

33 How many uses can you think of?



You can use an old toothbrush...



You can use a teaspoon...



You can use an old newspaper...



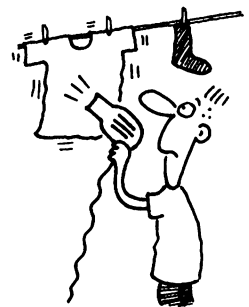
You can use a coat-hanger...



You can use an empty bottle...



You can use a hair drier...



You can use a lipstick...



You can use a saucepan...



You can use a hot-water bottle...



You can use a tennis racket...



How many uses can you think of? Worksheet



ACTIVITY

Groupwork: writing, speaking

AIM

To invent unusual uses for ordinary objects.

GRAMMAR AND FUNCTIONS

Infinitive of purpose: *to* + infinitive to say how you do something

By + *-ing* to say how you do something

Giving advice: *if* + present simple to describe a problem and what to do about it

VOCABULARY

Everyday objects and activities

PREPARATION

Make one copy of the worksheet for each group of three to five students.

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to work in groups of three to five.
- 2 Tell them that they are going to invent unusual uses for everyday objects, for example a piece of chewing gum. Elicit some suggestions from the class, encouraging them to use their imagination. Ask them to clarify where necessary. For example:
You can use a piece of chewing gum ...
 - *to make friends. If you give someone half a piece of chewing gum, they'll think you're really nice.*
 - *to stick things together (by chewing it first to make it sticky).*
 - *to unblock your ears when you're taking off in an aeroplane (by chewing it).*
 - *to stop smoking etc.*
- 3 Give one copy of the worksheet to each group of students and ask them to appoint a secretary to do the writing.
- 4 Tell the students that they've got ten minutes to think of as many uses as possible for the objects on their worksheet and to write them down in the spaces provided. The group who think of the highest number of unusual uses will be the winners. Encourage them to be as imaginative or as amusing as they like.
- 5 While they are doing this, go round the class and help the students with any language problems they may have.
- 6 After ten minutes, stop the activity.
- 7 Ask groups to take it in turns to read out their uses for an old toothbrush. They score one point for each unusual use they think of, provided they can explain it if necessary to the satisfaction of the other students.
- 8 Repeat the process for each object on the worksheet.
- 9 The group with the highest score at the end of the activity are the winners.