

# L2 LIFESTYLE

## EFFECTIVE COACHING OF LANGUAGE STUDENTS IN EUROPE

[www.l2lifestyle.eu](http://www.l2lifestyle.eu)



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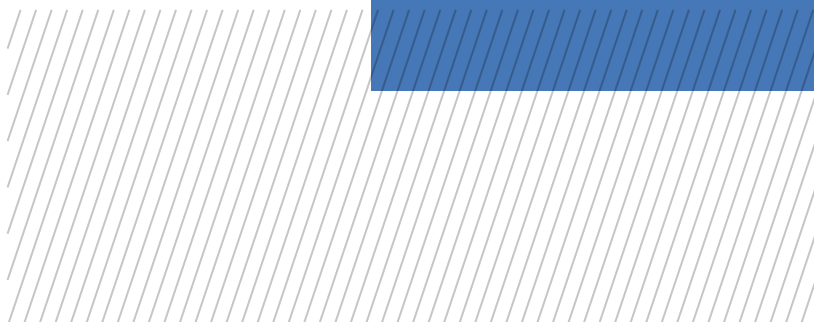


# L2 LIFESTYLE PROJECT



The L2 Lifestyle project exists to increase language learners' motivation across Europe. Language learners want to find some meaningful connection between the words and phrases they learn and their deep desires and motivations for learning a language. Incidentally, so do we - we're all learners of other languages or have experience of teaching languages and running language schools across Europe.

But, we believe we need to rethink some of the techniques we use to teach languages. At some point along the line, it became less about the individual and more about the grammar, the page of the course book or the final exam. We push back against that. We think teachers play a vital role in motivating their learners. But, we also know they're not always trained to do this. That's the reason for our project. We want to improve teachers' use of coaching, emotional intelligence and soft skills in the classroom. We want to improve their teaching of these skills to their learners, and we want to create a coaching-friendly environment in language schools across Europe.



# WHAT IS COACHING

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Coaching is the process of drawing out insights from people and engaging them to change using open questioning techniques and active listening strategies. For the purpose of our L2 Lifestyle project the teacher can take the coach role. We refer to students as students or learners. Why? Quite simply because we envisage coaching techniques being implemented in classrooms, where students and learners are still students and learners. It's not the environment that we're pushing to change; instead, we are advocating for a rethink in the techniques we use in the classroom – for better results.

The coach helps students to explore challenging situations in a creative way, enabling them to think in new ways about themselves and others. Rather than identifying goals and giving solutions, the coach supports the student to find their own goals and solutions.



**Imagine** two people having a conversation, only in this conversation it seems that one person is doing 80% of the talking, let's call the 80% Angela. The other person, Lucy, is listening intensively, repeating things back to Angela, and asking her questions to explore her utterances in more detail. During the conversation, Lucy challenges Angela to explain the reasons for saying what she has said. Sometimes, she asks Angela questions that make her frown.

At a certain point of the conversation, about half way through, Lucy asks Angela a question, one that makes her frown. Lucy then wonders whether Angela knows the answer to the question.

At the start of the conversation Angela sets a goal for the conversation – what she'd like to achieve, and ends with a reflection on how well she feels she achieved her goal. Before ending the conversation, Angela, who spent 80% of the time talking, sets an action to complete before the next conversation.





This simplification of a coaching conversation shows us a few key components of what coaching is:

- Self-directed
- Goal oriented
- Driven by the coachee (Angela)
- A process of questions and other techniques that provoke reflection
- Action oriented

Tools:

- Exceptional People
- Tony Robbins



## COACHING & LANGUAGE TEACHING

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A key coaching mindset is to let go of the idea that the teacher has the answer to the question. This non-directive form of support moves the base of knowledge away from the coach and towards the student. The result is a transfer in responsibility for learning, and its implementation, to student.

As a teaching practitioner, you may have found yourself in this familiar situation. You begin to explain a concept to your class, only for them to tell you that they already know it. Students generally don't want to sit in a classroom learning what they already know or why they should need to know it in the first place.

Most students already know what they want to learn and why they want to learn it. Whether or not they know they know it, is the question.

Accessing students' knowledge (what they know) and their motivation (why they want to learn it) is the job of a teacher who uses coaching techniques. For us, this represents a small but significant shift from coaching to coaching in language teaching.

# GOAL SETTING

Goal setting is probably the most important part of effective coaching of any language student. Coaching is like guiding your students towards their goal. But without identifying the goal, guiding is impossible.

Students generally have goals. Or at least they think they do. When asking a student about their goals they might answer “I want to improve my English”. If you would teach them just one new word in English, their level would have improved (they know more than they did before), and thus their goal would have been reached. Or not?

Improving your English can have completely different meanings, depending if you ask a teacher about it or a student. The teacher might want to teach the students all the tenses, idioms, pronunciation, collocations, etc. and understands that that is the true meaning of “improving your English”, whereas the student might “just” want to be able to have a conversation in English when they go on a trip through Asia. The student might not be very interested in collocations, tenses, etc. but more in vocabulary, listening skills and useful expressions.

It's important for students to have well defined goals. This will make the teacher's job much easier and the probabilities of a successful outcome of the learning process a lot higher.

## Tools:

- Exceptional People
- Tony Robbins

Well defined and powerful goals are SMART Goals.

### Specific:

be specific about what you want to be able to do with your English after finishing your course. How many new words do you want to have learned? What would you like to be able to talk/write about? To whom? For how long? In what context do you want to be able to use English? Professional or personal? Describe specific situations of what you want to be able to do.

### Measurable:

if you can't measure it how do you know you've reached your goal? It's important to have measurable goals. To measure learning you can give your students exams. But you can also put goals like “learning 500 new words on travel, family, sports and household”. Or “being able to speak for 10 minutes to someone in English about my job, hobbies, family and daily life”. Once you've had that first 10 minute conversation, you will know you've reached your goal. And that is a great feeling.

### Attainable/Adjustable:

however big your goals, if YOU believe they're attainable, they're SMART. Nevertheless this must be a true and honest feeling and not just a lucky wish.

If possible, the goal should be adjustable. Circumstances in life change, and if we see, half way through our language course, that we will not be able to reach our initial goal, it's preferable to change the goal without getting upset than to abandon and forget about it.

### Relevant:

at first, any goal might sound extremely interesting and challenging. Many people start the new year with the most eccentric goals. Almost as if they must have the most interesting goal of the whole class. If this goal is not relevant to their life, though, they're bound to lose interest sooner rather than later. Therefore goals can be dull, but they have to be relevant.

### Timely:

it's important to know by when you want to have reached your goals. This is fundamental when it comes to action planning. It's not the same to want to learn a 1000 new words by the end of the term then by the end of next year. Nevertheless, time is something that can be adjusted (the “A” of SMART) as well.

# MOTIVATION

Once you have a goal, you have to make sure to get there. Your goal doesn't come towards you. You have to do something to something to go towards it yourself. So, you need to take action. But it isn't always easy to go from a rest state to an active state, to get up and start moving. Taking action is something we might want, or think we want, but not always do. We need a motive to do so. A motive to take action. That's what we call motivation.

Motivation is not only what gets us started, it also is the power that keeps us moving and gets us through difficult moments that we inevitably will face on our learning journey.

But motivation may also change. One can be motivated to escape from an undesirable situation, Eg. Being unemployed, and thus wanting to improve its language skills. But that motivation can change overtime and become the desire to walk towards a new situation, which could then be a new job or higher income.

Some argue that certain motivations can be negative. A teenage student might tell their teacher the motivation to stay in class is not so much passing the exam or having better future professional opportunities, but rather not having to take that class again next year. This might seem negative in the eyes of a teacher. Especially if you love your job and you rightly know that mastering a second language will make your students better employable in the future. Nevertheless, your students view this situation from a different perspective, and what's important for them is not always (or hardly ever) the same thing as what's important to you.

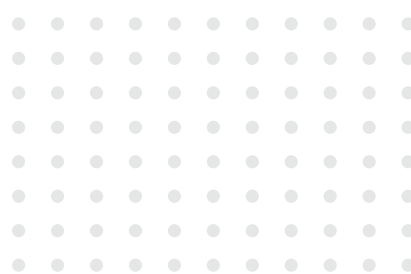
Therefore, when talking about motivation, the question should not be if you like it or not, if you think it's positive or negative, but if it's relevant and strong enough for your student that take action and if it will get them towards their goal.



Tools: · Learning Environment

# LIMITING BELIEFS

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Even though we might have perfectly defined SMART goals and know what motivates us to get there, we're still at high risk of failure at some point of the learning process.

Our goal is most likely situated outside this invisible and emotional area that we call "comfort zone". This area, that we know so well and where we do not need to make any extra efforts to survive, is surrounded by a wall, as invisible as the area itself but nonetheless very strong and more often seemingly impassable.

This wall as we might call it, is built of limiting beliefs. The things that we say to ourselves to not leave our comfort zone, just stay where we are and leave things as they've always been.

It's not rare to hear a language learner say, "I'm too old for this", "I'm bad at languages" or "I've got no time to study", amongst many others that you will encounter over the years.

It's important that, as language teachers, we learn to recognize them but, moreover, help our students defeat them.

Nevertheless, this is not an easy task as, like with motivation, the answers lie not with us but with the student. We help students create awareness of their beliefs and to substitute limiting beliefs for powerful ones.

## Tools:

- Find someone who
- Write a letter



# EMOTIONS IN LEARNING

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Motivation and limiting beliefs have all a lot to do with emotions. We humans are emotional beings and our emotions are what keep us moving, or “in motion”.

A learning process is not only a cognitive one, it's also very emotional. And emotions, as we have seen with motivation and limiting beliefs, are many times what determine the outcome of any learning process. One might not like math and believe one's even “not good at it”. But if, one year, we have an engaging teacher, who connects with us, makes classes fun and connects with our emotions, we are very likely to not only start to like the subject, but also to enjoy learning and, thus, get better results.

It's therefore very important that teachers create rapport with their students, understand their emotions and make use of those emotions to help their students get towards their learning goals, and enjoy it on the way.



## Tools:

- Body Language
- Dealing with failure
- Facial Expressions
- Emotions in learning
- Power postures



# TEACHER-STUDENT COMMUNICATION

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As we have seen, coaching has a lot to do with communication.

And this area seems to be well covered by teachers, as they usually regard themselves as good communicators.

Nevertheless, coaching is not the same as teaching. The same is true for communication as a teacher or communication as a coach.

A teacher explains new concepts, tells the students how to use it, gives them exercises to practise and corrects them where necessary. The weight of the communication lies with the teacher. Nevertheless, in coaching, one doesn't tell but ask, exercises don't have wrong answers, and therefore, one doesn't correct but questions. The weight of the communication lies with the student.

Teachers that want to practise effective coaching with their students need to be able to ask powerful questions and practise active listening.

It's an art to juggle between a teaching approach and a coaching approach, but once that skill is acquired, communication with students reaches a completely new level.

## Tools:

- Powerful questions
- It made a difference
- Secrets in a basket
- Paraphrasing
- Switching roles

## ACTION PLANNING

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Sometimes, coaching can seem very philosophical. It's all about talking, thinking, searching for answers and maybe a bit of dreaming of a better future as well. We can finish the process here and have motivated, focused and happy students.

But there is a high probability that these students don't know what to do next. They don't know where to start let alone how to get towards their goals. One thing is deciding to do something, and another thing is going it.

To complete the process, students need to plan all the steps on the learning journey.

If the working strategies we've used in the past weren't always successful for us, we might need to define new strategies.

In this part of the process, the mix of teacher and coach can be, and usually is, of incredible value. As a teacher, one has a high understanding of learning strategies. As a coach, one guides the student to define which strategy works best for them.

#### Tools:

- Learning strategies
- Taking action



# BODY LANGUAGE

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# SECTION A

How do you think these people are feeling?

Why do you think that?

Discuss with a partner.



## 5 ESSENTIAL TYPES OF NONVERBAL COMMUNICATION USED BY EFFECTIVE LEADERS

### 1. Body Language

Body language impacts communication. Your posture can make you appear confident, or it may be used to make you appear shy. Differences in how you stand can change the way people perceive you. Body language helps establish the mood of the conversation.

### 2. Facial Expression

Expressions are often the first thing that you see when communicating with someone. Even if people do not verbally express their feelings, some cannot hide behind their facial expressions. However, there are also expressions that can help put people at ease.

### 3. Gestures

Gestures, such as hand movements, are often used to communicate without using words. For example, you may point to direct someone's attention to something. These gestures are used to add emphasis to the message that you are trying to communicate.

### 4. Proxemics (Distance)

Depending on the type of conversation that you are having, you may choose to stand closer or further away. Standing too close to someone may make them uncomfortable, as you may be invading their personal space

### 5. Haptics (Touch)

Touching someone on the arm or shoulder can be used to express sympathy, affection, or other types of emotions. However, you may want to avoid haptics in the workplace, as it could be misinterpreted.

## LANGUAGE TASK

Underline the FIVE examples of the passive voice in the text above.

1. How do we construct the Passive Voice?
2. When do we use the Passive Voice?

## HOW OFTEN DO YOU USE THE FOLLOWING FACTORS OF NON-VERBAL COMMUNICATION?

Body Language	1	2	3	4	5
Facial Expressions	1	2	3	4	5
Gestures	1	2	3	4	5
Proxemics (Distance)	1	2	3	4	5
Haptics (Touch)	1	2	3	4	5

# SECTION B

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## BEFORE ACTIVITY

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With a partner, choose a subject that you feel you can talk about. You will be talking to each other about it for a while, so either choose an interesting topic or have back-up ones.

Our topic(s) will be: .....

## DURING ACTIVITY

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Now talk to your partner about this topic. When talking to each other, take the following positions (for about 2-3 minutes each):

- a) Standing far apart
- b) Standing very close together, face to face
- c) Both of you sitting down
- d) One person standing up, the other person sitting down (change places so that each partner has a chance to do both roles)
- e) One person talking while the other person nonverbally communicates that they are not listening (change places so that each partner has a chance to do both roles)
- f) One person talking while the other person nonverbally communicates that they are actively listening (change places so that each partner has a chance to do both roles)

## AFTER ACTIVITY

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Discuss the following questions with a partner.

- 1. Was there any position that you felt very uncomfortable communicating in? Why/why not?
- 2. How did you feel when you were sitting down while talking to your partner who was standing up? Do you think other people would have felt the same way? Why/why not?
- 3. When you tried to communicate that you were not listening to your partner, what nonverbal cues did you use? Do you think they effectively communicated your disinterest? What did your partner do during this time that led you to believe your nonverbal communication of disinterest was effective (or ineffective)?
- 4. When you tried to communicate that you were actively listening to your partner, what nonverbal cues did you use? Do you think they effectively communicated your interest? What did your partner do during this time that caused you to believe your non-verbal communication of interest was effective (or ineffective)?
- 5. What did you learn from this experience with regard to non-verbal communication?



# SECTION TN



## LEVEL

B+

## TOPIC

Body language

## TIME

40 - 60 min

## LANGUAGE TASK

Passive voice

## PREPARATION

One photocopy of  
Section A and B for  
each student

## OBJECTIVES

The student learns about the role of body language in communication

## COACHING ELEMENT

Body language is an important part of emotional intelligence. It influences your communication with others, but also the internal communication that one has with oneself. Creating awareness of body language helps understanding others, but also expressing yourself more effectively.

## SECTION A

**Warm-up:** Students work in pairs to describe and compare the pictures. They should talk about these people's feeling and what they express through their body language.

**Reading:** Students read a text about the different types of nonverbal communication. Explain any unknown vocabulary and check your students understanding of each type. Discuss If they have used any of these forms of nonverbal communication and in which situation.

**Grammar:** Find five examples of passive voice in the text and answer the questions: How do we construct the Passive Voice? and When do we use the Passive Voice?

**Answers:** it may be used, are often used, are used, could be misinterpreted

**Speaking:** Students answer the questions on the table individually, then discuss it in pairs.

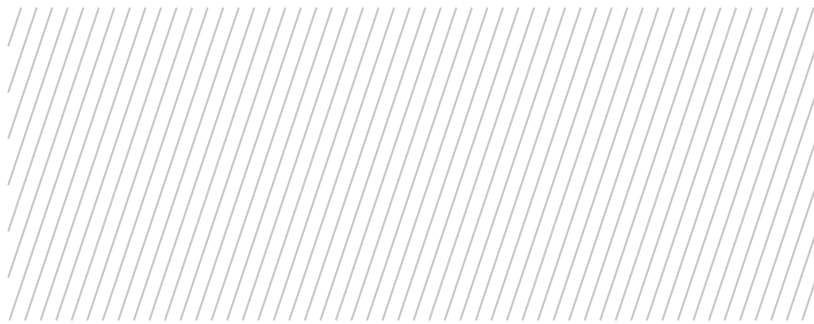
## SECTION B

### Non-verbal Communication Exercise

Students choose a topic that they feel comfortable to discuss with a partner and write it down in the first box called 'Before activity'. Next, they start their discussion while they take the different positions from the list for a few minutes each. After doing so they have five questions to answer based on their conversation. Get feedback from each pair and discuss their findings.

# DEALING WITH FAILURE

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# SECTION A



## WARM UP QUESTIONS

1. What adjectives for emotions do you know?
2. What emotions do you think your partner is feeling today? Your teacher?
3. Why do you think they feel that way?

**Instruction:** Read the conversation between Petra and her friend Sonja.

**Questions:** What is the problem? What does she do to solve the problem? How does she feel after?

Petra: "You'll never guess what Abigail did today"

Sonja: "Her again?"

Petra: "Yes, well she always asks me to do things at the last minute"

Sonja: "Yes, I remember you saying. So, what did she do this time?"

Petra: "She sent me a message at 5.45 pm asking me to do a whole new budget for her... at 5.45 pm!"

Sonja: "Sounds like typical Abigail!"

Petra: "I know, right? I had to take a big deep break. Otherwise, you know how I would respond!"

Sonja: "Right..."

Petra: "So I thought about it after work... when she does this, it I feel frustrated every time. And you know what? I was much calmer after I could understand the emotion I was feeling... just like you advised."

Sonja: "That's great. I'm happy it was helpful. What did you do next?"

Petra: "I said, "Petra is feeling frustrated because she wants to go home at the end of the day but her colleague is asking for some help."

Sonja: "Oh great. How did it feel?"

Petra: "It gave me some time to think and calm down. I'm still frustrated by it though!"

## ADVERB PLACEMENT

**Look at the sentence from the interview. The adverb comes at the end**

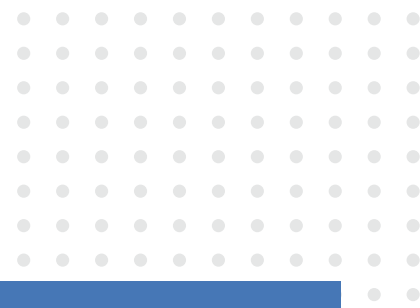
"Yes, well she always asks me to do things at the last minute"

**Re-read the text and find the other adverbs. Some may not come at the end of the sentence.**

## DISCUSSION

Name three things you do every day. What are the emotions you feel while you do them?

# SECTION B



You give yourself the goal of learning 5 new words each day for the next 3 weeks. By the end of the first day, you've forgotten, and it is already time for bed.

Your reward for going to 100% of your language classes is dinner at your favourite restaurant. You miss a class because you are sick.

You're preparing for a big interview, where you will need to speak in another language. You prepared answers to a number of questions, but the question the interviewer asks is completely different.

Your boss calls you into her office. You are expecting some feedback on a recent project. Instead, your boss offers you a promotion. This means you will need to lead a team in another language.

You are invited to a wedding where everyone will speak another language. The wedding will last a whole day.

You are going to an important conference. The topic is very interesting to you. However, all the speakers will present in your second language.

You are on a week-long vacation. When you arrive at the hotel, the reception is closed. After an hour of waiting, the receptionist arrives. Instead of apologising for being late, he tells you directly that you arrived too early.

You have a call with a potential client in another language. You feel you've prepared very well for the call and you're confident of doing a great job. However, when the client speaks, you hardly understand anything because of his accent.

**Name one thing you will do differently because of what you have learned in this tool.**

I will now...

This will have a positive effect on... (a relationship, your performance, a goal, your motivation, yourself)

# SECTION TN



## LEVEL

B1+

## TOPIC

Emotions  
In learning

## TIME

40 - 60 min

## LANGUAGE TASK

Reading  
comprehension

## PREPARATION

One photocopy of  
section A for each  
student, one task from  
section B for each  
student

## OBJECTIVES

Become aware of different emotions and practice how to react to them positively

## COACHING ELEMENT

Emotional Intelligence is a very important part of any learning process. Frustration, fear, accomplishment and happiness are just a few of all the emotions a student may, and will, feel during the process. It's therefore important not only to be aware of the emotions, but also, if necessary, to learn to change them into emotions that help you getting towards your goal.

## SECTION A

**Warm-up:** Ask the students to work in pairs and brainstorm the emotion adjectives. Write some of them on the board. Ask the students: 'What emotions do you think your partner is feeling? Your teacher? Why?'. Encourage them to share the answers with the group.

**Reading:** Students read the conversation between Petra and her friend Sonja. After they finish reading ask them: 'What is the problem? What does she do to solve the problem? How does she feel after?'. Students should notice, e.g. 'Petra is frustrated so she tries to understand her emotion. She feels calmer afterwards.'

**Grammar:** Ask the students to identify the adverb in the sentence ('at the last minute'). Ask them to look for other adverbs in the text and then compare the answers with their partner. Explain the structure and function of adverbs.

**Speaking:** Ask students to work in groups and discuss the question provided in the end of the text. Monitor the students. Ask some students to share their answers. Ask them follow-up questions if necessary.

## SECTION B

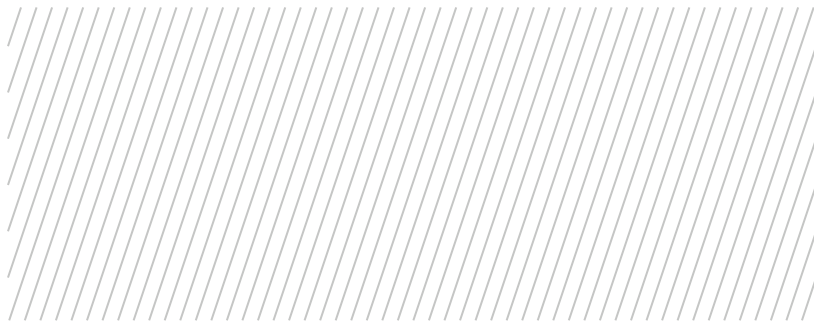
Give each student one task from Section B (you will have to cut it into 8 parts). If you have more than 8 students, put them in groups (you might need to make more photocopies). Ask the students to first read the task individually and then ask them to role-play the situation and emotions they feel in groups. Encourage them to ask the follow-up questions. Monitor the students and help them if necessary. If you still have time in the end of the class, you can ask the students to swap the tasks and play different roles.

**Tip:** You can help students by role-playing one of the situations yourself. Choose one of the higher level students to be your partner.



# EMOTIONS IN LEARNING

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# SECTION A



**Tell a partner about a time when your mood altered your performance at work.**

**What happened?**

**TRULY EFFECTIVE LEADERS ARE ALSO DISTINGUISHED BY A HIGH DEGREE OF EMOTIONAL INTELLIGENCE, WHICH INCLUDES:**

## Self-awareness

The ability to either recognise what you are feeling or how your emotions affect your behaviour and performance. When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.

## Managing emotions

The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions and can save you from rushed decisions that you later regret.

## Motivating yourself

The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to keep going even if you are facing obstacles and setbacks.

## Empathy

The ability to sense, understand and respond to what other people are feeling. Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

## Social Skills

The ability to manage, influence and inspire emotions in others. Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership, but this can be difficult for some.

## LANGUAGE TASK

Type of conjunction	Description	Example from text
Coordinating conjunctions	Join equal sentence elements together	And, Or _____
Subordinating conjunctions	Describe the relationship between two clauses	While, Because, _____
Correlative conjunctions	Pairs of conjunctions that join equal sentence elements together	Not only..., but also... _____, ____

**Reflect on your partner's time when their mood affected their performance at work.**

1. Which of the emotional intelligence skills mentioned above would have helped them to ensure their performance wasn't affected? What could they have done?

**Now, discuss:**

1. Has there ever been a time when you felt you needed to change your behaviour at work? How did you do it?

# SECTION B



## EMOTIONAL INTELLIGENCE QUESTIONNAIRE

### Directions

Read each statement and decide how strongly the statement applies to you. 1 = does not apply and 5 = always applies.

STATEMENT		SCORE				
1.	I realise immediately when I get angry	1	2	3	4	5
2.	I can see the good side of bad situations quickly	1	2	3	4	5
3.	I can always motivate myself to do difficult tasks	1	2	3	4	5
4.	I am always able to see things from the other person's perspective	1	2	3	4	5
5.	I am an excellent listener	1	2	3	4	5
6.	I know when I am happy	1	2	3	4	5
7.	I do not show my feelings openly, and prefer to keep them private	1	2	3	4	5
8.	I can prioritise important activities at work and get on with them	1	2	3	4	5
9.	I am excellent at empathising with a colleague's problem	1	2	3	4	5
10.	I never interrupt other people's conversations	1	2	3	4	5
11.	I usually recognise when I am stressed	1	2	3	4	5
12.	Others find it difficult to tell what kind of mood I am in	1	2	3	4	5
13.	I always meet deadlines	1	2	3	4	5
14.	I can tell if someone is not happy with me	1	2	3	4	5
15.	I am good at adapting and mixing with a variety of people	1	2	3	4	5

Record your scores for the questionnaire statements in the grid below.

Self-awareness		Managing emotions		Motivating yourself		Empathy		Social Skills	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	
TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	

Interpret your totals for each area using the guide below.

11-15	This area is a strength for you.
6-10	Giving attention to where you feel you are weakest will be very beneficial.
3-5	Make this area a development priority.

Consider your results and identify one or two actions that you could take now to strengthen your emotional intelligence. Discuss these with your partner.

Adapted from NHS Leadership Toolkit

# SECTION TN

## LEVEL

B1+

## TOPIC

Emotions  
In learning

## TIME

40 - 60 min

## LANGUAGE TASK

Different types  
of conjunctions

## PREPARATION

One photocopy of  
section A for each  
student

## OBJECTIVES

To identify different emotional intelligence skills and reflect on how those skills can improve the quality of work and personal life

## COACHING ELEMENT

Coaching element: A learning process is not only a cognitive one, it's also very emotional. And emotions are many times what determine the outcome of any learning process. Students need to be aware of their emotions and the effect that they have on the learning outcome. If you understand your emotions, you can learn to change them and make them work to your advantage.

## SECTION A

**Warm-up:** Tell the students the anecdote referring to your own personal experience at work. You can make it up and refer to either positive or negative experience. Include the strong adjectives and exaggerate, e.g. 'I was over the moon, I felt really annoyed since I woke up'. Put the students in pairs and say: 'Tell the partner about a time when a mood altered your performance at work?'. Monitor the students and help if necessary.

**Reading:** Students read the text individually. When they finish, ask: 'Reflect on your partner's time when their mood affected their performance at work'. Students have a few minutes to think about it (they can take notes too) and then they work with a partner again. Encourage students to share some answers. After that start a discussion: 'Has there ever been a time when you felt you needed to change your behaviour at work? How did you do it?'

**Grammar:** Ask the students to find different types of conjunction in the text. You can write some example sentences on the board to help them. Explain if necessary. Encourage students to give you examples other than in the text too.

## SECTION B

Emotional Intelligence Questionnaire

Give each student a photocopy of section B. Give them directions: 'Read each statement and decide how strongly the statement applies to you. 1 = does not apply and 5 = always applies'. You can do the first example together and then ask them to work individually. Students calculate the results. Ask students to share their results with the group. After that put them in pairs and ask: 'Consider your results and identify one or two actions that you could take now to strengthen your emotional intelligence. Discuss these with your partner' (you can give them a personal example, e.g. 'I need to work on my empathy. I am going to pay more attention to other people feelings and become a more active listener'. Monitor the students. You can start the group discussion again or ask individual students.

**Tip:** With the lower level students, pre-teach some vocabulary.

# EXCEPTIONAL PEOPLE

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# SECTION A



## WARM UP QUESTIONS

What persons can you think of that have achieved something extraordinary in their lives?

## Unknown facts about Rafael Nadal

Rafael Nadal **won** his first tennis tournament at the age of eight, and no one **expected** the success he was going to achieve in this sport. Nadal **was** famous for being the nephew of Soccer player, Miguel Nadal but he **earned** worldwide recognition on his own and still amazes us every time he is on the court. They say that Nadal takes a cold shower before every match and he always bites his trophies.

Nadal **had** many serious injuries throughout 2014, and it was difficult to recover his form. 2018 Australian Open was hard, as Nadal **had to** give up in the quarterfinals because of an injury, but he **recovered** in time to win another French Open championship, which was his 17th Grand Slam title. After losing the Australian Open final in 2019, Nadal **continued** at Roland Garros that year and he got his 12th career French Open singles championship.

It is not only his determination but also constant support he receives from his coach, Antonio "Toni" Nadal, who is his uncle as well. As of 2018, Toni is the most successful coach in the history of tennis in terms of Grand Slam titles, winning 16 Grand Slam trophies with Rafael Nadal.

## POST-TEXT DISCUSSION

What made him play Roland Garros again in 2019?

What made him win it for the 12th time?

## LANGUAGE TASK

Identify Past Simple forms in the text above and add them in the table below.

# SECTION B

---



1. Think of 1 person in your environment (family, friend, etc) who has done something exceptional in their lives.
2. From the previous list of traits, name a maximum of 4 that have helped them getting towards their goal.
3. What exceptional thing have you achieved in your life?
4. What traits helped you to achieve that?
5. How would these traits help you with learning English?

A large, empty gray rectangular box intended for students to write their answers to the five questions listed above.

## Awareness and Strategies Check

A large, empty gray rectangular box intended for students to write their answers to the 'Awareness and Strategies Check' section.

# SECTION TN

## LEVEL

B1+

## EXIT EMOTION

Coaching can be beneficial in the students' language learning process

## TOPIC

Exceptional people  
Rafael Nadal

## TIME

30 - 50 min

## LANGUAGE TASK

Grammar: Past Simple

## COACHING ELEMENT

Introduction to coaching

## PREPARATION

One photocopy of section A for each student

## OBJECTIVES

- \* Make students aware of the role of coaching in various aspects of life
- \* Create awareness of the main aspects of coaching

## COACHING ELEMENT: INTRODUCTION TO COACHING

Students create awareness of the personal traits that make people do exceptional things. They start with famous people, then relate these traits to someone closer to them and finish analysing which of those traits they possess themselves and how they can help them in their language learning process.

## SECTION A

**Warm-up:** Start by discussing famous people who have achieved something extraordinary in their lives without mentioning the coaching element that led to their success. Narrow the discussion down to the story of Rafael Nadal and his coach.

**Reading task:** Students read the text and discuss the following questions: "What made him play Roland Garros again in 2019?" and "What made him win it for the 12th time?" Make a list of max 7 traits mentioned by students and write it on the board (including at least motivation and goal/objective).

Guide the discussion towards coaching and its importance in achieving your goals. Use ideas from the previous section "Coaching element".

**Grammar:** Tell students to identify the Past Simple verb forms in the text and write them on the board. Explain the difference between regular and irregular verbs. Explain how to form the Past Simple in affirmative sentences, negative sentences and questions and its uses.

## SECTION B

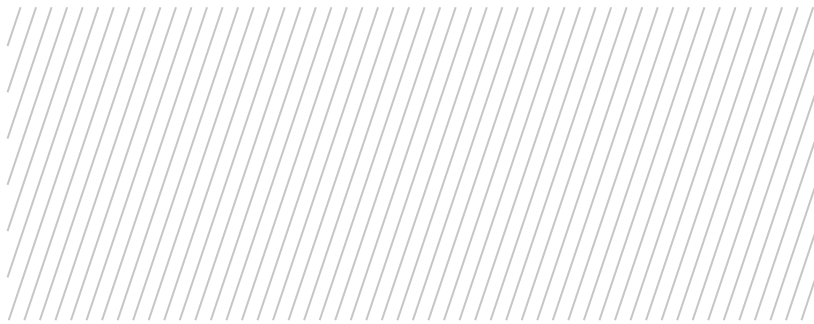
Print Section B worksheet for each student. Divide this part in 2 sections: start by answering the first two questions in groups and brainstorm ideas, then let your students work individually while thinking about their answers to questions 3,4,5.

After talking about famous people who have achieved their goals and after analysing the unknown facts about Rafael Nadal, move the discussion towards people close to the students that have achieved something special in their lives. Use the list of traits you have made in Section A and link them to your students' stories (Qs 1 and 2). Give them time to answer Qs 3,4,5 then discuss it with everyone if time permits.

**Tip:** With the lower level students, pre-teach some vocabulary.

# **FACIAL** EXPRESSIONS

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# SECTION A



## WARM UP QUESTIONS

Why could it be important to read people's facial expressions?

What words do you already know to describe people's facial expressions?

## DESCRIBING FACIAL EXPRESSIONS

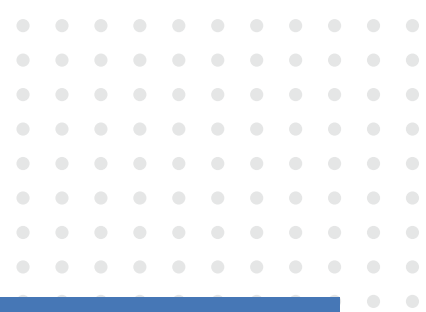
1. Wide eyes
2. Crows feet
3. Smile
4. Frown
5. Head moves to the side
6. Head moves backwards
7. Jaw drops
8. Head moves forward
9. Tight lips

Which of the emotions below match the facial expressions above?

Happiness (3, 2)	Fear (1) (9)	Pride (6)
Anger (4, 9)	Embarrassment (5)	Surprise (1, 7)
Interest (8, 1, 3 slightly)		

# SECTION B

---



**Look at your partner. What do you think he or she is feeling?**

**Discuss your reasons why.**

Photo 1  
(stick here)

Photo 2  
(stick here)

What emotions do you think the person feels? Why?

What emotions do you think the person feels? Why?

**Take a person you know (a friend, family member, colleague, classmate).**

**When could you pay more attention to their body language or facial expression?**

**How will this tell you what they are feeling?**

**How might this make your relationship stronger?**

# SECTION TN

## LEVEL

B1+

## TOPIC

Facial expressions

## TIME

50 min

## LANGUAGE TASK

Vocabulary  
expressing feelings

## PREPARATION

One photocopy of  
section A for each  
student

## OBJECTIVES

Learn how to recognise emotions through people's facial expressions

## COACHING ELEMENT

Active listening is not only about understanding words. It's also (and even more) about understanding emotions. Therefore it is very important to pay attention to someone's facial expressions. This is a fundamental element in rapport creation. It will therefore help students to understand their peers better as well as (hopefully) their teacher.

## SECTION A

**Warm-up:** : Talk to your students about the importance of understanding other people's facial expressions and show them different facial expressions which students will have to identify. Brainstorm vocabulary to describe people's facial expressions and write them down on the board.

**Speaking:** Explain each facial expression from the list and mime it with your students. They can work in pairs to identify each one. Next, students complete the table where they match the different emotions with their facial expressions.

Which of the emotions below match the facial expressions above?

Happiness (3, 2)	Fear (1) (9)	Pride (6)
Anger (4, 9)	Embarrassment (5)	Surprise (1, 7)
Interest (8, 1, 3 slightly)		

## SECTION B

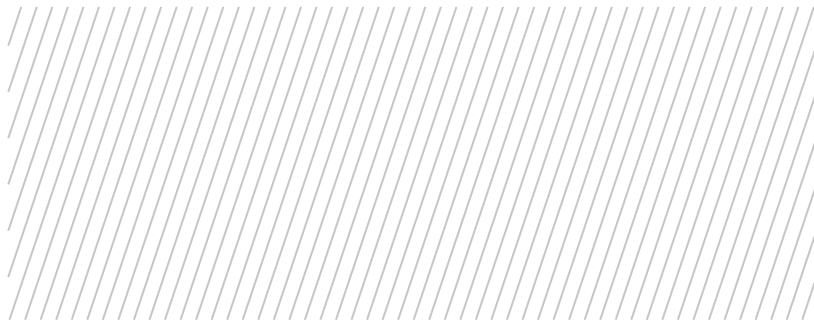
You should prepare this activity in advance and give your students time to collect photos or cut outs from magazines demonstration facial expressions. This activity is student led, with higher levels of personalisation. In class, students work in pairs and discuss what emotions they can perceive from each photo. In the second part of this activity students should answer these questions in relation to a person they know (friend, family member, etc):

- When could you pay more attention to their body language or facial expression?
- How will this tell you what they are feeling?
- How might this make your relationship stronger?



# **FIND** SOMEONE WHO

---



# SECTION A

---



## WARM UP QUESTIONS

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Is it possible to swim without the limbs?

## THE 4-MINUTE MILE:

---

In the 1952 Helsinki Olympics Roger Bannister wanted to win the gold medal. He did, however, finish fourth in the 1500metre and was understandably upset. Without a medal from the Olympic Games, he set an enormous goal for himself; he wanted to be the first person in the world to run a mile in under 4 minutes.

It was believed that it was humanly impossible to run that fast for such a long distance and nobody has ever done it before. Nevertheless, after months of training, on May 6th, 1954, Bannister managed to break the 4-minute mile by running it in 3 minutes and 59.4 seconds. In the same year many more athletes achieved the same performance and when they were asked how they were able to do it they said: "I did it because now I know that it is possible!"

In the 65 years since breaking the "4-minute barrier" over 1,400 athletes has done so. Nowadays it is the standard of all professional middle distance runners.

## POST-TEXT DISCUSSION TASK

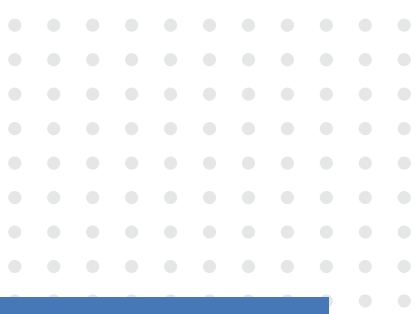
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How do you change a limiting belief for a powerful belief?

## TRUE/FALSE

---

- Roger Bannister won the gold medal in 1952.
- He wanted to be the first person to run a mile in under 4min.
- People believed it was impossible.
- He broke the record in 1953.
- He ran a mile in less than 4min.
- Nobody broke his record afterwards.
- In 65 years more than 1400 athletes have run a mile in under 4 minutes.
- Nowadays everybody can do it.



# SECTION B

## FIND SOMEONE WHO

FIND SOMEONE WHO	NAME	FOLLOW-UP QUESTIONS
Speaks 2 or more languages		
Plays an instrument		
Has run a marathon		
Has quit smoking		
Has been to China		
Has eaten an insect		
Knows how to dive		
Has jumped out of a plane		
Has put IKEA furniture together		
Can tell a joke in a foreign language		

### COMPLETE THE SENTENCES:

If I was able to \_\_\_\_\_ I can also \_\_\_\_\_

If I was able to \_\_\_\_\_ I can also \_\_\_\_\_

# SECTION TN

## LEVEL

B1+

## EXIT EMOTION

If they can do that,  
I can do this!

## TOPIC

Facial expressions

## TIME

50 min

## LANGUAGE TASK

Vocabulary  
expressing feelings

## PREPARATION

One photocopy of  
section A for each  
student

## OBJECTIVES

Awareness of the power of limiting beliefs.  
The role limiting beliefs play in your life

## COACHING ELEMENT

Students are hold back by their own beliefs. They will learn that beliefs can be changed and that, by changing those beliefs, they get different results. They will also create awareness of exceptional things their peers might have done, as well as themselves, which will enhance the rapport in the group as well as self-esteem of the individual members.

## SECTION A

**Warm-up:** Powerful question: "Do you think a person can swim without arms or legs?" Discuss the situation with your students and make sure you ask "Why?" or "Why not?". Students should give you reason for why you can or can't swim without limbs. Tell the story of Nick Vujicic (He was born with no arms or legs; he is a motivational speaker and author of the bestsellers "Life Without Limits" and "Unstoppable"). Further discussion: Why do we limit our beliefs? (Suggested answers: experience, excuse, education, fear, etc)

**Reading:** Students read "The 4-minute mile" text and discuss the power of limiting beliefs and how they influence our life and the decisions we make. Introduce the idea of powerful belief and ask students if they can change their limiting beliefs in powerful ones.

Check your students' reading comprehension with the True/False questions.

Answers: 1 F 2 T 3 T 4 F 5 T 6 F 7 T 8 F

## SECTION B

**FIND SOMEONE WHO ...** Give each student a copy of section B.

Students go around the class and ask each other all the questions from the list. Encourage students to have a proper conversation and write downs their partner's answers in as much detail as possible.

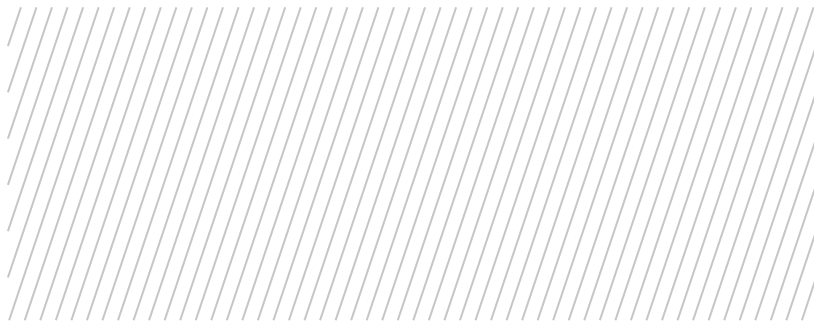
Tell students that they can only have the same name once (or twice). This is to encourage them to speak to as many different partners as possible.

Students have to write down the names of their partners even if they haven't accomplished the task and they should ask follow-up questions to find out more details about the situation. Example: A: Have you ever run a marathon? B: No, I haven't. A: Why do you think you have never tried to run a marathon? B: I can't, it's too difficult for me.

When everyone has finished, ask students to give feedback to the rest of the class on what they found out. If there are any interesting findings encourage the students to discuss them in more detail.

# IT MADE A DIFFERENCE

---



# SECTION A

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## MY TRIP TO LONDON

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Some years ago I was lucky to visit London during my summer holidays. I went with some friends from my language school and I had a good time there.

Before I went some people told me that English people didn't talk to you and that it would be difficult to communicate if there was a problem. I was a little scared, but...

I was in the city centre of London, admiring the lovely monuments and enjoying a shiny day. I was there with my group of friends when, out of a sudden, I lost them. I could not see any of them around. I think I was staring at some shop window for too long... I looked for my mobile, which was in my bag... but then I realised that my friend, Maria, was carrying it... I felt so lost!

I saw a police officer down the road. He was quite busy but I decided to tell him my situation. He was extremely helpful to me. Although my English wasn't very good and I was being very nervous, he really listened to me, he told me there was no problem and he even let me use his phone to call my friends. I was nervous but he was very calm and made me feel understood. Luckily I got in touch with my friends and they found me again. My view of English people changed that day... and now I am a police officer myself!

## IT MADE A DIFFERENCE TO ME

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Think of a time when you felt someone really listened to you. Share the details of the situation with a partner without necessarily disclosing the subject of the conversation:

- When did this happen?
- Where were you?
- Who listened to you?
- How did you know the person was listening?
- What difference did it make to be listened to?

## LANGUAGE TASK

---

Grammar: past tenses. Identify the past tenses in the text above.

Focusing on responses.

Listening and asking questions.

Use of body language.

## LANGUAGE TASK

---

Can you think of moments when you find it difficult to listen to people?

Are you listening to others with intent?

What body language do I use when listening?

What can you do today to reach your goals?

# SECTION B

---



## Exercise – What did I say?

For each statement below, identify the response that best demonstrates active listening and discuss why.

### 1. “SOMETIMES I THINK I’D LIKE TO DROP OUT OF LANGUAGE LEARNING, BUT THEN I START TO FEEL LIKE A QUITTER.”

- a) “Maybe it would be helpful to take a break. You can always come back, you know.”
- b) “You’re afraid that you might fail if you stay in the language class now. Is that it?”
- c) “I can really relate to what you are saying. Sometimes I want to quit too.”
- d) “You wouldn’t feel good if you quit language learning even though you would like to.”

### 2. “I GET REALLY NERVOUS TALKING TO MY TEACHER. I KEEP THINKING THAT I SOUND STUPID.”

- a) “You’re saying you wish you had another teacher.”
- b) “I have a hard time talking to teachers too.”
- c) “You get the idea she’s evaluating you and that makes you feel uncomfortable?”
- d) “You think that talking to her will make your grade worse?”

### 3. “I DON’T WANT TO GO TO THE PARTY. I WON’T KNOW ANYONE THERE AND I’LL END UP SITTING BY MYSELF.”

- a) “You’re nervous about approaching new people and think no one will talk to you.”
- b) “You never know, you might have a great time.”
- c) “So you really don’t want to go, eh?”
- d) “Why do you think it will be that way?”

# SECTION TN

## LEVEL

B1+

## TOPIC

Active listening

## TIME

40 - 60 min

## LANGUAGE TASK

Speaking

## PREPARATION

One photocopy of section A for each student

## OBJECTIVES

students understand what active listening means and create awareness of their own way of listening.

## COACHING ELEMENT

active listening is very important. To be able to help the other person and guide them, you have to understand them first. And that can only be done by listening carefully to what they say, but also how they say it and what emotions they express.

## SECTION A

**Speaking task:** : "It made a difference to me" Students work in pairs and discuss a situation where they felt that someone really listened to them. Start by explaining the task and by giving an example from your personal experience where you answer all or most of the questions listed. Go around the class and make sure everyone is comfortable sharing their experience. Some of the students could share their story with the class.

Brainstorm the qualities of good listening with the class and write them on the board.

"Did it make a difference to you" Students work in the same pairs as before and discuss a situation where they listened to someone else. Together students identify the actions the listener used that helped the speaker feel heard (e.g., focusing on the speaker, attentive body language, asking questions).

Speaking extra: Have a group discussion based on the questions from the section called "Consider". Encourage students to participate as much as possible and help with unknown vocabulary.

## SECTION B

### ACTIVE LISTENING Activity

Introduce the term "active listening" and explain it. Invite students to brainstorm the difference between hearing and listening and to speculate on the difference between active and passive listening. Based on student input, create a definition of active listening (e.g., attentive listening to avoid misunderstanding).

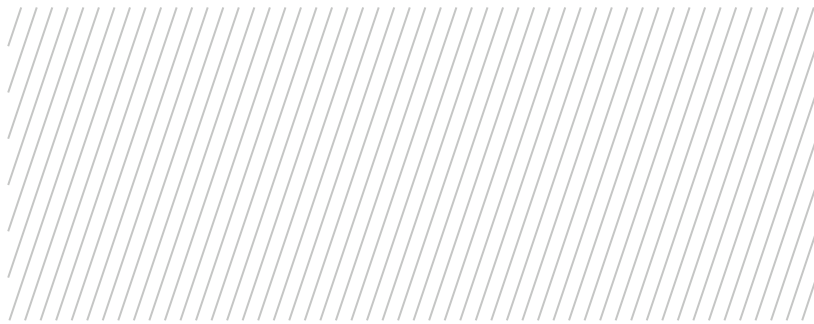
Suggest to students that active listening requires self-discipline because many individuals want to share their own stories or offer advice rather than listen to and understand what the speaker is saying.

**Exercise: What did I say?** For each statement students should choose the sentence that best demonstrates active listening. Work in pairs or individually. Give feedback to the class.



# LEARNING ENVIRONMENT

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# SECTION A



## WARM UP QUESTIONS

Think of a place where you work well and a place where you work not so well. Tell a partner the reasons for your choice.

"I find myself working much more productively at home than in the office. When I have a home-office day, I always do so much more work!"

Do you agree with this quote? Why do you think this is true/false?

Many things can affect the success or failure of our goals. These are factors beyond our motivation and ability to do something.

**Physical** – Some people are simply not willing to work in a messy room! Clean, nicely organised and quiet environments for work are vital for success.

**Emotional** – how are you today? Seriously, how are you feeling? If you are in a good mood, feeling positive, optimistic, you will probably be more productive.

**Interpersonal** – have you ever heard that most people don't leave their jobs, they leave their bosses? Well, it's true, in many cases. The people you work with: teachers, colleagues, classmates, family, friends, can be the reasons for success, or the cause of difficulties.

**Meteorological** – do you work better in the sunshine or the rain? Summer or winter? The light of the dark?

**Temporal** – are you more productive in the morning or in the evening? Many people are not used to working at night, so they are unsuccessful! Imagine you want to do some revision for an exam before work, would you do it late at night or early in the morning before you normally get up?

## EXPRESSING PREFERENCES

Which of the examples below do you find in the text?

I am not used to (+ verb with 'ing')...

I am (not) willing to (+ infinitive)

I (I don't enjoy) enjoy (+ verb with 'ing')

Which other phrases do you know for expressing preferences?

Tell your partner about your preferences. Use the language above to explain your choices.

# SECTION B



1. Choose a goal that you developed in with SMART goals or any other goal.
2. Decide which environmental factors mentioned in section A could help you towards success or be a reason for failure.

	What could help you achieve this?	What could be a reason for failure?
Internal factors (your characteristics)	STRENGTHS	WEAKNESSES
External factors (environment characteristics)	OPPORTUNITIES	THREATS

## DISCUSS WITH YOUR PARTNER

Why do you think you will have a better chance of achieving your goal now you have completed this exercise?

# SECTION TN

## LEVEL

B1+

## EXIT FEELING

I can create a better working environment!

## TOPIC

Supporting Continuous Learning

## TIME

40 - 60 min

## LANGUAGE TASK

Reading comprehension

## PREPARATION

One photocopy of section A for each student

## OBJECTIVES

To raise awareness of environmental factors and express preferences about these

## COACHING ELEMENT

It is important for the students to create awareness of everything that influences their learning process. This will enable them to adjust situations where necessary and possible.

## SECTION A

**Warm-up:** Ask the students where they usually work/study. You can board their answers. Ask them to choose the favourite and the least favourite place and discuss it with their partners. Give them an example, e.g. 'I enjoy studying in the library because there are no distractions...'

**Grammar:** Focus students on phrases expressing preferences. Elicit more examples of phrases. Ask them to write down a few sentences about the preferences of learning environment. Students compare the answers with their partner.

## SECTION B

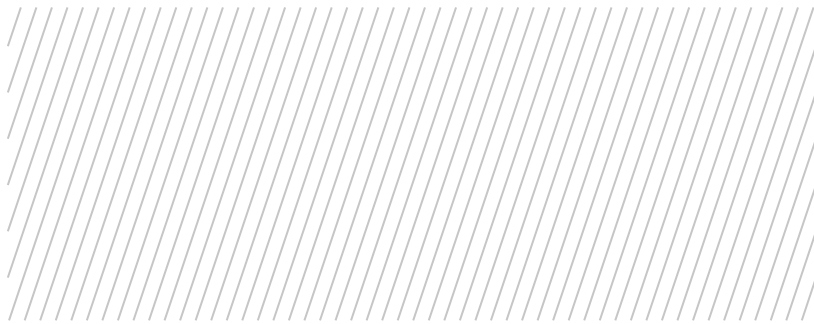
Put students in groups (ideally not bigger than four). Ask them to complete the task individually. Give them an example, e.g. Internal factors: 'I want to bake my first chocolate cake this year. I enjoy learning new things. I tend to procrastinate.' External factors: 'It's cold and rainy outside so I'd rather stay at home. My flatmates always hang out in the kitchen and there is no space.' Students share the answers with the group.

Monitor and help them if necessary.

**Extra idea:** You can mix the groups and ask them to think of one more example.

# LEARNING STRATEGIES

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# SECTION A

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## CURRENT LEARNING STRATEGIES

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As a learner of a language we all use strategies to make us learn faster and more effectively. We would like you to reflect on the current strategies you already have to learn the language and have a class discussion about it.

The exercise for sharing your own strategies for learning in the class should be preceded by an honest look at the way we learn and give ourselves a RATING 1-10 in terms of the effort we are currently making at learning the language.

Can you explain why you gave yourself that RATING?

## STRATEGIES CURRENTLY USED IN THE AREA OF READING:

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## STRATEGIES CURRENTLY USED IN THE AREA OF WRITING:

---

## STRATEGIES CURRENTLY USED IN THE AREA OF SPEAKING:

---

# SECTION B



## STRATEGIES FOR LEARNING A LANGUAGE

Learning a language more effectively is an objective every student should aspire to. Often times it is a number of strategies that will actually make a difference to your learning and not only one or two isolated tasks.

We invite you to come up with strategies according to the following areas:

In School

At home

On the street

On line – on the internet

NB. This exercise should be done in pairs while you are in the classroom.

**Exercise** – Write down 3 strategies you will try and implement in the area of School, where you learn the language.

---

**Exercise** – Write down 3 strategies you will try and implement in the area of things you generally do at Home.

---

**Exercise** – Write down 3 strategies you will try and implement when you are on the street, including walking or going into shops and restaurants, etc.

---



# SECTION TN

## LEVEL

B1+

## TOPIC

Learning strategies

## TIME

50 min

## LANGUAGE TASK

Speaking and Writing

## PREPARATION

One photocopy of section A for each student

## OBJECTIVES

Students reflect on the different types of strategies that they could implement in their studying

## COACHING ELEMENT

There is no perfect way of learning. Every student has their own learning strategies. Part of action planning is analyzing what strategies work best for you and why so you can adjust your learning and make it more effective.

## SECTION A

**Warm-up:** Brainstorm strategies your students are using to study a language at the moment or what strategies they have used in the past and if they were effective or not. Write their ideas on the board.

**Speaking:** Work in pairs and discuss your strategies with your partner. Explain why these learning strategies were effective or why not and how you would change it. Students exchange ideas and give themselves a rating 1-10 for the effort they are currently making at learning the language. Explain why. (For example: I give myself a 6 because I don't spend enough time studying English at home, even though I know I should.)

**Writing:** Continuing on the same topic, students write down strategies they use in the area of reading. They share their ideas in pairs and discuss.

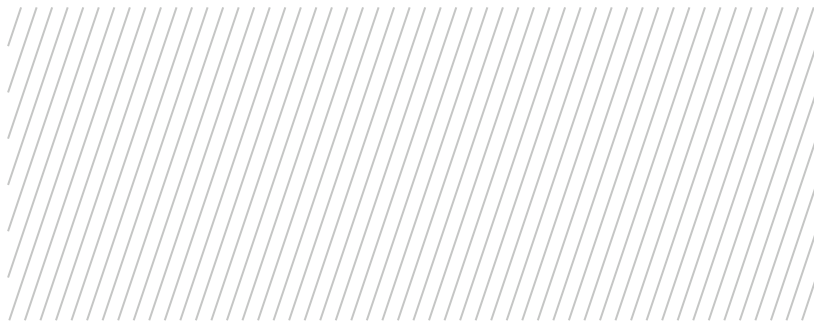
## SECTION B

### Group Coaching

In this section students should work in pairs or small groups and do all the exercises based on strategies for learning a language. This is a speaking and writing exercise. Students reflect on the different types of strategies that they could implement in their studying. Guide them through the exercises and help when necessary to write down their ideas (depending on the level).

# PARAPHRASING

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# SECTION A

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## ACTIVE LISTENING INSTRUCTIONS

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### • Pay attention:

- Look at the speaker.
- Ignore distractions. Give the speaker your undivided attention.
- Notice the speaker's body language.
- Avoid the tendency to think about your own views or opinions on what the speaker is saying.
- Remember that listening is about understanding the speaker.

### • Show you are listening:

- Use body language that shows you are paying attention. Lean forward, nod occasionally, and avoid closed body language like crossing your arms.
- Let the speaker finish. Don't interrupt.

### • Paraphrase:

- In your own words, repeat back what you heard the speaker say. Focus on the message the speaker is sending and interpret the feelings the speaker has expressed (ie. Sounds like you are saying... ).

### • Ask questions:

- Think about what is being said and ask questions to clarify key points (ie. What do you mean when you say... ).

### • Suspend judgement:

- Don't judge what the speaker is saying. Avoid the temptation to offer advice or dismiss what the speaker's message is.

### • Respond respectfully:

- As a listener you are gaining information. Treat the speaker with respect.

## EXERCISE – PARAPHRASING STARTERS – TRY TO USE THIS IN YOUR CLASSES:

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"So, you feel ..."

"You think ..."

"It sounds like you ..."

"What you mean is ..."

"As I understand it, you felt that ..."

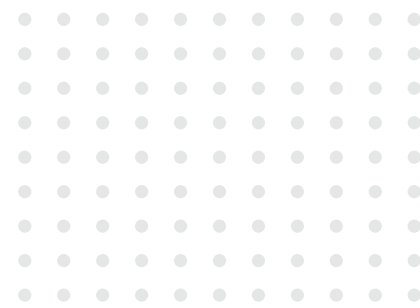
"If I'm hearing you correctly ..."

"To me it seems like you are saying ..."

"As you see it ..."

"I wonder if ..."

# SECTION B



## PARAPHRASING

“Paraphrasing” is an important active-listening technique. Paraphrasing occurs when listeners repeat or “say back” the speaker’s message in their own words.

Discuss the common qualities of paraphrased responses: ie. identifies what the speaker feels, thinks, or wants.

Discuss when you might paraphrase in a conversation and brainstorm possible paraphrasing language.

Review the importance of paying attention and using attentive body language when listening actively. These are the first steps in listening actively.

## LISTENING IN THE CLASSROOM

At appropriate times over the next several weeks, encourage students to use this strategy in regular classroom situations, including the following:

- listening to and clarifying instructions;
- listening to a presentation and checking their understanding;
- helping a friend solve a problem;
- participating in group problem solving and decision making;
- solving or avoiding a conflict with another person.

## PARAPHRASING IN ACTION

**Write the statements in a different way using the paraphrasing vocabulary in Section A.**

-I couldn't complete my homework because I spent too long at the gym...

-

-I saw an accident happening as I was coming to my language school...

-

-We saw the bus leaving and we could not catch it...

-

-My family didn't go on holidays this year because I went abroad...

-

-I fell when I was walking in the park...

-

-There was no bread in the house, so I went out to get it...

-

-When I came home there was nobody in the house, so I started cooking my meal...

-

-The fire alarm went off and nobody in the building moved...

-

# SECTION TN

## LEVEL

B1+

## TOPIC

Active Listening /  
Creating Rapport

## TIME

50 min

## LANGUAGE TASK

Reading

## PREPARATION

One photocopy of  
section A for each  
student

## OBJECTIVES

Students learn about paraphrasing and enhance their vocabulary

## COACHING ELEMENT

Active listening is very important in any relation. It's essential to be able to fully understand what the other person means when they say something. Paraphrasing is a very useful tool to check that you've really understood what the other person meant to express. It also helps the other person reflect on his or her own words and thoughts.

## SECTION A

**Warm-up:** Ask students if they understand the concept of active listening and write on the board any ideas they suggest.

**Reading task:** Students read the text individually and discuss the text in pairs. Get feedback from them and check their understanding of what "active listening" is by analysing each bullet point.

Check the paraphrasing vocabulary with your students and act out a situation where they could use it. Continue the exercise by using the activities from Section B.

## SECTION B

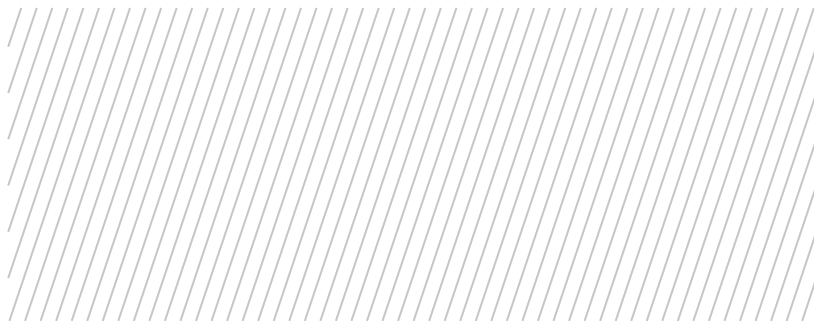
"Paraphrasing" is an important active-listening technique. Paraphrasing occurs when listeners repeat or "say back" the speaker's message in their own words. Discuss the common qualities of paraphrased responses (ie. identifies what the speaker feels, thinks, or wants). Discuss when you might paraphrase in a conversation and brainstorm possible paraphrasing language. Review the importance of paying attention and using attentive body language when listening actively. These are the first steps in listening actively.

Paraphrasing in action

Students use the paraphrasing vocabulary learnt previously to rewrite each statement keeping the same meaning. Students can do this activity in pairs or in small groups of three.

# POWER POSTURE

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# SECTION A

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## OBJECTIVES

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Increase understanding about the link between body posture and success

## WARM-UP QUESTIONS

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“Fake it until you become it”

What do you think this quote means? Discuss with your partner.

## GIVING YOUR OPINION

---

I think that / it seems / he / she is + verb ‘ing’

In my opinion / I believe that / in my view

I would like to / I could imagine myself (+ verb ‘ing’).

Describe this person. What is she doing? Where is she? Why do you think she is there?

What do you think about public speaking? Why would want to / not want to present at an important conference?

## POWER POSING

---

This is a way of standing with a wide and expansive posture like the person above. Amy Cuddy, the person who researched this pose, says it can make you more confident in stressful and challenging situations. It helps you show you are confident when you actually don’t feel that confident inside. Cuddy says that the most powerful pose is the one above. She also says that before a stressful situation it can be useful to hold your arms up in front of the mirror in a V-shape and lift your chin up.

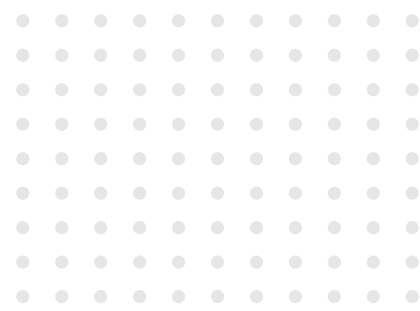


**Choose two minutes in your week when your posture could be more powerful.**

**Tell you partner about why you chose them.**



# SECTION B



## OBJECTIVES

Increase understanding about the link between body posture and success

## TASK

Take a scenario and practice the task using a power pose.

You are sitting a language exam and the examiner asks you to talk about yourself and your hobbies.

You are in an interview and someone asks you to describe your strengths and weaknesses.

You have just started a language class. It is the first day and the teacher asks you what you would like to improve in the course and why.

You are in another country and need to call the doctor to make an appointment for tomorrow morning. It is urgent.

You meet someone at a local networking conference, and she asks you what you do. You know this person works for a company you would like to work for, so you want to make a good impression!

You are attending a presentation where you work and you would like to meet the presenter, say thank you and tell him or her how much you are looking forward to the talk.

Your own choice of scenario.

You are on holiday. You have decided to visit a restaurant you have wanted to go to for a long time. It is Saturday night, you arrive and they say they are fully booked. Explain why you would like to eat there and why they have to find you a table!

## REFLECTION TASK

How do you think the power pose could improve your results?

Name one situation in the future you could use a power pose in. What would this improve for you?

# SECTION TN

## LEVEL

B1+

## TOPIC

Non Verbal  
Communication

## TIME

40 - 60 min

## LANGUAGE TASK

Functional language,  
reading comprehension

## PREPARATION

One photocopy of  
section A for each  
student

## OBJECTIVES

To increase understanding about the link between body posture and success

To be more confident through the use of power posing.

## COACHING ELEMENT

Your body language is a direct reflection of your inner emotions. It changes when your emotions change. When you are happy, you smile. When you are angry, you frown. But you can also reverse it. Try to (genuinely) smile when you actually feel angry, and notice how that feels. Changing your body language can change your emotions, your behaviour and your results. E.g. students that are nervous before an exam, can change that emotion by changing their body language.

## SECTION A

**Warm-up:** Board the question: 'Fake it until you become it'. Put the students in pairs and ask them to discuss this quote. Monitor the students. Encourage them to share their thoughts with the class.

**Grammar (functional language):** Board the expressions while students are having the 'warm up' in pairs. Focus them on the picture and ask: 'What do you think she is doing?'. Give them an example: 'I think that she is having fun. She seems confident. She might be an actress.' Choose some students to answer the question. Ask the next two questions and ask some students for answers. Make sure they use the expressions.

**Reading:** Students read the text 'Power posing' individually. Ask them to discuss the last task with a partner. Encourage the students to share their observations with the group.

## SECTION B

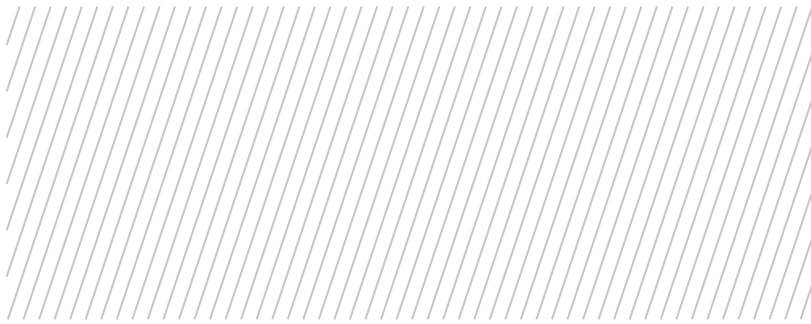
Each student gets one task. You need one photocopy per 8 students (cut the tasks).

**Procedure:** Ask students to stand up and practice a power posture together. Then put students in groups and give each student a task. Make it a role-play exercise. Monitor the student and make sure they use the power posture. After they finish ask some students to role-play they favourite situations in front of the class. They can also vote for their favourite 'role-play'.

**Tips:** Help students who got a task 'Choose your own scenario' or Don't use it with individual students. In the end of the class brainstorm the ideas with a whole class and ask some students to volunteer and 'role-play' it later.

# POWERFUL QUESTIONS

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# SECTION A

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**What do you do in your free time?**

**What are your hobbies?**

**Do you play a sport at the weekend?**

**Do you prefer reading a book or watching TV?**

## FORMING QUESTIONS

---

Give examples of question words:

What auxiliary verbs do you use? \_\_\_\_\_

What is the word order in a question? \_\_\_\_\_

## FILL IN THE CORRECT QUESTION WORD.

---

\_\_\_\_\_ sits next to Frank? Clara.

\_\_\_\_\_ does the boy come from? He's from Newcastle.

\_\_\_\_\_ old are her children? They are seven and ten.

\_\_\_\_\_ is Peter's birthday? In April, I think.

\_\_\_\_\_ much is the shirt? It's twenty pounds.

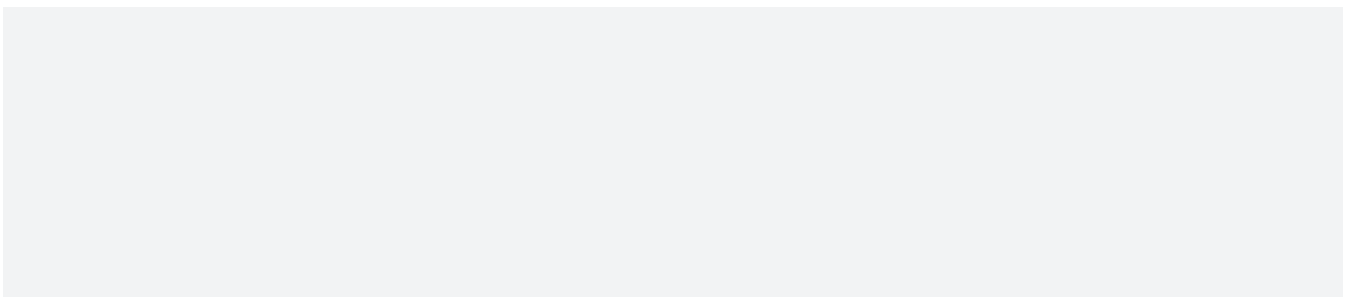
\_\_\_\_\_ is best at playing tennis? It's Bob.

\_\_\_\_\_ are you going? I'm going to my friends.

\_\_\_\_\_ is an orange juice? It's fifty pence.

\_\_\_\_\_ does the restaurant open? It opens at six o' clock.

\_\_\_\_\_ can I get some ice cream? You can get some at the snack bar.

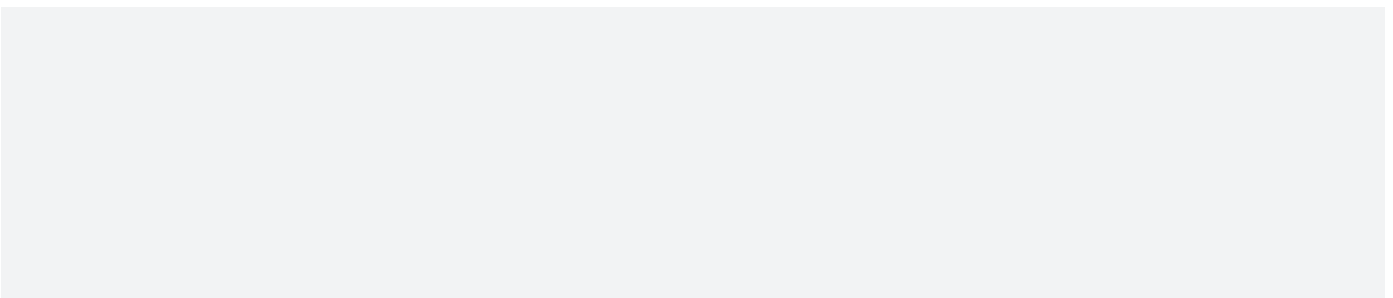
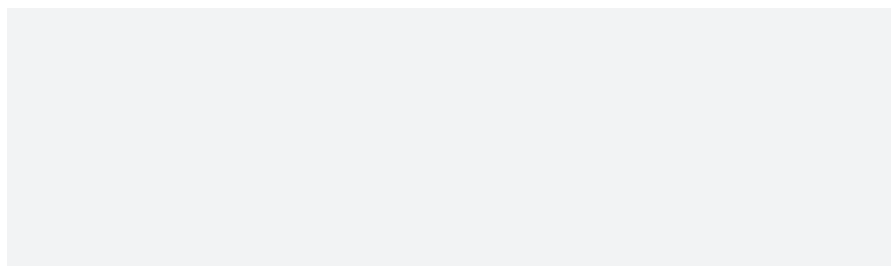
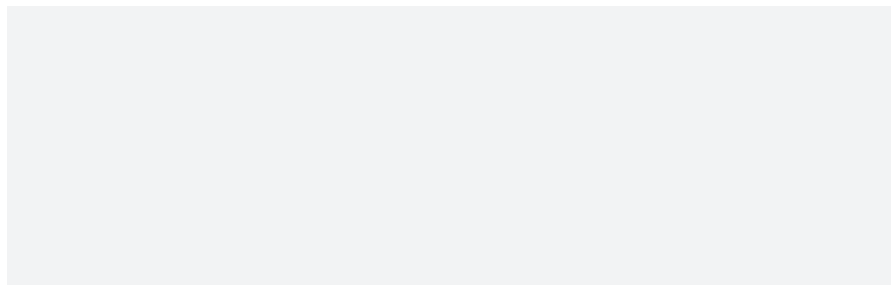
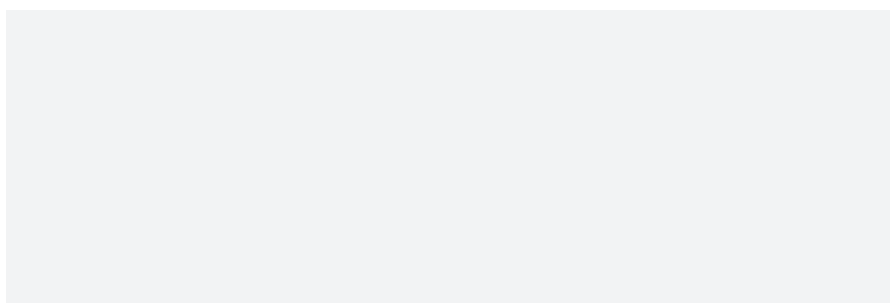
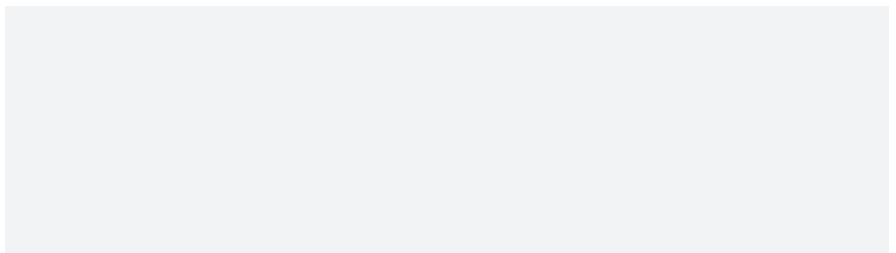


# SECTION B



DESCRIBE WHAT YOU CAN SEE IN EACH PHOTOGRAPHY.

WORK IN PAIRS. ASK QUESTIONS TO YOUR PARTNER BASED ON THE PICTURES.



# SECTION TN

## LEVEL

B1+

## TOPIC

Powerful questions

## TIME

40 - 60 min

## LANGUAGE TASK

Speaking

## PREPARATION

One photocopy of section A for each student

## OBJECTIVES

- student knows how to make a question
- student knows how to make a powerful question (it helps in the speaking exam)
- Use powerful questions to ask about language learning

## COACHING ELEMENT

Students will know what powerful questions are and what they are used for. They should also be able to ask themselves reflexive and powerful questions which will help them create awareness.

## SECTION A

In this section you will be teaching not only how to form questions, but also what is the different between powerful questions and closed questions. It is recommendable to read the section about powerful questions from the introduction.

**Warm-up:** Speaking activity about hobbies and free time activities. Write the question on the board and then tell your students to work in pairs or groups of three and answer them. Encourage them to ask follow-up questions.

**Grammar:** By using the same questions you have written on the board; explain how we form questions in English. Tell students to identify the question word, the auxiliary verb, etc, and the order of each word in a question. Encourage them to give more examples.

Next, based on the information you have given to the students, now they should be able to fill the gaps in sentences provided. Help them when necessary.

Now that students know how to form questions in English, explain the difference between a powerful question and a closed question. You can use this example:

Closed question: Is math your favourite subject? (Yes or no)

Powerful question: What is your favourite memory from childhood?

**Remember:** Closed-ended questions are those which can be answered by a simple "yes" or "no", while open-ended (powerful) questions are those which require more thought and more than a simple one-word answer.

## SECTION B

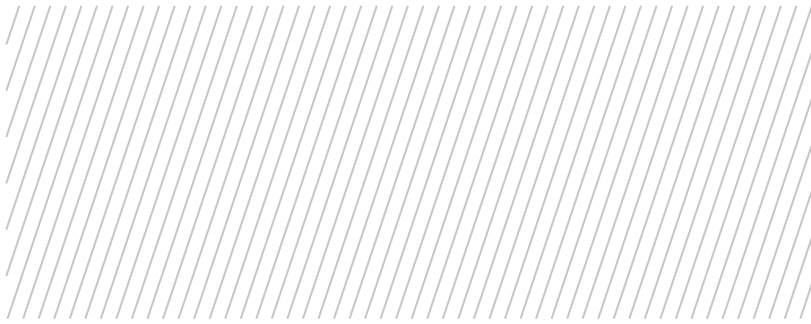
**Speaking activity** - Students continue the discussion about free time activities, but this time they have to describe and compare pictures.

There are three pictures showing different language skills, such as speaking, reading, listening, and one picture about doing sport. Encourage your students to formulate questions regarding language learning and necessary skills.

Work in pairs. Summarise at the end of the activity all their ideas and write them on the board. Discuss.

# SECRETS IN A BASKET

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# SECTION A

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## THE ORIGIN OF NAMES

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The history of names is so ancient that no one knows the beginning of the story. Since written history began, and as far back as oral history reaches, people have had names. It is therefore impossible to do more than guess at how the earliest given names were chosen. Most names appear to have had some sort of original meaning, usually descriptive, rather than being simply a pleasing collection of sounds.

Names. Everyone has one, most people have a vague idea what their own means, but few give them much more thought. The study of names is called onomastics, a field which touches on linguistics, history, anthropology, psychology, sociology, philology and much more.

When people refer to the "meaning of a name", they are most likely referring to the etymology, which is the original literal meaning.

Do you know the origin of your name? What names are popular in your area / country?

## FILL IN THE BLANKS IN THE FOLLOWING TEXT:

---

Hi, my name \_\_\_\_\_. I \_\_\_\_\_ from \_\_\_\_\_.

I \_\_\_\_\_ in \_\_\_\_\_. I \_\_\_\_\_ years old.

My birthday \_\_\_\_\_ on the \_\_\_\_\_ of \_\_\_\_\_. I \_\_\_\_\_  
a student in \_\_\_\_\_.

My favourite subject \_\_\_\_\_.

My favourite sport \_\_\_\_\_.

There \_\_\_\_\_ people in my family. My father \_\_\_\_\_ a \_\_\_\_\_.

My mother \_\_\_\_\_ a \_\_\_\_\_.

In my free time I \_\_\_\_\_.

My favourite food \_\_\_\_\_.

My favourite drink \_\_\_\_\_.

My favourite band \_\_\_\_\_.

My favourite place \_\_\_\_\_.

I \_\_\_\_\_ because \_\_\_\_\_.



# SECTION **B**

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**I'M ABSURDLY GOOD AT...**

**OKAY WELL, I PLAY...**

**I DON'T LIKE...**

**I'M TOTALLY LAZY WHEN IT COMES TO...**

**I LOVE EATING...**

**I HAVE A COLLECTION OF...**

**WHEN PEOPLE SAY STUFF TO ME...**

**I AM OBSESSED WITH...**

**I HATE...**

# SECTION TN

## LEVEL

B1+

## TOPIC

Creating Rapport

## TIME

60 min

## LANGUAGE TASK

Present tenses

## PREPARATION

One photocopy of section A for each student

## OBJECTIVES

Students are able to make introductions, speak in public and ask questions.

## COACHING ELEMENT

Creating rapport is fundamental in any coaching process, but it also has a very positive effect on the relation between teacher and students. Without good rapport, either in the relation between teacher and student or between all the members of the class, none of the other activities from this toolkit will be really effective.

## SECTION A

**Activity:** Ball of Greetings

**Conditions:** Appropriate for big and small groups, all ages. Enough room to safely throw a ball.

**Procedure:** Make a circle. Throw the ball to a participant/student, while clearly and loudly saying your name and then hers/his. This student then throws the ball to someone else, repeating the pattern (saying her/his own name and then the receiver's name). The game goes on until everyone can play fast and without making mistakes.

**Tip:** Start with a simple round during which each participant throws the ball and says her/his own name. Play slowly and speed it up as students become better at remembering names.

**Reading Task:** Students read the text "The origin of names" and underline the verbs in Present Tense. Check any unknown vocabulary and answer the two questions at the end of the text. This text introduces the idea of creating rapport not only between students and teacher, but also among students. If you have access to the internet you could find definitions for their names and discuss it in class.

**Grammar task:** Fill in the gaps in the text by using the Present Simple or Continuous (explain each tense if necessary). Students should do this exercise individually and then check their answers with a partner or in small groups.

## SECTION B

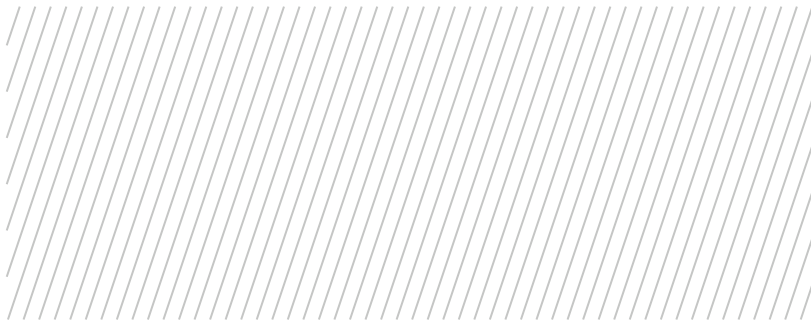
**Procedure:** Participants write something unusual about themselves on a slip of paper. The content will be made public! Students can use the template. It may be a skill, a habit, a preference, anything you like: I can't stand cold showers, for some reason they make me panic. Also, caffeine has no effect on me, it even makes me sleepy (it's a genetic trait shared with my father).

Place all papers in a basket. Whenever you need a break, an energiser, during class, randomly draw two or three slips from the basket, read the contents to the class, and ask students to guess who it belongs to. If the person identified is not the author, (s)he stands up. Continue until the class finds the true author who is invited to then briefly explain what he wrote on the slip of paper.

**Tip:** Use opportunities to help student reflect on the content and ask questions to the authors; point out interesting links to aspects that you find useful for building rapport in the group. Go through the basket until it's empty; no one should be left out!

# SMART GOALS

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# SECTION A

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## WHAT IS YOUR LANGUAGE LEARNING GOAL?

**Specific / Significant.** What exactly do students want to achieve? The more specific they are, the better chance they'll have of achieving their goal. Many students say "I want to improve my English level" whereas they should be trying to break it down to a more specific goal such as "I want to focus on my speaking and be able to do everything on the 'can do' list for spoken interaction by August .

**Measurable / Meaningful.** Students need to break it down into measurable elements so they can identify what they will see when they reach their goal. For example: objective results, fewer errors etc.

**Attainable / Adjustable.** Need to figure out if their goal is attainable and consider if it is worth the effort. Need to consider all the factors (time, effort, cost, etc.) and measure them with their personal /professional obligations. If its attainable, then they must commit to it 100%. If they don't have the time, money and or commitment, it doesn't mean they CAN'T pull it off. They just must adjust their plan a bit and go for it!

**Relevant / Responsible.** Is reaching their goal relevant to them? Do they want to reach C1 level, or do they need to? Maybe they'll find that reaching a B2+ level would result in finding the job they want. Get them to ask themselves these questions: **Why do you want to reach this goal? What is the objective behind the goal? Will this goal really achieve that?**

**Timely.** Making "deadlines" for their goals can really motivate the students and get them in "action mode". Should encourage students to:

- Plan deadlines – Make sure the timeline is realistic and flexible
- Commit to them
- Reminding them to inform the teacher of their plan
- Monitor them to give them some "extra motivation"
- Most importantly, make sure they are enjoying what they are doing and not being too hard on themselves, it can really lower their spirits.

## Find the phrasal verbs in the text and write a definition for each of them

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figure out –

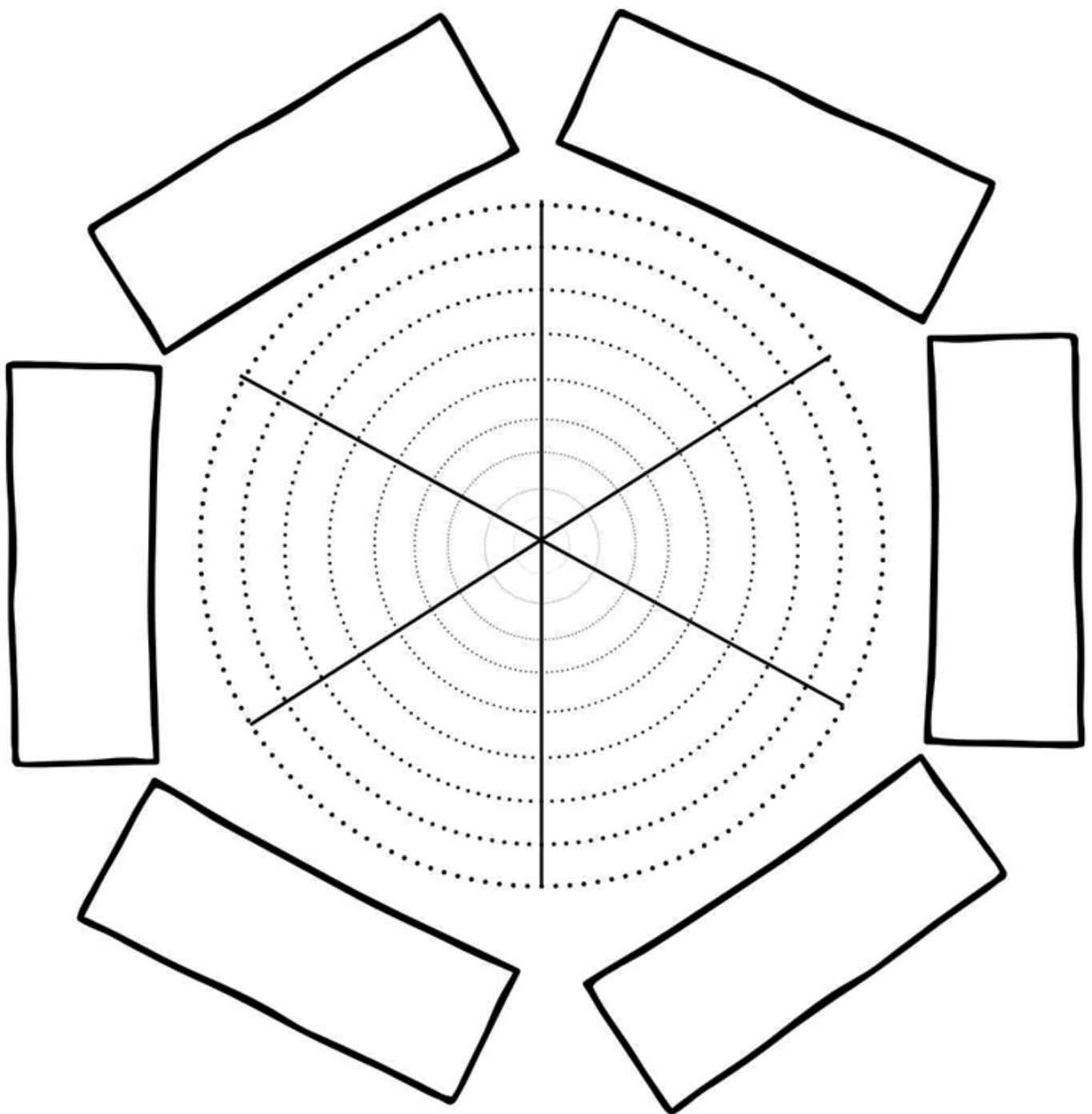
break (it) down –

pull (it) off –

# SECTION B



1. Think of 6 SMART Goals with learning English (eg. Learn 500 new work related words, being able to hold a 5 minute telephone conversation with a client, etc)
2. Write them down in the 6 boxes (one goal per box)
3. On the 1 to 8 scale of the inner circles, put a line at which point you are right now.
4. Decide a due-date for your goals



# SECTION TN

## LEVEL

B1+

## EXIT FEELING

I know what I want

## TOPIC

SMART goals

## TIME

50 min

## LANGUAGE TASK

Reading, Speaking

Phrasal verbs

## PREPARATION

One photocopy of section A for each student

## OBJECTIVES

Students work on their goals and learn about SMART goals.

## COACHING ELEMENT

Students will analyse their own goals in language learning and will change these goals to SMART goals. This will help them being more focused as well as motivated and will give the teacher very valuable information about the student and how to help him/her in the most effective way in their learning journey.

## SECTION A

**Warm-up:** Remind students of the importance of setting a goal (If your students are not aware of what a goal is, we recommend doing Activity 3 Goal setting). Start talking about goals in general and narrow it down to language learning goals. Ask students to come up with their goal and write it down on the board. Encourage students to be specific.

**Reading:** Give students time to read the text and familiarise themselves with the concept of SMART goals. If you need more information about it make sure you check the Introduction. Check students' understanding of the text and important vocabulary. When they finish reading, students check if their learning goals are SMART goals. Make sure you give students an example of SMART goal and discuss together.

**Example of SMART goal:** "I will obtain a job as a high school English teacher within three months after passing my C2 English exam."

**Grammar:** Phrasal verbs. Students read the text again and identify the phrasal verbs. They have to create definitions for each phrasal verb from context. Check with a partner.

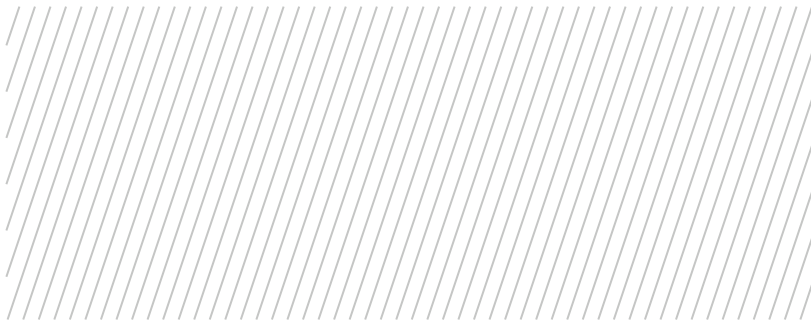
## SECTION B

### The Wheel of language learner

Make a photocopy of Section B for each student and explain that they have to think of 6 SMART goals related to language learning. Students should put a line at which point they are right now on the 1 to 8 scale of the inner circles. Encourage students to decide a due-date for your goals.

# STUDENT CENTRED LEARNING

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# SECTION A

## WARM-UP QUESTIONS

Think of a place where you work well and a place where you work not so well. Tell a partner the reasons for your choice.

**“I find myself working much more productively at home than in the office. When I have a home-office day, I always do so much more work!”**

Do you agree with this quote? Why do you think this is true/false?

Many things can affect the success or failure of our goals. These are factors beyond our motivation and ability to do something.

**Physical** – Some people are simply not willing to work in a messy room! Clean, nicely organised and quiet environments for work are vital for success.

**Emotional** – how are you today? Seriously, how are you feeling? If you are in a good mood, feeling positive, optimistic, you will probably be more productive.

**Interpersonal** – have you ever heard that most people don't leave their jobs, they leave their bosses? Well, it's true, in many cases. The people you work with: teachers, colleagues, classmates, family, friends, can be the reasons for success, or the cause of difficulties.

**Meteorological** – do you work better in the sunshine or the rain? Summer or winter? The light of the dark?

**Temporal** – are you more productive in the morning or in the evening? Many people are not used to working at night, so they are unsuccessful! Imagine you want to do some revision for an exam before work, would you do it late at night or early in the morning before you normally get up?

## Expressing preferences

Which of the examples below do you find in the text?

**I am not used to (+ verb with 'ing')...**

**I am (not) willing to (+ infinitive)**

**I (I don't enjoy) enjoy (+ verb with 'ing')**

Which other phrases do you know for expressing preferences?

Tell your partner about your preferences. Use the language above to explain your choices.



# SECTION B

1. Choose a goal that you developed with “SMART goals” or any other goal.
2. Decide which environmental factors mentioned in section A could help you towards success or be a reason for failure.

	What could help you achieve this?	What could be a reason for failure?
Internal factors (your characteristics)	STRENGTHS	WEAKNESSES
External factors (environment characteristics)	OPPORTUNITIES	THREATS

## DISCUSS WITH YOUR PARTNER

Do you think you will have a better chance of achieving your goal now you have completed this exercise? Why?

# SECTION TN

## LEVEL

B1+

## TOPIC

Supporting  
Continuous  
Learning

## TIME

40 - 60 min

## LANGUAGE TASK

Reading  
comprehension

## PREPARATION

One photocopy of  
section A for each  
student

## OBJECTIVES

To raise awareness of environmental factors and express preferences about these

## COACHING ELEMENT

It's important for students know what they need to get towards their goal. Not only which course they need, but also what things will help them getting towards their goal. Or what might prevent them from getting there. Where to study or practise. What time to do it. How to do it. With whom to practise or study. Or maybe it's better to study alone. Students need to create awareness of these things to be able to decide their best strategy. They need to take ownership of their own learning.

## SECTION A

**Warm-up:** Ask the students where they usually work/study. You can board their answers. Ask them to choose the favourite and the least favourite place and discuss it with their partners. Give them an example, e.g. 'I enjoy studying in the library because there are no distractions...'

**Reading:** Students read the text individually. When they finish, ask them if they agree or disagree with the quote: "I find myself working much more productively at home than in the office. When I have a home-office day, I always do so much more work!". Start the open class discussion.

**Grammar:** Focus students on phrases expressing preferences. Elicit more examples of phrases. Ask them to write down a few sentences about the preferences of learning environment. Students compare the answers with their partner.

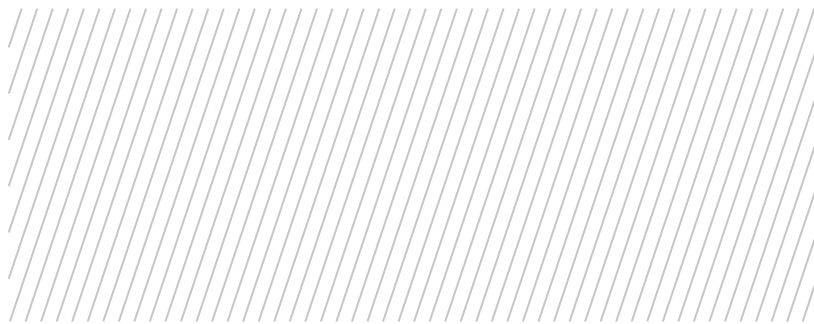
## SECTION B

Put students in groups (ideally not bigger than four). Ask them to complete the task individually. Give them an example, e.g. Internal factors: 'I want to bake my first chocolate cake this year. I enjoy learning new things. I tend to procrastinate.' External factors: 'It's cold and rainy outside so I'd rather stay at home. My flatmates always hang out in the kitchen and there is no space.' Students share the answers with the group. Monitor and help them if necessary.

**Extra idea:** You can mix the groups and ask them to think of one more example.

# SWITCHING ROLES

---



# SECTION A



How are people similar to or different from you? Think about your work, university or personal life.

Describe what you feel when you see a style different from your own.

## RAUL'S DILEMMA

Raul has worked in your current role in sales for the past 6 months. His boss (Anne Biregg) is always very supportive, but he is beginning to become frustrated. Anne is getting too involved with some of Raul's tasks at the moment. This makes him feel like he is too micromanaged in some areas.

However, at times he also feels under-supported. He knows that Anne does not have much time and she is overworked. However, there have been moments recently when he has tried to tell her about an issue and she has said that he should only come with solutions, not problems!

He is clearly unsatisfied by the approach and has started to feel disengaged in his work.

**Discuss these questions with your partner**

What would you do in Raul's situation?

What differences are there in Raul and Anne's style?

**Look at the following adjectives below. Find them in the text and write the prefixes. How do the prefixes change the meaning?**

\_\_\_satisfied

\_\_\_engaged

\_\_\_-supported

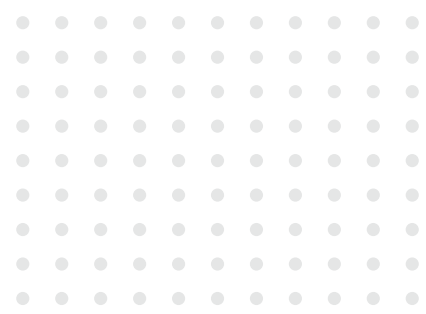
\_\_\_worked

Which other adjectives can you think of with prefixes that change the meaning?

## DISCUSSION

Do you think that diversity of working styles will cause people to work better together, or is it most likely to cause conflict? Why? Why not?

# SECTION B



**Read the following statements. Give each one a rating of 1-5 (1 less important, 5 more important). Then, discuss them with your partner.**

- a) I prefer to have a good argument with good explanations to persuade people when I want them to do something
- b) I prefer to ask people questions to find out what's important to them and then make a proposal that's best for both people
  
- a) I prefer to tell people how something works
- b) I prefer to find out where someone doesn't understand something and help solve their problem.
  
- a) I prefer to know exactly what I have to do and what my tasks are in my job.
- b) I prefer to be flexible with my role. It depends on what my company/ customer/ colleagues need at that time
  
- a) When people do not recognise my positive work, I tend to feel worse.
- b) If someone does not criticise my work, it means my work is good quality.
  
- a) I like it more when I have a clear plan and do not have to change.
- b) I prefer to think of ways to change and be flexible with my plans.
  
- a) When I start something new, I try to think about what the costs or potential threats are.
- b) When starting something new, I get more excited about the potential benefits.
  
- a) I tend to say exactly what I think about something, even if that means it could upset people.
- b) I tend to try to say things in a way that keeps everyone happy.
  
- a) I prefer to share how I think something should be done first.
- b) I prefer to hear all opinions of how something should be done and see what everyone thinks.
  
- a) I prefer to tell people about an issue in detail before thinking about action.
- b) I tend to think in solutions and can often take action quickly to solve problems.
  
- a) When I make a decision, I go with what I believe is right.
- b) When I make decisions, I prefer to look at the data and make decisions based on that.
  
- a) I become frustrated with people who use their beliefs and not data to convince me.
- b) I tend to find arguments that have beliefs and principles more appealing.

## Switching Roles

Which areas of difference do you see with your partner?

How could these areas cause difficulties with communication or working together? How could they be a strength?

# SECTION TN

## LEVEL

B1+

## TOPIC

Teacher / Student  
Communication

## TIME

40 - 60 min

## LANGUAGE TASK

Reading  
comprehension

## PREPARATION

One photocopy of  
section A and B for  
each student

## OBJECTIVES

To understand your preference of working style

To learn how to become more flexible at work

## COACHING ELEMENT

Not everybody has the same working style. Nevertheless, we are not always aware of that. Nor are we aware of our own working style. Creating awareness of both our own style and that of others is an important element if we want to become more effective in our work and in our collaboration with others.

## SECTION A

**Warm-up:** Tell students to think of three people they work/study with. Board some key words, e.g. 'organised, punctual, supportive'. Ask: 'How are these people similar to or different from you?'. Give students a few minutes to reflect and then ask them to work in pairs and discuss it. Start a group discussion: 'How do you feel when you see the style different from your own?'. You can help by asking 'Do you feel curious/jealous/inspired?'

**Reading:** Students first read the text individually and then discuss the end questions with a partner. Ask some students to share their answers. Start the end discussion. Make sure that everyone participates.

**Extra idea:** You can ask the students to role-play the situation or put the students in two groups: those who support Ann's style and those who support Raul's style.

**Grammar:** Students do the exercise on their own and then compare their answers with a partner.

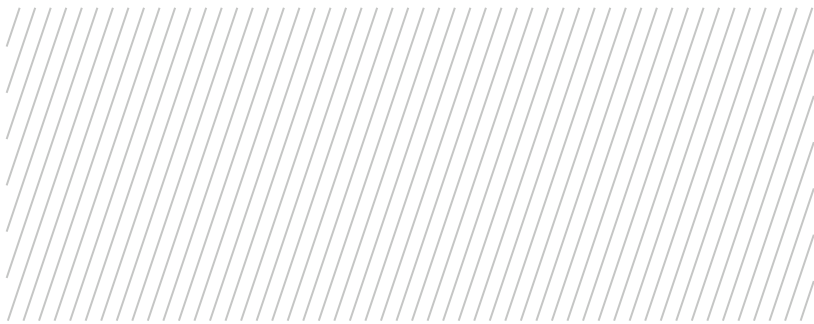
## SECTION B

Give each student a copy of questionnaire. Ask students to work individually and give each statement a rating from 1-5. You can board it to make it more visible (1 less important, 5 more important). After they finish, they compare the answers and discuss the end questions with the partner. Monitor the students and ask them questions if necessary. Encourage them to share some observations with the whole group.

**Tip:** You can do the first example together with the students to make sure they understand the task.

# TAKING ACTION

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# SECTION A

How many frogs do you see?

5 frogs are sitting on a log. 4 of the frogs decide to jump off.  
How many frogs are left?



Elisabeth Kübler-Ross was a professor and doctor at the hospital associated with University of Chicago, and she started doing interviews with terminally ill patients. They talked about their pain, their loneliness, their frustrations with their medical care. Many of these patients had gone home with various regrets.

**If I had had the courage to live a life true to myself, I wouldn't have had to do what others expected me to do.**

This is one of the most common regrets among people. When you look back on your life, it is easy to see how many dreams you have not fulfilled due to choices they had made, or not made. It is very important to try and honour at least some of your dreams along the way.

**If I had learned new skills, I would have had more opportunities in life.**

By learning new skills such as a new language, you become happier and more open to new opportunities, ones more suited to your new lifestyle. In addition, it helps by improving social interaction and encouraging connection between peers.

**If I had had the courage to express my feelings, I wouldn't have been in a toxic relationship.**

Many people blocked their feelings in order to maintain peace with others. As a result, they settled for a mediocre existence and never became who they were truly capable of becoming. If you speak honestly to people, the relationship raises to a whole new and healthier level. Or it releases the unhealthy relationship from your life, either way you win.

## Language task

Grammar: conditionals

Find conditionals in the text.

Complete the gaps in the following sentences:

If I \_\_\_\_\_, I \_\_\_\_\_

Could you think of anything in your life that you decided to do, but you didn't in the end?

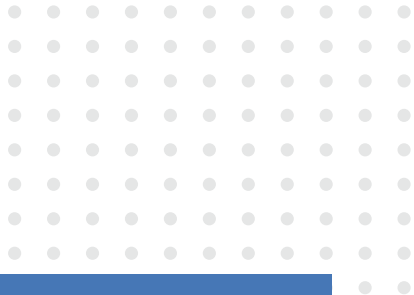
How would your life be today if you had done it?

What would you like to learn in ten years' time?

What can you do today to reach that goal?



# SECTION B



WHAT will you do?	WHEN will you do it?
WHERE will you do it?	HOW will you do it?
WHO are you going to tell?	By WHEN?
HOW ARE YOU GOING TO CELEBRATE IT?	ARE YOU GOING TO DO IT?
	YES NO

# SECTION TN

## LEVEL

B1+

## TOPIC

Action planning

## TIME

50 min

## LANGUAGE TASK

Reading  
Conditionals

## PREPARATION

One photocopy of  
section A and B  
for each student

## OBJECTIVES

The power of taking action.

Students learn that they are responsible for their own actions and success.

Create an action plan.

## COACHING ELEMENT

Students learn that they are responsible for their own success in language learning (and life) and that by not taking action now, they might regret it later on in life. This awareness should help them making the decision to take action.

Once they make this promise to themselves, they should start getting organised and draw an effective action plan.

It's important that the student has a "reward" as part of the action plan. This is to connect powerful emotions (getting a reward) to learning the language and will boost the student's self esteem.

## SECTION A

**Warm-up:** Tell students to look at the picture of frogs and answer the question. "Five frogs are sitting on a log. Four decide to jump off. How many frogs are left on the log?" Most students will probably say that only one frog is left on the log, but in reality, all of them are still on the log, because the four have decided to jump but didn't actually do it.

**Reading:** Students read a text about Elisabeth Kübler-Ross, a Swiss-American psychiatrist, and her interviews with terminal ill patients. This text is meant for students to reflect on the difference between deciding to do something and talking action. After they finish reading, you can start a discussion by answering the four questions provided at the end of the text. You discuss it in a group or in pairs.

**Grammar:** Explain the different types of conditionals and let students identify the conditional used in the text (third conditional). Students complete the sentences.

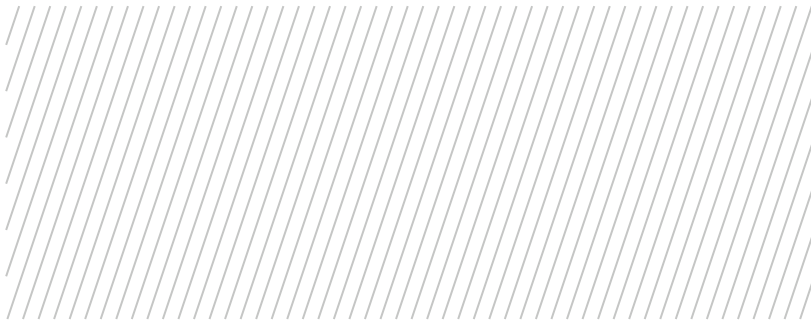
## SECTION B

### ACTION PLAN

Make a photocopy of section B for each student which contains the action plan that they have to complete. Make sure they are very specific when filling in the table. Help them with suggestions when necessary.

# TONY ROBBINS

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# SECTION A



## WARM-UP QUESTIONS

Can you think of anyone in your life that has helped you in a difficult situation?  
How did that person help you?

### Textual Input

**Interviewer:** You say people must take control of their emotions, for example, to choose action over anger or sadness. What would you advise a long-time angry or sad person to do?

**Tony Robbins:** I don't believe in waiting for great feelings. You should bring positivity and gratitude in your life. To do that, I take ten minutes every morning. First, I do a little deep breathing. Then, I focus on three moments in my life I'm grateful for. Finally, I think of three things I want to do that day—my "Three to Thrive". Then, I start my day. If you do this every day, you should be able to find things to be grateful for. It doesn't mean I don't sometimes feel angry, but I'm searching for positive emotions, and you could do it too! Treat others and yourself better!

**I:** What would you say to someone who has tried something many times and is about to give up?

**TR:** We want to avoid pain and have pleasure so if our first attempts to achieve our dreams fail, we stop trying and think: "I'm not educated enough, not attractive enough, not smart enough." You must find something you want to live for that's bigger than yourself—a mission – that will pull you to achieve. You must understand that everyone could fail, but only successful people have found a way to keep trying until they succeed. The third element of success is your state: You must replace pessimism or anger with generosity, curiosity, gratitude.

### Post-text discussion task

Who do you think Tony Robbins is? What do you think his profession is?

### Language task

#### MODAL VERBS

**Situation A:** Your best friend failed an important exam.

**Situation B:** Your sister must make an important decision about choosing where to study.

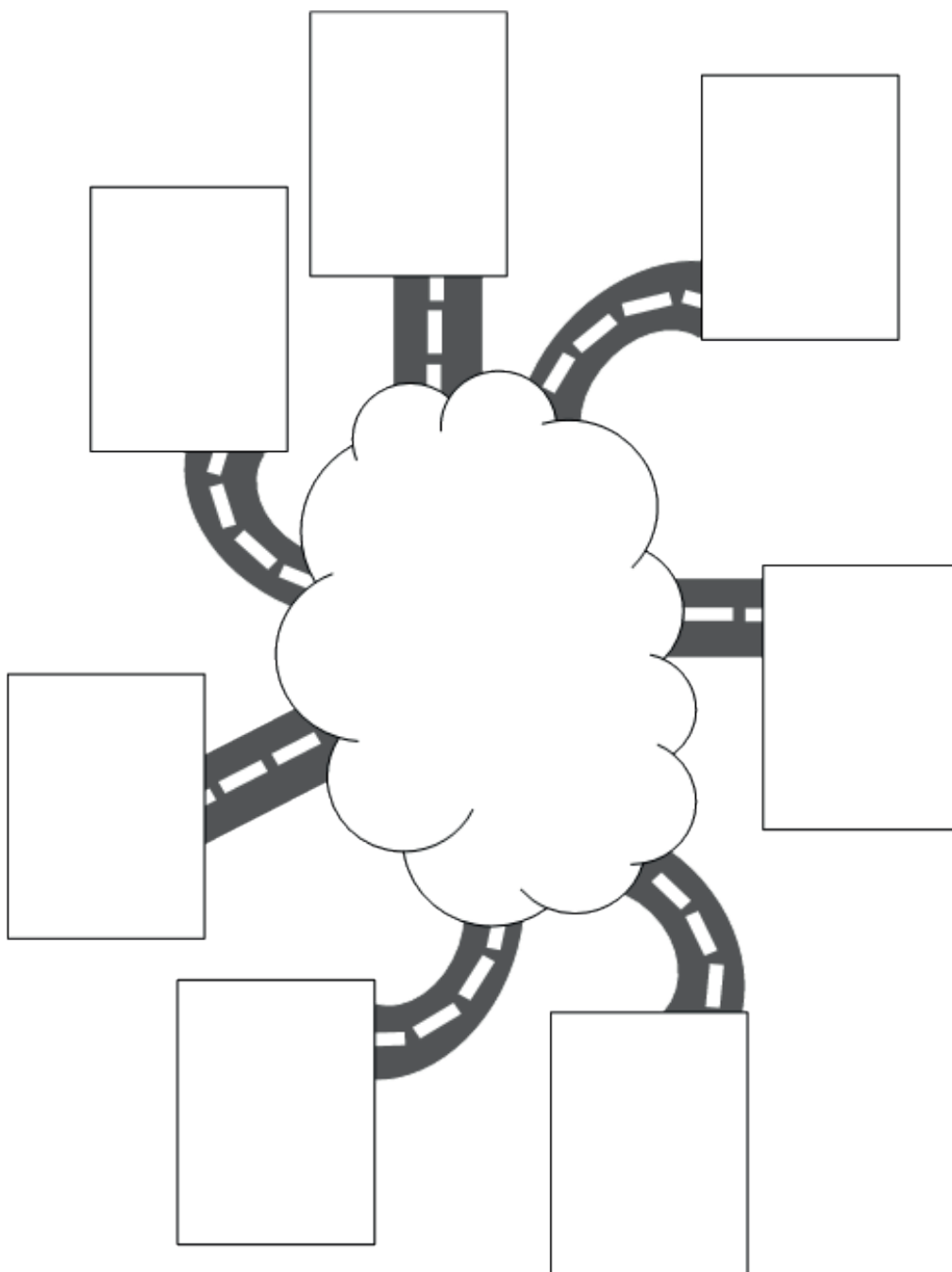
I would \_\_\_\_\_

He/She should \_\_\_\_\_

We could \_\_\_\_\_

# SECTION B

Who was your best teacher and why?



How can coaching help you with learning English? Make a list.

- 
- 
-

# SECTION TN

## TOPIC

Tony Robbins –  
Life coach

## TIME

30 - 50 min

## LANGUAGE TASK

Grammar:  
Modal verbs  
Reading:  
short interview

## PREPARATION

One photocopy of  
section A and B  
for each student

## OBJECTIVES

Students learn that coaching could be part of the answer to their problems

## COACHING ELEMENT: INTRODUCTION TO COACHING

Not everybody has the same working style. Nevertheless, we are not always aware of that. Nor are we aware of our own working style. Creating awareness of both our own style and that of others is an important element if we want to become more effective in our work and in our collaboration with others.

## SECTION A

**Speaking:** Students answer the following questions: “Can you think of anyone in your life who has helped you in a difficult situation? How did that person help you?”. Encourage each of them to give you a detailed example, guide them with an example from your own experience if necessary.

**Reading:** Tell students that they will read an interview with someone who has helped people in different situations. Give students time to read the interview without mentioning that Tony Robbins is a famous coach. After they finish reading start a discussion about Tony Robbins. Suggested questions: Who do you think Tony Robbins is? What do you think his profession is?

**Grammar:** Modal verbs - explain the different types of modals and do the exercise. Students should work in pairs and each of them should complete the sentences for each Situation (A and B). Encourage them to imagine that the situations are real, and their answers should be as honest as possible. Suggested answers for Situation A: I would talk to my best friend about the exam and offer my help to study together for the next one.

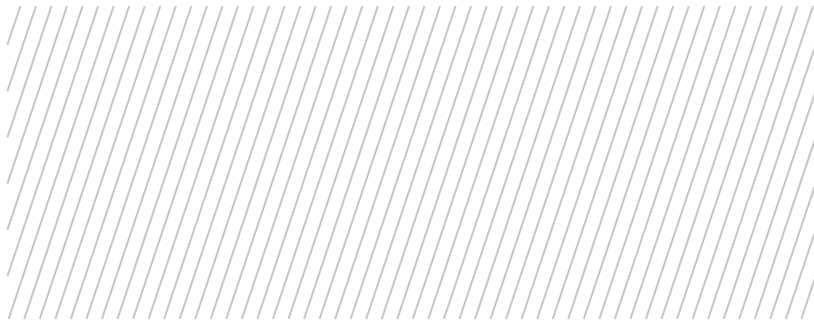
## SECTION B

Activity: “Best teacher ever!” Make a photocopy of Section B for each student.

- Start by asking your students about their experience in school and if they can think of their best teacher ever.
- Ask them to write the name of this teacher in the middle of the mind map.
- Encourage them to mention traits of their best teacher and write the most common ones on the board. Always reflect to the story of Tony Robbins and his work as a coach.
- Give your students time to complete the mind map by writing down more reasons why they consider this teacher to be the best. (Complete your list on the board with more examples if necessary).
- Discuss: Would you say your teacher was your coach?
- Finish the activity by answering the final question: “How can coaching help you with learning a new language?” Students make a list of 3 possible answers based on their experience with language learning..

# WHAT'S A GOAL

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# SECTION A

## WARM-UP QUESTIONS

- What is a goal?
- Why are goals important?

The young people below all want to do a language course during their school holidays. Decide which course would be more suitable by choosing from the five descriptions of language academies below.

Alice wants a course to help with her listening skills in English, focusing on the B1 Trinity exams format. She is hoping to do the exam next month so she is looking for an intensive online course of 3 weeks.

David loves languages and wants to start an Italian course during the summer. He prefers studying in the evening and he wants to be in a small group of 2-3 students. He is excited to start as soon as possible.

Kate has done an English course and now she is interested in preparing for the Cambridge exam. She wants to improve her writing and speaking skills. The classes must be in the city centre because she lives in this area.

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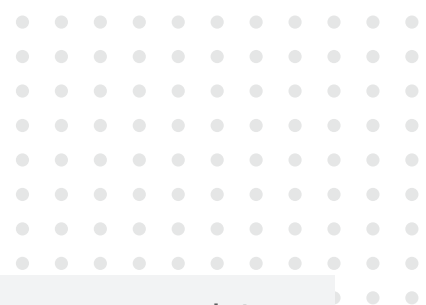
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# SECTION B



1. I find that my targets are too ambitious. If I'm struggling to meet a goal, I set sub-goals to renew my motivation. I don't celebrate success until I've achieved a goal.

**Mostly agree**

**Agree**

**Mostly disagree**

**Disagree**

2. I set low standards so that my goals are easy to meet.

**Mostly agree**

**Agree**

**Mostly disagree**

**Disagree**

3. I regularly monitor how I am doing, so that I can measure how well I'm progressing towards my goals.

**Mostly agree**

**Agree**

**Mostly disagree**

**Disagree**

4. I don't set an end date for achieving my goals, so that I give myself plenty of time.

**Mostly agree**

**Agree**

**Mostly disagree**

**Disagree**

5. If I fail to meet a target, I move on without reflecting on what went wrong.

**Mostly agree**

**Agree**

**Mostly disagree**

**Disagree**

6. I look for ways to build goals into my daily life by developing new habits.

**Mostly agree**

**Agree**

**Mostly disagree**

**Disagree**

7. I get excited by new ideas and I flit from goal to goal without achieving anything.

**Mostly agree**

**Agree**

**Mostly disagree**

**Disagree**

8. I enjoy planning how to achieve goals, but then get bored by the mundane work of delivering them.

**Mostly agree**

**Agree**

**Mostly disagree**

**Disagree**

Work in pairs. Compare your answer with your partner and discuss.

# SECTION TN

## LEVEL

B1+

## TOPIC

Goal setting  
Language course

## TIME

30 - 50 min

## LANGUAGE TASK

Reading  
comprehension

## PREPARATION

One photocopy of  
section A and B  
for each student

## OBJECTIVES

General awareness of goals and the student's own approach to goal setting

## COACHING ELEMENT

Students create awareness of how goal oriented they are themselves. They will also realise that not all students in the same class will have the same goal and that different people, although doing the same thing (language learning) might do it for different reasons.

## SECTION A

**Warm-up:** Start the activity by introducing the idea of having a goal. Guide the discussion towards the definition of a goal and talk about short-term goals and long-term goals and ask students to give you examples. Encourage students to be specific with their goals – **Suggested answers: + What is your goal? – To speak English. + Could you be more specific? – To improve grammar. + What grammar? And for what purpose?**

Work in pairs and answer the second question: "Why are goals important?" Make a list on the board. Suggested answers: It keeps you focused; to motivate yourself; to build your self-confidence, based on successful achievement of goals, etc.

**Reading:** This is a reading comprehension exercise based on the structure of the Cambridge exam. Students will read five descriptions of language academies and will have to choose the appropriate one for each of the three future students: Alice, David and Kate. Tell students to underline the goals of each candidate and any other important information in order to find the correct academy for each of them.

## SECTION B

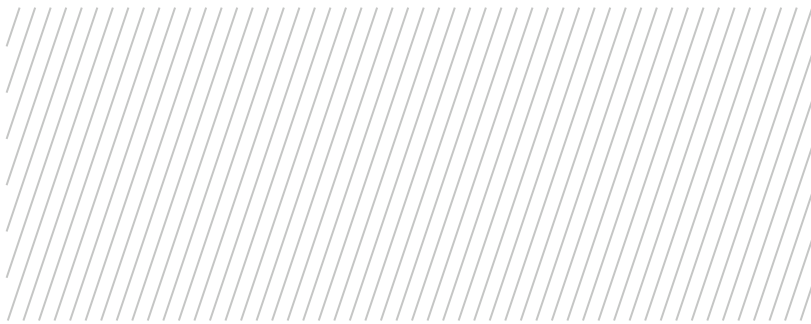
Goal orientated quiz.

- Students do the quiz individually.
- Compare and discuss their answers in pairs.

Encourage a final discussion about the importance of goal setting in their lives.

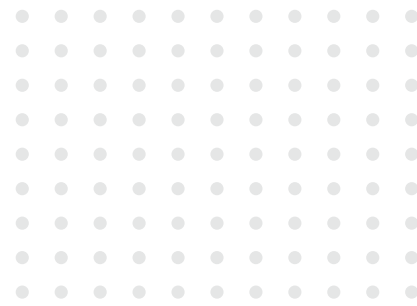
# WRITING A LETTER

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# SECTION A

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**This is part of a letter you receive from an English friend.**

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I've transferred to a new school where I can choose a new language to learn. I would like to study your native language. What is the most difficult thing about learning it? Is it possible to learn it in less than a year?

# SECTION B

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**GRAMMAR IS BORING BECAUSE**

**ENGLISH IS DIFFICULT BECAUSE**

**I CAN'T LEARN A LANGUAGE BECAUSE**

**I DON'T LIKE CONDITIONALS BECAUSE**

**I AM NOT GOING TO PASS THE EXAM BECAUSE**

**I DON'T LIKE THIS LANGUAGE BECAUSE**

**I HAVE NO TIME TO STUDY BECAUSE**

**I MUST TAKE THIS COURSE BECAUSE**

- If I believed more in myself, I \_\_\_\_\_
- If I believed more in myself, I \_\_\_\_\_
- If I believed more in myself, I \_\_\_\_\_

# SECTION TN

## LEVEL

B1+

## EXIT EMOTIONS

Awareness of my own  
Beliefs about  
language learning

## TOPIC

Transform limiting  
beliefs in  
powerful beliefs

## TIME

40 - 60 min

## LANGUAGE TASK

Writing  
Speaking

## PREPARATION

One photocopy of  
section A and B  
for each student

## OBJECTIVES

Analyse limiting beliefs students might have about learning a new language.

## COACHING ELEMENT

Students will create awareness of their own beliefs about language learning and how this affects their outcome. They will also look for counter arguments, which they can convert in powerful beliefs to substitute their limiting ones.

## SECTION A

It is recommended to do the activity "Limiting beliefs 1" first so that students have awareness of the power of limiting beliefs.

**Warm-up:** Discuss the process of learning a new language and how limiting beliefs are affecting each students' experience with learning it. What limits you when learning a second language?

**Writing task:** Tell students that they will write a letter to a friend from a different country where they should talk about limiting beliefs related to learning their native language. For example: "I think that Spanish grammar is very difficult to learn because there are many tenses to study." Check their writing while they are doing it and help with vocabulary when necessary. Have a discussion at the end of the task where you point out the most common limiting beliefs from each student.

## SECTION B

**Warm-up:** Write on the board the limiting beliefs students have related to language learning (you can use the same ideas from the writing). Create a mind map that students can use in the next part of this activity.

### Game: Powerful beliefs

Play this game in groups or pairs. Make a photocopy of Section B for each pair (group) and cut up each statement.

There are 8 statements in total. Each statement has to be completed with a limiting belief. One student picks up a statement, completes it, and their partner has to transform that statement into a powerful belief. Students can help themselves if they play in groups and they can also use the mind map you had previously created on the board. They have to play this quickly and say the first idea that comes up in their mind so encourage them to spend less than 30 seconds on each statement. This game is meant to help them create as many powerful beliefs as possible. When they finish they can complete the three sentences on the bottom of the page.



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