

# Pair Work 2

## Intermediate to Upper-Intermediate

Peter Watcyn-Jones



PENGUIN BOOKS

## PENGUIN ENGLISH

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# INTRODUCTION

1 In most language situations there is always an element of the unexpected – of not knowing exactly what the person you are talking to is going to say, even though on some occasions you may have a general idea (e.g. when ordering food in a restaurant). Unfortunately, most books give little practice in this since all too often every student has access to the same material as everyone else in the class with the result that anything that is said is often predictable. This, in turn, gives the students a false sense of security, so that once the whole context or the set-piece is removed they often find difficulty in communicating outside the classroom. *Pair Work 1* tries to overcome this by making sure from the beginning that Student A does not have access to Student B's information, and vice versa. In this way students are forced to react with one another and to respond to the unexpected – which is, after all, an essential requirement for true communication.

2 Another important aspect of language learning which again is often neglected is training students to listen effectively. Whereas listening comprehension exercises are an attempt to overcome this problem they are, in most cases, fairly passive activities and all too often removed from reality. Instead, what we should be concentrating on is in students listening effectively to one another. Again, when all the information is available to everyone in the class such intensive listening is not necessary since the student can always read anything he or she does not understand. But by removing what the other speaker is going to say the student is immediately forced into a situation where he or she not only has to but wants to listen intensively in order to be able to talk to the other person – which is, after all, the situation he or she is going to be in when he or she leaves the comparative safety of the classroom.

## Description of the material

This book contains 41 activities. These are arranged, where possible, into pairs of activities so that if Student A has one particular role or task in the first activity then he or she has Student B's role or task in the second, and vice versa. This gives both students practice in the same function but avoids the possibly boring alternative of simply changing parts and doing exactly the same activity again. Instead, the same function is practised again but the situation (or role) is changed.

## There are six main types of activity in the book:

### 1 Role-plays

These are activities in which students are given definite roles to play and are usually asked to assume a different name, background, age, etc.

An example of a role-play is Activity 11 – Newspaper interview (1).

### 2 Simulation exercises

These are activities in which students play themselves but are given a definite task to do or are put in a specific situation and asked to make appropriate responses.

An example of a simulation exercise is Activity 29 – Asking for information about a tour.

### 3 One-sided dialogues

These are activities in which students read a dialogue together but can only see their own part. These dialogues usually include opportunities for the student to make his or her own responses.

An example of a one-sided dialogue is Activity 6 – one-sided dialogue: Making suggestions.

### 4 Information-gap activities

These are activities in which students are asked to perform a task together, they fall into two types. In the first, one student has access to all the information and tries to impart it to his or her partner.

An example of this type is Activity 20 – Complete the drawing (1).

In the second, both students are given access to half the information and by working together try to solve the whole.

An example of this type is Activity 22 – Missing information: the life of Elvis Presley.

### 5 Discussion and conversation activities

These are activities designed to stimulate students to discuss a subject or subjects with their partner and usually take the form of a questionnaire. These activities are particularly useful when students are practising giving opinions and showing agreement or disagreement.

An example of a discussion or conversation activity is Activity 11 – Questionnaire: children and parents.

## 6 Jigsaw reading and problem-solving activities

Jigsaw reading activities are activities where a text or a dialogue has been cut up and arranged out of sequence. Each student is given half the pieces and by working together they try to re-form the whole.

An example of a jigsaw reading activity is Activity 36 – Sort it out: three jokes.

Problem-solving activities are activities in which students are asked to solve some sort of problem together – usually where students share ‘clues’ and then try to work out the answer.

An example of a problem-solving activity is Activity 39 – Solve the problem.

## How to use the book

The activities in *Pair Work 2* have been written to give extra ‘communicative’ practice in certain structures and functions. Consequently, they should be done as follow-up work rather than for ‘teaching’ purposes, since it is assumed that students are already familiar with basic structures, functions and vocabulary connected with each activity.

In the Appendix (pages 93–96), a list of main structures and functions for each activity is given, plus examples of typical questions, sentences or responses. Using this as a guide, all the teacher has to do is to decide what needs to be practised, choose a suitable activity and photocopy the appropriate pages. Since, in many cases, more than one activity has been written to practise a particular structure or function, repeated practice can be given without the students becoming bored.

Finally, the activities in *Pair Work 2* are not graded in any way, so they can be done in any order depending on the needs of a particular class.

## Teaching hints

### 1 Classroom organization

Since the activities in *Pair Work 2* involve the students working in pairs, a certain amount of classroom reorganization may be necessary. If it is at

all possible, the room should be arranged in such a way that pairs face one another across a desk or a table. This is to give them ‘eye-contact’ which makes communication a lot easier. Again, if possible, some sort of screen (e.g. a bag) should be placed between them so that they cannot see one another’s books.

However, there may be practical reasons why such a classroom arrangement may not be possible, in which case the teacher can adapt the working methods accordingly to suit his or her particular circumstances.

### 2 Working in pairs

Since the students will be working in pairs, there is the inevitable problem of what happens when there is an odd number of students in the class. Here are one or two possible solutions (although they are by no means the only ones):

a) The teacher forms the ‘extra’ partner, in which case he or she should choose a different student to work with each time.

b) The ‘odd’ student monitors another pair. The student chosen to monitor another pair should be changed each time an activity is done.

c) Three students work together instead of two. Two of the students form a team to partner the third one, taking it in turns to talk to him or her. Again, the group of three should be changed frequently.

One final consideration regarding pair work is that partners should be changed frequently to ensure that everyone really gets an opportunity to work with and to get to know as many different members of the class as possible.

### 3 Introducing an activity

Clear instructions are given for all the activities, so in most cases it should be sufficient for the teacher simply to ask the students to turn to a particular activity and to let them read through the instructions. While they do this, the teacher goes around the class checking that they have fully understood what they have to do before they begin.

If, on the other hand, the class lacks confidence or is not used to communicative work, the teacher could, on the first few occasions when the book is used, demonstrate briefly with two students (A and B) while the class monitors them. Alternatively, the teacher could set up the situation with the whole class then, by prompting the students, get suggestions as to what A and B might say to each other.

Whichever method is chosen, it is essential that the students know *exactly* what they have to do before they are allowed to begin.

#### 4 Working through an activity

It is best if all pairs start working at the same time rather than working one after the other. During the activity, the teacher moves from pair to pair, as a passive observer, noting problems or mistakes which can be taken up with the whole group afterwards.

The length of the activities varies from approximately five to twenty minutes. It is up to the teacher and the class to decide whether to spend a whole lesson on the activities or else to make them a part of the normal lesson. (Perhaps a combination of these two is a good idea.)

Finally, since not all groups will finish at exactly the same time, it may be necessary for the teacher to have a definite 'finishing time' in mind for some of the more open-ended activities.

#### 5 Following up an activity

The teacher should always spend a few minutes after an activity discussing it with the class. The discussion could include talking about what the students found difficult as well as finding out if anyone wanted to say something but didn't have the necessary language skills to express himself or herself. This is also the time when any mistakes can be pointed out and, if necessary, revision practice given.

Finally, it is a good idea occasionally to ask one of the pairs to practise the activity again while the rest of the class listen and monitor their performance.

#### 6 Activity 1

The chief reason for putting this first in the book is that it is a useful way of breaking the ice when the class is a new one – although it is still useful even when the class has been together for some time.

## ANSWER KEYS

### 36 SORT IT OUT: three jokes

#### Joke 1

- 1 A policeman stopped a motorist and asked him:
- 2 'How long have you been driving without a rear light?'

- 3 The motorist jumped out of his car, ran to the back and burst into tears.
- 4 The policeman, seeing he was obviously very upset, said sympathetically:
- 5 'Now there's no need to get upset. It isn't all that serious.'
- 6 'Isn't it?' cried the motorist. 'Then what's happened to my caravan?'

#### Joke 2

- 7 One day a doctor was talking to his nurse. 'Who's the next patient?'
- 8 'That man over there,' answered the nurse. 'He's had a golf ball knocked down his throat.'
- 9 'I see,' said the doctor. 'But who's that man over there walking up and down?'
- 10 'Oh, that's another golfer.'
- 11 'And what's he waiting for?'
- 12 'His ball back!'

#### Joke 3

- 13 A man walked into a fishmonger's and asked to buy six trout.
- 14 'Certainly, sir,' said the fishmonger, selecting the trout.
- 15 He was about to wrap them up when the man said:
- 16 'No! Please don't wrap them up yet.'
- 17 'Can you just gently throw them to me one by one?'
- 18 'I can,' replied the fishmonger. 'But why?'
- 19 'Well,' answered the man, 'I've been fishing all night and haven't caught anything.'
- 20 'At least if you throw those trout to me and I catch them, I can honestly say when I get home that I've caught six trout.'

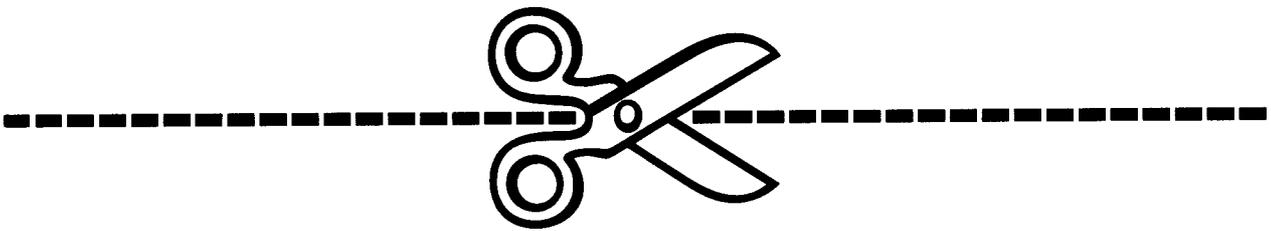
## 39 SOLVE THE PROBLEM

	Surname	Home town/city	Job
Room 102	Mr Jones	Cardiff	dentist
Room 103	Ms Watson	Birmingham	engineer
Room 104	Mr French	Belfast	architect
Room 105	Ms Brown	<b>Dundee</b>	pilot
Room 106	Ms Webber	Brighton	journalist
Room 107	Mr Smith	Cambridge	teacher
Room 108	Mr Carter	London	librarian
Room 109	Ms North	Leeds	nurse

Ms Brown comes from **Dundee**.

**Student A**

# **Material for photocopying**



Read the sentences below and write down your answers in the diagram (Sheet 2, p.9).

Look at the top left-hand corner of Sheet 2.

Next to number 1, write down the year when you first went abroad.

Next to number 2, write down the name of the most beautiful place you have ever visited.

Next to number 3, write down what you would be if you could choose any job in the world.

In the circle under number 3, write down the first name of your best friend.

Look at the bottom right-hand corner:

Next to number 4, write down the first name (surname if you don't know it) of the teacher at school you hated most.

Next to number 5, write down something that frightens you.

Next to number 6, write down the first name of the person you admire most (living or dead).

In the circle above number 4, write down the name of the country you would most like to visit.

Look at the top right-hand corner:

In the rectangle, write down the year when you were happiest.

In the circle underneath, write down what you consider to be the ideal number of children in a family.

Look at the bottom left-hand corner:

In the rectangle, write down the name of the town or village where you were born.

In the circle above, write down the number of people in your family, including yourself (people living at home).

Look at the large rectangle in the middle:

Write your first name in the rectangle in **LARGE LETTERS**.

In the blank spaces around it write down three things you enjoy doing.

When you have finished, change diagram sheets with Student B. Look at what he or she has written and ask him or her as many questions as you can about it, e.g. What does this date here mean? Who is this person? etc. Try to get him or her to talk as much as possible about each thing. (Of course, you will also be expected to talk about what you have written!)

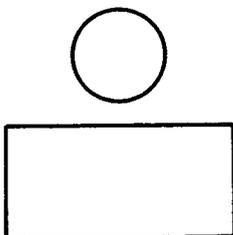
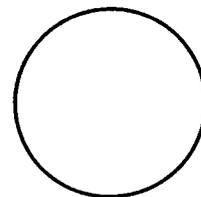
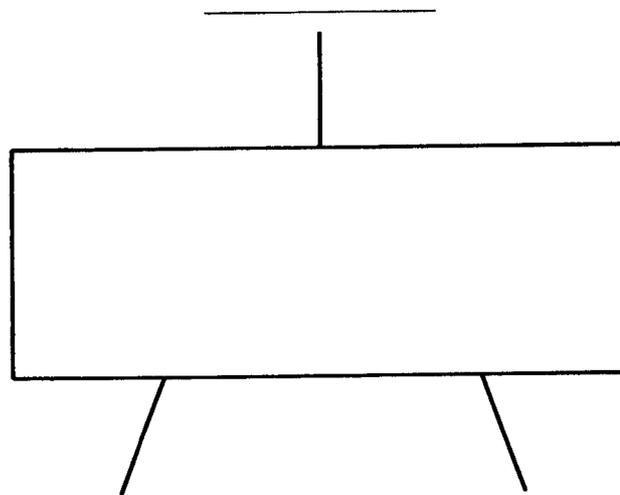
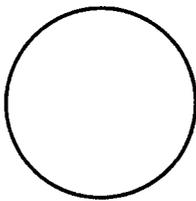
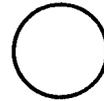
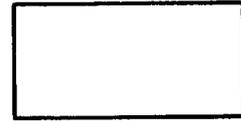
# 1 GETTING TO KNOW YOU

Student A

Sheet 2

---

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## 2 QUESTIONNAIRE: what sort of person are you?

**Student A**

Read through the sentences below, then put a circle around the number which most closely coincides with the way you usually behave. Before starting, look at the Key.

### KEY

- 1 Yes, always
- 2 Yes, usually
- 3 Well, it depends
- 4 No, not usually
- 5 No, never

I find it easy to get out of bed in the mornings.	1 2 (3) 4 5
I watch at least one TV programme or listen to at least one radio programme in the evenings.	1 2 (3) 4 5
I feel nervous when meeting new people.	1 2 3 (4) 5
I am good with money.	1 2 (3) (4) 5
I feel bored when I am alone.	1 2 (3) (4) 5
I would rather be with members of the opposite sex than with members of my own sex.	1 2 (3) (4) 5
I try to keep up with the latest world news.	1 (2) 3 4 5
I get annoyed if people are late.	1 2 (3) 4 5
I prefer going out at weekends to staying at home.	1 2 (3) 4 5
I think things over carefully before making a decision.	1 (2) 3 4 5
I try to make at least one or two new friends every year.	1 2 (3) 4 5
I go abroad in the summer.	1 (2) 3 4 5
I remember people's names when I am introduced to them.	1 2 3 4 5
I plan for the future.	1 2 3 4 5
I find it easy to learn English.	1 2 3 4 5

When you have finished, compare your answers with Student B. Try to discuss each point – giving reasons why you do or don't do something.

# 3 MARKET RESEARCH: television or radio programmes

**Student A**

You work for a Market Research Bureau. You are doing research into the types of television or radio programmes people watch or listen to. You stop people in the street to ask them questions and write down their answers in pencil on the table below. Student B is a passer-by.

MARKET RESEARCH	TELEVISION/RADIO QUESTIONNAIRE																																																
1 How many hours a week do you spend watching television or listening to the radio?	<input type="checkbox"/> less than 5 hours <input type="checkbox"/> 5–10 hours <input type="checkbox"/> 10–15 hours <input type="checkbox"/> 15–20 hours <input type="checkbox"/> more than 20 hours																																																
2 What sort of programmes do you like watching or listening to?	<table border="0"> <thead> <tr> <th style="text-align: left;">Like</th> <th style="text-align: left;">Dislike</th> <th></th> </tr> </thead> <tbody> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>the news</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>films or discussion programmes</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>quiz shows</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>pop music programmes</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>comedy programmes</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>documentaries</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>classical music programmes</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>serials</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>plays</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>detective series</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>chat shows</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>children's programmes</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>variety shows</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>sports programmes</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td>(others) .....</td></tr> </tbody> </table>	Like	Dislike		<input type="checkbox"/>	<input type="checkbox"/>	the news	<input type="checkbox"/>	<input type="checkbox"/>	films or discussion programmes	<input type="checkbox"/>	<input type="checkbox"/>	quiz shows	<input type="checkbox"/>	<input type="checkbox"/>	pop music programmes	<input type="checkbox"/>	<input type="checkbox"/>	comedy programmes	<input type="checkbox"/>	<input type="checkbox"/>	documentaries	<input type="checkbox"/>	<input type="checkbox"/>	classical music programmes	<input type="checkbox"/>	<input type="checkbox"/>	serials	<input type="checkbox"/>	<input type="checkbox"/>	plays	<input type="checkbox"/>	<input type="checkbox"/>	detective series	<input type="checkbox"/>	<input type="checkbox"/>	chat shows	<input type="checkbox"/>	<input type="checkbox"/>	children's programmes	<input type="checkbox"/>	<input type="checkbox"/>	variety shows	<input type="checkbox"/>	<input type="checkbox"/>	sports programmes	<input type="checkbox"/>	<input type="checkbox"/>	(others) .....
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<input type="checkbox"/>	<input type="checkbox"/>	(others) .....																																															
3 Are there any sorts of programmes you don't like?																																																	
4 What is your favourite programme?																																																	
5 Are there any sorts of programmes you would like	(a) more of? ..... ..... (b) less of? ..... .....																																																

You can begin like this:

Excuse me, can I ask you some questions about television/radio?

And finish:

Thank you very much for answering my questions.

## 4 HOLIDAY SURVEY

Student A

---

You are going on a charter holiday with your wife/husband and two children to the West Indies in June. You are going for two weeks and are staying at the Ravioli Hotel. You hope to do a lot of sightseeing and are planning to visit a number of islands. You are also looking forward to the sunshine and plan to go swimming every day. You have been to the West Indies several times and think this is one of the best places to go for a holiday. You are flying from Heathrow.

Student B is doing a survey on how people spend their summer holidays and is going to interview you about your holiday plans. Answer his/her questions.

## 5 BOOKING A ROOM AT A HOTEL (1)

Student A

You are on holiday in England with your wife/husband. You are staying in London at present but would like to visit Southbourne for a few days. You decide to phone up the Surrey Hotel (below) and make a reservation.

★★ **Longhouse** Royal Parade, BN22 7AH

☎ 031451 Plan 11

Three-storey Victorian terrace, with green-roofed sun terrace and modern entrance. Uninterrupted views of sea.

★★ **Surrey** Cornfield Terrace (Centre) ☎ 927681

Telex no 963561 Plan 22

Three-storey, steep-roofed building of brick and stone, with modern entrance.

★★ **Highland** Plan 17 Converted Victorian terrace house overlooking sea.

You want to stay for three nights and would like a double room with bath, overlooking the sea, if possible. You also need a room on the ground floor or first floor because your wife has difficulty in climbing stairs (should the lift be out of order).

You will be arriving by train tomorrow and want to know how far the hotel is from the station. Student B is the hotel receptionist.

You can begin like this:

Good (*morning*). My name's (*David Brown*). I'd like to book a room at your hotel for three nights.

## 6 BOOKING A ROOM AT A HOTEL (2)

Student B

### THE MONARCH HOTEL

Seafront Parade

Dackton

Tel: (01873) 921215

- ☆ Overlooks the beach
- ☆ 100 bedrooms, most with private bathroom
- ☆ Central heating and air-conditioning throughout
- ☆ 2 lifts to all floors
- ☆ Large bars and restaurants
- ☆ Nightly entertainment
- ☆ Night porter
- ☆ TV in room
- ☆ Private car park
- ☆ 5 mins from Dolphinarium

### CHARGES PER NIGHT – BED AND BREAKFAST

Single room . . . . .	£85.00
Single room with bath . . . . .	£90.00
Twin/double room . . . . .	£110.00
Twin/double room with bath . . . . .	£120.00
Extra bed in room . . . . .	£20.00

You are a receptionist at the Monarch Hotel in Dackton, Student B phones up to make a reservation.

Before starting, have a pen or pencil ready to write down all the necessary information. Make sure you get the following:

1. The person's name (you may have to ask him/her to spell it).
2. The type of room required (e.g. single, double, etc.).
3. The day/date of arrival.
4. Length of stay.

You can also include other details about the hotel – e.g. if it has a restaurant, entertainment, is near the sea, etc.

Here is a form you can use when writing down the necessary information:

Name: . . . . .
Accommodation: . . . . .
Date of arrival: . . . . .
Length of stay: . . . . .
Other details: . . . . .

You can begin like this:

Good (*morning*). Monarch Hotel.

# 7 ASKING FOR TRAIN INFORMATION

Student A

You are at present living and working in Paris. Your cousin is getting married in Madrid on Saturday. You phone up the Central Station to find out the times of the trains to and from Madrid. The wedding is at 11.15 in the morning. You wish to arrive in Madrid either on Friday evening or early Saturday morning (booking a sleeper, if necessary). You must be back in Paris in time for a meeting at 12.30 on Monday.

Student B is a clerk at the Central Station.

Before starting, have a pen ready to make a note of the following:

Time/day of departure from Paris .....
Time/day of arrival in Madrid .....
Time/day of departure from Madrid .....
Time/day of arrival in Paris .....

You can begin like this:

Good ( <i>morning</i> ). I'd like some information about trains from Paris to Madrid.
---

# 8 ASKING FOR BOAT INFORMATION

**Student A**

You are a clerk for the Fjord Line which runs boats between England (Felixstowe) and Sweden (Gothenburg). Student B phones you up for some information about boats to Gothenburg. Answer his/her inquiries with the help of the time-table and fare lists below.

FELIXSTOWE–GOTHENBURG Time-table July					
FELIXSTOWE			GOTHENBURG		
DAY	DATE	TIME	DAY	DATE	TIME
Mon	2	20.30	Tue	3	20.30
Thu	5	13.30	Fri	6	13.00
Fri	6	13.00	Sat	7	13.00
Sun	8	18.00	Mon	9	17.30
Mon	9	20.30	Tue	10	20.30
Thu	12	13.30	Fri	13	13.00
Fri	13	13.00	Sat	14	13.00
Sun	15	18.00	Mon	16	17.30

FELIXSTOWE–GOTHENBURG Passenger Fares – one way (not including accommodation)			
Sailing period	From Felixstowe	Adults	Children
25 April–1 October	Monday	£135	£70
	Thursday, Friday, Sunday	£165	£85

FELIXSTOWE–GOTHENBURG Accommodation charges (25 April–1 October)		
Type of berth		Cost per person, one way
4 berth economy cabin	3 persons in cabin	£27
	2 persons in cabin	£40
4 berth inside de-luxe cabin	4 persons in cabin	£40
	3 persons in cabin	£70
4 berth outside de-luxe cabin	4 persons in cabin	£70
	3 persons in cabin	£85
Twin bunk de-luxe cabin	2 persons in cabin	£90
	1 person in cabin	£135
2-bedded de-luxe cabin	2 persons in cabin	£105
	1 person in cabin	£135

**NOTE:** outside de-luxe cabins have portholes, inside de-luxe cabins and all economy cabins have no portholes. All de-luxe cabins have shower, wash basin and w.c.

# 9 ONE SIDED DIALOGUE: at a restaurant

**Student A**

Read the following dialogue with Student B.

Unfortunately, you can only see your part, so you will have to listen very carefully to what Student B says. Use the menu below.

Before starting, read through your part to get an idea of what the dialogue is all about.

- You: It's a nice restaurant, don't you think?  
 Student B: .....  
 You: No, not really. What about you?  
 Student B: .....  
 You: Oh, I see. Now, let's have a look at the menu. (*slight pause*)  
 What would you like to start with?  
 Student B: .....  
 You: Yes, I think I'll have the same. No, on second thoughts, I'll have ..... (*name a dish*).  
 Student B: .....  
 You: Well, I don't like..... (*repeat dish*) very much, actually. I think I'd prefer..... (*name another dish*). I had it the last time I was here and it was really delicious.  
 Student B: .....  
 You: Yes, good. And what about some vegetables with the meal?  
 Student B: .....  
 You: Yes, let's see. (*slight pause*) I think I'll have..... (*name two vegetables*).  
 Student B: .....  
 You: Right. Now, where's the waiter?

<b>THE INN PLACE</b>		
<b>TABLE D'HÔTE DINNER MENU</b>		
£30.00		
Iced Melon Avocado Pear Prawn Cocktail	Grilled Halibut with Lemon Baked Plaice and Mushrooms Veal Escalope Minute Steak Garni Lamb and Mushroom Ragoût Roast Turkey with Rosemary Butter Stuffing Chicken and Bacon Pie Rice and Mushroom Salad Cold Meat Salads (Various)	Grapefruit Cocktail Pâté Maison Various Soups
Chips New Potatoes Tomatoes	Soufflé Potatoes Carrots Mushrooms	Garden Peas French Beans Cauliflower
Fruit Salad Apple Pie	Coffee and Drinks Extra Service Charge Included	Various Ice Creams Cheese Biscuits

# 10 FILL IN THE MISSING INFORMATION (1)

Student A

By asking Student B questions, fill in the missing information in the tables below. (Student B will also ask you questions.)

Before starting, work out the type of questions you will need to ask. For example:

Who is arriving on ... (say date)?  
 What nationality is ... (say name)?  
 When is ... (say name) ... arriving at the conference?  
 How long is ... (say name) ... staying?  
 At which hotel is ... (say name) ... staying?  
 At what time is ... (say name) ... giving a lecture?  
 On what date is the lecture on ... (say subject)?  
 etc.

When you have both finished, compare your tables to check that you have filled in the missing information correctly.

(Note: If, in answer to one of your questions, Student B says he/she doesn't know the answer, then try another sort of question to get the same information, since it may be that Student B has not yet filled in the information you based your first question on.)

INTERNATIONAL CONFERENCE ON PSYCHIC RESEARCH				London, 6 June–20 June
List and details of participants				
Name	Nationality	Date of arrival	Length of stay	Hotel
1	American	5 June		The Hilton
2	Sven Borg		10 days	Central Park
3	Dr Marina Rossi	Italian	7 June	4 days
4		6 June	a week	The Dorchester
5	Dr Klaus von Braun	German	10 June	5 days
6	Sir Roger Bloom	English		2 weeks
7	Viktor Pavlova	Russian	3 June	Cen

Date and time of lecture	Subject of lecture
1 10 June 2.30 p.m.	In Search of UFOs
2 8 June 9.30 a.m.	The Secret of Dreams
3 9 June 3.15 p.m.	
4 11 June 10 a.m.	Psychic Healing
5 12 June	
6 10.15 a.m.	The Secret Life of Plants
7 15 June	The Great Tele

# 11 QUESTIONNAIRE: children and parents

**Student A**

Read through the sentences below then put a circle around the number which most closely coincides with your opinion. Before starting, look at the Key.

KEY	
1	Yes, definitely
2	Yes, perhaps
3	Well, that depends
4	No, not really
5	No, definitely not

Children should obey their parents without question.	1	2	3	4	5
It is an advantage to be an only child.	1	2	3	4	5
Girls and boys should be brought up in the same way – without definite roles.	1	2	3	4	5
Most men would prefer to have a son as their first child.	1	2	3	4	5
You should never hit a child.	1	2	3	4	5
It is a child's duty to look after his or her parents when they are old.	1	2	3	4	5
Parents should never quarrel in front of their children.	1	2	3	4	5
The best way of punishing a child is to stop his or her pocket money.	1	2	3	4	5
Babies are boring.	1	2	3	4	5
It is wrong for both parents to go out to work if they have small children.	1	2	3	4	5
No family should be allowed to have more than four children.	1	2	3	4	5
Children under 18 should never be out later than 11 o'clock in the evening.	1	2	3	4	5

When you have finished, discuss your answers with Student B.

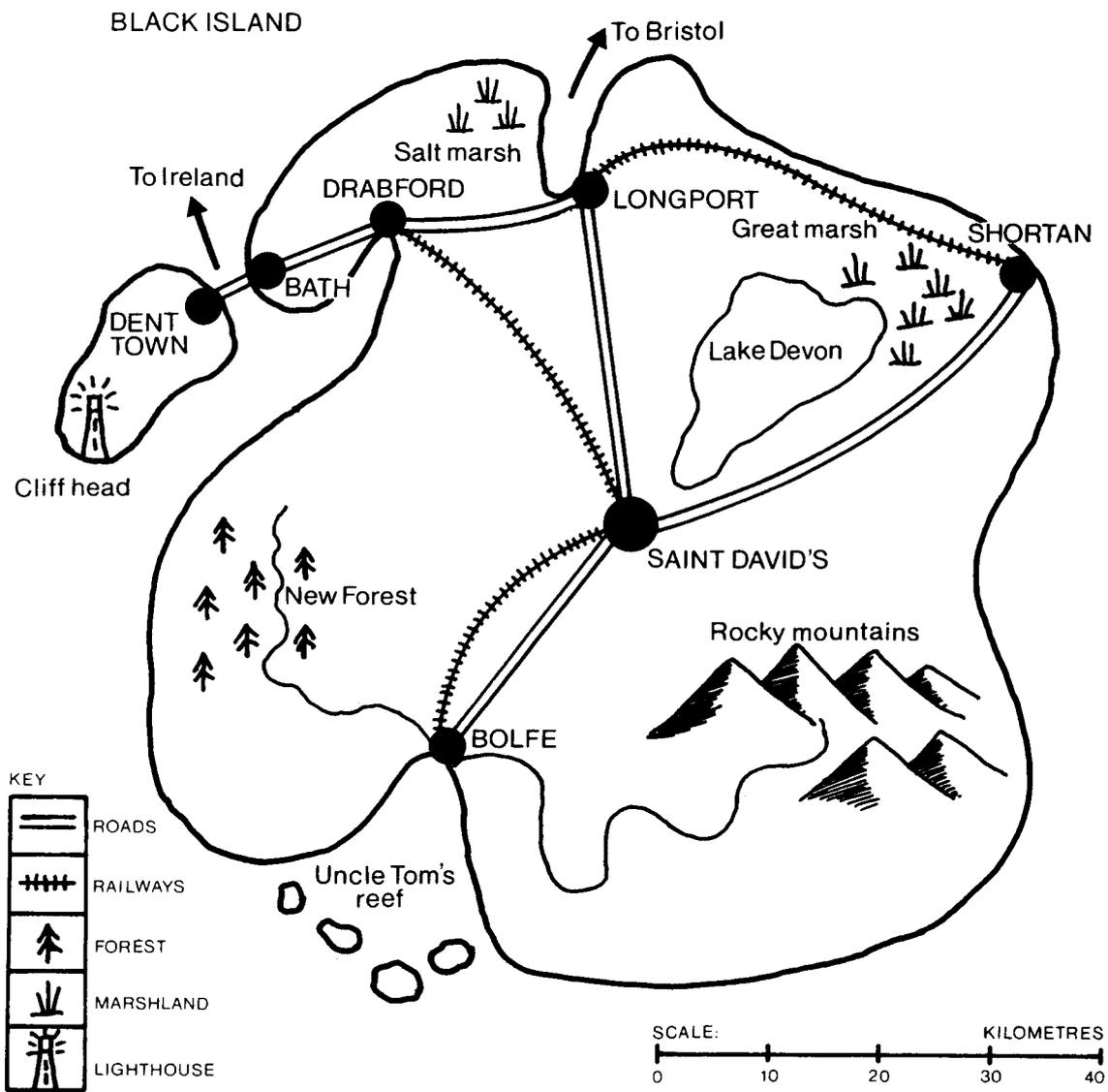
Remember to give reasons for your opinion – and even to argue with what Student B says if you disagree with him or her.

# 12 COMPLETE THE DRAWING (1)

Student B has an incomplete map of Black Island.

Help him/her to complete it by telling him/her what to draw and answering his/her questions. But you must not touch his/her map or let him/her see yours.

When you have finished, compare maps.



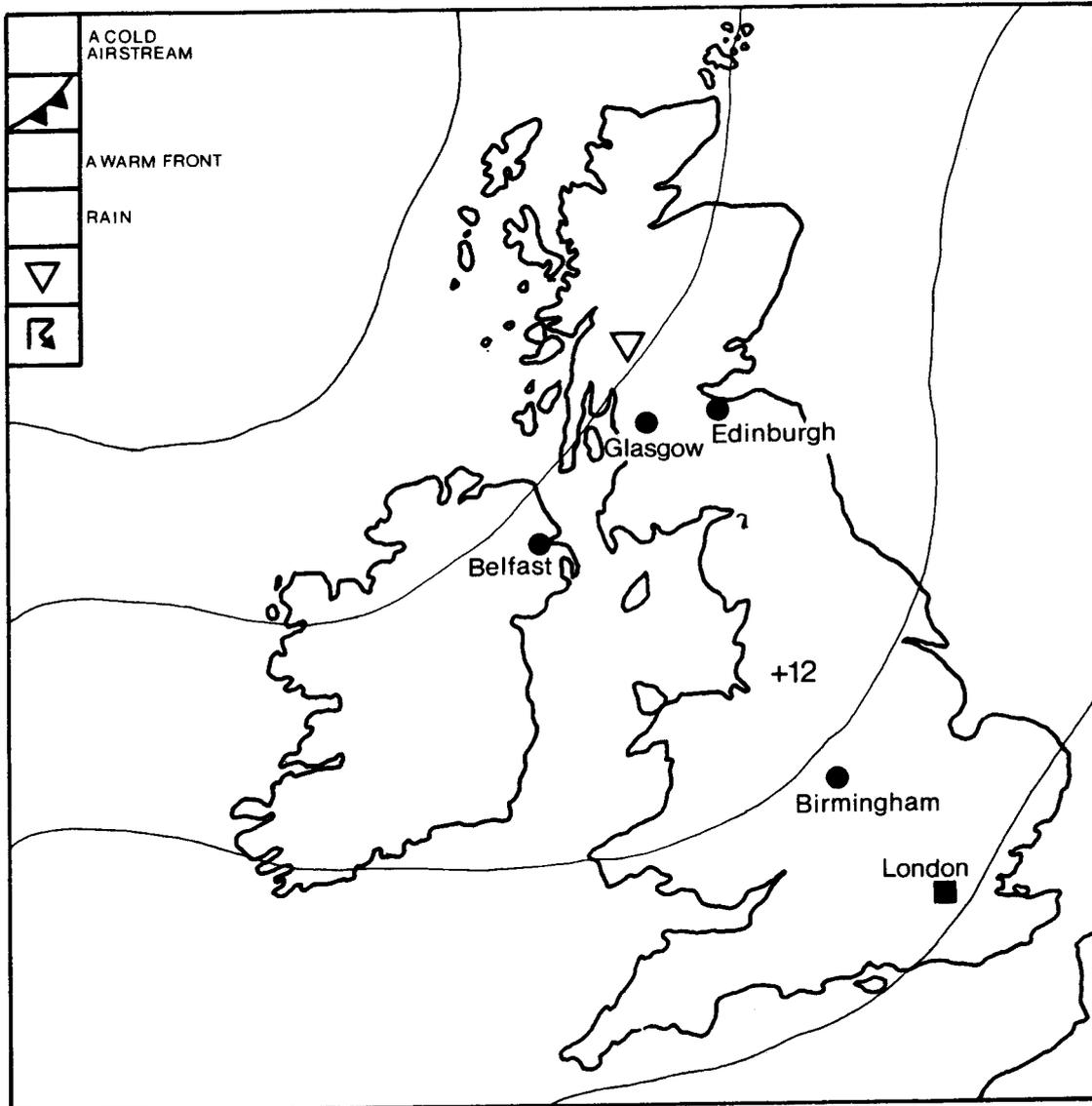
# 13 COMPLETE THE DRAWING (2)

Student A

Below is an incomplete weather map of Great Britain. Student B has a completed version. He/she is going to help you complete yours.

You are allowed to ask questions but you must not look at Student B's map.

When you have finished, compare your drawings.



## 14 NEWSPAPER INTERVIEW (1)

Student B

You write the gossip column for the *Daily Mirror*. You are going to interview Albert Sykes/Anita Sykes, the gardener who recently got married to his/her employer – the famous detective-story writer Anthea Crystal/Arthur Crystal. Student B is Albert Sykes/Anita Sykes.

Before starting, work out some questions to ask. For example:

When did you start working for Ms/Mr Crystal?  
What was she/he like to work for?  
What was she/he like as a person?  
When did your romance start? How?  
Where did you go for your honeymoon? Why?  
etc.

You can begin like this:

How do you do, Mr Sykes/Ms Sykes. I'm (*David Brown*) of the *Daily Mirror*.  
It was kind of you to let me interview you.



## 15 NEWSPAPER INTERVIEW (2)

Student A

Your name is Antonia Arpeggio/Antonio Arpeggio.

You are a film director. Last week, your film *Lucky* won no less than five Oscars, including the 'Best picture of the year' and the 'Best director' awards. The film, written by you, only cost \$300,000 to make and is the story of a poor black boy called Lucky Leroy who rises from the slums of New York to become President of the USA.

You wrote the film over seven years ago but it took a long time to get the money to make it. (None of the major film companies were interested. They called it 'rubbish'.)

You thought it was a good film but are surprised at how well it has gone down with the public. So far the film has made over \$10 million. You think people like it because it has very little violence and is the story of the 'little man' making good – the old 'American dream'.

You have agreed to be interviewed by a reporter from the magazine *The Cinema Today*. Student B is the reporter.

When you answer his/her questions, try to use your own words as much as possible.

You are a foreign student and have been invited to Horam Primary School for the day. You have just gone into this classroom. Student B is the class teacher and you are going to ask him/her questions about the school and the children. For instance:

What sort of school is it?  
How many children are there in the school?  
How old are the children in this class?  
What lesson are you doing at the moment?  
What time do they start and finish school?  
Are they interested in learning?

Look at the photograph and try to ask other questions. (You may even want to ask about some of the children in the photograph.)

When you have finished, you can say:

Thank you very much for letting me see the school. It's been really interesting.



# 17 VISITING A FACTORY

**Student A**

You are the Works Manager at Clothewell Limited – a firm which makes women's clothing. You are showing a foreign student (Student B) around and have just taken him/her to this part of the factory. He/she is going to ask you questions about the factory and the people who work there.

Before starting, think about the following:

- What the factory makes
  - What is going on in the photograph
  - Number of employees (men or women)
  - When they start/finish work (shift-work)
  - How much the people in the photograph earn
  - If you export – where
  - What sort of clothes are most/least popular
- etc.

(Note: If you don't know the true answers to Student B's questions, use your imagination!)



# 18 ONE-SIDED DIALOGUE: what shall we do at the weekend?

Student A

Read the following dialogue with Student B.

You are friends and are talking about where to go at the weekend.

Unfortunately, you can only see your part of the dialogue, so you will have to listen very carefully to what Student B says. Use the *Weekend Guide* below.

Before starting, read through your part to get an idea of what the dialogue is all about.

- Student B: .....  
You: What do you mean?
- Student B: .....  
You: Yes, all right. What do you suggest?
- Student B: .....  
You: Well, why not look in tonight's paper? There's usually a *Weekend Guide* on Thursdays.
- Student B: .....  
You: What?
- Student B: .....  
You: No, ... (*give reason why you don't like the suggestion*).
- Student B: .....  
You: Well, that's an idea, I suppose, but I'm not all that keen, really.
- Student B: .....  
You: Er ... what about ..... (*suggest something from EXHIBITIONS*).
- Student B: .....  
You: All right. It was only a suggestion (*slight pause*). Of course, we could always ..... (*make a suggestion from SPORTING EVENTS*).
- Student B: .....  
You: ..... (*read out the information*).
- Student B: .....  
You: Yes, that's fine by me.
- Student B: .....

## WEEKEND GUIDE

### EXHIBITIONS

**Women at War, 1914-1918**  
Photographic record. Public Library  
Saturday 10-6.

**Costumes Through the Ages**  
Costumes from the 16th century to today.  
Local Museum. Sat-Mon 10-4.30.

**Modern Railway Exhibition**  
Goldenhill Model Railway Club, St  
Andrew's Hall. Saturday 11-7. At least 16  
working layouts on view.

### SPORTING EVENTS

**Tenpin Bowling**  
National Championships at The Bowl. All  
day Saturday and Sunday.

**Charity Football Match**  
Charity football match between House of  
Commons team and Entertainers team at  
Pilots Fields. Saturday afternoon 2 p.m.

**Stockcar Racing**  
International meeting at Burlight. Disco  
afterwards. Saturday afternoon 2.15 p.m.

### COACH TOURS

**Castle Howard, York**  
The most beautiful historic house in  
Yorkshire. Grounds, restaurant and  
cafeteria. House and Costume Gallery.  
Depart Saturday 8.30 a.m.

**Kent Coastal Tour**  
See pleasant countryside of Kent as well as  
miles of coastline. Lunch at Dover. Depart  
Saturday 10 a.m.

### Mystery Tour

Tour to somewhere famous. Details will not  
be given until you arrive. Depart Saturday  
9 a.m.

### OTHER EVENTS

**Special Weekend for Railway  
Enthusiasts**  
Photographic weekend with special events  
including a "Steam up" at Dackton  
Transport Museum. Saturday and Sunday  
11 a.m.-5.30 p.m.

**Antiques Fair**  
Opens on Saturday at Old Town Arts  
Centre. Saturday 11.30 a.m.-7.30 p.m.  
Admission £1.

**Flower Power**  
Daffodil Festival at Otram. Two tons of  
bulbs already planted and a further 10,000  
will decorate village. Saturday and Sunday.

**Chess Championships**  
National chess championships on the Pier.  
Saturday-Tuesday 10.30 a.m.-7.30 p.m.

# 19 ASKING FOR AND GIVING DIRECTIONS

Take it in turns with Student B to ask for and give directions using the street plan (Sheet 2, p.27). You want directions for the following places (in this order):

FROM	TO
1 the station	the police station
2 the police station	the boutique
3 the boutique	the post office
4 the post office	the museum
5 the museum	the restaurant

When Student B gives you directions, write the name (e.g. Police Station) on the appropriate building.

The names of the buildings on the street plan (Sheet 2) are the places Student B wants directions to. He/she is going to ask directions for the following places (in this order):

FROM	TO
1 the station	the bank
2 the bank	the book shop
3 the book shop	the Grand Hotel
4 the Grand Hotel	the drugstore
5 the drugstore	the coffee bar

Ask for and give directions alternately. You start. When you ask for directions, you can say:

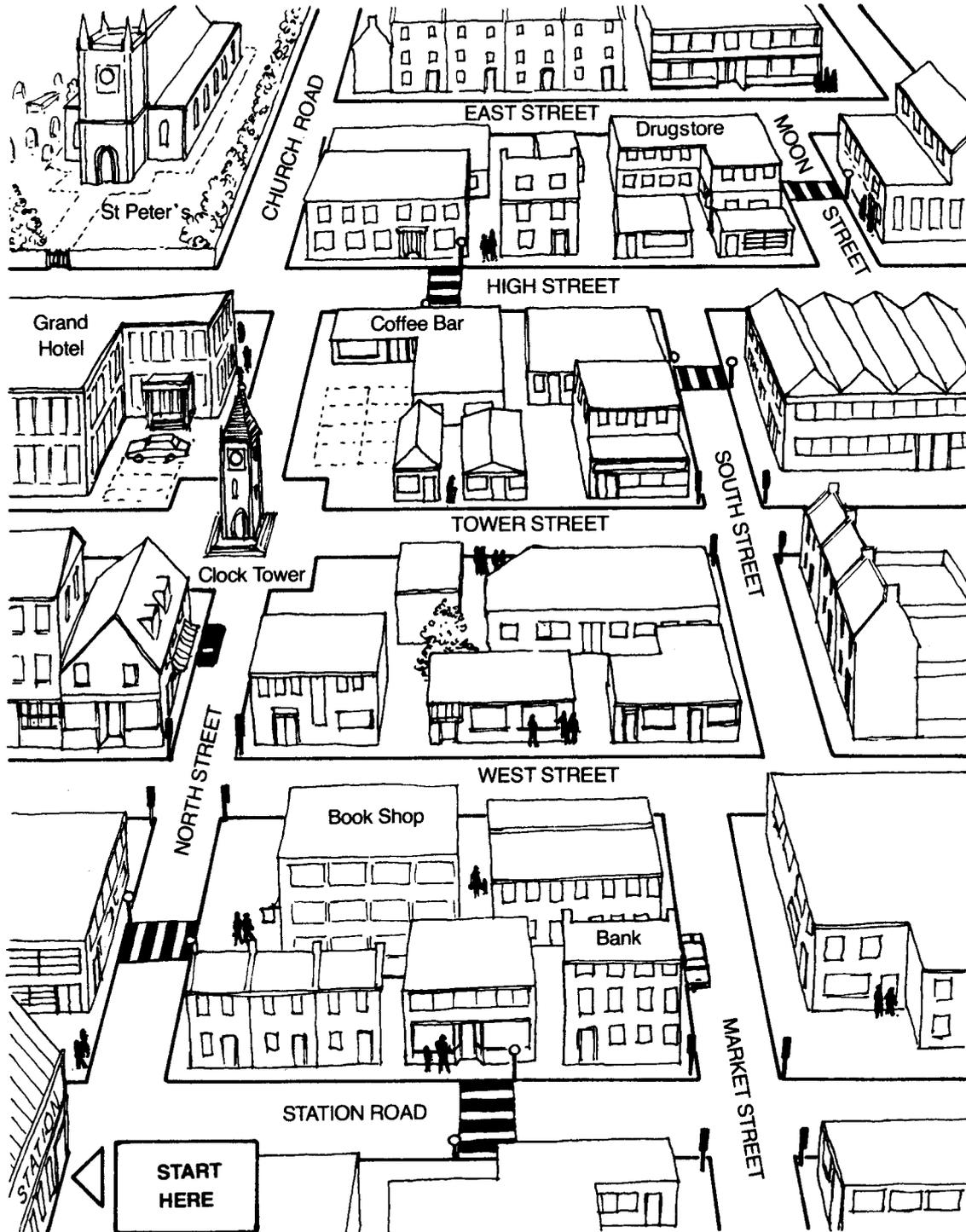
Excuse me,	could you tell me the way to can you tell me how to get to	( <i>the museum</i> ),	please?
------------	---	------------------------	---------

When you have finished, compare street plans to check that you have written the names of the various buildings in the correct places.

# 19 ASKING FOR AND GIVING DIRECTIONS

Student A

Sheet 2

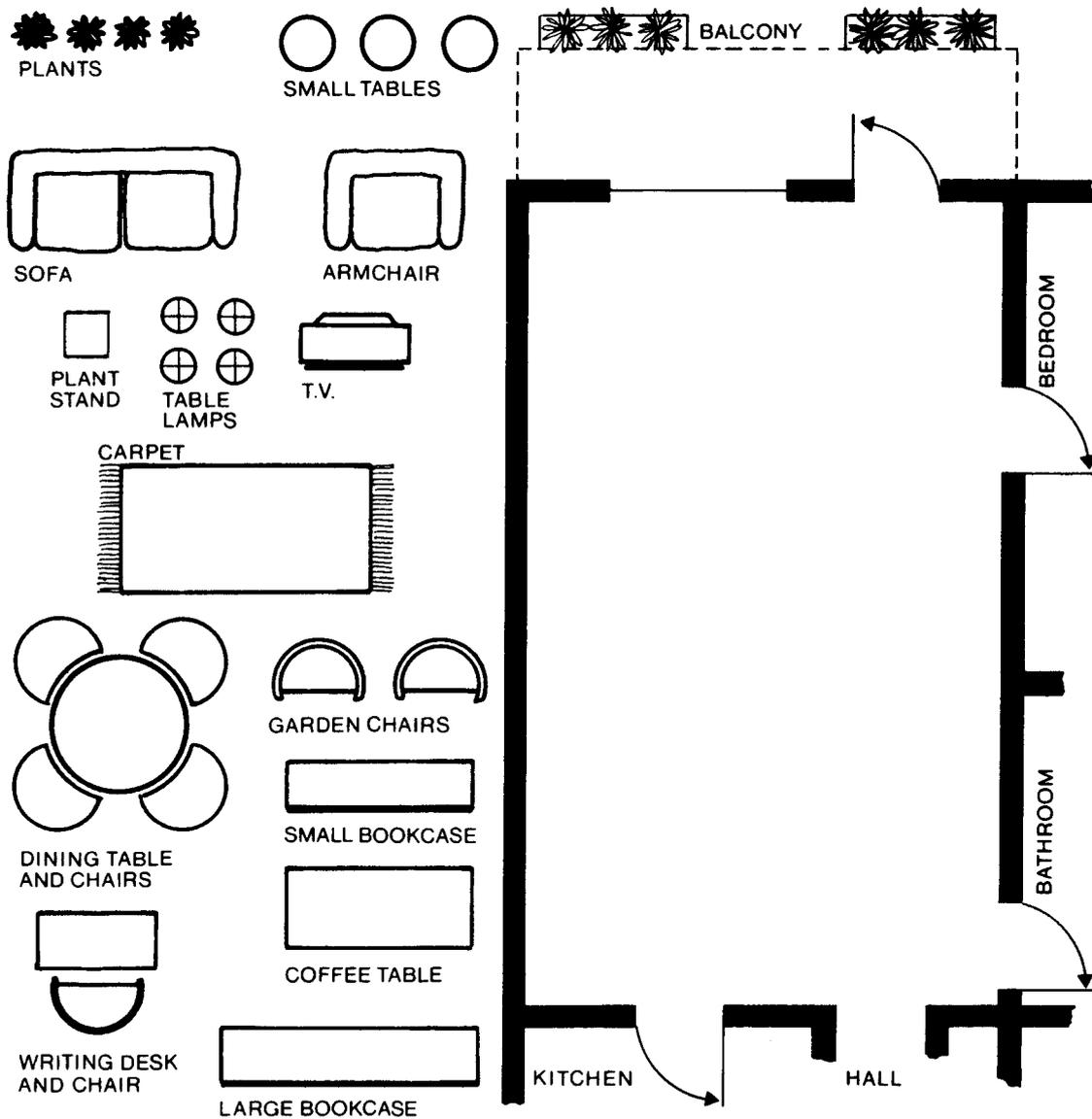


# 20 COMPLETE THE DRAWING (3)

**Student A**

Below is a plan of a flat with the furniture missing. Student B has the same plan but with the furniture put in. He/she is going to help you furnish your flat by telling you what to draw and where to put it. (A guide is given to the various items of furniture.)

You are allowed to ask questions but you must not look at Student B's drawing. When you have finished, compare drawings.

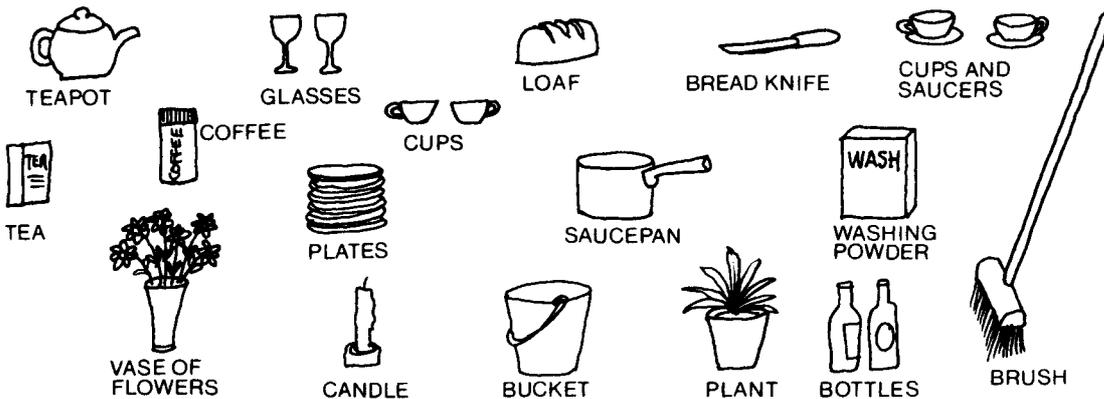
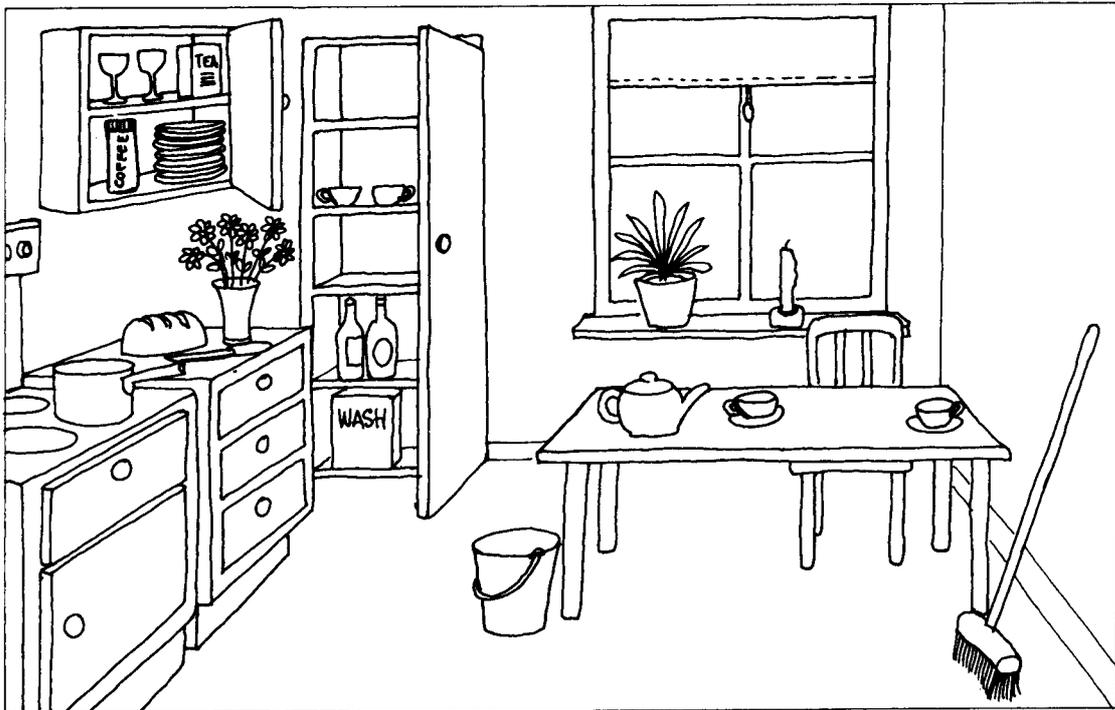


# 21 COMPLETE THE DRAWING (4)

Student A

Below is a drawing of a kitchen with pots, glasses, etc. Student B has the same drawing but without any of the pots, glasses, etc. Help him/her place the various objects by telling him/her where to put them. (A guide to the objects is given below.)

Student B can ask questions but he/she must not see your drawings. When you have finished, compare your drawings.



# 22 FILL IN THE MISSING INFORMATION (2)

Student

By asking Student B questions, fill in the missing information in the Immigrant Survey Sheet below in pencil. (Student B will also ask you questions.)

**IMMIGRANT SURVEY SHEET**

Name: *Abraham Jacobs* ..... Nationality: .....

Occupation: *Bus driver* ..... Married/Single .....

Number of children: .....

Length of time in Britain: *- years* .....

Date of arrival: *June 17<sup>th</sup> 1980* .....

Reason for coming to Britain: .....

Present address (town/village only): *Birmingham* .....

Length of time in present town/village: .....

Other towns/villages where person has lived: *London*  
*Bradford, Liverpool* .....

Knowledge of English:

1 on arrival: ..... Good/quite good/fairly good/poor

2 now: ..... Good/quite good/fairly good/poor

Number of English courses attended: .....

Language(s) spoken at home: .....

Problems/difficulties living in Britain:

1 *Difficult to get a good job* .....

2 *Difficult to find decent accommodation* .....

3 *Colour prejudice* .....

4 *Not considered to be English* .....

Contact with English people:

1 at work: .....

2 outside work: .....

When you have finished, compare sheets to check that you have filled in the missing information correctly.

## 23 MEETING AN OLD FRIEND

Student A

You are Roger (or Joanna) Morgan.

You meet an old friend, Claire (or Peter) Smith, on the Underground whom you haven't seen since he/she got married ten years ago. (You went abroad a few days after the wedding.) You used to go to school with her husband, Bill/his wife, Rita, who used to dance well and whose father owned an antique shop. The last you heard, they were emigrating to Canada.

When you last saw him/her you were going out with Alison (Alistair) who is Scottish. Have a chat and arrange to meet again in the near future.

Before starting, read through the above so that you remember the details without having to look at them too closely. Also think about what has happened to you since you last met (e.g. Are you married? What's your job? Where are you living? etc.).

When you are ready, you can begin. You Start. Here are some phrases you can use:

(a) the meeting:	Good heavens! It's ( <i>Claire</i> ), isn't it?
(b) talking about appearance:	You look different. What is it? You've changed. ( <i>You're much fatter</i> ), etc.
(c) asking questions:	How's . . . ( <i>Bill</i> )? Where are you living/working nowadays? Do you still . . . ( <i>go dancing</i> )? Didn't you go to Canada? etc.
(d) taking leave:	I must go now, I'm afraid. I've got to . . .
(e) making arrangements:	We must meet again some time.

Above all, be prepared to use your imagination!

Student B is Claire Smith or Peter Smith.

Note that *Alison* is a Scottish girl's name.

### Situations Vacant

Music business family require  
NANNY/MOTHER'S HELP.  
Over 20. Not far from London.  
Phone: Bucks 2176

Looking for a job this summer?  
TUTOR required for 10-year-old  
Jonathan during 6-week yacht cruise  
among Greek islands.  
Phone: 0171-333 8739

You teach a class of 11-year-olds at a primary school in Brighton. You have had this job for three years. You are looking for a summer job to help buy a new car in the autumn. You do not mind what sort of job it is, but possibly teaching foreign students or looking after children would do.

You are prepared to work in any part of the country or even abroad. You would hope to earn at least £120 a week and are available from 20 July until 8 September.

You see the advertisement above in the newspaper and decide to phone up about it. Student B is Jonathan's mother/father.

You can begin like this:

Good (*afternoon*). I'm phoning about the advertisement in today's paper.

You are looking for a regular baby-sitter for your two children – Andrew, aged 7, and Constance, aged 5. It would be every Saturday evening from 7 p.m. until about 12.30–1 a.m.

You are looking for a girl or boy between 16 and 18 (preferably still at school). You would prefer someone with experience and, if possible, references.

You will either pick the person up and run him/her home or arrange for a taxi for him/her. You do not want to pay more than £5 a night since you will also be providing food. You have a very large house. Your address is 213 Lansington High Street.

You have put the following advertisement in the newspaper for a baby-sitter. Student B phones up about it. If you think he/she sounds suitable, arrange a time to see him/her – preferably after 6 p.m.

### Situations Vacant

Baby-sitter required, one evening per week. Suit boy or girl at school.  
Phone: 0171-326 1008

Elderly gentleman convalescing after serious operation requires housekeeper with nursing experience. Daily help in house. Live in.  
Phone: Battle 365281

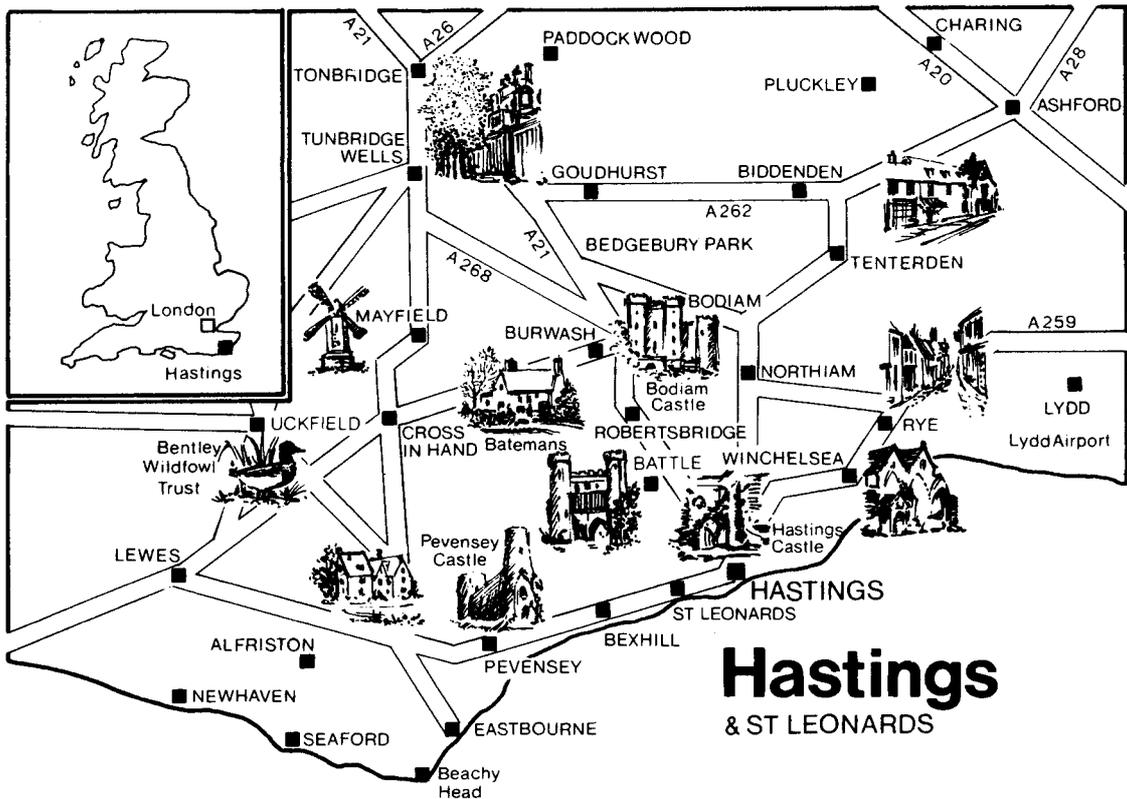
# 26 ASKING FOR INFORMATION ABOUT A TOWN

**Student A**

You are a clerk at the Tourist and Recreation Office in Hastings. Student B phones you up for information about the town. Answer his/her questions with the help of the information sheet below. (Read through it before starting.)

Population: 75,000.  
 Climate: Mild and sunny. Low rainfall. 2,000 hours sunshine last year.  
 Sights: Long promenade (five kilometres), pier, Old Town, castle, parks and gardens, caves, model village, miniature railway, Hastings Embroidery.  
 Entertainment: Two cinemas, two theatres, concerts, discotheques, pubs, Leisure Centre, bingo, cricket, children's playground.  
 Sports: Golf, putting, bowls, fishing, tennis, swimming, squash.  
 Communications: 90 mins from London by rail. 99 kilometres by road through some of the loveliest countryside in South-East England.  
 Accommodation: Hotels, guest houses, holiday flats, caravans.  
 Restaurants: Italian, Chinese, Indian. In Old Town lots of fish and chips shops.

Some places of interest  
 Battle Abbey (9 kilometres)  
 Bodiam Castle (17 kilometres)  
 Pevensey Castle (19 kilometres)  
 Old towns of Winchelsea and Rye (14 and 17 kilometres)



## 27 ASKING FOR INFORMATION ABOUT SUMMER LANGUAGE COURSES

Student A

You are thinking of sending your son or daughter to England in the summer on a language course. You phone up Summer Language Courses (an organization which arranges such courses) for further details.

Student B works for Summer Language Courses.

Before starting, work out the type of information you require and the sort of questions you are going to ask. For example:

- |                 |  |
|-----------------|--|
| ● centres       | In which towns do you have summer courses?                 |
| ● course length | How long do the courses last?                              |
| ● accommodation | Will my son/daughter stay with an English family, or what? |
| ● tuition       | How many hours a day teaching will he/she get?             |
| ● cost          | How much does it cost?                                     |

When you are ready, you can begin like this:

Good (*afternoon*). I'm thinking of sending my (*son*) to England in the summer on a language course. I wonder if you could tell me something about the courses you run?

# 28 ENROLLING FOR AN ENGLISH COURSE

Student A



**THE  
ENGLISH  
INSTITUTE**

Make this the year you learn English.  
'Special' Courses start next week:

Business English ★ Medical English  
Banking English ★ Tourist English  
Cambridge First Certificate  
Cambridge Proficiency  
Looking at Britain

For further details, phone 767 56342

You are a foreign student living in Britain. You are interested in one of these courses. You phone up The English Institute for further details about the course. Student B is a secretary at The English Institute.

Before starting, have a pen ready to make a note of the following:

Course number:	.....
Day/Days:	.....
Time:	.....
Length of course:	.....weeks
Number of meetings:	.....
Length of each meeting:	.....hours
Cost:	£ .....
Name of teacher:	.....

You can begin like this:

Good (*afternoon*). I'd like to enrol for one of the courses starting next week.

# 29 ONE-SIDED DIALOGUE: arranging an interview with 'Rubber'

**Student A**

Read the following dialogue with Student B.

You are 'Sticky' Hansen, the manager of the famous Swedish pop group, RUBBER. You are on tour in England and are staying at a hotel in London. A magazine reporter phones you up to try to arrange an interview with the group. Student B is the reporter.

Unfortunately, you can only see your part of the dialogue, so you will have to listen very carefully to what Student B says. Use the diary below.

Before starting, read through your part to get an idea of what the dialogue is all about.

You: ..... (say your name).  
 Student B: .....  
 You: Next week? Er... what day did you have in mind?  
 Student B: .....  
 You: ..... (repeat day)? What time?  
 Student B: .....  
 You: ..... (repeat time). Well, if you'd hold on a minute, Mr/Ms..... (say name), I'll just check through the group's diary for next week.  
 Student B: .....  
 (You look at the diary.)  
 You: Hello?  
 Student B: .....  
 You: No, I'm afraid .....s (say day) impossible. .... (explain why and suggest Tuesday morning instead).  
 Student B: .....  
 You: Well, what days would suit you, then?  
 Student B: .....  
 You: ..... (repeat day and look at diary). Yes, that would be all right with us. But what time exactly?  
 Student B: .....  
 You: ..... (repeat time and write it down). And your name was.....?  
 Student B: .....  
 You: Right, Mr/Ms ..... (say name). I'll let RUBBER know when I see them this afternoon. You'll come to the hotel, I presume?  
 Student B: .....  
 You: Yes, of course.  
 Student B: .....  
 You: Thank you. Goodbye.

morning	afternoon	
Photo session with RUBBER 9.30		<b>5</b> Monday
	Recording session 1.30	<b>6</b> Tuesday
RUBBER to B.B.C. T.V. Show 10-11.15 Drive to Wales	to record 4.30 in the evening	<b>7</b> Wednesday
RUBBER to open new bridge in Wales 11.15	Drive back to London	<b>8</b> Thursday
	Leave for Scotland 1.30	<b>9</b> Friday

RUBBER'S diary for next week

# 30 BOOKING A HOLIDAY

**Student A**

You work for Sunshine Touring. As a result of last-minute cancellations you are offering a number of holidays at reduced rates. Student B phones you up about one of them. Give him/her all the necessary information with the help of the holiday information below.

Then, if he/she is interested in booking a holiday, fill in the holiday booking form.

SUNSHINE TOURING	Holiday Booking Form Number of days: .....		
Destination:	Departure:		
Place Name	Day	Time	Flight No.
Name:	.....		
Address:	.....		
Tel. No.:	.....		

SUNSHINE TOURING						
PLACE	DAY	TIME	FLIGHT NO.	NO. OF DAYS	HOTEL	PRICE
Majorca	Sat	13.30	BE 237	14	Santa Lucia	£399
Athens	Tues	09.30	OA 142	10	Rivoli	£330
Crete	Sun	19.30	BE 672	14	El Greco	£475
Paris	Sun	16.00	AF 924	7	Normandie	£200
Rome	Mon	08.15	BE 312	10	Londra	£430
Rhodes	Sat	18.00	LH 007	14	Carina	£540
Barcelona	Tues	16.20	BE 172	10	Do Carmo	£360
Oslo	Sat	19.30	SA 895	7	Sheraton	£430

# 31 FILL IN THE MISSING INFORMATION (3)

Student A

By asking Student B questions, fill in the missing information in the letter of application below. (Student B will also ask you questions.)

Tel: ..... 10, Grove Road,  
Bristol

Personnel Manager,  
G. Hoover & Co.,  
Linton Estate,  
Manchester 14th January, 19..

Dear Sir,

I should like to apply for the post of Export Manager which I saw advertised in last Saturday's Daily Chronicle.

I am ..... years old and unmarried. At present I am Assistant Manager at Wright & Company, a firm which makes reproduction furniture, much of which is sold for export to France and Germany. Prior to this, I worked for ..... years as a secretary at I.B.M. and three years as .....

I attended ..... School from the age of eleven to eighteen, where I obtained ..... O-levels and ..... A-level. After this I went on to Brighton College of Further Education, where I obtained ..... At present I am attending courses in ..... and ..... and have a working knowledge of both languages.

Although I enjoy my present job, I should like one which offers more responsibility and especially a job where I would be able to use my own initiative and travel abroad. My present salary is .....

I enclose my present employer's name as referee and look forward to hearing from you.

Yours faithfully,

*Julie Evans*

When you have finished, compare sheets to check that you have filled in the missing information correctly.

# 32 MAKING SENTENCES

## Student A

Here are thirty words. Take it in turns with Student B to make complete, logical sentences using two of the words. For example, if two words are **river** and **weekend** you could say:

*We spend the weekend fishing in the river. or At the weekend we usually go to our cottage which is close to a river.*

You are not allowed to change the words.

4	5	7	8	1
<b>moustache</b>	<b>scared</b>	<b>bribe</b>	<b>refugee</b>	<b>vegetables</b>
5	3	2	1	3
<b>generous</b>	<b>on a diet</b>	<b>the Far East</b>	<b>steal</b>	<b>jealous</b>
4	5	7	6	9
<b>wedding</b>	<b>seaside</b>	<b>wealthy</b>	<b>postpone</b>	<b>environment</b>
7	3	4	5	4
<b>slippery</b>	<b>chimney</b>	<b>expensive</b>	<b>burglar</b>	<b>make a speech</b>
8	6	10	7	5
<b>independent</b>	<b>wig</b>	<b>prejudiced</b>	<b>suntan</b>	<b>accident</b>
2	4	3	7	6
<b>lonely</b>	<b>give up</b>	<b>government</b>	<b>old-fashioned</b>	<b>responsibility</b>

If Student B accepts your sentence, you score the number of points in the square for each of the two words. You also cross the words out.

If Student B does not accept your answer, you score no points and the words are *not* crossed out.

If you cannot make up a sentence, you say 'Pass' and Student B tries instead.

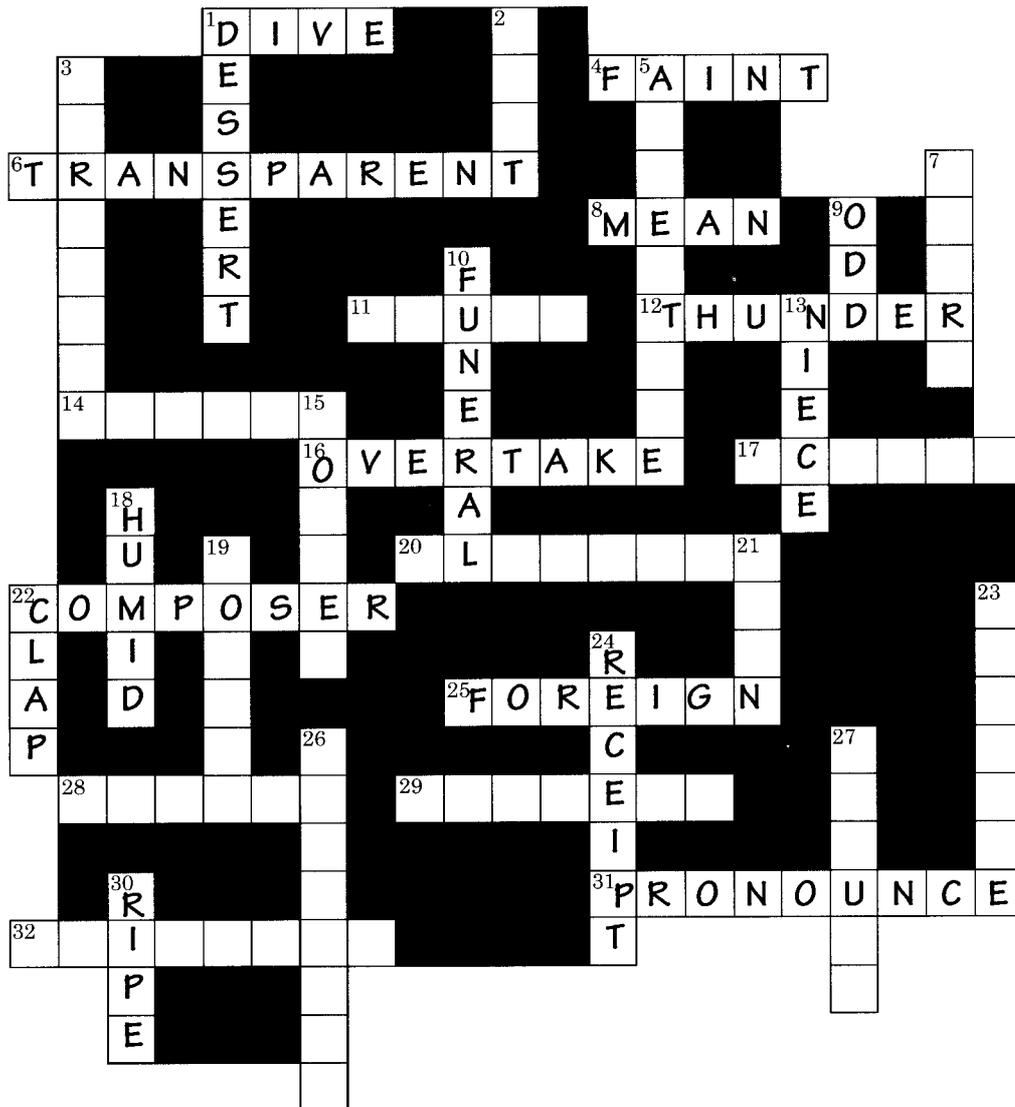
The person who has the highest number of points at the end of the game is the winner.

Student B starts.

# 33 HALF A CROSSWORD

Student A

The crossword below is only half filled in. Student B also has a crossword that is only half filled in. Take it in turns to ask what the missing words are, e.g. *What's 2 Down?* and answer by trying to explain each word.



Before you start, make sure you know what the following words mean:

VERBS	NOUNS	ADJECTIVES
clap	composer	foreign
dive	dessert	humid
faint	funeral	mean
overtake	niece	odd
pronounce	receipt	ripe
	thunder	transparent

Work alone. You are going to try to guess some things about your partner (Student B). Read through the sentences below and mark your answer in the YES or NO box.

	Student B	Yes	No	Correct?
1	has more than ten pairs of shoes.			
2	loves cats.			
3	quickly loses his/her temper.			
4	has made a speech in public.			
5	hopes to have at least three children.			
6	is very interested in politics.			
7	would like to do a bungee jump.			
8	really hates smoking.			
9	blushes when he/she is embarrassed.			
10	is a bit bossy sometimes.			
11	finds it hard to remember people's names.			
12	dances really well.			
13	likes a home to be tidy.			
14	is a worrier and a bit pessimistic.			
15	can play a musical instrument.			
16	usually wakes up without an alarm clock.			
17	has been on a diet.			
18	knows how to play chess.			

When you have finished, check if you were right by asking Student B questions. (Student B will also ask you questions.) Before you start, work out how to ask each question. For example:

Do you have more than ten pairs of shoes?  
 Have you made a speech in public?  
 Would you do a bungee jump?  
 Are you a bit bossy sometimes?

Mark how many times you guessed correctly in the 'Correct?' box. The person who has the highest number of correct guesses is the winner!

# 35 ASK THE RIGHT QUESTION

## Student A

Below are twenty words. Ask Student B questions so that he/she will answer with these words. For example, for number 1 you could ask: *What's the quickest way to travel from London to New York?* But you only have ten minutes for all twenty questions, so go on to another question if you are having problems. (You can always come back to this question later!) Tick (✓) the YES box every time Student B answers with the correct word.

When you have finished, Student B will ask you questions. Have a watch ready to time him/her. Say START to begin, then after ten minutes say STOP.

		Yes	No
1	by air		
2	excited		
3	Hollywood		
4	last year		
5	a spider		
6	Mozart		
7	a cucumber		
8	in December		
9	Thank you		
10	tea		
11	my grandmother		
12	No smoking		
13	Shut up!		
14	She's French		
15	golf		
16	Shakespeare		
17	angry		
18	the Antarctic		
19	Congratulations!		
20	Michael Jackson		

When you have finished, tick the NO boxes for any answers which Student B failed to get. Now, working together, look at these words and try to suggest 'better' questions to get these answers.

## 36 SORT IT OUT: three jokes

Student **A**

The following jumbled up sentences are from three jokes. Unfortunately, you have only got half the pieces. Student B has got the rest.

Working together, try to sort out the three jokes. You must not show your sentences to Student B, but you can read them out. You begin. Mark the first joke 1–6, the second joke 7–12 and the third joke 13–20. When you have finished, check by reading the three jokes out loud. (You have the first part of joke 1 and joke 3. Student B has the first part of joke 2.)

A policeman stopped a motorist and asked him:	<u>1</u>
'His ball back!'	—
A man walked into a fishmonger's and asked to buy six trout.	<u>13</u>
'That man over there,' answered the nurse. 'He's had a golf ball knocked down his throat.'	—
'Can you just gently throw them to me one by one?'	—
The motorist jumped out of his car, ran to the back and burst into tears.	—
'Oh, that's another golfer.'	—
He was about to wrap them up when the man said:	—
'Now there's no need to get upset. It isn't all that serious.'	—
'Well,' answered the man, 'I've been fishing all night and haven't caught anything.'	—

# 37 QUESTIONNAIRE: moral values

Student A

Read through the sentences below, then put a circle around the number which most closely coincides with your opinion. The lower the number you choose, the *less wrong* you think it is, while the higher the number you choose, the *more wrong* you think it is.

	Least wrong	Most wrong
Killing someone in self-defence.	1 2 3 4 5 6 7 8 9 10	
Driving a car over the speed-limit.	1 2 3 4 5 6 7 8 9 10	
Not declaring all your income when filling in a tax return.	1 2 3 4 5 6 7 8 9 10	
Refusing to fight when your country is at war.	1 2 3 4 5 6 7 8 9 10	
Keeping £10 change given by a shop assistant by mistake.	1 2 3 4 5 6 7 8 9 10	
Not voting in a national election.	1 2 3 4 5 6 7 8 9 10	
Throwing litter in the street.	1 2 3 4 5 6 7 8 9 10	
Forging a cheque.	1 2 3 4 5 6 7 8 9 10	
Parking in a no parking street.	1 2 3 4 5 6 7 8 9 10	
Hitting a naughty child.	1 2 3 4 5 6 7 8 9 10	
Driving after having drunk alcohol.	1 2 3 4 5 6 7 8 9 10	
Euthanasia (helping someone suffering from an incurable disease or illness to die.)	1 2 3 4 5 6 7 8 9 10	
Not keeping promises.	1 2 3 4 5 6 7 8 9 10	
Using DNA techniques to produce healthy, intelligent babies.	1 2 3 4 5 6 7 8 9 10	
Marrying someone of a different religion.	1 2 3 4 5 6 7 8 9 10	
Lying about your qualifications in a job interview.	1 2 3 4 5 6 7 8 9 10	
Stealing a bar of chocolate from a large department store.	1 2 3 4 5 6 7 8 9 10	
Copying someone's answers in a test or exam.	1 2 3 4 5 6 7 8 9 10	

When you have finished, compare your answers with Student B. Try to discuss each point – giving reasons why you think it is wrong or not. Finally, working together, think up at least five other sentences to add to the above questionnaire. Write them down on a separate piece of paper and give them to another group to try out!

# 38 THE IDEAL PARTNER

Student

Work alone. What do you look for in an ideal partner? From the list below, choose **eight** that you consider to be the most important. Mark your choices with a cross (X).

	Your choice	Student B	Final list
good looks			
a sense of humour			
likes children			
a good listener			
the same interests			
similar intelligence			
well-educated			
good health			
able to cook			
ambitious			
popular with your friends and family			
able to make decisions			
has a well-paid job			
similar background and religion			
patient			

Now work with Student B. Find out which eight things he/she marked. (You will also be asked for your choices.) Working together, from the things you have both marked, choose the **five** most important items and arrange them 1–5, with the most important one being number 1. (You may have to compromise or try to persuade Student B to accept your choices!)

Finally, work with another pair and compare your choices.

# 39 SOLVE THE PROBLEM

**Student A**

Eight people are staying at the same hotel. Here is some information about them:

Names: *Ms Brown, Mr Carter, Mr French, Mr Jones, Ms North, Mr Smith, Ms Watson, Ms Webber*

Home towns/cities: *Belfast, Birmingham, Brighton, Cambridge, Cardiff, Dundee, Leeds, London*

Jobs: *architect, dentist, engineer, journalist, librarian, nurse, pilot, teacher*

Now look at the room plan and sentences below.

- 1 The man in room 102 comes from Cardiff.
- 2 Ms Watson is an engineer.
- 3 The pilot is in the room between the teacher and Ms Watson.
- 4 Ms Webber is from Brighton.
- 5 The woman in room 109 is called North.
- 6 The architect is opposite the pilot.
- 7 The woman from Birmingham is in the room next to Ms Brown.
- 8 Ms North comes from Leeds.
- 9 Mr Jones is a dentist.
- 10 Ms North is in the room next to the man from Cambridge.
- 11 The man in the room nearest the soft drinks machine comes from London.

Student B also has information about the eight people. Work together to see if you can work out (1) who is in each room (2) where they come from (3) what their job is.

Use the box below to fill in the information you work out. You are allowed to read out the information you have *but you must not let Student B see your paper.*

	Surname	Home town/city	Job
Room 102			
Room 103			
Room 104			
Room 105			
Room 106			
Room 107			
Room 108			
Room 109			

Finally, work out the answer to this question:

Where does Ms Brown come from? \_\_\_\_\_

Below are the opening words of four dialogues. Working with Student B, try to make the conversation go on for as long as possible. Before starting, think for a few minutes about what it might be possible to say. (But do *not* discuss the dialogue with Student B!) When you are both ready, begin the conversation.

## Dialogue 1

You play the part of A. Student B plays the part of B.

A: I wish I hadn't done it!  
B: Sorry?  
A: I said I wish I hadn't done it!  
B: What on earth are you talking about?  
A: ... (*carry on talking*)

## Dialogue 2

You play the part of B. Student A plays the part of A.

A: Hello. OK if I join you?  
B: Yes, of course.  
A: Thanks. By the way my name's ... (*say your name*)  
B: Hello. My name's ... (*say your name*)  
A: Terrible party, isn't it? Really boring!  
B: Do you think so? It's my brother's actually.  
A: ... (*carry on talking*)

## Dialogue 3

You play the part of A. Student B plays the part of B.

A: Excuse me, but I know you, don't I?  
B: No, I don't think so.  
A: Yes, I'm sure we've met before. Yes, I remember now! Three years ago in ... (*carry on talking*)

## Dialogue 4

You play the part of B. Student A plays the part of A.

A: Police station. Missing persons. Can I help you?  
B: Oh, I hope so! It's our teacher. He's/She's disappeared!  
A: Disappeared? ... (*carry on talking*)

Below are four situations which you are going to act out with Student B. Before starting, read through the situations (especially number 1 and number 3) and think about what you will say.

When you are both ready, act out the situation.

### Situation 1

You have been trying to sleep for two hours, but are unable to because of the noise coming from a party in the flat above. (New people moved in just over a week ago.) You decide you must go and ask them to be quieter.

### Situation 2

You are feeling really upset. You have just received a letter from your boyfriend/girlfriend in which he/she accuses you of saying nasty things about him/her to other people and it ends with him/her saying that they never want to see you again. You don't understand a thing. (You certainly haven't done what you are accused of.) Suddenly the phone rings.

### Situation 3

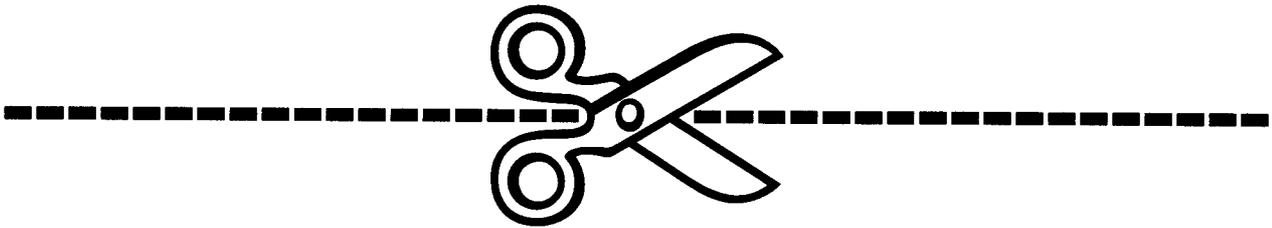
In a supermarket, a person greets you heartily, just like a long lost friend. Unfortunately, although you vaguely recognize his/her face, you have no idea of his/her name or where you met before. You are too embarrassed to tell him/her, so you carry on the conversation hoping your friend will say something to jog your memory.

### Situation 4

You do the National Lottery each week with a friend. You take it in turns to hand in the Lottery tickets. This week it is your friend's turn. You have just watched the results on TV and find that five of your numbers have come up. So you've probably won quite a lot of money. You are very excited and phone up your friend to celebrate.

**Student B**

# **Material for photocopying**



Read the sentences below and write down your answers in the diagram (Sheet 2, p.52).

Look at the top left-hand corner of Sheet 2.

Next to number 1, write down the name of the most beautiful area or town in your country.

Next to number 2, write down the year you started learning English.

Next to number 3, write down who you would be if you could be any person in the world (someone who is still alive).

In the circle under number 3, write down the first name of the first girl or boy you were attracted to (or fell in love with)!

Look at the bottom right-hand corner:

Next to number 4, write down the first name of your favourite teacher at school.

Next to number 5, write down something that once made you very frightened.

Next to number 6, write down something that you really love doing.

In the circle above number 4, write down the first name of your favourite uncle or aunt.

Look at the top right-hand corner:

In the rectangle, write down the name of the town or village where you were born.

In the circle underneath, write down what you consider to be the ideal age to get married.

Look at the bottom left-hand corner:

In the rectangle, write down how old you were when you came closest to dying (e.g. through illness or an accident).

Look at the large rectangle in the middle of the page:

Write your first name in the rectangle in **LARGE LETTERS**.

In the blank spaces around it write down three things you hate doing.

When you have finished, change diagram sheets with Student A. Look at what he or she has written and ask him or her as many questions as you can about it, e.g. What does this date here mean? Who is this person? etc. Try to get him or her to talk as much as possible about each thing. (Of course, you will also be expected to talk about what you have written!)

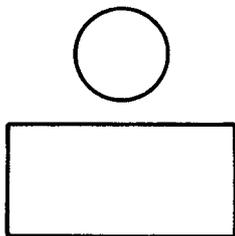
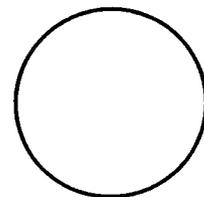
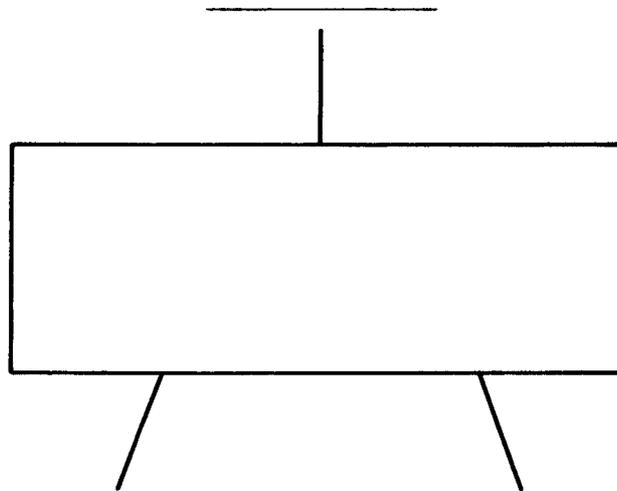
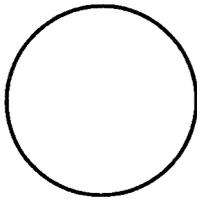
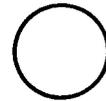
# 1 GETTING TO KNOW YOU

Student B

Sheet 2

---

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## 2 QUESTIONNAIRE: what sort of person are you?

Student B

Read through the sentences below, then put a circle around the number which most closely coincides with the way you usually behave. Before starting, look at the Key.

### KEY

- 1 Yes, always
- 2 Yes, usually
- 3 Well, it depends
- 4 No, not usually
- 5 No, never

I find it easy to get out of bed in the mornings.	1	2	3	4	5
I watch at least one TV programme or listen to at least one radio programme in the evenings.	1	2	3	4	5
I feel nervous when meeting new people.	1	2	3	4	5
I am good with money.	1	2	3	4	5
I feel bored when I am alone.	1	2	3	4	5
I would rather be with members of the opposite sex than with members of my own sex.	1	2	3	4	5
I try to keep up with the latest world news.	1	2	3	4	5
I get annoyed if people are late.	1	2	3	4	5
I prefer going out at weekends to staying at home.	1	2	3	4	5
I think things over carefully before making a decision.	1	2	3	4	5
I try to make at least one or two new friends every year.	1	2	3	4	5
I go abroad in the summer.	1	2	3	4	5
I remember people's names when I am introduced to them.	1	2	3	4	5
I plan for the future.	1	2	3	4	5
I find it easy to learn English.	1	2	3	4	5

When you have finished, compare your answers with Student A. Try to discuss each point – giving reasons why you do or don't do something.

### 3 MARKET RESEARCH: television or radio programmes

Student

Student A works for a Market Research Bureau. He/she is going to ask you questions about the types of television or radio programmes you watch or listen to. Answer his/her questions. Before starting, here are some of the most common types of programmes on television or radio:

the news
films or discussion programmes
quiz shows
pop music programmes
comedy programmes
documentaries
classical music programmes
serials
plays
detective series
chat shows
children's programmes
variety shows
sports programmes

# 4 HOLIDAY SURVEY

Student B

Your class at school are doing a survey on how people spend their summer holidays. You are going to interview people in the street about their holiday plans and write down their answers on the Holiday Survey Sheet below. Student A is a passer-by.

Before starting, study the Holiday Survey Sheet and work out questions to ask. For example:

Where are you going for your holiday this year?  
When are you going?  
How long are you planning to stay there?  
How are you getting there?

You can begin like this:

Excuse me, I'm doing a survey on how people spend their summer holidays. Would you mind if I asked you a few questions?

And finish:

Thank you very much for answering my questions.

**HOLIDAY SURVEY SHEET**

- 1 Place/Country: .....
- 2 Date of holiday: .....
- 3 Length of stay: .....
- 4 Is it a charter holiday?      Yes/No
- 5 Travel arrangements: by air ... by car ... by boat .....  
by bus ... by train ... Any other: .....
- 6 Accommodation: hotel ... guest house ... country inn .....  
motel ... youth hostel ... caravan ... tent ... Any other: .....
- 7 What are you hoping to do there?  
go swimming ... go fishing ... go dancing ... play golf .....  
go sightseeing ... visit museums ... go for walks ... go shopping .....  
Anything else: .....
- 8 Who are you going with? .....
- 9 Cost of holiday: £ .....
- 10 Reason for choosing this particular holiday: .....  
.....  
.....

# 5 BOOKING A ROOM AT A HOTEL (1)

**Student B**

**THE SURREY HOTEL**  
Cornfield Terrace  
Southbourne  
Tel: (01223) 9277681

- \* 10 minutes from Southbourne station
- \* 45 Bedrooms – 25 with private bathroom
- \* Central heating throughout  
(No air-conditioning)
- \* Lifts to all floors
- \* Large bar and restaurant
- \* Weekend entertainment
- \* Night porter
- \* TV lounge
- \* Private car park
- \* 5 mins from shops and beach

**CHARGES PER NIGHT – BED AND BREAKFAST**

Single room . . . . .	£45.50
Single room with bath . . . . .	£50.00
Twin/double room . . . . .	£60.50
Twin/double room with bath . . . . .	£65.00

You are a receptionist at the Surrey Hotel. Student A phones up to make a reservation.

Before starting, have a pen or pencil ready to write down all the necessary information. Make sure you get the following:

- 1 The person's name (you may have to ask him/her to spell it).
- 2 The type of room required (e.g. single, double, etc.).
- 3 The day/date of arrival.
- 4 Length of stay.

You can also include other details about the hotel, e.g. if it has a restaurant, TV lounge, etc.

Here is a form you can use when writing down the necessary information:

Name: . . . . .

Accommodation: . . . . .

Date of arrival: . . . . .

Length of stay: . . . . .

Other details: . . . . .

. . . . .

You can begin like this:

Good (*morning*). Surrey Hotel.

## 6 BOOKING A ROOM AT A HOTEL (2)

Student B

★★  **Longton House** GL7  73836  
Situated  $\frac{3}{4}$  mile outside town on Gloucester Road.  
Jacobean and Georgian manor house delightfully  
furnished with antiques and with a display of  
antique pottery. Terrace and walled garden.  
Open all year; licensed: 30rm(16)CH  
Colour TV 90 3 (30p) English & Continental  
Last Dinner 10pm

★★ **Monarch** Seafront Parade, CO15PU  
 321215  
Victorian building with modern interior;  
overlooking the sea.

You have decided to take your two children to Dackton for a few days. Phone up the Monarch Hotel and make a reservation.

You want to stay for five nights and would like a twin room with bath, plus an extra bed in the same room, if possible. You would also like a room overlooking the sea.

You will be driving down to Dackton the day after tomorrow and want to know if the hotel is difficult to find.

Your children love watching TV and you would like to have one in your room.

Student A is the hotel receptionist.

You can begin like this:

Good (*morning*). My name's (*Janet Smith*). I'd like to book a room at your hotel for five nights.

# 7 ASKING FOR TRAIN INFORMATION

**Student B**

You are a clerk at the Central Station in Paris. Student A phones you up for some information about trains to and from Madrid.

Answer his/her inquiries with the help of the time-tables below.

<b>Time-table PARIS – BURGOS – MADRID Daily</b>						
Paris . . . . . dep.	18.02	22.49	00.09	06.45	13.56	
Burgos . . . . . arr.	05.24	11.49	16.49	18.48	02.59	
. . . dep.	05.29	11.53	17.01	18.52	03.04	
Madrid (Charmartin) arr.	09.00	14.45	21.04	21.50	08.30	

<b>Time-table MADRID – BURGOS – PARIS Daily</b>						
Madrid (Charmartin) dep.	22.05	07.55	12.40	15.45	19.00	
Burgos . . . . . arr.	03.05	10.47	16.27	18.38	22.08	
. . . dep.	03.08	10.51	16.37	18.42	22.10	
Paris . . . . . arr.	16.19	23.35	07.50	07.50	09.35	

# 8 ASKING FOR BOAT INFORMATION

**Student B**

You live in England. Your sister teaches in Gothenburg in Sweden and has invited you to spend two weeks with her in July. You phone up the Fjord Line to find out about boats to Sweden. You want to arrive in Gothenburg on or about 12 July.

Student A is a clerk for the Fjord Line.

Before starting, have a pen ready to make a note of the following:

Date of departure from Felixstowe .....
Time of departure from Felixstowe .....
Date of arrival in Gothenburg .....
Time of arrival in Gothenburg .....
Cost        (a) Fare .....
(b) Berth .....

You can begin like this:

Good (*morning*). I'd like some information about boats to Gothenburg.

# 9 ONE-SIDED DIALOGUE: at a restaurant

Student A

Read the following dialogue with Student A.

Unfortunately, you can only see your part, so you will have to listen very carefully to what Student A says. Use the menu below.

Before starting, read through your part to get an idea of what the dialogue is all about.

- Student A: .....
- You: Yes, very nice indeed. You come here often, then?
- Student A: .....
- You: Oh no! I've been here once before, actually. That was ..... (*say when it was*).
- Student A: .....
- You: Well, I wouldn't mind ..... (*name a dish*). What about you?
- Student A: .....
- You: Right. And what shall we have for the main course? The .....(*name a dish*) sounds rather nice.
- Student A: .....
- You: Oh, in that case, I'll have ..... (*repeat the dish*) too.
- Student A: .....
- You: Well, let's see what's on the menu.
- Student A: .....
- You: Yes ... that sounds good for me as well. I'll order the same.
- Student A: .....

<b>THE INN PLACE</b> <b>TABLE D'HÔTE DINNER MENU</b> £30.00		
Iced Melon Avocado Pear Prawn Cocktail	Grilled Halibut with Lemon Baked Plaice and Mushrooms Veal Escalope Minute Steak Garni Lamb and Mushroom Ragoût Roast Turkey with Rosemary Butter Stuffing Chicken and Bacon Pie Rice and Mushroom Salad Cold Meat Salads (Various)	Grapefruit Cocktail Pâté Maison Various Soups
Chips New Potatoes Tomatoes	Soufflé Potatoes Carrots Mushrooms	Garden Peas French Beans Cauliflower
Fruit Salad Apple Pie	Coffee and Drinks Extra Service Charge Included	Various Ice Creams Cheese Biscuits

# 10 FILL IN THE MISSING INFORMATION (1)

**Student B**

By asking Student A questions, fill in the missing information in the tables below. (Student A will also ask you questions.)

Before starting, work out the type of questions you will need to ask. For example:

Who is arriving on ... (say date)?  
 What nationality is ... (say name)?  
 When is ... (say name) ... arriving at the conference?  
 How long is ... (say name) ... staying?  
 At which hotel is ... (say name) ... staying?  
 At what time is ... (say name) ... giving a lecture?  
 On what date is the lecture on ... (say subject)?

When you have both finished, compare your tables to check that you have filled in the missing information correctly.

(Note: If, in answer to one of your questions, Student A says he/she doesn't know the answer, then try another sort of question to get the same information, since it may be that Student A has not yet filled in the information you based your first question on.)

INTERNATIONAL CONFERENCE ON PSYCHIC RESEARCH				London, 6 June–20 June
List and details of participants				
Name	Nationality	Date of arrival	Length of stay	Hotel
1 Janet Hoover	American	5 June	a fortnight	The Hilton
2 Sven Borg	Swedish	3 June	10 days	
3		7 June	4 days	The Winston Churchill
4 Brigitte Dubois	French	6 June	a week	The Dorchester
5	German		5 days	Royal Kensington
6 Sir Roger Bloom	English	5 June		The Dorchester
7 Viktor Pavlova	Russian	3 June	8	Cen

Date and time of lecture	Subject of lecture
1	In Search of UFOs
2 8 June 9.30 a.m.	
3 9 June 3.15 p.m.	E.S.P. – The Sixth Sense?
4 11 June	
5 12 June 1.30 p.m.	The Mystery of Atlantis
6 6 June 10.15 a.m.	The Secret Life of Plants
7 15 June	The Great Tele

# 11 QUESTIONNAIRE: children and parents

Student

Read through the sentences below then put a circle around the number which most closely coincides with your opinion. Before starting, look at the Key.

KEY	
1	Yes, definitely
2	Yes, perhaps
3	Well, that depends
4	No, not really
5	No, definitely not

Children should obey their parents without question.	1	2	3	4	5
It is an advantage to be an only child.	1	2	3	4	5
Girls and boys should be brought up in the same way – without definite roles.	1	2	3	4	5
Most men would prefer to have a son as their first child.	1	2	3	4	5
You should never hit a child.	1	2	3	4	5
It is a child's duty to look after his or her parents when they are old.	1	2	3	4	5
Parents should never quarrel in front of their children.	1	2	3	4	5
The best way of punishing a child is to stop his or her pocket money.	1	2	3	4	5
Babies are boring.	1	2	3	4	5
It is wrong for both parents to go out to work if they have small children.	1	2	3	4	5
No family should be allowed to have more than four children.	1	2	3	4	5
Children under 18 should never be out later than 11 o'clock in the evening.	1	2	3	4	5

When you have finished, discuss your answers with Student A.

Remember to give reasons for your opinion – and even to argue with what Student A says if you disagree with him or her.

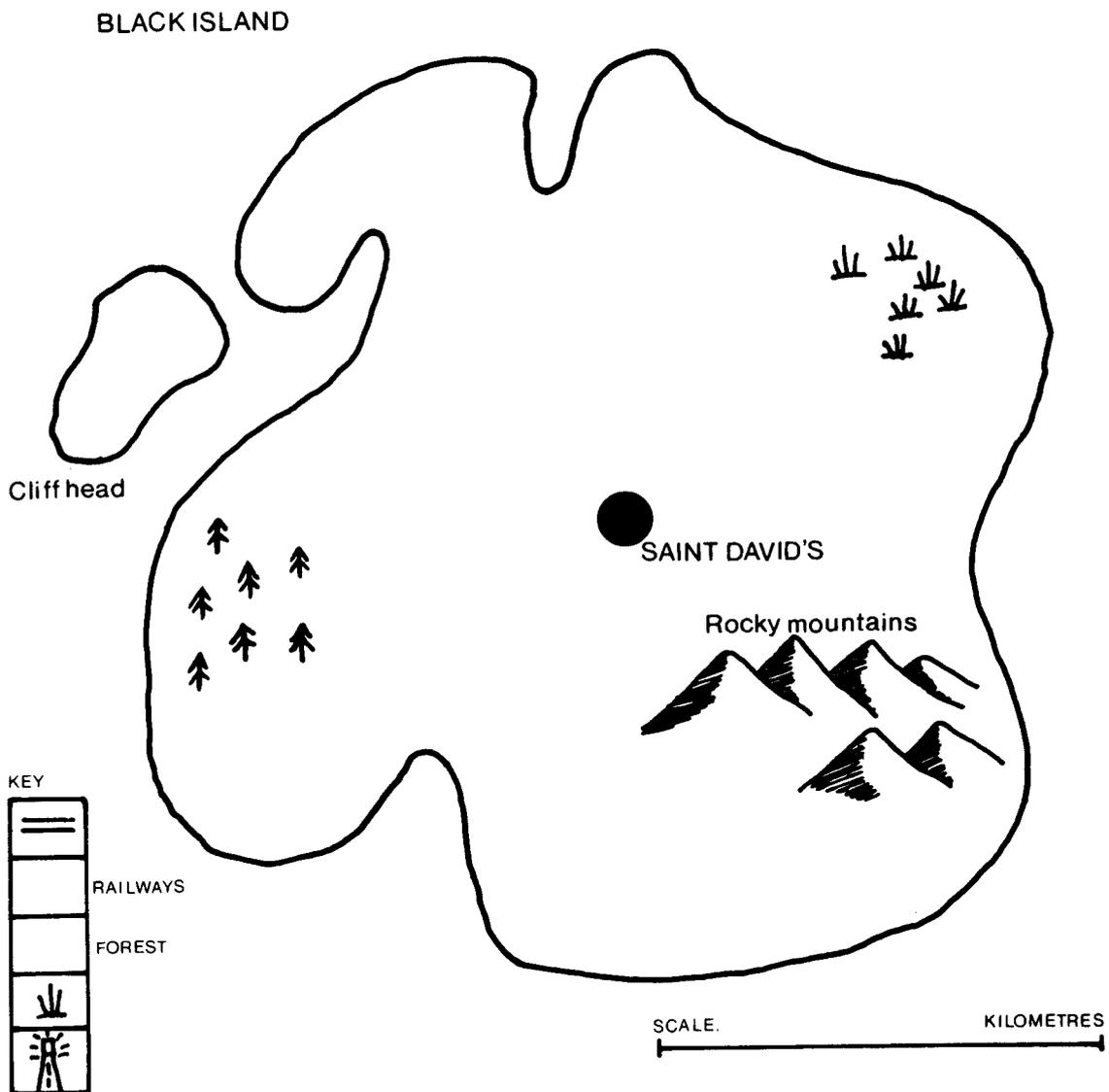
# 12 COMPLETE THE DRAWING (1)

Student B

Below is an incomplete map of Black Island. Student A has a completed version. He/she is going to help you complete yours.

You are allowed to ask questions but you must not look at Student A's map.

When you have finished compare maps.



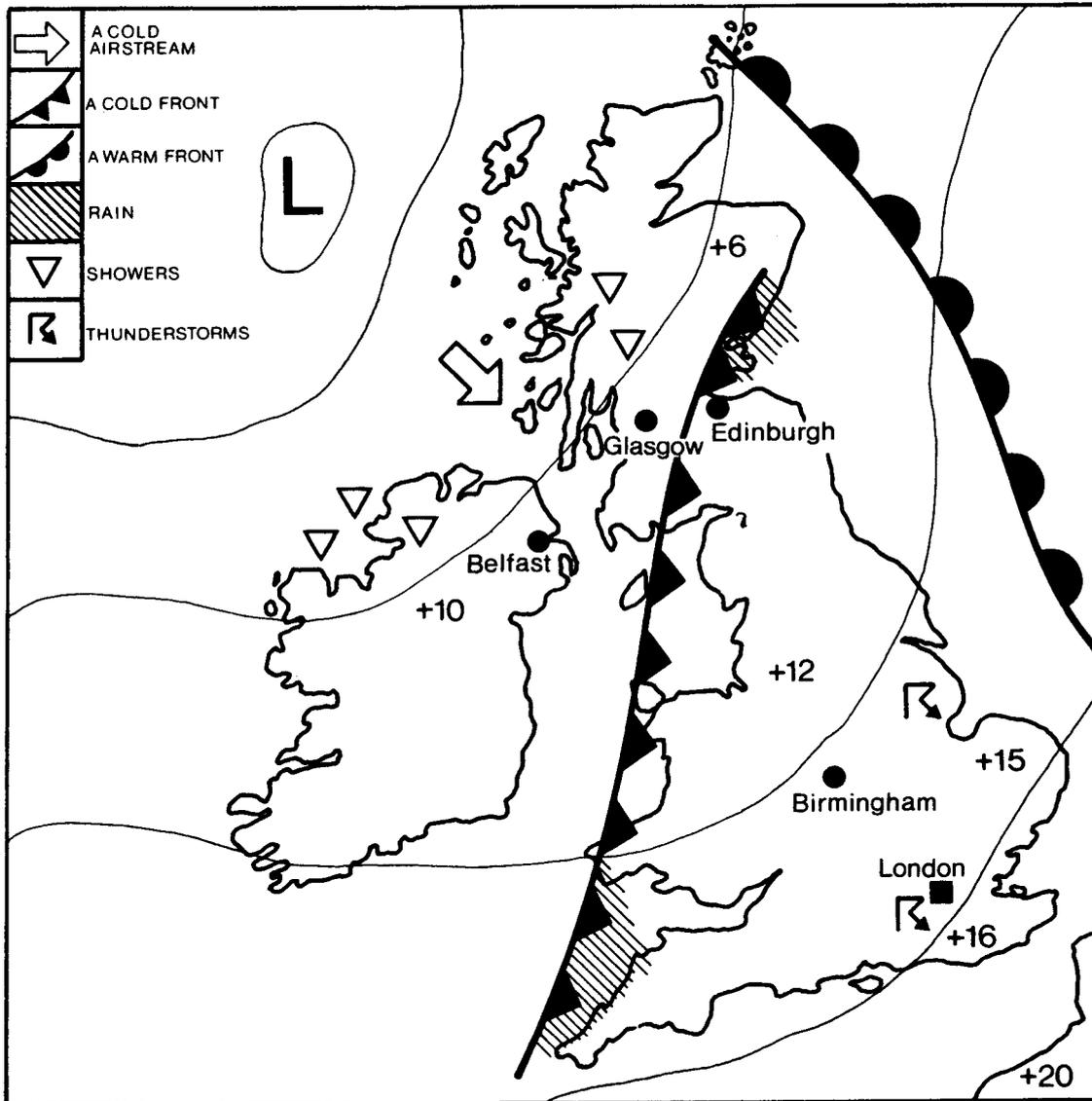
# 13 COMPLETE THE DRAWING (2)

Student B

Student A has an incomplete drawing of the weather map of Great Britain.

Help him/her complete it by telling him/her what to draw and answering his/her questions. But you must not touch his/her map or let him/her see yours.

When you have finished, compare your drawings.



## 14 NEWSPAPER INTERVIEW (1)

Student B

Your name is Albert Skyes/Anita Sykes.

Until a few weeks ago you worked as a gardener for the famous detective-story writer, Anthea Crystal (Arthur Crystal). Then, to everyone's surprise, you got married. You started working for your wife (husband) thirty years ago. He/she was a wonderful person and was always very kind and interested in what you were doing. But it was only in the past year that your relationship became a romantic one. You always felt attracted to Anthea (Arthur) but had no idea that he/she thought of you as anything but a gardener. It was he/she who suggested getting married. You spent your honeymoon in Iceland which was where Anthea's (Arthur's) first novel – *Seven Big Vikings* – was set. You are going to carry on being a gardener.

You have agreed to be interviewed by a reporter from the *Daily Mirror*. Student A is the reporter.

When you answer his/her questions, try to use your own words as much as possible.



## 15 NEWSPAPER INTERVIEW (2)

Student B

You are a reporter for the magazine *The Cinema Today*. You are going to interview the film director Antonia Arpeggio/Antonio Arpeggio, whose latest film, *Lucky*, recently won five Oscars, including the 'Best picture of the year' and 'Best director' awards. The film, also written by Arpeggio, only cost \$300,000 to make. No one thought it would be a success and most of the major film companies turned it down.

Before starting, work out some questions to ask. For example:

When did you first get the idea for the film?  
When did you write it?  
Why wouldn't the major film companies take it on?  
What is the story about?  
Why do people like it, do you think?  
etc.

You can begin like this:

How do you do, Mr/Ms Arpeggio. I'm (Pamela Brown) from *The Cinema Today*. It was kind of you to let me interview you.

You are a teacher at Horam Primary School (that is, a school for children aged 7–11). It is your class in the photograph.

A foreign student (Student A) is visiting the school for the day and has just been shown into your classroom by the headmaster. He or she is going to ask you some questions about the school and the pupils.

Before starting, think about the following:

- the size of the school
- number of children per class
- number of teachers
- when school starts/finishes
- number of lessons per day
- age of children in your class
- what sort of pupils they are
- what subjects they like/dislike
- etc.

(Note: If you don't know the true answer to Student A's questions, use your imagination!)



# 17 VISITING A FACTORY

Student B

You are a foreign student and have been invited to a local factory for the day. You have just arrived at this part of the factory.

Student A is the Works Manager who is showing you around and you are going to ask him/her questions about the factory and the people who work there. For instance:

What are these people doing?  
Do they work in shifts?  
How many people work at the factory altogether?  
How many of them are women?  
How much do they get paid for doing this?  
Does the factory export much?

Look at the photograph and try to think of other questions. (You may even want to ask questions about some of the people or machines in the photograph.)

When you have finished, you can say:

Thank you very much for showing me around the factory. It's been really interesting.



# 18 ONE-SIDED DIALOGUE: what shall we do at the weekend?

Student B

Read the following dialogue with Student A.

You are friends and are talking about where to go at the weekend.

Unfortunately, you can only see your part of the dialogue, so you will have to listen very carefully to what Student A says. Use the *Weekend Guide* below.

Before starting, read through your part to get an idea of what the dialogue is all about.

- You: Do you fancy doing something this weekend, ..... (*say person's name*)?  
Student A: .....  
You: Well ... something different. I'm a bit fed up with doing the same old thing every weekend.  
Student A: .....  
You: I'm not sure, really.  
Student A: .....  
You: Yes, there is, isn't there? (*look at Guide.*) Now, let's see ... Ah! This sounds interesting!  
Student A: .....  
You: ..... (*read something from OTHER EVENTS*)  
Student A: .....  
You: All right. What about ..... (*make another suggestion from COACH TOURS*)  
Student A: .....  
You: Well, what do you suggest, then?  
Student A: .....  
You: ..... (*repeat suggestion*). No, I can't say I fancy that. It doesn't sound very interesting.  
Student A: .....  
You: Yes, that sounds better. What does it say about it?  
Student A: .....  
You: Yes, that seems all right. Let's do that then, shall we?  
Student A: .....  
You: Good. It'll be nice to do something different.

## WEEKEND GUIDE

### EXHIBITIONS

#### Women at War, 1914-1918

Photographic record. Public Library  
Saturday 10-6.

#### Costumes Through the Ages

Costumes from the 16th century to today.  
Local Museum. Sat-Mon 10-4.30.

#### Modern Railway Exhibition

Goldenhill Model Railway Club, St  
Andrew's Hall. Saturday 11-7. At least 16  
working layouts on view.

### SPORTING EVENTS

#### Tenpin Bowling

National Championships at The Bowl. All  
day Saturday and Sunday.

#### Charity Football Match

Charity football match between House of  
Commons team and Entertainers team at  
Pilots Fields. Saturday afternoon 2 p.m.

#### Stockcar Racing

International meeting at Burlight. Disco  
afterwards. Saturday afternoon 2.15 p.m.

### COACH TOURS

#### Castle Howard, York

The most beautiful historic house in  
Yorkshire. Grounds, restaurant and  
cafeteria. House and Costume Gallery.  
Depart Saturday 8.30 a.m.

#### Kent Coastal Tour

See pleasant countryside of Kent as well as  
miles of coastline. Lunch at Dover. Depart  
Saturday 10 a.m.

#### Mystery Tour

Tour to somewhere famous. Details will not  
be given until you arrive. Depart Saturday  
9 a.m.

### OTHER EVENTS

#### Special Weekend for Railway Enthusiasts

Photographic weekend with special events  
including a "Steam up" at Dackton  
Transport Museum. Saturday and Sunday  
11 a.m.-5.30 p.m.

#### Antiques Fair

Opens on Saturday at Old Town Arts  
Centre. Saturday 11.30 a.m.-7.30 p.m.  
Admission £1.

#### Flower Power

Daffodil Festival at Otram. Two tons of  
bulbs already planted and a further 10,000  
will decorate village. Saturday and Sunday

#### Chess Championships

National chess championships on the Pier  
Saturday-Tuesday 10.30 a.m.-7.30 p.m.

# 19 ASKING FOR AND GIVING DIRECTIONS

Take it in turns with Student A to ask for and give directions using the street plan (Sheet 2, p.70). You want directions for the following places (in this order):

FROM	TO
1 the station	the bank
2 the bank	the book shop
3 the book shop	the Grand Hotel
4 the Grand Hotel	the drugstore
5 the drugstore	the coffee bar

When Student A gives you directions, write the name (e.g. Bank) on the appropriate building.

The names of the buildings on the street plan (Sheet 2) are the places Student A wants directions to. He/she is going to ask directions for the following places (in this order):

FROM	TO
1 the station	the police station
2 the police station	the boutique
3 the boutique	the post office
4 the post office	the museum
5 the museum	the restaurant

Ask for and give directions alternately. Student A starts. When you ask for directions, you can say:

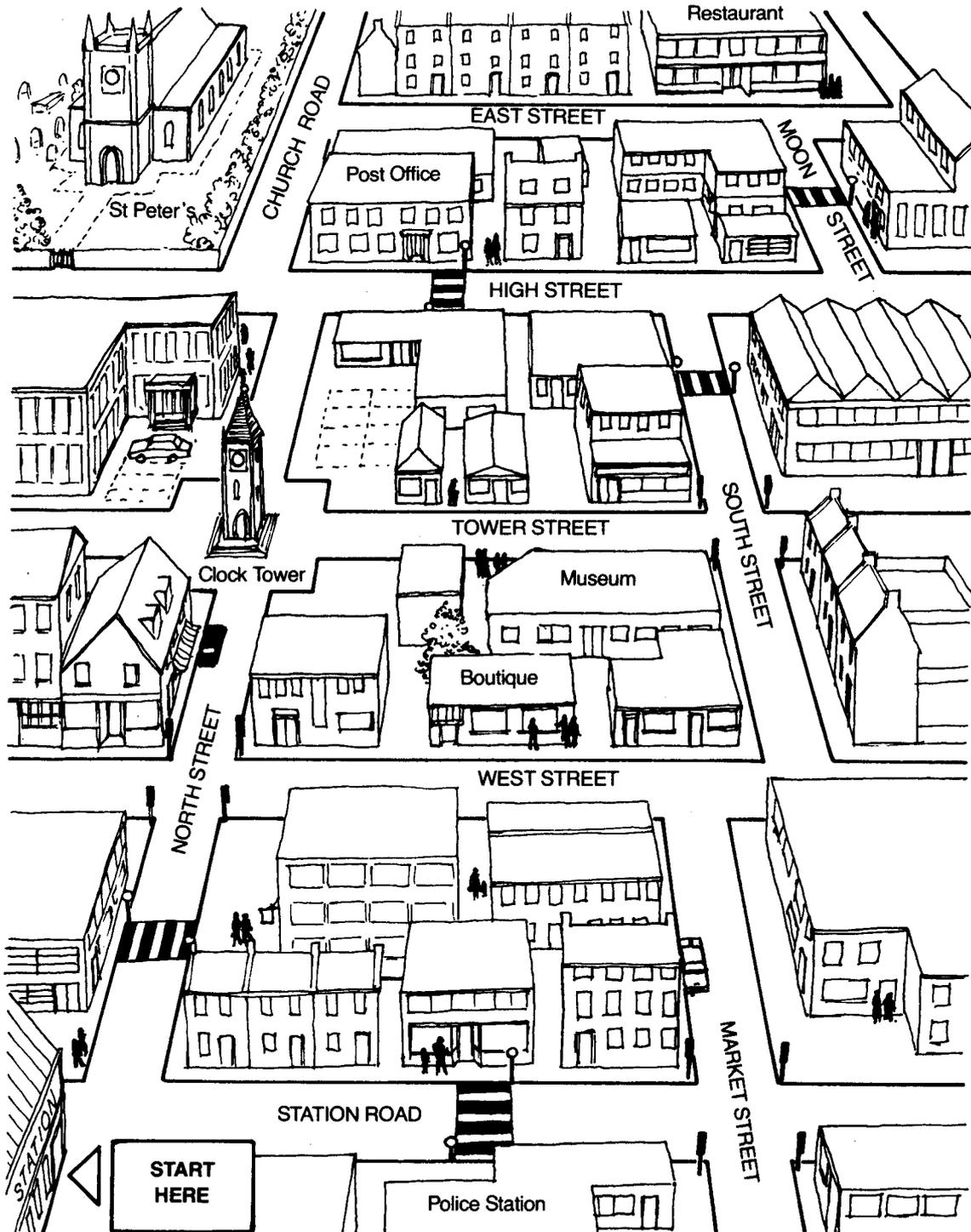
Excuse me,	could you tell me the way to can you tell me how to get to	( <i>the bank</i> ),	please?
------------	---	----------------------	---------

When you have finished, compare street plans to check that you have written the names of the various buildings in the correct places.

# 19 ASKING FOR AND GIVING DIRECTIONS

Student B

Sheet 2



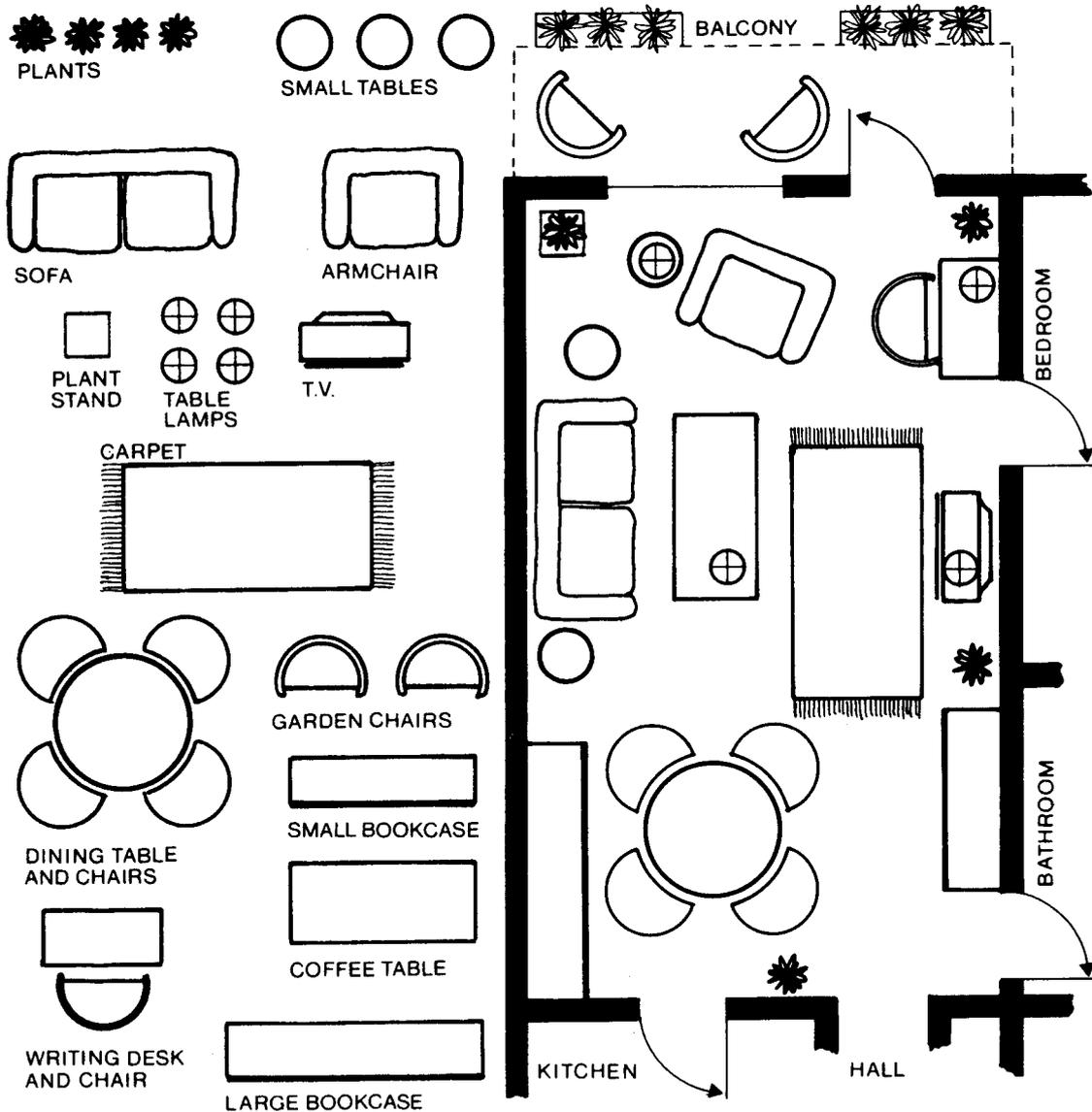
# 20 COMPLETE THE DRAWING (3)

**Student B**

Below is a plan of a flat containing furniture, plants, etc. Student A has the same plan but without any furniture. Help him/her to furnish the flat by telling him/her where to put various items. (A guide to the items is given below.)

Student A can ask questions but he/she must not see your drawing.

When you have finished, compare your drawings.

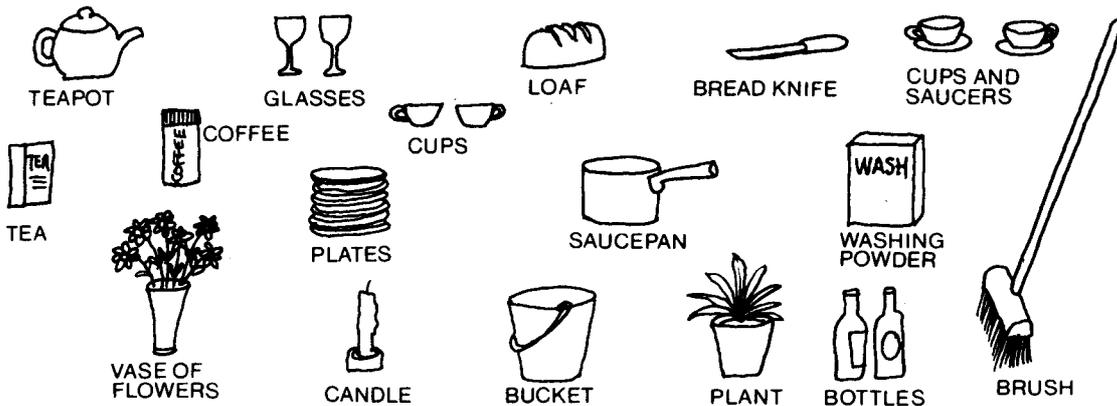
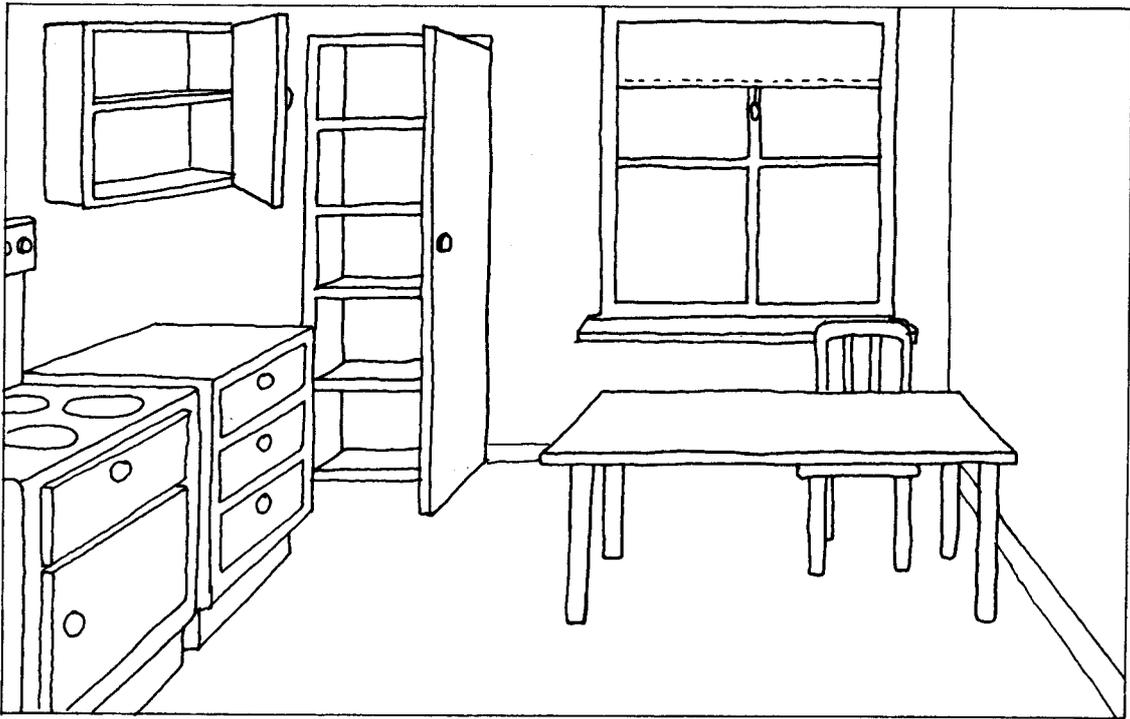


# 21 COMPLETE THE DRAWING (4)

Student B

Below is a drawing of a kitchen. Student A has the same drawing but his/hers contains a number of objects (e.g. glasses, bottles, etc.). He/she is going to help you fill up your kitchen by telling you what to draw and where to put it. (A guide to the various objects to be drawn is given below.)

You are allowed to ask questions but you must not look at Student A's drawing. When you have finished, compare drawings.



## 22 FILL IN THE MISSING INFORMATION (2)

**Student B**

By asking Student A questions, fill in the missing information in the Immigrant Survey Sheet below in pencil. (Student A will also ask you questions.)

**IMMIGRANT IN BRITAIN**

Abraham Jacobs lives in ..... with his wife and six children. But he is not English. He was born in Kingston and came to Britain in ..... 1980 – mainly because it was impossible to get a job in Jamaica. He lived in ..... with relatives when he first arrived, then moved to Wolverhampton, ..... and Liverpool before finally moving to ..... where he has been living since 1985.

He spoke English fairly well on arrival, so he did not bother to attend any special English courses. His English is ..... now and since three of his children were born in Britain, English is the only language spoken at home.

He likes England, but thinks there are three main problems facing immigrants. To begin with, it is difficult to get ..... Secondly, there is the problem of finding ..... and finally, there is still a lot of colour prejudice in Britain. In fact his children are still considered to be foreigners, even though three of them were born in England.

He works as a ..... but has very little contact with English people since 95 per cent of his workmates are West Indians. And even outside work, the only contact he has with English people are one or two he meets when he goes to the local club.

When you have finished, compare sheets to check that you have filled in the missing information correctly.

## 23 MEETING AN OLD FRIEND

## Student B

You are Claire (or Peter) Smith.

You are waiting for a train on the Underground when you meet an old friend, Roger (or Joanna) Morgan, whom you haven't seen since your wedding ten years ago. (He/she went abroad a few days after it.) He/she used to go to school with your husband, Bill (your wife, Rita) and also used to go out with Alison/Alistair who is Scottish. The last you heard the engagement was off and he/she was now engaged to a Spaniard.

When you last saw him/her, you used to go dancing a lot. Your father also used to own the antique shop you now look after. Stop and have a chat.

Before starting, read through the above so that you remember the details without having to look at them too closely. Also think about what has happened to you since you last met (e.g. Do you have children? Do you still go dancing? Where are you living? etc.).

When you are ready, you can begin. (Student A will speak first.) Here are some phrases you can use:

(a) the meeting:	(Roger!) I haven't seen you for ages. How are you?
(b) talking about appearance:	What's happened to your ... ( <i>hair/beard</i> ) etc.)? You're looking well.
(c) asking questions:	Where are you living/working nowadays? Are you still engaged? Do you ever hear from Alison/Alistair? Why didn't you write? etc.
(d) taking leave:	Yes, I'd better be on my way, too.
(e) making arrangements:	Why not come round and see us one day next week?

Above all, be prepared to use your imagination!

Student A is Roger Morgan or Joanna Morgan.

Note that *Alison* is a Scottish girl's name.

You are looking for a tutor for your 10-year-old son, Jonathan, during a summer cruise with friends among the Greek islands. The person must be between twenty-two and thirty, able to swim, have a lively personality and experience in teaching children. The person will also be expected to take part in the social life on board the yacht and help with the cooking.

The job is from 14 July to 31 August and you will pay £90 a week pocket money since all food, drink, accommodation, entertainment, etc. will be free.

You have put the following advertisement in the newspaper for a tutor. Student A phones up about it. If you think he/she sounds interesting, arrange a time to see him/her. (But you are only free at weekends).

### Situations Vacant

Music business family require  
NANNY/MOTHER'S HELP.  
Over 20. Not far from London.  
Phone: Bucks 2176

Looking for a job this summer?  
TUTOR required for 10-year-old  
Jonathan during 6-week yacht cruise  
among Greek islands.  
Phone: 0171-333 8739

## 25 LOOKING FOR A JOB (2)

Student B

You are a schoolgirl/schoolboy and are looking for a job in the evenings – possibly as a baby-sitter. You have done this before many times for your sister and friends of the family. You do not really mind which evenings you work, but would prefer Fridays. You can do it every week except for three weeks in July when you are going on holiday.

You would expect to get paid £10 a night up until 12 o'clock and £15 if later than this. You would also expect something to eat and a taxi to and from your home.

You see the advertisement below in the newspaper and decide to phone up about it. Student A is the person looking for a baby-sitter.

You can begin like this:

Good (*evening*). I'm phoning up about the job as a baby-sitter.

### Situations Vacant

Baby-sitter required, one evening per week. Suit boy or girl at school.  
Phone: 0171-326 1008

Elderly gentleman convalescing after ~~serious~~ operation requires housekeeper with nursing experience. Daily help in house. Live in.  
Phone: Battle 365281

## 26 ASKING FOR INFORMATION ABOUT A TOWN

**Student B**

You are thinking of having a holiday in Hastings and phone up the Tourist and Recreation Department for further details about the town. Student A works at the above department.

Before starting, work out the type of information you require and the sort of questions you are going to ask.

For example:

 **climate**

What's the weather like in July?

 **population**

How many people live in Hastings?

 **accommodation**

Are there any nice hotels there?

 **sports facilities**

Can I play golf there?

When you are ready, you can begin like this:

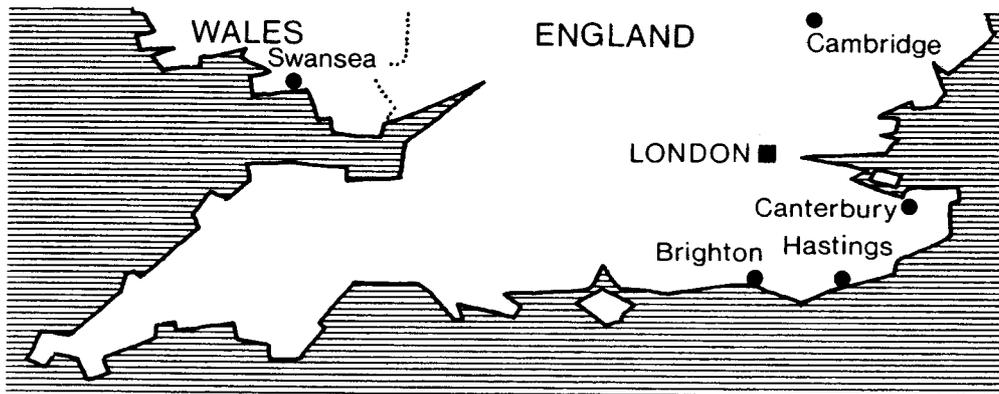
Good (*morning*). I'm thinking of having a holiday in Hastings this summer. I wonder if you could tell me something about the town?

## 27 ASKING FOR INFORMATION ABOUT SUMMER LANGUAGE COURSES

Student A

You work for Summer Language Courses – an organization which arranges language courses in England during the summer. Student A phones you up for information about your courses. Answer his/her questions with the help of the information in the table below. (Read through it before starting.)

### SUMMER LANGUAGE COURSES



Course centres:	Cambridge, Canterbury, Hastings, Brighton and Swansea.
Course length:	Three weeks, four weeks or six weeks.
Dates:	Courses from May to September.
Tuition:	Thirty-two lessons per week, Mon–Fri. Native-speaking English teachers. Groups no larger than fifteen students.
Accommodation:	Students stay with specially selected host families and have breakfast and an evening meal every day.
Social arrangements:	Organized sports activities, excursions and evening entertainment. Each centre has its own disco and students' club.
Excursions:	Free excursions (Cambridge, Canterbury and Brighton only): London sightseeing, London shopping, London theatre visit, Windsor Safari Park. Optional excursions: weekend in Paris (for students staying in Hastings or Brighton); weekend in Ireland (for students staying in Swansea).
Travel arrangements:	Plane to Heathrow, train to course centre.
Price (including travel):	Three week course £945 Four week course £1,150 Six week course £1,485

# 28 ENROLLING FOR AN ENGLISH COURSE

**Student B**

You are a secretary at The English Institute. Student A phones you up about one of the special courses starting next week. Give him/her all the necessary information with the help of the course programme below.

<b>THE ENGLISH INSTITUTE</b>		Course number: .....
Enrolment form		
Course: .....		
Day(s): ..... Time: .....		
Surname: .....		Christian name: .....
Address: .....		
Telephone: .....		

ENGLISH INSTITUTE	LIST OF SPECIAL COURSES	
<p><b>BUSINESS ENGLISH</b> <span style="float: right;">£160</span></p> <p>A course for business executives or students in all departments of commerce and industry. Emphasis on general business needs.</p> <p>Four week course. Twelve meetings. Each meeting two hours.</p> <p>30931 C. Cook    Tues/Wed/Fri 09.30 30932 D. Gale    Mon/Tues/Thu 15.00 30933 C. Cook    Mon/Tues/Wed 13.00</p>	<p><b>MEDICAL ENGLISH</b> <span style="float: right;">£200</span></p> <p>A course for doctors, nurses and others in the field of medicine who wish to learn medical terminology and practise it in discussion.</p> <p>Five week course. Fifteen meetings. Each meeting three hours.</p> <p>30934 P. Bull    Mon/Wed/Fri 13.00</p>	
<p><b>BANKING ENGLISH</b> <span style="float: right;">£120</span></p> <p>A special course for cashiers.</p> <p>Six week course. Twelve meetings. Each meeting three hours.</p> <p>30935 J. Cash    Mon 09.30 30936 J. Cash    Wed 15.30 30937 P. Money   Fri 10.00</p>	<p><b>TOURIST ENGLISH</b> <span style="float: right;">£100</span></p> <p>A course for those visiting England.</p> <p>Two week course. Ten meetings. Each meeting two hours.</p> <p>30938 L. Rees    Mon–Fri 09.30 30939 L. Rees    Mon–Fri 15.00</p>	
<p><b>CAMBRIDGE EXAMINATION COURSES</b></p> <p><i>First Certificate</i> <span style="float: right;">£470</span></p> <p>Eight week course. Twenty-four meetings. Each meeting three hours.</p> <p>30940 P. Rice    Mon/Tues/Thu 09.00 30941 C. Gibbs   Mon/Wed/Fri 13.30</p> <p><i>Cambridge Proficiency</i> <span style="float: right;">£500</span></p> <p>Ten week course. Twenty meetings. Each meeting four hours.</p> <p>30942 T. Hall    Mon/Wed 09.30 30943 P. Rice    Wed/Fri 13.30</p>	<p><b>LOOKING AT BRITAIN</b> <span style="float: right;">£135</span></p> <p>This course looks at different aspects of life in Britain. How does an Englishman live, work and play? What is it like to live there today? What changes are taking place? Course uses BBC film 'Looking at Britain'.</p> <p>Eight week course. Eight meetings. Each meeting two hours.</p> <p>30944 A. Long    Mon 13.30 30945 A. Long    Wed 09.30 30946 A. Long    Thu 15.00</p>	

# 29 ONE-SIDED DIALOGUE: arranging an interview with 'Rubber'

**Student B**

Read the following dialogue with Student A.

You are a reporter for the magazine *Pop World* and would like to interview the famous Swedish group, RUBBER, who are touring England at the moment. You phone up their manager, 'Sticky' Hansen, to try to arrange a suitable day and time for the interview. Student A is 'Sticky' Hansen. Unfortunately, you can only see your part of the dialogue, so you will have to listen very carefully to what Student A says. Use the diary below.

Before starting, read through your part to get an idea of what the dialogue is all about.

- Student A: .....
- You: Oh, good morning, Mr/Ms Hansen. This is ..... (*say your name and the magazine you work for*). I wonder if it would be possible to interview RUBBER some time next week?
- Student A: .....
- You: ..... (*suggest Thursday*).
- Student A: .....
- You: ..... (*suggest a time in the morning*)
- Student A: .....
- You: Yes, certainly  
(*a slight pause*)
- Student A: .....
- You: Yes?
- Student A: .....
- You: ..... (*repeat day and look at your diary*). No, I'm afraid I can't on ..... (*say day*). I've got to ..... (*explain what you have to do*).
- Student A: .....
- You: Er ... let me see ... (*look at diary and say, for example, Monday afternoon*).
- Student A: .....
- You: Well, what about ..... (*suggest a time*)?
- Student A: .....
- You: ..... (*say your name. Spell it, if necessary*).
- Student A: .....
- You: Yes, if that's all right with you?
- Student A: .....
- You: Oh, good. Well, thank you very much, Mr/Ms Hansen, and I look forward to seeing RUBBER on ..... (*say day*). Goodbye and good luck with tonight's concert.
- Student A: .....

Your diary for next week

5 Monday 10.15am. Interview lead Singer with '15 m.p.h.' FREE p.m.	9 Friday 8.30 a.m. Dentist 10.15 a.m. Meet Bob Wilde to discuss this week's edition of POP WORLD
6 Tuesday 9.00am. Drive to Brighton 1.p.m. Talk to organisers of Brighton Pop Festival	10 Saturday Brighton for Pop Festival (all day)
7 Wednesday FREE	11 Sunday Brighton/Pop Festival (all day)
8 Thursday FREE a.m. 2 p.m. Guest on B.B.C. 'The Jimmy Old Show'	

**SUNSHINE TOURING**

Last-minute cancellations!  
Reduced prices to:

Majorca	Rome
Athens	Rhodes
Crete	Barcelona
Paris	Oslo

Ring for further details immediately!  
SUNSHINE TOURING 212 4695

Today is Saturday. You have a two-week holiday starting on Monday. You had planned to stay at home but the weather has been so bad lately that you think it would be nice to go abroad.

You see the above advertisement in the morning paper and decide to phone up and book one of the holidays – you don't really care where you go.

Student A works for Sunshine Touring.

Before starting, have a pen ready to make a note of the following:

Destination:	.....
Number of days:	.....
Day of departure:	.....
Time of departure:	.....
Flight number:	.....
Hotel:	.....
Price:	.....

You can begin like this:

Good (*morning*). I'm phoning about your advertisement in this morning's paper.



# 32 MAKING SENTENCES

**Student B**

Here are thirty words. Take it in turns with Student A to make complete, logical sentences using two of the words. For example, if two words are **river** and **weekend** you could say:

*We spend the weekend fishing in the river. or At the weekend we usually go to our cottage which is close to a river.*

You are not allowed to change the words.

4	5	7	8	1
<b>moustache</b>	<b>scared</b>	<b>bribe</b>	<b>refugee</b>	<b>vegetables</b>
5	3	2	1	3
<b>generous</b>	<b>on a diet</b>	<b>the Far East</b>	<b>steal</b>	<b>jealous</b>
4	5	7	6	9
<b>wedding</b>	<b>seaside</b>	<b>wealthy</b>	<b>postpone</b>	<b>environment</b>
7	3	4	5	4
<b>slippery</b>	<b>chimney</b>	<b>expensive</b>	<b>burglar</b>	<b>make a speech</b>
8	6	10	7	5
<b>independent</b>	<b>wig</b>	<b>prejudiced</b>	<b>suntan</b>	<b>accident</b>
2	4	3	7	6
<b>lonely</b>	<b>give up</b>	<b>government</b>	<b>old-fashioned</b>	<b>responsibility</b>

If Student A accepts your sentence, you score the number of points in the square for each of the two words. You also cross the words out.

If Student A does not accept your answer, you score no points and the words are *not* crossed out.

If you cannot make up a sentence, you say 'Pass' and Student A tries instead.

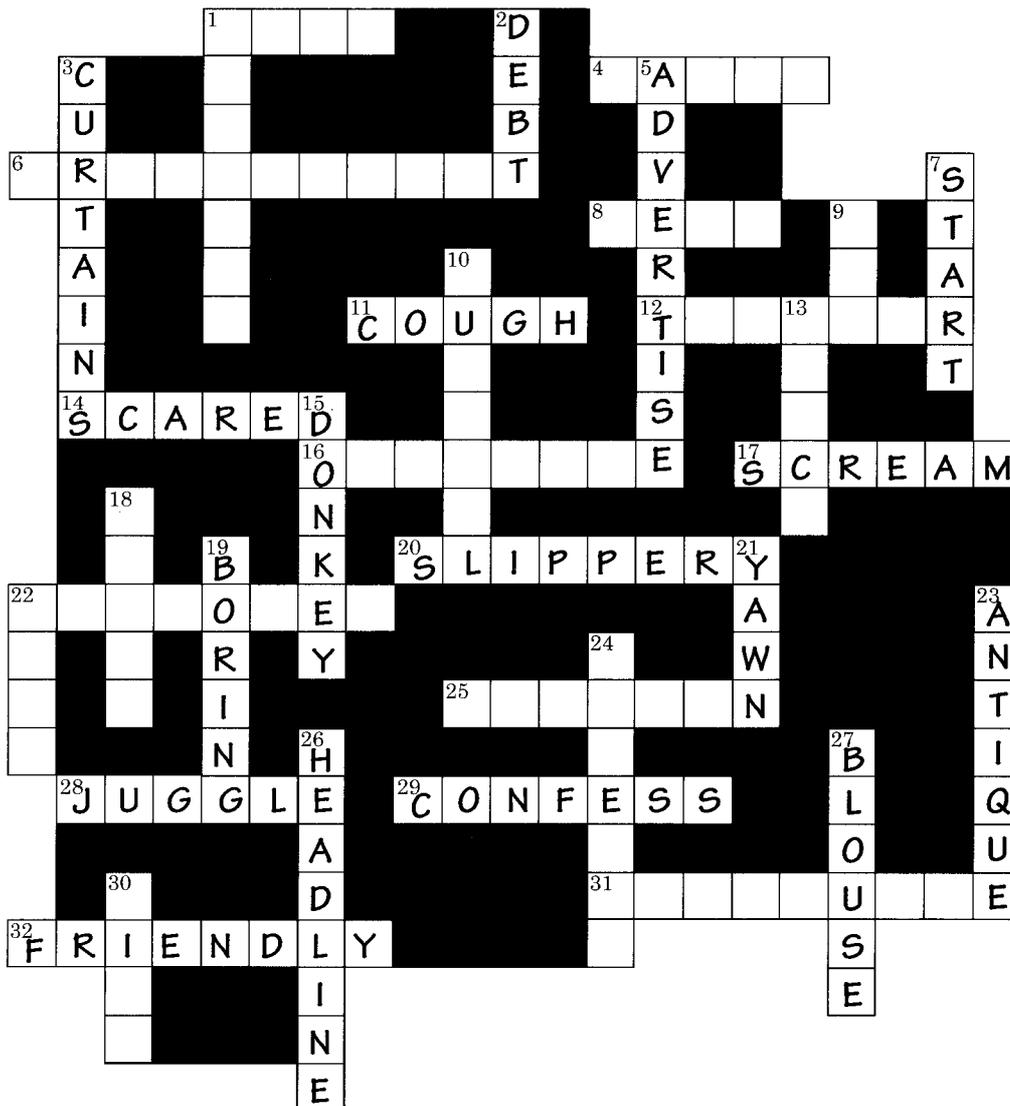
The person who has the highest number of points at the end of the game is the winner.

You start.

# 33 HALF A CROSSWORD

**Student B**

The crossword below is only half filled in. Student A also has a crossword that is only half filled in. Take it in turns to ask what the missing words are, e.g. *What's 1 Across?* and answer by trying to explain each word.



Before you start, make sure you know what the following words mean:

VERBS	NOUNS	ADJECTIVES
advertise	blouse	antique
confess	curtains	boring
cough	debt	friendly
juggle	donkey	scared
scream	headline	slippery
stare	yawn	

Work alone. You are going to try to guess some things about your partner (Student A). Read through the sentences below and mark your answer in the YES or NO box.

	Student A	Yes	No	Correct?
1	is a good cook.			
2	catches at least two colds a year.			
3	finds it hard to show his/her feelings.			
4	is fashion-conscious.			
5	gets upset if criticized.			
6	hates having to wait for people.			
7	believes in love at first sight.			
8	always has a comb with him/her when he/she goes out.			
9	finds it hard to say no.			
10	thinks opera is boring.			
11	sometimes cries when watching sad films.			
12	finds it easy to learn foreign languages.			
13	is not very good with money.			
14	likes walking in the rain.			
15	can sing very well.			
16	thinks babies are boring.			
17	has never smoked.			
18	is afraid of big dogs.			

When you have finished, check if you were right by asking Student A questions. (Student A will also ask you questions.) Before you start, work out how to ask each question. For example:

Are you a good cook?  
 Do you find it hard to show your feelings?  
 Have you ever smoked?  
 Can you sing very well?

Mark how many times you guessed correctly in the 'Correct?' box. The person who has the highest number of correct guesses is the winner!

# 35 ASK THE RIGHT QUESTION

**Student B**

Student A is going to ask you some questions. But he/she has only ten minutes in which to ask them. Have a watch ready to time him/her. Say **START** to begin, then after ten minutes say **STOP**.

When you have finished, it is your turn to ask Student A questions. Below are twenty words. Ask Student A questions so that he/she will answer with these words. For example, for number 1 you could ask: *What's the country and continent near New Zealand?* But you only have ten minutes for all twenty questions, so go on to another question if you are having problems. (You can always come back to this question later!) Tick (✓) the **YES** box every time Student A answers with the correct word.

		Yes	No
1	Australia		
2	football		
3	the day after tomorrow		
4	Help!		
5	John F. Kennedy		
6	gloves		
7	a hot dog		
8	Cheers!		
9	hungry		
10	in 1996		
11	I love you		
12	next year		
13	a banana		
14	the Internet		
15	Frankenstein		
16	nervous		
17	watch TV		
18	yellow		
19	Superman		
20	Stop thief!		

When you have finished, tick the **NO** boxes for any answers which Student A failed to get. Now, working together, look at these words and try to suggest 'better' questions to get these answers.

## 36 SORT IT OUT: three jokes

Student B

The following jumbled up sentences are from three jokes. Unfortunately, you have only got half the pieces. Student A has got the rest.

Working together, try to sort out the three jokes. You must not show your sentences to Student A, but you can read them out. Student A begins. Mark the first joke 1–6, the second joke 7–12 and the third joke 13–20. When you have finished, check by reading the three jokes out loud. (You have the first part of joke 2. Student A has the first part of joke 1 and joke 3.)

'Certainly, sir,' said the fishmonger, selecting the trout. —

The policeman, seeing he was obviously very upset, said sympathetically: —

One day a doctor was talking to his nurse. 'Who's the next patient?' 7

'I can,' replied the fishmonger. 'But why?' —

'And what's he waiting for?' —

'At least if you throw those trout to me and I catch them, I can honestly say when I get home that I've caught six trout.' —

'Isn't it?' cried the motorist. 'Then what's happened to my caravan?' —

'How long have you been driving without a rear light?' —

'No! Please don't wrap them up yet.' —

'I see,' said the doctor. 'But who's that man over there walking up and down?' —

# 37 QUESTIONNAIRE: moral values

**Student B**

Read through the sentences below, then put a circle around the number which most closely coincides with your opinion. The lower the number you choose, the *less wrong* you think it is, while the higher the number you choose, the *more wrong* you think it is.

	Least wrong	Most wrong
Killing someone in self-defence.	1 2 3 4 5 6 7 8 9 10	
Driving a car over the speed-limit.	1 2 3 4 5 6 7 8 9 10	
Not declaring all your income when filling in a tax return.	1 2 3 4 5 6 7 8 9 10	
Refusing to fight when your country is at war.	1 2 3 4 5 6 7 8 9 10	
Keeping £10 change given by a shop assistant by mistake.	1 2 3 4 5 6 7 8 9 10	
Not voting in a national election.	1 2 3 4 5 6 7 8 9 10	
Throwing litter in the street.	1 2 3 4 5 6 7 8 9 10	
Forging a cheque.	1 2 3 4 5 6 7 8 9 10	
Parking in a no parking street.	1 2 3 4 5 6 7 8 9 10	
Hitting a naughty child.	1 2 3 4 5 6 7 8 9 10	
Driving after having drunk alcohol.	1 2 3 4 5 6 7 8 9 10	
Euthanasia (helping someone suffering from an incurable disease or illness to die.)	1 2 3 4 5 6 7 8 9 10	
Not keeping promises.	1 2 3 4 5 6 7 8 9 10	
Using DNA techniques to produce healthy, intelligent babies.	1 2 3 4 5 6 7 8 9 10	
Marrying someone of a different religion.	1 2 3 4 5 6 7 8 9 10	
Lying about your qualifications in a job interview.	1 2 3 4 5 6 7 8 9 10	
Stealing a bar of chocolate from a large department store.	1 2 3 4 5 6 7 8 9 10	
Copying someone's answers in a test or exam.	1 2 3 4 5 6 7 8 9 10	

When you have finished, compare your answers with Student A. Try to discuss each point – giving reasons why you think it is wrong or not. Finally, working together, think up at least five other sentences to add to the above questionnaire. Write them down on a separate piece of paper and give them to another group to try out!

# 38 THE IDEAL PARTNER

## Student B

Work alone. What do you look for in an ideal partner? From the list below, choose **eight** that you consider to be the most important. Mark your choices with a cross (X).

	Your choice	Student A	Final list
good looks			
a sense of humour			
likes children			
a good listener			
the same interests			
similar intelligence			
well-educated			
good health			
able to cook			
ambitious			
popular with your friends and family			
able to make decisions			
has a well-paid job			
similar background and religion			
patient			

Now work with Student A. Find out which eight things he/she marked. (You will also be asked for your choices.) Working together, from the things you have both marked, choose the **five** most important items and arrange them 1–5, with the most important one being number 1. (You may have to compromise or try to persuade Student A to accept your choices!)

Finally, work with another pair and compare your choices.

# 39 SOLVE THE PROBLEM

**Student B**

Eight people are staying at the same hotel. Here is some information about them:

Names: *Ms Brown, Mr Carter, Mr French, Mr Jones, Ms North, Mr Smith, Ms Watson, Ms Webber*

Home towns/cities: *Belfast, Birmingham, Brighton, Cambridge, Cardiff, Dundee, Leeds, London*

Jobs: *architect, dentist, engineer, journalist, librarian, nurse, pilot, teacher*

Now look at the room plan and sentences below.

- 1 The man in room 104 is an architect.
- 2 Mr Carter is a librarian.
- 3 The nurse comes from Leeds.
- 4 The woman who comes from Brighton is in the room opposite Mr Smith.
- 5 The woman in room 106 comes from Brighton.
- 6 Ms Brown is a pilot.
- 7 Both Mr Jones and Ms Watson have rooms next to the lift.
- 8 The architect is from Belfast.
- 9 The man between Mr Jones and Ms Webber is called French.
- 10 Ms Webber is a journalist.
- 11 The man from Cardiff is in the room opposite Ms Watson.

Student A also has information about the eight people. Work together to see if you can work out (1) who is in each room (2) where they come from (3) what their job is.

Use the box below to fill in the information you work out. You are allowed to read out the information you have *but you must not let Student A see your paper.*

Room	Surname	Home town/city	Job
Room 102			
Room 103			
Room 104			
Room 105			
Room 106			
Room 107			
Room 108			
Room 109			

Finally, work out the answer to this question:

Where does Ms Brown come from? \_\_\_\_\_

Below are the opening words of four dialogues. Working with Student A, try to make the conversation go on for as long as possible. Before starting, think for a few minutes about what it might be possible to say. (But do *not* discuss the dialogue with Student A!) When you are both ready, begin the conversation.

## Dialogue 1

You play the part of B. Student A plays the part of A.

A: I wish I hadn't done it!  
B: Sorry?  
A: I said I wish I hadn't done it!  
B: What on earth are you talking about?  
A: ... (*carry on talking*)

## Dialogue 2

You play the part of A. Student A plays the part of B.

A: Hello. OK if I join you?  
B: Yes, of course.  
A: Thanks. By the way my name's ... (*say your name*)  
B: Hello. My name's ... (*say your name*)  
A: Terrible party, isn't it? Really boring!  
B: Do you think so? It's my brother's actually.  
A: ... (*carry on talking*)

## Dialogue 3

You play the part of B. Student A plays the part of A.

A: Excuse me, but I know you, don't I?  
B: No, I don't think so.  
A: Yes, I'm sure we've met before. Yes, I remember now! Three years ago in ...  
(*carry on talking*)

## Dialogue 4

You play the part of A. Student A plays the part of B.

A: Police station. Missing persons. Can I help you?  
B: Oh, I hope so! It's our teacher. He's/She's disappeared!  
A: Disappeared? ... (*carry on talking*)

Below are four situations which you are going to act out with Student A. Before starting, read through the situations (especially number 2 and number 4) and think about what you will say.

When you are both ready, act out the situation.

### Situation 1

You have recently moved in to a new flat and are having a flat-warming party. Everyone is having a really good time and you are still waiting for a few more friends to turn up. Over the noise of the music, you hear a knock at the door. It must be the missing friends at last! You go and answer it.

### Situation 2

You have just written two letters – an angry one to a friend who has been saying nasty things about you to other people and a romantic one to your girlfriend/boyfriend. The following morning, you suddenly realize when your friend phones that you have put the letters in the wrong envelopes! (Both people have the same name.) You phone up your girlfriend/boyfriend to explain and apologize.

### Situation 3

You are at a supermarket when you see someone whose face looks familiar. It is someone you met on holiday in Greece three years ago. You go up to him/her, really pleased to see him/her again as you had lost his/her address and phone number. You stop for a friendly chat.

### Situation 4

You regularly do the National Lottery with a friend at work. You have just watched the results on TV and find that you have got 5 of the 6 numbers correct. But instead of being happy you are really unhappy because you forgot to hand the Lottery ticket in today. You didn't bother to tell your friend because you've never won before, and didn't really think you'd win tonight. As you are thinking about this, the phone rings. It is your friend.

# APPENDIX:

## GUIDE TO THE STRUCTURES AND FUNCTIONS USED

### Activity 1: Getting to know you

#### Type of activity

Ice-breaker/discussion

#### Main structures

Wh— questions

#### Examples:

What does this word mean?                      It's (*the town where I was born*).

Who is . . . ?    He's (*my favourite uncle*).

Why have you written (*ironing*) here?              It's something I hate doing.

#### Main functions

Asking for and giving personal information.  
(see above examples)

### Activity 2: Questionnaire: what sort of a person are you?

#### Type of activity

Questionnaire/discussion

#### Main structures

Present simple – statements

Adverbs of frequency

#### Examples:

I always find it easy to get out of bed in the mornings.  
I am usually good with money.  
I don't usually feel bored when I'm alone.

#### Main functions

Asking for and giving personal information  
Giving reasons  
(see above examples)

### Activity 3: Market research: television or radio programmes

#### Type of activity

Role play/simulation

#### Main structures

Question forms (present simple)

#### Examples:

How many hours a week do you spend watching television or listening to the radio?  
What sort of programmes do you like watching or listening to?  
Are there any sorts of programmes you don't like?

#### Main functions

Asking and answering questions about likes and dislikes  
(see above examples)

### Activity 4: Holiday survey

#### Type of activity

Simulation

#### Main structures

Wh— questions and answers (*going to* future tense)

#### Examples:

Where are you going for your holiday this year?  
When are you going?  
How long are you planning to stay there?

#### Main functions

Asking and answering questions about future plans  
(see above examples)

### Activity 5: Booking a room at a hotel (1)

#### Type of activity

Simulation

#### Main functions

Asking about and stating wants and needs

#### Examples:

I'd like to book a room at your hotel for three nights.  
Would you like a single room or a double room?  
When would you like the room?

### Activity 6: Booking a room at a hotel (2)

See *Booking a room at a hotel (1)*

### Activity 7: Asking for train information

#### Type of activity

Simulation

#### Main functions

Asking for and giving information about trains  
Reading a train timetable

#### Examples:

I'd like some information about trains from Paris to Madrid.  
Is there a train at (*11 o'clock*)?

### Activity 8: Asking for boat information

#### Type of activity

Simulation

#### Main functions

Asking for and giving information about boats  
Reading a boat timetable

#### Examples:

I'd like some information about boats to Gothenburg.  
Is there a boat at (*11 o'clock*)?  
What time does it get to Gothenburg?  
How much is it?

### Activity 9: One-sided dialogue: at a restaurant

#### Type of activity

One-sided dialogue

#### Main functions

Asking about and stating wants and needs when ordering food  
Stating likes, dislikes and preferences

#### Examples:

What would you like to start with?                      Well, I wouldn't mind . . .  
I think I'd prefer . . .  
I don't really like . . .  
What shall we have for the main course?              What about . . . ?  
I think I'll have . . .

### Activity 10: Fill in the missing information (1)

#### Type of activity

Information gap

#### Main structures

Wh— questions and answers (various tenses)

#### Examples:

Who is arriving on . . . ?  
What nationality is . . . ?  
When is (*Sven Borg*) arriving at the conference?  
How long is (*Sir Roger Bloom*) staying?  
At which hotel is (*Viktor Pavlova*) staying?

#### Main functions

Asking for and giving information  
(see above examples)

### Activity 11: Questionnaire: children and parents

#### Type of activity

Questionnaire/discussion

#### Main functions

Giving opinions/agreeing and disagreeing with an opinion

#### Examples:

Children should definitely obey their parents without question.  
Babies are perhaps boring.  
You shouldn't really hit a child.  
It is definitely not an advantage to be an only child.

## Activity 12: Complete the drawing (1)

### Type of activity

Information gap

### Main structures

There is . . .

There are . . .

Where is . . . ?

Where are . . . ?

Prepositions of place

### Examples:

There is a forest near Bolfe called the New Forest.

There are seven main towns on the island.

### Main functions

Giving and receiving instructions

(see above examples)

## Activity 13: Complete the drawing (2)

See *Complete the drawing (1)*

## Activity 14: Newspaper interview (1)

### Type of activity

Role-play

### Main structures

*Wh*— questions and answers (past tense)

### Examples:

When did you start working for Mr Crystal?

What was he like to work for?

What was he like as a person?

When did the romance start? How?

### Main functions

Asking and answering personal questions

(see above examples)

## Activity 15: Newspaper interview (2)

### Type of activity

Role-play

### Main structures

*Wh*— questions and answers (past tense, present tense)

### Examples:

When did you first get the idea for the film?

When did you write it?

Why wouldn't the major film companies take it on?

### Main functions

Asking and answering questions about a film

(see above examples)

## Activity 16: Visiting a school

### Type of activity

Role-play

### Main structures

*Wh*— questions and answers (present tenses)

### Examples:

What sort of school is it?

How many children are there in the school?

How old are the children in this class?

What lesson are you doing at the moment?

What time do they start and finish school?

### Main functions

Asking and answering questions about a school

(see above examples)

## Activity 17: Visiting a factory

### Type of activity

Role-play

### Main structures

*Wh*— questions and answers (present tenses)

### Examples:

What are these people doing?

Do they work in shifts?

How many people work at the factory altogether?

How many of them are women?

### Main functions

Asking and answering questions about a factory

(see above examples)

## Activity 18: One-sided dialogue: what shall we do at the weekend?

### Type of activity

One-sided dialogue

### Main functions

Asking for and making suggestions

Stating likes, dislikes and preferences

### Examples:

Do you fancy . . . ?

What do you suggest?

What about . . . ?

I'm not all that keen, actually.

I can't say I fancy that.

That doesn't sound very interesting.

What do you suggest, then?

We could always . . .

Let's do that then, shall we?

## Activity 19: Asking for and giving directions

### Type of activity

Information gap

### Main structures

Imperatives

Prepositions of place

### Examples:

Go along . . .

Turn . . .

Take the next turning on the right/left.

### Main functions

Asking for and giving directions

### Examples:

Excuse me, could you tell me the way to . . . , please?

(see under main structures above for further examples)

## Activity 20: Complete the drawing (3)

See *Complete the drawing (1)*

## Activity 21: Complete the drawing (4)

See *Complete the drawing (1)*

## Activity 22: Fill in the missing information (2)

### Type of activity

Information gap

### Main structures

*Wh*— questions and answers (various tenses)

### Examples:

What nationality is Abraham Jacobs?

Is he married or single?

How many children does he have?

When did he come to Britain?

Why did he come to Britain?

How long did he live in Birmingham?

How well does he speak English?

### Main functions

Asking and answering questions about an immigrant living in Britain

(see above examples)

## Activity 23: Meeting an old friend

### Type of activity

Simulation

### Main functions

Socializing

*Examples:*

Good heavens! It's . . . , isn't it?  
You've changed. You're much fatter.  
How's your wife?  
Where are you living nowadays?  
Do you still go dancing?  
Did you ever hear from Alison?  
Why didn't you write?  
We must meet again some time.

### Activity 24: Looking for a job (1)

**Type of activity**

Simulation

**Main functions**

Asking about and stating wants and needs  
Asking for and giving information

*Examples:*

Good afternoon. I'm phoning about the advertisement in today's paper.

What does the job entail exactly?

What is the salary?

Have you done this sort of work before?

Could you start on . . . ?

Are there any other questions you'd like to ask me?

### Activity 25: Looking for a job (2)

See *Looking for a job (1)*

### Activity 26: Asking for information about a town

**Type of activity**

Simulation

**Main structures**

*Wh*— questions and answers

*Examples:*

What's the weather like in June?

How many people live in Hastings?

Are there any nice hotels there?

**Main functions**

Asking for and giving information about a town  
(see above examples)

### Activity 27: Asking for information about summer language courses

**Type of activity**

Simulation

**Main structures**

*Wh*— questions and answers

*Examples:*

In which towns do you have summer courses?

How long will the courses last?

Will my son/daughter stay with an English family, or what?

How many hours a day teaching will he/she get?

How much does it cost?

**Main functions**

Asking for and giving information about summer language courses  
(see above examples)

### Activity 28: Enrolling for an English course

**Type of activity**

Simulation

**Main functions**

Asking and answering questions about English courses  
Stating preferences

*Examples:*

Good afternoon. I'd like to enrol for one of the courses starting next week.

Which courses do you have?

Can you tell me more about the Business English course?

On what day is it?

How many weeks is the course?

### Activity 29: One-sided dialogue: arranging an interview with 'Rubber'

**Type of activity**

One-sided dialogue

**Main functions**

Inviting and making arrangements

*Examples:*

I wonder if it would be possible to interview 'Rubber' some time next week?

What day did you have in mind?

How about . . . ?

What about . . . ?

No, I'm afraid Friday's not possible.

No, I'm afraid I can't on Friday. I've got to . . .

What days would suit you, then?

I look forward to seeing 'Rubber' on Thursday.

### Activity 30: Booking a holiday

**Type of activity**

Simulation

**Main functions**

Asking for and giving information about a holiday

*Examples:*

Good morning. I'm phoning about your advertisement in this morning's paper.

Can you tell me something about the holiday to (Oslo)?

How many days is it?

What are the dates?

What time does the flight leave?

### Activity 31: Fill in the missing information (3)

**Type of activity**

Information gap

**Main structures**

Questions and answers (various tenses)

*Examples:*

Which job has Julie applied for?

What's her address?

How old is she?

Is she married or single?

Did she go to university or college?

How many A-levels did she get?

Does she speak any foreign languages?

Why is she leaving her present job?

**Main functions**

Asking and answering questions about an applicant for a job  
(see above examples)

### Activity 32: Making sentences

**Type of activity**

Conversation

**Main structures**

Sentence formation, based on linking nouns, verbs and adjectives

*Examples:*

We spend the **weekend** fishing in the river.

She wore a **wig** at the **wedding**.

If you are **on a diet** you should eat lots of **vegetables**.

I got a good **suntan** when I went to **the Far East** last summer.

The **government** don't do very much to protect the **environment**.

### Activity 33: Half a crossword

**Type of activity**

Information transfer

**Main functions**

Asking for and giving definitions of words.

*Examples:*

What's 22 across? It's a noun. It's a person who writes music.

What's 24 down? It's a noun. You get it when you buy something in a shop. It's proof that you've bought something.

What's 14 across It's an adjective. It's another word for frightened.  
What's 7 down? It's a verb. It means to look at someone for a long time – often without blinking.

### Activity 34: I think . . .

#### Type of activity

Conversation/discussion

#### Main structures

Yes/No questions and answers

#### Examples:

Do you have more than ten pairs of shoes? Yes, I do./No, I don't.

Have you made a speech in public? Yes, I have./No, I haven't.

Are you fashion-conscious? Yes, I am./No, I'm not.

Can you sing well? Yes, I can./No, I can't.

#### Main functions

Speculating about a person  
(see above examples)

### Activity 35: Ask the right question

#### Type of activity

Conversation

#### Main structures

Forming questions to given answers.

#### Examples:

What's the quickest way to get to Australia? By air.

What is the most famous place for films? Hollywood.

When was the Olympic Games? Last year.

What relation to you is your father's mother? My grandmother.

Who had an album called 'Bad'? Michael Jackson.

### Activity 36: Sort it out: three jokes

#### Type of activity

Jigsaw reading/problem-solving

#### Main functions

Arranging sentences in the correct order to form three jokes.

#### Examples:

A policeman stopped a motorist and asked him: 'How long have you been driving without a rear light?'

etc.

### Activity 37: Questionnaire: moral values

#### Type of activity

Questionnaire/discussion

#### Main structures

-ing form statements.

#### Examples:

Killing someone in self-defence.

Refusing to fight when your country is at war.

Hitting a naughty child.

#### Main functions

Giving opinions/agreeing and disagreeing with an opinion

Stating moral values

#### Examples:

I don't think it's very wrong to marry someone of a different religion.

Oh, I do. I think it's very wrong.

No, neither do I.

I think it's very wrong to drive after having drunk alcohol.

Oh, I don't. I don't think it's so wrong.

Yes, so do I.

(for moral statements see examples under main structures above)

### Activity 38: The ideal partner

#### Type of activity

Conversation/discussion

#### Main functions

Choosing priorities/putting things in order

Making compromises

Trying to persuade someone to accept your choice

#### Examples:

The most important things in a partner are . . .

Yes, being able to cook is important/But I don't think good looks are.

I disagree. Good looks are very important.

### Activity 39: Solve the problem

#### Type of activity

Problem-solving

#### Main structures

Statements using the present simple.

Prepositions of place.

#### Examples:

The man in room 102 comes from Cardiff.

Ms North is in the room next to the man from Cambridge.

Mr Carter is a librarian.

#### Main functions

Drawing conclusions

Asking for things to be repeated

Asking for something to be confirmed

Giving information about a person's job, surname and home town

#### Examples:

So Mr Smith must come from . . .

Could you repeat that, please?

Did you say the man in room 104 is an architect?

(see further examples under main structures above)

### Activity 40: Carry on talking

#### Type of activity

Role-play

#### Main structures

Various

#### Examples:

I wish I hadn't . . .

Your brother? Oh, I . . .

Three years ago in Brazil.

Disappeared? When did this happen?

#### Main functions

Expressing regret for something (*dialogue 1*)

Commenting about a party (*dialogue 2*)

Socializing (Meeting and talking to someone you think you have met before) (*dialogue 3*)

Asking and answering questions about a person who has disappeared (*dialogue 4*)

(see examples under main structures above)

### Activity 41: Situations

#### Type of activity

Role-play

#### Main structures

Various

#### Examples:

Would you mind not making so much noise. I'm trying to sleep.

I'm sorry, but I sent you the wrong letter yesterday.

Hello, James! How nice to see you again!

#### Main functions

Making complaints (*situation 1*)

Apologizing/giving explanations (*situation 2*)

Socializing (*situation 3*)

Expressing delight, excitement/expressing regret/apologizing for something you have forgotten to do (*situation 4*)

(see examples under main structures above)