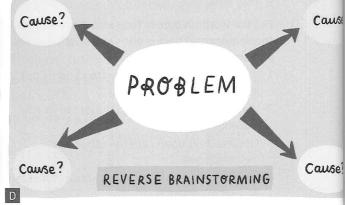


- Goal: use brainstorming techniques
- Language focus: question forms
- Vocabulary: ideas









Listening

- Work in pairs. Look at the pictures of ways of generating ideas and discuss the questions.
 - 1 What do you think is involved in each process?
 - 2 In what situations do you need to generate ideas?
 - 3 What techniques do you use to generate ideas?
- 3.1 Listen to an interview about brainstorming techniques. Put activities A-D in the order you hear them.
- Work in pairs and discuss the questions.
 - 1 Which of the techniques the professor mentioned sounds most interesting to you?
 - 2 Can you think of situations in which each technique would be most useful?

Language focus

- Complete the language focus box with questions a-f.
 - a You're going to talk to us about brainstorming today, aren't you?
 - **b** Isn't brainstorming basically just people thinking of ideas together?
 - c You call it what?
 - **d** What exactly is it that makes them so loyal?
 - e You mean you ask people to think of how to cause a
 - f I wonder if you could tell our listeners what they should do in that situation?

Question forms

There are lots of different ways of asking questions in spoken English. For example:

• Negative questions which include a negative auxiliary. These are usually fairly loaded (i.e. the speaker assumes an answer) and can be used to check understanding of something you already

Don't we start with the five questions? or to try and elicit agreement:

• Statement + question word to show surprise. We go where?

 You mean/So you're saying + statement to check or confirm information, or to show we've understood a

So you mean with this data we can present our findings to the board?

So you're saying we don't need to leave yet?

• Indirect questions. These are often used with questions which are difficult to ask, or to sound more polite.

Could it be argued that it's a waste of time and money? Would it be ridiculous if we refused to go?

Question tags to check or confirm information.

You don't mean in the current climate though, do you?

Be aware of less common question tags. Let's think about the first issues, shall we? Everybody/Everyone likes chips, don't they?

• Question word + is it (cleft questions) to add emphasis. What **is it** that you're trying to do?

- 5 a 3.2 Listen to the sentences. Does the intonation rise or fall at the end of each one?
 - 1 We do it how many times?
 - 2 You've been here for how long?
 - 3 We need to leave at what time?
 - b Listen again and repeat.
- Work in pairs. Discuss how the meaning changes in the second version of each question.
 - 1 a How much is this going to cost?
 - **b** This is going to cost how much?
 - 2 a Is their credit history the most important factor?
 - **b** You mean their credit history is the most important factor?
 - **3** a How much did we lose, exactly?
 - **b** Could you tell me how much we lost?
 - 4 a Why do they always take so long to respond?
 - **b** Why is it that they always take so long to respond?
 - **5** a Don't you think he's strange?
 - **b** Do you think he's strange?
 - 6 a Could you have done this better?
 - **b** Is it fair to say that you could have done this better?
 - **7** a Is it important to read it first?
 - **b** Isn't it important to read it first?
- 7 a Use the prompts to write questions to ask someone about their job or studies.
 - 1 Isn't it ...?
 - 2 Don't you ...?
 - 3 You don't ... do you?
 - 4 Why is it that ...?
 - 5 You've ... for how long?
 - 6 Could you tell me ...?
 - Work in pairs. Ask and answer your questions. Give more information.



Go to page 150 or your app for more information and practice.

Vocabulary

- Work in pairs. Discuss the meaning of the phrases in bold.
 - 1 It occurs to me that we should get out of town for the day.
 - 2 I've been thinking but nothing **springs to mind**.
 - 3 Something's just **dawned on me** we've forgotten about Martin!
 - 4 I think we should **bounce a few ideas around** and see what we come up with.
 - 5 I've had a bright idea let's take our shoes off!
 - 6 OK, relax, we don't do it it was **just a passing thought**.
 - 7 I'm afraid I'm out of ideas for now.
 - 8 Seeing that amazing film has **given me an idea** let's go shark diving!
 - **9** Donny had **a brainwave** about how to get the funding. Listen up.

- 9 a Complete the sentences with one word.
 - 1 I much prefer _____ ideas around in a group than trying to think of them myself.
 - When I think of my childhood, the first thing that to mind is football.
 - 3 I'd been feeling very tired till it _____ to me that I was working too hard.
 - 4 I kept doing it until one day it _____ on me that I didn't really enjoy it any more.
 - 5 I was recently thinking about what to do when I suddenly had a ______.
 - 6 I'd love to make a big change to my life but at the moment I'm out of ______.
 - b Work in pairs. Which of the sentences in Exercise 9a are true for you? Why?



Go to page 168 or your app for more vocabulary and practice.

Speaking

PREPARE

- 10 a Work in groups. You're going to use some brainstorming techniques. Choose a situation to brainstorm about and decide which technique to use.
 - Your school needs a new logo. What can it be?
 - You'd like to celebrate the end of the course with your class. What can you do?
 - A friend or family member is looking for a job. What advice can you give them?
 - What advice can you give to someone learning a language?
 - b Work individually. Think of some ideas and make notes on the situation your group has chosen.

SPEAK

- 11 a Work in your group. Carry out your brainstorming using your chosen technique.
 - b Report back to the class. What solution(s) did you come up with?



Master your reading