



Building Bridges

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Active English for Autonomous Learners

Mag. Brigitte Gottinger
Mag. Petra Pargfrieder

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Speaking - Example 1

A2 Level CEFR

Speaking



Introducing a person

1 Interview your partner. Use the questions below and take notes. Then introduce your partner to another classmate. Mind the tenses.

VocabBooster

What do you do? ■ How old are you? ■ Where do you live? ■ How long have you been studying English? ■ What are you going to do in the next summer holidays? ■ What do you like doing in your free time? ■ What do your parents do? ■ How much pocket money do you get? ■ Have you got any siblings? ■ How much time do you spend on studying for school?

LanguageBox

May I introduce you to ...
 He/She is a student at the ...
 ... is ... years old and lives in ...
 He/She has been studying English for ... years.
 In the next summer holidays he/she is going to ...
 In his/her free time he/she likes doing sports / playing football / meeting with his/her friends ...
 His/Her parents are ...
 He/She gets ... a month/a week.
 ... does not get any pocket money.
 He/She has got ... siblings. /
 He/She has not got any siblings.
 He/She usually studies for ... hours a week for school.



2 Summarise what you found out about your partner and write a brief description of him/her. Use the phrases from the LanguageBox.

Language in use

Describing a person's personality

1 Most people only rarely get feedback from others about their personality. In this exercise you will have the opportunity to get some feedback about yourself and to discuss it with your partner.

Tick four adjectives from the box to describe yourself and tick four that you think describe your partner best.

You

- | | |
|-------------------------------------|------------------------------------|
| <input type="checkbox"/> bossy | <input type="checkbox"/> friendly |
| <input type="checkbox"/> optimistic | <input type="checkbox"/> helpful |
| <input type="checkbox"/> sensitive | <input type="checkbox"/> anxious |
| <input type="checkbox"/> moody | <input type="checkbox"/> curious |
| <input type="checkbox"/> sensible | <input type="checkbox"/> talkative |
| <input type="checkbox"/> shy | <input type="checkbox"/> lazy |

Your partner

- | | |
|-------------------------------------|------------------------------------|
| <input type="checkbox"/> bossy | <input type="checkbox"/> friendly |
| <input type="checkbox"/> optimistic | <input type="checkbox"/> helpful |
| <input type="checkbox"/> sensitive | <input type="checkbox"/> anxious |
| <input type="checkbox"/> moody | <input type="checkbox"/> curious |
| <input type="checkbox"/> sensible | <input type="checkbox"/> talkative |
| <input type="checkbox"/> shy | <input type="checkbox"/> lazy |



2 Compare your results with your partner.

Appearances

VocabBooster

Eyes	Hair	Nose	Face	Body	Height
blue	dark	long	round	slim	tall
green	blonde	short	oval	thin	short
brown	light-brown	straight	pale	well-trained	medium-height
hazel	brunette	snub nose	tanned	overweight	huge
grey	ponytail	pointed	freckles	skinny	petite
glasses	bald	flat	beard	obese	average
beady	straight	upturned	moustache	athletic	
clear	curly			muscular	
heavy	wavy			bony	
dead	short / long				

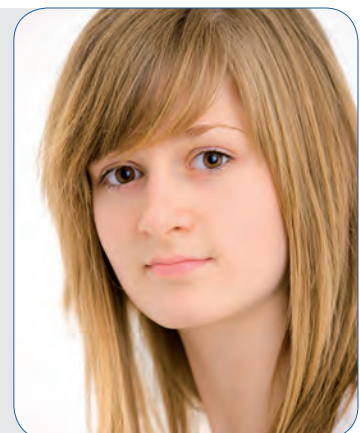
1 Complete the sentences in a suitable way. Use the words from the VocabBooster. Sometimes there is more than one possibility.

- 1 Tina has got brown _____.
- 2 She has got a very pale _____.
- 3 The twins have both got dark, curly _____.
- 4 I would say that her _____ nose makes her look really sweet.
- 5 My boyfriend has got a very muscular _____.
- 6 Both men were very well-_____.
- 7 My parents are rather short but nevertheless I am medium-_____.
- 8 I got nicely _____ from so much exposure to the sun during my internship on the building site.



2 Write a description of yourself. Give information on your eyes, hair, nose, face, body and height by using the words from the VocabBooster. Have a look at the model.

My name is Rebecca and I am 14 years old. I am 1.65 metres tall and I weigh about 50 kilos. I go running three times a week and I am a member of the local volleyball club. This is why my body is really athletic. My eyes are brown and I have straight, light-brown hair. My face is round and I have some freckles. I do not have to wear glasses because my eye-sight is good. All in all, I am quite happy with the way I look.



1 That's me



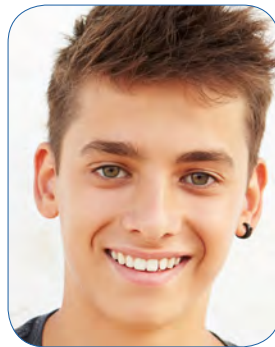
3 Get in pairs. Have a look at the four pictures and describe the teenagers. Use the words from the VocabBooster on page 3.



Aaron



Ida



Antonio



Brenda

Writing



Description of my best friend

1 Read this text about Marcela carefully. Underline ten of your top favourite phrases that could be useful for describing people's appearances and character traits.

- 1 My best friend is one of my schoolmates. Her name is Marcela and we have known each other since we were eight years old. If I had to describe what she looks like, I would say she is very pretty.
- 5 She has long brown hair, brown almond-shaped eyes, a small nose and a small pointed chin. She is not very tall but not short either and she is quite slim. She does not like to dress up so I usually see her wearing jeans and a T-shirt or a sweater.
- 10 It seems like she and I are always talking or laughing about something. She has a very nice personality and a wonderful sense of humor but she can also get a little depressed from time to time. I can always count on her to be honest and
- 15 to give me the best advice.

We are interested in many of the same hobbies. We both enjoy music, playing the guitar and singing. We like going to the cinema but sometimes

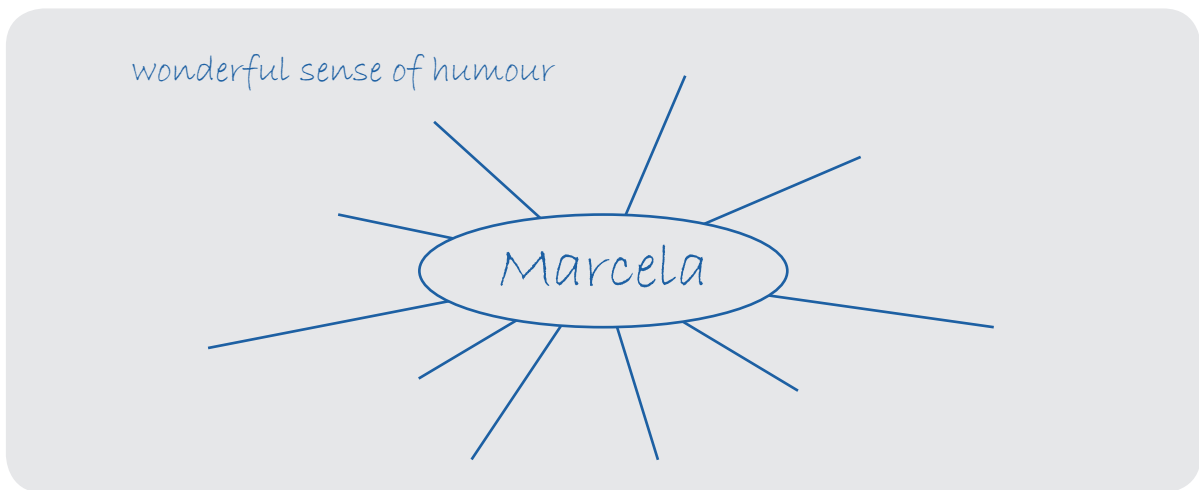


cannot agree on which movie to see. Sometimes we just walk around, trying to find a new area 20 of the city to explore. We both like traveling, reading, and swimming. Sometimes during the summer, I go with her and her family to their summer house, which is located next to a large lake. We usually spend most of the day swimming 25 or exploring the area but sometimes we take a small rowing boat and go fishing. In the evenings we sometimes walk into town to see a movie or stay at home and watch television. Whatever we are doing, it is always fun to be with her. 30

I know I can rely on her. Even when our lives get busy we still make time to see each other. I cannot imagine going to school and not having her there. Since I am better at Maths and Science and she is better at English and Geography, we can always help each other if we get confused about

a difficult homework assignment. We are lucky that we complement each other so well and that we get along so well. I hope that our friendship will continue and be just as strong after we will have graduated from high school. We want to study at the same university one day.

2 Create a mind map. Use the phrases you have chosen from the text.



3 With the help of the mind map give your partner a brief description of Marcela.

4 Describe the appearance, the clothes and the character traits of your best friend and fill in the grid. Talk to your partner and take turns.

	My best friend
appearance	
clothes	
character traits	

5 Now write a detailed description of your best friend. Use the description of Marcela as a model. Write about 180 words.

Speaking - Example 2

B2 Level CEFR

VocabBooster

to test the effectiveness of something ■ to employ research methods ■ to support a conclusion ■
to lead to something ■ to be a clear indication that ■ to seem appropriate ■ to appear to be
associated with something ■ to point to something ■ to draw conclusions

Write 250 words. Give your summary a title.

Follow-up activity: Presenting a project



Research the Internet for other “shared space” traffic management projects (e.g. Sonnenfelsplatz in Graz, or *Poynton Regenerated* in the UK).

Choose one project and prepare a short presentation for the rest of your class. Cover the following points:

- introduce the project: name, location, sponsors, type of junction
- outline the objective(s) of the project
- describe the junction/area:
 - before the changes
 - after the changes
- draw conclusions on to what extent it has achieved its objectives.



Please note: Use visuals (photos, diagrams) to illustrate your presentation.

Speaking

Make your move

Mini-scenario: Role-play

You are the youth representative on an organising committee which is planning next year’s activities in your hometown as part of the EU’s *European Mobility Week*. This is an annual campaign designed to promote sustainable urban travel in Europe (see <http://www.mobilityweek.eu/join-us/> for more details).

The theme of the upcoming Mobility Week is “CLEAN AIR – IT’S YOUR MOVE”.

You have been invited to Brussels to attend a meeting of local event organisers, where you can present and exchange ideas for awareness-raising events. The aim of these events is to show how people can contribute to cleaning up air quality through changing their transport habits.



1 Get into groups of five. Choose one role each from the cards below.

Role card 1 – Maribor, SLOVENIA; you are also the moderator

Your ideas:

- Declare a car-free day. Set up pedestrian zones for the day and organise big open events in the freed-up public space.
- Measure the air quality in your city throughout the campaign week and actively involve school children in the monitoring process. Communicate the results to the public, pointing out the positive impact of sustainable transport initiatives on air quality.
- Launch a campaign to get people to leave the car at home for trips under six kilometres, to raise awareness of the fact that short journeys have big impacts on air quality.



Role card 2 – Barcelona, SPAIN

Your ideas:

- Develop your own “metrominuto” maps (i.e. walking-time / distance maps) for your cities.
- Launch a campaign to encourage people to stop engine idling at traffic lights or outside school gates.
- Establish car-free Sundays to show people what a car-free city centre can look like. Get people used to leaving their cars at home more.



Role card 3 – Freiburg, GERMANY

Your ideas:

- Offer an individualised mobility planning service, tailored to the individuals or specific groups, such as commuters or families.
- Develop an app to inform people about air quality in your city.
- Make a special offer on weekly public transport tickets for *European Mobility Week*, or even make public transport free on a car-free day.



Role card 4 – Torino, ITALY

Your ideas:

- Create a personal emissions calculator on your municipal webpage.
- Arrange urban street art initiatives to draw attention to public spaces.
- Work with car-sharing companies to launch a cut-price sign-up offer during *European Mobility Week*.



Role card 5 – Brno, CZECH REPUBLIC

Your ideas:

- Organise photo, video or drawing competitions on visions for mobility in your city twenty years from now.
- Offer bike repair workshops and safe cycling training for children.
- Set up a regular feature on local radio. Some radio stations offer reduced rates for local initiatives, but perhaps you can even negotiate some free coverage or sponsorship.





2 Prepare for the meeting with people from other groups who have the same role as you. You should

- decide on *one* of the three ideas on your card that you would like to present at the meeting
- brainstorm details of how to put this idea into practice
- be prepared to discuss the pros and cons of your proposal.

Take your own notes as you will be on your own in the meeting.



3 Get into your original groups of five and hold a lively meeting. Use the phrases from the LanguageBox below to guide you.

Your meeting agenda:

- 1 Words of welcome from the moderator, stating the aims of the meeting (i.e. to identify good ideas to take home to your committees).
- 2 Each participant presents their main idea. The group discusses the pros and cons of it.
- 3 At the end of the meeting, the moderator sums up the ideas that seem to be the most popular among the participants, then he or she closes the meeting.

LanguageBox

Moderator

Good morning / afternoon, ladies and gentlemen. Welcome to the European Commission's *Mobility Week* meeting of local event organisers.

The aim of our meeting today is to ...

As you know, the campaign's theme this year is ...

So, I suggest we start with ...

Italy? Could you present your idea, please?

Thank you, Italy, for your interesting / useful / inspiring / practical idea.

Are there any comments or questions about Italy's suggestion?

I would like to sum up the most popular ideas now, if I may.

Thank you for your constructive ideas and active participation.

The meeting is closed. Have a safe journey home.



Meeting participants

Good morning, everybody. My name is ... from ... (*name of city*) in ... (*name of country*).

Thanks for inviting me to this meeting, I am sure it will be very useful for generating ideas.

In ... (*name of city*), we have come up with the following idea for campaign activities: ...

In concrete terms this involves ...

Possible ways of putting this into practice include ...

Clearly, this idea has advantages and disadvantages: for example, ...

Writing – Example 1

A2/B1 Level CEFR

Writing

Writing a report



Read Anna's report and complete the mind map on page 54.

My life in ten years' time

Introduction

This report aims to give the reader an idea of my life in ten years' time. I will talk about my future family, my future career and the place where I would like to live.

Family

I hope that I will find the man of my dreams after graduating from school. If we get on well, I can imagine getting married after some years. I know that this may sound a bit old-fashioned but as I am a very romantic person it has always been my dream to marry in a nicely decorated church. I will wear the most beautiful bridal dress I can think of. All our relatives and friends will celebrate this special day together with my husband and me. Then we will go on honeymoon to Florida. A few years later, we will have two children, a girl and a boy. We will try to be the best parents on earth.

Career

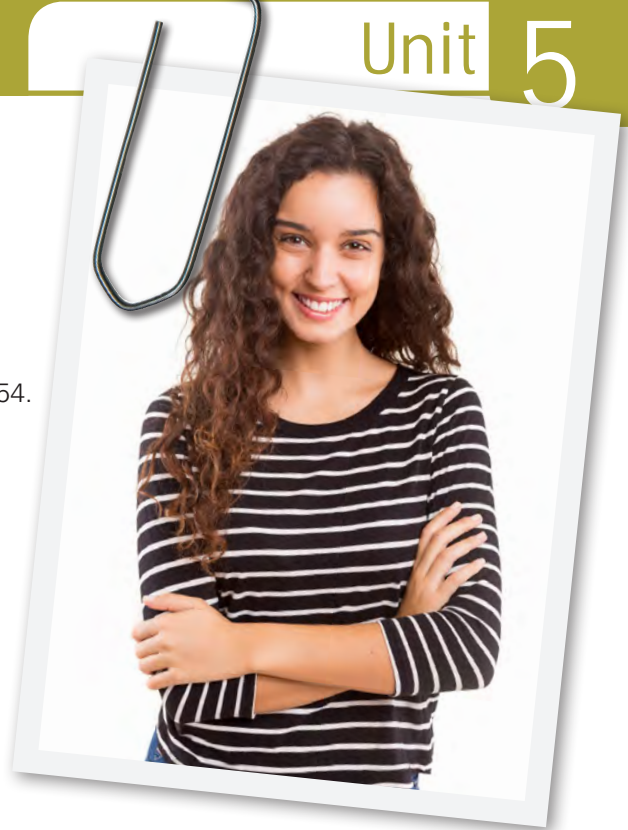
After graduating from school I will go to university to study Medicine. I will be a hard working student to finish my studies as quickly as possible. As I really love children, I want to become a pediatricist and help as many children as possible.

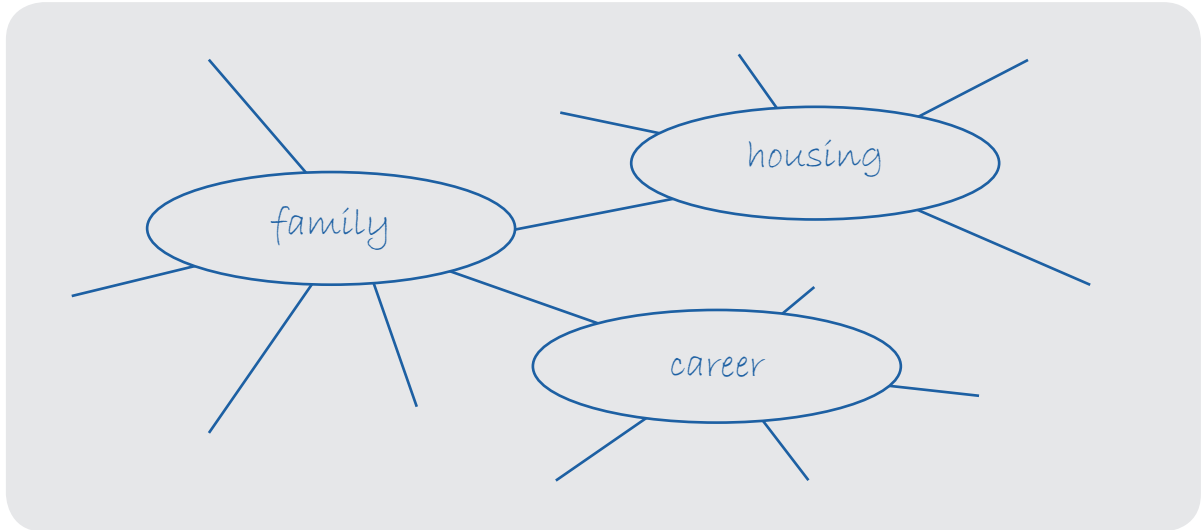
Housing

Together with my husband I will live in a single-family house in the countryside. The house will have two storeys and a spa area. In our spacious garden there will be an outdoor pool. So I will have the possibility to relax after a hard working day. As I really like the colors brown, blue and white, the rooms and the furniture will reflect these colors too. I also think that I will decorate our house in a modern style, but it definitely needs to have a comfortable and romantic atmosphere.

Conclusion

Finally, I really hope that all my future dreams and plans will come true. If all these hopes become reality I will be the luckiest person on earth.





2 Compare your results with your partner.



3 Answer the following questions about yourself. Then tell your partner.

- 1 Would you like to get married in the future? Why / Why not?
- 2 How many children can you imagine having?
- 3 What will you do after graduating from school?
- 4 What kind of house / flat would you like to live in?
- 5 Where would the house / flat be located?



4 Write a similar report about your life in ten years' time.

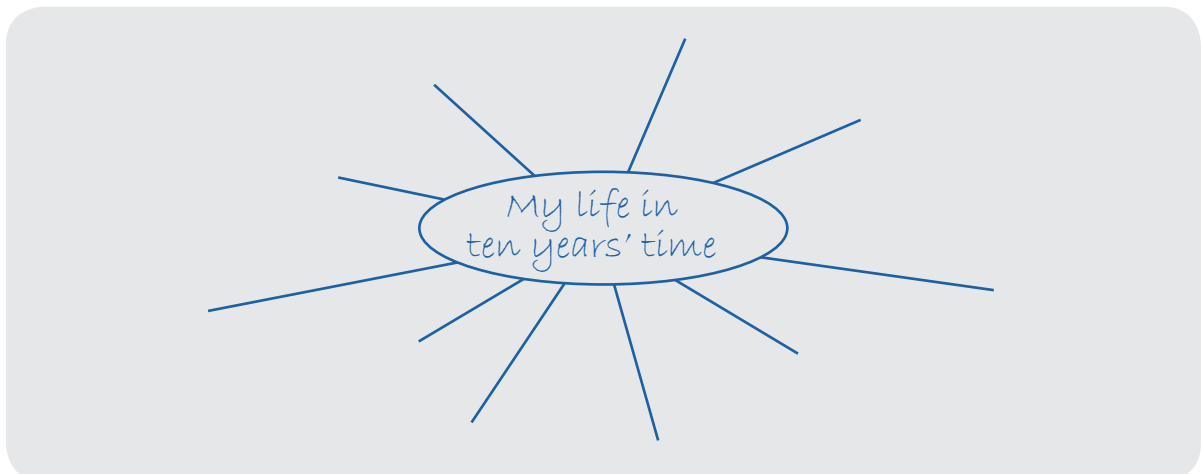
Please note: How to write a report

- Find a suitable headline for your report.
- Start with *Report on ...*
- Find a suitable headline for each paragraph.
- Always state the aim of the report in the introduction.
- Summarise your ideas in the conclusion.
- Keep your report simple and precise.

Follow-up activity: Summarising what people say

1

Have a look at the report you have written about your life in ten years' time. Create a mind map including the most important details.





2 Walk around in class and listen to at least four of your classmates. Take notes about their lives in ten years' time.

	classmate 1 name:	classmate 2 name:
family		
career		
housing		
	classmate 3 name:	classmate 4 name:
family		
career		
housing		



3

Write a report summarising your findings about the lives of your classmates in ten years' time. Use the phrases from the LanguageBox below.

LanguageBox**Report on ...****Introduction**

The aim of this report is to show what my classmates think about their future.

Findings

The majority thinks that ...

Only one out of ... believes that ...

The minority says that ...

Twenty-five / Fifty per cent feel that ...

To my surprise, only one / two of my classmates claims / claim that ...

Everybody is of the opinion that ...

Conclusion

Finally, we can say that ...

Please note: Don't give any names in your report when summarising your findings.

Writing – Example 2

B2 Level CEFR



2 With a different partner who has the same role card as you, prepare the conversation:

- brainstorm further details
- anticipate questions from your counterpart.
- add any ideas of your own

Role card 1 – Start-up entrepreneur

You want to set up a new kind of social networking platform in your town called *Eatwithus*, a website where you can get to know new people in the neighbourhood over a group meal.

In cooperation with selected restaurants in the town, the website will offer group dinners for 12 people at a named restaurant on a specified date/ time. Diners pay *Eatwithus* a fixed price in advance to book a seat at a meal. Once they've paid, they just show up, sit down and enjoy themselves.

The restaurants offer *Eatwithus* a set menu with family-style eating (i.e. serve yourself on the table), usually on days where business is traditionally slow. *Eatwithus* charges a small service fee included in the price the diner pays. Dinner is informal, no rules, no organisation.

Make up more details. Think about

- the target group
- marketing
- the benefit for the restaurants
- pricing, means of payment
- the expected profit
- the benefit for the investor.

Role card 2 – Potential investor

You are a foreign investor interested in financing innovative web-based start-ups. You are hard to convince. Ask lots of questions about

- the business idea
- the target group and their needs/wants
- marketing plans
- the motivation for restaurants to cooperate
- how they will make their customers return
- how people will pay for the service and how much
- the expected profit
- your benefit as an investor
- where they want to be in 12 months' time.



3 Go back to your original partner. Hold a lively conversation.

Writing

British food is terrible – myth or reality?



1 There is an old joke that goes like this:

*In Heaven ...
all the policemen are British,
all the chefs are French,
all the auto mechanics are German,
all the lovers are Italian, and
everything is run by the Swiss.*

*In Hell ...
all the chefs are British,
all the auto mechanics are French,
all the policemen are German,
all the lovers are Swiss, and
everything is run by the Italians!*



Clearly, the joke should be taken with a pinch of salt, but is British food as bad as people say? Discuss this with a partner and take notes on the good things and the bad things people say in the grid on page 206.

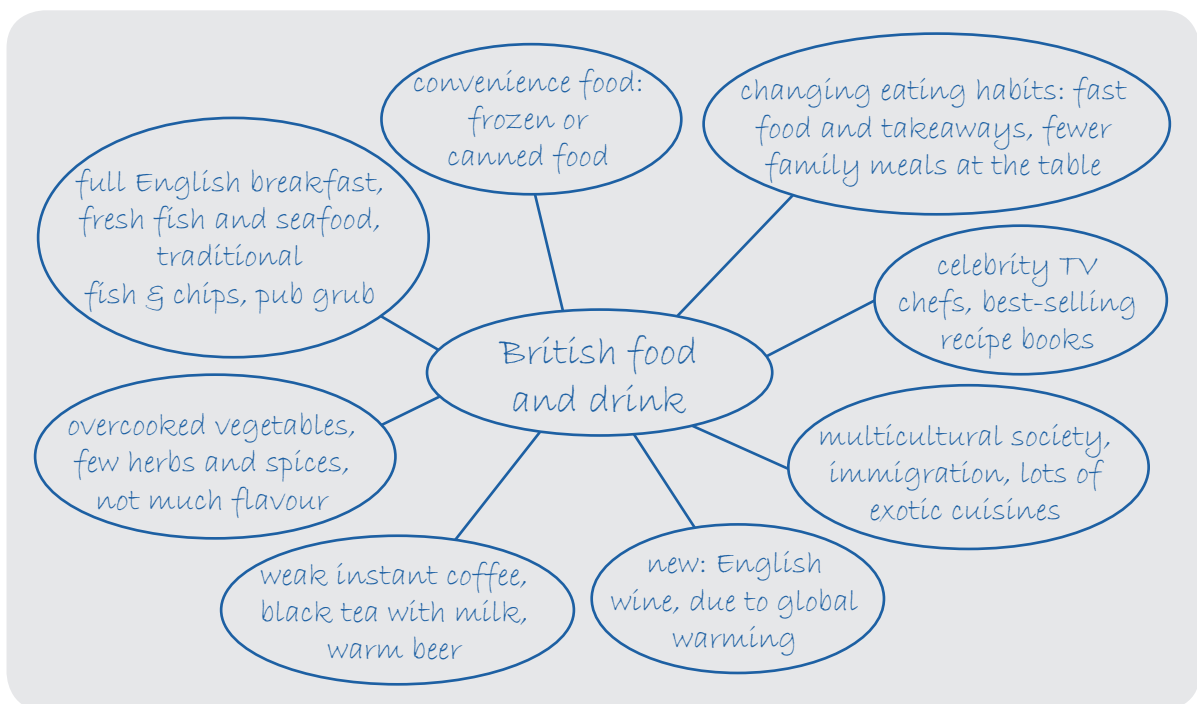
Good things about British food ...

Bad things about British food ...



The European travel magazine *GO!* is publishing a special report on English language courses in the UK. They not only want to focus on the English language but also on British culture and food.

You have decided to write an **article** for this report, discussing the good and bad things about British cuisine and concluding with your own opinion. Integrate all the ideas from activity 1 and the notes in the mind map below. Look up any unfamiliar concepts in the Internet or in a dictionary.



Use this structure for your article:

First paragraph: General statement (e.g. quotation, anecdote, generalisation) about British food and eating habits.

Second paragraph: Outline the negative aspects and suggest reasons for these.

Third paragraph: Outline the positive aspects and suggest reasons for these.

Fourth paragraph: Analyse and summarise the development of British cuisine.

Fifth paragraph: State your own opinion on the matter.

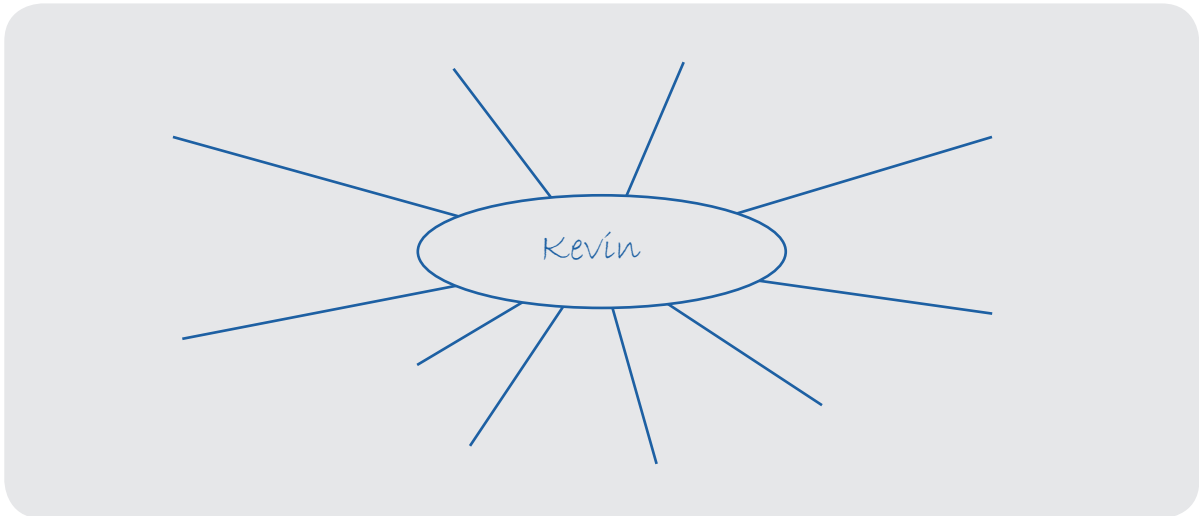
Give your article a catchy title. Write 300 words.

Language in Use - Example 1

A2 Level CEFR

25 lessly fascinating. They could also be dangerous, boring and stupid, or any combination of those three – it was up to me to evaluate and decide. I wrote it all down, which was a very good idea,

but subsequently lost the notebook – which was not so clever. My advice is simple: avoid travel 30 agents or tour groups, go for the unexpected and enjoy the unplanned.



2 Compare your results with your partner and add any missing information.

3 Who does each statement refer to? Write down the initials (H/S/K) next to the statements (1–9).

- 1 My parents sent me on a trip because they did not want me to watch TV all the time. . . .
- 2 I have had one of the most frightening experiences during my stay.
- 3 People might have thought that we had run away from home.
- 4 My trip was a nightmare from the beginning until the end.
- 5 My brother had some negative experiences with hooligans.
- 6 My holiday trip was not expensive but really funny.
- 7 I found out that it was really a great experience to talk to strangers.
- 8 I went on this trip with my cousin.
- 9 My trip was extremely boring.

Language in use

Good – better – the best

Trouble-free grammar: Comparison of adjectives (Grammar reference ⇨ p. 161)

- adjectives with one syllable: *-er, -est*
old – older – the oldest
- adjectives with two syllables ending in *-y*: *-ier, -iest*
happy – happier – the happiest
- adjectives with three syllables: *more, most*
expensive – more expensive – the most expensive

Please note:
bad – worse – the worst
good – better – the best
little – less – the least

Fill in the correct forms of the adjectives.

- 1 Fred is (strong) of all the boys in my class.
- 2 She seems to be (happy) than two weeks ago.
- 3 A sportscar is (expensive) than a microcar.
- 4 Unfortunately, Bill is (bad) player in the team.
- 5 I like Betty, Kelly and Sarah but I think Betty is (nice) of the three.
- 6 My girlfriend is (old) than me.
- 7 Mary is (tall) of the four girls.
- 8 Can you drive a bit (fast)?
- 9 She is (rich) than 99 per cent of her neighbours.
- 10 French is (difficult) than Italian.

Trouble-free grammar: Making comparisons

(Grammar reference ⇨ p. 161)

Tim is **as** old **as** his best friend Mike.

It was better **than** assumed.

It was **not as** bad **as** expected.

The mobile phone was **more** expensive **than** I had expected.

Your sister looks just **like** you.

He is **the** funniest guy I have ever met.

Make comparisons. Use as many different structures from the Trouble-free grammar box as possible. There is more than one correct answer.

- 1 my sister – my brother – tall

My sister is taller than my brother.

- 2 my dog – my cat – fast

- 3 her best friend – Caroline – creative

- 4 mum – dad – old

- 5 Maths teacher – English teacher – friendly

- 6 reading – watching TV – exciting

- 7 Tom – of all – quick

- 8 Sam – Tom – ambitious

- 9 George – in class – bad student

Please note: *than – then*

She is cleverer **than** most of her classmates. – She looked at him angrily and **then** she left.

Review

1 Comparison of adjectives. Fill in the grid.

<i>good</i>	<i>better</i>	<i>the best</i>
	<i>taller</i>	
<i>few</i>		
	<i>happier</i>	
		<i>the least</i>
		<i>the most beautiful</i>
<i>thin</i>		
	<i>more exciting</i>	
		<i>the worst</i>
<i>nice</i>		

2 Compare the data of these three world-famous buildings. Write down sentences.



Burj Khalifa



CN Tower



Taipei 101

	Burj Khalifa	CN Tower	Taipei 101
Location	Dubai, United Arab Emirates	Toronto, Canada	Taipei, Taiwan
Year	2010	1976	2004
Height	828 m	553 m	508 m
Storeys	160	181	101
Elevators	57	6	67
Floor Area	464,511 m ²	–	412,500 m ²
Costs	\$1.5 billion	\$63 million	\$1.76 billion

1 The floor area of the Burj Khalifa is bigger than the floor area of the Taipei 101.

2

3

4

5

6

7

8

9

10

Language in Use - Example 2

B1 Level CEFR

- 5** According to Martin McShane, when can noise assessment be most effective?
- A** When it is regarded as the start of the process, not the end.
 - B** When it is a procedure that is carried out once a year.
 - C** When it is seen as a complex process that takes one to two years' time.
- 6** What does Martin McShane think about hearing checks with his employees?
- A** He does not regard them as useful.
 - B** He thinks they are not the most important thing to do.
 - C** He believes that they are useful when conducted by professionals.

Language in use

What would have happened if ...?

Trouble-free grammar: Conditional III

(Grammar reference ⇨ p. 185)

The conditional III is used to talk about unreal situations in the past.

if + past perfect tense simple, would + have + past participle (3rd form)

If Jeff **had not been** at the rock concert, he **would not have had** a headache.

If Heather **had used** ear protection, she **would not have suffered** from the buzzing in her ears.

Imagine what **would have happened** if you **had talked** to your boss about the noise problem.

1 Fill in conditional III.

- 1** I would not have felt disturbed if you _____ the music up louder. (turn)
- 2** If they had known you had gone to the jazz club, they _____ you. (join)
- 3** We would not have come to the disco by taxi if we _____ the right bus. (find)
- 4** We would have bought their latest CD if we _____ enough money. (have)
- 5** If the journalist had not been asking the singer so many questions, she _____ (break up) the interview.
- 6** If the fan _____ (know) the singer's number, he would have phoned her.
- 7** If just one person in the audience had known the lyrics, the band _____ (not be) so disappointed.
- 8** I would have understood the meaning of the song if she _____ (sing) in English or German.

2 Have a look at the statements. Rewrite the sentences using conditional III.

I quit playing the drums when I was sixteen. It's a pity because I could have become a famous rock star!



1 *If I had not quit playing the drums when I was sixteen, I could have become a famous rock star.*

2 I used to listen to loud music all the time, and this is why I lost my hearing in my right ear.

3 It is such a shame that I was too shy to ask her for a date. Weeks later I saw her going out with another guy.

4 Silly me! I bought a new mobile which was really expensive. I was broke then.

5 I had a lovely conversation with a boy from Brazil at the airport. This is why I missed the plane.

6 I gained weight over the Christmas holidays, so I decided to do more sports.

7 I went to the open air festival last week and got really wet. Unfortunately, I forgot to take a raincoat with me.

8 We decided to leave the restaurant, it was really noisy there.

9 In the end I did not take part in the football competition of our local club and so I missed a fantastic event.

10 Tim apologised for his inappropriate behaviour. This is why his teacher did not get angry.



