

REWARD

Upper-intermediate

Resource Pack

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Communicative
activities
for students of
English

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The Lake School
of English

Heinemann

587 / COSMO / 03

Heinemann English Language Teaching
A division of Reed Educational and Professional Publishing Limited
Halley Court, Jordan Hill, Oxford OX2 8EJ

OXFORD MADRID FLORENCE ATHENS PARIS PRAGUE
SÃO PAULO MEXICO CITY CHICAGO PORTSMOUTH (NH)
TOKYO SINGAPORE KUALA LUMPUR MELBOURNE AUCKLAND
JOHANNESBURG IBADAN GABORONE

ISBN 0 435 24034 X

Text © Susan Kay and The Lake School of English 1996
Design and illustration © Reed Educational and Professional Publishing
Limited 1996
First published 1996

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Designed by D & J Hunter
Cover design by Stafford & Stafford
Illustrations by Cathy Balme, Kathy Baxendale, Peter Bull,
Joan Corlass, Keith Cowlam, David Downton, Maggie Ling,
Gillian Martin, Ed McLachlan, Simon Smith

Author's acknowledgements

- to all at the Lake School for their help and encouragement.
- to all the ELT teachers, trainers and authors whose ideas I have used.
- to Helena Gomm for her thorough and efficient editing.
- to Simon Greenall and Catherine Smith for their support.

Acknowledgements

The authors and publishers would like to thank the following for permission to use their texts:

Greene & Heaton Ltd for an extract from *Notes from a Small Island* by Bill Bryson, © Bill Bryson, 1995; John Johnson (Author's Agent) Ltd for an extract from *The Birthday Boys* by Beryl Bainbridge, published by Penguin Books, 1993; David Mair for an extract in 'Moral Judgements', from his game *You be the Judge*, published by J W Spear & Sons PLC, © 1993; Peters, Fraser & Dunlop Group Ltd for extracts from a quiz on haggling by Sandy Toksvig, from *Good Housekeeping*, © 1995; Penguin UK for extracts from *The Early Times Book of Unsolved Mysteries*, published by Puffin Books; Picadilly Press and John Farman for extracts from *A Suspiciously Simple History of Science*; Reader's Digest Association Ltd for an extract in 'Facts and Myths' from *Strange Stories, Amazing Facts*, © 1975.

Printed and bound in Great Britain by Scotprint Ltd, Musselburgh.

97 98 99 10 9 8 7 6 5 4 3 2

Worksheet	Interaction	Skills	Activity	Time (Mins)	Grammar and functions	Vocabulary
11a and 11b <i>Useful objects crossword</i> 11a Student A 11b Student B	Pairwork	Writing Speaking	Communicative crossword	40	Clauses of purpose <i>to/in order to</i> to describe the purpose of a thing or action	Tools and kitchen equipment
11c and 11d <i>Don't say it</i> 11c Team A 11d Team B	Groupwork	Speaking	Game	20-30	<i>to/in order to</i> to describe the purpose of objects Describing objects, places and jobs when you don't know the word	Objects Jobs Places
12a <i>Anything's possible</i>	Pairwork	Writing Speaking	Sentence completion: to predict a partner's answers	20-30	Second conditional to talk about a situation which is unlikely or about which you are unsure	General
12b <i>Conditional dominoes</i>	Pairwork Groupwork	Writing Speaking	Game	30	Zero, first and second conditionals; <i>if</i> and <i>when</i>	General
Progress check 9-12a <i>When we were ten</i>	Whole class	Speaking	Communication task: class survey	15-20	Modal verbs Talking about obligation and prohibition in the past Talking about permission in the past Talking about what is right and wrong in the past:	Childhood
Progress check 9-12b <i>Impossible?</i>	Groupwork	Speaking	Game: dominoes	20	Using prefixes to give a word the opposite or negative meaning	Words that take prefixes
13a and 13b <i>What is it?</i> 13a Team A 13b Team B	Groupwork	Speaking	Quiz	30	The passive	Inventions through the ages
13c <i>Your views on technology</i>	Groupwork	Speaking	Questionnaire	30	Passive constructions Asking for and giving opinions	Items of technology
14a and 14b <i>Give me a clue</i> 14a Student A 14b Student B	Pairwork	Writing Speaking	Communicative crossword	30	Relative clauses Defining relative clauses to give essential information about the subject or object of a sentence <i>Who</i> or <i>that</i> for people, <i>which</i> or <i>that</i> for things <i>Where</i> for places, <i>when</i> for times	Objects Places People
14c <i>All in the day of...</i>	Pairwork	Reading Speaking Writing	Matching Writing about a typical day in someone's life	60	Present simple for daily routines	Lifestyles
15a <i>Life would have been different</i>	Whole class	Speaking	Discussion	15-20	Expressing regret about the past: <i>wish</i> + past perfect Third conditional to talk about imaginary situations in the past and to describe their results <i>May have</i> , <i>might have</i> or <i>could have</i> in third conditional clauses if the result is not certain	Life events
15b <i>The grass is always greener</i>	Whole class	Writing Speaking	Sentence completion: to ask and answer questions	20	<i>Wish</i> + past simple to express regret about a present state	General
16a <i>Snakes and ladders</i>	Groupwork	Speaking	Game	20-30	Phrasal verbs with one or two particles	Phrasal verbs
16b <i>Permission to lie</i>	Groupwork	Writing Speaking	Team game	40	Writing definitions for idiomatic expressions	Music idioms
Progress check 13-16a <i>My kind of people</i>	Whole class	Writing Speaking	Sentence completion: to ask and answer questions	20	Defining relative clauses <i>Who</i> for people, <i>which</i> or <i>that</i> for things <i>Where</i> for places, <i>when</i> for times	General
Progress check 13-16b <i>Brainstorm</i>	Groupwork	Speaking	Team game	45-60	Revision of Student's Book Lessons 13-16	General
17a <i>How's your haggling?</i>	Pairwork	Reading Speaking	Questionnaire	20-30	Countable and uncountable nouns Ways of expressing quantity	Money and shopping
17b <i>Spend, spend, spend</i>	Groupwork	Speaking	Board game	40	General	Money
18a and 18b <i>Tomorrow's world</i> 18a Quiz 18b Texts	Groupwork	Reading Speaking	Quiz: guess answers and read to check	20	Future continuous and future perfect	The environment
18c <i>Ten years from now</i>	Whole class	Speaking	Discussion: to predict future events in a partner's life	20	Future continuous and future perfect	Life events
19a <i>Facts and myths</i>	Pairwork	Writing Speaking	Sentence completion	20	Passive constructions: <i>It is said that...</i> <i>It is believed that...</i>	Common myths
19b and 19c <i>Unsolved mysteries</i> 19b Mysteries 19c Possible explanations	Groupwork	Reading Speaking	Discussion	40	Past modals to speculate about the past <i>May have</i> or <i>might have</i> to talk about something which possibly happened	Mysterious events
20a <i>Advertising campaign</i>	Groupwork	Speaking	Invent and perform an advertisement	40	General	Advertising
20b <i>Neighbours</i>	Pairwork	Speaking Writing	Mutual dictation	20	Reported speech	Reporting verbs
Progress check 17-20a and 17-20b <i>Drawing game</i> 17-20a Team A 17-20b Team B	Groupwork	Speaking	Team game	45	Revision	Revision
Progress check 17-20c <i>Buy a sentence</i>	Pairwork	Speaking	Spot the mistakes	30-40	Revision	General

Contents

Worksheet	Interaction	Skills	Activity	Time (mins)	Grammar and functions	Vocabulary
1a <i>What have we got in common?</i>	Whole class	Writing Speaking	Communication task: to ask and answer questions	20	Asking for and giving personal information Forming questions	Personal information
1b <i>I know you, don't I?</i>	Pairwork	Speaking	Questionnaire: to predict a partner's answers	20	Question tags	Personal information
2a <i>Family matters</i>	Whole class	Speaking	Communication task: class survey	15-20	Asking for and giving information Questions without a question tag and with an auxiliary verb	Family relationships
2b <i>Spot the differences</i>	Pairwork	Speaking	Picture description	10-15	Asking and answering questions about a picture The article Describing position	Airport Gestures Prepositions of place
3a and 3b <i>Lifestyle profiles</i> 3a People 3b Chart	Pairwork Whole class	Writing Speaking	Completing a chart: to invent information about pictures of people	40	Present tenses	Personal information Routine activities Likes and dislikes Character adjectives
3c <i>Men and women are from different planets</i>	Groupwork	Speaking	Discussion: gender stereotypes	30-40	Agreeing and disagreeing with opinions	General
4a <i>Things to do, places to visit</i>	Whole class	Speaking	Mill drill	15	Talking about the future: <i>going to</i> for an intention and a definite arrangement; <i>present continuous</i> for a definite arrangement; <i>will</i> for a decision taken at the moment of speaking Making suggestions and responding to them	Places of interest in a town Leisure activities
4b <i>Whose life is it?</i>	Whole class	Writing Reading	Questionnaire	30	Talking about the future	General
Progress check 1-4a <i>Find someone who...</i>	Whole class	Speaking	Communication task: completing a chart	15-20	Questions with and without a question word Present tenses Talking about the future	General
Progress check 1-4b and 1-4c <i>Get a line</i>	Groupwork	Speaking	Game	30	Revision of Student's Book Lessons 1-4	General
5a <i>Look back</i>	Groupwork	Speaking	Board game	30	Present perfect simple Present perfect continuous Simple past	General
5b <i>What have you been up to?</i>	Whole class	Speaking	Mill drill	20	Present perfect simple Present perfect continuous	General
6a <i>It made my day!</i>	Whole class	Writing Reading Speaking	Story-writing	30	Past tenses: describing a sequence of events in the past	Description of a place Description of a person General
6b <i>I was going to, but...</i>	Groupwork	Speaking	Picture activity: using pictures as prompts for sentences	20	Past continuous to talk about something that was in progress when something else happened Simple past to talk about the second action Describing a change of plan	General
7a <i>Dream destinations</i>	Pairwork	Speaking Writing	Picture description	40	Describing a place	Geographical features
7b <i>Landscapes</i>	Groupwork	Writing Speaking	Picture description	40-50	Describing a place Describing the position of features in a landscape	Features of a landscape
8a <i>Something strange happened on the way to...</i>	Groupwork	Writing	Story-writing	30-40	Narrative tenses	General
8b <i>Encounters of a spooky kind</i>	Pairwork	Speaking Writing	Mutual dictation	15-20	Participle clauses for dramatic effect	General
Progress check 5-8a <i>Are you experienced?</i>	Whole class	Reading	Questionnaire	20-30	Present perfect simple to talk about actions which happened in the past when you are not interested in when the action took place	Life events
Progress check 5-8b <i>Descriptions</i>	Pairwork	Writing Reading	Writing a description	45	Describing a place Describing a person	Adjectives of description
9a <i>School days</i>	Whole class	Speaking	Communication task: completing a chart	15-20	Talking about memories <i>Used to</i> and <i>would</i> to talk about past habits and routines which are now finished	School
9b <i>Life changes</i>	Groupwork	Writing Speaking	Sentence completion	30-40	<i>Used to</i> + infinitive to talk about past habits and routines which are now finished <i>Get used to</i> + noun/-ing to mean become accustomed to	General
10a and 10b <i>Alphabet game</i> 10a Instructions 10b Forcifs	Groupwork	Speaking	Game	20-30	Modal verbs Talking about obligation: <i>must</i> , <i>have to</i> Talking about prohibition: <i>mustn't</i> Talking about what you don't have to do: <i>needn't</i>	General
10c <i>What's your verdict?</i>	Groupwork	Reading Speaking	Discussion	30-40	Modal verbs Talking about obligation Talking about prohibition Talking about what you don't have to do	Crimes Law and order

Notes for teachers

The Resource Pack

This Resource Pack for teachers contains over 50 communicative practice activities for upper-intermediate students. It is designed to be used with *Reward* Upper-intermediate Student's Book, but can be used to supplement any course.

There is a wide range of activities, which provide practice in speaking, reading and writing. All the activities have been tried and tested many times in the classroom.

You can use the activities in different ways:

- to extend lessons from *Reward* Upper-intermediate Student's Book
- to revise specific structures, language or vocabulary later in the course
- to supplement any course

If you are using *Reward* Upper-intermediate Student's Book

The Resource Pack provides at least one practice activity for each Lesson and Progress check. The numbers on the Worksheets correspond to the lessons in the Student's Book.

If you are not using *Reward* Student's Book

Use the contents chart at the front of the Resource Pack to select the activity you want to use.

How to use the Resource Pack

Each activity in the Resource Pack consists of one photocopiable worksheet, with Teacher's Notes on the back. (Occasionally there are two worksheets for an activity.)

The worksheets in the Resource Pack are hole-punched for filing. When you have selected the activity you want to use, carefully detach it from the pack, and check the Teacher's Notes to find out how long the activity will take, and what preparation is required. The Teacher's Notes provide step-by-step guidance, ensuring that less experienced teachers, or those with little time to spend on preparation can use the activities easily.

The worksheets have been designed for maximum clarity, even when photocopied. However, if you have the facilities to enlarge your photocopies, you may find this useful, especially in the case of pictures or board games.

Some of the worksheets require cutting up into cards (for example, dominoes, mill drills, bingo). We suggest that you stick the photocopies onto card before cutting them up. Laminating cards will also give them a longer classroom life. When cutting up the worksheets, remember to cut up the photocopy and not the original! Put the original in a folder or ring-binder, or put it back in the pack. Once you have cut the cards out, put them into envelopes and write the title and activity and the number of cards on the front of the envelope.

Some activities require multiple sets of cards. With these, it is a good idea, when you photocopy each set, to put a different mark, or use a different coloured pen on the back of each set. This will avoid confusion should the sets become mixed up, and will also make it easier for you to check the number of copies per set. Store each set in an envelope, as above.

Mill drills

There are several mill drills in the Resource Pack. You can also use some of the cards from other activities for mill drills.

What is a mill drill?

A mill drill is an interactive way of drilling newly-presented language, using cards with picture or word prompts on one or both sides. It fulfils the function of repetition and substitution drills. As the name suggests, the students stand up and 'mill' (circulate) around the class, interacting with several partners. A mill drill is an ideal way of providing controlled practice of a new structure or function after initial presentation, because it gives students the opportunity to repeat the same language with several different partners.

The benefits of a mill drill... for the student

The presentation stage of a lesson can be rather teacher-centred and static. A mill drill makes a welcome change of focus for both students and teacher. It makes controlled practice more communicative and enjoyable for students and basic repetition becomes more stimulating and active. A mill drill can also be reassuring for less confident students, not only because the students are solely dependent on mechanical repetition and substitution, but also because they are not required to speak out alone.

The benefits of a mill drill... for the teacher

Mill drills differ from conventional drills in that they are student-centred, providing an invaluable opportunity for the teacher to monitor individual students' weaknesses, particularly pronunciation and intonation.

How to do a mill drill with your class

There are instructions for each mill drill in the Teacher's Notes on the back of each mill-drill worksheet. The basic procedure for doing a mill drill is as follows:

Preparation

- 1 Photocopy the worksheet and cut out the cards as indicated. With a large class, divide the class into groups and make one copy of the worksheet for each group.
- 2 Give each student a card. It is not necessary to use all the cards on the worksheet, so if there are fewer students in the class or group than the number of cards on the worksheet, leave out the surplus number. Some cards have a prompt on one side only, while others have prompts on both sides, so follow the instructions in the Teacher's Notes carefully.

Demonstration

- 1 Tell the students that they are going to spend 10 to 15 minutes practising the new language and that you are going to demonstrate this.
- 2 Give one card to each student in the class, and keep one for yourself. Select a sample dialogue (as suggested in the Teacher's Notes on the back of the worksheet), and write it on the board, preferably eliciting the language from the students. Indicate the part of the dialogue to be supplied by the picture or word prompt on the card.

For example:



A: Do you like reading?

B: Yes, I do.

A: So do I.

- 3 Explain that this language will change according to the prompt on the card, and elicit suggestions for this.

For example:

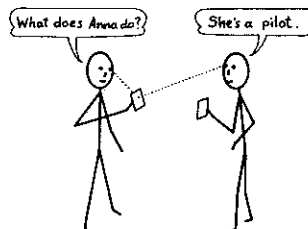
Do you like reading?

playing tennis?

writing letters?

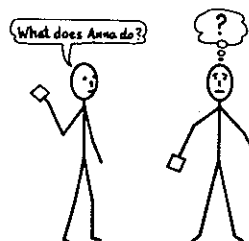
- 4 Show the students how to hold their cards. This is important because double-sided cards must be held in such a way that when students are talking to a partner, they are both able to see each other's cards.

The correct way to hold a double-sided card.



ORDER

The wrong way to hold a double-sided card.



CHAOS

- 5 Choose a confident or extrovert student to demonstrate the activity with you. Then ask two or three pairs of students to demonstrate the dialogue.

Students do the mill drill

Ask all the students to stand up and to go round the class or group, repeating the dialogue with as many different partners as possible, and using their cards as prompts.

Some mill drills have two stages involving either turning the cards round, or exchanging cards with another student, so that students get the opportunity to make new responses. In these mill drills, tell the students that they should stop talking when you clap your hands and continue once they have made the necessary change.

A mill drill is a controlled practice activity and it is important that students use the language accurately. Therefore, while the students are doing the mill drill, you should circulate, listening and correcting students' mistakes in grammar and pronunciation.

Pair forming

The picture cards on some of the worksheets can be used for a pair-forming activity, as follows.

- 1 Make two copies of the worksheet and cut out the pictures so that there are two identical pictures for each pair of students in the class.
- 2 Shuffle the cards and give them out to the students. Tell the students not to show their cards to anyone else. The students then stand up and go around the class, asking and answering questions about their pictures until they find the student who has the identical card.

You can use this activity as a way of putting students into pairs for another activity. You can put students into groups in a similar way, by making copies of the same picture for each student in a group.

Pelmanism

The picture cards on some of the worksheets can be used for pelmanism (a matching game) as follows:

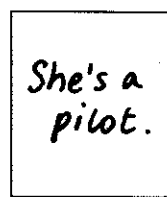
- 1 Make one set of cards for each pair (or small group) of students and give each group the cards and an equal number of blank cards. For example, if there are 12 picture cards, give the group 12 blank cards.
- 2 Ask the students to write a sentence on each blank card to match a picture card.

For example:

picture card



sentence



- 3 When they have done this, ask the students to spread out the pictures face down, and spread out the sentences face down, separately from the pictures.
- 4 Now ask the students to take it in turns to turn over one picture card and one sentence. If the two cards match, the student can keep them, and play again. If they do not match, the student turns them back over, and the next player repeats the procedure.
- 5 The game continues in this way until all the cards have been used up. The winner is the student with the most cards.

What have we got in common?

Worksheet

1a

ACTIVITY

Whole class: writing, speaking

AIM

To write personal details and to find people in the class with the same information.

GRAMMAR AND FUNCTIONS

Asking for and giving personal information

Forming questions

VOCABULARY

Personal information

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 minutes

PROCEDURE

- 1 Give a copy of the worksheet to each student in the class.
- 2 Ask the students to write information about themselves in the column marked 'You'.
- 3 When they have done this, ask them to go round the class, asking and answering questions to find people with the same personal information. Explain that they will need to transform the topic headings into questions. For example, to find out about 'Your total number of brothers and sisters', they should ask, *How many brothers and sisters have you got?* It is important to tell the students that they must ask one another questions, not read one another's worksheets.
- 4 When they find someone with the same information in their 'You' column, they put that person's name in the 'Find someone with the same answer' column. It is important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible.
- 5 When one student has found a name for each of the topics on the worksheet, stop the activity.
- 6 As a follow-up, ask the students to report back, orally or in written form like this:









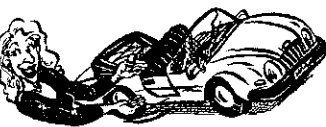



Both Francesca and I have a total of four brothers and sisters.

Tomoko doesn't like tea and neither do I.

1a

What have we got in common?

Reward Upper-intermediate
Resource Pack

		You	Find someone with the same answer
Your total number of brothers and sisters			
Your favourite day of the week			
A drink you don't like			
Your favourite food			
Your favourite place in the world			
The best book you've read recently			
The best film you've seen recently			
The sort of music you like			
Your greatest extravagance			
Your birthday month			
Something that makes you angry			
Your present state of mind			

I know you, don't I? Worksheet 1b

ACTIVITY

Pairwork: speaking

AIM

To predict personal information about a partner and to find out how many predictions were right.

GRAMMAR AND FUNCTIONS

Question tags

VOCABULARY

Personal information

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in pairs.
- 2 Give one copy of the worksheet to each student in the class.
- 3 Ask the students to write their partner's name in the space provided at the top of the worksheet.
- 4 If the class already know one another, explain to the students that they are going to find out how well they know their partner. If this is a new class, explain that they are going to find out how intuitive they are.
- 5 Ask the students to circle or underline the alternative in each sentence which they think is true for their partner, *without asking their partner yet*.
- 6 When they have done that, the students should take it in turns to check whether their predictions were right. Encourage them to use question tags. They should ask and answer like this:
 Student A: *You haven't been to the cinema in the last two weeks, have you?*
 Student B: *Yes, I have actually.*
 Student A: *You like dancing, don't you?*
 Student B: *Yes, you're right, I like dancing very much.*
 The students should put a tick or a cross in the column provided next to each question depending on whether they have guessed correctly or not.
- 7 When the students have finished checking their predictions with their partner, they should add up their total number of right guesses and then read the score at the bottom of the worksheet.



**Guess the right information
about your partner.**

Partner's name

✓ = I was right

X = I was wrong

has/hasn't been to the cinema in the last
two weeks

likes/doesn't like dancing

has/hasn't bought a record/CD/cassette
in the last two weeks

did some/didn't do any physical
exercise yesterday

would/wouldn't like to live in a
foreign country

is/isn't a morning person

is/isn't a night bird

does/doesn't like cats

has/hasn't got a dog

would/wouldn't rather live in the country
than a big city

can/can't sing well

reads/doesn't read a newspaper
every day

How many guesses did you get right? Score one point for each

If you scored 0 to 6, you probably don't
know your partner very well, or not as
well as you thought.

If you got 6 to 12 right,
know your partner very
perhaps you made some

Family matters

Worksheet

2a

ACTIVITY

Whole class: speaking

AIM

To find out information about members of the class by asking and answering questions.

GRAMMAR AND FUNCTIONS

Asking for and giving information

Questions without a question word and with an auxiliary verb

VOCABULARY

Family relationships

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the cards out as indicated.

TIME

15 to 20 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class.
- 2 Tell the students that they are responsible for finding the answer to the question on their own card by speaking to everybody in the class or group. Make sure each student knows how to ask their question correctly.
- 3 Now ask the students to go round the class or group, asking and answering questions. Tell them that they can make notes on the back of their card if necessary.
- 4 When they have finished, they should sit down and take it in turns to report back to the class or group on what they found out during the activity.

FOLLOW-UP

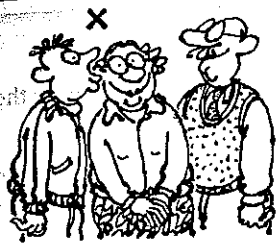
Ask the students to stay in their groups and to write the information they have gathered on a poster to be displayed in the classroom. For example:

In our group...

Only a few people kiss their parents every day.

Claudia and Stefano wish they had more brothers and sisters.

About half the people think they take after their father.



How many people
kiss their parents
every day?

FIND OUT



How many people
wish they had more
brothers and sisters?

FIND OUT



How many people
take after their father?

FIND OUT



How many people
want to have more
than two children?

FIND OUT



How many people
take after their
mother?

FIND OUT



How many people
have or would like to
have the same job as
one of their parents?

FIND OUT



How many people are
the oldest child in the
family?

FIND OUT



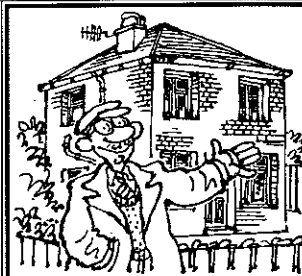
How many people are
the youngest brother
or sister in the family?

FIND OUT



How many people
think they'll get
married?

FIND OUT



How many people
still live in the house
where they were
born?

FIND OUT



How many people are
an aunt or an uncle?

FIND OUT



How many people
have grandparents
living with them?

FIND OUT

Spot the differences

Worksheet

26

ACTIVITY

Pairwork: speaking

AIM

To find ten differences between two pictures by asking and answering questions.

GRAMMAR AND FUNCTIONS

Asking and answering questions about a picture

The article

Describing position: *on the right/left, in the middle of the picture, in the background, in the foreground*

VOCABULARY

Airport

Gestures

Prepositions of place: *in front of, behind, next to*

PREPARATION

Make one copy of the worksheet for each pair of students in the class and cut the pictures out as indicated.

TIME

10 to 15 minutes

PROCEDURE

- 1 Ask the students to work in pairs, Student A and Student B. They should sit facing one another.
- 2 Give a copy of picture A to each Student A and a copy of picture B to each Student B. Tell the students not to show their own picture to their partner.
- 3 Tell the students that their partner's picture is almost identical to their own picture, but that there are ten differences.
- 4 Explain that they are going to try to find the ten differences by describing their pictures and asking and answering their partner's questions, not showing their pictures to one another.
- 5 When they have finished, check their answers. The differences are as follows:

Picture A

- 1 The man on the left is waving to somebody.
- 2 The two women in the middle are hugging.
- 3 The younger woman is wearing trousers.
- 4 The check-in desk is for departures to Argentina.
- 5 The woman on the right is in uniform.
- 6 She's smiling.
- 7 The person behind her is holding a suitcase.
- 8 There's a label for Bangkok on the suitcase.
- 9 In the background, there's a Japanese man bowing to somebody.
- 10 Next to him there's a woman looking at her watch and yawning.

Picture B

- 1 The man on the left is pointing to a plane taking off.
- 2 One of the women in the middle is kissing the other on the cheek.
- 3 The younger woman is wearing a skirt.
- 4 The check-in desk is for departures to the USA.
- 5 The woman on the right is not in uniform.
- 6 She's yawning.
- 7 The person behind her is kneeling down, looking inside an open suitcase.
- 8 The label on the suitcase is for Brussels.
- 9 In the background, there's a Japanese man shaking hands with someone.
- 10 The woman next to him is looking at her watch and frowning.

Lifestyle profiles Worksheets **3a** and **3b**

NOTE: Use Worksheets 3a and 3b for this activity.

ACTIVITY

Pairwork: writing

Whole class: speaking

AIM

To write a character profile for a person and to match it to a picture of a person.

GRAMMAR AND FUNCTIONS

Present tenses

VOCABULARY

Personal information

Routine activities

Likes and dislikes

Character adjectives

PREPARATION

Make one copy of Worksheets 3a (people) and 3b (chart) for each pair of students in the class.

TIME

40 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups.
- 2 Ask the students to work in pairs.
- 3 Give one copy of Worksheet 3a (people) and Worksheet 3b (chart) to each pair of students.
- 4 Ask them to choose one picture of a person on Worksheet 3a (people) *without letting the other students in their group know which person they have chosen*.
- 5 Ask them to invent details to complete Worksheet 3b (chart) for the person they have chosen.
- 6 When they have done that, pairs of students should take it in turns to read out their profile to the class or group who guess which person the profile refers to.

OPTION

Replace the pictures of people in Worksheet 3a with five or six photos of real people. Ask the students to write a profile for each of the people in the photos. When they have done that, compare their profiles and then tell them the real facts about the people.

People



Chart

Name _____ Age _____

Present address (town/city) _____

Occupation _____

Interests _____

Currently reading _____

Usual holiday destination _____

Dress _____
_____Personality _____

_____Dislikes _____

Men and women are from different planets

Worksheet

3c

ACTIVITY

Groupwork: speaking

AIM

To read statements and discuss them.

GRAMMAR AND FUNCTIONS

Agreeing and disagreeing with opinions

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

30 to 40 minutes

PROCEDURE

NOTE: This activity is not designed to reinforce gender stereotypes but to act as a springboard for discussion.

- 1 Give one copy of the worksheet to each student in the class.
- 2 Ask them to read the statements and to put a number in the column marked 'Your opinion' according to the scale at the top of the worksheet.
- 3 When they have done this, read out the first statement and ask if anybody agrees strongly or disagrees strongly. Ask them to explain why.
- 4 Now ask the students to work in groups of three to five. They should take it in turns to read out a statement from the worksheet and discuss it with the other members of the group, giving reasons for their opinions.
- 5 When the students have finished discussing the statements, ask the class which statements caused most disagreement.

Men and women are from different planets



1 = agree strongly 2 = agree
3 = it depends 4 = disagree
5 = disagree strongly

Your
opinion

Men are better drivers than women.

Women are more faithful in relationships.

Girls usually mature more quickly than boys.

Women are inefficient in the business world because they tend to be too emotional.

Men and women are born with identical natural abilities.

Nature has given women so much power that the law has very wisely given them little.

Men find it difficult to express their emotions except when their football team scores a goal.

If more women were in positions of power, there would be fewer wars in the world.

It is more important for women to take care of their appearance than it is for men.

Men are from Mars and women are from Venus.

*Things to do, places to visit***ACTIVITY**

Whole class: speaking

Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking and answering questions about plans.

GRAMMAR AND FUNCTIONS

Talking about the future: *going to* for an intention and a definite arrangement, present continuous for a definite arrangement, *will* for a decision taken at the moment of speaking

Making suggestions and responding to them

VOCABULARY

Places of interest in a town

Leisure activities

PREPARATION

Make one copy of the worksheet for each group of up to eight students. Cut the worksheet up into cards, being careful to cut and fold as indicated. You will need to keep one card for yourself to demonstrate this activity.

TIME

15 minutes

PROCEDURE

- 1 If there are more than eight students in the class, divide them into groups. Give one folded picture card to each student in the class. Keep one for yourself.
- 2 Make sure each student knows how to say the leisure activities shown in the pictures on their card.
- 3 Tell the students that they are going to ask and answer questions using the pictures on their cards as prompts. Write an example dialogue on the board, indicating the part of the dialogue to be supplied by the pictures on the card. For example:

Student A: *We're going to an art exhibition this afternoon. Will you join us?*

Student B: *I'd love to but I'm afraid I'm going ice-skating.*

or

Student A: *Let's go to an art exhibition this afternoon.*

Student B: *I'm sorry, I'm going ice-skating.*

- 4 Demonstrate the activity with individual students using the folded card you kept for yourself. Tell the students to hold their folded cards so that one picture is facing them and the other is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their pictures as prompts.
- 5 Now ask the students to go round the class or group and repeat the dialogue with as many different partners as possible, using their pictures as prompts.
- 6 When the students have finished, ask them to exchange cards and repeat the activity.

OPTION

- 1 Cut the cards in half along the fold lines and ask the students to use them as single-sided mill drill cards. Give each student one picture card and ask them to follow the instructions for a mill drill, repeating the following dialogue:

Student A: *How about going to an art exhibition this afternoon?*

Student B: *That's a great idea.*

- 2 Extend the activity by asking half the students to put a tick on the back of their card and the other half to put a cross. Now ask them to follow the instructions for a mill drill, repeating the following dialogue:

Student A: *Why don't we go to an art exhibition this afternoon?*

Student B: (if there is a tick on the back of Student A's card) *Yes, that would be great.*

(if there is a cross on the back of Student A's card) *I'm afraid I'm busy this afternoon.*

- 3 The activity can be extended further by asking the students to write an excuse on the back of their mill drill card. For example, *going to the dentist, doing my homework, babysitting*, etc. Then ask the students to follow the instructions for a mill drill, repeating the following dialogue:

Student A: *We could go to an art exhibition this afternoon.*

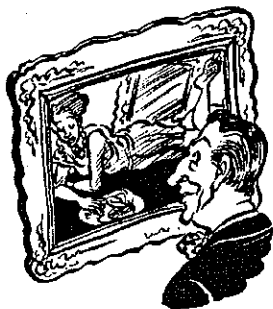
Student B: *I'm afraid I'm going to the dentist.*

fold



fold

art exhibition



ice-skating

a meal in
a restaurant

cinema



theatre

meet friends
for a drinka walk in the
country

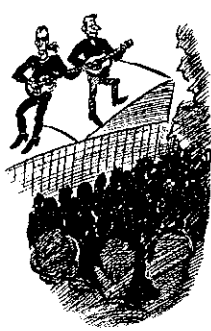
shopping



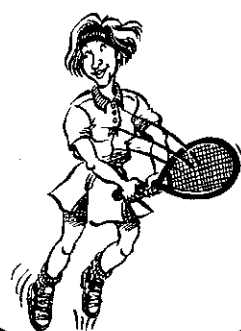
disco



rock concert

watch a
football match

play tennis

watch a video
at home

a party



swimming



museum

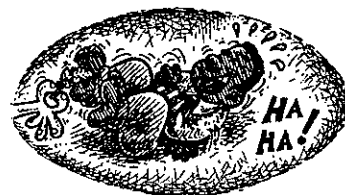


...gets up early.



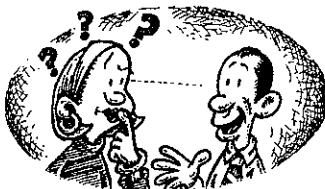
NAME _____

...knows what ticklish means.



NAME _____

...remembers faces
but forgets names.



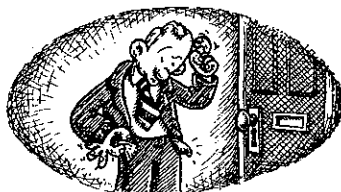
NAME _____

...can choose
a good melon.



NAME _____

...is always losing
their keys.



NAME _____

...is reading an
excellent book at
the moment.



NAME _____

...has decided where
they are going for
their next holiday.



NAME _____

...always makes
decisions at
the last minute.



NAME _____

...likes the same
music as you.



NAME _____

...thinks they'll
be famous
one day.



NAME _____

...wishes they were
older.



NAME _____

...is always worrying
about something.



NAME _____

Find someone who...

Worksheet Progress check

1-4a

ACTIVITY

Whole class: speaking

AIM

To ask and answer questions and to complete a chart.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 1-4

Questions with and without a question word

Present tenses

Talking about the future

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

15 to 20 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Explain that they are going to transform the statements on their worksheet into questions and then go round the class asking one another the questions.
- 3 When they find someone who answers *yes* to a question, they put that person's name in the space provided. It is important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible.
- 4 When one student has found a name for each of the statements on the worksheet, stop the activity.
- 5 As a follow-up, ask the students to say which statements were difficult to put a name to and which were easy.

Whose life is it? Worksheet

4b

ACTIVITY

Whole class: writing, reading

AIM

To fill in a questionnaire anonymously.

To read questionnaires completed by other members of the class and to guess who wrote them.

GRAMMAR AND FUNCTIONS

Talking about the future

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each student in the class and number them in the spaces provided at the top of the worksheets. If there are more than 12 students in the class, divide them into groups of up to 12 and number them according to the number of students in the group. For example, if there is one group of 11 and one group of 10, number the first group's questionnaires 1 to 11 and the second group's 1 to 10. When you have done that, mix up the questionnaires for each group so that they are no longer in numerical order.

TIME

30 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups.
- 2 Give one copy of the worksheet to each student in the class in random order. Tell the students to hide their number from the other members of the class or group.
- 3 Ask the students to complete the questionnaire by writing their answers to the questions in the spaces provided. They should not write their names on their questionnaires but should remember their own numbers.
- 4 When they have done that, ask one member of the class or group to collect the completed questionnaires and mix them up.
- 5 Display the completed questionnaires and ask the students to read them and guess which member of the class or group wrote each one. They should write down their answers on a piece of paper.
- 6 When they have done that, ask the students to find out whether they have guessed correctly.

Number _____

What were you doing five years ago?



What do you think you'll be doing in 15 years' time?



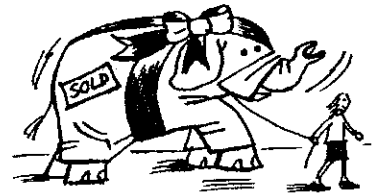
Where are you going after this lesson?



Name one thing you'll probably buy today.



Name one thing you're definitely not going to buy today.



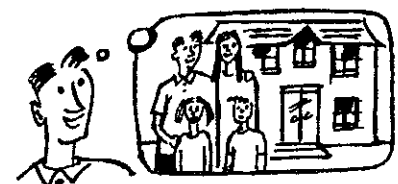
Name one thing you'll probably eat today.



Name one thing you're definitely not going to eat today.



What is your biggest hope for the future?



Get a line

Worksheets Progress check

1-4b

and

1-4c

NOTE: Use Worksheets 1-4b and 1-4c for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a game of noughts and crosses by answering language questions correctly.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 1-4

VOCABULARY

General

PREPARATION

Make a copy of Worksheets 1-4b and 1-4c for each group of up to 11 students in the class.

If you are using this Resource Pack to supplement a course other than *Reward* Upper-intermediate Student's Book, you can prepare additional revision questions that are relevant for your class.**TIME**

30 minutes

PROCEDURE

- 1 Draw a noughts and crosses grid on the board and ask a student to come to the board to play a game with you. When one of you has got a line of noughts or crosses, rub out the noughts and crosses on the grid and write the headings in the boxes as shown:

SPELLING	VERBS	PRONUNCIATION
ARTICLES	CHOOSE A CATEGORY	GESTURES
QUESTIONS	TAGS	ODD WORD OUT

- 3 Explain to the students that they are going to play the same game, but that they can only put a nought or cross on the grid if they answer a question correctly.
- 4 Ask the students to work in groups of up to 11 students and to divide their groups into two teams and a referee. If possible, the referee should be a student with good pronunciation.
- 5 Give one copy of Worksheets 1-4b and 1-4c to the referee in each group - they should keep the questions and answers hidden.
- 6 Ask the referees to draw a noughts and crosses grid on a piece of paper.
- 7 Teams decide whether they are noughts or crosses.
- 8 Before they start playing, explain how to play using the instructions below. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 9 The students are ready to play the game. While they are playing, go round to each group and check that they are playing correctly. The referees may need some help with the 'Pronunciation' and 'Questions' categories.

HOW TO PLAY THE GAME

- 1 The referee tosses a coin to decide which team starts the game.
- 2 Team A choose a category from the grid on the board.
- 3 The referee reads out a question from the corresponding category and team members have 30 seconds to discuss the answer.
- 4 If they give the correct answer, the referee puts a nought or a cross in the corresponding box on the grid.
- 5 Team B choose a category from the grid on the board and answer a question as above.
- 6 When a team gets a line of noughts or crosses, they score one point.
- 7 Play the game again. The team with the highest score are the winners.

GESTURES

What is the verb for the gesture or facial expression?

Referee: do the action.



Answers:

- 1 beckon 2 shake hands 3 nod 4 shake your head
5 shrug 6 yawn 7 wave 8 point 9 clap 10 frown
11 bow 12 wink

SPELLING

How do you spell?

Referee: say the word.

museum health science dictionary definitely
grateful laugh knitting scenery stroll schedule
colleague

PRONUNCIATION

What is the correct pronunciation?

Referee: write the word on the board.

- law advertisement lecture Russian friend
bow (the gesture) blow chess aisle (row of seats)
rhythm quiet

VERBS

Which is the appropriate verb form?

Referee: read the sentence twice, once with each alternative.

- 1 She's washing/She washes her hair every day.
- 2 I'm meeting/I meet them at eight o'clock tonight in the foyer.
- 3 I like/I'm liking seafood.
- 4 What does this word mean/is this word meaning?
- 5 He looks/is looking for a new job at the moment.
- 6 Who do they talk/are they talking to over there?
- 7 Where do you usually have/are you usually having lunch? ✓
- 8 I wish it is/it were Friday today.
- 9 If I get home early, I'm ringing/I'll ring you. ✓
- 10 I can't come out tonight because I'm babysitting/I'll babysit for my sister.
- 11 I am not agreeing/don't agree with you.
- 12 How do you usually get/are you usually getting to work?

Answers:

- 1 She washes 2 I'm meeting 3 I like 4 does this word mean 5 is looking 6 are they talking 7 do you usually have 8 it were 9 I'll ring 10 I'm babysitting 11 don't agree 12 do you usually get

QUESTIONS

Suggest a suitable question for these answers.

Referee: say the sentence.

- ✓ 1 I saw that film last year.
- 2 I stayed at home.
- 3 He's a cook.
- 4 I've been here for ten minutes.
- 5 I'm going to have ice-cream.
- 6 It leaves at 10 o'clock.
- 7 I'll probably go by bus.
- 8 No, I can't speak any foreign languages.
- 9 He's living with his brother.
- 10 I go to the gym every evening.
- 11 I'll probably look for a job.
- 12 I thought the acting was excellent.

Suggested answers:

- 1 When did you see that film?
- 2 What did you do/Where did you go (yesterday)?
- 3 What does he do?/What's his job?
- 4 How long have you been here?/Have you been here long?
- 5 What are you going to have (for dessert)?
- 6 What time does it leave?
- 7 Will you go by bus or train?/How will you get there?/How will you travel?
- 8 Can you speak Chinese?
- 9 Who's he living with?/Where's he living at the moment?
- 10 How often do you go to the gym?
- 11 What will you do now? What are you going to do?
- 12 What did you think of the film/play?

TAGS

Complete the sentence with a suitable tag.

Referee: say the incomplete sentence.

- 1 Let's meet in the foyer, ...
- 2 You enjoyed the guided tour, ... ✓
- 3 You've got an elder sister, ...
- 4 Give me the sugar, ...
- 5 There'll be plenty of time to book tickets, ...
- 6 Let's go for a stroll after dinner, ... ✓
- 7 You've been to this restaurant before, ... ✓
- 8 You're not going shopping today, ...
- 9 Hand me your dictionary, ...
- 10 You didn't see the match on television last night, ...
- 11 She isn't very friendly, ...
- 12 You'll be on time, ... ✓

Answers:

- | | |
|-------------------|-------------------|
| 1 ...shall we? | 7 ...haven't you? |
| 2 ...didn't you? | 8 ...are you? |
| 3 ...haven't you? | 9 ...will you? |
| 4 ...will you? | 10 ...did you? |
| 5 ...won't there? | 11 ...is she? |
| 6 ...shall we? | 12 ...won't you? |

ARTICLES

Do you need *a* or *the* or – in the space?

Referee: say the sentence and say 'mmm' in the space.

- 1 She's _____ boss in this house.
- 2 He's _____ nicest person I know.
- 3 I like _____ romantic films.
- 4 I want to be _____ surgeon.
- 5 _____ film we saw last night was brilliant.
- 6 _____ carrots are good for you.
- 7 She's travelling around _____ Europe.
- 8 I've never been to _____ France.
- 9 I always notice _____ person's eyes.
- 10 I've had _____ lovely time.
- 11 He wants to study in _____ United States.
- 12 The author of that book is _____ teacher at my school.

Answers:

- 1 the 2 the 3 – 4 a 5 The 6 – 7 – 8 – 9 a 10 a
11 the 12 a

ODD WORD OUT

Which is the odd word out?

Referee: say the four words twice.

- 1 school college student university
- 2 golf yoga football tennis ✓
- 3 German Japan Italian American
- 4 lovely quiet guilty quickly ✓
- 5 pat clap yawn wave
- 6 baseball tennis chess boxing
- 7 pub restaurant snack café
- 8 stage row circle stalls
- 9 surfing fishing motor racing sailing
- 10 sister daughter nephew mother
- 11 pinch blow kiss grin
- 12 work travel food shop{}

Answers:

- 1 student (the other words are places)
- 2 yoga (the other words are competitive sports)
- 3 Japan (Japan is a country, the other words are nationalities)
- 4 quickly (quickly is an adverb, the other words are adjectives)
- 5 yawn (the other words are gestures using the hands)
- 6 baseball (the others can be played with two players)
- 7 snack (the other words are places)
- 8 stage (stage is for actors; the other places are for the audience)
- 9 motor racing (the other words are water sports)
- 10 nephew (the other words are female members of the family)
- 11 pinch (the other words are gestures using the mouth)
- 12 food (the other words can be used as verbs)

ACTIVITY

Groupwork: speaking

AIM

To play a board game by talking about given topics.

GRAMMAR AND FUNCTIONS

Present perfect simple to talk about an action which happened some time in the past. We are not interested in when the action took place

Present perfect continuous to talk about an action which began in the past and continues up to the present

Past simple to talk about an action which happened at a specific time in the past

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for every four to six students in the class. Provide dice and counters for each group.

TIME

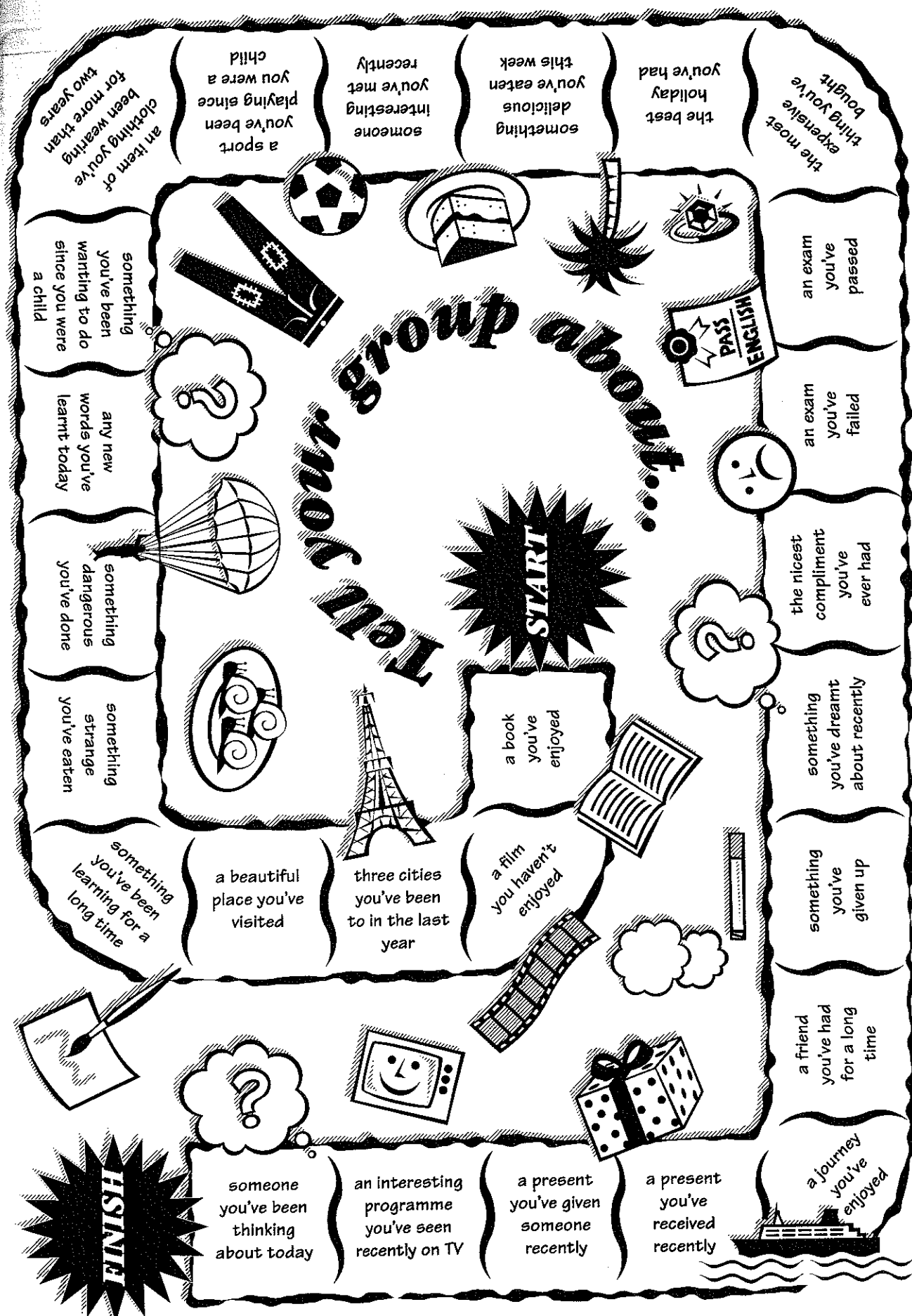
30 minutes

PROCEDURE

- 1 Ask the students to work in groups of four to six.
- 2 Give one game board, some counters and dice to each group.
- 3 Before the students start playing the game, explain how to play using the instructions below. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 4 It is important to remind the students that the topics on the game board are written in the present perfect form because they refer to unspecified times in the past. When a student refers to a specific time in the past, they will need to use the simple past form. For example, if the topic on the board is 'a book you've enjoyed', the player might say: *I've enjoyed a lot of books, but the last book I read was Like Water for Chocolate. I thought it was brilliant.* If the topic on the board is 'something dangerous you've done' a student might say: *I've been snowboarding. I went to the Alps last year and tried snowboarding for the first time. It was good fun, but I fell over a lot.*
- 5 The students are ready to play the game. While they are playing, go round to each group and check that they are using the present perfect and past simple forms correctly.

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table.
- 2 All the players put their counters on the square marked START and throw the dice. The first player to throw a six starts the game.
- 3 Player A throws the dice and moves their counter along the board according to the number on the dice.
- 4 Player A then reads the topic on the square the counter has landed on and talks about it.
- 5 If a player has nothing to say on the topic they have landed on, they are allowed to pass and miss a turn, but they can only do this once in the game.
- 6 The game continues until the first player reaches the square marked FINISH.



What have you been up to?

ACTIVITY

Whole class: speaking

Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking and answering questions using cards as prompts.

GRAMMAR AND FUNCTIONS

Present perfect simple to talk about a past action which has a result in the present

Present perfect continuous to talk about actions and events which have been in progress up to the recent past and show their present results

VOCABULARY

General

PREPARATION


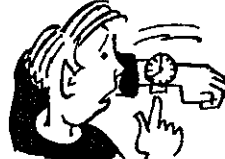







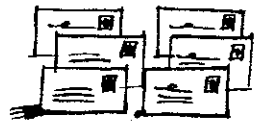











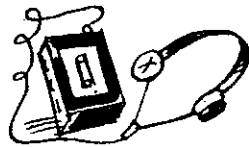


Make one copy of the worksheet for each group of up to 12 students. Cut the worksheet up into cards, being careful to cut and fold as indicated. You will need to keep one card for yourself to demonstrate this activity.

TIME

20 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups. Give one folded card to each student in the class. Keep one for yourself.
- 2 Make sure each student knows what question to ask according to the picture and word prompt on their card.
- 3 Tell the students that they are going to ask and answer questions using the pictures and words on their cards as prompts. Write an example dialogue on the board, indicating the part of the dialogue to be supplied by the pictures and words on the card. For example:
Student A: *Why are you angry?*
Student B: *I've been waiting for you since 6 o'clock!*
Student A: *Why do you look sleepy?*
Student B: *I've been out every evening this week.*
- 4 Demonstrate the activity with individual students using the card you kept for yourself. Tell the students to hold their cards so that the question prompt is facing them and the answer prompt is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using the pictures and words on their cards as prompts.
- 5 Now ask the students to go round the class or group holding their cards up as described in procedure point 4, and repeat the dialogue with as many different partners as possible, using their cards as prompts.
- 6 When the students have finished, ask them to exchange cards and repeat the activity.

 Why/be/angry?	 wait/for you since 6 o'clock	 Why/look/sleepy?	 go out/every evening this week
 Why/be/hungry?	 not/eat/all day	 Why/be/upset?	 just fail/driving test
 Why/look/pleased with yourself?	 write/six important letters today	 Why/not/be/hungry?	 just eat/a packet of biscuits
 Why/look/happy?	 just book/a holiday	 Why/look/pale?	 have/stomachache all afternoon
 Why/look/exhausted?	 work/since 7 o'clock this morning	 Why/look/worried?	 just hear/some bad news
 Why/look/ relaxed?	 listen/classical music	 Why/look/well?	 just come back/ from holiday

It made my day!

Worksheet

6a

ACTIVITY

Whole class: writing, reading, speaking

AIM

To create a story by completing sentences and inventing details.

GRAMMAR AND FUNCTIONS

Past tenses: describing a sequence of events in the past

Describing a place

Describing a person

VOCABULARY

Description of a place

Description of a person

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

30 minutes

PROCEDURE

- 1 If there are more than 15 students in the class, divide them into groups. It is easier if the class or groups are seated in a circle or semi-circle, but this is not essential.
- 2 Tell the students that they are going to write a story by completing sentences and following instructions on their worksheet. Point out that the story ends with the words at the bottom of the worksheet: *It made my day!* and explain what this means if necessary.
- 3 Give one copy of the worksheet to each student in the class and ask them to describe their favourite restaurant in the space provided. Tell the students that they can invent an imaginary place if they like.
- 4 When they have done that, ask them to fold their piece of paper to the back so that what they have written is hidden and the next unfinished sentence and instruction, 'I was feeling relaxed because, before going out, I had ... (SAY WHAT YOU HAD DONE)', is visible. They should then give their piece of paper to the student on their left.
- 5 Ask the students to invent an appropriate ending to the sentence which is now at the top of the page on the piece of paper they have received.
- 6 When they have done that, ask them to fold it as before and give it to the student on their left.
- 7 Repeat the activity until all the sentences have been completed. Encourage the students to be as imaginative or as amusing as they like when they are inventing details.
- 8 When the last sentence has been completed, ask the students to open out the completed story they have received and read it. If there are any words or phrases that the students do not understand or think are incorrect, tell them to find the student who wrote them and ask them to explain or correct the word or phrase.
- 9 Vote for the most amusing or interesting story in the group or class.

Last Saturday evening, I went out to my favourite restaurant.

(DESCRIBE IT)

fold

I was feeling relaxed because, before going out, I had...

(SAY WHAT YOU HAD DONE)

fold

I was wearing... (DESCRIBE WHAT YOU WERE WEARING)

fold

*When I got there, I ordered... (WHAT DID YOU ORDER TO EAT
AND/OR DRINK?)*

fold

*After a while, I noticed a group of people at the next table.
(WHAT WERE THEY DOING?)*

fold

One of them looked particularly interesting. (DESCRIBE THE PERSON)

fold

*Just then, my friends arrived and we started chatting about... (WHAT DID
YOU TALK ABOUT?)*

fold

*I had forgotten the person at the next table, so I was surprised when
he/she tapped me on the shoulder and said... (WHAT DID THE
PERSON SAY?)*

It made my day!

I was going to, but... Worksheet **6b****ACTIVITY**

Groupwork: speaking

AIM

To invent sentences using picture cards as prompts.

GRAMMAR AND FUNCTIONS

Past continuous to talk about something that was in progress
at a specific time in the past, or when something else
happened

Past simple to talk about the second action
Describing a change of plan

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of four to six
students in the class and cut it up as indicated, keeping sets of
A pictures separate from sets of B pictures.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in groups of four to six.
- 2 Give one set of A pictures and one set of B pictures to each group of students in the class.
- 3 Ask the students to spread out the two piles of pictures face down on different sides of the desk. Tell them that they are going to take it in turns to pick up an A picture and a B picture and make a sentence using the pictures as prompts. Their sentences can be as imaginative or as amusing as they like, provided they are grammatically correct.
- 4 Write example sentences on the board, indicating which pictures you are using as prompts. For example:
I was playing tennis when a dog ran off with my ball.
I was doing the housework when a plane landed in my garden.
- 5 Now ask the students to take it in turns to pick up a picture from each pile at random and make up a sentence using the pictures as prompts. The other students in the group can challenge a student if they think a sentence is incorrect. If the group agrees that a sentence is correct, the student can keep the two picture cards and another student in the group repeats the activity.
- 6 Students continue in this way until all the cards have been used up. The winner is the student with most cards. If students have the same number of cards, they should vote for the most amusing or interesting sentence.

OPTION

Follow the same procedure to practise different combinations of tenses. For example:

I was going to play tennis, but I had to take my dog to the vet.

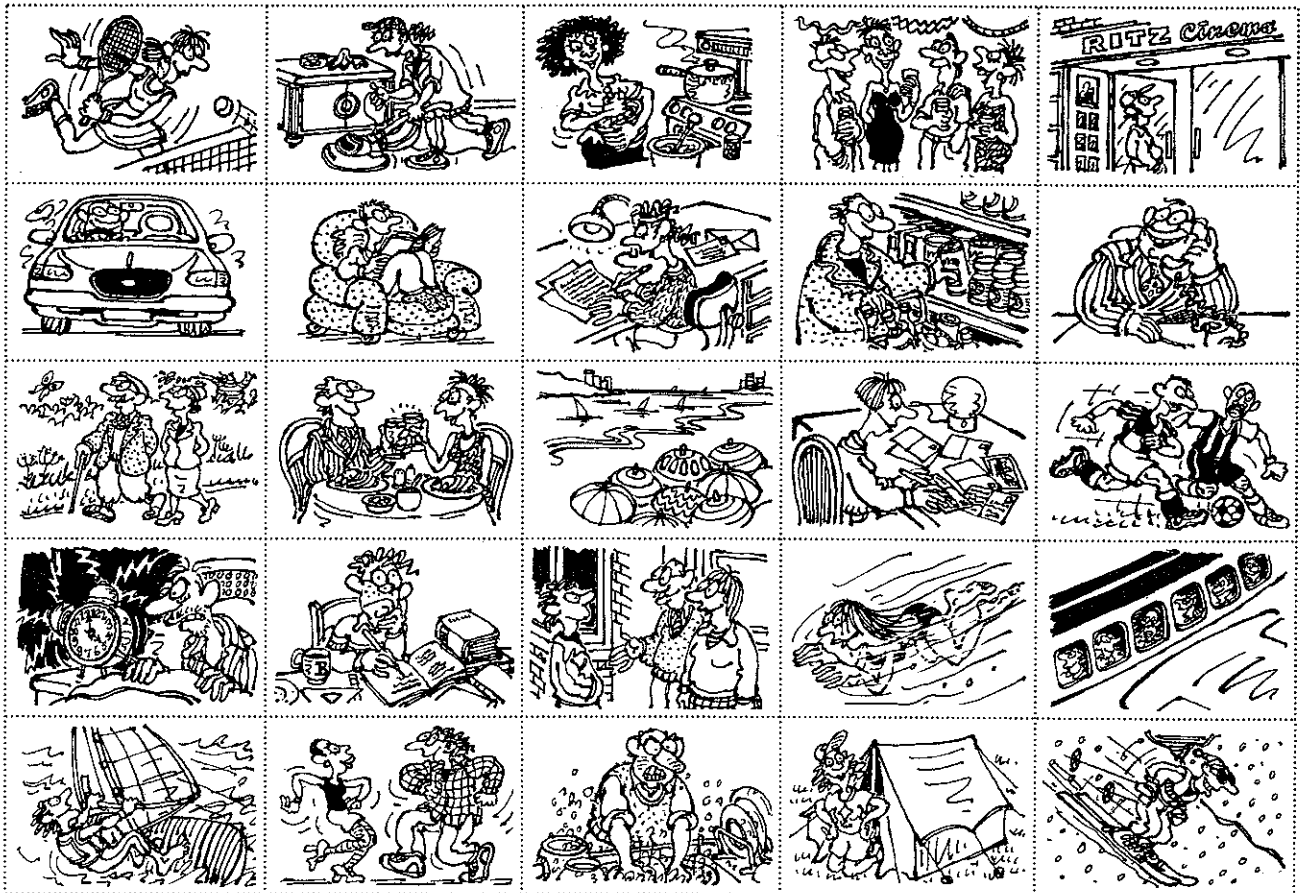
I was going to do the housework, but I bought an air ticket and flew to Florida instead.

or

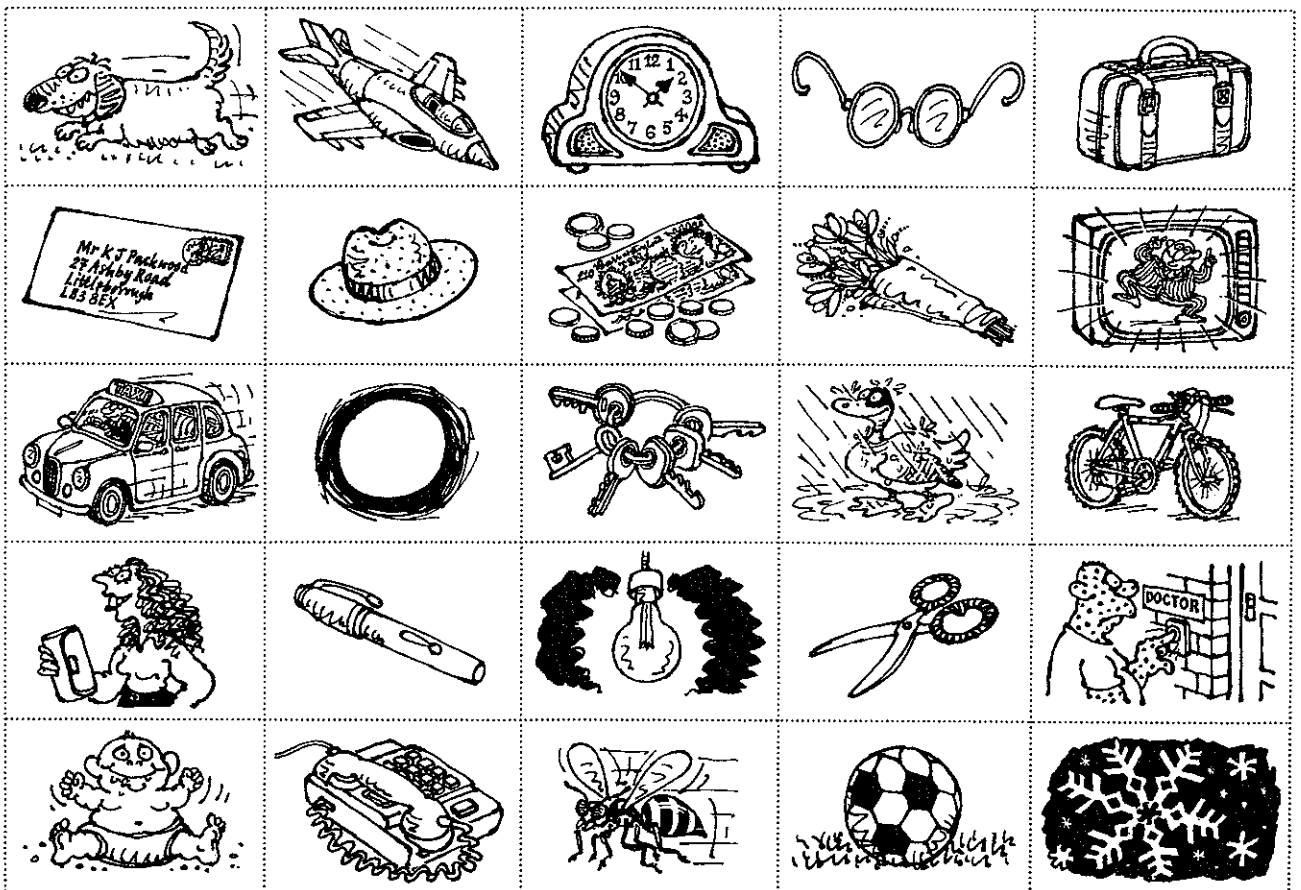
As I was playing tennis, a dog was trying to catch the ball.

As I was doing the housework, I was dreaming of flying to Florida for a holiday.

A



B



Dream destinations Worksheet

7a

ACTIVITY

Pairwork: speaking, writing

AIM

To find the person who has the other half of your picture by describing your own picture.
To write a description of a place.

GRAMMAR AND FUNCTIONS

Describing places

VOCABULARY

Geographical features

PREPARATION

Make one copy of the worksheet for each group of up to 12 students in the class and cut the pictures out as indicated. Now cut the pictures in half. Make one copy of the worksheet for each pair of students in the class, but this time keep the worksheet intact.

TIME

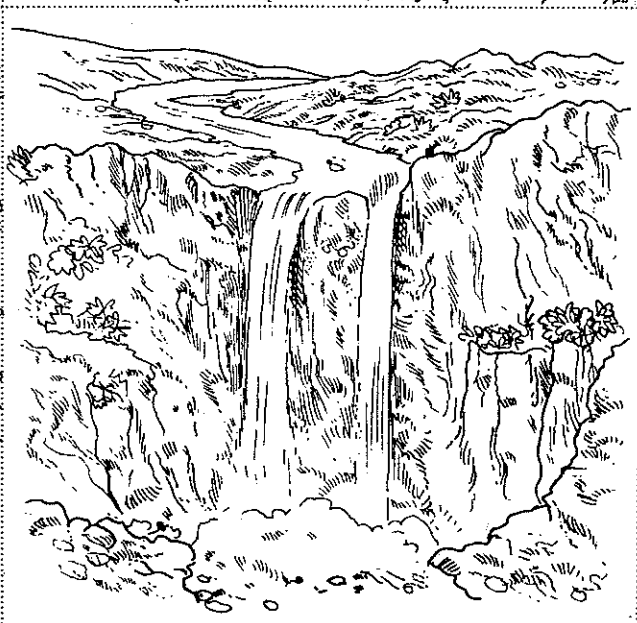
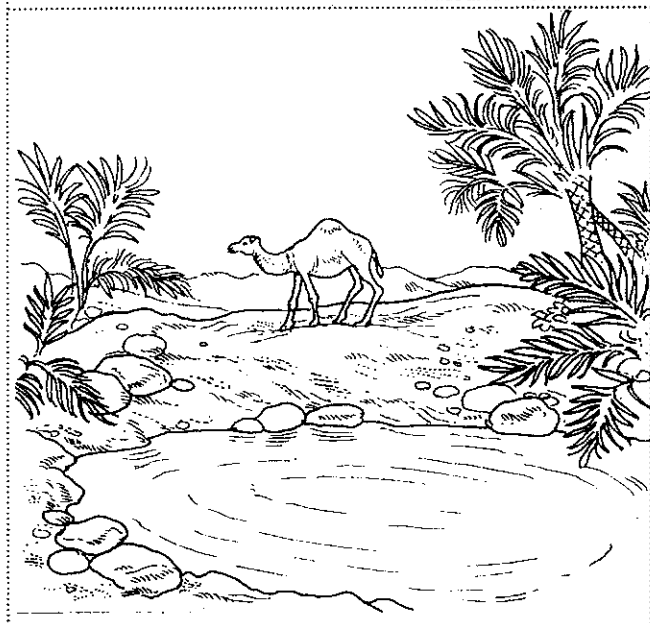
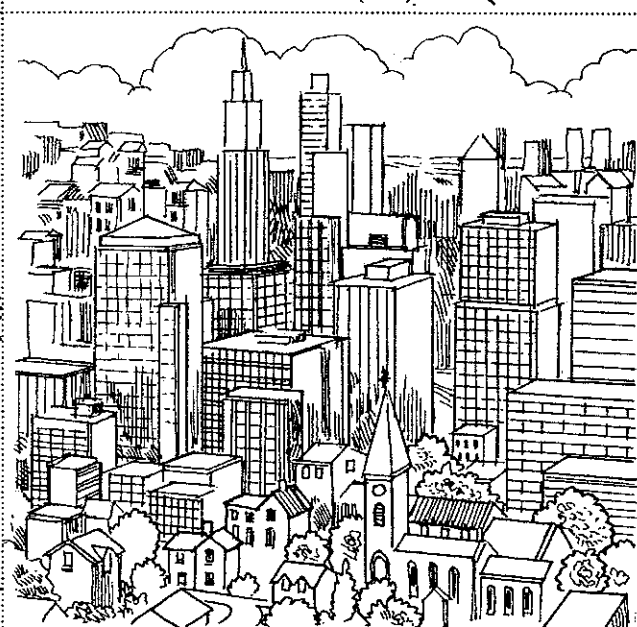
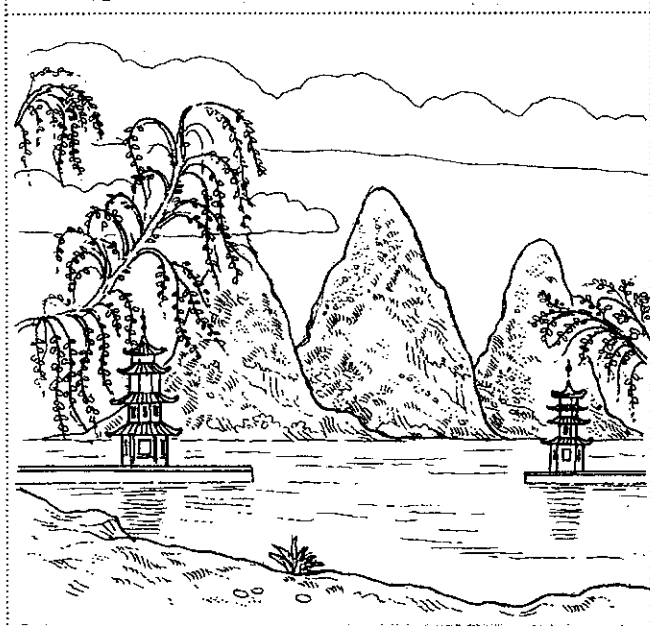
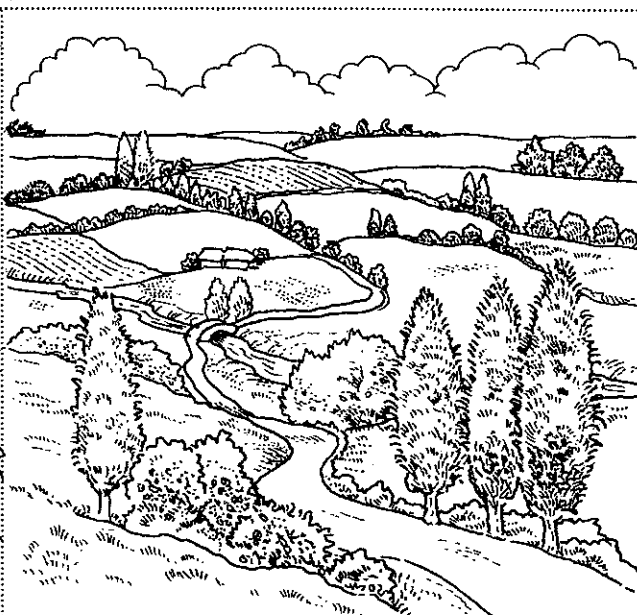
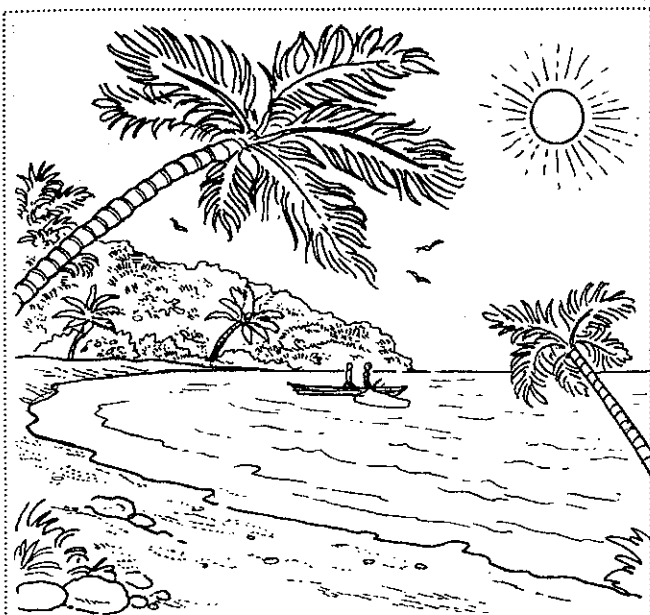
40 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups of even numbers.
- 2 Make sure you have one picture cut in half for each pair of students in the class or group and shuffle them.
- 3 Give each student in the class one half of a picture and tell them not to show it to anyone else.
- 4 Ask the students to stand up and go around the class or group, asking and answering questions about their pictures until they find the student who has the other half of their own picture. This is their partner for the next part of the activity.
- 5 Ask the students to sit down with their partner and to imagine that they are on holiday in the place in their picture. Tell them that this is the view from their holiday accommodation.
- 6 Ask them to write a description of the view on a piece of paper. Encourage them to invent additional details which may be beyond the edges of their picture.
- 7 When they have finished writing their descriptions, give each pair of students a copy of the intact worksheet.
- 8 Ask the students to exchange their description with another pair of students, without saying which picture it refers to. They should read the description they have received and match it to one of the pictures on the intact worksheet. If there are any words or phrases that the students do not understand or think are incorrect, tell them to ask the students who wrote them to explain or correct the word or phrase. They should also check that they have matched the description with the correct picture.
- 9 Repeat procedure point 8 until each pair of students has matched a description to each picture on the worksheet.

FOLLOW-UP

- 1 Ask the students to work in groups of four to six.
- 2 Give one copy of the worksheet to each group of students.
- 3 Ask them to discuss which place they would choose as: a place to live, a family holiday destination, a romantic holiday destination, a place which would inspire them to write or paint.
- 4 They should come to a group decision and then report back to the rest of the class.



ACTIVITY

Groupwork: writing, speaking

AIM

To write a description of a picture.

To listen to the description of a picture and draw it.

GRAMMAR AND FUNCTIONS

Describing a place

Describing the position of features in a landscape

VOCABULARY

Features of a landscape

PREPARATION

Make one copy of the worksheet for every eight students in the class and cut the pictures out as indicated. The pictures are not numbered on the worksheet to avoid easy recognition in the guessing stage of the activity, but they will be referred to in the procedure notes as pictures 1 to 4.

TIME

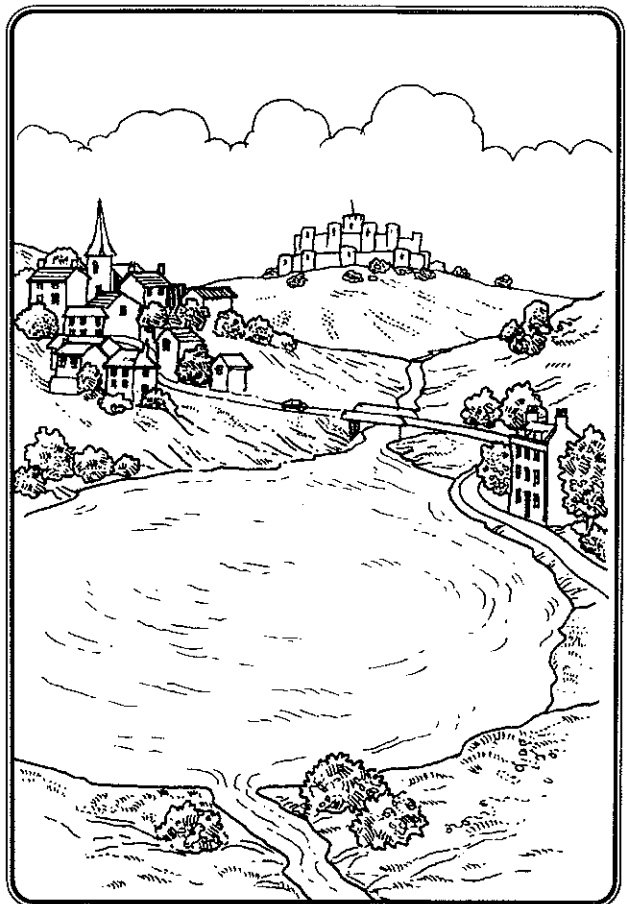
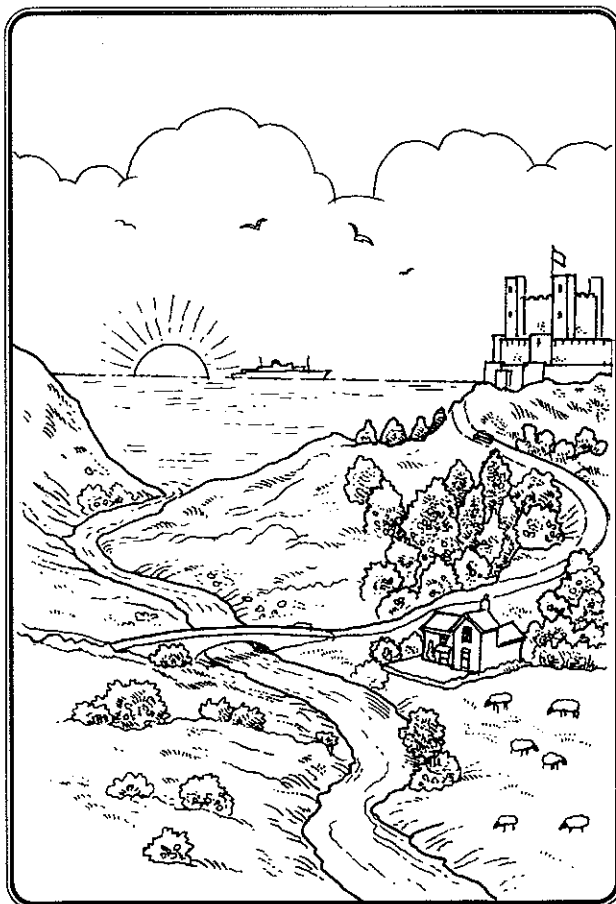
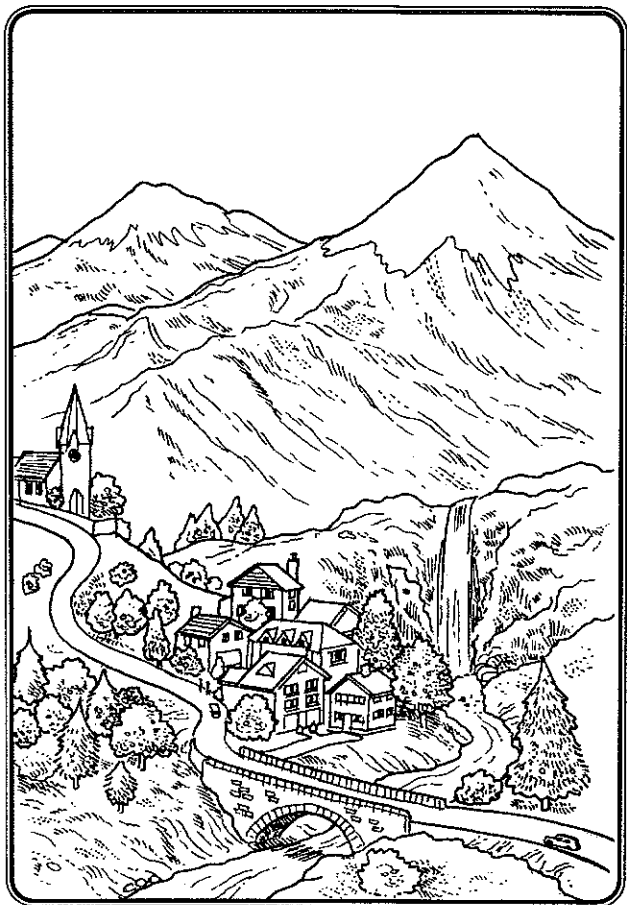
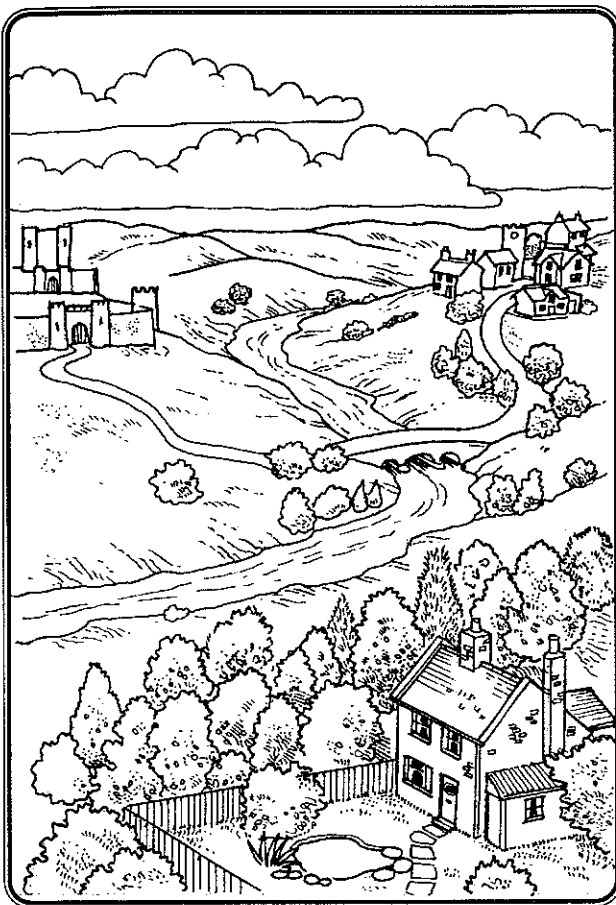
40 to 50 minutes

PROCEDURE

- 1 Tell the students that you are going to describe a simple picture and that they should draw it. Read out the following instructions, pausing for the students to draw and repeating if necessary:

In the middle of the picture there's a house with trees on either side of it. In front of the house, there's a garden which is surrounded by a fence. There's a gate in the foreground and a path leads from the house to the gate. There are rolling hills in the distance and you can see sheep grazing in the fields behind the house.

- 2 Now ask the students to describe the same picture to you and draw it on the board following their instructions.
 - 3 Explain that they are going to describe a landscape and draw three other landscapes by listening to one another's descriptions. First they are going to prepare a description of their own landscape.
 - 4 Divide the students into groups A, B, C and D and ask them to work with a partner from the same group.
 - 5 Give each pair of students in Group A a copy of picture 1, each pair of students in Group B a copy of picture 2, each pair of students in Group C a copy of picture 3 and each pair of students in Group D a copy of picture 4. Ask them not to show their picture to students in other groups.
 - 6 Ask the students to write a description of their picture. Pairs of students should work together, but all students should write down the description of their picture.
 - 7 When they have finished writing their descriptions, ask them to give you back the pictures.
 - 8 For the next part of the activity, students work in groups of four. Each group consists of one Student A, one Student B, one Student C and one Student D.
 - 9 Students take it in turns to read out their description while the other students in the group draw the landscape.
 - 10 When they have finished describing and drawing, give each group a copy of the four pictures and ask them to try to match the three pictures which they haven't seen before with the landscapes they have drawn.
- NOTE: Some students may be worried because they are not good at drawing so you will need to reassure them that they will not be judged on their artistic ability.



Something strange happened on the way to...

Worksheet

8a

ACTIVITY

Groupwork: writing

AIM

To create a story by inventing answers to questions and writing them down.

GRAMMAR AND FUNCTIONS

Narrative tenses

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for every three or four students in the class.

TIME

30 to 40 minutes

PROCEDURE

- 1 Ask the students to work in groups of three or four.
- 2 Tell them that they are going to write a story about something strange which happened on a journey by imagining answers to some questions.
- 3 Ask each group to appoint a secretary to do the writing.
- 4 Give a copy of the worksheet to each group and ask them to write their answers in the spaces, inventing details. Encourage the students to be as imaginative or as amusing as they like.
- 5 When they have finished writing their story, ask the students to give it to another group who read it and correct any mistakes they find, then give it back to the group who wrote it.
- 6 Ask one student from each group to read their own story aloud to the class or pin the stories up around the classroom for the other students to read. The class could then vote for the best story.
- 7 You can now continue the activity using Worksheet 8b which tells the story corresponding to the questions in Worksheet 8a.

Something strange happened on the way to ...



Who was in the car that night and where were they going?

What strange sight did they see on the road?

What happened to their car?

What strange smell did they notice?

How did they feel and what did they do?

What did the police do?

Was there an explanation?



Encounters of a spooky kind

ACTIVITY

Pairwork: speaking, writing
Mutual dictation

AIM

To dictate part of a story and to write down what your partner dictates to you.

GRAMMAR AND FUNCTIONS

Participle clauses for dramatic effect

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each pair of students in the class. Cut out sections A and B as indicated.

TIME

15 to 20 minutes

PROCEDURE

- 1 Tell the students that they are going to read a story about something strange which happened on a journey. Point out that there is some information missing from the text that you are going to give them.
- 2 Ask the students to work in pairs of Student A and Student B.
- 3 Give one copy of text A to each Student A and one copy of text B to each Student B. Tell them not to show their part of the story to their partner. Explain that their partner has the part of the story which is missing from their own version.
- 4 Ask the students to take it in turns to dictate lines of the story and to write them down in the spaces provided on their worksheet.
- 5 When they have finished, ask them to compare completed texts which should be identical.



A

Mrs Knowles and her three sons were driving from Perth to Adelaide in the early hours one morning in 1988.

Suddenly, a strange light seemed to be on top of the car, sucking it up off the road before dropping it down again.

In a state of shock, they drove to the nearest town and reported the incident to the police.

Finally, the police agreed to inspect the car and when they did, they saw the dust, smelt the smell and also noticed some small dents in the roof of the car.

This story was quickly taken up by some people as proof of the presence of aliens on earth.

B

When she saw a light flashing on the road ahead, she slowed down thinking that it was a traffic signal.

Feeling terrified and out of control, the family noticed a black powder seeping inside their car and smelt a horrible stench.

Thinking that the woman must have been so tired that she was dreaming, the police gave her a cup of tea hoping to calm her down.

Meanwhile, a local lorry driver following the same route as Mrs Knowles confirmed that he had also seen the strange light in the distance.

Other people who prefer to believe in a scientific explanation have suggested that electrical forces in the atmosphere caused this and other similar incidents.

Are you experienced?

Worksheet Progress check

5-80

ACTIVITY

Whole class: reading

AIM

To read a list of life experiences and find out how experienced you are.

GRAMMAR AND FUNCTIONS

Present perfect simple to talk about actions which happened in the past when you are not interested in when the action took place

VOCABULARY

Life events

PREPARATION

Make one copy of the worksheet for each student in the class and cut off the 'What it means' section as indicated.

TIME

20 to 30 minutes

PROCEDURE

- 1 Tell the students that they are going to answer a questionnaire to find out how experienced they are.
- 2 Give each student in the class a copy of the worksheet without the 'What it means' section. Ask them to read the list of things on their worksheet and for each one which is true for them, they should circle the number next to it.
- 3 When they have done that, ask them to add up their total score.
- 4 Give the 'What it means' section to each student in the class and ask them to read the comment corresponding to their score.

OPTION

Ask the students to do the activity in pairs and to ask one another the questions.

For example:

Have you ever cried with happiness?

They then add up their partner's score and read out the corresponding comment on the 'What it means' section.

FOLLOW-UP

Ask the students to add their own ideas of what makes an experienced person.

Are you experienced?

*Is every day full of new things to try or have you done it all?
Here's a list of life experiences - all you have to do is add up your
points and see how you measure up.*

You've visited the following continents:

Asia **2** Africa **2** Australia **2** Americas **1** Antarctica **3**

You've cried with happiness.	2	You've written a poem for someone.	3
You've cried at a film.	1	You've sent your food back in a restaurant.	3
You've cried at a funeral.	4	You've worried that your life is going nowhere.	3
You've bought flowers for yourself.	2	You are good friends with an ex-boy/girlfriend.	3
You've bought your parents a meal.	3	You've caught a fish.	2
You've cooked your parents a meal.	4	You can use chopsticks.	2
You've been to the cinema alone.	3	You've been on a plane alone.	2
You've admitted that you snore.	2	You've lived alone.	3
You've been to the opera.	2	You've given a speech in public.	3
You've hitchhiked in a foreign country.	2	You've tried eating something you don't like.	2
You have at least one close friend of the opposite sex.	5	You've stopped smoking for good.	3
You've changed a baby's nappy.	2	You've never started smoking.	10
You've broken a bone.	2	You've thrown away all your childhood toys.	5
You've had stitches.	2	You've changed a car tyre.	3
You've served an ace.	1	You know how to change a plug.	1
You've written a romantic letter.	3	You can sew on a button.	2
You've apologised for something that wasn't your fault.	2	You've regretted having your hair cut.	1
You've grown a plant from a seed.	2	You can whistle a tune.	1
You've used an electric drill.	2	You can count up to ten in three languages.	2
You've bought an original work of art.	2	You've found a perfume or aftershave that suits you.	2
You've helped an old lady across the road.	2	You've answered all of the above questions truthfully.	10

WHAT IT MEANS

Over 90: You can die tomorrow knowing that you've done everything and you know everything.
80 to 90: An impressive score! You've nearly done it all.
70 to 80: You certainly haven't been wasting your time.
60 to 70: You still have plenty of new experiences to try.
50 to 60: Life must be fun for you - there's so much you haven't done yet.
under 50: Are you very young by any chance?

Descriptions

Worksheet Progress check

5-8b

ACTIVITY

Pairwork: writing, reading

AIM

To write a description of a place or a person using given words and expressions.

GRAMMAR AND FUNCTIONS

Describing a place

Describing a person

VOCABULARY

Adjectives of description

PREPARATION

Make one copy of the worksheet for every four students in the class and cut it in half as indicated.

Make one copy of the original texts on an overhead projector transparency (or one copy between two students if overhead projector facilities are not available).

TIME

45 minutes

PROCEDURE

- 1 Divide the class into Group A and Group B and ask the students to work with one or two students from the same group.

- 2 Tell the students that they are going to read two descriptions, one of a place and one of a person, written by different authors. But before they do that, they are going to use some of the words and phrases from the descriptions to write their own texts.
- 3 Give one copy of text A to each pair of students in Group A and one copy of text B to each pair of students in Group B. Explain that Group A are going to write descriptions of a place while Group B are going to write descriptions of a person.
- 4 Ask the students to complete their descriptions by using as many of the words and phrases on their worksheet as they like and in any order they like. Encourage them to use a dictionary and be on hand to offer help as this is quite a challenging activity.
- 5 When they have finished, ask each pair of students from Group A to exchange their worksheet with a pair of students from Group B.
- 6 Ask them to read the description they have received. If there are any words or phrases that the students do not understand or think are incorrect, tell them to ask the students who wrote the description to explain or correct the word or phrase.
- 7 Display the students' descriptions so that they can compare versions and vote for the best description of a place and the best description of a person.
- 8 Display the original texts on the overhead projector (or give out copies) so that the students can compare them with their own work.

OPTION

Instead of dividing the class into two groups for this activity, ask all students to write two descriptions, either in the same lesson or in different lessons.

ORIGINAL TEXTS

We reached South Trinidad Island two days later and moored the boat four miles away from the land. Birdie agreed that I hadn't exaggerated its sinister appearance. Then night fell and moonlight transformed it into a fairy castle, towers, turrets and battlements touched with silver.

At half past five in the morning when we sailed closer, the reality of the island was more dramatic. The mountains of volcanic rock, twisted into jagged shapes, rose steeply from the white surf. Though the day was clear, without a cloud, there was a veil of mist through which the mountain peak thrust upwards to meet the rosy dawn. A forest of dead trees covered the island, interspersed with ferns. The few sandy beaches, separated by cliffs of coal black rock, were covered in wreckage and alive with sea crabs.

Adapted from *The Birthday Boys* by Beryl Bainbridge

The Llandudno train was almost empty. I spent a little time watching the scenery, then pulled out my copy of *Kingdom by the Sea* by Theroux. As I was sitting there, minding my own business, a man in an anorak came by, looked at my book and sat down opposite me. He looked as if he was in his early sixties, with a shock of white hair and thick bushy eyebrows which rose in peaks like the tips of whipped meringues. 'Doesn't know his trains, you know', he said. 'Sorry?' I answered. 'Thoreau.' He nodded at my book and then sat there smiling as if he was trying to remember the last time he and I had had so much fun together. I gave a small nod of acknowledgement and returned my attention to my book. Then he reached across and pulled the book down with a crooked finger - an action I found deeply annoying. The next thing I knew, the book was on my lap and I was listening to the world's most boring man. He wasn't just a train spotter, but a train talker, a far more dangerous condition. I didn't actually listen to what he said. I found myself fascinated by his soaring eyebrows and by the discovery that he had an equally rich crop of nasal hair.

Adapted from *Notes From A Small Island* by Bill Bryson

Text A

We reached South Trinidad Island two days later and moored the boat four miles away from the land. Birdie agreed that I hadn't exaggerated its sinister appearance.

night fell dramatic touched with silver white surf sandy beaches
sinister appearance volcanic rock veil of mist coal black rock
fairy castle twisted into jagged shapes sea crabs
moonlight rosy dawn forest of dead trees mountain peak

Text B

The Llandudno train was almost empty. I spent a little time watching the scenery, then pulled out my copy of *Kingdom by the Sea* by Theroux. As I was sitting there minding my own business, a man in an anorak came by, looked at my book and sat down opposite me.

in his early 60s deeply annoying train spotter fascinated
a shock of white hair nodded book nasal hair
bushy eyebrows smiled on my lap
trains fun crooked finger world's most boring man

ACTIVITY

Whole class: speaking

AIM

To ask and answer questions and to complete a chart.

GRAMMAR AND FUNCTIONS

Talking about memories

Used to and *would* to talk about past habits and routines
which are now finished

VOCABULARY

School

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

15 to 20 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Explain that they are going to transform the statements on their worksheet into questions and then go round the class asking one another the questions.
- 3 When they find someone who answers *yes* to a question, they put that person's name next to the statement in the space provided. It is important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible.
- 4 When one student has found a name for each of the statements on the worksheet, stop the activity.
- 5 As a follow-up, ask the students to say which statements were difficult to put a name to and which were easy.

**FIND SOMEONE
WHO...**

NAME

...used to dream of becoming
a teacher when they were a
child.

...remembers how they felt
on their first day at school.

...has got a teacher in their
family.

...thinks it would be easy to
teach someone their own
language.

...thinks teachers used to be
stricter than they are now.

...remembers the name of
their favourite teacher.

...would often get into
trouble at school.

...thinks school uniforms are
a good idea.

...would sometimes play
truant.

...remembers something they
used to enjoy doing at
primary school.

...thinks teaching is a good
career.

...thinks they have changed a
lot since they were at
primary school.



ACTIVITY

Groupwork: writing, speaking

AIM

To guess what has happened to change people's lives by listening to sentences about their past life and how they are coping with the new situation.

GRAMMAR AND FUNCTIONS

Used to + infinitive to talk about past habits and routines which are now finished

Get used to + noun/-ing to mean *become accustomed to*

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for every four students in the class and cut it up as indicated.

TIME

30 to 40 minutes

PROCEDURE

- 1 Divide the class into Group A and Group B and ask the students to work in pairs with a student from the same group.
- 2 Tell the students that you are going to give them a list of situations where there have been recent changes in people's lives. They are going to imagine that they are those people and write sentences about some of the things which they used to do but don't do now, and also what they are having to get used to.
- 3 Give one copy of Situations A to each pair of students in Group A and one copy of Situations B to each pair of students in Group B. Tell the students not to show their list to a student from a different group.
- 4 Ask the students to complete the sentences in any way which is appropriate to the situations.
- 5 When they have done that, ask each pair of students from Group A to work with a pair of students from Group B.
- 6 Ask them to take it in turns to read out their sentences, without mentioning the situation, so that their partners can guess what has happened.

**Situations A****You've got married.**

I used to _____

I didn't use to _____

I'm getting used to _____

You've started your first job.

I used to _____

I didn't use to _____

I'm getting used to _____

You've won a large sum of money.

I used to _____

I didn't use to _____

I'm getting used to _____

You've become a famous musician.

I used to _____

I didn't use to _____

I'm getting used to _____

You've moved from the city to the country.

I used to _____

I didn't use to _____

I'm getting used to _____

You've given up smoking.

I used to _____

I didn't use to _____

I'm getting used to _____

Situations B**You've moved from the countryside to the capital of your country.**

I used to _____

I didn't use to _____

I'm getting used to _____

You've just retired.

I used to _____

I didn't use to _____

I'm getting used to _____

You and your partner have had a baby.

I used to _____

I didn't use to _____

I'm getting used to _____

You've passed your driving test.

I used to _____

I didn't use to _____

I'm getting used to _____

You've started a diet.

I used to _____

I didn't use to _____

I'm getting used to _____

You've moved to Britain.

I used to _____

I didn't use to _____

I'm getting used to _____

Alphabet game

Worksheets

10a

and

10b

NOTE: Use Worksheets 10a and 10b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a word game by following instructions and doing forfeits when the rules are broken.

GRAMMAR AND FUNCTIONS

Modal verbs

Talking about obligation: *must, have to*Talking about prohibition: *mustn't, can't*Talking about what you don't have to do: *needn't*

VOCABULARY

General

PREPARATION

Make one copy of Worksheet 10a (instructions) and one copy of Worksheet 10b (forfeits) for every six students in the class. Cut them out as indicated.

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to suggest any words beginning with the letter 'a'. Then ask them to say words beginning with 'b', then 'c', then 'd', etc. Explain that they are going to play a word game and that the object of the game is to take it in turns to say words beginning with different letters of the alphabet, in alphabetical order.
- 2 Ask the students to work in groups of six and, if possible, to sit in a circle in their groups.
- 3 Give one copy of the instruction cards and one copy of the forfeit cards to each group. Tell them to take one 'Word Pass' card and one 'Forfeit Pass' card each and then to put the instruction cards and the forfeit cards in two separate piles face down.
- 4 Before the students start playing the game, explain how to play. If you wish, you can photocopy the instructions below and distribute a copy to each group, or display a copy on the overhead projector.
- 5 The students are ready to play the game. While they are playing, go round to each group and check that they are playing correctly.

HOW TO PLAY THE GAME

- 1 Start the first round of the game. Player A turns over an instruction card from the top of the pile, reads it out to the rest of the group and puts it to the bottom of the pile. Player A then says a word beginning with the letter 'a', taking into account the rule on the instruction card.
- 2 If Player A's word is correct, the player to the left says a word beginning with the letter 'b', taking into account the same instruction.
- 3 Continue in a clockwise direction around the group until all the letters of the alphabet have been used up, or until someone makes a mistake.
- 4 If a player cannot think of a word without reasonable hesitation, or does not follow the instruction, they must take a forfeit card from the top of the pile and do the forfeit.
- 5 The player to their left then starts the next round of the game by turning over a new instruction card, reading it out to the rest of the group and putting it to the bottom of the pile. They then say a word beginning with 'a' according to the new instruction.
- 6 Players must not repeat words which have already been used in previous rounds of the game.
- 7 Players can use their 'Pass' cards at any point in the game to miss a turn or to avoid doing a forfeit, but they can only use them once.
- 8 Continue until you have played several rounds of the game.

Instructions



*The word must have more
than five letters.*

*The word mustn't end
with the letter 's'.*

*The word mustn't be
the name of a fruit or
vegetable.*

*The word must be an
adjective.*

*The word mustn't be
a verb.*

*The word must have
two or more syllables.*

The word must be a verb.

*The word must be
something you can see
from where you are
now.*

*The word mustn't be
a noun.*

*The word must be the
name of a town, city or
country.*

*The word must be
something you can eat or
drink.*

*The word mustn't be
an adjective.*

*The word must be a verb
in the simple past.*

*The word must be on
the theme of sport and
leisure.*

*The word must end
in -ly.*

WORD PASS

*You needn't say a
word.*

WORD PASS

*You needn't say a
word.*

WORD PASS

*You needn't say a
word.*

WORD PASS

*You needn't say a
word.*

WORD PASS

*You needn't say a
word.*

WORD PASS

*You needn't say a
word.*

Forfeits



*You have to walk
round the classroom
backwards.*

*You have to give
everybody in the group a
compliment.*

*You have to spell
your name backwards
without hesitating.*

*You have to balance a
coin on your nose for 10
seconds.*

*You have to stand up
and stay standing until
your next turn.*

*You have to sing a
few lines of your
favourite pop song.*

*You have to say
three things you're
good at.*

*You have to put your
hands on your head
until your next turn.*

*You have to hop
around the classroom.*

*You have to mime the
title of a film for the rest
of the group to guess.*

*You have to hum a
verse of your national
anthem.*

*You have to mime
one of your hobbies for
the rest of the group
to guess.*

*You have to describe
a famous person for
the rest of the group
to guess.*

*You have to tell the
group about something
you hate.*

*You have to tell the
group what you like
about the town
you're in.*

*You have to walk
around the room making
the noise of an animal of
your choice.*

*You have to tell the
group about your ideal
evening out.*

*You have to shake
hands with everyone in
the group.*

*You have to write
your name holding a
pen in your mouth.*

*You have to draw a
picture of your teacher.*

*You have to
describe someone in the
class for the rest of the
group to guess.*

FORFEIT PASS

*You needn't do a
forfeit.*

FORFEIT PASS

*You needn't do a
forfeit.*

FORFEIT PASS

*You needn't do a
forfeit.*

FORFEIT PASS

*You needn't do a
forfeit.*

FORFEIT PASS

*You needn't do a
forfeit.*

FORFEIT PASS

*You needn't do a
forfeit.*

What's your verdict?

Worksheet

10c

ACTIVITY

Groupwork: reading, speaking

AIM

To read court cases and say whether you think people are guilty or not guilty.

To guess the court's verdict.

GRAMMAR AND FUNCTIONS

Modal verbs

Talking about obligation: *must, have to, should, had to, should have*

Talking about prohibition: *mustn't, can't, shouldn't, shouldn't have*

Talking about what is right or wrong: *should, shouldn't, should have, shouldn't have*

Talking about what someone did, although it was unnecessary: *needn't have*

VOCABULARY

Crimes: law and order

PREPARATION

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

TIME

30 to 40 minutes

PROCEDURE

- 1 It is a good idea to introduce this activity by mentioning any well-known court cases in which many people's opinions were not necessarily in line with the court's final verdict.
- 2 Explain that the students are going to read about ten people who have been charged with different crimes and found guilty or not guilty. Before you tell them the court's verdict, they are going to decide what they think and also guess what the court's verdict was.
- 3 Ask the students to work in groups of three to five and give one worksheet to each group.
- 4 Tell the students to take it in turns to read out a case to the rest of their group and to write in their group's answers in the columns marked 'Your verdict' and 'Guess the court's verdict'.
- 5 When they have discussed the ten cases, compare the different groups' answers and tell them the court's verdict for each case.

ANSWERS

- 1 The court found Joe guilty, stating that there was no evidence that television was responsible for his inability to distinguish between right and wrong.
- 2 The court found Harry not guilty because Max should have checked the air conditioning for himself.
- 3 The court found James guilty of committing forgery.
- 4 The court found the police not guilty and stated that they pay for information all the time.
- 5 The court found the shop manager guilty and ordered him to pay the woman damages.
- 6 Yes, the court found Sally guilty of negligence.
- 7 No, the court ruled against a change of name, saying that they would have to accept all requests of this nature. For example, Jackson would become Jackchild and Manning would become Peopling.
- 8 Yes, the court ruled that the surgeon had broken his contract to improve Diana's appearance.
- 9 The court found the school not guilty of sexual discrimination. Although the law prohibits dismissal based on gender, it does not protect against discrimination against an effeminate appearance.
- 10 The court ruled against the newspaper because it needn't have agreed to print Margaret's advertisement.

	Your verdict	Guess the court's verdict
<p>1 Joe, a 15-year-old, broke into his neighbour's house, burgled the house, locked the eighty-year-old woman in her bathroom and escaped in her car. At the trial, the defence pleaded not guilty to the charges with the reason of temporary insanity caused by Joe watching too much television. He watched more than six hours a day, loved crime programmes and had just watched a film which contained scenes similar to the crime he had committed.</p> <p>Was Joe GUILTY or NOT GUILTY of burglary and false imprisonment?</p>		
<p>2 Max went to a second-hand car dealer named Harry and told him that he only wanted a car that had air conditioning. Harry said OK and pointed out a car. Max took the car for a test drive and then bought it without checking to see if it had air conditioning. When he got the car home, he discovered that the knob marked 'air' was for ventilation only. Max sued Harry for fraud and demanded compensation.</p> <p>Was Harry GUILTY or NOT GUILTY of fraud?</p>		
<p>3 James had been unemployed for over two years and needed a new suit to wear at job interviews. However, he did not have enough money. He happened to have the same name as the richest man in town, so he went to a tailor's and put a new suit on the other man's account, simply by signing his own name. He was charged with forgery, but he argued that he had not forged anyone's signature by signing his own name.</p> <p>Was James GUILTY or NOT GUILTY of forgery?</p>		
<p>4 Police began searching a suspected thief's home but couldn't find any of the stolen goods they were looking for. During the search, a police officer secretly took aside the thief's five-year-old son and said he would pay him five dollars if he showed him where the stolen goods were hidden. The boy accepted the money and took the police to the hiding place. When the police charged the boy's mother with burglary, she stated that the stolen goods should not be used as evidence and accused the policeman of bribing her child.</p> <p>Were the police GUILTY or NOT GUILTY of bribery?</p>		
<p>5 The manager of a shop was informed by a customer that a woman had taken something off a shelf and put it in her bag without paying for it. When he investigated, the manager saw articles similar to those on sale in the shop in the woman's clear plastic bag. At the cash-desk, the manager accused her of shoplifting. However, when the woman emptied her bag and the manager saw that she possessed no stolen items, he apologised. She pressed charges against him for slander.</p> <p>Was the shop manager GUILTY or NOT GUILTY of slander?</p>		
<p>6 Sally reversed her car out of her drive and accidentally ran over her flat-mate's dog which was sleeping in the car's path. The dog was badly injured and had to be treated by a vet. Sally's flat-mate Jane sued her for \$1000 in damages to compensate for the vet's fee. Jane argued that Sally had driven without due care and attention because she knew that the dog would often sleep on the drive and could not hear the car because he was deaf.</p> <p>Should Sally be ordered to pay compensation?</p>		
<p>7 In New York in the 1970s, a young woman whose surname was Cooperman went to court to have her name changed to Cooperperson. She was an active member of the Women's Rights Movement and because of this, she wanted to have a name which reflected human equality.</p> <p>Should Ms Cooperman be allowed to change her name?</p>		
<p>8 Diana consulted a plastic surgeon who told her that he could make her nose smaller and 'more harmonious with her other features'. After three operations, it looked much worse than before. Diana sued the surgeon.</p> <p>Should the surgeon be ordered to pay compensation?</p>		
<p>9 A male teacher who wore a small earring to work was sacked from his job. He claimed that he had been sacked because the school administration thought it was inappropriate for a male teacher to wear an earring and he accused the school of sexual discrimination.</p> <p>Was the school GUILTY or NOT GUILTY of sexual discrimination?</p>		
<p>10 During local government elections, a newspaper printed profiles of all the party candidates, but the profile of the Green Party candidate was completely unintelligible. Margaret, a member the Green Party, thought that the newspaper had done it on purpose and so she wrote an angry letter to the editor. In order to make sure it was printed, she paid for it to be published as an advertisement. The newspaper printed it and then sued Margaret for libel.</p> <p>Was Margaret GUILTY or NOT GUILTY of libel?</p>		

Teacher's Notes

Useful objects crossword

Worksheets

11a

and

11b

NOTE: Use Worksheets 11a and 11b for this activity.

ACTIVITY

Pairwork: speaking, writing

AIM

To write clues for a crossword and to complete it.

GRAMMAR AND FUNCTIONS

Clauses of purpose: *to/in order to* to describe the purpose of a thing or an action

VOCABULARY

Tools and kitchen equipment

PREPARATION

Make one copy of Worksheet 11a and one copy of Worksheet 11b for each pair of students in the class.

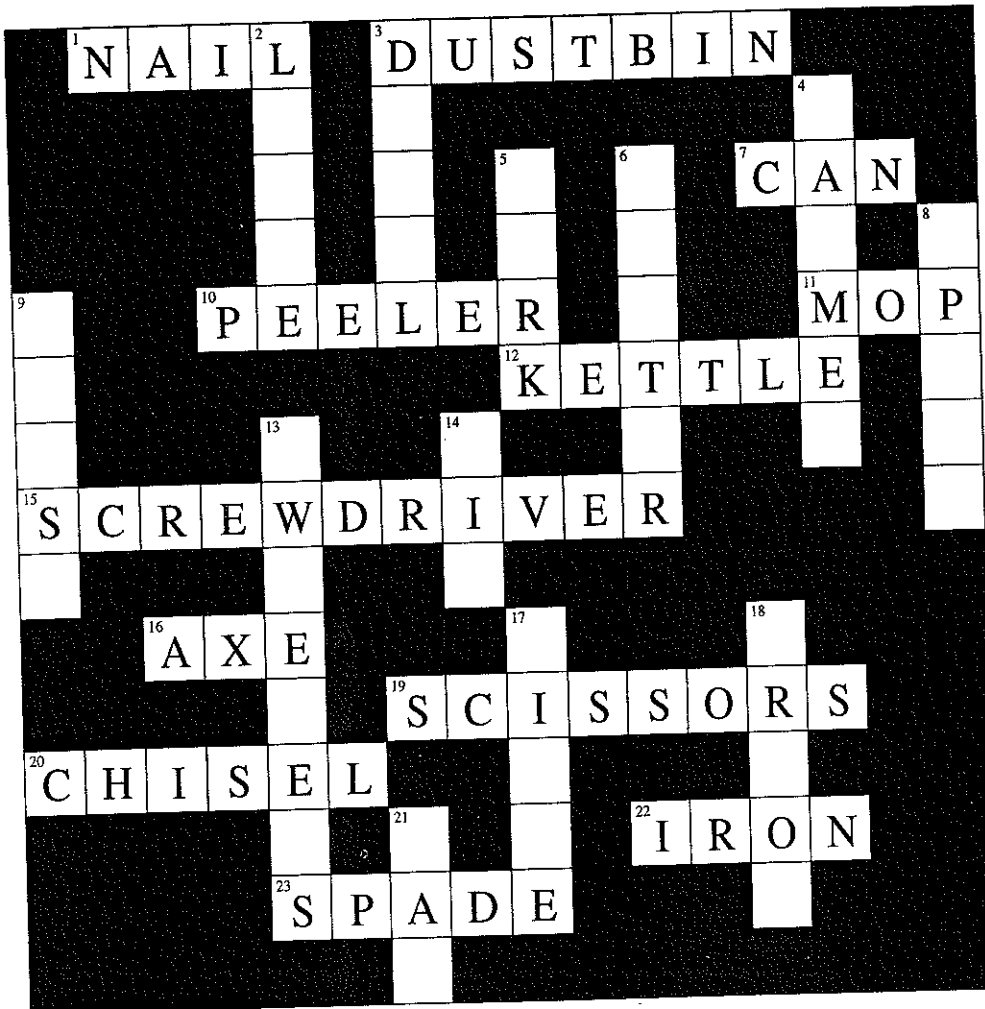
TIME

40 minutes

PROCEDURE

- 1 Tell the students that you are going to give them a definition of a word and that they have to guess what the word is. Write *You use it to hang a picture on* on the board. Elicit the answer *nail*. Now write *You need one of these in order to serve soup*. Elicit the word *ladle*. Tell the students that they are going to write similar definitions of words as clues for a crossword.
- 2 Divide the class into Group A and Group B.
- 3 Explain that you are going to give both groups the same crossword but that Group A will have the across words already written in and Group B will have the down words already written in. Their task is to write clues for the words written on their crosswords.
- 4 Give a copy of Worksheet 11a to each student in Group A and a copy of Worksheet 11b to each student in Group B.
- 5 Ask the students to work with two or three other students from the same group. They should invent and write down clues for the words on their crossword in the spaces provided. All the students should write the clues down on their own worksheet.
- 6 When they have finished writing their clues, the students should work with a partner from the other group (i.e. a student from Group A should work with a student from Group B). *They must not show their crossword to their partner.*
- 7 Ask the students to sit facing one another and to take it in turns to ask their partner for clues to the missing words on their own crossword. They should read out the clues they have written for their partner to guess the words, and write in the missing words on their crosswords from the clues their partner gives them.
- 8 Ask them to check their answers by comparing their crosswords.

Student A



Clues across

Example

1 You can use one of these to hang a picture on.

3

7

10

11

12

15

16

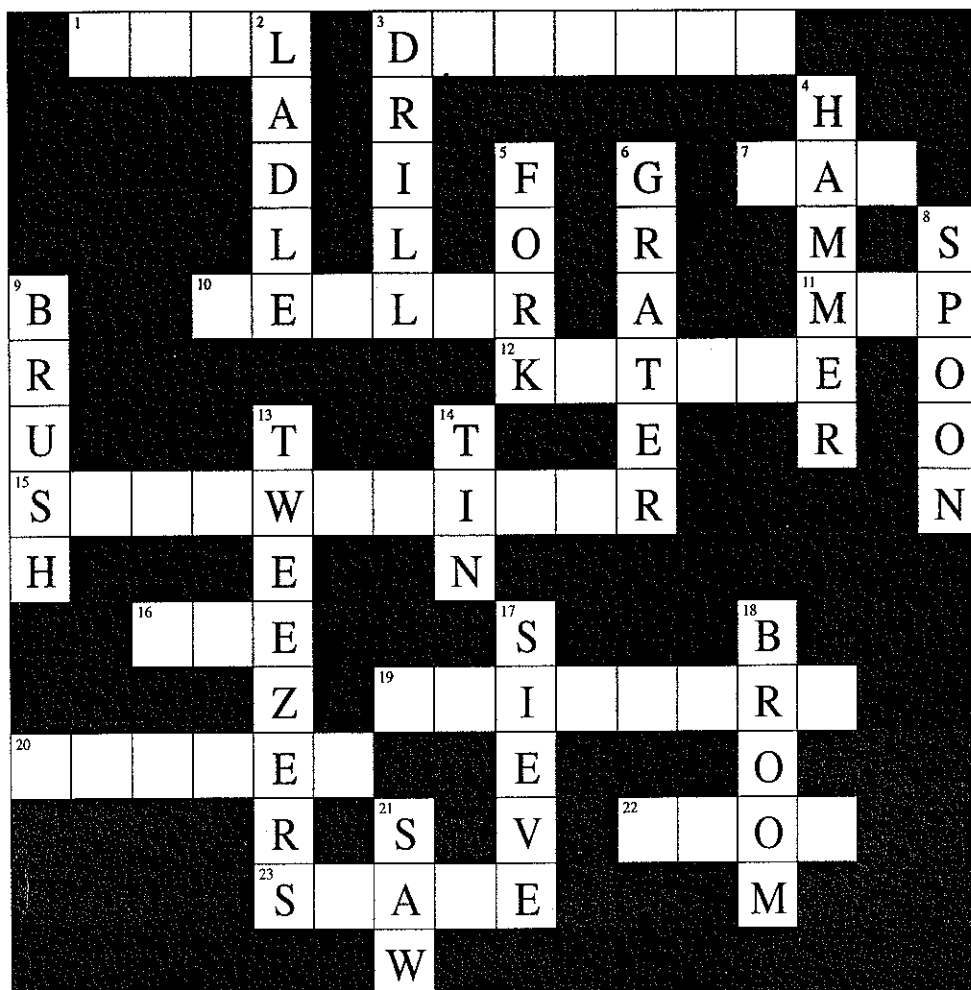
19

20

22

23

Student B



Clues down

Example

2 You need one of these in order to serve soup.

3 _____

4 _____

5 _____

6 _____

8 _____

9 _____

13 _____

14 _____

17 _____

18 _____

21 _____

Teacher's Notes

Don't say it Worksheets 11c and 11d

NOTE: Use Worksheets 11c and 11d for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a team game by making up definitions and guessing words.

GRAMMAR AND FUNCTIONS

To/in order to to describe the purpose of objects
Describing objects, places and jobs when you don't know the word

VOCABULARY

Objects, places and jobs

PREPARATION

Make one copy of Worksheets 11c and 11d for every six to eight students in the class and cut them out as indicated. Keep the sets separate. Each group will also need a watch with a second hand.

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to think of a noun they have learnt recently and write it on the board. Then ask the class to call out any words they associate with this noun. For example, *barber: hair, cut, scissors, men, perm, trim, shave, shampoo*. Now ask them to choose the four words they associate most strongly with the noun they have chosen. Finally, ask them to make a definition of the noun *without* using the four words they associate with it.
- 2 Explain that the students are going to play a game by giving definitions of words for other students to guess but that there will be some words they are not allowed to use.
- 3 Ask them to work in groups of six to eight and to divide each group into Team A and Team B.
- 4 Give each team a set of word cards, but tell them not to look at them yet.
- 5 Before they start playing the game, explain how to play using the instructions below.
- 6 The students are ready to play the game. While they are playing, go round to each group and check that they are playing correctly.

FOLLOW-UP

Ask the students to make up word cards for another team to describe and guess.

HOW TO PLAY THE GAME

- 1 Team A should sit facing Team B with a desk between them.
- 2 Put the word cards in piles face down on the desk.
- 3 Decide which team is going to start.
- 4 Player A stands facing their team, Team A, picks up a card from the top of Team A's pile and holds it up so that Team B can see the words on the card. One player from Team B starts timing Player A for one minute.
- 5 Player A describes the word at the top of the card to their team, without using the other words on the card. If they use one of the words on the card, they take another card.
- 6 If they do not know the word at the top of their card, they can put it back to the bottom of the pile and take another one.
- 7 When Team A have guessed the word, Player A takes the next card from the top of the pile and repeats the activity.
- 8 Player A continues to describe words for their team to guess for one minute. After one minute, count the number of words Team A have guessed and give one point for each correct guess.
- 9 The game continues with teams and players taking it in turns to describe and guess words until all the cards have been used.
- 10 The team with the highest score at the end of the game are the winners.

Team A



<u>dictionary</u> book definition understand word	<u>desk</u> study write homework table	<u>telephone</u> talk speak ring answer	<u>racket</u> tennis badminton ball play	<u>bandage</u> cut nurse bleed accident	<u>drill</u> dentist tooth electric hole
<u>bank</u> money cheque cash currency	<u>alarm clock</u> wake up ring time morning	<u>saucepan</u> cook kitchen food boil	<u>lipstick</u> red mouth lips make-up	<u>socks</u> feet shoes wear wool	<u>hat</u> head hair cap rain
<u>holiday</u> vacation summer Christmas school	<u>thief</u> shoplift steal burglar prison	<u>restaurant</u> menu meal eat waiter	<u>judge</u> court guilty criminal prison	<u>supermarket</u> shopping food buy store	<u>tea</u> drink cup milk hot
<u>wheel</u> bicycle car tyre round	<u>electricity</u> light plug power lightning	<u>key</u> door open lock hole	<u>hotel</u> holiday bed stay travel	<u>glasses</u> sun eyes see short-sighted	<u>football</u> game field goal hooligan
<u>lawyer</u> court arrested defend convict	<u>fork</u> knife eat mouth food	<u>dustbin</u> rubbish throw away waste litter	<u>post-office</u> stamp send parcel letter	<u>toaster</u> bread breakfast electric pop up	<u>knife</u> fork cut bread weapon
<u>traffic warden</u> fine parking offence	<u>theatre</u> operation play actors stage	<u>queue</u> line wait bus-stop people	<u>potato</u> chips vegetable food fattening	<u>smoke</u> fire cigarette pipe chimney	<u>valley</u> river mountains hills flat

Team B



<p><u>pillow</u></p> <p>bed soft sleep head</p>	<p><u>university</u></p> <p>learn degree graduate student</p>	<p><u>rainbow</u></p> <p>sky colours sun rain</p>	<p><u>carpet</u></p> <p>floor cover rug soft</p>	<p><u>ambulance</u></p> <p>accident emergency hospital doctor</p>	<p><u>library</u></p> <p>book read quiet borrow</p>
<p><u>map</u></p> <p>travel directions find lost</p>	<p><u>cemetery</u></p> <p>dead bury funeral church</p>	<p><u>law</u></p> <p>court break rule prison</p>	<p><u>omelette</u></p> <p>eggs cook Spanish cheese</p>	<p><u>ghost</u></p> <p>spirit haunted frightened dead</p>	<p><u>wallet</u></p> <p>money credit cards leather carry</p>
<p><u>handcuffs</u></p> <p>criminal wrist police arrest</p>	<p><u>honeymoon</u></p> <p>marriage wedding holiday after</p>	<p><u>recipe</u></p> <p>instructions cook meal food</p>	<p><u>ladder</u></p> <p>climb high paint fireman</p>	<p><u>patient</u></p> <p>ill doctor hospital nurse</p>	<p><u>garlic</u></p> <p>flavour cook chop smell</p>
<p><u>mountain</u></p> <p>peak high ski climb</p>	<p><u>court</u></p> <p>judge jury trial tennis</p>	<p><u>mirror</u></p> <p>see look image glass</p>	<p><u>parachute</u></p> <p>jump open fall sky</p>	<p><u>diary</u></p> <p>appointment write date book</p>	<p><u>tent</u></p> <p>camping holiday canvas scout</p>
<p><u>pencil</u></p> <p>draw paper write pen</p>	<p><u>computer</u></p> <p>software disk office machine</p>	<p><u>passport</u></p> <p>identity customs travel photograph</p>	<p><u>bridge</u></p> <p>river cross over road</p>	<p><u>arson</u></p> <p>fire crime arrest police</p>	<p><u>lawn-mower</u></p> <p>cut grass garden lawn</p>
<p><u>corkscrew</u></p> <p>open cork bottle wine</p>	<p><u>broom</u></p> <p>clean brush floor sweep</p>	<p><u>gun</u></p> <p>kill shoot bullet weapon</p>	<p><u>fingerprint</u></p> <p>evidence criminal police hand</p>	<p><u>landscape</u></p> <p>scenery countryside painting gardening</p>	<p><u>surgery</u></p> <p>doctor prescription appointment ill</p>

Anything's possible

Worksheet

12a

ACTIVITY

Pairwork: writing, speaking

AIM

To complete some sentences as if you were your partner.

GRAMMAR AND FUNCTIONS

Second conditional to talk about a situation which is unlikely or about which you're unsure

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to work in pairs.
- 2 Give one copy of the worksheet to each student in the class.
- 3 Tell the students that they are going to complete the sentences on their worksheet as if they were their partner. They should not let their partner see what they are writing yet.
- 4 When they have finished, they should take it in turns to read out the completed sentences to their partner and ask for their comments.

If I could take a famous person out for the evening, I would invite _____

We'd go to _____



If I could spend a week anywhere in the world, I would go to _____

because _____



If I could direct my ideal film, I would cast _____

in the starring roles.

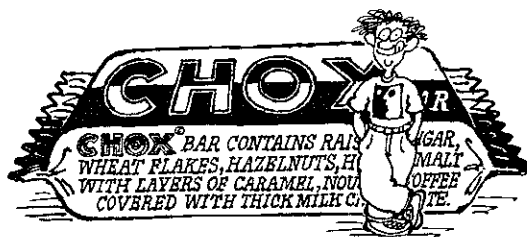
The film would be about _____



If I was the leader of my country, I would introduce a law to _____



If I was given unlimited money to buy one object, I would buy _____



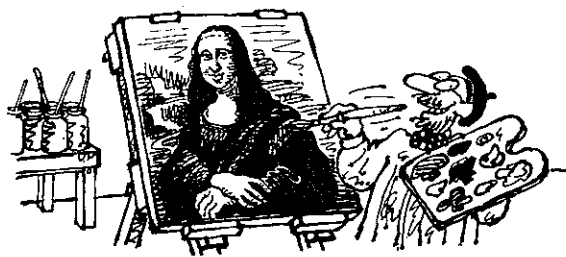
If I put an ad in a lonely hearts column, I would describe myself as _____



If I could eat anything I liked this evening, it would be _____



If I could have a special talent, I would like to be able to _____



Conditional dominoes

Worksheet

126

ACTIVITY

Pairwork: writing

Groupwork: speaking

AIM

To play a game of dominoes by matching two halves of a conditional sentence.

GRAMMAR AND FUNCTIONS

Zero, first and second conditionals

If and when

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each pair of students.

Provide scissors.

TIME

30 minutes

PROCEDURE

- 1 Ask the students to work in pairs.
- 2 Give one copy of the worksheet to each pair of students.
- 3 Explain that they are going to play a game of dominoes but that before they can start, they have to complete the sentences in every other square. Point out the way the dominoes are arranged and explain that they are numbered on the worksheet to show which parts of a sentence are connected to one another.
- 4 Do the first sentence with the whole class. Ask the students to look at square 1a 'I'll take you out for dinner' and then to complete the sentence in square 1b. For example, *if you pass your exam*.
- 5 Now ask the students to work in their pairs, reading the beginning of the sentences in 'a' and completing them in 'b'. While they are doing this, go round to each group and check that their sentences are correct. Answer questions and offer help.
- 6 When they have finished, and you are satisfied that their sentences are correct, ask each pair of students to work with another pair. If there is an uneven number of pairs in the class, ask three pairs to work together.
- 7 Give each new group a pair of scissors and ask them to cut the dominoes out as indicated. Make sure that the students cut the numbers off the dominoes.
- 8 Each group should shuffle their two sets of dominoes together and then give them to another group.
- 9 Before they start their game of dominoes, explain how to play using the instructions below.
- 10 The students are ready to play the game. When they've finished one game, they can shuffle and play again, or exchange dominoes with another group and play again.

HOW TO PLAY THE GAME

- 1 Players take four dominoes each and leave the rest in a pile face down.
- 2 Player A puts down any one of their dominoes face up.
- 3 The player on their left must then put down one of their dominoes, making sure that the half of their sentence completes the sentence on Player A's domino correctly.
For example:
(domino A) *I'll take you out for dinner*
(domino B) *if you pass your exam*.
The players take it in turns to add dominoes in this way.
- 4 If a player cannot put down one of their dominoes, they can take a domino from the top of the pile and put it down if they can.
- 5 If a sentence is grammatically incorrect, or grammatically correct but does not make sense, the other players may challenge it. If a player can explain the sentence to the other players' satisfaction, the game can continue.
- 6 The first player to get rid of all of their dominoes is the winner.

10b when...	1a I'll take you out for dinner	1b if...	2a I'll never be rich
2b unless...		3a I wouldn't be surprised	
3b if...		4a My English will improve	
4b if...		5a I would move to a foreign country	
5b provided that...		6a I would never hit anybody	
6b even if...		7a I'll sleep well tonight	
7b as long as...		8a I feel healthy	
8b when...		9a I won't get married	
9b unless...		10a I get very angry	

When we were ten

Worksheet Progress check

9-12a

ACTIVITY

Whole class: speaking

AIM

To find out information about members of the class by asking and answering questions.

GRAMMAR AND FUNCTIONS

Modal verbs

Talking about obligation and prohibition in the past: *had to*,
wasn't/weren't allowed to, *couldn't*

Talking about permission in the past: *was/were allowed to*

Talking about what is right and wrong in the past: *should*
have, *shouldn't have*

VOCABULARY

Childhood

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the cards out as indicated.

TIME

15 to 20 minutes

PROCEDURE

- 1 Write 'When we were ten' on the board and tell the students that they are going to ask and answer questions about what they were and weren't allowed to do when they were that age.
- 2 If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class.
- 3 Tell the students that they are responsible for finding the answer to the question on their own card by speaking to everybody in the class or group. Make sure each student knows how to ask their question correctly.
- 4 Now ask the students to go round the class or group, asking and answering questions. Tell them that they can make notes on the back of their card if necessary.
- 5 When they have finished, they should sit down and take it in turns to report back to the class or group on what they found out during the activity.

FOLLOW-UP

Ask the students to stay in their groups and to write the information they have gathered on a poster to be displayed in the classroom. For example:

In our group...

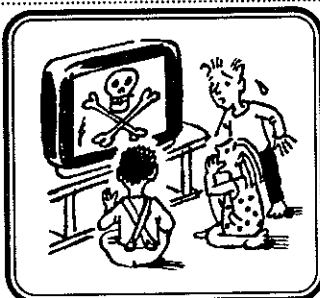
Nobody was allowed to watch anything they liked on television.

Most people had to go to bed before 9 o'clock but Pedro was allowed to stay up later.

Only Yuko and Keiko had to wear a school uniform.

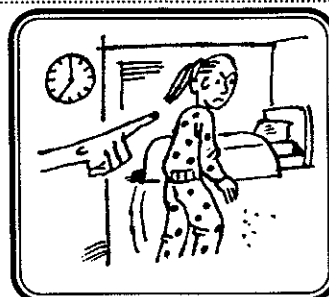
How many people
were allowed to watch
anything they liked on
television?

FIND OUT.



How many people had
to go to bed at a
certain time?

FIND OUT.



How many people had
to wear a uniform
to school?

FIND OUT.



How many people
were allowed to
eat sweets?

FIND OUT.



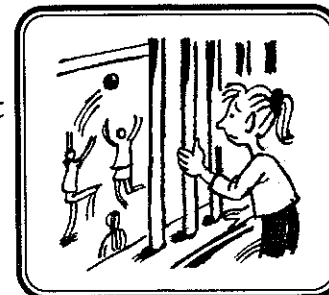
How many people had
to help with the
housework
at home?

FIND OUT.



How many people
were allowed to go out
with friends in the
evening?

FIND OUT.



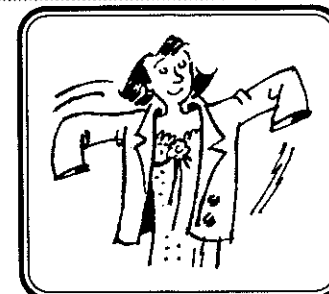
How many people
were allowed to take a
friend on family
holidays?

FIND OUT.



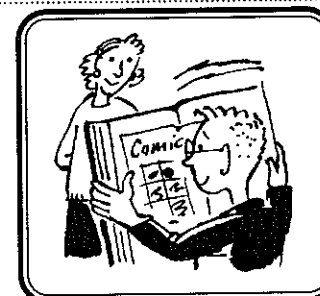
How many people
were allowed to
choose their own
clothes?

FIND OUT.



How many people
were allowed to
read comics?

FIND OUT.



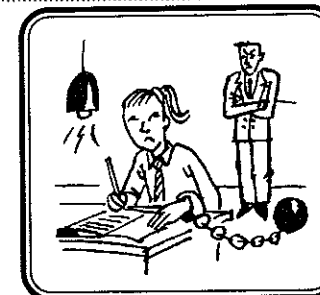
How many people
sometimes had to look
after a younger
brother or sister?

FIND OUT.



How many people
think their parents
should have been
stricter?

FIND OUT.



How many people will
allow their children to
do some of the things
they weren't allowed
to do?

FIND OUT.



ACTIVITY

Groupwork: speaking

AIM

To play a game of dominoes by matching prefixes to words.

GRAMMAR AND FUNCTIONS

Using prefixes to give a word the opposite or negative meaning

VOCABULARY

Words that take prefixes

PREPARATION

Make one copy of the worksheet for every four or five students in the class and cut out all the cards as indicated. You may wish to photocopy the worksheet and stick it onto card.

TIME

20 minutes

PROCEDURE

- 1 Explain to the students that they are going to play a game of dominoes by matching prefixes to words, for example *il-* + *legal*, and that the object of the game is to get rid of all their dominoes.
- 2 Ask the students to work in groups of three or four and give each group a set of dominoes.
- 3 Before they start, explain how to play using the instructions below. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 4 The students are ready to play the game. While they are playing, go round to each group and check that they are playing correctly.
- 5 When they have finished a game, they can shuffle and play another round.

HOW TO PLAY THE GAME

- 1 Players take five dominoes each and leave the rest in a pile, face down.
- 2 Player A puts down any one of their dominoes face up.
- 3 The player on their left must then put down one of their dominoes, making sure that the prefix or the word on their domino matches the word or prefix on either side of Player A's domino.
- 4 If a player cannot put down one of their dominoes, they can take a domino from the top of the pile and put it down if they can.
- 5 The winner is the first player to get rid of all their dominoes.

replaceable	il-	legal	im-	possible	dis-
approve	over-	paid	under-	age	in-
sensitive	re-	store	un-	attractive	ir-
regular	il-	literate	im-	mature	dis-
like	over-	weight	under-	cooked	in-
sincere	re-	print	un-	tidy	ir-
responsible	il-	legible	im-	patient	dis-
appear	over-	rated	under-	charge	in-
excusable	re-	load	un-	dress	ir-

Teacher's Notes

What is it?

Worksheets

13a

and

13b

NOTE: Use Worksheets 13a and 13b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To collect letters of the alphabet by listening to descriptions of inventions and guessing what they are.
To make the longest word.

GRAMMAR AND FUNCTIONS

The passive

VOCABULARY

Inventions through the ages

PREPARATION

Make one copy of Worksheets 13a and 13b for every 6 to 8 students in the class. Make one copy of the alphabet on the back of Worksheet 13b for each group of students. Each group will need a pair of scissors and a watch with a second hand for timing the activity.

TIME

30 minutes

PROCEDURE

- 1 Ask the students to work in groups of 6 to 8 and to divide their groups into two teams, Team A and Team B
- 2 Give one copy of Worksheet 13a (Team A questions and answers) to each Team A and one copy of Worksheet 13b (Team B questions and answers) to each Team B. Teams must not show their questions and answers to one another.
- 3 Give one copy of the alphabet to each team and ask them to cut it up as indicated. Each group of Team A and Team B should combine their two sets of letters, keeping the vowels separate from the consonants, shuffle them and put them in two piles face down.
- 4 Explain that they are going to play a game by asking and answering questions about inventions and that the object of the game is to collect as many letters of the alphabet as they can and to use them to make as long a word as possible. They will get one letter for each correct answer.
- 5 Explain how to play the game using the instructions below.
- 6 The students are ready to play the game. While they are playing, go round to each group making sure they are playing correctly. Check the spelling of their words in the final stage of the game.

HOW TO PLAY THE GAME

- 1 Team A sits facing Team B.
- 2 One player from Team A reads out number one on their question sheet and asks the question 'What is it?'
- 3 Team B have 30 seconds to guess the invention. They can ask Team A to repeat the question once.
- 4 If they guess the invention correctly, they can choose a vowel or a consonant and take a letter from the top of the corresponding pile.
- 5 Teams take it in turns to ask and answer questions.
- 6 When all the questions have been answered, the teams have three minutes to make a word using the letters they have collected. The team which makes up the longest word are the winners.

a

e

i

o

u

a

e

i

o

u

b

c

d

d

f

g

h

j

k

l

l

m

m

n

n

p

p

q

r

r

s

s

s

t

t

v

w

x

y

z

Team A questions and answers

1 Between 2000 and 1800 BC a method of sticking needles into people to make them feel better was invented by the Chinese.

acupuncture

2 In 4000–3000 BC a new drink was discovered when the juice from grapes was left to ferment in Turkestan.

wine

3 In 4000–3000 BC a new aromatic drink was discovered when some leaves fell off a branch and landed in Emperor Shang Yeng's afternoon cup of hot water.

tea

4 They were first made by the Egyptians, but no difference was made between the right and the left foot.

shoes

5 This card game was first developed in Persia but was later made popular by American gangsters.

poker

6 The first one was written in Akkadian, the language of the Assyrians and Babylonians – the first bilingual one was published in 1480.

dictionary

7 This drink was discovered by a Yemeni shepherd whose sheep wouldn't sleep after eating the red fruit of a plant.

coffee

8 They were invented by Chinese women in order to light fires to cook and keep warm.

matches

9 They were invented in 1280 by a Florentine physicist by sticking two bits of curved glass on either side of his nose.

spectacles

10

This drink was first made by a monk for his abbey in Scotland in 1494.

whisky

11 Most people think these sweet rolls were invented by the French – in fact, they were first made in Vienna by a Polish baker.

croissants

12 The first pair was worn in 1760 by an eccentric Belgian who put them on and rolled into a party in Soho, London.

roller-skates

13 This game was invented by a Frenchman called Dumas in 1762 – he cut up maps into little pieces and the idea was to put them back together again.

jigsaw puzzle

14 This water sport was described by Captain Cook in his report from Hawaii nearly two hundred years before it became popular in California.

surfing

15 An unpopular tool invented by George Washington's dentist in 1790.

dentist's drill

Team B questions and answers

1 A waterproof coat invented by a Scotsman in the nineteenth century.

macintosh

2 This liquid was developed in England in the nineteenth century and made by hairdressers by boiling soft soap in soda-water.

shampoo

3 The first ones were printed by James Chalmers of Scotland in 1834 but they weren't licked and used until 1840.

stamps

4 This musical instrument was invented by a Belgian, Adolphe Sax, in 1846.

saxophone

5 These were first manufactured by a French state-owned tobacco factory in 1843.

cigarettes

6 This musical instrument was developed by Spanish instrument maker Antonio Torres but the electric version wasn't made until 1935.

guitar

7 An American photographer was experimenting with a substitute for rubber when he put some in his mouth and so invented a popular sweet.

chewing gum

8 This international language was invented by a Polish man in 1887.

Esperanto

9 Bicycles became more comfortable after these were invented by John Boyd Dunlop.

rubber tyres

10 This drink was developed in the USA in 1896 and made from sugar, caffeine, coca leaves and soda water.

Coca-cola

11 When this was invented in 1901, it replaced the broom.

vacuum cleaner

12 In 1913, a word-game with clues was invented by Arthur Wynne and first appeared in an American newspaper.

crossword puzzle

13 One day, a native American working as a cook was asked to make some chips cut very thinly. As a result, he invented something which is sold in packets in numerous different flavours today.

crisps

14 People who couldn't afford books before started buying them when these were first published by Penguin of London.

paperbacks

15 The first one of these was used by Apple computers in 1983 and can be used instead of a keyboard to tell the computer what to do.

mouse

Your views on technology

Worksheet

13c

ACTIVITY

Groupwork: speaking

AIM

To read about and discuss some comments about technology.

GRAMMAR AND FUNCTIONS

Passive constructions

Asking for and giving opinions

VOCABULARY

Items of technology

PREPARATION

Make one copy of the worksheet for each student in the class and cut it up as indicated.

TIME

30 minutes

PROCEDURE

- 1 Explain that the students are going to discuss some statements about technology but that before they do that, they are going to think about them individually.
- 2 Give one copy of the cut-up worksheet to each student in the class and ask them to put the cards marked 'Agree', 'Disagree' and 'It depends' face up.
- 3 Now ask them to read the statements about technology and put each one under one of the headings according to their own opinion.
- 4 When they have done that, ask them to work in groups of three and compare their results, giving reasons for their opinions.
- 5 When they have finished discussing the comments, ask the students to report back to the class about the statements which caused the most disagreement.



Children should be encouraged to play computer games.



Mobile phones should be banned in public places.



The time children spend watching television and videos should be limited.



Computers are okay for mundane tasks but can't be used for anything creative.



Books are dead.



I'm afraid of being left behind – even young children nowadays are more informed about technology than I am.



The Internet is like cars and motor-bikes – toys for boys.



I like being contacted on the Internet because I think it is a good way to extend my circle of friends.



I can't stand music made with electronic equipment – it's not real music.



I think I could be replaced at work by a machine!



I'm looking forward to having the technology to contact inhabitants of other planets.



Information doesn't equal wisdom.



AGREE

IT DEPENDS

DISAGREE

Give me a clue

Worksheets

14a

and

14b

NOTE: Use Worksheets 14a and 14b for this activity.

ACTIVITY

Pairwork: writing, speaking

AIM

To write clues for a crossword and to complete it.

GRAMMAR AND FUNCTIONS

Relative clauses

Defining relative clauses to give essential information about the subject or object of a sentence, leaving out the relative pronoun if the clause is defining the object of the sentence.

Who or *that* for people

Which or *that* for things

Where for places

When for times

VOCABULARY

Objects, places and people

PREPARATION

Make one copy of Worksheet 14a and one copy of Worksheet 14b for each pair of students in the class.

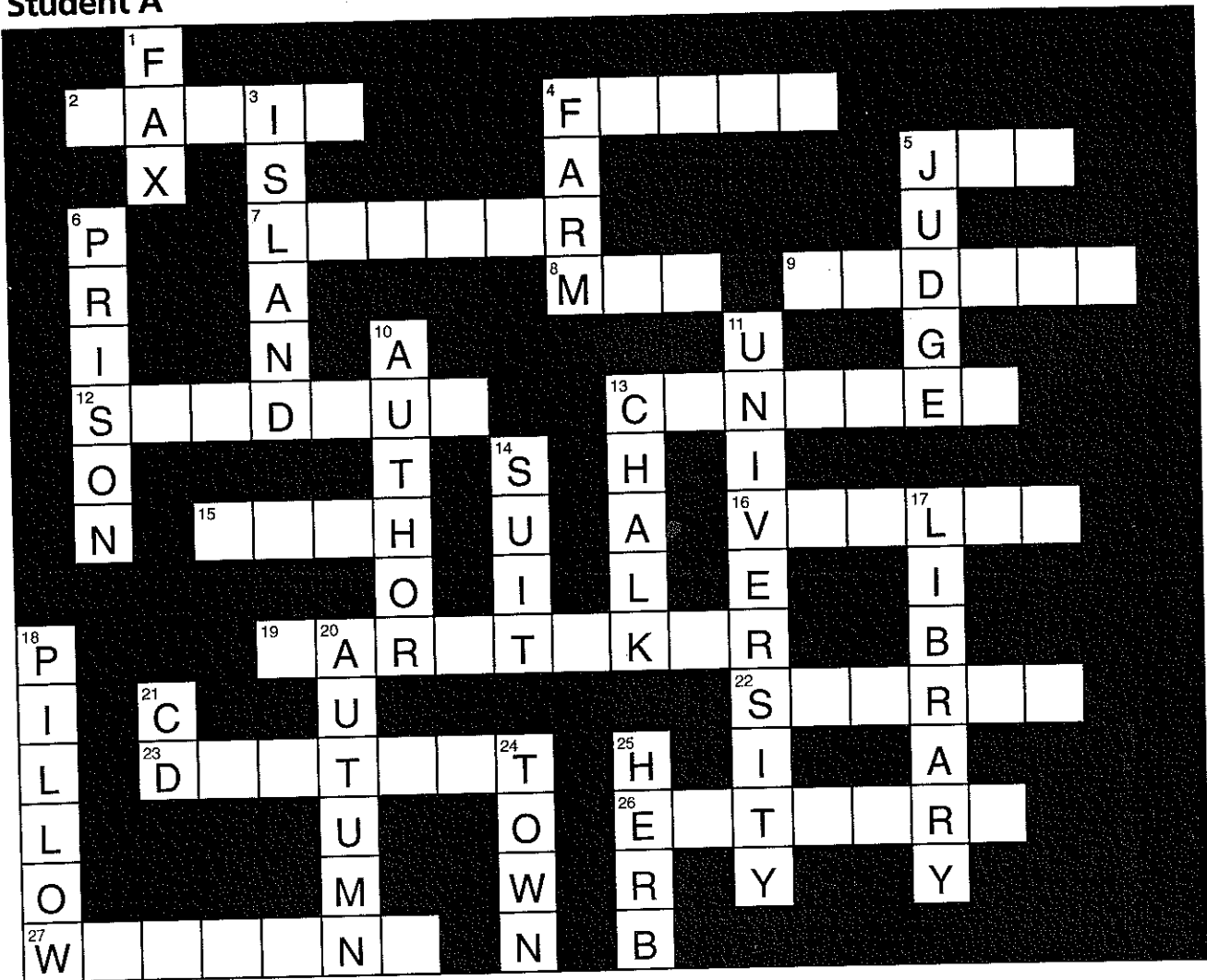
TIME

30 minutes

PROCEDURE

- 1 Tell the students that you are going to give them a definition of a word, and that they have to guess what the word is. Write *a machine that sends written information which is received by a similar machine* on the board. Elicit the answer *fax*. Now write *a place in the desert where trees grow* and elicit the word *oasis*.
- 2 Tell the students that they are going to write similar definitions of words as clues for a crossword.
- 3 Divide the class into Group A and Group B.
- 4 Explain that you are going to give both groups the same crossword but that Group A will have the down words already written in and Group B will have the across words already written in.
- 5 Give a copy of Worksheet 14a to each student in Group A and a copy of Worksheet 14b to each student in Group B.
- 6 Ask the students to work with two or three other students from the same group. They should invent and write down clues for the words on their crossword in the spaces provided. All the students should write the clues down on their own worksheet.
- 7 When they have finished writing their clues, the students should work with a partner from the other group (i.e. a student from Group A should work with a student from Group B). *They must not show their crossword to their partner.*
- 8 Ask them to sit facing one another and take it in turns to ask their partner for clues to the missing words on their own crossword. They should read out the clues they have written for their partner to guess the words, and write in the missing words on their crosswords from the clues their partner gives them.
- 9 Ask them to check their answers by comparing their crosswords.

Student A



Clues down

Example

- 1 A machine that sends written information which is received by another machine.

3 _____

4 _____

5 _____

6 _____

10 _____

11 _____

13 _____

14 _____

17 _____

18 _____

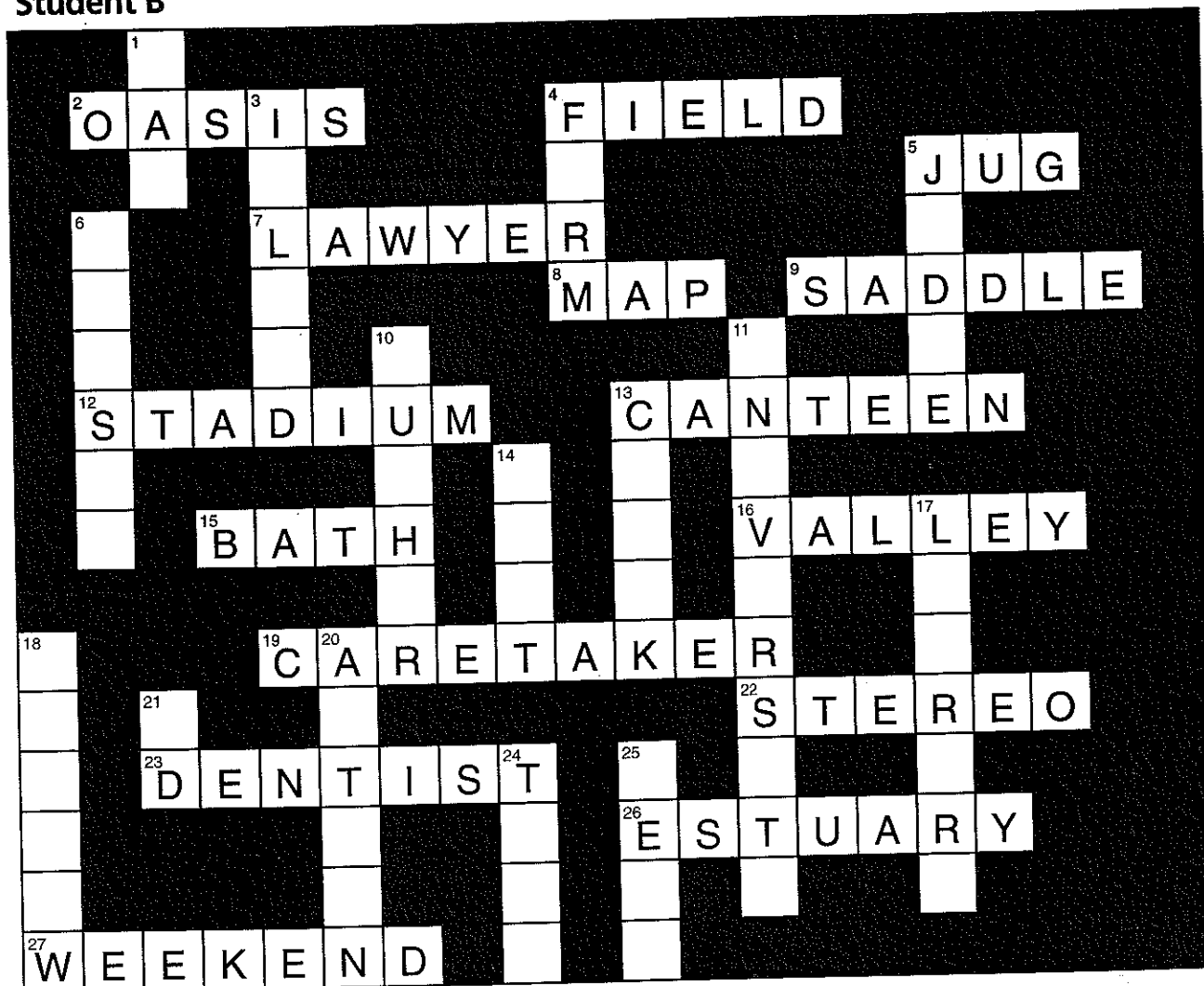
20 _____

21 _____

24 _____

25 _____

Student B



Clues across

Example

2 A place in the desert where trees grow.

4 _____

5 _____

7 _____

8 _____

9 _____

12 _____

13 _____

15 _____

16 _____

19 _____

22 _____

23 _____

26 _____

27 _____

A life in the day of... Worksheet 14c

ACTIVITY

Pairwork: reading, speaking, writing

AIM

To match people with information about their daily routines.
To complete an account of a typical day in the life of a person.

GRAMMAR AND FUNCTIONS

Present simple for daily routines

VOCABULARY

Lifestyles

PREPARATION

Make one copy of the worksheet for each pair of students in the class.

TIME

60 minutes

PROCEDURE

- 1 Ask the students to work in pairs and give one copy of the worksheet to each pair of students.
- 2 Ask them to look at the six people at the top of their worksheet and speculate for a few moments about their lifestyles.
- 3 Tell the students that, in their pairs, they are going to write an account of a typical day in the life of one of those people, but that before they do that, they are going to read some information about them.
- 4 Explain that on their worksheets they will find the first and last lines of an account of a day in the life of each person, but that they are not in the correct order. There is also a telephone answer machine message for each person.
- 5 Ask them to match a 'First line', 'Last line' and 'Telephone message' to each person and guess their occupation.
- 6 When they have done that, check their answers.

ANSWERS

Richard 2 f iii student

Tomoko 1 d iv model

Penny 6 c i farmer

Hannah 4 b v restaurant owner/manager

Max 5 e vi journalist

Paolo 3 a ii professional footballer

- 7 Now ask the students to choose one of the people and to complete an account of a typical day in that person's life. Encourage them to be as imaginative as they like and, if necessary, give them some suggestions for what they could include in their account. For example, when they start and finish work, what they wear for work, where they have lunch and what they have, what they earn, what they spend their salary on, what they do with their free time, whether they have a family, etc.
- 8 When they have done that, ask them to exchange their account with another pair of students who read it and correct any mistakes they find.
- 9 Pin the accounts up around the classroom for the other students to read. The class could vote for the best one.

FIRST LINES

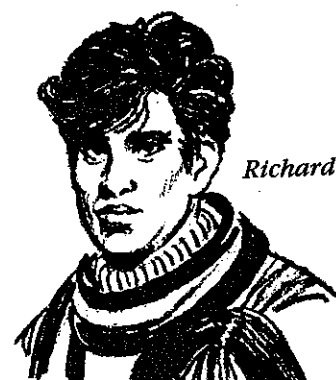
- 1 People who don't know me think that my life is all glamour – but it's not.
- 2 I usually wake up with good intentions to go to the library and do all the work I should have done yesterday!
- 3 I wake up early and meet my trainer in the gym at 6.30.
- 4 My chef picks me up at 7 am to go to the market.
- 5 I've got used to waking up to a variety of smells and climates – there are times when I think my life is just another suitcase and another hotel.
- 6 The dogs wake me up at about 5 am when they decide it's time for their breakfast.

LAST LINES

- a If we've got a match coming up, I shouldn't smoke or drink so I don't go to places where I'll be tempted. I usually end up watching the sport on television and going to bed at about 10.30.
- b After we've closed, I have a drink and do the accounts before falling into bed exhausted.
- c After a long day's work in the open air, I'm asleep before my head touches the pillow.
- d I always have to look good in the morning which means that I can't go out every night. I'm usually in bed by ten.
- e The last thing I do before I go to bed is to phone the office to find out where tomorrow's stories are.
- f If I've got to finish a piece of work, I might work all night. But if I get an invitation I can't refuse, I put the work off until tomorrow.

ANSWER MACHINE MESSAGES

- i Hello. This is Sally Warhurst here. I was wondering if it would be possible to bring Freddie and Tom down to see the new lambs. I'll ring you again later. Bye.
- ii Jean from the Fan Club here. Can you come down to the office and sign some team photographs? We've run out and we've had loads of letters since the cup – well done, by the way!
- iii Where are you? This is Mum. I hope you're eating well. Are you coming home this weekend? Bring your dirty washing.
- iv Hello, this is Patsy from Elegance. Jean-Paul wants you for summer wear next week. Phone me to discuss travel arrangements.
- v This is Beryl from Smith's Systems. We'd like to book a table for eight for lunch tomorrow. Please confirm on 0181 123 654.
- vi Can you contact News Desk urgently? It's about that earthquake story.



Richard



Tomoko



Penny



Hannah



Max



Paolo

Life would have been different

ACTIVITY

Whole class: speaking

AIM

To talk about things you wish you had or hadn't done.

GRAMMAR AND FUNCTIONS

Expressing regret about the past

Wish + past perfect

Third conditional to talk about imaginary situations in the past and to describe their results

May have, might have or *could have* in third conditional clauses if the result is not certain

VOCABULARY

Life events

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

15 to 20 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Ask the students to read the list of wishes and to choose three that are true for themselves.
- 3 When they have done that, ask them to stand up and go round the class looking for people who have chosen one of the same wishes as them. When they find someone who has chosen one of the same wishes, they should ask and answer questions to find out why they chose it. For example:

Student A: *Why do you wish you'd listened to your parents?*

Student B: *They told me not to smoke and now I wish I didn't smoke because it's so expensive. What about you?*

Student A: *They told me not to dye my hair, but I did and now it's in really bad condition.*

- 4 When all the students have spoken to several different partners about their wishes, ask them to sit down in groups of three to five for the next part of the activity.
- 5 Ask the students to report back to their group on what they found out during the activity. Encourage them to use the third conditional for this part of the activity. For example:

Silvia said that if she'd listened to her parents, she wouldn't have started smoking. Jean-Marie said that if he'd listened to his parents, he wouldn't have dyed his hair.



*The grass is always greener***ACTIVITY**

Whole class: writing, speaking

AIM

To write sentences about things you regret about your present state.

To pick sentences out of a hat and find out who wrote them by asking questions.

GRAMMAR AND FUNCTIONS

Wish + past simple to express regret about a present state

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of three students in the class and cut it up into ten pieces as indicated. You will need a hat or a box for this activity (or two containers if there are 20 or more students in the class).

TIME

20 minutes

PROCEDURE

- 1 Choose one of the unfinished sentences from the worksheet and write it on the board. Elicit possible ways of completing the sentence.
- 2 Ask the students to work in groups of three for the first part of this activity. Give one set of unfinished sentences to each group.
- 3 Ask the students to spread out the pieces of paper, face down, and to take three each.
- 4 Ask them to complete their three sentences in any way they like. They should not write their names or let the students next to them see what they are writing.
- 5 The students now all work together as a class. Put the hat (or box) in the middle of the room. If there are 20 or more students in the class, divide them into two groups and put one hat in the middle of each group. Ask the students to fold up their completed sentences and put them in the hat.
- 6 Mix up the folded sentences in the hat and then tell the students that, in a moment, they are all going to stand up, take one sentence each and find out who wrote it. Demonstrate this by taking a piece of paper from the hat and reading the sentence out. For example:
I wish I looked like my sister.
Elicit the question they will need to ask in order to find out who wrote the sentence. Make it clear that even though students may answer *yes* to the question, they are looking for the person who actually wrote the sentence, and they may need to ask, *Did you write this sentence?* However, make sure that the students only ask this question once they have received a *yes* answer to their original question.
- 7 Now ask the students to stand up and take one piece of paper each from the hat. If they choose their own sentence, they should put it back and take another one.
- 8 They are now ready to go round the class or group asking questions. All the students in the class do this simultaneously. When they find the person who wrote the sentence, they should write the person's name on the piece of paper, keep it and take another one from the hat.
- 9 The students repeat the activity until there are no sentences left in the hat.
- 10 Ask the students to return to their places and count the number of completed sentences they have collected. The student with the most sentences is the winner.
- 11 Ask the students to take it in turns to report back to the class or group on what they found out during the activity. For example:
Faisal wishes he was good at dancing.

I wish I looked like

I wish I was good at

I wish I lived in

I wish I had

I wish my parents were

I wish I could meet

I wish I didn't have to

I wish I were

I wish I wasn't

I wish I could

Snakes and ladders

Worksheet

16a

ACTIVITY

Groupwork: speaking

AIM

To play a board game by putting the correct phrasal verbs in sentences.

GRAMMAR AND FUNCTIONS

Phrasal verbs with one or two particles

VOCABULARY

Phrasal verbs: *write down, think over, come up with, think about, put on, throw away, go on, tear up, catch on, turn down, live up to, bring about, carry on, get together with, ask for, come out, turn up, look into, come up to*

PREPARATION

Make one copy of the worksheet (game board) for every three to four students in the class. Provide dice and counters for each group. Make one copy of the answers below for each group of students.

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to work in groups of four or five and to appoint one student as referee.
- 2 Give each group one copy of the game board, dice and counters and give a copy of the answers to the referee.
- 3 Before the students start playing the game, explain how to play using the instructions below. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 4 The students are ready to play the game. While they are playing, go round to each group and check that they are playing correctly.

FOLLOW-UP

Make one copy of the worksheet for each student in the class and ask them to fill in the blanks with the correct particle(s) or verb + particle(s) for homework.

HOW TO PLAY THE GAME

- 1 Players put their counters on the square marked START and throw the dice.
- 2 The first player to throw a six starts the game.
- 3 Player A throws the dice and moves their counter along the board according to the number on the dice.
- 4 If they land on a square with a sentence, they should say the missing particle(s) or verb and particle(s). The referee checks the answer and if it is correct, Player A can throw again. If the answer is not correct, Player A misses their next turn, *but the referee does not give the correct answer yet in case another player lands on the same square.*
- 5 If a player lands on a square with a ladder leading up to another square, they can move their counter up to the top of the ladder if they give the correct answer.
- 6 If a player lands on a square with a snake's head in it, they have to follow the snake to the square at the end of its tail, and move their counter to that square. They then wait for their next turn before they can throw the dice again and move forward.
- 7 The game continues until the first player reaches FINISH.

ANSWERS

- | | | | | | | | | |
|---------------|-------------------|----------------------|----------------------|-------------------|--------------|---------------|-------|-------|
| 1 down | 2 over | 3 up with | 4 about | 5 on | 6 away | 7 on | 8 up | 10 on |
| 11 down | 12 up to | 13 about | 14 on | 15 together with | 16 for | 18 out | 19 up | |
| 21 into | 22 up with | 23 went on to | 24 come up to | 25 come out | 26 caught on | 28 carried on | | |
| 30 put ... on | 31 wrote ... down | 32 bring about | 33 thinking ... over | 34 thinking about | | | | |
| 35 turn down | 36 asking ... for | 37 get together with | 39 torn ... up | | | | | |

FINISH

40



39

A: Where's the newspaper?
B: Oh dear, I've
..... it
and used it to light
the fire.

38



37

I think Ann should
.....
..... Tom —
they're made for one
another.

36

I'm a bit nervous
about
my boss
a day off next week.

31

I'm sure I
..... his
address
on a piece of paper,
but I can't find it.

32

A band of low
pressure will
..... storms in
the west.

33

A: Has he said yes?
B: Not yet — he's
..... it
.....

34

I'm
..... getting
a new car.

35

I'll have to
.....
their invitation
because I'm busy
on Saturday.

30

A: Do you think this
jacket suits me?
B: I can't tell unless
you it
.....

29

A hand of low
pressure will
..... storms in
the west.

28

She
..... playing
the piano until the early
hours of the
morning.

27

I'm
..... getting
a new car.

26

The craze for
very short haircuts has
.....
among teenagers.

21

Three computers
have been stolen. The
police are looking
..... it.

22

I'm
finding it
difficult to
come
new ideas.

23

After passing
all her exams, she
.....
..... study theatre design
at college.

24

I was disappointed
with the film — it didn't
..... my
expectations.

25

Has the
latest edition of
Newsweek
yet?

20

Three computers
have been stolen. The
police are looking
..... it.

19

I can't hear the
radio — can you turn it
..... ?

18

When's their next
album coming
..... ?

17

I was disappointed
with the film — it didn't
..... my
expectations.

16

Don't forget to
ask the shop
assistant
.....
a receipt.

11

A: Did you
get the job?
B: No, they turned
me
.....

12

She lived
..... her
reputation for being a
model student and
passed all her exams
with distinction.

13

Groups like the
Beatles brought
..... a
musical revolution in
the sixties.

14

Shall I
stop now or would
you like me to carry
..... ?

15

This weekend
I'm going to get
.....
a few friends and go
sailing.

10

I don't think that
new fashion will catch
.....
It looks so silly.

9

Can you make up
your mind now or do you
need time to think it
..... ?

8

I've torn
all my old
letters
and put the pieces
in the bin.

7

She won her
first contest while she
was still at school and
went to
win an Olympic medal
before she was 20.

6

I need some space
in my wardrobe so I'll
have to throw
..... some of
my old clothes.

1

I never
remember
a word unless
I write it
.....

2

Can you make up
your mind now or do you
need time to think it
..... ?

3

He's late again.
I wonder what
excuse he'll come
.....
this time.

4

When I think
..... my
grandmother, I
remember the stories
she used to tell me.

5

It's going to
rain so I think you
should put your boots
.....

START

Permission to lie

Worksheet

16b

ACTIVITY

Groupwork: writing, speaking

AIM

To play a game in teams, guessing correct definitions and writing false definitions for words.

GRAMMAR AND FUNCTIONS

Writing definitions for idiomatic expressions

VOCABULARY

Music idioms

PREPARATION

Make one copy of the worksheet for every two students in the class. Cut out Team A and Team B sections as indicated.

TIME

40 minutes

PROCEDURE

- 1 Divide the class into an even (two, four, six, etc.) number of teams of two to three students. Give half the teams a copy of the Team A section of the worksheet and half the teams a copy of the Team B section.
- 2 Explain that only one of the two definitions given for each expression on their worksheets is correct. Their task is to guess which definition is the correct one and to invent another false definition for each expression. Check with individual teams that they have found the correct definitions. Be on hand to answer questions and to offer help with writing definitions, as this is quite a challenging task.
- 3 When teams have finished writing false definitions, ask each Team A to sit facing a Team B for the next part of the activity.
- 4 Explain that the teams are going to take it in turns to read out one of their expressions and its three definitions in random order *without saying which is the correct definition*. The opposing team must discuss and guess the correct definition.
- 5 Teams score one point for each correct answer and the team with the highest score are the winners.

ANSWERS**Team A:**

1c 2b 3a 4c 5a 6b

Team B:

1a 2c 3c 4b 5b 6a

Team A

- 1** If you are the sort of person who blows your own trumpet,
a) you are an assertive person, capable of standing up for yourself in difficult situations.
b) _____
c) you tell everyone proudly about your successes or achievements.
- 2** If you harp on about something,
a) you exaggerate the positive qualities of something which is in fact quite ordinary.
b) you keep on talking or complaining about something.
c) _____
- 3** If you have more than one string to your bow,
a) you have additional skills which can be used if necessary.
b) you have two very different sides to your character.
c) _____
- 4** Someone who is on the same wavelength as you,
a) _____
b) gets in your way and stops you making progress.
c) has the same interests and opinions as you.
- 5** If you take your cue from someone else,
a) you follow their example.
b) you take over their job.
c) _____
- 6** If you buy something for a song,
a) _____
b) you get a bargain.
c) you have to work to earn it.



Team B

- 1** Someone who has changed their tune,
a) had a strong opinion about something and then unexpectedly formed the opposite opinion.
b) _____
c) has lost their regional accent.
- 2** A person who plays second fiddle to someone else,
a) _____
b) is a supportive friend for someone else.
c) is less important than someone else.
- 3** If you are the person who calls the tune,
a) _____
b) you ask everybody else for advice.
c) you have control over what other people do.
- 4** If a musician performs their swansong,
a) _____
b) it's their last performance.
c) it's their best performance so far.
- 5** When it's time to face the music,
a) _____
b) you have to meet the consequences of something you've done wrong.
c) you should get ready for a good night out.
- 6** Someone who makes a song and dance about something,
a) is annoying because they make an unnecessary fuss about something.
b) is amusing because they make a joke out of a boring situation.
c) _____



My kind of people

Worksheet Progress check

13-16a

ACTIVITY

Whole class: writing, speaking

AIM

To write sentences about people, places and times.
To pick sentences out of a hat and find out who wrote them by asking questions.

GRAMMAR AND FUNCTIONS

Defining relative clauses

Who for people, *which* or *that* for things*Where* for places*When* for times**VOCABULARY**

General

PREPARATION

Make one copy of the worksheet for each group of three or four students in the class and cut it up into 12 pieces as indicated. You will need a hat or a box for this activity (or two containers if there are 20 or more students in the class).

TIME

20 minutes

PROCEDURE

- 1 Choose one of the unfinished sentences from the worksheet and write it on the board. Elicit possible ways of completing the sentence.
- 2 Ask the students to work in groups of three or four for the first part of this activity. Give one set of unfinished sentences to each group.
- 3 Ask the students to spread out the pieces of paper, face down, and to take three each.
- 4 Ask them to complete their three sentences in any way they like. They should not write their names or let the students next to them see what they are writing.
- 5 The students now all work together as a class. Put the hat (or box) in the middle of the room. If there are 20 or more students in the class, divide them into two groups and put one hat in the middle of each group. Ask the students to fold up their completed sentences and put them in the hat.
- 6 Mix up the folded sentences in the hat and then tell the students that, in a moment, they are all going to stand up, take one sentence each and find out who wrote it. Demonstrate this by taking a piece of paper from the hat and reading the sentence out. For example:
I am attracted to people who make me laugh.
Elicit the question they will need to ask in order to find out who wrote the sentence: *Are you attracted to people who make you laugh?* Make it clear that even though students may answer *yes* to the question, they are looking for the person who actually wrote the sentence, and they may need to ask, *Did you write this sentence?* However, make sure that the students only ask this question once they have received a *yes* answer to their original question.
- 7 Now ask the students to stand up and take one piece of paper each from the hat. If they choose their own sentence, they should put it back and take another one.
- 8 They are now ready to go round the class or group asking questions. All the students in the class do this simultaneously. When they find the person who wrote the sentence, they should write the person's name on the piece of paper, keep it and take another one from the hat.
- 9 The students repeat the activity until there are no sentences left in the hat.
- 10 Ask the students to return to their places and count the number of completed sentences they have collected. The student with the most sentences is the winner.
- 11 Ask the students to take it in turns to report back to the class or group on what they found out during the activity. For example:
People who eat while they're talking on the phone get on Cristina's nerves.



I am attracted to people who

People who

get on my nerves.

is a person whose company I enjoy.

is a place where I can relax.

is something I couldn't live without.

I wish I was the sort of person who

is the time of day when I feel most
awake.

is the time of year when I feel happiest.

is something that does me the world
of good.

I particularly enjoy films which

I'd be thrilled if I met someone who

I'd be furious if I saw someone who

ACTIVITY

Groupwork: speaking

AIM

To play a team game by guessing words in given categories.

GRAMMAR AND FUNCTIONS

Revision of Lessons 13-16 of *Reward* Upper-intermediate
Student's Book

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for every six to eight students in the class and cut out Team A and Team B sections as indicated. Each group will need a watch with a second hand for timing the activity.

TIME

45 to 60 minutes

PROCEDURE

- 1 Before you start the lesson, think of five things that are round. For example, a ball, the moon, a 10p piece, a roundabout and a melon. Write them down on a piece of paper.
- 2 Write *five things that are round* on the board and tell the students that you have written down five things that are round on a piece of paper. Their task is to guess, in less than one minute, what you've written. Tell them they can call out ideas and each time someone guesses one of the things on your list, write it on the board. Stop when they have guessed all five things or stop after one minute and read out the things they didn't guess.

- 3 Tell the students that they are going to play a game in teams and that the object of the game is to guess things in categories in the way you have just demonstrated. But before they can play, they are going to write words for another team to guess.
- 4 Ask the students to work in groups of six to eight and to divide each group into Team A and Team B.
- 5 Give a copy of the Team A section of the worksheet to each Team A and a copy of the Team B section to each Team B.
- 6 Tell the students to write five words for each category on a separate piece of paper *without letting the other team see or hear what they are writing*. Allow about 20 minutes for this part of the activity.
- 7 When they have done that, ask each Team A to sit facing a Team B. Explain how to play the game using the instructions below.
- 8 The students are ready to start the game. While they are playing, go round to each group to check that they are playing correctly.

OPTION

Next time the students play this game, ask them to invent categories of their own.

HOW TO PLAY THE GAME

- 1 A player from Team A reads out the first category on their list.
- 2 A player from Team A starts timing one minute.
- 3 Players from Team B call out any words they can think of in the given category and a player from Team A ticks any correct guesses on their piece of paper.
- 4 If players from Team B guess all the words correctly in under one minute, they score one point for each correct guess and a bonus of 2 points for doing it quickly. If Team B have guessed some but not all the words in one minute, they score one point for each correct guess. Team A score one point for each word on their list that Team B didn't guess.
- 5 Teams take it in turns to guess words until all the categories have been used up.
- 6 At the end of the game, the teams add up their scores and the team with the highest score are the winners.

Team A

five things that are watched

five things that are listened to

five types of music

five things which have to be plugged in

five things made of wood

five things you use in the kitchen

five means of communication

five adjectives to describe how you're
feeling when you're feeling good

five tourist attractions in the town you're in

five excuses for missing a lesson

five things that are read

five things in the classroom

five musicians who are dead

five types of films

five things made of leather

five adjectives to describe how you're
feeling when you're feeling bad

five things that bring luck

five things you use in the office

five things you could have done if you
hadn't come to this lesson

five ways to get rich

Team B

How's your haggling? Worksheet 17a

ACTIVITY

Pairwork: reading, speaking

AIM

To interview a partner using a questionnaire, and find out how good they are at haggling.

GRAMMAR AND FUNCTIONS

Countable and uncountable nouns

Ways of expressing quantity

VOCABULARY

Money and shopping

PREPARATION

Make one copy of the worksheet for each student in the class and cut off the 'What it means' section as indicated. Make one copy of the 'How did you score?' section at the bottom of this page for every pair of students in the class.

TIME

20 to 30 minutes

PROCEDURE

- 1 Explain that the students are going to answer a questionnaire to find out how good they are at haggling. If you have a multicultural class, it may be an idea to spend a few minutes discussing attitudes to haggling in their different cultures.
- 2 Ask the students to work in pairs and give one copy of the worksheet to each student. Do not give out the 'What it means' or 'How did you score?' sections yet.
- 3 Ask them to take it in turns to ask their partner the questions on the questionnaire and to note down their answers.
- 4 When they have interviewed one another, give the 'What it means' section to each pair of students and ask them to add up their partner's score.
- 5 Give each pair of students a copy of the 'How did you score?' section at the bottom of this page and ask them to read the comments corresponding to their partner's answers.

How did you score?

- | | |
|----------------|--|
| 13-16 points | You're a born haggler! For you, shopping is no fun without the thrill of coming home with some bargains. |
| 8-12 points | You've got a gift for negotiation. Look out for some new opportunities to improve your skills. |
| 4-7 points | Be brave and take a few risks - you may be surprised at how easy it is to haggle. |
| Under 4 points | Oh dear - you're the type who prefers to pay more than the asking price. |

- 1** You reserve a table at your favourite restaurant. When you arrive on time, the manager apologises and says that your table will not be ready for at least twenty minutes. Do you
 - a) accept the situation and wait?
 - b) make a fuss and threaten never to use the restaurant again?
 - c) suggest that they should give you a couple of complimentary drinks in return for the inconvenience of waiting?
- 2** While you're window-shopping one Sunday, you see exactly the pair of shoes you want. When you go back to try them on, you find that the only pair in your size is the one on display in the window. Do you
 - a) ask for 10% discount?
 - b) ask them to order a new pair?
 - c) ask how much discount they will offer?
- 3** On the last day of your holiday, you find a painting priced at 40,000 pesetas. Your offer of 20,000 pesetas is immediately turned down. Do you
 - a) offer 30,000 pesetas?
 - b) walk away?
 - c) say that you have hardly any local currency left and that this is the last day of your holiday?
- 4** You are booking a course of 12 English lessons. Do you
 - a) ask for 10% discount
 - b) ask how much discount is available for courses?
 - c) book 10 and ask for two extra free lessons?
- 5** You find an antiques shop selling a jewellery box priced at £100. You offer £50 and they reduce the price to £70. Do you
 - a) offer £60?
 - b) walk away?
 - c) say that you do not have a cheque book or credit card and only have £50 in cash?
- 6** You are offered a new job with a better rate of pay and you resign from your present job. Your present boss offers you a salary increase if you stay. Do you
 - a) wait and see how much is being offered?
 - b) ask for a 10% increase on your current salary?
 - c) ask what other benefits your present boss can offer?
- 7** You are buying a car from a large garage. After a great deal of haggling, they finally reduce the price from £6000 to £5500. Do you
 - a) walk away?
 - b) offer a few hundred pounds less than their last price and say that this is your final offer?
 - c) agree the price on condition that the garage includes a few extras such as a spare set of tyres or some seat covers?
- 8** You take your five-year-old niece to the market to spend her pocket money. She sees a doll she wants, but it costs a couple of pounds more than she has. Do you
 - a) ask the vendor what their best price is?
 - b) tell them she only has a few pounds to spend?
 - c) get her to haggle herself?

What it means

- 1** a) 0 points. You won't gain anything by doing this.
b) 1 point. You are justified in being angry but you will probably only get another apology.
c) 2 points. This will make both you and the manager feel better.
- 2** a) 1 point. Not bad but you may have got a better deal.
b) 0 points. Only do this if the shoes are damaged.
c) 2 points. You can always ask for a bigger discount.
- 3** a) 0 points. You may be paying 10,000 pesetas more than necessary.
b) 1 point. He may run after you and offer a better price.
c) 2 points. This is another way of saying 'take it or leave it'.
- 4** a) 0 points. You may be limiting your options and it may be difficult for you to get a further reduction.
b) 2 points. Accept whatever discount they offer and then ask for two free lessons as well.
- 5** c) 1 point. This is an easier discount to get – people are always happier to give away a bit more of a product than to reduce the price.
- 6** a) 0 points. You are probably paying too much.
b) 1 point. This might work.
c) 2 points. You have a reasonable chance of getting it for £50 and you can always go away and 'borrow' the extra £10.
- 7** a) 1 point. You can always ask for more.
b) 0 point. You may be depriving yourself of a 15% pay rise.
c) 2 points. Agree to any benefits and then discuss the pay rise.
- 8** a) 0 points. This doesn't work with car dealers.
b) 1 point. This might work.
c) 2 points. This may be a good compromise for both you and the car dealer.
- 8** a) 1 point. This is always a good starting point for haggling.
b) 0 points. They will probably just ask you to pay the difference.
c) 2 points. This works every time!

*Spend, spend, spend***ACTIVITY**

Groupwork: speaking

AIM

To spend your money as quickly as possible by playing a board game.

GRAMMAR AND FUNCTIONS

General

VOCABULARY

Money

PREPARATION

Make one copy of the worksheet for every four students in the class. Make two copies of the money at the bottom of this page for every student in the class. Make two additional copies of the money for every four students in the class. Provide scissors, dice and counters.

TIME

40 minutes

PROCEDURE

- 1 Give two copies of the money at the bottom of this page to each student in the class and ask them to cut it into banknotes as indicated. Explain that this is their own money and that they are going to use it to play a game. The object of the game is to spend their money as quickly as possible.
- 2 Ask the students to work in groups of four and give each group one game board, dice and counters.
- 3 Give each group two additional copies of the money and ask them to cut them into notes as indicated. This is the bank money.
- 4 Before the students start playing the game, explain how to play using the instructions below.
- 5 The students are ready to play the game. While they are playing, go round to each group and check that they are playing correctly.

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table and put the bank money in the space provided.
- 2 Each player puts their counter on one of the squares marked Player 1, Player 2, Player 3 and Player 4 and throws the dice.
- 3 The first player to throw a six starts the game.
- 4 Player A throws the dice and moves their counter along the board in a clockwise direction according to the number on their dice.
- 5 Player A follows the instruction on the square they have landed on: that is, they either put some of their money into the bank or pick up money from the bank.
- 6 If a player lands on another player's home square, they have to give that player £40,000 rent.
- 7 The game continues until the first player has spent all their money. This player is the winner.

£10,000	£10,000	£10,000	£10,000	£10,000
£20,000	£20,000	£20,000	£20,000	£20,000
£20,000	£20,000	£20,000	£20,000	£20,000
£50,000	£50,000	£50,000	£50,000	£50,000

BANK

10,000

20,000

50,000

PLAYER 1

Pay rent £40,000

It's your mother's birthday.

Spend £20,000

Collect £100,000

You receive interest on a loan.

Collect £100,000

You take a few friends to Paris for dinner.

Spend £100,000

You hire Disney-world for the weekend.

Spend £100,000

You buy a yacht.

Spend £200,000

You win the lottery.

Collect £40,000

You buy lots of lottery tickets.

Spend £10,000

You spend a month at a health farm.

Spend £40,000

You marry a millionaire.

Collect £500,000

Pay rent £40,000

PLAYER 2

Pay rent £40,000

You sell some jewellery.

Collect £50,000

You lend some money.

Spend £20,000

You hire a friend for a day.

Spend £100,000

You get a bonus at work.

Collect £10,000

The government gives you a grant to study abroad.

Collect £20,000

You hire Buckingham Palace for a party.

Spend £100,000

You make a good investment.

Collect £100,000

You give some money to charity.

Spend £20,000

Pay rent £40,000

PLAYER 3

Pay rent £40,000

You inherit a large sum of money.

Collect £500,000

Put £10,000 in the bank.

Your account is overdrawn.

Spend £10,000

You buy a car for each member of your family.

Spend £200,000

You sell some valuable paintings.

Collect £200,000

You buy your winter wardrobe.

Spend £20,000

It's your birthday.

Collect £40,000

You have to pay your staff's wages.

Spend £100,000

You sell a diamond ring.

Collect £40,000

A friend asks you for a loan.

Spend £40,000

You have plastic surgery.

Spend £40,000

You write your autobiography and it's a success.

Collect £200,000

You visit the seven wonders of the world.

Spend £100,000

Collect £500,000

Pay rent £40,000

PLAYER 4

Pay rent £40,000

Your credit card is stolen.

Lose £20,000

You receive a cheque.

Collect £10,000

You have to pay income tax.

Spend £20,000

You sell some shares.

Collect £10,000

You go on a journey around the world ... and take a few friends.

Spend £200,000

You take your grand-parents on a cruise.

Spend £20,000

You lose your wallet.

Lose £10,000

You give a large sum of money to Green-peace.

Spend £40,000

You receive interest on your savings.

Collect £10,000

You buy an island.

Spend £500,000

You have your portrait painted.

Spend £10,000

You win the lottery.

Collect £10,000

Tomorrow's world

Worksheets

18a

and

18b

NOTE: Use Worksheets 18a and 18b for this activity.

ACTIVITY

Groupwork: reading, speaking

AIM

To predict information about the future.

To read information about the future and to confirm or correct predictions.

GRAMMAR AND FUNCTIONS

Future continuous and future perfect

VOCABULARY

The environment

PREPARATION

Make one copy of Worksheet 18a (quiz) for every three students in the class. Make one copy of Worksheet 18b (texts) for every three students in the class and cut it up as indicated.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in groups of three.
- 2 Explain that they are going to read some information about life in the future, but that before they do that they are going to predict some of the details.
- 3 Give one copy of Worksheet 18a (quiz) to each group of students.
- 4 Ask them to read the sentences and decide which alternative, a, b or c, is the appropriate ending for each of them.
- 5 When they have done that, give each group a copy of Worksheet 18b (texts), cut up, and ask them to read a different section each.
- 6 Tell the students to check whether the answers they predicted were right or wrong by taking it in turns to tell the rest of the group what they have found out from their texts. Each member of the group will be able to provide the correct answers for two of the questions on Worksheet 18a:

Text A contains the answers to numbers 5 and 2.

Text B contains the answers to numbers 6 and 3.

Text C contains the answers to numbers 4 and 1.

Quiz

1

In the 21st century, humans will be living longer. Research has shown that the best way to delay the ageing process is by

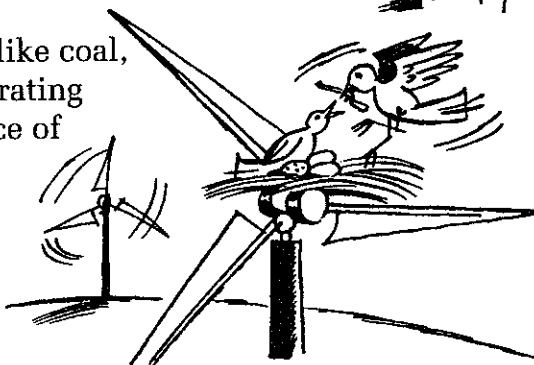
- a) having hormonal treatment.
- b) eating a careful and balanced diet.
- c) drinking a magic potion made from plants in the Amazon forest.



2

At some point in the next century, fossil fuels like coal, gas and oil will have all been consumed. Generating electricity from the wind is a good, clean source of energy but the main argument against it is that

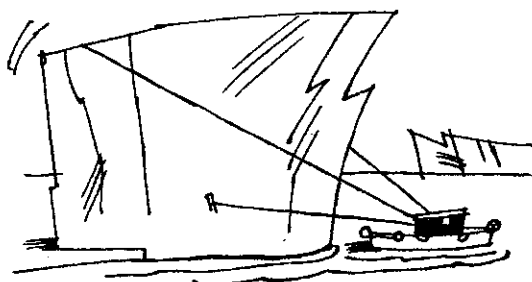
- a) wind generators are ugly and intrusive on the landscape.
- b) wind generators only work when it's windy.
- c) birds confuse wind generators with trees.



3

By the beginning of the 21st century, boats may be transporting enormous icebergs from the south Atlantic

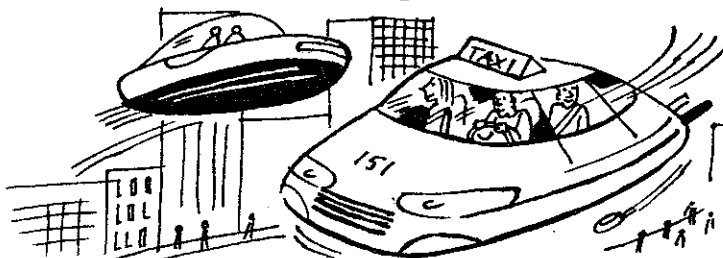
- a) to prevent flooding due to global warming.
- b) to replace the polluted water of other seas.
- c) to irrigate the Sahara desert.



4

In the future pedestrians will be getting around town more quickly

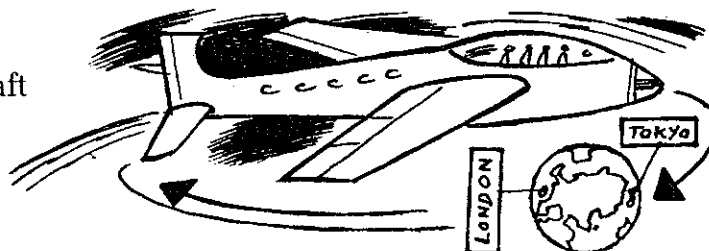
- a) in hover-taxi.
- b) on moving pavements.
- c) on state-owned bicycles.



5

It will be possible to get from London to Tokyo by space aircraft

- a) in one hour.
- b) in thirty minutes.
- c) in three hours.



6

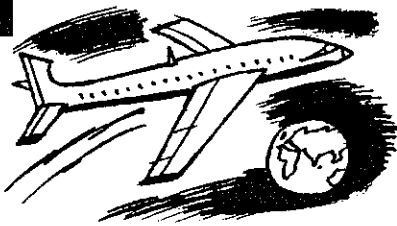
Unless steps are taken to protect them, a quarter of a million plant species will have been made extinct in our children's lifetime, largely because of

- a) pollution.
- b) forest destruction.
- c) changes in the climate.



Texts

A

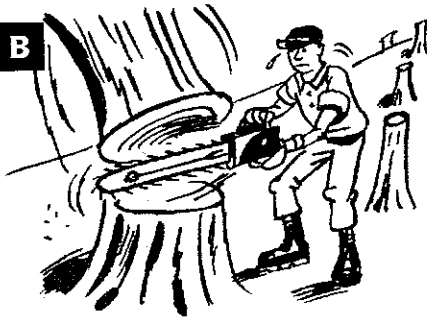


Aircraft capable of flying at ten times the speed of sound are being designed for the future. They will take off from an ordinary runway, climb through the atmosphere to the edge of space and then re-enter the atmosphere to land normally at their destination. One day in the 21st century, people will be landing in Tokyo just one hour after taking off from Heathrow Airport in London.

Most of our energy comes from coal, oil and gas. One day these fossil fuels will all be consumed. We should be careful now how we use them and make plans for using less. Our attitudes to energy in the next 20 years will affect the entire planet for centuries. Generating electricity from the wind is a good, clean source of energy to some, but an intrusion on the landscape to others. One critic described them as 'like toilet brushes disfiguring the countryside'.

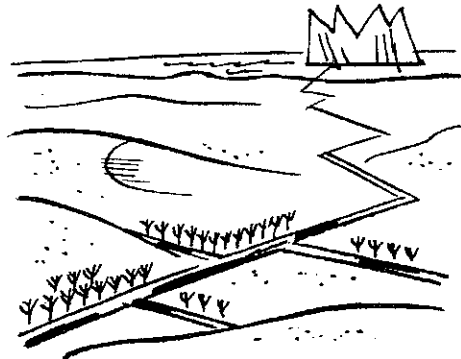


B

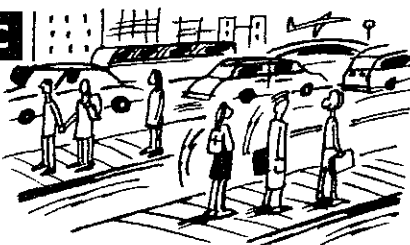


Tropical forests are immensely rich. They may cover only six per cent of the earth's surface, but they support over two-thirds of the world's plant and animal species. Scientists believe that a quarter of a million plant species could be made extinct in our children's lifetime largely because of forest destruction. The forests are a vital source of medicinal plants and so by destroying forests, we may be destroying the drugs which could cure cancer and other serious diseases. In the time it takes you to do this exercise, four more species will have become extinct.

More than three-quarters of the world's fresh water is locked in the ice-caps of the Arctic and Antarctica. A small amount of this pure water would be sufficient to transform the dry areas of the world into fertile land. Engineers think that it would be possible to transport an iceberg of up to 10 kilometres in length using a tug the size of a supertanker to pull it. The Sahara desert has the advantage of being close to the sea and could be irrigated using water from the iceberg without the expense of long-distance pipelines.



C



Pedestrians in the cities of the future could speed through the streets at up to 15 kilometres per hour just by standing still. A network of moving pavements could reduce travelling time and end rush-hour traffic jams for ever. A Swiss company has invented a system of high speed moving pavements. Pedestrians will be able to step on and off them as easily as using an ordinary escalator.

Most people would be happy to find a way to stay younger longer and scientists have been working on experiments with hormonal treatments and chemicals to reduce the oxygen content of the blood. But the most promising method of retarding age is through diet. Research has shown that a diet containing all the essential ingredients but with the calorie intake reduced to only three-fifths the normal level could lead to a lifespan of two-fifths longer.



Ten years from now

Worksheet

18c

ACTIVITY

Whole class: speaking

AIM

To make predictions about what people will be doing ten years from now.

GRAMMAR AND FUNCTIONS

Future continuous and future perfect

VOCABULARY

Life events

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 minutes

PROCEDURE

- 1 Ask the class to imagine their life in ten years from now.
- 2 Ask the students to work in pairs.
- 3 Give one copy of the worksheet to each student in the class.
- 4 Ask them to imagine *their partner* ten years from now and to choose the predictions on their worksheet that are most appropriate for them. They should put their partner's name next to the predictions they have chosen. Point out that there are three blank spaces for students to write in any predictions they can think of that are not provided.
- 5 Ask the students to take it in turns to read out their predictions to one another and to comment on them.

OPTION

Alternatively, give one copy of the worksheet to each student in the class and ask them to put the name of a different student in the class next to each prediction. Then ask them to go round the class, reading out their predictions to one another.

_____ *will still be living in the same place.*

_____ *will have passed at least one exam.*

_____ *will have travelled to a different continent.*

_____ *will have got married.*

_____ *will have had more than one child.*

_____ *will have changed hairstyle.*

_____ *will be working in an office.*

_____ *will be speaking English every day.*

_____ *will have forgotten how to speak English.*

_____ *will have learnt another language.*

_____ *will be earning more money than now.*

_____ *will be wearing glasses.*



Facts and myths Worksheet 19a

ACTIVITY

Pairwork: writing, speaking

AIM

To guess common myths and compare them with the facts that disprove them.

GRAMMAR AND FUNCTIONS

Passive constructions to show that you're not sure of the truth of a statement or to show that you want to distance yourself from it: *it is said that...*, *it is believed that...*

VOCABULARY

Common myths

PREPARATION

Make one copy of the worksheet for each pair of students in the class and cut it up as indicated.

TIME

20 minutes

PROCEDURE

- 1 Ask the students if they have heard that eating carrots enables you to see in the dark. Discuss whether there is any scientific explanation for this myth and ask them to suggest any other myths that they know of.
- 2 Explain that they are going to read about some common myths and the facts that disprove them.
- 3 Divide the class into Group A and Group B and ask the students to work with a partner from the same group.
- 4 Give a copy of the Student A section of the worksheet to each student in Group A and a copy of the Student B section to each student in Group B.
- 5 Explain that students in Group A have the facts corresponding to the myths on Group B's worksheets and Group B have the facts corresponding to the myths on Group A's worksheets.
Tell them that in a few moments they are going to compare them. But first, their task is to complete the myths on their own worksheets. If they are not familiar with these myths, they should make them up. They should work with their partner, but all students should complete the myths on their own worksheet.
- 6 When they have completed the myths, ask them to work with a partner from the other group, that is one student from Group A works with one student from Group B.
- 7 Ask them to take it in turns to read out their myths. Their partner checks they have completed the myth correctly by reading out the corresponding fact.

Student A

MYTHS

- 1 It is said of a person who has suffered a terrible shock that their hair turns _____
- 2 It is said that you see your life flashing in front of your eyes _____
- 3 It is believed that the best way to cure someone of hiccups is _____
- 4 Eating fish is said to be good for _____
- 5 It is said that drinking sea water _____
- 6 It is believed that a camel's hump contains _____

FACTS

- a Hair is already dead when it has emerged from the skin, so it cannot contribute to a man's strength or virility.
- b Ostriches may well listen for sounds with their heads close to the ground, but if they really buried their heads in the sand, they would probably suffocate.
- c In Britain, brown eggs are considered to be superior to white ones, while in the USA, white eggs are said to be purer. In fact, the colour of the shell depends merely on the breed of hen.
- d In fact, they are caused by viruses which are passed on from person to person. If they were caused by the cold, Eskimos would have them all the time.
- e A mouse is equally fond of sweet food. What is considered to be an animal's preference for a particular food is most likely to be the food we are used to giving them.
- f Taking into account the proportional sizes of the bodies, the weight of the brain in both sexes is about equal. Anyway, there is no evidence to say that the size of the brain is related to the intelligence of its owner.



Student B

MYTHS

- a It is said that hairy men are _____
- b Ostriches are said to hide by _____
- c Brown eggs are believed to be _____
- d It is commonly believed that colds are caused by _____
- e A mouse's favourite food is believed to be _____
- f A woman's brain is believed by some people to be _____

FACTS

- 1 In fact it would take weeks for a head of hair to change colour. Hair is dead once it has grown out of the head and only grows a couple of centimetres per month.
- 2 Nobody has come back from the grave to confirm it, but there are many cases of people being saved from near death who say that they did not see the events of their past life passing before their eyes.
- 3 First of all, more people die of shock than hiccups! But research into cures for hiccups shows that if a sufferer believes a particular treatment will succeed, it usually does. The cure is therefore at least partly psychological.
- 4 No particular food is good for one specific part of the body. A balanced diet will satisfy all the body's requirements.
- 5 It may contain harmful chemicals, but there is nothing in sea water which causes madness. However, drinking large quantities will poison the kidneys.
- 6 The hump of the camel contains fat which the animal can live on for a week or ten days. But there is no reservoir in its hump.



Teacher's Notes

Unsolved mysteries Worksheets 19b and 19c

NOTE: Use Worksheets 19b and 19c for this activity.

ACTIVITY

Groupwork: reading, speaking

AIM

To read about unsolved mysteries and to speculate about possible explanations.

GRAMMAR AND FUNCTIONS

Past modals to speculate about the past

May have or *might have* to talk about something which possibly happened or was true in the past

VOCABULARY

Mysterious events

PREPARATION

Make one copy of Worksheet 19b (mysteries) for every five students in the class and cut it up as indicated. Make one copy of Worksheet 19c (possible explanations) for every five students in the class.

TIME

40 minutes

PROCEDURE

- 1 Explain to the students that you are going to tell them about something strange which happened last night. Tell them that you got up this morning to find that a hole had appeared in the road outside your house and that neither you nor your neighbours can explain what happened. Ask the students if they can think of any possible explanations. Encourage them to be as imaginative as they like with their suggestions. For example, something might have fallen out of the sky, somebody might have dug a hole, there might have been an earthquake, an animal might have dug a hole, an alien spaceship may have landed there.
- 2 Tell the students that they are going to read about some strange mysteries which have never been explained and that they are going to speculate about possible explanations.
- 3 Ask the students to work in groups of five.
- 4 Give one copy of Worksheet 19b (mysteries), cut up, to each group of students and ask them to take one section each. Explain that each section contains a different unsolved mystery.
- 5 Ask the students to take it in turns to read out their unsolved mystery to the rest of the group. The whole group should suggest two or three possible explanations for each one. Each student should write down the group's suggested explanations on the back of their section of the worksheet.
- 6 When they have listened to and speculated about the five mysteries, compare results.
- 7 Ask the students to stay in their groups for the next part of the activity. Give each group a copy of Worksheet 19c (possible explanations).
- 8 Tell the students that they are going to read some ways in which people have tried to explain the mysteries they have read about but that the explanations are not in the correct order. Their task is to match three possible explanations to each mystery.
- 9 Check their answers and ask them to choose the most likely explanation for each mystery.

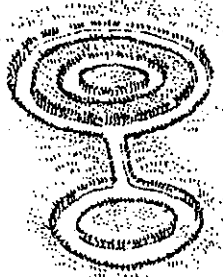
ANSWERS

1 cfj 2 gim 3 ehl 4 bno 5 adk

Mysteries

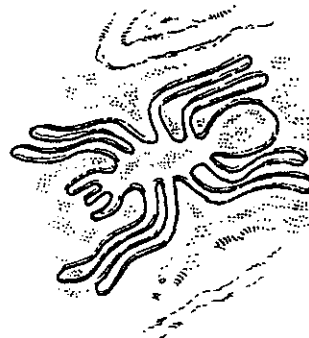
1

One summer in the early 1980s, strange patterns appeared overnight in cornfields across the English countryside. Observers were impressed by the regularity of the circular shapes and beauty of the designs. Some corn circles were as big as 60 meters across, others just one meter. The patterns were made by flattening but not breaking the corn, but there was no sign of human or animal approach to the sites as the corn in the surrounding area was undisturbed. ■



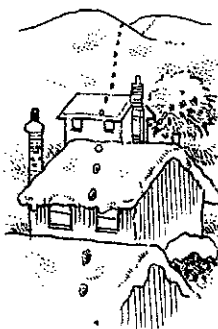
2

In the Nazca desert of southern Peru there is an amazing display of art laid out on the desert floor. Outlines of animals have been 'drawn' by removing the dark stone layer which covers the desert to reveal the light-coloured sand underneath. There's a bird which measures 120 meters across, a spider of 50 meters, a monkey, a whale and other birds, fishes and strange plants. The pictures were not discovered until 1941, but they are thought to date from about AD 900. The strange thing is that these pictures can only be seen from the air. ■



3

The winter of 1884 was an exceptionally cold one in southern England. One morning, people got up to find that the rivers had frozen over and a blanket of snow lay everywhere. Then they noticed a mysterious line of footsteps running up to their doors, through their gardens, over rooftops, crossing fields and covering an area of about 100 miles. They looked like donkey's hooves, but they were in a single line as if the animal had been walking on two legs. ■



4

On an island off the north of Scotland, a lighthouse was built in 1895. A year later, just before Christmas, Joseph Moore and his crew were due to take supplies by ship to the three men living in the lighthouse. Because of bad weather conditions, their departure was delayed until the 26th December. As they approached the island, they expected to see a sign that the men on the lighthouse had seen the ship, but there was no response. The ship's horn was sounded, but nobody appeared from the lighthouse. Joseph and three other men decided to go and investigate. In the lighthouse, the beds had been made and the dishes from the last meal had been washed. All the clocks had stopped. But there were no men. They searched the island and found nothing apart from some damage caused by storms earlier that month. The last entry in the log book, on 15th December, reads, 'Storm ended, sea calm. God is with us.' ■



5

Mr and Mrs Downes were walking home from church in Bristol in March 1977 when they heard something which sounded like a button falling onto the ground. In fact it was a hazel nut, and it was followed by hundreds more appearing out of the clear blue sky. The Downes took some home and found them good to eat. Not long after that, they were followed by showers of peas and beans. ■



Possible explanations

a

Other people looking for a more rational explanation think that these strange showers could have been caused by whirlwinds sucking up the plants from the ground and dropping them elsewhere.

b

One of the men who helped to search the island thought that the men might have wanted to disappear – they could have been picked up by a passing ship and taken to Australia to start a new life.

c

At first, people thought they may have been messages from outer space.

d

Alternatively, aliens might have been sending free gifts from the air as a friendly gesture.

e

Many people were convinced that they had been visited by the devil.

f

They continue to appear with increasingly complicated designs, but nowadays people tend to think people must be creating them.

g

It is believed by some people that the Indians must have been able to see their creations from the sky.

h

One person even suggested that it could have been a kangaroo which might have escaped from a nearby zoo!

i

It is believed by most historians that the pictures were created for religious purposes – in other words, they must have been put there as presents for the gods.

j

Another theory was that they could have been caused by the wind.

k

Aliens from another planet may have collected some samples of our plants for investigation and then thrown them out of their spaceships when they had finished with them.

l

One possible explanation was that the marks were made by birds with ice on their feet.

m

In 1957, an American set out to prove that people could have flown in hot-air balloons using the materials that would have been available to them at that time.

n

It is thought that one of the men could have gone mad and caused the deaths of all three men.

o

A journalist offered another explanation – even though the sea was calm, a freak wave might have taken the men by surprise and swept them into the sea.

Advertising campaign

Worksheet

20a

ACTIVITY

Groupwork: speaking

AIM

To write and present a radio advertisement and to guess what products are being advertised.

GRAMMAR AND FUNCTIONS

General

VOCABULARY

The language of advertisements

PREPARATION

Make one copy of the worksheet for every three students in the class. Make one copy of the words at the bottom of the Teacher's Notes and cut them up as indicated.

TIME

40 minutes

PROCEDURE

- 1 Tell the students that they are going to invent a radio advertisement and perform it for the rest of the class.
- 2 Ask the students to work in groups of three. Give one copy of the worksheet and three of the words from the box below to each group.
- 3 Tell the students that they are going to prepare a short advertisement for the radio based on one of the pictures on the worksheet. They must use the words you have given them in their advertisement.
- 4 Ask each group to choose one of the pictures on the worksheet, decide what sort of product it represents and give it a brand name. *They must not let the other groups of students know which picture they have chosen.*
- 5 They are ready to prepare their advertisement. While they are doing this, be on hand to offer help as this is quite a challenging task.
- 6 When they have finished, ask the groups of students to take it in turns to come to the front of the class and to perform their advertisement. The rest of the class should guess which picture the advertisement is based on.
- 7 The class can vote for the best advertisement.

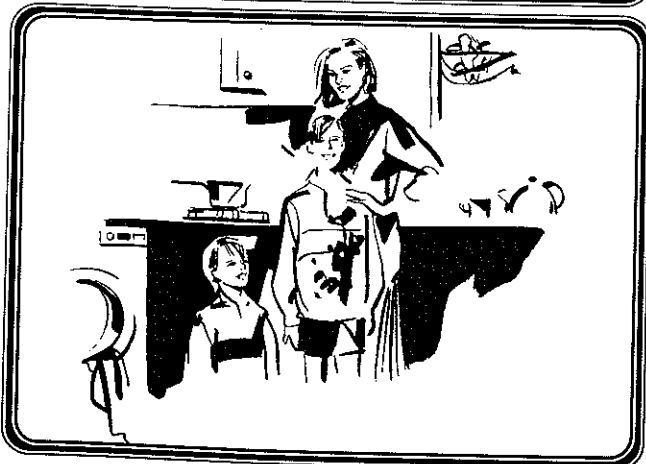
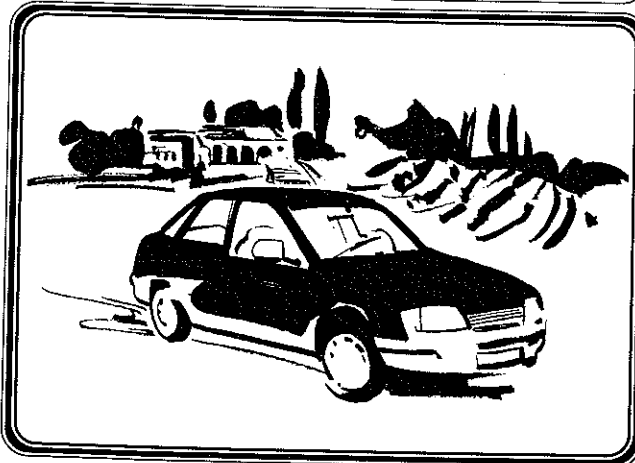
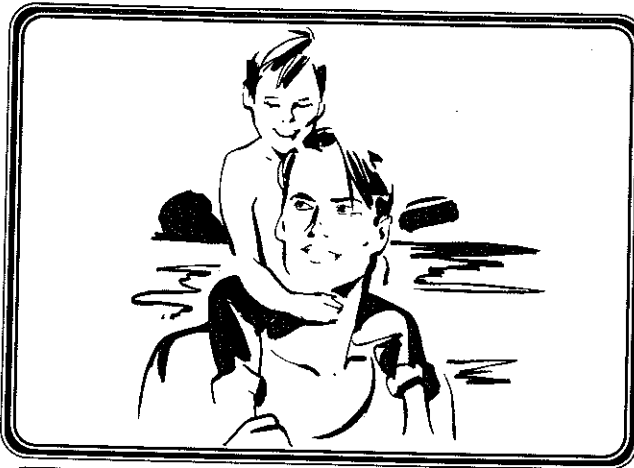
FOLLOW-UP

Ask the students to write a slogan for their product on the picture they chose.

OPTION

If you have the facilities available, students can record their radio advertisement and play the tape instead of performing it in front of the class.

REFRESHING	FULL OF GOODNESS	AMAZING	GUARANTEED RESULTS
SCIENTIFICALLY PROVEN	LONGER-LASTING	THE LATEST	NEW, IMPROVED
FABULOUS	PURE	BRIGHTER AND WHITER	VALUE FOR MONEY
FAST	SAVE TIME	SAVE MONEY	SILKY
IRRESISTIBLE	MAGICAL	LUXURIOUS	SMOOTH



ACTIVITY

Pairwork: speaking, writing
Mutual dictation

AIM

To dictate part of a story and to write down what your partner dictates to you.

GRAMMAR AND FUNCTIONS

Reported speech

VOCABULARY

Reporting verbs

PREPARATION

Make one copy of the worksheet for each pair of students in the class. Cut out sections A and B as indicated.

TIME

20 minutes

PROCEDURE

- 1 Tell the students that they are going to read a story about two neighbours. Point out that there is some information missing from the text you are going to give them.
 - 2 Ask the students to work in pairs of Student A and Student B.
 - 3 Give one copy of text A to each Student A and one copy of text B to each Student B. Tell them not to show their part of the story to their partner. Explain that their partner has the part of the story which is missing from their own version.
 - 4 Ask the students to take it in turns to dictate lines of the story and to write them down in the spaces provided on their worksheet.
 - 5 When they have finished, ask them to compare completed texts which should be identical.
-



A

Lucy and Pete were neighbours who were pleased to help one another out whenever possible.

The day after Lucy left, Pete was horrified to see his dog running in from the direction of her garden, carrying her pet rabbit in its mouth. The rabbit was very muddy and dead.

She suggested that he simply put the rabbit back in its cage so that Lucy would think that it had died of natural causes.

Then he put the rabbit back in its cage in Lucy's garden and kept his dog away from it for the rest of the week.

Feeling a little uneasy, Pete asked Lucy if she had found everything in order at home and she said that everything was fine, but something strange had happened.

B

Lucy was going on holiday for a week and asked Pete to keep an eye on her house and garden. She promised to bring him something back from her holiday in return.

As he always did when he had a problem, Pete phoned his mother and asked her what he should do.

Pete agreed that this would probably be the least traumatic solution for everybody concerned, so he washed the dead rabbit and dried it with the hair drier until it looked white and fluffy again.

When Lucy arrived back from her holiday, she thanked Pete for his help and gave him his present.

She explained that she was surprised to see her pet rabbit in its cage because, just before she had left for her holiday, it had died of old age and she had buried it in the garden.

Teacher's Notes

Drawing game

Worksheets Progress check

17-20a

and

17-20b

NOTE: Use Worksheets Progress check 17-20a and 17-20b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To draw and guess words and expressions.

GRAMMAR AND FUNCTIONS

Revision

VOCABULARY

Revision

PREPARATION

Make one copy of Worksheets Progress check 17-20a and 17-20b for every six to eight students in the class. Provide dice, paper and pencils for each group. Each group will also need a watch with a second hand for timing the activity.

TIME

45 minutes

PROCEDURE

- 1 Tell the students that you are going to draw something on the board and that their task is to guess the word. Choose one of the words from Worksheet 17-20a and tell them which category it belongs to. For example, tell the students that the category is 'Person' and do a simple drawing of a student on the board. When they have guessed the word, choose a word from Worksheet 17-20b and repeat the activity.
- 2 Tell the students that they are going to play a team game by drawing words and expressions for their team to guess but that before they play the game, they are going to write down some words and expressions to use in the game.
- 3 Ask the students to work in groups of six to eight and to divide each group into Team A and Team B.
- 4 Give one copy of Worksheet 17-20a to each Team A and a copy of Worksheet 17-20b to each Team B.
- 5 Write the following numbers and headings on the board: 1 Person, 2 Place, 3 Object, 4 Action, 5 Idiom and explain that these numbers correspond to the numbers on their worksheets.
- 6 Ask them to write words and expressions in the spaces provided on their worksheets according to the categories above. Point out that there are already some example words written on their worksheets. They should not let the students from the other team know what they are writing. Allow plenty of time for this part of the activity and encourage the students to refer back to their course book and their notes.
- 7 When they have done this, ask them to cut out the cards as indicated. They will need these cards for the game.
- 8 Give dice, paper and pencils to each team and explain how to play the game using the instructions below.
- 9 The students are ready to play the game. While they are playing, go round to each group and make sure that they are playing correctly.

HOW TO PLAY THE GAME

- 1 Team A and Team B put their cards in separate piles face down.
- 2 Player A from Team A takes a card from the top of Team B's pile and throws the dice.
- 3 Player A looks at the word or expression on the card in the category according to the number on the dice *but does not read it out loud*. For example, if the number on the dice is a 1, they look at the word in category 1, 'Person'. This is the word or expression they are going to draw.
- 4 If a player throws a six, they can choose a word or expression on their card in any category they like.
- 5 Player A puts the card back, face down, to the bottom of the pile and tells the rest of Team A which category the word belongs to.
- 6 One player from Team B starts timing one minute and Player A starts drawing the word for the rest of Team A to guess. Player A can do as many drawings as they like to help their team to guess the word, but they must not speak or use gestures.
- 7 If Team A guesses the word before one minute is up, they score one point.
- 8 Player B from Team B takes a card from the top of Team A's pile, throws the dice and draws the corresponding word or expression for their team to guess.
- 9 Players from both teams take it in turns to draw and guess in this way and the game continues until all the cards have been used up.
- 10 The team with the most points at the end of the game are the winners.

Drawing game

 Reward Upper-intermediate
Resource Pack

Team A



1 student	1	1	1
2	2 hospital	2	2
3	3	3 dictionary	3
4	4	4	4 surf
5	5	5	5
1	1 author	1	1
2	2	2 university	2
3	3	3	3 bicycle
4	4	4	4
5 to be on cloud nine	5	5	5
1	1	1 pilot	1
2	2	2	2 department store
3	3	3	3
4 play cards	4	4	4
5	5 to be under the weather	5	5
1	1	1	1 Prime Minister
2	2	2	2
3 microwave	3	3	3
4	4 get up	4	4
5	5	5 to split your sides	5
1	1	1	1
2 island	2	2	2
3	3 light bulb	3	3
4	4	4 wink	4
5	5	5	5 to have a long face

Team B



1 teacher	1	1	1
2	2 desert	2	2
3	3	3 key	3
4	4	4	4 dance
5	5	5	5
1	1 police officer	1	1
2	2	2 museum	2
3	3	3	3 credit card
4	4	4	4
5 to go halves	5	5	5
1	1	1 neighbour	1
2	2	2	2 cemetery
3	3	3	3
4 argue	4	4	4
5	5 to break someone's heart	5	5
1	1	1	1 musician
2	2	2	2
3 satellite dish	3	3	3
4	4 buy	4	4
5	5	5 to have a head like a sieve	5
1	1	1	1
2 Australia	2	2	2
3	3 wallet	3	3
4	4	4 yawn	4
5	5	5	5 to have a heart of gold

Buy a sentence

Worksheet Progress check

17-20c

ACTIVITY

Pairwork: speaking

AIM

To decide whether sentences are grammatically correct and to bid for them in a grammar auction.

GRAMMAR AND FUNCTIONS

Revision

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each pair of students in the class and one for yourself. Cut your worksheet up as indicated, but leave the students' worksheets intact. Each pair of students will need some money for this activity. If there is no British or American currency available, you can make two copies of the money at the bottom of the Teacher's Notes for Worksheet 17b for each pair of students in the class and cut it out as indicated. You will need a picture of a work of art to demonstrate this activity.

TIME

30 to 40 minutes

PROCEDURE

- 1 Ask the students to work in pairs and give each pair of students an equal sum of money. If you are using real currency, tell the students that, for example, each penny represents £1000 and make sure that each pair of students has a selection of small change. Alternatively, give each pair of students two copies of the money used for Worksheet 17b, cut up. Tell the students that this is the money they have available to spend and that you are going to hold an auction.
- 2 Hold up the picture of a work of art and ask the students to bid for it.
- 3 When you have set the scene, tell the students that they are going to bid for sentences in the same way.
- 4 Give one copy of the worksheet to each pair of students.
- 5 Explain that some of the sentences are correct, while others have a grammatical mistake in them and that they should bid for the sentences which they think are correct.
- 6 Before they start bidding, give them time to decide whether the sentences are grammatically correct and to make corrections where necessary.
- 7 When they are ready, start bidding for sentence 1. When the bidding stops, give the strip with sentence 1 on it to the highest bidder and take their money.
- 8 If nobody wants to buy it because they think it is wrong, do not ask for corrections at this point.
- 9 Continue until all the sentences have been bid for and then go back to the beginning and ask the class to identify the mistakes in the sentences which are not correct.

ANSWERS

- | | |
|--|---|
| 1 wrong: <i>in case</i> should be replaced by <i>if</i> | 9 right |
| 2 right | 10 right |
| 3 right | 11 wrong: <i>I've been meeting</i> should be replaced by <i>I've met</i> |
| 4 wrong: <i>accommodation</i> is uncountable | 12 right |
| 5 wrong: <i>the teacher</i> should be replaced by <i>a teacher</i> | 13 wrong: <i>they are reserved</i> should be replaced by <i>who are reserved</i> |
| 6 right | 14 wrong: <i>unless you don't come</i> should be replaced by <i>unless you come</i> |
| 7 wrong: <i>mustn't</i> should be replaced by <i>don't have to</i> | |
| 8 right | |

Bank Pekao S.A. O/POLE
12401633-50013890-
-2700-401112-001

1

Well, goodbye – I'll come and see you in case I pass through Spain one day.

8

It's a shame the course has finished – I was just getting used to the weather here.

2

That would be lovely – I hope you won't have forgotten what I look like.

9

So was I. In fact, if I'd known how much I was going to enjoy myself, I would have booked a longer course.

3

I've got an idea – let's meet in Paris on the 31st December, shall we?

10

Three months isn't long enough to speak English fluently, is it?

4

Isn't it difficult to find an accommodation in Paris at that time?

11

No, it isn't and the time went very quickly. But I've been meeting a lot of nice people since I arrived here.

5

My brother works as the teacher in Paris, so we can stay with him.

12

So have I. Before coming here, I was told that English people were unfriendly!

6

Okay. I don't go back to work until the 6th of January.

13

That's rubbish! I've met some English people they are reserved, but not unfriendly.

7

Meanwhile, I'll write to you. You mustn't answer, but I'd love to hear from you.

14

Anyway, I must go now. I'll see you in Paris, unless you don't come and visit me in the meantime.