

Ready-made English



Ready-made English

1

**Multi-level
activities**

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PHOTOCOPIABLE

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	Worksheet	Activity	Level	Time	Aim	Language
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	Contributors/ Questionnaire					

Police Report

Aim

To ask and answer questions using the simple past tense.

Language

Simple past tense forms of common verbs.

Preparation

Select two students to be "the suspects." Tell them the following information:

Last Saturday night, this company's (school's) security guard made his rounds as usual. He checked every office and room to make sure that every door and window was locked and no one was in the building except himself. At 9:00 p.m., the guard checked the front office. He noticed that there was a lot of money on the desk. The guard continued his rounds and returned to the front office at 11:00 p.m. The door was open and the money was gone. He immediately called us, "the police." We questioned everyone in this company (school). Everyone except you has a solid alibi. Now, we have to check your alibi.

Procedure

1. Give the two "suspects" about ten minutes to prepare a two-hour alibi from 9:00 p.m. to 11:00 p.m. last Saturday. The alibi must occur in a public place where witnesses can be found, e.g. at a restaurant, disco, bowling alley, etc. The one rule is that they must not make notes - all the planning must be memorized.
2. Have the "suspects" prepare elsewhere in the room so they cannot be heard by the others. While they are preparing their two-hour alibi, hand out copies of the Worksheet to the remaining students and review the questions on it.
3. When the "suspects" have finished creating their alibi, one of them leaves the room. The other is questioned by "the police," who are free to ask any questions they like; the purpose of the Worksheet is to help them formulate their initial questions. They can, of course, use the Worksheet to jot down their notes.
4. When the interrogation is over (about ten to fifteen minutes), the other "suspect" comes back into the room.
5. The "police" ask identical questions of the second "suspect" and try to find inconsistencies concerning the alibi. The first "suspect" is allowed to remain in the room, but he/she cannot offer any assistance to his/her partner.
6. At the bottom of the Worksheet, each "police officer" checks one of the four boxes according to his/her opinion as to the innocence or guilt of the "suspects." They should be encouraged to explain their reasons, e.g., *Suspect A said they sat at a round table but suspect B said they sat at a square table.*

Variations

1. Locate a local crime story from a newspaper with which the students are familiar. Pair all of the students and have them serve as accomplices and create an alibi which, if it were true, could free the accused of all charges. Teams compete against other teams for the best alibi.
2. Higher-level ability students may enjoy extending this activity into a court trial. Divide the class into teams of prosecuting attorneys, defense attorneys, witnesses for both sides, a jury, and a judge. The aim of the trial is to have a jury accuse or acquit the two "suspects."



Police Report

Suspects' Names

Where did you go? Who decided to go there? Who invited whom? When was the invitation made?

At what time did you meet? Where? Who arrived first? How long did you wait? What did you both wear?

How did you get there? (by taxi, by car, on foot, etc.) • If taxi, who sat where? What color was the taxi? How much was the fare? Who paid? Was the driver young or old? Male or female? Did the driver have a uniform? • If by car, whose car? What was the make and model of the car? What color was the interior? What did you talk about during the drive? • If on foot, what was the route? Were the streets crowded?

At what time did you arrive at your destination? On what floor of the building is this place? Did you take the stairs or elevator? (Left or right side?) Who entered first? Were reservations required? (Did you have one? Who made it? When was the reservation made?) Was the place crowded? Did you have to wait before sitting? (How many minutes? While waiting, what did you do?)

Where did you sit? (Draw an interior map of the place on the board. Point out where you sat.) Was your table round or square – or did you sit at the counter? What kind of table covering was there, if any? What else was on the table?

Did you have a waiter or waitress? Describe him/her. What kind of customers sat at the tables next to you? (Were they families, business people, couples, etc.?) Describe them in detail.

What did you eat? Who ordered first? How many of each item did each of your order? What did you drink? Did it come in a can, a bottle, a glass, or a mug? What was the brand? How many did each of you drink?

What did you talk about while there? How many times did each of you visit the restroom? What time did you leave? Who paid the bill? Cash or credit card? How much was it? Where was the cash register? When you left, was the door automatic or was it a push/pull type?

What did you do after leaving the place? Did you agree to come back on another day?

How did each of you go home? Who left for home first?

What was the weather like last Saturday night? (Did either of you have an umbrella? What color was it?)

First Suspect's Account

Second Suspect's Account

- ☐ The suspects are telling the truth
☐ The suspects may be telling the truth

- ☐ The suspects are probably not telling the truth
☐ The suspects are lying

Trust Me!

Aim

To promote conversation involving personal information.

Language

Questions and answers using the simple present and simple past tenses.

Preparation

To help students practice asking follow-up questions, first have one of the students ask *What is your favorite food?* Respond with a false, but believable answer such as *My favorite food is pizza*. Tell them that your answer may or may not be true and ask them for a show of hands according to those who believe the answer and those who don't.

Then encourage students to ask questions such as *Why is pizza your favorite food? When was the last time you ate it? How often do you eat it?* etc. After a few follow-up questions, take another vote. See if more students were able to detect the falsehood.

Procedure

1. Arrange students into groups of four and hand out copies of the Worksheet, one per student. Have them write the names of the rest of the group in the first three columns. The fourth column is for the owner of the Worksheet.
2. Draw students' attention to the *Example* section. Read the first question: *Where were you born?* Explain that the first student responded with *Dusseldorf* and the owner of the Worksheet believed the answer to be true. The second student responded with *Oslo*, which the owner believed to be false. The third student said *Geneva* and this answer was believed to be true. The owner of the Worksheet responded with *Naples* which the owner knew to be false.
3. Have each student look at the fourth column and check any *three* questions to which he/she is going to give a false answer. This section is kept covered during the activity. Have one of the students ask the first question. Each student responds in turn while the others mark the appropriate column either True or False. There is space provided for students to note the answers.
4. Encourage students to ask follow-up questions when they think an answer is false.
5. When all the questions have been answered, students compare their papers. They get one point for each correctly detected false answer with a maximum of nine points per group.

Variations

1. When they have finished, have students discuss which answers they thought were false, but were surprised to find were true and vice versa.
2. Have students work together to write more questions which can be used in a second round of the game. Questions could focus on different areas of personal information, e.g. travel experiences, school, work, etc.

Trust Me!

S C O R E C A R D

Names				Me
1	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
2	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
3	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
4	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
5	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
6	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
7	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
8	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
9	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
10	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
Totals				

Example

1	<input checked="" type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input checked="" type="checkbox"/> False	<input checked="" type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input checked="" type="checkbox"/> False
	Dusseldorf	Oslo	Geneva	Naples

QUESTIONS

- Where were you born?
I was born in ...
- When is your birthday?
My birthday is ...
- What is/was your father's job?
My father is/was a ...
- When you were young, what did you want to be?
I wanted to be a(n) ...
- What was your favorite subject in high school?
My favorite subject was ...
- What is your mother's first name?
My mother's first name is ...
- What is your hobby?
My hobby is ...
- What is your favorite kind of movie?
My favorite kind of movie is ...
- What Chinese animal year were you born in?
I was born in the year of the ...
- What is/was your nickname?
My nickname is/was ...



Similes

Aim

To familiarize students with common English similes.

Language

as adjective *as* (a) noun.

Preparation

This is a simple matching exercise with a follow-up activity to reinforce students' understanding of the actual meanings of common English similes. Prior to class, copy Worksheet 3, one per student.

Procedure

1. First, review all of the adjectives and nouns on the Worksheet.
2. Explain that all of these similes use the construction "Something is as [adjective] as something."
3. When all of the vocabulary has been reviewed, have the class work in pairs or as a small group. Have students fold their papers vertically down the middle. One student reads "As slow as ..." The other student (reading from the answer list) responds with "a snail." Match each item from the left column to the appropriate answer in the right column.
4. When finished, have the students place each simile into the positive group (happy face), the neutral group (plain face), or the negative group (sad face). Some of the similes may be placed in more than one group depending on their nuances.

Answers

1c, 2k, 3v, 4r, 5q, 6m, 7l, 8o, 9n, 10t, 11a, 12d, 13u, 14p, 15s, 16j, 17w, 18b, 19g, 20i, 21f, 22h, 23e.

Variations

1. Do this as a competitive activity between teams of 3, 4, or 5. All students only look at the left side of the Worksheet. The teacher reads off the phrases from the right side and teams compete to be the first with the correct answers.
2. When finished, have students turn their papers face down and quiz them.
3. Have groups of students put four or five of the similes into sentences; this is a good way to check for understanding.

Similes

1. ...as **slow** as *a snail* _____
 2. ...as **sly** as _____
 3. ...as **proud** as _____
 4. ...as **quiet** as _____
 5. ...as **hungry** as _____
 6. ...as **playful** as _____
 7. ...as **big** as _____
 8. ...as **hairy** as _____
 9. ...as **gentle** as _____
 10. ...as **stubborn** as _____
 11. ...as **eager** as _____
 12. ...as **fat** as _____
 13. ...as **silly** as _____
 14. ...as **slippery** as _____
 15. ...as **busy** as _____
 16. ...as **blind** as _____
 17. ...as **wise** as _____
 18. ...as **free** as _____
 19. ...as **brave** as _____
 20. ...as **sick** as _____
 21. ...as **strong** as _____
 22. ...as **happy** as _____
 23. ...as **drunk** as _____
- a. a beaver
 - b. a bird
 - c. a snail
 - d. a pig
 - e. a skunk
 - f. an ox
 - g. a lion
 - h. a lark
 - i. a dog
 - j. a bat
 - k. a fox
 - l. a whale
 - m. a kitten
 - n. a lamb
 - o. an ape
 - p. an eel
 - q. a wolf
 - r. a mouse
 - s. a bee
 - t. a mule
 - u. a goose
 - v. a peacock
 - w. an owl



Positive image _____



Neutral image _____



Negative image _____

City Tour Itinerary

Aim

To discuss and plan an itinerary.

Language

Language of description and disagreement.

Preparation

This conversational activity is a great opportunity for students to plan a tour of their city (or town), to disagree with other students, to defend their decisions, and to elaborate on their own choices, all in the spirit of competition.

Procedure

1. Hand out copies of Worksheet 4, one per student. Divide the class into groups of three and explain that each group represents a travel agency that operates within the city. The teacher plays the role of mayor and explains:

"A group of 30 business people, and their spouses (60 people representing 5 different countries in total) are going to visit our city after visiting two or three similar-sized cities. These people will be gathering information about establishing factories, industries and/or offices here in our city.

"Each of your travel agencies is being considered for the task of providing the best possible tour of our city (and/or nearby environs) to persuade these business people to choose it over the others. Since this opportunity is so important for our town, your travel agency will have an almost limitless budget.

"You must decide on an itinerary with all of the details, such as accommodation, meals, local tours, meetings, etc., for the duration of their visit. Our guests will arrive at 4:00 p.m. on Saturday and will depart on Monday at 2:00 p.m.

"You are to plan an exciting visit of our city for that entire time. Keep in mind that these people may be tired by the time they arrive here, they may have seen many industrial sites, and heard many speeches. Since spouses are coming as well, be sure to balance professional concerns with culture, entertainment, and tourism. We want to do all we can to show our guests our city's best face."

2. Allow about 15 minutes for each "travel agency" to plan its itinerary, then bring the class together for a group discussion. Point out that each "agency" wants to be awarded the contract, so must listen carefully and openly point out weaknesses. For example, Agency A reports that all of the guests will stay in X Hotel. Agencies B and C might question this choice by asking: *Isn't that hotel too out of the way? Too small?* Travel Agency A must defend its choice.

3. During each presentation, groups should be encouraged to challenge the time schedule (too tight, too loose, too busy), the choice of restaurants, tour sites, free time, means of transportation, etc. While listening to their competitors' reports, they should write notes (disagreements, complaints, etc.) on the appropriate lines in the last box.

Variations

1. With a higher-level ability class, have each travel agency represent a different, therefore competing, city.
2. When finished, pool the ideas and resources of two groups. Have them negotiate together to come up with a compromise plan.
3. For higher-level ability students, add the element of limited city funds to see which travel agency can provide the most for the least.

Further Practice

Have students write letters of introduction to the imaginary business people or letters of thanks from them after their visit.

City Tour Itinerary

Travel Agency's Name _____

Saturday's Schedule

4:00 p.m. Arrive.....
 5:00
 6:00
 7:00
 8:00
 9:00

Monday's Schedule

7:00 a.m.
 8:00
 9:00
 10:00
 11:00
 12:00 p.m.
 1:00
 2:00 Depart.....

Sunday's Schedule

7:00 a.m.
 8:00
 9:00
 10:00
 11:00
 12:00 p.m.
 1:00
 2:00
 3:00
 4:00
 5:00
 6:00
 7:00
 8:00
 9:00

Notes about rival travel agencies

Hotel(s) _____

 Gifts/Souvenirs _____

 Food _____

 Transportation _____

 Sights _____

 Entertainment _____

Strip Quiz 1

Aim	To order sentences.
Language	Ordinal numbers.
Preparation	Prior to beginning this activity, review the use and form of ordinal numbers. See Worksheet 34. Copy Worksheet 5 and cut into strips prior to class.
Procedure	<ol style="list-style-type: none">1. If there are enough students, divide the class into groups of seven. (If the groups are smaller, give some of the students two strips each.) Hand out the strips of paper. Without looking at each others' papers, have the students randomly read their strips of paper and discuss the correct order.2. When they have finished, explain that the story is actually a quiz. Tell them to find the answer. See how long it takes each group to solve it.
Answer	The story begins: <i>You are a bus driver</i> and the correct answer is the age of the student who is speaking.
Variations	<ol style="list-style-type: none">1. Have students memorize their strips.2. Have students stand in the correct order.3. Reserve the last strip ("How old is the bus driver?") until all of the other strips have been put into their correct order.
Further Practice	See <i>Ready-made English 1</i> , Worksheets 8 and 15 and <i>Ready-made English 2</i> , Worksheet 34.

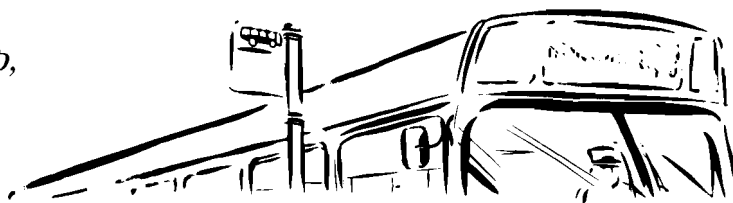
Strip Quiz 1

The Bus Driver



You are a bus driver. The bus is empty. At the first bus stop, 13 people get on.

*At the second bus stop,
4 people get off and
9 people get on.*



*At the third bus stop,
7 people get off and
3 people get on.*

At the fourth bus stop, no one gets off and 16 people get on.

*At the next bus stop,
26 people get off and
21 people get on.*



*At the last bus stop,
17 people get off and
14 people get on.*

How old is the bus driver?



Place Your Bets

Aim

To distinguish words with the same spelling.

Language

Some common pairs of easily confused words.

Preparation

These pairs of words are often and easily confused. Here, students have the task of identifying pairs of words with the same spelling that have different pronunciations and different meanings. Not all of the examples represent pairs of different words. Demonstrate on the board by writing the two words *tear* and *tear*. Ask students if they have the same pronunciation, same spelling, and same meaning.

Demonstrate with another pair *fear* and *feare*. Point out that in this case, there is only one pronunciation and one meaning of the spelling, and therefore there is only one word.

Procedure

1. Divide the class into pairs or small groups and hand one copy of the Worksheet to each student.
2. Review the example at the top of the Worksheet. Point out that a winning combination requires a pair of words with the same spelling to have different pronunciations and different meanings.
3. Students study the first pair *lead* and *lead*. They individually decide if there are two words (with different pronunciations and different meanings) or if there is only one word.
4. If students think that there are, in fact, two words with different pronunciations, they should write an "O" in the box ("O" means yes). If students think the two words have different meanings, they should write an "X." "X" means no.
5. Students then gamble. (Each student begins with \$175.00 as shown on the Worksheet.) They write an amount in the Betting Tally box next to each number and tell their groupmates how much they have gambled. They may bet as much or as little as they have, depending on their confidence.
6. The teacher confirms the correct answers and students who correctly identified the pairs win an amount equal to the amount they bet. Losers deduct that amount.
7. When all is finished, the student with the most money is the winner.

Answers

They all have different pronunciations and different meanings except 4 *pear*, 9 *meat*, 12 *diner*, and 14 *fasten*.

Variations

1. Have students demonstrate how each word should be used by putting the word(s) into sentence(s).
2. With high-level classes, don't hand out the Worksheet at first, simply spell out a word (but don't say it) and see if students can pronounce and define two meanings.

PLACE YOUR BETS ⁶



Which of these pairs of words have Different Pronunciations (DP), the Same Spellings (SS), and Different Meanings (DM)?

Example: TEAR TEAR	DP	SS	DM				
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
1 LEAD LEAD	DP	SS	DM	9 MEAT MEAT	DP	SS	DM
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2 CLOSE CLOSE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10 LIVE LIVE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 USE USE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	11 MINUTE MINUTE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4 PEAR PEAR	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	12 DINER DINER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5 WIND WIND	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	13 PROJECT PROJECT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6 BOW BOW	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14 FASTEN FASTEN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7 WOUND WOUND	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	15 ADDRESS ADDRESS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8 RECORD RECORD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	16 PRESENT PRESENT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

BETTING TALLY

\$ Bet	\$ Won	\$ Lost
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
TOTAL		

Best Advice

Aim

To offer and compare suggestions.

Language

The language of advice.

Preparation

This problem-solving activity presents dilemmas which have arisen from recent events and must be dealt with. The situations involve varying degrees of seriousness. Copy and cut Worksheets 7a and 7b into cards making a set (of at least 8 cards) for each group.

Procedure

1. Divide the class into groups of eight. Four students are the “experts,” the others each choose a card which they read, in turn, to the panel of experts.
2. All Best Advice cards must be read in the first person.
3. The panel of “experts” compete against each other by offering solutions to the dilemmas. The other four vote for the best solution to their problems. When the vote isn’t unanimous, have students discuss the merits and flaws of the advice.
4. Points could be awarded to the expert who offers the Best Advice. After advice has been given for all the cards, the expert in each group with the most points is declared the winner.

Variations

1. “Experts” could be required to ask one question concerning the background information on each problem.
2. *Best Advice* may be handled as a simple pairwork activity: students take turns drawing a card, reading the message in the first person, and asking their partners for advice.
3. Do this activity as a talk show where the guest (anyone in class) reads off one of the problems (in the first person) and receives advice from a panel of experts.
4. For higher-level ability students, the Best Advice cards can be used to practice the language of agreeing and disagreeing, in a discussion about the advice of the “experts.”

Best Advice Cards

7a

S E T # 1

1 You come from a family of doctors. Everyone expects you to become a doctor too. You don't want to become a doctor, you want to be a musician.

2 The person who shares your office has severe allergies and constantly uses up all of your tissues. You must buy a new box at least once a week.

3 You've been invited to a very high-class restaurant for a job interview. You want the job but you don't have any nice clothes. Also, it's three weeks till payday and you're broke.

4 You saw your fiancée's picture in your best friend's wallet. You thought they had never met.

5 Your pet rabbit ate all of the plants in your neighbor's garden. Your neighbor is very upset.

6 The clerk at a convenience store gave you too much money in change last night. You discovered it this morning.

7 You ran over your little sister's cat with your car. You never liked that noisy cat anyway. No one saw what happened.

8 You are seen by some colleagues having lunch with someone from your office who is married. Now everyone thinks you are having an affair. It's not true, but nobody believes you.

9 Someone you know, but don't like very much, has invited you to a concert you really want to go to. The concert is sold out.

10 You let your friend use your apartment while you were on vacation. When you returned, the apartment was a total mess.

11 You notice that someone has been standing outside your apartment for the last three nights.

12 You found a wallet in a phone booth. It contains a lot of money and credit cards. There is no identification of the owner.

13 You saw your neighbor's 5-year old child hit your car with his bicycle while your car was parked. Now there is a big scratch. You talked to his parents, but they denied it.

14 Your roommate never does anything around the apartment. You have to do everything. You've discussed this problem several times, but it always starts an argument.

15 You've been planning for a vacation with your best friend for two years. You begin next week and all of the reservations have been made and all of the money has been paid. Suddenly, your best friend has to have an operation and can't go on the trip.

Best Advice Cards

SET # 2



1 Many years ago, your mother-in-law gave you eight cups and saucers as a present. They were very ugly and you hated them. You gave them to someone (you can't remember who) and now your mother-in-law wants to borrow them.

2 Your parents have always wanted you to have a big wedding. You prefer a small, quiet wedding and would rather spend the money on your honeymoon.

3 You have a chance for a better job in another city. You don't like the other city, but you hate the job you have now. Your spouse doesn't want to move.

4 Your teenage daughter won't stop playing TV video games. Her grades are getting worse and her teachers are very concerned. Both you and your spouse work evenings.

5 You went to the hairdresser's and fell asleep in the chair. When you woke up, almost all of your hair was gone. You asked for only a little to be cut off.

6 The person who sits next to you in the office is a very heavy smoker. You've asked him/her to smoke in another place but he/she refuses.

7 You've been receiving phone calls very late at night for the last week or so. When you answer the phone, no one speaks. You think you know who it is, but you're not sure.

8 Your next-door neighbor is a lonely old lady who visits you every evening. You want her to stop visiting so often but you don't want to hurt her feelings.

9 Your newspaper has been delivered all wet for the last three days. You called the news dealer, but nothing has been done.

10 Someone in your apartment building keeps taking your mail. You think you know who it is. There is no way to put a lock on your mailbox.

11 Your older brother has been expecting news about a very important job today on the phone answering machine. When you came home, you accidentally erased all the messages.

12 You've won a one-week free trip to Hawaii, but your boss will not give you time off from your job to go.

13 You have a chance to buy a beautiful house very cheaply. The people who own the house moved out because of ghosts. Nobody else will buy the house.

14 Your roommate recently bought a canary for the room. Pets aren't allowed in the dormitory, but more importantly, you are very allergic to birds. You really like your roommate.

15 You're the boss of a small company. For the past week or so, you have found little presents on your desk every time you come back from lunch. You're not sure who is giving you the presents, but everyone else in the company seems to know.

Gestures A

I don't know. I don't have a clue.



Shrug shoulders, bend arms with palms up, tilt head.

What does this gesture mean?

I'm thinking.
I need to think.

Rub tip of chin between thumb and index finger.



1

2

That was difficult.
Whew! I made it!

Wipe forehead with hand and shake hand away from head.



I don't understand.
It's over my head.

Pass hand quickly above top of head - from front to back.

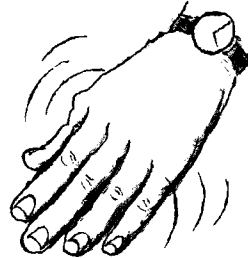


3

4

So, so. Just OK.
Not good, not bad.

Hand out-stretched, palm flat pointing down, toggling from side to side.



Your secret is safe
with me.

Lock lips with an imaginary key and throw it away.



5

6

I have to go to the
bathroom.

Cross legs tightly with fists on hips.



It's delicious.
It looks great.

Rub stomach in a circular motion while smiling and saying "Mmmmm."



7

8

Money. Give me a tip.
Do you have any money?

Rub thumb back and forth over the second joint of the index finger.



I think that gesture means ...

"This is really hot." or "It's spicy!"

"Call me." or "I'll call you."

"Good! Great!" or "I did it!"

"It's very important to me." or "I love you."

"This is terrible." or "It's really ugly."

"He's/She's crazy!" or "That's strange."

"Be quiet, shut up." or "Stop talking!"

"Time out." or "Let's take a break."

Gestures

Aim

To describe the way someone is feeling.

Language

Describing simple gestures.

Preparation

Many gestures are internationally understandable. Demonstrate a few common gestures to the class such as cupping one hand behind an ear. Students respond with *I can't hear you!* Try another, both hands on stomach and frown. Students respond with *My stomach hurts* or *I have a stomachache*.

Procedure

1. Pair students and hand out copies of Worksheets 8a and 8b respectively.
2. Student A demonstrates the first gesture as shown on the Worksheet and asks the question: *What does this gesture mean?* Student B reads through the possible explanations at the bottom of the Worksheet, selects one and says: *I think that gesture means ...* Student A checks the answer. Students switch roles and continue through all of the gestures on their pages.

Variations

1. Have students cover the choices at the bottom of the page. Have them try to guess the meaning of the gestures without the choices given.
2. When finished, have students think of additional gestures that may be more specific to their own culture(s). If your class is mixed culturally, have students quiz other students as to the meaning of the gestures.
3. Rather than having students simply show the gestures, have them orally direct their partners to demonstrate each of the gestures by telling them how to stand, where to put their arms, fingers, etc. For example: *Shrug your shoulders, bend your arms with your palms up and tilt your head*. This is a good way to review body vocabulary and imperative speech.

Further Practice

See *Ready-made English 1*, Worksheets 35 and 36.