

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 upper-intermediate Teacher's Resource Pack

- 20 photocopiable activities and mini-dialogues
- 10 photocopiable general revision activities
- 10 photocopiable grammar activities

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Clockwise

upper-intermediate

Teacher's
Resource Pack

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OXFORD

Introduction

Notes for teachers

This Resource Pack contains photocopiable activities and further ideas for adult upper-intermediate students of English. It has been written to supplement the *Clockwise Upper-intermediate* short course. If you are using *Clockwise*, you will see that each photocopiable activity in this Resource Pack accompanies a lesson in the Classbook (see *Lesson link* below). However, this Pack can also be used to supplement any other upper-intermediate course.

Upper-intermediate students need to be challenged, and welcome new material and activities. During the course of their studies they have received a great deal of input, and are more than ready to use their knowledge and skills to produce language. However, they often still lack fluency and confidence. The material in this Pack is designed to develop these two areas in particular, while also practising grammar, activating and extending vocabulary, and developing skills. Activities also focus on conversational language and aim to raise cultural awareness. Reading and writing skills are developed through the inclusion of authentic material and follow-up activities, and attention is paid to the development of sub-skills.

The 32 activities provide a good variety of type, pace, and interaction. Activity types include games, competitions, roleplays, discussions, debates, problem-solving, design tasks, and information-sharing activities, all with an emphasis on fluency. Authentic material, imaginative ideas, and realistic contexts ensure that students will find the material motivating, and each activity has clear objectives and a tangible pay-off for students and teachers.

Three general revision activities at the end of the Pack review language covered in the course, including grammar, multi-word verbs, and other vocabulary areas.

How to use the photocopiable activities

Each activity is prefaced with the following information:

Aim the main focus of the activity

Language key areas / likely exponents

Skills which of the four skills the activity involves, including, where relevant, sub-skills, e.g. scanning

Lesson link suggestions for when to use an activity if done in conjunction with the main lesson

Materials notes for preparation / materials needed

Pre-activity

Each Pre-activity suggestion should take between 5 and 10 minutes. If you use the photocopiable activity as a direct follow-on from the Classbook lesson, it may be more natural not to do the Pre-activity. If, however, you decide to do the activity the next day, for example, the Pre-activity may serve as a warmer or brief revision of the language / topic.

Procedure

This section describes how to carry out the main activity. Each main activity takes about 30 minutes and is described in easy-to-follow stages.

Activities are suitable for most class types, but, where appropriate, there are additional instructions for larger classes, extra advice for mono-lingual and multi-lingual classes, and suggestions and variations for weaker / stronger classes within the upper-intermediate band, so that teachers can adapt activities to suit a particular class.

Extension activities

After each main activity there is at least one extension or follow-up. These are post-class, homework, or subsequent class suggestions which build on the language, skills, and / or topics covered in the main activity. Many extension activities involve writing.

Worksheets

Most activities have a photocopiable worksheet but we have indicated where an OHT or the board could be used instead. Some of the games require copying and cutting up, though we have aimed to keep the preparation time minimal. We recommend that the cards be laminated if possible, so that they can be used again.

We hope you enjoy using the material.

Helen Donaghy

Heather Potter

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Activity	Description	Language
01 PERSONALLY SPEAKING	Introductions game / ice-breaker	Talking about yourself: relationships, hobbies, rooms, food / drink
02 PRESENT PERFECT 'FIVES'	Board game to practise tenses	Present perfect simple and continuous
03 ART-RELATED	Talking about relationships in the context of famous paintings	Vocabulary of family / friends; multi-word verbs (<i>get on with / talk about / get on s.o.'s nerves</i>)
04 AT ONE WITH NATURE	Describing relationships in the context of nature metaphors	Vocabulary of relationships (<i>reminds me / makes me think of</i>); present tenses / question forms; multi-word verbs (<i>take after / look after</i>)
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06 HEAVENLY IDIOMS	Explaining idiomatic expressions	Idioms connected with 'heaven' and 'hell' (<i>not a hope in hell, heaven-sent</i>)
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09 MONA	Rewriting a text, developing character and story	Extreme adjectives (<i>big / enormous, small / minute</i>); modifiers (<i>absolutely / really</i>)
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TEACHER'S NOTES

Activity	Description	Language
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22 USELESS OR USEFUL?	Describing and justifying useless inventions	Describing objects; language of justification (<i>I could use it to ... / It would help me to ...</i>); passive forms; Extension activity: <i>would / used to</i>
23 VOCAL HEROES	Reading text on film characters, leading to group film presentations	Past simple to describe historical figures; language of justification (<i>... would be good as / in the role of ...</i>); adjectives of personality
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30 GROSS STUFF!	Designing a toy	Language of negotiation / hypothesis
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32 HOW TO MAKE IT	Reading text on success, leading to giving written advice	Imperatives; language of suggestions (<i>It's a good idea to ...</i>)
REVISION GAME 1 NOUGHTS AND CROSSES	Team language game	Mixed revision of a variety of language categories (spelling, tenses, adjectives, etc.)
REVISION GAME 2 BLOCKBUSTERS	Multi-word verb game	Mixed multi-word verb review
REVISION GAME 3 THE SKY'S THE LIMIT	Word-defining game	Mixed vocabulary review

01

PERSONALLY SPEAKING

Aim

To give the students in a new class the opportunity to talk about themselves in English and to learn something about their fellow students

Language

Talking about yourself, relationships, people you admire, hobbies, rooms, food and drink

Skills

Speaking, listening

Lesson link

Use before Classbook Lesson 01

Materials

One copy of the worksheet per group

Procedure (30 minutes)

Personally Speaking can be conducted in two ways. *Option 1* is less rigid in terms of time, but should last about 30 minutes. *Option 2* can be timed more precisely.

Option 1

- 1 Divide the class into groups of three or four and give each group a copy of the worksheet.
- 2 Starting with the *Introductions* box, each student has a turn at completing the task before the group moves on to the next one.
- 3 The activity continues until each student has had a chance to respond to each prompt, ending with the *Remember* box.

Option 2

- 1 Divide the class into groups, not more than five. Each student starts by responding to the *Introductions* box, but once everyone in the group has done so, they are then free to choose whichever of the tasks they prefer to do within a pre-arranged time limit.

- 2 When 'time' is called, they should all then try to do the last task, *Remember*.

Note: When it comes to the last task, the students may well have forgotten each others' names and will have to ask. However, by this time they know something about each other, and so the name should now stick in their memory.

Extension activity

- The students introduce the members of their group and tell the rest of the class some interesting details that they have learned about their fellow students.

01

PERSONALLY SPEAKING

<p>1</p> <p>Introductions</p> <p>Say your full name, nationality, and occupation.</p>	<p>2</p> <p>Family and friends</p> <p>Name three people in your life. Explain their relationship to you.</p>
<p>3</p> <p>From afar</p> <p>Name three of your heroes or heroines. Say why you admire them.</p>	<p>4</p> <p>Rooms</p> <p>Describe your favourite room – anywhere!</p>
<p>5</p> <p>Leisure</p> <p>Name your three favourite activities. Say when you first started doing them.</p>	<p>6</p> <p>Teaching</p> <p>Teach the person on your right to say 'I love you' in any language apart from English!</p>
<p>7</p> <p>Food for thought</p> <p>Name the last three things you ate or drank, and where you were at the time.</p>	<p>8</p> <p>Remember</p> <p>Say the name of the person on your left and their occupation!</p>

02

PRESENT PERFECT 'FIVES'

Aim:

To practise using the present perfect simple and continuous

Language:

Present perfect simple and continuous

Skills:

Reading, speaking

Lesson link:

Use after Classbook Lesson 02 or at the end of Lesson 04 as revision

Materials:

One copy of the worksheet on an OHT or an enlarged photocopy on the board

Pre-activity (10 minutes)

- Put the following example sentences on the board. Ask the students to explain the difference between the present perfect simple and continuous:

John is tired because he has worked hard today.

John is tired because he has been working hard for the past few months.

- Elicit that the first example suggests that John's present tiredness is a result of a day's work and that his work is finished (at least, for the day), whereas in the second example, John is tired because his work has been hard for quite some time and there is no indication of an end to it.
- Now write on the board *John is tired because ...* Ask the students for other ways to end it, using either present perfect simple or continuous, e.g. *John is tired because he hasn't had any sleep for a week; John is tired because he's been looking after his grandchildren.*

Procedure (30 minutes)

- Divide the students into groups of three or four, with a good mix of strong and weaker students.
- Put the grid on the OHP or board. Explain that the aim is to win five connecting boxes (e.g. boxes 1, 2, 7, 8, and 4) by completing the sentences in each box with a phrase using the present perfect simple or continuous. Only grammatically correct sentences will be accepted. They must also make sense!
- Emphasize the importance of *team* work! Make sure that the students do not put their hands up to claim a box until *everyone* in the team knows the proposed answer. Anyone in the team can be asked to provide the solution and if they cannot, the team will miss their turn.
- The teams choose any boxes they want, blocking other teams where possible. Whichever team has their hands up first to complete a sentence plays next, i.e. one team can answer several in a row. (It is not a game of polite turn-taking!) The game should move along quickly.
- The winners are either the first group to get a 'five' or the group with the most 'fives' (or connecting boxes) by the end of a set time.

Extension activity

- Teams can write their own cues as a challenge to other teams.

Note: This game can also be adapted for use with other tenses, with students preparing cues for each other.

Suggested answers

- 1 ... he's been running for the bus; ... he's been sitting in the sun
 2 I've seen that film twice; ... I've had curry ... 3 We've been friends ...; She's had long hair ... 4 ... I've booked our holiday with them; ... I've told John to book tomorrow ... 5 ... I've changed her diet; ... she's been losing weight ... 6 ... you've done a lot of studying; ... you've prepared properly ... 7 He's been mad about basketball; ... He's been a vegetarian ...
 8 ... has she been seeing?; ... have you brought for dinner?
 9 ... she's been eating garlic; ... we've just had a fight ...
 10 I've bought lots of books about them; ... We've done lots of exercises in class ... 11 ... I've already seen that film; ... I've had a better offer! 12 ... have you put my walkman?; ... has Lily got to? 13 I've been dying ...; He's been asking her ...
 14 We've been thinking ...; He's been dreaming ... 15 ... have been popular in Britain for ages; ... have always been served in newspaper ... 16 She's been to town ...; They've taken their son to a music shop ... 17 ... he hasn't been returning her calls; ... everybody has gone home ... 18 My friends invited me out ...; I've broken my leg ... 19 They've been going out together ...; We've been living here ... 20 ... have you come so early?; ... hasn't he been coming to school? 21 ... have been making life easier; ... have become more and more necessary to our lives ... 22 ... has he been eating?; ... has she found? 23 I've been telling him the truth ...; I've never met him before ... 24 ... has made him ill; ... has never been my style ... 25 She's bought a new car ...; He's sold me his caravan ...

02

PRESENT PERFECT 'FIVES'

1	2	3	4	5
He's hot and sweaty because ...	... but I didn't enjoy it.	... for as long as I can remember.	The travel agent's offering cheap flights, so ...	My dog's not eating her food, so ...
6	7	8	9	10
Exams can be worrying unless ...	... since he was ten years old.	Who ...?	I just can't talk to her when ...	... but I still can't learn multi-word verbs.
11	12	13	14	15
I was going to the cinema, but ...	Where ...?	... to marry him for ages!	... about visiting the pyramids.	Fish and chips ...
16	17	18	19	20
... and bought three CDs.	She can't understand why ...	... so I won't be able to come to the party.	... since the beginning of this year.	Why ...?
21	22	23	24	25
All over the world, computers ...	What on earth ...?	... but I can't believe me.	Working hard ...	... for £9,000.

03

ART-RELATED

Aim

To practise talking about relationships

LanguageVocabulary of family, friends, and relationships; formal and informal dialogues, e.g. *Would you mind taking a seat?* v *Sit down!* / *That's terribly kind of you!* v *Thank you!***Skills**

Speaking, writing

Lesson link

Use after Classbook Lesson 03; also provides a lead-in to the vocabulary of Lesson 04

Materials

One copy of the worksheet per pair (or teacher's own choice of famous paintings depicting a variety of relationships)

Suggested answers

- The Dance at the Opera on Rue Le Peletier* (1872) by Hilaire Germain Edgar Degas (Ballet dancers and teacher. Deference from pupil to teacher. Teacher's language formal. Between dancers, familiar.)
- The Gleaners* (1857) by Jean-François Millet (Peasant women in the fields, poverty, unsentimental. Feeling of co-operation. Language informal, probably uneducated.)
- The Courtyard of a House in Delft* (1685) by Pieter de Hooch (Woman and child, not well off. Feeling of closeness. Language informal, affectionate.)
- The Lost of England* (1855) by Ford Madox Brown (Husband, wife, and child on a ship emigrating from Britain to Australia. Feeling of closeness and determination, combined with fear. Language familiar.)
- The Rowers by Manuel Losanda* (1865-1949) (Rowers and cox. Depiction of teamwork, co-ordination, and skill. Language familiar.)
- The Conversation* by Roland Vivian Pitchforth (1895-1982) (Two men and two women, possibly couples / friends. Feeling of hostility and tension. Language familiar.)

Pre-activity (10-15 minutes)

- Ask the students to note down six roles they play in life, based on different relationships with people. For example: at home - wife, father, daughter; at work - teacher, pupil, colleague, Director. Ask the students to rank these roles from the easiest to the hardest, or the most to the least rewarding. After five minutes, feedback in small groups or to the class.

Procedure (30 minutes)

- Divide the class into pairs and give each pair a copy of the worksheet.
 - Ask the pairs to discuss the following questions (See *Suggested answers* below):
 - How would you describe the relationships between the different people depicted in the paintings?
 - What do you think their relationship is based upon?
 - How do you think they would speak to each other, formally or informally? Think of examples of the kind of language they might use.
- Ask the students for the clues that prompt their answers, e.g. proximity to each other, facial expression, attitude, social conventions of the time, etc. Monitor carefully to encourage ideas.

Note: Conduct a brief feedback session brainstorming ideas about the paintings only if you feel that the students need it. Ideally, they should go straight on to stage 3.

- Ask the students in the same pairs to choose one of the paintings and write the dialogue they think might be going on between two of the protagonists. (The formality of the dialogue will depend on the relationships already discussed.)
- Ask the students to practise the dialogue with the appropriate tone of voice, maintaining the relationship between the two characters. They can perform their dialogues whilst echoing the position of the characters in the painting. This brings the dialogues to life. Encourage the students to be aware of how body language reflects spoken language.
- When the students feel ready, they act out their dialogues to the rest of the class. Those who are more inhibited can read them out, though most will participate if they appreciate the reasons for it.
- Finally, feedback on the effectiveness of the dialogues and how the students felt about the people whose lives they dipped into.

Extension activities

- The students choose a painting and write up their impressions of the relationships between the characters in it. They can also include their own feelings about the painting and why they would / not like to have it in their own house.
- The students describe an alternative painting / photograph they are familiar with and discuss the relationship(s) it depicts.

03

ART-RELATED

1



2



3



5



4



6



04

AT ONE WITH NATURE

Aim:

To describe people and their relationship to you

Language

Vocabulary of relationships and nature, e.g. *s/he reminds me of ... I makes me think of ... I is like (a lake) because they are both (deep) I both (frighten me sometimes); present tenses including question forms, articles, adjectives; multi-word verbs, e.g. take after, look after, get up to*

Skills:

Speaking

Lesson link

Use after *Vocabulary* section in Classbook Lesson 04, or at the end of the lesson

Materials:

One copy of the worksheet per student; one worksheet on an OHT (optional)

TEACHER'S NOTES

Pre-activity (10 minutes)

- Either present the worksheet on an OHT to the students, asking them to name each picture, or hand out worksheets to each student. Write the names of the pictures on the board if necessary.
- Brainstorm the qualities the students associate with the first picture. For example: a rose – beauty, danger (because of thorns), love (a red rose), jealousy (a yellow rose). Elicit specific cultural connotations.
- If more discussion is needed, go on to talk about other pictures.

Note: It is important not to overdo this stage if the activity is to encourage the students' own personal interpretations and maintain an element of surprise.

Procedure (25 minutes)

- 1 Ask the students to think of six people close to them. This will probably be a mixture of family and friends.
- 2 Make sure all the students can see the worksheet. Looking at the pictures, ask them to decide which image would best represent what each of the six people means to them, e.g. a Christmas tree – a favourite uncle as he's always bringing presents, a storm – an old school friend because of his / her sudden mood swings.

1 a rose	7 a lake	13 a storm
2 a Christmas tree	8 the sun	14 a bull
3 a mountain	9 grass	15 an oasis
4 a swallow	10 ivy	16 a swan
5 a desert	11 an owl	
6 an apple tree	12 a cliff	

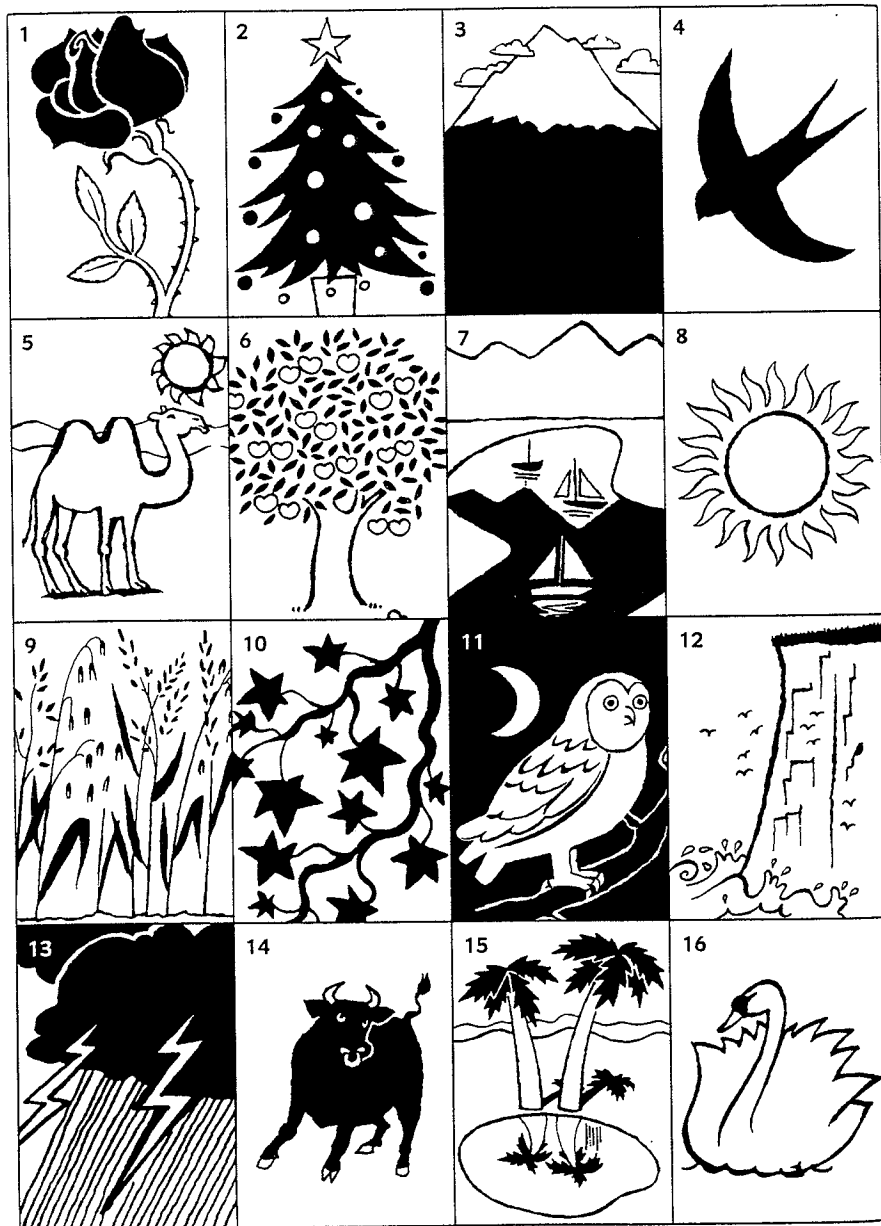
- 3 The students sketch a landscape on a sheet of paper which includes all the elements they have chosen from the worksheet (about ten minutes). Those who prefer not to sketch might want to make notes, although most students can produce something and a sketch is more stimulating and personal.
- 4 When they have finished, each student gives their sketch to a partner, who then asks questions about the symbolism of the picture.
- 5 Finally, a class discussion can bring out all the students' different ideas about the symbolism / meaning of the pictures on the worksheet.

Extension activities

- The students write a description of a favourite person in terms of their resemblance to nature, based on the class activity.
- The students write a brief anonymous description of a famous person or of someone in the class (if the class know each other well!) for the others to guess the identity of.

04

AT ONE WITH NATURE



05

TREE OF LIFE

Aim

To practise describing people and their influence on us

Language

Vocabulary of personality, appearance, interests; multi-word verbs; expressions with *like*; language of relationships and families

Skills

Speaking, listening, writing

Lesson link

Use after Key word section in Classbook Lesson 05; also revises language covered in Lessons 03 and 04

Materials

One copy of the worksheet per student; one pre-prepared copy of the worksheet on an OHT. Fill in the trunk of the Tree with your name, the branches with notes about your own personality, appearance, and interests, and the roots with the influences that have shaped your character. Alternatively, choose a well-known fictional character, e.g. Sherlock Holmes, and devise an imaginary Tree for him as an example.

Pre-activity (10 minutes)

- Put the students into pairs (A and B) and tell them to think of a friend. Tell the students they are going to describe this friend to their partner in two minutes. Tell A to start. After two minutes, shout, 'Stop!' and ask B to describe.
- As a class, feedback on the type of information they gave their partner. Write the three broad categories on the board: *Personality*, *Appearance*, and *Interests*. Elicit what it is that makes us who we are. For example:
Personality inherited traits; modelling ourselves on others; life experiences.
Appearance genetic influences; the latest fashions; the influence of popular icons; changes of hair colour and style; plastic surgery; changes of diet and training regimes; ageing.
Interests family influences /upbringing; inherited abilities; external influences, e.g. school, university, friends, television, travel.

Procedure (20–30 minutes)

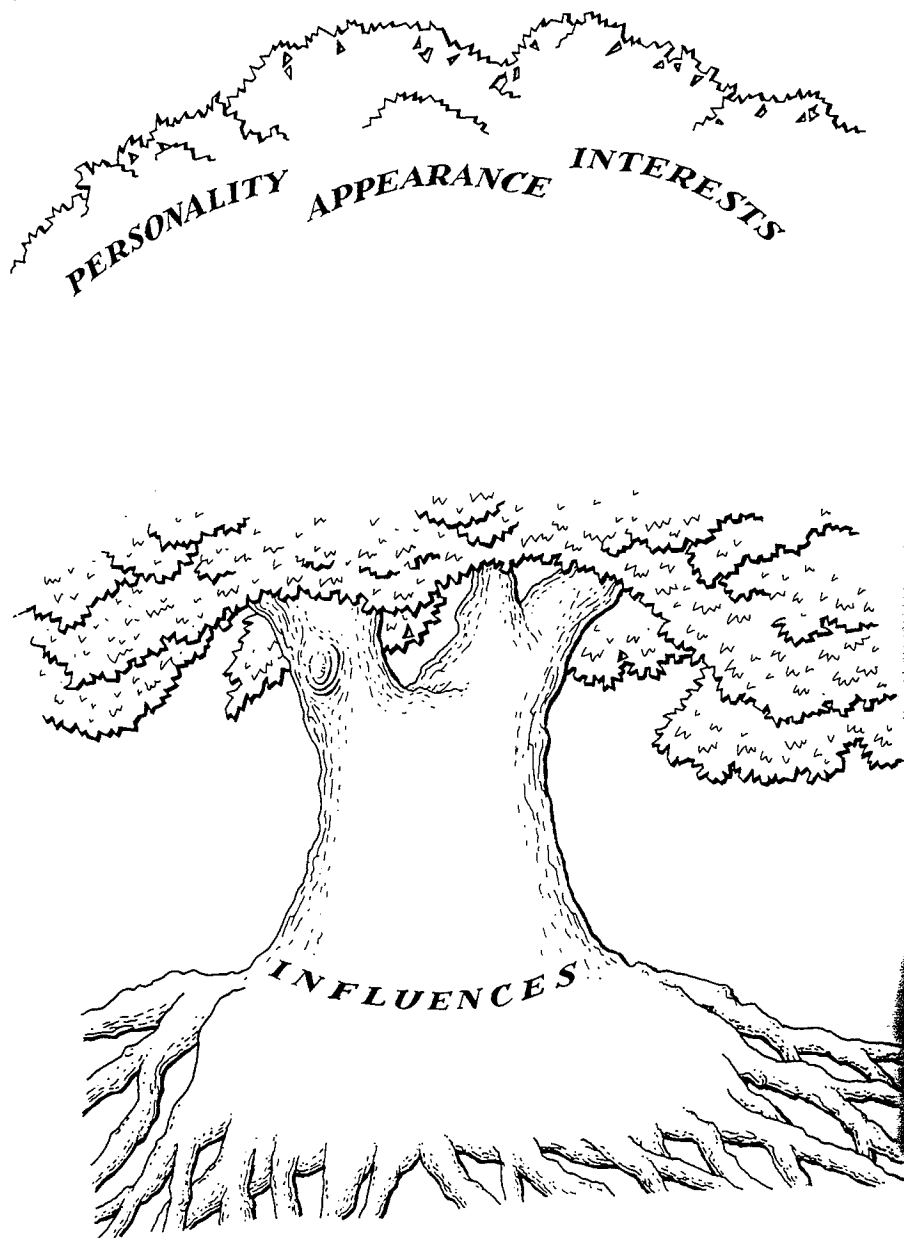
- Show the students a pre-prepared OHT of your Tree of Life. Explain that the Tree represents a person and the influences that have formed them. Describe your (or your chosen character's) personality, appearance, and interests (the branches in the diagram) in terms of the influences in your life (the roots in the diagram).
- Give a copy of the worksheet to each student. Check that the students know *trunk*, *branches*, and *roots*.
- Working alone, each student has now to complete their Tree so that it represents themselves. They should think about who or what has influenced these aspects of themselves and write them in the roots of the tree.
Note: Remind the students only to write down what they feel happy talking about.
- In pairs, the students put their names on the trunks, exchange Trees, and interview each other about them. Alternatively, put the worksheets in a mixed pile. The students take one at random and mingle.

Extension activities

- The students prepare another worksheet for a fictional character, famous person, or family pet.
- The students write articles about other students in the class, based on their Tree interviews, and collect them together for a wall display.

05

TREE OF LIFE



06

HEAVENLY IDIOMS

Aim-

To extend the students' knowledge of idioms

Language-

Idioms connected with 'heaven' and 'hell'

Skills-

Speaking, reading, listening

Lesson link

Use after *Speak for yourself* in Classbook Lesson 06 or at the end of the lesson

Materials-

Copies of Part A of the worksheet, cut up to give one or two idioms to each pair; one copy of Part B of the worksheet per pair (or one OHT)

Answers

To be hell-bent on (doing) something – to be determined
 To move heaven and earth – to make a huge effort
 To be in seventh heaven – to be blissfully happy
 To smell to high heaven – to stink
 Not a hope in hell – no possibility
 Heaven on earth – a beautiful / wonderful place
 Come hell or high water – without fail
 Heaven-sent – a lucky arrival
 To raise hell – to make a fuss
 For the hell of it – for no particular reason except that you want to

Pre-activity (5 minutes)

- Write up *heavenly* and *hellish* on the board. Elicit the meaning of them (*wonderful, lovely / horrible, awful*). Give the students two minutes to think of two things or situations they think are heavenly and two which are hellish.
- Divide the class into pairs and ask the students to share their ideas.

Procedure (30 minutes)

- Draw (or show a drawing of) a situation similar to the picture below. Ask the students to discuss what's happening.
- Tell the students they are going to look at idioms connected with heaven and hell. Write *She gave him hell* on the board and ask the students to explain it.
- Divide the students into pairs. Give each pair one or two idioms from Part A and a copy of Part B. It doesn't matter if some receive the same idioms. Alternatively, display the definitions on an OHP.
- Ask the students to match their idiom(s) with one of the definitions. Circulate, checking the students have matched correctly. (See the *Answers* box).
- Ask the students to think of a context in which their idiom could be used and then to draw a rough sketch illustrating it. (If the students really don't want to sketch, give them the option of using their idiom in a mini-story. However, the visual stimulus is strong and the pictures will help the students remember the idiom.) Ask the students to think of a caption / sentence to go with their drawing and to write it underneath, e.g. *I moved heaven and earth to get here*.
- Ask the students to put their definition sheets away. Collect in the sketches and pin them up around the room. The students go round with their partner discussing the pictures and what they think the idiom means.
- Collect all the pictures in for feedback. The students guess the meanings, and the sketchers say whether they are right or wrong.

Note: The number of idioms you give each pair will depend on how quickly you think they can work.

Extension activities











- Pairs choose one of the idioms and think of other situations where they could use it.
- The students choose a number of idioms and create a gap-fill exercise for other students to do, e.g. *He was _____ on leaving university, no matter how hard we tried to dissuade him (hell-bent)*.
- The students think of idioms connected with heaven and hell in their language.



06

HEAVENLY IDIOMS

Part A – Idiom

to be hell-bent on (doing) something		to move heaven and earth	
to be in seventh heaven		to smell to high heaven	
not a hope in hell		heaven on earth	
come hell or high water		heaven-sent	
to raise hell		for the hell of it	

Part B – Definitions

- to be determined
- to be blissfully happy
- no possibility
- without fail
- to make a fuss
- to make a huge effort
- to stink
- a beautiful / wonderful place
- a lucky arrival
- for no particular reason except that you want to

07

CULTURAL QUIZ

Aim

To raise awareness of British cultural conventions

Language

British habits and conventions; social expressions

Skills

Speaking, listening, reading

Lesson link

Use at any point during Classbook Lesson 07 (particularly appropriate as an introduction to the topic of politeness), or at the end of the lesson

Materials

One copy of the worksheet, divided into Parts A and B, per team

TEACHER'S NOTES

Pre-activity (10 minutes)

- This activity can be used with the whole class or in groups. Write up the following prompts on the board:
eating drinking leisure homes work children
- Ask the students if they know, or have noticed, any cultural differences between their country and Britain, using the prompts on the board to help generate ideas. In multi-national classes, encourage comparison between the students' countries too.

Procedure (20 minutes)

- Tell the students they are going to do a British cultural quiz. Divide the class into two to four teams.
- Give the teams Part A of the worksheet.
- Ask one team to choose one of the questions they would like to answer. If they are correct, give them one point. If appropriate, ask other teams for alternative suggestions (but don't award points for this). If the answer is wrong the question can be given to the next team for a bonus point.
- Continue by asking the next team to choose a different question to answer until all the questions have been answered correctly.
- Tell the students there is another part to the quiz. Explain that they choose a number and you then ask a question. The team confer and give an answer. Repeat with the other team(s) until all the questions have been answered.
- Give the teams Part B of the worksheet and see if they can remember all of the answers.

Suggested answers**Part A**

1 Bless you 2 It is common to take a bottle of wine but flowers or chocolates would be acceptable 3 British people don't usually say anything 4 Hello / Pleased to meet you / Lovely to meet you 5 What a pity / Better luck next time / Never mind / I'm sure you'll pass next time 6 I'd love to, but I'm afraid I'm... / Sorry, but I'm... 7 Excuse me, have you got a light? 8 Excuse me, is this seat free? / Is anyone sitting here? 9 Waiter, taxi driver, hairdresser 10 Bus stop, shop, cinema, public toilets, buying tickets 11 Christmas, New Year, Easter, Hallowe'en, Bonfire Night, Valentine's Day 12 See you (later), cheerio

Part B

1 Sorry 2 Congratulations 3 Cheers 4 Have a nice weekend / Enjoy your weekend / See you on Monday 5 Good luck 6 Something to drink, normally alcoholic 7 Excuse me / Could I just get past? 8 I was wondering if it would be possible to borrow your car (or any other very polite / tentative structure) 9 Only if they are dirty 10 It's your turn to buy the drinks (in the pub) 11 Football 12 Meat, potatoes, and vegetables / Fish and chips / Shepherd's pie (mince meat topped with mashed potato / Steak and kidney pie (pieces of beef steak and kidney in gravy topped with pastry) / Roast beef

Extension activities

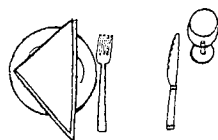
- Ask the students if there were any answers that surprised them.
- In a mixed nationality class, the students make up questions about their own cultures to test each other, thus raising awareness of other cultures.
- The students write a short essay about differences between British culture and their own, including ideas from the quiz.

07

CULTURAL QUIZ

Part A

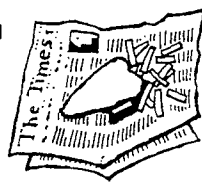
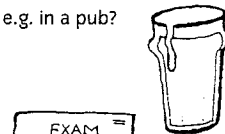
- 1 What might you say when someone sneezes?
- 2 What could you take to someone's house when you are invited for dinner?
- 3 What do you say before a meal?
- 4 What might you say when you are introduced to someone?
- 5 What could you say when someone tells you they have failed their driving test?
- 6 How might you refuse an invitation politely, e.g. 'Would you like to go to the cinema tonight?'
- 7 You have cigarettes but no matches. What might you say to a stranger?
- 8 You need a seat in a café. There is a table with three seats but only two people sitting there. What could you say to them?
- 9 Who would you give a tip to?
- 10 Name three situations where British people would queue.
- 11 Name three festivals celebrated in Britain.
- 12 Give two alternative ways of saying 'goodbye'.



In Britain...

Part B

- 1 What do you say if you stand on someone's foot?
- 2 What could you say if someone tells you they are going to get married?
- 3 What might you say before you have a drink, e.g. in a pub?
- 4 What do you say to your colleagues on Friday as you leave work?
- 5 What do you say to someone who is going to do an exam?
- 6 What do you take to a party?
- 7 What should you say if you want to get past someone who's in your way?
- 8 What do you say to a friend if you want to borrow their car?
- 9 When you visit someone in their house is it good manners to take your shoes off?
- 10 'It's your round.' What does this mean?
- 11 What is the most popular sport in Britain?
- 12 Describe a typical British meal.



In Britain...

08

SNAP!

Aim

To focus on and practise non-fixed adjective / noun collocations

Language

Adjective / noun collocations based on the senses and sensations

Skills

Speaking

Lesson link

Use after Classbook Lesson 08

Materials

One copy of the worksheet per pair, cut up

Pre-activity (5 minutes)

- Write up the following sentences on the board. Ask the students what is wrong with them, and how they would correct them:

This coffee is too heavy for me.

That's a delicious tie. Where did you get it?

- Elicit from the students that it is a problem of 'the right words going together', i.e. collocation, and get them to think of some similar word combinations in their own language(s).

Procedure (20 minutes)

- 1 Divide the class into pairs (the activity also works in groups of four) and give each a set of the cut up Noun and Adjective cards, with the nouns in one pile and the adjectives in another.
- 2 Explain the activity to the students. One student is responsible for the nouns pile and one for the adjectives pile. They simultaneously turn over the card on the top of their pile and if the noun / adjective collocation is an acceptable one, e.g. *strong coffee*, they say, 'Snap!'. The first student to say 'Snap!' wins the noun and adjective cards. If a student gives the wrong answer, the cards go to the other student. Tell the students that if they cannot agree whether a collocation is possible or not, they should write it down and check with you at the end of the game. Continue until they have got through all the cards. The student with the most cards at the end of the game is the winner.
- 4 Get the students to reshuffle the cards, change partners, and start again. Repeat the game for as long as the students' interest is held.

Extension activity

- Divide the students into groups of four or five. Give each group a set of the adjective cards face-down in a pile. Explain to the students that they are going to build up a collaborative story. Write the following, or something similar, on the board:
It was a freezing-cold afternoon in January and ...
The students continue the story by taking turns to pick up an adjective card and adding a sentence which includes the adjective on their card. They should continue until they have used all their cards.

Possible collocations

delicious curry, coffee, food, smell
tasteless curry, drink, coffee, clothes, tie, room, food
sweet drink, coffee, moment, wine, food, smell, music, voice
blatant drink, coffee, experience
boiling-hot drink, coffee, afternoon, room, food
freezing-cold afternoon, room, winter
mild curry, afternoon, winter
warm drink, afternoon, clothes, plate, room, colour, light
stunning view, performance, voice, colour, design, light
impressive view, performance, room, voice, design

unforgettable afternoon, winter, view, performance, smell, voice, experience
romantic afternoon, music, experience
soft drink, clothes, music, voice, colour, light
red-hot curry, plate
smooth coffee, performance, wine
damp afternoon, winter, clothes, room, smell
tasteful clothes, room, music, colour, tie, design, light
strong drink, coffee, performance, smell, colour, light
loud music, voice, tie, design
eye-catching colour, tie, design

CLOCKWISE UPPER-INTERMEDIATE RESOURCE PACK

08
SNAP!

Adjective cards

delicious	tasteless	sweet	bitter
boiling-hot	freezing-cold	mild	warm
stunning	impressive	unforgettable	romantic
soft	red-hot	smooth	damp
tasteful	strong	loud	eye-catching

Noun cards

curry	coffee	food	smell
drink	clothes	tie	room
wine	music	voice	experience
afternoon	winter	colour	light
view	performance	design	plate

09
MONA

Aim

To practise using extreme adjectives by rewriting a simple text

Language

Extreme adjectives, e.g. *big* > *huge*, / *small* > *tiny*; modifiers, e.g. *very* > *extremely*, *absolutely*, *exceptionally*, *really*

Skills

Reading, speaking, writing

Lesson link

Use after *Extreme adjectives* in the Vocabulary section, Classbook Lesson 09, or at the end of the lesson; *Extension activities* can also be used at the end of Lesson 27 (language of blame / criticizing)

Materials

One copy of the worksheet for each student; one blank OHT, and OHT pen per group

TEACHER'S NOTES

Pre-activity (5–10 minutes)

- Read the story of *Mona* out to the students. Discuss what kind of people the students think Mark and Mona might be. Are they the same nationality? How old are they? What do they do for a living? What kind of income bracket do they fall into? Where do they live? How did she become a part of his life? What do they fight about?
- Write ideas up on the board. You could draw stick figures of Mark and Mona, and note the students' ideas under each.

Procedure (30 minutes)

- Discuss the most common adjectives (*good*, *bad*, *nice*, *big*, *small*) and the modifier *very*. Brainstorm extreme alternatives onto the board to give the students a feel for this type of word, e.g.
big: enormous, huge
small: tiny, minute
nice: lovely, beautiful
good: fantastic, great, wonderful
bad: awful, terrible, horrible, lousy
very: really, absolutely
- Group the students into twos or threes. Give each group a copy of the 'Mona' text, a blank OHT and an OHT pen.
- Explain that you want the students to rewrite the extract using as many extreme adjectives and modifiers as they can in order to make it more interesting / dramatic. They can write directly onto the OHT or copy it out after they have finished, although this will take longer.
Note: More ambitious students may also feel inspired to add other flourishes, such as the dialogue of the first meeting, or even metaphors. Some students seem to do this instinctively, but it is not compulsory!
- When they have finished, each group presents their work to the class for comments on style and effectiveness. While the OHTs are on show, make notes on any serious errors. (Discuss errors after, rather than during, the presentations. It is important that the students feel they have accomplished something before being corrected.)
- Finally, vote on the best piece of writing.

Extension activities

- Divide the class up into groups of four (two pairs). After conferring as a group, one pair writes the dialogue of the fight mentioned in the worksheet and the other writes the dialogue of the meeting later that evening when Mona comes back. In the course of this activity, the students will naturally work at intonation and the language of blame and accusations. When they are ready, the students roleplay their dialogues to the rest of the class.
- Write a description of Mark and / or Mona, using the information in the extract, but adding any other details you wish.
- Write the beginning or end of the story.
- Write a positive or negative character description of someone you know or a famous person.

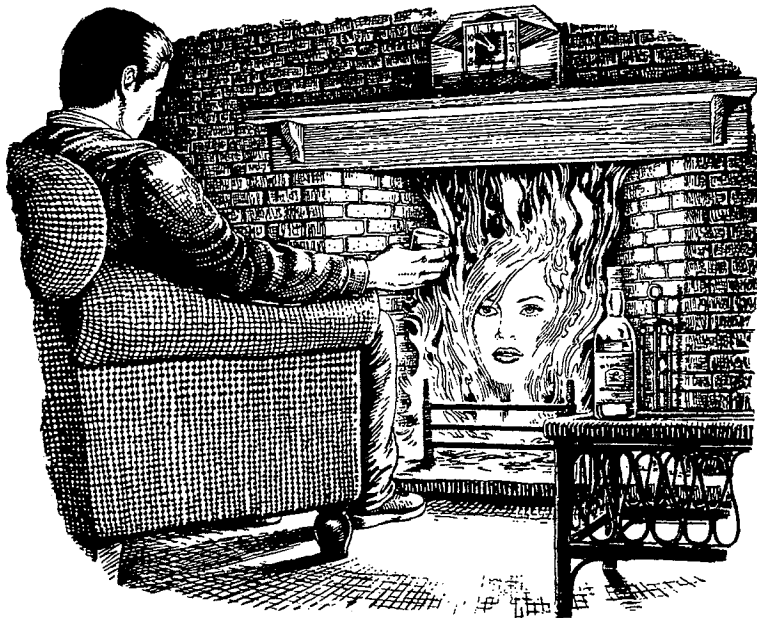
09
MONA

Mona

Mark poured himself a glass of whisky and sat down in the armchair. He gazed into the fire, but did not see the flames. Instead, his mind went back to the afternoon and Mona. They had fought, and not for the first time. In fact, they were always fighting and each time was worse than the last.

Oh Mona! Why was he so attracted to her? He remembered the first time she had walked into his life. Her smile had caught his eye from across the bar. She had gone to sit with friends, but kept looking at him. Tall, with long, slim legs, she had been wearing a short leather skirt and a silk blouse. Her hair was black and cut short, framing her pretty face. She had watched him over the rim of her glass and he had only been able to stare back.

That had been six weeks ago and now she was a part of his life ... and life was no longer easy. In fact, he did not really feel he could answer the question that kept going round and round in his head, "Which is worse; to be with or without Mona?"

10
EXCUSES, EXCUSES**Aim**

To consolidate and extend vocabulary connected with driving; to practise past narrative tenses; story-telling

Language

Driving vocabulary; past simple and past continuous

Skills

Speaking, listening, writing (*Extension activity*)

Lesson link

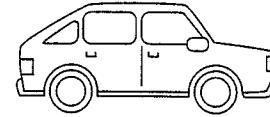
Use after *Understanding a story* in Classbook Lesson 09, or at the end of the lesson

Materials

One copy of the worksheet Part A per group; one copy of Part B cut up per group

Pre-activity (15 minutes)

- Divide the students into small groups.
- Using large sheets of paper pinned on the wall or the board ask the students to draw the outline of a car, e.g.



- Give the students five minutes to fill in as many parts of the car as possible.
- Feedback using one of the pictures, adding words from other groups. Check the students understand all the words by asking the original 'labellers' to explain.

Procedure (30 minutes)

- 1 Divide the students into groups of two or three. Put the following words on the board:
fast lane hazard lights pedestrian dead end pile-up number plate hard shoulder motorway petrol station junction roundabout slip road one-way lay-by double-parked by-pass U-turn pavement kerb dent
- 2 Give each group a copy of Part A and ask them to write the words from the board in the correct place on the picture.
- 3 Feedback, comparing pictures and checking meaning.
- 4 Write the following verbs on the board:
collide speed tow slam on the brakes hitch-hike overtake skid swerve flash your lights indicate / signal, pull in accelerate change gear

Ask one or two students to come to the front of the class and mime the meaning of the verbs. Ask the other students to match the miming with the correct verbs.

Note: For a strong class give the mimers the words on a scrap of paper and the others guess the verb.

- 5 Divide the students into new groups of four. Give each group a copy of Part B cut up and placed in a pile face down. The first student takes a card from the pile, e.g. *Your passenger door is missing / change gear / U-turn*. The student then tells the group how they came to have no passenger door. They should include the other two words or phrases in the story and try to convince the others that none of it was their fault. The other students express their doubts and argue (this will probably happen naturally). If the story is acceptable to the group, the student keeps the card, if not, he gives it away.
- 6 Conduct brief plenary feedback, asking who managed to keep their cards.

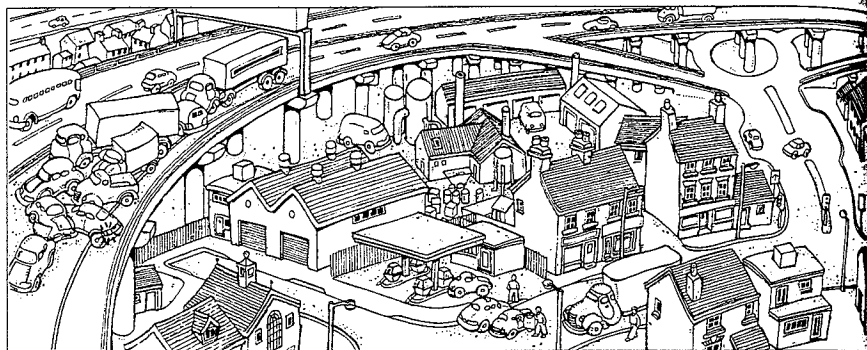
Extension activity

- The students write their story for homework.

10

EXCUSES, EXCUSES

Part A



Part B

You have just run over your English teacher's bicycle / skid / pavement	You have just crashed into a lamp post / slam on the brakes	Your car has no number plates / overtake / motorway
You have just been caught driving along the motorway at 100 mph / accelerate / hitch-hiker	You are driving along a one-way street in the wrong direction / flash your lights / dent	You have run out of petrol / give a lift / short cut
The police have stopped you because you are carrying six passengers / reverse / double-park	Your car windows have no glass / swerve / crash	You left your car double-parked / signal / number plate
You have spent the last half hour driving on the hard shoulder / overtake / tow	Your passenger door is missing / change gear / U-turn	Your car has a huge dent in the front / reverse / slip road
You have overtaken while driving on the inside lane / speed / hazard lights	You are driving with your horn permanently sounding / pull in / passenger	You are driving round a roundabout the wrong way / swerve / collide

11

GIVE US A CLUE

Aim

To practise defining words, using a variety of techniques

Language

Rhyming words; sounds like ... / rhymes with ... ; language of defining, e.g. it means ... / it's a (kind of) ... / it's used to ... / for ... / it's another word for ... ; grammatical definitions: conjunction, definite / indefinite article / prepositions

Skills

Speaking, listening, reading

Lesson link

Use after Classbook Lesson 11

Materials

One copy of the worksheet per team cut up into 'Book' and 'Film' cards

Pre-activity (10 minutes)

- Choose an object in the classroom. Define it to the students using it's used to, it's a kind of, it sounds like, it rhymes with, etc.
- Divide the students into pairs. Each student picks an object in the classroom and defines it to their partner.

Procedure (30 minutes)

























- This activity is based on *Charades* but uses definitions rather than mime. The students will define book or film titles.
Note: In this game, the emphasis is less on recognizing famous titles and more on defining lesser known ones word by word. If you explain this at the beginning, the students will appreciate the point. This approach also prevents the students from saying, e.g. 'You know, it was on last week' OR 'the one with Mel Gibson', etc.
- Begin by doing a title yourself, e.g. *Gone with the Wind*. Say: This is a film title with four words. The first word is the past participle of *go* OR rhymes with *shone* OR means *left*. The fourth word is *air* which blows and makes us feel cold OR sounds like *tinned*.
- Remind the students that long words can be divided up into syllables. For example, the word *imagination* has five syllables. The first two form a word which means *picture*, the last two form another word for *country*.
- As practice, get the students to suggest a book or film title that they know and define it as a class.
- Divide the class into two teams. (If the teams are bigger than six, it's better to divide the classroom into two parts and then split them into two sets of A and B.)
- One student from team A takes a 'Book' or 'Film' card and defines the title to their team. If they get the answer within two minutes (adjust the time to the level of the class) they get two points. If they fail to work it out within the time limit team B gets the chance for a possible bonus point.
- Play then passes to team B.
- The game continues until either titles or time run out.

Extension activity

- Get the students to create a list of their own titles. They give them to the opposite team to guess, but without the bonus point system.
Note: The only problem with this is that the students often do not know the original titles of films or books in English. Local places of interest such as clubs, bars or restaurants could be used (if they are in English!).

11

GIVE US A CLUE

 PRIMARY COLOURS	ON THE WATERFRONT 
 THE WAY I FOUND HER	THERE'S SOMETHING ABOUT MARY 
 GIVING UP ON ORDINARY	A SOLDIER'S DAUGHTER NEVER CRIES 
 FIRST TIME	LOVE IS THE DEVIL 
 THE RUNAWAY JURY	DIAMONDS ARE FOR EVER 
 THE BODY FARM	THE HORSE WHISPERER 
 IN THE SKIN OF A LION	THE LAST DAYS OF DISCO 
 UNDER WESTERN EYES	MIDNIGHT COWBOY 
 THE LORD OF THE RINGS	NIGHTMARE ON ELM STREET 
 AN IMAGINATIVE EXPERIENCE	MAD DOG AND GLORY 
 THREE HANDS IN THE FOUNTAIN	MIDNIGHT IN THE GARDEN OF GOOD AND EVIL 
 THE SHIPPING NEWS	THE RETURN OF THE PINK PANTHER 

12

FRIEND OR FOE?

Aim

To consolidate 'false friends' / easily confused words

Language

'False friends' and easily confused words, e.g. *sensible* / *sensitive*, *diary* / *agenda*, *at the moment* / *actually*

Skills

Speaking, listening, reading

Lesson link

Use after the Vocabulary section in Classbook Lesson 12 or in the next lesson

Materials

One copy of the worksheet per pair (or one on an OHT, or the board)

Pre-activity (5 minutes)

- As a class or in small groups, ask the students to tell each other about words they get muddled up in English. Give them one or two common examples to get them started, e.g. *economical* / *economic*, *housework* / *homework*.

Procedure (30 minutes)

- The students work in pairs or small groups. Ask the students to look at the words in the box and try to match words that are often confused. Do one or two examples together.
- Tell the students they have five minutes to match as many as possible.
- Feedback as a class (possibly writing the pairs on the board).

Answers

educated / *behaved*, *library* / *bookshop*, *exposition* / *exhibition*, *sensitive* / *sensible*, *at the moment* / *actually*, *diary* / *agenda*, *advertising* / *propaganda*, *regime* / *diet*, *shade* / *shadow*, *recipe* / *receipt*, *beach* / *shore*, *opportunity* / *possibility*, *warehouse* / *department store*, *unhelpful* / *helpless*, *fantasy* / *imagination*, *embarrassed* / *ashamed*, *worthless* / *priceless*

- In pairs, ask the students to choose four pairs of words which they think are tricky.
- Give the pairs fifteen minutes to write a dialogue including as many of their words as possible.
- Ask the pairs to perform their dialogues. Other students listen and note the false friends used. After each dialogue, the students check that they heard all the words and say if they were used correctly.
- Stronger classes read their dialogues with the false friends 'beeped'. The rest of the class fill in the gaps. This could be turned into a competition with points for the person / team who guesses the word first.

Extension activity

- The students use their dialogues to make a gap-fill exercise for other students by gapping out all the false friends (either for homework or as a five-minute revision later on).

Note: The words used in the worksheet may not be applicable false friends for your students. In this case, change the words for ones you know your students confuse, and follow the same procedure; this is especially relevant for monolingual classes. See suggestions for different nationalities on p.28. This activity can also be used to revise other vocabulary, e.g. opposites, words with similar meanings.

12

FRIEND OR FOE?

educated diet imagination

Priceless library behaved recipe

bookshop shadow exposition

unhelpful warehouse beach

receipt exhibition

sensitive department store sensible

shore

opportunity ashamed at the moment

possibility propaganda advertising

diary shade actually helpless

embarrassed fantasy agenda regime

worthless

Suggestions for different nationalities (written with the words first and the meaning students might assume in brackets)

French: appreciate (evaluate / estimate), challenge (contest), chimney (fireplace), circulation (traffic), conference (lecture), confusion (embarrassment), eventually (possibly), ignore (not know), liquid (cash), nervous (energetic), perfume (flavour), petrol (oil), souvenir (memory), terrible (fantastic)

German: actual (relevant), also (so, therefore), announce (advertise), bright (wide), chef (boss), fabric (factory), familiar (family), gift (poison), middle (average), police (insurance policy), ratio (reason), real (honest), spend (offer), stay (stand), sympathetic (kind)

Italian: bank (bench), demand (question), eventual (possible), motorist (engineer), notice (news), pass an exam (sit an exam), pavement (floor), pensioner (lodger), refuse (misprint), strange (foreign), sympathetic (kind)

Japanese: boss (gang leader), cider (lemonade), crank (patient), cunning (cheating in an exam), depart (department store), feminist (ladies' man), front (hotel reception desk), hysteria (bad temper), moody (good atmosphere), pan (bread), super (supermarket), just (exactly)

Polish: cabinet (doctor's surgery), calendar (diary), chef (boss), colleague (friend), communication (public transport), delegation (business trip), dress (tracksuit), expedient (sales assistant), history (story), nervous (irritated), pension (salary), sympathetic (kind)

Portuguese: apartment (separation), argument (story / summary), circulation (truffle), compartment (room), compromise (commitment), confused (embarrassed), experience (experiment), magazine (department store), parents (relatives), prevent (anticipate), relevant (important), suburb (slum area), tremendous (terrible)

Spanish: argument (story), asylum (old people's home), discussion (argument), dormitory (bedroom), embarrassed (pregnant), notice (news), notorious (famous), particular (private), phrase (sentence), precise (necessary), stranger (foreigner), sympathetic (kind), tremendous (terrible), villa (small town)

13

BACKWARDS DIALOGUE

Aim

To practise making telephone calls

Language

Language of telephoning; multi-word verbs, e.g. hold on, put through

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 13

Materials

One copy of the worksheet cut up

Pre-activity (5 minutes)

- Divide the students into teams. Tell them they are going to do a short quiz about multi-word verbs connected with telephoning.
- Ask the teams the difference between *get through* and *be cut off* (*get through*: manage to speak to the person you're calling, *cut off*: line disconnected); between *pick up* and *hang up* (*pick up*: answer the phone, *hang up*: put the receiver down at the end of a call); between *call* and *call back* (*call*: phone someone, *call back*: phone a second time to speak to someone); between *look up* and *speak up* (*look up*: look for a telephone number in the phone book, *speak up*: speak louder); between *hold on* and *put through* (*hold on*: wait a minute, *put through*: connect to another department / person).
- The first team to answer a question correctly gets a point.

Procedure (30 minutes)

- Divide the class into pairs and give each pair one of the situation cards from *Backwards Dialogue*.
- Give the students five to ten minutes to invent a dialogue based on the situation. Circulate and check accuracy and the appropriacy of the dialogues. Encourage the students to incorporate as much telephone language into their dialogues as they can.
- Each pair then reads their dialogues out, but backwards (line by line, not word by word). The students listen and guess the situation and the relationship between the speakers. When a student thinks they know the situation and relationship they interrupt the pairs, shouting, 'Stop!'
- If the guess is correct, the pair then read the dialogue forwards. Ask them to focus on the stress and intonation of the dialogues.

Extension activities

- The students think of their own situations for a second round.
- Tape the forward versions and analyse them for correct stress and intonation.

13

BACKWARDS DIALOGUE

1 A guest calling a hotel to enquire about booking a room	2 A customer calling an airline to book a plane ticket
3 A man calling a woman to ask her out on a date	4 A woman calling a man to ask him out on a date
5 A person calling a friend to ask him / her to dinner	6 A secretary calling another secretary to check a meeting time
7 A person calling the theatre to buy tickets	8 A person calling the doctor's receptionist to make an appointment
9 A person calling a sports centre to find out how much it is to hire a tennis court	10 A person calling a restaurant to book a table
11 Someone calling a company to order a product from the sales department	12 Someone calling in response to an advert in the paper about a car for sale

14

FORTUNE-TELLERS

Aim

To practise talking about future predictions

Language

will, future perfect, future continuous, and modals of prediction

Skills

Speaking

Lesson link

Use after Classbook Lesson 14

Materials

One copy of the worksheet each (cut up into cards) for half the class

Pre-activity (5 minutes)

- Divide the class into small groups and ask them to consider the following areas: Love, Money, Travel, Work. Ask them to find out from the other students in their group which they consider to be the most important for a happy life, and why.
- Conduct a quick general feedback.

Procedure (30 minutes)

- Divide the class in two. Ask one half to divide into pairs and tell each other what they hope for their personal future in the areas of Love, Money, Travel, Work.
- Take the other half (the fortune-tellers) out of earshot to explain the principles of the fortune-telling activity, pointing out the symbols on the cards: Love (a heart), Money (a pound sign), Travel (a boat), and Work (a computer). Fortune-tellers will ask their customers to shuffle the cards, choose four and lay them face up on the table. Cards either show a ✓ (good news) or a X (bad news). Elicit language for making predictions (see *Language* box) and ask one student to tell your fortune to check they have understood the activity.
- Set the fortune-tellers up around the room ready to receive their customers. Ask the other group if they would like to hear their fortune, and explain that they can now visit the fortune-tellers.
- Fortune-tellers predict their customers' future using the cards.
- Feedback: ask the customers if they liked their fortunes and if any matched up with their hopes and aspirations for the future.


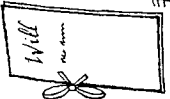

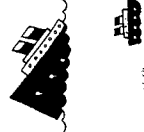
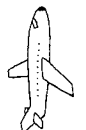

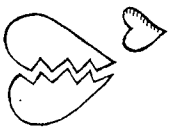
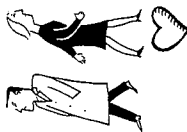


Extension activities

- The students visit other fortune-tellers, or the customer and fortune-teller swap places.
- The students write a short story or a letter to a friend imagining a visit to a real fortune-teller. They could include the following: the reason(s) why they decided to visit a fortune-teller, what the fortune-teller's room was like and the atmosphere there, what the fortune-teller told them, and how they feel about what they were told.

Note: Some students (e.g. Muslims) may not want to take part in a fortune-telling activity. They could be reporters, taking notes for an article which could be their Extension activity.

14

FORTUNE-TELLERS

 ✓	 ✓	 ✗	 ✗
shares fall ✗	bankrupt ✗	 ✓	 ✓
lose job ✗	stress ✗	 ✗	 ✗
fame ✓	set up own business ✓	 ✓	 ✓

15

NEW TEACHER

Aim

to practise giving opinions and coming to a decision in the context of choosing a candidate for a job

Language

Giving opinions, making decisions

Skills

speaking, listening, reading, writing (Variation 1)

Lesson link

Use after Classbook Lesson 15

Materials

One copy of Part A per group and one copy of Part B of the worksheet per student

Pre-activity (5 minutes)

- Write *teacher* on the board and ask the students to brainstorm qualities needed for a good teacher, e.g. patience, imagination, confidence, discipline.
- Ask which they think are the most important, and why. Ask if any extra qualities are needed for a primary school teacher.

Procedure (30 minutes)

- Write the following job advert on the board:

Northfield Primary School has a vacancy for an infant teacher (for ages 5–7). Local Education Authority terms, conditions and salary. Please send a CV and letter of application to the school.

- Tell the students they are going to choose a teacher for the job.
- Divide the students into groups of three or four and give them a role card each from Part A (in groups of three, leave out the teacher's role). The students read their cards and adopt their role.
- Tell the students that there is a shortlist of four candidates. Give them Part B of the worksheet.
- In their role, they read Part B and choose the candidate they think is most suitable for the job.
- The students discuss their choice with their group and try to reach a decision on whom to employ (a maximum of ten minutes).
- Give the groups a three-minute warning before you stop them. Feedback on the candidate each group chose, and why.

Variation 1 (for a stronger class)

- After stages 1 and 2 above, ask the students to imagine they are a candidate for the job. Ask them to write a letter of application using the headings: *age, experience and qualifications, special interests, attitude to discipline*. Collect the letters in.
- Ask the students to brainstorm the people who would be considering the applications for this job (e.g. head teacher, teachers, member of the school board, member of the parent / teacher association) and ask the students to decide on one of these roles each within their group.
- Distribute the letters among the groups, making sure that each group has application letters from other students. Ask the students to read the letters, discuss the applicants and reach a decision as in stages 6 and 7 above.

Variation 2

- Any job may be chosen, including that of an EFL teacher.

Extension activity

- The students find out from each other the type of job they would like to apply for, and why.

15

NEW TEACHER

Part A: Role Cards

You are the Head Teacher of Northfield Primary School. You are keen to employ a man because all of your staff are women. You think that it would be good for the boy pupils to have a male role model in the school. You would be happy with a teacher who could run sports clubs as you feel this is lacking in the school at the moment.	You are a parent who represents the parent / teacher association. Your association would like to see a mature teacher employed because you believe this to be important for children, especially very young children. You feel there is a majority of young teachers with little experience in the school at the moment and would like to see this imbalance redressed.
You are a teacher who works in the school. The staff is fairly young at the moment but you believe this is good. You would like to continue with the fresh, stimulating approach the school has at the moment. You feel there is a lack of teachers with expertise in art, nature, and languages.	You are yourself! At the moment the staff at the school are fairly young but very enthusiastic and full of energy. What kind of teacher do you think should be employed?

Part B: Candidates

Name	Anton Wyatt	June Hazelton	Jackie Barry	Joseph Palfrey
Age	36	21	42	27
Experience and qualifications	Professional footballer for seven years. Trainer at sports club for four years. Then trained as a primary school teacher and has three years' teaching experience	Has just finished teacher training college. Worked in a children's summer camp for three summers. Has younger brother and sister (aged five and seven)	20 years' experience teaching primary school children in three different schools	Worked in Spain teaching English to Spanish children for two years. First degree in English with a post-graduate degree in primary teaching. Three years' experience in a primary school
Special interests	Sports - especially football, hockey, basketball, badminton	Dance, sports	Arts	Nature, wildlife, languages (fluent in Spanish, competent in French and German)
Attitude to discipline	The teacher should be firmly in control and lay down clear rules	Believes in negotiating with the children and having a system of 'golden time' where for one hour a week the children choose any activity they want to do but misbehaviour means that time is taken off the 'golden time'	Uses a system of charts where children get gold stars or black marks depending on their behaviour and the child with the most stars and least black marks at the end of the week gets a small prize	Believes if the teacher makes the lessons interesting, there will be no discipline problem

16

WORK RUMMY

Aim

to consolidate and extend vocabulary connected with work; to practise telephoning and question forms (Extension activity)

Language

vocabulary connected with work; telephone language and question forms

Skills

speaking, listening

Lesson link

Use after Vocabulary section in Classbook Lesson 16; use Extension activity to revise telephoning (Lesson 13)

Materials

One copy of the Vocabulary cards, cut up and shuffled per group; one copy of Extension worksheet A or B per student for the Extension activity

Work Rummy: Rules

- The aim of the game is to get rid of all your cards in sets.
- Shuffle and deal the cards, seven to each person. Put the rest of the cards face down in the middle of the table.
- Player 1 begins by taking the top card from the pile in the middle. Players must try to make sets of three or more cards from one of the vocabulary groups, e.g. three 'No job' cards or three 'Money and hours' cards. After picking up a card, Player 1 should discard any one card from their hand and put it, face up, beside the pile of cards in the middle.
- Player 2 can then decide to pick up the card Player 1 has discarded, or pick up the unknown card from the face down pile.
- When a player has a set of three, they should lay the set down, face up, on the table.
- When a player has laid down a set they are free to add to already existing sets during their turn (including other players' sets).
- The first person to get rid of all their cards wins the game.

PHOTOCOPIABLE

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Pre-activity (10 minutes)

- Divide the students into groups of three. Give them the vocabulary cards and tell them that the cards should be put into four groups with nine cards in each group. Let the students work out the groups themselves.
Looking for a job applicant, reference, interview, qualifications, CV, experience, vacancy, job-seeker, recruitment
Money and hours wages, salary, overtime, shifts, bonus, part-time, job-share, minimum wage, raise
No job sacked, on the dole, made redundant, hand in your notice, dismissed, unemployment benefit, between jobs, fired, out of work
Types of jobs clerical, skilled, blue-collar, professional, freelance, executive, creative, mundane, manual
- Check the groups and elicit meanings of unknown vocabulary.

Procedure (30 minutes)

- Tell the students they are going to play a game with the cards, then ask them to shuffle the cards.
- Either explain the rules or photocopy the Rules box below.

Variation

- When players discard their cards, they lay them down slightly overlapping so that all cards are visible. A player can pick up any number of these cards but must use the first card of the run he picks up to make a set, and the set must be made with two cards already in his hand.
- Players can play several rounds of this variation keeping a score. The first player to get rid of all his cards stops play, but the other players are allowed one more turn each. After this, players add up their score: one point for each card laid down in a set, one minus point for each card left in their hand.

Extension activities

- The following day, give the students the headings and see how many words they can remember.
- The adverts in Extension worksheets A and B to roleplay a conversations between job seekers and personnel officers (check the students understand *personnel officer*). Give Student A worksheet A and Student B worksheet B. Tell them to read through their information for job 1. Student A then phones Student B to find out the information they require. Repeat the procedure for jobs 2, 3, and 4.

16

WORK RUMMY Vocabulary cards

experience	overtime	raise	unemployment benefit	blue-collar	manual
CV	salary	minimum wage	dismissed	skilled	mundane
qualifications	wages	job-share	hand in your notice	clerical	creative
interview	recruitment	part-time	made redundant	out of work	executive
reference	job-seeker	bonus	on the dole	fired	freelance
applicant	vacancy	shifts	sacked	between jobs	professional

16

WORK RUMMY

Extension activity worksheet A
Student A

1 You are interested in the job of counsellor in a children's summer camp in the USA. Phone the personnel officer to find out about the job. Ask about these details: visa, flights, food and accommodation, length of stay, and who to contact.

2

**WESTBURY: SUPPORT SERVICES
FOR DEAF PEOPLE**

Westbury provides day centre and residential services for deaf people who are admitted from throughout the United Kingdom.

We invite applications for the post of

DEPUTY DAY CENTRE MANAGER

Salary £15,723 to £17,319

Applicants with experience or qualifications in the caring professions should apply in writing giving full educational and professional history. The vacant post is for a person with imagination and initiative to assist in the management of programmes designed to contribute to the emotional and social development of deaf people with additional disabilities. Sign language qualifications and experience are requested.

Applications to:
The Day Centre Manager
Westbury: Support Services for Deaf People
260 Avon Street
Bristol B58 42X

3 You are interested in the job of Market Research Interviewer. Phone the personnel officer to find out about the job. Ask about these details: hours of work, experience needed, age, wages, type of work, and how to apply.

4

An International School in Japan
requires

KINDERGARTEN TEACHERS

to teach bilingual Japanese and foreign children,
aged 3 - 6 years.

Salary 250,000 yen per year.

Qualifications, Experience & Requirements:

- Degree in infant education.
- Must be available to start work by the 6th Jan.
- Must be musical.
(Art as a subject would be an advantage.)

Send CV and letter of application to:

Ann Azegami
Email: azegamia@ints.co.jp Tel: [813] 93 265 2860
Fax: [813] 93 156 7521
20 Kanamecho
Toshima-ku
Tokyo 175

16

WORK RUMMY

Extension activity worksheet B

Student B

1 SUMMER CAMP JOBS IN THE USA

Spend a summer in the USA working on a children's summer camp with BUNACAMP Counsellors, then travel around America!



PROGRAMME BENEFITS INCLUDE:

- * Work and travel visa
- * Return flight
- * Salary
- * Food & accommodation while at camp
- * Up to 6 weeks to see America after camp

If you are interested, 19 - 35, resident in the UK and available for a minimum of 8/9 weeks from early/mid June, contact Terry Galvin for details of this exciting opportunity.

BUNAC, 16 Bowling Green Lane, London EC1R 0QH.
Tel: [0171] 251 3472

3 PART-TIME MARKET RESEARCH INTERVIEWERS

- **FLEXIBLE HOURS** Daytime, evenings, or occasional weekends.
- **NO PREVIOUS EXPERIENCE** Full training will be given.
- **APPLICANTS SHOULD BE AGED 19-64 YRS** Telephone essential.
- **RATES OF PAY £33.80 TO £37.30 PER ASSIGNMENT** Depending upon type of daily assignment.
- **NO SELLING** You are asking people their opinions.

Working for one of the largest Market Research agencies in the country, you will be interviewing people either in their homes or in the street. You will be gathering people's opinions on products and services from a specially designed questionnaire.

INTERESTED?

We are holding a 2-day recruitment/training session at:
THE ABBEY HOTEL, 42 FRIAR STREET, READING
TUESDAY 8TH DECEMBER AND WEDNESDAY 9TH DECEMBER
Attendance is required BOTH days from 9.45 to 4.00.

If you are unable to attend on these days, but wish to apply please telephone 0800 164 343 or 0500 151 328

2 You are interested in the job of Deputy Day Centre Manager working with deaf people. Phone the personnel officer to find out more about the job. Ask about these details: who you would work with, what the salary is, what experience and qualifications are necessary, what kind of person they are looking for, and how to apply.

4 You are interested in the job of Kindergarten teacher. Phone the personnel officer to find out more about the job. Ask about these details: where the job is based, what age the children are, how much the salary is, what experience and qualifications are needed and how to apply.

17

HOLIDAY PERFECTION

Aim

To deliver a short talk describing and promoting a place; to practise using geographical vocabulary

Language

Geographical vocabulary; present simple to describe a place; past simple to discuss the history of a place; linkers and descriptive adjectives

Skills

Reading, note-taking, presenting

Lesson link

Use after Classbook Lesson 17; also revises Lesson 05 (talking about a place), Lesson 06 (life in various communities), Lesson 11 (making recommendations), Lesson 16 (work in different cultures)

Materials

One copy of the worksheet per student (Option 1); one copy per pair (Option 2)

Pre-activity (10–15 minutes)

- Write the category headings below on the board. Brainstorm vocabulary.
- Location** *points of the compass, south of, to the north of, in the middle of,*
- Climate** *temperate, dry / wet season, the four seasons, changeable, humid, temperatures of up to, x degrees below zero*
- Landscape** *rugged, flat, mountainous, valley, coastal region, inland, fertile, barren*
- Wildlife** *various birds, animals, fish*
- Beauty spots** *waterfall, oasis, forest, beach, mountain villages, harbour*
- Local industry** *fishing, mining, farming, tourism*
- Traditions** *weaving, basket-making, cheese-making, folk-dancing, church festivals*
- Historical sites** *temples, monuments, ancient baths, buried / ruined villages, caves*
- Nightlife** *discos, restaurants, theatres, clubs, cinemas*
- Leisure activities** *swimming, water-skiing, scuba diving, skiing, snow-boarding, horse-riding, golf, tennis*

Procedure (30 minutes)

There are two ways of conducting this activity. *Option 1* allows the students time to think and work alone. If pair work seems more appropriate, use *Option 2*.

Option 1

- 1 Hand out a copy of the worksheet to each student.
- 2 Each student completes the worksheet with details of their idea of a perfect holiday resort (ten minutes).
- 3 They then work on a short (two-minute) promotional talk about their resort. This should be in note form on the worksheet, to be presented orally in the last part of the activity (ten minutes).

Option 2

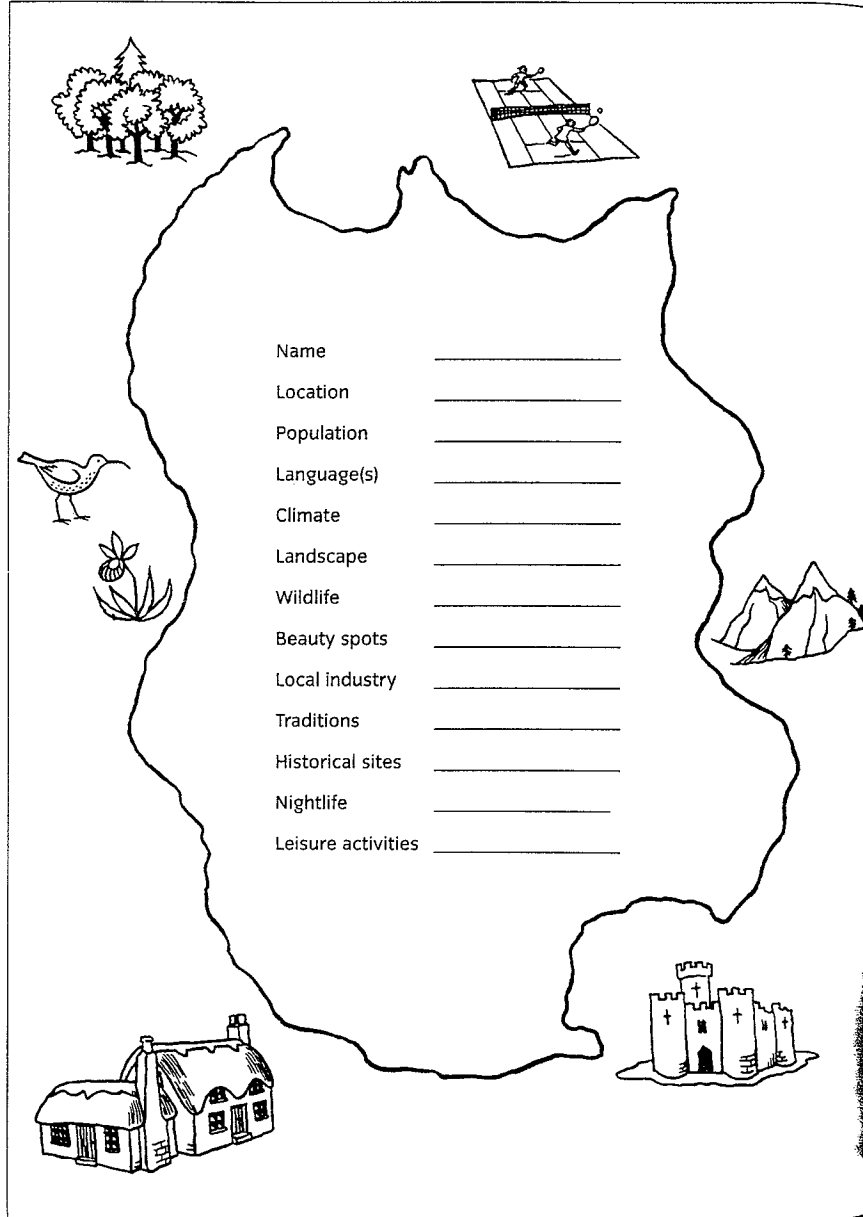
- 1 Hand out a copy of the worksheet to pairs of students.
- 2 The activity will probably take longer than when students are working individually. Allow ten to fifteen minutes for each pair to complete the worksheet with details of their idea of a perfect holiday resort.
- 3 Each pair then prepares a short (two- to three-minute) promotional talk about their resort, dividing the categories up between them. This should be in note form on the worksheet, to be presented orally in the last part of the activity.
- 4 Put the students into groups of four to six. Each student, or each pair of students, should give a short talk (referring to, but not reading from, their pre-prepared notes) on their resort, describing it and explaining why it is their idea of perfection.
- 5 Finally, in a brief feedback session, comments could be invited concerning any similarities and differences between the resorts.

Extension activities

- The students write up their own or another talk as a short article.
- The students write a report on the feedback session; that is, the type of holiday resorts people in the class consider 'perfect'.

17

HOLIDAY PERFECTION



Name	_____
Location	_____
Population	_____
Language(s)	_____
Climate	_____
Landscape	_____
Wildlife	_____
Beauty spots	_____
Local industry	_____
Traditions	_____
Historical sites	_____
Nightlife	_____
Leisure activities	_____

18

CONFIRMATION LETTER

Aim

To practise making accommodation bookings on the telephone; to practise writing confirmation letters

Language

telephone language, making enquiries, formal letter-writing conventions

Skills

Speaking, writing, reading

Lesson link

Use after Classbook Lesson 18; also revises telephoning (Lesson 13)

Materials

One copy of the worksheet per pair

24 High Street
Glasgow
G14 3LN
11 April, 2000

Mrs Willis
Arayll House
Islain
Araos
Isle of Mull

Dear Mrs Willis, / Dear Sir/Madam,

Yours sincerely, /
Yours faithfully,

Pre-activity (5 minutes)

- Check the students know where Scotland / the Scottish islands are.
- Ask the students to think of the advantages and disadvantages of a holiday on a Scottish island. In pairs, ask them to draw up a list.
- Conduct a plenary feedback. Ask the students if any of them have ever been on holiday in Scotland and to tell the class about it.

Procedure**Roleplay (30 minutes)**

- 1 Ask the class if anyone has heard of the Scottish island of Mull. If not, tell them that it is a small island off the NW coast of Scotland and is a popular holiday destination. Tell them they are going to plan a short stay on Mull. Give them the worksheet and ask them to read the information.
- 2 Ask if they think they would like to go there, and why / why not.
- 3 Divide the class into pairs. Tell the pairs that they are going on a short holiday to Mull together. They have five minutes (no longer) to decide how long they are going for and where they are going to stay.
- 4 After five minutes, stop the students and tell them that they are going to phone the hotel / guest house to try to make a booking. One student is the proprietor and the other the holiday-maker. Monitor as the students roleplay, taking notes on useful phrases they use and any errors.
- 5 Ask a pair who used useful language (e.g. *I'm calling to ask about available rooms / Do you have any vacancies from ... to ... / Do you have a twin room available from ... to ... / I'd like to book that, please*) to repeat the roleplay for the class. Tell the other students to make a note of any useful words or phrases used.
- 6 Write these words and phrases up on the board and elicit alternative language. Write up any errors noted during monitoring and ask the students to correct them.
- 7 The students repeat the roleplay, changing roles. Encourage them to use the language on the board.
- 8 Quick feedback on what they have booked and why.

Letter writing (15 minutes)

- 1 The students now write a letter to confirm their booking. Elicit what information they will need to include (dates, type of room, time of arrival, deposit for the first night).
- 2 Elicit from the students the conventions of formal letter writing in English, the layout, how to start and finish. Draw a diagram on the board. (See margin box.)
- 3 The students write their letter of confirmation.

Extension activity

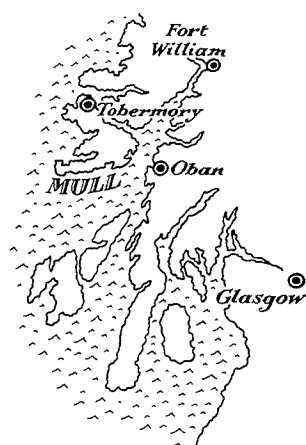
- The students swap letters for peer correction. Ask them to check each other's letters for articles, tenses, verb agreement, spelling, and punctuation. They then read and discuss in pairs, offering suggestions for improvement.

CLOCKWISE UPPER-INTERMEDIATE RESOURCE PACK

18
CONFIRMATION LETTER

The second largest of the Inner Hebrides islands, Mull is a popular tourist destination. It is very accessible – 40 minutes by daily ferry from Oban – and is home to stunning scenery of mountains, moorland, lochs, and sea. The main town is Tobermory, an attractive fishing port with brightly coloured houses, pubs, and restaurants. Other places are Derwaig, with a tiny theatre, and Calgary, an idyllic holiday spot boasting Mull's finest sandy bay. There is plenty of opportunity to go hill walking, take a boat trip (from where it is possible to see all kinds of sea life including dolphins and seals) and drive around admiring the

beautiful scenery. Enjoy locally-caught fish and seafood and relax on this easy-going, hospitable island.



ISLE OF MULL

David and Moira Grace
SHIELING HOLIDAYS
Craignure, Mull PA65 6AY



This is a Shieling
One of the 12 unique carpeted cottage
rents, 4 with kitchen, bathroom. View
of Ben Nevis. Very bright and spacious.
Real beds for up to 6.
Caravans, Campers, Tents
Apr-Oct from £9.50 per night for 2
persons (from £8 if no car)
Hostel beds
From £6.00
Shielings
(2 nights minimum)
May-Sep: add from £5.50 per night to
camp fees (£2 for kitchen / bathroom)
Shieling Holidays
Easter: Jul-Aug. From £40 pp per week,
incl 16 hours activities: boats, canoes,
fishing, expeditions, painting, seal
trips, abseil, archery. Free ferry offer.
Ideal base for Mull
Stroll to ferry, pub, shop, buses, (Iona,
Staffa, Tobermory); walk to golf, castles
01680 812496

ISLE OF MULL, CALGARY C2



Dr E Morgan, Tigh-na-Drochaid,
Salen, Aros, Isle of Mull PA72 6JB Tel:
01680 300536 Fax: 01680 300536
Open: All year
Seduced easily accessed stone-built
house. Safe sandy beaches within easy
reach. Wildlife, eagles, osiers, deer.
Walking, quietness. Ideal family holiday.
1 House; rooms: public 2 / bed 4;
sleep 6; prices £240-£390

APPROVED

ISLE OF MULL, BUNESSAN C3



Mrs Thomas, Gardener's Cottage,
Rannoch School, Pitlochry, Perthshire
PH17 2QQ
Tel: 01882 632472 Open: All Year
Traditional croft cottage, recently
extended, on sea's edge, amid outstanding
beauty. Large fenced garden, Iona and
many beautiful beaches nearby.
1 Cottage; rooms: public 2 / bed 2;
sleep 4-6; prices £150-£330

ISLE OF MULL, by TOBERMORY D1



Achnadriest House, Achnadriest Estate,
Tobermory, Isle of Mull, Argyll PA75 6QF
Tel: 01688 400388 Open: April-Oct
A lovingly-restored 17th century former
shooting lodge, set in 8 acres of private
grounds. Ideal for walking, fishing &
exploring Mull.
1 House / 1 Chalet; rooms: public 1 /
bed 1-3; sleep 2-6; prices £200-£500

ISLE OF MULL, SALEN C2



Mr & Mrs Willis, Argyll House, Salen,
Aros, Isle of Mull Tel: 01680 300550
Fax: 01680 302598 Open: All Year
"Matchless", "Superb", "Ideal location"
Comments received from guests at our
carefully furnished cottages and
studios, situated in quiet village.
2 Apartments / 2 Cottages; rooms:
public 1 / bed 1-2; sleep 2-4; prices
£135-£315

COMMENDED

TEACHER'S NOTES

19
QUESTION CROSSWORD

Aim

to practise making a variety of
questions quickly

Language

Question forms, e.g. How much /
many ...?, Where ...?, Who ...?,
What ...?, When ...?, How long ...?,
Which ...?

Skills

Speaking, writing, listening

Lesson link

Use at any point during Classbook
Lesson 19; also works well as a
warmer or an end of lesson activity

Materials

Word cards (Pre-activity); one copy of
Crossword A for half the class and
one copy of Crossword B for the
other half

Pre-activity (5–10 minutes)

- Elicit different types of question words (*what, where, why, when, who, which, how long / many / far / often*).
- Give each student a card with one of these words / phrases on it (a different word for each student):
The Beatles, yesterday, 100, 1999, yellow, money, legs, a tiger, £20,000, Bill Clinton, football, Sweden, exams, cigarettes, in the bathroom, snow, a computer, India, keys.
- Each student chooses someone in the class and asks them a question which elicits the answer on their paper. Tell the students to listen carefully to each question as it must be 100% correct before an answer can be given.

Procedure

- Divide the class into two. Divide each half into smaller groups to work together. Give one half Crossword A and the other half Crossword B.
- Tell the students they have half of a crossword each and later they are going to work with a student from the other group to complete the crossword. However, first they are going to write questions for the words on their grid.
- Get the students to work together to write questions for all of their words. Stipulate that they must use a variety of question forms as it is easy to make mostly *What ... ?* questions. They have fifteen minutes to write as many of the clues as possible.
- Pair the students from each half. Sitting opposite each other, Student A selects a word, tells their partner the position (e.g. 3 across) and asks the question. When Student B guesses the answer (and they may need extra help), they fill in the word on the grid. The students complete the crossword.

Note: The students will naturally want to give each other clues in the style of a crossword, e.g. the biggest animal in the world. They need to ask questions, e.g. What is the biggest animal in the world?

Monitor as closely as possible. Make a note of problems. Use these for a feedback / error correction session at the end.

Note: For weaker students some of the words can be blanked out. For stronger classes, more words can be added to the grid.

Answers

Down: 1 SEVEN 2 1945 3 THE AMAZON 4 GHANDI 6 ROSE 7 SLOWLY
8 SAUDI ARABIA 10 SHAKESPEARE 11 JOHN LENNON 12 PARAGUAY
15 TWO 17 BEAR 20 SAND 22 KOREA
Across: 3 TWICE A DAY 5 EVERY 4 YEARS 8 SATURN 9 MADONNA 12 PIZZA
13 WON 14 DIANA 15 TIGER 16 RED 18 GOBI 19 DICKENS
21 NEW YORK 23 COKE 24 PINEAPPLE

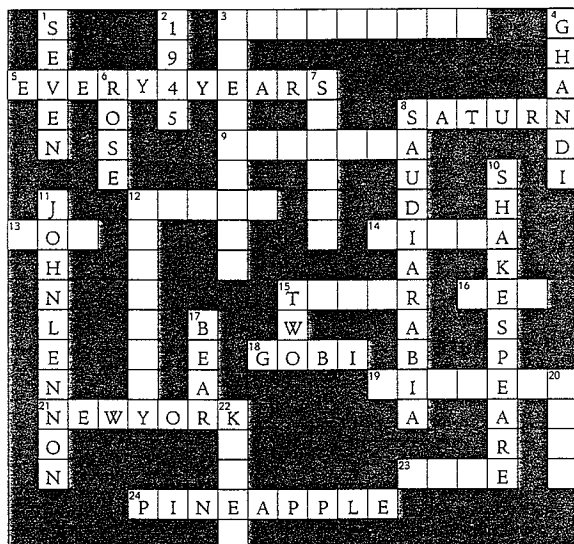
Extension activity

- The students write ten more quiz-type questions at home and bring them to the next lesson. They work in teams of three or four, select the best fifteen questions, and ask the other groups.

19

QUESTION CROSSWORD

Question Crossword A



Question Crossword B

20
ROOMS

Aim

To extend use of adjectives; to encourage sophisticated descriptions of rooms, people, and feelings

Language

Adjectives; opinion-giving, e.g. *I believe ... / In my opinion ... / I think ... / It seems to me that ... / ... suggests that ...*

Skills

Speaking, writing

Lesson link

Use after Reading section in Classbook Lesson 20

Materials

One copy of the worksheet, enlarged (if possible) and cut up per group, or six to eight magazine photographs featuring a variety of different rooms

Pre-activity (10 minutes)

- Ask the students to visualize a room they like and spend a lot of time in. If they want to, they can draw a rough sketch of it. Ask them to think about the following questions:
 - What does the room have that attracts you to it?
 - How does the room reflect your personality?
 - Think of two to three objects that would show something of yourself to a visitor to the room.
- In small groups, the students exchange ideas on their favourite rooms.

Procedure (20–30 minutes)

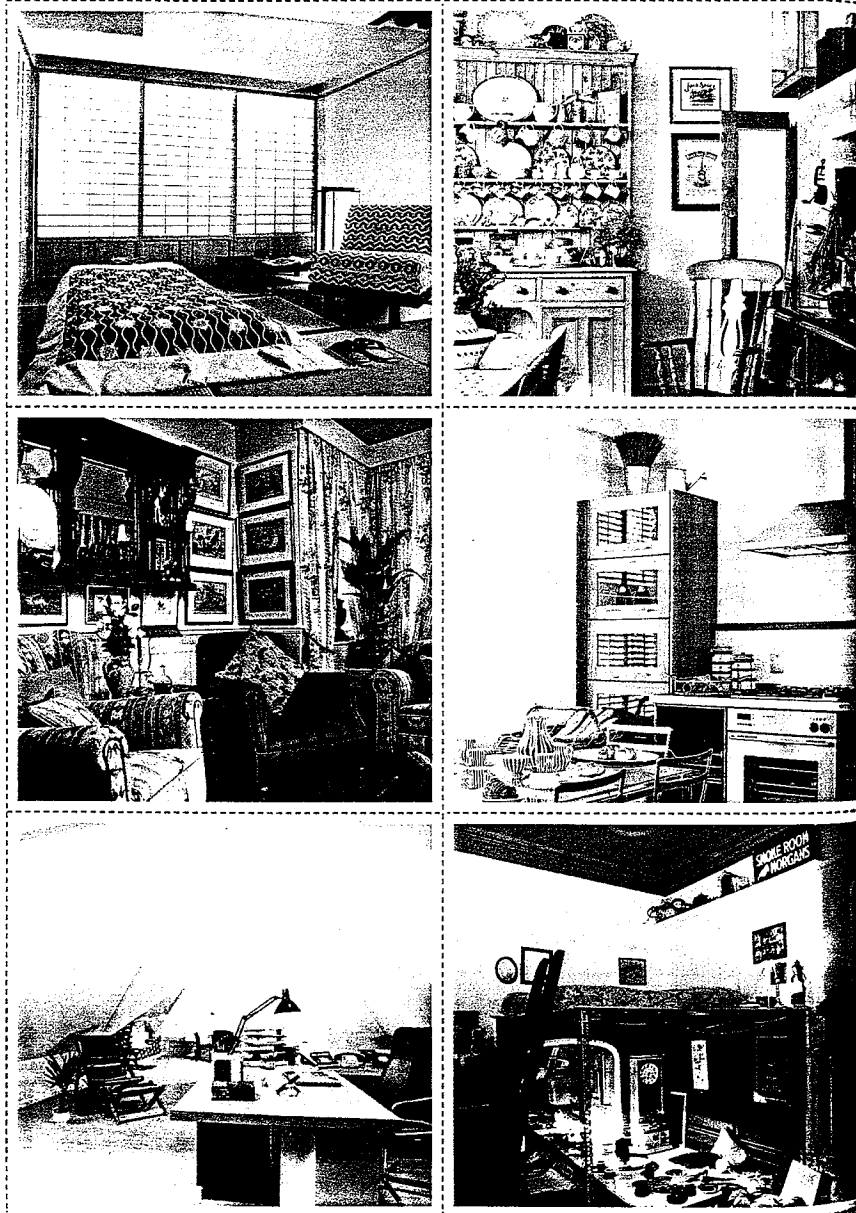
- With a small class, stick up or place the pictures of rooms on the worksheet around the classroom. With a larger class, divide the students into groups of six to eight, sitting round a table if possible. Lay out a complete set of pictures on each group's table.
- Ask the students to look at the pictures and note down three adjectives that each room suggests to them in terms of feelings / mood.
- In pairs, the students compare their adjectives.
- Stick one set of the pictures across the top of the board, drawing lines down the board to create six columns. Underneath each picture, on the left of each column, write a list of the adjectives that the students have come up with.
- Ask how many of these adjectives could be used to describe people. Note examples on the right of each adjective on the board. The students may wish to copy this chart down.
- The students now choose a room with a partner and decide who lives there. They describe their looks, character, and lifestyle to the class or to another group.

Extension activities

- The students write up a mini-biography about their imaginary character which can then be displayed and / or discussed in the next lesson.
- The students write up the discussion from the Pre-activity section, describing their own favourite room, and how it reflects their personality.

20

ROOMS



21

HOGMANAY

Aim

To share information and come to a group decision

Language

Language of suggestions and preferences, e.g. *Let's ... / We could ... / Why don't we ... ? / How about ... ? / I'd rather ... / I'd prefer to ...*

Skills

Scan-reading, speaking, listening

Lesson link

Use after Classbook Lesson 21; also revises language of suggestions and preferences (Lesson 17)

Materials

One copy of worksheet A, B, or C per student

Pre-activity (5 minutes)

- Write up the following on the board:
Hogmanay = a traditional Scottish soup OR the Scottish word for New Year's Eve, OR a Scottish dance for eight people?
- Ask the students to guess the correct definition (= New Year's Eve).
- Ask the students how they normally celebrate New Year and what traditions they have in their countries.

Procedure (30 minutes)

- 1 Tell the students that the biggest celebration of New Year in Europe is in Edinburgh where thousands of people come from all over the world to celebrate.
- 2 Tell the students to imagine that they are planning to spend New Year in Edinburgh. Tell them that you are going to give them some information about different types of things they can do but first ask them to guess the type of activities they think might be happening (try to elicit activities such as concerts, parties, clubs or discos, exhibitions, sport).
- 3 Divide them into threes. Give worksheet A to Student A, worksheet B to Student B, and worksheet C to Student C.
- 4 Ask the students to look at their programmes and find out the type of activities they have and when they are happening (most of the entries have the date at the top).
- 5 Tell the students that they should share their information with the others in their group but they should not show their worksheet. They should use their own words to describe the activities. The others listen and ask questions if anything is not clear.
- 6 When the students have shared their information, the groups decide what they would like to do on their visit to Edinburgh. The only stipulation is that they should do everything together and so may have to compromise to agree.
- 7 Feedback on where they decide to go and why.

Extension activities

- Put the students in groups and give them characters (e.g. a fifty-year-old business man, a young family, an eighteen-year-old student) for whom they plan a suitable programme.
- The students design a similar programme detailing activities in their home town at New Year. (This would be especially interesting in a multi-national class.)

21

HOGMANAY

Student A

The galleries

For the first time Edinburgh's three national galleries open on New Year's Day.



National Gallery of Scotland
The Mound

Open Mon-Sat 10am-5pm; Sunday 2-5pm
Closed 25th, 26th December
Special New Year opening on 1st January:
12 noon-5pm; 2nd January 10am-5pm

Turner Watercolours

In the first light of the New Year, enjoy the National Gallery's magnificent collection of Turner watercolours from the Vaughan bequest, on show only in January, when the daylight is at its weakest and least likely to affect the delicate works. See these and other great masterpieces from the Gallery's spectacular Permanent Collection. Admission Free.



Scottish National Gallery of Modern Art
Belford Road

Open Mon-Sat 10am-5pm; Sunday 2-5pm
Closed 25th, 26th December
Special New Year opening on 1st January:
12 noon-5pm; 2nd January 10am-5pm

John Maxwell

Enjoy the extraordinary, symbolist art in this rare retrospective of the work of John Maxwell, one of the most imaginative Scottish artists of this century - and the first ever New Year opening for the Gallery of Modern Art. Exhibition admission £2.50, concessions £1.50. Sponsored by Dunfermline Building Society. Free admission to the Permanent Collection and additional displays of Edward Munch prints.



Scottish National Portrait Gallery
Queen Street

Open Mon-Sat 10am-5pm; Sunday 2-5pm
Closed 25th, 26th December
Special New Year opening on 1st January:
12 noon-5pm; 2nd January 10am-5pm

Archibald Skirving

This major exhibition celebrates the life and work of Archibald Skirving (1749-1819), one of the finest portraitists working in Edinburgh during The Enlightenment. Whilst focusing on the artist's outstanding pastels, the exhibition also includes drawings, miniatures, prints, and oil paintings, with many loans from private collections in Scotland. Sponsored by Bell Lowrie White. Admission free.

21

HOGMANAY

Student B

music & comedy hogmanay
Edinburgh Royal Chorus presents

Handel's Messiah

Saturday 2nd January, 12 noon.

Edinburgh Festival Theatre

Finishing time 3pm approx.
Tickets £7 - £17.50 Tel: 0131 529 6000
(concessions available & discount on block bookings)
There is access for people with disabilities and provision for the deaf.



soprano
contralto
tenor
bass
orchestra
conductor

Debbie Hickman
Maggie Baigent
Jon Evans
Philip Davis
Musica Nostra
Jeremy Bryant

The Edinburgh Royal Chorus's first appearance at the Festival Theatre in their annual New Year performance of Handel's Messiah. Conductor, Jeremy Bryant. Early booking is advised.

Jaffacake Theatre presents
the unbelievably terrific

Circus Show Starring YOU!

Wednesday 30th December - Saturday 2nd January
11am-1pm and 2.30pm-4.30pm
(no morning performance on the 1st)
Atrium, Traverse Theatre. Tickets £3.50

Roll Up! Roll Up! Take part in the Unbelievably Terrific Circus Show - starring YOU! Learn juggling, unicycling, rola-bola, diabolo. Try clowning, tumbling, tightrope walking, and loads more in this action packed fun show for all ages. Total participation for everyone, from the exciting warm-up to the amazing performance climax. It's your chance to be a circus star, and maybe even lie on a bed of nails!

The five star sell-out at the 1999 Edinburgh Festival Fringe.

"Irresistible whether you are five or fifty. Don't miss it."
The Scotsman



CLUB HOGMANAY PARTIES
A Carnival Atmosphere with Big Time Party
Music from the 70s, 80s & 90s

Love Shack
at 28 Manorhouse Road

HankyPanky
A Shameless Party Mix of 70s, 80s, & 90s Chart & Dance Music
at La Belle Vache, Cowgate

LFREAK HOT 70's DISCO
At The Basement, End Close, Cowgate

TICKETS AVAILABLE AT £10 PER EVENT
TICKET HOTLINE 0131 0948 522
ALL EVENTS OPEN 10PM TILL VERY LATE
TICKETS GUARANTEE RE-ENTRY TO THE EVENT
THROUGHOUT THE NIGHT



Edinburgh's winter wonderland

Friday 11th December -
Sunday 3rd January
East Princes Street Gardens

(except Christmas Day)

Sunday - Wednesday 10am - 8pm

Thursday - Saturday 10am - 10pm

10am - 5pm on 31st December and
1st January

Adults £4.50 (inc. skate hire) or
£12 £3.50 (inc. skate hire)

Family ticket £12.50

Experience the thrill of skating in the
to classic Christmas and

seasonal songs and get in the holiday mood. Find the perfect present at Wonderland's own Christmas Fair - a village of covered stalls selling imaginative crafts and gifts. Santa's Grotto and Kiddies' rides for those too young to take to the ice, and treats for all with a range of stalls selling warming hot drinks, hot dogs, mulled wine, and roasted chestnuts! Winter Wonderland will be the perfect end to a day at the sales and an unforgettable treat for the whole family. So wrap up warm and come and be part of the magic.

21

HOGMANAY

Student C

The concert in the gardens

with Forth FM

The Hogmanay Music and Fireworks Spectacular

Thursday 31st December, 10.00pm - 1.30am

West Princes St Gardens. Tickets £15 (Gardens), £17.50 (Enclosure)

The stage below the Castle – Britain's biggest fireworks display at midnight.

The Main Event. Dance into 1999.

UB40
The Pretenders



Thursday 31st December, 11am - 4.30pm,
Meadowbank Stadium

Adults £5 including a programme. Children under 16 years £3.

Family (2 adults and up to 4 children) £10. Buy tickets on the day at Meadowbank.

Pro-Am Athletics present

The New Year Sprint



New Year's Day

New Year walks

Edinburgh Old Town
& New Town

Meet on Royal Mile every day over
Hogmanay period, 2pm to 4pm
Tickets £5 (concessions available).

There is only limited disabled access.

Join the original historical walking tour of Edinburgh's Old Town and splendid Georgian New Town for a fascinating glimpse into the city's rich history. Meet the informative and enthusiastic guides in the heart of the old town by the Market Cross where all the tours begin. Ghost tours also available. Please phone History Tours on 225 6591 for details.



The Pentland Hills & East Lothian Coast (pictured above)

Head for great walks in the Pentland Hills or on the beautiful beaches of the East Lothian Coast. Consult Edinburgh and Scotland Information Centre (0131 473 3800) for details and ideas.

22

USELESS OR USEFUL?

Aim

to describe objects / inventions; to justify choices

Language

vocabulary of inventions / objects; language of justification and hypothesis, e.g. *I would choose x because I could use it to ... / it would help me to ...*; passives, e.g. *it can / could be used to ...*; *used to ... / would* (Extension activity)

Skills

Speaking, writing

Lesson link

Use after Classbook Lesson 22; Extension activity reinforces Lesson 08 (*used to / would*)

Materials

One copy of the worksheet per group

Pre-activity (5–10 minutes)

- Check the students understand the meaning of *useful* and *useless*.
- Ask the students to think of five useless objects / inventions, e.g. electric toothbrush, a golf-ball cleaner, a car's lead. Brainstorm the students' ideas on the board. Ask them, in groups, to rank the items according to uselessness.

Procedure (30 minutes)

- Continue the 'useless' list from the Pre-activity or brainstorm from scratch up to twelve items.
- Divide the class into three to four teams. Hand out a copy of the worksheet to each team. Explain that they are stranded on a desert island with only the items on the board to help them survive. They have ten minutes in which to complete the nine boxes on the worksheet. Each box should contain one of the items from the list on the board and a reason why it will help them survive. They can only fill in a box when they have a justification for its use.

Note: Decide how best to utilize the group members. For example, each person might choose three to four items and then feed back to the team on their ideas.

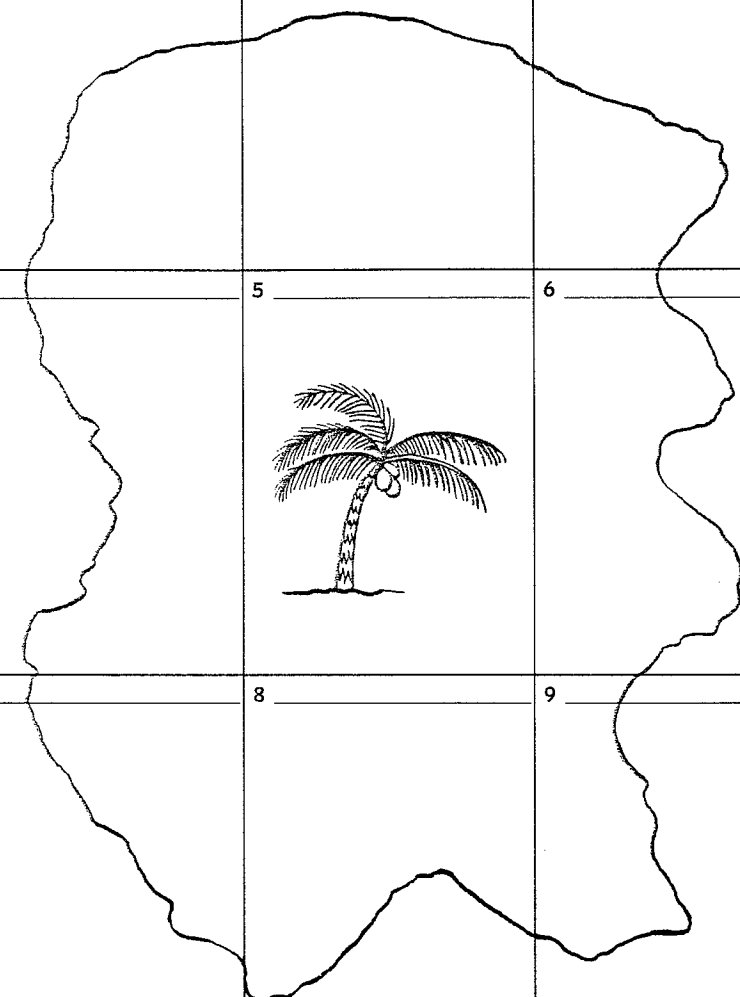
- Stop the teams after ten minutes, and score. Each team starts off with a possible total of eighteen points. Two points are immediately deducted for each empty box. Call out the first item from the board. Students who have included the item in their worksheet should explain their use for it. If it is accepted, they keep their two points; if it seems weak, but just acceptable, they lose one point. If it is deemed totally unacceptable, they lose both points. The winners are those with the most points at the end.

Extension activities

- Brainstorm useful items people feel they could least do without. Once a definitive list has been drawn up (and ranked, if appropriate), ask the class to think about what they would do if they no longer had these so-called essential items.
- The students think back to the days before the multitude of high-tech inventions that we all rely on today: computers, washing machines, vacuum cleaners, cameras, synthetic fabrics, fibre-glass, and so on. The activity will, therefore, naturally involve the use of *would* and *used to* to talk about past habits and behaviour.

22

USELESS OR USEFUL?

1 _____	2 _____	3 _____			
					
			4 _____	5 _____	6 _____
			7 _____	8 _____	9 _____

23

VOCAL HEROES

Aim

To give an informal presentation about famous figures and events in history; to compare the past with the present; to describe and compare personal qualities

Language

Past simple to describe historical / mythical figures; present simple to discuss the action in a film; language of justification, e.g. *X would make an excellent ... I would be good as ... I can imagine X in the role of ...*; adjectives of personality, e.g. *strong, domineering, generous, thoughtful, brave, weak, kind*

Skills

Reading, speaking, writing, presenting

Lesson link

Use after Classbook Lesson 23; also revises Lesson 20 (vocabulary)

Materials

One copy of the worksheet per student; OHT of *Introduction* text

Pre-activity (15–20 minutes)

- Put the following vocabulary on the board in random order: *ratings, cast lists, voice-over, hit series, hip, street cred, animation*. The students try to guess the topic of an article containing these words (voice-overs for cartoon characters).
- Once the students have made suggestions, ask them to note down the words and phrases on the board. Then, read out the *Introduction* paragraph and ask the students to define the underlined words (for weaker students put the article up on an OHT).
- Now go through the *Introduction* text more slowly if necessary, to double check.

Procedure (30 minutes)

- Hand out the worksheet to each student. They read the article, underlining the vocabulary from the *Pre-activity*. (If they haven't done the *Pre-activity* make sure they know the meanings.)
- List on the board the main characters mentioned in the article: Hercules the hero (a youth with incredible strength and courage), Icarus (the boy who flew too close to the sun), Adonis (a youth of astounding beauty), Helen of Troy (the cause of the Trojan War), Cassandra (doomed to foresee tragedy but never to be believed). Elicit anything the students know about these characters.
- Draw the students' attention to paragraph 5. Discuss the fact that the cartoon uses mythology to illustrate modern issues, in this case, divorce, the generation gap and conservation.
- Tell the students to think of a well-known historical or mythological story from world / their own culture (e.g. Robin Hood - Britain, Ghandi - world, etc.). Brainstorm ideas for stories. Group the students in threes or fours according to the stories they know best, or are most interested in.
- The students discuss their story, noting down the most important historical points and their modern analogies.
- The students decide who the main characters in the film would be and what their most important personal qualities are. They then choose the voice-overs in the film; they can choose anybody well-known. Choices may be based on personality, reputation, image, voice quality, age, or even looks. Tell the students that they will present their ideas to the class later and will need to explain their choice.
- The students divide their suggestions up amongst the group and discuss what to say and then present their proposals to the class.

Extension activity

- The students take out any other vocabulary from the worksheet that presented them with problems, such as: *queue up* (to wait in line for something), *outdo* (to do better than anyone else in something), *reprise* (to take up again), *formative* (character-making, developing), *slant* (angle, point of view), *packed with* (full of), *conservation* (careful management of the environment), *hang out with* (keep company with). After checking meanings, either in a dictionary or with a partner, use the words or phrases in different sentences or a continuous paragraph.

23

VOCAL HEROES

Introduction

The article is about acting or, more specifically, doing **voice-overs** for cartoon characters in **animated** films. A well-known example of this is Robin Williams' voice-over for the genie in the Walt Disney version of 'Aladdin'. The **cast-lists** for many of the latest animated films include some very famous actors, such as Sharon Stone and Sylvester Stallone. This unusual kind of acting has

become very fashionable or **hip** and improves actors' public images or **street cred** ('credibility'). The Simpsons is probably the most famous example of an adult **hit series** cartoon, followed by South Park and King of the Hill. What have their **ratings** been like in your country?



1 Animation voice-over work is just about the hippest form of acting in the US right now. With hit series such as The Simpsons, King of the Hill and South Park at the top of the ratings, actors are queuing up to get on the cast lists and earn instant street cred.



4 'Disney (says Mr Donovan) has a slight different slant on Hercules than the historians, although the series has more mythological characters and historical facts than the feature film.'



2 But outdoing them all is Disney Channel's Hercules, a 65-part series that has over 160 celebrity guest voices. Hercules himself is played by 34-year-old Tate Donovan, reprising his film role.



3 In the series he's a younger Hercules than in the film – the show is set in the formative, hero-in-training, high school years.



5 As well as the mythological stories, the show is packed with action and explores some modern issues, including divorce, the generation gap, and conservation.

6 But there is time for fun. Hercules hangs out at the Agora (an equivalent is today's shopping mall!) with the rest of the crowd – including Icarus, Adonis, Helen of Troy and Cassandra.

24

TECHNOLOGICAL PREDICTIONS

Aim

To practise talking about future technology; to practise the sub-skill of reading to confirm predictions

Language

will for future predictions, future perfect; tense revision: present perfect and past simple

Skills

Speaking, reading

Lesson link

Use after Classbook Lesson 24; also provides practice of *will* for prediction, and future perfect covered in Lesson 14

Materials

One copy of the worksheet per student; for Pre-activity one copy of *Inventions of the future* box on an OHT (or one for each small group of students)

Pre-activity (10 minutes)

- Tell the students that they are going to talk about inventions of the future. Divide the class into small groups of three to four. Display *Inventions of the future* on the OHP or give a copy to every group. Ask them to work together to sort the sentences into two groups: those which have already happened and those which are yet to happen.
 - Feedback, encouraging the students to talk about each sentence fully, e.g. *X has already been invented, X was invented a few years ago, X will be developed in the future*, using present perfect, past simple, and *will*.
- 2,3,7: now; 1,4,5,6,8,9: future
- Write up these dates on the board: 2001, 2005, 2008, 2015, 2020, 2025. Tell the students that the future advances are predicted to happen in these years. Ask the students to match the dates to the sentences.
- 2001 4, 2005 8, 2008 1, 2015 6, 2020 5, 2025 9

Procedure (30 minutes)

- Write up *futurologist* on the board. Tell the students that this is not a real word but ask them to guess what it could mean (a person who predicts the future). Write up the following headings on the board:

No more waiting to see your GP	Fumbling with your keys
Traffic headaches will go	Browse through clothes on TV
The train will take the strain	Forget the crowded supermarket
Dusting and hoovering will be swept away	
- Tell the students that these are the sub-headings from the article. Check difficult vocabulary – *strain*, *swept* (past of *sweep*; a play on words), *dust*, *hoover*, *fumble*, *browse* (= to look in a shop with no particular purpose). Ask them to work in new pairs and predict the content of the paragraphs.
- Plenary feedback where the students compare their predictions.
- Give out the *Technological Predictions* worksheet. The students read the article to confirm their predictions. Ask the students to underline any words they really want to know (remind them that it is not necessary to understand every word). Ask the students their words and try to elicit the meaning from other students or ask them to guess, providing the answer yourself only if none of the students know.
- Ask the students which predictions:

- have already happened	- will take a long time to happen
- are likely to happen soon	- seem impossible

Extension activities

- Ask the students what fantasy technology they would love to see, such as a machine which changes dirty washing into washed, dried, ironed, folded clothes.
- The students choose an area to write about such as health, leisure, education, food, travel, work, sport. They think of possible future technology connected with their chosen topic and write a short paragraph using the reading texts as a model, and including a sub-heading.

24

TECHNOLOGICAL PREDICTIONS

Inventions of the future

- 1 3D TVs (without the need for glasses) are available
- 2 People have 'palm top' computers which they can hold in their hand
- 3 A security scanner can read a person's eye pattern and so identify the people who are allowed to enter a room or building
- 4 A wrist telephone is available with speech dialling
- 5 People are put into a form of hibernation to go on long distance space travel
- 6 The average life span extends to over 100 years
- 7 Scientists can reproduce animals genetically
- 8 Housework robots fetch, clean, vacuum, and even make a cup of tea
- 9 Computers are powerful enough to read your mind

NO MORE WAITING TO SEE YOUR GP According to Ian Pearson, a BT futurologist, we'll soon be able to discuss our symptoms via a video link, and drugs and other treatments will be delivered to our door. A special doorway at home that monitors your weight, pulse rate, body temperature, and blood pressure will alert you if anything is wrong and a health screen will flash to tell you how to make it better. Within 30 years, researchers will have found a cure for cancer and spinal chord injury, and there'll be artificial blood, the chance to choose the sex of your baby, and robotic surgeons to perform operations. Synthetic eyes and other body parts – ears, legs, lungs, and hearts – will be common and you will even be able to have an artificial brain.

TRAFFIC HEADACHES WILL GO despite an incredible 555 million cars on the planet, as latest models will include on-board navigation systems that show you your route on a digital CD map and give you spoken directions at every turn and junction. By 2010 you'll be able to say to your vehicle, 'Take me to a car park with spaces' or 'Let's go to a shop with the best bargains' – and it won't moan about being home in time for the football!

THE TRAIN WILL TAKE THE STRAIN as engines that exceed 350 mph replace flights around Europe and short breaks all year round will become more popular than the annual two weeks in the sun. So long weekends at Center Parc-style resorts will soon be the norm.

DUSTING AND HOOVERING WILL BE SWEEPED AWAY by an army of robots, capable of doing anything from preparing dinner to cleaning the loo. They'll even be capable of booking theatre tickets and making a cup of tea. Voice-activated consoles will control everything from closing the curtains to switching on the TV.



FUMBLING WITH YOUR KEYS will be history as finger-print based identification will allow us entry to our homes and deliveries will be left in porches complete with electronic entry codes. Elaborate anti-snooping devices and robotic guards will be part of other increasingly elaborate security systems.

BROWSE THROUGH CLOTHES ON TV via the internet and satellite channels, which will give a whole new meaning to window shopping. By the year 2010, downloading the latest trends will become a social activity. No more wrestling with your jeans in dingy changing rooms – just superimpose your image to try things on for style and colour, and even ask the computer to suggest accessories to 'finish' the look! We should hopefully get a wider choice of larger styles, too – obesity rates have doubled since 1980 and are expected to redouble by 2005.

FORGET THE CROWDED SUPERMARKET as you order everything from bread to dresses and flowers via our TV screens. We'll all be logging on to Marks and Spencer, Dixons or Sainsbury's, computer-ordering and expecting the goods to be delivered within an hour. And if we don't know who's stocking what, we'll just ask the Infobank to shop around for the best price, bring up a selection on screen and demonstrate the features of each.

As early as this year, you'll be able simply to phone or computer-order your shopping list (Tesco, Marks and Spencer and Sainsbury's are already experimenting with this service). And by 2007, if not before, you'll have the option to use a home bar code scanner: after finishing a box of cereal, you'll simply swipe the bar code to re-order automatically.

25

GUN ISSUE

Aim

To practise arguing both sides of a controversial issue

Language

Language of giving opinions, e.g. *Personally, I think it's ... / As far as I'm concerned ... / In my opinion ... / I'm sure ... / According to; language of agreeing and disagreeing, e.g. Exactly ... / That's a good point / Yes, you've got a point there / I'm not sure I agree / Yes, but ...*

Skills

Speaking, listening, reading, writing (Extension activity)

Lesson link

Use after Classbook Lesson 25

Materials

One copy of the worksheet per student

Pre-activity (5 minutes)

- Write up the following words on the board:

guns police one million illegal by amnesty as reach call
Check the meaning of *amnesty* (=a situation in which a punishment for doing something wrong or illegal is relaxed; a crime is pardoned, e.g. a library book amnesty where the library has one week in which people can bring overdue books back without getting a fine, or a political amnesty in which terrorists are pardoned and released from prison). Tell the students this is a headline from a newspaper article which has been jumbled up. Ask them to re-order it. They can do this alone or in pairs.

Amnesty call by police as illegal guns reach one million.

Procedure (30 minutes)

- 1 Ask the students to predict what kind of crimes they think guns could be used in and how people get hold of illegal guns.
- 2 Give out the article. The students read to confirm their predictions.
Crimes: burglaries, murder, attempted murder, street robberies.
Means of obtaining a gun: black market.
Check if there is any vocabulary the students are unsure about.
- 3 Ask the students about gun laws in their countries.
- 4 Tell the class they are going to discuss the question, 'Should citizens be allowed to own guns?' Divide the class in half, one half being 'for' and the other being 'against'. Within these halves, the students divide into smaller groups to brainstorm arguments to support their stance, anticipate arguments from the opponents and think of replies. If necessary, elicit phrases of agreement / disagreement, writing them up on the board so the students can refer to them.
- 5 Regroup the students into fours (two 'for' and two 'against'). Ask them to argue their stance using the language of giving opinions, agreeing and disagreeing.
- 6 As feedback, ask them if they were convinced by each other's arguments and what they really feel about the issue.

Extension activity

- The students write a 'for' and 'against' essay on the title discussed, referring to the arguments that came up in the debate.

25

GUN ISSUE

Amnesty call by police as illegal guns reach 1m

Police chiefs are demanding a nationwide amnesty in response to alarming new evidence that there may be 1m illegal guns on the streets of Britain. Police chiefs are so concerned about the dramatic escalation in the use of guns in the street and during burglaries that they are taking the unprecedented step of urging senior ministers to act immediately and invite unlicensed gun-holders to surrender their weapons.

Home Office statistics show that the use of firearms in murders, attempted murders, and other violent crimes has risen by nearly 25% in one year. The use of guns in household burglaries has increased by 29% during the same period. The number used in street robberies is also up by 20%.

Police efforts to stop the growth in gun crime by arming officers has so far had little effect. Senior officers say criminals are now frequently resorting to the black market in guns to commit crimes.



A Detective Inspector of the Metropolitan Police with a Kalashnikov assault rifle and a Sterling sub-machine gun

© The Sunday Times, London 23 July 1995. (Photocopying allowed for classroom use only.)

26

NINEWELLS

Aim

To practise modal verbs of deduction;
to practise the reading skills of
prediction and guessing unknown
words from context

Language

Modals of deduction, e.g. *It must /
might / could / may / can't be ...*

Skills

Reading, speaking

Lesson link

Use after Classbook Lesson 26

Materials

One copy of the worksheet, cut up
into headline, photo, and text, per
student; newspaper headlines (Pre-
activity)

Pre-activity (5 minutes)

- Write up some current newspaper headlines on the board. Ask the students to guess the content of the articles. Remind them to use modals of deduction and elicit some examples.

Procedure (30 minutes)

- Give the students the headline from the worksheet. Elicit ideas about the content of the article. Encourage the students to use modals of deduction.
- Divide the class into pairs. Give them the picture and ask if it confirms their ideas about the content of the article.
- Give each student a copy of the text. Ask them to skim the article to find out what it is about. Set a time limit of about two minutes then feedback.
- Encourage discussion of the headline vocabulary: *hi-tech* (=high-technology), and *keep an eye on* (=look after). Ask the students what other uses of electronic tagging they know, e.g. shops, criminals, pets, and how they feel about it being used for babies.
- In pairs, ask the students to read the article more carefully looking at the underlined words and guessing the meanings from context. They discuss their ideas with their partner.
- Plenary feedback. Encourage discussion of the words including meaning and collocation (see *Vocabulary notes* below).

Vocabulary notes

upgrade *improve, promote, raise standards. You can be upgraded in your job (be promoted), a computer / machine can also be upgraded, as can restaurants / hotels / services*

snatch *to take something away with a quick violent movement / to grab or take someone or something by force. You can snatch a handbag / purse, a baby (kidnap / abduct). 'Snatch' can also be used as a noun for a short instance of something, e.g. conversation / music*

sensor *(technical) a piece of equipment used for discovering the presence of light, heat, sound, etc. especially in small amounts. You can have sensors in buildings (to prevent burglaries), shops (to protect merchandise), laboratories (to detect changes in, e.g. temperature)*

trigger *the part of a gun you pull to shoot or, as in the article, something which causes / sets off an event / makes something happen quickly, especially a series of violent events, e.g. 'The assassination triggered off a wave of events.' Other expressions with 'trigger' are: 'trigger-happy' (too ready to use a gun), 'have your finger on the trigger' (to be in full control, e.g. military operations)*

pilot scheme *study used to test whether a scheme or product will be successful before introducing / manufacturing on a larger scale*

abduct *unlawfully take someone away by force*

Extension activity

- Within the next few days, write up selected words / phrases from the article on the board and ask the students to define them. Alternatively, write up definitions, and see if the students can remember the words / phrases.

26
NINEWELLS

Ninewells keeps hi-tech eye on new-born babies



In safe hands: electronic tagging devices are to be fitted to new-born babies at Dundee's Ninewells Hospital, after security was upgraded in the wake of the Abbie Humphries kidnapping last year at Nottingham, writes James Rougvi.

Ninewells experienced its own baby snatch eight years ago, however, the child was returned unharmed to its mother two days later. Although full details of the devices are not being released for security reasons, the monitors, the size of a 10p piece, will be attached by a bracelet to the baby's ankle. If

the baby is removed without authorization, sensors at the ward doors will trigger an alarm.

Margaret Hogg, senior clinical midwifery manager, said all maternity units had become more security conscious after the Humphries affair and tagging was one of four improvements made to security at Ninewells.

The others are the installation of closed-circuit television cameras, advising mothers to become familiar with staff and midwives, and discouraging more than two visitors to a bed after the birth of a baby.

The Ninewells unit has around

3,500 deliveries a year, with an average of ten babies in the ward at any time. Ms Hogg said that the tagging pilot scheme had made mothers feel more secure.

Although a number of English hospitals began trials to introduce tagging after four-hours-old Abbie was abducted, only one Scottish maternity unit, Law in Lanarkshire, has adopted the measure.

The Simpson Maternity Memorial Pavilion in Edinburgh has conducted a number of trials, but said yesterday it had not found a suitable device. One final tag is being tested.

27
GENDER DUEL**Aim**

to practise criticizing, blaming, and giving advice

Language

Language of fault / blame / criticizing, e.g. *should have, ought to have, could have*. Language of giving advice, e.g. *should / ought to*

Skills

Speaking, writing

Lesson link

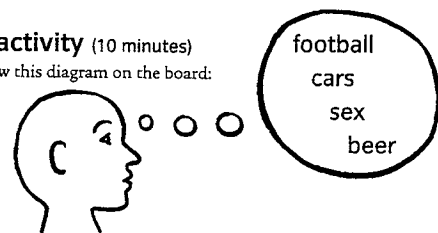
Use after Classbook Lesson 27

Materials

Copies of Character couples worksheet cut up so that pairs have one rolecard

Pre-activity (10 minutes)

- Draw this diagram on the board:



- Ask the students who is thinking (a man). Ask them if they think this is a fair representation. Divide the class into groups of all men / all women. Ask them to draw a representation of a woman's thoughts. Give them a time limit of five minutes. Pin up the diagrams on the walls for the students to read and comment on.

Procedure (30 minutes)

- Divide the students into male / female pairs and ask them to make two lists: what men find irritating about women and vice versa. Give them three minutes to write down as many things as possible.
- Brief feedback.
- Give each pair a *Character couple* and a piece of scrap paper.
- Ask each pair to think about their couple and invent a likely problem for them to argue about. They should think about the two people's characters. They write a brief containing all this information. Give them a maximum of ten minutes.
- Collect the *Character couples* and information and redistribute them to another pair.
- Tell the students that they are going to argue with their partner and blame each other for the problem. Elicit examples of the language of criticism and blame based around one couple.
- The students take on their roles and argue with each other.
- Stop them after about five minutes and ask them how they feel about their partner. Tell them that they are going to speak to outsiders to help them resolve their problems. Elicit structures for giving advice. Put pairs together making groups of four. Ask one couple to tell the outsiders their problems. The outsiders listen and then offer advice and suggestions on how to resolve the problem.
- After five to ten minutes, ask the students to change roles so that the second couple tell the first their problem.
- Conduct a plenary feedback asking about the problems and any possible solutions.

Note: At all stages of the roleplay monitor the students closely, noting down good language and errors. Use this information for a feedback session either directly after the activity or in the next lesson. Monitor for grammar, vocabulary, pronunciation and language of criticizing, blaming, and giving advice.

Extension activity

- The students write to a Problem Page explaining their problem. Display the students' letters in the classroom. Each student then chooses a problem and they write a reply from the 'agony aunt' giving advice.

27

GENDER DUEL

Character couples



A six-year-old boy and girl



A teenage boyfriend and girlfriend



A newly married couple



A couple who have just had their first baby



A middle-aged couple



A pensioner couple

28

THREE-IN-A-ROW

Aim

to practise word-building

Language

Nouns, adjectives, verbs, adverbs, and prefixes to make opposites

Skills

Speaking

Lesson link

Use after Vocabulary section, Classbook Lesson 28

Materials

One copy of the worksheet on an OHT; OHT pens / chalk in two colours

Pre-activity (5 minutes)

- Write these words on the board:
choose information height slow happy
- Ask the students to make *choose* a noun (*choice*), *information* a verb (*inform*), *height* an adjective (*high*), *slow* an adverb (*slowly*), *happy* the opposite (*unhappy*).
- Elicit example sentences using the new words.

Procedure (30 minutes)

- Put the Three-In-A-Row grid onto an OHT.
- Divide the class into two teams. Assign a colour to each team. Tell the teams they are going to choose words from the grid and change them as required. If they are correct the teacher marks the square with the team colour to show that they have won this square. The teams should try to get three squares in a row. When they have three in a row, they should make one sentence with the three new words to win a point. Points can be won for three squares in a row in any direction; horizontally, vertically, or diagonally.
- The teams take it in turns to choose one square at a time and try to win points as explained.
- When all the squares are coloured, the team with the most points wins.

Note: If you have a large class, you can have more than two teams playing. Just make sure you have enough colours!

Answers

advise; attentive; attractive; comfortable; corrupt; cruelty; deepen; destroy; disappear; disapprove; disobey; easily; extremely; formal; growth; happily; harmful; healthy; height; homelessness; ignorant; illness; impression; inexpensive; insensitive; painful; patient; polluted; poverty; practise; racism / racist; reasonable; sadness; tactful; tolerance; unemployment; unequal; unprofitable; unsure; well

Extension activity

- Within the next few days, when you have a few minutes to spare, write up about five examples from the game on the board to see if the students can remember the words.

28

THREE-IN-A-ROW

deep v	impress n	profitable opp	obey opp
tact adj	inequality adj	ignorance adj	easy adv
extreme adv	high n	cruel n	pain adj
attract adj	harm adj	expensive opp	ill n
patience adj	comfort adj	approve opp	formality adj
pollution adj	happy adv	good adv	poor n
sensitive opp	homeless n	attention adj	advice v
sure opp	corruption adj	destruction v	sad n
health adj	racist n	grow n	practice v
appear opp	reason adj	tolerant n	unemployed n

29

POETIC LICENCE

Aim:

To practise inferring meaning from a poem; to write short lines of poetry

Language:

Language of deduction and conjecture, e.g. *I believe ... / I think that ... / It seems to me that ... / It must be about ... because ...*

Skills:

Reading, speaking, writing, dictionary skills

Lesson link

Use after Classbook Lesson 29; also revises modals of deduction (Lesson 26)

Materials:

One copy of Part A of the worksheet per pair; one copy of Part B of the worksheet per student; monolingual or bilingual dictionaries.

Pre-activity (5–10 minutes)

- Write the following sentence on the board:
We felt an overwhelming sense of joy.

- Brainstorm the students' ideas on:
 - who said / wrote it (male / female / adult / child, etc.) and to whom
 - whether it is prose or verse / a song
 - what the line refers to
 - what might come before or after this line
- Encourage as many interpretations as possible. Make it clear that it is possible to read a great deal into even very short texts.

Note: If you prefer, you can use a line from a current newspaper so that there is a 'right' answer.

Procedure (30 minutes)

- Divide the class into pairs. Give each pair a copy of Part A of the worksheet. Tell them that these lines are all from one poem.
- Ask the students to discuss what they think the poem might be about.
- Get the students to report back to the class, comparing their ideas.
- In pairs, the students choose two of the lines and add two lines of their own, before, after, or around the lines they have chosen.
- The students read their new poem to the rest of the class. They comment on each other's ideas.
- Give a copy of Part B of the worksheet to each student and ask them to read the whole poem.
- Write the following words from the poem in two columns on the board: *quiver, curl, mitten, plump, tiny, slurp, hedgehog, snout, crook, cling, snarl, high-pitched*. Divide the class into two halves and then into pairs. Ask the students to find and underline the above words in the poem. Using their dictionaries, half of the class look up the meaning of the words in the first column and the other half check the words in the second column. Ask the students to group the words according to whether they are nouns, adjectives, or verbs.
- Ask the students to find a partner from the other group and peer teach the words they have looked up.
- Encourage the students to speculate further on what they think the poem is about.

Nouns mitten, hedgehog, snout, crook

Adjectives plump, high-pitched, tiny

Verbs quiver, curl, slurp, cling, snarl

Extension activity

- The students bring a poem to class, either in English or their own language, and discuss with the class why they like it.

29

POETIC LICENCE

Part A

1 Her husband says nothing

2 She takes to sleeping on the floor

3 Now there are nearly twenty

4 and in her dreams all day and all night

5 It's small enough to fill two palms

Part B

Bears

- 1 About a week afterwards,
she sees the first one,
curled between the cornflakes and the
ketchup.
- 5 Its eyes are tight shut, two thin lines,
its long eyelashes quivering
with each invisible breath.
It's small enough to fill two small palms,
and when she checks again
it's sleeping still,
- 10 as if only the lightest breath
could wake it.

Next day, she almost hot-washes one.
There it was, alone in the drum
like a child's mitten.

- 15 Her husband says nothing.
His mouth keeps the truth tightly in.
That night she wakes to find him sleeping
with two bears curled on his chest.

- 20 Now there are nearly twenty.
She took to feeding them at midnight
and suddenly they multiplied.
A saucer of milk on the kitchen floor,
and plump shadows come to life,
tiny lumberings across the lino,
25 to slurp in a circle like hedgehogs.
When she curls beside them
they rest their snouts
on every crook of her.

- She takes to sleeping on the floor,
30 clinging to the warmth of them,
even when blood seeps
from the ear of the smallest,
and they start to snarl over the milk
and in her dreams all day and all night
35 their cries come, high-pitched and thin.

Polly Clark 1999

30

GROSS STUFF!

Aim

to design a child's toy

Language

Negotiating, hypothesizing

Skills

Speaking, writing

Lesson link

Use after *Speak for yourself* in
Classbook Lesson 30

Materials

One copy of the worksheet per pair /
group; blank OHTs per pair / group

Pre-activity (10 minutes)

- The students think back to their favourite toy as a child. What type of toy was it: a doll, a soft toy, building blocks, a teddy bear, a train? Ask them how they treated that toy. How long did the toy survive before it was destroyed or broken? What sort of toys do they think young children particularly enjoy? Are girls different from boys in this respect?
- Feedback in groups and then to the class. If there are students of different ages in the class, have toys changed significantly through the years? If any of the students are parents (or have contact with children), have they noticed a change in the type of toys they enjoyed and the type their children want?

Procedure (30 minutes)

- Divide the students into pairs or groups of three.
- Hand out the worksheet (or write it up on the board) and go over the brief. Explain that this is the latest theory about what children enjoy. Ask if the students feel that this a fair observation? Explain that they are going to invent a toy of their own.
- The students work through the headings, making diagrams and notes on OHTs, to come up with their toy. They present their ideas to the class. The class decides on the best idea. (If time is short, the inventions can be kept on paper and displayed around the room for everyone to read. Comments can be invited as they read.)
- Finally, tell the students about the soft toy, Gus.

Note: The title of this activity comes from an article about an American toy designed for young children according to the premise that kids love two things; tearing apart their toys and 'gross stuff'; in other words 'disgusting things'! The end result is a soft toy in the shape of a man called Gus. Children can reach down through his mouth, remove all his vital organs (heart, liver, intestines, etc.), and stuff them back in again. The theory behind this toy is that children learn about the human body at an early age (which will appeal to parents). The child can pull the toy apart (which will appeal to the child) without actually destroying it. The toy has proved to be very popular.

Extension activity

- The students use their plan to script a TV commercial or design a magazine advertisement for their product, emphasizing its unique selling point (in other words, why their toy would appeal to children above all others). They present it to the class.



30

GROSS STUFF!

Your brief is to design a toy for the child of today. According to some, kids love two things; tearing apart their toys and 'gross stuff'. With this in mind, complete the chart below with your invention, adding any other information that you consider relevant.

DIAGRAM

SPECIFICATIONS

Name of toy:

Age range:

For which sex:

Materials & colours:

Size:

Fun value:

Educational value:

Safety features:

Unique selling point:

Price:

31

SLOGANS

Aim

to analyse advertising slogans

Language

Hypothesizing, e.g. *It might / could be ...*, wordplay, use of homonyms, onomatopoeia

Skills

Reading, speaking

Lesson link

Use after Reading in Classbook Lesson 31; also revises modals of deduction Lesson 26

Materials

One copy of the worksheet per group

Pre-activity (5–10 minutes)

- Make sure that the students understand 'brand name'. Get them to suggest a few examples. Brainstorm onto the board the various types of product associated with brand names, e.g. food and drink, medicines, cosmetics, fashion, household products, high-tech products, motor vehicles, leisure and culture, credit and retail products, etc.
- Discuss how companies promote their products. Elicit the use of slogans. Ask the students to explain some advertisements in their language, saying why they are effective: use of rhyme, double meanings of words, playing with our expectations of certain phrases, etc.

Procedure (20–30 minutes)

- Divide the students into groups of two to three. Give each group the worksheet.
- Groups decide which category of product each slogan is promoting.
- Conduct class feedback like a team competition, awarding points for the team closest to the actual product.
- Give each group four to six slogans to identify the wordplay in each. Give clues if you wish. Award points for the closest answers.

Extension activity

- The students choose a product and devise their own slogans using rhythm, humour, and word play.

Answers

- Blue cheese** Sainsbury's is a chain of supermarkets in Britain. *Smelly and mould* have negative connotations and most food with these 'qualities' would be thrown out, not given an award!
- Physio Sport Grip (liquid hand powder)** Here, the net is a basketball net. Hand powder will help athletes to keep a firm grip on the ball, except when they shoot. *Slip* can mean *go through easily* or *lose hold of*.
- Blue / American Express card** The play on words revolves around the phrase *do drugs*, which may be new to most students. The slogan is catchy because credit cards are usually associated with losing money on interest payments, not with getting paid.
- 104 Quicksilver Peugeot** The advertisement shows a picture of a surfer looking out to sea, standing next to his car. The hard bits are the land, the implication being that driving the Peugeot is as exhilarating as surfing.
- Nytol (sleeping draught)** Losing sleep can be as a result of worrying over a problem or, simply, insomnia. The implication here is that the answer to the problem of sleeplessness is Nytol!
- Henara (hair colourant)** Henara claims to be made of natural ingredients and if you use their product, you will look phenomenal in a natural way.
- Persil, Antibacterial** Here, the advertisement contrasts heaven and hell. The idea of heaven is of something delicious, delightful, wonderful; someone or something that works like hell works very hard.

- Bose – Audio Home Entertainment** This quote comes from the science-fiction series 'Star Trek: Space, the final frontier'. It goes on to say that the crew of the Starship Enterprise will 'boldly go where no man has gone before'. Here, *space* means the universe. In the advertisement, *space* also has the meaning of enough room. The Bose music centre is tiny compared with more conventional systems and will therefore fit into a much smaller room. The phrase, *the final frontier* implies that you might have thought that music centres couldn't become any more sophisticated.
- Halo Heaven, Diet Chocolate Bar** As this chocolate bar is low in calories you can eat it greedily – *gobble* – without getting fat and thus *wobbling* when you move! The slogan relies on the rhyme to make it memorable.
- Sealy Posturepedic beds** This advertisement turns our expectations on their head. The first line makes you think that they're talking about the interview itself when, in fact, they're talking about the night before.
- Gateway – Intel Pentium II** Here, the play on words is on *blow*. If you *blow* money, you spend everything you have, often on something quite extravagant. If something *blows your mind*, then it is sensational. In this case, the implication is that you can stimulate your mind without spending all your money.
- Kenco Coffee** Here, the play on words is on *rich*, which can mean having a lot of money, but also means *tasty*, with a *full flavour*. Normally, the phrase might refer to making a lot of money in a short space of time. However, in this case, being instant coffee, it means that its flavour will come through quickly.

31

SLOGANS

- 1 *Smelly, crumbly, and covered with mould – another award winner from Sainsbury's*
- 2 Slips through the net, not through your hands
- 3 Do plastic and get paid for it
- 4 What the **hard bits** at the *edge* of the ocean **are for**
- 5 *Are you still awake at night when millions have found the answer?*
- 6 Be a natural phenomenon
- 7 Smells like heaven – works like **hell**
- 8 **IF YOU THINK SPACE IS THE FINAL FRONTIER,** *think again*
- 9 gobble **WITHOUT THE** wobble
- 10 *She didn't get the job because she was wide awake – she got it because she was fast asleep*
- 11 BLOW YOUR MIND not your budget
- 12 Get **RICH** quick!

32

HOW TO MAKE IT

Aim

To practise giving advice and explanations

Language

imperatives; language of suggestions,
e.g. It's best to ... / It's a good idea to ... / You should ...

Skills

Reading, writing, speaking

Lesson link

Use after Classbook Lesson 32

Materials

One copy of the worksheet per student

Pre-activity (5–10 minutes)

- Write the title of the activity, *How to make it*, on the board and ask the students what they think it means (how to become successful).
- Ask how many of them have heard of Natalie Imbruglia. Write her name on the board. Those who have can tell the others what they know. If they don't know anything, tell them that she was born in 1975, she comes from Australia, her success came when she was 22, her first single, *Torn*, spent almost fifty weeks in the UK charts, her first album, *Left of the Middle*, was a double platinum album, having sold 4.4 million copies.
- Brainstorm any ideas about how she could have become so successful.

Procedure (30 minutes)

- Give out copies of the worksheet. In groups, the students now read paragraphs A–J. Don't explain difficult vocabulary at this stage; tell the students to ignore words they don't know. It is important that they treat the text as a whole and read for gist. If the students want to know vocabulary, you can come back to it at the end of the activity.
- The students match Steps 1–10 with paragraphs A–J. (By doing the activity, some unknown words from the first stage should become clearer.) Check the matching exercise.
- The students reread Natalie's 10-Step Guide and make her advice more generally applicable to anyone wanting to become a pop star. Each group should write ten sentences, one for each Step in the worksheet.

1–D 2–J 3–F 4–A 5–I 6–E 7–C 8–G 9–B 10–H

Suggested answers

- Step 1 Move away from a place where everyone knows you and doesn't take your ambition seriously.
- Step 2 Be determined and never lose sight of your goal.
- Step 3 Be seen in important places, so that everyone gets to know you.
- Step 4 Suffer a little because it'll teach you to be a better person.
- Step 5 Make a pop record.
- Step 6 Sell your record on its own merits, rather than on who you are.
- Step 7 Make sure that everybody will like your music.
- Step 8 Make yourself as attractive as possible and keep it that way.
- Step 9 Let rumours and gossip circulate about you, because 'any publicity is good publicity'.
- Step 10 Believe in yourself and be cool.

The students may want to use dictionaries for words they feel are intrinsic to their understanding of the text.

- Conduct feedback, writing up the 10-Step Guide agreed upon by the class as being the best-expressed.

Extension activity

- The students produce a similar '10-Step Guide on how to make it' in any other area of their choice. 'How to make it as a student, businessman, hairdresser, teacher, artist, model, tennis-player', etc.

32

HOW TO MAKE IT

A Natalie was losing offers of acting jobs because she couldn't get a work permit, and the money was running out. Frustrated and insecure she stopped clubbing, cut herself off from her new friends and stayed at home feeling sorry for herself. "It was the first time in my life that I didn't know what to do next," she says. "I didn't cope too well. Sometimes you have to go down to come up. I think it made me a better person because my ego needed a good kicking."

B Allegations that you dated Tory MP Liam Fox or being romantically linked with Robbie Williams might help. Keep a dignified silence and watch those rumours grow. "She never talks to us," groans Rav Singh of the Daily Star. "She tries to be a very demure and private person and she tries to be taken very seriously. Stories are stories and rumours are rumours. Everybody wants to be linked with her."

C "Left of the Middle will be up there alongside The Corrs' album," says Reeve. "It's the album families will play when they're having a barbeque. It'll get put on in the car and no one will want to turn it off."

D Nothing happens to anyone there. When Natalie left 'Neighbours', hoping for a career in 'film, serious drama or something with substance', she came up against a brick wall. Typecast as a soap actress at the age of 19, she didn't get many auditions. "They wouldn't see me because they didn't want their productions associated with someone who'd been in a soap," she explains. She took up the offer of a trip to London ...

E "I'd normally be quite cynical about a soap star releasing a record," says Gavin Reeve (editor of Smash Hits). "But the record company were very sneaky. They played me *Torn* without telling me who it was." Then they played the video and I thought, 'I recognize her!' A lot of people had to put aside their prejudices or scepticism."

F Having arrived in London, Natalie threw herself into the swing of things, clubbing and being seen. "I didn't know anyone, but everyone knew me," she remembers. "They were all very hospitable – very keen to take me out. Maybe not for the right reasons, but it felt good."

G "She had the image before she released the first single," says Reeve of Natalie's look. "Boyish haircut, combat trousers, and hooded tops. She reinvented herself as an indie kid, which probably took a lot of people by surprise because a lot of indie bands aren't actually that good-looking. Then one of the most beautiful women in the world comes along wearing urban indie gear."

H You might call it ambition, but Natalie hates that. It's not cool. And whatever she is, Natalie is very cool. "I'm definitely driven, but what is ambition?" she asks. "That word suggests a no-matter-what attitude. I'm not that kind of person. People think I'm really hard and won't let anything get in my way. That's not true."

I "I'd always wanted to make a record," Natalie says, "but I guess I hadn't had to confront it because I was working. Then it presented itself as something I could consider. It was a time of realizing what was in my heart and letting it come out."

J Natalie says she's had a plan since she was a child. "It's an odd thing to be born with – a blueprint in my head," she admits. "You might have to take a detour to help you to get where you want to go, but it's really important to hold on to that end goal. You've got to remain steadfast ..."

Step 1
Leave Australia.
Step 2
Be focused.
Step 3
Get yourself about.
Step 4
Have a rough old time of it.
Step 5
Try pop music.
Step 6
Take the music press by surprise.
Step 7
Appeal to all ages.
Step 8
Be gorgeous.
Step 9
Get yourself a tabloid gossip profile.
Step 10
Self-belief.



REVISION GAME 1

NOUGHTS AND CROSSES

Aim

To revise selected language areas from the course the students have followed; to encourage the students to be responsible for creating their own revision

Language

Any aspect of the course followed (see worksheet)

Skills

Speaking, listening, (reading, writing) - when students prepare their own questions

Materials

One copy of the worksheet on OHT or on the board

Revision note

Use this activity at the end of any block of lessons that you feel need revising, or at the end of the course. This is best done as a two-part activity; the first part a day or two before the second.

Procedure**Part 1 (20–30 minutes)**

- Put up a copy of the *Noughts and crosses* grid on the board or on an OHT. Divide the class up into two teams: 'Noughts' (O), and 'Crosses' (X).
- Explain that each team has to complete a line of three; horizontally, vertically, or diagonally. Meanwhile, the other team may try to block them, just like the traditional game of noughts and crosses. The way to complete a square is to answer a question correctly within the category written in the square.
- Toss a coin to decide who starts. Get teams to nominate a spokesperson for their turn. The team chooses a square.
- Ask a question for that category (see *Suggested questions* on the worksheet). The team discuss, then the spokesperson answers, orally or on the board depending on the question. For a correct answer, draw a nought / cross in the box. If the answer is wrong, the other team can answer for a bonus point (NOT a nought / cross). Play then passes to the other team.
- When a team completes a line, they score five points. At the end of the game, add up the scores (including the bonus points) for each team.

Prepare for the next lesson

- Explain that the students are going to make their own game by choosing categories and writing questions. Tell the students which lessons you want them to revise. Discuss the categories used for the practice game and negotiate changes with the class to make them more specific to work you've been doing. Note any changes on the board or OHT.
- Explain that, by devising their own questions, the students' revision will be more focused (and fun). Divide the class up into small groups and allocate the categories evenly. At home, they should produce between four and six questions for each category, to be handed in to you for checking at the beginning of the next lesson.

Note: If you want to, you can create a '?' box and devise the questions yourself to add an element of the unknown (also giving you a chance to test weak areas).

Part 2**Playing the students' version**

Once you have checked the questions (and have thought about the answers!), play the game as before. It doesn't matter if the students get their own questions, because that is revision in itself, not to mention the fact that they may not have thought properly about the answer.

REVISION GAME 1

NOUGHTS AND CROSSES

1 Spelling	2 Tenses	3 Adjectives
4 Error correction	5 Articles	6 Question forms
7 Multi-word verbs	8 Punctuation	9 Pronunciation

Suggested questions

These are not related directly to the Classbook but are of an appropriate level for an upper-intermediate class. There is a choice of three for each category.

- How do you spell ... ?
 - accommodation
 - unfortunately
 - decision
- Answer using the word 'yesterday': 'Have you seen the latest Al Pacino film?' (*Yes, I went yesterday.*)
 - Put this sentence into the past: 'He must be out with his friends.' (*He must have been out with his friends.*)
 - Give three different ways of expressing the future in English. (*going to, present continuous, will*)
- Give three extreme adjectives for the word 'big'. (*huge, enormous, gigantic*)
 - What's the opposite of: 'possible' (*impossible*), 'legal' (*illegal*), 'comfortable' (*uncomfortable*).
 - Name two words that have the same form as an adjective and an adverb. (*hard, fast*)
- What's wrong with this sentence?
 - He's been to the hairdresser's, but he'll be back soon. (*He's gone ...*)
 - I will plan to go to Canada next year with my aunt. (*I'm planning ...*)
 - I ate breakfast when the post arrived. (*I was eating ...*)
- Choose the correct article: *the, a / an, or -*.
 - I've visited _____ Tower of _____ London twice. (*the / -*)
 - _____ love is _____ wonderful feeling. (*- / a*)
 - We really feel that you could make _____ bigger effort to make _____ friends. (*a / -*)
- Ask a question to which the following could be the answer.
 - Three or four times a week. (*How often do you ... ?*)
 - I was feeling rather ill. (*Why did you leave so early?*)
 - As soon as possible. (*When would you like to meet?*)
- Make a sentence using a multi-word verb with the particle ...
 - up (*She hung up on me.*)
 - down (*My car broke down again today!*)
 - on (*I get on very well with my parents.*)
- Punctuate this sentence:
 - Make him talk to me please she begged (*'Make him talk to me, please!', she begged.*)
 - Id go quietly if you dont want any trouble (*I'd go quietly if you don't want any trouble.*)
 - Have you forgotten what day it is today she said sadly (*'Have you forgotten what day it is today?', she said sadly.*)
- Pronounce these words correctly.
 - photograph /'fəʊtəgrɑ:f/, photographer /fə'tɒgrəfə/, photographic /fəʊtə'græfɪk/.
 - revolve /rɪ'vɒlv/, revolution /revə'lʊʃn/, revolutionary /revə'lʊʃnəri/.
 - lose /lu:z/, loose /lu:s/, loser /'lʊ:zə/.

REVISION GAME 2

BLOCKBUSTERS

Aim

to recycle multi-word verbs studied on the course

Language

Multi-word verbs (but the game can be adapted for any vocabulary revision)

Skills

Speaking, listening, (reading, writing - when students prepare their own questions)

Materials

One copy of the completed Blockbusters grid copied on to an OHT or the board; chalk, board pens, or OHT pens in two colours; an extra copy of the Blockbusters verb list (see Variation)

Revision note

Use this activity at any point where you want to revise multi-word verbs, or at the end of the course

Procedure (30 minutes)

- Write the first letter of the 25 multi-word verbs you want to revise into the hexagon grid, e.g. *hang up* = H.
Note: If the students find this difficult, you can write in the first letter of the particle, e.g. hang up = HU.
- Divide the class into two teams. Assign each team a colour.
- Draw the students' attention to the grid on the board / OHP. Explain that one team must try to cross the board from left to right by winning hexagons, while the other team tries to cross from top to bottom. The first team to achieve their goal wins the game. Tell each team which way they are travelling.
- Toss a coin to see who starts. The first team chooses a hexagon. Read out the definition from the verb list. Each team has only one chance to give the correct answer. If a team shouts out an incorrect answer, the opponents have one minute to try and think of the correct answer. If neither team knows the answer, tell them, then choose another verb and repeat the procedure. The first team to guess the word wins the hexagon.
- Colour the hexagon with the team colour. The team who has just won the hexagon nominates the next hexagon, which can be any one on the grid. Both teams can answer, as before.

Variation

- For a larger class, divide the students into four teams. Make sure everyone understands how to play the game. Nominate two confident students as questioners. Give these students a verb sheet, two of the teams, pens, and a grid, so the class can play two games simultaneously.
- You can reverse the procedure; the students choose a hexagon, you tell them the verb and they give a correct definition to win the hexagon.

Note: This game is based on the ITV game show, Blockbusters.

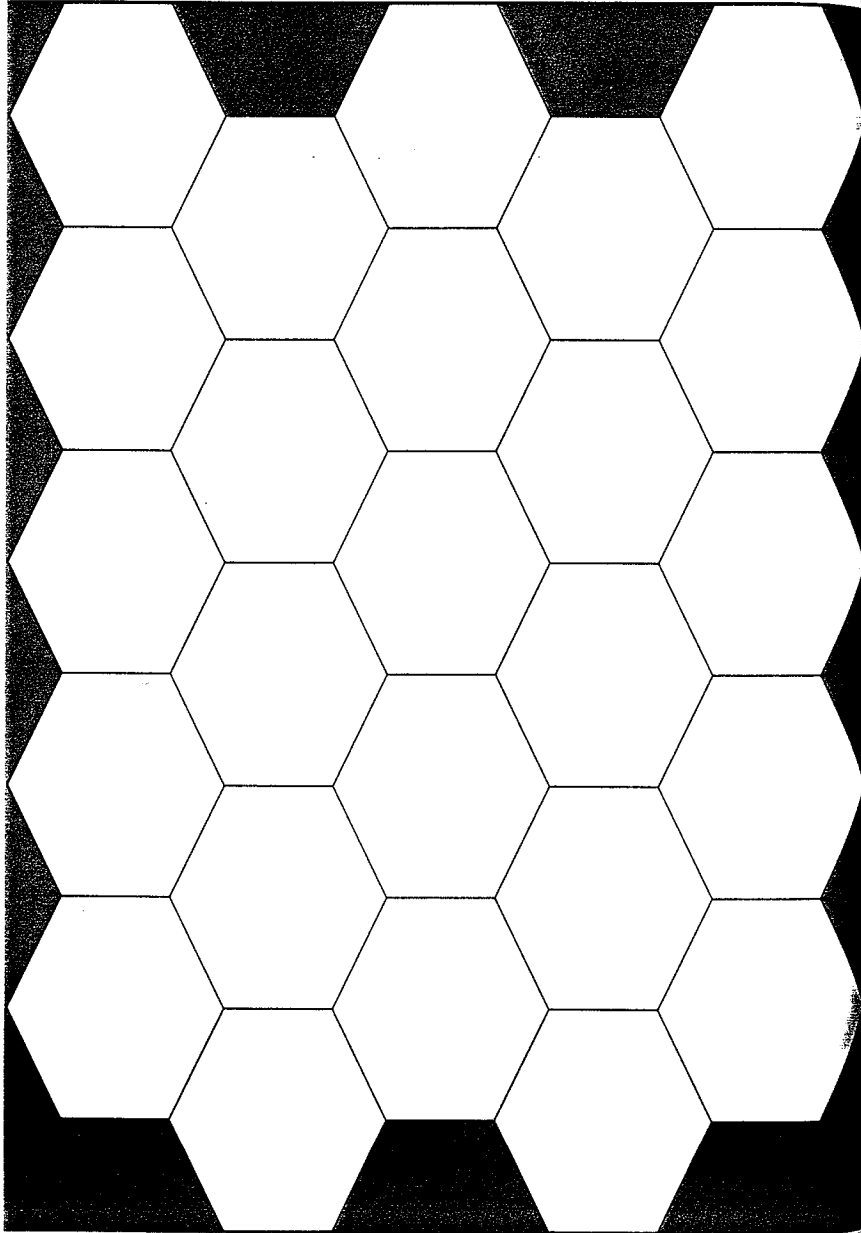
BLOCKBUSTERS Teacher's sheet

A <i>hang into</i> - meet by chance <i>hang up</i> - rear a child <i>break down</i> - e.g. when a car stops working <i>hang on</i> - interrupt rudely C <i>cut off</i> - the phone connection is broken <i>carry on</i> - continue <i>come across</i> - find by chance <i>come up with</i> - think of an idea D <i>drop off</i> - let out of a car P <i>pull back on</i> - have something in reserve to depend on G <i>go out with</i> - have a romantic relationship with s.o.	<i>get on with</i> - have a good relationship with s.o. <i>grow up</i> - get older and more mature (children) <i>get up to</i> - do something mischievous (usually children) <i>grow out of</i> - become too old for <i>give way</i> - stop and let another car pass <i>get through</i> - connect on the phone <i>give up</i> - stop doing sth. H <i>hang up</i> - put the phone down <i>hang on</i> - wait a moment K <i>kick out</i> - make s.o. leave (e.g. your house) <i>keep an eye on</i> - look after	L <i>live up to</i> - fulfil s.o.'s expectations, or your reputation <i>look up to</i> - admire <i>look into</i> - investigate <i>look up</i> - find information from a directory or dictionary <i>look down on</i> - feel superior to s.o. <i>look forward to</i> - await with pleasure <i>live on</i> - consume as main food P <i>put off</i> - postpone <i>pass away</i> - die <i>pick up</i> - collect s.o. (in your car) <i>pull over</i> - drive to the side of the road and stop <i>put through</i> - connect s.o. on the phone	R <i>run over</i> - hit with your car <i>run out of</i> - have nothing left of sth. S <i>slow down</i> - decrease speed <i>switch off</i> - stop using sth. (e.g. light, radio) T <i>take after</i> - resemble a relative in looks or character <i>take place</i> - occur <i>take part</i> - join in <i>turn into</i> - transform <i>turn down</i> - refuse <i>take over</i> - assume control
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REVISION GAME 2

BLOCKBUSTERS



REVISION GAME 3

THE SKY'S THE LIMIT

Aim

To practise defining words; to recycle vocabulary studied on the course

Language

vocabulary studied on students' course

Skills

speaking, listening

Materials

One copy of *The Sky's the Limit* game board; one set of game cards, cut up; one counter per team. A watch with a second hand for each 'board'

Revision note

Use at any point where you want to revise vocabulary, or at the end of a course

Procedure (30 minutes)

- 1 Divide the class into three or four small teams. (For a larger class, use two or three boards / sets of cards, etc.) Teams put their counters on 'start'. Place the game cards face down on the table.
- 2 Explain the rules. Team 1 starts. Player 1 picks up a card. On each card there are two words, one with a star symbol and one with a moon. To start, Player 1 can define words as the cards with either a moon or a star symbol. He has one minute to define as many words as possible. From this point on players may only define words with the same symbol that their counter is on. A player from the other team should time Player 1. The others in Player 1's team listen and guess the word being defined. As soon as they guess, Player 1 moves on to the next card. At the end of one minute, the team moves their counter forward the number of words they have guessed, i.e. five words guessed, move forward five squares. Player 1 replaces the cards at the bottom of the pile. Play then moves to the next team.

Note: Players take it in turns to be describers and guessers.

- 3 The first team to reach 'finish' is the winner.

Variation

- 1 You can make your own game cards, selecting words / phrases specific to the course your students have followed.
- 2 Get the students to make their own cards to test other teams.

REVISION GAME 3

THE SKY'S THE LIMIT

☾ spouse	☾ filthy	☾ sugar-daddy	☾ brilliant	☾ exhausted
★ stunning	★ luxury	★ cautious	★ atmospheric	★ predictable
☾ spoilt brat	☾ gorgeous	☾ fashionable	☾ punctual	☾ intriguing
★ delighted	★ over-dressed	★ sparkling	★ uninspiring	★ cashier
☾ energetic	☾ memorable	☾ horrified	☾ bachelor	☾ accountant
★ tedious	★ hideous	★ terrifying	★ ambitious	★ firefighter
☾ reminder	☾ outgoing	☾ stylish	☾ delicious	☾ intimate
★ neat	★ elegant	★ smart	★ trendy	★ fascinating
☾ huge	☾ mediocre	☾ tiny	☾ ghastly	☾ furious
★ resort	★ awful	★ gripping	★ mild	★ tasty
☾ stressful	☾ secure	☾ excursion	☾ trip	☾ immigrant
★ diary	★ actually	★ sensible	★ sensitive	★ talent
☾ old-fashioned	☾ lively	☾ snobbish	☾ racist	☾ down-to-earth
★ at the moment	★ agenda	★ redundant	★ on the dole	★ windscreen
☾ modest	☾ polite	☾ easy-going	☾ arrogant	☾ narrow-minded
★ lay-by	★ overtake	★ hard-shoulder	★ accelerate	★ drink-driving
☾ disorganized	☾ loyal	☾ jealous	☾ ramble	☾ entrepreneur
★ boot	★ spare tyre	★ puncture	★ realize	★ feel
☾ wheeler-dealer	☾ whizz-kid	☾ yuppie	☾ ambition	☾ gymnasium
★ assess	★ notice	★ patriotic	★ conventional	★ fussy

REVISION GAME 3

THE SKY'S THE LIMIT

