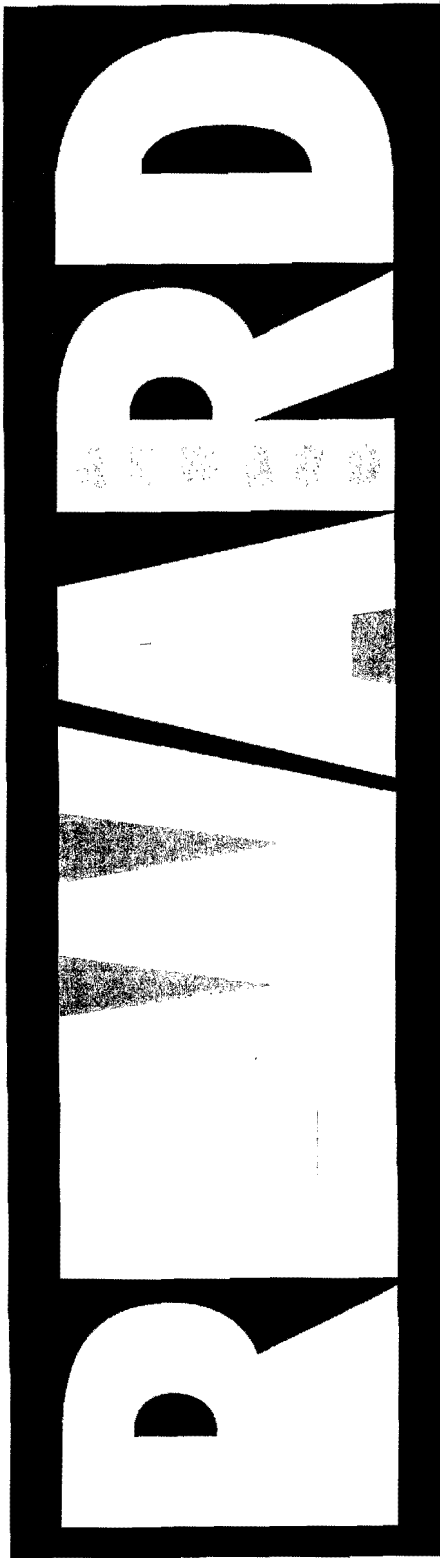




Intermediate

**Communicative
activities
for students of
English**

**Susan Kay
The Lake School
of English**

Heinemann



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Notes for teachers

The Resource Pack

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

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

You can use the activities in different ways:

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

If you are using *Reward Intermediate Student's Book*

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

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

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

How to use the Resource Pack

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

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

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

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

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

Mill drills

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

What is a mill drill?

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

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

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

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

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

How to do a mill drill with your class

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

Preparation

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

Demonstration

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



A: *Do you like reading?*
B: *Yes, I do.*
A: *So do I.*

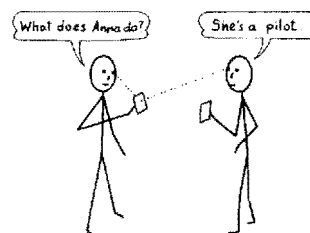
- 3 Explain that this language will change according to the prompt on the card, and elicit suggestions for this.

For example:

Do you like reading?
playing tennis?
writing letters?

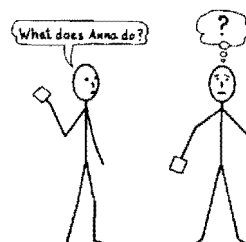
- 4 Show the students how to hold their cards. This is important because double-sided cards must be held in such a way that when students are talking to a partner, they are both able to see each other's cards.

The correct way to hold a double-sided card.



ORDER

The wrong way to hold a double-sided card.



CHAOS

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

Students do the mill drill

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

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

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

Pair forming

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

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

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

Pelmanism

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

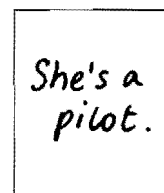
- 1 Make one set of cards for each pair (or small group) of students and give each group the cards and an equal number of blank cards. For example, if there are 12 picture cards, give the group 12 blank cards.
- 2 Ask the students to write a sentence on each blank card to match a picture card.

For example:

picture card



sentence

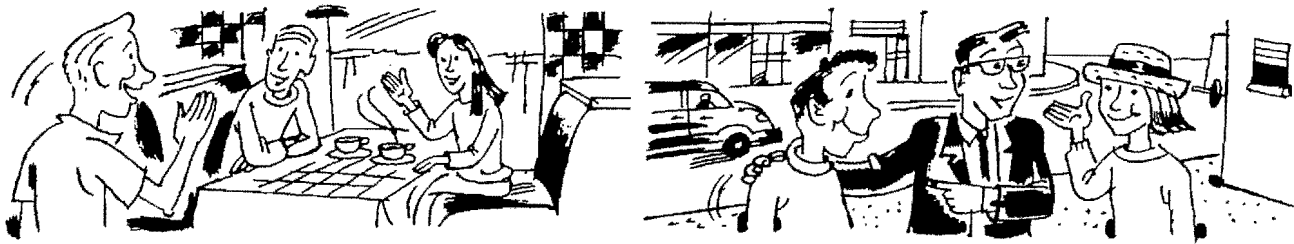


- 3 When they have done this, ask the students to spread out the pictures face down, and spread out the sentences face down, separately from the pictures.
- 4 Now ask the students to take it in turns to turn over one picture card and one sentence. If the two cards match, the student can keep them, and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

Contents

Worksheet	Interaction	Skills	Activity	Time (mins)	Grammar and functions	Vocabulary
1a <i>Spotlight on you</i>	Whole class	Writing Speaking	Communication task: to write and to answer questions	20-30	Questions without a question word Questions with a question word	Personal information
1b <i>Find out</i>	Whole class	Speaking	Communication task: class survey	15-20	Asking for and giving information Questions with a question word Questions without a question word	Personal information
2 <i>What are you doing next week?</i>	Whole class	Speaking	Filling in a diary with arrangements	20-30	Present continuous to talk about definite arrangements in the future	Leisure activities
3 <i>One thing leads to another</i>	Pairwork	Reading Speaking	Discussion	30-40	Describing a sequence of events: <i>before/after</i> + subject + verb; <i>before/after</i> + <i>-ing</i> <i>During</i> and <i>for</i>	Stages of a relationship
4 <i>Half-minute topics</i>	Groupwork	Speaking	Board game	30-40	Talking about likes and dislikes. Verb patterns: <i>to</i> or <i>-ing</i> <i>Would like to/love to</i> to talk about ambitions, hopes and preferences Adverbs and adverbial phrases of frequency	Routine and leisure activities
5 <i>Are you in tune?</i>	Pairwork	Speaking	Questionnaire	20	Adjectives ending in <i>-ed</i> and <i>-ing</i> Question tags Short answers	Types of music
Progress check 1-5a <i>Find someone who ...</i>	Whole class	Speaking	Communication task: completing a chart	15-20	Questions without a question word Adjectives ending in <i>-ed</i> and <i>-ing</i> Verb patterns: <i>to</i> or <i>-ing</i>	General
Progress check 1-5b <i>Sentences in a hat</i>	Whole class	Speaking	Completing unfinished sentences; to ask and answer questions	20	Adjectives ending in <i>-ed</i> and <i>-ing</i> Adjectives of nationality	General
6 <i>As different as chalk and cheese</i>	Groupwork	Writing	Story-writing	30-40	Past simple Past continuous	Personal qualities General
7 <i>I'm different now</i>	Pairwork	Writing Speaking	Discussion	20-30	<i>Used to</i>	Personal information
8 <i>When in Rome</i>	Groupwork	Speaking Reading Writing	Group dictation	45	Telling a story: <i>when, as soon as, as, while</i> <i>When, as</i> and <i>while</i> + past continuous for longer actions	A journey
9 <i>Your secret is out!</i>	Whole class	Writing Speaking	Completing unfinished sentences	20	Non-defining relative clauses with <i>who</i>	General
10 <i>One of those days</i>	Whole class	Speaking	Mill drill	15-20	Complaining and apologising Responding to apologies Making requests	General
Progress check 6-10 <i>Dominoes</i>	Groupwork	Speaking	Game	20-30	Adjectives	Adjectives which have a strong equivalent Words with the same sound but a different spelling and meaning
11a and 11b <i>Round the world in ten minutes</i> 11a Destinations 11b Map	Pairwork Groupwork	Speaking Writing	Board game	35-45	Present perfect simple: <i>already, yet, still</i>	Leisure activities Countries
12 <i>How long ...?</i>	Whole class	Speaking	Communication task: class survey	15-20	Present perfect continuous	General
13a and 13b <i>Success story</i>	Pairwork	Writing Speaking	Interview and completing a chart	45	Present perfect simple Present perfect continuous <i>For</i> and <i>since</i>	Life history
14 <i>Comparisons</i>	Groupwork	Speaking	Game	15-20	Making comparisons	General
15a and 15b <i>Shopping spree</i> 15a Game board 15b Cards	Groupwork	Speaking	Board game	30	Order of adjectives	Adjectives for describing opinion, size, age, shape, colour, origin, material and purpose
Progress check 11-15 <i>Stop press</i>	Pairwork	Reading Speaking	Information gap Completing a text	40	Present perfect simple Present perfect continuous <i>For</i> and <i>since</i>	News
16 <i>Style trial</i>	Pairwork	Speaking Writing	Questionnaire	20-30	Talking about style	Clothes and style of dress
17 <i>Predict your future</i>	Whole class	Speaking Writing	Communication task: class survey	30-40	Making predictions: certainty, probability, possibility	Everyday activities
18a and 18b <i>He looks nice - he must be a teacher!</i> 18a Chart 18b People	Groupwork	Speaking	Discussion; matching pictures of people to jobs	30-40	Describing impressions: <i>look</i> + adjective Drawing conclusions: <i>must, can't, might, could</i>	Jobs Adjectives describing people's character
19a and 19b <i>On safari</i> 19a Game board 19b Cards	Groupwork	Speaking	Board game	30-40	Talking about obligation: <i>have to, supposed to</i> Talking about prohibition: <i>can't, not allowed to</i> <i>Not supposed to</i> to suggest a difference between what is not allowed and what may happen	Wild animals

Worksheet	Interaction	Skills	Activity	Time (Mins)	Grammar and functions	Vocabulary
20 <i>Can you do it?</i>	Groupwork	Speaking	Communication task: class survey	20-30	<i>Can</i> to talk about general ability in the present <i>Could</i> to talk about general ability in the past	General
Progress check 16-20 <i>Exchanging contracts</i>	Groupwork	Reading Speaking Writing	Discussion Writing a contract	20-30	Modal verbs: <i>Should, must, have to, must, mustn't</i> <i>Don't have to, be supposed to</i>	School rules
21 <i>Film review</i>	Groupwork	Speaking Writing	Writing about films	45	Adjectives and adverbs Giving opinions Emphasising	Types of films, parts of a film; adjectives to describe a film
22 <i>Animal instinct</i>	Pairwork	Writing Speaking	Guessing	15-20	Position of adverbs and adverb phrases Adverbs of manner, adverb phrases of time	Animals
23 <i>Battlefield or bed of roses?</i>	Pairwork	Speaking	Categorising vocabulary	20-30	Reported speech <i>Said (that) + clause</i>	Love and relationships
24 <i>Who asked me that?</i>	Groupwork	Speaking Writing	Communication task: remembering who asked questions	30	Reported speech: questions <i>Asked + clause</i> Direct questions and reported speech	General
25 <i>Reported speech dominoes</i>	Groupwork	Writing Speaking	Game	35-45	Reported speech: reporting verbs: <i>encourage, agree, decide, promise, apologise, invite, warn, offer, remind, advise, ask, tell, suggest, refuse</i>	General
Progress check 21-25a and 21-25b <i>Hexagon race</i> 21-25a Game board 21-25b Questions	Groupwork	Speaking	Board game	30	Revision: formation of adverbs, reported speech	Revision: types of film Animals Media
26 <i>Mixed recipes</i>	Groupwork	Writing Speaking	Writing and putting recipes in order	45	Giving instructions using the imperative or the present simple	Food and ways of preparing food
27 <i>Holiday crossword</i>	Pairwork	Speaking Writing	Communicative crossword	30	Defining relative clauses	Words associated with holidays
28a and 28b <i>Amazing facts</i>	Groupwork	Speaking	Noughts and crosses game	30	The passive	Facts about natural and manufactured products
29 <i>Do it yourself?</i>	Whole class	Speaking	Mill drill	15	<i>Need + -ing</i> and <i>passive infinitive</i> Causative construction with <i>have</i> and <i>get</i> Reflexive pronouns	Household jobs Professions
30 <i>If I had the chance ...</i>	Whole class	Writing Speaking	Discussion	30	<i>Make</i> to express obligation <i>Let</i> to express permission <i>Not let</i> to express prohibition	General
Progress check 26-30 <i>Spot the right word</i>	Pairwork	Speaking	Identifying and correcting mistakes in sentences	20-30	Words which are often confused: <i>come - go, lend - borrow, bring - take, sensible - sensitive, check - control, leave - forget, watch - see, hear - listen to, expect - wait for, loose - lose</i>	General
31a and 31b <i>Describe it</i> 31a Game board 31b Cards	Groupwork	Speaking	Board game	30-40	Describing things when you don't know the word	Useful objects
32 <i>A day in my town</i>	Whole class	Writing	Writing a letter	20-30	Describing a sequence of events in the future: <i>as soon as, when</i> and <i>after + present simple</i> or <i>present perfect</i> Expressions to talk about the future	Things to do in a town
33 <i>How many uses can you think of?</i>	Groupwork	Writing Speaking	Discussion; completing sentences	20-30	Infinitive of purpose <i>By + -ing</i> Zero conditional	Everyday objects and activities
34 <i>If you come here ...</i>	Groupwork	Reading Writing Speaking	Discussion; completing a chart	30-40	First conditional to talk about a likely situation and to describe its result	Description of places scenery and lifestyle
35 <i>Psychic link</i>	Pairwork	Speaking Writing	Mutual dictation	20	Past perfect simple Past perfect continuous	Narrative
Progress check 31-35 <i>Holiday choices</i>	Pairwork	Speaking	Categorising vocabulary Discussion	20-30	Revision of Lessons 31 to 35	Holidays
36 <i>Dear Sue, what should I do?</i>	Pairwork	Speaking Writing	Writing letters	30-40	Expressions for giving advice: <i>If I were you, I would ...; I think you should ...</i>	Personal relationships
37 <i>What went wrong?</i>	Whole class	Speaking	Mill drill	20-30	Past modals: <i>should have</i> and <i>shouldn't have</i>	Holiday activities Travel
38 <i>Speculation</i>	Groupwork	Speaking	Talking about pictures	30	Past modals: <i>may have, might have</i> and <i>could have</i> <i>Must have</i> and <i>can't have</i>	General
39 <i>If only I'd taken more chances</i>	Whole class	Reading Writing Speaking	Discussion	20	Expressing regrets about the past with <i>I wish/If only + past perfect</i>	General
40 <i>Imagine</i>	Whole class	Writing Speaking	Completing sentences and to ask and answer questions	20	Third conditional	General
Progress check 36-40a and 36-40b <i>Thought bubbles</i>	Pairwork	Writing Speaking	Matching thoughts to pictures of people	30	Expressing opinions Expressing regrets Third conditional	General



QUESTIONS FOR	QUESTIONS ASKED BY
(Name) _____	(Name) _____
What's your favourite... _____?	_____
Have you ever... _____?	_____
Where do you usually... _____?	_____
Are you... _____?	_____
Do you have... _____?	_____
Do you... _____?	_____
How old... _____?	_____
What are you going to... _____?	_____
When did you... _____?	_____
Do you think you'll... _____?	_____
Would you like to... _____?	_____
_____?	_____
_____?	_____



Spotlight on you

Worksheet

1a

NOTE: This activity is not linked to the activity on Worksheet 1b.

ACTIVITY

Whole class: writing, speaking

AIM

To write a question for each student in the class. To ask and answer questions.

GRAMMAR AND FUNCTIONS

Questions without a question word and an auxiliary verb

Questions with a question word: *what, where, how, when* and an auxiliary verb

VOCABULARY

Personal information

PREPARATION

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

TIME

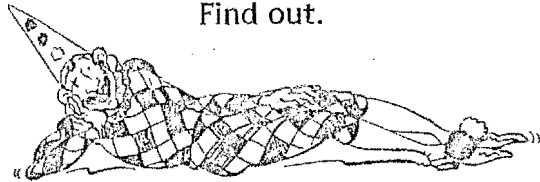
20 to 30 minutes

PROCEDURE

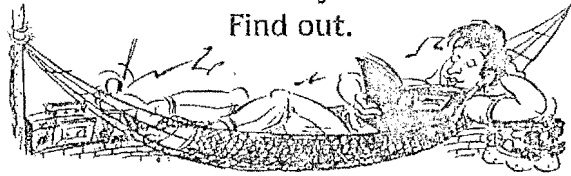
- 1 If there are more than 12 students in the class, divide the class into groups. It is easier if the students in each group are seated in a circle or a semi-circle for this activity, but this is not essential.
- 2 Give a copy of the worksheet to each student in the class.
- 3 Ask the students to write their own name at the top of the worksheet in the space provided under the heading 'Questions for'.
- 4 Now ask the students to give their worksheet to the person in their group who is sitting on their left.
- 5 Tell the students that they are going to think of a question they would like to ask the person whose name is at the top of the worksheet they have received. They should write their question on the worksheet by completing one of the unfinished questions. They can choose any unfinished question they like.
- 6 When they have written a question, they should write their own name next to it in the space provided. They should then give the worksheet to the person on their left.
- 7 Repeat the activity until the students receive the worksheet with their own name at the top again.
- 8 Now ask the students to go round the class, find each of the students who wrote a question for them and answer it.
- 9 It is probably a good idea to make sure the students know a polite way of refusing to answer questions, for example, 'I'd rather not answer that', and to tell them that they have the right to remain silent!



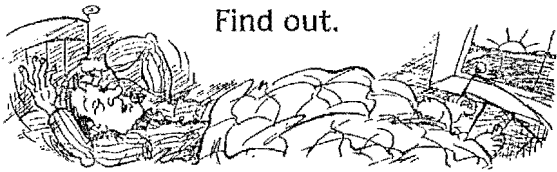
What's the most popular colour?
Find out.



What's the most popular leisure
activity?
Find out.



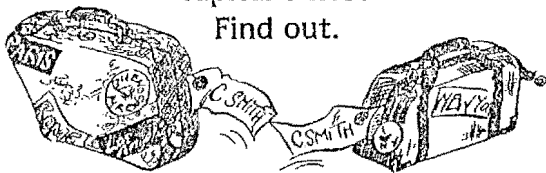
Who went to bed latest
last night?
Find out.



Who ate the most for breakfast
this morning?
Find out.



Who's visited the most
capital cities?
Find out.



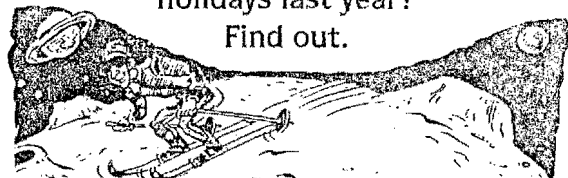
Who had the busiest weekend?
Find out.



Who's got the biggest family?
Find out.



Who travelled furthest for their
holidays last year?
Find out.



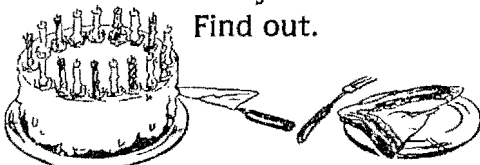
How many people have pets?
Find out.



Who has been to the cinema
most recently?
Find out.



Who is going to have their
birthday next?
Find out.



What sort of music is most popular?
Find out.



What are you doing next week?

Reward Intermediate
Resource Pack

MORNING

AFTERNOON

EVENING

MONDAY with at	<i>Ice-skating</i> with <i>everyone in the class</i> at <i>2.15</i>	with at
TUESDAY with at	with at	with at
WEDNESDAY <i>School trip to museum</i> with <i>everyone in the class</i> at <i>10.30</i>	with at	<i>Video evening at school</i> with <i>everyone in the class</i> at <i>7.30</i>
THURSDAY with at	with at	with at
FRIDAY with at	with at	<i>School party</i> with <i>everyone in the school</i> at <i>8.30</i>
SATURDAY with at	with at	with at
SUNDAY with at	<i>Picnic</i> with <i>everyone in the class</i> at <i>1.30</i>	with at

What are you doing next week?

Worksheet

2

ACTIVITY

Whole class: speaking

AIM

To make plans for the following week and arrange times and places to meet other members of the class.

GRAMMAR AND FUNCTIONS

Present continuous to talk about definite arrangements in the future

VOCABULARY

Leisure activities

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 Tell them that this is a page out of their diary and that they are going to make some arrangements for the following week.
- 3 Ask each student to think of six leisure activities they would like to do during the week and to write them down wherever they like in their diary. Point out the arrangements already written in their diary as examples, but explain that at this point they should only write in the activity and leave the spaces marked 'with' and 'at' blank.
- 4 When they have done that, ask them to go round the class and find someone who is free to do each of the activities with them. They should ask and answer like this:
 Student A: *What are you doing on Thursday evening?*
 Student B: *Nothing, I'm free.*
 Student A: *Would you like to come swimming with me?*
 Student B: *Yes, I'd love to.*
 Student A: *OK, let's meet at 6.30.*
 or
 Student A: *What are you doing on Saturday afternoon?*
 Student B: *I'm going to the cinema.*
 Student A: *What about Saturday evening? etc.*
 When Students A and B have agreed to do an activity together, they should write one another's names and the time they have arranged to meet in the relevant place in their diaries.
- 5 The students repeat the activity until they have found someone to do each of their leisure activities with. They should find a different person for each activity.
- 6 Stop the activity when one of the students has finalised arrangements for each of their six leisure activities.



You meet one another.



You finish your studies.



You're attracted to one another.



You go out with one another.



Your parents meet.



You get engaged.



You fall in love.



You get to know one another.



You get married.



You start living together.



You have children.



You go on holiday together.



A

Sraya and Haroon both lived in the town of Kanpur in India. Sraya first saw Haroon in 1951 and she thought he looked nice but they couldn't talk to one another. In fact, young Indian men and women couldn't get to know one another before getting married. Sraya told her father about Haroon and he went to visit the boy's parents. Sraya's father thought Haroon would be a suitable husband for his daughter and so Sraya and Haroon met and spoke to one another in front of relatives. Then they got engaged. The first time they were alone together was after the wedding. Today, Sraya doesn't think it matters if you know someone or not before you get married because life after marriage is so different from any relationship you have before. Haroon thinks his wife is more beautiful to him today than she was when they got married forty years ago.

B

During the second world war, Michel was serving as a soldier with the French army abroad. Madeleine lived with her family in Lyon, France and had just started working as a primary school teacher. One day, she read in the local newspaper that French soldiers serving abroad were looking for pen-friends and so she wrote her first letter to Michel. They wrote to one another for four years and today they both say that they fell in love through their letters. In fact they got engaged before meeting one another in person. When the war was over and Michel returned to France, Michel and Madeleine met for the first time. Now they have been married for nearly fifty years and neither of them regrets their unusual engagement.

One thing leads to another

Worksheet

3

ACTIVITY

Pairwork: reading, speaking

AIM

To put the stages of a relationship in order according to different criteria.

GRAMMAR AND FUNCTIONS

Describing a sequence of events: *before/after* + subject + verb;

before/after + -ing

During and *for*

VOCABULARY

Stages of a relationship

PREPARATION

Make one copy of the complete worksheet, and cut texts A and B off as indicated. Make one copy of the 'stages of a relationship' at the top of the worksheet for each student in the class and cut them into cards as indicated. Make one copy of texts A and B for each pair of students in the class and cut them in half as indicated.

TIME

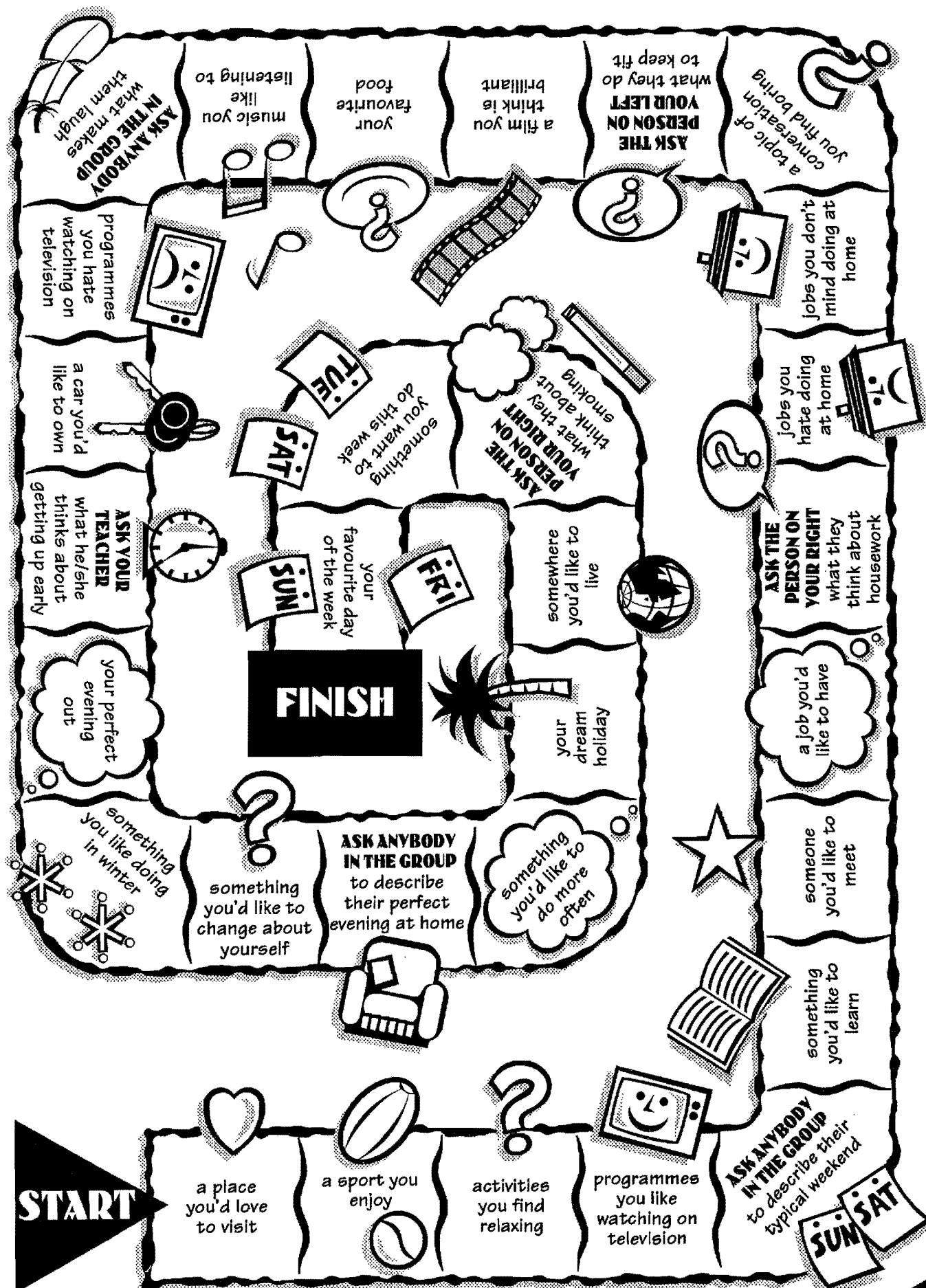
30 to 40 minutes

PROCEDURE

- 1 Give one set of cut-up 'stages of a relationship' cards to each student in the class. Do not give them texts A and B yet.
- 2 Ask the students to arrange the 'stages of a relationship' cards in order, according to what they think is usual for their own country.
- 3 When they have done that, ask them to compare results. In a class where the students come from a variety of different cultures, there are likely to be some differences from one culture to another; in a class where the learners all come from the same cultural background, people may have different opinions about what is usual.
- 4 When the students have compared their own opinions, ask them whether they think that the stages of a relationship may happen in a different order in other cultures.
- 5 Now ask the students to work in pairs of Student A and Student B.
- 6 Give each Student A a copy of text A and each Student B a copy of text B and ask them to read the passage you have given to them without showing it to their partner.
- 7 Now ask each student to re-arrange their 'stages of a relationship' cards in order, according to the relationship they have read about.
- 8 When they have done this, Student A and Student B should take it in turns to describe the relationship they have read about to their partner by referring to the order in which they have arranged their 'stages of a relationship' cards.

FOLLOW-UP

- 1 Ask the students to put the following actions in order, according to their own morning routine, leaving out any that are irrelevant:
 - get out of bed*
 - put clothes on*
 - put shoes on*
 - have breakfast*
 - have a wash*
 - clean teeth*
 - wash the dishes*
 - brush hair*
 - put make-up on*
 - read the newspaper*
 - listen to the news*
 - make the bed*
 - kiss members of your family*
 - say prayers*
- 2 Ask them to compare morning routines with a partner.



ACTIVITY

Groupwork: speaking

AIM

To play a board game by talking about given topics.

GRAMMAR AND FUNCTIONS

Talking about likes and dislikes.

Verb patterns: *to* or *-ing*

Would like to/love to + infinitive to talk about ambitions, hopes and preferences

Adverbs and adverbial phrases of frequency

VOCABULARY

Routine and leisure activities

PREPARATION

Make one copy of the worksheet for every four to six students in the class. Provide dice and counters for each group. Each group will also need a watch with a second hand.

TIME

30 to 40 minutes

PROCEDURE

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

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table and place a watch with a second hand next to it.
- 2 All the players put their counters on the square marked START and throw the dice. The first player to throw a six starts the game.
- 3 Player A throws the dice and moves their counter along the board according to the number on the dice.
- 4 Player A then reads the topic on the square the counter has landed on and talks about it for 30 seconds. Players should be timed from the point at which they start talking, thus allowing them a little thinking time before they start talking.
- 5 If a player lands on a square with the instruction to ask somebody else, they should read the topic aloud to the relevant person who then talks about it for 30 seconds.
- 6 If a player has nothing to say on the topic they have landed on, they are allowed to pass and miss a turn, but they can only do this once in the game.
- 7 The game continues in a clockwise direction until the first player reaches the square marked FINISH.



_____ (partner's name)	✓ = I was right ✗ = I was wrong
Predict your partner's answers.	
Q What do you think of opera? A It's boring. It's wonderful. It's all right.	
Q How often do you listen to classical music? A Often. Sometimes. Rarely.	
Q Do you sing in the bath or shower? A Yes, I do. No, I don't.	
Q Do you remember the lyrics of songs? A Yes, I do. No, I don't.	
Q Do you like listening to reggae? A Yes, I do. No, I don't.	
Q How often do you buy a record/CD/cassette? A Every week. Once a month. Once a year.	
Q What do you think of heavy metal? A It's exciting. It's okay. It's dreadful.	
Q What do you think life would be like without music? A Boring. Depressing. Peaceful.	
Q Do your parents like the same music as you? A Yes, they do. No, they don't.	
Q How often do you listen to music while you're working? A Always. Sometimes. Not often.	
Q How often to you listen to jazz? A Often. Sometimes. Never.	
Q Do you play a musical instrument? A Yes, I do. No I don't.	
Q What is your favourite music? A _____	



How many predictions did you get right? Score one point for each tick. Read your score to see how well you know your partner.

If you scored 1 to 5: You are not really on the same wavelength.

If you scored 6 to 9: You know your partner's taste in music quite well – or you're good at guessing.

If you scored 10 to 13: You're completely in tune with your partner.

Are you in tune?

 Worksheet

5

ACTIVITY

Pairwork: speaking

AIM

To see how well the students know each other by predicting a partner's answers to questions about their musical taste.

GRAMMAR AND FUNCTIONSAdjectives ending in *-ed* and *-ing*

Question tags

Short answers

VOCABULARY

Types of music

PREPARATION

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

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in pairs.
- 2 Give one copy of the worksheet to each student in the class.
- 3 Ask the students to write their partner's name in the space provided at the top of the worksheet.
- 4 Explain to the students that they are going to find out how well they know one another by predicting their partner's answers to questions about music.
- 5 Ask the students to circle or underline the answers they think their partner would give to each question on the worksheet without asking their partner yet.
- 6 When they have done that, the students should take it in turns to check whether they have guessed their partner's answers correctly. They should ask and answer like this:
Student A: *You think opera's wonderful, don't you?*
Student B: *Yes I do.*
Student A: *You sometimes listen to classical music, don't you?*
Student B: *No, I often listen to it.*
The students should put a tick or a cross in the column provided next to each question depending on whether they have guessed correctly or not.
- 7 When the students have finished checking their answers with their partner, they should add up their total number of right guesses and then read the score at the bottom of the worksheet.

**FIND SOMEONE
WHO...****NAME**... **plays a musical
instrument** _____... **likes gardening** _____... **has been to a
wedding lately** _____... **thinks watching
football on television
is boring** _____... **likes Chinese food** _____... **listens to music for
more than one
hour a day** _____... **thinks opera is
moving** _____... **is terrified of
spiders** _____... **thinks cold showers
are refreshing** _____... **gets excited when
they watch a
football match** _____... **feels depressed when
they listen to
the blues** _____... **would like to learn
to dance salsa** _____

Find someone who... Worksheet Progress check 1-5a

NOTE: This activity is not linked to the activity on Worksheet Progress check 1-5b.

ACTIVITY

Whole class: speaking

AIM

To ask and answer questions and to complete a chart.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 1 to 5

Questions without a question word and with an auxiliary verb

Adjectives ending in *-ed* and *-ing*

Verb patterns: *to* or *-ing*

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 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.



Another language I'd like to learn is ...

I think English grammar is ...

I find ...

depressing.

I'm frightened of ...

A country I'm interested in is ...

I think people from my country are ...

I'd like to try ...

food.

When I'm embarrassed, I ...

I find ...

incredibly boring.

I would like to be more ...

I find ...

extremely relaxing.

When I'm worried I ...

Sentences in a hat

Worksheet Progress check

1-5b

NOTE: This activity is not linked to the activity on Worksheet Progress check 1-5a.

ACTIVITY

Whole class: speaking

AIM

To complete unfinished sentences.

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

GRAMMAR AND FUNCTIONS

Adjectives ending in *-ed* and *-ing*

Adjectives of nationality

VOCABULARY

General

PREPARATION

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

TIME

20 minutes

PROCEDURE

- 1 Choose one of the unfinished sentences from the worksheet and write it on the board. Elicit possible ways of completing the sentence.
For example:
Another language I'd like to learn is Chinese.
I'm frightened of spiders.
- 2 Ask the students to work in groups of three or four for the first part of this activity. Give one set of unfinished sentences to each group.
- 3 Ask the students to spread out the pieces of paper, face down, and to take three each.
- 4 Ask them to complete their three sentences in any way they like. (Refer to the examples in procedure point 1). 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:

Another language I'd like to learn is Chinese.

Elicit the question they will need to ask in order to find out who wrote the sentence:

Would you like to learn Chinese?

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, they are looking for the person who wrote it, and may need to ask, 'Did you write this sentence?'.

- 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:
Monica thinks English grammar is crazy.
Anastasia finds wet weather depressing.

When they first met, they never imagined they would become the best of friends because they were so different from one another.

Who was the woman?

fold

Who was the man?

fold

Where did they meet?

fold

Where was she living, what was she doing and how was she feeling when they first met?

fold

Where was he living, what was he doing and how was he feeling when they first met?

fold

What did they talk about?

fold

What did she like about him?

fold

What did he like about her?

fold

How long have they have been friends?



As different as chalk and cheese Worksheet

6

ACTIVITY

Groupwork: writing

AIM

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

GRAMMAR AND FUNCTIONS

Past simple to talk about a past action or event that is finished

Past continuous to talk about something that was in progress at a specific time in the past

VOCABULARY

Personal qualities

General

PREPARATION

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

TIME

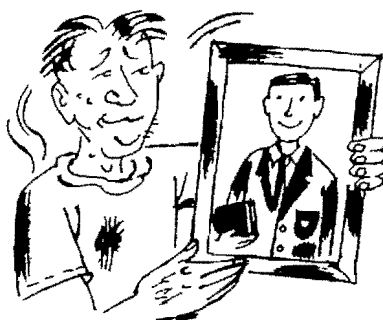
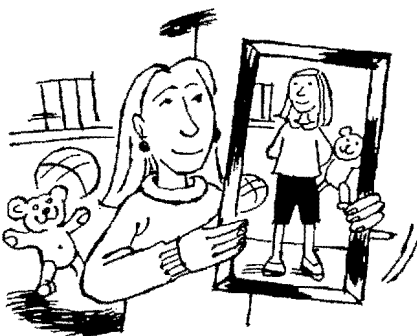
30 to 40 minutes

PROCEDURE

- 1 If there are more than 20 students in the class, divide them into groups. Students may work individually or in pairs. It is easier if the class or groups are seated in a circle or semi-circle, but this is not essential.
- 2 Tell the students that they are going to write the story of a friendship between two people by inventing answers to some questions.
- 3 Give a copy of the worksheet to each student or pair of students in the class and ask them to write an answer to the first question, 'Who was the woman?' in the space provided by inventing details.
- 4 When they have done that, ask them to fold their piece of paper to the back so that the sentence they have written is hidden, and the next question, 'Who was the man?' is visible. They should then give it to the student or pair of students on their left.
- 5 Ask the students to write imaginary details in answer to the question which is now at the top of the page on the piece of paper they have received.
- 6 When they have done that, ask them to fold it as before and give it to the student or pair of students on their left.
- 7 Repeat the activity until all the questions have been answered. Encourage the students to be as imaginative or as amusing as they like when they are writing their answers.
- 8 When the last question has been answered, ask the students to open out the completed story they have received and read it. If there are any words or phrases that the students do not understand or think are incorrect, tell them to find the student who wrote them and ask them to explain or correct the word or phrase.
- 9 Vote for the most amusing or interesting story in the group or class.

ME AS A CHILD AGED _____
(any age between 5 and 10)**ME NOW**

What games/play?		
What television programmes/watch?		
What hobbies/have?		
What pets/have?		
What music/like?		
What clothes/wear?		
What/look like?		
What/be like?		
What food/like?		
What food/not like?		
What/be frightened of?		
What ambitions/have?		



I'm different now Worksheet

7

ACTIVITY

Pairwork: writing, speaking

AIM

To talk about yourself as a child and to compare the way things were with the way things are now.

GRAMMAR AND FUNCTIONS

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

VOCABULARY

Personal information

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 Ask each student to choose an age between 5 and 10 and to write it in the space provided on their worksheet.
- 3 Now ask them to write answers to the questions on their worksheet from the point of view of themselves as a child of the age they have chosen. They should write their answers in the spaces provided under the heading 'Me as a child aged ____'. At this stage you may need to remind students of the difference between *like*, *look like* and *be like*.
- 4 When they have done that, ask them to write answers to the same questions, but from the point of view of themselves as they are now. They should write this in the spaces provided under the heading 'Me now'.
- 5 Now ask the students to cross out any information which is the same in both columns. For example, if they have written football in both columns next to 'What games/play?' they should cross it out.
- 6 For the next part of the activity, ask the students to work in pairs.
- 7 They should take it in turns to ask and answer questions about the way things used to be when they were a child and the way things are now by referring to the rest of the information on their worksheets.

For example:

Student A: *What games did you use to play?*

Student B: *I used to play with dolls at home and I used to play running games in the playground at school.*

Student B: *What hobbies did you use to have?*

Student A: *I used to go horse-riding but now I'm too busy.*

If a student has crossed out the information, they should answer 'The same as now'.

In a class where the students come from a variety of different cultures, they may have to explain some of their answers to their partner, for example, games or television programmes which are specific to their own countries.

- 8 When they have finished, ask each student to write a few sentences about the way things used to be for their partner as a child, and the ways in which they are different now.

For example:

Julio used to have long blond hair but he didn't use to have a moustache.

While he was working in San Francisco, Mr Scotti received an invitation to visit relatives in his native Italy.



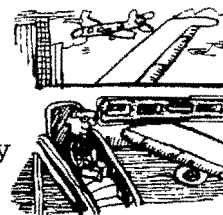
As soon as he had a day off, he went to the travel agent's and arranged a flight for the following week.



As he set off on his journey he was feeling excited and was already looking forward to some home cooking.



When the plane landed for one hour in New York to refuel, Mr Scotti thought they were in Italy and he got out.



Nobody was there to meet him so he asked a police officer, in Italian, for directions to the nearest bus-station.



The police officer was from Naples so he answered fluently in the same language.



As Mr Scotti was queuing for a bus he looked around and noticed how sad it was that Rome



was as modern as any American city now. Also, the place was full of American tourists!



After travelling around the city for several hours, he asked another police officer for directions



and was amazed to find that she didn't understand Italian.



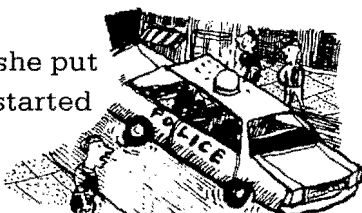
When the police officer told him he was in New York, Mr Scotti didn't believe her.



The police officer offered to take him back to the airport, and as soon as they set off



in the police car, she put the siren on and started driving very fast.



'There', said Mr Scotti, 'now I know I'm in Italy because that's how they drive.'



When in Rome

Worksheet

8

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

Telling a story: *when*, *as soon as*, *as*, *while*

When and *as soon as* + past simple for actions which happen one after the other

When, *as* and *while* + past continuous for longer actions

VOCABULARY

A journey

PREPARATION

Make one copy of the worksheet for each group of 14 students. Cut out the sentences (or parts of sentences) as indicated.

Make one copy of the complete story on an 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 Mr Scotti, an Italian living in America, 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 (or parts of 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, 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 them 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.

fold

fold

1	2	3
_____ ,	who likes _____ ,	didn't use to _____
_____ ,	who hates _____ ,	_____ last night.
_____ ,	who's got _____ ,	_____ every day.
_____ ,	who looks like _____ ,	feels _____
_____ ,	who enjoys _____ ,	would like to _____
_____ ,	who plays _____ ,	is good at _____
_____ ,	who's wearing _____ ,	often _____
_____ ,	who never _____ ,	sings _____
_____ ,	who was born _____ ,	is going to _____
_____ ,	who lives _____ ,	has never _____
_____ ,	who's working _____ ,	never _____
_____ ,	who had _____ ,	_____ once a week.
_____ ,	who's _____ ,	likes listening to _____
_____ ,	who doesn't like _____ ,	used to _____

Your secret is out! Worksheet

9

ACTIVITY

Whole class: writing, speaking

AIM

To write imaginary information about people by completing unfinished sentences.

GRAMMAR AND FUNCTIONSNon-defining relative clauses with *who* for giving additional information about people**VOCABULARY**

General

PREPARATION

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

TIME

20 minutes

PROCEDURE

- 1 If there are more than 14 students in the class, divide them into groups.
- 2 Give one copy of the worksheet to each student in the class.
- 3 Ask each student to write down the names of everybody in the class or group, in random order, in column 1 of their worksheet. If there are fewer than 14 students in the class, they should write some names twice.
- 4 When they have done that, ask them to fold their piece of paper as indicated so that columns 1 and 3 are hidden and only column 2 is visible. They should give it to the student on their left.
- 5 Ask the students to complete the first relative clause in column 2 in any way they like.

For example:

... *who likes sleeping*... *who likes chocolate*

Encourage the students to be as imaginative or as amusing as they like.

- 6 When they have done that, ask them to give the paper to the student on their left. You may need to give the students a 30-second time limit for completing each clause in order to avoid some students finishing before others.
- 7 Now ask the students to complete the next clause in column 2 on the piece of paper they have received and then give it to the student on their left.
- 8 Repeat the activity until all the clauses in column 2 have been completed.
- 9 Now ask the students to turn their piece of paper over so that only column 3 is visible. They should complete the first verb phrase in column 3 in any way they like.
For example:
... *didn't use to speak English.*
... *didn't use to have a moustache*
... *didn't use to be frightened of flying*
- 10 When they have done that, ask them to give the paper to the student on their left and continue as before until all the phrases have been completed.
- 11 Tell the students to open out the completed worksheet they have received and to read the sentences on their piece of paper.
- 12 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.
- 13 Ask each student to read out any sentences which are true or particularly amusing.
- 14 Display the sentences on the wall around the classroom so that the students can read them.

**COMPLAINT**

soup cold

**REQUEST**

another bowl

COMPLAINTwrong
change**REQUEST**

50p more

COMPLAINTheater in hotel
room not
working**REQUEST**

repair it

COMPLAINT

music too loud

**REQUEST**

turn it down

COMPLAINTtape not loud
enough**REQUEST**

turn it up

COMPLAINTbought a
book – pages
missing**REQUEST**

another one

COMPLAINTordered coffee
– not tea**REQUEST**

a cup of coffee

COMPLAINTthis room too
small**REQUEST**

a bigger one

COMPLAINTbought a
pullover – hole
in it**REQUEST**

a new one

COMPLAINTbought a pair
of trousers –
shrunk**REQUEST**

money back

COMPLAINTroom
too smoky**REQUEST**

open a window

COMPLAINTtaxi driver
driving too fast**REQUEST**

slow down

One of those days

Worksheet

10

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, making complaints, apologising and making requests.

GRAMMAR AND FUNCTIONS

Complaining: *I'm sorry... I'm afraid...*

Apologising

Responding to apologies

Making requests

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the worksheet up into cards as indicated so that the students have one card each. 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 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 make complaints and requests using the words and pictures on their cards as prompts. Before they start the activity, ask each student to look at their own card and to write on the other side who they are complaining to and where they are. Tell the students to ask you if they are not sure what the illustration on their card shows.
For example: *Waiter or waitress, in a restaurant*
- 3 Write example dialogues on the board indicating the language the students should use. Explain that Student A's complaint and request will depend on the words and picture on their card and that Student B's response will vary slightly depending on the situation as written on the other side of the card.
For example:
Student A: *Excuse me! I'm afraid my soup is cold.*
Student B: *I'm very sorry, sir/madam.*
Student A: *That's all right, but could you bring me another bowl please?*
Student B: *I'm sorry, but you've given me the wrong change.*
Student A: *I'm awfully sorry, sir/madam.*
Student B: *That's OK, but would you mind giving me 50p more?*
- 4 Demonstrate the activity with individual students. Tell the students to hold their cards so the picture is facing them and the side they have written on is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts.
- 5 Now ask the students to go round the class complaining, apologising and making requests with as many different partners as possible, using their cards as prompts. In this part of the activity, the students practise making the same complaint and request 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 word and picture prompt is facing their partner. The students take it in turns to make complaints and requests using the prompts on their partner's card. In this part of the activity, the students make different complaints and requests each time they change partner.
- 7 The students continue in this way until they have spoken to as many different partners as possible.



threw	angry	furious	beech	beach	cold
freezing	waist	waste	big	huge	weight
wait	good	excellent	by	buy	silly
ridiculous	week	weak	annoying	infuriating	fare
fair	interesting	fascinating	new	knew	funny
hilarious	meat	meet	hungry	starving	flour
flower	pleased	delighted	right	write	surprised
astonished	bean	been	hot	boiling	plane
plain	tired	exhausted	made	maid	tasty
delicious	sore	saw	frightening	terrifying	through

ACTIVITY

Groupwork: speaking

AIM

To play a game of dominoes matching adjectives and their 'strong' equivalents and homophones.

GRAMMAR AND FUNCTIONS

Adjectives

VOCABULARY

Adjectives which have a similar but stronger meaning:

angry - furious, cold - freezing

Words with the same sound but a different spelling and meaning: *beech - beach, through - threw*

PREPARATION

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

TIME

20 to 30 minutes

PROCEDURE

- 1 Explain to the students that they are going to play a game of dominoes matching adjectives and their strong equivalents, for example *angry - furious*, and homophones, for example, *through - threw*, and that the object of the game is to get rid of all their dominoes.
- 2 Ask the students to work in groups of four or five and give each group of students a set of dominoes. Ask them to deal out five dominoes each and to leave the rest in a pile, face down.
- 3 Before they start, explain how to play using the instructions below. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 4 The students are ready to play the game. While they are playing, go round to each group and check they are playing correctly.
- 5 When they have finished a game, they can shuffle and play another round.

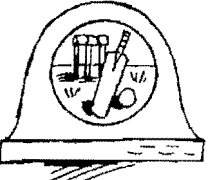
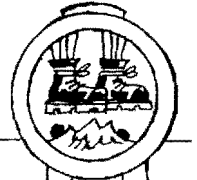
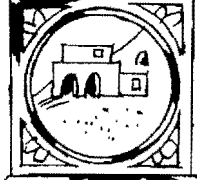
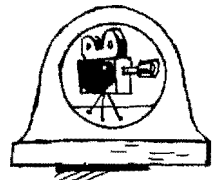
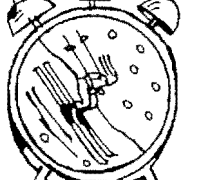
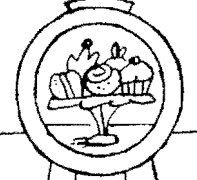
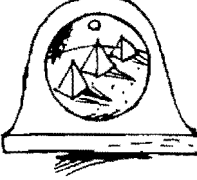
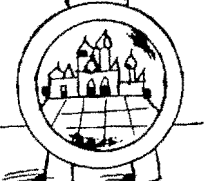
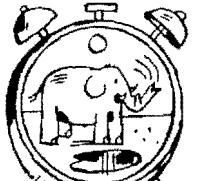
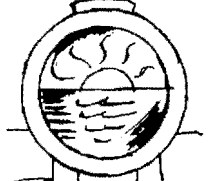
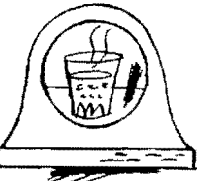
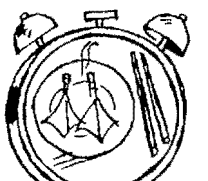
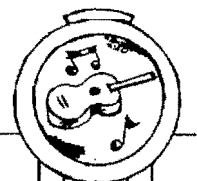
HOW TO PLAY THE GAME

- 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 one of the words on their domino matches one of the words on either side of Player A's domino.
For example:
Domino A: *threw / angry*
Domino B: either *through* or *furious*
- 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 The winner is the first player to get rid of all their dominoes.

Destinations

First throw →

Second throw

	1	2	3	4	5
1	 watch a game of cricket in Calcutta	 go walking in the Himalayas	 visit the lost city of Petra in Jordan	 visit the film studios of Hollywood	 cross the Sahara Desert on a camel
2	 go surfing in Hawaii	 go skiing in Canada	 eat cakes in Vienna	 sail across the Atlantic	 see the pyramids of Egypt
3	 see the sights in Moscow	 go on a gondola in Venice	 go to the carnival in Rio de Janeiro	 see an opera in Sydney	 have tea at the White House in Washington
4	 see the penguins in the Antarctic	 swim with the dolphins in Florida	 go on a safari in Kenya	 watch the sunset in Thailand	 drink Turkish coffee in Istanbul
5	 eat ducks' feet in Hong Kong	 dance the flamenco in Spain	 eat sushi in Tokyo	 walk along the Great Wall of China	 take photos of whales in South Africa

Round the world in ten minutes

Worksheets

11a

and

11b

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

ACTIVITY

Pairwork and groupwork: speaking, writing

AIM

To talk about things you've done and things you haven't done yet by playing a board game.

GRAMMAR AND FUNCTIONS

Present perfect simple: *already, yet, still*

VOCABULARY

Leisure activities

Countries

PREPARATION

Make two copies of Worksheet 11a (destinations) for each group of 4 or 6 students in the class. Leave one intact, and cut the other into destinations cards for each group. Make one copy of Worksheet 11b (map) for each pair of students in the class. Provide dice for each group of students.

TIME

35 to 45 minutes

PROCEDURE

- 1 Ask the students to work in groups of 4 or 6 and to work with a partner in their group.
- 2 Give one copy of the destinations sheet, one copy of the destinations cards, and a dice to each group. Give one copy of the map to each pair of students.
- 3 Explain that the object of the game is to go to as many destinations as possible in ten minutes.
- 4 Before the students start playing the game, explain how to play using the instructions on the back of Worksheet 11b. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 5 The students are ready to play the game. Start timing the activity when the first player in each group throws the dice.
- 6 After ten minutes, ask all the students to turn their map and destinations sheet so that they are face down.
- 7 Give them five minutes to remember and write down a) the places they have crossed off on their map and the activities they have done there, and b) the places that they haven't visited yet. After five minutes, ask them to give themselves one point for each place and two points for each activity they have remembered correctly. The winners are the pair of students with the highest score.
- 8 The students can now continue playing the game until the first pair of students has crossed off all the places on their map.

Map



Round the world in ten minutes

Worksheets

11a

and

11b

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

HOW TO PLAY THE GAME

- 1 Work with a partner in your group. Each pair has one map, and each group has one destinations sheet, one set of destinations cards, and one dice.
- 2 Each pair takes six destinations cards. These are the places you have already been to and you should cross them off on your map.
- 3 Put the destinations sheet in the middle of the table and throw the dice.
- 4 The pair of players who throw the highest number start the game.
- 5 Pairs of players throw the dice once each to find their next destination. The first number they throw refers to the line of numbers across the top of the destinations sheet and the second number refers to the line of numbers down the side. For example, if the players throw a 2 and then a 4, they land on 'swim with the dolphins in Florida'. They should then cross off Florida on their map to show that they have been there and done the activity.
- 6 If players land on a place they have already been to and crossed out on their map, they miss their turn. They also miss a turn if one of them throws a six.
- 7 The game continues for ten minutes. Then everyone must stop playing and listen to the teacher's instructions.

Who's been learning
English the longest?
Find out.



Who's been
playing their
favourite sport
the longest?
Find out.



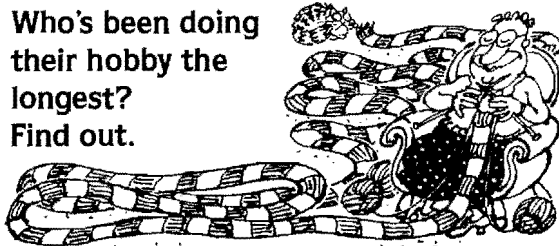
Who's known their
oldest friend the
longest?
Find out.



Who's had their pet
the longest?
Find out.



Who's been doing
their hobby the
longest?
Find out.



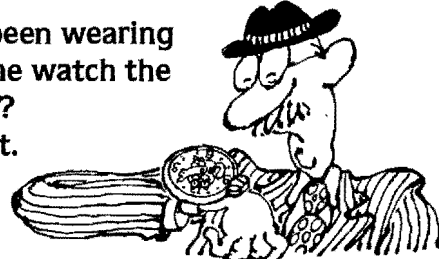
Who's been going
to the same
hairdresser
the longest?
Find out.



Who's been living in
the same place the
longest?
Find out.



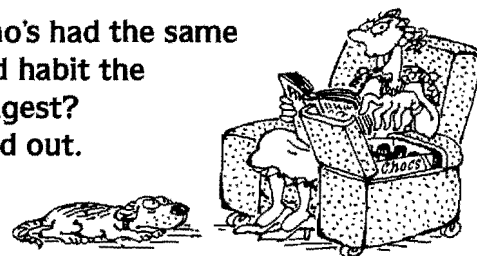
Who's been wearing
the same watch the
longest?
Find out.



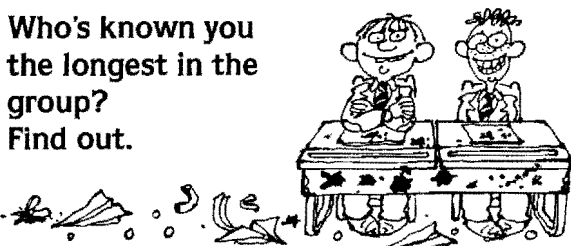
Who's been driving
the same car or
riding the same
bicycle or motor
bike the longest?
Find out.



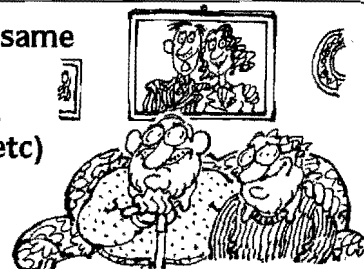
Who's had the same
bad habit the
longest?
Find out.



Who's known you
the longest in the
group?
Find out.



Who's had the same
partner
(girl/boyfriend,
wife/husband etc)
the longest?
Find out.



ACTIVITY

Whole class: speaking

AIM

To find out how long people have been doing things by asking and answering questions.

GRAMMAR AND FUNCTIONS

Present perfect continuous for asking and saying how long

VOCABULARY

General

PREPARATION

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

TIME

15 to 20 minutes

PROCEDURE

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

FOLLOW-UP

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

IT IS NOW THE YEAR 2014!

You're *rich* and *successful*!

Careers Magazine want to include you in their 'success stories' section.

Please fill in the details below.

PROFESSION

Job _____

How long? _____

HOME

Type of house _____

Where? _____

How long? _____

FAMILY LIFE

Single. Married/divorced/living with a partner. How long? _____

Children? _____

Girls _____ Name(s) _____

Boys _____ Name(s) _____

VEHICLE

Vehicles you own _____

How long? _____

TRAVEL

What are the most interesting places you've been to? _____

ACHIEVEMENTS

What are you proud of? _____

TODAY

Has success changed you? _____

How? _____

Success story Worksheets **13a** and **13b**

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

ACTIVITY

Pairwork: writing, speaking

AIM

To interview a partner about their fictitious life and to complete a newspaper article based on the information obtained.

GRAMMAR AND FUNCTIONS

Present perfect simple and present perfect continuous:
for and since

Questions: How long ...?

VOCABULARY

Life history

PREPARATION

Make one copy of Worksheets 13a and 13b for each student in the class.

TIME

45 minutes

PROCEDURE

- 1 Before you start this activity, it is very important to tell the students that it is now the year 2014. Write today's date with the year 2014 on the board. Invent some news items to create a futuristic atmosphere:

For example:

The Prime Minister of Australia, Kylie Minogue, has just returned from a successful tour of Mars, Jupiter and Venus.

A member of the former British Royal Family has been found in possession of a packet of cigarettes. She could be facing a prison sentence of up to five years.

Work has begun on rebuilding the American state of California after it was destroyed in a major earthquake last year.

- 2 Now tell the students that they have all become rich and successful and 'Career magazine' want to write an article about them.
- 3 Give each student a copy of Worksheet 13a and tell them that they are going to interview one another about their lives. It is a good idea to give the students some time to prepare their answers to the questions. Tell them that they can write notes if necessary.
- 4 Ask the students to work in pairs and take it in turns to be the interviewer. They should write the imaginary details about their partner on the interview sheet. If necessary elicit the questions they will need to ask for this part of the activity.
- 5 When they have finished interviewing one another, give one copy of Worksheet 13b, the unfinished newspaper article, to each student in the class. Ask them to complete the article, using the information they have found out about their partner.
- 6 Display the finished newspaper articles so that the students can compare fictitious identities.

Careers Magazine

2014

Read our success story
for today

_____ has been working as a

_____ for _____

She/He has been living in a _____

in _____

since _____

She/He is single. She/He has been married/divorced/living with her/his

partner for _____

She/He has got _____ children,

_____ girl(s) called _____

and _____ boy(s) called _____

She/He has owned a _____ for _____

The most interesting places she/he has been to are _____

She/He is proud to say that she/he has _____

Success has/hasn't changed her/him. _____



A



animal



leisure activity



famous person



town or city



job



object



B



animal



leisure activity



famous person



town or city



job



object



C



animal



leisure activity



famous person



town or city



job



object

Comparisons

Worksheet

14

ACTIVITY

Groupwork: speaking

AIM

To make comparisons using cards.

GRAMMAR AND FUNCTIONS

Making comparisons:

- comparative adjective + *than*
- more/less* + comparative adjective + *than*
- more* + countable/uncountable noun + *than*
- fewer* + countable noun + *than*
- less* + uncountable noun + *than*
- as much* + uncountable noun + *as*
- as* + adjective + *as*

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of three students. Cut them out into three sections A, B and C. Cut each section into cards as indicated.

TIME

15 to 20 minutes

PROCEDURE

- 1 Ask the students to work in groups of three, Student A, B and C, and give one set of A cards to each Student A, one set of B cards to each Student B and one set of C cards to each Student C.
- 2 Ask the students to write one word belonging to the category on the card on the back of each card, for example, *animal: lion*, *leisure activity: reading*.
- 3 When they have done that, groups of three should shuffle their cards together and then spread them out on the table with the category headings face up and the words they have written on the back, face down.
- 4 In their groups, students now take it in turns to turn over two cards of the same category and to make a comparison between the two words they have turned over.
For example, if the two words are *lion* and *frog*:
 - A lion is bigger than a frog.*
 - A lion is more dangerous than a frog.*
 - A frog can swim better than a lion.*
 - A frog is not as beautiful as a lion.*

If a student turns over two identical words, they should make a superlative sentence.

For example, if the two words are *lion*:

The lion is one of the most beautiful animals in Africa.

- 5 When a student has finished their sentence, they can pick up the two cards and keep them.
- 6 If a student cannot think of a sentence they miss a turn. If a student makes a sentence which is grammatically incorrect or which does not make sense, the rest of the group can challenge it. If the student can explain the sentence to the satisfaction of the rest of the group, the student can keep the cards. If not, they should turn them over and leave them on the table.
- 7 Continue the activity until all the cards have been used. The student who has collected the most cards by the end of the activity is the winner.

OPTION (1)

Procedure points 1 and 2 as above.

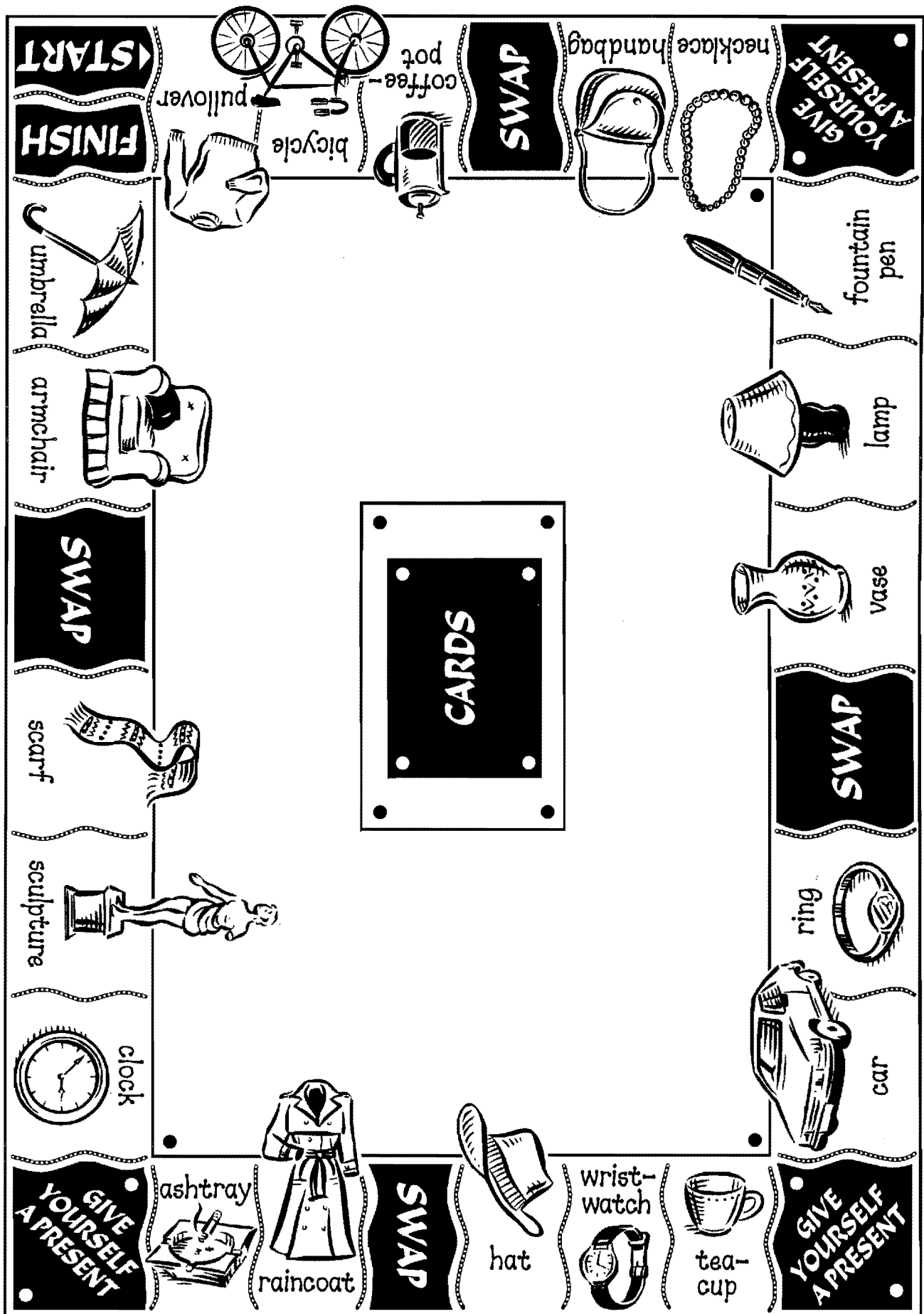
- 3 Groups of three shuffle all their cards together and put one card from each category in the middle of the table with the words written in face up.
- 4 Each student in the group takes five cards and the remaining cards are put in a pile on the table with the category headings face up.
- 5 Students take it in turns to make a comparison using one of the cards in their hand and one of the cards on the table. If the rest of the group accepts the sentence, the student puts the card from their hand on top of the word they have just used on the table so that a new word is now face up.
- 6 If a student cannot make a sentence using one of the cards in their hand, they should take a card from the top of the pile and make a sentence if possible. If they cannot make a sentence, they must keep the card.
- 7 The winner is the first student to get rid of all the cards from their hand.

OPTION (2)

Procedure points 1 and 2 as above.

- 3 Ask the students to put their words into six piles according to the categories.
- 4 Choose a category. The students have to arrange the words they have written in that category in order according to certain criteria.
For example:
 - Animal: from most to least dangerous*
 - Leisure activity: from most to least expensive*

Game board



Shopping spree

Worksheets

15a

and

15b

NOTE: Use Worksheets 15a and 15b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a board game by using adjectives in the correct order when describing objects.

GRAMMAR AND FUNCTIONS

Order of adjectives

VOCABULARY

Adjectives for describing opinion, size, age, shape, colour, origin, material and purpose

PREPARATION

Make one copy of Worksheet 15a (game board) for every three to four students in the class. Enlarge this to A3 size if possible. Make two copies of Worksheet 15b (cards) for every three to four students in the class and cut them into cards as indicated. Provide counters and dice for each group.

TIME

30 minutes

PROCEDURE

- 1 Ask the students to work in groups of three or four.
- 2 Give one game board, two sets of cards (mixed up), 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 15b. 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 an example from the game. For example, if they land on *pullover* and they have the following words in their hand: *lovely*, *nice*, *white*, *leather*, *Italian* and *with flowers on it*, they can put down *lovely*, *white*, *Italian* and *with flowers on it*, or *nice*, *white*, *Italian* and *with flowers on it*. They can't use *leather* because a pullover is made of wool, and they can't use *lovely* and *nice* together.
- 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 the first group has used up all their cards, ask all the groups to stop playing.

Cards



comfortable	nineteenth century	black	Mexican	glass	with Mickey Mouse on it
smart	new	brown	Italian	china	with diamonds
beautiful	old	white	Swiss	woollen	with a silver strap
pretty	small	yellow	Chinese	leather	with gold buttons
nice	big	red	Japanese	gold	with flowers on it
lovely	large	white	French	silver	with my initials on it

Shopping spree Worksheets **15a** and **15b**

NOTE: Use Worksheets 15a and 15b for this activity.

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table and give six cards to each player. Place the remaining cards face down in the space provided on the game board.
- 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 word on the square they have landed on and puts down as many of their adjectives as they can to describe the word, making sure they are in the correct order.
- 5 If a group thinks that an adjective is in the wrong position or that an adjective is not appropriate, they can reject it.
- 6 When a player has used their adjectives to the satisfaction of the other players, they keep the cards they have used in a pile next to them and then pick up the same number of new cards from the pile in the middle of the game board.
- 7 If a player lands on a square marked SWAP, they can exchange any of the cards in their hand by putting them at the bottom of the pile in the middle of the game board and taking the same number from the top of the pile.
- 8 If a player lands on a square marked GIVE YOURSELF A PRESENT, they can invent an object and describe it using as many of their adjectives as they like and then continue as in point 5 and 6 above.
- 9 The game continues until the first player reaches the square marked FINISH or all the cards have been used up. The winner is the player with the most cards in their pile.

A

STOP PRESS • STOP PRESS • STOP PRESS • STOP PRESS • STOP PRESS

Eight-year-old Olivier Noël has found a

1) _____ in

his garden. The Noël family have been living in a small village near Lyon, France, since they moved out of the city centre because it was too polluted. They now live near the nuclear power station where Olivier's parents work.

A British motorist on a German motorway has been charged with 5) _____

after he took his hands off the steering wheel and crashed. In court, Mr Cantwell explained, 'I wanted to know if God exists, so I took my hands off the steering wheel and asked Him to drive.'

LAST NIGHT, burglars broke into 3) _____ in the centre of Manchester and got away with everything on display in the shop window. The owners of the shop believe that the burglars will be surprised when they find out that they have stolen more than fifty left shoes.



In North Carolina, USA, the police and fire department have been trying to move a 7) _____

from the main highway. It fell asleep on the highway earlier today in the afternoon sun and has caused long traffic jams in this evening's rush-hour. It has also attracted a large crowd of curious onlookers.

NORMA Mclean has just become 9) _____

Norma, 78 and a grandmother of eight, bungee-jumped 140 feet above the Nanaimo River in Vancouver after removing her false teeth. She has been bungee-jumping since her seventieth birthday when she got her first jump as a present.



B

STOP PRESS • STOP PRESS • STOP PRESS • STOP PRESS • STOP PRESS

Eight-year-old Olivier Noël has found a five-legged pink frog in his garden. The Noël family have been living in a small village near Lyon, France, since they moved out of the city centre because it was too polluted. They now live near 2) _____

where Olivier's parents work.

A British motorist on a German motorway has been charged with dangerous driving after he took his hands off the steering wheel and crashed. In court, Mr Cantwell explained, 'I wanted to know if 6) _____

so I took my hands off the steering wheel and asked Him to drive.'

LAST NIGHT, burglars broke into one of the largest shoe shops in the centre of Manchester and got away with everything on display in the shop window. The owners of the shop believe that the burglars will be surprised when they find out that they have stolen 4) _____



In North Carolina, USA, the police and fire department have been trying to move a three meter alligator 8) _____

from the main highway. It fell asleep on the highway earlier today in the afternoon sun and has caused this evening's rush-hour. It has also attracted a large crowd of curious onlookers.

NORMA Mclean has just become the oldest bungee-jumper in the world. Norma, 78 and a grandmother of eight, bungee-jumped 140 feet above the Nanaimo River in Vancouver after removing her false teeth. She has been bungee-jumping since 10) _____

when she got her first jump as a present.



ACTIVITY

Pairwork: reading, speaking

AIM

To ask questions to obtain information in order to complete newspaper articles.

GRAMMAR AND FUNCTIONS

Present perfect simple and present perfect continuous

For to talk about the length of time

Since to say when the action or event began

Questions

VOCABULARY

News

PREPARATION

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

TIME

40 minutes

PROCEDURE

- 1 Tell the students that they are going to read some short newspaper articles but 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 A to each student in Group A, and one copy of 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 a piece of paper, 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:

*Eight-year-old Olivier Noël has found a 1)
in his garden.*

The students write:

1) What has Olivier found in his garden?

On the worksheet:

*They now live near 2) where Olivier's
parents work.*

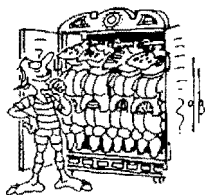
The students write:

*2) What do they live near? or Where do they live?
or 'Where do Olivier's parents work?'*

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 texts, which should be identical.

- 1** What kind of clothes do you like?



- 2** What do you wear to work/school/college?



- 3** What clothes would not be appropriate at work/school/college?



- 4** What do you wear to dress up?



- 5** What clothes do you find most attractive on a woman?



- 6** What clothes do you find most attractive on a man?



- 7** Is there a hairstyle you would never have?



- 8** What is the best fashion advice you've been given?



- 9** What are your favourite shops or clothes' designers?



- 10** Describe your favourite item of clothing.



ACTIVITY

Pairwork: speaking, writing
Questionnaire

AIM

To ask and answer questions about your style of dress.

GRAMMAR AND FUNCTIONS

Talking about style

VOCABULARY

Clothes and style of dress

PREPARATION

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

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to work in pairs and give one copy of the worksheet to each student in the class.
- 2 Tell them that they are going to interview one another using the questions on the worksheet, but that they have got a few moments to think about their own answers first.
- 3 When they are ready, ask them to interview one another and to make notes of their partner's answers to the questions. They should not write their partner's name on the questionnaire.
- 4 When the students have finished interviewing one another in pairs, take the completed questionnaires in and mix them up.
- 5 Now give one completed worksheet to each student in the class so that they have a questionnaire which is neither their own nor the one they completed for their partner.
- 6 Ask them to read the answers on this questionnaire and guess who it belongs to. As they read they should correct any mistakes they find.
- 7 Check whether they guessed correctly.

OPTION

After procedure point 3, simply ask the students to report back to the class on anything surprising they have found out about their partner during the activity.

✂	In the next five years... move house travel to a different continent		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	Before your next birthday... get fitter take an exam		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	In the next ten years... have children learn a new skill		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	In the next six months... throw a party paint a picture		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	This week... give somebody flowers go to the theatre		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	Today... work hard write a letter		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	In your life... become famous teach somebody your language		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	This year... travel by air make a speech		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	This month... go on holiday win a lottery		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	In the next few days... go to a restaurant make new friends		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	Before you die... live in a foreign country write a book		I'm sure I will	I probably will	I might	I probably won't	I definitely won't
✂	Tomorrow... get up early feel ill		I'm sure I will	I probably will	I might	I probably won't	I definitely won't

Predict your future

Worksheet

17

ACTIVITY

Whole class: speaking, writing

AIM

To ask and answer questions about the future and to write a group poster.

GRAMMAR AND FUNCTIONS

Making predictions: certainty, probability, possibility

certain: *I'm sure I will, I definitely won't*probable: *I probably will/won't*possible: *I might***VOCABULARY**

Everyday activities

PREPARATION

Make one copy of the worksheet for each group of up to 12 students and cut them into cards as indicated.

TIME

30 to 40 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups.
- 2 Give one card to each student in the class and tell them that they are going to ask and answer questions about the future. Explain that each student is responsible for finding out the information on their own card by speaking to everybody in the class or group.
- 3 Before they start the activity, make sure everybody knows how to ask the question they need to ask in order to find out the information on their card. Write these headings on the board:
 - I'm sure I will*
 - I probably will*
 - I might*
 - I probably won't*
 - I definitely won't*
 and elicit questions and answers:
 - Student A: *Do you think you'll move house in the next five years?*
 - Student B: (choosing one of the possible answers) *No, I probably won't.*
 Put a tick next to *I probably won't*.
 - Student B: *Do you think you'll get fitter before your next birthday?*
 - Student A: *I might.*
 Put a tick next to *I might*.
- 4 Now ask the students to go round the class or group, asking and answering questions and putting a tick for each answer in the relevant column on their card.
- 5 When they have spoken to everybody in the class or group, ask them to work with two or three other students in their group and to write some of the information they have gathered on a poster. For example:
 - In our group ...*
 - Nobody thinks they will move house in the next five years.*
 - Only one person thinks they will get fitter before their next birthday.*

18a

*He looks nice –
he must be a teacher!* Chart

Reward Intermediate
Resource Pack

HAIRDRESSER

NURSE

POLITICIAN

EDITOR

FASHION DESIGNER

GARDENER

JOURNALIST

POLICE OFFICER

TEACHER

ENGINEER

FARMER

LAWYER

He looks nice – he must be a teacher!

Worksheets

18a

and

18b

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

ACTIVITY

Groupwork: speaking

AIM

To talk about the characteristics usually associated with people in certain jobs and to guess what people do for a living.

GRAMMAR AND FUNCTIONS

Describing impressions: *look* + adjective

Drawing conclusions:

certain: *must* + infinitive, *can't* + infinitivepossible: *might* + infinitive, *could* + infinitive

VOCABULARY

Jobs

Adjectives describing people's character

PREPARATION

Make one copy of Worksheet 18a (chart) for each group of three to five students in the class. Make one copy of Worksheet 18b (people) for each group of three to five students in the class and cut out the pictures of people as indicated. The pictures of people correspond to the jobs they do on Worksheet 18a, so it is important to shuffle each set before giving them to the students so that the pictures are no longer in the correct order.

TIME

30 to 40 minutes

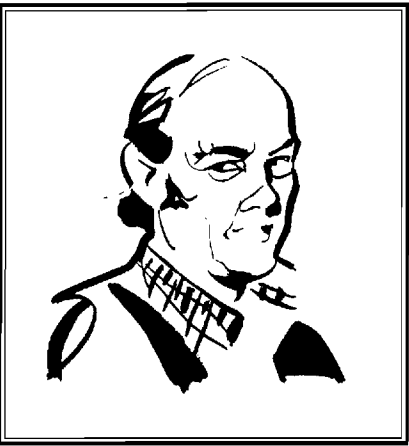
PROCEDURE

- 1 Ask the class to work in groups of three to five and give one copy of the chart to each group.
- 2 Tell them that they are going to write words which describe the sort of person who does each of the jobs on the chart.
Demonstrate an example with the whole class, eliciting ideas from them:
Hairdresser: *sociable, flamboyant, hardworking, nice hair, fashionable clothes, a lot of make-up.*
- 3 Ask each group to appoint a secretary to do the writing and ask them to write in the spaces provided on their chart.
- 4 When they have finished, give each group a set of pictures of people, in random order, and tell them that each of these people does one of the jobs on the chart. They should discuss their impressions of the people and, judging them by their appearance, guess which person does which job. Encourage them to use the target language.
For example:
She looks kind – she could be the nurse.
Yes, but she's got a nice hairstyle, so she could be the hairdresser.
This one must be the politician because he looks serious.
- 5 When a group matches a person with a job, they should put the picture on top of the description on the chart. When every group has matched a person with each of the jobs, stop the activity.
- 6 Ask groups to compare their impressions and then tell them the right answers.

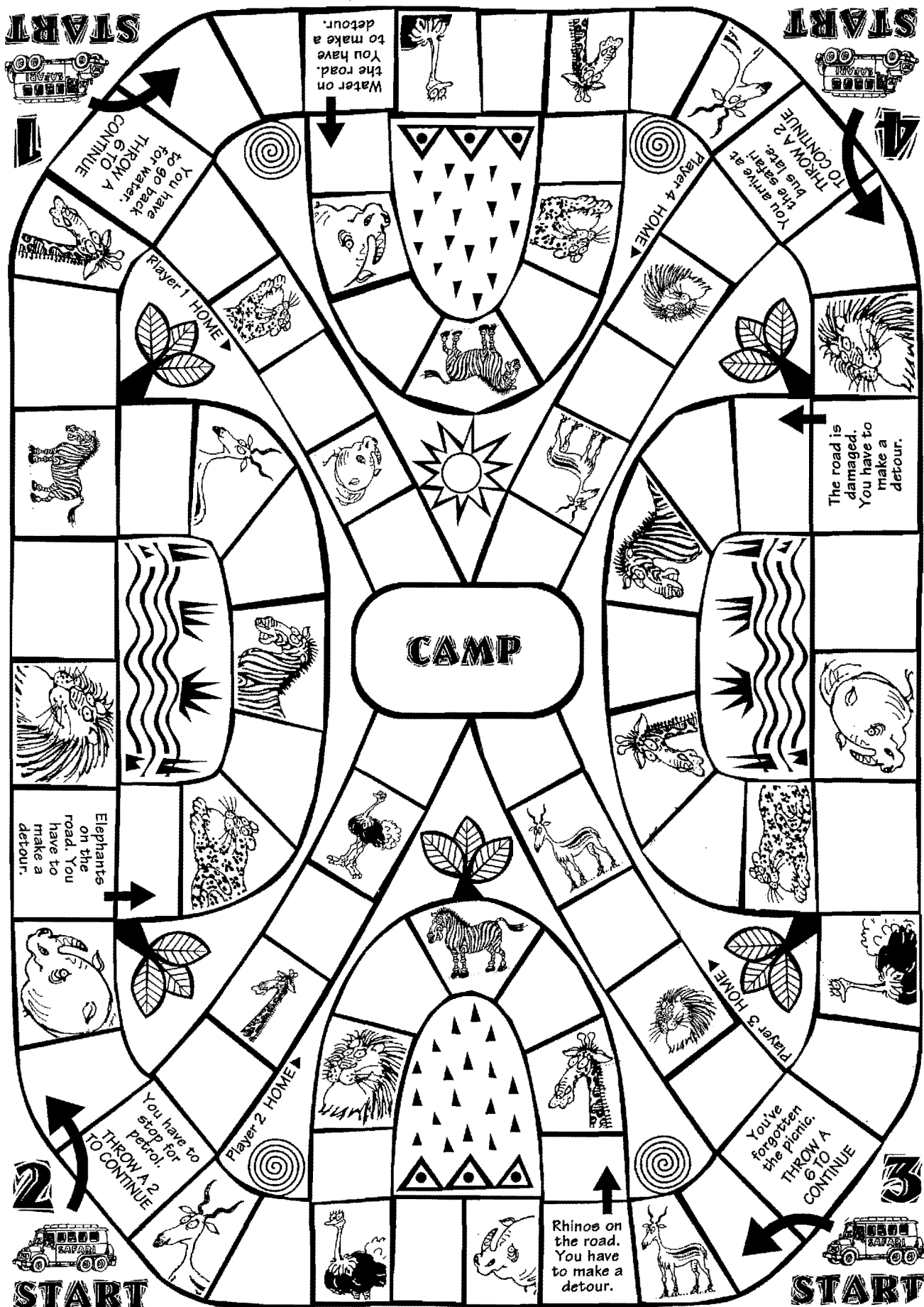
FOLLOW-UP

Discuss the dangers of stereotyping.

*He looks nice –
he must be a teacher!* People



Game board



On safari Worksheets **19a** and **19b**

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

ACTIVITY

Groupwork: speaking

AIM

To play a board game by obeying rules and obligations.

GRAMMAR AND FUNCTIONS

Talking about obligation: *have to*

Talking about what people are expected to do because of a rule or a tradition: *supposed to*

Talking about prohibition: *can't, not allowed to*

Not supposed to: to suggest a difference between what is not allowed and what may happen

VOCABULARY

Wild animals

PREPARATION

Make one copy of Worksheet 19a (game board) for each group of up to four students. Make two copies of Worksheet 19b (cards) for each group and cut them out as indicated. Provide dice and counters for each group.

TIME

30 to 40 minutes

PROCEDURE

- 1 Ask the students to work in groups of up to four.
- 2 Give each group one copy of the game board, two sets of cards (mixed up), dice and counters.
- 3 Before the students start playing the game, explain how to play using the instructions on the back of Worksheet 19b. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 4 The students are ready to play the game. While they are playing, go round to each group and check they are playing correctly. Answer questions and offer help.

Cards



You're supposed to use a telephoto lens to get good close-ups of the animals.



GO BACK TWO SPACES

You're not supposed to take photographs of the local people without asking their permission.



GO BACK TO
STARTING POINT

You're not allowed to open a safari-bus window to take photographs.



GO BACK THREE SPACES

You're supposed to take a pullover for cool mornings and evenings.



GO BACK ONE SPACE

You have to wear a sun-hat and a good pair of sunglasses.



GO BACK THREE SPACES

You have to wear a good pair of walking shoes.



GO BACK TWO SPACES

You're not allowed to feed the animals.



GO BACK THREE SPACES

You're not allowed to get out of the safari-bus.



GO BACK TO
STARTING POINT

You have to start your safari very early because the animals sleep in the afternoon.



GO BACK TWO SPACES

Hunting is banned – you're not allowed to buy ivory or animal skins.



GO BACK TO
STARTING POINT

You're supposed to take malaria tablets.



GO BACK THREE SPACES

You're supposed to keep your camera in a bag because it's very dusty on safari.



GO BACK ONE SPACE

**SAFARI PARK
KEEPER'S PASS**

GO FORWARD
THREE SPACES

**SAFARI PARK
KEEPER'S PASS**

GO FORWARD
THREE SPACES

**SAFARI PARK
KEEPER'S PASS**

GO FORWARD
THREE SPACES

**SAFARI PARK
KEEPER'S PASS**

GO FORWARD
THREE SPACES

**SAFARI PARK
KEEPER'S PASS**

GO FORWARD
THREE SPACES

**SAFARI PARK
KEEPER'S PASS**

GO FORWARD
THREE SPACES

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

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table and put the cards in a pile, face down.
 - 2 Each player puts their counter on a different square marked START and throws the dice.
 - 3 The first player to throw a six starts the game.
 - 4 Player A throws the dice and moves their counter along the board in a clockwise direction according to the number on the dice.
If a player lands on an animal square, they have to pick up a card and move their counter according to the instruction on it.
If they land on a square with writing on it, they have to read it and move their counter according to the instruction.
 - 5 The game continues until the first player reaches the camp by throwing exactly the right number on the dice. The first player to reach the camp is the winner.
-



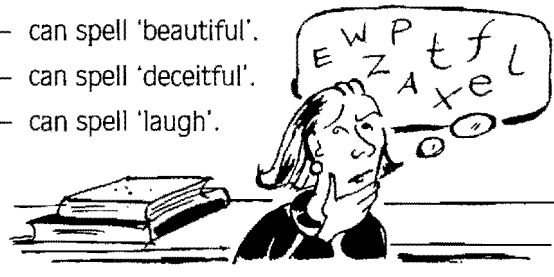
Find out how many people...

- can wake up on time without an alarm clock.
- can fall asleep in a chair.
- can be good-humoured before 9 o'clock in the morning.



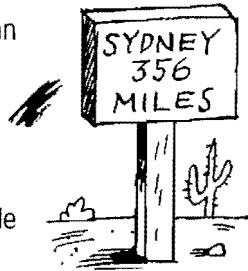
Find out how many people...

- can spell 'beautiful'.
- can spell 'deceitful'.
- can spell 'laugh'.



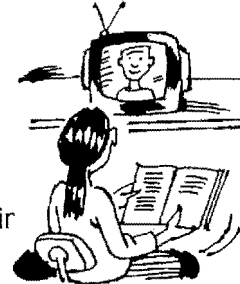
Find out how many people...

- can name three Australian cities in five seconds.
- can see three things beginning with 's' in ten seconds.
- can see three things made of wood in ten seconds.



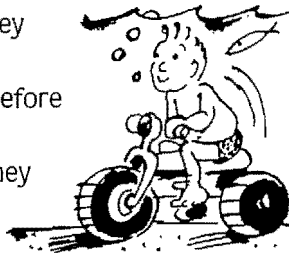
Find out how many people...

- can concentrate on their homework with the television on.
- can type without looking at their fingers.
- can write neatly with their left hand.



Find out how many people...

- could walk before they were one year old.
- could ride a bicycle before they were ten.
- could swim before they were ten.



Find out how many people...

- can remember what they ate for lunch yesterday.
- can remember what they did on their last birthday.
- can remember the name of the first teacher they ever had.



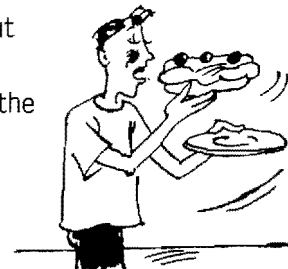
Find out how many people...

- can say 'hello' in four languages.
- can see the same film twice without getting bored.
- can read the same novel twice without getting bored.



Find out how many people...

- can eat a lot without putting on weight.
- can work better in the evening than in the morning.
- can save money.



Find out how many people...

- can remember the last present they received.
- can remember what they were doing at 8 o'clock last night.
- can remember what they dreamt last night.



Find out how many people...

- can name five vegetables in ten seconds.
- can name four types of music in five seconds.
- can name three verbs beginning with 'r' in ten seconds.



ACTIVITY

Groupwork: speaking

AIM

To find out about people's ability by asking and answering questions.

GRAMMAR AND FUNCTIONS

Can to talk about general ability in the present

Could to talk about general ability in the past

VOCABULARY

General

PREPARATION

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

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.
- 2 Tell the students that they are responsible for finding out the information on their own card by speaking to everybody in the class or group.
- 3 Now ask the students to go round the class or group, asking and answering questions. Tell them to put a tick next to a sentence each time somebody answers *Yes, I can* or *Yes, I could* or succeeds in doing the task.
- 4 When they have spoken to everybody in the class or group, they should sit down in their groups and take it in turns to talk about the information they have found out.

FOLLOW-UP

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

For example:

In our group ...

Felix can wake up on time without an alarm clock, but nobody else can.

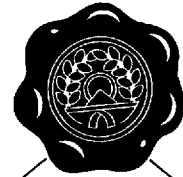
Half the people in the group can fall asleep in a chair, but only two people can be good-humoured before 9 o'clock in the morning.

CONTRACT FOR STUDENTS

Class times

Students should be in the classroom five minutes before the teacher and they mustn't leave before the lesson has ended.

Students who arrive late should not expect their teacher to believe their excuses.



Behaviour in class

Students should be polite to one another and the teacher.

Students should stay awake, but if they have to fall asleep, they shouldn't snore.

Students are not supposed to chew gum in class, but if it helps their pronunciation, it's okay.

Homework

Students mustn't use the following excuses if they haven't done their homework: 'The dog ate it' or 'It fell out of my bag.'

Presents

Students should give their teacher a present at the end of each term.

I agree to respect the rules and obligations above.

Signed _____

CONTRACT FOR TEACHERS

[illegible]

I agree to respect the rules and obligations above.

Signed _____

Exchanging contracts

Worksheet Progress check

16-20

ACTIVITY

Groupwork: reading, speaking, writing

AIM

To write an imaginary contract for teachers.

GRAMMAR AND FUNCTIONS

Modal verbs:

should, must for giving advice

have to, must, mustn't for obligation

don't have to for lack of obligation

be supposed to to talk about what people are expected to do because of a rule or a tradition

VOCABULARY

School rules

PREPARATION

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

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to call out any school rules they can think of.
- 2 Now ask them to work in groups of three. Give one copy of the worksheet to each group of students and ask them if any of the rules they have thought of are mentioned in the 'Contract for Students'.
- 3 Tell the students that they are going to write a 'Contract for Teachers', including the rules and regulations they think teachers should follow. Each group should appoint a secretary to do the writing. Encourage the students to be as imaginative or as amusing as they like.
- 4 Pin the 'Contracts for Teachers' up around the classroom for the other students to read.



PICTURE 1



PICTURE 2



PICTURE 3



PICTURE 4



PICTURE 5



PICTURE 6

Title of the film _____

Type of film _____

The main actors _____

What it's about _____

What you thought of it _____

ACTIVITY

Groupwork: speaking, writing

AIM

To write film reviews of imaginary films by looking at pictures which could be film posters.

GRAMMAR AND FUNCTIONS

Adjectives and adverbs: *amazing* - *amazingly*, *beautiful* - *beautifully*, *remarkable* - *remarkably*, *extraordinary* - *extraordinarily*, etc.

Giving opinions:

I thought it was really good.

I found it uninteresting.

I've never seen such a good film.

It's well worth seeing.

As far as I'm concerned, it's the best film I've ever seen.

Emphasising: *absolutely*, *amazingly*, *extremely*, *especially*, *extraordinarily*, *particularly*, *really*

VOCABULARY

Types of films, parts of a film

Adjectives to describe a film

PREPARATION

Make one copy of the worksheet and cut off the 'film review' chart at the bottom of the worksheet as indicated.

Make one copy of the pictures, cut them out and enlarge each one, if possible. Stick each picture onto a large piece of A4 or A3 paper.

Make one copy of the pictures for each group of three students in the class. Don't cut the pictures out.

Make two copies of the 'film review' chart for each group of three students.

TIME

45 minutes

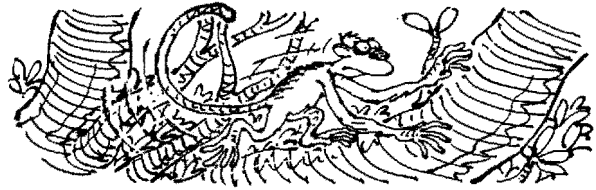
PROCEDURE

- 1 Ask the class to think about the ingredients of a good film and to call out their ideas.
- 2 Divide the students into six groups and tell them that they are going to look at some pictures which are posters illustrating films. Give one picture on a blank piece of paper to each group and ask them to write, on the blank space around the picture, any words or expressions which they associate with the picture or the type of film they think it illustrates. Tell them that they have got three minutes to do this.
- 3 After three minutes, ask the students to give their picture, with the words and expressions written around it, to the group of students on their left. Tell them that they have got two minutes to read what the other group has written and add words and expressions of their own.
- 4 Continue like this until each group has seen each picture. Pin them up around the classroom so that the students can refer to them if necessary.
- 5 Now ask the students to work in groups of three. Give one copy of the pictures and two copies of the 'film review' chart to each group of students.
- 6 Ask them to choose two of the pictures and write reviews of the films they illustrate by inventing details to complete the 'film review' charts. Encourage the students to be as imaginative or amusing as they like.
- 7 When they have finished, ask the students to read out their reviews without showing the corresponding pictures. The rest of the class should guess which picture they refer to.

FOLLOW-UP

Each group chooses one film and writes a plot - the class awards an Oscar for the best one.

**the place
where you live**



**something you
do well**



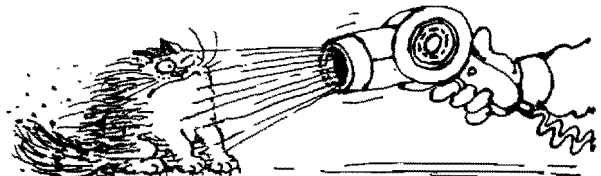
**something you
do badly**



**something nice you hope
to do in the next few days**



**something you didn't enjoy
doing in the last few days**



**something you usually
do after supper**



**your favourite
place**



**your best
characteristics**



Animal instinct

Worksheet

22

ACTIVITY

Pairwork: writing, speaking

AIM

To pretend you are an animal and to give personal information as if you were that animal. To guess what animals other people are pretending to be.

GRAMMAR AND FUNCTIONS

Position of adverbs and adverb phrases

Adverbs of manner: *well, badly*

Adverb phrases of time: *in the last/next few days, after supper*

VOCABULARY

Animals

PREPARATION

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

TIME

15 to 20 minutes

PROCEDURE

- 1 Tell the students that you are going to talk to them from the point of view of an animal and that they should guess, from the information you give them, what the animal is.
For example:

I live in Asia.

I fight well but I swim badly.

I hope to kill another animal to eat in the next few days.

I didn't enjoy running away from poachers in the last few days.

I usually sleep after supper.

My favourite place is in the jungle.

I'm beautiful, strong and dangerous.

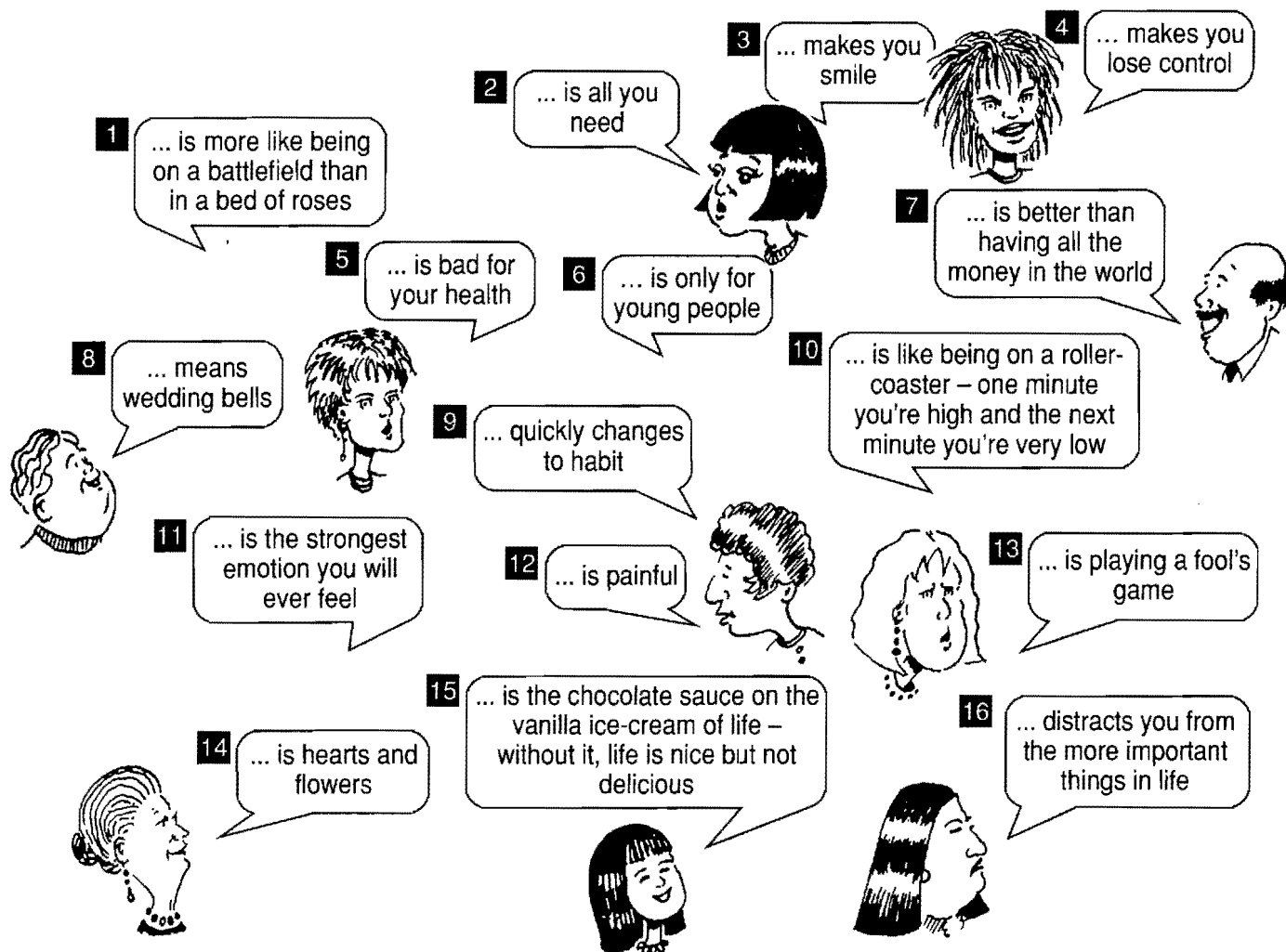
(Answer: *tiger*)

- 2 Now give a copy of the worksheet to each student in the class.
- 3 Tell them to imagine that they are an animal and to write information on their worksheet from that animal's point of view.
- 4 Ask the students to work in pairs and take it in turns to read out their information to their partner. They must guess what the animal is.
- 5 Tell them to find a new partner and repeat procedure point 4.

FOLLOW-UP

- 1 Give the students another copy of the worksheet and ask them to fill it in with information about themselves without writing their names.
- 2 When they have done that, take the worksheets in, mix them up and pin them up around the classroom so that the students can read them and guess who wrote them.

BEING IN LOVE ...



CYNICAL	ROMANTIC	REALISTIC

Battlefield or bed of roses?

ACTIVITY

Pairwork: speaking

AIM

To categorise vocabulary and to discuss attitudes to being in love.

GRAMMAR AND FUNCTIONS

Reported speech

Said (that) + clause

VOCABULARY

Love and relationships

PREPARATION

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

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to suggest different ways of completing the sentence 'Being in love ...' and write some of them on the board. Ask the students to put these definitions into the categories cynical, romantic or realistic.
- 2 Now ask the students to work in pairs and give one copy of the worksheet to each pair.
- 3 Ask them to decide which category the definitions of being in love fall into and then to write the numbers corresponding to the definitions under the relevant headings.
- 4 When they have done that, they should add two definitions of their own to each category.
- 5 Ask the students to compare worksheets with another pair of students and notice any differences. They should discuss the way they have categorised the definitions.
- 6 Ask the students to report any differences in opinion to the class. Encourage them to use the target language, for example:

Monica and Akemi said that 'Being in love makes you smile' was romantic, but we thought it was realistic.



Which day of the week do you prefer?	Who is the first person you fell in love with?
Where do you go to relax?	Do you think children watch too much television?
Do you watch soap operas on television?	Can you remember the best teacher you've had?
Do you read a newspaper every day?	Do you like watching documentaries on television?
What is your favourite building?	What are you doing next weekend?
Who is the most interesting person you know?	What objects do you always carry with you?
What do you want for your next birthday?	Do you have satellite television?
Do you listen to music when you travel by car?	What's your favourite colour?
What is the best book you've read?	What do you eat for breakfast?
Do you read newspapers in English?	Have you got any pets?
Have you got any brothers and sisters?	Which month of the year do you prefer?
What do you drink for breakfast?	What is the best film you've seen?
Do you eat your dinner in front of the television?	Who is your favourite musician?
Do you listen to the radio in the morning?	Do you like talking on the phone?
What are you doing this evening?	How do you keep fit?
Which magazines do you usually buy?	Have you got a good memory?
Do you like watching films on television?	Are you good at cooking?
What are your best characteristics?	Do you like snow?

Who asked me that?

Worksheet

24

ACTIVITY

Groupwork: speaking, writing

AIM

To ask and answer questions and then to remember who asked which questions.

GRAMMAR AND FUNCTIONS

Reported speech: questions

Asked + clause

Direct questions and reported questions

with question words (*who, what, how, which, where*);

without question words

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of up to 12 students in the class.

Cut the cards out as indicated. You will also need one blank sheet of paper for each group of three students.

TIME

30 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups.
- 2 Give one card to each student in the class. These are the questions they have to ask everybody in the class or group.
- 3 Now ask the students to go round the class or group asking and answering questions. Tell them that they should listen to people's answers to the questions but that they do not have to remember them.
- 4 When they have done that, ask them to sit down in their groups and to work with two other members of the same group for the next part of the activity.
- 5 Ask each group of three to appoint a secretary to do the writing. Before they start the next part of the activity, they should write the names of all the students in their group or class down the left-hand margin of a piece of blank paper.
- 6 Now tell the students that they have got ten minutes to work together and remember which questions were asked by each student in the class or group. They should write them down using the target language,
for example:
Ahmed:
He asked what we were doing the following weekend.
He asked how we kept fit.
He asked if we had any pets.
- 7 Ask the students to stop writing after ten minutes and check their answers. Give one point for each question correctly allocated to a name. The winners are the students with the highest number of points.

15b	1a	1b	2a	2b	3a
She refused to...	'I think it's a really good idea for you to have a holiday.'	She encouraged him to...	'Yes, I agree – it's a brilliant film.'	She agreed that...	'I've made my decision – I'm not going out tonight.'
3b	4a	4b	5a	5b	6a
He decided not to...	'I will come home early this evening, I promise.'	She promised to...	'I'm sorry – I've forgotten your name.'	He apologised and said...	'Would you like to come to the Chinese circus?'
6b	7a	7b	8a	8b	9a
He invited me to...	'Be careful. She's really annoyed.'	He warned me that...	'Shall I help you with your bags?'	She offered to...	'Don't forget to put it in your diary.'
9b	10a	10b	11a	11b	12a
She reminded me to...	'I think you should go to the doctor.'	He advised me to...	'Could you please sit down and be quiet.'	She asked them to...	'I'm going to look for a new job.'
12b	13a	13b	14a	14b	15a
She told me that...	'Let's go to the cinema.'	He suggested that...	'Could you phone me tonight please?'	He asked me to...	'No I don't want to see him.'

Reported speech dominoes

Worksheet

25

ACTIVITY

Groupwork: writing, speaking

AIM

To play a game of dominoes by matching direct and reported statements.

GRAMMAR AND FUNCTIONS

Reported speech

Reporting verbs: *encourage, agree, decide, promise, apologise, invite, warn, offer, remind, advise, ask, tell, suggest, refuse***VOCABULARY**

General

PREPARATION

Make one copy of the worksheet for each group of three students. Provide scissors for each group.

TIME

35 to 45 minutes

PROCEDURE

- 1 Ask the students to work in groups of three.
- 2 Give one copy of the worksheet to each group and ask them to appoint a secretary to do the writing.
- 3 Explain that they are going to play a game of dominoes but that before they can start, they have to complete the sentences in every other domino. Point out the way the dominoes are arranged and explain that they are numbered on the worksheet to show which sentences are connected to one another.

- 4 Do the first sentence with the whole class. Ask the students to look at domino 1a:

I think it's a really good idea for you to have a holiday.

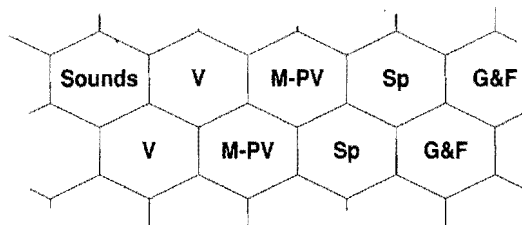
and to then complete the sentence in 1b by reporting the sentence in 1a:

She encouraged him to have a holiday.

- 5 Now ask the students to work in their groups, completing the 'b' sentences on their worksheet in this way. While they are doing this, go round to each group and check that their sentences are correct. Answer questions and offer help.
- 6 When they have finished, and you are satisfied that their sentences are correct, give each group a pair of scissors and ask them to cut the dominoes out as indicated. Make sure that students cut the numbers off the dominoes.
- 7 Each group should shuffle their dominoes and then give them to another group.
- 8 Before they start their game of dominoes, explain how to play using the instructions below.
- 9 The students are ready to play the game. When they've finished one game, they can shuffle and play again.

HOW TO PLAY THE GAME

- 1 Players take three dominoes each and leave the rest in a pile face down.
- 2 Player A puts down any one of their dominoes face up.
- 3 The player on their left must then put down one of their dominoes, making sure that one of the sentences on their domino matches one of the sentences on Player A's domino.
For example:
(domino A) *I think it's a really good idea for you to have a holiday.*
(domino B) *She encouraged him to have a holiday.*
The players take it in turns to add dominoes in this way.
- 4 If a player cannot put down one of their dominoes, they can take a domino from the top of the pile and put it down if they can. If the pile is finished, they miss a turn.
- 5 The first player to get rid of all their dominoes is the winner.

**Multi-part verbs (M-PV)**

Referee: ask, 'Which multi-part verb can you use in this sentence?', read the sentence and then read the underlined words again.

- Our cat has a good relationship with our dog. (gets on with)
- She used to be better at English than me but now I am drawing level with her. (catching up with)
- I stopped riding horses when I fell off and broke my leg. (gave up)
- The bird left the ground and flew into the sky. (took off)
- I think I'm becoming ill with a sore throat. (going down with)
- The dog stole its owner's dinner and carried it away. (ran off with)
- He always supports his younger brother if he's in trouble. (stands up for)
- He's finding it difficult to accept his problems. (face up to)
- She decided to take the Cambridge First Certificate exam. (go in for)
- While I was away for the weekend, my fridge stopped working and everything in it turned bad. (went off)

Spelling (Sp)

Referee: ask, 'How do you spell...' and just say the word.

extraordinary	delightful	exciting
appalling	frightening	rhinoceros
jealous	whale	pigeon
tortoise	beautiful	satellite

Vocabulary (V)

Referee: ask, 'What is the word for...' and read out the definition.

- the story of a film. (plot)
- the type of film which is set in the future and uses special effects. (science fiction)
- a black and white animal which lives in China. (panda)
- an insect with beautiful colourful wings. (butterfly)
- the material an elephant's tusk is made of. (ivory)
- a safe place for whales. (whale sanctuary)
- a person who illegally hunts wild animals. (poacher)
- a vegetable which makes you cry. (onion)
- a popular newspaper with lots of pictures. (tabloid)
- a television or radio comedy series in which the same characters appear in different stories each week. (sitcom)

Grammar and functions (G&F)

1) Referee: ask, 'What is the adverb from the adjective...' and read out the adjective.

extraordinary (extraordinarily)	happy (happily)
funny (funnily)	terrible (terribly)
clumsy (clumsily)	beautifully (beautifully)
pretty (prettily)	emotional (emotionally)

2) Referee: say, 'Report what the person said' and read out the direct speech.

'I like watching programmes about wildlife on television.'
(She/He said she/he liked watching programmes about wildlife on television.)

'I'm staying at home this evening.'
(She/He said she/he was staying at home that evening.)

'I feel really well today.'
(She/He said she/he felt really well that day.)

'I'll send you a postcard next week.'
(She/He said she/he would send me a postcard the following week.)

'How often do you go to the cinema?'
(She/He asked me how often I went to the cinema.)

'Who is your teacher?'
(She/He asked me who my teacher was.)

'Are you tired?'
(She/He asked me if I was tired.)

'Have you done your homework?'
(She/He asked me if I had done my homework.)

'Does your sister look like you?'
(She/He asked me if my sister looked like me.)

'Okay, I'll help you with your homework tonight.'
(She/He agreed to help me with my homework that night.)

'Would you like to come to Paris next weekend?'
(She/He invited me to go to Paris the following weekend.)

'Would you like another piece of cake?'
(She/He offered me another piece of cake.)

Sounds

Referee: write the word and ask, 'How do you say it?'

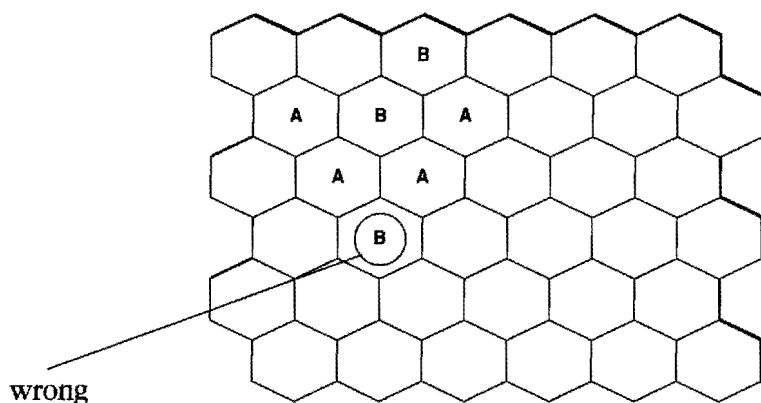
puzzled	knitting	laugh	strawberry
heart	cruel	poet	tears
wrap	bear	pretty	herbs
cathedral	thief	leisure	

Hexagon race Worksheets Progress check 21-25a and 21-25b

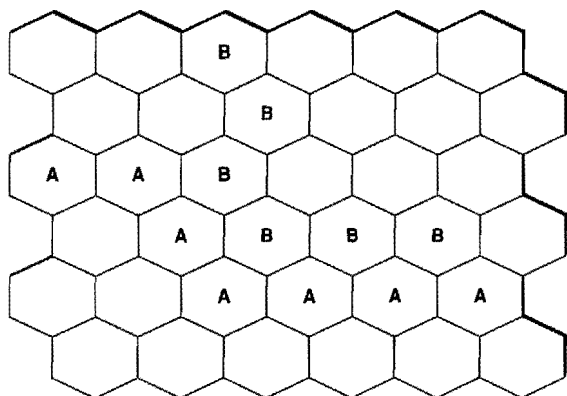
NOTE: Use Worksheets Progress check 21-25a and 21-25b for this activity.

HOW TO PLAY THE GAME

- 1 The referee tosses a coin to decide which team starts the game.
- 2 Team A chooses a hexagon from the top row of the game board. This is where their line will begin.
- 3 The referee asks a question from the corresponding category and team members have one minute to discuss the answer.
- 4 If they give the correct answer, they can put a mark in their hexagon.
- 5 Team B chooses a hexagon from the vertical row on the left or the right of the game board and answers a question from the relevant category. If they give the correct answer, they can put a mark in it.
- 6 Teams can now choose any hexagon provided it touches one side of a hexagon which already has their mark in it. (See example 1 below.)
It is a good idea to try to block the other team. (See examples 2 and 3 below to see how you can force the other team to change direction.)
- 7 The first team to get a line of hexagons from top to bottom or from one side to the other is the winner.

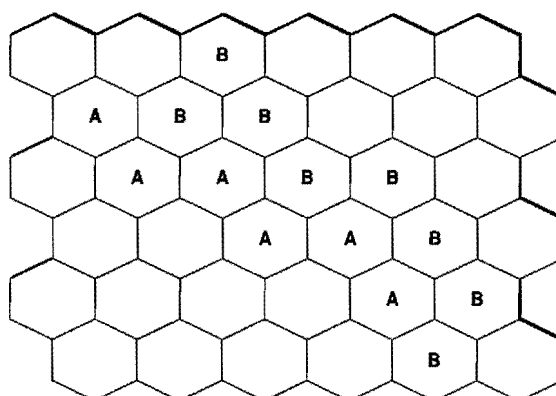


Example 1



Example 2

Team A wins with a line from one side to the other



Example 3

Team B wins with a line from top to bottom

Hexagon race

Worksheets Progress check 21-25a and 21-25b

NOTE: Use Worksheets Progress check 21-25a and 21-25b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a game by answering language questions correctly.

GRAMMAR AND FUNCTIONS

Revision: formation of adverbs, reported speech

VOCABULARY

Revision: types of film

Animals

Media

PREPARATION

Make one copy of Worksheet 21-25a (game board) and Worksheet 21-21b (questions) for each group of up to 11 students in the class.

If you are using this Resource Pack to supplement a course other than *Reward Intermediate Student's Book*, you will need to prepare revision questions that are relevant for your class.

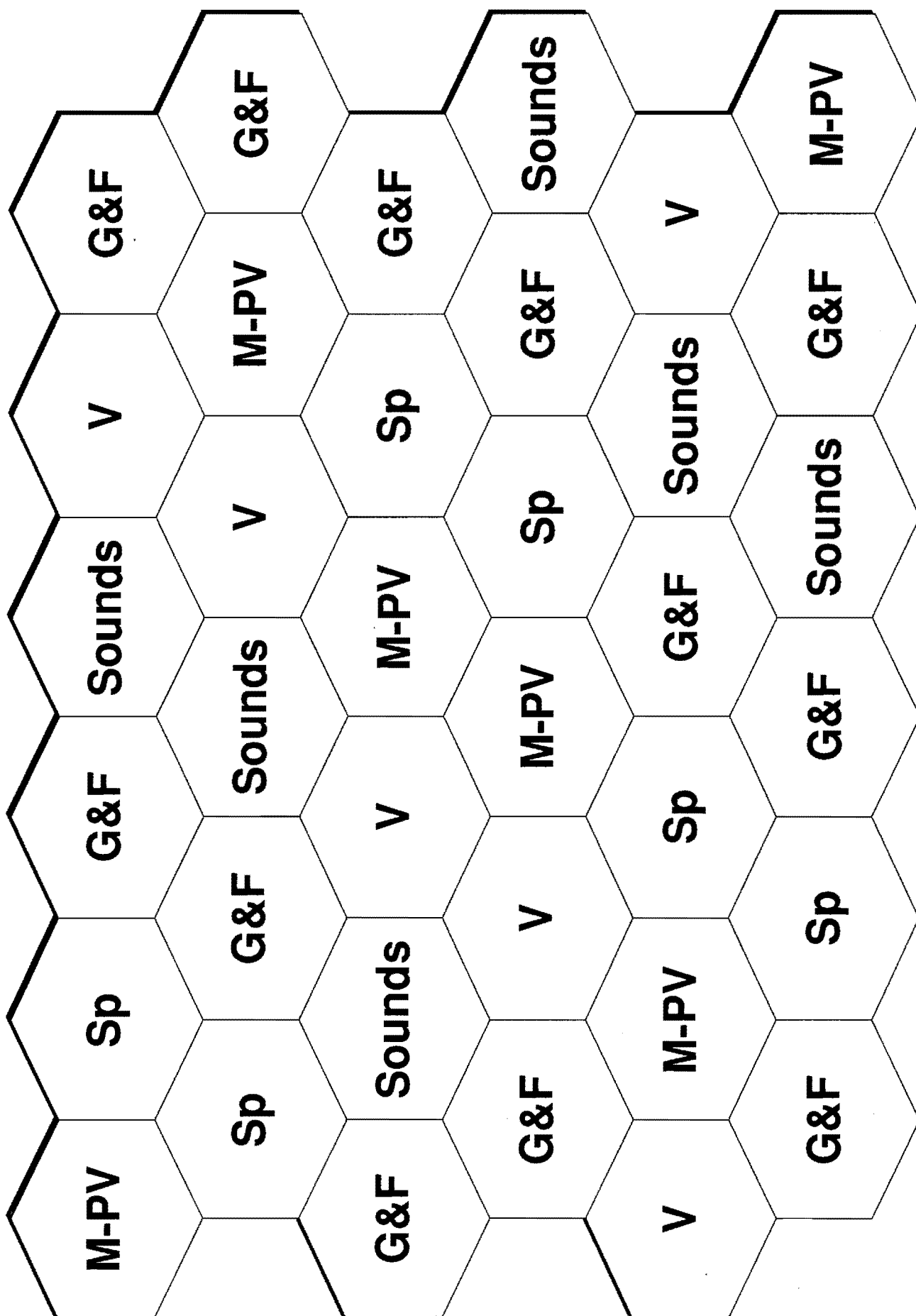
TIME

30 minutes

PROCEDURE

- 1 Ask the students to work in groups of up to 11 students and to divide their groups into two teams and a referee. If possible, the referee should be a student with good pronunciation.
- 2 Give one game board to each group and explain that the object of the game is to get a line of connecting hexagons, either from the top of the board to the bottom or from one side to the other.

A team gets a hexagon by answering a question correctly and the letters inside the hexagons refer to the category of questions they have to answer.
- 3 Give one copy of the question sheet to the referee in each group - they should keep the questions and answers hidden.
- 4 Teams decide what sort of mark they are going to use when they win a hexagon (for example, a tick or a cross).
- 5 Before they start playing, explain how to play using the instructions on the back of Worksheet Progress check 21-25b.
- 6 The students are ready to play the game. While they are playing, go round to each group and check they are playing correctly. The referee may need help with the 'Sounds' category of questions.



A

Recipe 1 TEMPURA

Ingredients

For the batter: flour, eggs, water, salt and pepper

Vegetables: aubergine, carrot, courgette,

green pepper

A frying pan



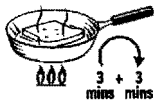
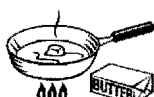
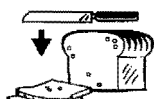
Recipe 2 FRENCH TOAST

Ingredients

Egg mixture: eggs, milk and salt

White bread, jam or syrup

A frying pan



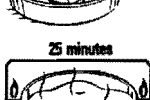
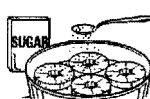
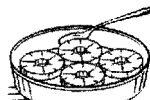
B

Recipe 1 PINEAPPLE DESSERT

Ingredients

Pineapple, sugar, flour, butter, eggs

An oven dish



Recipe 2 GRAPE BRULÉ

Ingredients

Grapes, sugar, double cream

A deep oven dish



Mixed recipes

Worksheet

26

ACTIVITY

Groupwork: writing, speaking

AIM

To put recipes in the correct order by writing and reading instructions.

GRAMMAR AND FUNCTIONS

Giving instructions using the imperative or the present simple

VOCABULARY

Food and ways of preparing food

PREPARATION

Make one copy of the worksheet for each group of four students. Cut it into sections A and B as indicated.

TIME

45 minutes

PROCEDURE

- 1 Divide the class into Group A and Group B.
- 2 Explain that they are going to write instructions for two recipes according to some pictures you are going to give them.

- 3 Ask the students to work with a partner from the same group. Give a copy of section A to each pair of students in Group A and a copy of section B to each pair of students in Group B.
- 4 Ask them to write instructions next to the pictures for recipes 1 and 2 on their worksheet. Be on hand to answer questions and to offer help with vocabulary and instructions, as this is quite a challenging task.
- 5 When they have finished, ask the students to cut the instructions for their two recipes into strips and to mix them up. They should not cut out the name of their dish and ingredients.
- 6 Now ask them to exchange their mixed up instructions with a pair of students from the other group.
- 7 Pairs of students now have mixed up instructions for two new recipes. Ask them to put the instructions in the correct order and then decide what the dishes are.
- 8 Check their answers. Below are suggested instructions for the recipes, but you should accept any correct alternatives.

ANSWERS**SECTION A**

Recipe 1 Tempura

Ingredients

For the batter:

flour, eggs, water, salt and pepper

Vegetables:

aubergine, carrot, courgette, green pepper

A frying pan

Mix some flour, 2 eggs, a little water, salt and pepper in a bowl.

Slice 1 aubergine, 1 courgette, 1 carrot and 1 green pepper.

Heat some oil in a frying pan but don't heat it too much.

Dip the slices of vegetables in the mixture and then put them in the oil.

Cook them for four minutes and make sure they don't burn by stirring them with a spoon.

Serve immediately with rice and soy sauce.

Recipe 2 French toast

Ingredients

Egg mixture:

eggs, milk and salt

White bread, jam or syrup

A heavy frying pan

Mix 2 eggs, some milk and a little salt in a bowl.

Slice a loaf of white bread. (Or, Cut a loaf of bread into thick slices.)

Heat some butter in a heavy frying pan.

Dip a slice of bread into the mixture and put it in the frying pan.

Cook it for 3 minutes on each side.

Serve immediately with jam or syrup.

SECTION B

Recipe 1 Pineapple dessert

Ingredients

pineapple, sugar, flour, butter, eggs

An oven dish

Put some slices of pineapple in the bottom of an oven dish.

Sprinkle some sugar over the slices of pineapple.

Mix flour, butter, sugar and eggs in a bowl.

Pour the mixture into the dish.

Bake it for about 25 minutes.

Serve immediately with cream.

Recipe 2 Grape brûlé

Ingredients

Grapes, sugar, double cream

A deep oven dish

Cut the grapes in half and take the pips out.

Spread them in the bottom of a deep oven dish.

Mix the double cream with a little sugar until it is thick.

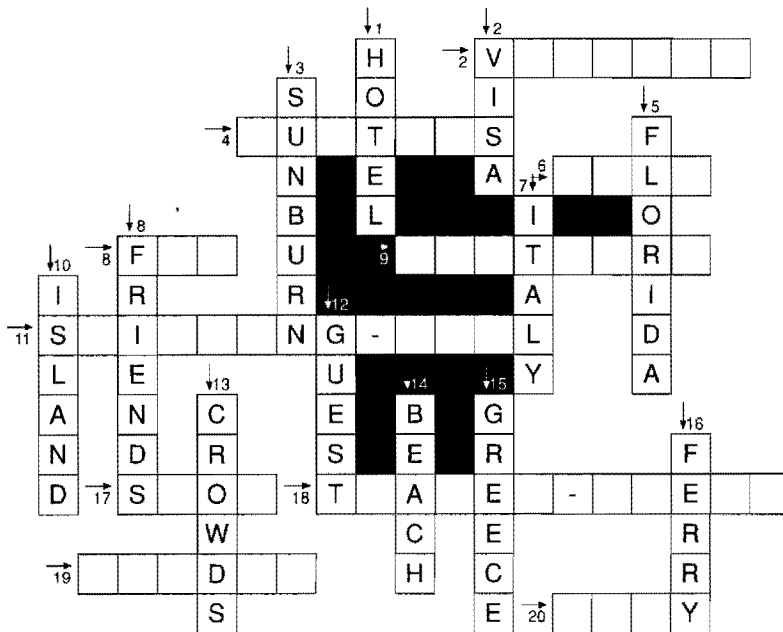
Pour the cream over the grapes.

Sprinkle sugar over the grapes.

Put the dish under a very hot grill and cook until the sugar has melted.



Student A



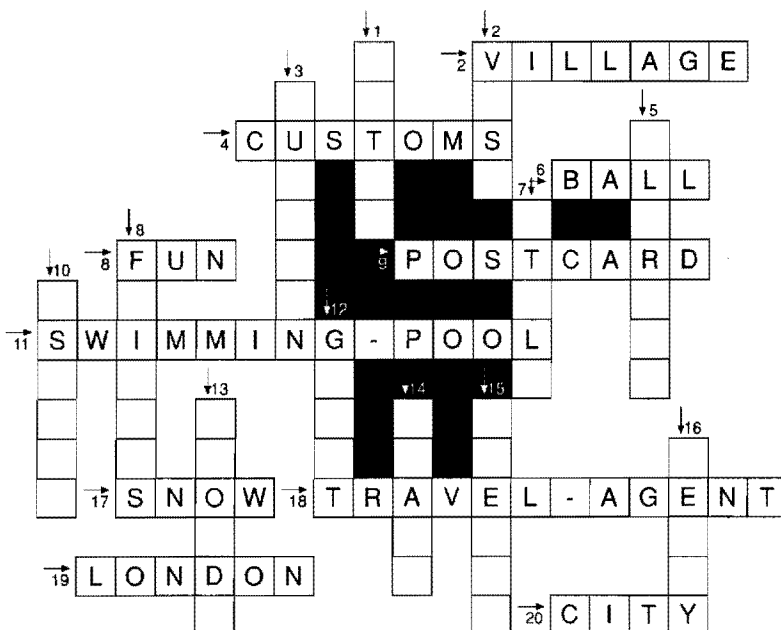
CLUES DOWN

Example

1 A place where you can stay while you're on holiday.

- 2 _____
- 3 _____
- 5 _____
- 7 _____
- 8 _____
- 10 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____
- 16 _____

Student B



CLUES ACROSS

Example

2 A place which is smaller than a town.

- 4 _____
- 6 _____
- 8 _____
- 9 _____
- 11 (2 words) _____
- 17 _____
- 18 (2 words) _____
- 19 _____
- 20 _____

Holiday crossword

Worksheet

27

ACTIVITY

Pairwork: speaking, writing

AIM

To write clues for a crossword and to complete it.

GRAMMAR AND FUNCTIONSDefining relative clauses beginning with *who*, *that*, *which*, *where* or *whose***VOCABULARY**

Words associated with holidays

PREPARATION

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

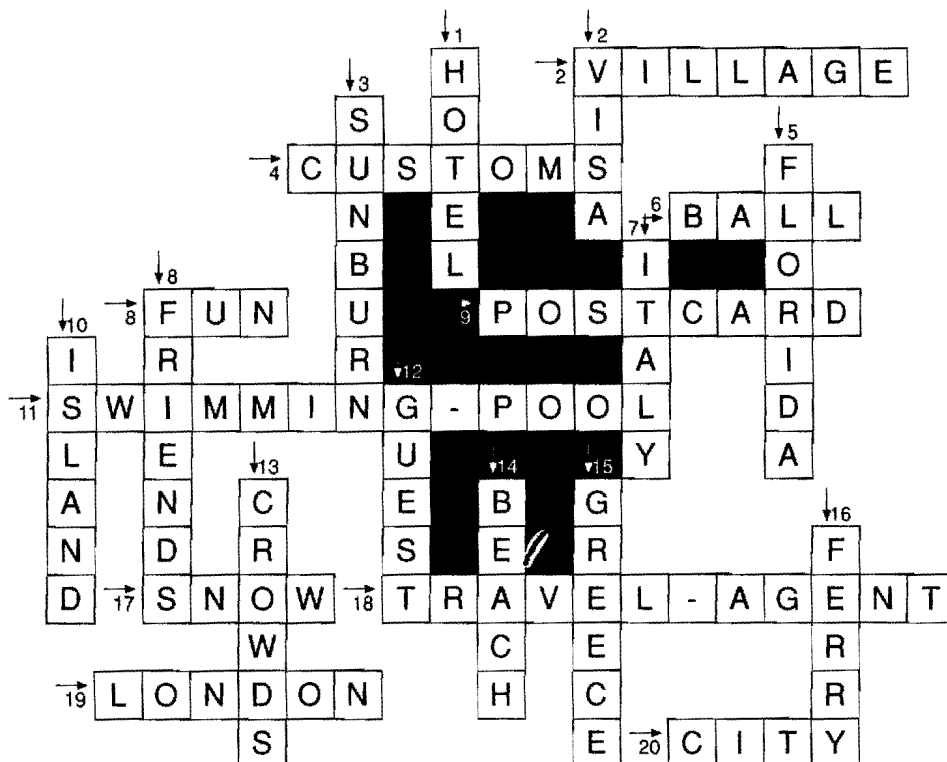
TIME

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 'a place where you can stay when you are on holiday' on the board. Elicit the answer: 'hotel'. 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 (i.e. a student from Group A should work with a student from Group B). They must not show their crossword to their partner.
- 7 Ask 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

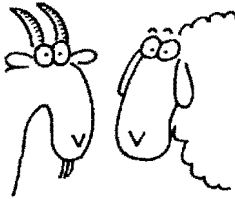
QUESTION

TRUE OR FALSE?

The first animals which were tamed and kept for milk were cows.

ANSWER

FALSE: the first animals kept and tamed for milk were goats and sheep.

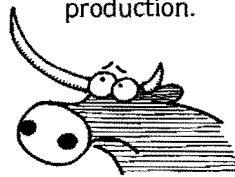
**QUESTION**

TRUE OR FALSE?

There is an animal called a *beefalo*, which is a cross between a buffalo and an ordinary cow.

ANSWER

TRUE: the beefalo has been bred to produce more meat and help world food production.

**QUESTION**

TRUE OR FALSE?

The oil in the Trans-Alaskan pipeline, which stretches from the Arctic Ocean to Alaska, freezes in winter.

ANSWER

FALSE: The oil is heated to at least 45 degrees Centigrade to stop it freezing.

**QUESTION**

TRUE OR FALSE?

In Japan, cormorants (big sea birds) help the fishermen to catch fish.

ANSWER

TRUE: Cormorants are trained to catch fish and fly them back to the boat. Each bird is stopped from swallowing the fish by a tight leather belt around its neck.

**QUESTION**

TRUE OR FALSE?

Coca-cola is only sold in the USA and Europe.

ANSWER

FALSE: There are 170 countries in the world and Coca-cola is sold in about 157 of them.

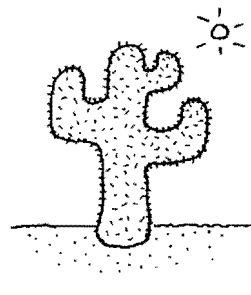
**QUESTION**

TRUE OR FALSE?

Cacti are only found in American deserts.

ANSWER

TRUE

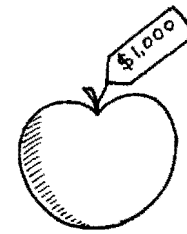
**QUESTION**

TRUE OR FALSE?

In 1959 a single Golden Delicious apple tree was sold in France for \$51,000.

ANSWER

TRUE: It was sold to an American nursery.

**QUESTION**

TRUE OR FALSE?

North Africa was once covered with rain forest.

ANSWER

FALSE: North Africa was once covered in ice and was situated where the South Pole is today.

**QUESTION**

TRUE OR FALSE?

Less sugar is eaten in Europe and the USA now than 200 years ago.

ANSWER

FALSE: 20 times more sugar is eaten in Europe and USA now.

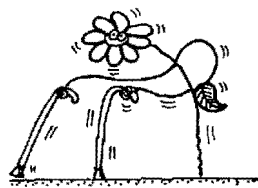
**QUESTION**

TRUE OR FALSE?

Scientists have managed to grow a plant from a seed which is 10,000 years old.

ANSWER

TRUE: The Arctic lupin seed was found in Canada.

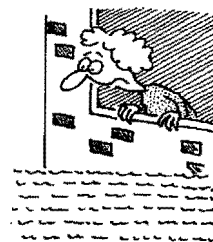
**QUESTION**

TRUE OR FALSE?

One third of the farm land in the Netherlands has been reclaimed from the sea.

ANSWER

TRUE

**QUESTION**

TRUE OR FALSE?

Rubber trees were originally found only in Malaysia.

ANSWER

FALSE: Rubber trees were originally found only in the Amazon forest – seedlings were sent to Malaysia in the 19th century.



Amazing facts

Worksheets

28a

and

28b

NOTE: Use Worksheets 28a and 28b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a game of noughts and crosses by choosing the correct answers to questions about natural and manufactured products around the world.

GRAMMAR AND FUNCTIONS

The passive to focus on when or where something is done, or what is done, rather than who does it

VOCABULARY

Facts about natural and manufactured products around the world

PREPARATION

Make one copy of Worksheets 28a and 28b for each group of four to six students in the class. Cut the cards out as indicated.

TIME

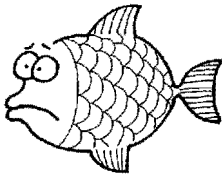
30 minutes

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 four or six and to divide their groups into two teams.
- 4 Give one set of cards to each team and ask them to put them in a pile face down in the middle of the table.
- 5 Each group draws a noughts and crosses grid on a piece of paper and then decides which team is going to be noughts and which is going to be crosses.
- 6 Now they are ready to play the game.
- 7 Team A picks up a card from the top of the pile and reads out the question to Team B. If Team B gives the correct answer, they choose a square on the grid and put a nought or a cross in it. Team A puts the card back to the bottom of the pile.
- 8 Continue like this with teams taking it in turns to ask and answer questions until one team gets a line of noughts or crosses. They score one point for getting a line.
- 9 Play the game again until all the questions have been answered. The team with the highest score is the winner.

QUESTION

CHOOSE THE CORRECT ANSWER
What percentage of all the fish caught in the world are caught in the Northern Hemisphere?
a) Over 50%.
b) Over 70%.
c) Over 95%.

ANSWER: c)**QUESTION**

CHOOSE THE CORRECT ANSWER
Where is the highest number of bicycles produced?
a) In Japan.
b) In the USA.
c) In China.

ANSWER: c)**QUESTION**

CHOOSE THE CORRECT ANSWER
Where was the first nuclear power station opened in 1954?
a) In the USA.
b) In the former USSR.
c) In France.

ANSWER: b)**QUESTION**

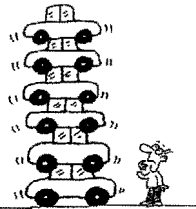
CHOOSE THE CORRECT ANSWER
Tobacco was first smoked by which people?
a) The Turkish.
b) Native Americans.
c) The British.

ANSWER: b)**QUESTION**

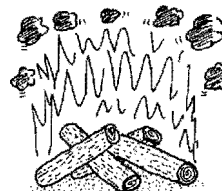
CHOOSE THE CORRECT ANSWER
New islands are still being formed by volcanoes erupting under the sea. Where is the newest island of Lateiki?
a) Near Australia.
b) Near Iceland.
c) Near Japan.

ANSWER: a)**QUESTION**

CHOOSE THE CORRECT ANSWER
Where are most cars produced?
a) In the USA.
b) In Japan.
c) In Germany.

ANSWER: b)**QUESTION**

CHOOSE THE CORRECT ANSWER
Wood is used for cooking and heating by what percentage of the population?
a) 75%.
b) 50%.
c) 20%.

ANSWER: b)**QUESTION**

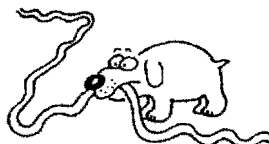
CHOOSE THE CORRECT ANSWER
Which food is eaten as the main food by more than half the world population?
a) Rice.
b) Wheat.
c) Meat.

ANSWER: a)**QUESTION**

CHOOSE THE CORRECT ANSWER
What is aspirin made from?
a) Oil.
b) Seaweed.
c) Tree bark.

ANSWER: c)**QUESTION**

CHOOSE THE CORRECT ANSWER
A very long sausage was produced by a sausage-maker in Birmingham, UK. How long was it?
a) 9 kms.
b) 9 meters.
c) 19 meters.

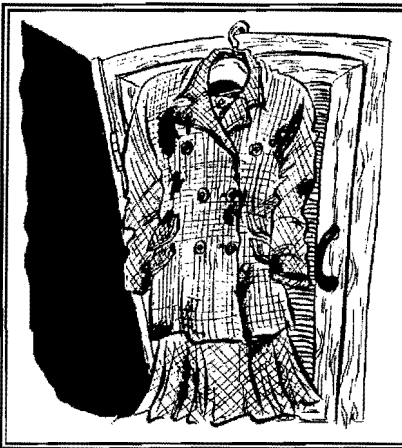
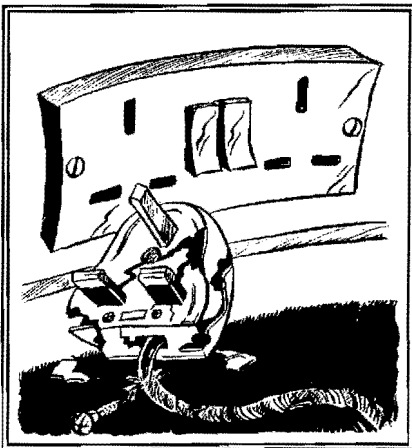
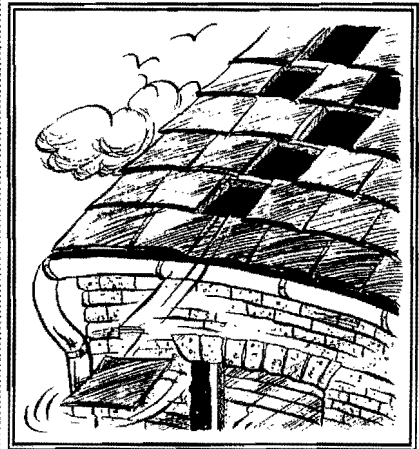
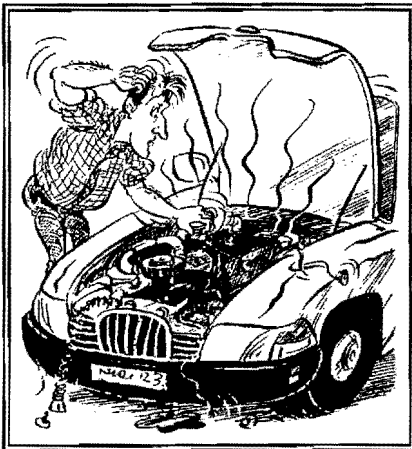
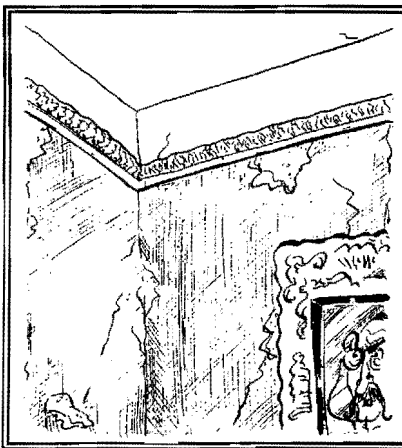
ANSWER: a)**QUESTION**

CHOOSE THE CORRECT ANSWER
The largest cake in the world was baked in New Jersey, USA in 1982. How much did it weigh?
a) As much as one elephant.
b) As much as two elephants.
c) As much as seven elephants.

ANSWER: c)**QUESTION**

CHOOSE THE CORRECT ANSWER
Silver is the commonest precious metal. What is half the silver mined used for?
a) Filling teeth.
b) Coating photographic film.
c) Making coins.

ANSWER: b)



Do it yourself?

Worksheet

29

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 about jobs that need doing.

GRAMMAR AND FUNCTIONS

Need + -ing and passive infinitive

Causative construction with *have* and *get*

Reflexive pronouns

VOCABULARY

Household jobs

Professions

PREPARATION

Make one copy of the worksheet for each group of up to 12 students in the class. Cut the worksheet into cards. You will need to keep one card for yourself to demonstrate the activity.

TIME

15 minutes

PROCEDURE

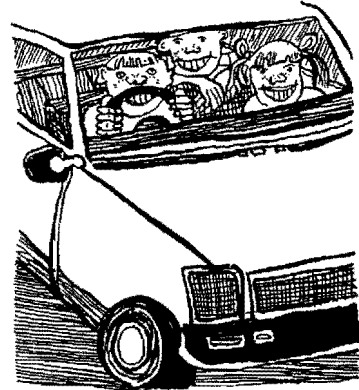
- 1 If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class. Keep one for yourself.
- 2 Make sure each student knows what job needs doing in the picture on their card.
- 3 Tell the students that they are going to talk about jobs that need doing, using the pictures as prompts. Write an example dialogue on the board, indicating the language the students should use.
For example:
Student A: *My carpet needs cleaning.*
Student B: *Are you going to clean it yourself?*
Student A: *No, I'm going to have it cleaned.*
(or *No, I'm going to ask a cleaner to do it.*)
- 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 is facing 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 talk about the job that needs doing with as many different partners as possible, using their pictures as prompts. In this part of the activity, the students talk about the same job that needs doing 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 is facing their partner. The students take it in turns to talk about the job that needs doing using the pictures on their partners' cards. In this part of the activity, the students talk about a different job each time they change partner.
- 7 The students continue in this way until they have spoken to as many different partners as possible.

**A** If I were my parents,...

I'd make my children _____

I'd let them _____

I wouldn't let them _____

**B** If I were a teacher,...

I'd make my pupils _____

I'd let them _____

I wouldn't let them _____

**C** If I were the manager of my country's football team,...

I'd make my players _____

I'd let them _____

I wouldn't let them _____

**D** If I were the manager of a big company,...

I'd make my employees _____

I'd let them _____

I wouldn't let them _____



If I had the chance... Worksheet **30****ACTIVITY**

Whole class: writing, speaking

AIM

To write about and discuss what you would do if you were in different positions of authority.

GRAMMAR AND FUNCTIONS

Make + noun/pronoun + infinitive to express obligation

Let + noun + infinitive to express permission

Not let to express prohibition

VOCABULARY

General

PREPARATION

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

TIME

30 minutes

PROCEDURE

1 Explain to the students that they are going to invent a list of rules they would impose if they were in positions of authority.

2 Give section A of the worksheet to each student in the class and ask them to think about what they would do if they were their own parents. They should then complete the sentences:

If I were my parents, I'd make my children ...

I'd let them ...

I wouldn't let them ...

Elicit some suggestions.

For example:

If I were my parents, I'd make my children continue their studies for as long as possible / learn foreign languages / do their homework.

I'd let them choose their own clothes / cook their own meals / bring their friends home.

I wouldn't let them smoke / have a pet snake / come into the house with boots on.

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 compare their sentences with other students in the class.

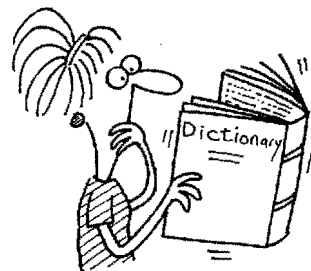
4 Repeat the activity, using sections B, C and D.

**STUDENT A**

- 1 A You look tired. What time did you come home last night?
B Very late! I hope I didn't disturb you when I came in.
- 2 Can you borrow me your tennis racket - I've forgotten mine.
- 3 A My brother needs cheering up so I'm going to bring him to the cinema tonight.
B Oh, that's a good idea - have a good time.
- 4 I thought it was okay to lend him my car because he's usually very sensitive but he did a lot of damage when he backed into that wall.
- 5 Doctors control the athletes before a big race to make sure that they haven't taken drugs.
- 6 I think I left my gloves at the cinema.
- 7 I love sitting in a café seeing people walk past.
- 8 Please listen to the instructions carefully.
- 9 I've offered to do the shopping for my sister because she's expecting a baby and can't lift anything heavy.
- 10 I'm trying to loose weight but I'm finding it impossible to give up chocolate.

**STUDENT B**

- 1 A You look tired. What time did you go home last night?
B Very late! I hope I didn't disturb you when I came in.
- 2 Can you lend me your tennis racket - I've forgotten mine.
- 3 A My brother needs cheering up so I'm going to take him to the cinema tonight.
B Oh, that's a good idea - have a good time.
- 4 I thought it was okay to lend him my car because he's usually very sensible but he did a lot of damage when he backed into that wall.
- 5 Doctors check the athletes before a big race to make sure that they haven't taken drugs.
- 6 I think I forgot my gloves at the cinema.
- 7 I love sitting in a café watching people walk past.
- 8 Please hear the instructions carefully.
- 9 I've offered to do the shopping for my sister because she's waiting for a baby and can't lift anything heavy.
- 10 I'm trying to lose weight but I'm finding it impossible to give up chocolate.



Spot the right word

Worksheet Progress check

26-30

ACTIVITY

Pairwork: speaking

AIM

To identify and correct lexical mistakes in sentences.

GRAMMAR AND FUNCTIONS

Revision

VOCABULARY

Words which are often confused:

come - go, lend - borrow, bring - take, lay - lie,
 sensible - sensitive, check - control, actually - now, leave
 - forget, watch - see, hear - listen to, expect - wait for,
 loose - lose

PREPARATION

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

TIME

20 to 30 minutes

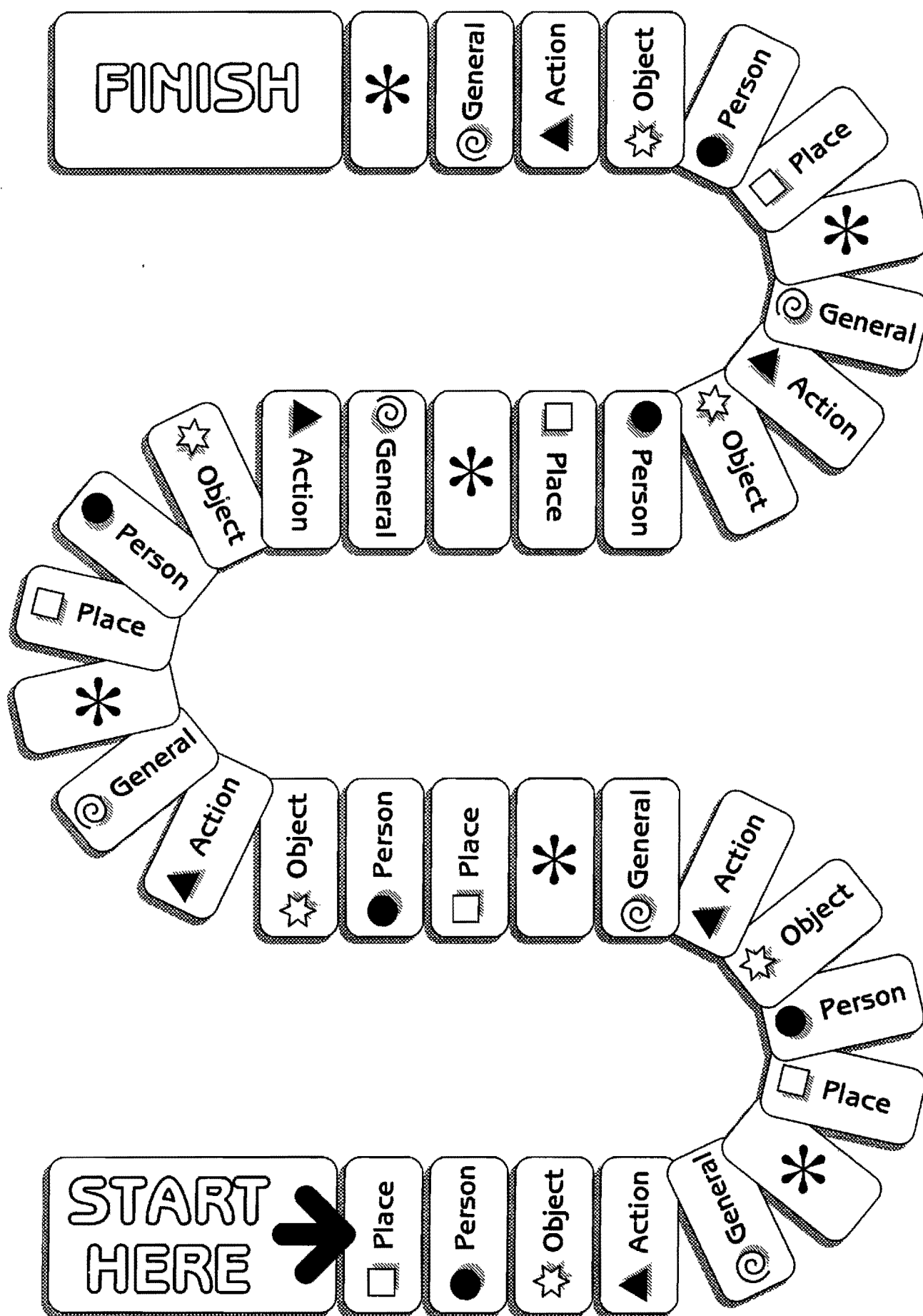
PROCEDURE

- 1 Divide the class into equal numbers of Student As and Student Bs.
- 2 Give one copy of the Student A sentences to each Student A and one copy of the 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 an incorrect word in them. They should identify the incorrect words and correct them. The students should discuss the sentences in their pairs, but all the students should write corrections on their own worksheets.
- 4 When they have finished, ask the students to form pairs of Student A and Student B and compare their sentences. Student A has the correct word in sentences where Student B has the incorrect word 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 incorrect words.

ANSWERS

- 1 Student A: What time did you come home last night?
(The speaker is speaking from home.)
- 2 Student B: Can you lend me your tennis racket.
- 3 Student B: I'm going to take him to the cinema tonight.
(The speaker is not at the cinema now.)
- 4 Student B: I thought it was OK to lend him my car because he's usually very sensible.
- 5 Student B: Doctors check the athletes before a big race to make sure they haven't taken drugs.
- 6 Student A: I think I left my gloves in the cinema.
- 7 Student B: I love sitting in a café watching people walk past.
(You *watch* things that change and move. *Seeing* is not always deliberate.)
- 8 Student A: Please listen to the instructions carefully.
(*Listen to* suggests that you are paying attention. *Hearing* is not deliberate.)
- 9 Student A: She's expecting a baby and can't lift anything heavy.
- 10 Student B: I'm trying to lose weight.

Game board



Describe it Worksheets **31a** and **31b**

NOTE: Use Worksheets 31a and 31b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a board game by describing and guessing words.

GRAMMAR AND FUNCTIONS

Describing things when you don't know the word

VOCABULARY

Useful objects

General revision

PREPARATION

Make one copy of Worksheet 31a (game board) for every six to eight students in the class.

Make one copy of Worksheet 31b (cards) for every six to eight students in the class and cut it out as indicated. Provide counters for each group. Each group will also need a watch with a second hand for timing the activity.

TIME

30 to 40 minutes

PROCEDURE

- 1 Ask the students to work in groups of six to eight and to divide each group into two teams.
- 2 Give one game board, one set of cards and counters to each group. Make sure each group has a watch with a second hand.
- 3 Before the students start playing the game, explain how to play using the instructions on the back of Worksheet 31b. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
- 4 The students are ready to play the game. While they are playing, go round to each group and check they are playing correctly.

Cards



□ ★ hospital ● mechanic ☆ radio ▲ sunbathe ◎ easy	□ hotel ● tourist ☆ ★ wheel ▲ laugh ◎ wedding	□ bank ● neighbour ☆ door ▲ travel ◎ ★ Batman
□ railway station ● referee ☆ ★ mobile phone ▲ take a photograph ◎ binoculars	□ ★ restaurant ● athlete ☆ mirror ▲ sing ◎ pizza	□ beach ● ★ builder ☆ map ▲ hitchhike ◎ patience
□ factory ● electrician ☆ knife ▲ ★ make a mistake ◎ Bugs Bunny	□ orchard ● politician ☆ computer ▲ make a bed ◎ ★ money	□ airport ● ★ foreigner ☆ kettle ▲ score a goal ◎ funny
□ church ● priest ☆ ★ saucepan ▲ drive ◎ reggae	□ disco ● customer ☆ baseball cap ▲ watch TV ◎ ★ horror film	□ office ● lawyer ☆ ★ passport ▲ complain ◎ onion
□ school ● ★ actor ☆ armchair ▲ wait ◎ imaginative	□ museum ● sister ☆ ★ stamp ▲ listen to music ◎ windscreen wipers	□ ★ cemetery ● gardener ☆ vase ▲ borrow ◎ Tina Turner
□ mountains ● teacher ☆ belt ▲ ★ get dressed ◎ high season	□ market ● vet ☆ wristwatch ▲ learn ◎ ★ embarrassed	□ art gallery ● hairdresser ☆ ★ paperback ▲ forget ◎ the Norwegians
□ playground ● ★ police officer ☆ purse ▲ disappear ◎ impossible	□ swimming pool ● father ☆ seat belt ▲ make a noise ◎ ★ avocado	□ bathroom ● baby ☆ wallet ▲ ★ write a letter ◎ special effects
□ library ● ★ friend ☆ carpet ▲ walk ◎ Scotland	□ island ● student ☆ torch ▲ ask ◎ ★ cotton	□ garden ● host ☆ credit card ▲ ★ drink ◎ cabbage
□ home ● carpenter ☆ ★ briefcase ▲ apologise ◎ summer	□ castle ● farmer ☆ postcard ▲ give up smoking ◎ ★ Nepal	□ cathedral ● ★ pilgrim ☆ bicycle ▲ swim ◎ strawberry

Describe it Worksheets **31a** and **31b**

NOTE: Use Worksheets 31a and 31b for this activity.

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table and place the cards in a pile face down.
- 2 Each team puts their counter on the square marked PLACE next to START HERE and the teams toss a coin to see who starts the game.
- 3 Player A picks up a card from the top of the pile and finds the word corresponding to the PLACE category.
- 4 Player A now has one minute to describe the word to the rest of their team. A player from the other team should time one minute exactly.
- 5 When the rest of the team have guessed a word correctly, Player A can take another card and describe another word in the same category. They can repeat the process as many times as possible within the time limit.
- 6 After one minute, Player A stops and moves their team's counter along the board according to the number of words they guessed correctly. The square they land on determines the category of words they will describe when they have their next turn.
- 7 If a player lands on a square with a * on it, this means that the player has to pick a card and describe the word with a * next to it. Members of both teams are allowed to guess the word and move their team's counter accordingly.
- 8 Players put the cards at the bottom of the pile when they have finished with them.
- 9 Teams take it in turns to play and players take it in turns to be describers and guessers.
- 10 The first team to reach FINISH is the winner.



19

Dear _____

Thank you for your letter telling me what time your train is due to arrive in
 _____ I'll be there to meet you.

I'm looking forward to showing you where I live.

As soon as you arrive we _____

When we've done that we _____

When we're hungry we _____

After we've had lunch we _____

In the evening we _____

I hope you'll enjoy your day - see you soon.

Love, _____

PS The weather is likely to be _____,
 so you'd better wear _____

A day in my town Worksheet 32

ACTIVITY

Whole class: writing

AIM

To plan a day in the place where you live. To write a letter explaining the plan to a foreign friend who is coming to visit you for a day.

GRAMMAR AND FUNCTIONS

Describing a sequence of events in the future:

as soon as, when and *after* + present simple or present perfect

Expressions to talk about the future: *to be due to/to be likely to* + infinitive

VOCABULARY

Things to do in a town

PREPARATION

In a class where the students come from different places, make one copy of the worksheet for each student in the class. In a class where the students are all from the same place, make one worksheet for each pair of students.

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to think about the place (town or city) where you are studying and to brainstorm places to visit and things to do there under the following headings: places of interest, restaurants, entertainment, sports facilities and places of natural beauty.
- 2 When they have done that, explain to the students that they are going to write a letter to a foreign friend who is going to visit them in their home town for a day.
- 3 In a class where the students come from different places, give a copy of the worksheet to each student in the class. In a class where the students all come from the same place, ask them to work in pairs and give a copy of the worksheet to each pair of students.
- 4 Ask them to decide how they would spend a day with a foreign friend in their home town and to fill in the details in the spaces provided on their worksheet.
- 5 In a class where the students come from different places, ask them to give their completed letter to a student from a different country.
In a class where the students are all from the same place, compare letters and vote for the most interesting day.

How many uses can you think of?

You can use an old
toothbrush...



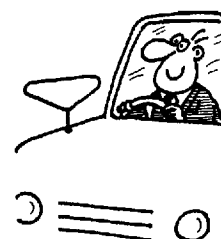
You can use a
teaspoon...



You can use an old
newspaper...



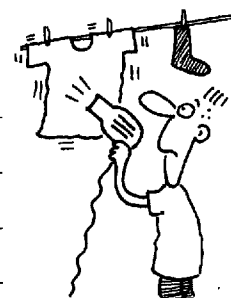
You can use a
coat-hanger...



You can use an empty
bottle...



You can use a hair
drier...



You can use a
lipstick...



You can use a
saucepan...



You can use a hot-water
bottle...



You can use a tennis
racket...



How many uses can you think of? Worksheet

33

ACTIVITY

Groupwork: writing, speaking

AIM

To invent unusual uses for ordinary objects.

GRAMMAR AND FUNCTIONSInfinitive of purpose: *to* + infinitive to say how you do something*By* + *-ing* to say how you do somethingGiving advice: *if* + present simple to describe a problem and what to do about it**VOCABULARY**

Everyday objects and activities

PREPARATION

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

TIME

20 to 30 minutes

PROCEDURE

- 1 Ask the students to work in groups of three to five.
- 2 Tell them that they are going to invent unusual uses for everyday objects, for example a piece of chewing gum. Elicit some suggestions from the class, encouraging them to use their imagination. Ask them to clarify where necessary. For example:
You can use a piece of chewing gum ...
 - *to make friends. If you give someone half a piece of chewing gum, they'll think you're really nice.*
 - *to stick things together (by chewing it first to make it sticky).*
 - *to unblock your ears when you're taking off in an aeroplane (by chewing it).*
 - *to stop smoking etc.*
- 3 Give one copy of the worksheet to each group of students and ask them to appoint a secretary to do the writing.
- 4 Tell the students that they've got ten minutes to think of as many uses as possible for the objects on their worksheet and to write them down in the spaces provided. The group who think of the highest number of unusual uses will be the winners. Encourage them to be as imaginative or as amusing as they like.
- 5 While they are doing this, go round the class and help the students with any language problems they may have.
- 6 After ten minutes, stop the activity.
- 7 Ask groups to take it in turns to read out their uses for an old toothbrush. They score one point for each unusual use they think of, provided they can explain it if necessary to the satisfaction of the other students.
- 8 Repeat the process for each object on the worksheet.
- 9 The group with the highest score at the end of the activity are the winners.

Information



STUDENT A

Wolong in the misty mountains of south-western China

Wolong is a spectacular region of bamboo forests, mountains and rivers on the edge of the Tibetan plateau. It is the home of 150 giant pandas – one sixth of the entire world population. During our stay, we'll visit one of the Tibetan farming communities where the women wear traditional dress and cook rice dishes on wood fires. Their lifestyle is simple and close to nature.

We will also have time to look for a variety of other exotic wildlife including red pandas, golden monkeys, snow leopards, Asiatic black bears and 230 different kinds of birds.

We'll stay in a mountain hut on the edge of the Tibetan plateau where you will enjoy a spectacular view of snow-capped mountains and bamboo forests. This is the ideal place to go walking: the clear mountain air will make you feel on top of the world, but come prepared for extreme changes of temperature – it's very hot in the daytime and very cold at night.

When you have had enough of the peace and quiet of the mountains, you will have plenty of time to go shopping in Chengdu, the busy capital of this region, where you can buy medicinal herbs and unusual spices.



STUDENT B

The Highlands of Scotland

Coming to Scotland is like stepping back in time – the relaxing scenery will soon make you forget the busy routine of everyday life. We'll explore the mountains, forests and lochs (lakes) of the Highlands where we hope to see the most interesting wildlife of Scotland including red deer, sea eagles, golden eagles and many other rare species of birds.

We'll spend a few days on the north coast where you can sit on one of the excellent beaches with their golden sands and watch the dolphins playing around the fishing boats. You should be prepared for all types of weather – it can be sunny one minute and pouring with rain the next. But these changes in the weather are also responsible for beautiful rainbows and sunsets as well as the colourful countryside. We'll visit the famous distilleries where whisky has been produced since the beginning of the 17th century.

During our stay, we'll stay in an 18th century castle where you can try traditional Scottish haggis made of sheep's heart, liver and lungs! Scottish people are warm-hearted and welcoming – you will love sitting round a warm fire in the evening, listening to their stories. You may not understand their Scottish accent but you'll appreciate the warm atmosphere!



STUDENT C

The Caribbean island of Barbados

If you don't like sunshine and sea, this is not the holiday for you! If you come to the volcanic islands of the Caribbean, you'll spend a lot of time on, in or under the ocean. There are so many different kinds of exotic fish that it is a scuba diver's paradise.

For sunbathers, the beaches are sandy and the surface of the sea is as calm as a cup of tea. Don't expect any changes in weather – you'll see the sun every day.

We will stay in the West of the island, away from the package-tour hotels and accommodation will be in a small family hotel made of wood in the traditional style. Here, the speciality is curried goat or chicken in coconut sauce... followed by music from the family band. There are plenty of places where you can listen to reggae all night if you want, but if you want to join us on our fishing and diving trips, you'll go to bed early and get up with the sun.

You can buy the clothes you need from one of the many colourful clothes stores – all you need is a straw hat, bermuda shorts, a brightly coloured T-shirt and a pair of flip-flops. Most people hire their water-sport equipment. The people of Barbados are friendly and fun, but don't expect anything to happen on time, life is much too relaxed for that.



STUDENT D

The Indonesian jungle of Borneo

If you are an adventurous traveller you will enjoy this trip. We'll fly to the middle of Borneo and then spend a week walking through peaceful rice paddies. We'll meet the gentle, hospitable people who live in villages along the rivers and stay in their long-houses for a few days.

During our stay, we'll learn how to bathe and do our washing in the river, cook over open fires and understand how these people survive in the jungle.

We'll continue our journey through the jungle by houseboat: we'll sleep and cook on board. During the day, you can sit on the roof sipping tea and watching the world pass by. We'll explore the lakes at sunset and try to see the shy monkeys and freshwater dolphins.

When we come to a town, we'll stop at one of the floating markets where you can buy all sorts of local produce: curry spices, cakes, tea and local handicrafts made from tree-bark.

You won't see a bathroom or a soft bed for three weeks, but you will experience a completely new world.



If you come here... Worksheets **34a** and **34b**

NOTE: Use Worksheets 34a and 34b for this activity.

ACTIVITY

Groupwork: reading, writing, speaking

AIM

To read information and to write notes about it.

To choose a place you want to visit.

GRAMMAR AND FUNCTIONS

First conditional to talk about a likely situation and to describe its result

VOCABULARY

Description of places: scenery and lifestyle

PREPARATION

Make one copy of Worksheet 34a for every four students in the class and cut it into sections A, B, C and D as indicated.

Make one copy of Worksheet 34b for each student in the class.

TIME

30 to 40 minutes

PROCEDURE

- 1 Ask the students to work in groups of four.
- 2 Explain that they are going to decide where their group will go for the trip of a lifetime and that they have got four places to choose from.
- 3 Write the four places on the board:
 - a) Wolong in south-west China
 - b) the Highlands of Scotland
 - c) the Caribbean island of Barbados
 - d) the Indonesian jungle in Borneo.
 Now ask the students to spend a few moments brainstorming what sort of experiences they think they will have if they go to each of the places.
- 4 Give sections A, B, C and D from Worksheet 34a to each group and ask each student to read one section without showing it to the other members of their group. Explain that each member of the group has got information about one of the places.
- 5 Give a copy of Worksheet 34b to each student in the class and ask them to write notes about their place in the space provided.
- 6 When they have finished writing notes, tell them that each student in the group is now responsible for describing their place while the rest of the group takes notes in the relevant spaces on their chart.
- 7 When they have done that, they should discuss the four places and come to a group decision about which of the places they are going to visit. They should write the place they have chosen and the reasons why in the space provided at the bottom of the worksheet.

OPTION

Throughout the activity students can work in pairs rather than individually. That is, in each group there are two Student As, two Student Bs, etc.

Chart

	Wolong in south-west China 	The Highlands of Scotland 	The Caribbean island of Barbados 	The Indonesian jungle of Borneo 
environment/ weather				
wildlife				
accommodation/ food				
people/lifestyle				
places to visit/ things to do				

The group has decided to go to _____

because _____



Student A

Sally dreamt nearly every night and the same person appeared in all her dreams. She had never met the man she dreamt about, but in her dreams she felt as if she knew him well.



Sailors from all over the world had been taking part in the trans-Atlantic yacht race and now it was nearly over. But that night, there had been a violent storm and one of the boats had disappeared.

She hurried out to buy the morning newspapers. Pictures of the missing sailor, Simon Shepherd, were all over the front pages. She recognised the face of the man she had dreamt about so often.

He had recovered from his accident when they met some time later. They looked at one another and both had the strangest feeling that they were looking into a mirror.

They had both been born in London on exactly the same date. On that date, a young woman had died after giving birth to identical twins.

Student B

When she woke up that morning, she knew something had happened. When she switched on the radio she was not surprised to hear the news.

In her dream she had seen the man in the stormy seas and now she was sure that this was the man who had disappeared at sea. She also knew that he had survived.



A few days later, she heard that Simon had been found and was now back in England in hospital. She had to meet him.

Since the accident, Sally had been making some enquiries and had managed to trace the incredible link between herself and Simon Shepherd, the man from her dreams.

As the woman had no other family, her babies had been adopted. At the time, nobody had wanted to adopt twins and so Sally and her twin brother had been separated at birth and adopted by different parents.

ACTIVITY

Pairwork: speaking, writing
Mutual dictation

AIM

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

GRAMMAR AND FUNCTIONS

Past perfect simple to talk about one action in the past which happened before another action in the past:

Past perfect continuous when you want to focus on an action which was in progress up to or near a time in the past, rather than a completed event:

VOCABULARY

Narrative

PREPARATION

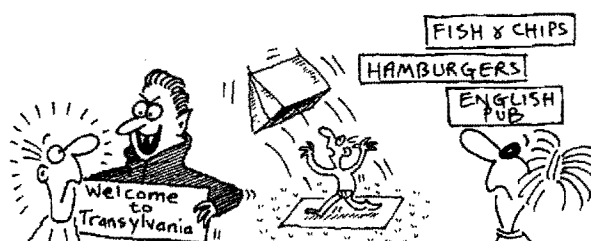
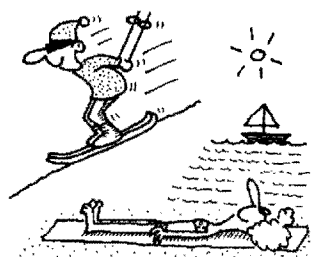
Make one copy of the worksheet for each pair of students in the class. Cut out sections A and B as indicated.

TIME

20 minutes

PROCEDURE

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

loud discos**crowds****organised tours to places
of historical interest****local food****fast-food****mountain-sports****sunbathing****hot sun****sea-sports****cool weather****a very different culture****travelling by public
transport****lots of other tourists
from your own country****with your family****with friends****alone****camping****green fields****romance with a
stranger****big modern hotels****self-catering****no electricity or
telephone****non-stop entertainment****peace and quiet****no timetable****siestas****organised activities****The holiday of my dreams****The holiday of my nightmares**

Holiday choices

Worksheet Progress check

31-35

ACTIVITY

Pairwork: speaking

AIM

To categorise vocabulary and to discuss what you look for in a holiday.

GRAMMAR AND FUNCTIONS

Revision of Student's Book Lessons 31 to 35

VOCABULARY

Holidays

PREPARATION

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

TIME

20 to 30 minutes

PROCEDURE

- 1 Write the headings of the columns from the worksheet on the board and brainstorm what aspects of a holiday turn it into a dream holiday or a nightmare holiday for the students.
Write a few suggestions under each heading on the board.
- 2 Give one copy of the worksheet to each student in the class and ask them to put some of the words and expressions on the worksheet under the headings according to their personal opinion. They do not have to do this with all of the words and expressions, only those which they personally associate with a good or a bad holiday.
- 3 Ask them to add anything else they can think of under the headings.
- 4 Now ask them to compare their worksheets with one or more partners and note any similarities or differences.



Dear Sue
I'm 21 and in the next few days
I've got to make a decision
about my future career.

What should I do?

Dear Sue
I've fallen in love with someone
who also seems to be attracted
to me, but there is a problem.

What do you suggest?

Dear Sue
I've fallen out with my
parents because of a
stupid argument.

Can you give me some
advice?

Dear Sue
While I was on holiday last
month I got involved with
someone.

Should I stay in touch or
should I break it off now?

Dear Sue
I'm in love with two people.

Which one should I choose?

Dear Sue
I'm getting married next month and
everything's arranged but I can't
forget what happened at my sister's
wedding two years ago.

How can I make sure the same doesn't
happen again?

Dear Sue, what should I do?

Worksheet

36

ACTIVITY

Pairwork: speaking, writing

AIM

To write letters asking for and giving advice.

GRAMMAR AND FUNCTIONS

Expressions for giving advice:

*If I were you, I would ...**I think you should/ought to ...**In my opinion, you should/ought to ...***VOCABULARY**

Personal relationships

PREPARATION

Make one copy of the worksheet for each group of 12 students in the class and cut it into sections as indicated.

TIME

30 to 40 minutes

PROCEDURE

- 1 Ask the students to suggest where people can get advice if they have a problem. Explain what a 'problem page' is.
- 2 If there are more than 12 students in the class, divide them into groups and ask them to work with a partner from the same group. There should be an even number of pairs in each group.
- 3 Give each pair of students one section of the worksheet.
- 4 Explain that each pair of students in the group has a different beginning and ending of a letter addressed to a problem page and that they are going to invent the missing details and write them down in the space provided. Encourage the students to be as imaginative or as amusing as they like and be on hand to offer help as this is quite a challenging task.
- 5 When they have done that, ask them to give their letter to the pair of students on their left.
- 6 Ask the students to read the letter they have received and to write a reply, giving advice for the problem. Encourage them to use the target language at this stage of the activity.
- 7 When they have done that, ask them to keep their replies and give the original problem letter to the pair of students on their left. Ask them to write a reply to the letter they have just received on a separate piece of paper.
- 8 Repeat the activity until pairs of students have written replies to several letters.
- 9 Now ask them to give their replies back to the students who wrote the original problem letters.
- 10 Pairs of students read the replies to their letter and choose the best advice.

fold

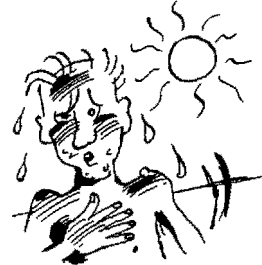


fold

**went sightseeing -
got lost**

_____ ✓

_____ ✗

**got sunburnt**

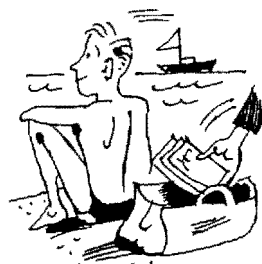
_____ ✓

_____ ✗

**got bored on the
beach**

_____ ✓

_____ ✗

**had money stolen**

_____ ✓

_____ ✗

**hotel room noisy**

_____ ✓

_____ ✗

**rained every day**

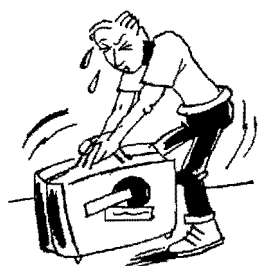
_____ ✓

_____ ✗

**lost passport**

_____ ✓

_____ ✗

**suitcase too heavy**

_____ ✓

_____ ✗

**didn't understand
the language**

_____ ✓

_____ ✗

**too hot**

_____ ✓

_____ ✗

What went wrong?

 Worksheet

37

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, commenting on things which went wrong on holiday.

GRAMMAR AND FUNCTIONS

Past modals: *should have* and *shouldn't have*

VOCABULARY

Holiday activities

Travel

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 understands that the picture on their card shows something that went wrong on holiday. Check they know how to say it.
- 3 Ask the students to comment on what the person should have done and shouldn't have done. They should write one thing the person should have done next to the tick and one thing they shouldn't have done next to the cross.

For example:

(Card shows person who went sightseeing and got lost.)

You should have taken a map. [✓]

You shouldn't have gone on your own. [X]

- 4 When the students have done that, ask them to fold their card so that the picture is on one side and their comments are on the other side.

- 5 Tell the students that they are going to talk about what went wrong using the pictures as prompts. Write an example dialogue on the board indicating the language the students should use.

For example:

Student A: *What went wrong?*

Student B (looking at the picture on their own card): *I went sightseeing and got lost.*

Student A (looking at what's written on the back of Student B's card): *Oh dear, you should have taken a map and you shouldn't have gone on your own.*

Remind the students that they can use *ought to have* and *oughtn't to have* 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 comments written by the students are 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 talk to as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students describe the same thing that went wrong several times, but make different comments 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 describe what went wrong using the pictures on their partners' cards as prompts. In this part of the activity, the students describe a different thing that went wrong each time they change partner but repeat the same comments several times.
- 9 The students continue in this way until they have spoken to as many different partners as possible.

OPTION

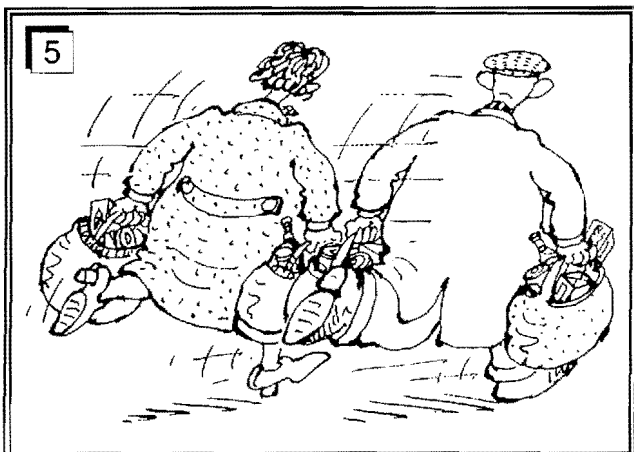
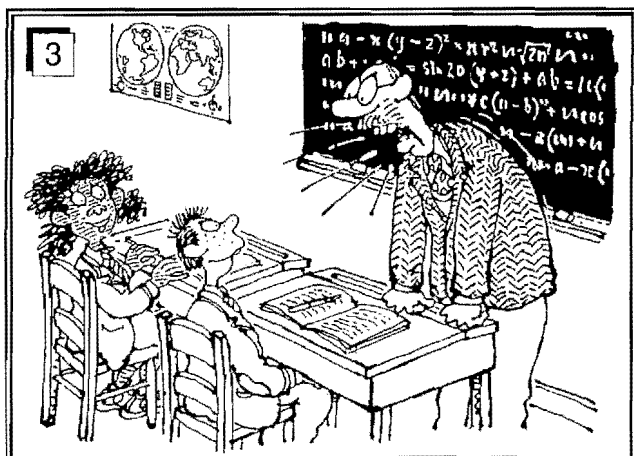
For further revision of this language, the mill drill cards can be used for the following activity.

Ask the students to go round the class holding their cards so that they are concealed from their partners. They should read out their comment in the third person and their partner should guess what went wrong.

For example:

Student A: *He should have taken a map and he shouldn't have gone on his own.*

Student B: *Did he get lost?*



Speculation

Worksheet

38

ACTIVITY

Groupwork: speaking

AIM

To speculate about what may have happened to cause situations illustrated in pictures.

GRAMMAR AND FUNCTIONS

Past modal verbs: *may have*, *might have* and *could have* to make speculations about the past

Must have and *can't have* to talk about something that probably or certainly happened in the past

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of up to 24 students. Cut the pictures out as indicated.

TIME

30 minutes

PROCEDURE

- 1 Ask the students to work in groups of three and give one picture to each group.
- 2 Tell the students to write down the number of the picture on a piece of paper and then to write as many sentences as they can, speculating about the past events which led up to the situation in the picture.

For example:

Picture 1

There must have been a party.

It could have been teenagers.

They can't have known their parents were coming back.

The parents must have been away.

Encourage them to use the target language. Tell them they have got three minutes to do this.

- 3 After three minutes, ask them to give their picture to the group of students on their left and to repeat the activity with the picture they have received.
- 4 Continue like this until each group has had three minutes with each picture.
- 5 Ask the students to take it in turns to read out their group's suggestions. The class should choose the most imaginative ideas.

BEATRICE WILLIAMS, 87, LOOKS BACK ON HER LIFE...

I've always been a sensible person, one of those people who never go anywhere without a thermometer, a hot water bottle, a raincoat and a parachute.

Now I wish I'd made more mistakes.
I wish I'd relaxed more and been sillier.
I wish I hadn't taken everything so seriously.
I wish I'd taken more trips, climbed more mountains, swum more rivers, watched more sunsets, eaten more ice-cream and picked more daisies.

If only I'd taken more chances.



NOW THAT YOU ARE 87 YEARS OLD, WHAT ARE YOUR REGRETS?

I've always been a _____ sort of person.

I wish I had been more _____

I wish I had been less _____

I wish I had _____

I wish I hadn't _____

If only _____

**NOW GO OUT AND DO ALL THOSE THINGS SO THAT YOU WON'T
HAVE ANY REGRETS WHEN YOU'RE 87!**

If only I'd taken more chances Worksheet 39

ACTIVITY

Whole class: reading, writing, speaking

AIM

To imagine that you are 87 years old, and to talk about past regrets.

GRAMMAR AND FUNCTIONS

Expressing regrets about the past with *I wish/If only* + past perfect

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each student in the class. If you have an overhead projector, photocopy the picture of Beatrice Williams, and what she says at the top of the worksheet, onto overhead transparency.

TIME

20 minutes

PROCEDURE

- 1 If you have an overhead projector display the picture of Beatrice Williams, and what she says. Ask the students to read it and make comments about it.
- 2 Then give one copy of the worksheet to each student in the class and ask them to imagine that they are 87 years old.
- 3 Tell them that, now that they are 87, they should look back on their lives, think about their regrets and complete the unfinished sentences on their worksheet.
- 4 When they have done that, ask them to compare with other students in the class if they wish.
- 5 Finally, tell them that they should go out and do all the things they might regret not doing when they're older.

OPTION

Ask the students to complete the sentences on their worksheet from the point of view of somebody else: either somebody they know or a famous person.



If I hadn't come here today, I would have...

If I'd found £100 on my way here today,
I would have...

If I hadn't decided to learn English, I would
have...

If I'd met an alien from outer space on
my way here today, I would have...

If I'd had time this week, I would have...

If I'd gone to a party last night I would have
worn...

If I had been born a member of the opposite
sex, I would have...

If I had been born a member of the opposite
sex, my parents would have...

If I had followed my parents advice I would
have...

If I had met my great-great-grandparents,
I would have...

If I'd won the lottery recently, I would have...

If I'd lived before, I would have been...

ACTIVITY

Whole class: writing, speaking

AIM

To write sentences about imaginary situations in the past and their results. To pick sentences out of a hat and find out who wrote them by asking questions.

GRAMMAR AND FUNCTIONS

Third conditional to talk about an imaginary or unlikely situation in the past and to describe its result

VOCABULARY

General

PREPARATION

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

TIME

20 minutes

PROCEDURE

- 1 Choose one of the unfinished sentences from the worksheet and write it on the board. Elicit possible ways of completing the sentence.
- 2 Ask the students to work in groups of three or four for the first part of this activity. Give one set of unfinished sentences to each group.
- 3 Ask the students to spread out the pieces of paper, face down and to take three each.
- 4 Ask them to complete their three sentences in any way they like. They should not write their names or let the students next to them see what they are writing.
- 5 The students now all work together as a class. Put the hat (or box) in the middle of the room. If there are 20 or more students in the class, divide them into two groups and put one hat in the middle of each group. Ask the students to fold up their completed sentences and put them in the hat.
- 6 Mix up the folded sentences in the hat and then tell the students that, in a moment, they are all going to stand up, take one sentence each and find out who wrote it. Demonstrate this by taking a piece of paper from the hat and reading the sentence out.
For example:
If I hadn't come here today, I would have stayed in bed.
Elicit the question they will need to ask in order to find out who wrote the sentence:
If you hadn't come here today, would you have stayed in bed?
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, and may need to ask, 'Did you write this sentence?'.
- 7 Before the students start the activity, point out that the second clause of most of the sentences, begins with *I would have...* or *I wouldn't have...* and that, although it should be written without contraction, it is pronounced *I'd've* or *I wouldn't've*. It is a good idea to practise this with the whole class using the example sentence and question.
- 8 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.
- 9 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.
- 10 The students repeat the activity until there are no sentences left in the hat.
- 11 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.
- 12 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:
If Hui-Fang hadn't come here today, she would have gone shopping.

Thought bubbles

Worksheets Progress check 36-40a and 36-40b

NOTE: Use Worksheets Progress check 36-40a and 36-40b for this activity.

ACTIVITY

Pairwork: writing, speaking

AIM

To imagine what people in pictures may be thinking and to match 'thought bubbles' to people in pictures.

GRAMMAR AND FUNCTIONS

Expressing an opinion: *In my opinion ...*

Expressing regrets: *I wish ...*, *If only ...*, *I should have ...*,
I shouldn't have ...

Third conditional to talk about imaginary situations and describe their results: *If I had ...*, *If I hadn't ...*

VOCABULARY

General

PREPARATION

Make one copy of Worksheets 36-40a and 36-40b for each pair of students in the class.

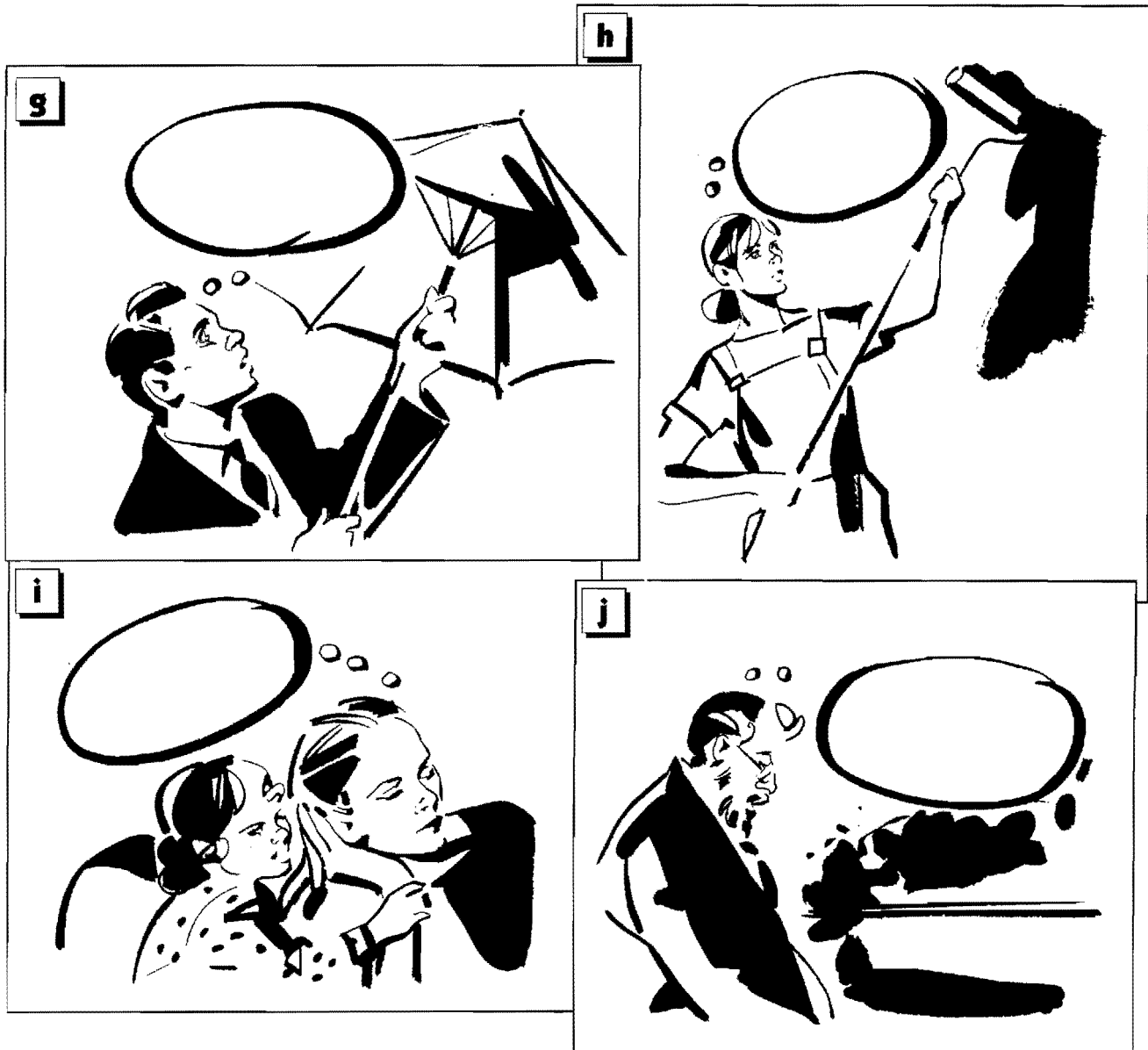
TIME

30 minutes

PROCEDURE

- 1 Ask the students to work in pairs and give a copy of both worksheets to each pair. Display the pictures and explain that the students are going to write down what they think the person in each picture is thinking.
- 2 Ask them to complete one of the sentences on Worksheet 36-40b for each of the ten pictures, in any order they like. They should not indicate on their worksheet which picture corresponds to each sentence, but they can write down the corresponding numbers and letters separately if necessary. They should not let the students next to them see what they are writing. Encourage the students to be as imaginative or as amusing as possible.
- 3 When they have completed all their sentences, ask them to exchange worksheets with another pair of students.
- 4 Now ask the pairs of students to match a picture to each sentence on the worksheet they have received.
- 5 When they have done that, ask them to check whether they have guessed correctly.
- 6 The class can vote for the best 'thought bubble' for each picture.





- 1 In my opinion _____
- 2 I should have _____
- 3 I shouldn't have _____
- 4 I wish _____
- 5 I wish _____
- 6 If only _____
- 7 If only _____
- 8 If I'd _____
- 9 If I hadn't _____
- 10 _____