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КРИСАНОВА ТЕТЯНА АНАТОЛІЇВНА

COMMUNICATIVE ENGLISH C1 in ACTION

Практичний посібник

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Практичний посібник призначений для студентів 1–2 курсів магістратури і спрямований на розвиток комунікативної компетентності англійської мови на рівні C1. Він поєднує навчальні та методичні функції, забезпечуючи матеріал для мовленнєвої практики та демонструючи ефективні стратегії роботи у групах, парах і індивідуально. Зміст охоплює 10 тематичних модулів із різними формами комунікативної діяльності, методичними коментарями, прикладами дискусій, критеріями оцінювання та добірками мовних конструкцій. Виконання завдань сприяє розвитку критичного мислення, командної взаємодії, адаптивності, комунікативної гнучкості та аргументованого академічного мовлення. Посібник має професійну орієнтацію і може бути використаний у педагогічній практиці, демонструючи ефективні формати комунікативної роботи та способи їх адаптації до навчального процесу.

Рекомендовано здобувачам освіти 1-2 курсів підготовки магістра, спеціальності А4 Середня освіта, предметної спеціальності А4.02 Середня освіта (Мова та зарубіжна література), спеціалізації А4.021 Англійська мова та зарубіжна література за освітньою програмою Середня освіта. Англійська мова та зарубіжна література.

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ПЕРЕДМОВА

Практичний посібник *Communicative English C1 in Action* призначений для студентів 1–2 курсів освітнього рівня *magistr* і орієнтований на розвиток комунікативної компетентності з англійської мови відповідно до вимог рівня C1. Посібник має подвійне призначення: з одного боку, він забезпечує студентів навчальним матеріалом для вдосконалення мовленнєвої практики, з іншого – виконує методичну функцію, демонструючи студентам ефективні стратегії організації роботи у групах, парах та індивідуальному форматі.

Зміст посібника охоплює 10 тематичних модулів, що відповідають структурі базового підручника, завдяки чому зберігається академічна логіка та послідовність навчальної програми. Кожна тема містить зразок сучасного комунікативного формату, серед яких: рольові ігри, структуровані дебати, проєктно-орієнтовані презентації, академічний сократівський семінар та інші інтерактивні форми роботи. Для кожного виду діяльності розроблено детальний механізм проведення, визначено навчальні цілі, структуру взаємодії, розподіл ролей та індивідуальних завдань. Особливу увагу приділено мовному забезпеченню: у розділах наведені добірки корисних фраз, логічних зв'язок, ідіоматичних виразів, конструкцій для ефективного академічного спілкування, що відповідають рівню C1. Це надає студентам готові «мовні інструменти» для професійного застосування англійської мови.

Кожна тема також супроводжується методичним коментарем, котрий пояснює специфіку комунікативної діяльності. Додатково наведений зразок дискусії, який демонструє оптимальні стратегії академічної взаємодії, а також зазначені критерії оцінювання. Така побудова посібника підкреслює методичний акцент на процесуальному підході, спрямованому на системне формування навичок комунікативної академічної взаємодії.

Комплексне виконання завдань посібника сприяє розвитку критичного мислення, адаптивності, комунікативної гнучкості, командної взаємодії та здатності до аргументованої академічної дискусії, формуючи ключові *soft skills*, необхідні сучасному фахівцю.

Представлені завдання мають професійну орієнтацію і можуть бути інтегровані у майбутню педагогічну практику випускників як учителів англійської мови, демонструючи різноманітні формати комунікативної роботи та способи їх адаптації до навчального процесу. Практичний посібник *Communicative English C1 in Action* поєднує розвиток комунікативної компетентності рівня C1 з підготовкою до професійної діяльності у сфері освіти.

TOPIC 1. ORIGINS
ROLE-PLAY
INTERNATIONAL ACADEMIC CONFERENCE
Understanding the Roots of Identity

METHODOLOGICAL NOTE

What is a Role-Play?

A role-play is a simulation of a real-world scenario in which participants assume specific, predefined roles to explore and discuss a topic in depth. Role-play allows participants to adopt different disciplinary or professional perspectives, and practice structured interaction in an intellectually challenging environment. It follows clear instructions: each participant knows their role, objectives, and communication style. This activity provides a controlled and authentic framework for practicing language suitable for scholarly communication.

SCENARIO

You are participants in an international academic conference on the theme *Understanding the Roots of Identity*. This conference explores how our personal, cultural, social, and historical origins shape who we are and the decisions we make in life. Each participant will represent a specific perspective, which may include personal experience, cultural background, historical context, or the role of names and language in shaping identity.

During the conference, you will present your perspective in an academic style, engage in discussion and debate with other participants, and collaborate to examine how different factors intersect to form our sense of self. Through this role-play, you will practice academic communication and critical thinking while gaining a deeper understanding of how diverse personality aspects contribute to individual and collective identity.

OBJECTIVES

- ✓ To explore how personal, cultural, historical, and social origins shape identity and influence decision-making;
- ✓ To practice advanced oral communication, including presenting arguments, responding politely to differing opinions, and participating in a structured debate;
- ✓ To simulate an academic conference environment, including a formal opening, structured discussion, and concise conclusion.

ROLES AND TASKS

Historian

Task: to present historical events shaping cultural identity.

Useful phrases: “Historical evidence suggests that...”, “This tradition can be traced back to...”

Anthropologist

Task: to highlight rituals and cultural practices.

Useful phrases: “In many cultures, it is customary to...”, “This ritual originates from...”

Genealogist

Task: to present a fictional family tree and its meaning.

Useful phrases: “The family lineage indicates that...”, “Ancestral roots can be traced to...”

Philosopher

Task: to explore existential aspects of origins.

Useful phrases: “One might argue that our origins inherently shape...”, “It could be suggested that understanding one’s past...”

Psychologist

Task: to analyze family background and upbringing effects.

Useful phrases: “Research indicates that early life experiences...”, “It is plausible to assume that...”

Sociologist

Task: to focus on social/community origins.

Useful phrases: “Societal structures that emerged from...”, “Community practices often reflect historical origins...”

Policy maker

Task: to argue for policy approaches based on origins.

Useful phrases: “Policy should take into account...”, “Given the historical context...”

Environmental activist

Task: to connect geography and environment with cultural identity.

Useful phrases: “The geographical setting influenced...”, “Environmental factors played a crucial role in...”

Student representative

Task: to share modern, personal reflections.

Useful phrases: “In my personal experience...”, “I have observed that...”

Moderator / Chairperson

Task: to organize discussion, ask questions, summarize.

Useful phrases: “Could you elaborate on that point?”, “Let’s move to the next perspective...”

PROCEDURE

Step 1. Preparation (15 min)

Carefully read your role description and highlight the main arguments and relevant vocabulary. Prepare a 2–3 minute opening statement using formal academic English. Review the Useful Phrases Toolkit and select at least five phrases to incorporate naturally into your statement. Make brief notes to support interaction during the discussion phase.

Step 2. Opening Statements (15 min)

Each participant delivers their opening statement (maximum 3 minutes). Listen attentively to other participants and take notes for potential follow-up questions or points of agreement/disagreement. Focus on clarity and coherence of argumentation.

Step 3. Structured Discussion (25 min)

Engage in a guided discussion based on the main question: “How do personal, cultural, social, and historical origins shape identity?”. Ask clarifying questions: “Could you elaborate on that point?” or “What evidence supports this claim?”. Respond politely, using hedging and linking phrases: “It could be argued that...”, “Considering recent research...”.

The Moderator ensures balanced participation and guides the discussion flow.

Step 4. Conclusion (10 min)

Moderator summarizes the key perspectives and highlights emerging themes. Each participant gives a short final reflection (30–60 seconds) on their insights and takeaways.

Step 5. Reflection (5 min)

Individually, note which phrases and arguments were the most effective in your performance. Reflect on how your understanding of origins has evolved through the discussion. Be prepared to share one insight with the group.

Step 6. Feedback and Assessment (5 min)

The instructor provides feedback on each participant’s performance, makes suggestions for improving argumentation and linking ideas for future activities.

USEFUL PHRASES TOOLKIT

Agreeing / Supporting

I completely agree with the point raised by...

This argument is particularly compelling because...

Indeed, as you mentioned...

That is an excellent observation; additionally...

Your perspective highlights an important dimension...

Disagreeing Politely

I’d challenge this claim...

While I see your point, I would argue that...

That may be true, but one should also consider...

I understand your argument; however...

I am not entirely convinced that...

Speculating / Hypothesizing

One might argue that...

It is plausible to assume that...

Perhaps the reason lies in...

It may be the case that...

Asking Questions / Clarifying

Could you elaborate on that point?

What evidence supports your claim?

How does this perspective relate to our main question?

Concluding / Summarizing

To summarize, we can see that...

In conclusion, this discussion shows that origins influence...

SAMPLE DIALOGUE

Moderator: Good morning, everyone, and welcome to today's academic discussion on the topic of origins. Our guiding question is: 'How do personal, cultural, social, and historical origins shape who we are and the choices we make?'. Each of you will represent a specific perspective and present your ideas. Please feel free to engage with your peers' arguments, ask questions, and contribute to a dynamic discussion. I now invite the Historian to begin by outlining the historical influences on identity.

Historian: Historical evidence suggests that many modern social norms have their roots in medieval traditions. For example, the notion of communal responsibility can be traced back to European guilds.

Anthropologist: That is an interesting point. However, rituals often convey cultural meaning more vividly than historical records. In several societies, rites of passage such as initiation ceremonies reveal social origins more clearly than documents ever could.

Historian: I see your point. Perhaps we could consider rituals as complementary to written history. They provide context that historical texts sometimes overlook.

Student Representative: From my own experience, family traditions have a more immediate impact on identity than historical events. For example, our annual heritage festival celebrates our ancestry and at the same time fosters a strong sense of community.

Philosopher: Indeed, one might argue that understanding our origins allows us to make more ethical choices. By recognizing the interplay between our past experiences and present responsibilities, we can make personal and social decisions with greater awareness.

Psychologist: Adding to that, research indicates that early life experiences, including family rituals and social traditions, significantly shape our values. This supports both the Historian's and Student Representative's observations.

Anthropologist: Exactly. So perhaps the challenge is integrating historical knowledge with lived cultural practices to form a comprehensive understanding of identity.

Moderator: Excellent points. Could each participant now reflect briefly on how these different perspectives interact to shape our understanding of identity?

ASSESSMENT CRITERIA

- Clarity and coherence of the opening statement;
- Appropriate use of C1-level vocabulary and academic phrases;
- Active engagement in a structured discussion, including asking questions and responding to peers;
- Respectful interaction and effective turn-taking;
- Ability to integrate examples and evidence to support arguments.

TOPIC 2. OPINION STRUCTURED DEBATES

Does social media have a more positive or negative impact on public opinion?

METHODOLOGICAL NOTE

What is a Structured Debate?

A structured debate is a formal activity in which participants discuss a specific topic according to clear rules. Each participant or team is assigned a position, either supporting or opposing the topic, and is expected to present arguments, respond to counterarguments, and defend their position in an organized and logical way.

Structured debates have several key features. The topic is clearly defined, and speaking turns are assigned to ensure fairness. Participants support their arguments with evidence or examples, and actively respond to opposing viewpoints. Contributions are organized with clear introductions, development of ideas, and conclusions. The format encourages persuasive reasoning and respectful interaction. At the end, participants summarize main points and reinforce their position, demonstrating clarity and coherence.

SCENARIO

You are participating in a structured debate organized by a civic organization on the motion: “Social media strengthens democratic opinion rather than distorting it”. The debate is set in a formal context, with invited participants, observers, and representatives of the civic organization. Students are divided into two teams:

Proposition Team – argues that social media enhances democratic participation and supports civic awareness.

Opposition Team – argues that social media fosters misinformation and manipulation of public opinion.

A Moderator ensures procedural fairness and maintains respectful and balanced discussion.

OBJECTIVES

- ✓ Practice C1-level academic speaking: presenting complex arguments, rebutting, and summarizing;
- ✓ Develop critical thinking by evaluating both supportive and opposing perspectives;
- ✓ Learn how to use persuasive strategies (hedging, counterargument, exemplification, referencing evidence);
- ✓ Gain experience in formal debate protocol: turn-taking, time management, and respectful interaction.

ROLES AND TASKS

Team Pro

Speaker 1 – Opening Argument

Task: to present the team's position supporting the statement.

Useful Phrases: "We firmly believe that...", "Our position is supported by..."

Speaker 2 – Supporting Evidence & Examples

Task: to provide data and real-life cases to reinforce the argument.

Useful Phrases: "For instance, recent studies show that...", "A concrete example is..."

Speaker 3 – Rebuttal & Strengthening Team Member

Task: to respond to opposing arguments politely and strengthen your team's position.

Useful Phrases: "While my colleague raises an interesting point, evidence suggests...", "Although that argument has merit, it should be considered that..."

Team Con

Speaker 1 – Opening Argument

Task: to present the team's position opposing the statement.

Useful Phrases: "Contrary to this view, social media often...", "It is difficult to support the claim that..."

Speaker 2 – Supporting Evidence & Examples

Task: to reinforce the team's argument with examples and cases.

Useful Phrases: “A case in point is...”, “This is exemplified by...”

Speaker 3 – Rebuttal & Clarification

Task: to rebut Pro team arguments and clarify points.

Useful Phrases: “We acknowledge that, but consider...”, “It is important to note that...”

Moderator / Chairperson

Task: to introduce the topic, manage timing, ask clarifying questions, and summarize.

Useful Phrases: “Thank you for your argument. Could you clarify...?”, “Let’s move to the next speaker...”, “Please elaborate on the evidence you mentioned”, “Two minutes remaining for this speaker”.

Audience

Task: to listen actively and ask questions.

Useful Phrases: “Could you expand on your point regarding...?”, “I am curious about the evidence for...”.

Fact-checker / Research Assistant

Task: to intervene with clarifications or factual corrections when necessary.

Useful Phrases: “According to ..., this statement requires clarification...”, “The data actually show that...”

Note-taker

Task: to summarize key arguments for post-debate discussion.

Useful Phrases: “The main arguments presented were...”, “Team Pro emphasized... whereas Team Con focused on...”.

PROCEDURE

Step 1. Preparation (15 minutes)

Read your role description carefully. Highlight main arguments and examples. Review the Useful Phrases Toolkit and select at least five phrases to incorporate. Prepare a 2–3 minute opening statement using formal academic English.

Step 2. Opening Statements (6–8 minutes per team)

Speaker 1 of each team presents the main argument. Speakers 2 and 3 provide additional evidence, examples, and strengthen the argument.

Step 3. Rebuttals and Discussion (15–20 minutes)

Respond to opposing arguments using hedging and polite disagreement. Moderator ensures structured turn-taking and maintains flow.

Step 4. Closing Statements (5 minutes per team)

Summarize key points, counterarguments, and reinforce team stance.

Step 5. Feedback and Reflection (5–10 minutes)

Note-taker highlights the strongest arguments and areas needing improvement. Moderator gives feedback on effective language, discourse strategies, and overall engagement.

Step 6. Feedback and Assessment (5 min)

The instructor provides feedback on each participant's performance, makes suggestions for improving argumentation and linking ideas for future activities.

USEFUL PHRASES TOOLKIT

Agreeing / Supporting

I support the argument presented by...
because...

This point is particularly persuasive due to...

I agree with your reasoning and would like to
add that...

Your evidence strengthens the case for...

I would like to endorse the perspective that...

Disagreeing Politely / Rebuttal

I respectfully dissent from this view because...

While your argument is valid, I contend that...

I acknowledge your point, but evidence
suggests otherwise...

That may be true in some cases; however...

I would like to challenge the assumption that...

Speculating / Hypothesizing

It could be suggested that...

One could hypothesize that...

Perhaps the impact is influenced by...

It is plausible to assume that...

We might consider the possibility that...

Asking Questions / Clarifying

Could you clarify how that supports the idea?

What data or examples can you provide to
justify this point?

How does this relate to the opposing
argument?

Can you elaborate on the implications of your
claim?

How would you respond to the
counterargument that...?

Concluding / Summarizing

To summarize, the evidence indicates that...

In conclusion, the discussion demonstrates
that...

Overall, the arguments suggest that...

To conclude, the debate stresses considerations
regarding...

In brief, it is clear that...

SAMPLE DIALOGUE

Moderator: Good morning, everyone, and welcome to today's debate on the impact of social media on democratic opinion. Our motion for discussion is: 'Artificial intelligence should play a central role in public decision-making'. Before we begin, let me briefly outline the format. Each team will present their arguments and respond to counterarguments. I encourage all participants to interact respectfully with differing viewpoints and use evidence to support claims. Please keep your statements clear and

concise to allow time for rebuttal. I'd like to invite Team Pro – Speaker 1 to present the opening argument supporting the motion.

Team Pro – Speaker 1: We firmly support the motion. Artificial Intelligence tools, such as adaptive learning platforms, allow students to receive personalized feedback, which is difficult to achieve in traditional classrooms. For example, the research indicates that AI-based tutoring systems improve student engagement and retention.

Team Con – Speaker 1: While AI has benefits, it also risks reducing critical thinking. Over-reliance on algorithms may limit students' ability to independently evaluate information. According to Johnson's research, students using automated feedback without human guidance often struggle with problem-solving.

Fact-Checker: Excuse me, Team Con. The study you cited reports a 12% improvement in problem-solving skills when AI is combined with instructor feedback, not a decrease. Accuracy is essential in academic discussion.

Team Con – Speaker 1: Thank you for the clarification. I concede that AI can be effective if combined with human instruction. My point remains that AI alone may not sufficiently develop critical reasoning.

Audience Member: Could Team Pro elaborate on how adaptive learning ensures fairness across different student demographics?

Team Pro – Speaker 2: Certainly. Adaptive platforms adjust content difficulty based on individual performance. Studies show these systems reduce performance gaps between students with different prior knowledge.

Note-Taker: Team Pro emphasized personalization and engagement benefits. Team Con highlighted risks of over-reliance and access inequalities. Fact-checker corrected an initial misinterpretation of Johnson. Audience inquiry focused on fairness and equity.

Moderator: Thank you to all speakers. Let's move to final reflections. Each team provides a 30-second summary.

[...]

Audience Member: I found Team Pro's argument about adaptive learning compelling, though Team Con's point on interpersonal skills is also valid. Overall, evidence-based reasoning should guide AI integration.

Note-Taker (final comment): The debate illustrated perspectives on AI in education, and highlighted evidence-based claims. Main arguments included hedging and respectful rebuttal.

ASSESSMENT CRITERIA

- Strength and persuasiveness of arguments, including logical organization and relevance to the motion;
- Effective use of C1-level academic language, including hedging and linking phrases;
- Ability to counter opposing arguments politely and provide evidence-based rebuttals;
- Use of supporting examples, statistics, or case studies to substantiate claims and strengthen the debate.

TOPIC 3. PLACES

PROJECT-BASED PRESENTATION

Balancing tradition and innovation in urban and rural development

METHODOLOGICAL NOTE

What is a Project-Based Presentation?

A Project-Based Presentation is a structured communicative activity in which students investigate a specific topic, gather and analyze information, and present their findings to an audience in a coherent and engaging manner. This type of activity emphasizes both independent research and collaborative teamwork, encouraging learners to organize arguments logically and communicate them effectively using advanced language skills. Participants are responsible for planning their project, allocating roles and tasks, and preparing a clear, professional presentation that may include visual aids or interactive elements. Project-Based Presentations provide a realistic academic or professional framework for practicing persuasive and analytical interaction. This activity also develops organizational and collaborative skills, as students must coordinate research, negotiate contributions, and ensure that each section of the presentation flows logically.

SCENARIO

You are part of an interdisciplinary urban planning committee tasked with advising a regional council on the future development of a selected area. The council faces the challenge of balancing the preservation of cultural and historical traditions with the need for modern infrastructure and technological innovation. Your team will analyze urban and rural development trends, identify potential conflicts and opportunities, and propose a set of recommendations. Each participant will assume a specific professional role, present evidence-based arguments, respond to questions from peers, and collaborate to produce an academically sound project proposal. Your final output will include a clear summary of findings, supported by data and persuasive reasoning.

OBJECTIVES

- ✓ To strengthen students' skills in researching and analyzing information about different places;
- ✓ To develop students' ability to present information clearly and persuasively;
- ✓ To practice C1-level descriptive and comparative language;
- ✓ To promote collaborative work and interactive discussion.

ROLES AND TASKS

Urban Planner

Task: to present strategies for modern urban development while respecting historical architecture.

Useful Phrases: "Current urban policies indicate that...", "A sustainable approach would involve...", "It is essential to consider the impact on heritage sites..."

Rural Development Specialist

Task: to describe how rural communities can integrate innovation without losing traditions.

Useful Phrases: "In many rural areas, it is customary to...", "This approach allows for modernization while preserving..."

Sociologist

Task: to analyze social impacts of urbanization and rural transformation.

Useful Phrases: "Research indicates that community cohesion can be affected by...", "Societal response often depends on..."

Economist

Task: to discuss economic feasibility of proposed projects.

Useful Phrases: "Cost-benefit analysis shows that...", "Financial incentives could encourage..."

Environmental Expert

Task: to evaluate environmental implications of urban and rural strategies.

Useful Phrases: "The ecological impact of this plan includes...", "Mitigation measures might involve...", "Sustainable development requires..."

Cultural Historian

Task: to emphasize importance of preserving cultural heritage.

Useful Phrases: "Historical records suggest that...", "Cultural practices are integral to identity because..."

Moderator / Chairperson

Task: to introduce the session, guide the presentation order, manage timing, facilitate discussion, and summarize conclusions.

Useful Phrases: “Let us begin with the Urban Planner’s analysis...”, “Could you clarify how this relates to the rural context?”, “Thank you. Let’s move to the next perspective...”.

Audience Members

Task: to ask questions, provide feedback, and comment on feasibility.

Useful Phrases: “Could you elaborate on the economic implications?”, “How would this strategy affect local traditions?”, “What evidence supports this proposal?”.

Note-Taker

Task: to record arguments, recommendations, and points of discussion.

Useful Phrases: “The main point from the Sociologist was...”, “Urban Planner emphasized that...”, “Consensus emerged around...”

Fact-Checker

Task: to verify accuracy of data and references during discussion.

Useful Phrases: “This statistic may require clarification...”, “Evidence suggests an alternative interpretation...”.

PROCEDURE

Step 1. Preparation (20 min)

Read your role description carefully. Conduct a brief research check if needed (use credible sources only) to support your statements. Prepare a 2–3 minute structured presentation of your perspective, include the main elements: introduction (state your role and the main focus), key points (present examples and reasoning), implications (explain how your perspective contributes to the overall project question). Review the Useful Phrases Toolkit. Choose at least 5 phrases to incorporate in your presentation and discussion. Anticipate potential questions from the audience and other roles; prepare brief answers.

Step 2. Presentations (20–25 min)

Moderator opens the session, briefly restates the main question, and introduces the first speaker. Each participant delivers their presentation in the order: Urban Planner → Rural Development Specialist → Sociologist → Economist → Environmental Expert → Cultural Historian. Audience and other participants take notes, particularly noting questions, points of agreement, and areas for clarification. Moderator ensures smooth transitions between speakers and adherence to the time limit.

Step 3. Structured Discussion / Interaction (25–30 min)

After all presentations, the discussion phase begins.

Audience members pose questions using the Useful Phrases Toolkit. Participants respond, linking answers to evidence and previous presentations. Moderator encourages interaction: asking follow-up

questions and ensuring all voices are heard. Fact-Checker intervenes if any data or claims need verification. Note-Taker records key points.

Step 4: Synthesis and Conclusion (10–15 min)

Moderator leads a final round where each participant gives a short reflection (30–60 sec) on their perspective and the discussion. Moderator summarizes the main insights and recommendations, highlighting areas of consensus and remaining questions.

Step 5: Individual Reflection (5–10 min)

Each student writes a brief reflection mentioning which strategies were the most effective and how interaction with other perspectives influenced their thinking.

Step 6. Feedback and Assessment

The instructor provides feedback on each participant's performance, makes suggestions for improving argumentation and linking ideas for future activities.

USEFUL PHRASES TOOLKIT

Presenting Ideas

Our analysis indicates that...

Evidence from recent studies suggests...

Research highlights the importance of...

It is essential to consider...

This perspective emphasizes that...

Comparing / Contrasting

In contrast to this approach...

Conversely, one might observe that...

While some evidence points to...

Compared with previous strategies...

It is useful to differentiate between...

Explaining Cause and Effect

This leads to...

As a consequence...

The primary factor contributing to this is...

This situation arises because...

One outcome of this process is...

Speculating / Hypothesizing

It is plausible to suggest that...

One could hypothesize that...

Perhaps the reason for this is...

This may result in...

It might be the case that...

Responding / Interacting

Could you clarify how this relates to...?

I would like to build on your point by...

While I appreciate your perspective, I would argue that...

This observation raises an interesting question:...

Let us consider the implications of...

Concluding / Summarizing

To summarize, the evidence indicates that...

In conclusion, balancing tradition and innovation requires...

Overall, these findings highlight...

Therefore, it is crucial to...

The discussion underscores the significance of...

SAMPLE DIALOGUE

Moderator: Good morning, everyone. Today, we are exploring the motion: Balancing Tradition and Innovation in Urban and Rural Development. Our goal is to examine how urban expansion, rural preservation, economic growth, and environmental sustainability interact. To start our discussion, I would like to invite the Urban Planner to present their perspective and demonstrate the opportunities and challenges that urban innovation presents.

Urban Planner: Thank you. From my perspective, urban areas must embrace innovation to accommodate population growth. Smart city initiatives, for example, improve efficiency in transport and energy use. This approach allows cities to meet modern demands while reducing congestion and pollution.

Rural Development Specialist: I agree innovation is important, but rural areas face unique challenges. Preserving local traditions and landscapes is crucial for cultural identity and tourism. Overdevelopment can threaten these assets. In many regions, carefully planned growth ensures sustainability without sacrificing heritage.

Sociologist: I'd like to highlight the social dimension. Rapid urbanization can disrupt community cohesion, while rural development often lacks social infrastructure. Policies should aim for inclusive development, ensuring residents maintain quality of life and social connections.

Economist: While I respect the cultural and social aspects, economic viability is paramount. Innovative infrastructure attracts investment, creates jobs, and supports local economies. Conversely, neglecting modernization can lead to stagnation and outmigration from rural areas.

Environmental Expert: Environmental sustainability must guide every decision. Urban expansion should minimize ecological footprint, and rural areas require protection from overexploitation. For example, integrating green spaces in cities and preserving natural habitats in rural regions balances development with conservation.

Cultural Historian: I would stress the importance of tradition. Heritage buildings, local festivals, and historical practices contribute to a sense of identity. Modernization should complement rather than erase these elements. Community participation in planning ensures respect for history.

Audience Member: Could the Urban Planner clarify how innovation can coexist with cultural preservation in densely populated cities?

Urban Planner: Certainly. Urban development projects increasingly integrate heritage sites into planning. Adaptive reuse of historic buildings, for instance, combines preservation with modern functionality. Evidence shows this approach strengthens both community identity and economic vitality.

Fact-Checker: I would like to note that recent studies indicate adaptive reuse can reduce construction costs by 20–30%, while maintaining historical integrity. Accuracy in our examples is crucial for informed discussion.

Rural Specialist: Thank you for the clarification. I would add that similar principles apply in rural areas: revitalizing traditional villages with sustainable infrastructure supports local economies and cultural preservation.

Note-Taker: Urban Planner emphasized smart city efficiency. Rural Development Specialist focused on heritage and sustainability. Sociologist raised social cohesion concerns. Economist stressed economic growth. Environmental Expert highlighted ecological limits. Cultural Historian underlined historical preservation. Fact-Checker corrected a data point. Audience asked about urban-rural integration.

Moderator: Thank you. Let's move to closing statements. Please summarize your main points in 30 seconds.

ASSESSMENT CRITERIA

- Clarity and coherence of individual presentation;
- Use of C1-level academic vocabulary and phrases;
- Ability to provide evidence and examples;
- Engagement in discussion, including asking and answering questions politely;
- Respect for discussion norms and collaboration.

TOPIC 4. JUSTICE

CASE STUDY WORKSHOP

To what extent should governments be legally obligated to implement policies protecting future generations from environmental harm?

METHODOLOGICAL NOTE

What is a Case Study Workshop?

A Case Study Workshop is an interactive academic activity in which students analyze, interpret, and propose solutions for a real-world or hypothetical scenario, known as a case. This activity allows participants to apply theoretical knowledge to practical problems, developing critical thinking and collaborative problem-solving. In a Case Study Workshop, participants work in small groups, examine all aspects of the case, evaluate evidence, and discuss alternative approaches. Then, they

present their recommendations to the wider group, responding to questions from peers and instructors. The attention focuses on analytical reasoning and solution-oriented discussion. This format encourages active listening and respectful synthesis of multiple perspectives in a scholarly setting.

SCENARIO

You are participating in a case study workshop examining the case *Held v. Montana* (<https://www.publichealthlawcenter.org/litigation-tracker/held-v-montana-2023>), in which youth activists sued the state over climate policies. The central question is: to what extent should governments be legally obligated to implement policies protecting future generations from environmental harm?

Participants will represent assigned roles and analyze the case, presenting arguments, counterarguments, and responses based on evidence from legal, social, environmental, and economic perspectives. The discussion simulates a professional policy workshop with academic-style reasoning.

Case Overview: Held v. Montana (2023–2024, USA)

Held v. Montana is a climate litigation case in which sixteen youth plaintiffs sued the state of Montana, arguing that its ongoing support for fossil fuel development violated their constitutional right to a clean and healthful environment. The plaintiffs claimed that the state's energy policies endangered their immediate health and wellbeing as well as undermined the rights of future generations to live in a stable climate. In August 2023, the trial court ruled in favor of the plaintiffs, declaring that Montana's promotion of fossil fuels was unconstitutional under the state's environmental protections. This marked the first time in U.S. history that a court recognized climate change as a constitutional issue, making the case a turning point for climate justice and youth-led legal activism (<https://www.publichealthlawcenter.org/litigation-tracker/held-v-montana-2023>). The case provides ground for academic debate on justice and policy-making.

OBJECTIVES

- ✓ To practice formulating arguments, presenting evidence, and responding to opposing views in a structured setting;
- ✓ To develop communicative skills in academic discussion appropriate for professional or scholarly contexts;
- ✓ To analyze the case from multiple perspectives: legal, social, environmental, and economic;
- ✓ To simulate a professional policy workshop with structured participation and respectful interaction.

ROLES AND TASKS

Plaintiffs (Youth Activists)

Task: to explain the impact of fossil fuel policies on youth and future generations.

Useful phrases: “Our claim is grounded in the constitutional right to...”, “Research clearly demonstrates that...”, “The evidence shows that future generations will inevitably...”, “Governmental inaction in this context amounts to...”.

State Attorney / Defense

Task: to defend the state’s policies, justify the government’s energy strategy, and challenge the plaintiffs’ argument.

Useful phrases: “While we recognize environmental concerns, we argue that...”, “According to established constitutional precedent...”, “The state’s policy is justified on the grounds of...”, “It is important to note the limitations of judicial authority in...”.

Environmental Law Expert

Task: to provide commentary on environmental regulations and explain the wider legal consequences of the case.

Useful phrases: “It is widely recognized in environmental law that...”, “Existing legal frameworks require that...”, “In similar cases, courts have ruled that...”, “The implications of this decision for future litigation are...”.

Constitutional Law Scholar

Task: to analyze constitutional arguments and clarify the principles used by both sides.

Useful phrases: “The constitutional reasoning at stake hinges on...”, “Judicial interpretation of this article suggests...”, “Historically, courts have considered that...”, “This decision could reshape constitutional jurisprudence in...”.

Media Representative

Task: to summarize media coverage and discuss its influence on public perception of the case.

Useful phrases: “Media narratives have emphasized...”, “Journalists have questioned whether...”, “This case has been portrayed as symbolic of...”.

Judge / Chairperson

Task: to guide the discussion and ensure balanced participation.

Useful phrases: “Could you expand on the evidence supporting...?”, “Let us now consider an alternative perspective on...”, “I invite a response from the opposing side...”, “To summarize, the arguments raised so far indicate...”.

Audience / Public Stakeholders

Task: to ask clarifying questions, challenge assumptions, and raise broader implications.

Useful phrases: “Could you clarify how your position addresses...?”, “What evidence substantiates the claim that...?”, “To what extent could this case serve as a precedent for...?”.

Note-Taker

Task: to record main points of the discussion and provide a concise synthesis at the end.

Useful phrases: “The plaintiffs highlighted the importance of...”, “The defense stressed the necessity of...”, “Expert commentary pointed out the implications for...”, “Overall, the discussion revealed tensions between...”.

PROCEDURE

1. Preparation (15–20 min)

Read your assigned role description, highlight the arguments relevant to your role. Prepare a 2–3 minute opening statement or commentary that reflects your perspective. Make sure to integrate at least 5 Useful Phrases from the toolkit to ensure an academic and persuasive style. Anticipate possible questions or counterarguments and think of responses in advance.

2. Opening Statements (15 min)

Each participant delivers their prepared opening statement (approx. 2–3 minutes per role). While one participant speaks, others should identify potential points to challenge or support later. The Judge ensures time is respected and transitions between speakers.

3. Structured Discussion (25–30 min)

After openings, the Judge opens the floor for the interactive discussion. Participants should ask clarifying and probing questions, respond to others’ points (supporting or countering). Participants use evidence and legal/academic reasoning to strengthen their position. The Note-Taker records main arguments and points of agreement/disagreement for later synthesis. The Judge keeps the discussion balanced, ensuring all roles contribute equally.

4. Conclusion (10 min)

Each participant provides a final statement (30–60 seconds) summarizing their position in the case. These comments should not introduce new arguments but highlight the strongest points made during the debate. The Judge then delivers a neutral summary, outlining the key issues discussed and any remaining points of contention.

5. Reflection (5–10 min)

After the discussion, all students reflect on which language strategies they used effectively and how well they adapted their arguments to their assigned role. They should also consider what they learned about the case itself, including issues of justice and climate law. Reflections may be shared orally with the group or written as short learning journal entries.

Step 6. Feedback and Assessment (5 min)

The instructor provides feedback on each participant's performance, makes suggestions for improving argumentation and linking ideas for future activities.

USEFUL PHRASES TOOLKIT

Presenting Evidence / Position

Our position is substantiated by findings that...

The documentation clearly indicates that...

A closer examination of the case reveals that...

Historical evidence suggests that...

It is crucial to recognize the broader implications of...

Referring to Legal / Constitutional Frameworks

This interpretation aligns with constitutional principles of...

From a legal standpoint, the core issue rests on...

Precedent demonstrates that similar cases have...

Judicial reasoning has often emphasized that...

Engaging in Discussion / Adding Nuance

Grounding on the previous point, I would add that...

One dimension that has not yet been addressed is...

To refine this argument further...

It may also be instructive to consider...

Let us not overlook the implications for...

Challenging / Counter-arguing

I must draw attention to a limitation in that reasoning...

While that argument holds weight, it does not account for...

This interpretation seems incomplete without addressing...

One might question the reliability of that claim given...

The counterpoint here would be that...

Asking Questions / Probing Further

Could you clarify the basis of that claim?

How do you reconcile this position with the constitutional ruling?

In practical terms, how would this policy be enforced?

What are the implications for future governance?

To what extent does this argument depend on assumptions about...?

Summarizing / Concluding

To encapsulate, the essential tension lies between...

The most salient outcome of this discussion is...

Overall, the evidence indicates a shift toward...

In conclusion, this case exemplifies the challenge of balancing...

What remains unresolved is the question of how...

SAMPLE DIALOGUE

Judge: Good morning, everyone. Today we will examine the *Held v. Montana* case, in which youth activists challenged the state over fossil fuel policies. Our central question is: to what extent are governments legally obligated to protect future generations from environmental harm? Let's begin with the plaintiffs. Could the Youth Activist representative outline your main claim?

Plaintiff (Youth Activist): Our argument is founded on the principle that all citizens have a right to a safe and stable environment. Immediate action is required to mitigate climate change, which disproportionately affects future generations.

State Attorney: While acknowledging the plaintiffs' concerns, the state maintains that current policies balance environmental protection with economic development. Evidence shows that regulatory frameworks reduce emissions effectively.

Environmental Law Expert: Legal precedents indicate that the courts have increasingly recognized environmental rights in constitutional contexts, which strengthens the plaintiffs' position.

Audience Member: How might this ruling influence climate policies in other states or at the federal level?

Judge: Excellent question. Could the plaintiffs respond, considering broader implications?

Plaintiff (Youth Activist): The ruling could indeed set a precedent, motivating governments nationwide to adopt stricter climate measures for long-term sustainability.

Note-Taker: The discussion highlighted the plaintiffs' focus on generational rights and urgency, while the defense emphasized policy balance and empirical evidence. Key contributions included legal and constitutional insights.

ASSESSMENT CRITERIA

- Clarity and coherence of opening statement;
- Use of C1-level vocabulary and legal terminology;
- Engagement in structured discussion: rebuttals, evidence, and respectful interaction;
- Ability to synthesize legal, ethical, and societal perspectives;
- Effective integration of arguments: connection between legal principles, ethical reasoning, and case analysis

TOPIC 5. SECRETS

COLLABORATIVE STORYTELLING

The secret that changed everything

METHODOLOGICAL NOTE

What is Collaborative Storytelling?

Collaborative storytelling is a method of co-creating of narratives by several participants working together. It integrates multiple ideas and viewpoints into a shared narrative, allowing participants to co-construct stories through dialogue and interaction. Collaborative storytelling is built around three main principles: participation, negotiation, and co-construction of meaning. Participation means that every member of the group has a role in shaping the narrative, whether by contributing events or enriching the storyline. Negotiation involves continuous interaction between participants, who decide together how the story develops. Co-construction of meaning emerges naturally from this process: as participants interact and combine their contributions, the story develops layers of interpretation and significance that no single individual could produce alone.

The process of collaborative storytelling usually unfolds in stages. The group first defines a common theme or setting to provide the foundation for the story. Participants then contribute ideas, which are gradually connected into a coherent narrative through discussion and agreement. Throughout the process, the group reflects on the story's development, revises earlier decisions, and adapts to new contributions. The final narrative represents the group as a whole, while retaining elements of individual contributions.

SCENARIO

You are participating in a collaborative storytelling workshop focused on the theme *The Secret That Changed Everything*. In this activity, participants work together to create a narrative that explores the impact of a single hidden truth or revelation on a community or individual. The story should consider the ethical, social, psychological, and cultural consequences of this secret, weaving multiple perspectives into a coherent narrative. Each participant contributes ideas or plot points, negotiating how the story unfolds and which viewpoints are emphasized. Through dialogue and reflection, participants co-construct meaning, ensuring that the narrative reflects both shared themes and individual contributions.

OBJECTIVES

- ✓ To develop advanced oral and written communication skills through co-creating a narrative;
- ✓ To practice negotiating meaning and integrating diverse perspectives;

- ✓ To enhance critical thinking by analyzing the ethical, social, and cultural implications of secrets;
- ✓ To foster creativity in constructing a coherent, multi-perspective story.

ROLES AND TASKS

Narrator / Story Coordinator

Task: to guide the overall narrative flow and connect individual contributions into a unified story.

Useful phrases: “Let’s link this event with...”, “Using your idea, we can...”

Character Developer

Task: to create characters, defining motivations to the secret.

Useful phrases: “This character might respond by...”, “The motivation behind this action could be...”

Plot Designer

Task: to shape key events and turning points, define causality.

Useful phrases: “A turning point could occur when...”, “This event introduces conflict because...”

Ethical Analyst

Task: to examine moral implications of actions and decisions related to the secret, providing critical reflection.

Useful phrases: “From an ethical perspective...”, “This decision raises questions about...”

Cultural / Social Context Specialist

Task: to integrate societal, historical, or cultural dimensions to enrich the narrative and make it realistic.

Useful phrases: “Considering the social context...”, “This reflects cultural norms such as...”

Language Consultant

Task: to suggest formal vocabulary, academic connectors, or advanced phrasing to enhance narrative clarity.

Useful phrases: “We could express this idea more formally by...”, “Consider using a linking phrase such as...”

Questioner

Task: to ask probing questions to prompt elaboration, clarification, or justification of story choices.

Useful phrases: “Why does this event occur at this point?”, “How would this action influence the character’s motivation?”

Critical Evaluator / Peer Reviewer

Task: to assess the story critically, ask clarifying questions, highlight strengths and weaknesses in the narrative, and suggest alternative interpretations or improvements.

Useful phrases: “Could you clarify why this event is significant?”, “An alternative perspective might be...”, “This part of the story could be strengthened by...”

PROCEDURE

Step 1. Preparation (15–20 min)

Read your assigned role carefully and understand your responsibilities in the storytelling process. Highlight main ideas and potential contributions. Prepare 2–3 narrative fragments, character traits, or ethical reflections aligned with your role. Review the Useful Phrases Toolkit and plan to integrate at least 5 phrases into your contributions.

Step 2. Introduction and Setting the Scene (10 min)

The instructor introduces the theme *The Secret That Changed Everything* and explains the interaction rules. The group discusses the initial setting, context, and the central secret that will drive the story. Each participant briefly shares preliminary ideas without fully constructing the narrative.

Step 3. Story Development – Round 1 (20–25 min)

Participants contribute individual ideas, character actions, or plot points based on their roles. The Narrator / Story Coordinator connects contributions into a preliminary narrative flow. The Questioner poses clarifying questions or suggests alternative directions to enrich the story.

Step 4. Story Refinement – Round 2 (20–25 min)

The group reviews the emerging narrative, identifies inconsistencies, and negotiates revisions to enhance coherence, tension, and academic depth. The Plot Designer and Character Developer refine events and character behaviors. The Ethical Analyst and Cultural / Social Context Specialist integrate moral dilemmas, societal implications, or cultural elements. The Narrator / Story Coordinator ensures all revisions are incorporated cohesively.

Step 5. Final Narrative Construction (15–20 min)

The group finalizes the story, making sure each participant’s contributions are represented. The Narrator / Story Coordinator presents the complete story to the group.

Step 6. Reflection and Critical Evaluation (10–15 min)

The Critical Evaluator / Peer Reviewer assesses the story’s depth and integration of perspectives. Participants reflect individually on their use of language strategies, negotiation and co-construction of meaning. The group discusses which approaches were the most successful in creating a coherent and engaging narrative.

Step 7. Feedback and Assessment (5–10 min)

The instructor provides overall feedback on each participant’s performance, including suggestions for improving argumentation, linking ideas, and collaborative storytelling skills in future activities.

USEFUL PHRASES TOOLKIT

Introducing / Initiating Ideas

Let's begin by exploring...

One possible starting point is...

To set the scene, we could consider...

An initial idea to frame the story is...

We might open with the following scenario...

Linking / Integrating Contributions

This connects to the previous idea because...

To maintain continuity, let's...

This development links back to...

We can weave this element into the narrative by...

Expanding / Elaborating Details

We can enrich this part by adding...

One way to deepen the narrative is...

To provide more context, consider...

This event can be expanded by...

Further explanation could include...

Suggesting Alternatives / Hypothesizing

An alternative approach could be...

What if we considered...?

Another possibility is...

We might explore the consequences of...

This scenario could change if...

Ethical / Analytical Reflection

From an ethical standpoint...

This raises the question of...

The implications of this decision are...

One could argue that fairness requires...

Considering consequences, we might...

Clarifying / Questioning

Could you clarify how...?

How does this event affect...?

What is the reasoning behind...?

Can you explain the motivation for...?

How does this relate to earlier developments?

Summarizing / Concluding

To summarize, the story suggests that...

In conclusion, these events illustrate...

The narrative shows that...

Overall, the sequence of events indicates...

We can conclude that the main message is...

Language Enhancement / Academic Style

We could use more formal expressions

Consider using a precise term to convey...

Linking ideas with connectors like... would improve clarity

To emphasize causality, we might say...

SAMPLE DIALOGUE

Narrator / Story Coordinator: Let's begin by exploring the central secret that will drive our story.

One possible starting point is a mysterious letter discovered in the city archives.

Character Developer: We can introduce a character who finds the letter and is immediately conflicted about whether to reveal it.

Plot Designer: This event can be expanded by showing how the discovery triggers a chain of unexpected consequences for the community.

Questioner: Could you clarify how the character’s background influences their decision to keep or reveal the secret?

Ethical Analyst: From an ethical standpoint, this raises the question of individual responsibility versus communal welfare.

Cultural / Social Context Specialist: Considering the social context, the character’s hesitation reflects longstanding cultural norms about secrecy and trust.

Narrator / Story Coordinator: To maintain continuity, let’s link this dilemma to the earlier incident involving the town council’s decision.

Character Developer: We might explore the consequences of revealing the secret at a public meeting, which could change the community’s perception of the council entirely.

Ethical Analyst: The implications of this decision are significant: honesty might foster trust, but it could also expose vulnerabilities that put some people at risk.

Narrator / Story Coordinator: We can weave this element into the narrative by showing a flashback to the council’s previous errors, emphasizing cause and effect.

Audience / Critical Evaluator: To summarize, the story suggests that secrecy has both protective and disruptive roles in society. How might revealing the secret alter the balance of trust?

ASSESSMENT CRITERIA

- Clarity and coherence of ideas and narrative elements;
- Effective integration of C1-level vocabulary and stylistically appropriate expressions;
- Engagement in collaborative co-construction;
- Consideration of ethical, cultural, social, and character-driven dimensions to enrich the story.

TOPIC 6. TRENDS.

EXPERT ROUNDTABLE

How emerging technology trends shape our daily lives and future choices

METHODOLOGICAL NOTE

What is an Expert Roundtable?

An Expert Roundtable is a communicative activity in which participants assume the roles of specialists to discuss a specific topic. The activity emphasizes evidence-based argumentation and collaborative insight-building. Participants in an Expert Roundtable engage in a dialogue that simulates a professional or academic discussion, focusing on projecting possible developments within a field. Each participant contributes from a distinct perspective, responds to others’ arguments, asks

clarifying questions, and integrates diverse viewpoints to build a nuanced understanding of the topic. It is effective for exploring complex or emerging topics where multiple perspectives must be considered..

SCENARIO

You are participating in an Expert Roundtable as technology specialists, social scientists, economists, and cultural analysts. The central question for discussion is: how do emerging technology trends influence daily life, societal norms, and future professional choices? Each participant presents their perspective, engages with others' viewpoints, and collaboratively evaluates the potential opportunities, risks, and ethical considerations associated with technological trends. The session simulates a professional policy advisory meeting, combining academic rigor with practical relevance.

OBJECTIVES

- ✓ To explore current and emerging technology trends and their societal impact;
- ✓ To practice academic oral communication integrating diverse perspective;
- ✓ To develop critical thinking and anticipatory reasoning in discussing complex future-oriented issues;
- ✓ To simulate a professional expert discussion.

ROLES AND TASKS

Technology Specialist

Task: to present emerging technologies and their practical applications.

Useful phrases: "The latest developments in... indicate that...", "Evidence suggests that adoption of... leads to..."

Scientist / Sociologist

Task: to analyze societal and cultural impacts of technology trends.

Useful phrases: "From a sociological perspective...", "This trend may affect social norms by..."

Economist / Market Analyst

Task: to evaluate economic and business implications of technological changes.

Useful phrases: "Data indicate a correlation between...", "Economic modeling predicts that..."

Ethics & Policy Analyst

Task: to highlight ethical dilemmas and regulatory concerns.

Useful phrases: "An ethical concern arises when...", "Policy frameworks should consider..."

Moderator / Chairperson

Task: to facilitate discussion and guide time management.

Useful phrases: “Could you clarify your point regarding...?”, “Let’s invite a different perspective on this issue...”

Audience / Observers

Task: to ask questions and challenge assumptions.

Useful phrases: “What evidence supports...?”, “How might this trend affect diverse populations?”

Note-Taker

Task: to record important points and divergent views for synthesis.

Useful phrases: “The main points raised include...”, “Contrasting perspectives suggest...”.

PROCEDURE

1. Preparation (15–20 min)

Read your assigned role description. Highlight main arguments and supporting evidence. Prepare a 2–3 minute position statement using at least 5 Useful Phrases. Anticipate questions or counterpoints from other experts. Consider future-oriented implications related to your role.

2. Opening Statements (10–15 min)

Each participant delivers their perspective, linking evidence to their assigned role. The Moderator ensures smooth transitions and adherence to time limits.

3. Roundtable Discussion (25–30 min)

The Moderator opens the floor for interactive discussion, guiding the flow while maintaining a professional and academic tone. Participants interact, ask clarifying questions, challenge assumptions, and build on each other’s points. The Moderator guides equitable participation; the Note-Taker records main insights. Participants are encouraged to anticipate future scenarios and consider ethical, societal, and economic dimensions.

4. Synthesis & Reflection (10–15 min)

Participants collectively summarize insights and unresolved questions. They reflect on the use of academic language, evidence integration, and reasoning strategies. The Moderator leads a collective synthesis of the discussion, highlighting main agreements and unresolved questions.

5. Instructor Feedback (5 min)

The instructor provides targeted feedback on communication, gives suggestions for improvement.

USEFUL PHRASES TOOLKIT

Presenting Trends and Evidence

Recent developments in [technology/field] demonstrate that...

Empirical data suggest that adoption of [trend] leads to...

According to current research, the impact of [trend] is...

We can observe a pattern in [field] indicating that...

Case studies show that [example] has resulted in...

Linking Ideas

Building on your observation, we can also consider...

This aligns with what our colleague mentioned regarding...

To expand on this point, it is useful to note that...

A complementary perspective is...

Anticipating Future Implications

It is plausible that in the near future...

One might anticipate that these trends will...

Looking ahead, it seems likely that...

Potential long-term consequences include...

These developments may lead to unforeseen challenges such as...

Responding to Counterpoints and Challenges

While I acknowledge your point, evidence also indicates that...

This is an interesting perspective; however, research suggests...

I see your argument; nonetheless, it is important to consider...

SAMPLE DIALOGUE

Moderator: Welcome to today's expert roundtable on sustainable urban development trends. Let's begin with brief opening statements. Urban Planner, could you start?

Urban Planner: From my professional perspective, sustainable urban planning must integrate mixed-use neighborhoods and green infrastructure. Evidence suggests that such planning improves livability and reduces carbon footprints.

Although this approach has merit, alternative data reveal...

A contrasting view highlights that...

Ethical, Societal, and Policy Reflection

An important ethical consideration is...

From a societal perspective, we should evaluate...

Policy frameworks must address...

This trend raises questions about equity and access...

Regulatory implications include...

Clarifying and Probing Questions

Could you clarify the evidence supporting...?

How might this trend affect different demographic groups?

What assumptions underlie your prediction?

Can you explain the connection between the trend and its impact?

In what ways could this scenario influence policy or practice?

Summarizing and Synthesizing Discussion

In summary, the prominent insights are...

To synthesize the main points, we see that...

Consensus appears to be that... while disagreements remain on...

The discussion highlights both opportunities and challenges regarding...

Technology Specialist: According to the research, smart city technologies, such as IoT sensors for traffic and energy management, can enhance efficiency. Looking ahead, we might anticipate that these technologies will reduce congestion and optimize energy consumption.

Economist: While these innovations are promising, it is important to evaluate economic feasibility. Research indicates that upfront costs for smart infrastructure can be high, though long-term benefits may outweigh initial investments.

Sociologist: I would like to add that communities with unequal access to technology may face disparities in service provision. These could exacerbate existing inequalities.

Environmental Specialist: From an environmental standpoint, prioritizing green spaces and renewable energy integration is critical. This trend could potentially lead to lower urban heat islands and improved public health outcomes.

Moderator: To summarize, we can see that integrating urban planning, technology, economics, social equity, and environmental sustainability is crucial for shaping resilient and inclusive cities. Let's move to reflection on implications for future urban trends.

Note-Taker (summary): Urban Planner emphasized mixed-use and green infrastructure; Technology Specialist highlighted IoT solutions; Economist focused on cost-benefit analysis; Sociologist stressed social equity; Environmental Specialist noted resilience strategies.

ASSESSMENT CRITERIA

- Clarity and coherence of interaction;
- Accurate use of C1-level vocabulary and discipline-specific terminology;
- Active engagement in discussion, demonstrating critical thinking and evidence-based reasoning;
- Effective interpersonal and communicative skills, including active listening, turn-taking, adaptability, and respectful interaction.

TOPIC 7. FREEDOM

ACADEMIC SOCRATIC SEMINAR

To what extent should individual freedom be limited in pursuit of social responsibility?

METHODOLOGICAL NOTE

What is an Academic Socratic Seminar?

An Academic Socratic Seminar is a structured, student-centered discussion designed to explore complex topics through critical dialogue. This method emphasizes collaborative inquiry and

reflective thinking. Participants are encouraged to engage actively, considering multiple perspectives while maintaining academic rigor. The seminar is guided by a central question or problem, which serves as the focus for discussion. Students prepare in advance by analyzing relevant texts, cases, or examples, identifying arguments, and formulating thoughtful questions. During the seminar, participants contribute by presenting ideas, responding to peers, asking clarifying questions, and synthesizing perspectives. The Academic Socratic Seminar is effective for topics that involve ethical dilemmas, such as freedom or justice. It creates an environment in which students can co-construct knowledge and articulate their positions in a scholarly setting.

SCENARIO

You are participating in an Academic Socratic Seminar exploring the concept of freedom in contemporary society. The central question guiding the discussion is: to what extent should individual freedom be prioritized over collective responsibility in modern democracies? Participants will engage in an evidence-based dialogue, drawing on philosophical, historical, legal, and social perspectives. During the seminar, participants will take turns contributing their perspectives and responding to peers. Each participant is expected to prepare by reviewing relevant readings or case studies, identifying arguments, and formulating questions to stimulate discussion. The facilitator will guide the conversation, ensuring that all participants have opportunities to speak, that ideas are explored in depth, and that the discussion remains respectful and focused. The discussion is intended to simulate an academic debate in which knowledge is co-constructed through careful reasoning and collaborative inquiry.

OBJECTIVES

- ✓ To analyze the concept of freedom from multiple perspectives, including ethical, social, political, and personal dimensions;
- ✓ To develop the ability to formulate well-reasoned arguments and support them with evidence from texts or cases;
- ✓ To enhance critical thinking skills by questioning assumptions, evaluating counterarguments, and synthesizing diverse viewpoints;
- ✓ To practice advanced academic language in spoken interaction.

ROLES AND TASKS

Moderator / Facilitator

Task: to guide the discussion, ensuring the conversation remains focused on the central question and that all participants have the opportunity to contribute.

Useful phrases: “Could you clarify your point regarding...?”, “Let’s explore the implications of that argument...”, “How might this perspective interact with...?”

Participant / Seminar Member

Task: to actively engage in the discussion by presenting arguments, responding to peers, asking questions, and synthesizing ideas.

Useful phrases: “I would like to expand what you have just said...”, “Have we considered the ethical dimension of...?”, “An alternative perspective might be...”

Questioner / Devil’s Advocate

Task: to challenge ideas and raise counterpoints.

Useful phrases: “What evidence supports this claim?”, “Could there be another interpretation of...?”, “How do we reconcile this with...?”

Summarizer / Synthesizer

Task: to periodically recap the main points, highlight areas of agreement or divergence, and clarify complex arguments for the group.

Useful phrases: “To summarize what has been discussed...”, “The main points so far indicate...”, “We can see a tension between... and ...”

PROCEDURE

Step 1. Preparation (20–25 min)

Participants read the assigned texts related to freedom and identify main arguments and supporting evidence. Each participant prepares 2–3 discussion points or questions, planning how to use at least 5 phrases from the Useful Phrases Toolkit. The Moderator reviews discussion guidelines and strategies for prompting deeper analysis.

Step 2. Introduction (5–10 min)

The Moderator introduces the central question for the discussion and outlines the seminar format. Participants briefly share their initial reflections or observations without engaging in full argumentation.

Step 3. Opening Contributions (15–20 min)

Each Participant presents their prepared arguments or perspectives in turn, keeping statements concise and evidence-based. The Questioner may interject clarifying questions or prompt consideration of alternative viewpoints. The Summarizer takes notes on key points and identifies emerging patterns or conflicts.

Step 4. Interactive Discussion (25–30 min)

Participants actively engage with each other, ask probing questions, respond to counterarguments, and refine positions. The Moderator ensures equitable participation and keeps the discussion on track. Questioners provide real-time feedback, noting strong reasoning.

Step 5. Synthesis and Reflection (10–15 min)

The Summarizer delivers a final synthesis of the discussion, highlighting the most significant insights and unresolved questions. Participants reflect individually on their reasoning strategies.

Step 6. Instructor Feedback (5–10 min)

The instructor offers focused comments on participants' performance, addressing clarity of expression, reasoning supported by evidence, accuracy of language, and effectiveness of collaboration.

USEFUL PHRASES TOOLKIT

Opening an Argument

I would like to begin by highlighting...

One perspective worth considering is...

It is essential to recognize that...

My argument is grounded in the idea that...

Asking Clarifying Questions

Could you clarify what you mean by...?

How does this perspective relate to...?

What evidence supports this claim?

In what way does this assumption influence the argument?

Challenging an Idea Respectfully

While this is a compelling point, I would question...

I see your reasoning; however, one might argue...

That may be true in some contexts, yet...

An alternative interpretation could be...

Supporting Others' Ideas

I would like to add that...

This aligns with the view that...

Furthermore, evidence suggests that...

Summarizing or Synthesizing Points

To summarize, the discussion indicates that...

In conclusion, it appears that...

Overall, we can identify several converging and diverging perspectives...

Speculating

It may be possible that...

One could imagine a situation in which...

Perhaps the reason for this is...

If we consider a different context...

Ethical Dimensions

From an ethical standpoint...

This raises questions about...

The societal implications of this are...

We must consider the consequences for...

Transitioning or Linking Ideas

This leads naturally to the question of...

A related aspect is...

Turning to another perspective...

Considering this, it follows that...

SAMPLE DIALOGUE

Moderator: Welcome, everyone. Today our discussion focuses on freedom: its limits, responsibilities, and societal implications. Let's start by considering the question: should individual freedom be constrained for the common good? Who would like to open the discussion?

Participant 1 (opening a point): I would like to say that freedom cannot be absolute, as unrestricted action can harm others. One perspective worth considering is that individual liberty must coexist with social responsibility.

Participant 2 (asking clarifying questions): Could you clarify what you mean by "social responsibility"? Are you referring to legal constraints, moral norms, or both?

Participant 1 (expanding): Thank you. I refer to both. For instance, laws against harm protect citizens' rights, while ethical norms guide behavior that laws cannot fully regulate.

Participant 3 (challenging respectfully): While this is a compelling point, I would question whether emphasizing collective responsibility might unduly restrict personal freedoms. How do we balance individual autonomy with societal expectations?

Participant 4 (supporting / expanding): Considering that, it may be possible that certain freedoms, like freedom of expression, must be limited in cases of misinformation. Evidence from democratic societies suggests that responsible regulation can coexist with robust liberty.

Participant 2 (speculating / hypothetical): One could imagine a situation in which excessive regulation leads to public dissent or underground movements. Perhaps the reason is that people perceive their freedoms as threatened, which could undermine social cohesion.

Participant 5 (reflecting on implications): From an ethical standpoint, restricting freedom raises questions about justice and equality. We must consider the consequences for vulnerable groups if regulations are applied unevenly.

Summarizer (linking ideas / synthesizing): Considering all these points, it follows that freedom involves a tension between autonomy and collective responsibility. To summarize, the discussion indicates that ethical, legal, and social dimensions must all be weighed when evaluating the limits of freedom.

ASSESSMENT CRITERIA

- Accurate and nuanced use of C1-level vocabulary and discipline-specific terminology;
- Skill in critically analyzing peers' arguments and identifying underlying assumptions;
- Competence in connecting ideas to broader theoretical, historical, or societal contexts;
- Capacity to reflect on the discussion, drawing insights and synthesizing multiple perspectives.

TOPIC 8. TIME NEGOTIATION

Negotiating overtime between workload and balance

METHODOLOGICAL NOTE

What is Negotiation?

Negotiation is a communicative activity in which participants engage in dialogue to resolve conflicts of interest or to find mutually acceptable solutions. It simulates real-world interactions where each participant represents a stakeholder with specific goals, priorities, and constraints. Negotiation requires careful planning, strategic reasoning, and the ability to adapt to evolving discussions.

During the process, participants articulate their positions, present supporting evidence, respond to counterarguments, and seek compromise while maintaining professional and persuasive communication. Negotiation emphasizes collaboration and problem-solving, balancing individual interests with collective outcomes. By simulating realistic scenarios, negotiations allow students to apply theoretical knowledge in practice while developing reflective reasoning and professional communication skills.

SCENARIO

You are participating in a negotiation activity focused on managing workload and work-life balance in a professional environment. The scenario involves a team of employees and management representatives discussing how to allocate overtime hours during a particularly demanding project period. The central question is: how can the organization meet its operational goals while ensuring employees maintain a healthy work-life balance? Participants are assigned specific roles representing different employees with varying personal commitments, team leaders, and HR managers. Each participant must present their position, negotiate priorities, propose compromises, and respond to others' arguments. By the end of the activity, participants should reach a mutually acceptable agreement while demonstrating strategic negotiation and professional interaction.

OBJECTIVES

- ✓ Develop the ability to articulate positions clearly, justify proposals with evidence, and respond to counterarguments in a professional context;
- ✓ Practice using advanced language functions such as persuading, clarifying, suggesting, and summarizing in a negotiation setting;
- ✓ Enhance interpersonal skills, including active listening, empathy, adaptability, and conflict resolution;

- ✓ Apply strategic reasoning and problem-solving to balance competing interests and co-create solutions.

ROLES AND TASKS

Employee / Team Member

Task: to negotiate working hours or deadlines while considering personal preferences and professional responsibilities.

Useful phrases: “I would suggest adjusting the schedule to...”, “From my perspective, it would be beneficial if...”, “Could we explore a compromise that allows for...”.

Team Manager / Supervisor

Task: to balance organizational needs with team members’ requests, ensuring productivity and fairness.

Useful phrases: “Our priority is to maintain workflow efficiency, so...”, “How might we accommodate your request while meeting targets?”, “It’s important to consider the overall impact on the team...”.

HR / Policy Advisor

Task: to provide guidance on company policies and labor regulations during negotiation.

Useful phrases: “According to our policy...”, “We must also take into account legal requirements such as...”, “A feasible approach under current regulations could be...”

Time Management Consultant / Expert

Task: to suggest strategies for effective scheduling and workload distribution.

Useful phrases: “One approach could be to prioritize tasks by...”, “It might help to allocate hours based on...”, “This plan optimizes both productivity and employee well-being by...”.

Moderator

Task: to facilitate the negotiation, ensure equitable participation, manage timing, summarize agreements, and maintain professional and respectful interaction.

Useful phrases: Let’s clarify the key points..., Could each participant provide their perspective on this issue?

Note-Taker

Task: to record proposals and compromises for reflection.

Useful phrases: “I noted that...”, “A recurring strategy in this discussion was...”, “The compromise reached addressed...”.

Audience / Stakeholder

Task: to ask clarifying questions, challenge assumptions, and provide feedback on the negotiation process.

Useful phrases: “Could you clarify why this schedule works best?”, “What evidence supports this compromise?”, “How would this impact other team members or projects?”.

PROCEDURE

Step 1. Preparation (15–20 min)

Students read their assigned roles and responsibilities carefully. Highlight arguments, constraints, and preferences relevant to their role. Prepare a 2–3 minute opening statement, incorporating at least 5 phrases from the Useful Phrases Toolkit. Anticipate possible questions and counterarguments from other participants.

Step 2. Opening Statements (10–15 min)

Each participant presents their position clearly and concisely. Statements should include rationale, supporting evidence, and proposed solutions. The Moderator ensures timing is respected and smooth transitions between speakers.

Step 3. Interactive Negotiation (25–30 min)

Participants engage in a dynamic negotiation, raising questions, responding to counterpoints, and exploring potential compromises. The Manager and HR / Policy Advisor balance organizational constraints with individual requests. The Time Management Consultant suggests practical strategies to improve workflow and accommodate participants’ preferences. The Note-Taker records effective negotiation strategies. The Moderator ensures equitable participation and keeps discussion focused on solutions.

Step 4. Agreement and Final Proposal (15 min)

Participants work collaboratively to draft a final schedule. Each role confirms that their main interests are represented in the final proposal. The Moderator summarizes the agreed solution and clarifies any remaining points of uncertainty.

Step 5. Reflection and Feedback (10–15 min)

Participants individually reflect on their use of language strategies, negotiation tactics, and collaboration skills. The Moderator or Instructor facilitates a discussion on what strategies were most effective, which compromises were reached, and how the process could be improved. The Note-Taker shares a brief summary of negotiation patterns and key outcomes.

USEFUL PHRASES TOOLKIT

Stating your position

My main priority is to...

I propose that we consider...

From my perspective, it is essential to...

Clarifying / Asking questions

Could you explain how this would work in practice?

What constraints should we consider in this scenario?

How might this affect the overall workflow or schedule?

Agreeing / Finding common ground

I see your point, and I suggest we...

That aligns with my understanding; perhaps we can...

We both seem to agree that...

Disagreeing / Raising concerns politely

While I understand your position, I am concerned about...

That approach might create challenges because...

I appreciate your suggestion; however, we should consider...

Suggesting compromises / Solutions

One possible compromise could be...

To address both concerns, we might...

Perhaps we can adjust this aspect while keeping the main goal intact...

Summarizing / Concluding

To summarize, our agreed approach is...

In conclusion, this solution balances...

Let's confirm the key points and next steps...

SAMPLE DIALOGUE

Moderator: Welcome, everyone. Today we are negotiating adjustments to the weekly schedule to balance workload and personal time. Let's begin with opening statements. HR Advisor, please start.

HR / Policy Advisor: My priority is ensuring that all employees maintain a healthy work-life balance while meeting project deadlines. I propose that we consider flexible start times.

Team Manager: I understand your concern; however, the core team needs overlap to coordinate effectively. One possible compromise is staggered start times between 9 and 10 am.

Employee Representative: That seems reasonable. I am concerned, though, about weekend overtime. Could we explore reducing non-essential tasks to minimize extra hours?

Time Management Consultant: To address both points, we could implement focused task prioritization, ensuring deadlines are met without requiring weekend work.

HR / Policy Advisor: I see your point. Perhaps we can adjust workload distribution and allow staggered shifts. This approach balances operational needs and personal time.

Moderator: Excellent. Let's summarize: flexible start times, optimized task prioritization, and reduced weekend workload. Does everyone agree?

Employee Representative: Yes, that seems fair.

Team Manager: Agreed, provided key deadlines are monitored.

Moderator: Perfect. We have a solution that accommodates multiple perspectives while maintaining productivity.

ASSESSMENT CRITERIA

- Clarity and coherence of expressed positions and proposals;
- Accurate and persuasive use of C1-level vocabulary;
- Active engagement in negotiation, including presenting arguments, responding to counterpoints, and seeking solutions;
- Effective interpersonal and communicative skills.

TOPIC 9. INSPIRATION

TED-STYLE MINI TALKS

Innovation in education: rethinking how we learn

METHODOLOGICAL NOTE

What is TED-Style Mini Talks?

TED-Style Mini Talks are concise presentations designed to simulate professional talks in which participants communicate a compelling idea to the audience. The format emphasizes clarity and engagement, requiring speakers to organize their ideas logically and persuasively within a limited time frame, typically 3–5 minutes. Participants are encouraged to use storytelling and rhetorical strategies to capture attention and inspire reflection. This activity develops advanced communicative skills, including the use of precise vocabulary, hedging, academic and persuasive phrasing, and effective non-verbal communication. It also develops critical thinking, as students must turn complex ideas into accessible and impactful messages. TED-Style Mini Talks prioritize audience engagement and the articulation of an original, thought-provoking idea.

SCENARIO

Students prepare and deliver a mini talk on Innovation in Education: Rethinking How We Learn. The talk should highlight an innovative approach or example in education, supported by research or practical experience. Peers act as the audience, asking questions or providing feedback after each presentation. The activity simulates a professional environment, combining individual expression with critical engagement.

OBJECTIVES

- ✓ To strengthen the ability to deliver persuasive mini-presentations on educational innovation;
- ✓ To practice supporting ideas with research evidence or practical examples;
- ✓ To enhance professional presentation skills, including clarity and audience interaction

- ✓ To encourage critical and reflective thinking about how innovative practices can transform learning in real contexts

ROLES AND TASKS

Presenter / Speaker

Task: to deliver a 3–5 minute TED-style talk on the assigned topic, using clear structure and evidence.

Useful phrases: “Research shows that...”, “A practical example is...”, “This approach highlights the importance of...”.

Audience

Task: to ask questions and provide constructive feedback.

Useful phrases: “Could you clarify how...?”, “What evidence supports...?”, “How might this approach impact learning outcomes?”

Moderator

Task: to introduce speakers, manage time, facilitate audience interaction, and ensure smooth transitions.

Useful phrases: “Let’s welcome our next speaker...”, “Please keep questions concise...”, “Thank you for your insights; let’s move to the next talk”.

Note-Taker

Task: to record key points and audience feedback for reflection and discussion.

Useful phrases: “A persuasive argument presented was...”, “Audience highlighted the importance of...”.

PROCEDURE

Preparation (20–25 min)

Research and select examples or evidence to support the talk. Draft a clear structure: introduction, key points, conclusion. Plan language strategies and use at least 5 useful phrases from the toolkit.

TED-Style Talk Delivery (5-8 min per speaker)

Present your talk, maintaining clarity, engagement, and academic rigor. Ensure smooth transitions between points and appropriate pacing.

Audience Interaction (5–10 min)

Peers ask questions or provide constructive feedback. Presenter responds using evidence-based reasoning and reflective language.

Reflection and Feedback (10–15 min)

Participants reflect individually on presentation skills and content. Moderator or instructor provides feedback on delivery, argumentation, and engagement.

USEFUL PHRASES TOOLKIT

Introducing ideas and structuring the talk

Today I will explore the topic of..."

The main argument I wish to present is...

This talk will focus on three main aspects...

To begin with, let us consider...

Firstly, it is important to highlight...

Explaining and elaborating points

This can be illustrated by...

One significant factor is...

Another point worth noting is...

This demonstrates that...

An additional perspective is...

Persuading and emphasizing ideas

It is important to recognize that...

What makes this approach compelling is...

It is evident that...

This clearly shows that...

We cannot overlook the importance of...

Linking ideas and maintaining flow

In contrast...

Similarly...

Consequently...

As a result...

This leads us to the next point...

Engaging the audience

Have you ever considered...?

Why is this significant?

What implications does this have for education?

How can we apply this insight in practice?

This raises the question...

Responding to audience questions

Thank you for your question; the evidence suggests...

That is an important point. One way to consider it is...

I appreciate your observation; in addition...

While that may be true, research also indicates...

Concluding and summarizing

In summary...

To conclude, we can see that...

Therefore, it is evident that...

In closing, I hope this has demonstrated...

Emphasizing personal insights or reflection

From my experience...

Based on current research...

It seems clear to me that...

This approach encourages us to rethink...

SAMPLE DIALOGUE

Moderator: Let's welcome our first speaker on Innovation in Education: Rethinking How We Learn. Please keep your talk within five minutes.

Presenter: Research shows that personalized learning platforms significantly increase student engagement. For instance, adaptive software allows students to progress at their own pace. This approach shows the importance of adapting instructions to individual needs.

Audience Member: Could you clarify how this system addresses students with limited access to technology?

Presenter: That is an essential consideration. Schools implementing this system often combine online and offline resources to ensure equitable access, such as providing devices and guided instruction in classrooms.

Moderator: Thank you. Let's move to the next speaker.

ASSESSMENT CRITERIA

- Clarity and logical organization of arguments during discussion
- Relevance and depth of ideas
- Accurate and varied use of C1-level vocabulary and academic expressions
- Ability to support arguments with appropriate evidence or examples

TOPIC 10. HORIZONS

PYRAMID DISCUSSION

From opinions to insights: balancing career goals and personal growth

METHODOLOGICAL NOTE

What is a Pyramid Discussion?

A Pyramid Discussion is a progressive activity designed to facilitate collaborative exploration of complex topics. Its structure resembles a pyramid, starting with individual reflection, expanding into a small group dialogue, and culminating in larger group synthesis. The process begins with the individual reflection, where each participant considers the central question and notes their initial thoughts and arguments. Next, participants form pairs or small groups to share ideas and discuss differing perspectives. Each group identifies main points and refines their arguments. Subsequently, groups merge into larger groups, combining insights from smaller discussions and seeking consensus. Finally, the whole group reconvenes and representatives summarize the main outcomes, highlight contrasting viewpoints, and propose collective conclusions. This stepwise structure encourages all participants to contribute and builds a shared understanding of the topic. By moving from individual reflection to collaborative synthesis, the Pyramid Discussion supports logical reasoning and active engagement in dialogues.

SCENARIO

You are participating in a Pyramid Discussion exploring the challenges and opportunities of balancing career ambitions with personal growth. Each participant will reflect on their own priorities related to professional development and work-life balance. You will first consider the topic individually, then share and negotiate your ideas in pairs or small groups. As the discussion progresses, small groups will merge, allowing the class to compare perspectives and develop a shared understanding of strategies for balancing career goals with personal growth. The discussion encourages thoughtful reflection and evidence-based reasoning.

OBJECTIVES

- ✓ To develop the ability to justify personal perspectives on career and life priorities;
- ✓ To practice collaborative reasoning by negotiating ideas and integrating multiple viewpoints;
- ✓ To strengthen structured communication skills, including presenting, summarizing, and synthesizing ideas;
- ✓ To encourage active listening and respectful interaction in a group discussion.

ROLES AND TASKS

Individual Participant

Task: to reflect on personal priorities related to career ambitions and personal growth and to identify the main points to share with the group.

Useful phrases: I consider that..., One priority for me is..., From my experience..., My main concern is...

Pair/Small Group Leader

Task: to facilitate discussion within the small group and help synthesize ideas for presentation in the next stage.

Useful phrases: Let's hear everyone's perspective on..., How do your ideas connect with..., Can we summarize the main points so far...

Note-Taker

Task: to monitor discussion dynamics, take notes on contributions, and record how ideas are integrated or debated.

Useful phrases: I noticed that..., There seems to be agreement on..., A differing viewpoint raised was..., One unresolved question is...

Moderator

Task: to guide the overall discussion process, enforce time limits, ensure smooth transitions between stages, and maintain respectful interaction.

Useful phrases: Let's move to the next stage..., Please summarize your points briefly..., Could someone clarify..., Let's consider alternative perspectives...

PROCEDURE

Step 1. Preparation (15–20 min)

Students read the background material or prompts related to career development and personal growth. Each participant notes their individual opinions and supporting examples. Students identify at least 5 phrases from the Useful Phrases Toolkit to incorporate during discussion. They articulate reflections on possible conflicts between career goals and personal growth.

Step 2. Initial Pair Discussions (10 min)

Students form pairs and share their ideas. Each pair identifies the most important points from their discussion and prepares to present them to the next level. They focus on summarizing clearly and using evidence or examples to support claims.

Step 3. Small Group Formation (10–15 min)

Pairs combine into small groups of four. Each group discusses the combined points and negotiates which ideas are the most significant. Students practice questioning, clarifying, and challenging assumptions respectfully. The group prepares a concise synthesis of key ideas to present at the top of the pyramid.

Step 4. Whole-Class Pyramid Synthesis (15–20 min)

Small groups share their synthesized ideas with the class. The class collectively evaluates overlapping points, contrasts perspectives, and builds a final structured summary of insights. The instructor or moderator ensures contributions are balanced and guides the class to integrate the most compelling ideas.

Step 5. Reflection and Feedback (10–15 min)

Students reflect individually on how they contributed to building shared understanding. They consider the effectiveness of their communication strategies.

Step 6. Instructor Feedback (5–10 min)

The instructor provides feedback on participation, clarity of ideas, reasoning, and use of academic language.

USEFUL PHRASES TOOLKIT

Agreeing / Supporting Ideas

I completely agree with your point because...

That perspective aligns with my experience...

I would like to add an example to support that...

Disagreeing / Offering Alternative Views

I see your point, but I think...

Another way to look at this is...

I understand your argument; however...

That may be true, yet we should consider...

Clarifying / Asking Questions

Could you explain what you mean by...?

How does that relate to...?

Can you provide an example of...?

What evidence supports this perspective?

Synthesizing / Summarizing

To summarize our discussion so far...

The main points we have identified are...

Combining our ideas, we can conclude that...

In conclusion, it seems that...

Proposing Solutions / Compromises

One possible approach could be...

Perhaps we can integrate both perspectives by...

A balanced solution might involve...

We could reconcile these views by...

Reflecting / Evaluating

This idea is significant because...

I wonder what impact this approach might have on...

Considering the long-term effects...

It's worth noting that...

SAMPLE DIALOGUE

Moderator: Let's start with our initial pairs sharing their perspectives on balancing career goals and personal growth. Remember to support your ideas with examples.

Student 1 (Pair 1): I believe career goals often take priority, especially early on. For example, working extra hours can help gain promotions and experience. However, personal growth shouldn't be neglected because it sustains long-term motivation.

Student 2 (Pair 1): I agree. Developing skills outside of work, like learning languages or volunteering, can enhance creativity and problem-solving, which also benefits your career.

Student 3 (Pair 2): I think personal growth is essential even if it slows career advancement. For instance, travelling or pursuing hobbies can develop emotional intelligence and resilience.

Student 4 (Pair 2): That's a good point. Maybe the key is integrating personal development into career planning rather than treating them as separate.

Moderator: Excellent. Let's move to small groups now. Can each pair summarize your main points?

Student 1 (Small Group A): From our discussion, we think that short-term career sacrifices might be necessary, but investing in personal growth creates long-term advantages.

Student 5 (Small Group B): Our group discussed prioritizing health and social connections as part of personal growth, which prevents burnout and supports sustained career performance.

Moderator: Perfect. As we move to the whole-class pyramid, think about which ideas are shared across groups and which perspectives offer unique insights.

Note-Taker: The main points include: integration of personal growth with career planning, importance of well-being, and developing skills that serve both personal and professional objectives.

ASSESSMENT CRITERIA

- Clarity and coherence of ideas related to career goals and personal development;
- Accurate and appropriate use of C1-level vocabulary and advanced academic connectors;
- Active participation in collaborative synthesis, including building on peers' contributions and proposing integrated solutions;
- Ability to negotiate differing priorities, demonstrating flexibility and constructive collaboration in reaching consensus.

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Навчально-методичне видання

Крисанова Тетяна Анатоліївна

COMMUNICATIVE ENGLISH C1 in ACTION

Практичний посібник

Друкується в авторській редакції