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SOME FREQUENTLY ASKED QUESTIONS

WHY DO I NEED TO DO 'ORAL FLUENCY' ACTIVITIES? SURELY THE STUDENTS ARE INTERACTING WITH ME IN ENGLISH ANYWAY DURING MOST OF THE LESSON?

Yes, they are, and these interactions are really important, so make sure you are in fact using English not the students' mother tongue most of the lesson time. The problem is that in teacher-led interactions that are focusing on teaching a reading text, or teaching vocabulary or grammar, there are relatively few opportunities for students to speak. This is partly because typically the teacher is doing most of the talking, and partly because in a full class of 20, 30 or more students, each individual student will have few or no opportunities to speak: there just isn't time. So you need focused oral fluency activities.

HOW OFTEN SHOULD I DO ORAL FLUENCY ACTIVITIES IN CLASS?

About two or three times a week. But the activities don't have to be very long: in elementary classes, five to ten minutes is plenty; in higher classes they can take longer.

DO I HAVE TO DO GROUP WORK?

Yes, at least sometime of the time. In full-class interactions there simply isn't time to give all the students opportunities to talk. If you have a ten minute activity and have 30 students in your class, then even if every single student speaks, each one will only get about 20 seconds to speak. And that's in theory. In practice, what happens is that some students speak more and others don't speak at all, and much of the time goes on teacher-talk or pauses when none of them are speaking at all. If you divide your 30 students into six groups of five, then each student will get about six times as much time to talk.

BUT THEN THEY'LL START USING THEIR L1, WON'T THEY?

Yes, in many classes they will, some of the time. Not a disaster. Obviously, we'll do all we can to help them stay in English (see below), but even if students in the class described above are spending even half the time speaking in L1, they're still speaking three times as much English as they would have done in the full class.



BUT WON'T THEY MAKE MISTAKES?

Yes, probably. Again, this is not a disaster. Don't worry about it. The goal of the activity is to get the students to communicate ideas successfully in English. So it really doesn't matter if they make grammatical or other mistakes, as long as they get their ideas across. You'll have opportunities in other parts of the lesson to work on accuracy.

HOW CAN I STOP THEM TALKING IN THEIR OWN LANGUAGE IN GROUP OR PAIR WORK?

You can't, completely. As stated above, if they occasionally use L1, it's not a disaster. But obviously if they use it all the time, they're not going to get much practice in speaking English.

So, some things you can do are:

- Share with them before you start the importance of speaking English as much as they can. And tell them that you will ask them at the end how much English they spoke.
- Keep watching them! Even if you aren't a lip-reader, you can often tell from looking at them that they're speaking another language, and go to remind them to speak English.
- Appoint a monitor whose job it is to note down every time someone speaks L1, and then give you the information later. Just the awareness that their use of L1 is being noted is a good deterrent.
- In the feedback session after the group work, relate to how much they managed to stick to English. Ask them how much (% , more or less). Congratulate those groups who spoke English all or most of the time.
-

HOW DO I GET THEM TO TALK IN ENGLISH WHEN THEY DON'T KNOW VERY MUCH (ELEMENTARY, OR LOWER 'HAKBATZOT')?

You don't have to ask them to hold full conversations! There are a couple of things to remember here:

- Oral fluency doesn't necessarily mean saying full sentences. In fact, in real life we very often express ourselves in single words or short phrases, so it's certainly OK to do so in class. Have a look at the 'brainstorming' family of exercises below.
- It's OK for them to express themselves using phrases, or even dialogues, they've learnt by heart. Have a look at the 'learn by heart' family of activities below.
- Make sure the task doesn't demand very much new vocabulary. If there is some which is essential, write it up on the board and leave there for students to refer to as the activity goes on.



ACTIVITIES: FROM SIMPLE TO COMPLEX

The activities are arranged under 'families': types of techniques for getting students to speak.

Note that with lower-level classes it may be better to give instructions in L1, but then insist on English, as far as possible, once they start doing the task.

FAMILY ONE: BRAINSTORMING

Just getting students to call out responses to some kind of cue encourages simple, easy, short contributions. If you just tell them to call out as they think of things to say – without having to raise their hands and be nominated to speak – then there'll be a lot more talk, and the weaker, less confident students are more likely to contribute (under the 'shelter', as it were, of their more confident peers).

INSTRUCTION: HOW MANY THINGS CAN YOU THINK OF AND SAY IN ENGLISH...

(remind them to respond in full sentences: 'There's a...' 'He's ...' 'An orange is round' etc.

- ⇒ about this picture?
- ⇒ about a famous person? (or: a place they know? a television program they know?)
- ⇒ that are round? (or: square? hard? soft? electric? digital? white? made of paper? made of wood? made of metal? made of plastic? ...)
- ⇒ that move? (or: fly, jump, grow, can float in water...)
- ⇒ about this person? (show a picture of a person, they suggest a name, age, profession, nationality, interests, ambitions, character, abilities...)
- ⇒ that are qualities that should be possessed by a teacher? (or: a student? a parent? a farmer? a footballer?)
- ⇒ about ways you might use a pen? (or: a tin can? a match? a scarf? a coin? a ruler?)
- ⇒ that you might need for entering first grade at school? (or: for making a cake? for going camping? for organizing a party? for a trip abroad?)

The last three demand quite a lot of vocabulary, and so are probably better suited to middle- or high-school classes.



FAMILY TWO: GUESSING GAMES

Make sure students are familiar with the yes/no questions they'll need to use, and encourage them to ask using full questions e.g. 'Is it a pencil?' rather than just 'a pencil?'

GUESSING BASED ON QUESTIONS

Instruction: **Can you guess...**

- ⇒ What I'm thinking of? (any object they know how to say in English: possibly give a hint to start them off, e.g. 'it's small')
- ⇒ What I have in my bag? (prepare a bag containing simple objects, including miniature models of things they know how to say in English e.g. a toy dog, or a doll's house chair. If you have small children, borrow some of their toys for this!)
- ⇒ What's in this picture? (hold or pin up a picture with its back to the class)
- ⇒ What this is? (draw a basic shape or line on the board, gradually adding bits as they guess, until it becomes clear)
- ⇒ Who I am? (choose a famous person to be)
- ⇒ Where I've hidden a treasure? (choose a location you've hidden a 'treasure')
- ⇒ What my job is? (choose a profession they know)
- ⇒ What I'm doing? (mime something)

VARIATIONS

- ⇒ Let the successful guesser be the 'knower' for the next round of the guessing, deciding on (or being given or told) the thing to be guessed.
- ⇒ Limit the number of guesses (20 is plenty) after which you reveal the answer.
- ⇒ Most of these can be done also as group activities, increasing the amount of participation. But do them as full-class activities first, so that students are familiar with the procedure.
- ⇒ Another variation, which needs a bit more preparation: seat participants round a table, give each group a set of ten to twenty cards each representing a word they know (written or drawn). Cards are placed face down on the table. The first student takes a card, gives a hint, and challenges the others to guess it. If they can't guess, the student reveals the answer. They continue until all cards have been guessed, or until you stop them. (Keep a few cards in reserve for groups/pairs who finish early).



GUESSING BASED ON STATEMENTS

In this variation of the guessing game, it is only one or two people who have to guess, and the rest of the class knows the answer. Ask one or two students to stand with their back to the board, and write up five or six words on the board which the rest of the class can see. The rest of the class call out hints for any of the items, and the guessers try to guess them as fast as they can. The rule is that 'hinters' may not use mother tongue, or mime, or pointing, or meaningless noises (eg. miaowing to hint at a cat), or anything other than English descriptions or examples.

VARIATION

- ⇒ It's a good idea to time-keep, and tell the guessers at the end of each 'round' how many seconds/minutes they took to guess.
- ⇒ A variation is to have only one item on the board each time: but this tends to produce less talk, and a lot of time is taken 'setting up' new guessers each round.
- ⇒ It is preferable to have two students each time be the 'guessers' with their backs to the board: you can do it with one, but having two is less stressful.
- ⇒ You can make this into a team game: for each set of words one team sends representatives to be the guessers, and suggest hints, while the other team keeps quiet. The winning team is the one whose guessers take the least time to guess all the items, totalled over three or four 'rounds'.
- ⇒ This can be used, obviously, to review vocabulary: but make sure that there are well-known, or previously-taught items as well as newly-learnt ones in the lists.
- ⇒ The basic game is based on sets of 'similar' things, but of course you can use any set of items you like, even totally disconnected ones, the main thing is the hints given by the class.

Below are some possible sets of items to guess: two sets of six items each for each topic, so you can use them for a two-team competition (adapted from Ur, 2015)

COLOURS: blue, green, white, brown, pink, gold // red, black, yellow, orange, grey, purple

ANIMALS: dog, cow, lion, bird, spider, fox // cat, mouse, sheep, horse, rabbit, snake

PARTS OF THE BODY: head, finger, foot, ears, nose, shoulders // hand, leg, mouth, eyes, hair, back

GAMES AND SPORTS: tennis, basketball, swimming, riding, sailing, skiing // football, cricket, running, ping-pong, skating, hockey

THINGS: pencil, table, book, door, telephone, floor // pen, chair, notebook, window, computer, television

ADJECTIVES: small, long, tall, fat, hard, high // thin, big, soft, short, slow, easy

CLOTHES: dress, T-shirt, shoes, coat, skirt, earring // shirt, trousers/pants, hat, bag, belt, scarf

FEELINGS: happy, afraid, worried, excited, nervous, shy // angry, sad, sure, bored, tired, surprised



PROFESSIONS: teacher, actor, writer, businessman/woman, artist/painter, soldier // singer, student, politician, shop assistant, farmer, police officer

ACTION VERBS: walk, drink, hold, jump, catch, pull // eat, run, throw, bring, push, lift

TRANSPORT: car, train, taxi, plane, helicopter, boat // bicycle, bus, motorbike, truck, jeep, ship

LANDSCAPE: tree, river, mountain, valley, forest, moon // sky, field, road, hill, cloud, sun

FAMILY THREE: USING SET TEXTS

Get students to learn phrases, sentences or entire exchanges and recite them, in chorus or individually. **Chants** and **dialogues** are to be learned by heart; in **Reader's theater** they are read aloud.

CHANTS.

These are rhythmic chants, like songs with no music, recited using natural conversational stress, and perhaps gesture. The basic pattern is four lines, with four stresses in each line (except the last which can be three). For example:

HI... LOU.. HOW are YOU?

HI...LOU... HOW are YOU?

HI...KATE ...I'm FEELing GREAT, and

HOW...ARE...YOU? ~

Have a look at books by Carolyn Graham for more ideas and varied rhythms, and check out "Carolyn Graham" on YouTube, especially <https://www.youtube.com/watch?v=sotUp32mpOI>.

DIALOGUES.

These are short exchanges, to be learnt by heart and performed fluently.

They can be standard exchanges like: 'What's the time? It's ... o'clock.' Or: 'What's that? It's a ...' Or more dramatic ones like this, adapted from the original version by Hana Raz:

A: Come here at once!

B: Who, me?

A: Yes, you. Come here at once!

B: What's the matter?

A: Be quiet!



Use dialogues from your textbook (or ones you invent yourself).

VARIATIONS

- Students can perform these in chorus at first, then individually.
- Later, suggest they perform them fast, slowly, happily, sadly, fearfully, angrily etc.

READER'S THEATER

For this, students don't need to learn anything by heart, they simply read aloud from a written text. This text can, of course, be a sketch or playlet, or story dramatized with a narrator and characters, but the technique works seems to work equally well with poetry, simple stories, or even a routine reading text taken from your textbook.

Let's take the last option as the basis for explanation, as it's the kind of text most easily available.

After you've made sure that your students have read and understood the text, divide them into groups and give each group a paragraph from the text to prepare to read aloud. The same paragraph can be given to all the groups, but you could give different ones if the text is long. The groups have five or ten minutes to prepare (you'll need to keep an eye on them, see how they're doing and how long they need). They are told (perhaps in mother tongue) that they have to prepare an artistic reading of their text that will make very clear to the audience what the text means and make maximum dramatic impact. So they can use: single or choral voices; variation in speed, volume and pitch; movement and gesture; pause. They may not change the words of the text, but they can repeat things if they like. Everyone has to participate.

This is an oral activity because it results in fluent oral production of meaningful and correct text – and often students find they have learnt by heart useful 'chunks' from their texts which they can use later in their own production.

FAMILY FOUR: PROBLEM-SOLVING AND PUZZLES

Problem-solving activities get students to think a bit, explain and discuss. They don't necessarily result in one right answer, and don't necessarily involve a lot of difficult discussion.

ODD ONE OUT.

Give students a group of words defining a set of items with no obvious odd one out: for example: *car, table, door, tree, stone*. Challenge them to define the odd one out: they have to find reasons for each one of the items to be the odd one. Ask them to do this first in the full class, then in groups. Give them in advance phrases like *It's the only one which ... All the others ...*



Here are some sample sets of words, in rising order of difficulty (or you may prefer to make up your own):

- ⇒ apple, orange, mango, banana, grapes, peach
- ⇒ car, table, door, tree, stone
- ⇒ coat, dress, hat, shoes, shirt
- ⇒ India, China, Israel, USA, France, Egypt
- ⇒ finger, hand, head, back, heart, eye
- ⇒ soldier, teacher, nurse, bus-driver, street-cleaner
- ⇒ Red Riding Hood, Hansel and Gretel, Snow White, Sleeping Beauty, Cinderella
- ⇒ tree, bush, flower, branch, fruit
- ⇒ trumpet, drum, violin, guitar, piano

VARIATION

You can use this activity to practice words they've learnt recently: the new words are embedded as one or more of the lists.

CLASSIFYING

Give students a set of nouns, and ask them to decide how they would classify them into a set of categories. For example:

- ⇒ famous people / television programs / foods: classify into really popular, popular, not so popular
- ⇒ animals: classify into not dangerous, dangerous, very dangerous
- ⇒ foods: classify into healthy, not so healthy, very unhealthy
- ⇒ objects: classify into essential, useful, not very useful.
- ⇒ qualities: positive, negative, neutral.

Here are some ready-made sets to use:

- To be divided into *active/non-active*:
sit, walk, run, stand, think, die, love, hold, have, appear, sleep, fight, come, feel, sit, look, fall.
- To be divided into *man-made/natural*; or *coloured/black/white/transparent*; or *edible/inedible*:
stone, air, paper, sea-water, baking-powder, glass, cake, whipped cream, coal, mango, caviar, plastic, salt, worms, grass.
- To be divided into *things that describe a person/a thing/both*; or *positive/negative/neutral*:



ugly, wooden, soft, hard, affectionate, egg-shaped, frightened, long, pretty, hollow, liquid, tired, useful, angry, alive, handsome.

- To be divided *as the group decides*:

Picasso, Joan of Arc, Jane Austen, Julius Caesar, Shakespeare, Lenin, Newton, Moses, Eva Peron, Marie Curie, Cleopatra, Charlie Chaplin.

- To be divided *as the group decides*:

London, Tokyo, New York, Los Angeles, Geneva, Brasilia, Sydney, Paris, Leningrad, Buenos Aires, Stockholm, Kabul, Glasgow, Calcutta, Alexandria, Johannesburg, Entebbe, Jerusalem, Ankara.

- To be divided *as the group decides*:

well-dressed, gap-toothed, slim, chubby, broad-shouldered, tearful, muscular, bearded, little, grey-haired, lisping, tall, long-haired, barefoot, soprano

VARIATIONS

- ⇒ Ask students to brainstorm their own list based on a topic: for example, foods, or famous people, or countries. Then give them criteria for classifying.
- ⇒ Give the students a set of famous people, objects, foods, animals, human qualities, fruits, or whatever, and tell them to devise their own categories and classify accordingly.
- ⇒ Instead of classifying, ask them to put the items in order of priority, in order of preference, according to one of the criteria. (You may need to shorten the lists a bit, as this is very challenging).

PICTURE DIFFERENCES

Show the class two pictures that have ten or so differences between them and challenge them to tell you in English what the differences are. Supply new words as needed. They don't need to get them all. If there are ten differences, it's pretty good if they get seven – then reveal the rest.

(In Google Images, choose 'landscape' or 'room' as the keyword, and 'line drawing' as the type of image, then make two copies of your chosen image and make changes using pencil or white-out liquid, making sure they are as far as possible things the students can describe in English. Make copies).

Then put students into pairs or small groups and ask them to do the same with another pair of pictures. They can call you over to ask for words they need. They have succeeded if they find more than half of the actual differences; they don't necessarily need to find them all. Groups who find more than half carry on and try to find all of them).



VARIATIONS

- For extra challenge in pair-work: give one picture to one student and the other to the other, and ask them to identify the differences by question and answer without seeing their partner's picture.
- Take any pair of pictures of similar subjects, it could be photographs or drawings, and ask students to identify and describe similarities and differences.

For some pictures with lists of differences, see [readymade materials](#).

SURVIVAL GAMES

Give students a survival situation: they are stranded on a desert island, or on a raft in the middle of the ocean, or lost in the jungle, or in a desert. Then give them a list of a set of about 20 items they might need for survival, and challenge them to list these in order of importance.

Some locations and lists of items:

In the middle of the ocean: a small boat or raft, signal flares, matches, oars, an oil-lamp with oil, a telescope, a map of the ocean, a knife, life-belts, string, jerry-cans of fresh water, a pen-knife, cans of food, a tent, blankets, a compass, fish-hooks.

In the Sahara desert: some blankets, a map of North Africa, ten metres of rope, a watch, a sack of dried dates and figs, an oil-stove with supply of oil, two pencils, knife, a magnifying glass, three jerry-cans of water, two stretchers, hats, some old newspapers, some tent-poles.

At the North Pole: 30 kilos of canned food, twenty meters of rope, ten signal flares, an inflatable raft, six pairs of sunglasses, a jerry-can of (frozen) water, 20 boxes of matches, a bottle of wine, a small sledge, a small first-aid kit, a large number of blankets, a gas cooker with gas, a magnetic compass, a cellphone.

Trapped underground: 20 m of nylon climbing-rope, a spade, a cellphone, a flashlight, an axe, a small amount of explosives with a detonator, spare batteries for the flashlight, a jerry-can of water, a watch, coats and warm clothing for each person, a cigarette-lighter, a magnetic compass, protective helmets, a first-aid kit, some chalk.

(Adapted from Ur, P. (1981) *Discussions that Work*. Cambridge University Press.)

VARIATIONS

Instead of giving them ready-made lists, invite the class to brainstorm ideas of things they might need for a given 'survival' situation, then continue the activity as described above based on their lists.



FAMILY FIVE: DEBATES

There are various formats for debates. In its classic form, there are two speakers in favor of the motion and two against. After each of these have spoken for a limited number of minutes, the debate is thrown open to contributions from the rest of the participants. The two first speakers then have a limited amount of time to sum up their cases, and there is a vote in which the whole audience participates.

There are various norms which are observed in debates: for example, you may not insult or show lack of respect for your opponent, you should support your case with examples, evidence and logic rather than by an appeal to emotions.

Speakers do not necessarily have to be really in favor of the motion they are supporting: the debate is an exercise in convincing and fluent argument, not a fight!

The chairperson has a key role in time-keeping and maintaining order.

The problem in the classroom is that the classic debate form does not allow most of the class much chance to speak, and the main speakers have a very tough job! There are various ways you can provide more chance to speak and lighten the load on the main speakers.

- 1) Divide the class into teams of 'for' and 'against': each prepares the arguments in favor of their 'case' for 15 minutes, and chooses the two opening speakers from among them, and a third who will summarize. Then the two main speakers have only two minutes each to make their case, followed by open discussion for another 15 minutes. The summarizing speakers have one minute each to wind up. You may or may not wish to have a vote: but if you do, stress that this has to be based on how convincing the speakers were rather than on the students' own previous opinions.
- 2) Seat eight students round a table in the center of the classroom, with a ninth who is the chairperson, armed with a gavel (judge's hammer). The rest of the students are seated around. One student starts making the case in favor of the motion; as soon as the chairperson bangs his/her gavel, someone from the other side takes over to make the opposite case ... and so on. At the end, the audience may also contribute, and there may or may not be a vote.
- 3) Divide the students into groups of about four (but make sure there is an even number of groups), and tell them to prepare their 'case': half the groups in favor of the motion, half against (regardless of the actual opinions of individuals). Each group nominates a speaker. The teacher calls on the representative of each group in turn to make its case (two minutes per group). The discussion is then thrown open for general participation, and there may or may not be a final vote.

You may have further variations of your own!



Here are some possible motions for debate:

- ⇒ Television reality shows do more harm than good.
- ⇒ School uniforms should be banned.
- ⇒ Homework should be limited to half an hour a day.
- ⇒ Wild animals should not be kept in captivity.
- ⇒ Print editions of newspapers will cease to exist.
- ⇒ Exams should be abolished.
- ⇒ There is too much violence on television.
- ⇒ Freedom of speech should never be limited.
- ⇒ Mathematics should not be a compulsory subject for Bagrut exams.
- ⇒ Learning things by heart is a waste of time.
- ⇒ Every home should have a pet.
- ⇒ Junk food should be banned from schools.
- ⇒ All students should be required to take a course in cooking.
- ⇒ Students should be allowed to skip grades at school.

VARIATION

One variation is the 'balloon' debate where there are five or six speakers each representing a famous person (or could be a profession, a fictional character, etc.). They are in a hot-air balloon which is losing height, and one person needs to be thrown out so that the balloon can rise again and the rest can survive. Each argues for two minutes why he/she deserves to survive. The class votes who should be thrown out. The process is repeated with the ones who remain... and so on. As there is not much opportunity to speak for anyone other than the five main speakers it is probably best be used in a relatively small advanced class.



FAMILY SIX: MIXED-SKILLS ACTIVITIES

These activities combine speaking with reading and writing and are more advanced.

CHOOSING CANDIDATES

Students read texts describing candidates for different things, decide in groups which candidate is most suitable, and prepare to defend their decision. Then groups compare their decisions, and try to come to a class consensus.

VARIATION

Groups who finish early decide who will be the runner-up, and then who the next, and so on, in order of priority.

As a follow-up, members of the group can write a summary of the arguments in favor of their candidate (and perhaps against the others!).

Some sets of texts describing candidates for different things are shown on [pp.16-18](#)

CREATING QUESTIONNAIRES

The group is asked to create a questionnaire which will be the basis for a survey. Each group may work on the same topic, or each may do a different one. In either case, results are shared later.

Some possible topics are listed below:

- ⇒ television viewing
- ⇒ eating habits
- ⇒ attitudes to school / university / job
- ⇒ mobile phone use
- ⇒ leisure-time activities
- ⇒ attitudes to different academic subjects
- ⇒ ideas about raising children
- ⇒ internet surfing habits
- ⇒ shopping preferences
- ⇒ sports

VARIATION

Once the questionnaire has been completed, the group may actually administer it, either within the class, or interviewing people outside the class for homework.



ANSWERING LETTERS

Give students a letter to the advice column of a magazine, and tell them they are the editorial committee who have to write the answer for publication in a magazine. Tell them to discuss how to answer the letter and compose a response.

VARIATIONS

- The original letter could be composed by students themselves as a previous writing assignment: it could be based on a genuine problem of their own, or simply invented.
- They don't have to finish writing the letter in class: you might assign the writing of the letter for homework, to be done individually or in pairs.

Some possible letters for answering are shown on [here](#).



READY-MADE MATERIALS 1

PICTURE DIFFERENCES

(Adapted from Ur, P. (1981) *Discussions that Work*. Cambridge University Press.)

1. SHAKESPEARE CARTOON (8 DIFFERENCES)



In picture 2...

- 1) Shakespeare's eyes are down.
- 2) There is no pen in the ink-bottle on the table.
- 3) There is no crumpled paper by Shakespeare's foot.
- 4) Shakespeare has a hole in his shoe.
- 5) There are two rows of nails in the side of the table.
- 6) Shakespeare has only one eyebrow.
- 7) There is no comma after the first 'to be'.
- 8) There are only two dots after the word 'catchy'.

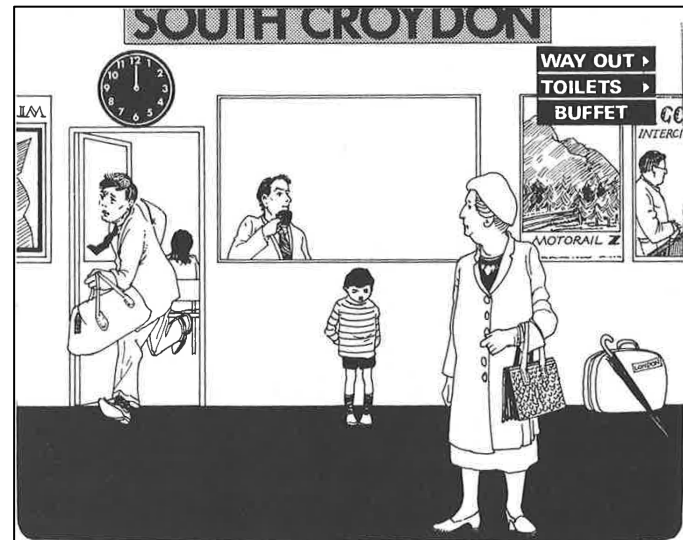


2. RAILWAY STATION (13 DIFFERENCES)

Picture 1



Picture 2



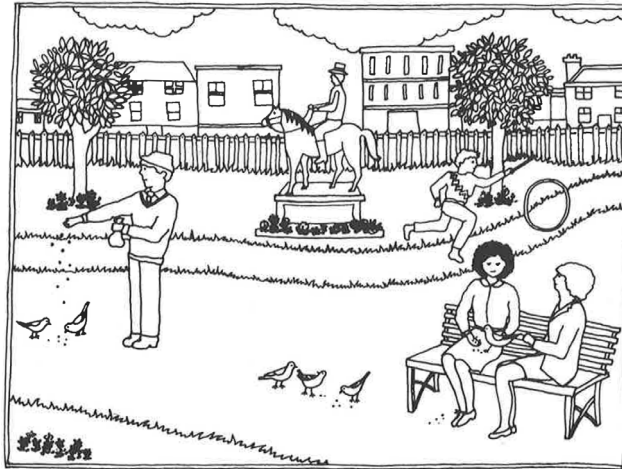
In picture 2...

- 1) There is no piece of paper on the floor.
- 2) The woman has five buttons on her coat.
- 3) There is no arrow by the word 'Buffet' on the signpost.
- 4) The woman has no earring.
- 5) The little boy has black stripes on his jersey.
- 6) There is no label attached to the suitcase handle.
- 7) There is a sticker on the suitcase saying 'London'.
- 8) There is no hour-hand on the clock.
- 9) The man in the window has a black cup.
- 10) There is a sign 'SOUTH CROYDON' at the top.
- 11) The person inside the buffet with his back to us has long hair.
- 12) The window-frame has no space at the top.
- 13) There is no boy's face in the poster on the right.

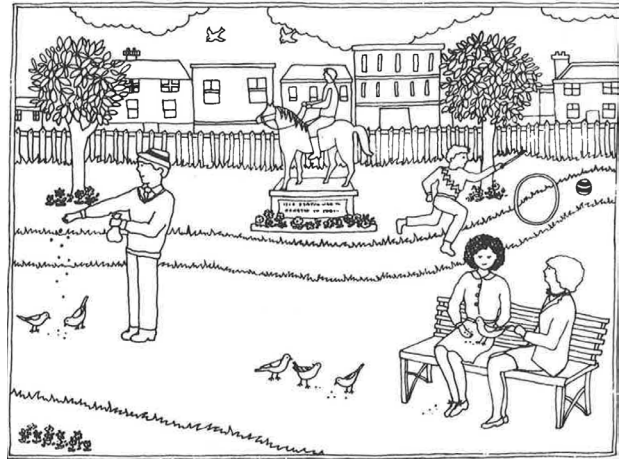


3. PARK SCENE (12 DIFFERENCES)

Picture 1



Picture 2



In picture 2 ...

- 1) There is a black band on the boy's hat.
- 2) The dark-haired woman has shoelaces on both shoes.
- 3) The dark-haired woman has three buttons on her shirt.
- 4) The fair-haired woman has a necklace.
- 5) The bird on the dark-haired woman's lap has two feet.
- 6) The horse of the statue has no eye.
- 7) The man on the horse has no hat.
- 8) There is a ball on the path behind the fair-haired woman.
- 9) There is a house behind the statue.
- 10) There is a chimney on the house on the left.
- 11) There is writing under the statue.
- 12) There are birds in the sky.



READY-MADE MATERIALS 2

CHOOSING CANDIDATES

(Adapted from Ur, P. (2015). *Discussions and more*. Cambridge: Cambridge University Press.)

1. A PRIZE TO BE AWARDED TO THE PERSON WHO THE COMMITTEE THINKS HAS CONTRIBUTED MOST TO HIS/HER COMMUNITY IN THE PAST YEAR.

- a. *Marjorie* left school at 16, and has worked ever since on the check-out counter at a local supermarket. She is now 20. She took a course in clown therapy two years ago and is a qualified medical clown. She spends two evenings a week clowning at the children's ward of the hospital. The hospital staff members say that recovery rates have gone up since she started and that the children love her.
- b. *Barry* is a retired banker, an enthusiastic fan of the local football club. Over the last year, he has given a lot of money to the youth section of the club, which enables it to train young footballers (boys and girls) from poorer areas for free. He himself assists the coaches. According to the manager of the club, it is his enthusiasm and personality more than his money which has contributed to the success of the young footballers.
- c. *Derek* is disabled and wants to help other people in wheelchairs. He has campaigned to get local shops, banks, restaurants, public transport, entertainment centres, etc. to set up access routes that will make it easy for disabled people to use them. He has written to newspapers and politicians, set up a website and has his own chat show on local television. Owing to Derek's efforts, this community is probably the most wheelchair-friendly in the country.
- d. *Tessa* is a well-known actor who was born and educated in this area. She was keen to make live theatre accessible to the local community. She bought and redecorated an abandoned cinema and has succeeded in organizing a regular program of live theatrical entertainment provided by visiting groups of actors, with performances ranging from Shakespeare to stand-up comedy. There are also concerts and local amateur plays. The cultural life of this community has been greatly improved as a result.
- e. *Carole* started a campaign to clean up the countryside around the area. She began to lead walks along popular hiking trails, on condition that every participant took with him or her a rubbish bag and filled it with litter on the way. Later, others started doing the same along urban routes and promenades. The result is that this area has become much cleaner, and the population far more aware of pollution issues in general.



2. A SCHOLARSHIP TO THE UNIVERSITY TO STUDY LAW. ONLY ONE SCHOLARSHIP IS AVAILABLE.

Albert Smith is 37 years old, hard-working and responsible. He has done no academic study since leaving school (with respectable grades in his school-leaving exams). He is married with three children and has worked until now as a taxi driver, though he has completed some Open University courses. Albert seems a little nervous at the whole idea of academic study and the effects his new career might have on his social life and family.

Basil King is 19 years old, brilliant but not very hard-working. He is popular and likeable. He is politically active, has taken part in some demonstrations and has been in prison at least once as a result. He has an active social life, but no permanent partner. He is very musical and has founded and runs a band. He will probably make music his career if he fails the scholarship, which would be a 'terrible waste' according to a previous teacher.

Cora Andersen is 21 years old. She is a quiet, attractive young woman with an outstanding academic record at school. Her parents are both lawyers, and she has always wanted to be a lawyer herself. Last year she married Ben, a doctor; they live near the hospital where he works, an hour's drive from the university. She is shortly due to give birth to twins, but is confident that she can combine motherhood with university study. Her husband is supportive, but very busy.

Daphne Lee is 53 years old and was recently widowed. She holds a senior position in the library of this university, but has done no further academic study since qualifying as a librarian. She has long wished to become a lawyer but was unable to do so before because for many years she was caring for her seriously ill husband. Her two married children are supportive, but cannot help her financially.

Edward Thompson is 26 years old. He is an immigrant to this country and has dual nationality. He was a sergeant in the army and has seen active military service. He is divorced and has one small daughter who lives with her mother. He has excellent grades from school, and his officers in the army say he has potential. He has dual nationality. If he qualifies, he would like to go into politics and would then consider returning to his country of origin.



3. LEGACY

The group are the executors of Alex Riley's will. He left the sum of 20 million dollars, which is to be distributed among the following possible heirs, according to the judgement of the executors

Jane Brent is a cousin of Alex Riley's wife (who died some years ago). Alex had kept in contact with her and referred to her always as 'cousin'. She visited him regularly. She is now elderly and very unwell, and lives in a small apartment in a rather noisy neighborhood. The money would enable her to pay for nursing care, which she needs, and to move into pleasanter surroundings.

Miss Langland is the nurse who attended Alex Riley for the last four years of his life. She is 48 years old, loves her work and is professionally very able. She was very well paid by Riley, and her savings will enable her to take a long holiday before taking up another nursing post. She undoubtedly eased Riley's last years. Although she has few friends, she has one sister who is widowed and unemployed, and with whom she may go to live.

Tim Brodie is the son of Alex Riley's gardener. Riley took a liking to him and paid for his education at a private school. Tim was very grateful and worked hard to get good grades at school. He wants to travel, but has no money and so will have to get a job. He is an attractive and popular young man, but has a hot temper which has led him to get involved in fights and to occasional brushes with the police.

Brian Porter went into partnership with Riley years ago, and it was his ability, according to colleagues, that enabled them both to make a success of the business. Riley sold out a few years ago when the business was worth millions. Porter continued, but today the business is failing because of a local economic crisis, and Porter may be obliged to sell it, if he can, or close it down. He has a wife and three children.

The local children's home is a charitable institution which looks after homeless children. It receives some funding from the local authority, but this is not sufficient to keep it going without contributions from charity. It has occasionally received donations from Alex Riley in the past. However, it is badly run, and there is a suspicion that much of the money might find its way into the pockets of officials rather than being used for the children.



READY-MADE MATERIALS 3

ANSWERING LETTERS

(adapted from Ur, P. (2015). *Discussions and more*. Cambridge: Cambridge University Press.)

MISS MY FRIENDS

We just moved to a new town because my dad got a new job. We're miles away from all my friends, and I'm going to this huge new school next month. I don't know anyone there, and I'm not very good at my lessons, so I'm sure I'll fail everything, and everyone there already has friends so they won't want to make friends with me, and I want to go back to where we used to live and to my old school, but I can't. I can't think of any way out of this...

Jessica

TEST ANXIETY

I have this problem with tests. Every time I have to do a test at school, I get cold and sweaty and forget everything, and just want it to be over. I get awful grades just because I can't do tests, though in normal lessons I can answer questions and take part in everything. And there's this big exam coming up, and I'm sure I'll fail it and my parents will be SO disappointed in me. Help!

Oliver

FIGHT WITH A FRIEND

Gal and I have been friends for years and years, but just recently we had a row about something completely unimportant, which escalated into a loud argument, and we said some awful things to each other. Since then we haven't spoken. When I calmed down I was sorry it had happened. But if I try to talk to him, I'm sure he'll shout at me again. What can I do?

Alice

NOISY NEIGHBORS

New neighbors have moved into our block of flats. They often play loud music until 2 am, and we can't sleep. We have to get up at six in the morning for work, and we are exhausted by the end of the day. We have spoken to them; every time we speak they promise to take care of it, but they don't. The police aren't interested. We can't afford to move. What can we do about it?

Jacob

NOT VERY FIT

I'm overweight and not very fit. I go to a gym every now and then, but it's a bit boring and I can't seem to make myself go regularly. I love my food, can't seem to settle down to a diet, particularly as I'm on my feet most of the day (I do passenger security checks at the local airport), and I get really hungry. I don't like team games. Any ideas?

William



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