



BEATA TOPOLSKA
TRENER JĘZYKA ANGIELSKIEGO

Gotowe lekcje – materiały dla lektora i słuchacza

Styczeń 2016

SPIS TREŚCI

Poziom Pre-Intermediate

1. *Did you enjoy your holiday?*

Poziom Intermediate

2. *And what do YOU do to stay healthy?*

Poziom Upper-Intermediate

3. *Cultural differences*

4. *What makes people happy at work*

Poziom Advanced

5. *How easily persuaded are you?*

6. *How to maintain a good work-life balance*

Did you enjoy your holiday?

(LEVEL A2)

Part 1: WARM-UP

EX.1. Look at the pictures below and answer the following questions. Compare your ideas with your partner:

- Where is it?
- Where would you like to spend your holiday and why?
- What are possible advantages and disadvantages of each holiday location?

A.



B.



Source: pixabay.com

EX.2. Label the things you see in the pictures. Use the following words:

to go sightseeing (v), nightlife (n), sandy (adj), fresh air (n), relaxing (adj), busy (adj), crowded (adj), green spaces (n), skyscrapers (n), waves (n), palm tree (n), exciting (adj)

Part 2: WATCHING

Source: <https://www.youtube.com/watch?v=x4aLHA6-coU>

EX3.a You will listen to different people talking about their holidays. Fill in the chart below with the information you hear. Try to write down the adjectives that people use to describe their holiday experience.

	What kind of holidays do you like?		Where did you go on your last holiday?
Speaker #1		Speaker #1	
Speaker #2		Speaker #2	
Speaker #3		Speaker #3	
Speaker #4		Speaker #4	
Speaker #5		Speaker #5	
Speaker #6		Speaker #6	
Speaker #7		Speaker #7	
Speaker #8		Speaker #8	
Speaker #9		Speaker #9	
		Speaker #10	

EX. 3.b Using the adjectives from the previous exercise answer the same questions with your partner.

Part 3: VOCABULARY

EX.4. Match the expressions used in the video.

A. landmark	a. a short holiday spent in a city
B. city-break	b. in particular
C. especially	c. attractive or enjoyable
D. sights	d. a well-known object f.e. in a city
E. lovely	e. interesting things to see

EX.5. Now use the expressions to fill in the sentences below.

1. Paris has many famous such as the Eiffle Tower or the Cathedral of Notre-Damme.
2. When we went to Thailand last year we had a time.
3. The city of London has a lot of interesting that you should see when you visit.
4. Last month we went on a to Berlin. We only spent 3 days there but it was great fun!
5. I don't enjoy eating seafood, prawns!

Part 4: AFTER WATCHING:

EX.5. Using the vocabulary from EX. 2 & 4 write a postcard to your friend describing your holiday. Make sure you include:

- a) the location and where you are staying (hotel/hostel/campsite?)
- b) whether you are enjoying your holiday or not
- c) any landmarks/sights you saw
- d) some information about food, weather, your daily activities etc.

Did you enjoy your holiday?

(LEVEL A2)

Part 1: WARM-UP

As a warm-up tell your ss to make a list of expressions they associate with holidays. Ss can work either in pairs or individually. Allow 1-2 minutes. Board a few ideas. Clarify any new vocabulary. Brief feedback as a class.

Hand out exercise 1. Set the task by giving clear instructions. Allow appx. 5 minutes for a discussion. Feedback as a class.

EX.1. Look at the pictures below and answer the following questions and compare your ideas with your partner:

- Where is it? (A. Hongkong, B. Maldives)**
- Where would you like to spend your holiday and why?**
- What are possible advantages and disadvantages of each holiday location?**

A.



B.



Source: pixabay.com

Set exercise 2 by giving clear instructions. You may want to pre-teach: crowded, skyscrapers, waves. Allow 5-8 minutes. Feedback.

EX.2. Label the things you see in the pictures. Use the following words:

to go sightseeing (v), nightlife (n), sandy (adj), fresh air (n), relaxing (adj), busy (adj), crowded (adj), green spaces (n), skyscrapers (n), waves (n), palm tree (n), exciting (adj)

Part 2: WATCHING

Source: <https://www.youtube.com/watch?v=x4aLHA6-coU>

Tell your ss that they will hear different people talking about their holidays. Tell them not to worry about the order as it will change with each question. Play the video twice (stronger groups) or 3 times (weaker groups). Allow pair check in between. If the group is stronger, tell them to give more details eg. What exactly people did on holiday (kayaking, shopping etc.)

Note: if your ss struggle with the task you can pause the video after each speaker allowing them more time to take notes.

EX3.a You will listen to different people talking about their holidays. Fill in the chart below with the information you hear. Try to write down the adjectives that people use to describe their holiday experience.

	What kind of holidays do you like?		Where did you go on your last holiday?
Speaker #1	Adventure holidays	Speaker #1	Cook Islands
Speaker #2	Relaxing beach holidays	Speaker #2	Bali
Speaker #3	City-breaks and beach holidays	Speaker #3	St. Lucia
Speaker #4	Activity holidays	Speaker #4	Disneyland in Paris
Speaker #5	Activity holidays	Speaker #5	Australia
Speaker #6	Beach holidays	Speaker #6	New York

Speaker #7	Beach holidays	Speaker #7	Rome
Speaker #8	Relaxing holidays	Speaker #8	New York & New England
Speaker #9	Relaxing holidays and city-breaks	Speaker #9	Southern France
		Speaker #10	Mauritius

Adjectives: fantastic, lovely, amazing, wonderful, safe, great, very relaxing

Allow appx. 5 minutes for the discussion. When doing feedback ask your ss to report what they've learnt from their partner.

EX. 3.b Using the adjectives from the previous exercise answer the same questions with your partner.

Part 3: VOCABULARY

Set the next task by giving clear instruction. Allow your ss to compare their answers before giving feedback. (appx. 5 - 8 minutes)

EX.4. Match the expressions used in the video.

A. landmark d	a. a short holiday spent in a city
B. city-break a	b. in particular
C. especially b	c. attractive or enjoyable
D. sights e	d. a well-known object f.e. in a city
E. lovely c	e. interesting things to see

EX.5. Now use the expressions to fill in the sentences below.

1. Paris has many famous**landmarks**..... such as the Eiffle Tower or the Cathedral of Notre-Damme.
2. When we went to Thailand last year we had a**lovely**..... time.
3. The city of London has a lot of interesting**sights**..... that you should see when you visit.

4. Last month we went on acity-break..... to Berlin. We only spent 3 days there but it was great fun!

5. I don't enjoy eating seafood,especially..... prawns!

If there is still time at the end of the lesson, you can finish off with EX.5. If not – give it as a homework.

Part 4: AFTER WATCHING:

EX.5. Using the vocabulary from EX. 2 & 4 write a postcard to your friend describing your holiday. Make sure you include:

- a) the location and where you are staying (hotel/hostel/campsite?)
- b) whether you are enjoying your holiday or not
- c) any landmarks/sights you saw
- d) some information about food, weather, your daily activities etc.

And what do YOU do to stay healthy?

(LEVEL B1)

Part 1: WARM-UP

EX.1. Watch the Coca-Cola commercial and answer the questions below. Compare with your partner.

1. What are the differences between the lifestyles shown in the video? Write down as many as you can.
2. Which lifestyle do you prefer and why?
3. Which lifestyle is more similar to yours?

Source: <https://www.youtube.com/watch?v=ExRg8m38rug>

Part 2: WATCHING

Source: <https://www.youtube.com/watch?v=T0zkYA7KMgY>

EX2.a You will listen to different people talking about their habits. Fill in the chart below with the information you hear.

	What do you do to keep fit?	What else would you like to do?	What do you do that isn't very healthy?
Speaker #1			
Speaker #2			
Speaker #3			
Speaker #4			
Speaker #5			
Speaker #6			
Speaker #7			

Speaker #8			
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EX. 2.b Now answer the same questions with your partner. Whose lifestyle is healthier?

Part 3: VOCABULARY

EX.3. Match the expressions used in the video.

A. to coach	a. very busy and active
B. hectic	b. to start enjoying something
C. properly	c. to like eating sweets very much
D. to get into sth	d. to stay away from something or someone
E. to take up (sports, hobby)	e. to train or teach a discipline
F. to have a sweet tooth	f. in a correct way
G. to avoid sth	g. to start doing something new

EX.4. Now use the expressions in an appropriate form to fill in the sentences below.

6. She is very thin. I think it's because she doesn't eat.....
7. When we went on holiday I really playing beach volleyball.
8. In the future I would really want to professional athletes.
9. He works full-time and has a lot of extra activities every day. His lifestyle is very
10. I think she must because today she has already eaten two bars of chocolate!
11. Last year he..... tennis and now he plays it twice a week.
12. I normally try to fat and sugar in my diet.

Part 4: AFTER WATCHING:

EX.5. With your partner prepare a list of 5-8 tips on how to keep fit and stay healthy. You can use the activities mentioned in the video as well as your own ideas.

Example: *Try to avoid eating chocolate./ Exercise 3 times a week etc.*

1.

2.

3.

4.

6.

7.

8.

And what do YOU do to stay healthy?

(LEVEL B1)

Part 1: WARM-UP

Give out the materials and draw your ss' attention to EX.1. Set the task by giving clear instructions. Play the video twice and allow your ss to compare their answers to 1. before you play the video again. Allow appx. 5 minutes for a discussion afterwards. Feedback as a class.

EX.1. Watch the Coca-Cola commercial and answer the questions below. Compare with your partner.

1. What are the differences between the two lifestyles shown in the video? Write down as many as you can. eg. cycling to work/driving a car, typewriter/computer, apple/snacks, lunch outside/lunch in front of a computer, homemade sandwiches/pre-packaged sandwiches, homemade dinner/microwave dinner, eating and talking/eating in front of a TV
2. Which lifestyle do you prefer and why?
3. Which lifestyle is more similar to yours?

Source: <https://www.youtube.com/watch?v=ExRg8m38rug>

Part 2: WATCHING

Source: <https://www.youtube.com/watch?v=T0zkYA7KMgY>

Tell your ss that they will hear different people talking about how they keep fit. Tell them not to worry about the order as it will change with each question. Play the video twice (stronger groups) or 3 times (weaker groups). Allow pair check in between.

Note: if your ss struggle with the task you can pause the video after each speaker allowing them more time to take notes.

You may also want to pre-teach: to keep fit, rowing

EX2.a You will listen to different people talking about their habits. Fill in the chart below with the information you hear.

	What do you do to keep fit?	What else would you like to do?	What do you do that isn't very healthy?
Speaker #1	gym, running, rowing	team sports (hockey)	eating desserts/sweet things

Speaker #2	nothing; no time	tennis	drinking too much coffee, chocolate
Speaker #3	yoga, meditation	running	eating late
Speaker #4	riding a bike, gym	rock climbing	eating chocolate
Speaker #5	dance, yoga, enjoying nature	rowing	eating fast food, especially in the morning
Speaker #6	walking	sailing	nothing
Speaker #7	yoga, gym, pilates, running, keeping active	swing dancing	eating crisps, chocolate, biscuits, cakes
Speaker #8	walking		

Allow appx. 5 minutes for the discussion. Feedback.

EX. 2.b Now answer the same questions with your partner. Whose lifestyle is healthier?

Part 3: VOCABULARY

Set the next task by giving clear instructions. Allow your ss to compare their answers before giving feedback. (appx. 5 - 8 minutes)

EX.3. Match the expressions used in the video.

A. to coach e	a. very busy and active
B. hectic a	b. to start enjoying something
C. properly f	c. to like eating sweets very much
D. to get into sth b	d. to stay away from something or someone
E. to take up (sports, hobby) g	e. to train or teach
F. to have a sweet tooth c	f. in a correct way
G. to avoid sth d	g. to start doing something new

EX.4. Now use the expressions in an appropriate form to fill in the sentences below.

1. She is very thin. I think it's because she doesn't eat.....**properly**.....
2. When we went on holiday I really**got into**..... playing beach volleyball.
3. In the future I would really want to ...**coach**..... professional athletes.
4. He works full-time and has a lot of extra activities every day. His lifestyle is very**hectic**.....
5. I think she must**have a sweet tooth**..... because today she has already eaten two bars of

chocolate!

6. Last year he.....took up..... tennis and now he plays it twice a week.

7. I normally try toavoid..... eating fat and sugar in my diet.

If there is still time at the end of the lesson, you can finish off with EX.5. If not – give it as a homework.

Part 4: AFTER WATCHING:

EX.5. With your partner prepare a list of 5-8 tips on how to keep fit and stay healthy. You can use the activities mentioned in the video as well as your own ideas.

Example: *Try to avoid eating chocolate./ Exercise 3 times a week etc.*

Part 5: VOCABULARY REVISION

(to be used at the end of this lesson or at the beginning of the next one)

Tell your ss that they will now practise the new vocabulary. They will get a set of cards (one per pair) and will have to take a card, read a word and explain it to the partner WITHOUT using the word on the card. The student who guesses more words – wins.

TO COACH	TO HAVE A SWEET TOOTH
HECTIC	PROPERLY
TO TAKE UP	TO AVOID
TO GET INTO	

Cultural differences

(LEVEL B2)

Part 1: WARM-UP

EX.1. Watch the HSBC commercial showing cultural differences and answer the questions below. Compare with your partner.

1. What was different between the European and Asian customs shown in the video?
2. To what extent is knowing cultural differences important in business?
3. How is the commercial trying to attract customers to chose HSBC bank?

Source: <https://www.youtube.com/watch?v=GOHvMz7dl2A>

Part 2: VOCABULARY

EX2.a Look at the expressions below. With your partner try to match the words with their definitions.

1. mediocre	a. in cooperation, jointly
2. a bribe	b. easy to see or be aware of
3. hand in hand	c. to agree with or approve of something
4. noticeable	d. not good in quality
5. to assume	e. to finish an activity
6. to voice (an opinion)	f. to correct something
7. to be in favour of sth	g. to tell someone they've done somethig wrong
8. to wrap sth up	h. money or a present that you give to someone so that they will do something for you, usually something dishonest
9. to rectify	i. to think that something is likely to be true
10. to tell sb off	j. to say what you think about something

All definitions available on <http://dictionary.cambridge.com>

EX.2.b Now use the expressions in an appropriate form to fill in the sentences below.

1. There was a difference in his behaviour after he got promoted.
2. She tried to use chocolate as to get the child to cooperate.

3. He promised to the mistake he's made.
4. The students for misbehaving during classes.
5. I didn't like the play much. In my opinion the acting was rather
6. We hope we will this project by the end of the week.
7. He has his opinion about the latest conference.
8. I have never been taking days off work in the middle of the week.
9. The project was completed so I I could go home.
10. Crime typically goes with poor economic conditions.

Part 3: WATCHING

Source: <https://www.youtube.com/watch?v=XxFJiIntvU>

EX.3. You will watch a video about cultural differences in business environment. Please answer the questions below.

1. How important is it for companies to be aware of cultural differences?
2. What happened to Siemens?
3. Where are cultural differences most noticeable in business?
4. What is the difference between high power distance & low power distance countries?
5. What is a „hamburger approach“? How does it work in
 - the U.S.,
 - Japan
 - Germany

Part 4: AFTER WATCHING:

EX.4. With your partner discuss the following questions.

1. Have you ever experienced culture shock? If yes, give details.
2. Would you like to work in an international environment? Why/Why not?
3. How does the „hamburger approach“ work in your company?

Cultural differences

(LEVEL B2)

Part 1: WARM-UP

As a quick lead-in write the term „CULTURE SHOCK” on the whiteboard and let your ss brainstorm in pairs different things they associate with it. Brief feedback. (appx.3 minutes)

Give out the materials and draw your ss' attention to EX.1. Set the task by giving clear instructions. Play the video twice and allow your ss to compare their answers before you play the video again. Allow up to 5 minutes for a discussion afterwards. Feedback as a class.

EX.1. Watch the HSBC commercial showing cultural differences and answer the questions below. Compare with your partner.

1. What was different between the European and Asian customs shown in the video?
 - 1) in Japan it is acceptable to fall asleep on another passenger's shoulder while in the US it isn't
 - 2) in England you're supposed to eat everything from your plate to show respect for the host while the Chinese feel you're questioning their generosity if you do
 - 3) in America if you get a hole in one you buy other players a drink while in Japan it is traditional to buy other players expensive gifts
2. To what extent is knowing cultural differences important in business? *answers will vary*
3. How is the commercial trying to attract customers to chose HSBC bank? *It shows how HSBC bank is focusing on the importance of adapting the business to the local culture and how vital it is for maintaining good international business relationships.*

Source: <https://www.youtube.com/watch?v=GOHvMz7dI2A>

Part 2: VOCABULARY

Set the next task by giving clear instructions. Allow your ss to compare their answers before giving feedback. (appx. 10 mins)

EX2.a Look at the expressions below. With your partner try to match the words with their synonyms.

1. mediocre d	a. in cooperation, jointly
2. a bribe h	b. easy to see or be aware of
3. hand in hand a	c. to agree with or approve of something
4. noticeable b	d. not good in quality
5. to assume i	e. to finish an activity
6. to voice (an opinion) j	f. to correct something
7. to be in favour of sth c	g. to tell someone they've done something wrong
8. to wrap sth up e	h. money or a present that you give to someone so that they will do something for you, usually something dishonest
9. to rectify f	i. to think that something is likely to be true
10. to tell sb off g	j. to say what you think about something

All definitions found at <http://dictionary.cambridge.com>

EX.2.b Now use the expressions in an appropriate form to fill in the sentences below.

1. There was anoticeable..... difference in his behaviour after he got promoted.
2. She tried to use chocolate asa bribe..... to get the child to cooperate.
3. He promised torectify..... the mistake he's made.
4. The studentsgot told off..... for misbehaving during classes.
5. I didn't like the play much. In my opinion the acting was rathermediocre.....
6. We hope we willwrap up..... this project by the end of the week.
7. He hasvoiced..... his opinion about the latest conference.
8. I have never beenin favour of..... taking days off work in the middle of the week.
9. The project was completed so Iassumed..... I could go home.
10. Crime typically goeshand in hand..... with poor economic conditions.

Part 3: WATCHING

Source: <https://www.youtube.com/watch?v=XxFJiIntvvU>

Tell your ss that they will hear different people talking about cultural differences in business environment. Play the video twice and allow pair check in between. (appx. 12-15 mins)

EX.3. You will watch a video about cultural differences in business environment. Please answer the questions below.

1. How important is it for companies to be aware of cultural differences? *It is very important in order to avoid language and cultural misunderstanding*
2. What happened to Siemens? *They were doing business in Nigeria where it was considered normal to offer bribes.*
3. Where are cultural differences most noticeable in business? *In two areas: punctuality and politeness*
4. What is the difference between high power distance & low power distance countries? *In high power distance countries it is not acceptable to criticize your boss; employees are not allowed to voice their opinions whereas in low power distance countries it is allowed and even expected*
5. What is a „hamburger approach”? How does it work in
 - the U.S., (2 buns + meat) positive lead-in followed by constructive criticism and finished with some positive remark again
 - Japan (2 buns, no meat) no criticism; an employee is meant to realize his mistake himself which saves his face
 - Germany (only meat and no bun) only criticism

Tell your ss that they will now discuss the questions in EX.4. Make sure they swap partners before they begin to talk. Allow approximately 5-8 minutes (or more if your ss enjoy the discussion)

Part 4: AFTER WATCHING:

EX.4. With your partner discuss the following questions.

4. Have you ever experienced culture shock? If yes, give details.
5. Would you like to work in an international environment? Why/Why not?
6. How does the „hamburger approach” work in your company?

Tell your ss that they will now practise the new vocabulary. They will get a set of cards (one per pair) and will have to take a card, read a word and explain it to the partner WITHOUT using the word on the card. The student who guesses more words – wins.

Part 5: VOCABULARY REVISION

(to be used at the end of this lesson or at the beginning of the next one)

A BRIBE	MEDIOCRE
TO GO HAND IN HAND	NOTICEABLE
TO RECTIFY	TO VOICE
TO WRAP UP	TO BE IN FAVOUR OF
TO GET TOLD OFF	TO ASSUME

What makes people happy at work?

(LEVEL B2)

Part 1: SPEAKING

EX.1. Take a look at different factors below that typically motivate people at work. Which ones motivate you and your partner?

JOB SECURITY	FRIENDLY COLLEAGUES
GOOD RELATIONSHIP WITH BOSS	PERKS
POSSIBILITIES TO DEVELOP	NICE OFFICE
COMPETITIVE SALARY	LOW LEVEL OF STRESS
GOOD WORK-LIFE BALANCE	FLEXIBLE WORKING HOURS
REAL RESPONSIBILITY	DOING VARIED JOB

EX.2 Order these factors in terms of their importance: from the most important to the least important. Check with your partner and discuss any differences/similarities.

Part 2: SPEAKING

EX.3. Look at the picture below. Where do you think it is? Discuss your ideas with your partner.



Source: <http://now-here-this.timeout.com>

Part 3: WATCHING

Source: <https://www.youtube.com/watch?v=9c2kj3nSuyQ>

EX.4. Watch the video and decide if the statements are true or false.

1. Office parades happen at Zappos every day.
2. Zappos is a shoe and clothing company based in Las Vegas.
3. Zappos CEO says that employees' happiness is the key to better customer service.
4. According to Tony Hsieh taking a nap may reduce employee's effectiveness at work.
5. An in-house life coach is there to help employees deal with various issues.
6. Morale has an influence on employees' productivity.

EX. 5. Now watch the video again and complete the missing expressions.

1. Zappos is an office where is encouraged andparades happen on regular basis.
2. Having fun at Zappos is (collq.)
- 3 Zappos' CEO, Tony Hsieh thinks that an enjoyable office environment is to success.
4. Office perks include: in-house massages, a nap room and a service which will arrange for your car to be washed and your pants
5. Sitting on a helps employees to build up their-

After watching:

- 1. Would you like to work in such an office environment? Why/Why not?**
- 2. What are the advantages and disadvantages of working in such an office?**

How easily persuaded are you?

(LEVEL C1)

Part 1: WARM-UP

EX.1. Read the quotes about advertising below. With your partner decide which ones you agree or disagree with. Why?

„Advertising is legalized lying” H.G. Wells

„Advertising is the art of convincing people to spend money they don't have on something they don't need.” W. Rogers

„The most powerful element in advertising is the truth.” W. Bernbach

„Doing business without advertising is like winking at a girl in the dark.

You know what you're doing, but nobody else does.” S.H. Britt

„The very first law in advertising is to avoid the concrete promise and cultivate the delightfully vague.” S. Chase

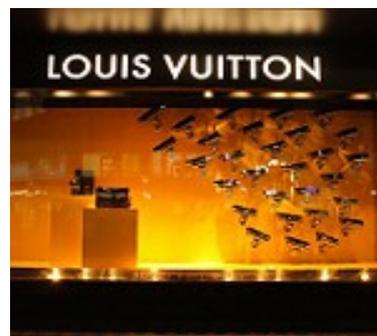
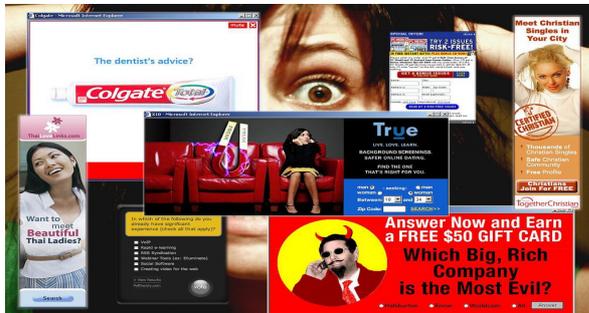
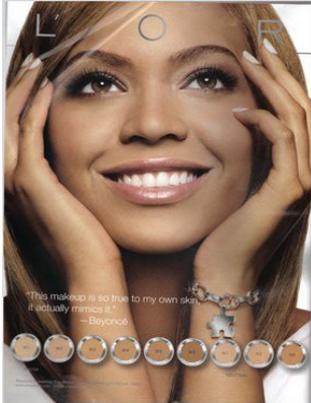
EX.2.a Look at the age groups below. In your opinion, who is more easily persuaded? Who is the most difficult to persuade? Why?

- a) children
- b) teenagers
- c) adults
- d) old people

EX.2.b With your partner brainstorm a few ways of advertising a product that would suit each group (eg. direct sales, leaflets, ads online etc.)

Part 2: VOCABULARY

EX3.a Look at the different ways of advertising below. Do you know them? Which ones are the most/least effective in your opinion? Discuss your ideas with your partner.



EX. 3.b Now look at the terms below and match them with the pictures from EX.3.a.

product endorsement, neon signs, pop-ups, billboard (US)/hoarding (UK), street banner, free sample, direct marketing, window display

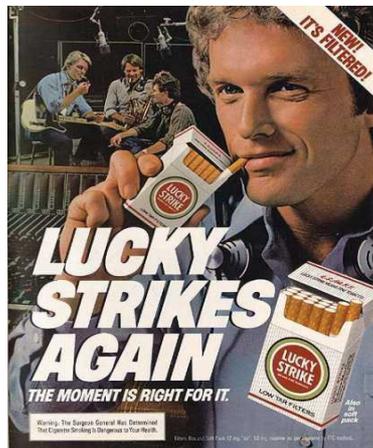
EX.4.a Look at the different ways of promoting a product. Match them with the definitions on the right.

a) free sample	when you buy one product and you are recommended to buy another that may go with it
b) freebie	something to collect points which you may swap for other products or gifts
c) discount	a free gift given with a product
d) cross-promotion	final sale of the product in order to get rid of the stock
e) loyalty card	a small amount of product to try or taste
f) clearance sale	when a product is offered at a lower price

EX.4.b Which of these promotion strategies usually persuade you to buy something? Discuss it with your partner.

Part 3: WATCHING

EX.5. Look at the ad below. What problems may arise when advertising such products?



EX.5. You will watch a sales pitch of *Lucky Strike* cigarettes which was shown in „Mad Men” TV series. Answer the following questions:

1. What seems to be the problem with advertising Lucky Strike cigarettes?
2. What is the agency's idea to deal with it?
3. What slogan does the advertising agency suggest at first? Do the clients like it? Why/why not?
4. What slogan does Don Draper come up with?

5. What does he say about advertising and happiness?

Part 4: AFTER WATCHING:

EX.6. Look at the ad that was mentioned in the video. What do you think about it?



How easily persuaded are you?

(LEVEL C1)

Part 1: WARM-UP

As a warm-up tell your ss to look at the quotes below. Allow up to 5 minutes for a discussion.

Feedback as a class.

You may want to pre-teach: vague, to wink, delightful

EX.1. Read the quotes about advertising below. With your partner decide which ones you agree or disagree with. Why?

„Advertising is legalized lying” H.G. Wells

„Advertising is the art of convincing people to spend money they don't have on something they don't need.” W. Rogers

„The most powerful element in advertising is the truth.” W. Bernbach

„Doing business without advertising is like winking at a girl in the dark.

You know what you're doing, but nobody else does.” S.H. Britt

„The very first law in advertising is to avoid the concrete promise and cultivate the delightfully vague.” S. Chase

Set EX.2.a by giving clear instructions. Allow appx. 5 minutes for the ss to discuss their ideas. Brief feedback.

EX.2.a Look at the age groups below. In your opinion, who is more easily persuaded? Who is the most difficult to persuade? Why?

- a) children
- b) teenagers
- c) adults
- d) old people

Allow appx. 3-5 minutes for the ss to brainstorm the ideas. Board some examples.

EX.2.b With your partner brainstorm a few ways of advertising a product that would suit

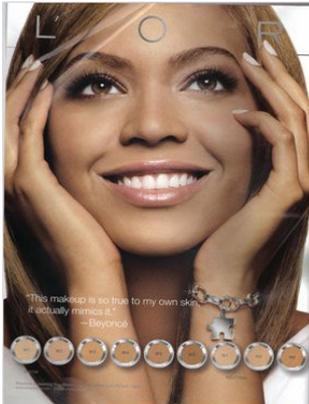
each group (eg. direct sales, leaflets, ads online etc.)

Part 2: VOCABULARY

Set the task below by giving clear instructions. Allow between appx.3-5 minutes for the ss to discuss their ideas. Feedback as a class.

EX.3.a Look at the different ways of advertising below. Do you know them? Which ones are the most/least effective in your opinion? Discuss your ideas with your partner.

product endorsement



street banner



free sample



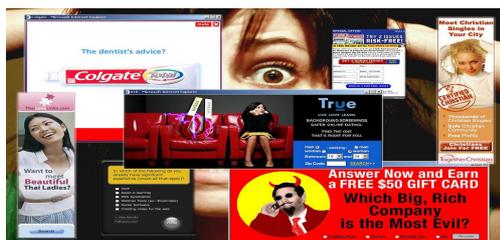
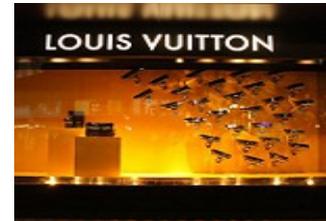
direct mail



billboard (US)/hoarding (UK)



window display



pop-ups



neon signs

EX. 3.b Now look at the terms below and match them with the pictures from EX.3.a.

product endorsement, neon signs, pop-ups, billboard (US)/hoarding (UK), poster/banner ad, free sample, direct marketing, window display

Set the task by giving clear instructions. Allow your ss to compare their answers before giving

feedback. (appx. 3-5 minutes)

EX.4.a Look at the different ways of promoting a product. Match them with the definitions on the right.

a) free sample	when you buy one product and you are d) recommended to buy another that may go with it
b) freebie	something to collect points which you may swap for other products or gifts e)
c) discount	a free gift given with a product b)
d) cross-promotion	final sale of the product in order to get rid of the stock f)
e) loyalty card	a small amount of product to try or taste a)
f) clearance sale	when product is offered at a lower price c)

Allow 5-8 minutes for a discussion. Make sure your ss use the target vocabulary. When doing feedback you may ask your ss to report what their partner said.

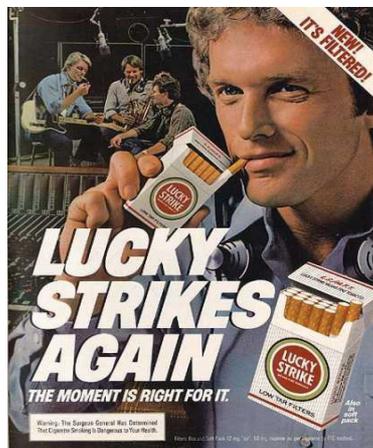
EX.4.b Which of these promotion strategies usually persuade you to buy the product? Discuss it with your partner.

Part 3: WATCHING

<https://www.youtube.com/watch?v=GALMX2BO5ps>

Draw your ss' attention to the ad below. Let them think about the problems for a few minutes. You can board a few examples. Answers will vary but your ss may mention: ethical concerns, health concerns, advertising abusive substances is illegal or prohibited etc.

EX.5. Look at the ad below. What problems may arise when advertising such products?



Tell your ss that they will watch a part of „Mad Men” TV series. You may need to pre-teach sales pitch. Play the video twice and allow peer check in between. (Appx. 10-12 minutes)

EX.5. You will watch a sales pitch of Lucky Strike cigarettes which was shown in „Mad Men” TV series. Answer the following questions:

1. What seems to be the problem with advertising Lucky Strike cigarettes? **health concerns which were raised by the public opinion**
2. What is the agency's idea to deal with it? **the idea is to ignore the concerns altogether**
3. What slogan does the advertising agency suggest at first? Do the clients like it? Why/why not? **„Smoke your cigarette. You still have to get where you're going.” The clients dislike the idea as they believe their product is not harmful to health.**
4. What slogan does Don Draper come up with? What is his strategy? **„It's toasted”; while everyone else's tobacco is „poisonous”**
5. What does he say about advertising and happiness? **Happiness is the reassurance after you make a purchase that whatever you're doing is ok.**

If there is still time at the end of the lesson you can wrap things up with the task below. Allow your ss some time to discuss the ad below.

Part 4: AFTER WATCHING:

EX.6. Look at the ad that was mentioned in the video. What do you think about it?



How to maintain a good work-life balance?

(LEVEL C1)

Part 1: WARM-UP

EX.1. Look at the cartoon below. How do you understand it? Do you think you have a good work-life balance? Compare your ideas with your partner



Source: <http://dilbert.com>

Part 2: WATCHING

Source: https://www.ted.com/talks/nigel_marshall_how_to_make_work_life_balance_work#t-11364

EX.2. Watch the video and answer the questions

1. Why did Marsh decide to quit his job? Was it easier for him to maintain work-life balance as a result?
2. What is the main issue about career choices that he points out at the beginning?
3. Why is it important to take responsibility for designing our lives?
4. What is his opinion about commercial companies?
5. What does his ideal day look like?
6. According to Marsh, what does it mean to have a truly balanced life? What elements does it need to have?
7. How can we change the quality of our lives?
8. What is his final conclusion?

Part 3: VOCABULARY

EX.3. Match the expressions used in the video.

A. office	a. with
B. to struggle	b. around
C. dress-down	c. with
D. paternity	d. rat
E. to get to the nub	e. a grip
F. to get away	f. of the issue
G. to mess	g. Fridays
H. to get	h. leave

EX.4. Now use the expressions in an appropriate form to fill in the sentences below.

1. When she got pregnant her husband decided to go on a to help her with the newborn.
2. During his final exam he cheated but he didn't with it and eventually got expelled from his school.
3. We are not allowed to wear jeans in our office, except for
4. I love my job, I am a workaholic and don't mind being called an
5. He is so lazy! He spends days just the house all day!
6. I don't think the current situation is his fault. I guess the real must lie elsewhere.
7. She told him to and finally do something about his career.
8. He his conscience before deciding to talk to the police.

Part 4: AFTER WATCHING:

EX.5. Discuss the following questions with your partner.

1. Do you consider Nigel Marsh's ideas effective?
2. Would you like to put them into practice?
3. What would your ideal day look like?

How to maintain a good work-life balance?

(LEVEL C1)

Part 1: WARM-UP

As a warm-up draw your ss' attention to the cartoon below. Alternatively you can display it on a computer screen. Let them discuss the questions for a while. Brief feedback as a class (appx. 3-5 mins)

EX.1. Look at the cartoon below. How do you understand it? Do you think you have a good work-life balance? Compare your ideas with your partner



Source: <http://dilbert.com>

Set the second task by giving clear instructions. Inform your ss that they will watch the video twice. Allow ss to read the questions first. Clarify any new vocabulary. Play the video once (for weaker groups you may want to switch on the subtitles). (appx. 10-12 mins)

Part 2: WATCHING

Source: https://www.ted.com/talks/nigel_marshall_how_to_make_work_life_balance_work#t-11364

EX.2. Watch the video and answer the questions

1. Why did Marsh decide to quit his job? Was it easier for him to maintain work-life balance as a result? *Because he was working too much and neglecting his family as a result. He found it easy to maintain a good work-life balance when he had no work;*
2. What is the main issue about career choices that he points out at the beginning? *Certain careers are fundamentally incompatible with being engaged with a family life.*
3. Why is it important to take responsibility for designing our lives? *Because if you don't design your life, someone will do it for you and you may not like their idea of balance.*
4. What is his opinion about commercial companies? *They are designed to get as much out of you as they can get away with.*
5. What does his ideal day look like? *Waking up well-rested, sex, walking the dog, breakfast with his family, sex, driving his kids to school, 3 hrs work, sports at lunchtime, 3 hrs work, meeting mates for a drink, dinner with his family, meditation, sex, walking the dog, sex, going to bed.*
6. According to Marsh, what does it mean to have a truly balanced life? What elements does it need to have? *A well-balanced life is a combination of a physical side, an intellectual side, an emotional side and a spiritual side*
7. How can we change the quality of our lives? *With small investments in the right areas*
8. What is his final conclusion? *That a well-lived life is not only about earning money*

Draw your ss attention to Ex.3. Tell them to try and match the expressions and then compare them with a partner before reporting back to the class. (appx. 5-8 mins). Play the video again and tell your ss to check their answers. Feedback. (appx. 10-12 mins)

Part 3: VOCABULARY

EX.3. Match the expressions used in the video.

A. office <i>d</i>	a. with
B. to struggle <i>c</i>	b. around
C. dress-down <i>g</i>	c. with
D. paternity <i>h</i>	d. rat
E. to get to the nub <i>f</i>	e. a grip
F. to get away <i>c</i>	f. of the issue
G. to mess <i>b</i>	g. Fridays
H. to get <i>e</i>	h. leave

Set the next task. Tell your ss that they now need to use the expressions to fill in the gaps. Ss work individually and then compare their answers. Feedback. (appx. 5 min)

EX.4. Now use the expressions in an appropriate form to fill in the sentences below.

1. When she got pregnant her husband decided to go on a *paternity leave* to help her with the newborn.
2. During his final exam he cheated but he didn't *get away with it* with it and eventually got expelled from his school.
3. We are not allowed to wear jeans in our office, except for *dress-down Fridays*.
4. I love my job, I am a workaholic and don't mind being called an *office rat*.
5. He is so lazy! He spends days just *messing around* the house all day!
6. I don't think the current situation is his fault. I guess the real *nub of the issue* must lie elsewhere.
7. She told him to *get a grip* and finally do something about his career.
8. He *struggled with* his conscience before deciding to talk to the police.

If time allows, draw your ss attention to the final task. Tell your ss to swap partners before they start discussing the questions. Feedback as a class. (up to 8 mins.)

Part 4: AFTER WATCHING:

EX.5. Discuss the following questions with your partner.

1. Do you consider Nigel Marsh's ideas effective?
2. Would you like to put them into practice?
3. What would your ideal day look like?

Vocabulary revision: TABOO

Tell your ss that they will now practise the new vocabulary. They will get a set of cards (one per pair) and will have to take a card, read a word and explain it to the partner WITHOUT using the word on the card. The student who guesses more words – wins.

paternity leave	to mess around
to get away with sth	dress-down Fridays
to get a grip	to struggle with
to get to the nub of the issue	office rat