

SHORT COURSE SERIES



Clockwise

A multi-level short course in general English

This energetic course develops fluency, refreshes key grammar areas, and extends active vocabulary. Clear communicative pay-offs in every lesson provide measurable, focused progress, and a sense of achievement. Dynamic materials include controlled oral practice, timed activities, and performance tips / checklists to build confidence and provide personal challenge. Each level offers a coherent course of study, but is structured so that lessons can be used in any order.

Clockwise is currently available at pre-intermediate, intermediate, and upper-intermediate. Components at each level are Classbook, Teacher's Book, Class Cassettes, and Teacher's Resource Pack.

Each Classbook contains:

- around 40 classroom hours
- further Practice exercises and writing for use in class or at home

The Teacher's Resource Pack provides photocopiable activities appropriate for any students at the relevant level, but which complement each Clockwise lesson.

Clockwise intermediate Teacher's Resource Pack

- 20 photocopiable activities plus instructions
- 12 photocopiable extra ideas
- hole-punched for central storage

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Clockwise

intermediate

Teacher's
Resource Pack

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David Massey

OXFORD

| Activity | Description | Language |
|--------------------------------------------|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 19 THE NET | Dictation activity based on a text about the Internet to practise direct and reported speech | Vocabulary associated with the Internet; reporting verbs |
| 20 BLANKETY BLANK | Team quiz game with compound nouns | Compound nouns |
| EXTRA IDEA 1 GETTING TO KNOW YOU | Personal information game | Personal details (family / job / interests); question forms |
| EXTRA IDEA 2 SALVADOR DALI | Gapped reading text about Dali to practise question formation | Question forms |
| EXTRA IDEA 3 MULTI-WORD VERB SNAP | Card game to practise multi-word verbs | Multi-word verbs (<i>look up, drop in, etc.</i>) |
| EXTRA IDEA 4 HIT LIST | Problem-solving activity about the music business to practise speaking skills | Vocabulary of music; modals (<i>could, must, etc.</i>) |
| EXTRA IDEA 5 READY, STEADY, IMPERATIVE | Jumbled recipe to practise imperative forms | Vocabulary of food and cooking; imperative forms |
| EXTRA IDEA 6 ARE YOU A SCREEN ROMANTIC? | Film quiz | Vocabulary of film categories and characters; giving opinions; story-telling |
| EXTRA IDEA 7 WEEKEND BREAKS | Magazine advertisements for holiday weekends | Vocabulary of travel; making reservations |
| EXTRA IDEA 8 WORD WHEEL | Vocabulary memory game | Selected vocabulary for revision |
| EXTRA IDEA 9 THE DICTIONARY GAME | Definitions team game to practise dictionary skills | Selected vocabulary for revision |
| EXTRA IDEA 10 OUR BLOCK | Problem-solving activity to practise speaking skills | Vocabulary of jobs |
| EXTRA IDEA 11 VOCABULARY DOMINOES | Domino card game to practise definitions | Selected vocabulary for revision |
| EXTRA IDEA 12 ONE FALSE MOVE ... | Magazine article about a frightening experience to practise relative clauses | Vocabulary associated with fear; relative pronouns (<i>who, which, that</i>) |

01

TEST YOUR MEMORY

Aim

To practise forming subject and object questions

Language

Question forms, question words: *what, where, which, who, how, etc.*

Skills

Speaking, writing (Extension activity)

Lesson link

Use after Question types in Classbook Unit 01

Materials

One copy of the worksheet (cut up) per pair

Pre-activity (5 minutes)

- Tell the students that they are going to test each other's memory. Each student writes five questions to ask a partner about their last holiday, e.g. *What date did you leave? What was the hotel called? What did you pack in your suitcase?* The object is to see how much they can remember.
- In pairs, the students ask and answer the questions.
- Feedback as a class. Who could remember most about their holiday?

Procedure (20 minutes)

- 1 Divide the class into pairs. Give each pair a set of the cut-up questions. The students place them face down on the table (separately – not in a pile).
 - 2 Tell the students that these are all question 'halves', and that the object of the game is to collect complete questions. (There are 15 complete questions.) The students take it in turns to pick up two halves. If the halves form a complete question, the student keeps them. If the halves don't match, they place them face down again in the same place. As they play, the students should try to remember where they placed particular halves. The student to collect the most complete questions is the winner.
 - 3 As a class, the students look at the complete questions. They decide which are subject questions and which are object questions.
 - 4 In pairs, the students take it in turns to ask and answer the questions. Students who finish early can change one or two words in each question to make new questions, e.g. *When did you last go swimming? Who lives in the White House?* etc.
- Note: Stronger students can practise the memory technique of looking at the first half and trying to remember the second half of the questions, or vice versa.*
- 5 Feedback as a class and check the answers to the general knowledge questions.

Extension activity

- In small groups, the students write up to 20 questions – a mixture of general knowledge and personal information questions. Check that they have formed the subject and object questions correctly. Then divide the class into two teams. The teams take it in turns to ask their questions. Score points for correct answers to general knowledge questions and for grammatically correct answers to personal questions.

Answers to general knowledge (subject) questions

- Neil Armstrong, when he stepped onto the Moon
- Sherlock Holmes
- (Student's own answer)
- France (beat Brazil)
- Roald Amundsen, in 1911
- Mars
- He died.
- Nelson Mandela

Answers (stage 3)

Object questions:

- Who do you prefer – Dali or Picasso?
- When did you last go to the cinema?
- What time did you get up this morning?
- Where do you like to go on holiday?
- How many hours a day do you work?
- How much does a cup of coffee cost (in your country)?
- What are you going to do next weekend?

Subject questions:

- Who said, 'That's one small step for man, one giant leap for mankind'?
- Who lived at 221B Baker Street, London?
- What tune goes with the words 'I'm singing in the rain'?
- Who won the Football World Cup in 1998?
- Which explorer reached the North Pole first?
- Which planet is nearer the Sun – Mars or Jupiter?
- What happened to Shakespeare in 1616?
- Who became president of South Africa in 1994?

01

TEST YOUR MEMORY

Object questions

| | |
|-----------------------|-----------------------------------------|
| Who do you | prefer – Dali or Picasso? |
| When did you last | go to the cinema? |
| What time did you | get up this morning? |
| Where do you like to | go on holiday? |
| How many hours | a day do you work? |
| How much does | a cup of coffee cost (in your country)? |
| What are you going to | do next weekend? |

Subject questions

| | |
|-------------------------------------------|--------------------------------------|
| Who said, 'That's one small step for man, | one giant leap for mankind'? |
| Who lived | at 221B Baker Street, London? |
| What tune goes with | the words 'I'm singing in the rain'? |
| Who won | the Football World Cup in 1998? |
| Which explorer | reached the North Pole first? |
| Which planet is nearer the Sun – | Mars or Jupiter? |
| What happened to | Shakespeare in 1616? |
| Who became president of | South Africa in 1994? |

02

AROUND THE BRITISH ISLES RACE

Aim

To practise present tenses (simple, continuous, and perfect)

Language

Present simple, present continuous, present perfect; common verbs

Skills

Speaking, listening, writing (Extension activity)

Lesson link

Use after Classbook Unit 02

Materials

One copy of the map game board, one set of Grammar cards (cut up), one set of City cards (cut up), and one dice per group; one counter per student; UK map (optional – see Note opposite)

Pre-activity (10 minutes)

- Write the following anagrams on the board:

| | |
|-----------------------|---------------------------|
| World | UK / Ireland |
| ASRIP (= Paris) | NOLNOD (= London) |
| LINAM (= Milan) | BLUDIN (= Dublin) |
| LELVISE (= Seville) | HEDINGRUB (= Edinburgh) |
| STEPUDAБ (= Budapest) | THAB (= Bath) |
| KYTOO (= Kyoto) | SLOWWAG (= Glasgow) |
| ARSAW (= Warsaw) | VERLOOPIL (= Liverpool) |
| IOR (= Rio) | NAMESTRECH (= Manchester) |

- In pairs, the students work out the city names. You can get half the class to do each list; if they finish quickly, they can try the other list.

Note: If you think your students wouldn't know some of the UK / Ireland list, you could refer them to a map to help them.

- Check the answers quickly with the whole class.

Procedure (20 minutes)

- Divide the class into small groups of three or four. Give each group a copy of the game board, a set of Grammar and City cards, counters (one per student), and a dice. The Grammar cards should be placed face down in a pile beside the board. Each student takes three City cards – the rest are placed face down on the table.
- Explain the rules. The object of the game is to get rid of the City cards in their hand. The students place their counters on START. They take it in turns to throw the dice and move their counter around the board. They cannot stop at FINISH until they have used all their City cards (i.e. if they reach FINISH with some City cards still in their hand, they have to go round again). As they move their counters, the students follow the instructions on the squares.

Grammar squares If they land on a Grammar square, they pick up a Grammar card and correct the verb in the sentence or choose the right answer. If they get it wrong, they stay on the square and pick up another card next go.

City squares If they land on a City square, they form a sentence using a verb on any one of the City cards in their hand, in the tense indicated on the square. If the sentence is correct, they can discard the card onto the pile.
- Check that the students understand the terms on the game board: *Miss a turn, Go back, Go forward, Pick up*, etc. Set a time limit of 15 minutes and monitor the students as they play. If no one manages to get rid of all their City cards, the winner is the student with the fewest City cards still in their hand.

Extension activity

- In groups, the students write ten sentences about aspects of their own country(ies), using the present simple, continuous, and perfect. They adapt these sentences to form Grammar cards – five cards with gaps and alternatives, and five with grammatical mistakes. Then they challenge other groups to correct the errors / choose the correct answers.

02

AROUND THE BRITISH ISLES RACE

City cards

| | |
|---------|---------|
| bite | burst |
| change | depend |
| develop | drink |
| eat | fall |
| help | know |
| live | lose |
| meet | provide |
| sail | shoot |
| slide | stay |
| travel | wake up |
| watch | win |

03

FAMILY TIES

Aim

To develop speaking skills through problem-solving

Language

Vocabulary of family and life stages; tense revision (present simple, present continuous, past simple)

Skills

Speaking, reading, writing (Extension activity)

Lesson link

Use after The past simple and the present perfect in Classbook Unit 03

Materials

One copy of the worksheet per student; one copy of the house plan on an OHT or copied onto the board

Pre-activity (5 minutes)

- Write the following age groups on the board as column headings:
0-5 5-15 15-25 25-40 40+
- Elicit as many life stages (e.g. *birth*) and life events (e.g. *move house*) as the students can think of, in any order. As the students call them out, write them quickly on the board under the likely age headings. (Alternatively, ask one or two students to write them.)

Possible answers

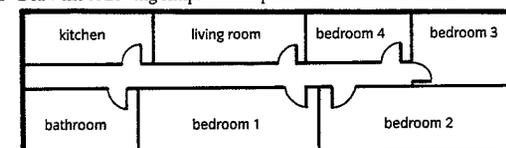
Life stages: *birth, childhood, teens, adulthood, middle age, old age*

Life events: *get married, get divorced, move house, go out with someone, go to college / university, have a baby, get a job, take exams, leave school, retire*

- Ask the students if they agree with the groups on the board. If not, discuss what should be changed.

Procedure (20 minutes)

- Draw the following simple house plan on the board or on an OHT.



- Give each student a copy of the worksheet. The students read through the information and check that they understand the vocabulary. Pre-teach the word *breadwinner*.
- Divide the class into pairs. Explain to the students that they must use the words in The Reid family diagram, and the Clues, to complete the table about the Reid family. If you like, you can give them a time limit, or make it a competition to see who finishes first.
- Check the answers with the whole class.

Answers

| Name | John | Mary | Patrick | Jim | Jane |
|------------------|---------------------|--------------------------------|-----------------------|--------------------|----------------------|
| Age | 59 | 47 | 10 | 19 | 29 |
| Marital status | <i>married</i> | <i>married</i> | <i>single</i> | <i>engaged</i> | <i>divorced</i> |
| Current activity | <i>playing golf</i> | <i>doing an evening course</i> | <i>taking an exam</i> | <i>job-hunting</i> | <i>house-hunting</i> |
| Stage of life | <i>retired</i> | <i>middle-aged</i> | <i>child</i> | <i>teenager</i> | <i>adult</i> |
| Bedroom number | 1 | 1 | 2 | 3 | 4 |

- In pairs, the students take turns to describe their own family, using the headings in the diagram.

Extension activity

- The students select one of their own family members and write a short paragraph describing their stages of life and past achievements, using the Reid family sentences as a model.

03

FAMILY TIES

| Name | John | Mary | Patrick | Jim | Jane |
|------------------|------|------|---------|-----|------|
| Age | | | | | |
| Marital status | | | | | |
| Current activity | | | | | |
| Stage of life | | | | | |
| Bedroom number | | | | | |

THE REID FAMILY

age
10
19
29
47
59

marital status
divorced
married
married
single
engaged

current activity
playing golf
job-hunting
doing an evening course
house-hunting
taking an exam

stage of life
teenager
child
retired
adult
middle-aged

Clues

- The parents sleep in bedroom 1.
- Patrick is the youngest in the family.
- Jane left her husband last year and is now divorced.
- Jim is unemployed but wants to find a job.
- John married his wife in 1967. He retired six months ago.
- Jane is closest to the living room.
- Jane was Mary's first child.
- Jim's bedroom is next to Jane's.
- Jim is getting married next year and he's only in his teens.
- Mary is younger than John.
- The woman doing the evening course is middle-aged.
- John was the breadwinner in the family, but now he spends most of his time playing golf.
- Jane returned home after her divorce but is now looking for a new place to live.
- The child in bedroom 2 is taking an exam next week.

04

VERB PATTERN CROSSINGS

Aim

To practise gerund and infinitive verb patterns

Language

Activity verbs (gerund and infinitive forms)

Skills

Reading, writing (Extension activities)

Lesson link

Use after Infinitive and gerund in Classbook Unit 04

Materials

Magazine pictures of different activities (Pre-activity); one copy of the worksheet per pair

Pre-activity (10 minutes)

- Ask one student to sit with their back to the board. Put up (or draw) a simple picture of any action or activity on the board, e.g. cycling, playing the guitar, watching TV, etc. Beside it, write the word / phrase you want the students to focus on, e.g. *cycling*.
- Explain to the class that they must elicit the action from the student facing them without saying the actual word(s).
- During the activity, listen for / input useful phrases and write examples on the board. e.g. *You do this early in the morning / when ...*, *It's a leisure activity, I love / hate doing this*, etc.
- When the student has guessed and performed the correct action, choose another student and repeat as above. This activity can be done in teams, with each team trying to guess a word / phrase set by the opposite team within a one-minute time limit.

Procedure (15 minutes)

- Divide the class into pairs. Give each pair a copy of the worksheet.
- Check that the students understand the terms *across* and *down*. Explain that they must read the clues and find the missing verbs. The first letter of the missing verb is given in each clue. All answers are either infinitives or gerunds. (Check that the students know the difference in form, e.g. *to go* / *going*.)
- The students write the answers to the clues in the appropriate spaces in the crossword. (You can set the activity as a race with the first pair to finish being the winners.)

Answers

Across: 1 *sell* 4 *going* 7 *flying* 8 *eat* 11 *act* 12 *drive* 14 *swimming* 15 *be*
19 *visit* 20 *cooking*

Down: 2 *learn* 3 *playing* 4 *going* 5 *go* 6 *hire* 7 *fishing* 9 *taste* 10 *rent*
13 *ask* 16 *have* 17 *watch* 18 *wait*

- When the students have completed the crossword, check the answers with the whole class. Focus on the clues and discuss why the infinitive or gerund is used in each case.

Extension activities

- The students select any five verbs from the crossword and write a short paragraph including all the chosen verbs.
- The students write gapped sentences using the crossword clues as a model, and challenge a partner or another group to complete the missing verb in the gerund or infinitive.

04

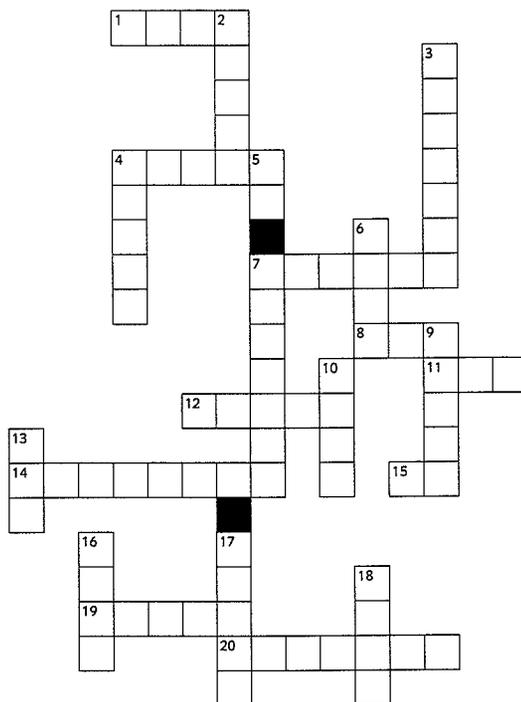
VERB PATTERN CROSSINGS

Across

- 1 He's just bought a new car so he wants to s_____ the old one.
- 4 What about g_____ out for a meal?
- 7 He hates f_____ - planes make him nervous.
- 8 I'm really hungry. Let's e_____ now.
- 11 She wants me to join the Drama Club, but I can't a_____!
- 12 I can ride a bike but I can't d_____ a car.
- 14 I enjoy s_____. I go to the pool every Saturday.
- 15 'To be or not to b_____ : that is the question' (Shakespeare)
- 19 I'd hate to v_____ New York. It's a very violent city.
- 20 I'm not keen on c_____ for other people. They always complain about my recipes.

Down

- 2 Living in a foreign country is a great way to l_____ a language.
- 3 I'm not interested in p_____ football or tennis.
- 4 He loves g_____ skiing in winter.
- 5 Where shall we g_____? How about the cinema?
- 6 I think we should h_____ a car this weekend and drive to the beach.
- 7 How about going f_____ with Dad? If he catches a salmon he'll be so happy.
- 9 That smells delicious. Can I t_____ it?
- 10 I can't afford to buy a new house so I'll r_____ one until I have enough money.
- 13 Why not a_____ Jane to help you? She'll probably know the answer.
- 16 I like to h_____ a beer when I come home from work.
- 17 We could stay in and w_____ TV. I don't really want to go out.
- 18 Why don't we just w_____ and see what Ann has to say.



05

MINE'S BIGGER THAN YOURS

Aim

To practise comparatives of adjectives (Extension: superlatives)

Language

Geographical terms: *mountain, river, etc.*; adjectives: *long, beautiful, etc.*; comparative forms: *smaller, more rugged, etc.*

Skills

Speaking, writing

Lesson link

Use after Comparatives of adjectives and adverbs in Classbook Unit 05; also revises Unit 02 (geographical vocabulary)

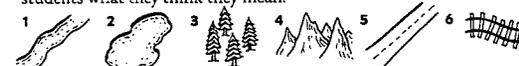
Materials

One copy of the worksheet (cut up into Country A for half the group and Country B for the other half); atlases or other country information (optional - see Note below)

Note: Your class might prefer to do this activity using real country data, either from their own or from a chosen country. In this case you will need to provide them with blank sheets containing the descriptive box headings, and atlases or other information at stage 3 of the activity. Alternatively, they could research this in advance for homework.

Pre-activity (10 minutes)

- Put the following topographical symbols on the board. Ask the students what they think they mean.



Key

1 river 2 lake 3 forest 4 mountain range 5 main road 6 railway

- Elicit other geographical words and write them on the board, e.g. *motorway, valley, city*.
- Elicit adjectives that can describe the features listed, and write these on the board, e.g. *long, high, dense, busy, large, small, beautiful, etc.*
- Now ask the students to quickly describe the geography of their own country. Note any new words they use / need on the board.

Procedure (25 minutes)

- Tell the students that they are going to create a country. Divide the class into two groups. Give one group a copy of Country A and the other a copy of Country B.
- Check that the students understand the descriptive headings for each country (*Name of country, Language, etc.*).
- Explain that they must invent information about 'their' country and write it under the headings. They should also draw symbols on their maps to describe at least the following geographical features: river, mountain range, lake, forest, main road, railway. (If you have done the Pre-activity, refer them back to the list.)
- While the students are creating their countries, write the following questions on the board: *Which country has longer rivers / higher mountains / bigger lakes / a larger population / better exports / a richer population?* Add other questions if necessary (elicit ideas as you monitor the kinds of things the students are inventing, e.g. taller people, more unusual exports, a better transport system, etc.).
- After ten minutes, stop the students and ask them to describe the main features of their country. Then tell the students to mingle: each student should talk to a student from the other group, finding areas of comparison between Country A and Country B. Direct them to the questions on the board. The students write down as many sentences as they can, e.g. *Country A / (country name) has longer / shorter rivers than Country B / (country name). The mountains in Country A / (country name) are higher than the mountains in Country B / (country name), etc.*
- Feedback as a class, collecting as many different points of comparison as you can and writing them on the board.

Extension activities

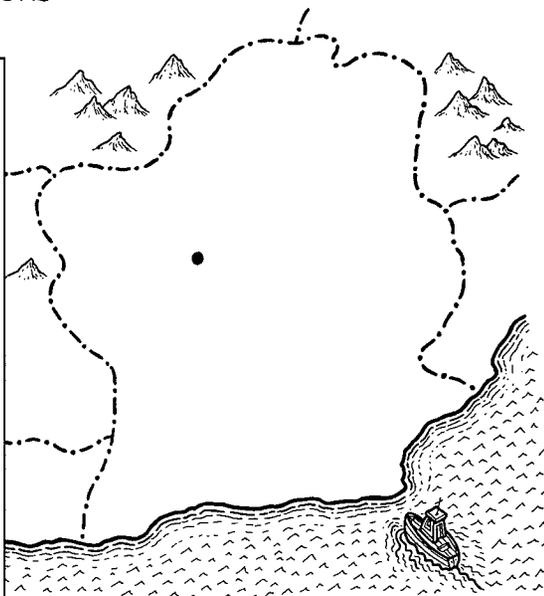
- The students describe the two countries using superlative forms, e.g. *My country has the longest river.*
- The students write a holiday advertisement for their country, then roleplay representing their country at a travel fair: they try to convince other students to visit their country by explaining why their country is the best.

05

MINE'S BIGGER THAN YOURS

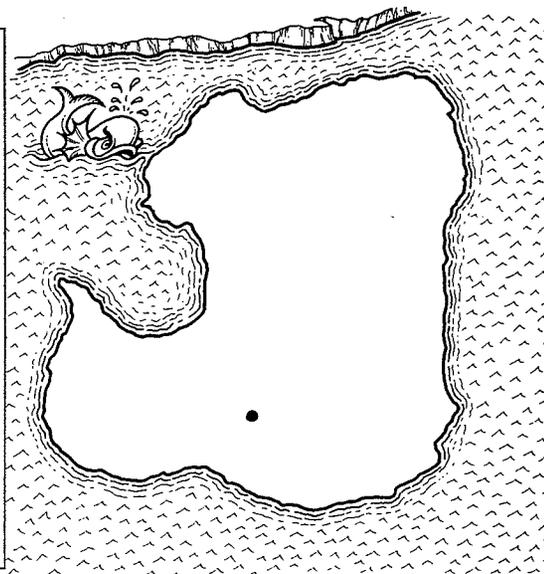
Country A

| |
|-----------------|
| Name of country |
| Language |
| Capital |
| Population |
| Currency |
| Climate |
| Imports |
| Exports |



Country B

| |
|-----------------|
| Name of country |
| Language |
| Capital |
| Population |
| Currency |
| Climate |
| Imports |
| Exports |



06

DIETWATCH

Aim:

To practise talking about past habits

Language:Vocabulary of food; adverbs of frequency; *would*, *used to***Skills:**

Reading, speaking, writing (Extension activity)

Lesson link:

Use after Classbook Unit 06

Materials:

One copy of the worksheet (cut up) per pair

*Note: It may help to give the students rough metric measurements.***Lengths and weights**

1 ft = 0.3 m

1 in = 2.5 cm

1 st = 5.2 kg

1 lb = 0.4 kg

Clothes sizes

| UK | France | Italy |
|----|--------|-------|
| 10 | 38 | 42 |
| 12 | 40 | 44 |
| 18 | 46 | 50 |
| 24 | 52 | 56 |

Pre-activity (10 minutes)

- Do a food competition. Set a time limit (three to five minutes). In pairs, the students write down as many food items as they can. Conduct a quick feedback. Give a point for each item, and an extra point for any items that no one else thought of.

Procedure (30 minutes)

- Write the following headings on the board: *Healthy*, *Unhealthy*.
- Divide the class into pairs. Set a time limit of two minutes. The students make a list of foods under each heading. Feedback as a class and write their suggestions under the headings on the board.
- Write the following questions on the board in speech bubbles:
 - What do you usually have for breakfast / lunch / supper?
 - What do you never eat?
 - Is there anything you especially like / dislike?
- In their pairs, the students ask each other about their eating habits. Encourage them to answer using adverbs of frequency (*always*, *usually*, *often*, *sometimes*, *occasionally*, *hardly ever*, *never*).
- Write the following questions on the board:
 - What weight did she use to be? What weight is she now?
 - What problems did she use to have as a teenager?
 - What happened to make her change her eating habits?
- Give Text A to one student in each pair and Text B to the other. The students read their texts individually and answer the questions on the board. Monitor and check any vocabulary as they read, especially: (Text A) *be picked* (= be chosen), *on the up* (= increasing), *trendy* (= fashionable), *rethink* (= think again about), *drop off* (= become less); (Text B) *take your mind off* (= forget about), *inhaler* (= medicine to help you breathe), *soar* (= increase a lot), *treacle* (= sugar syrup), *jelly* (type of sweet dessert). Check that the students understand the abbreviations for the relative measurements (ft = foot/feet, in = inch/inches, st = stone, lb = pound(s)) and women's clothes sizes (24, 18, 12, 10); see also Note on the left.
- Focus on the language used to describe past habits. Elicit examples of *used to* and *would* from the texts. Check form and use.
- Still in their pairs, the students discuss Sandy and Karen, including the answers to questions a-c. They compare the two women's eating habits then (as teenagers) and now.
- Ask the students for the names of any new food items they have learnt from the texts. Add these to the lists of healthy and unhealthy food on the board.

Extension activity

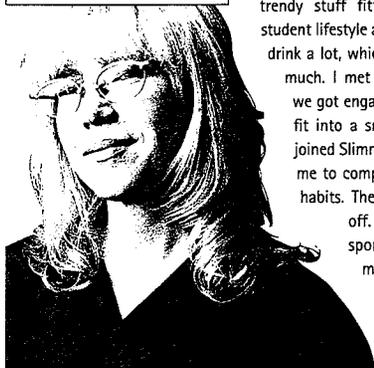
- In pairs, the students discuss how their own eating habits have changed, if at all, from when they were teenagers to now. They then write two paragraphs: 1 *What I used to eat as a child*, 2 *What I eat now*.

06

DIETWATCH

Text A

Name **Sandy Jones**
Age **23**
Height **5ft 8in**
Was **14st 10lb - size 18**
Now **10st 3lb - size 12**
Total weight loss **4st 7lb**



As a kid, I used to be big and I was always the last to be picked for teams in sport. I lost all my self-confidence. As a teenager, my weight was still on the up, so I had to buy unfashionable clothes because none of the trendy stuff fitted me. I enjoyed the student lifestyle at university and I used to drink a lot, which didn't help my weight much. I met my boyfriend there and we got engaged. I was determined to fit into a small wedding dress, so I joined Slimming World, which helped me to completely rethink my eating habits. The weight started to drop off. I never used to play sports, but now that I'm much fitter I love playing hockey - and these days I have no trouble being picked for the team. ■

What I used to eat

Breakfast
two slices of thick white toast and butter

Mid-morning snack
crisps, a bar of chocolate

Lunch
sausage, baked beans, bacon, noodles, muffin

Mid-afternoon snack
chocolate

Supper
pizza or burger, chips, chocolate pudding

Late-evening snack
biscuits

What I eat now

Breakfast
cereal with semi-skimmed milk

Mid-morning snack
fruit

Lunch
fruit, light yoghurt

Mid-afternoon snack
egg, lettuce, and tomato sandwich

Supper
pasta with tomato sauce, yoghurt, fruit

Late-evening snack
black coffee

Text B

Name **Karen Varley**
Age **30**
Height **5ft 2in**
Was **14st 6lb - size 24**
Now **9st 6lb - size 10**
Total weight loss **5st**



As a child, I was often ill and eating used to take my mind off the pain. After a while it was my size that gave me health problems. I would get terrible pains in my chest and had to use an inhaler. Occasionally the pains were so bad I thought I was having a heart attack. After seeing the photographs I took on a trip to Blackpool, I decided that it was time to do something about my weight. The next week I joined Slimming World. I've never been fond of vegetables, but I would eat lots of fruit. Most weeks I would lose a few pounds, so I reached my target weight in just over a year. I've never been thin in my life, and people who haven't seen me for ages don't recognize me. I used to be really shy, but now my confidence has just soared. ■

What I used to eat

Breakfast
nothing

Mid-morning snack
biscuits

Lunch
two slices of white bread with jam or corned beef

Mid-afternoon snack
chocolate

Supper
sausage, chips, baked beans, chocolate cake and custard

Late-evening snack
treacle sandwich

What I eat now

Breakfast
cereal with semi-skimmed milk, tea

Mid-morning snack
fruit

Lunch
turkey, chicken, or tuna on two slices of wholemeal bread, fruit, yoghurt

Mid-afternoon snack
nothing

Supper
grilled chicken, tomatoes, broccoli, cauliflower, low-fat yoghurt, jelly

Late-evening snack
crackers with cottage cheese, tea or black coffee

07

LEISURE TIME CROSSWORD

Aim

To revise leisure activities

Language

Vocabulary of leisure activities:
skiing, gliding, etc.

Skills

Speaking, writing (Extension activities), defining words

Lesson link

Use after Classbook Unit 07

Materials

One copy of Crossword A and Crossword B per pair

Pre-activity (5 minutes)

- Ask the students to write down the names of three people they know fairly well. Then ask them to note beside each name the top three leisure activities of that person (these can include hobbies like *reading*, sports like *tennis*, outdoor activities like *climbing*, interests like *going to the cinema*, and general things like *relaxing*, *sleeping*, etc.).
- Feedback as a class and write their suggestions on the board. Elicit more details from some students (when / how often, etc.). Which are the most popular / unusual activities?

Procedure (20 minutes)

- Divide the class into pairs. Give a copy of Crossword A to one student in each pair and Crossword B to the other.
- Check that the students understand the terms *across* and *down*. Explain that they all have the same crossword, but that different words have been left blank in the two versions. Student B starts by asking about the first blank word in his / her crossword ("What's 1 down?"). Student A has to explain the word (*diving*) without actually using the word (e.g. "You do this in water."). B has to guess. When B has guessed correctly s/he completes that word on Crossword B.
- If a student does not know the word they have to explain, they can check the meaning in the dictionary or ask the teacher for help.
- If the student guessing the word does not know it, then the student explaining the word should say the word eventually.
- Monitor the pairs as they work and check the answers with the whole class.

Answers

Across: 2 SKIING 3 RUNNING 4 GLIDING 5 YACHTING 9 MARTIAL ARTS
10 ACTING 13 SCUBA DIVING 15 FOOTBALL 20 VOLLEYBALL
21 ROCK CLIMBING 23 BADMINTON 24 BUNGEE JUMPING
Down: 1 DIVING 2 SHOOTING 3 RUGBY 6 ICE SKATING 7 ARCHERY
8 HANG GLIDING 11 TENNIS 12 RIDING 14 BASKETBALL 16 SWIMMING
17 JUDO 18 PARACHUTING 19 BASEBALL 22 HOCKEY

Extension activities

- The students choose several activities and make anagrams from the words to test a partner's memory.
- The students write a paragraph about their own leisure time, describing the activities they do / don't do.

07

LEISURE TIME CROSSWORD

Crossword A

1 D
2 S I
H V
O I
T N
I G
N G

3 R
U
G
B
Y

4 G

5 Y

6 I
C
E
S
K
T
I
N
G

7 A
R
C
H
E
R
Y

8

9 M
O
T
O
R
R
A
C
I
N
G

10 A C T I N G

11

12

13 S C U B A D I V I N G

14

15

16

17

18

19 B A S E B A L L

20 V O L L E Y B A L L

21 C H U N T I N G

22 H A K I N G

23 B A D M I N T O N

24 E

Y

07

LEISURE TIME CROSSWORD

Crossword B

1
2 S K I I N G

3 R U N N I N G

4 G L I D I N G

5 Y A C H T I N G

6 I N G

7 M A R T I A L A R T S

8

9

10

11 T

12 R I D I N G

13 S

14 B A S K E T B A L L

15 F O O T B A L L

16 S W I M M I N G

17 J U D O

18

19

20

21 R O C K C L I M B I N G

22

23

24 B U N G E E J U M P I N G

08

WHO'S SPEAKING?

Aim

To practise telephone communication skills

Language

Telephone expressions / making arrangements in a variety of situations

Skills

Speaking / roleplay, writing (Extension activity)

Lesson link

Use after Classbook Unit 08

Materials

OHT of sentences (Pre-activity); one copy of the game board and one dice per group; one copy of the diary and counter per student; a copy of the Roleplay situations list per group or one for the teacher only (see stage 5)

Pre-activity sentences

- You 'call, phone, or ring to someone'. (False. You 'call / phone / ring someone'.)
- If you don't know who's speaking, you can say 'Who's calling?' (True.)
- 'Give me a call' is a way of asking someone to phone you. (True.)
- When you want someone to wait, you say 'Please hold off'. (False. You say 'Please hold on'.)
- If you don't hear what someone says, you can say 'Sorry?' (True.)
- 'OK', 'Right', and 'Great' can mean 'Yes'. (True.)
- 'Fine' is another way of saying you're happy with an arrangement. (True.)
- If you want someone to return a call, you ask them to 'call you backwards'. (False. You ask them to 'call you back'.)
- 'See you later' is one way of finishing a phone call. (True.)
- When a phone call ends, you 'hang on'. (False. You 'hang up'.)
- 'I'm putting you through' means 'the person you want to speak to is busy'. (False. It means 'I'm connecting you to the person you want to speak to'.)

Pre-activity (10 minutes)

- Put up on an OHT or write on the board or read out True / False sentences revising telephone languages (see suggested list in margin). Ask the students to say whether they are 'true' or 'false'. If 'false', elicit the correct phrase.

Procedure (25 minutes)

- 1 Photocopy the diary on p. 26 or put it onto the board for students to copy.
- 2 Ask the students to fill in five appointments for 'next week' (e.g. Monday afternoon: *cinema*, Tuesday morning: *tennis with Nick*, etc.). They should then have ten empty squares remaining.
- 3 Divide the class into groups of four to six. Give each group a copy of the game board and a dice. The students place their counters on START. Check that the students understand the terms *Take a break* (= have a rest), *Go back / forward*, *Miss a turn*, *Have another turn*.
- 4 Explain that the purpose of the game is to complete their diaries with as many appointments as possible. They will be able to make appointments by landing on a telephone square and doing a roleplay. The winner will be the first student to complete their diary with ten appointments or, alternatively, the student with the most appointments when the time is up.
- 5 In turn, the students in each group throw the dice, move the correct number of squares, and obey the command of the square they land on. If they land on a telephone square, they choose a number between 1 and 30. The teacher will read out a Roleplay situation from the list corresponding to the chosen number.

Note: With a large class, or a stronger class, you may want to give each group a list of the Roleplay situations list to choose from rather than read them out yourself.

- 6 The student selects another player and performs the roleplay described, e.g. *Phone Tom ...* (Players on a *Take a break* square cannot be selected for roleplay.: If possible, the student makes an arrangement to fill one of the empty spaces in their diary. NB Only the student whose turn it is writes the appointment down. (If a student makes an 'all-day' arrangement, e.g. going to Paris for the day, this will cover the three empty spaces for that day.) If the roleplay requires a cancellation, the student obviously cannot write anything in their diary. When a roleplay has been performed, it should be ticked off from the list. If the situations are all used up, start the list again. (Note that not all roleplays result in diary appointments.) The students continue going round the board until the game is over.

Note: As the students in each group perform the roleplay, the other students in the group should listen for mistakes and also for helpful language that they can use themselves.

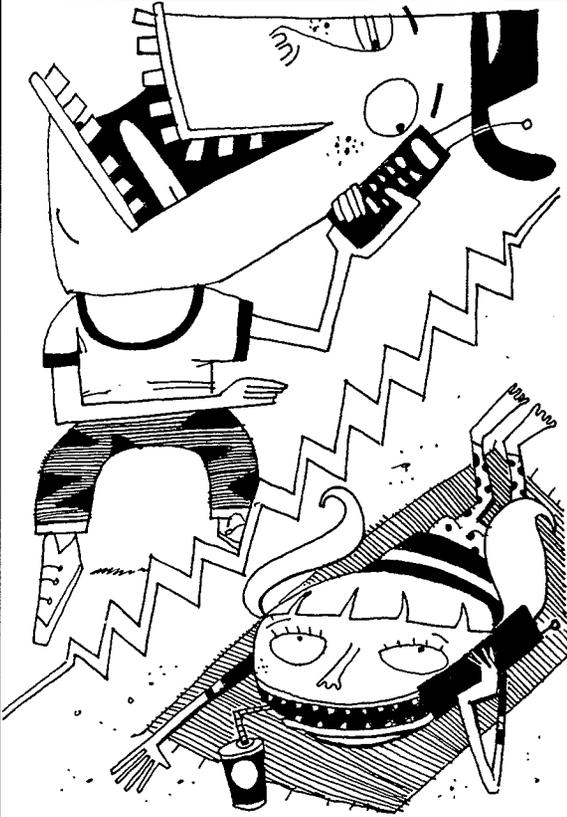
Extension activity

- Select a roleplay from the list for each pair of students. The pairs write the roleplay, including as many telephone expressions and making arrangements expressions as they can. Then, in turn, they perform it for the whole class.

08

WHO'S SPEAKING?

Game board

| | | | | | |
|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| START | Take a break |  | Go forward 3 spaces |  | Go back to START |
| Go back 3 spaces |  | | | | Miss a turn |
|  | | | | |  |
|  | | | | |  |
| Take a break | | | | | Have another turn |
|  | | | | |  |
| Go back 3 spaces | Take a break |  | Miss a turn | Take a break | Have another turn |

08

WHO'S SPEAKING?

Roleplay situations

- Call your partner. Make an arrangement to go to the cinema. Write it in your diary.
- Call and cancel an appointment you've got this week. Fix a date for next week. Write it in your diary.
- Ring your boss. Tell him that you're sick this morning, and you won't be in until tomorrow.
- Phone your husband / wife and tell him / her you'll be late for dinner. Be nice, as he's / she's certain to be upset.
- Phone your friend Jack in Paris. Tell him you'll be over there for a day next week. Arrange to meet. Write it in your diary.
- You've just seen your brother-in-law with another woman. Phone him and tell him how you feel. Ask for an explanation.
- Ring the hairdresser's. Make an appointment for next week. Write it in your diary.
- Phone Jon. Arrange a time and place to meet for the football match next week. Write it in your diary.
- Phone your mother. Confirm her arrival at the airport next week. Write it in your diary. Tell her you'll be an hour late picking her up.
- Phone the florist's. Arrange to collect some roses for your grandmother's birthday next week. Write it in your diary.
- Call your sister. Cancel next weekend's camping trip. Think of a good reason.
- Call your English teacher. Tell him / her your friend has found you a new teacher and so you won't be coming to class again. Be polite.
- Call a hotel. Book a room for one night next week. Write it in your diary.
- Give your local record store a ring. Ask to see if the new album you wanted is in yet. Arrange to collect it next week. Write it in your diary.
- Phone the restaurant you visited last week. Ask if they've found your umbrella. It was a present from your mum and she'll be angry if you've lost it.
- Phone your girlfriend / boyfriend to cancel the romantic dinner s/he was arranging for next Tuesday. Explain that you've already arranged to go to the pub with another friend on the night in question.
- Call your girlfriend / boyfriend and arrange to take her / him out for a meal next week. Write it in your diary.
- Give your dad a ring. Ask him if he'd like to play golf with you sometime next week. Make an arrangement. Write it in your diary.
- Phone the doctor. Make an appointment for next week. Write it in your diary.
- Phone a friend. Agree to meet for lunch next week. Decide where. Write it in your diary.
- Phone the railway station. Ask for the times of trains for a journey you want to make next week. Say where you're going and when. Write it in your diary.
- Phone a work colleague. Arrange a quick business meeting for next week. Write it in your diary.
- Call your mum. Say you'll be late for dinner with your parents next week because you have to work late. Tell her what time you'll be able to get there. Write it in your diary.
- Give your friend a ring. Confirm that you'll babysit for her one evening next week. Write it in your diary.
- Ring your sister. Arrange to go to the beach for the day with her and her children. Write it in your diary.
- Give your friend a call. Ask if he's / she's going to meet you at the disco as usual. Check what time and day. Write it in your diary.
- Phone Tom. Arrange to drop by and see him one afternoon next week. Write it in your diary.
- Give Kathy a call. Say you're finishing work early one day next week. Arrange to meet for a drink. Write it in your diary.
- Call your office. Tell them you're planning an all-day meeting one day next week, and you won't be the office in that day. Write it in your diary.
- Phone Sara. Decide to go shopping together sometime next week. Write it in your diary.

08

WHO'S SPEAKING?

Diary

| | morning | afternoon | evening |
|-----------|---------|-----------|---------|
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |

09

YOUR LIFE'S IN YOUR HANDS

Aim

To practise talking about future events

Language

Future tenses: *will / going to*

Skills

Reading, speaking, writing (Extension activity)

Lesson link

Use after Classbook Unit 09; also revises Unit 18 (future forms)

Materials

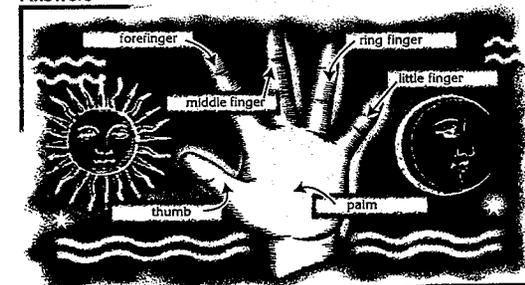
One copy of the worksheet per student

Pre-activity (5 minutes)

- Write the following words one by one on the board. Ask the students to guess what topic links them (predicting the future).
hands cards stars balls tea leaves
- Check the vocabulary for each, e.g. *hands: palm-reading, cards: playing cards (n.), stars: star or birth signs, balls: crystal ball, tea leaves: fortune.*
- Elicit any other ways of predicting the future. Ask the students whether they believe it is possible to tell the future and if they have attempted any of the ways mentioned.

Procedure (25 minutes)

- Give each student a copy of the worksheet.
- The students label the hand diagram with the names of the parts of the hand in the box. Check the answers with the whole class.

Answers

- The students read the six short texts and match each text to the lines drawn on the hand, writing the relevant numbers next to the texts.

Answers

1 E 2 F 3 D 4 B 5 A 6 C

- Focus on the language used in the texts. Elicit the future tenses and their different uses.
- Divide the class into pairs. The students look at each other's palms and 'predict' a future for their partner. (If any students prefer not to read each other's future (e.g. for religious reasons), they can look at and interpret their own palm lines, or observe other students.)
- Feedback as a class.

Extension activity

- The students write a paragraph describing what the lines on their / their partner's hand indicate.

09

YOUR LIFE'S IN YOUR HANDS

Vocabulary

box
palm
thumb
forefinger
ring finger
middle finger
little finger



- 1 The **life line** is the longest line nearest the fingers. It tells you if you're going to have a long or a short life.
- 2 The little lines crossing the life line, nearest the forefinger, tell you **how many children** you will have.
- 3 Your **career line** lies between your life line and your partner's life line. A successful career is indicated by a long straight line. A line with many breaks indicates a life with many job changes.
- 4 The **love line** lies just to the right of the fortune line. A long love line means a life that is going to be full of love. The number of short lines crossing this line tell you how many great loves you will have in your lifetime.
- 5 The **fortune line** runs across the base of the thumb. The more little lines that cross the fortune line, the richer you will be.
- 6 Your **partner's life line** is the faint line between your love line and your career line. The thicker the line, the closer you are to finding your perfect partner. If there's no line, don't worry; it just means you haven't found that person yet. When you find a partner, the line appears.

10

SQUARE MODALS

Aim

To practise modal verbs of obligation and permission

Language

can, must, have to, should, will, be allowed to, ought to, etc.

Skills

Speaking, writing (Extension activity)

Lesson link

Use after Classbook Unit 10

Materials

One copy of the dot grid per pair; one set of modal cards (cut up) per pair

Pre-activity (10 minutes)

- Draw the following grid of 12 dots on the board. Draw one line as an example.



- Explain to the students that they are going to work in pairs, taking turns to draw a line between the dots. The aim is to complete as many boxes as they can. As a student completes a box, they initial it to claim it. Tell the students that they should try to complete their boxes without giving their partner the opportunity to make any boxes.
- Select one pair to do a trial run with the grid on the board. Point out that as the game develops it is also possible to complete multiple boxes.
- When the grid is full, the student who has initialled the most number of boxes is the winner.
- Play the game a couple of times with different pairs until the students understand it.

Procedure (20 minutes)

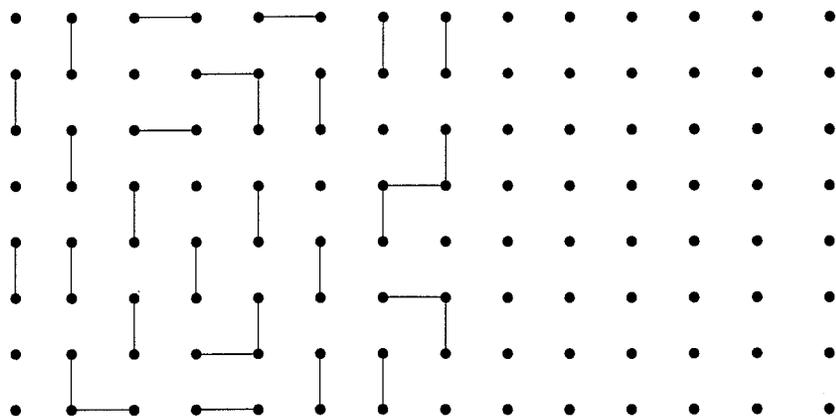
- 1 Divide the class into pairs. Give each pair a copy of the dot grid and a set of modal cards. (Some of the lines have been completed.) The students place the cards face down in a pack on the table. (Alternatively, one pair of students could play this on an OHT in front of the class, or this can be done as a team game, with team members representing their team in turn.)
- 2 The students play the game as modelled in the Pre-activity (see above). However, before they can put their initial in a box / series of boxes that they have completed, they must pick a modal card and make a correct sentence or question exemplifying the meaning of the modal verb on the card, e.g. *be allowed to*: *In Britain, you aren't allowed to leave school until you're 16*. If the example sentence is correct, the student can put their initial in the box(es); if not, the other student claims the box(es) and initials them. (The teacher / other students can help decide if necessary.)
- 3 The modal card is then placed at the bottom of the pack, and the game continues until all the boxes have been completed.
- 4 The winner is the student / team who has initialled the most boxes.

Extension activity

- The students go through the modal cards and write as many example sentences for each modal form as they can think of. They can check each other's sentences for accuracy.

10

SQUARE MODALS



Modal cards

| | | |
|------------------------------|------------------------------------|--------------------------------|
| can <i>ability</i> | must | have to |
| should | mustn't | don't have to |
| be allowed to | can <i>permission</i> | could <i>request</i> |
| ought to | could <i>possibility</i> | will <i>decision</i> |
| will <i>offer</i> | can <i>request</i> | may <i>request</i> |
| need | don't need | can't <i>ability</i> |

11

NARRATIVE RUMMY

Aim

To practise narrative tenses

Language

Past simple, past continuous, past perfect

Skills

Speaking / story-telling, writing
(Extension activities)

Lesson link

Use after Narrative tenses in
Classbook Unit 11

Materials

One copy of the worksheet (cut up)
per group

Pre-activity (5 minutes)

- Give the students a five-minute Speed Verb Quiz. Test their knowledge of irregular verb forms – past forms and past participles (especially the ones used on the verb cards). Call out the infinitive form of a verb and then a tense (past simple, continuous, or perfect). The first student to call out the correct form of the verb wins a point. Give extra points for correct whole sentences using the form. (You could also do this in two teams.)

Procedure (20 minutes)

- Divide the class into groups of four. Give each group a set of verb cards.
- Tell the students they are going to play a card game called Rummy. Explain the rules. In their groups, the students shuffle and deal nine verb cards to each player. Four cards remain in a pile, face down. The object of the game is to build a hand of nine verb cards: three simple past, three past continuous, and three past perfect.
- The player to the left of the dealer starts the game by taking the top card from the face-down pile. If they cannot use the card, they replace it face up next to the pile. If they can use it, they keep it and discard one of their existing cards face up next to the pile. After each turn, the player must always have nine cards. As the game proceeds, players can draw from the top of either the face-up or the face-down pile. Whenever the face-down pile is finished, all the cards are shuffled and placed face down again, the top card being revealed as before. Monitor the groups as they play.
- When a player has all the required verbs, they call out 'rummy', and the game ends.

Extension activities

- The students write sentences using the verbs from their hand, trying to incorporate at least two verb forms into each sentence. If the students remain in their game groups, they can swap any cards they cannot use with other students in the group, until they have managed to make sentences with all the verbs from their cards.
- In pairs, the students write a short narrative incorporating as many of the verbs from their hand as they can. The pairs read out their story to the class. Conduct a class vote on the best story.

11

NARRATIVE RUMMY

| | | | |
|-------------|--------------|--------------|--------------|
| was getting | was visiting | was winning | was sitting |
| was driving | was paying | was having | was selling |
| was writing | was wearing | was drinking | was shouting |
| sent | sold | slept | shut |
| thought | swam | ate | learned |
| understood | drove | paid | stood |
| read | came | was cutting | had started |
| had hit | had flown | had ridden | had got |
| had fallen | had swum | had bought | had paid |
| had read | had drunk | had slept | had been |

12

THE INVITATION MAZE

Aim

To practise inviting, refusing, and making excuses

Language

Saying no; accepting and refusing invitations; making suggestions and arrangements; making excuses

Skills

Speaking / roleplay, reading, writing (Extension activities)

Lesson link

Use after English in use in Classbook Unit 12

Materials

One copy of the worksheet per pair

Pre-activity (5 minutes)

Write the following situations on the board:

have a cup of coffee go to the cinema go out for a meal go away for the weekend

Ask the students how they would invite someone to do these things. Elicit formal / informal invitation expressions and write them on the board, e.g. *Would you like to ...? Do you fancy (+ -ing)? I was wondering if you'd like to ...*

Then ask the students how they would accept and refuse. Elicit suggestions for possible expressions and write them on the board under two headings, e.g.

Accept

I'd love to.

That'd be great.

That's very kind.

Thanks. Yes, I would.

Refuse

I'd love to, but ...

I'm afraid I can't. I'm (busy, etc.).

Maybe another time.

Encourage the students to come up with ideas for good / tactful excuses to use when refusing an invitation.

Procedure (20 minutes)

- 1 Divide the class into pairs. Give each pair a copy of the worksheet.
- 2 Explain to the students that this is a maze and that at each step they must make a decision before they can move on to the next step. If they make a decision that has the symbol  next to it, then they must roleplay an appropriate conversation for that situation.
- 3 First model the activity. Together as a class, look at step 1. Get each pair to roleplay the conversation that could have taken place when John issued the invitation (the students can decide themselves which part they will play). Allow them up to one minute for the roleplay. Monitor conversations and make notes of mistakes in invitation and refusal language. Then stop the students and quickly discuss common errors, emphasizing the correct forms.
- 4 Start the maze again. Explain to the students that they must do at least five roleplays before they are allowed to finish (to ensure they don't just make the 'without roleplay' choices). In their pairs, the students take turns to read and make decisions. At each step, the number after the chosen decision indicates which step they should then move to. Monitor and correct errors as necessary.
- 5 Set a time limit. Stop the students even if they have not all finished. Feedback to find out where each pair ended and how they got there.

Note: If the students finish quickly, they can start the maze again and see where other choices lead them.

6 Ask the students what they think of John.

Extension activities

- The students write a description of the characters in the maze story.
- The students choose two or three situations and write dialogues, including as wide a variety of invitation and refusal language as they can. They then practise and perform their dialogues in character.

12

THE INVITATION MAZE

- 1** John asks you if you'd like to go out somewhere with him. He's asked you several times before and you feel you can't refuse. He gives you two choices. Do you choose ... ?
- a the cinema → 14
- b a restaurant → 2
-
- 2** John really likes Chinese food but you prefer Italian. Do you ... ?
- a insist on Italian → 3
- b agree to eat Chinese → 11
-
- 3** You're sitting in a really good Italian restaurant. John doesn't look happy. He isn't enjoying his seafood pasta. He excuses himself and goes in the direction of the toilet. Do you ... ?
- a follow him → 4
- b wait till he returns → 13
-
- 4** You go to the toilets, but you can't find John. You speak to the waitress and she says she saw him leave by the back door. Do you ... ?
- a go outside to look for him → 5
- b think he's run off in a temper and call a taxi → 7
-
- 5** Outside, you find John getting some fresh air. He doesn't feel well because his food didn't agree with him. He asks you to take him home in a taxi. Do you ... ?
- a think he's putting it on, so you decide to call a taxi but make an excuse not to go with him → 6
- b decide to go with him in the taxi → 7
-
- 6** You phone John the next day to see how he is and discover he's got food poisoning. Do you ... ?
- a feel very guilty and ask him out as soon as he feels better → 14
- b say you hope he gets better soon, and phone a friend about it → 24
-
- 7** As the taxi arrives, John comes back. He says he just needed some fresh air. You agree the restaurant wasn't a good idea. Do you ... ?
- a ask John if he'd like to do something another evening instead → 8
- b ask him if he'd like to come back home for a coffee → 21

- 8** John can't believe you want to go home. He's been looking forward to this evening for ages. Do you ... ?
- a decide to go to a bar instead → 18
- b make an excuse and leave → 22
-
- 9** You're sitting on the bus. You feel a bit guilty. Should you go back or stay on the bus and go home? You explain your story to the person sitting next to you. Does s/he ... ?
- a suggest you go home → 24
- b tell you he's / she's not doing anything and ask you if you'd like to go for a drink → 10
-
- 10** You're sitting in the bar with your new friend, chatting about what happened. Suddenly John comes into the bar. Do you ... ?
- a call him over to the table and start chatting → 21
- b try to hide and hope that he won't see you → 22
-
- 11** You're sitting in a Chinese restaurant, although you aren't happy about it. The food you ordered tastes a bit odd. Do you ... ?
- a make a huge scene and send it back → 12
- b say you don't like Chinese food anyway and leave in a temper → 9
-
- 12** After you've finished arguing with the restaurant manager, you realize that John isn't there any more. Do you ... ?
- a think he felt embarrassed / guilty about the incident and has gone home, so you leave too → 9
- b think 'Thank goodness that's over' and go home → 22
-
- 13** John comes back. You have a big argument, as he never wanted to come here. He walks out. Do you ... ?
- a leave him to go home on his own → 24
- b run after him and apologize → 5

- 14** You've agreed to go to the cinema but John wants to see the new Disney film. You hate cartoons and would much prefer an action film. Do you ... ?
- a suggest an action film instead → 15
- b say you feel ill and have to go home → 8
-
- 15** John isn't really interested in seeing an action film. He's very reluctant to go. Do you ... ?
- a suggest you go to the cinema another time → 8
- b give in and see the Disney film → 16
-
- 16** In the cinema you start to feel unwell. Do you ... ?
- a tell John you need to go outside for some fresh air → 17
- b tell John you want to go home → 8
-
- 17** John finds you outside getting some fresh air. You feel a bit better. Do you ... ?
- a tell him you feel a bit better and ask him if he'd like to go somewhere else → 18
- b say you still feel ill and catch the bus home → 9
-
- 18** You've decided to go to a bar. John suggests you order something to eat. Do you ... ?
- a say that you're not hungry → 19
- b say that you're not feeling very well → 17
-
- 19** John looks very disappointed and then tells you that it's his birthday today. Do you ... ?
- a feel terrible, and order a bottle of champagne → 20
- b feel trapped, and make an excuse to leave as quickly as possible → 9
-
- 20** You're halfway through the bottle of champagne when John asks you if you'd like to do something next Saturday evening. Do you ... ?
- a make an excuse → 23
- b find you're enjoying his company much more than you thought, and accept the invitation → 3

- 21** At the end of the evening, John tells you how much he's enjoyed himself. He says he doesn't often get the chance to go out with friends because he travels so much for his job. Do you ... ?
- a pretend you've enjoyed it too so as not to hurt his feelings → 23
- b feel a bit guilty and ask him if he'd like to go out again next Saturday evening with you, to see the Disney film → 16
-
- 22** When you get home you feel a bit guilty that you weren't nicer to John. Do you ... ?
- a ignore it and phone a friend to tell him / her about it → 24
- b phone John and thank him for a lovely evening → 1
-
- 23** A bit later John says he's going away for the weekend soon, and would you like to come? Do you ... ?
- a immediately make an excuse and leave → 9
- b say you're not sure and that you'll let him know → 24
-
- 24** You phone a friend and chat about John. During the conversation she tells you she really fancies John. Do you ... ?
- a phone John and tell him you'd like to go away with him for the weekend → 25
- b phone John and tell him that you and your friend would like to go away with him for the weekend → 26
-
- 25** During the weekend with John, you find that you really enjoy his company. Do you ... ?
- a become best mates and spend every Saturday evening seeing Disney films THE END
- b invite him to go on holiday with you for two weeks in Ibiza THE END
-
- 26** John tells you that it's a shame, but he's now invited a couple of other friends and there's no room in the car for you. Do you ... ?
- a insist that you want to come - you're very small, there must be room → 25
- b say 'Never mind', but invite him out for an Italian meal → 3

13

PROBLEM PAGE

Aim

To practise speaking skills through problem-solving

Language

Language of suggestions, opinions, and advice

Skills

Reading, speaking, writing (Extension activities)

Lesson link

Use after Reading in Classbook Unit 13

Materials

Selection of men's / women's magazines (Pre-activity); one copy of the worksheet per pair

Pre-activity (5 minutes)

- Ask the students which magazines they read, and which sections they like the most. Show them a selection of different kinds of men's and women's magazines. Ask them to look through these and note down the various sections and features that regularly occur, e.g. fashion, gossip, recipes, travel information, health, etc. Write suggestions on the board. Elicit or introduce *problem page*. Ask the students what this is.

Procedure (20 minutes)

- 1 Divide the class into pairs. Give each pair a copy of the worksheet. Ask the students to read quickly through the problems (A to E) and match them to the titles. Check the answers with the whole class.

Answers

- A *So Thoughtless*
- B *Too Sexy*
- C *Problems With Parenthood*
- D *No Confidence*
- E *Lost Love*

- 2 The students then read the problems (only) in detail. Check that they understand the vocabulary. As a class, discuss possible solutions.
- 3 In their pairs, the students try to match the three replies given to three of the problems. Check the answers with the whole class.

Answers

- 1 B
- 2 D
- 3 C

Extension activities

- The students write solutions to the problems that did not have a suggested solution.
- Divide the class into two teams. Each team writes two problems. The teams then swap problems and write solutions to the other team's problems.
- Take some real problem pages into the classroom and read them as a group. (Check the suitability of the problems beforehand!)

13

PROBLEM PAGE

Lost Love

No Confidence

Too Sexy

So Thoughtless

Problems with Parenthood

YOUR LETTERS ...

A

Our next-door neighbours are driving us mad. Every weekend they have a barbecue and the smoke keeps blowing into our garden and ruining the washing. There's a terrible smell of smoke in our kitchen and I just can't get rid of it.

BETSY,
LONDON



B

My 16-year-old daughter loves trendy clothes. She's got a great figure and looks good in them. However, when she goes out in the evening I'm a bit worried that she might be sending out the wrong signals to boys, as many of her clothes are rather short and tight. I've tried to tell her this but she just laughs at me. What should I do?

KATE,
BRIGHTON

C

Our 2-year-old son still sleeps in our bedroom. He isn't a very good sleeper and wakes up a lot. This disturbs my husband, who has a very stressful job and needs his sleep. My husband wants our son to sleep in the other room, but I feel that this would be abandoning him and might make matters worse. Should I agree?

MARY,
DURHAM

D

I'm 27, single, unemployed, and lonely. I blush when I meet anyone, which makes going out difficult. Interviews are even worse. I've tried to overcome this problem but can't. Am I the only one?

JACK,
EDINBURGH

E

When my boyfriend went to work abroad I felt so lonely that I found a new boyfriend and after a few years we got married. Then, last week, I met my old boyfriend. He isn't married and I realized that I'd made a terrible mistake and that he's the one I really love. Should I leave my husband?

FIONA,
SCARBOROUGH

OUR REPLIES

- 1 You're being realistic. Concentrate on helping her develop strategies to protect herself from unwanted advances when she's out. Don't worry about being a nag.
- 2 You're obviously trying to overcome your problems, which is a good start. There are a lot of self-help books you can buy that may help you find your inner confidence. A visit to a psychologist is another possibility.
- 3 Parenthood problems are never easy but they are very common. Try giving him some hot milk before bed and read him a bedtime story to help him relax and feel secure. Maybe you could do the same for your husband! Don't move your son to another room if you don't feel good about it.



14

WHAT AM I LIKE?

Aim

To practise describing personality; to practise justifying choices

Language

Adjectives of personality; *would* and *could* clauses

Skills

Reading, speaking, writing (Extension activity)

Lesson link

Use after Reading in Classbook Unit 14; also revises Unit 20 (second conditionals)

Materials

One copy of the worksheet (cut up) per pair

Pre-activity (10 minutes)

- Ask the students to write down six adjectives that describe themselves - their personality and behaviour. They should only use those adjectives that they are happy to say aloud to the class. They can refer to a dictionary if they wish.
- Write the students' names on the board. (With a larger class, choose four or five names of more confident students, or ask for volunteers.) Feedback as a class and write the adjectives they use to describe themselves next to their names. Elicit as wide a variety of adjectives as possible.

Procedure (20 minutes)

- 1 Divide the class into pairs. Give Questionnaire A to one student in each pair and Questionnaire B to the other student.
- 2 In turn, the students read out the questions to their partner and tick the answer their partner gives. If none of the answers is appropriate, the students can give their own in d.
- 3 When they have finished, the students look at both lists of questions and agree for each of them which adjectives of personality they think their own answers represent. There are many possible interpretations for each answer, e.g. in question 1 the answer *stay in bed* could be interpreted as *lazy* (can't be bothered) or *cautious / nervous* (too worried to go anywhere) or *hard-working* (too tired to go anywhere). Make sure that the students are able to justify their choice of adjective in this way.
- 4 Feedback as a class if you wish.

Extension activity

- If you want the students to do this, make sure that they do not write their names on their sheet before doing the main activity as described in Procedure above. Collect the question papers and redistribute them without saying whose they are. The students write a short paragraph about the personality represented by the answers on the sheet they were given. If you think students might be sensitive about what is written, there is no need make the writing public - simply do it as homework.

14

WHAT AM I LIKE?

Questionnaire A

- If you could take a day off work, would you ...?
 - go shopping
 - fly to Paris
 - stay in bed
 - _____
- Would you refuse to ...?
 - change religion
 - get married to a foreigner
 - move to a different part of the country
 - _____
- If you moved to Africa, would you ...?
 - enjoy the different culture
 - hate the climate
 - miss your family
 - _____
- If you did an evening course, would you study ...?
 - economics
 - art and sculpture
 - a language
 - _____
- If you could change one thing about your appearance, would it be ...?
 - the colour of your hair
 - the size of your nose
 - the length of your legs
 - _____
- If you could go anywhere in the world, would you ...?
 - go to Australia
 - go somewhere in your own country
 - go on safari
 - _____
- If you could change your occupation, would you ...?
 - be your own boss
 - do something completely different
 - do nothing
 - _____
- If you could be famous for a day, would you be ...?
 - a rock star
 - a politician
 - an actor
 - _____
- If you could buy a new car, would it be ...?
 - a Mini
 - a family car
 - a Porsche
 - _____
- If you could choose now, would you have ...?
 - at least four children
 - only one child
 - no children
 - _____

Questionnaire B

- When you are out, do you usually drink ...?
 - wine
 - mineral water
 - whisky
 - _____
- If you could have a dream holiday, would you go ...?
 - hiking in the mountains
 - deep-sea diving in Egypt
 - camping in the countryside
 - _____
- If you bought a new jacket, would it be ...?
 - purple
 - black
 - white
 - _____
- If you chose a new career, would you be ...?
 - an accountant
 - an electrician
 - a housewife / house husband
 - _____
- If you travelled from Paris to Rome, would you travel by ...?
 - car
 - bus
 - plane
 - _____
- If you go to the movies, do you like to watch ...?
 - an action film
 - a horror film
 - an arts film
 - _____
- If you bought a newspaper every day, would it be ...?
 - a financial paper
 - a tabloid
 - a sports paper
 - _____
- If you could live in another country, would you choose ...?
 - Japan
 - the USA
 - New Zealand
 - _____
- If you could say one thing to the President of the USA, would it be ...?
 - You do a great job
 - Make love not war
 - What's it like to be so powerful?
 - _____
- If you were an animal, would you be ...?
 - a lion
 - a dolphin
 - a cat
 - _____

15

CRISIS IN THE COCKPIT

Aim

To practise the language of travel

Language

Vocabulary of travel and aircraft

Skills

Reading, writing (Extension activity)

Lesson link

Use after English in use in Classbook Unit 15

Materials

One copy of the worksheet (cut up) per pair

Pre-activity (15 minutes)

- Play Travel Tennis. Write the word *TRAVEL* on the board. Divide the class into two teams. Name one student in Team A and say a word associated with travel, e.g. *train*. The student should respond by saying a word associated with *train*, e.g. *ticket*, and then naming a student in Team B. That student says a word associated with *ticket*, e.g. *office*, and names a different student in Team A again. Students have five seconds to respond with an associated word. Play continues until someone repeats a word that has already been said, or cannot think of a word quickly enough.

Procedure (15 minutes)

- Divide the class into pairs. Give each pair a copy of the newspaper article (only). The students read the jumbled paragraphs and put the story in the right order, checking any words / phrases they do not understand with their partner or with the teacher. Check the answers with the whole class.

Answers

C A E B F D

- Focus on the gaps in the article. Ask the students if they can work out what should go in the gaps. (They should note ideas in pencil at this stage.)
- Now give a copy of the vocabulary box to each pair. Make sure that the students understand all the vocabulary items. Ask the students to check the words in the box against their own guesses and make any changes they want.

Answers (following the correct order of the text)

1 controls 2 pressure 3 stewardess 4 on board 5 landing 6 doors 7 took off
8 pilot 9 oxygen masks 10 lockers 11 flight deck 12 co-pilot 13 control
14 altitude 15 crew members

- Check the answers with the whole class.

Extension activity

- The students write a short story about a journey they have made. Ask them to include as much travel vocabulary as they can.

15

CRISIS IN THE COCKPIT

Crisis in the cockpit

A made an emergency _____ at Gatwick airport after flying from Dubrovnik. The potentially dangerous decompression was caused by cracks in the plane's cargo _____, which had not been spotted before the plane _____ . The drama started _____ .

B managed to put them on safely. At the time, however, the pilot was showing one of the passengers round the _____, and didn't have enough time to put on his mask before _____ .

C The captain of a holiday jet passed out at the _____ in a terrifying drama at 35,000 feet, owing to a sudden drop in the cabin _____. It was revealed yesterday. A _____ who went to help him also fainted as the charter flight headed towards London with 115 passengers _____. The plane _____ .

D passengers sustained minor injuries in the accident. However, two _____ collapsed from lack of oxygen. The captain had received decompression training, but even crew members with such experience may fail to act quickly enough, the report said.



E when the _____ felt pressure in his ears as he started the descent into London Gatwick. The pressure decrease caused the _____ to drop automatically from beneath the overhead _____. Most passengers _____ .

F passing out. His _____ remained conscious, however, and was able to place a May Day call to the _____ tower. He received permission to fly the plane to a lower _____, where cabin pressure was no longer necessary. Only four _____ .

Vocabulary box

altitude control controls co-pilot crew members doors flight deck landing lockers on board oxygen masks pilot stewardess pressure took off

16

BELIEVE IT OR NOT

Aim

To practise expressing opinions, agreeing and disagreeing, and justifying

Language

Language of opinions, agreeing, disagreeing: *but ...*, *I'm just saying that ...*, etc.; modals of probability: *could*, *may be*, etc.

Skills

Reading, speaking, writing (Extension activity)

Lesson link

Use after English in use in Classbook Unit 16

Materials

One copy of the worksheet per pair

Pre-activity (5 minutes)

- Write the following pairs of words on the board:
 - electric chair, dentist*
 - bat, cave*
 - thigh bones, concrete*
 - toupees, dogs*
 - glass jar, energy*
- Explain any words that the students do not know. Then ask the students to suggest how each pair of words could be linked together. Feedback as a class and decide who has the best ideas.

Procedure (20 minutes)

- Divide the class into pairs. Give each pair a copy of the worksheet.
- Tell the students that they are going to read some statements and decide whether each is true or false. Monitor the pairs as they discuss, supplying the language of agreeing / disagreeing and modals of probability where necessary.
- Put two pairs together (or form small groups). The students compare their answers and justify their decisions. Monitor.
- Feedback as a class, again eliciting the justifications for their answers. Give the correct answer after each one.

Answers

1 True 2 True 3 True 4 True 5 True 6 True 7 False (about 28 times a week)
8 False (one in four) 9 True 10 False (over 9000 years old) 11 True 12 True
13 False (about six elephants) 14 True 15 False (for three hours) 16 False (300 feet in one night) 17 False (in your feet) 18 True 19 True 20 False (at 100 miles per hour)

Extension activity

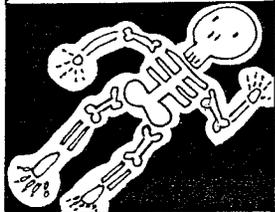
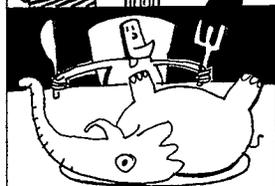
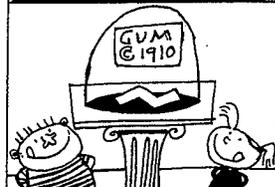
- In pairs, the students write a list of true / false facts. These can be personal information or general knowledge. They exchange their list with another pair, who try to guess whether they are true or false. You could get the students to research these at home before the class.

16

BELIEVE IT OR NOT

True or False?

- 1 The electric chair was invented by a dentist.
- 2 The world's termites outweigh the world's humans by ten to one.
- 3 Windmills always turn anti-clockwise.
- 4 A hippo can open its mouth wide enough to fit a four-foot child inside.
- 5 Bats always turn left when flying out of a cave.
- 6 Every time you lick a stamp you consume one-tenth of a calorie.
- 7 The average person dreams over 100 times a week.
- 8 One in every ten Americans has appeared on TV.
- 9 Human thigh bones are stronger than concrete.
- 10 The world's oldest piece of chewing-gum is 90 years old.
- 11 The state of Florida, USA, is bigger than England.
- 12 Thomas Edison, light-bulb inventor, was afraid of the dark.
- 13 During your lifetime, you'll eat the weight of about 100 elephants in food.
- 14 In Tokyo, they sell toupees for dogs.
- 15 Recycling one glass jar saves enough energy to watch TV for a week.
- 16 A mole can dig a tunnel 30 feet long in one night.
- 17 One quarter of the bones in your body are in your hands.
- 18 There are no words in the English dictionary that rhyme with *orange*, *purple*, and *month*.
- 19 Chewing gum while peeling onions will keep you from crying.
- 20 A sneeze travels out of your mouth at ten miles per hour.



17

LIMERICKS

Aim:To practise *-ing* forms (nouns, adjectives)**Language:***-ing* nouns / adjectives**Skills:**

Reading, speaking, writing

Lesson link:

Use after Classbook Unit 17

Materials:

One copy of the jumbled limerick lines on an OHT or copied onto the board (Pre-activity); one copy of the worksheet per pair / group

Note: A limerick is a humorous poem that originated in Limerick (Ireland). It contains five lines, of which the first, second, and fifth are three-stress and rhyme, and the third and fourth are two-stress and rhyme.

Pre-activity (5 minutes)

- Write the following lines on an OHT or on the board:

- a *But last year at a disco*
- b *A nervous young lady from Spain*
- c *Now she does it again and again*
- d *A tall pilot kissed her*
- e *Once detested all journeys by plane*

- Focus on the last word in each line. Ask the students to say these words aloud.

- Ask the students to put the lines in the correct order to make a five-line poem. They should use the rhymes to help them.

- Check the order with the whole class. Tell the students that this sort of poem is called a limerick.

Answers

*A nervous young lady from Spain
Once detested all journeys by plane
But last year at a disco
A tall pilot kissed her
Now she does it again and again*

NB In the context of this poem, *disco* would probably be pronounced /'diskə/.

Procedure (25 minutes)

- 1 Divide the class into pairs or small groups. Give each pair / group a copy of the worksheet. Ask the students to look at boxes A and B. Quickly check that they understand all the words.
- 2 The students match the words in box A with the words in box B according to their rhyming patterns. Check the answers with the whole class.

Answers

*amusing / confusing
boring / snoring
talking / walking
entertaining / explaining
exciting / inviting*

*worrying / hurrying
flying / dying
kissing / missing
sharing / comparing*

- 3 If you have not done the Pre-activity, ask the class if they know what a limerick is. Focus on the limerick on the worksheet. Look at the five-line structure of the poem and its rhyming pattern. Explain that all limericks have the same structure.
- 4 In their pairs / groups, the students choose a rhyming pair from the boxes and write replacement lines for lines 3 and 4 of the limerick.
- 5 Each pair / group reads out their limerick to the rest of the class.
- 6 Focus on selected third and fourth lines from the poems. Decide as a class whether the *-ing* words in each line are adjectives (e.g. *distressing*), or whether they are used as a noun form (gerund) (e.g. *dressing*).

Extension activity

- The students write different limericks using other rhyming pairs from the box. Stronger students can attempt to write complete limericks of their own.

17

LIMERICKS

| A | | | B | | |
|---|--------------|---------------|---|------------|----------------|
| 1 | amusing | /ə'mju:zɪŋ/ | a | dying | /'daɪŋ/ |
| 2 | boring | /'bɔ:ɪŋ/ | b | hurrying | /'hʌrɪŋ/ |
| 3 | talking | /'tɔ:kɪŋ/ | c | missing | /'mɪsɪŋ/ |
| 4 | entertaining | /entə'teɪnɪŋ/ | d | explaining | /'ɪk'spleɪnɪŋ/ |
| 5 | exciting | /'ɪk'saɪtɪŋ/ | e | snoring | /'snɔ:ɪŋ/ |
| 6 | worrying | /'wʌrɪŋ/ | f | confusing | /'kɒn'fju:zɪŋ/ |
| 7 | flying | /'flaɪɪŋ/ | g | comparing | /'kɒm'peərɪŋ/ |
| 8 | kissing | /'kɪsɪŋ/ | h | inviting | /'ɪn'vaɪtɪŋ/ |
| 9 | sharing | /'ʃeərɪŋ/ | i | walking | /'wɔ:kɪŋ/ |

There was a young man from Brazil
 Who stayed in his bed always ill
 He didn't like dressing
 He found it distressing
 And every day took one green pill



18

WHAT'S IN STORE?

Aim:

To practise talking about the future

Language:

Vocabulary of horoscopes; language of certainty and uncertainty: *be sure to, be possible that, etc.*; adjectives of personality: *adventurous, romantic, etc.*

Skills:

Speaking, reading, writing (Extension activity)

Lesson link:

Use after Speculating about the future in Classbook Unit 18

Materials:

One copy of the worksheet per student

Pre-activity (10 minutes)

- Write the following 12 personality characteristics on the board. Check that the students understand what the words mean.
ambitious good with money business-minded adventurous short-tempered difficult romantic dreamy absent-minded accident-prone motivated balanced
- Ask for a show of hands for who reads their horoscope in newspapers / magazines. Elicit the 12 star signs from the students (Aries, Taurus, Gemini, Cancer, Leo, Virgo, Libra, Scorpio, Sagittarius, Capricorn, Aquarius, Pisces). Ask if they know any characteristics associated with each of them.
- In pairs, the students decide quickly which one characteristic from the list on the board they think goes best with each star sign. Feedback as a class and write some of their suggestions on the board (it does not matter if the students disagree).
- Ask the students if they know their own sign, and whether they agree / disagree with the suggested characteristics. Ask if they have ever done / not done something because of what their horoscope said.

Procedure (20 minutes)

- Give each student a copy of the worksheet.
- The students read the horoscopes and complete the gaps with the appropriate future expressions from the vocabulary box. Check the answers with the whole class.
- Write these two headings on the board: Certainty Uncertainty. The students classify the expressions from the Vocabulary box under the two headings.
- Focus on the four star groups in the chart: *Water, Air, Earth, Fire*. Elicit the appropriate group of three star signs for each of these groups in the chart based on students' own knowledge. Check answers. Then they use paragraphs A to D to fill in the three characteristics associated with those star signs from the list on the right. Feedback as a class. Check answers. (Compare with the Pre-activity if you did it.)

Extension activity

- In pairs, the students refer back to the lists they made under Certainty and Uncertainty. Using the reading texts as a model, they choose two expressions from each list and write a horoscope including the future expressions they chose. Collect the horoscopes, mix them up, and distribute them again to different students (i.e. not to the people who wrote them). The students then read their new horoscope for the coming week to the class.

Answers (stage 2)

1 sure to 2 going to come 3 might well be 4 will definitely 5 might well change 6 you won't 7 are certain 8 possibility 9 is possible that 10 should go

Answers (stage 3)

Certainty: going to come, sure to, are certain, you won't, will definitely
Uncertainty: might well change, possibility, might well be, is possible that, should go

Answers (stage 4)

Water: Scorpio, Cancer, Pisces / adventurous, short-tempered, difficult
Air: Aquarius, Libra, Gemini / romantic, dreamy, absent-minded
Earth: Virgo, Capricorn, Taurus / accident-prone, motivated, balanced
Fire: Aries, Leo, Sagittarius / ambitious, good with money, business-minded

18

WHAT'S IN STORE?

Vocabulary box

going to come is possible that might well be well change possibility might well be sure to are certain you won't should go will definitely



A AIR

There's no doubt that this week is
 1 _____ bring excitement on
 the romance front. The stranger of your dreams is
 2 _____ along and sweep
 you off your feet. You'll probably go somewhere
 wild and romantic. Don't be afraid of love at
 first sight. You 3 _____
 tempted to slip into a dream world and let things
 slide. But stay in control and the relationship
 4 _____ succeed.



B FIRE

Work is not going well at the moment, and
 problems with your boss may arise, but things
 5 _____ this week.
 Definitely accept new offers of work and new
 challenges that come your way. You won't be
 sorry. And 6 _____ have
 any money worries, as a windfall is coming to
 you later in the week when you most need it.



C WATER

Past travels 7 _____
 to feature in your life this week. This is likely
 to come in the form of a visit. It won't be easy
 to entertain an old friend but be patient as
 he / she may bring some new information.
 Beware, though - a brush with the law is a
 8 _____ early in the
 week. It won't be easy to get out of the situation,
 but it's a good idea to stay calm.

D EARTH

It 9 _____ you could
 have an accident of some kind this week, and it
 could be with a vehicle, so take extra care of
 yourself. By the weekend all will be safe,
 however, and you 10 _____
 out and have a good time. If you are taking
 exams this week, there's a good chance you will
 do well. You won't be distracted from your goal.
 Work, love, and friendship are all going well.

| Star groups | Star signs | Characteristics |
|----------------------------------------------------------------------------------------------|------------------------------|-----------------------------------------------------------------------------|
| Water  | Virgo Capricorn Taurus | motivated dreamy short-tempered |
| Air  | Aquarius Libra Gemini | ambitious romantic absent-minded accident-prone good with money |
| Earth  | Scorpio Cancer Pisces | business-minded difficult adventurous balanced |
| Fire  | Aries Leo Sagittarius | |

19

THE NET

Aim

To practise direct and reported speech

Language

Vocabulary associated with the Internet; reporting verbs

Skills

Reading, speaking, writing

Lesson link

Use after Reporting in Classbook Unit 19

Materials

One copy of the worksheet (cut up) per pair; drawing pins; Blu-tack[®] for attaching stories to walls

Pre-activity (5 minutes)

- Don't tell the students the topic of the activity. Write the following anagrams on the board:
TERPOCUM (= computer) multi-purpose electronic machine
RUSE (= user) someone working on or with something
FOTOSCRIM (= Microsoft) the name of a computer company
LAIME (= e-mail) a method of electronic communication
FURS (= surf) to look things up electronically
DOMEM (= modem) a telephone connection in a computer
- In pairs, the students work out the anagrams. Give the clues above to speed things up if necessary. Check the answers with the whole class. Then ask the students to tell you what these words have in common (they are all associated with the Internet).

Procedure (20 minutes)

- Divide the class into pairs. In each pair, Student A is the scribe and Student B is the dictator.
- Give a copy of Text A to Student A in each pair. He / She sticks it on the opposite wall of the classroom (or puts it on a table - but it must be as far away from Student B as possible).
- Student A reads the text and then runs back and forth, dictating it line by line to Student B, who writes it down as accurately as possible.
- As soon as Student As have finished dictating, give a copy of Text B to Student B in each pair and repeat the process, with Student B dictating and Student A writing it down. Which pair can be first to finish, with the fewest mistakes?
- When the pairs have all finished dictating and writing out both texts, read out the original texts so that the students can check what they have written. Alternatively, get the students to check their own versions against the texts themselves.

Extension activity

- The students rewrite their assigned text by changing the reported speech into direct speech, and the direct speech into reported speech whenever possible. They then compare their versions with the alternative text (i.e. their partner's text).

19

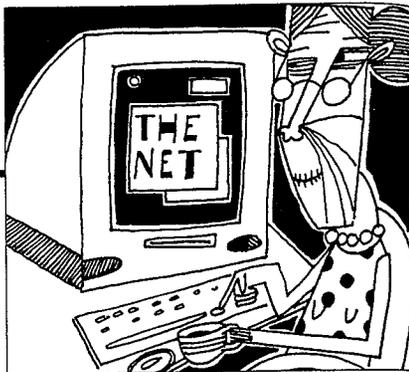
THE NET

Text A

Are you ready for the NET or is it ready for you?

'The Internet is probably one of the biggest technical advances of the twentieth century,' says Jack Reynolds, a leading computer expert. 'People are learning to shop, travel, and communicate in a whole new way.'

The Internet story started in America in the 1970s. Computer experts declared, 'We have created a whole new way of communicating.' Computers were expensive then, and at first the Internet didn't make much of an impact. Nowadays, however, most people in the USA own a computer, and everyone's using the Net. One 55-year-old woman in a computer café in Ohio declared, 'It's as easy as riding a bike.' Another old-age pensioner told us, 'I learned to surf when I was 60. Why doesn't everyone know how to

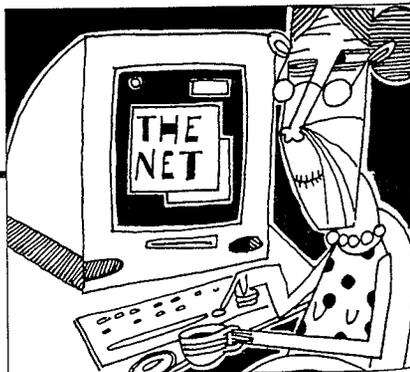


use the Net?' But she also expressed concern. 'How safe is the Net?' she asked. One expert warns, 'Shopping on the Net is like giving every thief access to your bank account.' However, computer companies dismiss such reports. 'Our products have been protected for years, and so have our users,' they say.

Text B

Are you ready for the NET or is it ready for you?

Jack Reynolds, a leading computer expert, says that the Internet is probably one of the biggest technical advances of the twentieth century. He says that people are learning to shop, travel, and communicate in a whole new way. The Internet story started in America in the 1970s. Computer experts declared that they had created a whole new way of communicating. Computers were expensive then, and at first the Internet didn't make much of an impact. Nowadays, however, most people in the USA own a computer, and everyone's using the Net. One 55-year-old woman in a computer café in Ohio declared that it was as easy as riding a bike. Another old-age pensioner told us that she had learned to surf when she was 60, and asked why everyone



didn't know how to use the Net. But she also expressed concern by asking how safe the Net was. One expert warns that shopping on the Net is like giving every thief access to your bank account. However, computer companies dismiss such reports. They say that their products have been protected for years, and so have their users.

20

BLANKETY BLANK

Aim

To practise and extend vocabulary

Language

Compound nouns

Skills

Speaking, writing (Extension activity)

Lesson link

Use after Vocabulary in Classbook Unit 20

Materials

One copy of the worksheet, preferably copied onto two OHTs (14 items on each)

Pre-activity (5 minutes)

- Introduce an example of a compound noun. Write it on the board, e.g. *post box*.
- Use the main noun in a compound (e.g. *post*) to elicit other compound nouns, e.g. *post office*, *post card*.

Procedure (20 minutes)

- 1 Divide the class into two teams. Tell the students that you are going to call out a noun. Explain that they must add another noun to create a compound noun. They should continue in this way, creating as many compound nouns as they can with the original noun. Set a time limit, e.g. 30 seconds, then feedback as a class. If the students create a compound noun that you have on your worksheet, they get 2 points for the first compound, 3 for the second, and 4 for the third, e.g. *post box* scores 2 points, *post card* 3 points, *post office* 4 points. If they create a real compound noun not on your list, they score 1 point.
- 2 Continue with the other nouns on the worksheet, setting a time limit in each case. As you go along, show the students the list of compounds for each noun on the OHT (make sure you cover up the items below). Explain any they don't know.
- 3 Continue the game until the students have created compounds for all 28 words, or set a time limit. The team with the highest score at the end is the winner.

Note: You may want to alert students to the fact that some compound nouns are two words, some one word, and some hyphenated. They can check in a dictionary afterwards as necessary.

Extension activities

- Give the students the following gap-fill sentences to test their memory of the compound nouns from the activity.
 - When we want to send a letter we put it in the _____ (postbox).
 - A _____ (fire engine) is a red emergency vehicle.
 - I like your new _____ (hair-style). Where did you get it cut?
 - There are so many cars in cities these days. There's always a _____ (traffic jam) in the morning.
 - Mel Gibson is a famous Australian _____ (film star).
 - John got caught for speeding when a camera photographed his _____ (motorbike).
 - 26 December is a _____ (bank holiday) in the UK.
 - Children are often given _____ (pocket money) to buy toys and sweets.
 - An _____ (air bag) is a safety device inside a car steering wheel.
 - Have you got a _____ (shoe horn)? I can't get my new boots on!
- The students choose compound nouns and write their own sentences around them. They then read the sentences to each other with the noun missing, and see if their partner can guess the missing compound noun.

20

BLANKETY BLANK

| | | |
|----|----------|-----------------------------|
| 1 | post | box card office |
| 2 | phone | book call card |
| 3 | tooth | brush paste ache |
| 4 | fire | officer escape engine |
| 5 | motor | way bike boat |
| 6 | bank | manager draft holiday |
| 7 | computer | program screen disk |
| 8 | bottle | top opener bank |
| 9 | milk | bottle shake carton |
| 10 | pocket | book money knife |
| 11 | ear | ring lobe drum |
| 12 | bicycle | pump bell basket |
| 13 | film | star review buff |
| 14 | dance | floor music step |

| | | |
|----|---------|---------------------------|
| 15 | air | port hostess bag |
| 16 | head | ache phones line |
| 17 | sun | bed rise dial |
| 18 | bus | stop ticket station |
| 19 | face | cream mask lift |
| 20 | sports | car club team |
| 21 | traffic | lights jam island |
| 22 | wine | glass bottle bar |
| 23 | hair | brush style dresser |
| 24 | tea | pot spoon cup |
| 25 | coffee | break shop bean |
| 26 | window | shopping seat box |
| 27 | shoe | lace polish horn |
| 28 | book | shop shelf worm |

EXTRA IDEA 1
GETTING TO KNOW YOU**Aim**

To get to know each other; to practise exchanging personal information

Language

Personal details (family / job / interests); question forms

Skills

Speaking, reading, writing

Materials

One information slip per student

User note

Use at the beginning of the first lesson or whenever a new student joins the class

Procedure (15 minutes)

- 1 Appoint one student as the class scribe. Ask each student, in turn, to introduce themselves to the class by first names only. The scribe writes the names on the board, asking the students to spell their names if necessary.
- 2 Give each student an information slip and ask them to fill in the personal details.
- 3 The students put their information slips on the table face down. Mix up the slips.
- 4 The students take turns to select one and read it aloud. The class then tries to guess who the person is.
- 5 In pairs, the students ask questions based on the headings in the information slips, e.g. *Age: How old are you? Interests: What do you like to do in your free time?*, etc. Monitor the pairs as they ask and answer, and elicit or provide phrases that allow the students not to answer if they don't wish to. e.g. *I'd prefer not to say, I'd rather not answer that if you don't mind.*

EXTRA IDEA 1

GETTING TO KNOW YOU

| | | | |
|----------------------------------------------|-------|----------------------------------------------|-------|
| Age | _____ | Age | _____ |
| Family | _____ | Family | _____ |
| Job | _____ | Job | _____ |
| Interests | _____ | Interests | _____ |
| | _____ | | _____ |
| | _____ | | _____ |
| Favourite food | _____ | Favourite food | _____ |
| | _____ | | _____ |
| Ambitions | _____ | Ambitions | _____ |
| | _____ | | _____ |
| | _____ | | _____ |
| Last holiday destination | _____ | Last holiday destination | _____ |
| | _____ | | _____ |
| One more piece of information about yourself | _____ | One more piece of information about yourself | _____ |
| | _____ | | _____ |
| | _____ | | _____ |
| Age | _____ | Age | _____ |
| Family | _____ | Family | _____ |
| Job | _____ | Job | _____ |
| Interests | _____ | Interests | _____ |
| | _____ | | _____ |
| | _____ | | _____ |
| Favourite food | _____ | Favourite food | _____ |
| | _____ | | _____ |
| Ambitions | _____ | Ambitions | _____ |
| | _____ | | _____ |
| | _____ | | _____ |
| Last holiday destination | _____ | Last holiday destination | _____ |
| | _____ | | _____ |
| One more piece of information about yourself | _____ | One more piece of information about yourself | _____ |
| | _____ | | _____ |
| | _____ | | _____ |

EXTRA IDEA 2

SALVADOR DALI

Aim

To practise question formation

Language

Question forms

Skills

Speaking / information exchange, reading, writing (Option)

Materials

One copy of the worksheet (cut up) per pair

Procedure (20 minutes)

- 1 Ask the students to think of three famous painters of the twentieth century (e.g. Dali, Warhol, Basquait, Mauris, Burne Jones, Picasso, Hockney, Monet, Munch). Elicit anything anyone in the class already knows about the painters mentioned.
- 2 Divide the class into pairs. Give Text A to one student in each pair and Text B to the other student. Explain to the students that they must ask their partner questions to get the information they need to complete the gaps in their text.
- 3 Do the first two as examples if necessary. Set a time limit if you wish. The students take turns to ask their questions, starting with the student who has Text A. (They must follow the order 1 / a / 2 / b, etc. to ensure they don't give information away in the wrong order.)
- 4 As the students ask and answer, monitor and check question forms, including possible alternatives, e.g. *When / In which year*, etc.

Answers**Text A**

- 1 Where was Dali born?
- 2 When did he become known world wide?
- 3 Who was Gala?
- 4 How many years did Dali spend converting the theatre?
- 5 What's the most famous room called? / What's the name of ...?
- 6 What does the sofa represent?
- 7 Whose grave is in the museum?
- 8 Where did Dali retire to?
- 9 What year / When did Dali die?

Text B

- a When was Dali born?
- b Where did he become a huge success?
- c When / What year did he return to Spain?
- d What did he describe the museum as? / How did he describe the museum?
- e What do the two pictures on the wall represent?
- f What does the museum house?
- g Who died in 1982?
- h How long did Dali live in the tower?
- i How old was Dali when he died?

- 5 The students now write the questions they asked in the activity to check accuracy.

Option

- The students write a text about a famous painter, actor, or musician of their choice, following the model in the Dali text.

EXTRA IDEA 2 SALVADOR DALI

Text A

Salvador Dalí was born in the town of 1 _____, Spain, in 1904. He became known world wide in the 2 19_____, when he became a huge success in New York, USA. In 1948 he returned to Spain with Gala, his 3 _____, who was the subject of many of his paintings. Starting in 1961, Dalí spent 4 _____ years converting Figueras Theatro Municipal into the Teatre Museu Dalí. He described the museum as 'a gigantic surrealist object'. The most famous room is called the 5 _____, a living room whose furniture makes up a portrait of Dalí's favourite actress (e.g. the sofa represents her 6 _____, two pictures on the wall represent her eyes, etc.). The museum houses many of Dalí's most famous paintings. The museum



also contains 7 _____ grave. In 1982 Gala died. At this point Dalí retired to the 8 _____ next to the museum, living there for seven years, and rarely leaving his room until his death in 9 _____ at the age of 85.

Text B

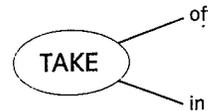
Salvador Dalí was born in the town of Figueras, Spain, in a _____. He became known world wide in the 1940s when he became a huge success in b _____. USA. In c _____, he returned to Spain with Gala, his lover, who was the subject of many of his paintings. Starting in 1961, Dalí spent four years converting Figueras Theatro Municipal into the Teatre Museu Dalí. He described the museum as 'a gigantic d _____. The most famous room is called the Sala de Mae West, a living room whose furniture makes up a portrait of Dalí's favourite actress (e.g. the sofa represents her lips, two pictures on the wall represent her e _____, etc.). The museum houses many of Dalí's most famous f _____. The museum also contains Dalí's grave. In 1982 g _____ died. At this point Dalí retired



to the tower next to the museum, living there for h _____ years, and rarely leaving his room until his death in 1989, at the age of i _____.

EXTRA IDEA 3 MULTI-WORD VERB SNAP

| |
|---------------------------------------------|
| Aim: |
| To practise multi-word verbs |
| Language: |
| Multi-word verbs |
| Skills: |
| Speaking |
| Materials: |
| One copy of the worksheet (cut up) per pair |



Procedure (30 minutes)

1 Quickly review multi-word verbs - what they are and how we use them. Write the word **TAKE** in a circle on the board (see diagram below). Ask the students what this verb means in the following examples:

- He took an apple from the bowl.
- She took her hands out of her pockets.
- I took the bus to town.

Then add **off** outside the circle to make **take off**. Ask the students for the meaning (most commonly = remove (clothes) or leave the ground and begin to fly).

Then add **in**. Ask the students for the meaning (most commonly = deceive or make (clothes) smaller).

Remind the students that multi-word verbs can mean something quite different from their main verb.

- 2 Elicit other examples of multi-word verbs.
- 3 Divide the class into pairs. Give each pair a set of the verb and particle cards. The students look at the main verb cards. Explain that they must select the correct particle card which, when put with the verb, makes the multi-word verb that matches the definition below the verb.
- 4 When all the multi-word verbs have been created, the students write a list of these verbs and their definitions. Check the answers with the whole class.

Answers

look up = search for (a word, etc.) in a book, etc., **make up** = end a quarrel with someone, **carry out** = do something as required, **drop in** = arrive unexpectedly, **brush up** = study / practise in order to revive (a skill, etc.), **break up** = end a relationship, **bring up** = raise (a child), **come into** = inherit, **take off** = leave the ground and begin to fly, **let down** = disappoint, **run off** = run away, **calm down** = relax, **put off** = postpone, **call off** = cancel, **drive off** = move away by car, **wash up** = clean the dishes

- 5 In the same pairs, the students shuffle all the cards and deal out half to each person. in a pile face down on the table.
- 6 The students now play Snap. Student A places their top card face up on the table. Student B puts their top card face up next to B's card. If the two cards make a multi-word verb, the student can place their hand on the cards and shout 'Snap!'. They must then explain the meaning of the multi-word verb they have made. If it is correct, they keep the pile of cards, and place them under their own pile. If it is not correct, the other student gets to keep the pile of cards.
- 7 The game continues until one student in the class has got rid of all their cards. The winner is the student with the most cards left in their hand. (Alternatively, the game continues for a time limit, e.g. five minutes, and the winner is the one with the most cards, or the game can continue until one player has all the cards.)

Option

- One student sits facing the class. The teacher writes one of the multi-word verbs on the board. The class has to elicit the multi-word verb from the student facing the class by defining it for him / her without actually saying that verb. This game can be done in teams, to a time limit.

EXTRA IDEA 3

MULTI-WORD VERB SNAP

| | | | |
|--------------------------------------------------------------|------------------------------------|-----------------------------------|-----------------------------|
| LOOK search for (a word, etc.) in a book, etc. | MAKE end a quarrel with someone | CARRY do something as required | DROP arrive unexpectedly |
| BRUSH study / practise in order to revive (a skill, etc.) | BREAK end a relationship | BRING raise (a child) | COME inherit |
| TAKE leave the ground and begin to fly | LET disappoint | RUN run away | CALM relax |
| PUT postpone | CALL cancel | DRIVE move away by car | WASH clean the dishes |
| INTO | UP | UP | UP |
| UP | UP | UP | OUT |
| IN | DOWN | DOWN | OFF |
| OFF | OFF | OFF | OFF |

EXTRA IDEA 4

HIT LIST

Aim

To practise speaking skills through problem-solving

Language

Vocabulary of music; modals: *could*, *must*, etc.

Skills

Reading

Materials

One copy of the worksheet per pair

Procedure (20 minutes)

- 1 Write the following gapped words on the board:

___ZZ
___ASSICAL
___P
___P HOP
___CK
___NCE
___SY ___STENING
___UES
___GGAE

- 2 Divide the class into pairs. The students complete the gaps as quickly as they can and say what the common link is.

Answers

JAZZ, CLASSICAL, POP, HIP HOP, ROCK, DANCE, EASY LISTENING, BLUES, REGGAE
(link = music)

- 3 Tell the students that they are going to do a problem-solving puzzle about the music industry. Pre-teach the following vocabulary items: *three-piece* (= three-player band), *two-piece* (= two-player band), *track* (= song on a CD), *single* (= one-song / short record), *member* (= person belonging to a band), *lead singer* (= main singer in a band), *chart* (= list of songs in order of popularity).
- 4 Give each pair a copy of the worksheet. Read through the clues and check that the students understand the vocabulary.
- 5 Explain to the students that they must use the clues to complete the grid with the correct information. They should only put information in a box when they are absolutely sure it is correct (suggest they work in pencil). Check the answers with the whole class.

Answers

| | 1 | 2 | 3 | 4 | 5 |
|------------------------|----------|---------------|----------------|---------------|-------------------|
| Name of band | Emperor | Blackstreet | The Celeons | The Vagabonds | Bill Shark's Band |
| Name of record | Fabulous | Take Me There | I'm Your Saint | Down and Out | Atlanta |
| Number of band members | 3 | 4 | 2 | 7 | 5 |
| Nationality | British | American | Spanish | Swedish | American |
| Average age | 19 | 24 | 29 | 20 | 33 |
| Type of music | pop | jazz | dance | reggae | rock |

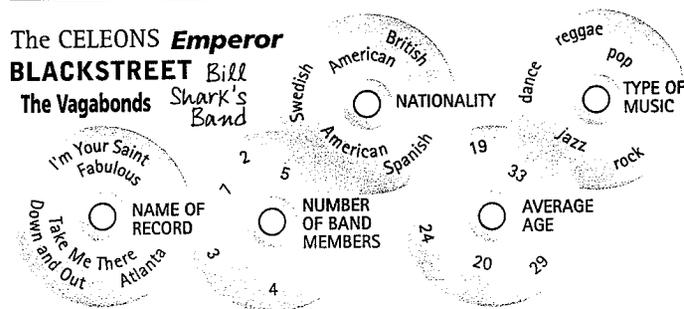
EXTRA IDEA 4

HIT LIST

| | THIS WEEK'S TOP FIVE | | | | |
|------------------------|----------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| NAME OF BAND | | | | | |
| NAME OF RECORD | | | | | |
| NUMBER OF BAND MEMBERS | | | | | |
| NATIONALITY | | | | | |
| AVERAGE AGE | | | | | |
| TYPE OF MUSIC | | | | | |

The CELEONS *Emperor*

BLACKSTREET *Bill Shark's Band*
The Vagabonds *Shark's Band*



Clues

- This week's number 5 single comes from an American group.
- The Vagabonds are a reggae band.
- There are four members of Blackstreet.
- All the members of Emperor come from England.
- Fabulous* is this week's number 1 – a first for the British three-piece.
- Bill Shark's Band have the highest average age.
- The band at number 4 this week have an average age of 20.
- The Celeons, from Spain, are one chart position below Blackstreet and one place above The Vagabonds on this week's chart.
- Atlanta* is a hit by an American band. Three of the group come from New York, the other two are from Miami.
- I'm Your Saint* is a classic dance song.
- Atlanta* is selling less than the other singles on the chart this week.
- The Spanish two-piece are at number 3 this week. This dance track was written by the lead singer.
- The Swedish band have the most members.
- Emperor have the lowest average age.
- The jazz group is between the pop and dance groups on the chart.
- An American group sing *Take Me There*.
- The Celeons are on average older than Blackstreet.
- Blackstreet, at number 2, are higher on the chart than The Celeons this week.

EXTRA IDEA 5

READY, STEADY, IMPERATIVE

Aim

To practise using imperatives

Language

Vocabulary of food and cooking; imperative forms

Skills

Speaking, reading, writing

Materials

One copy of the worksheet per pair (cut up into ingredients and instructions – if you wish, you could also cut up the instructions into separate slips)

Procedure (25 minutes)

- Ask the students what their favourite dish is. Choose a couple of dishes, and quickly elicit the main ingredients and cooking methods.
- Divide the class into pairs. Give each pair the list of ingredients. Check that the students understand the vocabulary. Then ask them to try and guess what dish the ingredients are for (paella). Ask if anyone has ever cooked paella.
- Give each pair a set of instructions. (This activity works best if you cut the instructions up into separate slips, but you can just give them the jumbled instructions on a single sheet if you wish.)
- The students put the instructions in order. Check the answers with the whole class.

Answers

- Heat oil in pan.
 - Add chicken pieces to oil.
 - Cook over medium heat until brown.
 - Remove chicken pieces from pan.
 - Add parsley to remaining oil in pan.
 - Stir parsley for about one minute.
 - Add garlic and onion to parsley in pan.
 - Now add rice to parsley mixture. Make sure rice is well covered in oil.
 - Stir stock cubes into rice mixture, add one pint boiling water, and cover pan.
 - Cook for about 8–10 minutes and then add previously cooked chicken pieces.
 - Cook chicken and rice mixture for a further 10 minutes.
 - Finally, add peas, prawns, and salami. Cook for a final 10 minutes.
 - Serve hot with slices of lemon on top.
- Focus on the verbs in the recipe. Draw attention to the form and use of the imperative.
 - Elicit other examples of imperatives used in different situations, e.g. orders (*stand up, sit down*), formal instructions and warnings (*don't open the window, queue here*), etc.

Option

- Divide the class into small groups / teams. Explain to the students that they are going to challenge the other teams to write recipes. Write the following headings on the board: **MEAT FISH VEGETABLES DAIRY PRODUCTS**. The students should write at least five items under each heading on a piece of paper. Feedback as a class and check the vocabulary. Give Team A's list to Team B, Team B's list to Team C, and so on. Each team then chooses at least six food items from the list and writes the instructions for a dish containing them. (The dishes do not have to be real – let the students use their imagination!) Remind the students to use imperative forms in their instructions. Monitor the groups as they work. The groups then read out their recipe to the class. Vote on the nicest / most imaginative.

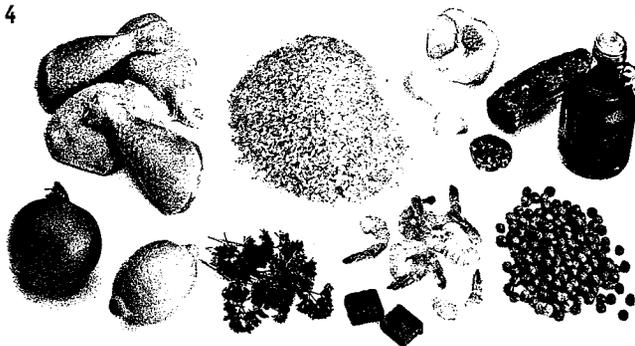


EXTRA IDEA 5

READY, STEADY, IMPERATIVE

Ingredients for 4

- 1 tablespoon of olive oil
- 4 pieces of chicken
- 8 prawns (cooked)
- 1 tablespoon of parsley
- 1 clove of garlic (crushed)
- 1 onion (chopped finely)
- 2 cups of rice
- 2 stock cubes
- 125g of salami (sliced)
- 1 cup of frozen peas
- 1 lemon (sliced)



Total cooking time: 30 minutes

Instructions

- a Stir parsley for about one minute.
- b Remove chicken pieces from pan.
- c Now add rice to parsley mixture. Make sure rice is well covered in oil.
- d Add parsley to remaining oil in pan.
- e Cook for about 8–10 minutes and then add previously cooked chicken pieces.
- f Cook over medium heat until brown.
- g Add garlic and onion to parsley in pan.
- h Heat oil in pan.
- i Add chicken pieces to oil.
- j Stir stock cubes into rice mixture, add one pint boiling water, and cover pan.
- k Cook chicken and rice mixture for a further 10 minutes.
- l Serve hot with slices of lemon on top.
- m Finally, add peas, prawns, and salami. Cook for a final 10 minutes.

EXTRA IDEA 6

ARE YOU A SCREEN ROMANTIC?

Aim

To practise talking about the cinema

Language

Vocabulary of film categories and characters; giving opinions

Skills

Reading, speaking / story-telling

Materials

One copy of the worksheet per pair

Procedure (20 minutes)

- 1 Ask the students to make a list of ten different types of films. Elicit as many as possible and write them on the board, e.g. *comedy, romantic, action, children's, adult, family, documentary, science fiction, thriller, horror*.
- 2 Divide the class into pairs. Give each pair a copy of the worksheet. The students select the correct answer to each question. If they don't know the answer, they should guess.
- 3 When they have finished, check the answers with the whole class. Each correct answer gets one point.
- 4 The students add up their scores and check the key at the bottom of page to see whether or not they are a 'screen romantic'.

Answers

1 a 2 b 3 b 4 b 5 c 6 b 7 c 8 a 9 c 10 a

Options

- Look at the names of the films listed in the worksheet. Each student chooses a film they have seen and describes the plot to their partner.
- Ask the students to describe the plot of their favourite film.

EXTRA IDEA 6

ARE YOU A SCREEN ROMANTIC?



ARE YOU A SCREEN ROMANTIC?

- 1 Which city burns to the ground in *Gone with the Wind*?
a Atlanta
b New York
c San Francisco
- 2 Finish the quote from *Casablanca*: 'Here's looking at you, ...'
a darling
b kid
c honey
- 3 What is Kate Winslet about to do when she meets Leonardo DiCaprio in *Titanic*?
a go in to dinner
b jump off the ship
c play cards
- 4 Liz Taylor and Richard Burton fell in love while filming which epic film?
a *Pretty Woman*
b *Cleopatra*
c *Titanic*
- 5 Who starred in *Sleepless in Seattle*?
a Tom Cruise
b Antonio Banderas
c Tom Hanks
- 6 What does Dustin Hoffman dress up as to get a job in the film *Tootsie*?
a a lawyer
b a woman
c a clown
- 7 Where does Shirley Valentine go on holiday in the film of the same name?
a Italy
b Russia
c Greece
- 8 Where was the *Titanic* sailing to?
a America
b Australia
c Africa
- 9 Who is the leading actress in *The Bridges of Madison County*?
a Meg Ryan
b Holly Hunter
c Meryl Streep
- 10 In *Shakespeare in Love*, Gwyneth Paltrow plays the part of ...
a a rich heiress
b a servant
c a taxi driver

Key

- 1-4 You're not really much of a lover of romance. Go to your local video shop and rent a mushy film tonight!
- 5-7 Not bad. You know something about screen romance and no doubt are a bit of a romantic person.
- 8-10 Definitely a screen romantic. There's nothing you enjoy more than a weepy film and some real romance!

EXTRA IDEA 7

WEEKEND BREAKS

Aim

To practise talking about travel, booking a weekend break

Language

Vocabulary of travel; making reservations (Option)

Skills

Reading, speaking / roleplay (Option), writing (Option)

Materials

One copy of the worksheet per pair

Procedure (25 minutes)

- 1 Write the following places on the board:
Lille Dublin Antwerp Iceland Normandy
Elicit whether these are cities, countries, or regions. Ask the students if they have visited any of these places.
 - 2 Divide the class into pairs. Give each pair a copy of the worksheet. The students read the advertisements quickly and match text extracts 1-5 to the relevant paragraphs (the gaps in each text are marked with three dots: ...). Check the answers with the whole class.
- Answers**
1 C 2 D 3 E 4 B 5 A
- 3 The students then read the advertisements in more detail. Check that they understand the vocabulary.
 - 4 Each pair decides where they would go if they had a choice. They report back to the class, justifying their choices.

Options

- In pairs, the students choose one of the places they have read about and roleplay a conversation between a travel agent (Student A) and a customer (Student B) booking a weekend break there. Student B should try to get as much information as possible about the place from Student A (who can use the information given and invent some more). Student B could also book a hotel. Monitor and help as necessary.
- The students write a newspaper advertisement for their weekend break.

EXTRA IDEA 7 WEEKEND BREAKS

- 1 ... tasty beers, Flemish food, and great art galleries.
- 2 ... snowmobile, raft down a river, or relax in the hot waters of the Blue Lagoon.
- 3 ... hotel's kitchen as well as plenty of time to relax or explore the countryside.
- 4 ... out to the seaside on the DART railway.
- 5 ... allowing anyone to sell anything until midnight on Sunday.

A Browsing in Lille



The French city of Lille is the ideal place for an inexpensive break. A good time to visit is during La Braderie (September 5/6), when the town is taken over by an ancient market ... Many restaurants compete to build the biggest pyramid of seafood shells.

Information about Lille: French Tourist office
Travel information: (train) Eurostar, (air) Air France

B Drinking in Dublin

You don't have to work hard to have a good time in the Irish capital.



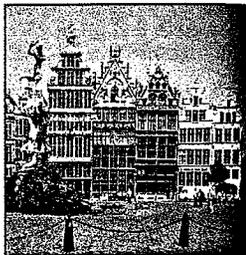
Apart from drinking, you can explore Dublin institutions such as Trinity College and the famous Brown Thomas department store. Why not also admire the paintings of Jack B. Yeats in the National Gallery or take a ride ...

Information about Dublin: Dublin Tourist office
Travel information: (sea) Irish Ferries, (air) Aer Lingus

C Shopping in Antwerp

Antwerp is Belgium's main cosmopolitan capital. It's a centre for fashion, including designers such as Dries Van Noten. As well as great shopping, it offers ... The people are friendly and the nightlife is great.

Information about Antwerp: Belgium Tourist office
Travel information: (train) Eurostar, (air) Sabena Belgium



D Adventures in Iceland



After a weekend in Iceland you'll feel that you've really been away. Don't waste time in Reykjavik – go straight to the amazing countryside with its geysers, volcanoes, and icecaps. Travel on a ...

Information about Iceland: Iceland Tourist office
Travel information: (air) Icelandair

E Cooking in Normandy

Find a nice cosy hotel in Normandy, take some friends, and enjoy lots of seafood, good wine, and all that the region has to offer. Intravel's French Cookery Weekends are aimed at beginners, with 2-hour lessons in the ... Get on the phone and book a place now!

Information about Normandy: French Tourist office
Travel information: (train) Eurostar, (air) Air France



EXTRA IDEA 8 WORD WHEEL

Aim

To revise and extend vocabulary

Language

Selected vocabulary

Skills

Speaking, memory technique

Materials

One copy of the worksheet (cut up) per group

Procedure (20 minutes)

- 1 Tell the students that you are going to choose an object in the room. Say the first letter of the word (e.g. *T*) and give a definition of the object (e.g. *machine for playing music*). The students must identify the object (*tape recorder*).
- 2 Divide the class into groups of three or four. Give each group a copy of the word wheel. Nominate one student in each group as question master and give that person the list of definitions and answers.
- 3 Explain that the question master has the definitions for 26 words – one word for each letter of the alphabet. The answer to definition 1 begins with the letter *A*, the answer to definition 2 begins with the letter *B*, and so on. The question master selects a student (Student *A*) and reads definition 1. The answer begins with the letter *A* (i.e. *animal*). Only this answer can be accepted. The question master then reads out definition 2, the answer to which begins with the letter *B*. Before Student *A* gives the answer to definition 2, they must first repeat the word for the previous definition (i.e. *animal, beard*). The question master continues to read definitions to the same student, who answers each time by repeating the previous answers before giving the answer to the next definition.

Note: The students are not allowed to write anything down.

- 4 If / When the student makes a mistake, either in remembering the list of previous words or in working out the new word, play passes to another student, who starts again at letter *A*.
- 5 The first student to finish is the winner. You can shorten the game by allowing the students to start at the letter where they made a mistake next time it is their turn. Alternatively, set a time limit: the winner is the student who has got furthest down the alphabet.

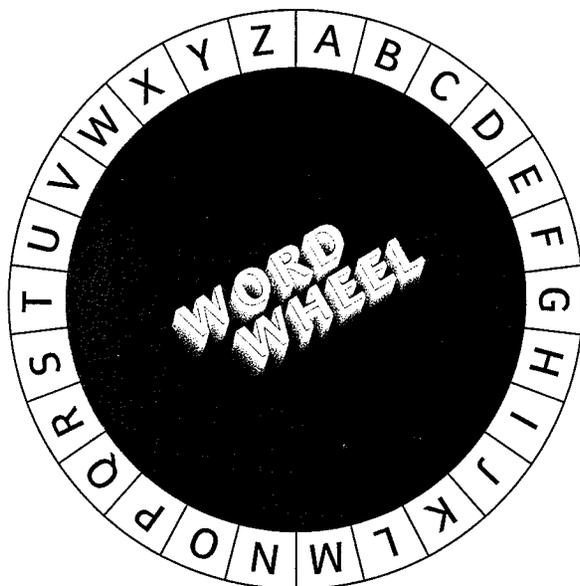
Note: The choice of definitions / words is relatively easy, although there is the added dimension of having to remember the list of previous words. For a stronger class, you could create your own list of harder definitions / words or get the students to create the list themselves (see Option below).

Option

- In groups, the students write a list of alternative definitions for each letter of the alphabet, and play again. You can vary the game by starting at a different point on the wheel, i.e. not at *A*, or by using every other letter around the wheel, i.e. *A, C, E*, etc.

EXTRA IDEA 8

WORD WHEEL



Definitions

- 1 A living creature – not a bird or fish
- 2 Hair on a man's chin
- 3 If you don't live in a city, you live in the _____
- 4 A piece of clothing usually worn by a woman
- 5 A big grey animal often seen in a zoo
- 6 Twelve divided by three
- 7 The study of countries, weather, mountains, seas, etc.
- 8 You wear this on your head
- 9 Third person singular of the verb *be*
- 10 A noun that means *a trip*
- 11 The point where your leg bends
- 12 A yellow fruit that tastes sour
- 13 An adult male
- 14 Your brother's daughter
- 15 The opposite of *closed*
- 16 You write with this
- 17 A line of people waiting, e.g. in a post office
- 18 An animal like a mouse, which people usually dislike
- 19 It shines in the sky during the day
- 20 A traditional English drink
- 21 Something that keeps you dry in the rain
- 22 A plant that you can eat – not a fruit
- 23 It's made of glass and it lets light into a room
- 24 Doctors use this to photograph bones
- 25 The colour of sunflowers
- 26 A stripy animal often seen in a zoo

Answers

- 1 animal
- 2 beard
- 3 country
- 4 dress
- 5 elephant
- 6 four
- 7 geography
- 8 hat
- 9 is
- 10 journey
- 11 knee
- 12 lemon
- 13 man
- 14 niece
- 15 open
- 16 pen
- 17 queue
- 18 rat
- 19 sun
- 20 tea
- 21 umbrella
- 22 vegetable
- 23 window
- 24 X-ray
- 25 yellow
- 26 zebra

EXTRA IDEA 9

THE DICTIONARY GAME

Aim

To revise and extend vocabulary

Language

Selected vocabulary

Skills

Reading, speaking, dictionary skills

Materials

One copy of the worksheet and a monolingual English dictionary per pair

Procedure (25 minutes)

- 1 Write the following dictionary abbreviations on the board:

n v adj abbr prep sing pl

Ask the students what these abbreviations mean.

Note: Check that these are the abbreviations used in your class dictionaries – adapt as necessary.

Answers

n = noun, v = verb, adj = adjective, adv = adverb, prep = preposition, abbr = abbreviation, sing = singular, pl = plural

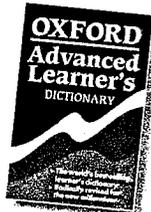
- 2 Divide the class into pairs. Give each pair a copy of the worksheet. Focus on the word *gerbil* above the grid and ask the students to choose the correct definition. Check the answer (1) with the whole class and elicit that *gerbil* is a noun.
- 3 Ask the students to look at the three words in the grid – *faint*, *wig*, and *gesture*. Working in pairs, the students choose one (only) of the words, look in their dictionaries for a definition of the word, and write it in position 1, 2, or 3.
- 4 Then, using the example of *gerbil*, the students invent two incorrect definitions for their word, and write these in the other two positions.
- 5 Ask three pairs who have chosen the three different words to read out their definitions. The class guesses which is the correct one. Check that the students now understand the rules of the game.
- 6 Divide the class into two groups, or more with a larger class. Each group chooses up to nine words from recent topics / lessons (make sure that their choices do not overlap). They find one dictionary definition for each of their words, and then invent two more incorrect definitions for each word. Appoint one person in each group to write down the word and the three definitions. Tell them to include the part of speech of their word and to phrase their definitions accordingly.
- 7 The students play the game. Group A calls out their first word. Write it on the board. Group A then reads out their three definitions. Group B decides which is the correct definition. If they get it right, they get one point; if they get it wrong, they don't get any points. Keep the score on the board.
- 8 Group B does the same and Group A guesses. Continue until all the words have been called out. The team with the highest score is the winner.

Option

- The students work in groups. One student defines a word / phrase from a recent unit / lesson and the others try to remember the word / phrase.

EXTRA IDEA 9 THE DICTIONARY GAME

gerbil *n.* 1 a small animal with long back legs 2 a type of food
3 a piece of metal used as support for buildings



| faint | wig | gesture |
|----------------------|----------------------|----------------------|
| 1 _____ | 1 _____ | 1 _____ |
| 2 _____ | 2 _____ | 2 _____ |
| 3 _____ | 3 _____ | 3 _____ |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 1 _____ | 1 _____ | 1 _____ |
| 2 _____ | 2 _____ | 2 _____ |
| 3 _____ | 3 _____ | 3 _____ |
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| 1 _____ | 1 _____ | 1 _____ |
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| 1 _____ | 1 _____ | 1 _____ |
| 2 _____ | 2 _____ | 2 _____ |
| 3 _____ | 3 _____ | 3 _____ |

EXTRA IDEA 10 OUR BLOCK

Aim
To practise speaking skills through problem-solving

Language
Vocabulary of jobs

Skills
Reading, speaking

Materials
One copy of the worksheet per pair

Procedure (20 minutes)

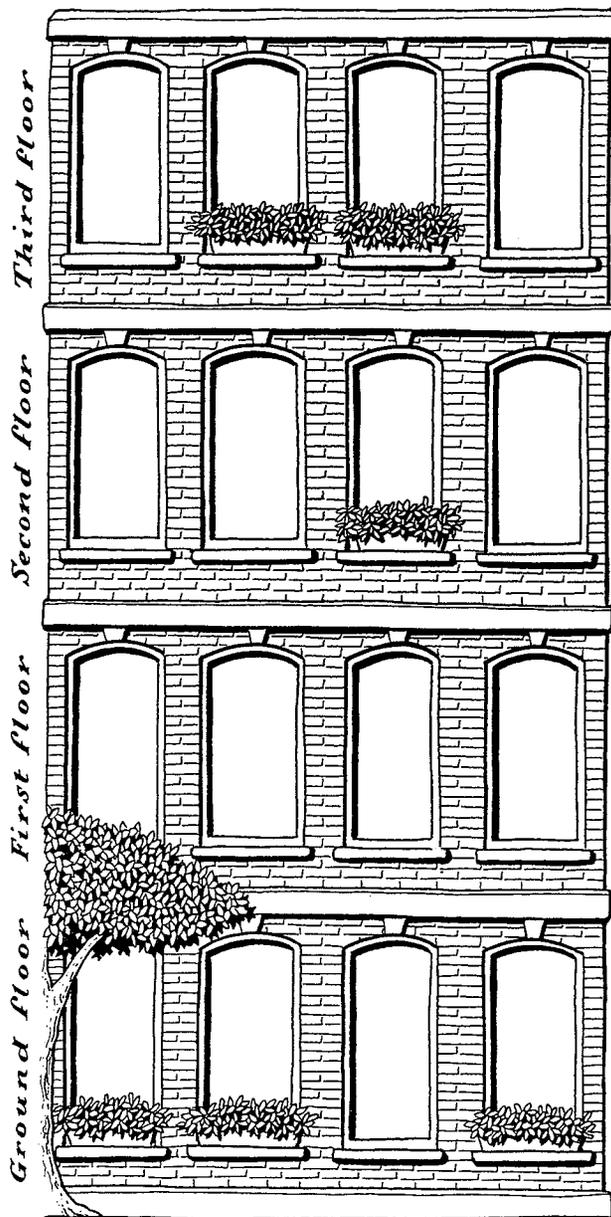
- Write the following word puzzles on the board. The students work out the words and the connection between them. (They are all jobs.)
 S _ O _ A _ S _ S _ A _ T (= SHOP ASSISTANT)
 B _ T _ H _ R (= BUTCHER)
 C _ R _ E _ T _ R (= CARPENTER)
 T _ A _ H _ R (= TEACHER)
 N _ R _ E (= NURSE)
 M _ N _ G _ R (= MANAGER)
 M _ S _ C _ A _ (= MUSICIAN)
 A _ C _ U _ T _ N _ (= ACCOUNTANT)
- Divide the class into pairs. Give each pair a copy of the worksheet. Explain that this is a block of flats and that each box represents one flat.
- Ask the students to read through the clues. Check that they understand the vocabulary (especially *end flat* and *ground floor*).
- Explain that the students must use the clues to put the correct job in the right box or 'flat'. All of the jobs they need are in the clues. They should only put information in a box when they are absolutely sure that it is correct. (Suggest that they work in pencil.)
- The students continue until they have put all the information in the correct boxes. Check the answers with the whole class.

Answers

Third floor musician doctor teacher factory worker
Second floor car salesman accountant student waitress
First floor shop assistant nurse carpenter baker
Ground floor cleaner writer butcher manager

EXTRA IDEA 10

OUR BLOCK



Clues

- The cleaner lives on the ground floor in an end flat near the big tree.
- The shop assistant lives directly below the car salesman and directly above the cleaner.
- The nurse lives between the carpenter and the woman who works in a shop.
- The man who writes books lives between the man who sells meat and the cleaner.
- The manager lives below the man who makes bread.
- The musician lives on the top floor directly above the man who sells cars.
- The man who works with wood lives on the first floor.
- The student lives between the waitress and the accountant.
- The accountant lives on the second floor next to the car salesman.
- The baker lives directly below the woman who works in a restaurant.
- The teacher doesn't live on the ground floor.
- The writer lives on the ground floor.
- The man who works in a school lives next to the factory worker who has an end flat.
- The doctor lives on the third floor.
- The butcher lives between two people.

EXTRA IDEA 11

VOCABULARY DOMINOES

Aim

To revise and extend vocabulary

Language

Selected vocabulary

Skills

Speaking

Materials

One copy of the domino board and one set of domino cards (prepared in advance) per pair

To prepare the domino cards

- First choose twelve words / phrases (including multi-word verbs / idiomatic expressions if you wish) that you want to revise. On the right-hand side of the first domino card write the first word / phrase. On the left-hand side of the second domino card write the definition of this word / phrase.

Domino 1

| | |
|--|-------|
| | baker |
|--|-------|

Domino 2

| | |
|------------------------|----------|
| person who makes bread | musician |
|------------------------|----------|

- Now on the right-hand side of the second domino card write the next word / phrase, and on the left-hand side of the third domino card write the definition of this word / phrase.

Domino 3

| | |
|------------------------|---------|
| person who plays music | butcher |
|------------------------|---------|

- Continue until the twelfth card. The definition of the word / phrase on the right-hand side of this card is written on the left-hand side of the first domino card. Then cut up the domino cards.

Procedure (15 minutes)

- Divide the class into pairs. Give each pair a copy of the domino board and a set of the prepared domino cards.
- Explain the rules. The pairs work together to place the domino cards on the board, each time matching the word on the right-hand side of one domino to its correct definition on the left-hand side of the next domino. Monitor and help, checking that the students have matched the domino cards correctly.
- The students continue until all the domino cards have been placed on the board. You can introduce an element of competition, seeing which pair can finish correctly first.

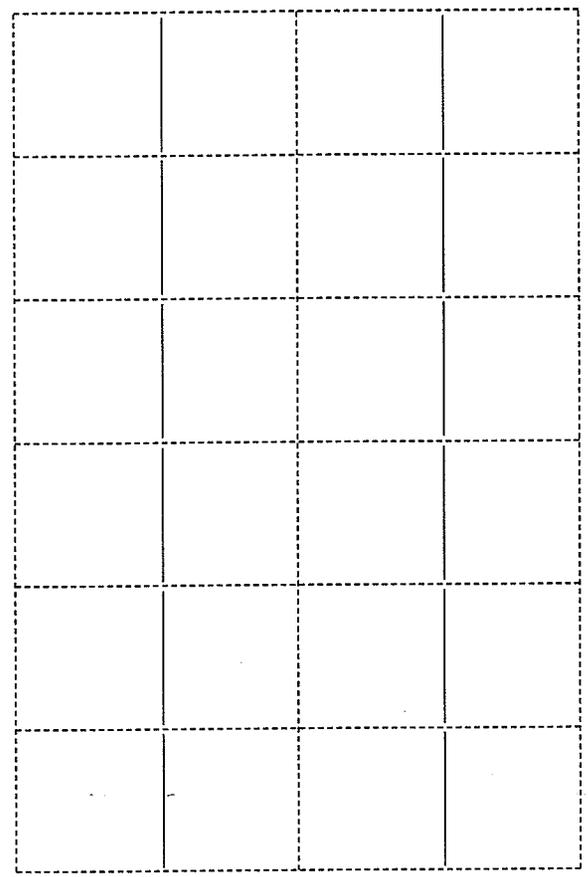
Note: Alternatively, students have half the cards each, and place dominoes in turn onto the board, matching words and definitions as above. If a player cannot go, the other player can play again. The first player to put down all their dominoes on the board is the winner.

Option

- You can use the domino board as a fill-in grid. Divide the class into pairs. Student A starts by writing the definition of a word / phrase in the first grey square (top left). (You may want the students to prepare for the game by selecting and writing a list of definitions in their notebooks beforehand.) Student B can win a point by writing the answer - i.e. the correct word / phrase described by the definition - in the adjacent square. If Student B does not know the answer, the square is left blank for the time being. Student B then writes a definition in the next grey square and Student A writes the answer. The students continue in this way, taking turns to write definitions and guess the word / phrase, until they have been round the board. If there are still blanks remaining (where students have been unable to supply answers), they write different definitions in the relevant grey squares until all the squares on the board are full. The student with the most points is the winner.

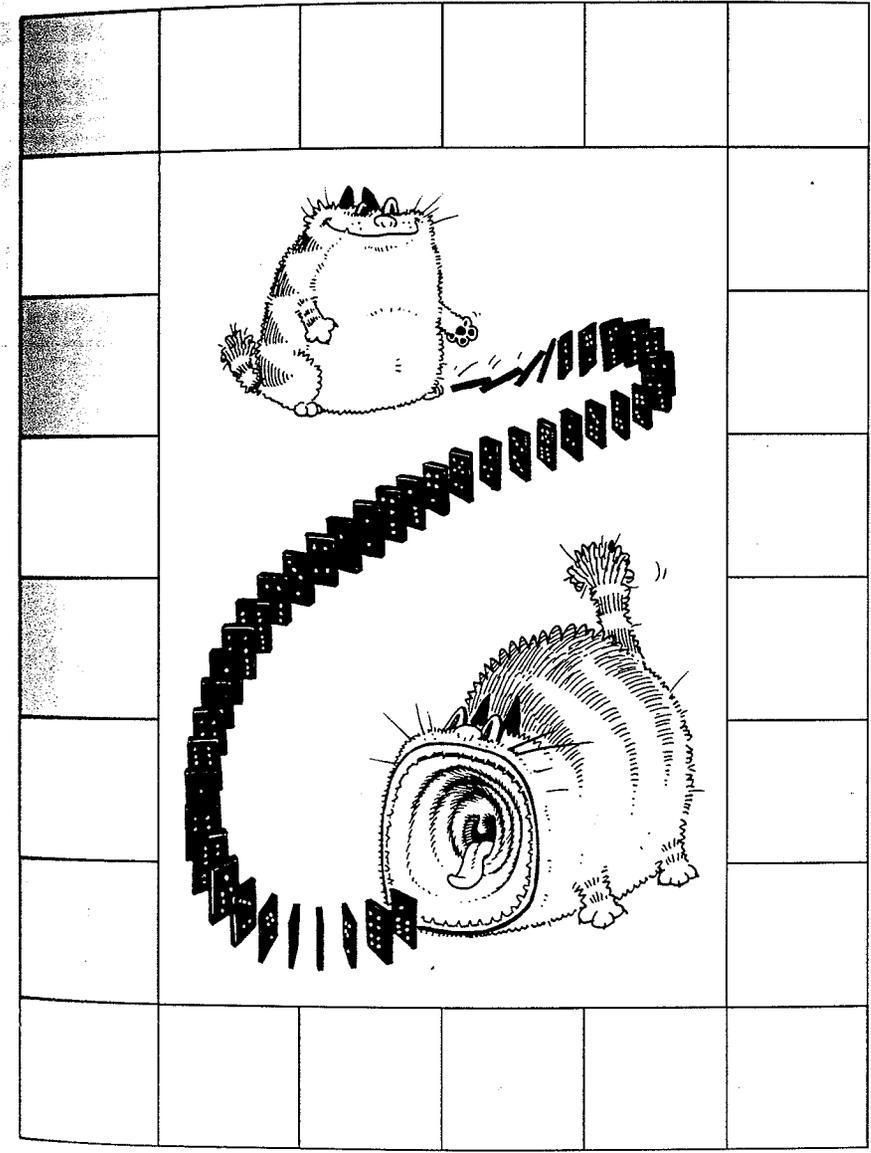
EXTRA IDEA 11 VOCABULARY DOMINOES

Domino cards



EXTRA IDEA 11 VOCABULARY DOMINOES

Domino board



EXTRA IDEA 12

ONE FALSE MOVE ...

Aim
To practise relative clauses

Language

Vocabulary associated with fear;
relative pronouns: *who, which, that*

Skills

Reading, speaking / story-telling,
writing

Materials

One copy of the worksheet (cut up)
per pair; one copy of the phrases a–e
on an OHT or copied onto the board

Procedure (20 minutes)

- Write the word *FEAR* in a circle on the board. Divide the class into pairs. The students write down as many words / phrases as they can associated with fear. These should include situations (e.g. *fire, earthquake*), adjectives (e.g. *afraid, terrified*), verbs (e.g. *shiver, shake*), phobias (e.g. *spiders, heights*), etc.
- Feedback as a class and build up a spidergram on the board. Include and check the meanings of the following words in the text: *to shake, thumping (heart), to freeze, to cower, to tremble*.
- Give each pair a copy of the first part of the story. Ask the students to read the text and underline any words that create the atmosphere of fear. Feedback as a class.

Suggested answers

suddenly whispered being burgled heart thumping flew open masked men shouted froze cowered die whimpered trembling

- In their pairs, the students decide why they think masked men were in the Kellys' bedroom at three o'clock in the morning. Feedback as a class.
- Write the following phrases on the board or show them on an OHT. Ask the students to find appropriate places to slot them into the text.
 - which was on the bedside table,*
 - who was sleeping soundly beside her*
 - who was carrying the axe*
 - who was in her cot in the next room,*
 - which was wide open*
- Check the answers with the whole class. You could copy the text onto an OHT to do this.

Answers

The phrases should be added after the following words in the text:

- the alarm clock ...*
- her husband ...*
- The man ...*
- Emma, ...*
- the front door ...*

- Elicit what job these phrases do (they give more information about nouns / pronouns: they help to add detail and atmosphere to a narrative). Elicit whether they are defining or non-defining relative clauses.

Answers

- defining*
- non-defining*
- defining*
- non-defining*
- non-defining*

- In their pairs, the students try to write an ending for the story. They should try to include a few examples of relative clauses. Feedback as a class and vote on the best ending.
- Give each pair a copy of the real ending to the story. Alternatively, read out the ending to the class: the students compare it with their own versions.

Option

- The students discuss frightening or unexpected experiences that they, or someone they know, have had. They write a paragraph about one of the experiences they discussed.

EXTRA IDEA 12

ONE FALSE MOVE ...

ONE FALSE MOVE ...

TRACEY KELLY woke up suddenly. She had heard glass breaking. The alarm clock said 3.00 a.m. 'Derick, wake up,' she whispered, shaking her husband. 'There's someone downstairs. We're being burgled.' Tracey's heart was thumping. Derick reached for the phone, but before he could pick up the receiver the bedroom door flew open. Two masked men stood in the doorway. One was carrying a huge axe. The man shouted, 'Don't move! Stay where you are. Don't turn the light on, and don't pick up the phone!' Tracy and Derick froze. They cowered under their quilt. 'We're going to die,' Tracy whimpered. Then more masked figures appeared. 'Get out of the house!' they ordered. Trembling, Tracey and Derick got quickly out of bed. Derick collected their 19-month-old baby daughter, Emma, and they went downstairs and out of the front door.



At each end of the road stood a fire engine, a police car, and ambulance. 'Will someone please tell me what's going on?' Tracey shouted to a fireman who was coming towards them. 'The people who live next door to you reported a gas leak,' he explained. 'Your cooker is the problem. We had to get you out of the house quickly, but we couldn't risk you turning on the light

– it would have sparked an explosion. Sorry about the SAS-style entrance.' 'I thought the end had come,' laughs Tracey, who has now recovered from the shock. 'If it hadn't been for our neighbours we might not be here to tell this story. We got the biggest fright of our lives and a lot of broken glass but it's a small price to pay.'