

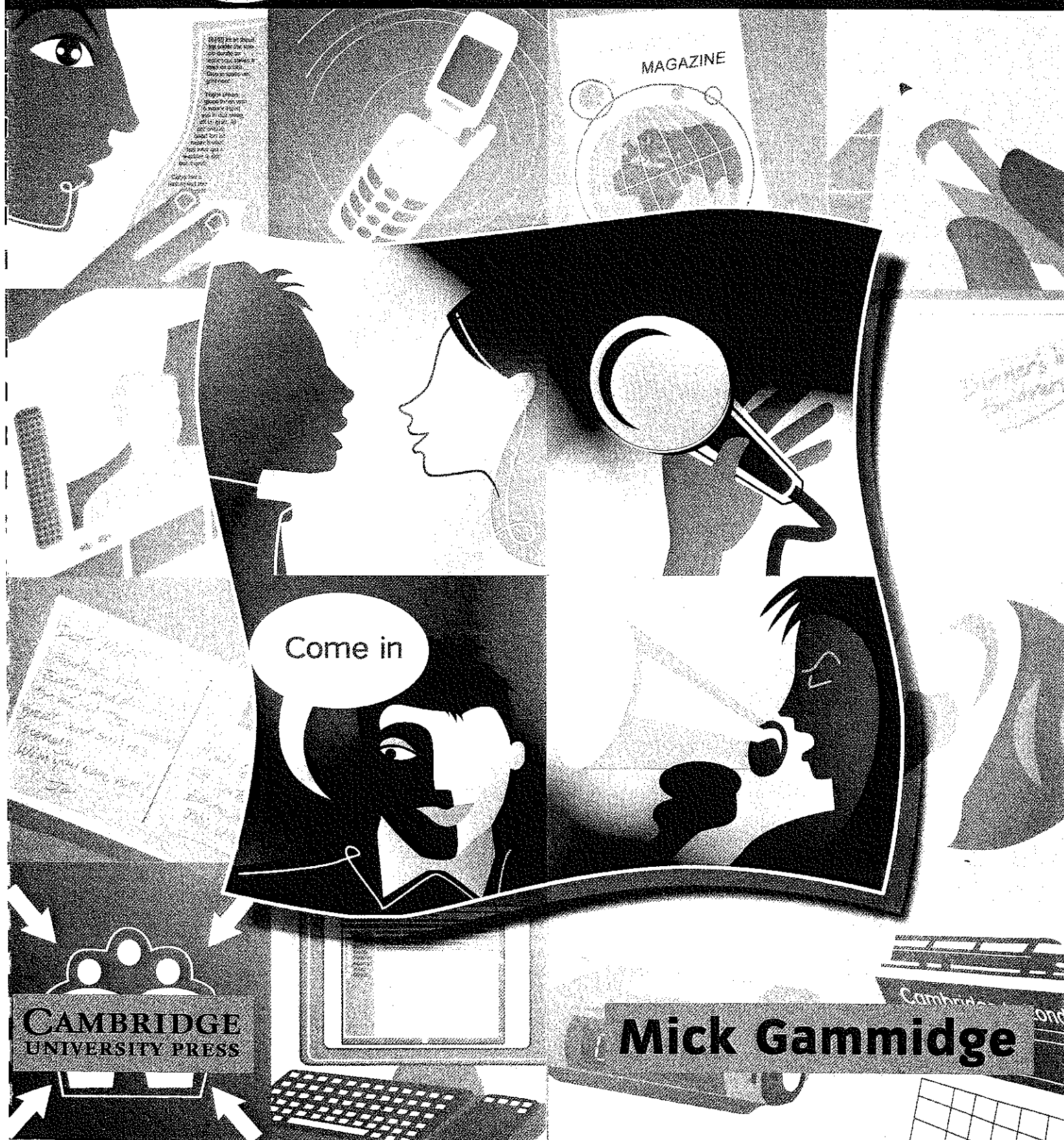
CAMBRIDGE

copy
COLLECTION

Speaking Extra

THIS PACK
CONTAINS BOOK
AND AUDIO CD

A resource book of multi-level skills activities

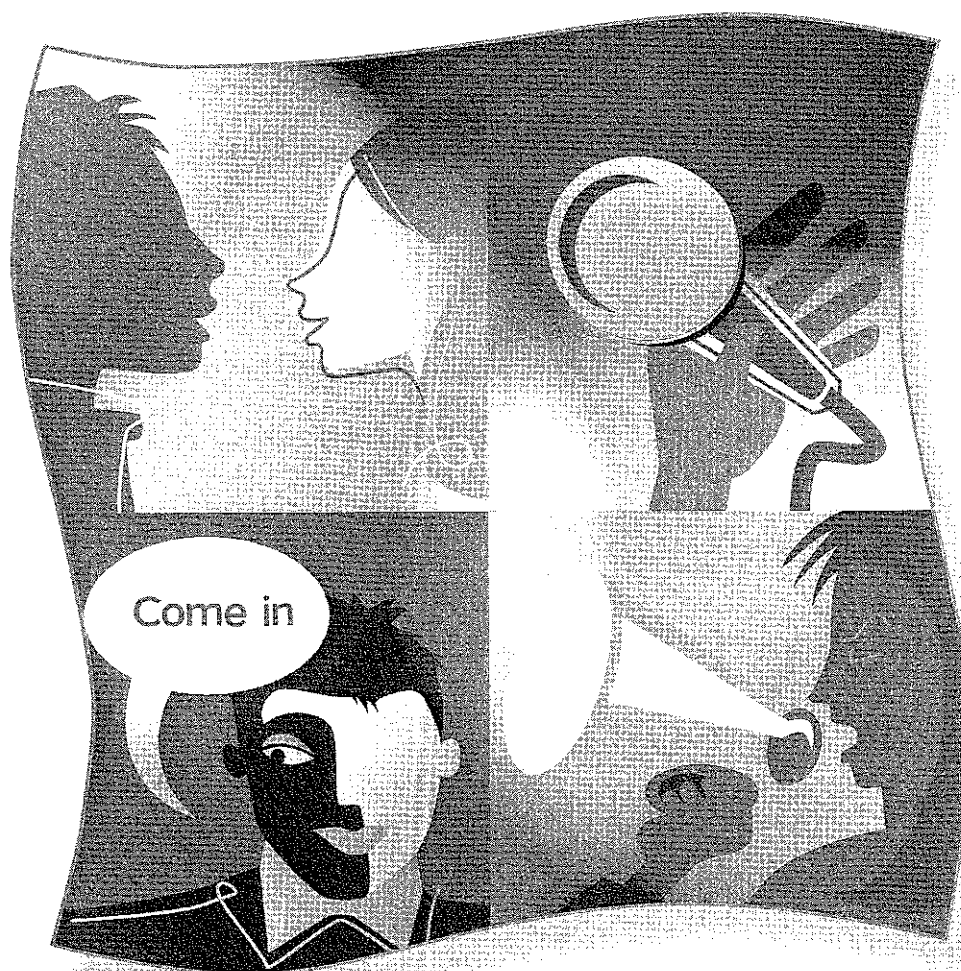


CAMBRIDGE
UNIVERSITY PRESS

Mick Gammidge

Speaking Extra

A resource book of multi-level skills activities



CAMBRIDGE
UNIVERSITY PRESS

Mick Gammidge

Also in the Cambridge Copy Collection

Activity Box by Jean Greenwood

The Book of Days by Adrian Wallwork

Business English Frameworks by Paul Emmerson

Business Roles and *Business Roles 2* by John Crowther-Alwyn

Cambridge Business English Activities by Jane Cordell

Decisionmaker by David Evans

Discussions A–Z Intermediate and *Advanced* by Adrian Wallwork

Games for Grammar Practice by Maria Lucia Zaorob and Elizabeth Chin

Games for Vocabulary Practice by Felicity O'Dell and Katie Head

The Grammar Activity Book by Bob Obee

Imaginative Projects by Matt Wicks

Listening Extra by Miles Craven

Meanings and Metaphors by Gillian Lazar

Primary Activity Box by Caroline Nixon and Michael Tomlinson

Primary Grammar Box by Caroline Nixon and Michael Tomlinson

Primary Vocabulary Box by Caroline Nixon and Michael Tomlinson

Pronunciation Games by Mark Hancock

Reading Extra by Liz Driscoll

Singing Grammar by Mark Hancock

A Way with Words Resource Packs 1 and 2

by Stuart Redman and Robert Ellis with Brigit Viney and Geraldine Mark

Writing Extra by Graham Palmer

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York, NY 10011-4211, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain
Dock House, The Waterfront, Cape Town 8001, South Africa

<http://www.cambridge.org>

© Cambridge University Press 2004

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The worksheets in this book are designed to be copied and distributed in class.

The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© Cambridge University Press' may be copied.

First published 2004

Printed in the United Kingdom at the University Press, Cambridge

Typefaces Congress Sans, Ulissa Rounded. System QuarkXPress®

A catalogue record for this book is available from the British Library

ISBN 0 521 75463 1	Resource Book
ISBN 0 521 75464 X	Resource Book and Audio CD pack
ISBN 0 521 75465 8	Audio CD (1)

Contents

Map of the book	4
Introduction	7
Thanks and acknowledgements	9
Unit 1 Personal information	10
Unit 2 The family	16
Unit 3 Daily activities	22
Unit 4 Homes	28
Unit 5 Town and country	34
Unit 6 Travel and tourism	40
Unit 7 Food and drink	46
Unit 8 Describing people	52
Unit 9 Describing things	58
Unit 10 Friends and relationships	64
Unit 11 Health and fitness	70
Unit 12 Leisure time	76
Unit 13 Education	82
Unit 14 The world of work	88
Unit 15 Money	94
Unit 16 Past experiences and stories	100
Unit 17 Science and technology	106
Unit 18 Social and environmental issues	112
Recording script	118

Theme	Title	Topic	Activity type	Speaking focus	Time
1 Personal information					
Elementary	1.1 What about you?	asking people about themselves	moving around and mingling	asking questions, giving information	40–50 mins
Intermediate	1.2 Life map	life experience	information exchange conversation	recounting personal information in a conversational context	45 mins – 1 hour
Upper-intermediate	1.3 Spy catcher	personal information	role-play game	conversation and asking personal questions	30–40 mins
2 The family					
Elementary	2.1 She's got her dad's eyes	family resemblance	pairwork game	describing similarities between family members	20–30 mins
Intermediate	2.2 Family tensions	helping with family problems	role play	giving advice, asking helpful questions	45 mins – 1 hour
Upper-intermediate	2.3 Family values	family rights and duties	ranking task and discussion	expressing opinions, agreeing and disagreeing	35 mins – 1 hour
3 Daily activities					
Elementary	3.1 Whose Saturday?	typical Saturday activities	group information exchange	rephrasing information	20–25 mins
Intermediate	3.2 Life's what you make it	changing our lives	interview	asking questions, making hypotheses, stating intentions	40–50 mins
Upper-intermediate	3.3 Beyond the routine	unusual jobs	discussion competition	talking about possibility and probability, making deductions	35–45 mins
4 Homes					
Elementary	4.1 House Doctor	rearranging interiors	pairwork discussion	making suggestions and giving advice	40 mins – 1 hour
Intermediate	4.2 A perfect home	what features people would like in a house	pairwork discussion	talking about hypothetical situations, making comparisons, bargaining: agreeing and disagreeing	30–40 mins
Upper-intermediate	4.3 A messy home means a messy mind	the ancient art of Feng Shui	discussion	discussing and evaluating ideas, making suggestions	30–35 mins
5 Town and country					
Elementary	5.1 A nice neighbourhood	finding accommodation in a new neighbourhood	pairwork role play	asking for and giving information	30–45 mins
Intermediate	5.2 Then and now	changes to the urban landscape	find the difference, discussion	description, comparison and contrast	25–35 mins
Upper-intermediate	5.3 A business proposition	placing a new business venture	group discussion	suggestion, persuasion, agreeing and disagreeing	30–40 mins
6 Travel and tourism					
Elementary	6.1 Hotels	phoning to find a suitable hotel	pairwork role play	asking for and giving information	30–40 mins
Intermediate	6.2 Travellers' tales	holiday experiences	class survey	asking and answering questions	30–45 mins
Upper-intermediate	6.3 Life's an adventure!	adventure holidays	pairwork discussion and presentation	comparing, discussing and selecting options	40 mins – 1 hour

Theme	Title	Topic	Activity type	Speaking focus	Time
7 Food and drink					
Elementary	7.1 Recipes	preparing food	game	giving instructions	30 mins
Intermediate	7.2 Menu, please	ordering food in a restaurant	role-play game	making suggestions	30–40 mins
Upper-intermediate	7.3 Food for thought	alternative diets: Ayurveda	interview and feedback	rephrasing notes into full sentences and questions	40 mins – 1 hour
8 Describing people					
Elementary	8.1 Lost!	facial appearance	game	describing faces	30 mins
Intermediate	8.2 Who's who?	appearances, activities and interests	group information gap	giving descriptions of people and actions and asking questions	30 mins
Upper-intermediate	8.3 Star quality	placing musicians with bands	role play	giving descriptions, discussion and making suggestions	35–45 mins
9 Describing things					
Elementary	9.1 Can you describe it?	describing changes	spot the difference puzzle	giving descriptions of items and their positions	20–30 mins
Intermediate	9.2 Lost property	trying to find lost items	role-play game	giving descriptions of objects	20–30 mins
Upper-intermediate	9.3 In your mind's eye	an imaginary journey	guided visualisation	describing scenes, comparing experiences	30–45 mins
10 Friends and relationships					
Elementary	10.1 What kind of friend are you?	personality and behaviour	questionnaire and discussion	discussing alternatives	35–40 mins
Intermediate	10.2 Moral dilemmas	difficult personal situations	role play in pairs	explanation, persuasion and apology	30–40 mins
Upper-intermediate	10.3 What are friends for?	character and friendships	group discussion, ranking	expressing opinions, giving explanations, agreeing and disagreeing	1 hour
11 Health and fitness					
Elementary	11.1 Well-being	lifestyle and attitude	class or group survey	asking and answering questions, giving reasons, making suggestions	30–40 mins
Intermediate	11.2 Healthy, wealthy and wise	keep fit	a jigsaw picture story	description, sequencing, narrative	30–40 mins
Upper-intermediate	11.3 First Aid	what to do and not do in medical crises	pairwork quiz and role play	explaining situations, asking for and giving advice	45 mins – 1 hour
12 Leisure time					
Elementary	12.1 What's on?	planning a weekend	group conversation	making suggestions, agreeing and disagreeing	30–45 mins
Intermediate	12.2 Focus on leisure	lifestyle	focus group discussion	discussing ideas, making suggestions and reaching decisions	30–50 mins
Upper-intermediate	12.3 Leisure centre	local facilities	role-play group discussion/debate	argument and persuasion	25–35 mins

Map of the book

Theme	Title	Topic	Activity type	Speaking focus	Time
13 Education					
Elementary	13.1 Learning to learn	learning styles	questionnaire	describing and comparing routines and activities	35–45 mins
Intermediate	13.2 What is education for?	educational philosophies and styles	pairwork planning	discussion and negotiation	35–50 mins
Upper-intermediate	13.3 A preparation for life	alternative education	split reading information exchange, group discussion	paraphrasing factual information, making comparisons, expressing opinions, agreeing and disagreeing	45 mins – 1 hour
14 The world of work					
Elementary	14.1 Why work?	reasons why people work or not	pairwork interview	giving reasons	30–40 mins
Intermediate	14.2 The right person for the job	job interviews	discussion and interviews	interview technique	50 mins – 1 hour
Upper-intermediate	14.3 Great perks!	the right job	group discussion	comparing options and reaching decisions	30–45 mins
15 Money					
Elementary	15.1 Easy money	moneyless exchange schemes	split reading information exchange, group discussion	paraphrasing factual information, asking questions for clarification	35–50 mins
Intermediate	15.2 Sale or exchange	buying and selling	role-play game	asking prices, buying and selling, bargaining	35–45 mins
Upper-intermediate	15.3 It's all about image	advertising	group discussion and planning	discussion, making decisions and planning	45 mins – 1 hour
16 Past experiences and stories					
Elementary	16.1 Really?	personal experiences and memories	board game	storytelling, past narrative and description	25–35 mins
Intermediate	16.2 Interruptions	relating personal narratives	game	storytelling, asking and answering questions	30–45 mins
Upper-intermediate	16.3 Small ads	stories behind objects	reading and discussion	past narrative, giving reasons and explanations, speculating	40 mins – 1 hour
17 Science and technology					
Elementary	17.1 Gizmos and gadgets	unusual inventions	pairwork discussion	describing the uses of things	30–40 mins
Intermediate	17.2 It will never happen	the future	group discussion ranking task	making comparisons, agreeing and disagreeing	40–50 mins
Upper-intermediate	17.3 It will change our lives	advanced technology	split reading information exchange, group discussion	paraphrasing ideas, giving explanations, making comparisons and reaching decisions	45 mins – 1 hour
18 Social and environmental issues					
Elementary	18.1 How green are you?	recycling and saving energy	pairwork discussion	describing, making suggestions	45 mins – 1 hour
Intermediate	18.2 Something has to change!	issues and solutions	group discussion and information exchange	explaining facts and discussing information	1 hour
Upper-intermediate	18.3 Keeping an open mind	rights and responsibilities	questionnaire	presenting and debating opinions	1 hour

Introduction

Who is *Speaking Extra* for?

Speaking Extra is a resource book containing photocopiable materials for supplementary classroom work. The accompanying CD contains authentic listening practice to support the speaking activities and the recording scripts are included at the back of the book. The activities provide self-contained lessons for the busy teacher. Each activity consists of a page of clear, step-by-step instructions for the teacher and a photocopiable page for the students. The material is aimed at young adult (16+) and adult learners. However, most activities can be easily adapted for the needs of younger students. *Speaking Extra* offers teachers an exciting collection of topic-based skills activities from elementary to upper-intermediate level.

How will *Speaking Extra* help my students?

Speaking is a highly challenging yet essential skill for most learners to acquire. Learners need to speak with confidence to carry out the most basic social transactions, like asking directions or ordering food. They also need to develop their speaking skills to fulfil more sophisticated needs like making friends, impressing people and arguing their case. This book's variety of task types reflects the variety of situations that learners will meet in the real world. The aim of this book is to make students actually want to communicate. That motivation is provided via a broad range of contexts, from the serious and thought provoking through to light-hearted games that allow students to relax and speak freely. Rather than focusing on speaking in isolation, many activities integrate speaking into contexts where it arises naturally from reading or listening.

How is *Speaking Extra* organised?

Speaking Extra is divided into 18 units, each focusing on a different theme. Each unit approaches the theme from an interesting and original angle. The themes cover many of the popular themes found in standard coursebooks. Therefore the activities can be used to supplement existing course material, offering diversity and a refreshing approach to these familiar themes. Each unit offers three activities at the following levels: elementary, intermediate and upper-intermediate. A map of the book provides a clear overview of the 54 activities, enabling the teacher to locate a suitable activity quickly for their class.

How is each activity organised?

Each activity has one page of step-by-step teacher's notes and a photocopiable sheet on the opposite page for the students.

There is minimal preparation before class. Usually teachers simply have to photocopy the appropriate number of sheets and sometimes need to cut up the photocopies (and cue the recording).

The teacher's notes include a key information panel for quick reference. The headings in this section are:

Level	elementary, intermediate or upper-intermediate
Topic	the activity topic, e.g. <i>Buying and selling</i>
Activity type	a brief description of the activity students will be doing and whether they are working in pairs or groups
Speaking focus	the particular speaking skill that is practised
Time	suggested timing for the Warm up and Main activity (these are only guidelines and timing may vary from class to class)
Key language	vocabulary and structures that your students will encounter during the activity
Preparation	what needs to be done before the lesson, e.g. how many photocopies you need to make, what cutting is required, or whether you need to bring anything else to the lesson;  shows the CD track number of the recording

The lesson is divided into three stages:

- | | |
|----------------------|---|
| Warm up | <ul style="list-style-type: none">– introduces the topic of the lesson in a way that makes it personal to the students' experience– introduces/revises essential language– may include a listening activity leading into the main activity |
| Main activity | <ul style="list-style-type: none">– sets the context for the main activity– provides students with information to work with in a form that depends on the type of lesson, e.g. role cards, a listening, a reading, a map– checks students' answers or results |
| Follow up | <ul style="list-style-type: none">– provides optional further practice activities that continue or extend the theme of the lesson |

What's the best way to use *Speaking Extra* in the classroom?

The obvious purpose of speaking is primarily to communicate, and just as when speaking our mother tongue, gaining confidence is a large part of the battle. Consequently, the tasks are designed so that a successful outcome can be achieved, even where the students' English is less than perfect. At the same time, however, specific aspects of language are focused on and required in every activity.

A difficulty facing all teachers is how to balance the demand for fluency and accuracy in our students. Fluent speech with errors can often communicate more effectively than accurate but painfully hesitant speech. This may bring teachers to wonder what our role should be. The role of the teacher depends on the stage of the lesson and the nature of the activity. The stages of the lesson are clearly marked, and guidelines are given on what the teacher needs to be doing at any point.

The teacher is the centre of attention early in the lesson, when the topic is introduced and when any essential language needs to be revised and corrected. Once this has been done and instructions have been given, the teacher's role is more discreet, checking that students are following instructions, monitoring progress, giving help where needed and settling disagreements.

In general, once learners have begun speaking, the best strategy is to monitor without interfering too much. Stopping the activity in order to correct students is best avoided unless an error is so serious that it makes it impossible for the others to understand or complete the task. Making minor corrections without halting the flow, or joining in briefly, using the correct forms as a reminder, are more successful as this allows the activity to continue naturally. Collecting anonymous sample sentences for class correction later provides useful feedback while avoiding interruption and embarrassment.

This book is part of a family of skills books in the Cambridge Copy Collection series. The other books available are *Listening Extra*, *Writing Extra* and *Reading Extra* and they each follow a similar format.

Thanks and acknowledgements

The author would like especially to thank all the team at Cambridge University Press, in particular Frances Amrani for her excellent management of the project and valuable advice throughout, Martine Walsh for her aid in ensuring that this book is integrated comfortably into the Skills Extra series as a whole, and Hilary Ratcliff for her outstanding editorial work, feedback and encouragement. Also, my gratitude to Alison Sharpe for all her creative suggestion and support.

The author and publishers are grateful to the following individuals who reviewed and piloted the material with their students during its development:

Kristi Alcouffe, Bonelles, France
Sylvie Donna, Birmingham, UK
Lynda Edwards, Southampton, UK
Carole Hifri, Oran, Algeria
Rosie Hurst, Durham, UK
Magdalena Kijak, Krakow, Poland
Rachael Martin, Barzano, Italy
Michael Murphy, Pertuis, France
Elaine Redford, Clermont-Ferrand, France
Gordon Robinson, Singapore
Rodger Smith, Italy
Andrew Wright, Hungary

The author and publishers are grateful to the authors, publishers and others who have given permission for the use of copyright material identified in the text. It has not been possible to identify the sources of all the material used and in such cases the publishers would welcome information from copyright owners.

p.26: words from audio recording track 4, by kind permission of Jeremy Plank, *Severals Farm*;
p.27: extract from 'What happened next' by Dee O'Connell, published in the *Observer Magazine* 21 April 2002 © Observer.

Photos: p.45 (Machu Picchu) © Galen Rowell/CORBIS; p.115 (rabbits) © Getty Images, photographer Douglas Miller, (water carrier) © Canadian International Development Agency, photographer Pierre St-Jaques.

Illustrations: Phill Burrows (pp.61, 73, 101, 109); Terry Finnegan (p.17); Tony Forbes (pp.53, 57); Phil Garner (p.97); Hardlines (pp.13, 25, 29, 33(*bottom*), 35, 39, 59, 69, 107, 115); Mark MacLaughlin (p.37) Sam Thompson (pp.23, 33(*top*), 47, 113); Jonathan Williams (p.55).

Text design: Hardlines Ltd, Park St, Charlbury, Oxford

Page make-up: Hardlines Ltd, Park St, Charlbury, Oxford

Cover illustration: Tim Kahane

Cover design: Hardlines Ltd, Park St, Charlbury, Oxford

1.1

What about you?

LEVEL

Elementary

TOPIC

Asking people about themselves

ACTIVITY TYPE

Moving around and mingling

SPEAKING FOCUS

Asking questions, giving information

TIME

40–50 minutes

KEY LANGUAGE

birthday, boyfriend,
brother, college,
family, father, friend,
girlfriend, hobby,
home, house, interests,
job, mother,
nationality, school,
sister, sport, study,
work,

question forms,
present simple, past
simple, have got

PREPARATION

One photocopy for
each student; for
Follow up, one sheet of
paper for each student

Warm up

- 1 Tell students to imagine they are at a party and to imagine that they meet someone new. Ask what information they want to know about the person. Write their ideas on the board.
- 2 Use their ideas to check/revise making questions. Help them to make some questions about some of the information they wanted to know.

Main activity

- 1 Tell students they are going to find out about the other people in the class. Put them in pairs and give out the photocopies. Tell them to look at the words and ask their partner about any they do not know.
- 2 Ask if there are any words that they still do not know. Ask other students to explain them before giving the meaning yourself.
- 3 Explain that they should work with their partner and help each other to write two questions for each of the six subjects. They can use the words with each subject for help, or other words if they want. They can use the words in the middle for all the subjects if they want. Explain that they can avoid any information if they wish. Do an example or two together on the board, e.g.
How old are you?
How many brothers and sisters have you got?
- 4 Go around giving help and checking that their questions are correct.
- 5 Ask them to talk with their partner and compare their own answers to the questions.
- 6 Ask them to stand up, and tell them that they should go around the class asking other students their questions. For each question, they should try to find someone who gives a similar answer to their own. Tell them to make notes about the answers they get.
- 7 Check their results. Ask if anyone found a person with similar answers. Ask if there were any questions that no one answered in a similar way. Ask if they got any surprising answers.

Follow up

- Individually, students write answers to their own 12 questions on a sheet of paper. They must write full sentences to make the information clear, e.g. *When is your birthday? My birthday is on 14 May.*
- They sign the sheet – not with their name, but with a key word they will remember easily.
- Exchange the sheets around the class. In pairs students try to identify the people from their answers. They keep a list of the key words and their guesses.
- Collect in the sheets and say the key word, hear the class's guesses, and then check the real identity.

BIRTH

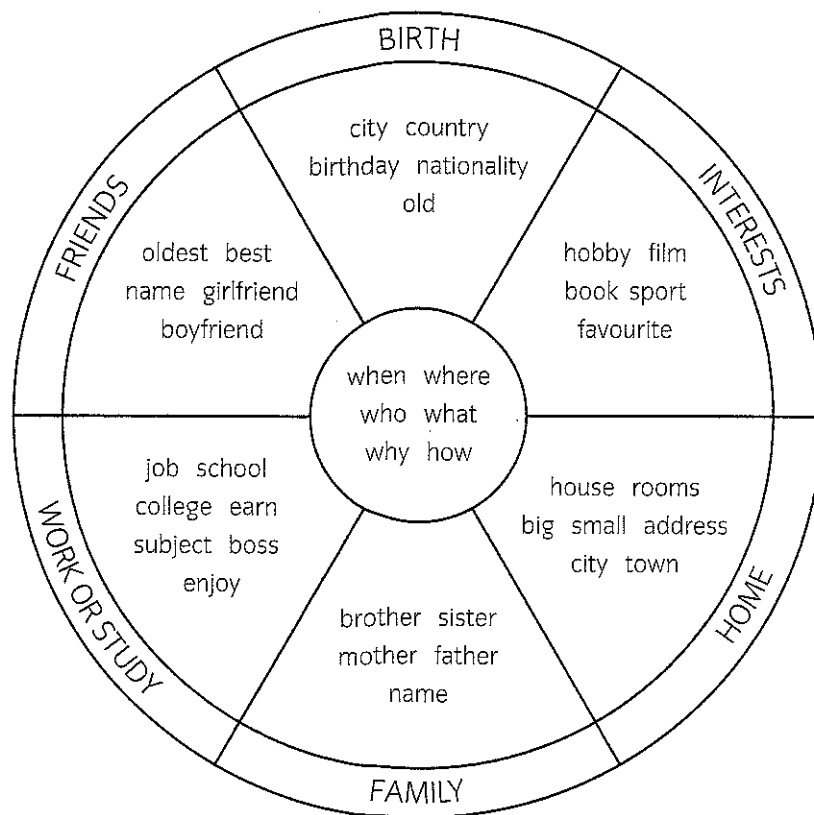
1
2

FAMILY

3
4

FRIENDS

5
6



INTERESTS

7
8

WORK OR STUDY

9
10

HOME

11
12

1.2

LEVEL

Intermediate

TOPIC

Life experience

ACTIVITY TYPEInformation
exchange
conversation**SPEAKING****FOCUS**Recounting
personal information
in a conversational
context**TIME**

45 minutes – 1 hour

KEY LANGUAGE*admire, ambition,
experience, grow up,
memory, opportunity,
proud, regret, success;
past, present and
future tenses***PREPARATION**One photocopy for
each pair of students,
the photocopies cut
into their two sections
so that you have a pile
of A sheets and a pile
of B sheets

Life map

Warm up

1 On the board, write the following questions:

- 1 *When you were a child, was there anything about adults that you thought was strange or amusing?*
- 2 *Are there any ways that you see life differently now that you are older?*
- 3 *What is the most surprising or unexpected thing about the way your life has developed?*

Ask students to talk with their neighbours about the questions.

2 Take the questions one by one and ask students if their neighbours had any interesting answers. Encourage comments and questions from the class.

Main activity

- 1 Tell students that they are going to talk to each other about their lives and experiences. Put them in pairs and give out the photocopies, making sure that both partners have the same sheets: Student A with Student A, and Student B with Student B.
- 2 Ask students to interview each other using the questions. Explain that they should write a short title for each of their partner's answers in the correct place on the life map. The titles should be short – just enough to allow them to remember their answer. Tell them to help each other with words they do not understand and ask you if there is anything they are not sure about. Reassure students that they do not have to answer any questions they do not want to. You could teach the phrase *I'd rather not say* or *I'd rather not talk about that*.
- 3 When they have finished, ask them to exchange sheets, so they each have the map of their own life. Tell them to check they understand the titles given by their partners. Students then tear off the questions and keep the map of their life.
- 4 Ask students to find a new partner with the opposite sheet: Student A with Student B. Tell them to exchange their life maps. Explain that the map contains different information about different things for each student. Tell them to ask each other questions about the titles on their partner's map and find out what they mean.
- 5 Ask what was the most interesting or surprising information they heard from their partner. Encourage comments and questions from the class.

Follow up

- In pairs, students use the headings from the question sheets and write a list of ten other questions.
- Pairs exchange their sheets with another pair. They then talk with their partner about the new questions they have been given.
- Ask what was the most interesting or surprising information they heard from their partner. Encourage comments and questions from the class.

A

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning

1 What is your earliest memory?

As a child

2 What was your favourite room in the house where you grew up?

3 What was the name of a person you really admired when you were young?

Life experience

4 What is the most interesting place you have ever been?

5 What is the strangest thing you've ever seen or done?

Looking back on your life

6 What is the biggest success that you've had?

7 What was the biggest opportunity that you missed?

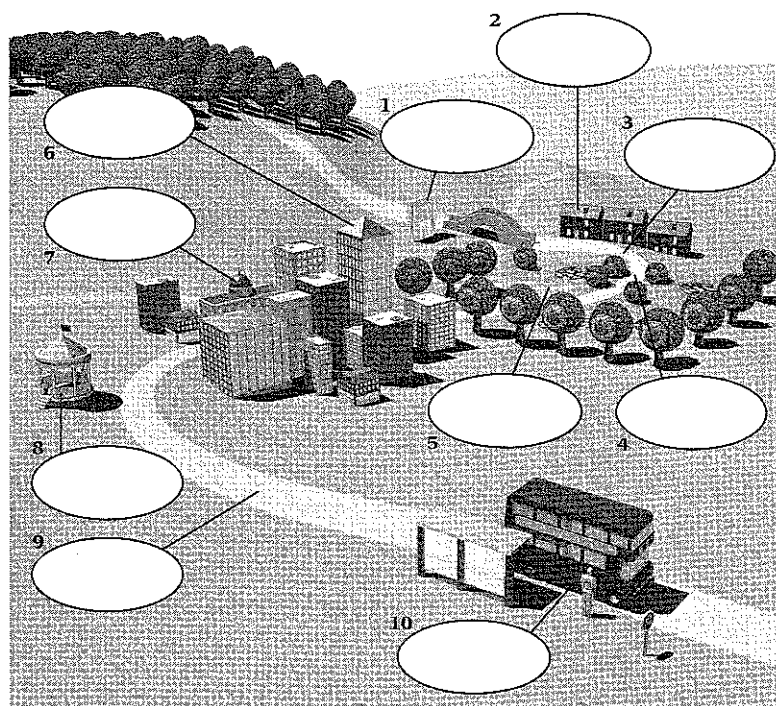
The present

8 Who do you most like spending time with?

9 What do you most enjoy doing?

Your future

10 What do you most want to change about yourself or your life in the future?



B

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning

1 What was the first present you received?

As a child

2 What was the most interesting place in the neighbourhood where you lived as a child?

3 As a child, what was the first job you wanted to do when you grew up?

Life experience

4 Who was the most interesting person you ever met?

5 What is the most dangerous or frightening thing that ever happened to you?

Looking back on your life

6 What do you most regret doing?

7 What are you most proud of?

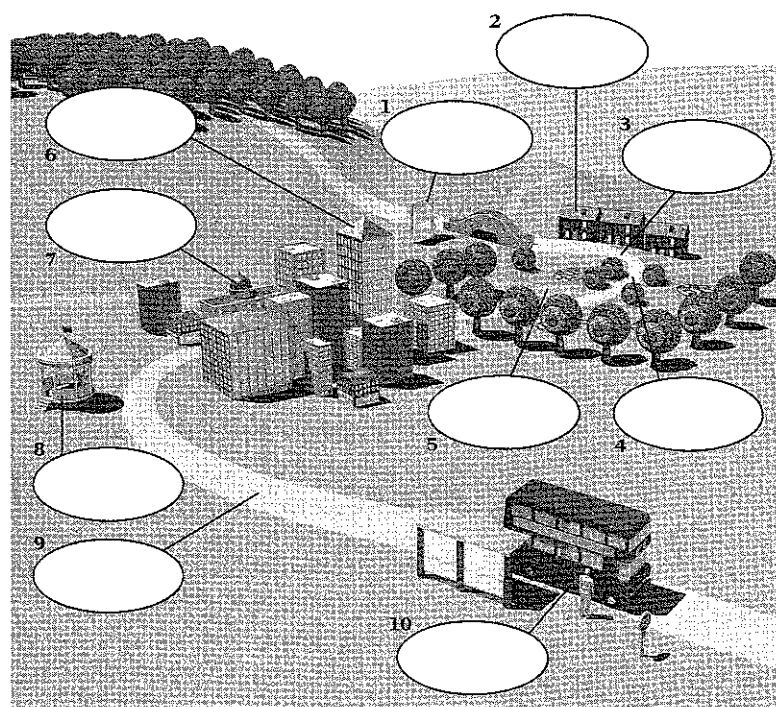
The present

8 Where do you spend most of your time?

9 What is your favourite thing that you own?

Your future

10 What is your biggest dream or ambition?



1.3

LEVEL

Upper-intermediate

TOPIC

Personal information

ACTIVITY TYPE

Role-play game

SPEAKING**FOCUS**

Conversation and asking personal questions

TIME

30–40 minutes

KEY LANGUAGE

ambassador, army officer, athletics, basketball, catch, code, competition, divorced, golf, guitar, hobbies, married, mission, saxophone, spy, tennis, training, question forms, present simple, have got, past simple

PREPARATION

One photocopy for each group of six students, the photocopies cut into their six sections

 track 2

Spy catcher

Warm up

- 1 Ask students what a spy is. If they do not know, give examples, either real or fictional, that they will know, e.g. James Bond, or explain the meaning.
- 2 Ask what they think a spy's job involves. What do they usually do in their working day?
- 3 Ask how they think a spy catcher catches spies.

Main activity

Listening

- 1 Tell students to imagine they are spy catchers. On the board, write:

You are at a party at your country's embassy in London.

- 1 *Your mission: Find the spy.*

Information:

- Code name OCTOBER
- Not married
- Has army experience
- Does not live in Europe or the USA
- Plays some type of sport, maybe tennis or golf

- 2 *There is another spy catcher at the party. Identify that person.*

Check that students understand the vocabulary.

- 2  Tell students they are going to hear a conversation at the party. They should listen and complete their mission. Play the recording once.
- 3 Tell them to compare ideas quickly with their neighbours.
- 4  Play the recording again. Check their answers. Ask how they knew.

Answer key

- 1 The spy is Valerie Dumont. She
 - is divorced and so not married
 - has army experience
 - works in South America
 - plays a sport
- 2 The spy catcher is Atsuko Ishida. She guessed that Valerie Dumont plays golf or tennis and so we can guess she has information about the spy code-named OCTOBER.

Speaking

- 1 Tell students they are going to a party at their country's embassy in London. Put them in groups of six and give out the role cards. Tell them to read the information, but not to look at each other's. If the class does not divide exactly into groups of six, make some groups larger using role cards A–D, not E or F because they are specific spies.
- 2 Ask if they have any questions about vocabulary or other details.
- 3 Explain that they can use their own names but they should use the information on the cards, and they should use their imagination to add other information about themselves. Tell them they have 15 minutes to complete their missions. Ask them to stand up and introduce themselves to another guest.
- 4 Go around the groups joining in the conversations as a guest and getting the activity going. If they are talking in one big group of six, encourage them to start smaller conversations with one or two other guests. If they are staying with the same partner for too long, tell everyone to change partners in their group.
- 5 Finish by asking who was successful and how the successful students guessed the identity of the spy.

Follow up

- Students write up a short report saying how they identified their target and achieved their mission.

A	ABOUT YOU:	YOUR SECRET MISSION:
	- You met the ambassador in the army. - Family: Married, no children. - Present home: New York, USA. - Training: Army officer until five years ago. - Hobbies and interests: All sports. Music lover – plays and teaches saxophone.	You are a spy catcher, and you are looking for a spy, code name RED FOX. Description: - Lives somewhere in Europe or Asia. - Might have big family, information uncertain. - Probably police officer until recently. - Good sportsperson.



B	ABOUT YOU:	YOUR SECRET MISSION:
	- You met the ambassador when you were in the Olympic team. - Family: Divorced, one child. - Present home: Tokyo, Japan. - Training: In army at present; officer for last 11 years. - Hobbies and interests: Training youth football teams. Athletics – ran 1,500 m for Olympic team.	You are a spy catcher, and you are looking for a spy, code name THE SINGER. Description: - Lives somewhere in Africa or the Americas. - Not married. - Army experience. - Musician of some sort.



C	ABOUT YOU:	YOUR SECRET MISSION:
	- You met the ambassador at a jazz concert. - Family: Single, no children. - Present home: Cairo, Egypt. - Training: Police officer until last year; never in army. - Hobbies and interests: Listening to music. Singing in friend's jazz group.	You are a spy catcher, and you are looking for a spy, code name RED FOX. Description: - Lives somewhere in Europe or Asia. - Might have big family, information uncertain. - Probably police officer until recently. - Good sportsperson.



D	ABOUT YOU:	YOUR SECRET MISSION:
	- You met the ambassador in the army. - Family: Married, three children. - Present home: Paris, France. - Training: Police at present; army officer until recently. - Hobbies and interests: Music. Watching basketball – big fan.	You are a spy catcher, and you are looking for a spy, code name THE SINGER. Description: - Lives somewhere in Africa or the Americas. - Not married. - Army experience. - Musician of some sort.



E	ABOUT YOU:	YOUR SECRET MISSION:
	- You met the ambassador in the army. - Family: Divorced, two children. - Present home: Rio de Janeiro, Brazil. - Training: Army officer at present; high rank for last six years. - Hobbies and interests: Football. Music – you play piano well.	You are a spy, secret code name THE SINGER, and you are looking for a spy, code name RED FOX. Description: - Lives somewhere in Europe or Asia. - Might have big family, information uncertain. - Probably police officer until recently. - Good sportsperson.



F	ABOUT YOU:	YOUR SECRET MISSION:
	- You met the ambassador playing in a golf competition. - Family: Married, five children. - Present home: Rome, Italy. - Training: Police officer until two years ago; never in army. - Hobbies and interests: Playing guitar. Playing golf, especially in competitions.	You are a spy, secret code name RED FOX, and you are looking for a spy, code name THE SINGER. Description: - Lives somewhere in Africa or the Americas. - Not married. - Army experience. - Musician of some sort.

2.1

LEVEL

Elementary

TOPIC

Family resemblance

ACTIVITY TYPE

Pairwork game

SPEAKING**FOCUS**

Describing similarities between family members

TIME

20–30 minutes

KEY LANGUAGE

aunt, brother, cousin, eyes, father, grandfather, grandmother, hair, mother, mouth, nephew, niece, nose, sister, uncle;

have got, possessive adjectives, look like

PREPARATION

One photocopy for each pair of students, the photocopies cut into their two sections

She's got her dad's eyes

Warm up

- 1 Ask students how they are different from the other people in their family.
- 2 Ask how they are similar to other people in their family.
- 3 Ask if they look like their parents or other family members in any way. Use this to practise the question *Who do you look like?* Teach the expression *I've got my mum's eyes*, and get students to use it in a few examples about their own family, e.g. *My sister has got my dad's nose*. Explain that we also use it to compare people with other family members like aunts, uncles, brothers and sisters.

Main activity

- 1 Tell students they are going to play a game about families. Put them in pairs and give out the photocopies: A to one and B to the other. Tell them not to look at each other's sheets.
- 2 Check that they are all clear about the names of family members by writing them on the board:

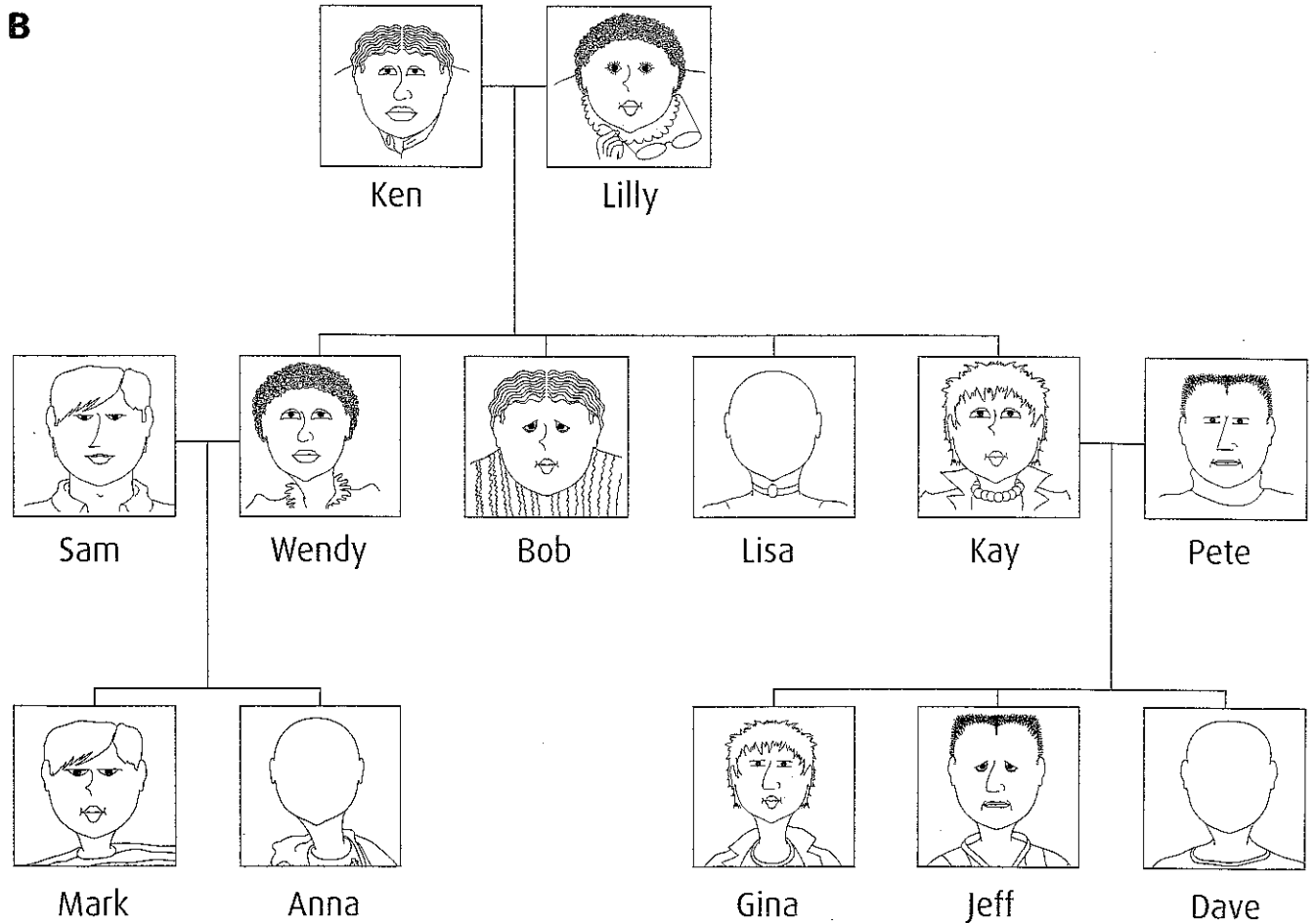
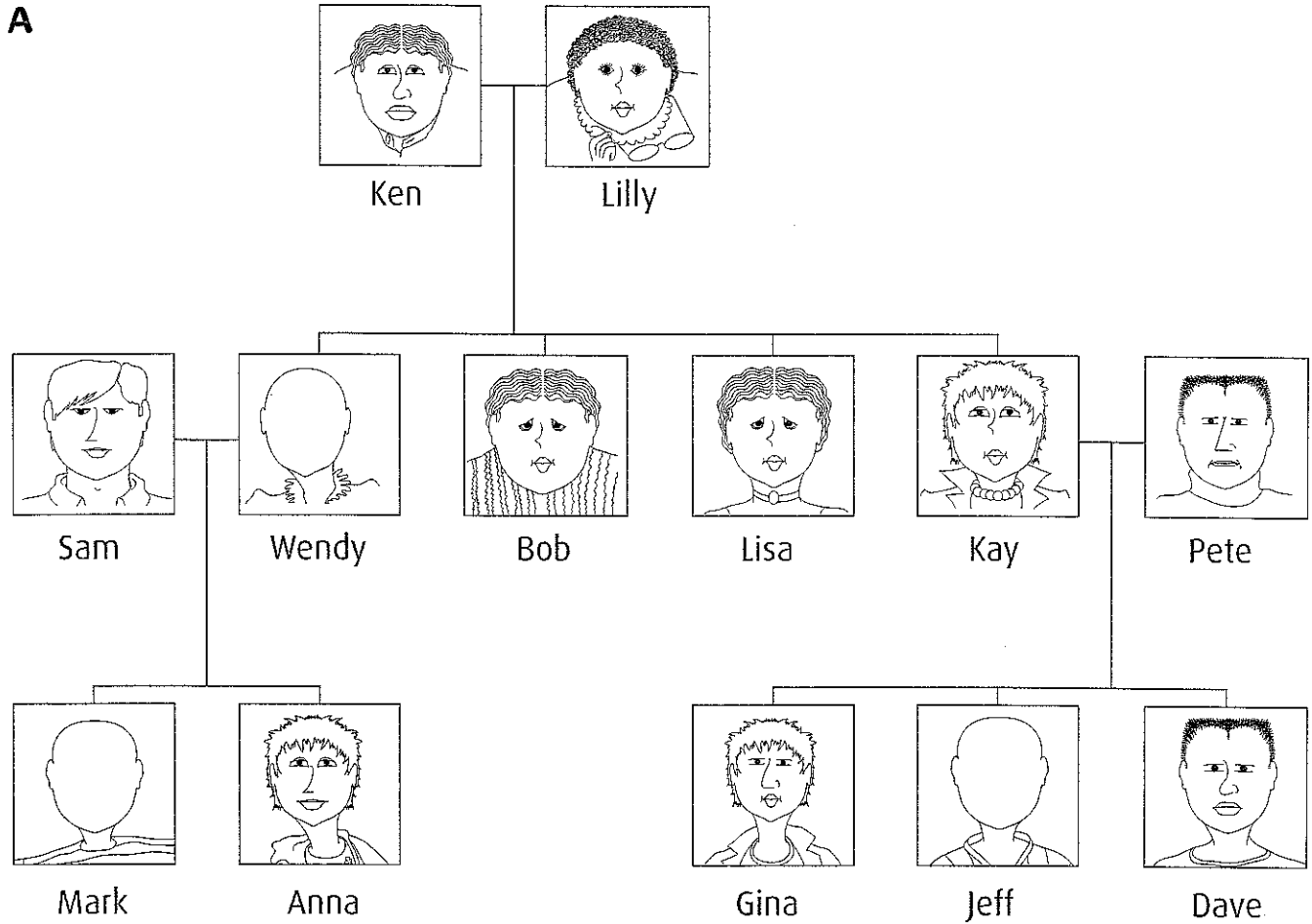
<i>mother</i>	<i>father</i>
<i>sister</i>	<i>brother</i>
<i>grandmother</i>	<i>grandfather</i>
<i>aunt</i>	<i>uncle</i>
<i>niece</i>	<i>nephew</i>
<i>cousin</i>	

Then ask questions about the relations between the people on their photocopies, e.g. *Ken is Gina's ...* and ask them to finish your sentences.

- 3 Explain the game:
 - Each person has a family tree with different faces missing.
 - They ask each other about the people without faces. Say the example: *Who does Kay look like?*
 - The other student describes the person, but they must not say the other people's names; they must use the word for the family member. Say the example: *Kay's got her mother's mouth*. Get students to say other sentences about Kay in the same way.
 - As their partner describes the people, they must draw their faces onto the family tree.
 - When they have described and drawn all six people, they can look at each other's sheets to check if they are correct.
- 4 Choose one of the people on the photocopy, but don't tell students the name. Instead, tell them to guess who you are describing. Describe the person.
- 5 Ask them to do the same with their partners. They describe a person so that their partner can guess who it is. Tell them to take turns and keep score of how many they guess right.
- 6 Ask how many they guessed and find out who guessed most.

Follow up

- Students write a short paragraph about how they are similar, in their looks and in other ways, to the rest of their family.



2.2

LEVEL

Intermediate

TOPIC

Helping with family problems

ACTIVITY TYPE

Role play

SPEAKING**FOCUS**

Giving advice, asking helpful questions

TIME

45 minutes – 1 hour

KEY LANGUAGE

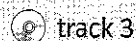
adore, disgusting,
grown up, ignore,
overseas, pet, prefer,
respect, smelly, strict,
violent;

question forms,

language of advice,

e.g. *How about ...?**Why don't you ...?***PREPARATION**

One photocopy for
each pair of students,
the photocopies cut
into their two sections



track 3

Family tensions

Warm up

- 1 Tell students that you are going to talk about how to help people with difficult situations. Write on the board:

Your neighbour throws rubbish in your garden.

Ask several students in turn to tell you the problem and you reply with any of the following questions:

What would you like to do about that?

How do you feel about that?

Is there anything you can do about it?

Then get the students to reply, e.g.

STUDENT: *My neighbour throws rubbish in my back garden.*

TEACHER: *How do you feel about that?*

STUDENT: *Angry.*

Ask students to dictate the questions to you, or write them up as blank lines with first letters to help students remember, filling in word by word, e.g.

H___ d___ y___ f___ a___ t___?

With the questions on the board, ask students how they help. Elicit that they do not offer suggestions or advice, just help people to see how they feel.

- 2 Now tell students they are going to hear two friends discussing the same problem. Ask students to write down any other questions they hear. Play the recording three times.

Check their answers, and write them on the board:

- 1 *Is there anything you can do about it?*
- 2 *What would you like to happen?*
- 3 *How about asking them?*
- 4 *What would you like to do about that?*
- 5 *Why don't you ask them round for coffee?*

Ask which questions give advice (3 and 5). Explain that in English, advice is often in question form. Elicit other forms of *How about ...?* and *Why don't you ...?*: *What about ...?* and *Why not ...?*

Main activity

- 1 Tell students that they are going to give advice on difficult situations. Put them in pairs and give out the role cards. Explain that they should use the information to tell their partner about their problem. Their partner should ask helpful questions and give advice. Check that they understand the cards.
- 2 As an example, role-play just the start of A1 yourself, getting any Student B to respond.
- 3 Tell them they should take it in turns to give advice. Ask Student A to start with A1.
- 4 Go around helping them towards solutions.
- 5 Compare the different solutions to each of the six problems. Ask which solutions students think are the best.

Follow up

- In pairs, students invent other difficult family situations and write short descriptions of them. Encourage them to think of unusual or humorous ones.
- Circulate them around the class so that other pairs can write advice on underneath. Encourage them to make it unusual or humorous.
- The pairs look at the advice given for their problem and report to the class on the most useful, interesting, amusing, etc.

A**1 You are a son/daughter.**

parents very old
need a lot of care
spend a lot of time looking after them
you do not have any time to meet people
you feel very tired all the time
brother never does anything to help

3 You are a parent.

children all grown up and left home
some live in other cities
some live overseas
never visit
do not write
sometimes do not answer your letters

5 You are a brother/sister.

have a brother
mother and father adore him
he is lazy – they give him lots of money
he does not respect them
you do a lot for parents – he does nothing
parents prefer him

B**2 You are an uncle/aunt.**

your sister is married with children
does not look after them well
goes out – leaves them alone
her husband very strict
shouts a lot
is violent sometimes

4 You are a husband/wife.

your partner has an old pet dog
costs a lot of money at vet
very old, sick and unhappy
very smelly and disgusting
partner loves it very much
argue a lot about it

6 You are a parent.

have teenage son and daughter
son does not respect you
he shouts at you or ignores you
does not help at home
argue a lot
daughter starting to copy him



2.3

LEVEL

Upper-intermediate

TOPICFamily rights
and duties**ACTIVITY TYPE**Ranking task and
discussion**SPEAKING
FOCUS**Expressing opinions,
agreeing and
disagreeing**TIME**35 minutes – 1 hour,
depending on
class size**KEY LANGUAGE**duties, obey, punish,
respect, responsibilities,
rights, values, welfare;
language of obligation
and responsibility, e.g.
should, ought to, must,
*be allowed to***PREPARATION**One photocopy for
each student

Family values

Warm up

- 1 On the board, write *Family values* and ask what it means. If nobody knows, give a couple of examples of family values from the students' own culture, or, with multilingual classes, of the host culture. Elicit or explain that family values are about the rights, responsibilities and duties of family members.
- 2 Tell students they are going to look at some western family values. Put them in groups of four and give out the photocopies. Ask them to work together to match sentences 1–10 with explanations a–j. They should help each other with anything they do not understand, but they can ask you if they need to.
- 3 Check their answers.

Answer key

1 i 2 g 3 b 4 d 5 f 6 c 7 e 8 j 9 h 10 a

Main activity

- 1 Ask the students to discuss the ten sentences with their partners in the group of four, and to choose four sentences which they wish either to defend or to attack; they can attack some and defend others.
- 2 Ask them to cooperate to discuss the sentences and prepare a list of points that support their opinion for each of their chosen sentences. Tell them not to write sentences, only very short notes.
- 3 Split each group into two pairs, and tell each pair to take two of the sentences. Ask them to talk with their partner about how they can present their views to the class. They must not write sentences to read aloud, but they should think of useful phrases, expressions and structures to use and add these to their notes.
- 4 Tell each person to present one of the choices to the class, who ask questions and make comments after each presentation.

Follow up

- Students work alone to put the sentences in order, from the one they agree with most to the one they agree with least. They should write the numbers of the sentences in a list, with the one they agree with most at the top. It is all right for them to agree with all the sentences or disagree with them, but they must rank them in order of agreement/disagreement.
- Ask them to compare their ranking with their partner's and explain their reasons and their opinions. They can change their minds if they wish and change their ranking of sentences.
- Ask which sentences they disagreed with each other about most and why.
- Ask which of their partner's opinions or comments they found the most interesting or surprising.

Match the expressions with the explanations.

- 1 Children should be seen and not heard. ☐
- 2 Parents who want to divorce should stay together for the sake of the children. ☐
- 3 Parents should be allowed to smack their children. ☐
- 4 A family that prays together stays together. ☐
- 5 A family that plays together stays together. ☐
- 6 It is a parents' right to refuse medical treatment for their children. ☐
- 7 It is a child's duty to love, respect and obey its parents. ☐
- 8 A wife should obey her husband. ☐
- 9 Blood is thicker than water. ☐
- 10 Children should be responsible for the welfare of their elderly parents. ☐
 - a In the UK, some see the aged as being the state's responsibility, and, in the USA and North West Europe, increasing numbers of people are less inclined to have their aged parents live with them, preferring them to go into care homes instead.
 - b There has been a lot of debate in Britain recently about whether punishing children by slapping them should be illegal.
 - c There have been a number of cases where parents have resisted doctors' urgent advice on religious grounds, for example the resistance of Jehovah's Witnesses to accepting necessary blood transfusions even when life is at risk.
 - d This American Christian saying suggests that there is less divorce if the whole family says prayers together, at home as well as in church.
 - e This is a belief common to most cultures to differing degrees, although the modern trend is to regard respect as something that must be earned.
 - f This is a popularised American saying in response to saying 4, meaning that families should take part in hobbies and leisure activities together.
 - g This was a commonly held belief in Britain and America, but now it is often ignored as divorce rates rise.
 - h This old proverb refers to the fact that family members are naturally loyal to each other, but that this can be both a good thing and a bad thing, sometimes leading people to behave unfairly or even dishonestly to help or protect relatives.
 - i This saying from nineteenth-century England means that children should stay where they can be carefully watched so they can not misbehave, but should be quiet so that they do not disturb adults.
 - j This used to be the law in Britain until women gained equal rights.

3.1

LEVEL

Elementary

TOPICTypical Saturday
activities**ACTIVITY TYPE**Group information
exchange**SPEAKING****FOCUS**Rephrasing
information**TIME**

20–25 minutes

KEY LANGUAGEafternoon, amazing,
asleep, breakfast,
burger, dancing,
dinner, evening, fun,
get up, gym, lunch,
menu, morning,present simple and
continuous**PREPARATION**One photocopy for each
group of four students,
the photocopies cut into
their four sections

Whose Saturday?

Warm up

- 1 Explain that in Britain, most people do not work or go to school on a Saturday. Ask students how Saturday is different from Sunday and from Monday to Friday for them.
- 2 Ask students what they and their family usually do at the weekends.
- 3 Ask what their favourite day is.

Main activity

- 1 Tell students they are going to find out about a usual Saturday for an English family called the Coxes. Put them into groups of four. Give out the photocopies, one section to each student in a group; and tell them they must not look at each other's.
- 2 Ask them to look at their information and underline anything they do not understand. While they are reading their photocopies, draw the following chart on the board:

	Tom Cox	Rita Cox	Lucy Cox	Carl Cox
get up				
breakfast				
morning				
lunch				
afternoon				
dinner				
evening				
go to bed				

- 3 Explain anything they do not understand. Tell them that each person has different information, but together they have got all the information in the chart on the board. They should talk about the information they have got and ask each other questions to complete the chart. Ask them to copy the chart into their notebooks before they begin.
- 4 Ask if they need any more time. Check their answers and write the information on the board. Ask if everyone agrees as you go along. If there is any information they have missed, do not give the answer but direct them to the relevant picture on their photocopies and elicit the answers.

Answer key

	Tom Cox	Rita Cox	Lucy Cox	Carl Cox
	(dad)	(mum)	(daughter)	(son)
get up	9 am	7 am	7 am	9 am
breakfast	bacon and eggs	coffee	toast and coffee	bacon and eggs
morning	shopping	garden, shopping	works in café from 8.30 am	basketball
lunch	pizza	pizza	special salad	special salad
afternoon	golf	visits her sister	works in café	makes dinner
dinner	Chinese food	Chinese food	burger	Chinese food
evening	TV	TV	cinema, late TV film	dancing
go to bed	1 am	1 am	1 am	after 1 am

- 5 Let students see each other's photocopies and ask you any final questions about them.

Follow up

- Each student in the group of four chooses one of the family members.
- Using their completed table and without referring to the photocopies, they write a paragraph describing their Saturday.
- Students with the same characters get together in groups of three or four. They compare each other's work and co-correct any mistakes together.

A The Cox family



I spend some time in the garden, until my husband and son get up about 9am. I always cook them bacon and eggs for breakfast. Then I do the family shopping.

My Saturday job is fun and I meet lots of people. The free lunch is good too. Their special salads are amazing!

We go to bed when the late film finishes.

Tom

Rita

Carl

Lucy

B

The Cox family



Tom and I usually watch TV in the evenings. Lucy always comes home to watch the late-night film with us. She is crazy about films!

Lucy's café is near the gym, so I usually have lunch with her. She always knows the best thing on the menu!

After work, I meet my friend Claire and we go for a burger.

Tom

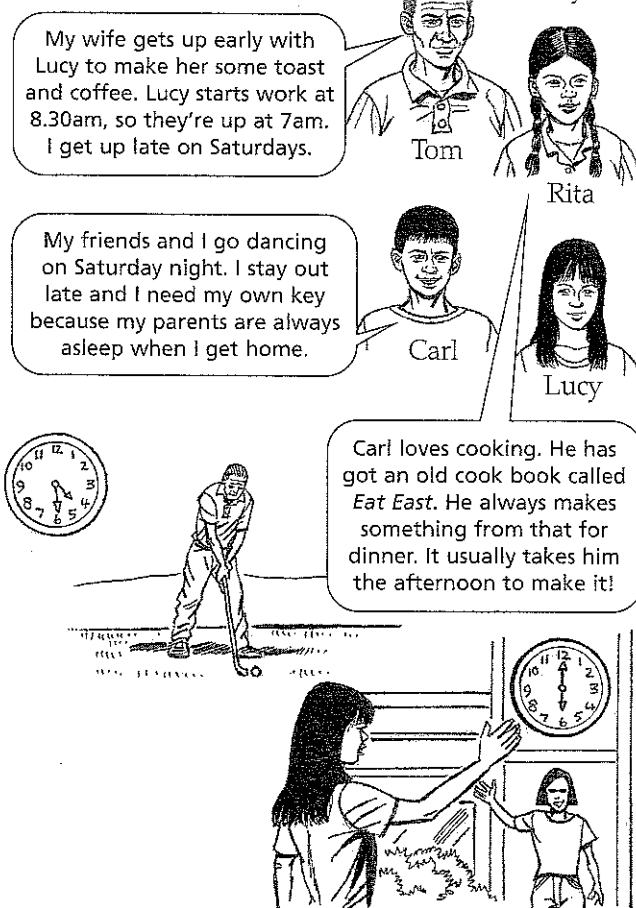
Rita

Carl

Lucy

C

The Cox family



My wife gets up early with Lucy to make her some toast and coffee. Lucy starts work at 8.30am, so they're up at 7am. I get up late on Saturdays.

My friends and I go dancing on Saturday night. I stay out late and I need my own key because my parents are always asleep when I get home.

Carl loves cooking. He has got an old cook book called *Eat East*. He always makes something from that for dinner. It usually takes him the afternoon to make it!

Tom

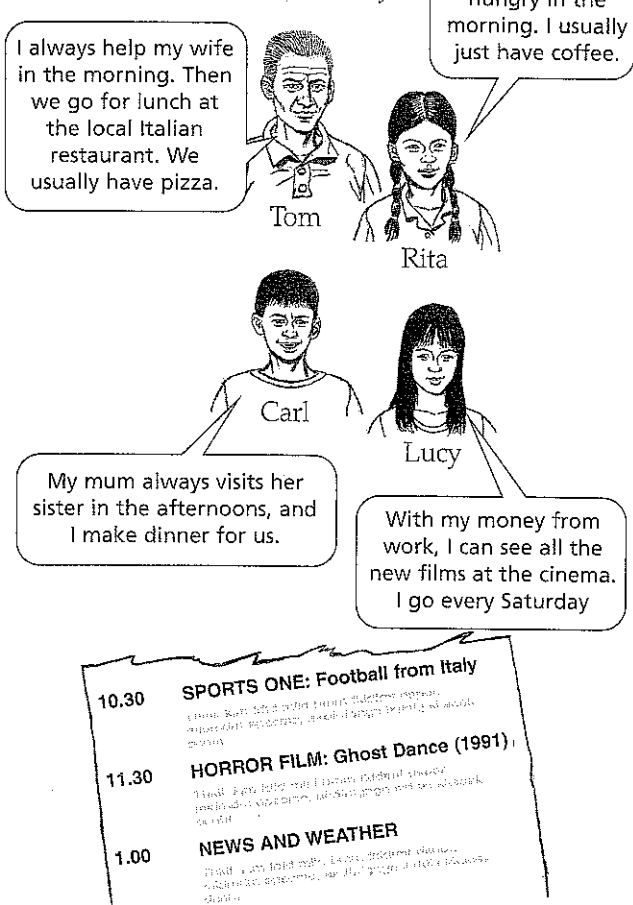
Rita

Carl

Lucy

D

The Cox family



I always help my wife in the morning. Then we go for lunch at the local Italian restaurant. We usually have pizza.

I am never very hungry in the morning. I usually just have coffee.

My mum always visits her sister in the afternoons, and I make dinner for us.

With my money from work, I can see all the new films at the cinema. I go every Saturday

Tom

Rita

Carl

Lucy

10.30 SPORTS ONE: Football from Italy

11.30 HORROR FILM: Ghost Dance (1991)

1.00 NEWS AND WEATHER

3.2

LEVEL

Intermediate

TOPIC

Changing our lives

ACTIVITY TYPE

Interview

SPEAKING**FOCUS**Asking questions,
making hypotheses,
stating intentions**TIME**

40–50 minutes

KEY LANGUAGEaspect, during, family,
fitness, health, hobby,
homelife, interests,
relaxation, spirituality;
present simple,
adverbs of frequency,
I'd like, second
conditional, *going to*,
question forms**PREPARATION**One photocopy for
each student

Life's what you make it

Warm up

- 1 Ask students what they do in their free time. Ask how many hours of the average day they spend doing it. Ask what they spend most of their time doing. Ask what they would like to spend more time doing. Use this to contrast present simple and *would like to*: *I do this / I'd like to do that*.
- 2 Ask them to imagine that they could change their life in some way. Ask them what they would change and what effect it would have. Tell them to talk about it with their neighbour.
Check their ideas. Use this to practise second conditional: *If I could change/do X, I'd do Y*.
- 3 Ask them what they can actually do to change their situation. Tell them to think about it with their neighbour and help each other with suggestions if they can.
Say *OK, you know what you can change, but what are you going to change?* Ask for some intentions.

Main activity

- 1 Tell students they are going to do a 'life-changing' activity. Put them in pairs and give out the photocopies. Ask them to look at the seven aspects of life and check they understand them.
- 2 Tell them that they are going to interview each other about their lives and make notes. Ask them to write their partner's name and the date in the centre of the top chart. Do number 1 together as an example. Ask: *How many hours a day do you spend with your family?* They can choose weekdays or the weekends. Tell the students to write down their partner's information in section 1 of the chart. Then ask: *What do you usually do during that time?* Tell your partner. Again, ask the partners to make notes.
- 3 Tell them to continue the interview for the other six aspects.
- 4 When they have finished, ask them to look at their charts together and talk about how they would like their lives to be different in a year from now. Tell them to write their partner's name and the date a year from now in the centre of the second chart, and go around the aspects again, making notes about possible and realistic changes they hope to make.
- 5 Ask for some examples.

Follow up

- Students look at their own chart and choose the changes they honestly think they can make.
- They write a letter to themselves, dated today, describing the changes they are going to make.
- Tell them to put it somewhere where they will see it in a year. You could collect the letters and keep them as long as you can before giving them back.

Now

7. Spirituality

1. Homelife and family

2. Hobbies and interests

3. Health and fitness

4. Work or study

5. Relaxation

6. Friends

Name: _____

Date: _____

In a year

7. Spirituality

1. Homelife and family

2. Hobbies and interests

3. Health and fitness

4. Work or study

5. Relaxation

6. Friends

Name: _____

Date: _____

3.3

LEVEL

Upper-intermediate

TOPIC

Unusual jobs

ACTIVITY TYPE

Discussion
competitionSPEAKING
FOCUSTalking about
possibility and
probability, making
deductions

TIME

35–45 minutes

KEY LANGUAGE

*bathe, chain saw,
despair, double-decker
bus, lonely, posh,
rewarding, slums;*language of possibility,
probability and
deduction, e.g. *might,
could, must, can't*

PREPARATION

One photocopy for each
student, the photocopies
cut into their three
sections; a dictionary
for each group of four
students if they do not
have their own track 4

Beyond the routine

Warm up

- 1 Ask students about their jobs, or weekend or holiday jobs if they are still at school or college. Ask them to describe a typical day's activities.

- 2 Tell them they are going to hear a man called Jeremy Plank talking about his typical day. On the board, write:

starting time:

- ↓ 1
↓ 2
↓ 3
↓ 4
↓ 5

finishing time:

Ask them to listen to him and write down his activities.

Play the recording at least twice. Then check their answers.

Answer key

starting time: 7 am 1 check animals 2 feed ducks 3 look after cows 4 mend fences or machinery 5 feed cows finishing time: 5 pm

- 3 Ask questions to elicit/revise language of possibility and probability, e.g.

*What's his job? He must be a farmer because he drives tractors.**Does he own the farm? He might do. Perhaps/Maybe the farm is his.**Is he rich? He can't be because the wages are low.*

Main activity

- 1 Tell students they are going to have a team competition to guess unusual jobs.
- 2 Put them in groups of two to four and give out photocopy A, one per student. Tell them to read the information and help their partner with any unknown words, or use a dictionary. They should discuss jobs, and write down three guesses. Tell them they can still get extra points for wrong guesses if they can give good reasons for them.

Answer key

A: 1 tree surgeon

- 3 Tell them to put their three guesses in order: most likely, next most likely, least likely. Say that they can swap ideas with a neighbouring group.
- 4 Give the answer and scores: three points for each first guess that is correct, two points for each second guess and one point for each third guess. You can give extra points for close but incorrect answers or for clever or creative guesses.
- 5 Repeat steps 2 to 4 for photocopy B and then for photocopy C.

Answer key

B: 2 plumber; 3 criminal in prison in Singapore for financial fraud, now freed
C: 4 travel representative; 5 environmental campaigner for Greenpeace

- 6 Check their total scores to find the winning group.

Follow up

- The members of each group cooperate to write a paragraph about a job.
- Circulate the paragraphs around the class or put them on the wall for the class to see.
- Students guess the jobs.

A

JOB 1

Clare's day starts at 7.30 am. She works her way through job sheets* until about 4.30 pm. 'The physical side of climbing and using a chain saw isn't really a problem, but you need strong arms. I don't like heights much and I hate the rain, but I love the job,' she says.

(Adapted from *Reach for the sky*, Forward Publishing)

* *Job sheets*: lists of jobs

B

JOB 2

He says every day is different: 'I'm often up at 6.15 to beat the traffic – sometimes I do five little jobs in one day or I'll do a job that lasts me a whole week. I meet loads of people, see some right slums and some really posh places ... If I've done a big job, I know I've done it well and the customer's over the moon* because they've had cowboys* in the past. It's really satisfying.'

(Adapted from *Reach for the sky*, Forward Publishing)

* *Cowboys*: people who have no training and their work isn't very good

* *Over the moon*: really happy

JOB 3

'I used to cry a lot. I didn't cry from Monday to Saturday because there were other things to occupy my mind, but Sunday was full of despair. I had to sleep in the dust on a bare floor. It took a year to get used to it. I got one flimsy tea towel every three months. And there was a toilet we had to bathe out of if the running water* was cut off.'

(Adapted from *Observer Magazine*, 21/4/02)

* *Running water*: water from a tap

C

JOB 4

'You miss English food, TV, home and family. There are bad days when you feel lonely, tired and very hot, but the social side is excellent – though you have to remember you're there to work. There's a lot of difficult behind-the-scenes* work and you've got to keep smiling! But it's very rewarding when everything runs smoothly and everyone's happy.'

(Adapted from *Reach for the sky*, Forward Publishing)

* *Behind-the-scenes*: people don't know about it

JOB 5

'On my first day at work I was told to be in at 4 am and not to tell anyone where I was going. I spent the day driving around London in a double-decker bus* with people dressed up as penguins.'

(Adapted from *Reach for the sky*, Forward Publishing)

* *Double-decker bus*: a bus with two levels; one is upstairs

4.1

LEVEL

Elementary

TOPIC

Rearranging interiors

ACTIVITY TYPE

Pairwork discussion

SPEAKING**FOCUS**Making suggestions
and giving advice**TIME**

40 minutes – 1 hour

KEY LANGUAGELanguage of
suggestion and advice,
prepositions of place,
furniture nouns**PREPARATION**

One photocopy for
each pair of students,
the photocopies cut into
their two sections;
one extra photocopy for
each pair of students to
do the Follow up activity;

 track 5

House Doctor

Warm up

- 1 Revise furniture and prepositions of place: ask students about what furniture is in each room in their house and where it is.
- 2 Ask about the colours of the walls, furniture, curtains, etc. and if they like them.

Main activity

Listening

- 1 Explain English people usually go to an estate agent to buy a house. The estate agent shows them houses. Tell students they are going to hear some people looking at a house. Students should listen and decide if the people like it.
- 2  Play the recording once. Check students' answers.

Answer key

They do not like the house and will not buy it.

- 3  Write on the board:

What are the problems with the rooms? living room dining room kitchen

Tell students to listen again and make notes about the problems. Play the recording twice.

- 4 Ask them to compare their answers with a neighbour. Then check them.

Answer key

- living room: no sofa; dirty plates, clothes, etc.; TV in the middle of the room
- dining room: table is too close to the window; dark colours/brown; needs flowers/plants
- kitchen: dirty

- 5 Explain that if British people can not sell their house, they sometimes ask a House Doctor for advice about what to change. Ask students to use their notes and talk with their neighbours for two minutes about advice for the owner of the house.
- 6 Listen to their ideas and elicit/revise language of suggestion/advice, e.g. *You should ...*, *Let's ...*, *Why don't you ...?*, *How about ...?*

Speaking

- 1 Tell students they are going to be House Doctors. Put them in pairs. Give out the photocopies. Ask them to look at the furniture and help each other with unknown words.
- 2 If there are still any unknown words, ask other students before giving them yourself.

- 3 Write on the board:

Furniture for:

- dining room?

- living room?

Where to put it?

What colours for:

- walls?

- carpets?

- curtains?

- furniture?

Other things to use, e.g.

paintings

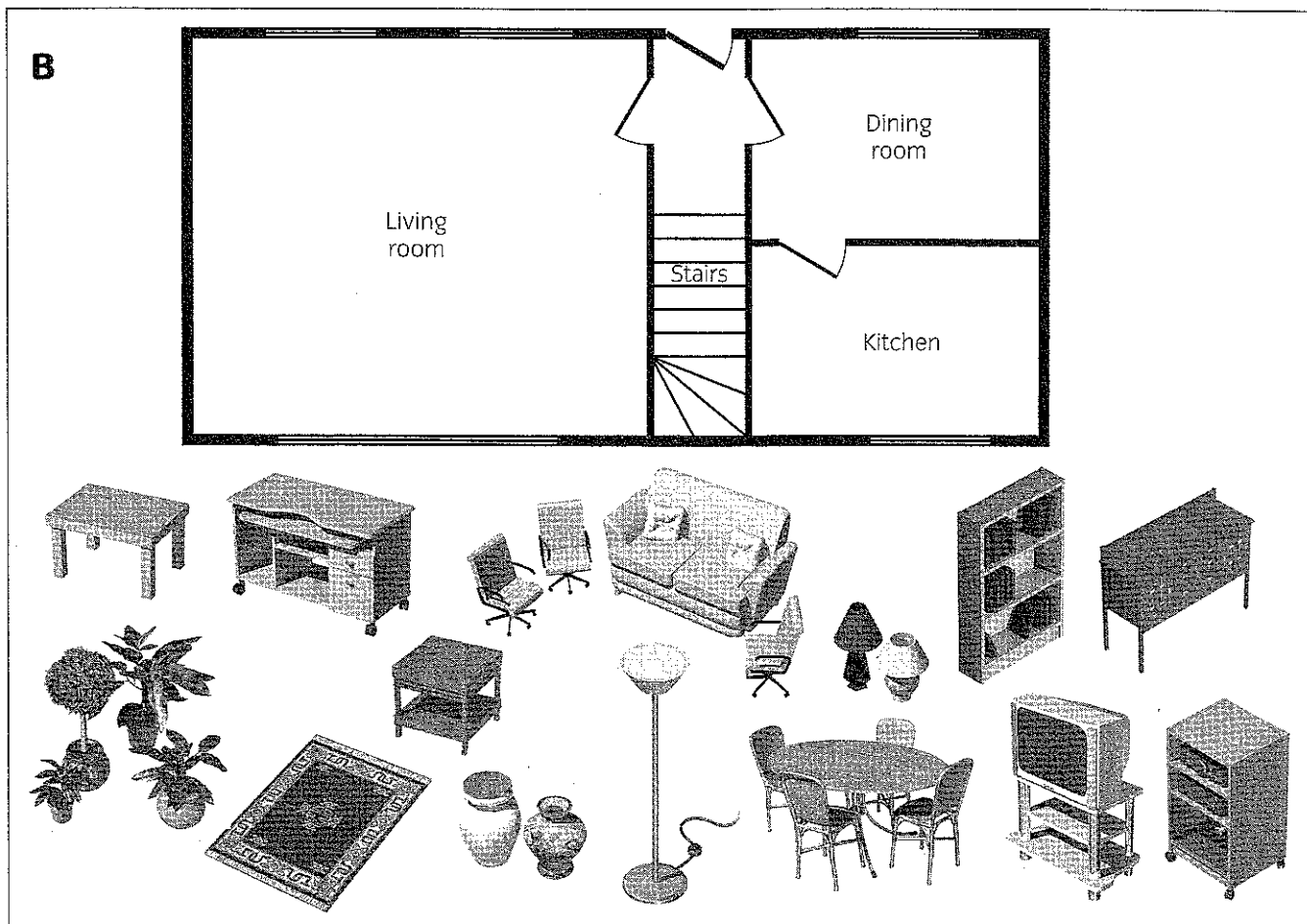
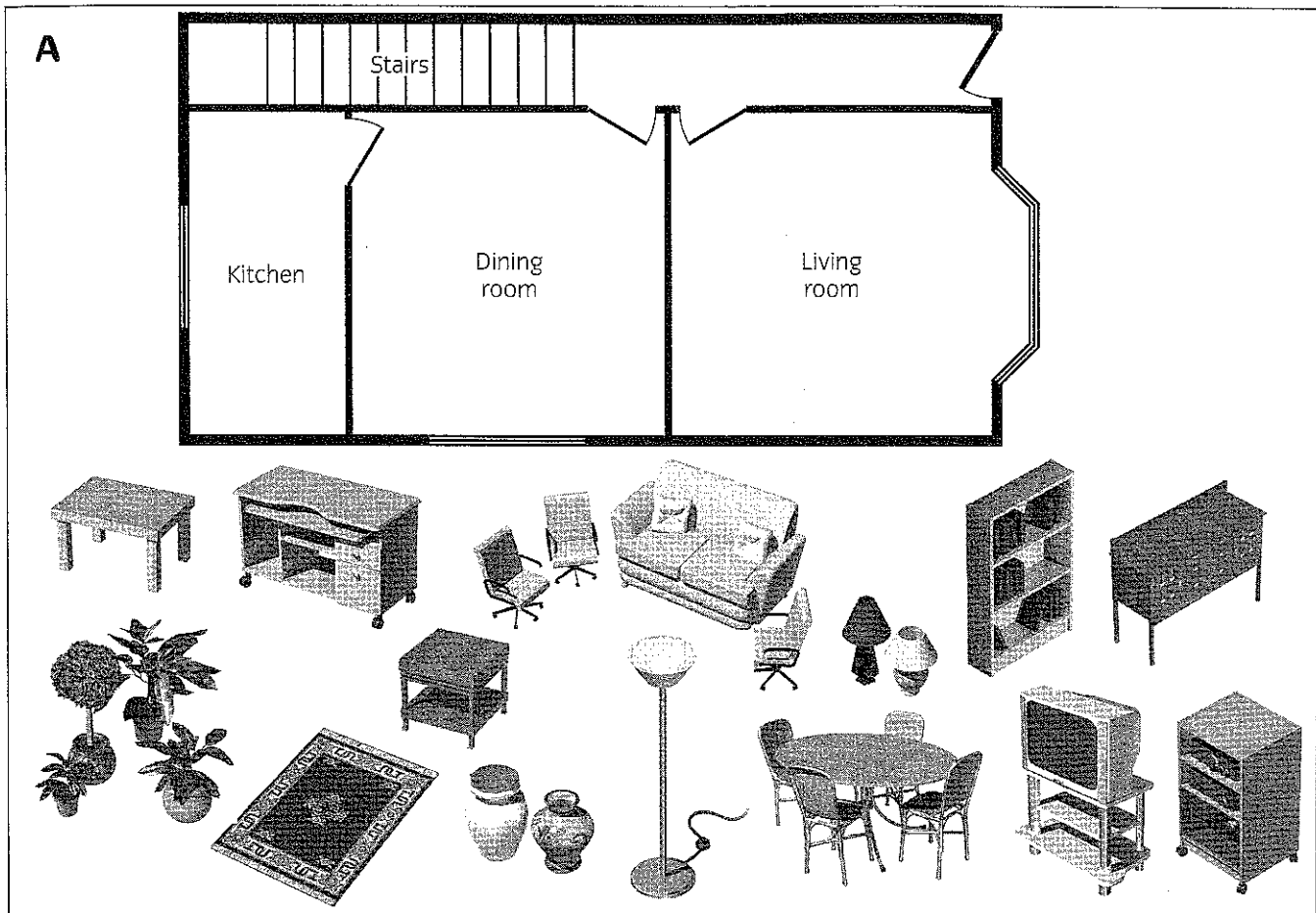
mirrors, etc.

Tell them Student A is the House Doctor and Student B wants help. Explain that they should look at Student B's plan and talk about the questions on the board. Student B makes suggestions, but Student A decides what to do and draws the things onto B's plan.

- 4 Tell them Student B is now the House Doctor, and they should do the same with A's plan.
- 5 Put two pairs together into groups of four. Tell them to look at each other's plans and explain their ideas.
- 6 Tell the As to choose the best plan A in their group, and the Bs to choose the best plan B.
- 7 Listen to ideas about why they chose which plan and encourage comments.

Follow up

- Put students into new pairs: AA and BB. Tell them not to look at each other's plans. Give students new photocopies so they have a clean version and their completed plan.
- Students describe their plans and their partner completes their new photocopy.
- They compare plans and see how correct they are.



4.2

LEVEL

Intermediate

TOPIC

What features people would like in a house

ACTIVITY TYPE

Pairwork discussion

SPEAKING FOCUS

Talking about hypothetical situations, making comparisons, bargaining, agreeing and disagreeing

TIME

30–40 minutes

KEY LANGUAGE

balcony, ballroom, field, games room, garage, garden, greenhouse, gym, Jacuzzi, library, recording studio, roof garden, sauna, studio, swimming pool, tennis court, tower, tree-house, workshop; second conditional, first conditional

PREPARATION

One photocopy for each student

A perfect home

Warm up

- 1 Ask students about their hobbies and interests. Ask which need special facilities, and which they can do at home.
- 2 Tell them to imagine they were very rich and could have any facilities at home they wanted. What would they have? Give them a few minutes to talk with a neighbour.
- 3 Listen to their ideas. Encourage comments and questions from other students.

Main activity

Reading

- 1 Tell students they are going to read about people's dream homes. Put them in pairs and give out the photocopies. Tell them to look at the words in the box and ask their neighbours about any they do not know.
- 2 Ask if there are any words they still do not know. Ask other students to explain before explaining yourself.
- 3 Tell them to take turns reading the articles out to their partner, one by one, and then to decide together what the people are talking about.
- 4 Check their answers.

Answer key

Svetlana: ballroom, Rajit: workshop, Amanda: field, Ali: tower, Chris: greenhouse, Sandy: recording studio

Speaking

- 1 Draw this table on the board:

<i>My top five.</i>	<i>Next five.</i>	<i>They are OK.</i>	<i>Thanks, but I'm not interested.</i>

Explain that students should think what they would like in their dream home if they could have the things in the box on the photocopy. The top five are the things they would like most; the next five are the five they would choose next. The last section is things they would not want at all. Ask students to work alone and complete the table.

- 2 Ask them to compare what they chose with their partners and explain why. Give them five minutes.
- 3 Ask if any of their partner's choices were surprising and why. Invite comments and questions from other students.
- 4 Tell them that together they can choose six things from the box, and they must agree which six to choose. Tell them they should try to do two things; write them on the board:
 - *Agree to let your partner have something they want if they'll let you have something you want.*
 - *Think of different uses for things, so that you can both use them in different ways.*
 Give them ten minutes.
- 5 Ask if anyone got everything they wanted. Ask what things they were able to agree about. Ask what different uses they thought of for things. Invite comments and questions from other students.

Follow up

- Pairs discuss their ideas for a dream home with anything they want.
- They draw up a design for their perfect home with plans, labels and sentences giving short descriptions or explanations of important details.
- Display or circulate the designs for the class to see and ask questions about.
- Vote to choose the best design.

What are these people talking about? Read their texts and choose words from the box.

Svetlana

Rajit

Amanda

Ali

Chris

Sandy

artist's studio	games room	gym	recording studio	tennis court
balcony	garage	Jacuzzi	roof garden	tower
ballroom	garden	library	sauna	tree-house
field	greenhouse	private cinema	swimming pool	workshop

'If I could have anything I wanted, I'd have a ...'
Our readers tell us about the perfect home of their dreams.

'I love having parties, I love entertaining guests, and I love dancing. I know I'd need a really big room and it would be expensive, but it's what I want most.'
 (Svetlana, 35)

'I've always been interested in all types of machines. I really like working on old machines that are broken. Repairing them gives me so much enjoyment. That's why I want one.'
 (Rajit, 41)

'I'd like one for my horses, you see. They need lots of space to run around in and exercise. There would be all that lovely fresh grass for them to eat too.'
 (Amanda, 32)

'The countryside around here is beautiful and it's the view that I'm interested in. Of course it would have to be high. I'm thinking of about twenty metres.'
 (Ali, 26)

'I'd like one because gardening has been my hobby for years and I've grown hundreds of different plants. The problem here is that the winters are so terribly cold.'
 (Chris, 62)

'I play guitar, piano and saxophone. Not at the same time, of course! But I write music and I'd like to hear it played. A lot of my friends are musicians too, so I think it would be a good idea.'
 (Sandy, 18)

4.3

LEVEL

Upper-intermediate

TOPICThe ancient art of
Feng Shui**ACTIVITY TYPE**

Discussion

SPEAKING**FOCUS**Discussing and
evaluating ideas,
making suggestions**TIME**

30–35 minutes

KEY LANGUAGEaquarium, candle,
crystals, mirror, plant,
wind chimes,
language of
suggestion, e.g. *should*,
ought to, *Why don't*
we ...?, *How about ...?***PREPARATION**One photocopy for
each pair of students track 6

A messy home means a messy mind

Warm up

- 1 Ask students if they think that where we are can affect the way we feel and think.
- 2 Ask if they have any special places that always make them feel a particular way.
- 3 Ask if they have got any suggestions for improving our surroundings to make us feel better, e.g. our room or our house. Ask them to chat about it with a neighbour first. Listen to suggestions and encourage comments.

Main activity

Listening

- 1 On the board, write *Feng Shui* [fɛŋ 'fweɪ] and ask if anyone knows anything about it. If not, tell them it is a way of improving our surroundings, and that they are going to hear a radio programme about it. Write these questions on the board:

- 1 *Where is Feng Shui from?*
- 2 *What is chi?* [tʃi:]
- 3 *What are three benefits of Feng Shui?*
- 4 *What is clutter?*
- 5 *What should we do with it?*
- 6 *Why?*

Ask them to listen to the programme and answer the questions.

- 2  Play the recording twice. Then ask them to compare their answers with a neighbour.
- 3 Ask if they need to listen again.
- 4 Check their answers:

Answer key

1 China 2 Energy/life force 3 Wealth, health, success 4 Untidiness, mess, things we don't use, need or love 5 Remove it, throw it away 6 It blocks the movement of chi

- 5 Ask what they think of Feng Shui so far.

Speaking

- 1 Tell students they are going to read more information about Feng Shui. Put them in pairs. Give out the photocopies and ask them to read the text in section 1 and discuss what they think about the information. Is it sensible and useful?
- 2 Ask their opinions and encourage comments on each other's ideas.
- 3 Tell them to look at the rooms in section 2. Ask them to discuss how Feng Shui could be used and make notes.
- 4 Ask their opinions and encourage comments on each other's ideas.
- 5 Ask which room has the biggest problem, and why.

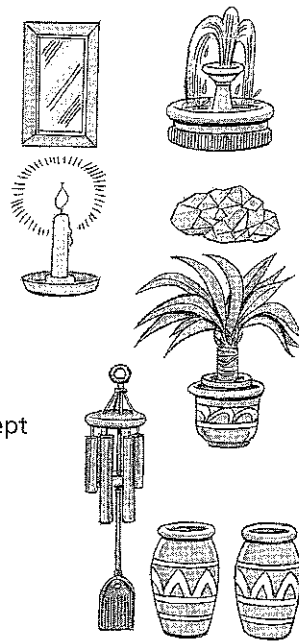
Follow up

- In groups of three or four, students discuss how they might use the ideas in their own rooms, houses, the classroom and the school building. They make notes on each other's suggestions.
- The class exchange ideas and comment on each other's suggestions.

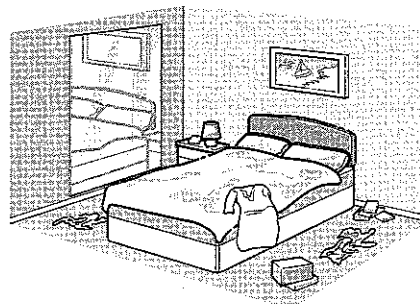
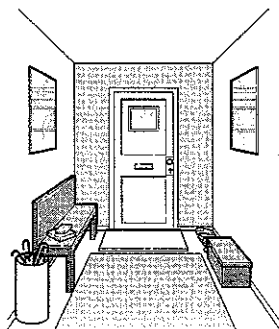
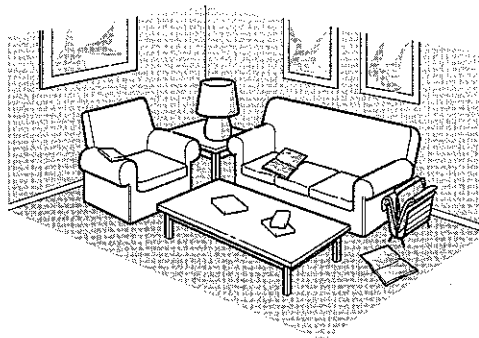
1 Read the article about Feng Shui.

Seven **Feng Shui** tips for the home

- ◆ Mirrors lift energy and expand spaces, but need to be used with caution in the bedroom. Mirrors should never face each other because they bounce chi between them.
- ◆ Water features or aquariums encourage money to flow into your life. Water or an image of water in the bedroom can cause relationship problems.
- ◆ Lights bring strong energy into the home. Candles give a soft light to an area and can create a romantic atmosphere.
- ◆ Crystals attract energy and can help with healing and your career. It is good to hang them in the centre of a window.
- ◆ Plants have healthy positive energy and can be used everywhere except near the cooker, where they can make the fire energy too strong.
- ◆ Wind chimes can be used to slow down chi. In a hall, for example, they can stop the chi rushing straight upstairs and help it circulate.
- ◆ Paired items represent togetherness and romance and can help strengthen a relationship.



2 How could Feng Shui be applied to these rooms?



5.1

LEVEL

Elementary

TOPIC

Finding accommodation in a new neighbourhood

ACTIVITY TYPE

Pairwork role play

SPEAKING**FOCUS**

Asking for and giving information

TIME

30–45 minutes

KEY LANGUAGE

bank, bus stop, café, car park, cinema, city centre, newsagent, post office, restaurant, shops, sports centre, station, swimming pool; present simple, there is / there are ..., have got, near to, far from

PREPARATION

One photocopy for each pair of students, photocopies cut into their two sections

 tracks 7–8

A nice neighbourhood

Warm up

Ask students about their neighbourhoods and introduce vocabulary, e.g. *Are there any schools, restaurants, parks? etc. Do you like your neighbourhood? Why / Why not?*

Main activity

Listening

- 1 Tell them they are going to hear a woman talking about her neighbourhood.
- 2 On the board write:

Are these things in her neighbourhood? Does she like them?

shops

café

restaurant

sports centre

car park

cinema

bus stop

swimming pool

Tell them you will play the recording twice. Play the beginning: stop after *It's got a lot of good shops, and the people are very friendly.*

- 3 Ask for answers to questions about shops. Write Yes, Yes next to shops.
- 4 Tell the students to answer the other questions. Play the recording twice.
- 5 Tell them to compare answers with a partner before you check them.

Answer key

shops: Yes, Yes; café: Yes, Yes; restaurant: Yes, No; sports centre: Yes, Yes; car park: Yes, No; cinema: No, Yes; bus stop: Yes, Yes; swimming pool: No, Yes

- 6 Tell them they are going to hear the same woman phoning about a flat. On the board, write:
 - 1 What's her name?
 - 2 Write down the places she asks about.
 - 3 What's she going to do on Saturday?
 - 4 Will she rent the flat?
- 7 Tell them they will hear the recording twice. Play it twice.
- 8 Tell them to compare answers with a partner before you check them. For question 4, ask *Why / Why not?*

Answer key

1 Suzanne Giles. 2 The flat, shops, restaurants and somewhere to do sports. 3 She's going to see the flat. 4 We think she will. (She likes the cinema and swimming pool.)

Speaking

- 1 Put students into pairs. You could have them sit back-to-back to do the phone call.
- 2 Tell them they are going to have a phone conversation like the one on the recording, and you are going to give them information first, but they must not look at each other's information.
- 3 Give out the role cards: one person has A and the other has B.
- 4 Tell them they have two minutes to study their card and underline anything they do not understand. Move around the class explaining where necessary. Check very large classes all together to save time.
- 5 Tell them to start the conversation. Go around helping, but do not interrupt unless necessary.
- 6 When they have finished, tell better pairs to repeat it for the class.

Follow up

- Ask students if they like the neighbourhood.
- In groups, they say what they want in the neighbourhood and add things to their maps.
- Pass the altered maps around the class or put the maps on the wall for comparison.

A

You are going to move to a new town for your work.
 You have got an advert for a flat. It looks good.
 You want to know about the neighbourhood.

About you:

You haven't got a car.
 You like sports.
 You don't like cooking.

Think about what you want in the neighbourhood.

You are going to phone and ask about the neighbourhood.
 At the end of the conversation, say if you want the flat or not.
 You can start the conversation like this:

Hello. My name's ... and I'm phoning about the flat.

TO RENT

Large two-room flat.
 £380 a month.
 31 East Road, Grinton.
 Phone 367841

**B**

You put this advert in the newspaper.

You have got a flat and you want someone to rent it from you.

Someone is going to phone you to ask about the neighbourhood.

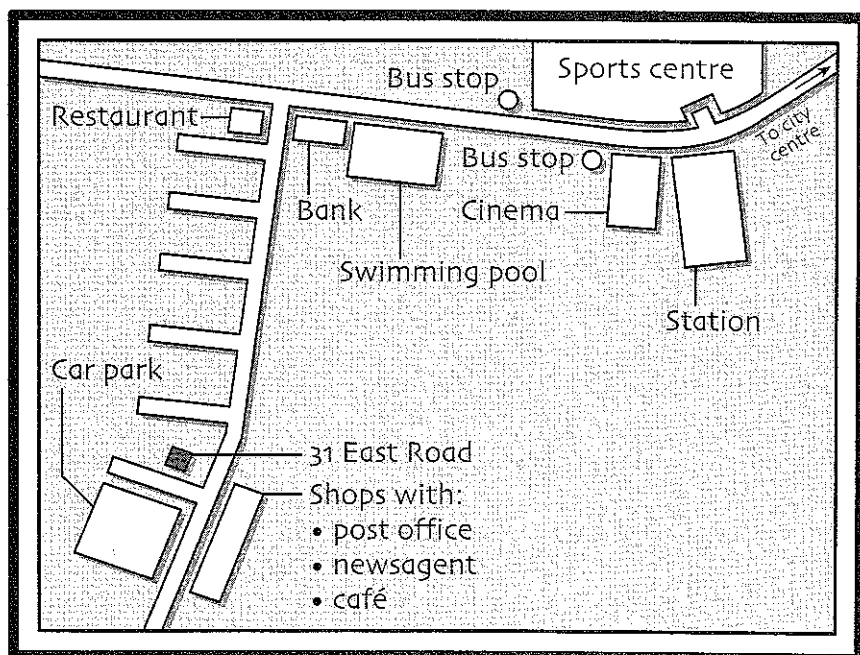
Study the map.

You can start the conversation like this:

367841. (Your name) speaking.

TO RENT

Large two-room flat.
 £380 a month.
 31 East Road, Grinton.
 Phone 367841



5.2

Then and now

LEVEL

Intermediate

TOPIC

Changes to the urban landscape

ACTIVITY TYPE

Find the difference, discussion

SPEAKING FOCUS

Description, comparison and contrast

TIME

25–35 minutes

KEY LANGUAGE

bank, block of flats, bridge, disco, factory, market, office block, pedestrian crossing, pub, restaurant, sports centre, supermarket, theatre; present simple, there is/are, there was/were, used to, present perfect, prepositions of place

PREPARATION

One photocopy for each pair of students, the photocopies cut into their two sections

 track 9

Warm up

- 1 Ask the class about the neighbourhood around the school, e.g. *Are there any schools, restaurants, parks? How many shops, cafés are there?* Use this to revise any words from the Key language and to teach any new words.
- 2 Ask what has changed in this neighbourhood.
- 3 Put students in pairs. Tell them to describe their home neighbourhoods to each other and include any changes they know about or have heard about.

Main activity

Speaking

- 1 Give out the photocopies to the pairs: one person has photocopy A; the other has photocopy B. Tell them they must not look at each other's photocopies.
- 2 Tell them to talk about their pictures and find four main changes that have happened in each.
- 3 Check their answers. With strong classes you can do this as a dictation, but include wrong information and tell them to correct it.

Answer key

In Wellham:

- The disco has become a theatre.
- The restaurant used to be a bank.
- The footbridge has replaced the pedestrian crossing.
- They have built an office block on the market.

In Marlford:

- The pub used to be a police station.
- The sports centre has replaced the factory.
- They have built the block of flats on the park.
- The supermarket has closed.

Listening

- 1 Tell the students that they are going to hear a radio interview about Wellham, and they will hear the interview twice. Tell them to make notes on what people think about the changes.
- 2  Play the interview twice.
- 3 Tell them to compare their notes with a partner before checking their answers.
- 4 Ask how many people spoke to the reporter, and who they were.

Answer key

There were three people: the old man, the woman who is his daughter, and her daughter.

- 5 Ask what the people say.

Answer key

Old man:

- Wellham is getting worse.
- The market used to be good.
- Business is more important than people.
- There are too many cars.

Woman:

- Wellham is better.
- The footbridge is good.
- The new theatre is fantastic.

Girl:

- Wellham is getting worse.
- The disco was better than the theatre.

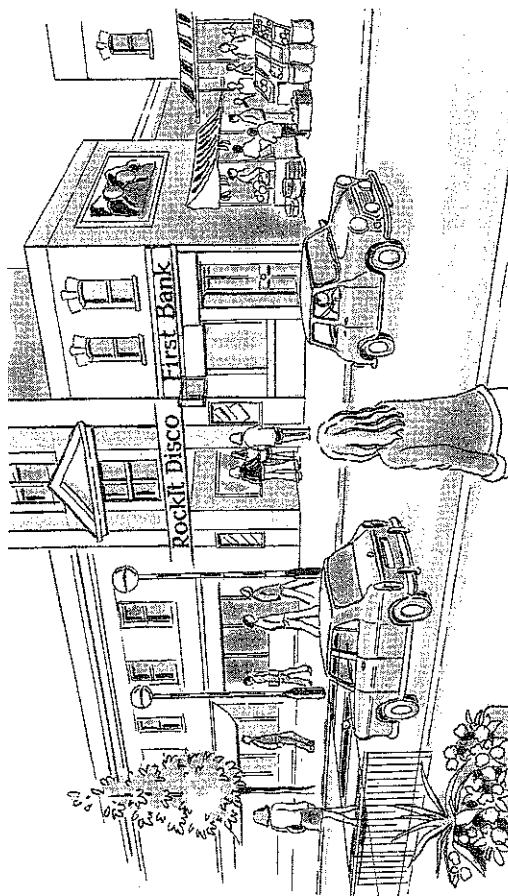
Follow up

- Ask students for their opinions on the comments made by the speakers. Are they sensible comments?
- Put two pairs together into groups of four.
- Tell students to look at all the pictures, and discuss the changes in both towns. Tell them they have ten minutes to decide which changes are good, which are bad, and why.
- Go around helping where necessary, and listening for interesting comments.
- Ask the better groups to explain their ideas to the class.

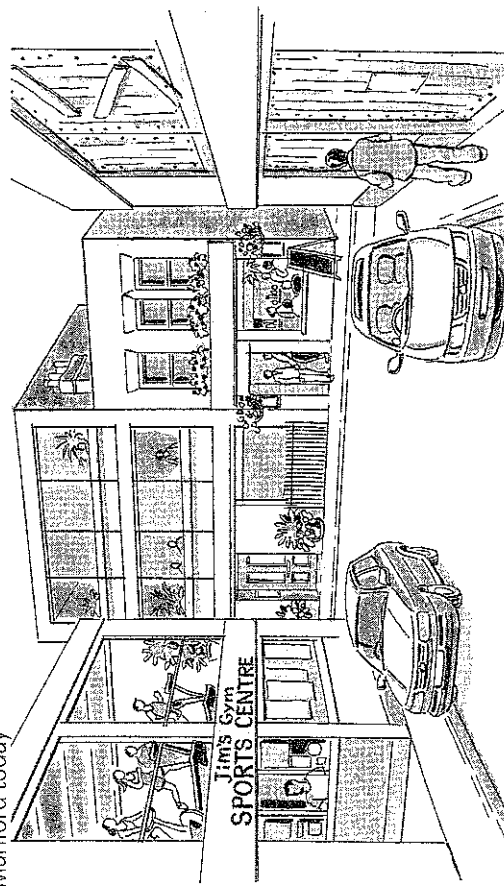
A

Your partner has a picture of Wellham today and Marlford in 1975. Don't show each other your pictures, but describe them and find four big changes that have happened to each neighbourhood.

Wellham in 1975



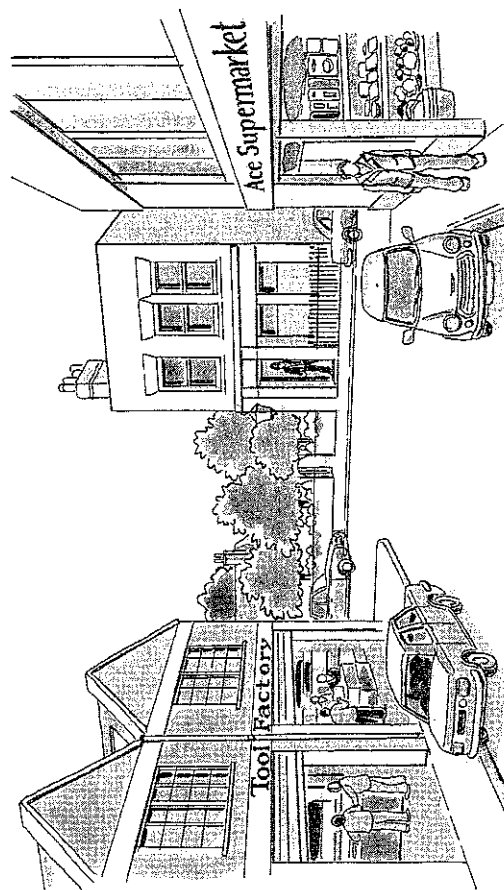
Marlford today



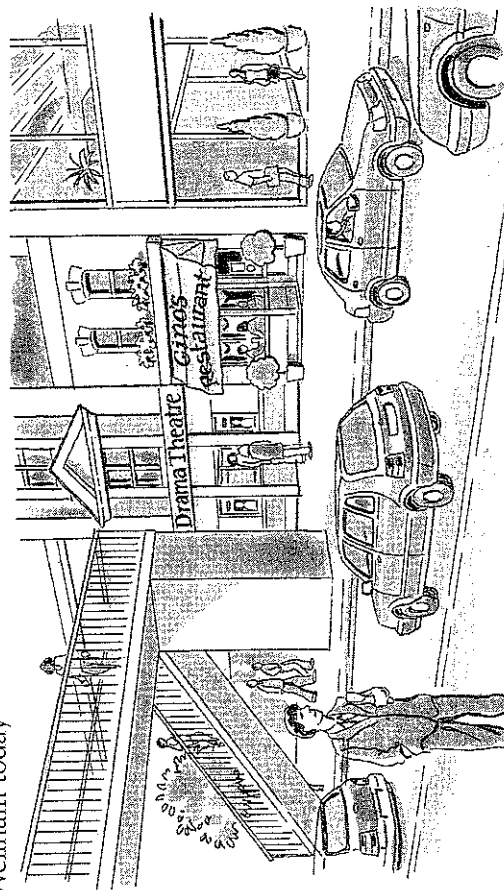
B

Your partner has a picture of Marlford today and Wellham in 1975. Don't show each other your pictures, but describe them and find four big changes that have happened to each neighbourhood.

Marlford in 1975



Wellham today



5.3

LEVEL

Upper-intermediate

TOPICPlacing a new
business venture**ACTIVITY TYPE**

Group discussion

SPEAKING**FOCUS**Suggestion,
persuasion, agreeing
and disagreeing**TIME**

30–40 minutes

KEY LANGUAGE

college campus,
council housing estate,
delicatessen,
laundrette,
leisure centre,
luxury apartment,
multi-storey car park,
office blocks, petrol
station, residential
home, students' hall of
residence;

first and second conditional,
future forms, comparatives,
language of agreement/
disagreement,
making suggestions, e.g.
How about + -ing or noun,
*Why don't we ...? It might
be a good idea to ...*
because ...

PREPARATIONOne photocopy for each
student

A business proposition

Warm up

- 1 Put students in pairs. Tell them to describe their home neighbourhoods to each other.
- 2 Ask questions about their neighbourhoods. Ask if there are schools, restaurants, parks, etc. to introduce the vocabulary in the Key language.
- 3 Tell them to discuss what facilities would improve their neighbourhood and why. Ask for examples of their ideas.

Main activity

- 1 Tell the class this anecdote:

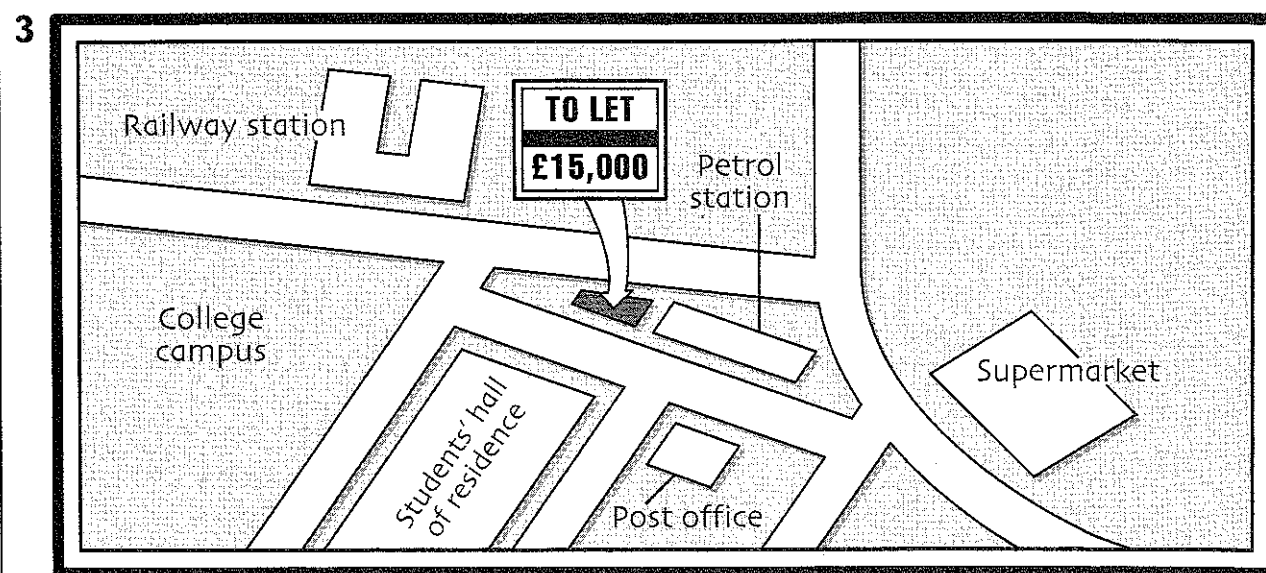
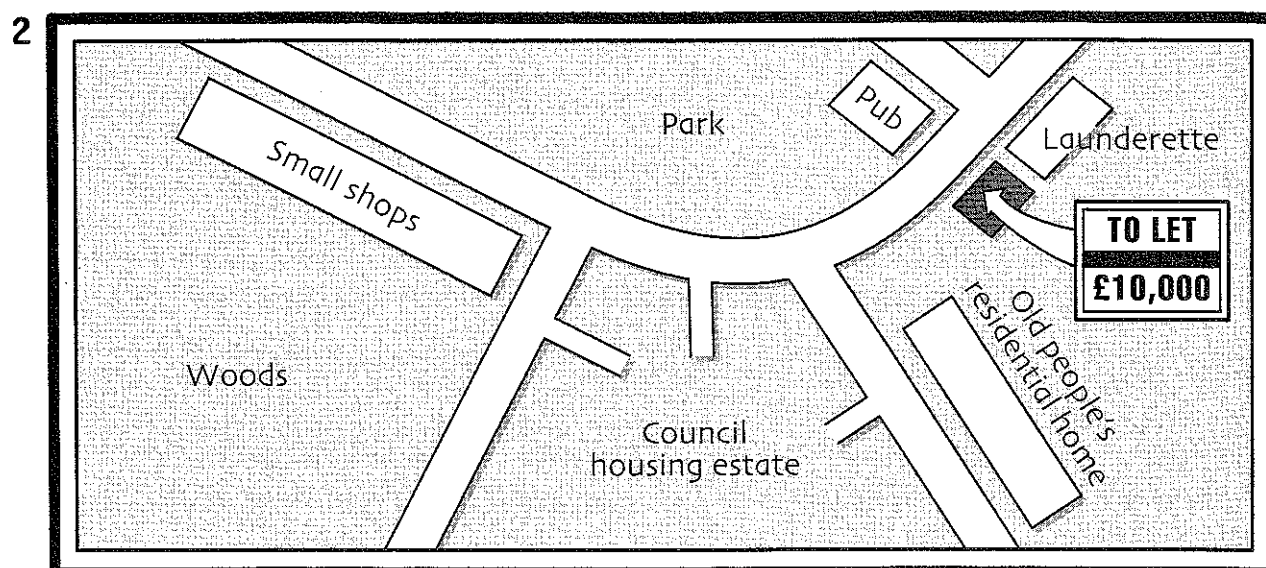
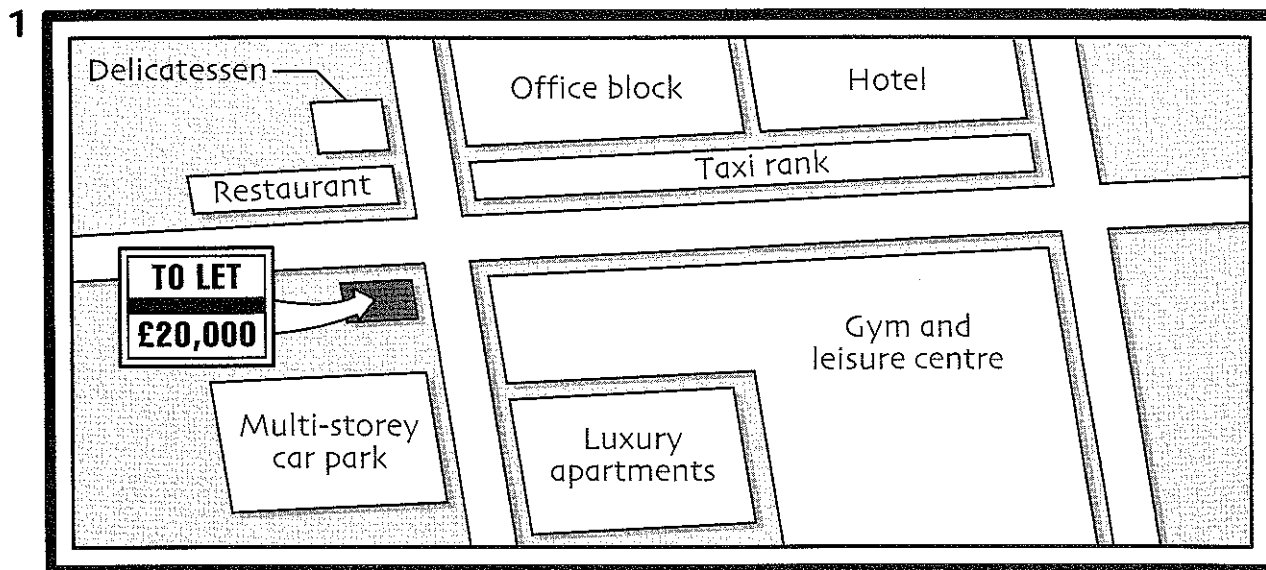
There is a story by Somerset Maugham (an English novelist) about a young man who visits a small town and wants to buy some cigarettes. He walks nearly a mile (about 1.5 km) before he finds a shop, so he goes back to the place where he started from and says, 'I'll open a tobacconist here.' He does and it is a great success. For the next 20 years, the man walked the streets of England looking for cigarettes. When he had to walk too far, he opened another shop. He was a millionaire by the time he was 35.

- 2 Tell them they are going to start a business as the man in the story did.
- 3 Put them in groups of four.
- 4 Give out the photocopies.
- 5 Tell them to evaluate the three different neighbourhoods and decide which one site would be the best to open a shop or start a business in. They must decide what type of shop or business they think would be successful and choose the best area for it. You could give them examples to help them, e.g. an Internet café, gym / health club, late night convenience store. (A late night convenience store is usually open until about 11.00 pm. It sells newspapers, cigarettes, basic groceries and often alcohol. It also stocks other simple necessities like pens, notebooks, aspirins, etc.)
- 6 After discussion, one student from each group gives their group's decision and reasons to the class. There is not one obvious, best location.

Follow up

- Ask the groups if they think their business idea would be successful in their town or the immediate neighbourhood around the school, and why / why not.
- Tell the groups to think about the best shop or business proposition for their town or immediate neighbourhood around the school, and where exactly to put it. Tell them to think of a good name for their shop or business.
- After discussion, one student from each group explains their group's idea and reasons to the class.

Imagine that you are business people who are going to open a shop or start a business together. There are three possible shops available that you could rent, shown in the maps below. Discuss the alternatives. Decide what type of shop or business would be successful and choose the best neighbourhood for it.



6.1

LEVEL

Elementary

TOPIC

Phoning to find a suitable hotel

ACTIVITY TYPE

Pairwork role play

SPEAKING**FOCUS**

Asking for and giving information

TIME

30–40 minutes

KEY LANGUAGE

breakfast, charge, dinner, double room, hotel, lift, location, lunch, meals, single room; have got, present simple, I'd like

PREPARATION

One photocopy for each group of four students, the photocopies cut into their four sections

Hotels

Warm up

- 1 Ask students if they stay in hotels on holiday, or on business. Ask them about the best hotel they stayed in.
- 2 Ask what information they need to know before they choose a hotel. Give them two minutes to talk about it with their neighbour. Tell them to make a list.
- 3 Write their ideas on the board. Elicit any key vocabulary that they do not mention: *meals: breakfast, lunch, dinner; single room, double room; charge; location*.

Main activity

- 1 Explain that half the class are going to be tourists looking for a hotel. The other half are going to be hotel workers. They are going to have a phone conversation.
- 2 Put students into groups of four. Give out the photocopies, one card to each student in the group. Tell them to look at their own card and ask you about anything they do not understand.
- 3 On the board, write:

HOTEL WORKER: Hello. XXX Hotel.

TOURIST: Hello. I'm looking for rooms. I'd like ...

Explain this is how to start the conversation. The tourist should tell the hotel worker what they want and find out the information they need. Check that students understand.

- 4 Tell the tourists that they should phone both hotels and then decide which is better for them. Ask the tourists to put up their hands, and then ask the hotel workers to put up their hands, so students know who is who. Tell them to find a partner within their group of four.
- 5 Ask them to make the phone call. You could tell the tourists to sit back-to-back with a hotel worker to make the call.
- 6 Ask tourists to change partners in their group, and sit with the other hotel worker.
- 7 Tell them to make the phone call.
- 8 Ask students to exchange photocopies so that the tourists are now hotel workers and hotel workers are now tourists.
- 9 Repeat steps 4 to 7.
- 10 Ask students which hotel was better for them as tourists and why.
- 11 Let the group see all four role cards together and ask them if they think they chose the better hotel for them.

Follow up

- In the groups of four, two students work together with the hotel worker role cards, and they change the information on the cards in any way they want and add more information. The other two students work together with the tourist role cards, and they change and add to their information.
- Each student has a role card and the tourists make two phone calls to the hotels and choose the better one for them.
- You can have students exchange the role cards and repeat if there is time.

TOURIST A

Two old friends of your family first met in Dunmeath in Scotland 70 years ago. They want to visit the city again.

They asked you to go with them. They want you to help them because they are quite old. She is 88 and he is 92, and they can not walk very well.

You want one single room for you and one double room for your friends.

They want somewhere quiet, but near the centre.

They have not got a lot of money, so they want somewhere cheap.

They prefer to have dinner in the hotel, so they can go to bed early.

They gave you the names and phone numbers of two hotels:

- Golfer's Hotel: 03897 784596 (Rooms from £60)
- Central Hotel: 03897 862664 (Rooms from £50)

TOURIST B

You and your friend love golf. Dunmeath in Scotland has a very famous golf course. You want to go there for a golfing holiday.

You want to do some shopping too.

In the evenings, you want to enjoy the city's nightlife, so you do not want to get up early for breakfast.

Golf is expensive, so you want a cheap hotel.

You have got the names and phone numbers of two hotels. You want two single rooms: one for you and one for your friend.

You have got the names and phone numbers of two hotels:

- Golfer's Hotel: 03897 784596 (Rooms from £60)
- Central Hotel: 03897 862664 (Rooms from £50)

HOTEL WORKER C

You work at the Golfer's Hotel in Dunmeath, Scotland.

Rooms and charge

- 1st, 2nd and 3rd floor: £75 single, £100 double (with breakfast) ONLY SINGLE ROOMS LEFT ON THESE FLOORS.
- 4th floor (NO-LIFT): £60 single, £85 double (with breakfast) ONLY DOUBLE ROOMS LEFT ON THIS FLOOR.

Meals

Breakfast included, other meals extra.

Breakfast 7.00–10.30.

Lunch 12.00–14.00.

Dinner 19.00–21.30.

Location

About 5 km from the centre.

Quiet part of city next to the golf course.

Lots of buses and taxis.

HOTEL WORKER D

You work at the Central Hotel in Dunmeath, Scotland.

Rooms and charge

- £50 single (with breakfast) ONLY ONE SINGLE ROOM LEFT.
- £75 double (with breakfast) ONLY TWO DOUBLE ROOMS LEFT – ON GROUND FLOOR.

Meals

Breakfast only, no other meals in hotel.

Breakfast included, 7.00–8.30.

Location

In the city centre.

Very busy shopping street.

Next to café/restaurant and a night club.

Lots of buses and taxis.

6.2

LEVEL

Intermediate

TOPIC

Holiday experiences

ACTIVITY TYPE

Class survey

SPEAKING FOCUS

Asking and answering questions

TIME

30–45 minutes

KEY LANGUAGEPresent simple,
present perfect,
past simple**PREPARATION**One photocopy for
each pair of students,
the photocopies cut
into their two sections track 10

Travellers' tales

Warm up

- 1 Ask students where they go on holiday and what they like to do.
- 2 Ask what they think most people like to do on holiday.

Main activity

Listening

- 1 Tell students they are going to hear a TV programme about holidays. Ask them to answer the questions you write on the board:

1 Who is the interviewer?	5 Does she like the beach? Why / Why not?
2 How many people did she question?	6 Where did the second man go on holiday?
3 Where does the first man like to go?	7 Why does he remember the holiday?
4 What type of place does the woman like?	8 What was the animal's problem?
- 2  Play the recording twice, and then ask if they want to hear it again.
- 3 Tell them to compare their answers with their neighbour before checking them.

Answer key

1 Martha Jones. 2 100. 3 Anywhere with a good beach. 4 Places with history.
5 No. She does not like all the people without clothes. 6 The Valley of the Kings near Luxor in Egypt. 7 Because of a crazy donkey that ran off with him. 8 It was jealous. It used to be the number one donkey, but was now the number two donkey because it could not see any more.

Speaking

- 1 Tell them they are going to do the survey from the TV programme. They are going to ask other students about their holidays. Put them in pairs and give out the photocopied sections.
- 2 Ask them to look at their section and ask about anything they do not understand.
- 3 Tell the pairs they are going to work apart and ask five different people. They should write the names and take notes about the answers.
- 4 Go around the class helping and noting interesting answers.
- 5 On the board, write:

SECTION A

What did most people answer for questions 1–4?

What were the most interesting answers for questions 5 and 6?

SECTION B

What did most people answer for question 1?

What were the most interesting answers for questions 2–7?

Tell them to go back to their partner and exchange information.
- 6 Choose a pair and ask them to tell the class what their partner said. For information like 'most people said', ask other pairs if they got the same results. For the 'most interesting' information, get examples from other pairs.

Follow up

- Put section A students together and section B students together in groups of four.
- They put their information together to make a poster:

Section A students use charts or graphs to show their information, e.g. where most people go and what they do on holiday. They also choose the two most interesting pieces of personal information and write a short description.

Section B students use charts or graphs to show their information, e.g. how often people travel, how many places people have visited, the most popular foreign countries. They also choose the two most interesting pieces of personal information and write a short description.

SECTION B

- 1 How often do you go on holiday?
.....
- 2 Where have you visited in your own country?
.....
- 3 Which was your favourite place, and why?
.....
- 4 Have you visited any other countries?
.....
- 5 Which was your favourite country, and why?
.....
- 6 Which country do you want to visit the most?
.....
- 7 Which holiday do you remember the most, and why?
.....

SECTION A

- 1 In the city, which places are most important for a good holiday?
 - good shops and restaurants
 - galleries and museums
 - cafés and discos
 - other (ask what)
- 2 In the countryside, which places are most interesting to you?
 - forests
 - mountains
 - river
 - other (ask what)
- 3 On the beach, what do you usually spend most time doing?
 - swimming in the sea
 - other water sports
 - lying in the sun
 - none of these (ask why)
- 4 Where do you usually spend most of your holiday time?
 - in the countryside
 - in the city
 - on the beach
 - other (ask where)
- 5 What do you like doing most on holiday?
.....
- 6 What is your idea of the perfect holiday?
.....

6.3

LEVEL

Upper-intermediate

TOPIC

Adventure holidays

ACTIVITY TYPEPairwork discussion
and presentation**SPEAKING****FOCUS**Comparing,
discussing and
selecting options**TIME**

40 minutes – 1 hour

KEY LANGUAGE*canoe, caves, facilities,
galleon, luxury, oasis,
package holiday,
profits, temple, waterfall,
wildlife, wreck;*language of comparison,
sensational adjectives**PREPARATION**One photocopy for each
group of eight students,
the photocopies cut into
their five sections

Life's an adventure!

Warm up

- 1 Give out the section of the photocopy that has the photo. Ask what it is (an advertisement for an adventure holiday).
- 2 Ask if it is the type of holiday they would like, and why / why not.
- 3 Ask what other adventure holidays they know of.
Give them a few minutes to think of other ideas for adventure holidays with a partner.
Listen to suggestions and invite comments.

Main activity

- 1 Tell students they are bosses of an adventure travel company. Put them into groups of eight or more. Divide each group into four pairs.
- 2 Give out the photocopies face down. Explain that the photocopies have information about four different holidays. Ask each pair to take one without looking at it.
- 3 Tell them to read it and ask you about anything they do not understand. Write any unknown words on the board and ask students to explain before giving the meaning yourself.
- 4 Ask them to discuss the extra services on their sheet, and decide which ones they would choose.
- 5 Tell them they are going to make a radio advertisement for their holiday and present it to the class. It should be about a minute long, with the following information. Write on the board:
where?
ten days
accommodation – hotel?
activities
any other information?

Explain that they should try to make it imaginative and sound like an advertisement, with lots of sensational adjectives. Refer to the first photocopy as a style guide. They can also use short pieces of interview with past customers if they want. Go around helping as they prepare and practise.

- 6 Before they present their adverts to the class, tell everyone they have won a holiday competition, and they can choose any one of the holidays, except their own, as a prize.
- 7 Have the pairs present their advertisements in turn.
- 8 Ask students if they want to ask questions about any of the holidays before they choose.
- 9 Keep score of which holidays are chosen on the board.
- 10 Declare the most chosen holiday the 'Best Holiday of the Year' and give the winning pair a clap.

Follow up

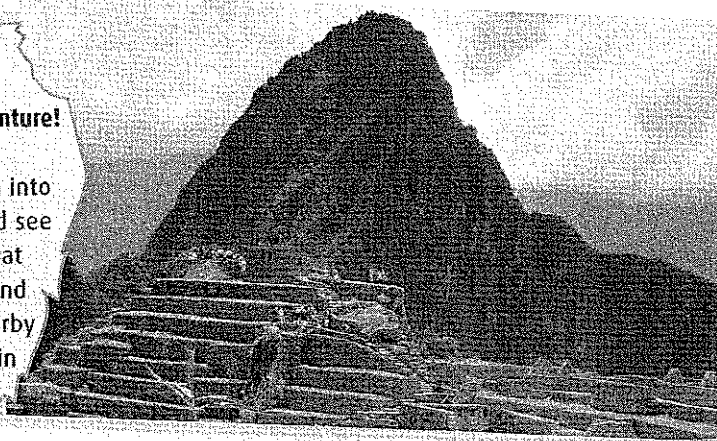
- In their pairs, students design holiday posters with:
 - name of company
 - name of holiday
 - short paragraph giving a general outline
 - headings of special features with basic details
 - drawings with captions

They can use the information they were given or design a completely new holiday if they wish.

- Students look at each other's posters, ask questions and make suggestions.
- You could take a vote on:
 - the best holiday
 - the best poster

ACTIVITY**brings you:****The holiday of a lifetime for people with a thirst for adventure!**

Get away from the crowds and enjoy the mystery and excitement of a place that even time forgot. Trek high into the breathtaking mountains of Peru on horseback, and see for yourself the amazing ancient city of Machu Picchu at sunset. Explore the ruins of the lost city of the Incas and feel its history surround you. Trek to the beautiful nearby villages and meet the fascinating local people. Share in their customs and a way of life more in tune with the natural world than

**A**

Your travel company must book facilities and services in advance or other package companies will book them first. Market research has shown that most customers will not pay more than a certain price for your holidays. To maintain your profits for that price, you can afford to spend only 150 euros per person on extra services, in addition to your basic costs. Opposite are the choices of services and their prices.

Amazonian rain forest holiday

two nights in a luxury tree-house	60 euros
jungle survival course	20 euros
wildlife trip into the deep forest	30 euros
local people – music, dancing and food	30 euros
day trip by jeep to the enormous waterfalls	40 euros
fishing trips up the river by canoe	30 euros

B

Your travel company must book facilities and services in advance or other package companies will book them first. Market research has shown that most customers will not pay more than a certain price for your holidays. To maintain your profits for that price, you can afford to spend only 150 euros per person on extra services, in addition to your basic costs. Opposite are the choices of services and their prices.

Himalayan mountains holiday

climbing course	30 euros
trip to the glaciers and ice caves	30 euros
hang-gliding course	60 euros
market tours with local guides	20 euros
white-water rafting down the river	40 euros
horseback visit to ancient temples	30 euros

C

Your travel company must book facilities and services in advance or other package companies will book them first. Market research has shown that most customers will not pay more than a certain price for your holidays. To maintain your profits for that price, you can afford to spend only 150 euros per person on extra services, in addition to your basic costs. Opposite are the choices of services and their prices.

Caribbean coast holiday

weekend diving course	40 euros
mini-submarine visit to the wreck of an ancient Spanish galleon and pirate ship	60 euros
water skiing with high-powered speed boats	30 euros
boat trip for shark fishing	20 euros
boat tour exploring the islands	30 euros
horse riding along the coast to nearby fishing villages	30 euros

D

Your travel company must book facilities and services in advance or other package companies will book them first. Market research has shown that most customers will not pay more than a certain price for your holidays. To maintain your profits for that price, you can afford to spend only 150 euros per person on extra services, in addition to your basic costs. Opposite are the choices of services and their prices.

Egyptian desert holiday

two-day camel trip to a desert oasis	30 euros
visit to ancient tombs	30 euros
market tours with local guides	20 euros
boat trip down the Nile	30 euros
balloon trip	60 euros
weekend diving course in the Red Sea	40 euros

7.1

LEVEL

Elementary

TOPIC

Preparing food

ACTIVITY TYPE

Game

SPEAKING**FOCUS**

Giving instructions

TIME

30 minutes

KEY LANGUAGE

beat, boil, bread,
butter, cheese,
cucumber, cut, fry,
grill, heat, lemon, lettuce,
milk, oil, omelette, onion,
pour, salt and pepper,
slice, spread, stir, tomato;
imperatives

PREPARATION

One photocopy for each
group of three students,
the photocopies cut into
their three sections;
dictionary for each group

Recipes

Warm up

- Put the students into groups of three. Check each group has a dictionary.

On the board write the headings:

food/drink ways of making food/drink

Tell the students to copy them.

Tell the students this is a competition. You are going to write 20 words on the board and their team must work together to write the words in the correct list as fast as they can. Tell them to shout 'Finished!' when they finish.

- Write the words and headings below on the board:

beat	heat	pour	<u>food/drink</u>	<u>ways of making food/drink</u>
boil	lemon	salt and pepper		
cheese	lettuce	slice		
cucumber	milk	spread		
cut	oil	stir		
fry	omelette	tomato		
grill	onion			

- When the winners finish, stop the other teams.
Ask the winners which list each word goes in and write the words in the lists.
Check everyone understands the meanings, asking the winners to explain any unknown words.

Main activity

Demonstration

- Mime making a fried egg sandwich, giving instructions as you do it. Say:
Take some bread. Slice it. Cut two slices. Butter it. Spread butter on both slices. Take two eggs. Break them into a dish. Beat the eggs. Add a little salt and pepper. Stir the eggs. Take a frying pan. Pour in a little oil. Heat the pan. Pour the eggs into the pan and fry them. Put the fried eggs on the bread. Put the other slice on top.
- Mime eating the sandwich. Ask the class what you are eating.
- Ask the winners to come to the front. Repeat the instructions. Tell them to act out the instructions as you speak.
- Then tell them to repeat the instructions to the class. Help where necessary. Tell the class to mime the actions.

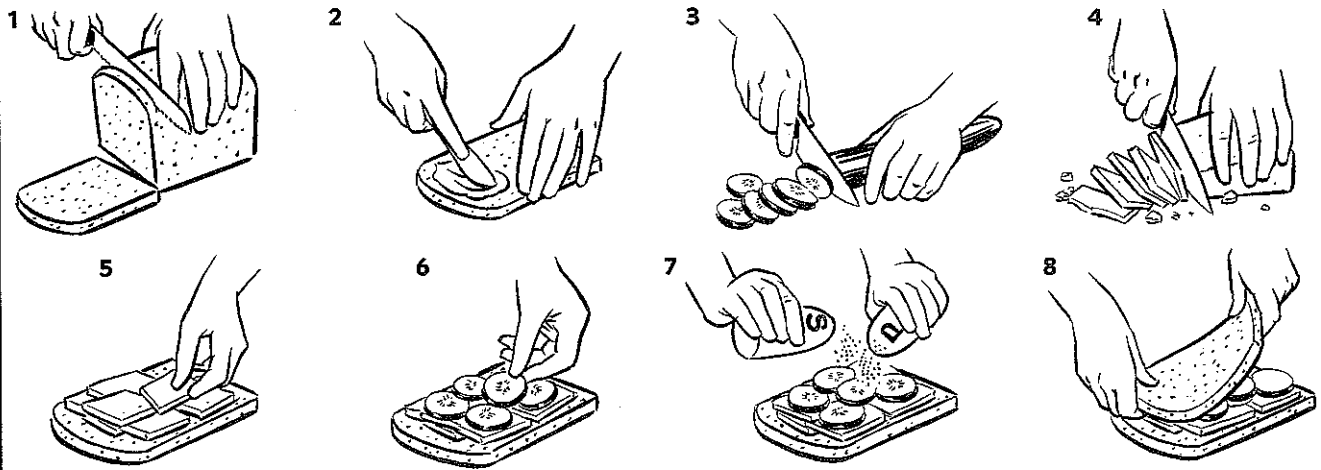
Speaking

- Give out the sets of recipes to the groups; each member has one recipe. Tell them not to look at each other's or tell their partners the name of their recipe.
- Ask who has recipe A. Tell those students to give instructions to the team member on their left. Tell the member on the left to act out the instructions. Tell the other team member to guess the recipe. If they can not guess, tell students to repeat the instructions and actions again.
- When they have finished, tell the students who acted last time to give instructions for their recipe to the person on their left, the person on the left to act them out, and the other team member to guess the recipe.
- Repeat until everyone has had a go instructing, acting and guessing.

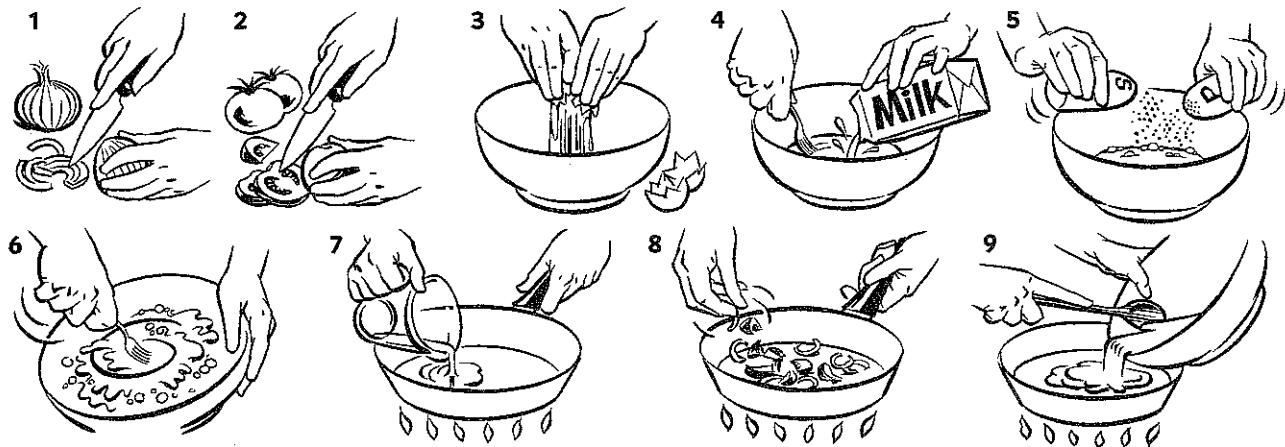
Follow up

- Tell team members to work together and write a list of instructions for another recipe.
- Tell one team to give instructions to another team who acts them out. Team members take turns giving one line of instructions each.

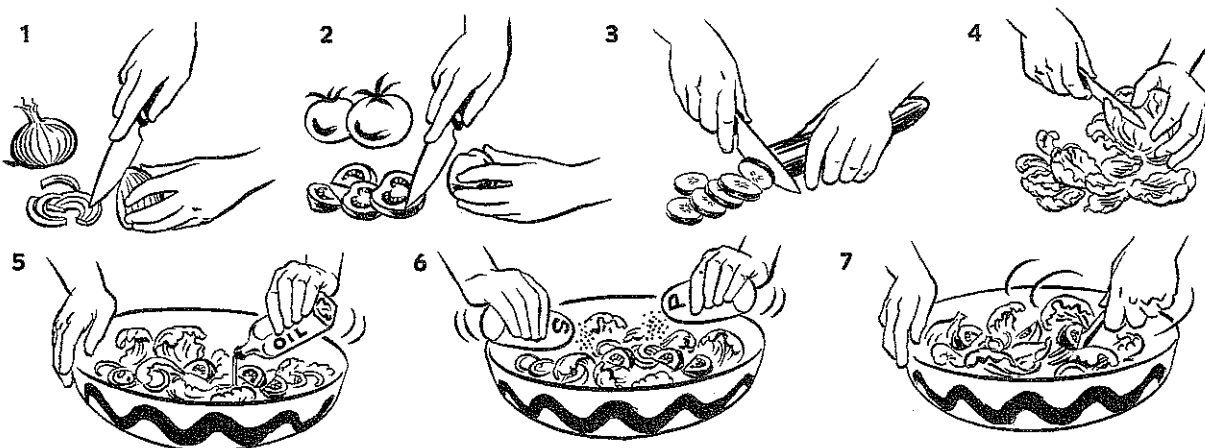
A Cheese and cucumber sandwich



B Vegetable omelette



C Mixed salad



7.2

LEVEL

Intermediate

TOPICOrdering food in
a restaurant**ACTIVITY TYPE**

Role-play game

**SPEAKING
FOCUS**

Making suggestions

TIME

30–40 minutes

KEY LANGUAGE

biscuits, dessert, fresh
cream, garlic bread,
main course, pasta,
pâté, pie, prawn cocktail,
sauce, side order,
spicy, starter;

language of suggestion:

*How about ...? Let's ...?**Why don't we ...? Shall
we ...?***PREPARATION**One photocopy for each
student tracks 11–14

Menu, please

Warm up

- 1 Ask if any students or their friends are vegetarian, or if they know any vegetarians. Do they eat any kinds of meat? Do they eat fish?
- 2 Ask if they or their friends are allergic to any food. If any students do not know the meaning, ask another student to explain, or explain it yourself.
- 3 Ask if they or their friends can not eat or drink anything because of their religion. You could mention that Jews and Muslims, for example, do not eat pork, or that Hindus do not eat beef.

Main activity**Listening**

- 1 Give out the photocopies. Tell the students to read the menu without dictionaries and underline any words they do not know.
- 2 When they have finished, tell them to talk with their neighbours and explain each other's underlined words if they can.
- 3 Ask if there are any words they still do not know, and invite other students to explain before you give the meanings yourself.
- 4 Tell students they are going to hear six different people choosing from the menu, and that they must match the speakers with characters listed in question 2. Ask students to read the descriptions of the people and check that they understand.
- 5  Play the recording twice, and then ask if students want to hear it again.
- 6 Check the answers.

Answer key

1 man d woman b 2 man e 3 man f woman c 4 woman a

Speaking

- 1 Put students in groups of four.
- 2 Tell them they are customers in the restaurant, but they must pretend that they are one of the characters from the list in question 2. Tell them they must not tell their partner which character they are. They must talk together about the menu and decide what to order. They should suggest dishes to each other and offer to share dishes. They must guess their partner's character after they decide what to order.
- 3 As they talk, you can go around pretending to be a waiter/waitress, making recommendations about the dishes on the menu.
- 4 After the first game, ask how many students guessed their partner's character. Remind them they should try to find out by suggesting dishes to each other and offering to share. Play the game again with students pretending to be different characters from the list. Students could change partners for each new game.

Follow up

- In pairs, students write down three new meals, each with a starter, main course, side dish, dessert and drink, using the menu or their own ideas for dishes. Each meal must be impossible for one of the characters to eat. Pairs then exchange notes with another pair and decide which characters can not eat which meal.

1 Read the menu and underline any words that you do not know.

MENU			
Starter		Price	
Seafood soup		8.00 euros	
Prawn cocktail		6.00 euros	
Garlic bread		3.00 euros	
Cream of tomato soup		4.50 euros	
Ham pâté with toast		4.50 euros	
Vegetable soup		3.00 euros	
Main course			
Fork in pepper sauce		12.50 euros	
Chicken pie		10.00 euros	
Pasta with cheese and tomato sauce		7.50 euros	
Spicy vegetable surprise		6.50 euros	
Cheese and ham pie		6.00 euros	
Beef special		12.00 euros	
Side order			
Seafood salad		5.00 euros	
Mixed salad		3.00 euros	
French fries		2.00 euros	
Bread and butter		1.50 euros	
Mixed vegetables		3.00 euros	
Chef's special vegetables		4.50 euros	
Dessert		Price	
Cheese and biscuits		3.00 euros	
Chocolate cake with fresh cream		5.00 euros	
Homemade ice cream		4.50 euros	
Fresh fruit		1.50 euros	
Special fruit salad		3.50 euros	
Drink			
Mixed juice special		3.50 euros	
Orange juice		2.00 euros	
Coffee		2.00 euros	
Milk		1.50 euros	
Mineral water		1.00 euros	

2 Listen to the people speaking in the restaurant. Match the speakers with the information about who they are.

1 man

woman

2 man

3 man

woman

4 woman

a Vegetarian – does not eat meat or fish.

b Allergic to seafood – it makes the person ill.

c Health problem – can not have strong food or drink like coffee, pepper, garlic, chilli, other spices.

d Religious – can not eat pork or any part of a pig.

e Not much money – does not want to spend a lot.

f Trying to lose weight – wants to avoid fattening foods.

7.3

LEVEL

Upper-intermediate

TOPICAlternative diets:
Ayurveda**ACTIVITY TYPE**Interview and
feedback**SPEAKING****FOCUS**Rephrasing notes
into full sentences
and questions**TIME**

40 minutes – 1 hour

KEY LANGUAGE

*anxious, appetite,
challenge, critical,
criticise, element,
energy, imaginative,
impatient, organised,
risk, routines, skin,
spices, worry;*
question forms,
language of advice, e.g.
should, ought to, must

PREPARATIONOne photocopy for each
student

track 15

Food for thought

Warm up

- Ask students if they think different foods can change our state of mind, i.e. change the way we think or feel.
Ask if they think that certain personality types tend to prefer certain types of food.
 - Do passionate people tend to prefer hot, spicy food?*
 - Some people think eating a lot of meat makes people aggressive.*
- Tell the class that they are going to hear a description of Ayurveda /aɪəˈveɪdə/. Write the word on the board. Ask if anyone has heard of it. If anyone has, ask them to tell the class what they know. Tell the class that Ayurveda links our personality with what we eat.

Main activity

Listening

- Before you play the recording, write these questions on the board under *Ayurveda*:

- What is its history?*
- How many elements are there?*
- What are doshas?*

- Play the recording. Ask the students if they want to hear it a second time.
- Check the answers.

Answer key

- It's from India – over 5,000 years old.
- Five: Air, Fire, Water, Earth and Ether or Space.
- Three energies: Vata, Pitta, Kapha. They make three different types of people.

- Clean the questions off the board. Write the names of the three doshas on the board. Tell the students they are going to hear the interview again. They should make notes about the positive and negative aspects of the personalities of each type of person.
- Play the recording. Then ask the students to compare their answers before you check them.

Answer key

Vata

positive: self-confident,
lively, do things quickly
negative: anxious,
worried

Pitta

positive: energetic,
organised, warm, friendly
negative: critical – criticise
other people and
themselves

Kapha

positive: easy-going,
relaxed
negative: bored, boring

- Ask the students which type they think they are. Then tell them that they are going to do an activity to find out.

Speaking

- Divide the class into pairs and call one person A and the other B.
- Give a photocopy to each student face down. Tell Student A to turn over their photocopy. Check they understand the first instruction. Do the first question together: *Do you often get excited by things?*
- Go around the class and help where necessary.
- When Student A has finished interviewing Student B, Student A puts down their sheet and Student B picks up theirs and becomes the interviewer.

Follow up

- Ask students to write a written report about what they have been told.

- 1 Interview your partner about their personality and habits. Ask them how much the following characteristics apply to them, and write a score from 1 to 5 for their answers. If a statement is not at all true for them, score 0; if it is 100% true, score 5. When you have finished, find the total score for each body type.

Vata	Pitta	Kapha
Often get excited by things	Like to have an organised life	Calm, relaxed person
Do not put on weight easily	Become angry easily	Gain weight quickly but lose it slowly
Learn quickly but forget quickly	Have a good appetite	Tend to walk slowly
Often have cold hands and feet	Like ice-cold drinks	Like to get up late
Like to talk	Do not like spicy food like chillies	Learn slowly but remember well
An imaginative person	Critical of myself and others	Do not like cool, wet weather
Often have dry skin	Often feel too hot	Feel tired after eating
Making decisions is difficult	Have a good appetite	Eat slowly
Walk quickly	Often impatient	Do not get angry easily
Often find it hard to sleep	Become tired in hot weather	Kind, friendly person
Often worry about things	Prefer regular meals	Need a lot of sleep
Do not have many regular routines	Like challenges	Not easily excited
Total	Total	Total

- 2 Look at the three scores for your partner. If one score is a lot higher than the other two, then the high score shows their body type (e.g. Vata 45, Pitta 24, Kapha 22 means their body type is Vata). If their top two scores are similar, then they are a mixed body type (e.g. Vata 36, Pitta 38, Kapha 17 means their body type is Vata/Pitta).
- 3 Tell your partner their type. Do they recognise their personality from the description of their type in the radio programme?
- 4 Ask your partner about their diet and give them advice from the information below.

Vata	Pitta	Kapha
Good	Good	Good
Warm food and drinks	Cool food and drinks	Warm food and drinks
Sweet, sour and salty tastes	Sweet tastes	Bitter tastes
Spicy, oily food	Regular meal times	Light meals, salads and soups
Small, frequent meals	Vegetables and salads	
Bad	Bad	Bad
Cold foods, raw vegetables and iced drinks	Sour and salty tastes	Cool food and drinks
Heavy, infrequent meals	Irregular meal times and quick snacks	Sweet and sour and salty tastes
Danger foods	Danger foods	Danger foods
• Spinach, potatoes, peppers, mushrooms, tomatoes, aubergines	• Tomatoes	• Tomatoes, potatoes
• Apples, all dried fruits	• Bananas	• Very juicy fruits
• Beef	• Oils	• Milk, cheese, yoghurt
• White sugar	• Seafood	• Fat, fried food, oily food
	• Hot spices, salt, garlic	• Sugar and all sweets except honey

8.1

LEVEL

Elementary

TOPIC

Facial appearance

ACTIVITY TYPE

Game

SPEAKING**FOCUS**

Describing faces

TIME

30 minutes

KEY LANGUAGE

curly, dark, eyes, fair, hair, long, short, skin, straight, wavy;

has got, present be

PREPARATION

Two photocopies for each group of four students, one photocopy left complete and one cut into separate cards

 track 16

Lost!

Warm up

- 1 Elicit: *eyes, hair, skin.*

On the board, write: *curly, dark, fair, long, short, straight, wavy.*

- 2 Make sentences about students, or famous people, to teach/revise the adjectives, e.g. *Paulo has got short hair. Tina's hair is long and curly.* Include *dark/fair skin* and eye colour.
- 3 Ask them to describe a student in class, so others can guess who they are describing.

Main activity

Listening

- 1 Put students into groups of four. Give each group one copy of the complete photocopy.
- 2 Tell them they are going to hear information about a lost child. They must find the child on their photocopy.
- 3  Play the recording twice. Ask each group to decide which child is lost. Ask if they want to listen again.
- 4 Check their answers:

Answer key

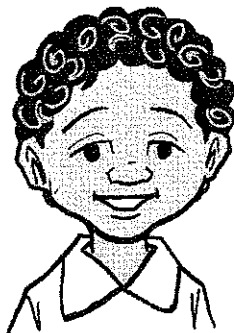
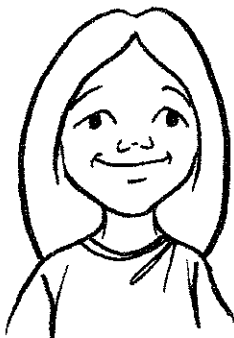
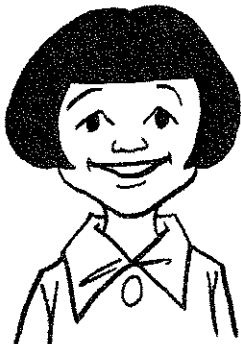
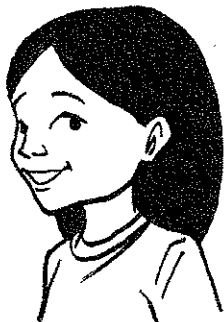
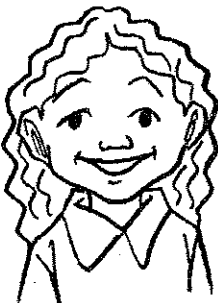
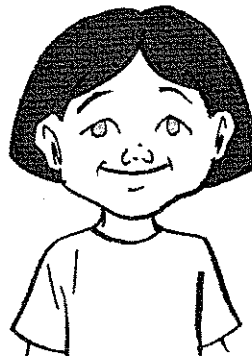
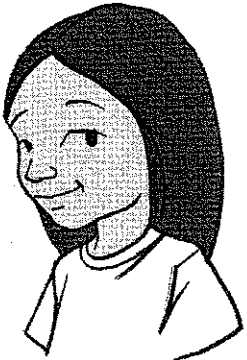
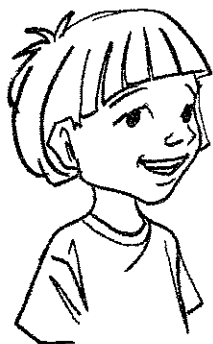
The missing girl is the last picture

Speaking

- 1 Tell students they are going to play a game.
- 2 Give one student in each group the photocopy of the complete page. Put the separate cards in a pile face down. Students take a card each.
- 3 Explain the rules:
 - The student with the photocopy of the complete page describes one of the children, but does not show which one. They must not describe the child on their own card.
 - If nobody has the card with that child on it, they give the photocopy of the page to the next student, and they describe a child.
 - When someone thinks that they have got the card with the lost child, they show it to the speaker.
 - If they have got the correct card, they keep it and take another from the pile. They cross out that picture on the photocopy. Students must not describe crossed out pictures.
 - If the card is wrong, they put the card on the bottom of the pile and take another. They do not cross out the picture on the photocopy.
 - The game continues until all the pictures are crossed out and all the children are found. The person with the most cards is the winner.
- 4 Start the game and go around checking students are following the rules.
- 5 When the games are finished, ask how many cards each winner has, to find the class champion.

Follow up

- Each student draws a picture of a face, and writes a description on a separate piece of paper.
- Collect the drawings and give them out randomly. Check that nobody has got their own drawing back.
- Students move around the class describing the picture they have got. They can ask questions about the pictures, but they must not show them to each other.
- They make a note of who might have their picture.
- When everyone thinks they have found their own picture, they look to find out who is right and wrong.

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

8.2

LEVEL

Intermediate

TOPICAppearances,
activities and
interests**ACTIVITY TYPE**Group information
gap**SPEAKING****FOCUS**Giving descriptions
of people and actions
and asking questions**TIME**

30 minutes

KEY LANGUAGE*curly, dark, earring,
fair, long, short,
straight, tattoo, wavy;*
present tenses,
present question forms**PREPARATION**One photocopy for
each group of
students, the
photocopy cut into
four separate pictures

Who's who?

Warm up

- 1 Draw a male face and profile on the board and use them to elicit the names of features: *eyes, nose, ears, etc.*
- 2 Change the hairstyle to elicit *curly, dark, fair, long, short, straight* and *wavy*. Add the following one by one and elicit or pre-teach them: *ponytail, moustache, tattoo*.
- 3 Explain that tattooing is popular in the UK at the moment and ask what they think of the fashion. Ask them to describe anyone they know who has one.

Main activity

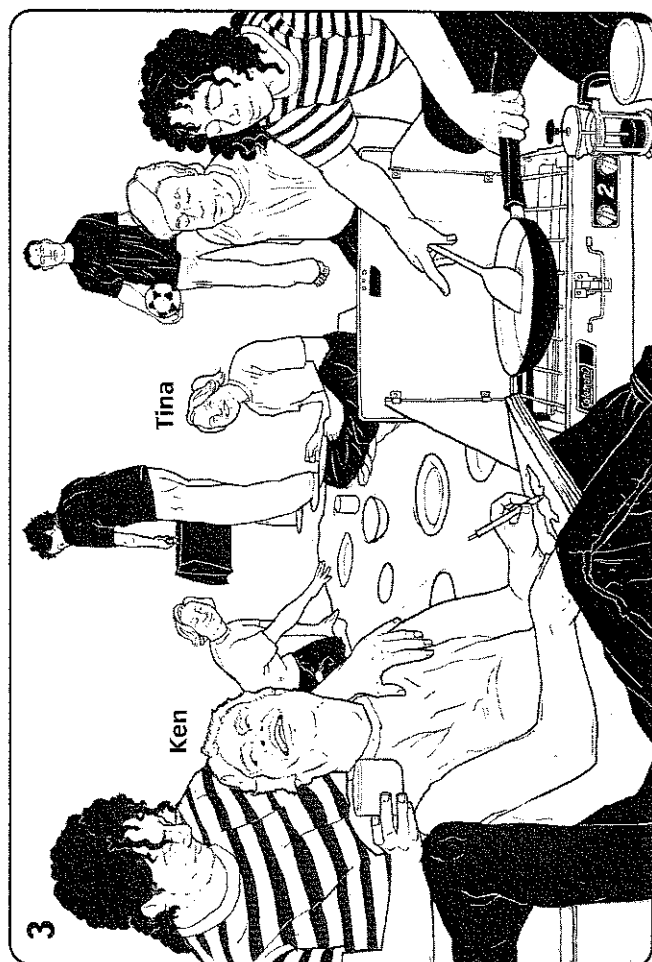
- 1 Put students into groups of four. Tell them that they are going to have a picture each, but they must not look at each other's pictures.
- 2 Give out the photocopies.
- 3 Tell them to look at their pictures to check if there is any vocabulary they do not know.
- 4 Ask them how many people there are in their picture (eight). Ask them how many people in their picture they have names for (two). Tell them to write numbers 1 to 6 on their picture next to all the people they do not have names for. Tell them to write a list 1 to 6 in their books.
- 5 Remind them they must not show their picture to each other but they can ask questions about each other's pictures. Ask them to describe the people in their pictures to each other and find the names of the other six people. Tell them each person has a special interest/hobby, and they must find those too.
- 6 Ask what the eight names are and write them in a list on the board. Go through the names picking students to describe the person. Ask if the class agree. Ask for their hobby and check if the class agree.

Answer key

John: playing football Sue: cooking May: playing guitar Jim: bird-watching
 Bill: playing football Ann: karate Tina: bird-watching Ken: drawing

Follow up

- Each group of four look at all their four pictures and together talk about the characters. They imagine their personalities, jobs, relationships to each other, other hobbies and interests, other details of their life, etc.
- They choose the most interesting person and write, or describe to the class from notes, a description of the person's typical weekend.



8.3

LEVEL

Upper-intermediate

TOPICPlacing musicians
with bands**ACTIVITY TYPE**

Role play

**SPEAKING
FOCUS**Giving descriptions,
discussion and
making suggestions**TIME**

35–45 minutes

KEY LANGUAGE*band, client, manager,
musician, replace,
suitable, trouble;*
adjectives of
appearance,
modal verbs**PREPARATION**One photocopy for each
group of four students,
the photocopies cut into
their four sections track 17

Star quality

Warm up

This activity is more suitable for teenagers and younger adults.

- 1 Ask about students' favourite musicians/bands.
- 2 Ask them to describe their style and appearance, and why they like them.

Main activity

Listening

- 1 Write these questions on the board:
 - 1 What are Pete and Marty's jobs?
 - 2 What is Marty's problem?
 - 3 How many people does Pete recommend?
 - 4 Why are they not suitable?
- 2 Tell students to listen to the recording and answer the questions.
- 3  Play the recording twice and check the answers.

Answer key

- 1 Pete is a musical agent. Marty is a manager of a band.
- 2 A band member has left; he needs to replace her.
- 3 Two.
- 4 Zoe Landers is jazz/blues, not disco, and possibly a bit old for a girl band.
Jonny Watts is male.

Speaking

- 1 Put students into groups of four, divided into pairs. Tell each pair they are business partners: one pair are agents; the other pair are managers. Give out the photocopies. Explain that they can look at their partner's card, but not at the others.
- 2 Tell them to discuss the problem on their card with their partners.
- 3 Explain that the managers are going to phone the agents. Write these instructions on the board:

Managers

- Describe who is leaving and who you need. Make notes about possible replacements.
- Make notes about possible musicians for your partner's bands.

Agents

- Try to persuade them to hire your musicians.
- If they do not want to, advise them to phone your partner.

- 4 Tell each manager to phone an agent; you could ask them to sit back-to-back for this.
- 5 Ask managers to phone the other agent.
- 6 Tell students to go back to their partners.
 - Ask managers to talk about who they want to choose.
 - Ask agents to discuss who the managers might choose.
- 7 Tell both managers and both agents to get together and look at the pictures of the musicians. Tell managers they can change their choices if they want.
- 8 Ask which managers chose well and who had to change their minds. Ask which agents were most persuasive.

Follow up

- The groups of four work together and discuss what the main audience will be for each band. What type of people will most of their fans be? They should think about: age, male or female, other interests, and anything else they can think of.
- They write a short 'audience profile' for each band, describing the typical fan.
- They think how and where they should advertise to connect with those fans.
- Groups compare ideas.

AGENT A

These musicians are your clients. What type of band should you find for them?

Name: Spider John Dee

Age: 34

Eyes: brown

Height: 1.68 m

Singer, drums



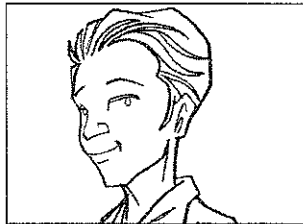
Name: Matt Keynes

Age: 19

Eyes: green

Height: 1.84 m

Singer, dancer



Name: Candice Le Clerc

Age: 20

Eyes: brown

Height: 1.70 m

Singer, dancer



AGENT B

These musicians are your clients. What type of band should you find for them?

Name: Jo Chang

Age: 20

Eyes: brown

Height: 1.8 m

Singer, dancer



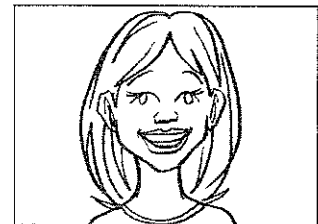
Name: Emma Rider

Age: 19

Eyes: blue

Height: 1.55 m

Dancer, singer



Name: Bash

Age: 31

Eyes: blue

Height: 1.60 m

Singer, guitar, drums

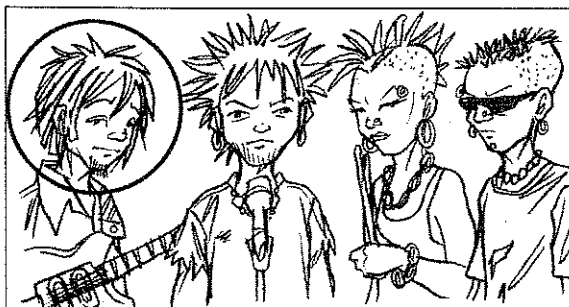


MANAGER C

These two bands are your responsibility. The people who are circled are going to leave. What type of musician will you need to replace them?



KITTEN CLUB



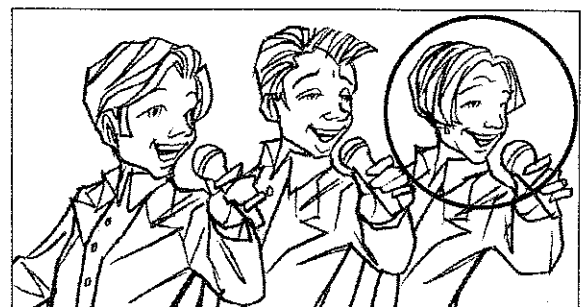
HEAD KICK

MANAGER D

These two bands are your responsibility. The people who are circled are going to leave. What type of musician will you need to replace them?



RAP IT UP



SPLASH

9.1

LEVEL

Elementary

TOPIC

Describing changes

ACTIVITY TYPE

Spot the difference puzzle

SPEAKING FOCUS

Giving descriptions of items and their positions

TIME

20–30 minutes

KEY LANGUAGE

against, between, bin, chair, cup, desk, door, flowers, in the middle, jacket, next to, on, on the left, on the right, paint brush, painting, table, tin of paint, under, vase, wall;

prepositions of place, there is/are, present be, present perfect

PREPARATION

One photocopy for each group of three students, the photocopies cut into their three sections

Can you describe it?

Warm up

- Put a chair on a desk and ask *Where's the chair?* to get the answer *It's on the desk*. Change its position and ask again to get, e.g. *Next to the door*. Do a few more to elicit prepositions and nouns in the list of Key language.
- Then start asking *What have I done?* to get answers like *You've moved the chair next to the table*.
Do the changes faster and faster and ask specific students for the answers.
- Get students to move things and to ask the questions of other students.

Main activity

- Put them in groups of three and give out the pictures face down. Tell them that things in the pictures have moved. They should find six differences between their pictures and the other two: that is 12 differences from their picture. They can look at their own picture but they must not look at each other's. They should describe their pictures and ask questions to find the differences.
- Draw on the board objects they might not know in the pictures, e.g. the vase. Elicit or pre-teach the word and write it on the board next to the picture.
- Tell them to start. Ask them to find the differences and find which pictures are first and last. Go around helping where necessary.
- Ask them how many differences they have found, and ask for a few examples. If any students have not found six, invite them to ask the class for help. Students must not look at each other's pictures yet.
- Ask which of the pictures is first, second and third.
- Tell them to look at each other's pictures and check their ideas.

Answer key

1st: C

2nd: A

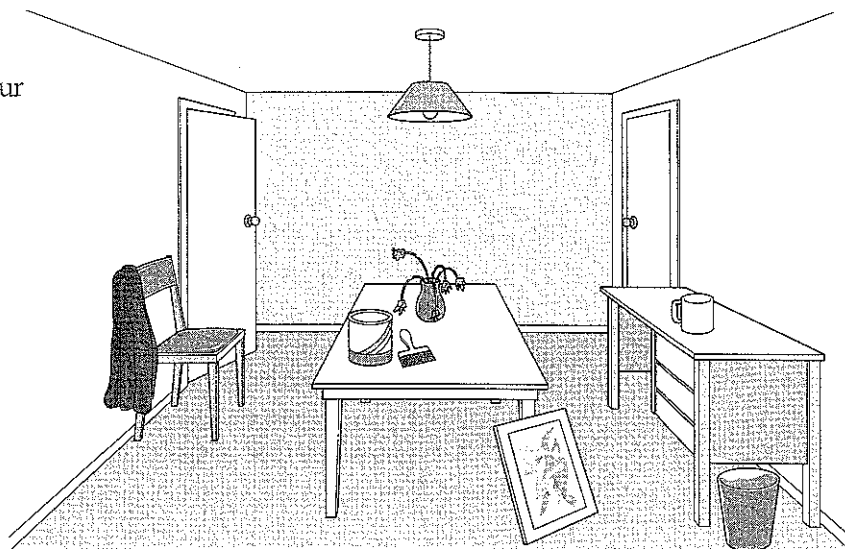
3rd: B

Follow up

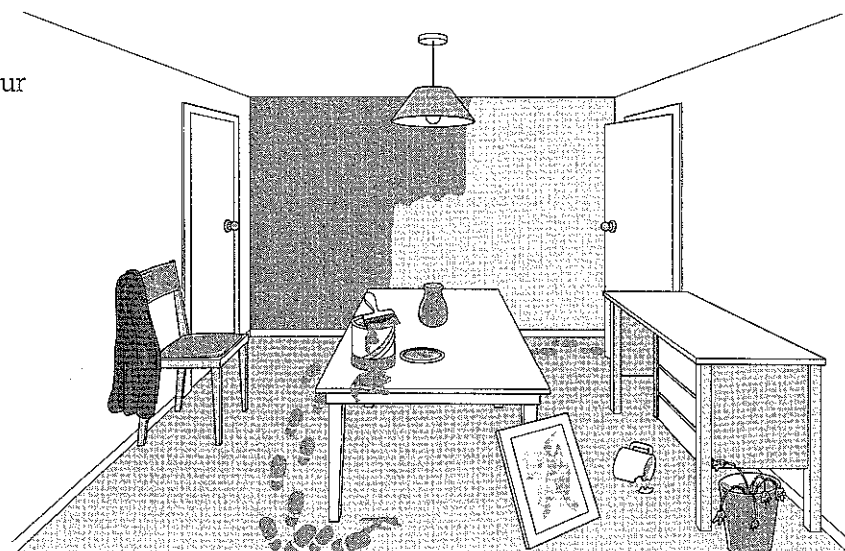
- In their groups of three, students look at their pictures together in sequence. They identify all the evidence that shows the sequence.
- They cooperate to write sentences describing the evidence, e.g. *Someone has broken the cup*. The things to focus on are:
 - flowers
 - table
 - paint
 - brush
 - wall
 - cup
- Check their sentences and elicit corrections from the class if needed.

A

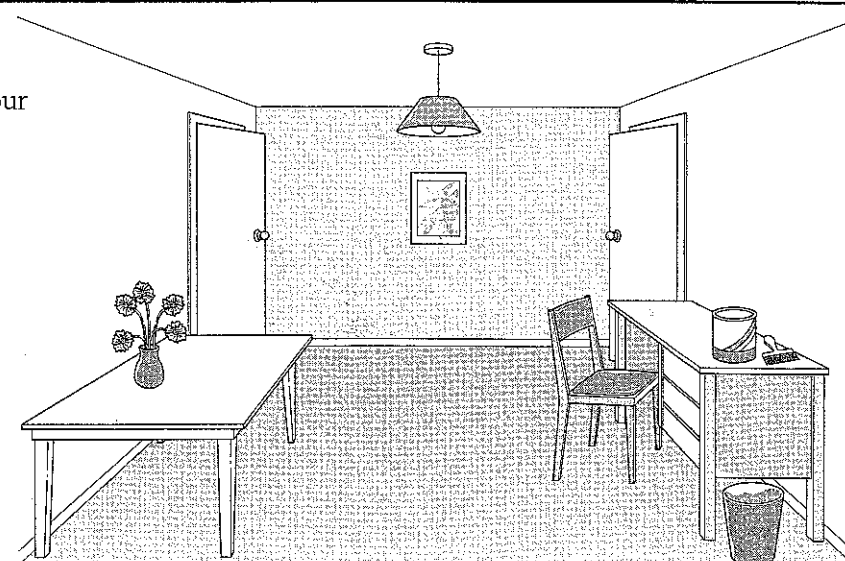
Find six differences between your picture and picture B, and find six differences between your picture and picture C.

**B**

Find six differences between your picture and picture A, and find six differences between your picture and picture C.

**C**

Find six differences between your picture and picture A, and find six differences between your picture and picture B.



9.2

LEVEL

Intermediate

TOPICTrying to find
lost items**ACTIVITY TYPE**

Role-play game

**SPEAKING
FOCUS**Giving descriptions
of objects**TIME**

20–30 minutes

KEY LANGUAGE

belt, curved, handle,
heart, restaurant,
station, straight, stripes,
suitcase, taxi office,
teddy bear, T-shirt,
umbrella, wheels;

present perfect, present
of be, have got

PREPARATION

At least one photocopy for
each group of five to seven
students, the photocopies
cut into their sections, the
sections of each photocopy
kept together

Lost property

Warm up

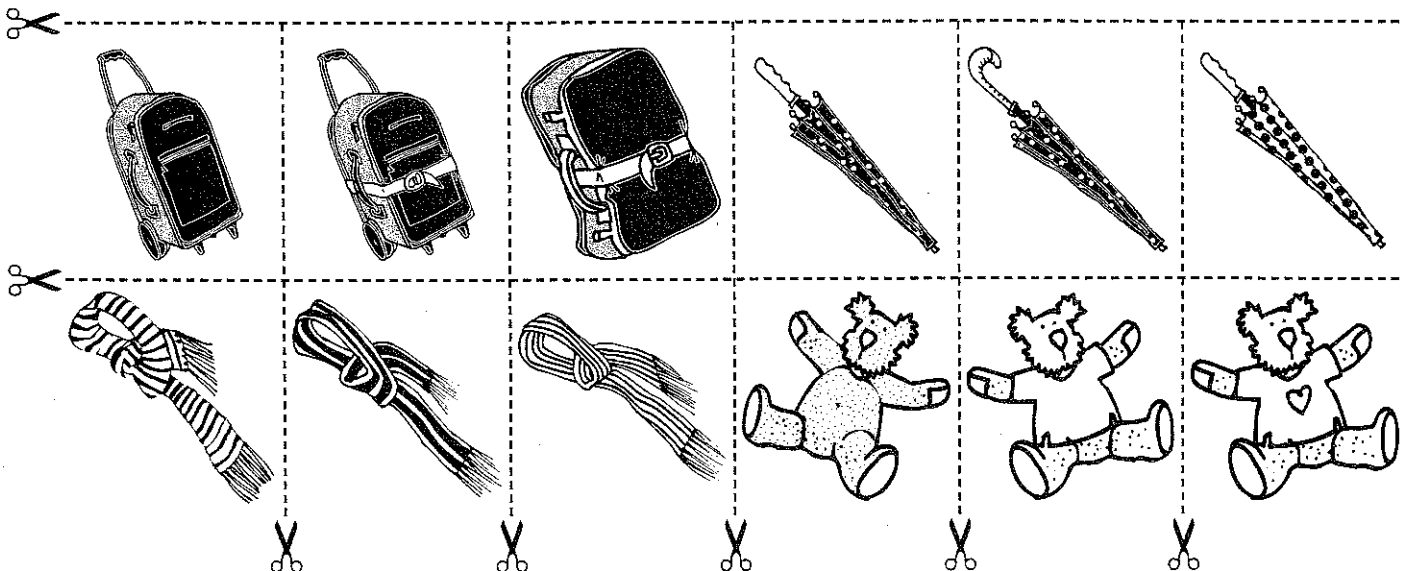
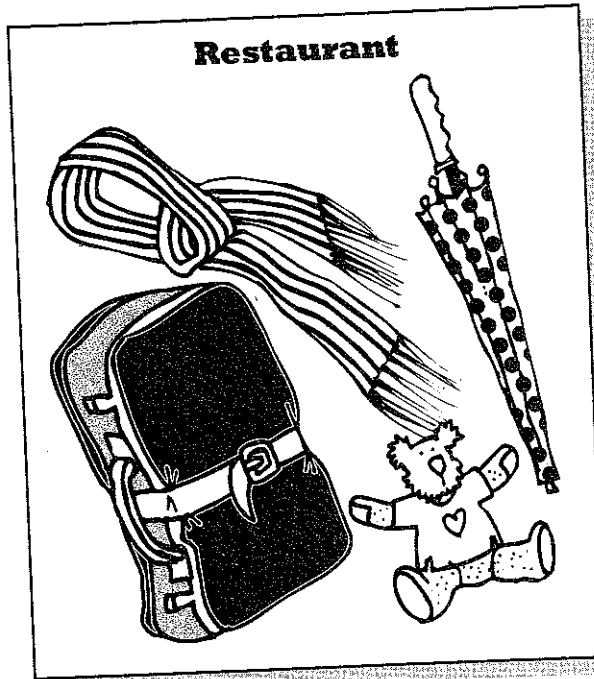
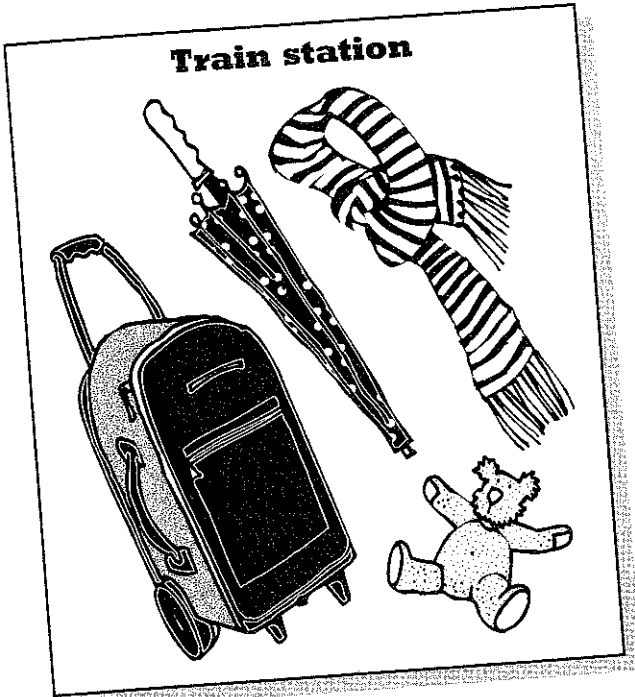
- 1 Draw the three scarves from the photocopy on the board. Use them to elicit *stripes*, *narrow* and *wide*, *across* and *along*. Do not rub them out – leave them on the board.
Draw other items from the photocopy to elicit the other words in the Key language that you think they will not know.
- 2 Tell students you are going to describe something on the board; they must guess what it is. They should ask questions.
Begin with *It's a scarf*. Elicit *What's it like?* Continue *It's got black and white stripes*. Elicit: *Has it got stripes across it or along it?* Continue until they guess the correct scarf.
- 3 Choose a student to describe another one of the scarves for the class to ask about and guess.

Main activity

- 1 Explain they are going to play a game. They are tour guides, and they must find items lost by their tourists. Put students into groups.
- 2 Explain that three of them work at a restaurant, taxi office and station. Give out those sheets to three students in each group. Give the pictures to other students in the group face down to share out.
- 3 Tell them they must not look at each other's pictures. They must phone the three places, describe the things and ask questions. If they think they have found an object, they make a note of where it is.
- 4 Tell them to make their first call; you could have them sit back-to-back for this. Remind them that some things look very similar. Go around helping and making sure they phone all three places.
- 5 After they have phoned the different places, tell them to compare pictures to see if they were correct. Ask how many objects they got right.
- 6 Tell the groups to change roles; put new people at the places, and shuffle the pictures before sharing them out again.
- 7 Repeat steps 4 and 5.
- 8 Compare the results of both games.

Follow up

- Each group puts its pictures face up, and students divide into pairs or groups of three.
- With their partners, they choose three items to describe without telling the other pairs/groups what they have chosen.
- They write up a 'Lost property report', describing their items.
- They exchange reports with others in their group.
- They try to identify the lost items from the descriptions.



9.3

LEVEL

Upper-intermediate

TOPIC

An imaginary journey

ACTIVITY TYPE

Guided visualisation

**SPEAKING
FOCUS**Describing scenes,
comparing
experiences**TIME**

30–45 minutes

KEY LANGUAGEverbs of sense,
adjectives, present
and past tenses**PREPARATION**One photocopy for
each pair of students track 18

In your mind's eye

Warm up

- 1 Ask students how easy they find it to see pictures in their mind.

Tell them they are going to try an experiment. Advise them that it is better if they close their eyes, but they do not have to. Tell them you are going to say a word, and they should see a picture in their mind. Say *dog*.

Tell them to open their eyes. Ask what they saw. Do they know the dog or was it a dog they have never seen before? What did it look like? Could they hear it?

- 2 Elicit *hear, smell, taste and feel*. Write them on the board.

- 3 Tell students they are going to try another experiment. Advise them to close their eyes. Say *Think of your favourite food and your favourite place to eat*.

Tell them to open their eyes. Ask them to describe their experience. Ask for adjectives and write them on the board.

Main activity

Listening

- 1 Tell them they are going to hear a description. Advise them to close their eyes if they want.
- 2  Play the recording once.
- 3 Ask them to compare experiences with their neighbours.
- 4 Ask for examples of interesting details. Add any new adjectives to the board.

Speaking

- 1 Tell students they are going to describe short journeys for each other to imagine. Put them in pairs and give out the photocopies.
- 2 Ask them to read their instructions and ask if they have any questions.
- 3 Tell them to discuss the stages of the journey together. They do not have to plan the same journey, but they should help each other think of ideas and words.
- 4 When they have finished planning, ask students to change partners.
- 5 Ask one of the pair to describe their journey from their notes. Advise them to speak quite slowly and leave some time for their listener to imagine the scenes. Remind the listener that closing their eyes if they want can help them imagine more clearly.
- 6 When they have finished, ask the other student to describe their journey.
- 7 Ask them to compare their experiences.
- 8 Ask if anyone had very strong or unusual experiences.

Follow up

- Students write an account of the journey they listened to and the experiences they had.

HOW TO PLAN YOUR JOURNEY

- Begin by describing the time of year and the weather.
- Then start the journey with: *You are walking along a quiet road in the countryside ...*
- The journey should have another seven different stages. You can choose stages from the box or think of others.

Possible stages:

garden	path	river	castle	hill	temple	bridge
field	lake	forest	house	beach	village	waterfall

- Talk about the details of the things at each stage of the journey. Is there anything interesting or unusual about them? What other things are there? Remember to use some adjectives.
- Make short notes for each step of the journey. Do not write sentences – just add verbs of sense, some nouns, and some adjectives, e.g. *smell grass/see beautiful tree*.
- End with a sunset.

PLAN YOUR JOURNEY

Describe the time of year and the weather.

You are walking along a quiet road in the countryside ...

Stage 1

Stage 2

Stage 3

Stage 4

Stage 5

Stage 6

Stage 7

Describe the sunset.

10.1

LEVEL

Elementary

TOPICPersonality and
behaviour**ACTIVITY TYPE**Questionnaire
and discussion**SPEAKING
FOCUS**Discussing
alternatives**TIME**

35–40 minutes

KEY LANGUAGE*confident, friendly,
generous, lucky, polite,
promise, quiet, reliable,
shy;*present simple,
adverbs of frequency,
question forms,
*should/shouldn't***PREPARATION**One photocopy for
each student

What kind of friend are you?

Warm up

- 1 Ask what students think is important in a friend's personality. Give the example: *They should be friendly*. Write *friendly* on the board. Ask what other things they think are important and write them up on the board.
- 2 Elicit or teach: *confident, generous, reliable* and other words from the Key language.
- 3 Ask for the opposites of the adjectives on the board and write them beside their positive words.

Main activity

- 1 Tell them they are going to find out about their own personalities. Put them in pairs. Give out the photocopies.
- 2 Ask them not to answer the questions, but to read them and underline any words they do not understand. Tell them to ask their partner to explain any words they do not understand.
- 3 Ask if there are any words they still do not know. Ask other students to explain before you explain yourself.
- 4 On the board, write:
What do most people do?
What should they do?
Tell students to talk about these two questions in relation to the questions in the questionnaire, and then to choose the true answers for themselves.
- 5 Tell them to check their scores.
- 6 Ask if they agree with the description of themselves and of their partner.
- 7 Ask which questions had a big difference between what people should do and what people really do. Ask what they answered for those questions and why.

Follow up

- The class choose four adjectives of good personality from the list they produced during the Warm up session at the beginning of the lesson.
- Put students into three groups. Each group thinks of one question, with a, b, c answers like in the questionnaire, for each of the four adjectives. For easy scoring:
 - Make a the most positive/best answer, scoring 10.
 - Make b the medium answer, not so good and not so bad, scoring 5.
 - Make c the negative/worst answer, scoring 1.
- Each group writes each question on a separate piece of paper, making a class set of 12 questions altogether, like in the original questionnaire.
- Combine all the questions into a single questionnaire by putting them on the wall under the four adjectives they chose.
- Each group writes a short score sheet in their own words for one of the adjectives. You write the remaining one. As a guide, write on the board:
 - 3–7: *personality description = not very good*
 - 8–20: *personality description = better*
 - 21–30: *personality description = good*
- Students do the questionnaire and check their scores.
- You can photocopy their questionnaire so they can try it on their friends in other classes.

What kind of friend are you?

- 1 You meet someone new and have fun together. They give you their phone number. What do you do?
 - a Forget to phone them.
 - b Phone them in a few days, or in a week or two.
 - c Phone them the next day and say you had fun.
- 2 It is fun to be with a lot of people. Do you agree?
 - a Usually.
 - b Sometimes.
 - c Not usually.
- 3 You meet some new people at a party and you like them a lot. How easy is it to speak to them?
 - a Very easy.
 - b Easy.
 - c A bit difficult.
- 4 When you get on a train alone, what do you do?
 - a Put your bag on the seat so people will not sit next to you.
 - b Move your bag so people can sit down.
 - c Talk to the other people.
- 5 The teacher wants someone to stand up and speak to the class. You think she is going to ask you. How do you usually feel?
 - a Fantastic!
 - b OK. No problem.
 - c Hope she asks another student.
- 6 Your friends ask you to come to dinner at their house. You find something really interesting on TV and want to watch the end. What do you do?
 - a Arrive late and say sorry.
 - b Telephone them and say you will be half an hour late.
 - c Miss the end of the programme and arrive on time.
- 7 How often do you give money to poor people?
 - a Often.
 - b Sometimes.
 - c Never.
- 8 Someone you know always tries to speak to you, but you do not like them. You see them in the shopping centre. What do you usually do?
 - a Go into a shop so they will not see you.
 - b Say hello as you walk past them.
 - c Stop and talk for a few minutes.
- 9 If you say that you will do something for a friend, do you do it?
 - a Often.
 - b Usually.
 - c Always.
- 10 You are out with a friend 10 km from home. Your friend loses their money for the bus. You only have enough money for you. What do you do?
 - a Give them half of your money and both walk 5 km.
 - b Give them half of your money, but ask for it the next day.
 - c Go home on the bus alone.

- 11 Someone tells you a secret. Do you tell anyone about it?
 - a If it is interesting, you tell other people.
 - b Only your best friend.
 - c You do not tell anyone.
- 12 You and your friend buy two ice creams in a café. But one ice cream is very small! What do you do?
 - a Give your friend the big ice cream.
 - b Hope your friend takes the small ice cream.
 - c Take the big ice cream.

For every **a**, score 1. For every **b**, score 5. For every **c**, score 10.

Check your scores:

How friendly are you? Questions 1, 4, 8

- 3-7 Perhaps you feel that you do not need other people, but some people might think you are a bit cold sometimes.
- 8-20 You are a friendly person and you are naturally polite. You like to get to know people.
- 21-30 You are a very friendly person. Shy people might think you are too friendly sometimes!

How confident are you? Questions 2, 3, 5

- 3-7 You are not shy! Perhaps you do not like to be alone very much and need to have people around to have a good time.
- 8-20 You are not usually shy, but you are sometimes. You like being with other people, but you can have fun alone too.
- 21-30 Some people think you are a bit shy sometimes. You are a very quiet person, and you do not enjoy meeting too many new people.

How reliable are you? Questions 6, 9, 11

- 3-7 You do not plan to be unreliable, but perhaps some people might feel that they can not rely on you.
- 8-20 You are usually reliable, and you try to do the right thing if you can.
- 21-30 You are a very reliable person. You always try to keep your promises and do the best thing for other people.

How generous are you? Questions 7, 10, 12

- 3-7 You are a really kind and generous person. Your friends are lucky to know you!
- 8-20 You are a generous person, but you think about what is good for you too.
- 21-30 Some people might think you should be more generous sometimes. What do you think?

10.2

LEVEL

Intermediate

TOPIC

Difficult personal situations

ACTIVITY TYPE

Role play in pairs

SPEAKING FOCUS

Explanation, persuasion and apology

TIME

30–40 minutes

KEY LANGUAGE

borrow, business, cancel, crash, customer, email, environment, fiancé/fiancée, gossip, promise, promotion, recycling, serious, trouble, wedding; past, present and future tenses, modal verbs, first, second and third conditionals

PREPARATION

One photocopy for each pair of students, the photocopies cut into their two sections

Moral dilemmas

Warm up

- On the board, write *Moral dilemma*. Ask what it means, or for an example. If no one knows, give examples yourself, e.g.
 - Your friend has bought a new jacket. He loves it and asks what you think. You know the jacket is awful, but if you tell him, he will be hurt. If you say you like it, you will be lying, and people might laugh at him when he wears it.*
 - Another friend is very clever but hates exams. She gets very scared and can not think. In one exam you see her looking at another student's work. You know that the other student is very stupid. What should you do? If you tell her to stop, you might be seen speaking and be kicked out of the exam yourself. If you do not tell her to stop, she will copy the wrong answers and perhaps fail. Should you tell the teacher that she is cheating? Cheating is wrong, but you know she should pass the exam.*

It is difficult to do anything right in moral dilemmas.

- Ask what students would do in these two examples and why.
- Ask them if they can remember a moral dilemma they or their friends have been in.

Main activity

- Tell students they are going to look at more moral dilemmas. Put them in pairs and give out the photocopies. Tell them not to look at each other's.
- Explain there are four situations. They must imagine they are in the situations.
- Tell them to read situation 1 and ask about anything they do not understand. Explain any problems, and ask if everyone is ready to start the conversation. Tell them to imagine this is a real situation. They should think how they would feel in this situation and act that way. Tell them to try to agree on an answer to the problems in the situation.
- Ask if anyone found an answer.
- Repeat steps 3 and 4 for the other situations.
- Ask which was the most difficult situation and why.
- Ask good pairs to repeat their best performances for the class.

Follow up

- Each pair of students works together to think of a new dilemma involving two people like those they looked at, and make notes.
- A student from each pair joins a student from a different pair.
- They explain their dilemmas and give each other advice about what the people should do. They make notes on the advice they receive.
- They go back to their first partner and compare the advice they were given.
- Ask what the best advice they received was.

A

- 1 • your friend borrowed your expensive car for Friday evening – now Sunday
 - you need it for work tomorrow – travelling salesperson; car looks good to customers
 - lent friend car because you want to borrow some money – no sales recently, so money problems
 - friend has money – spending thousands on big wedding next week
 - your fiancé/fiancée in Canada for last year – comes home next month
 - car is really fiancé/fiancée's – wants it back; loves it more than anything

Ask your friend for the car.

- 2 • your best friend has a secret problem and told you about it
 - you promised not to tell anyone
 - you were sending your best friend an email about the problem – accidentally sent it to their ex-boyfriend/girlfriend
 - your best friend hates their ex – does not know you still keep in touch
 - do not want to admit what you have done
 - best friend knows some really secret things about you that you do not want anyone to know

Your best friend is going to ask you what has happened.

- 3 • you have some really good news – old friend contacted you; have not seen them for twenty years; going on a trip together next weekend for your 60th birthday
 - want to tell your son/daughter the good news – make them feel better; been acting strangely for weeks
 - you think there is something they are not telling you – maybe they have got problem or in serious trouble
 - really want to see your old friend – will stop you thinking about son/daughter

Tell your son/daughter your news.

- 4 • you have been discussing starting a recycling business with your friend
 - both thought about leaving your jobs
 - not a good idea really – no details in the plan
 - no money in recycling – too much hard work
 - been offered a big promotion next year – lots of money; accepted it yesterday

Your friend is going to tell you some news.

B

- 1 • you borrowed friend's expensive car Friday evening – crashed it
 - can not pay for damage because you have already borrowed money from the bank for your big wedding next week
 - fiancé/fiancée would leave you if you cancelled wedding
 - friend has no money – friend keeps asking to borrow money; you keep saying no, because friend would not pay you back
 - do not know how friend can afford expensive car

Your friend is going to ask you for the car.

- 2 • you told your best friend about secret problem of yours
 - you told nobody else
 - now everyone knows your secret
 - your best friend would never tell because you know some very big secrets about them too – how would they feel if you told?
 - you think your ex-boyfriend/girlfriend is spreading the gossip, but your best friend never speaks to them
 - you think your ex is spying on you – you know they hate you

Ask your best friend if they told anyone and say what you think.

- 3 • you are arranging surprise party for mum/dad's 60th birthday next weekend
 - a neighbour says mum/dad's thinking of going away next weekend
 - need to stop her/him
 - can not tell her/him about party – would ruin it for everybody who has worked hard to arrange it and keep it secret
 - maybe mum/dad would prefer to go away, but if you tell mum/dad about party, she/he will feel bad and come even if she/he does not want to

Your mum/dad is going to tell you some news.

- 4 • you and your friend have worked out an idea for a new business
 - friend has some brilliant ideas for recycling rubbish
 - make lots of money and save the environment
 - left your job this afternoon
 - boss was really angry – had a huge argument because they had just promoted you; told them to drop dead
 - your friend will be really excited

Tell your friend the good news.

10.3

LEVEL

Upper-intermediate

TOPIC

Character and friendships

ACTIVITY TYPE

Group discussion, ranking

SPEAKING**FOCUS**

Expressing opinions, giving explanations, agreeing and disagreeing

TIME

1 hour

KEY LANGUAGE*amusement, confidentiality, generosity, honesty, intelligence, like-mindedness, loyalty, temperament;*

past tenses, language of comparison, agreement and disagreement

PREPARATION

One photocopy for each student

What are friends for?

Warm up

- 1 Ask students what they think are aspects of personality they look for in people when forming friendships or relationships. Write their ideas on the board.
- 2 Ask which they think is the most important. Tell them to talk about it with neighbours briefly.
- 3 Check their ideas and ask why.

Main activity

- 1 Tell students they are going to see some typical comments about personality and relationships. Put them in groups of four. Give out the photocopies.
- 2 Direct them to the first section and ask them to work together to match the comments with the aspects of personality and relationship.
- 3 Check their answers:

Answer key

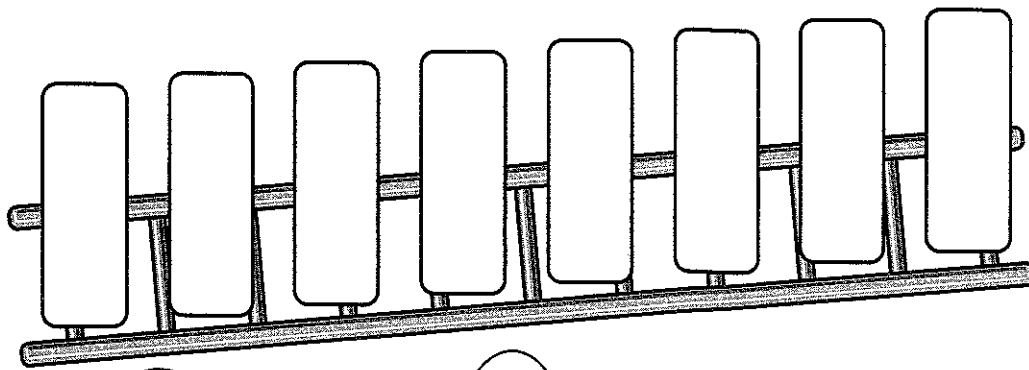
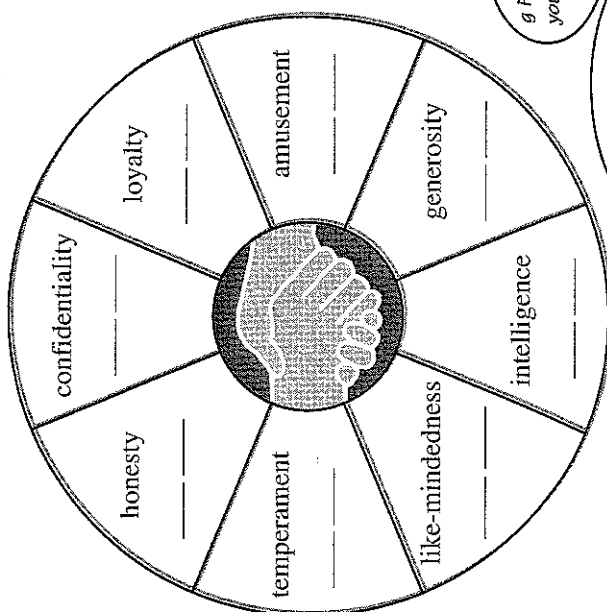
confidentiality k, n
 loyalty e, p
 amusement h, l
 generosity g, m
 intelligence c, j
 like-mindedness a, b
 temperament f, i
 honesty d, o

- 4 Tell students to think alone for a while about their personal experiences in friendships and relationships, and to try to find an experience to illustrate each of the eight aspects. It can be a positive or negative example, e.g. loyalty or disloyalty. Ask them to make notes.
- 5 Ask them to explain their notes about their experiences to their group.
- 6 Ask each group to choose the best example of each aspect.
- 7 Listen to some examples and encourage questions and comments.
- 8 Direct students' attention to the second section of the handout. Tell them to discuss the eight aspects and to try to decide which ones are more important. They should try to put them in order of importance with the most important at the top. They should try to include all eight from the first section of the photocopy.
- 9 Ask what each group's bottom choice was and why.
- 10 Ask which were the top three from each group and write them on the board. Ask each group to explain their choice of the most important one.
- 11 If any other aspects come second or third in importance with several groups, ask why they are important too.

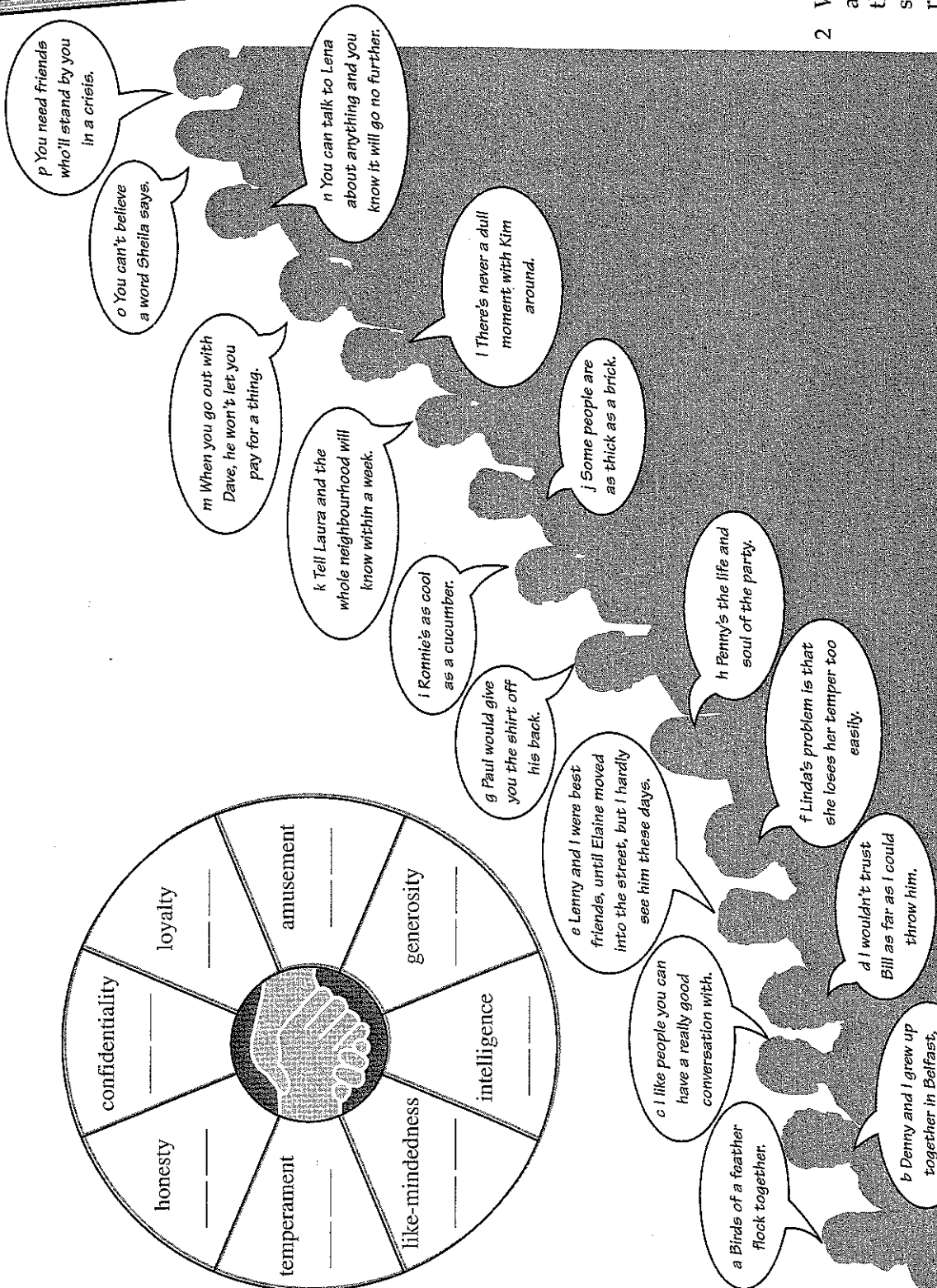
Follow up

- The groups of four work together to write typical comments, like those on the photocopy, for aspects from their list of ideas they made at the very beginning of the lesson. The comments can be positive or negative, but should not include the actual name of the aspect.
- They read out their comments and the other groups have to decide which aspect they relate to.

1 Which comments reflect which aspects of personality and relationship?



2 Which of the eight aspects are more important than the others in forming a strong friendship or relationship with another person?



11.1

Well-being

LEVEL

Elementary

TOPIC

Lifestyle and attitude

ACTIVITY TYPE

Class or group survey

SPEAKING**FOCUS**

Asking and answering questions, giving reasons, making suggestions

TIME

30–40 minutes

KEY LANGUAGE

bad for you, exercise,
fit, fruit, good for you,
happy, health,
interesting, optimism,
portions, positive,
relaxed, vegetables,
way you look;
present simple,
adverbs of frequency,
should

PREPARATION

One photocopy for each student

Warm up

- 1 Ask students how they keep fit, e.g. playing sports. Ask what advice they can give to someone who is not fit. Elicit sentences with *should* using their information about how they keep fit, e.g. *You should play sports.*

- 2 Write on the board:

Health is more than just being fit.

Good for you

Bad for you

Then ask students what other things are important to health. Tell them to talk about it with the students around them.

Write up their ideas on the board and ask which they think are more important.

- 3 Tell the class that experts say lots of things are important to health. Write up on the board next to their list any of the following that students have not mentioned and ask for their opinions:

Liking your life

Optimism / positive thinking

Liking the way you look

Other people liking or loving us

Main activity

- 1 Give every student a copy of the survey sheet. Ask them to read it and ask about anything that is not clear.
- 2 Tell them to find a partner and interview each other and score their partner's answers 1, 2 or 3 for each question. Explain that any answers they give are going to be repeated to a group later, and that they do not need to answer a question if they do not want to.
- 3 When everyone has finished their interviews, tell the students to make groups of between five and eight people.
- 4 Tell students to report to their group about their partner's answers.
- 5 On a separate piece of paper, tell each group to find the total for each question; add up all the scores for question 1 to find its group total, then for question 2, and so on.
- 6 Tell the groups to look at the questions with higher scores and those with lower scores. Ask them to discuss:

Why are the high scores high?

Why are the low scores low?

How can we make the low scores higher?
- 7 Ask the class to listen to the different results and ideas. Ask for comments.

Follow up

- On the board, suggest ways of comparing the scores of different groups of people to find any interesting differences. For example, you could compare:
 - male with female
 - tall people with short people
 - birthdays in spring or summer with birthdays in autumn or winter
 Ask students for other suggestions.
- Students choose one way of comparing. Then they find five people of each type and copy the interview results for those people from the first half of the lesson.
- They write a report in class or for homework describing their results.

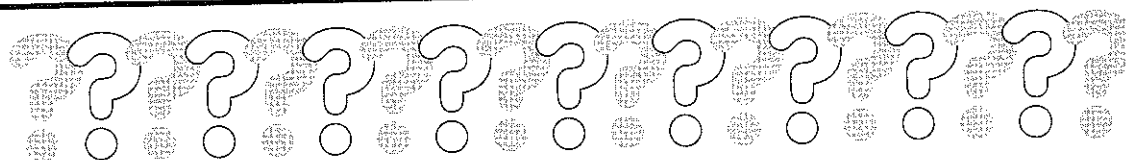
Class survey: A healthy life

Find a partner and ask them the questions in the survey. Give them a score for their answers.

They score 3 for *always* or *usually*.

They score 2 for *sometimes* or *often*.

They score 1 for *rarely* or *never*.



1 ☐ 2 ☐ 3 ☐ 1 Do you enjoy your job/school?

1 ☐ 2 ☐ 3 ☐ 2 Do you think you have got good friends?

1 ☐ 2 ☐ 3 ☐ 3 Are you relaxed?

1 ☐ 2 ☐ 3 ☐ 4 Are you happy?

1 ☐ 2 ☐ 3 ☐ 5 Is your life interesting?

1 ☐ 2 ☐ 3 ☐ 6 Do you like the way you look?

1 ☐ 2 ☐ 3 ☐ 7 Do you think people like you?

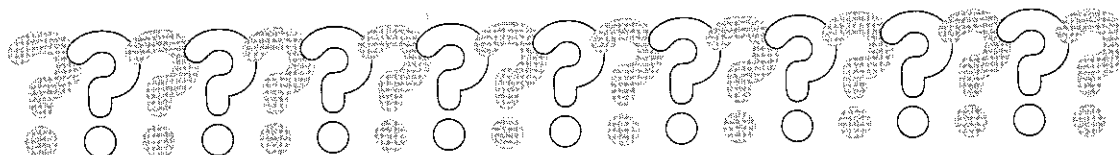
1 ☐ 2 ☐ 3 ☐ 8 Do you eat five portions of fruit and vegetables a day?

1 ☐ 2 ☐ 3 ☐ 9 Do you drink two litres of water a day?

1 ☐ 2 ☐ 3 ☐ 10 Do you sleep between six and nine hours a night?

1 ☐ 2 ☐ 3 ☐ 11 Do you exercise for half an hour three times a week?

1 ☐ 2 ☐ 3 ☐ 12 Do you think you are a good person?



11.2

LEVEL

Intermediate

TOPIC

Keep fit

ACTIVITY TYPE

A jigsaw picture story

SPEAKING FOCUS

Description, sequencing, narrative

TIME

30–40 minutes

KEY LANGUAGEexercise,
exercise machines,
gym, hurt yourself,
keep fit;present continuous,
present simple,
present perfect**PREPARATION**

A photocopy of the story for each group of eight students, the photocopy cut into eight separate pictures

Healthy, wealthy and wise

Warm up

- 1 Ask students what they do to keep fit: if they play sport, exercise, use a gym or ever use machines.
- 2 Ask them if too much exercise can be dangerous, to elicit *hurt yourself*.

Main activity

- 1 Hold the backs of the pictures up to the class and tell them this is a story about people trying to keep fit. Tell them:

You are going to work in groups of eight people, but each person will have only one picture. You can talk about your pictures with the other people in your group, but you must not look at each other's pictures. You must find the story and find out where your picture is in the story.

Check that students understand the rules.

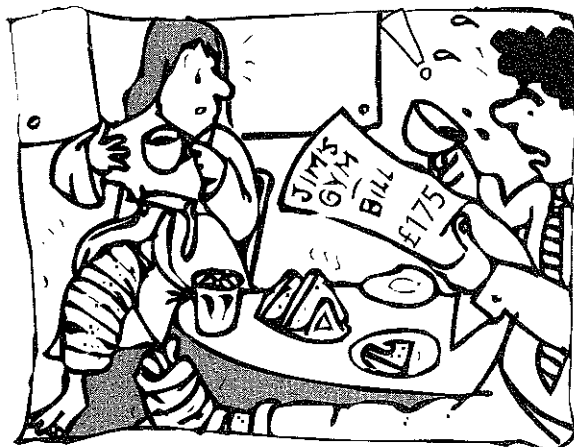
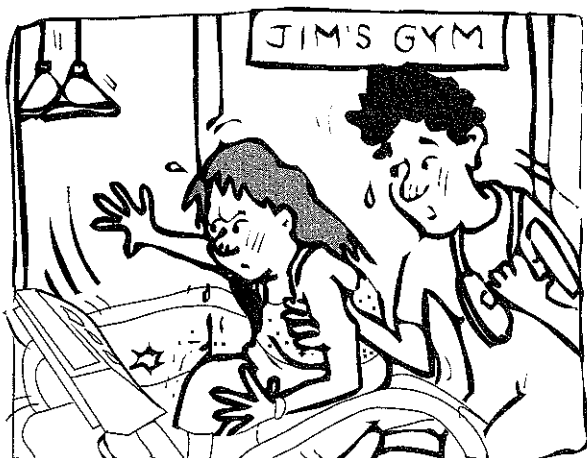
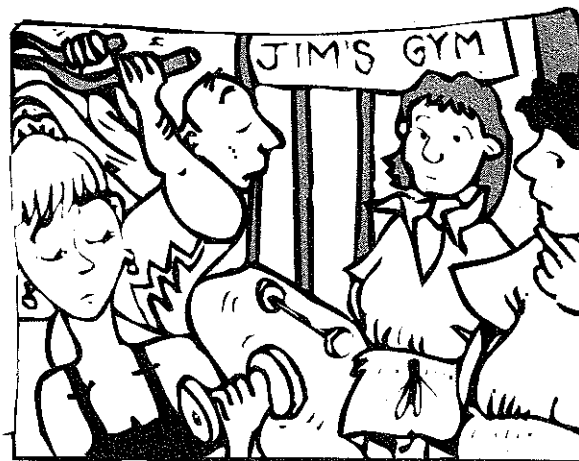
- 2 Divide the class into groups. Students work in groups of eight and each group will share one set of pictures; each group member will have a single picture from the story. If your class does not divide equally into groups of eight and you have spare students, let the weaker students work together sharing a picture so they can help each other. If you have a class smaller than eight, give the stronger students more than one picture. With weaker classes you can let all the students work in pairs for support and have groups of 16.
- 3 Go around each group with the pictures face down and let each member, or pair, choose a picture.
- 4 Ask students to think how to describe their picture to their group. Tell them to make notes of important words, but not to write full sentences. Help them while they practise, and make a note of words they ask about.
- 5 Make a list on the board of words students asked about. Check their meaning with the whole class. Check if students need any other words.
- 6 Tell the students to describe their picture to their group. Go around giving help where necessary.
- 7 When the groups have found the story and decided the correct sequence, allow them to look at all their pictures together and arrange them into the correct sequence.

Alternative version

A livelier way to do this activity is to have all students working in pairs or small groups sharing a single picture. They take it in turns to sit down with their picture and describe it to other pairs or groups while their partner moves around the class getting information about the other pictures. Every few minutes, they go back to their partner to share information and change roles.

Follow up

- Students can write up the story either in their teams or for homework. The written story will practise past tenses.



11.3

LEVEL

Upper-Intermediate

TOPIC

What to do and not do in medical crises

ACTIVITY TYPE

Pairwork quiz and role play

SPEAKING**FOCUS**

Explaining situations, asking for and giving advice

TIME

45 minutes – 1 hour

KEY LANGUAGE

bandage, bleach, bleed, blood, breath, burn, drown, faint, fever, heart beat, hypothermia, insect, jellyfish, pain, skin, sting, survive, sweaty, temperature, unconscious, wound; language of advice

PREPARATION

A photocopy for each pair of students, the quiz cut off and the situations notes cut into separate cards

First Aid

Warm up

This information is based on information from the St John's Ambulance Brigade, but First Aid information may vary from country to country.

- 1 Write *First Aid* on the board and elicit or pre-teach its meaning.
- 2 Ask the class if any of them has studied any First Aid.
- 3 Ask how useful they think it would be.

Main activity

- 1 Divide the class into pairs and give one copy of the quiz face down to each pair to share.
- 2 Tell students not to do the quiz yet. Tell them to look through the quiz and explain any words that their partner does not know. If a word is unknown to both of them, they must underline it.
- 3 Ask the whole class if they underlined any words and invite other students to explain them. Explain any that are completely unknown yourself.
- 4 Tell the students to discuss the questions and agree on an answer for each.
- 5 Check the answers and see which team has the highest score.

Answer key

1 c 2 b 3 a 4 b 5 a 6 b 7 a 8 b 9 b 10 b 11 c 12 a 13 c 14 a 15 c

- 6 Give out a set of situation cards face down to each pair of students. Tell them to shuffle the cards without looking at them. Explain the rules:

Students must hold their cards with the quiz answers upside down and not look at them. Partners take it in turn to take a card and they do not show the card to their partner. They must pretend that there is a medical emergency, and so they phone their partner for advice. They use the notes on the card to explain the situation and ask for information about what to do. Their partner must give advice. When the partner has finished advising what to do, they can both look at the correct answer on the bottom of the card.

Follow up

- The partners use the information from the lesson to write local newspaper reports about an imagined emergency and how it was dealt with by someone with First Aid knowledge. Put the stories on the wall or circulate them so they can read each other's.

Work with a partner and choose the correct answer for each question.

First Aid quiz

1 What is normal body temperature?

- a 33° b 35° c 37°

2 How many heart beats a minute is normal for a healthy adult?

- a 40-60 b 60-80 c 80-100

3 How many breaths a minute is the normal breathing rate for a healthy adult?

- a 16 b 18 c 20

4 How do you know if someone is going to faint? They feel faint and their skin is:

- a pale, dry and cold
b pale, sweaty and cold
c pale, sweaty and hot

5 If you want to know if someone is unconscious, what should you do?

- a gently shake their shoulders
b slap their face
c poke them in the stomach

6 If someone is stung in the mouth by a bee, what should you give them?

- a milk to drink
b ice cubes to suck
c nothing to eat or drink

7 To remove an insect from someone's ear, you should sit them down with the affected ear:

- a higher b lower c horizontal

8 Why are jellyfish stings difficult to avoid?

- a Brightly coloured swimming costumes attract them.
b It is difficult to see them in the water.
c They try to attack swimmers.

9 Why do people who have just survived nearly drowning still need to see a doctor?

- a Hypothermia can develop later.
b Water in the chest or lungs can cause damage later.
c They may have got a disease from the water.

10 How can you find out if a bandage is too tight around an arm?

- a The person complains about the pain.
b If you press a finger nail, the colour doesn't return when you release.
c The blood goes into the fingers and they swell.

11 An accident victim has a badly broken arm and you can see the bone. What should you give them?

- a some aspirins for the pain
b several glasses of water or a hot drink
c nothing to eat or drink until they see a doctor

12 If someone is bleeding badly, how long should you put pressure on the wound to slow the blood flow?

- a 10 minutes
b 20 minutes
c until the bleeding stops

13 How long should you hold a burn under cold running water?

- a at least 2 minutes
b at least 5 minutes
c at least 10 minutes

14 Which of these items should you not use to cover a burn?

- a a clean fluffy towel
b clean plastic kitchen film
c a clean sheet

15 A child has drunk some bleach. What should you give them?

- a a drink of salty water to make them sick
b a piece of dry bread to eat
c sips of cold water or milk

- friend fever
- temperature 38°
- high?

A bit high: usually 37.

- you see car crash outside your house
- woman – broken leg
- bone visible
- give sweet tea?

Give her nothing.

- café with friend
- bee in can orange juice
- sting friend's mouth
- what to do?

Give ice to suck.

- you just nearly drowned
- OK now
- what next?

See doctor immediately.

- bleach in lemonade bottle
- child drank it
- drink/food/doctor?

Give cold water or milk.

- cooking chips
- hot oil on arm
- bad burn
- cover with what?

Smooth cloth or plastic film.

- bandage on your leg
- really hurts
- too tight?

Press a toe nail. The colour should return immediately.

- picnic with friend
- ants everywhere!
- ants in friend's ear
- help!

Ear pointing upwards.

- take very hot dish from oven
- burn hand
- under tap?
- how long?

Under cold tap for at least 10 minutes.

- friend unconscious
- breathing 24/minute – slow?
- heart 50 – slow?

Breathing fast; heart slow.

- cutting wood
- deep cut in hand
- press wound or near it?
- how long?

Press wound for 10 minutes.

- friend feels ill
- going to faint?
- pale, dry skin

Not going to faint.

12.1

LEVEL

Elementary

TOPIC

Planning a weekend

ACTIVITY TYPE

Group conversation

**SPEAKING
FOCUS**Making suggestions,
agreeing and
disagreeing**TIME**

30–45 minutes

KEY LANGUAGEboat, castle, cinema,
film, gallery, ghost,
plane, river,
shopping centre, sights,
theatre, trip;language of suggestion,
e.g. *Let's ... Why don't
we ...? How about ...?
Shall we ...?***PREPARATION**One photocopy for
each student

What's on?

Warm up

- 1 Ask students what they do at weekends.
- 2 Ask them where they get the information from about what is happening in town. Introduce the expression *What's on*.
- 3 Tell them to imagine that English friends are visiting the town. Ask where the students would take them. Ask what they would say. Elicit the language of suggestion in the Key language. Practise suggesting going to different places using different expressions.

Main activity

- 1 Put students in groups of two to four. Ask them to imagine that they are studying English together in England. They are staying in an English town called Westone, and they are going to plan their weekend there together.
- 2 Give out the photocopies. Tell them to look at the information and decide what they want to do together.
- 3 Go around the class helping with anything they do not understand. Make sure that all the people in the group are being included in the decision-making.
- 4 Ask for a few examples of what the groups decided to do. Ask if there were any things that were difficult to agree about. Find out which things were general favourites.
- 5 Tell them that their plans are going to change: they have just got a letter from their parents, grandparents, or another old relative, and the person is going to visit them this weekend. They must think about their plans again and change them so that their family will enjoy their visit.
- 6 Go around the class again, making sure that all the people in the group are being included in the decision-making.
- 7 Ask if everyone was able to agree about what to do. Ask if there were any big problems. Find out which things are general favourites now compared with before.
- 8 Finally, ask what they think of Westone and if they would like to visit.

Follow up

- In groups of two to four, students plan the perfect day of their dreams; they can do anything, go anywhere and meet anyone they want.
- On the board write:
Plan your perfect day. Think about:
– *What?*
– *Where?*
– *Who?*
– *When?*
- Share and compare their ideas around the class.

Westone's Weekend What's On

RESTAURANTS (with opening times)

Pizza Palace (12.00–24.00)
Taste of India (19.00–24.00)
China Town (12.00–23.00)
Uncle Sam's All American Burger Bar
(12.00–24.00)
Little Italy (19.00–24.00)
McKay's Sea Food Restaurant (18.00–24.00)
Café France (20.00–24.00)
Old English Kitchen (8.00–23.00)

CLUBS

Rock and Pop Dance Café

Friday night:
Road Death (heavy rock)
Saturday night:
Garage Party (house and garage)
Sunday night:
Techno Trash (trance and techno)

Just Jazz

Friday night to Sunday night:
Benny Bell's New Orleans Blues Men
Saturday and Sunday lunch:
Trad Jazz Trio

Crazy

Friday and Saturday night:
Late night disco 22.00–2.00

NEW EVENTS

The Ghost Tour

Visit all the places with famous ghosts!
Friday, Saturday and Sunday night, starts 21.00

River Trips

See the sights of Westone from a boat.
Every hour, 10.00–19.00, Saturday and Sunday.

THEATRES and CINEMAS

Westone Theatre

Saturday and Sunday night, 20.00:
Shakespeare's *Hamlet*
(National Shakespeare Players)

St Peter's Theatre

Friday and Saturday night, 19.00:
The Best of Classical Music
Sunday night, 19.30:
Opera Favourites
(St Peter's Music Group)

SuperScreen Cinema

Films start: 12.00, 15.30, 19.00
Screen 1: Someone to Love
Screen 2: It Came from Space
Screen 3: Murder in the Dark
Screen 4: War Hero
Screen 5: Vampire Party

SPECIAL EVENTS

Westone Castle Open Day

See parts of the castle that are usually closed.
Sunday 10.00–18.00.

Art History at the Wilson Gallery

Hear experts talk about some of our greatest paintings.
Sunday 12.00–17.00.

The History of Flight Air Show

Classic planes from the 1920s–1990s in action!
Westone Airfield, Saturday and Sunday,
13.00–16.30.

Westone Park Flower Show

Saturday and Sunday, 9.00–18.30.

Grand Opening

The new King Street Shopping Centre opens
Saturday, 10.00.

12.2

LEVEL

Intermediate

TOPIC

Lifestyle

ACTIVITY TYPEFocus group
discussion**SPEAKING
FOCUS**Discussing ideas,
making suggestions
and reaching
decisions**TIME**

30–50 minutes

KEY LANGUAGEactivities, area,
charities, community,
environment, events,
facilities, fashion,
lifestyle, local,
magazine, politics,
readers;language of suggestion,
e.g. *How/What about ...?*
should, *Why don't we ...?*,
agreement/disagreement**PREPARATION**One photocopy for each
group of six students, the
photocopies cut into their
two sections track 19

Focus on leisure

Warm up

- 1 Ask students what types of magazine they read and why they like them.

Ask if they know of any free magazines or newspapers, and what they think of them.

Ask if they have ever worked on a magazine, for example a school magazine.

-  2 Tell them they are going to listen to people designing a magazine. Write these questions on the board:

1 *Do they all agree about the photos?*

2 *Do they put the photos in the magazine?*

Play the recording once, or twice if really necessary. Check their answers:

Answer key

1 No. 2 Yes

-  3 Tell them to listen again and note how people do the following. Write on the board:

1 *give opinions*

3 *agree*

2 *make suggestions*

4 *disagree*

Play the recording a few times, asking for answers in between and putting them on the board:

1 *I think, In my opinion* 3 *I'm with you on that, You're right.*

2 *Why don't we ...?, How about ...?* 4 *I'm not sure, I disagree, I can't agree with you.*

Leave them on the board.

Main activity

- 1 Tell the class that they are in 'focus groups' to design a new 'community lifestyle magazine'. Explain:

When business people have an idea, they need to know if people will like it. So they ask a focus group of people to discuss it and answer questions about it.

A community lifestyle magazine is a free magazine. It makes money from the adverts in it. It contains information and articles about how people spend their time.

- 2 Put students into groups of six. Explain that each group will have:

- a chairperson to control the group and ask questions
- a secretary to keep notes of their ideas

Allow groups to choose their own or choose them yourself.

- 3 Give out the photocopies to the chairperson and secretary in each group. Tell them to look at their photocopies quickly and ask about anything that is not clear. While they are looking at their photocopies, tell the others to think about what they would like in a magazine like this.
- 4 Ask the chairpersons to begin asking the group for their ideas, using their sheets for some ideas to start. Remind everyone to use the expressions on the board.
- 5 Go around checking they are following the procedure, and helping if needed.
- 6 When they have finished, ask them to choose their five best ideas.
- 7 Ask the secretaries to explain the five ideas to the class. Ask the class what they think.

Follow up

- The groups design the cover of their magazine with headlines, sub-headlines and captions. They also design the contents page with outlines of articles and features. They can include drawings or photographs. When finished, put them on the wall or circulate them around the class for comparison and comments.

CHAIRPERSON

Ask about the five subjects one at a time and ask the group for their ideas.

You can use the suggestions from each subject to help people to think, if they need them, but get lots of other ideas from them too.

After each subject, ask the secretary to tell the group the list of ideas they had, before they start talking about the next subject.

1 Who are your readers? Who do you want to read your magazine?

For example:

- Think about the age group: teenagers and young people, families, the whole community of all ages.
- Is it for men, women or both?

2 Hobbies and interests in the home

Possible suggestions:

- cooking
- health
- TV and radio
- new books
- fashion

3 Facilities and activities in the area

Possible suggestions:

- restaurants and cafés
- cinema
- theatre
- sport
- music

4 Community issues and news

Possible suggestions:

- events
- environment
- community projects
- charities
- local politics

5 Other ideas

What other types of articles and information would it be good to include?



SECRETARY

Make notes about the group's ideas on each of the five subjects below.

After the group have finished talking about each subject, use your notes to tell them the list of ideas they had, before they start talking about the next subject. Check that your notes are complete for each subject.

1 Who are your readers? Who do you want to read your magazine?

Notes:

3 Facilities and activities in the area

Notes:

4 Community issues and news

Notes:

2 Hobbies and interests in the home

Notes:

5 Other ideas

Notes:

12.3

LEVEL

Upper-intermediate

TOPIC

Local facilities

ACTIVITY TYPERole-play group
discussion/debate**SPEAKING
FOCUS**Argument and
persuasion**TIME**

25–35 minutes

KEY LANGUAGE*committee, community
centre, company,
contract, equipment,
grant, gym, local,
promote;*first and second
conditionals, language
of agreement and
disagreement**PREPARATION**One photocopy for
each group of five
students

Leisure centre

Warm up

- 1 Ask students what are the most important places in the town for leisure activities. Ask what they do there, to revise the present simple.
- 2 Revise the second conditional by giving a couple of examples of other facilities you would like, and what you would do if you had them. Ask the students what they would like and what they would do there. Ask if others agree or not and why.

Main activity

- 1 Tell students they are on a committee to decide how to improve a leisure centre. Explain that:
 - There is a small community centre with some land around it.
 - They have a grant to spend on improving the community centre.
 - The committee can afford the money for only one improvement.
- 2 Put students in groups of five, if possible, or put extra students together in pairs sharing a single role card; the activity works best if all five cards are used. Give out the role cards, and tell students they must not show their card to anyone.
- 3 Explain that the cards:
 - describe their suggestion
 - show the secret reason they want their idea accepted
- 4 Tell the students to explain their ideas, and persuade the others why their idea is best. They should not tell anyone their secret reason.
- 5 After a while, ask them to take a vote to exclude one or two ideas they like least. The people whose ideas are excluded must now choose to support other people's suggestions.
- 6 After a while, ask them to vote out another one or two suggestions.
- 7 Continue in this way until only one suggestion remains. Compare the winning suggestions of the different groups and see if there is an overall favourite in the class.
- 8 Ask them if they can guess the secret reasons of the other students. Ask students to give each other clues to help the guessing.

Follow up

- Put the students who had the same role card together into groups of up to four.
- They prepare a publicity campaign poster with a slogan and bullet points giving reasons why the townspeople should support their idea. The poster should be styled as an eye-catching advert and can use images if students wish.
- In addition, the groups can prepare a short talk of about a minute outlining their case in the style of a political ad for TV.

A

You want a swimming pool because the town has not got one.

A swimming pool would be expensive and it would need a new building added to the centre, but all the schools in the town could use it.

(You are an education officer in the local Education Department. You think you might be promoted to Head of Department if you can do something useful for the schools in the area.)

**B**

You believe everyone is bored because the town is dull and there is nothing to do here. You think having a good time is what everyone really needs.

You do not want to spend a lot of money on buildings or equipment because you would prefer to spend the money on social events, especially trips to other places.

(Your family has the only bus company in town and you hope to organise these holiday trips.)

**C**

You want a large hall added to the building with a good quality floor for dancing. It would also need an expensive, high quality music system.

You think dancing is wonderful: it is good for people physically, mentally and socially.

(You also own a dancing school and think that a new dance hall would be very good for your business.)

**D**

You think a local football team would be good for the community. You also want to start a Young Players League in the town to give young people something to do. All the local schools could join in the competition.

You want to keep the land free for a football pitch. The present buildings are big enough to use as changing rooms. You want to spend the money on equipment and hiring a good trainer.

(You love football, but you also own the local sports shop which would sell all the clothes and equipment.)

**E**

You are a keen fitness enthusiast but there is no gym in the town.

One idea you have is for a big new gym and fitness centre.

(Your brother has got a building company and you want to get him a building contract, so you want a project that needs a lot of extra building work.)

13.1

LEVEL

Elementary

TOPIC

Learning styles

ACTIVITY TYPE

Questionnaire

SPEAKING**FOCUS**Describing and
comparing routines
and activities**TIME**

35–45 minutes

KEY LANGUAGE

diagram, essay, idea,
job, map, music,
organised, prefer,
project, psychologist,
quiet, score, study,
tidy, understand;
present simple,
adverbs of frequency,
-ing forms

PREPARATIONOne photocopy for
each student

Learning to learn

Warm up

- 1 Ask students how they learn new information or revise before tests or exams. Have they got any special or unusual ways of revising?
- 2 Ask where they study outside school or college. Do they usually work in the same place? Do they study with music or the TV on? Do they prefer quiet?
- 3 Ask if they think the same ways of studying or revising are good for everyone. Or are some ways better for different people?

Main activity

- 1 Tell students psychologists believe that different types of people learn, think and remember things in different ways. Explain that they are going to find out what type they are. Put students in groups of three or four. Give out the photocopies.
- 2 Ask students to read the questions together and talk about their answers. Tell them to help each other with words they do not understand and ask you if there is anything they are not sure about.
- 3 When they find their score, ask who are the visual types. Do they think the description of the type is true for them? Do the same for the other two types, and 'mixed types'.
- 4 Ask them to look at the lists of help. Explain that psychologists think that good learners use more ways of learning. On the board, write:

Which ideas do you:

- use already?
- think might be useful?
- want to try?

Ask them to talk with their partner about it.

- 5 Check their answers and encourage questions and comments.
- 6 Ask them to talk to their partner about other useful ways of studying. While they work, write the headings on the board:

Visual Auditory Haptic

- 7 Check their ideas and ask which list the ideas should be in. Write the ideas in the appropriate list. Ask which are good ideas that they might try.

Follow up

- For fun, the groups think of unusual ways of studying for each of the three types.
 - The class listen to each group's ideas and ask questions about them.
 - The class vote on which ideas are:
 - the most useful
 - the strangest
 - the ones they want to try
- Keep score and announce the winner in each category.

What type of learner are you?

Many psychologists believe that different people learn in different ways. Answer the questions and find out how you learn. Score each question from 1 to 5:

1 Almost never 2 Not usually 3 Sometimes 4 Often 5 Usually

Questions

- | | | |
|--|--|--|
| ☐ 1 Doing projects is easier than writing essays. | ☐ 6 I need to have a lot of breaks when I'm studying. | ☐ 11 Maps are easy to understand. |
| ☐ 2 I forget things if I don't write them down. | ☐ 7 I prefer to go somewhere quiet when I study. | ☐ 12 Music helps me study. |
| ☐ 3 I like to finish a job before I start the next one. | ☐ 8 I'm not very tidy but I know where my things are. | ☐ 13 Seeing a person talking is a lot better than listening to tapes. |
| ☐ 4 I make notes in class but I don't read them later. | ☐ 9 It's easy to see pictures in my head. | ☐ 14 When I read, I hear the words in my head. |
| ☐ 5 I move my hands a lot when I'm talking. | ☐ 10 It's hard to see pictures in my head. | ☐ 15 Talking about things helps me to understand them. |

How to find your score:

Write your scores. Then find the total for each type. If one total is a lot bigger, that is the type you are. If two or three scores are similar, you are a mixed type.

Questions:

2 _____

7 _____

9 _____

11 _____

13 _____

Total V score _____

Questions:

3 _____

10 _____

12 _____

14 _____

15 _____

Total A score _____

Questions:

1 _____

4 _____

5 _____

6 _____

8 _____

Total H score _____

V

Visual type: You learn by reading information or seeing pictures or diagrams. Looking at your teachers when they speak can help you understand.

Some ideas that might help:

Write information down and make lots of notes in class.

Look at your notes and copy them again in a more organised way. Use coloured pens to show the important information.

Ask your teacher to say things again when you do not understand.

Sit near the front of the class, but not near the windows or door.

A

Auditory type: You learn by hearing information. Speaking about ideas helps you study. Listening to recordings is good too.

Some ideas that might help:

Before you read a text, look at the headings and any pictures. Talk to yourself or a friend about what it will say.

Do homework and revise with a friend so you can talk about your work.

When there are things you want to remember, say them to yourself several times.

Make recordings of your notes, and listen to them to study.

H

Haptic type: You learn by moving around and doing things. Touching and feeling things can help you to study. Using colours is also good.

Some ideas that might help:

When you are studying, work for about 25 minutes and then relax for 5 minutes. Do not watch TV or talk on the phone. Then go back to your studies.

When there are things you want to remember, walk around while you say them to yourself or read them.

Cover your desk with a big sheet of coloured paper to put your books on.

Study with music playing.

13.2

LEVEL

Intermediate

TOPICEducational
philosophies
and styles**ACTIVITY TYPE**

Pairwork planning

SPEAKING**FOCUS**Discussion and
negotiation**TIME**

35–50 minutes

KEY LANGUAGE

*academy, appreciate,
college, culture,
definition, excellence,
genius, natural, personal,
protect, qualification,
self-expression, sensible,
society, talent, technical,
theory, tradition, training;
language of comparison,
would for hypothesis*

PREPARATIONOne photocopy for each
student

What is education for?

Warm up

- 1 Ask students what their favourite school subjects are or were. Ask them what they think is or was the most useful part of their education.

Ask them what they would change about their education if they could. Tell them to talk about it with a neighbour.

Compare ideas as a class.

- 2 Give out the photocopies, and explain that experts in education have many different ideas about what education is. Tell them to look at the definitions, and ask them to discuss them with a partner.

Ask which they agree with most and why.

- 3 Ask them to look at the three adverts with their partner, and think what the attitudes of the places would be. Tell them to match them with the definitions.

Check their ideas.

Answer key

Bradwell Technical College 2

Liberty New School 3

The Austen Academy of the Arts and History 1

Tell them all three are for students aged 16 to 18. Ask them what subjects would probably be taught at each place. Take them one by one and write the subjects up on the board.

Ask about subjects they might not think of, e.g. ballet, engineering, drawing, creative writing, meditation. Use this to practise *would*.

Ask them to compare the schools and say which they would prefer to attend and why. Use this to practise comparative forms.

Main activity

- 1 Tell them they are going to be school head teachers. Ask them to work in pairs and to choose together two of the schools to manage.

- 2 Ask them to plan a weekly timetable for the schools they chose. Tell them to include:

- suitable subjects for each period, or choices of subject
- free study periods, or periods when students can do research on a given choice of topics
- project titles
- a school trip to a suitable place
- lesson times and lengths

Explain that after age 16 in the UK, no subjects are compulsory. Encourage them to really use their imagination to produce interesting and unusual timetables, but tell them that they must represent the educational attitudes of the school.

- 3 Put pairs into groups of four or six to compare ideas.

- 4 Ask them to feed back to the class on the ideas of the other pairs that impressed them.

Follow up

- Tell students in their original pairs to discuss their ideas and intentions when they were planning the timetables. Ask what educational aims and values they had in mind.
- Ask them to write a new definition of what education is for.

Match the adverts with the definitions.

Three definitions of education:

- 1 Teaching the young the culture and traditions of society.
- 2 Introducing the young to sensible and productive ways of thinking and doing.
- 3 Helping the young to develop their natural personal talents.

Bradwell Technical College



A training for life as it is really lived.
Qualifications at all levels in both theory and practice.

Liberty New School



Free self-expression as
a road to excellence.

Let us find the genius
inside you.

The
Austen Academy
of the
Arts and History



Only by appreciating our past can
we hope to protect our future.

Complete the timetables.

Monday	Tuesday	Wednesday	Thursday	Friday

Monday	Tuesday	Wednesday	Thursday	Friday

13.3

LEVEL

Upper-intermediate

TOPIC

Alternative education

ACTIVITY TYPESplit reading
information
exchange, group
discussion**SPEAKING
FOCUS**Paraphrasing factual
information, making
comparisons,
expressing opinions,
agreeing and
disagreeing**TIME**

45 minutes – 1 hour

KEY LANGUAGEacademic, appreciation,
balanced, behaviour,
democratic, equality,
freedom, individual,
maintenance, opportunity,
participate, practical,
reasonable, responsibility,
self-reflection, spiritual;
language of comparison,
present and past simple**PREPARATION**One photocopy for each
group of three students,
the photocopies cut into
their three sections;
dictionaries if necessary

A preparation for life

Warm up

- 1 Ask about the school students attended or attend. Ask about the school rules: any they would change or add; the strangest?
- 2 Ask about specific features of the school they think are especially useful, or would change.
- 3 Ask how well it prepared or is preparing them for life.

Main activity

- 1 Tell students they are going to read about real but unusual schools. Go around the class telling students they are A, B or C in turn. Put them in groups of three or four, with each group being all the same letter, e.g. AAAA, BBBB, CCCC.
- 2 Give out one sheet to each student. Tell them to read their text and help their group with anything they do not understand.
- 3 On the board, write:

Information

- type of school?
- type of students?
- daily routine or programme?

Your opinion

- unusual features?
- positive features?
- possible problems?
- most surprising features and why?

Ask students to discuss the points and make notes.

- 4 While they work, write these questions on the board:
 - 1 What are the main similarities and differences between the schools?
 - 2 What is the most surprising feature and why?
 - 3 How do the schools compare with your own experiences?
 - 4 Which school do you think is likely to be the most successful and why?
 - 5 Which school offers the best preparation for life?
 - 6 Which school would you like to have attended and why?
- 5 Now put students in groups of at least three so that each group has a person who has read each text, e.g. ABC, ABC, ABC, ABC. Show the questions on the board and explain that students should tell each other about their text. They must work from their notes and turn their text face down so they can not read aloud from it or see each other's.
- 6 Ask for their opinions and invite comments.

Follow up

- In their groups, students use ideas from their notes on the schools, their experiences and their own ideas to design the perfect school. They should think about:
 - type of school? – unusual features?
 - type of students? – positive features?
 - daily routine or programme? – possible problems and how to avoid or deal with them?
 They make notes about the daily routine.
- Students describe their ideas to the class.
- They vote on which school is:
 - a) the most interesting c) likely to be the most successful
 - b) the most unusual d) the best preparation for life

A

Sands School, in the town of Ashburton, England, is a day school for children aged 10 to 18. It is based on the value of social equality between students and staff, and has few rules. Sands believes that the well-being of a child is more important than academic success. It offers a variety of lessons and activities for students to choose from, and free time for children to follow their own interests. Classes are small and based on the individual needs of each child. The timetable is fixed, but democratically decided, and students are expected to attend.

The weekly school meeting is at the centre of the way Sands is organised. It makes all the decisions that affect the school, including rules, the timetable and accepting or rejecting new students and teachers. Participating in these meetings gives the children an understanding of democratic decision-making, and helps them develop their skills of argument and persuasion. The most important advantage of the school meeting is that it shows the children that the school is really theirs. They have the right to decide on changes, and the school's success or failure depends on their decisions and their behaviour.

Sands employs no cooking or cleaning staff; these jobs are done by the students and teachers. Decorating and simple repairs are also done by the students. There are three reasons for doing this. Firstly, it saves money, so that school fees can be kept as low as possible. Secondly, it gives people the opportunity to learn practical skills in a practical way that is more memorable than a lesson. Finally, the school feels that it is wrong to encourage the idea that there is a social group or level of people in society whose job it is to serve. For the school to truly belong to those who use it, they must take responsibility for its maintenance.

**B**

Brockwood Park School is a boarding school set in beautiful English countryside for students aged 14 to 20. It was founded by the philosopher and educator Jiddu Krishnamurti (1895–1986) in 1969. The intentions of the school include giving students an appreciation of the natural world, our place in it and responsibility for it. It also encourages students to explore freedom and responsibility in relationship to other people in society. Physical, psychological and spiritual health are among its aims.

Each school day begins before breakfast at 7.45 am with the morning meeting. All students and staff sit quietly together for ten minutes to encourage self-reflection. Sometimes someone plays music or reads a poem. The intention of morning meeting is to begin the day quietly together. Everyone is required to attend. The day ends at 9.30 pm, and students should be in their rooms at 10.00 pm.

Having a maximum of 60 students gives the school a relaxed family feeling. It has a number of 'Agreements', which are similar to rules, but reviewed every year by staff and students and can change. Students also help with the day-to-day decision-making, and everyone assists in the care of the grounds and buildings, and with other small jobs like washing the dishes after meals. One Agreement is that all staff and students are vegetarian, and a great deal of attention is given to preparing meals. Many ingredients are grown in the school's large vegetable garden, which students help care for.

Another Agreement is that students must follow a balanced educational programme which they and the school consider reasonable. Students cooperate with teachers in planning their individualised study programmes, where environmental education, human development, visual and performing arts are equally as important as maths, sciences and languages. There are classes every morning and afternoon, and in the early evenings there are also classes, meetings and other activities.

**C**

Albany Free School is based on freedom and democratic principles, with students and staff taking decisions together at a weekly meeting. But unlike many similar schools, this one is also open to children of the poor. It has children aged 2 to 14, and nobody is rejected for financial reasons. It is located in a racially and socio-economically mixed neighbourhood of central New York. About half of the children come from the inner city, a quarter from richer neighbourhoods, and the remainder from surrounding suburbs and towns. Approximately 80 per cent of them are poor enough to qualify for a free or reduced price breakfast and lunch.

In some ways Albany Free School is like a normal school with books, computers and other equipment. Some rooms even have blackboards and desks. In other ways it is very different. It does not have a curriculum or even any compulsory classes. Classroom sessions are informal and last only as long as children remain interested. Learning happens best when children want to learn. There are no tests either. External rewards or threats are less motivating than an inner desire to learn. There is generally more noise than quiet, with children moving around constantly and playing freely.

Learning certainly happens at Albany Free School, but differently. Daily maths and reading classes are provided for those who want them, but there is no typical day at the school. Every day develops according to any number of influences, from spontaneous ideas for activities or outings to world events. There are ongoing projects too, often in the surrounding city or doing work for charity organisations. The school runs a small farm on the block, where students learn the basics of working with animals and growing flowers, herbs and vegetables. Older students take part in a wide-ranging training programme, working with actors, magicians, chefs, carpenters, midwives, lawyers, vets, archaeologists, computer programmers and even pilots.

14.1

LEVEL

Elementary

TOPIC

Reasons why people work or not

ACTIVITY TYPE

Pairwork interview

SPEAKING FOCUS

Giving reasons

TIME

30–40 minutes

KEY LANGUAGE

be part of a team, important, interview, keep fit, meet new people, money, power, reasons, save the planet, score, skills, total, useful, first or zero conditional

PREPARATION

One photocopy for each pair of students, the photocopies cut into their two sections;

🎧 tracks 20–22

Why work?

Warm up

- 1 Ask students what job they do and if they enjoy it. If they are still at school or college, ask about weekend jobs or what they want to do after they finish their studies.
- 2 Ask why they do their jobs, or why they want particular jobs.

Main activity

Listening

- 1 Tell them they are going to hear people talking about their jobs. On the board, write:

factory worker

sports centre manager

nurse

Check they understand the meanings. Ask them to listen and say which person does which job.

- 2 Play the recording twice and check their answers:

Answer key

1 nurse 2 factory worker 3 sports centre manager

- 3 Ask them to listen again and say why the people do the jobs. On the board write:

What is each person's motivation? What are the reasons why they do their jobs?

Check they understand the meanings of *motivation* and *reasons*.

- 4 Play the recording. Ask if they want to hear it again. Tell them to compare answers with their neighbour before you check them.

Answer key

1 The nurse likes helping people. 2 The factory worker does it for the money, and also likes the people there. 3 The sports centre manager loves sports.

- 5 On the board, write:

I don't do it for the money.

I work to live; I don't live to work.

My work is my life.

Ask what students think of these opinions. Do they agree or disagree with them?

Speaking

- 1 Tell students they are going to think about why people work, and reasons for not working. Divide the class in half: A and B. Put each half into groups of two or three. Give out the photocopies.
- 2 The A and B groups do different things:
 - Ask the A groups to read their sheets and help each other with anything that they do not understand. Tell them not to interview each other, but just read the instructions.
 - Ask the B groups to talk together about reasons for working and not working. They should make notes.
- 3 While the B groups are talking, go around the A groups and help with any problems.
- 4 Put students into pairs: A with B. Tell Student A to interview Student B and find their score.
- 5 Compare scores around the class, and ask what students think. Ask the B students if their score is a good description of them. Ask A students what good reasons, or bad reasons, they heard for working or not working.

Follow up

- Students write a paragraph about their ideal job and a paragraph about why it would be perfect for them.
- You can circulate the paragraphs and have students guess who wrote them.

A

You are going to interview someone. First, read and check that you understand.

The interview

Reasons for working

- 1 Tell your partner that you are going to give them ten reasons for working. Ask your partner to give each reason a score from 1 to 5:
- 2 Read the reasons to your partner and write their scores.
- 3 Ask your partner if they have got any other reasons. Write their reasons in the list.
- 4 Ask your partner to give their reasons a score.
- 5 Find the total score.

- 1 not important at all
2 not very important
3 quite important
4 important
5 very important

- | | |
|--|--------------------------------|
| 1 To get money. ☐ | 11 _____ |
| 2 To help other people. ☐ | _____ ☐ |
| 3 To learn new skills. ☐ | 12 _____ |
| 4 To do something useful. ☐ | _____ ☐ |
| 5 To have power. ☐ | 13 _____ |
| 6 To meet new people. ☐ | _____ ☐ |
| 7 To travel. ☐ | 14 _____ |
| 8 To keep fit. ☐ | _____ ☐ |
| 9 To be part of a team. ☐ | 15 _____ |
| 10 To help save the planet. ☐ | _____ ☐ |
| TOTAL ☐ | |

Reasons for NOT working

- 6 Ask your partner if they can think of any reasons for not working. If they can, write their reasons in the list.
- 7 Ask your partner to give each reason a score from 1 to 5:
- 8 Find the total.

- 1 very important
2 important
3 quite important
4 not very important
5 not important at all

- | | |
|--------------------------------|--------------------------|
| 1 _____ | ☐ |
| 2 _____ | ☐ |
| 3 _____ | ☐ |
| 4 _____ | ☐ |
| 5 _____ | ☐ |
| 6 _____ | ☐ |
| 7 _____ | ☐ |
| 8 _____ | ☐ |
| 9 _____ | ☐ |
| 10 _____ | ☐ |
| 11 _____ | ☐ |
| 12 _____ | ☐ |
| 13 _____ | ☐ |
| 14 _____ | ☐ |
| 15 _____ | ☐ |
| TOTAL ☐ | |

How to find the final score:

Reasons for working TOTAL ☐ + Reasons for not working TOTAL ☐ = final score ☐

Under 15: You will have to win a lot of money or marry a millionaire because you have no interest in work!

15–19: You must be more positive or you will never be happy in your job.

Over 20: You are quite interested in working, but you can also see the positive side of not working.

Over 30: You are quite interested in working. Good luck with your future.

B

- 1 How many reasons can you think of for working and not working? Talk with other students and make notes.

Reasons for working

Reasons for not working

- 2 How important are the reasons? What do you think? Give them your score from 1 to 5:

Reasons for working scores

- | | |
|------------------------|------------------|
| 1 not important at all | 4 important |
| 2 not very important | 5 very important |
| 3 quite important | |

Reasons for not working scores

- | | |
|-------------------|------------------------|
| 1 very important | 4 not very important |
| 2 important | 5 not important at all |
| 3 quite important | |

Adapted from *Getting Your First Job*, Penny Hitchin (1999), How To Books

14.2

LEVEL

Intermediate

TOPIC

Job interviews

ACTIVITY TYPE

Discussion and interviews

SPEAKING FOCUS

Interview technique

TIME

50 minutes – 1 hour

KEY LANGUAGE

ability, ambition, assistant, counter, equipment, experience, factory, fault, improve, knowledge, maintain, motivated, process, product, standard, supervise, vacancy; present simple, present perfect

PREPARATION

One photocopy for each student

tracks 23–24

The right person for the job

Warm up

1 Ask students if they can remember job interviews they have had, and what kind of questions they were asked. If your students are still at school or college, ask them what questions they expect at job interviews.

2 On the board write:

Company name: In or Out to Lunch Catering Services

Job: Catering Assistant

Ask if any words are new. Invite other students to explain before you give meanings yourself.

Ask students to talk with a neighbour about what the company might do and what the job might involve.

Listen to suggestions. If they do not guess, explain that it is a company that provides lunches in its own café but also delivers to offices and other work places.

3 Ask what questions might be asked at the interview.

Main activity

Listening

1 Tell students they are going to hear two interviews for the job. Ask them to write down the interviewer's questions.

2 Play the recording at least twice. Ask them to compare their questions with a neighbour.

3 Check answers and write them on the board.

Answer key

Could you tell me something about yourself? What do you know about the

How do you get on with people? company and the job itself?

Why do you want this job? Why do you think you can do the job?

What qualities would you bring to the job?

4 Ask students to listen again and decide who will get the job and why. Play the recording once more.

5 Check answers.

Answer key

The second person. They give positive answers and examples of their experience.

Speaking

1 Tell students that they are going to practise job interviews. Give out the photocopies. Ask students to look at the first job advert. Ask them what type of person would be good for the job. Use the questions on the board as prompts.

2 Put students in groups of four. Ask them to think about people for the other jobs.

3 Divide the groups of four into two pairs. Ask each student to choose a different job to apply for. Explain that they can invent experience that they do not really have.

4 Tell them to act out the interviews. The interviewer should use questions from the board and others if they are needed, and fill in the Interview notes.

5 When both interviews are complete, the interviewers give feedback and say if the interviewees got the job.

6 Ask students to choose another advert from the sheet and repeat steps 4 and 5.

7 Ask the class how their interviews went. Ask if most people got the jobs or not.

Follow up

- In groups of four, students create four job adverts of their own. Tell them to use their imagination to think of very unusual jobs.

- Each student in the group takes one advert without looking.

- They interview each other in pairs as before.

Playmakers Drama Centre

runs a series of drama, dance and music workshops for children through the summer. Playmakers is

looking for a

SUMMER FUN ASSISTANT

to assist experienced workshop tutors, supervise children during lunch breaks, organise informal performances, answer parents' questions and help them book their children into the workshops.

For an application pack, contact:

SALES ASSISTANT

required at

Freedom Fashions

We are the largest outlet for teenage and club fashions in the UK. We currently have a vacancy for a sales assistant to work in our city centre store. The position is full time and involves counter sales, checking stock and window design. Good prospects for the right person.

Telephone Marnie on 732837 or write to **Freedom Fashions** at:

Planet Systems Plc

TEST TECHNICIAN

As manufacturers of retail equipment, we have built a multi-million pound business. We now need exceptional people to help us maintain the highest standards of quality at our London factory.

Your job will include:

- testing products
- fault-finding on electrical systems
- repairs
- reporting on production and problems

You will also use your knowledge and experience to help us improve our production processes.

If you have the ability and ambition to be part of our future, please send your CV to:

Interview notes

1 Can the person do the job? Is the person able to work to the required standard?

Yes ☐ Possibly ☐ No ☐

Notes:

2 Will the person do the job? Is the person well motivated?

Yes ☐ Possibly ☐ No ☐

Notes:

3 How will the person fit into the team? Will we be able to work well with the person?

Yes ☐ Possibly ☐ No ☐

Notes:

14.3

LEVEL

Upper-intermediate

TOPIC

The right job

ACTIVITY TYPE

Group discussion

SPEAKING**FOCUS**Comparing options
and reaching
decisions**TIME**

30–45 minutes

KEY LANGUAGEaccommodation,
child care, flexi-hours,
pension scheme, perks,
sheltered housing,
travel pass;second conditional and
other language of
hypothesis,
comparatives, modal
verbs of possibility and
probability**PREPARATION**One photocopy for
each student

Great perks!

Warm up

- 1 On the board, write *perk* and ask what it means. If students do not know, describe examples to elicit the meaning. You could use some of the examples from the first part of the photocopy. (*Flexi-hours* means flexible working hours; workers can vary them.)
- 2 Ask for other examples of perks, and ask if they have ever had any perks in jobs that they have done.

Main activity

- 1 Tell students that they are going to look at other examples of perks. Put them in groups of four and give out the photocopies.
- 2 Direct their attention to question 1. Ask them to read the information quickly and underline any words that they do not know.
- 3 Ask them to help each other with unknown words.
- 4 Ask if there are any words they still do not know. Invite other students to explain them before you give the meaning yourself.
- 5 Ask them to work together and answer the question. Explain that there may be more than one answer for some perks.
- 6 Check their ideas.

Suggested answers

- 1 g, but also public services like c, and possibly any of the bigger companies
- 2 d, but possibly any of the bigger companies
- 3 a, e, g, where times are not regular or rigidly set by demands of others
- 4 f seems likely, but possibly any of the bigger companies
- 5 j
- 6 c, but possibly any of the companies that require particular skills, e.g. a, e, g
- 7 b
- 8 f seems likely, but possibly c, and any of the bigger companies may have subsidised meals
- 9 a, e
- 10 k
- 11 any of the bigger companies
- 12 i

- 7 Direct students' attention to question 2. Ask them to work together in their groups to choose the best jobs for the people and prepare notes, not sentences, explaining the reasons for their decisions.
- 8 Check their decisions and reasons and compare ideas around the class.

Suggested answers

Mark: Receptionist – reduced fees on all courses, child care facilities
 Sheila: Ticket inspector – social club, pension; Office assistant – flexible hours, pension, friendly
 Jeff: Caretaker – free housing in school grounds
 Angela: Ticket inspector – family travel passes

Follow up

- In their groups of four, students imagine how life has changed for the people since they took one of the jobs. They should include descriptions of their working life and developments in their personal life that have happened as a result of taking the job.
- Each group member adopts the role of one of the characters, a different one each. They play the part to the class, speaking as if the character themselves, describing the changes to their working and personal lives.

1 Which companies would be most able or likely to provide which perks?

- | | |
|--|--|
| 1 good pension scheme | a) architectural design company |
| 2 company car | b) bus or train company |
| 3 flexi-hours | c) college |
| 4 child care | d) detergent manufacturer's sales division with nationwide sales network |
| 5 goods at reduced prices | e) editing company working in book publishing |
| 6 training and education allowance | f) fast food restaurant chain |
| 7 family travel pass | g) financial services advisors |
| 8 free meals | h) large factory producing basic components for the electronics industry |
| 9 working at home | i) old people's sheltered housing centre |
| 10 free holidays | j) supermarket chain |
| 11 sports and social club | k) travel company specialising in tourism |
| 12 free accommodation | l) very large company manufacturing cuddly toys |

2 Which jobs would be most suitable for which people?

National Trading Bank**Office assistant**

Looking for a reliable worker for general office duties. No secretarial experience necessary.

- flexible hours: 35 hours per week around 10.30 am – 3 pm basic
- good pension scheme
- friendly environment

City Adult Education College
Receptionist

Friendly individual required to work on reception desk dealing with visitors, guests and general enquiries.

- child care facilities
- free meals
- free use of sports facilities
- reduced fees on all courses

Local Primary School
Caretaker:

Reliable person needed to supervise maintenance of school and grounds. Would hold keys and be responsible for opening and closing all buildings.

- free housing in school grounds
- free lunches
- free use of sports facilities

Sea Fresh Fish Processing
Production line supervisor

Hardworking person required to supervise team of part-time workers in Fish Products department.

- child care facilities
- sports and social club
- good price reductions on all products

Price Plus Supermarket
Assistant

Honest and friendly person wanted for work on cash desks and other general duties.

- 20% discount on all goods
- 4-day week
- free overalls

Regional Bus Company
Ticket inspector

Honest and reliable person needed to check tickets and fares on bus and tram services.

- family travel passes
- good pension scheme
- child care facilities
- social club

Mark

Having young twins is really demanding, but they're worth it! They're my whole life now really. When my wife died, I couldn't manage at first. Of course I had to give up college, which limits my future. That's worrying.

Jeff

My wife Mary is a registered Disabled Person, but we don't get much help from the state. She's fine if I don't leave her on her own too much, as long as I check she's OK now and then. The hospital appointments can be awkward to fit in.

Sheila

I was divorced six years ago when our kids left home. I got the house, but he's got the pension! I do feel lonely, though. I've got my own little hairdressing business, going to people's houses, but I'd like to meet someone special.

Angela

Seven children take a lot of looking after. But now they're all at school, I can go back to work. We need the money! Living out in the countryside gives us room to grow our own vegetables, but we're so isolated. Four of the kids travel nearly two hours to school.

15.1

Easy money

LEVEL

Elementary

TOPIC

Moneyless exchange schemes

ACTIVITY TYPESplit reading
information
exchange, group
discussion**SPEAKING
FOCUS**Paraphrasing factual
information, asking
questions for
clarification**TIME**

35–50 minutes

KEY LANGUAGEabilities, advantage,
bank, borrow, buy, club,
coin, exchange, expert,
invent, join, member,
note, pay, rich, scheme,
spend, trade;
present simple,
question forms**PREPARATION**One photocopy for each
group of three students,
the photocopies cut
into their three
sections; one dictionary
for each group**Warm up**

- 1 Ask how students usually pay when they buy something. Elicit different ways people can pay for things, e.g. *coins, notes, credit cards*. Ask about the advantages or problems with each.

- 2 On the board, write:

Local Exchange Trading Scheme

Explain that it is another way of paying for things. Ask what any of the words mean. Elicit or explain the meaning of *local* and *exchange*. Tell them that *to trade* is similar to *to exchange*, and that *scheme* is like a *plan* here. Ask if anyone can guess what a Local Exchange Trading Scheme is.

Main activity

- 1 Tell students they are going to read about Local Exchange Trading Schemes and find out if their guesses were near. Go around the class telling students they are A, B or C in turn. Put them in groups of three or four, with each group being all the same letter, e.g. AAAA, BBBB, CCCC.
- 2 Give out one sheet to each student. Tell them to read their text and help their group with anything they do not understand.
- 3 Tell them to talk about the text again and each make notes about the most important information.
- 4 While they work, write these questions on the board:
 - 1 What do L.E.T.S. do?
 - 2 Are they popular, and are they successful?
 - 3 How do they make exchanges easier?
 - 4 Do they use notes or coins? What do they use?
- 5 Now put students in groups of at least three so that each group has a person who has read each text, e.g. ABC, ABC, ABC, ABC. Show the questions on the board and explain that students should tell each other about their text. They must work from their notes and turn their text face down so they can not read aloud from it or see each other's.
- 6 Check their answers.

Answer key

1 They help people exchange things and do things for each other. 2 They are successful. They are becoming more popular. 3 They invent and use their own money. 4 They do not use notes or coins; they use computers to record exchanges and how much people have.

- 7 Ask students to talk about other advantages, possible problems of L.E.T.S., and suggestions for what they might do or make.
- 8 Listen to opinions and encourage comments and questions.

Follow up

- In groups, students plan a L.E.T.S. They should think about:
 - where they have the central bank, and who would be the banker
 - a name for it
 - what money they will use
 - who they will ask to join
 - what kind of things they will want people to sell
 - prices; the cost of different things
 - how much they will pay the banker
 - other information
- Each group makes an advertising poster for their scheme with relevant and necessary information.

A

Local Exchange Trading Schemes (L.E.T.S.) do not make money, but they help people to help themselves and help each other. They are very good for local areas, and people welcome them. L.E.T.S. are becoming very popular. There are more than 200 in the UK, and some of them have hundreds of members. None of them are exactly the same because different people have different ideas. But they all offer their members many advantages. L.E.T.S. are very friendly. Members meet new people and make new friends. People learn to use their free time better. An important advantage is that people without any money can still buy things. They can still pay other people to do things for them too. People do not have to pay a bank to borrow money.

- So what do L.E.T.S. do, and how do they do it?

**B**

You and your friends or neighbours might not have a lot of money to spend, but you are rich in other ways. Everyone has lots of abilities; we all have things that we can do. Some of us are experts in special subjects. For example, we might be doctors or artists. Others are good at simpler things like cooking or decorating. Maybe we can only do easy things like cleaning, but we all have something we can exchange with other people. And we all need each other's help, but of course, life is always difficult. For example, my neighbour is a hairdresser and I can cook fantastic cakes. Unfortunately, he does not like sweet foods, so I can not get a haircut. So I need to find a third person who likes cakes, a person who has got something the hairdresser wants. Then perhaps all three of us can do an exchange together. It will not be easy!

- We need an easier way to exchange things, but how?

**C**

Have you ever thought of making your own money? Do not think of dollars or euros; invent and use your own money. You can call your money anything you like, for example, a Pop, and ask other people to join you in the 'Pops Trading Club'. You get Pops by doing something for someone; they pay you in Pops. You can spend your Pops on something that someone else does or makes for you. You do not need coins or notes, but you do need a central bank. This can be a telephone answering machine where people can leave messages about their exchanges. The Pops Trading Club banker listens to the messages and puts all the information into a computer, so everyone knows how many Pops they have got. The club pays the banker in Pops for the work they do. Simple!

- So how big are these trading clubs, and are they successful?

15.2

LEVEL

Intermediate

TOPIC

Buying and selling

ACTIVITY TYPE

Role-play game

**SPEAKING
FOCUS**Asking prices,
buying and selling,
bargaining**TIME**

35–45 minutes

KEY LANGUAGE*afford, buy, cost,
exchange, pay, price,
sell, worth;**how much, have got,
can/can't, will/won't***PREPARATION**Enough photocopies
for each student to
have one strip, the
photocopies cut into
their five strips

Sale or exchange

Warm up

- 1 Elicit or teach *antiques*.

Ask what antiques people collect. Elicit or teach: *furniture, clothing, toys, musical instruments, jewellery*. Elicit examples of each.

- 2 On the board, draw an old clock and write £100. Write *cost, worth, price, pay, afford, buy, sell, exchange*. Ask, elicit or explain what they mean.

Ask students to work with a partner and write a sentence or a question with each word about the clock.

Check they are sentences, and have the class repeat them.

- 3 Tell students to ask and answer questions about the clock with their neighbours.

Main activity

- 1 Tell students that they are antiques collectors. Give out the strips. Tell them to read the instructions and ask if they have any questions.

- 2 Tell them to tear their strips into five separate antiques.

- 3 Explain the rules:

- The prices on the antiques are for help: students can sell them for as much as they want.
- They can exchange antiques for others, or exchange antiques for others and money.
- They must get as many antiques and as much money as possible to win the game.
- If they have five of the type in their instructions at the end of the game, they get an extra £500.
- Everyone can spend as much as they want.
- They must keep a note of the money they spend and make. On the board write:

<i>£ spent</i>	<i>to person</i>	<i>£ made</i>	<i>from person</i>
50	Peter	30	Jim
<u>100</u>	Anna	<u>75</u>	Mandy
150		105	
<u>20</u>	Sam	<u>20</u>	Kelly
170		125	

Explain that to stop people cheating, they must get the other person to sign their accounts.

- 4 Give students 20 minutes to move around the class buying, selling and exchanging as many antiques as they can.

- 5 Go around helping, and checking they are keeping correct notes of their deals.

- 6 Find the winner:

Students total the top prices printed on their antiques, e.g. *guitar* £50 – £100 = £100.

They add their antiques' value to the money they made.

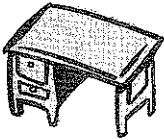
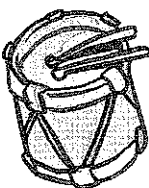
They take away the money they spent.

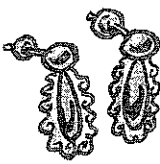
If anyone has the five items in their instructions, add £500.

The person with most money wins. Form a line from the person with the most money down to the person with the least.

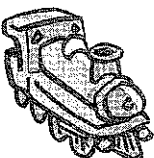
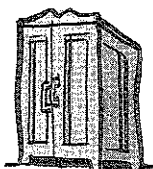
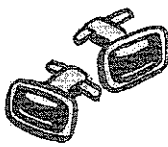
Follow up

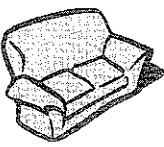
- Students write a paragraph describing their best buys and their biggest mistakes.

A	Now you have five items. You must buy, sell or exchange items to make money. At the end of the game, you will get a bonus of £500 if you have got five PIECES OF JEWELLERY .	furniture desk £50-£100	jewellery necklace £75-£125	instruments drum £100-£150	toys puppet £125-£175	clothing suit £150-£200
						

B	Now you have five items. You must buy, sell or exchange items to make money. At the end of the game, you will get a bonus of £500 if you have got five MUSICAL INSTRUMENTS .	clothing jacket £50-£100	furniture chair £75-£125	jewellery earrings £100-£150	instruments trumpet £125-£175	toys car £150-£200
						

C	Now you have five items. You must buy, sell or exchange items to make money. At the end of the game, you will get a bonus of £500 if you have got five TOYS .	toys teddy £50-£100	clothing uniform £75-£125	furniture table £100-£150	jewellery brooch £125-£175	instruments violin £150-£200
						

D	Now you have five items. You must buy, sell or exchange items to make money. At the end of the game, you will get a bonus of £500 if you have got five PIECES OF CLOTHING .	instruments guitar £50-£100	toys steam engine £75-£125	clothing dress £100-£150	furniture wardrobe £125-£175	jewellery cufflinks £150-£200
						

E	Now you have five items. You must buy, sell or exchange items to make money. At the end of the game, you will get a bonus of £500 if you have got five PIECES OF FURNITURE .	jewellery ring £50-£100	instruments saxophone £75-£125	toys doll £100-£150	clothing diver's helmet £125-£175	furniture couch £150-£200
						

15.3

LEVEL

Upper-intermediate

TOPIC

Advertising

ACTIVITY TYPEGroup discussion
and planning**SPEAKING
FOCUS**Discussion, making
decisions and
planning**TIME**

45 minutes – 1 hour

KEY LANGUAGEadvertisers, advertising,
budget, company,
executive, glossy
magazines, image,
lifestyle, market, media,
product, publicity;language of suggestion,
agreeing/disagreeing,
modal verbs of possibility,
probability and necessity,
future structures**PREPARATION**One photocopy for each
student

It's all about image

Warm up

- 1 Ask students what their favourite advert is and why they like it.
- 2 Ask how much influence they think advertising can have on what we buy.
- 3 Tell them it is often said that 'Advertising sells us a lifestyle or a self-image, not a product'. Ask for their opinions.

Main activity

- 1 Tell them they are going to read about types of adverts. Give out the photocopies and ask them to read the first text: *The art of advertising*.
- 2 Ask them which type is most effective and why. Ask if they can think of any other types.
- 3 Tell them that they are going to become advertisers themselves. Put them in groups of four. Direct them to the second activity on the photocopy: *Advertising executives*. Tell them to read the instructions, and ask if they have any questions.
- 4 Explain that they should discuss the projects and choose two to advertise. They should think about the style of advert that they might use to sell the products.
- 5 Tell them they need to think in detail how they will advertise their chosen products. Write on the board:

*Product image – what can you emphasise about the product to make it attractive?**Target market – who will buy it?**Budgets – where is the best place to advertise it and why?**Style – what will the adverts be like? Describe your ads.*

Go around helping with ideas and language.

- 6 Tell the groups to choose their best advertising project to describe to the class. They must also decide who will describe the different parts of their advertising plans.
- 7 Groups take turns to explain their plans to the class. Invite questions and comments.
- 8 Ask which products they might buy and how the adverts affected their choices.

Follow up

- Groups choose one of the products and design a TV or radio advert for it.
- They act the advert to the class. If you have the facilities, you can video or record the adverts.
- Ask the class to vote on which advert:
 - uses the best English
 - is most creative
 - would be most likely to persuade them to spend their money

The art of advertising

When advertising was young, its simple aim was to provide you with information. Naturally, it was not always the truth. Many early advertisements, especially for medicines, are famous for making claims that would still be impossible today despite the advance of science. Of course, companies today are not allowed to make false claims for their products. We are protected by very strict rules. So the advertisers of today use other tricks to make us part with our money.

A popular favourite is the lifestyle ad, usually flashy but empty of any information at all. It just shows happy, healthy, attractive people using 'it', and the unconscious message is 'Get one and you'll be just like us. It will change your image.' People believe it too; it's a winner.

A more recent approach is to show an eye-catching image on a poster or TV without giving any idea of the product. After people have become really curious, they add the name. By that time, the image is so stuck in your head, that you are desperate to buy whatever it is. And then there is humour. Make us laugh, and we will buy anything. Or so they think.

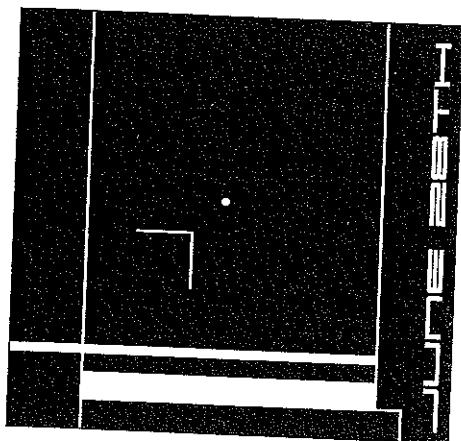
Advertising executives

Your company has five products to advertise:

- small, plastic, three-wheel car (capable of carrying the driver and one passenger)
- toy tool sets for little girls, for working with wood
- very expensive, plastic jewellery (it might be a designer-label product)
- disposable paper clothes (wear them and throw them away)
- hot air body drier (instead of towels for use after a bath or shower)

You have three budgets for each product:

£1 million for media advertising
 £500,000 for poster advertising
 £200,000 for a publicity event



You must think of the best way to spend your budgets and the type of advert that you would use for media or posters. What would your ads be like?

Media advertising costs		
national TV	national radio	
day	day	£10,000/minute
evening	evening	£5,000/minute
national daily newspapers	national monthly glossy magazines	
full page	full page	£40,000
half page	half page	£20,000
quarter	quarter	£10,000
small	small	£5,000

You also need to think of a publicity event that would catch people's attention, e.g. using a celebrity to do something with your product.

16.1

LEVEL

Elementary

TOPICPersonal experiences
and memories**ACTIVITY TYPE**

Board game

**SPEAKING
FOCUS**Storytelling; past
narrative and
description**TIME**

25–35 minutes

KEY LANGUAGE

*admire, bargain,
coincidence,
dangerous, dream,
memory, present,
strange, surprise;*
past tenses and
superlatives

PREPARATION

Enough dice for each
group of four to six
students to have one;
one photocopy for
each group

Really?

Warm up

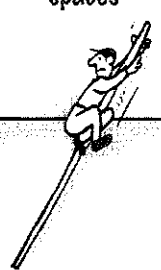
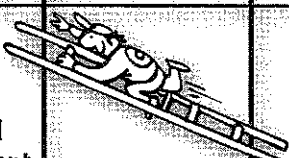
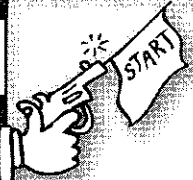
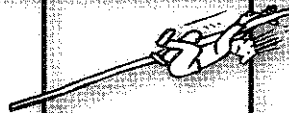
- 1 Tell some story from your past, but change the story in some interesting and exciting ways so that it is not completely true. You can use the cards on the photocopy page to give you some ideas.
- 2 Ask the students if they have any questions about the story.
- 3 Ask the students if they believe your story. Tell them that it is not completely true, and ask them if they can guess which parts are true and false. Ask them which parts they believe or do not believe and why.

Main activity

- 1 Tell students that they are going to play a storytelling game. Tell them they must guess if the stories are true or false.
- 2 Put students in groups of four to six. Give each group a board, a set of cards and a die. Tell them each to find something to use as their marker to move around the board, like a coin or some personal item.
- 3 Explain the rules:
 - Everyone throws the die once.
 - The student with the highest score starts.
 - They throw the die and move their marker the number of squares on the die.
 - If they land on a square with instructions, they must follow the instructions.
 - If they get a card, they must tell the group the story on the card.
 - The other students should ask questions and try to decide if the story is true or false.
 - When everyone has said what they think, the storyteller tells them who is right and wrong.
 - Then the person on the left of the storyteller throws the die, and so on until someone finishes.
 - The first person to finish is the winner.
- 4 Be ready to help with any difficult vocabulary on the cards.
- 5 If one team finishes before the other, they can go and listen to another team's stories and try to guess if they are true or false.

Follow up

- Tell students to write up an account of their favourite story from the game they played on a loose sheet of paper. Tell them to write their own name on the sheet, but not to give the name of the storyteller.
- Collect the stories and put them on the wall arranged in the same groups that the students were in when they played the game.
- Tell the students to go around and read the stories. Ask them if they can guess who any of the storytellers were.
- Ask for comments about which they liked and which they believed. Check if their guesses are correct.

Winner! 	Take a card and tell us about it	Give a card to any other person	Go back three spaces		Take a card and tell us about it
 Give a card to the person on your left		 Give a card to the person on your right			
		Take a card and tell us about it		 Give a card to the person on your right	
Take a card and tell us about it			Go back four spaces	 Give a card to the person on your left	
	 Take a card and tell us about it	 Go forward two spaces			
		Take a card and tell us about it	 Go back two spaces		Give a card to any other person

What is the most dangerous thing that you have ever done?

What was the biggest surprise of your life?

What is the strangest coincidence that happened to you?

What was the best bargain you ever got?

What was the happiest day of your life?

What was your strangest dream?

What was the best place you ever went to?

What was the nicest present anyone gave you?

What is your earliest memory?

When you were young, who did you admire most and why?

What was the strangest food you ever had?

Who was the most interesting person you ever met?

Interruptions

LEVEL

Intermediate

TOPIC

Relating personal narratives

ACTIVITY TYPE

Game

SPEAKING FOCUS

Storytelling, asking and answering questions

TIME

30–45 minutes

KEY LANGUAGE

experience, favourite, film, funniest, happen, happiest, holiday, most interesting, strangest, past tenses, present perfect, question forms, superlatives

PREPARATION

One photocopy for each group of four students; a watch or clock or other timer that can measure three minutes fairly accurately

Warm up

- 1 On the board write: *to interrupt / an interruption*. Ask what it means. If nobody knows, elicit the meaning by asking questions, and interrupting before they finish.
- 2 Tell them they are going to play a game called *Interruptions*. Demonstrate: tell them you are going to tell a story and they must ask lots of questions to stop you finishing your story.
- 3 Tell a story; you could use a card from the photocopy. If they are not asking questions, pause and elicit possible questions. If they are slow to get going, tell another story to give more practice.

Main activity

- 1 Put students in groups of four.
- 2 Give each group a set of cards face down. Tell them to spread them face down.
- 3 Explain the rules:
 - When you say *Go*, one person must talk for two minutes about the subject on the card. The others must ask questions to stop them finishing. With strong classes, you can make it three minutes.
 - If the speaker finishes the story, or if the group run out of questions before two minutes, then the speaker wins.
 - If the speaker has not finished after two minutes, or if the group are still asking questions, then the speaker loses.
 - If the speaker wins, they keep the card; if not, they put it on the bottom of the pile.
 - The winner is the person with the most cards at the end.
- 4 Decide who starts. They take a card. Check they understand it and they are ready to start.
- 5 Looking at your watch, say *Go* and start timing. When the time is up shout *Stop*. You may need to referee, to decide if the questions are still relevant to the story, and to decide if the speaker has won or lost.
- 6 The player on the left of the speaker chooses another card, and the process is repeated. You can stop the activity before all the cards are gone.

Follow up

- Ask the winners to come to the front. Tell everyone they are going to find the champion.
- Each winner takes a card. If they have had the card already, they take a different one. With small classes, they may have seen all the cards so you may need to think of other things for them to talk about.
- They take turns speaking to the class, and the whole class interrupts. If it becomes too chaotic you could ask them to put up their hands and you choose questioners.
- Those who finish take another card and repeat the process until only one student remains.

Where did you go and what did you do on your last holiday?

What happened on your first day at this school?

Tell everyone the story of the last film you saw.

Tell everyone the story of the last book you read.

Tell everyone the story of your favourite film.

Tell everyone the story of your favourite book.

What was the happiest day of your life? What happened and what did you do?

What is the most interesting place you have ever been to and what did you do there?

What is the funniest thing that has ever happened to you?

What is the most interesting experience you have ever had?

Who is your favourite person in history and what did they do?

What is the strangest thing you have ever seen?

16.3

LEVEL

Upper-intermediate

TOPIC

Stories behind objects

ACTIVITY TYPE

Reading and discussion

SPEAKING FOCUS

Past narrative, giving reasons and explanations, speculating

TIME

40 minutes – 1 hour

KEY LANGUAGE*beg, disappoint, heartbreaking, insist, marriage, marry, propose, sketch, wedding, wonder;*

past tenses, language of cause and effect, language of possibility and probability

PREPARATION

One photocopy for each student

Small ads

Warm up

- 1 Give out the photocopies. Tell students to look at section 1 and ask them what it is and where it is from. Check that they all recognise that it is a selection of small advertisements known as 'small ads' from a newspaper or magazine.

Ask them if they or anyone they know has ever bought anything from a small ads page. Ask them what was bought. Ask them if they know why the person was selling the item.

- 2 Tell them to read the circled ad. Ask them what the object is exactly. Who would wear it? When, where and why?
- 3 Ask them why the person might be selling it. Tell them they have two or three minutes to talk about possible reasons with their neighbours.
Listen to their suggestions.

Main activity

Reading

- 1 Explain that the article tells the true story behind the wedding dress.
Tell students to read the first snippet only and talk about the question with their neighbours.
- 2 Talk about their answers before giving the real one.

Answer key

1 Her visa ran out.

- 3 Repeat the process with the other snippets and questions one by one.

Answer key

2 She feared she would not live long enough to see her granddaughter married. 3 18 months. Perhaps unconsciously she was putting everything off. 4 Ben had become successful, but she was miserable with him. 5 He did not think they should get married. 6 They just wanted her to be happy. 7 Keeping it is not fair to her new boyfriend. It is her way of marking that she is finally over it.

Speaking

- 1 Put the students in groups of three or four.
- 2 Tell them to read the other ads. Ask if there are any words or details they do not understand, and explain.
- 3 Tell them to discuss the ads and think of the story behind the items and why they are being advertised. Tell them to try to think of unusual stories and make notes of their ideas for each ad.
- 4 Listen as they discuss and try to make suggestions for making their stories more interesting. Make a mental note of the groups with better stories.
- 5 Ask the groups with more interesting stories to tell them to the class.
- 6 Ask them who they think will want the items.

Follow up

- Each group chooses one of the ads.
- They work together to write up their story from the notes they made.
- They exchange their stories with another group.
- They read each other's stories and underline anything they think is incorrect English.
- The groups that exchanged stories join together and discuss the underlined possible mistakes. Give help where needed.

- 1 What is this text and where is it from?

others. £25.

Animals and pets
PYTHON, 5 metres.
Very friendly. £50 to
good home. Genuine
enquiries only.

DOG AND CAT FOOD.

CLASSIFIEDS

WEDDING DRESS, never been
worn. Size 12, cream, Chinese
silk. Full length, sleeveless.
Wedding items, new bargain.
£120.

BRIDES MAID DRESS
yellow with
on other three
details. £95.

Bicycles and parts

RACING TANDEM.
High quality, good
condition, 12 gears.
£200 for quick sale.

LADY'S TRICYCLE with
luggage trailer. As
new. £199 or nearest
offer.

perfect condition. £75.

DENTAL EQUIPMENT.
1930s - present day.
Also collection of
specimen teeth, all
ages. Any offer
accepted.

DOCTOR'S antique

Never been used. As new.
£45.

MAGICIAN'S EQUIPMENT,
assorted. Over 400 tricks.
Free to serious enthusiast.
Clown's costume,
complete with extra large
shoes. Bargain at £350.

only worn once.

- 2 Read the article and answer the questions.

Small ads

The wedding dress

Ben, a struggling DJ with no money, proposed the night before Felicity flew home to Melbourne. They had been going out for two years. When he proposed, she thought marriage was exactly what she wanted.

- 1 Why did Felicity fly back to Melbourne?

Back in Melbourne, her grandmother insisted on paying for the dress.

- 2 Why did her grandmother want to pay for the dress?

Her mother knew a fashionable young dressmaker. Felicity sketched a design, and as the dressmaker gradually put it together, Felicity became carried along by it all. Now she wonders why she stayed away from London for so long.

- 3 How long did she stay away and why?

She returned to London ready to marry. But things had changed.

- 4 What had changed?

For three months she told herself that everything would be OK.
Then during another silly argument, Ben finally said it.

- 5 What did he tell her?

Felicity begged him not to leave her. So they stayed together until, a month later, she finally said, 'Well, you're actually right.' It was a heartbreaking decision. Everyone back home knew she had left to get married. She felt she would disappoint all of them.

- 6 What did her friends and family say?

That is when she realised she had just become caught up in everything. Ben and Felicity are still friends. She is in another relationship now.

- 7 Why does she want to sell the dress?

The Observer Magazine, 21 April 2002

17.1

LEVEL

Elementary

TOPIC

Unusual inventions

ACTIVITY TYPE

Pairwork discussion

SPEAKING**FOCUS**Describing the
uses of things**TIME**

30–40 minutes

KEY LANGUAGE

Present simple, *can*,
have got, *We use it for*
-ing ..., *We use it to +*
infinitive

PREPARATION

One photocopy for
each student

Warm up

- Write *gizmo* and *gadget* on the board and ask if anyone knows the meaning or can give an example. If not, give some examples yourself, e.g.
 - keyrings that sing back to you when you have lost them and sing to them
 - glasses with lights on the side so you can read in the dark
 Explain that gizmos and gadgets are unusual, useful things, but they are not really necessary.
- Ask for more examples of gizmos and gadgets, and ask what they are for. Use this to check or revise *We use it for -ing* and *We use it to + infinitive*.

Main activity

- Tell students they are going to look at some more unusual gizmos, and they must guess what they are. Put them into pairs and give out the photocopies. This is not a real Website, but a search for 'gizmos gadgets' on the Internet will find lots.
- Ask them to look at the names of the gizmos for help. Tell them to talk with their partner and make notes about what the names mean. While they are working, go around giving them clues.
- Check their ideas.

Maxi like *maximum* = a lot of something; *Data* = information

Auto like *automatic*; *help* they should know

Sure = certain; *Shot* like from a gun

Video they should know

Surf like *surfing* or *surfboard*; *Cycle* like in *bicycle*
- Ask them to talk with their partners and make notes about what the gizmos are for. Write these questions on the board:
 - What is it?*
 - What do people use it for?*
- Check their ideas and write them on the board. There are no correct answers for this, but if they can not think of any uses, you can give them clues to guide them to the following possible uses:

Possible answers

Maxi Data: People use it for receiving TV programmes from satellite stations. The goggles have TV screens in them and it has got headphones too. People can use it to connect to the Internet.

Auto-help: It is a robot, and it is for tidying your room – or other places. It can pick flowers in the garden.

Sure Shot: It is for climbing.

Video 1: It is a balloon with a motor and a video camera. It is for spying on people.

Surf Cycle: It is for riding on the sea.

- Write these questions on the board:
 - What type of person might buy it?*
 - Do you want one? Why / Why not?*
- Check their ideas. There are no correct answers.

Follow up

- In pairs, students think of their own gizmos and draw them.
- They exchange their gizmos with another pair. They guess what they are and answer the other questions from earlier.
- They check with the designers to see if their ideas are correct.

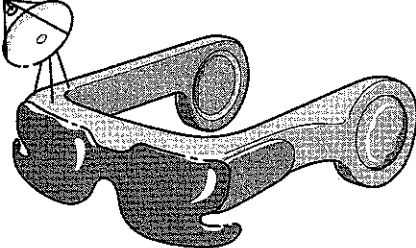
File Edit View Go Bookmarks Options Directory Window Help

Address

See what's new in the Gizmos Gallery.

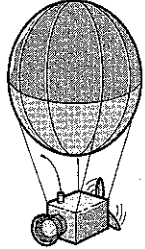
The best in modern technology.

Maxi Data



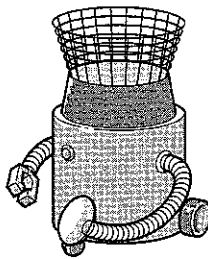
 Click here for information

Video 1



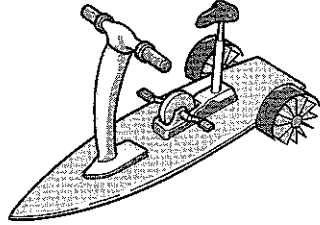
 Click here for information

Auto-help



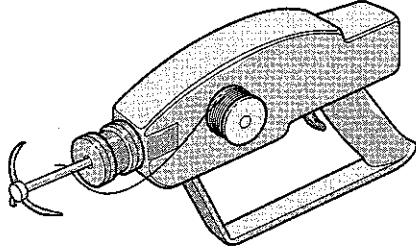
 Click here for information

Surf Cycle



 Click here for information

Sure Shot



 Click here for information

17.2

LEVEL

Intermediate

TOPIC

The future

ACTIVITY TYPEGroup discussion
ranking task**SPEAKING
FOCUS**Making comparisons,
agreeing and
disagreeing**TIME**

40–50 minutes

KEY LANGUAGE

alien, civilisation,
clone, colonies,
destination, disappear,
disease, DNA, extinct,
genetics, planet,
reappear, transport;
language of
comparison, future
structures, *might/may*
for possibility and
probability

PREPARATIONOne photocopy for
each student

It will never happen

Warm up

- 1 Ask students for examples of inventions or scientific discoveries since their grandparents were young. Write them on the board.
Ask which they imagine their grandparents thought were more useful and most surprising. Use this to check or revise language of comparison.
- 2 Ask them for examples that have happened in their own lifetime. Write them on the board.
- 3 Ask which they think are more useful and most surprising. Check or revise language of comparison.

Main activity

- 1 Tell students that they are going to read about inventions and discoveries that might happen in the future. Put them in groups of four. Give out the photocopies.
- 2 Ask them to read the paragraphs. Tell them to underline any words they do not know and ask the other students in their group about them.
- 3 Check if there are still any unknown words. Invite other students to explain them before you give the meanings yourself.
- 4 Write these questions on the board:

Which paragraphs mention:

- 1 *travel?*
- 2 *bad events?*
- 3 *medical science?*
- 4 *space?*

Ask them to compare their answers.

- 5 Check their answers.

Answer key

1 A, D 2 B 3 C, E 4 D, F

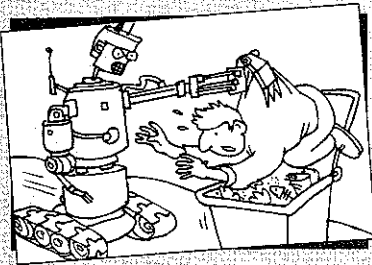
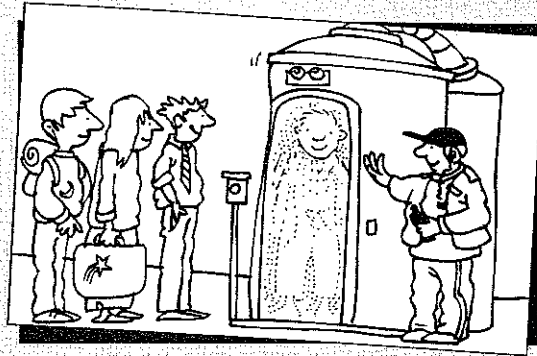
- 6 Ask them to think about the paragraphs on their own without talking to their partner. Tell them to decide which are more probable and write numbers 1 to 6 next to them. Number 1 is the most probable, number 2 is the next most probable, and so on; number 6 is the least probable.
- 7 Ask them to talk with the others in their group and compare the numbers they gave to each paragraph. They should explain their opinions and try to agree who is right.
- 8 Ask if any groups were able to agree about all the numbers for the paragraphs. Compare the order decided by different groups. Were there any big differences? Ask them to explain their opinions.

Follow up

- In their groups, students brainstorm the technical advances described on the photocopy and try to think of as many advantages and disadvantages for each as they can.
- Compare ideas around the class and see who has thought of most and which are the most interesting.

A *Matter transportation: every scientist's dream*

This is technology that can transport people or things from one place to another instantly. Imagine something like a telephone box: you go in, dial the number of the place you want to go, and then you disappear and reappear in another box at your destination. Some scientists think we can even do it without boxes! ☐

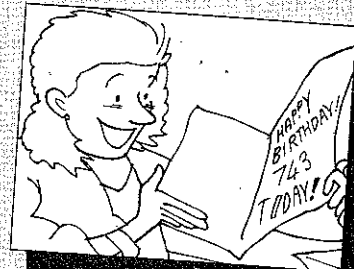


B *Machines take over: robots rule the world*

Scientists are designing better robots and more intelligent computers every day. There is already a computer that can beat chess champions and programs that can learn for themselves. Many experts believe machines will be more intelligent than humans one day, and when they are they will not need us any more. Goodbye, humans! ☐

C *Do you want to live for ever?*

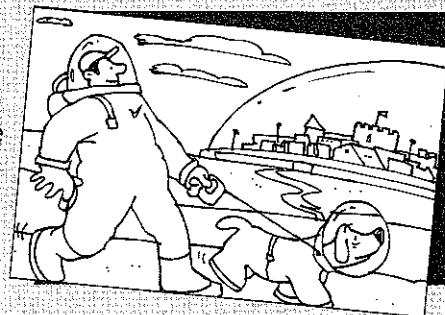
Scientists hope to find cures for all diseases, and are making good progress. They are also trying to find out why people get old, and they are making progress on that too. Some scientists suggest that with better knowledge it will be possible to slow down ageing or stop it completely. We could live to hundreds of years old, or older! ☐



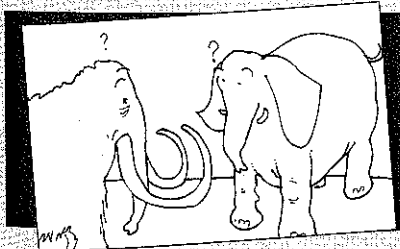
D *Space colonies: cities on other planets*

Space travel is expensive at the moment, but building space ships in space at space stations would be cheaper. Scientists are developing engines that are faster and use energy from the sun. They suggest sending several families together to distant planets.

Some journeys could take hundreds of years, with children born on the way! ☐



E *It is a dinosaur! Clones of extinct animals*



Scientists are making enormous advances in genetics. In addition to its value in health care, genetics might have other uses. Several projects at the moment are trying to bring back animals that are extinct, for example, the Tasmanian Tiger. Scientists hope to use dead animals in museums and copy their DNA to make living clones! ☐

F *Contact: Is there anybody out there?*

Scientists have been sending radio messages into space for years. They are hoping to get an answer one day from an alien civilisation. They would probably be more advanced than us, and would be able to teach us about their science and technology. With their help, we will solve every problem on the planet! ☐



17.3

LEVEL

Upper-intermediate

TOPIC

Advanced technology

ACTIVITY TYPESplit reading
information
exchange,
group discussion**SPEAKING
FOCUS**Paraphrasing ideas,
giving explanations,
making comparisons
and reaching decisions**TIME**

45 minutes – 1 hour

KEY LANGUAGEartificial, atom,
automatic, bacteria,
cancer, earphones, exotic,
expand, goggles,
interactive, manufacture,
packaging, phobias,
poisonous, pollution,
pressure, viruses;language of comparison,
future structures, modal
verbs of possibility
and probability**PREPARATION**One photocopy for each
group of three students,
the photocopy cut into its
three sections; dictionaries
if necessary

It will change our lives

Warm up

- 1 Ask students what new technologies have developed in the last hundred years. Write them on the board.
- 2 Tell them to decide with their neighbours which are the most important, and why.
- 3 Ask for opinions and invite comments. Use this to check or revise language of comparison.

Main activity

- 1 Tell students they are going to read about technology of the future.
Go around the class telling students they are A, B or C in turn. Put them in groups of three or four, with each group being all the same letter, e.g. AAAA, BBBB, CCCC.
- 2 Give out the sheets. Tell them to read their text and help their group with anything they do not understand.
- 3 On the board, write:
 - 1 *What will be the main uses of the technology?*
 - 2 *Which use will bring the biggest benefits and why?*
 - 3 *What are the most surprising predictions and why?*
 Ask students to discuss the questions and make notes.
- 4 While they work, write these questions on the board:
 - 1 *Which technology will bring the biggest benefits and why?*
 - 2 *What is the most surprising prediction and why?*
 - 3 *Which technology do you like the idea of most?*
 - 4 *Which technology do you think is the most likely to happen and why?*
 - 5 *Which technology do you think is the most unlikely to happen and why?*
- 5 Now put students in groups of at least three so that each group has a person who has read each text, e.g. ABC, ABC, ABC, ABC. Show the questions on the board and explain that students should tell each other about their text. They must work from their notes and turn their text face down so they can not read aloud from it.
- 6 Ask for their opinions and invite comments.

Follow up

- In their groups, students imagine a typical day in the future when all three technologies are in common use. They make notes about the daily routine.
- Students describe their day to the class.
- They vote on which day is:
 - the most interesting
 - the most likely
 - the weirdest

A: VIRTUAL REALITY

Imagine watching a film, but with video goggles that go around the sides of our heads too, so that we can see an image all around us like in real life. We do not watch the film from a distance, we are in it! The film, of course, is a computer image. The goggles are sensitive to the movement of our heads: the image moves when we turn our heads as it does in the real world. Built-in earphones also change the direction that sounds seem to come from as we move past objects. Gloves that can expand to put pressure on our fingers allow us to feel that we are touching objects in the virtual environment. All this already exists, so what is new?

As computer programs get faster and more detailed, much more will be possible. We already have flight simulators for training pilots, but programs will be developed for training in almost anything. We will be able to meet friends or colleagues in virtual environments: luxury conference rooms, exotic landscapes, virtual art galleries or impossible fantasy spaces. Imagine treating phobias by allowing people to meet their fears in a virtual, harmless world. Doctors will be able to attend operations thousands of miles away, and when robot arms are developed, they will be able to actually take part in the operations. This type of remote expertise will be available to many professions.

But there is more. Experts believe that, sooner or later, the technology will be developed to allow us to link computers directly into the brain. Then everything will be possible: sights, sounds, touch, smells, tastes, even emotions. It is even suggested that we can go further still, and input memories to create completely new virtual identities. We can become whoever we want to be. We could have a whole catalogue of parallel lives and personalities. The possibilities are truly endless.



B: ARTIFICIAL INTELLIGENCE

We already have intelligent, automatic lawnmowers that can find their way around the gardens, cut the grass, and then find their way back to the shed and plug themselves in to recharge. There are vacuum cleaners too just as clever. At a more exotic level, there was the Mars Pathfinder robot that did its job without human help.

There are all sorts of other uses for intelligent robots that can operate with little or no human control. Dangerous or unpleasant work, like clearing poisonous waste or landmines, are obvious examples. Research is being done on a car that will drive itself more safely than a person could. It would communicate with the other computerised cars around it and with electronics in the road to avoid accidents. Road deaths will become a nightmare of the past.

It is not just robots that are being considered, but all types of other machines carrying out a wide range of tasks. For example, the intelligent fridge that can read microchips attached to food packaging and warn you when the food needs to be eaten or thrown away. It will also reorder more food over the Internet when needed. Robots for general housework are sure to come. Honda, among other manufacturers, is researching a humanoid robot that can walk and carry things around. Some experts believe that the entire man-made world could be populated with all kinds of intelligent machines by the middle of this century.

In addition to the machines, more intelligent computer programs are predicted: programs that can learn and eventually think for themselves. One idea in education is interactive programs. For example, imagine a history program that would allow you to talk with an artificial expert historian and ask for explanations of anything you did not understand, or a language program that speaks every known human language, and can tell jokes in them too.



C: NANOTECHNOLOGY

Everyone is aware that technology has become able to build machines on an increasingly small scale. Today's desktop computers are more powerful than the room-sized machines of the 1970s. Nanotechnology is a special type of manufacturing technology and, according to the experts, it is the next step. 'Nano' means very small, and nanotechnology aims to build things an atom at a time, exact and perfect. This will give us computers billions of times more powerful than at present, but its other uses are endless. By working with individual atoms, it is possible to make anything. The silicon in microchips is just sand with the atoms rearranged. By rearranging the atoms in coal we can make diamond. Rearranging the atoms in dirt, water and air we get rice.

Working at the level of the atom will also mean we can produce things without the pollution from today's methods. We should be able to recycle all the waste. Manufacturing will be cheaper as a result. It should be possible to build machines that will remove the poisons from the air we breathe or the water we drink, and we can start cleaning up the environment. We should even be able to reverse the centuries of air pollution by taking chemicals out of the atmosphere.

Another advantage of working on the atomic scale is that we can build machines that can go places impossible today. Scientists are dreaming of machines small enough to travel inside the human body. They will find and destroy cancer cells, viruses or bacteria. They could heal wounds, or even replace a missing arm or a damaged heart. Some people suggest that with nano-computers, we could carry complete libraries inside our brain.

18.1

LEVEL

Elementary

TOPICRecycling and
saving energy**ACTIVITY TYPE**

Pairwork discussion

SPEAKING**FOCUS**Describing, making
suggestions**TIME**

45 minutes – 1 hour

KEY LANGUAGE

air, build, cans,
container, escape,
glass, ground, hole,
recycle, river, rubbish,
safe, save, throw away,
waste;

there is/are, present tense
be, present continuous,
should/shouldn't

PREPARATION

One photocopy for each
student, the photocopies
cut into their two sections;

 track 25

How green are you?

Warm up

- 1 Ask students how much of their rubbish they recycle and what kinds of things they recycle.
- 2 Write the questions below on the board. Tell them they have two minutes to talk to their neighbours and guess the answers.
 - 1 How much rubbish does a person in Britain throw away every year (in tonnes)?
 - 2 What per cent of their rubbish do people in Britain recycle?
 - 3 How many drinks cans do they use every year?
 - 4 What per cent do they recycle?
 - 5 How many glass containers do people in Britain throw away every year?
- 3 Ask for their guesses and write the highest and lowest values for each question on the board.

Main activity

Listening

- 1 Tell students they are going to hear a short talk about recycling. Tell them they will hear it twice and to listen and check their guesses. Tell them to answer this question too, and write it on the board:
 - 6 Why is recycling important?
- 2  Play the recording twice, and then ask if they want to hear it again.
- 3 Check their answers:

Answer key

1 Half a tonne a year each. 2 Ten per cent. 3 Five billion. 4 About 42 per cent.
5 Six billion. 6 Recycling saves energy and stops pollution.

Speaking

- 1 Tell students they are going to see some examples of other ways people waste energy and give out the photocopies of section A.
- 2 Tell students to work with a partner and find 12 examples of ways people waste energy.
- 3 Ask how many examples they have found and tell them to describe the problems.
- 4 Tell students they are going to see all 12 answers and give out the photocopies of section B.
- 5 Tell students to look at the differences between the pictures in A and B and find the 12 ways the people are saving energy in B. Tell them they have ten minutes to say what we should and should not do to save energy.
- 6 Go around and help them to work out all 12 ways:

Answer key

Picture 1: recycle bottles, papers, cans, clothes. **Picture 2:** showers not baths, save water, not wash things under the tap, use a bowl, save water, turn off lights and TV, close doors. **Picture 3:** cycle more, travel by bus more, drive smaller cars, not drive alone, travel together

- 7 Check their answers using *should/shouldn't*.

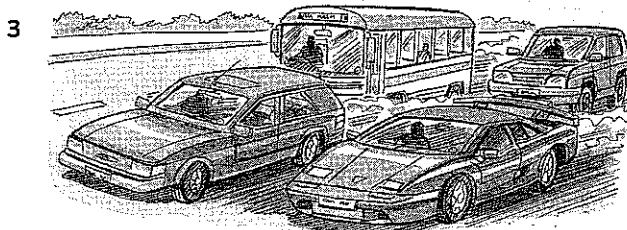
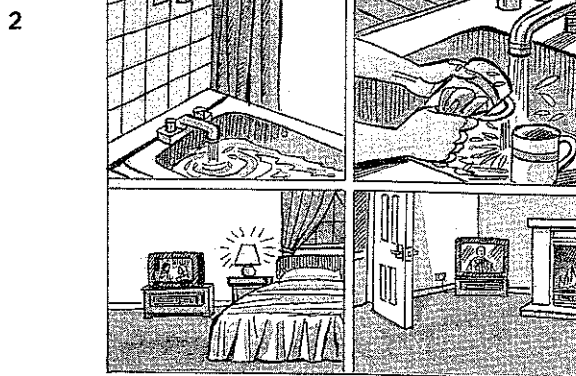
Follow up

- In groups of four, students design their own *How green are you?* questionnaire and exchange them with other groups or ask other classes.

A

How are they wasting energy? Find 12 examples.

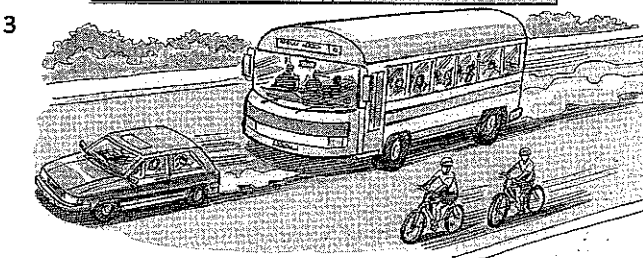
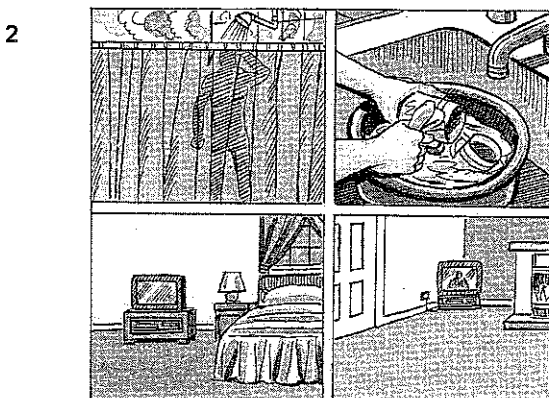
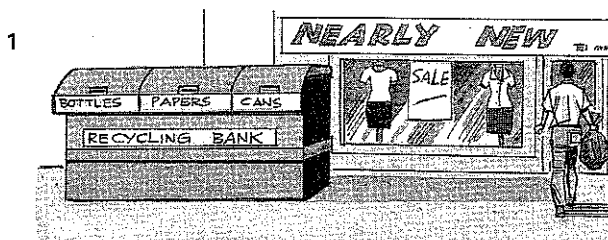
- 1 - - - - -
- 2 - - - - -
- 3 - - - - -
- 4 - - - - -
- 5 - - - - -
- 6 - - - - -
- 7 - - - - -
- 8 - - - - -
- 9 - - - - -
- 10 - - - - -
- 11 - - - - -
- 12 - - - - -



B

How are they saving energy? Find 12 examples.

- 1 - - - - -
- 2 - - - - -
- 3 - - - - -
- 4 - - - - -
- 5 - - - - -
- 6 - - - - -
- 7 - - - - -
- 8 - - - - -
- 9 - - - - -
- 10 - - - - -
- 11 - - - - -
- 12 - - - - -



18.2

LEVEL

Intermediate

TOPIC

Issues and solutions

ACTIVITY TYPEGroup discussion
and information
exchange**SPEAKING****FOCUS**Explaining facts
and discussing
information**TIME**

1 hour

KEY LANGUAGEaccess, cause, deaths,
disease, glacier, global,
increase, industrialised,
malaria, nation, pollution,
population, rights;present simple, present
continuous, present
perfect, futures, first and
second conditional, *must*,
should, *can't***PREPARATION**One photocopy for each
student

Something has to change!

Warm up

- 1 On the board, write *Human rights*, and ask what the students know about it. Write *Animal rights*, and ask what they know about it. If they do not know much, explain that animal rights organisations want us to stop using animals in cruel ways, e.g. in cruel sports or testing new products to find out if they are safe for people. Like human rights, animals have rights too. Ask students what they think.
- 2 Tell them they are going to read a page from an animal rights Website. Give out the photocopies and direct them to section 1. Ask which organisation the page is from (*Fight for their rights*). Ask what the text is about (animal testing).
- 3 Tell students to read the Web page and help their neighbours with anything they do not understand. Ask them to compare their opinions on the different tests. Put these questions on the board:

*Why do we do the test?**Is it useful?**What would happen if we did not do it?**Should we allow it?**What should we do about it?*

Check what they think of each test in turn: smoking dogs, Draize, LD50, but be sensitive to students with strong feelings. Use this exchange to practise the structures in the Key language.

Main activity

- 1 Tell students they are going to look at another important issue. Put them in groups of three or four. Direct them to the information on *Global warming* and *Clean water for everyone*, and ask each group to choose one. While they are deciding, write these questions on the board:
 - 1 *What are the main parts of the problem?*
 - 2 *Why is it a problem?*
 - 3 *What are the causes?*
 - 4 *What are the results?*
 - 5 *What should we do about it?*
- 2 Ask them to talk about the information and the questions. Tell them they should each write short notes, not sentences, about the problem. Go around helping them to use all the information and fit it into their notes.
- 3 Tell them they are going to explain their subject to the class. Choose a *Global warming* group to talk about question 1. Ask other groups who did *Global warming* if they agree. Let the groups who did *Clean water* ask questions.
- 4 Repeat step 3 for all the other questions with different groups until the topic has been covered.
- 5 Repeat steps 3 and 4 for *Clean water*.
- 6 Ask them to discuss with their group which topic is the most important problem and what we should do about it.
- 7 Ask for their opinions.

Follow up

- Students write a brief summary of their topic using the questions as a guide to its structure.

Fight for their rights: Animal testing

Animal testing is used in many ways for many reasons. In smoking tests, for example, dogs breathe cigarette smoke continuously to find out how dangerous smoking is for people. Two of the most common tests are the Draize eye test and the LD50 test.

The Draize eye test is used to find out if a new product, like a new soap, will affect people's eyes. In the tests, rabbits' eyelids are kept open with clips, and they can not move their heads. Then the product is put in their eyes. The tests last a week, but many animals break their necks trying to escape from the pain before the test is complete.

In the LD50 test, LD means 'Lethal Dose' – that is how much of something you can take before it kills you. It tests any chemical by giving more and more of it to a group of animals until 50 per cent of them die.

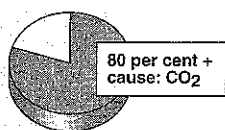
Some experts say animal tests correctly predict effects on people only 38 per cent of the time, and there are other ways of testing that do not need animals. So why do we do them?



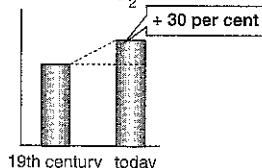
Global warming

Causes

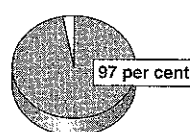
Global warming from burning coal, oil and gas for energy



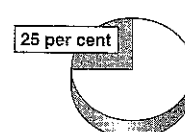
Increase in CO₂



Causes of world CO₂ pollution, 1990



World population



Industrialised nations

Effects

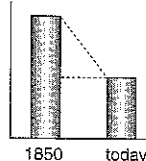
HEAT WAVE KILLS OVER 700
(1995: Chicago)

MORE BAD WEATHER
(hurricanes, floods, drought)

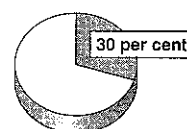
MALARIA IN NEW AREAS

NO GLACIERS IN USA'S GLACIER NATIONAL PARK BY 2030
(experts predict)

Europe's glaciers are becoming smaller



World's forests and their animals



In danger

FACT We need to reduce CO₂ by 60 per cent just to stay as we are now. And if sea level rises by over a metre, what will happen to low countries like Bangladesh?

Clean water for everyone

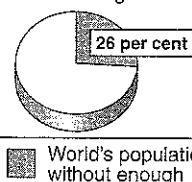
'Clean water is a human right.' (United Nations)

The world

Average family water use/day



Easy access to clean drinking water



World's population without enough

FACTS

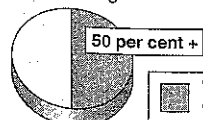
Dirty water causes 80 per cent of the disease and 34,000 deaths/day = 100 jumbo jet crashes. A child dies every eight seconds.

Women and children carry water long distances:

- average walk: 10–15 km/day
- average weight: 12–25 kg
- average time: 4–5 hours/day

The developing world

Easy access to clean drinking water



World's population without enough



Water projects – clean water for a lifetime

- average cost: 5 euros to 10 euros per person
- cost in some parts of Asia and Africa: 2 to 4 euros per person

18.3

LEVEL

Upper-intermediate

TOPIC

Rights and responsibilities

ACTIVITY TYPE

Questionnaire

SPEAKING FOCUS

Presenting and debating opinions

TIME

1 hour

KEY LANGUAGE

aristocracy, beggar, capital punishment, crime, criminals, elderly, equality, exploitation, inherit, justice, monarchy, poverty, punishment, recycling, rehabilitation, responsibility, welfare; language of obligation and responsibility, e.g. *should, ought to, must*

PREPARATION

One photocopy for each student

Keeping an open mind

Warm up

- 1 On the board write up the title and the headings of the six sections of the questionnaire:

*Social and environmental issues**Social welfare**Justice**Education**Social equality**The environment**Animal rights*

Tell students to work with a partner and think of an example of an issue for each of the six sections.

- 2 Check their ideas and write them in the appropriate lists, just a word or two for each. Ask questions about them.
- 3 Ask which of the six areas is most important and why.

Main activity

- 1 Tell them that they are going to do a questionnaire on the issues.
- 2 Give out the photocopies. Tell students to quickly read the questions but not to answer any. Tell them to underline any words they do not know.
- 3 Ask which words they underlined and ask other students to explain before you explain any yourself.
- 4 Check that students understand the instructions for doing the questionnaire and for checking their scores.
- 5 Tell them to complete it, talking about the ideas with a neighbour as they go.
- 6 Ask if the comments describe them accurately.
- 7 Clean the board. Ask which are the six areas they had their highest and lowest scores in, and on the board write the areas which showed the most difference of opinion.
- 8 Tell them they are going to discuss one of the topics on the board. Point to the topics on the board one by one, telling students to put up their hand for the topic they prefer. For each topic they choose, ask who scored above nine and who scored below nine. Put the high-scoring students on each topic together and the low-scoring students on each topic together.
- 9 Divide the students into groups of four to six.
- 10 Tell them to discuss their topics and prepare to explain their opinions to the class.
- 11 For each topic, allow the high-scoring groups to speak to the class, followed by the low-scoring groups. Invite questions from the class and ask questions yourself.
- 12 Before moving on to the next topic, take a class vote with a show of hands on whether they now agree with the high-scoring groups or the low. If for any topic there were only groups of one point of view, ask students to put up their hands if the groups made them change their opinions on anything.

Follow up

- Students choose a subject that they did not speak on, and write an account of the most valid and interesting points made by the other teams.

Social and environmental issues questionnaire

Complete the questionnaire by giving a score of 1 to 5 for each opinion according to how much you agree or disagree with it. Then find your total for each section.

- 1 I strongly disagree.
- 2 I disagree.
- 3 I do not agree or disagree.
- 4 I agree.
- 5 I strongly agree.

Social welfare

- 1 The care of the sick and elderly is the state's responsibility. ☐
- 2 Beggars on the street is the sign of an uncaring society. ☐
- 3 Poverty is the result of social exploitation by the rich. ☐

Total

Justice

- 4 Rehabilitation, rather than punishment, is more likely to reduce crime. ☐
- 5 Criminals are victims of the society that made them the way they are. ☐
- 6 Capital punishment makes society as bad as the murderers it condemns. ☐

Total

Education

- 7 Society should try to provide a basic education for all young children. ☐
- 8 Education until adulthood is a human right. ☐
- 9 Society's provision of lifelong learning is essential to personal development. ☐

Total

Social equality

- 10 Inherited social or political power, as with monarchy and aristocracy, for example, is fundamentally wrong. ☐
- 11 It seems unfair that some people inherit fortunes while others are born into poverty. ☐
- 12 The inheritance of wealth is socially unjust and should be strictly controlled and heavily taxed. ☐

Total

The environment

- 13 We are not doing enough to protect the planet. ☐
- 14 Recycling of all possible materials should be compulsory. ☐
- 15 Car ownership is an unnecessary luxury that endangers the environment and should be severely restricted. ☐

Total

Animal rights

- 16 Killing animals for sport is cruel. ☐
- 17 Killing animals for scientific or medical research is immoral. ☐
- 18 Eating meat is murder. ☐

Total

Now check your scores in the *Keeping an open mind* comments box.

Keeping an open mind comments

Social welfare and justice

0-12 You place great emphasis on individual responsibility and self-reliance. You may feel that our ability to create our own future is one of the key things that makes us human.

13-18 Although you have a developed sense of social duty and a belief in caring for others, you also believe that people must learn to take control of their own lives.

19-30 You are deeply socially aware and responsible. You believe that it is society's duty to take care of its vulnerable members, who may often have little control over their lives.

Education and social equality

0-12 You probably feel that education should be for a practical purpose rather than for its own sake. You probably have a strong sense of tradition.

13-18 You have a strong belief in social justice and equal opportunities for all. You may feel that fate is a stronger force in people's life than is sometimes acknowledged.

19-30 You believe in social equality and have a very strong social conscience. You believe in education as a force for equality and personal development.

The environment and animal rights

0-12 You are a strong believer in personal freedom. You may have a sense of there being a hierarchy of living beings.

13-18 You have a healthy respect for the planet and the other species that share it with us, and you believe that it is our moral duty to take care of them if we can.

19-30 You feel a keen sense of urgency surrounding the ecological problems facing our planet. You probably find it difficult to understand the sometimes selfish behaviour of other people.

Track 2 Unit 1.3

James: Hello. I don't think we've met. I'm James Pond.
Valerie: Nice to meet you, Mr Pond.
James: Please, call me James.
Valerie: OK, James. I'm Valerie Dumont. So how do you know the ambassador?
James: We were in the army together.
Valerie: Oh, you're in the army?
James: Not any longer – several years ago.
Valerie: I'm an army officer too.
James: Ah! Do you enjoy your work?
Valerie: I like the travel.
James: Where are you living at the moment?
Valerie: I work in our embassy in Argentina.
James: Aha. And does your family travel with you?
Valerie: Yes – well, I'm divorced actually, but my children travel with me. It can be difficult sometimes.
Atsuko: Hello, I'm Atsuko Ishida. Do you mind if I join you?
Valerie: Please do. I'm Valerie Dumont, and this is Mr Pond.
James: James Pond. We were just talking about the difficulties of travelling with a family.
Atsuko: I wouldn't know. I've never been married.
James: No, neither have I. Tell me, Atsuko, what do you do?
Atsuko: I'm with the police. I work on special investigations.
Valerie: Are you working here in London?
Atsuko: No, I'm based at our embassy in India at the moment. This is just a visit.
James: How interesting. What are your plans while you're here?
Atsuko: I'm looking forward to going to some concerts.
James: Oh, you're a music lover! Me too. Maybe we can go together.
Atsuko: Maybe. How about you, Valerie?
Valerie: I'm more of a sports person myself.
Atsuko: Sports! Let me guess – tennis or golf?
Valerie: Yes, golf. How did you guess?
James: Oh, you're a golf fan! Me too. Maybe we can play a game together.
Valerie: Maybe.

Track 3 Unit 2.2

Man: You know, it happened again this morning. My neighbour threw rubbish in my garden.
Woman: How do you feel about that?
Man: It makes me really angry, actually. I have to clean it up.
Woman: Is there anything you can do about it?
Man: I don't know. I've started throwing it back into their garden, but it doesn't make any difference. I don't know what to do. I don't really want an argument.
Woman: What would you like to happen?
Man: Well, I'd just like them to stop doing it. I can't understand why they do it.
Woman: How about asking them?
Man: I'm not sure. I haven't spoken to them yet. They're new here. They only moved here a few days ago. I'd prefer to be friends with them, really.
Woman: What would you like to do about that?
Man: I suppose I could go and see them, say hello – as they're new here.

Woman: Why don't you ask them round for coffee? Introduce them to the family? Then you can just mention the rubbish in conversation.

Man: That's not a bad idea. I'll do that.

Track 4 Unit 3.3

Jeremy: My day starts at seven when I check the animals over and feed the ducks. Then I look after the cows and spend my time mending fences or machinery. If I'm lucky, I finish about five when I feed the cows again. I love my job, but the down side is the low wages. To bring in extra cash, me and my brother do work on other farms, like tractor driving. Er, you've got to be prepared to get your hands dirty – well, everything dirty, really. Erm, otherwise you wouldn't last long with cows. But you get used to it. If you're prepared to work hard, there's nothing like it.

Track 5 Unit 4.1

Estate agent: So, here we are – number 26 Cross Street.
Man: Oh ... Is this the living room?
Estate agent: Yes, that's right. It's a good size and ...
Woman: Where do they sit? There isn't a sofa! Oh, look – there's a chair under those old newspapers ... and dirty plates ... and clothes ... and things. Ugh!
Man: Why is the television in the middle of the room?
Estate agent: Let's go into the dining room. Again, it's a good size with ...
Woman: Hmm. I don't like the table. It's too close to the window.
Man: And the colours are really dark.
Woman: Yeah, it's very boring in here. The walls and the curtains are so ... so ... brown!
Man: It needs some flowers or plants or something.
Estate agent: Shall we take a look at the kitchen?
Man: Oh, no!
Woman: Ugh! It's so dirty!

Track 6 Unit 4.3

Andy: ... and thanks to Ron Willis for that report. Now I'd like to introduce our next guest, Mae Chang. Hello, Mae, and welcome to *Happy Homes*.
Mae: Hello, Andy.
Andy: Mae is a well-known Feng Shui expert. Now, I hear that Feng Shui is becoming more and more popular, Mae. Is that true?
Mae: Yes, definitely, Andy. Lots of people are starting to realise how really useful it can be.
Andy: And what exactly is Feng Shui?
Mae: Feng Shui is the ancient Chinese practice of controlling how chi moves around our environment.
Andy: Chi?
Mae: Chi is an energy or life force that is all around us everywhere, and by using it we can improve our lives. Feng Shui can be used to decide the best possible place to build a house, but more often it's used to organise rooms and position furniture. Improving the movement of energy around a house can bring more wealth, better health and personal success.
Andy: That sounds like something we should all know about. So what can we do?

Mae: To improve Feng Shui in the home, it is first necessary to remove all clutter.

Andy: Clutter – you mean mess and things?

Mae: Exactly – clutter is all the untidy mess in our lives, but more than that. It's all those things that we don't use or need any more; things that we no longer love.

Andy: The problem is, Mae, that most of us find it very difficult to throw old possessions away. We become attached to things emotionally; we always think that we will use them again one day.

Mae: Yes, that's right. But when the life energy, chi, enters the house and meets piles of clutter, it's stopped dead and it cannot move freely. This causes problems in our lives. So when we finally throw things away, we feel a sense of freedom and relief.

Andy: OK – so get the clutter out. Then what?

Mae: Well, after we've removed all the clutter from our homes, then we can start to make other important Feng Shui changes. There are several very useful things that you can do ...

Track 7 Unit 5.1

Part 1

Suzanne: You know, Peter, I like this neighbourhood – I don't want to leave. But my new job is in another city! So ... I'm going to live there.

Peter: You'll be OK. You'll find a nice place.

Suzanne: I'm not sure. This a great place to live. It's got a lot of good shops, and the people are very friendly. It's got some excellent cafés too – and they're cheap!

Peter: Any good restaurants?

Suzanne: There is a restaurant, but it's terrible. I never eat there. The best thing is the sports centre. There's a fantastic sports centre near my flat.

Peter: Oh, I didn't know that you like sport.

Suzanne: Yeah, I play volleyball there. One bad thing is all the cars. Everybody uses the big car park next to the sports centre. So my road has too many cars on it. Another problem for me is that I love films, and there isn't a cinema. It's not a big problem because there are good buses. I've got a bus stop on my road so I can go to the cinema in the city centre. There's a swimming pool in the city centre too. I often swim there. It's about twenty minutes away so it's easy to get there.

Peter: Uh huh.

Suzanne: It's going to be difficult to find another good neighbourhood like this, but I need a flat near my job.

Peter: You'll find somewhere. Relax!

Track 8 Unit 5.1

Part 2

Brian: 554782. Brian Kent speaking.

Suzanne: Hello. My name's Suzanne Giles and I'm phoning about the flat in your advert.

Brian: Oh, yes.

Suzanne: The advert says that it's large.

Brian: Yes, it's got two large rooms and a small kitchen. It's very modern, er, with big windows.

Suzanne: Can you tell me something about the neighbourhood.

Brian: Oh, it's a nice friendly neighbourhood. Er ... what do you want to know?

Suzanne: Erm, are there many shops, restaurants – things like that?

Brian: Yes, we've got lots of shops and restaurants. We've got banks, a station, a cinema ...

Suzanne: A cinema! Really? Is there anywhere to do sports?

Brian: Well, there's a swimming pool ... and at weekends, there are a lot of sports in the park.

Suzanne: Great! Can I come and see the flat at the weekend?

Brian: Yes, no problem. Is Saturday at three o'clock OK?

Suzanne: Great! Saturday at three is fine.

Brian: OK, I'll see you then.

Suzanne: Thanks. Goodbye.

Brian: Bye.

Track 9 Unit 5.2

Reporter: Hello. I'm doing a programme for Wellham Radio. We're finding out what people think of all the changes in the town. How do you feel about all the changes?

Old man: It isn't as good as it used to be – and it's getting worse.

Reporter: Why do you say that?

Old man: Well, we used to have a really good market. You could buy anything at that market, and now it's gone. It's all offices now. Everything is for business and nothing is for the ordinary people these days.

Woman: No, that's not true. The new footbridge is really good. I used to hate crossing that road. It was really dangerous. You had to wait for hours.

Old man: There are too many cars in the town centre today. They should stop people driving in the town centre.

Woman: Well, I think Wellham is much better now. That new theatre is fantastic – they have some really good plays.

Teenage girl: No, Mum, I agree with Grandad. Wellham is getting worse. Who wants to go to the theatre? It's so boring. That theatre used to be a disco, and that was much more fun.

Reporter: And tell me, what do you think about ...

Track 10 Unit 6.2

Martha: Hello. I'm Martha Jones and welcome to another *Travellers' tales*. In this week's programme, we asked 100 people where they most like to go on holiday and what they like to do there. We also asked which holiday people remembered the most, and why. Here's what a few of them said.

Martha: Excuse me, I'm from *Travellers' tales*.

Man: Yeah, I've seen you on TV – you're Martha Jones.

Martha: Yes. Can you tell me where you like to go on holiday?

Man: The beach.

Martha: Which beach?

Man: Anywhere with a good beach. That's the most important thing. Sun, sand and sea.

Martha: Excuse me, do you usually go to the beach for your holidays?

Woman: No, never. I always go to somewhere with history – Athens, Rome, places like that.

Martha: Not the beach?

Woman: No, never. I hate the beach: all those people with no clothes on! Horrible!

Martha: Excuse me, I'm asking people which holidays they remember the most.

Man: Erm, my holiday to Egypt about four years ago.

Martha: Egypt! Why? Is it the history of the country?

Man: No – it was a donkey.

Martha: A donkey?

Man: Yeah. I was on a donkey trip to see the Valley of the Kings near Luxor. There were a group of us with this guide called Aziz – erm, the donkeys were his. We were high up in the hills, and suddenly my donkey went crazy. It started biting the donkey in front and then it ran off with me on its back. I remembered that someone once told me that if you cover a donkey's eyes, it will stop – because it can't see.

Martha: And did you cover its eyes?

Man: Yes, but it didn't stop.

Martha: Oh!

Man: And we were on a very small path, about 50 metres above the valley, straight down! It was really dangerous. I thought I was going to die!

Martha: So what happened?

Man: Aziz finally caught us. He said something into the donkey's ear, and it stopped.

Martha: Why did it run off?

Man: He told me later that it used to be his number one donkey, the leader, but now it was number two because it was very old and couldn't see where it was going any more. The problem was that it hated being number two and always bit the new number one.

Martha: Ha! It was jealous?

Man: Yeah! A donkey with a death wish!

Track 11 Unit 7.2

Part 1

Woman: What are you going to have?

Man: I don't know.

Woman: The pâté looks nice.

Man: What, the ham pâté? No, not for me. How about a prawn cocktail?

Woman: No, not prawns. I'll have garlic bread.

Man: I fancy something meaty for the main course.

Woman: There's pork in pepper sauce.

Man: No – the beef, I think. Shall we share a salad? The seafood salad might be nice.

Woman: No, not seafood. Let's have the mixed salad if that's okay with you.

Track 12 Unit 7.2

Part 2

Waitress: Yes, sir?

Man: I'd like to order now. Erm, as a starter, I'd like the vegetable soup, please. And for the main course, I'll have the cheese and ham pie. Thanks.

Waitress: Can I get you any side dishes?

Man: No, thanks.

Waitress: And for dessert, sir? The homemade ice cream is delicious.

Man: No, I don't think so, thanks.

Waitress: What would you like to drink?

Man: Erm – just water, please.

Track 13 Unit 7.2

Part 3

Man: Well, that was a fantastic meal. Excellent pâté!

Woman: You didn't eat it all!

Man: No, but it was very good, and the spicy vegetables were fantastic. You should have had some.

Woman: Yeah, they looked delicious, but I don't eat a lot of spicy food these days. How about some of that yummy chocolate cake for dessert – with ice cream!

Man: Er, no. I shouldn't, really. I'll just have a little fruit – and I'll order coffees for us.

Woman: Coffee? Oh, no, not for me, thanks. But the mixed juice special sounds interesting.

Man: Yeah, I think I'll have one of those too.

Track 14 Unit 7.2

Part 4

Woman: Hi. Erm ... I'll start with the vegetable soup, and then for the main course, I'll have the spicy vegetable surprise, please. Is it possible to have the cheese pie without the ham?

Waiter: No, I'm sorry – it's all cooked together.

Woman: Oh, that's a pity. Let me see ... I'll have some French fries instead.

Waiter: Anything for dessert? How about our chocolate cake?

Woman: Mmm, it looks good. Yes, OK. I'll try it.

Waiter: And the chocolate cake. Thank you.

Track 15 Unit 7.3

David: Hello, I'm David Edwards and today on *Food for Thought* I'm talking to Dr Madhu Kumari, who's an expert in the art of Ayurvedic health care. Hello, Madhu, and welcome to *Food for Thought*.

Madhu: Hello, David.

David: Can you begin by giving our listeners a quick explanation of what Ayurveda is?

Madhu: Well, Ayurveda is the life science of India and it has been practised there for over 5,000 years. The word comes from the ancient Sanskrit language. 'Ayu' means life and 'veda' is similar in meaning to knowing. Ayurveda is a complete approach to health, diet and natural medicine.

David: And what are its basic principles – its, erm, central ideas?

Madhu: Ayurveda states that there are five basic elements in the universe: Air, Fire, Water, Earth and Ether or Space. They control or affect everything.

David: Ah ha. And what influence do these five elements have on us?

Madhu: In human beings, the five elements work together to create three different energies called doshas. All three doshas are active in everyone, but usually one dosha – or sometimes two – are naturally dominant in a person. Each dosha has its own special character.

David: So that means that there are basically three different types of people with their own physical and mental characteristics?

Madhu: Yes, absolutely. There are three different physical body types with their different personalities to match. If we know what type we are, we can develop our lifestyle to give us exactly what we need – so we can keep ourselves in balance and stay healthy and happy. If we have too much of one dosha, we can change our diet, for example, and eat foods that make that particular energy weaker.

David: Interesting! And what are the three types? Can you, erm, describe them for us? I'm sure everyone listening will be keen to try and recognise what type they are.

Madhu: The three types are called Vata, Pitta and Kapha, and they are quite different from each other, but, as I said, many people are a mixture of two types. With a bit of experience you can tell what type people are just by looking at them. Vata people are very easy to recognise. They are very self-confident, lively and do everything quickly. You often see them rushing and that's one of their problems. If they aren't careful with their doshas they can become anxious and worried. Pitta types are very energetic and organised, warm and friendly, but the risk is that they can become critical – they tend to criticise other people and themselves.

David: Ah ha.

Madhu: Kapha people are usually easy-going and relaxed but they need to watch out for becoming bored and boring.

David: Uh-oh – that sounds exactly like me! Can you stay with us for a while, Madhu, because we've had quite a few phone calls about Ayurveda and maybe you can answer some of our listeners' questions?

Madhu: Yeah – if I can.

David: OK, our first caller is Danny Boyce from Liverpool. Danny, what's your question?...

Track 16 Unit 8.1

Announcer: Your attention, please. A little girl is lost in the shopping centre. Her name is Kirsten and she's five years old. She's got very fair skin and blue eyes. Her hair is short and wavy. If anyone sees her, could they please come to the information desk. She's wearing jeans and a white T-shirt. I repeat: A little girl is lost in the shopping centre. She is fair with short, wavy hair and blue eyes. She's wearing jeans and a white T-shirt. If anyone sees her, would they please come to the information desk. Thank you.

Track 17 Unit 8.3

Marty: Pete, it's Marty here. How are you?

Pete: Hi, Marty. Yeah, fine, mate. Something I can help you with?

Marty: Yeah, maybe. You've heard I'm managing a teenage girl band now, Dance Force? You know, techno-disco-type music.

Pete: Yeah, I heard. How's it going?

Marty: Fine, Pete, absolutely fine – just one very little problem.

Pete: Oh, yeah. What's that?

Marty: It's Mel – she's left the band. Er, big trouble, that girl. She just walked out. Too many disagreements on style. Said she didn't like the clothes I chose for them. Won't even answer my phone calls! So, erm, Pete, I was wondering what musicians you've got on your books at the moment – erm, someone I could use in her place.

Pete: You want someone to replace Mel? No problem. I've got lots of singers on my books. Does she need to play an instrument?

Mark: Instrument? No, no, course not! Has to be a good dancer, though.

Pete: Dancer ... Hmm. I think I've got the perfect person for you – Zoe Landers. Good dancer and a fantastic singer. She'd be perfect. She's got years and years of experience behind her too. Her jazz is amazing and when she sings the blues, it's enough to make a grown man cry, Marty. You must hear her.

Marty: Jazz and blues? Dance Force is a teenage disco band, Pete. We're trying to make people dance, not cry!

Pete: OK. How about this? I've just signed up a new young singer-dancer ... going to be a big star ... perfect for the band. Lots of energy.

Mark: What's her name?

Pete: He's called Jonny Watts, and ...

Mark: He? Dance Force is a girl band, Pete!

Pete: He'd be very easy to work with, Marty ...

Track 18 Unit 9.3

Woman: It is summer and it's a nice day. The sun is shining on your face. You're walking along a quiet road in the countryside with trees all around. Birds are singing and there's a soft wind. You come to a forest, and you see a path through the trees. You follow it. Inside the forest it's cool, and you can smell the trees. Soon you come to a beach. The sand is clean and bright. You sit down and take off your shoes. You can feel your feet on the beach. There are other people on the beach, but not too many. You can hear their voices. Some of the people are singing. What is the song? You can also hear the sea, and you look at it. The water looks warm. There's a boat on the sea. It's coming to the beach. How big is the boat? What colour is it? Everyone is relaxed. How do you feel?

Track 19 Unit 12.2

Chairwoman: ... Fine – er, we'll put the restaurant story on page 7. OK, what's next on the list?

Boy: It's the fashion pages. I've got some photos here for you all to look at. Here ... What do you think?

Julia: I'm not sure. I think they're a bit boring, really.

Chelsea: I disagree. I think they're very lively.

Man: If you ask me, they're brilliant.

Julia: Well, I'm sorry, but I can't agree with you.

Chelsea: I love them. Why don't we use them all?

Man: Yes, I'm with you on that, Chelsea. They're fantastic. In my opinion, they're the best thing we've got.

Chelsea: How about putting this one on the front page?

Boy: You're right, Chelsea. Fantastic!

Chelsea: What do the rest of you think? Good. We all agree.

Julia: I don't!

Chelsea: No, but then you never do, Julia.

Track 20 Unit 14.1

Part 1

Man: I work very long hours and my job is very stressful. Erm, I certainly don't do it for the money, but it's strange – I've never really wanted to do any other job. When I can help someone, make them feel better, I feel really good. Even if it's only to make them smile or feel more comfortable. I see a lot of sad things, but when someone gets better and they can go home to their family again – oh, it's just wonderful.

Track 21 Unit 14.1

Part 2

Woman: I don't mind work. My job isn't bad – it's quite easy and you don't have to think too hard about it. The money is OK and that's the important thing. I don't do the job for the job, if you know what I mean – I work to live; I don't live to

work. The best thing about it is the people. I've got some really good friends and we have a good laugh. The only thing I don't like sometimes is the noise. When all the machines are working you can't hear yourself think – it's so loud.

Track 22 Unit 14.1

Part 3

Man: My work is my life, really. I've always been sporty and I love team games. I know all my friends from playing sport. I started working here about, erm, ten years ago and I know nearly everything about the job. When someone comes to the centre to ask about classes or games, I can usually answer all their questions, no problem. You see, I started most of the classes in the beginning, so I know all the trainers and instructors now.

Track 23 Unit 14.2

Part 1

Interviewer: Could you tell me something about yourself?

Applicant: Er, well, you've got my application form and it's all there. What sort of thing do you want to know?

Interviewer: Well, for example, how do you get on with people?

Applicant: Fine.

Interviewer: I see. Well, perhaps you could tell me why you want this job?

Applicant: Er, I'm out of work at the moment and this is really near my house. I could walk to work. Oh, and the pay is good.

Interviewer: I see. What do you know about the company and the job itself?

Applicant: Well, I've eaten in the café a couple of times and I've seen your delivery vans around. So I suppose the job involves making sandwiches and things, delivering them – things like that.

Interviewer: OK. Why do you think you can do the job?

Applicant: Well, it's not hard, is it? I don't see why I can't!

Interviewer: What qualities would you bring to the job?

Applicant: Er, what do you mean?

Interviewer: You've applied for the job of Catering Assistant. As you probably realise, this means working as a member of our catering team, taking orders, delivering on time and to customer satisfaction. Why should we employ you? What qualities would you bring to the job?

Applicant: Oh, I see what you mean now. Well, I'd be OK. I mean, I'm not stupid. I'd be fine.

Interviewer: Well, thank you for coming today. We have several other candidates to interview, and we'll contact you when we've decided.

Track 24 Unit 14.2

Part 2

Interviewer: Could you tell me something about yourself?

Applicant: Well, I'm very practical and organised. I'm also interested in food – and not just eating it. As you'll see from my application letter, I'm taking night classes in Chinese cooking, and I do voluntary work serving lunches at a centre

for old people.

Interviewer: I see. How do you get on with people?

Applicant: Very well. I enjoy working as part of a team and meeting new people, as I do in my voluntary work.

Interviewer: Why do you want this job?

Applicant: Well, as I mentioned, I'm interested in preparing and serving food. I know your products – I've eaten in your café – and I like the quality of the lunches you offer. I think the job would be interesting, and I'd enjoy the contact with the customers.

Interviewer: OK. Why do you think you can do the job?

Applicant: I can remember food orders correctly, even when it's busy. Sometimes at the centre where I work, it seems like everyone is asking for things at the same time. I have a driving licence if I need to deliver anything in the van – and I'm fit, so carrying things is no problem.

Interviewer: What qualities would you bring to the job?

Applicant: I'm sorry, what do you mean?

Interviewer: You've applied for the job of Catering Assistant. As you probably realise, this means working as a member of our catering team, taking orders, delivering on time and to customer satisfaction. Why should we employ you? What qualities would you bring to the job?

Applicant: Oh, right. I see what you mean. Well, I enjoy working with people, I'm reliable and organised and I'm interested in catering. I know there's a lot more to learn, but I'm enthusiastic and I'd welcome the opportunity.

Interviewer: Well, thank you for coming today. We have several other candidates to interview, and we'll contact you when we've decided.

Track 25 Unit 18.1

Presenter: How much rubbish do you and your family throw away every week? When you throw something into your dustbin, do you know where it goes next?

Rubbish from your home is put into large holes in the ground called landfill sites. After many years, earth and grass cover the hole, but we can't use the land to grow food, and we can't build on it because it's not safe. Sometimes pollution from the rubbish escapes into the air or into rivers and streams. Clean air, water, land – these are necessary for life, and we are destroying them.

In Britain, each person throws away half a tonne of rubbish a year – that's 27 million tonnes a year in total. We're throwing too much away. We're only recycling about ten per cent of our rubbish, and we should recycle more. For example, we use five billion aluminium drinks cans a year. Aluminium is expensive, but we only recycle about 42 per cent. Glass is expensive too, but we throw away six billion glass containers every year.

Recycling rubbish saves energy and stops pollution. Think about it before you throw it away.

Also available in the Cambridge Copy Collection

Reading Extra

CAMBRIDGE
copy
COLLECTION

A resource book of multi-level skills activities



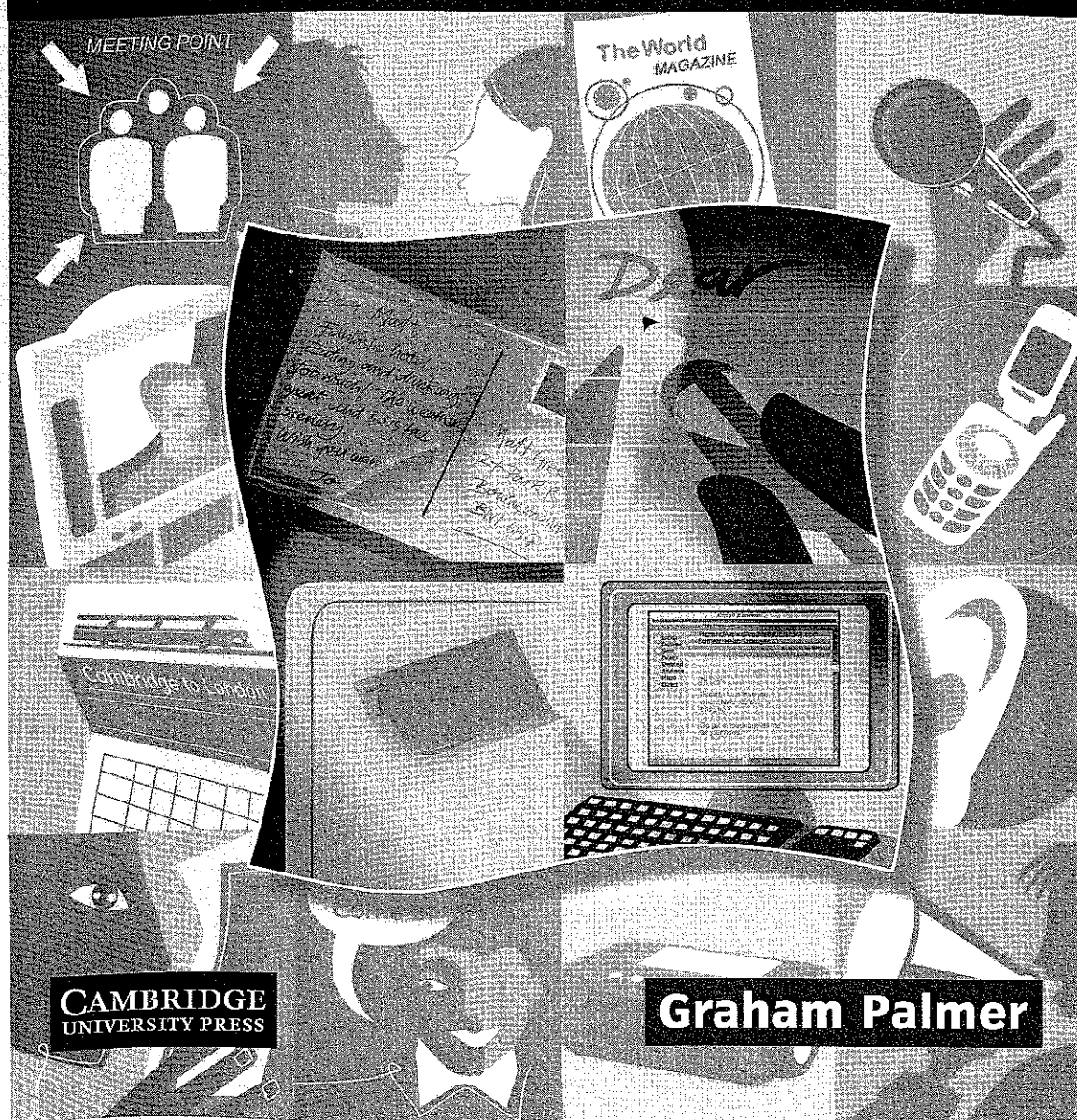
ISBN 0 521 53405 4 Resource Book

Also available in the Cambridge Copy Collection

Writing Extra

CAMBRIDGE
copy
COLLECTION

A resource book of multi-level skills activities



ISBN 0 521 52387 6 Resource Book

Speaking Extra

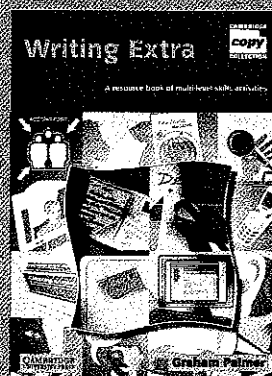
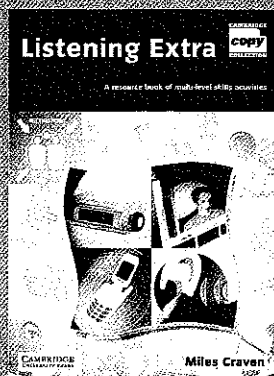
A resource book of multi-level skills activities

Mick Gammidge

Speaking Extra is a lively collection of over 50 easy-to-use photocopiable speaking activities designed for use with young adults (16+) and adults. The material offers teachers a refreshing approach to 18 familiar topics and can easily be used to supplement existing coursebooks. The topic areas are explored in units which each have three independent activities for use with elementary, intermediate or upper-intermediate level.

- Contains photocopiable activities with clear, step-by-step instructions that provide instant supplementary speaking lessons for busy teachers.
- Provides material for students of all levels, from elementary to upper-intermediate, making it an excellent resource for every staffroom.
- Is organised around carefully selected topics that can be easily slotted into any lesson.
- Engages and motivates students with meaningful tasks in realistic contexts.
- Encourages students to practise a range of speaking skills including negotiating, persuading, expressing opinion and requesting information.
- Integrates other skill areas while practising a key speaking skill.

This lively resource book is accompanied by an audio CD to support some of the speaking activities. There are tapescripts for the audio material at the back of the resource book.



CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org

ISBN 0-521-75464-X

