

PHOTOCOPIABLE MATERIAL

1 PEOPLE

TABLEAUX

PREPARATION

Make two copies of the photocopiable sheet on thick paper (or paste them onto card). Cut out the pictures. The pictures with two people in them are intended for groups of three students, and the ones showing three people – for groups of four. With a class of 14, you would use one copy of each picture; with other numbers, you may need two copies of some of the pictures, while some may not be used at all.

PROCEDURE

- 1 Divide the class into groups of 4 and 3. In each group one person is the 'director'. His/her role will be to give instructions. The rest are performers.
- 2 Hand out the pictures to the directors. The performers must not see the pictures.
- 3 The aim is for the performers to be arranged exactly as in the picture. The director gives everyone instructions concerning their position, posture and gestures. Two levels of difficulty are possible here:
In an average class, the director starts by telling the performers what situation they are supposed to act out.
In a strong class, as an additional difficulty, the director must not tell the performers what the situation is. (This can be a source of much amusement when they later see the picture and realise what they were acting out.)
- 4 The director is supposed to give instructions *in words*, not show the gestures. If students ask, help with such vocabulary as: *lean against the wall, lean towards someone, lean out (of the window), blow sb a kiss, punch the air, gape*.
- 5 The teams can use chairs, tables and other objects as props.
- 6 When a group is arranged to the satisfaction of the director, the performers are allowed to see the picture.
- 7 If one team finishes very quickly, give them another picture; this time a different person is the director.
- 8 If all teams finish at more or less the same time, they look at each other's tableaux.

2 HOME

COMMON ROOM

PREPARATION

Make one copy of the worksheet per group of three.

PROCEDURE

- 1 Explain to students that their aim will be to design a common room for students at their school, where they could spend free periods studying or relaxing. They will have to present their proposals to other students and to school management.
- 2 Students get together in groups of three. Distribute the worksheet. Explain they have to complete the proposal, writing their ideas under the headings. They should also plan the room layout, adding furniture to the empty picture. On the right there are some ideas to help them, but they are welcome to use their own ideas.
- 3 Students work in groups for about 15 minutes.
- 4 The teams present their proposals to the class. They may sketch the layout of the room on the board. The whole class vote to choose the best proposal.

3 SCHOOL

EDUCATION REFORM

PREPARATION

Make one or two copies of the sheet on thick paper for each group of 3–4 students. Cut out the cards.

Students get together in groups of three or four. Explain that in this activity they will express their opinions on how the education system in their country should be reformed. They are allowed to look words up.

PROCEDURE 1 (TWO SETS OF CARDS)

- 1 The cards are shuffled and dealt out to all the students. Students hold their cards as in bridge, so they can see them all.
- 2 Each student in turn makes a statement about how the education system should be changed, for example: 'External exams in primary school should be abolished.' The statement must contain at least one of the words or phrases on the student's cards. The card is then discarded. Students may use more than one word in a statement and discard more than one card at a time.
- 3 The first person to get rid of all the cards wins.

PROCEDURE 2 (ONE SET OF CARDS)

- 1 The cards are placed face up in the middle. Students take a moment to read the words and phrases.
- 2 Students take turns to give their opinions about how the education system should be changed. Each statement must contain at least one of the words or phrases on the cards. The student then takes the card. Students may use more than one word in a statement and collect more than one card at a time.
- 3 The winner is the person who collects the largest number of cards. (Alternatively, the activity may be played without winners and losers, the sole aim being to express views on education.)

Note: The statements may be controversial or extreme, but they have to make sense. So, 'All independent schools should be closed' is acceptable, but 'Independent schools should be optional' is not, as it doesn't really mean anything.

4 WORK

MEMORY TRAINING 1: CATEGORIES

Note: This is a memory-training activity intended to help the mind make the transition from knowing words 'passively' (recognition) to knowing them 'actively' (production). It can be used with any other set of words that can be divided into clear-cut categories.

PREPARATION

Make one copy of the page for each two students. Cut in two as indicated.

PROCEDURE

- 1 Students work individually. Give each student one copy of the word list, facing down. Tell students they will see a list of words, and as they read it for the first time, they should try to identify the categories the words belong to.
- 2 Students turn over the sheets and study the list of words for 45 seconds to 1 minute, then turn them over again.
- 3 Ask how many categories there are (four). Ask students to name them. If as a class they can agree on all four (jobs, money, adjectives to describe jobs, departments in a company), move on to the next step; if not, tell students to read the list again.

- 4 Without looking at the list, students write (on the back of the sheet or on another piece of paper) the four categories and put as many of the words as they can remember under each one. (You may ask how many they managed to recall.)
- 5 Students read the list one more time and identify the words they did not recall. (They can ask themselves: *Why did I find these words more difficult than the others? Because I don't know what they mean? Because the spelling is complex? Because I dislike the way the word sounds or looks, or the thing it signifies?*) Then they turn the sheet over one more time and try to add the missing words to the four categories.

Answer key:

Jobs	Money	Adjectives to describe jobs	Departments in a company
accountant	benefit	challenging	Accounts
barrister	bonus	creative	Customer Service
beautician	pension	demanding	Marketing
fitness coach	salary	manual	Public Relations
technician	tip	repetitive	Research& Development
counsellor	wages	rewarding	Sales

5 FAMILY AND SOCIAL LIFE

MEMORY TRAINING 2: ABBREVIATIONS

Note: This is another memory-training activity intended to aid the recollection of words already known passively. It can be used with any other set of words.

PREPARATION

Make one copy of the worksheet per student.

PROCEDURE

- 1 Students work individually. Give each student one copy of the sheet. Students read the words in column 1 (preferably aloud) and check / ask about any words they do not remember the meaning of. Point out that column 2 contains abbreviations of the words.
- 2 Students cover column 1 and try to recall the words, one by one, by looking at their abbreviations in column 2. If they cannot recall some of the words, they can uncover column 1 and check only after they have finished working through column 2.
- 3 Students cover columns 1 and 2 and try to recall the words by looking at the shorter abbreviations in column 3. Again, they can uncover column 1 and check only after they have finished.
- 4 Students cover columns 1, 2 and 3 and look at column 4. It contains the same abbreviations as column 3, but in a different order. Students try to recall the words and write them down in column 5. They then uncover column 1 and check the spelling.
- 5 Finally, students turn the sheet over and on the other side try to write down as many of the words as they can recall.
- 6 Students read the list in column 1 one more time and identify the words they missed. They can ask themselves: *Why did I find these words more difficult than the others?*

6 FOOD / SHOPPING AND SERVICES

FIND SOMEONE WHO ...

PREPARATION

Make one copy of the Bingo sheet per student.

PROCEDURE

- 1 Hand out the sheets and give students a minute to read through them and check any words they don't know. Explain the aim of the game: the winner is the first person to find people who correspond to five of the descriptions in a row – horizontal, vertical, or diagonal, as in any game of Bingo. They don't have to be five different people – some of the responses may come from the same person. Elicit the questions they will have to ask: *Do you eat organic food? Have you recently bought ... / did you recently buy...?*
- 2 Students get out of their seats and talk to everyone in the class. They have to note down the names of the people who answered 'yes' and some details of the answer, e.g. what the person bought or what they can cook.
- 3 When someone completes a row, they should shout 'Bingo!' The game stops. The winner reports his/her findings to the class, for example: *'Anna paid through the nose for a pair of trekking boots recently.'* The people mentioned have to confirm the answers. In the case of questions concerning English words (e.g. four names of fish), the person has to say the words.

7 TRAVELLING AND TOURISM

WHAT WOULD YOU DO IF ...?

PREPARATION

Make one copy of the sheet for a class of up to 15 (for larger classes, make two copies). Cut the sheet(s) into strips.

PROCEDURE

- 1 Write on the board *What would you do if ...?*
- 2 Each student draws one strip without looking at it.
- 3 Everyone has to ask everyone else a question beginning: *What would you do if ...* and ending as on their strip. They have to remember the answers.
- 4 Students report back to the whole class on the most interesting answers.

8 CULTURE

THE CULTURE BUDGET

PREPARATION

Make one copy of the photocopiable sheet for each 3–4 students.

PROCEDURE

- 1 Students work in groups of 3–4. They read the instructions on the sheet and the descriptions of the eight projects. Everyone decides which project he/she is going to support and why.
- 2 In their groups, students discuss which projects to finance until they agree on a list of three.
- 3 The groups present their choices, with justification, to the whole class.

9 HEALTH / SPORT

SPORT, HEALTH AND VERB PATTERNS

PREPARATION

- 1 Make one copy of the photocopiable sheet on thick paper / card for each group of 3–4 students.
- 2 Cut out the cards. Keep the 'reporting verb' cards separate from the 'health and sport' cards.

PROCEDURE

- 1 Students work in groups of 3–4. Each group receives a pile of 'reporting verb' cards and another of 'health and sport vocabulary' cards.
- 2 Both piles of cards are placed in the middle, face down.
- 3 The first student picks one card from the top of each pile. He / she has to make a sentence using the verb, followed by a correct structure, and the health / sport word.
- 4 The team decide if the sentence is grammatically correct. (They can use the Use of English section on page 127). If it is, the student keeps the **vocabulary** card. If the sentence is incorrect, he / she has to discard the card. The **verb** cards always return to the bottom of the pile.
- 5 All players in turn repeat the same procedure until there are no vocabulary cards left.
- 6 The winner is the person with the largest number of vocabulary cards.

10 SCIENCE AND TECHNOLOGY

SCIENCE AND TECHNOLOGY BOARD GAME

PREPARATION

Make one copy of the board for each 3–4 students. You will also need dice (one per group) and something that can serve as pieces (some students will come up with their own improvised pieces, but it's better to have a few spare ones – small coins, a pencil sharpener, a lipstick ...).

PROCEDURE

- 1 The game is played like any board game: in groups of 3–4, students roll the dice and move their pieces on the board. If they stop on a square with the heading TALK ABOUT, they have to talk on the given topic for at least a minute. If they stop on WORDS, they have to answer a vocabulary question. On PLUS squares, they have to answer questions which are partly about language and partly about science or technology.
- 2 If someone cannot answer a question, or stops talking before one minute is over, he/she has to go back to the square from which he/she just came.
- 3 The first person to reach the FINISH wins.

11 NATURE AND ENVIRONMENT

COLLECT A SET

PREPARATION

Make 1 copy of the photocopiable sheet for each group of 3 or 4 students. It is best to enlarge the sheet (A4 to A3 or even A5 to A3) to get cards of a reasonable size. Either copy on thick paper/card or paste the sheets onto card. Cut out the cards.

PROCEDURE

- 1 Show the class a set of cards and explain the rules of the game:
The cards are shuffled and dealt out, five per player. The rest of the cards lie face down in a pile.
The aim is to collect **sets of five cards** belonging to the same category: flowers, trees, birds, landscape, weather; and to get rid of all your cards at the end.
When it is your turn, you can ask anybody in the group: *Can I have ... [a daffodil], please?* If they've got the card, they have to give it to you. If they haven't, they pick a card from the pile. If it is what you asked for, they give it to you; if it isn't, they keep it. If you've made a good guess and received a card, you can continue asking (not necessarily the same person) until you make a mistake.
When you have collected a set of five cards, you put it on the table in front of you.
The winner is the person with the most sets when all the cards are on the table.
- 2 Students get together in groups of three or four. Each group gets a set of cards and plays the game.

12 STATE AND SOCIETY

COLLOCATIONS MEMORY

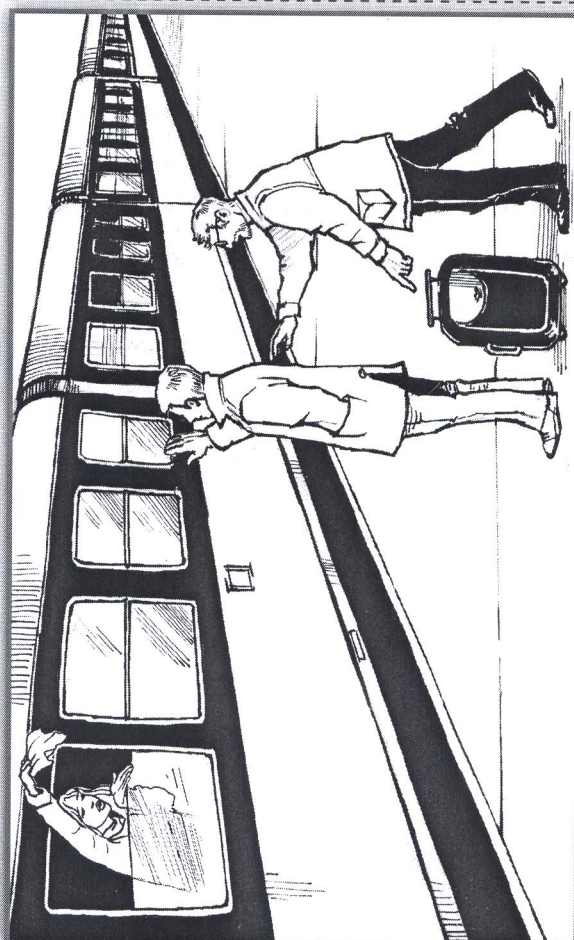
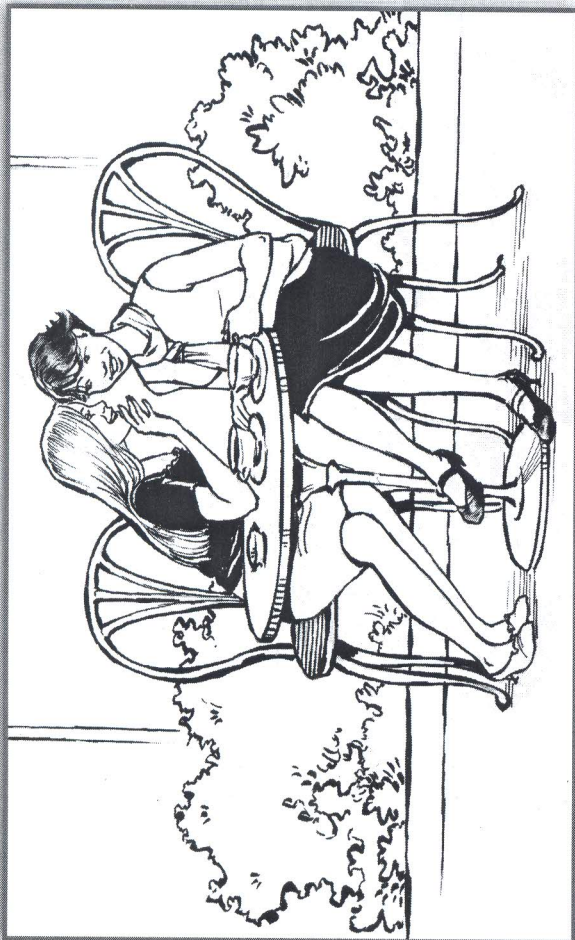
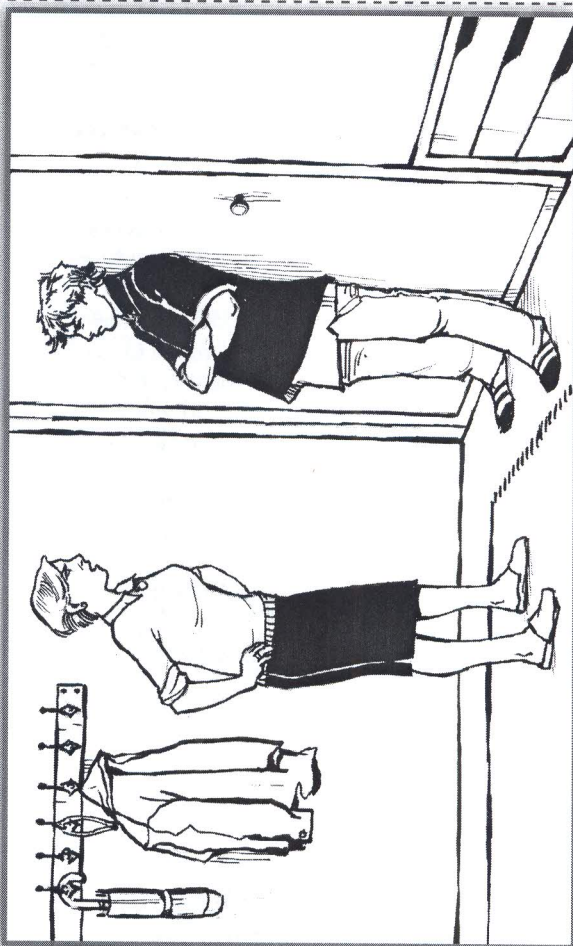
PREPARATION

Make one copy of the photocopiable page for each group of 3 or 4 students. Either make the copies on thick paper or mount them on card. Cut out the cards and keep each set separate.

PROCEDURE

- 1 Students sit in groups of three–four. Explain they are going to play a Memory game (also known as Pelmanism or Pairs), where the aim is to collect matching cards by remembering their position on the table. The difference is that the cards contain words, not pictures, and a matching pair consists not of two identical cards, but of two halves of a collocation, for example: *adopt + a law* or *fair + trial*.
- 2 Each group gets one set of cards. First let the students familiarise themselves with the cards: they can spread them on the table face up and match all the collocations, checking in the book if necessary.
- 3 The cards are shuffled and spread on the table face down. The game can begin.
- 4 Each student in turn turns over two cards. If they do not match, he or she must put them back in the same position. If they are a pair, the student has to make a sentence using the expression; after that, he/she can keep the pair. (If a player cannot make a sentence with the collocation, he/she has to put the cards back face down.)
- 5 The winner is the person with the greatest number of cards at the end.

Tableaux



Design a Common Room

Proposal for the High School Common Room

Purpose

What purpose(s) will the Common Room serve? What do you expect students to do there? How will it benefit their academic results and all-round development?

General style

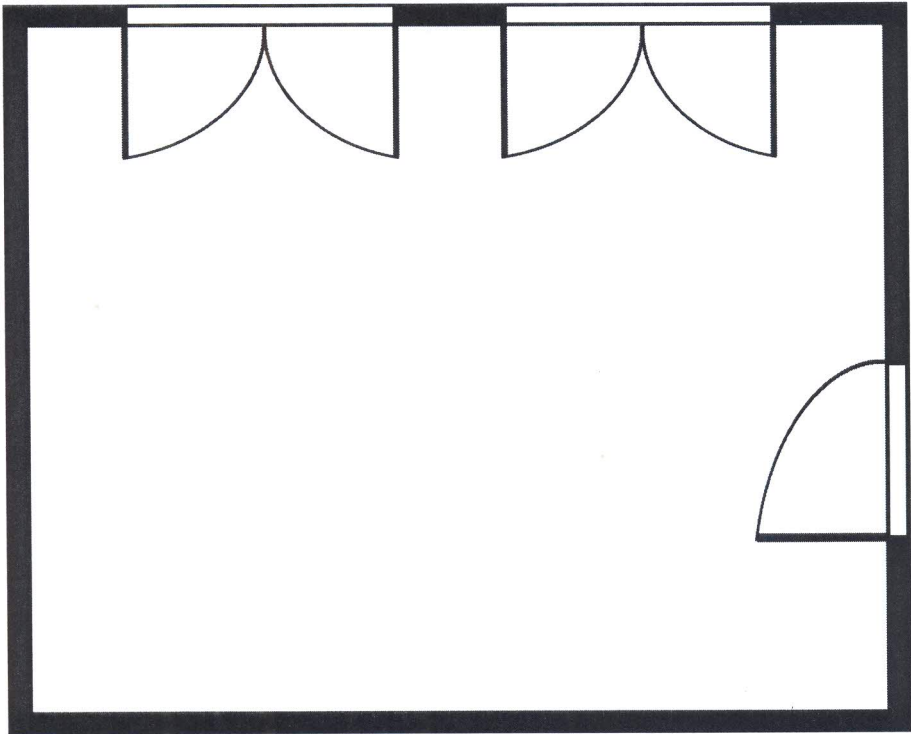
(ultra)modern
old-school
cosy
airy
spacious
(un)cluttered
?

Colour scheme

Artwork?

Furniture and equipment

tables, chairs
(swivel chairs? rocking chairs?)
sofa / corner sofa
armchairs
bookcase
plasma TV
sound system
computer(s)
pool table
mattress
exercise mat(s)
exercise machine
computer(s)
fridge
kitchen top
sink
kettle
microwave oven
toaster
???



Work students could do themselves

paint the walls
paper the walls
make the curtains
assemble the furniture
?

Education reform

external exams	memorise	scholarship
internal exams	students with learning difficulties	drop out of school
optional	gifted and talented students	essay
compulsory	dyslexic students	entrance exams
school fees	all-round development	homeschooling
vocational school	grade-point average	the school year
independent school	extra- curricular activities	assessment
state school	syllabus / curriculum	creativity

Memory training 1: Categories

accountant	accountant
Accounts	Accounts
barrister	barrister
benefit	benefit
bonus	bonus
challenging	challenging
civil servant	civil servant
counsellor	counsellor
creative	creative
Customer Service	Customer Service
demanding	demanding
fitness coach	fitness coach
manual	manual
Marketing	Marketing
pension	pension
Public Relations	Public Relations
repetitive	repetitive
Research & Development	Research & Development
rewarding	rewarding
salary	salary
Sales	Sales
technician	technician
tip	tip
wages	wages



Memory training 2: Abbreviations

1	2	3	4	5
NEPHEW	NPHW	NPH	ALS	_____
OFFSPRING	OFSP	OFS	AQT	_____
SIBLING	SBLG	SBL	BPT	_____
HALF-SISTER	HFST	HFS	BRW	_____
ADOLESCENT	ALSC	ALS	CLG	_____
DYSFUNCTIONAL	DSFC	DSF	DSF	_____
UPBRINGING	UBRG	UBR	ENG	_____
BREADWINNER	BRWN	BRW	HFS	_____
NEWLYWEDS	NLWD	NLW	HWR	_____
REGISTRAR	RGST	RGS	MOR	_____
BAPTISM	BPTS	BPT	NLW	_____
ENGAGEMENT	ENGM	ENG	NPH	_____
MOURNING	MORN	MOR	OFS	_____
ACQUAINTANCE	AQTN	AQT	PRV	_____
COLLEAGUE	CLGE	CLG	RGS	_____
SCHOOLMATE	SCMT	SCM	SBL	_____
HOUSE-WARMING	HWRM	HWR	SCM	_____
PRIVACY	PRVC	PRV	UBR	_____

BINGO!

Find someone who ...

... eats organic food	... likes very spicy food	... hates decaffeinated coffee	... avoids foods which contain artificial flavours	... is a vegetarian
... thinks he/she is (almost) a shopaholic	... recently bought something that was a great bargain	... paid through the nose for something recently	... can name four kinds of fish in English	... always buys the same favourite brands
... is annoyed when he/she can't afford something	... buys lots of things on the Internet	... likes window shopping	... had some shopping delivered to his/her home recently	... has got a bank account
... recently bought something that was out of date	... buys sugar-free drinks or sweets	... likes fatty meat	... has recently made a complaint about a faulty product	... can cook scrambled eggs
... can cook a hot meal (not a ready-made one)	... was dissatisfied with something he/she bought recently	... dislikes shopping malls	... wanted to return something to a shop but had lost the receipt	... can bake a cake

WHAT WOULD YOU DO IF ...?

... you had all your money and credit cards stolen while on holiday in a large European city?

... you were shipwrecked and found yourself on a desert island?

... you had five hours between planes in Paris?

... you had a two-month holiday, but very little money?

... you were hitchhiking and it started to rain heavily?

... the train on which you were travelling was stuck in a snowdrift?

... you had to travel by train overnight and all the seats were taken?

... you were driving long-distance and you suddenly felt very sleepy?

... you were hiking in the mountains and lost your map?

... your passport was stolen on the last day of your holiday and the airline refused to allow you on your flight home?

... you were offered a job you liked, but it involved commuting for four hours a day?

... you arrived at a hotel during a school trip and discovered you and your classmate had been given a double room instead of a twin?

... you saw an accident while driving on the motorway?

... a ticket inspector asked for your ticket and you discovered you'd lost it?

... you were cycling and the chain came off?

