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LIFE TALK™



An Innovative Language Teaching Method Focused
on Emotional Intelligence and Real-Life Communication



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The **LIFE TALK™** methodology is an original language teaching system designed to develop both communicative competence and emotional intelligence through meaningful, real-life conversations. It blends communicative linguistics, coaching strategies, and socio-cultural adaptation techniques to create a learning experience that is engaging, personalized, and results-driven.

This program is intended for adult and teenage learners at levels A1–C1 and focuses on enhancing speaking and listening skills, expanding active vocabulary, and building confidence in self-expression, public speaking, and intercultural communication. Special emphasis is placed on learner motivation through discussions of life-relevant topics, personal goals, and emotional awareness.

The manual provides a detailed explanation of the methodology's principles, lesson structure, task types, and sample modules. Based on years of teaching practice and tested in private language schools, LIFE TALK™ has demonstrated proven effectiveness across various learner profiles and professional backgrounds.

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ABOUT THE AUTHOR

Nelli Chentsova is a certified language educator, methodologist, and founder of two private language schools in Moscow. She graduated from Moscow State Linguistic University (MGLU) and holds international teaching credentials, including Cambridge TKT and TESOL certifications.

With over a decade of teaching experience, she has developed conversation-based programs for adult learners and designed training materials for teachers working with CEFR levels A1–C1. Her work focuses on communicative competence, emotional engagement, and learner autonomy.

Nelli is the author of the LIFE TALK™ methodology — an approach that integrates language learning with real-life dialogue, emotional intelligence, and personal growth. Her goal is to make language learning not only effective, but also meaningful, flexible, and human-centered.

1. INTRODUCTION

LIFE TALK™ is an original methodology for language and personal development, built on live communication, a flexible lesson structure, and a deep understanding of how people learn. It is designed to develop strong communicative skills and lasting speaking confidence in both adults and teenagers, at any level — from beginner to advanced.

The core idea behind LIFE TALK™ is that language is not an academic subject — it is a tool for living. This is not just a grammar course; it is a method that helps learners speak, feel, express themselves, and connect with others. From the very first session, students are engaged in real conversation — without isolated drills, artificial dialogues, or fear of making mistakes.

What makes LIFE TALK™ unique is its ability to combine:

- authentic, human interaction in place of memorized phrases,
- the development of emotional intelligence — including self-awareness, empathy, and confidence,
- a clear five-stage lesson structure, reflecting natural stages of cognitive processing — from warm-up to reflection,
- a multi-sensory approach, using visual, auditory, and kinesthetic elements,
- and a solid scientific foundation grounded in cognitive psychology, neurolinguistics, and communicative language teaching.

The methodology is highly adaptable: it works in traditional classrooms, online settings, corporate programs, and continuing education environments. Its effectiveness has been proven in practice — students begin to speak freely, with enjoyment, and experience language as a natural part of life.

In this way, LIFE TALK™ is not simply a path to language proficiency. It is a new learning paradigm in which the focus is not on rules, but on people. The true outcome is not just knowledge — but the freedom to express oneself in a new language.

2. TARGET AUDIENCE

The LIFE TALK™ methodology is flexible and can be adapted to a wide range of age, social, and professional groups. Its structure and content allow for effective teaching of both teenagers and adults — from beginners to confident speakers. The key target audiences include:

- School and university students: LIFE TALK™ helps improve speaking skills, build confidence, and prepare for exams, academic travel, and interviews.
- Adult professionals: Those who use English for work — in meetings, negotiations, and presentations — will benefit from the real-life topics and scenarios aligned with their daily communication needs.
- Immigrants and travelers: With its focus on everyday situations, cultural differences, and adaptation in a language environment, the methodology is especially helpful for those who plan to move or already live abroad.
- Language teachers: Gain access to a ready-to-use system of lessons that can be applied in any format — online, offline, one-on-one, or in groups.

3. OBJECTIVES OF THE METHODOLOGY

LIFE TALK™ is not just a path to linguistic results — it is a transformation of the entire learning process: from passive analysis to active communication, from fear to confidence, from theory to real-life interaction.

The methodology is designed to achieve the following key objectives:

- Develop fluent, flexible, and confident speaking skills Learners begin speaking from the very first lesson, regardless of their level. Over time, they shift from thinking in their native language to expressing themselves directly in the target language — naturally and without fear.
- Overcome the psychological barrier and fear of speaking A warm, supportive, and humorous classroom atmosphere reduces anxiety. Students are encouraged to take risks and participate, making mistakes part of the learning process.
- Build linguistic thinking Instead of translating in their heads, learners begin to think in the language. This is achieved through repeated speech patterns, guided dialogues, visual associations, and consistent exposure to real communication.
- Connect the language with the learner's personal reality Topics are always relevant: "My job," "What I think about..." "Something that happened to me." Learners speak not from a textbook, but from their own lives.

- Cultivate a sense of language — rhythm, intonation, and expression Emphasis is placed on how the language sounds: emotional tone, natural stress, pauses, and rhythm. This helps students speak not only correctly, but expressively and authentically.
- Sustain long-term motivation Lessons are emotionally engaging, dynamic, and immediately rewarding. The learner feels progress and usefulness after each session.

Level-Specific Learning Goals:

Level	Objective	Learner Outcome
A1–A2	Initiate contact, ask simple questions, talk about oneself	Speaks in short phrases with basic vocabulary and high confidence
B1–B2	Maintain a conversation, describe experiences, express opinions	Participates actively, adapts to new topics, begins to sound natural
C1	Express complex thoughts, engage in debates, respond spontaneously	Communicates fluently, with nuance, and emotional precision

LIFE TALK™ aims to make language not a subject to be passed — but a tool for life. It’s not about exams. It’s about real conversations that change how we think, feel, and connect.

4. CORE PRINCIPLES

Language learning is most effective when it goes beyond memorization and mechanical repetition. LIFE TALK™ is built on the belief that real progress happens when learners are emotionally engaged, personally involved, and actively communicating. The method is not only about teaching English — it's about helping people grow, connect, and express themselves through language.

At the heart of this approach lie five core principles that guide every lesson, every activity, and every student-teacher interaction. These principles ensure that the learning process is not only effective, but also enjoyable, meaningful, and deeply human.

In the following pages, each principle is explained in detail, along with its practical implications for teaching and learning. Together, they form the foundation of the LIFE TALK™ experience — where language becomes a tool for communication, confidence, and personal transformation.

1. Communication First

Students speak in every lesson. We create an environment where language is used from the very first minutes — not postponed until “after the theory.” Each lesson block is designed as a communicative task, encouraging spontaneous, real-world use of language.

Speaking is not a reward for learning — it is how learning happens.

2. Personalization

Topics are selected based on the students' goals, life experiences, and personal interests. Even in group settings, the teacher finds ways to engage each learner individually, creating emotional connection and authentic motivation.

When students care about what they say, fluency follows naturally.

3. Immersion

We maximize exposure to the target language. Teachers speak the target language as much as possible, using images, gestures, synonyms, and contextual cues rather than direct translation. This builds intuitive understanding and natural fluency.

Language is best learned in context — not through explanation, but through experience.

4. Multisensory Approach

- We engage the brain through multiple channels:
- Visual — images, gestures, facial expressions
- Auditory — rhythm, intonation, natural speech
- Kinesthetic — role play, movement, writing, drawing

This variety keeps energy high and deepens memory and understanding.

The more senses involved, the deeper the learning.

5. Reflection and Progress Tracking

We regularly invite students to reflect:

- What did you learn?
- How did it feel?
- How will you use this in your life?

This fosters learner autonomy and a growth mindset. Students track their own progress not only in vocabulary and grammar, but in confidence, spontaneity, and emotional comfort.

Awareness turns practice into progress.

5. PHILOSOPHY AND CORE VALUES

The LIFE TALK™ methodology was born out of a deep inner drive to make language alive, relatable, warm, and deeply human. It grew from a desire to go beyond traditional teaching models — beyond rigid dialogues, grammar drills, and exam preparation — and instead offer students a space where language becomes a tool for real communication, self-expression, and personal transformation.

In the LIFE TALK™ approach, communication is central, not peripheral. Every lesson is a human encounter, where students don't just practice English — they live it.

Core Values of the Methodology

- **Openness** Learners are free to be themselves: to make mistakes, ask questions, joke, and admit when they don't know something. A mistake is not a failure, but the beginning of new knowledge.
- **Emotional Engagement** We use humor, feelings, and real-life experiences as integral parts of learning. This emotional charge makes the material more memorable — and the process more meaningful.
- **Authentic Connection** Students are encouraged to share their real thoughts, stories, and experiences. These are not textbook dialogues — they are genuine conversations.
- **Natural Language** LIFE TALK™ teaches the language people actually use in real life — fluid, expressive, spontaneous. We

avoid rigid templates and help learners find their own voice in the target language.

- Growth Through Joy Lessons are built to bring joy, even when they're challenging. It's the joy of discovery, the joy of expression, the joy of overcoming fear and becoming free in another language.

In this way, LIFE TALK™ is more than a methodology — it's a philosophy. A way of teaching where the person matters more than the structure, and where the final result is not just fluency, but freedom and joy in speaking.

6. SCIENTIFIC BASIS OF THE APPROACH

The LIFE TALK™ methodology is grounded in current findings from cognitive psychology, neurolinguistics, and modern communicative pedagogy. It is based on an understanding of how the human brain processes, stores, and retrieves new language — particularly when learning is emotionally meaningful, context-driven, and personally engaging.

This integration of science and practice allows LIFE TALK™ to offer a method that is not only intuitive and enjoyable, but also neurocognitively sound.

1. Cognitive Psychology

Research in cognitive psychology confirms that learners retain new information more effectively when it is linked to:

- personal experience,
- emotional engagement, and
- visual reinforcement.

LIFE TALK™ lessons are designed around these principles. Each session activates personal memory, evokes emotional responses, and includes visual stimuli (images, gestures, or situations), helping to anchor language in meaningful context.

2. Neurolinguistics

Neurolinguistic studies emphasize the role of the brain's auditory and motor systems in acquiring language. Key principles include:

- repetition and phonetic modeling,
- intuitive speech rhythm and intonation,
- audiovisual reinforcement,
- and pattern recognition.

LIFE TALK™ applies these principles through repeated exposure to natural speech, consistent pronunciation practice, modeling of authentic dialogue, and attention to intonation and emotional tone.

3. Communicative Language Teaching (CLT) & Task-Based Learning (TBL)

LIFE TALK™ draws heavily on the CLT and TBL frameworks. Every lesson is built around a communicative goal — to describe, discuss, explain, present, or persuade — rather than simply practicing isolated language structures.

Grammar and vocabulary are introduced as tools, in response to real communicative needs that emerge in the moment, not as pre-learned content.

4. Emotional Intelligence and Real-Life Competencies

Modern pedagogy recognizes that language learning is inseparable from emotional and social intelligence. LIFE TALK™ lessons actively develop:

- emotional vocabulary,
- empathy and perspective-taking,
- conversational soft skills,
- and the ability to navigate interpersonal dialogue.

This makes learners not only more fluent, but also more confident and socially aware — in both personal and professional contexts.

LIFE TALK™ is more than a method — it is a fusion of science and classroom experience. By combining the latest insights in brain science with practical teaching expertise, it brings the pedagogy of the future into the classroom of today.

7. FORMATS OF IMPLEMENTATION

The LIFE TALK™ methodology is designed to be highly adaptable, making it suitable for a wide range of teaching formats and learning environments. Its flexible structure allows instructors to tailor lessons to the specific needs, levels, and goals of learners — while always maintaining the method's core: authentic, emotionally engaging, real-life communication.

Below are the most common implementation formats and best practices for each:

1. Offline (In-Person) Format

LIFE TALK™ lessons conducted face-to-face offer rich opportunities for physical interaction, immediate emotional feedback, and nonverbal communication.

Key features:

- Use of physical flashcards, printed visuals, realia, and board games
- Role-play scenarios and improvisational speaking tasks
- Pair work, small group discussions, and rotating partner formats
- Active engagement through eye contact, body language, and vocal dynamics
- On-the-spot support and correction through real-time observation

2. Online (Remote) Format

Remote lessons using video conferencing platforms can preserve the emotional and communicative nature of LIFE TALK™ — when thoughtfully adapted.

Platforms and tools:

- Zoom, Google Meet, Microsoft Teams, Skype
- Digital whiteboards: Miro, Jamboard, Padlet
- Breakout rooms for pair and group tasks
- Chat, emojis, polls, quizzes for interaction and spontaneity
- Option to record sessions for review and personalized feedback

Tip: Encourage students to use their cameras and speak with gestures and facial expressions to retain the emotional depth of in-person sessions.

3. Individual Sessions

LIFE TALK™ works powerfully in one-on-one settings, where instruction can be 100% tailored to the student's pace, style, and interests.

Key opportunities:

- Deep personalization of topics, vocabulary, and life context
- Targeted support for pronunciation, fluency, and confidence
- Specialized sessions for interviews, public speaking, or business goals
- Emotional coaching through language (self-expression, reflection, identity)

4. Small Groups and Corporate Training

LIFE TALK™ can be adapted for professional and corporate environments, with a focus on industry-specific communication skills.

Examples of application:

- Tailored modules for healthcare, IT, finance, marketing, legal sectors
- Simulation of real-life professional conversations and negotiations
- Use of company-specific terminology and communicative goals
- Integration with HR goals (e.g., leadership, teamwork, empathy in communication)

LIFE TALK™ is not limited by format — it thrives across contexts. Whether used in a classroom, a Zoom room, a boardroom, or a private coaching session, the method's structure allows for maximum flexibility while preserving its essence: language as real, emotional, and human connection.

8. EMOTIONAL INTELLIGENCE AS PART OF LANGUAGE DEVELOPMENT

One of the defining features of the LIFE TALK™ methodology is the intentional integration of emotional intelligence (EI) into the language learning process. Emotional intelligence is not a separate subject — it is embedded in how we speak, listen, and connect. It includes key human abilities such as:

- self-awareness,
- emotional expression,
- empathy,
- active listening,
- self-regulation, and
- interpersonal communication.

These are not optional “extras” — they are essential for meaningful, respectful, and impactful communication in any language.

The LIFE TALK™ methodology does not pursue any clinical or therapeutic aims, nor does it require the teacher to have formal psychological training. Instead, it draws on widely recognized pedagogical principles from modern education, corporate communication coaching, and soft skills training.

The emotional component of LIFE TALK™ is not analytical — it is experiential. Students live through real emotional moments in language: uncertainty, joy, hesitation, pride, laughter — and learn how to navigate them linguistically.

The structure of each LIFE TALK™ session is designed to naturally foster emotional awareness and interpersonal sensitivity:

1. Warm-up

The teacher creates a psychologically safe, welcoming environment where students feel seen, respected, and free to express themselves without judgment.

2. Core Talk

Through structured yet spontaneous conversation, learners practice listening with empathy, expressing disagreement respectfully, and asking thoughtful questions.

3. Personalization

Each learner relates the topic to their own life, values, and emotions — making the language deeply personal and emotionally anchored.

4. Reflection

Students are invited to reflect on both their language and emotional experience:

What surprised me? What challenged me? What felt true? This builds metacognitive awareness and helps them become more intentional communicators.

In LIFE TALK™, we don't just teach how to form sentences — we teach how to form connections. Language is not only a tool for giving information, but a path to self-discovery, empathy, and trust.

This is where true fluency lies — not only in perfect grammar, but in the courage to share one's thoughts, feelings, and ideas with others.

We teach not just words — we teach the person who speaks them.

9. TEACHER PROFILE

A LIFE TALK™ teacher is not merely a source of knowledge — they are a facilitator of dialogue, an engaged partner, and an inspiring presence in the classroom. Their primary mission is to create a space where communication flourishes: where students feel psychologically safe, emotionally supported, and free to express themselves without fear of mistakes.

The LIFE TALK™ teacher does not “lecture” — they connect. They lead by listening, invite participation through presence, and teach not through explanation alone, but through example, energy, and empathy.

Key Qualities of a LIFE TALK™ Teacher:

1. Empathy and Emotional Intelligence

The ability to “read the room,” recognize emotional cues, and respond to students’ moods with care and balance. Emotional regulation and sensitivity are essential to maintaining a trusting environment.

2. Flexibility and Adaptability

No two lessons are the same. A LIFE TALK™ teacher adapts lesson flow to student energy, interest, group dynamics, and emerging needs — always keeping the learner experience at the center.

3. Expressive Delivery

Communication is more than words. Teachers use intonation, body language, gestures, and facial expressions to bring content to life — helping students engage on multiple levels of perception.

4. Collaborative Role-Play

The teacher is not a distant observer, but a co-participant in communicative tasks. They join the dialogue, model natural interaction, and invite students to engage as equals in the communicative space.

5. Methodological Fluency

A solid grasp of the LIFE TALK™ structure, tools, and logic: from managing timing and transitions to working effectively with flashcards, themes, and open-ended prompts. Teachers know how to guide without controlling, and how to offer feedback that empowers.

6. Language Confidence

Fluency, clarity, and an authentic presence in the target language — even when making mistakes. A LIFE TALK™ teacher demonstrates that vulnerability in language is not a weakness, but a part of learning.

A LIFE TALK™ teacher inspires trust, curiosity, and connection. They are the kind of person students want to talk to — not because they have all the answers, but because they listen, respond, and relate.

10. THE METHOD IN ACTION: STRUCTURE OF A LIFE TALK™ SESSION

The LIFE TALK™ methodology is implemented through a flexible yet well-structured lesson model, where each stage serves a specific cognitive and communicative purpose. A typical session lasts 60 to 90 minutes and consists of five key blocks. Each block develops different skills — from emotional engagement and warm-up, to deep conversation, personal expression, language refinement, and final reflection. This structure ensures that lessons are dynamic, immersive, and at the same time well-managed.

10.1. Warm-up

The Warm-up is the emotional entry into the lesson. It sets the tone, builds initial connection, and activates basic speech. The primary aim is to reduce internal tension and “warm up” the speaking muscles. This block allows students to transition from their daily environment into the language space — without pressure to perform flawlessly.

Typical activities:

- Association chains: “What’s the first thing that comes to mind when you hear...?”
- Simple provocations: “Would you like to live in another country?”
- A group quiz related to the lesson topic

- Reactions to a photo or short video

The teacher creates a light, non-judgmental atmosphere where every student can speak without fear of being “wrong.”

10.2. Core Talk

This is the core of the session, where students use the target language as much as possible. Fluency grows, vocabulary expands, and resilience in communication is built. This block may take up to half of the lesson.

Activity types:

- Roleplay dialogues using scenario cards
- Mini-debates or discussions on controversial topics
- Story-based simulations (e.g. interviews, guided tours, complaints)
- Storytelling (personal or fictional)

The teacher’s role here is to facilitate, not dominate — setting direction, supporting continuation, and encouraging clarification and elaboration.

10.3. Personalization

After practice in a more playful or simulated context, the student brings the language back to their personal reality. This is a moment of anchoring through individual meaning.

Activity types:

- Personal comparisons: “Has this ever happened to you?”
- Creating a list or action plan
- Sharing a brief real-life story
- Exercises like “Write or say it as if you were...”

The goal is for the student to want to share — with the teacher supporting this by asking warm, respectful, and engaging questions.

10.4. Language Focus

At this point, the student receives a fine-tuning of their language. The teacher helps them notice and understand why something sounds the way it does. This is not a grammar lecture — it’s a moment of awareness and guided practice.

Formats:

- Feedback on observed mistakes (gently, with humor)
- Micro-analysis of key structures used during the Core Talk
- Comparisons with more neutral or authentic expressions
- Out-loud repetition with focus on intonation and pacing

The goal is not to “punish” errors, but to offer students tools to speak more clearly, confidently, and expressively.

10.5. Reflection & Homework

This final stage allows students to close the loop: What did I understand? What did I remember? What am I proud of? What do I want next? It fosters awareness and a sense of completion.

Methods:

- Reflective circle: “What stood out? What did you learn? What surprised you?”
- Choosing a phrase of the day or a favorite word
- Homework in the form of a video/audio recording or short message
- Writing a brief story, dialogue, or instructional text

It’s important that homework feels meaningful — not routine — and integrates into real life. For example, recording a voice message to a friend in English.

11. SAMPLE TOPICS AND TASKS

The LIFE TALK™ methodology covers a wide range of real-life, professional, and culturally relevant situations. All topics are carefully selected based on the students' age, interests, learning goals, and language level. At the heart of each lesson lies a meaningful and spontaneous conversation — the kind you might have while traveling, working, socializing, or simply living your life.

Lessons are built not around artificial scripts, but around situations learners will actually encounter, ensuring both practical relevance and emotional engagement.

Sample Topics by Level:

Levels A2–B1

- Travel Talk — airport check-in, hotel check-in, guided tours
- Food & Culture — favorite meals, describing a recipe, culinary traditions
- Daily Routines — comparing weekday and weekend activities, morning vs evening habits
- Shopping & Money — asking prices, making returns, polite complaints
- People & Places — describing cities, travel impressions, comparing locations

Levels B2–C1

- Digital Life — screen time, social media habits, digital etiquette
- Job Interviews — CV language, strengths/weaknesses, answering behavioral questions
- Opinions & Debates — discussing controversial topics, moral dilemmas, argument structure
- Health & Wellbeing — self-care routines, burnout, stress management
- Education & Career — lifelong learning, career changes, setting and reaching goals

Task Formats in LIFE TALK™:

Each lesson combines structured support with space for creativity.

The following formats are used to ensure active participation and variety:

- Question and Statement Cards — for icebreakers, improvisation, or debate starters
- Roleplay Simulations — everyday and professional scenarios (e.g., job interview, doctor visit)
- Visual and Video Prompts — images, memes, short clips to stimulate conversation
- Short Writing Tasks — short notes, letters, messages, or micro-stories for deeper processing
- Audio Recordings — followed by emotional and linguistic reflection
- Real-Time Reactions — using student-created questions or peer feedback

12. PROGRESS MONITORING AND FEEDBACK

In the LIFE TALK™ methodology, progress tracking is not about grades — it's about growth, self-awareness, and confidence. The focus is on helping learners recognize their own development and take ownership of their learning journey.

Assessment in LIFE TALK™ is supportive and reflective, not evaluative or comparative. The goal is to help each student move toward freedom of expression, at their own pace and in their own way.

Key Formats of Progress Monitoring:

1. **Speaking Diagnostics.** At the beginning and end of each course, students complete a brief speaking task (e.g., recorded video response, oral storytelling, situational monologue or interview). This allows them to see — and hear — their own growth over time.
2. **Lesson Reflection Prompts.** At the end of every session, students are invited to reflect:
 - What was easy?
 - What was new or challenging?
 - What would I like to revisit? This promotes metacognitive awareness and reinforces retention.
3. **Progress Checklists**
Topic- and skill-based “I can” statements (e.g.):

- “I can talk about my weekend.”
- “I can ask thoughtful follow-up questions.”
- “I can disagree politely.” These checklists help students monitor functional language development, not just vocabulary memorization.

4. Micro-Surveys and Quizzes

At the end of each module, students complete brief self-assessments or mini-quizzes (written or oral) to reinforce confidence and retention.

5. Teacher Feedback

Feedback is offered in multiple personalized formats:

- Short written notes
- Voice messages (e.g. on WhatsApp/Telegram)
- Video feedback (1–2 minutes)

Feedback focuses on:

- what went well;
- what can be improved;
- how the student is growing.

In LIFE TALK™, the teacher does not act as an evaluator, but as a guide, cheerleader, and reflective partner. Their role is to help students:

- see their strengths,
- recognize progress,
- identify small next steps.

Students are also asked:

- How did you feel during the lesson?

- What helped you speak more?
- What held you back?

This emotional insight helps the teacher adjust group dynamics, content selection, and individual strategies — increasing engagement and learner comfort.

In LIFE TALK™, progress is measured not in points — but in freedom. The most meaningful comparison is not with others, but with one-self. The “before and after” of each student is the most powerful proof of success.

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14. APPENDICES AND SUPPLEMENTARY MATERIALS

This section includes ready-to-use tools for implementing the LIFE TALK™ methodology — from conversation cards and task examples to lesson plans and visual aids. All materials can be adapted to fit the learners' level, lesson format, and educational goals.

1. Thematic Conversation Cards

Topic: Travel Talk

- What do you always take with you when you travel?
- Tell me about your last trip. Where did you go? What was memorable?
- Role-play: You are at the hotel reception. Ask about breakfast and Wi-Fi.

Topic: Food & Culture

- Describe your favorite dish. How is it made?
- What food do you associate with childhood?
- Role-play: You are at a restaurant. Order something local and ask for recommendations.

2. Sample Homework and Audio Practice Tasks

Written Homework:

- Write about your ideal weekend.

- Write a short dialogue between two strangers on a plane.

Audio Homework:

- Record a voice message to a friend telling them about your new job.
- Pretend you're meeting someone new — introduce yourself and ask 3 questions.

3. Sample Lesson Plans

Lesson 1 — Small Talk & Introductions

Level: A2–B1

Goal: Learn to introduce oneself, ask simple questions, and share personal information

1. Warm-up (10 min) — Game: “What do we have in common?”
Pairs find at least 3 similarities (e.g. hobbies, job, city, food)
2. Core Talk (25 min) — Role-play: Student A — new colleague, Student B — coworker greeting them
3. Personalization (15 min) — Students prepare a short self-presentation (oral or written)
4. Language Focus (10 min) — Work on question forms and common mistakes (Do/Does, prepositions)
5. Reflection & Homework (5 min) — Share favorite phrases; record an audio self-introduction

Lesson 2 — Travel & Hotels

Level: B1

Goal: Learn how to interact in a hotel, make polite requests and complaints

1. Warm-up (8 min) — Discussion: “The most unusual place you’ve stayed” (use hotel images)
2. Core Talk (30 min) — Role-play: Student A — guest, Student B — hotel receptionist
3. Personalization (10 min) — Students describe their ideal hotel and 3 personal requirements
4. Language Focus (10 min) — Politeness phrases: “Would it be possible to...?” / “I’m afraid there’s a problem with...”
5. Reflection & Homework (5 min) — Write 3 questions you would ask in a hotel

Lesson 3 — Controversial Opinions

Level: B2

Goal: Practice arguing and participating in respectful discussion

1. Warm-up (10 min) — Game: “This or That?” e.g. Online or offline study? / City or countryside?
2. Core Talk (25 min) — Mini-debate: Topic: “School uniforms are outdated.” Split into “for” and “against”
3. Personalization (10 min) — Students present their own viewpoint (1–2 min)

4. Language Focus (10 min) — Debate phrases: “In my opinion... / I strongly disagree... / On the other hand...”
5. Reflection & Homework (5 min) — Write a short opinion essay or record a video response

Lesson 4 — At the Café

Level: A1

Goal: Learn how to order food, ask for the menu, and interact politely

1. Warm-up (10 min) — Game: “What do you like to drink?” using drink flashcards
2. Core Talk (20 min) — Role-play: Student A — waiter, Student B — customer, using menu cards
3. Personalization (10 min) — Students describe their ideal breakfast
4. Language Focus (10 min) — Ordering phrases: “I’d like / Can I have / Could I get...” + practice intonation
5. Reflection & Homework (5 min) — Record an audio order for takeout

Lesson 5 — Dealing with a Problem

Level: B1

Goal: Learn how to complain, suggest solutions, and stay polite

1. Warm-up (8 min) — Discussion: “When was the last time something went wrong?”
2. Core Talk (25 min) — Role-play: Student A — customer, Student B — receptionist Problem cards: noise, no internet, cold room
3. Personalization (10 min) — Students share personal experiences
4. Language Focus (10 min) — Complaint phrases: “I’m afraid there’s a problem...” / “Would you mind if...?”
5. Reflection & Homework (5 min) — Write a short complaint dialogue

Lesson 6 — Argue Like a Pro

Level: C1

Goal: Practice structured argumentation, critical thinking, and respectful debate

1. Warm-up (10 min) — Game: “Difficult Choices” Topics: “AI will replace teachers — agree or not?” / “Money brings happiness”
2. Core Talk (25 min) — Debate: Topic: “Social media does more harm than good.” Use cards with arguments, facts, modal phrases
3. Personalization (10 min) — Each student presents their stance and answers 1–2 questions
4. Language Focus (10 min) — Phrases: “While I see your point... / I’d argue that... / That’s a valid concern, but...”

5. Reflection & Homework (5 min) — Record a video response to the debate topic

4. Visual Aids and Materials

- Photos: people in airports, food, homes, workplace scenes (for description tasks)
- Icons/Emojis for mood and topic cards
- Links to videos: TED Talks, short dialogues, everyday situation

5. Learner Checklists & Progress Tools

Communicative Functions Checklist (Levels A2–B1)

I can...

- introduce myself and ask basic questions
- talk about my daily routine
- describe a person or place
- ask for prices and make a purchase
- order food at a restaurant
- ask for and give directions
- compare two things or people
- express my likes and dislikes
- describe my weekend
- use simple connectors (and, but, because)

Interaction & Soft Skills Checklist (Levels B1–C1)

I can...

- start and keep a conversation going
- disagree respectfully
- ask follow-up questions
- listen actively and show interest
- rephrase or clarify when needed
- share a personal opinion with confidence
- present a short idea or project
- express empathy
- manage group dynamics
- change my tone depending on the listener

Emotional Reflection Sheet (For Any Level)

Today I felt:

- confident and curious
- a little nervous, but I tried
- tired or distracted
- emotionally safe in the group
- supported by the teacher

What helped me today:

- visual materials
- group activities
- time to think

- teacher feedback
- familiar topic

What made it harder:

- I didn't know the vocabulary
- I felt shy or insecure
- the topic was complex
- I needed more time

15. AUTHOR'S STATEMENT

The LIFE TALK™ methodology is the result of original authorial work and represents a unique system for teaching foreign languages, based on a proprietary lesson model, thematic content, task types, teaching strategies, and educational philosophy.

All materials presented — including the lesson structure, instructional blocks, conversation cards, roleplay scenarios, activity examples, and progress checklists — are part of a cohesive authorial concept and are intended for professional use by language teachers, trainers, and educational institutions.

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Signature: _____

(N. Chentsova)

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