

Activity One: Giving and Responding to Compliments.

by Chris Cleary, Gakushuin University

Level: Elementary-Low-intermediate.

Aim: Using a vocabulary box for warm-ups and fillers.

Time: Approx: 30 minutes.

Exponents: I like your... (C1); That's a/Those are/That's nice... (C2).

Extension: It's so adj. Thank you (A1); That's kind of you (A2) Add Ons – I'm glad you do + perhaps extension remark on its history/provenance if level allows Do you? Oh (D1); Really? I always thought it/they was/were so/too... (D2)

Materials: Board; Students.

Procedure:

1. T asks Ss to look at all the other Ss in a class and write down something they like belonging to anyone in the class. E.g., pencil case, watch, hair, glasses etc. S pairs compare what they wrote (e.g. Shohei's shoes).

2. T instructs Ss to do the same about partner in pair.

3. T takes one such observation from a pair and teaches 'C1 shoes'. Quick practice.

4. Ss to do the same to each other.

5. T elicits replies: A1. Quick practice.

6. Ss to do the same to each other.

7. T mimes embarrassment. My shoes!?? and teaches D1. Quick practice.

8. Ss to do the same to each other.

9. T gets C1-A1 and C1-D1 dialogue on board. Perhaps some grammar gloss on That/those is/are etc.

10. Optional: same procedure for C2, A2 and D2.

11. If C2/A2/D2 were taught they can go on the board too. Or perhaps be taught at this point. But make sure

you avoid the implication that A2/D2 are the correct responses to C2 but not C1; A1/D1 for C1 not C2 etc.

12. If your class is up to the language extensions mentioned above (reason for compliment; explanatory comment on item) now's the time.

13. Also, if your class is up to it, point out socially dispreferable responses, such as 'I like your hair' – 'Yes it's great isn't it'/'What do you mean?'.

13. Melee. If it gets out of hand, it's going well.

14. Finally ask Ss to sit down. Ask out of all the things they said they liked in the melee, which they liked most. Write it down. Now go and give that student a real compliment: go over and tell them.

End.

Activity Two: It's Good To Be King!

by Maurice Jamall

Aim: Offers and appropriate responses. Adjective review

Level: Elementary-Low-intermediate.

Exponents: Would you like me to...?, Shall I...?, Would you?, Yes please, No thanks; That's okay.

Time: Approx: 30 minutes.

Materials: Board; Students.

Presentation

1. Draw the following on the board (Picture of an old man carrying a heavy-looking suitcase. A young boy is looking at him).

2. Set situation. Tell Ss John sees his neighbour, Sam Neill walking up the road. He notices the old geezer's got a very heavy bag. He wants to help him. What does he say? Elicit/teach target language. Neill just robbed a bank. The last thing he wants to do is part with the dosh. What does he say to John? Elicit/teach target language.

3. Concept check: Ask Ss the following concept questions:

1. Who is carrying the bag?
2. Is it heavy?
3. Does John want to carry the bag?
4. Is John a good boy?



Follow-up Activity

This gives some practice in the target language.

It's Good To Be The King!

Put Ss into groups of 3-4. One S is the king/queen. The others are his servants/slaves.

The monarch makes a statement. EG: "I'm hungry"

The servants have to make appropriate offers.

"Would you like me to get you a sandwich/some ice-cream etc..."

If the king accepts the offer, the servant gets a point.

First servant to 3 points is the winner.

The next student takes the role of monarch.

Cycle repeats until every S in the group has had a chance to be the monarch.

Activity Three: Conversation Fillers/Hesitation Devices

by David Moran, ABAX Ltd.

Level: Low-intermediate and above.

Aim: Language for giving people time to think: Let me see, Well, You know, I don't know, Let's see, I mean, kind/sort of

Time: Approx: 30 minutes.

Presentation

Draw the following on the board: (Picture of a person at a desk (eg. Sam). The boss is looking down at him/her).

Explain Situation A

a) Tell students that Sam works at a bank. Sam's boss asks him an important question.

b) Sam can't remember the answer straightaway. What does Sam say while s/he is trying to remember the answer?

c) Elicit/teach the target language.

Explain Situation B

a) Tell the students that Sam has come back from holiday and is trying to describe to his boss some food that he ate while on holiday.

b) Sam can't think of the right

words to describe the food. What might s/he say?

c) Elicit/teach the target language.

NB: You may want to drill for word stress and intonation here.

The following activities give further semi-controlled practice of the target language.

Information Gap Fill

a) Put the Ss into pairs. One student is given a sheet of figures there must be a large amount of figures so that it takes the student a little time to search for a specific figure. The other student is given the same sheet but with some figures missing.

b) Student B asks student A questions to get the 'missing' information.

c) Student A must use appropriate fillers while searching for information.

NB: These fillers should be used in any gap fill exercise. The use of realia (or real documents if possible) in business classes is an excellent way to make this activity more specific to the students.

Show and Tell without the Show

a) Select a number of objects (or pictures of objects), the stranger the better.

b) Have one student select an object from a box (do not let the student show the class). This student has to describe the object to the other students. The other students can ask questions especially to clarify.

c) The teacher allows only 5 second pauses. If the student hesitates or pauses for more than 5 seconds without using a filler it is the next student's turn.

NB: If you do not have access to flashcards/realia, you could write the names of some things on pieces of paper and students select at random. Do one object with the whole class and you being asked questions, then divide the class into small groups and have them continue.

Activity Four: Let's Have a Party!

by Maurice Jamall

Aim: Offers, Suggestions, Requests, Conditionals

Level: Elementary-Low-intermediate.
Exponents: Would you like me to...?, Shall I...?, Could you...?, If you do X then I'll do Y

Time: Approx: 30 minutes.

Materials: Board; Students.

Procedure

1. Tell Ss you want to throw a class party on the last day of term.

2. Elicit one or two things you need for the party, (eg: food/drink). Put this on the board. NB: Don't settle for just "food". Get Ss to be more specific, that is, kind(s) of food.

3. Put Ss in groups of four or so. Have them make a list of as many

different things that are needed/need to be done for the party to be successful.

4. As Ss do this, monitor/assist as required with vocabulary. Encourage dictionary use.

5. Put the following categories on the board. Making Requests, Offering, Suggesting. Have Ss in their group come up with expressions that can be used to do these functions.

6. Feedback: Put Ss' ideas on the board. Add any that are missing but don't overload. Do some work on pronunciation/intonation.

7. Put some simple model dialogues on the board eg: 1) A: We need some glasses. B: Shall I ask my mum? 2) A: Could you go to the

cake shop after school Yumi? B: Sure. There's a good one near my house.

3) A: If you blow up the balloons, I'll tidy up afterwards. B: That's sounds fair.

8. Have Ss practice the model dialogues. Monitor/assist as required.

9. Ss then good back to working in their groups. Looking at the list they came up with, they have to decide who does what using the target language.

10. Feedback: Have Ss make new groups and tell each other what kind of party they've arranged and who's going to do what.

NB: Have the party at the end of term!