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.

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**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:

<table>
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<tr>
<td><img src="image" alt="Picture Card" /></td>
<td>She's a pilot.</td>
</tr>
</tbody>
</table>

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.
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QUESTIONS FOR

(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...? ______________________

QUESTIONS ASKED BY

(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...? ______________________
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.

Who went to bed latest last night? Find out.

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

Who's got the biggest family? Find out.

How many people have pets? Find out.

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

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

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

Who had the busiest weekend? Find out.

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

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

What sort of music is most popular? Find out.
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<td>with</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FRIDAY</strong></td>
<td></td>
<td><strong>School party</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>with everyone in the school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>at 8.30</td>
</tr>
<tr>
<td><strong>SATURDAY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SUNDAY</strong></td>
<td><strong>Picnic</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>with everyone in the class</td>
<td>with</td>
</tr>
<tr>
<td></td>
<td>at 1.30</td>
<td>at</td>
</tr>
</tbody>
</table>

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Teacher's Notes

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.
<table>
<thead>
<tr>
<th>You meet one another.</th>
<th>You finish your studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You're attracted to one another.</td>
<td>You go out with one another.</td>
</tr>
<tr>
<td>Your parents meet.</td>
<td>You get engaged.</td>
</tr>
<tr>
<td>You fall in love.</td>
<td>You get to know one another.</td>
</tr>
<tr>
<td>You get married.</td>
<td>You start living together.</td>
</tr>
<tr>
<td>You have children.</td>
<td>You go on holiday together.</td>
</tr>
</tbody>
</table>

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.

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.
**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

**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.

**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.
### Are you in tune?

#### Predict your partner's answers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer Options</th>
<th>Correct/Incorrect Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of opera?</td>
<td>It's boring. It's wonderful. It's all right.</td>
<td>✓</td>
</tr>
<tr>
<td>Do you sing in the bath or shower?</td>
<td>Yes, I do. No, I don't.</td>
<td></td>
</tr>
<tr>
<td>Do you remember the lyrics of songs?</td>
<td>Yes, I do. No, I don't.</td>
<td></td>
</tr>
<tr>
<td>Do you like listening to reggae?</td>
<td>Yes, I do. No, I don't.</td>
<td></td>
</tr>
<tr>
<td>What do you think of heavy metal?</td>
<td>It's exciting. It's okay. It's dreadful.</td>
<td></td>
</tr>
<tr>
<td>Do your parents like the same music as you?</td>
<td>Yes, they do. No, they don't.</td>
<td></td>
</tr>
<tr>
<td>How often do you listen to music while you're working?</td>
<td>Always. Sometimes. Not often.</td>
<td></td>
</tr>
<tr>
<td>Do you play a musical instrument?</td>
<td>Yes, I do. No, I don't.</td>
<td></td>
</tr>
<tr>
<td>What is your favourite music?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 FUNCTIONS**
Adjectives 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.
Progress check

Find someone who...

**FIND SOMEONE WHO...**

- 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

NAME

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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 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.
<table>
<thead>
<tr>
<th>Another language I'd like to learn is ...</th>
<th>I think English grammar is ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I find ...</td>
<td>I'm frightened of ...</td>
</tr>
<tr>
<td>depressing.</td>
<td></td>
</tr>
<tr>
<td>A country I'm interested in is ...</td>
<td>I think people from my country are ...</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I'd like to try ...</td>
<td>When I'm embarrassed, I ...</td>
</tr>
<tr>
<td>food.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I would like to be more ...</td>
</tr>
<tr>
<td>I find ...</td>
<td></td>
</tr>
<tr>
<td>incredibly boring.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When I'm worried I ...</td>
</tr>
<tr>
<td>I find ...</td>
<td></td>
</tr>
<tr>
<td>extremely relaxing.</td>
<td></td>
</tr>
</tbody>
</table>
**Teacher's Notes**

**Sentences in a hat**  
**Worksheet Progress check**  

**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?

Who was the man?

Where did they meet?

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

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

What did they talk about?

What did she like about him?

What did he like about her?

How long have they been friends?
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 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)**

<table>
<thead>
<tr>
<th>ME NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>What games/play?</td>
</tr>
<tr>
<td>What television programmes/watch?</td>
</tr>
<tr>
<td>What hobbies/have?</td>
</tr>
<tr>
<td>What pets/have?</td>
</tr>
<tr>
<td>What music/like?</td>
</tr>
<tr>
<td>What clothes/wear?</td>
</tr>
<tr>
<td>What/look like?</td>
</tr>
<tr>
<td>What/be like?</td>
</tr>
<tr>
<td>What food/like?</td>
</tr>
<tr>
<td>What food/not like?</td>
</tr>
<tr>
<td>What/be frightened of?</td>
</tr>
<tr>
<td>What ambitions/have?</td>
</tr>
</tbody>
</table>

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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.'
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 practice saying their own sentence aloud and to memorize it. Go round helping them individually with pronunciation problems.
7 When the students have memorized 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.
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>who likes</td>
<td></td>
<td>didn't use to</td>
</tr>
<tr>
<td>who hates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>who's got</td>
<td></td>
<td>last night.</td>
</tr>
<tr>
<td>who looks like</td>
<td></td>
<td>every day.</td>
</tr>
<tr>
<td>who enjoys</td>
<td></td>
<td>would like to</td>
</tr>
<tr>
<td>who plays</td>
<td></td>
<td>is good at</td>
</tr>
<tr>
<td>who's wearing</td>
<td></td>
<td>often</td>
</tr>
<tr>
<td>who never</td>
<td></td>
<td>sings</td>
</tr>
<tr>
<td>who was born</td>
<td></td>
<td>is going to</td>
</tr>
<tr>
<td>who lives</td>
<td></td>
<td>has never</td>
</tr>
<tr>
<td>who's working</td>
<td></td>
<td>never</td>
</tr>
<tr>
<td>who had</td>
<td></td>
<td>once a week.</td>
</tr>
<tr>
<td>who's</td>
<td></td>
<td>likes listening to</td>
</tr>
<tr>
<td>who doesn't like</td>
<td></td>
<td>used to</td>
</tr>
</tbody>
</table>
ACTIVITY
Whole class: writing, speaking

AIM
To write imaginary information about people by completing unfinished sentences.

GRAMMAR AND FUNCTIONS
Non-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.
One of those days

COMPLAINT: soup cold
REQUEST: another bowl

COMPLAINT: wrong change
REQUEST: 50p more

COMPLAINT: heater in hotel room not working
REQUEST: repair it

COMPLAINT: music too loud
REQUEST: turn it down

COMPLAINT: tape not loud enough
REQUEST: turn it up

COMPLAINT: bought a book - pages missing
REQUEST: another one

COMPLAINT: ordered coffee - not tea
REQUEST: a cup of coffee

COMPLAINT: this room too small
REQUEST: a bigger one

COMPLAINT: bought a pullover - hole in it
REQUEST: a new one

COMPLAINT: bought a pair of trousers - shrunk
REQUEST: money back

COMPLAINT: room too smoky
REQUEST: open a window

COMPLAINT: taxi driver driving too fast
REQUEST: slow down

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

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.

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.
Round the world in ten minutes

Destinations

First throw

Second throw

1. watch a game of cricket in Calcutta
   Second throw

2. go surfing in Hawaii
   Visit the lost city of Petra in Jordan

3. see the sights in Moscow
   Go on a gondola in Venice

4. see the penguins in the Antarctic
   Swim with the dolphins in Florida

5. eat ducks' feet in Hong Kong
   Dance the flamenco in Spain

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Teacher's Notes

Round the world in ten minutes

Worksheet 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.

**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 known their oldest friend the longest? Find out.

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

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

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

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

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

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

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

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

How long...? Worksheet 12

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.

<table>
<thead>
<tr>
<th>PROFESSION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Job</td>
<td></td>
</tr>
<tr>
<td>How long?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOME</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of house</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>How long?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FAMILY LIFE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Single, Married/divorced/living with a partner. How long?</td>
<td></td>
</tr>
<tr>
<td>Children?</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>Name(s)</td>
</tr>
<tr>
<td>Boys</td>
<td>Name(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VEHICLE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Vehicles you own</td>
<td></td>
</tr>
<tr>
<td>How long?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRAVEL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the most interesting places you've been to?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACHIEVEMENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you proud of?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TODAY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has success changed you?</td>
<td></td>
</tr>
<tr>
<td>How?</td>
<td></td>
</tr>
</tbody>
</table>

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**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 ____________________
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. ____________________

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Comparisons

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

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**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

Teacher's Notes

**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.
<table>
<thead>
<tr>
<th>comfortable</th>
<th>nineteenth century</th>
<th>black</th>
<th>Mexican</th>
<th>glass</th>
<th>with Mickey Mouse on it</th>
</tr>
</thead>
<tbody>
<tr>
<td>smart</td>
<td>new</td>
<td>brown</td>
<td>Italian</td>
<td>china</td>
<td>with diamonds</td>
</tr>
<tr>
<td>beautiful</td>
<td>old</td>
<td>white</td>
<td>Swiss</td>
<td>woollen</td>
<td>with a silver strap</td>
</tr>
<tr>
<td>pretty</td>
<td>small</td>
<td>yellow</td>
<td>Chinese</td>
<td>leather</td>
<td>with gold buttons</td>
</tr>
<tr>
<td>nice</td>
<td>big</td>
<td>red</td>
<td>Japanese</td>
<td>gold</td>
<td>with flowers on it</td>
</tr>
<tr>
<td>lovely</td>
<td>large</td>
<td>white</td>
<td>French</td>
<td>silver</td>
<td>with my initials on it</td>
</tr>
</tbody>
</table>
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.
**Stop Press**

_**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 more than fifty left shoes.

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.

NORMA Mclean has just become 9) _______________.

**Norma** is 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.

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 her seventieth birthday when she got her first jump as a present.

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.'

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

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.

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.

In North Carolina, USA, the police and fire department have been trying to move a three-meter alligator 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.

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Eight-year-old Olivier Noel has found a five-legged pink frog in his garden. The Noel 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.

Eight-year-old Olivier Noel has found a five-legged pink frog in his garden. The Noel 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.

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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.

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

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.
<table>
<thead>
<tr>
<th>HAIRDRESSER</th>
<th>NURSE</th>
<th>POLITICIAN</th>
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<th>GARDENER</th>
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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 + infinitive
possible: 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!
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.
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

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

GO FORWARD THREE SPACES

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

GO FORWARD THREE SPACES

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

GO FORWARD THREE SPACES
On safari Worksheets 19a and 19b

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.
**Can you do it?**

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 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.

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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.
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

I agree to respect the rules and obligations above.

Signed ____________________________

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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.
**Film review**

**Title of the film**

**Type of film**

**The main actors**

**What it's about**

**What you thought of it**

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**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**  
<table>
<thead>
<tr>
<th>where you live</th>
</tr>
</thead>
</table>
| something you  
<table>
<thead>
<tr>
<th>do well</th>
</tr>
</thead>
</table>
| something you  
<table>
<thead>
<tr>
<th>do badly</th>
</tr>
</thead>
<tbody>
<tr>
<td>something nice you hope to do in the next few days</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>something you didn't enjoy doing in the last few days</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>something you usually do after supper</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>your favourite place</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>your best characteristics</td>
</tr>
</tbody>
</table>

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**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 ...

1. ... is more like being on a battlefield than in a bed of roses
2. ... is all you need
3. ... makes you smile
4. ... makes you lose control
5. ... is bad for your health
6. ... is only for young people
7. ... is better than having all the money in the world
8. ... means wedding bells
9. ... quickly changes to habit
10. ... is like being on a rollercoaster – one minute you're high and the next minute you're very low
11. ... is the strongest emotion you will ever feel
12. ... is painful
13. ... is playing a fool's game
14. ... is hearts and flowers
15. ... is the chocolate sauce on the vanilla ice-cream of life – without it, life is nice but not delicious
16. ... distracts you from the more important things in life

CYNICAL | ROMANTIC | REALISTIC

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Teacher's Notes

**Battlefield or bed of roses? Worksheet 23**

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

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**Teacher's Notes**

**Who asked me that?** Worksheet

**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.
Reported speech dominoes

1a She refused to...
   'I think it's a really good idea for you to have a holiday.'

1b She encouraged him to...
   'Yes, I agree – it's a brilliant film.'

2a She agreed that...
   'I've made my decision – I'm not going out tonight.'

3a He decided not to...
   'I will come home early this evening, I promise.'

3b She promised to...
   'I'm sorry – I've forgotten your name.'

4a He apologised and said...
   'Would you like to come to the Chinese circus?'

4b He invited me to...
   'Be careful. She's really annoyed.'

5a He warned me that...
   'Shall I help you with your bags?'

5b She offered to...
   'Don't forget to put it in your diary.'

6a She reminded me to...
   'I think you should go to the doctor.'

6b He advised me to...
   'Could you please sit down and be quiet.'

7a She asked them to...
   'I'm going to look for a new job.'

7b She told me that...
   'Let's go to the cinema.'

8a He suggested that...
   'Could you phone me tonight please?'

8b He asked me to...
   'No I don't want to see him.'

9a

9b

10a

10b

11a

11b

12a

12b

13a

13b

14a

14b

15a
**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 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.
Progress check

Hexagon race

Questions

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

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)
funny (funnily) happy (happily)
crude (crude) terrible (terribly)
pretty (prettily) beautifully (beautifully)
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.)

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

Wrong

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.
Progress check

21–25a | Hexagon race

Game board

Reward Intermediate
Resource Pack
**Mixed recipes**

**A**

**Recipe 1: TEMPURA**

**Ingredients**
- For the batter: flour, eggs, water, salt and pepper
- Vegetables: aubergine, carrot, courgette, green pepper

**Recipe 2: FRENCH TOAST**

**Ingredients**
- Egg mixture: eggs, milk and salt
- White bread, jam or syrup

**B**

**Recipe 1: PINEAPPLE DESSERT**

**Ingredients**
- Pineapple, sugar, flour, butter, eggs

**Recipe 2: GRAPE BRULÉ**

**Ingredients**
- Grapes, sugar, double cream

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**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.

**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 brulé

**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.
**Holiday crossword**

---

**Student A**

**CLUES DOWN**

Example

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

---

**Student B**

**CLUES ACROSS**

Example

2. A place which is smaller than a town.

---

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ACTIVITY
Pairwork: speaking, writing

AIM
To write clues for a crossword and to complete it.

GRAMMAR AND FUNCTIONS
Defining 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?**
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?**
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?**
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 and seedlings were sent to Malaysia in the 19th century.

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**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 Germany.
ANSWER: b)

QUESTION
CHOOSE THE CORRECT ANSWER
Where is the highest number of bicycles produced?
   a) Near Australia.
   b) Near Iceland.
   c) Near Japan.
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
Tobacco was first smoked by which people?
   a) The Turkish.
   b) Native Americans.
   c) The British.
ANSWER: b)

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
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
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)
Teacher's Notes

**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
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 ...*
   *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.
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 check 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 lose 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.
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.
31a Describe it

Game board

START HERE ➔ Place Person Object Action General

FINISH * General Action Object Person Place * General Object Person Place * General Object Person Place * General Object Person Place

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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.
<table>
<thead>
<tr>
<th>Cards</th>
<th>Hotel</th>
</tr>
</thead>
<tbody>
<tr>
<td>● hospital</td>
<td>● tourist</td>
</tr>
<tr>
<td>● mechanic</td>
<td>● wheel</td>
</tr>
<tr>
<td>● radio</td>
<td>● laugh</td>
</tr>
<tr>
<td>▲ sunbathe</td>
<td>● wedding</td>
</tr>
<tr>
<td>(o easy)</td>
<td></td>
</tr>
<tr>
<td>(o hotel)</td>
<td></td>
</tr>
<tr>
<td>(o neighbour)</td>
<td></td>
</tr>
<tr>
<td>(o door)</td>
<td></td>
</tr>
<tr>
<td>(o travel)</td>
<td></td>
</tr>
<tr>
<td>(o * Batman)</td>
<td></td>
</tr>
<tr>
<td>(o railway station)</td>
<td></td>
</tr>
<tr>
<td>● referee</td>
<td>● athlete</td>
</tr>
<tr>
<td>● * mobile phone</td>
<td>● mirror</td>
</tr>
<tr>
<td>▲ take a photograph</td>
<td>● sing</td>
</tr>
<tr>
<td>(o binoculars)</td>
<td>● pizza</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(o * restaurant)</td>
<td></td>
</tr>
<tr>
<td>● orchard</td>
<td>● politician</td>
</tr>
<tr>
<td>● electrician</td>
<td>● computer</td>
</tr>
<tr>
<td>● knife</td>
<td>● make a bed</td>
</tr>
<tr>
<td>▲ * make a mistake</td>
<td>● money</td>
</tr>
<tr>
<td>(o Bugs Bunny)</td>
<td></td>
</tr>
<tr>
<td>(o factory)</td>
<td></td>
</tr>
<tr>
<td>(o church)</td>
<td>● customer</td>
</tr>
<tr>
<td>● priest</td>
<td>● baseball cap</td>
</tr>
<tr>
<td>● saucepan</td>
<td>● watch TV</td>
</tr>
<tr>
<td>▲ drive</td>
<td>● * horror film</td>
</tr>
<tr>
<td>(o reggae)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(o * school)</td>
<td></td>
</tr>
<tr>
<td>● museum</td>
<td>● sister</td>
</tr>
<tr>
<td>● * actor</td>
<td>● * stamp</td>
</tr>
<tr>
<td>● armchair</td>
<td>● listen to music</td>
</tr>
<tr>
<td>▲ drive</td>
<td>● windscreen wipers</td>
</tr>
<tr>
<td>(o imaginative)</td>
<td></td>
</tr>
<tr>
<td>(o airport)</td>
<td></td>
</tr>
<tr>
<td>(o * foreigner)</td>
<td></td>
</tr>
<tr>
<td>(o kettle)</td>
<td></td>
</tr>
<tr>
<td>(o map)</td>
<td>(o score a goal)</td>
</tr>
<tr>
<td>(o * builder)</td>
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Teacher's Notes

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.
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 ________________
**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 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 all come 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...
ACTIVITY
Groupwork: writing, speaking

AIM
To invent unusual uses for ordinary objects.

GRAMMAR AND FUNCTIONS
Infinitive of purpose: to + infinitive to say how you do something
By + -ing to say how you do something
Giving 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.
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

<table>
<thead>
<tr>
<th>Environment/weather</th>
<th>Wolong in south-west China</th>
<th>The Highlands of Scotland</th>
<th>The Caribbean island of Barbados</th>
<th>The Indonesian jungle of Borneo</th>
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<tbody>
<tr>
<td>Wildlife</td>
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<td>Accommodation/food</td>
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<td>People/lifestyle</td>
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<tr>
<td>Places to visit/Things to do</td>
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</table>

The group has decided to go to ___________________________ because ____________________________________________________________  

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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.
Progress check

Holiday choices

The holiday of my dreams

- loud discos
- 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
- romance with a stranger
- with friends
- alone
- camping
- green fields
- self-catering
- peace and quiet
- big modern hotels
- non-stop entertainment
- organised activities
- no electricity or telephone
- siestas

The holiday of my nightmares

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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?

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.
What went wrong?

- 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
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. [✗]

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?
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!
**Teacher’s Notes**

**If only I’d taken more chances**  
Worksheet 39

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PROCEDURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class: reading, writing, speaking</td>
<td>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.</td>
</tr>
<tr>
<td>AIM</td>
<td>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.</td>
</tr>
<tr>
<td>To imagine that you are 87 years old, and to talk about past regrets.</td>
<td>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.</td>
</tr>
<tr>
<td>GRAMMAR AND FUNCTIONS</td>
<td>4. When they have done that, ask them to compare with other students in the class if they wish.</td>
</tr>
<tr>
<td>Expressing regrets about the past with <em>I wish/I only + past perfect</em></td>
<td>5. Finally, tell them that they should go out and do all the things they might regret not doing when they’re older.</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>OPTION</td>
</tr>
<tr>
<td>General</td>
<td>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.</td>
</tr>
<tr>
<td>PREPARATION</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If I hadn't come here today, I would have...</th>
<th>If I'd found £100 on my way here today, I would have...</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I hadn't decided to learn English, I would have...</td>
<td>If I'd met an alien from outer space on my way here today, I would have...</td>
</tr>
<tr>
<td>If I'd had time this week, I would have...</td>
<td>If I'd gone to a party last night I would have worn...</td>
</tr>
<tr>
<td>If I had been born a member of the opposite sex, I would have...</td>
<td>If I had been born a member of the opposite sex, my parents would have...</td>
</tr>
<tr>
<td>If I had followed my parents advice I would have...</td>
<td>If I had met my great-great-grandparents, I would have...</td>
</tr>
<tr>
<td>If I'd won the lottery recently, I would have...</td>
<td>If I'd lived before, I would have been...</td>
</tr>
</tbody>
</table>
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.
   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."
Teacher's Notes

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

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.
Thought bubbles

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. 

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