



study abroad	discipline in schools	team sports and individual sports	online learning
living in a big city	space tourism	working inside or outside	music piracy
unemployment	stress in society	weddings in your country	cosmetic surgery
ways to relax	shopping for food	social networking sites	working from home
vegetarianism	tattoos and piercings	road safety	computer games

Useful language

A

In my view, ...
Firstly, ...
Although ...
In addition ...
Despite ...
As I said before, ...
Another thing to consider ...
However, ...
Perhaps ...
Nevertheless, ...
In conclusion, ...

B

I believe that ...
On the one hand, ...
Though ...
In spite of ...
But ...
Whereas ...
I doubt that ...
In general, ...
Maybe ...
Furthermore, ...
To sum up, ...

C

In my opinion ...
Despite the fact that ...
While ...
Even though ...
I don't think ...
Perhaps ...
Also, ...
However, ...
As I said before, ...
Moreover, ...
On balance, ...

Activity

Group work: speaking

Aim

For each student to speak for one minute on a particular topic

Language

Linking devices

Preparation

Make one photocopy of the sheet for each group of three students. Cut up the topic cards.

Time

20–25 minutes

Lesson link

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Teaching notes

Procedure

- › Students work in groups of three.
- › Start off by giving students an example. Write a topic on the board, e.g. Learning English. Speak for one minute using the expressions on card A.
- › Give each group a Useful language sheet and a set of topic cards. Ask them to place the topic cards face down and to put the Useful language sheet on the desk so that it is visible to the whole group. Ask them to use a watch or a phone as a timer.
- › Explain that they are going to speak on their own about a topic from the cards for one minute, and that they have to use at least five items from one column of the Useful expressions box. Stress that they cannot choose the topic – they have to take a card from the pile without looking. Also mention that they should use a different column of the Useful language box each time they speak.
- › One student acts as referee each time someone speaks. They write down any of the words and expressions from the Useful language box which the speaker uses.
- › The referee should give a mark out of five for the words and expressions used and also two extra points if the group feel the student kept to the topic.
- › Get feedback from the class. Ask which student in each group got the best score. Go over any issues with the target language.