

Welcome to our Inspired by TESOL series

As a member of TESOL SPAIN, I have been listening to all of the talks from the TESOL Spain 45th annual convention, scouting for top tips and creative ideas! During TESOL Spain I have stumbled upon many inspiring talks, and consequently, this project was born and I am enthusiastic about sharing these great ideas from ELT professionals across the globe with eager teachers like yourselves.



This lesson plan is inspired by Pearson Teacher Trainer **Michael Brand** and his TESOL Talk “B2 A Formula for success” (I have adapted this lesson for a C1 level). Michael is active on Twitter and LinkedIn so make sure you check out his profile for more ideas!

A Formula for Success at C1

Where are the learners coming from? Where are they going?

Learners should be quite familiar with word transformation activities for Cambridge CAE and listening part 1.

Objective: To give exam preparation a bit of a twist!

Materials: Worksheet
Cambridge Booster Printout and audio file
PowerPoint

Lesson style: This lesson is only appropriate for **face-to-face lessons and online lessons.**

Age: Suitable for teenagers and adults.

Procedure

Step one – Warm up

Read this sentence out to the class in a jealous voice. Ask the class to use an adjective to describe how you may be feeling.

“I’m not looking forward to my job interview tomorrow, I’m keen to get it over and done with as soon as possible”.

Elicit the answer: apprehensive/anxious/nervous/restless

Ask the learners for the noun form and adverbial form of restless: restlessness and restlessly

Hand out the worksheet and ask learners to complete the rest of the table in pairs.



Step two - Feedback

Go through the table with the rest of the class and elicit the answers. Make sure you ask learners to spell some of the words on the board. It will be worth mentioning some negative adverbs/nouns such as **unwillingly** and **unwillingness**.

Answers

Adjective	Negative	Adverb	Noun
1. regretful	unregretful	regretfully	regret
2. grateful	ungrateful	gratefully	gratefulness/gratitude
3. devastated	na	na	devastation
devastating	na	devastatingly	
4. appalled	unappalled	na	Appalment
appalling	unappalling	appallingly	
5. willing	unwilling	willingly	willingness
6. satisfied	dissatisfied	satisfyingly	satisfactory/satisfaction
7. restless	na	restlessly	restlessness
8. mature	immature	Maturely	Maturity
9. jealous	unjealous	Jealously	jealousy
10. relieved	unrelieved	Relievedly	Relief
relieving			

Step three – Inferring emotion

Tell your students that you are going to give them an adjective, and they need to write a sentence which includes this emotion (not the actual word). Tell learners to look at the example sentence for jealous.

Tell them that they are going to read their sentence to the rest of the class while using intonation to enhance their feeling. For example, if you have given a learner the adjective mature, they would have to read their sentence in a calm, responsible and well-established manner (this one would be quite tricky). Then the rest of the class have to guess which adjective they have.

Make sure you monitor and correct any mistakes and help learners with ideas.

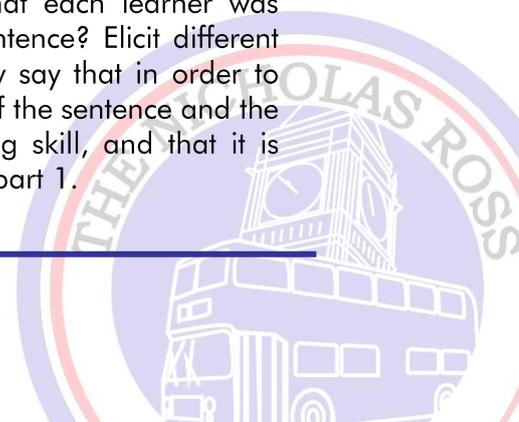
Step four – Inferring emotion task

Now each learner has to read out their sentence and the rest of the class have to write down the name of the student under the adjective which they think they are expressing. Encourage learners to be dramatic and use their intonation as much as possible to convey meaning.

If you have more than ten students in class then you can give the same adjective to two students. It can easily be adapted for larger groups of smaller.

Step six – Reflection

Ask your learners what helped them to guess the adjective that each learner was conveying? Was it the intonation alone? The content of the sentence? Elicit different opinions from your class members. Your learners will probably say that in order to interpret the feeling of the speaker, you can listen to the content of the sentence and the intonation - tell your learners that this is an important listening skill, and that it is something you have to do in the Cambridge C1 listening exam, part 1.



Step seven – Listening

Hand out the Cambridge C1 Exam Booster Listening Part 1 and ask learners to scan the text for questions which talk about the speaker's feelings. Do the listening activity, and receive feedback from your learners. Encourage them to listen to the intonation carefully.

Feel free to spend as much time as possible analysing the listening, there are lots of activities to do for listening part 1 but I'm not going to go into more detail for this lesson; the class would be too long.

Disclaimer – I have NOT photocopied the Cambridge C1 Exam Booster Book. Cambridge made it available to download for free online on their website.

Step eight – Word-building game

This activity was originally a pronunciation task by Mark Hancock, it was then adapted into a word-building task by Michael Brand.

For each round, the learners use the corresponding prefixes or suffixes. For example, in round one they can only use *mis-* or *dis-*.

LEFT		RIGHT
Mis-	ROUND 1	Dis-
In-	ROUND 2	Ir-
-ion	ROUND 3	-ity
-ment	ROUND 4	-ance/-ence

Read out each sentence for each question (see below). If the learners think that they need to use the prefix *mis-* then they turn left, if they think it's *dis-* then they turn right for the next question. The idea of the game is that the learners will turn left or right (depending on the option they have chosen) and will end up in one of the cities at the top of the page. If they have chosen the correct prefixes/suffixes then they will end up in the correct city.

Round one – Mis/dis

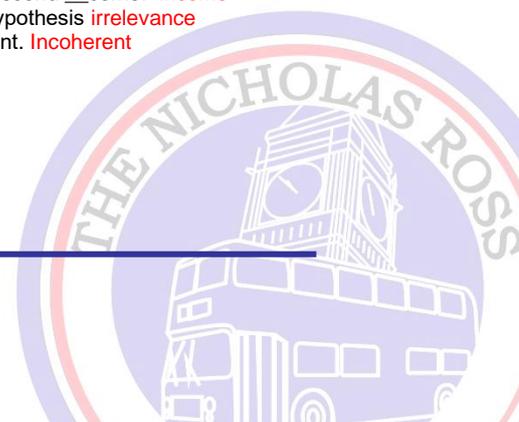
- The government seems to be ____ handling the current economic crisis. **Mishandling**
- People fell into the sea and were frantically waving their hands around in ____ stress. **distress**
- I was doing some interpretation work for a foreign company, but I didn't do very well, I ____ interpreted almost everything. **Misinterpreted**
- I'm not sure how people get by, some of my colleagues don't even use an agenda to keep track of their schedule, they are so ____ organised. **disorganised**
- I couldn't finish my paperwork before the weekend, my boss didn't hold back in expressing her ____ satisfaction. **Dissatisfaction**

Final city: **Kiev**

Round two – un/ir

- The statistics that you find on the internet vary, some of them tend to be __ accurate. **Inaccurate**
- Nowadays many people trade shares in the stock markets in order to have a second __ come. **income**
- The main problem with your study is its __ relevance, it doesn't match your hypothesis **irrelevance**
- I really can't make out what your point is in your last email, it's really __ coherent. **Incoherent**
- Your __ rational behaviour has left us with no choice. **Irrational**

Final city: **Buenos Aires**



Round three – ion/ity

1. The listening exam features speakers of great intelligible____. **intelligibility**
2. In order to bring up children, parents must behave with great mature____. **maturity**
3. You don't need to make an exaggerate____, it's already got out of hand. **Exaggeration**
4. The circulation of misinform____ seems to be in the limelight. **Misinformation**
5. Without a doubt, the existence of equal____ is yet to be seen. **Equality**

Final city: **Moscow**

Round two – ment/ance/ence

1. Teenagers dropping out of high school seems to be a common occur____. **Occurrence**
2. Our establish____ feature swimming pools, tennis courts and top of the range facilities.
Establishments
3. There was a huge queue at our new restaurant down town. We decided to give the customers a discount to apologise for the inconvenient____. **Inconvenience**
4. Under no circumstances should people be restricted from freedom of speech, such a prohibition may have unthinkable consequent____ in the future, **Consequences**
5. In order to back up an attack, reinforce____ must be sent. **Reinforcements**

Final city: **Budapest**

