

REWARD
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*Can be used
to supplement
any course*

Pre-Intermediate

Resource Pack

**Communicative
activities
for students of
English**

Susan Kay
The Lake School
of English


**MACMILLAN
HEINEMANN**
English Language Teaching















PHOTOCOPIABLE

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Worksheet	Interaction	Skills	Activity	Time (Mins)	Grammar and functions	Vocabulary
21 <i>Experiences</i>	Whole class	Speaking	Communication task	20-30	Present perfect simple for experiences	General
22 <i>What's happened?</i>	Whole class	Speaking	Mill drill	15	Present perfect simple for past actions with present results	General
23 <i>The river of life</i>	Pairwork	Speaking	Sentence completion Information exchange	30	Present perfect simple: <i>for</i> and <i>since</i>	General
24 <i>True and false definitions</i>	Groupwork	Writing Speaking	Team game	40	Defining people and things Defining relative clauses	People and things
25 <i>Stuff and things</i>	Pairwork	Speaking Writing	Communicative crossword	40	Describing things when you don't know the word	Objects
Progress check 21-25a <i>Who said what?</i>	Pairwork	Reading Speaking	Matching	20	Revision of Lessons 21-25	British English and American English words
Progress check 21-25b <i>Jon's story</i>	Whole class	Reading Writing Speaking	Information gap Completing a text	45	Revision of Lessons 21-25 Present perfect simple: questions Past simple: questions	General
26 <i>My ideal world</i>	Pairwork	Writing Speaking	Completing sentences Discussion	30-40	<i>Must</i> for obligation <i>Mustn't</i> for prohibition	Everyday activities
27 <i>Challenges</i>	Groupwork	Speaking	Doing tasks and completing a chart	40	<i>Can</i> and <i>could</i> for ability	General
28 <i>Written and unwritten rules around the world</i>	Groupwork	Speaking	Discussion Categorising	30	<i>Can</i> , <i>can't</i> for permission and prohibition	Rules and regulations around the world
29 <i>What's the matter?</i>	Whole class	Writing Speaking	Mill drill	20-30	<i>Should</i> , <i>shouldn't</i> for advice	Health complaints
30 <i>Would you mind...?</i>	Whole class	Speaking	Mill drill	10	Asking for permission Asking people to do things Offering	Everyday activities
Progress check 26-30 <i>The game of chance</i>	Groupwork	Reading Speaking	Game	20-30	<i>Should</i> , <i>shouldn't</i> for advice <i>Can</i> for permission <i>Must</i> for obligation	General
31a <i>Ten things you should know about dreams</i>	Pairwork	Reading Speaking	Questionnaire	30	Revision: present simple	Dreams and sleep
31b <i>A dream</i>	Groupwork	Speaking Writing	Story-writing	35-45	Past continuous	Words and expressions used in stories: <i>suddenly, then, to my surprise, unfortunately, finally</i>
32 <i>Strange things happen</i>	Groupwork	Speaking Reading Writing	Group dictation	45	Past continuous: <i>while, when</i>	General
33 <i>A good place to live</i>	Groupwork	Writing Speaking	Completing a chart Discussion	30	Describing negative aspects of a place <i>Too much/many, not enough</i> + noun, <i>too</i> + adjective, <i>not</i> + adjective <i>enough</i>	Expressions of quantity Features of a place to live
34 <i>What do you know about the world?</i>	Groupwork	Speaking	Quiz	30	Present simple passive	World facts and figures
35 <i>Meal-times</i>	Pairwork	Speaking Writing	Communication task Information transfer	30	Making comparisons: <i>but, however, although</i>	Food and meals
Progress check 31-35 <i>Find someone who...</i>	Whole class	Speaking	Communication task	15-20	Revision of Lessons 31-35	General
36 <i>This may be your life!</i>	Groupwork	Speaking	Survey	30-40	<i>Might, may</i> for possibility	Everyday activities
37a and 37b <i>What will happen if...?</i> 37a Game board 37b Cards	Groupwork	Speaking	Board game	30	First conditional	General
38 <i>Your last day at home</i>	Pairwork	Writing Speaking	Sentence completion Information exchange	30-40	<i>Would</i> for imaginary situations	Routine and leisure activities
39 <i>Dream on</i>	Whole class	Speaking	Sentence completion Communication task	30	Talking about imaginary or unlikely situations Second conditional	General
40 <i>Work it out</i>	Groupwork	Reading Speaking	Logic puzzles	30-40	Past perfect: <i>after, when, because</i>	General
Progress check 36-40a <i>What would you do?</i>	Groupwork	Reading Speaking	Game	30	Second conditional	General
Progress check 36-40b <i>Sentence dominoes</i>	Groupwork	Speaking	Game	30	Revision of lessons 30-40	Multi-part verbs General

Identity cards

<p><i>You are</i></p>  <p>Jenny Freeman Age: 17 Job: student engineer You come from Manchester. You live in London. You have 2 sisters.</p>	<p><i>You are</i></p>  <p>Albert Dermott Age: 29 Job: pilot You come from Belfast. You live in Liverpool. You have 1 sister and 2 brothers.</p>
<p><i>You are</i></p>  <p>Terri Beaumont Age: 32 Job: secretary You come from Montreal. You live in Paris. You have 3 sisters and 1 brother.</p>	<p><i>You are</i></p>  <p>Otille Amaambo Age: 30 Job: football player You come from Namibia. You live in Amsterdam. You have 1 sister and 1 brother.</p>
<p><i>You are</i></p>  <p>Valentina Ortiz Age: 35 Job: cook You come from Mexico. You live in Las Vegas. You have 2 sisters and 1 brother.</p>	<p><i>You are</i></p>  <p>Paloma Perez Age: 27 Job: maths teacher You come from Madrid. You live in Buenos Aires. You have 2 brothers.</p>
<p><i>You are</i></p>  <p>Sophie Legrand Age: 20 Job: disc jockey You come from Geneva. You live in Bordeaux. You have 2 sisters.</p>	<p><i>You are</i></p>  <p>Gerry Heringa Age: 21 Job: barman You come from Amsterdam. You live in Berlin. You have 1 sister and 2 brothers.</p>
<p><i>You are</i></p>  <p>Angelo Bianchini Age: 18 Job: student of economics You come from Rome. You live in Milan. You have 2 brothers.</p>	<p><i>You are</i></p>  <p>Julie O'Connor Age: 32 Job: singer You come from Glasgow. You live in Edinburgh. You have 1 brother.</p>
<p><i>You are</i></p>  <p>Yumiko Ono Age: 28 Job: hairdresser You come from Osaka. You live in Tokyo. You have 1 sister and 1 brother.</p>	<p><i>You are</i></p>  <p>Jean-Luc Routin Age: 26 Job: photographer You come from Nice. You live in Paris. You have 2 brothers.</p>
<p><i>You are</i></p>  <p>Ken Turnbull Age: 40 Job: film producer You come from Cardiff. You live in Cambridge. You have 2 sisters.</p>	<p><i>You are</i></p>  <p>Wolfgang Schickert Age: 35 Job: lawyer You come from Düsseldorf. You live in Bonn. You have 2 brothers.</p>

Who are you?

Worksheets

1a

and

1b

NOTE: Use Worksheets 1a and 1b for this activity.

ACTIVITY

Whole class: speaking

AIM

To complete an information sheet with personal details by asking and answering questions.

GRAMMAR AND FUNCTIONS

Asking for and giving personal information

Present simple questions with question words:

what, where, how old

Present simple questions without a question word

VOCABULARY

Personal information: jobs, countries and towns

PREPARATION

Make a copy of Worksheet 1a (identity cards) and cut it up so that there is one identity card for each student in the class. Make one copy of Worksheet 1b (information sheet) for each student in the class. If there are more than 14 students in the class, divide the students into groups, and make one copy of Worksheet 1a for each group. If there are fewer than 14 students in the class or group, use the appropriate number of identity cards. For example, if there are ten students in the class, use only the first ten identity cards and leave out the last four (Yumiko Ono, Jean-Luc Routin, Ken Turnbull and Wolfgang Schickert). You will also need to leave out the corresponding lines on the information sheet on Worksheet 1b. For example, if there are ten students, make a copy of the worksheet and cut off the last four lines of the information chart, before making a copy for each student in the group.

TIME

30 to 40 minutes

PROCEDURE

- 1 If there are more than 14 students in the class, divide the class into groups. Give one identity card and one information sheet to each student in the class.
- 2 Tell the students that they are now the person on their identity card.
- 3 Ask them to fill in the details of their new identity on their own information sheet.
- 4 Explain that they are going to go round the class and fill in the missing details on the information sheet by asking one another questions in order to find out who the other students are on the information sheet and to fill in the missing details.
- 5 Before the students begin the activity, refer the whole class to the information sheet and elicit the questions they will need to ask in order to:
 - a) find out which information on the information sheet relates to the student they are talking to:
 - Are you Jenny Freeman?*
 - Are you 27?*
 - Are you a secretary?*
 - Do you come from Belfast?*
 - Do you live in Bordeaux?*
 - b) fill in the rest of the information:
 - (name) *What's your name?*
 - (age) *How old are you?*
 - (job) *What do you do?*
 - (where/come from) *Where do you come from?*
 - (where/live) *Where do you live?*
 - (sisters and brothers) *Do you have any sisters and brothers?*
- 6 Now ask the students to go round the class and complete their information sheets with information about the other students' identities. They should take it in turns to ask and answer questions to find out the information they need. **They must not show their identity card or information sheet to the other students in the class.** If you have divided the class into groups, they should do the activity in their groups.
- 7 When the first student has completed their information sheet, stop the activity and ask the students to compare: they should have identical details. (See completed information sheet on the back of Worksheet 1b.)

Information sheet

NAME	AGE	JOB	WHERE/ COME FROM	WHERE/ LIVE	SISTERS AND BROTHERS
Jenny Freeman					
			Belfast		
		secretary			
Ottile Amaambo					
			Mexico		
	27				
				Bordeaux	
		barman			
			Rome		
				Edinburgh	
Yumiko Ono					
		photographer			
			Cardiff		
				Bonn	

Who are you?

Worksheet

1b

ANSWERS

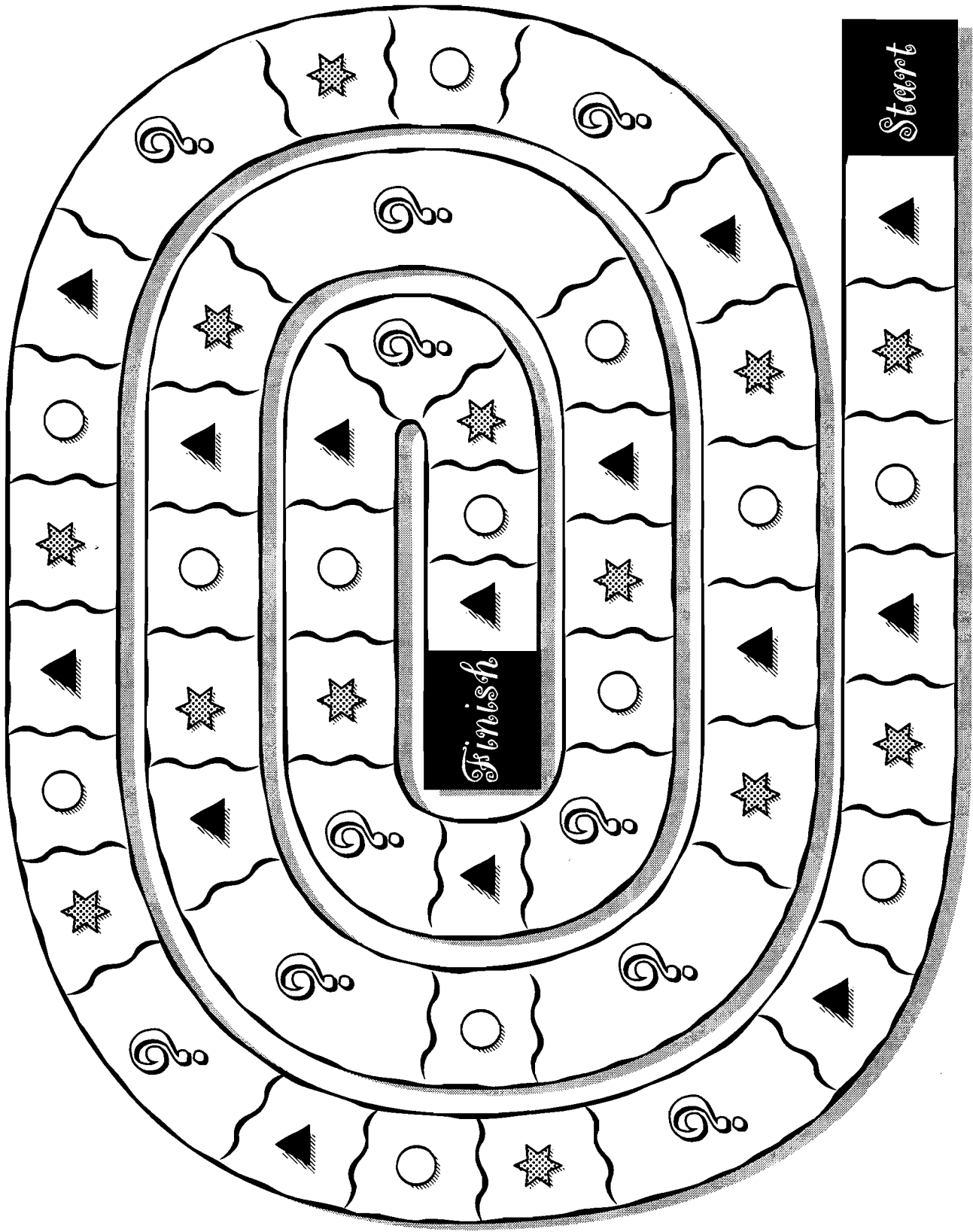
NAME	AGE	JOB	WHERE/ COME FROM	WHERE/ LIVE	SISTERS AND BROTHERS
Jenny Freeman	17	student engineer	Manchester	London	2 sisters
Albert Dermott	29	pilot	Belfast	Liverpool	1 sister 2 brothers
Terri Beaumont	32	secretary	Montreal	Paris	3 sisters 1 brother
Ottile Amaambo	30	football player	Namibia	Amsterdam	1 sister 1 brother
Valentina Ortiz	35	cook	Mexico	Las Vegas	2 sisters 1 brother
Paloma Perez	27	maths teacher	Madrid	Buenos Aires	2 brothers
Sophie Legrand	20	disc jockey	Geneva	Bordeaux	2 sisters
Gerry Heringa	21	barman	Amsterdam	Berlin	1 sister 2 brothers
Angelo Bianchini	18	student of economics	Rome	Milan	2 brothers
Julie O'Connor	32	singer	Glasgow	Edinburgh	1 brother
Yumiko Ono	28	hairdresser	Osaka	Tokyo	1 sister 1 brother
Jean-Luc Routin	26	photographer	Nice	Paris	2 brothers
Ken Turnbull	40	film producer	Cardiff	Cambridge	2 sisters
Wolfgang Schickert	35	lawyer	Düsseldorf	Bonn	2 brothers

2a

Talk about routines




Reward Pre-intermediate
Resource Pack

Game board



Start

Finish

Talk about routines

Worksheets

2a

and

2b

NOTE: Use Worksheets 2a and 2b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a board game by asking and answering questions about routines.

GRAMMAR AND FUNCTIONS

Present simple for routines

Present simple questions with question words:

what, where, how

Adverbs of frequency

VOCABULARY

Routine activities

PREPARATION

Make one copy of Worksheet 2a (game board) for each group of four to five students. Enlarge this to A3 size, if possible.

Make one copy of Worksheet 2b (question cards) for each group of students and cut out all the cards. Provide dice and counters for each group.

TIME

30 to 40 minutes

PROCEDURE

- 1 Ask the students to work in groups of four or five.
- 2 Give one game board and one set of cards, counters and dice to each group.
- 3 Before the students start playing the game, explain how to play using the instructions on the back of Worksheet 2b. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 4 Elicit some examples of how to form correct questions using the prompts on the question cards and encourage the students to add appropriate adverbs of frequency.
For example:
(on card: What/have for breakfast?)
What do you usually have for breakfast?
(on card: Where/go for your holidays?)
Where do you usually go for your holidays?
- 5 Nominate one student in each group to keep score. The students are now ready to play the game. While they are playing, go round to each group and check they are playing correctly. Encourage the students to use their imagination.
Be on hand to answer questions and offer help.

- 6 When the first student reaches the end of the game, ask all the groups to stop playing, even if they have not finished. In each group, the student with the most points is the winner. Compare scores as a class.

FOLLOW-UP

- 1 Ask the students to stay in their groups and to collectively write two sentences about each player's daily routine based on the true answers they gave during the game.
For example:
Carlos does his homework in the library.
He meets his friends in a cafe.
- 2 Ask a representative from each group in turn to choose one of their group's sentences and read it out aloud without mentioning the name.
For example:
Somebody in our group does his homework in the library.
- 3 Allow the other groups to confer briefly and then say who they think the person is.
- 4 Give one point for each correct answer.
- 5 Alternatively, ask groups to give their sentences, with the names blanked out, to another group who guess the missing names, write them in and give them back for correction.

OPTION

You can use the game board on Worksheet 2a to play different games, using your own question/prompt cards. Here are some examples of what you could put on the cards:

- sentences with mistakes: students spot the mistakes
- adjectives: students give the opposite adjective
- infinitives: students give the past simple/past participle
- pictures: students give the word for the picture
- words: students give a definition for the rest of the group to guess the word
- lists of words with one odd word: students spot the odd word out
- topics: students talk about the topic for one minute

You could also ask the students to make up a set of questions for another group to use with the game board.

Question cards

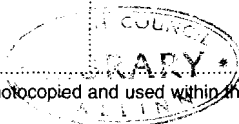
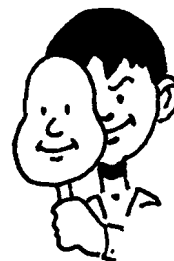


What/have for breakfast? 	Where/go for your holidays? 	How many hours/work in a day? <input type="radio"/>
What/wear for parties? 	Where/do your shopping? 	How often/go to a restaurant? <input type="radio"/>
What/take to parties? 	Where/go at the weekend? 	How often/listen to the radio? <input type="radio"/>
What/drink on special occasions? 	Where/have lunch? 	How/get to school or work? <input type="radio"/>
What/eat for lunch? 	Where/do your homework? 	How often/write a letter? <input type="radio"/>
What time/have dinner? 	Where/meet your friends in the evening? 	How long/your journey to work or school take? <input type="radio"/>
What/wear for work or school? 	Where/go to relax? 	How often/go to the theatre? <input type="radio"/>
What time/go to bed on Saturday nights? 	Where/eat your breakfast? 	How many cups of coffee/drink in a day? <input type="radio"/>
What time/finish school or work? 	Where/go for a walk? 	How long/take to get dressed? <input type="radio"/>
What/watch on television? 	Where/your best friend live? 	How often/visit your friends? <input type="radio"/>
What/buy your best friend for his/her birthday? 	Where/meet new people? 	How often/wash your hair? <input type="radio"/>

GIVE A TRUE ANSWER

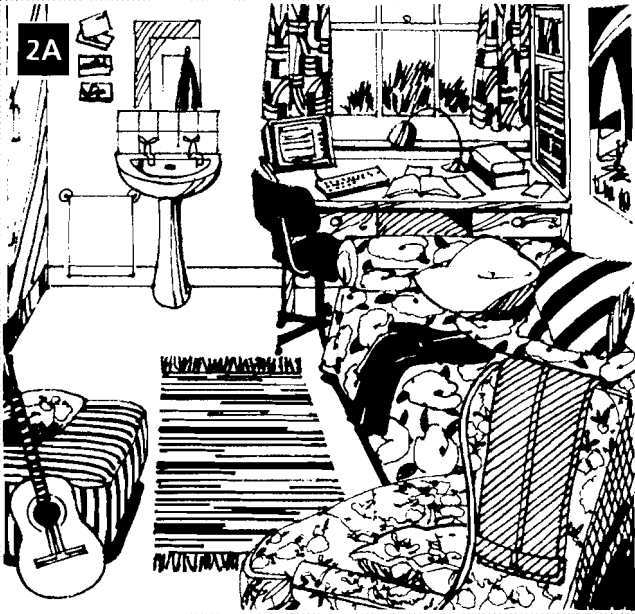
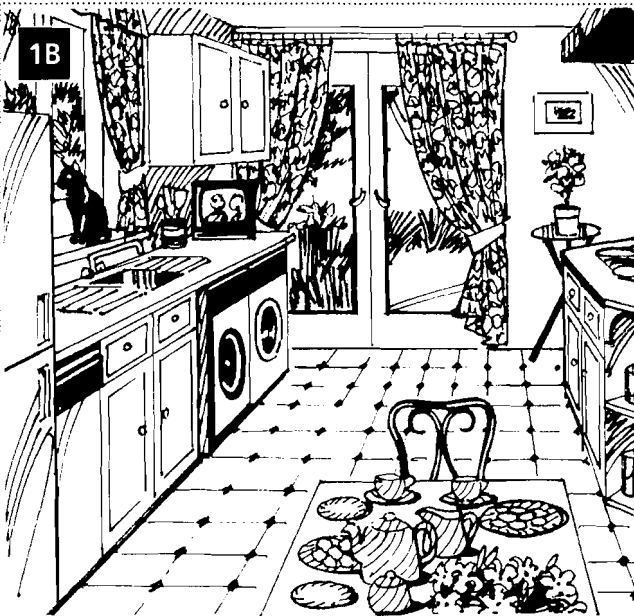
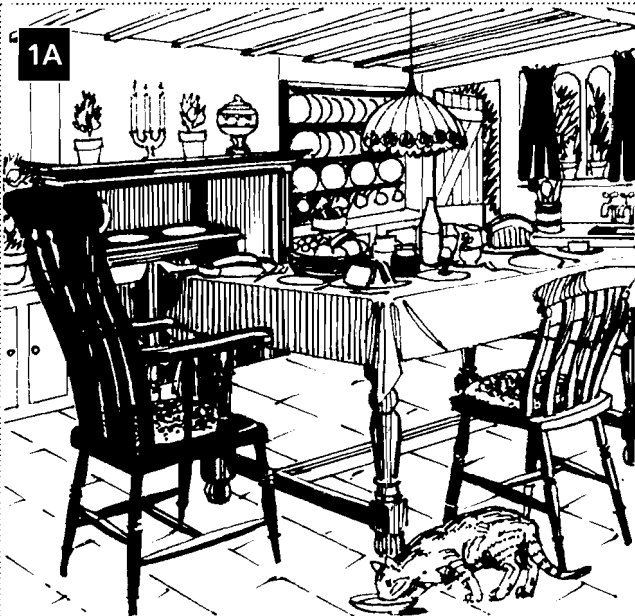


GIVE A FALSE ANSWER



HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table and place the question cards face down in three separate piles in the boxes provided. The cards should be placed on the boxes with the corresponding symbols.
 - 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 looks at the symbol on the square the counter has landed on and picks up a question card from the pile with the same symbol as the square.
 - 5 Player A then turns to the player on their left and holds out the two cards marked 'Give a true answer' and 'Give a false answer' **face down**, and asks this player to choose one of them without showing the card to anyone else. Player A then asks the question on the card and Player B must give either a true or false answer, depending on whether they chose the 'Give a true answer' or 'Give a false answer' card.
 - 6 All the other players, including Player A, guess whether Player B's answer is true or false. Each player gets one point for a correct guess. The cards are put back at the bottom of the appropriate piles, and Player B now throws the dice.
 - 7 If a player lands on a square marked '?' they can ask the player on their left any question they like. The player on their left must still choose a 'Give a true answer' or 'Give a false answer' card, and answer accordingly.
 - 8 The game continues until the first player reaches the square marked FINISH, and then everyone must stop playing. The person nominated to keep score now adds up the points. The player with the most points is the winner.
-



Spot the similarities Worksheet

3

ACTIVITY

Pairwork: speaking, writing

AIM

To find similarities between two different pictures by asking and answering questions. To write brief descriptions of the pictures.

GRAMMAR AND FUNCTIONS

Describing a room or house

*There is/are**Is there...? Are there...? It's got...*

Expressions of quantity

VOCABULARY

Houses, rooms and furniture

PREPARATION

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

TIME

30 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 1A to each Student A and a copy of picture 1B 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 similar but not identical to their own picture.
- 4 Explain that they are going to try to find similarities in their pictures by describing them, not showing them to one another.
- 5 Elicit the language they will need to ask and answer questions about the pictures by inviting the students to ask you about a room in your home.
For example:
Kitchen: *Has it got a window? Is there a table?*
- 6 Give the students a three-minute time limit to find as many similarities in their pictures as possible. They should keep a record of the number of similarities they find, but they do not have to remember details at this point.
- 7 After three minutes, stop the activity and find out which pair of students found the most similarities.
- 8 The students can now look at their partner's picture.

FOLLOW-UP

- 1 Ask the students to stay in their pairs and choose the picture they like best.
- 2 Tell the students to look at their picture for one minute and then put it back.
- 3 They now have five minutes to write down as many details as they can remember about their picture. Encourage them to use the target language.
- 4 After five minutes, ask the pairs of students to give their picture and their sentences to another pair to check.
- 5 Repeat the activity, either now or later, using pairs of pictures 2 and 3.

OPTION

You can use these pictures later in the course for discussion about the type of person who might live in the different rooms/houses. (See Lesson 17 on describing people.)



Likes and dislikes

Worksheet

4

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, agreeing and disagreeing with likes and dislikes.

GRAMMAR AND FUNCTIONS

Talking about likes and dislikes

Agreeing and disagreeing

I like... So do I. I don't.

I don't like... Neither/Nor do I. I do.

VOCABULARY

Routine and leisure activities

PREPARATION

Make a copy of the worksheet and cut the pictures out so that the students have one picture card each. You will also need to keep one picture card for yourself to demonstrate the activity.

TIME

15 minutes

PROCEDURE

- 1 Give one picture card to each student in the class. Keep one for yourself.
- 2 Make sure each student knows how to say the activity on their card.
- 3 Tell the students that they are going to ask and answer questions about the activities on their cards, using the pictures as prompts. Write example dialogues on the board indicating the language the students should use:
For example:
(card shows going to the cinema)
Student A: *Do you like going to the cinema?*
Student B: *Yes, I do.*
Student A: *So do I/I don't.*

(card shows doing homework)
Student A: *Do you like doing homework?*
Student B: *No, I don't.*
Student A: *Neither/Nor do I/I do.*
- 4 Demonstrate the activity with individual students. Tell the students to hold their cards so that no one can see them. 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 and ask and answer questions with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students repeat the same question several times.
- 6 When the students have finished, ask them to exchange cards and to go round the class again, this time holding their cards the other way round so the picture is facing their partner. The students take it in turns to ask questions using the pictures on their partners' cards as prompts. In this part of the activity, the students ask a different question each time they change partner.
- 7 The students continue asking and answering in this way until they have spoken to as many different partners as possible.

OPTION

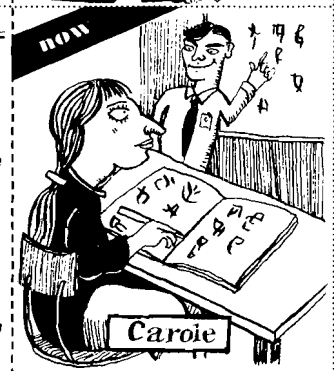
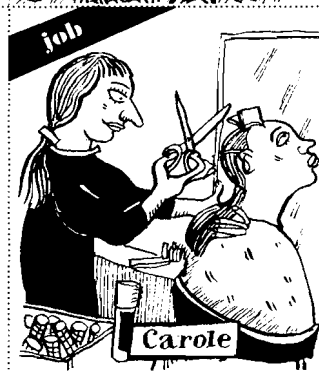
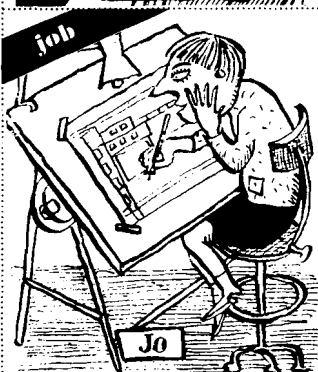
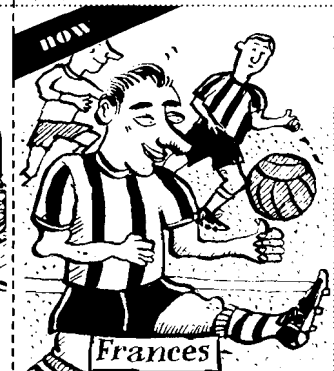
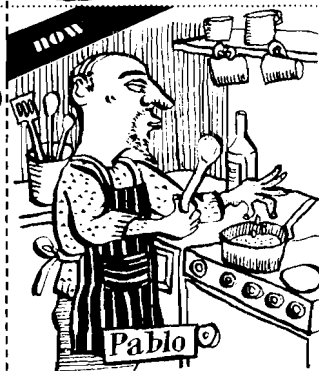
You can use these pictures for other activities such as pelmanism and pair-forming, or for other mill drills, for example, to practise invitations. For more information see the notes for teachers at the beginning of the Resource Pack.

But what are they doing now?

fold



fold



*But what are they doing now?***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 jobs and leisure activities.

GRAMMAR AND FUNCTIONS

Present simple for permanent states
 Present continuous for temporary actions

VOCABULARY

Jobs and leisure activities

PREPARATION

Make one copy of the worksheet for each group of up to ten students. Cut the worksheet up into cards, being careful to cut and fold as indicated. Each card has two pictures, and should be folded so that it has 'job' on one side and 'now' on the other. You will need to keep one card for yourself to demonstrate the activity.

TIME

15 minutes

PROCEDURE

- 1 If there are more than ten 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 job and the activity shown in the pictures on their card.
- 3 Tell the students that they are going to ask and answer questions about the people on their cards, using the pictures as prompts. Write an example dialogue on the board, indicating the language the students should use. For example:
 Student A: *What does Anna do?*
 Student B: *She's a pilot. What's she doing now?*
 Student A: *She's listening to music.*
- 4 Demonstrate the activity with individual students using the card you kept for yourself. Tell the students to hold their cards so that the picture marked 'job' is facing them, and the picture marked 'now' 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 ask and answer questions with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students ask and answer the same 'job' question, but give a different 'now' answer each time they change partner.
- 6 When the students have finished, ask them to exchange cards and to go round the class or group again, this time holding their cards the other way round so that the picture marked 'now' is facing them, and the picture marked 'job' is facing their partner. The students take it in turns to ask questions using the pictures on their cards as prompts. In this part of the activity, the students talk about a different job each time they change partner.
- 7 The students continue asking and answering in this way until they have spoken to as many different partners as possible.

OPTION

If you have overhead projector and photocopying facilities, you can copy these pictures onto overhead projector transparencies and use them to illustrate the difference between the present simple and present continuous.

You can also use these pictures for other activities such as pelmanism and pair-forming. For more information see the notes for teachers at the beginning of the Resource Pack.

Sentences in a hat



In the evening I usually... _____

At weekends I often... _____

After dinner I usually... _____

In the summer I often... _____

I always drink... _____

I often play... _____

in the morning.

I usually eat... _____

After work/school I sometimes... _____

for lunch.

Before breakfast I always... _____

On Sunday afternoons I often... _____

I usually wear... _____

I usually leave work/school at... _____

to parties.

ACTIVITY

Whole class: writing, speaking

AIM

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

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 1 to 5

Present simple to talk about habits and routines

Present simple questions without a question word

Adverbs of frequency

VOCABULARY

Habits and routine activities

Time expressions

PREPARATION

Make one copy of the worksheet for each group of three or four students in the class and cut it up into twelve 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

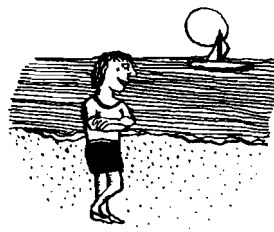
20 minutes

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 with information about themselves. 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:
In the evening I usually go out with friends.
Elicit the question they will need to ask in order to find out who wrote the sentence:
In the evening, do you usually go out with friends?
Ask several students the question until you find the person who wrote the sentence. Make it clear that even though students may answer yes to the question, you are looking for the person who wrote it.
- 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:
Donatella usually goes for a walk in the evening.
Hide always drinks a glass of milk for breakfast.

6a

A romantic meeting



Reward Pre-intermediate
Resource Pack

Who was the woman?

Where did she go on holiday and who did she go with?

Where did they stay?

Who was the man?

Where did the woman meet the man?

What did the man say to the woman?

Where did they go together and what did they do?

At the end of her holiday, what did the woman decide to do?

What happened next?

How did it end?

A romantic meeting

Worksheet

6a

NOTE: This activity can be extended to Worksheet 6b or can be done on its own.

ACTIVITY

Groupwork: writing

AIM

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

GRAMMAR AND FUNCTIONS

Past simple regular and irregular verbs

VOCABULARY

Travel and holidays

PREPARATION

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

TIME

35 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 called 'A romantic meeting', 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 6b, which tells the story corresponding to the questions in Worksheet 6a.

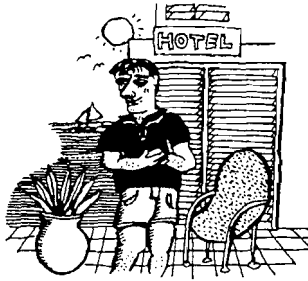
Shirley Valentine was a woman of 42 from Liverpool, in England.



One summer, she went on holiday to Greece with a friend, Jane.



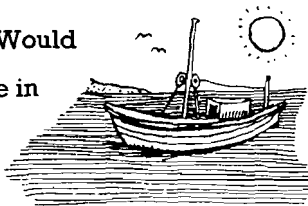
They stayed in a hotel near the beach and the manager of this hotel was a man called Costas.



Shirley went to the hotel bar one evening and started talking to Costas.



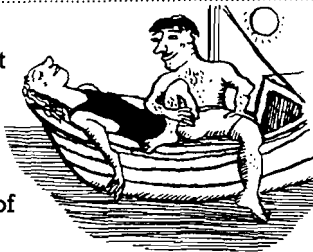
After a while he said, 'Would you like to go for a ride in my brother's boat tomorrow?'



She thought he was nice so she went with him the next day and enjoyed the boat trip very much.



After that, she went out with him every day; they swam, sunbathed and visited the sights of Greece.



At the end of her holiday, Shirley went to the airport but when she thought of Liverpool, she decided not to go home.



She ran out of the airport and went back to the hotel where she saw Costas in the bar with a woman.



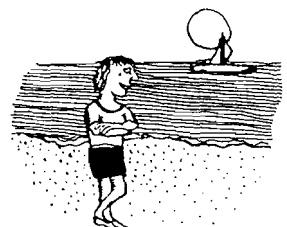
She heard him say, 'Would you like to go for a ride in my brother's boat?'



When Costas saw Shirley, he was shocked, but Shirley smiled and asked him for a job in his hotel.



She wasn't in love with Costas – she was in love with Greece.



Shirley Valentine Worksheet

6b

NOTE: This activity can follow on from Worksheet 6a or can be done on its own.

ACTIVITY

Groupwork: speaking, reading, writing

AIM

To put a story in the correct order by saying and listening to sentences. To write the story down in a group dictation.

GRAMMAR AND FUNCTIONS

Past simple regular and irregular verbs

VOCABULARY

Travel and holidays

PREPARATION

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

Make one copy of the complete story on overhead projector transparency (or one copy between three students if overhead projector facilities are not available).

TIME

45 minutes

PROCEDURE

- 1 Tell the students that they are going to read a story about an English woman called Shirley Valentine, but that the story is in 12 parts which aren't in order. They will have to put the sentences of the story in the correct order.
- 2 Divide the students into groups of 12 and give each group a set of cut up sentences, shuffled into random order. If the number of students in the class is not an exact multiple of 12, give one part of the story to a pair of students.
- 3 In their groups, each student takes one part of the story. If you have fewer than 12 students in the class or group distribute the parts yourself and give some students two consecutive parts of the story. If you have students of mixed abilities give shorter sentences to less confident students.
- 4 Tell the students that they are responsible for their own sentence for the rest of the activity.
- 5 Ask the students to read their own sentence and make sure they understand it.
- 6 Ask the students to practise saying their own sentence aloud and to memorise it. Go round helping them individually with pronunciation problems.
- 7 When the students have memorised their own sentence, tell them to stand up in their groups and to form a line in the order of the story by saying their sentences aloud. This stage of the activity may seem rather chaotic at first, but try not to intervene as one of the aims of this activity is for the students to repeat their sentence several times and listen to the other students' sentences carefully.
- 8 When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.
- 9 Explain that each student is going to write the whole story. Each student dictates their own sentence to the rest of the group and answers questions about the spelling and punctuation of their sentence.
- 10 Ask the student with the first line to read it out for the rest of the group to write down. The students then take it in turns to read out their sentences in order for the rest of the group to write down.
- 11 When everybody has written down the complete story, give out copies of the complete worksheet (or display it on the overhead projector) so that the students can correct their own work.

	NAME	DID HE/SHE REALLY EXIST?
Example: <i>Who organised the world's first package tour?</i>	<i>Thomas Cook</i>	<i>Yes, he did.</i>
1 Who came from Transylvania and enjoyed drinking blood?		
2 Who opened a museum of wax models of famous people who died on the guillotine?		
3 Who lived with the apes in Africa and had a girlfriend called Jane?		
4 Who heard voices which told her to help the French to fight against the English?		
5 Who walked across the Alps from France to Italy with 37 elephants?		
6 Who was a nurse during the Crimean War? They called her 'the lady with the lamp'.		
7 Who played his pipe and the rats followed him out of Hamelin?		
8 Who was the woman with a mysterious smile? A famous Italian artist painted her portrait.		
9 Who was the beautiful Queen of Egypt who died when a snake bit her?		
10 Who fell in love with a young man called Romeo and married him in secret in Verona?		
11 Who took money from the rich and gave it to the poor? He lived in Sherwood forest in England.		
12 Who crossed the Great Wall of China and conquered most of Asia?		
13 Who was the famous detective with a friend called Dr Watson?		
14 Who invented Mickey Mouse?		
15 Who was the violent gang leader in Chicago in the 1920s?		
16 Who discovered radium and later died from the effects of experiments with X-rays?		
17 Who tried to blow up the Houses of Parliament in London?		
18 Who brought dead bodies back to life and created a monster?		

Who were they?

Worksheet

7

ACTIVITY

Groupwork: reading, speaking

AIM

To answer questions in a quiz about famous people from history and fiction.

GRAMMAR AND FUNCTIONS

Past simple questions and short answers

VOCABULARY

General

PREPARATION

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

TIME

40 minutes

PROCEDURE

- 1 Divide the class into teams of three to five students. Ask each team to think of a famous person from the past, without telling the rest of the class who it is.

They write a clue to this person's identity and a representative of each team reads it out. The other teams guess who the person was.

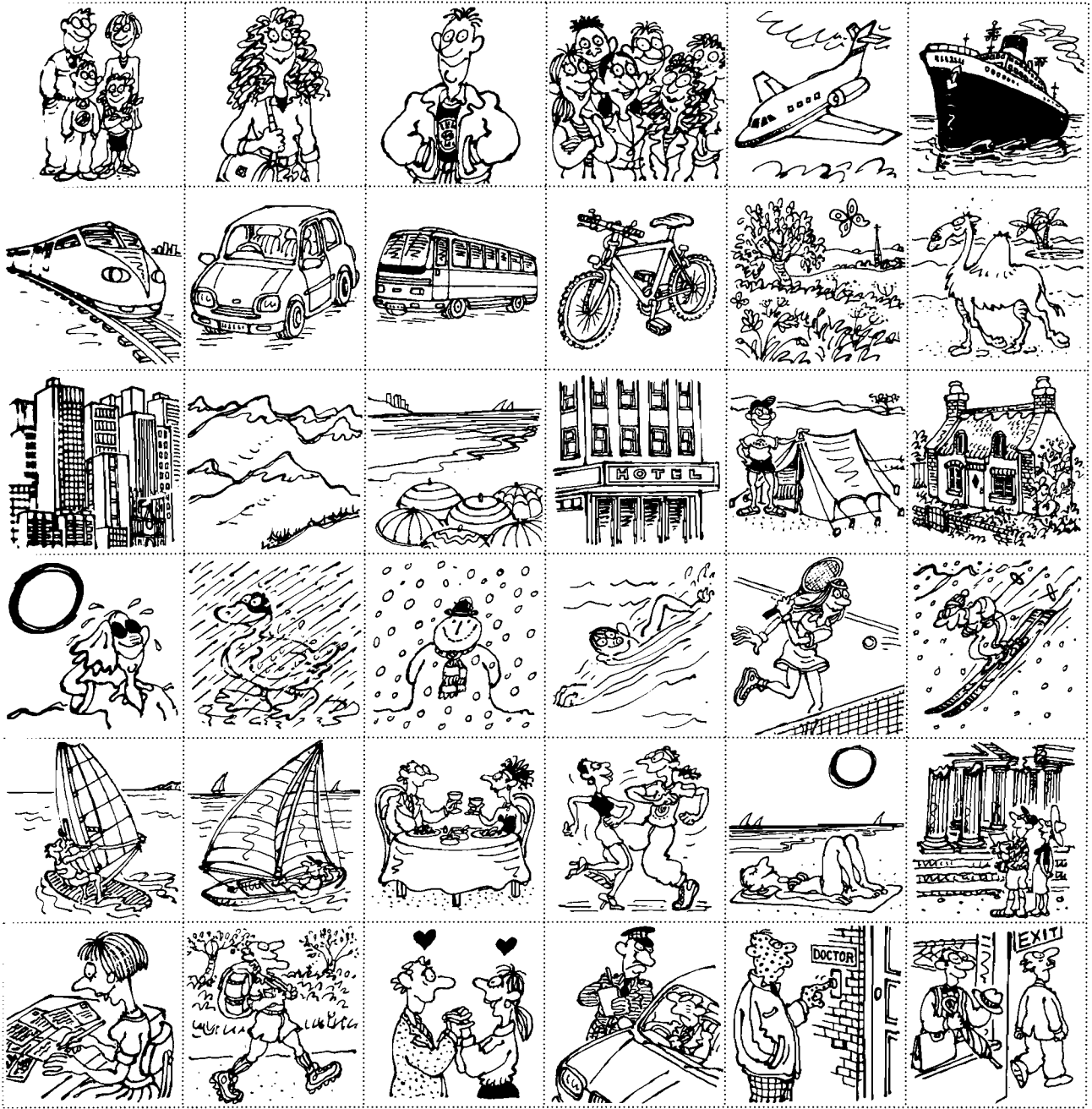
- 2 Explain to the class that they are going to answer questions in a quiz about famous people from history and fiction.
- 3 Give one copy of the worksheet to each team and point out the example at the top.
- 4 Each team appoints one person to read out the questions to the rest of the team and to write in the answers.
- 5 Tell the students that they have got 20 minutes to read the questions and write in the answers they know.
- 6 After 20 minutes, or when the first team has finished the quiz, check the answers with the whole class. Teams get two points for each correct name and one point for knowing whether the person really existed or not. The team with the most points is the winner.







FOLLOW-UP

Ask the students to stay in their groups and write similar questions about famous people from their own countries. Ask them to give the questions to another group, who answer and score points as before.

ANSWERS

- 1 Count Dracula No, he didn't exist. He was the vampire in a novel written in 1897 by Bram Stoker.
- 2 Madame Tussaud Yes, she did exist. She was born in France and lived during the time of the revolution. She made wax models of heads which fell from the guillotine as people were executed.
- 3 Tarzan (or Lord Greystoke) No, he didn't exist. He was a character from the novels by the American writer Edgar Rice Burroughs.
- 4 Joan of Arc Yes, she did exist. She was born in 1412 and helped the French soldiers to beat the English. Later, the English captured her and burnt her as a witch.
- 5 Hannibal Yes, he did exist. Hannibal was a great African general who fought the Romans in 218 BC.
- 6 Florence Nightingale Yes, she did exist. She looked after wounded soldiers in Russia in 1854 and started a nursing school when she returned to England.
- 7 The Pied Piper No, he didn't exist. He is just a legend, but the story of the Pied Piper may be based on a children's crusade which took place in 1212.
- 8 Mona Lisa (La Gioconda) Yes, she did exist. She was married to Francesco di Bartolommeo del Gioconda, a rich businessman from Florence.
- 9 Cleopatra Yes, she did exist. She lived from 50 to 30 BC and had love affairs with Julius Caesar and another Roman general, Mark Antony.
- 10 Juliet No, she didn't exist. Romeo and Juliet were characters in one of Shakespeare's most famous plays.
- 11 Robin Hood No, he didn't exist. The legend of Robin Hood started 800 years ago.
- 12 Genghis Khan Yes, he did exist. At the age of thirteen he became king of the Mongols.
- 13 Sherlock Holmes No, he didn't exist. A Scottish writer, Sir Arthur Conan Doyle, invented him.
- 14 Walt Disney Yes, he did exist. In 1937 he showed his first long cartoon film, Snow White and the Seven Dwarfs – he needed over 100,000 separate drawings to make it.
- 15 Al Capone Yes, he did exist. He was born in New York in 1899 and arrested in 1931.
- 16 Marie Curie Yes, she did exist. She married a French professor of physics and they won the 1903 Nobel prize for physics.
- 17 Guy Fawkes Yes, he did exist. On 5th November 1605, a group of men filled the cellars of the Houses of Parliament with explosive – but Guy Fawkes was arrested before he could set light to it.
- 18 Frankenstein No, he didn't exist. It's only a story! Mary Shelley wrote it in 1818.



	Student A	Student B	Student C
	Name _____	Name _____	Name _____
Where/go? 			
Who/go with? 			
When/go? 			
How/travel? 			
Where/stay? 			
What/do? 			

A holiday to remember

ACTIVITY

Pairwork: speaking

Whole class: speaking, writing

AIM

To describe a holiday using pictures and to collect information and fill in a chart about other students' holidays.

GRAMMAR AND FUNCTIONS

Past simple: questions

VOCABULARY

Travel and holidays

PREPARATION

Make one copy of the worksheet for each student in the class. Separate the chart from the pictures and cut the pictures out as indicated.

TIME

40 minutes

PROCEDURE

- 1 Ask the students to think of a good holiday they have had. Explain that they are going to describe this holiday to a partner using pictures.
- 2 Ask the students to work in pairs.
- 3 Give one set of pictures to each student.
- 4 Ask the students to choose pictures which illustrate the following details of their holiday: where they went, who they went with, when they went, how they got there, where they stayed and what they did there. The students should lay out the pictures in the order in which events happened. **They should do this without saying anything at this stage.**
- 5 In their pairs, the students take it in turns to look at **their partner's** pictures and tell the story of their partner's holiday. They should each confirm or correct the details of their own holiday, and give additional relevant information to their partner.
For example:
Student A: *You went to a city.*
Student B: *Yes, I went to New York.*
Student A: *You went with your boyfriend.*
Student B: *No, I went with my brother.*
- 6 When the students have finished exchanging information about their holidays, give one copy of the chart to each student in the class.
- 7 Ask the students to put their partner's name at the top of the column marked 'Student A' and to fill in that column with details of **their partner's** holiday.
- 8 Now ask the students to interview two other students about **their partners'** holidays, and to write details in the columns on the chart marked 'Student B' and 'Student C'. Make sure they know how to ask the questions before they start.
- 9 Using the notes they have written on the chart, each student writes an account of Student B's or Student C's holiday.
- 10 The students read their stories aloud, without mentioning the name of the student and the class guess whose holiday it is.

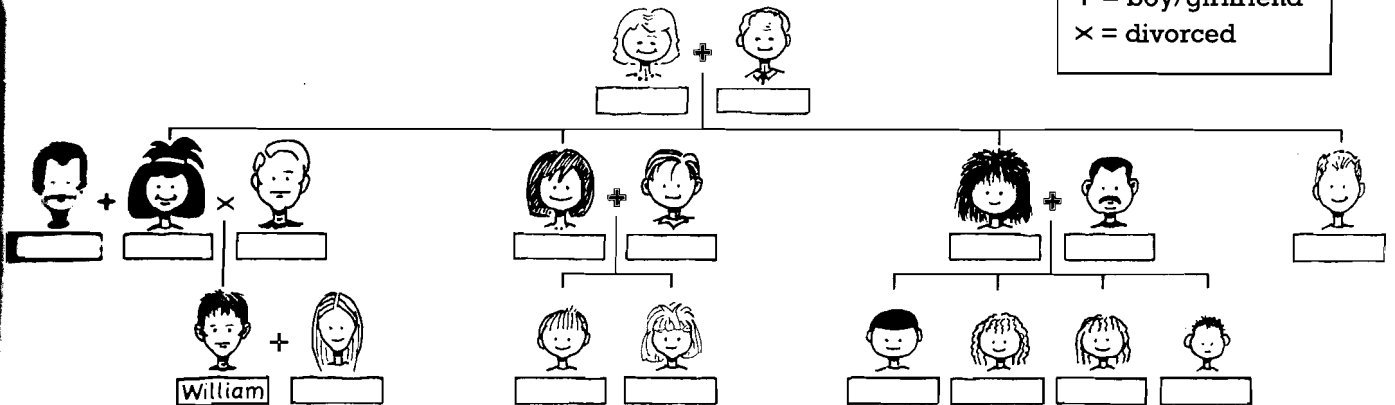
OPTION

You could do the same activity, with the students using the pictures to describe their dream holiday. See Student's Book Lesson 39, second conditional.

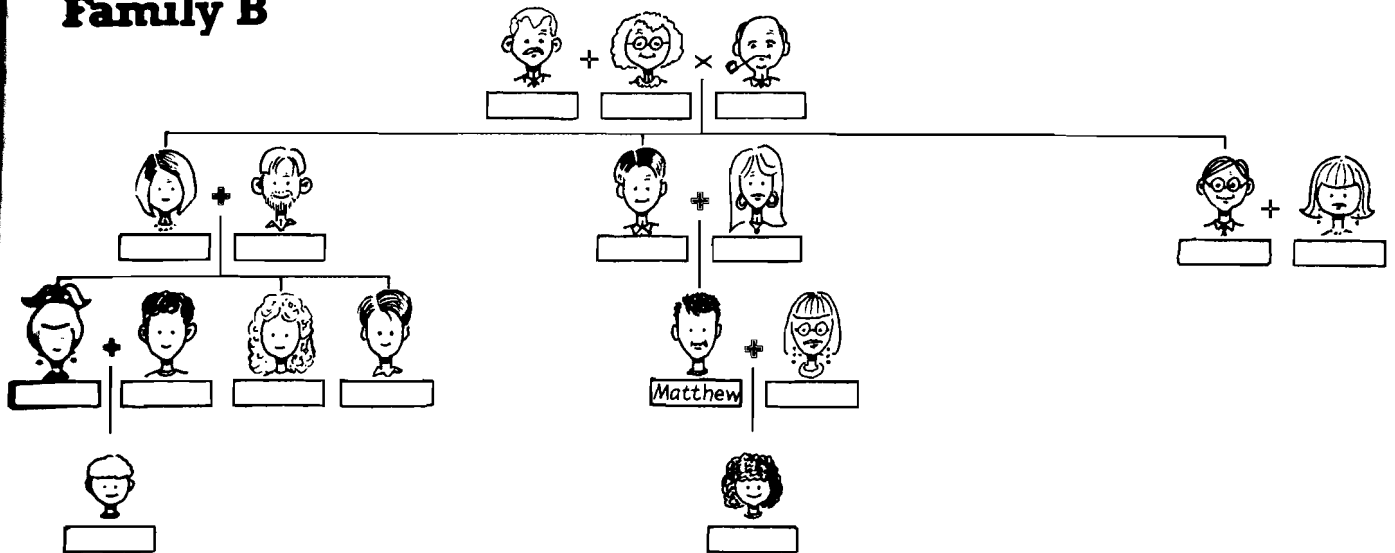
You can also use these pictures for other activities such as mill drills, pelmanism and pair-forming. For more information see the notes for teachers at the beginning of the Resource Pack.

key
 + = married
 + = boy/girlfriend
 x = divorced

Family A



Family B



Who's who? Student A

- William hasn't got any brothers and sisters.
- Justine is William's girlfriend.
- William's uncle Peter is single.
- Susan is William's mother and Laurence is his father.
- Susan and Laurence are divorced.
- Sean is Susan's boyfriend.
- Susan, Sally and Lindy are Peter's sisters.
- Lindy's got four children, two sons and two daughters.
- Lindy's daughters, Sophie and Florence, are twins.
- Michael is Lindy's husband.
- Freddy and Anna are Sally's children.
- Albert is Sally's husband.
- Harvey and Gus are Sophie's brothers.
- Gus is a baby.
- Elaine and Ken are William's grandparents.

Who's who? Student B

- Ian is Matthew's father.
- John is Ian's brother.
- John isn't married.
- Janet is John's girlfriend.
- Carmel and Liz are John's nieces.
- Robin is John's nephew.
- James is Carmel's husband.
- Paul is James and Carmel's son.
- Steve is Paul's grandfather.
- Rebecca is Matthew's aunt.
- Rachel is Matthew's wife.
- Emily is Paul's cousin.
- Jane is Emily's grandmother.
- Jean and Dick are Matthew's grandparents.
- Jean and Dick are divorced.
- Max is Jean's boyfriend.

ACTIVITY

Pairwork: speaking

AIM

To exchange information about two families.

GRAMMAR AND FUNCTIONS

Possessive 's

Possessive adjectives

VOCABULARY

Family relationships

PREPARATION

Make one copy of the complete worksheet and cut it in half as indicated. Make one copy of the 'Family A and Family B' section for each student in the class. Make one copy of the 'Who's who?' section for every pair of students in the class and cut it in half as indicated.

TIME

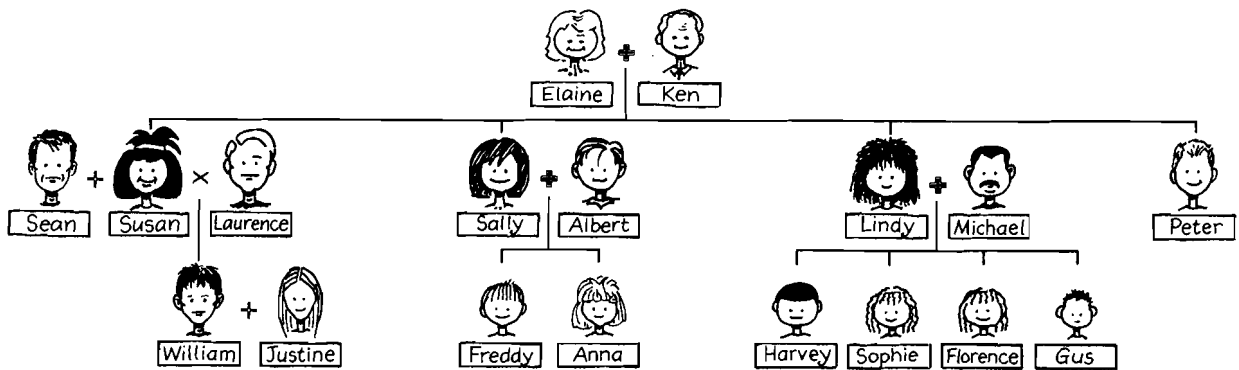
40 minutes

PROCEDURE

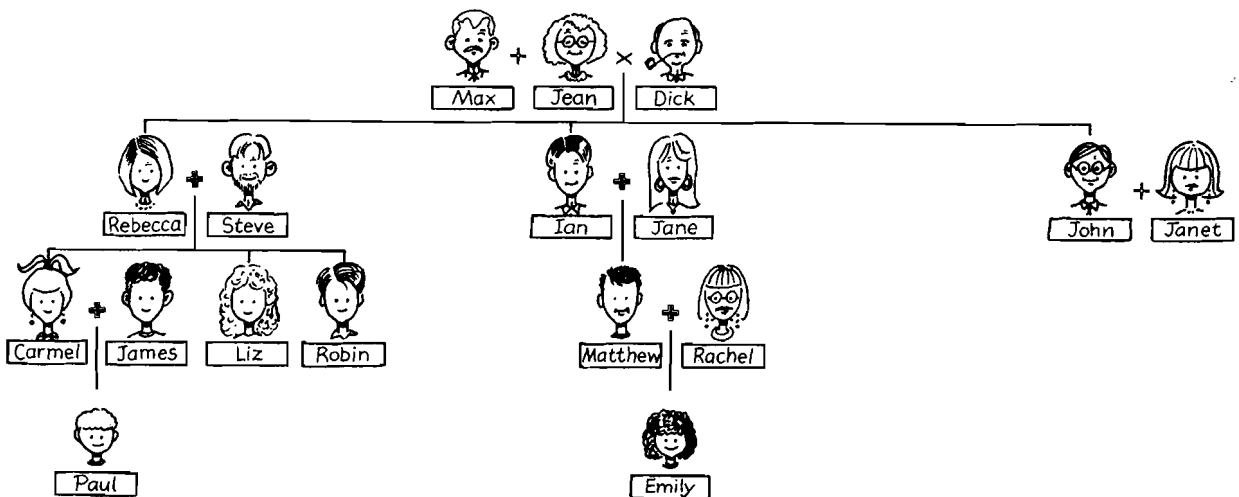
- 1 Make sure the students understand the concept of a family tree.
- 2 Divide the class into two groups, A and B, and ask the students to work with a partner from the same group. Give a copy of 'Family A and Family B' to each student in the class. Give a copy of 'Who's who? A?' to each student in group A and a copy of 'Who's who? B' to each student in group B.
- 3 Ask the students to read the information on their 'Who's who?' and fill in the names on the corresponding family tree.
- 4 When all the students have filled in the names on their family tree, collect the 'Who's who?' sections.
- 5 The students now work in pairs of Student A and Student B. Ask the students to take it in turns to describe the relationships between the people on their completed family tree (**without showing their completed version to their partner**) so that their partner can fill in the blank one on their worksheet.

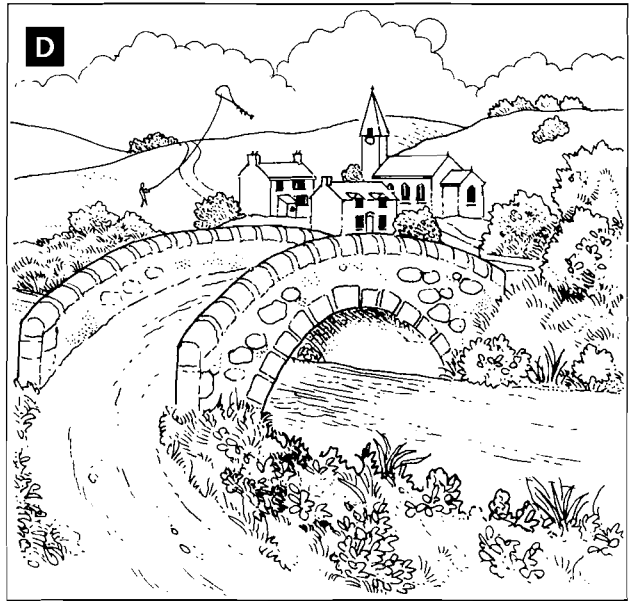
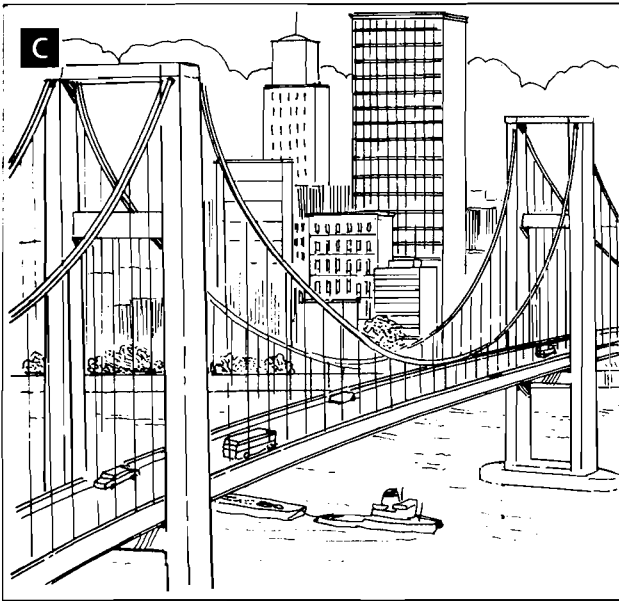
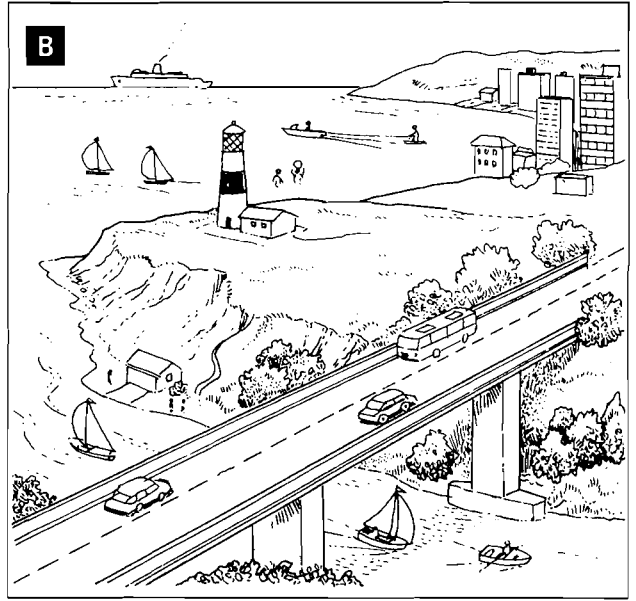
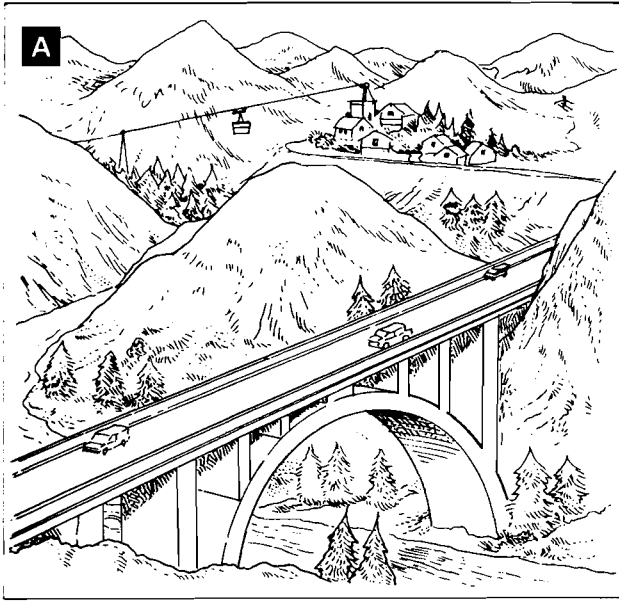
ANSWERS

A



B





Over the bridge, there's _____

ACTIVITY

Pairwork: writing, reading, speaking

AIM

To write a description of an imaginary place to live.

To complete a partner's description of an imaginary place to live.

GRAMMAR AND FUNCTIONS

Describing facilities:

It's got ...

There is/are

VOCABULARY

Features of a place to live

PREPARATION

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

TIME

30 to 40 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Ask them to imagine that their ideal place to live is on the other side of one of the bridges in the pictures.
- 3 Each student should write a description of this ideal place **without indicating which bridge they have chosen**. They should describe:
 - the features and facilities of their ideal place
 - their own house
 - why they like living there and what they do in a typical day in their ideal place.
- 4 When they have done this, ask the students to copy their description onto another piece of paper. This time they leave out every sixth word in their description.
- 5 Now ask the students to work in pairs and exchange their incomplete descriptions with their partner. They each write a suitable word in each blank in their partner's description then guess which bridge their partner chose.
- 6 Finally, the students show their original description to their partner and compare their own words with the words their partner chose to fill in the blanks.



was <input type="checkbox"/>	got <input type="checkbox"/>	made <input type="checkbox"/>	said <input type="checkbox"/>
chose <input type="checkbox"/>	hit <input type="checkbox"/>	put <input type="checkbox"/>	shut <input type="checkbox"/>
cost <input type="checkbox"/>	knew <input type="checkbox"/>	read <input type="checkbox"/>	told <input type="checkbox"/>
flew <input type="checkbox"/>	led <input type="checkbox"/>	ran <input type="checkbox"/>	understood <input type="checkbox"/>

bought <input type="checkbox"/>	got <input type="checkbox"/>	heard <input type="checkbox"/>	saw <input type="checkbox"/>
chose <input type="checkbox"/>	gave <input type="checkbox"/>	led <input type="checkbox"/>	sat <input type="checkbox"/>
came <input type="checkbox"/>	went <input type="checkbox"/>	met <input type="checkbox"/>	thought <input type="checkbox"/>
ate <input type="checkbox"/>	had <input type="checkbox"/>	put <input type="checkbox"/>	wrote <input type="checkbox"/>

brought <input type="checkbox"/>	hit <input type="checkbox"/>	ran <input type="checkbox"/>	told <input type="checkbox"/>
came <input type="checkbox"/>	left <input type="checkbox"/>	saw <input type="checkbox"/>	thought <input type="checkbox"/>
had <input type="checkbox"/>	made <input type="checkbox"/>	shut <input type="checkbox"/>	understood <input type="checkbox"/>
heard <input type="checkbox"/>	read <input type="checkbox"/>	slept <input type="checkbox"/>	wrote <input type="checkbox"/>

was <input type="checkbox"/>	cut <input type="checkbox"/>	knew <input type="checkbox"/>	ran <input type="checkbox"/>
became <input type="checkbox"/>	did <input type="checkbox"/>	left <input type="checkbox"/>	said <input type="checkbox"/>
bought <input type="checkbox"/>	heard <input type="checkbox"/>	led <input type="checkbox"/>	shut <input type="checkbox"/>
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did <input type="checkbox"/>	left <input type="checkbox"/>	shut <input type="checkbox"/>	understood <input type="checkbox"/>

Bingo

 Worksheets Progress check **6-10a** and **6-10b**

NOTE: Use Worksheets 6-10a and 6-10b for this activity.

ACTIVITY

Whole class: listening

AIM

To play a game of bingo and to recognise the past simple form of irregular verbs as the infinitive is called out.

GRAMMAR AND FUNCTIONS

Past simple forms of irregular verbs

VOCABULARY

Irregular verbs

PREPARATION

Make copies of the bingo cards so that the students have one each. Make one copy of the verb grid on the back of Worksheet 6-10b and cut it up, so each verb is on a separate card. Make one copy of the verb grid and **do not** cut it up.

TIME

30 to 40 minutes

PROCEDURE

- 1 Give one bingo card to each student in the class.
- 2 Tell the students that you are going to call out the infinitive of verbs and that they should put a cross in the box next to the past simple form of these verbs as they hear them.
- 3 Explain that the object of the game is for the students to get a horizontal, vertical or diagonal line of crosses on their bingo card. When they have done this, they should shout 'bingo!'. If you want to use the bingo cards again, ask the students to use a pencil.
- 4 Shuffle the verbs from the cut-up verb grid and put the complete verb grid in front of you. Each time you call out a verb, place it on top of the same verb on the verb grid.
- 5 When someone shouts 'bingo!' ask them to call out the infinitives of the past simple verbs they have got in their line and check on the verb grid in front of you that these verbs have been called out. If they have, this student is the winner.
- 6 Ask the students to rub out the crosses on their bingo cards and exchange them. Repeat the activity. The winner of the last game takes over from the teacher and calls out the infinitives.

OPTION

You can make the game more challenging by asking the students to get a 'full-house'. That is, the winner should have crosses next to **all** the verbs on their bingo card. In this case, you may like to limit the number of verbs the students need to listen out for in the following way: Before you start the game of bingo, lay out verbs from the cut-up verb grid face down and ask the students to choose three verbs each. You will need one cut-up verb grid for every ten students in the class. Point out that the verbs they have chosen are in the infinitive form and that they should look for the past simple form of these verbs on their bingo card. If they are on their bingo card, the students should put a cross next to them in the box provided. These verbs now count as 'credits' in the game and the students do not have to listen out for them. Collect all the verbs in again and you are ready to start the game.



bought <input type="checkbox"/>	flew <input type="checkbox"/>	knew <input type="checkbox"/>	ran <input type="checkbox"/>
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brought <input type="checkbox"/>	flew <input type="checkbox"/>	left <input type="checkbox"/>	slept <input type="checkbox"/>
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came <input type="checkbox"/>	heard <input type="checkbox"/>	put <input type="checkbox"/>	slept <input type="checkbox"/>
cost <input type="checkbox"/>	hit <input type="checkbox"/>	ran <input type="checkbox"/>	told <input type="checkbox"/>
cut <input type="checkbox"/>	knew <input type="checkbox"/>	said <input type="checkbox"/>	thought <input type="checkbox"/>

Verb grid

cost	go	make	shut	write
come	give	leave	see	understand
choose	get	lead	say	think
buy	fly	know	run	tell
bring	eat	hit	read	take
become	do	hear	put	sleep
be	cut	have	meet	sit

We interviewed some students who are going to look for their first job soon. We asked them to say what is important for them in a job. These are some of their answers:



Martin: 'I want a job that's really exciting and fun.'



Alison: 'I'd like to have a job where I meet a lot of interesting people from all over the world.'

Robert: 'I'd like to travel to foreign countries.'



Sally: 'I want to be my own boss.'



Mary: 'I'd like to have a job with long holidays.'

James: 'I want to earn lots of money so that I can buy a house and a good car.'



Jennifer: 'I'd like to work with computers and new technology.'

Susan: 'I want to change the world!'



Charles: 'I'd like to be famous.'

Joe: 'I want to help other people.'



Peter: 'I don't want to spend hours in a car or on a train travelling to work.'



Rani: 'I don't want to sit in an office all day. I want to be outside in the fresh air.'



Simon: 'I'd like to do a creative job.'



Suzette: 'Most of all, I want to feel happy in the job I do.'

Three things which are important for me:

- 1 _____
- 2 _____
- 3 _____

One thing which is not important for me:

ACTIVITY

Pairwork: reading, speaking

AIM

To read about and discuss things that are important for people when looking for a job.

GRAMMAR AND FUNCTIONS

Talking about hopes, ambitions and preferences
Would like to, want to, don't want to

VOCABULARY

Jobs

PREPARATION

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

TIME

20 to 30 minutes

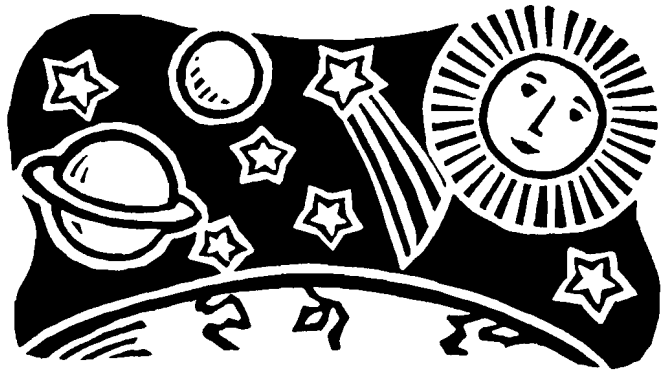
PROCEDURE

- 1 Ask the students to imagine that they are looking for a job and to think about the sort of job they would like. Brainstorm some of the things which they think are important in a job.
- 2 Give one copy of the worksheet to each student in the class and explain that they are going to read the answers given by some students when asked *What is important for you in a job?*
- 3 When they have read the comments on the worksheet, each student should choose three points they agree with and one that they do not agree with and write them in the box provided at the bottom of the worksheet.
- 4 Now ask the students to work in pairs and explain their choices to their partner.
- 5 When they have done this, ask the students to think of a job which would suit each of the people interviewed.



Predictions for the week

beginning _____



The events of this week will change your life!

In the next few days you'll go _____

fold

You'll meet _____

fold

This person will _____

fold

At work/school, you won't _____

fold

Somebody at home will _____

fold

and so you'll probably feel _____

fold

At the weekend, you'll _____

fold

Your life will never be the same because _____

Horoscope consequences

ACTIVITY

Groupwork: writing

AIM

To create an imaginary horoscope by writing predictions.

GRAMMAR AND FUNCTIONS

Will for predictions

VOCABULARY

General

PREPARATION

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

TIME


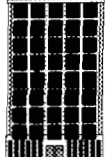
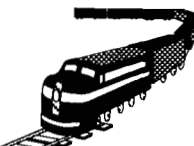







30 minutes

PROCEDURE

- 1 Discuss different ways in which people try to predict their own future, for example, palm-reading, tea-leaf reading, tarot cards, horoscopes, etc.
- 2 Explain that the students are going to write horoscopes for one another.
- 3 Divide the class into groups of eight and give one copy of the worksheet to each student in the group. Ask each student to write the date of the following Monday in the space. For example, if today is Wednesday 1st December, they should write *Predictions for the week beginning 6th December*.
- 4 Now ask the students to complete the sentence beginning *In the next few days you'll go...* in any way they like.
- 5 When they have done that, ask them to fold their piece of paper so that the sentence they have written is hidden, and the next sentence beginning *You'll meet...* is visible. They should then give it to the student on their left.
- 6 Ask the students to complete the sentence which is now at the top of the page on the piece of paper they have received.
- 7 When they have done that, ask them to fold it as before and give it to the student on their left.
- 8 Repeat the activity until all the sentences have been completed.
- 9 Tell the students to open out the completed horoscope they have received - this is their horoscope for the week.
- 10 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.

fold



 <p>take foreign currency?</p> <p>Plan?</p>	<p>1 take traveller's cheques 2 change my money when I get there</p> <p>Decision</p>
 <p>stay in a hotel?</p> <p>Plan?</p>	<p>1 find a youth hostel 2 sleep in a tent</p> <p>Decision</p>
 <p>travel by train?</p> <p>Plan?</p>	<p>1 hire a car 2 travel by bus</p> <p>Decision</p>
 <p>travel with friends?</p> <p>Plan?</p>	<p>1 travel alone 2 travel with my parents</p> <p>Decision</p>
 <p>go to the beach?</p> <p>Plan?</p>	<p>1 go round the museums 2 take a lot of photographs</p> <p>Decision</p>
 <p>take a suitcase?</p> <p>Plan?</p>	<p>1 take a strong bag 2 take a backpack</p> <p>Decision</p>
 <p>come back soon?</p> <p>Plan?</p>	<p>1 travel for a year 2 come back next month</p> <p>Decision</p>
 <p>write me a letter?</p> <p>Plan?</p>	<p>1 phone you 2 send you a postcard</p> <p>Decision</p>
 <p>take a guidebook?</p> <p>Plan?</p>	<p>1 take a map 2 buy one when I get there</p> <p>Decision</p>
 <p>stay in the town?</p> <p>Plan?</p>	<p>1 go walking in the mountains 2 spend a week in the jungle</p> <p>Decision</p>

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 travel plans.

GRAMMAR AND FUNCTIONS

Going to for plans

Will for a decision made at the time of speaking

VOCABULARY

Travel

PREPARATION

Make one copy of the worksheet for each group of up to ten students. Cut the worksheet up into cards, being careful to cut and fold as indicated. Each card has two sides, and should be folded so that it has 'Plan' on one side and 'Decision' on the other. You will need to keep one card for yourself to demonstrate the activity.

TIME

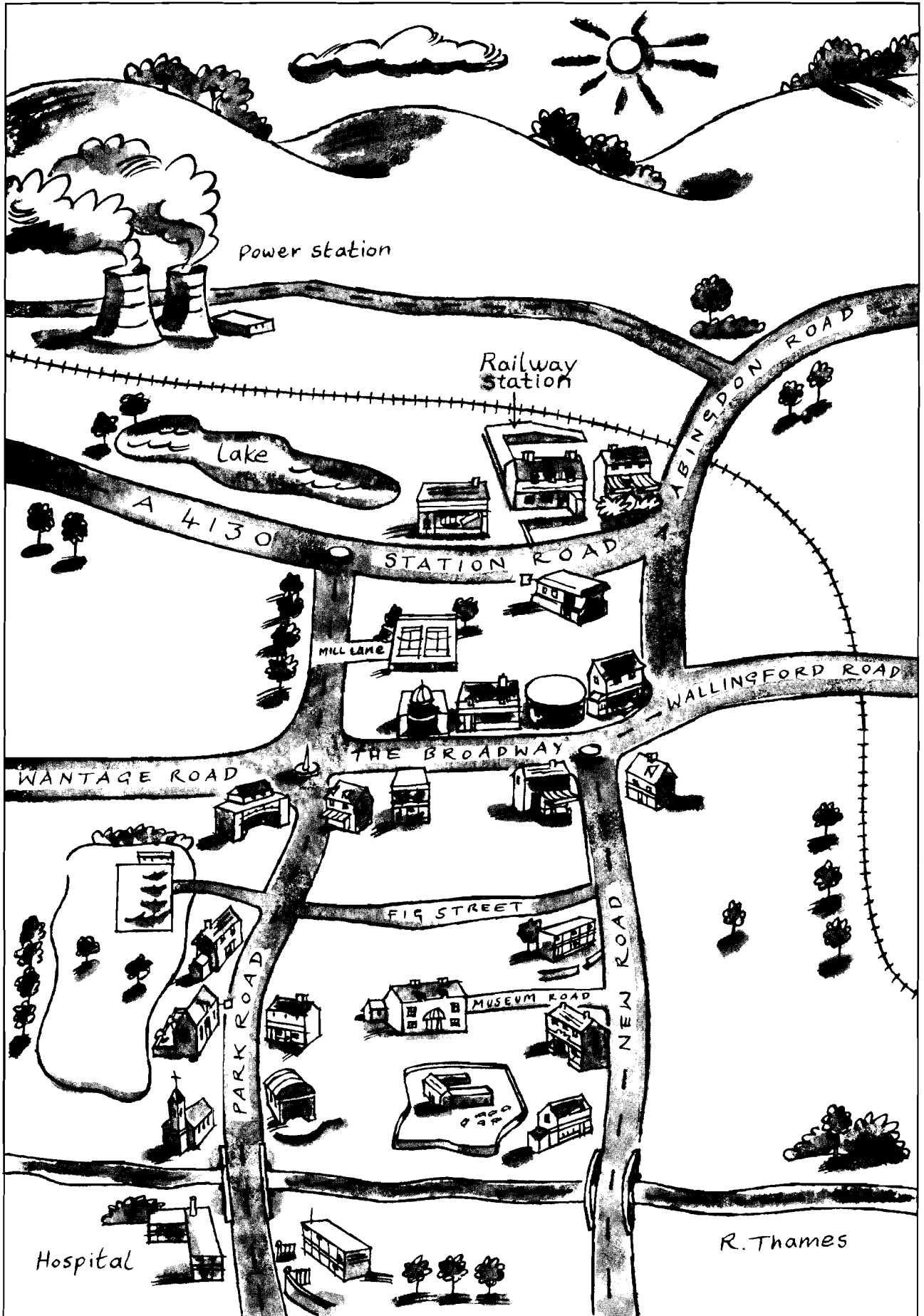
15 to 20 minutes

PROCEDURE

- 1 If there are more than ten students in the class, divide them into groups. Give one folded card to each student in the class. Keep one for yourself.
- 2 Tell the students that they are going to ask and answer questions about travel plans, using their cards as prompts.
- 3 Write an example dialogue on the board, indicating the language the students should use.
 For example:
 Student A: *Are you going to take some foreign currency?*
 Student B: *No, I think I'll take traveller's cheques.*
 Explain that Student A asks the questions using *going to* to ask about Student B's travel plans, but that Student B (the traveller) has not finalised plans yet and uses *will*, as they are making decisions at the time of speaking. This is why there are two prompts for the answer given by Student B, who makes a decision at the moment of speaking by choosing one of the prompts for their answer.
- 4 Demonstrate the activity with individual students using the card you kept for yourself. Tell the students to hold their card so that the side marked 'Plan' is facing them, and the side marked 'Decision' is facing their partner. This is how they should hold their mill-drill cards throughout the activity.
- 5 Now ask the students to go round the class or group and ask and answer questions with as many different partners as possible, using their cards as prompts. In this activity, the students repeat the same question several times, but practise different answers each time they change partner.
- 6 When the students have spoken to several partners, ask them to exchange cards and repeat the activity, holding their cards as before.
- 7 Ask the students to exchange mill-drill cards several times so that they practise asking different questions each time they change cards. Unlike other mill drills, in this mill drill the students do not turn their mill-drill cards around the other way as this would mean that they would be making the same choice of response each time. This might make the concept of deciding at the moment of speaking unclear.

Where's the Park School of English?

Map



The comprehensive school is opposite the hospital, near the River Thames.



Welsh Bank is next to the Shakespeare Theatre, opposite the Black Prince pub.



The county library is next to the Black Prince pub, near the park.



The Rave-On disco is on the corner of Park Road and Wantage Road.



The Park School of English is next to the Italian restaurant, opposite the cinema.



The tennis courts are at the end of Mill Lane, behind the cinema.



The Chinese supermarket is between the cinema and the ice rink.



The Tourist Information Centre is opposite the railway station.



Georgina's cafe is opposite the chemist's, on the corner of The Broadway and New Road.



The police station is between Museum Road and Fig Street.



The antiques market is on the corner of Museum Road and New Road, near the farm.



Fergie's travel agent's is next to the railway station, near the lake.



Daisy's flower shop is between the railway station and Abingdon Road.



Maxwell's bookshop is next to the ice rink, opposite the chemist's.



Joe's bakery is near the farm, next to the bridge over the River Thames.



Where's the Park School of English?

Map

NOTE: This activity can be extended to Worksheet 14b or can be done on its own.

ACTIVITY

Whole class: listening, writing

AIM

To follow directions and to fill in details on a map.

GRAMMAR AND FUNCTIONS

Prepositions of place:

opposite, next to, in, between, behind, on the corner of, in front of

Following directions:

At the roundabout/crossroads...

Take the first/second turning on the left/right.

It's on your left/right.

It's not very far.

Go past...

Go to the end of...

VOCABULARY

Features of a town

PREPARATION

Make one copy of the worksheet for each student in the class. Photocopy the worksheet on overhead projector transparency if possible.

TIME

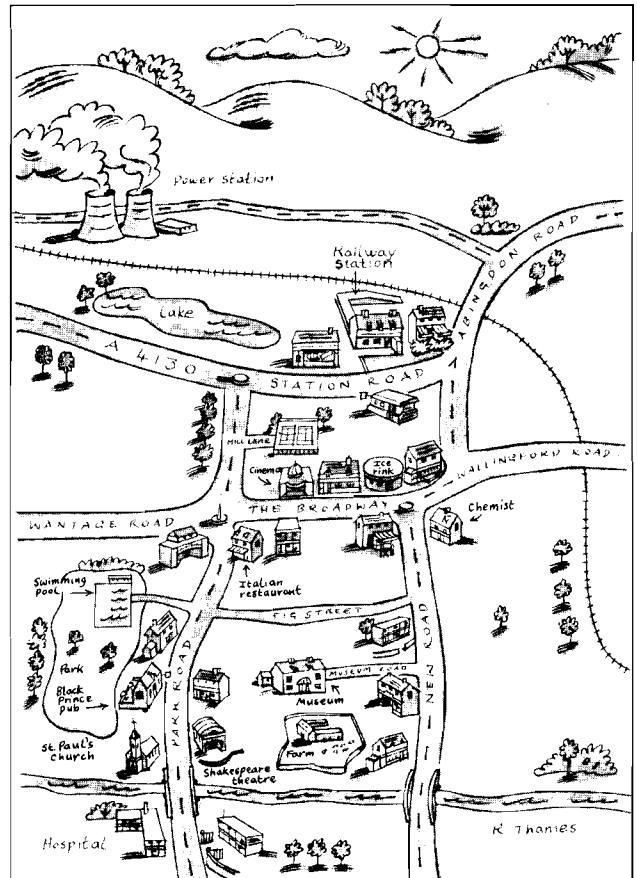
30 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Explain that you are going to read out some directions and that the students should fill in the names of places on their maps according to what they hear. Pre-teach the spelling of the proper names that occur in the directions below.
- 3 Read out the following directions:
You are coming into the town along Park Road. Go past the hospital on the left and cross over the River Thames. The next building on the right is the Shakespeare theatre. Opposite the theatre is St Paul's church and next to that is the Black Prince pub. There's a park behind the pub and in the park there's a swimming pool. Go to the end of Park Road and at the crossroads on the corner of Park Road and The Broadway, there's an Italian restaurant. Turn right

into The Broadway; the first building on the left is a cinema. Go to the end of the Broadway; the ice rink is on the left, just before the roundabout. At the roundabout, turn right. The chemist's is on the corner of New Road and Wallingford Road. Go along New Road and take the second turning on the right. Go to the end and the museum is in front of you. Between the museum and the River Thames, there's a farm.

- 4 If necessary, repeat the directions.
- 5 Ask the students to work in pairs and compare completed maps.
- 6 If you have an overhead projector in the classroom, display the blank map on an overhead projector transparency and ask the students to take it in turns to call out directions so that you can fill it in and they can check their answers. If you do not have these facilities, give each pair of students a copy of the completed map and ask them to check their own answers.



*Where's the Park School of English?***Place cards**

NOTE: The students cannot do this activity until they have completed Worksheet 14a, Map dictation.

ACTIVITY

Whole class: speaking

AIM

To ask and say where places are and to fill in places on a map.

GRAMMAR AND FUNCTIONS

Prepositions of place:

opposite, next to, in between, behind, on the corner of

VOCABULARY

Features of a town

TIME

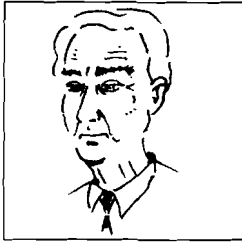
20 to 30 minutes

PREPARATION

Make one or more copies of the worksheet and cut out the place cards as indicated so that the students have one each. If there are fewer than 15 students in the class, prepare the appropriate number of place cards. The students will need their maps from Worksheet 14a.

PROCEDURE

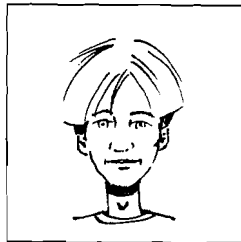
- 1 Make sure that all the students have their completed copy of the map in Worksheet 14a.
- 2 Give one place card to each student in the class and ask them to find the place on their own map according to the directions given. They should write the name of their place on their map.
- 3 When they have done that, ask them to write the name of their place on the back of their map in big letters.
- 4 Collect all the place cards and explain that the students are going to go round the class, holding their maps up so that the map is facing them, and the name of the place is facing their partner. They should ask questions to find out where the place is situated on the map.
For example:
Student A: *Excuse me, where's the Park School of English please?*
Student B: *It's next to the Italian restaurant, opposite the cinema.*
Tell the students that there are 15 places (or fewer if there are fewer than 15 students in the class) to add to their maps, including their own place.
- 5 Once they have found and marked the other students' places on their map, ask them to compare in pairs or small groups - their maps should be identical.



Ron, retired, age: 73



Melanie, a nurse, age: 21



Lee, a student, age: 20



Helen, a model, age: 25



Terry, a farmer, age: 50

1

Morning
2 cups of tea with sugar
4 slices of toast

Afternoon
1 cup of tea with sugar
1 sandwich

Evening
1 hamburger with chips
2 chocolate bars
2 cans of cola
2 cups of coffee (with sugar)
1 packet of crisps
1 cup of tea with sugar

2

Morning
3 glasses of mineral water
1 glass of carrot juice
1 glass of apple juice
1 banana
1 peach
half a cup of white coffee
1 thin slice of brown bread
1 cup of tea
some grapes

Evening
1 piece of white fish
some brown rice and cabbage
1 tomato
1 small packet of nuts
12 olives

3

Morning
1 large cup of white coffee with a little honey
2 small slices of toast with margarine and honey
1 large cup of tea with no sugar

Afternoon
chips and peas
a slice of cake
2 large cups of tea

Evening
a salad of peas, celery, carrot and cabbage
4 slices of brown bread with margarine
some milk pudding
2 small apple pies
1 large cup of coffee

4

Morning
2 cups of tea
1 cup of coffee
1 glass of grape juice
2 slices of bacon with beans on toast

Afternoon
1 meat pie
1 egg salad sandwich
1 pear
1 glass of orange squash
2 cups of tea
a slice of cake

Evening
5 slices of meat
some potatoes
cauliflower cheese
green beans
some grapes
2 pints of beer

5

Morning
1 cup of coffee with milk
2 slices of brown bread with margarine and marmalade

Afternoon
1 jacket potato with margarine
a large salad of lettuce, cucumber, spring onion
some apple pie and custard
1 glass of water
10 pieces of chocolate
2 biscuits

Evening
1 glass of orange juice
1 piece of fried fish
1 small tomato omelette
2 slices of white bread with margarine
1 large cup of coffee
1 chocolate biscuit
2 glasses of wine

A doctor made the following comments. Match each comment to one of the people above.

A *There is a lot of fat in meat. You should replace it with fish sometimes.*

B *You hardly eat any fruit or meat.*

C *You eat a lot of sweets but not much fruit. Try some fruit for dessert.*

D *Change your diet now! Eat some fruit and vegetables and eat less sugar!*

E *You need some dairy produce in your diet.*



A day in the diet of... Worksheet **15****ACTIVITY**

Pairwork: reading, speaking

AIM

To read about and discuss what people eat in a typical day.

GRAMMAR AND FUNCTIONS

Expressions of quantity

Countable and uncountable nouns

Some, any, a lot, (not) much/many, hardly any

VOCABULARY

Food and drink

PREPARATION

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

TIME

20 to 30 minutes

PROCEDURE

- 1 Give a copy of the worksheet to each student in the class.
- 2 Ask them to look at the five people in the pictures at the top of the worksheet and to imagine what sort of meals they eat, taking into account their different ages and occupations.
- 3 Ask the students to work in pairs and to match a typical day's menu to each person.
- 4 When they have done this, ask the students to compare their answers with another pair of students and explain their choices.
- 5 **Check the answers:**
 Menu 1 = Lee
 Menu 2 = Helen
 Menu 3 = Ron
 Menu 4 = Terry
 Menu 5 = Melanie
- 6 Now ask the students to read the comments made by a doctor and match a comment to each menu.
- 7 **Check the answers:**
 Menu 1 = comment D
 Menu 2 = comment E
 Menu 3 = comment B
 Menu 4 = comment A
 Menu 5 = comment C

FOLLOW-UP

You could ask the students to write their own *Day in the diet of...* but be aware that some students may be sensitive to diet and weight.



Student A

- 1 In one week's time I'm going to Madeira.
- 2 How much traffic is there in the city centre?
- 3 There's a packet of biscuits in the cupboard behind of the sugar.
- 4 Where's the nearest South American disco?
I'd like to learn to dance the Samba.
- 5 I need improve my English. I think I'll borrow some English novels from the library.
- 6 'I've got a headache. Have we got any aspirins?'
'Just a minute, I'll look in the medical kit.'
- 7 Maybe I'm going to cook chicken pie for dinner. No, I think I'll make omelette.
- 8 He decided being an actor because he wanted to be famous.
- 9 I'm going to spend a week in Paris. Do you like to come with me?
- 10 Great, I'm pleased you can come. I'll meet you in the restaurant opposite the bus station at 8 o'clock.



Student B

- 1 In one week's time I'll go to Madeira.
- 2 How many traffic is there in the city centre?
- 3 There's a packet of biscuits in the cupboard behind the sugar.
- 4 Where's the nearest South American disco?
I like to learn to dance the Samba.
- 5 I need to improve my English. I think I'll borrow some English novels from the library.
- 6 'I've got a headache. Have we got any aspirins?'
'Just a minute, I'm going to look in the medical kit.'
- 7 Maybe I'll cook chicken pie for dinner. No, I think I'll make an omelette.
- 8 He decided to be an actor because he wanted to be famous.
- 9 I'm going to spend a week in Paris. Would you like to come with me?
- 10 Great, I'm pleased you can come. I'm going to meet you in the restaurant opposite the bus station at 8 o'clock.



Find the mistake

Worksheet Progress check

11-15a

NOTE: This activity is not linked to the activity on Worksheet Progress check 11–15b.

ACTIVITY

Pairwork: speaking

AIM

To identify and correct grammatical mistakes in sentences.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 11 to 15

Verbs followed by *to* + infinitive

Will for prediction, *going to* for plans

Prepositions of place

Countable and uncountable nouns

VOCABULARY

Revision of vocabulary in Student's Book Lessons 11 to 15

General

PREPARATION

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

TIME

30 minutes

PROCEDURE

- 1 Divide the class into equal numbers of Student As and Student Bs.
- 2 Give one copy of Student A sentences to each Student A and one copy of Student B sentences to each Student B.
- 3 Ask the students to work in pairs of As and pairs of Bs. Tell them that some of their sentences are correct, while some of them have a grammatical mistake in them. They should decide whether the sentences are grammatically correct and make corrections where necessary. **The students should discuss the sentences in their pairs but all the students should write corrections on their own worksheets.**
- 4 Ask the students to form pairs of Student A and Student B and compare their sentences. Student A has the correct form of sentences which are grammatically incorrect on Student B's worksheet and vice versa. This means that the students should be able to correct one another at this stage.
- 5 Check that the students have identified the correct versions of the sentences.

ANSWERS

- | | |
|---|---|
| <p>1(a) Correct. You use <i>going to</i> to talk about things which are arranged.</p> <p>1(b) Incorrect. The trip to Madeira is something which is arranged, not a decision made at the moment of speaking.</p> <p>2(a) Correct. <i>Traffic</i> is an uncountable noun.</p> <p>2(b) Incorrect. You use <i>how many</i> with countable nouns.</p> <p>3(a) Incorrect. The correct preposition of place is <i>behind</i> (without <i>of</i>).</p> <p>3(b) Correct.</p> <p>4(a) Correct.</p> <p>4(b) Incorrect.</p> <p>5(a) Incorrect. You put <i>to</i> + infinitive after <i>need</i>.</p> <p>5(b) Correct.</p> | <p>6(a) Correct. You use <i>will</i> for a decision made at the moment of speaking.</p> <p>6(b) Incorrect.</p> <p>7(a) Incorrect. <i>Maybe</i> suggests that the speaker is still thinking about what to cook, so <i>going to</i> is not appropriate.</p> <p>7(b) Correct. <i>I'll</i> is used correctly here.</p> <p>8(a) Incorrect. You use <i>decide</i> with <i>to</i> + the infinitive.</p> <p>8(b) Correct.</p> <p>9(a) Incorrect. The correct form is <i>Would you like to...?</i></p> <p>9(b) Correct.</p> <p>10(a) Correct. See 6 and 7 above.</p> <p>10(b) Incorrect.</p> |
|---|---|



Student A

CLUES ACROSS

Example

1 Italian food.
You eat it with tomato sauce.

- 3 _____
- 6 _____
- 7 _____
- 8 _____
- 10 _____
- 11 _____
- 14 _____
- 15 _____
- 17 _____
- 20 _____
- 21 _____



Student B

CLUES DOWN

Example

1 You buy tea or biscuits in it.

- 2 _____
- 4 _____
- 5 _____
- 7 _____
- 8 _____
- 9 _____
- 12 _____
- 13 _____
- 16 _____
- 18 _____
- 19 _____

Food, glorious food!

Worksheet Progress check

11-15b

NOTE: This activity is not linked to the activity on Worksheet Progress check 11-15a.

ACTIVITY

Pairwork: speaking, writing

AIM

To write clues for a crossword and to complete it.

GRAMMAR AND FUNCTIONS

Describing words

VOCABULARY

Revision of vocabulary in Student's Book Lessons 11 to 15

PREPARATION

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

TIME

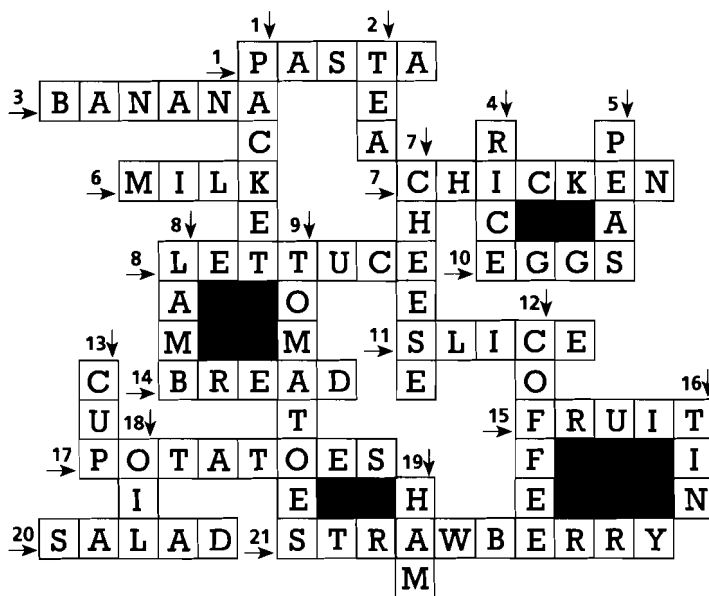
30 minutes

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 *Italian food. You eat it with tomato sauce.* on the board. Elicit the answer *pasta*. 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 crossword A to each student in Group A and a copy of crossword B 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 (ie a student from Group A should work with a student from Group B). **They must not show their crossword to their partner.**
- 7 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.

ANSWER





September	at	8 pm	on	Monday	in
1992	at	midnight	on	1st January	in
winter	at	the museum	on	11th February	in
summer	at	the theatre	on	15th May	in
Spain	at	half past six	on	Saturday night	in
the morning	at	the weekend	on	Sunday morning	in
the year 2000	at	night	on	September 10th	in
Athens	at	home	on	Tuesday afternoon	in
the afternoon	at	two o'clock	on	Thursday evening	in
MAKE AN INVITATION		MAKE AN INVITATION		MAKE AN INVITATION	
MAKE AN INVITATION		MAKE AN INVITATION		MAKE AN INVITATION	
MAKE AN INVITATION		MAKE AN INVITATION		MAKE AN INVITATION	

Invitation dominoes Worksheet **16****ACTIVITY**

Groupwork: speaking

AIM

To play a game of dominoes matching places and time expressions with the correct preposition. To make invitations.

GRAMMAR AND FUNCTIONS

Making invitations

Prepositions of time: *at the weekend/8pm,
on 31 July/Monday, in the morning/June/1996*

Prepositions of place: *at the theatre, in London*

VOCABULARY

Prepositions of time

Countries, towns, places of entertainment

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

30 minutes

PROCEDURE

- 1 Write a few time expressions and places on the board and elicit the correct prepositions to go with them.
- 2 Now explain to the students that they are going to play a game of dominoes matching a time expression or a place with the correct preposition, and that the object of the game is to get rid of all their dominoes.
- 3 Ask the students to work in groups of four or five and give each group of students a set of dominoes, with the 'Make an invitation' cards mixed in. Ask them to deal out five dominoes each and to leave the rest in a pile, face down.
- 4 Before they start playing, explain how to play.
- 5 When they've finished a game, they can shuffle and play another round.

HOW TO PLAY

- 1 Player A puts down any one of their dominoes (except a card marked 'Make an invitation') face up.
- 2 The player on their left must then put down one of their dominoes, making sure that the preposition matches the time or place on Player A's domino.

For example:

(domino A) *at*

(domino B) *8pm/on*

(domino C) *11th February*

The players take it in turns to add dominoes in this way.

- 3 If a player cannot put down one of their dominoes, they can either:
 - a) play a card marked 'Make an invitation' by holding up their card and inviting another player to go out, stating the time and place.

For example:

Would you like to play tennis at the weekend?

How about coming to the cinema with me on

Thursday evening?

When they have done this, they return the card to the bottom of the pile.

or

b) take a domino from the top of the pile and put it down if they can.

- 4 The winner is the first player to get rid of all their dominoes.

Descriptions



A She's an attractive young black woman with short dark hair.

She's very slim and she's got beautiful dark eyes.



H He's a good-looking man with curly hair and a moustache.

He's quite short and he looks fit.



B He's middle-aged and he's got grey hair and a beard.

He's quite tall and he looks really serious.



I She's tall with very short dark hair.

She wears glasses and she looks like a banker or company director.



C He's got quite long fair hair and he wears glasses.

He's very thin and he looks like a student.



J He's an attractive young man with long hair.

He's got beautiful eyes and he looks like a dancer.



D She's very tall and she's got long dark hair.

She's slim and she looks like a model.



K He's quite old, with curly white hair and a beard and moustache.

He looks like someone's grandfather.



E She's a good-looking middle-aged woman with grey hair.

She's of medium height and she looks happy.



L She's a pretty woman with long dark hair.

She's quite fat and she looks nice.



F She's of medium height and she's got long blonde hair.

She wears glasses and she looks friendly.



M He's got quite long curly hair and a nice face.

He wears glasses and he looks like a musician.



G He's quite old and he's bald.

He's got a round face and he looks kind.



N She's of medium height with long straight hair.

She's quite young and she looks sad.



IDENTITY CARD

NAME _____ AGE _____

NATIONALITY _____ JOB _____

HOBBIES _____

FAVOURITE NIGHT OUT _____

Photofit Worksheets 17a and 17b

NOTE: Use Worksheets 17a and 17b for this activity.

ACTIVITY

Groupwork and pairwork: speaking, reading, writing

AIM

To play a memory game, matching a written description of a person to a picture. To write an imaginary identity for a person.

GRAMMAR AND FUNCTIONS

Describing appearance

VOCABULARY

Describing appearance

PREPARATION

Make one copy of Worksheet 17a and 17b for every four to six students in the class. Cut out the sentences, pictures and identity cards as indicated.

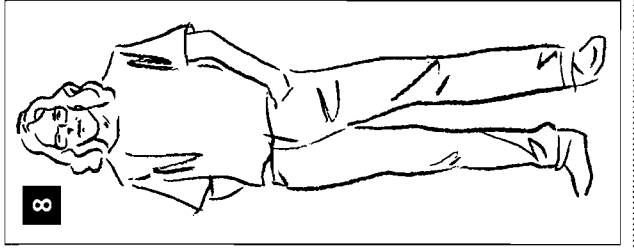
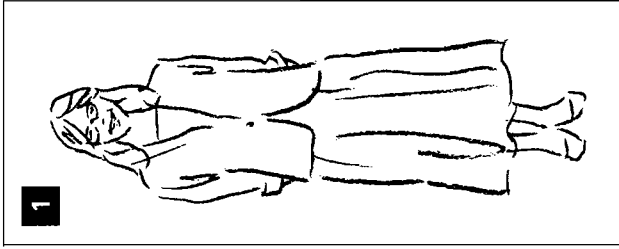
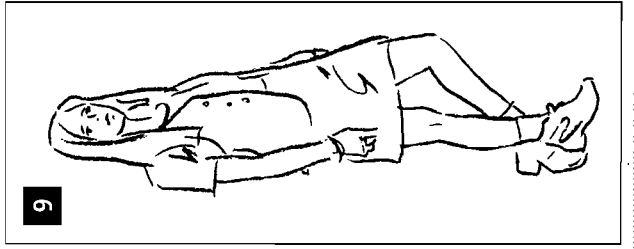
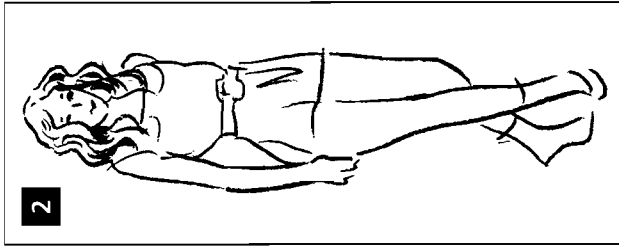
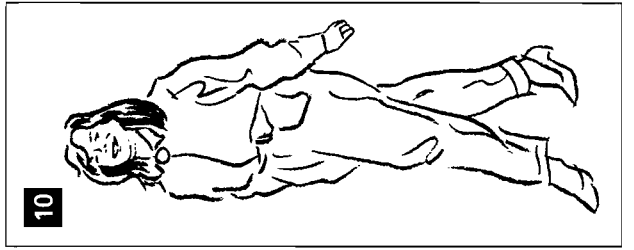
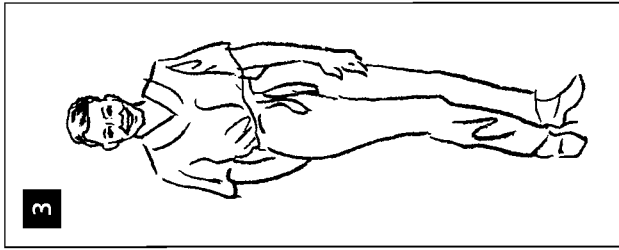
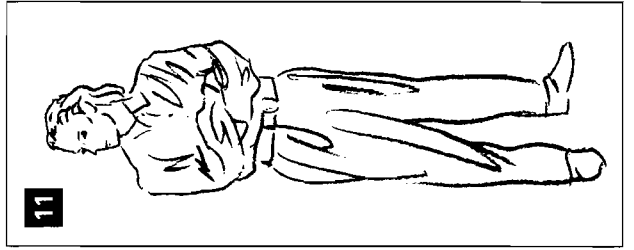
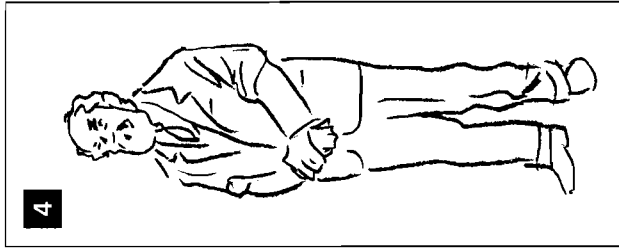
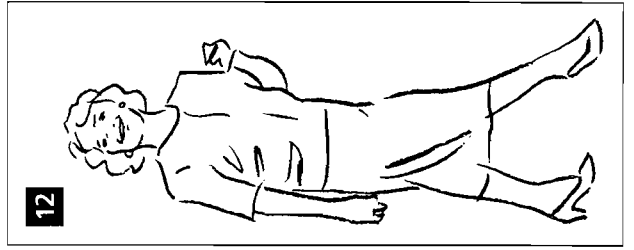
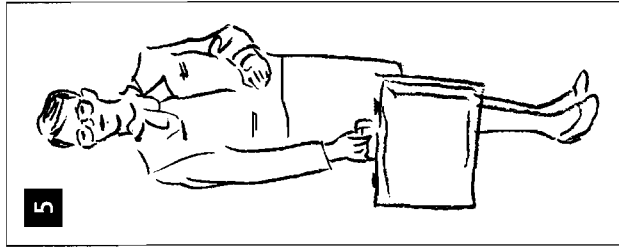
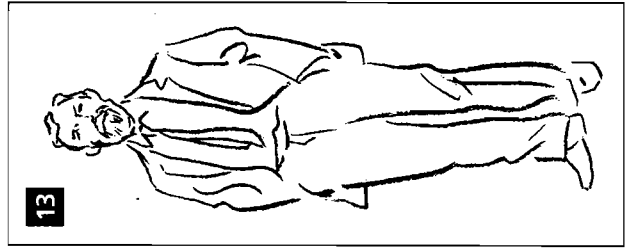
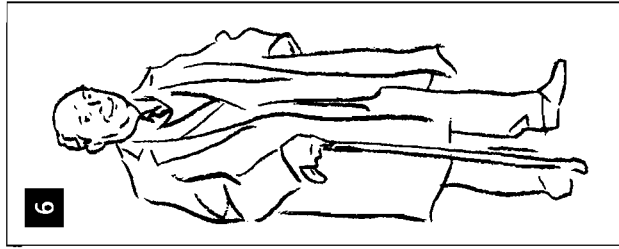
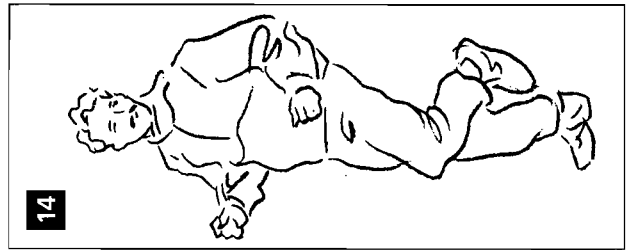
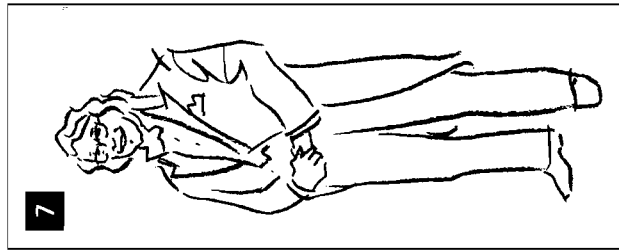
TIME

45 minutes

PROCEDURE

- 1 Ask the students to work in groups of four to six.
- 2 Give one set of pictures and sentences to each group. Do not give out the identity cards yet.
- 3 Ask the students to spread out the pictures face down and to spread out the sentences face down separately from the pictures.
- 4 The students take it in turns to turn over one picture and one description. They should read the description and decide whether it matches the picture. If it does, the student keeps the pair and plays again. If it doesn't, the student puts them back face down and the student on their left plays in the same way.
- 5 Continue until all the pictures and sentences have been matched: the player with the highest number of matching pairs is the winner. Check the answers. (See the back of Worksheet 17b.)
- 6 For the next part of the activity the students stay in their original groups. They put all the pictures of people spread out in front of them, face up.
- 7 Divide each group in half into mini-groups of two or three students.
- 8 Give one identity card to each mini-group and ask them to write imaginary information on it about one of the people in the pictures **without letting anyone else know which picture they have chosen**. They should invent information which they think corresponds to the person's appearance.
- 9 Ask the students to exchange identity cards with another mini-group and to guess which picture it goes with.
- 10 When they have matched people correctly, they should exchange identity cards with another mini-group and guess which pictures they correspond to.

Pictures



ANSWERS

Description A = Picture 3

Description B = Picture 13

Description C = Picture 8

Description D = Picture 2

Description E = Picture 12

Description F = Picture 1

Description G = Picture 6

Description H = Picture 14

Description I = Picture 5

Description J = Picture 11

Description K = Picture 4

Description L = Picture 10

Description M = Picture 7

Description N = Picture 9

fun hard work marriage travel study hats falling in love confident long hair dancing holding hands fashion optimistic parties worried silly money jogging serious games sleeping in the afternoon the opposite sex serious lazy bald ambitious careful tidy responsibilities fat around the middle calm				
0 to 10	11 to 20	21 to 35	35 to 50	over 50



ACTIVITY

Pairwork: speaking

AIM

To categorise vocabulary and to discuss personal associations with different age groups.

GRAMMAR AND FUNCTIONS

Describing people
Comparative adjectives

VOCABULARY

Adjectives and expressions for describing people

PREPARATION

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

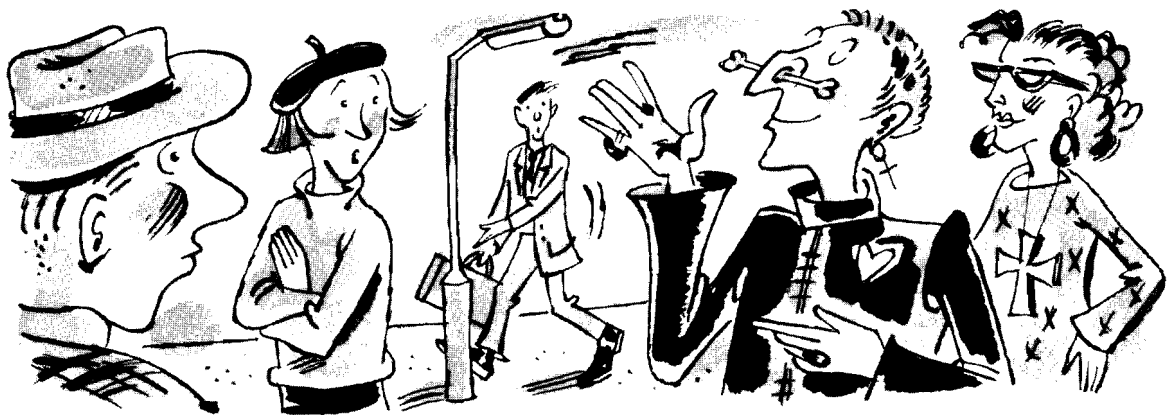
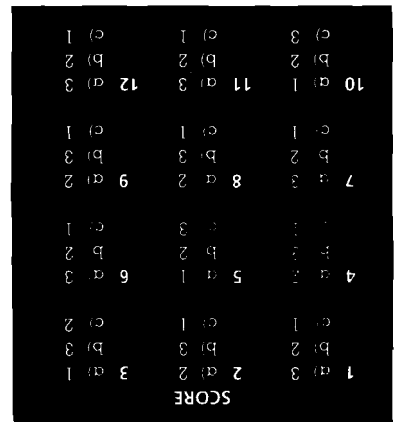
TIME

20 to 30 minutes

PROCEDURE

- 1 Write the headings of the columns from the worksheet on the board and brainstorm any associations the students have with each age group.
- 2 Ask them to work in pairs and give one copy of the worksheet to each pair.
- 3 Ask them to write the words and expressions on the worksheet under the age group heading they associate them with. (One word or expression can apply to more than one category.)
- 4 When they have arranged the words on their worksheet, they should add two words or expressions of their own to each column.
- 5 Ask the students to compare worksheets with another pair of students and notice any differences. They should discuss the way they have categorised words and expressions. Encourage the students to use the target language, and to make comparisons.

- 1 How much time do you spend in front of the mirror in the morning?
 - a) More than five minutes.
 - b) Less than five minutes.
 - c) I prefer not to look in the mirror in the morning.
- 2 Why do you like your clothes?
 - a) Because they are comfortable.
 - b) Because they say something about the sort of person I am.
 - c) I don't like my clothes.
- 3 What do you usually wear?
 - a) Jeans and a T-shirt.
 - b) Whatever's in fashion.
 - c) What I feel like wearing.
- 4 When you meet someone for the first time, what do you notice first?
 - a) Their eyes and hands.
 - b) Their shoes.
 - c) Their character.
- 5 You see the pair of trousers you want. They're beautiful – but you haven't got much money. What do you do?
 - a) I forget about them.
 - b) I don't buy them but I dream about them.
 - c) I buy them and I don't eat for a week.
- 6 The colour in fashion this year doesn't suit you. What do you do?
 - a) I wear it anyway – it's in fashion!
 - b) I don't wear it.
 - c) I don't care about what's in fashion.
- 7 When was the last time you bought something to wear?
 - a) Less than 3 days ago.
 - b) More than 3 days but less than 6 months ago.
 - c) I never buy clothes. My mum/dad/wife/husband/boyfriend/girlfriend buys them for me.
- 8 Why did you buy it?
 - a) Because I liked it.
 - b) Because it's fashionable.
 - c) Because I needed it.
- 9 What do other people think about your clothes?
 - a) They think they're smart.
 - b) They think they're strange.
 - c) They never notice my clothes.
- 10 What do you refuse to wear?
 - a) Clothes that are in fashion.
 - b) The clothes my mum/dad/wife/husband/boyfriend/girlfriend buys for me.
 - c) Clothes that are not in fashion.
- 11 When you read a newspaper, do you turn to the fashion pages?
 - a) Yes, I always read the fashion pages.
 - b) I sometimes look at the pictures.
 - c) What fashion pages?
- 12 How would you describe your style of dress?
 - a) Fashionable.
 - b) Not fashionable but 'me'.
 - c) Style? What's that?



What it means

You scored 12 to 19: You probably don't know what this questionnaire is about. You think that there are more important things in life than fashion, but perhaps you are a bit lazy too. How about going shopping yourself – your mother/father/wife/husband/girlfriend/boyfriend has got enough to do!

You scored 20 to 28: Clothes are not the most important thing in your life, but you know what suits you. You have a very personal style but it is always the same. Why don't you

take some risks and try a different style for a change? You're too serious – fashion can be fun!

You scored 29 to 36: You are a fashion victim! Do your friends ever walk on the other side of the road when they go out with you? You know a lot about fashion, but you need to choose the clothes that suit you. There are more important things in life than clothes – try speaking to people and you will be surprised to find that they are nice, even if they are wearing the wrong shoes.

*Fashion conscious or fashion victim?***ACTIVITY**

Pairwork: reading, speaking

AIM

To interview a partner about fashion and clothes using a questionnaire.

GRAMMAR AND FUNCTIONS

Questions

VOCABULARY

Clothes

PREPARATION

Make one copy of the worksheet for each student in the class.
Cut off the 'What it means' section.

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to work in pairs. Give one copy of the questionnaire to each student in the class but do not give out the 'What it means' section yet.
- 2 Ask them to take it in turns to ask their partner the questions on the questionnaire and to note down their answers.
- 3 When they have interviewed one another, they should add up one another's score.
- 4 Give the 'What it means' section to each pair of students and ask them to read out their partner's results.

Questions

1) How long _____

It takes _____ to fly from London to New York by Concorde.

2) How long _____

It takes _____ for light to reach the Earth from the Sun.

3) How long _____

It takes _____ for the Moon to travel around the Earth.

4) How far _____

The Sun is _____ from the Earth.

5) How far _____

Urumqi in China is the furthest city from the sea. It is _____ from the nearest coast.

6) How far _____

The Moon is _____ from the Earth.

7) How much _____

It costs _____ to go from London to Venice by the Orient Express.

8) How much _____

It costs _____ to fly from London to Sydney, Australia.

9) How much _____

The most expensive hotel in the world is the Hotel Nova Park in Paris. It costs

_____ to stay for one night in the 'Royale Suite'.

10) How fast _____

The fastest land animal in the world is the cheetah. It can run at _____

11) How fast _____

The biggest aeroplane in the world is the Boeing 747. It travels at _____

12) How fast _____

The fastest aeroplane in the world is Concorde. It flies at _____

Record breakers

Worksheets

20a

and

20b

NOTE: Use Worksheets 20a and 20b for this activity.

ACTIVITY

Groupwork: writing, reading, speaking

AIM

To read information and to write questions.

To ask and answer questions.

GRAMMAR AND FUNCTIONS

Talking about time, distance, speed and price

Questions: *How long? How far? How fast? How much?*

VOCABULARY

Facts and figures

PREPARATION

Make one copy of Worksheet 20a (questions) for each student in the class. Make one copy of Worksheet 20b (facts and figures) for every three students in the class and cut it into sections A, B and C as indicated.

TIME

30 minutes

PROCEDURE

- 1 Revise how to say long numbers.
- 2 Write this sentence on the board:
It takes to fly from London to New York by Concorde.
Then elicit the question needed to find out the missing information:
How long does it take to fly from London to New York by Concorde?
- 3 Give a copy of Worksheet 20a (questions) to each student in the class. Ask the students to work in pairs and to write the questions they will need to ask to find out the missing information in all the sentences on their worksheet. Each student should write the questions on their own worksheet.
- 4 As they are doing this, go round and make sure they have written the questions correctly.
- 5 Now ask the students to work in groups of three. Give sections A, B and C from Worksheet 20b (facts and figures) to each group and ask each student to read one section each, without showing it to the other members of their group. Explain that each member of the group has got a different set of information.
- 6 Each student in the group has got information on Worksheet 20b which answers four questions on Worksheet 20a. They should write in the answers on their worksheet. Section A contains answers to questions 1, 3, 5 and 12. Section B contains answers to questions 2, 4, 9 and 11. Section C contains answers to questions 6, 7, 8 and 10.
- 7 When they have done that, the students take it in turns, in their groups, to ask one another questions in order to obtain the information needed to answer the other questions on their worksheet. Tell them to write the information on their worksheet.

Facts and figures

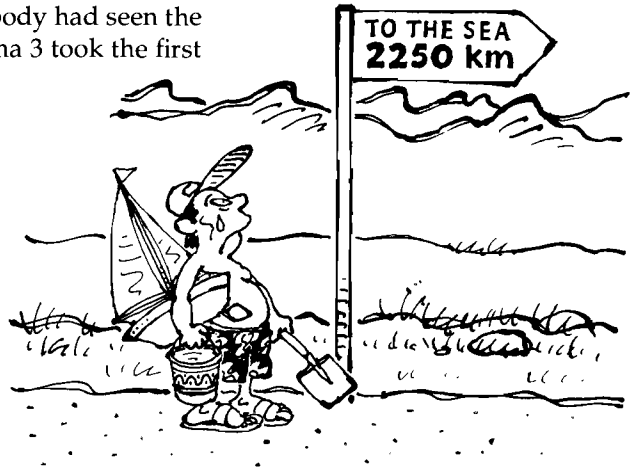


A

The Moon takes just over 27 days to travel around the Earth. The same half of the Moon always faces the Earth. Nobody had seen the far side of the Moon until the USSR spacecraft Luna 3 took the first photographs of it in 1959.

Concorde takes 3 hours to fly from London to New York, a distance of 5,536 km (3,500 miles). It travels at 2,333 km/h (1,500 mph) which is faster than the speed of sound. This is twice as fast as an ordinary passenger plane.

Urumqi, capital of the Uighur Autonomous region of China, is the furthest city from the sea. It is about 2,250 km (1,400 miles) from the nearest coast.



B

The most expensive hotel in the world is the Hotel Nova Park in Paris, France. One night in the Royale Suite costs £3,525. This is more than a lot of people earn in a year!

The Boeing 747 (Jumbo jet) is the largest and most powerful plane in the world. It can carry up to 500 passengers. It is as high as a 6-storey office block and weighs over 370 tonnes. It has a maximum speed of 969 km/h (602 mph).

Light from the Sun takes eleven hours to reach Pluto, the furthest planet in our Solar system. It travels a distance of 150 million km (93 million miles) to reach the Earth and it takes eight minutes.

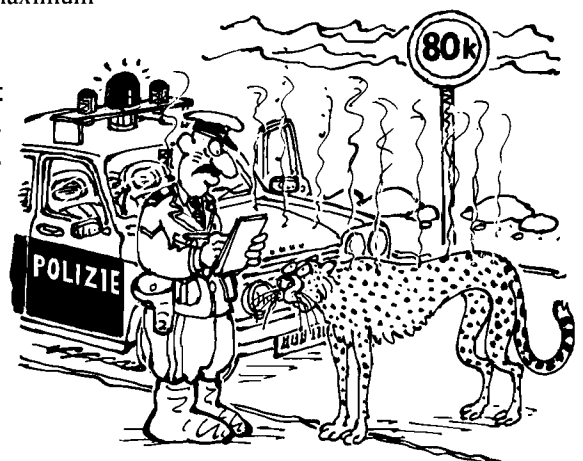


C

The fastest land animal in the world is the cheetah. On the plains of east Africa, Iran, Turkmenistan and Afghanistan, it has a maximum speed of about 96 km/h (60 mph).

The Earth is the third nearest planet to the Sun. It has one natural satellite orbiting it, the Moon, which is 384,365 km (238,840 miles) from the Earth. The Moon is a quarter the size of the Earth.

The Orient Express used to run between Paris and Istanbul but now it makes a shorter trip from London to Venice. It offers the highest luxury in travel. A one-way ticket costs £475, which is also the price of a single airfare to Sydney, Australia, a city which is 14 times further away from London than Venice.



ANSWERS

1 3 hours

2 8 minutes

3 just over 27 days

4 150 million km (93 million miles)

5 2,250 km (1,400 miles)

6 384,365 km (238,840 miles)

7 £475

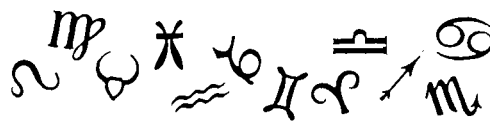
8 £475

9 £3,525

10 96km/h (60 mph)

11 969km/h (602 mph)

12 2,333 km/h (1,500 mph)



	YOU	PARTNER 1 Name _____	PARTNER 2 Name _____
Your best qualities			
Your worst qualities			
Best qualities in a partner			
Worst qualities in a partner			
Your appearance			

STAR SIGN	Your best qualities	Your worst qualities	Best qualities in a partner	Worst qualities in a partner	Your appearance
CAPRICORN 	patient honest	pessimistic unimaginative	imaginative confident	impolite careless	small slim serious face
AQUARIUS 	friendly generous	impatient difficult	friendly warm	nervous over-sensitive	good-looking quite tall fair hair
PISCES 	sensitive thoughtful	over-sensitive disorganised	kind sensitive	selfish over-sensitive	medium height round eyes kind face
ARIES 	clever lively	selfish rude	friendly modern	lazy selfish	medium height square face long nose
TAURUS 	patient organised	lazy selfish	kind calm	selfish rude	short beautiful eyes thick hair
GEMINI 	intelligent friendly	nervous dishonest	optimistic generous	over-sensitive untidy	tall intelligent face small mouth
CANCER 	careful sensitive	nervous rude	patient kind	nervous dishonest	round face small nose nice eyes
LEO 	imaginative optimistic	bossy selfish	clever lively	pessimistic selfish	square face generous mouth attractive eyes
VIRGO 	patient friendly	nervous unimaginative	imaginative careful	lazy disorganised	medium height pleasant face kind eyes
LIBRA 	friendly warm	lazy disorganised	optimistic honest	nervous unimaginative	beautiful hair long fingers calm eyes
SCORPIO 	imaginative confident	jealous impatient	patient careful	lazy disorganised	dark eyes thick hair interesting face
SAGITTARIUS 	intelligent optimistic	rude arrogant	friendly warm	pessimistic unimaginative	tall curly, fair hair straight nose

Star qualities

Worksheet Progress check 16-20

ACTIVITY

Groupwork: speaking

AIM

To fill in a chart by asking and answering questions about appearance and character. To use this information to match people to their star signs.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 16 to 20
Describing people

VOCABULARY

Adjectives to describe appearance and character

PREPARATION

Make one copy of the worksheet for each student in the class.
Cut out the chart and star signs information as indicated.

TIME

40 to 45 minutes


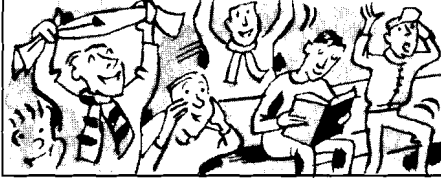



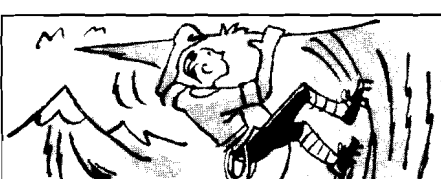
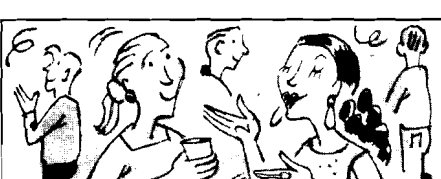


PROCEDURE

- 1 Brainstorm the sort of qualities the students like best in people and write them on the board. Elicit the opposites of the adjectives, for example: *generous/mean*, *hard-working/lazy* etc.
- 2 Now tell the students that they are going to use similar adjectives for the next part of the activity. Give one copy of the blank chart to each student in the class but do not give out the star signs information yet.
- 3 Ask all the students to fill in the first column in the chart marked 'you'. They should write in adjectives to describe their own best and worst qualities, and also adjectives to describe what they think are the best or worst qualities in a partner. They should also write adjectives to describe their own appearance.
- 4 Now ask the students to work in groups of three. They should write the names of the other two students in their group on the chart under the headings 'Partner 1' and 'Partner 2'. They now take it in turns to read out the adjectives they have written so their partners can fill in their charts.
- 5 When they have completed the charts, give a copy of the star signs information to each student in the class. **They should not tell their partners what their own star sign is yet.**
- 6 The students try to guess their partners' star signs by matching adjectives which describe their partners with adjectives to describe a star sign. If the students do not know their star sign, this information is below.
- 7 The students now tell one another what their stars signs are, and check whether their partners guessed correctly. They compare the adjectives they wrote in the chart with those on the star signs information.
- 8 As an extension of this activity, ask the students to match star signs to the pictures of people on Worksheet 17b.

CHECK YOUR SIGN

 ARIES	22 March – 20 April
 TAURUS	21 April – 21 May
 GEMINI	22 May – 22 June
 CANCER	23 June – 23 July
 LEO	24 July – 23 August
 VIRGO	24 August – 23 September

 LIBRA	24 September – 23 October
 SCORPIO	24 October – 22 November
 SAGITTARIUS	23 November – 22 December
 CAPRICORN	23 December – 19 January
 AQUARIUS	20 January – 19 February
 PISCES	20 February – 21 March

	YOU	FIND SOMEONE WHO HAS HAD THIS EXPERIENCE
	<p>The best film you've seen:</p> <hr/>	<hr/>
	<p>The best book you've read:</p> <hr/>	<hr/>
	<p>The most beautiful place you've visited:</p> <hr/>	<hr/>
	<p>The strangest thing you've eaten:</p> <hr/>	<hr/>
	<p>The most frightening experience you've had:</p> <hr/>	<hr/>
	<p>The most dangerous sport you've tried:</p> <hr/>	<hr/>
	<p>The most interesting person you've met:</p> <hr/>	<hr/>
	<p>A good experience you've never had:</p> <hr/>	<hr/>
	<p>A bad experience you've never had:</p> <hr/>	<hr/>

ACTIVITY

Whole class: speaking

AIM

To ask and answer questions about memorable experiences.

GRAMMAR AND FUNCTIONS

Present perfect simple for experiences

VOCABULARY

General

PREPARATION

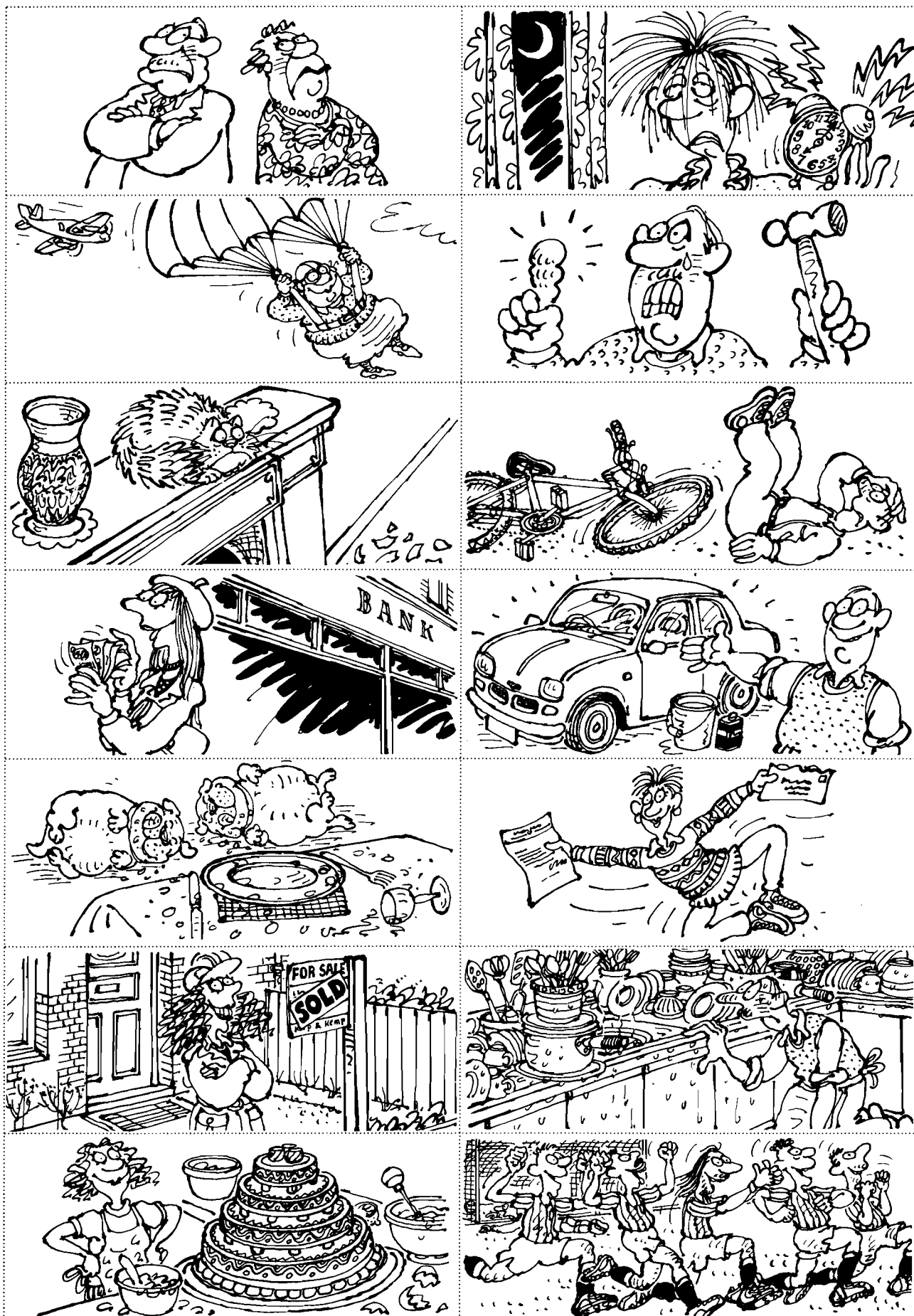
Make one copy of the worksheet for each student in the class.

TIME

20 to 30 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Tell the students to write down information which is true for themselves in the 'you' column. Make sure they understand that the last two sentences ask for information about experiences they have **never** had. Encourage the students to be imaginative.
- 3 When they have filled in as much information as they can (it doesn't matter if they leave one or two blanks), ask them to go round the class and use the information they have written to find other students who have had the same experiences. They should ask and answer questions like this:
(Student A has filled in 'Jurassic Park' for best film)
Student A: *Have you (ever) seen Jurassic Park?*
Student B: *Yes, I have.*
- 4 When a student finds someone who answers *Yes*, they should write the name of that student on their chart, and can ask for more information, if they like, using the past simple.
For example:
When did you see it?
Did you enjoy it?
Were you frightened?
The students should not write the same name on their worksheet more than twice. This will encourage them to speak to as many different partners as possible.
- 5 When one student has completed their chart with the names of students who have had the same experiences as them, or when it is obvious that the students have spoken to several different partners and that it is unlikely that someone is going to find a name for each sentence, stop the activity and ask the students to report back to the class about anything surprising or amusing they have found out.



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 pictures.

GRAMMAR AND FUNCTIONS

Present perfect simple for past actions with present results

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of up to 14 students. Cut the pictures out so that the students have one picture card each. You will also need to keep one picture card for yourself to demonstrate the activity.

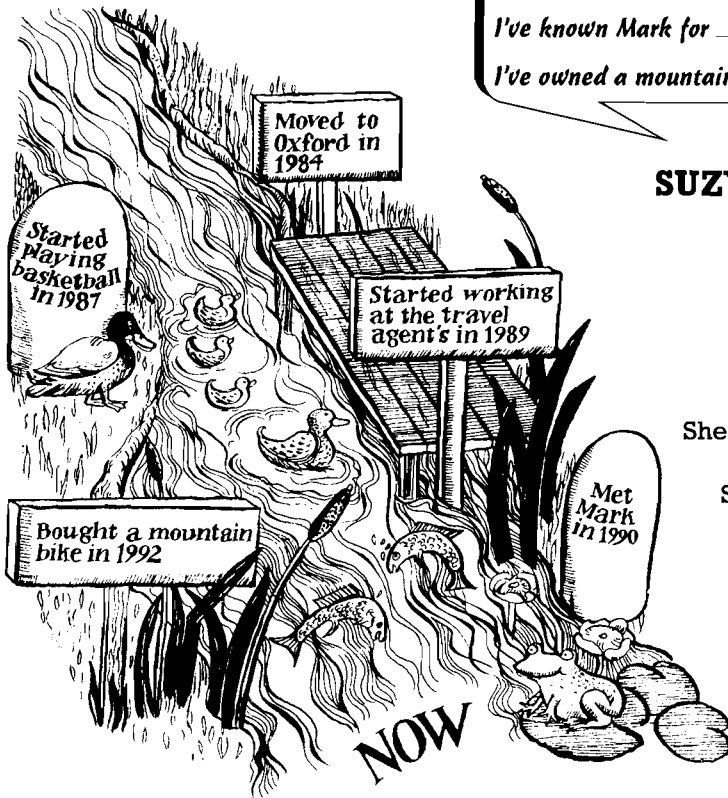
TIME

15 minutes

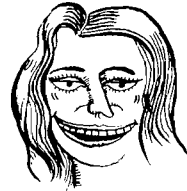
PROCEDURE

- 1 If there are more than 14 students in the class, divide them into groups. Give one picture card to each student in the class. Keep one for yourself.
- 2 Make sure each student knows how to say what has just happened, as shown in their picture.
- 3 Tell the students that they are going to ask and answer questions about what has just happened, using their pictures as prompts. Write the following dialogue on the board indicating the language the students should use. For example:
(card shows two people who have had an argument)
Student A: *What's happened?*
Student B: *They've just had an argument.*
- 4 Demonstrate the activity with individual students. Tell the students to hold their cards so that no one can see them. 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 ask and answer questions with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students repeat the same question and answer several times.
- 6 When the students have finished, ask them to exchange cards and to go round the class or group again, this time holding them the other way round so the picture is facing their partner. The students take it in turns to ask the same question, and to answer using the pictures on their partners' cards as prompts. In this part of the activity, the students give a different answer each time they change partner.
- 7 The students continue asking and responding in this way until they have spoken to as many different partners as possible.

I've lived in Oxford since _____
 I've worked at the travel agent's for _____
 I've played basketball for _____
 I've known Mark for _____
 I've owned a mountain bike since _____



SUZY



She lives in Oxford.

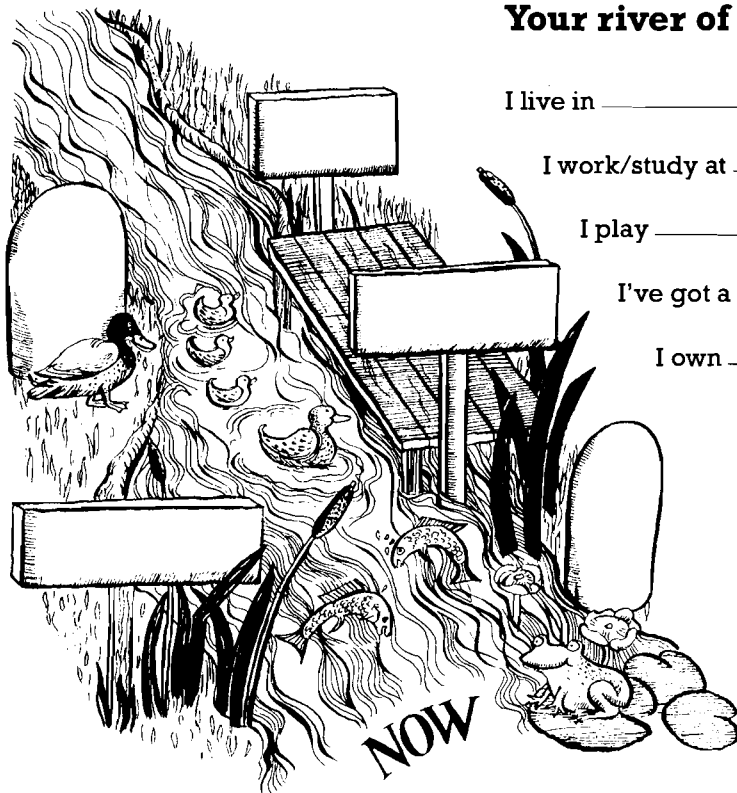
She works at the travel agent's.

She plays basketball.

She's got a good friend called Mark.

She owns a mountain bike.

Your river of life



I live in _____

I work/study at _____

I play _____

I've got a good friend called _____

I own _____

ACTIVITY

Pairwork: speaking

AIM

To ask and answer questions about your life now and in the past.

GRAMMAR AND FUNCTIONS

Present perfect simple with *for* and *since*

VOCABULARY

General

PREPARATION

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

TIME

30 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Ask the students to focus on the facts about Suzy's life **now**, for example: *She lives in Oxford, she works at the travel agent's* etc. Explain that the signs along her 'river of life' show when these things began.
- 3 Ask the students to work with a partner to complete the sentences spoken by Suzy. Explain that they should refer to the dates on the river of life and assume 'now' to be today's date. Make sure they use specific dates with *since* and periods of time with *for*.
- 4 It is a good idea to ask the students to draw a line from each fact which is true **now** to the sign showing where it began in the past. This highlights the concept of the present perfect simple being used for actions and states which began in the past and continue to the present. The river of life can also be used to demonstrate, in a visual way, the difference between *since* + a date and *for* + a period of time.
- 5 Now ask the students to focus on the blank river of life on their worksheet and explain that they are going to fill it in with information which is true for themselves.
- 6 First of all they should write in details about their life **now**. After that ask them to write in the signs when these things began, referring to Suzy's example if necessary.
- 7 Ask the students to work in pairs. They should take it in turns to read out the information which is true for them **now**. Their partner should ask questions to find out how long this has been true.

For example:

Student A: *I live in Funchal.*

Student B: *How long have you lived in Funchal?*

Student A: *I've lived there for 15 years.*

Student B: *I've got a good friend called Stella.*

Student A: *How long have you known Stella?*

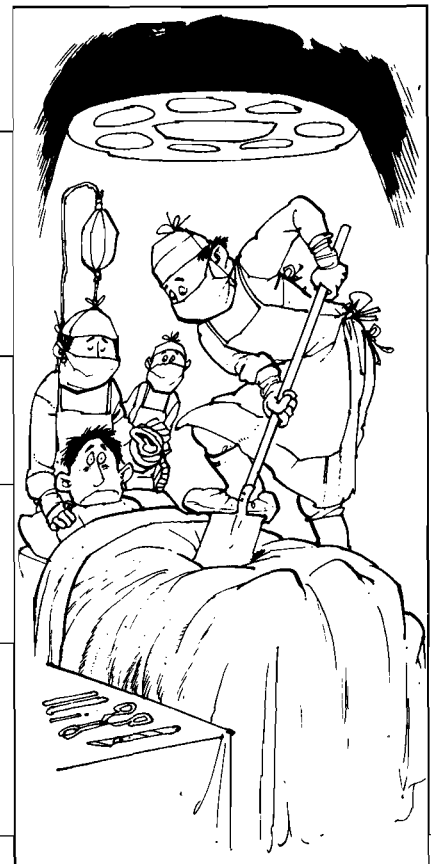
Student B: *I've known her since 1985.*

**TEAM A**

- 1 A *mop* is ...
 - a) something that you use to wash the floor.
 - b) something that you wear on your head when it's cold.
 - c) something that _____
- 2 A *vandal* is ...
 - a) someone who drives a van or a lorry.
 - b) someone who _____
 - c) someone who damages buildings or objects.
- 3 A *flannel* is ...
 - a) something that you use _____
 - b) something that you use at the dinner table.
 - c) something that you use in the bath.
- 4 A *plumber* is ...
 - a) a person who repairs water pipes.
 - b) a person who _____
 - c) a person who sells fruit.
- 5 A *pillow* is ...
 - a) something that you use for cutting the grass.
 - b) something that you rest your head on in bed.
 - c) something that you _____

**TEAM B**

- 1 A *bully* is ...
 - a) a person who _____
 - b) a person who talks too much.
 - c) a person who hurts weaker people.
- 2 *Flip-flops* are ...
 - a) things that you use in a computer.
 - b) things that you wear on your feet at the beach.
 - c) things that _____
- 3 A *cot* is ...
 - a) a place where a baby sleeps.
 - b) a place where _____
 - c) a place where a dog sleeps.
- 4 A *chatterbox* is ...
 - a) someone who never stops talking.
 - b) someone who _____
 - c) someone who gives interviews on television.
- 5 A *spade* is ...
 - a) something that you use in the garden.
 - b) something that a doctor uses in operations.
 - c) something that _____



True and false definitions

ACTIVITY

Groupwork: writing, speaking

AIM

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

GRAMMAR AND FUNCTIONS

Defining relative clauses

VOCABULARY

Language for defining people, places and things

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 and half the teams a copy of the 'Team B' section.
- 2 Explain that only one of the two definitions given for each word on their worksheet is correct. Their task is to guess which definition is the correct one and to invent another false definition for each word. 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 words 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 is the winner.



Student A

CLUES DOWN

Example

1 It's something to write on.

- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 11 _____
- 12 _____
- 14 _____
- 15 _____
- 16 _____
- 19 _____

Student B

CLUES ACROSS

Example

2 It's for putting flowers in.

- 5 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 13 _____
- 17 _____
- 18 _____
- 20 _____
- 21 _____
- 22 _____

ACTIVITY

Pairwork: speaking, writing

AIM

To write clues for a crossword and to complete it.

GRAMMAR AND FUNCTIONS

Describing things when you don't know the word:

It's a thing you wear to...

It's for ...-ing in/on/out of/with

You use it to...

VOCABULARY

Everyday objects

PREPARATION

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

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 *It's something to write on.* on the board. Elicit the answer *paper*. 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 **down** words already written in and Group B will have the **across** words already written in. Their task is to write clues for the words written on their crosswords.
- 4 Give a copy of crossword A to each student in Group A and a copy of crossword B 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 (ie 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 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.

ANSWER



Who said what?

1

I've got enough money to buy a Rolls Royce or a Porsche and use lots of petrol but I've always been concerned about pollution so I've bought a bicycle instead!



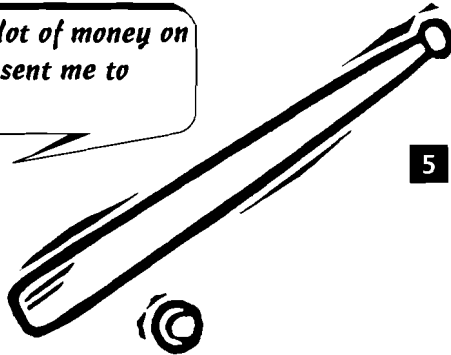
2

I never take the subway now because people recognise me.



3

On stage I wear black leather pants and a red leather vest.



4

My parents spent a lot of money on my education. They sent me to public school.

5

I've been married for three months. I met my wife in an elevator.

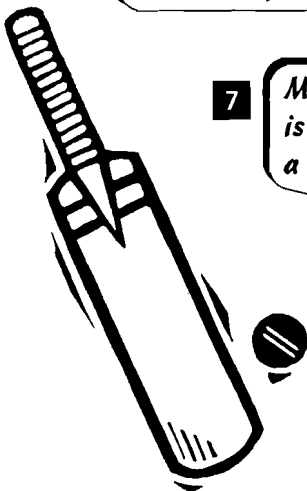


6

Before I had my first hit and moved into a bigger house, I lived with my parents in a small flat above a chemist's.

7

My favourite meal is french fries and a can of cola.



8

I can't walk down the high street and go shopping any more because my fans follow me.

9

I still enjoy a pint and a packet of crisps at my local pub.

10

Dominic Ozanne has asked me to be in his next movie.

Who said what?

Worksheet Progress check

21-25a

NOTE: This activity can be extended to Worksheet Progress check 21-25b.

ACTIVITY

Pairwork: reading, speaking

AIM

To read and match sentences to an American English or a British English speaker.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 21 to 25

VOCABULARY

British English and American English words

PREPARATION

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

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in pairs.
- 2 Give one copy of the worksheet to each pair of students in the class. Explain that they are going to read some extracts from interviews with two famous pop stars, Jon and Brad. Tell them that Jon is British and Brad is American.
- 3 Ask the students to read the extracts and decide which comments were made by Jon and which comments were made by Brad. They should focus on words which are only used in British or American English in the context of these extracts.
- 4 They should underline the words which helped them to decide and then write the British or American equivalents of the words they have underlined.

ANSWERS

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Jon: petrol (GB) / gas (US) 2 Brad: subway (US) / underground (GB) 3 Brad: pants, vest (US) / trousers, waistcoat (GB) 4 Jon: public school (GB) / private school (US) 5 Brad: elevator (US) / lift (GB) | <ol style="list-style-type: none"> 6 Jon: flat, chemist's (GB) / apartment, drugstore (US) 7 Brad: french fries (US) / chips (GB) 8 Jon: high street (GB) / main street (US) 9 Jon: crisps (GB) / chips (US) 10 Brad: movie (US) / film (GB) |
|--|---|



Student A

Jon's story

FAMILY AND HOME _____

I was born in (1) _____ and lived with my parents in a small flat above a chemist's for 20 years. My parents spent a lot of money on my education. They sent me to public school, but I hated it because (3) _____ . I got interested in music about



LOVE _____

I had my first kiss when I was nine, but my first real girlfriend was called (15) _____ and we went out together for three weeks. I will (17) _____ one day, but I haven't met the right woman yet.

six years ago. My parents asked me what I wanted for my 15th birthday and I asked for (5) _____ My mum wanted me to work in a bank but I wanted to be (7) _____ . Now that I'm famous I think my parents are very proud of me.

FAME AND FORTUNE _____

We've had three Top Ten hits in Britain, America and Japan. We've travelled to lots of different countries but my favourite is (19) _____ - it's really modern with skyscrapers and lots of buildings, very expensive and very busy. Of course my standard of living has got better. I've moved to a bigger house and I've been on holiday to (21) _____ . But I don't think I've changed - I still enjoy a pint and a packet of crisps at my local pub!

HEALTH _____

I went to hospital when I was ten years old, and I stayed in bed for (9) _____ weeks because my pet snake bit me. This year I've had (11) _____ three times but the good news is that I've given up smoking. I feel much better already! I've been a vegetarian for (13) _____ years and I started doing yoga two years ago.



Student B

Jon's story

FAMILY AND HOME _____

I was born in Sheffield and lived with my parents in a small flat above a chemist's for (2) _____ years. My parents spent a lot of money on my education. They sent me to public school, but I hated it because there weren't any girls there. I got interested in



LOVE _____

I had my first kiss when I was nine, but my first real girlfriend was called Sally and we went out together for (16) _____ weeks. I will get married one day, but I haven't met the right woman yet.

(4) _____ about six years ago. My parents asked me what I wanted for my 15th birthday and I asked for a guitar. My mum wanted me to work in (6) _____ but I wanted to be a pop star. Now that I'm famous I think my parents are very proud of me.

FAME AND FORTUNE _____

We've had three Top Ten hits in (18) _____ . We've travelled to lots of different countries but my favourite is Japan - it's really modern with skyscrapers and lots of buildings, very expensive and very busy. Of course my standard of living has got better. I've moved to (20) _____ and I've been on holiday to Jamaica and Hawaii. But I don't think I've changed - I still enjoy a pint and a packet of crisps at my local pub!

HEALTH _____

I went to (8) _____ when I was ten years old, and I stayed in bed for two weeks because (10) _____ . This year I've had flu three times but the good news is that I've given up (12) _____ . I feel much better already! I've been a vegetarian for ten years and I started doing (14) _____ two years ago.

Jon's story Worksheet Progress check 21-25b

NOTE: This activity can extend from Worksheet Progress check 21-25a or can be used on its own.

ACTIVITY

Whole class: reading, writing, speaking

AIM

To write and ask questions to obtain information in order to complete a text.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 21 to 25

Present perfect simple: questions

Past simple: questions

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

45 minutes

PROCEDURE

- 1 Tell the students that they are going to read an article from a music magazine about Jon, a rock star. Point out that there is some information missing from the text that you are going to give them.
- 2 Divide the class into Group A and Group B. Give one copy of 'Jon's story: Student A' to each student in Group A, and one copy of 'Jon's story: Student B' to each student in Group B.
- 3 Ask the students to work with a partner from the same group for the first part of the activity. On the back of their worksheets they should all write the questions they need to ask to obtain the information missing from their text, numbering their questions as on their worksheet.
For example:
(on the worksheet)
I was born in (1).....
(the students write)
1 Where was he born?

(on the worksheet)
...and lived with my parents in a small flat above a chemist's for (2)..... years.
(the students write)
2 How long did he live with his parents in a small flat above a chemist's?
While the students are doing this, be on hand to answer questions and offer help.
- 4 When the students have finished writing questions, ask them to work with a partner from the other group. Student A and Student B should now sit facing one another and take it in turns to ask and answer questions in **numerical order** to find out the information missing from their own text. They should write the information in the blanks on their worksheet. The blanks are numbered to help the students remember whose turn it is to ask a question.
- 5 When they have finished exchanging information, the pairs of students compare their completed texts, which should be identical.

A**In my ideal world**

A good friend must...

-
-
-
-
-

A good friend mustn't...

-
-
-
-
-

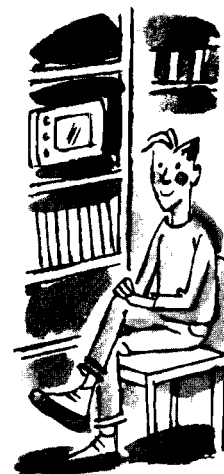
**B****In my ideal world**

A good flatmate must...

-
-
-
-
-

A good flatmate mustn't...

-
-
-
-
-

**C****In my ideal world**

A good parent must...

-
-
-
-
-

A good parent mustn't...

-
-
-
-
-



My ideal world Worksheet 26

ACTIVITY

Pairwork: writing, speaking

AIM

To write about and discuss how people must and mustn't behave in your ideal world.

GRAMMAR AND FUNCTIONS

Must for obligation and *mustn't* for prohibition

VOCABULARY

Everyday activities

PREPARATION

Make one copy of the worksheet for each student in the class and cut it into sections A, B and C as indicated.

TIME

30 to 40 minutes

PROCEDURE

- 1 Explain to the students that they are going to invent a list of instructions for how they would like people to behave in their ideal world.
- 2 Give section A of the worksheet to each student in the class and ask them to complete the sentences 'A good friend must...' and 'A good friend mustn't...' in different ways according to how they would like their friends to behave in an ideal world. Elicit some suggestions.
For example:
A good friend must lend me her clothes and listen to my problems.
A good friend mustn't tell anybody my secrets or forget my birthday!
Make it clear to the students that this is a light-hearted activity and encourage them to use their imagination.
- 3 Now ask the students to go around the class and to find other students who have written the same instructions for their ideal world.
- 4 Repeat the activity, using sections B and C, asking the students to write instructions for 'A good flatmate' and 'A good parent'.
- 5 Ask the students to suggest other people they could write imaginary instructions for, for example, teachers, politicians, shop assistants.



NAME	CAN	CAN'T	say the English alphabet in 15 seconds.
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
NAME	CAN	CAN'T	say the months of the year backwards in English without making a mistake.
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
NAME	CAN	CAN'T	spell their own name backwards without making a mistake.
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
NAME	CAN	CAN'T	remember five things they did last Sunday.
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
NAME	CAN	CAN'T	close their eyes and describe what the person next to them is wearing.
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
NAME	CAN	CAN'T	write down five English verbs beginning with 's' in 10 seconds.
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	
NAME	CAN	CAN'T	count to 20 in English in 10 seconds.
1 _____	<input type="checkbox"/>	<input type="checkbox"/>	
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	

ACTIVITY

Groupwork: speaking

AIM

To try out challenges in teams and fill in a chart to show what members of the team can and can't do.

GRAMMAR AND FUNCTIONS

Can and *could* for ability

VOCABULARY

General

PREPARATION

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

TIME

40 minutes

PROCEDURE

- 1 Ask the students to work in groups of three.
- 2 Give one copy of the worksheet to each group.
- 3 Ask the three members of each group to write their names next to the first challenge on the worksheet.
- 4 In their groups, the students take it in turns to try out the challenge and then tick the 'can' or 'can't' column next to their name according to whether they completed the task successfully or not.
- 5 The students repeat the procedure for all challenges in their groups and complete the chart.
- 6 If one group finishes their challenges before the rest of the class, ask them to think of new challenges.
- 7 When the groups have completed their worksheets, ask the students to **either**:
 - a) write a summary of what they could and couldn't do.
 - or**
 - b) take it in turns to tell the class one thing they could do and one thing they couldn't do.

Written and unwritten rules around the world



1



In New Zealand you can't get a driving licence until you're 20.

2



In France you can't eat meat on Fridays.

3



In Turkey women can join the army.

4



In English cities you can't sound your car horn from 11pm to 7am.

5



You can't travel from London to Edinburgh without a passport.

6



In Germany you can get a licence to ride a bicycle on the motorway.

7



You can't mow the lawn on Sundays in Geneva, Switzerland.

8



In Greece you can't ride a motor bike without wearing a crash helmet.

9



In Mexico you can't sunbathe on Sundays.

10



In England you can't leave school until you're 16.

11



In England, you can't turn your back to a statue of the Queen.

12



In Japan you can't use soap in the water in a public bath.

13



In Spain, you can't make a noise after 10 o'clock in the evening.

14



In California, you can't drive at more than 55 miles per hour.

15



In Italy you can't get divorced.

16



In Holland you can't kiss in public.

17



You can't take chewing-gum into Australia.

18



In Brazil you can't eat prawns.

TRUE
FALSE

Written and unwritten rules around the world

ACTIVITY

Groupwork: speaking

AIM

To guess and discuss whether statements about countries around the world are true or false.

GRAMMAR AND FUNCTIONS

Can and *can't* for permission and prohibition

VOCABULARY

Rules and regulations around the world

PREPARATION

Make one copy of the worksheet for every three to five students in the class. Cut out the cards as indicated.

TIME

30 minutes

PROCEDURE

- 1 Ask the students to work in groups of three to five.
- 2 Give one set of cards to each group and ask them to put the cards marked 'true' and 'false' face up, and the rest of the cards in a pile face down.
- 3 Ask the students to take it in turns to take a card from the pile, read out what is written on it and discuss the statement with the other members of the group. Their task is to decide whether the statements are true or false.
- 4 The students arrange the cards on the table under the headings 'true' or 'false'.
- 5 If one group finishes before the others, check their answers and tell them how many are wrong, without telling them which ones. This means that they will have to go back and discuss some of the points again.
- 6 Check the answers. Groups get one point for each correct guess, and the group with the most points are the winners.

ANSWERS

- 1 False. You can get a driving licence when you're 15 in New Zealand – but you can't drive after 10 o'clock in the evening.
- 2 False. You can eat meat, but people who practise the Catholic faith usually eat fish on Fridays.
- 3 False.
- 4 True.
- 5 False. London and Edinburgh are both in Great Britain.
- 6 False.
- 7 True.
- 8 True.
- 9 False.
- 10 True.
- 11 False.
- 12 True. You wash with soap in the shower, and then get into the bath.
- 13 False.
- 14 True.
- 15 False. But if you are divorced, you can't get married in a church again.
- 16 False.
- 17 False.
- 18 False.

fold



fold

<p>1</p>	<p>✓</p> <p>✗</p>	<p>2</p>	<p>✓</p> <p>✗</p>
<p>3</p>	<p>✓</p> <p>✗</p>	<p>4</p>	<p>✓</p> <p>✗</p>
<p>5</p>	<p>✓</p> <p>✗</p>	<p>6</p>	<p>✓</p> <p>✗</p>
<p>7</p>	<p>✓</p> <p>✗</p>	<p>8</p>	<p>✓</p> <p>✗</p>
<p>9</p>	<p>✓</p> <p>✗</p>	<p>10</p>	<p>✓</p> <p>✗</p>

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, giving advice for health complaints.

GRAMMAR AND FUNCTIONS

Should and *shouldn't* for advice

VOCABULARY

Health complaints

PREPARATION

Make one copy of the worksheet for each group of up to ten students. Cut the cards out as indicated. Keep one picture card for yourself to demonstrate the activity.

TIME

20 to 30 minutes

PROCEDURE

- 1 If there are more than ten students in the class, divide them into groups. Give one card to each student in the class. Keep one for yourself.
- 2 Make sure each student knows how to say the complaint illustrated on their card.
- 3 Ask the students to think of some advice to give the person illustrated on their card and to write one thing the person **should do** next to the tick, and one thing they **shouldn't do** next to the cross.
For example:
(card shows person with backache)
lie down ✓
lift anything heavy ✗
- 4 When the students have done that, ask them to fold their card so that the picture is on one side and the advice is on the other side.
- 5 Tell the students that they are going to ask questions and give advice for the complaints on their cards, using the pictures as prompts. Write an example dialogue on the board indicating the language the students should use. For example:
Student A: *What's the matter?*
Student B: *I've got backache.*
Student A: *Oh dear, you should lie down and you shouldn't lift anything heavy.*
Remind the students that they can use *ought to* and *oughtn't to* if they like.

- 6 Demonstrate the activity with individual students. Tell the students to hold their cards so that the picture is facing them and the advice on the other side is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts.
- 7 Now ask the students to go round the class or group and ask and answer questions with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students repeat the same health complaint several times, but give different advice each time they change partner.
- 8 When the students have finished, ask them to exchange cards and to go round the class or group again, this time holding their cards the other way round so the picture is facing their partner. The students take it in turns to ask questions using the pictures on their partners' cards as prompts. In this part of the activity, the students say a different health complaint each time they change partner but repeat the same advice several times.
- 9 The students continue asking and answering in this way until they have spoken to as many different partners as possible.

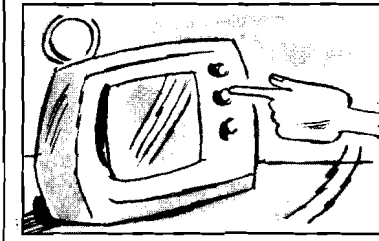
OPTION

For further revision of this language, the mill-drill cards can be used for the following activity. Ask the students to go round the class holding their cards **unfolded** so that they are concealed from their partners. They should read out their advice in the third person and their partner should guess what the problem is.

For example:

Student A: *He should lie down and he shouldn't lift anything heavy.*

Student B: *Has he got backache?*



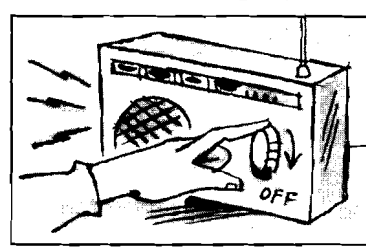
**PUT THE
TELEVISION
ON**



CALL A TAXI



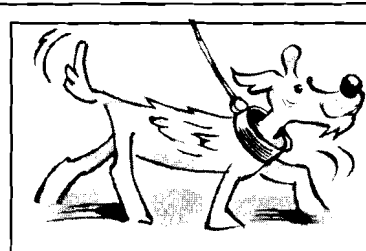
**CLOSE THE
WINDOW**



**TURN THE
RADIO OFF**



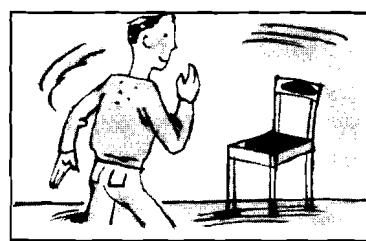
**PHONE MY
MOTHER**



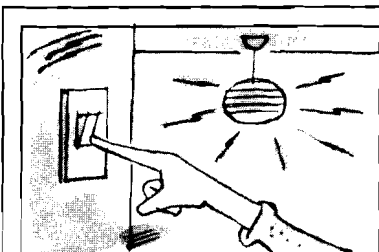
**TAKE THE
DOG FOR A
WALK**



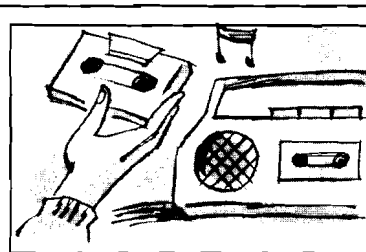
**MAKE A CUP
OF TEA**



**SIT OVER
THERE**



**PUT THE
LIGHT ON**



**PUT A
DIFFERENT
TAPE ON**



**READ THIS
LETTER**



**COOK DINNER
TONIGHT**

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 for permission, making requests and offering, using cards as prompts.

GRAMMAR AND FUNCTIONS

Permission, requests and offers:

Can I...? Could I...? May I...? Is it all right if I...?
Would you mind if I...? Can you...?, Could you...?
I wonder if you could ...?, Would you mind -ing?
Shall I do that? That's very kind of you.

Agreeing and refusing:

Yes, of course. Yes, go ahead. By all means.
(I'm sorry) I'm afraid I/you can't. I'm afraid not.
No, of course not. No, go ahead.
I'm sorry, I'm afraid I do (mind).
Thank you. No, it's all right, thank you. No, I'll do it.

Some of these expressions are formal and it is important that you suggest a suitable context for the mill drill if they are used in the example dialogue. Tell the students that they are addressing someone they either do not know very well or who is in a position senior to them, such as a host family, their boss, or a stranger.

VOCABULARY

Everyday activities

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the pictures out so that the students have one picture card each. Put a tick on the back of half of the cards and a cross on the other half. You will also need to keep one picture card for yourself to demonstrate the activity.

TIME

10 minutes for each mill drill

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. Keep one for yourself.
- 2 Tell the students that they are going to ask for permission, using the cards as prompts. Write example dialogues on the board indicating the language the students should use. For example:
 (card says 'put the television on')
 Student A: *Can I put the television on, please?*
 (card has a tick on the back)
 Student B: *Yes, of course.*
 (card says 'call a taxi')
 Student A: *Could I call a taxi?*
 (card has a cross on the back)
 Student B: *No, I'm afraid not.*
 Explain that Student B's response will depend on whether there is a tick or a cross on the back of the mill-drill card.
- 3 Demonstrate the activity with individual students. Tell the students to hold their cards so the word and picture is facing them, and the tick or cross is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts.
- 4 Now ask the students to go round the class asking for and giving/refusing permission with as many different partners as possible, using their cards as prompts. In this part of the activity, the students practise making the same request several times
- 5 When the students have finished, ask them to exchange cards and to go round the class again, this time holding their cards the other way round so the word and picture prompt is facing their partner. The students take it in turns to ask questions using the prompts on their partner's card. In this part of the activity, the students make a different request each time they change partner.
- 6 The students continue in this way until they have spoken to as many different partners as possible.

To play the game of chance you need three identical coins, a pen and paper.

HOW TO PLAY

1 Think of a decision you have to make now or in the near future and write it down. This can be a serious question:

Example *Should I accept the job?*
Should I leave home?

Or it can be less serious:

Example *Should I buy that pair of shoes?*
Should I eat a dessert tonight?

2 Take it in turns to throw the coins five times. When it is your turn, you should hold the three coins in your hand and, feeling calm and clear, ask your question, in your mind or aloud.

3 Throw the three coins together and, on a piece of paper, draw lines.
 ■ If you throw 3 heads or 3 tails draw an unbroken line like this: _____

■ if one of the coins is different (eg one head and two tails) draw a broken line like this: — — — —

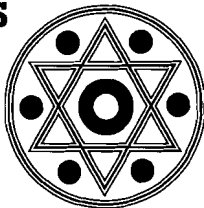
4 Make sure the first line is at the bottom. Throw the coins five times until you have a pattern of five lines.

Look at this example:

5th throw: 3 heads _____
 4th throw: 3 tails _____
 3rd throw: 2 tails, 1 head — — — —
 2nd throw: 3 heads _____
 1st throw: 2 heads, 1 tail — — — —

Look at the patterns below. The pattern in the example matches pattern number 26. Now look at the meanings and read number 26: 'You should wait.'
 This tells you what you should do about the question you wrote down.

PATTERNS



1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28
29	30	31	32

MEANINGS

- 1 You should ask a friend for advice.
- 2 You must be patient.
- 3 You should accept help.
- 4 You must be calm.
- 5 You must be careful.
- 6 You mustn't change now.
- 7 You should use your power carefully.
- 8 You should think about the dangers.
- 9 This is not a time to move forward.
- 10 You should think of others.
- 11 You must be honest.
- 12 You can't act now.
- 13 You must think about the situation at home.
- 14 You should take a safer direction.
- 15 You must take this opportunity.
- 16 You should think about the consequences.
- 17 You mustn't allow other people to decide for you.
- 18 You should talk to your family.
- 19 You are not able to do this.
- 20 You can do it but you'll lose something else.
- 21 You should enjoy the situation.
- 22 It won't be easy.
- 23 This is not a good plan.
- 24 You can feel confident.
- 25 You should think of others.
- 26 You should wait.
- 27 You should think twice.
- 28 You must take this seriously.
- 29 You should be open to other people's ideas.
- 30 You shouldn't be so ambitious.
- 31 You should take your time.
- 32 This will bring happiness.

The game of chance

ACTIVITY

Groupwork: reading, speaking

AIM

To play a game of chance to help you make a decision.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 26 to 30

Should I...?

You should/shouldn't...

You must/mustn't...

You can/can't...

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for every three or four students in the class. You will also need three identical coins for every three to four students.

TIME

20 to 30 minutes

PROCEDURE

- 1 Tell the students that you can't decide whether to give them homework or not, so you're going to toss a coin: heads, they get homework; tails, they don't. Toss the coin and do what the coin tells you!
- 2 Now explain that they are going to play a game which will help them to make decisions and which involves tossing coins.
- 3 Ask the students to work in groups of three or four. Give one copy of the worksheet and three identical coins to each group.
- 4 Give the students a few minutes to read 'How to play' on the worksheet. They should not start the game yet.
- 5 Demonstrate the game to the class, throwing the coins five times and drawing the pattern lines on the board. When you have drawn all five lines, ask the class to find the corresponding pattern number and its meaning.
- 6 Now the students are ready to start playing the game in their groups. It is important to tell them that this is a lighthearted game, and that they can keep their decision a secret, if they wish.
- 7 While the students are playing the game, answer any queries they may have, but otherwise don't intervene.

Ten things you should know about dreams



- 1 Everyone dreams every night.
- 2 Babies have fewer dreams than adults.
- 3 People who are blind from birth do not dream in pictures.
- 4 People dream about things because they want them to happen in real life.
- 5 When you drink alcohol, you dream more.
- 6 People usually dream in colour.
- 7 You can find out a lot about yourself from your dreams.
- 8 Dreams never come true.
- 9 Dreams can sometimes make you walk or talk in your sleep.
- 10 If you dream about death it means something terrible is going to happen.

TRUE	FALSE

ANSWERS

- 1 **TRUE** You start dreaming about 90 minutes after you fall asleep. The first dream lasts for five to ten minutes. Then you dream in 90 minute cycles with the dreams getting longer – your last dream may be as long as 40 minutes.
- 2 **FALSE** Babies dream most of the time they are asleep, not in 90-minute cycles like adults.
- 3 **TRUE** People who have been blind since they were born do not 'see' images in their dreams. They have to use their senses of touch, smell and hearing while dreaming.
- 4 **TRUE** This is one reason why we dream, but it is not the only reason – in fact, nobody knows why we dream!
- 5 **FALSE** Drinking alcohol or taking other drugs makes your dreams shorter.
- 6 **TRUE** Most dreams have some colour in them, but people forget it very quickly.
- 7 **TRUE** Every detail in a dream is important and has a meaning. You can learn something about your 'sub-conscious' or your hidden emotions from all of your dreams, but you have to work hard to remember and understand them.
- 8 **FALSE** Some people have 'telepathic' dreams – this means they dream about events which happen later in real life. But events in a dream don't usually come true.
- 9 **FALSE** Sleep-walking and talking is not linked to dreams. Nobody knows why people walk or talk in their sleep.
- 10 **FALSE** Dreaming about death often means the end of a chapter in your life and a new beginning.

Ten things you should know about dreams

NOTE: This activity is not linked to the activity on Worksheet 31b.

ACTIVITY

Pairwork: reading, speaking

AIM

To answer and discuss statements in a questionnaire about dreams.

GRAMMAR AND FUNCTIONS

Present simple

VOCABULARY

Dreams and sleep

PREPARATION

Make one copy of the worksheet for each pair of students in the class. Cut off the questionnaire from the answers, as indicated.

TIME

30 minutes

PROCEDURE

- 1 Ask the students whether they often have dreams, how much they remember of their dreams, and whether they think dreams mean anything.
- 2 Tell the students that you are going to give them some information about dreams and that they have to guess whether the information is true or false.
- 3 Ask the students to work in pairs. Give one copy of the questionnaire to each pair of students. Do not give them the answers yet.
- 4 Ask the students to read and discuss the statements about dreams with their partner. They should put a tick or cross in one of the columns depending on whether they think the statements are true or false.
- 5 When they have done this, the students compare and discuss their answers as a class. You should not give the answers yet, but let the students discuss the information.
- 6 Now give one copy of the answers to each pair of students so that they can compare them with their own answers.



A dream Worksheet **31b**

NOTE: This activity is not linked to the activity on Worksheet 31a.

ACTIVITY

Groupwork: speaking, writing

AIM

To write the story of a dream using pictures.

GRAMMAR AND FUNCTIONS

Past continuous

VOCABULARY

Words and expressions used in stories:

suddenly, then, to my surprise, unfortunately, finally

PREPARATION

Make one copy of the worksheet for every three to five students in the class. Cut the pictures out as indicated. You may wish to stick the photocopied pictures onto card.

TIME

35 to 45 minutes

PROCEDURE

- 1 Write the following incomplete text on the board or display it on an overhead projector transparency:

I was sitting in front of the television late one evening, when I fell asleep and had a strange dream.

In the dream I was...
(Where were you? What were you doing?)

Suddenly...
(What happened?)

Then, to my surprise...
(What happened next?)

Unfortunately...
(What happened?)

Finally...
(What happened in the end?)

- 2 Ask the students to work in groups of three to five and tell the students that, in their groups, they are going to write the story of a dream by completing the text above. Ask each group to appoint one person to do the writing.
- 3 Before they begin, give one set of pictures to each group and ask them to spread them out, face down. Each student should choose two pictures and turn them over so that they are face up. Explain that each group must include these pictures in their dream, in any order they choose.
- 4 Now the students are ready to write the story of a dream. Encourage them to use their imagination.
- 5 Set a time limit of 10 to 15 minutes for groups to write their stories.
- 6 When all the groups have finished, ask the students to read out their dreams. If they like, they can vote for the strangest or funniest one.

FOLLOW-UP

When all groups have finished, change groups around and repeat the activity, making sure the pictures have been shuffled and put back, face down.

OPTION

The pictures from this activity can be used as prompt cards for a mill drill to practise the following dialogue:

Student A: *What were you doing at five o'clock yesterday afternoon?*

Student B: *I was buying an umbrella.*

Student B responds according to the picture on his/her mill-drill card by thinking of an activity associated with it. For example, with the picture of an umbrella, possible responses are:

I was buying an umbrella.

I was putting up my umbrella.

I was stealing an umbrella.

I was playing cricket with my umbrella.

I was painting a picture on my umbrella.

Encourage the students to be imaginative.

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



It was just after
midnight on
November 8th last
year.



Ian Sharpe was
driving home from
work.



The road was clear
and he was driving
carefully.



Suddenly, a young
girl stepped out in
front of him.



She was wearing a
light coloured
raincoat and a red
scarf.



Ian tried to stop
but it was too
late.



He got out and
looked under the
car but,



to his surprise,
there was nothing
there.



While he was
looking under the
car, he felt a cold
wind



on his face and he
shivered.
Everything felt
strange.



He was still
looking under the
car when a police
car pulled up.



The police officers
weren't surprised
when Ian told
them his story.



'A girl was killed in
a car crash on this
road in November
1965.



Since then several
people have seen
her ghost here.'

Strange things happen... Worksheet **32****ACTIVITY**

Groupwork: speaking, reading, writing

AIM

To put a story in the correct order by saying and listening to sentences. To write the story down in a group dictation.

GRAMMAR AND FUNCTIONS

Past continuous with *while* and *when*

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for every 14 students in the class and cut the sentences as indicated. Make one copy of the complete story on overhead projector transparency (or one photocopy for each pair of students if overhead projector facilities are not available).

TIME

45 minutes

PROCEDURE

- 1 Tell the students that they are going to read a strange story, but that the story is in 14 parts which aren't in order. They will have to put the sentences of the story in the correct order.
- 2 Divide the students into groups of 14 and give each group a set of cut up sentences, shuffled into random order. If the number of students in the class is not an exact multiple of 14, give one part of the story to a pair of students.
- 3 In their groups, each student takes one part of the story. If you have fewer than 14 students in the class or group, give some students two consecutive parts of the story. If you have students of mixed abilities give shorter sentences to less-confident students.
- 4 Tell the students that they are responsible for their own sentence for the rest of the activity.
- 5 Ask the students to read their own sentence and make sure they understand it.
- 6 Ask the students to practise saying the sentence aloud and to memorise it. Go round helping them individually with pronunciation problems.
- 7 When the students have memorised their own sentence, tell them to stand up in their groups and to form a line in the order of the story by saying their sentences aloud. This stage of the activity may seem rather chaotic at first, but try not to intervene as one of the aims of this activity is for students to repeat their sentence several times and listen to the other students' sentences carefully.
- 8 When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.
- 9 Explain that each student is going to write the whole story. Each student dictates their own sentence to the rest of the group and answers questions about the spelling and punctuation of their sentence.
- 10 Ask the student with the first line to read it out for the rest of the group to write down. The students then take it in turns to read out their sentences in order for the rest of the group to write down.
- 11 When everybody has written down the complete story, give out copies of the complete worksheet (or display it on the overhead projector) so that the students can correct their own work.

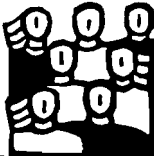
ENVIRONMENT



WEATHER



PEOPLE



PLACES TO VISIT



PLACES TO DO SPORT



PLACES TO GO IN THE EVENING



OTHER



PEOPLE

a young child



a foreign tourist



a taxi driver



an elderly person



a cyclist



a horse rider



ACTIVITY

Groupwork: writing, speaking

AIM

To compare your ideal place to live with where you are living now.

GRAMMAR AND FUNCTIONS

Describing a place to live

Expressions of quantity:

too + adjective, *too much/many* + noun, *(not) enough*

VOCABULARY

Features and facilities of a place to live

PREPARATION

Make one copy of the worksheet for each student in the class. Cut it into two sections (chart and pictures) as indicated.

TIME

30 minutes

PROCEDURE

- 1 Ask the students to think of their ideal place to live.
- 2 Give one copy of the chart to each student in the class, but do not give out the pictures of people yet.
- 3 The students should write down the features of their ideal place to live under the headings on their chart. Tell them to write notes, not complete sentences.

For example:

(environment) *near the sea/in a lively city*

(weather) *dry/not too hot*

(people) *friendly people*

(places to visit) *art galleries/museums*

(places to do sport) *football grounds*

(places to go in the evening) *theatre*

(other) *good transport*

- 4 When they have filled in their chart, ask the students to work in groups of three.
- 5 Ask the students to take it in turns to talk about the negative aspects of the place where they are living now (ie their home town if they are at home or the place where they are studying if they are away from home). They should compare it to the ideal features they have written on their chart.

For example:

I think that Oxford's too far from the sea and it's not sunny enough. There are too many cinemas and there aren't enough theatres.

- 6 When the students have finished this part of the activity, give each group a copy of the pictures on the second section of the worksheet.
- 7 In their groups, tell the students to take it in turns to choose one of the people in the pictures **without telling the other members of the group which person they have chosen**. Explain that they are now going to talk about the same place as before, but from the point of view of the person they have chosen.

For example:

(elderly person)

There are too many young people in Oxford and it's too noisy.

(cyclist)

There are too many cars in the city centre.

The other members of the group should try to guess which of the people in the pictures is speaking.

- 8 The students stay in their groups and take it in turns to think of other types of people and to describe the same place from the point of view of the people. The other students guess what kind of person is speaking.

What do you know about the world?

<p>1 70% of the Earth's surface is covered by a) ice. <input type="checkbox"/> b) water. <input type="checkbox"/> c) forest. <input type="checkbox"/></p>	<p>11 a) 25 <input type="checkbox"/> b) 16 <input type="checkbox"/> c) 65 <input type="checkbox"/> different alphabets are used in the world today.</p>
<p>2 a) 25% <input type="checkbox"/> b) 15% <input type="checkbox"/> c) 6% <input type="checkbox"/> of the Earth's surface is covered by rain forest.</p>	<p>12 a) English <input type="checkbox"/> b) Mandarin Chinese <input type="checkbox"/> c) Spanish <input type="checkbox"/> is spoken as a first language by the largest number of people in the world.</p>
<p>3 a) Electricity <input type="checkbox"/> b) Wood <input type="checkbox"/> c) Coal <input type="checkbox"/> is used by half the world's population for cooking and heating.</p>	<p>13 a) Italy <input type="checkbox"/> b) Greece <input type="checkbox"/> c) Spain <input type="checkbox"/> is visited by more tourists than any other country in the world.</p>
<p>4 a) 85% <input type="checkbox"/> b) 0% <input type="checkbox"/> c) 25% <input type="checkbox"/> of Greenland is covered by ice.</p>	<p>14 a) £45 a minute <input type="checkbox"/> b) £45 a day <input type="checkbox"/> c) £45 a second <input type="checkbox"/> is earned by Paul McCartney, ex-Beatle, from his records.</p>
<p>5 Seals are caught and eaten by a) penguins. <input type="checkbox"/> b) crocodiles. <input type="checkbox"/> c) polar bears. <input type="checkbox"/></p>	<p>15 Diamonds are used for drilling by a) oil prospectors. <input type="checkbox"/> b) builders. <input type="checkbox"/> c) dentists. <input type="checkbox"/></p>
<p>6 a) A volcano <input type="checkbox"/> b) An earthquake <input type="checkbox"/> c) A tornado <input type="checkbox"/> is measured on the Richter scale.</p>	<p>16 a) 5% <input type="checkbox"/> b) 15% <input type="checkbox"/> c) 33% <input type="checkbox"/> of the world's electricity is used by the USA.</p>
<p>7 No babies are born a) at The North Pole. <input type="checkbox"/> b) in the Sahara Desert. <input type="checkbox"/> c) in the Vatican City. <input type="checkbox"/></p>	<p>17 Houses are heated by hot water from under the ground in: a) Iceland. <input type="checkbox"/> b) Sweden. <input type="checkbox"/> c) Canada. <input type="checkbox"/></p>
<p>8 a) 2000 <input type="checkbox"/> b) 200 <input type="checkbox"/> c) 20 <input type="checkbox"/> babies are born every minute all over the world.</p>	<p>18 The Church of England is led by a) the Pope. <input type="checkbox"/> b) the Queen. <input type="checkbox"/> c) the Dalai Lama. <input type="checkbox"/></p>
<p>9 3,000 million flowers are grown each year by a) Holland. <input type="checkbox"/> b) Madeira. <input type="checkbox"/> c) Hawaii. <input type="checkbox"/></p>	<p>19 The word 'cash' is taken from the Indian word for a) salt. <input type="checkbox"/> b) tea. <input type="checkbox"/> c) bead. <input type="checkbox"/></p>
<p>10 More oil is imported by a) Russia <input type="checkbox"/> b) America <input type="checkbox"/> c) Japan <input type="checkbox"/> than any other country in the world.</p>	<p>20 Piranhas (dangerous flesh-eating fish) are used by Amazonian Indians as a) money. <input type="checkbox"/> b) food. <input type="checkbox"/> c) scissors. <input type="checkbox"/></p>

11 c 12 b 13 a 14 d 15 c 16 c 17 a 18 b 19 b 20 c
1 b 2 c 3 b 4 a 5 c 6 b 7 c 8 b 9 a 10 c

ANSWERS

ACTIVITY

Groupwork: speaking

AIM

To play a game of noughts and crosses by choosing the correct answers to questions about world facts.

GRAMMAR AND FUNCTIONS

Present simple passive

VOCABULARY

Facts and figures about the world

PREPARATION

Make one copy of the worksheet for every five to seven students in the class. Separate the answers as indicated.

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.
- 2 When one of you has got a line of noughts or crosses, 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.
- 3 Ask the students to work in groups of five or seven and to divide their groups into two teams and a referee.
- 4 Give one question sheet to each team and a copy of the answers to the referees.
- 5 Ask the referees to draw a noughts and crosses grid on a piece of paper.
- 6 Teams decide whether they are noughts or crosses and take it in turns to choose a question and guess the correct answer.
- 7 If they give the correct answer, they choose a square on the grid and the referee marks a nought or cross. Note that if one team gives the wrong answer to a question, **the referee should not give the correct answer** because the other team can choose this question again when it is their turn.
- 8 When a team gets a line of noughts or crosses, they score one point.
- 9 Play the game again until all the questions have been answered. The team with the highest score are the winners.

Partner 1 Partner 2 **Partner 1 Name** _____

YES	NO	YES	NO	Partner 2 Name _____
				eat bread with your main meal
				put butter on your bread
				drink tea in the afternoon
				drink tea with your dinner
				like pasta
				eat spaghetti with garlic and tomato sauce when you go out on a romantic date
				eat something for breakfast
				eat something hot for breakfast
				peel an apple before you eat it
				peel vegetables before you cook them
				like meat
				eat meat every day
				like eating in front of the television
				usually eat with the rest of the family
				smoke at the dinner table
				mind if someone else smokes at the dinner table



ACTIVITY

Pairwork: speaking, writing

AIM

To ask and answer questions about eating habits.
To write sentences comparing eating habits.

GRAMMAR AND FUNCTIONS

Making comparisons: *but, however, although*

VOCABULARY

Food and meals

PREPARATION

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

TIME

30 minutes

PROCEDURE

- 1 Give a copy of the worksheet to each student in the class and tell them that they are going to interview two different partners.
- 2 Ask the students to work in pairs.
- 3 Each student should write the name of their partner in the space marked 'Partner 1' at the top of their worksheet.
- 4 Ask the pairs of students to take it in turns to ask and answer the questions on the worksheet. They should tick 'yes' or 'no', in the 'Partner 1' column, depending on how their partner answers.
- 5 When they have completed the column for Partner 1, ask the students to work with a new partner and repeat the activity.
- 6 When they have interviewed two partners, tell the students that they are going to use the information they have collected to write five sentences, **either**:
 - a) comparing Student 1 and Student 2's answers.
For example:
*Stephanie and Marius both eat something for breakfast. However, they don't eat something hot.
Stephanie peels an apple before she eats it, but
Marius doesn't.*
 - or**
 - b) showing the comparison between answers on the same topic by the same partner.
For example:
*Stephanie eats bread with her main meal, but she doesn't put butter on her bread.
Although Marius likes meat, he doesn't eat it every day.*

Find someone who...



FIND SOMEONE WHO...

NAME

... would like to have more hours in the day.

... ate too much yesterday.

... was dreaming when they woke up this morning.

... has got too much to do this week.

... can remember what they were doing at 3 o'clock yesterday afternoon.

... listens to music while they're working.

... thinks their holidays are too short.

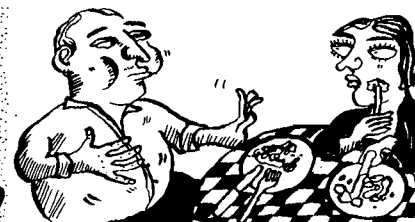
... has given something up recently.

... has looked up an English word in their dictionary today.

... sometimes dreams in English.

... believes in ghosts.

... has bought somebody a gift this week.



Find someone who... Worksheet Progress check 31-35

ACTIVITY

Whole class: speaking

AIM

To ask and answer questions and to complete a chart.

GRAMMAR AND FUNCTIONS

Revision of the Student's Book Lessons 31 to 35

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 next to the statement in the space provided. It is very 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.

	I will	I may/might	I won't
learn to drive			
travel abroad			
get married			
own my own home			
fall in love			
travel around the world			
win a lottery			
become a millionaire			
go to university/college			
run my own business			
own a sports car			
have two or more children			
play a sport for my country			
speak a foreign language fluently			
go into politics			
live with a partner			
live abroad			
write a book			
marry someone I knew at 15			
learn to fly			
be in a cinema film			
be on TV			



ACTIVITY

Groupwork: speaking

AIM

To ask and answer questions in a survey about your life in the future.
To compile class results and compare them with results from a survey of British people.

GRAMMAR AND FUNCTIONS

Might, may + infinitive to talk about possible future events
Will or won't to make predictions

VOCABULARY

Everyday activities

PREPARATION

Make one copy of the worksheet for every two to four students in the class.

TIME

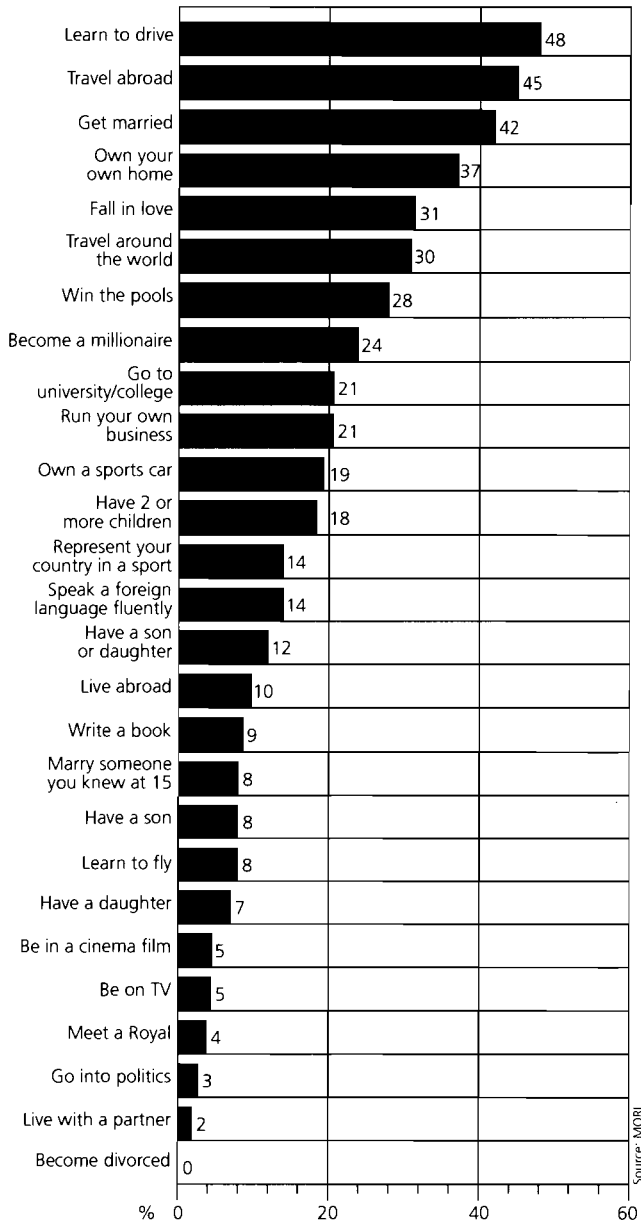
30 to 40 minutes

PROCEDURE

- Choose one of the events on the worksheet and write it on the board. Ask the students to write a number from 1 to 5 to describe how likely they think it is that this event will happen to them, with 1 = *I'm sure it will* and 5 = *I'm sure it won't*. Use their answers to elicit the concept of may or might.
- Tell the students that they are going to conduct a survey to find out what the students in the class think will happen to them in the future.
- Ask the students to work in groups of two to four. Give one copy of the worksheet to each group.
- Explain that this questionnaire is based on a poll which was designed to examine the expectations of the British public.
- In their groups, the students go through the list of events on the questionnaire and decide how likely they think it is that these events will happen to them at some time in their lives.
- The students record their individual answers on the same questionnaire by putting one tick for each member of the group in the relevant column. If they feel that an event is quite likely to happen, they put a tick in the 'I will' column. If they feel that an event is possible, but they feel less sure of its likelihood, they put a tick in the 'I may/might' column. If they feel that an event definitely won't happen to them, they put a tick in the 'I won't' column. If there are things on the list that the students have already done, they should ignore them and only record an answer for the things they haven't done.

- When the groups have recorded their answers, each group joins another group. Ask them to pool results and record them on **one** questionnaire.
- When the students have finished, display the questionnaire on the board or on an overhead projector. Ask representatives from each group to call out their total results for each point on the questionnaire and add them up to find out the totals for the whole class.
- Focus on the 'I will' column and compare the class results with the results of a survey carried out into the expectations of British people. If possible, display the results on an overhead projector. The percentages refer to the number of people who think these things will happen to them in their lives.

Everyone's Aspirations



Source: MORI

What will happen if...?

Game board

Start visit my country in winter

sing a song

it's sunny next weekend

Miss a turn

write to me

IF

it's cold tonight

arrive late tomorrow

Go back two spaces

it rains tonight

drive fast

Throw the dice again

give me £10

IF

Go forward one space

go out every night

Go back one space

Go forward one space

IF

have enough time

buy me a drink

ask me nicely

aren't careful

IF

don't help me with my homework

Pick up a card

go to bed late tonight

eat too many hamburgers

work hard

Go back two spaces

don't ring me later

tell me a story

IF

do a lot of sport

cook dinner for me

Miss a turn

forget my birthday

drink too much coffee

IF

eat too much chocolate

don't have enough money

eat me to a party

invite me to a party

Finish

What will happen if...?

Worksheets

37a

and

37b

NOTE: Use Worksheets 37a and 37b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a board game by making first conditional sentences

GRAMMAR AND FUNCTIONS

First conditional to talk about likely situations and describe their results.

VOCABULARY

General

PREPARATION

Make one copy of Worksheet 37a (game board) for every three to four students in the class. Enlarge this to A3 size, if possible. Make one copy of worksheet 37b (cue cards) for every three to four students in the class and cut it out as indicated. You may wish to stick the cue cards onto card. Provide dice and counters for each group.

TIME

30 minutes

PROCEDURE

- 1 Ask the students to work in groups of three or four.
- 2 Give one game board and one set of cards, counters and dice to each group.
- 3 Before the students start playing the game, explain how to play using the instructions on the back of Worksheet 37b. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 4 Demonstrate using examples from the game.
For example:
(on the game board) *visit my country in winter*
(on a card) *go shopping*
If you visit my country in winter, we'll go shopping.

(on the game board) *write to me*
(on a card) *be surprised*
If you write to me, I'll be surprised.
- 5 The students are ready to play the game. While they are playing, go round to each group and check they are playing correctly. Answer questions and offer help.
- 6 When the first student reaches the end of the game, or has used up all their cards, ask all the groups to stop playing, even if they have not finished

Question cards



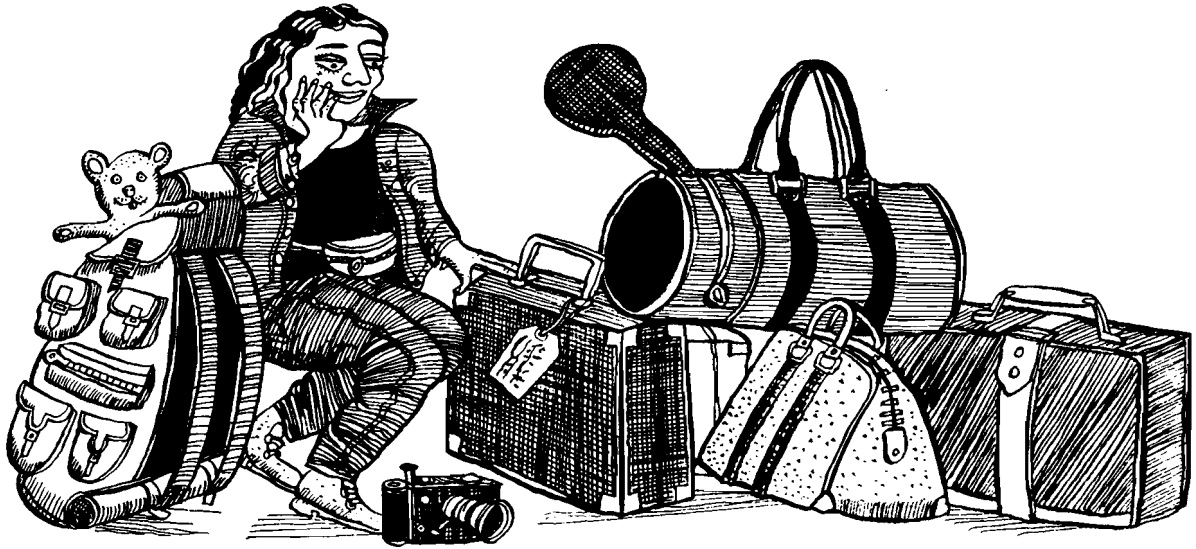
BE SURPRISED	BE VERY TIRED	SPEND A LOT OF MONEY
PHONE YOU	GIVE YOU A KISS	GIVE YOU A LIFT
TAKE YOU OUT	SEE SOME BEAUTIFUL SIGHTS	HAVE AN ACCIDENT
BUY YOU A GIFT	MAKE YOU A CUP OF TEA	GO TO SLEEP
GO HOME	BE ILL	GO SHOPPING
STAY AT HOME	GIVE YOU SOME FLOWERS	CRY
BE VERY PLEASED	HAVE A GOOD TIME	BE VERY ANGRY

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table and place the cards face down. Each player takes five cards. Leave the rest of the cards in a pile, face down.
- 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 words on the square they have landed on and makes a sentence beginning with *If...* using the words in the square and the words on one of their cards to finish the sentence in an appropriate way.
- 5 The sentence must be grammatically correct, and also make sense. If the group is unsure about a sentence, they can reject it, but if a player can justify his/her sentence to the satisfaction of the other players, it is accepted.
- 6 When a player has used a card to finish off a sentence, they put it at the bottom of the pile.
- 7 If a player has a joker card, they can finish off the sentence in any way they like.
- 8 If a player can't use any of their cards to finish off the sentence appropriately, they can take one from the top of the pile and use it if possible. If they can't use this card either, they miss a go.
- 9 If a player lands on a square marked 'if', they can begin a sentence in any way they like and finish it with one of their cards.
- 10 The game continues until the first player reaches the square marked FINISH, or uses up all their cards. This player is the winner.

Your last day at home

**You're going away from home for one year.
How would you spend your last day at home?**



YOU	QUESTIONS	YOUR PARTNER
I'd go _____	_____	name _____
I'd eat _____	_____ ?	_____
I'd listen to _____	_____ ?	_____
I'd watch _____	_____ ?	_____
I'd play _____	_____ ?	_____
I'd visit _____	_____ ?	_____
I'd _____	_____ ?	_____
I'd _____	_____ ?	_____
and I'd put _____ in my suitcase!	_____ ?	_____

Your last day at home Worksheet 38

ACTIVITY

Pairwork: writing, speaking

AIM

To ask and answer questions about how you would spend your last day at home if you were going away for a year.

GRAMMAR AND FUNCTIONS

Would for imaginary situations

VOCABULARY

Routine and leisure activities

PREPARATION

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

TIME

30 to 40 minutes













PROCEDURE

- 1 Ask the students to imagine that they are going to be away from home for one year. They should think about all the things that they would miss.
- 2 Give one copy of the worksheet to each student in the class and ask them to complete the sentences in the column marked 'you' for themselves.
- 3 When they have done this, ask them to focus on the column marked 'questions'. They should write questions in the spaces provided using the same verbs as in the sentences. Explain that they are going to use these questions to interview a partner about how they would spend their last day at home.

For example:

<i>I'd go...</i>	<i>Where would you go?</i>
<i>I'd eat...</i>	<i>What would you eat?</i>

- 4 Ask the students to work in pairs and take it in turns to interview their partner using the questions they have written. They should write their partner's answers in the column marked 'your partner'.
- 5 Ask the students to report back to the class on anything interesting, surprising or amusing they have found out.

<p>YOU If I could be somebody else I'd like to be... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>	<p>YOU If I didn't live in my country I'd like to live in... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>
<p>YOU If I could be somewhere else at this moment I'd like to be... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>	<p>YOU If I were an animal I'd be... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>
<p>YOU If I were a colour I'd be... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>	<p>YOU If someone played the part of me in a film, it would be... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>
<p>YOU If I could choose the music for my funeral, I'd choose... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>	<p>YOU If I were a member of the opposite sex I'd... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>
<p>YOU If I had more time I'd... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>	<p>YOU If I spoke English fluently I'd... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>
<p>YOU If I could meet a famous person I'd like to meet... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>	<p>YOU If I were the teacher I'd... _____</p>  <p style="text-align: right;">PARTNER</p> <p>Name _____</p> <p>Answer _____</p>

ACTIVITY

Whole class: speaking

AIM

To complete sentences about yourself in imaginary or unlikely situations, and to ask and answer questions about them.

GRAMMAR AND FUNCTIONS

Second conditional to talk about imaginary or unlikely situations

VOCABULARY

General

PREPARATION

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

TIME

30 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Ask them to complete the sentences marked 'you' for themselves.
- 3 When they have done that, tell the students that they are going to find out what the other students have written but, first of all, they should write the names of other people in the class in the spaces under 'Partner'. They should choose a different name for each space if possible.

- 4 Make sure the students know how to transform the statements on the worksheet into questions.

For example:

(If I could be somebody else I'd like to be...)

If you could be somebody else, who would you like to be?

- 5 Ask the students to go round the class, asking the students whose names they have written on their worksheet for their answers and writing them down.

- 6 The students report back to the class on any surprising, amusing or interesting answers.

For example:

If Bruno was an animal he'd be an octopus.

If Claudia had more time she wouldn't know what to do with it.

OPTION

For further practice of the second conditional, use the pictures on Worksheet 8 and ask the students to describe their dream holiday.



1 The manager of an important bank had just arrived at work one morning when one of his employees came into his office. The man told the manager that while he was asleep that night, he had dreamt that there was a bomb in the bank vaults. The manager agreed to look in the vaults and, in fact, a bomb was found. The manager thanked the man and then told him he had lost his job. Why?

Clue: What was the man's job?

Answer: The man was a night guard. He had fallen asleep and this proved that he was not doing his job.



2 A woman in a restaurant complained to the waiter because there was a fly in her cup of coffee. The waiter took the cup away and promised to bring a fresh cup of coffee. He returned a few moments later. The woman tasted the coffee and complained that this was her original cup of coffee. Was she right and how did she know?

Clue: What did the coffee taste like?

Answer: She had put sugar in the coffee before she complained to the waiter.



3 A man looked through a window on the sixth floor of an office building. Suddenly, he opened the window and jumped through it. He did not use a parachute or land in water or on anything soft. However, he wasn't hurt. How could that be?

Clue: Where had he been before he jumped?

Answer: He had been on a ladder outside the sixth floor office, cleaning the windows. He had jumped through the window, into the office.



4 A woman sat at her kitchen table with her two sons. She spoke to each of them in turn and they replied to her but the sons never spoke to one another. The boys had not had an argument and they did not dislike one another. Although they spoke freely with their mother, they didn't say one word to one another. Why?

Clue: Had the boys grown up together?

Answer: The mother was Russian. She had run away to France but her first son had stayed with relatives in Russia. In France, she had married a Frenchman and had a second son. When her first son visited her and met his half brother, the two boys could only talk to one another through their mother because they hadn't learnt the same language.



5 One day, two sisters decided to clean out the old shed at the bottom of the garden. When they had finished, one of them had a dirty face and the other had a clean face. The sister with the clean face went and washed her face but the girl with the dirty face did not wash. Why?

Clue: Did the girls look in a mirror?

Answer: After they had done the cleaning, they had no mirror to look in so each girl looked at her sister. The girl with a clean face saw that her sister was dirty so she thought she was dirty too and washed her face. The other girl thought the opposite.



6 A big lorry got stuck under a low bridge. The driver could not move it forwards or backwards. There was a little girl on a bicycle near the bridge. She suggested an easy solution and the driver was able to continue his journey. What had they done?

Clue: How had they made the lorry smaller?

Answer: They had let some air out of the tyres.

ACTIVITY

Groupwork: reading, speaking

AIM

To listen to puzzles and to ask questions in order to solve them.

GRAMMAR AND FUNCTIONS

After, because + past perfect

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for every three to five students in the class. Cut them out as indicated.

TIME

30 to 40 minutes

PROCEDURE

- 1 Read out this example story to the whole class and tell them that they can ask you questions requiring the answer 'yes' or 'no' in order to work out the solution.

Johann Hurlinger, an Austrian, set a world record by walking the 871 miles from Vienna to Paris in 55 days. He didn't wear out his shoes. Why not?

(Give the clue if and when you think they need it.)

Clue: Were his feet sore after the journey?

Answer: He had done the journey on his hands.

- 2 Ask the students to work in groups of three to five.
- 3 Give out a set of puzzles 1 to 6 to each group of students and tell them to place them face down, without looking at them yet.
- 4 Tell them that they are going to take it in turns to take and read out a puzzle for the other members of the group to solve.
- 5 One member of the group chooses a puzzle from the top of the pile and reads it out to the rest of the group without reading the clue or answer.
- 6 The rest of the group ask questions requiring the answer 'yes' or 'no' in order to work out the solution to the puzzle.
- 7 If they are having difficulty in finding the solution, the student with the puzzle can read out the clue to help the rest of the group.
- 8 When they have found the solution to the puzzle, another member of the group takes a puzzle from the top of the pile.
- 9 Repeat the activity until all the puzzles have been solved.

What would you do?

<p>If a friend gave you a picture she had painted and you didn't like the picture, would you put it on the wall in your house?</p>	<p>If the bank made a mistake and put an extra £100 in your bank account, would you tell them?</p>
<p>If you were in a restaurant and someone at the next table was smoking a cigar which made you feel sick, would you ask him to put it out?</p>	<p>If you were in a group of friends and someone told a joke in your own language but you didn't understand it, would you laugh anyway?</p>
<p>If you were driving through the countryside alone at night and you ran over a dog, would you stop?</p>	<p>If you went to a conference with your boss and she fell asleep, would you wake her up?</p>
<p>If you got to work and realised that you had put on two different shoes when you got dressed, would you go home to change?</p>	<p>If you found a diary that a friend had left at your house, would you read it?</p>
<p>If a friend offered you a lift home on a cold, wet night after a party, and you knew that she had drunk several glasses of wine, would you accept?</p>	<p>If someone offered you £100 for a necklace which you had bought for £15, would you accept?</p>
<p>If you saw your ten-year-old nephew smoking in the street, would you tell his parents?</p>	<p>If you had a new boy/girlfriend who loved opera and you hated it, would you go to an opera with him/her to make a good impression?</p>
<p>If you were on a train and an elderly person next to you fell asleep on your shoulder, would you move?</p>	<p>If you were on holiday and you met someone you would never see again, would you invent stories to make yourself more interesting?</p>
<p>If you were at a dinner party and the host served something you didn't like, would you eat it?</p>	<p>If a friend asked your opinion of a new suit which he had paid a lot of money for, would you tell him the truth if you thought it was horrible?</p>
<p>If you dropped a new television, would you take it back to the shop and say it had never worked?</p>	<p>If you found a silver bracelet in the street, would you keep it?</p>
<p>If you saw your friend's partner kissing someone else, would you tell your friend?</p>	<p>If a friend forgot to give you back £10 he had borrowed, would you ask for it?</p>

<p>YES</p>	<p>YES</p>	<p>YES</p>
<p>NO</p>	<p>NO</p>	<p>NO</p>

What would you do?

NOTE: This activity is not linked to the activity on Worksheet Progress check 36-40b.

ACTIVITY

Groupwork: reading, speaking

AIM

To play a game by predicting how other people would react in imaginary situations.

GRAMMAR AND FUNCTIONS

Second conditional to talk about imaginary or unlikely situations and their results

Past perfect

VOCABULARY

General

PREPARATION

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

TIME

30 minutes

PROCEDURE

- 1 Ask the students to work in groups of three.
- 2 Give out one set of situation cards to each group of students and one 'yes' and 'no' card to each student in the class.
- 3 Ask them to put the situation cards in a pile face down in the middle of the table.
- 4 Explain how to play the game.
- 5 The answer must be 'yes' or 'no', even though the students may be tempted to say 'it depends'.
- 6 Players may challenge one another's answers, and try to make them change their mind.

HOW TO PLAY THE GAME

- 1 Player A takes a card from the top of the pile and reads the situation aloud.
- 2 Players B and C guess how Player A will answer the question on the card and each place, face down, either a 'yes' or a 'no' card, depending on how they think Player A will answer. They must not show the cards to anyone.
- 3 Player A tells the rest of the group how he/she would react to the situation.
- 4 Players B and C reveal their 'yes' or 'no' cards and score a point if they guessed correctly.
- 5 Repeat the activity with players taking it in turns to take a situation card from the top of the pile until all the cards have been used.
- 6 The winner is the player with the highest score at the end of the game.



and bought some new ones.	If you listen to your teacher	you'll learn a lot.	If you get up late	you'll be late for work.	He turned the radio off
because it was too loud.	While she was waiting for the bus	the sun came out.	He took a letter out of his pocket	and gave it to me.	She looked at me and then she
smiled at me.	I was eating my lunch when	the teacher called out my name.	They got into the car	and drove away.	He gave up skiing
because he hurt his leg.	I called out to her when	I saw her.	He put his pullover on	but he was still too cold.	He picked up my newspaper
and started to read it.	He gave up playing football	three weeks ago.	If I don't go away this weekend	I'll look after your cat.	I was looking out of the window
when she came into the restaurant.	While she was looking for her umbrella	it started to rain.	He stood up and then he	walked towards me.	He sat down in front of the fire
because he wasn't warm enough.	She threw the magazines away	because they were old.	If you go back to college	you'll pass your exams.	They got into a taxi
and waved out of the window.	He turned the music down	because the baby was asleep.	I was thinking about my holiday	when the teacher came in.	She took the curtains down

Sentence dominoes

NOTE: This activity is not linked to the activity on Worksheet Progress check 36-40a.

ACTIVITY

Groupwork: speaking

AIM

To play a game of dominoes matching halves of sentences.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 36 to 40

Past continuous for interrupted actions with *while* and *when*

Expressions of quantity:

too + adjective, *not* + adjective *enough*

But for making comparisons

Conjunctions

VOCABULARY

Multi-part verbs

General

PREPARATION

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

TIME

30 minutes

PROCEDURE

- 1 Write the first half of one of the sentences from the worksheet on the board and elicit several different ways of finishing the sentence.

For example:

I was looking out of the window...

...when I saw my friend.

...because I was bored.

...but I was still listening to the teacher.

- 2 Now explain to the students that they are going to play a game of dominoes matching halves of sentences, and that the object of the game is to get rid of all their dominoes.
- 3 Ask the students to work in groups of two or three and give each group of students a set of dominoes. Ask them to deal out three dominoes each and leave the rest in a pile, face down.
- 4 Before they start playing, explain how to play.
- 5 When they've finished a game, they can shuffle and play another round.

HOW TO PLAY

- 1 Player A puts down any one of their dominoes face up.
- 2 The player on their left must then put down one of their dominoes, making sure that the half of their sentence matches the sentence on either side of Player A's domino.
For example:
(domino A) *I was looking out of the window,*
(domino B) *when I saw my friend.*
The players take it in turns to add dominoes in this way.
- 3 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.
- 4 If a sentence is 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.
- 5 The first player to get rid of all of their dominoes is the winner.