

1 PEOPLE, FAMILY AND SOCIAL LIFE

WHAT KIND OF PERSON AM I?

PREPARATION

- 1 Make one copy of the photocopiable sheet for each group of three to five students, preferably on card or at least thick paper. Cut out the cards.
- 2 Write the following questions on the board:
What did you do last weekend?
What did you do yesterday?
What are your plans for the next holidays?
What do you like?

PROCEDURE

- 1 Show the cards to the class (but not so that they can see the words). Explain that on each one there is a personality adjective. When you pick a card, you have to imagine you are that kind of person, and communicate what you are like without using the adjective, by answering the questions on the board. Demonstrate by explaining one adjective yourself, for example 'strict' (which is not on the cards):
What kind of person am I? Last weekend I marked some tests and I failed 80% of the students. Yesterday I asked Adam's parents to come to school because he said something funny in my lesson. During the holidays I'm planning to prepare some really difficult tests to make my students study harder. I like order, people who always do what they should, and students who never behave badly!
- 2 Students get into groups of 3–5. Give each group a set of cards. The cards should be dealt out in more or less equal numbers. Students are allowed to see their own cards, but must not show them to others.
- 3 Each student in turn chooses one of his/her cards and answers the questions on the board in accordance with the description on the card. The first person to guess the adjective wins the card. If students have a problem guessing, the speaker can add other information to help them.
- 4 The winner is the person with the largest number of cards at the end.

2 HOME

FURNISHING YOUR LIVING ROOM

PREPARATION

Make one copy of the photocopiable sheet for each pair.

PROCEDURE

- 1 Explain to students that they are going to move out from their parents' home and share a flat with another student. They have to make some decisions about furnishing their living room.
- 2 Students get into pairs – preferably with people they can imagine sharing a flat with! (groups of 3 are possible). Give each pair a copy of the worksheet.
- 3 Students have to decide what to buy for their living room without going over the £2300 limit. They also have to decide where in the room to put the different items.
- 4 As a follow-up, students can get into new pairs and tell each other what they'd bought for their living room and how they made those decisions.

3 SCHOOL

JUMBLED CONVERSATIONS

PREPARATION

Make one copy of the photocopiable sheet for each pair.

PROCEDURE

- 1 Students get into pairs. Give each pair a copy of the worksheet.
- 2 In pairs, students decide which lines belong to which conversation. There are six for each.
- 3 Each pair chooses ONE of the conversations and writes it out in full, adding their own ideas. Explain that the lines on the sheet do NOT make complete conversations – students have to add some lines for each of the speakers.

- 4 Students read their conversations in pairs.
- 5 At the end, ask three pairs to act out their conversations in front of the class (one conversation A, one B and one C).

4 WORK

COLLOCATIONS MEMORY

PREPARATION

Make one copy of the photocopiable page for each group of 3–4 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 3–4. 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: *apply for + a job*.
- 2 Each group gets one set of cards. The cards are shuffled and spread on the table face down.
- 3 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.)
- 4 The winner is the person with the greatest number of cards at the end.

5 FOOD

MATCH AND MIME

PREPARATION

- 1 Make one copy of the photocopiable sheet for each pair. Cut out the strips.
- 2 Students get together in pairs. They match the halves of sentences.
- 3 Ask each pair to choose 3–4 of the sentences and think ways of miming them.
- 4 Ask each pair to mime *one* sentence. (It should be one that has not been mimed yet, so the first 2–3 pairs have the easiest job.) The rest of the class guess what action is being mimed.
- 5 The activity can continue until all the sentences have been mimed.

6 SHOPPING AND SERVICES

THE CUSTOMER

PREPARATION

Make one copy of the worksheet for each two students.

PROCEDURE

- 1 Students get into pairs. Give each pair a copy of the worksheet.
- 2 Ask students to complete the dialogue by writing the shop assistant's lines.
- 3 Students act out the dialogue in pairs. Circulate and monitor. At the end ask two students who are particularly expressive to act out the dialogue in front of the whole class.

Note: Alex can be both a male and a female name, so each pair can decide what sex this character is.

7 TRAVELLING AND TOURISM

A TRAVEL STORY

PREPARATION

Make one copy of the worksheet per student.

PROCEDURE

- 1 Tell the class they are going to write a story about a trip.
- 2 Give each student a copy of the worksheet.
- 3 Ask them to complete the first sentence and fold the sheet back, so that the next person cannot see what they have written but can see the next sentence.
- 4 Ask everyone to pass their worksheet to the person on their right. The next person completes the next sentence without looking at the first. Repeat this until all the sentences have been completed.

- 5 Ask students to unfold the sheets and read the stories. The funniest ones can be read aloud to the whole class. Alternatively, students can sit in a circle and swap stories until they've read them all.

8 CULTURE AND FREE TIME

CATEGORIES

PREPARATION

- 1 Make one copy of the material for each 3–5 students, on card or thick paper. Cut out the cards.
- 2 Write on the board:
Music
Literature
Film
Art
The media
- 3 With a weak class, ask students to read through WORDBANK (p.125) before playing the game.

PROCEDURE

- 1 Explain to students that they are going to play a game in which they have to identify to which of the five categories on the board a word (for example, 'actor' or 'writer') belongs. When one person reads a word, the others have to shout out the category. Explain that 'art' is used to mean 'visual arts'.
- 2 Students get into groups of 3–5. Each group should sit around a table (as for a card game).
- 3 Give each group a set of cards. The cards should be placed in a pile in the middle of the table.
- 4 Each student in turn takes a card and reads the word on it aloud. The first person to shout out the category wins the card. If nobody knows the category, the card returns to the bottom of the pile.
- 5 The winner is the person with most cards at the end.

9 SPORT

COLLECT A SET

PREPARATION

Make one copy of the photocopiable sheet for each group of 3 or 4. 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 four cards related to the same sport: sport, player, equipment and place, 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 footballer/a footballer card], 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 made a good guess and received a card, you can continue asking (not necessarily the same person) until you make a mistake.
 - If you have collected a set of four cards, you can put it on the table in front of you.
 - The person who gets rid of all his/her cards *when there are no cards left in the pile* is the winner.
- 2 Students get together in groups of 3 or 4. Each group gets a set of cards and plays the game.

10 HEALTH

WHAT'S THE MATTER WITH ME?

PREPARATION

For classes up to 16 students, make one copy of the worksheet. For larger classes, make two. Cut out the cards.

PROCEDURE

- 1 Write on the board:
You've got... *You should...*
You are... *You need...*
- 2 Explain to students that each of them will have to mime a health problem, and the others will have first to guess what the matter is with him/her (the first two phrases on the board – for example, *You've got a runny nose.*), and then give him/her some advice (the second two phrases – for example, *You should see a doctor.*). If you have fewer than 16 students, you can mime one of the problems yourself to demonstrate.
- 3 In classes of up to 16 students, do this as a whole class activity. In larger classes, students divide into two groups and each group gets a set of cards.
- 4 Each student draws a card without looking. Allow a minute for everyone to think how they're going to mime the problem.
- 5 In turns, students mime their health problems. The class guess them and offer advice. If you want to do it as a competition, you can give a point for each correct guess and each appropriate piece of advice.

11 NATURE AND ENVIRONMENT

LOONY LANDSCAPES

PREPARATION

Print out the photocopiable sheet: 1 copy for classes up to 12 students, 2 copies for classes up to 24 students etc., preferably on thick paper/card. Cut out the cards. They are divided into four categories: *landscape features*, *weather*, *animals*, and *natural disasters*. The categories must be kept separate. Prepare enough sheets of A4 or A3 paper for all Ss to draw on, and if possible, crayons, coloured pens or just soft pencils.

PROCEDURE

- 1 Students get together in pairs.
- 2 Each pair picks at random two cards from the categories *landscape features*, *weather* and *animals* and one card from the category *natural disasters*. In large classes it may happen that a team gets two copies of the same card; they should then swap one of them for a different one from the same category.
- 3 Distribute drawing paper and explain the task: each team has to draw a picture including all the elements on the cards they picked.
- 4 When the pictures are finished, put them up on the walls or on the board. Invite students to walk around and look. Ask a few students to describe selected pictures (not the ones they drew themselves).

12 SCIENCE AND TECHNOLOGY

IS SCIENCE INTERESTING?

PREPARATION

Make one copy of the worksheet per student.

PROCEDURE

- 1 Distribute the worksheets. Students work individually first, reading the sheet and ticking the things they would like to do.
- 2 Students compare and discuss their choices in pairs or small groups.
- 3 Ask everybody to concentrate on just *one* of the things they would like to do – perhaps the one they find most interesting. The next step can take two forms:
 Option A:
 Each student thinks of reasons why the activity he/she chose is particularly interesting and prepares a short (1 minute) talk explaining those reasons.
 Option B:
 Each student imagines that he/she really took part in the activity he/she chose and prepares to tell the others about it. They will need to invent some facts.
- 4 (Both options, A and B) Students deliver their talks in groups (preferably different from the ones in which they worked in step 2).
- 5 Ask a few students to deliver their talks to the whole class. Choose them so that a variety of topics will be covered.