

|                         |                    |
|-------------------------|--------------------|
| Date Of Birth           | What's _____?      |
| Height                  | How _____?         |
| Hair colour             | What colour _____? |
| Eye colour              | What colour _____? |
| Home town / city        | Where _____?       |
| Nationality             | Where _____?       |
| Occupation / job title  | What _____?        |
| Company name            | What's your _____? |
| Work telephone number   | What _____?        |
| Mobile telephone number | What _____?        |

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|                         |                    |
|-------------------------|--------------------|
| Date Of Birth           | What's _____?      |
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| Nationality             | Where _____?       |
| Occupation / job title  | What _____?        |
| Company name            | What's your _____? |
| Work telephone number   | What _____?        |
| Mobile telephone number | What _____?        |

## Conference ID

Name: \_\_\_\_\_

Surname: \_\_\_\_\_

Job title: \_\_\_\_\_

Company: \_\_\_\_\_

Work telephone: \_\_\_\_\_

Mobile telephone: \_\_\_\_\_

**DELEGATE**

## Residence Permit



Name: \_\_\_\_\_

Surname: \_\_\_\_\_

DOB: \_\_\_\_\_

Job: \_\_\_\_\_

Town / city: \_\_\_\_\_

Nationality: \_\_\_\_\_

## Airport Security

Name: \_\_\_\_\_

Surname: \_\_\_\_\_

DOB: \_\_\_\_\_

Height: \_\_\_\_\_

Hair: \_\_\_\_\_

Eyes: \_\_\_\_\_



## Activity

This is a group mingle activity. Students interview three of their classmates and complete the personal information on the three different types of identity document.

## Preparation

- 1 Make one copy of Worksheet Part 1 for each pair of students.
- 2 Cut Worksheet Part 1 in half so that each student has a set of questions to complete.
- 3 Make one copy of Worksheet Part 2 for each student.

## What to do

- 1 Distribute Worksheet Part 1, one copy for each student. Explain to the group that they are going to be doing some interviewing and that they will need to be able to form certain questions in English.
- 2 Give the students time to complete the questions on their own. This will also give you an opportunity to help those who need it.
- 3 Check that all the students have had enough time to write the question forms down. If appropriate, for example if they seemed to find the question writing a difficult task, or if you noticed recurring mistakes or problems as you were monitoring the writing activity, go through the questions with the class. Check that all the students have the correct question forms written down and drill pronunciation and intonation for questions.
- 4 Tell the students to turn the sheet with questions over and put it face down on their desks. Explain that they are not allowed to consult it during the interviewing activity, but they must be able to ask the questions 'naturally' from memory.
- 5 Distribute Worksheet Part 2, one copy for each student. Explain to the group that they are going to interview three different classmates in order to get information for three different identity documents. Some of the information required is the same in each case; some is unique to each document.

- 6 Elicit what the three identity documents are and in what circumstances they are issued and used.
  - A residence permit gives you the right to live or reside in a foreign country.
  - An airport security pass is often essential for airport personnel to allow them to move freely round airport buildings where there is strict security control.
  - People are often required to wear badges at conferences, both for security purposes and also to enable effective 'networking' by making it possible for delegates to identify people by name.
- 7 If appropriate, choose two students to demonstrate the activity before telling the students to stand up and interview three different people in the class in order to complete the three identity cards.

## Follow-up activity

Ask the students to introduce one person they have interviewed to the rest of the class. This could be useful for a new group who are just getting to know one another.



## Activity

This is a pairwork speaking activity in which students have to study eight nearly identical pictures. One student in each pair chooses one of the pictures to describe to their partner. The partner has to deduce from the detail of the description which picture is being talked about.

## Preparation

Make one copy of the worksheet for each pair of students.

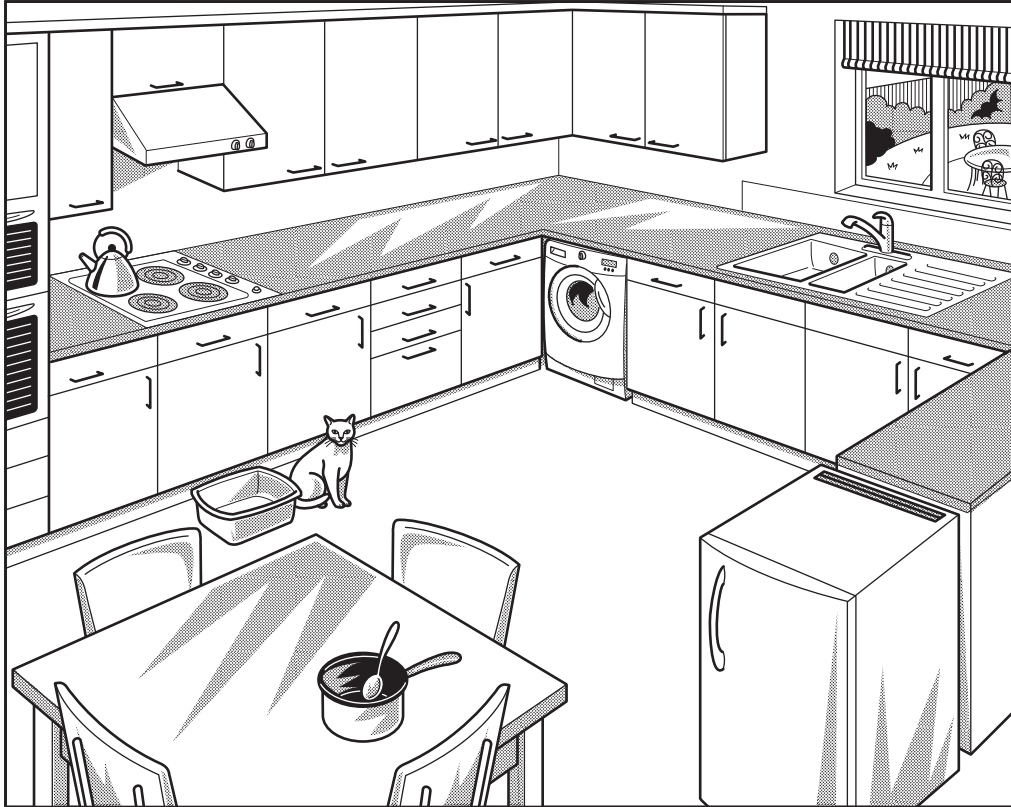
## What to do

- 1 Put the verbs *wear, bold, carry, pick up, put down* and *talk to* up on the board and go through the meanings, demonstrating them, if necessary, by miming the different actions. (Some languages do not distinguish between, for example, *to wear* and *to carry* so make sure the students understand this). The students will need to be able to use these verbs to describe the pictures in the activity.
- 2 Tell the class that there is an (imaginary) CCTV camera in the classroom and that, in a minute, you are going to switch it on. Set up a table or desk with two chairs at the front of the class and put a jug of water and two glasses on the table. Then invite two students to volunteer to be 'CCTV film stars' (select extrovert members of the class who will enjoy performing). Invite them to come to the front of the class and say that, when you switch on the camera in a minute, you would like them to walk towards the table, sit down at it and for one student to pour a glass of water (you may have to teach *pour*) and offer it to the other one. However, warn them that whenever you say 'freeze' you would like them to stop whatever they are doing and freeze until you tell them to continue.
- 3 Say that you are switching on the camera now and ask the students to start walking towards the table and chairs. Ask them to freeze at regular intervals as they carry out the actions and elicit descriptions from the class of what is happening, using the present continuous tense, the language of description and the target verbs, e.g. *A small, slim, dark girl is walking across the classroom. She is wearing jeans and a red top. She is carrying a bag. Jose is picking up the glass. He is looking at Lin Su. Lin Su is putting the glass on the table, etc.*
- 4 If the class is enjoying the activity, repeat with another pair of students. When you think that the students have practised enough and have a good grasp of the language, distribute the worksheet to each pair of students.
- 5 The pairs should take turns for one student to describe a picture while the other listens and guesses which picture it is. They will each describe three pictures from the eight to add to the difficulty of the guessing component.
- 6 To make the activity more interactive, you can allow the student who is guessing to ask questions, but only questions that can be answered with 'yes' or 'no'.

**1** Work in pairs. Look at the kitchen objects on the right below. Do you know what they are in English? Match the words and pictures, then test yourself and your partner.

**2** Look at the kitchen plan. Where in the kitchen can you find the things in the box below? Ask your partner and draw the objects in the correct place. Answer your partner's questions about the objects you can see in your kitchen plan.

frying pan   mugs   glass   toaster



sink  
toaster  
kettle  
cooker  
fridge  
washing-up bowl  
glass  
spoon  
saucepan  
frying pan  
mug

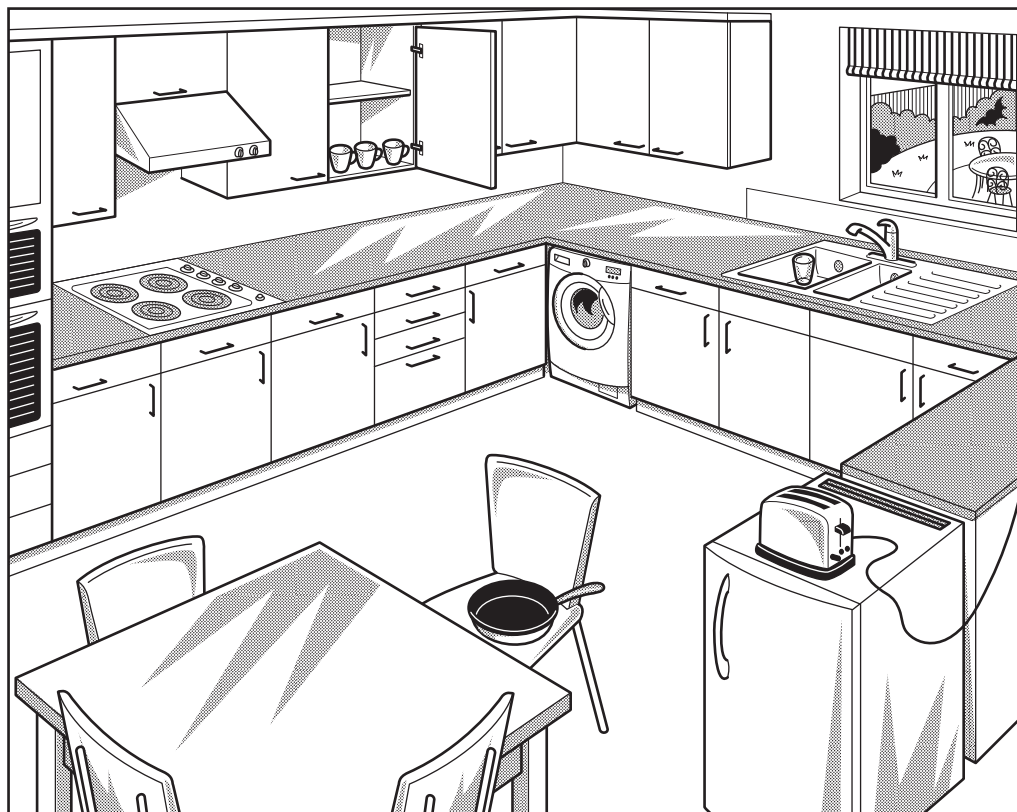


**3** Now draw a plan of your own kitchen. Listen to your partner. They will describe their kitchen to you and you should try to draw it. Then describe your kitchen plan for your partner.

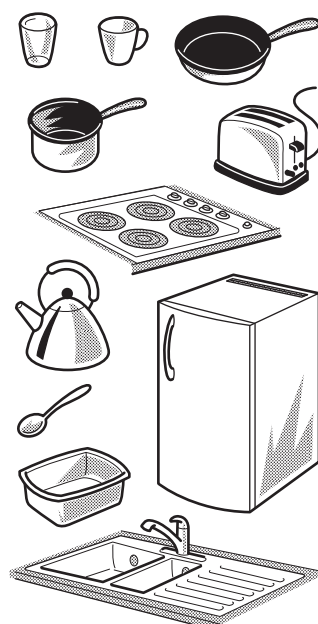
**1** Work in pairs. Look at the kitchen objects on the right below. Do you know what they are in English? Match the words and pictures, then test yourself and your partner.

**2** Look at the kitchen plan. Where in the kitchen can you find the things in the box below? Ask your partner and draw the objects in the correct place. Answer your partner's questions about the objects you can see in your kitchen plan.

washing-up bowl    saucepan    spoon    kettle    cat



sink  
toaster  
kettle  
cooker  
fridge  
washing-up bowl  
glass  
spoon  
saucepan  
frying pan  
mug



**3** Now draw a plan of your own kitchen. Listen to your partner. They will describe their kitchen to you and you should try to draw it. Then describe your kitchen plan for your partner.

## Activity

This is a pairwork speaking activity. The students test each other on vocabulary related to kitchen furniture and equipment. They also do an exercise where they have to explain to their partner where different pieces of kitchen equipment are located. Finally, they draw a plan of their kitchen and explain it to their partner.

## Preparation

- 1 Put the students into pairs. If you have an odd number of students in the class, there can be one group of three.
- 2 Distribute the Student A and the Student B worksheets, one of each for each pair.

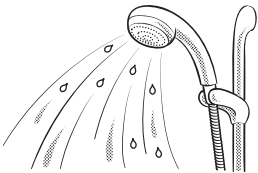
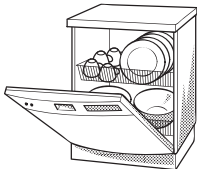
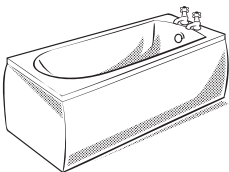
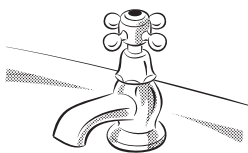
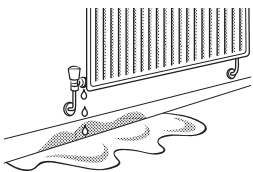
## What to do

- 1 Ask the student to do the first activity in which they match the vocabulary for the kitchen items and test each other on it. Give them a few minutes to practise this before going over the answers with the whole class and checking the pronunciation of the items.
- 2 Quickly revise prepositions with the whole class – *in*, *on*, *in front of*, etc. Then ask the students to do the second activity where they describe the position of items and draw them in place.
- 3 Instruct the students to draw a plan of their own kitchen. You might like to demonstrate this by first drawing a plan of your own kitchen on the board and talking them through it.
- 4 Finally, ask the students to sit back to back and to take it in turns to describe their plans to each other. The second student has to try and draw what their partner describes.

## Follow-up activity

Ask the students to decide what they liked about their partner's kitchen and then tell a different student or the whole class.

1 This table shows water use statistics for the USA. Ask your partner for the information you need.

| Use                                                                                                                                | Litres per family home | Percentage of total daily use |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------|
| showers<br>                                       | 44 litres              |                               |
| washing machines (UK) / clothes washers (USA)<br> |                        | 21.7%                         |
| toilets<br>                                       | 70 litres              |                               |
| dishwashers<br>                                  |                        | 26.7%                         |
| baths<br>                                       | 4.5 litres             |                               |
| taps (UK) / faucets (USA)<br>                   |                        | 15.7%                         |
| leaks*<br>                                      | 36 litres              |                               |
| other domestic uses                                                                                                                |                        | 2.2%                          |

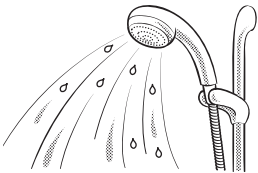
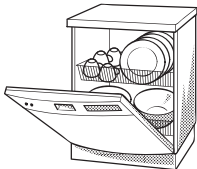
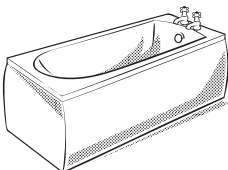
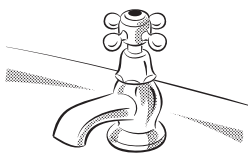
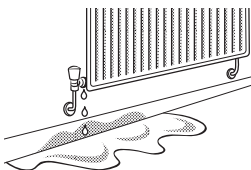
\*leaks – holes or a cracks through which water escapes.

*Information provided by the American Water Works Association*

2 Discuss the following questions with your partner.

- How many showers do you have a day?
- How much water do you drink a day?
- How many baths do you have a week?
- How many times do you wash the dishes a day?
- Do you have a dishwasher? How many times a day do you use it?
- Do you use a lot / a little / too much water?

1 This table shows water use statistics for the USA. Ask your partner for the information you need.

| Use                                                                                                                                | Litres per family home | Percentage of total daily use |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------|
| showers<br>                                       |                        | 16.8%                         |
| washing machines (UK) / clothes washers (USA)<br> | 57 litres              |                               |
| toilets<br>                                       |                        | 1.4%                          |
| dishwashers<br>                                  | 4 litres               |                               |
| baths<br>                                       |                        | 1.7%                          |
| taps (UK) / faucets (USA)<br>                   | 41 litres              |                               |
| leaks*<br>                                      |                        | 13.7%                         |
| other domestic uses                                                                                                                | 6 litres               |                               |

\*leaks – holes or a cracks through which water escapes.

*Information provided by the American Water Works Association*

2 Discuss the following questions with your partner.

- How many showers do you have a day?
- How much water do you drink a day?
- How many baths do you have a week?
- How many times do you wash the dishes a day?
- Do you have a dishwasher? How many times a day do you use it?
- Do you use a lot / a little / too much water?

## Activity

This is a pairwork speaking activity in which the students first exchange water use information about the USA in pairs and then discuss questions about their own use of water.

## Preparation

Make one copy of Student A worksheet and one copy of Student B worksheet for each pair of students. If you have an odd number, then make a group of three with two students taking the role of Student A.

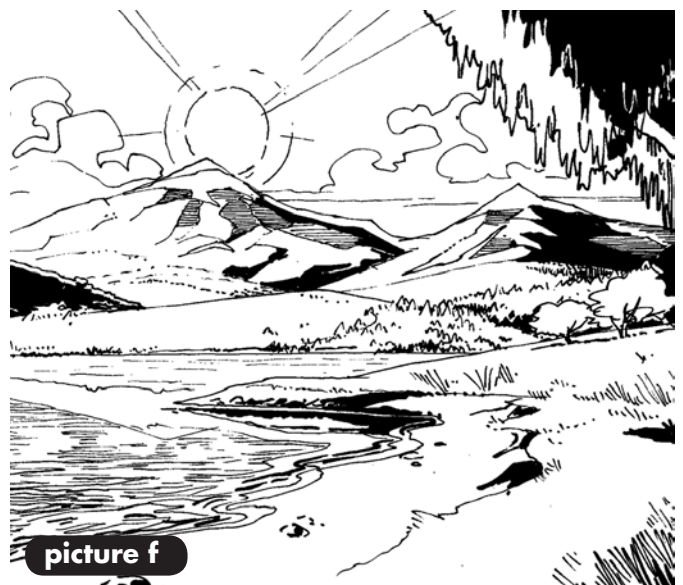
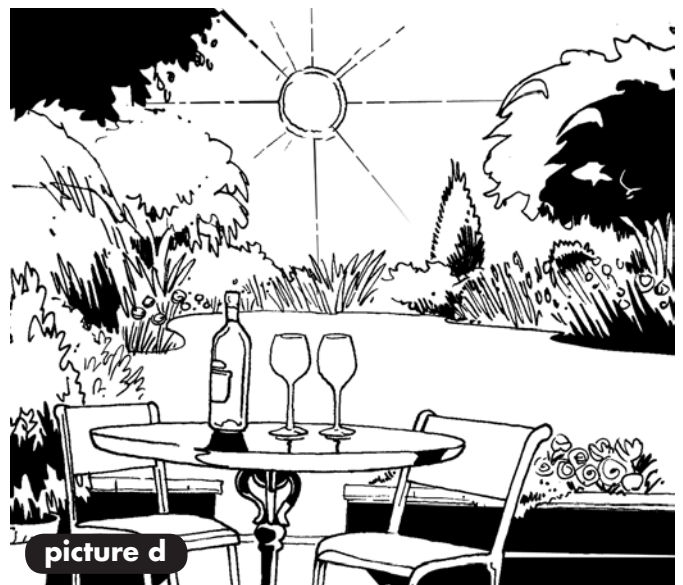
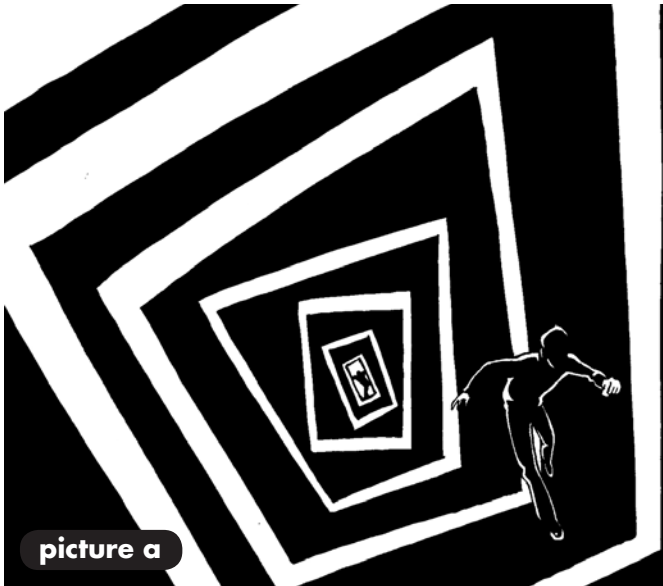
## What to do

- 1 Ask the class whether they think they use a lot of water each day and what they use water for.
- 2 Tell them that they are going to exchange water use statistics for the USA.
- 3 Distribute the worksheets, one copy of Student A worksheet and one copy of Student B worksheet for each pair of students. Put the worksheets face down until you have demonstrated the activity.
- 4 Explain to the students that they have different information on their worksheets and they must exchange information with their partner in order to complete their worksheet.
- 5 Demonstrate the activity with one student. Ask them to turn over their worksheet and look at the information on it. Then get them to ask you a question in order to obtain a piece of missing information and write it in the appropriate place in their worksheet.
- 6 Ask the students to turn over their worksheets and continue the activity, exchanging the information they need to complete their tables. When they have completed the tables, stop the activity and ask the students if they have discovered any surprising information. Are the patterns of water use described similar to their own water use?
- 7 Ask the students to continue and discuss the questions at the bottom of their worksheets. You may want to change the interaction pattern here by forming small groups or different pairs.  
Ask for some feedback on their answers to start a mini class discussion on water use.

## Follow-up activity

Ask the class to vote to decide whether they think they use water wisely or not.

Look at the following paintings. These images appeared in your dream last night.  
Put them in order and prepare a story of your dream for your partner.



## Activity

This is a pairwork or small group speaking activity. Students invent a story about a strange dream they have had using a set of pictures. They put the pictures in order and use them as the basis for the story of their dream. They then tell the story to their partner or their group.

## Preparation

Make one copy of the worksheet for each pair of students.

## What to do

- 1 Ask the students if they have ever had a strange dream and if they remember it. If some do, then invite them to tell the class. Tell the class about a strange dream of your own.
- 2 Distribute the worksheet, one for each pair of students. Tell the students that they had a strange dream last night and that the dream is represented in the pictures.
- 3 Explain to the students that they can order the pictures as they wish and decide what their dream was. They may need a little time to prepare this. Help them with any difficult vocabulary and write this on the board and drill pronunciation. Tell them that during the activity you will provide them with a 'human dictionary service' and they must ask you any vocabulary they need.
- 5 The students write notes – that is words, phrases or sentences about each stage of their dream. As well as helping generally with vocabulary, you might want to put some connecting words and phrases up on the board, e.g. *then, after that, suddenly, so, while, when, but*, etc. This will help them both to connect their ideas as they are writing their notes and also when they come to tell their dream to their partner.
- 6 When they have finished their preparation, tell them to turn their notes face down. They must remember the dream without reading it from their notes.
- 7 Put the students into pairs or small groups, either in pairs or small groups students tell each other what their dream was. Monitor the pairwork and take notes on their speaking to give them feedback afterwards.
- 8 Ask the students to tell you and the rest of the class some details from their partners' dreams.

Speak to everyone in the class and find out the following information. If someone says, 'yes', write down their name and ask questions to find out more information. Write notes on what you learn.

### Find someone who ...

... likes the same type of music as you. What music?

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... has an MP3-player or an iPod. How many songs?

---

---

... has been to a concert recently. Which concert?

---

---

... downloads music from the internet. Where from?

---

---

... has vinyl LPs. Which groups?

---

---

... listens to music on the radio. Which stations?

---

---

... can play a musical instrument. Which instrument?

---

---

... has bought a CD recently. Which CD?

---

---

... has met a famous musician. Who?

---

---

... reads music magazines. Which ones?

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... has or had a poster of a pop star on the bedroom wall. Which singer or group?

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... listens to or listened to punk music. Which groups?

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## Activity

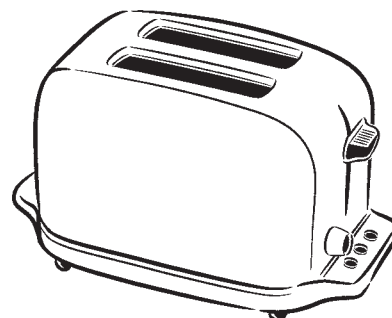
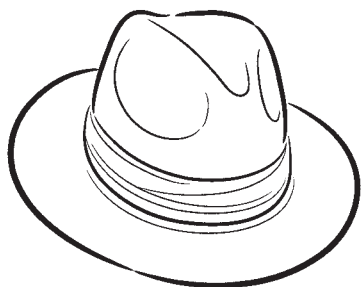
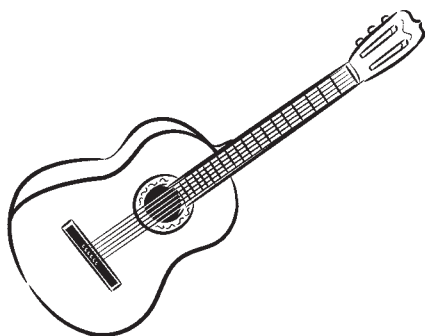
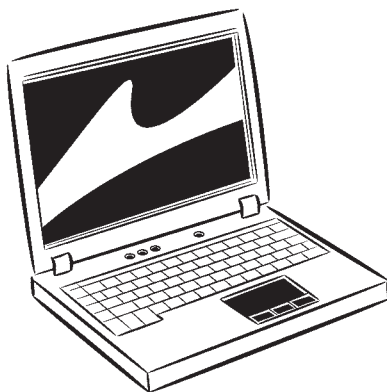
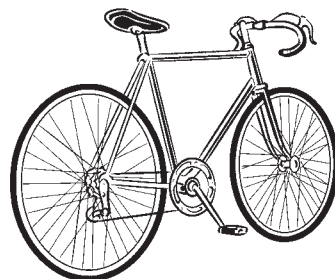
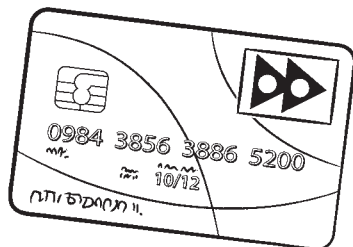
This is a 'find someone who' group mingle speaking activity. The students have to ask questions to find about the musical tastes and listening habits of their classmates.

## Preparation

Make one copy of the worksheet for each student.

## What to do

- 1 Ask the students whether they listen to music every day, where they listen to it and what technology they use for listening to and storing music – for example CDs, the radio, the internet, cassettes and tapes, iPods, etc.
- 2 Tell the students that they are going to interview their classmates about their tastes and habits in music and try to collect as much information as possible.
- 3 Distribute the worksheet, one for each student, and explain to students that they first need to find someone who answers 'yes' to their initial question, to which they should then add up follow-up questions. Demonstrate by taking a question at random from the worksheet and asking a number of students – for example, *Have you been to a concert recently?* When you find a student who has, ask follow-up questions, such as *Whose concert was it? Where was the concert? Did you enjoy it? Do you often go to concerts?* etc.
- 4 Before they start the activity, make sure students understand that they should try to speak to everyone in the class, or, if this isn't feasible, they should at least make sure they ask each question of a different student.
- 5 Get the students to stand up and begin the activity. Encourage them to move on to a different partner after each question. You may have to insist on this or tell them when to change yourself. Make sure they are writing down the information they find out.
- 6 Take notes while the students are speaking in order to be able to give them feedback on their output and go over any common errors. When one or two students have completed their worksheets, you can stop the activity.
- 7 Tell the students to use their notes from the activity to write a short paragraph on what they discovered about the musical tastes of their classmates. This could either be done in class as a follow-up activity or you might prefer to set it for homework.



## Activity

This is a pairwork or small group speaking activity. The students have to decide which objects or pieces of equipment they are going to take with them on a trip and then defend their choices to their partner or group.

## Preparation

Make one copy of the worksheet for each pair or group.

## What to do

- 1 Tell your students that they are going to work in a small, remote village in Africa for one year. They need to take lot of medicines and survival equipment in their luggage, so this imposes a strict limit on the number of personal possessions they can take with them.
- 2 Tell them to look at the pictures on the worksheet. Explain that they can only take three of these objects with them, so they need to choose which three.
- 3 Ask the students to think of as many reasons as possible to explain why they would take the items they have selected rather than any others. Give them time to prepare some phrases or sentences. You might want to put some useful language on the board, e.g.  
*I'm going to take this because ...*  
*This is very important because ...*  
*I'm going to need / use / keep this for when ...*  
*If X happens, I can use this to ...*
- 5 Tell the students to turn their notes face down as they can't read them during the speaking activity. Then put the students into pairs or small groups and explain that they are going to tell their partner or group what they are going to take and why. They need to try and convince the other person or people that their choice of objects is the best one. The pairs or groups should try to agree on a single list of three items they would take if they were going together.
- 6 Monitor their speaking and support any students who are having difficulty giving good reasons or sounding convincing.
- 7 When the group or pairwork discussion seems to be dying down, stop the activity. Ask the pairs or groups to feed back to the class and say which items they have agreed on or failed to agree on.

**ME***study – work – relationships – hobbies – health – ambitions – travel – money*

My hopes:

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My fears:

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**MY FAMILY***parents – health – house / home – children – love – marriage – death – wedding*

My hopes:

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My fears:

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**MY COUNTRY***government – society – people – economy – education – agriculture – business – taxes*

My hopes:

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My fears:

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**THE PLANET***environment – population – politics – climate – ecology – war – peace – development*

My hopes:

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My fears:

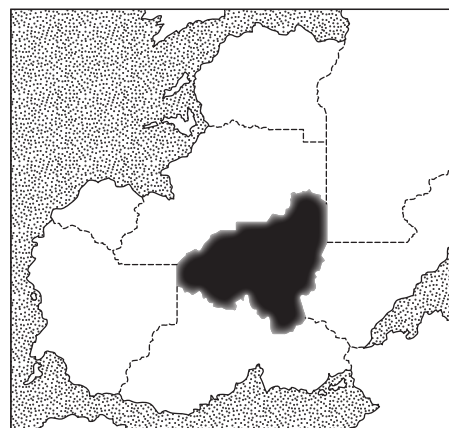
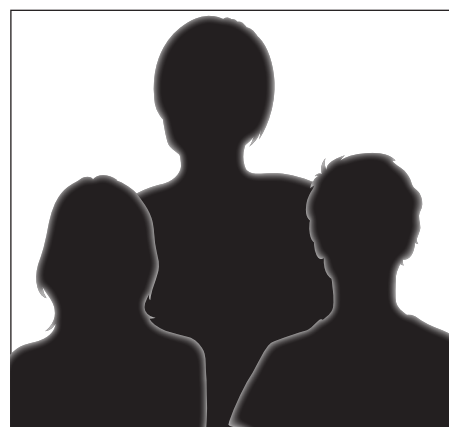
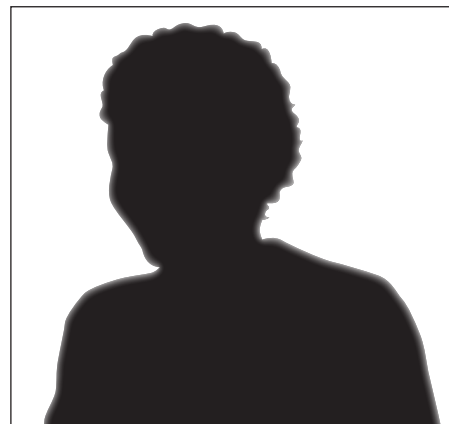
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**Activity**

This is a pairwork speaking activity. Students write and speak about their hopes and fears for the future.

**Preparation**

Make one copy of the worksheet for each student.

**What to do**

- 1 Warm the students up by asking what hopes and fears they have for their future. In order to encourage them to share this kind of information, you might want to begin by talking about some of your own hopes and fears, e.g. *I'm afraid I'll never have enough money to buy a house, I hope I'll pass my Master's degree next year, I hope I'll be able to retire before I'm sixty.*, etc.
- 2 Elicit some sentences and put them on the board. This will give you an opportunity to revise future forms with *will* and *won't* and time clauses. Put the following structures up on the board and drill the pronunciation:  
e.g. *I hope I will / won't ...*  
*I'm afraid I will / won't ...*  
*I will / won't be able to ...*
- 3 Tell the students that they are going to write about their hopes and fears for the future in relation to certain specific things. Distribute the worksheet and go through the vocabulary related to each of the four areas. Make sure they understand that they don't have to write about all these things, but that the words are there to help them and give them initial ideas.
- 4 Give the students a time limit to complete the worksheets. Go round and help with vocabulary and ideas. When they have finished, put them into pairs or small groups and ask them to compare their ideas.
- 5 When they have finished exchanging their ideas, get feedback from the pairs as to whether they are positive or negative about their future. Elicit some reasons for this. Encourage the group to continue talking and try to develop a class discussion on the topic.

**Follow-up activity**

Ask the students to write a paragraph for homework entitled *My hopes and fears for the future*.

- 1 /bɔ:t/ \_\_\_\_\_
- 2 /meɪd/ \_\_\_\_\_
- 3 /red/ \_\_\_\_\_
- 4 /gɒn/ \_\_\_\_\_
- 5 /kʌm/ \_\_\_\_\_
- 6 /fləʊn/ \_\_\_\_\_
- 7 /faʊnd/ \_\_\_\_\_
- 8 /bʊkt/ \_\_\_\_\_
- 9 /laɪkt/ \_\_\_\_\_
- 10 /kli:nd/ \_\_\_\_\_
- 11 /bɪlt/ \_\_\_\_\_
- 12 /hæd/ \_\_\_\_\_
- 13 /sed/ \_\_\_\_\_
- 14 /kɔ:t/ \_\_\_\_\_
- 15 /steɪd/ \_\_\_\_\_
- 16 /dʌn/ \_\_\_\_\_



## Activity

This is a pronunciation domino game for pairs or groups of three.

## Preparation

- 1 Make one copy of Worksheet Part 1 for each individual student.
- 2 Make one copy of dominoes Worksheet Part 2 for each pair or group of students.
- 3 Cut out the sets of dominoes (or ask the students to do it) and put each set, face down, into a pile in the middle of the table.

## What to do

- 1 Write a past participle of a common irregular verb, for example *say – said* on the board and ask the class what the correct pronunciation is. Write the pronunciation on the board using IPA symbols, e.g. *said – /sed/*. If the students are not familiar with IPA, you will need to introduce it to them for this activity. Unless they are very familiar with it, it might be helpful to ensure that the students have a chart with the IPA symbols as a prompt for them to refer to: for example, you could put a chart up on the wall in the classroom.
- 2 Continue asking the students for examples of the pronunciation of past participles and putting their answers up on the board until you can see they are growing in confidence.
- 3 Distribute Worksheet Part 1 and ask the students to complete it by writing the past participle next to the IPA. Tell them to practise the sounds with a partner before drilling the correct sounds chorally and individually.
- 4 Put the students into groups of three or pairs to play dominoes. Demonstrate how to play by beginning a game yourself with one of the groups of students, explaining the rules of the game as you proceed.
- 5 Let the students play the game autonomously, but be available to answer questions and help when there are disputes.

## Rules

- 1 Only past participles with the same vowel sound can be matched as a pair.
- 2 A student making a pair must repeat the sounds of each past participle.
- 3 The group decide if the match is correct.
- 4 If a student can't match his or her domino with one in play, then they have to pick up an extra domino or miss a turn.
- 5 The teacher's decision is final in all disputes.

- 1 Read the job advert below which appeared in the media all over the world. 34,684 people made video applications.

# Tourism Queensland is now hiring

**Position:** ISLAND CARETAKER for Hamilton Island, Queensland, Australia

**Salary:** 150 000 Australian dollars for a 6-month contract

**Responsibilities:**

1. Clean the swimming pool
2. Feed the fish
3. Collect the mail
4. Explore and report back

The caretaker has to create interest in the area, write a weekly blog, make video diaries and give interviews to the media.

**Qualifications:** He or she does not need academic qualifications, but has to be good at swimming and love water sports.

**Bonuses:** This is the chance to be your own boss. The caretaker will have a rent-free, 3-bedroomed villa with a swimming pool, free air travel and free transport on Hamilton island.

Application information: If you are interested, make a 60-second video application and post it on <http://www.islandjob.com/>

- 2 Discuss the following questions with your partner:

- 1 Are you interested in this job? Why / Why not?
- 2 Is the salary good? Why / Why not?
- 3 Are the responsibilities difficult? Why / Why not?
- 4 Do you have the necessary qualifications?
- 5 What is your opinion on the bonuses?

Work with a partner fill in the information below to make your own dream job advert.

is now hiring

**Position:** \_\_\_\_\_

**Salary:** \_\_\_\_\_

**Responsibilities:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Qualifications:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Bonuses:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Application information:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Activity

This is a speaking activity with writing and reading which is suitable either for pairwork or small groups.

## Preparation

Make one copy of Worksheet Part 1 and Worksheet Part 2 for each pair of students.

## What to do

- 1 Ask your students to tell you what their dream job is or might be if they could do absolutely anything. Then tell them that they are going to read about a real job which was advertised as 'the best job in the world'. Distribute Worksheet Part 1 to each pair.
- 2 Give them about one minute to quickly read the advert before turning it over face down. Then ask them if, based on what they understood and remember, they are interested in applying for the job or not. You can feed back with the whole class or allow them to discuss this in pairs.
- 3 Now ask the students to read the advert in more detail and discuss the questions at the bottom of the worksheet in pairs.
- 4 When you have fed back on the answers to the questions, distribute Worksheet Part 2 and tell the students that they are going to invent their own dream job.
- 5 The pairs of students discuss and prepare their own dream job advert. Monitor their progress and help them with ideas and language.
- 6 Put the adverts on the wall when they are finished and ask the students to go and read them all and choose a job or jobs that they are interested in.
- 7 Ask the pairs to decide who will be the interviewer and who will be the interviewee. They must choose one or the other. Arrange the interviewers in a circle facing out. Place an empty chair in front of each interviewer.
- 8 Ask the interviewees to go and sit with an interviewer (but NOT with their original partner). The interviewers have three or four minutes to conduct each interview. After about four minutes, call out that time is up. The interviewees have to move on to a different job and the interviewers have to get ready to interview a new candidate.
- 9 Ideally, each interviewee should have as many interviews as possible but you can stop the activity when they have done about three. To round off ask the interviewers to choose the best candidate from those they have interviewed and offer this person the job.

**1** Write the name of your rotten job.

---

**2** Give details of five bad things about this job.

1 

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2 

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3 

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4 

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5 

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**1** Write the name of your rotten job.

---

**2** Give details of five bad things about this job.

1 

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2 

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3 

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4 

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5 

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## Activity

This is a pairwork and small group speaking activity in which students have to think of or invent a rotten job and describe it to each other.

## Preparation

- 1 Make one copy of the worksheet for each pair of students.
- 2 Cut the worksheet in half and give each student a copy.

## What to do

- 1 Explain the idea of *rotten* meaning not good at all (you could mention that the literal meaning of rotten is 'mouldy' or 'decayed') and elicit some synonyms – e.g. *bad, nasty, awful, terrible, dreadful*.
- 2 Elicit from the students reasons why a job could be rotten and put them up on the board e.g. *boring, dirty, dangerous, difficult, stressful, badly paid, not enough to do, too much to do, bad boss*, etc. Ask them if they have ever done a rotten job and, if they have, to give you some details.
- 3 Tell your students they are going to write about a rotten job of their choice. Distribute the worksheets and ask students to complete the details individually. Put the following headings on the board: *pay, colleagues, the boss, where you have to work, what you have to do, what you wear, what equipment you use* and ask them to think about these. Tell them to go into as much detail as they can and continue on the back of the worksheet if they run out of space.
- 4 When the students have finished writing their descriptions, put them into pairs and ask them to tell their partner about the rotten jobs they have described. The students compare the two jobs and decide which of the two is worse.
- 5 When the pairs have made their choice about the rottenest job, put the students into groups of six. Each pair presents their chosen rotten job to the group and the group decides which of the three is the worst of all and why.
- 6 Depending on the size of the class and whether or not the students are still engaged with the subject, you could then go on to get the whole class to vote on the 'finalist' rotten jobs to decide which is the 'worst job in the world.'

What's the best model of laptop? Why?

Who do you send text messages to the most? How often do you send them?

What are your top three most useful websites? Why?

What's on your memory stick?

Is your mobile phone better than mine? Explain why / why not?

What image do you have on your computer screen?

Do you shop online? What do you buy?

Which is better in your opinion, an MP3-player or an iPod?

What printer do you have? Do you recommend it to me?

What's your email address?

What's the most interesting computer game?

Have you ever had a virus on your computer? Which one?

Who is your internet service provider? Do they provide a good service?

What format do you use to listen to music? CD? MP3? LP? Others?

Which is better, a laptop or a PC? Why?

Do you download music or films from the internet? Where from?

What do you look at on the internet?

Which is cheaper, calling using a landline telephone or a mobile phone?

Your question:

## Activity

This is a small group speaking activity using 'lucky dip' questions.

## Preparation

- 1 Make one copy of the worksheet for each group.
- 2 Cut up the questions into strips.
- 3 Fold the question strips in half so that the questions are not visible and put them into a cup or other container.

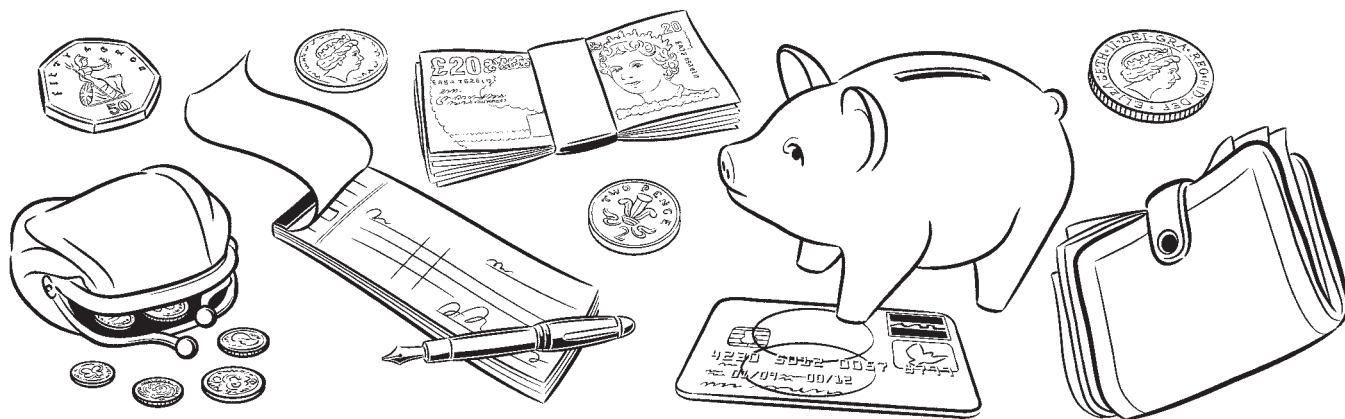
## What to do

- 1 Ask the students if they are interested in technology and if they think they are up to date with the latest technology. Ask those who say 'yes' to tell you what the latest appliances are and make a list of them on the board.
- 2 Tell the class they are going to exchange their expertise and their personal opinions about technology. Organise the students into groups of three or four. This could also be a pairwork activity, but the discussion is likely to be more successful with slightly bigger groups.
- 3 Give out sets of 'lucky dip' questions, one for each group or pair. Either put the folded up strips of questions in a container or simply lay the strips face down on the table.
- 4 Demonstrate the activity with a student by pulling out a question and modelling it. Tell the class that there is a blank strip of paper which says 'student question'. If they pull this out, they have to improvise their own technology-related question to put to the group.
- 5 Students sit with their groups and discuss the questions. They should take turns to pull out a question and ask their group about it. Monitor the activity and take notes on their speaking for feedback afterwards. This is a long and enjoyable activity, so you may want to stop them to give them feedback before allowing them to carry on the discussion.
- 6 Finish off the activity by getting feedback from each group on anything they found particularly interesting or surprising about their classmates' use of technology. Ask them if they think there is one member of their group who is particularly 'geeky' (explain what this is) with regard to technology, or if they think that everyone has approximately the same level of knowledge and expertise.

Write down how much you spend in a typical month.

**How much?**

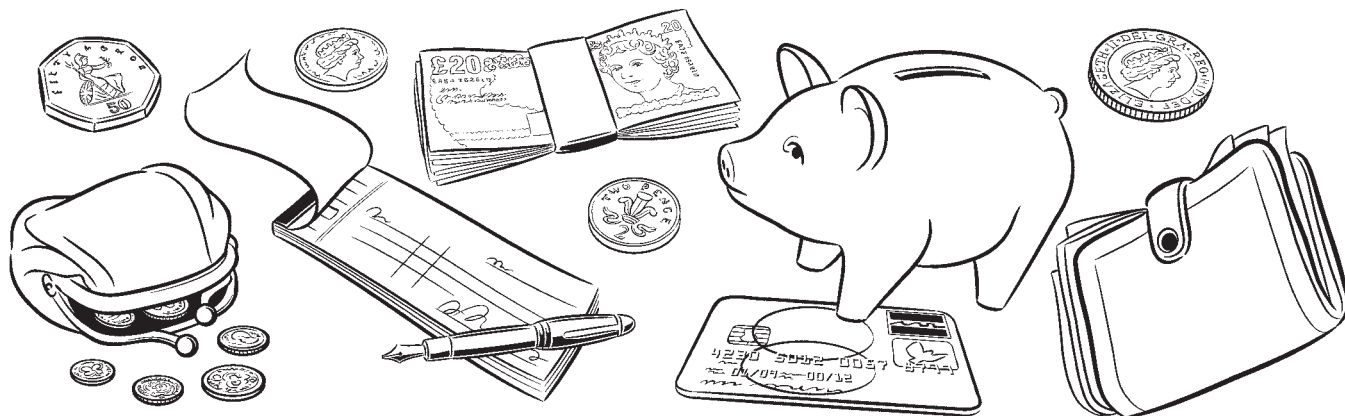
- 1 Rent or mortgage repayments \_\_\_\_\_
- 2 Transport (bus, train, petrol, etc.) \_\_\_\_\_
- 3 Eating out (restaurants, snack bars, etc.) \_\_\_\_\_
- 4 Entertainment (cinema, clubs, concerts, etc.) \_\_\_\_\_
- 5 Clothes and jewellery \_\_\_\_\_
- 6 Books and music (magazines, books, CDs, music downloads) \_\_\_\_\_
- 7 Sport and fitness (gym, sports clubs, classes, etc.) \_\_\_\_\_
- 8 Credit card (How much do you spend on credit?) \_\_\_\_\_



Write down how much you spend in a typical month.

**How much?**

- 1 Rent or mortgage repayments \_\_\_\_\_
- 2 Transport (bus, train, petrol, etc.) \_\_\_\_\_
- 3 Eating out (restaurants, snack bars, etc.) \_\_\_\_\_
- 4 Entertainment (cinema, clubs, concerts, etc.) \_\_\_\_\_
- 5 Clothes and jewellery \_\_\_\_\_
- 6 Books and music (magazines, books, CDs, music downloads) \_\_\_\_\_
- 7 Sport and fitness (gym, sports clubs, classes, etc.) \_\_\_\_\_
- 8 Credit card (How much do you spend on credit?) \_\_\_\_\_



## Activity

This is a pairwork speaking activity. The students complete a questionnaire about themselves on their weekly spending. They tell their partner what they spend each week. Their partner listens and tries to give them good financial advice. The students take turns to give and receive advice.

## Preparation

- 1 Make one copy of the worksheet for each pair of students.
- 2 Cut the worksheet in half to give each student a copy.

## What to do

- 1 Ask the class how much money they spend in a typical week. What do they spend this money on? Elicit answers from several different students.
- 2 Distribute the worksheets and ask the students to complete them. Fill out the questionnaire yourself at the same time.
- 3 When the students have finished their questionnaires, explain that they are going to work in pairs to discuss their spending habits and give each other advice on how they could improve them and save money. Elicit some language for giving advice and put up some useful expressions on the board for giving advice and making suggestions, e.g.  
*I think you should cut down on ...*  
*Why don't you spend less on ...*  
*It would be a good idea to ... instead of (+ing)*
- 4 Demonstrate the activity by telling the class some of the details from your completed questionnaire, asking them whether they think you spend too much or specific items and eliciting advice on what you should cut down on.
- 5 Put the students into pairs and tell them to take turns at listening and giving advice. Go round monitoring and helping with vocabulary.
- 6 Round off the activity by getting the pairs to feed back to the whole class on what they think their worst spending habits are and the best financial advice they received.

### Student A

- 1 Choose the correct option to complete the questions below.
- 2 Write two more questions to ask your partner about how they spend their time.
- 3 Interview your partner and ask them the questions.

- 1 Do you have a holiday \_\_\_\_\_ summer? When?  
a on                      b at                      c in
- 2 What were you doing \_\_\_\_\_ 7 o'clock yesterday evening?  
a at                      b on                      c in
- 3 What are you going to do \_\_\_\_\_ the weekend?  
a in                      b at                      c on
- 4 What do you like \_\_\_\_\_ in your free time?  
a do                      b did                      c doing
- 5 Do you ever \_\_\_\_\_ overtime?  
a work                      b works                      c working
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

### Student B

- 1 Choose the correct option to complete the questions below.
- 2 Write two more questions to ask your partner about how they spend their time.
- 3 Interview your partner and ask them the questions.

- 1 Have you ever gone on holiday \_\_\_\_\_ winter? Where?  
a on                      b in                      c at
- 2 Do you feel happy \_\_\_\_\_ Mondays? Why / why not?  
a in                      b at                      c on
- 3 Are you looking forward to anything \_\_\_\_\_ the weekend?  
a at                      b on                      c in
- 4 How do you like \_\_\_\_\_ your free time?  
a spend                      b spending                      c spends
- 5 Do you have good advice on \_\_\_\_\_ time?  
a save                      b saving                      c to save
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_

## Activity

This is a pairwork speaking activity using a questionnaire. The students answer multiple-choice questions to form the questions for a questionnaire. They then use the questionnaire to interview their partner.

## Preparation

- 1 Make one copy of the worksheet for each pair of students.
- 2 Cut the worksheet in half and give one half to Student A and the other to Student B.

## What to do

- 1 Revise the use of prepositions in time-related phrases. Put the following gap-fill sentences on the board:  
*I start work ..... 8 o'clock.*  
*We don't work ..... Sundays.*  
*My birthday is ..... February.*  
*I sometimes go skiing ..... winter.*  
Elicit the correct answers from students and, by extension, the rules for the use of prepositions with days of the week, months, seasons, times, etc.
- 2 Tell the students they are going to interview each other about the ways in which they spend their time. Distribute the worksheets, one to Student A and the other to Student B.
- 3 Ask students to complete the multiple-choice questions and also to think of two more questions related to ways in which their partner spends their time and write these down on bottom or the back of their question sheets.
- 4 Ask the Student As to work in Student A pairs and the Student Bs to work in Student B pairs to compare and correct the answers to multiple-choice questions and to check each other's additional questions. Go round and help the individual pairs with anything they aren't sure about but make sure the As and Bs don't see each other's questions.
- 5 Now put the Students back into A / B pairs and ask them to interview each other using the complete and corrected questionnaires.
- 6 Get feedback from the group on what they have learned about how their partner spends their time.

**1** Ask your partner questions to complete the information about the special castle. Answer your partner's questions.

Eilean Donan castle is (1) \_\_\_\_\_. The name means 'Donan Island castle'. Many films have been made there, for example (2) \_\_\_\_\_. It was built in the 13th century and it was used (3) \_\_\_\_\_. In 1719, the castle was occupied by Spanish soldiers. It was meant to be (4) \_\_\_\_\_.

Three English warships were sent north and the Spanish were finally defeated. After the battle, (5) \_\_\_\_\_ was destroyed. Eilean Donan castle was abandoned for almost two hundred years. In 1911, it was bought by an army officer who wanted to (6) \_\_\_\_\_. The rebuilding work was completed in 1932. Today the castle is visited by many tourists each year.

**2** Discuss the following questions with your partner.

- 1 Are there any castles in your country? What is the most famous one? Why is it famous?
- 2 What is your favourite historic place? Why is it your favourite?



**1** Ask your partner questions to complete the information about the special castle. Answer your partner's questions.

Eilean Donan castle is one of the most photographed castles in Scotland. The name means (1) \_\_\_\_\_. Many films have been made there, for example *Highlander* and *The Private Life of Sherlock Holmes*. It was built in the (2) \_\_\_\_\_ century and it was used to defend the area from the Vikings. In 1719, the castle was occupied by (3) \_\_\_\_\_. It was meant to be a base to attack England. (4) \_\_\_\_\_ were sent north and the Spanish were finally defeated. After the battle, the castle was destroyed. Eilean Donan castle was abandoned for (5) \_\_\_\_\_ years. In 1911, it was bought by an army officer who wanted to rebuild it. The rebuilding work was completed in (6) \_\_\_\_\_. Today the castle is visited by many tourists each year.

**2** Discuss the following questions with your partner.

- 1 Are there any castles in your country? What is the most famous one?  
Why is it famous?
- 2 What is your favourite historic place? Why is it your favourite?



## Activity

This is an information-gap speaking activity to be done in pairs. Students ask and answer each other's questions to complete the information on a famous castle and then discuss some questions on historical sites. This could start as a pairwork exercise and finish as a small group speaking activity.

## Preparation

Make one copy of Student A worksheet and one copy of Student B worksheet for each pair of students. If you have an odd number, then make a group of three with two students taking the role of Student A.

## What to do

- 1 Ask the students to tell you about some of the famous residences from Unit 8 or some famous residences or castles in their country.
- 2 Ask the students if anyone has visited Scotland and / or what they know about the country. Elicit as much information as they can tell you and put any relevant vocabulary up on the board, e.g. that Scotland considers itself as a separate country from England, but is part of the United Kingdom, that it is in the northern part of Britain and is a mountainous country with lots of deep sea lakes (known as lochs), the capital city is Edinburgh, the traditional dress, including for men, is a kind of skirt known as 'kilt' with a distinctive checked pattern called tartan, etc.
- 3 Tell the students that they are going to read about a very special castle in Scotland.
- 4 Distribute the worksheets to students A and B.
- 5 Ask them to prepare the questions that they will need to ask for the missing information.
- 6 Give them some preparation time to get their questions ready and go round the class, monitoring and providing help as necessary.
- 7 Demonstrate the activity with a student by asking a question on some information which is not missing from either worksheet, so as not to waste one of the pieces of information.
- 8 Ask the students to turn over their list of questions so that they can't see them. They must ask them from memory to improve their fluency. Students then exchange the information in pairs.
- 9 When they have finished, ask them to discuss the follow-up questions in 2. You may wish to change the pairs or bring two pairs together to make a group of four. This could help refresh the communication patterns.

## Optional follow-up

- 1 Ask the students to write a short paragraph on their favourite historic place and provide a photograph. This may be done for homework and used as a reading activity in the next class.
- 2 Hang these on the wall at the beginning of the next class and ask the students to stand up and read them all. When they have finished they choose a place to visit and be prepared to explain their choice.

Complete the information below the best and most interesting top places in your city or town. Tell your partner about them.

1 The place to shop with the most bargains: \_\_\_\_\_

\_\_\_\_\_

2 What bargains does it have? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 The perfect place to eat and drink: \_\_\_\_\_

\_\_\_\_\_

4 Why is it perfect for you? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 The most controversial building: \_\_\_\_\_

\_\_\_\_\_

6 Why is it controversial? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7 The most interesting place to walk: \_\_\_\_\_

\_\_\_\_\_

Why is it the most interesting? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8 The coolest place to go out at night: \_\_\_\_\_

\_\_\_\_\_

Why is it the coolest? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9 The area to avoid at all costs: \_\_\_\_\_

\_\_\_\_\_

Why is it the place to avoid? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Activity**

This is a pairwork or small group speaking activity. The students think of places in their town or city which have a special reason for being interesting or alternative and describe them to their partner or group.

**Preparation**

Make one copy of the worksheet for each student.

**What to do**

- 1 Have a short class discussion about tourism in students' home cities, towns or regions. Talk about the following:  
*Is your city, town or region a popular tourist area? Why / Why not?*  
*What are the nearest popular tourist attractions? What kinds of tourists visit them and why?*
- 2 Explain to the students that they are going to share with the class information about their town or city that tourists don't know.
- 3 Distribute the worksheets, one to each student, and go through the vocabulary. You might want to explain *controversial* and *to avoid at all costs*.
- 4 Give the group time to complete their worksheets individually whilst you go round monitoring and giving help with vocabulary and ideas where necessary.
- 5 When they are ready, put the students into pairs or small groups. Each student should present his or her town or city to the group and try and persuade them that it would be an interesting place to visit.

**Variation**

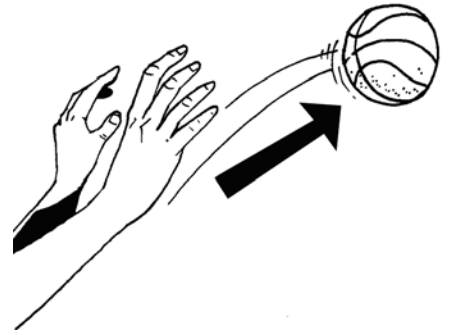
- 1 Split the class in half: one half are tour guides who should try to attract customers; the other half are tourists looking for the most interesting alternative tour.
- 2 The students mingle and the tourists have to try to visit as many guides as possible to discuss a possible tour. The tour guides have to make their town or city sound as interesting and attractive as possible and persuade the tourists that this is the place they want to visit.
- 3 At the end of the activity, the tourists decide which guide they would like to do the tour with. The guide with the most customers wins. To extend this activity, ask the students to change roles.



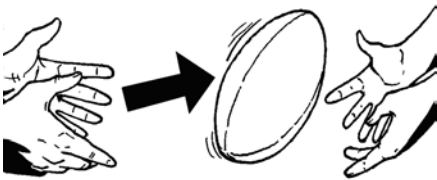
1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



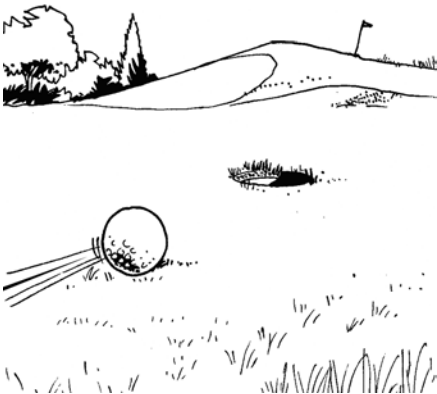
4 \_\_\_\_\_



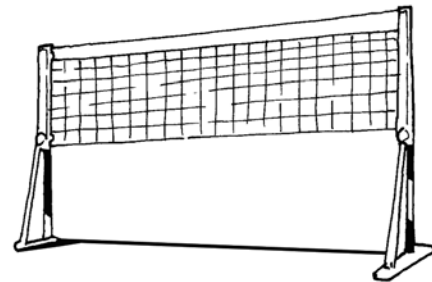
5 \_\_\_\_\_



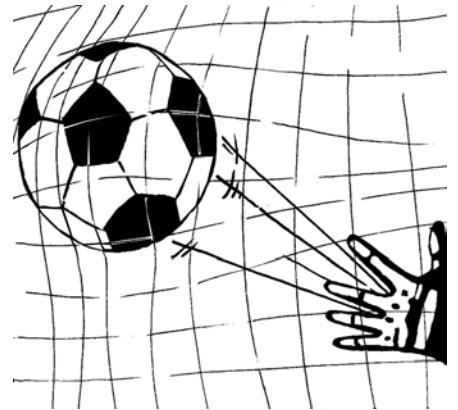
6 \_\_\_\_\_



7 \_\_\_\_\_



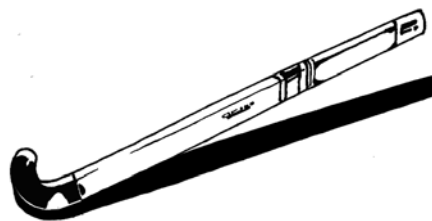
8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_

## Activity

This is a guessing game for small groups. The students prepare descriptions of sports and use them in a guessing game against another team.

## Preparation

Make one copy of the worksheet for each pair of students. If you have an odd number then you can have a team of three.

## What to do

- 1 Have a class discussion about what sports the students do. Does anyone in the class practise a sport regularly? Which one? What do they particularly like about their chosen sport? How much time a week do they spend playing or practising?
- 2 Distribute the worksheets, one for each pair, and ask the students to write the correct sports-related words under each picture. Tell them that the pictures 1-6 illustrate verbs and 7-12 illustrate nouns so that they know which element of the image to focus on. You may want to let them use dictionaries to help.
- 3 Go through the answers with the whole class. Make sure students record the past tenses of any irregular verbs and drill the pronunciation.
- 4 Ask the class to write down an example sentence for each word. Say they have to do this as fast as they can and you want them to raise their hand as soon as they have finished and written 12 sentences. When the first student raises his or her hand, stop the activity. Elicit several examples for each word, extend and correct the students' sentences and address any vocabulary 'gaps' arising.
- 5 Tell the students they are going to hear a description of a sport and they have to guess what the sport is. Read the description of rugby below.

*This is a team sport. You play it outside. There are 15 players in each team. Each team wears different colours. You have to pass the ball to the other players with your hands or feet. To get points, you have to place the ball on the ground past the other team's goal line or kick the ball between two posts.*
- 6 Now ask the student to work in pairs or threes and to prepare three descriptions of three sports for another pair or three to guess. You might want to write the description of rugby up on the board for them to use as a model.

### Answers

- |             |              |
|-------------|--------------|
| 1 to kick   | 7 a hole     |
| 2 to hit    | 8 a net      |
| 3 to throw  | 9 a goal     |
| 4 to pass   | 10 a racket  |
| 5 to score  | 11 a stick   |
| 6 to tackle | 12 a referee |

|                     |                            |                     |
|---------------------|----------------------------|---------------------|
| Have an operation   | Stay in hospital overnight | Break a bone        |
| Have an injection   | Go to hospital             | Become ill          |
| Take a pill         | Visit the dentist          | Go for a check-up   |
| Have an X-ray       | Have a cold                | Sneeze              |
| Have a headache     | Feel tired                 | Have a sore throat  |
| Have a blocked nose | Take a warm bath           | Sleep on a good bed |
| Get some exercise   | Drink hot soup             | Blow your nose      |

## Activity

This is a mime-and-guess game for small groups which revises the vocabulary for talking about health and health problems.

## Preparation

- 1 Make one copy of the worksheet for each group.
- 2 Cut out the individual cards.

## What to do

- 1 As a warmer, you may want to ask your students whether they remember any of the medical vocabulary from Unit 9. Ask them if they can write a list of ten words related to health and medicine which they learned from the unit. Then get them to compare their lists with a partner and add any words that their partner has thought of but they did not.
- 2 Cut up the mime cards and place them in a pile face down on a table. Explain to the students that they are going to play a mime-and-guess game using the medical vocabulary from Unit 9.
- 3 Explain the rules of the game by demonstrating. Take one of the cards yourself and explain that you are going to mime the action on the card and that the students only have one minute to guess what the word is.
- 4 Divide the students into teams of three or four. The teams take it in turns for one of their members to go up to collect a card from the teacher and mime the verb on the card to their team mates. If the team can guess the word within the time limit of one minute, they keep the card, if they can't guess the word within the time limit of one minute, they give it back to the teacher who puts it at the bottom of the pile and the next student takes a new one. A difficult word may thus be mimed by several different students in the team before the team guesses it.
- 5 The winning team is the first to one to successfully mime and guess all the words.

## Follow-up activity

Prepare some cards based on different areas of vocabulary that you think it would be useful for the students to revise or revisit from previous units in the Student's Book. Play another round of the game.

|          |             |           |                  |           |              |
|----------|-------------|-----------|------------------|-----------|--------------|
| brunch   | mouse       | tsunami   | DVD              | email     | text message |
| lunch    | computer    | disaster  | disc             | letter    | mobile       |
| food     | click       | wave      | video            | write     | phone        |
| virus    | Windows     | to google | carbon footprint | sudoku    | Spanglish    |
| computer | computer    | search    | car              | Japanese  | language     |
| illness  | Word        | engine    | gas              | number    | English      |
| blog     | metrosexual | spam      | emoticon         | internaut | Hinglish     |
| diary    | young man   | emails    | symbol           | internet  | language     |
| internet | clothes     | many      | email            | person    | Hindi        |
|          |             |           |                  |           |              |
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|          |             |           |                  |           |              |
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|          |             |           |                  |           |              |

## Activity

This is a card game for small groups. Students are organised into two teams. They describe a new word from Unit 10, but without mentioning the taboo words on the card. There are blank cards for the teacher to add words to.

## Preparation

- 1 Make one copy of the worksheet for each group.
- 2 Cut up the individual cards.
- 3 There are extra cards for the teacher to write taboo cards for other new words if necessary. Prepare these before you start or leave them out if you don't want to use them.

## What to do

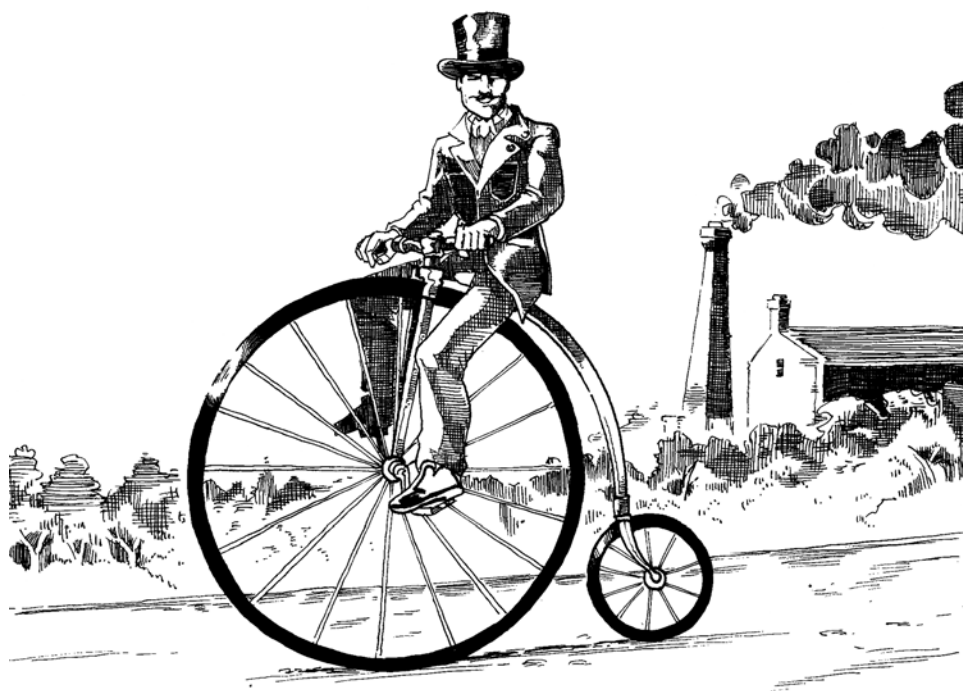
- 1 Do a quick test on the new words from Unit 10. Ask the students to write any five new words they can remember from the unit on a piece of paper. They then compare this list with a partner. The activity can take on a game element by giving each student two points for a word that their partner doesn't have and one point for one which they both have.
- 2 Divide the students into teams of three or four. You may have several different games going on at the same time if you have a large class.
- 3 Place the cut-out taboo cards face down on a table in front of the two teams.
- 4 Explain the rules of the game by demonstration. Take one of the cards from the pile and describe it for the students to guess. Afterwards, put the taboo words up on the board that you couldn't use in the description. Explain to the students that there will always be two key taboo words on each card that they are not allowed to use.
- 5 Further preparation can be done, if necessary, by writing one of the words from the taboo cards along with the two words that can't be mentioned on the board. Ask the students to write some sentences to describe the word without using the two taboo words. This can be repeated using another example from the game if you feel the students need it.

## Rules

- 1 Each student has one minute to describe as many words as possible to his team.
- 2 When describing the word, the student mustn't use any part of the word itself or the taboo words written on the card.
- 3 If the student uses any part of the word or a taboo word, his or her turn finishes automatically.
- 4 The team receives one point for each word correctly guessed within the time limit.
- 5 If the team which is playing runs out of time, they must guess the word with no more help from their colleague.
- 6 If the team which is playing guesses this last word wrongly, it is passed to the other team to guess before they take their own turn. These final guesses are limited to one per team, so they should think carefully before they answer.

Ask your partner questions to complete the information about the ordinary bicycle.

The ordinary bicycle was designed by (1) \_\_\_\_\_ in 1871. The design was unique because (2) \_\_\_\_\_. It was also called the high-wheel bicycle. These bicycles were very popular, but they cost (3) \_\_\_\_\_. They were also dangerous because sometimes the rider fell over the wheel onto his head. This was called (4) \_\_\_\_\_. Much later, people gave the ordinary bicycle a new name. They called it the penny farthing because it reminded them of a (5) \_\_\_\_\_. A farthing was a quarter of a penny.



Ask your partner questions to complete the information about the ordinary bicycle.

The ordinary bicycle was designed by the British engineer James Starley in

(1) \_\_\_\_\_. The design was unique

because it had a big front wheel and a small back wheel. It also called

(2) \_\_\_\_\_. These bicycles were

very popular, but they cost a lot of money. They were also dangerous because

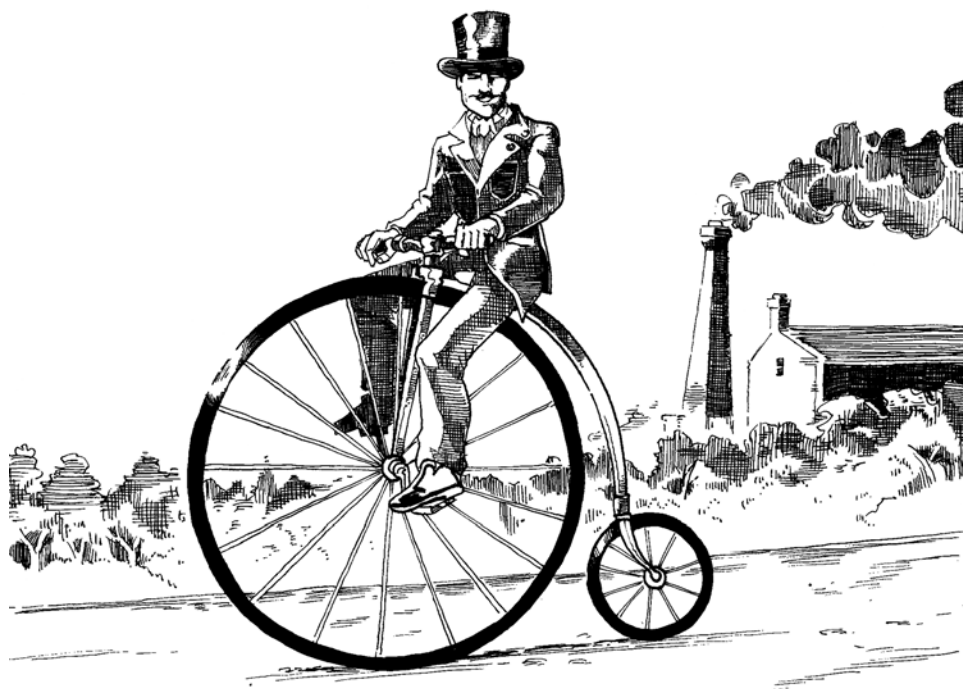
(3) \_\_\_\_\_. This was called 'to take

a header'. Much later, people gave the ordinary bicycle a new name. They called

it the (4) \_\_\_\_\_ because it

reminded them of a large penny coin and a small farthing coin.

A farthing was (5) \_\_\_\_\_.



## Activity

This is an information-gap speaking activity, to be done in pairs. The students ask and answer questions to complete a text about the penny-farthing bicycle.

## Preparation

- 1 Make one copy of the worksheet for each pair.
- 2 Cut the worksheet in half to give each pair of students a copy, one for Student A and one for Student B.

## What to do

- 1 Ask the students what they can remember about the Trabant and the Ford T from Unit 10.
- 2 Tell the students that they are going to read the story of a very special old bicycle.
- 3 Tell them that they are going to ask and answer questions with their partner to complete the text.
- 4 Distribute the worksheets to students A and B. Give them some preparation time to get their questions ready. Circulate and monitor, giving help as necessary.
- 5 Demonstrate the activity with a student by asking a question on some information which is not missing from either worksheet, so as not to waste one of the pieces of information.
- 6 Tell the students to turn over their questions so they can't see them during the activity and to try to formulate the questions from memory in order to improve their fluency.
- 7 The students then ask and answer the questions to complete the texts.
- 8 For more fluency practice, ask the students to turn over the texts and try to remember the information about the penny-farthing bicycle together. Give them a challenging time limit for this. You may want to change partners to add freshness to this part of the activity.

## Follow-up activity

Have a class or small group discussion about bicycles.

- 1 Do you have a bike? Tell us about it.
- 2 Do drivers respect cyclists enough?
- 3 Are there enough bike lanes where you live?
- 4 Tell us about the time you learned to ride a bike.