

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ  
ТЕРНОПІЛЬСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ  
УКРАЇНО-НІДЕРЛАНДСЬКИЙ ФАКУЛЬТЕТ ЕКОНОМІКИ ТА МЕНЕДЖМЕНТУ**

**TRAINING OF SPONTANEOUS SPEECH  
IN ENGLISH**

**ТЕРНОПІЛЬ  
2010**

## **Тренінг спонтанного мовлення англійською мовою.**

/Укл. Бучинська Т.В. – Тернопіль: ТНЕУ, 2010. – 32 с.

Методичні вказівки містять понад 55 тренінгових вправ, необхідних для розвитку спонтанного мовлення англійською мовою для роботи зі студентами першого–третього курсів і можуть додатково використовуватись на заняттях із «Ділової іноземної мови», «Іноземної мови за професійним спрямуванням» та в процесі довузівської підготовки абітурієнтів. Обрані вправи та елементи тренінгової роботи сприятимуть більш активному оволодінню навичками непідготовленого мовлення.

### **Затверджено**

за засіданні кафедри  
ділової комунікації та організаційної поведінки  
(протокол № 6 від 26 лютого 2010р. )

### **Розглянуто та схвалено**

Науково-методичною радою  
Україно-нідерландського факультету  
економіки та менеджменту  
(протокол № 1 від 25 лютого 2010р.)

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## PREFACE

This handbook devoted mainly to training method of group-work in teaching spontaneous conversation is intended for teachers of English as a foreign language or a second language who want to give their students opportunities to speak English more spontaneously and creatively.

Most manuals in English concentrate their attention on the basic language structure through drills and exercises. Almost no guidance however is available to teachers in the communicative phase of language teaching, when they launch students into spontaneous conversational practice. Particularly disappointing is that students who have endured long hours of studying are deprived of the satisfaction of expressing themselves during conversation. Great knowledge of grammar rules and perfect word acquisition isn't enough for good speaking and understanding.

Realizing the necessity that no one knows all the answers as how to make our students speak clearly we gathered in this handbook a variety of training group-work activities for stimulating spontaneous speech among those who already have a basic knowledge of English. We present a great variety of training activities such as questions and answers, dialogues, role-plays, games, discussion, brainstorming techniques, story telling, etc. Most of them are our original creation, but some have been adapted and redone taking into account the experience of our colleagues. The language of training activities is very clear and direct so that it can be freely used both by pre-intermediate or even advanced learners.

The following conversation activities can be introduced during class hours in regular educational situations or during post-class hours the so called conversational groups, or even in the training group-works devoted mainly to the development of spontaneous conversational skills.

## THE ROLE OF A TEACHER

The teacher's role is largely that of coordinator or a coacher. He simply creates favorable atmosphere for independent work of students. The coacher is mainly responsible for:

- preparing the material in sufficient quantities
- explaining clearly what is to be done
- checking answers at the end of the activity

Once an activity has started, students usually work independently. The teacher goes round the class monitoring their progress and only interfering or helping if *absolutely necessary*.

Another thing that should be carried in group leader's mind is not to correct the students' mistakes too often. These training activities are used to develop the students' skills of spontaneous speech and to overcome the barriers in speaking. Being interrupted and corrected makes the students hesitant and insecure in their speech when they should be really practicing communication. The advantage of training activity is the "principle of reflection". In the end of each exercise the

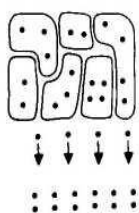
participants can receive the feedback of their work and discuss their errors. The students must be encouraged to overcome their obstacles by finding the alternative ways of expressing what they want to say. The coacher's duty is just observation of the students' work and proposing the help only when it is demanded which is one of the main peculiarities of training work.

### FRIENDLY ATMOSHERE WITHIN THE GROUP

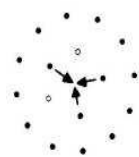
One of the main principles of these training activities is to create the most natural, friendly and favorable atmosphere within the class or conversational group. During the exercises proposed by this handbook the students have to talk about their feelings, emotions; they must be freely involved into group-work. Even for the most extrovert person it'll be very difficult to do it when the atmosphere is hostile or tensed. On the other hand the main aim of these training activities is to overcome the barriers and develop the skills of spontaneous speech. The students will be afraid to be mocked if they do some mistakes during communication. The aim of the training exercise will be easily achieved due to the growth of understanding and mutual cooperation.

### WAYS OF ORGANIZING DISCUSSION GROUP

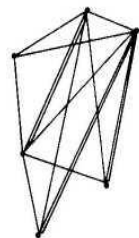
A number of different ways of setting up the communicative activities in this handbook are explained in the description of the activities themselves. For teachers who would like to change their procedures for handling classroom discussions (e.g. in connection with topical texts) a few major types are described below:



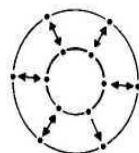
*Buzz groups* A problem is discussed in small groups for a few minutes before views or solutions are reported to the whole class.



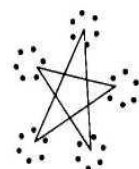
*Hearing 'Experts'* discuss a topical question and may be interviewed by a panel of students who then have to make a decision about that question.



*Fishbowl* All the members of the class sit in a big circle. In the middle of the circle there are five chairs. Three are occupied by students whose views (preferably controversial) on the topic or question are known beforehand. These three start the discussion. They may be joined by one or two students presenting yet another view. Students from the outer circle may also replace speakers in the inner circle by tapping them on the shoulder if they feel confident that they can present the case better.



*Network* The class is divided into groups which should not have more than 10 students each. Each group receives a ball of string. Whoever is



## 1.1 What the book contains

For many years I have been teaching English as a foreign language to different age groups and at various levels of proficiency. Most of the activities in this book have been developed in the last five years and tried out in several versions, and the form in which they are described here is certainly not a final one. Activities have to be adapted with a group of learners in mind and I hope that teachers will feel confident enough to make changes so as to suit the needs of their particular groups of students.

Activities are invented but we rarely know who invented them. Like games and folk songs they are handed on from teacher to teacher. One instance where the original idea can be traced is the paper by Aronson et al (1975), which led to a profusion of jigsaw exercises (see section 2.4). It has happened quite frequently, though, that I have found activities described elsewhere which I thought I had invented. I have provided sources for all activities where other people's work should be acknowledged.

The class is divided into two equal groups. As many chairs as there are students are arranged in a double circle, with the chairs in the outer circle facing inwards and those of the inner circle facing outwards. Thus each member of the inner circle sits facing a student in the outer circle. After a few minutes of discussion all the students in the outer circle move on one chair and now have a new partner to continue with. Four to six small groups try and find a common view or solution. Each group elects a speaker who remains in the group but enters into discussion with the speakers of the other groups.

*Market* All the students walk about the room; each talks to several others.

### Using the activities

Once you have found a suitable activity for your class you should do the following:

1. Prepare your materials in sufficient quantity.
2. Read through the 'procedure' section and if necessary note down the main steps. Think about how you are going to introduce the activity and whether your students will need any extra help.
3. Decide which role you are going to adopt (joining, helping, observing?) and stick to it throughout the activity.
4. Let the students give you feedback on the activity when it is finished.
5. Make a note of any problems arising as well as your own comments and those of your students. You can then modify the activity when you use it again.

## 1 Names

<i>Aims</i>	Skills - speaking Language — questions Other - getting to know each other's names
<i>Level</i>	Beginners
<i>Organization</i>	Class
<i>Preparation</i>	As many small slips of paper as there are students
<i>Time</i>	5-10 minutes
<i>Procedure</i>	Step 1: Each student writes his full name on a piece of paper. All the papers are collected and redistributed so that everyone receives the name of a person he doesn't know. Step 2: Everyone walks around the room and tries to find the person whose name he holds. Simple questions can be asked, e.g. 'Is your name . . .?' 'Are you...?' Step 3: When everyone has found his partner, he introduces him to the group.

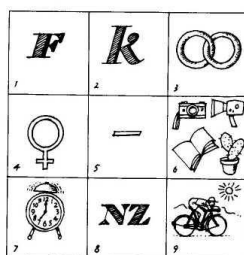
## 2 Name circle

<i>Aims</i>	Skills - speaking Language - statements (This is . . ., I'm . . ., That's . . .) Other -learning each other's names, memory
<i>Level</i>	Beginners
<i>Organization</i>	Class sitting in a circle; maximum of 25 students
<i>Time</i>	5-10 minutes
<i>Procedure</i>	The teacher begins by giving her name. The student sitting to the left of the teacher continues by first pointing at the teacher and saying, 'This is Fred Smith/Mrs. Henderson,' then at himself giving his own name. In this way everybody in the circle has to give the names of all the people sitting to their right before introducing themselves.

## 3 Name tags

<i>Aims</i>	Skills - speaking Language - questions, giving reasons, expressing likes Other- getting to know each other
<i>Level</i>	Intermediate
<i>Preparation</i>	Sheets of stiff paper in different colours, scissors, thick felt pens.
<i>Time</i>	10-15 minutes
<i>Procedure</i>	Step 1. Students cut out name tags for themselves in the shapes and colours that they feel suit them best. They write their names on the tags, fix them to their clothes with masking tape and start walking around the room. Step 2. For a few minutes all the students just walk around and look at each other's name tags. They then pick out somebody whose tag they find interesting and talk about the colour and shape of their tags. Each student should try and talk to at least five other students and find the owner of the tag they are wearing. The correct tags are then fixed on the left side and a short conversation about the shape and colour of the tag follows. According to the level of achievement in the class the types of questions can be varied. 2. 'Mystery name tags' are used instead of proper name tags. First of all the class agrees on the type of information that should be given on the name tags. (e.g. 1 first name(s), 2 surname, 3 marital status, 4 children, 5 pets, 6 hobbies, 7 pet hates, 8 favourite country, 9 where the person would like to be right now) Each student now draws/writes a 'mystery name tag', by encoding the information for these nine points in abbreviations or symbols.

Example:



## 4 Identity cards

Aims	Skills - speaking (writing) Language - questions about personal data Other- introducing someone else to the group, getting to know each other
Level	Intermediate
Organization	Pairs
Preparation	As many identity cards as there are students
Time	10-30 minutes
Procedure	<p><i>Step 1:</i> The students are grouped in pairs and each of them receives a blank identity card.</p> <p><i>Step 2:</i> The two students in each pair now interview each other in order to fill in the blanks on the identity card.</p> <p><i>Step 3:</i> Each student introduces his partner to the class using the identity card as a memory aid.</p>
Variations	<ol style="list-style-type: none"> <li>1. The paired interviews can be conducted without identity cards. Each student must find out those things from his partner which he thinks are important or interesting.</li> <li>2. The task 'Find out five things about your partner that one could not learn just by looking' can be given before the interviewing starts.</li> <li>3. Each student draws a portrait on the identity card. All the cards are exhibited on the classroom wall.</li> <li>4. If these interviews are done at the beginning of a course or seminar a question about individual expectations can be added.</li> <li>5. With a very simple identity card this activity is suitable for beginners as well. An appropriate card might look like this.</li> </ol>

Example:

name:	three things I like:
family:	
hobbies:	three things I don't like:
something I'd like to do:	

## 5 Trademark

Aims	Skills — speaking Language — giving and asking for personal information, stating likes and dislikes
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	Other — getting to know each other
Level	Intermediate
Organization	Individuals
Preparation	Overhead projector and as many transparencies as there are students,
Time	15-20 minutes
Procedure	Step 1. Each student receives a blank transparency and a pen. Students are ask to draw 'trademarks' for themselves which tell something about their personalities. Step 2: Taking turns each student places his transparency on the OHP and explains his 'trademark' to the group. The others may ask questions.

## 6 Three adjectives

Aims	Skills - speaking Language — making conjectures, agreeing and disagreeing, giving reasons Other - getting to know each other better
Level	Intermediate
Organization	Individuals, class
Preparation	None
Time	10-15 minutes
Procedure	Step 1. On a piece of paper each student writes down three adjectives which he feels describe himself. All the papers are collected. Step 2. The teacher (or a student) reads out the papers one after the other. With each set of adjectives the group speculates who wrote them. The student concerned should be free to remain anonymous.
Remarks	It may be advisable to revise suitable adjectives beforehand. The following adjectives are likely to be known after two or three years of learning English: active, alive, angry, awful, bad, beautiful, big, black, blond, blue, boring, brown, busy, careful, cheap, clean, clever, cold, dangerous, dark, dead, deep, difficult, dirty, easy, empty, exact, exciting, expensive, fair, famous, fantastic, far, fast, fat, fit, free, friendly, funny, golden, good, great, green, grey, happy, hard, hungry, ill, intelligent, interested, interesting, international, jealous, late, left, lonely, long, loud, lovely, lucky, nasty, near, neat, new, nice, noisy, nosy, open, orange, polite, poor, pretty, quick, quiet, ready, red, right, rough, rude, slow, small, special, strange, strong, stupid, sweet, tall, terrible, thick, thirsty, tiny, tired, unfair, unfriendly, unhappy, warm, weak, wet, white, wild, wrong, yellow.

## 7 Stem sentences

Aims	Skills — reading comprehension, writing, speaking Language -basic grammatical structures, asking someone to do something Other — getting to know each other better
Level	Intermediate
Organization	Individuals
Preparation	One handout for each student (see Part 2)
Time	15—20 minutes
Procedure	Step 1: Each student receives a copy of the handout. He is asked to fill it in. Step 2: Individual students ask others to read out certain sentences. Students may
	refuse if they feel their answers are too personal. A short discussion with other members of the group sharing their ideas can follow.



## 8 Choosing pictures

Aims	Skills - speaking Language - giving reasons, expressing likes and dislikes Other - fun
Level	Beginners/intermediate
Organization	Individuals
Preparation	Collect about three times as many different pictures (of objects, people, scenery, etc.), as there are students
Time	15—20 minutes
Procedure	Step 1: All the pictures are put on a table. Each student chooses two: one picture of something he likes; one of something he dislikes. Step 2: Each student shows the two pictures to the class and explains why he likes or dislikes them.
Remarks	Suitable pictures can be found in newspapers, magazines and among one's own collection of snapshots.

## 9 Back to back

Aims	Skills - speaking, listening comprehension Language - descriptive sentences (clothes, appearance), stating whether something is right or wrong Other — observation, memory
Level	Beginners
Organization	Pairs
Preparation	(Cassette recorder with music tape or radio)
Time	10-20 minutes
Procedure	Step 1: While the music is playing or the teacher is clapping, everybody walks around the room observing other people's clothes, hairstyle, etc. As soon as the music stops, each student pairs up with the person standing nearest and they stand back to back. Taking turns, each of them makes statements about the other's appearance, e.g. Student A: 'I think you're wearing blue jeans.' Student B: 'That's not right. My trousers are blue, but they aren't jeans' etc. Step 2: After a few minutes the music starts again and all partners separate. When the music stops a second time, the procedure described in Step 1 is repeated with different partner. Three or four description phases are sufficient.

## 10 Similar and different

Aims	Skills — writing, speaking Language — making conjectures, expressing one's opinion, agreeing and disagreeing Other - getting to know someone else better
Level	Intermediate
Organization	Pairs
Preparation	None
Time	10-20 minutes
Procedure	Step 1: The students work together in pairs. (For determining pairs, see ideas in No. 10 Groupings.) Each student writes down three ways in which he thinks that he and his partner are similar and three ways in which he thinks they are different. He does not show his partner what he has written. Step 2: First, both students tell each other about the similarities and talk about where they were right or wrong, then they talk about the differences.

## 11 Self-directed interview

Aims	Skills — writing, speaking Language — questions Other- getting to know each other or each other's points of view
Level	Intermediate
Organization	Pairs
Preparation	None
Time	10-30 minutes
Procedure	Step 1: Each student writes down five to ten questions that he would like to be asked. The general context of these questions can be left open, or the questions can be restricted to areas such as personal likes and dislikes, opinions, information about one's personal life, etc. Step 2: The students choose partners, exchange question sheets and interview one another using these questions. Step 3: It might be quite interesting to find out in a discussion with the whole class what kinds of questions were asked and why they were chosen.
Remarks	This activity helps to avoid embarrassment because nobody has to reveal thoughts and feelings he does not want to talk about.

## 12 Group interview

Aims	Skills - speaking Language — asking for and giving information Other - group interaction
Level	Intermediate
Organization	Groups of four to six students
Preparation	None
Time	5—15 minutes
Procedure	In each group one student (who either volunteers or is drawn by lot) is questioned by all the other group members.
Variations	This activity is made more difficult and more interesting if the person interviewed is not allowed to answer truthfully. After the questioning the students should discuss how much these 'lies' revealed and how the students interviewed felt during the questioning.

## 13 Guided interviews

Aims	Skills - all four skills Language - all elements Other - imagination
Level	Intermediate/advanced
Organization	Groups or pairs
Preparation	Handouts
Time	15-25 minutes
Procedure and	Step 1: Each group receives a handout (see below) of the answers  tries to work out the appropriate questions. Step 2: Solutions are read out.

### Interview

Here are 12 answers given in an interview. Think of questions that fit these answers and decide what the person who was interviewed is like.

- 1 Yes, I did.
- 2 This is quite true.
- 3 No. Gardening.
- 4 I can do either, but I prefer the first.
- 5 I can't answer that question.
- 6 Frogs and snakes.
- 7 New Zealand, Iceland or Malta.
- 8 As often as possible, but I'm not very good at it yet. I need to find someone to practice with.
- 9 I don't care which.
- 10 I wouldn't be able to tell one from the other.
- 11 Never.
- 12 That was the nicest thing that ever happened to me.

### Interview topics

Smoking  
Quality of life  
Old and young under one roof  
Single-parent families  
Weather  
Handicapped people  
The best teacher I ever had  
Keeping fit  
The right to die  
Illness  
Minorities  
Changing jobs  
Moving house  
Letter-writing  
Favourite films  
Eating out  
Clothes  
Plans and ambitions  
Pets  
Saving things  
Old and new things  
Private and public transport  
Wildlife protection  
Hunger  
Loneliness

## 14 What is it?

Aims	Skills - speaking
giving	Language - questions, making conjectures, expressing uncertainty, reasons
Level	Other - fun
Organization	Intermediate
Preparation	Class
Time	Transparencies for the overhead projector
Procedure	5-15 minutes
	The teacher puts a transparency with a complicated line drawing on the OHP. It should be out of focus (check position beforehand!), so that only blurred image can be seen. The students guess what the drawing could represent, e.g. 'I think it could be a room.' 'I'm not quite sure, but the object on the left looks like a chair.' 'Is the round thing a lamp?' 'Perhaps the long shape is a person; it's got two legs.' etc.

## 15 A day in the life

Aims	Skills - speaking, (writing) Language - statements, asking about events (yes/no questions), simple past tense
Level	Intermediate
Organization	Groups of four to six students each
Preparation	None
Time	15-20 minutes
Procedure	Step 1: The class is divided into groups. One member of each group leaves the room. Step 2: The remaining group members decide on how the person who is outside spent the previous day. They draw up an exact time schedule from 8 a.m. to 8 p.m. and describe where the person was, what he did, who he talked to. So as not to make the guessing too difficult, the 'victim's' day should not be divided into more than six two-hour periods. Step 3: The people who waited outside during Step 2 are called in and return to their groups. There they try and find out - by asking only yes/no questions - how the group thinks they spent the previous day. Step 4 (optional): When each 'victim' has guessed his fictitious day, the group tries to find out what he really did.

## 16 Packing a suitcase

Aims	Skills — speaking Language — conditional Other — imagination
Level	Intermediate
Organization	Class versus two students
Preparation	None
Time	5—10 minutes
Procedure	Step 1: Two students are asked to leave the room. The rest of the class agrees on a person (either somebody from the class itself or a well-known person) for the two students to guess. Step 2: The two students are called in again. They ask individual students what things (objects, qualities, characteristics) they would pack into the suitcase of the unidentified person, e.g. 'What object would you pack, Martin?' 'What positive quality would you pack, Susan?' The two students can discuss possible solutions together. They are allowed three guesses and must not take longer than three minutes.

## 17 Lie detector

Aims	Skills - speaking Language - asking questions, giving reasons Other - observation
Level	Intermediate
Organization	Groups of six to seven students each
Preparation	None
Time	10-15 minutes
Procedure	Step 1: The students are divided into groups (see No. 10 Groupings for ideas). One member of each group leaves the room. In their absence the groups decide on a set of five to eight questions they want to ask the students. These can either be personal (e.g. 'What do you feel about corporal punishment?') or factual questions. In the case of factual questions the students asking them must not know the answers either. Step 2: The students who went outside now return to their groups. They have to answer all questions, except one, truthfully; in one case they may lie. The rest of the group has to decide which answer was a lie. They have to give reasons to justify their opinion. The student tells them if they were right.

## 18 Definitions

Aims	Skills – speaking Language - definitions, new words Other — imagination, vocabulary building
Level	Intermediate
Organization	Class or teams (if there are more than 20)
Preparation	At least one dictionary (English-English)
Time	10-20 minutes
Procedure	Step 1: One student is asked to leave the room. The remaining students choose a word, whose meaning they do not know, from the dictionary. The word is written on the blackboard. Each of the students now thinks of a definition for the word, only one student memorizing the dictionary definition. Step 2: The student is called back in. Having been shown the word he asks individual students for their definitions. He can also ask additional questions about the (fictitious) meaning of the word. When he has listened to all (or some) of the definitions he says which one he thinks is the correct one.

## 19 New rules

Aims	Skills – speaking Language - questions, discussion skills
Level	Intermediate
Organization	Groups of five to seven students each
Preparation	None
Time	15-25 minutes
Procedure	Step 1: The class is divided into groups. Each group agrees on a rule that has to be followed in subsequent group conversations, e.g. nobody is allowed to speak before he has scratched his head; questions addressed to one member of the group are always answered by the right-hand neighbor; nobody is allowed to use the words 'yes' and 'no'. Step 2: The groups now send one of their members as a 'spy' to another group. Each group talks about a given topic, e.g. What I like about our town. The 'spies' can ask questions and participate in the general conversation in order to find out the rule of their new group. The group members react to the 'spy's' contributions only as long as he does not violate the new rule. Step 3: As soon as a spy thinks that he has discovered the new rule he returns to his group, and another group member is dispatched as spy to a different group. Step 4: After a given time (15 minutes) all spies return to their own groups. A general discussion follows about the difficulties of discovering the rules and of keeping to them.

## 20 Hidden sentence

Aims	Skills — speaking, listening comprehension Language — all elements Other - free conversation, guiding the conversation towards certain topics
Level	Advanced
Organization	Teams, individuals
Preparation	Cards with sentences (as many as there are students), topic cards
Time	20—30 minutes
Procedure	Step 1: Two teams are formed. Two students, one from each team, come and sit at the front of the class. Each student chooses a sentence card. They do not show their sentences to each other or to their teams. Step 2: The teacher chooses a topic card and announces the topic. The two students start off a conversation with each other on this topic. They have to guide the conversation in such a way that they can use the sentence on their

card in a suitable context without anybody noticing it. Both teams listen attentively and try to guess the 'hidden sentence' of the student from the other team. If they think they hear it, they shout 'Stop!' and repeat the sentence. If they are correct, they score a point. Each team is allowed to shout 'Stop!' twice during each round. The conversation continues

until 3 (or 5) minutes are up. For the next round two new students from each team come to the front.

Scoring can be organized as follows:

Guessing hidden sentence correctly: 1 point

Use of hidden sentence by student without detection: 1 point

Failure to use sentence: minus 1 point

This means that each team can gain a maximum of 2 points in each round (if

they detect the opponent's hidden sentence and if their own team member uses his sentence undetected).

Suggestions for sentences *I really think it's old-fashioned to get married.*

*I've never been to Tokyo.*

*My mother used to bake a cake every Sunday.*

*The most dangerous thing you can do in rush-hour traffic is ride a bike.*

*Bus fares have gone up again.*

*Modern art is fascinating, I think.*

*I hate spinach.*

Suggestions for topics *Pollution*

*Watching TV*

*Family life*

*Traveling*

*Fashion*

*Keeping fit*

## 21 Ordering

Aims	Skills - speaking Language - describing situations/actions shown in pictures, making suggestions Other- cooperation
Level	Intermediate
Organization	Pairs
Preparation	A comic strip (or picture story) of at least four pictures is cut up, and the pictures pasted in random order on two pieces of paper, so that each sheet contains half the pictures. . Half the students receive one set of pictures each, the other half, the other.
Time	10—15 minutes
Procedure	Step 1: The students work in pairs. Each partner has half the pictures from comic strip. First, each student describes his pictures to his partner. They do not show each other their pictures. Step 2: They decide on the content of the story and agree on a sequence for their total number of pictures. Finally, both picture sheets are compared and the solution discussed.
Remarks	If the teacher prepares a number of picture sequences in this way, students can exchange materials after completion of one task.

## 22 Strip story

Aims	Skills - speaking Language - making suggestions, expressing one's opinion, asking for confirmation Other – cooperation
Level	Intermediate
Organization	Class
Preparation	A story with as many sentences as there are students. Each sentence is written on a separate strip of paper.
Time	15-30 minutes
Procedure	Step 1: Each student receives a strip of paper with one sentence on it. He

is asked not to show his sentence to anybody else but to memorize it within two minutes. After two minutes all the strips of paper are collected in again.

Step 2: The teacher briefly explains the task: 'All the sentences you have learnt make up a story. Work out the correct sequence without writing anything down.' From now on the teacher should refuse to answer any questions or give any help.

Step 3: The students present the sequence they have arrived at. A discussion follows on how everybody felt during this exercise.

### 23 What would happen if. . . ?

Aims	Skills — speaking Language - if-clauses, making conjectures, asking for confirmation Other- imagination
Level	Intermediate
Organization	Class
Preparation them	About twice as many slips of paper with an event/situation written on as there are students
Time	10—15 minutes
Procedure	Every student receives one or two slips of paper with sentences like these on them: 'What would happen if a shop gave away its goods free every Wednesday?' 'What would you do if you won a trip for two to a city of your choice?' One student starts by reading out his question and then asks another student to answer it. The second student continues by answering or asking a third student to answer the first student's question. If he has answered the question he may then read out his own question for somebody else to answer. The activity is finished when all the questions have been read out and answered.
Variations	The students can prepare their own questions. Some more suggestions: What would happen if everybody who told a lie turned green? if people could get a driving license at 14? if girls had to do military service? if men were not allowed to become doctors or pilots? if children over 10 were allowed to vote? if gold was found in your area? if a film was made in your school/place of work? if headmasters had to be elected by teachers and pupils? if smoking was forbidden in public places? if the price of alcohol was raised by 300 per cent?  What would you do if you were invited to the Queen's garden party? if a photograph of yours won first prize at an exhibition? if your little sister aged 14 told you she was pregnant? if you saw your teacher picking apples from her neighbor's tree? if a salesman called at your house and tried to sell you a sauna bath? if your horoscope warned you against traveling when you want to go on holiday? if it rained every day of your holiday? if you got a love letter from somebody you did not know? if you found a snake under your bed? if you got lost on a walk in the woods? if you were not able to remember numbers? if somebody hit a small child very hard in your presence? if you found a £20 note in a library book? if your friend said she did not like the present you had given her? if you suddenly found out that you could become invisible by eating spinach? if you broke an expensive vase while you were baby-sitting at a friend's house? if you invited somebody to dinner at your house but they forgot to come?

if you forgot you had asked four people to lunch and didn't have any food in the house when they arrived?  
 if a young man came up to you, gave you a red rose and said that you were the loveliest person he had seen for a long time?  
 if you noticed that you hadn't got any money on you and you had promised to ring your mother from a call box at exactly this time?  
 if you could not sleep at night?

## 24 Something else

Aims	Skills - speaking Language - conditional Other — thinking about oneself, getting to know each other, imagination
Level	Intermediate
Organization	Individuals or groups (in large classes)
Preparation	None
Time	10-20 minutes
Procedure	The teacher explains the basic idea of the activity: 'Suppose you weren't you but something else entirely, e.g. an animal or a musical instrument. Just think what you would like to be and why, when I tell you the categories.' Possible categories are: colours, days of the week, kinds of weather, musical instruments, months, countries, cities, articles of clothing, songs, kinds of fruit, flowers, kinds of literature, pieces of furniture, food, toys, etc.
Variations	Something else can also be played as a guessing game. Two students are asked to leave the room while the rest of the class agree on a person to be guessed. When the two students are called back in they ask questions such as: 'What would the person be if he or she was an animal? a colour? a building? landscape? a piece of music? a musical instrument? a flower? etc. From the answers, characteristics of the person can be deduced and his or her identity guessed. If the person to be guessed is present he can comment on the comparisons made e.g. 'I was surprised that. . . , I don't see myself as . . . , Being ' compared to ... was quite startling/disappointing/ flattering/embarrassing. . . '

## 25 Ageless

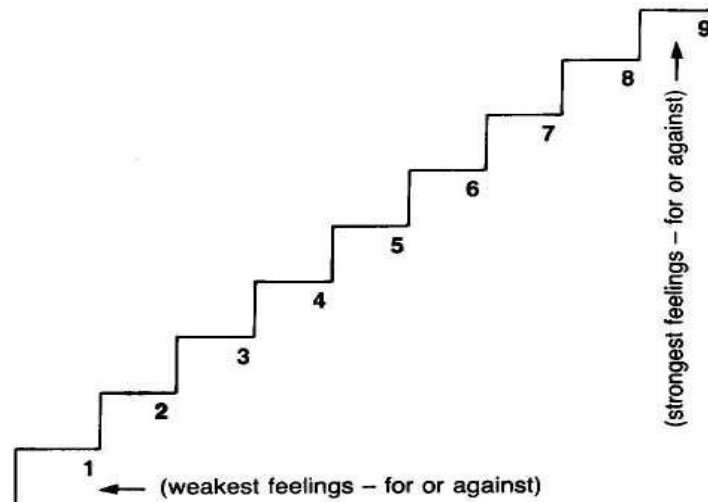
Aims	Skills - speaking Language — questions about one's age and feelings about age Other — talking and thinking about oneself
Level	Intermediate
Organization	Groups or class (if not more than 15 students)
Preparation	Questions about age, one list of questions for each group
Time	10-20 minutes
Procedure	Each group/the class talks about age, guided by the following questions: 'What do you like about your present age? What did you like about being younger? What will you like about being 5/10/30 years older? What will you like about being elderly? What is the ideal age? Why? What could you say to someone who is not happy about his age? Do you often think about age/growing old/staying young? Does advertising influence your feelings?'
Variations	The questions can be distributed to different students, who ask the other members of the class/their groups when it is their turn.

## 26 Values ladder

Aims	Skills — listening comprehension, speaking Language — expressing personal insights and conjectures, giving reasons,
personal	simple past tense Other - thinking about one's own spontaneous reactions, discovering values



Level	Advanced
Organization	Individuals
Preparation	None
Time	15-20 minutes
Procedure	Step 1: The students are asked to draw a flight of nine steps on a piece of paper.



The lowest step is meant to symbolize the weakest emotional reaction — either positive or negative — the highest step the strongest one.

Step 2: The teacher presents a series of statements (see below) which call for value judgments by the students. Each statement is characterized by a key word. After hearing each statement the students enter the key word on their values ladder according to the strength of their reaction. The teacher does not read the next item until everybody has entered the key word on their ladder. Students may change the position of their key words when new items have been read or rearrange all nine key words at the end.

Step 3: At this stage the students should think about why they decided on such a ranking. They are expected to describe their reactions to individual items.

**Statements:**

- A group of young people engage in shoplifting as a kind of sport. When they are caught they defend their actions by pointing out that shop-owners make high profits anyway (shoplifting)
- A group of students want to do something about nature conservation. They meet regularly and go for walks in the country in order to observe wildlife, (conservation)
- A group of women have started to boycott certain products which they believe are heavily contaminated by chemicals antibiotics and pesticides. They have formed a collective to sell organically grown health food, (food collective)
- A doctor regularly cheats on his income tax but gives all the money he saves to a hospital in the African bush, (income tax)
- Some poor students use the local buses without paying fares. When they are caught they pay the fines. They say that this is still cheaper than paying for tickets, (bus fares)
- An American couple living in Fiji publish a book that shows how the lives of the Fijians have been changed by tourism. They distribute the books to all the schools in Fiji. (Fiji)
- Some young people in Britain design colourful car stickers and badges against the destruction of the world by technology and science, (stickers)
- A group of lawyers set up an office to provide free legal aid to foreign refugees who want to apply for political asylum. (legal aid)
- A newspaper reporter finds out that a manufacturer of fruit juice is mixing dangerous chemicals in his product. His report on the factory is suppressed by his paper when the manufacturer threatens to withdraw his

advertisements.  
(fruit juice)

## 27 Job prestige

Aims	Skills — speaking Language - asking for and giving reasons, agreeing and disagreeing Other- awareness of the reasons for social prestige
Level	Intermediate/advanced
Organization	Pairs
Preparation	None
Time	15-20 minutes
Procedure	Step 1: The teacher outlines the task. 'You are going to be given a list of 14 occupations. You have to rank them according to two criteria. First arrange them in the order in which these jobs are regarded and paid for in our society. Secondly make a list in which you show how important you think each job should be.'

dentist	university professor
taxi driver	actor
secretary	nurse
schoolteacher	shop-assistant
policeman	librarian
lawyer	engineer
journalist	farmer

‘Work with your neighbor. You should - as far as it is possible - reach agreement in both rankings. Where you cannot agree, mark the difference of opinion on your list’.

Step 2: The results are presented by the students and noted on the board. The first list will probably be very similar in each case, with clusters of high prestige and low prestige job emerging clearly. The ranking of the jobs according to the importance allotted to them by individual students may differ wildly and should stimulate a discussion on the criteria for 'upgrading' or 'downgrading' certain occupations.

## 28 What is being advertised?

Aims	Skills — speaking, writing Language - making conjectures, expressing probability, giving reasons Other- making notes, discovering some advertising techniques
Level	Intermediate
Organization	Pairs
Preparation	A number of different advertisements (cut out from magazines) from which all names and pictures of the products advertised have been removed, half as many advertisements as there are students. (Don't throw away the bits that have been cut out.)
Time	15-20 minutes
Procedure	Step 1: Each pair of students receives one advertisement. The partners discuss what product the advertisement could be for and why they think so. One of each pair makes some notes. After about five minutes the advertisements are exchanged and each pair of students discusses another advertisement in the same way. Step 2: Taking turns, each pair of students show their second advertisement to the rest of the class and report their ideas on the product being advertised. The two students who discussed this particular advertisement in the first round say where they agree or disagree and give reasons. When all the advertisements have been discussed the teacher gives the solutions (by presenting the cut-out parts of each advertisement).

## 29 Mad discussion

Aims	Skills — speaking Language - giving reasons, describing advantages and disadvantages, contradicting Other- imagination, fun
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Level	Intermediate
Organization	Teams
Preparation	Pieces of paper with one word written on them (see below)
Time	20-30 minutes
Procedure	Step 1: The class is divided into teams. One student from each team comes forward. Each chooses a piece of paper with a topic on it. He then has three minutes to argue with the student from the other team about which is more important for mankind. Possible topics: flowers, New York, operas, ships, plastic spoons, birthday cards, passports, watches, modern art, detective novels, schools, bakers, socks, zips, paper, the wheel, etc.
	Step 2: (optional) A jury decides who has put the best arguments and awards points for each team. Then the next two students continue with new topics.

### 30 Secret topic

Aims	Skills - speaking Language — all elements Other — talking without coming to the point, fun, imagination
Level	Advanced
Organization	Pairs, class
Preparation	None
Time	10-20 minutes
Procedure	Step 1: Two students agree on a topic they want to talk about without telling the others what it is. Step 2: The two students start discussing their topic without mentioning it. The others listen. Anyone in the rest of the group who thinks he knows what they are talking about, joins in their conversation. When about a third or half of the class have joined in, the game is stopped.
Variations	1: Students who think they know the secret topic have to write it on a piece of paper and show it to the two students before they are accepted. 2: The game can be played in teams and points awarded according to the number of people who find out the secret topic.

### 31 Word wizard

Aims	Skills - speaking, writing Language - individual words Other - imagination, feeling for words, communicating with very few words
Level	Intermediate
Organization	Individuals, pairs
Preparation	None
Time	10-15 minutes
Procedure	Step 1: The teacher asks the class to imagine the following situation: 'A wizard has taken away all the words from the world. Everybody can keep just four words. Choose four words which you would like to keep and write them down.' Step 2: Each student finds a partner and tries to communicate using only his four words. The pairs share their words with each other so that now both have eight words they can use. Each student shares his eight words with another student, so that both have 16, then twice more. In the end everybody has 64 words. Step 3: Either alone or with a partner the students write a story or poem using only their words. These stories/poems are read out or stuck up on the wall.

### 32 Uses and abuses

Aims	Skills - speaking Language - declarative sentences, -ing form Other - imagination
Level	Intermediate

Organization	Teams
Preparation	None
Time	10—15 minutes
Procedure	Step 1: The teacher and the class prepare two lists (of about 20 items), which are written up by secretaries from the two teams. List A contains people and animals, list B, objects.

Example:

A	B
teacher	book
mother	walking stick
shop-assistant	plaster
baby	50p coin
elephant	pen
crocodile	loaf of bread
soldier	car
dustman	cactus
farmer	apple pie
old woman	glass of beer
nurse	safety pin

Step 2: The two teams sit facing each other. The secretary from team 1 starts by inserting one word from list A and one from list B into one of the two sentence patterns:

What can a/an A do with a/an B?

Why does a/an A need a/an B?

The students in team 2 must find three answers quickly. Then their secretary makes up a new question for team 1. The secretary crosses out the words that have been used. The game is finished when all the words have been used up.

### 33 Which job?

Aims	Skills — speaking Language — conditional, discussing, giving reasons, names of jobs Other - getting to know each other, learning something about oneself
Level	Intermediate
Organization	Groups of six students
Preparation	None
Time	15-20 minutes
Procedure	Step 1: The students work together in groups. Each group member writes down the ideal job for himself and for everybody else in the group. Step 2: The job lists are read out and discussed in the groups. Students explain why they feel the 'ideal jobs' suggested for them would/would not be ideal.

### 34 Comments

Aims	Skills - writing, speaking Language — all elements, expressing emotions Other — getting to know each other
Level	Intermediate
Organization	Class
Preparation	None
Time	15-20 minutes
Procedure	Step 1: Every student writes his name at the top of a piece of paper. All the papers are collected, shuffled and redistributed. Step 2: Now every student writes a comment (a compliment, a question, a statement) under the name of the person. The papers are again collected and redistributed, so that everyone can write a second comment. The teacher (or a student) now collects all the papers. Step 3: The papers are read out one after the other and a discussion

follows. How did the people concerned feel? Were the comments fair/superficial/critical/supportive?

### **35 Magic shop**

Aims	Skills - speaking Language - if-clauses, arguing, praising something Other - learning something about one's own values
Level	Intermediate/advanced
Organization	Individuals
Preparation	Slips of paper with positive human qualities written on them (see below), three times as many slips as there are students (qualities may occur more than once)
Time	15-20 minutes
Procedure	Step 1: Each student receives three slips of paper, each with a positive human quality on it, e.g. honesty, intelligence, fairness, humour, health, beauty, stubbornness, curiosity, cheerfulness, gentleness, humility, optimism, perseverance, politeness, hospitality, helpfulness, thoughtfulness, wisdom, justice, friendliness, adaptability, charity. Step 2: Each student decides which of his three qualities he would like to exchange for others. Students then barter with different people. Step 3: After 10 minutes of bartering, students report on which qualities they received, which ones they kept and whether they are happy with their present one(s) (they may have more or fewer than three).
keep and which to	

### **36 Pink versus brown**

Aims	Skills — speaking Language - contradicting, praising something, giving reasons Other - fun, imagination
Level	Intermediate
Organization	Groups, pairs
Preparation	None
Time	15-25 minutes
Procedure	Step 1: Students whose favourite colours are the same should work together.  They describe to each other why they like this particular colour better than any other. Step 2: Students leave their groups and pair up with someone from a different group. Each partner argues for his favourite colour and tries to convince the other one of its qualities.
Variations	Step 1 can be left out.

### **37 Tell us a story**

Aims	Skills — speaking Language — descriptive sentences Other - fun
Level	Intermediate
Organization	Groups of four to seven students, class
Preparation	None
Time	20—30 minutes
Procedure	Step 1: The students work together in groups. Each member of the group is asked to tell his version of a story with the same basic plot. Each student makes notes on what his right-hand neighbor says. The basic stages of the story are as follows:  You are walking in a wood; describe what it is like. Then you come to some water; describe what it is like. What do you feel about this water and what do you do about it? Next you find a key. Describe it and say what you would do with it. At the end of the wood there is a barrier. What is it like? What is on the other side? What do you do about it? Step 2: When everyone has told his story the teacher reveals how each

episode of the story might be interpreted:

*The wood* gives an indication of the storyteller's view of life. Is it described as dark and frightening or sunlit and happy? Full of menace, or full of hopeful possibilities? It depends on attitudes to living.

*The water* is sex. Is it dark and dirty or lovely and sparkling? Deep or shallow? Frightening, but pleasantly so? Do you dive right in or keep well out?

*The key* is worldly success and ambition to attain it. Do you see a big golden key or a dreary little Yale key? Is it rusty or shining? Do you reject or hold on to it? Do you use it immediately in some way, or later on, perhaps finding a box full of treasure to go with it, or do you just hopefully tuck it in your pocket? Do you give it away to someone you think may want it?

*The barrier* is death, the view beyond a picture of the life hereafter. (When I first played this game, I 'saw' a range of formidable mountains, and nothing beyond. I disliked it intensely, and turned round and went back the way I'd come. There's hope!)

### 38 Optimists and pessimists

Aims	Skills — speaking Language — expressing different points of view Other - imagination, fun
Level	Intermediate
Organization	Two teams
Preparation	None
Time	5-15 minutes
Procedure	Step 1: One student from team 1 (optimists) begins by giving a statement, e.g. 'It is good for your health if you do some sport.' Then one student from the other team (pessimists) gives the other point of view, e.g. 'But sports like boxing or car racing are dangerous.' The pessimists continue with a new - pessimistic - statement, which the optimists have to react to. Step 2: After a few minutes of exchanging statements, the students are asked if they found it difficult to adopt one point of view throughout. They could also mention those statements which went against their personal viewpoint.

### 39 People

Aims	Skills - writing Language — past tense, present tense, describing someone Other - imagination
Level	Intermediate
Organization	Groups of three to four students
Preparation	Photos of different people (cut out from magazines or your own snapshots), one photo per group
Time	15-25 minutes
Procedure	Step 1: Each group receives a photo and is asked to write a curriculum vitae for the person in the picture. The students should mainly imagine the person's present interests and lifestyle. When they have finished with the first picture, photos are exchanged between groups. Each group works with three pictures. Step 2: The results of the group work are read out and discussed. Which lives were seen in a similar way by the three groups? Which pictures were interpreted differently?

### 40 Awards

Aims	Skills - speaking Language - describing someone, reporting someone's activities, giving reasons, contradicting, stating preferences, agreeing and disagreeing Other — thinking of praiseworthy qualities in ordinary people
Level	Intermediate
Organization	Class, groups of four to six students
Preparation	None

Time	25-45 minutes
Procedure	<p>Step 1: The students talk about the awards they can think of (awards for looks, such as 'Miss World, for bravery, etc.).</p> <p>Step 2: Using brainstorming techniques (see No. 87 Brainstorming) the class try to think of many more possible awards (e.g. Smile Award, Help Award, Listening Award). All awards (they should be for positive qualities) are listed on the blackboard.</p> <p>Step 3: Groups are formed and each group decides on two categories of award they would like to find candidates for.</p> <p>Step 4: Now each group member describes one candidate for each award. (These should be people he knows personally.) Another group member takes down some notes. When everybody has finished, the qualities of all the people suggested for awards are discussed. The group members have to agree on who to give the awards to.</p> <p>Step 5: Each group reports its results to the class. A short discussion of the reasons for choosing these people follows.</p>

## 41 Personalities (2)

Aims	<p>Skills — speaking, writing</p> <p>Language - descriptive sentences, past tense (reported speech)</p> <p>Other — acknowledging the influence other people have on us, note taking</p>
Level	Intermediate
Organization	Individuals, class
Preparation	None
Time	10-30 minutes
Procedure	<p>Step 1: The students are asked to think about their lives and the people they know/have known. Each student should find at least two people who have influenced him in his life. These may be his parents, other relations, friends, or personalities from history or literature. He should note down some points in order to be able to tell the rest of the class briefly how these people have influenced him.</p> <p>Step 2: Each student in turn says a few sentences about the people. A discussion and/or question may follow each speaker.</p>

## 42 Lifestyle

Aims	<p>Skills — speaking</p> <p>Language - giving reasons, stating likes and dislikes</p> <p>Other — thinking about one's priorities</p>
Level	Beginners/intermediate
Organization	Pairs
Preparation	Students are asked a day or so beforehand to bring along three objects which are important or significant for them.
Time	10-15 minutes
Procedure	<p>Step 1: Students work with a partner. Each of them explains the use/purpose of the three objects he has brought with him and says why they are important and significant for him. Both partners then talk about similarities and differences between their choice of objects.</p> <p>Step 2: A few of the students present their partner's objects and explain their significance to the rest of the group.</p>

## 43 Spending money

Aims	<p>Skills — speaking</p> <p>Language — asking for and giving reasons</p> <p>Other — thinking about one's priorities</p>
Level	Intermediate
Organization	Individuals, groups
Preparation	None
Time	10-25 minutes
Procedure	<p>Step 1: Each student writes down what he would spend a given sum of money on, e.g. 50p, £2, £5, £20, £50, £100, £500, £1,000, £5,000, £100,000.</p> <p>Step 2: Students sit together in small groups and describe what they have</p>

decided to buy with a particular amount of money and why they would like to make this purchase.

#### 44 I'd rather be . . .

Aims	Skills — speaking Language - asking for and giving reasons Other - fun
Level	Intermediate
Preparation	Class
Organization	A list of word pairs (nouns, adjectives) for the teacher
Time	5-15 minutes
Procedure	The teacher reads out pairs of 'opposites' from her list and asks the students
	which ones they would rather be. The students should also give a reason for their choice. Possible word pairs:

soft - hard	hammer - nail
glass - wood	rose - cactus
water - fire	mineral water - whisky
bitter - sweet	square - round
beauty - ugliness	cold - hot
sparrow - snail	candle - neon light
hawk - mouse	village - city
chicken - egg	lemon - potato

#### 45 Ideal day

Aims	Skills - writing, listening comprehension, reading aloud Language - all elements Other — day-dreaming, imagination
Level	Intermediate
Organization	Individuals
Preparation	None
Time	20—30 minutes
Procedure	Step 1: Students are asked to write a description of an ideal day. They can choose freely the places they would like to be in, their activities and the company they would like to have. Step 2: Some students read out their descriptions.
Variations	Other topics to write about are: my ideal flat/house, an ideal holiday, an ideal friend.

#### 46 Brainstorming

Aims	Skills — speaking, writing Language - conditional, making suggestions Other- imagination, practice of important thinking skills Level Intermediate
Organization	Groups of four to seven students
Preparation	None
Time	5-15 minutes
Procedure	Step 1: The class is divided into groups. Each group receives the same task.
	Possible tasks are: (a) How many possible uses can you find for a paper clip (plastic bag/wooden coat hanger/teacup/pencil/sheet of typing paper/matchbox, etc.)? (b) You have to make an important phone call but you have no change. How many ways can you find of getting the money for the call? (c) How many ways can you find of opening a wine bottle without a corkscrew? (d) How many ways can you find of having a cheap holiday?
	The groups work on the task for a few minutes, collecting as many ideas



as possible without commenting on them or evaluating them. All the ideas are written down by the group secretary.

Step 2: Each group reads out their list of ideas. The ideas are written on the board.

Step 3: The groups choose five ideas from the complete list (either the most original or the most practical ones) and rank them.

People should wear badges to show what mood they are in.

To save energy public buildings like post offices, stations, schools and offices are no longer heated.

A scientist discovers a way of making gold cheaply.

Boys are only allowed to wear green clothes, girls, blue clothes.

Children over 5 are given the vote.

Planes do not work any more. They all crash after take-off

Step 2: Each student works with a partner and they share their ideas.

Step 3: The ideas are discussed with the whole class.

Variations

1: After Step 1, small groups are formed who evaluate the ideas of other students.

Remarks

2: Small groups rank the points mentioned by other students.  
(Idea adapted from de Bono 1973.)

## 47 Consequences

Aims

Skills — speaking

Language — future tense, conditional

Other - thinking creatively

Level

Intermediate

Organization

Groups of three to six students, class

Preparation

As many cards with an action on as there are groups

Time

10-20 minutes

Procedure

Step 1: The teacher divides the class into groups. She gives each group an action card. Examples: A 25-hour working week is introduced. A lorry driver empties a thankful of poisonous waste into the river near a town. Animal merchants catch the last animals of a dying species and sell them to zoos in Europe and North America. Men can get maternity leave (paternity leave) like women. Robots that can do housework are built. Scientists discover that cancer is caused by pollution. A group of boys always use the bus or tram without paying. Each group now has to think of all the possible long-term and short-term consequences this action may have. The group secretary writes down all the consequences.

Step 2: When the group cannot think of any more consequences they exchange cards with another group. With each new card a different group member becomes secretary.

Step 3: The consequences of each action are shared and discussed with the whole class.

Action			
	Next few days	Next year	Next 20 years
C O N S E Q U E N C E S			

## 48 Desert island (2)

Aims

Skills — speaking, writing

Language — giving and asking for reasons, agreeing and disagreeing, making

	suggestions
	Other - imagination, common sense, fun
Level	Intermediate
Organization	Individuals, pairs, groups
Preparation	None
Time	10-20 minutes
Procedure	<p>Step 1: The teacher describes the task to the students:          'You are stranded on a desert island a long way from anywhere. There is a fresh water spring on the island, and there are banana trees and coconut palms. The climate is mild. Make a list of eight to twelve things which you think are necessary for survival.'</p> <p>Students work on their own.</p> <p>Step 2: Students pair up and compare lists. They agree on a common list of a maximum of ten items.</p> <p>Step 3: The students discuss the new lists in groups of four to six students. They decide on a group list of a maximum of eight items and rank these according to their importance.</p>

## 49 Rescue

Aims	<p>Skills — speaking</p> <p>Language —stating an opinion, giving and asking for reason agreeing and disagreeing, comparisons</p> <p>Other — thinking about one's values</p>
Level	Intermediate/advanced
Organization	Groups of five to eight students
Preparation	None
Time	10-20 minutes
Procedure	<p>Step 1: The teacher explains the situation:          'The Earth is doomed. All life is going to perish in two days due to radiation. A spaceship from another solar system lands and offers to rescue twelve people, who could start a new world on an empty planet very much like Earth. Imagine you are the selection committee and you have to decide who may be rescued. Think of a list of criteria which you would use in your decision.'</p> <p>Step 2: Each group discusses the problem and tries to work out a list.</p> <p>Step 3: Each group presents its list of criteria to the class. The lists are discussed.</p>

## 50 Fire

Aims	<p>Skills - speaking</p> <p>Language - asking for and giving reasons, conditional</p> <p>Other - thinking about essentials</p>
Level	Beginners/intermediate
Organization	Individuals
Preparation	None
Time	5-10 minutes
Procedure	<p>Step 1: The teacher describes the situation to the class: 'A fire has broken out where you live. You have a few minutes to grab five of your belongings and rescue them. Which five things would you take? Remember, you have to carry them all.'</p>

Step 2: Each student writes down up to five things he would rescue from the fire.

Step 3: Some students read out their lists and explain why they would take these things. The others should ask questions like 'Why wouldn't you take . . .?'  
What about your . . .?'

## 51 One day in London

Aims	Skills - speaking Language — all elements Other — cooperation
Level	Intermediate
Organization	Pairs
Preparation	None
Time	15-20 minutes
Procedure	Step 1: The teacher describes the situation: 'You have to plan how to spend a day in London with your partner. Both of you arrive at Heathrow airport at 9 a.m. and you have to be back at the airport at 9 p.m. There is a self-drive car which you may use. It has a full tank. You receive £10 each, but you have no other money. Decide what you would like to do. You should plan the day in such a way that you are happy with it.' Step 2: The students work in pairs. The partners find out from each other what they would like to do and what they would not like to do. They then work out a timetable for the day. Step 3: The students report their plans back to the class. Similarities and differences between individual suggestions are discussed. Step 4: (optional) The teacher asks how the timetables were agreed on. Did one partner dominate? Did one partner try to persuade the other one? Was there a lot of arguing? Did one of the pair have to give up a lot of ideas? Who made the suggestions? etc. Variations In connection with other work done in class (e.g. texts studied), different locations (New York, Sydney, etc.) can be chosen. choose the furniture and up to four of the following colours for your room. At the moment the room has white walls and a dark brown carpet. These are the colours: light brown, red, purple, light blue, dark blue, dark, green, maroon, yellow, grey, black, orange, pink.' 2: The task can be varied by presenting the students with coloured catalogues from furniture shops from which they cut out the pieces of furniture they would like.

## 52 Treasure hunt

Aims	Skills — all four skills Language — all elements Other — fun, individualized learning
Level	Intermediate
Organization	Individuals, pairs, groups and class
Preparation	See Procedure
Time	A few minutes each lesson for a number of days (or weeks)
Procedure	General remarks: All the tasks for the treasure hunt have to be worked out in advance. Ideally the tasks should be tailor-made for individual students, so that their strengths may be exploited or their special talents used. The basic principle of a treasure hunt is as follows. Each student has to follow

instructions and fulfill a certain task. If he does it properly he is rewarded with a piece of information, e.g. a word or letter. All the pieces of information collected by the students have to be combined to find the general solution, i.e. the treasure. (There is a simple version of this type of activity in No. 37 Jigsaw guessing.) It would be useful (if possible) to enlist the help of other English-speaking people so that the tasks for the students can include phoning and letter writing. The prize for finding the solution can be anything from a bag of sweets to a visit to an English film. The teacher who knows her class will have lots of ideas about what to choose.

- Possible tasks (These are suggestions which should be adapted for individual classes.)
- (a) There is a poem on page xx in your textbook. Learn it by heart and recite it in the next lesson. You will then get an envelope from your teacher. (Envelope: Your word is: you)
  - (b) (For two students) Here are the lines of a dialogue, all mixed up. Put them in the right order and write your own ending to the dialogue. Act it in front of the class in the next lesson. You will then get an envelope from your teacher. (Envelope: Your word is: surprise)
  - (c) Here is a text where some words are spelt wrongly. Check with your dictionary to find out the correct spelling. Write down all the letters that were wrong. They make a word. Ask Mrs. B if you have found the correct word. (Word: there)
  - (d) Phone this number xxx-xxxx and ask to speak to Mr. Z. Find out where he spent his holiday last year, tell him about yours. If you don't make any mistakes he will tell you the next word. (Word: is)
  - (e) Read this story and tell the class what it is about in the next lesson. Your teacher will give you the next word. (Word: cupboard)
  - (f) Here are the rules for a new game. Together with students C and D make the materials for the game, so that we can play it next week. Your teacher will give you the next word. (Word: for)
  - (g) Go and explain the new game to class X. Play it with them. You will then get the next word from their teacher. (Word: a)
  - (h) Write a letter to Mrs. Y. Ask her for the recipe for trifle. If your letter has no mistakes she will send you the recipe. The word you need is underlined with a red pen in the recipe. Give the recipe to E, F and G. (Word: in)
  - (i) Record the news on an English-language radio programmed on Monday and write down the text. Bring the recording and the text with you to the lesson on Thursday. Your teacher will tell you the next word. (Word: the)
- Solution: There is a surprise for you in the cupboard.  
 When the teacher has worked out the tasks they can be given to the students one by one. Progress in finding the solution can be marked on a special notice on the wall in the classroom. In an English-language environment the possibilities for tasks are, of course, far greater than abroad. The main point is, though, to adapt the tasks to the individual students and make them practice skills which they will need later on (e.g. looking words up in a dictionary, following instructions, etc.) or which are suited to their interests and capabilities.

## 53 Something for everybody

Aims

Skills - speaking

	Language - making suggestions, expressing likes, dislikes and preferences, giving in
	Other — cooperation Intermediate/advanced
Organization	Groups, class
Preparation	None
Time	10-20 minutes
Procedure	<p>Step 1: The students form groups and the teacher describes the situation: 'Imagine that you, that is all of you together, have £20 leftover from a bargain sale you organized. You should now think of what you could do with the money so that everyone in the class is satisfied. First write down all the ideas you h C without talking about them or commenting on them, then rank them. When you have found one suggestion you all agree with, present it to the class.'</p> <p>Step 2: Each group presents its suggestion. The class then tries to agree on a common proposal by arguing and presenting reasons (not by majority vote!).</p>

### 54 Adverb charade

Aims	<p>Skills — speaking</p> <p>Language - asking yes/no questions, adverbs</p> <p>Other - fun</p>
Level	Beginners/intermediate
Organization	Pairs, class
Preparation	About 50 small pieces of paper
Time	10-15 minutes
Procedure	<p>Step 1: The pieces of paper are distributed, so that each student receives two. on one piece of paper he writes a simple action, e.g. eating a banana, knitting, reading a paper; on the other an adverb, e.g. angrily, badly, cautiously, etc. All the pieces of paper are put in two piles face down.</p> <p>Step 2: Each student teams up with a partner. The first pair of students come to the front of the class. One draws a piece of paper from the action pile, the other from the adverb pile. Both mime their action in the manner described by the adverb. The rest of the class guess.</p>

### 55 Hotel receptionist

Aims	<p>Skills — speaking (reading comprehension)</p> <p>Language — all kinds of questions, expressing understand asking for confirmation</p> <p>Other — observation, fun</p>
Level	Intermediate
Organization	Class, groups of five to eight students
Preparation	At least as many messages as there are students, on small slips of paper
Time	15—20 minutes
Procedure	<p>Step 1: The teacher explains the situation.</p> <p>'The setting is a hotel in an English-speaking country. A guest staying at the hotel has a very bad cold and has lost his voice. He therefore has to communicate with the hotel receptionist by miming.'</p> <p>In the first two or three rounds the teacher takes the part of the hotel receptionist. The guest is played by one of the students. This student draws a slip of paper with a message on (e.g. It's very cold in my room. I can't turn the radiators on. Could you send someone up to have a look?) and, playing the part of the guest, mimes his request while the hotel receptionist guesses (e.g. Are you cold? No? I see your room is cold. Have you tried to turn on the</p>

heating? etc.). The rest of the class should help the teacher (receptionist) figure out the request. The receptionist's task is finished when he has found out the exact message. (In the example given above the statement: 'You are cold and the heating is not on' would not be enough.)

Step 2: The students are divided into groups. The members of each group sit in a circle and take turns to play the guest and the hotel receptionist. Each group has a supply of messages to draw from.

## 56 Messages

Aims	Skills — writing, speaking Language — expressing one's opinions, making conjectures, saying something
Level	is right/wrong Other — fun Intermediate
Organization	Pairs
Preparation	As many pieces of paper with messages on as there are students
Time	15-20 minutes
Procedure	Step 1: Each student takes a message which he is not allowed to show to anybody else in the class. Then the students find a partner. Step 2: All the students stand around the walls of the classroom making sure that their partner is as far away as possible. The first student in each pair mimes his message to his partner. That is, half of the class are miming, while the other half are watching. The observing partners write down the message as they interpret it. Then the second students in each pair mime their messages. Step 3: Everyone sits down with his partner and tells him what he thought the message was. Then the original messages are read out.
Possible messages	I'd like to go to the cinema with you. Can I borrow your record player? Mine is broken. I am having a party on Saturday. Can you come? Could we do our homework together this afternoon? I am going to go shopping tomorrow to get a new bicycle. Do you want to come? Please do some shopping for me. Get four pounds of apples, two bottles of lemonade and some toilet paper. I found a red purse on the floor. It has £2.50 in it. Is it your s? Go to the library and get a book on cats. Your trousers have split. There is a big white stain on your pullover. It's right under your left arm.

## 57 TV interview

Aims	Skills - speaking, writing Language - describing something, (present simple) questions, introducing someone Other - thinking about the ideal family
Level	Intermediate/advanced
Organization	Groups of four to six students
Preparation	None
Time	20-30 minutes
Procedure	Step 1: One of the groups has to prepare the role of the interviewer and write

down questions the interviewer could ask the members of the 'ideal family'. All the other groups represent an 'ideal family'; they should allocate the different roles within the group and talk about the personalities, ways of behaviour and ideas of the people in their ideal family.

Step 2: Each ideal family is interviewed by a different interviewer in turn in front of the class. At the beginning of the role play each member of the family introduces either himself or another family member.

Step 3: Since a lot of the students' values and ideals regarding families will have become obvious, they should be discussed afterwards.

Variations Other ideal groups can be interviewed, e.g. 'ideal holiday group', 'ideal flat-sharing group'.

## 58 Newspaper report

Aims	Skills — writing Language — reporting events, past tenses, passive Other - imagination
Level	Intermediate
Organization	Groups
Preparation	A large number of photographs taken from magazines and newspapers
Time	20-30 minutes
Procedure	Step 1: Each group is given five pictures of which they have to use three.
Their	aim is to write a newspaper report linking these three pictures. Step 2: When each group has decided which pictures to use they write their report. Step 3: The reports are read out and the pictures shown to the class.
Variations	1: Each group chooses three pictures which another group has to write about. 2: After Step 2 all the pictures are displayed on the wall. When the reports are read out the others have to guess which pictures fit which report. 3: The reports are taken as starting points for interviews and role plays.

## 59 Picture stories

Aims	Skills - writing Language - describing something, dialogue Other — imagination
Level	Intermediate
Organization	Pairs or individuals
Preparation	Pictures from magazines and cartoon strips with the words in the speech bubbles blanked out
Time	15-20 minutes
Procedure	The students have to write texts for the pictures or fill in the speech bubbles.
Variations	1: If more than one pair of students receive the same pictures/cartoon strips their results can be compared. 2: One pair of students fills in the first speech bubble on cartoon strip then hands the page to the next pair who fill in the next bubble, and so on. The first pair, in the meantime fill in the first speech bubble on another strip, and then pass that on in the same way.

## 60 Keep talking

Aims	Skills — speaking Language - all elements
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	Other — improvisation, flexibility, imagination
Level	Intermediate/advanced
Organization	Individuals
Preparation	Slips of paper with both a sentence and a topic written on them
Time	5-15 minutes
Procedure	A student chooses a slip of paper and has to talk for one minute about the topic, beginning with the sentence on the piece of paper.
Examples:	

Smoking	If a cigarette cost £1 a lot of people . . .
Homesickness	When I was a little boy/girl,. . .
Pets	I used to have .../ I would like to have ...
Parents	There are no certificates for good parents.
Clothes	I like . . .
Chewing gum	Animals don't chew chewing gum.



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