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**International Spoken English for Speakers of Other Languages**

**Teacher's Book 3 Expert/Mastery**

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# International Spoken English for Speakers of Other Languages

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## Teacher's Book 3 Expert/Mastery



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### Introduction to Teacher's Book 3

This teacher's book is part of a new and comprehensive range of support materials created for the updated and revised Spoken ESOL qualification. The ESOL and Spoken ESOL awards are now available across all six levels of the Common European Framework.

City & Guilds Qualifications	Common European Framework
Mastery Expert	C2 Mastery C1 Effective Operational Proficiency
Communicator Achiever	B2 Vantage B1 Threshold
Access Preliminary	A2 Waystage A1 Breakthrough

Support materials for Spoken ESOL include three student books (each of which covers two levels), three teacher's books and a set of three tapes which support the units. The recordings are not intended to be listening comprehension activities as such. They are examples of natural spoken English and serve as models for students to learn and produce in appropriate parts of the Spoken ESOL test.

As authors, our aim has been to create materials that both help students to improve their spoken English and serve as preparation for the Spoken ESOL exam. With years of experience as examiners (and as moderators of examiners), we know exactly what the examiner is listening for in each part of the test and are very happy to share this expertise with you and your students. We hope that this book will make test preparation, and English language learning and teaching in general, more enjoyable and successful.

ESOL and Spoken ESOL scheme handbooks are also available from City & Guilds and will be extremely helpful to all teachers. These complement this teacher's book, explaining the format and features of the tests at the six levels; they also contain the syllabus and lists of topics, functions and grammatical structures for each level. City & Guilds is also producing a guide for interlocutors, designed to prepare interlocutors for all aspects of administering the Spoken ESOL tests. It is also a valuable aid for teachers who are preparing candidates for the tests. A booklet of sample examinations for these qualifications is also in preparation.

*Teacher's Book 3 Expert/Mastery* offers guidance for teachers using *Book 3 Expert/Mastery*. The design of these books is largely the result of what teachers have told us they would like. Looking at the teacher's book, you will see everything your students see in the student book, plus tips and advice for delivering the units. The idea is that you and your students work together towards their success in the Spoken ESOL test, as you help them develop growing competence and confidence in the communicative use of spoken English.

The books have been divided into four parts, mapped to the four parts of the Spoken ESOL test. There is no need to start at the beginning and work through the book to the end. The Spoken ESOL test is a proficiency test, not an achievement test; there is no need to cover all units or to approach them in any particular order. Your students may come from different backgrounds and their abilities and skills may vary. You will probably be using this book in conjunction with other materials, some of which you have created yourself to meet your students' needs. You will

no doubt wish to devote more time to certain language skills than to others with particular groups of students, and will want to use the units as you judge best.

The timings and procedures suggested have been trialled in monolingual and multilingual classes of various sizes (thank you to those who have been involved), and they seem to work very effectively. However, they are there for your reference only; please feel free to follow, adapt or abandon them as you see fit. You may be a relatively new teacher of English or you may have many years of experience – in any event, you are in control of your own classroom and are best placed to decide how to use the units. There is no one prescribed teaching method which has to be adopted by teachers using this book, but we have found that the Engage/ Study/Activate model described in Jeremy Harmer's *How to Teach English* (Longman, 1998) works particularly well, and have adopted it in structuring much of these books.

Many exercises in this book suggest that the student works with a partner or as part of a group. The Spoken ESOL test does not involve pairs of candidates; the candidate speaks only with an interlocutor. We have included lots of pair and group activities not to replicate the test, but to give students the maximum opportunity to practise the language skills they will need in the test and in real life. The topics and task types are based very closely on those the students are likely to encounter as candidates in the Spoken ESOL test, and the units are designed to encourage students to develop their speaking skills to match the demanding assessment criteria at Expert and Mastery levels.

The transcripts of the tapes have been integrated into the Teacher's Book for easy reference but are printed in a section at

the end of the student book for revision purposes. Additionally, for some of the exercises, we have supplied possible answers (given in red) that appear only in the Teacher's Book. These are intended to aid you, but are not definitive and, in many cases, such as alphabetical lists of cities, numerous additional answers will be provided by your students.

### Tips from the examiners

The 'Tips from the examiners' given in the introduction to each part of the student books offer the student advice specific to that part of the test, and we have expanded on this advice in the teachers' introduction to each part. The assessment criteria – effective communication, accuracy, range, pronunciation and fluency – are applied throughout the test. The candidate is assessed both on overall performance (a global mark) and on performance in each of the four parts; nobody passes or fails on the strength of any one assessment criterion. Certain parts of the test naturally invite a greater emphasis on certain of the criteria and the notes relating to each part of the book will advise teachers on ways of helping their students/candidates make the most of the learning opportunities that these books offer.

At the end of this teacher's book, we have included a sample test within the Interlocutor Framework at both the Expert and Mastery level. These samples will enable you to see the differences between the exams at these two levels. However, the differences will be not only in what candidates do but also in how competently they do it. The student books do not contain the sample tests but do provide the student with descriptions of the exam at each of the two levels covered by the book. The two sample tests included here can be used to give your student the advantage of a mock exam.

### Introduction to Student Book 3

The activities in this book give you a chance to practise speaking English. They build on the vocabulary and grammar you already know and help you learn more. The exercises are designed to build your confidence in key areas: effective communication, accuracy, range, pronunciation and fluency.

You will find that the activities in this book give you the maximum opportunity to speak with other students – in groups and in pairs. Speaking with other people is what helps you to use English with confidence, and we hope that these activities will be useful for you and will also be fun. The book has written exercises with spaces for you to make notes of your answers or opinions before you discuss these with someone else. There are tapes to help you improve your pronunciation and develop your communication skills.

Many students who use this book will be candidates preparing for the City & Guilds Spoken ESOL test at Expert or Mastery level. These tests give you a chance to show your skills in speaking English and to gain an internationally recognised qualification. The levels of the City & Guilds Pitman Spoken ESOL Qualifications, and of the materials in this book, correspond to the Common European Framework.

City & Guilds Qualifications	Common European Framework
Mastery	C2 Mastery
Expert	C1 Effective Operational Proficiency
Communicator Achiever	B2 Vantage B1 Threshold
Access Preliminary	A2 Waystage A1 Breakthrough

If you are interested in taking the Spoken ESOL test, your teacher can help you to decide which is the best level for you. Together, you can use this book to prepare for the test.

### Who's who in the Spoken ESOL test

The **candidate**, that's you, is the focus of the Spoken ESOL test. There are four parts to the test, and the four parts of this book are specially designed to help you practise the skills you need for each part. In the test you will be invited to answer questions about yourself, play out real-life social situations, exchange information and opinions, and give a short talk on a familiar topic.

Your partner in the test is the **interlocutor** (a teacher). The interlocutor is there to run the test and help you do your best at Expert or Mastery level. He or she does not correct any mistakes or give you marks.

The **examiner** is not there on the day of the Spoken ESOL test. Your test is recorded and sent to an examiner trained to give you marks in the key areas you will practise when you use this book: effective communication, accuracy, range, pronunciation and fluency.

### Tips from the examiners

The writers of this book are teachers with years of success in preparing candidates for the City & Guilds exams and are also Spoken ESOL examiners. They are happy to give you and your teacher advice to help you prepare for the test. Before each part of the book you will see 'Tips from the examiners'. You can use the good advice in these sections to prepare for the test with confidence.



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### **Introduction to Part 1**

In Part 1 of this book the focus is on giving personal information. The exercises are relevant both in real-life situations and in preparation for the Spoken ESOL test. In Part 1 of the test the interlocutor will ask candidates about their background, daily experiences, likes and dislikes. Candidates will always know the answers as the questions are about them. What the examiner will be looking for is how freely the candidate is able to speak when giving personal information.

At the Mastery and Expert levels candidates are expected to demonstrate the ability to give answers to the questions asked with accuracy and an appropriate degree of expansion. Short, simple answers will generally not be adequate at this level. The candidate is not expected to ask questions in this part of the exam. However, if there is anything the candidate wishes to clarify, he or she should ask the interlocutor to repeat or explain.

Accuracy in pronunciation is an important feature of Part 1, and units are geared to the study and practice of individual sounds and the accurate pronunciation of words and phrases. Familiarity with the English phonemic chart will be invaluable in helping learners to recognise and produce accurate pronunciation.

At the Expert and Mastery levels, it is expected that a candidate's use of stress and intonation patterns will not merely be sufficiently accurate for easy understanding, but will serve to emphasise the intended message. There are recordings of people giving accurate responses to prompts of the type candidates will meet in the Spoken ESOL test. These will help students develop the relevant language skills to express their own responses.

Both teacher and student will know in advance some of the things required in Part 1 – for example, each student will be asked to give the spelling of his or her name. Spoken ESOL candidates, even at the highest levels, are not expected to produce sounds that replicate exactly those produced by native speakers. The essential thing is that utterances are as clear as possible.

While candidates should be able to answer personal questions without much hesitation, it is quite natural to pause for thought. They will sound a lot more fluent if they are familiar with certain words and expressions commonly used to fill silences. You can help them by giving them practice in using such communication strategies.



## 1

	Student book	This book
<b>Introduction to the student</b>	9	11
<b>Units</b>		
<b>1</b> Sounds interesting	11	12
<b>2</b> What's in a name?	13	17
<b>3</b> Study experience and achievements	15	21
<b>4</b> Travel	17	26
<b>5</b> Personal strengths and weaknesses	20	31
<b>6</b> Who we are	23	36
<b>7</b> The world of work	25	40
<b>8</b> Speaking of English	27	45
<b>9</b> Looking back and looking forward	30	49
<b>Test practice</b>	33	53

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**Part 1 Giving personal information**

It is important to be able to speak fluently about yourself in many real-life situations – for work or study, for travel and leisure, and for getting to know people who speak English. You will want to feel confident not only in giving factual information, but also in expressing your opinions and discussing your views of the world around you. The units that follow are designed to help you build the language skills you need to talk about yourself and the way you view the world.

You may have passed the Spoken ESOL test at previous levels – in which case congratulations and welcome to the highest levels of assessment. As at other levels, in Part 1 of the Spoken ESOL test you will answer questions about yourself. The interlocutor will begin by asking your name, and the spelling of your surname, and will then ask you a number of questions about your past experience, your plans for the future, and your views on current issues. You will never be tested on your knowledge of any particular subject and there are no ‘right’ or ‘wrong’ opinions. What is assessed in the Spoken ESOL test is the way you use English to communicate information and express ideas.

**Tips from the examiners**

You will know in advance some of the things you will be asked, such as the spelling of your surname. Practise the individual sounds in English so you can produce them accurately and with confidence.

You will be able to anticipate some of the topics that you will talk about: your studies or work, your past experience and future plans, your views on contemporary issues. Make sure that you can use the related grammar and vocabulary accurately.


At the Expert and Mastery level it makes a good impression if you give more detailed information and expand briefly on the reasons for your views and opinions. You will want to demonstrate the full range of your abilities.

You will be able to answer some questions without much hesitation, but it is natural to pause when expressing opinions. You will sound more fluent if you use certain expressions to fill longer silences – your teacher can give you ideas.

## 1 Sounds interesting

The focus of Part 1 of the Spoken ESOL test is on communication and particularly on accuracy. Candidates all too often interpret 'accuracy' as grammatical accuracy only and neglect the importance of pronunciation. Tell the students that in this unit you are going to cover the sounds system of English and give them the chance to practise all the sounds. (2–3 mins)

Play the recording. Stop as instructed by the speaker and ask the students individually to write down their answer. (1–2 mins)

- 1 Listen to the recording and make a note of your answer to the question.  1

 1

Male voice 'There are 20 sick sheep in a field and four die. The farmer takes away the four dead sheep, the rest are okay. How many sheep are left in the field? (pause)

'I'll say it again. There are 20 sick sheep in a field and four die. How many sheep remain alive? (pause)

'If you're having trouble, I'll tell you the answer. It's 16. Can you tell me why? 'It wouldn't work with cows or horses ... Listen – there are twenty sick sheep in a field and four die – that leaves 16, doesn't it? (pause).

'Okay, if you still haven't worked out why, your teacher can put the answer on the board for you.'

Now ask the students to compare answers with a partner. If they have different answers, ask them to explain why to each other. (2–3 mins)

- 2 Now compare your answer with your partner. Do you agree?

Now ask the students to tell you their answer(s). Put on the board the answers they give you. The chances are that the majority will have chosen '22'. If anyone knows the puzzle, and has the correct answer ('16'), ask them not to say why, but to let their classmates try to work it out for themselves. (5–10 mins)

- 3 What about the other students in your group – do they all have the same answer or are there one or two different answers? If so, what reason(s) do people give?

Now play the next part of the recording and stop it on the speaker's instructions. Ask the students, if they don't know the puzzle, to work out why the answer is '16'. (5–10 mins)

---

**4 Listen to the recording again. Did everyone in the class get the right answer?**

---

If nobody has worked out why the answer is '16', play the next part of the recording, stopping on the speaker's instructions and allowing the students to discuss possible reasons. (5 mins)

Put the students out of their misery by writing on the board, 'There are twenty sick sheep in a field...' The point should be well and truly made; sounds may not always be exactly what we expect from the words we see written down! (2-3 mins)

---

Sound is interesting; pronunciation is a key feature of any spoken language and in the Spoken ESOL test candidates will be given credit for accurate production of sounds in English. This doesn't mean that they have to speak without an accent, just that what they say should be easily understood. When speaking the language, the students need to know the individual sounds and how these go together.

Draw the students' attention to the phonemic chart, with which they may well be familiar – if not, explain what it is and go through it to check that everyone knows the different sounds. Use the examples of words they are found in and elicit further examples from the students. Clarify any uncertainties. It's often a good idea to have a dictionary with transcription; pronunciation can be a controversial business. (10 mins)

---

- 5 Look at the phonemic chart below. Are there any sounds you are still not sure about? Discuss this with a partner and ask your teacher for any examples you feel you need.

## Vowels

iː      ɪ      ʊ      uː      e      ə      ɜː  
 me, see    him, big    wood, bush    you, soon    them, yes    the, brother    work, turn

ɔː      æ      ʌ      aː      ɒ  
 saw, for    hat, cap    sun, run    car, dark    hot, not

## Diphthongs

ɪə      eɪ      ʊə      ɔɪ      əʊ      eə      aɪ      aʊ  
 near, dear    stay, pay    pure, tour    toy, boil    go, no    hair, share    my, high    cloud, out

## Consonants

p      b      t      d      tʃ      dʒ      k  
 pay, lip    baby, be    tea, put    deep, had    cheap    joy, bridge    kick, cow

g      f      v      θ      ð      s      z  
 go, dig    for, leaf    very, live    thin, path    then, that    soon, miss    zoo, lose

ʃ      ʒ      m      n      ŋ      h      l  
 shoe, push    leisure    me, mum    none, no    sing, bring    hot, hand    love, call

r      w      j  
 rat, carry    we, web    yes, you

Ask the students to work in pairs to see if one or both of them finds any of the sounds difficult or unfamiliar. This will to a large extent depend on their first language(s) and in a monolingual group, the answers will probably be identical. In a multilingual group, it will be interesting to compare difficulties. (5–10 mins)

- 6 Are there any sounds you and/or your partner find particularly difficult to recognise or produce? Are there any sounds that don't exist in the language(s) you and your partner speak?

---

Ask the students to tell you what answers they and their partner gave. Put on the board any sounds which are mentioned. In a monolingual group you can do extensive work on any sounds which cause common difficulties. This can be more difficult to do in a multilingual group, but you can, with careful monitoring, set up pair/group work with the students showing one another how the difficult sounds are produced. (10–15 mins)

As your students will have realised now they have reached this level, practice is a vital part of success in language use. Introduce the next activity by telling the students that they will have an opportunity to practise all the sounds in the phonemic chart. Tell them that these sounds are everywhere and we hear them all the time but we don't always notice them. (2–3 mins)

This very simple activity gives the students the chance to practise each of the individual English phonemes. Ask them individually to think of the numbers 1 to 99 and write down which phonemes occur when we say them and which do not. (5–10 mins)

- 
- 7** If you say the numbers 1 to 99, how many of the sounds on the phonemic chart do you use? Which ones are not used? Make a brief note here.

Sounds used in 1–99

Sounds not used in 1–99

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

---

Now ask the students to compare notes with a partner. Monitor, but don't give the answers at this stage – the students will hear them shortly. If the students disagree about any of the sounds, ask them to try to persuade their partner that the sound is/isn't included in the numbers. (5–10 mins)

- 
- 8** Compare notes with a partner. Do you agree?
-

---

Now ask the students to find out what answers their classmates gave. One way to do this is to ask them to move around the class asking and answering questions. (10 mins)

---

- 9 What about the other students in your class? Do they agree with you? Have you changed your own first answer?
- 

Ask the students to tell you what they, their partner and their classmates answered. Put on the board in boxes the phonemes the students are sure are and aren't used in the numbers 1 to 99 and put in a separate box any that have caused dispute. (10 mins)

Now play the recording to allow the students to check their answers. (5 mins)

---

- 10 Listen to the recording. Were you right?  2
- 

 2

Female voice 'How many of the phonemic symbols did you find in the numbers 1 to 99? They aren't all there, but there are quite a lot – and they all come in the numbers 1 to 13, after that they're the same sounds repeated (sorry if you went all the way to 99, but at least it's extra practice!). How many were there – listen and check:

'one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen.

'I may be wrong, but I think that's 20 of the symbols ... do you agree? Listen again and see if I'm right.

'one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen.'

---

Practise any sounds which still cause difficulties.

---

The '1 to 99' activity is a simple template. There are any number of similar lists of words which will naturally include some of the phonemes and not others, eg, days of the week, months of the year, names of the Beatles, countries of Europe.

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## 2 What's in a name?

---

The topic of names can be very easily introduced. You could, for instance, put on the board any name you are (or have been) known by. Alternatively, you could show pictures of people who go by a well-known nickname. (2–3 mins)

Ask the students individually to talk about the name or names which are, or have been, used for them. You may need to pre-teach certain items such as 'nickname' (a name which isn't your own name, but by which family or friends call you). (5 minutes)

---

### 1 By what name or names do people address you, or have they addressed you in the past?

Make a few notes about your different names and which people use or used them.

Type of name	Name itself	Used by
Full first name		
Short form of first name		
Surname with title		
Surname without title		
Nickname		
Some other name(s)		

---

Ask the students to compare notes with a partner. Ask them to exchange not only factual information, but also opinions and feelings. (5–10 mins)

---

### 2 Compare your answers with a partner.

Which of you is or has been known by the most different names?  
Has either of you recalled names that haven't been used for a long time?  
How do or did you feel about the use of these names?

Now ask the students to find out about the other members of the class. One way to organise this is to ask them to move around the class, asking students from other pairs before reporting their findings to their original partner. (10 mins)

---

### 3 What about the other students in your group? Who is or has been known by the most names?

---

Ask the students in groups to tell you what they found out. Make a note on the board of which members of the class are, or have been, known by several names. Ask the students how they, and their classmates, feel about these names. (10 mins)

---

---

Now introduce the topic of origins of family names. One simple way to do this is to tell the students where your own family name – or that of someone you know – comes from. (2–3 mins)

Ask the students to find out from one another where their family names come from. You can organise this as a straightforward pair-work activity or you could ask those who don't know the history of their family name to interview those who do. (10 mins)

- 
- 4 Some family names have a long history.**  
Do you know the origins of your own family name?  
Discuss this with other students in your group. Tell them what you know about the origins of your family name and find out about theirs.

Ask the students to tell you what they have found out about the family names of some of their classmates. The length of time this activity takes will depend on the extent of information exchanged, but encourage the students to talk at length about any particularly interesting family name histories from the previous activity. (10 mins)

---

Now introduce the topic of first names. As with family names, you might like to use your own first name as an example if you know how you came to be given it. (2–3 mins)

Ask the students in pairs to ask each other about how they got their first names. (5 mins)

- 
- 5 What about your first name – do you know the reasons why you were given it? Are any of these true for you?**

I was named after someone in my family.

I was named after a famous person.

My parents just liked the name.

I have no idea why I was given the name.

---

Now ask the pairs to separate and ask each of the students to find out from as many classmates as possible how they got their first names and to make brief notes. (10 mins)

- 
- 6 Discuss your answer with the other students in your group. Which is the most frequent reason given?**

Now ask the students in groups to tell you how their classmates came to have their first names. Make a note on the board of any reason (on the list in activity 5 or some different reason) which appears to be particularly frequent. You can extend this activity by asking the students what their own reasons have been, or would be, for giving a first name to a child of their own – and what reasons they would consider inappropriate. (10 mins)

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**Introduce the topic of namesakes. One way to do this is to cite any famous person with whom you happen to share a name. (2–3 mins)**

**Ask the students in pairs to say with which famous people they share their name. Encourage them to exchange opinions about these people: do they feel admiration, sympathy, dislike, etc? (5–10 mins)**

- 
- 7 A namesake is someone who has the same name as you. Are there any famous people who share your first or last name? Discuss this with a partner – do you admire, dislike or feel you have things in common with your namesake(s)?**

---

**Ask the students in groups to tell you what they have found out about their partners' namesakes and extend the discussion to invite the rest of the class to give their own opinions of the people mentioned. (10 mins)**

---

**Now introduce the topic of changing names. Invite the students in pairs or small groups to talk about circumstances in which they might change their own names. Rather than give prompts or pre-teach vocabulary at this stage, allow the pairs/groups to talk about what circumstances there could be. If any pair or group is really stuck for ideas, you could suggest: if you were a film star, if you moved to another country. (10 mins)**

- 
- 8 People sometimes change their names (eg, when they marry, if they emigrate, if they become actors or writers). Can you imagine circumstances in which you would change your name? If so, what would these be and what might you change it to? Discuss this with your partner, with the other students in your group and with your teacher.**

---

**Ask the students – and join in the discussion yourself – to say why they and their classmates might, in different circumstances and for whatever reasons, think of changing their names. (10 mins)**

---

**Now introduce the topic of place names. Ask the students individually to look at the types of place on the list below and to make notes of the origins of any they know (or can speculate on – the point is to use as much language as possible, not to get 'right' answers). (5 mins)**

- 
- 9 Places also have names. Do you know how some of these places got their names and what these names mean?**

Name of city/town/village	Meaning and/or origins
_____	_____
Your place of birth	_____
The place you are studying in	_____
The capital of your country	_____
A place you have visited	_____
The setting for a story	_____

---

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Ask the students to compare notes with a partner and to tell each other about the origins of names of places they know. (5 mins)

Now ask the students to tell you what they have found out from their partners about the origins of place names they know (or guess at). Encourage all the students to contribute their ideas, whether or not they know the real origin of a place name. Explain that in the Spoken ESOL test, the use of language items such as 'It might be...', 'Perhaps it was...', 'It was probably...', etc, will receive credit. (10 mins)

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## 3 Study experience and achievements

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You can easily set the scene for the topic of this unit by showing any certificates or diplomas you have gained in your own studies and asking the students to guess when and where you got them. (5 mins)

Introduce this activity by asking how much of the students' lives is spent studying. Do this as a group brainstorming activity and get the students to say how many years they think most people spend on study. (5–10 mins)

Tell the students they are going to hear someone looking back on studies just completed. Ask them individually to make notes about any names of types of school or qualification they think they may hear. Tell them not to worry if they don't know all the English words for some of these; they will have the chance to pool ideas with a partner and then hear the speaker. (5 mins)

- 
- 1 Study occupies an important place in the lives of most people. You are going to hear someone who has just reached the end of her studies. She is looking back over the years. In what she says, she includes certain words and phrases for types of school and types of examination and qualification. What do you think some of these might be? Make a few notes here:

Schools

---

Examinations or qualifications

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Now ask the students to compare notes with a partner and to see if there are any terms they can help each other with – either by supplying the words themselves or by giving an explanation. Monitor, and correct or confirm the items produced. (5–10 mins)

- 
- 2 Compare your ideas with a partner. Have you written down different types of school and examination or qualification? Are there any you need to explain to each other?

---

Now play the recording and allow the students to check if any words they predicted are mentioned and to make notes of any items that are new to them. (2–3 mins)

- 
- 3 Now listen to the recording. Check if the speaker uses some of the words you and your partner chose and make a note of any words that are new to you.  3
-

---

 3

**Male voice 'So, Beth, that's it. It's all over. How do you feel?'**

Female voice 'It hasn't really sunk in yet. After spending almost all my life at school and university, I can't quite get used to having finished – 17 years is a long time.'

**M 'Tell me all about it.'**

F 'Well, I never went to kindergarten – play school or whatever it's called these days. I actually started infant school on my fifth birthday, which was really nice because everybody made a fuss of me. I loved my infant school because it was very small and friendly. Then, when I was seven, we moved on to junior school; that was okay, I suppose, but it was much bigger and I felt a bit lost.  
'When I was 11, I went to secondary school – they called it college. Some of my classmates took the Eleven Plus exam, which was still taken in my part of the country, and went to grammar school, but I didn't want to so I never took the exam.  
'Secondary school wasn't too bad, although there was so much homework in the years when we were preparing for GCSEs. I did pretty well in my GCSEs and went into the sixth form, which I absolutely loved. I studied the subjects I liked and dropped the ones I didn't. I did A levels in English, History and Italian, and I managed to get three grade As, which was amazing. Most of my friends had a gap year, but I thought I'd keep going. I couldn't decide what to study at university, but finally I chose Italian – mainly because I had the chance to spend a year in Italy. That was fantastic – I had three months in Naples, then six months in Milan, and I enjoyed every minute. I didn't study that much, I suppose, and in my last year at university, I had to cram for my finals.'

**M 'And now, you've done it. You've got a degree. Congratulations.'**

F (hesitant) 'Well, I haven't had my results yet, so I don't know for sure what degree I'm going to get.'

**M 'What do you expect?'**

F 'Well, I've no chance of a First, I know that, but I'm hoping for a 2:1 ... a 2:2 maybe.'

**M 'Do you think you'll ever study full-time again, do an MA or PhD perhaps?'**

F (definite) 'No way! I graduate in a month or so and then that's definitely that!'

---

**Ask the students to tell you which words they and their partner had correctly predicted. Also ask which terms were unfamiliar and, after checking if anyone in the class can guess what these mean, give an explanation. (5–10 mins)**

**Now ask the students individually to think back over their own study experience and to make notes about what they have done and about what they consider their greatest study achievements. (5 mins)**

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- 4 The speaker summarises years of study experience in less than 2 minutes.

Think back over your own time at school and, if you have studied there, college or university.

What do you consider to be the most memorable parts of your education and what have been your greatest study achievements?

Can you summarise these and speak about them in only 1 minute?

Make a few notes here:

Study experience

---

Study achievements

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Now ask the students to compare notes with a partner and to find out what similarities and differences there are in their accounts. (5–10 mins)

- 
- 5 Work with a partner.  
Tell each other about your study experiences and achievements.  
What features are the same?  
What are the biggest differences?

---

Now invite the students to find out if the other pairs of students produced similar accounts. One way to do this is to ask the pairs to separate and, by moving around the class asking and answering questions, to put together a picture of what experiences and achievements the class as a whole records. (10 mins)

- 
- 6 What about the other students in your group?  
Do any of them have similar study experiences and achievements to you or your partner?

---

Ask the students to report their findings back to you. Do this as a whole-group activity and put on the board any experiences/achievements which are either common to most students or are extremely unusual. Expand the discussion of these as you think appropriate. (10 mins)

Education is a frequent topic of conversation. One of the difficulties students often find is that many terms do not translate directly or accurately into another language and need explanation and description. Ask the students individually to make a note of any such terms relating to education in their country with a brief explanation. (5–10 mins).

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- 7 The speaker uses certain terms for types of school and examination that might need explanation to people from other countries and educational backgrounds.  
What terms from your own education system would need explanation to someone from another country?  
Make a note of these with a brief explanation.

Terms	Explanations
_____	_____
_____	_____
_____	_____
_____	_____

Now ask the students to work with a partner to compare notes. If the students have a shared educational background, the focus will be on agreeing and disagreeing about which terms would require explanation. If the students are from different educational backgrounds, the activity will probably develop into an explanation of what certain terms mean. (5–10 mins)

- 8 Exchange answers with a partner.  
If you share the same educational background, do you agree about the terms and explanations?  
If you are from different educational backgrounds, explain the terms to each other.

Remind the students of the speaker's final comment (that she has finished with study); play the last part of the recording again if you wish. (1–2 mins)

Now ask the students, in pairs, to talk about their own answers to the same question. Ask them to give reasons for their answer. (5–10 mins)

- 9 At the conclusion of her short talk about her study experience, the speaker is asked if she intends to study again in the future. Her answer is very definite. Would your own answer be the same?  
Talk with a partner about this question:  
'Do you intend to study full time in the future? Why/why not?'

Now ask the students to think of follow-up questions they might put to those who answer 'yes' to the future study question and also to those who answer 'no'. (5–10 mins)



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**10 What other questions could you add? (eg, 'How long will you study?')**

---

As a group activity, ask the students to tell you whether their partner answered 'yes' or 'no' to the question. Put on the board the number of 'yes' and 'no' (and any 'don't know') answers. Invite the original pairs to put their follow-up questions to fellow class members as appropriate. Expand the activity into a general discussion of future study plans – the direction the interaction takes will depend on the follow-up questions produced by the students themselves and you may like to have a few of your own in case you want to take the discussion into other areas, eg: 'Will it be expensive/worth the time?', 'Why?', 'Why might you regret giving up study?' Make sure that these are open questions, giving the students the maximum opportunity to expand. (10–15 mins)

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**11 What about the other students in your group?**

Do the majority intend to continue studying or to take up studying again full time in the future?

---

## 4 Travel

This is a topic which can be simply but effectively introduced in many ways. One is to bring in a passport or travel bag and ask the students to guess how many countries it has accompanied you to. An alternative is to show a globe or map and ask the students to guess how many countries you or (possibly mythical) members of your family have visited. (5 mins)

Ask the students individually to look at the different types of travel listed below. Ask them to give a definition of each and make notes about their own travel experience (actual, possible or future). Tell the students not to worry if they don't know what some of the vocabulary means or if they haven't experienced them all. (5 mins)

- 1 Look at the following different types of travel.  
Can you give a definition of what they mean and give an example of your own experience of them?  
If you haven't yet experienced them, write down if you think you will at some future stage.  
Make a few notes:

Type of travel	Definition	Experience
excursion		
voyage		
business trip		
expedition		
cruise		
flight		
journey		

Now ask the students to compare notes with a partner. Monitor, and check if definitions are accurate. Don't give any explanations of unknown items at this stage – the students will have the opportunity to check shortly. (5–10 mins)

- 2 Compare your answers with a partner.  
Do you agree on the definitions or are there any you are uncertain about?

Now ask the students in pairs to give you their definitions for the types of travel vocabulary. If there are still some unknown items, encourage other students to offer suggestions before finally giving these yourself. The discussion of what words might mean and what connotations they have (eg, the luxury element of 'cruise') should in itself produce a lot of language. (10 mins)

---

Now ask the students to find out what travel experience their fellow students have had. One way to do this is to ask the students to move around the class asking as many people as possible about their travel experiences. (10 mins)

---

- 3 Have you, your partner or any of the other students in your group experienced all these ways of travelling?  
If not, who has experienced the most?
- 

Ask the students to report back to you. Do this as a group activity and put on the board the names of any students who have had more travel experience than the others. (5–10 mins)

Introduce the topic of foreign travel – again, a map or passport will set the scene. Ask the students individually to complete the questionnaire below. (5 mins)

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- 4 Many people include foreign travel as one of their main interests. In your opinion, what is it that makes travel so attractive? Look at the following factors and number them 1 (most important) to 6 (least important) as reasons why travel is so popular.

Factors	1 to 6
the opportunity to practise another language	
the chance to try new food and drink	
meeting new people	
experiencing a different climate	
seeing famous landmarks (natural and man-made)	
other reason(s)	

---

Now ask the students to compare notes with a partner. Ask them to see if they have the same order 1 to 6 or if there are significant differences. (5–10 mins)

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- 5 Compare your answers with a partner.  
Is your order the same or are there differences?
- 

Now ask the students to report back to you and say what answers they and their partner gave to the questionnaire. Do this as a group and put on the board the answers ranked number 1. Extend the discussion by asking why certain reasons were given as more important than others. (10 mins)

---

Introduce the topic of changes in types of transport. One way to do this is to show pictures of cars, planes and trains from 100 years ago and compare with pictures of modern equivalents. (2–3 mins)

---

Ask the students individually to look at the list of types of transport and make notes about the way these have and may become different in their own lifetime. Stress that it doesn't matter if their answers aren't technically accurate, it is the language they are going to use which is important. Monitor, and if necessary prompt with vocabulary or ideas in order that the students will be able to carry out the following activity. (5 mins)

- 6 The means of transport we use change, as everything does, with the advance of modern technology. Which of these do you think has changed the most and the least in your own lifetime? What improvements do you expect and hope to see in some of these means of transport?

Transport	Improvements
train	
bus	
plane	
car	
other	

Ask the students to compare notes with a partner, giving their opinions and their reasons for them. (5–10 mins)

- 7 Compare your answers with a partner. Do you have the same ideas about past and future changes in various means of transport?

Now ask the students to find out the opinions of the other members of the group. One way to do this is to put pairs together in small groups of 4 to 6 students and ask them to compare notes. Ask each group to appoint a secretary to make notes of what is said in the group discussion. Monitor, and note any comments which would be a particularly interesting focus of the feedback stage. (10 mins)

- 8 What about the other students in your group? What single improvement in transport would be the most popular?

Now ask each group, via the secretary, to give you feedback on their discussion. (10 mins)

Introduce the next topic – places we would love to visit but haven't done yet. Pictures of places you would like to visit provide a simple but effective means of introducing the topic. (2–3 mins)

Ask the students individually to make notes about some of the places they would love to visit. (5 mins)

## Travel

- 
- 9** There are certain places that most of us would especially love to visit. We may even feel our lives are not quite complete if we don't visit them. Can you name somewhere in each of the categories below that you feel you really must go to one day? Do you think you ever will?

Places

---

a capital city

---

a geographical feature

---

a historical monument

---

a modern building

---

a place of entertainment

---

some other place

---

**Now ask the students to compare notes with a partner, saying which of the places they would love to visit – and if they think they ever will. Ask them to note any places which they would both love to visit and any which would provoke very different responses from each of them and to say why they would (not) like to go to certain places. (10 mins)**

- 
- 10** Compare your notes with a partner.  
 Are there any places you might go to together?  
 Are there any places one of you would love, but the other would hate?

---

**Now ask the students to find out what the rest of the class think about places they would love to visit. One way to do this is to set up a group activity and give each pair the opportunity to tell the group their views about one of the places on the list and invite comments, questions and agreement/disagreement from the other students. (10–15 mins)**

- 
- 11** What about the rest of the students in your group?  
 Is any one example of the places in activity 9 an especially popular choice?

---

**Introduce the final activity, which invites the students to think about their own travel experience and then use the language of narrative and description – this is valuable practice for the Spoken ESOL test.**

**Ask the students individually to make one or two notes about activity 12. (5 mins)**

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**12 And finally, what about travel experiences you have already had? Make a few notes about these topics and then discuss them with your partner:**

The longest time I have travelled without a break

---

A place that exceeded my expectations (and why)

---

A place that really disappointed me (and why)

---

There's no place like home

---

The most (or least) comfortable journey I have ever made

---

My greatest personal travel achievement

---

**Now ask the students to work in small groups again to exchange accounts of travel experience. (10 mins)**

---

**Finish the lesson by asking the students to tell you about the travel experience they and their fellow students have had. Any of the items on the list should provide a fruitful source of group discussion and 'there's no place like home' is a classic topic if you wish to set up a class debate. (10–15 mins)**

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## 5 Personal strengths and weaknesses

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One way to introduce this essentially very personal topic is to use yourself as an example. Write down two or three strengths or weaknesses you think you have and ask the students to guess what these are. (5 mins)

Now ask the students individually to look at the descriptions of personalities in the boxes below and to try to match these and the type of person. Tell them not to worry if they don't know all the answers; they will have the chance to check shortly. (5 mins)

- 1 **We all have our strengths and weaknesses.**  
Look at the descriptions of personality traits on the left and match each to one of the adjectives on the right.

Personality traits	Type of person
1 'She's one of those rare people who can put up with others' faults.'	2 indecisive
2 'I can never make up my mind.'	4 stubborn
3 'You have to watch what you say; he's very easily annoyed.'	1 tolerant
4 'Save your breath; if he's made up his mind, you'll never put him off.'	6 hospitable
5 'I never spend as much as I earn; I always put something by for a rainy day.'	3 sensitive
6 'If you ever need a place to stay, they'll be happy to put you up.'	5 prudent

---

Now ask the students to compare notes with a partner to see if they have the same answers. (5 mins)

- 2 **Compare your answers with a partner.**  
Did you match the same personality traits and adjectives?


---

Ask the students to tell you what answers they and their partner gave. Do this as a group. Don't correct or confirm at this stage the recording will give the answer. (5 mins)

Play the recording and allow the students to check if their answers were correct. (2–3 mins)

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**3 Listen to the recording.**  
Are your answers right?  4

---

 4

1

**Male voice** 'They're amazingly hospitable. They'll be more than happy to put you up for the night anytime you need a place to stay.'

2

**Female voice** 'Stubborn as a mule, he is. Once his mind's made up, you just can't put him off doing what he's decided to do.'

3

**M** 'I must admit that I'm indecisive or maybe that's not the right word, or perhaps it is. Anyway, I can never seem to get round to doing things. I always find a good reason to put them off until the following day.'

4

**F** 'Choose your words carefully. He can be put out so easily. I never knew anyone so hypersensitive.'

5

**M** 'Ever since I was a child I've been like this; I always put something by for a rainy day. It must run in the family; both my parents were prudent, and I take after them.'

6

**F** 'I've never known anyone as tolerant as she is. She's ready to put up with people's faults when they would drive me mad.'

---

**Now ask the students if they think the adjectives used in the recording suggested positive or negative aspects of personality. The tone of voice will give a clue to the answer; play the recording again if you think it will help. (5–10 mins)**

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**4 Are the adjectives generally positive or negative descriptions of personality?**  
Is there anything in what the speakers say, or the way they say it, to suggest that they consider the adjectives to be positive or negative?

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**Now ask the students to practise the adjectives by discussing them with a partner and saying whether or not they think they could use them to describe themselves. Monitor, and encourage the students to say why they think the adjectives do or don't apply to them. (10 mins)**

---

**5 Do you think that all or any of the adjectives above could apply to you? Discuss this with your partner.**

---

**Ask the students to think about themselves in the varied roles they play in their lives and to focus on what they consider their strengths in these contexts. Ask them, individually, to make brief notes in the boxes below. (5 mins)**

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- 
- 6 What things do you think of as your personal strengths in the different roles you play in life?  
Look at these roles and make a few notes about your strengths.**

Role	Strength(s)
Citizen	
Colleague	
Family member	
Team mate	
Partner in a relationship	
Friend	

---

**Now ask the students to compare notes with a partner and to discuss the similarities and differences between them. (10 mins)**

- 
- 7 Compare notes with a partner.  
Do you each feel that you have similar strengths in similar roles you play?**

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**Ask the students to tell you about the strengths they and their partner feel they have in the varied roles they play. Do this as a group activity. (5–10 mins)**

---

**Now introduce the topic of personal weaknesses. Again, draw on yourself as an example and stress that no criticism is intended: we all have weaknesses as well as strengths. Ask the students individually to look again at the roles in activity 6 and this time to make brief notes about what they think their weaknesses are. (5 mins)**

- 
- 8 Nobody's perfect!  
Look again at the roles in activity 6.  
Did you or your partner confess to any weaknesses?  
If so, are these the same?  
Is there anything you could do – or would advise your partner to do – to try to overcome these weaknesses?**

---

**Now ask the students to compare notes with other members of the group. One way to do this is to ask them to move around the class asking and answering questions and making notes about the weaknesses their fellow students admit to. (10 mins)**

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**Now, in a group activity, ask the students to tell you what weaknesses their classmates feel they have. Make a note on the board of some of these and then ask the students to give advice and suggestions for personal improvement. (10 mins)**

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## Your relationships with others

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Move on to the theme of the relationships we have with other people. Ask the students to look at the list of possible responses to people's failings and individually to make a few notes about the ways they respond to these (and how other people respond to some of their own failings). Encourage the students to add other responses and supply any words they may be searching for. (5 mins)

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- 9 People relate to each other in many different ways. Do you respond to other people's personal weaknesses or failings – and do they respond to yours – in any of these ways? Which people, and which failings, prompt these reactions?

Response	Which failing?	Who?
irritation		
understanding		
concern		
indifference		
amusement		
other response		

---

Ask the students to work in pairs to compare notes and to speculate about why it is that their partner, and other people, respond as they do. (5 mins)

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- 10 Compare notes with a partner. Find out why they and other people react as they do.

Ask the students to find out from the other members of the class what they and their partners have said about responses to people's failings. One way to do this is to ask the pairs to separate, circulate among the group and report back to their original partners. (5 – 10 mins)

---

- 11 Now discuss your answers with the other students in your class. Who seems to be the most tolerant and who seems to be the most intolerant among you?

Ask the students in a whole-group activity to tell you what they have found out from their fellow students. Decide which members of the group appear to be the most and least tolerant of others' failings.

Now ask the students to think about the reasons why people with very different personalities frequently get on very well together. Ask them individually to make brief notes about people they like in spite of obvious failings. (5 mins)

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**12 Opposites attract!**

Sometimes we relate positively to other people in spite of, or even because of, their weaknesses and failings.

Which people do you still like although they sometimes do things you disapprove of or find annoying?

These different categories of people may give you some ideas:

Category of person	Failing(s)	Why I still like him/her
classmate/colleague		
member of family		
friend		
partner		
others		

---

Ask the students to work in pairs to compare notes with a partner and to see how they respond in different or similar ways. Monitor, and note any comments which will be useful in the whole-group discussion activity to follow. (5 mins)

Now ask the students in groups to tell you about the discussion they and their partner had. Quote one or two of the examples you noted when monitoring and use these to give models of effective use of the language of explanation and opinion. (5–10 mins)

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**13 Compare notes with a partner.**

Which answers are fairly similar and which are very different?

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## 6 Who we are

You can easily introduce this topic by using yourself as an example. Have a list of several roles you play every day/played yesterday and invite the students to guess what these are. Five or six different roles should give the students enough to engage with the topic, for instance, teacher, parent, customer, friend, colleague.

Now ask the students individually to make notes about the situations (eg, at work, in the home) in which they play different roles. (5 mins)

- 1 Many of us play different roles on a day-to-day basis. Think about yourself and the different roles you play at work, in class, as part of a family, etc, and make a few notes about your roles in different situations:

Situations	Who I am
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Ask the students to compare their answers with a partner. Ask them to keep a record of the number of different roles each plays and of any roles played by only one of the pair. (5–10 mins)

- 2 Compare your answers with a partner. Which of you plays the most different roles? Are there some roles one of you plays that the other doesn't?

Now ask the students to report back to you on what their partner has told them. One focus of this is to ask the students to choose roles which they guess none of the others in the class will have cited and check with the rest of the group if this is the case. (10 mins)

Ask the students to work with a partner (the same partner as in activity 2 or perhaps a new partner). Ask them to say in which roles they feel they perform best and to explain why. (5 mins)

- 3 In which of the situations you have talked about do you feel that you perform best? Discuss this with your partner and explain why you feel this way.

Now ask the students to find out about the other members of the class. One way to do this is to invite students to ask 'yes' or 'no' questions to establish what the role is, eg, 'Is it connected with work/family?' When the role has been established, ask the students to speculate on the reason(s) their classmate may have given for choosing that role as one where he or she performs best.

---

Ask them to make their suggestions (in the first person, to give maximum practice for Part 1 of the Spoken ESOL test) and check whose suggestion comes closest to the actual answer. (10 mins)  
For example:

Role	Reasons
Driver	'Because I'm careful and sensible.'
	'Because I never lose my temper.'

---

Introduce the next activity by asking the students to brainstorm some of the different categories of people who know us in the various roles we play. Encourage the students to suggest as many categories as come to mind and put some of the suggestions on the board. (5 mins)

Ask the students to look at the categories in the list and to match people to them, eg, a member of my extended family – my cousin. Tell the students they may add other categories they can think of. (5 mins)

- 
- 4 Of the many people we know, there are often just one or two who really understand us and know who we really are.  
Is there anyone in the following categories who really knows you?  
Make one or two notes:

Category	Person
work colleague	
old school friend	
member of immediate family	
member of extended family	
current fellow student	
other category	

---

If necessary, pre-teach the phrase 'makes someone tick'.

Now ask the students to compare answers with a partner. Ask them to give the reasons why this personal chemistry appears to work. (5–10 mins)

- 
- 5 Compare your answers with a partner.  
What is it about you and certain people that helps you understand what makes each other tick?

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Activity 5 can be a rich source of new and known vocabulary the students can practise. Add to the students' contributions your suggestions of other descriptive words: 'compatible', 'like-minded', etc, and put these on the board. (5–10 mins)

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You can further extend the activity by asking the students to discuss in pairs/groups the qualities which contribute to mutual awareness and understanding, and arrive at an order of importance, 1 (most) to 5 (least). (5–10 mins)

The direction the next activity will depend on the composition and nature of the group (multilingual; monolingual at home or abroad). Introduce the topic by asking the students to reflect on a nationality not represented by anyone in the class, but likely to be reasonably well known and to brainstorm characteristics generally thought typical of that nationality. (5 mins)

Now ask the students to think about their own nationality and about how typical or untypical they think they are, or how typical they have felt on any visits to other countries. Ask them to make brief notes in the table. (5 mins)

- 6 People usually feel that they have not only a personal identity, but also a national identity, especially when they are abroad. In what ways do you think that you are typical, or not at all typical, of your nationality? Give a few examples. If you have travelled abroad, recall occasions when you felt your national identity particularly strongly.

	Typical or not typical	Why?
My nationality		
Our eating habits		
The things we wear		
Our favourite pastimes		
Our temperament		
Our approach to family life		
Other typical national traits		

Ask the students to compare their answers with a partner and to decide which of them appears to be more typical of their nationality. Monitor, and note any comments which seem to illustrate particularly well the ways in which some of the students are typical or untypical of their nationality. (5–10 mins)

- 7 Discuss your answers with a partner. Does either of you seem to be more typical of the country you come from? Why?

Invite the students to compare their answers, and the answers they got from their partner, with those of other members of the group. You can do this as a group or form smaller groups to give the students the chance to practise explaining and expanding on their answers. (10 mins)

- 
- 8 What about the other students in your class?  
Who seems to be the most typical and least typical in terms  
of national identity?
- 

Bring the focus of the topic round to the English language and the ways in which the students feel they are different people when they use it. It may be useful to draw on your own experience and say how you feel different when you speak another language. This activity lends itself naturally to the use of comparative forms: 'I'm livelier', 'I'm more polite', etc. (5 mins)

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- 9 Sometimes we feel a different person when we use another language. In what ways are you different when you use English?  
Discuss this with a partner.
- 

Invite the students to tell you in what ways they and their partner feel different when speaking English. You can also extend this activity by opening it to any other languages spoken by the students. It will give students the opportunity to practise comparisons if you focus on and contrast the various differences each of them feels when using other languages. (10 mins)

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## 7 The world of work

The topic of work and jobs is one which is likely to be familiar and of interest, whether the students have already worked or if they are at present thinking of future employment. If you have had several jobs, you could invite the students to guess what these included. (5 mins)

Ask the students individually to write down as many jobs as they can think of that they have done, would like to do and would hate to do. Monitor, and supply any vocabulary needed. (5 mins)

- 1 The number of jobs people around the world do is almost endless. Of all the jobs there are, which have you done, which would you like to do and which would you hate to do?

Make a few notes here:

Jobs I've done

Jobs I'd like to do

Jobs I'd hate to do


Now ask the students to compare their answers with a partner. Encourage them to note any jobs they both have in the 'like' and 'hate' categories. Ask them to find out if their reasons are the same. (5–10 mins)

- 2 Compare notes with a partner. Do you share any answers in the 'like' and 'hate' columns? Are your reasons the same?

Extend this activity by getting the students to move around the class asking if other students share the answers they and/or their partner gave. (5–10 mins)

Ask the students to report their findings to you and make a note on the board of any jobs which feature significantly in the students' answers to activity 1. (5 mins)

Introduce the next topic. One way to do this is to draw on your own experience: tell the students your reasons for becoming a teacher or – and this may be more productive – ask them to guess and tell them if their guesses are spot on, in the right area, or completely wide of the mark. (5 mins)

Ask the students individually to put their own reasons for choosing a job in numerical order, eg, 1, 2, 3. You may need to pre-teach certain items, eg, 'vocation' – 'a calling, an occupation followed out of a sense of duty'. (5 mins)



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**3 People choose their full-time occupations for many different reasons. Which would be the top three reasons for your choice of occupation? Choose three reasons from this list and mark them from 3 (top reason) to 1.**

The status it has in society

---

Following a family tradition

---

Opportunities to travel

---

The salary

---

The chance to use English

---

Long holidays

---

A sense of vocation

---

Some other reason

---

**Now ask the students to work in groups of three or four to compare notes. If each top answer gets 3 points, second answer 2 points and third answer 1 point, which reason emerges as the top answer for the group overall? (5 mins)**

---

**4 What is the opinion of your group? Do a class survey. Which answers come first, second and third?**

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**Ask the students to complete a class survey. One way to organise this is for each group to delegate a member to join a member of another group and find out what answers have been given. (5 mins)**

**Ask the students to tell you what the overall top reason given was. Extend this activity into an open group discussion of why certain factors appear to be more or less important to people when they choose an occupation. (10 mins)**

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**Introduce the next activity by mentioning that certain occupations are generally viewed as involving more commitment (before and/or after people take them up) than others. Ask the students individually to make a few notes about factors which they think define an occupation as 'profession' or 'career'. Monitor, and if any of the students struggle to find ideas, tell them not to worry – the activity is not intended as a test of their knowledge of the world of work. (5 mins)**

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- 5 An occupation is sometimes more than just a way of making a living; it becomes a way of life. Look at these definitions of different general types of occupation and write down any specific jobs which you think are good examples of them. Would you like to have any of these occupations? Why/why not?**

Type of occupation	Specific examples
Profession: requires extensive training and often a high academic achievement	doctor, dentist, vet, architect
Career: a long-term occupation involving a series of jobs, usually with promotion and increased responsibility, and often requiring some sacrifice in personal life	banker, stockbroker, estate agent, computer programmer
Vocation: a calling; an occupation seen as something particularly worthwhile and good for other people rather than a way of earning a large salary	missionary, priest, teacher, social worker

**Now ask the students to compare notes with a partner. It may help to put together students with varying degrees of experience in the world of work. (5 mins)**

- 6 Compare your examples with a partner.**

**Ask the students to tell you what ideas they have shared. Stress that there is not necessarily an exclusive definition of 'profession' or 'career', but in general terms 'profession' tends to suggest formal study at a higher education level and 'career' suggests an occupation which involves development, promotion and in many instances the sacrifice of other parts of our lives to work. Extend this activity into a class discussion of the merits and demerits of choosing an occupation that to some extent takes over our lives. (10 mins)**

**Introduce the next topic by asking students to brainstorm ways in which the society they live in has changed and is likely to change in their lifetime. Give any ideas of your own to serve as examples if you think it necessary. (5 mins)**

**Ask the students to think of attitudes towards work in the context of changing society. Ask them individually to make a few notes of jobs which fall into the categories in the boxes. (5 mins)**

---

**7 Attitudes to work change as society changes.**  
**In your opinion, are there any occupations that fall into these categories? Make a few notes:**

Category	Occupation(s)
typical of my home town	
very fashionable	
typical for women	
typical for men	
badly underpaid	
ridiculously overpaid	

---

**Now ask the students to compare notes with a partner. If the students come from the same society, the focus of the exchange will be agreement/disagreement on shared knowledge and experience. If the students are from different societies, the interaction is likely to develop into an exchange of information and explanation. Monitor, and make notes of any particularly interesting comments for a follow-up discussion. (10 mins)**

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**8 Compare your answers with a partner.**  
**What similarities and differences are there?**

---

**Now ask the students to tell you what similarities and differences there are in their answers. Mention any of the interesting, surprising or controversial comments you heard when monitoring, and ask the students to clarify, justify and generally to convince other members of the group that they have a point. (10 mins)**

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**Introduce the topic of changing occupations in a changing world. Give any examples of jobs which technological developments have superseded or drastically reduced in numbers of those employed: blacksmith, miner, typist and so on. (5 mins)**

---

**Now ask the students individually to make notes of jobs they think will change and disappear. Monitor, and stress that there are no 'right' or 'wrong' answers, but that the point is the way the students express their opinions. (5 mins)**

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- 9 Occupations themselves change as society and technology change. In your opinion, which occupations now familiar to us will change beyond recognition and in some cases disappear altogether?**

Occupation(s)	Will change (how?)	Will disappear (why?)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Now ask the students to exchange opinions with other members of the group. A lot of language can be generated by the students moving freely around the room asking as many classmates as possible for their answers and making notes. You may find it helpful to orchestrate the activity, asking students to move on to ask someone else, involving anyone who may be more reticent about initiating interaction. (10 mins)

- 10 Share your opinions with the other students in your group. Is there any one occupation you all agree will disappear? Which occupation do you all think will change beyond recognition?**

Round off the lesson by asking the students to say which occupations the majority of the group expect to disappear or drastically change. Ask for reasons and put these, and the occupations, on the board. A nice way to finish is to ask the students to recall this lesson in 10, 20 or 30 years and see how right or wrong they were.

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## 8 Speaking of English

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This unit is ideal for use near the time a candidate is due to take the Spoken ESOL test. The themes are the English language itself and the student's own successful learning. The English language needs no introduction, but the focus on what the students can do in English fits in nicely with a look at assessment. The initial activity is effectively a review of the four parts of the test and the language skills required in them.

Ask the students to look at the 'can do' questionnaire and individually to tick the things they think they can do. Monitor and, if this appears necessary in some cases, encourage students to be positive about their own abilities. (5 mins)

- 
- 1 Look at the sentences below.  
Which of these things can you do in English?  
Put a tick (✓) next to the things you can do.

I can ...

---

give personal details about myself:  
spell my name; talk about my job or studies;  
talk about my past experiences  
and future plans.

---

request, accept, decline, express thanks,  
apologise, explain, complain,  
agree, disagree, make suggestions.

---

exchange information and opinions,  
and put my point of view across to  
other people.

---

speak on my own about a topic I am  
familiar with and answer questions  
about it.

---

Ask the students to work in pairs and to discuss together what they feel they and their partner can do in English. Move around the class, joining in the various conversations and asking what the students agree upon and what other language functions they would include in the second list of 'can do' statements. (10 mins)

- 
- 2 Now compare your answers with a partner.  
Do you agree that you can both do all these things?  
What does your teacher think?
-

In a whole-group activity, ask what most of the students generally feel they and classmates can do in English. Ideally, the consensus will be that they can do most of these things, but that there are naturally areas the class would like to work on and improve. It should be encouraging to put these on the board and agree that they can be studied in class and practised outside. (5–10 mins)

Continue the positive tone of the lesson by asking the students to think about factors which have contributed to their own success in reaching an advanced level in English. Ask them individually to make notes about how important these factors have been and in what ways. (5 mins)

- 3 You have reached a high level in English – Congratulations!**  
**How have you succeeded in reaching this level?**  
**Look at these factors and make notes about them.**  
**Have they been very important (1), fairly important (2) or not important (3) to you in your own learning of English? Why?**

Factors	1 to 3	Why
Inspiration of my teacher(s)		
My own hard work and determination		
Encouragement of friends		
My natural gift for languages		
Support of my family		
Other factor(s)		

Ask the students to work in pairs to compare answers with a partner and to discuss which single factor has been most important for each/both of them. Monitor, and note any comments or particularly effective uses of language you can share with the rest of the class. (5 mins)

- 4 Compare your answers with a partner.**  
**What would you say is the single most important factor for each of you in the success you have had in learning English?**

In a whole-group activity, ask the students to tell you what they and their partners have discussed and draw attention to the 'in what ways' element of the question you have noted while monitoring. (5–10 mins)

Now introduce the theme of realistic aims in language learning. This can refer back to the discussion after activity 2 and it can be helpful to recognise that there are certain things some of us will probably never attain in speaking another language, although we can communicate at an advanced level.

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Ask the students individually to complete the 'Aims' questionnaire and make any notes in the 'Comments' column. Monitor, and take the opportunity to find out if any of the students have particular queries or anxieties about their own learning achievements and potential. (5 mins)

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- 5 Even when people reach an advanced level in using a language, they often feel there are still improvements they would like to make. Below are some of the things people say they would like to achieve. Are these among your own aims? Write 'Y' or 'N' for 'yes' or 'no'. If yes, how do you intend to achieve them? Do you think some are unnecessary or unrealistic aims? If so, why? Add your comments here:

Aims	Y/N	Comments
'I won't be satisfied until I can speak without any accent.'		
'I want to be able to speak without searching for words.'		
'I want to speak English as well as I speak my own language.'		
'My aim is to speak English with no grammatical mistakes.'		
'I want to understand everything in films and on TV.'		
'I'm satisfied with my level and just want to maintain it.'		

---

Ask the students to work in pairs to compare notes and discuss the views they have about what they can and should learn. Monitor, and note the different views the students express. (5 mins)

---

- 6 Compare your answers with a partner. What similarities and differences are there in your opinions?

---

Widen the exchange of opinions to the whole group. Review the several answers given to the questionnaire. There are, of course, no simple right or wrong answers about what a learner of a language should aim to achieve, but it is often helpful to reassure learners that they can operate at the highest levels without producing language that is error free. (10 mins)

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- 7 What about the other students in your group? Are there any study aims that most of you consider to be unnecessary or unrealistic?
-

Now move on to the topic of the possible future of the English language. Stress that the students will not be assessed on their general knowledge or on the plausibility of their predictions; what is important is how they express their opinions, and give reasons and examples. It may be useful to go through the questionnaire, without actually initiating discussion at this point, to check comprehension and pre-teach any vocabulary if necessary (eg, 'peaked' as 'reached its highest point'). (5 mins)

Ask the students individually to complete the questionnaire. Monitor, and encourage the students to speculate about the different sub-topics. (5 mins)

- 8 The English language has become increasingly important internationally. What do you think is the future for English? Look at these predictions about what may happen to English in the next 50 years. In your opinion, how likely are they to come true and why? Mark the box from 1 (virtually certain) to 5 (extremely unlikely). Make some notes about your choice:

Prediction	1 to 5	Why?
'English has peaked; another language will compete with it.'		
'English will replace most other languages, including mine.'		
'English spelling and grammar will be radically simplified.'		
'British English will become more popular than American English.'		
'The status of English will be the same as it is today.'		
Some other prediction.		

Ask the students to find out from the other members of the class what speculations they and their partner have made. One way to do this is to ask the pairs to split and the students to move around the room, asking and answering questions. They then return to their original partners to compare notes and see which of the predictions in the questionnaire produced the greatest difference of opinion. Alternatively, you could set this up as a whole-group debate. (10–15 mins)

- 9 Compare your answers with the other students in your group. Which of the predictions produces the most disagreement among you?

Round up the lesson by summarising the consensus of the students' views on the likely future for English. You may like to suggest that the students monitor the situation and look back to today's discussions in the years to come.



## 9 Looking back and looking forward

The topic 'Looking back and looking forward' gives an excellent opportunity for free practice of the full range of verb tenses and of a very wide range of vocabulary as the sub-topics are many and varied.

Ask the students to think about highlights they recall from different stages in their own lives. As the word 'highlights' is central to the activity, you may like to give a brief definition, eg, 'the best moments/ the moments you remember most.' Ask the students to make one or two notes in the 'Highlight(s)' column. (5 mins)

### 1 Think back over your lifetime.

What do you recall as highlights (the best or most outstanding points) from these times of your life?

Times of your life	Highlight(s)
Early childhood	
Primary school days	
Teenage years	
Other times	

Ask the students to work in pairs to tell each other about the highlights of different times in their lives. Focus on the elements that made these moments so memorable. (5–10 mins)

### 2 Compare your answers with a partner.

Tell each other about these highlights of your life and say what made them special.

Now ask the students in groups to tell you and the rest of the class what they consider the most interesting of their partners' highlights and why. (10 mins)

Move on to a particular focus on last year (this may have been touched on in activity 1, but not dealt with in any detail). Ask the students individually to put a score of 1 (excellent) to 5 (awful) against each month. (5 mins)

### 3 And what about last year?

What were the different months like for you personally? Mark them 1 (excellent), 2 (quite good), 3 (so-so), 4 (not so good) or 5 (awful):

Month	1 to 5	Month	1 to 5
January		July	
February		August	
March		September	

April	October
May	November
June	December

**Ask the students to work in pairs to compare the year they had. Stress that they don't have to talk about all the months and can opt to leave out any which may have distressing memories. (5–10 mins)**

- 4 Compare your answers with a partner. Discuss any of the months, good or bad, you would like to talk about and explain your answers.**

**Ask the students, in a whole-class activity, to tell you and the rest of the students who had the best year (the lowest score will suggest the best year). (5–10 mins)**

- 5 What about the other students in your class? Who had the best year?**

**Now move on to the present year. This will give an opportunity to talk about past, present and future time. Ask the students individually to make a few brief notes about how the current year has been, is and may be for them. (5 mins)**

- 6 And what about this year?  
What has it been like for you so far, what is it like at the moment and what are you looking forward to in the rest of the year?  
Make a few notes here:**

The year so far

At the moment

The rest of the year

**Ask the students to work in pairs to compare notes and to say if this year seems similar or very different for them. (5–10 mins)**

- 7 Compare your notes with a partner.  
Does this year seem to be fairly similar or very different for you?**

**Ask the students, as a whole class activity, to tell you what sort of year they have had, are having and expect to have. Focus on any aspects of talking about different times (tenses, prepositions, etc) that appear to be in need of attention. (5–10 mins)**

**Now ask the students to think back over their lifetime not from a personal perspective, but from the point of view of significant events in certain fields. Ask them individually to make brief notes about some of these events. Stress that you are not looking for any in-depth knowledge of times, people and places involved in these events. (The age(s) of the students in the group will naturally determine the range of significant events they come up with and you will probably need to be flexible on the timing of this activity.)**

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**8 Look back over your lifetime again.**  
**This time think about what has happened in your country and in the world as a whole.**  
**In your opinion, what have been the most significant events in these areas?**

Significant events in ...	My country	The world
technology		
the arts, music and literature		
politics		
sports		
nature		
the economy		
other areas		

---

**Ask the students to compare notes with a partner. Focus on the reasons why they consider certain events to be of particular significance. Note any different opinions you hear expressed by different students. (Again, timing may need to be flexible.)**

---

**9 Compare your answers with a partner.**  
**Explain why you have chosen certain events as particularly significant.**

---

**Widen the discussion to include the whole class. Use some of the different opinions you noted during activity 9 to prompt debate. (5–10 mins)**

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**10 What different answers do other students in your class have?**  
**Explain to one another why you think certain events have been the most significant.**

---

**Now ask the students to think about the future and about what may happen. Again, stress that nobody knows what may happen – the point is just to speculate and give reasons why some things may happen. Ask the students individually to make a few notes. (5 mins)**

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- 11 Finally, look forward to the future.**  
**What changes do you think are likely to occur in the world in the next 20 years?**  
**Make a few notes below.**

Changes in ...

the food we eat and how we eat it

the homes we live in

the environment

the clothes we wear

the ways we study and work

other things

**Ask the students to work in pairs to compare notes and to ask and answer questions about the type of place the world will be in the future. (5–10 mins)**

- 12 Work with a partner.**  
**Tell your partner what changes you think are likely to occur.**  
**Do you think that the world will generally be a better or a worse place to live in 20 years from now?**

**Finally as a class, widen the pair interaction into a discussion or debate along the lines of 'The world will be a better place to live in 20 years from now', asking students to argue for or against the motion with reasons for their opinions.**

## Test practice

**The organisation of the test practice is a matter for your judgement in the particular teaching situation you are in. With larger classes, it can be difficult to use the practice test as an activity in class time. You can ask the students to practise in pairs, with one adopting the role of interlocutor, but if it is possible to conduct the practice exercise (and at some stage a full practice test) yourself or have a fellow teacher do so, it will be valuable test preparation.**

**(Timings will vary, but this type of task would normally take 2 to 3 minutes in the test itself and one of the test skills to cultivate is a fluent exchange of information/comment.)**

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## Test practice – Expert

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The following questions are similar to those you will be asked in Part 1 of the Spoken ESOL test at the Expert level.

The interlocutor will start by saying:

‘...and now I’d like to ask you a few questions about yourself.’

### Language study

‘What books and other materials have you enjoyed using in your English language studies?’

‘How do you think you will continue to practise using English outside the classroom?’

‘Do you think English is an easy language to learn? Why/why not?’

‘What other languages have you learnt or would you like to learn?’

### Work

‘What do you think are the most important things when you look for a job?’

‘How is technology changing the ways in which people work?’

‘Do you prefer to work alone or as part of a team?’

‘Which jobs are important in the place where you live?’

### Health and fitness

‘What types of exercise do you take?’

‘Do you only eat and drink things which are good for you?’

‘Who has encouraged you to keep fit and healthy?’

‘Do you think people today generally have better health than in the past? Why?’

### The environment

‘Do you personally do anything to help improve the environment? What?’

‘Do you think that governments do enough for the environment? Why/why not?’

‘What do you think is the most important environmental issue where you live?’

‘Do people worry too much about environmental problems they can’t control?’

### Films

‘Why do people go to the cinema when they can watch films on video and DVD?’

‘Do you think people take too much interest in the private lives of film stars?’

‘Tell me about a film which has influenced the way you think about things.’

‘Would you like to play a part in a major film? Why/why not?’

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## Test practice – Mastery

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The following questions are similar to those you will be asked in Part 1 of the Spoken ESOL test at the Mastery level.

The interlocutor will start by saying:

'...and now, I'd like to ask you a few questions about yourself.'

### Growing up

'Has (have) the place(s) where you grew up influenced the way you see the world?'

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'Of the places you have visited, which do you think would be the best and worst to grow up in? Why?'

---

'What things do you think children miss if they grow up away from a town or city?'

---

'Do you think family or school has the greater long-term influence on people?'

---

### Communication

'How good are you at keeping in touch with family and friends?'

---

'In what ways has communication changed in your lifetime?'

---

'What use do you make of modern technology in your everyday communications?'

---

'Are different cultures communicating satisfactorily with one another these days?'

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### Education

'Tell me about your first or last day at a school or college.'

---

'Will technology replace teachers one day? Why/why not?'

---

'Are there any things you would change if you could take your education over again?'

---

'What improvements would you most like to see in the education system you have been through?'

---

### Leisure

'Do you feel that you make the most of your leisure time? Why/why not?'

---

'Do you have more or less leisure time at present than you have had in the past? How might this change in the future?'

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'Some people think of "leisure" as just another word for "relaxation". To what extent do you agree?'

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'Can you make your own entertainment if you have free time?'

---

### The future

'Do you normally have fixed plans for the future or do you wait to see what happens?'

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'What are you particularly looking forward to in the next year or two?'

---

'Do you expect your life to be much the same or very different in ten years from now?'

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'Would you like to be able to see into the future? Why/why not?'

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### **Introduction to Part 2**

In Part 2 of this book the focus is on social situations, and the language skills needed to communicate in a natural and polite way. In the Spoken ESOL test, the candidate acts out social situations with the interlocutor. The interlocutor will play various parts, but the candidate will always respond as himself or herself. The interlocutor will tell the candidate what role he or she is playing and what the situation is.

Even at the Expert and Mastery levels the examiner will not expect the candidate to speak without mistakes, although basic communicationimpeding errors should be rare and an ability to recognise and correct errors will be expected. Candidates should be able to respond formally or informally as the situation requires. They should use language appropriate to the location and the person with whom they are speaking. Stress and intonation patterns make a significant contribution to successful communication in Part 2 situations – remind your students that in acting out real-life situations, it isn't just what you say, but the way that you say it.

The units in Part 2 include a wide range of practice tasks that cover situations a candidate is likely to encounter in everyday life and also in the test. These include polite forms of greeting and saying goodbye, asking for and giving directions, shopping, ordering in a restaurant, apologising and forgiving in a range of situations, and accepting and refusing offers. The recordings which support the units give actual models of language functions which your students can incorporate into their own repertoire of language.

Unlike Part 1 of the test, Part 2 requires the candidate to initiate as well as respond. It will be useful to give students as much practice as possible in this, and the pair/group activities are designed for this purpose. It is probable that you will find yourself allowing mistakes to go uncorrected during the pair/group activities in Part 2. The most important skill for students to develop is that of maintaining interaction, at times in spite of mistakes (which are, after all, a feature of native-speaker production). Close monitoring will enable you to note any persistent errors and make these a focus of a future lesson.

# 2



# 2

	Student book	This book
<b>Introduction to the student</b>	35	<b>57</b>
<b>Units</b>		
<b>1</b> Asking questions and giving information	37	<b>58</b>
<b>2</b> Advising and making suggestions	41	<b>65</b>
<b>3</b> Persuading, insisting, responding to persuasion	45	<b>71</b>
<b>4</b> Complaining and resolving problems	48	<b>76</b>
<b>5</b> Expressing opinions, agreeing and disagreeing	54	<b>83</b>
<b>6</b> Describing things, places and people	57	<b>88</b>
<b>7</b> Narrating and remembering	62	<b>96</b>
<b>8</b> Expressing feelings	66	<b>103</b>
Test practice	70	<b>112</b>





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## **Part 2 Social situations**

It will help you to communicate confidently if you know the natural and polite way to speak to people in social situations. These may take place in a shop or restaurant, at work or in a friend's home. You will want to develop your skills in using functional English to resolve problems, persuade or advise others, and to express your feelings or thoughts in a wide range of appropriate ways. The units that follow will help you to build the language skills you need for this.

In Part 2 of the Spoken ESOL test you will act out situations with the interlocutor. In some you will respond to the interlocutor, and in others you will take the lead. The interlocutor often plays the role of someone else – your employer, a shopkeeper or a friend. You, however, will always be yourself. You will be assessed on how you use English to communicate in these real-life social situations.

### **Tips from the examiners**

In order to express yourself effectively you need to think about a number of things:

### **What language functions are you being asked to use?**

Be sure you understand what you are being asked to do. Are you complaining or are you offering advice? Are you trying to persuade or encourage? Be sure you use the appropriate language for the situation you are given.

### **Where are you?**

Are you in your doctor's surgery or your English class? Think about how you would speak and what you would say in these places in real life.

### **Who are you talking to?**

Be sensitive to the role the interlocutor is playing and pay attention to the level of formality required in the situation. Are you talking to a stranger, your boss or a friend? Be sure to use the appropriate tone and register.

### **What are your views and feelings?**

At the Expert and Mastery levels you may be given situations where you need to express your opinions and feelings. Stress and intonation will help you convey the emotions behind your words.

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# 1 Asking questions and giving information

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In the Part 2 situations in the Spoken ESOL test, candidates will have to ask questions as well as answer them. This unit contains activities in which different types of question and answer are practised.

## Personal questions

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Instruct the students individually to think of personal questions they can ask a partner. Ask them to make a few notes and to make sure that they include a variety of past, present and future tenses. Monitor, and give ideas if any students are finding it difficult to think of things to ask. (5–10 mins)

- 1 Think of three questions you would like to ask your partner about his or her past, present and future. Ask and answer each other's personal questions. (You can politely refuse to answer if you prefer!)

Now ask the students to work with a partner. Ask them to put their questions to each other and to answer (or decline to answer). (5–10 mins)

Ask the students to tell you what responses they elicited from their partners. Ask how they introduced the questions: 'Tell me...', 'What...', 'Would you mind letting me...', etc. Do this as a group activity and put on the board any particularly successful ways of asking. (10 mins)

Point out that personal questions require tactful delivery. Add to any successful exponents used by the students in activity 1 some of these ways of tactfully introducing questions. Ask the students to practise saying them with a partner, paying attention to intonation. Ask if any of their questions in activity 1 match the exponents listed. (5–10 mins)

- 2 How did you introduce your questions? Personal questions usually need to be introduced tactfully – often with an 'escape route' for the person you're questioning. Look at these expressions:

'I hope you don't mind me asking, but ...?'

'This may sound a bit stupid/nosy, but I'd like to know ...'

'I hope this doesn't seem rude, but could you tell me ...?'

Ask the students in pairs to think of personal questions they could put to their classmates, using some of the exponents practised as tactful introductions. (5–10 mins)

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## Asking questions and giving information

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Now ask them to move around the class asking and answering (or evading) the personal questions they have thought of. (10 mins)

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- 3 Think of some questions you'd like to ask other students in the class about their lives.

Use the expressions to introduce your questions and move around the class, asking and answering.

Vary your questions between past, present and future events, such as 'Where did you used to live?', 'Where do you live now?' and 'Where would you like to live in the future?'

Some polite 'escape routes' for not replying are:

'Sorry, but I'd rather not say, if you don't mind.'

---

'I'm sure you'll understand, but I'd rather not answer that.'

---

'I'd better keep that to myself, I think.'

---

'I'd prefer not to answer that, if you don't mind.'

---

Now ask the students to report back to you. Ask if any questions were evaded and if so, what language was used for this purpose. Do this as a group activity and put on the board any successful uses of language of evasion and add those listed above. (5–10 mins)

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## Factual questions

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Now move on to a different type of question: questions about facts. Draw the students' attention to the listed ways of engaging other people's attention and introducing questions. (5 mins)

---

- 4 Look at the following expressions used to introduce non-personal factual questions:

'I was wondering if you could help me? I'd like to know ...'

---

'You don't happen to know ..., do you?'

---

'I wonder if you could tell me/show me/explain ...'

---

'I'd be very grateful if you could tell me ...'

---

Now set up the group roleplay activity. Pre-teach any unfamiliar vocabulary or allow the students the chance to ask you for explanations before they play out the extended situation. (5 mins)

Ask Groups A and B to work with partners and to ask and answer as many questions as possible. Ask them to use as many different expressions as they can to introduce the questions. (5–10 mins)

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- 
- 5 For this roleplay, split into two groups.  
Group A: You work in a tourist information office in your city. Try to answer as many questions as you can.  
Group B: You are English-speaking tourists in your city. Think of four or five questions a tourist would need to ask. Using the expressions to introduce your questions, move around the information office asking them.

Now ask the students to give you feedback on some of the information they found out from the students in the other groups. Do this as a group activity. (5–10 mins)

Repeat the process with the hotel/guest extended roleplay situation. Keep the same A and B groups as the roles will be reversed. (timings as above)

- 
- 6 Now do this roleplay.  
Group B: You work at the reception desk of a large hotel in your city. Try to answer as many questions as you can.  
Group A: You are English-speaking guests at a large hotel in your city. Think of four or five questions you want to ask. Using the expressions to introduce your questions, move around the reception desk asking them.

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## Asking for clarification

Explain that when the candidates play out the Part 2 situations in the Spoken ESOL test, there will be times when they or the interlocutor are not clear about the information they have been given. This should be seen not as a problem, but as an opportunity to use language functions such as those given below to clarify. (5 mins)

- 
- 7 You might need to get clarification, or additional or different information from someone.

Here are some polite clear ways of doing this:

'Sorry, I'm not sure I understand what you mean by ...'

'When you say ..., what exactly do you mean?'

'Do you think you could tell me a bit more about ...?'

'Sorry, that's not quite what I meant. What I really want/need to know is ...'

(In business) 'Could you run that past me again, do you think?'

---

Now ask the students individually to think of occasions when clarification might be required in various settings. Ask them to make one or two notes on the situations given. Monitor, and prompt if necessary (eg, car hire: 'What type of insurance cover is included?', 'Can cars be returned to depots in various places?'). (5 mins)

---

---

Now ask the students to work with a partner and develop a mini roleplay in each of the settings in activity 8. (5–10 mins)

---

- 8 Think of situations when you would use these strategies for clarification in the places below. Practise your ideas with a partner and play out the situations for your class.

A sports centre

---

A car hire company

---

An English class

---

A bank

---

Now ask the students to demonstrate their mini roleplays for the rest of the class. If anyone is embarrassed by public performance, be encouraging and point out that it will make performance in the Spoken ESOL test seem easier when the time comes. (10 mins)

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## Delaying tactics

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Introduce the theme of delaying tactics. Hesitation is a natural feature of interaction, provided it isn't too protracted, and as candidates in the Spoken ESOL test, the students can turn a little hesitation to advantage by using the language of delay as illustrated by the language functions listed. (5 mins)

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- 9 Sometimes when you are asked a question, you need to think about the answer before speaking. Here are some ways of delaying your answer:

'Hm, now, let me see/think about that ...'

---

'Yes, I'll have to think about that for a second ...'

---

'That's an interesting question ...'

---

'Well, just give me a moment to think ...'

---

'I need to think about that for a moment ...'

---

Now ask the students to work with a partner to ask questions which require some thought and to use delaying tactics to give themselves time to organise a response. Monitor, and check that appropriate language functions are used. (10 mins)

---

**10 Practise using these delaying tactics with your partner.****Ask each other these questions:**Which film has had the greatest impact on you?  
\_\_\_\_\_Which country would you least like to visit and why?  
\_\_\_\_\_In what ways have your parents influenced your outlook on life?  
\_\_\_\_\_Do you think the punishment should always fit the crime?  
\_\_\_\_\_Are you an optimist or a pessimist? In what ways?  
\_\_\_\_\_**Now ask the students in a group activity to report to you what responses their partners gave. (5–10 mins)****I don't know!****It is quite likely that some of the questions will not have elicited a response from all students. Point out that a mere 'I don't know' can sound rather abrupt. Ask the students to look at the suggested alternatives for 'I don't know' and to discuss with their partner what questions might produce these responses. (5–10 mins)****11 If you don't know the answer to something or you want to avoid answering, it can appear brusque or rude just to say, 'I don't know'. These expressions can sometimes help:**

'I'm not really/too/altogether/exactly sure about that, to be honest.'

'I honestly/really don't know, I'm afraid.'

'I'm sorry, I've no idea.'

'Sorry, I haven't got a clue.'


'You've got me there, I'm afraid. I've no idea.'

**12 With your partner, think of some questions for these answers. Practise the dialogues together.****Now in groups ask the students to try their questions on you and their classmates to see if they do produce the expected responses. (5–10 mins)****Introduce the topic of intonation and how it can affect the meaning of utterances. Ask the students to listen to the recording of examples of how intonation affects the intensity of an affirmative response. (5 mins)**


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## Intonation

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**13 Nuances of intonation affect the meaning of answers.**  
Listen to the recording, which has different ways of saying 'yes' to the question 'Do you think he's telling the truth?'  5

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 5  
(Each of these statements is a different way of saying 'yes' to the question 'Do you think he's telling the truth?')

1

**Male voice** 'Yes, definitely, why question it?'

2

Female voice 'Yes, on reflection I'll give him the benefit of the doubt.'

3

**M** 'Yes, how many times do I have to say it? We've already been through this.'

4

**F** 'Yes, overall, I think so, but I've got some reservations.'

5

**M** 'Yes, I'm shocked by your question.'

---

**Now ask the students to listen to the recording of negative responses. Ask them individually to make brief notes about the feeling the speaker appears to have in each of the responses. (5 mins)**

---

**14 Now listen to the different ways of saying 'no' to a question.**  
Write down what the girl is feeling in each situation.  6

Boyfriend: 'Do you want me to leave you?'

\_\_\_\_\_  
Girlfriend: 'No.'

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

 6

1

**Male voice (frustration)** 'Do you want me to leave you?'

Female voice (frustration) 'No'.

2

**Male voice (despair)** 'Do you want me to leave you?'

Female voice (despair) 'No'.

3

**Male voice (anger)** 'Do you want me to leave you?'

Female voice (anger) 'No'.

4

**Male voice (fear)** 'Do you want me to leave you?'

Female voice (fear) 'No'.

---

---

Ask the students to compare notes with a partner and see if they agree on the message that each response intends to convey. (5 mins)

Ask the students to tell you what answer(s) they and their partner gave. Play the recording again to allow them to check their answers and point out how the intonation can confirm or override the apparent meaning of an utterance. (5–10 mins)

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## 2 Advising and making suggestions

You can set the scene for this unit by offering advice to the students – eg, on preparing for the Spoken ESOL test. Make some of the advice direct, some more tentative. (5 mins)

Explain that giving advice requires tact. How well we know people usually determines how direct we are in making suggestions. You may like to ask the students to think of ways in which advice is expressed in their own language(s) and to discuss this with a partner or as a whole group. (5–10 mins)

Ask the students individually to look at the language exponents listed and to put them in order from 1 (weakest) to 6 (strongest). Tell them not to worry if they aren't sure of the order, they'll have the chance to check shortly. (5 mins)

- 1 When you are advising or making suggestions, what you say and how you say it depends on the situation you're in and who you're talking to. This is true of most functional language. You will need to think about these following factors:

Do you know the person very well? Can you be direct?


Are you less sure about the person? Do you need to be more tentative?

Look at the direct and tentative ways of introducing a piece of advice or a suggestion and mark the phrases from 1 (weakest) to 6 (strongest):

Direct	1–6
'I think you should ...'	3
'You really ought to ...'	4
'In your shoes, I'd ...'	2
'You'd better ...'	5
'Why ever don't you ...?'	1
'For goodness' sake, just ...'	6
Tentative	1–6
'Have you ever thought of ...?'	2
'It might be an idea to ...'	3
'I suppose you could always ...'	1
'Why don't you ...?'	6
'Why not just ...?'	5
'If I were you/in your shoes, I'd ...'	4

**Ask the students to compare notes with a partner, then check their answers. Stress that tone of voice will dictate exactly how direct a piece of advice can be and that the 1 to 6 order isn't necessarily absolute. (5–10 mins)**

**Now ask the students to listen to the recording and think of advice they could give to help the speakers with their problems. Ask them individually to make a few notes and then compare notes with a partner, making direct and more tentative suggestions. (10 mins)**

- 2 Now listen to the different problems Philip and Kate have got. Think of five suggestions for each problem.  7**

Suggestions for Philip

Suggestions for Kate

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

 7

1

**Philip** 'I suffer from terrible insomnia. I have great trouble getting off to sleep at night. And then if I am lucky enough to fall asleep, I'm awake again a couple of hours later, with my mind whizzing round, full of really trivial stuff. And so it goes on through the night. I never feel properly awake during the day and it's beginning to show in my work, relationships, everything ...'

2

**Kate** 'I've got what people call a short fuse. I lose my temper at the slightest thing – with my kids, my husband, at work, even with my closest friend. I want to stop myself from blowing up, but I just can't. My family all suffer, and my friends have started giving me a wide berth ...'

- 3 Compare your ideas with your partner. Practise giving the advice both directly and tentatively.**

**Ask the students individually to think of problems they face (or could imagine facing). Ask them to move around the class, exchanging problems and offering advice. (10 mins)**

- 4 Now think of some problems (real or imaginary) that you've got. Move around the class, asking for advice and suggestions from different students. Give them advice, too. Report back to the class on the best and worst advice that you've been given.**

**Ask the students as a group to give you feedback on the advice they have exchanged. Ask what they felt was the best and worst advice and why. (10 mins)**

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## Suggesting and arranging

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Ask the students to read through the lists of questions/suggestions and responses below and, with a partner, discuss situations in which they might be appropriate. (10 mins)

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- 5 Read through the questions, suggestions and responses with your partner.  
Talk about the situations you would use them in and the people involved, eg, with a friend, a colleague at work, your boss, a stranger or someone else.

Questions and suggestions	Responses
<b>Making plans and explaining refusal</b>	
'What are you doing ...?'	'I'm thinking of going ...'
'Have you made any plans for ...?'	'I'm planning to go ...'
'Is there any chance you'd like to ...?'	'Sorry, I'm already going ...'
'I was wondering if you fancied/felt like going ...?'	'I've already planned to ..., I'm afraid.'
<b>Changing a previously made plan</b>	
'Wouldn't it be nice to ...?'	'Well, I'm supposed to be going to ... but ...'
'What do you think/reckon about going ...?'	'I had planned/intended to ... but I'd rather ...'
<b>Accepting/agreeing with a suggestion</b>	
'How do you/would you feel about ...?'	'That sounds okay/fine/great/brilliant!'
'Do you feel like ...?'	'That suits me fine.'
'Why don't we ...?'	'That would suit me fine.'
<b>Declining</b>	
'If you agree/d ... we could'	'I'm afraid I ...'
'I tell you what ... (suggestion follows)'	'Sorry, I can't make ... (time, day, date)'

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Get the students to use the vocabulary in activity 5 to make plans for weekend activities with fellow students, while moving around the class. Monitor, and make notes of areas for discussion. (5–10 mins)

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- 
- 6 Make a list of suggestions for things to do next weekend with the other students in your class.  
Move around the class, suggesting and responding.  
Try to talk to everyone if possible.

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## Giving alternatives

Ask the students to look at the dialogues below and point out that the bold type indicates an alternative to an initial suggestion. (5 mins)

- 7 Perhaps a suggestion you make is not possible or acceptable.  
You need to offer an alternative.  
Look at these dialogues and note how the alternatives (in bold type) are introduced.

Rachel 'Did you get through to the box office?'

Ben 'Mmm yes, I did. But Thursday the 20th's already fully booked.'

R 'What! Completely sold out?'

B 'Afraid so. What shall we do?'

R 'Well, **I suppose we could always** go the following Thursday **instead.**' (quite positive)

B 'Good idea. I'll try for the 27th.'

---

James 'But how am I going to get there without a car?'

There aren't any trains on Sunday evening.'

Annie '**I guess there's always** the bus.' (resigned)

J '**Or as a last resort** I could take a taxi ...' (final choice)

A 'But it's over 50 kilometres! That'd be far too expensive.'

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Now ask the students to work in pairs to discuss suggestions which could serve as alternatives in the situations listed below. Monitor, and prompt with any language and/or ideas which may be required. (5–10 mins)

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**8 With your partner, take it in turn to practise giving alternatives. Give suggestions as responses to these comments:**

Not possible or acceptable	Alternative
'The Fiesta restaurant's shut on Mondays.'	
'Sorry, sir. The steak's off the menu today.'	
'I just can't bring myself to phone and say sorry.'	
'I really don't want to go to the movies tonight, I'm afraid.'	
'Every hotel seems to be booked for that night.'	

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## Recommending

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Introduce the topic of making recommendations by asking the students to look at the three different ways of recommending listed and adding others of your own as you think appropriate (eg, 'What I'd do in your place ...', 'I can definitely recommend...'). (5 mins)

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**9 Look at the phrases (in bold type) used to introduce recommendations:**

' <b>I'd recommend</b> that you stay at the Ritz Hotel.'
' <b>If I were you, I'd</b> definitely/certainly go in the winter. It's incredibly hot in the summer.'
' <b>I don't think you can do better than</b> use the Ace School of Driving. Their instructors are excellent.'

---

Now ask the students to look at the list of questions and, with a partner, to make recommendations using the language introduced above. (5–10 mins)

---

**10 You and your partner ask each other some questions.  
 What would your recommendations be for these situations?**

Situation	Recommendation
'I want to eat more healthily. What food do you recommend?'	
'Is there a good English course book you'd recommend?'	
'I've got toothache. Would you recommend your dentist?'	
'I'm travelling to Britain in December. What do you recommend I take with me?'	
'I'm thinking of buying our English teacher a thank-you present. What would you recommend?'	

**Now ask the students to tell you and the rest of the class what recommendations they have made. Do this as a group activity and ask the students to play out the situations rather than simply tell you what they have recommended. (10 mins)**

### 3 Persuading, insisting, responding to persuasion

#### Persuading

**Introduce the theme of persuasion. One way to do this is briefly to recount an anecdote of an occasion (real or invented) when someone has persuaded you to do something – and whether you have regretted allowing yourself to be persuaded. (5 mins)**

**Ask the students to look at the questionnaire about persuading. Ask them to answer the questions individually. You may need to pre-teach some of the vocabulary in the questionnaire (eg, 'plead') or you could leave the students to guess from context the meanings of unfamiliar words (which you will explain later). (5 mins)**

**1 How good are you at persuading other people to do what you want? How easily persuaded are you?**

**Answer the following questionnaire and then compare your answers with your partner. How similar are you?**

**The 'Art of Persuasion' questionnaire**

1 You want to go to a film. Your friend doesn't. Do you:

A respect your friend's answer and not ask again?

B give a reason or two why your friend would enjoy it?

C plead and argue until your friend gives in?

2 You want to go into a shop, but the shop assistant says they are just closing. Do you:

A say 'Oh dear!' and walk away?

B look upset and hope the assistant takes pity on you?

C insist that you'll be very quick and walk in?

3 You need a loan from the bank. At a meeting with the manager, do you:

A feel very nervous and expect a refusal?

B try hard to persuade, but accept refusal and thank him for his time?

C demand a meeting with the area manager after being refused?

**Now ask the students to compare answers with a partner and then tell you, as a group, what answers they have given. (10 mins)**

**Ask the students to listen to the recording. Ask them individually to make brief notes about who they think is talking to whom and about how successfully they use the language of persuasion. (5 mins)**

**2 Look at and listen to these different attempts to persuade.****Who's talking? How likely are they to succeed?****What kind of persuasive tactics are they using?**  8

Male voice 'Oh, go on! You'll absolutely love it. Pitching your tent wherever you feel like it. Sleeping under the stars. There's nothing like it. You owe it to yourself to take a break, believe me.'

Female voice 'Let me be quite frank with you. You won't find a better car for the price. I've been in the business 30 years and it's not often you get a chance like this. You'd be mad to turn it down! I'm speaking from experience, you know!'

Male voice 2 'Look, when did I last ask you for a favour? You can't remember, right? You use my stuff all the time. I cover up for you with Mum and Dad and all I'm asking is to borrow it for one night only. You'd be so selfish not to let me.'

 8

1

**Male voice 1 'Oh, go on! You'll absolutely love it. Pitching your tent wherever you feel like it. Sleeping under the stars. There's nothing like it. You owe it to yourself to take a break, believe me.'**

2

Female voice 'Let me be quite frank with you. You won't find a better car for the price. I've been in the business 30 years, and it's not often you get a chance like this. You'd be mad to turn it down! I'm speaking from experience, you know!'

3

**Male voice 2 'Look, when did I last ask you for a favour? You can't remember, right? You use my stuff all the time. I cover up for you with Mum and Dad and all I'm asking is to borrow it for one night only. You'd be so selfish not to let me.'**

**Now ask the students to compare notes with a partner to see what ideas they share and what ideas are different. (5–10 mins)**

**As a group, ask the students to tell you what they and their partners have decided. (10 mins)**

**Set the scene for the next activity (starting up a small business). One simple way to do this is to ask the whole group to brainstorm types of small business and put some of these on the board. (5 mins)**

**Ask the students individually to think of a small business they would like to set up – giving ideas if the students struggle to find these (eg, mobile sandwich supplies, internet company selling local crafts, building handmade kitchens and desktop publishing) – and to make note of reasons they would give to persuade someone to join them in the venture. (5 mins)**



**Persuading, insisting, responding to persuasion**


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Now ask the students to find a partner who has a different small business. Ask them to take it in turns to attempt to persuade each other to join them in their business venture. (10 mins)

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- 3 Work with a partner and think of a small business you'd like to start up. You need someone to help put up the money and ideas. Note down five reasons why your partner should join you in the business. Use your powers of persuasion to convince your partner to join you.

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Now ask the students to tell you and the rest of the class whether they have persuaded their partner/been persuaded by their partner and ask what it was that succeeded in persuasion. (10 mins)

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## Expressing wariness

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Move on to the topic of resisting persuasion. Again, you could recount a short anecdote about persuasion you have tried to resist. (2–3 mins)

Ask the students to look at the list of language exponents which indicate wariness. Go through the items and stress the importance of tone in conveying a message. (5 mins)

- 4 Sometimes you are not sure about what someone is suggesting to you or trying to persuade you to do. You feel wary. Here are some ways to express wariness, without actually saying 'no':

'That's all very well, but ...'

---

'I understand what you're saying, but ...'

---

'I don't think you realise that ...'

---

'You don't seem to understand that ...'

---

'I take your point, but ...'

---

'But look at it from my point of view ...'

---

'That's easier said than done ...'

---

Now ask the students to work in pairs. Ask them to alternate roles, one attempting to persuade, the other expressing wariness in different situations. You can extend this activity by asking the students to change partners and play out the situations several times. (10 mins)

Ask the students how effectively they and their partners persuaded one another and resisted persuasion. (10 mins)

**5 Respond to these suggestions/persuasive tactics from your partner:**

'Go on. Lend me your car for the weekend. I promise I'll look after it ...'

'Please let's hold the party at your place. Don't say "no". It'll be great, honestly ...'

'Oh, for goodness' sake, have another slice. You know you want one ...'

'Take the week off work to help me decorate my apartment ...'

## Insisting

Move on to the topic of insisting. Stress that we can express insisting in ways which are either friendly (and likely to be successful) or threatening (and appropriate only to situations in which we really want to make it clear that we are angry and determined). It is probably best to ask the students to discuss ways in which this can happen in their own language. (5 mins)

Now go through the language items listed below. Ask the students to discuss with you what makes these items positive but friendly or more threatening. Add any other expressions you think will be useful. (5 mins)

**6 Insisting on something can either be done in a friendly positive way:**

'No, no, really, I insist. The meal's on me.' (I want to pay for the meal.)

'I insist on giving you a lift home. I shan't take "no" for an answer.'

**Or in a determined (and possibly threatening) way:**

'I really must insist on a full refund.'

'Unless you refund me in full, I'm afraid you give me no alternative/option but to write to the managing director.'

Ask the students to work in pairs to roleplay the situations in activity 7. You can extend this activity by asking the students to change partners several times and to try out variations on the friendly/threatening ways of insisting. (10 mins)

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**7 Insist on these things to your partner:**

Paying for a round of drinks.

---

Helping with the washing up.

---

Having a different table in a restaurant.

---

Being paid for a job you've done.

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**Finish the unit by asking the students to give you feedback on their exchanges with their several partners. Do this as a whole-group activity and check that the students are clear about the friendly or threatening nature of the language exponents they have used. (10 mins)**

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## 4 Complaining and resolving problems

At the higher levels, candidates in the Spoken ESOL test will be presented with Part 2 situations requiring the use of more complex language functions. Complaining, apologising, suggesting solutions to problems and expressing forgiveness are among the language functions which challenge the users' language skills. Tell the students that in this unit they are going to practise these skills. (5 mins)

Ask the students to look at the illustration and imagine they live in the apartment block. Ask them individually to make a few notes about grounds for complaint they may have. (5–10 mins)



- 1 Imagine that you live in this block of flats.  
Think of five things you might complain about to your neighbours.

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Now ask them to compare their list with a partner and discuss which of the complaints would be more and less serious than others. (5–10 mins)

- 2 Compare your list with your partner.  
Discuss which are the most and least serious.

Now ask them to look at the expressions in activity 3. Ask them in pairs to decide whether the expressions are stronger or milder ways of introducing complaints and if they are therefore more or less suited to some of the items they have listed above. (5 mins)

- 3 Look at these expressions used to introduce complaints (in bold type).  
Decide whether they are strong or weak and what tone you would use.

'I'm afraid **there's a bit of a problem** with this camera I bought here last week.'

'I've **just about had enough of** the noise coming from your room.'

'I really **hate complaining**, but this lamb is terribly tough.'

'**Look! I wish you'd** just listen to what I said once in a while.'

'**Normally I never complain**, but your service is beyond a joke.'

'I **don't like having to say this**, but I've found the course very disappointing.'

## Complaining and resolving problems

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**In a group activity, ask the students to tell you what they and their partners have decided. Stress that the tone of what we say can influence the strength or mildness of the complaint. While encouraging everyone to contribute opinions, you may need to give the final verdict, as some of these expressions in English are intrinsically more direct than others, eg, 'Look!' Discuss the strength of different complaints. (10 mins)**

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- 4 Occasionally we need to complain very strongly. In such cases our tone and language changes. The function is threatening or warning. We only use these phrases in extreme situations:**

**Formal and/or threatening legal action**

'Look, you leave me no alternative but to ...'

'I'm afraid I shall have to take this further.'

---

**Informal**

'I'm warning you. If you don't ..., I'll ...'

---

## Apologies

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**Now ask the class to imagine that their classmates are neighbours in the apartment block. Ask them to express their complaints to one another and to respond with an appropriate apology. You can organise this activity by asking the students to move around the class playing out mini roleplay situations with as many classmates as possible. If any students feel they lack the necessary language, draw their attention to the functional items listed below. Monitor, and ensure that everyone gets the chance to join in. (10 mins)**

---

- 5 Imagine that all the students in the class are your neighbours in the block of flats.**

**Move around complaining about the problems you have with them. They will also complain to you. Apologise to each other.**

**You can use these expressions to help you with your apologies:**

'Oh dear, I'm so/ever so/really/terribly/awfully/dreadfully sorry.'

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**You might want to declare your ignorance of the problem:**

'Sorry, I had no idea that ...'

'Oh no! I didn't realise that ...'

'Honestly, I must apologise. I didn't have a clue that ...'

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## Negotiation

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Point out that problems can often be resolved by discussion and negotiation. You may like to draw on some (actual or fictional) dispute you and a neighbour have successfully resolved. (2–3 mins)

Resolving problems involves expression of the intention to compromise. Draw the students' attention to the language exponents in activity 6 and add any others of your own. Again, draw attention to the importance of appropriate tone in expressing these sensitive comments and suggestions. Ask the students in pairs or small groups to suggest in which situations these language exponents might be used. (5–10 mins)

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- 6 It is in everyone's interest to try to resolve problems. This usually requires a degree of negotiation, with tact and a bit of 'give and take'. Look at these ways of 'preparing the ground' for resolution. Think of situations where they might be appropriate.

'Look. Let's try to find a way around this ...'

---

'I'll tell you what. Why don't we ...?'

---

'There must be some kind of compromise we could reach ...'

---

'Look, I'm prepared to ... if you'll ...'

---

'If we put our heads together on this, I'm sure we can come up with a solution ...'

---

'I/you/we could always ... if that would help things.'

---

Now ask the students to tell you what they and their partner(s) decided. There are no prescriptive 'right' or 'wrong' answers to the question in activity 6; the important thing is to get the students thinking about various situations and the language which might be required in them. (5–10 mins)

---

Introduce the topic of language courses, which will be familiar to the students at this level. One way to do this is to show a brochure of a school or to draw on your own experience (real or imaginary) of unsatisfactory courses. (2–3 mins)

Ask the students to prepare to play out an extended roleplay situation. Explain that one of the pair is a dissatisfied client, the other a course director willing to discuss and resolve problems within reason. Allow the students in their different roles to read through the given information and to clarify with you anything they are unsure of. (5–10 mins)

Now ask the students in pairs to play out the situation together. Monitor, and if necessary encourage anyone less confident to argue their case (language practice is all that matters, and nobody will be offended). (5–10 mins)

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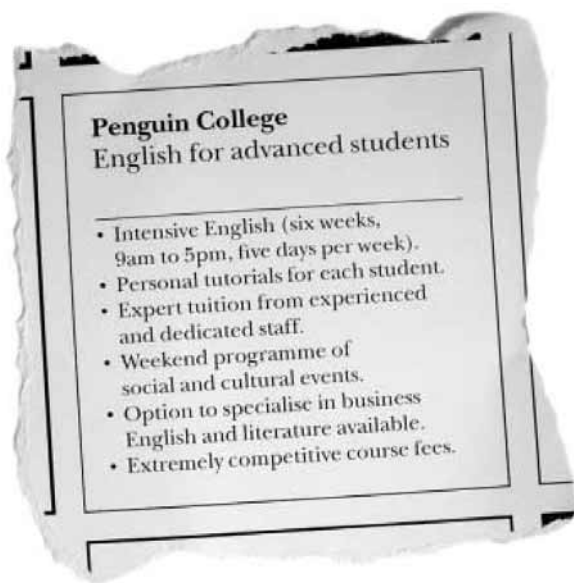
## Complaining and resolving problems

7 Work in pairs. Look at the English course advertised in the newspaper cutting opposite.

Student A: You have recently completed the course, you weren't satisfied with it and you want to prevent other students from having the same experience.

Your comments are written on the language course feedback sheet – make your complaints and try to negotiate a solution.

Student B: You are the course director – handle the complaints and try to resolve the problems.



### Student feedback

*Students in the class were not all at the same level. There were only two tutorials during the course! The class was taught by too many different teachers so there was a lack of continuity. The weekend programme was very mixed in quality - some parts were good but others were poor. I was disappointed that the literature option was not available. The course was quite expensive.*

In a whole-group activity, ask the students to give you feedback on their negotiation. Discuss which pair seemed most successfully to resolve the difficult situation and how they used language effectively for this purpose. (10 mins)

Now repeat the process of activity 7. In activity 8, the students in their pairs will exchange roles (B initiating the complaints, A attempting to resolve the problems). (10 mins)

- 8 Work in pairs. Look at part of the job description and a teacher's comments after six months in the job below:  
 Student A: You are the director of the language school – handle the complaints and try to resolve the problems.  
 Student B: You are a dissatisfied teacher – complain to your boss and try to negotiate a positive outcome.

### Puffin Language Academy

Title: English teacher

#### Principle job aims:

- To teach general English to adults (over 16 years old), and business English as required.
- Classes will be either in mini-groups, one-to-one, or groups of a maximum of 12 students.
- To carry out teaching administrative duties (eg keeping registers, writing reports etc).
- To accompany students on cultural visits once a month.
- To follow the Academy's dress code (smart casual dress).

#### Benefits:

- Annual salary increments based on review of your performance by the Head of Studies.
- Chance to attend seminars and conferences for development of teaching skills.
- Monthly tutorials with the Head of Studies to foster closer understanding of the objectives.

#### Staff feedback

There were some young children in classes, which is unacceptable. Some classes had more than 15 students. I was asked to make tea and clean the classroom on two occasions. The salary increment system is unfair and the dress code is unreasonable. I had to supervise cultural visits three times in one month, all at the weekend.



## Complaining and resolving problems

- 9 After each roleplay, report back to the rest of the class on those problems you resolved and those you didn't. How easy did you find the process?

### Generation gap

Introduce the topic of the generation gap and the problems it can throw up. Pictures can illustrate this, as can a brief reference to any generation gap problems you have encountered yourself. (5 mins)

Activity 10 will require the students to adopt persona-based roles. Tell them that they will not have to do this in the Spoken ESOL test itself, where they will play themselves in specified settings. Stress that this is not intended to test their knowledge of, or competence in, fulfilling any social roles: it's just an interesting way to practise using language. (5 mins)

Explain the situation and the roles. Ask the students to work in groups of three as described in activity 10. They may choose their roles and stick to these, or agree to change part way through and alternate roles. Make sure everyone has the chance to prepare and to ask you for any explanations needed. (5–10 mins)

Now ask the students to play out the extended situations. Monitor, and make sure that everyone is taking the opportunity to become fully involved. (10 mins)

- 10 Work in groups of three.

**Student A: You are a teenager. These are your complaints:**

You want more freedom regarding what you wear, your friends and how you use your spare time.

You want to be allowed to come home at night when you like.

You don't get enough pocket money.

You want to be allowed to go on holiday alone with your friends.

You don't like being asked to do housework.

**Student B: You are the teenager's parent. These are your complaints:**

Your son/daughter doesn't consult you on clothes, friends, career advice and so on.

You never know where he or she is going or with whom.

His or her room is a permanent mess.

He or she never helps around the house, even though you are so busy.

The phone bill is astronomically high.

**Student C: You are a family friend. Listen to the complaints and help the two parties reach agreement through negotiation.**

---

As a group, ask the students to tell you what happened in their extended roleplay situations and to say who won or lost arguments and whether Student(s) C managed to broker some kind of compromise. Discuss any of the language used to good effect as noted when you were monitoring. (10 mins)

---

## 5 Expressing opinions, agreeing and disagreeing

Expressing opinions, and agreeing/disagreeing with the opinions of others, is a typical situation set in Part 2 of the Spoken ESOL test. Tell the students they are going to have the chance to say what they think (and what they think of what others think) in this unit. (2–3 mins)

Ask the students to listen to the recordings and individually to note down whether the speakers are expressing opinions, eliciting opinions or rejecting opinions. Play the recording more than once if you think it will be helpful. (3–5 mins)

### 1 Listen to six short conversations. 9

Make a note of:

A the expressions the speakers use to introduce their opinions.

B those used to elicit other people's opinions.

C those used when reacting to each other's ideas or views.

A 'I think ...', 'believe me ...'

B 'What do you think about ...'

C

A

B 'How do you feel about ...', 'I mean, do you reckon ...'

C 'No, no, I don't agree at all ...'

A 'I mean, my view is ...'

B 'So what are your feelings about ...'

C 'Oh absolutely, I couldn't agree more ...'

A 'To me, ...', 'It strikes me ...'

B 'What's your opinion of ...?'

C 'That's exactly what I think.'

A 'I'd say ...', 'I was thinking that ...'

B 'Do you know what I mean?'

C 'Yes, sure, I see what you mean. But ...'

A 'My feeling is that ...'

B 'Do you agree?', '... isn't it?', '... don't they?'

C 'In a way, yes. But ...', 'That's true, but ...', 'Well, yes, I suppose you're right ...'

### 9

1

**Male voice** 'What do you think about these videophones, then? You know, being able to see each other when you phone?'

**Female voice** 'I think they're a terrible idea. And believe me, you'd agree if you saw me first thing in the morning!'

2

**F** 'How do you feel about blood sports? I mean, do you reckon that fox and deer hunting should be banned outright or ...?'

**M** 'No, no, I don't agree at all. People in the town just don't understand country life. And yet they think they've got the right to march in and tell us what to do.'

3

**M** 'So what are your feelings about the new shopping complex planned for the city centre? I mean, my view is that we've got more than enough retail outlets already.'

**F** 'Oh, absolutely, I couldn't agree more. What's needed is more housing, not shops.'

4

**F** 'You're a keen cyclist, Mike, aren't you? What's your opinion of the new cycle track system they've brought in? To me, it all looks really confusing, and in some places you can't even see what's pavement and what's cycle track.'

**M** 'That's exactly what I think. It strikes me that it's more dangerous than it was before. The idea was great, but the reality's very disappointing.'

5

**M** 'I'd say that you'd be better off working for a year before you go to university. You'd be able to get some money together and would probably gain some useful experience, and take a break from all the studying. Do you know what I mean?'

**F** 'Yes, sure, I see what you mean. But I was thinking that I might lose the impetus to study if I took a year off – you know, I might decide not to go to university at all.'

6

**F** 'My feeling is that the more you have, the more you want. Do you agree?'

**M** 'In a way, yes. But wanting to acquire and collect things is part of human nature, isn't it?'

**F** 'That's true, but some people let it get out of hand, don't they?'

**M** 'Well, yes, I suppose you're right there.'

**Now ask the students to work in pairs or small groups to compare their answers to the questions in activity 1. (5–10 mins)**

**As a class, ask the students to report back to you the answers they gave. Put on the board any cases of disagreement and play the recording again to arrive at the answer. (10 mins)**

**Introduce the questionnaire and ask the students to work in small groups of three or four to elicit their partners' opinions about the topic areas on the list. There are no question prompts; encourage the students to use as much language as they can to find out what people think. It may be useful if you allow a few minutes for each of them to prepare a few questions. Each group can elect a secretary to make a note of the different opinions expressed. (5–10 mins)**

**Expressing opinions, agreeing and disagreeing****2 Work in groups. Find out each other's opinions on these topics:**

Using mobile phones on public transport

---

Nuclear energy

---

Graphically violent movies

---

The best age to get married

---

Traffic congestion in city centres

---

The ideal way to relax

---

Keeping animals in zoos

---

**In a whole-group activity, ask the students to give you feedback on the discussions they have had in their groups. Encourage the other groups to express agreement/disagreement or to ask for illustration, clarification, justification, etc. (10 mins)**

**Responding to opinions**

**Introduce the next activity, in which the students have the chance to respond to very specific – and potentially controversial – opinions. Pre-teach any vocabulary as necessary and ask the students individually to make notes, saying whether they agree or disagree with the opinions represented. (5 mins)**

**3 Look at these statements:**

'I think women should give up work once they have children.'

---

'Sports stars in general get paid far too much money for what they do.'

---

'There's bound to be life on other planets.'

---

'The age for voting should be dropped to 16.'

---

'They shouldn't use such skinny models in fashion magazines.'

---

'Most TV might be trashy, but it's a good way of relaxing.'

---

'You can't really learn a language well unless you live in a country where it's spoken.'

---

'Technology has gone too far.'

---

'A lot of modern art is just rubbish.'

---

'There are no advantages to having single-sex schools.'

---

**How far do you agree with the statements?****Discuss them with your partner.****These expressions might help:****Expressing opinions**

'Well, the way I see it ...'

'What I think is ...'

'If you ask me, ...'

'As I see it ...'

**Agreeing**

'I completely agree.'

'My view entirely.'

'That's just/exactly what I think.'

'I couldn't agree more.'

'That's true.'

'Absolutely.'

**Partially agreeing**

'I partly agree.'

'I agree up to a point.'

'In a way I agree, but ...'

'I see what you mean, but ...'

**Not fully understanding**

'I'm not sure what you're getting at ...'

'I don't really see what you mean ...'

'I'm not sure I follow what you're saying ...'

**Disagreeing**

'I couldn't agree less.'

'No, I don't agree at all.'

'I really don't think so.'

'I think you've got it all wrong.'

'That's just not true/not the case.'

---

Now ask the students to compare notes with a partner. You may like to go through the expressions listed first to give extra ways of expressing agreement/disagreement. (5–10 mins)

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## I really feel strongly about this. Do you agree?

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Introduce the topic of very strong feelings. One way to do this is to show a picture of a rally or demonstration or to draw upon your own strongly held opinions. (2–3 mins)

Explain the idiom 'bee in your bonnet' as having 'strong, almost obsessive, feelings about a particular topic' and ask the students individually to make brief notes of any of their own pet hates. (5 mins)

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- 4 Most of us have 'bees in our bonnets' – things that we feel particularly strongly about. What are yours?  
Write down five statements that explain what they are and express your opinions on them.

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Now ask the students to find out if their classmates have strong feelings about the same things as they do. Organise this by asking the students to move around the room, exchanging opinions with as many people as they can. Monitor, and make sure that everyone takes the chance to engage in a variety of different exchanges. (10 mins)

---

- 5 Move around the class, asking people if they agree with your opinions. Give your views on their statements.
- 

Ask the students to share the results of their findings. Conduct this as a group activity and make a note of any 'bees in bonnets' which were shared before the discussions in activity 6 and of any that students have managed to provoke in their classmates. (10 mins)

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- 6 At the end of the session, report back to the class on how far the majority of students agreed with you.
-

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## 6 Describing things, places and people

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Draw the students' attention to the advice at the start of this unit. At the higher levels of the Spoken ESOL test, the type of language expected in descriptions is more complex than at earlier levels. Candidates are required to comment on the descriptions they give, saying why they like/dislike things.

By Expert and Mastery levels of the Spoken ESOL test, candidates are expected to be fully able to describe the physical aspects of objects, people, places and so on. Description at this level should convey the speaker's responses to, and feelings and ideas about, what's being described. (2–3 mins)

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### Things

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Introduce the first activity – describing something of value to an individual. One simple way to do this is to take in an object which is of sentimental value to you and ask the students to guess why it is important. (5 mins)

Now ask the students to think of an object which is important to them. Ask them, individually, to look at the questions below and prepare answers, making notes if they wish. (5 mins)

Ask the students to compare notes with a partner, using the questions as prompts for description. Monitor, and prompt the students to focus on the abstract aspects of the object description. (5–10 mins)

---

#### 1 Think of an object that is important to you. Describe this object to your partner by answering these questions:

What is it like in the physical sense (material, shape, dimensions, colour, etc)?

---

How did you come to own it?

---

Has it grown in importance with time?

---

Why is it important to you?

---

What emotions does it evoke?

---

What does it remind you of?

---

Does it have any superstitions associated with it?

---

How would you feel if you lost it? Why?

---

Now ask the students to look at the pictures and in pairs to describe them and speculate on why they would be important to their owners. (5–10 mins)

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2 Look at these things and describe them, saying who might own them and why they might be important to their owners:

Ask the students in a group to give you feedback on the description discussion. See if there are any different words and phrases used in the description and in the thoughts people have had about why the things may be important to their owners. (10 mins)

## Places and events

Ask the students to listen to two different descriptions of the same place. Ask them individually to note which of the descriptions they thought better and why. Play the tape more than once if you think it will be helpful. (5 mins)

3 Listen to two people describing a music concert they both went to. Which person gives you the best description? Why? Make some notes and after listening, compare your ideas with your partner. 🎧 10

Mark

Anna

🎧 10

1

Mark 'The concert took place at the Westpoint arena – a very large stadium. Sixty thousand people attended the concert. There were big video screens for people who were far away from the stage. The music ranged from country folk and blues to hard rap and heavy rock. Everyone enjoyed themselves a lot. I was pleased to see that there was very little trouble or violence in the crowd. The band Jaguar opened the concert with a mix of greatest hits and stuff from their new album, and the night concluded with Brave Heart's "Peace is everything", the stock item to close such events ...'

2

Anna 'It was the most incredible experience I've had! Thousands of people, as far as you could see, dancing and waving to such an amazing mix of music. It was just getting dark as the band Jaguar exploded onto the stage – huge screens up behind them, so you could see their faces. Everyone went crazy and the atmosphere was brilliant, right through to the final act – Brave Heart singing "Peace is everything", with all these people holding up candles and lighters in the night – It was just so moving.'

Ask the students to compare notes with a partner, saying which description they thought better and why. (5 mins)

Now ask the students, as a group, to tell you which description they and their partner thought better. If there are widely differing opinions, play the recording again and – while stressing that different opinions can be equally valid – give your own verdict with reference to some of the language of description used. (10 mins)



**Introduce the next topic – places we like. An easy way to do this is to show a photo of a favourite place of your own. (2–3 mins)**

**Now tell the students to close their eyes and think of any place they like. When everyone has their own mental image, ask the questions listed below and tell the students simply to answer the questions in their own mind. (5 mins)**

**Now ask the students to work with a partner, describing the place they thought of and using the mental images they produced in response to your questions. (5 mins)**

- 4 Shut your eyes and visualise a place you like – it can be inside or outdoors. Your teacher will ask some questions. Try to think of the answers in your head. Then try to describe the place to your partner.**

Where is it?

---

How do you get there?

---

When did you first go there?

---

What does it look like?

---

Does it have any particular smell or sound?

---

What's interesting or special about it?

---

How does it make you feel?

---

Is there anything about it that you would like to change?

---

**In a group activity, ask the students to give you feedback from their discussion. See if any particular descriptive phrase captures the imagination of the group as a whole. (10 mins)**

**Ask the students now to think of a place they dislike. Give them time to create a full mental image and then ask them in pairs to ask and answer questions about the places they each dislike. (10 mins)**

- 5 Next think of a place you dislike. Try to recall as many things about it as possible, and then answer your partner's questions.**

Whereabouts is it?

---

How would you describe it physically?

---

What's your first memory of this place?

---

Is it linked to any unpleasant memories?

---

Can you describe the feel of the place?

---

---

Does it have any particular smell or sound?

---

What is it that you especially dislike about it?

---

How could it be improved?

---

**In a group activity, ask the students to give you feedback from their discussion. Ask the students to convey their partner's description as it came across to them, allowing the partner to contribute, confirm or modify the description and comments about why they dislike the place. (10–15 mins)**

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**Introduce the next topic: the students' own town/city. For the purposes of the activity, it will help to interpret 'your own area' as the area in which the students are studying, even if this is not their own area in the sense of home town. You can use a photo or map of the area to set the scene. (2–3 mins)**

**Ask the students to work in groups of three or four. Go through the questions listed in activity 6, explaining any unfamiliar vocabulary, eg, 'scenic' ('attractive to the eye'). Get the students to think of these questions and how they would answer them to describe the area to someone who has never been here. Ask them to discuss this in their groups and to appoint one person to make brief notes of the answers. (10 mins)**

---

**6 Work in groups. Thinking of your own area, city, town or village, discuss your answers to these questions so as to describe it:**

What's the location in relation to other countries, borders, cities, the coast, etc?

---

What would be the first impressions of someone arriving by car, bus, train or air?

---

How would you describe it geographically?

---

How is it split into districts and what are they like (residential, commercial, cultural, etc)?

---

What's the nicest area? Why?

---

Which parts are best avoided? Why?

---

What's the easiest or most scenic way to get around?

---

How mixed are the architectural styles?

---

Where do most people live? In houses, high-rise or small apartment blocks?

---

How do most people entertain themselves?

---

What other aspects of life do you like and dislike about it?

---

**Now, ask the nominated person – with supporting contributions from partners – to tell you and the rest of the group what answers they gave to each question. After each presentation, discuss which group gave the most descriptive answer. Vary the order in which the groups volunteer their descriptions. (10–15 mins)**

---

Focus on any particularly effective descriptive language used in the feedback stage, finding examples from each group's contributions if possible. (5–10 mins)

## People

Introduce the next topic – describing people. The focus will be on description of personality rather than appearance; if you can think of any people who are well known for a particular personality trait, show their picture or put their name on the board and elicit adjectives which deal with personality rather than physical appearance, eg, Albert Einstein – creative, imaginative, intelligent. (5 mins)

Now ask the students individually to look at the adjectives listed in activity 7. If there are some unfamiliar items, ask the students either to use a dictionary or to ignore the words they don't know – they'll have the chance to learn them later. Ask them to make notes, brief written or mental, about the positive/negative connotations of the adjectives and which they would apply to themselves or people they know (personally or by fame). (10 mins)

- 7 Look at the adjectives used to describe people. Which of them apply to you or to people you know? Do you consider them to be attractive characteristics or not? Discuss this with a partner.

moody	stingy
easy-going	ambitious
introspective	optimistic
extroverted	self-conscious
extravagant	trustworthy
intolerant	open-minded
serious	impressionable
inflexible	witty
observant	indomitable
reclusive	earnest
trustworthy	cautious
gregarious	diplomatic
ruthless	scatter-brained

Now ask the students to work in pairs to compare notes with a partner. Invite them to offer explanations of any words they don't know and to say which of the ones they do know apply to themselves or others in their opinion. (10 mins)

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Ask the students in groups to discuss the adjectives. This is an opportunity to clarify any uncertainties about the meanings of words – invite students to offer explanations and confirm/correct. Ask the students to say how many of the adjectives their partners applied to themselves and put on the board the name of the students – or the teacher if it was you – who applied most and fewest of the adjectives to themselves. (10 mins)

---

Introduce the topic of first impressions. Ask the students individually to rate the factors listed 1–10 in order of importance. (5 mins)

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**8 How do you form your first impressions of people?  
Put these factors into order of importance from  
1 (most important) to 10 (least important).**

Factors	1–10
clothes	
shoes and accessories	
figure	
expression	
hairstyle	
smile	
eye-to-eye contact	
voice and/or accent	
kind of handshake (if introduced)	
other factors	

---

Now ask the students to compare notes with a partner, checking the order they have placed the factors in and giving their reasons. (5–10 mins)

---

**9 Compare your list with your partner and find out from each other the reasons behind your ranking.**

---

Extend the 'first impressions' topic into a discussion of ideal partners. Ask the students individually to list characteristics they think essential or unacceptable. Monitor, and supply any vocabulary that may be lacking. (5 mins)

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- 
- 10 Now think about your ideal or perfect partner in life.  
Make a list of the five essential aspects or characteristics  
required and the five least acceptable:**

Essential

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---

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Unacceptable

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**Ask the students to find out what factors their classmates have included.  
Ask them to move around the room exchanging information with as  
many people as possible and finding out who appears to have most  
answers which are similar to theirs. (10 mins)**

**Now ask the students, as a group, to give you feedback on their  
discussions. Focus on the reasons they gave for their choices. (10 mins)**

- 
- 11 Move around the class, asking for and giving your lists.  
Find out who you think you are most similar to.**

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**Now organise the students into small groups of three or four and ask  
them to discuss the questions in activity 12. Ask each group to appoint  
one person to make brief notes about what is said.**

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**12 Work in groups. Discuss these questions:**

In relationships, do you think opposites attract or repel?

---

Which three qualities are most needed in:

a parent?

a politician?

a boring job?

a risky situation?

---

How influenced are you by the way someone looks?

---

What kind of people do you naturally gravitate towards?

---

How long does it take you to make up your mind about someone?

---

**Ask the students to give you feedback on their discussions. Ask the group secretary to tell you what has been said and invite the other group members to contribute and the other students to ask for examples, reasons, etc. (10–15 mins)**

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## 7 Narrating and remembering

One way to introduce the topic of narrating is to tell a brief story about your own past (eg, 'How I became a teacher of English', 'The first time I saw this school/college'). (3–5 mins)

Ask the students to listen to the recordings. Explain that one narrative is factually true, the other imaginary. Play the recording more than once if you think it necessary. (5 mins)

### 1 Listen to two stories.

One of them really happened – the other is imaginary.

Decide which is which. What persuaded you?

Compare your choices with your partner.  11

 11

1

Male voice 1 'My family had gone away for the weekend leaving me to finish off the book I'd been working on. It was the first evening I'd spent on my own for ages and I was quite looking forward to my own company for a bit. The weather was absolutely foul and after a nice dinner and going through my notes for the next day, I decided to turn in early. I checked everything was locked, got into bed and was out like a light.

'I must've been asleep for about three hours when I surfaced to the sound of a cat's yowling outside. I was sure I'd let him in. Normally I wouldn't bother, but my cat's terrified of thunder, so I dragged myself downstairs, slipperless and without a dressing gown. I opened the door, peered out and just as I caught sight of the orange flash of my neighbour's cat hurtling over the fence, the door banged shut behind me. I won't repeat what I said when I turned round, realised I was totally locked out and saw my own cat curiously peeking round the living room curtains.'

2

Male voice 2 'I left the hotel, well, it must've been about, erm, 10-ish, I should think, and walked along the top path towards Lyme. It was really hot, even at that time, and by about one it was boiling, so I decided to cut down to this little beach somewhere near Ladram. There was literally nobody else there, but guess what? There was a cave up on the right and inside I found – wait for it – a lilo! You know, all blown up and everything. Whether it'd been washed up or what I don't know, but anyway, to cut a long story short, I stripped off – yes, completely, got on the thing and paddled out. 'I must've dozed off, because the next thing I know I'm about half a mile out and it's getting rough. But I paddled like, well, you can imagine, and after about 20 minutes, away off to my left, what looks like my shirt is floating by; a bit nearer in, my plastic mat is bobbing past and when I eventually made it to the beach, the tide had come in and washed away everything – and I do mean everything!'

Now ask the students to compare notes with a partner and to say which of the two stories they believe and what influenced them. (5 mins)



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Ask the students to tell you which story they and their partner believed. Discuss in a group activity how features such as hesitation can make a story more or less plausible depending on how natural any pauses appear. (5–10 mins)

---

Ask the students to look at the key events in a story. Ask half the group to look at the Student A list and the other half to look at Student B. Ask each student to make up a story which features these key events. Monitor, and explain any unfamiliar terms. (5 mins)

Now the students find a partner A or B to tell each other their story. (5–10 mins)

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- 2 Look below at the key events of two other stories. Imagine one of them happened to you and tell the story to your partner, making it realistic. How difficult is it to ‘flesh out the bones’ of the story?
- 

**Student A**

‘Had a dream. A house. Bush in garden. Looked under it. Woke up.

---

Next day. Walked home different way.

---

Recognised house.

---

Looked under bush. Found mobile phone.

---

Knocked on door.

---

Person pleased. Lost it when gardening.’

---

**Student B**

‘Was cleaning house. Found an old school photo.

---

Thinking about school friend. Had lost touch.

---

Checked “Friends Reunited” website on the Internet.

---

Contacted friend – in New York.

---

Going there for New Year.’

---

In a group activity, ask the students to tell you about their partner’s story. Ask the students if they found it difficult to flesh out the story and encourage their partners to comment on any particularly successful language used for this purpose. (10 mins)

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## Creating suspense and atmosphere

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**Introduce the theme of atmosphere in storytelling. You could brainstorm any ideas about writers, film-makers, etc, who build up suspense successfully. (5 mins)**

**Draw the students' attention to the suggested techniques for creating and retaining interest in the listener. The use of complex sentences rather than a string of simple sentences will, at this level, make the desired impression on the examiner in the Spoken ESOL test. (8–10 mins)**

- 3 To build up to a moment of interest when you are telling an anecdote, you can keep the listener waiting. Look at these examples:**

'He was surrounded. He dived off the bridge.'

'He saw he was surrounded, so what did he do then? He dived off the bridge!'

'She forgot to put the lid back on the tank. The snake slid out during the night ...'

'She'd forgotten to put the lid back on the tank, so what happened was, the snake slid out during the night and ...'

'She was furious with him. She cut the legs off all his trousers.'

'She was so furious with him that what she did was cut the legs off all his trousers!'

---

## Involving your listeners

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**Now look at other ways of involving the listener, eg, inviting prediction by interjecting with questions and prompts related to the narrative. One way to introduce this is to tell a brief story of your own, using '...and guess what happened then?' etc. (5 mins)**

**Ask the students individually to think of something funny that has happened to them. Ask them to make notes of five key points and, as in activity 1, to think of ways of fleshing out the bare bones of the story. Monitor, and supply any vocabulary or ideas which the students may be struggling to find. (5 mins)**

- 4 Another technique for involving your listeners in a story is to invite them to predict what happens next.**

'... and guess what happened then?'

'... and then do you know what she said?'

'... and you'll never believe what they did ...'

'... and then what do you think happened?'

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Think of something funny that has happened to you. Make a note of five key points. Tell the story to your partner, using the narrative techniques you have learnt in this unit.

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Now ask them to work in pairs to tell their stories to each other, using language and narrative techniques to create interest.

In a group activity, ask the students to share their partner's story with you and the rest of the class. Encourage the students to invite prediction using, eg, 'Guess what he did then?', 'Who do you think came in at that moment?' (10 mins)

---

## Openings, middles, endings

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Remind the students that a good story is widely held to have a start, a middle and an end. Look at the different language we use to deliver these different stages.

---

### 5 You can indicate the start of a personal anecdote (something that happened to you or to people you know) in various ways:

'Did I ever tell you about the time I ...?'

---

'I remember the time when ...'

---

'That reminds me of when ...'

---

'The best/worst/funniest/weirdest thing that happened to me was when ...'

---

'Something like that happened ...'

---

'That's funny because the same thing/a similar thing happened to me ...'

---

'That's nothing compared to when ...'

---

Sometimes you digress or wander off the main point of the story. In order to get back to the narrative you can say:

'Anyway, ...'

---

'So, as I was saying, ...'

---

**And to finish:**

'Anyway, to cut a long story short ...'

---

'So, in the end ...'

---

'So eventually what happened was that ...'

---

Ask each of the students individually to think of a movie they have seen (or know of) and think will be fairly familiar to their fellow students. Ask them to plan retelling the story of the movie (without giving away the title or any very obvious clues). (5 mins)


Now ask the students in pairs to tell each other the story of the movie – using the narrative techniques above and making the start, middle and end distinct, and see if their partner can recognise it from the narrative. (5–10 mins)

- 6 Think of a good movie you have seen. Tell the story of it to your partner using these techniques. Ask them to guess what film it was.

As a group, ask any of the students who heard a particularly good narrative to reproduce what their partner said. The rest of the class can then identify the movie. (10 mins)

## Interrupting and exclaiming

Explain that delivery of a narrative can be a two-way process and that the listener may well prompt by interrupting, especially if the story is interesting. Ask the students to listen to the recordings of short conversations and to make notes of any interruption they hear. (5 mins)

- 7 Listen to the short conversations and make a note of the responses. What do they indicate about the listener's response to the story? Write down your ideas.  12

Male voice 'She told him to pay up then and there.'

Female voice 'So, guess what? I came top!'

M 'I'd just finished the last sentence, when the computer crashed. I lost the lot.'

F 'Anyway, I told her she could keep her rotten job and just walked out.'

F 'I had this really odd dream about Bill Kent on Wednesday night. I hadn't even thought of him for about five years and then on Thursday morning on the underground, there he was, sitting right opposite me.'

F And he leaned across and said, "D'you know, I dreamt about you last night."

---

F 'I've had a salary increase of 12 per cent.'

---

---

M '... and the brakes went just as I was pulling into the drive ...'

---

 12

1

**Male voice 'She told him to pay up then and there.'**

Female voice 'No!'

2

**F 'So, guess what? I came top!'**

M 'Wow!'

3

**M 'I'd just finished the last sentence, when the computer crashed.  
I lost the lot.'**

F 'Oh no!'

4

**F 'Anyway, I told her she could keep her rotten job and just walked out.'**

M 'You didn't!'

5

**F 'I had this really odd dream about Bill Kent on Wednesday night.  
I hadn't even thought of him for about five years and then on Thursday  
morning on the Underground, there he was, sitting right opposite me.'**

M 'What a coincidence!'

**F 'And he leaned across and said, "D'you know, I dreamt about you  
last night.'"**

M 'Amazing!'

6

**F 'I've had a salary increase of 12 per cent.'**

M 'Really!'

7

**M '... and the brakes went just as I was pulling into the drive ...'**

F 'So what did you do?'

---

**Now ask the students to practise with a partner the dialogues they have heard. Tell them not to worry about being word perfect in the narratives but to focus on the impact of the interruptions. (5–10 mins)**

---

**8 Practise the dialogues with a partner.  
Do the interruptions add or detract from the storytelling?**

---

**Now ask the students in groups to tell you how the interruptions affected the flow of the narrative. Point out, if it has not already become evident, that brief interruptions can assist the effective telling of a story provided the narrator responds fluently to these and keeps the discourse going. This is a skill which will be useful in the Spoken ESOL test at this level. (10 mins)**

---

**Ask the students individually to look at the extracts from anecdotes and to decide how they might interrupt. Encourage them to think of as many possibilities as they can. (5 mins)**

---

**9 How would you respond to these extracts from anecdotes?**

'We were trekking in the Himalayas. It was our first day there and this troupe of monkeys came up to us. One of them grabbed my girlfriend's bag and ran straight up this pine tree with it – passport, traveller's cheques, vaccination certificates – everything ...'

'I was up in my bedroom when my brother burst in saying, "You've won that science competition you went in for" ...'

'We hadn't been in touch for at least two years and then we both turned up at Barry's party wearing exactly the same dress and shoes!'

---

**Now ask the students to work with a partner. Ask them to play out the roles of narrator and listener and to interrupt/respond. Monitor, and note any interruptions/responses which worked especially well. (5 mins)**

**Ask the students in groups to tell you about their conversations. Draw their attention to any interruptions/responses you noted as particularly effective. (10 mins)**

---

## You'll never guess what happened to me

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**Ask the students to form into groups of four or five. Ask each member of the group individually to think for a few minutes about one or two interesting, funny or surprising things that have happened to them. Ask them then to tell their story to the other members of the group (who will interrupt as naturally and spontaneously as possible). (10–15 mins)**

---

- 10 Sit in groups of four or five. Think of a few interesting anecdotes. These might be coincidences, exciting or frightening stories, embarrassing or unexpected incidents, or events that made you laugh at the time or in retrospect. Take it in turns to tell your stories. Remember to show interest in what other people are saying by expressing surprise or disbelief, by asking questions and exclaiming.**
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## 8 Expressing feelings

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You can introduce the topic by using mime or gesture and inviting the students to suggest, in a group brainstorm activity, how you feel. The variations are infinite. (2–3 mins)


Remind the students that in the Spoken ESOL test they will be asked to express themselves in terms of opinion and also of mood and feelings. At this level a simple exchange of factual information will not normally produce a sufficiently broad range of language. (5 mins)

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Your ability to express your feelings as well as your opinions is important in the Spoken ESOL test at the higher levels. A broad range of vocabulary is essential of course, but intonation, tone and stress all help to communicate the subtle nuances of feelings and emotions.

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Ask the students to listen to recordings of people expressing their feelings. Make sure that everyone knows the meanings of the adjectives listed, some of which may need explanation, eg, 'sympathetic' is to be patient, kind and supportive if someone has problems. (5 mins)

- 
- 1 Listen to the responses in the short extracts.  
How are the people feeling?  
What clues do they give about their emotions?  
Write down the numbers next to the appropriate adjectives.  
Compare your answers with your partner.  13

pleased	10
bored	9
annoyed	4
furious	8
relieved	7
surprised	3
disappointed	1
anxious	5
sympathetic	2
interested	6

---

## 13

1

**M** 'I'm really looking forward to next week's trip to the aquarium – there was a thing about it on the telly last night. It looks absolutely fantastic.'

**F** 'Oh, haven't you heard? They've cancelled it – not enough people signed up to go.'

**M** (disappointed) 'Oh, what! You're joking. I don't believe it ...'

2

**F** 'How's the house-hunting going? Any luck with that cottage in Sandford?'

**M** 'Fraid not. They accepted our offer, I mean everything seemed to be going fine, and we were just two days away from exchanging contracts when they pulled out – without any explanation at all – you know, right at the last minute.'

**F** (sympathetic) 'Oh no! I'm really sorry. That's just too bad.'

3

**M** 'I don't suppose you've seen anything of Sereta since we left college, have you?'

**F** 'It's funny you should say that. I met her a couple of weeks ago – on the beach of all places – with her husband and little boy ...'

**M** (surprised) 'Sereta! The career woman! Married, with a baby! I just can't believe it ...'

4

**M** 'Do you want any mayonnaise or dressing on your salad, Hannah?'

**F** 'Mmm, I'll have some dressing, please.'

**M** 'Careful when you shake it, the cork's not very ...'

**F** (annoyed) 'Oh no! All down my blouse. Blast! Oil's impossible to get out too ...'

5

**M** 'Morning, madam. How can I help?'

**F** 'I understand the 9.15 train to Bristol's been cancelled.'

**M** 'That's right. A fault in the locking mechanism on the doors.'

**F** 'But the next one, the nine forty-five, only gives me five minutes to catch my connection to Cardiff when we get to Bristol.'

**M** 'You'll have plenty of time.'

**F** (anxious) 'Oh dear! I'm not sure. I've got all these bags to cross platforms with and what if this train's a bit late, oh ...?'

6

**F** 'So it looks as if Professor Fullman's been turned down for the job of Head of Department.'

**M** 'No! Why?'

**F** 'I'm not sure I ought to say ...'

**F** (interested) 'Oh, go on, really, you know it won't go any further than me ...'

7

**F** 'Max – the post's here.'

**M** 'Is there a letter from Sheffield?'

**F** 'There is. D'you want to open it?'

**M** 'No – you open it.'

**F** 'Okay, then – let's see (pause) – yes, they've accepted you ...'

**M** (relieved) 'Oh! Thank goodness for that ...'



---

8

**M** 'Good morning. Is that Pearce Plumbing Limited?'

F 'Yes it is. How can I help?'

**M** 'My name's Farrow and Mr Cann said he'd be round first thing. I've got a leak in the tank he installed and it's getting worse – water's actually coming through the ceiling now ...'

F 'I'm sorry, Mr Farrow, but Mr Cann's gone off for the day now and won't be back till Monday.'

**M** (furious) 'Whaat! You are joking, I hope.'

F 'I'm very sorry.'

**M** 'You're sorry! I don't believe it!'

9

**F** 'And so after waiting to catch the 29 bus, we decided to take the number 11 instead, you know the one that goes past Wilmslow Park – and guess what – it's quicker than the 29, 10 minutes at least ...'

M (bored) 'Really? You don't say...'

10

**M** 'So did you manage to get any tickets for Friday's show?'

F 'Well, they were very busy and I thought "no chance", so...'

**M** 'So...?'

F 'So I got two centre seats in the front row!'

**M** (pleased) 'Oh, wow! That's just great!'

---

**Ask the students to compare answers with a partner, saying which, if any, they are still uncertain about. Play the recording again if you think it will help. (5–10 mins)**

**Now ask the students to report back to you. Do this as a group activity and give a decision about any answers which produced uncertainty. Point out how tone of voice strongly influences the meaning of utterances. (10 mins)**

---

**Draw the students' attention to the phrases – sometimes single-word utterances – which we use to express feelings. Explain the meanings of the abstract nouns listed (you might want to replay tapes 12 and 13) and ask the students to work with a partner to say which of the phrases they think matches which feeling. Tell them not to worry if they don't know all the answers, they will have the chance to check shortly. (10 mins).**

---

- 2 Match the emotions that follow to the phrases used to express them. Some of the same phrases can be used to express different emotions, depending on the tone and intonation of the speaker, so you may want to make a note of more than one emotion next to certain phrases.

### Emotions

- |              |                  |
|--------------|------------------|
| 1 surprise   | 6 disappointment |
| 2 relief     | 7 irritation     |
| 3 interest   | 8 boredom        |
| 4 excitement | 9 sympathy       |
| 5 pleasure   | 10 anger         |

### Phrases

'Wow!' 1, 4	'What a relief!' 2
'You're joking!' 1, 10	'How annoying!' 7, 10
'You are joking?' 1	'No!' 1, 6, 10
'So?' 3	'What!' 1, 10
'Oh dear!' 9	'Good grief!' 6
'Oh no!' 6	'I'm so sorry.' 9
'Never!' 10	'Amazing!' 1
'I don't believe it!' 1	'That's terrible!' 9
'Goodness!' 1	'Really!' 3
'Poor you!'	'I'm so pleased.' 5
'Phew!' 2	'What a pity/shame!' 6,9
'That is funny!' 3, 5	'Honestly?' 3
'That's brilliant!' 5	'Cool!' 5

Ask the students to tell you what matches they made between phrases and feelings. Allow any unexpected answers provided the tone of voice justifies the match (eg, 'Poor you' is likely to be matched with 'sympathy', but tone of voice could make it 'surprise' or 'boredom'). Encourage the students to consider how important tone is: the single word 'so' is capable of many very different meanings. (10–15 mins)

Ask the students individually to think of things which have given them some of the feelings listed in activity 2. You may need to pre-teach 'upsetting' as 'makes you sad, uneasy'. If any of the students can't, or prefer not to, recall real incidents, they can make up situations. (5 mins)

---

**3 Think of some things that have happened to you recently and make a note of them. (You can imagine them if you like.)**

Something good

---

Something bad

---

Something surprising

---

Something upsetting

---

Something that made you feel relief

---

Something annoying

---

Something exciting

---

**Now ask the students to move around the room exchanging brief stories with as many partners as possible and giving appropriate responses. (10 mins)**

---

**4 Move around the class, telling your stories and giving your news to different people. React to their news, using some appropriate expressions.**

**Now ask the students to tell you what responses they and their several partners gave to what they heard from one another. Do this as a group activity and check how many of the phrases from activity 2 were used or could have been used. (10 mins)**


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## Expressing sarcasm

**Draw the students' attention to the importance of making it clear if we mean what we say or if we are being ironical. You can easily do this by making a harmless (ie not personal to anyone in the class) but obviously ironical comment, eg, 'Lovely weather again', 'Good result for the Wanderers on Saturday.' (2–3 mins)**

**Stress that in expressing more personal comments we need to be sure that our intention is communicated unambiguously, as sarcasm isn't always well received. Ask the students to listen to the recordings and to say which express sincerity and which don't. (3 mins)**

---

**5 Sometimes people use sarcasm to express ironically feelings of anger, disappointment, resentment, contempt, etc. Listen to the extracts and decide which responses are sincere and which are sarcastic.  14**

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 14

1

**Female voice** 'Do you like the way I've decorated the living room?'

Male voice (sincerely) 'Yes, I think it's got a very peaceful atmosphere now.'

2

**F** 'And he said I was the most promising student he'd ever had.'

M (sarcastically) 'Really? You don't say.'

3

**M** 'Anyway I got her a new washing-up bowl for her birthday.'

F (sarcastically) 'Wow! She must've been thrilled.'

4

**F** 'So what did you think of my essay?'

M (sincerely) 'I thought it was excellent.'

---

**In a group activity, ask the students to give you their answers. Confirm or correct, playing the recording again if necessary and drawing attention to the influence of tone. (5–10 mins)**

---

**Ask the students to look at the questions listed in activity 6. Ask them individually to think about how they could respond sincerely or sarcastically. (5 mins)**

---

**6 Try reacting to these questions both sincerely and sarcastically. Consider what you say and how you say it.**

'So, was the meal a great success?'

---

'What did you think of the film then?'

---

'Are you getting on better with her now?'

---

'Is your English course interesting?'

---

**Now ask the students to play out the situations with as many partners as possible, varying their responses from exchange to exchange. (10 mins)**

**In a brief group activity, ask the students to tell you how they felt about some responses. Remind them that at this high level of language use, we need to be careful not to offend people unless we really mean to. (5 mins)**

---

## Expressing anger

**Introduce the theme of anger. You can easily do this by showing pictures, eg, from comic strips, or by miming/gesturing. (2–3 mins)**

**Ask the students individually to look at the 10 adjectives connected with anger. Ask them to grade them in strength 1 (weakest) to 10 (strongest). Tell them not to worry if they are not sure of the order, or of the meaning of certain words – they can check shortly. (5 mins)**

---

**7 Grade these adjectives in order of strength from 1 (weakest) to 10 (strongest). Use 'angry' as the norm.**

Adjective	1–10
livid	9
annoyed	6
miffed	1
cross	5
angry	7
furious	8
upset	4
put out	2
irritated	3
incandescent	10

**Now ask the students to work with a partner and compare answers. (5–10 mins)**

**In a group activity, ask the students to tell you what order they have put the adjectives in. There may be some degree of overlap, and encourage the students to recognise that this is a feature of language use at this level of nuance, but make it clear that 'miffed' and 'put out' come at one end of the scale with 'livid' and 'incandescent' at the other. (10 mins)**

**Now ask the students to look at the sentences in activity 8 and to choose one of the adjectives in activity 7 as a way of expressing their feelings. Ask them to do this individually (5 mins) and then ask them to work with a partner, playing out the situations and saying whether they thought their partner's feelings were described by adjectives in the lower, middle or higher range of the anger scale. Monitor, and check that tone is generally appropriate to intention. (5–10 mins)**

**8 Try saying the following phrases, using different degrees of anger. Can your partner guess how angry you are?**

'I just wish you'd told me before.'

'Whatever possessed you to borrow it in the first place?'

'He did what?'

'Don't tell me you've broken it again!'

**Introduce the theme of obscene language – and the wisdom of avoiding it. Not all the language items learners acquire – especially in a country where the language is spoken – are appropriate in all situations and the Spoken ESOL test will never actually require a candidate to use an obscenity. You can set the scene by, for example, dropping something on your foot and explicitly holding back from saying what you feel. Alternatively, ask the students to consider how inappropriate use of obscene phrases in their own language(s) might have a very negative effect on a listener. (5–10 mins)**

**Draw the students' attention to the milder expressions of anger listed below. Focus on the appropriate tone of voice (eg in 'That's just great!') as a means of emphasising the message. (5–10 mins)**

- 9 It's best to avoid using obscene expressions to show your anger, as this might offend people. However, here are some acceptable ways of showing you're angry, ranging from weak to strong:**

'What a nuisance!'

'What a drag!' (slang)

'That's just typical, that is.'

'That's all I needed!' (irony)

'That's just great!' (sarcasm)

'Blast!'

'It really makes me sick when you leave everything to the last minute.'

'I'm telling you, we've just about had enough of your rudeness.'

**Explain that language can be used not just to express anger but also to calm it. Look at the ways of pacifying angry people. (5 mins)**

- 10 You might very well want to pacify someone who's angry or upset. Here are some useful ways of doing it:**

'Now look, why don't you just calm down for a minute?'

'Come on. There's no need to get yourself into such a state.'

'Surely it's not as bad as all that?'

'Look, please don't take it so seriously.'

'I'm really sorry to hear that, but ...'

**Ask the students individually to think of three things that make them angry and jot them down. (5 mins)**

---

11 Think of three things that make you angry and make some notes below. Imagine they've just happened. Tell your partner. Let your partner try to calm you down.

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---

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Now ask the students in pairs to tell their partner what has happened to make them angry in an imagined situation. Their partner will attempt to pacify them. The students will then change roles and, if you think fit, play out the situations again with other partners. (5–10 mins)

Ask the students in groups to tell you how successfully each has calmed the other. Invite them to play out the situations for you and the class and comment on particularly effective performance. (10 mins)

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## Test practice

**The organisation of the test practice is a matter for your judgement in the particular teaching situation you are in. With larger classes, it can be difficult to use the practice test as an activity in class time. You can ask the students to practise in pairs, with one adopting the role of interlocutor, but if it is possible to conduct the practice exercise (and at some stage a full practice test) yourself or have a fellow teacher do so, it will be valuable test preparation.**

**(Timings will vary, but this type of task would normally take 2 to 3 minutes in the test itself and one of the test skills to cultivate is a fluent exchange of information/comment.)**

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## Test practice – Expert

**The following situations are similar to those you will be expected to act out with the interlocutor in Part 2 of the Spoken ESOL test at the Expert level.**

**For the first two situations, the interlocutor will start by saying:**

'... first of all I'm going to read two situations and I want you to respond.'

**In each situation you will be expected to speak at least twice.**

### Responding

'I work in a car-hire company. You're abroad and want to hire a car. I start.

"Good morning. Can I help you?"

---

'I'm a friend. I'm thinking of joining your English class. I start. "What would you say are the good and bad things about your English class?"

---

'We share a flat together. I start. "I hate complaining, but I seem to do most of the housework here."

---

'I'm a visitor to your town. I start. "What places do you advise me to avoid while I'm here?"

---

'We're friends. You've just come back from a job interview. I start.

"So how did the job interview go, do you think?"

---

'We're friends. You thought you'd lost your wallet. Now you've found it. I start.

"Hey. You're looking pleased with yourself. What's happened?"

---

'I run a tour guide company. You want to work as a guide. I start.

"Why do you think you'd be good as a tour guide for this area?"

---

'I'm a journalist. I'm writing about world traffic problems. I start. "What's the traffic like in this town?"

---

'Your English teacher suggests a new course book for you. Find out what it's like. I start. "I feel this new course book might be suitable for you. What do you think?"

---

'We're friends. I start. "Hey, you look very excited. Have you had some good news?"

---



---

'I'm a student in your English class. I start. "I have real problems with my listening. I wonder what I can do to improve this?"'

---

'In class we're discussing the most frightening times in our life. I start. "What about you? When were you most afraid?"'

---

**For the second two situations, the interlocutor will start by saying:**

'... now I'm going to read two more situations and I want you to start.'

**In each situation you will be expected to speak at least twice.**

**Starting**

'I work in a travel agency. You want to book a holiday. You start.'

---

'You want to change your English class. Tell the college director. You start.'

---

'I'm your bank manager. You want to borrow £10,000. You start.'

---

'I'm your doctor. You've been getting bad headaches. You start.'

---

'I'm a police officer. You witnessed a robbery at a jeweller's shop. You start.'

---

'Your friend has just been fired from a job. You start.'

---

'You've lost the class notes I lent you. You start.'

---

'You want me to look after your flat when you're on holiday. You start.'

---

'I'm your boss. You need time off from work. You start.'

---

## Test practice – Mastery

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**The following situations are similar to those you will be expected to act out with the interlocutor in Part 2 of the Spoken ESOL test at the Mastery level.**

**For the first two situations, the interlocutor will start by saying:**

'... first of all I'm going to read two situations and I want you to respond.'

**In each situation you will be expected to speak at least twice.**

**Responding**

'I work in a conference venue. You are arranging your company conference. I start.

"I shall need all the details of the your conference requirements, please."

---

'I'm a tourist in your area. I start. "Can you give me an idea of the kind of accommodation available around here?"'

---

'I'm an older friend. I start. "I'm having real problems with my two teenage children. Any advice?"'

---

'We're friends. You've just started a new job. I start. "So what does your new job involve then?"'

---

'I work in customer service for a rail company. You recently travelled on an overnight train and the service was bad. I start. "Good morning. How can I help you?"'

---

'We're friends. I'm revising for my exams. I start. "I just can't seem to get my revision organised. What do you suggest?"'

---

---

'We're friends. We're discussing possessions. I start. "So, what would you say is your most treasured possession?"'

---

'I'm your English teacher. I start. "What aspects of English would you like to concentrate on next month?"'

---

'We're friends. I want to make some changes to my flat. I start. "I'm fed up with my flat. What could I do to make some real improvements to it?"'

---

'We're friends. I'm bored with my life. I start. "I feel I'm just stuck in a rut. I need some excitement. What can I do?"'

---

'You've come back from a weekend English course. I'm a class-mate. "So, what was the weekend English course like?"'

---

**For the second two situations, the interlocutor will start by saying:**

'... now I'm going to read two more situations and I want you to start.'

**In each situation you will be expected to speak at least twice.**

**Starting**

'I'm your English teacher. You feel the class is too easy. You start.'

---

'We're friends. You've just failed an exam. You were sure you'd passed. You start.'

---

'We're friends. Your car broke down in the middle of the night. Tell me the story. You start.'

---

'At a job interview you are asked to describe yourself and the kind of person you are. You start.'

---

'I'm the complaints manager for a TV company. You saw an early evening film, which you thought was too violent. Phone me to complain. You start.'

---

'You want to persuade me to go on a climbing holiday with you. You start.'

---

'I'm interested in art and culture and I'm coming to your area. Suggest an itinerary of things I should do. You start.'

---

'I'm a friend. I'm not computer-literate and I need advice on basic IT skills. Make suggestions. You start.'

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# 3

## Introduction to Part 3

In Part 3 of the book the emphasis is on exchanging information and opinions by asking and answering questions and on discussing a topic together to try to reach agreement. Likewise, in Part 3 of the Spoken ESOL test, the candidate exchanges information and opinions with the interlocutor. At the Expert and Mastery levels, both candidate and interlocutor will have the same information, for example, a list of the qualities that make a good teacher. In this case their task might be to discuss these qualities and try to reach agreement on which is the least and most important.

To do well in this part of the test at Expert and Mastery levels, candidates must not only ask and answer questions, but also express opinions and comment on opinions expressed by the interlocutor. At these levels the interlocutor will frequently put prompts which require the candidate to justify and persuade.

The topic settings in the units of this part of the book are typical of those the candidate will meet in the Spoken ESOL test, and the tasks offer plenty of opportunity to use the language of opinion exchange and of agreement and disagreement.

Pair-work activities give your students the chance to practise the skills of initiating responding and turn-taking – though in the Spoken ESOL test itself the interaction will be with the interlocutor and not a fellow candidate. The recordings give examples of language functions which are commonly used by speakers exchanging different, and sometimes conflicting, opinions.

Remind your students that this is not a test of their knowledge but of their language abilities. Students can usefully practise interrupting, asking for and giving clarification, and referring directly to what has been said by a partner in the interaction. It is in the nature of information and opinion exchange tasks that the interaction can take unexpected directions. Encourage your students to use the language strategies which make interaction seem natural: repeating what a partner has said, often in a rising tone to suggest disagreement, and filling pauses with such language items as ‘Well ...’, ‘Let me see ...’ and ‘I suppose so ...’.

# 3

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### **Part 3 Exchanging information and opinions**

We often talk with other people to find out things we don't know, to compare our views with theirs or to plan a joint activity. Exchanging information and opinions can be important in both our work and social lives. The units that follow are designed to build skills in participating in discussions and reaching agreement with others.

In Part 3 of the Spoken ESOL test will take the form of a discussion in which you offer your views and elicit those of the interlocutor. By the end of the discussion you will try to reach agreement or draw some conclusions. The units that follow will give you practice in explaining your views, asking for the opinions of others and reaching joint conclusions.

### **Tips from the examiners**

In Part 3 of the exam, the candidate and the interlocutor have exactly the same information. It may be anything from a list of inventions to the results of a survey. Together you will have a discussion and reach conclusions. For example, you may need to decide which are the most or least important things on a list. You are not assessed on whether you and the interlocutor agree; it is the language of agreement and disagreement that the examiner is listening for.

Part 3 gives you a chance to explain, clarify and justify what you say. Make sure you practise these skills in advance.

Remember, fluency in exchanging information and opinions is a two-way process. Don't just give your own comments – pick up on what the interlocutor says as well.

When speaking we use our voice to show that we are certain or uncertain. How we say things is often as much a clue to meaning as the words. The examiner will be listening for subtle differences in stress and intonation.



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## 1 Surveys and questionnaires

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It will help the students to perform confidently and effectively as candidates if they know what is expected of them in each part of the test. Tell them that in Part 3 they will always exchange information and, at this level, opinions with the interlocutor. Although the task will remain essentially the same, the topics and settings will be varied. One typical format is to discuss the results of a survey or questionnaire. (2–3 mins)

You can easily lead into this unit by showing a questionnaire of some kind or by briefly playing the role of someone conducting a survey among the general public (hold a clipboard and ask the students 'Can I just ask you one or two questions about ...'). (2–3 mins)

Now introduce the theme of 'environmental issues'. You can do this by showing a picture of environmental damage, eg, using a newspaper headline. (2–3 mins)

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### Completing a questionnaire

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Ask the students individually to complete the questionnaire, giving their own, honest opinions. Stress that nobody is being judged on their (lack of) commitment to saving the environment. Although some vocabulary may be unfamiliar, the activity will be more authentic if they attempt to complete it without any pre-teaching. Monitor, and be ready to explain any new items, ask students to use a dictionary or tell them simply to omit any questions they aren't sure of. (10 mins)

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- 1 How environmentally aware and concerned do you think you are? Do you imagine you are more or less aware than your partner? How hard do you try to 'do your bit' for the environment on a day-to-day basis? Fill out the questionnaire below.

#### Environmental issues questionnaire

1 Do you belong to any environmental organisation?

- A Yes
  - B Would like to
  - C No
- 

2 If there's a serious article on the environment in the newspaper, do you:

- A read it thoroughly?
  - B skim through it?
  - C skip it?
- 

3 When you go shopping, do you:

- A take your own shopping bag?
  - B re-use old plastic bags
  - C use new plastic bags?
-

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4 Do you think use of the world's resources is an issue to be addressed by:

- A each one of us?
- B by national governments?
- C by international agreement only?

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5 When travelling short distances (0–2km), do you:

- A always walk or cycle?
- B often take the bus, tube or tram?
- C always take the car or a taxi?

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6 When buying fruit, vegetables and cereals, do you:

- A only buy organic produce?
- B buy organic produce if it's not too expensive?
- C pay no attention to whether it's organic or not?

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7 How often do you recycle paper, metals and glass?

- A Always
- B Sometimes
- C Never

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8 When buying a present, do you:

- A choose non-packaged goods wherever possible?
- B not let the packaging influence your choice?
- C go for something extravagantly packaged because it looks better?

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9 If you buy meat or eggs, do you:

- A only buy free-range produce?
- B buy free-range only if it's cheap enough?
- C pay no attention to how it's been reared?

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10 With regard to consuming energy in your house, are you:

- A very careful?
  - B fairly careful?
  - C not bothered by the issue?
-

Now ask the students to work in pairs and compare answers with their partner. Ask them to focus on any (perfectly legitimate) differences of opinion they may have. Look at the suggested ways of eliciting clarification and justification, and add any others you think useful. Monitor, and, without correcting at this stage, note any expressions used which are not entirely appropriate. (10 mins)

- 2 **First discuss the choices you've both made and what they tell you about each other. Make sure you expand on the reasons for your choices and find out from each other what they tell you about your attitude towards the environment.**

**These are some things you need to find out:**

'Why do you act/feel/think like this?'

'How entrenched is your opinion or could you be persuaded to change?'

'How important are these issues to you? Why?'

Ask the students in their groups to tell you what differences of opinion they and their partners had and how they explained these to each other (and with what degree of success). Give examples of some of the more successful functional language you heard when monitoring and, if necessary, explain why certain items are less appropriate to the speaker's intention. (10 mins)

Now invite the pairs of students to widen the discussion about the topic of environmental issues. Draw their attention to the prompts in activity 3, explaining any items which may be unfamiliar (eg, Greenpeace and Friends of the Earth – groups which work to encourage people and governments to protect the environment). (10 mins)

- 3 **Now try to develop the discussion in more general terms. Talk to each other and elicit opinions on these aspects of the topic:**

'How successful have world summits been in acting on global environmental issues such as energy, food distribution and pollution?'

'Which environmental issues in your country need to be addressed most urgently?'

'What impact do groups like Greenpeace and Friends of the Earth have on world opinion?'

'Which specific policies would you like to see introduced in the near future regarding:  
traffic  
nuclear waste  
animal welfare  
marine pollution  
food production?'

'Is there reason for optimism regarding the future of our environment?'

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Ask the students to tell you what opinions they and their partners have agreed and differed on. Do this as a group activity; invite spontaneous comments from other members of the class and allow the speakers to come back with an explanation or with clarification. (10 mins)

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## Devising your own questionnaire

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Explain that as candidates in the Spoken ESOL test they will not be expected to produce questionnaires. As classroom practice, however, this next activity should produce a lot of exchange of opinion (which will be a rich source of language). (2–3 mins)

Ask the students to work with a partner (the same partner as before or a new partner) to produce a questionnaire. Explain that it is important that the topic should be of general interest and that the questions should produce extended, rather than simple 'yes' or 'no' answers. The exchanges produced in the process of deciding the questionnaire topic and the individual questions should produce a lot of language. Monitor, and prompt if any pair of students appears to be struggling to find ideas. Tell the students they will each need to have a list of the questions for an upcoming activity. (10–15 mins)

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- 4 Now you and your partner are going to devise a questionnaire of your own.  
Find a topic that you are both interested in and one which the other students in your class will be able to answer personal questions on. Choose a topic that will elicit a broad discussion rather than just narrow preferences or 'yes' or 'no' answers.  
Try to make the questions cater for a broad range of answers and cover your topic as widely as you can with 10 questions.  
Try to predict what the likely outcome will be.  
Ask each other the questions first to make sure they work well.

**Some possible topics are:**

'How fit and healthy are you?'

---

'Are you a political animal?'

---

'How influenced are you by advertising?'

---

'What is the effect of TV on our lives?'

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Ask the students to try out the questions on each other to check that they work and also to predict what answers they think their classmates are likely to give. (10 mins)

Now ask the students to try out their questionnaire on the other students in the class. Get the pairs to split and the individual students to move around the class asking as many people as possible the questions they and their partner have devised. Ask them to make a rough note of responses. (10–20 mins)

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- 5 Move around the class questioning the other students and recording all the information. You also have to answer their questionnaires. Be truthful with your answers, so the information is realistic.

**Ask the students to get back together with their partner and to report on what responses they received to their questionnaire items. How successfully did they predict these? (5–10 mins)**

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- 6 Return to your partner and discuss the results of your questionnaire. How successful were your predictions? What conclusions can you reach?

**Now, as a class activity, ask the students to tell you what responses – especially unpredictable ones – their questions received. (10–15 mins)**

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- 7 Feed back a summary of your findings to the rest of the class, noting predicted and unexpected trends.

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## Commenting on completed surveys

**Inform the students that a typical Part 3 task is commenting on the information such as the result of a survey. At the higher levels of the Spoken ESOL test, candidates will demonstrate a wider range of language if they are prepared to give opinions as well as exchange facts. (2–3 mins)**

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- 8 In Part 3 of the test you and the interlocutor may need to exchange information about the results of a completed survey. You are given the completed survey and are then asked to comment on the information, giving your opinions about the facts, and the trends and conclusions you draw from them. At the same time you may need to give your own opinions on the topic. Work with your partner and ask questions that follow this kind of pattern:

### Possible questions

'How surprised are you by the first choice? Why do you suppose this came top?'

'Which choice comes as the biggest surprise to you?'

'Why do you suppose ... is important to people?'

'... came last. Why do you think this is?'

'Would you choose ... as significant in your choice? Why/why not?'

'How predictable do you think this survey is?'

'What do you think this survey indicates about ... ?'

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'How do you think these choices will differ in the future?

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'Do you think these choices would reflect people's opinions in your area?  
Why/why not?'

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'How important a factor is age in a survey like this?'

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## 2 Planning campaigns

Introduce this unit by explaining that in Part 3 of the test candidates are often asked to exchange information and opinions and to justify or support their view. This unit will give them useful practise. (5 mins)

Introduce the theme of this unit – campaigns. One way to do this is to take in a poster or some newspaper headlines, connected with a national or local campaign. (2–3 mins)

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### Vocabulary

Now ask the students individually to look at the list of vocabulary items and make notes about what these mean. Tell them it doesn't matter if there are some items they don't know, they will have the chance to check with a partner. (5 mins)

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#### 1 What do the following expressions mean in connection with running a campaign?

'to rally support'

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'to campaign house-to-house'

---

'to sign a petition'

---

'target group'

---

'campaign strategy'

---

'to outline objectives'

---

'blanket advertising'

---

'to foster goodwill'

---

'to go all out (in order to achieve...)'

---

'to delegate responsibility'

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Now ask the students to compare notes with a partner. Do they agree about the meanings of the items of vocabulary? Monitor, and check if any items are not known. (5 mins)

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**Ask the students to tell you what they and their partner decided the vocabulary items meant. Invite contributions from the whole group and put correct answers – supplying these yourself when necessary – on the board. (5–10 mins)**

**Now ask the students to form into groups of three or four and discuss what local campaigns have taken place in their area(s) in the last five years. If the class is made up of students from several different countries, they will need to explain the background to these campaigns and say why local people feel or felt strongly about them. (10–15 mins)**

**2 Working in small groups, can you think of any local campaigns that have taken place in your area during the last five years?**

**What were they about?**

**How did you feel about them?**

**Topics that might be relevant include:**

traffic congestion

road safety

school

need for a swimming pool, playground or youth club

irresponsible dog owners

environmental protection

saving a building from demolition

banning smoking on public transport

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**Ask the students in their groups to discuss the general questions about campaigns listed below. Tell the students they do not need to have any actual experience of taking part in campaigns to give valid opinions. Monitor, and explain any vocabulary which may be unclear. (10 mins)**

**3 Find out from each other:**

'Why do people bother to run campaigns?'

'Who are they trying to influence?'

'What methods can be employed to get a message across?'

'How can the media become involved?'

'When advertising, what do you need to consider?'

'Why is the age of your target group important?'

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**Ask the students to tell you the answers their group gave. Do this as a group activity and put some of the answers on the board. (5–10 mins)**

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Now ask the students to work in pairs to choose an issue about which they feel strongly. Monitor, and prompt with ideas if some pairs of students are struggling to come up with issues (you could suggest facilities for young/old people, changes to the environment, transport problems). Ask the students to write down their campaign topic. (5 mins)

- 4 You are going to plan a campaign in your school, college or local area. Talk to your partner about local issues that you think should be addressed. Then choose a topic that you both feel strongly about. Your teacher will help if you have problems choosing. Write the title of your campaign here:

Campaign topic:

You both have a list of things to consider.  
Make a few notes on your ideas.

**Student A**

Main objectives

Best time to run it

People to ask for help

Talks/speeches, etc

Local media

**Student B**

Length of campaign

Target group(s)

Advertising methods

Highlight event (march, demo, petition, etc)

Probable cost

Ask the students to exchange ideas. There will be times when they agree and times when they disagree. It will be useful to look through the extensive list of expressions in activity 5, paying attention to stress and intonation as well as to semantics, in advance of the students' exchange of opinions. (10–15 mins)

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**5 Now exchange ideas with your partner.**  
**Try to be polite but firm when challenging each other's ideas.**  
**Look at some ways of doing this:**

'I'm not sure I entirely agree with you about that.'

'I understand what you're saying, but don't you think that ...?'

'I'm with you up to a point, but I also think that ...'

'I'm afraid I can't really agree with you there. I feel that ...'

'I know what you mean, but you've also got to think that ...'

'On the other hand, don't you think that ...?'

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**You might want to agree:**

'Of course, you're right.'

'My feelings entirely.'

'I agree completely.'

'Yes, absolutely.'

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**You might decide to capitulate (give in):**

'Okay. You've persuaded me.'

'Alright. I'm convinced.'

'Fair enough. I agree.'

'Right. We'll do it your way.'

'Okay. I take your point.'

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**You might dig your heels in (refuse to give in):**

'Sorry. I just can't agree with you there.'

'We'll have to agree to disagree, I'm afraid!'

'I'm sorry. I don't see it that way.'

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**You need to make a brief summary of your campaign:**

'So, to sum up, let's ...'

'To make a brief résumé, then, we should ...'

'So, to bring all those ideas together, we've decided to ...'

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**Now ask the students to exchange their ideas. Monitor, and check that the expressions in the list are used accurately. (10 mins)**

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Ask the students to tell the other pairs of students how they intend to achieve the objectives in their campaign. This can be done as a group activity or you may decide to ask the students to circulate among other pairs and report back to their partner before telling you what information they have gathered. (10–15 mins+)

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- 6 When you have reached agreement on the plan of action for your campaign, tell the rest of the class how you hope to achieve your objectives.

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One useful way to finish the lesson is to ask the students to put their ideas to you and to respond with expressions of agreement or disagreement from the list. You may also like to put forward some of your ideas for the students to respond to using these expressions. (10 mins)

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## 3 Ranking and prioritising

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Remind the students that as candidates in the Spoken ESOL test they are often set the task of putting things in order of importance and then discussing this with the interlocutor. Stress that task completion is not in itself an assessment focus and that there are no 'right' or 'wrong' answers: the important thing is to express themselves and use as much language as possible. (5 mins)

Introduce the topic of inventions. You can easily do this by taking in a mobile phone, Walkman, etc, or by using pictures to set the scene. (2–3 mins)

Ask the students individually to complete the questionnaire about the '10 most important inventions of all time'. Ask them to make brief notes saying whether or not they think the inventions deserve to be included among the top 10 of all time and their reason(s). (5–10 mins)

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- 1 A recent survey asked people about the most important inventions of all time.

Below are the inventions that were voted the top 10. Look at the list and make notes to say why you think these inventions deserve or don't deserve to be included:

Invention	Should/shouldn't be included	Why?
Car		
Computer		
Fridge		
Light bulb		
Aeroplane		
Plastic		
Radio		
Telephone		
TV		
Wheel		

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Now ask the students to find out what answers their fellow students have given. It will maximise the opportunity for interaction if you ask the students to move around the room asking and answering questions and making brief notes. (10–15 mins)

- 2 Find out from some of the other students in your group whether or not they share your views.  
Are you persuaded to change your initial opinions?

Now, in a group activity, ask the students to tell you which inventions they and their classmates said should (not) be included among the top 10. (10 mins)

Ask the students individually to put the inventions – including any they would substitute for those rejected from the original list – in the order of importance they think they should be in. Stress that it doesn't matter if they haven't got 10 items, as many as they can list will be fine. (5 mins)

- 3 What 10 inventions would you include in your own list?  
What order of importance would you put them in? List them below.

1	6
2	7
3	8
4	9
5	10

Now get the students to find out from their classmates what order they have and to compare the similarities and differences. Set up small groups for exchange of information and opinions. (10 mins)

- 4 Do any of the other students in your group have the same inventions in the same order as you? Whose answers come closest to your own?

Now ask each group to vote on the most important invention of all time. (5–10 mins)

- 5 Take a vote in your group. In your collective opinion, which is the single most important invention of all time?

Ask the students, in a group activity, to tell you what their group voted the most important invention of all time. Put on the board the answers and, as there will probably be several different ones, invite the students to argue the case for the invention their group voted for and to see if they can persuade the other students (and yourself) that they have made the best choice. (10 mins)

Now introduce the topic of social issues. One simple way to do this is to use a newspaper, a recording of radio/TV news, etc. (2–3 mins)

Ask the students individually to look at the list of social issues. Tell them that they are not expected to know a lot about these issues, but simply to give their opinion of the priority they should be given by a government. (5 mins)

- 6 In every society there are limited resources that need to be shared out. All of the following social issues are important and need the attention of the government of the day, but how would you rank them in order of priority for spending, either in your own country or in societies generally? Number them from 1 (most urgent) to 6 (least urgent):

Social Issues	1 to 6
Education	
Environmental issues	
Health service	
Law and order	
Public transport	
Other	

Now ask the students to compare notes with a partner to see if they have put the social issues in the same order. Ask them to find out what other social issues their partner added to the list and where it came in the order. (10 mins)

- 7 Compare your answers with a partner.  
Do you have the same order of priority for these issues?  
Do you have the same issue in the 'Other' category?

In a group activity, ask the students to tell you what order they and their partners gave to the social issues. Put a rank order of the issues on the board as agreed by the majority. (10 mins)

Now tell the students they are going to hear a recording of someone giving her opinion of the order of priority of the social issues. Ask them individually to look at the expressions used and say if these suggest a relatively high or low place in the rank. (5 mins)

- 8 You are going to listen to someone giving her opinions about the priorities listed in activity 6. She uses the phrases below when speaking about the six topics. Do you think they will be used in connection with items she includes under A (most important), or B (less important), in her list of priorities?

Put a tick (✓) in the correct column:

Phrases	A	B
'It's only my own opinion, but ...'		✓
'If we do nothing else, ...'	✓	

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'I'm inclined to think that ...'

✓

'Scarcely less important ...'

✓

'I wouldn't go so far as to say ...'

✓

'Would anyone disagree that ...?'

✓

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**Now ask them to compare notes with a partner, saying whether or not they agree. (5 mins)**

**9 Compare your answers with your partner.**

**Do you agree in all cases or are there some that you aren't sure about?**

**In a group activity, ask the students to tell you what they and their partner have decided about the expressions. Don't confirm or correct at this stage; the recording will do that. (5 mins)**

**Now play the recording to allow the students to check their answers and also to check if the speaker had the same order of priority as they did. (2–3 mins)**

**10 Listen to the recording and check your answers.**

**Does the speaker put the issues in the same order as you did? 15**

15

Female voice 'I've put environmental issues top of my list. If we do nothing else, we must surely save our world for future generations. Scarcely less important to me is education and I've put that second; if we teach our children to think about problems, we can solve them before they become too serious. These are all serious issues and we can't afford to take any of them lightly, but I'm not sure if public transport really belongs with the others, and it is bottom of my list. It's only my own opinion, but I don't honestly think public transport ranks very high among social issues. Law and order is a definite concern for us all, but I'm inclined to think that it's something all societies will always have to deal with, so I've put it at number five on the list. Would anyone disagree that health is a priority? I'm sure we all want to see an effective health service and that's in the top half of my list at number three. One other issue I thought of is employment. I wouldn't go so far as to say that it's the top priority, but I'd place it at number four on this particular list.'

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**In a group activity, ask the students to tell you how their rank order and that of the speaker differed. You can expand this into a further discussion of whether or not the members of the class feel that the speaker's reasons are persuasive. (5–10 mins)**

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## 4 Preparing itineraries

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Explain that in the Spoken ESOL Part 3 exchange of information and ideas, one common task is that of comparing notes on a proposed itinerary. As always, it is not task completion or practicability of ideas that the examiner is rewarding, but the use of a range of language delivered with appropriate fluency. (2–3 mins)

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### Vocabulary

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Ask the students to look at the vocabulary in the list in activity 1. Ask them individually to make brief notes explaining the items and to underline any items they don't know. (5 mins)

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#### 1 What do these expressions mean when used in preparing itineraries?

'an outline programme'

---

'scheduled to visit'

---

'a window'

---

'a guided tour/an audio tour'

---

'proposed speakers'

---

'TBA (to be agreed)'/ 'TBC (to be confirmed)'

---

'a contingency plan'

---

'introductory talk'

---

'a flexible alternative'

---

'the finalised programme'

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Now, in a group activity, check that all the students know what the vocabulary items mean. Elicit, and confirm or correct, meanings for the items. Supply any items still not known (eg, 'TBA' is the abbreviation for 'to be arranged' as in 'not yet fixed') (5–10 mins)

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Now set up the group discussion. Remind the students that Spoken ESOL candidates do not work with other candidates in the exam and that this activity is intended to give them practice in using language rather than serve as practice of exam techniques as such. (2–3 mins)

Organise the students into groups of four and ask them to exchange information about successful tours they have been on. The items on the list should give sufficient ideas for general discussion. If anyone has not been on a tour, they can join in by asking their partners questions. (5 mins)

**2 In small groups, tell each other about a successful tour you have been on. Some examples might be:**

A school or college trip

A touring holiday (in your own country or overseas)

A planned visit to a museum, historical site or factory

A business or educational conference

A city tour

A themed tour (eg of local archaeological sites)

In a group activity, ask the students to tell you what experience they and/or their partners have had of successful tours. (5 mins)

Now ask the students to work in pairs. Ask them to make notes about what factors make an arranged visit successful. Refer them to the trips they and/or their partners/classmates mentioned earlier and ask them to focus on the reasons behind the successful experience. The prompts on the list should give ideas; check that these are fully understood by all members of the class. (5–10 mins)

**3 Talk to each other about how the following aspects affect the success of an arranged visit or tour. Refer to your own experience if you can.**

Having the itinerary in advance

Very tight timing

Variety of activities

Scheduled free time

Having a friendly guide

Clear explanation

Lots of written information

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Amount of time travelling

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Well-organised refreshment programme

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Some provision of alternatives

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**In a group activity, ask the students to tell you what factors, in their opinion, contribute to the success of an organised tour. Put on the board any factors which receive general approval. (5 mins)**

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## One-day visit

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**Explain the situation for the next activity. The students, in pairs, are going to prepare a one-day visit for a teacher coming from overseas to visit their school or college. The pairs will be divided into Student A and Student B, each of them with different areas of responsibility for the organisation of the visit. Allow time for each student individually to read the instructions and make any queries. You may also like to look at the listed expressions with the students as ways of finding out about others' opinions. (5–10 mins)**

**Now ask the students to work with their partner to exchange ideas for the itinerary. Encourage them to challenge each other's suggestions and to suggest modifications. (10 mins)**

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### 4 Work with your partner.

Imagine that a teacher from overseas is planning to visit the school or college where you are studying English for one day. The teacher is interested in all aspects of educational life and would like a day's programme that will give a broad picture of your school or college. You and your partner should plan a day's visit that will be interesting and informative, and give a real picture of the place.

You both have different ideas on your sheets. Exchange ideas and plan your programme. Remember to challenge each other's ideas and support your own with good reasons.

First spend 2 or 3 minutes thinking about each aspect.

#### Student A

Reception and introductions? (Where, when and with whom?)

---

Tour of buildings?

---

Meeting students?

---

Question and answer session?

---

Evening programme?

---

Other ideas?

---

---

**Student B**

Class visit? (Which one?)

---

Talks, speeches and/or presentations by ...?

---

Coffee, lunch and dinner? (Where and when?)

---

Student performances? (Music, sport or other?)

---

Programme timings?

---

Other ideas?

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**You may find these expressions useful when finding out your partner's ideas:**

'I was thinking ... How do you feel about that?'

---

'My idea is that we could ... What do you reckon?'

---

'I think it would be a great idea to ... What's your feeling?'

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'Why don't we plan to ... How does that sound to you?'

---

'We could always ... What do you think?'

---

**Try to vary your methods of talking about time.  
 These expressions might help:**

'Let's start by ...'

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'I think it's best to begin with ...'

---

'Perhaps we should kick off with ...' (informal)

---

'The first thing should be ...'

---

'How about ... before that?'

---

'Prior to that, we could ...'

---

'Immediately before ..., why don't we ...?'

---

'That could be followed by ...'

---

'Straight after that ...'

---

'And how about directly following that with ...?'

---

'We could finish by going to ...'

---

'Why not end up with a talk by ...?'

---

'And to finish, let's ...'

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In a group activity, ask the student pairs to take turns at briefly presenting their ideas to the rest of the class. When everyone has made this brief presentation, and responded to any questions from the rest of the class, ask for a vote on the best plan, summarising each presentation and drawing attention to effective organisation of ideas and use of language in explanation and persuasion. (15 mins)

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- 5 When you have drawn up your itineraries, briefly present them to the rest of your class. Then take a vote on which one seems the best.
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## 5 Discussion and elimination

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This unit focuses on the kind of techniques which will help Spoken ESOL candidates perform well in Part 3. Some candidates can be reluctant to express disagreement – especially with a teacher and in an examination setting.

Stress that disagreement is not merely permitted, but actively encouraged and that you are going to practise ways in which this rather sensitive aspect of communication can be handled without offending anyone. One way to introduce the topic of disagreement is to make a number of statements which are obviously contentious – perhaps predicting the results of sports events or commenting on TV programmes and personalities – and with which you know your students will wish to disagree. (5 mins)

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In Part 3 of the Spoken ESOL test you are often asked to discuss a list of options or opinions with the interlocutor and to work together to try and reach a joint conclusion. Don't be afraid to disagree with the interlocutor – even if he or she is your teacher!

As always in the Spoken ESOL test, the examiner is judging your range of speaking skills, not your opinions. The Part 3 tasks give you the opportunity to give reasons both for and against certain options. The more language you use, the more chance you give yourself to show your strengths in the assessment areas of range, fluency and communication.

When preparing before the test, take the time to think of things to say about options you are going to reject as well as those you are going to accept. Even if some things are obviously unlikely to be accepted, explaining why they should be rejected will allow you to demonstrate a range of language.

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Introduce the topic by showing pictures or a map of the town you are in. (2–3 mins)

Explain that the students are going to give their opinions on the best way to promote the town they are in. Ask them individually to look at the list of adjectives and to reject any which really don't seem appropriate. You may need to pre-teach some of the vocabulary or ask members of the group to offer an explanation and confirm or correct. (5 mins)

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- 
- 1 The town or city where you are studying would like to attract new visitors from all over the world. The following have been suggested as adjectives to describe the town or city. Which two or three of them – more if you wish – would you definitely reject as inappropriate? Put a tick (✓) under 'Reject' and make some notes about why:

Adjectives	Reject	Why?
beautiful		
tranquil		
modern		
historic		
exciting		
quaint		
inexpensive		
cosmopolitan		

---

Ask the students to work in pairs and compare notes with a partner. If one of the pair has rejected an adjective their partner has accepted, ask them to give reasons and attempt to sway their partner's opinion. (5–10 mins)

- 
- 2 Compare your answers with a partner. Are there any adjectives you have both rejected, and if so, are your reasons the same? Are there any adjectives that one of you has rejected and the other hasn't? If so, explain your reasons and see if you can convince your partner to change his or her mind.

---

Ask the students in pairs to discuss which of these adjectives – or another of their choice – best describes the town they are in (not necessarily for the purpose of attracting visitors). (5 mins)

- 
- 3 Which adjective (not necessarily one of those on the list above nor one intended to attract visitors) do you think most accurately describes the town or city where you are studying? Make a note of this adjective.

---

Now ask them to find out what adjectives their classmates have decided on. One way to do this is to divide the class into two halves with one member of the pairs in each. An alternative is to ask the students to move around the class, exchanging the information with as many classmates as possible. Ask each student to make a note of who has chosen which adjective. (5–10 mins)

- 
- 4 Exchange your answer with the other students in your group. Discuss whose adjective you accept, whose you reject and why.
-

Now ask the students to return to their original pairs to tell each other what adjectives their fellow students have suggested. Ask them to decide together which adjective(s) they would accept and which they would reject and why. (5–10 mins)

In a group activity, ask the students to tell you which of their classmates' suggestions they rejected. Ask for reasons. (10 mins)

As may have become apparent in the previous activity, rejecting suggestions can be a sensitive business. Stress that framing unpopular decisions in tactful language – and offering a reasonable explanation – will usually soften the blow. (2–3 mins)

Now tell the students they will have the chance to practise explaining why certain suggestions are rejected. Introduce the topic – the best month to visit the town you are in – and explain that the idea is not only to choose a suitable month, but also to explain why other proposals are less suitable. Ask the students individually to look at the months and the factors and to make brief notes about the months they would (not) put forward. (10 mins)

- 5 Rejecting people's ideas and suggestions can be a difficult and sensitive business. It helps if you have reasons to back up your decision and if you choose your words carefully. Think again of the town or city where you are studying. You have been asked to decide which month of the year would be the most suitable one to invite representatives of potential visitors to come and spend some time there.

All the months of the year have been suggested. Your job is not only to choose the best month, but also to give reasons why the others are less suitable.

Make one or two notes about the months you reject as well as the one you choose, marking 'C' for the one you choose and 'R' for all the others.

Factors to consider may include: weather, social life, transport, accommodation and the numbers of people normally there.

Month	C or R	Reasons
January		
February		
March		
April		
May		
June		
July		
August		

---

Month	C or R	Reasons
September		
October		
November		
December		

---

Ask the students to work with a partner to compare notes and check if they have similar answers. They may well have different answers, in which case ask them to try to come to a joint decision or to persuade each other that their choice is at least an acceptable alternative to their partner's. (5–10 mins)

- 
- 6 Compare your ideas with a partner. Have you chosen the same month? If not, can you agree on one, or at least agree that either month would be suitable?
- 

Now ask the students to find out what months their classmates have chosen. One way to do this is to invite the students to form into different groups depending on the month chosen (eg, the 'February' group assembles and exchanges reasons for their choice). The other groups can then send representatives to say why their group disagrees with the choice. Ask the students to focus on the reasons for rejecting a choice and on the diplomatic way of putting this. Monitor, and note any instances where the students are expressing rejection a little too directly. (10–15 mins)

- 
- 7 What about the other students in your class? Is there a month one pair has chosen that you have rejected? Can you explain your reasons and reject the suggestion without hurting anyone's feelings?
- 

Ask the students, as a group, to tell you the results of their discussions. Draw attention to any more palatable ways of expressing rejection, either from what you heard when monitoring or suggestions of your own (eg, 'It's a nice idea, but what about ...' or 'We could choose November, but don't you think that ...') (10–15 mins)

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## Being tactful

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Language and culture are linked and it is generally agreed that British English speakers tend to beat around the bush. Without making an issue of what is a cultural rather than a linguistic point, you might like to remind the students that what at times seems exaggerated tact is nevertheless an effective way of expressing opinions without hurting feelings. (5 mins)

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It is a frequent feature of conversation that we don't always express our opinions to others in precisely the way we think of them to ourselves. There is a thin line between being blunt and appearing rude, and most users of English seem to be happier to be tactful when giving what is likely to be an unpopular opinion.

**Introduce the topic of choosing a partner. This is a topic which usually produces very different responses from people and which can also be fairly sensitive. Ask the students individually to give their own personal opinions on what does and doesn't matter when we choose a partner. You may need to pre-teach some vocabulary to give everyone the chance to answer all questions. (5–10 mins)**

- 8** People often have very different views about the things that are really important when it comes to choosing a partner. In a recent survey, people were asked to reduce the 10 factors listed below to the 5 most important, in order of 1 (most important) to 5 (least important). What order would you put them in and why? Which would you eliminate and why? Mark the factors from 1 to 5 or put 'E' (for eliminate) and make any notes about the reasons for your decisions.

Factor	1 to 5 or E	Reasons
intelligence		
wealth		
age		
religious beliefs		
politics		
sense of humour		
family background		
height		
the opinions of friends		
good looks		
some other reason		

**Ask the students to work with a partner to compare notes and, in cases where they have very different ideas, to attempt to persuade each other that they do in fact have a good point. (5–10 mins)**

- 9** Compare your answers with a partner. Are there any factors that one of you has included and the other has eliminated? Explain why and see if your partner will consider changing his or her opinion.

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Now ask the students to find out if any of their classmates holds a view they rejected. One way to do this is to take each factor in turn and ask the students to group themselves into '1-5' or 'Eliminate' camps and then allow members of each camp 2 or 3 minutes to choose a partner to attempt to persuade. You will need to act as timekeeper and referee if the activity is to work to maximum effect, but as different people will have different views about several factors there should be a lot of lively interaction provoked. (10–20 mins)

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**10** What about the other students in your class?

Does anyone have an opinion you find particularly difficult to accept?

How, without offending someone, can you express your disagreement?

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## 6 Reasoning and choosing 'the most' and 'the least'

Remind the students that in Part 3 of the Spoken ESOL test they will be required to exchange information and opinions with the interlocutor. All opinions will be equally valid provided they are supported by reasons and explanations. (2–3 mins)

People have always discussed things and argued that one is better, more important, more interesting and so on, than another. These may be serious social issues or just personal preferences of no great significance.

In Part 3 of the Spoken ESOL test you and the interlocutor will often be asked to rank or prioritise things and then exchange opinions as well as factual information. It is never your opinions that the examiner will judge, just the way you express them and the way you communicate (eg, taking turns in the interaction, basing some of what you say on what the interlocutor says, asking the interlocutor to clarify or justify things you may not understand or agree with).

The secret of successful performance is to take the opportunity to use as wide a range of language as the different items on any list allow. Don't just say why you think one thing is the most important or the best – also explain why others are less important or less good. The following activities will give you the opportunity to do this.

Introduce the topic of the best and worst hours in the week. You can easily do this by using a watch or calendar to set the scene. (2–3 mins)

Ask the students individually to imagine they could double the length of any one hour in a typical week. Ask them to make brief notes about the hour they would double and the hours they would definitely not double. (5 mins)

- 1 Just imagine that you could stop the clock at any point in the week and make that particular hour last twice as long. Which one hour of which day would you choose and why? Are there hours you definitely wouldn't like to double? Say why not, and try to give as many different reasons as you can.

Day	Hour	Double or not?	Why?
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

## Reasoning and choosing 'the most' and 'the least'

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Now ask the students to compare notes with a partner and discuss the similar and different ideas they each have. (5–10 mins)

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- 2 Compare your answers with a partner.  
Do you have the same answers and the same reasons?
- 

Now ask the students to speculate about the answers their fellow students – and you – will have given. Ask them to work together to discuss the questions below and make brief notes. (5–10 mins)

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- 3 What about the other students in your class and your teacher?  
Which hour in the week do you think is likely to be the one most people would double and why?  
Which hour in the week do you think will definitely not be anyone's choice, and what reasons will be given?  
Make brief notes here and discuss with your partner and with your class:

The most popular hour/day because ...

---

An hour nobody will double because ...

---

Now ask the students to tell you what they thought the answers would be. Put these on the board. (5–10 mins)

Get the students to find out if their speculations were accurate. One way to organise this is to ask them to move around the room, asking and answering as many other students and reporting back to their partner. (10 mins)

Now, as a group, ask the students to tell you what they found out and if there were any surprises. Where there were unexpected responses, invite the students to ask and to give reasons for their answer. (10 mins)

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Introduce the topic and task of 'discussing how public spending should be prioritised'. At this level, topics of a more serious nature are often used and candidates can worry unduly that they know too little about political questions. Stress that use of language, not knowledge or opinion, is all that matters in the Spoken ESOL test. (5 mins)

You may need to pre-teach some of the vocabulary on the list. One effective way to exploit this is to ask the students, in a group, to offer an explanation and confirm or correct. (5–10 mins)

Ask the students individually to look at the list of political issues and to give their personal opinion of the relative importance of these. (5–10 mins)

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- 4 In the world we live in today, society faces many challenges, and the governments that represent us need to make difficult decisions on our behalf. We may not be experts, but we can all have opinions. As governments normally have to decide on priorities for their attention and for public spending, which of these would you rank as the most important, and in what order from 1 (most important) to 5 (least important)?

How would you explain why some issues are lower down the scale? Are there any that you think should not even be included in the list? If so, mark them with a cross (X). What would you replace them with?

Issue	1 to 5 or X	Reasons
education		
health		
space exploration		
law and order		
the Arts		
employment		
international relations		
sports and leisure		
the environment		
some other issue		

Now ask the students to work in pairs and compare notes, saying which political questions each considered most important. Where there are differences of opinion, ask the students to explain, justify, etc. (10 mins)

- 5 Compare your answers with a partner.  
Do you agree in general or are your answers very different?

Now ask the class as a whole to find out what opinions have been given. One way to do this is to divide the group in half with one member of each pair representing his or her pair's opinions and comparing notes with classmates. Ask each of the two sub-groups to appoint someone to give feedback following the activity. (10 mins)

- 6 What about the other students in your class?  
Which issue, if any, comes highest in the majority view?  
Were any of the issues excluded from everyone's list?

Now in a whole-group activity, ask the groups to give you feedback on whether any one political question received most attention and if any was generally considered not sufficiently important to feature on the list. Note on the board the issues which featured strongly in the group discussions. (10 mins)

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## Where in the world in the future ...?

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Move on to the next topic of aspects of life in the world in the future. A globe or world map will set the scene for this. (2–3 mins)

Again stressing that it is the language used, not in-depth knowledge, which is important, ask the students, individually, to look at the questions in activity 7 and say what their answers (which may well be simple guesses) are and offer any reasons they can think of to support them. (5–10 mins)

- 7 Of all the continents – Africa, Antarctica, Asia, Australasia, Europe, North America and South America – which do you think will experience the following superlatives in the following areas in the next 100 years? Don't worry if you feel you don't know the answers – no one does – but we can all speculate and everyone's opinions are of interest. Give reasons for some of your answers.

Superlatives	Continent(s)	Reason(s)
Where will the world's tallest building be?		
Where will people use the most languages?		
Where will people use the fewest languages?		
Where will nature have been most and least changed by humans?		
Where will most modern technology be manufactured?		
Which will be the easiest to travel around?		
Which will be the most densely populated?		
Which will be the place you will most want to live?		
Which will be the place you will least want to live?		

Now ask the students to compare notes with a partner and to see if there are any joint answers about which they feel confident. (10 mins)

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- 
- 8 Compare your answers with a partner.**  
You might not know what the future will bring, but do you have any answers that you are both fairly confident about?
- 

**Now ask the students to find out what answers their fellow students have given. One way to organise this is to ask them to move around the class, asking and answering questions with as many of their classmates as possible. (10 mins)**

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- 9 What about the other students?**  
Do they have similar answers?  
Does any question produce more different answers than the others?  
Does any question produce the same answer from everyone?  
If so, which and why?
- 

**In a group activity, ask the students to give you feedback. Put on the board any question which receives a near unanimous answer and any which produces a particularly wide variety of answers. Ask what reasons were given to back up the answers and, if you think it appropriate, expand the activity into a group debate of any one issue which seems suitably controversial (eg, '... will be the best continent to live in at the start of the 22nd century'). (10–15 mins)**

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## 7 Agreeing and disagreeing

Although there is no need to use these units in any prescribed order, this unit follows on naturally from the two which precede it in the book; the focus is again on exchanging opinions as well as information and offers practice in the use of the language of quite strong agreement and disagreement.

Remind the students that disagreeing is as much a part of the Spoken ESOL Part 3 tasks as agreeing. Everyone is entitled to put forward their own opinions, and everyone is equally entitled to challenge these. The trick is to do so in a way which will explain and even persuade without giving offence. (5 mins)

When we discuss things with people, we often need to challenge strongly held opinions. In Part 3 of the Spoken ESOL test you and the interlocutor will be given a task to complete and this will involve exchanging information and opinions.

Expressing agreement and disagreement in English is not as simple as it may seem – words and expressions can change their meanings. For example, the word ‘quite’ can mean ‘rather’ or ‘absolutely’ depending on the adjective or adverb it goes with, as in:

‘quite (rather) difficult’

‘quite (absolutely) impossible’

Introduce the topic of words having different meanings according to context – students at this level will almost certainly have noticed that this is one of the features of English. Take the word ‘quite’ and ask for suggestions of what it means. Show that in addition to the more frequent meaning of ‘rather’, ‘quite’ can also mean ‘absolutely’ or ‘completely’ if it qualifies an adjective which itself very strong. (5 mins)

Ask the students individually to look at the adjectives in the list in activity 1 and ask them to make a note of the meaning of ‘quite’ – ‘rather’ or ‘absolutely’ – in each case. Don’t confirm or correct at this stage. (5 mins)

- 1 Look at the word ‘quite’ in the pairs of expressions below. Does ‘quite’ mean A ‘rather’ or B ‘absolutely’?

Expressions	A	B
‘quite interesting’	✓	
‘quite fascinating’		✓
‘quite ridiculous’		✓
‘quite silly’	✓	
‘quite good’	✓	
‘quite superb’		✓



Expressions	A	B
'quite disgusting'		✓
'quite unpleasant'	✓	

**Now ask the students to work with a partner to compare answers. Monitor, and note any uncertainty that may exist. (5 mins)**

**2 Compare your answers with a partner. Do you have the same answers?**

**Ask the students to tell you what answers they and their partners gave. Do this as a group and put the answers – in corrected form if necessary – on the board. (5–10 mins)**

**Get the students to look again at the adjectives qualified by 'quite.' Ask them individually to apply them in their opinion to the items listed below. Not everyone will have views on every one of the items, but encourage them to make notes about as many as they can. (5 mins)**

**3 Look again at the expressions in activity 1.**

**Use each of them to give your opinion of each of these things:**

The life history of a historical figure

A way in which some people spend money

A work of art, music or literature

The taste of a type of food or drink

**Now ask the students to compare their notes with a partner, focusing on the items about which they agreed. Ask them to add to the list any other ways they can think of to express agreement. Monitor, but don't supply items of language at this stage. (5–10 mins)**

**4 Now compare your examples with a partner and exchange your opinions about what each of you has chosen.**

**There are probably some about which you agree – what different words and expressions can you use to show that you agree?**

**The phrases below are ways of expressing agreement.**

**Can you add to them and use them to express agreement in some of the examples above?**

'Definitely!'

'I couldn't agree more!'

---

As a group, ask the students to suggest ways of expressing agreement and put examples of these on the board. Depending on how productive the students have been, you may like to add some other ways you can think of for expressing agreement. (10 mins)

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- 5 Expressing disagreement with people's opinions can be a very sensitive part of communicating and it usually helps if we give a reason to make our disagreement more acceptable.  
Look again at your opinions in activity 3 – are there some examples where you and your partner disagree?  
If so, what reasons can you give each other?
- 

Remind the students that it is generally easier to express agreement than it is to express disagreement (because people can be easily offended if we express our disagreement tactlessly or too forcefully). Explain that the students will have the chance now to discuss disagreement and how to express it most effectively. (5 mins)

Ask the students to find out what answers their classmates gave in activity 3. One way to do this is to ask them to move around the class asking and answering questions and making brief notes. (10 mins)

---

- 6 What about the other students in your group?  
Which pair of students disagree about the largest number of examples?
- 

Now ask the students to tell you what they have found out from their classmates. Ask which pair of students has the most items about which there is a difference of opinion. Do this as a group. (10 mins)

Ask the students to think of any opinions they disagree with particularly strongly when discussing these with their classmates. Ask them to see if they are able to persuade – wholly or partially – their classmates to change their position. Organise this as an impromptu pair activity, with students changing partners after each (un)successful attempt at persuasion. (10 mins)

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- 7 Does anyone in your class have an opinion you strongly disagree with?  
See if they can persuade you – partly or completely – to change your mind.
- 

## Hesitation

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Point out that hesitation isn't always a sign of nothing to say, it can signal the speaker's intention to pause for effect. In the Spoken ESOL test some natural hesitation will be acceptable. (2–3 mins)

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Challenging the strongly held opinions of other people needs skill and attention. It isn't just the words we use, but how we use them. Hesitation is a natural feature of communication, and allowing a short pause before we express an opinion can be a useful signal to indicate that we disagree. It can let the person we are speaking to know that we will probably ask them to clarify and justify their opinions.

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Now ask the students to look at the questionnaire, which includes controversial topics and opinions. Ask them individually to tick the box to register their own (dis)agreement with these expressed opinions. (5 mins)

- 8** Look at these potentially controversial opinions. Put a tick (✓) to indicate your own strong agreement or a cross (✗) to show disagreement with some of them.

Opinions ✓ or ✗

‘Animals should have the same rights as humans.’

‘Smoking should be made illegal.’

‘The English language should replace all national languages.’

‘The death penalty should be available as a punishment for some crimes.’

‘Private cars should be banned from city centres.’

‘The press, books and films should never be censored.’

‘Some form of national service should be compulsory.’

Now ask the students to find classmates who share their opinion. One way to do this is to ask the students to move around the room, asking and answering questions with as many people as possible. Another is to take each question in turn and divide the class into ‘A’ agree and ‘D’ disagree camps and then check if their reasons are the same. (10 mins)

- 9** Find students in your group who share your strong agreement or disagreement with the above opinions. What reasons can you give to support your opinions?

Now repeat the activity but this time put the focus on interaction with classmates who do not share the same views. Ask the students to attempt to sway each other's opinions. (10–15 mins)

- 10** Now find students who hold an equally strong opposing opinion about some of the topics in activity 8. Challenge one another's opinions – do you move towards any common position or do you find that your original opinion is confirmed?

Ask the students, as a group activity, to report back to you saying what success they have had in changing their classmates' opinions and whether some opinions have simply become more entrenched. (5–10 mins)

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End the lesson on the compromise note of 'agree to disagree'. This is often a way out of stalemate situations, not only in the Spoken ESOL test, but also in real-life communication and is a useful language skill to cultivate. Ask the students, as a group, to tell you the reasons they heard in support of opinions which they may still strongly reject, but which they can at least represent on behalf of others. (10 mins)

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- 11 Agreeing to disagree is often a compromise that prevents offence. Can you explain to your teacher why some of your fellow students hold the opinions with which you strongly disagree?
-

## 8 Preparing for the test

This unit is intended to be used shortly before the students take the Spoken ESOL test and is intended to give them greater awareness of how they are expected to perform. The practice test recordings give the students the chance to put themselves in the place of the candidates and should help to boost their confidence. A simple, positive reminder that the students are now ready for the test should serve to engage their interest.

The assessment focus in Part 3 of the Spoken ESOL test is on effective communication, and range and fluency. Language learners can pay too much attention to – and worry too much about – accuracy and be too afraid of making mistakes. Part 3 of the test is far more about achieving the task than giving an error-free performance and what will really matter is how effectively the candidate gets the message across.

Remind the students that at this level communication will include not just what we say, but also how we say it. Expressing agreement, and especially disagreement, requires a certain sensitivity and expressing oneself too directly can have a negative effect.

Introduce the character, Frank Blunt (you might like to explain the play on words – ‘frank’ and ‘blunt’ being adjectives which lead towards a directness of expression a listener might find offensive).

- 1 **Meet Frank Blunt.** Frank Blunt speaks his mind, says exactly what he thinks. There's nothing actually wrong with what he says; it's the way he says it (and in the Spoken ESOL test at this level he could usefully be more tactful). Listen to Frank's responses to the interlocutor's prompts in a practice before the test. 16

16

**Interlocutor** 'We've had a look at our lists of the reasons people give for choosing to study English. Let's compare our lists and give our opinions about the ideas in them. Would you like to begin?'

**Frank** (offhand throughout) 'Okay, if I have to. I think some of them are alright, but others are stupid.'

**I** 'What about "English is a beautiful language"? I think that's quite important, don't you?'

**F** 'No, I don't.'

**I** 'Tell me which ones you agree with.'

**F** "You need English for work." Only an idiot would disagree with that.'

**I** 'Do you think English will become more and more essential in the world of work?'

**F** 'Of course it will.'

**I** 'One thing on my list is "English is useful for travel". Do you think that's important?'

**F** 'Not particularly. One that's not too bad is "English is the language of science and technology". Yeah, I suppose so.'

**I** 'I've got "English is an international language". Do you prefer people to communicate with you in British English or American English?'

**F** 'I couldn't care less.'

---

**2 Listen again, and make a note of Frank's responses in the dialogue below.**

Interlocutor 'We've had a look at our lists of the reasons people give for choosing to study English. Let's compare our lists and give our opinions about the ideas in them. Would you like to begin?'

---

Frank

---

I 'What about "English is a beautiful language". I think that's quite important, don't you?'

---

F

---

I 'Tell me which ones you agree with.'

---

F

---

I 'Do you think English will become more and more essential in the world of work?'

---

F

---

I 'One thing on my list is "English is useful for travel". Do you think that's important?'

---

F

---

I 'I've got "English is an international language". Do you prefer people to communicate with you in British English or American English?'

---

F

---

**Ask the students to tell you what Frank said – stressing that this is intended as an example of how not to express one's ideas! (2–3 mins)**

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**Ask the students in pairs to discuss ways in which what Frank says could be rephrased to make it more acceptable. (5–10 mins)**

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**3 Work with a partner. Look at what Frank says. Keep his opinions the same, but express them in a way the listener would find more acceptable.**

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**Ask the students to tell you how they rephrased what Frank says. One way to do this is to ask them to act out the dialogue. (5–10 mins)**

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**4 Compare what you and your partner said with the dialogues of the rest of the class. What are the differences and what are the similarities?**

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**Now ask the students to listen to the next recording. Stress that there are no strictly 'right' or 'wrong' answers. There are various ways of saying things in acceptable ways, but ask them to see if the speaker's rephrases were similar to those they and their partner suggested. Could the speaker have been polite, but more positive in presenting his views? (2–3 mins)**

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**5 Now listen to someone else responding to the interlocutor rather differently. In pairs, discuss the strengths and weaknesses of his way of responding.** 17

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 17

**Interlocutor** 'We've had a look at our lists of the reasons people give for choosing to study English. Let's compare our lists and give our opinions about the ideas in them. Would you like to begin?'

Male voice 'Yes, of course. I agree with some but not with others.'

**I** 'What about "English is a beautiful language"? I think that's quite important, don't you?'

M 'Er, yes, perhaps. I'm not sure really.'

**I** 'Tell me which ones you agree with.'

M "'You need English for work.'" I think most people would agree with that.'

**I** 'Do you think English will become more and more essential in the world of work?'

M 'Oh yes. Definitely.'

**I** 'One thing on my list is "English is useful for travel". Do you think that's important?'

M 'Quite important. One I quite like is "English is the language of science and technology". I think that's very true.'

**I** 'I've got "English is an international language". Do you prefer people to communicate with you in British English or American English?'

M 'I really don't mind. What about you?'

**Check that the students noted what the speaker said, playing the recording a second time, if necessary. Focus on some of the positive features of the rephrased dialogue. You may wish to look in depth at the differences in tone between certain ways of expressing things (eg, 'I couldn't care less' and 'I really don't mind'). It is also worth discussing how much the speaker agrees with the interlocutor – if the students disagree with something the interlocutor says, they shouldn't be afraid to express this in the test. (10 mins)**

**Now ask the students individually to think about words and expressions in their own language(s) that might appear impolite if translated word for word into English.**

- 6** Sometimes the words and phrases we say in our own language don't quite translate into another language. Think of examples from your language, which might be misunderstood in English.

**Now ask the students to work with a partner to compare notes. (5 mins)**

- 7** Discuss your examples with a partner. Which are the same and which are different? Which could cause the most serious problems in communications?

**Ask the students to tell you about their discussions. If the group is monolingual, you may be able to add ideas and advice of your own. If the group is multilingual, the activity can develop into an interesting discussion about ways in which language, and body language, can translate falsely. (5 mins)**

**Focus on range and fluency. Remind the students that it's not just what we say, not even just how we say it, that matters – how much we say (and how naturally we produce it) is also important. (2–3 mins)**

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Ask the students to listen to the recording and make a note of what the practice candidate, Monica, says. You probably won't need to play the recording more than once!

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**8 Listen to the exchange of opinions between the interlocutor and the practice candidate Monica. Make a note of what Monica says. 18**

Interlocutor 'So, finally, Monica. "Ways in which we could make the world a better place to live in." Do you think there are things we could suggest?'

Monica

I 'Tell me all about them – what's your first idea?'

M

I 'Yes, that's true – and what about trying to live together in peace. Wouldn't that be a good idea?'

M

I 'Why not?'

M

I 'Do you think the world will be a better place to live in 10 years' time?'

M

---

18

**Interlocutor 'So, finally, Monica. "Ways in which we could make the world a better place to live in." Do you think there are things we could suggest?'**

Monica (pause) 'Yes.'

**I (enthusiastic) 'Tell me all about them – what's your first idea?'**

M (pause) 'We can keep our towns clean.'

**I 'Yes, that's true – and what about trying to live together in peace. Wouldn't that be a good idea?'**

M (pause) 'Yes, it would, (pause) but I don't think we ever will.'

**I (interested) 'Why not?'**

M (pause) 'I don't know.'

**I 'Do you think the world will be a better place to live in in 10 years' time?'**

M (pause) 'I'm not sure.'

---

Ask for the students' comments on Monica's performance. The message should be clear – she produces too little and what she does produce takes too long. (2 mins)

Now ask them to look at the discussion again and in pairs to act it out again expanding on what Monica produces and taking the discussion further. Monitor, and prompt where necessary with ideas for directions the discussion could take, eg, 'How can/should governments help?', 'How is life better/worse than in the past?' You may like to instruct the students to swap roles and play out the discussion a second time to give each of them the chance to play the role of practice candidate.

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9 Look at the discussion again. In pairs, discuss how Monica could have improved her performance and together continue the discussion in whatever ways you wish.

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Ask the students about their discussion – the best way to do this is probably to invite them to play out their discussions for the rest of the class. (Timing will vary according to the size of the group.)

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10 Now share your discussion with the rest of the class. What different ideas did you exchange and what language did you use to exchange them?

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Draw attention to some of the positive features of performance (with an emphasis on range and fluency, rather than accuracy) that can usefully be followed as a model. (10 mins)

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## Test practice

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The organisation of the practice test will be a matter for your judgement in the particular teaching situation you are in. With larger classes, it will obviously be difficult to use the practice test as an activity in class time. You can ask the students to practise in pairs, with one adopting the role of interlocutor, but if it is possible to conduct the practise exercise (and at some stage a full practice test) yourself or have a fellow teacher do so, it will be valuable test preparation.

(Timings will vary according to circumstance but the task would normally take 4 minutes in the test itself and one of the test skills to cultivate is a fluent exchange of information/comment).

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## Test practice – Expert

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**The interlocutor will say to you:**

‘Now, in this part of the test we’re going to discuss something together. Here is a list of factors which can improve the quality of life where we live. I’ve got the same list. Let’s discuss whether these factors are relevant for us and why. Then let’s decide which two are the least important.’

---

**Quality of life**

Low crime rate

---

Affordable housing

---

Friendly people

---

Employment prospects

---

Easy access to the capital

---

Well-run transport system

---

Good shops and restaurants

---

Public library and sports facilities

---

Nice parks and gardens

---

Good schools

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## Test practice – Mastery

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**The interlocutor will say to you:**

'In this part of the test we're going to discuss something together. Here's a list of areas which are undergoing scientific and technological development. Let's compare what we think about these topical areas. Then let us decide which two are likely to have the greatest impact in the future.'

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**Scientific and technological developments**

Genetically modified crops

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Stem cell research for disease prevention

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Renewable sources of energy (solar, wind, wave, etc)

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Space exploration

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Animal cloning

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Mood altering medicines

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Bigger/faster modes of transport

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Discovering cures to diseases such as cancer

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Other areas?

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### **Introduction to Part 4**

In Part 4 of the Spoken ESOL test the candidate presents a topic given shortly before the test begins. The time spent preparing the presentation is very valuable; candidates who have organised their thoughts invariably perform more competently and confidently than those who have not. The units in this part of the book offer a wide range of the types of topic the candidate is likely to meet in the test, and in each unit there is preparation time advised.

The skill of managing and maintaining discourse requires a lot of practice and the practice activities in this part of the book give the students the chance to make presentations to fellow students individually and as a whole group.

In Part 4 of the Spoken ESOL test the candidate will also be asked to respond to follow-up prompts from the interlocutor. The practice activities in this part of the book ask the students to come up with follow-up prompts based on what they hear (this gives an insight into the way in which the interlocutor works), and to respond to the prompts of fellow students after they have made their own presentations.

The recordings which accompany the units in the book give examples of people speaking naturally, at reasonable length, and provide a model of the type of production of language which will help candidates succeed in the test.

As the candidate is in control of the interaction in Part 4 of the test, a high degree of grammatical accuracy and vocabulary will be expected at this level of assessment. You will probably find yourself monitoring closely during pair/group work activities and, without breaking the flow of language, correcting mistakes and encouraging students to recognise, anticipate and eliminate errors as far as possible without losing fluency.

# 4

# 4

	Student book	This book
<b>Introduction to the student</b>	101	<b>163</b>
<b>Units</b>		
<b>1</b> Favourite places	103	<b>164</b>
<b>2</b> New challenges and mixed feelings	105	<b>168</b>
<b>3</b> A classic of its kind	108	<b>173</b>
<b>4</b> Proverbs	110	<b>177</b>
<b>5</b> Storytelling	112	<b>181</b>
<b>6</b> Influential people	114	<b>185</b>
<b>7</b> Personal landmarks	116	<b>189</b>
<b>8</b> Resolutions and good intentions	119	<b>193</b>
Test practice	121	<b>198</b>

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### **Part 4 Presenting a topic**

There are times when you may want to talk in some detail about a topic. You may be asked to give a report at work or at college. Or you may want to tell a friend about an exciting experience that you've had or about the groundbreaking theories in a new book you've read. The units that follow will help you build your skills in speaking for a few minutes on a single topic.

In Part 4 of the Spoken ESOL test the interlocutor will give you a topic on which to speak. You will have a short time to prepare. The following units will give you practice talking about the kinds of things you might be asked in the exam: why certain places are special to you, what the major challenges of your life have been, which people have made the greatest impact in our lifetimes. Take turns speaking and listening to other speakers – both will help you to develop your range and fluency.

### **Tips from the examiners**

The more you practice speaking for an extended period, the more confident and fluent you will become. Be sure you give several short presentations before the exam. You might want to time your talks. You will probably be surprised at how much you can cover in just a few minutes if you plan in advance. When you finish your talk the interlocutor will ask you a few questions. Listen carefully so you can respond directly and appropriately to the questions.

Part 4 offers a great opportunity to demonstrate the extent of your range of grammar and vocabulary. Ensure that you make the most of this opportunity.

Think about your audience (both the interlocutor and examiner) and speak to them. Vary your pitch and intonation to keep them interested.

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## 1 Favourite places

One way to introduce the topic of favourite places is to take in photos of places, maps, a globe, etc.

Ask the students individually to fill in the questionnaire about favourite places. It will add to the range of following discussions if the students can add other places to their notes: cafés, shops, rivers, etc are possible prompts. (5 mins)

- 1 **Most of us have favourite places.**  
Do you have personal favourite places in these categories?  
Make a few notes here:

Place	Where and why?
City	
Country	
Building	
Room	
Holiday resort	
Other place(s)	

Ask the students to discuss their answers with a partner and to make notes about the similarities and differences in the places they like and in the reasons they give for liking them. Monitor, and make a note of any interesting items in the 'Other places' category. (5–10 mins)

- 2 **Discuss your answers with a partner.**  
Do you have similar favourite places and are your reasons for liking them the same?

Now ask the students to compare notes with the rest of the class. This can be done as a class activity or by the students moving around the room asking one another for their answers. Put on the board any places which are given by several students and also any items some pairs of students raised as 'other places'. (5–10 mins)

Introduce the next topic by asking the students to guess some of the world-famous places the speaker in activity 3 may include among those he has visited. Stress that there are no 'right' or 'wrong' answers and invite the students to suggest reasons why certain cities, countries and buildings might rate a mention. Ask the students individually to make one or two notes. (5 mins)

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- 
- 3 You are going to hear someone talking about his travels. He starts by talking about the countries and the world-famous buildings he has visited. What do you think these might be? Make two or three notes for each category:**

Countries or cities

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Buildings

---

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**Now ask the students to compare notes with a partner and then to report back to you the guesses they have made. Put on the board some of the suggested places, especially those which received the most guesses. (5 mins)**

- 
- 4 Compare your ideas with a partner. There are no 'right' or 'wrong' answers, so don't worry if you have different ideas. Did you suggest any of the same countries, cities or buildings?**

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**Ask the students to listen to the recording to check if any of the places they guessed is mentioned. You may like to pause the recording to allow the students to have extra guesses as they listen. (5 mins)**

- 
- 5 Listen to the recording. Did you or your partner guess any of the speaker's answers before or during the recording? 19**

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19

**Female voice (impressed) 'Just look at your passport, you've been everywhere in the world!'**

Male voice (laughs) 'Well, maybe not quite everywhere, but I have been pretty lucky and I've seen some fantastic places.'

**F 'Which ones stand out?'**

M (hesitates) 'Oh, there are just so many that I don't know where to start. Let's see. One place was Kuala Lumpur in Malaysia and the Petronas Towers; I think that was the highest building in the world at the time. About 100 years ago the Eiffel Tower was the world's highest structure, and that was my first real landmark when I went on a school trip to Paris. I've seen lots of really impressive new cities and buildings in South America – in Brazil and Argentina, and I've also seen some ancient buildings like the Colosseum in Rome. The pyramids in Egypt are structures I'd love to see; maybe I'll get the chance one day. I haven't seen the Taj Mahal, either, but I have been to some fantastic temples in India.'

---

**Now ask the students to listen to the speaker talking about his favourite place in the world. Ask them to tick the columns to show if the things on the left are included among his reasons for liking the place so much and which of them, if any, appears to be his main reason. (5 mins)**

---



- 6 The speaker now describes his favourite place in the world. Listen to the recording. What are his reasons for liking his favourite place so much? Write 'Y' for 'yes' or 'N' for 'no' next to the reasons here and make some notes about which of them appears to be his main reason? 20

Reasons	Y/N	Main reason
The architecture	N	
The view	Y	
The food and drink	Y	
Sentimental reasons	Y	Important occasions spent there, eg, honeymoon
Other reason		

20

Male voice 'Where else, let me think ... well, I've travelled a lot in central and eastern Europe, and been to most of the capital cities there – Budapest, Bratislava, Prague, Warsaw. They're all fascinating in their own way, and I don't think I could say I have any one favourite among those – one capital city I really liked, well, it's more a small town than a city, was Ljubljana in Slovenia.'

'But my favourite place in the world is a small town in England. It's Stratford-upon-Avon, the place where Shakespeare was born, and there are lots of reasons why I love it. There are plenty of cafés and restaurants where you can get nice things to eat, and the shops are really interesting. I love the Shakespeare Theatre down by the river. I wouldn't say that it's a beautiful work of architecture, but it does have the most fantastic view from the balcony: if you look one way you can see the church; another you can see boats on the river, and if you look across, you can see people playing cricket, having picnics – it's England in a nutshell. I mean, it's just what people expect to see in this country.

"'Why's it my favourite place in the world?'" I suppose it's for sentimental reasons more than anything else; I've been there on so many occasions which were important to me – I even had my honeymoon there – and I feel it's part of me.

Now ask the students to compare their answers with a partner. Ask them to tell you if they agree or disagree and, if there is disagreement about any of the answers, play the recording again to help decide. (5–10 mins)

- 7 Compare your answers with a partner. Do you agree?

Ask the students to see if they can remember what exactly the speaker said about the ways in which his favourite place was so typical of the country he comes from. It can be quite a useful exercise to ask the students then to work in pairs or groups to see what answers they have come up with and whether these are identical, quite similar or completely different. (5–10 mins)

- 
- 8 It isn't his main reason for liking the place so much, but the speaker says that it is very typical of the country he comes from. What are the exact words he uses to express this idea?
- 

Play the recording to allow the students to check their answers.

Ask the students to think of their own country and individually to make a few notes about places they consider typical and why. (5 mins)

---

- 9 What about the country you come from?  
Is there a place you consider typical in the same way that the speaker talks of what is typical for his country?  
Make a few notes.

Place	What makes it typical
<hr/>	<hr/>
<hr/>	<hr/>

---

Now ask the students to compare notes with a partner. If they come from the same country, the interaction will be likely to develop into expressing agreement and disagreement; if they come from two different countries, there will probably be more asking for and giving descriptions and explanations. Monitor, and note any comments which you think worth expanding on in the final activity. (5–10 mins)

---

- 10 Compare notes with a partner.
- 

Now ask the students to move around the class finding out what other people have said and noting any different reasons why certain places are considered typical. Ask the students to report back to you and put on the board any factors which seem to be considered important in making a place typical of a country: food, local geography, people, etc. (10–15 mins)

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- 11 Tell the other members of your class about your and your partner's ideas of places that are typical of your country or countries. How many different reasons are given for the same conclusion?
- 

You can further extend this activity by asking the students to talk about countries they have not yet visited and to say which places in them are, in their opinion, typical of the country as a whole. If any of the other students has been to the country and the place mentioned, they can confirm the opinion or explain why they wouldn't agree. (5–10 mins)

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## 2 New challenges and mixed feelings

The central theme of this unit is challenges – and the mixed feelings we have when we face them. It may be useful for you to draw on personal experience and invite the students to speculate on occasions when you have felt nervous but excited at the same time (you will obviously be best placed to decide what these occasions are). (5 mins)

Ask the students individually to complete the questionnaire. Monitor and stress that while they don't need to find examples to fill all the answers, anything they can think of will give them the opportunity to exchange views and use language. (5 mins)

- 1 **Life is full of challenges. Think of some of the challenges you have met successfully and make a few notes about what they were, when you faced them and how you were successful.**

**These topics may give you some ideas:**

Challenges	What	When	How
At work			
In health and fitness			
In family life			
In studies			
In a competition			
In your personal goals			

Ask the students to compare their answers with a partner and to note similarities and differences. (2 mins)

- 2 **Compare your answers with a partner. Have you faced similar challenges in similar ways and with similar results?**

Now ask the students to tell you about the past record they and their partners have in facing challenges. Do this as a class activity and invite different pairs of students to contribute the answers first in the different categories and invite the others to join in when they have similar – or totally different – experiences. (10 mins)

## New challenges and mixed feelings

---

Now ask the students to work with a partner (the same partner as before or a new partner) to discuss what challenges, if any, either of them may be facing currently or shortly. Monitor, and encourage the students to include as many different types of challenge as they wish – academic, professional, sporting, etc – and to think what advice they might give to a partner who is facing a new challenge.

- 
- 3** Are you and/or your partner facing any new challenges at the moment? Do you expect to do so shortly? If so, what are these challenges and what advice and support can you give each other?

---

Now ask the students to find out about the other members of the class and the challenges they may be facing. One way to do this is to ask the students to change partners and move around the class, asking and answering questions about any challenges and making notes. Monitor, and remind the students to think of advice they could give to any fellow student(s) facing new challenges. Ask them to make a note of anyone who has already faced a challenge they (or others in the class) now face and how they coped with it. (10 mins)

- 
- 4** What about the other students in your group? Has anyone already faced some of the challenges the others now have? What can you learn from one another's experience?

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Now invite the students to tell you what they have found out about their classmates: the challenges they now face, and how you suggest they handle them; the challenges they have already faced and how they coped with them, etc. (10 mins)

---

Introduce the next activity by telling the students they are going to hear someone speaking about a new challenge she faces as the Head of an English Department at a university. Ask them to make a few notes about the things she may find challenging – stress that they are not expected to get the answers 'right'; it's just their opinions that you are interested in. (5 mins)

- 
- 5** You are going to hear someone speaking about a new challenge she faces as the Head of the English Department at a university. What aspects of this job do you think she might consider challenging? Make a few notes.

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Ask the students to work with a partner to compare notes and see what aspects of the new challenge they think the speaker may mention. Ask them to tell you what suggestions they and their partner have, and put some of these on the board (particularly the ones which several pairs of students have come up with). (5–10 mins)

- 
- 6** Discuss your ideas with a partner. Do you both expect to hear the same things mentioned?
-

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**Now ask the students to listen to the recording to check if the suggestions they and/or their partner made are the same as, or in the same sort of area as, the things the speaker mentions. (2–3 mins)**

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**7 Listen to the recording and see if the speaker includes some of your ideas in what she says. 21**

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21

**Male voice 'I gather that you're about to take up a new challenge.'**

Female voice 'Yes. Next week I'm taking on a challenge I've been working towards for most of my life in language teaching.'

**M 'Tell me about it.'**

F 'I've been appointed Head of the English Department at a University of Economics. I'll be in charge of designing the whole four-year programme, recruiting teachers and supervising their training, advising students, managing a large budget and working in liaison with the heads of other departments.'

**M 'You must be very excited.'**

F 'For sure. It's a great opportunity to do things I've always wanted to, but I must confess that I have mixed feelings. There's a part of me that's worried, anxious about the sheer scale of the department – I'll have over 60 teachers and several thousand students under my direction, and you have to be apprehensive about taking on something like that. Obviously I'm delighted, thrilled to have the challenge, but at the same time I do feel a little jittery when I think of the sums of money I'm responsible for. I think it's only natural to be a bit edgy at the start, but I'm sure I'll cope with it once I get going.'

**M 'When did you find out that you had got the job and do you remember how you felt when you heard?'**

F 'I only found out a month ago and, yes, I remember exactly how I felt ... there's only one word for it – exhilarated.'

**M 'Well, the best of luck with your new challenge!'**

F 'Thanks.'

---

**It can produce quite a lot of language if you allow the students to argue the case for their suggestions being basically the same as the speaker's statements (and if you allow the others to dispute this). (10 mins)**

---

**Draw the students' attention to the theme of 'mixed feelings' (which the speaker mentioned). Ask them individually to look at the words in the list in activity 8 – not necessarily used by the speaker, but in the same area – and group them into positive or negative feelings. Monitor, and tell the students not to worry if they are unsure about certain items; you will explain shortly. (2–3 mins)**

---

## New challenges and mixed feelings

- 8** The speaker says she has ‘mixed feelings’ about her new challenge. Look at this list of adjectives below and divide them into groups of words that describe positive or negative feelings:

Feelings	Positive	Negative
‘anxious’		✓
‘apprehensive’		✓
‘delighted’	✓	
‘edgy’		✓
‘excited’	✓	
‘exhilarated’	✓	
‘jittery’		✓
‘nervous’		✓
‘thrilled’	✓	
‘worried’		✓

Now ask the students to compare notes with a partner and to see which ones they are sure or unsure about. Monitor, and explain that you will be giving the answers shortly. (5 mins)

- 9** Compare your answers with a partner. Do you agree? (Your teacher will confirm the answers.)

Ask the students to tell you which words they put into which category and which, if any, they were unsure about. Confirm their answers. The words ‘anxious’, ‘apprehensive’, ‘edgy’, ‘jittery’, ‘nervous’ and ‘worried’ will all fall into the ‘negative’ category with the remainder in the ‘positive’. It will be useful to explain the finer shades of meaning (and, at this level, an English–English dictionary is a handy tool for the teacher as well as the students. (5 mins)

Now ask the students to add to the lists any other words they can think of to express positive or negative feelings about coming challenges. There is obviously no limit to these; encourage the students to think of as many as they can. Monitor, and check any words which the students are uncertain of (again, the dictionary will come in useful). (5–10 mins)

- 10** What other words could you and your partner add to the positive and negative lists?

Now ask the students to check what words have been thought of by the rest of the class. This can be done as a whole-class activity or by the students moving around, asking different partners for their ideas and making a note of any words they didn’t have on their list. (5–10 mins)

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**11 What about the other students in your group?  
If you put all your ideas together, how many words for mixed feelings – negative and positive – can you come up with?**

---

**Check the words that the students have thought of and put these on the board in 'positive' and 'negative' lists. (5–10 mins)**

---

**12 Finally, how many of these mixed feelings have the students in your group experienced?  
Is anyone experiencing them now?  
Look again at the words in activity 8 and the ones you have added to them.  
Can you think of occasions when you have felt like this?  
Make notes here:**

Adjective	When, where and why I have felt like this
'anxious'	
'apprehensive'	
'delighted'	
'edgy'	
'excited'	
'exhilarated'	
'jittery'	
'nervous'	
'thrilled'	
'worried'	

**Ask the students to look at the words they have contributed as a group and ask them individually to make notes about any of the adjectives they can apply to how they personally have felt. (5 mins)**

**Finally, ask the students to compare notes with a new partner and talk about some of the mixed feelings they have had. (5–10 mins)**

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### 3 A classic of its kind

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There are many possible ways to establish the theme of this unit; perhaps the best is to have pictures of easily recognised makes of car, brands of clothing, etc, and to ask the students to say why some of these are so instantly recognisable. (2–3 mins)

Ask the students individually to look at the questionnaire and put in the column on the right the name(s) of examples they consider to be classics. Stress that it is not a test of their knowledge, simply an opportunity to explain an opinion. People of different age groups and cultures will naturally suggest very different examples – you might like to canvas opinion among friends and colleagues when preparing this lesson and present some of their choices to your group. The suggestions below were given by other students of International Spoken ESOL but not all of them may be familiar to your group. (5 mins).

- 
- 1 There are many different brands, makes and types of things. Some of these are considered to be classics of their kind. What things do you think of as classics? Make a few notes here – you can put more than one classic if you wish:

Thing	Classic brand, make or type
clothing	Levi's, Gucci, Armani, Nike
musical instrument	Stradivarius violin, Fender guitar
food or drink	Coca-Cola, Macdonalds, Lindt chocolate
machine	Nintendo, Sony Walkman, Nokia, iPod
furniture	IKEA, Chippendale
something else	Porsche 911 Turbo, Volkswagen Golf

---

Ask the students to compare answers with a partner and to make notes of any answers that were the same or different. Monitor, and note any examples which will serve to expand the following group discussion. (5–10 mins)

- 
- 2 Compare notes with a partner. Did you have the same ideas or were they very different?

---

Now ask the students to find out what answers the other members of the class have given. You can do this as a group, with the students reporting to you the discussion they have had with a partner, or you may like to ask the students to move around the class asking one another questions and noting any classics which receive several mentions, before developing the interaction into a group discussion. (10 mins)

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- 
- 3 What about the other students in your class?**  
Did any of them have the same ideas as you and/or your partner?  
Was one 'classic of its kind' mentioned more than any other?
- 

Ask the students to tell you what 'classics' they and their partner(s) have named and put on the board any which receive several mentions. Ask for opinions on why certain things have become such agreed 'classics of their kind'. (5–10 mins)

Now ask the students to discuss with a partner (the same partner as before or, to vary the interaction, a new partner) which of the named classics they would most like to possess and why. (5 mins)

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- 4 Which 'classic of its kind' would you most like to possess or do you already possess? Talk with a partner about it and say why it would be or is so special for you.**
- 

Invite the students to tell you which classics they and their partners have chosen as ones they would most like to possess. Encourage them to focus on the reasons why the objects would be so very special for them. (5–10 mins)

Now tell the students they are going to hear someone talking about 'a classic of its kind' that he is lucky enough to possess. Ask them to listen and individually to make notes of any words and phrases which illustrate the speaker's particular fondness for the possession. (2–3 mins)

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- 5 You are going to hear someone talking about a 'classic of its kind' he is lucky enough to possess.**  
**What words and phrases tell you that he is especially fond of it?**  
**Listen to the recording and make some notes of what you hear.** 22

'It's my pride and joy.' 'Everything about it is perfect.'

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'It's a work of art, a masterpiece.' '... it's a dream come true.'

---

'It's priceless, invaluable.'

---

22

- Male voice 1 'John, this is your idea of a classic of its kind – what makes it so special?'**

Male voice 2 (amazed that M1 needs to ask) 'Just look at it!'

**M1 (unconvinced) 'I am looking at it ... it's a motor bike.'**

M2 (outraged) 'It isn't just a motor bike, it's a Harley Davidson. All my life I've dreamed of just riding one of these, let alone owning it. It's my pride and joy.'

**M1 (apologetic) 'Sorry ... tell me why it's so special.'**

M2 (lyrical) 'Everything about it is perfect: the mechanics, the shape, the sound the engine makes. It's a work of art, a masterpiece.'

**M1 'Was it expensive?'**

M2 'I could never have afforded one, but my brother in the States has made serious money and he gave me this as a gift – I couldn't believe it! I still can't; it's a dream come true. It's priceless, invaluable.'

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**M1 (slightly mischievous) 'And if someone offered you any two or three other vehicles of your choice in place of this one, would you accept?'**

M2 (without hesitation) 'As long as it was two or three Harleys; otherwise, no way.'

**M1 'I doubt if I'll ever understand it.'**

M2 (with quiet certainty) 'People who ride these things have a saying: 'If I have to explain it to you, you'd never understand it.'

---

**Now ask the students to compare their answers with a partner. Monitor, and check whether there is general agreement. Don't give the answer at this stage, but tell the students they can hear the recording again to confirm their answers. (5 mins)**

---

**6 Discuss the recording with a partner.  
Did you note the same words and phrases?**

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**Ask the students to say what examples they and their partner noted and to tell you if there were any words and phrases they didn't get the meaning of from the context in which they heard them used. Play the recording again and focus on any of the expressions which were less familiar to the students. (5–10 mins)**

**Pick out the expression 'my pride and joy' (which the students may well have recognised as one of the examples in activity 5). Give a working definition of the term, eg, 'someone or something you prize above others/especially love', and ask the students to tell each other about their own 'pride and joy' – there may be several different categories in which people have what they would describe as their 'pride and joy'; ask the students to discuss as many as they wish. (5–10 mins)**

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**7 Among the words and phrases you may have noted in activity 5 was 'my pride and joy'.  
Who or what would you describe as your 'pride and joy'?  
Tell your partner about this.**

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**Ask the students to report back on what their partner said and share the information with the rest of the class. This can be a whole-class activity with you acting as chair or you can ask the students to move around the room, asking one another about their and their partner's 'pride and joy'. (10 mins)**

---

**Introduce the next topic by pointing out that some things which we prize also have a high price. Ask the students individually to complete the questionnaire, saying whether or not they think certain things are worth what they cost and giving reasons for their 'yes' or 'no' answers. You may need to pre-teach certain items, eg, 'Top of the range' is 'considered the best, and probably the most expensive'. (5 mins)**

---

- 8 Do you think that some things that are considered special are really worth the price people pay for them? Look at these things and write 'Y' for 'yes' (they are worth the expense) or 'N' for 'no' (they aren't worth the expense) and give reasons.**

Item	Y/N	Reasons
First class rail or air travel		
Designer clothes		
Top-of-the-range sports equipment		
Expensive jewellery and perfume		
Five-star hotel accommodation		
Others		

**Ask the students to compare their answers with a partner. Monitor, and take note of any comments which will provide interesting content for the follow-up discussion to activity 10. (5 mins)**

- 9 Compare your answers with a partner. Which of the above would you spend money on and which would you never spend money on? Do the other students in your class and your teacher share the same opinions?**

**Now ask the students to find out what answers their classmates have given. Perhaps the most productive way to do this will be to ask them to move around the class, asking and answering questions. Invite them to include you in the question-and-answer activity. (10 mins)**

**Finish the lesson by opening up the discussion to the whole group and by setting up a debate on any topic which appears to be particularly controversial, eg, 'Designer clothes are/aren't worth the money people pay for them'.**

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## 4 Proverbs

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One simple way to introduce this topic is to put on the board the beginning or end of a familiar proverb and ask the students to complete it. Examples may include:

'All work and no play ...'

'... new tricks.' (2–3 mins)

Ask the students individually to note any proverbs they can think of in their own language(s). They can write these in their own language and/or in an English translation. Ask them also to put a brief explanation of the meaning of each of these proverbs. (5–10 mins)

---

- 1 Most languages have their own proverbs: sayings that express a lot of meaning in a few words.

How many proverbs can you think of in your language and what do they mean? Make a few notes here:

Proverbs

Meanings


---

Ask the students to compare their notes with a partner. If the class is multilingual, you can ask the students to guess the meaning of the proverbs in their English translation. If the class is monolingual, ask the students to see if they agree on the translation into English and on the explanation of the proverbs they thought of. (5–10 mins)

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- 2 Compare notes with a partner and see how many proverbs you thought of. If you thought of the same proverbs, were your explanations the same?
- 

Now ask the students to report back to you. Put on the board some of the proverbs and extend the discussion of their meanings to a class activity.

---

Introduce the next activity by telling the students they are going to hear British people speaking about their own favourite proverbs. Ask them first to look at the words in the boxes and to see if they can match them and put them into a proverb. Ask the students to do this individually and stress that it doesn't matter if they don't know the answers – they'll hear these shortly. (5 mins)

---

**Ask the students to work with a partner. Ask them to tell each other – or make a joint guess – which words go together and what proverbs they produce. (5–10 mins)**

- 3 You are going to hear British people talking about their own favourite proverbs and what they mean. The words below are clues about the proverbs you are going to hear. Can you (A) match them and (B) put them into a familiar proverb? Work with a partner for section B of this activity.**

A

'grass'	'nine'
'cloud'	'basket'
'eggs'	'bush'
'bird'	'silver'
'stitch'	'green'

B

The grass is always greener on the other side of the fence.

Every cloud has a silver lining.

Don't put all your eggs in one basket.

A bird in the hand is worth two in the bush.

A stitch in time saves nine.

**Now ask the students to share their ideas with the others in the class. You can organise this as a group activity, putting answers from various pairs on the board, or you can ask the students to move around the class, asking one another for their answers, then reporting to you. (5–10 mins)**

**Now play the recording to allow the students to check their answers. (2–3 mins)**

- 4 Listen to the recording and check your answers. 23**

23

1

**Female voice 1** 'A proverb I've always liked is "Every cloud has a silver lining". It's so optimistic, cheerful, comforting – you know, the idea that nothing is ever completely hopeless no matter how bad it may look. Those few words have frequently kept me going when times have been hard.'

2

**Male voice 1** 'You'll probably think it's a bit dull, but my all-time favourite proverb is "A stitch in time saves nine". It means that you should always take care of things before they have a chance to go wrong; prevention is better than cure and all that. My mother used to say it to me, and I've passed it on to my own children.'

---

3

**Female voice 2** ‘There was one I never used to understand – “The other man’s grass is always greener” or “The grass is always greener on the other side of the fence” – I’ve heard both versions. Now I think I know what it means. Other people’s lives and the things they possess always look better than your own, but in reality they aren’t. I think that’s a true proverb; it gives a world of wisdom and advice in a few words, and it has certainly helped me to appreciate the good things I’ve got.’

4

**Male voice 2** ‘There’s one proverb I always remind myself of if I’m faced with a choice between two things and that’s “A bird in the hand is worth two in the bush”. It’s quite simple. It just means that something certain is better than something more attractive but uncertain; take what you know you’ve got rather than chasing things that might get away.’

5

**Female voice 3** ‘I’m in business and I’ve seen so many people risk everything on one thing; something they were so sure couldn’t fail, only for it all to fall to pieces. If they’d only listened to the proverb, “Don’t put all your eggs in one basket”, so much hardship could have been avoided.’

---

**Ask the students to talk to a partner about the speakers’ opinions of the proverbs and their meanings. If you think it will help, play the recording again so the students can make notes of what the speakers say. (5–10 mins)**

**Now ask the students to tell you what they and their partner said. Check with the group as a whole which opinions met with the most agreement or disagreement. (5–10 mins)**

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**5 Do you agree or disagree with the speakers’ opinions about the proverbs? Discuss this with your partner.**

---

**Now introduce the new topic of folk wisdom. Ask the students individually to make notes about simple but effective ways of improving our lives in the categories listed. Tell them not to worry if they have no ideas (or feel their ideas are rather foolish) in some of the categories; it is their expressed opinions, not actual knowledge, that you are interested in. (5 mins)**

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- 
- 6 A proverb is a classic example of folk wisdom: a traditional, unsophisticated piece of commonsense advice. In our high-tech days, can you think of inexpensive, simple but effective ways of improving our lives in these and in other areas? Make a few notes here:**

Eating and drinking

---

Keeping fit

---

Having fun

---

Decorating the home

---

Getting from one place to another

---

Dressing

---

**Ask the students to compare notes with a partner. Does either of them have a simple but effective idea their partner hadn't thought of before? (5–10 mins)**

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- 7 Compare your ideas with a partner. Does he or she have any good ideas you hadn't thought of?**
- 

**Now ask the students to share their and their partner's ideas with the rest of the group. Ask them to move around the class, finding people who have ideas in categories where they and their partner found it difficult to suggest helpful ways of improving our lives. (10 mins)**

---

- 8 What about the other students in the class? What pieces of traditional folk wisdom and good, practical ideas can you learn from one another?**
- 

**Ask the students, as a group activity with you as chair, to report the results of their discussions. Make a note on the board of some of the most interesting and imaginative ideas. (10 mins)**

**You can extend the lesson beyond the classroom by deciding which of the simple but effective ideas you and the students may try out and will then report back to the group at some future stage, discussing the success or otherwise of what you tried out.**

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## 5 Storytelling

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You can easily set the scene for the topic by taking in a favourite book or simply by starting with 'Once upon a time' and asking the students to tell you what is going to follow. (2–3 mins)

Ask the students individually to make a few notes in response to the questions in the boxes. Tell them to make notes about as many of the topics as possible, but not to worry if there are some they have no ideas about. (10 mins)

---

- 1 There are many different types of story and many different ways of telling them.  
Look at the questionnaire below and make a few notes about your answers to some or all of the questions.

Questions	Answers
Can the film version of a story ever be better than the original book?	
Which author's or authors' style of writing do you most enjoy? Why?	
Do you have a favourite fairy tale? What makes it so special for you?	
When was the last time you listened to a story being read or told by someone else?	
A joke is defined as 'a funny story'. What is your favourite joke? What makes it so funny?	
Sometimes a song tells a story. Do you have any favourite songs of this type?	
There is an English saying, 'Every picture tells a story'. Can you give any examples?	
A simple question, but a complex answer: 'What makes a great story?'	

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Now ask the students to compare notes with a partner. Encourage them to give examples – singing or telling jokes if they wish to. This activity should be fun, and the students will, in most cases, want to know why other classmates are laughing, etc. Monitor, and make notes of any exchanges you think will be of particular interest. (10 mins)

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- 2 Compare your answers with your partner.  
Give examples of any of the topics in the questionnaire.  
You could even tell a joke or sing a song if you wish.
- 

Now ask the students as a group to share any funny stories, controversial opinions, etc, which their partner told them. (10 mins)

---

Introduce this topic – someone's favourite film based on a classic work of literature. Tell the students it doesn't matter if they know little or nothing about Shakespeare, their opinions of what someone may like about a film of a great play can be varied: the actors are wonderful; the set is dramatic; the language is beautiful, etc. Ask the students to work in groups of three or four and to suggest as many different ideas as they can. (5–10 mins)

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- 3 Most of us have favourite films.  
You are going to hear someone talking about her favourite film, *Romeo and Juliet*, which is based on a play by William Shakespeare. Before listening to the recording, discuss with your partner what she may say she especially likes about the film (it doesn't matter whether or not you know anything about Shakespeare's plays, just give your own ideas).
- 

Now ask the groups to compare notes with the others in the class. One way to do this is to ask a member of each group to move around finding out what another group has said, then reporting back to the original group. (10 mins)

---

- 4 Compare your group's answers with those of the other students in your class. How similar or different are they?
- 

Ask the students to tell you what suggestions their group has made and how these differed from what the others said. (5–10 mins)

Now play the recording to allow the students to check their answers and to decide which of the group, if any, came up with ideas which were closest to what the speaker actually said. (5 mins)

---

- 5 Listen to the recording.  
Which, if any, of the groups of students came closest to the reasons the speaker gives? 24
-

24

**Male voice** 'Marta, do you have a favourite film?'

Female voice 'Very definitely. It's *Romeo and Juliet*.'

**M** 'Oh yes, I know, that classic Zeffirelli film from the late 1960s.'

F 'Actually, no. It's a much more recent version – sorry, I don't know who directed it – it's based on Shakespeare's play, but it's in modern dress and it was filmed in Latin America somewhere.'

**M** (doubtfully) 'Don't you think that classic stories set in modern times lose their, I don't know, their real meaning?'

F 'Usually, yes, I do. But this one is different, at least for me. It's contemporary and you feel that the people are real and now. The acting is superb; it's so convincing. The scenery is stunning; it's very stark and vivid. There's also the music; it's very strange and haunting. A lot of people have tended to think of *Romeo and Juliet* as a romantic love story, but it's so much more than that, and the film brings out all the passion and also the violence that's in there.'

**M** (musing) 'How would Shakespeare have felt about this version, I wonder?'

F (with absolute certainty) 'He would have loved it, I'm sure of that. After all, don't forget that like many great writers and musicians and artists, Shakespeare based some of his greatest stories on what people had produced in the past.'

**The recording will have introduced the topic of modernising classics. Ask the students individually to fill in the questionnaire, showing whether they agree or disagree with certain statements and giving their own reasons. You may need to pre-teach certain items, eg, 'dubbed' is where the original soundtrack is replaced by a translated version and explain concepts, eg, 'modern dress' where clothes of today are worn by actors performing plays written hundreds of years ago. (5 mins)**

**6 Classical originals are often changed in one way or another. Below are some opinions expressing approval or disapproval of some of these changes. How do you feel about each of them? Give each opinion a mark from 1 (strongly agree) to 5 (strongly disagree).**

Statement	1 to 5	Reasons
'Classical drama should never be performed in modern dress.'		
'Novels and poems should always be read in the original language, never in translation.'		
'Foreign films are better in dubbed rather than subtitled versions.'		
'Songs performed by the songwriter are always better than cover versions.'		

---

Ask the students to exchange opinions with a partner. Monitor, and pay particular attention to any opinions which provoked obvious disagreement – in these cases, ask the students to try to persuade their partner that they have a point (perhaps not changing their opinion completely, but changing an answer of 1 into a 2, for example). (5–10 mins)

- 
- 7 Compare your views with your partners.  
Do any of the statements produce particular disagreement?  
If so, can you persuade your partner?

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Now ask the students to find out if any of their classmates also disagreed about some of the opinions expressed. Do this as a class activity, asking different pairs of students to contribute. One way to organise this is to ask if there were any 1 or 5 answers (strongly held opinions) and if there were cases where one student had managed to modify the opinion of the other. Discuss which arguments proved persuasive and how the way they were expressed succeeded in getting the point across. (10–15 mins)

- 
- 8 What about the other students in your group?  
Do they disagree with you in their answers to any of the statements?
-

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## 6 Influential people

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You can introduce the topic by showing photos of famous people or of your own family and friends, and asking the students to speculate on why they are significant to you. (2–3 mins)

Ask the students individually to make notes in the columns about the people in the various categories who have had different degrees of influence on them. (5 mins)

- 1 Most of us can think of people who influence who we are and what we do. Look at the list of people – do they have a great influence, a small influence or no influence on you at this stage in your life? Give a mark from 1 (great influence) to 3 (no influence), and make a few notes about the different ways in which you experience their influence.

People	1 to 3	Notes
Parents		
Other family members		
Colleagues at work		
Fellow students		
Teachers		
Other people you know		

Ask the students to compare notes with a partner. Ask them to find out if they experience similar or very different degrees of influence from people and make a note of anyone in the 'other people' category. (5–10 mins)

- 2 Compare your answers with a partner.  
Are you both influenced by the same types of people in the same ways?

Now ask the students in their pairs to look again at their list and to tell each other about times when the influence of a particular person has been especially strong and why. (5–10 mins)

- 3 Now look at the list again and think back to the past.  
Have there been times when these people's influence was stronger or weaker than it is today? Discuss this with your partner.

Introduce the next topic – the way we are influenced by people and institutions we don't know or know about. One way to do this is to take in a national newspaper, TV guide, etc. (2–3 mins)

Ask the students individually to complete the questionnaire, saying what positive or negative influences they feel are exerted by the people and institutions listed. (5 mins)

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- 4 We also come under the influence of people we don't know directly. How do the people below influence your life and the lives of other people? Are these influences entirely positive or entirely negative or can you think of things to put in both categories? Make a few notes.**

Influences	Positive or negative	Notes
Media		
National governments		
Advertisers		
World political leaders		
Popular actors, singers, sports people		
Others		

**Now ask the students to compare notes with a partner. Ask them to say which influences come into the positive and negative categories (or if any come into both) and if they have the same opinions or think differently about the question. (5–10 mins)**

- 5 Compare your answers with a partner. Did you both think the same examples had 'positive' and/or 'negative' influences?**

**Expand activity 5 into a class discussion. Put on the board any influences which several students considered positive but several others thought negative. Divide the class into those who support the 'positive' and 'negative' camps and ask them to debate the issue (any students who have no strong feelings can act as the jury and decide which side's arguments are the more persuasive). (5–15 mins)**

- 6 What about the other students in your class? Is there general agreement that some of these people have a very positive or very negative influence on our lives?**

**Introduce the topic of icons. (You may need to give an explanation of the term, eg, 'a person who has become known and admired beyond his or her immediate field'.) Pictures of recognisable icons can help set the scene. (2–3 mins)**

**Now ask the students individually to note one or two names for each of the categories. Tell them not to worry if there are some categories in which they can't think of examples. (5–10 mins)**

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**7** There are people who not only influence others in their own field, but who become ‘icons’ (people who are instantly recognisable and admired, and who are known even by those who know little about their particular field).

Who would you choose to represent these categories as icons of the 20th and 21st centuries?

Give one or two names in each category.

Don’t worry if there are some categories you know absolutely nothing about.

Popular music **The Beatles, Elvis, Elton John, Madonna**

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Exploring **Sir Edmund Hillary, Tenzing Norgay, Yuri Gargarin, Neil Armstrong**

---

World politics **Mahatma Gandhi, Mao Tse-tung, Nelson Mandela**

---

Film **Marilyn Monroe, Marlon Brando, Greta Garbo, Walt Disney, Charlie Chaplin**

---

Science **Albert Einstein, Bill Gates, Marie Curie, Sigmund Freud**

---

Art and literature **Pablo Picasso, Andy Warhol, Ernest Hemingway, Sylvia Plath**

---

Sport **Pelé, Muhammad Ali, Jesse Owens, Billie-Jean King, Zola Budd**

---

Other **Martin Luther King, Mother Teresa**

---

**Ask the students to compare notes with a partner to see which icons each has named and to add names their partner thought of. Ask them to give reasons why they consider these people to have the status of icon. (5–10 mins)**

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**8** Compare your answers with a partner. Which ones do you both have? Tell each other why you think the people you have named deserve the status of ‘icon’.

**Ask the students to discuss together the names they have suggested and to select just one icon as the best representative of each category in terms of the likelihood of their being widely known. (5–10 mins)**

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**9** Now talk together and choose just one person in each category, the one you think would be the most popular choice.

**Ask the students to tell you which names they decided on. Do this as a class activity and put on the board the name which comes top in each of the categories. (10 mins)**

**Now play the recording. Allow the students to check if the names they put forward are mentioned. (2–3 mins)**

---

**10** You are going to hear people giving their ideas about icons. Which of the names you and your partner decided on do you hear? Listen to the recording to check your answers. **25**

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25

**Female voice** 'It's a difficult question – there are so many different people and it isn't easy to say exactly what makes someone an icon is it?'

Male voice 'Er, I don't know, actually. I think you can definitely name people for some of the categories, like, for science, it's got to be Einstein.'

**F** 'Yes, I suppose you're right. And popular music, you've got to say the Beatles – or are they out of fashion these days?'

M 'They never will be! Yes, the Beatles, and Elvis Presley too.'

**F** 'But explorers?'

M 'I've thought of two. The man from New Zealand who was the first to climb Mount Everest ...'

**F** 'Sir Edmund Hillary, yes, and what about the first man on the moon?'

M 'Neil Armstrong, yes, I agree. What about sport?'

**F** 'Well, you know I'm not a sports fan, but even I would recognise the footballer Pelé and Muhammad Ali the boxer.'

M 'And world politics – an icon?'

**F** 'I always think of Mahatma Gandhi.'

M 'Yes, me too, and Nelson Mandela.'

**F** 'Winston Churchill, John F Kennedy ... there must be so many more.'

M 'Art, it has to be Picasso, but I can't think of any literary icon can you?'

**F** 'I feel I should be able to, but no, off the top of my head, I can't.'

M 'Which leaves us with film – Charlie Chaplin, surely?'

**F** 'Yes, and Marilyn Monroe.'

M 'Any others?'

**F** 'I guess it depends on your age and the country you come from.'

M 'What about this "Other" category?'

**F** 'I chose Martin Luther King and Mother Teresa ... but I don't know what category to put them in.'

M 'Hey, that's not bad ... we've got at least a dozen.'

**Now ask the students to say which of their pairs came up with the most names mentioned in the recording. (5 mins)**

**Extend this activity into a discussion of the icons mentioned by the speakers. Ask the students to say which choices they particularly agree or disagree with and to say why. (10 mins)**

**11** How many of the icons you chose are mentioned by the speakers? Did any of the other students in your class correctly guess more answers than you and your partner?

## 7 Personal landmarks

You can introduce this topic by putting on the board a date of significance to you personally and asking the students to guess what this significance is, eg, '5/11/1985' – 'the day I passed my driving test'. (2–3 mins)

Ask the students to think about their own 18th birthday, whether it is in the past, future or even the present. This is normally thought of as a very significant day for people in the UK. Ask them individually to make notes in the 'When you had...' or 'When you have...' columns. (10 mins)

In our lives, we all have personal landmarks (days and occasions that are of special significance to us, if not to anyone else). Shortly, you are going to hear someone speaking on his 18th birthday. If you have already reached this landmark, can you recall how you felt and how you spent the day? If you haven't yet reached 18, how do you think you will feel and how do you hope to spend the day? (If today is your 18th birthday, congratulations!)

### 1 Think about these questions and make notes if you wish.

When you had your 18th birthday ...      When you have your 18th birthday ...

Where did you spend the day?

Where will you spend the day?

How, and with whom, did you celebrate the occasion?

How, and with whom, do you think you will celebrate the occasion?

What presents did you get?

What presents do you hope to get?

In what ways did you feel you were a different person?

In what ways do you think you will feel you are a different person?

Did you think of it as the best birthday of your life?

Are you looking forward to it as the best birthday of your life?

What did it mean to be an 'adult'?

What will it mean to be an 'adult'?

Did you look exactly the same as you do today?

Do you think you will look exactly the same as you do today?

Did you make a birthday wish (and has it come true)?

Will you make a birthday wish (and do you think it will come true)?



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Now ask the students to compare their answers with a partner and to see what similarities and differences there are. (10 mins)

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- 2 Compare your answers with a partner.  
Which answers are the same? Are any answers very different?
- 

Ask the students to find out if other members of the class had answers similar to theirs. Ask them to move around the room, asking and answering questions. (10 mins)

Now ask them to report back to you. (5–10 mins)

Tell the students they are going to hear someone interviewed on the occasion of his 18th birthday. How would they greet someone in their own language(s)? Ask them in pairs to say how they think the interviewer may greet the person whose birthday it is. (5 mins)

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- 3 You are going to hear someone being interviewed on the occasion of his 18th birthday. What words do you think the interviewer will use to congratulate him? Will these be: 'Congratulations!', 'Well done!' or something else?
- 

Now ask the students to tell you what greeting they expect to hear. Then play the recording to allow them to check their answers. (5 mins)

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- 4 Listen to the recording – are the speaker's answers to questions about his 18th birthday the same as, or different from, those you and your partner gave? 26
- 

26

**Male voice 1 (adult) 'Many happy returns!'**

Male voice 2 (late teens) 'Thank you.'

**M1 (enthusiastic and a possibly little ingenuous throughout the dialogue) 'How does it feel to be 18?'**

M2 (perfectly civil but not particularly sentimental throughout the dialogue) 'I don't know really; I don't actually feel any different from yesterday.'

**M1 'But you are now officially an adult. What exactly does that mean to you?'**

M2 'I think it means that I'm independent – I can make my own decisions and I'm responsible for myself from now on.'

**M1 'What about the day itself; how do you plan to spend it?'**

M2 'Pretty normally, really. I've got a part-time job so I'm going to work from midday until 5 o'clock, then I'm going to have a birthday tea with my family like we always do when it's someone's birthday.'

**M1 'And in the evening?'**

M2 'I'm going out with a few of my friends. I don't know what they've got planned, but I think they're up to something.'

**M1 'Whenever I think of my own birthdays, I remember some of the presents I got. What have been your best 18th-birthday presents?'**

M2 'I haven't opened them yet – I'm waiting until the evening. I'm hoping for one or two things though – a course of driving lessons, a couple of computer games, some music CDs, clothes maybe ... one or two surprises, but I don't have any particular ideas really.'

---

**M1 'Your 18th is a big occasion. Do you think this will be the best birthday of your life?'**

M2 'It would have to be pretty good. My best one so far was when I was 11 – we rented the local swimming pool and my entire class came. I think you probably remember the best birthdays when you're youngest really.'

**M1 'Perhaps this is a silly question, but have you made a birthday wish?'**

M2 'Actually, yes, I have – I always do.'

**M1 'Would you like to tell me what it is?'**

M2 'No.'

**M1 (nonplussed) 'Oh ... why not?'**

M2 (not unpleasantly) 'If I did, it wouldn't come true, would it?'

---

**Now ask the students to think about what the speaker says (play the recording again if you think it helpful) and to review their answers in activity 1. Check what changes, if any, they would now make to these answers. Ask them to discuss this with a partner before reporting back to you. (5 mins)**

---

**5 Think back to your answers to the questions in activity 1. After hearing the person speaking in the recording, is there anything you would add about your own memories or expectations?**

---

**Move on to the wider topic of personal landmarks. Ask the students individually to make notes in the columns. (5 mins)**

---

**6 A birthday is a personal landmark. What other personal landmarks can you recall? Think about these and make notes about what you can remember and how you felt:**

Personal landmark	What you remember	How you felt
First day at school		
First journey abroad		
Earliest memory		
First day at work		
Last day at school or work		
Others		

---

**Ask the students to compare notes with a partner. Monitor, and note any interesting differences in the answers given and note any items which are suggested in the 'other personal landmarks' category. (5–10 mins)**

---

- 
- 7 Discuss your answers with a partner.  
In what ways are your answers similar or different?**
- 

**Ask the students to report back and put on the board some of the personal landmarks mentioned and the different responses to them. (10 mins)**

**Now ask the students to think about these special occasions and ask them how they record personal landmarks. Ask the students to make a few brief notes individually about this. (5 mins)**

---

- 8 Apart from your own memories, what other records do you have of your personal landmarks?  
Make some notes here:**

Type of record	Personal landmarks
Photos	
Other people's memories	
Diary	
Video	
Souvenirs	
Others	

---

**Now ask the students to compare notes with a partner and to record any different ways in which this partner has recorded personal landmarks. (5–10 mins)**

---

- 9 Compare your answers with a partner.**
- 

**Ask the students to find out about the others in the class. Ask them to find a new partner and tell him or her how their original partner has recorded personal landmarks. (5–10 mins)**

---

- 10 Now work with another partner.  
Tell your new partner about the things you and your original partner told each other and say what the differences and similarities are.**
- 

**Ask the students to report back to you and put on the board the most common and/or the most unusual ways in which the members of the class keep records of special occasions. (10 mins)**

**Finish the lesson by asking who has a personal landmark of some kind coming up in the near future. Suggest that he or she keep a record of the occasion and if possible make it a part of a future lesson. (5 mins)**

---

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## 8 Resolutions and good intentions

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You can introduce the topic by using a calendar (with 1 January circled) and asking the students to suggest things people in the UK might do on that day. The custom of making New Year's resolutions may be familiar to some of the students; if not, explain that it is a sort of promise people make to themselves to make personal improvements in some way. Suggest that although 1 January is the traditional day to make resolutions, there is nothing to stop us all thinking of ways we can improve ourselves and our lifestyle at any time of the year. (5 mins)

Ask the students individually to look at the listed topics and to make brief notes about the ways in which they might like to think about making improvements. (5–10 mins)

---

Many people make New Year's resolutions (promises to improve themselves in some way) at the start of each year. It doesn't have to be just at the beginning of January – we can all make personal resolutions to do better at any time.

---

**1 Look at the topics below and think about how you could make your life better in some small way.**

**Make a few notes here:**

Resolutions	Notes
Giving up a bad habit of some kind	
Changing your daily routine	
Improving the way you work or study	
Changing the way you treat people	
Taking up some new activity	
Changing your usual diet	
Other things	

---

**Now ask the students to compare notes with a partner. (5–10 mins)**

---

**2 Compare notes with a partner.**  
**Do you have similar ideas or are they mainly different?**

---

Ask them to tell you which aspects of themselves and their lifestyles they would both like to improve. (5 mins)

Now introduce the related topic of factors which can help us make good resolutions into reality. Ask the students individually to complete the questionnaire, saying whether they consider certain factors essential or unimportant (or something in-between). Ask them to make one or two notes of their reasons. (5 mins)

---

**3 Generally, how important on a scale of 1 (essential) to 5 (unimportant) would each of the following factors be in helping you to succeed in turning these good intentions into reality?**

Factors	1 to 5	Reasons
Will power		
The help of other people		
Setting targets		
Rewards		
Keeping a record		
Past successes		
Other factors		

**Ask the students to tell you the scores they gave each factor and to say what other factors they thought of. Do this as a class activity and encourage as many contributions as the students are willing to offer. (10 mins)**

**Return to the theme of New Year's resolutions as a tradition and ask the students to join you in speculating about which ones are always popular and why. There are no 'right' or 'wrong' answers, and all opinions and reasons are valid. (5–10 mins)**

**Introduce the next activity by mentioning that, among the many traditional New Year's resolutions, that of giving up smoking is one of the most popular – ask if any members of the class have themselves, or know of someone who has, made this resolution (with or without success). (5 mins)**

**Now ask the students to speculate about certain things they are going to hear said by someone planning to give up smoking. Ask them individually to make notes. Stress that they are not expected to know what the answers are; they'll hear shortly. (5 mins)**

**4 One of the most popular New Year's resolutions is to give up smoking. You are going to hear someone talking about his plans to stop smoking. What do you think he might say about certain things? Make a few notes.**

What might his two main reasons be for giving up?

Who does he expect to encourage him?

When and why might he be tempted to start again?

How long does he seriously expect his resolution to last?

---

Ask the students to compare notes. They will probably have different answers to some questions; ask them to discuss these answers and decide which is more likely. (5–10 mins)

---

- 5 Compare notes with a partner.  
If you have different ideas, whose do you think are more likely?
- 

Play the recording to allow the students to check how many – if any – answers they had right. Ask around the class to see if any pair had several right answers and, if so, if either of them had successfully persuaded their partner.

---

- 6 Listen to the recording and check your answers.  
Did you and/or your partner guess all, some or none of these? 27
- 

27

*(background sounds of party)*

**Male voice 1** 'Happy New Year, John.'

Male voice 2 'Happy New Year!'

**M1** 'Have you made any New Year's resolutions?'

M2 (enthusiastic) 'Yeah, this year I'm going to give up smoking.'

**M1 (evidently sceptical)** 'So what's new?'

M2 (determined) 'This year, I'm going to stick to it.'

**M1** 'Why have you decided to give up – the usual reason, I suppose, looking after your health?'

M2 'Hey, listen, that's a pretty good reason, but actually I'm giving up partly because I'm getting tired of being told my clothes and hair smell bad and partly because it costs so much.'

**M1** 'Do you think it's going to be easy to give up?'

M2 'Yes and no. My family will help, for sure. I've got a young son and daughter, and they're always nagging me to stop smoking so for once I'm going to listen. The problem is bound to be when I get back to work after the holiday. I work in an office full of smokers and by the middle of January, it'll be "Have a fag, John" and I'll say "No, well, maybe" ... it's other people who are the problem!'

**M1** 'And how long do you really think you'll hold out?'

M2 'I reckon I'll make it to the end of February – realistically. It's my birthday then. I can just see people saying "Oh, come on. One cigarette isn't going to make any difference."''

---

Tell the students they are going to hear the same person interviewed one year on. Play the first recording again, and ask the students to guess which of his expectations have been confirmed and which have not. Do this as a group activity and put on the board some of his predictions and whether the majority of the students think they will prove to be accurate. (5–10 mins)

Ask the students now to look at the topics in activity 7 with a partner and, together, to say what they expect to hear from the speaker. Ask them to make notes of the actual words they think he may use, eg, 'I kept my New Year's resolution until July'. (10 mins)

---

- 7 The same person is interviewed again a year later. What do you think he might say now that he looks back on the year? Talk to your partner and suggest what he might say about these things:**


why it was easy to give up smoking at the start

in which month he was first tempted to smoke

when and why he first broke his New Year's resolution

how he feels now

**Now play the recording. Ask the students to award themselves points if they feel their answers were exactly or nearly right (not the exact words, but the idea behind them). You will need to adjudicate and decide whether some answers are or are not in the right sort of area.**

- 8 Listen to the recording. Were your answers: exactly right (3 points); in the right sort of area (2 points); very wide of the mark (1 point for trying!)?**  28

28

*(background sounds of party)*

**Male voice 1 'Amazing how quickly a year goes by. Happy New Year again ... would you like a cigarette?'**

Male voice 2 (very determined) 'No, thank you; I'm a non-smoker.'

**M1 'Congratulations! So you kept your resolution, then.'**

M2 'Well, not completely, I have smoked since I saw you this time last year ... it was easy to give up at the start, because I caught a cold just after New Year and had such a sore throat that I couldn't have smoked even if I'd wanted to. And when I got back to work, I found that everyone had made the same New Year's resolution, so we were all encouraging one another to give up. I was right about my birthday, though. Someone gave me a box of cigars as a present, and I had to force myself not to open it because I knew that if I did, I'd be back to cigarettes as well.'

**M1 'So when did you start smoking again?'**

M2 'It was right in the middle of June. We went on a camping trip in Scotland and one evening we were sitting outside the tent and there were thousands of those annoying little flies, midges, biting us. My daughter said "Daddy, I wish you still smoked – that would keep the midges away." So, anyway, I looked in the van and found half a packet of cigarettes that had been lying around since Christmas and lit up ... it worked.'

**M1 'So did you start again after that?'**

M2 'No, I just finished off that packet and haven't touched a cigarette since.'

**M1 'And how do you feel?'**

M2 'Fitter, a lot better off financially and pretty self-satisfied.'

**M1 'And this year's resolution?'**

M2 'To give up making New Year's resolutions.'

**M1 (laughs) 'Well, Happy New Year.'**

M2 'You too.'

---

Now ask the students to tell you how many points they and their partner are claiming. Put these claims on the board. Then invite the students to move around the class, checking that the other pairs can justify the points total claimed. (10 mins)

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- 9 What about other people in your group?  
Is anyone claiming to have more points than you?  
Do you think they have earned them?
- 

Ask the students to tell you what their classmates have claimed and whether they agree with some of the claims (and, in many instances, why they don't). (5–10 mins)

Round off the lesson by suggesting that you and the students each decide on a resolution to make (one of those in activity 1 or some new resolution), and at some future stage – whether the class is likely to continue or if this is the end of the course – to get back in touch to say what success you have had.

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## Test practice

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The organisation of the test practice is a matter for your judgement in the particular teaching situation you are in. With larger classes, it can be difficult to use the practice test as an activity in class time. You can ask the students to practise in pairs, with one adopting the role of interlocutor, but if it is possible to conduct the practice exercise (and at some stage a full practice test) yourself or have a fellow teacher do so, it will be valuable test preparation.

(Timings will vary, but this type of task would normally take 4 to 5 minutes in the test itself and one of the test skills to cultivate is a fluent exchange of information/comment.)

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## Test practice – Expert

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The following topics are similar to the one you may be asked to talk about in Part 4 of the Spoken ESOL test at the Expert level. The interlocutor will choose one topic and will tell you what it is. You will talk about your topic and then the interlocutor will ask some follow-up questions.

**The interlocutor will say:**

'...in the last part of the test I'd like you to talk on your own about something for 2 to 3 minutes. You'll have 30 seconds to think about what you want to say. Then I'll tell you when to begin.'

**Topic**

'The positive and negative influences of the popular press.'

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**Follow-up questions**

'Are there types of news the press should not print? What and why?'

---

'How important is it to have a free press?'

---

'How do you choose the newspapers you read?'

---

'What could the popular press do to improve people's daily lives?'

---

**Topic**

'An annual event which is of real importance to people in the place I come from.'

---

**Follow-up questions**

'Who should be responsible for keeping traditions alive?'

---

'What customs are disappearing these days? Why?'

---

'If you had the chance, which national or international event would you like to be a part of?'

---

'What types of food and drink do you associate with certain annual events?'

---

**Topic**

'How to make friends and keep them.'

---

**Follow-up questions**

'What is the most important quality you look for in a friend?'

---

'In what ways can our friends influence us more than our family?'

---

'Do you agree that it's harder to make friends as we get older? Why/why not?'

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'How did you meet the people you think of as friends?'

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## Test practice – Mastery

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The following topics are similar to the one you may be asked to talk about in Part 4 of the Spoken ESOL test at the Mastery level. The interlocutor will choose one topic and tell you what it is. You will talk about your topic and then the interlocutor will ask some follow-up questions.

**The interlocutor will say:**

'...in the last part of the test you're going to talk on your own about something for 3 to 4 minutes and then I'll ask you some questions. First, you have 30 seconds to think about what you want to say. Then I'll tell you when to begin.'

**Topic**

'Stress is an unavoidable part of life in the twenty-first century.'

---

**Follow-up questions**

'Has stress always been a part of the human condition? Why?'

---

'In what ways do you help yourself and others to deal with stress? How successful are you?'

---

'On balance, has modern technology reduced stress or increased it? In what ways?'

---

'Are there any parts of the world in which you think stress is not a significant problem in people's lives? Where?'

---

**Topic**

'The public gets the quality of advertising it deserves.'

---

**Follow-up questions**

'Should certain types of advertisement be banned? Which?'

---

'Are there any advertisements which you consider particularly clever? Why?'

---

'In what ways do people allow themselves to be persuaded by advertisements?'

---

'What do you think is the most effective form of advertising? Why?'

---

**Topic**

'As English is now an international language, there is no real need for anyone to speak any other language.'

---

**Follow-up questions**

'Is the success of English a threat to a language you speak? Why?'

---

'Will English ever be replaced as the international language? Why/why not?'

---

'In what ways is your own first language an essential part of your culture?'

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'Do you think it is possible for someone to speak another language in the same way as a native speaker does? Why/why not?'

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Notes



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### **Exam information**

A description of the exam at Expert and Mastery levels is given in the student book. You should review this with your students prior to the test, to make sure that the students understand the format the test will take. Explain to the students that they won't use an exam paper in the test. The interlocutor will give them different tasks to do. The activities in the student book are there to help them to prepare for the test at Expert and Mastery level.

### **Sample interlocutor's scripts**

In this book we have included two sample tests at Expert and Mastery levels, for you to use to prepare students for the Spoken ESOL test. The sample tests enable you to see the differences between the two levels and to set a mock exam practice with your students. This type of practice can be invaluable in preparing students for the way the exam is structured. The Spoken ESOL test is a test of their speaking skills in English. The important thing is for them to practise speaking as much as they can, with you and with other students.

	Student book	This book
Exam information, Expert level	140	203
Exam information, Mastery level	141	204
Sample interlocutor's script, Expert level		205
Sample interlocutor's script, Mastery level		210



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## Exam information

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### The Spoken ESOL exam at the Expert level

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#### Introduction

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The following description of the exam at Expert level will give you a good idea of what to expect. Times given here for each part of the exam are provisional, and you are advised to confirm with your teacher the exact time allocations that apply for the Expert level when you are taking the exam.

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Test time: 12 minutes

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#### Part 1 (2 minutes)

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The interlocutor will begin by asking your name and the spelling of your surname. He or she will ask you where you are from and five more questions about yourself. They might be such questions as 'How useful is technology in your English study?' or 'Do you prefer watching videos at home or going to the cinema? Why?'

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#### Part 2 (2 minutes)

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The interlocutor will give you four situations. In two of the situations you will need to reply to a question that the interlocutor asks you. For example, the interlocutor might say: 'I'm a classmate. I'm moving to a new flat at the weekend. I really need some help. Are you free?' You would need to answer this question as though you were talking to a classmate.

In two of the situations you will need to start the conversation. For example, the interlocutor might say: 'I'm the landlord of your apartment. I promised to fix your cooker, but I haven't. Phone me to complain.' You would then begin the conversation as though you had just rung your landlord on the telephone.

The dialogue in all cases should run to four turns, that is two for you and two for the interlocutor.

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#### Part 3 (4 minutes)

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You and the interlocutor will have a discussion and try to reach agreement or a conclusion. You will both have the same information, for example, a list of the qualities regarded as important in a good teacher. The interlocutor might say 'Let's discuss these qualities and try to reach agreement on which is the most and which is the least important. Why don't you start?'

---

#### Part 4 (4 minutes)

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The interlocutor will ask you to talk about a topic. For example, he or she might say: 'Your topic is "An interesting time in my country's history".' You will have a short time to think. You will then talk on this topic for up to 3 minutes. The interlocutor will ask you a few follow-up questions. For example, he or she might ask: 'If you could meet a historical figure, who would it be? What would you want to ask?'

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## The Spoken ESOL exam at the Mastery level

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### Introduction

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The following will give you a good idea of what to expect at the Mastery level. Again, the times are provisional, and you are advised to confirm with your teacher the exact time allocations that apply for the Mastery level when you are taking the exam.

---

Test time: 15 minutes

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### Part 1 (3 minutes)

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Again, the interlocutor will begin by asking your name and the spelling of your surname. He or she will ask you where you are from and five more questions about yourself. They might be such questions as 'Which methods do you use to keep in touch with people? Why?' or 'What would you like to have changed about your education?'

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### Part 2 (3 minutes)

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The interlocutor will give you four situations. In two of the situations the interlocutor will speak first. For example, the interlocutor might say: 'You're on a coach. You've lost your ticket but have a receipt. I'm an inspector "All tickets, please."' You would need to reply as though you were explaining the situation to the inspector. In two of the situations you will need to start the conversation. For example, the interlocutor might say: 'I'm your neighbour. Complain about the large tree in my garden and say what you want me to do.'

The dialogue in all cases should run to four turns, that is two for you and two for the interlocutor.

---

### Part 3 (4 minutes)

---

You and the interlocutor will have a discussion and attempt to reach agreement or a conclusion. You will have the same information, for example, a list of factors that might be important in job satisfaction. The interlocutor might say 'Let's discuss the different factors and decide on the most and least important ones to us. Let's also consider which jobs involve the different factors. Why don't you start?'

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### Part 4 (5 minutes)

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The interlocutor will ask you to talk about a topic. For example, he or she might say: 'Do you think people are ruled by fashion?' You will have a short time to think. You will then talk on this topic for up to 4 minutes. The interlocutor will ask you a few follow-up questions. For example, he or she might ask: 'Who decides what's in and out of fashion?'

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## Sample interlocutor's script, Expert level

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### Introduction to the teacher

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The following sample interlocutor's script can be used for mock exams at the Expert level. It may be useful for this practice to be recorded and for students to hear themselves speaking on the tape, to help them to understand what areas of their pronunciation or vocabulary need further practice. It is important to note that the questions and topics listed here will vary from those given in the actual exam. Times given here for each part of the exam are provisional, and may vary.

Test time: 12 minutes

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### Part 1 (2 minutes)

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Interlocutor 'City & Guilds Spoken ESOL Test, Expert level. Candidate

(give candidate's name). Test begins.

Hello. My name's.... Can you spell your family name for me, please?'

Candidate (Candidate spells surname.)

I 'Thank you. And where are you from?'

C (Candidate replies.)

I 'Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself and your ideas. All right?'

(Ask one question from each topic area. Respond and comment briefly.)

---

#### Home

'Describe your home for me.'

---

'What improvements would you like to make to your home?'

---

'How important is it for you to have your own bedroom?'

---

'How does the colour of a room affect you?'

---

#### Feelings

'What makes you happy?'

---

'Can money buy happiness? Why/why not?'

---

'How do your feelings vary during the day?'

---

'What makes you angry?'

---

#### Animals

'What is the most attractive animal, in your opinion? Why?'

---

'How much contact do you have with animals in your daily life?'

---

'If you could be an animal, what would you choose to be and why?'

---

'Is it important to protect all animal species?'

---



**Family**

'Is there anybody you are really close to? Who/why?'

'Do you find it easier to talk about important decisions with friends or with family?'

'Would you prefer to have been brought up in a smaller or larger family?  
Why/why not?'

'How would you like to help your family?'

**Transport**

'Is having your own means of transport important to you? Why/why not?'

'Which form of transport do you like least? Why?'

'Tell me about the longest journey you have ever made.'

'In the future, what different forms of transport do you think there will be?'

**C (Answers 5 questions.)****Part 2 (2 minutes)****I 'Thank you. Now, Part 2. I'm going to read four situations and we're going to act out each of them. I'll tell you when to start or reply.'**

**Choose two situations from A. Read each situation then enact it with the candidate. Each dialogue should run up to four turns.**

**Start by saying: 'First situation ...', 'Second situation ...'.**

**A**

'I'm your friend. I start.

"I get really nervous before exams. Have you got any tips for me?"

'We're friends. We live in the same house. I start.

"What about redecorating the house?"

'I'm a stranger in your area. I start.

"Can you tell me about the public transport system in your town?"

'I'm your boss, someone has broken the photocopier. I start.

"What do you know about this?"

**Now choose two situations from B. Read each situation then enact it with the candidate. Each dialogue should run up to four turns.**

**Start by saying: 'Third situation ...', 'Last situation ...'.**

**B**

'You're a tourist in my town. I'm a stranger. Ask me to take a photo of you with your camera. You start.'

'We're friends. You're moving house. Ask me to help. You start.'

---

'We're friends. You've lost a book of mine that I lent you last week. Tell me. You start.'

---

'You're in a restaurant. I'm your waiter. You think there is a mistake in your bill. You start.'

---

**Finish by saying:**

---

I 'Thank you.'

---

## Part 3 (4 minutes)

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I 'Now let's move on to Part 3. In this part of the test we're going to discuss something together.

**(Hand over candidate's task sheet.)**

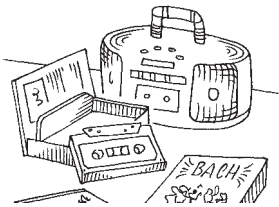
Here is a list of personal luxuries. I have the same list. Let's discuss which of these is important to you and decide which luxury you would not want to do without. Take 20 seconds to think about what you want to say.

**(Pause for 20 seconds.)**

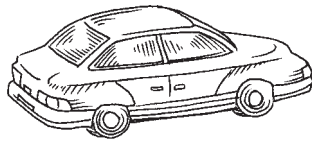
Why don't you start?'

---

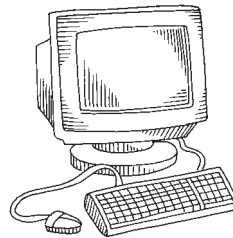
A luxury I don't want to do without



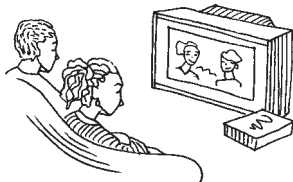
music



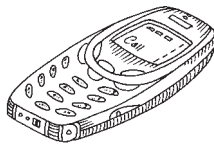
car



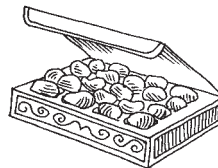
computer



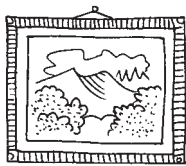
television



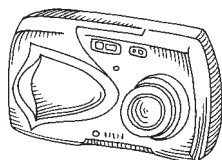
mobile phone



chocolate



art



camera

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**Finish by saying:**

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I 'Thank you.' **(Retrieve candidate's task sheet.)**

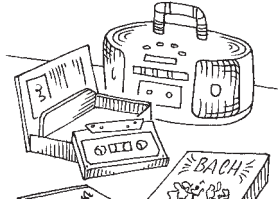
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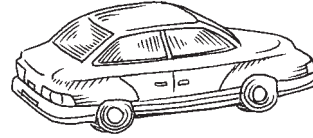
Candidate's copy of task sheet

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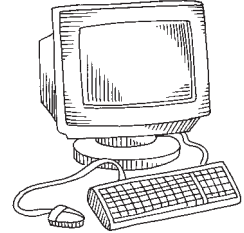
A luxury I don't want to do without



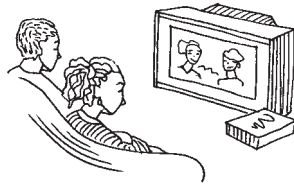
music



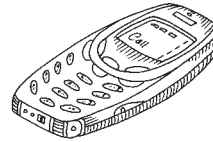
car



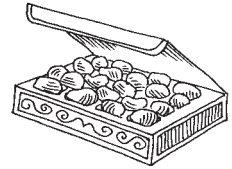
computer



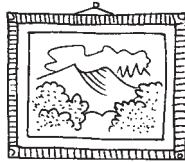
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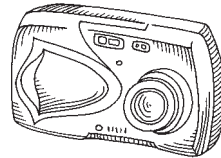
mobile phone



chocolate



art



camera

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## Part 4 (4 minutes)

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**Choose one of the topics A, B or C below.**

- I** 'Now Part 4. I want you to tell me about (read out the topic you have chosen) for about 3 minutes. First you have 30 seconds to think about what you want to say. You can make some notes if you like. (Hand over a piece of paper and pen/pencil.) Then I'll ask you to begin. I'll also ask you some questions. All right? (Withdraw eye contact for 30 seconds.)'
- 

### Topics

- A** 'The best time of year'
- 
- B** 'Situations I find enjoyable'
- 
- C** 'My favourite type of landscape'
- 

- I** 'Ready? Please start.'
- C** (Talks on topic for up to 3 minutes, with support when appropriate.)
- I** (Ask a selection of follow-up questions, as appropriate.)
- 

### Follow up questions

#### **A 'The best time of year'**

- 'Do you think the weather affects everybody equally?'
- 
- 'When do you think is the best time of year for a birthday?'
- 
- 'If you could choose, would you live in a place with or without clearly defined seasons?'
- 
- 'What special events do you celebrate every year?'
- 

#### **B 'Situations I find enjoyable'**

- 'What kind of situations do you find more difficult than others?'
- 
- 'What are the best ways of making life more enjoyable?'
- 
- 'Have you ever found you enjoy something that you didn't expect to?'
- 

#### **C 'My favourite type of landscape'**

- 'Can you spend hours enjoying a view?'
- 
- 'Is it important to live in an attractive area, whether it is rural or urban?'
- 
- 'To what extent does the geography of a place affect the character of the people who live there?'
- 
- 'What experience have you had of seeing different types of landscape?'
- 

### **Finish by saying:**

- I** 'Thank you. That is the end of the test for (Give candidate's name).'
-

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## Sample interlocutor's script, Mastery level

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### Introduction to the teacher

---

The following sample interlocutor's script can be used for mock exams at the Mastery level. It may be useful for this practice to be recorded and for the students to hear themselves speaking on the tape, to help them to understand what areas of their pronunciation or vocabulary need further practice. It is important to note that the questions and topics listed here will vary from those given in the actual exam. Timings given here for each part of the exam are provisional, and may vary.

Test time – 15 minutes

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### Part 1 (3 minutes)

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**Interlocutor** 'City & Guilds Spoken ESOL Test, Mastery level. Candidate (give candidate's name). Test begins.

Hello. My name's.... Can you spell your family name for me, please?'

**Candidate** (Candidate spells surname.)

**I** 'Thank you. And where are you from?'

**C** (Candidate replies.)

**I** 'Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself, your ideas and opinions. All right?'

(Ask one question from each topic area. Respond and comment briefly.)

---

#### Relationships

'If you have a problem, who are you most likely to talk it through with and why?'

---

'What would you say are the key ingredients for a strong relationship and why?'

---

'People sometimes say "You can choose your friends but you can't choose your family". What does that mean? How true is it for you?'

---

'What do you think are the advantages and disadvantages of a husband and wife working in the same profession?'

---

#### The environment

'What kind of environmental issues are of particular concern in your country?'

---

'What do you think governments should do to help protect the environment?'

---

'What do you, as an individual, do to help protect the environment?'

---

'What do you see as the greatest threat to the environment at the moment, and what can be done about it?'

---

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**Feelings**

'To what extent do you think it's true that money does not bring happiness?'

'Do you think the weather affects people's feelings? In what ways?'

'How do you feel about music in public places?'

'Does advertising encourage you to buy or irritate you?'

---

**Crime**

'Tell me about a crime that you have heard about and what you feel about the case.'

'Do you think that capital punishment is ever justified? Why or why not?'

'What would you say are the main causes of crime in modern society?'

'What law would you like to bring in or change if you had the power to do so?'

---

**Health**

'To what extent do health concerns influence your own eating habits?'

'Should hospitals treat people whose illnesses are brought on by their own bad habits? Why/Why not?'

'Tell me about a situation relating to health and medicine which has been in the newspapers recently. What is your own opinion on this issue?'

'What factors make you feel stressed and what do you do about it?'

---

**C (Answers 5 questions.)**

---

---

## Part 2 (3 minutes)

I 'Thank you. Now, Part 2. I'm going to read four situations and we're going to act out each of them. I'll tell you when to start or reply.'

**Choose two situations from A. Read each situation then enact it with the candidate. Each dialogue should run up to four turns. Start by saying: 'First situation ...', 'Second situation ...'.**

### A

'I'm a university lecturer. You want to study in the department where I work. I start. "So why do you want to study here?"'

**(Ask for details of interests, aims for the future, etc.)**

'You're in the airport waiting to check in. You've left your passport at home. You're desperate to catch the flight. I start.'

"Can I see your ticket and passport, please?" Insist.'

'We're friends. I start. "Oh, **(candidate's name)**. My sister's only 18 but she wants to get married before she goes to university. What do you think I should say to her? What do you think I should do?"'

'I'm your English teacher. I start.'

"So could you tell me what you've enjoyed most about learning English?"'

**Now choose two situations from B. Read each situation then enact it with the candidate. Each dialogue should run up to four turns. Start by saying: 'Third situation ...', 'Last situation ...'.**

### B

'You are at work. You forget to bring some important documents to a meeting. What do you say? You start.'

'We're friends. Persuade me to lend you my laptop computer for the weekend.'

**(Ask for reasons.)** You start.'

'I'm a friend of your parents. I live in a town you're going to visit. You'd like to stay with me. You start.' **(Ask about reasons for visit, special dietary needs, etc.)**

'I work in your bank. You want to borrow a sum of money. You start.'

**(Ask for reasons and amount.)**

**Finish by saying:**

I 'Thank you.'

---

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## Part 3 (4 minutes)

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- I 'Now let's move on to Part 3. In this part of the test we're going to discuss something together. Here is a list of some of the subjects which might form part of a school curriculum.

**(Hand over candidate's task sheet.)**

I have the same list. Let's discuss these subjects and consider why they are or are not important subjects for the curriculum. Let's also discuss what other subject should be included. Let's draw on our experience to comment on what a school curriculum should and should not cover. Take 20 seconds to think about what you want to say.

**(Pause for 20 seconds.)**

**Why don't you start?'**

---

### The school curriculum

work experience

\_\_\_\_\_

maths

\_\_\_\_\_

history

\_\_\_\_\_

woodwork

\_\_\_\_\_

science

\_\_\_\_\_

childcare

\_\_\_\_\_

drama

\_\_\_\_\_

politics

\_\_\_\_\_

physical education

\_\_\_\_\_

anything else?

---

**Finish by saying:**

- I 'Thank you.' **(Retrieve candidate's task sheet.)**
-



---

**Candidate's copy**

---

**The school curriculum**work experience

---

maths

---

history

---

woodwork

---

science

---

childcare

---

drama

---

politics

---

physical education

---

anything else?

---

---

## Part 4 (5 minutes)

---

Choose one of the topics A, B or C below.

- I 'Now Part 4. I want you to tell me about (read out the topic you have chosen) for about 3 minutes. First you have 30 seconds to think about what you want to say. You can make some notes if you like. (Hand over a piece of paper and pen/pencil.) Then I'll ask you to begin. I'll also ask you some questions. All right? (Withdraw eye contact for 30 seconds.)
- 

### Topics

A 'How do the buildings we work or study in affect our performance?'

---

B 'Is it better for children to grow up in the town or the countryside?'

---

C 'Do you think young people today have an easier or a harder time than their parents did when they were young?'

---

I 'Ready? Please start.'

C (Talks on topic for up to 3 minutes, with support when appropriate.)

I (Ask a selection of follow-up questions, as appropriate.)

---

### Follow up questions

A 'How do the buildings we work or study in affect our performance?'

---

'What are the advantages and disadvantages of open-plan workplaces?'

---

'How do technological changes in the way we work and study affect the design of buildings?'

---

'What are the advantages and disadvantages of very tall buildings?'

---

'Some managers do not allow their staff to have photos or other personal items on their desks. What do you feel about this?'

---

B 'Is it better for children to grow up in the town or the countryside?'

---

'What is the infrastructure like in rural as opposed to urban areas of your country?'

---

'Some people have second homes in the countryside. What effect do you think they have on the life of the villages where their second homes are?'

---

'In what ways do you think the relationships between people in villages differ from relationships between people in towns?'

---

'What about for older people – where is the quality of life better for them?'

---

---

**C 'Do you think young people today have an easier or a harder time than their parents did when they were young?'**

---

'In what ways has the Internet altered life for young people today?'

---

'Do you think it is easier or harder for people to find a life partner these days? Why?'

---

'What do you think would have been the best or the worst period in history to be young in?'

---

'How do you think the lives of young people will have changed in, say, 30 years' time?'

---

**Finish by saying:**

---

**I 'Thank you. That is the end of the test for (Give candidate's name).'**

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