



If you're struggling to choose a book that will help you deliver speaking-driven sessions for upper-intermediate (B2) English learners, feel free to use these sample lesson plans. Reach out to me for more resources like these.

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## Unit 1: Communication

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### Activity 1:

Ask the students to share their ideas on how important they find communication to be in **daily life and at work** as an open class activity.

### Activity 2:

Have students work in groups and ask them to discuss the following questions:

1. What do you think is more important in communication: speaking clearly or listening carefully? Why?
2. How do you feel when someone doesn't understand you? What do you do to make yourself clear?
3. Do you think body language is important in communication? Can you give an example?
4. How do you communicate with people who speak a different language or have a different accent than you?
5. What do you do if you don't understand something someone says? How do you ask for clarification?
6. How can social media change the way people communicate? Do you think it's positive or negative?
7. How do you communicate with people in different situations, for example, at work, with friends, or with family?
8. In your opinion, is it important to have good communication skills? Why or why not?
9. Have you ever misunderstood someone because of a language barrier? What happened and how did you solve it?
10. Can you think of a time when you communicated very well with someone? What made it successful?

**Activity 3:**

Match the words with their antonyms and after it discuss each one's influence in communication:

1. Clear
2. Friendly
3. Calm
4. Confident
5. Respectful

- Rude
- Shy
- Ambiguous
- Impatient
- Ignorant

**Activity 4:**

Lead in questions for listening:

Lead-in 1:

- a) How much attention do you pay to body language when having a serious communication with someone you don't know very well?
- b) Have you ever spotted a liar simply by paying attention to their body language? How?

Lead-in 2: Pre-teaching vocabulary:

Circumstance

Admissible

Assumption

Conscious mind

Subconscious

To delve into something

Statement

The listening: <https://www.youtube.com/watch?v=H0-WkpmTPrM>

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## Unit 2: Success

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### **Activity 1: Open Class Discussion**

- a) Ask the students to write the word SUCCESS in the center of the page and generate associations with it.
- b) Have the students work in pairs and discuss their points of view.

### **Activity 2: Questionnaire**

Ask the students to work in pairs and discuss the following questions with one another:

1. How do you define success in your personal life?
2. What does success look like in the workplace?
3. Do you think success means the same thing for everyone? Why or why not?
4. Can you think of a time when you felt truly successful? What happened?
5. How do you measure success? Is it based on achievements, happiness, or something else?
6. Do you believe that success is more about hard work or talent? Why?
7. Can you be successful without making sacrifices? Why or why not?
8. In your opinion, is success more about individual effort or teamwork?
9. How do you feel when you see someone else achieving success?
10. How important is failure in achieving success? Do you learn from your failures?
11. What are the most common barriers to success in your field?
12. Is it better to have one big success or many small successes? Why?
13. Do you think success is about material wealth or happiness?
14. Do you believe that successful people are just lucky, or do they make their own luck?
15. How can emotional intelligence contribute to your success?
16. Can success in one area of life (e.g., career) negatively affect other areas (e.g., family or health)?
17. How do you support others in achieving success?
18. What role does education play in achieving success?
19. Do you think social media influences people's view of success? How?
20. How do you stay motivated when you're working toward a big goal?

### **Activity 3: Reading**

#### a) Pre-teaching vocabulary

Wealth

Look up to

Define

To feel fulfilled

To contribute

#### b) Reading

### **Money and Success**

Money is often associated with success. Many people believe that if you have a lot of money, you must be successful. In some cultures, **wealth** is seen as a clear sign of achievement, and it can open doors to new opportunities, luxury, and comfort. For example, a successful businessperson might be recognized for their wealth, and people often **look up to** them as role models.

However, not everyone **defines** success by the amount of money they have. Some people argue that true success comes from doing meaningful work, having a sense of purpose, and maintaining a healthy work-life balance. For them, success is about **feeling fulfilled** and content, not just about earning a high salary or buying expensive things.

Moreover, focusing only on money can sometimes lead to stress and dissatisfaction. Many people who chase money as a measure of success find themselves feeling unfulfilled once they have achieved financial goals. This is because money alone cannot provide happiness, and it's the emotional and mental well-being that truly defines a person's sense of success.

In the end, the relationship between money and success is complex. While money can **contribute** to a sense of achievement and open up many opportunities, it is not the only factor in defining true success. Personal happiness, relationships, and making a positive impact on the world can be just as important, if not more so.