

Pair Work **1**

Elementary – Pre-Intermediate

New Edition

**Peter Watcyn-Jones and
Deirdre Howard-Williams**

Series Editor
Peter Watcyn-Jones

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and
Deirdre Howard-Williams**

*To Pamela and David Hughes
with love and thanks* P W-J

*And to all teachers who would like to
get their students talking*
D H-W

**Series Editor
Peter Watcyn-Jones**



PENGUIN ENGLISH






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






Preparation










-  one handout to copy
-  several handouts to copy
-  one handout to copy and cut up










Level











- = beginner (suitable for beginner students and above)
- = elementary (suitable for elementary students and above)
- = pre-intermediate (suitable for pre-intermediate students and above)

Game/Activity	Time	Main functions	Main grammar	Preparation	Pages
Ice-breaker/Warm-up activities					
1 Getting to know you ●	20 mins	Asking for and giving personal information Asking about and expressing likes and dislikes Filling in a form Asking how to spell a name Spelling your name	Asking questions, using the verb <i>to be</i> and the auxiliary <i>do</i> with the present tense Using question words: <i>what/where/how</i> , etc. <i>What's your ...?/Where do ...?/How many ...?/How do ...?</i> Using the present simple first person to talk about oneself: <i>I live .../I speak</i> Using the present simple third person to talk about another person: <i>He/she likes/doesn't like ...</i>		12/40
2 This is my favourite! Do you agree? ●	30 mins	Asking about and expressing personal preferences Offering alternatives	Asking questions with <i>what</i> and the verb <i>to be</i> : <i>What's your favourite?</i> Answering with the verb <i>to be</i> : <i>My favourite is ...</i>		12/41–42
3 I think I know you ●●	20–25 mins	Speculating about a person Asking for information about a person Giving information about yourself	Common verbs in the present tense: <i>be/have/got/go/live/listen/watch/read</i> , etc. Use of <i>can</i> to express ability Use of <i>want</i> to express the wish to do something First and third person: <i>I'm .../He's .../I can .../She can ...</i> , etc. Asking questions: <i>Are you ...?/Have you got ...?/Can you ...?/Do you ...?</i> Use of negative first and third person: <i>He isn't .../I can't .../I don't .../She hasn't got ...</i> Short answers using <i>am/can/have/do</i> in positive and negative: <i>Yes, I can/No I can't/Yes, I am/No, I don't</i> Comparatives: <i>older</i>		13/43–44
4 This is important to me ●●	25 mins	Explaining what certain things mean and refer to Asking a variety of questions to find out further information	Understanding a variety of questions: <i>What ...?/Which ...?/How many ...?/How old ...?</i> Expressing times, numbers, days and dates Present tense of various verbs: <i>wear/finish/live</i> , etc.		14/45–46

Game/Activity	Time	Main functions	Main grammar	Preparation	Pages
5 What we do at weekends ●●●	25–30 mins	Talking about likes and dislikes Discussing weekend activities Ranking activities in order of preference	The gerund – as used to talk about activities: <i>watching television/cooking/doing the washing up</i> , etc. The use of the gerund following: <i>like/hate/dislike/don't like: I hate doing things in the kitchen/I like spending time with friends</i> , etc.		15/47–48
6 Something ... ●●●	20 mins	Word associations Talking about thoughts and reactions Comparing our reactions to those of others	<i>Think + of</i> Asking questions: <i>What do you think of when you think of something ...?</i> Expressing reactions: <i>I think of .../My partner thinks of ...</i> <i>both: We both think of ...</i>		15/49
7 Associations ... ●●●	20 mins	Word webs – expanding vocabulary by extending word families Asking for and giving reasons	Using the past tense: <i>My fourth word was .../I chose ...</i> Asking questions using the past tense: <i>What word did you have?/What was your fourth word?/Why did you choose ...?</i> , etc. Giving reasons using <i>because</i>		16/50
Simulations/Role plays					
8 At the post office ●	25–30 mins	Buying stamps to send mail (at a post office) Simple greetings, requests and thanks Asking about and giving information about cost (using pounds and pence) Asking about and giving information about weight (using grammes)	Asking questions: <i>How much does it cost?/How much does it weigh?</i> Use of <i>would</i> : <i>I'd like to .../Would you like ...?</i> Numbers up to 430		17/51–52
9 This is my brother ●	15–20 mins	Giving information about a third person Asking questions Talking about a photograph Showing a polite interest in what somebody tells you	Present tense third person: <i>He lives/He works/He enjoys</i> , etc. Asking questions (present tense third person): <i>Is he ...?/What does he ...?/How old is he ...?</i> etc. Use of <i>would</i> to be polite: <i>Would you like to see ...?/Yes, I'd love to see ...</i>		17/53–54
10 Renting a holiday home ●●	15 mins	Asking for and giving information about a property Talking about facilities Talking about needs and preferences Making a phone call	Asking questions (present tense and various question words): <i>Where is ...?/How big is ...?/When is ...?</i> , etc. Giving information: <i>It's near .../It costs ...</i> , etc. Use of <i>want</i> to and <i>would like</i> : <i>We want to come .../We'd like a room ...</i> , etc.		18/55
11 Celebrity interview ●●	20 mins	Asking for and giving personal information Welcoming and thanking Responding to welcome and thanks	Question words: <i>how/where/when/who/what</i> , etc. Asking questions in the present: <i>Do you ...?/How are you?</i> , etc. Present tense to talk about daily life Use of <i>may</i> : <i>May I ask ...?</i> Use of <i>thank you for</i> + gerund: <i>Thank you for answering ...</i>		19/56
12 Eye witness ●●●	20 mins	Describing a person – physical features Describing clothes Asking about somebody's appearance Talking about an incident	Past tenses in the affirmative, interrogative and negative Past simple: <i>He was tall./Was he tall?/He wasn't very old./He took .../What did he take?</i> Past continuous: <i>He was wearing a coat./He wasn't wearing a hat. Was he carrying anything?</i>		19/57–58

Game/Activity	Time	Main functions	Main grammar	Preparation	Pages
Information-gap activities					
13 Instructions ●	20 mins	Giving and following instructions Asking for repetition and clarification: <i>I'm sorry, I don't understand. Could you say it again, please?</i> Talking about direction: <i>up/down/left/right</i>	Imperatives: <i>go/draw/write</i> Adverbs of direction: <i>up/down/left/right</i>		20/59-60
14 People at a conference ●	15-20 mins	Spelling names out loud Asking about age and occupation Asking about where people live	Questions in the present tense Verb <i>to be</i> : <i>What is ...?/How old is ...?</i> Verbs with auxiliary <i>do/does</i> : <i>How do you spell ...?/Where does she live ...?</i> , etc. Indefinite articles used with occupations: <i>He's a .../She's an ...</i>		21/61
15 The kitchen cupboard ●	15-20 mins	Describing location/position: <i>on the top shelf/bottom shelf/on the left/right/in the middle/next to</i> Asking about location/position	<i>There is/there are</i> : <i>There is a frying pan./There are glasses</i> , etc. Prepositions: <i>on the shelf/in the cupboard/on the left</i> , etc. Questions with the verb <i>to be</i> : <i>Where's ...?/Is it ...?</i>		22/62
16 At the theatre ●●	15-20 mins	Describing the different parts of a theatre Letters and spelling Location: asking for and giving details of where things are situated	Prepositions: <i>at the front/at the back/in the middle</i> Position: <i>from ... to</i> Asking a variety of questions: <i>Which ...?/What's ...?</i> <i>Can</i> : <i>wheelchairs can go</i>		22/63
17 For sale ●●	15-20 mins	Asking for missing information Giving details about items Understanding newspaper advertisements Giving phone numbers	Question words: <i>What sort of ...?/What's ...?/What's ...?/How much ...?</i> , etc. Asking questions (present tense) Adjectives: <i>square/friendly</i> , etc. Numbers		23/64
18 Richard's student room ●●	20-25 mins	Describing where things go in a room Asking for clarification Talking about furniture and personal effects	Prepositions of place: <i>in/on/under/beside/on top of</i> , etc. Asking and answering questions about location: <i>Where's ...?/Is it ...?/There's .../There are ...</i> , etc.		23/65-66
19 Following orders ●●	20-25 mins	Giving and following orders and instructions Describing location and direction Asking for repetition and clarification	The imperative: <i>start/go/draw/write</i> Adverbs and prepositions of place: <i>up/down/left/right</i>		24/67-68
20 Where's the Tourist Information Centre? ●●●	20-25 mins	Giving and following directions Talking about places in a town	Asking questions: <i>Where's ...?</i> , etc. Prepositions of place: <i>next to/opposite/beside/between/on the right</i> , etc. Ordinal numbers: <i>first/second</i>		25/69-70
Discussion/Speaking activities					
21 Daily life ●	20-25 mins	Talking about daily routine Asking and answering questions Expressing information about events Talking about frequency	The present simple tense: <i>I have coffee./I go to sleep.</i> Asking questions with <i>do</i> : <i>Do you come by bus?/Do you play CDs?</i> Adverbs of frequency and their position before the verb: <i>I always have coffee for breakfast./I never read in bed./She often phones friends./He sometimes goes to sleep after midnight.</i>		25/71-72

Game/Activity	Time	Main functions	Main grammar	Preparation Pages
22 Packing a weekend bag ●	20 mins	Talking about needs and choices Listing personal effects Making comparisons	Verb <i>to need</i> in the present tense: <i>I need .../What do you need?/We don't need ...</i> Making comparisons: <i>X is more useful/important than Y.</i>	 26/73
23 How to keep fit ●	20–25 mins	Ranking items in order of importance Reading and listening for order Making comparisons Expressing opinions Talking about health and fitness	<i>Should: You should .../You shouldn't ...</i> Comparisons: <i>I think it's more important to/not to ... than to/not to ...</i>	 27/74
24 How to make friends ●●	25–30 mins	Expressing your own opinion Asking others for their opinion Making comparisons Discussing human relationships	Asking questions about opinions: <i>Do you agree?/What do you think?/How do you rank?/What's your opinion?</i> Comparatives: <i>It's better to ... than to ...</i> Superlatives: <i>The most important thing is to ...</i>	 27/75
25 My brilliant barbecue ●●	20 mins	Making choices and explaining them Planning an event with others Asking for other people's opinions Agreeing and disagreeing	Asking questions: <i>What do you think?/Do you agree?</i> Prepositions of time and location: <i>in the middle of the day/at the weekend/on a public holiday/on the beach/in the countryside/in the street</i> Giving reasons: <i>Because ...</i>	 28/76
26 What's it for? ●●●	20 mins	Describing an object Saying what something is for Speculating	Various constructions in the present to describe objects: <i>It's made of .../It's for ...</i> Future with will: <i>It will keep a sandwich fresh./It will look good in your kitchen.</i> <i>Can: It can contain 9 kilos.</i> <i>Enough: It's small enough to ...</i> <i>Could and might used to speculate: It could be for cooking./It might be made for paper.</i>	 28/77
27 This is how I see it ●●●	20 mins	Interpreting and describing a scene Asking questions Agreeing and disagreeing Speculating	The present continuous tense: <i>A woman is running./A child is watching./Is the man talking?/The baby is not wearing shoes.</i>	 29/78
28 Holiday postcards ●●●	20 mins	Descriptions of places – towns/holiday resorts/foreign countries Asking and answering questions Giving details	Various tenses (mainly the present simple) Questions using a variety of question words: <i>What monument is this?/When was this built?/Who is this king?, etc.</i>	 30/79
29 What would you be? ●●●	20–25 mins	Talking about one's self-image Asking others about their self-image Giving reasons	Second/unreal conditional: <i>If I were a/an ... I would be .../If you were a/an, what would you be?</i>	 30/80
Problem-solving activities				
30 Photographs ●	15 mins	Finding similarities and differences Describing photographs	<i>There is/There are ... : There is a boy./There are two cats.</i> Simple present tense: <i>I don't have .../The cat is black and white.</i> Present continuous tense: <i>The girl is playing with a ball./The woman is smiling.</i>	 31/81–82

Game/Activity	Time	Main functions	Main grammar	Preparation	Pages
31 Who's who? ●●	15 mins	Giving and processing information Drawing conclusions Asking for things to be repeated: <i>Could you say that again, please?</i>	Comparatives of adjectives: <i>Peter is older than Sally./Julie is thinner than Mary.</i> Superlatives of adjectives: <i>The thinnest person is only sixteen.</i>		32/83
32 Find the differences ●●	15 mins	Describing what is happening Asking for details	Present continuous tense: <i>A man is reading a paper./A woman is talking to the flight attendant, etc.</i>		32/84
33 A family tree ●●●	15 mins	Asking for and giving personal information about people Asking if something is true Saying whether things are true or not	Present simple + question word + <i>to be/have got</i> : <i>What does Bill do?/How many children has Jennifer got?</i>		33/85–86
34 Buying a shirt ●●●	15–20 mins	Buying an item of clothing from a shop Stating sizes and asking about colour and cost	Asking questions: <i>How much is it?/Have you got ...?/What colour ...?</i>		33/87
Vocabulary activities					
35 The secret word ●	20–25 mins	Asking for and giving definitions of words	Various simple constructions in the present tense Using adjectives: <i>It's long and yellow./They're usually blue, etc.</i>		34/88
36 Half a crossword: food and drink ●	25–30 mins	Asking for and giving definitions of words	Simple questions: <i>What's 5 down?/What's 10 across?</i> Present tenses: <i>It's a fruit./It's red./You drink it.</i>		35/89–90
37 What's a 'floppa'? ●●	15–20 mins	Giving and understanding information Problem-solving Making guesses and suppositions	<i>Can</i> : <i>You can carry a floppa./People can see a floppa.</i> Adverbs of frequency: <i>Women usually have .../A floppa often ...</i>		35/91–92
38 Half a crossword: adjectives ●●	20–25 mins	Asking for and giving definitions of words Talking about and using adjectives	Adjectives – meaning and use Present tense: <i>This can describe .../It's the opposite of .../You feel this when ..., etc.</i>		36/93–94
Miscellaneous activities					
39 Categories 1 ●/●●	30 mins	Thinking of examples of a type Discussion and making choices Expressing preferences	Giving your opinion and asking for your partner's opinion: <i>I think .../What do you think?</i> Comparatives: <i>X is better than Y./It's more unusual.</i>		36/95
40 Categories 2 ●●/●●●	30 mins	Thinking of examples of a type Discussion and making choices Expressing preferences	Giving your opinion and asking for your partner's opinion: <i>I think .../What do you think?</i> Comparatives: <i>X is better than Y./It's more unusual.</i>		37/96

Introduction

Pair Work 1 forms part of the Penguin series of photocopiable resource books for teachers and is aimed at students from beginner level to pre-intermediate. It is the first book in the series and is a completely new and thoroughly revised edition. It contains 40 activities for students working in pairs, the majority of which are communicative and contain some form of information gap or opinion gap.

Each activity contains material to be photocopied. For the majority of activities there are usually two sheets – one for Student A and one for Student B. Occasionally, however, there is a single sheet which is used by both Student A and Student B during the activity. For other activities there may be extra sheets or cards to be cut up.

There are also clear and detailed step-by-step Teacher's notes to accompany each activity, including notes on preparation, organisation and ways of introducing the activity. In addition, a key is supplied for those activities which need 'correct' answers.

Pair Work 1 is meant to complement any existing course book at Beginner, Elementary or Pre-Intermediate level and can be used with both adults and teenagers to give extra pair-work practice in a fun and stimulating way.

Part 1 of the book gives detailed Teacher's notes while Part 2 contains the various handouts, to be photocopied.

1 Choosing an activity for your class

The first place to look is in the Contents, which will give an overview of what is contained in the book plus a brief description of each activity using the following headings:

Type of activity

Title (+ level)

Time

Main function(s)

Main grammar

Preparation

Page numbers

The first page number refers to where the Teacher's notes are to be found and the second to where the handout or handouts are to be found.

When something interests you, turn next to the Teacher's notes which will explain the activity in far greater detail, including a list of the key vocabulary used.

Type of activity

Pair Work 1 has been organised according to types of activities. There are seven different sections altogether.

Section 1: Ice-breaker/Warm-up activities

These activities are largely for fun and are meant to be used with new groups to 'break the ice'. They are very useful for getting the students to know more about one another.

Section 2: Role-plays and simulations

In these activities, the students play simple roles or act out situations they could find themselves in, such as buying stamps at a post office. Often the shyest students come to life when hiding behind a role.

Section 3: Information-gap activities

These are activities where students have to perform a task together. In some cases, one student has access to all the information and tries to impart it to his or her partner. In other cases, both students have access to part of the information only, but by working together, they try to solve the whole.

Section 4: Discussion/Speaking activities

These are activities where the emphasis is on students speaking together, often in order to exchange views or opinions and to express agreement and disagreement. These are often referred to as 'opinion gap' activities.

Section 5: Problem-solving activities

These are activities where the students have to solve problems of various kinds, such as jigsaw-reading problems, logic problems and so on.

Section 6: Vocabulary activities

These activities concentrate on vocabulary learning and/or revision.

Section 7: Miscellaneous activities

The activities grouped in this section do not really fit into the previous categories. They include activities for pairs which do not contain information gaps or opinion gaps but which involve the students working together (and sharing the same handout) to complete a given task. The activities in this section are more challenging and open-ended and are flexible enough to be used at different levels and in different ways. They are deliberately different to

intrigue students as well as interesting them and inspiring them to talk and think in English.

There may be a certain amount of overlapping sometimes between the above sections. For example, a speaking activity can also be an ice-breaker, an information-gap activity can be a vocabulary activity, and so on. Where there is more than one possibility, the activity has been organized according to the *main* focus of the activity.

Level

The activities in this book range from beginner to pre-intermediate and within each section they are arranged in order of difficulty, with the activities suitable for beginner students coming first. However, all the activities in the book are separate from one another, so can be taken from anywhere in the book in any order.

To be able to see at a glance the level of an activity, the following system of dots is used:

- = beginner (suitable for beginner students and above)
- = elementary (suitable for elementary students and above)
- = pre-intermediate (suitable for pre-intermediate students and above)

Time

There is an indication in the contents list and also in the Teacher's notes as to the approximate time each activity will take. This will of course vary from class to class and will depend on how thoroughly you wish to exploit the activity. However it does give an indication and can help you decide if you wish to make the activity the main focus of the lesson or use it either at the beginning (as an ice-breaker and introduction) or at the end of the lesson (as a relaxation and revision).

Main functions and grammar

The contents list gives a brief description of the main functions and grammar practised in each activity. In addition, the Teacher's notes contain examples of the phrases and language structures used. In some of the activities, however, it is almost inevitable that other structures and language will be introduced which is almost impossible to predict beforehand.

Key vocabulary/Topic

(only in Teacher's notes)

The Teacher's notes contain a short list of the types of words being practised, and sometimes


include some that you may wish to pre-teach at this level. Not all classes will find the same words difficult, so it is a good idea to have a look at the vocabulary first and see if there are any words or expressions that you feel you may need to work on with your students before they start the activity. However, as with structures, for some activities the students will invariably produce more vocabulary than the words listed here.


Preparing the activity before the lesson


The Teacher's notes to each activity have a special section: *Preparation*.

This section tells you exactly what you need to do before the class starts, i.e. how many pages to photocopy, how many copies are needed and if the copies need to be cut up in any way. It will also tell you if you need to take anything into the lesson with you, e.g. a photograph, dice, and so on.

The contents page also gives an indication of the amount of preparation needed. This is explained by means of the following icons:

 1 handout to copy

 several handouts to copy

 1 handout to copy and cut up

2 Organizing the activity in the classroom

The activities in *Pair Work 1* are sufficiently flexible to be done in classes of all sizes.

Introducing the activity

The Teacher's notes always start with suggestions on how to introduce the game or activity. This is important as it helps stimulate interest in the topic and will prepare them for the activity to follow. It is at this stage that you can pre-teach any difficult words that will be new to the students.

It is also very important to always explain very clearly what to do and, where possible, demonstrate the activity first with the whole class – either forming a pair with yourself and one student or preferably, getting two students to demonstrate. This stage shouldn't be rushed as when the students understand fully what to do they feel more confident and are able to do their best and really benefit from the activity. With

monolingual classes, and especially those new to pairwork, you can very occasionally explain things in their first language – just to be 100% certain that they understand exactly what they have to do.

Although an approximate time is given for each activity, in most cases it is a good idea to set a time limit and write this up so that everyone can see it. Give a warning a few minutes before it expires so that students can start to finish off. It may be that some students have not finished but it is inevitable that people will finish at different times. And it is always best psychologically to stop them while they are still enjoying themselves rather than letting the activity drag on and on until everyone has finished.

Pair work

Since all the activities in this book are for students working in pairs, it may be worthwhile summarizing the main advantages of pair work, plus how best to organize it in the classroom. (This is especially important for teachers trying pair work for the first time.)

Advantages

- 1 The first enormous advantage of working in pairs is that it gives everyone a chance to speak and in a non-threatening environment, i.e. with a fellow-student rather than in front of the teacher and the whole class. Students will learn from one another in a natural way that approximates more to the world outside and gets away from some of the constraints of the classroom.
- 2 Pair-work activities are student-centred rather than teacher-centred. Once an activity has been explained (and perhaps demonstrated), the students work independently of the teacher and at their own pace. This means the students really have an opportunity to see how well they can communicate in English.
- 3 The language produced during pair work is generally more natural and authentic than in teacher-led sessions. It is also more personalized and, subsequently, more memorable for the students.
- 4 Pair-work activities encourage co-operation between students since, in order to complete a task successfully, they have to work together and help each other as much as possible. This in turn helps create a very positive learning atmosphere in class - one where they genuinely want to work with others. It also normally leads to students being less afraid of making mistakes. In addition, most students

grow in confidence as they discover that they can complete a task successfully without constant help from the teacher.

- 5 Many pair-work activities (especially of the ice-breaker type) lead to greater personalization and students begin to express their own personalities in a more natural and less inhibited way. This again contributes to creating a better learning atmosphere in class plus a positive group feeling.
- 6 Many pair-work activities are a lot more fun to do than more traditional exercises. Students who enjoy what they are doing are more likely to learn than those who find the work boring. In addition, in this book there is a wide variety of activities – another important factor in keeping students interested and motivated.
- 7 Pair work is dynamic and active. Learning cannot really take place unless the students are actively involved in the process. Pair-work keeps them active which increases their ability and desire to learn.
- 8 Finally, pair work gives teachers a break from being the centre of attention, from having to 'perform', be dynamic, interesting, and so on. Instead, the teacher can stand back, listen more actively and think up strategies for helping the students increase their knowledge and confidence.

If pair work is new to the students, it is worth spending the time and trouble to explain its advantages and to encourage them to take full advantage by participating as much as they can and sticking strictly to English.

Classroom organization

Since the activities in **Pair Work 1** involve the students working in pairs, a certain amount of classroom reorganization may be necessary. If it is at all possible, the room should be arranged in such a way that pairs face one another across a desk or a table. This is to give them 'eye-contact' which makes communication a lot easier. However, there may be practical reasons why such a classroom arrangement may not be possible. In the case of large classes organized in rows try to get students to work with the person sitting directly in front of or behind them. If this isn't possible and the students have to work with the person sitting next to them, they can move their chairs so that they are at an angle. Finally, when organizing a class into pairs, the students should sit so that it is difficult for them to see their partner's handout (unless it is an activity where they share handouts). If necessary, you

can tell them to stand a book upright on their desks (or a bag) to act as a shield. Students can also sit back to back for certain activities, especially when it is important that they do not see each other's handouts. It also forces them to listen more carefully to each other.

If you find you have an uneven number of students in your class, the best solution is to form one group of three and give Student A's handout to two students and Student B's handout to the third. The two students working together can take turns to exchange information with Student B. It is sometimes a good idea to put a stronger and a weaker student together to work in a group of three in this way. The stronger student can then help the weaker student as they work together during the activity.

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

The role of the teacher

Once the activity has actually started, the students work independently of the teacher and at their own pace. The role of the teacher while this is going on is to monitor the students' progress by walking round the classroom, pausing briefly beside each pair, listening to them and noting any language errors or communication problems which can be taken up later on with the whole class. It is best not to interrupt them or correct them while they are working as this will impede fluency, spoil the atmosphere, distract them from what they are doing and, at worst, destroy their confidence! But if things are obviously going really badly, the teacher should be prepared to offer advice and encouragement – just sufficient to get them working again.

While walking round, it is useful to have a small notebook or piece of paper on which you note down any persistent mistakes you hear or common problems. As mentioned above, these can then be dealt with in a feedback session after they have completed the activity.

Feedback session and follow-up work

Each activity should end with a checking/feedback session for the whole class. This checking and evaluation is an integral part of the activity and it is important to leave enough time for it.

After any pair-work exchange students can recall and re-tell their partner what they remember about the exchange (e.g. if they have just been eliciting personal information or opinions). Or they can swap partners and tell their new partner about the ideas of their previous partner. This doubles the amount of speaking generated by any activity and is a good way to keep fast finishers busy while the rest catch up.

You can occasionally discuss the activity with the students. This can be done in English, although with beginners and elementary students it may be more satisfactory in the students' first language. The discussion could include talking about what the students found difficult as well as finding out if anyone wanted to say something but did not have the necessary language skills to express himself or herself.

This is also the time when any mistakes can be pointed out and, if necessary, revision practice given. One way of doing this is to write on the board sentences which contain the main language mistakes you noted while circulating round the class during the activity. You can get the student to work in pairs and to identify and correct the mistakes.

This is also the time to give praise where necessary. *I thought you all worked really well today./I heard a lot of interesting opinions today./You solved the problem a lot quicker than I expected./I liked your definition for 'main course' Mario! etc.*

Finally, in the Teacher's Notes there are often follow-up suggestions for homework, often in the form of extra written work. These are intended to further extend and enforce the language and vocabulary practised in the lesson.

A final note about photocopying

Since this is a photocopiable book with each activity containing one or more handouts, it may be worth looking at ways of reducing the costs – both in terms of time and money. The material to be photocopied can be divided into two types: (a) handouts which the students write on, and (b) material which the students use but do not write on. Of the latter, many are cut up into cards. For material that can be re-used, wherever possible try mounting them on cards and protecting them either by laminating them or (a cheaper solution) by keeping them in clear plastic folders. The extra initial effort will certainly pay off as subsequent photocopying costs and time will be greatly reduced.

Part 1: Teacher's notes

Ice-breaker/Warm-up activities

These activities are intended largely for fun and to break the ice with new groups. They are very useful for getting the students to know more about each other – and to start talking.

1 Getting to know you ●

Time: 20 minutes

Preparation: Copy the handout on page 40 – one copy for each student.

(Optional) Find a picture of a famous person all the class will know.

Main functions

Asking for and giving personal information
Asking about and expressing likes and dislikes
Filling in a form
Asking how to spell a name
Spelling your name

Main grammar points

Asking questions, using the verb *to be* and the auxiliary *do* with the present tense

Using question words: *what/where/how*, etc:
What's your ...?/Where do ...?/How many ...?/How do ...?

Using the present simple first person to talk about oneself: *I live .../I speak ...*

Using the present simple third person to talk about another person: *He/she likes/doesn't like ...*

Key vocabulary/Topic

Basic personal information: name/address/occupation

Various nouns to talk about likes and dislikes, e.g. likes: *mountains, hot weather, dogs*
dislikes: *hospitals, mobile phones, zoos*

Method

- 1 Introduce the activity by writing name/address/nationality/family/occupation/languages (as in the form) on the board and give the name of a famous person (e.g. president/prime minister/film star, etc. – somebody everyone in the class will know. You could also use a photo or draw a picture.). Say you are that person. Get the class to ask you questions, e.g. *What's your name?/How do you spell it?*, etc. Write questions on the board and give answers. Then write the question: *Do you like ...?* Invite the class to ask you questions,

adding a noun each time, e.g. *Do you like dogs?/Do you like sunshine?*, etc. Answer and write two lists on board: *I like/I don't like* – and write things under the appropriate list. Introduce the words listed above in the key vocabulary.

- 2 Divide the class into pairs (A and B). Try to put each student with somebody they do not know – or at least may not know very well. Give out the handouts. Explain that the students have a form they are going to fill in for their partner by asking questions – first personal questions and then questions about likes and dislikes. You may like to leave the questions you wrote previously in the introduction up on the board for students to refer to. Alternatively, if you feel your class is confident enough, wipe these off and let them find the questions themselves.
- 3 Students now work in pairs to fill in the form. Student A starts by asking questions and writing. After about five minutes, Student B should start asking questions and writing. Circulate during this time to give any help needed.
- 4 Stop the activity when everyone or almost everyone has finished. Ask a few students to tell the class about their partner or you may like to hear about every student if you have time.
- 5 Do a roundup of likes and dislikes – it could be fun to see what most people like and dislike. This can either be done by putting students into new pairs to tell each other about their original partners or talking as a class and making lists on the board of the most popular and least popular items.

Follow up

Students could interview a friend or family member and then make an oral presentation to the class about that person.

For homework, students could write *An interview with ... (partner's name)* with questions and answers – or they could write a short paragraph *Getting to know ... (partner's name)*.

2 This is my favourite! Do you agree? ●

Time: 30 minutes

Preparation: Copy the handouts (A and B) on pages 41 and 42 – one set for each pair.

Main functions:

Asking about and expressing personal preferences
Offering alternatives

Main grammar points

Asking questions with *what* and the verb *to be*:
What's your favourite? Answering with the verb
to be: *My favourite ... is ...*

Key vocabulary/Topic

Basic vocabulary on the following topic areas:
animals, food, weather, colour, drink, ways to travel, places to go for leisure, places for a holiday
These are the most difficult words: *bread, elephant, horse, meat, mountains, potatoes, rice*
Students need to know the name of at least one sport/country/school lesson in English
Culture: students need to know at least one boy's and one girl's name in English

Method

- 1 Introduce the activity by asking the class *What's your favourite day and month?* Ask them to write down the answers. Then invite answers with reasons. You could start by giving your own favourites and why. Make a list on the board and establish the class favourites.
- 2 Divide the class into pairs (A and B) and give each student the appropriate handout. Explain that they first have to fill in the 'me' column with their own favourites. Check understanding of any words you feel may be difficult for your group.
- 3 Allow a few minutes for the students to fill in the first column, circulating to give help where needed.
- 4 The students now work in pairs. Student B starts by asking Student A the questions: *What's your favourite ...?* then reading out the options and noting down the answers in the 'Partner 1' column. If Student A's favourite is the same, they score 1 point in the column for Partner 1. (If not they score nothing.) For the second part, point out that the scoring is different and 5 points are given for the same answer. (Obviously it is more of a coincidence in this section as no alternatives are given.)
- 5 Now change round and Student A asks Student B and writes the score.
- 6 When this has been done, make new pairs (but there must still be a student A and B in each pair). They ask the same questions as before and note down the answers in the 'Partner 2' column.

- 7 When everyone has answers from two partners, stop the activity and ask students to work out their totals. Have a class feedback by asking for the highest totals to see which two students are the most compatible and share the most favourite things.

Follow up

For homework, students could write a short passage on *My favourite things*. With a younger class, it would be interesting to get them to illustrate this – either with their own drawings or with pictures cut out of magazines. This could then go up on the classroom wall for everyone to look at.

3 I think I know you ●●

Time: 20–25 minutes

Preparation: Copy the handouts (A and B) on pages 43 and 44 – one set for each pair.

Main functions

Speculating about a person
Asking for information about a person
Giving information about yourself

Main grammar points

Common verbs in the present tense: *be/have got/go/live/listen/watch/read*, etc.
Use of *can* to express ability
Use of *want* to express the wish to do something
First and third person: *I'm .../He's.../I can .../She can ...*, etc.
Asking questions: *Are you ...?/Have you got...?/Can you ...?/Do you ...?*
Use of negative first and third person:
He isn't .../I can't .../I don't .../She hasn't got ...
Short answers using *am/can/have/do* in positive and negative: *Yes, I can/No, I can't/Yes, I am/No, I don't*
Comparatives: *older*

Key vocabulary/Topic

Various verbs and nouns. These are the most difficult ones: *alarm clock, computer, guitar, news, omelette, pop star, sandwich, science, snake, spider, type(v), vegetarian, wake up, without*

Method

- 1 Introduce the activity by writing the title on the board; *I think I know you* and speculating about members of the class. This should be done in a light-hearted way without being too personal, e.g. *I think you've got five sisters, I think you can play football, I think you go home by taxi*, etc. Ask students to reply with appropriate short

answers: *No, I haven't, Yes, I can, No, I don't*, etc.

Ask them how well they think they know other people in the class and tell them they are about to find out.

- 2 Put students into pairs (A and B) – preferably with someone they do not know too well – and distribute the appropriate handout. Give a few minutes for the students to work individually and in silence to speculate about their partner and write *yes* or *no* in the column depending on whether they think the statement in the first column is true for their partner or not. Circulate to help with vocabulary as necessary.
- 3 Now tell the students they are going to see how accurate their speculations were by asking their partner the questions and noting down their answers. Point out and elicit that the first four statements (on both handouts) use the verb *to be* so the questions they ask their partners will be *Are you ...?* The next four statements use *have got* so the questions will be *Have you got ...?* The next four statements use *can* so the questions will be *Can you ...?* and the final four questions will be *Do you ...?*

Also remind the students that short answers must use the same auxiliary as in the question. Practise briefly if you think this is useful to enable more fluency in the activity.

- 4 Allow five minutes for Student A to ask Student B the questions and note down the answers and then allow another five minutes for Student B to ask Student A.
- 5 Stop the activity and ask the students to note down seven facts that surprised them about their partner. They then turn to another student and tell them. Remind everyone to be sure to use the third person: *My partner's got .../He's .../She can't ..., etc.*
- 6 For a whole class round up, ask everyone to tell the group one thing about their partner. If you wanted further reinforcement, you could ask everyone to remember what was said and note it down. Then you could see who could remember all the facts correctly and congratulate them!

Follow up

Either a writing activity summing up what has been practised *I know my partner well now. He/she ...* or, especially with younger classes, it might be nice to make a display

for the English noticeboard. Each person would get a photo of their partner (or draw them if no photo was available), stick this on a large sheet and surround it with about ten statements about them (from this activity) with appropriately amusing illustrations. This could also be presented to the class orally.

4 This is important to me ●

Time: 25 minutes

Preparation: Copy and cut up the handouts (A and B) on page 45 – one set for each pair. Also copy and cut up the answer sheet on page 46 – one copy for each student.
(Note: there are two copies of the same handout to reduce copying costs.)

Main functions

Explaining what certain things mean and refer to

Asking a variety of questions to find out further information

Main grammar points

Understanding a variety of questions: *What ...?/Which ...?/How many ...?/How old ...?*

Expressing times, numbers, days and dates

Present tense of various verbs: *wear/finish/live*, etc.

Key vocabulary/Topic

Numbers – up to millions

Days of week and months of year

Names and colours

The following could be difficult at this level: *approximately, flag, population*

Method

- 1 Introduce the topic by writing some numbers, colours, names on the board that are important to you, e.g. *Ginger/eight/pink*, etc. Get students to ask you questions to discover why these are important to you e.g. *Ginger's the name of my cat./Eight is the number of my house./Pink is the colour of my bedroom.*
- 2 Explain that they are now going to find out some of the things which are important to someone else in the class. Divide class into pairs (A and B) and distribute the appropriate handouts plus answer sheets.
- 3 Allow 5 minutes for students to read the questions and write the answers in the spaces provided on the answer sheet. Circulate to give help as needed.

- 4 Now ask students to exchange answer sheets. (They can turn over their handouts, so their partner doesn't accidentally see the questions.)
- 5 Starting with number 1, students ask each other to explain what has been written. You might like to practise some questions first: *What's ...?, What's this?, What does this mean?, What does...mean?*, etc.
- 6 Allow about 10–15 minutes for this, circulating round the group to make sure everyone is talking and to encourage the shy ones to express themselves.
- 7 For a roundup, ask each person to tell you one thing that is important to their partner and why. As they speak, write these up on the board (but without any names). Finally ask the class if they can remember who is referred to each time.

Follow up

Writing for homework: *Ten things that are important to me* – a list of ten items and a simple explanation for each one.

Once these have been marked and corrected, they could be redistributed for students to write out again perfectly correctly and **anonymously** (typed or printed if possible). Put them up for everyone to read and invite people to guess who wrote each list.

5 What we do at weekends ●●●

Time: 25–30 minutes

Preparation: Copy the handouts (A and B) on pages 47–48 – one set for each pair.

Main functions

Talking about likes and dislikes
Discussing weekend activities
Ranking activities in order of preference

Main grammar points

The gerund – as used to talk about activities: *watching television/cooking/doing the washing-up*, etc.

The use of the gerund following *like/hate/dislike/don't like*: *I hate doing things in the kitchen/I like spending time with friends*, etc.

Key vocabulary/Topic

Weekend activities – nice and not so nice – using the gerund

The following words might be difficult at this level: *ages, anywhere, late-night, latest, nothing, physical, practising, relaxing, tidying, washing up*

Method

- 1 Introduce the topic by writing *What we do at the weekend* on the board and inviting the group to give you all the possible activities they can. Make sure they use the gerund and make a list. Ask a few students for their favourite and their least favourite activity.
- 2 Divide class into pairs – A and B. (Try to put students with somebody they do not usually work with.) Give each student the appropriate handout. Explain that they all have a list of four activities to rank under *I like* (1–4 in order with the best first) and four activities to rank under *I hate* (1–4 in order with the worst first). Answer any vocabulary questions and give students about 2 minutes to do this.
- 3 Now students work with their partner. Tell them that they have eight activities each but these activities are different – so they have sixteen activities in all that they will now discuss and rank in order of preference (1–16 with 1 as the best).
- 4 Suggest they start with the eight best activities and work down. Then start with the eight worst activities and work up from the bottom of the list. Stress that they must discuss and do their best to agree. Allow about 10 minutes for this.
- 5 Stop the activity and put each student A with another student B (and of course vice versa). They compare their rankings and see if they are very different. Allow about 5 minutes for this.
- 6 For a whole-class feedback, you could ask one person to read their ranking which you write on the board and then invite comments.

Follow up

A story entitled *My perfect weekend* or perhaps more interestingly *An awful weekend/My weekend from hell!*

6 Something ... ●●●

Time: 20 minutes

Preparation: Copy the handout on page 49 – one copy for each student.

Main functions

Word associations
Talking about thoughts and reactions
Comparing our reactions to those of others

Main grammar points

Think + of

Asking questions: *What do you think of when you think of something ...?*

Expressing reactions: *I think of .../My partner thinks of ...*

both: We both think of

Key vocabulary/Topic

Adjectives

General vocabulary on a variety of basic topics – a good opportunity for students to activate and show what they know

The following words might be difficult at this level: *delicious, fashionable, frightening, fun, healthy, heavy, painful, sad, soft*

Method

- 1 Introduce the activity by saying or writing the word *white* and asking students *What do you think of when you think of something white?* Brainstorm and make a list on the board. If you feel more practise is a good idea as a warm-up, repeat with *American* (*What do you think of when you think of something American?*)
- 2 Give each student a handout and go through the list, making sure that everyone understands all the vocabulary. Give the students 5 minutes to write something in the column *I think of ...* They must work individually and not show anyone else what they have written. Circulate to give help where needed.
- 3 Now students find a partner – as always try to make different students work together each time. They ask their partner the questions and write their answers in the remaining column. Allow about 10 minutes for this.
- 4 Stop the activity and ask the students how many things they had in common with their partner, i.e. how many times did they think of the same things?
- 5 You could stop the activity now or if you have time and would like your students to have more practice, ask them to find another partner and compare their answers again. Did they have more in common with their first or their second partners?
- 6 As a whole-class feedback, try to find the adjectives where most students thought of the same thing – and perhaps try to speculate why.

Follow up

Students choose five of the adjectives from the list and write as many things they associate

with them as possible. Each list of items could then be read out and the others in the class could try to guess the adjective (e.g. if you heard; *sea, sky, eyes* – you might well guess *blue*).

7 Associations ... ●●●

Time: 20 minutes

Preparation: Copy the handout on page 50 – one copy for each student.

Main functions

Word webs – expanding vocabulary by extending word families

Asking for and giving reasons

Main grammar points

Using the past tense: *My fourth word was .../ I chose ...*

Asking questions using the past tense: *What word did you have?/What was your fourth word?/Why did you choose ...?*, etc.

Giving reasons using *because*

Key vocabulary/Topic

Basic words on a variety of everyday topics

The following might be difficult at this level: *apples, aunt, fourth, grass, jump, leaves, magazine, noon, pears, sand, wet*

Method

- 1 To introduce the activity, write or say the following three words; *car, bus, train* and ask the students to add a fourth word they associate with the first three. (You might like to use the expression *word families* or *word web*.) Ask for their suggestions and write these up. Also try to discuss choices briefly. Do most people agree?
- 2 Give out the handout – one per student. Go down the list reading out and explaining any items you feel might cause problems for your group. Now give about 4-5 minutes for them to write a fourth word in the column. They must work individually and totally silently at this stage.
- 3 When everyone is ready, put the students into pairs. They go down the list together telling each other their fourth word and saying why. Leave about 10 minutes for this.
- 4 Stop the activity and ask the pairs to tell you their scores (i.e. the number of words they had the same). Ask the highest scoring pair to read out their choices. It would also be interesting to listen to all the choices and see if any interesting ones come up.

Follow up

Ask the students to make up their own handouts for a similar activity. They work alone or together to find 10 more categories of three words which they then write out on a sheet of paper. These can be distributed to the class and done by other pairs – or they could ask you!

Simulations/Role plays

In these activities, students play simple roles or act out situations they could find themselves in, such as asking for stamps at a post office, renting a holiday home, and so on. This not only gives valuable practice for real life situations where students would need to solve a problem in English but also allows even the shyest students to come to life when hiding behind a role.

8 At the post office ●

Time: 25–30 minutes

Preparation: Copy the handouts (A and B) on pages 51–52 – one set for each pair.
(Optional) Find a stamped envelope – if possible one that has come from Britain and has a British stamp.

Main functions

Buying stamps to send mail (at a post office)
Simple greetings, requests and thanks
Asking about and giving information about cost (using pounds and pence)
Asking about and giving information about weight (using grammes)

Main grammar points

Asking questions: *How much does it cost?/How much does it weigh?*
Use of *would*: *I'd like to .../Would you like...?*
Numbers up to 430

Key vocabulary/Topic

Post office vocabulary: *cost, early, first class, letter, mail, pence, post, postcard, pounds, second class, send, stamp, third, up to, weigh, weight, working day*

Method

- 1 Introduce the activity by showing an envelope with a British stamp on it (or drawing one if you do not have one). Ask about the cost of the stamp.

Ask where you would go in Britain to post letters and elicit *post office*. Then ask the students for other words they would need if

they were in Britain and wanted to send a letter. Try to elicit as many of the key words (see above) as you can.

- 2 Divide the class into pairs (A and B) and give each student the appropriate handout. Explain that student A works in a post office in Cambridge and has lists of the price of sending letters within the UK and overseas. Student B wants to post 5 letters and has details of these (weight and class). They are going to act out the situation and student A is going to tell student B how much each letter is going to cost. Student B writes this down and adds it up to find the total cost.
- 3 Write on the board the opening remarks and the whole exchange for the first items, i.e.
Hello. I'd like to buy some stamps, please. How much does it cost for a letter first class?
How much does it weigh?
One hundred and twenty grammes.
That's 57 pence, please
(Make sure everyone understands how to read the table.)

Ask two students to read it aloud for the group. Leave this on the board to act as a template – or if you feel your students are accurate and confident you can rub it off.
- 4 Now allow 10 minutes for the students to do the same for the remaining four items. Circulate to give help as needed.
- 5 Stop the activity and ask the students to add up and find the total cost. Ask for the total amounts and see if they all agree.

Follow up

To write a short dialogue *At the post office*. This can be done as homework or class work and read out to the group.

9 This is my brother ●

Time: 15–20 minutes

Preparation: Copy the handouts (A and B) on pages 53–54 – one set for each pair. Take in a photo of your brother (if you have one) – otherwise a photo of some family member or friend.

Main functions

Giving information about a third person
Asking questions
Talking about a photograph
Showing a polite interest in what somebody tells you



Main grammar points

Present tense third person: *He lives/He works/He enjoys*, etc.

Asking questions (present tense third person): *Is he ...?/What does he...?/How old is he?*, etc.

Use of *would* to be polite: *Would you like to see ...?/Yes, I'd love to see ...*

Key vocabulary/Topic

Personal information

Other words that might cause difficulty are: *at least, imagination, party, personality, ready, mountain bike racing*

Method

- 1 Show the class your photo saying *This is my ...* and invite them to ask you as many questions about him/her as they can. You might like to list these on the board for the students to refer to while they are doing the activity.
- 2 Put the class into pairs (A and B) and give each student the appropriate handout. Read the first sentence together. *Your partner is a new friend you have made on holiday* and explain that they both have photos of their brothers to show each other. Emphasise that they can make up whatever they like about these brothers (and they do not have to be based in any way on a real brother) – in fact they should aim to make their brother sound as interesting and unusual! as they can. Student B should start by saying: *Would you like to see a photograph of my brother?* and Student A should answer: *Yes. I'd love to see your brother.* Then Student A should ask as many questions as possible and Student B give as interesting and full answers as possible.
- 3 Allow 5 minutes for this (or more if students are talking well). Then stop everyone and change roles so that student A now describes and student B asks questions.
- 4 Finish the activity and ask each pair to choose which of the two brothers they would like to meet in real life and why. Invite one or two students to the front to present their brother to the class.

Follow up

The students prepare a short presentation entitled: *My brother/sister/best friend*, etc. This could either be based on a real person or purely imaginary. Students could bring photographs in and make presentations to the class.

10 Renting a holiday home ●●

Time: 15 minutes

Preparation: Copy and cut up the handouts (A and B) on page 55 – one set for each pair.
(Optional) Take in a picture (from a magazine/tourist brochure) of a place you might like to rent for the holidays.

Main functions

Asking for and giving information about a property
Talking about facilities
Talking about needs and preferences
Making a phone call

Main grammar points

Asking questions (present tense and various question words): *Where is ...?/How big is ...?/When is ...?*, etc.
Giving information: *It's near .../It costs ...*, etc.
Use of *want to* and *would like*: *We want to come .../We'd like a room ...*, etc.

Key vocabulary/Topic

Property – houses and flats, e.g. rooms/size/position
Other difficult words:

advertisement, afford, details, free, let, rent

Method

- 1 Show your picture to the class and say *This is a holiday home that I want to rent this summer. I'm going to phone. What questions should I ask?*
Note questions on the board and then invite the class to answer them judging from the picture. You could also ask if anyone in the class rents a holiday home and if it is a good experience.
- 2 Put the class into pairs and give each student (A and B) the appropriate handout. Explain that they both have the same advertisement and student A wants to rent this place. Student B is the owner and will answer questions. Give a few minutes for students to prepare what they are going to say. During this time, circulate to give help as needed.
- 3 When everyone is ready, put the pairs back to back as they are going to have a telephone conversation and will not be able to see each other. Before they start, make sure they know how to answer the phone (with the number) and how to say *Hello. I'm phoning about ...*
- 4 Allow 5 minutes for the activity (more if

students are talking well). Walk round and note any particularly fluent pairs to perform in front of the class later.

- 5 Stop the activity and ask one or two pairs to act out their conversation in front of the class. Would the others have rented it?

Follow up

Students choose a picture of a house from a magazine and stick it on a piece of paper. They then write HOLIDAY HOME TO LET underneath in big letters, followed by 10 bullet points listing its advantages, location, availability and price. These can be presented orally or passed round the class for others to read and decide which they would most like to rent.

11 Celebrity interview ●●

Time: 20 minutes

Preparation: Copy the handout on page 56 – one copy for each student.

Main functions

Asking for and giving personal information
Welcoming and thanking
Responding to welcome and thanks

Main grammar points

Question words: *how/where/when/who/what*, etc.

Asking questions in the present: *Do you ...?/How are you?*, etc.

Present tense to talk about daily life

Use of *may*: *May I ask ...?*

Use of *thank you for* + gerund: *Thank you for answering ...*

Key vocabulary/Topic

Daily routine/likes/dislikes/future plans
The following words may be difficult at this level: *celebrity, famous, guess, pleasure, secret, welcome*

Method

- 1 Think of a famous celebrity – someone everyone in the class will know. Tell the class you are a mystery guest and they each have to ask you a question about your life and then guess who you are. Answer questions in character and try to get a question from everyone before you allow any guesses.
- 2 Now tell the students to each think of a celebrity and keep the name a secret. Encourage them to be creative but choose somebody others will know. You might like to allow a minute or two for this and go round the class checking that everyone has

someone suitable in mind and also that they haven't all chosen the same person.

- 3 Give everyone a copy of the handout. Explain that they are going to interview a mystery celebrity and be interviewed in turn. You might like to go through the questions orally checking that students phrase them correctly. Point out that the first word is given each time. Draw their attention to the fact that they have to make up their own question 10 and allow some time for this.
- 4 Now students get into pairs and interview each other in turn. Before they start, practise how to start and finish the interview (suggestions are written on the handout) and stress that they must finish the whole interview before saying the name at the end.

Allow about 10 minutes – 5 minutes per interview. Walk round while they are speaking and note one or two interesting interviews that could be presented to the class later.

- 5 Stop the activity and ask who the celebrities were and how many were correctly guessed. Ask one or two confident pairs to do their interview in front of the class.

Follow up

Twenty questions – students write 20 questions and the answers a famous person would give to those questions (without saying the person's name). You could mark these individually and try to guess the person yourself. Otherwise you could read them out in the next lesson and see if the class can guess them – or number them and pass them round. Students read through them and note down the number and who they think it is.

Alternatively put students into pairs and give each pair two to guess. They would read out the interview to the class (taking a part each), say who they think the famous person is and see if others (and the original author) agree.

12 Eye witness ●●●

Time: 20 minutes

Preparation: Copy the handouts (A and B) on pages 57–58 – one set per pair
Also take in a picture of a person (e.g. from a magazine) – as large as possible so that everyone can see it.

Main functions

Describing a person – physical features

Describing clothes

Asking questions about somebody's appearance

Talking about an incident

Main grammar points

Past tenses in the affirmative, interrogative and negative

Past simple: *He was tall./Was he tall?/He wasn't very old./He took .../What did he take?*

Past continuous: *He was wearing a coat./He wasn't wearing a hat./Was he carrying anything?*

Key vocabulary/Topic

Physical descriptions/clothes

The following words might be difficult (or need to be taught): *bald, beard, build, contact, glasses, height, identification, moustache, slim, stole, straight, theft, thief, wavy, witness*

Method

- 1 Tell the class you are going to see how good a witness they would be. Show them a picture (of someone they have never seen before) and tell them that this person has committed a crime. Put the picture where people can see it. Ask for a list of questions they would ask if they were police officers talking to an eye-witness, e.g. *How tall was he?*, etc. Write these questions on the board. When you have about 8–10 questions, stop and turn the picture round so that nobody can see it. Ask for answers to the questions.
- 2 Divide class into two – police officers and witnesses. Give all the police officers handout B and all the eye-witnesses handout A. Allow two minutes for students to work individually and in silence. B students look at the form they will have to fill in and think of how they will phrase the questions. A students look at the picture and try to memorize all the details. Point out that they will both be talking about a crime that was recently committed and will be speaking in the past. (Do a quick revision of past simple/past continuous if you think your students need this.)
- 3 After 2 minutes, students find a partner (one A with one B). Student A is no longer allowed to look at the picture and must remember all the details. Student B asks questions and fills in the form.
- 4 After about 5 minutes, stop the activity. Ask different pairs to tell you what details they have on their forms – and see if they are all

the same! Let B students look at the picture – was the man like they imagined?

Follow up

Cut out a variety of pictures from magazines – all of women. Give each student a picture and ask them to write a short description. Take in all the pictures and display them where they can be seen. Each student reads out their description and the class have to identify the correct picture.

Information-gap activities

These are activities where students have to perform a task together. In some cases, one student has access to all the information and tries to impart it to his/ her partner. In other cases, both students have access to part of the information and, by working together, they try to solve the whole problem.

13 Instructions ●

Time: 20 minutes

Preparation: Copy the handouts (A and B) on pages 59–60 – one set for each pair.
(Note: There are two handouts for Student B.)

Main functions

Giving and following instructions

Asking for repetition and clarification: *I'm sorry, I don't understand. Could you say it again please?*

Talking about direction: *up/down/left/right*

Main grammar points

Imperatives: *go/draw/write*

Adverbs of direction: *up/down/left/right*

Key vocabulary/Topic

Basic directions, verbs (go, draw, write) and objects

You should check they understand the following words: *cup, down, empty, fill in, instructions, left, moon, rectangle, right, square, stars, sun, tree, up*

Method

- 1 Draw a 4 x 4 grid on the board. In the square in the top right-hand corner draw a sun and a square in the opposite bottom corner. Draw a few obstacles in the way. Ask class how to go from the square to the sun and follow their instructions. Make sure they can all use *go up/down/left/right*. Now check understanding of the key vocabulary

by asking volunteers to come up to the board and draw: a cup/a moon/a sun/a tree/a star.

- 2 Divide the class into pairs (A and B). Ask each pair to decide who will be the artist and who will be the talker. Then distribute the appropriate handouts (A to the artist and B to the talker). Stress that they must **not** show each other their handout.
- 3 Allow a minute or two for the B students to fill in the extra 6 squares as detailed at the top of their sheets. While they are doing this, point out to the A students that if they do not understand what their partner says or means, they can say *I'm sorry, I don't understand. Could you say it again, please?*
Now pairs work together with student B reading out as clearly as possible the instructions (1–16) and student A drawing and writing as instructed. Walk round the room while they are working to help anyone in difficulties and also to make sure that they are not looking at each other's rectangles.
- 4 After 10 minutes stop the activity and ask the students to look at their partners' rectangles. Congratulate those who are the most accurate.

Follow up

The students can prepare their own rectangles and instructions. In this case take them in and then redistribute to other pairs to try out and comment on for clarity, difficulty and interest.

14 People at a conference ●

Time: 15–20 minutes
Preparation: Copy and cut up the handouts (A and B) on page 61 – one set for each pair.

Main functions

Spelling names out loud
Asking about age and occupation
Asking about where people live

Main grammar points

Questions in the present tense
Verb to be: *What is ...?./ How old is ...?*
Verbs with auxiliary do/does: *How do you spell ...?/ Where does she live?, etc.*
Indefinite article used with occupations: *He's a .../She's an ...*

Key vocabulary /Topic

English alphabet
Numbers to 72

Basic personal details: age/home/city of residence/occupation

Check the students understand the following words: *between, check, conference, differences, initial, list, mark(v), office manager, people, policeman, policewoman, receptionist, residence, retired, spelling*

Method

- 1 Start by checking that your class can spell out loud in English. Tell them you are going to spell two complicated names and then either spell the names of the two authors of this book (Peter Watcyn-Jones and Deirdre Howard-Williams) or choose two other names (real or imaginary, it does not matter). Ask when it is important to be able to spell your own name (e.g. making a booking, checking you are on a list, etc.) and ask some students to demonstrate by spelling out loud their own names. Try to elicit the word *conference* as a place where there are lists of people with details about them.
- 2 Divide class into pairs (A and B) and give each student the appropriate handout. Stress that they must keep their list a secret and not show their partner. Explain that they both have lists of people at a conference but that there are 10 differences between their lists and they have to find them. The differences may be spelling or initials or ages, etc. Make sure the class knows what questions to ask e.g. *How old is ...?/What's X's initial?/Where does X live?/What's X's job?*, etc. Write these up on the board if necessary and practise.
- 3 Sit pairs back to back if possible and tell them to work together to find the 10 differences as fast as they can. When a pair has finished they should put up their hands and be silent. Note their names on the board. When half the class has finished, stop the activity. Ask pairs to look at each other's sheets and check that they have found everything. Congratulate those who were both fast and accurate.

Follow up

A class conference list
Each student thinks of a name/initial/age/city of residence and occupation for a conference delegate. These are dictated and written down by the whole class. Then students compare their lists and see who is the most accurate.

15 The kitchen cupboard ●

- Time: 15–20 minutes
- Preparation: Copy and cut up the handouts (A and B) on page 62 – one set for each pair.
(Optional) Bring in a picture of a kitchen (perhaps from a catalogue) showing various kitchen items – to introduce topic.

Main functions

Describing location/position: *on the top shelf/bottom shelf/on the left/right/in the middle/next to*
Asking about location/position

Main grammar points

There is/there are: *There is a frying pan./There are glasses.* etc.

Prepositions: *on the shelf/in the cupboard/on the left,* etc.

Questions with the verb *to be*: *Where's ...?/Is it ...?*

Key vocabulary/Topic

Kitchen equipment: *bottles, cupboard, cups, flowers, frying pan, glasses, packet of coffee, packet of tea, plates, saucepan, saucers, shelf, teapot, vase*

Size: *big, small, large*

Position: *in a cupboard, on a shelf, on the left, on the right, on the top, on the bottom*

Method

- 1 Show the class your picture of a kitchen and tell them it's your new kitchen. Ask them to tell you what they see. Then brainstorm for a list of all the kitchen items/equipment. Ask each person to mime one and as others guess what it is, rub it out. Draw three shelves on the board and ask students to come up in turn and draw something in the place you describe: e.g. *There's a teapot on the middle shelf./Next to the teapot there's a vase,* etc. When you have finished, ask the students to describe an item and say where it is. As they do so, rub it out.
- 2 Put the class into pairs (A and B) and ask them to decide who will talk and who will draw. If they have done this kind of activity before, remind them not to take the same role nor work with the same person as last time.
- 3 Give the talker Student A's handout and the drawer Student B's handout. Stress that they must keep their handout a secret from their partner. Remind the A students to use

There's a .../There are ... and remind the B students to ask questions *Where's ...?/Where are ...?* Allow a maximum of 10 minutes for the students to complete their drawings.

- 4 Stop the activity and take in all the Student B handouts. Hold them up one by one and ask the class to choose the most accurate and most like the original.

Follow up

My ideal kitchen

Students cut a picture out of a magazine or catalogue showing a kitchen and label all the items they can.

16 At the theatre ●●

Time: 15–20 minutes

Preparation: Copy and cut up the handouts (A and B) on page 63 – one set for each pair.

Main functions

Describing the different parts of a theatre

Letters and spelling

Location: asking for and giving details of where things are situated

Main grammar points

Prepositions: *at the front/at the back/in the middle*

Position: *from ... to ...*

Asking a variety of questions: *Which ...?/What's ...?*

Can: *wheelchairs can go.*

Key vocabulary/Topic

Parts of a theatre: *balcony, boxes, circle, stalls, emergency, entrance, exit, rows, stage, wheelchairs*
Location: *back, front, in the middle, from ... to ...*

Method

- 1 To introduce the activity, ask the students if they have been to a theatre and if so where did they sit. Try to elicit: *front, back, middle, stage.* Ask if anyone has ever seen a play in English or been to a theatre in Britain.
- 2 Give out the handouts at random to the class. Each Student A needs to find a Student B to sit beside and work with. Explain that they both have a plan of a theatre, but Student B's plan is blank whereas Student A's plan is labelled in English with all the names of the different parts. Tell them to keep their plans secret from each other and sit them back to back if possible.
- 3 Give the students 10 minutes maximum to work together to complete Student B's

theatre plan with as much detail as Student A's. Circulate to give help and encouragement.

- 4 Stop the activity after 10 minutes and let pairs look at each other's plans. Congratulate those who filled in everything.

Follow up

The students either role play in class or write for homework a phone conversation between someone wanting to book a ticket and the person in the ticket office.

17 For sale ●●

Time: 15–20 minutes

Preparation: Copy and cut up the handouts (A and B) on page 64 – one set for each pair.
(Optional) For the follow up activity, cut a selection of items out of a catalogue/magazine.

Main functions

Asking for missing information
Giving details about items
Understanding newspaper advertisements
Giving phone numbers

Main grammar points

Question words: *What sort of ...?/What's...?/How much ...?, etc.*

Asking questions (present tense)

Adjectives: *square/friendly, etc.*

Numbers

Key vocabulary/Topic

Basic vocabulary for small ads – items and conditions, including: *abroad, condition, for sale, free, items, lovely, nice, sort, square, weekends, wood*

Amounts of money

Phone numbers

Method

- 1 Choose an object and say that you do not want it any more and wish to sell it (e.g. an item of classroom furniture/book/your coat). Say you want to advertise it in the newspaper and ask for help composing your advert. Try to elicit the following: *for sale/good condition/price/where and when to phone*. Write a simple ad on the board.
- 2 Ask the students to find a partner and give each pair an A and a B handout. Tell them to keep these secret from each other. Explain that they both have four 'for sale' advertisements from a local paper. However

different details are missing from each one and their job is to ask each other questions to fill in the blanks. Stress that they can only give information if they have been asked a question and revise briefly what kind of questions they should ask. (You could rub out words in the ad you previously composed on the board and elicit questions to fill in those blanks.). Otherwise revise: *What sort of ...?/What kind of ...?/How much...?/What's the phone number for ...?*

- 3 Set a time limit of 10 minutes for the students to work together to complete their adverts. When the pairs have finished, let them check their work by comparing their handouts. If any have the time, encourage them to write their own 'for sale' ad to read out to the class.
- 4 For feedback, ask four pairs to each read out one of the completed ads.

Follow up

Give each student an item cut out of a magazine/catalogue and ask them to write a 'for sale' ad for it. These could later be passed round the class. Everyone could be asked which of the articles they would consider buying and why.

18 Richard's student room ●●

Time: 20–25 minutes

Preparation: Copy the handouts (A and B) on pages 65–66 – one set for each pair.

Main functions

Describing where things go in a room
Asking for clarification
Talking about furniture and personal effects

Main grammar points

Prepositions of place: *in/on/under/beside/on top of, etc.*

Asking and answering questions about location: *Where's ...? Is it ...? /There's ... /There are ..., etc.*

Key vocabulary/Topic

Furniture and personal effects, including: *beanbag, books, CDs, clock, coffee table, computer, cushions, desk, lamp, photos, portable, TV, posters, quilt, rug*

Words to indicate location: *in the corner, on the shelf above ..., in the middle of ..., on the left, on the right*

Method

- 1 To introduce the topic, ask the students to write a list of 10 things they have in their rooms at home/college, etc. Put all the words up on the board. If any of the above key words have not been included, elicit them with clues or a drawing.
- 2 Put the students into pairs (A and B) and ask for a describer and an artist. (If you have done a similar activity before with this group, encourage students to take on a different role this time.) Give the artists Student A's handout and the describers Student B's handout and tell them they mustn't look at each other's handouts. Explain that they both have a picture of the same student room at university but while Student A's room is bare, Student B's room has had all the furniture arranged by its occupant, Richard. If you consider it necessary, revise expressions of location: *in the corner/on the shelf/ beside/ on top of .../right/ left/middle.*
- 3 Give the students 10 minutes to work together to complete the empty room with all its contents in their right places. Student B should start by saying *There's a ...* and stress that Student A can also ask questions and can ask for clarification, e.g. *I don't understand what you mean. Could you say it again, please?* Walk round while the activity is going on to give help and encouragement.
- 4 After 10 minutes, stop the activity and take in all the handouts completed by the A students. Hold these up one by one for the class to see and perhaps choose a winner and a runner-up.

Follow up

My ideal room

The students create their ideal room – either by drawing it or by sticking items on paper. They label this and write a few sentences describing it and where things go (and why).

19 Following orders ●●

Time: 20–25 minutes

Preparation: Copy the handouts (A and B) on pages 67–68 – one set for each pair.

Main functions

Giving and following orders and instructions
Describing location and direction
Asking for repetition and clarification

Main grammar points

The imperative: *start/go/draw/write*

Adverbs and prepositions of place: *up/down/left/right*

Key vocabulary/Topic

Basic verbs

start, go, draw, write, describe

Basic geometrical shapes

arrow, circle, cross, diagonal, rectangle, square, triangle

Basic punctuation

exclamation mark, question mark

Personal items

comb, necklace, sunglasses, ring

Other words

alive, title, today, weather

Method

- 1 To introduce the activity, ask for a volunteer to come out to the front. Draw a 5 x 4 rectangle on the board. Give him/her orders to follow using a pen/marker/piece of chalk, etc, e.g. *Go up/stop/go left/stop/go down/stop/draw a triangle.* Repeat with another student asking him/her to draw a comb. Elicit the names of other simple shapes and personal objects (as in the key vocabulary above). Finally draw an exclamation mark and a question mark on the board and ask what they are called in English.
- 2 Divide the class into two groups (A and B). Give one half of the class the handouts for Student A and give them a few minutes to read the instructions at the top of the sheet and do what they are asked. If they get stuck, they should ask one another.
- 3 While they are doing this, give the other half of the class the handouts for Student B and explain they are going to follow instructions and write and draw what they are told to. However stress that they can ask for clarification and practise with them the phrase: *I'm sorry, I didn't understand that. Could you say it again, please.*
- 4 Put the students into pairs (one A and one B in each pair) and tell them they must keep their handouts a secret from each other. Student A then starts to read out the instructions and Student B starts to follow them by writing or drawing as instructed. Walk round to give help where needed.
- 5 After a maximum of 12 minutes, stop the activity. Pairs who finish early can check

their work by looking at each other's handouts.

- 6 For a whole class feedback, ask several students to start at the black square and then give a variety of instructions (e.g. *Go right one square, up two squares and then left one, what's in the square?*, etc.). Everyone should agree!

Follow up

Ask the students to turn over their handouts and write a list of all the items they remember from the rectangle. Congratulate the class memory champions!

20 Where's the Tourist Information Centre? ●●●

Time: 20–25 minutes

Preparation: Copy the handouts (A and B) on pages 69–70 – one set for each pair.

Main functions

Giving and following directions
Talking about places in a town

Main grammar points

Asking questions: *Where's ...?*, etc.

Prepositions of place: *next to/opposite/beside/between/on the right*, etc.

Ordinal numbers: *first/second*

Key vocabulary/Topic

Places in a town

bank, bookshop, baker's, car park, charity shop, Chinese restaurant, chemist, church, cinema, disco, dry cleaner's, fashion boutique, hospital, hotel, internet café, newsagent's, police station, post office, pub, railway station, restaurant, secondary school, snack bar, supermarket, tourist information centre

Location words

beside, between, next to, on the left, on the right, opposite

Method

- 1 Introduce the activity by asking where places are in your neighbourhood, e.g. *Where's the supermarket/post office/cinema?* and elicit answers such as *It's in ... Street opposite the .../It's next to the ...*, etc. Write some simple ways of indicating location on the board for reference if necessary.
- 2 Divide the class into pairs (A and B) and give each student the appropriate handout. Stress that they must not look at each other's handouts. Explain that they each have the same town plan with 24 buildings

marked on it – 14 are named and 10 are blank. However, the blank ones are different on each handout. They each have a list of the missing 10 buildings but will have to ask their partner exactly where they are situated.

- 3 Sit the pairs back to back and get them to ask each other questions in turn until they have labelled all the blank buildings. Allow a maximum of 10 minutes for this. Pairs who have finished can check by looking at each other's maps.
- 4 For feedback ask *Where's the ...?* getting a different student to answer each time. Then ask the students to turn over their handouts and work in their pairs to write a list from memory of the 24 buildings. Congratulate any who remember more than twenty.

Follow up

Ask the students to write one thing they would expect to find in each of the 24 buildings. List these on the board and try to add to them wherever possible.

Discussion/Speaking activities

These are activities where the emphasis is on students speaking together, often in order to exchange views or opinions and to express agreement and disagreement. These are often referred to as 'opinion-gap' activities.

21 Daily life ●

Time: 20–25 minutes

Preparation: Copy the handouts (A and B) on pages 71–72 – one set for each pair.

Main functions

Talking about daily routine
Asking and answering questions
Expressing information about events
Talking about frequency

Main grammar points

The present simple tense: *I have coffee./I go to sleep.*

Asking questions with *do*: *Do you come here by bus?/Do you play CDs?*

Adverbs of frequency and their position before the verb: *I always have coffee for breakfast./I never read in bed./She often phones friends./He sometimes goes to sleep after midnight.*

Key vocabulary/Topic

Daily routine: events and times of day
breakfast, lunch, dinner, in the morning, in the evening, before, after

Basic verbs

come, drink, feel, get up, have, phone, play, read, walk, watch, wear, write

Adverbs of frequency

always, often, never, sometimes

Method

- 1 To introduce the activity, write the four adverbs on the board: *always/often/sometimes/never*. Then tell the class you are going to read out five sentences about your daily routine and you want them to write down the correct adverb to express how often they think you do the activity. Then read out the following (adapt as you wish):

I watch football on TV.

I eat a big lunch.

I go to bed before midnight.

I wear a hat.

I drink coffee with milk.

Get the class to ask you the appropriate questions using *Do you ...?* Ask for their suggestions and then give the correct answer, writing it on the board and drawing students' attention to the position of the adverb.

- 2 Put the students into pairs (A and B) – preferably with someone they do not know too well and explain that they are going to find out about each other's daily life. Give each student the appropriate handout and allow 15 minutes for them to ask each other the questions (10 each) and note down the answers. They should ask questions in turn and also note any extra information in the final column. Circulate while this is going on in case of any difficulties.
- 3 Stop the activity and ask each student to make two statements about their partner. They should try to express something interesting that may have surprised them and give any extra information they can.

Follow up

A day in my life: The students write about a typical day in their lives. These can be read out to the class/passed round/pinned up on a notice board and, if written anonymously, others could be asked to guess whose daily routine it was.

For a variation, you could suggest *A day in the life of a cat/film star/baby*, etc.

22 Packing a weekend bag ●

Time: 20 minutes

Preparation: Copy the handout on page 73
– one copy for each student.

Main functions

Talking about needs and choices

Listing personal effects

Making comparisons

Main grammar points

Verb *to need* in the present tense: *I need .../*

What do you need?/We don't need ...

Making comparisons: *X is more useful/important than Y.*

Key vocabulary/Topic

Personal effects

camera, headphones, magazine, notebook, walkman

Clothes

gloves, jacket, pyjamas, sweater, trainers, underwear

Toiletries

towel, toothbrush

Method

- 1 To introduce the topic, ask the class to guess five items you have in your bag. (You might like to prepare something suitable first!) Show the items and say simply why you need each one, e.g. *I need a brush to brush my hair.*
- 2 Tell the class that they have all been invited to stay with a friend for the weekend and can only take one small bag as their luggage. They have to decide what to take. Give each student a copy of the handout and allow a few minutes for them to look at all the items and decide which 12 they would take. They should write the list in the first column, working completely alone and showing nobody.
- 3 Now ask the students to find a partner. One student asks the other: *What do you need?* and their partner replies *I need ...* They should listen and write their partner's list in the second column.
- 4 If they have both chosen the same item, they write it in the third column. If they do not agree on some items, encourage discussion. You might like to write up on the board some simple sentences, e.g. *We don't need gloves because it's not cold./A toothbrush is more useful than a notebook*, etc. Circulate and help as needed.
- 5 For a whole class feedback ask for a few lists and write them on the board. What were the most common items? Are there any items that nobody chose?

Follow up

Tell the students they can take another 3 items that are not shown and see what they come up with. (Fantasy is OK!) This can be done as pair work.

23 How to keep fit ●

Time: 20–25 minutes
Preparation: Copy the handout on page 74
 – one copy per student.

Main functions

Ranking items in order of importance
 Reading and listening for order
 Making comparisons
 Expressing opinions
 Talking about health and fitness

Main grammar points

Should: You should .../You shouldn't
 Comparisons: *I think it's more important to/not to ... than to/not to ...*

Key vocabulary/Topic

Health and fitness:
alcohol, exercise, fit, gym, healthy, outside, smoke, sport, stressed, water

Method

- 1 Write the title on the board: *How to keep fit*. Then write two headings: *You should* and *You shouldn't*. Ask the students for ideas to write under the headings.
- 2 Give out the handouts – one to each student. Go through the 12 ideas and make sure everyone understands them. Allow a few minutes for the students working individually to rank the items in order of importance.
- 3 Now ask the students to work in pairs. The students read out their list in turn saying: *To keep fit and healthy you should ...* (followed by the items in order) while their partner notes down the numbers in the second column.
- 4 Now write on the board *I think it's more important to/not to ... than to/not to ...*. Allow 5 minutes for the pairs to talk to each other and come up with a combined ranking for the items.
- 5 The pairs can now get together with other pairs and compare their rankings. For a whole class feedback, ask which group had the most in common and which the least. Write these two rankings up on the board and invite comment.

Follow up

Ask the students to think of another item to add to the list. Write all these up and ask where they would go in the rankings.

Written homework could be entitled: *What I do to keep fit and what I should do to be fitter* (This is a good way to practise the simple present and the use of should.)

24 How to make friends ●●

Time: 25–30 minutes
Preparation: Copy the handout on page 75
 – one copy for each student.

Main functions

Expressing your own opinion
 Asking others for their opinion
 Making comparisons
 Discussing human relationships

Main grammar points

Asking questions about opinions: *Do you agree?/What do you think?/How do you rank?/What's your opinion?*
 Comparatives: *It's better to ... than to ...*
 Superlatives: *The most important thing is to ...*

Key vocabulary/Topic

Friendship and getting to know people – human contact and relationships
 Basic verbs:
babysit, call, contact, disagree, dress, introduce, invite, join, offer, smile, talk
 Also: *alone, charity, church, clubs, hobbies, party, rank, ranking, smartly, team*

Method

- 1 Introduce the subject of friendship by writing two well-known English sayings on the board: *A friend in need is a friend indeed* and *The only way to have a friend is to be one*. Ask the students to explain what they think they mean and whether they agree. Are there any other quotations they know about friendship?
- 2 Now announce that you are going to think about how to make friends when you go to a new school/town/job. Give each student a copy of the handout. Go through it with the whole class, explaining any vocabulary that might cause problems.
- 3 Give the students about 5 minutes to work individually to rank the 15 different ways to make friends in order of the most useful in their opinion. (1 = the most useful and 15 = the least useful.)
- 4 Then look at the expressions at the bottom of the handout and practise them in class

so that everyone is able to express an opinion and ask for it. Also draw their attention to ways of comparing items and saying which is better/best.

- 5 Now put the students into pairs. First they should read out their own ranking so that their partner can note it down in the second column. Then encourage discussion about the relative merits/drawbacks of each method and allow a further 5 minutes for the students to come up with a combined list.
- 6 The students then find a new partner and look at their lists again. Encourage them to find similarities. A whole class feedback could take the numbers 1–3 from everyone and see how much they agree. (It is also interesting to look at number 15!)

Follow up

A reply to the following letter:

Please help me. I've just moved to a new town with my family and started a new school.

Everyone already has friends and I'm always alone with nobody to talk to. What can I do to make friends?

This can be oral work (prepared and presented in pairs) or written homework.

25 My brilliant barbecue ●●

Time: 20 minutes

Preparation: Copy the handout on page 76 – one copy for each student
(Optional) If you can find a picture of a barbecue, bring it in to help set the scene.

Main functions

Making choices and explaining them
Planning an event with others
Asking for other people's opinions
Agreeing and disagreeing

Main grammar points

Asking questions: *What do you think?/Do you agree?*

Prepositions of time and location: *in the middle of the day/at the weekend/on a public holiday/on the beach/in the countryside/in the street*

Giving reasons: *Because ...*

Key vocabulary/Topic

Barbecues – arranging an outdoor event
Food
beef burgers, fish, sausages, steak, vegetables, vegetarian

Places

beach, back garden, countryside, street

Time

celebrate, public holiday

Style

dress up, formal, informal, special, theme

Method

- 1 If you have a picture of a barbecue, show it and invite the students to describe it. If not, write the word *barbecue* on the board and ask each student to give you one word they associate with it. Note all these down. Ask if anyone has been to a barbecue and if so, ask them to tell you something about it.
- 2 Explain that everyone is now going to have the chance to organise a brilliant barbecue and give out the handouts – one for each student.
- 3 Allow a minute or two for each student, working individually, to look at the four possibilities in each section and to put a cross beside the one they prefer.
- 4 Look at the expressions at the bottom of the sheet with the whole class and go through the ways of expressing an opinion and asking another person for their opinion.
- 5 Put the students into pairs and give them 5 minutes to discuss together their options and decide on the sort of barbecue they would like to have. Stress that they should add some ideas of their own.
- 6 Put each pair with another pair and allow a further 5 minutes for discussion.
- 7 For a whole class feedback, ask two or three pairs to tell the class what they would do and see if any others agree.

Follow up

Written work: *My five top tips for a brilliant barbecue*. This could be illustrated and put up on the board for everyone to read.

26 What's it for? ●●●

Time: 20 minutes

Preparation: Copy and cut up the handouts (A and B) on page 77 – one set for each pair. Also bring in one or two household objects to talk about, e.g. a can opener, wooden spoon, etc.

Main functions

Describing an object
Saying what something is for
Speculating

Main grammar points

Various constructions in the present to describe objects: *It's made of .../It's for ...*

Future with *will*: *It will keep a sandwich fresh./It will look good in your kitchen.*

Can: *It can contain 9 kilos*

Enough: *It's small enough to ...*

Could and *might* used to speculate: *It could be for cooking./It might be made of paper.*

Key vocabulary/Topic

Household items–use/composition/appearance: *bag, condition, contain, fresh, item, natural, product, sandwich*

Method

- 1 Produce the two or three household articles you have brought in and show them to the class. Otherwise, draw them on the board. Ask each person to choose one and write three short sentences about it – saying what it's for/what it's made of/what it looks like. Ask the students to read their sentences out and write examples on the board to revise appropriate grammar and vocabulary.
- 2 Divide the class into two groups – A and B. Explain that each group is going to get the picture of a rather strange object (from a catalogue of household items) with the correct description of what it is. They will then work together with others from their group to speculate as to what else it could be for and write two other descriptions.
- 3 Distribute the appropriate handouts and allow about 5 minutes for the groups to work together to think up and write their descriptions. Circulate during this time to give help.
- 4 When the descriptions are ready, each student from the A group finds a student from the B group to work with. They sit together and take it in turns to show the picture. Stress that they should fold over the paper so that their partner does not see the descriptions. Each person then reads out the three descriptions and their partner chooses the one they think is genuine.
- 5 For feedback, ask who was able to write such a realistic description that their partner chose the wrong one and ask that these be read out to the class.

Follow up

Cut pictures out of a catalogue and ask students to write simple descriptions of the item shown. This could be for homework or done as pair work in class.

27 This is how I see it ●●●

Time: 20 minutes

Preparation: Copy and cut up the handouts (A and B) on pages 78 – one set for each pair.

(Optional) Think about something to draw on the board (simple and quick) that could have various interpretations, e.g. a square with a small round shape in it – a ball in a lift! Another possibility is a glass with a line half-way up it – is it half full or half empty?

Otherwise, if you prefer, find a picture that could be understood in different ways.

Main functions

Interpreting and describing a scene

Asking questions

Agreeing and disagreeing

Speculating

Main grammar points

The present continuous tense: *A woman is running./A child is watching./Is the man talking?/The baby is not wearing shoes.*

Key vocabulary/Topic

Verbs describing actions and reactions

chase, laugh, run, shout, stand, watch, wear

Adjectives

afraid, busy, happy, smart, terrified

Street and river vocabulary

Method

- 1 Introduce the topic by saying *Do you see what I see?* and showing the picture you have brought or the drawing on the board (see above preparation). Invite speculation and encourage imagination.
- 2 Now tell the class they are going to look at and describe a scene to a partner and see if they agree on what is actually happening. Divide class into pairs (A and B) and give each student the appropriate handout. Stress that they must not show their picture to their partner. Allow 5 minutes for the students to give their picture a title and prepare what they are going to say about it. Encourage them to make some notes but not to write things out word for word. Remind them that the present continuous should be used and revise its construction and use if necessary. Circulate to give help as needed.

- 3 The students now work together. Student A starts by describing his/her picture to student B who can ask questions but must not see the picture. Allow 5 minutes for this – then say *Stop*. Student A now shows his/her picture to Students B who should say if it is what they imagined. Have feedback at this point and see how many different interpretations the class have come up with. (There is no right answer!)
- 4 Now do the same thing with Students B describing and students A listening and asking questions. Stop after 5 minutes and proceed as above to discussing different interpretations.

Follow up

For written homework, ask the students to find a picture (from a newspaper, magazine, etc.) and to write a description of it. The pictures and descriptions could then be displayed separately and people invited to read them and work out which ones match.

28 Holiday postcards ●●●

- Time: 20 minutes
- Preparation: Copy and cut up the handouts (A and B) on page 79 – one set for each pair.
(Optional) Bring in some postcards to introduce the topic – either ones of the town/area you live in or some you have been sent from other places.

Main functions

Descriptions of places – towns/holiday resorts/foreign countries
Asking and answering questions
Giving details

Main grammar points

Various tenses (mainly the present simple)
Questions using a variety of question words:
What monument is this?/When was this built?/Who is this king? etc.

Key vocabulary/Topic

Holiday vocabulary:
abseiling, beach, big wheel, crab, funfair (ride), hiking, hot air balloon, lobster, mountain, palm tree, rock climbing, seafood, yacht

Method

- 1 Introduce the topic by showing the postcards you have brought in and asking the students to say what they see. Write all useful vocabulary on the board for reference.

- 2 Divide class into pairs – A and B. Explain that they have each sent the other a postcard and distribute the appropriate handout. Allow a few minutes for the students to look at their postcard and think of how they are going to describe it. Stress that they are not supposed to know where it is but must use their imagination. (There are no right/wrong answers!). Circulate to give help as necessary.
- 3 The students now describe their postcard to each other. They should ask as many questions and give as many details as they can.
- 4 For feedback, either invite two fluent students to talk about their postcards and invite agreement/disagreement from the class – or look at each small picture individually inviting different explanations as to what it is.

Follow up

Ask students to design a postcard of their home town. It should have several different views/images and be accompanied by a short description of each one. There could be a competition to choose the best.

29 What would you be? ●●●

- Time: 20–25 minutes
- Preparation: Copy the handout on page 80 – one copy for each student.

Main functions

Talking about one's self-image
Asking others about their self-image
Giving reasons

Main grammar point

Second/unreal conditional: *If I were a/an ... I would be .../If you were a/an ... what would you be?*

Key vocabulary/Topic

Names and types of the following:
body, book, country, food, insect item of clothing, musical instrument, season, time of day, type of weather

Method

- 1 To introduce the activity, write the following question on the board:
If you were an animal, what animal would you be?
Invite the students to answer and give reasons. (You may have to start off yourself!) Point out the use of the second

conditional and how to give simple reasons – *because, so, as*, etc.

- 2 Give everyone a copy of the handout and go through the list slowly, eliciting suggestions for each category and giving students time to fill in the first column.
- 3 Ask the students to find a partner and go through the list together comparing and contrasting their answers, category by category. Encourage them to talk as much as they can and allow 10 minutes for this, circulating to give help.
- 4 For a whole class feedback, find the most common answer in each category and try to speculate why.

Follow up

Written homework/oral presentations: *If I were not me, I would like to be...* (There is no need to be too realistic in the answers!)

Problem-solving activities

These are activities where the students have to solve problems of various kinds, such as jigsaw-reading problems, logic problems, and so on.

30 Photographs ●

Time: 15 minutes

Preparation: Copy the appropriate handout (A and B) on pages 81–82 – one set for each pair.
(Optional) Bring in two similar photographs or find two similar pictures.

Main functions

Finding similarities and differences

Describing photographs

Main grammar points

There is/There are ...: There is a boy./There are two cats.

Simple present tense: *I don't have .../The cat is black and white.*

Present continuous tense: *The girl is playing with a ball./The woman is smiling.*

Key vocabulary/Topic

People and events in family photographs: *beach, bicycle, boat, cap, class, flowers, lady, sea, smile, station, sunglasses, trees, wave, windows*

Method

- 1 Start by giving half the class one of the photos or pictures you have brought in and the rest of the class the other one. (If you

have not found a suitable picture, use two pictures from the text book.) Ask each half to make a statement in turn about their picture and note the differences and similarities. Encourage students to use *There is .../There are ...* correctly.

- 2 Divide class into pairs (A and B) and give each person the appropriate handout. Stress that they must not show it to each other. Explain that they each have a photo album with family photographs but that there are 10 differences between them. They should take it in turns to say what they can see and see if their partner has the same. Allow 5 minutes for them to find the differences and note them down and then stop the activity. Ask how many pairs have found all 10 differences. If many have not finished, continue for a few more minutes to give everyone a chance.
- 3 For feedback, make a list on the board of the 10 differences and congratulate those who found them all.

Follow up

Ask students to compare two similar pictures/objects/film stars etc. (they can choose) – orally or for a written homework. It is always better to avoid comparing people in the class as this could become too personal!

Key

The ten differences are as follows:

- 1 *a little girl is playing with a ball (A)/a little boy is playing with a ball (B)*
- 2 *both cats are black and white (A)/two cats one black and one white (B)*
- 3 *the white house has seven windows (A)/the white house has six windows (B)*
- 4 *4 people in the class photo (A)/6 people in the class photo (B)*
- 5 *these are the same*
- 6 *there are no trees (A)/there are trees (B)*
- 7 *the elderly lady is sitting in a garden (A)/ the elderly lady is sitting in a deckchair on a beach (B)*
- 8 *the man leaning out of the train window is waving (A)/the man leaning out of the train window is smiling (B)*
- 9 *the baby isn't crying (A)/the baby is crying (B)*
- 10 *these are the same*
- 11 *the boy on the bicycle is wearing a crash helmet (A)/the boy on the bicycle is wearing a baseball cap (B)*
- 12 *the close-up of the person smiling is not wearing sunglasses (A)/the close-up of the person smiling is wearing sunglasses (B)*

31 Who's who? ●●

Time: 15 minutes

Preparation: Copy and cut up the handouts (A and B) on page 83 – one set for each pair.

Main functions

Giving and processing information

Drawing conclusions

Asking for things to be repeated: *Could you say that again, please?*

Main grammar points

Comparatives of adjectives: *Peter is older than Sally./Julie is thinner than Mary.*

Superlatives of adjectives: *The thinnest person is only sixteen.*

Key vocabulary/Topic

Physical descriptions and age: *tall, thin, old, years, young*

Also: *earring*

Method

- 1 To introduce the topic, draw two stick figures on the board making one taller and fatter than the other. Invite the students to make comparisons, writing some examples on the board. You could continue by writing the names of two famous people e.g. Tom Cruise/President Bush and inviting comparisons e.g. *Tom Cruise is younger than President Bush.*, etc.
- 2 Divide the class into pairs (A and B) and give each person the appropriate handout. Stress that they must not show it to each other. Give a minute or two for the class to read through the information and ask you if there is anything they do not understand.
- 3 The students now read out their information in turn to each other and work together to work out who is who and how old they are, writing the answers in the boxes. Emphasize that they cannot look at each other's handouts – they can only listen. They can, however, ask for things to be repeated. Write *Could you say that again, please?* on the board to remind them how to do this.
- 4 After 5 minutes stop the activity if most pairs have written in all the information. If not, allow a bit more time.
- 5 Ask the pairs to compare their answers with those of another pair. Go through in class asking for the name and age of each person and a sentence comparing them to the others, e.g. *Sally is 16. She is smaller than Julie and the youngest.*

Follow up

For a quick recap activity give two minutes for the students to memorize what is on the handouts. Then they should turn these over and answer questions you ask, e.g. *How old is Mary?/Who is the tallest*, etc.

Key (left to right)

Sally (16)

Julie (21)

Peter (17)

Mike (19)

Mary (14)

John (20)

32 Find the differences ●●

Time: 15 minutes

Preparation: Copy and cut up the handouts (A and B) on page 84 – one set for each pair.

Main functions

Describing what is happening

Asking for details

Main grammar point

Present continuous tense: *A man is reading a paper./A woman is talking to the flight attendant*, etc.

Key vocabulary/Topic

Travelling by plane:

duty-free goods, flight attendant, luggage, seatbelt

Method

- 1 Write on the board *What can you do on a long flight?* and give the students one minute to note down as many things as they can, e.g. *You can sleep/You can watch films/You can walk around the plane*, etc. See how many they can come up with.
- 2 Divide class into pairs (A and B) and give each person the appropriate handout. They will see that they have a picture of passengers in a plane. Explain that their partner has a similar picture with 12 differences and that they need to keep their own picture secret.
- 3 Before they start speaking, check that everyone is able to use the present continuous and *there is/there are* correctly. Go through and write some examples on the board if you consider it necessary.
- 4 Allow 5 minutes for the students to talk in their pairs, find the differences and note them down. If most pairs have finished, stop the activity. If not, allow more time.

- 5 Ask each pair to contribute one of the differences and congratulate those who found them all.

Follow up

In different pairs, give two minutes for one student to study the picture closely and the other student time to think up seven questions to ask about it. Then give another three minutes for question and answer and see who are the class memory champions.

Key

- 1 Man in aisle has a beard.
- 2 Man in aisle has a jacket and tie.
- 3 Stewardess has 2 cups.
- 4 Boy (bottom right) has a baseball cap.
- 5 Trolley is empty.
- 6 Girl in aisle has a walkman.
- 7 Woman by window is reading a newspaper.
- 8 Woman in aisle is eating, not drinking.
- 9 Woman in seat is eating, not drinking.
- 10 Man is writing, not sleeping.
- 11 2 people are in the seats behind the trolley.
- 12 Man with black hair (front, centre) is sleeping.

33 A family tree ●●●

Time: 15 minutes

Preparation: Copy the handouts (A and B) on pages 85–86 – one set for each pair.

Main functions

Asking for and giving personal information about people

Asking if something is true

Saying whether things are true or not true

Main grammar points

Present simple + question word + *to be/have got*:

What does Bill do?/How many children has Jennifer got?

Key vocabulary/Topic

Family relationships

aunt, children, cousin, daughter, grandparents, nephew, niece, parents, son, uncle

Occupations

bank clerk, dentist, doctor, electrician, hairdresser, housewife, journalist, nurse, police officer, retired, secretary, shop assistant, student

Method

- 1 Draw a simple family tree on the board and check the students understand how it works. You could base it on a well-known family if there is one that is known to the class, e.g. the king/queen/president's family.
- 2 Divide the class into pairs (A and B) and give each person a copy of the appropriate

handout. Draw their attention to the fact that there are 12 differences between the two. Go through the type of questions they will need to ask to find these differences (on the handouts).

- 3 Allow 5 minutes for the students to work together to ask each other questions and find out the differences. Stress that they must not look at each other's family tree. As soon as a pair have found all the differences they should stop talking and stand up. (Allow more time if the majority have not finished.)
- 4 Go through the answers as a class, congratulating those who were both fast and accurate.

Follow up

Make a class family tree. Draw a face on the board and give it a name, age and occupation. Then ask each member of the class to come up one by one and add someone to this family tree, also with age and occupation.

For written homework, students could draw their own family tree – or make one up – and write about it.

Key

The 12 differences are as follows:

- 1 couple on left called Carter (A)/ couple on left called Wilson (B)
- 2 Brian – 45 (A)/Brian – 47 (B)
- 3 Ann – a dentist (A)/Ann – a housewife (B)
- 4 Colin Smith (A)/Charles Smith (B)
- 5 Colin – a police officer (A)/ Charles – an electrician (B)
- 6 Jennifer – 47 (A)/ Jennifer – 48 (B)
- 7 Mary – a nurse (A)/ Mary – a doctor (B)
- 8 Samantha – 19 (A)/Samantha – 20 (B)
- 9 Peter Smith (A)/James Smith (B)
- 10 Pamela – a university student (A)/Pamela – a shop assistant (B)
- 11 Joanna – a shop assistant (A)/Joanna – a nurse (B)
- 12 David Jones is 17. (A)/David Jones is 18. (B)

34 Buying a shirt ●●●

Time: 15–20 minutes

Preparation: Copy and cut up the handouts (A and B) on page 87 – one set for each pair.

Main functions

Buying an item of clothing from a shop

Stating sizes and asking about colour and cost

Main grammar point

Asking questions: *How much is it?/Have you got ...?/What colour ...?*

Key vocabulary/Topic

Shopping

colour, dark, expensive, medium, quality, shirt, size, stripes

Useful everyday filler expressions

All right, I'm afraid, I see, Right, Thank you, That's a pity!, That's nice, Wait a minute.

Method

- 1 To introduce the topic, write *buying a T-shirt* on the board and ask half the class to write three questions the customer would ask (e.g. *Have you got a red and blue T-shirt? How much is it?* etc.) and three the shop assistant would ask (e.g. *What's your size? What colour do you want?*, etc.)
- 2 Divide the class into pairs and ask one to be the customer and the other to be the shop assistant. Give each one the appropriate handout (A for the customer and B for the shop assistant). Explain that they have a dialogue but that it is not in the correct order. They must work together to put the dialogue into the correct order by numbering the statements 1–19. Emphasize that they are not allowed to look at each other's handouts – they must just listen to what each other says.
- 3 Allow 5 minutes for the students to put the dialogue into the correct order. When pairs finish, ask them to make up a short continuation to the dialogue. (This could be about how and where to pay, for example.)
- 4 Ask some pairs to read the dialogue out to the class, concentrating on clear pronunciation and good expression.

Follow up

Give pairs time to repeat the dialogue several times together and encourage them to memorize it. First student B reads and student A tries to remember what the customer said – then vice versa. Finally invite some of the more confident pairs up to the front to see if they can remember and perform the whole dialogue.

Key

Here is the complete dialogue:

B: *Good morning. Can I help you?*
 A: *Yes, please. I'm looking for a shirt.*
 B: *What colour would you like?*
 A: *Blue, please.*
 B: *Blue. I see. And your size is ...?*

A: *Medium.*

B: *Medium. Right. How about this one?*

A: *I don't think so. Have you got anything darker?*

B: *Yes, here's one.*

A: *No, that's too dark.*

B: *I'm afraid these are the only two kinds of blue we have.*

A: *That's a pity. I really wanted something blue.*

B: *Oh, wait a minute. We do have this one - it has blue and white stripes.*

A: *Oh, that's nice. How much is it?*

B: *Fifty-five pounds.*

A: *£55? That's a bit expensive.*

B: *But it's very good quality.*

A: *Oh, all right. I'll take it.*

B: *Thank you.*

Vocabulary activities

These activities concentrate on vocabulary learning and/or revision.

35 The secret word ●

Time: 20–25 minutes

Preparation: Copy and cut up the handouts (A and B) on page 88 – one set for each pair.

Main function

Asking for and giving definitions of words

Main grammar point

Various simple constructions in the present tense

Using adjectives: *It's long and yellow./They're usually blue,* etc.

Key vocabulary/Topic

Students must know the meaning of the following words in order to be able to do this activity: *banana, birthday, burger, cinema, clock, computer, garden, green, jeans, married, people, picture, sandwich, teacher, telephone, tomorrow, train, weekend, white, yesterday*

Method

- 1 Introduce the activity by writing up a word on the board that your students know – perhaps one you saw in a previous lesson, but leaving out some of the letters. e.g.
 _ L _ _ S _ OO _ (*classroom*)
 Then give a simple clue as to what it is, e.g. *We are in it now.* Make up some more, encouraging students to think how they could express the clues.
- 2 Divide class into pairs (A and B) and give each person the appropriate handout.

Explain that student B is going to explain ten words and student A is going to complete them by writing in the missing letters on the handout.

- 3 Allow 5 minutes and then the turn passes to Student A who has to explain his/her 10 words to Student B. After a further 10 minutes, stop the activity and ask the students to check their answers with each other.
- 4 For feedback, ask which pairs got all (or most) right and ask for explanations for each word, writing up the best on the board as examples.

Follow up

Ask each pair to make up 5 words for another pair to find. They need to write out the words with letters missing and also prepare their explanations.

Then the pairs work with another pair and try out what they have prepared.

36 Half a crossword: food and drink ●

Time: 25–30 minutes

Preparation: Copy the handouts (A and B) on pages 89–90 – one set for each pair.

Main functions

Asking for and giving definitions of words

Main grammar points

Simple questions: *What's 5 down?/What's 10 across?*

Present tenses: *It's a fruit./It's red./You drink it.*

Key vocabulary/Topic

Food and drink:

apple, beans, bread, burger, café, cake, cheese, chicken, chocolate, coffee, drink, eat, egg, fish, fruit, jam, lamb, meal, meat, menu, milk, pasta, peas, potato, rice, salt, tea, tomato, vegetables, water

Method

- 1 Before you start, make sure everyone understands how a crossword works and revise the words *down* and *across*. Give each member of the class two letters of the alphabet and ask them to think of as many different foods and drinks as they can beginning with those letters. Allow one minute and then have feedback. Choose five of the items and ask students to describe them, e.g. *It's a fruit/vegetable/drink*

type of meat./It's red/green./You eat it for ... / You eat it with ..., etc.

- 2 Divide class into pairs (A and B) and give each person the appropriate handout. Explain that they each have half a completed crossword and the object is to work together to complete it fully. Write two examples on the board of the types of questions they should ask, namely: *What's 3 across?/What's 5 down?* Stress that when they answer they do not say the word but give a clue to enable their partner to guess what it is, e.g. *It's a fruit. It's yellow/You eat it for breakfast*, etc. If they correctly guess the word but do not know how to spell it then they can ask their partner *How do you spell it, please?*
- 3 Allow time for pairs to ask each other in turn and complete their crosswords (about 10–15 minutes). When they have finished they can check their answers by comparing their crosswords.

Follow up

Students might like to try their hands at making word squares or crosswords for one another. This can be done in class as pair work or individually for homework and then the resulting puzzles can be tried out on one another.

37 What's a 'floppa'? ●●

Time: 15–20 minutes

Preparation: Copy the handouts (A and B) on pages 91–92 – one set for each pair.

Main functions

Giving and understanding information

Problem-solving

Making guesses and suppositions

Main grammar points

Can: You can carry a floppa./People can see a floppa.

Adverbs of frequency: *Women usually have .../A floppa often ...*

Key vocabulary/Topic

Ways of describing something – appearance and function

It's used indoors./It's found in most countries./It looks small./It can be opened./It's useful when ... /It's not expensive.

Note also these words

golf, popular, share, wet

Method

- 1 Ask the students to guess two mystery objects hidden in your bag. You read out a

clue and then ask them to have one guess. Then the next clue and another guess. Then the last clue and the final guess. Start with: 1 *It's small.* 2 *It's round.* 3 *You buy things with it.* (answer: a coin) Then repeat for further practise with item two- 1 *It's long* 2 *It's plastic.* 3 *You use it to write with.* (Answer: a pen)

- 2 Divide class into pairs (A and B) and give each person the appropriate handout. Stress that they must not show them to each other. Facing each other they take it in turns to read out their clues one by one. After each pair of clues, they should both make a guess and write it down but without saying anything.
- 3 Allow about 5 minutes for students to read out their clues and note down their guesses. Stop the activity and proceed to whole class feedback. First ask the students what they think a 'floppa' is. (answer: an umbrella) Ask who got it in the least number of guesses and make a list of all the other guesses that were made. This should provoke some amusement!

Follow up

Working in the same (or different if you prefer) pairs, students try to come up with a similar exercise with another mystery object. It might be more realistic to restrict clues to five!

38 Half a crossword: adjectives ●●

Time: 20–25 minutes
Preparation: Copy the handouts (A and B) on pages 93–94 – one set for each pair.

Main functions

Asking for and giving definitions of words
 Talking about and using adjectives

Main grammar points

Adjectives – meaning and use
 Present tenses: *This can describe .../It's the opposite of .../You feel this when ..., etc.*

Key vocabulary/Topic

Adjectives
angry, big, bitter, boring, cheap, dark, difficult, easy, fat, funny, happy, hard, heavy, high, hot, ill, interesting, low, new, noisy, pretty, quiet, right, sad, safe, soft, tall, thin, ugly, wrong, young

Other words

describe, feel, opposite, synonym

Method

- 1 Divide class into two groups and ask group one to think of all the positive adjectives

they can and the other half to think of all the negative adjectives they can. Allow 2 minutes for this and then have feedback. Chose about six of the adjectives and ask students to define/ explain them, e.g.

beautiful – *You use it to describe a girl or woman./It's the opposite of ugly, etc.*

unhappy – *You feel this when things go wrong/It's a synonym of sad, etc.*

- 2 Divide the class into pairs (A and B) and give each person the appropriate handout. Explain that they each have half a completed crossword and will work together to fill in the full crossword. Make sure everyone understands how a crossword works and revise the questions they need to ask, i.e. *What's 2 down?/What's 7 across?*, etc.

Stress that in giving the answer they should try to give an interesting clue to enable their partner to guess what the adjective is.

- 3 Allow about 10 minutes for the pairs to complete their crosswords, asking each other questions in turn. When they have finished, they should check their answers by looking at each other's crossword. Ask if any adjectives caused particular difficulty and talk about these.

Follow up

The students might like to try their hands at making up their own crosswords. You could suggest that they take adverbs as their subject matter.

Miscellaneous activities

The final activities involve pairs of students working together in a cooperative and creative way. *Categories 1* can be used by beginners but is also suitable for elementary and pre-intermediate students too as they will be able to use a richer vocabulary. Likewise *Categories 2* is at elementary level but would also challenge pre-intermediate students to activate their vocabulary resources.

39 Categories 1 ●/●●

Time: 30 minutes
Preparation: Copy the handout on page 95 – one copy for each pair.

Also prepare what categories you will ask for in questions 10, 11, 12. This has been deliberately left blank

so that you can adapt it to your particular class and revise any special vocabulary areas you have been studying recently. If you have no particular ideas, how about: *10 a word with seven letters, 11 a verb of movement and 12 something you find in the country.*

Main functions

Thinking of examples of a type
Discussion and making choices
Expressing preferences

Main grammar points

Giving your opinion and asking for your partner's opinion: *I think .../What do you think?*
Comparatives: *X is better than Y./It's more unusual.*

Key vocabulary/Topic

Parts of the body/animals/sports/clothes/
weather
Grammar – question words/irregular verbs

Method

- 1 As an example write the word *food* on the board and ask everyone to write down a type of food and to choose one they think nobody else in the class will think of. Go round the class asking what food they have noted and congratulate those who thought of something nobody else had chosen.
- 2 Divide class into pairs and give each pair a copy of the handout. Explain that they are going to work together to choose for each category an example they think nobody else in the class will think of. Discuss ways they could talk to each other about their choices, e.g. *I think .../What do you think?/I think ... is better than ...*
- 3 Then proceed in one of two ways:
Either: Read out each category and allow about 30 seconds for each one for pairs to make their choice of example and write it down. Give the categories for 10, 11 and 12 as you get to them. When you have finished, allow 2 minutes for pairs to check their spelling and finalise their answers.
Or: Tell the students what categories 10, 11 and 12 will be and then allow about 10 minutes for them to fill in their examples.
- 4 Stop the activity and proceed to scoring. It is a good idea for pairs to exchange their work with other pairs who will mark it for them. For each category invite pairs one by one to read out their examples and award a

point for any example no other pair has used. (It must of course also be correct!)

Another method of scoring is to give one point for a correct example (correct English) and another point if nobody else has used it. Continue with the scoring until the final score for each pair is reached – then congratulate the winners!

Follow up

This game can be played again with different categories. You could ask the class to suggest their own categories or make up your own for revision purposes.

40 Categories 2 ●●/●●●

Time: 30 minutes

Preparation: Copy the handout on page 96

– one copy for each pair

Also prepare what categories you will ask for in questions 11, 12 and 13. This has been left blank so that you can adapt it to your particular class and revise any special vocabulary areas you have been studying recently. If you have no particular ideas, how about:
11 a famous British or American monument, 12 something everyone wants and 13 a word that begins and ends with the same letter.

Main functions

Thinking of examples of a type
Discussion and making choices
Expressing preferences

Main grammar points

Giving your opinion and asking for your partner's opinion: *I think .../What do you think?*
Comparatives: *X is better than Y./It's more unusual.*

Key vocabulary/Topic

Personal possessions/items in a bathroom/
parts of a car/reading materials/sounds/
dangers
Adjectives/pairs

Method

- 1 As an example write the words *something white* on the board and ask everyone to write down something white and to choose something they think nobody else in the class will think of. Go round the class asking what they have noted and congratulate those who thought of something nobody else had chosen.

2 Divide class into pairs and give each pair a copy of the handout. Explain that they are going to work together to choose for each category an example they think nobody else in the class will think of. Discuss ways they could talk to each other about their choices, e.g. *I think .../What do you think?/I think ... is better than ...*

3 Then proceed in one of two ways:

Either: Read out each category and allow about 30 seconds for each one for pairs to make their choice of example and write it down. Give the categories for 11, 12 and 13 as you get to them. When you have finished, allow 2 minutes for pairs to check their spelling and finalise their answers.

Or: Tell the students what categories 11, 12 and 13 will be and then allow about 10 minutes for them to fill in their examples.

4 Stop the activity and proceed to scoring. It is a good idea for pairs to exchange their work with other pairs who will mark it for them. For each category invite pairs one by one to read out their examples and award a point for any example no other pair has used. (It must of course also be correct!)

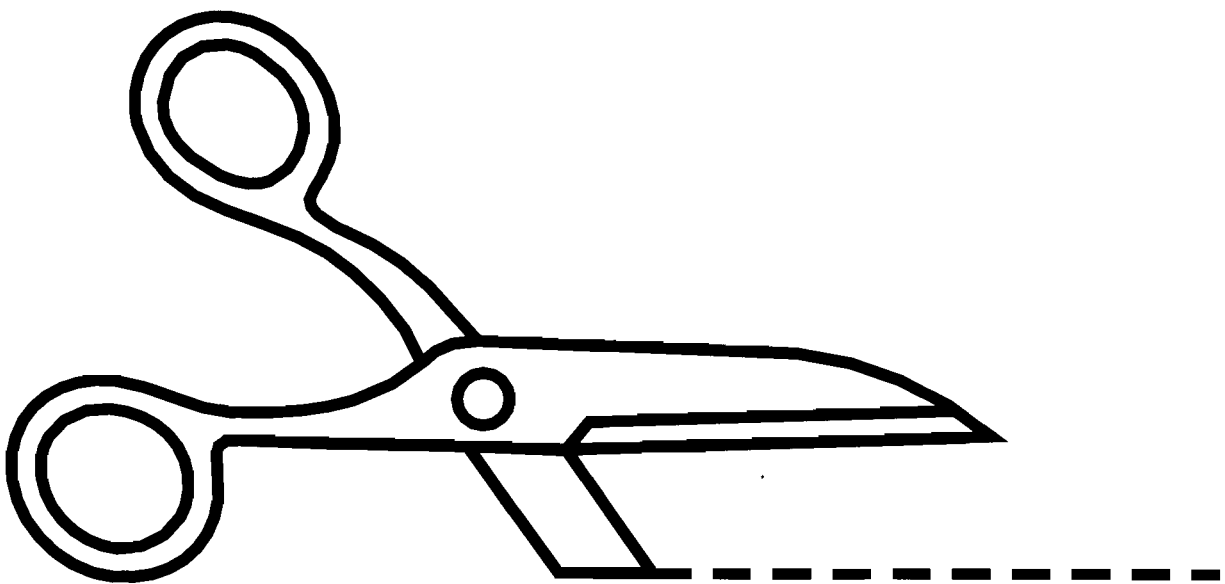
Another method of scoring is to give one point for a correct example (correct English) and another point if nobody else has used it. Continue with the scoring until the final score for each pair is reached – then congratulate the winners!

Follow up

This game can be played again with different categories. You could ask the class to suggest their own categories or make up your own for revision purposes.

Part 2:

Material for photocopying



1 Getting to know you

Students A & B

Ask your partner questions and fill in Part 1 of the form.

APPLICATION FORM

PART 1: PERSONAL DETAILS

Family name/surname:

First names:

Address:

.....

Nationality:

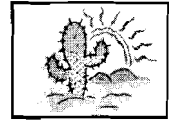
Size of family (number of people):

Occupation (student or job):

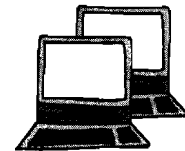
Language:



football



hot weather



computers



bananas

Before starting, work out what questions to ask.

For example:

What's your surname? How do you spell it?

Where do you live?

What nationality are you?

How many people are in your family?

What languages do you speak, etc.



music

Here is Part 2 of the form. Look at the pictures and ask your partner questions, e.g.:

Do you like pizza?, Do you like football?, etc.

APPLICATION FORM

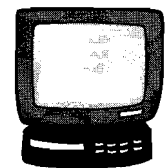
PART 2: YOUR LIKES AND DISLIKES

Family name/surname:

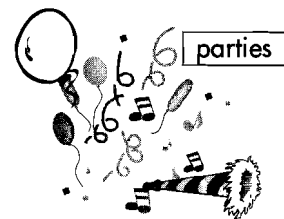
Please tell us three things you like: Please tell us three things you don't like:

.....

Thank you!



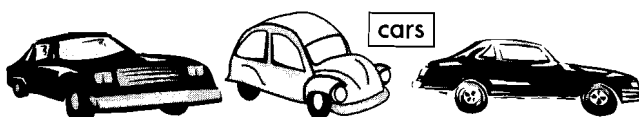
television



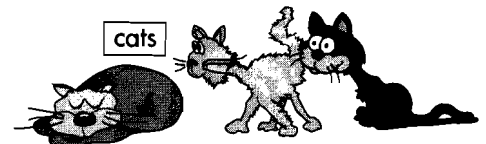
parties

Now talk to another student or to the class about your partner.

Remember to say: **He/She is ... He/She likes ... He/She doesn't like ...**



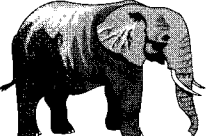

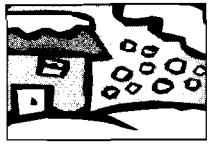

cars



cats

2 This is my favourite! Do you agree? Student A





What's your favourite animal, food, etc? Write your answers under 'Me'. Find a partner. Ask him/her the same questions and write down his/her answers. Are they the same? Write down the total score. Ask another partner the same questions. What's the total this time?

What's your favourite ...?	Me	Partner 1 score 1 point if you agree	Partner 2 score 1 point if you agree
 animal: dog, horse, cat or elephant?			
 food: rice, potatoes, bread or meat?			
 weather: hot, cold, snow or rain?			
colour: red, yellow, blue or green? 			
What is your favourite ...?		Score 5 points if you say the same	Score 5 points if you say the same
television programme?			
country?			
boy's name in English?			
lesson at school?			

Total:

2 This is my favourite! Do you agree? Student B

What's your favourite drink, way to travel, etc? Write your answers under 'Me'. Find a partner. Ask him/her the same questions and write down his/her answers. Are they the same? Write down the total score. Ask another partner the same questions. What's the total this time?

What's your favourite ...?	Me	Partner 1 score 1 point if you agree	Partner 2 score 1 point if you agree
 drink: water, milk, coffee or orange juice?			
way to travel: by car, by train, by bus or by plane? 			
 place to go at the weekend: a café, the cinema, a friend's house, or the shops?			
 place for a holiday: the sea, the mountains, a big city or your home?			
What is your favourite ...?		Score 5 points if you say the same	Score 5 points if you say the same
book?			
girl's name in English?			
sport?			
number?			

Total:

3 I think I know you

Student A

Do you know your partner well? Let's find out. Read the following sentences about him/her. Do you think they are true? Write *YES* or *NO* next to each one. Be sure to ask the correct type of question when you check later, e.g. *Are you ...?*, *Have you got ...*, *Can you ...?*, *Do you ...?*

I think ...	Your answer: yes or no	Your partner's answer: yes or no
you're afraid of spiders. (Are you ...?)		
you're good at sport.		
you're older than me.		
you're a good singer.		
you've got a cat. (Have you got ...?)		
you've got a bicycle.		
you've got a computer at home.		
you've got an older brother.		
you can speak more than two languages. (Can you ...?)		
you can play the guitar.		
you can stand on your head.		
you can cook a good omelette.		
you go home by bus. (Do you ...?)		
you often phone your friends		
you listen to the news on the radio every morning.		
you often go to bed after midnight.		

What is your score? Do you know more about your partner now? Are you surprised by anything? Talk to another partner or the class.

Remember to say: **My partner's got ...**, **He/She can ...**, etc.

3 I think I know you

Student B

Do you know your partner well? Let's find out. Read the following sentences about him/her. Do you think they are true? Write YES or NO next to each one. Be sure to ask the correct type of question when you check later, e.g. **Are you ...?**, **Have you got ...**, **Can you ...?**, **Do you ...?**

I think ...	Your answer: yes or no	Your partner's answer: yes or no
you're afraid of snakes. <i>(Are you ...?)</i> 		
you're good at science.		
you're a vegetarian.		
you're a good dancer.		
you've got a dog at home. <i>(Have you got ...?)</i>		
you've got a picture of a film star in your bedroom.		
you've got a camera.		
you've got a younger sister.		
you can type quickly. <i>(Can you ...?)</i>		
you can play the piano.		
you can wake up without an alarm clock.		
you can play the guitar.		
you can make a good sandwich.		
you walk home. <i>(Do you ...?)</i>		
you watch the news on television every evening.		
you read in bed.		
you want to be a pop star. 		

What is your score? Do you know more about your partner now? Are you surprised by anything? Talk to another partner or the class.

Remember to say: **My partner's got ...**, **He/She can ...**, etc.

4 This is important to me

Student A

Numbers, days and dates that are important to me

Read the questions and write the answers in the boxes below:

- 1 When is your birthday? (day and month)
- 2 What is your favourite month of the year?
- 3 What is a famous year in your country's history?
- 4 How old is your best friend?
- 5 Which is usually the coldest month of the year?
- 6 How many people live in your home (including you)?
- 7 How many children do you have or would you like to have one day
- 8 Which day of the week is your favourite?
- 9 What is the population of your country (approximately!)?
- 10 What age would you most like to be?
- 11 What's the best month to go on holiday?
- 12 How many cups of coffee do you drink a day?

Look at your partner's answer sheet. Ask questions about why these times, colours and names are important to him/her.

Now show your partner your answers – but not the questions!

Your partner will ask you questions about what you have written. Answer in as much detail as you can.



4 This is important to me

Student B

Times, colours and names that are important to me

Read the questions and write the answers in the boxes below:

- 1 What time do you get up in the week?
- 2 What colour are your eyes?
- 3 What's the name of the most famous person in your country alive today?
- 4 What colour do you wear the most?
- 5 What's your favourite time of day?
- 6 What name do you think is a good name for a dog?
- 7 What colour looks good with red?
- 8 What time does this English lesson finish?
- 9 What colours are on your country's flag?
- 10 What first name would you like if you had to have a different name?
- 11 What colour is your bedroom?
- 12 What's your mother's first name?

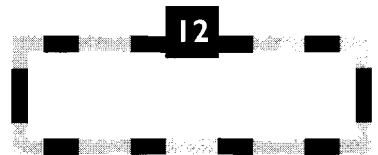
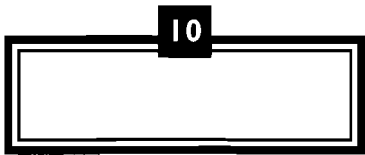
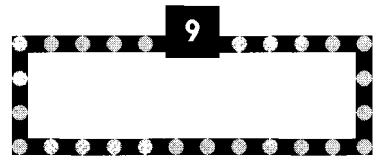
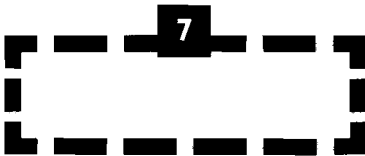
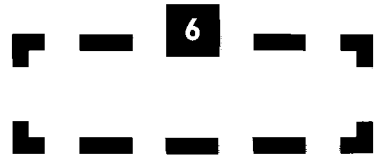
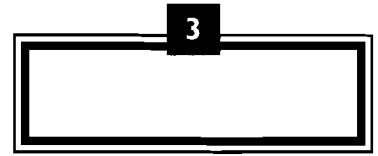
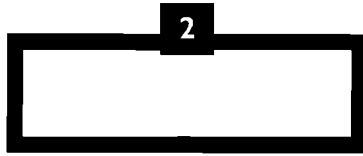
Show your partner your answers – but not the questions!

Your partner will ask you questions about what you have written. Answer in as much detail as you can.

Now look at your partner's answer sheet. Ask questions about why these numbers, days and dates are important to him/her.

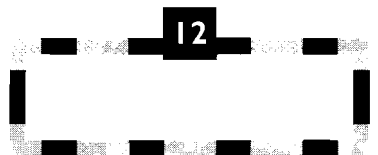
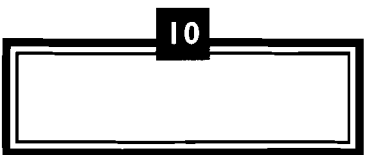
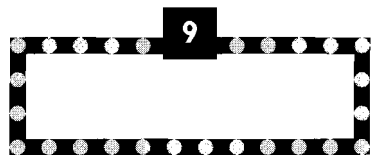
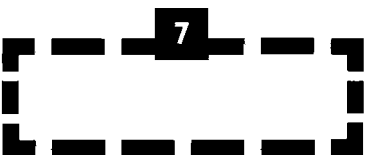
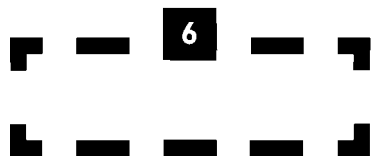
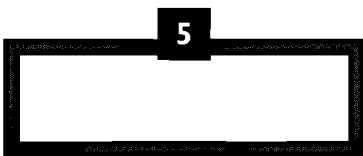
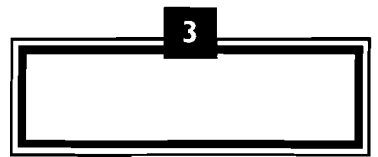
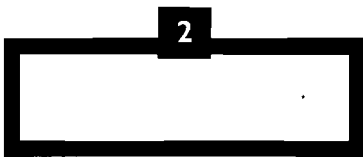
4 This is important to me

Answer sheet



4 This is important to me

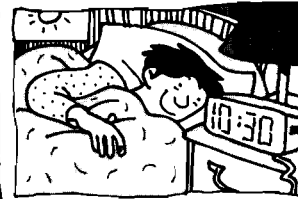
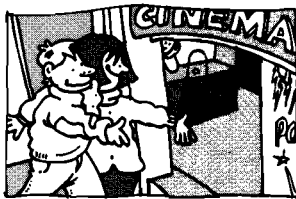
Answer sheet



5 What we do at weekends

Student A

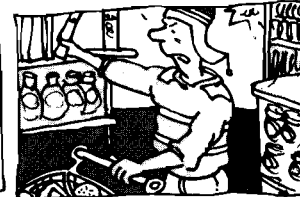
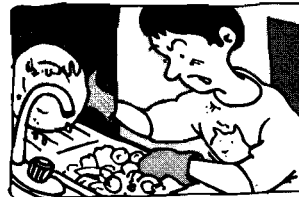
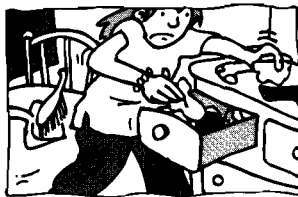
What do you like doing at the weekend? Look at the four activities below and put them in order: write 1 beside the activity you like doing most, then 2, then 3, etc.



I like ...

- going out to the cinema to see the latest film. _____
- spending time with friends. _____
- getting up as late as possible. _____
- doing some kind of sport. _____

Now think of what you don't like! Put these in order too. This time 1 is the activity you hate the most.



I hate ...

- tidying my room. _____
- doing the washing up. _____
- going to the supermarket to buy food _____
- doing homework. _____

Tell your partner about what you like and what you don't like.

Listen to your partner tell you about what he/she likes and doesn't like

You will hear that you have different lists.

Now put your lists together to make one big list of all 16 activities in order 1-16.

Remember 1 is the activity you both like best and 16 the one you both like least.

Top sixteen weekend activities

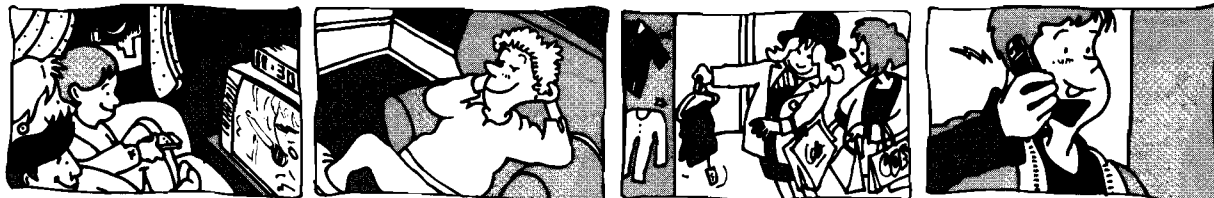
1	9
2	10
3	11
4	12
5	13
6	14
7	15
8	16

Talk to another pair. Do they have the same order as you?

5 What we do at weekends

Student B

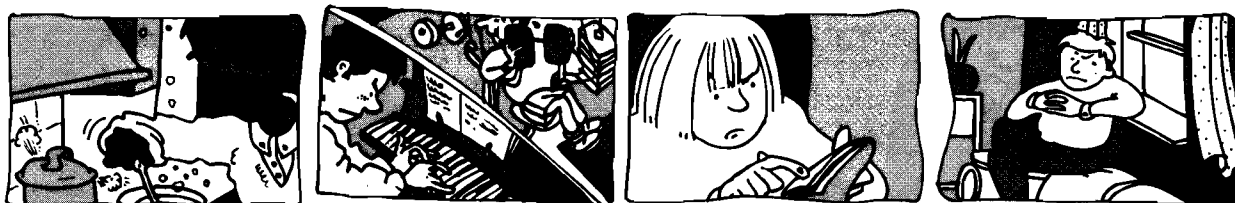
What do you like doing at the weekend? Look at the four activities below and put them in order: write 1 beside the activity you like doing most, then 2, then 3, etc.



I like ...

- watching the late-night film on TV. _____
- relaxing and doing nothing. _____
- going round the shops. _____
- spending ages talking on the phone. _____

Now think of what you don't like! Put these in order too. This time 1 is the activity you hate the most.



I hate ...

- cooking and doing things in the kitchen. _____
- practising my musical instrument or doing physical exercise. _____
- learning things for tests next week. _____
- not having anywhere to go and just staying at home. _____

Tell your partner about what you like and what you don't like.
Listen to your partner tell you about what he/she likes and doesn't like
You will hear that you have different lists.

Now put your lists together to make one big list of all 16 activities in order 1-16.
Remember 1 is the activity you both like best and 16 the one you both like least.

Top sixteen weekend activities

1	9
2	10
3	11
4	12
5	13
6	14
7	15
8	16

Talk to another pair. Do they have the same order as you?

6 Something ...

When you think of something blue, what do you think of? The sea, the sky, eyes, flowers?

Fill in an answer to each question below in the column **I think of ...**

Then find a partner and ask him/her. How many of your answers were the same?

What do you think of, when you think of something that is ...	I think of ...	my partner thinks of ...
green?		
very small?		
hot?		
delicious?		
painful?		
fast?		
very difficult to understand?		
healthy?		
fun to watch?		
frightening?		
cold?		
very big?		
soft?		
red?		
English?		
heavy?		
expensive?		
sad?		
black?		
fashionable?		

Talk to other pairs and the whole class if you have time.

What do you agree about most? Say:

I think of ...

My partner thinks of ...

We both think of ...

7 Associations ...

Read the three words. What fourth word do you associate with them? Write your word in the column **My fourth word**.

Find a partner and talk about what you have both written. Write his/her word in the last column.

Three words word	My fourth word	My partner's fourth
morning, noon, night		
grass, leaves, trees		
eyes, mouth, nose		
apples, pears, bananas		
speak, talk, say		
sea, sun, sand		
book, magazine, newspaper		
word, sentence, paragraph		
man, woman, child		
window, door, room		
big, tall, strong		
shirt, trousers, jacket		
breakfast, lunch, dinner		
verb, noun, adjective		
walk, run, jump		
rain, wet, water		
name, age, address		
sister, mother, aunt		
milk, snow, paper		
love, like, enjoy		

How many did you have the same? Write your score.

My partner and I had ... words the same.

Tell the class your score. What was the highest score?



You work in a post office in Cambridge, England. Here is the cost of sending letters

First class

First class mail should arrive the next working day. Please post as early in the day as possible.

Second class

Second class mail should arrive on the third working day.

Weight up to	First class	Second class
60g	£0.27	£0.19
100g	£0.41	£0.33
150g	£0.57	£0.44
200g	£0.72	£0.54
250g	£0.84	£0.66
300g	£0.96	£0.76
350g	£1.09	£0.87
400g	£1.24	£1.00
450g	£1.41	£1.14
500g	£1.58	£1.30



That takes care of it.

Western Europe & Eastern Europe

AIRMAIL

Not over 20g	Not over 40g	Not over 60g	Not over 80g
36p	50p	65p	80p

Outside Europe

AIRMAIL

Not over 10g	Not over 20g
45p	65p

Outside Europe

SURFACE MAIL

Not over 20g
45p



That takes care of it.

Now listen to your partner. He/she has five letters to send. Tell him/her how much to pay for each letter.

You may need to ask questions, e.g.

Would you like first class or second class?, How much does it weigh?, etc.

Remember to say pounds and pence when you give the cost, e.g. £1.15 = **One pound and fifteen pence, please.**

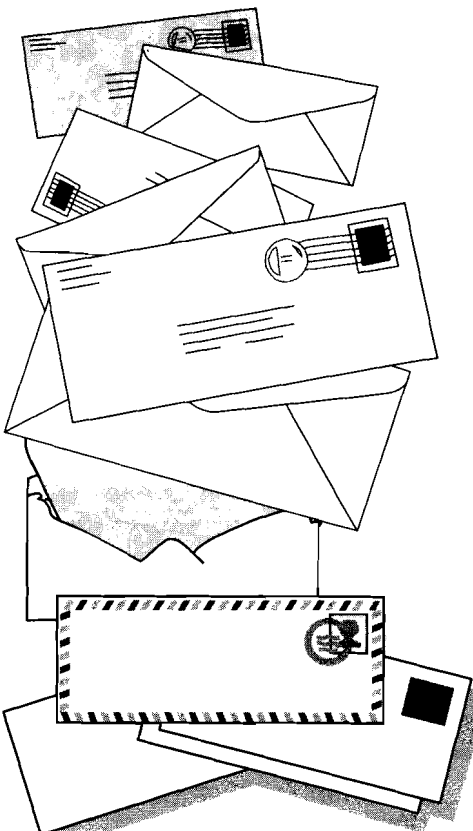
8 At the post office

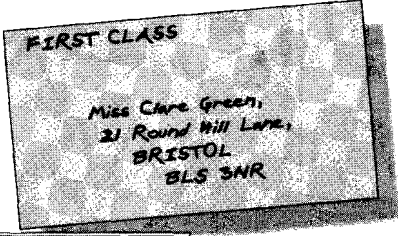


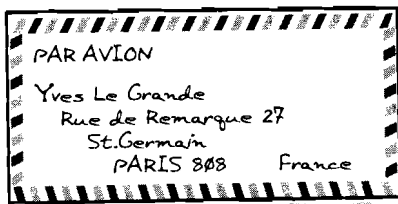

Student B

You are staying in Cambridge in England for six months to practise your English. You go into a post office to send five letters.

Your partner works in the post office so ask him/her for a stamp for each letter. Write down the cost each time.

Here are the letters you want to send. Note that g = grammes.



- 1  a letter first class (120g)
- 2  a postcard second class (40g)
- 3  a letter airmail to a company in Warsaw, Poland (20g)
- 4  a letter airmail to a friend in Paris, France (52g)
- 5  a letter surface mail to your penfriend in Australia (15g)

Start by saying:

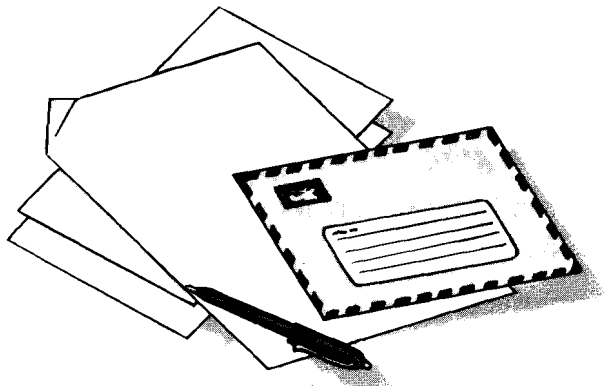
Hello. I'd like to buy some stamps, please.

How much does it cost for a letter first class and ... grammes?

Write down the cost each time.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Total cost: _____



What is the total cost? Tell the class. Do you all have the same total?

9 This is my brother

Student A

Your partner is a new friend you have made on holiday.

Part 1

Your partner is going to ask you if you would like to see a photograph of her/his brother. Say: **Yes, I'd love to see your brother** and then be ready to ask lots of questions.

Ask as many questions as you can, e.g.

- How old is your brother?
- Where does he live?
- Does he have any children?
- What's his job?

Try to think of at least twelve questions to ask.

Part 2

You are going to show your partner a photograph of *your* brother now. Here is a photo of him having a meal at a restaurant on his birthday.

Tell your partner all about your brother. Use your imagination to make him as interesting as possible!

Before you start, think about:

- Your brother's name
- His age
- Where he lives
- His job
- His interests, likes and dislikes
- His personality

etc.



Start by saying:

Would you like to see a photograph of my brother?

Part 3

Decide which of the two brothers you would most like to meet. Why?

9 This is my brother

Student B

Your partner is a new friend you have made on holiday.

Part 1

Here is a photograph of your brother. You are going to tell your partner all about him.

Tell your partner all about your brother. Use your imagination to make him as interesting as possible!

Before you start, think about:

- Your brother's name
- His age
- Where he lives
- His job
- His interests, likes and dislikes
- His personality

etc.



Start by saying:

Would you like to see a photograph of my brother?

Part 2

Your partner will ask you if you would like to see a photograph of her/his brother too. Say: **Yes, I'd love to see your brother** and then be ready to ask lots of questions.

Ask as many questions as you can, e.g.

- How old is your brother?
- What's his job?
- Is he married?
- Where does he live?

Try to think of at least twelve questions to ask.

Part 3

Decide which of the two brothers you would most like to meet. Why?

10 Renting a holiday home

Student A

You want to rent a house or flat for two weeks in the summer.
You see the following advertisement in the newspaper.

Here are some of your details:

You want to come with two friends in August.

You want to come by train.

You'd like a room each if possible but you don't have a lot of money.

You decide to phone and find out more information.

Think of at least ten questions you can ask, e.g.

- How big is it?
- Where is it?
- Is it near shops?
- How much is the rent?

Your partner will answer the phone. Start by saying:

Hello. I'm phoning about the holiday home in today's paper.

Holidays with Pets
Cats and Dogs welcome, kennels provided -
Chalets/ Restaurant/ Playground/ Pool/ etc. Holiday
weeks available in July/August
Tel: 070 3366 1212 for full details today.

Holiday Home
Lovely holiday home to let - summer months.
Phone 020 8799 2356 for details.

Holiday Time Share
Spanish Islands - 1/2/3/bed aparts. Available
NOW: Tel: 070 3366 1212 after 6pm.

Caravans Available
Short lets - all summer, beach site, safe for
kids. Phone 020 8799 2356 for information.

10 Renting a holiday home

Student B

You have put this advertisement in a newspaper.

This home is your own home
(or a house or flat you know well if you prefer).

Your partner is going to phone you and
ask you for details.

Think about what you are going to say.
Think about:

- where your house/flat is
- how big it is (number of rooms)
- how much the rent is per week
- when it is free, etc.

Holidays with Pets
Cats and Dogs welcome, kennels provided -
Chalets/ Restaurant/ Playground/ Pool/ etc. Holiday
weeks available in July/August
Tel: 070 3366 1212 for full details today.

Holiday Home
Lovely holiday home to let - summer months.
Phone 020 8799 2356 for details.

Holiday Time Share
Spanish Islands - 1/2/3/bed aparts. Available
NOW: Tel: 070 3366 1212 after 6pm.

Caravans Available
Short lets - all summer, beach site, safe for
kids. Phone 020 8799 2356 for information.

Answer the phone by saying your phone number (in the advertisement) and **Hello**.

11 Celebrity interview

Think of a famous celebrity – someone very well known (e.g. a pop star, a film star, a sports person, a politician, etc.) **Keep this a SECRET!**

You will answer questions as that celebrity – but never say your name!

You will also ask your partner questions and try and guess which famous celebrity he/she is today.

Start by saying:

Interviewer: Welcome to today's celebrity interview.
May I ask you a few questions?

Celebrity: Thank you. It's lovely to be here and
I'm happy to answer all your questions.



Questions	Answers
1 Ask if he/she is well How are you?	
2 Ask where he/she lives Where _____?	
3 Ask if he/she lives there alone Do _____?	
4 Ask when he/she usually gets up and goes to bed When _____?	
5 Ask what he/ she usually wears What _____?	
6 Ask who makes his/ her breakfast Who _____?	
7 Ask what his/her favourite TV programme is. What's _____?	
8 Ask what he/she enjoys and hates most in his/her daily life What _____?	
9 Ask what he/she wants to do in the future What _____?	
(Use your imagination and write your own question here) 10 _____?	

So who is the celebrity? Do you know?

Finish the interview by saying:

Interviewer: Thank you for answering my questions ... (*say the name*)

Celebrity: It's been a pleasure. Goodbye.

12 Eye witness

Student A

You work in a shop. Here is a photograph of a man who came into your shop this morning.

Look at the photo for two minutes and try to remember as many details about this man as you can. You must not write anything down.



The man who came into your shop this morning was a thief. He stole a DVD player.

Phone the police. Your partner is a police officer. Describe the man to her/him. Start by saying:

I'd like to report a theft. A man stole a DVD player from my shop this morning.

Then answer your partner's questions without looking at the picture.

12 Eye witness

Student B

You are a police officer.

Your partner is going to phone you to tell you about a man who stole something from a shop he/she works in.

You are going to ask questions and fill in the form below.

Before you start, think about the questions you will ask. For example:

Was the man young or old?

Was he tall?

What was he wearing?

What did he take?

etc.

IDENTIFICATION FORM		PB/TDY/45701	
Date:			
Name of witness:			
Address:		Tel No.:	
Article(s) stolen:			
Details of suspect			
Sex	male <input type="checkbox"/>	female <input type="checkbox"/>	
Age	under 18 <input type="checkbox"/>	20-25 <input type="checkbox"/>	26-35 <input type="checkbox"/> 36-50 <input type="checkbox"/> 51-60 <input type="checkbox"/> over 60 <input type="checkbox"/>
Height (cms)	under 150 <input type="checkbox"/>	150-160 <input type="checkbox"/>	161-170 <input type="checkbox"/> 171-180 <input type="checkbox"/> 171-180 <input type="checkbox"/> 181-190 <input type="checkbox"/> 91cms-2 metres <input type="checkbox"/> over 2 metres <input type="checkbox"/>
Build	fat <input type="checkbox"/>	well-built <input type="checkbox"/>	medium <input type="checkbox"/> slim <input type="checkbox"/> thin <input type="checkbox"/>
Hair	black <input type="checkbox"/>	dark <input type="checkbox"/>	fair <input type="checkbox"/> blond <input type="checkbox"/> grey <input type="checkbox"/> other <input type="checkbox"/>
Hairstyle	long <input type="checkbox"/>	short <input type="checkbox"/>	curly <input type="checkbox"/> wavy <input type="checkbox"/> straight <input type="checkbox"/> bald <input type="checkbox"/>
Description of clothes			

Any other details (beard, moustache, glasses, etc.)			

When your partner phones, say:

Could I ask you a few questions, Sir/Madam?

When you have finished, say:

Thank you very much, Sir /Madam. We'll contact you again as soon as we find him.

13 Instructions

Student A

Here is a rectangle with sixteen squares. Listen to your partner, who will give you instructions. Draw or write something in each square.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Before you start, remember: UP↑ DOWN↓ LEFT← RIGHT→

If you do not understand, say:

I'm sorry, I don't understand. Could you say it again, please?

When your rectangle is finished, show it to your partner and look at your partner's rectangle. Are they the same?

13 Instructions

Student B

Look at your Answer sheet. Before you start, fill in these squares:

- | | |
|---|---|
| 1 In square 1 write today's date. | 4 In square 9 write the year it is. |
| 2 In square 4 write your name. | 5 In square 14 write your partner's name. |
| 3 In square 7 write the name of your English teacher. | 6 In square 16 write the colour of your eyes. |

Now work with your partner. Your partner has a large rectangle with sixteen squares too – but the squares are empty.

Read the instructions below to your partner but do not show him/her your Answer sheet.








- | | |
|---|---|
| 1 Start in the black square. Go up one square. Draw a tree. | 8 Go to the black square. Go right one square. Write the name of our English teacher. |
| 2 Now go left one square. Write today's date. | 9 Go down two squares. Draw two stars. |
| 3 Go down one square. Draw a cup. | 10 Go left one square. Write your own name. |
| 4 Go down two squares. Draw the moon. | 11 Go up one square. Draw a house. |
| 5 Go right three squares. Write the colour of my eyes. | 12 Go left one square. Write the year it is now. |
| 6 Go up three squares. Write my name. | 13 Go right two squares. Write one hundred and one. |
| 7 Go left one square. Draw the sun. | 14 Go right one square. Write the letter W. |
| | 15 Go up one square. Draw a cat. |

Now look at your partner's rectangle and show him/her your rectangle (*Answer sheet*). Are they the same?

Answer sheet

Student B

Do not show this to your partner!

1	2 	3 	4
5 	6	7	8 
9	10 	11 101	12 W
13 	14	15 	16

14 People at a conference

Student A

Here is a list of people at a conference. You partner has a list too. However there are ten differences between your two lists. Can you find them all? (Don't forget to check the spelling of names!)

NAME	INITIAL	AGE	CITY/ TOWN OF RESIDENCE	OCCUPATION
Baker	I	23	Edinburgh	Office manager
Clarke	V	31	Dublin	Receptionist
Morgan	Y	53	New York	Retired
Lansdown	E	28	Bristol	Policeman
Miller	C	27	Birmingham	Teacher
Silverman	A	36	Cardiff	Train driver

Ask questions like these:

How do you spell ...?/What's ...'s initial?

How old is ...? Where does ... live? What's ...'s job?, etc.

Mark all the differences on your list.

14 People at a conference

Student B

Here is a list of people at a conference. You partner has a list too. However there are ten differences between your two lists. Can you find them all? (Don't forget to check the spelling of names!)

NAME	INITIAL	AGE	CITY/ TOWN OF RESIDENCE	OCCUPATION
Backer	I	23	Edinburgh	Office Manager
Clark	W	31	Belfast	Receptionist
Morgan	V	53	York	Retired
Lansdow	E	28	Bristol	Policewoman
Miller	C	27	Birmingham	Teacher
Silvermann	A	36	Cardiff	Bus driver

Ask questions like these:

How do you spell ...?/What's ...'s initial?

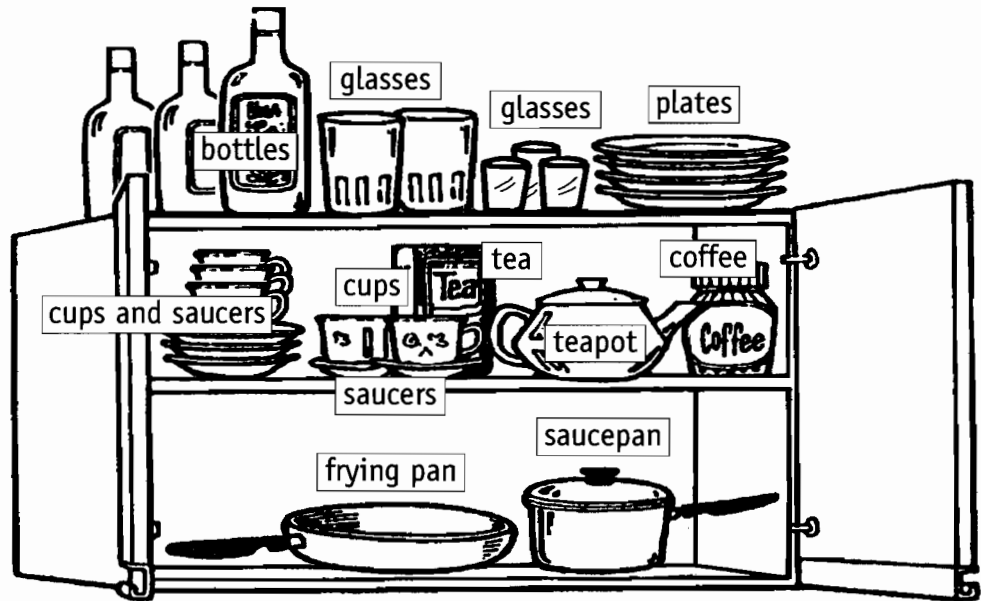
How old is ...? Where does ... live? What's ...'s job?, etc.

Mark all the differences on your list.

15 The kitchen cupboard

Student A

Here is a kitchen cupboard with lots of things in it. Your partner has the same kitchen cupboard but with nothing in it. Describe to your partner where everything is but do **not** show him/her your picture.



Use sentences like these:

On the top shelf there are ... on the left.

On the middle shelf there is a ... next to ...

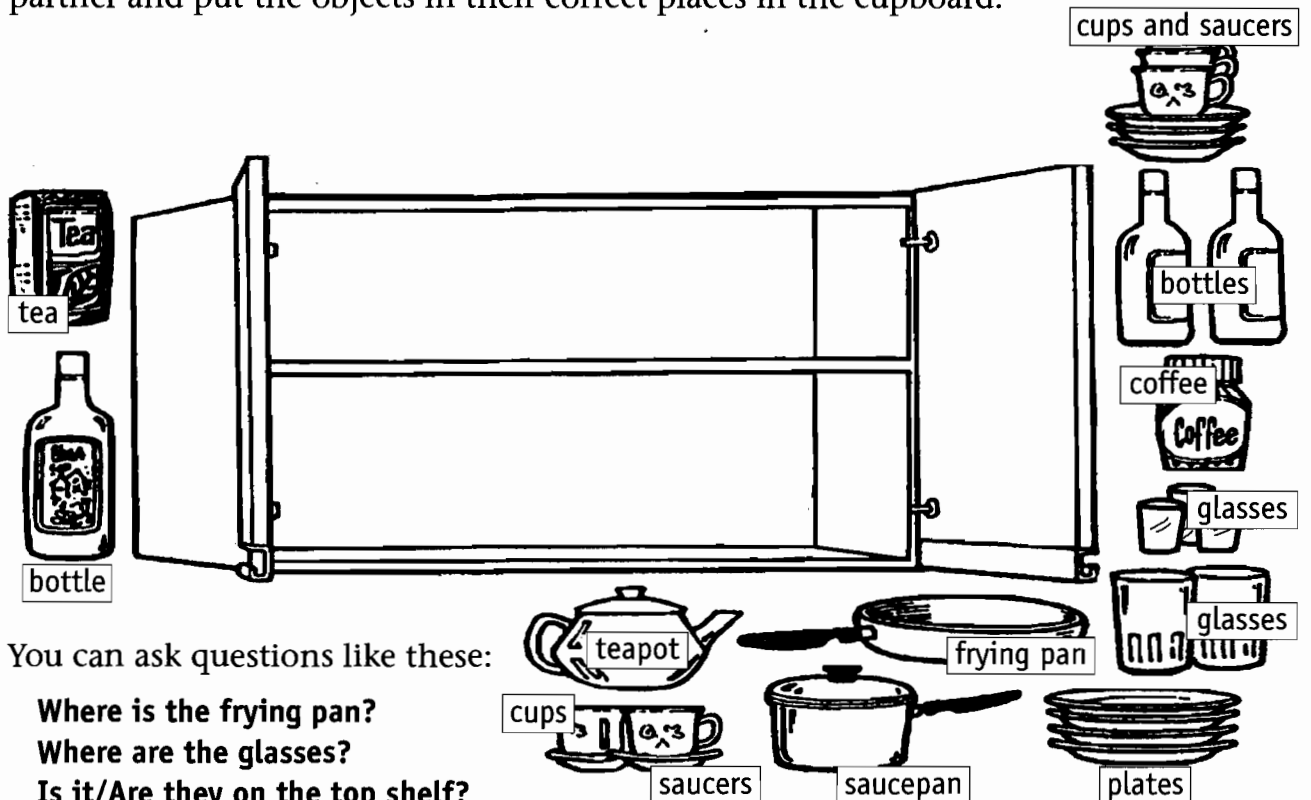
On the bottom shelf the saucepan is ...



15 The kitchen cupboard

Student B

Here is a kitchen cupboard and lots of things you find in a kitchen. Listen to your partner and put the objects in their correct places in the cupboard.



You can ask questions like these:

Where is the frying pan?

Where are the glasses?

Is it/Are they on the top shelf?

16 At the theatre

Student A

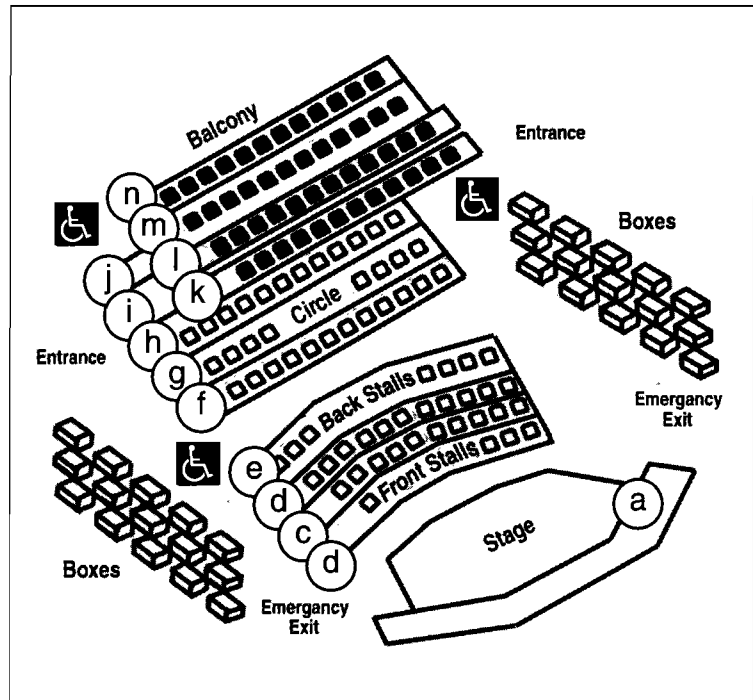
Here is a plan of a theatre.
You will see that the different parts are named and the rows are given a letter. Your partner has the same plan but with no names or letters.
Tell your partner where to put the names and letters but do not let him/ her see your plan.

Key

 wheelchair access

You will need to use expressions like these:

- at the front/at the back
- in the middle
- the rows go from ... to ...
- wheelchairs can go ...



You may also need to spell some words.
When you have finished, compare your plans.

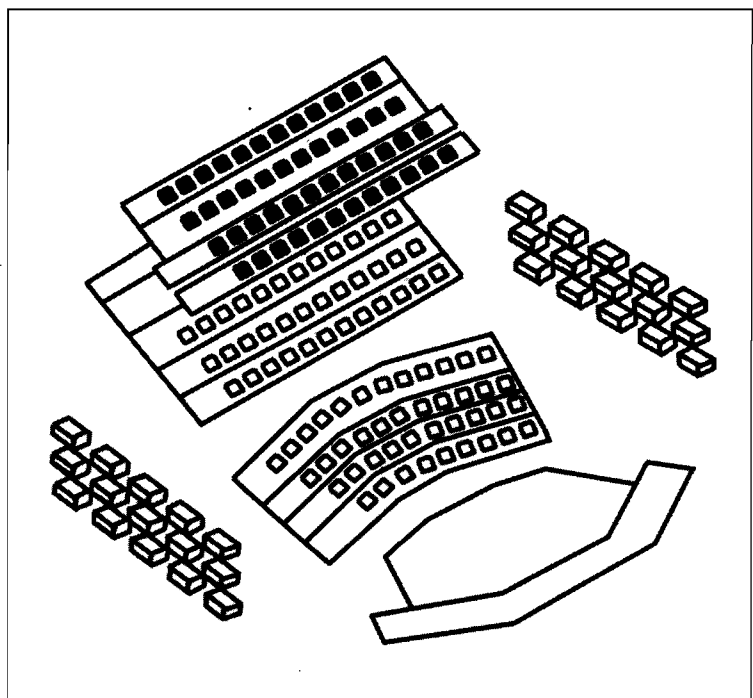
16 At the theatre

Student B

Here is a plan of a theatre.
Your partner has the same plan but his/her plan has the names of all the different parts of the theatre marked and each row has a letter. Ask your partner questions to find out the names and write them on your plan.

You will need to ask questions like these:

- What's at the front?
- How do you spell that, please?
- Which row is at the back?



When you have finished, compare your plans.

17 For sale

Student A

Here are four items for sale in a newspaper. There are ten spaces for you to fill in. Ask your partner questions to find the information, e.g. **What sort of TV is for sale?**, **What's the phone number for the ... ?**, etc.

Your partner will also ask you questions.

LOVELY SQUARE TABLE

FOR FAMILY _____ ROOM

Wood. 2 metres x _____

Good condition

£ _____ Tel: 020 7658 1120

COLOUR TV

Perfect size for a child's bedroom.

£55.00 Tel: _____

BOYS BICYCLE

For boy 7- _____ years old. Red.

Phone: 087645 887 102 (after _____
only or at weekends) £ _____

CAT NEEDS

Very friendly. We are going to live
abroad. Free to good home.

Tel: _____

When you have finished, compare your advertisements.



17 For sale

Student B

Here are four items for sale in a newspaper. There are ten spaces for you to fill in. Ask your partner questions to find the information, e.g. **What sort of dining table is for sale?**, **How much is the ...?**, etc.

Your partner will also ask you questions.

LOVELY _____ TABLE

FOR FAMILY DINING ROOM

Wood. 2 metres x 2 metres

_____ condition

£75.00 Tel: _____

SMALL _____ TV

Nice for a _____ bedroom.

£55.00 Tel: 098890 546 233

BOYS _____

For boy 7-10 years old. Red.

Phone: 087645 887 102 (after 6pm only
or _____) £25

CAT NEEDS A NEW HOME

Very _____. We are going to
live abroad. Free to _____ home.

Tel: 023356 987 567

When you have finished, compare your advertisements.

18 Richard's student room

Student A

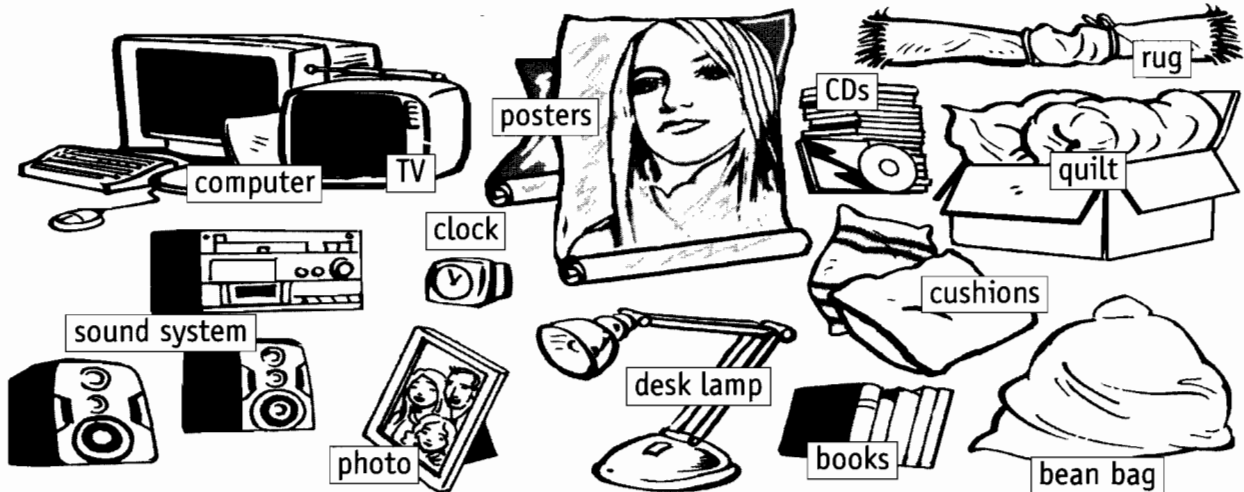
Below is a drawing of Richard's student room at university. As he has just arrived, he hasn't had time to put all his things where he wants them. Your partner has a drawing of Richard's room three hours later. Ask him/her questions to find out where to put all the things. You can ask questions like these: **Where's the TV set?**

Where exactly do you mean? Where are the CDs? On which shelf?

If you don't understand, you can say:

I don't understand what you mean- could you say it again, please?

When you have finished, compare your drawings



18 Richard's student room

Student B

Below is a drawing of Richard's student room at university. Your partner also has a drawing of the same student room but his/her drawing is not complete. Help him/her to complete the drawing by saying where the things go. Your partner can ask you questions but must not see your drawing.



You can say things like these:

There's a small portable TV on...

The clock is...

It's on the right/left.

It's in the middle.

When you have finished, compare your drawings.



19 Following orders

Student A

Here is a rectangle which contains twenty squares. Before you start, fill in the following on your Answer sheet.

- 1 In square 2 write one word to describe the weather today.
- 2 In square 4 write one word to describe the colour of your hair.
- 3 In square 6 write your title (e.g. *Mrs/Miss/Ms/Mr*).
- 4 In square 11 write the number of people there are in the room.
- 5 In square 17 write the time this lesson started.
- 6 In square 20 write the name of the President of the United States.

Now work with your partner. He/she has a large rectangle but all the twenty squares are empty. Read out the following instructions to your partner but do not let him/her see your page.

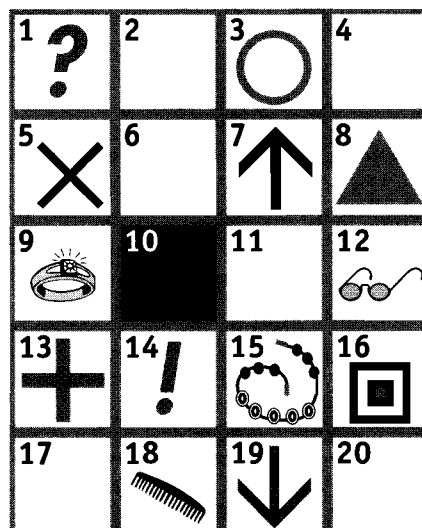
- 1 Start in the black square. Go down two squares. Draw a comb.
- 2 Now go right two squares. Write the name of the President of the United States.
- 3 Go up four squares. Write the colour of my hair in this square.
- 4 Go back to the square with the comb. Go up one square. Draw an exclamation mark.
- 5 Go left one square and up three squares. Draw a question mark in this square.
- 6 In the square to the right of this, write one word to describe the weather today.
- 7 Go down one square and right two squares. Draw a triangle here.
- 8 Go back to the black square. Go left one square. Draw a ring here.
- 9 Go down two squares. Write the time this lesson started.
- 10 Go right two squares. Draw an arrow pointing downwards in this square.
- 11 Go up one square. Draw a necklace.
- 12 Go up two squares and left two squares. Draw a large diagonal cross.
- 13 Go right one square. Write my title (e.g. *Mr/Miss*)
- 14 Go right one square and up one square. Draw a circle.
- 15 Go down one square and draw another arrow, this time pointing upwards.
- 16 Go down one square and write the number of people in this room.
- 17 In the square to the right, draw a pair of sunglasses.
- 18 In the square below this, draw two squares, one inside the other.

When you have finished, compare your partner's rectangle with your completed Answer sheet. Were they the same?

Answer sheet

Student A

Make sure your partner does not see this!



19 Following orders

Student B

Here is a rectangle with twenty squares. You are going to write or draw things in each square. Your partner will tell you what to do. You will have to listen very carefully and follow his/her orders.

If you don't understand something, you can ask your partner to say it again, e.g.

I'm sorry, I didn't understand that. Could you say it again, please?

But you are not allowed to ask for the number of the square and you must not look at your partner's work.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

When you have finished, compare your rectangles. Did you fill it in correctly?

20 Where's the Tourist Information Centre? Student A

Look at the map below. There are ten buildings which have not been marked. They are the following.

the police station	the bank	the hospital	the chemist	the charity shop
the disco	the shoe shop	the newsagent's	the internet café	the snack bar

Your partner has a map too and knows where these buildings are. Ask him/her questions to find out. When you know, mark them on the map.

Your partner also has missing buildings and will ask you questions.

(Note: the Tourist Information centre, the railway station, St. John's church and the Red Lion pub appear on both maps so you can talk about them when you give directions, e.g. **It's opposite the tourist information centre**, etc.)

Take it in turns with your partner to ask and answer questions.

Ask: **Where's the ...?**

Answer:

It's in ...

It's the first/second building on the right/ left in ...

It's next to/ opposite/between ... and ... etc.



When you have finished, compare your maps. Have you filled in all the missing buildings correctly?

20 Where's the Tourist Information Centre? Student B

Look at the map below. There are ten buildings which have not been marked. They are the following.

the post office	the Chinese restaurant	the bookshop	the cinema	the supermarket
the car park	the baker's	the dry cleaner's	the fashion boutique	the Swan Hotel

Your partner has a map too and knows where these buildings are. Ask him/her questions to find out. When you know, mark them on the map.

Your partner also has missing buildings and will ask you questions.

(Note: the Tourist Information centre, the railway station, St. John's church and the Red Lion pub appear on both maps so you can talk about them when you give directions, e.g. **It's opposite the tourist information centre**, etc.)

Take it in turns with your partner to ask and answer questions.

Ask: **Where's the...?**

Answer:

It's in...

It's the first/second building on the right/ left in...

It's next to/ opposite/between ... and ... etc.






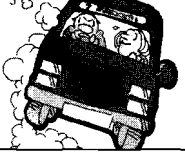

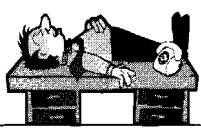




When you have finished, compare your maps. Have you filled in all the missing buildings correctly?

21 Daily life

Student A

Find out about your partner's daily life. Ask him/her questions and mark the answer with a cross (X). If you find out more information, write it in the last column.

Ask your partner Do you ...	Yes always	Often	Sometimes	No never	Extra information
get up before 8 o'clock? 					
have coffee for breakfast? 					
wear jeans? 					
read a newspaper? 					
phone friends? 					
come here by bus? 					
have lunch in a restaurant? 					
feel tired in the evening? 					
read in bed? 					
go to sleep after midnight? 					

Now tell the class about your partner.

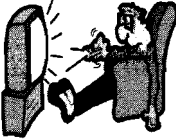



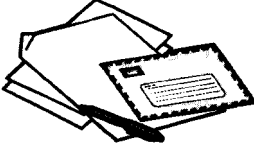


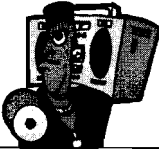


He/she always ... He/she sometimes ...

He/she often ... He/she never ...

21 Daily life

Student B

Find out about your partner's daily life. Ask him/her questions and mark the answer with a cross (X). If you find out more information, write it in the last column.

Ask your partner Do you ...	Yes always	Often	Sometimes	No never	Extra information
watch television in the morning? 					
drink tea with milk? 					
wear black clothes 					
go on the internet? 					
write letters? 					
walk to school/work? 					
have lunch with friends? 					
play CDs? 					
have dinner after 8 o'clock? 					
go to sleep very quickly? 					

Now tell the class about your partner.

He/she always ... He/she sometimes ...

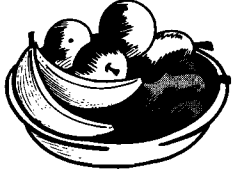


He/she often ... He/she never ...

23 How to keep fit

What's the best way to keep fit and healthy?

Look at the twelve ideas and put them in order. Use numbers 1 to 12: 1 is the most important and 12 the least important.

Then talk to your partner. Does he/she agree? Can you make a new order together?

To keep fit and healthy you should ...	My order	My partner's order	Our order
eat lots of fruit 			
walk every day			
not drink alcohol			
not work too hard			
not eat too much			
drink lots of water			
not smoke 			
sleep for at least 8 hours a night			
exercise in a gym 			
do sport			
spend time outside			
not get stressed			

24 How to make friends

What's the best way to make friends when you go to a new town/job/school?

Look at the ideas below and rank them 1–15, according to what you think is the most useful. (*1 is the most useful and 15 the least useful.*)

Then talk to your partner and see what he/she thinks. Make a new ranking together.

How to make friends you should ...	My order order (1–15)	My partner's order	Our order together
Always smile and look happy			
Join some clubs connected with your hobbies			
Dress smartly and look nice			
Say hello to everyone			
Never disagree with people.			
Have a party and invite lots of people to it			
Contact people on the internet			
Go to a local café and try and get talking to people there			
Take your dog (or a friend's dog) for a walk			
Offer to babysit for a neighbour			
Call on your neighbours			
Do some sport and join a team or club			
Do something for others, e.g. charity work			
Talk to other people who are alone			
Ask people to introduce you to their friends			

Use expressions like these:

I think the most important thing is to ...

In my opinion it's better to ... than to ...

I don't believe it's very useful to ...

Do you agree?/What do you think?/What's your opinion?/How do you rank ...?, etc.

25 My brilliant barbecue

You are organising a big barbecue for all your family and friends. You want it to be brilliant!

Look at the different possibilities below and choose what you prefer.

Then talk to your partner. Do you agree?

Where?

On the beach/in the countryside/
in your back garden/in the street



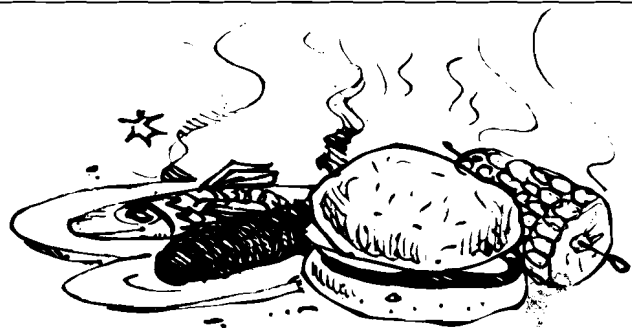
When?

In the middle of the day at the weekend/
on a public holiday/late at night/
to celebrate something special
(birthday/end of school etc)



What?

With sausages, beef burgers and steaks/
with fresh fish/vegetarian food with lots
of vegetables and fruit/everyone brings
their own food



How?

In formal style with tables and chairs/
in informal style sitting on the ground/
with lots of music to dance/ with a
special theme and everyone dressed up



You can say:

I think the barbecue should be ... because ...

We should eat ...

I don't think the barbecue should be ... because ...

What do you think? Do you agree?

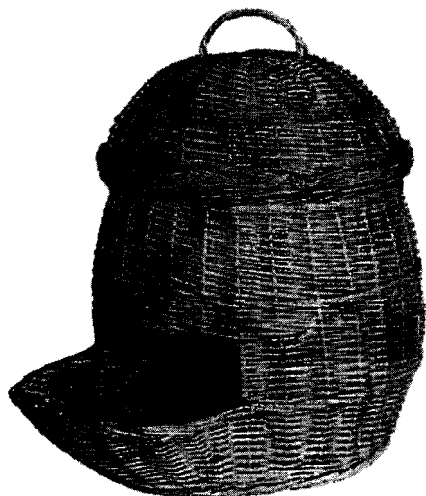
26 What's it for?

Student A

Look at this object. Do you know what it's for?

Below you have the true description. It's up to you to think of two other possible uses.

Work with others and write out your descriptions. See if your partner can choose the correct one!



1 _____

2 This item is for potatoes. It can contain 9 kilos of potatoes and will keep them fresh. It's made of natural products and will look good in your kitchen.

3 _____



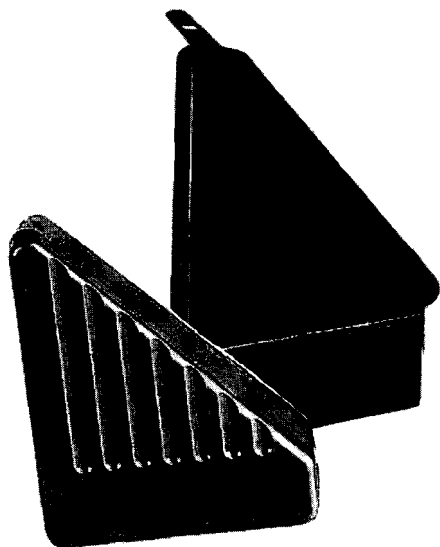
26 What's it for?

Student B

Look at this object. Do you know what it's for?

Below you have the true description. It's up to you to think of two other possible uses.

Work with others and write out your descriptions. See if your partner can choose the correct one!



1 This item is for a sandwich. It will keep a sandwich fresh for your lunch and in good condition. It's small enough to go in a bag.

2 _____

3 _____

27 This is how I see it

Student A

Look at this picture. What is happening?

First give the picture a title: _____

Now get ready to describe it to your partner. Give as many details as you can and say what is happening in your opinion. Your partner may ask you some questions, for example:

Someone in the water is waving.
A child in a pushchair is crying

When you have finished, show your partner the picture. Ask **Is that what you imagined?** and **Do you see what I see?**

Then listen to your partner describe a picture. Try to imagine it yourself. Ask questions to get a clearer idea. Do you both see things in the same way? You may like to compare your ideas with another pair of students and then talk about them with the whole class.



27 This is how I see it

Student B

Look at this picture. What is happening?

First give the picture a title: _____

Now get ready to describe it to your partner. Give as many details as you can and say what is happening in your opinion. Your partner may ask you some questions, for example:

A man is following her.
He is wearing glasses.

When you have finished, show your partner the picture.

Ask: **Is that what you imagined?** and **Do you see what I see?**

Then listen to your partner describe a picture. Try to imagine it yourself. Ask questions to get a clearer idea. Do you both see things in the same way?



28 Holiday postcards

Student A

Here is a postcard you sent your partner when you were on holiday. Talk about all the pictures on the postcard and give as many details as you can. Be ready to answer questions too.

Then look at your partner's postcard and listen to what he/she says. Ask questions to find out more.

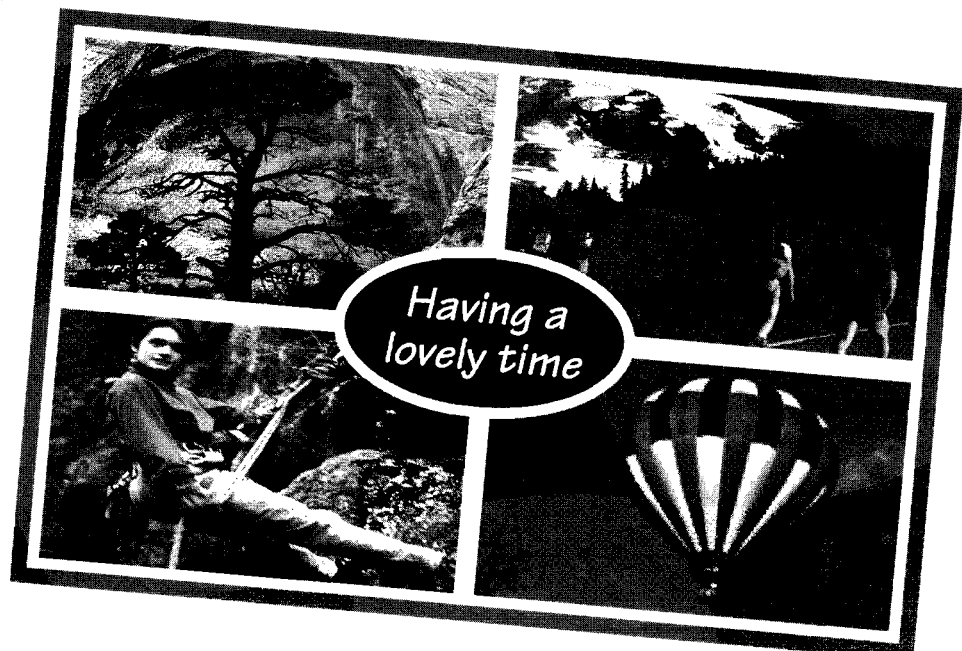


28 Holiday postcards

Student B

Here is a postcard you sent your partner when you were on holiday. Talk about all the pictures on the postcard and give as many details as you can. Be ready to answer questions too.

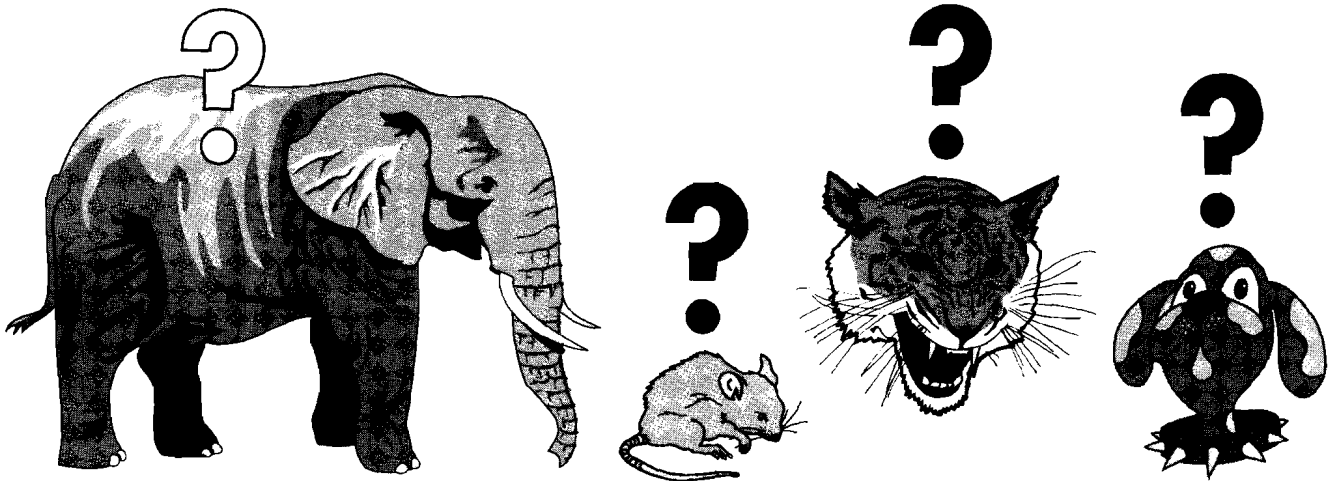
Then look at your partner's postcard and listen to what he/she says. Ask questions to find out more.



29 What would you be?

If you were an animal, what animal would you be? A large animal like an elephant or a small animal like a mouse? A wild animal like a tiger or a friendly animal like a dog? Use your imagination and answer the following questions.

Then talk to your partner about his/her choices and try to find out why.



If you were ..., what would you be?	Me	My partner
An item of clothing		
a book		
a country		
a time of day		
a type of food		
a colour		
a household object		
a type of weather		
a computer program (or TV programme)		
a type of car		
a musical instrument		
a part of the body		
an insect		
a season		

30 Photographs

Student A

Look at these photographs. Your partner also has photographs but there are ten differences. Work with your partner to find all the differences.

Talk to your partner. Say:

I have a photo of ... Do you?

In my photo, there's a...

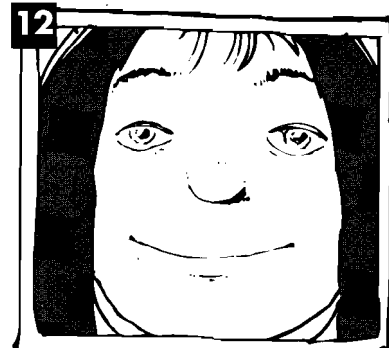
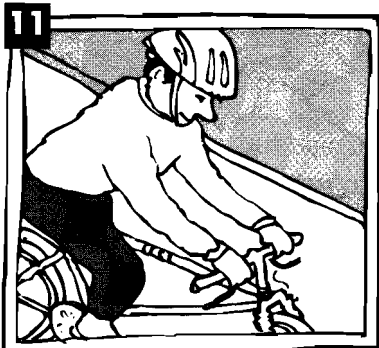
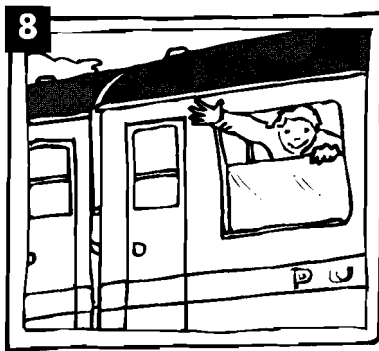
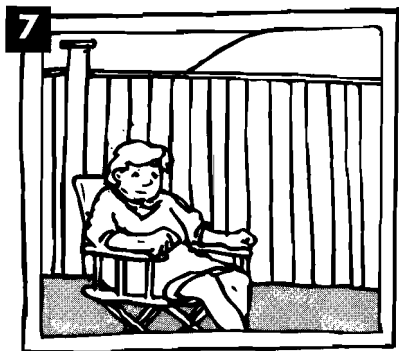
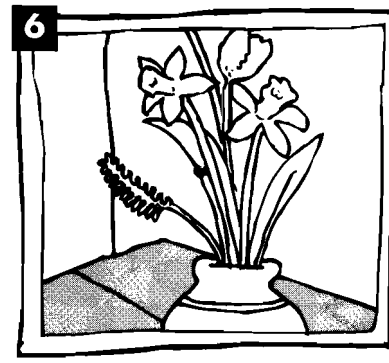
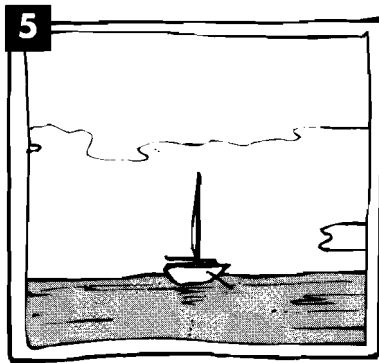
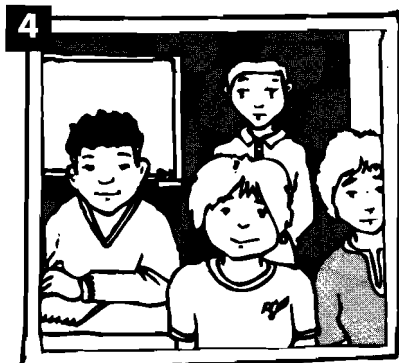
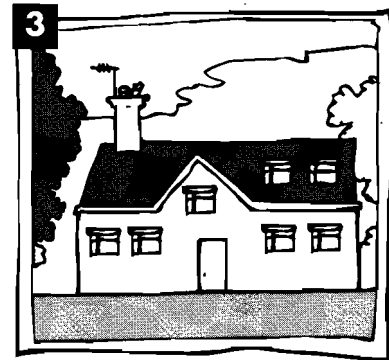
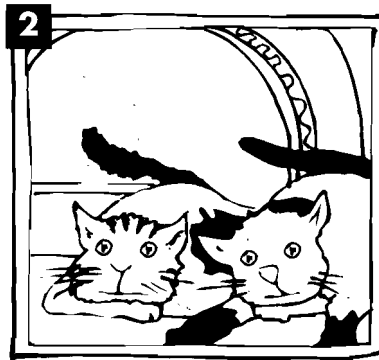
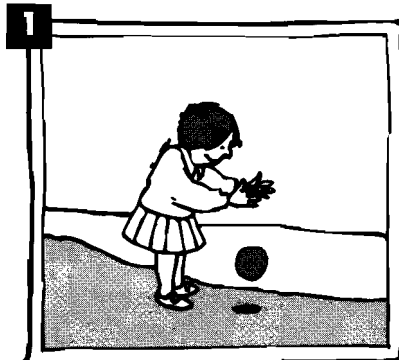
In my photo there are ... and ...

I don't have a photo of ...

In my photo, there isn't a/an ...

In my photo there aren't any ...

Make a list of all the differences you find.



30 Photographs

Student B

Look at these photographs. Your partner also has photographs but there are ten differences. Work with your partner to find all the differences.

Talk to your partner. Say:

I have a photo of ... Do you?

In my photo, there's a...

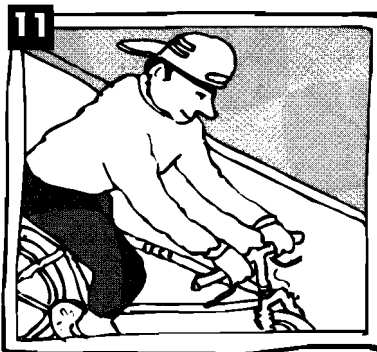
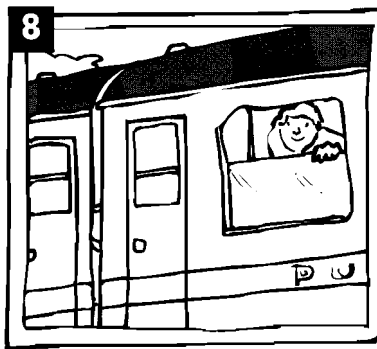
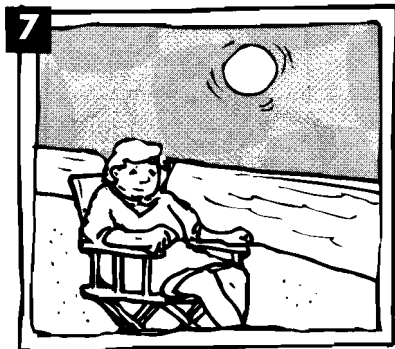
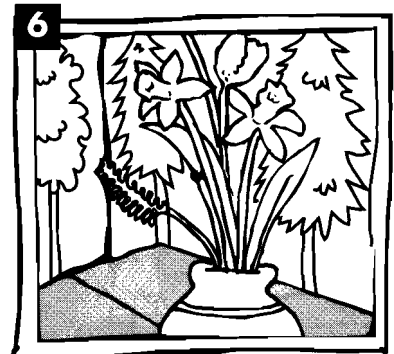
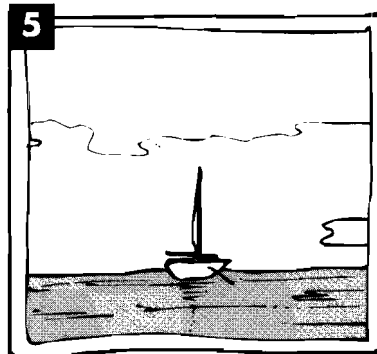
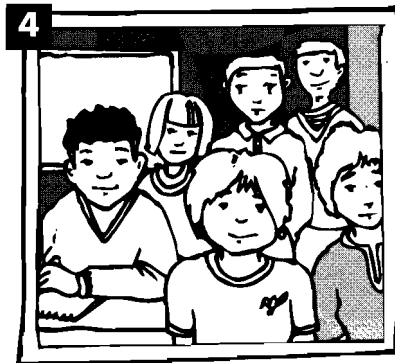
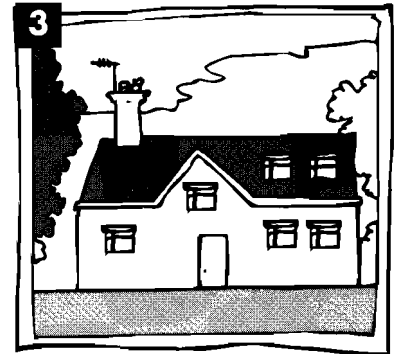
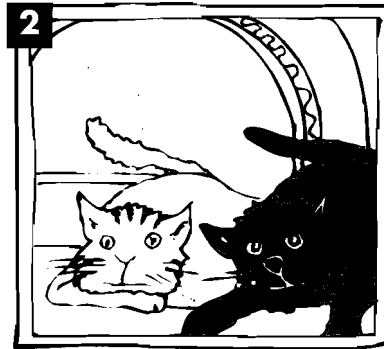
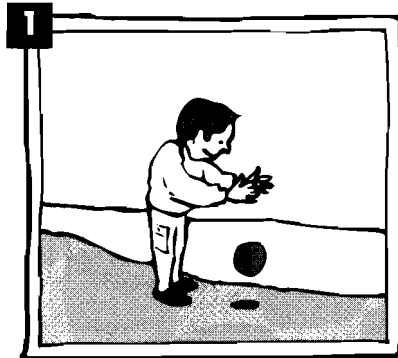
In my photo there are ... and ...

I don't have a photo of ...

In my photo, there isn't a/an ...

In my photo there aren't any ...






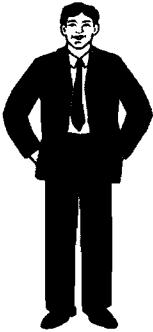
Make a list of all the differences you find.



31 Who's who?

Student A

Here are six people plus some information about them.

		Peter			
					

Peter is a year older than Sally. Julie and Sally are both thinner than Mary. John is twenty-one next birthday. The tallest person is a year younger than John. Julie is the oldest – she is seven years older than Mary.

Your partner also has information about the six people. Work together to see if you can work out their names and ages. *(Write them in the boxes.)*

You are allowed to read out the information you have about the six people but you must not let your partner see your page.

31 Who's who?

Student B

Here are six people plus some information about them.

					
				14	

Sally is the youngest. Peter is taller than Mary but shorter than Mike. Julie is standing between Peter and Sally. Sally is wearing an earring. The thinnest person is only 16.

Your partner also has information about the six people. Work together to see if you can work out their names and ages. *(Write them in the boxes.)*

You are allowed to read out the information you have about the six people but you must not let your partner see your page.

32 Find the differences

Student A

Look carefully at this picture of people on a plane. Your partner also has a picture but there are twelve differences. Talk together to find the differences and note them down. Do not let your partner see your picture.



32 Find the differences

Student B

Look carefully at this picture of people on a plane. Your partner also has a picture but there are twelve differences. Talk together to find the differences and note them down. Do not let your partner see your picture.



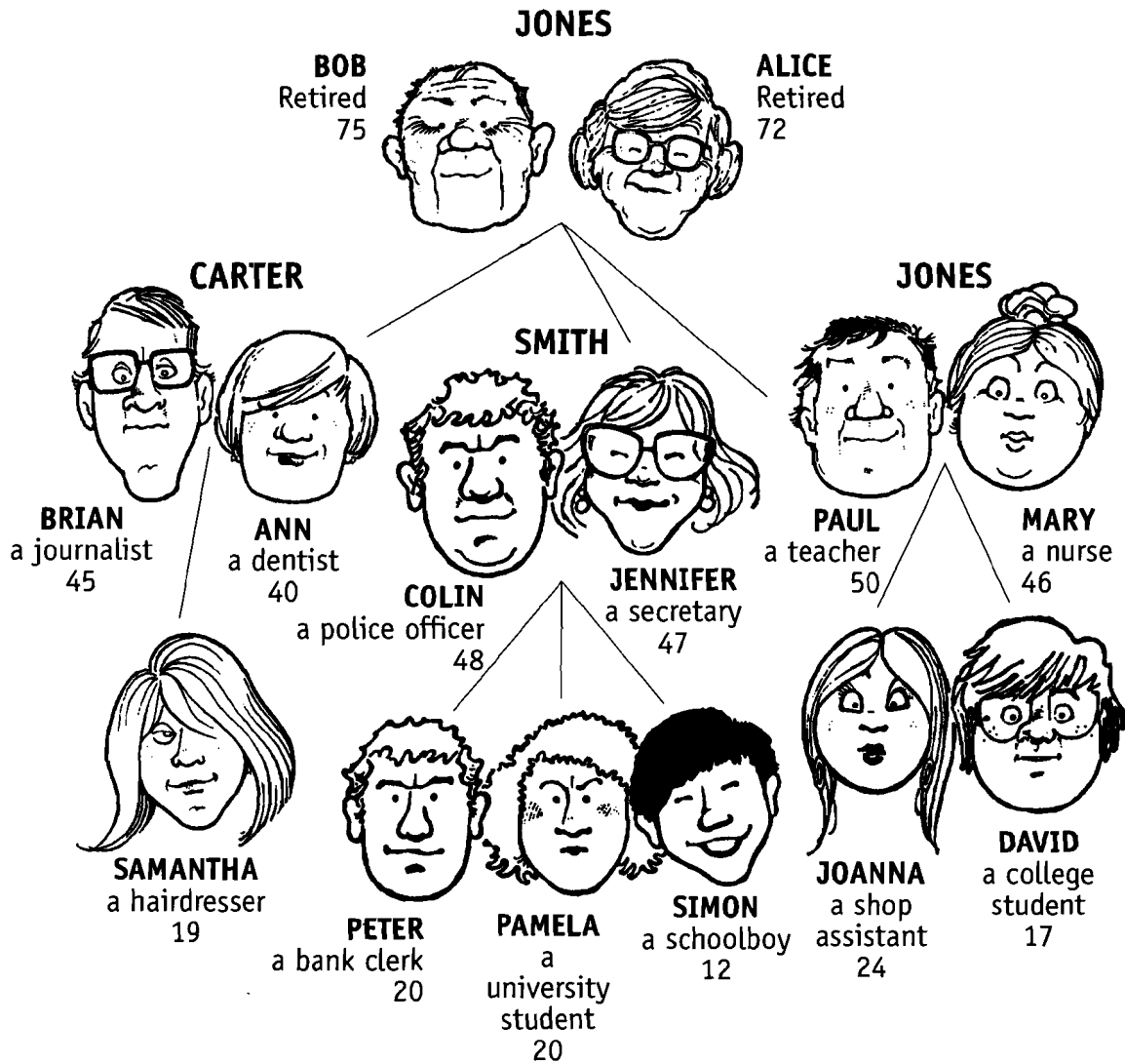
33 A family tree

Student A

Here is a drawing of a family tree. Your partner also has a drawing of a family tree but it is not exactly the same as yours. *(There are twelve differences.)* By asking your partner questions, see if you can find the differences, and put a circle around them. Before you start, work out the sort of questions to ask. For example:

Who is Bob married to?	OR	Is Bob's wife Alice?
What does Paul do?	OR	Is Paul a teacher?
How many children have Colin and Jennifer got?	OR	Have Colin and Jennifer got three children?
How old is Samantha?	OR	Is Samantha nineteen?

When you are both ready, take it in turns to ask and answer questions. When you have finished, compare the family trees.



33 A family tree

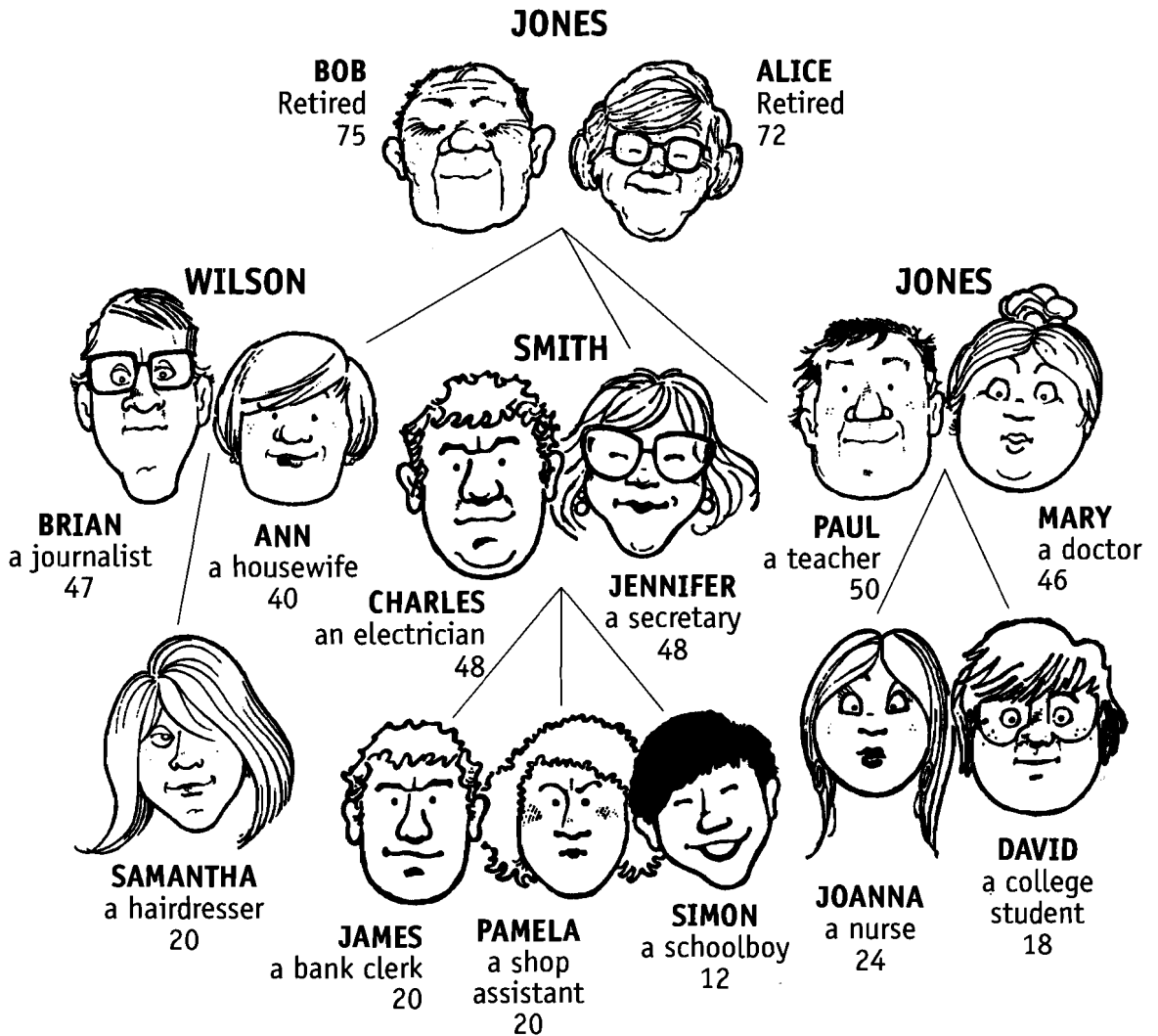
Student B

Here is a drawing of a family tree. Your partner also has a drawing of a family tree but it is not exactly the same as yours. *(There are twelve differences.)* By asking your partner questions, see if you can find the differences, and put a circle around them. Before you start, work out the sort of questions to ask. For example:

Who is Mary married to?	OR	Is Mary's husband called Paul?
What does Samantha do?	OR	Is Samantha a hairdresser?
How many children have Brian and Ann got?	OR	Have Brian and Ann got one child?
How old is Alice?	OR	Is Alice seventy-two?

When you are both ready, take it in turns to ask and answer questions.

When you have finished, compare the family trees.



34 Buying a shirt

Student A

The following sentences are part of a dialogue between a shop assistant and a customer. Unfortunately, you have only got the customer's words. Your partner has the shop assistant's.

Working together, try to put the complete dialogue in order. You must not show your part to your partner, but you can read out the sentences. Together, mark the dialogue 1-19. (*Your part will be marked 2, 4, 6, 8, 10, 12, 14, 16 and 18.*)

When you have finished, check by reading it aloud. To help you, the last part of your dialogue is marked.

Before you start, read through the sentences.

Medium. _____

£55? That's a bit expensive. _____

I don't think so.
Have you got anything darker? _____

Oh, that's nice.
How much is it? _____

Oh, alright.
I'll take it. 18

Blue,
please. _____

Yes, please. I'm looking
for a shirt. _____

No, that's
too dark. _____

That's a pity.
I really wanted
something blue. _____

34 Buying a shirt

Student B

The following sentences are part of a dialogue between a shop assistant and a customer. Unfortunately, you have only got the customer's words. Your partner has the shop assistant's.

Working together, try to put the complete dialogue in order. You must not show your part to your partner, but you can read out the sentences. Together, mark the dialogue 1-19. (*Your part will be marked 1, 3, 5, 7, 9, 11, 13, 15, 17 and 19.*)

When you have finished, check by reading it aloud. To help you, the first part of your dialogue is marked.

Before you start, read through the sentences.

Fifty-five
pounds. _____

What colour would
you like? _____

I'm afraid these are the
only two kinds of blue
we have. _____

Good morning. Can
I help you? 1

Blue. I see. And
your size is ...? _____

But it's very good
quality. _____

Yes, here's
one. _____

Oh, wait a minute. We do have
this one - it has blue and
white stripes. _____

Thank you. _____

Medium. Right. How
about this one? _____

35 The secret word

Student A

What are these ten words? Your partner has the answer and will explain them to you. You can ask: **What's word number ...?**

If you think you know, write it down. But don't say the word!

1 B _ N _ N _

6 _ L _ _ K

2 _ E _ K _ _ D

7 _ A _ _ W _ _ H

3 _ E S _ _ R _ A _

8 _ R _ E _

4 T _ _ C H _ _

9 _ _ R _ _ D _ Y

5 _ _ M _ U _ E R

10 _ E _ P _ _

Now it is your turn to explain words to your partner.

Before you start, think about what you are going to say.

For example: **number 1 (jeans) You wear them and they are usually blue.** etc.

1 jeans

2 tomorrow

3 garden

4 white

5 burger

6 train

7 cinema

8 married

9 picture

10 telephone

When you have both finished, check your answers.



35 The secret word

Student B

Here are ten words for you to explain to your partner. Before you start, think about what you are going to say. For example: **Number 1 (banana) It's a fruit. It's long and yellow, etc.**

1 banana

2 weekend

3 yesterday

4 teacher

5 computer

6 clock

7 sandwich

8 green

9 birthday

10 people

Now it is your turn to ask your partner to explain words to you.

You can ask: **What's word number ...?**

If you think you know, write it down. But don't say the word!

1 J _ _ N _

6 _ R _ _ N

2 _ O _ O _ R _ O _

7 _ I _ N _ M _

3 _ A _ D _ N _

8 M _ R _ I _ E _

4 _ _ I _ T _

9 _ _ C _ U _ E _

5 B _ R _ G _ _

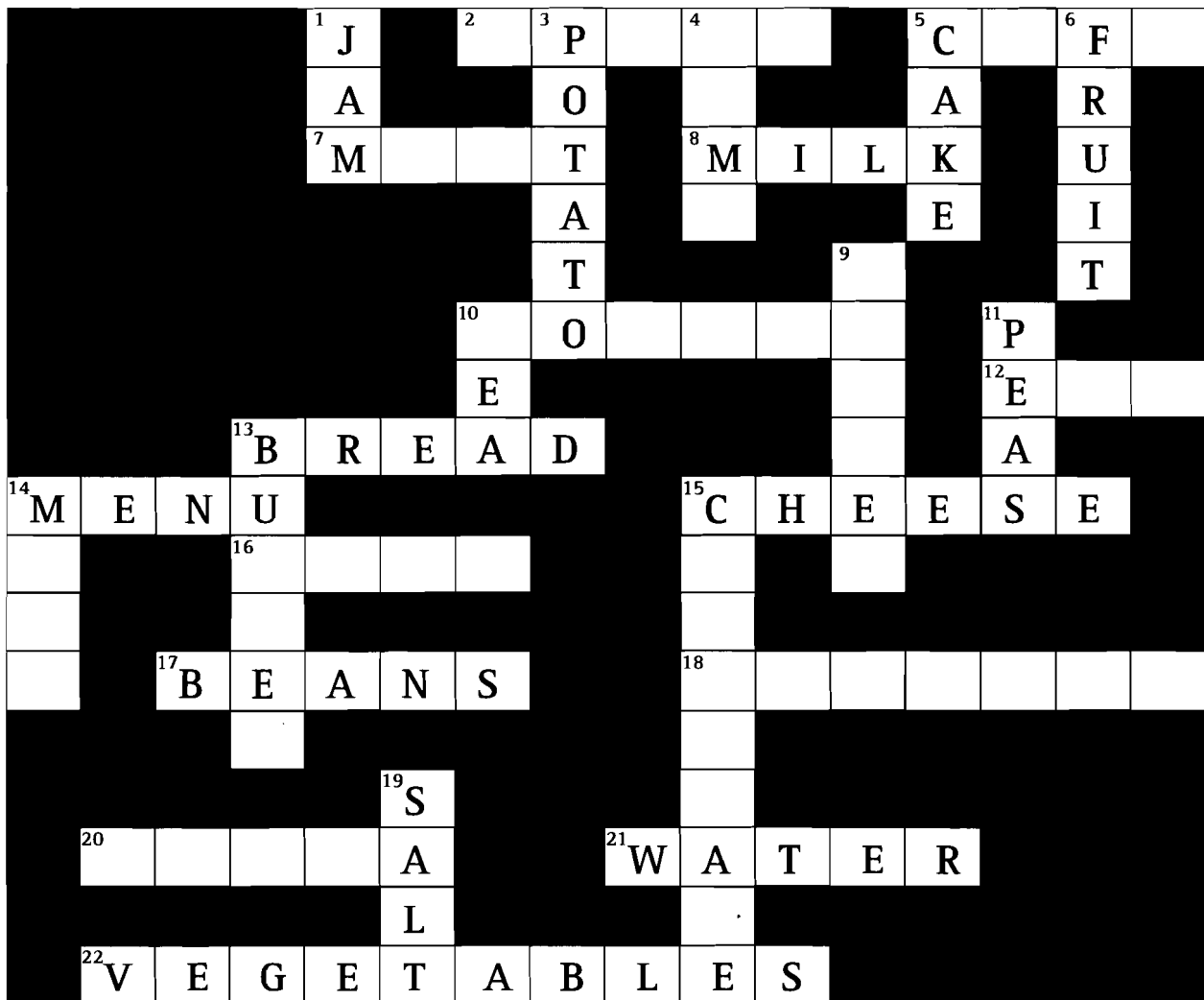
10 _ E _ E _ H _ O _ _

When you have both finished, check your answers.

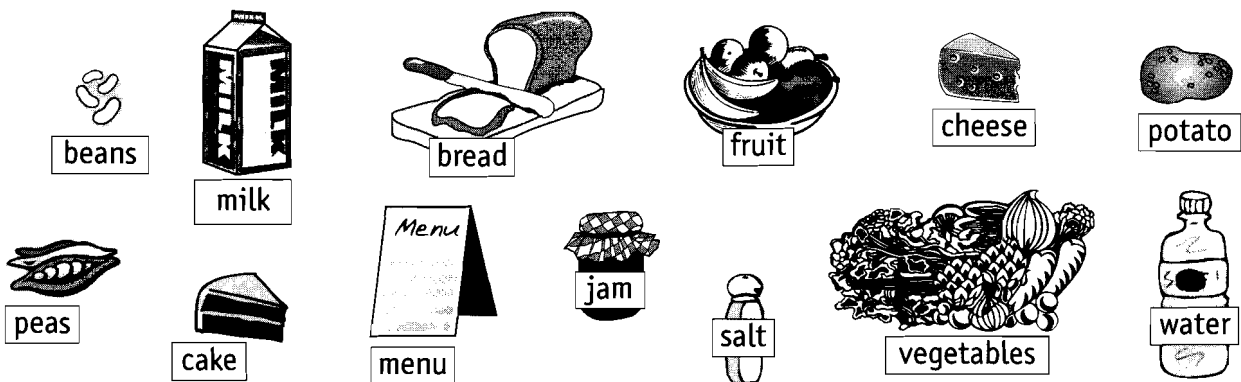
36 Half a crossword: food and drink

Student A

This crossword is only half finished. Your partner also has a crossword that is only half finished. Take turns to ask each other about the words you do not have, e.g. **What's 2 across?**, **What's 4 down?** Answer by giving an explanation of the word. All the words are connected with food and drink.



Before you start, look at the words in your crossword and think of how you are going to explain them.

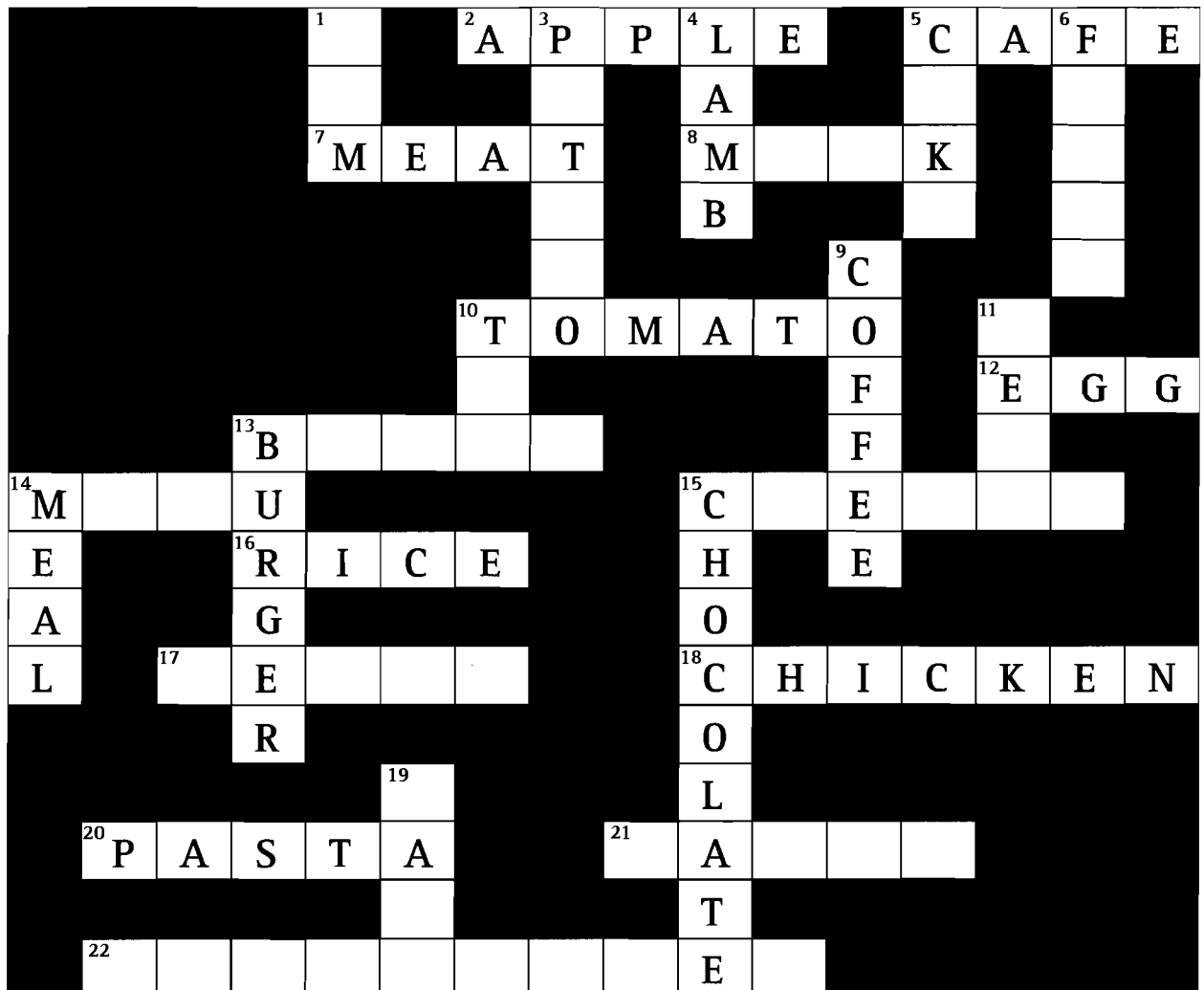


You can ask your partner if you do not know how to spell a word. When you have finished, look at each other's crosswords.

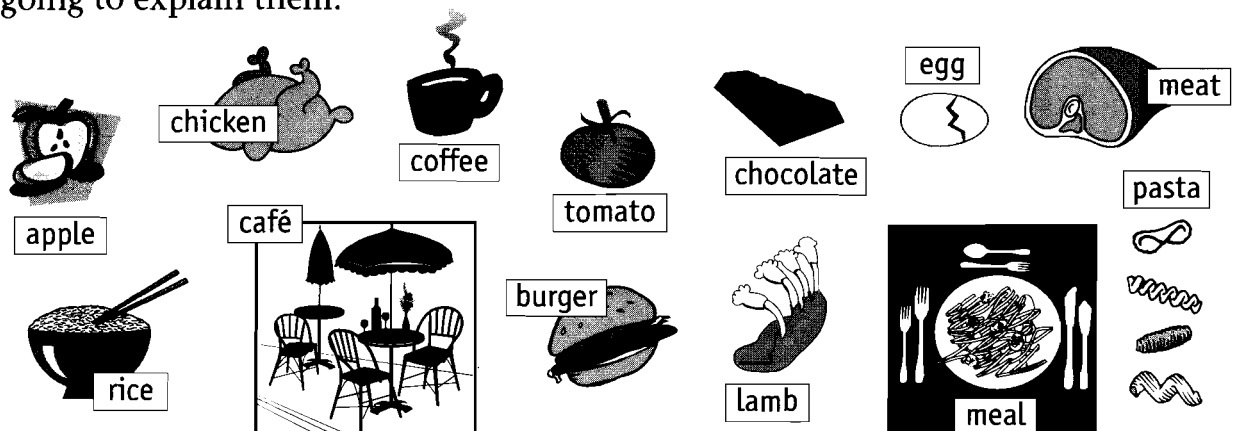
36 Half a crossword: food and drink

Student B

This crossword is only half finished. Your partner also has a crossword that is only half finished. Take turns to ask each other about the words you do not have, e.g. **What's 1 down?**, **What's 9 across?** Answer by giving an explanation of the word. All the words are connected with food and drink.



Before you start, look at the words in your crossword and think of how you are going to explain them.



You can ask your partner if you do not know how to spell a word.

When you have finished, look at each other's crosswords.

38 Half a crossword: adjectives

Student B

This crossword is only half completed. Your partner also has a crossword which is only half completed. Take it in turns to ask each other what the missing words are, e.g. **What's 6 down?**, **What's 1 across?** and answer by trying to explain each word. All the words are adjectives.



Before you start, look at the words already in your crossword and think of ways of explaining them.

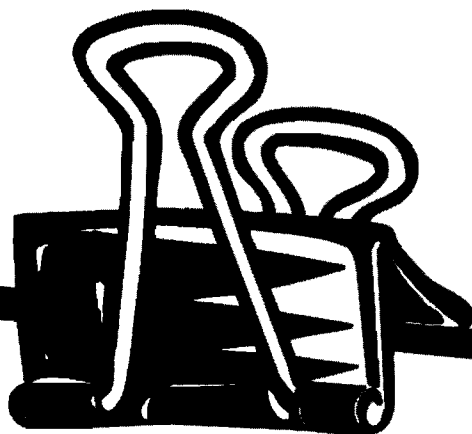
- | | |
|-----------|-------|
| angry | new |
| big | quiet |
| bitter | right |
| dark | safe |
| difficult | soft |
| easy | tall |
| high | ugly |
| hot | |

If you guess a word correctly but are not sure how to spell it, you can ask your partner to spell it for you.

When you have finished, compare your crosswords.

39 Categories 1

Work with your partner to find an example for each category. To score a point, you must find an example that nobody else in the class has found – so think hard before you write!



Category

Your example

1 a part of the body

2 an animal found in your country

3 a sport played by men and women

4 something round

5 something you wear

6 the name of an English or American writer

7 a kind of weather

8 a question word

9 an irregular verb

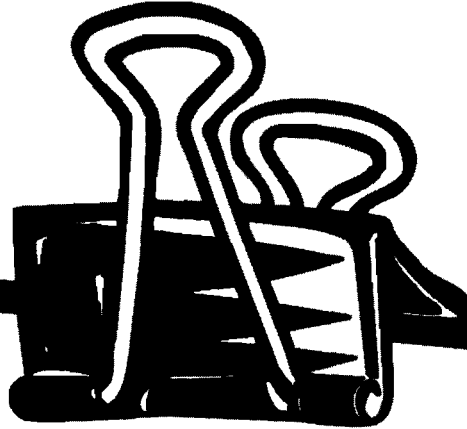
10

11

12

40 Categories 2

Work with your partner to find an example for each category. To score a point, you must find an example that nobody else in the class has found – so think hard before you write!



Category	Your example
1 something you take on holiday	
2 something dangerous	
3 something hot	
4 something cold	
5 something red	
6 something you find in a bathroom	
7 part of a car	
8 a subject you learn at school	
9 something you read	
10 something there are always two of (always a pair)	
11	
12	
13	