



## Other Activities

These activities have deliberately been kept very general to provide a wide range of ideas for students and teachers. They have been designed with a class of students in mind, but will equally offer ideas to the individual working on his or her own at home.

1. Choose an object and write four or five sentences to describe it without mentioning its name. Use the Longman Language Activator to help you.

E.g.: **It grows in hot countries. It weighs about two kilos. It's prickly and very juicy. You cut it into slices and remove the skin before you eat it. What is it?**

Read your description out to the other people in the class and see who can guess it first.

2. Choose a story that you know well in your own language (for example a fairy story like Cinderella) and tell it in English.
3. Make up a pair of sentences that have only a slight connection, like the ones below. Then write a story using one as the first sentence and the other as the last.

E.g.: First: **My friend Gretel brought me a large plastic spider the other day.**

Last: **We swore we'd never play a trick like that on anyone again.**

First: **I visited my brother in hospital this morning.**

Last: **You can't really blame the goat for what happened.**

4. Imagine that you have to write for a magazine that is a guide to good restaurants. Write a review of a restaurant where you have recently had a meal. You may find it helpful to make a list of useful words before you begin. Look at the keywords **FOOD, CHEAP, EXPENSIVE, LIKE, DISLIKE, and TASTE** for ideas.

**5.** Write a letter applying for a job, mentioning

- a.** where you saw the post advertised
- b.** your personal details (your name, age, etc)
- c.** your qualifications and experience
- d.** when you could come for an interview

Entries at Keywords **JOB, GOOD AT, CAN/CAN'T, KNOW/NOT KNOW** will help start you off.

Remember to set your letter out correctly, giving your address, the date, and the address of the person you are writing to. Begin 'Dear Sir or Madam,' or 'Dear Mr/Mrs Smithers,' and end, 'Yours faithfully/sincerely', as appropriate.

**6.** The local newspaper has asked its readers for their views about the young people of today. Choose one of the following roles:

- ▶ You are an 18 year old
- ▶ You are a 60 year old

Write a brief letter to the editor giving your opinion of young people. Do you generally approve or disapprove of them? Think about:

- |                                     |   |
|-------------------------------------|---|
| <b>a.</b> their manners             | Are they polite and helpful?  |
| <b>b.</b> the way they dress        | Are they clean and tidy?  |
| <b>c.</b> their habits              | Do they smoke/drink/take drugs?   |
| <b>d.</b> their attitudes and ideas | Do they respect other people?<br>What do they think about money/having fun/schoolwork, etc? |

You will need to choose words which are appropriate to your views. Think which Keywords will help you with each idea. Try looking at the entries at the Keywords **BEHAVE, GOOD, POLITE, RUDE, WORK HARD, YOUNG** to start you off. You might like to make a list of useful words before you begin writing.

When you have finished, compare the different letters that have been written in your class. Try to identify places where someone's choice of words has helped them put across their ideas more clearly and strongly.

**7.** Each person in the class has five minutes to invent a serious problem in some detail. For example:

- ▶ Someone is making their life a misery in some way
- ▶ They are having trouble working with someone in their office
- ▶ They are in love with someone who does not even know they exist

The teacher chooses someone to explain their problem to the rest of the class, and the class splits up into small groups to work out some possible solutions.

(The Keywords **ADVISE** and **SUGGEST** will be useful for offering advice, and the Keyword **SOLVE** also has relevant vocabulary.)

Then the members of each group in turn give the person who has the problem the benefit of their advice. That person should try to find reasons why each piece of advice offered is not the answer to their problem, to make the discussion livelier! (It will help if they can look at the language covered in the Keywords **FAIL** and **NO** while the others are working out their advice.)

8. Take the problem from the above exercise and write a letter to the problem page of a magazine. Explain it as clearly as you can, using the Longman Language Activator to help you.

Exchange the letter with someone else in your class and write an answer to them as it would appear in the magazine from the 'agony aunt'.

9. Choose *either* a statement about a topic of interest in your country at the moment *or* one of the suggestions here:
  - ▶ Using animals in scientific experiments is wrong.
  - ▶ Women should be allowed to do all the same jobs as men.
  - ▶ Old people should always be looked after by their families.
  - ▶ The use of private cars should be restricted to protect the environment.
  - ▶ Everything in an English language classroom should be in English.

The class should split into two groups, one to argue in favour of the statement and one against it. This statement is called 'the motion' in a debate like this.

Each side has ten or fifteen minutes to work out its arguments and make a note of useful vocabulary from the Longman Language Activator. One person is then chosen to make a three-minute speech explaining why their side is in favour of the motion, which is answered by a similar speech from the representative of the other side.

Then the debate is opened up to all the members of the class, with either the teacher or a class member acting as the chairperson.

After everyone has made their points, one person from each side is chosen to sum up the arguments in two minutes, first in favour of the statement and then against it.

Then a vote can be taken, with everyone allowed to vote according to their true beliefs rather than as part of their group!