



ÉCOLE DE LA FONCTION  
PUBLIQUE DU CANADA  
CANADA SCHOOL  
OF PUBLIC SERVICE



## TASK UNIT: WHAT'S THE BEEF

### Defending Points of View

**Objective:** By the end of this task unit you will be able to express negative emotions to complain effectively and give warnings to advise constructively.

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## **CREDITS**

Development and Learning Technologies Directorate  
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## INTRODUCTION TO THE STUDENT

### APPROACH

1. Each unit contains materials for an average of five hours of class time. Of course, how long you spend on a unit will depend on your language level, the speed at which you learn, and how much of each unit you choose to do.
2. The emphasis in these units is on oral communication. Most of the activities are designed for pairs or small groups. These activities can be taped so that you can work on them on your own or discuss them with your teacher. A few activities require you to work alone in order to prepare for a subsequent group activity.
3. The teacher's guide for Level C, containing a model syllabus to help plan this level, gives a suggested order for using the units. Each unit is complete in itself; this means that, according to the needs and interests of the class, you can choose the units you need to work on, how much of a unit you want to do, and, if you wish, a different order in which to work on them than the one suggested.\*
4. Within each unit, there are further opportunities to make choices. You can focus only on those functions you need, or you can choose which, if any, of the practice activities you want to do. You can also choose when to do the practices: e.g. beforehand in preparation for the unit; *en route* or as they come up in the unit; at the end after you have looked at the whole unit as a review; or at any other time the group wants.
5. Although all activities are complete in themselves, you are invited to contribute your own contexts, information, problems or topics. In this way you can make the units better reflect your own reality and get the most out of them.

### OBJECTIVES

Each of the units in Phase 2 presents language for a combination of several objectives as listed below.

- Explaining
- Describing
- Supporting opinions
- Defending points of view
- Counselling
- Advising
- Handling hypothetical questions
- Handling complex work-related situations

The objectives are reviewed in two types of unit: **task** units and **workshop** units.

Phase 2 contains six task units and three workshop units.

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\*Note: In the teacher's guide for Level C, Phase 2 materials are suggested for use in Session 10, Week 1 and Week 2; Session 11, Week 1, Week 2 and Week 3 and Session 12, Week 1.

## Task Units

## Workshop Units

- |                              |                           |
|------------------------------|---------------------------|
| 1-The Stranger in Our Homes  | 2-Get Your Message Across |
| 3-Safety First               | 6-Find the Right Words!   |
| 4-What Are You Afraid Of?    | 9-How Should I Say This?  |
| 5-To Your Health!            |                           |
| 7-What's the Beef?           |                           |
| 8-What Are the Alternatives? |                           |

## Description of Units

Workshop and task units differ in their focus and in their organization.

### WORKSHOP UNITS

These are units which focus on language. The language is presented in the context of workshops similar to ones you might attend to improve your communication skills. For example, you can find out what language to use in a variety of situations requiring diplomacy, such as challenging your boss, correcting a colleague at a meeting or persuading co-workers to change their minds.

### How Are Workshop Units Organized?

These units are organized by language function, that is, by the purpose for which expressions are used, such as hedging, stalling, refusing, insisting,....

### What Do Workshop Units Consist Of?

1. An **OVERVIEW**, framed in a box on the first page of each unit, presents the functions, grammar, vocabulary or strategies presented in that unit.
2. Some units have **BEFORE YOU BEGIN**, it contains questions which will help you focus on finding out what you already know and what you need to learn about the functions and the expressions in the unit.
3. The next sections each focus on a different language function. For each language function you are given lists of the words and expressions you need and activities to help you learn them.
4. Wherever you see **STUDY**, you will find a list of new expressions, vocabulary or grammar which you will need for the activities. Wherever you see **STRATEGIES**, you will find communication strategies which will help you to get your meaning across. **Finally,gives lists of expressions, vocabulary or grammar you may have already learned.**
5. Wherever you see **PRACTICE**, you will find a communication exercise which will practise the expressions, vocabulary, grammar or strategies you have encountered.

6. Each workshop ends with a **CONSOLIDATION ACTIVITY**. Consolidation activities are interactions or games which will allow you to integrate everything you have learned in the workshop.
7. At tab A is the **APPENDIX** which contains expressions for 34 functions, tense usage references and vocabulary.
8. Where required, answers are included and can be found in **ANSWERS** at tab B.

## **TASK UNITS**

These are units which focus on a task requiring the use of language: solving problems, analyzing, making choices or decisions, or making recommendations. For example, you may be asked to choose a candidate for a special project, advise colleagues about work-related problems or recommend ways to reduce costs.

### **How Are the Task Units Organized?**

These units are organized by sub-tasks, that is, by the steps involved in accomplishing the task, for example, preliminary discussions, informal meetings with one or two others, making a final decision, plan or recommendation.

Expressions, vocabulary, grammar or strategies used in accomplishing each of these sub-tasks are presented in sequence where they are needed.

Optional practice activities to help you master these expressions, vocabulary, grammar and strategies are presented at the end of each unit.

### **What Does a Task Unit Consist Of?**

1. As in the Workshop units, the first page is an Overview of the functions, grammar, vocabulary or strategies presented in that unit.
2. The next sections each focus on a different step in the task. For example, when the task is choosing a candidate, the steps include discussing qualifications, preparing for the selection committee and making a decision.
3. As in the Workshop units, wherever you see the headings **STUDY** and **STRATEGIES**, you will find lists of the new expressions, vocabulary or grammar and strategies which you will need for the activities. **gives lists of expressions, vocabulary or grammar you may have already learned.**
4. Often, after these lists, you will see **PRACTICE**. This directs you to optional activities located at the end of the unit. These activities allow you to practise the expressions, vocabulary, grammar or strategies which have been presented. Since these activities are independent of the steps in the task, you may use or omit them, depending on your needs.
5. Where required, answers are included for each task unit in **ANSWERS** at tab B.

## WHAT'S THE BEEF?

### Overview

In this unit you have been invited to participate in the Meanie Awards ceremony. You will attend "beef sessions" in which you can express to your peers your views on what really upsets you. You will also be able to share your experiences, come up with ways of dealing with problem situations, and give awards for the worst experiences and the worst offenders.

You will be working with the following functions:

- **Expressing negative emotions**
- **Narrating past events**
- **Talking about hypothetical situations**
- **Advising**
- **Advising against**
- **Warning**
- **Supporting opinions**

You will be working with the following strategies:

- **Using experience as support for opinions**

You will be working with the following vocabulary:

- **Negative emotions**

You will be working with the following structures:

- **Unreal conditions**
- **Reported speech**



**Find Your Irritation Index**

**Step 1**

Individual/ Appraise, write

Work alone. Complete the questionnaire on the next page to find your Irritation Index. How would you deal with each of the situations in the questionnaire? Write your ideas on this page.

NOTES

## IRRITATION INDEX QUESTIONNAIRE

Rate the situations according to the following scale:

- 3 = you would be sufficiently upset to express a negative response to the people involved
- 2 = you would most likely just let off steam to your colleagues, friends or family
- 1 = you would not be particularly upset

Write the appropriate number on the line beside each situation.

1. AT WORK

- \_\_\_\_\_ You never receive praise for beating a deadline or making an extra effort.
- \_\_\_\_\_ You are often asked by a colleague to do things which people in your office normally do for themselves (e.g. return files, photocopy small documents, edit a memo,...).
- \_\_\_\_\_ You are often the only person asked to take on extra work.
- \_\_\_\_\_ You often have to redo the work of one of your team members.
- \_\_\_\_\_ You must follow rules and policies other sections of your organization have abandoned.

2. OUT AND ABOUT

- \_\_\_\_\_ Clerks in a store you patronize regularly don't know much about the products they sell.
- \_\_\_\_\_ At your regular stop, empty buses often pass by when a crowded bus is taking on passengers.
- \_\_\_\_\_ On your bus route, buses don't keep to the schedule.
- \_\_\_\_\_ Your bank never has enough tellers on duty over the lunch hour.
- \_\_\_\_\_ Government offices you need to visit have business hours only while you are working.

3. AT HOME

- \_\_\_\_\_ Telemarketers frequently call you at supper time.
- \_\_\_\_\_ Some family members don't clean up after themselves in the bathroom or kitchen.
- \_\_\_\_\_ Your neighbours play loud music outside in summer.
- \_\_\_\_\_ A friend often cancels arrangements with little or no notice.
- \_\_\_\_\_ You take time off work to be at home for service people who don't show up.

Add the numbers to find your Irritation Index: \_\_\_\_\_

- 36-45 = your life is very stressful
- 26-35 = you seem to have found a balance
- 15-25 = you are either extremely tolerant, or extremely fortunate!

## Step 2

Pair/ Compare, discuss

Find a partner whose Irritation Index is similar to yours. Compare your ratings for the situations in each of the three sections. Make a note of the situations you both rated 3; i.e. situations where you would be sufficiently upset to express a negative response.

## Step 3

Pair/ Express feelings

Now discuss your reactions to the situations you both rated as 3. In order to talk about how you felt, or would feel, in these situations, you may want to use the information in the following STUDY sections.

### STUDY 1

#### FEELINGS, EMOTIONS, EFFECTS

Each of the words in the following lists can be used to describe negative situations and your reactions to them. Take note of any words which you could use to talk about your own experiences.

#### ADJECTIVES FOR FEELINGS

aggravated	enraged	hurt	irritated
angry	exasperated	incensed	livid
annoyed	fed up	indignant	mad
bitter	frustrated	infuriated	offended
disappointed	furious	insulted	resentful

Examples:

- "You look **furious**! Did you have to move offices again?"
- "You've got it – the third time in two months. **I'm getting really fed up** with packing and unpacking. **It makes me so mad.**"
- "I'd be very annoyed if they did that to me. In fact, I'd feel quite insulted."

## IDIOMATIC EXPRESSIONS

I've **had it (up to here)** with moving offices.  
Everyone's **up in arms** about the new policies.



I've had it up to here with moving offices!



Everyone's up in arms with about the new policies

Do you know any similar adjectives or idiomatic expressions? If so, add them to the list.

## NOUNS FOR EMOTIONS

anger	exasperation	annoyance	bitterness
rage	fury	irritation	frustration
resentment	indignation	ire	wrath
pique	rancour	vexation	displeasure

Examples:

I try not to let people see my **resentment**.  
It isn't worth the **frustration** to complain.

You may find the words in the following section useful for describing the effect of situations which make you angry.

## VERBS FOR EXPRESSING EFFECT

aggravate	annoy	appal	bother
exasperate	horrify	infuriate	irritate
madden	miff	offend	outrage
peeve	rankle	shock	upset

Examples:

- "It really **irritates** me when I can't get the information I need to do my work."
- "I agree. That **annoys** me more than almost anything else."

## IDIOMATIC EXPRESSIONS

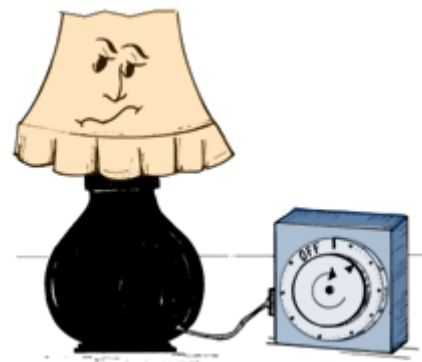
- (It) **bugs me.**
- (It) **bugs the hell out of me.**
- (It) **burns me up.**
- (It) **drives me up the wall.**
- (It) **ticks me off.**
- (It) **makes my blood boil.**



It burns me up!



It drives me up the wall!



It really ticks me off!

Do you know any similar verbs or idiomatic expressions? If so, add them to the list.

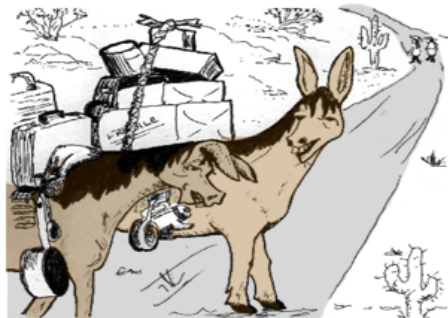
## GERUNDS AND ADJECTIVES FOR DESCRIBING SITUATIONS

aggravating  
disappointing  
infuriating  
maddening  
shocking

annoying  
discouraging  
insulting  
offensive  
unacceptable

appalling  
disgraceful  
intolerable  
outrageous  
unfair

atrocious  
exasperating  
irritating  
scandalous  
unjust



It's unfair to expect us to take on all the extra work!  
Unfair! I think it's outrageous!

## PRACTICE 1: FEELINGS

In this activity you will practise the new vocabulary presented in the unit.

### Materials

Index cards cut in half (three per participant)

### Step 1

Individual/Write

### Preparation

On individual cards, write only one new vocabulary item for expressing and describing feelings from STUDY 1.

Distribute the cards equally among group members or the whole class. Don't let anyone else see your cards.

### Step 2

Individual/Write

### Procedure

Take several minutes to think up an anecdote (real or imagined) which will use all the words on your cards. If you wish, you may use the words on your cards in a different form, e.g. changing a gerund to a past participle, or a noun to a verb. You may also use additional feeling words that are not on your cards.

### Step 3

Class, group / Tell story, listen

When it is your turn, lay your cards *face down* in front of you.

Tell your story.

Your listeners must write down *all the feeling words* used and guess which *three* were on your cards.

### Step 4

Class, group /Check

After you have finished, turn up your cards and compare them with your listeners' guesses.

## Identify Other Problems

### Step 1

Pair/Discuss

Now, with your partner, discuss your own experiences or observations. How many of the situations mentioned in the questionnaire have you actually experienced or observed?

### Step 2

Pair/ Describe, explain

Think of other kinds of situations that would affect you (or others) negatively. For example, how do you feel when you reach a telephone answering machine instead of a person? Make a note of these situations for use in the next activity on page [7-12](#).

You could also think about actions or attitudes of municipalities, public transportation systems, schools, stores or restaurants, or situations arising between colleagues, friends, relatives or neighbours.

If you need to review the tenses to use when talking about hypothetical situations, read the STUDY section below.

### STUDY 2

#### HYPOTHETICAL SITUATIONS\*

To talk about hypothetical situations in the present or future, use the **subjunctive** in the **if-clause** and **would** in the **main** clause. This subjunctive form is identical to the **simple past** for all verbs (modals too) except for the verb **to be**.\*

Examples:

If I **had to** work late every night because my co-workers wasted time during the day, I'd be very resentful – and I'd ask for a raise! I'd feel like quitting!

If your kids **borrowed** the car and forgot to fill it up, **wouldn't** you be furious?  
You bet! They **wouldn't** get it again for a long time.

TIP: Don't make the common mistake of using **would** in both the if-clause and the main clause.

See also the Appendix beginning on page [A-22](#) for more information about hypothetical statements.

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\*Note: In hypothetical statements and questions using the verb BE, English uses the subjunctive **were**; e.g. "If I **were** asked to work late,...." However, you will often **hear** the simple past; e.g. "If I **was** asked...."

## **PRACTICE 2: THERE MUST BE A REASON!**

In this activity you can practise using the correct verb tenses in hypothetical statements.

### **Step 1**

Pair/Brainstorm

#### **Procedure**

Work with a partner. Take turns suggesting unlikely actions.

E.g.

Come to work in your jogging pants.  
Take a two-hour lunch break.

### **Step 2**

Pair/Hypothesize

Your partner must now think of possible circumstances in which the suggested action might be appropriate.

E.g.

I would, if I wanted to lose my job.  
I would, if the boss said it was OK.  
I would, if it were allowed.  
I would, if we were having a sports day.

Here are some ideas for unlikely actions. Use them if you wish, or invent others of your own.

- Take the rest of the day off.
- Accept a free lunch/gift from someone whose motives you don't trust.
- Park in the Director's reserved parking spot.
- Make a personal long-distance call on your boss's long-distance phone.
- Tell your co-workers what you really think of their work.
- Blow the whistle on your boss.
- Blow the whistle on a co-worker.
- Send information in an unmarked envelope to your M.P.



## Choose the Award Categories

### Step 1

Class/Present

Meet with the whole class. In turn, present the situations each pair has rated as number 1 in the Irritation Index Questionnaire (page 7-5) and any additional situations identified. One person should briefly write up the situations on a flip chart or on the board as they are mentioned. If more than one pair mentions a particular situation, write the number of pairs mentioning it in parentheses.

### Step 2

Class/Choose

Use the situations mentioned most frequently to decide on four or five categories of awards which will be given at the Meanie Awards ceremony. You can give awards not only to those who have had the worst experiences (Victims), but also to those who have behaved particularly badly (Victimizers).

Decide on first, second and third prizes which will accompany the awards. Remember that the prize should fit the situation; that is, winners who are Victims should be compensated and winners who are Victimizers should be punished. Make sure that there are enough awards and prizes so that everyone's story can be a winner.

Below are suggestions for categories of awards and prizes. Use as many as you wish. Add others of your own.

### VICTIMS



VICTIMIZERS

**LEAST HELPFUL BUREAUCRAT**

Presented to: \_\_\_\_\_

Witnessed by: \_\_\_\_\_

On this day the \_\_\_\_\_



**MOST INSENSITIVE CO-WORKER**

Presented to: \_\_\_\_\_

Witnessed by: \_\_\_\_\_

On this day the \_\_\_\_\_



**MEANEST BUS DRIVER**

Presented to: \_\_\_\_\_

Witnessed by: \_\_\_\_\_

On this day the \_\_\_\_\_



**MOST ILL-MANNERED STORE CLERK**

Presented to: \_\_\_\_\_

Witnessed by: \_\_\_\_\_

On this day the \_\_\_\_\_



**MOST ILL-MANNERED TEENAGER**

Presented to: \_\_\_\_\_

Witnessed by: \_\_\_\_\_

On this day the \_\_\_\_\_



Presented to: \_\_\_\_\_

Witnessed by: \_\_\_\_\_

On this day the \_\_\_\_\_



VICTIM PRIZES

ONE WEEK IN YOUR BOSS'S POSITION	ONE EXTRA WEEK'S VACATION WITH DOUBLE PAY
A TEN-DAY VACATION IN AN ADULTS-ONLY RESORT	ONE HOUR FREE SHOPPING

Your own ideas

VICTIMIZER PRIZES

ONE WEEK FORCED OBSERVATION OF A POLITE COUNTERPART	ONE WEEK FORCED OBSERVATION OF A KIND COUNTERPART

Your own ideas

Step 3

Class/Prepare

Write up the list of selected categories on another page of the flip chart or on another part of the board. Decide on an order for the contest and the presentation of awards.

## Choose Your Entries

It is time to decide which of your experiences you will describe for the Meanie Awards. Depending on your story, you can present it either as an example of a terrible experience you have had or as an example of a terrible person you have had to deal with.

### Step 1

Individual/Select

Work alone. Decide which category or categories you will compete in. Depending on the size of the class, each student should enter for one or more categories.

You may find the following STUDY section useful when telling your stories.

### STUDY 3

#### REPORTED SPEECH: Tense and Pronoun Changes

In English, when we report what someone has said, we have to make some changes to the actual words used by the speaker, especially **verbs** and **pronouns**.

If the speaker uses a **present tense**, the reporter must use a **past tense**. Note the subject pronoun change.

Speaker: **We can't** come until next week.

Reporter: They said **they couldn't** come until next week.

If the speaker uses a **past tense**, the reporter must use a **past perfect tense**. Note the object pronoun change.

Speaker: We **weren't** able to get in touch with **you**.

Reporter: They said they **hadn't been** able to get in touch with **me**.

If the speaker asks a question, the reporter must change the **question word order** into **statement word order** and use a **past verb form** as above. Note the pronouns.

Speaker: When **will you be** at home?

Reporter: They asked **me** when **I would be** at home. / They asked **her** when **she would be** at home. / They asked **us** when **we would be** at home.

### PRACTICE 3: WHAT DID THEY SAY?

#### Materials

Picture Series 1 to 4 on pages 7-17 to 7-20. One copy of the selected pictures will be needed by both partners.

#### Step 1

Pair/Select

#### Procedure

Work with a partner. Each of you select one of the picture series to work on.

#### Step 2

Individual/Write

Now work alone. Invent stories around the pictures. You can use the pictures in any order, to suit your story. Complete your stories by filling in the speech bubbles with appropriate dialogue. Number the pictures in the order in which you used them.

#### Step 3

Pair/ Narrate, take notes

Work with your partner. First of all, tell your partner how you have numbered the pictures you have used, so that your partner will be able to follow the story. Then take turns narrating your stories. Use **reported speech** for the dialogue.

As you listen, fill in the empty bubbles in your copy of your partner's story series with direct speech, based on the speech reported by your partner.

#### Step 4

Pair/Check

When you have both finished telling both stories, compare your completed pictures with your partner's original versions.

## PICTURE SERIES 1



## PICTURE SERIES 2

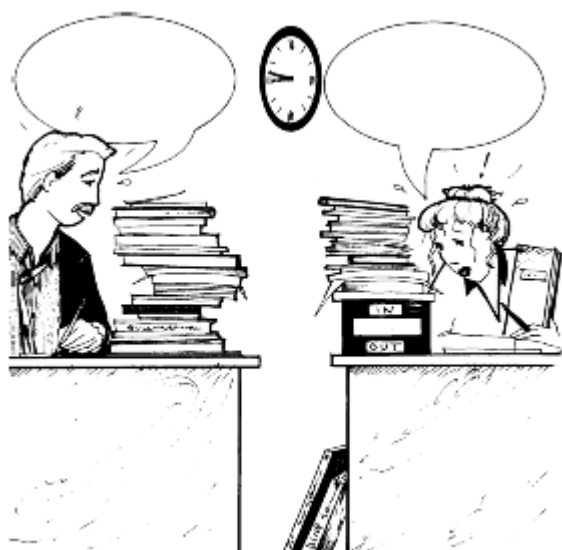


### PICTURE SERIES 3





## PICTURE SERIES 4



## Step 2

Pair, group /Recount

Now work with a partner or small group. Practise telling each other your stories in preparation for the Meanie Awards Contest.

Be sure to use the vocabulary you have just studied and the correct verb tenses. Try to make your delivery as fluent and as interesting as possible.

## Decide What Could Be Done

### Step 1

Pair/ Give advice

With your partner or group, discuss different ways of dealing with the situations you will be describing. Give each other advice using the information in STRATEGIES 1, STUDY 4 and STRATEGIES 2 which follow.

### STRATEGIES 1

#### SUPPORTING AN OPINION

Look at the Appendix, pages [A-37](#) and [A-38](#), to remind yourself how to support your opinions effectively.

### STUDY 4

#### ADVISING AND WARNING

You already know some words for advising and warning. Here are some additional expressions you can use.

#### WARNING

**Have you thought about Is it worth**

(possible negative consequences)?  
**upsetting** everyone **just to** win this battle?

**Take it from me;** the last person to complain was transferred!

**A word to the wise;** the last person to complain was transferred!

**Take a hint;** the last person to complain was transferred!

**You'd better cool it;** the last person to complain was transferred!

**Do yourself a favour; don't be a fool.**  
**Do yourself a favour; don't ask for trouble.**

**Let sleeping dogs lie.**  
**Don't rock the boat.**



Don't rock the boat.

## ADVISING

**For what it's worth**, I (always/usually) say nothing at the time.

**If you want my two cent's worth**, I (always/usually) say nothing at the time.

**Right off the bat**, I'd say speak to his supervisor.

**I'm a believer in going** right to the top.

**I happen to believe in** keeping quiet.

**I (don't) believe in** keeping quiet.

See also Appendix, pages [A-5](#) to [A-8](#), for more expressions you could use.

## STRATEGIES 2

### PERSUADING

How do you persuade people to follow your advice? One strategy is to link your advice to the actual experiences of real people.

For example, you could recount your own experiences or those of relatives, friends, colleagues and acquaintances. You could tell about accounts you have read or heard about in newspapers or news reports or relate your own real-life observations of others in similar situations.

## **PRACTICE 4: WHAT'S MY PROBLEM?**

In this activity you will practice using the language for giving advice and warning.

### **Step 1**

Individual/Write

#### **Preparation**

Work alone. Write down several problem situations. You can use any of the problems listed below, or substitute others of your own.

#### **Sample problem situations**

- Your teenager has started smoking
- Your babysitter has started smoking
- Your new neighbours have a dog which barks all day
- Your new colleague plays the radio too loudly
- Drivers park carelessly in your parking lot, often taking up two spaces
- Your friends don't discipline their children
- City politicians won't respond to your complaints
- The elevators in your building keep getting stuck
- A public agency won't respond to your requests for information
- Your children's friends are a bad influence
- Your spouse wants to move; you don't
- You are always being asked to guard the phones for another division
- You sometimes don't receive important phone messages
- Your neighbour's cat digs up your flowers
- Your neighbour's dog leaves droppings on your lawn
- There are ongoing problems with your LAN
- ...

## Step 2

Individual/ Choose, make notes

Choose three or four problems to work with.

Decide what you could say to someone re each of the problems. For each problem, think of at least one piece of advice, one warning and one possible solution.

## Step 3

Pair/ Advise, guess

### Procedure

Work with a partner. In turn, **without mentioning or revealing the problem**, present your advice, warnings or solutions as though you are advising your partner.

E.g.

Take it from me – you won't get anywhere by complaining. People like that don't listen. I'm a believer in direct action. I'd call the police, the city or the Humane Society. Then get yourself some earplugs, just in case....

(Problem: the barking dog)

Your partner must guess what the problem situation was.

### Variation

If you want to increase the opportunities for speaking, try this variation:

1. With the whole class, think of problems together.
2. Write the problems on separate pieces of paper and fold them over.
3. Now divide into two teams. Distribute half the problems to each team.
4. With your team, pick one of your situations and decide on one piece of advice, warning or solution per team member.
5. Follow the **Procedure** above.
6. Repeat steps 4 and 5 until you run out of problems.

## Step 2

Pair/Prepare

When you are ready to compete, write your name and your chosen category or categories on a piece of paper. You will need this for the next activity.

## Final Task – Meanie Awards Ceremony

### Step 1

Class/Organize

Work with the whole class.

#### Preparation

Appoint two people to act as MCs (Master/Mistress of Ceremonies) to announce categories, introduce each contestant and announce winners.

All other participants will be both contestants and, when it is not their turn, judges.

Photocopy the **score sheets that follow**. Cut the pages into individual cards. Distribute the score cards so that everyone has one card per contestant.

### Step 2

Class/ Tell stories

#### Procedure

##### MC

- Collect the papers containing the names and categories of the contestants.
- Announce each category and each contestant.
- After the judging, collect the names of the winners. For each category, announce the winners and their prizes

##### Contestants

- When your category and name are called, tell your story. Explain what happened, who said what and why you feel so strongly about the situation. Include a brief statement explaining what you would do another time to either avoid the situation, protect yourself, or punish the offender.
- Be sure to use a wide range of vocabulary items from all of the STUDY sections, as well as the correct verb tenses for reported speech and hypothetical situations. Don't forget to use correct pronouns when reporting. In addition, you should aim for fluent delivery of an interesting story with plenty of details.
- The rest of the class will act as judges and decide which entry deserves the category award. Even if you are not the winner in your chosen category, the judges may decide that you qualify for an award in a different category.



**Step 3**

Class/ Listen, evaluate

**Judges**

- Listen to each contestant's story.
- Use the **score sheets that follow**. Award each contestant an overall score from 1 to 7, where 1 is the lowest and 7 the highest score. Write this score next to the word "Score" in the third-row left box.
- If you feel that the story should qualify for an award in one or more alternative categories, write the name of the category below the words "Alternative Category #1" in the second row box in the middle column or "Alternate Category #2" in the right-hand column. Write the score in the third row.
- Pass your results to the MCs who will announce the winners.

**SCORE SHEETS**

	Name: _____		
	Category _____	Alternative Category #1 _____	Alternative Category #2 _____
	Score: ____	Score: ____	Score: ____

	Name: _____		
	Category _____	Alternative Category #1 _____	Alternative Category #2 _____
	Score: ____	Score: ____	Score: ____

	Name: _____		
	Category _____	Alternative Category #1 _____	Alternative Category #2 _____
	Score: ____	Score: ____	Score: ____

	Name: _____		
	Category _____	Alternative Category #1 _____	Alternative Category #2 _____
	Score: ____	Score: ____	Score: ____

	Name: _____		
	Category _____	Alternative Category #1 _____	Alternative Category #2 _____
	Score: ____	Score: ____	Score: ____

	Name: _____		
	Category _____	Alternative Category #1 _____	Alternative Category #2 _____
	Score: ____	Score: ____	Score: ____

	Name: _____		
	Category _____	Alternative Category #1 _____	Alternative Category #2 _____
	Score: ____	Score: ____	Score: ____