

## Unit 1 > Session 6

This session aims to:

- introduce features of sentence stress in English (Outcome 2)
- identify falling and rising intonation in questions (Outcome 2)
- introduce speaking skills (Outcome 3)
- highlight the difference between fluency and accuracy practice in speaking (Outcome 3)
- introduce a range of ESOL speaking practice activities (Outcome 3)

We suggest that you allocate 180 minutes for the session.

## Focus A Sentence stress

Aims:	To introduce features of sentence stress in English
Time needed:	60 minutes
Materials:	<a href="#">Handouts 1 and 2</a> <a href="#">Resource 1</a> DVD — Audio Clips — Sentence stress
Preparation:	Preview audio Cut up cards in Resource 1
Notes:	The use of phonemic script is likely to come up during this session. Although useful for the trainees to be aware of, this is not assessed in the PDA: ITESOL. You could refer them to a dictionary, coursebook or suitable resources for more information and practice.

### Task 1 Identifying sentence stress

#### Stage 1



Before the session, stick the cards from [Resource 1](#) around the room at random.

Divide the trainees into groups of three or four. One person should be the scribe and the others the runners. Tell the trainees that this is a game to see which team can correctly copy down all the sentences the fastest. Each runner should run up to a card, memorise what is on it and rush back to tell the scribe, who will write it down. All team members then put the sentences in a logical order.

Play the audio (Sentence stress) for the trainees to check the order of the dialogue.

#### Stage 2

Provide [Handout 1](#). Ask the trainees to listen to the recording again and mark the words/syllables that are more prominent, ie stressed (relate to word stress). Demonstrate this on the board using the first sentence from the dialogue.



Do you want a cup of tea?

Elicit what happens to the unstressed words/syllables, ie they are contracted: 'do you' becomes /djə/, 'a' becomes /ə/ and 'of' /əv/. You could briefly mention the *schwa* here, and the fact that it's the most common weak sound in English.

Play the recording. The trainees should mark the sentence stress while they listen. You may need to play it more than once. The trainees then check their answers in pairs. Conduct feedback by playing the recording again, stopping after each line to allow the trainees to check, while displaying the marked version on the board. The trainees should discuss which types of words tend to be stressed. Also elicit what tends to happen to auxiliary verbs in connected speech.

#### Answers and potential feedback

J: Do you want a cup of tea?

P: I'd love one

J: Do you take milk?

P: Yes, just a drop

J: Would you like anything to eat with that?

P: No thanks, I've just had lunch.

J: Lunch? At eleven o'clock?

P: Yeah, I've been up since six.

- Content words (those that carry the meaning) are usually stressed (nouns, verbs etc).
- Grammatical (function) words are usually unstressed (pronouns, articles, prepositions etc).
- Auxiliary verbs are usually contracted (I'd) or weakened (I've been /bɪn/ working).

Recap on the procedure of the running dictation activity and discuss how this could be adapted to suit different levels of learners and used in class. By memorising rather than reading aloud the scripts, the runners should sound more natural when saying each phrase.

### Stage 3

Ask the trainees to look at the words in the dialogue and to complete the table on the second page of the handout. Provide an example. When they have finished, ask them what they notice about the difference between the content words and the function words — they should be able to see that the content words are those that are stressed.

Potential feedback			
Content words		Function words	
main verbs (not <i>to be</i> )	want, love, take, like, eat, had	pronouns	you, I
nouns	cup, tea, milk, one, anything, drop, lunch, clock	prepositions	of, to, with, since, o'
adjectives		articles	a
adverbs	Yes, just, Yeah, up	conjunctions	
negative aux. verbs		auxiliary verbs	Do, 'd, would, 've
demonstratives	that	verb <i>to be</i>	been
question words			

### Stage 4

To further illustrate the importance of content words, ask the trainees to work out what the text messages say at the bottom of the handout. They should find it quite easy, as all the content words are included (although they may not know what '*lol*' means).

Potential feedback	
What are you doing?	I'm going to the cinema. Do you want to come?
I can't. I've been grounded.	What did you do?
I was cheeky to my dad.	Laughing out loud.

## Task 2 Sentence stress practice

### Stage 1

Put the following on the board:

- *Boys kiss girls.*

Then elicit the following sentences:

- *The boys kissed the girls.*
- *The boys have kissed the girls.*
- *The boys have been kissing the girls.*
- *The boys could have been kissing the girls.*

### Stage 2

Nominate each pair or group of three, one sentence each. Conduct a 'round robin' choral drill with each group repeating their sentence. They should notice that each sentence takes about the same amount of time to say. It would be useful at this stage to introduce the rhythm by using the following on the board:

<i>Boys kiss girls.</i>	<i>DA DA DA</i>
<i>The boys kissed the girls.</i>	<i>di DA DA di DA</i>
<i>The boys have kissed the girls.</i>	<i>di DA di DA di DA</i>
<i>The boys have been kissing the girl.</i>	<i>di DA di di DA di di DA</i>
<i>The boys could have been kissing the girls.</i>	<i>di DA di di di DA di di DA</i>

This is also a good opportunity to show the trainees how they can highlight sentence stress on the board (using the circle notation) and illustrates how to conduct choral drilling. Asking them to clap on each stressed syllable might also help to highlight the rhythm.

Ask the trainees what they notice about the length of the sentences and their rhythm.

#### Potential feedback

- The time taken to say each sentence is roughly the same when spoken naturally.
- English is a stress-timed language — the number of stresses determines the length of an utterance. Here, the sentences are roughly equal in length because each has three stressed syllables.
- In English, the more function words there are in an utterance, the more unstressed syllables there are to be crammed in. The trainees should notice the rhythm becoming faster and more 'galloping' as they go on.
- In a stressed word of more than one syllable, eg *kissing*, it is only the stressed syllable that is punched out, not the whole word. Remind the trainees of word stress from Session 2.
- Many other languages (eg Spanish, Japanese) are syllable-timed — the number of syllables determines the length of an utterance. The rhythm may seem less galloping and more 'machine-gun'.

### Stage 3

Provide [Handout 2](#). The trainees should illustrate the rhythm of the sentences using the *DA di* form. They should work in pairs and say each out loud to check. During feedback, reinforce how a tutor might use clapping, finger clicking and so on to highlight sentence stress.

#### Answers and potential feedback

1	What's your name?	DA di DA
2	Where are you from?	DA di di DA
3	Have you got any brothers or sisters?	di di DA di di DA di di DA di
4	How long have you been living in Scotland?	DA DA di di di DA di di DA di
5	Are you living on your own?	di di DA di di di DA

Some trainees may have produced different patterns. You may wish to highlight that stress patterns will change if emphasis is being added (emphatic stress) or a contrast is being made (contrastive stress), eg:

●	Where are you from?	— emphasises that the person's origins are a mystery
●	Where are you from?	— contrasts <i>you</i> with another person asked the same question

### Stage 4

If there is time for further practice, ask the trainees to write down a sentence and its rhythm. They should mingle and say their sentence to other members. The others should repeat back using the *DA di* rhythm. Demonstrate the activity using a sentence like the one below:

*I went to the shop to buy some bread.*                      *di DA di di DA di DA di DA*

### Stage 5

Discuss the implications for listening and speaking. For listening, learners will find it hard to hear every word and may not realise where word boundaries lie. It is important that learners become used to listening for gist, not (always) every word (see Session 4).

Point out that getting word stress and sentence stress wrong causes more misunderstanding than the mispronunciation of individual sounds.

## Focus B Intonation

**Aims:** To identify falling and rising intonation in single words  
 To identify falling and rising intonation in questions  
 To consider variation in intonation patterns in questions

**Time needed:** 30 minutes

**Materials:** [Handout 3](#)  
 DVD — Audio Clips — Intonation (Words) and (Questions)

**Preparation:** Check the audio resources

**Notes:** Although different intonation patterns are considered, take care not to overtax the trainees with too many different examples of the various functions of intonation. The focus here is on question forms.

### Task 1 Identifying rising and falling intonation

#### Stage 1

Remind the trainees of the dialogue they listened to in Focus A. Ask them if they noticed whether the voices sounded flat or more varied in pitch. Elicit that the voices went up and down (replay a bit of the audio if necessary).

What do we call this feature of pronunciation? Elicit the term *intonation* and discuss briefly what is meant by this. Limit the discussion to a simple definition of intonation rather than getting too deeply into how it functions.

#### Stage 2



Give out [Handout 3](#) and focus the trainees on Task 1. They should mark whether the voice is going up or down on each word using arrow notation. Demonstrate with the first example before playing the rest of the audio (Words). Play the recording again for feedback.

#### Answers

1	job↘	job↗	5	that↘	that ↗
2	happen↘	happen↗	6	go↘	go↗
3	sure↗	sure↘	7	one↗	one↘
4	any↘	any↗	8	from↗	from↘

## Task 2 Intonation in questions

### Stage 1

Referring back to the previous task, point out that the first word, 'job', might be said with different intonation in different types of question. Say the following and ask the trainees to listen carefully and decide whether your voice rises or falls at the end of the question:

*What's his job?* (falling)

Now say the following and ask if the intonation rises or falls:

*Has he got a new job?* (rising)

### Stage 2



Play the recording (Questions) and ask the trainees to decide if the intonation falls or rises at the end of each question. They should mark each question with a falling or rising arrow. You may have to play the recording more than once. Conduct feedback.

#### Answers

- |                         |                              |
|-------------------------|------------------------------|
| 1 What's his job? ↘     | 5 Why was that? ↘            |
| 2 When did it happen? ↘ | 6 Did you go? ↗              |
| 3 Are you sure? ↗       | 7 Would you like one? ↗      |
| 4 Have you got any? ↗   | 8 Where do they come from? ↘ |

### Stage 3

Ask if the trainees can identify a pattern. Do certain kinds of questions have a particular intonation? They should briefly discuss this in pairs.

#### Potential feedback

- *'Wh' questions (what, where, when, who, whose, how) tend to have falling intonation.*
- *Yes/no questions (do you...?, did you...?, are you...?, have you...?, etc.) tend to have rising intonation.*

Compare this with other languages the trainees know — does the intonation tend to rise or fall in questions? In many languages the intonation naturally rises at the end of questions, eg Italian and Spanish.

Discuss the fact that many learners are unaware that they are being asked a question, due to the falling intonation that is typical of 'wh' questions in standard British English. Also highlight that learners may be thought rude or abrupt if they ask questions in English with particularly flat intonation.

### Stage 4

Look at the first question, *What's his job?* Elicit a statement which might produce this question in response, eg:

*I have a new neighbour.* > *What's his job?* ↘

Practise this with the trainees, as a group and individually, using the statement to prompt the question. Ensure the trainees are producing the same intonation as the recording. While drilling, you could use a hand movement to indicate the fall and get the trainees to mimic this.

Ask the trainees to work in pairs and create a list of further statements to prompt the other questions from Handout 3. When they have done this, ask them to mingle, attempting to prompt the correct questions from the other trainees. After they have prompted one question, they should move to a new partner and try another one. Ask them to listen for, and attempt to produce, the appropriate intonation.

After a few minutes of this, regroup and invite discussion on whether the intonation came naturally to them or if it had to be forced.

#### Potential feedback

It is likely that some trainees will use intonation which sounds natural to them but does not follow the prescribed pattern. Point out that this kind of variation is to be expected, depending on the age, speaking style, dialect and variety of English of the speaker. Point out that many young people now use rising intonation for all questions. Also compare to other types of English, eg Australian English, which is often marked by rising intonation.

Intonation also depends on the context of the question — for example, *Would you like one?* might be asked with falling intonation if the speaker is sure that the other person would like one, and is just confirming this, eg:

*Mmm, those chips look nice!* > *Oh, would you like one?* ↘

*What's his job?* could be asked with a rising intonation if the speaker has heard what the person's job is, but finds it strange or unbelievable, eg:

*He's an astronaut.* > *What's his job?* ↗

## Focus C Teaching speaking skills

**Aims:**

- To introduce speaking skills
- To highlight the difference between fluency and accuracy practice in speaking
- To introduce a range of speaking practice activities

**Time needed:** 90 minutes

**Materials:** [Handouts 4, 5 and 6](#)  
[Resource 2](#)  
 flipchart paper, pens

**Preparation:** Cut up activities 2–6 from Handout 6 on separate pieces of paper, dividing any cards as indicated, for the carousel activity in Task 3. Supply sufficient copies of any cards to be written on to allow each group to complete the activity.

Cut up the cards for Activity 2 from Resource 2 (Buying a train ticket) and place at the appropriate station.

**Notes:** It may be worth pointing out that many ESOL learners are more interested in learning to speak English (as opposed to read or write) and that the tutor can provide opportunities to ‘rehearse’ in a relatively safe environment.

### Task 1 Speaking activities

#### Stage 1

Write the heading ‘*Speaking another language*’ on the board with two subheadings: *Knowledge* and *Abilities/skills*. Ask: what do you have to know/be able to do to speak another language well? Elicit a couple of answers from the trainees and write them under the appropriate subheading. For example:

Speaking another language

*Knowledge*

*a range of vocabulary*

*Abilities/skills*

*use correct word stress*

Divide the trainees into small groups, giving each a sheet of flipchart paper and pens. Ask them to discuss this and create a mind-map to illustrate their findings. A time limit of between 5 and 10 minutes should be set. When completed, each group displays their mind-map on the wall and walks around looking at each other’s ideas and comparing them. Summarise the most important points from each. Alternatively, to save time, the trainees’ ideas could be mapped out on the board as a whole group.

**Potential feedback**

Speaking may involve some or all of the following:

- knowledge of vocabulary and grammar (range, accuracy, collocation, connotation, appropriacy, etc)
- pronunciation and expressive devices such as intonation
- the ability to decode information while listening
- the ability to process language spontaneously into connected fluent speech
- knowledge of what is appropriate to say in a certain situation/culture
- confidence and the willingness to take risks/make mistakes

**Task 2      Fluency and accuracy***Stage 1*

Elicit the difference between accuracy and fluency. Give the trainees [Handout 4](#). The trainees work in pairs to answer the questions and discuss the two learners' perspectives. Take feedback.

**Potential feedback**

- Yasmina focuses on fluency, ie getting her message across. She may successfully use communicative strategies such as paraphrasing and be able to deal with the unexpected. She might make mistakes which she is not aware of and she may need to monitor her language more.
- Mario focuses on accuracy and would like all his mistakes corrected. He may lack the confidence to 'take risks' when attempting to speak. His speech may not sound natural and he may hesitate too much while thinking of the correct grammar, vocabulary, etc.
- Oral fluency activities are designed to give learners the opportunity to speak using their own words. The focus is on conveying the message, rather than on grammatical/lexical accuracy. Learners may make mistakes or may not know the exact words to use, but they are encouraged to paraphrase and to take risks. The tutor can note down the main errors for feedback to learners after the activity.
- Accuracy activities focus mainly on form. The language that will be produced is predictable as most of the dialogue and vocabulary is pre-selected. Learners practise using the pre-selected language and errors are corrected. Examples include drilling and reading out dialogues.

## Task 3 Speaking activity carousel

### Stage 1

Set up activities 2–6 (taken from Handout 6) at different tables around the room and explain to the trainees that they are about to try out some ESOL speaking activities. At this stage do not give out Handout 6.

Using Activity 1 as a demonstration, drill the following, getting the trainees to repeat each phrase chorally, then individually.

A: *What time does the bank open?*

B: It opens at nine.

A: *What time does the library open?*

B: It opens at nine thirty.

This could also be done using a foreign language. You could display the text on the board, marking stress and intonation to provide a bridge from the previous foci.

Now ask the trainees to practise the dialogue in pairs.

Give out [Handout 5](#) and draw the trainees' attention to the questions at the top of the page. Ask the trainees to discuss Activity 1 as a whole group and take notes in the first box.

### Potential feedback

- Activity 1 begins with a drilling activity that provides accuracy practice. The tutor would immediately correct pronunciation, word and sentence stress, intonation, grammar and vocabulary mistakes.
- The activity could be done one to one between a tutor and a learner, in pairs and with groups. The language suggests a fairly low level (Access 2/3). However, drilling can be done at any level to practise pronunciation, stress and intonation. The repetition may also aid accuracy. It's important that the tutor provides a natural-sounding oral model and that learners are not simply reading aloud.
- Possible problems: The learners may not understand what they are repeating — meaning should be clarified first. They may find the activity overly repetitive and unrealistic in terms of real communication, unless encouraged to personalise and/or extend the dialogue.

### Stage 2

Divide the trainees into groups of three or four and ask them to go to different tables, read the instructions placed there and try out the activity. Afterwards they should discuss and make notes on the activity using the questions in Handout 5 before moving on, eg in a clockwise direction. A time limit should be set for each activity and discussion, eg 10 minutes.

Once trainees have had the chance to try out most of the activities, conduct whole-group feedback or re-group the trainees to discuss their findings. At this stage, [Handout 6](#) should be distributed to give the trainees a record of each activity.

### Potential feedback

#### Activity 2: Buying a train ticket

This is a role-play activity that provides both fluency and accuracy practice. If the first part is done in pairs, they could discuss the correct order in English — this would provide fluency practice. The second part would provide accuracy practice if the learners follow the conversation word for word.

The activity is best done in pairs or with a tutor and learner working one to one. It would suit learners at Access 3 or Intermediate 1 levels (pre-intermediate to intermediate).

Possible problems: It is rather formulaic and undemanding and doesn't allow for creativity. Learners could be encouraged to alter the information in the dialogue, or more advanced learners could use real timetables to plan journeys and then carry out more interesting role-plays. Make sure that it is contextualised and allocate roles carefully.

#### Activity 3: The weather

This is an information gap activity — there is a genuine reason to communicate as each learner has different information. It is quite controlled and the vocabulary that is produced will be predictable. Information gaps can provide fluency practice but here the questions and responses are provided, thereby focusing the learners on accuracy.

The activity is best done in pairs, but could be done with a tutor and learner working one to one. It is suitable for Access 3 or a strong Access 2 level.

Possible problems: Clear instructions have to be given so that learners understand exactly what to do and do not show one another their part of the activity. The tutor could demonstrate the first one or two with a stronger learner. Tutors may need to focus on vocabulary and pronunciation before starting the activity.

#### Activity 4: Jobsworth

This is a ranking activity that provides fluency practice. The need to come to agreement gives the activity a clear purpose, but how consensus is reached would be unpredictable.

The activity could be done in pairs or groups or with a tutor and learner working one to one. It is suitable for Intermediate 1 level or upwards, although lower levels would be able to rank the jobs with limited discussion.

Possible problems: The learners might not have the language to complete the task — the tutor could work on useful vocabulary or structures beforehand. Some groups may struggle to agree, while others reach a decision too quickly; the tutor needs to select groups carefully, to encourage negotiation and to stop any member of the group dominating.

**Activity 5: Abilities survey**

The survey provides focus on accuracy using limited and predictable language. It is especially useful for practising question and answer forms.

The activity is suitable for Access 2, although with different structures it could be done with higher levels. It can be done in small groups or, with more spaces for writing names, as a whole-class mingling activity. The bigger the group, the more practice each learner gets with the structure.

Possible problems: Vocabulary and pronunciation might need to be pre-taught. Some low-level learners could get confused about where information is to be recorded on the sheet so demonstration with a stronger learner would be very useful.

**Activity 6: Definitions**

This game practises fluency as well as accuracy. It is likely that practice of specific structures such as *It's made of ...* or *It's used for + verb ing* would have been given pre-activity, but learners might need to describe the items more creatively to complete the task.

The activity could be done in pairs, learner/learner or tutor/learner, or in groups of three to four. It can be turned into a competitive activity with pairs or groups trying to complete the definitions first. It is suitable for Intermediate 1 or 2.

Possible problems: Learners may be limited in their descriptions without some pre-teaching or recycling of adjectives and other relevant vocabulary. It would be assumed that the names of the objects are known to learners or have been pre-taught.

***Review and reflect (15 minutes)******Stage 1***

Ask the trainees to look back at the activities in Handout 6. In pairs, they should select an activity, and consider what aspects of pronunciation they could work on prior to learners doing the practice activity. Alternatively, allocate different activities to different pairs. Tell the trainees to concentrate on word stress, sentence stress and intonation. Monitor and provide suggestions as the trainees look at the activity.

***Stage 2***

After about 10 minutes the pairs should form groups of four to discuss what they selected as a pronunciation focus, and why.

# Session 6

## Handouts and Resources



## Task 1 Identifying sentence stress



### 1 Listen to the recording and mark the stressed syllables.

J: Do you want a cup of tea?

P: I'd love one.

J: Do you take milk?

P: Yes, just a drop.

J: Would you like anything to eat with that?

P: No thanks, I've just had lunch.

J: Lunch? At eleven o'clock?

P: Yeah, I've been up since six.



## Task 1 Identifying sentence stress

### 2 Use words from the dialogue to complete the table.

What do you notice about the two columns?

Content words		Function words	
main verbs (not to be)		pronouns	
nouns		prepositions	
adjectives		articles	
adverbs		conjunctions	
negative aux. verbs		auxiliary verbs	
demonstratives		verb <i>to be</i>	
question words			

### 3 Look at the text messages between two teenagers. Write out the messages in full.



## Task 2 Sentence stress practice

*'Sentence stress is the music of English'.*

**Illustrate the rhythm of the following questions** (DA = stressed, di = unstressed)

Example: Does she speak English? di di DA DA di

- 1 What's your name?
- 2 Where are you from?
- 3 Have you got any brothers or sisters?
- 4 How long have you been living in Scotland?
- 5 Do you live on your own?

## Task 1 Identifying rising and falling intonation



Listen to the recording and decide if the intonation falls or rises on each word. Mark each one with a falling (↘) or rising (↗) arrow.

- |   |        |        |
|---|--------|--------|
| 1 | job    | job    |
| 2 | happen | happen |
| 3 | sure   | sure   |
| 4 | any    | any    |
| 5 | that   | that   |
| 6 | go     | go     |
| 7 | one    | one    |
| 8 | from   | from   |

## Task 2 Intonation in questions

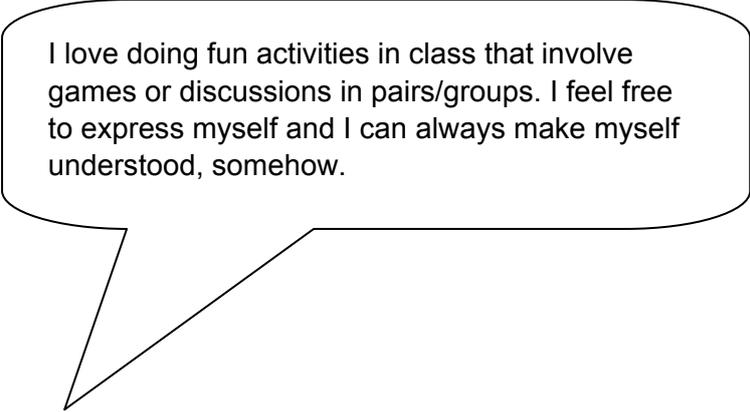
Listen to the recording and decide if the intonation falls or rises on each question. Mark each one with a falling (↘) or rising (↗) arrow.

- 1 What's his job?
- 2 When did it happen?
- 3 Are you sure?
- 4 Have you got any?
- 5 Why was that?
- 6 Did you go?
- 7 Would you like one?
- 8 Where do they come from?

## Task 2 Fluency and accuracy

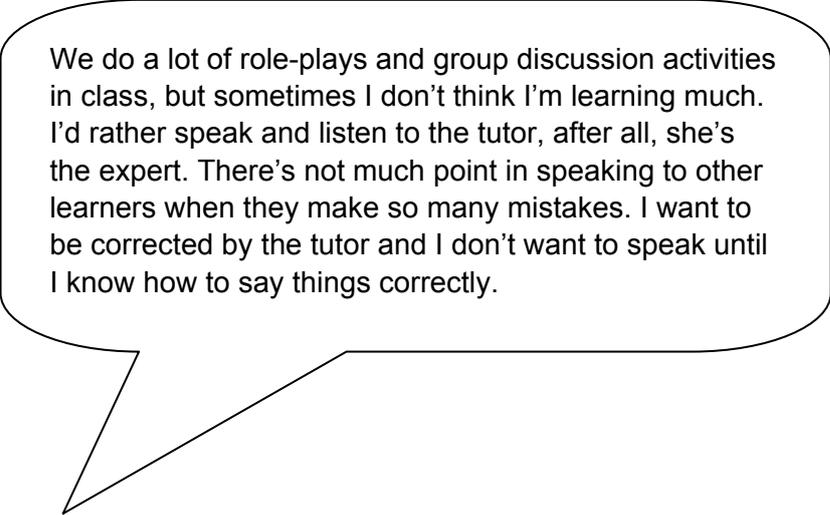
Look at these two statements by learners and discuss the following with a partner.

- What is more important for each learner, fluency or accuracy?
- What difficulties might each learner face?
- What might be involved in fluency-based or accuracy-based activities?



I love doing fun activities in class that involve games or discussions in pairs/groups. I feel free to express myself and I can always make myself understood, somehow.

*Yasmina*



We do a lot of role-plays and group discussion activities in class, but sometimes I don't think I'm learning much. I'd rather speak and listen to the tutor, after all, she's the expert. There's not much point in speaking to other learners when they make so many mistakes. I want to be corrected by the tutor and I don't want to speak until I know how to say things correctly.

*Mario*

## Task 3 Speaking activity carousel

Try out the speaking activities in your group and make notes on the following:

- What kind of activity is it? How controlled/structured is it? Does it give practice in fluency or accuracy or both?
- Would each activity work best teaching one-to-one, with pairs or groups of students?
- What level is it suitable for?
- Can you anticipate any problems? Are there any pre-speaking activities you could do to avoid such problems?

Activity 1	Activity 2	Activity 3
Activity 4	Activity 5	Activity 6

## Task 3 Speaking activity carousel

### Activity 1

The tutor clearly says the following and asks the learners to repeat each phrase as a class, then individually.

*What time does the bank open?*

It opens at nine.

*What time does the library open?*

It opens at nine thirty.

The tutor then asks the learners to practise asking and answering the question in pairs. Pictures and a clock could be used.

### Activity 2: Buying a train ticket

1 Decide who says each of the following (passenger: P or ticket seller: TS). Then put the conversation in order. You can use the cards provided.

- *A standard return is £52.40. Are you travelling today?*
- *Hello. Can I have a ticket to Inverness, please?*
- *14:40 from platform 9.*
- *Return, please. How much is it?*
- *When are you coming back?*
- *Yes, what time is the next train?*
- *Single or return?*
- *Friday, on the 07.55 train.*

2 Practise the conversation in pairs:

Learner A: you want to go Inverness. Buy a ticket.

Learner B: you work at Edinburgh Railway Station.

### Activity 3: The weather

Form two groups, A and B. Each has different information about the weather. Each person from group A should pair up with a person from group B. Take turns asking questions about the information you don't have and complete the table, eg:

A: 'What's the weather like in Amsterdam?'

B: 'It's windy/ it's cold/ it's minus 2 (degrees).'

#### A: The weather today

Cities of the world	Weather	Temperature
Amsterdam		
Bangkok		
Beijing	C	10°C
Berlin	Fr	-1°C
Cairo		
Edinburgh	W, R	3°C
Inverness		
Moscow	Sn, W	-25°C
Riga		
Rio de Janeiro	S	30°C
Sydney		
Warsaw	Sn	-17°C

S = sunny; R = raining; F = foggy; Sn = snowing; C = cloudy;  
W = windy; Fr = frosty

#### B: The weather today

Cities of the world	Weather	Temperature
Amsterdam	W	-2°C
Bangkok	S	25°C
Beijing		
Berlin		
Cairo	C	18°C
Edinburgh		
Inverness	R, W	2°C
Moscow		
Riga	Sn	-10°C
Rio de Janeiro		
Sydney	S	25°C
Warsaw		

S = sunny; R = raining; F = foggy; Sn = snowing; C = cloudy;  
W = windy; Fr = frosty

**Activity 4: Jobsworth**

Which jobs deserve the most money?

Discuss the following jobs with your group. Which jobs should be paid more than others? Come to an agreement and rank them from 1–10 (1 = highest paid; 10 = least paid).



Job	Pay
journalist	
computer technician	
nurse	
football player	
hairstylist	
police officer	
cleaner	
shop assistant	
vet	
politician	



**Activity 5: Abilities survey**

Each person takes a copy of the grid.

- Write your name under 'me' and look at each activity. Tick the box if you can do this; put a cross if you can't.
- Next, find another person in your group. Write their name under 'Name 1'. Now ask them questions to find out if they can do these things or not. Put a tick or a cross in each activity box depending on their answers.
- Repeat with two other people until you have filled all the boxes.
- With your group, compare your answers. How many people can ski? Is there something you can do that the others can't? What can the others do that you cannot?

Activity Can you...	Me _____	Name 1 _____	Name 2 _____	Name 3 _____
				
				
				
				
				

**Activity 6: Definitions**

Your tutor will give each group a set of picture cards with objects. Put the cards face down.

The first person takes a picture and describes it. Do not show the card to anyone.

The others must guess what is on the card. If you don't know the word in English, you must draw it.

The person who guesses correctly keeps the card. The person with the most cards wins.



## Task 1 Identifying sentence stress

Cards to be cut up

Would you like anything to eat with that?

Yeah, I've been up since 6.

Lunch? At 11 o'clock?

I'd love one.

Do you take milk?

No thanks, I've just had lunch.

Do you want a cup of tea?

Yes, just a drop.

### Task 3 Speaking activity carousel

Cards to be cut up: Activity 2

Hello. Can I have a ticket to Inverness,  
please?

Single or return?

Return, please. How much is it?

A standard return is £52.40. Are you  
travelling today?

Yes, what time is the next train?

14:40 from platform 9.

When are you coming back?

Friday, on the 07.55 train.

