing listening activities.
- ✓ Self-introduction puzzle cards.
- ✓ Bingo cards for speaking activity.
- ✓ Whiteboard.

Language Focus

The lesson focuses on language used in self-introductions and interpersonal introductions, including:

- ✓ Expressions for introducing oneself.
- ✓ Vocabulary related to personal identity and background (name, origin, profession, hobbies, interests).
- ✓ Vocabulary related to communication and interpersonal relations (rapport, fluency, etiquette, paralanguage, proxemics).
- ✓ Functional language used in greetings and introductions.
- ✓ Non-verbal communication cues in spoken interaction.

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, instructions, feedback.
- ✓ Student–Teacher (S–T): Students answer questions and ask for clarification.
- ✓ Pair Work (S–S): Prediction tasks, vocabulary activities, discussions.
- ✓ Group Work (Ss–Ss): Speaking Puzzle and collaborative tasks.
- ✓ Individual Work (S): Listening comprehension and reflection tasks.

Assessment

Student learning is assessed through formative evaluation during the lesson, including:

- ✓ Observation of students' participation in listening comprehension tasks.
- ✓ Evaluation of students' ability to identify key information from the videos.

- ✓ Monitoring of pair and group discussions.
- ✓ Assessment of students' oral self-introductions during speaking activities.
- ✓ Peer feedback on verbal and non-verbal communication during production.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher initiates the lesson by activating learners' prior knowledge regarding customary information conveyed in self-introductions and typical contexts of such exchanges (preparing learners for Activity 1 in each focus).

The following questions can be asked to start the lead-in:

- What information do you usually give when introducing yourself?
- In which situations do people introduce themselves?
- What is the difference between a formal and an informal introduction?
- Why is it important to introduce yourself clearly?
- What non-verbal behaviors are important during introductions? (e.g., eye contact, smile, ..., etc.).

Student Role:

Students reflect on and contribute examples of self-introduction scenarios across academic, social, and professional contexts. They may enumerate conventional elements, such as personal identity, origin, profession, and interests. They also attend to the articulated objectives and orient themselves toward the listening and comprehension tasks ahead.

1.2 Pre-Listening

Teacher Role:

The teacher orchestrates preparatory activities to facilitate predictive and lexical comprehension. In relation to Listening Focus, learners are directed to analyze the video title *Introducing Yourself and Meeting New People* and collaboratively enumerate anticipated elements of self-introduction. The teacher explicates vocabulary items pertinent to self-

introduction (internship, rapport, fluency, proxemics, paralanguage, aspiration, cohesive, and etiquette) and supervises tasks, involving categorization and matching, clarifying conceptual ambiguities and reviewing responses across the listening focus.

Student Role:

Learners in Listening Focus predict and record 5–7 expected self-introduction elements collaboratively (Activity 1), and subsequently discuss, match, and verify vocabulary meanings (Activity 2).

1.3 While Listening: Global Understanding

Teacher Role:

The teacher facilitates the initial exposure to auditory input. For Listening Focus 1, the video segment from 0:13 to 3:00 is played, with guidance to foster principal ideas, general content, and overarching context, subsequently checking responses to multiple-choice activities. Learners concurrently identify speakers, interlocutors, and situational context, while the teacher monitors comprehension and provides clarification as needed (See Activities 3 – 4 in Listening Focus).

Student Role:

Learners attending to Listening Focus discern the general message and complete multiple-choice items regarding key information (e.g., location, favorite subject, and travel habits), engaging in peer comparison. Learners concurrently map speakers to sentences, complete comprehension prompts, and contextualize the interactions observed (See Activities 3 – 4).

1.4 While Listening: Detailed Understanding

Teacher Role:

The teacher replays the respective video segments, directing learners' attention to specific details and facilitating sentence-completion activities, True/False judgments, and speaker-matching activities for Listening Focus. Learners confirm details of speakers, relationships, and situational features, with teacher's guidance for accurate recording and interpretation (See Activities 5- 6).

Student Role:

Learners attend to nuanced information, complete activities, individually or collaboratively, and verify accuracy through guided discussion. They similarly extract detailed information, complete True/False items, and populate person-specific tables with relevant relational and contextual data (See Activities 5- 6).

1.5 Post-Listening

Teacher Role:

The teacher scaffolds learners' synthesis and consolidation of input. For Focus 1, learners are guided to sequence events, answer comprehensive questions in full sentences, and produce concise summaries of each speaker's self-introduction (See Activities 7- 9).

Student Role:

Learners in Focus 1 sequence sentences, respond to comprehension questions, and generate brief summaries, encompassing name, role, interests, and purpose (See Activities 7- 9).

1.6 Speaking: Production

Teacher Role:

The teacher introduces the Speaking Puzzle, distributing shuffled cards representing components of a self-introduction, explicates organization strategies and non-verbal communication cues, and orchestrates pair discussions addressing situational appropriateness. Guidance is provided for the completion of the self-introduction template, as well as facilitation of the interactive Bingo game to practice spontaneous oral exchanges (See Activities 1 -3, Speaking Focus).

Student Role:

Learners collaboratively arrange the puzzle cards and rehearse oral delivery with appropriate non-verbal behaviors (Activity 1). They complete personal self-introduction templates (Activity 2), and participate actively in the Bingo game, eliciting and providing information to peers (Activity 3).

1.7 Feedback

Teacher Role:

The teacher provides sustained, constructive feedback on listening comprehension and oral performance and emphasizes strengths in pronunciation, lexical appropriateness, fluency, and non-verbal communication, while addressing challenges in grammar, clarity, and interactional competence (See Listening Activities and Speaking Focus for reference).

Student Role:

Learners reflect upon feedback, document areas for improvement, and seek clarification where necessary, integrating guidance into ongoing tasks. Feedback is continuous and iterative throughout all activities.

1.8 Reflection / Consolidation

Teacher Role:

The teacher fosters metacognitive reflection on listening strategies, challenges encountered, and key principles of effective self-introduction, in addition to synthesizing learning outcomes and connecting insights to subsequent communicative tasks (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Learners articulate reflections, discuss applied strategies, and consolidate understanding of comprehensive self-introduction skills, hence integrating listening comprehension and speaking competencies.

Activities

Listening Focus

Listening to Identify the Main Ideas and Important Details of Spoken Texts (Identifying Name, Profession, Hobbies, ..., etc.)

Video Title: *Introducing Yourself and Meeting New People*

Link : <https://www.youtube.com/watch?v=tqTJAXfzD0E>

Pre-Listening

Activity 1

1. Look at the video title and imagine the type of information people usually provide when introducing themselves.
2. Work in pairs and list 5–7 key items you expect to hear, for example: name, age, origin, profession, hobbies, interests, or reason for introduction.

Activity 2

These words appear in the video or relate to self-introduction. Match each word to its correct definition.

Word	Definition
1. Internship	a. A temporary work experience to gain practical knowledge
2. Rapport	b. A friendly, harmonious relationship between people
3. Fluency	c. The ability to speak a language smoothly and accurately
4. Proxemics	d. The study of personal space and physical distance in communication
5. Paralanguage	e. Vocal elements like tone, pitch, and intonation that convey meaning
6. Aspiration	f. A strong desire or goal to achieve something in the future
7. Cohesive	g. Something logically connected and consistent
8. Etiquette	h. The set of conventional rules for polite behavior

While-Listening

Activity 3

Watch the video from 0:13 to 3:00 and choose the correct answers.

1. Where did one speaker move from?
 - a) Jeffersonville
 - b) Mason Heights
 - c) Chicago

- d) Greece
- 2. Which subject does a speaker enjoy the most?
 - a) History
 - b) Math
 - c) Science
 - d) Social Studies
- 3. How often does the speaker return to Greece?
 - a) Every year
 - b) Every two years
 - c) Once in summer
 - d) Never

Activity 4

Watch the same segment again. Complete the sentences with information from the video.

- 1. One speaker was born on
- 2. One speaker speaks fluently.
- 3. One speaker joined several clubs to
- 4. One speaker likes Friday because

Activity 5

Watch from 0:13 to 3:00. Decide if the statements are **True** or **False**.

- 1. One speaker has lived in the same city all their life.
- 2. One speaker wants to improve a second language.
- 3. One speaker is new to the school this semester.
- 4. Both speakers enjoy swimming.

Activity 6

Watch 3:00 to 5:10. Match each speaker with the correct information.

Speakers: Trevor, Emma, Jasmine, Martin

Details:

- a) Talks about summer vacations in Greece.
- b) Favorite subject is Science.
- c) Interested in joining sports clubs.
- d) Major in International Business.

Post-Listening

Activity 7

Rearrange these sentences in the order they occurred in the video:

1. One speaker talks about growing up in Michigan.
2. Another asks if the person has siblings.
3. The speaker answers that they have an older sister.
4. The speaker explains moving to Tennessee for college.

Activity 8

Answer the questions using complete sentences:

1. Where was the first speaker born and where did they move from?
2. What are the hobbies or interests of the speakers?
3. What is one speaker's goal related to learning a second language?
4. Give one example of how a speaker mentions their academic or professional role.

Activity 9

Summarize each speaker's self-introduction in 2–3 sentences, focusing on:

1. Name
2. Academic or professional role
3. Hobbies or interests





4. Reason for introduction

Speaking Focus

Activity 1

Speaking Puzzle: Who Am I?

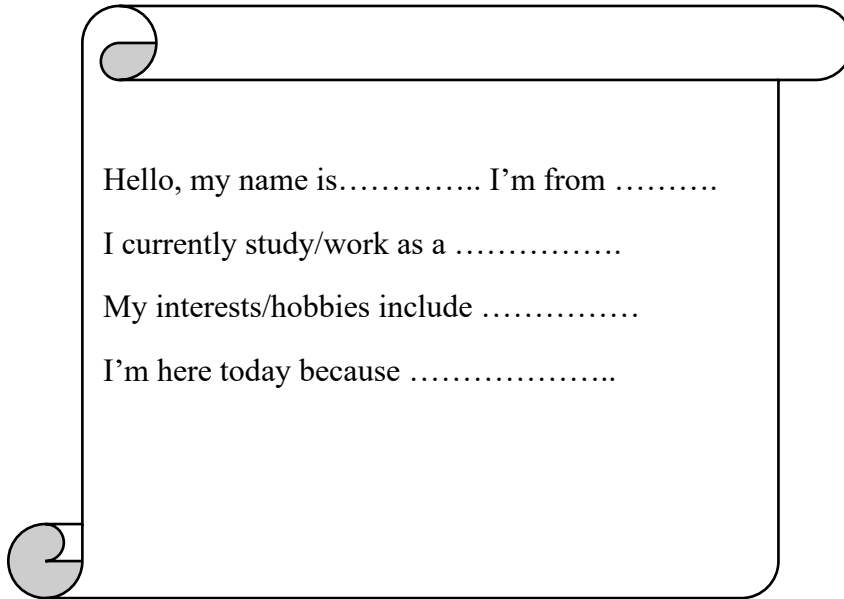
1. Form groups of 3–4 students.
2. Distribute shuffled cards containing parts of a self-introduction (greeting, name, personal info, academic/professional role, hobbies/interests, purpose, closing, non-verbal cues).
3. Arrange the cards in the correct order for a coherent self-introduction.
4. Select appropriate phrases for the context: formal, neutral, or informal.
5. Practice and perform your self-introduction, using non-verbal cues (smile, eye contact, posture, gestures, tone of voice).
6. Receive feedback from peers on verbal and non-verbal effectiveness.

<p>Greeting</p> <p>Good morning, everyone.</p> <p>Formal</p>	<p>Greeting</p> <p>Hello everyone.</p> <p>Neutral</p>	<p>Greeting</p> <p>Hey guys! | Hi there!</p> <p>Informal</p>
<p>Name</p> <p>My name is Dr. John Peido.</p> <p>Formal</p>	<p>Name</p> <p>I am John Peido.</p> <p>Neutral</p>	<p>Name</p> <p>I'm Leila. | Leila here.</p> <p>Informal</p>
<p>Personal Info</p> <p>I'm from Bejaja, Algeria.</p>	<p>Personal Info</p> <p>I was born and raised in Tlemcen.</p>	<p>Academic / Professional Role</p> <p>I am a first year student at Setif 2 University.</p>
<p>I currently live in Oran.</p>	<p>I am Algerian, from Batna.</p>	<p>I teach English at university.</p>
<p>Interests / Hobbies</p> <p>I enjoy reading books.</p>	<p>Purpose / Reason</p> <p>I'm here to present my project.</p>	<p>I'm doing an internship in sociolinguistics.</p>
<p>I love watching documentaries.</p>	<p>I'd like to introduce myself to the class.</p>	 <p>Smile.</p>
<p>Interests / Hobbies</p> <p>I enjoy reading books.</p>	<p>Purpose / Reason</p> <p>I'd like to introduce myself to the class.</p>	 <p>Make eye contact.</p>
<p>I like -watching documentaries.</p>	<p>Today, I'll share my experience.</p>	 <p>Stand tall.</p>
<p>Closing</p> <p>Thank you for your attention.</p> <p>Formal</p>	<p>That's a little about me.</p> <p>Neutral</p>	 <p>Use gestures.</p>
<p>That's a little about me.</p>	<p>I'm glad to be here.</p> <p>Informal</p>	

(Puzzle Designed by the teacher, 2026)

Activity 2

Complete the following template for a self-introduction:



Hello, my name is..... I'm from

I currently study/work as a

My interests/hobbies include

I'm here today because

Activity 3

Bingo Game

Each student gets a Bingo card with different prompts (e.g., name, hobby, city, favorite subject).

1. Walk around the class and ask classmates questions to find someone who matches a prompt.
2. When a match is found, **write the person's name** in the square.
3. The goal is to **fill a row, column, or diagonal**.
4. When you complete a line, **say Bingo** and introduce the classmates you wrote down.

Who Am I?

BINGO!

Find classmates who match the prompts.
Get 5 in a row and say "Bingo!"

Name	From a big city	Favorite Hobby	Has a brother	Studies English
Loves to travel	Older than me	Speaks another language	In a sports club	Favorite Subject
Has a pet	Born in December	FREE SPACE	Has two children	Visited another country
Works in business	Has a sister	Likes swimming	Favorite Food	New at school
Dream vacation spot	Plays a instrument	Watches movies	Has a fun fact	Good at spelling

Conclusion

The present lesson culminates in a reflective consolidation of both receptive and productive competencies. Teachers facilitate evaluative discourse, prompting learners to analyze the strategies employed during listening, both in identifying key information and in discerning speaker relationships and situational context. Constructive feedback highlights verbal and non-verbal performance, including pronunciation, fluency, vocabulary deployment, pragmatic

appropriateness, and interactional competence. Whereas, learners are encouraged to internalize these reflections, recognize areas of strength and identify targets for improvement, which reinforce the cyclical relationship between comprehension and expression. Thus, the lesson ensures that learners emerge with heightened awareness of communicative norms, enriched linguistic resources, and increased confidence to navigate varied academic and social contexts effectively.

Summary

In essence, Lesson 1 embodies a sophisticated, integrated approach to communicative competence, uniting listening comprehension and oral production within authentic and meaningful contexts. Listening Focus enables learners to capture main ideas, salient details, and overarching discourse structures. These receptive insights are operationalized through structured speaking activities, including the Speaking Puzzle, pair discussions, self-introduction templates, and interactive Bingo exercises, which reinforce linguistic accuracy, pragmatic awareness, and expressive confidence. Formative assessment, continuous observation, and peer feedback guide learners toward reflective self-monitoring and autonomous skill development. Henceforth, the lesson empowers students to function as competent, adaptive, and culturally-aware communicators, capable of engaging fluently and meaningfully in both academic and real-world interactions which leads to laying a robust foundation for subsequent language acquisition and communicative growth.

Lesson 2: Introducing Others

Description of the Lesson

The present lesson focuses on developing learners' ability to comprehend and produce spoken introductions within meaningful communicative contexts. It is structured around the integration of listening and speaking skills, enabling students to interpret spoken information while simultaneously practicing the language needed to present and describe other individuals. The listening component is organized around two complementary foci. Listening Focus guides learners in identifying the main ideas, key details, and participant roles within spoken interactions involving introductions.

To further support comprehension, learners engage with authentic audio-visual materials, such as short videos and podcast segments that illustrate natural conversational exchanges. Pre-listening activities activate background knowledge and introduce relevant vocabulary, while guided listening tasks encourage learners to recognize patterns of interaction, polite expressions, and strategies used during introductions. Additionally, the speaking component of the lesson provides opportunities for learners to apply the language encountered in the listening input. By incorporating comprehension, analysis, and oral production, the lesson contributes to strengthening learners' communicative competence and enables them to perform introductions with clarity, confidence, and social awareness in a range of communicative situations.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** common expressions used to introduce others.
2. **Recognize** vocabulary related to personal identity, relationships, and social roles.
3. **List** typical personal information included when introducing someone.
4. **Recall** polite phrases used for clarifying or responding during introductions.
5. **Name** relational and evaluative cues used when expressing opinions about the person introduced.
6. **Label** speakers, participants, and contexts in listening materials accurately.

7. **State** key details and opinions from listening tasks regarding the person being introduced.

Introduction

The current lesson is designed to advance learners' integrated listening and speaking competencies within authentic communicative contexts that involve presenting people in social, academic, and professional settings. It underscores the intricate interplay between receptive and productive skills in which learners engage in attentive listening to discern main ideas, detailed personal information, relational dynamics, and evaluative language, while simultaneously consolidating their oral proficiency through structured and interactive speaking tasks. Emphasis is placed on pragmatic competence, encompassing not only lexical and functional language related to introductions, relationships, and polite discourse, but also non-verbal cues, such as posture, gestures, facial expressions, and tone modulation.

Through exposure to carefully selected video and podcast materials, students encounter diverse speech patterns, relational scenarios, and pragmatic subtleties that enrich their interpretive and expressive capabilities. Interactive activities, including role-plays, opinion-based tasks, games, and collaborative presentations, enable learners to practice coherent, contextually appropriate, and socially sensitive introductions, integrate evaluative language, and refine both fluency and interpersonal communication. Therefore, the present lesson fosters learners' ability to introduce others with precision, courtesy, and confidence to cultivate a sophisticated understanding of interpersonal interaction across varied settings.

Lesson Type

Integrated Listening- Speaking lesson focusing on listening comprehension and oral production through authentic video and podcast materials.

Target Skills

- ✓ Listening comprehension (identifying main ideas, details, speaker relationships, and opinions).
- ✓ Oral production (introducing others and conveying impressions)..
- ✓ Interactive speaking (pair and group discussions, role-plays, games)

- ✓ Vocabulary development related to introductions, relationships, and polite expressions.
- ✓ Pragmatic competence in expressing opinions and relational awareness.

Materials

- ✓ Computer.
- ✓ Video: *Lesson 5 – How to Introduce Someone*
- ✓ Podcast: *English Podcast For Easy English Conversation – How to Introduce Someone*
- ✓ Printed worksheets for listening comprehension tasks.
- ✓ Flashcards and opinion cards for speaking activities.
- ✓ Bingo cards for interactive games.
- ✓ Whiteboard.

Language Focus

- ✓ Expressions for introducing others (e.g., This is..., Meet...).
- ✓ Vocabulary related to personal identity, relationships, and social roles (friend, colleague, family, profession, hobbies).
- ✓ Polite expressions for clarifying and responding (e.g., Pleased to meet you, Sorry, what's your name again?).
- ✓ Functional language to express opinions or impressions (friendly, confident, approachable, memorable).
- ✓ Non-verbal communication cues (*i.e.*, eye contact, posture, gestures, smile).

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, instructions, demonstration, feedback.
- ✓ Student–Teacher (S–T): Answering questions, clarification.
- ✓ Pair Work (S–S): Prediction, vocabulary matching, speaking practice.
- ✓ Group Work (Ss–Ss): Games, role-play, discussion.

- ✓ Individual Work (S): Listening comprehension, reflection, oral summarization.

Assessment

Student learning is assessed formatively during the lesson through:

- ✓ Observation of participation in listening and comprehension tasks.
- ✓ Accuracy in identifying key information and speaker opinions..
- ✓ Engagement in pair and group speaking activities.
- ✓ Performance in interactive games and role-plays.
- ✓ Peer and teacher feedback on clarity, fluency, pragmatic appropriateness, and non-verbal communication.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher activates learners' prior knowledge regarding conventions and expressions used to introduce others, emphasizing typical information, such as name, age, profession, hobbies, relationships, and potential challenges in introductions (*See Activity 1*).

Further Warm-Up Questions can be pondered:

- What expressions do we commonly use to introduce someone?
- What personal information is usually included when introducing another person?
- Why are introductions important in social or professional contexts?
- What problems might occur during introductions (e.g., forgetting a name, misunderstanding relationships)?
- How can tone, body language, and politeness affect the quality of an introduction?

Student Role:

Students reflect on real-life introduction scenarios, contribute examples, and orient themselves toward comprehension and production tasks (*See Activity 1*).

1.2 Pre-Listening

Teacher Role:

The teacher scaffolds predictive and lexical preparation, explaining relevant vocabulary (e.g., confident, approachable, natural, memorable) and guiding classification and matching activities (*See Activities 2 and 3*).

Student Role:

Learners anticipate speakers, relationships, and context for both video and podcast materials. They predict participants and relational dynamics, categorize vocabulary, and discuss expected interactions, activating prior knowledge for listening tasks (*See Activities 2 and 3*).

1.3 While Listening: Global Understanding

Teacher Role:

The teacher facilitates initial exposure to auditory input and guides learners to identify the purpose, participants, and relational exchanges in both video and podcast segments. Comprehension tasks are explained, and support is provided as needed (*See Activities 4 - 6*).

Student Role:

Learners identify main ideas, key participants, and the overall purpose of interactions, completing comprehension tables, True/False, and multiple-choice exercises. (*See Activities 4 - 6*)

1.4 While Listening: Detailed Understanding

Teacher Role:

The teacher directs attention to specific lexical, structural, and pragmatic features, focusing on relational sequences, clarification strategies, and speaker opinions (*See Activities 7 - 10*).

Student Role:

Learners complete gap-filling, speaker-matching, and classification and reordering activities, noting polite expressions, relational cues, and speaker impressions (*See Activities 7 - 10*).

1.5 Post-Listening

Teacher Role:

The teacher scaffolds synthesis by guiding learners to sequence dialogues, summarize introductions, and report speaker opinions accurately (*See Activities 11 and 12*).

Student Role:

Learners sequence exchanges, answer comprehension questions, and generate concise summaries of personal information, relationships, and speaker impressions (*See Activities 11 and 12*).

1.6 Speaking: Production

Teacher Role:

The teacher introduces interactive tasks (Speaking Puzzle, Flashcard Introductions, Mystery Guest, Role Swap) and demonstrates strategies for coherent introductions, polite language, and relational framing (*See Activities 1- 4 of Speaking Focus*).

Student Role:

Learners perform oral introductions by integrating verbal and non-verbal cues, polite expressions, relational context, and opinions. They collaborate, receive peer feedback, and refine fluency and pragmatic competence (*See Activities 1- 4 of Speaking Focus*).

1.7 Feedback

Teacher Role:

The teacher provides formative feedback on comprehension and oral production, emphasizing accuracy, clarity, pragmatic appropriateness, and non-verbal communication (*See all previous activities for reference*).

Student Role:

Learners reflect on feedback, identify areas for improvement, and apply guidance in ongoing speaking and comprehension activities (*See all Listening and Speaking Focus Activities for reference*).

1.8 Reflection / Consolidation

Teacher Role:

The teacher encourages metacognitive reflection and connects strategies and insights from the lesson to broader communicative competence (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Learners articulate reflections, consolidate comprehension and speaking skills, and integrate relational and evaluative awareness into their oral communication (*See all previous activities for reference*).

Activities

Listening Focus

Listening to Identify Main Ideas/Details of Spoken Texts (Personal Information of Others, Relationships)

Video: Lesson 5 - How to Introduce Someone

Link : https://www.youtube.com/watch?v=eedQT12sj_8

Pre-Listening

Activity 1

Discuss:

1. What expressions do we use to introduce someone?
2. What personal information is usually included in introductions?
3. Why are introductions important?
4. What problems might happen during introductions?

Activity 2

Complete before listening:

Greeting Expressions	Introduction Expressions	Polite Responses

Activity 3

Predict the following:

1. Who might be speaking?
2. What relationship might they have?
3. Is the context formal, semi-formal, or informal?

While Listening

Activity 4

1. What is the main purpose of the conversation?
 - a) Talking about school
 - b) Introducing two people
 - c) Saying goodbye
2. Who introduces Pedro?
 - a) Ana
 - b) Cris
 - c) Pedro
3. What small problem happens?
 - a) Someone forgets a name
 - b) Someone is late
 - c) Someone leaves

Activity 5

Listen and complete the following table.

Person	Who They Greet	Who They Meet	What They Say

Activity 6

Identify whether the following statements are **True** or **False**.

1. Pedro introduces himself first.
2. Ana asks Pedro to repeat his name.
3. 'This is' is used to introduce people.
4. Pedro and Ana already knew each other.
5. The speakers use polite language.

Activity 7

Listen and fill in the gaps.

Good morning,

Ana, this is

Sorry, what's your again, please?

My is Pedro.

Pleased to you.

Activity 8

Write **C (Cris)**, **P (Pedro)**, or **A (Ana)**:

1. "Good morning, Ana."
2. "Sorry, what's your name again, please?"
3. "My name is Pedro."
4. "Pleased to meet you."

Activity 9

Write all polite expressions you hear. Then, classify them:

Greeting	Clarification	Polite Response

Activity 10

Put in order:

-Greeting
- Introduction using “This is...”
- Clarification request
- Polite response

Post-Listening

Activity 11

In the second role-play version, Pedro says ‘my friend.’

1. What type of information is added?
 - a) Age
 - b) Relationship
 - c) Job
 - d) Address

2. What strategy does Ana use when she doesn’t understand the name?
 - a) Ignoring
 - b) Asking politely
 - c) Changing topic

3. Is this introduction:
 - a) Formal
 - b) Informal

Activity 12

Answer the following questions orally.

- ✓ Who is being introduced?
- ✓ Who introduces them?
- ✓ What misunderstanding occurs?
- ✓ How is it solved?

Speaking Focus

Activity 1

1. Look at the pictures carefully.



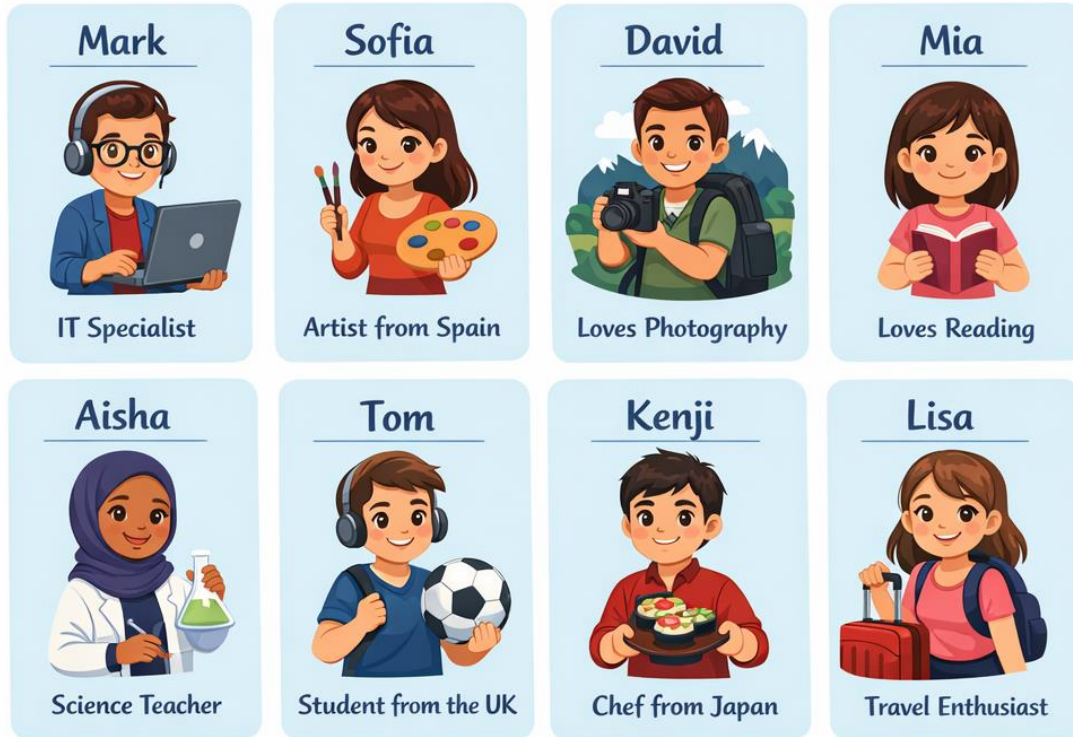
2. Choose **one picture** that interests you.
3. Imagine the people in the picture and create a short introduction for them:
 - ✓ Who are they?
 - ✓ Where are they?
 - ✓ What are they doing?
 - ✓ What might their hobbies or interests be?
4. Share your introduction with a partner or with the class.

Activity 2

1. Each student chooses **two person cards**.

Flashcards

– Person Cards –



– Opinion Cards –



(Flashcards Designed by the teacher, 2026)

2. Introduce each person to a partner using polite phrases.

Example: Hi, this is Alex. He is a student from Brazil. He loves hiking. I think he is friendly.

3. Partner asks **one question** about the person.
4. Choose **one opinion card** and include it in your introduction.

5. Switch roles and repeat.

Variation: In groups, introduce each person to the group and link them using shared interests.

Focus: Clear pronunciation, polite phrases, eye contact, and smiles.

Activity 3

Mystery Guest Game

1. Pair up or form small groups.
2. Choose a 'mystery person' (a classmate, famous person, or fictional character).
3. Give clues about them without revealing their name.
4. Introduce the mystery person to the group using:
 - a. Relationship
 - b. Job/role
 - c. One or two opinions (positive/neutral)
5. Let the group **guess who the person is**.
6. Switch roles and repeat.

Activity 4

Role Swap Introductions

1. Pair up. Assign **roles**: friend, colleague, boss, or family member.
2. Introduce your partner from the perspective of your role:
 - a. Friend → informal, funny opinions
 - b. Boss → formal, professional opinions

Conclusion

The lesson culminates in guiding learners to consolidate comprehension, production, and pragmatic skills in a reflective and an integrative manner. Students synthesize key details, relational sequences, and speaker impressions from video and podcast inputs and demonstrate their ability to accurately interpret and convey personal information about others. Oral production activities are revisited to highlight clarity, politeness, and contextually appropriate

strategies, while the teacher provides formative feedback to boost pragmatic awareness, fluency, and non-verbal communication.

Learners are encouraged to reflect on the broader relevance of these skills, including their applicability in academic, social, and professional contexts. Hence, the lesson not only strengthens linguistic competence but also fosters relational intelligence, interpersonal sensitivity, and confidence in navigating varied communicative scenarios. By incorporating listening comprehension, pragmatic analysis, and interactive oral practice, students emerge better equipped to introduce others effectively and interpret relational and evaluative cues in authentic contexts.

Summary

The present lesson evolves learners' integrated listening and speaking competencies through the communicative context of introducing others. It fosters identifying main ideas, details, and relational patterns in spoken interactions while boosting the ability to interpret speaker impressions and evaluative language. Learners acquire and apply polite expressions, vocabulary related to personal information and relationships, and strategies for sequencing dialogues accurately. Through structured activities, students refine both verbal and non-verbal communication skills. Ergo, the lesson cultivates pragmatic awareness, interpersonal sensitivity, and oral fluency to prepare learners to navigate social and professional introductions with confidence and precision.

Lesson 3: Discussing Reasons for Choosing English as an Option

Description of the Lesson

The present lesson fosters learners' integrated listening and speaking skills by engaging them in the reflective and analytical exploration of reasons for choosing English as an academic option. Through exposure to authentic video and audio materials, learners evolve the ability to identify main ideas, extract supporting details, and interpret personal opinions and preferences expressed by speakers. Pre-listening and predictive activities provide the required scaffolding for comprehension, while targeted vocabulary preparation ensures learners can engage meaningfully with both content and discourse.

Interactive speaking activities, including structured pair discussions, group reasoning tasks, and role-plays, allow learners to articulate, justify, and defend their personal motivations which cultivates both critical thinking and pragmatic competence. Emphasis is placed on coherent expression, functional language use, and effective non-verbal communication strategies. Therefore, the current lesson nurtures learners' capacity for reflective analysis, persuasive communication, and interpersonal sensitivity as learners emerge with heightened confidence in expressing their reasons for studying English with an enhanced awareness of diverse perspectives, and strengthened skills for academic, social, and professional communication.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** the main reasons for learning English presented in video and audio materials.
2. **Recall** supporting examples and explanations related to each reason.
3. **Recognize** personal opinions and preferences expressed by speakers.
4. **List** professional, social, cultural, and personal benefits of learning English.
5. **Select** appropriate functional language to express reasons for studying English.
6. **State** their own reasons for choosing English using structured prompts.

Introduction

The present lesson focuses on strengthening learners' ability to comprehend, interpret, and express reasons for selecting English as an option in structured and authentic communicative contexts. Listening tasks guide learners to identify key arguments, supporting examples, and individual preferences, while speaking tasks enable learners to articulate and justify their own choices using appropriate functional language. Critical reasoning and interactive communication are promoted, and learners are encouraged to compare, evaluate, and defend perspectives in academic and social settings. Exposure to authentic video and audio materials familiarizes learners with natural discourse, reasoning strategies, and evaluative language, while pair and group activities provide opportunities to consolidate comprehension and practice coherent, contextually appropriate oral expression.

Lesson Type

Integrated Listening–Speaking lesson focusing on comprehension of reasons, supporting examples, and personal opinions.

Target Skills

- ✓ Listening comprehension (main ideas, details, speaker reasoning, examples).
- ✓ Oral production (expressing and justifying personal reasons for learning English).
- ✓ Interactive speaking (pair work, group discussion, role-plays).
- ✓ Vocabulary development related to motivations, personal preferences, and functional language.
- ✓ Pragmatic competence in expressing opinions and reasoning.

Materials

- ✓ Computer.
- ✓ Video: 5 Reasons to Learn English.
- ✓ Audio: Why People Learn English.
- ✓ Printed worksheets for comprehension activities.
- ✓ Scenario and reason cards for speaking activities.
- ✓ Whiteboard.

Language Focus

- ✓ Functional language to express reasons: I chose English because..., One reason I study English is..., I enjoy learning English as it allows me to...
- ✓ Vocabulary related to academic, professional, social, and personal motivations.

Interaction Patterns:

- ✓ Teacher–Whole Class (T–Ss): Introduction, instructions, demonstration, feedback.
- ✓ Student–Teacher (S–T): Answering questions, clarification.
- ✓ Pair Work (S–S): Discussion, sharing personal reasons, carousel activity.
- ✓ Group Work (Ss–Ss): Ranking, debate, consensus building.
- ✓ Individual Work (S): Comprehension, reflection, oral summarization.

Assessment

Formative assessment is done through:

- ✓ Observation of participation in listening comprehension and discussions.
- ✓ Accuracy in identifying reasons and supporting details.
- ✓ Engagement in pair and group speaking activities.
- ✓ Clarity, fluency, and justification of personal opinions.
- ✓ Peer and teacher feedback on pragmatic and functional language use.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher activates learners' prior knowledge about motivations for learning English, discussing common reasons, potential benefits, and challenges.

Student Role:

Students reflect on personal experiences with language learning, contribute examples, and orient themselves toward listening and speaking activities.

1.2 Pre-Listening

Teacher Role:

The teacher prepares learners by explaining key vocabulary and prompting prediction about reasons for learning English (*See Pre-Listening Activity 1*).

Student Role:

Learners discuss in pairs why people learn English, anticipated benefits, and challenges, activating prior knowledge for listening tasks (*See Pre-Listening Activity 1*).

1.3 While Listening: Global Understanding

Teacher Role:

The teacher facilitates exposure to video and audio input, guiding learners to identify main reasons and overall message (*See While-Listening Activities 2 and 3*).

Student Role:

Learners watch/listen, select the best summary, and complete initial comprehension tasks identifying main reasons (*See While-Listening Activities 2 and 3*).

1.4 While Listening: Detailed Understanding

Teacher Role:

The teacher directs learners' attention to supporting explanations, examples, and speaker reasoning (*See While-Listening Activities 4-6*).

Student Role:

Learners match reasons with supporting details, determine True/False statements, and note examples (*See While-Listening Activities 4-6*).

1.5 Post-Listening

Teacher Role:

The teacher scaffolds synthesis by guiding learners to answer questions, summarize reasons, and discuss personal agreement with content (*See Activities 7-8*).

Student Role:

Learners answer comprehension questions, discuss in groups which reasons they relate to, and share additional ideas (*See Activities 7-8*).

1.6 Speaking: Production

Teacher Role:

The teacher introduces interactive tasks including personal reason sharing, carousel justification, ranking activities, and role-plays (*See Speaking Focus Activities 1- 3*).

Student Role:

Learners perform oral activities: individually state reasons, justify in pairs (carousel), rank reasons in groups, and role-play scenarios, applying functional language and clear pronunciation (*See Speaking Focus Activities 1- 3*).

1.7 Feedback

Teacher Role:

The teacher provides formative feedback on comprehension, clarity, reasoning, and oral production (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Learners reflect on feedback and apply guidance in ongoing speaking and comprehension tasks (*See all Listening and Speaking Focus Activities for reference*).

1.8 Reflection / Consolidation

Teacher Role:

The teacher encourages learners to connect strategies and insights from the lesson to broader academic and personal language learning goals (*See all previous activities for reference*).

Student Role:

Learners articulate reflections, consolidate comprehension and speaking skills, and integrate functional language for expressing reasons into communication (*See all previous activities for reference*).

Activities

Listening Focus

Listening to Identify Main Ideas/Details (Reasons, Examples)

Video Title: 5 Reasons to Learn English

Link: <https://www.youtube.com/watch?v=YagwZCEjkds>

Pre-Listening

Activity 1

Discuss the following questions in pairs:

1. Why do people learn English or another foreign language?
2. Do you think learning a language is easy or difficult? Why?
3. What benefits can language learning provide?

While-Listening

Activity 2

Watch the video and choose the best summary of the message.

- a. Learning languages is expensive and difficult.
- b. The speaker explains five important reasons to learn a new language.
- c. Language learning is only useful for travel.
- d. The speaker explains grammar rules for beginners.

Activity 3

Watch the video again and complete the list of reasons mentioned.

The video presents five reasons for learning a new language:

1.
2.
3.
4.
5.

Activity 4

Match each reason with its supporting explanation.

Reason	Supporting Detail
A. More opportunities	Helps your brain stay active .1
B. Meeting new people	Employers prefer multilingual workers .2
C. Exploring culture	Understanding local people better .3
D. Health benefits	Making friends and personal connections .4
E. Personal achievement	Realizing you can successfully learn a language .5

Activity 5

Watch carefully and decide whether each statement is **True (T)** or **False (F)**.

1. Learning a new language requires time and effort.
2. Knowing another language can help you work in another country.
3. Language learning only helps in academic settings.
4. Learning a new language improves brain health.
5. The speaker believes age prevents people from learning languages.

Activity 6

Watch the video and write one example for each category.

Category	Example from the Video
Professional Benefit
Social Benefit
Cultural Benefit
Health Benefit

Post-Listening

Activity 7

1. Why do employers prefer multilingual professionals?

.....

2. How does language learning help people understand different cultures?

.....

3. What mental benefits does language learning provide?

.....

Activity 8

Discuss in groups:

1. Which reason from the video do you agree with the most?
2. Which reason motivates you personally to learn English?
3. Can you add another reason not mentioned in the video?

Speaking Focus

Activity 1

1. Individually, state **3 personal reasons** why you chose English. Use prompts like: *I enjoy...*, *I like learning English because...*; *For me, English is important as...*
2. Pair up and share your reasons with a partner.

Functional Language to Model:

- a. *I chose English because...*
- b. *One reason I study English is...*
- c. *I enjoy learning English as it allows me to...*

Activity 2

Reason-Justification Carousel

1. Arrange students in two concentric circles (inner/outer).
2. Each student in the inner circle shares one reason for studying English.
3. The partner in the outer circle asks **Why?** to prompt justification.
4. Students rotate after 2 minutes and repeat with a new partner.

Example Prompts:

- ✓ Why did you choose English as an academic option?
- ✓ Can you explain more about that reason?

Functional Language to Model:

- I chose English because it allows me to...
- This is important to me since...
- It helps me to...

Activity 3

1. Look at this list of common reasons (Personal, Academic, Professional) on the board:
 - a. Communicating with people worldwide
 - b. Accessing academic knowledge
 - c. Career opportunities
 - d. Enjoyment of English media
 - e. Traveling
2. In small groups, rank the reasons from most to least important for themselves.
3. Justify their top reason to the group using structured language.
4. The group comes to a **consensus top reason**.

Functional Language to Model:

- ✓ In my opinion, the most important reason is... because...
- ✓ I think... is significant since...
- ✓ One of the main reasons for me is...

Conclusion

The lesson culminates in the coordinated reinforcement of learners' listening and speaking capacities. Learners synthesize reasons, examples, and personal opinions drawn from video and audio materials and demonstrate the ability to express and justify their own perspectives coherently. Speaking activities are revisited to enhance clarity, logical sequencing, and pragmatic appropriateness. More importantly, formative feedback focuses on the effective use of functional language, argumentative clarity, and interactive communication. Thus, the lesson cultivates learners' critical, pragmatic, and interpersonal competencies in order to prepare them to discuss and defend their choices regarding English with sophistication and confidence.

Summary

Lesson 3 develops learners' integrated listening and speaking skills through the context of explaining and justifying reasons for choosing English. Video and audio materials facilitate comprehension of main ideas, supporting details, and speaker preferences, while speaking activities encourage learners to articulate and defend personal motivations using appropriate functional language. The lesson fosters pragmatic awareness, coherent reasoning, and evaluative thinking, supported by predictive exercises, comprehension tasks, pair and group discussions, and role-plays. By linking receptive and productive tasks, the lesson cultivates both linguistic proficiency and critical communicative competence, enabling learners to express and justify personal academic choices with confidence and precision.

Lesson 4: Expressing Ideas and Opinions Clearly

Description of the Lesson

The present lesson is dedicated to advancing learners' capacity to comprehend, evaluate, and articulate ideas with precision and rhetorical sophistication. Through engagement with authentic multimedia materials, learners explore how speakers convey opinions, justify positions, and reveal attitudes within diverse communicative contexts. While pre-listening activities strategically activate prior knowledge and introduce key expressions to enable learners anticipate content and purpose, in while listening activities learners hone their analytical skills by identifying speaker intent, distinguishing personal viewpoints from general statements, and interpreting nuanced reasoning. Speaking tasks promote eloquence, coherence, and persuasive capability in order to allow learners to express, justify, and defend their perspectives with clarity and pragmatism. Henceforth, the lesson boosts critical listening, strategic reasoning, and articulate expression to equip learners to participate in discussions with confidence, sophistication, and interpersonal awareness.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** expressions and phrases used to express personal and general opinions.
2. **Recognize** the purpose and attitude of speakers in spoken interactions.
3. **List** different opinions presented in audio and video materials.
4. **Name** the speakers and their corresponding viewpoints.
5. **Match** opinions with supporting examples or reasoning.
6. **State** personal opinions clearly using functional language.
7. **Describe** the differences between personal and general opinions.

Introduction

In contemporary communicative contexts, the ability to express ideas and opinions clearly constitutes a fundamental component of effective language use. Learners are frequently required not only to understand the viewpoints of others but also to articulate their own perspectives with

clarity, coherence, and appropriate justification. Developing this competence enables students to participate meaningfully in discussions, negotiate meaning, and demonstrate critical engagement with diverse topics.

The present lesson is designed to strengthen learners' communicative confidence by integrating listening comprehension with purposeful oral production. Through exposure to authentic spoken discourse, learners observe how speakers formulate opinions, support arguments with reasoning, and convey attitudes in different communicative situations. At the same time, guided speaking tasks provide opportunities for learners to practice expressing their own viewpoints, responding to others, and engaging in constructive dialogue. Hence, this lesson prepares students to participate actively and thoughtfully in academic and everyday conversations where the clear expression of ideas and opinions is essential.

Lesson Type

Integrated Listening–Speaking lesson focusing on comprehension of opinions, reasoning, and clarity of expression.

Target Skills

- ✓ Listening comprehension (speaker's purpose, attitude, opinions, reasoning).
- ✓ Oral production (expressing and justifying personal opinions).
- ✓ Interactive speaking (pair work, group discussion, opinion games, debate).
- ✓ Vocabulary development related to opinion expression and reasoning.
- ✓ Pragmatic competence in giving, agreeing, or disagreeing politely.

Materials

- ✓ Computer.
- ✓ Video 1: Intermediate Unit 5 Giving Opinions.
- ✓ Video 2: Giving Opinions | English Conversation
- ✓ Website: British Council – Different Opinions

- ✓ Worksheets, sentence cards, sticky notes, scenario/topic cards.
- ✓ Whiteboard.

Language Focus

- ✓ Functional language to express opinions: I think..., In my opinion..., Personally, I believe..., I don't agree...
- ✓ Linking phrases for reasoning: because, for example, moreover, however.
- ✓ Vocabulary for evaluating attitudes: positive, neutral, critical, commercial, formal, informal.

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, instructions, demonstration, feedback.
- ✓ Student–Teacher (S–T): Answering questions, clarification.
- ✓ Pair Work (S–S): Predictions, opinion sharing, puzzles, sentence games.
- ✓ Group Work (Ss–Ss): Debates, consensus building, ranking opinions.
- ✓ Individual Work (S): Comprehension, reflection, oral summarization.

Assessment

Formative assessment is applied through:

- ✓ Observation of participation in listening comprehension and speaking activities.
- ✓ Accuracy in identifying purpose, attitude, and opinions.
- ✓ Use of functional language in pair and group speaking activities.
- ✓ Clarity, reasoning, and justification of personal opinions.
- ✓ Peer and teacher feedback on interactive communication and pragmatic competence.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher activates learners' prior knowledge about expressing opinions and discusses the importance of clarity, reasoning, and respectful disagreement. Introduces functional language commonly used to express viewpoints and attitudes (*See Activity 1*).

Student Role:

Learners reflect on prior experiences expressing opinions, predict possible discussion topics, and practice key expressions used to state viewpoints (*See Activity 1*).

1.2 Pre-Listening

Teacher Role:

The teacher guides learners through prediction tasks, vocabulary clarification, and phrase-matching activities in order to prepare them for understanding speakers' opinions, purposes, and attitudes (*See Activity 2- 3*).

Student Role:

Students work individually or in pairs to anticipate the topic of discussion, match opinion expressions with meanings, and practice functional language that will support listening comprehension (*See Activity 2- 3*).

1.3 While Listening: Global Understanding

Teacher Role:

The teacher facilitates the first exposure to the audio or video materials and encourages learners to identify the speakers' general purpose, tone, and the overall direction of the conversation (*See Activity 4*).

Student Role:

Students listen attentively to identify general ideas, underline expressions of opinion, and verify or adjust initial predictions (*See Activity 4*).

1.4 While Listening: Detailed Understanding

Teacher Role:

The teacher directs learners' attention to specific details, such as supporting reasons, examples, and the distinction between personal and general opinions expressed by the speakers (*See Activity 5–7*).

Student Role:

Learners complete listening tasks including sentence completion, True/False statements, sequencing of opinions, and matching speakers with viewpoints (*See Activity 5–7*).

1.5 Post-Listening

Teacher Role:

The teacher encourages learners to synthesize information by discussing speaker attitudes, comparing opinions, and reflecting on the reasoning behind different viewpoints. (*See Activity 8*).

Student Role:

Students answer comprehension questions, identify and categorize opinions, and discuss their level of agreement or disagreement with the ideas presented (*See Activity 8*).

1.6 Speaking: Production

Teacher Role:

The teacher introduces opinion-sharing tasks: pair discussions, puzzles, word games, mystery opinion, and debate. S/he also demonstrates reasoning and functional language (See Speaking Focus Activities 1–3).

Student Role:

Students express and justify opinions individually, in pairs, and in groups. They also participate in games and debates using functional language and linking phrases (See Speaking Focus Activities 1–3).

1.7 Feedback

Teacher Role:

The teacher provides formative feedback on clarity, reasoning, functional language, and interactive communication (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Learners reflect on feedback and improve oral expression, reasoning, and use of linking phrases.

1.8 Reflection / Consolidation

Teacher Role:

The teacher encourages learners to connect strategies from listening and speaking to real-life communication and academic tasks (See all activities for reference).

Student Role:

Students summarize insights, consolidate comprehension of speaker purpose/attitude, integrate opinion expressions into future interactions (See all activities for reference).

Activities

Listening Focus

Listening for Personal Opinions

Website Link : <https://learnenglishteens.britishcouncil.org/skills/speaking/b1-speaking/different-opinions>

Pre-Listening

Activity 1

In pairs, predict what topics the speakers might give personal opinions about.

Example: teachers, school subjects, homework

Activity 2

1. Look at the video title and context: a conversation about school, teachers, and different opinions.
2. In pairs, answer:
 - a. What do you think the conversation will be about
 - b. What is the main purpose of the speakers (Options: inform, persuade, share

opinions)

c. Which subjects or teachers might they talk about

Activity 3

Match the phrases to their meanings:

Phrase	Meaning
I see what you mean	Showing understanding
I prefer	Expressing personal choice
I agree	Expressing agreement
Let's agree to disagree	Respecting different opinions
She's strict but ...	Explaining a positive/negative quality
Really?!	Showing surprise

While-Listening

Activity 4

Listen carefully and complete the sentences with the missing words:

1. Jack had French and thought it was
2. Gemma thinks Madame Martin is
3. Jack says Madame Martin makes studentsFrench all the time
4. Jack thinks Mr Greenwood gives too much
5. Jack says they should agree to

Activity 5

Listen to the conversation and write **True (T)** or **False (F)**:

1. Jack thinks Madame Martin is a good teacher.
2. Gemma prefers Mr Thomas over Mr Greenwood.
3. Jack enjoys French class with Madame Martin.

4. Gemma agrees with Jack about his favourite Maths teacher.
5. Both Jack and Gemma like Miss McCloud.

Activity 6

Listen carefully and put these personal opinions in the order they appear in the video:

- a. Miss McCloud is brilliant and very nice. ()
- b. Mr Thomas is Jack's favourite. ()
- c. Madame Martin is strict but students learn a lot in her classes. ()
- d. Gemma likes Madame Martin. ()
- e. Mr Greenwood is OK but gives too much homework. ()

Activity 7

Match the opinion with the speaker:

Opinion	Speaker
Gemma likes Madame Martin	
Mr Thomas is Jack's favourite	
Madame Martin is strict but students learn a lot in her classes	
Miss McCloud is brilliant and very nice	

Post-Listening

Activity 8

1. Form one sentence giving your personal opinion about a teacher or subject using phrases such as:
 - ✓ I like ... because ...
 - ✓ I prefer ... because ...
2. Compare your opinion with a partner and discuss whether you agree or disagree

Speaking Focus

Activity 1

1. Look at the following pictures (e.g., crowded classroom, library, sports field, cafeteria).



2. Choose a picture.
3. Answer the following questions orally:
 - a. Give your opinion about this place or situation.
 - b. Explain why you think that.
 - c. Provide an example if possible.
4. Pair up and share your opinions using phrases like: I think..., I feel..., In my opinion...

Activity 2

Opinion Puzzle

think I online is learning more flexible

Many improves people believe exercise health

group helps sharing I ideas work

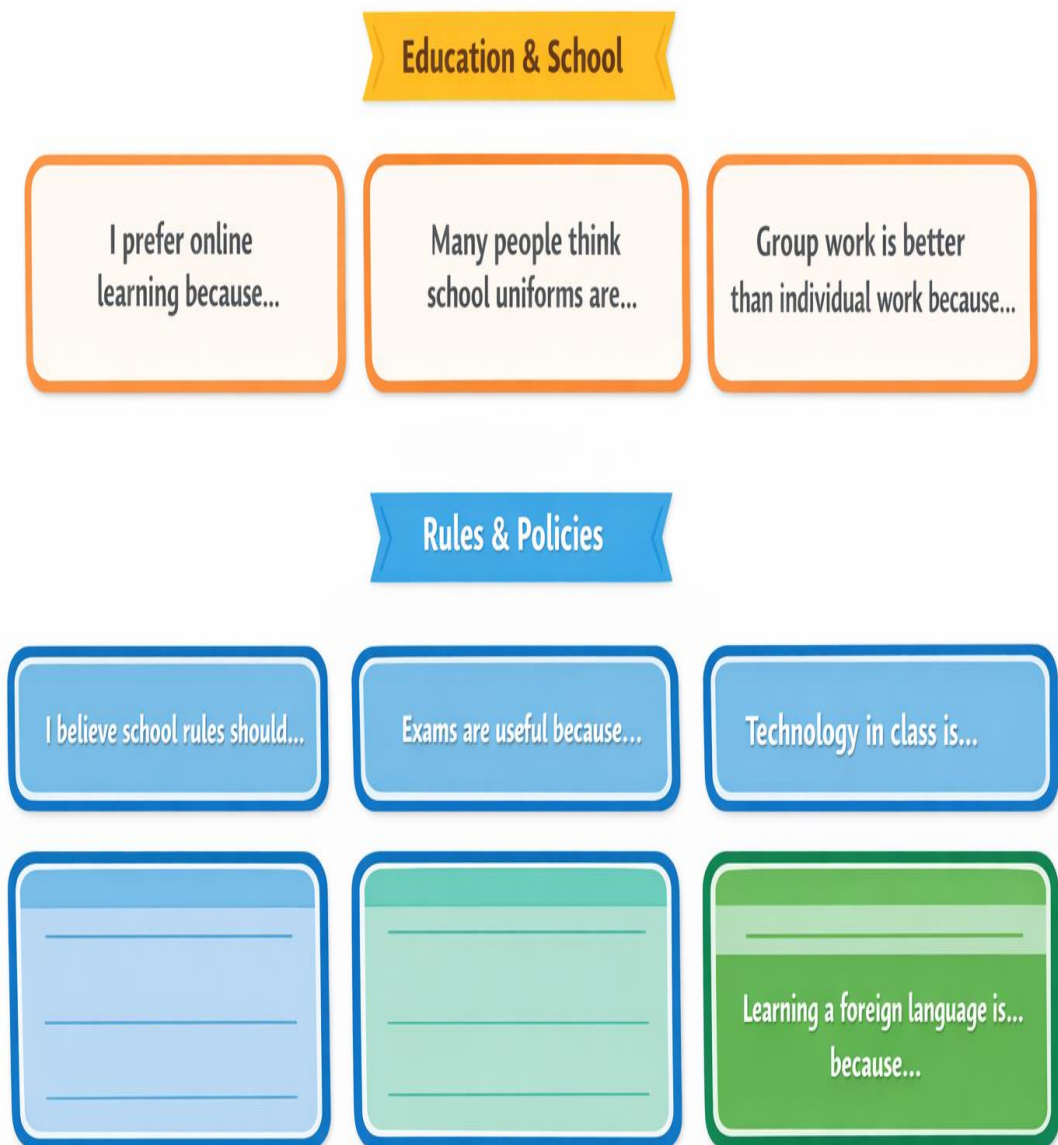
Uniforms reduce I peer that pressure

1. Distribute scrambled sentence cards to pairs of students.
2. Reorder the words to form complete sentences.
3. Check your sentences with a partner.
4. Discuss possible reasons or examples to support each sentence.

Activity 3

Debate Puzzle

1. Consider the following topic cards with sentence starters:



The image displays two sets of topic cards for a debate puzzle. The first set is titled "Education & School" and contains three cards with sentence starters: "I prefer online learning because...", "Many people think school uniforms are...", and "Group work is better than individual work because...". The second set is titled "Rules & Policies" and contains six cards. The first three cards have sentence starters: "I believe school rules should...", "Exams are useful because...", and "Technology in class is...". The remaining three cards are blank templates for writing, with the last one containing the sentence starter "Learning a foreign language is... because...".

Education & School

- I prefer online learning because...
- Many people think school uniforms are...
- Group work is better than individual work because...

Rules & Policies

- I believe school rules should...
- Exams are useful because...
- Technology in class is...
- _____
- _____
- _____
- Learning a foreign language is... because...

2. Pick a card and complete the sentence.
3. Support your opinion with reasons and examples.

4. Respond to a classmate with polite disagreement using: I see your point, but... / I agree in part, however...

Conclusion

By the end of Lesson 4, learners consolidate their skills in comprehending and expressing ideas effectively. They demonstrate the ability to analyze speaker purpose, evaluate arguments, and differentiate between personal and general opinions. Oral production tasks reinforce coherent articulation, logical sequencing, and interactional competence. Furthermore, formative feedback emphasizes clarity, justification, and pragmatic appropriateness to boost learners' confidence in communicating ideas. Therefore, the present lesson improves critical listening, reflective reasoning, and expressive precision to enable learners to participate in discussions with clarity and assurance.

Summary

The present lesson promotes integrated listening and speaking development through the exploration of opinions, reasoning, and communicative purpose. Authentic video and audio inputs guide learners in identifying speaker attitudes, intentions, and supporting details, while pre-listening activities promote anticipation and contextual understanding. Listening activities train learners to distinguish personal from general opinions, make inferences, and recognize argumentative structures. However, speaking activities, including pair discussions, opinion puzzles, word games, and debate simulation, allow learners to articulate, justify, and defend ideas, while applying functional language effectively. Hence, by connecting comprehension and production, the lesson fosters analytical thinking, persuasive communication, and pragmatic competence to enable learners to convey their ideas clearly and confidently in diverse contexts.

Lesson 5: Expressing Agreement/Disagreement

Description of the Lesson

The present lesson examines the multifaceted process of expressing agreement and disagreement in spoken interactions, highlighting not only the content of communication but also the subtle interplay of tone, intention, and interpersonal nuance. Learners engage with authentic audio-visual materials to detect speakers' attitudes, recognize shifts in opinion, and analyze strategies for negotiating differences while maintaining politeness and coherence. Interactive discussions, debates, and role-plays provide opportunities to articulate personal perspectives, justify reasoning with examples, and respond diplomatically to contrasting viewpoints.

The present lesson also emphasizes the development of critical listening skills, strategic verbal reasoning, and pragmatic competence to enable learners to evaluate, interpret, and respond to nuanced expressions in real-world contexts. Attention is given to the ways language reflects social norms, cultural expectations, and relational dynamics in order to foster learners' awareness of interpersonal subtleties. Thus, the lesson cultivates learners' ability to engage in discussions thoughtfully, resolve conflicts constructively, and adapt language use to purpose, audience, and context.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** expressions of agreement and disagreement in spoken dialogues.
2. **Recognize** the speakers' attitudes and tones during discussions.
3. **Match** agreement or disagreement phrases to their communicative purpose.
4. **Select** appropriate expressions to convey polite agreement or disagreement.
5. **Distinguish** between full, partial, and neutral agreement in conversation.
6. **Note** when speakers provide reasons, examples, or clarifications to support their opinions.
7. **Categorize** expressions according to their level of assertiveness or politeness.
8. **Observe** changes in opinions or attitudes during collaborative discussions.

Introduction

The current lesson immerses learners in the nuanced processes of expressing agreement, disagreement, and partial alignment in spoken interactions. Pre-listening activities encourage learners to activate prior knowledge, make predictions, and anticipate conversational contexts, preparing them to engage actively with listening activities. While-listening activities focus on identifying expressions of agreement and disagreement, interpreting speakers' attitudes and tones, and noting persuasive or mitigative strategies. Post-listening and speaking activities, including debates, role-plays, and opinion-based discussions, provide opportunities to articulate personal viewpoints, justify reasoning with examples, and respond constructively to differing perspectives.

That is, the lesson fosters critical listening, pragmatic awareness, and interpersonal competence to allow learners navigate complex discussions, evaluate the effectiveness of communicative strategies, and adapt language appropriately to purpose, audience, and context. The latter helps engage learners in nuanced, tactful dialogue, demonstrating confidence in expressing agreement and disagreement in academic, social, and professional settings.

Lesson Type

Integrated Listening–Speaking lesson focusing on detecting, understanding, and producing agreement and disagreement in authentic discourse.

Target Skills

- ✓ Listening comprehension (detecting purpose, attitude, tone, and subtle disagreement/agreement cues).
- ✓ Oral production (expressing agreement and disagreement politely, with reasons and examples).
- ✓ Interactive speaking (pair work, group discussion, debate, role-play).
- ✓ Vocabulary and functional expressions development (agreement/disagreement phrases, politeness strategies).
- ✓ Pragmatic competence in negotiating, compromising, and justifying opinions.

Materials

- ✓ Computer.
- ✓ Video 1: How to Agree or Disagree in English
- ✓ Video 2: What Do You Think? – How to Agree and Disagree in Speaking
- ✓ Printed worksheets for comprehension activities.
- ✓ Puzzle pieces, opinion cards, and scenario cards for speaking activities.
- ✓ Whiteboard.

Language Focus

- ✓ Functional expressions to indicate agreement: I agree, That’s absolutely right, I see what you mean, ...
- ✓ Functional expressions to indicate disagreement: I’m not convinced, I don’t think that works, I see your point, but...
- ✓ Vocabulary related to tone, attitude, and politeness in discussions.

Interaction Patterns:

- ✓ Teacher–Whole Class (T–Ss): Introduction, demonstration, instructions, feedback.
- ✓ Student–Teacher (S–T): Clarification, response to questions.
- ✓ Pair Work (S–S): Prediction, comparison, discussion.
- ✓ Group Work (Ss–Ss): Puzzle activity, debate, role-play.
- ✓ Individual Work (S): Comprehension tasks, reflection, oral expression.

Assessment

Formative assessment is implemented through:

- ✓ Observation of comprehension and listening accuracy.
- ✓ Participation in discussions, debates, and role-plays.
- ✓ Correct use of agreement/disagreement phrases.

- ✓ Ability to justify opinions with reasons and examples.
- ✓ Peer and teacher feedback on politeness, tone, and clarity.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher activates learners' prior knowledge regarding strategies for expressing agreement and disagreement by discussing common expressions, communicative purposes, and possible challenges in interaction. The teacher also presents the lesson objectives and introduces the listening foci (*See Activity 1*).

Student Role:

Students reflect on their personal experiences in discussions, provide examples of situations where people agree or disagree, and prepare for the listening tasks by sharing ideas and predictions with their peers (*See Activity 1*).

1.2 Pre-Listening

Teacher Role:

The teacher scaffolds comprehension by introducing and explaining key expressions used to signal agreement, partial agreement, doubt, and disagreement. Learners are guided to predict the nature of the conversations, the possible positions of speakers, and the communicative context (*See Activity 2*).

Student Role:

Learners work collaboratively to categorize expressions, discuss why speakers agree or disagree, and anticipate how the conversation might unfold. They also analyze the possible strength and politeness of the expressions used (*See Activity 2*).

1.3 While Listening: Global Understanding

Teacher Role:

The teacher facilitates learners' first exposure to the audio-visual materials and directs attention to the overall communicative purpose, the speakers' attitudes, and the general progression of agreement and disagreement throughout the discussion. (See Activity 3–4).

Student Role:

Learners watch or listen attentively to identify expressions of agreement or disagreement, recognize the speakers' initial positions, and observe how opinions evolve during the conversation (See Activity 3–4).

1.4 While Listening: Detailed Understanding

Teacher Role:

The teacher guides learners toward a deeper analysis of the discourse by focusing on the linguistic and pragmatic features of agreement and disagreement, such as politeness strategies, degrees of assertiveness, and tone (See Activity 5).

Student Role:

Learners analyze the expressions used by speakers, classify them according to their level of politeness or assertiveness, and identify moments when speakers soften disagreements or move toward compromise (See Activity 5).

1.5 Post-Listening

Teacher Role:

The teacher supports learners in synthesizing their understanding by encouraging them to analyze conversational strategies, evaluate how speakers manage disagreement, and discuss the effectiveness of the communication (See Activities 6- 7).

Student Role:

Learners discuss the purpose and outcome of the conversations, identify persuasive or polite strategies used by the speakers, and support their interpretations with evidence from the listening materials (See Activities 6- 7).

1.5 Speaking: Production

Teacher Role:

The teacher introduces interactive speaking tasks, including puzzles, opinion corners, role-plays, and evaluation activities, and models appropriate agreement/disagreement expressions and supporting strategies (*See Speaking Focus Activities 1–3*).

Student Role:

Learners engage in oral tasks: discussing and matching expressions, debating opinions, role-playing academic discussions, and evaluating politeness and reasoning. Emphasis is placed on clear expression, functional language, and providing supporting examples (*See Speaking Focus Activities 1–3*).

1.6 Feedback

Teacher Role:

The teacher provides formative feedback on clarity, appropriateness, reasoning, tone, and use of functional language during both comprehension and production activities (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Learners reflect on feedback, identify areas for improvement, and apply strategies for effective expression of agreement and disagreement in ongoing activities.

1.7 Reflection / Consolidation

Teacher Role:

The teacher encourages metacognitive reflection, linking listening and speaking strategies to broader communicative and social skills (*See all previous activities for reference*).

Student Role:

Learners articulate reflections, consolidate comprehension of tone and intention, and practice coherent, contextually appropriate expression of agreement and disagreement (*See all previous activities for reference*).

Activities

Listening Focus

Listening to Understand Purpose and Attitude (Detecting Agreement/ Disagreement)

Video Title: *How to Agree or Disagree in English*

Link: <https://www.youtube.com/watch?v=fQcga26aoL8>

Pre-Listening

Activity 1

1. Read the following statements about conversations:
 - A. People agree to show support or alignment.
 - B. People disagree to challenge ideas or suggest alternatives.
 - C. People sometimes disagree politely to maintain good relationships.
2. Discuss the following questions in pairs:
 - a. Why do people agree or disagree during discussions?
 - b. How can tone change the meaning of agreement or disagreement?
 - c. Which is more difficult to express politely: agreement or disagreement?
Explain why.
3. Predict:
 - ✓ What type of conversation do you expect to hear in the video?
 - ✓ Do you think the speakers will agree immediately or after discussion?

Activity 2

Match each phrase with its communicative purpose.

Phrase	Purpose
1. I'm not convinced by that idea	A. Showing agreement
2. I see what you mean	B. Soft disagreement
3. I agree	C. Clear agreement
4. I'm not so sure	D. Expressing doubt

Phrase

5. Maybe you've got a point

Purpose

E. Partial agreement

While-Listening

Activity 3

Listen to the video and complete the table by identifying the speakers' attitudes.

Expression from the Video	Agreement or Disagreement	Level/Type	Tone
I'm not convinced by that idea			
I'm not so sure			
I think I disagree			
I see what you mean, but...			
Maybe you've got a point			
I think you're right			
Yes, definitely			
I agree			

Activity 4

Listen again and answer the following questions:

1. Why do Paul and Emir disagree about the design?
2. What reasons does Emir give to support his opinion?
3. How does Paul soften his disagreement?
4. At what point does their attitude change from disagreement to agreement?
5. What is the final decision about the design?

Activity 5

Listen and arrange the events in the correct order:

- A.They suggest removing design elements.
- B.One speaker expresses doubt about the design.
- C.They reach agreement about the final design.
- D.They compare different designs.
- E.They explain why the design may not fit the brief.

Post-Listening

Activity 6

Listen again and decide whether the speakers sound:

Expression	Polite	Assertive	Tentative
Don't get me wrong, but...			
I'm not convinced...			
I see what you mean, but...			
Maybe you've got a point			

Discuss:

- ✓ How does tone influence the interpretation of agreement or disagreement?
- ✓ Which expressions help maintain politeness?

Activity 7

Work in small groups and discuss:

1. What was the main purpose of the conversation?
 - A. Persuasion
 - B. Problem-solving
 - C. Sharing opinions
 - D. Decision-making
2. Provide evidence from the video to support your answer.

Speaking Focus

Activity 1

Agreement/Disagreement Jigsaw Puzzle

1. Form small groups.
2. Read each puzzle piece carefully.
3. Discuss the meaning of each expression with your group members.
4. Match each puzzle piece with the correct category on the puzzle board.
5. Place the puzzle pieces in the appropriate section.
6. Compare your answers with another group.
7. Justify your choices by explaining why each expression belongs to its category.
8. Choose one expression from each category.
9. Create a short dialogue using the selected expressions.
10. Include at least one reason and one example or clarification in your dialogue.
11. Present your dialogue to the class.

FULL AGREEMENT	PARTIAL AGREEMENT	SUPPORTIVE REINFORCEMENT

POLITE DISAGREEMENT	ASSERTIVE DISAGREEMENT	TENTATIVE DISAGREEMENT

Puzzle Pieces: Cut & Sort

I completely agree.	Absolutely!	I couldn't agree, but other factors should be considered.	Your make a valid point, arther factors.	I couldn't agree more.
I agree to some extent, other factors should be considered.	I partly agree, but other factors should be considered.	That may be true, but exceptions exist.	I agree in principle, but not entirely.	
That's a good point, and I would add that practice is essential.	You make a valid point, and I would like to emphasize teamwork.	I agree with your idea, and I think motivation also plays a role.	That is a valid observation, however it ignares key variables.	
I see your point, but I think another solution exists.	I respect your opinion, however, the data suggests otherwise.	I understand your reasoning, however, I see it differently.	That's an interesting perspective, but I disagree.	
I'm not entirely sure I agree with this argument.	Perhaps we should consider another perspective.	It might be helpful to explore another explanation.	I wonder if there could be another way to interpret this.	

I completely agree.	Absolutely!	I couldn't agree more.	Exactly! I share the same view.
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(Puzzle Designed by the teacher, 2026)

Activity 2

Opinion Corners Debate

1. Label four corners of the classroom:
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
2. Read or display a discussion statement about social media.
3. Ask students to move to the corner that represents their opinion.
4. Instruct students to discuss their opinions with classmates in the same corner.
5. Tell students to prepare two supporting arguments.
6. Invite one student from each corner to present their ideas.
7. Encourage students to:
 - ✓ Use agreement and disagreement expressions.
 - ✓ Provide reasons and examples.
 - ✓ Respond politely to opposing views.

Activity 3

Role-Play (Academic Panel Discussion)

1. Divide students into groups of four.
2. Assign roles:
 - ✓ Moderator
 - ✓ Speaker who supports the topic
 - ✓ Speaker who partially agrees
 - ✓ Speaker who disagrees

3. Provide a discussion topic : AI (Artificial Intelligence)
4. Ask the moderator to introduce the topic and manage the discussion.
5. Instruct speakers to:
 - ✓ Express their opinions clearly.
 - ✓ Use at least three agreement expressions.
 - ✓ Use at least two types of disagreement.
 - ✓ Support ideas with examples or clarification.
6. Ask groups to present their discussion to the class.

Conclusion

The lesson concludes with an integrative reflection on strategies for expressing agreement and disagreement effectively. Learners consolidate comprehension of attitudinal cues and functional expressions while demonstrating the ability to present and defend viewpoints in a balanced and contextually appropriate manner. Maintaining politeness, exercising critical judgment, and adapting responses to conversational dynamics are highly emphasized. By the end of the lesson, learners exhibit increased confidence in navigating differing opinions and contributing meaningfully to discussions across academic, social, and professional domains.

Summary

Lesson 5 guides learners through the complex dynamics of expressing agreement and disagreement, combining attentive listening with purposeful speaking. Students engage with authentic audio-visual materials to identify opinions, assess attitudes, and interpret nuances in tone and phrasing. Pre-listening predictions and vocabulary activities activate analytical thinking, whereas during-listening activities center on comprehension, opinion tracking, and recognizing shifts in speakers' positions. Post-listening and interactive speaking activities allow learners to articulate personal views, justify reasoning with examples, and navigate contrasting perspectives diplomatically. Ergo, the lesson promotes critical listening, pragmatic competence, and interpersonal sensitivity which enables learners to participate effectively and respectfully in diverse communicative contexts.

Lesson 6: Expressing Likes/Dislikes

Description of the Lesson

The present lesson is designed to develop learners' ability to express and interpret personal preferences with clarity, nuance, and social awareness. It engages students with authentic spoken materials and enables them to identify likes, dislikes, and varying degrees of preference. Learners are guided to detect not only the content of expressions but also the intensity, tone, and pragmatic purpose behind them. Through structured pre-listening, while-listening, and post-listening activities, students analyze expressions of preference, idiomatic phrases, and collocations, reflecting on both literal meaning and implied attitude. Interactive speaking activities, including pair and group discussions, role-plays, and games, allow learners to articulate their own preferences, provide reasons and examples, and respond appropriately to the preferences of others.

In addition, the lesson focuses the integration of receptive and productive skills. Listening activities reinforce comprehension of speaker intention, emotional nuance, and communicative function, while speaking tasks evolve accuracy, coherence, and politeness in expressing attitudes. Learners also reflect on the influence of cultural, social, and personal factors on preferences, adapting language to context, audience, and purpose. They also strengthen their pragmatic competence, interpretive sensitivity, and confidence in expressing opinions to engage effectively in social, academic, and collaborative interactions.

Objectives

By the end of this lesson, learners should be able to:

1. **Identify** expressions that convey likes, dislikes, and varying intensities of preference.
2. **Recognize** idiomatic phrases and collocations used to express positive, negative, or neutral attitudes.
3. **Recall** examples of personal preferences expressed in spoken English.
4. **Distinguish** between different degrees of likes and dislikes.
5. **Match** statements of preference with their appropriate communicative function.

- 6. Remember** vocabulary and functional language for articulating personal attitudes effectively.

Introduction

The current lesson focuses on evolving learners' capacity to express individual preferences with precision and nuance. Students engage with authentic spoken materials to discern the intensity and subtlety of likes and dislikes, developing sensitivity to tone, emphasis, and implied meaning. Interactive activities encourage learners to articulate their own preferences confidently, justify choices with examples, and respond thoughtfully to peers. The lesson supports pragmatic awareness to enable learners to navigate social and academic interactions with tact and clarity.

Through the integration of receptive and productive skills, learners refine their ability to communicate personal attitudes effectively while appreciating the diversity of opinions and preferences in others. Moreover, the lesson fosters critical reflection on how cultural and personal factors influence preferences and guides students to recognize varying perspectives and to adapt their language strategically. By boosting both expressive accuracy and interpretive sensitivity, learners strengthen their overall communicative competence and be prepared to participate meaningfully in nuanced discussions and persuasive exchanges.

Lesson Type

Integrated Listening–Speaking lesson centering on comprehension and production of personal preferences, feelings, and opinions.

Target Skills

- ✓ Listening comprehension (detecting likes/dislikes, feelings, attitudes, and intensity of preferences).
- ✓ Oral production (expressing personal preferences using vocabulary, idioms, and collocations).
- ✓ Interactive speaking (pair and group discussions, games, role-plays).

- ✓ Vocabulary and idiomatic expressions related to likes, dislikes, and intensity of preference.
- ✓ Pragmatic competence in responding politely and appropriately to others' preferences.

Materials

- ✓ Computer.
- ✓ Video 1: Easy English Conversations – What Do You Like?
- ✓ Video 2: Talking About Likes and Dislikes in English– Oxford Online English
- ✓ Printed worksheets for comprehension and collocation activities.
- ✓ Posters or flashcards for speaking games.
- ✓ Whiteboard.

Language Focus

- ✓ Functional expressions: I like..., I don't like..., I really love..., I'm not keen on..., I can take it or leave it...
- ✓ Collocations and idioms indicating intensity of preference.
- ✓ Polite responses: Me too!, I'm not very keen on that, I don't mind...

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, demonstration, explanation, feedback.
- ✓ Student–Teacher (S–T): Answering questions, clarifying comprehension.
- ✓ Pair Work (S–S): Discussing likes/dislikes, predicting, guessing, providing reasons.
- ✓ Group Work (Ss–Ss): Games, role-plays, debates, collaborative activities.
- ✓ Individual Work (S): Listening comprehension, reflection, oral practice.

Assessment

Formative assessment is put into practice through:

- ✓ Observation of participation in listening and speaking activities.

- ✓ Accuracy in identifying likes/dislikes and matching expressions to intensity.
- ✓ Engagement in pair and group activities and games.
- ✓ Clarity, fluency, and appropriate use of vocabulary, collocations, and idiomatic expressions.
- ✓ Peer and teacher feedback on pragmatic and functional language use.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher engages learners in reflecting on personal likes and dislikes across food, activities, and other categories, highlighting the social and communicative functions of expressing preferences (See Activity 1).

Student Role:

Students discuss in pairs which items or activities they like or dislike, predict content in the listening videos, and activate relevant vocabulary and expressions (See Activity 1).

1.2 Pre-Listening

Teacher Role:

The teacher explains key phrases, expressions, collocations, and idiomatic language for expressing likes and dislikes, and clarifies intensity categories (strong like, mild like, indifference, strong dislike). Learners are prompted to predict speaker preferences, feelings, and expressions in the listening materials (See Activity 2)

Student Role:

Learners work in pairs or small groups to match expressions with their meanings, discuss intensity of preferences, and anticipate the type and strength of preferences speakers will express (See Activity 2).

1.3 While Listening: Global Comprehension

Teacher Role:

The teacher facilitates learners' exposure to both videos, guiding attention to the main likes and dislikes of each speaker, general feelings, and overall communicative purpose (See While-Listening Activity 3).

Student Role:

Students complete tables to record foods, activities, and items each speaker likes or dislikes, distinguishing between positive and negative feelings, and noting general trends or patterns (See While-Listening Activity 3).

1.4 While Listening: Detailed Comprehension

Teacher Role:

The teacher directs learners' attention to expressions of intensity, idiomatic phrases, collocations, and tonal nuances, emphasizing differences in speaker attitudes, subtleties of expression, and communicative effect (See While-Listening Activity 4).

Student Role:

Learners classify expressions according to categories (strong like, mild like, indifference, strong dislike), note the tone and politeness in each statement, match expressions to situations, and record any reasons or explanations provided by speakers (See While-Listening Activity 4).

1.5 Post-Listening

Teacher Role:

The teacher scaffolds understanding by prompting discussion, clarifying vocabulary, and guiding reflection on both the content and the linguistic strategies speakers use to express preferences and feelings (See Post-Listening Activity 5).

Student Role:

Students verify comprehension answers, decide whether statements are true or false, discuss their own preferences, and justify opinions using target expressions, collocations, or idiomatic phrases (See Post-Listening Activity 5).

1.6 Speaking: Production

Teacher Role:

The teacher introduces interactive speaking activities, such as the Poster Challenge, Emoji Reactions Game, and Two Truths and a Dislike, encouraging learners to use collocations and idiomatic phrases in context (See Speaking Focus Activities 1–2).

Student Role:

Students perform oral tasks, express likes and dislikes with appropriate intensity, give reasons, participate in guessing games, and engage in peer discussions using target expressions (See Speaking Focus Activities 1–2).

1.7 Feedback

Teacher Role:

The teacher observes oral activities and provides feedback on fluency, accuracy, intensity, and politeness of preference expressions (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Students reflect on teacher and peer feedback, adjust expression of likes and dislikes, and refine pronunciation and clarity.

1.8 Reflection / Consolidation

Teacher Role:

The teacher encourages learners to integrate collocations, idioms, and strategies from the lesson into broader communicative contexts and emphasizes social appropriateness and clarity (See all previous activities for reference).

Student Role:

Students consolidate comprehension and speaking skills, articulate preferences clearly, and apply expressions in different communicative settings (See all previous activities for reference).

Activities

Listening Focus

Listening for Collocations/Idiomatic Expressions

Video: Talking About Likes and Dislikes in English– Oxford Online English

Link: <https://www.youtube.com/watch?v=Da6MVHpabQY>

Pre-Listening

Activity 1

1. Look at these categories: **Strong Likes, Mild Likes, Indifference, Strong Dislikes.**
2. In pairs, discuss:
 - ✓ Which activities or things you like strongly.
 - ✓ Which things you like a little, don't care about, or strongly dislike.
3. Predict:
 - ✓ Which category will include more examples in the video.
 - ✓ Which expressions speakers might use for each intensity of preference.

Activity 2

Read these phrases from the video. Then, match each with its meaning:

Expression	Meaning
1. I really love...	A. Strong positive feeling
2. I'm a big fan of...	B. Strong positive feeling
3. I quite like...	C. Mild positive feeling
4. It's alright	D. Mild positive / neutral
5. I'm not keen on...	E. Mild negative feeling
6. I don't like ... so much	F. Mild negative feeling
7. It isn't my thing	G. Mild negative / disinterest

Expression

Meaning

8. I can't stand...

H. Strong negative feeling

9. I absolutely hate...

I. Strong negative feeling

10. I have no time for...

J. Strong negative feeling

While-Listening

Activity 3

While listening, complete the table below:

Expression / Phrase	Category (Strong Like, Mild Like, Indifferent, Strong Dislike)
I really love...	
I'm a big fan of...	
I quite like...	
It's alright	
I'm not keen on...	
I don't like ... so much	
It isn't my thing	
I can't stand...	
I absolutely hate...	
I have no time for...	
I can take it or leave it	
I don't mind...	
Meh	

Activity 4

Listen again and decide which expression is used in each situation:

Situation

Expression / Idiom Used

Talking about music you love	.....
Food you like a little	.....
Activity you don't care about	.....
Something or someone you strongly dislike .	.....
Expressing mild indifference	.....

Post-Listening

Activity 5

1. In pairs, choose three things (music, food, activity).
2. Use at least **three collocations/idioms from the video** to express whether you like or dislike.
3. Provide one reason for each using phrases like:
 - ✓ I really love... because...
 - ✓ I'm not keen on... as...
 - ✓ I don't mind...

Speaking Focus

Activity 1

Poster Challenge

Picture Preference CHALLENGE!

Do you like it? Stand up
 Sit down

=> Explain Your Choice! =>

♥ I absolutely love... • I kind of like... • I can't stand...
 • I kind of like... • I have a soft spot for...

 Pizza	 Hiking	 Video Games	 Spiders
 Classical Music	 Rollercoaster	 Beach	 Cats

Like

Over the Moon!

Guess the Class!

Who Likes It?
Who Dislikes It?

Dislike

Not My Cup of Tea!

1. Look at a picture on the poster.
2. Stand up if you like it, sit down if you dislike it.
3. Say a full sentence about your choice using words, idioms, or collocations. For example:
 - ✓ *I absolutely love pizza!*
 - ✓ *I cannot stand spiders.*
4. Listen to classmates and respond politely: Me too! / I'm not very keen on that.
5. Move to the next picture and repeat.

Activity 2

Emoji Reactions Game

1. Pick a topic (food, music, hobbies).
2. Show your preference using an emoji gesture or face:
 - 😍 = strong like
 - 😊 = mild like
 - 😐 = neutral
 - 😞 = mild dislike
 - 😡 = strong dislike
3. Say one sentence aloud describing your feeling, for example:
 - ✓ I'm really into chocolate cake!
 - ✓ I don't enjoy horror movies.
4. Guess each other's preferences based on gestures.

Conclusion

The present lesson provides a structured framework for reviewing the expression and interpretation of likes and dislikes in English. It integrates authentic listening materials with interactive speaking activities to highlight the communicative, pragmatic, and social functions of expressing personal preferences. The lesson reinforces not only the identification of likes, dislikes, and varying degrees of preference but also the subtleties of tone, intensity, idiomatic language, and collocations. It also demonstrates a cohesive approach to combining receptive and productive skills and systematically guides the interpretation of speaker intention, emotional nuance, and contextual appropriateness while providing opportunities for structured oral practice, justification of preferences, and peer interaction.

More significantly, the lesson incorporates critical reflection on the influence of cultural, social, and personal factors on the expression of preference and highlights pragmatic competence and sensitivity in communication. It also reinforces both linguistic and social

dimensions of communication, presenting a comprehensive model for teaching the expression of personal attitudes effectively in varied contexts.

Summary

The current lesson systematically develops the comprehension and production of personal preferences, likes, and dislikes in English. It combines authentic listening materials with structured pre-listening, while-listening, and post-listening activities to emphasize both the content and intensity of preferences, including idiomatic expressions and collocations. Hence, the lesson presents a cohesive framework for understanding, analyzing, and articulating likes and dislikes effectively and bridges comprehension with meaningful oral production.

Lesson 7: Performing Social Functions in Formal Contexts

Description of the Lesson

The present lesson foregrounds the pragmatic dimension of language use, emphasizing how linguistic choices, modal constructions, hedging devices, and politeness strategies interact to convey requests, offers, suggestions, apologies, and expressions of gratitude in professional discourse. Within institutional and workplace settings, communicative success often depends not merely on grammatical accuracy but on the speaker's capacity to align language with contextual expectations, hierarchical relations, and norms of professional etiquette. This lesson also seeks to sensitize learners to the pragmatic and sociolinguistic conventions that regulate formal interaction.

From a pedagogical perspective, the lesson continues to reinforce the reciprocal relationship between receptive and productive skills. Listening functions as the principal

channel through which learners observe authentic pragmatic behavior, discern the structure of polite requests, and interpret the communicative intent embedded within modal verbs and hedging expressions. Speaking activities subsequently provide opportunities for learners to operationalize these linguistic resources through controlled and semi-guided communicative practice. Therefore, through this cyclical interaction between comprehension and production, learners gradually internalize patterns of professional communication and develop the ability to formulate socially appropriate utterances.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** expressions used for requests, suggestions, and apologies.
2. **Recognize** polite forms used in professional communication.
3. **List** common expressions used to make formal requests.
4. **Recall** vocabulary related to workplace interaction.
5. **Match** expressions with their corresponding social functions.
6. **Name** modal verbs used in polite requests.

Introduction

The present lesson is inaugurated with a reflective discussion intended to activate learners' prior knowledge of communicative conduct within professional and institutional contexts. Learners are invited to consider how individuals perform social functions, such as requesting assistance, offering support, apologizing for inconveniences, or expressing gratitude, in contexts characterized by hierarchical relationships and formal expectations. Through guided questioning, the teacher highlights the importance of linguistic politeness, pragmatic awareness, and interpersonal sensitivity when communicating in workplace settings.

At this stage, the teacher introduces the objectives of the lesson and outlines the dual pedagogical focus, identifying social functions within spoken discourse and analyzing the linguistic mechanisms through which these functions are realized. Particular emphasis is placed on the role of modal verbs, hedging expressions, and polite formulations that enable speakers to perform requests and suggestions without threatening interpersonal harmony. Thus, this introductory phase establishes the conceptual framework for the listening tasks while preparing

learners to analyze the communicative strategies employed by speakers in authentic professional interactions.

Lesson Type

Integrated Listening–Speaking lesson promoting pragmatic competence and the performance of social functions in formal communicative contexts through authentic audiovisual materials.

Target Skills

The lesson develops the following language skills:

- ✓ Listening comprehension (identifying main ideas, details, and communicative intent).
- ✓ Oral production (performing formal social functions, such as requests, suggestions, and offers).
- ✓ Interactive speaking (collaborative discussions and role-based communication tasks).
- ✓ Vocabulary development related to workplace interaction and professional etiquette.
- ✓ Pragmatic competence in formal and hierarchical communication contexts.

Materials

The following materials are utilized during the lesson:

- ✓ Computer.
Video: *English at Work – Polite Requests*
- ✓ Printed worksheets containing listening comprehension activities.
- ✓ Bingo cards for suggestion and offer activity.
- ✓ Crossword worksheets for complaint expressions.
- ✓ Whiteboard.

Language Focus

The lesson focuses on linguistic forms and pragmatic strategies used to perform social functions in formal contexts, including:

- ✓ Expressions for polite requests and professional interaction.
- ✓ Modal verbs commonly used in formal requests (*could, would, might*).

- ✓ Hedging expressions that soften requests (*I was wondering if...*, *Would you mind...*).
- ✓ Vocabulary related to workplace communication and professional etiquette.
- ✓ Functional language for making suggestions, offering assistance, apologizing, and expressing gratitude.

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, explanation of tasks, and feedback.
- ✓ Student–Teacher (S–T): Clarification questions and responses during discussions.
- ✓ Pair Work (S–S): Prediction activities and collaborative discussions.
- ✓ Group Work (Ss–Ss): Speaking tasks such as Greeting Relay and Bingo activity.
- ✓ Individual Work (S): Listening comprehension and reflection activities.

Assessment

Student learning is assessed through formative evaluation conducted throughout the lesson, comprising:

- ✓ Observation of students' participation during listening comprehension activities.
- ✓ Evaluation of learners' ability to identify communicative functions in spoken discourse.
- ✓ Monitoring of collaborative discussions and speaking tasks.
- ✓ Assessment of learners' ability to formulate polite requests, suggestions, and professional responses.
- ✓ Peer feedback on pragmatic appropriateness and clarity of oral communication.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher initiates the lesson by eliciting learners' reflections on communication in professional environments, particularly how individuals perform social functions, such as requesting, apologizing, offering help, or expressing gratitude in formal settings. S/he introduces the lesson objectives and emphasizes the pragmatic importance of politeness strategies, modal verbs, and hedging expressions in workplace communication.

The following questions can be asked to start the lead-in:

- ✓ Do you think politeness is important in professional communication? Why?
- ✓ How do you usually ask someone for help in a polite way?
- ✓ Can you give an example of a polite request?
- ✓ What expressions do you use when you want to thank someone?
- ✓ How do people usually apologize in English?

Student Role:

Learners discuss situations in which formal interaction occurs (e.g., workplace, meetings, academic settings) and identify typical communicative purposes, such as requests, suggestions, or apologies. Through this discussion, they activate prior knowledge related to social functions in professional discourse.

1.2 Pre-Listening

Teacher Role:

The teacher prepares learners for the listening task by presenting the workplace scenario involving a new employee interacting with colleagues. S/he encourages learners to anticipate the types of communicative functions that may occur and guides them through vocabulary and phrase-matching activities related to polite requests and professional interaction (See Activities 1–2).

Student Role:

Learners analyze the scenario and predict which social functions may appear in the interaction, such as greetings, requests, apologies, or offers (Activity 1). They subsequently complete a phrase-matching activity in which expressions used for formal requests are linked to their communicative function (Activity 2).

1.3 While Listening: Global Understanding

Teacher Role:

The teacher plays the video and instructs learners to focus on identifying the general communicative purpose of each utterance. S/he monitors comprehension and guides learners in

recognizing how modal verbs and hedging expressions contribute to polite requests (See Activity 3).

Student Role:

Learners listen to the video and complete sentences with the missing expressions. They then identify the type of social function represented in each sentence, such as request, suggestion, or apology (Activity 3).

1.4 While Listening: Detailed Understanding

Teacher Role:

The teacher replays the video and directs learners' attention to the linguistic structure of polite requests and expressions used in workplace communication. S/he guides students in reconstructing sentences and analyzing the pragmatic strategies used by the speakers (See Activities 4–5).

Student Role:

Learners reorder scrambled words to reconstruct grammatically correct and polite sentences and identify the communicative function of each utterance (Activity 4). They then evaluate statements as true or false based on the video while determining the corresponding social function (Activity 5).

1.5 Post-Listening

Teacher Role:

The teacher facilitates consolidation activities that encourage learners to synthesize the information extracted from the listening material. Students are guided to categorize expressions according to their communicative purpose (See Activity 6).

Student Role:

Learners analyze statements taken from the video and classify them according to the social function they perform, such as request, apology, suggestion, offer, or thanking (Activity 6).

1.6 Speaking: Production

Teacher Role:

The teacher introduces interactive speaking activities that simulate professional communication. S/he provides instructions and monitors learners' use of appropriate politeness strategies, formal expressions, and professional vocabulary during the tasks (See Activities 1–2, Speaking Focus).

Student Role:

Learners participate in communicative tasks designed to practice formal social functions. They formulate polite suggestions and offers in workplace scenarios through the Bingo activity (Activity 1), and practice expressing professional complaints through the Complaint Crossword task (Activity 2).

1.7 Feedback

Teacher Role:

The teacher provides constructive feedback on learners' listening comprehension and oral production and highlights strengths in pronunciation, fluency, and pragmatic appropriateness while addressing inaccuracies in grammar, lexical choice, and politeness strategies (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Learners reflect on the feedback provided, note areas for improvement, and incorporate the teacher's recommendations into their communicative practice.

1.8 Reflection / Consolidation

Teacher Role:

The teacher concludes the lesson by encouraging learners to reflect on the communicative strategies employed during the listening and speaking activities and emphasizes the role of politeness, modal verbs, and hedging expressions in formal interaction.

Student Role:

Learners discuss the strategies they used to interpret and produce polite requests, suggestions, and professional responses, therefore consolidating their understanding of social functions in formal contexts.

Activities

Listening Focus

Listening to Identify Main Ideas and Details (Types of Social Function)

Video: English at Work – Polite Requests

Link: <https://www.youtube.com/watch?v=QWBwCoecvKM>

Pre-Listening Activities

Activity 1

1. Look at the scenario: Anna is a new employee in a busy office.
2. Predict which types of **social functions** she might perform in her interactions. Choose from: Greeting, Requesting, Apologizing, Offering help or Thanking.
3. Discuss with a partner why these social functions are important in formal contexts.

Activity 2

Match the phrases with their function in formal requests:

Phrase	Function
1. Would you be able to...?	A. Politeness
2. Could you possibly...?	B. Hedging
3. I was wondering if you could...	C. Formal requests
4. Would you mind...?	

While-Listening

Activity 3

Listen to the video and complete the missing words in the sentences. Then, decide what type of social function it represents, for example: request, apology, suggestion.

1. Paul was if you do something for him.
2. Paul asked if you would be to print out a file for him.
3. Anna asked to email the background file on CBL
4. Anna asked if you could help with the printer.
5. Anna asked if you would writing your email later.

Hint: Pay attention to modal verbs, hedging phrases, and polite expressions.

Activity 4

Listen carefully to the video and reorder the words to form correct, polite sentences. Then, identify the type of social function.

1. I / wondering / was / if / you / could / something / do / for / me
2. Would / you / be / able / to / print / a / file / for / me
3. Could / help / possibly / you / with / the / printer
4. Would / mind / writing / your / you / email / later
5. Please / background / email / me / the / file / on / CBL

Activity 5

Mark **T** (true) or **F** (false) for each statement based on the video. Identify the social function.

1. Anna asks Denise for help in a polite and hierarchical way. (Social Function:)
2. Just using 'please' guarantees politeness in formal requests. (Social Function:)
3. Paul demonstrates the correct way to make a polite request. (Social Function:)
4. Anna apologizes to Denise for being rude. (Social Function:)
5. Anna uses modal verbs and hedging to ask Tom for urgent help. (Social Function:)

Post-Listening

Activity 6

Read the following statements from the video. Decide which **type of social function** each represents. Types include: **Request, Apology, Thanking, Offer, Suggestion.**

Statement

Type of Social Function

Would you be able to print out a file for me?	.....
Please email me the background file on CBL.	.....
Could you possibly help me with the printer?	.....
I was wondering if you could do something for me?	.....
Would you mind writing your email later?	.....

Speaking Focus

Activity 1

Offer and Suggestion Bingo Game

1. Give each group a **Bingo card** with phrases like: I would be happy to assist..., Perhaps we could..., It might be useful to...
2. Present workplace scenarios. Students must say one polite suggestion or offer that matches a square on their card.
3. The first student or group to complete a line shouts **Bingo!**

Sample Scenarios

- ✓ Adjusting project timelines.
- ✓ Improving teamwork in a meeting.
- ✓ Preparing a presentation for management.

OFFER & SUGGESTION BINGO!

I would be happy to assist...	Perhaps we could try...	I can offer support with...	It might be useful to...
Would it be possible to...	May I suggest..	I can help with that.	How about we...
Let's consider...	BINGO		We could look into...
May I suggest...	I can help with that.	It might be beneficial to...	I would propose...
I have an idea that could...	Feel free to let me know if...	Why don't we...	It may be helpful to...
I can assist you with...			What if we tried...

Get a line & shout "BINGO!"

Activity 2

Complaint Crosswords


1. Provide a crossword puzzle with clues as complaint scenarios (e.g., delay, error, missing file).
2. Fill in the crossword with polite phrases for complaints.
3. Work in pairs. Read your complaint aloud and have your partner respond professionally.

Example Crossword Clues

- Across 1: Express concern about a delay in receiving documents.






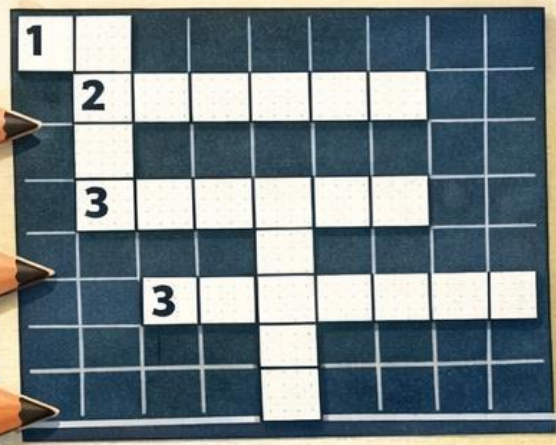
- Down 2: Politely indicate an error in a report.
- Across 3: Ask for clarification on a service issue.

Complaint CROSSWORD



Clues:

1. Delay in receiving documents.
2. Error in the report.
3. Clarification needed.



Use polite phrases to fill the puzzle!

Conclusion

The present lesson underscores the centrality of pragmatic competence in effective communication within formal and professional contexts. It enables learners to observe, analyze, and subsequently apply linguistic strategies that facilitate the performance of diverse social functions. Through exposure to authentic workplace discourse, learners become familiar with the structural and pragmatic features that characterize polite requests, suggestions, and professional interactions.

Furthermore, the lesson highlights the importance of modal verbs, hedging expressions, and politeness strategies in maintaining interpersonal harmony and professional etiquette. The communicative activities embedded within the lesson encourage learners to engage actively in meaningful interaction, thus reinforcing fluency, lexical precision, and pragmatic awareness. Henceforth, the lesson contributes to the broader objective of the Comprehension and Oral Expression course by equipping learners with the communicative resources necessary to participate confidently and appropriately in formal academic and professional environments.

Summary

The current lesson focused on the identification and performance of social functions in formal communicative contexts. Through the analysis of authentic audiovisual materials, learners develop the ability to recognize linguistic markers associated with polite requests, suggestions, and professional interaction. Listening activities enable students to identify main ideas, extract relevant details, and interpret the communicative intent underlying workplace discourse. Whereas, the speaking component provided opportunities for learners to apply these pragmatic strategies through structured communicative tasks, including formal greetings, suggestions, offers, and professional complaints. Ergo, learners would strengthen their ability to interpret and produce socially appropriate language within formal interactional settings and boost their overall communicative proficiency.

Lesson 8: Performing Social Functions in Informal Contexts

Description of the Lesson

The present lesson is designed to develop learners' communicative competence in informal spoken interaction through the integration of listening and speaking skills. It focuses on the comprehension and production of everyday social functions commonly used in informal contexts, including requests, apologies, greetings, invitations, and complaints. In addition, it emphasizes how speakers select appropriate linguistic forms and intonation patterns according to the nature of the relationship between interlocutors and the communicative situation. The listening component exposes learners to authentic audiovisual materials illustrating informal expressions. Through guided comprehension tasks, learners are encouraged to identify main ideas, extract specific details, and recognize the communicative functions embedded in spoken discourse.

In parallel, the lesson develops learners' awareness of prosodic features, particularly the role of intonation in shaping meaning and interpersonal attitudes. By analyzing rising, falling, and fall-rise patterns in different conversational contexts, learners gain insight into how tone and rhythm contribute to expressing friendliness, urgency, politeness, or hesitation. The speaking component subsequently provides opportunities for learners to apply the linguistic and pragmatic knowledge acquired during the listening phase. Through pair and group activities, learners participate in communicative tasks that simulate authentic informal exchanges. These interactions encourage them to employ appropriate expressions, adjust their intonation, and respond spontaneously to conversational cues. Henceforth, the lesson contributes to strengthening learners' ability to interpret and perform informal social functions in spoken English while promoting greater sensitivity to the interplay between language form, intonation, and social context.

Objectives

By the end of this lesson, learners should be able to:

1. **List** informal expressions used for requests, apologies, greetings, invitations, and complaints.

2. **Identify** the main idea of short conversations involving requests and apologies.
3. **Recall** examples of informal phrases used in everyday interactions.
4. **Label** expressions as formal or informal.
5. **Name** the social function of selected utterances.
6. **Recognize** rising, falling, and fall-rise intonation patterns in spoken exchanges.
7. **State** vocabulary related to interpersonal communication.

Introduction

Informal spoken interaction represents a fundamental component of everyday communication which enables individuals to establish social relationships, negotiate meaning, and respond appropriately to interpersonal situations. Developing learners' awareness of how language functions are implemented within informal exchanges is essential for fostering communicative competence in a second language. The present lesson introduces learners to common informal social functions frequently encountered in daily communication, including requests, apologies, greetings, invitations, and complaints. Through exposure to authentic audiovisual materials, learners are guided to observe how speakers formulate these expressions and how linguistic choices vary according to familiarity, social distance, and communicative purpose.

In addition to lexical and functional aspects of language, the lesson also fosters the role of intonation patterns in shaping meaning and interpersonal attitudes. By examining rising, falling, and fall-rise contours in spoken discourse, learners evolve sensitivity to the ways in which intonation contributes to friendliness, politeness, urgency, or hesitation. That is, the lesson prepares learners to interpret and participate in informal interactions more effectively by integrating listening comprehension with opportunities for oral practice. Through structured and collaborative activities, learners progressively build the linguistic, pragmatic, and prosodic resources required for successful communication in informal contexts.

Lesson Type

Integrated Listening–Speaking lesson fostering listening comprehension, pragmatic awareness, and oral production in informal contexts.

Target Skills

- ✓ Listening comprehension: identifying main ideas, details, and social functions.
- ✓ Oral production: performing informal requests, apologies, greetings, invitations, and complaints.
- ✓ Intonation awareness: recognizing and producing rising, falling, and fall-rise patterns.
- ✓ Pragmatic competence: adjusting language and tone according to social relationships.

Materials

- ✓ Computer.
- ✓ Video 1: *English Skills – Formal & Informal Ways of Requesting*
- ✓ Video 2: *English Skills – Formal & Informal Ways of Apologizing*
- ✓ Video 3: *Formal and Informal Intonation*
- ✓ Printed worksheets for listening and speaking activities.
- ✓ Puzzle cards for social function matching.
- ✓ Whiteboard.

Language Focus

- ✓ Informal expressions for requests, apologies, greetings, invitations, offers, and complaints.
- ✓ Vocabulary related to interpersonal interaction (friendly, casual, polite, socially appropriate).
- ✓ Functional language for performing social functions.
- ✓ Non-verbal communication cues and intonation patterns.

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, instructions, feedback.
- ✓ Student–Teacher (S–T): Questions, clarifications.
- ✓ Pair Work (S–S): Prediction, discussion, role-play.

- ✓ Group Work (Ss–Ss): Social function simulations, role-plays.
- ✓ Individual Work (S): Listening comprehension, reflection.

Assessment

- ✓ Observation of participation in listening activities.
- ✓ Accuracy in identifying informal phrases and social functions.
- ✓ Performance in speaking activities (intonation, tone, and pragmatics).
- ✓ Peer feedback during interactive activities.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role

The teacher initiates the lesson by activating learners' prior knowledge concerning informal social interactions, such as casual requests, apologies, greetings, invitations, and complaints. S/he explains the lesson objectives and introduces the two listening dimensions that structure the lesson: identifying social functions in informal discourse and recognizing the role of intonation in conveying meaning and interpersonal relationships. Through guided questions, the teacher encourages learners to reflect on everyday communication:

- What informal phrases do you usually use to request something or apologize?
- How do informal greetings change depending on familiarity between speakers?
- How can intonation influence how a message is interpreted?

Student Role

Students share examples of informal expressions they commonly use with friends or family and reflect on how tone and context influence communication. They also begin predicting possible expressions and intonation patterns that might appear in the listening materials.

1.2 Pre-Listening

Teacher Role

The teacher prepares learners for the listening tasks by introducing key vocabulary and clarifying the differences between formal and informal communication. S/he then guides learners to anticipate both the expressions and the intonation patterns that might occur in the videos. Learners are encouraged to think about how speakers may vary their tone depending on social relationships and communicative intentions (See Activity 1).

Student Role

Learners engage in predictive and vocabulary-building tasks. They discuss informal requests, apologies, and greetings while also anticipating how these expressions may be delivered through different intonation patterns (See Activity 1).

1.3 While-Listening: Main Ideas and Details

Teacher Role

The teacher plays the videos and directs learners to identify the main ideas, specific informal expressions, and social functions of the utterances. Simultaneously, learners are encouraged to pay attention to the intonation patterns that accompany these expressions. The teacher monitors comprehension, pauses the videos when necessary, and provides clarification where needed (See Activities 2–3).

Student Role

Learners watch the videos and perform tasks that involve identifying the main ideas, extracting informal request and apology phrases, and observing how speakers use intonation in greetings, questions, and requests (See Activities 2–3).

1.4 While-Listening: Classification

Teacher Role

The teacher guides learners through activities requiring analytical interpretation of the listening input. Students classify expressions according to formality and social function, while also examining how intonation patterns contribute to meaning and interpersonal effect. The teacher encourages learners to justify their answers based on evidence from the listening material (See Activities 4–5).

Student Role

Learners categorize phrases as formal or informal and identify their communicative function (request or apology). They also analyze the intonation patterns used in the examples and relate them to their social implications (See Activities 4–5).

1.5 Post-Listening

Teacher Role

The teacher facilitates a consolidation phase in which learners synthesize the information obtained from the listening tasks. S/he encourages learners to compare responses, discuss the communicative value of informal expressions, and reflect on how tone and intonation influence the perceived meaning and politeness of utterances (See Activity 6).

Student Role

Learners collaborate with peers to compare answers and discuss why informal requests and apologies tend to be shorter, simpler, and more conversational than formal ones. They also reflect on how intonation patterns contribute to friendliness, politeness, or urgency in informal communication (See Activity 6).

1.6 Speaking: Production

Teacher Role

The teacher introduces structured speaking activities designed to consolidate learners' understanding of informal expressions and appropriate intonation patterns. Pair and group work are organized to allow learners to practice greetings, requests, offers, invitations, and complaints using natural conversational tone and rhythm (See Activities 1–3, Speaking Focus).

Student Role

Learners engage in communicative speaking tasks that simulate authentic social interactions. They practice using informal expressions while applying appropriate intonation patterns to convey friendliness, politeness, and social closeness (See Activities 1–3, Speaking Focus).

1.7 Feedback

Teacher Role

The teacher provides constructive feedback on listening comprehension, oral production, vocabulary use, and intonation accuracy. Particular attention is given to the pragmatic appropriateness of expressions and the effectiveness of intonation in conveying meaning (*See all Listening and Speaking Focus Activities for reference*).

Student Role

Learners reflect on the feedback provided and identify aspects of their listening and speaking performance that require improvement.

1.8 Reflection / Consolidation

Teacher Role

The teacher concludes the lesson by guiding learners through a reflective discussion aimed at consolidating their understanding of informal social functions and the role of intonation in shaping interpersonal communication.

Student Role

Learners summarize the key concepts learned during the lesson and reflect on how they can apply informal expressions and appropriate intonation patterns in real-life interactions.

Activities

Listening Focus

Listening to Identify Main Ideas and Details (Types of Social Function)

Video 1: English Skills - Formal & Informal ways of Requesting

Link : <https://www.youtube.com/watch?v=bT51i7FxutA>

Video 2: English Skills - Formal and Informal Ways of Apologizing - Examples

Link: <https://www.youtube.com/watch?v=QyudOITdl1Q>

Pre-Listening

Activity 1

1. Discuss in pairs:

- ✓ What is a request? What is an apology?
- ✓ Can you give examples of informal requests or apologies you use with friends or family?

2. Predict:

- ✓ What phrases might the speakers use to request something casually?
- ✓ What informal ways might they apologize?

While-Listening

Activity 2

Watch **both videos** and decide the main idea of each. Underline the best choice.

Video 1 **A)** How to greet someone formally. **B)** How to make requests formally and informally. **C)** How to apologize in English

Video 2 **A)** Formal and informal ways of introducing people. **B)** Formal and informal ways of apologizing. **C)** How to express appreciation

Activity 3

While watching, write down:

1. Three informal request phrases from Video 1.
2. Three informal apology phrases from Video 2.

Activity 4

Decide if the following phrases are **Formal (F)** or **Informal (I)**:

Phrase	Type (F/I)	Social Function
a. Could you please pass me the notebook?		Request
b. Can you pass me that notebook?		Request

c. Would you mind helping me with this?		Request
d. Can you help me with this real quick?		Request
e. Sorry about that.		Apology
f. My bad.		Apology
g. Oops, I didn't mean to.		Apology
h. Sorry, I totally forgot.		Apology

Activity 5

For each situation, choose the **most appropriate informal phrase** from the videos:

1. You forgot to call your friend back.
2. You spilled a small drink on a classmate's desk.
3. You need a friend to pass you a notebook quickly.
4. You accidentally interrupted someone while talking.

Post-Listening

Activity 6

Compare your answers with a partner. Discuss:

- ✓ Why are informal requests and apologies shorter and simpler than formal ones?
- ✓ How does tone and intonation make these phrases sound friendly?

Speaking Focus

Activity 1

Casual Request Simulation

1. Read the given scenario (e.g., You need a classmate to pass you a notebook quickly).
2. Formulate an informal request using conversational language, contractions, and friendly intonation.

3. Deliver your request to your partner, who responds naturally.
4. Switch roles and repeat with a new scenario, emphasizing social appropriateness and clarity.

Activity 2

Invitation Scenarios

1. In pairs, invite your partner to an informal activity (e.g., Wanna grab lunch later?)
2. Practice accepting and declining invitations politely while maintaining a friendly, casual tone.
3. Switch roles and vary scenarios to include social closeness differences.

Activity 3

1. Distribute the following puzzle worksheet.
2. Read each phrase on the left.
3. Draw a line to the matching informal social function on the right.
4. Think about tone and context: Is it a greeting, request, apology, invitation, thanks, or complaint?
5. **Bonus:** Say the phrase aloud with the right intonation!



Hey, long time no see! ↗	Greeting 😊
Do you wanna grab coffee? ↗	Request ?
I really appreciate it! ↗	Apology !
Do you have a sec? ↗	Invitation 🎉
Sorry about earlier. ↗	Complaint 😡
This train is so damn slow! ↗	Offer 🙌
Guess I totally forgot! ↗	Suggestion 💡
Are you free later? ?	

Conclusion

The current lesson underscores internalizing the pragmatic conventions of performing social functions in informal contexts, including requests, apologies, greetings, offers, invitations, and complaints. Through engagement with authentic audiovisual materials, learners can evolve heightened sensitivity to lexical choices, tone, stress, and intonation patterns and foster fluency and social appropriateness in casual interactions. The integration of listening and speaking tasks has reinforced both receptive comprehension and productive competence and ensured that learners can navigate informal exchanges with confidence, clarity, and relational awareness.

Summary

The present lesson accentuates learners' ability to comprehend and produce informal spoken language through the integration of listening and speaking skills. By engaging with authentic audiovisual materials, learners identify main ideas, extract specific details, and recognize the social functions underlying everyday expressions, such as requests, apologies, greetings, invitations, and complaints. Particular attention is given to distinguishing between formal and informal language and understanding how communicative choices vary according to interpersonal relationships and situational contexts.

Furthermore, the lesson improves learners' awareness of intonation patterns and emphasizes how rising, falling, and fall-rise contours contribute to conveying meaning, politeness, and emotional nuance in spoken interaction. Through guided listening and interactive speaking activities, learners practice using appropriate expressions while adjusting tone and intonation to suit informal communicative situations. Ergo, the lesson consolidates learners' listening comprehension, pragmatic awareness, and oral production and enables them to participate more confidently and appropriately in informal social exchanges.

Lesson 9: Formal Discussions - Meetings

Description of the Lesson

The present lesson engages learners in the conventions, structures, and interactive patterns of professional meetings. It emphasizes the ability to extract essential information from spoken discourse, including agenda points, proposals, and decisions, while interpreting the functions and responsibilities of participants. Students explore the nuances of formal communication, comprising the use of precise vocabulary, pragmatic markers for politeness, and prosodic features, such as stress, emphasis, and intonation. Attention is also given to non-verbal signals, such as gestures, posture, and eye contact, which contribute to effective participation and audience perception.

Through a progression of preparatory, listening, and synthesis activities, learners advance their competence in predicting content, analyzing speaker contributions, classifying and paraphrasing key points, and summarizing discussions. Speaking components provide structured practice in role-play scenarios and allow learners to engage in formal exchanges, express agreement or disagreement diplomatically, and manage turn-taking appropriately. Therefore, this lesson promotes analytical listening, refined oral expression, and strategic interaction skills.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** the main components of a formal meeting, including agenda items, proposals, and decisions.
2. **Recall** participant roles and responsibilities in a discussion.
3. **Recognize** key vocabulary related to meetings and discussion strategies.
4. **List** the sequence of discussion topics and contributions in a meeting.
5. **Name** non-verbal cues and politeness strategies used during meetings.
6. **State** the main ideas and decisions extracted from listening tasks.
7. **Match** vocabulary items to their correct meanings and contextual usage.
8. **Label** speakers, roles, and interactions correctly during listening activities.

Introduction

The present lesson immerses learners in the dynamics of professional meetings and boosts both comprehension and active participation. Students examine how formal discussions unfold, from the presentation of agenda items to the negotiation of proposals and final decisions. It also encourages learners to tune in to the subtle cues of spoken language, such as intonation, emphasis, and polite disagreement, while simultaneously recognizing each participant's role within the discussion.

Learners practice not only understanding but also responding appropriately, using precise vocabulary, structured expressions, and effective non-verbal communication. Through a combination of listening to real-life meeting interactions and engaging in guided speaking tasks, students advance the ability to follow complex discussions, summarize key points, and contribute ideas confidently. The overarching goal is to equip learners with practical skills for effective participation in academic, corporate, or organizational meetings.

Lesson Type

Integrated Listening–Speaking lesson centering on comprehension and oral production within the context of formal meetings.

Target Skills

- ✓ Listening comprehension (identifying agenda points, proposals, participant contributions, and key decisions).
- ✓ Oral production (formal discussion, polite proposals, and disagreement).
- ✓ Interactive speaking (role-play, turn-taking, collaborative problem-solving).
- ✓ Vocabulary development related to meetings and formal communication.
- ✓ Pragmatic competence in professional and academic discussions.

Materials

- ✓ Computer.
- ✓ Podcast: *Office English: Meetings* (BBC Learning English)

- ✓ Videos:
 - *Business English B1–B2: Participating in Meetings 1*
 - *Business English Conversations | ESL Business Meeting Conversation*
- ✓ Flashcards for meeting roles, actions, topics, and expressions.
- ✓ Printed worksheets for listening activities.
- ✓ Whiteboard.

Language Focus

- ✓ Expressions for introducing oneself and others in formal meetings.
- ✓ Vocabulary for agenda items, proposals, roles, and decisions (e.g., chairperson, secretary, member, action points).
- ✓ Polite disagreement, turn-taking phrases, and formal responses.
- ✓ Prosodic features (stress, emphasis, intonation).
- ✓ Non-verbal communication cues (eye contact, posture, gestures).

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, instructions, feedback.
- ✓ Student–Teacher (S–T): Questions, clarification.
- ✓ Pair Work (S–S): Pre-listening predictions, vocabulary matching, role-play planning.
- ✓ Group Work (Ss–Ss): Simulated meetings, Flashcard Challenge, collaborative discussion.
- ✓ Individual Work (S): Listening comprehension, note-taking, summarizing, paraphrasing.

Assessment

- ✓ Observation of participation in listening and speaking activities.
- ✓ Evaluation of comprehension of agenda points, proposals, and decisions.
- ✓ Monitoring of pair and group discussions.

- ✓ Assessment of oral production: use of polite language, turn-taking, and role appropriateness.
- ✓ Peer feedback during role-play and Flashcard Challenge activities.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher activates learners' prior knowledge about formal meetings and discussion roles, introduces lesson objectives, and highlights summarizing and paraphrasing key points.

Lead-in questions encompass:

- What roles exist in a meeting?
- How do participants contribute?
- What makes a meeting effective?

Student Role:

Students reflect on past meeting experiences, describe participant roles, and anticipate discussion content. They orient themselves toward listening and speaking activities.

1.2 Pre-Listening

Teacher Role:

The teacher presents key vocabulary (agenda, chairperson, proposal, consensus, moderator, action points, off-topic) and guides prediction activities about agenda items, participants, and outcomes. S/he also clarifies meanings and supervises categorization and matching tasks (See Activities 1–2).

Student Role:

Students predict agenda items, match vocabulary with definitions, and categorize words by function (People, Actions, Places) (See Activities 1–2).

1.3 While-Listening: Global Understanding

Teacher Role:

The teacher plays the first video segment, directing learners to identify main agenda items, decisions, and key points. Then, s/he monitors comprehension and checks answers to multiple-choice tasks (See Activities 3-4).

Student Role:

Students discern main topics, speaker contributions, complete multiple-choice activities, and map participants to roles. Peer comparison ensures clarity (See Activities 3-4).

1.4 While-Listening: Detailed Understanding

Teacher Role:

The teacher replays the video segment and guides learners to focus on proposals, agreements, turn-taking, politeness, and interaction strategies. S/he also supervises sentence-completion, True/False, and role-matching activities (See Activities 5-6).

Student Role:

Students complete detailed exercises, note participant contributions, and sequence interactions. Peer discussion verifies accuracy (See Activities 5-6).

1.5 Post-Listening

Teacher Role:

The teacher scaffolds synthesis by guiding learners to sequence discussion points, summarize proposals and decisions, and identify participant roles. S/he encourages full-sentence responses (See Activities 7-8).

Student Role:

Students sequence statements, answer comprehension questions, and summarize the meeting. They also highlight agenda items, decisions, and roles (See Activities 7-8).

1.6 Speaking: Production

Teacher Role:

The teacher introduces the Meeting Puzzle, distributing shuffled cards representing agenda items, participant roles, proposals, and non-verbal cues. S/he explains strategies for turn-taking, polite contributions, and non-verbal behaviors (See Activity 1–2 : Meeting Puzzle and template completion, Bingo).

Student Role:

Students arrange cards to create a coherent discussion, practice role-playing a formal meeting, complete a meeting template, and participate in a Bingo game to reinforce vocabulary and roles (See Activity 1–2 : Meeting Puzzle and template completion, Bingo).

1.7 Feedback

Teacher Role:

The teacher provides constructive feedback on listening and speaking performance and fosters vocabulary, fluency, turn-taking, and non-verbal communication, while addressing challenges (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Students reflect on feedback, document areas for improvement, and integrate guidance into subsequent activities.

1.8 Reflection / Consolidation

Teacher Role:

The teacher encourages learners to reflect on comprehension strategies, challenges, and effective participation in formal meetings, connecting insights to future activities.

Student Role:

Students articulate reflections, discuss strategies with peers, and consolidate understanding of formal meeting and discussion skills.

Activities

Listening Focus

Listening to Summarize and Paraphrase (Note Key Points)

Video Title: Business English Conversations | ESL Business Meeting Conversation

Link: <https://www.youtube.com/watch?v=z-8o9sp8YIA>

Pre-Listening

Activity 1

1. Look at the following meeting expressions:
 - Take the minutes
 - Agenda
 - Action list
 - Update
 - Move on to the next topic
 - Celebrity endorsement
2. In pairs, discuss:
 - A. What happens during business meetings?
 - B. Why are agendas and action lists important?
 - C. What information is usually summarized at the end of meetings?
3. Predict:
 - A. What topics might be discussed in the meeting video?
 - B. Who might speak the most and why?

Activity 2

Rewrite the following expressions using your own words.

<u>Expression</u>	<u>Your Paraphrase</u>
A. Take the minutes
B. Get the ball rolling
C. Give an update
D. Move on to the next topic

Expression

Your Paraphrase

E. Iron out details

While-Listening

Activity 3

Watch the video and choose the correct answer.

1. The main purpose of the meeting is to:
 - a. Launch a new company branch
 - b. Discuss marketing plans and event preparation
 - c. Train new employees
 - d. Review financial results

2. The marketing strategy focuses on presenting Ginger Cola as:
 - a. A luxury product
 - b. A children’s drink
 - c. A health and energy drink
 - d. A traditional beverage

3. The company plans to promote the product by:
 - a. Offering discounts
 - b. Using celebrity endorsement
 - c. Changing packaging
 - d. Expanding internationally

Activity 4

Listen carefully and complete the table with **key information only** (not full sentences).

Topic	Key Points
a. Marketing Strategy
b. Product Features
c. Advertising Plan
d. Future Meeting Plans
e. Charity Event

Activity 5

Listen again and complete the summary using **ONE** or **TWO** words.

The meeting begins with Tony asking Jason to take the
Carrie explains that Ginger Cola will be promoted as a and
..... drink. The company plans to use a endorsement
from a Japanese baseball player. Tony suggests discussing marketing details in the
..... meeting. The team also reviews roles for the upcoming charity
.....

Activity 6

Match the original statement with its best paraphrase.

Original Statement

1. We have decided to pitch the new Ginger Cola as a health and energy drink.
2. Let's set aside more time at the next meeting.
3. We still have to iron out some details.
4. Let's move on to the next topic.

Paraphrase

- A. The drink will be marketed as beneficial for health and energy.
- B. We will discuss this in greater detail later.
- C. Some plans still need improvement.
- D. We will continue with another subject.

Post-Listening

Activity 7

Rewrite the following sentences using your own words.

1. The product tastes great and has low calories.
2. The company wants to give back to the community.
3. The team created innovative ideas.
4. The marketing plan needs more discussion.

Activity 8

1. Work in pairs.
2. Student A summarizes the meeting in **four sentences**.

3. Student B paraphrases Student A's summary using different words.
4. Change roles.

Speaking Focus

Activity 1

Look at the pictures carefully.



1. Describe the type of meeting (e.g., project update, budget discussion).
2. Identify the roles of participants (Chairperson, Secretary, Members, Guests).
3. State the purpose of the meeting.

Activity 2

Formal Meeting Flashcards Challenge

Roles

- Chairperson
- Secretary
- Member
- Guest

Actions

- Propose
- Suggest
- Request
- Politely Disagree

Actions

- Propose
- Suggest
- Request
- Politely Disagree

Roles

- Chairperson
- Secretary
- Member
- Guest

Actions

- Propose
- Suggest
- Request
- Politely Disagree

Topics

- Budget Approval
- Project Timeline
- Client Feedback
- Team Restructuring

Topics

- Budget Approval
- Project Timeline
- Client Feedback
- Team Restructuring

Expressions

- “May I propose...”
- “I see your point, but...”
- “Shall we...?”
- “It might be beneficial to...”

Expressions

- “May I propose...”
- “I see your point, but...”
- “Shall we...?”
- “It might be beneficial to...”

1. Divide students into small groups (4 –5 participants).
2. Place the flashcards face down in separate decks: Roles, Actions, Topics, Expressions.
3. Each round:
 - ✓ Students draw one card from each deck (e.g., Role: Chairperson, Action: Propose, Topic: Marketing strategy, Expression: May I propose...)
 - ✓ The student must create and deliver a short formal statement or mini-dialogue using the cards.
 - ✓ Other students respond appropriately based on their role, using formal meeting language, agreement/disagreement phrases, and polite turn-taking.
4. Continue for multiple rounds, ensuring that each student gets a chance to play different roles and actions.

Example Round

- ✓ **Role:** Chairperson
- ✓ **Action:** Suggest
- ✓ **Topic:** Project deadline
- ✓ **Expression:** May I propose...

Student Speaking Example

- May I propose that we extend the project deadline by two weeks to ensure quality outcomes?
- **Member Response:** I understand your concern; however, we might consider reallocating resources first to meet the original timeline.

Prosody and Nonverbal Focus

- a. Use controlled tone, stress on key words, and moderate volume.
- b. Maintain eye contact, gestures, and upright posture.
- c. Pause strategically to let others respond.

Conclusion

The present lesson has offered learners an in-depth exploration of formal meeting conventions and equipped them with the linguistic, cognitive, and social tools necessary for effective participation in professional discussions. Through carefully scaffolded listening tasks,

students learned to identify and distinguish main agenda items, proposals, and decisions while simultaneously mapping participants' roles and contributions. Exposure to authentic spoken materials allowed learners to detect nuances in emphasis, stress, and intonation and sharpen their ability to interpret speaker intentions, attitudes, and interpersonal dynamics within a formal context.

Complementary speaking activities, including structured role-plays, flashcard challenges, and collaborative simulations, reinforced students' ability to produce formal discourse with appropriate turn-taking, polite disagreement, and precise expression of proposals and decisions. Learners would develop both sociopragmatic awareness and metacognitive strategies, such as monitoring their language for clarity, politeness, and appropriateness, and reflecting on the effectiveness of their communication. Thus, the lesson advanced learners' confidence, fluency, and professional competence by blending linguistic precision, pragmatic sensitivity, and interactive collaboration. It also ensured that students could navigate formal discussions with clarity, assertiveness, and strategic awareness and bridge the gap between comprehension and effective oral participation in real-world professional environments.

Summary

In this lesson, learners engaged with the full spectrum of formal meeting interactions, integrating listening, comprehension, and spoken production. They honed the ability to identify main discussion points, track proposals, and interpret decisions while recognizing the roles and contributions of each participant. Speaking tasks, including role-plays, structured dialogues, and flashcard challenges, provided opportunities to practice formal language, turn-taking, and professional etiquette in a simulated setting. By linking receptive and productive skills, the lesson reinforced learners' capacity to summarize, paraphrase, and contribute meaningfully to discussions. Thus, students developed greater confidence, sociopragmatic awareness, and practical competence for participating effectively in academic, corporate, and professional meetings.

Lesson 10: Formal Discussions - Job Interview

Description of the Lesson

The present lesson situates learners within the dynamic environment of professional job interviews, emphasizing the interplay of clear communication, strategic thinking, and personal presentation. It engages students with authentic listening materials that illustrate real-life candidate responses and provides opportunities to identify key ideas, supporting details, and subtle cues conveyed through tone, emphasis, and body language. Learners focus on understanding the structure and purpose of common interview questions and analyze how candidates demonstrate competence, confidence, and professionalism.

More significantly, speaking tasks allow students to practice introducing themselves, articulating skills and experiences, and responding to both standard and unexpected questions with poise and clarity. Through guided reflection and interactive exercises, students develop awareness of verbal and non-verbal strategies that enhance credibility, while also learning to evaluate the effectiveness of communication in formal settings. Hence, the lesson underscores interpreting interview discourse, constructing precise and confident responses, and presenting oneself in a professional and persuasive manner and bridges theoretical understanding with practical application.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** typical questions asked in job interviews.
2. **Recognize** key vocabulary related to job interviews, professional skills, and workplace etiquette.
3. **List** the main ideas and supporting details in candidates' answers during a job interview.
4. **Recall** information about candidates' qualifications, experiences, and professional attributes from listening tasks.
5. **Match** candidate answers to the corresponding interview questions.
6. **Name** the verbal and non-verbal cues used to convey confidence, politeness, and professionalism.

7. **State** the personal qualities inferred from candidates' responses.
8. **List** appropriate strategies for responding effectively to typical and unexpected interview questions.

Introduction

The current lesson immerses learners in the high-stakes environment of professional job interviews and fosters the interplay between strategic communication, self-presentation, and impression management. Students examine the structure and purpose of common interview questions and learn to anticipate both straightforward and challenging prompts. The lesson also highlights the importance of verbal choices, encompassing clarity, word stress, and intonation, alongside non-verbal cues, such as posture, eye contact, and gestures, all of which contribute to projecting professionalism and confidence. Learners are encouraged to reflect critically on the personal qualities and professional behaviors that make candidates stand out, such as adaptability, resilience, and effective problem-solving.

Through predictive discussions, evaluation of real interview excerpts, and guided reflection, learners evolve analytical listening skills and pragmatic awareness. They also explore strategies for responding to unexpected questions, formulate coherent and persuasive answers, and present themselves authentically while adhering to workplace etiquette. This preparatory stage equips students with the insight, self-awareness, and linguistic tools necessary to navigate interviews successfully and combines comprehension, evaluation, and structured oral production in a professional context.

Lesson Type

Integrated Listening-Speaking lesson emphasizing formal discussions and job interviews.

Target Skills

- ✓ Listening comprehension (main ideas, details, word stress, intonation).
- ✓ Oral production (professional self-introduction, interview responses).
- ✓ Interactive speaking (paired and group interview simulations).
- ✓ Vocabulary development related to professional contexts.

- ✓ Pragmatic competence in formal communication.

Materials

- ✓ Computer.
- ✓ Podcast: *English at Work: The Interview* (BBC)
- ✓ Video: *Job Interview Tips 4 – You're Hired* (YouTube)
- ✓ Printed worksheets with listening and speaking activities.
- ✓ Pictures for speaking prompts.
- ✓ Soft ball for ‘Unexpected Question Storm’ activity.
- ✓ Poster paper and markers for Professional Identity Poster.

Language Focus

- ✓ Expressions for self-introduction, describing skills and experience.
- ✓ Vocabulary related to professional identity, interview questions, and workplace communication.
- ✓ Word stress, intonation patterns to convey attitude and confidence.
- ✓ Functional language for polite and professional interactions.

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Instructions, modeling, feedback.
- ✓ Student–Teacher (S–T): Questions, clarification.
- ✓ Pair Work (S–S): Predicting answers, simulated interviews, feedback.
- ✓ Group Work (Ss–Ss): Professional Identity Poster, Unexpected Question Storm.
- ✓ Individual Work (S): Listening comprehension, reflection, and note-taking.

Assessment

- ✓ Observation of listening comprehension and identification of key details.

- ✓ Monitoring of pair and group speaking activities.
- ✓ Evaluation of oral production (clarity, fluency, professionalism, non-verbal cues).
- ✓ Peer feedback on verbal and non-verbal communication.
- ✓ Written responses to comprehension and intonation activities.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher activates learners' prior knowledge about job interviews and typical questions and elicits predictions of candidate answers. S/he presents the lesson objectives and emphasizes the dual focus on listening for main ideas, supporting details, and candidate attitudes.

Student Role:

Students discuss previous interview experiences, predict possible candidate answers, and orient themselves toward listening and speaking tasks.

1.2 Pre-Listening

Teacher Role:

The teacher introduces key interview vocabulary (CEO, CV, ambition, stepping stone, managee) and explains meanings. Learners are prompted to predict answers to typical interview questions and anticipate candidate attitudes in the video (See Activity 1).

Student Role:

Students predict answers to interview questions, categorize key terms under People, Roles, or Concepts, and discuss anticipated candidate behaviors.

1.3 While Listening : Global Understanding

Teacher Role:

The teacher plays the podcast and video segments and guides learners to focus on main ideas and general content of candidate answers. Clarification and monitoring are provided as needed (See Activity 2).

Student Role:

Learners identify main ideas in candidate responses, note general attitudes, and observe intonation and stress patterns that convey meaning.

1.4 While Listening: Detailed Understanding

Teacher Role:

The teacher directs learners to focus on specific details, such as degrees, internships, teamwork experience, and reasons for applying. Learners are guided to match answers with questions and complete True/False and comprehension activities (See Activity 3).

Student Role:

Learners extract detailed information, match answers to corresponding questions, decide True/False statements, and analyze stressed words and intonation patterns for implied attitudes.

1.5 Post-Listening

Teacher Role:

The teacher scaffolds learners' synthesis and reflection on candidates' personal qualities, professional skills, and effectiveness in interview responses (See Activities 4- 5).

Student Role:

Learners answer reflective questions, infer professional qualities, and explain how candidates demonstrate suitability for the job.

1.6 Speaking: Production

Teacher Role:

The teacher introduces speaking tasks: scenario-based self-introductions, Professional Identity Poster, Unexpected Question Storm, and paired interviews. Guidance is provided on

language, organization, non-verbal cues, and professional etiquette (See Speaking Focus Activities 1–3).

Student Role:

Learners practice oral interview skills, present professional profiles, respond to peer questions, and engage in timed Q&A exercises, in addition to integrating verbal and non-verbal communication.

1.7 Feedback

Teacher Role:

The teacher provides formative feedback on comprehension, oral delivery, pronunciation, fluency, clarity, and professional behavior (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Learners reflect on feedback, make improvements, and apply guidance to speaking tasks.

1.8 Reflection / Consolidation

Teacher Role:

The teacher facilitates metacognitive reflection on listening strategies, candidate evaluation, and effective professional communication (See all activities for reference).

Student Role:

Learners summarize strategies, review vocabulary, intonation, and speaking skills, consolidating learning outcomes for future formal discussions.

Activities

Listening Focus

Listening to Identify the Main Ideas and Details (Questions and Answers in a Job Interview)

Podcast Title: English at Work: The Interview

Link: <https://www.bbc.co.uk/learningenglish/english/features/english-at-work/01-the-interview>

Pre-Listening

Activity 1

Look at these typical interview questions:

1. Tell me about yourself.
2. What is your greatest strength?
3. Can you give an example of teamwork?
4. Why do you want this job?

Predict possible answers a candidate might give.

While-Listening

Activity 2

Listen to the interview. Identify the **main idea** of each candidate answer.

1. **Question:** Tell me about yourself.

Answer: I recently graduated in Business Administration. I've done internships in sales and marketing, and I enjoy working in teams.

Main Idea:

2. **Question:** What is your greatest strength?

Answer: I am highly organized and punctual. I always make sure projects are completed on time.

Main Idea:

3. **Question:** Can you give an example of teamwork?

Answer: At university, I was part of a marketing project team. I coordinated tasks and helped ensure our campaign was successful.

Main Idea:

4. Question: Why do you want this job?

Answer: I admire your company's focus on innovation, and I feel my skills in sales and teamwork would make me a strong contributor.

Main Idea:

Activity 2

Listen carefully. Answer the questions with details from the candidate's answers.

- A. What degree does the candidate hold?
- B. Which internships did they do?
- C. How does the candidate demonstrate punctuality?
- D. What was the candidate's role in the university project team?
- E. Which company value does the candidate highlight as a reason for applying?

Activity 3

Match the candidate's answers to the correct interview questions.

The Candidate's Answers

- A. I recently graduated in Business Administration. I've done internships in sales and marketing, and I enjoy working in teams.
- B. I am highly organized and punctual. I always make sure projects are completed on time.
- C. At university, I was part of a marketing project team. I coordinated tasks and helped ensure our campaign was successful.
- D. I admire your company's focus on innovation, and I feel my skills in sales and teamwork would make me a strong contributor.

Interview Questions

- 1. Tell me about yourself.
- 2. What is your greatest strength?

3. Can you give an example of teamwork?
4. Why do you want this job?

Post-Listening

Activity 4

Say whether the statements below are **True** or **False**. Correct the false statements.

1. The candidate enjoys working alone.
2. The candidate's strength is punctuality.
3. The candidate worked on a university marketing project.
4. The candidate wants the job because of the company's reputation for innovation.
5. The candidate has no internship experience.

Activity 5

Answer the following questions in accordance with the podcast.

- A. What personal qualities can you infer the candidate has based on their answers?
- B. How does the candidate show they are a good fit for the company?

Speaking Focus

Activity 1

1. Look at the pictures carefully.



2. Imagine you are a candidate applying for a job related to one of the scenarios.
3. Speak for 1–2 minutes by including:
 - ✓ A brief self-introduction
 - ✓ Skills or experience relevant to the picture
 - ✓ How you would handle the situation shown
4. Pair up with a classmate.
5. Ask each other interview-style questions about the scenario.
6. Listen carefully to your partner and respond professionally.
7. Give and receive feedback on:
 - ✓ Professional vocabulary

- ✓ Clarity and organization
- ✓ Politeness and confidence

Activity 2

The Unexpected Question Storm

1. Stand in a circle.
2. Throw a soft ball to a student.
3. Ask an interview question before throwing the ball.
4. Answer immediately after catching the ball.
5. Ask a new question before throwing the ball again.
6. Continue until all students participate.

Activity 3

1. Work in pairs.
2. Assign one student as interviewer and one as candidate.
3. Conduct a short interview including:
 - ✓ Opening and introductions
 - ✓ Background and qualifications
 - ✓ Skills and strengths
 - ✓ Closing stage
1. Switch roles and repeat the activity.

Conclusion

This lesson has guided learners through the nuanced dynamics of job interviews and highlighted the importance of attentive listening and careful observation. Students have practiced discerning both the content and the subtleties in candidates' responses, including confidence, clarity, and professionalism. Emphasis on verbal cues, such as word stress and

intonation, alongside non-verbal behaviors, like posture and gestures, has reinforced students' understanding of effective self-presentation.

Through interactive simulations, rapid-response exercises, and reflective activities, learners applied strategic communication, demonstrating adaptability, politeness, and coherence in professional discourse. Therefore, they would develop the analytical and expressive skills necessary to navigate interviews with assurance, interpret the intentions behind responses, and present themselves competently in high-stakes professional settings.

Summary

The present lesson offered learners an in-depth engagement with the conventions, dynamics, and strategic nuances of professional job interviews. Through targeted listening activities, students honed their ability to extract core ideas, discern supporting details, and interpret subtle cues in candidates' responses, including lexical choices, stress patterns, and prosodic features that convey confidence, competence, and interpersonal tact. Complementing receptive skills, the speaking components enabled learners to simulate authentic interview scenarios, construct coherent self-presentations, and respond with linguistic precision and pragmatic awareness. Henceforth, this integrated approach fostered learners' critical listening, refined oral articulation, and heightened sociopragmatic sensitivity which enables learners to navigate professional interviews with credibility and strategic communicative competence.

Lesson 11: Describing and Comparing People

Description of the Lesson

The present lesson introduces learners to the systematic exploration of human characteristics and reinforces observation, categorization, and expressive precision. It develops the ability to articulate both concrete attributes, such as height, build, and hairstyle, and abstract traits, including temperament, habits, and inferred social or professional roles. Students engage with authentic listening materials to recognize idiomatic expressions, collocations, and comparative structures which enable them to construct accurate, nuanced, and contextually appropriate descriptions.

The lesson also highlights relational reasoning by encouraging learners to identify similarities and contrasts among individuals, consider the significance of social cues, and justify interpretations of personality and role. Furthermore, learners refine vocabulary usage, practice descriptive fluency, and strengthen their capacity to present reasoned evaluations of people in both casual and professional contexts by combining structured analysis with interactive communication activities. Hence, the lesson equips learners with the tools to convey multidimensional portraits of individuals while exercising nuance and critical insight.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** physical traits of individuals.
2. **Recognize** personality characteristics.
3. **Classify** traits into physical, personality, or social-professional categories.
4. **Recall** idioms, collocations, and descriptive vocabulary used to describe people.
5. **Identify** comparative and superlative structures in spoken and written descriptions.
6. **Recognize** differences and similarities among individuals based on observation.
7. **Observe** contextual cues to infer basic social or professional roles.

Introduction

Effective communication often requires more than merely naming observable traits; it demands the ability to perceive, interpret, and convey subtle nuances in individuals' appearance, personality, and social or professional roles. The present lesson provides learners with the tools to articulate such observations with precision, depth, and evaluative insight. Also, the lesson encourages students to analyze descriptive input, infer underlying characteristics, and express comparative judgments using rich vocabulary, idiomatic expressions, and grammatical structures by integrating listening and speaking within authentic contexts

Moreover, the current lesson fosters both linguistic accuracy and pragmatic competence and guides learners to produce coherent, contextually appropriate oral descriptions while developing critical reasoning and inferential skills. Through structured and interactive activities, encompassing observation, analysis, comparison, and collaborative dialogues, students gain confidence in their ability to convey nuanced impressions of people, justify their assessments, and engage in meaningful communicative exchanges. This introductory stage establishes the cognitive and linguistic foundation necessary for successful engagement with the lesson's listening, speaking, and interactive activities.

Lesson Type

Integrated Listening–Speaking lesson promoting descriptive comprehension, inference, and comparative expression.

Target Skills

- ✓ Listening comprehension (identifying traits, making inferences, noting details).
- ✓ Oral production (describing and comparing people).
- ✓ Vocabulary development (physical, personality, social-professional traits, idioms, collocations).
- ✓ Pragmatic competence in expressing opinions and comparisons.

Materials

- ✓ Computer.

- ✓ Video 1: Describing People’s Appearance and Personality Conversation
- ✓ Video 2: Describing People | Appearance
- ✓ Printed worksheets (charts, tables, idioms, descriptive phrases).
- ✓ Character portrait cards.
- ✓ Whiteboard.

Language Focus

- ✓ Vocabulary for physical appearance, personality, and social-professional roles.
- ✓ Idioms and collocations to describe traits and make comparisons.
- ✓ Comparative, superlative, and degree expressions (e.g., more... than, far superior, slightly more...).
- ✓ Functional expressions for description, inference, and comparison.

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, instructions, feedback.
- ✓ Student–Teacher (S–T): Clarification, answering questions.
- ✓ Pair Work (S–S): Prediction, description, comparison activities.
- ✓ Group Work (Ss–Ss): Character comparison, Description/Comparison Game.
- ✓ Individual Work (S): Listening charts, inference tasks, post-listening activities.

Assessment

- ✓ Observation of students’ participation in listening and speaking activities.
- ✓ Accuracy in identifying, categorizing, and comparing traits.
- ✓ Correct usage of idioms, collocations, and comparative structures.
- ✓ Quality of oral descriptions and peer feedback.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher activates prior knowledge of ways to describe people, including physical appearance, personality traits, and social or professional roles. S/he explains the lesson objectives, emphasizes careful observation, inference, and comparative language, and encourages predictions about the content of the videos. The following questions can be posed:

- Which physical features do you usually notice first in a person?
- How can a person's gestures or expressions reveal their personality?
- What clues help identify someone's social or professional role?
- How can two people be similar in appearance but different in personality?

Student Role:

Learners reflect on previous experiences describing people, share relevant vocabulary and make predictions.

1.2 Pre-Listening

Teacher Role:

The teacher presents key vocabulary, idioms, and collocations for describing people and facilitates classification activities to distinguish physical, personality, and social-professional traits (See Pre-Listening Activity 1).

Student Role:

Learners match words to meanings, classify traits, and discuss predictions about the characters they are about to observe.

1.3 While Listening: Global Understanding

Teacher Role:

The teacher instructs learners to focus on identifying individuals' physical and personality traits while monitoring comprehension, clarifying vocabulary, and guiding initial comparisons (See While-Listening Activities 2–3).

Student Role:

Learners complete charts detailing each individual's height, build, hair, facial features, and style, and note which individuals are taller, shorter, more athletic, or more stylish.

1.4 While Listening: Detailed Understanding

Teacher Role:

The teacher facilitates repeated viewing/listening and directs attention to nuanced information, such as positive, neutral, or negative traits, inferred social roles, and professional skills. The teacher also emphasizes identification of idioms, descriptive phrases, and comparative expressions (See While-Listening Activity 4).

Student Role:

Learners categorize traits, record idioms and collocations, complete comprehension questions, and determine degrees of difference using phrases like slightly more, far superior, and much more.

1.5 Post-Listening

Teacher Role:

The teacher scaffolds synthesis by guiding learners to make inferences about social or professional roles and encourages structured comparisons between individuals (See Post-Listening Activity 5).

Student Role:

Learners draw inferences, match descriptions to individuals, and write sentences comparing traits using idioms, collocations, and comparative structures.

1.6 Speaking: Production

Teacher Role:

The teacher organizes structured speaking activities requiring description, comparison, and guessing of characters, monitoring correct use of vocabulary, idioms, and comparative structures (See Speaking Activities 1–3).

Student Role:

Learners describe individuals, compare them using full sentences and idiomatic expressions, participate in games and simulations, and provide peer feedback on accuracy and clarity.

1.7 Feedback

Teacher Role:

The teacher provides formative feedback on listening comprehension, descriptive accuracy, idiom and collocation use, and comparative language in oral production (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Learners reflect on feedback, make adjustments, and apply guidance to subsequent listening and speaking tasks.

1.8 Reflection / Consolidation

Teacher Role:

The teacher facilitates reflective discussion on strategies for observation, inference, and comparison, connecting outcomes to practical social and professional contexts (See all activities for reference).

Student Role:

Learners consolidate descriptive and comparative skills and articulate applications for real-life and professional situations.

Activities

Listening Focus

Listening to Make Comparisons and Inferences

Video Title: Describing People's Appearance and Personality Conversation

Link: <https://www.youtube.com/watch?v=dgqFsUAuP24>

Pre-Listening

Activity 1

1. Look at the title. Who do you think will be described in the video?
2. Match the words with meanings:

Word	Meaning
Reserved	a) Shy or quiet in social situations
Head and shoulders above	b) Much better than others
Outgoing	c) Sociable and energetic
Jack of all trades	d) Skilled in many areas
Petite	e) Small and delicate in stature

While-Listening

Activity 2

1. Listen carefully and complete the chart below.

Person	Height/Build	Hair/Facial Features	Style/Appearance	Comparison with others

- 2 Identify which person is taller, shorter, more athletic, or more stylish than others.

Activity 3

- 2.2 Listen again and categorize traits as **positive, neutral, or context-sensitive negative:**

Person	Positive	Neutral	Negative	Comparison with others

2.3 Decide who is more outgoing, more reliable, less confident, or more creative.

Activity 4

While listening, answer the questions:

1. Which person seems better suited for leadership? Why?
2. Who might be more experienced or skilled in their profession?
3. Are there any people whose social roles or habits you can infer from their description? Explain.
4. Which two people are most similar? Which two are most different?

Post-Listening

Activity 5

1. Choose one person from the video.
2. Make at least three inferences about them:
 - ✓ Likely social role or profession
 - ✓ Strengths and weaknesses
 - ✓ Possible behavior in a team or work situation
3. Explain your reasoning using details from the video.

Speaking Focus

Activity 1



1. Look carefully at the four portraits of people displayed horizontally. Pay attention to:
 - ✓ Physical appearance including height, build, hairstyle, facial features, clothing, and style.
 - ✓ Personality based on facial expressions, posture, or objects they hold.
 - ✓ Occupation or role based on clothing, accessories, or surroundings.
2. Take turns describing one person at a time. Include in your description:
 - Physical appearance
 - Personality traits
 - Social or professional details
3. Use idioms or collocations where possible.
4. After describing all individuals, choose two people to compare.
 - Highlight similarities
 - Highlight differences
 - Use comparatives and superlatives
5. Work in pairs or small groups.

Activity 2

Description/Comparison Game

1. Form 4 to 5 groups.
2. Choose one card from the **Character Cards** section without showing it to the other team.
3. Describe the Character. Use at least one idiom or collocation from the 'Idioms and Collocations' section.
 - ✓ Include physical traits, personality traits, or social/professional roles.
 - ✓ Speak clearly so the other team can understand.

Example:

This person is tall with curly hair, very outgoing, and a quick thinker. She is head and shoulders above others in problem-solving.

4. Compare Characters. Pick a character from the other team and compare using Comparison Prompts:
 - Taller than / More confident / Far superior
 - Both...and... / Unlike him/her / Worlds apart

Example:

She is more creative than your character and far superior in leadership skills.

5. Guess the Character. The opposing team tries to guess the character based on your description and comparison. The team with the **highest score wins!**

Who's Better?

Describing and Comparing People Game!

Instructions:

- Pick a Character Card.
- Use at least one Idiom/Collocation and one Comparison Prompt in your answer.
- Describe and compare the characters.
- Get points for creativity!



+1 Guess, +1 Idiom, +1 Comparative.

Idioms & Collocations

Quick thinker 	Salt of the earth 
Life of the party 	Hard worker 
Both...and... 	Unlike him/her 
Worlds apart 	Mirrors each other 

Comparison Prompts

★Taller than	More confident
Far superior	Equally intelligent
Both...and...	Unlike him/her
Worlds apart	

Character Cards 

 Taylor Swift	 Albert Einstein	 Serena Williams
 Pirate	 Hermione Granger	 Captain America
 Captain America	 Sherlock Holmes	 ?

Score: _____

Scorecard  01:00

★ Team 1 Score _____

★ Team 2 Score _____

Score Guide 

- ★ 1 Guess
- ★ 1 Idiom
- ★ 1 Comparative



GET POINTS AND WIN THE GAME! 

Activity 3

- Divide the class into small groups of 3-4 students.
- Each group chooses **two or three people** from the portraits or invents new characters.
For each character, describe:

- Physical appearance (height, build, hairstyle, clothing)
- Personality traits (positive, neutral, negative)

- Social/professional role (job, hobby, social role)
3. Each student takes turns describing a character to the group using full sentences.
 4. After all characters are described, students **compare the characters** using:
 - Similarities (both, alike, similarly, as...as)
 - Differences (unlike, whereas, in contrast, differs from)
 - Degree (slightly more..., considerably less..., far superior, marginally less...)

Conclusion

The present lesson consolidates the ability to observe, interpret, and articulate information about individuals in a nuanced and structured manner. It reinforces the integration of physical, personality, and social-professional traits and provides precise descriptions and meaningful comparisons. The lesson also highlights the strategic use of idioms, collocations, and comparative structures to convey degrees of similarity and difference effectively.

The analysis of verbal and non-verbal cues allows for a deeper understanding of subtle social and professional signals and improves the ability to infer roles, attitudes, and competencies from contextual information. By synthesizing descriptive vocabulary with grammatical structures, the lesson boosts coherent and contextually appropriate communication. Furthermore, the activities encourage critical reasoning and attention to detail and foster the capacity to evaluate traits, distinguish nuances, and formulate balanced assessments. The lesson therefore strengthens both analytical and expressive skills and provides a foundation for insightful and culturally aware descriptions of people in a variety of communicative contexts.

Summary

Lesson 11 underscores the interplay between observation, interpretation, and expression when discussing individuals. It highlights the role of context, social cues, and subtle distinctions in shaping a comprehensive understanding of people. The lesson encourages the integration of figurative language, idiomatic expressions, and nuanced vocabulary to convey complex

impressions. Comparative and superlative structures are employed not only to identify differences but also to analyze relational dynamics among individuals. Thus, the lesson fosters the ability to present well-structured and contextually informed descriptions. It stimulates the importance of clarity, accuracy, and sophistication in communicating perceptions of others in diverse social and professional scenarios.

Lesson 12: Describing and Comparing Places

Description of the Lesson

The present lesson situates language learning within meaningful communicative contexts and encourages students to engage with authentic descriptions of cities, tourist destinations, and cultural environments while developing the linguistic resources necessary to express spatial characteristics, environmental features, and evaluative judgments. It foregrounds the reciprocal relationship between receptive and productive language skills. Pedagogically, the lesson employs authentic audiovisual materials and podcasts that reflect natural spoken discourse to expose learners to diverse accents, speech rhythms, and descriptive expressions.

Speaking activities subsequently transform receptive input into productive output. Learners engage in descriptive and comparative tasks such as analyzing images of places, conducting guided comparisons between cities, and presenting simulated guided tours. These communicative activities require learners to employ descriptive adjectives, spatial expressions, comparative and superlative structures, and evaluative language. Hence, the lesson fosters the development of linguistic precision, descriptive richness, and critical thinking while reinforcing learners' ability to communicate effectively about geographical environments and cultural spaces. It then equips learners with practical communicative skills applicable to academic discussions, travel contexts, and intercultural communication.

Objectives

By the end of this lesson, students should be able to:

1. **Recognize** vocabulary related to cities, environments, and tourist destinations.
2. **List** common features used to describe places.
3. **Recall** details about speakers' preferred places mentioned in the listening texts.
4. **Name** descriptive adjectives used to characterize places.
5. **Label** advantages and disadvantages of cities mentioned in the recordings.
6. **Match** speakers with the types of places they prefer.
7. **State** key information about the locations described in the listening materials.
8. **Identify** features of busy, quiet, and cultural places mentioned in the recordings.

Introduction

The lesson begins by activating learners' prior knowledge regarding the ways in which people describe places, such as cities, towns, tourist destinations, and natural environments. Learners are encouraged to reflect on the characteristics that make places attractive or distinctive, including environmental features, cultural heritage, infrastructure, and social atmosphere. Through guided discussion, students consider how individuals express personal preferences for certain types of environments, such as vibrant urban centers, quiet rural locations, or historically significant destinations.

The lesson also explores the nuanced process of describing and comparing locations, integrating listening and speaking to develop both comprehension and expressive abilities. It emphasizes how environments, whether urban, rural, or cultural, can be portrayed through detailed observations, descriptive vocabulary, and evaluative language. Learners engage with authentic spoken materials that present varied perspectives on cities, tourist destinations, and natural landscapes, allowing them to identify key features, interpret opinions, and discern advantages and disadvantages of different settings.

Lesson Type

Integrated Listening–Speaking lesson centering on descriptive comprehension and oral production through authentic audiovisual materials and podcast discourse related to places and environments.

Target Skills

The lesson develops the following language skills:

- ✓ Listening comprehension (identifying main ideas and specific details in descriptive discourse).
- ✓ Listening for inference and generalization.
- ✓ Oral production (describing places and environments).
- ✓ Interactive speaking (comparing cities and locations).
- ✓ Vocabulary development related to geography, tourism, and urban life.
- ✓ Use of comparative and superlative structures in spoken communication.

Materials

The following materials are employed during the lesson:

- ✓ Computer.
- ✓ Video 1: *Describing Places*
- ✓ Podcast: *Describing Your City in English | Smart English Podcast for A2–B1 Learners*
- ✓ Printed worksheets containing listening comprehension activities.
- ✓ Visual images of cities and tourist destinations for speaking tasks.
- ✓ Whiteboard.

Language Focus

The lesson focuses on language employed to describe and compare places, including:

- ✓ Vocabulary related to geographical locations and environments (city center, countryside, coastline, historic district, infrastructure).
- ✓ Descriptive adjectives used for places (crowded, peaceful, vibrant, historic, scenic).
- ✓ Expressions describing advantages and disadvantages of places.
- ✓ Comparative and superlative structures (e.g., *bigger than*, *more crowded than*, *the most beautiful*).
- ✓ Spatial expressions (e.g., *in the center of*, *near*, *along the coast*, *surrounded by*)
- ✓ Evaluative expressions used when expressing preferences.

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, explanation of instructions, feedback.
- ✓ Student–Teacher (S–T): Clarification questions and responses.
- ✓ Pair Work (S–S): Prediction tasks, discussions, and comparison activities.
- ✓ Group Work (Ss–Ss): Describing pictures and collaborative speaking activities.
- ✓ Individual Work (S): Listening comprehension and reflection activities.

Assessment

Student learning is assessed through formative evaluation during the lesson, comprising:

- ✓ Observation of participation during listening activities.
- ✓ Evaluation of students' ability to identify main ideas and details in spoken descriptions.
- ✓ Monitoring of pair and group discussions
- ✓ Assessment of students' oral descriptions and comparisons of places
- ✓ Peer feedback during speaking presentations

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role:

The teacher initiates the lesson by activating learners' prior knowledge about places people visit and the characteristics that make locations attractive or distinctive. The teacher explains that learners will focus on two listening processes. The following questions may be used to start the discussion:

- What types of places do people usually visit during holidays?
- What features make a place attractive to tourists?
- Do you prefer busy cities or quiet natural places? Why?
- What adjectives can be used to describe cities or tourist destinations?

Student Role:

Learners share personal experiences of visiting places, contribute descriptive vocabulary, and discuss environmental characteristics. They listen to the objectives and prepare to engage with the listening tasks.

1.2 Pre-Listening

Teacher Role:

The teacher presents the podcast (*Describing Your City in English*) and encourages anticipation of advantages and disadvantages of cities or towns (See Pre-Listening Activity 1).

Student Role:

Learners predict content based on titles, discuss features of cities and tourist destinations, and brainstorm vocabulary for places, advantages, and disadvantages.

1.3 While Listening: Global Understanding

Teacher Role:

The teacher plays the video for Focus 1 and instructs learners to identify speakers' preferred places. The teacher plays the podcast and guides learners to notice general descriptions of the cities (See While-Listening Activity 2).

Student Role:

Learners identify main ideas from the video and podcast, matching speakers with preferred types of places and noting general characteristics.

1.4 While Listening: Detailed Understanding

Teacher Role:

The teacher plays the recordings again, instructing learners to extract specific details. Learners fill in missing words, interpret expressions, and note advantages/disadvantages (See While-Listening Activities 3–6).

Student Role:

Learners complete detailed comprehension activities, record descriptive characteristics, determine accuracy of statements, and discuss unfamiliar vocabulary with peers.

1.5 Post-Listening

Teacher Role:

The teacher facilitates consolidation activities for the listening focus. Learners compare cities, reflect on evaluations, and analyze expressions of advantages/disadvantages (See Post-Listening Activity 7).

Student Role:

Learners review responses, summarize main characteristics, and identify descriptive vocabulary and comparative expressions.

1.6 Speaking: Production

Teacher Role:

The teacher organizes speaking activities that transform listening input into output. Learners describe and compare cities and environments using comparative and superlative forms, descriptive adjectives, and spatial expressions (See Speaking Activities 1-3).

Student Role:

Learners actively participate in pair or group tasks, presenting descriptions of cities or locations, comparing them, and demonstrating coherent organization of descriptive information.

1.7 Feedback

Teacher Role:

The teacher provides feedback on listening comprehension and speaking, focusing on vocabulary, clarity, pronunciation, and comparative/superlative accuracy (*See all Listening and Speaking Focus Activities for reference*).

Student Role:

Learners reflect on performance, note areas for improvement, ask questions for clarification, and incorporate feedback into subsequent tasks.

1.8 Reflection / Consolidation

Teacher Role:

The teacher encourages reflection on strategies used to understand spoken texts and express comparisons. Learners review key vocabulary and structures and discuss practical applications of descriptive and comparative language (See all activities for reference).

Student Role:

Learners share insights on learning strategies, consolidate comprehension and production skills, and discuss future applications in real-life or academic contexts.

Activities

Listening Focus

Listening to Make Predictions, Inferences, and Generalizations (Advantages/Disadvantages of Places)

Podcast Title: Describing Your City in English | Smart English Podcast for A2–B1 Learners

Link: <https://www.youtube.com/watch?v=iLpSZAMMLGY>

Pre-Listening

Activity 1

1. Look at the title: *Describing Your City in English*.
2. Work in pairs and answer:
 - ✓ What words or expressions do you expect to hear in the podcast?
 - ✓ What kinds of places might the speakers describe (e.g., parks, museums, streets, beaches)?
 - ✓ Which advantages or disadvantages of places might they mention?
3. Before listening, list possible **advantages** and **disadvantages** of cities or towns.

While-Listening

Activity 2

Listen to Mia and Alex and complete the table with **general impressions** of their cities.

Speaker	General Description	Main Advantages	Main Disadvantages
Mia			
Alex			

Activity 3

Listen carefully. Fill in the blanks with words or phrases from the podcast.

1. Mia's city is with lots of tall buildings and cars.
2. Mia enjoys when she wants a break from busy streets.
3. Alex's city is and located on the, attracting holiday visitors.
4. Alex's city has a charming with narrow streets and colorful houses.

Activity 4

Answer the questions using inference (what is implied but not directly stated).

1. Why does Mia like walking in parks?
2. Why do many people visit Alex's city for holidays?
3. How would you describe the pace of life in Mia's city compared to Alex's?
4. Which city might be better for tourists who want to relax, and why?

Activity 5

Based on what you hear, generalize **advantages** and **disadvantages** of large vs. small cities. Use expressions like:

- *In general...*
- *Usually...*
- *Most...*

Activity 6

Listen and match the words/phrases with their meanings:

Word/Phrase	Meaning
Landmark	a. Energy and life in a city
Local	b. Buses, trains, subways used by many people
Vibrant	c. Something typical from a specific place
Public transport	d. A famous building or place

Post-Listening

Activity 7

Compare Mia's and Alex's cities using **comparative** and **superlative forms**. Complete the sentences:

1. Mia's city is than Alex's city because it has more tall buildings.
2. Alex's city is than Mia's city because it has beautiful beaches and narrow streets.
3. Mia's city is the in terms of parks, while Alex's city is the in terms of beaches.

Speaking Focus

Activity 1

1. Observe the following two pictures of different places.



2. Speak for one minute describing similarities.
3. Speak for one minute describing differences.
4. Use at least four comparison connectors.
5. Vote for the most convincing description.

Activity 2

1. Work in pairs.
2. Choose two cities or places.
3. Prepare a short comparison including:

- ✓ Climate and geography
- ✓ Infrastructure and services
- ✓ Lifestyle and culture
- ✓ Advantages and disadvantages

4. Use at least:

- Three comparative forms
- Two superlative forms
- Two comparison connectors

5. Present your comparison to the class.

Activity 3

Guided Virtual Tour

1. Imagine you are a tour guide.
2. Select a location (real or imaginary).
3. Organize your description using this order:
 - A. General introduction of the place
 - B. Physical and geographical features
 - C. Facilities and attractions
 - D. Social and cultural atmosphere
 - E. Personal evaluation
4. Use descriptive structures such as:
 - a. It is known for...
 - b. One of its main features is...
 - c. It stands out because...
5. Deliver a two-minute spoken tour.

Conclusion

The lesson accentuates learners' ability to interpret and produce descriptive discourse about places through integrated listening and speaking activities. The progression from global comprehension to detailed analysis enables learners to process descriptive language systematically and to recognize the linguistic structures commonly employed in discussions about cities, tourist destinations, and cultural spaces. The speaking component further consolidates these skills by encouraging learners to apply descriptive vocabulary, spatial expressions, and comparative forms in meaningful communicative tasks.

Through activities, such as describing pictures, comparing cities, and presenting guided tours, learners transform receptive input into productive language use while boosting their fluency, clarity, and interactional competence. Hence, the lesson promotes linguistic development, critical observation, and communicative confidence. It enables learners to articulate detailed descriptions, express evaluative opinions, and compare environments effectively.

Summary

The present lesson underscored developing learners' skills in describing and comparing various types of places, including cities, tourist destinations, and natural environments. Learners engaged with authentic audiovisual materials and podcasts to identify main ideas, specific details, and speakers' opinions about locations, noting both advantages and disadvantages. Emphasis was placed on acquiring descriptive vocabulary, spatial expressions, and comparative and superlative structures to convey nuanced evaluations. Students compared cities, described familiar places, and delivered simulated guided tours, applying evaluative language and descriptive strategies effectively. Ergo, the lesson strengthened integrated listening and speaking competencies, enhanced descriptive and comparative language use, and promoted the ability to express preferences, make inferences, and communicate effectively about geographical and cultural environments.

Lesson 13: Describing and Comparing Things

Description of the Lesson

The present lesson is conceived to familiarize learners with the linguistic resources commonly employed when describing and comparing everyday objects. The lesson situates language use within practical communicative situations where speakers identify objects, refer to their physical properties, and explain their functions. The pedagogical design of the lesson adopts an integrated listening-speaking approach in which comprehension activities provide the foundation for subsequent oral production. Basically, the listening activities introduce learners to authentic descriptions of objects and highlight the types of information typically conveyed when objects are discussed, such as their material composition, physical dimensions, appearance, and practical use. These activities gradually move from general understanding toward the recognition of more specific information contained in the recordings.

The lexical and phraseological elements that support object description are also emphasized. Learners are exposed to vocabulary referring to everyday items as well as to adjectives that characterize their shape, size, weight, and value. Furthermore, the lesson promotes recurrent lexical combinations frequently used when talking about objects, including expressions that indicate material, function, similarity, and appearance. Through listening activities and guided analysis, students observe how these expressions contribute to clear and precise descriptions. Ergo, the lesson seeks to boost learners' ability to interpret spoken descriptions and to use appropriate language when referring to objects and their characteristics. It also supports the development of descriptive competence and encourages learners to engage actively in communicative exchanges involving everyday objects.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** the main objects described in the listening materials.
2. **Recognize** vocabulary related to the physical characteristics of objects.
3. **Recall** expressions used to describe functions and uses of everyday objects.
4. **List** comparative expressions and collocations.

5. **Match** objects with their corresponding descriptive features and collocations.
6. **Name** the main ideas and key details presented in the listening activities.
7. **Label** objects with their characteristics, functions, or materials based on audio input.
8. **State** basic comparisons between objects using descriptive language.

Introduction

Describing objects and comparing their characteristics are deemed essential communicative skills in everyday interaction. In both academic and real-life contexts, speakers frequently refer to objects by identifying their physical features, materials, functions, and distinctive qualities. The ability to articulate such descriptions clearly allows individuals to make comparisons and express preferences in meaningful ways. The development of descriptive competence requires exposure to authentic linguistic input as well as opportunities for active language use. Listening activities provide learners with models of how descriptive language is naturally employed in spoken discourse, whereas speaking ones allow them to practice and internalize these linguistic patterns. Through this reciprocal process, learners gradually acquire the vocabulary, expressions, and structures necessary to describe objects effectively.

The current lesson introduces students to common descriptive vocabulary and collocations used when referring to everyday objects. Learners explore how speakers describe objects in terms of their appearance, material composition, function, and comparative qualities by engaging with audiovisual materials and participating in interactive activities. The lesson also promotes students to apply these expressions in communicative activities that involve describing and comparing objects in pairs or groups. Hence, the lesson contributes to creating a learning environment in which students can observe, analyze, and practice descriptive language in a structured yet communicative context in order to boost both their listening comprehension and their oral expression skills.

Lesson Type

Integrated Listening–Speaking lesson emphasizing descriptive comprehension and oral production through authentic audiovisual materials.

Target Skills

The lesson develops the following language skills:

- ✓ Listening comprehension (identifying main ideas and details related to objects).
- ✓ Listening for inference and contextual interpretation.
- ✓ Oral production (describing everyday objects).
- ✓ Interactive speaking (comparing objects and expressing preferences).
- ✓ Vocabulary development related to materials, functions, and physical characteristics.
- ✓ Use of collocations and descriptive expressions in spoken communication.

Materials

The following materials are employed during the lesson:

- ✓ Computer.
- ✓ Video 1: *Describing Things*
- ✓ Video 2: *Describing Objects and Things*
- ✓ Printed worksheets containing listening comprehension activities.
- ✓ Bingo cards with pictures of objects.
- ✓ Object picture cards and collocation cards.
- ✓ Whiteboard.

Language Focus

The lesson centers on language utilized to describe and compare objects, encompassing:

- ✓ Vocabulary related to everyday objects (sweaters, desks, watches, umbrellas, alarm clocks, kettles, wallets).
- ✓ Descriptive adjectives related to objects (big, small, round, square, heavy, light, expensive, cheap).
- ✓ Expressions related to materials (made of metal, made of wood, made of fabric).
- ✓ Expressions describing functions (used for holding money, used for boiling water).
- ✓ Collocations used to describe objects (similar to, looks like, weighs, texture).
- ✓ Basic comparative expressions used to contrast objects.

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Introduction, explanations, feedback.

- ✓ Student–Teacher (S–T): Students answer questions and ask for clarification.
- ✓ Pair Work (S–S): Prediction tasks, discussions, object comparisons.
- ✓ Group Work (Ss–Ss): Bingo game and collaborative speaking activities..
- ✓ Individual Work (S): Listening comprehension and reflection activities

Assessment

Student learning is assessed through formative evaluation during the lesson, comprising:

- ✓ Observation of participation during listening activities.
- ✓ Evaluation of students’ ability to identify key descriptive information from the videos.
- ✓ Monitoring of pair and group discussions.
- ✓ Assessment of students’ oral descriptions of objects during speaking activities.
- ✓ Peer feedback during communicative games and presentations.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role

The teacher begins the lesson by activating learners’ prior knowledge about everyday objects and the characteristics commonly used to describe them. Students are encouraged to reflect on the types of information people use when describing objects, including their color, material, shape, size, and function. The teacher introduces the lesson objectives and explains that learners will focus on listening to descriptions of objects and identifying key information about their characteristics and uses, as well as recognizing common collocations associated with object description.

Possible guiding questions include:

- What information do we usually mention when describing an object?
- How can we compare two objects?
- What expressions can we use to describe what an object is made of?
- Why is it important to describe objects clearly?

This stage prepares learners for the prediction and vocabulary activities in the pre-listening phase.

Student Role

Students share examples of objects they use daily and describe some of their characteristics. They contribute vocabulary related to materials, size, shape, and function, and prepare to engage with the listening activities that follow.

1.2 Pre-Listening

Teacher Role

The teacher introduces common collocations frequently used when describing objects, including expressions, such as *made of*, *used for*, and *similar to*. Learners categorize these expressions according to their semantic function and anticipate how they may appear in the listening material (See Activities 1–2).

Student Role

Students analyze the objects listed in the activities and discuss in pairs what information might be mentioned about them. They predict how objects may be compared and classify collocations according to categories, such as material, function, appearance, and price (See Activities 1–2).

1.3 While Listening: Global Understanding

Teacher Role

The teacher plays the video ‘Describing Things’ and instructs learners to focus on identifying the overall topic of the video and the main objects being described. Students complete multiple-choice questions and determine the general communicative purpose of the recording (See Activity 3-4).

Student Role

Students listen attentively and identify the main ideas presented in the recording. They determine which objects are described and verify their answers through discussion with peers (See Activity 3-4).

1.4 While Listening: Detailed Understanding

Teacher Role

The teacher directs learners' attention to the identification of descriptive collocations used in the second video. Students complete True/False activities, fill-in-the-blank exercises, and collocation-recognition activities to consolidate their understanding of expressions related to material, function, and similarity (See Activity 5).

Student Role

Students listen carefully and record detailed information about the objects mentioned in the recordings. They complete the comprehension activities, verify answers with classmates, and analyze the collocations used to describe objects (See Activity 5).

1.5 Post-Listening

Teacher Role

The teacher guides learners in consolidating their understanding by organizing descriptive information into structured tables and encourages them to synthesize the information obtained from the listening materials. The teacher also encourages learners to produce their own descriptions of objects using the collocations introduced earlier and reinforces the expressions related to material, function, appearance, and comparison (See Activities 6–7).

Student Role

Students categorize the descriptive information obtained from the listening activities and summarize the main objects discussed. They practice using descriptive vocabulary, comparative structures, and collocations when describing and comparing objects (See Activities 6–7).

1.6 Speaking: Production

Teacher Role

The teacher introduces interactive speaking activities designed to reinforce descriptive language use. These include a Bingo game, role-play activities, and card-based comparison activities. The teacher encourages learners to use collocations, such as *made of*, *used for*, and *similar to* when describing objects (See Speaking Focus, Activities 1-3).

Student Role

Students actively participate in communicative tasks in which they describe and compare objects. They practice describing materials, functions, and similarities between objects while interacting with classmates in pairs or small groups (See Speaking Focus, Activities 1-3).

1.7 Feedback

Teacher Role

The teacher provides constructive feedback on students' listening comprehension and speaking performance, focusing on pronunciation, vocabulary accuracy, and appropriate use of descriptive expressions (See all Listening activities and Speaking Focus).

Student Role

Students listen to feedback, reflect on their performance, and attempt to improve their use of descriptive language and collocations during subsequent activities.

1.8 Reflection / Consolidation

Teacher Role

The teacher concludes the lesson by encouraging learners to reflect on the strategies used to understand spoken descriptions and the expressions employed to describe objects. Key vocabulary and collocations are reviewed and summarized (See all activities for reference).

Student Role

Students reflect on what they have learned about describing and comparing objects. They share the strategies that helped them understand the listening activities and discuss how they can apply descriptive expressions in future communicative situations.

Activities

Listening Focus

Listening for Collocations/Idioms (Describing Things: Made of, Used for, Similar to)

Video Title: *Describing Objects and Things*

Link: <https://www.youtube.com/watch?v=fuDFz8AijfM>

Pre-Listening

Activity 1

1. Work in pairs.
2. Ask and answer these questions for each object (Book and Table).
 - A. What is it made of?
 - B. What is it used for?
 - C. What is it similar to?
3. Write down your predictions.

Activity 2

1. Consider these collocations: made of, used for, similar to, texture, weighs, looks like, expensive, cheap.
2. Sort the collocations into categories:
 - *Material:*
 - *Function:*
 - *Comparison:*
 - *Appearance:*
 - *Price:*

While-Listening

Activity 3

Listen and write **True** or **False**.

1. The alarm clock is used for cooking.
2. The sofa is made of wood and fabric.
3. The kettle is used for drying clothes.
4. The wallet is made of paper.
5. The sun hat protects from the sun.

Activity 4

Listen carefully and fill in the blanks with the correct word(s).

1. The kettle is metal.
2. The alarm clock is waking you up.
3. The sofa is made of and fabric.
4. The wallet is used to hold and credit cards.
5. The sun hat is similar to a because it protects you from sunlight.

Activity 5

Complete the sentences while listening:

1. The wallet is (made of / used for / similar to) leather.
2. The alarm clock is (made of / used for / similar to) metal and glass.
3. The sofa is (made of / used for / similar to) sitting.

Post-Listening

Activity 6

1. Choose an object from the video or your home.
2. Describe it in writing using collocations (made of, used for, similar to, texture, looks like).
3. Draw the object based on your description.

Activity 7

1. Pick two objects from the video.
2. Compare them using *similar to*.
3. Write your sentences.

Speaking Focus

Activity 1

Bingo Game

1. Give each student a Bingo card with 3x3 or 4x4 pictures of objects.



2. Teacher describes an object using collocations without saying the object's name.

Example: It is made of metal, used for boiling water, and is round.

3. Students mark the correct picture on their card.
4. The first student to complete a line (horizontal, vertical, or diagonal) shouts '**Bingo!**'
5. Check answers by having students describe each marked object using collocations.

Activity 2

Role-Play Game

1. Pick an object from the class or your bag.
2. Act it out silently (mime its shape, function, or how it is used).
3. Your partner asks **questions using collocations** to guess the object.

4. Swap roles after each round.

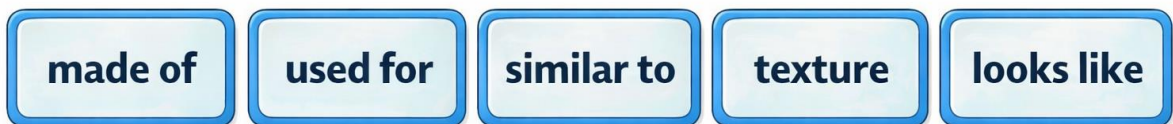
Activity 3

1. Look at the following picture cards of objects and cards with collocations.

C. Cards of Objects



D. Cards of Collocations



2. Take turns picking **one object card** + **one collocation card** and make a correct sentence: The alarm clock is made of metal and glass.
3. If correct, they keep the pair; if not, return them.

Fun Twist: Play as a *memory match game* in pairs or groups.

Conclusion

The present lesson gives prominence to descriptive language as a pivotal component of everyday communication. By learning how to describe and compare objects clearly, students

strengthen their ability to convey information, express preferences, and participate in simple interactions that require identifying or explaining the characteristics of items commonly encountered in daily life. The combination of listening activities, guided comprehension, and collaborative speaking activities also encourages learners to become more active participants in the learning process.

More significantly, the lesson supports the gradual development of strategic listening skills. Learners practice identifying key information, recognizing descriptive details, and interpreting the relationships between objects and their characteristics. These listening strategies are essential for improving overall comprehension and for helping learners process spoken English more effectively in future learning situations. Therefore, the lesson promotes a learner-centered approach in which students actively construct meaning from the listening materials and apply their understanding through communicative speaking tasks. It also contributes to the broader objective of developing students' communicative competence and enabling them to describe and compare objects accurately and confidently in real-life situations.

Summary

The lesson underscores developing learners' ability to understand and produce descriptive language related to everyday objects. Through listening activities, students identify objects, recognize their characteristics, and understand how speakers describe materials, functions, and preferences in authentic spoken discourse. The lesson also fosters the role of collocations and commonly used expressions which help learners describe objects more accurately and naturally. By engaging with these lexical patterns in authentic listening materials, students expand their vocabulary and improve their ability to interpret descriptive information in spoken English. Ergo, the lesson promotes the integration of listening and speaking skills while strengthening learners' descriptive competence. The lesson provides learners with practical language tools that support effective communication and help them participate more confidently in real-life interactions.

Lesson 14: Describing and Comparing Habits

Description of the Lesson

The present lesson underscores the linguistic patterns used to talk about habitual behavior and everyday routines in English. It introduces learners to the ways speakers refer to repeated actions in daily life and explain how certain activities are integrated into regular schedules. Through the use of conversational videos and podcast-based listening materials, students observe how routine-related language appears in authentic spoken interaction. The instructional sequence is organized around a progression from comprehension to communication. During the listening phases, learners engage with dialogues in which speakers discuss their personal routines, typical morning and evening activities, and behaviors that characterize their daily lifestyle. The listening activities encourage learners to extract key pieces of information, identify routine-related vocabulary, and notice how speakers indicate regularity through frequency expressions.

More importantly, the lesson reinforces the systematic development of vocabulary associated with everyday activities. Students become familiar with lexical items describing common actions such as waking up, studying, exercising, and relaxing. The lesson further incorporates communicative speaking activities that allow students to apply the language encountered during the listening phase. That is, the various components of the lesson contribute to scaffolding learners' ability to recognize and discuss patterns of everyday behavior and expand their capacity to talk about routines, describe habitual actions, and exchange information about daily practices in a clear and organized manner.

Objectives

By the end of this lesson, students should be able to:

1. **Identify** vocabulary related to habits and daily routines.
2. **List** common habits mentioned in the listening materials.
3. **Recognize** frequency expressions used to describe routines.
4. **Recall** key information about the speakers' daily habits.
5. **Name** activities that form part of everyday routines.

6. **Match** routine-related vocabulary with their meanings.
7. **Label** habits according to the time of day (morning, afternoon, evening).
8. **State** examples of daily habits discussed in the lesson.

Introduction

Daily habits and routines represent a critical aspect of everyday communication, as individuals frequently describe the activities they perform regularly and the patterns that organize their daily lives. In spoken interaction, people often refer to routines when discussing lifestyle, productivity, health, and personal preferences. The ability to describe such habitual behaviors enables learners to communicate personal experiences, share information about daily practices, and participate in routine conversational exchanges. In language learning contexts, discussing habits provides learners with meaningful opportunities to practice vocabulary related to everyday activities while using grammatical structures that express regularity and repetition. Exposure to authentic spoken input allows learners to observe how speakers naturally describe their routines, indicate the frequency of actions, and situate activities within different moments of the day.

The present lesson introduces learners to common expressions utilized when talking about daily habits and routines. Through listening activities based on conversational videos and podcasts, students analyze how speakers describe their daily behaviors and explain the activities they perform regularly. Moreover, subsequent speaking activities encourage learners to reflect on their own routines and exchange information about habitual actions with their peers. Hence, by engaging with both comprehension and production activities, the lesson boosts learners' ability to understand and discuss everyday habits while reinforcing vocabulary related to routines and frequency expressions.

Lesson Type

Integrated Listening-Speaking lesson highlighting listening comprehension and oral production through authentic conversational videos and podcasts.

Target Skills

The lesson evolves the following language skills:

- ✓ Listening comprehension (identifying main ideas and details about routines).
- ✓ Listening for inference and prediction.
- ✓ Oral production (describing personal habits and routines).
- ✓ Interactive speaking (discussing and comparing daily habits).
- ✓ Vocabulary development related to routines and frequency expressions.
- ✓ Communicative competence in discussing everyday behaviors.

Materials

The following materials are employed during the lesson:

- ✓ Computer.
- ✓ Video : *How to Talk About Habits in English | English Conversation Practice*
- ✓ Podcast : *How to Talk About Daily Habits in English | English Podcast for Beginners*
- ✓ Printed worksheets containing listening activities.
- ✓ Picture cards representing daily habits and routines.
- ✓ Crossword activity worksheets.
- ✓ Whiteboard.

Language Focus

The lesson promotes language used to describe and compare habits and routines, encompassing:

- ✓ Vocabulary related to daily habits and routines (wake up, exercise, cook, study, relax).
- ✓ Frequency adverbs (always, usually, often, sometimes, never).
- ✓ Expressions describing daily routines (morning routine, work routine, evening routine).
- ✓ Functional language used to describe habitual actions.
- ✓ Sentence patterns used to describe routines in the present tense.

Interaction Patterns

- ✓ Teacher–Whole Class (T–Ss): Lesson introduction, instructions, explanations, and feedback.
- ✓ Student–Teacher (S–T): Question-answer exchanges and clarification.
- ✓ Pair Work (S–S): Discussions, prediction activities, and interviews.
- ✓ Group Work (Ss–Ss): Communicative speaking and collaborative activities.

- ✓ Individual Work (S): Listening comprehension and reflection activities.

Assessment

Student learning is assessed through formative evaluation, encompassing:

- ✓ Observation of students' participation during listening comprehension activities.
- ✓ Evaluation of students' ability to identify key information about routines and habits.
- ✓ Monitoring of pair and group discussions about daily habits.
- ✓ Assessment of students' oral descriptions of personal routines.
- ✓ Peer feedback during communicative speaking activities.

1. Lesson Procedures

1.1 Warm-Up / Introduction

Teacher Role

The teacher begins the lesson by activating learners' prior knowledge about habits and daily routines. Students are invited to discuss common activities people perform every day and to reflect on how habits structure daily life. The teacher introduces the objectives of the lesson and explains that learners will listen to conversations in which speakers describe their routines, frequency of activities, and personal habits.

Possible guiding questions include:

- What is a habit?
- What daily habits do people usually have?
- Which habits are healthy and which ones are unhealthy?
- Why are routines important in daily life?

This stage prepares learners for the prediction and vocabulary activities in the pre-listening phase.

Student Role

Students share examples of their own daily routines and habits, discuss whether these habits are positive or negative, and contribute vocabulary related to everyday activities and frequency expressions.

1.2 Pre-Listening

Teacher Role

The teacher introduces the listening topic and asks learners to analyze key vocabulary related to habits and routines. Students discuss the meanings of terms, such as *habit*, *routine*, and common frequency expressions. For the listening focus, students engage in pair discussions about common habits and daily routines and reflect on whether people tend to share similar patterns of behavior (See Activities 1–2).

Student Role

Students match words with their meanings, analyze vocabulary related to habits, and predict the types of routines that might appear in the listening materials. They also discuss possible similarities and differences in people’s daily routines (See Activities 1–2).

1.2 While Listening: Global Understanding

Teacher Role

The teacher plays the podcast and instructs learners to focus on identifying the general topic of the conversation and the main ideas discussed by the speakers. The teacher also asks students to identify the general topic and communicative purpose of the discussion about daily habits (See Activities 3-4).

Student Role

Students listen attentively and determine the main topic of the conversations. They identify the general focus of the speakers’ discussion about habits and routines and verify their answers through peer discussion (See Activities 3-4).

1.4 While Listening: Detailed Understanding

Teacher Role

The teacher plays the recordings again and instructs learners to focus on specific details related to the speakers’ routines. Students identify when certain habits occur, how frequently they are performed, and in what contexts they take place. For the listening focus, students extract detailed information about routines described by the speakers and organize them into structured

tables. They also identify the sequence of daily activities and evaluate statements related to the conversation (See Activities 5–7).

Student Role

Students listen carefully and extract detailed information about the speakers' routines and behaviors. They complete comprehension activities , including tables, True/False statements, sequencing activities, and inference questions, and verify their answers through guided discussion with classmates (See Activities 5–7).

1.5 Post-Listening

Teacher Role

The teacher guides learners in consolidating the information obtained from the listening activities by discussing the habits mentioned in the recordings and comparing them across speakers. Learners reflect on how daily routines may vary among individuals and consider the importance of healthy habits.

Students are encouraged to analyze similarities and differences between the speakers' routines and relate them to their own experiences (See Activities 8–9).

Student Role

Students summarize the habits discussed in the listening materials and reflect on their own daily routines. They compare their habits with those of the speakers and share personal experiences related to daily activities and healthy routines (See Activities 8–9).

1.6 Speaking: Production

Teacher Role

The teacher introduces communicative speaking activities that encourage students to describe their daily habits using frequency adverbs and routine-related vocabulary. Activities include describing habits from picture cards, interviewing classmates about their routines, and constructing short narratives about daily activities (See Speaking Focus, Activities 1-3).

Student Role

Students participate in pair and group discussions, describe their personal routines, compare habits with classmates, and practice expressing habitual actions using complete sentences (See Speaking Focus, Activities 1-3)..

1.7 Feedback

Teacher Role

The teacher provides constructive feedback on students' listening comprehension and speaking performance, focusing on vocabulary usage, pronunciation, fluency, and grammatical accuracy (See Listening activities, Speaking Focus activities for reference).

Student Role

Students listen to feedback, reflect on their performance, and attempt to improve their descriptions of routines during subsequent activities.

1.8 Reflection / Consolidation

Teacher Role

The teacher encourages learners to reflect on the listening strategies and expressions used during the lesson, summarizing key vocabulary related to habits and routines (See all activities for reference).

Student Role

Students reflect on the habits discussed in the lesson and consider how they can apply the newly learned expressions when describing their own daily routines.

Activities

Listening Focus

Listening to Make Predictions, Inferences, and Generalizations (Compare Habits Across People)

Podcast Title: *How to talk about daily habits in English | English podcast for beginners*

Link: https://www.youtube.com/watch?v=sMFQmBhIt_I

Pre-Listening

Activity 1

Work in pairs and answer the following questions.

1. What is a habit?
2. What daily habits do people usually talk about?
3. Which habits are healthy and which habits are unhealthy?
4. Do people usually share similar daily routines? Why or why not?

Activity 2

Match the words with their meanings.

Word	Meaning
Habit	a. Most of the time
Routine	b. Something done regularly
Always	c. A sequence of daily actions
Usually	d. Every time
Sometimes	e. On certain occasions

While-Listening

Activity 3

Listen to the first 10 minutes of the video and choose the correct answer.

1. What is the main topic of the video?
 - a. Travel experiences

- b. Talking about daily habits
 - c. Learning grammar rules
 - d. Describing cities
2. What do the speakers mainly talk about?
- a. Their daily routines
 - b. Their favorite movies
 - c. Their childhood memories
 - d. Their holidays
3. What is the purpose of the conversation?
- a. To explain habits and routines
 - b. To compare countries
 - c. To teach writing skills
 - d. To describe jobs

Activity 4

Complete the table using information from the video.

Person	Habit	Frequency	Context
Speaker 1	Morning
Speaker 2	Morning
Speaker 1	Work routine
Speaker 2	Evening

Activity 5

Listen carefully and decide whether the statements are **True (T)** or **False (F)**.

1. The speakers describe habits that happen every day.

2. The speakers use frequency adverbs when describing routines.
3. The conversation only focuses on grammar explanation.
4. The speakers give real-life examples of habits.
5. The speakers mention habits related to different times of the day.

Activity 6

Choose the correct answer.

1. Why do people talk about habits in daily conversations?
 - a. To describe their daily life
 - b. To discuss historical events
 - c. To explain grammar rules
 - d. To describe weather conditions
2. Why do the speakers give examples of routines?
 - a. To help learners understand real-life English
 - b. To compare cultures
 - c. To explain vocabulary only
 - d. To tell a story

Activity 7

Listen again and number the activities in the correct order.

-Go to work
- Wake up
- Eat breakfast
- Start daily tasks
- Relax in the evening

Post-Listening

Activity 8

Complete the sentences.

1. I usually
2. I sometimes
3. I always
4. One habit I want to change is because

Activity 9

Imagine you are being interviewed about your daily habits. Answer the following questions orally.

- ✓ What is your morning routine?
- ✓ What do you usually do after work or school?
- ✓ Which habits help you stay healthy?
- ✓ Which habits are similar to your partner's habits?

Speaking Focus

Activity 1

1. Give each student or pair a picture card.



2. Describe the habit on your card using a full sentence and a frequency adverb.

Example: I usually brush my teeth in the morning.

Example: I never watch TV before going to bed.

3. Hold your picture card without showing it to the class.
4. Describe the habit using clues about when and how it happens.

Example: I do this every morning. It is healthy. It wakes me up.

5. Let the class guess the habit.
6. Take 3–5 picture cards representing a daily routine.
7. Arrange the pictures in the correct order.
8. Describe your routine using full sentences and frequency adverbs.

Example: I always wake up at 7 a.m. I usually brush my teeth after waking up. Then I always eat breakfast before going to school.

Activity 2

1. Work in pairs.
2. Ask your partner about their daily habits using the questions provided.
3. Take notes and share your partner's habits with the class.

Example questions

- ✓ What do you usually do in the morning?
- ✓ Which habit do you always do before sleeping?
- ✓ How often do you exercise?
- ✓ Which habit do you want to improve?

Activity 3

1. Work individually or in pairs.
2. Create a short story about a person's daily routine.
3. Include time phrases and adverbs of frequency (always, usually, sometimes, never).
4. Present your story to the class.

Example

John wakes up at 7 a.m. He always makes his bed and drinks water. He usually goes jogging before breakfast...

Conclusion

The present lesson equips learners with opportunities to understand and communicate about daily routines and recurring behaviors in authentic contexts. Through listening to real conversations and participating in interactive speaking tasks, students expand their repertoire of

vocabulary and expressions used to describe habitual actions and their frequency. They practice extracting essential details from spoken input and apply this knowledge to narrate their own routines effectively.

The lesson also invites learners to reflect on differences in personal habits, consider the impact of certain routines on daily life, and make comparisons between various behaviors. Collaborative activities and peer interactions foster active engagement and help learners gain confidence in sharing information about their everyday activities. Ergo, this lesson scaffolds learners' ability to express habitual actions accurately, discuss personal routines coherently, and participate in conversations about daily life with clarity and precision.

Summary

The present lesson facilitates learners' analytical engagement with daily habits and routines, enabling them to observe, articulate, and contrast these behaviors through integrated listening and speaking activities. Using authentic conversational videos and podcasts, students are exposed to natural examples of how people discuss their routines, the frequency of their actions, and variations in everyday behaviors. However, the speaking component allows students to describe their own habits, compare them with classmates, and use frequency expressions and routine-related vocabulary correctly. Henceforth, learners would be able to describe and compare daily habits confidently, recognize and use vocabulary associated with routines, and communicate personal experiences clearly in order to boost both their listening comprehension and oral production skills.

Evaluation Section: Sample Exams

Description of the Section

The following section presents sample evaluation instruments designed to assess students' communicative competence in English through both receptive and productive skills. It includes a Listening Comprehension Exam and a Speaking Exam accompanied by a detailed assessment rubric. The listening exam evaluates students' ability to understand everyday spoken interaction, identify key information, recognize communicative functions, and interpret social meaning in context.

The speaking exam assesses learners' ability to use appropriate language functions in various formal and informal situations, with emphasis on pragmatics, fluency, coherence, and interactional competence. The section aims to provide model examinations that reflect real communicative situations, particularly those related to social functions such as introducing, apologizing, inviting, requesting, offering, agreeing, disagreeing, and complaining. The evaluation rubric ensures objective, transparent, and criterion-based assessment of oral performance.

Objectives

By completing the sample exams in this section, students should be able to:

1. **Demonstrate** comprehension of short spoken dialogues in everyday contexts.
2. **Identify** main ideas and specific details in listening tasks.
3. **Recognize** and interpret common social functions in conversation.
4. **Organize** events logically based on auditory input.
5. **Distinguish** between correct and incorrect statements based on listening comprehension.
6. **Demonstrate** grammatical accuracy, lexical range, and clear pronunciation in oral communication.
7. **Engage** effectively in interactive communication using appropriate discourse strategies.

This section therefore ensures alignment between instructional objectives, communicative practice, and performance-based assessment.

Exam 1

Listening Comprehension Exam

Audio Link: https://learnenglish.britishcouncil.org/skills/listening/a1-listening/meeting-people-dinner?utm_source=chatgpt.com

Task 1 (6 pts)

Listen to the audio **twice**. Then answer the questions below.

1. What is the theme of the audio?

.....

2. Who are the people speaking in the dialogue?

.....

3. What mistake did one speaker make when greeting another (or introducing them)?

.....

4. What happens after the mistake is corrected?

.....

.....

Task 2 (4 pts)

Read the following statements carefully, and then write **(T)** for True or **(F)** for False in accordance with what you listened to in the audio.

- a. The conversation happens at a dinner party.
- b. One speaker says the wrong name by accident.
- c. After the mistake, the other speaker gets angry.
- d. At the end, someone offers a drink.

Task 3 (5 pts)

Put the following events in the **order they happened** in the conversation.

- a. Charles offers a drink. (.....)
- b. Julian mistakes Alyssa's name as Alison. (.....)
- c. Charles greets Julian. (.....)
- d. Julian remembers Alyssa from Ben's wedding. (.....)
- e. Alyssa introduces herself. (.....)

Task 4 (5 pts)

Match the expressions (1–5) with their functions (a–e).

Expressions

- 1. Hello. Nice to meet you again.
- 2. I'm sorry.
- 3. Do you remember Alyssa?
- 4. Would you like a drink?
- 5. I'm not Alison.

Functions

- a. Offering something
- b. Correcting a mistake
- c. Apologizing
- d. Greeting someone politely
- e. Asking about memory

Exam 2

Speaking Exam Questions

- 1. How can you disagree respectfully in a discussion?
- 2. How do speakers express an apology appropriately?
- 3. How can we apologize effectively?
- 4. How do we end a conversation politely?
- 5. How do speakers show agreement indirectly?
- 6. What language is used to give advice appropriately?
- 7. How do speakers respond appropriately to thanks?
- 8. How do speakers make requests politely?
- 9. How do speakers complain without sounding aggressive?
- 10. How can complaints be expressed?
- 11. How do speakers make offers appropriately?
- 12. How do speakers invite others appropriately in different situations?

13. How would you apologize to a teacher versus a friend?
14. How can invitations be softened to avoid pressure?
15. How do you apologize differently in formal and informal situations?
16. How would you ask for help politely in an informal context?
17. How can complaints be expressed formally without offending the listener?
18. How do formal requests differ from informal requests in vocabulary and structure?
19. How do formal offers differ from informal offers ?
20. How would you offer help to a classmate versus a professor?
21. How is complaining to a friend different from complaining to a manager?
22. How would you thank a teacher versus a classmate?
23. How can you agree and disagree in the same conversation appropriately?
24. How do you respond when someone strongly disagrees with you?
25. How do formal expressions of thanks differ from informal expressions?
26. How can you disagree indirectly in informal conversation?
27. How would you invite a colleague to a meeting versus a friend to a party?
28. How can you express disagreement without offending someone?
29. How do invitations change between formal events and informal gatherings?
30. How do you disagree politely in a formal discussion?
31. How do you express partial agreement when you only agree with part of an idea?
32. How do you balance agreeing and contributing your own opinion in a discussion?
33. How do you express agreement politely in a formal discussion?
34. How can you show agreement without interrupting the speaker?
35. Why are social functions important in everyday interaction?
36. How do we express requests politely?
37. What do we mean by social functions in spoken communication?
38. What makes an introduction of yourself effective rather than ordinary?

39. What mistakes should be avoided when introducing others?
40. Why is first impression important when introducing yourself?
41. How would you introduce your partner to your teacher?
42. Describe someone you know.
43. How can you present someone positively without exaggeration?
44. What information is essential when introducing someone professionally?
45. If you had to introduce yourself in one minute, what would you focus on?
46. How would you introduce a classmate in a formal academic context?
47. How would you introduce yourself in a formal situation?
48. How do you usually describe yourself to someone you meet for the first time?
49. Describe a place that you visited.
50. Describe your best friend.

Exam Key Answers

Exam 1

Task 1

1. Meeting people at a dinner party and correcting a mistaken name.
2. Charles, Julian, and Alyssa.
3. Julian calls Alyssa 'Alison' by mistake.
4. Julian apologizes and says the correct name, Alyssa. Then Charles offers a drink, and they all accept.

Task 2

- a. T
- b. T
- c. F
- d. T

Task 3

Correct order:

- c. Charles greets Julian
- d. Julian remembers Alyssa from Ben's wedding
- e. Alyssa introduces herself
- b. Julian mistakes Alyssa's name as Alison
- a. Charles offers a drink

Task 4

- 1. d
- 2. c
- 3. e
- 4. a
- 5. b

Exam 2

Evaluation Rubric of the Speaking Exam (Scale of 20)

Criteria	Excellent (Full marks)	Good	Fair	Needs Improvement	Points
Grammar (4 pts)	Uses correct grammar consistently; very few errors	Minor grammar errors; meaning clear	Some errors; occasionally affects clarity	Frequent errors; meaning unclear	/4
Vocabulary (4 pts)	Wide range; accurate and appropriate	Sufficient vocabulary; minor mistakes	Limited vocabulary; some incorrect usage	Very limited; frequent incorrect usage	/4
Pronunciation (3 pts)	Clear, natural; easily understood	Mostly clear; minor mispronunciations	Sometimes unclear; affects comprehension	Often unclear; difficult to understand	/3
Coherence & Fluency (3 pts)	Ideas well-organized;	Mostly organized; minor hesitations	Some disorganization; frequent pauses	Disorganized; very hesitant	/3

	smooth speech				
Interaction (3 pts)	Engages fully; responds appropriately; initiates ideas	Responds; engages with minor prompting	Responds with difficulty; frequent prompting	Rarely responds; cannot engage	/3
Communication (3 pts)	Conveys meaning effectively; confident	Meaning mostly clear; minor effort to understand	Sometimes unclear; listener must guess	Meaning unclear; message not understood	/3

Key Answers of Activities

Lesson 1

Listening Focus

Identifying the Main Ideas and Important Details (Name, Profession, Hobbies, ..., etc.)

Pre-Listening

Activity 1

Answers will vary. Expected responses include:

- ✓ Name
- ✓ Age or date of birth
- ✓ Place of origin or hometown
- ✓ Academic role or school or professional role
- ✓ Hobbies or interests
- ✓ Reason for introduction or purpose
- ✓ Language skills or abilities

Activity 2

Word	Definition
Internship	A temporary work experience to gain practical knowledge
Rapport	A friendly, harmonious relationship between people

Fluency	The ability to speak a language smoothly and accurately
Proxemics	The study of personal space and physical distance in communication
Paralanguage	Vocal elements like tone, pitch, and intonation that convey meaning
Aspiration	A strong desire or goal to achieve something in the future
Cohesive	Something logically connected and consistent
Etiquette	The set of conventional rules for polite behavior

While-Listening

Activity 3

1. Mason Heights
2. Science
3. Every two years

Activity 4

1. December 14th 2007
2. Greek
3. Meet more people or make friends
4. It is closest to the weekend and there are fewer lessons

Activity 5

1. False
2. True
3. True
4. True

Activity 6 – Matching

- ✓ Talks about summer vacations in Greece (Jasmine)
- ✓ Favorite subject is Science (Emma)
- ✓ Interested in joining sports clubs. (Trevor)
- ✓ Major in International Business. (Martin)

Post-Listening

Activity 7

Correct order:

1 , 4 , 2, 3

- ✓ One speaker talks about growing up in Michigan
- ✓ The speaker explains moving to Tennessee for college
- ✓ Another asks if the person has siblings
- ✓ The speaker answers that they have an older sister

Activity 8

1. First speaker (Emma) was born in Greece and moved to Jeffersonville at age 5
2. Hobbies and interests include athletics, swimming, reading, and visiting clubs
3. One speaker (Jasmine) wants to become fluent in a second language (Spanish)
4. Example of academic or professional role: Emma is a first-year student majoring in English studies, Martin is studying International Business

Activity 9

- ✓ Emma: Name :Emma; Academic role :student; Hobbies :sports and clubs; Reason : new to school, making friends
- ✓ Trevor: Name : Trevor; Academic role : student; Hobbies : athletics, swimming; Reason : to meet more people and join clubs
- ✓ Jasmine: Name : Jasmine; Academic role : student; Hobbies :learning languages; Reason : to improve Spanish during a study trip
- ✓ Martin: Name : Martin; Academic role :studying International Business; Hobbies :travel, learning about other cultures; Reason :interested in Spain trip to learn about business and language

Speaking Focus

Activity 1

1. **Greeting / Opening** : sets the tone.
 - ✓ Formal: Good morning, everyone.
 - ✓ Neutral: Hello everyone.
 - ✓ Informal: Hey guys!
2. **Name** : clear identity.

- ✓ Formal: My name is Dr. John Peido.
 - ✓ Neutral: I am John Peido.
 - ✓ Informal: I'm Leila.
3. **Personal Information:** origin, residence, background.
- ✓ Examples: I'm from Bejaia, Algeria. / I was born and raised in Tlemcen.
4. **Academic/Professional Role :** current studies or work.
- ✓ Examples: I am a first-year student at Setif 2 University. / I teach English as a foreign language.
5. **Interests/Hobbies/Skills:** optional but recommended for rapport.
- ✓ Examples: I enjoy reading books. / I love playing the guitar.
6. **Purpose/Reason for Introduction :** why they are introducing themselves.
- ✓ Examples: I am here to present my project. / I'd like to introduce myself to the class.
7. **Closing/Transition:** polite ending.
- ✓ Formal: Thank you for your attention.
 - ✓ Neutral: That's a little about me.
 - ✓ Informal: Nice meeting you!
8. **Non-verbal cues :** applied throughout:
- ✓ Smile naturally
 - ✓ Maintain eye contact
 - ✓ Stand/sit upright
 - ✓ Use purposeful gestures
 - ✓ Speak clearly and with moderate tone

The **sequence matters:** greeting, name, info, role, hobbies, purpose , and closing.

Feedback focus: Did students **use appropriate phrases** for context? Did they **incorporate non-verbal cues** effectively?

Activity 2

Component	Example Phrase
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Greeting	Good morning, everyone.
Name	My name is Sarah Benali.
Personal Info	I am from Algiers, Algeria.
Academic/Professional Role	I am a third-year student at Setif 2 University, majoring in English.
Interests/Hobbies	I enjoy reading books and drawing in my free time.
Purpose	I am here to present my project on AI in education.
Closing/Transition	Thank you for your attention.

For **informal contexts**, greetings and closings are more casual: *Hey guys!* / *Nice meeting you!*

Non-verbal cues (smile, eye contact, posture, gestures, tone) should accompany each spoken component.

Activity 3

- ✓ Correct responses: Any classmate whose information matches the prompt.

Example: If the prompt is *'hobby: playing guitar'*, the correct answer is a student who actually plays the guitar.

- ✓ When calling Bingo, students should:

Introduce the classmates in their line by stating their name and one piece of info from the card (e.g., This is Ahmed; his favorite subject is English).

- ✓ Expected behavior:

Students use complete sentences.

Politeness strategies are applied: *Excuse me...* / *May I ask...* / *What's your favorite hobby?*

The goal is **communication and accurate matching**, not memorizing exact answers.

Lesson 2

Listening Focus

Listening to Identify Main Ideas/Details (Personal Information of others, Relationships)

Pre-Listening

Activity 1

1. Expressions used to introduce someone:

- ✓ This is...
- ✓ Let me introduce...
- ✓ I'd like you to meet...
- ✓ May I introduce...

2. Personal information usually included:

- ✓ Name
- ✓ Relationship (my friend, my colleague)
- ✓ Role or position (teacher, classmate, manager)

3. Why introductions are important:

- ✓ To start communication
- ✓ To connect people
- ✓ To show politeness and respect
- ✓ To create a comfortable atmosphere

4. Possible problems:

- ✓ Forgetting a name
- ✓ Mispronouncing a name
- ✓ Not hearing clearly
- ✓ Not knowing the relationship

Activity 2

Greeting Expressions	Introduction Expressions	Polite Responses
Good morning	This is...	Pleased to meet you
Hello	Let me introduce...	Nice to meet you
Hi	I'd like you to meet...	How do you do?

Activity 3

1. Friends or classmates.
2. One person knows both and introduces them.
3. Informal (based on 'Good morning,' first names, and simple language).

While Listening

Activity 4

1. b) **Introducing two people**
2. b) **Cris**
3. a) **Someone forgets a name**

Activity 5

Person	Who They Greet	Who They Meet	What They Say
Cris	Pedro & Ana	Introduces Pedro to Ana	"Ana, this is Pedro."
Pedro	Cris & Ana	Ana	"My name is Pedro."
Ana	Cris	Pedro	"Sorry, what's your name again, please?"

Activity 6

1. False
2. True
3. True
4. False
5. True

Activity 7

Good morning, **Ana**.

Ana, this is **Pedro**.

Sorry, what's your **name** again, please?

My **name** is Pedro.

Pleased to **meet** you.

Activity 8

1. P
2. A
3. P
4. A

Activity 9

Greeting: Good morning

Clarification: Sorry, what's your name again, please?

Polite Response:

- ✓ Pleased to meet you
- ✓ Pleased to meet you too
- ✓ Thanks

Activity 10

1. Greeting
2. Introduction using 'This is...'
3. Clarification request
4. Polite response

Post Listening

Activity 11

1. **b) Relationship**
2. **b) Asking politely**
3. **c) Informal**

Activity 12

1. Pedro is introduced to Ana.
2. Cris introduces Pedro to Ana.
3. Ana does not understand or hear Pedro's name clearly.
4. She politely asks, "Sorry, what's your name again, please?" and Pedro repeats his name.

Speaking Focus

Activity 1

- ✓ Who are they?
Example: This is Maria and Leo. They are friends.
- ✓ Where are they?
Example: They are in a park.
- ✓ What are they doing?
Example: They are riding bicycles and talking.
- ✓ Hobbies or interests?
Example: Maria loves painting, and Leo enjoys cycling.

Activity 2

Polite phrases to use

- ✓ Hi, this is Alex
- ✓ He is a student from Brazil
- ✓ He loves hiking
- ✓ I think he is friendly

Questions from partner

Example: What does he like to do on weekends

Opinion card integration

Very smart, super friendly, a hard worker, lots of fun

Activity 3

Clues examples

- ✓ This person is my classmate
- ✓ They work as a teacher

- ✓ They are very friendly and creative

Group guesses: Name of the person based on clues

Expected outcome: Accurate use of polite phrases and descriptive opinions

Activity 4

- ✓ Friend perspective (informal, fun)
This is my colleague, Leo. He is super friendly and loves playing guitar. He is also a bit of a joker
- ✓ Boss perspective (formal, professional)
Allow me to introduce Mr. Leo. He is our graphic designer. He is very skilled and hardworking
- ✓ Key focus: Include role-appropriate opinion and polite introduction phrases

Lesson 3

Listening Focus

Listening to Identify Main Ideas/Details (Reasons, Examples)

Pre-Listening

Activity 1

People learn English or another foreign language to communicate internationally, improve career prospects, travel, access education, or explore cultures.

1. Learning a language can be difficult because it requires time, practice, and effort, but it can also be enjoyable and rewarding.
2. Benefits include better communication skills, cognitive improvement, career opportunities, social connections, and cultural understanding.

While-Listening

Activity 2

- b. The speaker explains five important reasons to learn a new language.

Activity 3

1. More opportunities (career and academic)
2. Meeting new people (social connections, friendships)
3. Exploring a different culture (understanding local people and perspectives)
4. Health benefits (keeping the brain active, mental fitness)
5. Personal achievement (realizing you can successfully learn a language)

Activity 4

Reason	Supporting Detail
A. More opportunities	2. Employers prefer multilingual workers
B. Meeting new people	4. Making friends and personal connections
C. Exploring culture	3. Understanding local people better
D. Health benefits	1. Helps your brain stay active
E. Personal achievement	5. Realizing you can successfully learn a language

Activity 5

1. T
2. T
3. F
4. T
5. F

Activity 6

Category	Example from the Video
Professional Benefit	Employers prefer multilingual workers; opportunities to work abroad
Social Benefit	Making friends with speakers of other languages
Cultural Benefit	Understanding local people and seeing your own country from a different perspective

Health Benefit	Learning a language keeps your brain active and helps fight cognitive decline
----------------	---

Post-Listening

Activity 7

1. Because multilingual employees can communicate with clients, colleagues, and partners globally, making them more valuable in international business.
2. It allows learners to communicate with locals, understand their perspectives, and gain insights into how other people view their own country and culture.
3. It keeps the brain active, improves memory, and may help prevent age-related cognitive decline.

Activity 8

1. Which reason do you agree with the most? (Example: more opportunities or exploring culture)
2. Which reason motivates you personally to learn English? (Example: career, personal growth, making friends)
3. Can you add another reason not mentioned in the video? (Example: travel, academic research, online communication, access to media or pop culture)

Speaking Focus

Activity 1

Example Individual Reasons

1. I enjoy reading books in English because it helps me learn new vocabulary.
2. I like learning English because it allows me to communicate with people from different countries.
3. For me, English is *important as it gives me access to online courses and educational resources.*

Functional Language Examples

- ✓ I chose English because it helps me connect with people worldwide.
- ✓ One reason I study English is that it improves my academic skills.

- ✓ I enjoy learning English as it allows me to watch movies and listen to music in the original language.

Activity 2

Example Student Interaction:

Student A: I chose English because it allows me to participate in online international forums.

Student B: Why is that important to you?

Student A: This is important to me since I can exchange ideas with students from other countries and learn new perspectives.

Another Example:

Student A: I study English because it will help me in my future career.

Student B: Can you explain more about that reason?

Student A: It helps me to apply for jobs in multinational companies and attend international conferences.

Activity 3

Example Ranking (Group Consensus):

1. Communicating with people worldwide
2. Career opportunities
3. Accessing academic knowledge
4. Enjoyment of English media
5. Traveling

Example Justifications

- In my opinion, the most important reason is communicating with people worldwide because it allows me to build relationships and share knowledge across cultures.
- I think career opportunities are significant since English is often required for international jobs.
- One of the main reasons for me is accessing academic knowledge because many research papers are only available in English.

Lesson 4

Listening Focus

Listening for Personal Opinions

Pre-Listening

Activity 1

- ✓ Teachers (e.g., favourite teacher, strict or nice)
- ✓ School subjects (e.g., French, maths, science)
- ✓ Homework (amount, difficulty, preference)
- ✓ Classroom activities (speaking, writing, group work)
- ✓ Learning experiences (what they enjoy or find difficult)
- ✓ School rules or expectations (strictness, fairness)

Activity 2

1. Video title and context: a conversation about school, teachers, and different opinions
2. Possible answers:
 - a. The conversation will be about favourite teachers, school subjects, homework, and different opinions about lessons
 - b. Main purpose of the speakers: share opinions
 - c. Subjects or teachers they might talk about: French, maths, science, Madame Martin, Mr Thomas, Mr Greenwood, Miss McCloud

Activity 3

Phrase	Meaning
I see what you mean	Showing understanding
I prefer	Expressing personal choice
I agree	Expressing agreement
Let's agree to disagree	Respecting different opinions
She's strict but ...	Explaining a positive/negative quality
Really?!	Showing surprise

While-Listening

Activity 4

1. awful
2. really good

3. speak
4. homework
5. disagree

Activity 5

1. False . Jack thinks Madame Martin is strict and embarrassing, not good
2. False. Gemma prefers Mr Greenwood, not Mr Thomas
3. False. Jack finds French class embarrassing and difficult
4. False. Gemma does not agree with Jack about his favourite Maths teacher
5. True. Both agree Miss McCloud is brilliant and nice

Activity 6

Correct order as they appear in the video:

1. d) Gemma likes Madame Martin
2. c) Madame Martin is strict but students learn a lot in her classes
3. b) Mr Thomas is Jack's favourite
4. e) Mr Greenwood is OK but gives too much homework
5. a) Miss McCloud is brilliant and very nice

Activity 7

Opinion	Speaker
Gemma likes Madame Martin	Gemma
Mr Thomas is Jack's favourite	Jack
Madame Martin is strict but students learn a lot in her classes	Gemma
Miss McCloud is brilliant and very nice	Both / Gemma and Jack agree

Post-Listening

Activity 8

1. Answers will vary depending on the student's own opinion. Examples:
 - ✓ I like my English teacher because she explains things clearly.
 - ✓ I prefer Maths because I enjoy solving problems.
2. Partner comparison: subjective, encourages discussion about agreement or disagreement.

Speaking Focus

Activity 1

Example Pictures: crowded classroom, library, sports field, cafeteria

Sample Answers

Crowded classroom

- Opinion: I think this classroom is too crowded.
- Reason: Students cannot focus properly.
- Example: Last week it was hard to hear the teacher.

Library

- Opinion: I feel the library is a great place to study.
- Reason: It is quiet and full of resources.
- Example: I borrowed a book last week and learned a lot.

Sports field

- Opinion: In my opinion, the sports field is important for health.
- Reason: It encourages exercise and teamwork.
- Example: Last month, we had a soccer match there.

Cafeteria

- Opinion: I think the cafeteria is too noisy.
- Reason: It is hard to have a conversation.
- Example: Yesterday, I couldn't hear my friend because of the noise.

Activity 2

Scrambled Sentences

1. I / think / online learning / is more flexible / than traditional classes
 - ✓ Correct: I think online learning is more flexible than traditional classes.
 - ✓ Support: Because students can study at their own pace.
2. Many people / believe / exercise / improves health
 - ✓ Correct: Many people believe exercise improves health.
 - ✓ Support: For example, jogging helps maintain fitness.
3. I / feel / group work / helps me / understand lessons better
 - ✓ Correct: I feel group work helps me understand lessons better.
 - ✓ Support: Because we can share ideas and explain things to each other.

Activity 3

Sample Completed Sentences

- I prefer online learning because it allows flexibility and saves travel time.
- Many people think school uniforms are helpful because they reduce social pressure.

Polite Disagreement Examples

- I see your point, but I prefer face-to-face classes for better interaction.
- I agree in part, however, I think uniforms limit self-expression.

Lesson 5

Listening Focus

Understanding Purpose and Attitude (Detecting Agreement/ Disagreement)

Pre-Listening

Activity 1

1. All statements are correct because they reflect authentic conversational purposes.

2. Pair Discussion

a. Why do people agree or disagree during discussions?

- ✓ To express opinions and viewpoints.
- ✓ To evaluate ideas critically.
- ✓ To clarify misunderstandings.
- ✓ To reach decisions or solutions.
- ✓ To show support or propose alternatives.

b. How can tone change the meaning of agreement or disagreement?

- ✓ A soft or calm tone makes disagreement sound polite and respectful.
- ✓ A strong or firm tone may sound assertive or confrontational.
- ✓ Rising intonation may show openness or uncertainty.
- ✓ Falling intonation may show confidence or certainty.

c. Which is more difficult to express politely: agreement or disagreement? Explain why.

Suggested answer:

- ✓ Disagreement is usually more difficult because it risks creating conflict or hurting feelings.
- ✓ Agreement is generally easier because it supports the speaker's idea.

1. Prediction

- ✓ The conversation is expected to be a professional discussion about design choices.
- ✓ The speakers will likely disagree first and then reach agreement after discussion.

Activity 2

Phrase	Purpose
1. I'm not convinced by that idea	B. Soft disagreement
2. I see what you mean	E. Partial agreement
3. I agree	C. Clear agreement
4. I'm not so sure	D. Expressing doubt
5. Maybe you've got a point	A. Showing agreement

While-Listening

Activity 3

Expression from the Video	Agreement or Disagreement	Level/Type	Tone
I'm not convinced by that idea	Disagreement	Polite disagreement	Assertive but respectful
I'm not so sure	Disagreement	Tentative disagreement	Soft
I think I disagree	Disagreement	Polite / tentative disagreement	Mild
I see what you mean, but...	Partial agreement	Supportive / polite disagreement	Polite
Maybe you've got a point	Agreement	Partial agreement	Tentative
I think you're right	Agreement	Full agreement	Confident
Yes, definitely	Agreement	Strong/full agreement	Assertive/confident
I agree	Agreement	Full agreement	Neutral/confident

Activity 4

1. Why do Paul and Emir disagree about the design?
Because Paul thinks the design is too simple and does not fully meet the client's brief, while Emir believes it is clean and minimal as requested.
2. What reasons does Emir give to support his opinion?
 - ✓ The client asked for a clean and minimal design.
 - ✓ The design creates balance.
 - ✓ Removing too many elements would make the design look empty.
3. How does Paul soften his disagreement?
 - ✓ He uses phrases such as Don't get me wrong...
 - ✓ He acknowledges Emir's ideas before expressing his own opinion.
 - ✓ He provides examples to explain his viewpoint.

4. At what point does their attitude change from disagreement to agreement?
When they suggest removing some design elements and both recognize that the revised design creates better balance.
5. What is the final decision about the design?
They agree on the modified design after removing certain elements and adjusting colors and shapes.

Activity 5

Correct Order:

B . D . E . A . C

- ✓ B. One speaker expresses doubt about the design.
- ✓ D. They compare different designs.
- ✓ E. They explain why the design may not fit the brief.
- ✓ A. They suggest removing design elements.
- ✓ C. They reach agreement about the final design.

Post-Listening

Activity 6

Expression	Polite	Assertive	Tentative
Don't get me wrong, but...	√		
I'm not convinced...		√	
I see what you mean, but...	√		
Maybe you've got a point			√

Discussion Answers

How does tone influence interpretation?

- Tone signals attitude and emotional intention.
- A soft tone reduces confrontation.

- A firm tone increases authority and confidence.
- Friendly tone promotes cooperation.

Which expressions help maintain politeness?

- Don't get me wrong, but...
- I see what you mean, but...
- Maybe you've got a point.

Activity 7

1. Main Purpose of the Conversation

Correct answers:

- B. Problem-solving
- D. Decision-making

2. Evidence from the Video

- ✓ The speakers discuss design options.
- ✓ They evaluate alternatives and provide reasons.
- ✓ They suggest modifications.
- ✓ They reach a final shared decision about the design.

Speaking Focus

Activity 1

Correct Classification

Full Agreement

- ✓ I completely agree.
- ✓ Absolutely!
- ✓ I couldn't agree more.
- ✓ Exactly! I share the same view.

Partial Agreement

- ✓ I agree to some extent.
- ✓ I partly agree, but other factors should be considered.

- ✓ That may be true, but exceptions exist.
- ✓ I agree in principle, but not entirely.

Supportive Reinforcement

- ✓ That's a good point, and I would add that practice is essential.
- ✓ You make a valid point, and I would like to emphasize teamwork.
- ✓ I agree with your idea, and I think motivation also plays a role.
- ✓ That is a valid observation, and I would add learner autonomy.

Polite Disagreement

- ✓ I see your point, but I think another solution exists.
- ✓ I respect your opinion; however, the data suggests otherwise.
- ✓ I understand your reasoning; however, I see it differently.
- ✓ That's an interesting perspective, but I disagree.

Assertive Disagreement

- ✓ I strongly disagree with this idea.
- ✓ This argument is incorrect because evidence shows the opposite.
- ✓ I reject this explanation because it ignores key variables.
- ✓ I must challenge this conclusion.

Tentative Disagreement

- ✓ I'm not entirely sure I agree with this argument.
- ✓ Perhaps we should consider another perspective.
- ✓ It might be helpful to explore another explanation.
- ✓ I wonder if there could be another way to interpret this.

Sample Dialogue (Possible Answer)

Student A: I completely agree that social media helps students learn English because it exposes them to authentic language.

Student B: That's a good point, and I would add that it also improves communication skills.

Student C: I see your point, but I think students sometimes waste time online.

Student D: Perhaps we should consider using social media for educational purposes only.

Activity 2

Expected Student Responses (Examples)

Strongly Agree

- ✓ Social media helps students practice English because they interact with native speakers.
- ✓ For example, students can join online discussion groups.

Agree

- ✓ Social media can support learning, but students must use it responsibly.
- ✓ For instance, educational videos improve listening skills.

Disagree

- ✓ Social media distracts students from studying.
- ✓ Many students spend time chatting instead of learning.

Strongly Disagree

- ✓ Social media negatively affects academic performance.
- ✓ Research shows excessive use reduces concentration.

Expected Performance Indicators

Students should:

- Express opinions clearly.
- Provide at least two supporting arguments.
- Use agreement/disagreement expressions politely.

Activity 3

Supporting Speaker

- ✓ I strongly support the use of AI in education because it personalizes learning.
- ✓ For example, AI applications provide immediate feedback.

Partial Agreement Speaker

- ✓ I agree to some extent, but AI cannot replace teachers completely.

- ✓ Teachers provide emotional support and motivation.

Disagreeing Speaker

- ✓ I disagree because AI may reduce human interaction in classrooms.
- ✓ Students need real communication to develop social skills.

Expected Performance Indicators

Students should:

- ✓ Use at least three agreement expressions.
- ✓ Use two disagreement types.
- ✓ Provide examples or clarification.
- ✓ Maintain polite tone.

Lesson 6

Listening Focus

Listening for Collocations/Idiomatic Expressions

Pre-Listening

Activity 2

Expression	Meaning
I really love...	A. Strong positive feeling
I'm a big fan of...	B. Strong positive feeling
I quite like...	C. Mild positive feeling
It's alright	D. Mild positive / neutral
I'm not keen on...	E. Mild negative feeling
I don't like ... so much	F. Mild negative feeling
It isn't my thing	G. Mild negative / disinterest
I can't stand...	H. Strong negative feeling
I absolutely hate...	I. Strong negative feeling
I have no time for...	J. Strong negative feeling

While-Listening

Activity 3

Expression / Phrase	Category
I really love...	Strong Like
I'm a big fan of...	Strong Like
I quite like...	Mild Like
It's alright	Indifferent
I'm not keen on...	Mild Dislike
I don't like ... so much	Mild Dislike
It isn't my thing	Mild Dislike
I can't stand...	Strong Dislike
I absolutely hate...	Strong Dislike
I have no time for...	Strong Dislike
I can take it or leave it	Indifferent
I don't mind...	Indifferent
Meh	Indifferent

Activity 4

Situation	Expression / Idiom Used
Talking about music you love	I really love... / I'm a big fan of...
Food you like a little	I quite like... / It's alright
Activity you don't care about	I can take it or leave it / I don't mind... / Meh
Something or someone you strongly dislike	I can't stand... / I absolutely hate... / I have no time for...
Expressing mild indifference	It's alright / I don't mind... / Meh

Post-Listening

Activity 5

Example Sentences Using Collocations/Idioms:

1. **Music:** I'm a big fan of jazz because it relaxes me after a long day.
2. **Food:** I'm not keen on spicy food as it upsets my stomach.
3. **Activity:** I don't mind going for a short walk because it clears my mind.

Speaking Focus

Activity 1

Example Responses	Polite Replies / Notes
I absolutely love pizza!	Me too!
I'm a big fan of hiking.	I cannot get enough of it either!
I cannot stand spiders.	I'm not very keen on that.
I have a soft spot for puppies.	I love them too!

Activity 2

Emoji / Example Response	Polite Replies / Notes
😊 I'm crazy about chocolate cake!	Me too!
🙂 I kind of like yoga.	I'm somewhat into it too.
😞 I'm not very keen on spicy food.	Me neither!
😡 I cannot stand horror movies!	Same here!

Lesson 7

Listening Focus

Identifying Main Ideas and Details (Type of Social Function)

Pre-Listening Activities

Activity 1

2. Predicted types of social functions Anna might perform:

- Greeting

- Requesting
 - Apologizing (if she makes a mistake)
 - Offering help (less likely as new employee, but possible later)
 - Thanking
3. Importance of these social functions in formal contexts:
- They maintain politeness and professionalism.
 - They show respect for hierarchy and colleagues.
 - They help build positive working relationships.
 - They ensure communication is clear and goal-oriented.

Activity 2

1. Would you be able to...? C. Formal requests
2. Could you possibly...? B. Hedging
1. I was wondering if you could.... B. Hedging
2. Would you mind...? A. Politeness

N.B. Some phrases can serve more than one function; focus here is on primary strategy.

While-Listening

Activity 3

1. Paul was **wondering** if you **could** do something for him. (Request)
2. Paul asked if you would be **able** to print out a file for him. (Request)
3. Anna asked to **email** the background file on CBL **please**. (Request)
4. Anna asked if you could **possibly** help with the printer. (Request)
5. Anna asked if you would **mind** writing your email later. (Request)

Activity 4

1. Correct sentence: I was wondering if you could do something for me. (Request)
2. Correct sentence: Would you be able to print a file for me. (Request)
3. Correct sentence: Could you possibly help with the printer. (Request)

4. Correct sentence: Would you mind writing your email later. (Request)
5. Correct sentence: Please email me the background file on CBL. (Request)

Activity 5

1. True. Social Function: Request
2. False. Social Function: Request
3. True. Social Function: Request
4. False. Social Function: Apology (she does not formally apologize, just realizes rudeness)
5. True. Social Function: Request

Post-Listening

Activity 6

1. Would you be able to print out a file for me? Request
2. Please email me the background file on CBL. Request
3. Could you possibly help me with the printer? Request
4. I was wondering if you could do something for me? Request
5. Would you mind writing your email later? Request

Speaking Focus

Activity 1

Sample Key Answers / Polite Phrases (matching Bingo squares):

- ✓ I would be happy to assist with preparing the presentation.
- ✓ Perhaps we could allocate more time for project discussion.
- ✓ It might be useful to review the last meeting notes before starting.
- ✓ Would it be possible to provide feedback on the draft report?
- ✓ May I suggest we divide the tasks among team members?
- ✓ I can offer support with compiling the data.
- ✓ How about we organize a brief meeting to clarify objectives?
- ✓ We could look into alternative strategies for completing the project.

Correct answers depend on scenario and matching phrases on the student's Bingo card. Any polite offer or suggestion relevant to the scenario is accepted.

Activity 2

Sample Key Answers (Polite Complaints)

- Across 1: I would like to express concern regarding the delay in receiving my documents.
- Down 2: I regret to inform you there appears to be an error in the report.
- Across 3: Could you please clarify the issue with the submitted files?

Notes:

- ✓ Phrases must remain formal and polite.
- ✓ Students should read aloud and partner responds appropriately (e.g., acknowledgment, reassurance, or polite solution).

Lesson 8

Listening Focus

Identifying Main Ideas and Details (Type of Social Function)

Pre-Listening

1. Request: A communicative act used to ask for something, help, or permission.

Example of informal request: Can you pass me that notebook?/ Can you help me with this real quick?

Apology: A communicative act used to express regret for a mistake or inconvenience.

Example of informal apology: My bad. / Oops, I didn't mean to.

2. Predict:

- **Informal request phrases:** Can you...? / Could you...? / Can you help me with this real quick?
- **Informal apology phrases:** Sorry about that. / My bad. / Oops, I didn't mean to. / Sorry, I totally forgot.

While-Listening Activities

Activity 2

- ✓ **Video 1:** B) How to make requests formally and informally

- ✓ **Video 2:** B) Formal and informal ways of apologizing

Activity 3

Three informal request phrases (Video 1):

1. Can you pass me that notebook?
2. Can you help me with this real quick?
3. Can I borrow this for a minute?

Three informal apology phrases (Video 2):

4. Sorry about that.
5. My bad.
6. Oops, I didn't mean to.

Activity 4

Phrase	Type (F/I)	Social Function
Could you please pass me the notebook?	F	Request
Can you pass me that notebook?	I	Request
Would you mind helping me with this?	F	Request
Can you help me with this real quick?	I	Request
Sorry about that.	I	Apology
My bad.	I	Apology
Oops, I didn't mean to.	I	Apology
Sorry, I totally forgot.	I	Apology

Activity 5

1. You forgot to call your friend back **Sorry, I totally forgot.**
2. You spilled a small drink on a classmate's desk. **Oops, I didn't mean to.**
3. You need a friend to pass you a notebook quickly. **Can you pass me that notebook?**
4. You accidentally interrupted someone while talking. **Sorry about that.**

Post-Listening

1. Informal phrases prioritize **speed, naturalness, and social closeness**.

They rely on **shared context and familiarity** rather than elaborate politeness formulas.

2. Rising intonation softens requests and signals friendliness.

- ✓ **Stress and pauses** in apologies convey sincerity and engagement.
- ✓ Casual expressions and contractions make communication feel **warm and approachable**.

Speaking Focus

Activity 1

Expected Responses

Students should make informal requests naturally, using conversational language and friendly intonation.

Example Scenario: You need a classmate to pass you a notebook quickly

- Hey, could you pass me your notebook real quick?
- Mind giving me your notes for a sec?
- Can I grab your notebook for a moment?

Responses from partner:

- Sure, here you go
- No problem
- Yeah, take it

Use contractions, friendly phrasing, and adjust tone for casualness

Activity 2

Expected Responses

Inviting examples:

- ✓ Wanna grab lunch later?
- ✓ Do you feel like hanging out after class?
- ✓ Fancy a coffee break?

Accepting examples:

- ✓ Yeah, sounds good

- ✓ Sure, I'm in

Declining politely examples:

- ✓ Thanks, but I've got plans
- ✓ I can't today, maybe another time
- ✓ Appreciate it, but I'll pass for now

Tone should stay friendly and casual, even when declining

Activity 3

Phrase	Social Function
Hey, long time no see!	Greeting
Do you wanna grab coffee?	Invitation
I really appreciate it!	Thanks / Appreciation
Do you have a sec?	Request
Sorry about earlier.	Apology
This train is so damn slow!	Complaint
Guess I totally forgot!	Apology
Are you free later?	Suggestion

Lesson 9

Listening Focus

Listening to Summarize and Paraphrase (Note Key Points)

Pre-Listening

Activity 1

2A. What happens during business meetings?

- Discuss company plans, strategies, or problems.
- Share updates from different departments.
- Assign tasks and roles.
- Make decisions and plan follow-up actions.

2B. Why are agendas and action lists important?

- They help structure the meeting.
- Ensure all topics are covered efficiently.
- Track responsibilities and deadlines.

2C. What information is usually summarized at the end of meetings?

- Key decisions made.
- Assigned tasks and responsibilities.
- Deadlines or next steps.

3A. Predicted topics in the video:

- Marketing strategy for Ginger Cola.
- Advertising and promotion plans.
- Roles for charity event preparation.

3B. Who might speak the most and why?

- Tony (chair) – guiding the meeting.
- Carrie – presenting marketing updates.

Activity 2

Expression	Your Paraphrase
Take the minutes	Record what is discussed
Get the ball rolling	Start the discussion / begin the meeting
Give an update	Share current progress / status
Move on to the next topic	Change to the next agenda item
Iron out details	Solve / clarify the remaining issues

While-Listening

Activity 3

1. b. Discuss marketing plans and event preparation
2. c. A health and energy drink

3. b. Using celebrity endorsement

Activity 4

Topic	Key Points
Marketing Strategy	Promote Ginger Cola as health & energy drink
Product Features	Tastes great, low calories, good for working out
Advertising Plan	Celebrity endorsement – Japanese baseball player
Future Meeting Plans	Discuss marketing details in next meeting
Charity Event	Review roles for upcoming charity walkathon

Activity 5

- ✓ The meeting begins with Tony asking Jason to take the **minutes**.
- ✓ Carrie explains that Ginger Cola will be promoted as a **health** and **energy** drink.
- ✓ The company plans to use a **celebrity** endorsement from a Japanese baseball player.
- ✓ Tony suggests discussing marketing details in the **next** meeting.
- ✓ The team also reviews roles for the upcoming charity **walkathon**.

Activity 6

Original Statement	Paraphrase
1. We have decided to pitch the new Ginger Cola as a health and energy drink.	A. The drink will be marketed as beneficial for health and energy.
2. Let's set aside more time at the next meeting.	B. We will discuss this in greater detail later.
3. We still have to iron out some details.	C. Some plans still need improvement.
4. Let's move on to the next topic.	D. We will continue with another subject.

Post-Listening

Activity 7

1. The product is tasty and low in calories.
2. The company aims to support the community.
3. The team came up with creative ideas.

4. More discussion is needed on the marketing plan.

Activity 8

Student A (summary example)

1. Tony asks Jason to take the minutes.
2. Carrie presents Ginger Cola as a health and energy drink.
3. They plan celebrity endorsement and discuss marketing details for the next meeting.
4. Roles for the charity walkathon are reviewed.

Student B (paraphrase example)

5. Jason is asked to record the meeting notes.
6. Carrie introduces the marketing concept for Ginger Cola.
7. They plan to use a famous baseball player and schedule further discussion.
8. Everyone's responsibilities for the charity event are clarified.

Speaking Focus

Activity 1

Expected Responses:

1. Type of Meeting:

Examples: Project update, Budget discussion, Client feedback review, Team restructuring meeting, Marketing strategy session.

2. Roles of Participants:

- ✓ **Chairperson:** Leads the meeting, guides discussion, ensures agenda is followed.
- ✓ **Secretary:** Takes notes, records decisions and action points.
- ✓ **Members / Contributors:** Present updates, provide feedback, propose ideas.
- ✓ **Guests / Observers:** Offer expertise or input when invited.

3. Purpose of the Meeting:

Examples: To review progress, allocate resources, approve budgets, discuss challenges, make decisions.

Activity 2

Expected Procedure:

1. Students are divided into small groups (4–5).
2. Flashcards are placed face down in four decks: Roles, Actions, Topics, Expressions.
3. **Each round:**
 - Draw one card from each deck.
 - Create and deliver a formal statement or mini-dialogue using the cards.
 - Other students respond appropriately, using formal language, polite turn-taking, and agreement/disagreement phrases.

Example Round:

- ✓ **Role:** Chairperson
- ✓ **Action:** Suggest
- ✓ **Topic:** Project deadline
- ✓ **Expression:** May I propose...

Student Speaking Example:

- May I propose that we extend the project deadline by two weeks to ensure quality outcomes?
- **Member Response:** I understand your concern; however, we might consider reallocating resources first to meet the original timeline.

Prosody and Nonverbal Focus

- ✓ **Tone:** Controlled, calm, confident.
- ✓ **Stress:** Emphasize key words such as *extend*, *resources*, *deadline*.
- ✓ **Volume:** Moderate, audible to all participants.
- ✓ **Nonverbal:** Eye contact, gestures for emphasis, upright posture.
- ✓ **Pauses:** Allow others time to respond and process information.

Lesson 10

Listening Focus

Identifying the Main Ideas and Details (Questions and Answers in a Job Interview)

Pre-Listening

Prediction activity – possible answers students might give (examples):

1. **Tell me about yourself:** I recently graduated in Business Administration. I’ve done internships in sales and marketing, and I enjoy working in teams.
2. **What is your greatest strength?:** I am highly organized and punctual. I always complete tasks on time.
3. **Can you give an example of teamwork?:** At university, I worked on a marketing project team and coordinated tasks to ensure success.
4. **Why do you want this job?:** I admire your company’s focus on innovation, and I feel my skills would make me a strong contributor.

While-Listening

Activity 1

1. **Tell me about yourself**

Main Idea: The candidate has relevant education and enjoys teamwork.

2. **What is your greatest strength?**

Main Idea: The candidate is organized and punctual.

3. **Can you give an example of teamwork?**

Main Idea: The candidate has practical teamwork experience and can coordinate tasks successfully.

4. **Why do you want this job?**

Main Idea: The candidate is motivated by the company’s values and believes they can contribute effectively.

Activity 2

- A. **Degree:** Business Administration
- B. **Internships:** Sales and marketing
- C. **Punctuality:** Always completes projects on time; emphasizes time management
- D. **University project role:** Coordinated tasks in a marketing project team
- E. **Company value highlighted:** Focus on innovation

Activity 3

Question	Answer
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1. Tell me about yourself	A. I recently graduated in Business Administration. I've done internships in sales and marketing, and I enjoy working in teams.
2. What is your greatest strength?	B. I am highly organized and punctual. I always make sure projects are completed on time.
3. Can you give an example of teamwork?	C. At university, I was part of a marketing project team. I coordinated tasks and helped ensure our campaign was successful.
4. Why do you want this job?	D. I admire your company's focus on innovation, and I feel my skills in sales and teamwork would make me a strong contributor.

After-Listening

Activity 4

1. **False** (They enjoy teamwork.)
2. **True**
3. **True**
4. **True**
5. **False** (They have internships in sales and marketing.)

Activity 5

A. Personal qualities inferred:

- ✓ Organized
- ✓ Punctual
- ✓ Team-oriented
- ✓ Motivated
- ✓ Responsible

B. How the candidate shows they are a good fit:

- ✓ Highlights relevant experience and internships
- ✓ Gives concrete examples of teamwork

- ✓ Demonstrates alignment with company values (innovation)
- ✓ Emphasizes personal qualities valued by the company (organization, punctuality)

Speaking Focus

Activity 1

Expected Responses:

1. Self-Introduction

- ✓ Name, current role or education background
- ✓ Example: Hello, my name is Sarah. I am a final-year marketing student with internship experience in digital campaigns

2. Skills or Experience Relevant to the Scenario

- ✓ Focus on abilities that fit the job in the picture
- ✓ Example: I have experience managing social media accounts and running small projects independently

3. Handling the Situation in the Picture

- ✓ Provide practical, solution-oriented responses
- ✓ Example: If faced with this challenge, I would first assess the client's requirements, then organize a team meeting to allocate tasks efficiently

4. Interview Interaction (Pair Work)

- ✓ Ask and answer professionally
- ✓ Listen attentively and respond clearly
- ✓ Use polite phrases such as Could you clarify or That's a great question, my approach would be

5. Feedback Focus

- ✓ Professional vocabulary: project management, teamwork, initiative.
- ✓ Clarity and organization: coherent structure of answers.
- ✓ Politeness and confidence: respectful tone and confident body language.

Activity 2

Expected Responses:

1. Quick, Accurate Responses

- ✓ Students answer immediately after catching the ball
- ✓ Example: Who is better at teamwork? John is more reliable than Peter and always supports the team

2. Use of Professional Vocabulary

- ✓ Incorporate job-related or skill-related words: leadership, initiative, adaptable, organized

3. Follow-Up Questions

- ✓ After answering, ask a new question to another student
- ✓ Example: What strategies would you use to motivate a team?

Activity 3

Expected Responses:

1. Interview Flow

- ✓ Opening: greetings, self-introduction
- ✓ Background/Qualifications: education, work experience, achievements
- ✓ Skills and Strengths: describe personal qualities and professional abilities
- ✓ Closing: express interest in role, thank the interviewer

2. Role-Switch

- ✓ Both students experience candidate and interviewer roles
- ✓ Use comparisons, descriptive language, and professional terms
- ✓ Example: Compared to my previous team, I am more organized but slightly less experienced in client meetings

3. Evaluation

- ✓ Professional vocabulary: task-specific, action verbs
- ✓ Clarity and coherence: well-structured answers
- ✓ Confidence and politeness: clear tone, appropriate gestures

Lesson 11

Listening Focus

Listening to Make Comparisons and Inferences

Pre-Listening

Activity 1

Word	Meaning
Reserved	Shy or quiet in social situations
Head and shoulders above	Much better than others
Outgoing	Sociable and energetic
Jack of all trades	Skilled in many areas
Petite	Small and delicate in stature

While-Listening

Activity 2

Person	Height/Build	Hair/Facial Features	Style/Appearance	Comparison with others
Alice	Medium-height, slender	Shoulder-length wavy hair, bright eyes	Neat, professional	Shorter and less muscular than Bob; more stylish than Carol
Bob	Tall, broad-shouldered	Short straight hair, square jaw	Casual, athletic	Taller and more athletic than Alice; less stylish than Alice
Carol	Petite, delicate	Long straight hair, expressive eyes	Elegant, formal	Smaller and more delicate than Alice; more elegant than Bob

N.B.

- ✓ Alice is **more stylish than Bob**.
- ✓ Bob is **taller and more athletic than Alice and Carol**.
- ✓ Carol is **petite and elegant, standing out in professional settings**.

Activity 3

Person	Positive	Neutral	Negative	Comparison with others
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Alice	Confident, reliable	Observant	Slightly impatient	More outgoing than Carol; less assertive than Bob
Bob	Hard worker, creative	Reserved	Stubborn	More reliable than Carol; less sociable than Alice
Carol	Empathetic, diligent	Serious	Overcritical	More patient than Alice; less outgoing than Bob

N.B.

- ✓ Alice is **more outgoing than Carol**
- ✓ Bob is **more reliable than Carol but less sociable than Alice**
- ✓ Carol is **less outgoing but very attentive and empathetic**

Activity 4

1. Alice seems better suited for leadership because she is confident, reliable, and more outgoing, which helps in managing teams effectively.
2. Bob appears more experienced and skilled in technical or athletic tasks due to his physical build, work ethic, and creative problem-solving skills.
3.
 - ✓ Alice may have a role requiring teamwork and client interaction (confident, outgoing, professional appearance).
 - ✓ Bob may be in a role needing technical skill or project-focused work (hard worker, creative, athletic).
 - ✓ Carol may be suited for supportive or advisory roles (empathetic, diligent, formal/elegant appearance).
4.
 - ✓ Most similar: Alice and Carol (both reliable, diligent, professional in appearance)
 - ✓ Most different: Alice and Bob (Alice is more outgoing and stylish, Bob is taller, more athletic, and reserved)

Post-Listening

Activity 5

Person: Alice

- ✓ Likely social role/profession: Team leader, manager, or client-facing role

- ✓ Strengths and weaknesses: Confident, outgoing, reliable; slightly impatient
- ✓ Possible behavior in a team: Motivates and guides team members, balances tasks effectively
- ✓ Reasoning: Her confidence, reliability, and professional appearance suggest leadership capability; outgoing nature supports teamwork

Person: Bob

- ✓ Likely social role/profession: Technical specialist, project executor, or athletic trainer
- ✓ Strengths and weaknesses: Hard worker, creative, athletic; somewhat stubborn
- ✓ Possible behavior in a team: Focuses on tasks efficiently, may prefer independent work but delivers high-quality results
- ✓ Reasoning: Tall and broad-shouldered build, creative thinking, and work ethic indicate skill-focused and experienced in his field

Person: Carol

- ✓ Likely social role/profession: Advisor, consultant, or supportive professional
- ✓ Strengths and weaknesses: Empathetic, diligent, patient; overcritical at times
- ✓ Possible behavior in a team: Provides careful analysis, attention to detail, and support to others
- ✓ Reasoning: Petite, elegant, and empathetic traits suggest she is detail-oriented and effective in supporting roles

Speaking Focus

Activity 1

Portrait 1 (Example Model Answer)

- Physical appearance: He is tall and well-built with short dark hair and a square jaw. He is wearing formal clothing and glasses.
- Personality traits: He appears confident, serious, and responsible.
- Social/professional details: He may be a manager, professor, or business professional.
- Idiom/Collocation: He seems to be a strong leader and a highly reliable professional.

Portrait 2

- Physical appearance: She is medium-height with long wavy hair and a stylish casual outfit.
- Personality traits: She looks friendly, outgoing, and enthusiastic.
- Social/professional details: She could be a designer, influencer, or artist.
- Idiom/Collocation: She looks like the life of the party and a creative mind.

Portrait 3

- Physical appearance: He is short and slender with glasses and neat clothing.
- Personality traits: He appears quiet, thoughtful, and observant.
- Social/professional details: He might be a researcher or writer.
- Idiom/Collocation: He seems to be a quick thinker and a hard worker.

Portrait 4

- Physical appearance: She is tall and athletic with tied-back hair and sportswear.
- Personality traits: She looks energetic, determined, and confident.
- Social/professional details: She could be an athlete or fitness coach.
- Idiom/Collocation: She appears to be a go-getter and highly motivated.

Possible Comparison

- ✓ Portrait 4 is more athletic than Portrait 2.
- ✓ Portrait 3 is less outgoing than Portrait 2 but more reflective.
- ✓ Portrait 1 and Portrait 3 are both professional and serious.
- ✓ Portrait 4 is the most energetic of all individuals.

Activity 2

Example 1

This character is tall with straight blonde hair and elegant clothing. She is confident, creative, and a quick thinker. She is head and shoulders above others in communication skills.

Example 2

This character is medium-height with messy hair and casual clothing. He is intelligent but slightly reserved. He is a hard worker and a team player.

Possible Comparisons

- ✓ This character is more outgoing than your character but slightly less organized.
- ✓ Both characters are equally intelligent and hardworking.
- ✓ Unlike your character, this person is far superior in leadership skills.
- ✓ These characters are worlds apart in personality.

Activity 3

Example Character Descriptions

Character 1:

He is tall and broad-shouldered with short hair and formal clothing. He is reliable, ambitious, and confident. He works as a manager and enjoys reading business books.

Character 2:

She is petite with curly hair and colorful clothing. She is creative, friendly, but sometimes impatient. She works as an artist and enjoys traveling.

Character 3:

He is average-height with glasses and casual clothing. He is quiet, reflective, and independent. He works as a researcher and enjoys writing.

Possible Comparisons

- Character 1 and Character 3 are both hardworking and responsible.
- Character 2 is more creative than Character 1.
- Character 3 is slightly less outgoing but considerably more analytical.
- Character 1 is the most organized among the three characters.

Lesson 12

Listening Focus

Listening to Make Predictions, Inferences, and Generalizations (Advantages/Disadvantages of Places)

Pre-Listening

Activity 1

1. Title: Describing Your City in English
2. Expected words/expressions: landmark, local, vibrant, public transport, busy, quiet, modern, traditional, charming, parks, museums, beaches, old town, streets, food.
Kinds of places: parks, museums, streets, beaches, old town, cafes, shops.

Possible advantages: beautiful scenery, cultural experiences, beaches, parks, museums, local food, relaxed atmosphere.

Possible disadvantages: crowded, busy traffic, expensive, noisy, fast-paced.

3. Sample advantages/disadvantages list:

- ✓ Advantages: vibrant city life, sightseeing, beaches, parks, cultural activities, good public transport.
- ✓ Disadvantages: crowded, polluted, expensive, noisy, hectic pace.

While-Listening

Activity 2

Speaker	General Description	Main Advantages	Main Disadvantages
Mia	Large, busy city with tall buildings, also has quiet parks	Parks for relaxing, green spaces, balance between busy and calm	Busy streets, crowded areas
Alex	Smaller, coastal city with beaches and charming old town	Beaches, charming old town, slower pace, local food	Fewer tall buildings, possibly fewer transport options

Activity 3

1. Mia's city is **big and busy** with lots of tall buildings and cars.
2. Mia enjoys **walking in the parks** when she wants a break from busy streets.
3. Alex's city is **smaller and active** and located on the **coast**, attracting holiday visitors.
4. Alex's city has a charming **old part of the city** with narrow streets and colorful houses.

Activity 4

1. Mia likes walking in parks because **she wants a quiet, peaceful break from the busy city streets**.
2. Many people visit Alex's city for holidays because **of the beaches, sun, sea, and charming atmosphere**.
3. Pace of life: Mia's city is **fast-paced and busy**, whereas Alex's city is **slower and more relaxed**.

4. City better for tourists who want to relax: **Alex's city**, because it is quieter, has beaches, and a slower pace of life.

Activity 5

- In general, **large cities** are vibrant and full of activities, museums, and parks, but they are often busy and crowded.
- Usually, **small or coastal cities** are more relaxed, charming, and peaceful, but they may have fewer modern facilities or transport options.
- Most large cities are **busy and modern**, while most smaller cities are **traditional and slower-paced**.

Activity 6

Word/Phrase	Meaning
Landmark	d. A famous building or place
Local	c. Something typical from a specific place
Vibrant	a. Energy and life in a city
Public transport	b. Buses, trains, subways used by many people

After Listening

Activity 7

1. Mia's city is **bigger** than Alex's city because it has more tall buildings.
2. Alex's city is **more charming** than Mia's city because it has beautiful beaches and narrow streets.
3. Mia's city is the **busiest** in terms of parks, while Alex's city is the **most picturesque** in terms of beaches.

Speaking Focus

Activity 1

Picture: Alpine village (left) and tropical beach (right)

Similarities:

1. Both places are popular tourist destinations.
2. Both have natural scenery and clear skies.
3. Both are relaxing and visually attractive.
4. Both have water nearby (lake vs. sea).

Comparison connectors used: similarly, both, like, as well as

Differences:

1. The alpine village is mountainous, whereas the tropical beach is flat and coastal.
2. The village is surrounded by forests and snow-capped peaks, while the beach has palm trees and sandy shores.
3. The climate of the village is temperate, yet the beach is tropical.
4. The village is compact with traditional buildings, unlike the beach, which is open with huts and sunbeds.

Comparison connectors used: whereas, unlike, yet, in contrast

Activity 2

Model Answer (Paris vs. Rome):

- ✓ **Climate and geography:** Paris is colder and wetter than Rome, which is warmer and sunnier.
- ✓ **Infrastructure and services:** Paris has a more developed metro system, whereas Rome has fewer transport options.
- ✓ **Lifestyle and culture:** Rome is slower-paced and more historic, while Paris is busier and more modern.
- ✓ **Advantages and disadvantages:**
 - Paris offers a high-quality healthcare system but is more expensive.
 - Rome has a rich cultural heritage but is more crowded during tourist season.
- ✓ **Comparative forms:** colder than, busier than, warmer than
- ✓ **Superlative forms:** the most historic, the most developed
- ✓ **Comparison connectors:** whereas, in contrast

Activity 3

Model Answer (Tour Guide for Kyoto, Japan):

- ✓ **General introduction:** Welcome to Kyoto, a city known for its cultural heritage and beautiful landscapes.
- ✓ **Physical and geographical features:** It is located in a valley, surrounded by hills and rivers.
- ✓ **Facilities and attractions:** Kyoto offers temples, gardens, museums, and modern shopping areas.
- ✓ **Social and cultural atmosphere:** The city is serene and welcoming, combining traditional Japanese culture with vibrant student life.
- ✓ **Personal evaluation:** One of its main features is the preservation of historic sites. It stands out because of its peaceful atmosphere and cultural richness.

Lesson 13

Listening Focus

Listening for Collocations/Idioms (Describing Things: Made of, Used for, Similar to)

Pre-Listening

Activity 1

Example answers for **Book** and **Table**:

Object	Made of	Used for	Similar to
Book	Paper / Cardboard	Reading / Learning	Notebook / Magazine
Table	Wood / Metal	Holding items / Eating	Desk / Counter

Activity 2

Category	Collocations
Material	made of
Function	used for
Comparison	similar to
Appearance	texture, looks like
Price	expensive, cheap

While-Listening

Activity 3

1. **False**
2. **True**
3. **False**
4. **False**
5. **True**

Activity 4

1. The kettle is **made of** metal.
2. The alarm clock is **used for** waking you up.
3. The sofa is made of **wood** and fabric.
4. The wallet is used to hold **money** and credit cards.
5. The sun hat is similar to a **hat** because it protects you from sunlight.

Activity 5

1. The wallet is **made of** leather.
2. The alarm clock is **made of** metal and glass.
3. The sofa is **used for** sitting.

Post-Listening

Activity 6

No fixed answer; examples:

Object	Made of	Used for	Similar to	Texture	Looks like
Mug	Ceramic	Drinking	Cup	Smooth	Round
Headphones	Plastic / Metal	Listening to music	Earphones	Soft pads	Oval

Students' drawings should reflect their descriptions.

Activity 7

Example sentences:

1. The kettle is similar to a teapot because both are used to heat water.

2. The alarm clock is similar to a timer because it makes a sound to wake you up.
3. The sofa is similar to a chair because both are used for sitting, but the sofa is bigger.

Speaking Focus

Activity 1

Description	Object
Made of metal, used for boiling water, round	Kettle
Made of wood, used for sitting	Chair
Made of paper, used for writing	Notebook / Book
Made of cotton, worn on the body	T-shirt
Looks like a ball, used for sleeping support	Pillow
Made of glass, used for drinking	Cup
Similar to a small bag, used for carrying items	Backpack / Bag
Made of plastic, used for writing	Pen
Used for seeing in sunlight, dark lenses	Sunglasses
Made of metal and plastic, used for checking time	Alarm Clock
Made of leather or synthetic material, worn on feet	Shoes
Made of metal and plastic, used for typing / work	Laptop

Activity 2

Example mimes and questions/answers using collocations:

Mime: Holding a cup and pretending to drink

- ✓ Partner questions: Is it made of glass? / Is it used for drinking?
- ✓ Correct answer: Yes, it is used for drinking

Mime: Sitting on a chair

- ✓ Partner: Is it made of wood? / Is it used for sitting?

- ✓ Answer: Yes, it is made of wood and used for sitting

Mime: Pretending to type on a laptop

- ✓ Partner: Is it made of metal and plastic? / Is it used for work?
- ✓ Answer: Yes, it is made of metal and plastic and used for work

Swap roles after each round.

Activity 3

Object	Collocation	Example Sentence
Alarm Clock	made of	The alarm clock is made of metal and glass
Chair	used for	The chair is used for sitting
Apple	similar to	The apple is similar to a small red ball
Pen	texture	The pen has a smooth texture
Pillow	looks like	The pillow looks like a soft cloud
Cup	made of	The cup is made of ceramic
Bag	used for	The bag is used for carrying books
Book	looks like	The book looks like a thin box
Sunglasses	similar to	The sunglasses are similar to goggles
Shoes	texture	The shoes have a leather texture
Laptop	made of	The laptop is made of metal and plastic
T-shirt	used for	The T-shirt is used for wearing on the body

Lesson 14

Listening Focus

Listening to Make Predictions, Inferences, and Generalizations (Compare Habits Across People)

Pre-Listening

Activity 1

(Open answers / Suggested responses)

1. A habit is something a person does regularly or repeatedly.
2. Waking up, brushing teeth, eating breakfast, going to work or school, exercising, studying, relaxing, sleeping.
3. Healthy habits: exercising, eating healthy food, sleeping early, drinking water.
Unhealthy habits: sleeping late, eating junk food, skipping meals, spending too much time on phones.
4. Yes, many people share similar routines because of work, school, and social responsibilities. However, routines may differ depending on lifestyle and personal preferences.

Activity 2

Word	Meaning
Habit	b. Something done regularly
Routine	c. A sequence of daily actions
Always	d. Every time
Usually	a. Most of the time
Sometimes	e. On certain occasions

While-Listening

Activity 3

1. b. Talking about daily habits
2. a. Their daily routines
3. a. To explain habits and routines

Activity 4

(Suggested answers based on the video content)

Person	Habit	Frequency	Context
Speaker 1	Wakes up early / drinks coffee	Usually / Always	Morning

Speaker 2	Eats breakfast / checks phone	Usually / Sometimes	Morning
Speaker 1	Starts work tasks / checks emails	Always / Usually	Work routine
Speaker 2	Watches TV / relaxes / spends time with family	Usually / Sometimes	Evening

Activity 5

1. T
2. T
3. F
4. T
5. T

Activity 6

1. a. To describe their daily life
2. a. To help learners understand real-life English

Activity 7

Correct Order:

1. Wake up
2. Eat breakfast
3. Go to work
4. Start daily tasks
5. Relax in the evening

Post-Listening

Activity 8

(Open answers – Sample responses)

1. I usually wake up early and drink coffee.
2. I sometimes exercise in the afternoon.

3. I always check my emails in the morning.
4. One habit I want to change is sleeping late because it makes me tired.

Activity 9

(Open answers / Students' personal responses expected.)

Possible sample answers:

- ✓ My morning routine includes waking up, brushing my teeth, and eating breakfast.
- ✓ After school or work, I usually relax or study.
- ✓ Exercising and eating healthy food help me stay healthy.
- ✓ Some habits are similar because my partner and I both wake up early and study regularly.

Speaking Focus

Activity 1

1. Give each student or pair a picture card.
2. Describe the habit on your card using a full sentence and a frequency adverb.

Examples:

- I usually brush my teeth in the morning.
 - I never watch TV before going to bed.
3. Hold your picture card without showing it to the class.
 4. Describe the habit using clues about when and how it happens.

Examples:

- I do this every morning. It is healthy. It wakes me up.
5. Let the class guess the habit.
 6. Take 3–5 picture cards representing a daily routine.
 7. Arrange the pictures in the correct order.
 8. Describe your routine using full sentences and frequency adverbs.

Example:

- I always wake up at 7 a.m. I usually brush my teeth after waking up. Then I always eat breakfast before going to school.

Activity 2

Example questions and sample answers

- What do you usually do in the morning? I usually brush my teeth and eat breakfast.
- Which habit do you always do before sleeping? I always read a book.
- How often do you exercise? I sometimes go jogging in the evening.
- Which habit do you want to improve? I want to drink more water every day.

Activity 3

Example story

John wakes up at 7 a.m. He always makes his bed and drinks water. He usually goes jogging before breakfast. After work, he sometimes watches TV, and he always reads a book before sleeping.

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