



## Lesson 5: Get Thinking

**This lesson is about the different ways in which we think.**

**Level:** Intermediate and above (equivalent to CEF level B2 and above)

**Lifeskills:** Organisation, analysing and assessing information, planning

**How to use this lesson:**

This lesson is designed to be done in class but exercise 3 can be prepared at home if time is limited.

### Worksheet A

Begin by asking students to give you sentences with the verb 'think' in them. Elicit a variety of sentences and point out that *think* has two distinct meanings (consider and believe). Point out that we often follow *think* with *about* or *of*.

#### 1. Match the words to their meanings

Give help with any unknown words. Students should be able to do the matching exercise in less than five minutes. Those who finish quickly can compare their answers with a partner. When they have all finished, check the answers and make sure everyone knows the meanings of the different expressions containing *think*.

**Answers**

|     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 f | 3 h | 5 j | 7 b | 9 i  |
| 2 a | 4 c | 6 d | 8 g | 10 e |

#### 2. When in your life have you...?

This exercise introduces further expressions with *think*. Allow up to five minutes for students to discuss the situations in pairs. Then ask pairs to report back to the class. Elicit as many different examples as possible. Students may also use expressions from exercise 1 when describing their experiences. Focus on accuracy with the target expressions and correct any mistakes students make related to *think*. Finally, ask students if they have any personal experiences relevant to the expressions in exercise 1 that they would like to share. Prompt, if necessary, with questions such as:

- ▶ *Have you ever made a mistake because you didn't think something through properly?*
- ▶ *Was there ever a time when you were going to do something but you thought better of it?*
- ▶ *What kind of job requires you to think on your feet?*
- ▶ *Do you ever think out loud? etc.*

#### 3. Write about it

This can be set for homework if you prefer. If it is to be done in class, set a time limit of, say, ten minutes. Remind students to use expressions from the lesson so far. They can write individual sentences or a complete paragraph, depending on what they want to describe. Checking can be done orally, with students reading their sentences out in front of the class. Alternatively, you could mark the individual worksheets, asking students to look through exercise 4 while you do this. When correcting, pay special attention to any mistakes students have made with the target expressions.



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### Worksheet B

#### 4. Can you answer these questions?

Students should spend up to five minutes thinking about the questions on their own but ask them not to shout out the answers until everyone has had time to think. Then you can put students in pairs. Allow a further five minutes or more for them to discuss the problems with a partner before they make suggestions. If students cannot guess correctly after several attempts, you can begin to reveal the answers. Ask the class to tell you what they found difficult about the questions. Explain that they are all examples of lateral thinking puzzles, which don't rely on knowledge so much as a slightly different approach to solving them. Explain that *thinking outside the box*, which they met in exercise 1, is very important here.

#### Answers

- 1 He can't be buried anywhere because he is *living* in London (i.e. he is not dead yet).
- 2 There is no soil. It's a hole, remember!
- 3 There are two explanations here. These two presidents could have been women (so they were sisters, not brothers) or could be a man and a woman (therefore brother and sister). Alternatively, the 'two' presidents were really the same person (who was elected twice).
- 4 The only place where the windows on each side of a house can all be facing south is the North Pole. Only polar bears live at the North Pole. The answer is white.
- 5 He was cleaning the inside of the window. He simply fell to the floor.
- 6 The door with the tiger behind it because, if it hasn't eaten in three years, it's dead.
- 7 The paragraph is written without the letter 'e', the most commonly used letter of the alphabet.

#### 5. Think of a solution

To continue the idea of *thinking outside the box*, put students in groups of three or four and ask them to consider the problems. Remind them that you expect a variety of different approaches to each problem. You can allow up to 15 minutes for this task but if groups finish before this time, ask them to begin listing their solutions. While listening to the suggestions, give feedback on whether the solutions are practical, complicated, similar to one already mentioned, etc. For each problem, you could also ask them to say *what the problem is*. In the first problem, for example, are they looking at the problem from the point of view of the lorry *being too tall*, *the bridge being too short*, or *the engine not being powerful enough* to free the lorry? Different approaches to the problem can often suggest very different solutions. Give praise for creative solutions even if they are not very practical – it shows students are thinking!

#### Suggested answers

1. Some may see the problem as the lorry being too big, so they might suggest cutting away parts of it. Others may see the problem as being that the bridge is too low, so they may devise ways of raising it or dismantling it. Another approach might be to bring in a second lorry to push or pull the stuck vehicle. A truly creative solution would be to let the air out of the tyres so that the lorry is lower and can be driven out.
2. Buying a longer cable would allow the music player to be kept in the trouser pocket. Partly sewing up the shirt pocket is another solution. The music player could be tied up in a scarf, placed under a hat, or worn on a cord around the neck. It could also be slipped into a sweat band or a cut up sock which is worn on the arm.
3. The bottles could be used to store other items like salt, oil or spices. Plastic bottles can be cut up and made into funnels, utensils, plant pots, plant protectors, etc. Glass bottles can be cut with a glass cutter and turned into vases, lampshades or drinking glasses. Bottles of various kinds have also been used in large projects such as building a boat or a greenhouse (the internet will provide many more ideas).
4. Isolating the main concerns will help students come up with ideas. If it's dark near the doorway, fitting a light or carrying a torch would help. If the worry is being burgled, then a simple solution could be to leave a radio or TV on to give the impression the house is occupied. Getting a dog would help some people, as would getting a housemate. Storing phone numbers of friends and neighbours on speed-dial is another good security measure in case of emergency. Alarm systems, closed circuit TV and security lights with motion detectors are all useful ideas. Encourage students to tell you what they do to help feel safe.



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### Worksheet A

1 Match the words in bold to their meanings.

| Phrase  | Meaning                                 |
|---|---|
| 1 Well, of course the project was a disaster – you didn't <b>think it through</b> .                   | a changed my mind                       |
| 2 I was going to make a complaint but then I <b>thought better of it</b> .                            | b invent                                |
| 3 In this job, you're going to have to learn to <b>think on your feet</b> .                           | c saying what was in my mind            |
| 4 'What did you say?' 'Oh, nothing. Sorry – I was just <b>thinking out loud</b> .'                    | d remembering                           |
| 5 Great thinkers and philosophers learn to <b>think outside the box</b> .                             | e be optimistic                         |
| 6 Yesterday I was <b>thinking back on</b> the day we met.   | f consider the consequences             |
| 7 You'll have to <b>think up</b> a good excuse for not finishing that essay in time.                  | g hesitate                              |
| 8 When I got the chance to buy that tablet for only €50, I didn't <b>think twice</b> .                | h make quick decisions                  |
| 9 We're not here to make a thousand dollars. <b>Think big!</b> We want to make a million!             | i be ambitious                          |
| 10 I know you don't like meeting new people, but <b>think positive</b> – you might make a new friend. | j be creative and avoid obvious answers |

2. **With a partner, discuss occasions in your life when you**

- ▶ thought long and hard about something.
- ▶ thought over something someone had said to you.
- ▶ were doing one thing but thinking of something else.
- ▶ had to think ahead.
- ▶ had no time to think.

3. **Write some sentences about one or more of the situations you discussed in exercises 1 and 2 above. Use some of the expressions with *think*.**

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### Worksheet B

4. Read the questions below. How many of them can you answer? Check with your teacher.

- Q1. Why can't a man living in London be buried west of the River Thames?
- Q2. How much soil is there in a hole that is 3 metres long, 2 metres wide and 1 metre deep?
- Q3. If the 20th and 22nd presidents of a country had the same mother and father, but were not brothers, what is the explanation?
- Q4. If you live in a square house, with windows on each side facing south, what colour is the bear in your garden?
- Q5. How did a window cleaner, who was cleaning the 20th floor of a very tall building, fall but escape injury?
- Q6. You are in a room where there is a fire and you have to get out. You have two doors to choose between to make your escape. Behind the first door is a madman who wants to kill you. Behind the second door is a wild tiger that hasn't eaten for three years. Which door would you open?
- Q7. How quickly you can find out what is so odd about this paragraph? It might look normal to you but it is not an ordinary paragraph. In fact, it's highly unusual, and you don't find this in most paragraphs! Look at it, study it and think about it. If you try hard, you could find out what it is. Can you find anything odd?

5. In small groups think of as many solutions as possible to the problems below. Imagine that you can use any equipment that you need, and it doesn't matter how strange your solutions sound!

- Q1. A lorry has gone under a low bridge. Unfortunately for the driver, the lorry was a little too tall for the bridge and it has now got stuck. You need to remove the lorry.
- Q2. You like to listen to music when you go jogging but your music player keeps falling out of your shirt pocket. The cable for the earphones is not long enough to allow you to put it in your trouser pocket.
- Q3. You have collected thousands of empty plastic and glass bottles of different sizes. How can you re-use them rather than recycle them or throw them away.
- Q4. You live alone and sometimes worry about security. You want to do something to help you feel safer.

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Student's Copy

