

TiB

FOR AMBITIOUS
B1-C2
STUDENTS



PEACHY CONVERSATIONS

KONWERSACJE - TO PESTKA



**KATARZYNA
WARSZYŃSKA**

WWW.EVSZKOLENIA.COM



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**WITHOUT YOU ALL, THIS BOOK WOULD NOT HAVE SEEN
THE LIGHT OF DAY...**



- Kasia Warszńska
(EVszkolenia)



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As of 15th August 2023, all links provided in the Teacher's Notes have been verified and should work. If any of the links no longer work, please feel free to contact me so I can update it for future editions.

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Welcome to the world of **Peachy Conversations!** Where English meets cooking... Just joking :)

Sit down, grab a cup of coffee (or wine), and enjoy! You are now reading the preface. It's ironic because it is the first thing you'll read after purchasing this book and it is the last thing I'm writing for you.

The book in your hands and the one next to you (**Peachy Conversations - Worksheets**) is the fruit - pun intended - of more than a decade of my teaching English. I started working on these materials in my third year of university in 2008. Initially, it was a list of themes (chapters in this book) that were divided into subtopics with tons of conversation questions of my creation. I then looked for various authentic materials for each subtopic to make it even more interesting for my students. I started adding presentations, meaningful quotes, various role-plays, and board games while ensuring that the links to articles and videos were closely connected with each theme and subtopic.

Now you may be wondering why this book is called **Peachy Conversations** to begin with. Well, the definition of *peachy* - apart from connotations connected with a peach - is also “very good,” ([Cambridge Dictionary](#)). In more informal English, it actually means “awesome,” “great,” or “amazing.” So “peachy conversations” are simply “excellent conversations” for ambitious students and teachers.

“Hold your horses,” you're thinking. “Ambitious teachers? What does that mean?” Well, let me give you a food analogy - it will be appropriate as it also suits the “foody” title of the book.

PREFACE - HOW TO USE “PEACHY CONVERSATIONS”

Think of this resource as a linguistic cookbook, where you have a lot of ingredients (worksheets, authentic materials) to create a delicious meal (a lesson).

You are the chef. You look at the basic ingredients: the chapter and suggested worksheets. Then, you look at the spices and sauces: the links. Together, they can make a scrumptious meal, but it’s up to you which ingredient you will connect with which spice and sauce.

What I wanted to do in this book, was to give teachers a wide variety of options to choose from. Starting from conversation questions, going through role-plays and board games, and finishing off with recommended authentic materials for each chapter. I wanted to give teachers **maximum options and maximum flexibility for a variety of levels.**



My teacher testers openly told me that:


- They could choose a chapter for a whole week, conduct various lessons with different levels, and **never have the same class.**
- There are so many options to choose from, that the book can last **at least a year of teaching!**
- Going through the suggested “spices and sauces” may initially take time, but once the recipe is ready, the meal is delicious.
- **All of the materials that I suggest for a minimum B1 level are equally good for B2, C1, and C2 students.** The conversations are just deeper, more meaningful, and more advanced.
- The worksheets may look like they could be “eaten up” in 10-15 minutes, but very often, **students are so engaged that they easily make for a longer sitting.**
- Some of the topics could be **hot and burn one’s tongue.** I moved the most controversial ones to Chapter 24, but as you read, make sure to look out for when I warn about potentially sensitive subjects.
- When designing the book I should leave ample room for notes because reading through my ideas and looking at the suggested links gave the testers even more ideas on how to prepare that delicious three-course meal.

Let’s get off the food analogies.

To fully use this book and what it offers you need:

- **The Teacher’s book in paper form** - for comfortable reading and for taking notes on the sidelines;
- **The Teacher’s book in pdf form** close by - to be able to quickly access a link in question and decide whether it will be appropriate for a specific group you teach;
- **The Worksheets** - as they are the mother copy for your offline classes. Take them to school, make copies, cut out fragments you want to use, and have fun with them;
- **The worksheets in .png and access to Padlet** - if you purchased the extra option to use the materials online.

Peachy Conversations has intentionally been split into two books to make your life easier. Open **Worksheets** (WS) and decide which chapter or its fragment you wish to use in class. Then, open the notes in the **Teacher’s Book** (TB) on that relevant chapter and read what I recommend to be used with WS. Next, check out the links that you find interesting and that you think will work well with your students.

Remember! 

Reading through the notes in TB will take time! Reading or watching the recommended materials will also take time (at least initially). As such, don’t be surprised if, in the beginning, lesson prep takes a bit longer (than usual). But once you are familiar with the worksheets, links, and your notes, conducting a class will be easy-peasy.

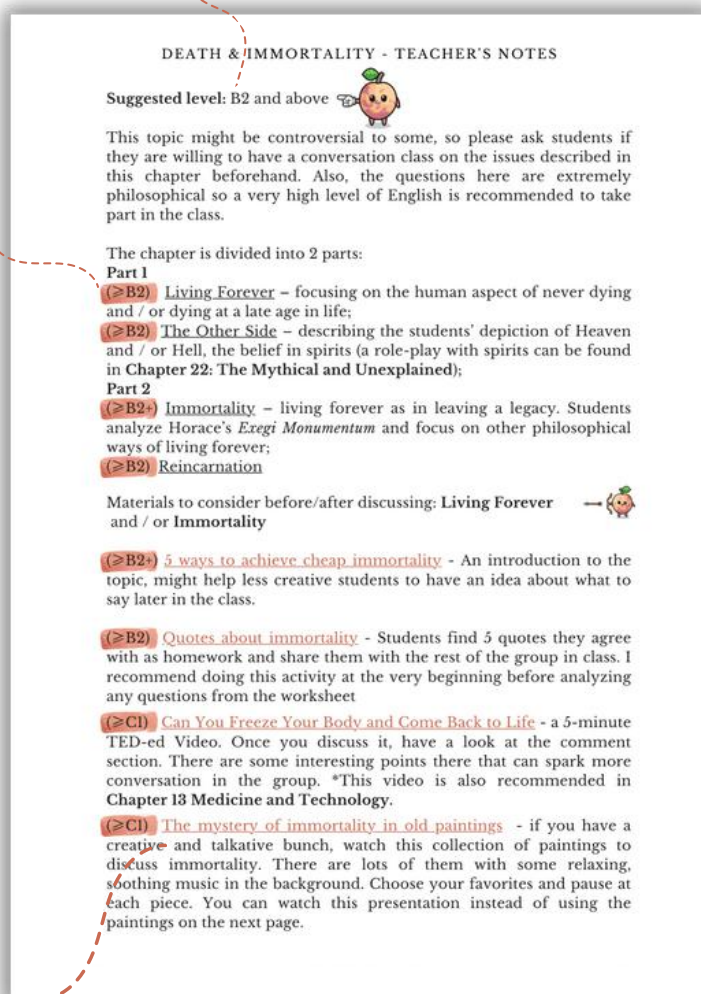
The contents of this book: the worksheets, and the suggested authentic materials, **are not simple conversations about hobbies or favorite travel destinations**. Students need to think critically, analyze, debate, and - very often - read or watch ambitious and challenging materials. That is why I recommend this resource for **ambitious learners**.

How to read the Teacher’s Book (TB):

Each chapter starts with the information on the minimal suggested level and then tells you what to expect in the worksheets in each part.

(≥B1)

All links and every part of every chapter is labeled with a symbol like this. It means that the **minimum** recommended level should be, for example, B1, but it can also be used with higher levels like B2, C1, and C2 effectively.



This is a hyperlink that you can click on in the pdf version of the TB, and it will take you to the relevant resource. If you have access to Padlet, look for the column with the chapter in question and access the link from there. They are arranged in the same order as in the book. If, for some reason, a link is not working, simply copy the underlined peach title and put it into the browser of your choice. It will find the resource for you. All links are titles of the articles or videos.


Whenever I start recommending materials for specific subtopics within a chapter, you will find this icon. The title of the subtopic will always be **in bold**, and it will be accompanied by the image. That way, skimming through the TB will be faster.



PREFACE - HOW TO USE "PEACHY CONVERSATIONS"

FEELINGS - TEACHER'S NOTES

Once the students are ready, show them photographs from the Feelings PowerPoint presentation. There are many to choose from, skip the ones you feel will not be appropriate for your group. Students answer the questions about the pictures. Try to push them to consider more contrary opinions (for e.g. if the pic is positive – force them to see something negative about it).

Materials to consider before/after discussing: **Emotions** 

First off, the best way to get into this topic and **Part 2** in general, is to have fun with the presentation and the lexis from **Part 1**. The material below is also a great "lesson-maker".



(≥B1) 12 emotions you might feel but can't explain - a Bright Side video on emotions we cannot describe, as there is no official name for them. Students can watch it as homework (it's a 12-min video) and write down all 12 of the phrases. In class, they try to remember what emotion each phrase describes and tell each other whether they have experienced it.

If you shorten the list (e.g. watch the first 6 words only), you could do it in class. You could also divide the words among students and have them watch only a selected few.

The words from the video and at what second they start:

- Sonder (from: 1:51)
- Hanker sore (from: 2:41)
- Lachesism (from: 3:16)
- Ellipsism (from: 4:20)
- Mauerbauertraurigkeit (from: 5:05)
- Gnessienne (from: 6:02)
- Liberosis (from: 6:54)
- Monachopsis (from: 7:44)
- Onism (from: 8:30)
- Nighthawk (from: 9:15)
- Catoptric tristesse (from: 10:02)
- Jouska (from: 10:47)

QR code for the video:

Interesting, aren't they? Why not have a prediction stage before watching the video? Can the students describe the emotions above? Write their suggestions on the board.

If students only watch a selected few, form groups and have them tell each other about the words they watched. The link to the "dictionary" and a summary of all words can be found in the description box of the video.

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If I think a resource should be watched or read in class, I add a QR code for you to show to the students. That way, it should be easier for you to share it.

The left side indicates the **chapter number**.

The right side is the **page number**.

Sometimes a specific link may contain a task for an activity. It could be true / false sentences, gapped texts, content checking questions, etc. These are merely suggestions on how to use the resource. I usually share what has worked in my classes. The icon indicates you should take a closer look at the material.

CO-EXISTING - TEACHER'S NOTES

(≥B2) You can also choose one of the videos above and focus on it in more detail. I usually work with the storm video as it is the most reliable to my students. I create a True / False / No info table. Students brainstorm answers and then watch the video a few times to check their predictions and do the exercise. Consider these sentences:

A hurricane is much worse than a tornado.

Winds in a tornado don't go more than 200 miles per hour.

If you hear continuous noise similar to thunder – a tornado is coming.

Make sure your front door is strong so that it doesn't break and let the wind inside your house.

Remember to stock up some cans of food for the time of the disaster.

Remember to unplug any electrical appliances.

When escaping to a basement, keep in mind what is above you.


Remember to stand in a doorway once the tornado is close by.

Don't stand next to windows as they might break and hurt you.

If you have a heavy car, hide in it.

Secure your children as much as possible.

Tornadoes may last up to ten minutes so beware.



PREFACE - HOW TO USE “PEACHY CONVERSATIONS”

How to work with the Worksheets (WS):

The table of contents is more detailed than in TB to help you find a specific chapter and its subtopics faster. All chapters contain at least one page for notes, and they are also indicated.

(≥ B2)

Each chapter indicates the minimal recommended level (same as in TB).

Each chapter has a main theme (its title) and various subtopics for discussion. They are all enumerated in the table of contents (even if they are on the same page).

TABLE OF CONTENTS	
Chapter 5 Feelings (≥ B1)	Your Notes 30 Brainstorm Emotions! 31 Emotions 32 Feelings in the Past 32 Feelings in the Present 32 Pain 33 Relief 33
Chapter 6 What a wonderful life! (≥ B2)	Your Notes 36 Simplicity 37 Etiquette 37 Carpe Diem 38 Machiavellianism 38 Victorian Rules 39
Chapter 7 Liar, liar pants on fire! (≥ B1)	Your Notes 42 Detecting Lies 43 Ethical Problems of Lying 43 "I swear to say nothing but the truth, so help me God" 43 "The Box of Lies" 44 Are you a Liar? - board game 45
Chapter 8 Don't worry, be happy! (≥ B2)	Your Notes 48 Happiness 49 Laughter 49 Comedy and Humor 49 Jokes / Knock-Knock Jokes 50 The Perfect Job for Chandler - Role-play 51 Raj's Ex Girlfriends - Role-play 52

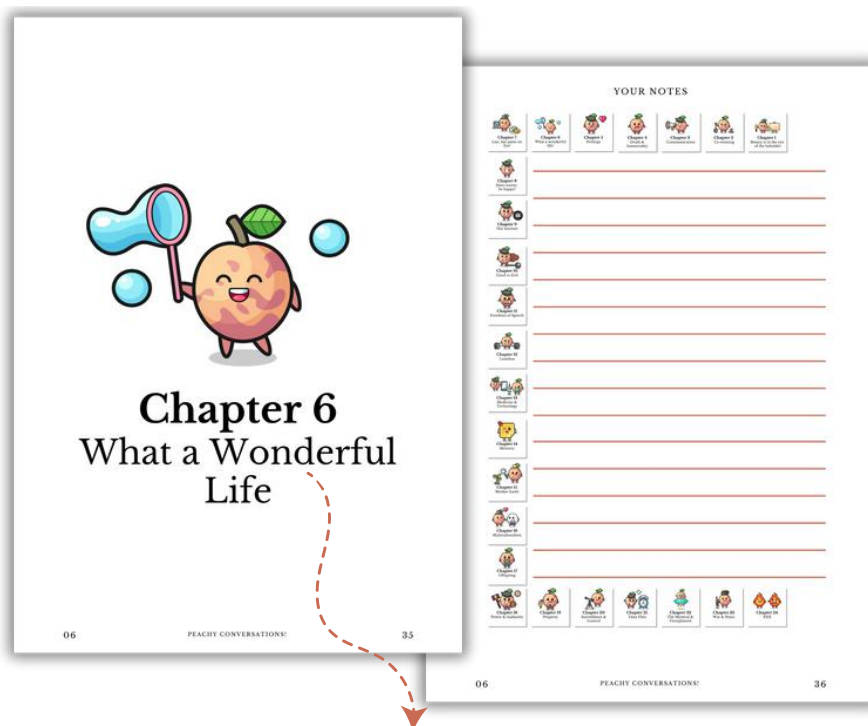
00 PEACHY CONVERSATIONS! 02

The left side indicates the chapter number.

The right side is the page number.

Twenty-three chapters contain discussion questions, and most of them have some extra resources like role-plays, board games, ethical debates, *This or That* scenarios, PowerPoint presentations, images to be discussed, etc.


PREFACE - HOW TO USE "PEACHY CONVERSATIONS"




Each chapter has a separate introductory page and the following one has been prepared for your notes. The icons of all chapters are included to make brainstorming ideas easier for you. You might, for example, consider one article or video or role-play relevant to a few chapters. You may want to jot down ideas for warm-ups or coolers, etc. Occasionally, you will find extra pages for notes on even page numbers before moving on to a new chapter. These might be used for notes post-lesson to sum up the class and mark what worked and what didn't. I wanted all introductory pages to have uneven page numbers so sometimes extra ones needed to be inserted.


Any page with conversation questions can be used in various ways:

- you can cut out the glossary (especially for higher levels) or fold the page so that students need to guess the **bolded** words from context;
- you can choose to discuss all questions from a page or you can cut out specific subtopics only;
- if you cut out specific sections, you can hang them around the class. Students will then be approaching each subtopic one at a time, discussing it, and moving on to a different section as if they were work stations.


MEDICINE & TECHNOLOGY PT. I 

Cloning 

1. What do you know about cloning? Where is it used? Do you remember any **remarkable** cloning experiment that succeeded?
2. What are the benefits of cloning? What are the **drawbacks**?
3. Is it morally unethical to clone something? How about someone?
4. Is it possible to clone a human being? When will it be possible if at all?
5. Would a clone be an actual copy of a person (think of different social backgrounds, different friends, etc.)?
6. If cloning was possible what would happen with the "everyone is **unique**" idea?
7. Would you clone your pet if you had the money and opportunity?

For the Sake of Another Human Being 

1. Should cloning **for the sake of** creating a transplant be accepted or promoted? Why (not)?
2. Should significant research be done for the sake of developing more accurate and proper medications for humans? Why (not)?
3. What should money be spent on: research (creating new medication for untreatable diseases) or people in general (e.g. the poor, health care, housing, unemployment, etc.)?
4. Should experimental medicine be tested on animals? If not, on whom? Why (not)?
5. Do pharmaceutical companies really want to help humans or are they just interested in financial gain?
6. Should a dying person (e.g. from an accident) donate their organs to other people in need? Is there a moral or unethical angle to it? What is religion's **stance** on that?



Glossary:

Remarkable – (adj) – wybitny, niesamowity
Drawbacks – (n) – wady
Unique – (adj) – wyjątkowy
For the sake of someone/something + ing – (nph) – tutaj: przez wzgląd na kogoś/coś, w imię kogoś/czegoś: Czy klonowanie w imię/przez wzgląd stworzenia organów do transplantacji powinno być akceptowane/promowane?
Stance – (n) – stanowisko / opinia

PREFACE - HOW TO USE "PEACHY CONVERSATIONS"

If you're using any of the role-plays, make sure to cut out each persona and hand it to each individual student. **They cannot show each other their roles!** Very often there is an element of surprise embedded into a role-play that emerges mid-way, and it is better if students reach that moment naturally.

DON'T WORRY, BE HAPPY - PT 3

THE PERFECT JOB FOR CHANDLER!

Student A
You are Joey. You think Chandler should be a great actor! Prepare some arguments and compare the acting gig to his previous job (Processing Manager).
Think about:
- working hours
- job satisfaction
- the salary
- perspectives for the future
Listen to other ideas, compare them to yours. Chandler should become an actor!

Student B
You are Monica. You think Chandler should be a banker. Prepare some arguments and compare a banking job to his previous one (Processing Manager).
Think about:
- working hours
- job satisfaction
- the salary
- perspectives for the future
Listen to other ideas, compare them to yours. Chandler should become a banker!

Student C
You are Rachel. You think Chandler should become a hairdresser! Prepare some arguments and compare this job to his previous one (Processing Manager).
Think about:
- working hours
- job satisfaction
- the salary
- perspectives for the future
Listen to other ideas, compare them to yours. Chandler should become a hairdresser!

Student D
You are Ross. You think Chandler should become a University professor. Prepare some arguments and compare this job to his previous one (Processing Manager).
Think about:
- working hours
- job satisfaction
- the salary
- perspectives for the future
Listen to other ideas, compare them to yours. Chandler should become a professor!

Student E
You are Chandler. Your friends will recommend some jobs to you. None of them are worth your while. React to each job negatively:
- an actor
- an artist
- a hairdresser
- a banker
- a University professor
Think of your dream job and compare it to the ones above.

Student F
You are Phoebe. You think Chandler should become an artist! Prepare some arguments and compare this job to his previous one (Processing Manager).
Think about:
- working hours
- job satisfaction
- the salary
- perspectives for the future
Listen to other ideas, compare them to yours. Chandler should become an artist!

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GOOD VS EVIL - PT 2

Roll the dice and play the game. The number on the dice also indicates whether you are GOOD or BAD. Discuss what you would do as a good or bad person. Even numbers: GOOD, Odd numbers: BAD.

POWER AND AUTHORITY PT. 3

Roll the dice and play the game. How could you destroy the world with the super power you land on!

START	Clairvoyance (seeing the future)	Speaking to and understanding all living things	The ability to manipulate time	Being immune to all illnesses
Self combustion (creating fire)	Teleportation	Incredible strength	ROLL AGAIN	Being like rubber (incredible flexibility)
Controlling the weather	X-ray vision	Invisibility	Telekinesis	The ability to change size
Ability to create (or stop) any natural disaster	The ability to create electricity	Green thumbs (allows you to grow anything anywhere)	Self-multiplication in one place	Being in two places at once
The ability to summon the dead	Echolocation and the ability to hear everything even from far away	The ability to fly	Reading other people's minds	FINISH

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If you are using the board games, you can utilize dice or, if those are unavailable, use coins. Tell students to flip a coin, if it is HEADS, move 1 space; if TAILS, move 2 spaces. **Remember!** All board games are supposed to get your students talking, hence the hypothetical situations where students "pretend" to be someone they are not.

If you are using *This or That?* scenarios, cut out both options (or three if there is a *neither?* option) per group or pair. The key is to allow students to look at the full picture, make a decision, and then justify it to others.

MEDICINE & TECHNOLOGY PT. 4

THIS? All major illnesses can be cured with one pill. You can live to be 200 years old. The pill is not available to everyone due to its price. You do everything in your power to make it available for all (protests, petitions, raising awareness). You succeed. Everybody lives very, very long and Earth is now overpopulated and something must be done to decrease its population.

THAT? All major illnesses can be cured with one pill. You can live to be 200 years old. The pill is not available to everyone due to its price. You can afford to give the pill to your family and yourself. Only the Chosen Ones can now live a long life and a global war starts. The Less Fortunate wish to receive the pill and will stop at nothing to get it. The Chosen Ones form an army and millions of people die.

NEITHER? major illnesses can be cured with one pill. You can live to be 200 years old. The pill is not available to everyone due to its price. You and other world leaders decide to destroy it. You know it will cause turmoil and divide the population even more. People will still be dying. Nothing will change.

You can now undergo a minor procedure to erase some unpleasant memories. It is usually a quick procedure but there are some complications at times which may lead to permanent brain damage. You risk the surgery either way. You have experienced a horrible life that prevents you from functioning normally, forming relationships, etc.

You can now undergo a minor procedure to erase some unpleasant memories. It is usually a quick procedure but there are some complications at times which may lead to permanent brain damage. You wait for the procedure to be 100% safe. You do not know how long it will take and decide to medicate yourself heavily in order to function one day at a time.

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PREFACE - HOW TO USE “PEACHY CONVERSATIONS”

As I mentioned before, this resource is a linguistic cookbook.

In my opinion, you cannot just use the basic ingredients - the worksheets in WS - as the lesson might be quite “bland.” But if you couple the ingredients with some appropriate seasoning - the authentic materials - then you will have a very tasty dish.

The magic of **Peachy Conversations** is that even if a material is designated as “good for at least B1,” when “sprinkled” with more advanced content, it will become a meaningful lesson for any level above B1.

The sheer volume of all the materials available to you that you are about to look at and explore might be daunting at first.

But don't be discouraged: **no one is born a perfect chef.**

Not every recipe will be a success.

Not every dish will be tasty to all students.



Some students might not like your cooking initially.

Experimenting with different cuisines is good!

As you collect more and more recipes and use more and more of the materials provided, one day you will definitely say:
“What I have is just peachy!”

Have fun with the book and all the materials.



Your Sous Chef,
Kasia Warszynska

Suggested level: B1 and above



This chapter contains **three parts**.

Part 1

(≥B1) Subjective Beauty - how different people perceive it;

(≥B1) Beauty Helps - how it can help to get a job, find a partner, etc.;

Part 2

(≥B1+) Correction of the Natural;

(≥B2) Beauty in Art - how the perception of beauty has changed over the years. This section is best used with **Part 3 and the presentation**.

(≥B2) **Part 3** is a list of target lexis that should be combined with the prepared PowerPoint Presentation. It shows students various works of art from the Met Museum where one has to share their opinion on specific pieces and use the language given.

To use **Part 3** meaningfully, I suggest first discussing **Subjective Beauty** and **Beauty in Art**. The idea is to always be able to say something about the given work of art. It might simply be the fact that it is not appealing.

The extra question: *Where would someone put them?* is to “force” the quiet students, who aren't voicing their opinion, to say something and describe the piece. The phrases in the table are to help students share opinions and/or describe objects.

Make sure students use full phrases when describing the work of art (e.g. *I have no feelings whatsoever about this piece because I'm not interested in Japanese art*).

The PowerPoint presentation contains 20+ pieces of art – choose the ones you wish to discuss. You will find paintings, illustrations, pieces of furniture, porcelain figurines, clothes, and everyday objects (like a dog house). Some might be considered controversial, so check all the pieces before showing them to your group of students.

Part 3 is mostly about using more sophisticated adjectives to describe images and the language of opinions.

Materials to consider before/after discussing **Subjective Beauty**.



(≥B2) [Beauty is subjective and objective](#) – an introduction to the concept of beauty, written in very natural English. It is quite short and can be read in class. Be aware that there is a topless photo of Naomi Campbell in the article.

(≥C1) [Brain scans predict subjective beauty](#) – beauty analyzed scientifically. This is a short article that could be read and discussed in class.

When discussing anything connected with beauty, we always think about **cosmetics**. Let's use that in the class!

(≥B1) Take a look at the Dove campaign videos from the past. They are usually short and have minimal voiceover or text, so they can be played for lower level students without fear. I've included a quote from the video in each link to give you an idea of what to expect.

[Dove Onslaught - A Dove Film by Tim Piper](#) - *"Talk to your daughter before the beauty industry does."*

[Dove | Reverse Selfie | Have #TheSelfieTalk](#) - *"The pressure of social media is hurting our girls' self-esteem."*

[Dove Evolution](#) - *"No wonder our perception of beauty is distorted."*

[Dove Real Beauty Sketches | You're more beautiful than you think \(3mins\)](#) - a three-minute "study," can be an eye-opener for many self-conscious people. I am actually moved to tears every time I watch it, so, believe it or not, I try not to play it too often in class or I leave for three minutes, or pretend to be doing something else so that students don't see me. :)

Now, before you get all warm and fuzzy about Dove, have a look here: [Dove's "Real Beauty" Campaign: Seeking Models Only?](#) A bit shocking, right? This is what I often do in my class. We discuss various parts of this chapter, I play some Dove videos, we have meaningful and deep discussions, and then I end the chat with the link above. Just to remind them that not everything is always black and white.

Suggested level: B2 and above



This topic might be controversial to some, so please ask students if they are willing to have a conversation class on the issues described in this chapter beforehand. Also, the questions here are extremely philosophical so a very high level of English is recommended to take part in the class.

The chapter is divided into **two parts**:

Part 1

(≥B2) Living Forever – focusing on the human aspect of never dying and / or dying at a late age in life;

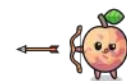
(≥B2) The Other Side – describing the students' depiction of Heaven and / or Hell, the belief in spirits (a role-play with spirits can be found in **Chapter 22: The Mythical and Unexplained**);

Part 2

(≥C1) Immortality – living forever as in leaving a legacy. Students analyze Horace's *Exegi Monumentum* and focus on other philosophical ways of living forever;

(≥B2) Reincarnation.

Materials to consider before/after discussing: **Living Forever** and / or **Immortality**.



(≥B2+) 5 ways to achieve cheap immortality - An introduction to the topic, might help less creative students to have an idea about what to say later in the class.

(≥B2) Quotes about immortality - Students find 5 quotes they agree with as homework and share them with the rest of the group in class. I recommend doing this activity at the very beginning before analyzing any questions from the worksheet

(≥C1) Can You Freeze Your Body and Come Back to Life - a 5-minute TED-ed Video. Once you discuss it, have a look at the comment section. There are some interesting points there that can spark more conversation in the group. *This video is also recommended in **Chapter 13 Medicine and Technology**.

(≥C1) The mystery of immortality in old paintings - if you have a creative and talkative bunch, watch this collection of paintings to discuss immortality. There are lots of them with some relaxing, soothing music in the background. Choose your favorites and pause at each piece. You can watch this presentation instead of using the paintings on the next page.

I personally love the topic of **Immortality** because I can also show students various paintings and discuss the topic of death (or immortality) and how it was perceived in an artist's times.

(≥B2) My favorite paintings that usually create a meaningful conversation are:

[Pieter Bruegel the Elder - The Fall of Icarus](#)
[Pieter Bruegel the Elder - The Triumph of Death](#)
[Caravaggio - Death of the Virgin](#)
[Hans Baldung - Death and the Maiden](#)
[Jacque Louis David - The Death of Marat](#)
[Rembrandt - The Anatomy Lesson of Dr Tulp](#)



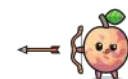
Materials to consider before/after discussing: **The Other Side.**



(≥C1) [The Jewish Belief in Heaven VS Other Religions](#) - a short two-and-a-half-minute video on what Heaven is believed to be in Judaism. The essence of the video is at about 1:30.

(≥C1) [How to Go to Hell in Every Religion](#) - a 40-minute documentary, interview-based. For really interested students. This can be later discussed in class. Hells can be compared and the "best" one can be chosen.

Materials to consider before/after discussing: **Reincarnation.**



(≥C1) [REVEALED: The scientific PROOF that shows reincarnation is REAL](#) - the article is fairly short but uses quite sophisticated vocabulary. It is accompanied by a very easy-to-follow video so it could be used with lower levels.

(≥B2) [The problem of Reincarnation](#) - a skeptical view on reincarnation from a Buddhist. It is not long but I would still recommend reading it at home.

After answering the questions in the Reincarnation section, you can ask the students to hold a debate based on the contents of the two opposing articles above. Students draw arguments from the texts and then talk.

Suggested Level: B2 and above



Another rather philosophical topic but much easier to discuss than **Chapter 6: What a Wonderful Life**. This chapter is more personal and contains more "familiar" topics, so students should be able to discuss most of them. It contains **four parts**.

Part 1

(≥B2) Happiness;

(≥B2) Laughter;

(≥B2) Comedy and Humor;

Part 2

(≥B2) Jokes;

(≥B2+) Knock-Knock Jokes - to find out whether students understand them and/or find them funny. It's also a good resource to practice blended speech;

Part 3

(≥B2) The Perfect Job for Chandler - Role-Play;

Part 4

(≥B2) Raj's Ex Girlfriends - Role-Play.

When discussing **Jokes and Comedy and Humor**,



I recommend playing some of your favorite short clips: sketches, stand-up comedians, tv hosts, fragments of comedies, etc.

You can ask students to prepare for the task and send you links that you could watch together and discuss. If you don't have access to a TV or your lesson is short, ask students **to prepare a list of their favorite comedies** and why they like them so much.

NOTE: the movies / clips / quotes do not need to be in English! You could watch short Polish clips and discuss them in English trying to translate the best jokes – that will be a valuable activity too!

When discussing **Laughter**, it would be a great idea to focus on **laughter yoga** a little bit more.



(≥B2) ([Laughter Yoga | Liliana DeLeo | TEDxMontrealWomen](#) - a short video where a woman gives examples of laughter yoga and asks the audience to practice it. If you have an accommodating and open group, you could ask them to practice the techniques live as they watch the material. **Beware!** Some people might not like the presentation and openly express it. Warn them that the topic is rather unusual and that they should keep an open mind.

Suggested Level: B1 and above



This chapter is divided into **three parts**.

Part 1

(≥B1) Talent;

(≥B1) Limitations - whether it is connected with age, voting, sex, or drinking;

Part 2

(≥B2) Well Behaved? Spoilt? - touches on the process of bringing up a child, punishments, and teaching respect for people and things;

(≥B2) Fulfilling Parents' Dreams;

Part 3

Role-plays:

- (≥B1) **ONE**: a 16-year-old girl going to a concert, or maybe not? (Pairs)
- (≥B1+) **TWO**: forcing a mother to bring her toddler to church every week, or maybe not? (Pairs)
- (≥B1) **THREE**: forcing one's son to love football just like the parent does, or maybe not? (Pairs)
- (≥B1) **FOUR**: a strange fight at school. What happened? Talk to the children and parents. (Group of four)

Role play 1 could be played before/after **Limitations**;

Role play 2 at any time but it can be controversial for some.

Role play 3 before/after **Fulfilling Parents' Dreams**.

Role play 4 at any time.

Materials to consider before/after discussing: **Talent**.



A video on Nature vs Nurture (an excellent way to start this section) has been described in **Chapter 12: Limitless**. If you haven't covered it yet, you could do it now:

(≥B1) Nature vs Nurture | Genetics | Biology - a short animation, very easy to follow even at lower levels. It allows for a discussion while you watch: at 2:16 the voiceover says to pause the video and match words on a Venn diagram.

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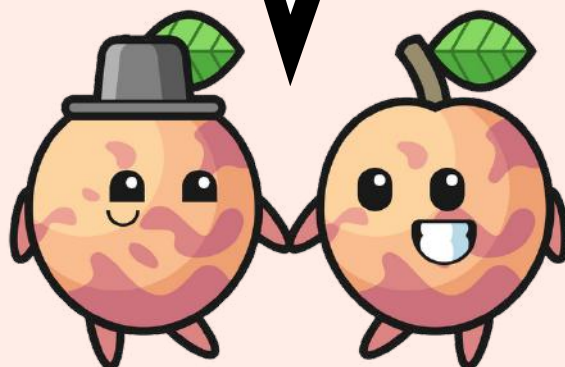


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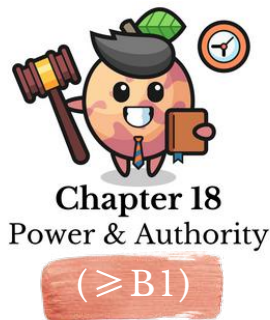
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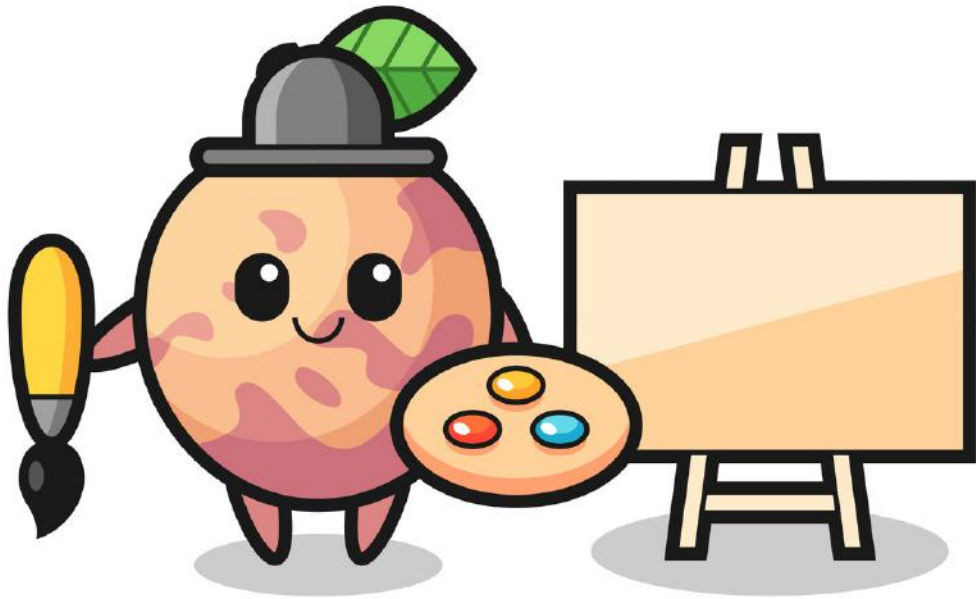
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Chapter 1

Beauty is in the Eye of the Beholder



Subjective Beauty



1. When you think of something truly beautiful, what picture do you have in mind?
2. How do you think people **perceive** beauty?
3. What is **inner beauty**? Do you think every person has it?
4. Can one use his/her inner beauty to get ahead in life?
5. Do you think people are influenced by society, their culture, or their upbringing to have specific views about attractiveness?
6. Who decides that something is beautiful or ugly? Who has control over the trends?
7. Do you think that if there wasn't any media, people would perceive beauty differently?
8. Should we be obsessed with thinness, perfection, **impeccable make-up** / **physique** and **strive to be** like the models on posters and actors in movies? Is it even real?

Beauty Helps?



1. Do you think an attractive person has an easier life? How is it easier / more difficult?
2. Why do people treat "beautiful people" differently?
3. What is the common stereotype about beautiful people?
4. Which jobs require more beauty than skills and why?
5. Which jobs require more skills than beauty and why?
6. How can one improve their **looks** to be a **more desirable catch** for a future employer?
7. How does one's **perception** of beauty influence first impressions? Do people think more positively about a person who is attractive?
8. Do more attractive women have more potential husbands to choose from? Why (not)?
9. Could being too beautiful cause problems? What kind?



Glossary

To perceive – (v) – postrzegać – example: How do you perceive beauty?

Inner beauty – (adj) – wewnętrzne piękno

Impeccable make-up – (adj) – nieskazitelny, (też nienaganny) – example: impeccable behavior, impeccable service

Physique – (n) – figura (o ciele)

To strive – (v) – usiłować / starać się – example: I strive to be perfect in every way.

Looks – (n) – wygląd – example: She has incredible looks.

A catch – (n) – dobry kandydat / kandydatka, dobra partia – example: I envy you. Your husband is such a catch!

Perception – (n) – postrzeganie, wyobrażenie – example: My perception of our purpose in the world is simple: eat, drink, and sleep.



Living Forever

1. Do you think living forever will ever be possible (e.g. **Cryogenics**, transplants)?
2. Would you like to live forever? Why (not)? If you could, what would you do?
3. Do you think anyone would like to live forever? What kind of person would like that?
4. Do you remember *Faust* or *Mr. Twardowski*? What did they do? What do you think of their characters?
5. Why is this such an interesting topic in literature?
6. How long should people live? Do you think that because of medicine and technology we have **pushed the limits of our life spans**?
7. Is it good that people live to be 80 or 90 but die knowing Alzheimer's, Parkinson's, Dementia, and such, and are **burdens** for their families?
8. What can one do to remain healthy as long as possible?

The Other Side

1. Do you believe there is something after life when you die?
2. What do you think Heaven looks like?
3. If the dead do exist somewhere, is it possible to contact them somehow?
4. Do you believe in **psychics** who claim to have contact with the other side? Why (not)?
5. Do you believe in spirits lost between worlds? Do they **haunt** places or people? Do they need other people's help to cross over?



Glossary:

Cryogenics – (n) – kriogenetyka – nieistniejąca technologia polegająca na zamrażaniu człowieka tuż przed śmiercią, po to, by go rozmrozić w późniejszym czasie.

To **push the limits** – (vph) – przekraczać granice


Life spans – (n) – zazwyczaj używany w liczbie pojedynczej - **a life span** - długość życia

A **burden** – (n) – brzemię

A **psychic** – (n) – medium, jasnowidz

To **haunt** – (v) – nawiedzać



Look at the picture below: 

1. Are people dependent on apps?
2. Which of these smart options could you live without?
3. How do you feel about the idea of a smart house?
4. Which features do you already have?
5. Can you think of more examples of "smart devices"?
6. What is the future of a smart house? Will fridges order food for us independently; will lights switch off automatically if no one is detected in a room; etc.?



Source: freepik.com, user: @freepik





Are you a Liar or a Goody Two-Shoes? Roll the dice, go where you wish on the board, and react to the situation truthfully or untruthfully. Can your partners guess who you are?

START	"Do you like my new hair style, darling?"	"Can I buy this car?"	"Where were you all night?!"	"Where do children come from?"
"Why did Mr. Whiskers go to sleep?"	"Did your brother walk you home as he promised?"	"Why did Mrs. Walker give you detention?"	"Did you cheat on that test?"	ROLL AGAIN
"Do I look fat in this?"	"How do you rate your colleague's performance on this project?"	"Why do you never meet deadlines?"	"Do you like my mother?"	"Where should we put this new vase from your mother?"
"Should we put Uncle Fester next to your father at the wedding?"	"Do you love me?"	"Have you seen my phone?"	"Dad, do you like my new boyfriend?"	"Mom, can you lend me 500 zł?"
"How much did you drink last night?"	"Where did you buy this bag? I love it! I want it!"	Mommy, why did you break up with Daddy?	"Daddy, why were you hurting mommy last night? She was screaming!"	"Will I get this bonus, Boss?"



REACT! (Paparazzi)

"I've been... chased by paparazzi, and they run lights, and they chase you and harass you the whole time. It happens all over the world, and it has certainly gotten worse. You don't know what it's like being chased by them."

- **Tom Cruise**



"I don't think anyone really gets used to being recognized around the world. It kind of feels like a video game at times, especially with paparazzi and people following you and things of that nature. But it's part of who I am now."

- **Leonardo DiCaprio**



"I've been left alone, even by the paparazzi, because what sells is sex and scandal. Absent that, they really don't have much interest in you. I'm still married, still working, still happy."

- **Matt Damon**



"That is the biggest form of bullying ever, the paparazzi. Printing lies, making accusations, it's just bullying."

- **Mila Kunis**



"I'm afraid of buying a house or anything, 'cause if there's one paparazzi outside for one day, then they'll never leave."

- **Robert Pattinson**



"I'm just grateful I didn't have to spend my early 20s in front of paparazzi cameras."

- **Amy Adams**



Quotes taken from: <https://www.brainyquote.com/>



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