

## 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 45<sup>th</sup> 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". Michael is active on Twitter and LinkedIn so make sure you check out his profile for more ideas!

### A Formula for Success at B2

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

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

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

**Materials:** Worksheet  
Cambridge Booster Printout and audio file

**Lesson style:** This lesson is only appropriate for **face-to-face lessons**. However, It could easily be adapted for 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.

*"My parents bought a new telephone for my sister thanks to her great exam results; but I didn't get anything".*

Elicit the answer: Jealous

Ask the learners for the noun form and adverbial form of jealous: Jealousy and jealously.

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. Anxious	NA	Anxiously	Anxiety
2. Willing	unwilling	willingly	willingness
3. Happy	unhappy	happily	happiness
4. Confident	unconfident	confidently	Confidence
5. Tired	untired	tiredly	Tiredness
6. Disappointed	NA	Disappointedly	Disappointment
Disappointing		Disappointingly	
7. Hopeful	unhopeful	hopefully	Hope
8. Excited	unexcited	Excitingly	Excitement
Exciting	unexciting	Unexcitingly	
9. Jealous	NA (unjealous)	Jealously	Jealousy
10. Relieved	unrelieved	Relievedly	Relief

## 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 sad.

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 tired, they would have to read their sentence in a lethargic / yawny voice. 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

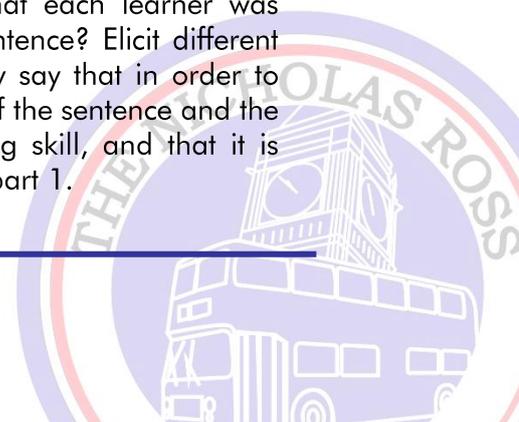
Now each learner has to read out their sentence and the rest of the class have to write down the name of the student under the adjective which they think they are expressing. Encourage learners to be dramatic and use their intonation as much as possible to convey meaning.

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.

## Step five – Feedback

## 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 B2 listening exam, part 1.



### Step seven – Listening

Hand out the Cambridge B2 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 carefully to the intonation.

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 B2 Exam Booster Book. Cambridge made it available to download for free online on the 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-
Un-	ROUND 2	In-
-ion	ROUND 3	-ity
-ment	ROUND 4	-ance

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

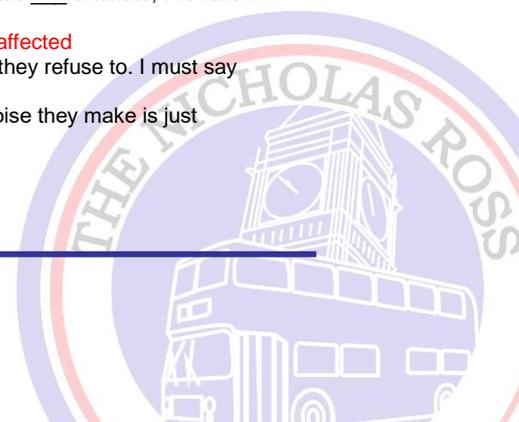
1. I thought you told me to buy some cheese, not peas! I must have \_\_\_\_heard. **Misheard**
2. I try to be friendly to everybody, however if people treat me \_\_\_\_respectfully then I just ignore them. **Disrespectfully**
3. Some of my class mates always \_\_: behave, my teacher is running out of patience. **Misbehave**
4. I think I want to be a musician when I'm older, but for some reason my parents seem to \_\_\_\_approve. **Disapprove**
5. I was waiting for my friend at the cinema for 30 minutes, I thought we had arranged to meet at 12 not half past! There must have been a \_\_\_\_understanding. **Misunderstanding**

Final city: **Tokyo**

#### Round two – un/in

1. The results from our research are \_\_\_\_accurate, we must have made a mistake somewhere. **Inaccurate**
2. I won't be able to go out with you this weekend. I'm afraid that I have been a little \_\_\_\_fortunate, I've fallen and twisted my ankle. **unfortunate**
3. Many people are saying that the rich were \_\_\_\_affected by the global crisis. **unaffected**
4. I try to persuade my friends to leave tips when we go to restaurants, however they refuse to. I must say that their attitude seems rather \_\_\_\_considerate. **Inconsiderate**
5. I can't believe how loud the builders are next door! Even on a weekend, the noise they make is just \_\_\_\_tolerable. **Intolerable**

Final city: **Kiev**



Round three – ion/ity

1. Darwin's theory of evolution claims that there are similar\_\_\_\_ amongst all species and organisms. **Similarities.**
2. The popular\_\_\_\_ of YouTube has rocketed ever since it was created back in 2005. **popularity**
3. People need to take responsible\_\_\_\_ for their actions. **Responsibility**
4. The circulation of misinform\_\_\_\_ seems to be in the limelight. **Misinformation**
5. The transform\_\_\_\_ of the city centre is astonishing. **transformation**

Final city: **Edinburgh**

Round two – ment/ance/ence

1. Sometimes the best way to solve an argue\_\_\_\_, is to step aside and reflect on the matter for a couple of days. **Arguments**
2. You cannot drive a car without having insure\_\_\_\_. **Insurance**
3. You shouldn't judge people based on their appear\_\_\_\_. **Appearance**
4. In 1776 The United States of America gained independ\_\_\_\_ from Britain. **Independence**
5. In order to have a successful dinner party, you need to make sure that you have appropriate seating arrange\_\_\_\_. **Arrangements**

Final city: **Budapest**

