Have Fun with Vocabulary!
Quizzes and Games for English Classes

Annette Barnes, Jean Hines and Jennie Weldon
Series Editor Peter Watcyn-Jones

PENGUIN ENGLISH PHOTOCOPIABLES
Have Fun with Vocabulary!
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Series Editor: Peter Watcyn-Jones
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* E: elementary  I: intermediate  A: advanced  † approximate time in minutes
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† approximate time in minutes
Introduction

*Have Fun with Vocabulary! Quizzes for English Classes* is a collection of quizzes based on themes for use with large or small groups of mixed nationality and/or mixed-ability students, but it can also be used effectively with single nationality classes. It is ideal when three or four classes combine, but can be used too with a smaller group, though preferably no fewer than eight students. The maximum size of the group is dictated largely by the size of room, but two to five teams with between four and eight students in each will generate enough competitive spirit to ensure success.

The quizzes require a limited amount of writing but produce a great deal of discussion and conversation, and reading skills are also important in order to complete the tasks. Each unit also has a listening section at the end.

The units contain enough material to last for at least one hour, depending on the timings for individual quiz games, usually 10–15 minutes each, although some can be completed more quickly. As each game is independent of the others, one or more can be left out if time is short. It is important to leave enough time at the end of each game to go through the answers, as this is an equally important part of the learning process.

Because we often held our quizzes at the end of a busy week, we needed to organise them quickly and efficiently, so organisation has been kept to a minimum. After a few quizzes the students were familiar enough with the idea to ask at the beginning of the week what the next quiz’s theme would be, so that they could prepare vocabulary.

The authors have used all the materials in this book with groups of varying sizes and abilities and have found them to be extremely popular. Not only do the quizzes generate a wealth of useful vocabulary and discussion, but they have proved to be a lot of fun. Our students look forward to these activities and have referred to them as the ‘Culture Quiz’.

We can do no better than repeat a comment made by one of our students:

> ‘What I like most about the quizzes is having to think fast in English.’

Whilst we have not knowingly poached material from other publications, it is always possible that our ideas have coincided with those of other authors. If this is the case, we will be happy to print an acknowledgement in future editions.

The organisation of this book

There are fifteen units, each based on a different theme. Every unit contains a set of five quiz games and a listening activity, making six rounds in all. Detailed answer keys are provided in the Teacher’s Notes.

The chosen themes are ones which occur in many course books and therefore provide a link for further practice and consolidation.

The Teacher’s Notes, including answer keys, are provided at the beginning of the book, followed by the photocopiable material for student handouts.

Using the material

The listening section is intended to be read aloud by the teacher, although it could be taped beforehand.

Teachers will have to photocopy the handouts, one copy of each quiz game for each team (unless otherwise suggested in the Teacher’s Notes).

It is important to choose teams carefully, each of which should contain a wide mix of
Introduction

nationalities and abilities if possible. The choice of team captains is also important. A good leader can sometimes turn the final result around, and captainship is looked upon as a responsibility and a challenge. Teachers can appoint captains, or ask each team to choose their own.

Students are often curious about the names given to the activities and teachers may feel it worthwhile to give an explanation before each game begins. Where necessary, we have given explanations in the Teacher’s Notes.

Level

The levels shown in the Contents list for each game give a general guide for selecting suitable material if working with students who are all at the same level, but there is still flexibility within this. If a game proves too difficult for a group, go more slowly and give more clues while the students are working. If a game is too easy, reduce the time limit (see Timing below). Once a teacher has used a unit, it will be easy to judge how suitable that unit is for similar classes and how fast to go through the games. Where a whole unit is easier or more difficult, we have said so in the Teacher’s Notes for that unit. As teachers become familiar with the games, they will also find that any one could be used alone as an ice-breaker or filler, or could be used to reinforce particular teaching points or vocabulary.

Timing

It is difficult to be specific about timing as it will depend on the level and abilities of each class, but each game has been given a suggested time limit. This is only a guide, and individual teachers will soon be able to see how long their students are taking to do the games.

Our quizzes were held in the last hour of the week. We allowed 10–15 minutes per game as a general rule, but remained completely flexible. Some games were found to be more difficult than anticipated, so we either allowed extra time, possibly eliminating another game to allow for this, or helped the students by giving hints to each group. We may have run out of time but never of material, as explaining the answers is a valuable way of spending the last few minutes. Teachers will quickly learn to adapt the material to their own group and to be very flexible too.

Scoring

Our rule was one mark per correct answer, but here too flexibility is possible. Often an extra mark was allowed for a particularly good drawing or extra effort. In some cases there may be other acceptable answers to those given, so teachers may need to use their discretion when allocating points.

Scores were put on the board after each round (see separate plan) and a running total was kept.

General method for each quiz

Before the quiz

1 Photocopy the various handouts, one for each group unless otherwise stated. The teacher should be very flexible here, particularly if working within a strict time slot. Not all games in a unit need be used, and some games may be more suitable for a particular group and the skills they need to practise than others.

2 Organise the room, if possible, according to the plan on page 00. If the furniture cannot be rearranged, it is better to organise small teams so that students can just turn their chairs around to work with those behind them.
3 Draw up the scoreboard as follows:

<table>
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<th>Sample scoreboard</th>
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<th>Team B</th>
<th>Team C</th>
<th>Team D</th>
<th>etc</th>
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<td>Running total</td>
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<td>Final score</td>
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4 Arrange the group into teams and give each an identifying letter. Get each team to choose a captain or appoint captains yourself.

**During the quiz**

1 Introduce the quiz by saying, for example:

"Today we’re going to do a quiz, an activity made up of different games or challenges. The theme is “Food and Drink”. There will be X number of rounds, and as we complete each one the scores will be put up on the board. I/we want you to work together as a team and, above all, to enjoy yourselves!"

2 Round 1. Give out the handouts, issue instructions and start the first game with all teams. Warn them when there is only a minute left of the allotted time.

Countdown to stop … 5–4–3–2–1.

3 Get teams to exchange papers and go through the answers with the whole group. Enter the scores on the board.

4 Give out the handouts for the next game and explain what the teams have to do. After the appropriate length of time repeat the countdown and marking procedure.

5 Continue in this way. The final game could be the listening activity, as this will quieten the room down.

6 Exchange the final game papers for marking, go through the answers and put the scores on to the scoreboard.

7 An exciting moment – add up and announce the final score in reverse order – another quiz over!
Introduction

Suggested room plan

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<th>Round 4</th>
<th>etc.</th>
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Teacher's Table

Photocopies of games
Rough paper
Pens, pencils (coloured if necessary)
Board writers

Table + chairs for team A
Table + chairs for team B
Table + chairs for team C
Table + chairs for team D
Table + chairs for team E

The role of the teacher

The teacher is there to act as organiser, facilitator and to generate enthusiasm.

A flexible approach works best. Where games are more difficult we have given an example at the beginning, but if this kind of activity is new to your students you may feel that the first answer in every case should be used as an example.

The listening sessions are always useful for focusing attention and calming the atmosphere. For this reason we have found them best placed at the end of the session, but there is no reason why the games could not be played in any order that works well for you.
Part 1 Teacher’s notes

1 Food and drink

The theme of food and drink is one that is universally popular and for that reason it could serve well as an introductory quiz. Students are generally united in their opinion of English food and we have tried to include plenty of examples of food from around the world as well.

Score 1 point for every correct answer. Maximum points available in this unit: 82.

1 Eating out  

1 Give each group a copy of the handout on page 40. Tell them they must find 20 spelling mistakes in the menu and spell each word correctly on the lines at the bottom of the page.
2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 soup 11 desserts
2 with 12 ice-cream
3 tomato 13 chocolate
4 mushrooms 14 strawberry
5 garlic 15 fruit
6 beefburgers 16 apple
7 vegetables 17 biscuits
8 peas 18 lemonade
9 potatoes 19 Cola
10 beans 20 Service

2 Too many cooks

1 Give each group a copy of the handout on page 41. Tell them they are looking for wooden dishes and that the first letters of each word have been given as clues.
2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

3 Mix ‘n’ match  

1 Give each group a copy of the handout on page 42. Tell them they are to choose words from the list to complete each food or drink pair. Make sure they understand that they are looking for pairs of words that are commonly used together.
2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 tonic 6 rhubarb
2 butter 7 orange sauce
3 cream 8 bacon
4 bread 9 fish
5 Yorkshire pudding 10 pepper

4 National dishes

1 Give each group a copy of the handout on page 43. Tell students they have to fill in the missing letters of famous national dishes and write the country or area of origin under each.
2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 couscous (North Africa)
2 sweet and sour pork (China)
Teacher's notes

3 ratatouille (France)
4 polenta (Italy)
5 nasi goreng (Indonesia)
6 Spanish omelette (Spain)
7 chicken curry (India)
8 Hungarian goulash (Hungary)
9 steak and kidney pie (England)
10 Irish stew (Eire/Republic of Ireland)

5 Shopping basket

1 Give each group a copy of the handout on page 44. Tell students they must name the 12 fruits and vegetables illustrated and write them at the bottom of the page.
2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
grapes oranges
cucumber pineapple
cauliflower cherries
marrow pepper
beans mushrooms
celery bananas

6 Round the world on a plate

1 Give each group a copy of the handout on page 45. Make sure students understand that they have to listen and fill in the answers in the correct place on the grid.
2 Read each clue twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script
I'm going to read out clues for the crossword. All the answers are connected with food and drink.
Let's start with 2 down. The word has three letters and the clue is: The cup that cheers, but doesn't make you drunk. It sounds like a letter. [Repeat clue.]

The next clue is 3 across. This is 2 words, but you can write them together on your crossword. The first word has 5 letters and the second word has 4 letters. The clue is: The French sometimes call the English by this nickname and the English eat this food with Yorkshire pudding. [Repeat clue.]
Now we are going to 1 down. This word has 7 letters and the clue is: 007 likes it shaken but not stirred. [Repeat clue.]
Next, look at 5 across. This is a 5-letter word and the clue is: A breakfast food which could also mean there's a celebration. [Repeat clue.]
Go on to 5 down. You need a 6-letter word and the clue is: This bird sounds as though it comes from Istanbul but it finds itself on American plates at Thanksgiving. [Repeat clue.]
4 down is a word with 8 letters and the clue is: '27, 38 and a double portion of 41 could add up to a perfect Indian or Chinese meal to be eaten at home.' [Repeat clue.]
Next we go to 6 across. This word has 7 letters and the clue is: You could be lucky in love or money by eating this seafood. [Repeat clue.]
7 down is a 7-letter word and the clue is: This vegetable made one particular American sailorman strong. [Repeat clue.]
Now look at 8 across. This word has 8 letters and the clue is: This Italian dessert is a real 'pick-me-up.' [Repeat clue.]
The last word is 9 across and it has 6 letters. The clue is: 'An explosion in Britain or an old car.' [Repeat clue.]

Key
Down
1 martini
2 tea
4 takeaway
5 turkey
7 spinach
Across
1 roast beef
5 toast
6 oysters
8 tiramisu
9 banger

2 People

This unit requires a wide range of vocabulary and is a bit more challenging, especially 'How the other half lives'. It is worth spending some time at the beginning to explain to students how the game 'Cracking the code' works.
Score 1 point for every correct answer. Maximum points available in this unit: 70.
'How the other half lives' is based on an idea in Vocabulary Games and Activities for Teachers by Peter Watcyn-Jones, published by Penguin English, 1994.
7 Cracking the code

1 Give each group a copy of the handout on page 47. Make sure they understand that they must solve the code and fill in the letters represented by the code in the boxes underneath the appropriate letters of the coded alphabet before they can attempt to find the 10 names. Point out that some code letters have been given to start them off and that some of the letters for the answers have also been given.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

1 Rasputin 6 Kennedy
2 Aladdin 7 Castro
3 Dracula 8 Hamlet
4 Tarzan 9 Frankenstein
5 Hannibal 10 Churchill

8 Who thought of that?

1 Give each group a copy of the handout on page 48. Tell them they must write the appropriate name and date next to each invention.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

1 John Logie Baird, 1926
2 Alexander Graham Bell, 1876
3 Alexander Fleming, 1928
4 Igor Sikorsky, 1939
5 Lazlo Biro, 1944
6 The Montgolfier brothers, 1783
7 William Webb Ellis, 1823
8 Richard Trevithick, 1804
9 John Montagu, The 4th Earl of Sandwich (1718–1792), the mid 1700s
10 Joseph Guillotin, 1792

9 Compound fractures

1 Give each group a copy of the handout on page 49. Tell them there are clues at the bottom of the page to help them find words formed from the names of the parts of the body in the illustrations. Give an example, e.g. mouthpiece. Tell them to write each word next to the appropriate picture.

2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

1 earring 6 foot-fault
2 nosebag 7 eye-shadow/liner
3 headline 8 necklace
4 handcuff 9 shoulder bag
5 background 10 fingerprint

10 Doctor Who?

1 Give each group a copy of the handout on page 50. Tell them they must fill in the missing letters to reveal 10 famous people. (The instructions give additional clues.)

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

1 Charles de Gaulle 6 Joseph Stalin
2 Marilyn Monroe 7 Oscar Wilde
3 Tchaikovsky 8 Charles Dickens
4 Michelangelo 9 Marie Curie
5 Marco Polo 10 Anna Pavlova

11 How the other half lives

1 Give each group a copy of the handout on page 51 and read the instructions with the whole class. Point out that some letters in each word have been given to help them.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
Teacher's notes

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

1 gypsies  6 entrepreneurs
2 hippies  7 yuppies
3 punks  8 tramps
4 Buddhist monks  9 burglars
5 fans  10 royalty

12 Identity parade Intermediate

1 Give each group a copy of the handout on page 52. Make sure students understand that they have to listen and fill in the answers in the correct place on the grid.

2 Read each clue twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script

I am going to read out clues for the crossword. All the answers are names of famous people.

Let’s start with 2 down. This name has 5 letters and the clue is: Although this singer is dead, people still remember his first name. He also had two nicknames – one regal and one which rhymed with his first name. [Repeat clue.]

The next clue is 3 across. This is 9 letters and the clue is: He composed some of the most beautiful music in the world but as he got older he couldn’t hear it. [Repeat clue.]

Now look at 4 across. This is 6 letters and the clue is: This man enjoyed his visit to Britain so much that he sent lots of his countrymen to settle here. They spelt four ‘IV’. His title was Caesar but what was his name? [Repeat clue.]

Now we are going to 4 down. This is 4 letters and the clue is: The girl came from a poor family and became a leader of the French people. She was made a saint. [Repeat clue.]

5 across is a name with 8 letters. The clue is: He was born on one island, died on another very far away and his tomb is in Paris. He wasn’t a friend of most Europeans. [Repeat clue.]

Go on to 6 down. This is 9 letters long and the clue is: She was a famous queen of Egypt. [Repeat clue.]

Now look at 7 down, a name with 5 letters. The clue is: This British king was a great sportsman, musician and
eater but his married life was stormy and varied and
t’women lost more than their hearts to him. [Repeat clue.]

Next is 9 across. There are 11 letters in this name and the clue is: Simply the best known surname in English literature, a whole town is famous as his birthplace. [Repeat clue.]

Next we go to 8 down. This name is 6 letters long and the clue is: She wears a sari but the country of her birth isn’t India. She won a famous prize but didn’t spend the money on herself. [Repeat clue.]

The last one is 1 across. 7 letters. The clue is: A comic little Frenchman whose name in print draws our attention, but he isn’t real. [Repeat clue.]

Key

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Asterix</td>
<td>2 Elvis (the King, the Pelvis)</td>
</tr>
<tr>
<td>3 Beethoven</td>
<td>4 Joan (of Arc)</td>
</tr>
<tr>
<td>4 Julius</td>
<td>5 Cleopatra</td>
</tr>
<tr>
<td>5 Napoleon</td>
<td>6 Shakespeare</td>
</tr>
<tr>
<td>7 Henry (VIII)</td>
<td>8 (Mother) Teresa</td>
</tr>
</tbody>
</table>

3 Places

A varied quiz with quite a heavy reading load in ‘Wish you were here’, but this is compensated for by ‘Capital cities’ and ‘Island in the sun’.

Score 1 point for every correct answer. Maximum points available in this unit: 75.

13 Where am I? Intermediate

1 Give each group a copy of the handout on page 54. Tell them they must identify each country from the clues and choose from the list at the bottom. They must write the correct countries in the spaces.

2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

1 Antarctica  6 Sweden
2 the Arctic  7 Lapland
3 Japan  8 India
4 Australia  9 the USA
5 Spain  10 Peru
14 Capital cities

Intermediate

1 Give each group a copy of the handout on page 55. Explain that students must supply two answers for each question, as in the example given. First, they have to unscramble the name of a country, then they must give the capital city of that country.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>Stockholm</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>Kabul</td>
</tr>
<tr>
<td>Poland</td>
<td>Warsaw</td>
</tr>
<tr>
<td>Australia</td>
<td>Canberra</td>
</tr>
<tr>
<td>Canada</td>
<td>Ottawa</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>Belfast</td>
</tr>
<tr>
<td>Argentina</td>
<td>Buenos Aires</td>
</tr>
<tr>
<td>Thailand</td>
<td>Bangkok</td>
</tr>
<tr>
<td>Philippines</td>
<td>Manila</td>
</tr>
<tr>
<td>Iceland</td>
<td>Reykjavik</td>
</tr>
</tbody>
</table>

15 Wish you were here

Advanced

1 Give each group a copy of the handout on pages 56 and 58. (For large groups two may be useful, but tell the students they should only record their answers on one of them.) Explain that these are postcard messages with the place names blanked out. They must read each message and write the correct place in the numbered spaces at the end.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

<table>
<thead>
<tr>
<th>Country</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>6 Scotland</td>
</tr>
<tr>
<td>Thames</td>
<td>7 Loch Ness</td>
</tr>
<tr>
<td>Tower of</td>
<td>8 Copenhagen</td>
</tr>
<tr>
<td>London</td>
<td>9 Holland</td>
</tr>
<tr>
<td>Ireland</td>
<td>10 Eiffel Tower</td>
</tr>
<tr>
<td>Dublin</td>
<td>11 Paris</td>
</tr>
</tbody>
</table>

16 Island in the sun

Elementary

1 Give each group a copy of the handout on page 59. (For large groups it is probably a good idea to give two copies of the maps to each group so that some students don’t find themselves trying to identify the outlines upside down.) It is worth stressing that the maps are not drawn to the same scale.

Explain that teams must match the island names to the map outlines but that there is a ‘joker’ amongst the map outlines that is not an island. They must identify this country and supply its name.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

<table>
<thead>
<tr>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ireland</td>
</tr>
<tr>
<td>Cyprus</td>
</tr>
<tr>
<td>New Zealand</td>
</tr>
<tr>
<td>Corsica</td>
</tr>
<tr>
<td>Balearic Islands</td>
</tr>
<tr>
<td>Sardinia</td>
</tr>
<tr>
<td>Sicily</td>
</tr>
<tr>
<td>England – the ‘joker’ (Great Britain not acceptable)</td>
</tr>
<tr>
<td>Cuba</td>
</tr>
<tr>
<td>Australia</td>
</tr>
</tbody>
</table>

17 If it’s Tuesday it must be Brussels

Intermediate

The title of this game was taken from a stage play which referred to the hectic schedule on most package holiday tours.

1 Give each group a copy of the handout on page 60. Tell them that they must identify cities from the clues. The names of the cities are given at the bottom of the paper and teams should write the correct city in the box after each clue.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.
Teacher's notes

**Key**

1. Mexico City  
2. Paris  
3. Moscow  
4. Rome  
5. Rio de Janeiro  
6. Monte Carlo  
7. Tokyo  
8. London  
9. Cairo  
10. Vienna

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**18 Wonders of the world**

1. Give each group a copy of the handout on page 61. Make sure students understand that they have to listen and fill in the answers in the correct place on the grid.

2. Read each clue twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4. Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

**Listening script**

I'm going to read out the clues for the crossword. The answers are all rivers, cities or places of interest.

Let's start with 1 across. This word has 10 letters and the clue is: *A capital city named after the first president of the USA.* [Repeat clue.]

The next clue is 2 down, a word with 6 letters. The clue is: *A river a waltz was named after.* [Repeat clue.]

Now look at 3 down. This is two words but you can write them together in the grid. The first word is 3 letters and the second is 5 letters. The clue is: *A tomb built for love of an Indian empress.* [Repeat clue.]

Next we go to 4 across. This word has 6 letters and the clue is: *A British island you might want to wear.* [Repeat clue.]

Now look at 5 down. This is a 7-letter word and the clue is: *You can't sail into New York without seeing a statue of this lady.* [Repeat clue.]

6 across is next. This word has 4 letters and the clue is: *A river which has two colours.* [Repeat clue.]

Now look at 7 down, which is a word of 5 letters. The clue is: *The Valley of the Kings is here.* [Repeat clue.]

Now we go on to 7 across, which is two words. The first one is 6 letters and the second is 5 letters. The clue is: *This heavy metal structure has a good view of the Seine.* [Repeat clue.]

On to 8 down. 6 letters this time, and the clue is: *An island named after the Christian festival on which it was discovered.* [Repeat clue.]

Last is 9 across. 9 letters and the clue is: *Another island famous for its rock fortress and monkeys.* [Repeat clue.]

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**4 Animals**

We found that the crossword in this unit, 'Animal antics', was a useful introduction to the idea of students writing their own clues and designing a crossword in a subsequent lesson.

Score 1 point for every correct answer. Maximum points available in this unit: 143. (There are 76 spaces for 'Big game hunting'.)

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**19 Whatever is that?**

1. Give each group a copy of the handout on page 63. Tell them they must sort the animals, birds and fish in the list into three categories. Go through the three examples given. Tell them there are some creatures in the list that will not fit into any of the categories and that they will get one point for every animal correctly placed.

2. Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4. Collect the papers. During the next round, check them and amend any mistakes.

**Key**

<table>
<thead>
<tr>
<th>Feather</th>
<th>Fin</th>
<th>Fur</th>
</tr>
</thead>
<tbody>
<tr>
<td>ostrich</td>
<td>carp</td>
<td>kangaroo</td>
</tr>
<tr>
<td>parrot</td>
<td>cod</td>
<td>jackal</td>
</tr>
<tr>
<td>robin</td>
<td>dolphin</td>
<td>jaguar</td>
</tr>
<tr>
<td>sparrow</td>
<td>shark</td>
<td>mink</td>
</tr>
</tbody>
</table>

Not in any of these categories: crab, crocodile, snail, tortoise.

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**20 Happy families**

1. Give each group a copy of the handout on page 64. Tell them they must complete each animal family by filling in the missing word.

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2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

1 duckling  
2 stallion  
3 puppy  
4 bull  
5 piglet  
6 hen  
7 stag  
8 ram  
9 peacock  
10 vixen

21 Big game hunting  

Intermediate

1 Give each group a copy of the handout on page 65. Explain that the words they make can only be formed using the letters in each of the long words and that they must consist of three letters or more.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

Free choice, but here are some suggestions:

**HIPPOPOTAMUS**

ham  must  shout  stoop
hit  pat  sit  stop
hop  path  soap  tap
hot  pot  soup  this
map  ship  spot
mat  shoot  spout
most  shop  stamp

**RHINOCEROS**

chin  horse  rich  shore
choose  inch  rise  sin
corn  iron  score  sir
heron  noise  shine  sore
hire  nose  shire
horn  rice  shoe

23 Float like a butterfly, sting like a bee?  

Advanced

The title of this round was the catchphrase of the boxer Cassius Clay who later became Mohammed Ali.

1 Give each group a copy of the handout on page 68. Tell the groups that the animals they need are all listed at the bottom of the page, but in the wrong order, and they must write the correct one in each space.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

1 fox  
2 cat (cats have an inquisitive nature which sometimes leads them into danger)  
3 butterflies (the fluttering feeling of fear or nerves)  
4 bear (extremely irritable, like a bear woken from hibernation)  
5 mouse  
6 snail

22 Animal antics  

Intermediate

1 There are two pages to this game, clues and grid. Give each group a copy of each handout on pages 66 and 67.
Teacher’s notes

7 sheep (from a popular fable, where the wolf dressed as a sheep to appear harmless)
8 crow (a direct route, as a bird would fly)
9 eel
10 duck (a natural affinity or ability)

24 All creatures great and small Intermediate

1 Give each group a copy of the handout on page 69. Make sure students understand that they must listen carefully to each clue and fill in the grids. Tell them that there are letter clues on their answer papers.
2 Read each clue twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script
Listen carefully to these clues and write down the animals you think I am talking about. Some letters have been given to you as clues.
1 This animal lives in every country except Ireland. It has no legs but can move fast. It is long but not wide and can sometimes be dangerous. [Repeat clue.]
2 This animal would need a very long scarf if it lived in a cold country. [Repeat clue.]
3 These huge mammals don’t live on land at all. There are several species – one is blue. [Repeat clue.]
4 These animals live in parks. They have beautiful tails and they store food for the winter. [Repeat clue.]
5 This animal’s beautiful tail is cut off when it’s hunted. It is supposed to be very clever. [Repeat clue.]
6 The King of the Beasts. [Repeat clue.]
7 Man’s best friend. [Repeat clue.]
8 Three famous horses:
   a) a fabled horse with a horn.
   b) a wooden horse which won a war.
   c) a winged horse. [Repeat clues.]
9 A cartoon partnership, cat and mouse. [Repeat clue.]
10 Another cartoon character: Charlie Brown’s friend. [Repeat clue.]

Key
1 snake 7 dog
2 giraffe 8 a) unicorn
3 whales  b) wooden horse of Troy
4 squirrels  c) Pegasus
5 fox 9 Tom and Jerry
6 lion 10 Snoopy

5 Sports and games

Sport is always a popular topic and even very elementary students can make a contribution here.

More topical games, based on those given, can be included at times of the World Cup or the Olympic Games, working perhaps with the names of popular athletes or footballers.
Score 1 point for every correct answer. Maximum points available in this unit: 70.

25 Under starter’s orders Advanced

1 Give each group a copy of the handout on page 71. Tell them that only one of the three possible definitions in each question is correct and they must decide together on the correct one.
2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 a golf club
2 a score in tennis (40–40)
3 a board game (played with counters on a board of long, thin triangles)
4 a chess piece (a horse’s head; at the start of the game it is between the castle and the bishop)
5 an athletics event (contestants run and jump over hurdles)
6 a sandpit on a golf course
7 where cars stop during a race
8 a special way of swimming (lifting both arms free of the water together)
9 a cycle race
10 a sport played with a racket

26 Game, set and match Intermediate

1 Give each group a copy of the handout on page 72. Tell them that the names of the sports and games they need are all printed at the bottom of the page and they must write the correct one next to each piece of equipment.
2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read...
out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 badminton 7 mountain climbing
2 cricket 8 fencing
3 chess 9 cards
4 boxing 10 underwater swimming/motobike racing
5 polo
6 golf

27 Going for gold Intermediate

1 Give each group a copy of the handout on page 73. Tell them that each word unscrambles to spell the name of an Olympic event. The first letter of each has been given to them as a clue.

2 Tell the groups they have 10 minutes and start them all at the same time. W arm them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 weightlifting 6 gymnastics
2 karate 7 figure skating
3 diving 8 cycling
4 archery 9 javelin
5 decathlon 10 show jumping

28 Don't be a square Intermediate

1 Give each pair of students a copy of the handout on page 74 but tell them each team must record all their answers on one copy only. Make sure they all understand the words horizontally, vertically and diagonally and suggest that they may like to circle or highlight each word on the grid as they find it, as well as writing it at the bottom of the page.

2 Tell the groups they have 15 minutes and start them all at the same time. W arm them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
A 1 bounce B 1 stick
2 throw 2 bat
3 catch 3 club
4 hit 4 mallet
5 dribble 5 racquet/racket
Teacher’s notes

30 Pep talk

Intermediate

1 Give each group a copy of the handout on page 76. Make sure students understand that they have to listen and fill in the answers in the correct place on the grids. Then they must take the letters in the numbered squares and rearrange them to give the name of a famous boxer.

2 Read each clue twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script

Listen carefully and write in the grids each sport or game you think I am talking about.

1 You must wear white and bow to your opponent. [Repeat clue.]

2 This game is for two or four players. The ball should bounce but never hit the ground. [Repeat clue.]

3 Your weight is important if you want to do this – you hold nothing in your hands but you wear something on them. [Repeat clue.]

4 You should wear a crash helmet. You can overtake. You can eat and drink during a competition. You also need to have strong legs. [Repeat clue.]

5 The competitors are overweighed in this sport – the competition is over in a few minutes. It’s a national sport in the Far East. [Repeat clue.]

6 The teams wear different coloured caps. They are not allowed to splash water into an opponent’s face. [Repeat clue.]

7 If you keep your balance you can go very fast, slide and dance but if you fall over you will get very cold. [Repeat clue.]

8 This is called the Sport of Kings. People win or lose a great deal of money over it. [Repeat clue.]

9 This board game involves property and paper money. [Repeat clue.]

10 If you want to try this sport you’ll need a slope, expensive equipment and good balance. It’s an Olympic sport. [Repeat clue.]

Now, using the letters in the squares marked 1 to 8, name the famous boxer in the squares at the bottom of the page.

Key

1 judo 6 water polo
2 table tennis 7 ice skating
3 boxing 8 horse racing
4 cycling 9 Monopoly
5 sumo wrestling 10 skiing

The famous boxer is Mohammed Ali

6 Numbers

The most linguistically gifted are not always numerate, and this quiz gives the more elementary student an equal chance, particularly with ‘Next, please’.

Score 1 point for every correct answer. (Split marks possible in ‘Figure it out’ and ‘Next, please’.) Maximum points available in this unit: 60.

‘Next, please’ is based on an idea from Next Number, Writing Warm-Ups by Abigail Tom and Heather McKay, published by Alemany Press, 1989.

31 Figure it out

Advanced

1 Give each group a copy of the handout on page 78. Go through the example with the whole class and tell them that some of the questions have clues to help them.

2 Tell the groups they have 10 minutes and start them all off at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and the team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

1 12 months of the year
2 Snow White and the 7 dwarfs (Walt Disney cartoon film)
3 Around the World in 80 Days (written by Jules Verne)
4 64 squares on a chess board
5 24 hours in the day

32 Not more or less

Intermediate

1 Give each group a copy of the handout on page 79. Tell them that every answer is a number, and work through the example with the whole class. Tell them to write their answers on the line below each question.

2 Tell the groups they have 10 minutes and start them all
off at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and the team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 4
2 90 minutes
   (45 minutes each half)
4 8

5 11
6 26 miles/42 km
7 26
8 1966
9 5
10 8

33 The terrible twos

1 Give each group a copy of the handout on page 80. Go through the example with the whole class and make sure they understand that each question refers to two of something.

2 Tell the groups they have 10 minutes and start them all off at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and the team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 bunk beds (two beds for children – one above the other)
2 dialogue
3 duet
4 doubles
5 twins (Siamese twins are babies joined at birth)
6 double-decker
7 twice
8 duplicate/facsimile (fax)
9 binoculars
10 a fortnight

34 Next, please

1 Give each group a copy of the handout on page 81. Explain that there are two parts to each question. First they must supply the next two numbers in each series, then they must say how the series works. They score 1 point for each correct number added to the series and 1 point for the reason.

2 Tell the groups they have 10 minutes and start them all off at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and the team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 49, 56 – the seven times table
2 96, 192 – double the number each time
3 31, 62 – divide by 4, multiply by 2 alternately
4 9, 8 – add 3, subtract 1 throughout
5 13, 21 – add the previous number each time (This is the Fibonacci series of aesthetically pleasing proportions.)

35 Telling whoppers

1 Give each group a copy of the handout on page 82. Tell them that they must confer to decide if the date given in each question is true or false. They should write T or F in the box next to each question.

2 Tell the groups they have 15 minutes and start them all off at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and the team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 True (8th November 1895, by German physicist Wilhelm Roentgen)
2 True (The prepaid Penny Post was started by Rowland Hill in the UK in 1840)
3 False (there are 50)
4 False (Edmund Hillary, who was in the expedition led by Sir John Hunt, reached the summit of Everest in 1953)
5 False (Louis Blériot flew the Channel in 1909)
6 True
7 True
8 True (The first step was taken by American Neil Armstrong)
9 False (There are 13: Argentina, Bolivia, Brazil, Chile, Columbia, Ecuador, French Guiana, Guyana, Paraguay, Peru, Surinam, Uruguay, Venezuela)
10 True (‘Come here, Watson, I want you’, spoken by Alexander Graham Bell to his assistant, Thomas Watson, on 10th March 1876 at 5 Exeter Place, Boston, Massachusetts, USA)

36 Financial statement

1 Give each group a copy of the handout on page 83. Tell them that they must listen and fill in their answers in the

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correct place on the grid. Explain that some, but not all of the answers are numbers and these must be written as words.

2 Read each clue twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and the team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

**Listening script**

I'm going to read you some clues and you must fill in the answers on your grid. These clues are all connected with numbers.

Let's start with 7 across. This word has 7 letters and the clue is: How many centimetres in a metre? [Repeat clue.]

Now look at 5 across. This is an 8-letter word and the clue is: An unlucky number for some people. [Repeat clue.]

Going on to 8 across now, to a word with 6 letters. The clue is: How many players in a football team? [Repeat clue.]

On to 6 across. This is a 3-letter word and the clue is: The number of years in a decade. [Repeat clue.]

Next we can look at 2 down. This word has 8 letters and the clue is: How old must British citizens be to vote in an election? [Repeat clue.]

Now go on to 9 across. This is a 4-letter word and the clue is: 12 o'clock midnight. [Repeat clue.]

Next is 4 across, a 6-letter word. The clue is: This is the 8th month. [Repeat clue.]

Now we go to 1 across. This is a 4-letter word and the clue is: This word means nothing. [Repeat clue.]

The last one is 3 across. This word has 5 letters and the clue is: The number of years in half a century. [Repeat clue.]

Now I want you to write down all the numbers you have put in the crossword and add them up. When you have done this, write the answer in the spaces below the crossword grid. Be careful to spell the words correctly!

**Key**

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>zero</td>
<td>eighteen</td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>fifty</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>thirteen</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>ten</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>hundred</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>eleven</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>noon</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** two hundred and two

---

**7 Shopping**

This is a quiz in which students of all levels can make a contribution as the vocabulary connected with shopping ranges from elementary to advanced.

Score one point for every correct answer. Maximum points available in this unit: 82.

---

**37 Shopping list**

**Intermediate**

1 Give each group a copy of the handout on page 85. Tell them that they must sort the items into countable and uncountable and write them in the correct columns.

2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>rolls</td>
<td>mineral water</td>
</tr>
<tr>
<td>paper clips</td>
<td>rice</td>
</tr>
<tr>
<td>a roll of sellotape</td>
<td>chicken pâté</td>
</tr>
<tr>
<td>a box of chocolates</td>
<td>cheese</td>
</tr>
<tr>
<td>balloons</td>
<td>paper</td>
</tr>
<tr>
<td>paper napkins</td>
<td>orange juice</td>
</tr>
<tr>
<td>prizes</td>
<td>drinking chocolate</td>
</tr>
<tr>
<td>tomatoes</td>
<td>salad</td>
</tr>
<tr>
<td>flowers</td>
<td>ice-cream</td>
</tr>
<tr>
<td>packets of crisps</td>
<td>bread</td>
</tr>
<tr>
<td>nuts</td>
<td>butter</td>
</tr>
<tr>
<td>fruit</td>
<td>pasta</td>
</tr>
</tbody>
</table>

---

**38 How do you buy it?**

**Elementary**

1 Give each group a copy of the handout on page 86. Tell them that all the words they need are at the bottom of the page and that they must choose the correct word to fill each space.

2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.
39 Bargain hunting  

1 Give each group a copy of the handout on page 87 (or two copies/an enlargement if the group is large, although they must record all answers on one sheet for marking).

Tell them they must find eight words hidden in the sentences, and read through the instruction with the whole class. Show them there are clues after each sentence or sentences to tell them the kind of word they are looking for.

Go through the example and make sure they understand how they will find the words. Tell students to underline the letters of the words as they find them, as in the example.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key  
1 bunch 6 tube  
2 packet/carton 7 carton/bottle  
3 jar 8 packet/tin  
4 can/bottle 9 bar  
5 bottle 10 box

41 Below the belt  

1 Give each group a copy of the handout on page 90. Tell them that the twenty words in the box at the top of the page are all articles of clothing and that they must decide if each one is worn above or below the belt (i.e. the waist).

2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key  
Rebecca, Sheila, and Tom – cash but Chevron Street – butcher the station, Ernest, our – stationer staying in Credit – credit Aunt Blanche, Dining at – cheque the bar, gaining a – bargain our papers, Alesbourne was – sales long tunnel, I stopped reading – list

40 High Street  

1 There are two pages to this game. Give each group a copy of the handouts on pages 88 and 89. Tell them that they must read the story and use the information given in that to fill in the names of each of the shops or public buildings on the plan.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key  
1 bunch 6 tube  
2 packet/carton 7 carton/bottle  
3 jar 8 packet/tin  
4 can/bottle 9 bar  
5 bottle 10 box

42 Sales pitch  

1 Give each group a copy of the handout on page 91. Make sure students understand that they have to listen and fill in the answers in the correct place on the grid.
Teacher’s notes

2 Read each question twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script

I’m going to read out clues for the crossword. All the words are connected with shops or shopping.

We’ll start with 1 down. This is one word with 10 letters and here is the clue: You can use this if you want to know what a word means. [Repeat clue.]

Now we’ll move to 3 across. This is two words but you can write them together on your crossword. The first word is 6 letters, the second 4 letters. The clue is: Plastic money. [Repeat clue.]

Back to 2 down now, a 6-letter word, and the clue is: Fits in your pocket, it’s cylindrical and it’s indispensable for school work. [Repeat clue.]

Go on now to 7 across, which is one word with 8 letters. The clue is: If you want to redecorate your house it’s cheaper to do it __________. [Repeat clue.]

8 down is a 7-letter word and the clue is: Pretty, and handy for weddings, funerals and visits to hospital. [Repeat clue.]

Now we’ll go back to 4 down. It’s a 7-letter word that’s difficult to spell and here is the clue: You should keep this when you buy something. [Repeat clue.]

The next clue is 5 across, a 7-letter word. The clue is: This shop looks after the insides and outsides of most people. [Repeat clue.]

Move to 6 down, which is a 5-letter word. The clue is: They come in twos and keep you in contact with the ground. [Repeat clue.]

Clue 9 across now – 8 letters – and here it is: It has numbers and marks but it’s not a watch or clock. [Repeat clue.]

And the last clue is 10 across. It has 6 letters and the clue is: You buy these especially to send away from you, not to keep. [Repeat clue.]

Key

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credit card</td>
<td>1 dictionary</td>
</tr>
<tr>
<td>5 chemist</td>
<td>2 pencil</td>
</tr>
<tr>
<td>7 yourself</td>
<td>4 receipt</td>
</tr>
<tr>
<td>9 calendar</td>
<td>6 shoes</td>
</tr>
<tr>
<td>10 stamps</td>
<td>8 flowers</td>
</tr>
</tbody>
</table>

8 Nationalities

We have tried to be politically correct here and to represent as wide a range of nationalities as possible. ‘Say what you mean’ is a difficult game but this is balanced by ‘Home sweet home’ and ‘Kilt or kaftan’, which are much easier.

Score 1 point for every correct answer. Maximum points available in this unit: 65. (In ‘United Nations’ there are 2 marks available on questions 9 and 10.)

43 Kilt or kaftan

Elementary

The title of this game points to the activity itself, which is attributing national dress to the correct nationality (a kilt being the national dress of Scotsmen, a kaftan the national dress for Turkish and Middle Eastern women).

1 Give each group a copy of the handout on page 93. Go through the example with the whole class and tell them they must decide which nationality wears which clothing.

2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

1 Japanese (loose robe with a sash)
2 Arabian – Saudi, Emirati, Iraqi, Syrian, etc. (veil worn by some women in Muslim countries)
3 American (rubber-soled shoes)
4 Indian (loincloth worn by Hindu men)
5 German (leather shorts with braces)
6 Dutch (wooden shoes)
7 Spanish (veil for the head)
8 English (round brimmed hat for gentlemen)
9 Scottish (pleated short skirt in tartan, worn by Highland men)
10 Malayian (loose, skirt-like garment worn by men and women)

44 Teach the world

Intermediate

1 There are two pages for this game. Give each group one copy of the handouts on pages 94 and 95. Tell teams they must use the clues given in the story to write the nationality of each student on his/her desk on the plan on the other handout. Point out that they will find all the nationalities written in the centre of the plan, but there are more than they need to use.
2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 Norwegian
2 Canadian
3 Indian
4 Chinese
5 Tibetan
6 Australian
7 Icelandic
8 Saudi
9 French
10 Japanese
11 Brazilian

45 Pardon my French Intermediate

The title of this game is an English idiom used to excuse the use of bad language (swearing).

1 Give each group a copy of the handout on page 96. Tell them that all the words on the left are now part of the English language but came originally from other languages. They must choose from the languages on the right and write the correct one in the middle column. Go through the example with the whole class.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 Italian
2 Dutch
3 Hindi
4 Turkish
5 Hungarian
6 Finnish
7 Eskimo
8 Czech
9 Aboriginal
10 Russian
11 Swedish (an ombudsman is the person who deals with complaints about an organisation)

46 Home sweet home Intermediate

1 Give each group a copy of the handout on page 97. Tell them they are looking for the places where people live and the clues after some questions indicate exactly the type of answer they are looking for.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 221b, Baker Street, London
2 The jungle (India also acceptable)
3 The Louvre, Paris (the famous painting by Leonardo da Vinci)
4 Himalayas (the Abominable Snowman, also known as the Yeti, is a legendary creature)
5 Never Never Land (Peter Pan was written by J. M. Barrie)
6 Gracelands
7 Elysée Palace
8 Buckingham Palace
9 10 Downing Street
10 The White House

47 Say what you mean Advanced

1 Give each group a copy of the handout on page 98. Explain that the top group of sentences are all idioms and the definitions in the bottom group are in the wrong order. Tell them to write the number of the idiom next to the correct definition.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 g
2 a (‘bad language’ is a euphemism for swearing)
3 e
4 j
5 b
6 c
7 h
8 i (gnomes: fairy-tale characters who work hard and live underground. Gnomes of Zurich: powerful Swiss bankers)
9 d
10 f

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teacher's notes

48 United Nations Intermediate

1 Give each group a copy of the handout on page 99. Make sure students understand that they have to listen and fill in the answers in the correct place on the grids.

2 Read each clue twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final score.

Listening script

Listen carefully to these clues and write down the nationality of the people you think I am describing. On your answer paper you will see there are some letter clues to help you.

1 Who yodels and eats fondu? [Repeat clue.]
2 What nationality are you if you were born in the shadow of the Sphinx? [Repeat clue.]
3 These people live in the country ruled by the richest man in the world. [Repeat clue.]
4 Who eats a lot of sauerkraut and sausages? [Repeat clue.]
5 They is the only Hindu Kingdom, but Buddhists live there too. [Repeat clue.]
6 Their country is the 'Land of the Midnight Sun'. [Repeat clue.]
7 A popular name for the Inuit. [Repeat clue.]
8 They outnumber any other race. [Repeat clue.]
9 a) Their cheese is blue, but their bacon isn't.
   b) They use castanets to accompany some of their dances. [Repeat clues.]
10 a) Their famous police are called Mounties.
    b) One of their useful ancient weapons always returns to sender. [Repeat clues.]

Key

1 The Swiss 6 Norwegians
2 Egyptian 7 Eskimos
3 Brunian 8 Chinese
4 The Germans 9 Danish, Spanish
5 Nepalese 10 Canadian, Australian

9 Transport

There is a lot of useful vocabulary in this quiz and 'Ticket to ride' and 'We're getting there' are both easier games for elementary students. The London Underground quiz, 'Mornington Crescent', is fun to do and students enjoy working with the genuine map.

Score 1 point for every correct answer. Maximum points available in this unit: 76.

49 Ticket to ride Elementary

1 Give each group a copy of the handout on page 101. Tell them they must match a word from the list on the right to each word on the left and write it in the middle column. Explain that all the words are familiar compound nouns with a travel connection. Go through the example with the whole class.

2 Tell the groups they have 5 minutes and start them all off at the same time. Warn them when they have only a minute left and make sure they all stop at the same time.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

2 season ticket
3 boarding card
4 luggage rack
5 traffic warden
6 buffet car
7 request stop (a bus stop where you have to put your hand out for the driver to stop)
8 one-way street
9 communication cord (the handle you pull if you want to stop the train you are travelling on)
10 wheel clamp (a device that fits over a car wheel to prevent it from being driven away. Used if you park illegally)
11 zebra crossing

50 Air traffic controller Intermediate

1 There are two pages for this game. Give each group a copy of the handouts on pages 102 and 103. Tell them they have to read the clues and fill in the place names by studying the airline routes on the map. They should also label the relevant routes on the map, A–G.

2 Tell the groups they have 15 minutes and start them all off at the same time. Warn them when they have only a
minute left and make sure they all stop at the same time.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 Madrid 9 Tripoli
2 London 10 Oslo
3 Rome 11 London
4 Milan 12 Madrid
5 Reykjavik 13 Lisbon
6 Leningrad 14 Amsterdam
7 Edinburgh 15 Brussels

52 Trains and boats and planes

Intermediate
1 Give each group a copy of the handout on page 106. Explain that the facts on the information sheet are in the wrong order and teams must sort them out and write them correctly on the answer paper.
2 Tell the groups they have 15 minutes and start them all off at the same time. Warn them when they have only a minute left and make sure they all stop at the same time.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 Oxford Circus 6 Tower Hill
2 King's Cross 7 Temple
3 Wimbledon 8 Elephant and Castle
4 Covent Garden 9 Liverpool Street
5 Baker Street 10 Burnt Oak

51 Mornington Crescent

Advanced
1 There are two pages for this game. Give each group a copy of the handout on pages 104 and 105. Tell them the answer to each clue is the name of a London Underground station, which they will find on the map. Go through the example together.
2 Tell the groups they have 15 minutes and start them all off at the same time. Warn them when they have only a minute left and make sure they all stop at the same time.

53 We're getting there

Elementary
1 Give each group a copy of the handout on page 107. Tell students they have to fill in the letters to find famous forms of transport, names or makes.
2 Tell the groups they have 10 minutes and start them all off at the same time. Warn them when they have only a minute left and make sure they all stop at the same time.
Teacher's notes

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round check them and amend any mistakes.

Key
1 Concorde
2 Trans Siberian Railway
3 Virgin Atlantic
4 Titanic
5 Zeppelin
6 Wells Fargo Stage
7 Harley-Davidson
8 Apollo Eight
9 Rolls Royce
10 Orient Express

54 Slow boat to China

1 Give each group a copy of the handout on page 108. Make sure students understand that they have to listen and fill in the answers in the correct place on the grid.

2 Read each question twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script

I'm going to read out the clues for the crossword. The answers are all methods of transport or words connected with travelling.

We'll start with 1 across. This is a two-word clue but you can write them together on your crossword. The first word has 7 letters, the second word has 6 letters. Here's your clue: Modern transport goes through this friendly Anglo-French link. [Repeat clue.]

Now move to 2 down. This clue has three words but write them together on the grid. The words have 3, 3 and 7 letters. The clue is: Up, up in the sky looking down from a floating bubble. [Repeat clue.]

Our next clue is 3 down. This is one word of 8 letters and the clue is: What did Hannibal cross the Alps on? [Repeat clue.]

Let's go to 5 across next. Again a one-word answer with 8 letters. Here's the clue: Some Asian countries have this form of transport powered by men or cycles. [Repeat clue.]

Back now to 4 across. It's one word with 9 letters and the clue is: If your flight is boring or dangerous jump out, but not without one of these. [Repeat clue.]

6 across is one word with 5 letters, and here's the clue: People race this unmechanised ship round the world. [Repeat clue.]

Next we go to 8 across, a word with 10 letters. The clue is: It goes across the water but doesn't seem to touch it. [Repeat clue.]

The answer to 7 down is one word with 5 letters. Here's the clue: An old name here - the Ship of the Desert. [Repeat clue.]

Now move to 10 down, a 3-letter word. Your clue is: A very early floating method of transport mentioned in the Bible for pairs of animals and people. Noah's _________. [Repeat clue.]

And finally 9 down. It's one word with 6 letters. The clue is: A holiday by sea. [Repeat clue.]

Key
Across
1 Channel Tunnel
2 hot air balloon
4 parachute
5 rickshaw
6 yacht
8 hovercraft
10 ark

10 The media

This is perhaps a more difficult quiz, with a heavier vocabulary load, ie. 'All singing, all dancing' and 'Radio Times'. However, 'Picture parade' is visually attractive and a much easier game - an opportunity for more elementary students to shine - and wordsquares are always popular with all levels. Score 1 point for every correct answer. Maximum points available in this unit: 70.

55 Radio Times

1 There are two pages for this game. Give each group one copy of each handout (two copies if the groups are large) on pages 110 and 111. Tell them that they must study the programme information and record their answers on the question page.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and the team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 Yes
2 11.00 p.m.
3 Consumer's Corner (Channel 2 at 8.00 p.m.)
56 Bandstand  

**Elementary**

1 Give each group copies of the handout on page 112, one per pair of students, but tell them they must record all their answers on one copy. Make sure they all understand the meaning of horizontally, vertically and diagonally, and point out that they should write the words at the bottom of the sheet as they find them. They may also like to circle or highlight the words on the square.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

1 cymbals
2 oboe
3 tenor sax
4 violin
5 alto sax
6 trumpet
7 guitar
8 drums
9 cello
10 piano

57 Picture parade  

**Elementary**

1 Give each group a copy of the handout on page 113. Explain that the articles in the pictures should be matched up to the characters at the bottom of the page. Tell them to write the correct name next to each article.

2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

bookmark, bookshelf, bookend, bookworm (person who loves reading), bookbinding, bookshop, bookseller, book review, bookplate (a label you put inside a book with your name on), book token (can be used instead of money to buy a book)

TV Times
TV dinner
TV star
TV aerial
TV ratings (figures which show how many people watch each programme)

TV set
TV series
TV critic
TV screen
TV licence

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59 All singing, all dancing  Advanced

1 Give each group a copy of the handout on page 115. Tell them that this is a matching exercise, and read through the example. Tell teams to write the number of the word in the first group in the box next to the matching clue in the second group.
2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 e  6 a
2 c  7 h
3 j  8 d
4 f  9 g
5 i  10 b (could also be ‘c’)

60 On the same wavelength  Intermediate

For this listening exercise students are given the words they need to answer the questions because much of the vocabulary connected with the media is more specialised than that required for other units.
1 Give each group a copy of the handout on page 116. Make sure the students understand that they must match each definition they hear with a word on their answer page. Tell them to write the number of the definition in the box next to the correct word.
2 Read each clue twice, giving teams time to confer and write their answer before you move on to the next.
(With more elementary groups it may be advisable to read through all the questions again at the end.)
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script
1 Sounds like a breakfast food but it keeps us watching and listening from week to week. [Repeat clue.]
2 He tells the listener what’s happening at home and abroad. [Repeat clue.]
3 He is the chief journalist on a newspaper and he decides what is printed. [Repeat clue.]
4 If you’re not on the right one, your radio will be difficult to listen to. [Repeat clue.]
5 Explains a newspaper photograph. [Repeat clue.]
6 You ought to listen to this if you’re planning to go on a picnic. [Repeat clue.]
7 This might interrupt a programme with the latest important news. [Repeat clue.]
8 You may choose one of these to listen to but it sounds as though you want to catch a train. [Repeat clue.]
9 Is this how you catch a fish? No, it tells you who wrote a newspaper article. [Repeat clue.]
10 You can’t miss these big black letters. They introduce a story. [Repeat clue.]

Key
1 serial
2 newscaster
3 editor
4 wavelength
5 caption
6 weather forecast
7 newsflash
8 radio station
9 byline
10 headline

11 Jobs

This is an easier quiz for more elementary groups. ‘I love my love’ has proved to be challenging for most groups but everyone, whatever their level, can make a contribution here. The students find it very difficult at the end so we have given them xylophonist and zoo-keeper, but there is always the chance that some enterprising teams will come up with youth club leader or yacht builder (there are other possibilities).

Score 1 point for every correct answer. Maximum points available in this unit: 81.

61 I love my love  Elementary

1 Give each group a copy of the handout on page 118. Tell them they must find a job for each letter of the alphabet and that six have been given to help them.
2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
Free choice, but here are some ideas:
B = builder, butcher
C = cook, computer operator
D = dentist, doctor
E = engineer, electrician
62 Jobsworth  

Intermediate

1 Give each group a copy of the handout on page 119. Tell them that they have to write next to each name the job for which that person was famous.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 British Prime Minister/politician
2 Fashion designer
3 Architect/designer
4 Boxer
5 Actress/film star
6 Opera singer
7 Newspaper reporter
8 Artist/painter
9 Private detective (in books by Agatha Christie)
10 Writer
11 Car manufacturer/industrialist
12 Gangster/criminal
13 Scientist/naturalist
14 Minister (of the church)
15 Poet/mathematician

64 Tools of the trade  

Intermediate

1 Give each group a copy of the handout on page 121. Tell them that the answer to each clue is a tool used for a particular job, and they must fill in the missing letter to find the tool.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 ladder 6 spanner
2 test tube 7 zoom lens
3 brush 8 rolling pin
4 mask 9 drill
5 syringe 10 tape measure

65 Situations vacant  

Advanced

1 Give each group a copy of the handout on page 122. Tell them that they have to find the missing word for each space in the job adverts, and point out the list of words at the beginning.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

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66 What's my line?

"What's my line?" was the name of a popular TV panel game where contestants guessed people's unusual jobs. The question "What's your line?" means "What kind of business are you in?"

Teachers may like to point out to students that although we have used policeman and fireman as answers, there are both male and female police and fire officers.

1. Give each group a copy of the handout on page 123. Make sure students understand that they have to listen and fill in the answers in the correct place on the grid. Tell them they will find a hidden job in the shaded squares if they have found the correct answers.

2. Read each question twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4. Collect the papers. During the next round, check them and amend any mistakes, or if this is the last round, give the final scores.

Listening script

Listen carefully to these clues and write down the jobs you think they describe on the grid. You will find another job hidden in the shaded squares.

1. My passport is full. I use a radio frequently. My take-offs and landings are excellent. [Repeat clue.]
2. If you don't want my hand on your collar you'd better keep out of trouble. I always carry a whistle at work. [Repeat clue.]
3. Money is very important to me. I have to wear smart clothes to work. I often use the words cash, cheque and account. [Repeat clue.]
4. Come to me if you need a cut and blow-dry. I can even change your colour. [Repeat clue.]
5. People come to see me at work all day. They sit in a special chair and most of them are nervous. I shine a light on their faces. [Repeat clue.]
6. I live a fast life. I have to obey coloured flags and I sometimes waste champagne. [Repeat clue.]
7. We may have to work at any time of the day or night.

We need medicines and blankets. We regularly use a blue flashing light. [Repeat clue.]
8. I wear a uniform and a helmet. I can't do my job without water. [Repeat clue.]
9. My working day is full of flour, eggs, sugar and butter. [Repeat clue.]
10. Mine is a fast-moving job and it's quite safe as long as I follow all the signs and go slowly in and out of stations. [Repeat clue.]

Key

1. pilot 6. racing driver
2. policeman 7. ambulance crew
3. bank clerk 8. fireman
4. hairdresser 9. baker
5. dentist 10. train driver

The hidden job is: politician

12 Health and fitness

In this unit, 'On your toes' has always provoked a lot of fun and 'Physician heal thyself' generates a good deal of discussion. (In the key we have provided teachers with the correct advice for this game.)

Score 1 point for every correct answer. Maximum points available in this unit: 99.

67 On your toes

There are two parts to this game.

1. Give each group a copy of the handout on page 125. Tell them that they must match the five pictures of exercises on the question paper to the instructions printed at the top of the page. They should do this by writing the number of the instruction in the box next to the picture which matches it.

For the second part of the game they must read the instructions printed at the bottom of the question paper and then illustrate them on the back of their handout.

2. Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4. Collect the papers. During the next round, check them and amend any mistakes.

Key

A5, B2, C1, D4, E3
68 Wrong patient, wrong bed  

1 Give each group a copy of the handout on page 126. Go through the instructions and the example with the whole class. Tell them they must find the odd word out in each group.
2 Tell the groups they have 10 minutes and start them all at the same time. Warm them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 car park (others are all inside a hospital)
2 chocolate (others are all health foods)
3 mineral water (others are all alcoholic drinks)
4 porter (others are all medically qualified staff in a hospital)
5 headache (others are all injuries)
6 chips (others are all healthy ways of cooking potatoes)
7 heart attack (others are all infectious diseases)
8 chocolate cake (others are all low-calorie desserts)
9 patient (others all go home each day)
10 lemon tea (others are all bad for your teeth)

69 Physician heal thyself  

1 Give each group a copy of the handout on page 127. Tell them they must read each question and circle True or False after each question.
2 Tell the groups they have 15 minutes and start them all at the same time. Warm them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
1 False (you should: sit patient down with bowl under nose, loosen any tight clothing. Tell patient to breathe through mouth and pinch soft part of nose to spit out any blood in the mouth. If bleeding hasn’t stopped in 10 minutes, get medical help. Do not plug or blow the nose)
2 True
3 True
4 True
5 False (you should: remove patient from sun. Cool skin by gently applying cold water. If skin is blistered, get medical help quickly)

6 True
7 False (you should: rest and raise injured ankle. Apply wet cotton wool pad or bandage to reduce swelling. If far from medical help, do not remove shoe)
8 False (you should: if you can see the sting remove it. Reduce swelling by applying wet cotton wool pad or liquid antiseptic. If inside the mouth rinse with cold water. If breathing becomes difficult lie patient in recovery position and get medical help quickly)
9 True (but not if corrosive, e.g. bleach or acid, as this may cause the throat and mouth to be burned again as the chemical comes up again – you should give sips of water to dilute the substance)
10 False (you should: sit patient on chair and put head between knees. Loosen any tight clothing and make sure patient has space and fresh air. If patient is lying down, check breathing. Reassure and help to sitting position as they come round. Don’t give patient a drink)

70 In sickness and in health  

1 Give each group a copy of the handout on page 128. Tell them that for the first part they must match the symptom to the remedy, as in the example. For the second part they must choose the correct verb from the list given.
2 Tell the groups they have 5 minutes and start them all at the same time. Warm them when they have only a minute left and make sure they all stop when told.
3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4 Collect the papers. During the next round, check them and amend any mistakes.

Key
2 broken arm – sling
3 bleeding – bandage
4 burns – cold water
5 backache – massage
6 cut finger – sticking plaster
7 broken leg – splint
8 sore throat – throat sweet
9 influenza – bed rest
10 sore eye – eye bath
11 high temperature – ice pack
a stick  e use  i tie on
b suck  f have  j take
c put on  g put in
d wrap  h tie

71 This is catching  

Glandular fever is an infectious disease in which glands around the neck and throat become swollen.
Teacher's notes

1. Give each group a copy of the handout on page 129. Tell them they must use the letters in the words 'glandular fever' to make as many words of three letters or more as they can.

2. Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4. Collect the papers. During the next round, check them and amend any mistakes.

Key
Free choice, but here are some suggestions:

- and
- angel
- angle
- anger
- arc
- dare
- dull
- ever
- fall
- feel
- fell
- flan
- flag
- free
- full
- gave
- glad
- gland
- glare
- glue

... and 5 down is *Ears that can't hear.* [Repeat clue.]

Now go on to 5 across. This is a word of 4 letters and the clue is: *A balanced one keeps you healthy.* [Repeat clue.]

We're going on now to 8 down. This word has 5 letters and here's the clue: *One of these each day is supposed to keep the doctor away.* [Repeat clue.]

Next is 9 down and it's a 6-letter word. The clue is: *The same word is used for a road taking you past a town and a modern medical operation.* [Repeat clue.]

Going on to 6 down. This is a word of 8 letters and the clue is *Eating carrots is supposed to be good for this sense.* [Repeat clue.]

Now look at 3 down, which is a 4-letter word. The clue is: *This will shine if you're healthy but be dull if you're not.* [Repeat clue.]

4 across is next, and it's a 4-letter word. Here's the clue: *This photograph reveals your innermost secrets.* [Repeat clue.]

Next is 11 across. It's a 4-letter word and the clue is: *Attractively thin and well-shaped. It's what every fashion-conscious girl wants to be.* [Repeat clue.]

Last is 10 across. 4 letters again, and the clue is: *Early to bed, early to rise, makes a man healthy, wealthy and...* Complete this rhyming pair of lines. [Repeat clue.]

72 A spoonful of sugar

The title of this game comes from the title of a song from the 1970's film *Mary Poppins* (A Spoonful of Sugar Helps the Medicine Go Down).

1. Give each group a copy of the handout on page 130. Make sure students understand that they have to fill in the answers in the correct place on the grid.

2. Read each question twice, giving teams time to confer and write their answers before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4. Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script

I'm going to read you the clues for the crossword. The answers are all words connected with your health.

Look first at 7 across, which is a long word of 12 letters, but some of them have been given to you. The clue is: *A substance found in bread and sugar which gives you energy. Too much could make you fat.* [Repeat clue.]

The next three clues go together. 1 across is *A mouth that can't speak.* [Repeat clue.]

2 down is *Eyes that can't see.* [Repeat clue.]

13 Colour and shape

This unit is very varied and gives a chance for students at a more elementary level to make a contribution within their teams. The bicycle game 'On yer bike' should introduce new and useful vocabulary to many students.

Score 1 point for every correct answer. Maximum points available in this unit: 83 (3 points available for each flag in the listening section: if completely accurate).

73 Roses are red, violets are blue

1. Give each group a copy of the handout on page 132. Tell them they must group the 20 items listed at the top of the page according to their colour and write each one in the correct column.
2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

Yellow: a canary, a lemon, a daffodil, an egg yolk
Red: a ‘stop’ sign, blood, strawberries, a London bus, fire
Green: a cucumber, grass, a lettuce, a leaf, an emerald
White: the moon, a cloud, a bandage, milk, snowflakes, washing powder

---

**74 Any colour as long as it’s black**

*Advanced*

Henry Ford, commenting on the choice of colour available for the Model T Ford car, famously said, ‘The customer can have any colour, so long as it’s black.’

1 Give each group a copy of the handout on page 133. Tell them that on the left there are 20 phrases each containing a colour and on the right are 20 explanations for these phrases, but they are in the wrong order. They must match the phrases to the explanations and they should do this by writing the letter of the explanation under the number of the phrase in the chart at the end.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

<table>
<thead>
<tr>
<th>1</th>
<th>f</th>
<th>6 d</th>
<th>11 h</th>
<th>16 i</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>a</td>
<td>7 j</td>
<td>12 e</td>
<td>17 n</td>
</tr>
<tr>
<td>3</td>
<td>s</td>
<td>8 g</td>
<td>13 r</td>
<td>18 c</td>
</tr>
<tr>
<td>4</td>
<td>b</td>
<td>9 q</td>
<td>14 k</td>
<td>19 p</td>
</tr>
<tr>
<td>5</td>
<td>m</td>
<td>10 t</td>
<td>15 l</td>
<td>20 o</td>
</tr>
</tbody>
</table>

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**75 Getting into shape**

*Intermediate*

There are two parts to this game.

1 Give each group a copy of the handout on pages 134 and 135.

Tell the students that they must match the pictures of the shapes to the names of shapes. They should do this by writing the name of each on the line by its picture.

---

**Teacher’s notes**

For part 2, they must draw the second group of shapes named at the top of page 135. They should mark each one clearly with its name.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

Part 1:

1 a sphere
2 a cylinder
3 a pyramid
4 a cube
5 an obelisk

Part 2:

**76 On yer bike**

*Intermediate*

I Give each group a copy of the handout on page 136. Tell them they have to find parts of the bicycle and then label them using an adjective from the list. Go through the example ‘triangular framework’.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

Circular bell
Cylindrical heart-shaped saddle
Circular wheel
Rectangular pedals
Square rear lamp
Cylindrical handlebars
Semicircular basket
Cylindrical pump
77 It's a question of colour  Intermediate

1. Give each group a copy of the handout on page 137. Tell them that they must answer each question with a colour or colours.
2. Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4. Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script
Listen carefully to these instructions, draw the flags I describe and put the colours in the right places. The clue I give you will help you to decide the country of each flag. Write the country under the flag.

1. Divide the rectangle horizontally into two equal parts. The upper rectangle is white and the lower red. The country is in Eastern Europe. It has a political party called Solidarity. [Repeat clue.]
2. Three equal vertical rectangles: green, white and red from left to right. Think of opera and football for the country. [Repeat clue.]
3. Put a small red circle in the centre of a white flag. It represents the rising sun. [Repeat clue.]
4. On either side of a broad white stripe which has a red leaf in the centre of it, there are two vertical red stripes. A cold country in winter with ice-hockey as its national sport. [Repeat clue.]
5. On a blue background draw a yellow cross, but not an X. The right horizontal arm of the cross is longer than the left. The cold home of Volvo cars. [Repeat clue.]

Key
1. blue
2. red
3. white
4. yellow
5. orange/tangerine/tangerine/lime
6. yellow
7. green
8. red (or pink)
9. purple and green are the All-England Lawn Tennis Association colours, but also accept white (for dress code)
10. black

78 Flying the flag  Intermediate

This game is more fun to do if students have access to coloured pens or pencils, but it still works well without.

1. Give each group a copy of the handout on page 138. (Have extra copies ready in case of mistakes.) Give out coloured pens/pencils, if available. (Each team will need green, red, blue and yellow.) If coloured pens are not available, tell the teams that they must write the appropriate colour on their diagrams.

   Explain that they must draw the national flags of five countries, following the instructions they hear. Underneath each one they must write the name of the country and they will hear a clue to help them.

   If necessary, explain the meaning of "vertically" and "horizontally" before you start.

2. Read each set of instructions twice, giving teams time to confer and complete their diagram before you move on to the next.

   (With more elementary groups it may be advisable to read through all the instructions again at the end.)

3. Get the groups to exchange papers for marking, and check the answers orally. (Use discretion when marking. Give a maximum of 2 points for each diagram and an additional point if the country is correct, i.e. maximum marks available for this game: 15.)

   Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

   Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script
Listen carefully to these instructions, draw the flags I describe and put the colours in the right places. The clue I give you will help you to decide the country of each flag. Write the country under the flag.

1. Divide the rectangle horizontally into two equal parts. The upper rectangle is white and the lower red. The country is in Eastern Europe. It has a political party called Solidarity. [Repeat clue.]
2. Three equal vertical rectangles: green, white and red from left to right. Think of opera and football for the country. [Repeat clue.]
3. Put a small red circle in the centre of a white flag. It represents the rising sun. [Repeat clue.]
4. On either side of a broad white stripe which has a red leaf in the centre of it, there are two vertical red stripes. A cold country in winter with ice-hockey as its national sport. [Repeat clue.]
5. On a blue background draw a yellow cross, but not an X. The right horizontal arm of the cross is longer than the left. The cold home of Volvo cars. [Repeat clue.]

Key

![Diagram of flags and colours]

1. Poland
2. Italy
3. Japan
4. Canada
5. Sweden
14 Sci-fi and mysteries

This unit is more difficult and needs a longer period allotted than the others, if all the games are used, as some of them need a lot of time for students to complete.

'Plot the planet' is a game which requires a certain amount of deduction of teams, and they may need to work on rough paper to start with. There is a lot of reading involved in 'Print devils', so it may take longer than most games. 'Stars in your eyes' can be slow in starting but really provides a lot of discussion and in our experience has proved to be very successful. Teachers may prefer to start it off by disclosing their own birthdate and star sign, but it is better to give teams a chance to get started on their own first.

Score 1 point for every correct answer. Maximum points available in this unit: 79. In 'Print devils' give one point for each sentence correctly placed plus one point for each correct heading. This gives a total of 28 points.

79 Plot the planet

1 Give each group a copy of the handout on pages 140 and 141. Tell them they may want to work on rough paper until they are sure of their answers.

Explain that they have to use the clues and mark the names of the planets on the diagram.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

The order of the planets is:
Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto

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80 Watch this space

1 Give each pair of students a copy of the handout on page 142 but tell them each team must record all their answers on one copy only. Make sure they understand the words vertically, horizontally and diagonally. Tell them that they have to find 10 words on the wordsquare and they should write these at the bottom of the page. They may also like to circle or highlight the words on the wordsquare as they find them.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

astronaut, orbit, rocket, launch, planet, capsule, space, star, alien, moon

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81 Whatever happened to or at?

1 Give each group a copy of the handout on page 143. Tell them that the answer to each clue is a famous mystery. They must write their answers underneath each question.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.
Teacher's notes

Key

Example

Statues on Easter Island (Easter Island is a volcanic island 2,000 miles off the coast of Chile. On the island are very large stone statues but it isn’t known who carved them, though it is thought they are by a South American culture from around 1680)

1 Loch Ness monster (Loch Ness is a large lake in the Highlands of Scotland. The head of a large animal has been seen in the water and even photographed for many years. Although there have been extensive scientific investigations, the existence of the monster has never been proved)

2 Bermuda Triangle (An area of sea between Puerto Rico, Florida and Bermuda. Ships and planes have disappeared here without any explanation or trace, although it is an area where hurricanes are frequent and there is often bad weather)

3 The Sphinx (An ancient statue of a lion with the head of a woman. She/It is said to have a mysterious or enigmatic smile. The most famous Sphinx statue is near the Pyramids in Egypt)

4 The Marie Celeste (In 1872 the Marie Celeste sailed from New York en route for Genoa. It was carrying a cargo of alcohol and there were 11 people aboard, passengers and crew. The ship was seen halfway between the Azores and Portugal. A month later it was found with no one on board. The lifeboat was missing but there were no signs of any disturbance on the ship. The passengers and crew were never seen again and no explanation for their disappearance has ever been found)

5 The Yeti/Abominable Snowman (Large footprints have been found in the Himalayas. Whether they belong to an animal – the Yeti – or a person – the Abominable Snowman – is unknown. Nothing has ever been proved)

6 a) Hanging Rock (The sacred site of the Wurrenerjeree Aboriginal tribe, but no white man knows its secrets. Joan Lindsay’s book *Picnic at Hanging Rock* tells the story of a group of schoolgirls who mysteriously disappeared whilst on a school excursion to the Rock on 14 February 1900. In her preface to the book the author says: ‘Whether *Picnic at Hanging Rock* is fact or fiction my readers must decide for themselves.’

b) Dingo baby (Famous murder trial in the 1980s. Michael and Lindy Chamberlain were charged with killing their baby daughter whilst on a camping trip. They claimed that the child had been carried away by a dingo – a wild dog – and the baby’s body was never found. Both parents were convicted and imprisoned, though subsequently released on appeal)

7 Flying saucer UFOs (From time to time and in many parts of the world, people have seen mysterious saucer-shaped objects in the sky, and have been unable to identify them. Many people think they might come from other planets and are flown by aliens. Nothing has been proved yet)

8 Jack the Ripper (He was a notorious murderer in the East End of London at the time of Queen Victoria, the late nineteenth century. He slit the throats of his many victims – usually prostitutes. There was a lot of speculation about his identity – was he a politician or even a member of the Royal Family? But he was never caught or identified)

9 Anastasia (She was the youngest daughter of the last Tsar of Russia. The family was murdered by revolutionaries in 1918. For many years a woman called Anna Anderson claimed she was Anastasia and had escaped execution. It has recently been proved genetically that Anastasia did die with her family)

82 Stars in your eyes

Intermediate

1 Give each group a copy of the handout on page 144. Tell them their task is to put the twelve signs of the Zodiac into the correct order. The first one has been given. Stress that they can only complete this game by talking together, and they should think about their own star signs and those of their families and friends. Point out that the symbol of each star sign is printed in brackets after its name.

If any team is finding it difficult to get started teachers can help by giving their own birthdate and star sign.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

The order of the Signs of the Zodiac is:

Capricorn (22nd December – 20th January)
Aquarius (21st January – 19th February)
Pisces (20th February – 20th March)
Aries (21st March – 20th April)
Taurus (21st April – 21st May)
Gemini (22nd May – 21st June)
Cancer (22nd June – 23rd July)
Leo (24th July – 23rd August)
Virgo (24th August – 23rd September)
Libra (24th September – 23rd October)
Scorpio (24th October – 22nd November)
Sagittarius (23rd November – 21st December)
83 Print devils

1 Give each group a copy of the handout on page 145. Tell them that there are four stories mixed together and they must look at each sentence and decide which story it belongs to. Tell them to write the appropriate number in the box after each sentence. Explain that the sentences all come in the right order for each story.

When they have completed the sentences, they must look at the six headlines and decide which one belongs to which story. (They will not need two of the headlines.)

2 Tell the groups they have 20 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

Key

Scientists now have evidence of life on the planet Mars. (1) A house in Manchester may have to be renumbered because nobody wants to buy it. (2) Thirty-year-olds Zoe and Zara Nash revealed a spooky secret yesterday. (3) Reports from several people in Wiltshire point to UFO activity in the area. (4) A NASA spokesman explained to our reporter, 'Cameras mounted on the recent spacecraft to Mars sent back some very strange photographs.' (1) Last month their other sister, Zelda, also 30, was involved in a serious road accident in Oxford. (3) Last night they saw a spacecraft flying overhead. (4) The 30-year-old semi-detached has been on the market for over a year now. (2) They thought it might be from the local airfield. (4) In that time only three people have looked at it. (2) When experts looked closely at them they were amazed. (1) Both her sisters knew at the exact time that something bad had happened. (3) Local estate agent Peter Conn believes it is the fault of the number. (2) They telephoned at once to tell the news. (4) Individuals and whole communities could be seen. (1) He has advised the owners to give it a name now. (2) They telephoned at once and heard the news. (3) At the time of the accident one was in Australia and one was in Edinburgh. (3) They all looked identical — short and fat with very long arms. (1) He told our reporter: 'They are thinking of calling it "Dunroamin".' (2) It was impossible to tell how advanced their intelligence was. (1) Local man Fred Davison said, 'Nobody there could help us.' (4) He thinks that should solve their problem. (2) They all look identical and often think alike too. (3) The 30-year-old market gardener went on to say that three of his neighbours also saw it. (4) "This sort of thing has happened to us before," they commented. (3) Further investigations are planned by NASA. (1) 'We were astonished — this sort of thing has never happened to us before,' he commented. (4)

84 Things that go bump in the night

The title is a quote from a poem by Robert Burns ('Ghoules and ghosties and things that go bump in the night.') It refers to frightening noises that can be heard at night.

1 Give each group a copy of the handout on page 146. Make sure students understand that they have to fill in the answers in the correct place on the grid.

2 Read each question twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)

3 Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script

I'm going to read you the clues for the crossword. All the words are connected with science fiction, fantasy or horror.

We'll start with 1 down, a word with 9 letters. Here's the clue: These men may produce rabbits out of hats or do magic tricks: They might say 'Abracadabra'. [Repeat clue.]

Now move to 2 down. This is a 6-letter word and the clue is: He wears a pointed hat, has a magic wand to do spells with, and may change you into a frog. One of these lived at Oz. [Repeat clue.]

Now look at 3 across. 7 letters in this word and the clue is: After an all-night party we see people who look and behave like these living-dead characters. [Repeat clue.]

Go on to 4 down, a 7-letter word. Here's your clue: This very famous person (or was he a kind of ghost?) went to the opera. [Repeat clue.]

And now 5 across. It's a 6-letter word and the clue is: Do they visit us from another country or planet? [Repeat clue.]

Now look at 6 across. The clue is: It has 6 letters and it's another word for a ghost. [Repeat clue.]

Next move to 7 down. It has 6 letters and here's the clue: An unlucky date is _________ the thirteenth. [Repeat clue.]

Look next at 8 across, at a word with 8 letters. The clue is: Their favourite drink was blood and they preferred not to use a glass. [Repeat clue.]

And now to 10 down. Just 3 initial letters here, and here's the clue: These 3 letters might mean a visit from another planet. [Repeat clue.]

And the final clue is 9 across, a 7-letter word, and this is
Teacher's notes

the clue: *This titled gentleman lived in a castle in Transylvania.* [Repeat clue.]

**Key**

<table>
<thead>
<tr>
<th>Across</th>
<th>Down</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 zombies</td>
<td>1 magicians</td>
</tr>
<tr>
<td>5 aliens</td>
<td>2 wizard</td>
</tr>
<tr>
<td>6 spirit</td>
<td>4 phantom</td>
</tr>
<tr>
<td>8 vampires</td>
<td>7 Friday</td>
</tr>
<tr>
<td>9 Dracula</td>
<td>10 UFO</td>
</tr>
</tbody>
</table>

15 Fun with the English language

This is a more difficult quiz and students may need some help from the teacher, especially in 'The shorter the better', where clues can easily be given if necessary. However, the plurals game 'The animals came in two by two' is easier and should give an opportunity for more elementary students to make a contribution.

Score 1 point for every correct answer. Maximum points available in this unit: 92.

85 Fill in and find out

1 Give each group a copy of the handout on page 148. Tell them they have to read the letter and supply the 12 missing words. Make sure they realise they can only use one word in each space.

2 Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 which</td>
<td>7 in</td>
</tr>
<tr>
<td>2 reading/on</td>
<td>8 has</td>
</tr>
<tr>
<td>3 at</td>
<td>9 from</td>
</tr>
<tr>
<td>4 all</td>
<td>10 since</td>
</tr>
<tr>
<td>5 well</td>
<td>11 forward</td>
</tr>
<tr>
<td>6 good/clever/bright</td>
<td>12 our</td>
</tr>
</tbody>
</table>

86 Sounds alike

Number 11: pact = an agreement.
Number 18: hutch = small wooden house for a pet rabbit.

1 Give each group a copy of the handout on page 149. Make sure they understand the meaning of the word rhyme and tell them that they must decide if each pair of words rhymes. Tell them they must write next to each pair of words, 'R' if they rhyme or 'DR' if they don't rhyme.

2 Tell the groups they have 10 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 DR</td>
<td>2 R</td>
</tr>
<tr>
<td>3 R</td>
<td>3 R</td>
</tr>
<tr>
<td>4 DR</td>
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<td>5 DR</td>
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<td>6 R</td>
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<td>7 DR</td>
<td>7 R</td>
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<tr>
<td>8 R</td>
<td>8 R</td>
</tr>
<tr>
<td>9 R</td>
<td>9 DR</td>
</tr>
<tr>
<td>10 R</td>
<td>10 R</td>
</tr>
</tbody>
</table>

87 Spelling bee

1 Give each group a copy of the handout on page 150. Tell them they must choose the correct spelling for each word and draw a circle round it.

2 Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.

3 Get the groups to exchange papers for marking and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.

4 Collect the papers. During the next round, check them and amend any mistakes.

**Key**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a) friend</td>
<td>6 b) initiative</td>
</tr>
<tr>
<td>2 c) receipt</td>
<td>7 a) cemetery</td>
</tr>
<tr>
<td>3 a) emphasis</td>
<td>8 a) sincerely</td>
</tr>
<tr>
<td>4 b) argument</td>
<td>9 c) elementary</td>
</tr>
<tr>
<td>5 b) government</td>
<td>10 b) writing</td>
</tr>
</tbody>
</table>
88 The animals came in two by two

The title of this game comes from a children’s song. It refers to the way the animals entered Noah’s Ark, i.e. in pairs.

1. Give each group a copy of the handout on page 151. Tell them they must supply the plural of each of the words given. (Explain plurals if necessary.)
2. Tell the groups they have 5 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4. Collect the papers. During the next round, check them and amend any mistakes.

Key
1. hooves
2. children
3. geese
4. sheep
5. firemen
6. chimneys
7. fairies
8. teeth
9. wives
10. wedding dresses

89 The shorter, the better

1. Give each group a copy of the handout on page 152. Tell them they must write the words which the abbreviations stand for. Go through the example with the whole class but point out that they don’t have to provide further explanations in the way that the example does.

As the teams are working it may be necessary to give clues to help if they get stuck. This can be done by giving them the first word to get them started, or by saying where they might come across the abbreviation or the kind of organisation it represents, e.g. A.S.A.P. might appear on an office memo.

2. Tell the groups they have 15 minutes and start them all at the same time. Warn them when they have only a minute left and make sure they all stop when told.
3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4. Collect the papers. During the next round, check them and amend any mistakes.

Key
1. British Broadcasting Corporation
2. Member of Parliament/Military Police
3. World Health Organisation
4. Very Important Person
5. As Soon As Possible
6. Please Turn Over
7. Means ‘for example’ (Latin: exempli gratia)
8. European Economic Community
9. United Nations Educational Scientific and Cultural Organisation
10. World Wildlife Fund

90 This won’t hurt

1. Give each group a copy of the handout on page 153. Make sure students understand that they must listen carefully to each clue and write the answers on the lines provided.
2. Read each clue twice, giving teams time to confer and write their answer before you move on to the next. (With more elementary groups it may be advisable to read through all the questions again at the end.)
3. Get the groups to exchange papers for marking, and check the answers orally. Ask each team captain to read out the score and team letter, and write this up on the scoreboard. Record the running total.
4. Collect the papers. During the next round, check them and amend any mistakes or, if this is the last round, give the final scores.

Listening script

Listen carefully to these clues and write down the answers.

1. Where are you if someone says:
   a) Any more fares?  b) Last orders, please.
   c) Time’s up.  d) Mind the doors.  e) This won’t hurt.
2. Peter Piper picked a peck of pickled... What could the last word of this tongue-twister be?
3. Which English word meaning ‘to bend forward to show respect’ is pronounced like the branch of a tree but is spelt like something you can tie or wear?
4. Write down three English words with a silent first letter, for example, the word know, which starts with the letter ‘k’ but you don’t pronounce it.
5. What one thing could you do with the following – a toad in the hole, a bull’s eye, a shepherd’s pie?
6. As you hear each word, write down whether you’d put make or do before it.
   a) homework  b) washing-up  c) friends  d) mistake
   e) a bed  f) your best
7. You overheard a conversation in which you understood these words: tinsel, tree, streamers, fairy-lights, wrapping paper, baubles. What was going on?
8. What do these have in common?
   a) a junk, a barge, a dinghy, a sampan
9. Which is the odd man out of these, and why – necklace, bracelet, brooch, lipstic, cigarette lighter, nose-clip, watch?
10. Write down ten words of one syllable that rhyme with the word W-H-A-T.
Teacher's notes

Key

1 a) on a bus
   b) in a pub
   c) in an exam
   d) in a lift/on a train
   e) at the dentist's/doctor's

2 pepper (accept any noun starting with P)

3 bow (bough, pronounced the same, is a branch on a tree)

4 Free choice: knife, gnat, knee, honest, psychology, who, etc.

5 Eat them (a = sausages cooked in batter; b = a sweet; c = minced lamb and vegetables with a mashed potato topping)

6 a) do, b) do, c) make, d) make, e) make, f) do

7 Christmas preparations (tinsel: sparkling garlands; streamers: paper Christmas decorations to hang from the ceiling; fairy-lights: small coloured lights for the Christmas tree; baubles: shiny balls to hang on the Christmas tree)

8 They are all boats (junk: flat-bottomed vessel used in the Chinese seas; barge: flat-bottomed boat used for cargo or pleasure, primarily on canals; dinghy: a small boat, possibly inflatable; sampan: Chinese flat-bottomed river boat, often used as living accommodation)

9 'cigarette lighter' is the odd one out. All the others are for personal adornment.

10 Free choice: blot, clot, cot, dot, got, hot, jot, knot, lot, not, plot, pot, rot. Scot, shot, slot, spot, swat, swot, tot, trot, yacht
Part 2

Material for photocopying
1 Food and drink

1 Eating out 40
2 Too many cooks 41
3 Mix 'n' match 42
4 National dishes 43
5 Shopping basket 44
6 Round the world on a plate 45
There are 20 spelling mistakes in this menu. Underline each one and write the correct spelling at the end.

Starters
Chicken soap with French bread
Tomatoe salad
Mushrooms in garlick butter

Main courses
Beefbers and vegetbles or salad
Fish, chips and peas
Chicken pie, potatos and green beens

Deserts
Ice-cream – chocolate, strawberry or coffee
Fresh fruitie salad and cream
Apple pie and cream or custard
Cheese and biscuit

Drinks
Tea
Lemonaid
Coffee
Koala

Service included.

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

Score ___________
2 TOO MANY COOKS

Round □ Team □

What famous dishes could you make from these ingredients?

1. cheese onion egg bacon pastry
   q________________ L________________

2. onion tomato basil meat in very small pieces (You eat it with pasta.)
   B________________ s________________

3. aubergine lamb egg cheese onion tomato
   m________________

4. chicken vegetables hard-boiled egg spices (You eat it with rice.)
   c________________ c________________

5. pepper eggs onions potato
   S________________ o________________

6. flour sugar eggs margarine cocoa powder
   c________________ c________________

7. apples sugar flour water margarine
   a________________ p________________

8. eggs icing sugar cream strawberries (You need a freezer to make this.)
   s________________ i________________

9. oranges water sugar a lemon
   m________________

10. rice chicken tomatoes prawns paprika green beans
    p________________

Score □
3  MIX 'N' MATCH

Find the missing food or drink from these pairs.

1  Gin and ______________
2  Bread and ______________
3  Strawberries and ______________
4  ______________ and cheese
5  Roast beef and ______________
6  ______________ and custard
7  Duck and ______________
8  ______________ and eggs
9  ______________ and chips
10  Salt and ______________

Choose from these:

 Bacon  cream  orange sauce  tea
 Bread  fish  pepper  tomatoes
 Butter  mustard  rhubarb  tonic
 Chips  onions  syrup  Yorkshire pudding

Score [ ]
Find the ten national dishes by writing in the missing letters. When you have finished, write the country or area the dish comes from under each.

1. c s c s

2. s t a d s u r k

3. r a t o i l e

4. p i t a

5. a s g e n g

6. p a n h o e e e e

7. c h k e u r

8. H u g a n o u h

9. t a k a d k n e i

10. l h s e

Score
Write the names of these fruits and vegetables.

1 ______________  5 ______________  9 ______________  
2 ______________  6 ______________  10 ______________ 
3 ______________  7 ______________  11 ______________ 
4 ______________  8 ______________  12 ______________ 

Score □
Listen to the clues and complete the crossword.
2 People

7 Cracking the code  47
8 Who thought of that?  48
9 Compound fractures  49
10 Doctor Who?  50
11 How the other half lives  51
12 Identity parade  52
7 CRACKING THE CODE

Round □       Team □

Here is a code which you must crack to find the names of 10 people who are all heroes or villains, real or imaginary, alive or dead.

Write your code here. There are some clues to get you started.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
</tbody>
</table>

These are the people you are searching for:

1 FOGDIHWB   __ P TI __
2 OZORRWB    _______
3 RFOQIZO    __ A__ A
4 HOFNOB     __ Z __
5 VOBBWPOZ   _______
6 YSBBSSRM   __ NN _
7 QOGHFC     _______
8 VOAZSH     _______
9 TOBOYSBHGSWB ________
10 QVIFQVWZZ  _______

Score □
8 WHO THOUGHT OF THAT?

Round [ ] Team [ ]

Who invented what and when? Write the inventors' names and the correct date next to their invention. The answers are all at the bottom of the page, but they are mixed up.

**Inventions**

1. the television  
2. the telephone  
3. penicillin  
4. the first practical helicopter  
5. the ballpoint pen  
6. the hot-air balloon  
7. the game of rugby  
8. the steam train  
9. the sandwich  
10. the guillotine

**Inventors**

<table>
<thead>
<tr>
<th>Inventors</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Webb Ellis</td>
<td>the mid 1700s</td>
</tr>
<tr>
<td>The Montgolfier brothers</td>
<td>1783</td>
</tr>
<tr>
<td>Richard Trevithick</td>
<td>1792</td>
</tr>
<tr>
<td>John Logie Baird</td>
<td>1804</td>
</tr>
<tr>
<td>John Montagu, 4th Earl of Sandwich</td>
<td>1823</td>
</tr>
<tr>
<td>Alexander Graham Bell</td>
<td>1876</td>
</tr>
<tr>
<td>Joseph Guillotin</td>
<td>1926</td>
</tr>
<tr>
<td>Lazlo Biro</td>
<td>1928</td>
</tr>
<tr>
<td>Alexander Fleming</td>
<td>1939</td>
</tr>
<tr>
<td>Igor Sikorsky</td>
<td>1944</td>
</tr>
</tbody>
</table>

**Score [ ]**
Use the clues at the bottom of the page to help you find a word formed from the names of each part of the body pictured here.

1 ________________  5 ________________  8 ________________
2 ________________  6 ________________  9 ________________
3 ________________  7 ________________ 10 ________________

**Clues**

1. Two pieces of jewellery.
2. Behind the people in a picture.
3. Bad move in tennis.
4. Police restraint.
5. A title in a newspaper.
7. Personal identity.
8. Cosmetics.
9. Lunchtime for horses?

**Score □**
This is a people quiz. Fill in the letters and you will have the names of a French scientist, an American film star, an Italian explorer, an Irish and an English writer, a French and a Russian politician, an Italian artist, a Russian composer and a Russian ballet dancer. None of them are alive.

1  C l s a u e
2  r i y M r o
3  c a s s
4  h e g o
5  r c P o
6  J s p t i n
7  O s W i e
8  h r s D i e s
9  a r i C r i
10  A v v a

Score
Read about the lifestyles of different groups of people and complete the word which describes them.

1. These people live in movable homes. They often play violins, have dark hair and wear large earrings.
   g______s

2. In the 1960s these people liked travelling, but they went East – to Afghanistan or India. They had long hair and wore necklaces. They liked flowers, and poppies may have been their favourite.
   h______s

3. They have very colourful hair – pink or green or sometimes none at all. They like metal rings.
   p______s

4. These religious people wear saffron robes and beg for their food.
   Bu_____st m____ks

5. They follow football teams or pop groups enthusiastically from place to place.
   f____s

6. These people are very good at thinking up exciting new business ideas. They take a risk and often make a lot of money.
   ent_______urs

7. In the 1980s they were young, rich, had good, well-paid jobs and wanted to move on to bigger things.
   y______s

8. These are usually men – they wander around and often sleep under bridges.
   t____ps

9. They like to have a good look at things that belong to other people and then take some home with them.
   bu_____rs

10. They usually inherit money, houses and countries and might have a crown in their wardrobe.
    ro____y
Listen to the clues and complete the crossword.
3 Places

13 Where am I? 54
14 Capital cities 55
15 Wish you were here 56
16 Island in the sun 59
17 If it's Tuesday it must be Brussels 60
18 Wonders of the world 61
13 WHERE AM I?

Juan has been on a world trip and now he is showing his photos to a friend. Put the correct countries in each space so his captions make sense.

1. Here I am in ________________ photographing penguins.
2. Here I am in ________________ eating in an igloo.
3. Here I am in ________________ watching kabuki theatre.
4. Here I am in ________________ playing with koalas.
5. Here I am in ________________ clapping to flamenco music.
6. Here I am in ________________ sitting down to smorgasbord.
7. Here I am in ________________ feeding the reindeer.
8. Here I am in ________________ smiling at a snake charmer.
9. Here I am in ________________ riding in a rodeo.
10. Here I am in ________________ posing in a poncho.

Choose from these countries:

Antarctica  India  Peru  Sweden
Australia    Italy  Saudi Arabia  the Arctic
England      Japan  Scotland  the USA
France       Lapland  Spain
14 CAPITAL CITIES

Round □ Team □

First unscramble the word to discover the name of the country, then add the name of the capital city.

<table>
<thead>
<tr>
<th>Scrambled name</th>
<th>Country</th>
<th>Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg: NRCEAF</td>
<td>France</td>
<td>Paris</td>
</tr>
<tr>
<td>1 NEWSDE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 TSAFNAGHIAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 LDOAPN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 TLRAIAUSA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 DNCAAA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 RRTHNEON REALDNI</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 TRANGNAIE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 NAHALTID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 PNSEIPILPIH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 LEACNDI</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score □
Here are some postcards sent on a touring holiday of Europe. Read the messages and fill in the blanks.

**A**

Having a wonderful time in (1) ___________.

Yesterday we took a boat trip on the River (2) ___________ to the (3) ___________.

It used to be a prison - one of Henry VIII's wives had her head cut off here. There are men in smart uniforms and some famous birds. Tonight we're going to the theatre to see 'Cats'.

**B**

I flew to (4) ___________ just for the day and it looked so green from the sky that I know why it's called the Emerald Isle. The capital, (5) ___________ is famous for pubs, Guinness and writers like James Joyce. Just time to see a couple of horse races then back to England.

**C**

Spent the night on the train travelling north and woke up in Edinburgh, the capital of (6) ___________. Was surprised to see a man wearing a sort of coloured shirt. Took a trip to the famous (7) L__________ N__________ but didn't see a monster.

1 ____________________________ 5 ____________________________

2 ____________________________ 6 ____________________________

3 ____________________________ 7 ____________________________

4 ____________________________
D A flight to (8) C__________. I'd always wanted
to see The Little Mermaid statue in the harbour
and she's beautiful. We also visited Legoland
and the home of Hans Christian Andersen.

E It's only Easter but it's really warm here in
(9) __________. The tulips are out and they
look wonderful. We've seen lots of art galleries,
windmills and canals. Tomorrow we're driving
to France.

F The views from the top of the (10) E__________
T__________ are magnificent - the whole
of (11) __________ spread out beneath us.
We had a river trip and a walk down a
famous street with expensive shops. It's very chic
here. Delicious food!

G Greetings from (12) B__________, now a
united city and a capital again. We're
enjoying the beer and the street cafes in between
shopping on the Kudamm and visiting the
Pergamon museum. The Brandenburg Gate is
superb.
Many canals here - it's the most romantic place I've ever seen but is unfortunately sinking into the sea. Tonight we're going on a gondola. I hope the gondolier sings. We don't want to leave.

The (14) L __________ T __________ of P __________ looks very small and white, like a decoration on a wedding cake. We're putting on a lot of weight here with the pasta and ice-creams.

Last stop before home and back to work. Here in (15) __________ we're visiting the old Olympic stadium, Gaudi's church and the cathedral, but we aren't going to a bullfight. We leave early tomorrow. What a wonderful trip!
Match the names of these islands to the maps, but be careful because one of them is a 'joker' and not an island. Note: The maps are not drawn to the same scale.

Cyprus ____________  Balearic Islands ________  Sicily ____________
Cuba _______________  Sardinia ____________  One country that isn’t an island at all _________
New Zealand _________  Australia ____________
Ireland _______________  Corsica ____________

Score ________
Match the clues to the city.

1. chilli beans – Olympics 1980 – an earthquake
2. fashion – a tower – a president
3. Red Square – a tomb – onion domes
4. contains a separate state – famous fountains – ever-changing parliament
5. a carnival – a harbour – a statue
6. millionaires – minor royalty – casinos
7. an emperor – traffic – Olympics 1964
8. a tower – the Tube – big red buses
9. geometric ruins – mummys (not daddys) – desert
10. cakes – waltzes – schnitzel

Choose from these cities:

Cairo Monte Carlo Rio de Janeiro Vienna
London Moscow Rome Vienna
Mexico City Paris Tokyo Vienna
Listen to the clues and complete the crossword.
4 Animals

19 Whatever is that?  63
20 Happy families  64
21 Big game hunting  65
22 Animal antics  66
23 Float like a butterfly, sting
   like a bee?  68
24 All creatures great and small  69
**WHATEVER IS THAT?**

Look at the list of creatures and sort them into three categories, depending on whether they have feathers, fins or fur. You will find some creatures don’t fit into any of the categories. Write their names below the chart. There is an example given in each category.

<table>
<thead>
<tr>
<th>carp</th>
<th>dolphin</th>
<th>mink</th>
<th>shark</th>
</tr>
</thead>
<tbody>
<tr>
<td>cod</td>
<td>kangaroo</td>
<td>ostrich</td>
<td>snail</td>
</tr>
<tr>
<td>crab</td>
<td>jackal</td>
<td>parrot</td>
<td>sparrow</td>
</tr>
<tr>
<td>crocodile</td>
<td>jaguar</td>
<td>robin</td>
<td>tortoise</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feather</th>
<th>Fin</th>
<th>Fur</th>
</tr>
</thead>
<tbody>
<tr>
<td>crow</td>
<td>trout</td>
<td>lion</td>
</tr>
</tbody>
</table>

Not in any of the categories:

Score
## 20 HAPPY FAMILIES

### Round

<table>
<thead>
<tr>
<th>Mother</th>
<th>Father</th>
<th>Baby</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck</td>
<td>drake</td>
<td></td>
</tr>
<tr>
<td>mare</td>
<td></td>
<td>foal</td>
</tr>
<tr>
<td>bitch</td>
<td>dog</td>
<td></td>
</tr>
<tr>
<td>cow</td>
<td></td>
<td>calf</td>
</tr>
<tr>
<td>sow</td>
<td>boar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cockerel</td>
<td>chick</td>
</tr>
<tr>
<td></td>
<td>roe</td>
<td>fawn/Bambi</td>
</tr>
<tr>
<td>sheep/ewe</td>
<td></td>
<td>lamb</td>
</tr>
<tr>
<td>peahen</td>
<td></td>
<td>peachick</td>
</tr>
<tr>
<td>dog</td>
<td></td>
<td>foxcub</td>
</tr>
</tbody>
</table>

### Score
21  BIG GAME HUNTING

Make as many words of three letters or more as you can from:

HIPPOPOTAMUS

hat
post

RHINOCEROS

rose
her

Score
ANIMAL ANTICS

Use these clues to complete the crossword. The answers are all animals, birds, fish or insects.

Across
2 Swims like a duck, has webbed feet and would make a good guard.
4 This animal is for work or pleasure. It can help you win some money.
7 The symbol of America – this bird often attacks and kills other birds.
8 I can walk on land or swim in the sea. A little cousin of mine is called a tortoise.
9 I'm rare and becoming rarer but I am protected by a Great Wall.
12 The males have long hair round their faces. Their babies are cubs.
15 This eight-legged creature lives in the sea.
16 A wise night bird.
17 Am I the odd person out?
18 I frightened a little girl in red who was in a wood visiting her grandmother.

Down
1 A big cat you could see in Asia but not in Africa.
3 I'm slippery and sometimes electric – and delicious.
5 We are often used by farmers with a plough in developing countries.
6 I'm a bird from Down Under but I don't fly.
7 I have a good memory and am very large indeed.
10 This insect is named after a mythical animal which breathed out fire. It is often bright blue and can be seen over ponds.
11 A delicious fish – a pretty colour when smoked. It's a real jumper!
13 I produce what you need to make butter and cheese.
14 The ship of the desert. Rarely thirsty.
23  FLOAT LIKE A BUTTERFLY, STING LIKE A BEE?

Round  

Team  

Fill in the missing animals in these similes, proverbs and idioms.

1  As cunning as a ________________.
2  Curiosity killed the _________________.
3  To have ________________ in my stomach.
4  Be like a ________________ with a sore head.
5  As quiet as a ________________.
6  To move at a ________________'s pace.
7  A wolf in ________________'s clothing.
8  As the ________________ flies.
9  As slippery as an ________________.
10  To take to something like a ________________ to water.

Choose from these animals:

antelope  bear  butterflies  cat  crow  duck  eel  elephant  fox  giraffe  horse  mouse  sheep  snail  snake

Score  

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24 ALL CREATURES GREAT AND SMALL

Round [ ] Team [ ]

Listen to the clues and fill in the missing letters in these animal words.

1  s  e
2  g e
3  w s
4  s s
5  f x
6  l n
7  d g
8 a) u n
   b) w h e of T y
   c) P s
9 T m a n d J y
10 S y

Score [ ]
5 Sports and games

25 Under starter's orders  71
26 Game, set and match  72
27 Going for gold  73
28 Don’t be a square  74
29 The three Vs – Verbs, Vocabulary and Venues  75
30 Pep talk  76
25 UNDER STARTER’S ORDERS

Round □ □ Team □ □

For each word or name connected with sports or games you will see three possible definitions. Decide together which is the right one.

1 A sand wedge is
   □ a golf club
   □ a packed lunch for golfers
   □ a hat for playing golf in

2 Deuce is
   □ a card game
   □ a special drink for sportsmen
   □ a score in tennis

3 Backgammon is
   □ a gymnastics event
   □ special food for gymnasts
   □ a board game

4 A knight is
   □ a world champion
   □ a chess piece
   □ a playing card

5 Hurdling is
   □ an athletics event
   □ a board game
   □ a gymnastic exercise

6 A bunker is
   □ a sandpit on a golf course
   □ a football referee
   □ a shot in tennis

7 The pits are
   □ where tennis players practise
   □ where cars stop during a race
   □ where ice-hockey players sit when they are sent off

8 The butterfly stroke is
   □ a way of hitting a cricket ball
   □ a special way of swimming
   □ a way to make a racehorse go faster

9 The Tour de France is
   □ a cycle race
   □ a tennis tournament
   □ a 24-hour car race

10 Squash is
    □ the start of a marathon race
    □ a special drink for athletes
    □ a sport played with a racket

Score □
In which sport or game do you use the following?

1. a shuttlecock
2. stumps
3. pawns
4. big round gloves
5. a horse
6. a tee
7. rope
8. a foil
9. aces
10. goggles

Choose from these sports and games:

- badminton
- bandy
- boules
- boxing
- cards
- chess
- cricket
- fencing
- football
- golf
- lacrosse
- motorbike racing
- mountain
- climbing
- polo
- underwater
- swimming
- pelota

Score
GOING FOR GOLD

Round [ ]

Team [ ]

Unscramble the names of these Olympic events.

1. FNGTWGILIIHE
   w____________________

2. TRAKEA
   k____________________

3. GINDIV
   d____________________

4. YCARREH
   a____________________

5. LANDHCETO
   d____________________

6. NASTYSCIGM
   g____________________

7. GREUFITAGSKNI
   f_______ s_________

8. YILGCNC
   c____________________

9. VANJIEL
   i____________________

10. HOWS GUMPNJI
    s_______ j_________

Score [ ]
Find 14 sports words in this wordsquare. You can read them horizontally, vertically or diagonally. You have to find one word with 3 letters, three words with 4 letters, three words with 5 letters, four words with 6 letters, one word with 7 letters and two words with 8 letters.

Score
THE THREE Vs – VERBS, VOCABULARY AND VENUES

Round [ ] Team [ ]

A You can do all these actions with a ball. Fill in the missing letters.

1 _ _ U _ C _
2 _ H R _ W
3 _ A _ C _
4 _ I _
5 D R _ _ _ E

B Name what you strike a ball with for each of these games.

1 hockey ________________
2 cricket/baseball ________________
3 golf ________________
4 polo/croquet ________________
5 tennis/squash ________________

C Which sports would you expect to see at the following famous venues?

1 Heysel Stadium ________________
2 St Andrews ________________
3 Monaco ________________
4 Isle of Man ________________
5 Flushing Meadow ________________

Score [ ]
30 PEP TALK

Round □ Team □

Listen to the clues and fill in the missing words. When you have finished see if you can guess the name of the famous boxer below.

1 □□□□
2 □□□□□□□
3 □□□□
4 □□□□□
5 □□□□□□□□□
6 □□□□□□
7 □□□□□□
8 □□□□□□
9 □□□□□□
10 □□□□

Who is the famous boxer?

7 4 6 2 7 7 5 1 2 3 8

Score □
6 Numbers

31 Figure it out  78
32 Not more or less  79
33 The terrible twos  80
34 Next, please  81
35 Telling whoppers  82
36 Financial statement  83
Replace the initial letters with the complete words to solve each puzzle. The numbers are important clues.

Example
7 D of the W = 7 days of the week

1 12 M of the Y

2 S W and the 7 D (A fairy-tale and a cartoon film)

3 A the W in 80 D (A book and a film)

4 64 S on a C B (A game)

5 24 H in the D

Score
32  NOT MORE OR LESS

Round  □  Team  □

Answer these questions with numbers.

Example

How many games must you win to win a set in tennis?
6

1  How many riders are there in a polo team?

2  How long does a football match last?

3  In which year were the Olympics held in Los Angeles?
   1984 □  1988 □  1992 □

4  How many tentacles does an octopus have?

5  How many players are there in a cricket team?

6  How far is a marathon? (to the nearest mile/km)

7  How many letters are there in the English alphabet?

8  When did England win the World Cup in football?

9  How many sides does a pentagon have?

10 How many legs does a spider have?

Score  □
THE TERRIBLE TWOS

Round □ Team □

Answer the clues with words that mean two of something.

Example
a man and a woman.
a couple

1 Children love to sleep in them – one up and one down.

2 Conversation between two people.

3 Two performers together.

4 Four at tennis.

5 The Siamese ones were famous.

6 Take a trip round London on one of these.

7 One more than once.

8 An exact copy.

9 They'll help you get a better look at something far away.

10 Two weeks.

Score □
Write the next two numbers in each series and say how the series works.

Example
74, 71, 68, 65, 62, 59, 56
How it works: Subtract 3 each time.

1  14, 21, 28 , 35, 42, __, __
How it works: ____________________________

2  3, 6, 12, 24, 48, __, __
How it works: ____________________________

3  496, 124, 248, 62, 124, __, __.
How it works: ____________________________

4  2, 5, 4 , 7, 6, __, __
How it works: ____________________________

5  1, 2, 3, 5, 8 __, __
How it works: ____________________________

Score □
Write T for true, or F for false next to each of these statements.

1  X-rays were discovered in 1895.  

2  The first postage stamp was made in 1840.  

3  There are 51 states in the USA.  

4  Sir Edmund Hillary climbed Everest in 1935.  

5  The first flight across the English Channel was in 1907.  

6  Nobel Day is on 10th December.  

7  There are 200 bones in the human body.  

8  Man first walked on the moon in 1969.  

9  There are 10 countries on mainland South America.  

10 The first words spoken on the telephone were in 1876.  

Score
Listen to the clues and fill in the crossword. Then add up all the numbers and write the total below.

The total is:

Score
7 Shopping

37 Shopping list  85
38 How do you buy it?  86
39 Bargain hunting  87
40 High Street  88
41 Below the belt  90
42 Sales pitch  91
Pedro's teacher is giving the class a party to celebrate the end of term, but they must do the shopping and collect the equipment for the games. He has told them the girls must buy all the COUNTABLE things and the boys the UNCOUNTABLE things.
You must sort out the list for them.

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a cup of tea</td>
<td>coffee</td>
</tr>
<tr>
<td>mineral water</td>
<td>bread</td>
</tr>
<tr>
<td>a roll of sellotape</td>
<td>butter</td>
</tr>
<tr>
<td>rice</td>
<td>drinking chocolate</td>
</tr>
<tr>
<td>chicken pâté</td>
<td>fruit</td>
</tr>
<tr>
<td>a box of chocolates</td>
<td>tomatoes</td>
</tr>
<tr>
<td>rolls</td>
<td>flowers</td>
</tr>
<tr>
<td>salad</td>
<td>packets of crisps</td>
</tr>
<tr>
<td>cheese</td>
<td>nuts</td>
</tr>
<tr>
<td>balloons</td>
<td>pasta</td>
</tr>
<tr>
<td>paper</td>
<td></td>
</tr>
<tr>
<td>paper napkins</td>
<td></td>
</tr>
<tr>
<td>paper clips</td>
<td></td>
</tr>
<tr>
<td>prizes</td>
<td></td>
</tr>
<tr>
<td>orange juice</td>
<td></td>
</tr>
<tr>
<td>ice-cream</td>
<td></td>
</tr>
</tbody>
</table>
In what form do you buy the following? You will need to use some words more than once.

1. a _______ of flowers
2. a _______ of cigarettes
3. a _______ of honey
4. a _______ of Coke
5. a _______ of orange squash
6. a _______ of toothpaste
7. a _______ of milk
8. a _______ of biscuits
9. a _______ of chocolate
10. a _______ of chocolates

Choose from these words:

bar  box  carton  jar  tablet
bottle  bunch  case  packet  tin
bouquet  can  crate  stick  tube

Score _______
BARGAIN HUNTING

Hidden in this story are 8 words connected with shopping. Underline them.

Example
The hotel room was very good, airy and bright. = dairy.

1 Rebecca, Sheila, Tom and I decided to go to Brighton for the day. The car had broken down but Cherwell Street, where we lived, was very near the station. Ernest, our older brother, couldn’t come with us.

(One way of paying and 2 shops.)

2 He was staying in Crediton with our elderly Aunt Blanche. Queueing at the station for the tickets didn’t take long and soon we were on the platform.

(Two more ways of paying.)

3 We got on the train and Tom made straight for the bar, gaining a reputation as a heavy drinker.
We settled in our seats and read our papers. Aylesbury was the only station we stopped at.

(Two reductions you could find in January or July.)

4 Finally, we went into the long tunnel. I stopped reading and ten minutes later we arrived in Brighton.

(Something you need if you are going shopping.)

Score
Jennifer had some time to spare before she had to meet Nigel, so she decided to buy a newspaper to read in the park. She bought a 'Telegraph' in the shop by the traffic lights, and as she came out she saw that there was a queue for the new film immediately opposite. She walked to the park, noticing the cash dispenser on her left but she resisted the temptation to draw out more money.

Later on she popped into the pub, which was next to the newsagent's, to meet Nigel as arranged, but he was still next door trying to book a last-minute flight to Bangladesh for a customer. So she decided to do some shopping while she waited for him.

She crossed the road at the traffic lights and looked through her list. The greengrocer at the corner of the street was selling the tomatoes she wanted but not the red roses she needed to buy for her dinner party. She would have to go almost all the way to the station for those. On the way there she bought some lamb chops and crossed over the road for a French loaf.

Before returning to the pub to see if Nigel had arrived she took the opportunity of having the heel of her shoe fixed. While she waited she kept an eye on the 'Rose and Crown' pub directly opposite. There was still no sign of Nigel after she had queued next door to the shoe repairer's for ten minutes to send a letter to France but, just as she was about to go into the shop next door to pick up some medicine, he called across to her.
Follow the clues and write the name of each shop in the correct place on the plan.
Here are twenty articles of clothing, arranged in alphabetical order. Sort them into two groups: clothing worn above the belt and clothing worn below the belt.

blouse          garter          sporran
brooch          kilt            tiara
clggs           leggings        tie
collar          mittens        tights
cravat          pop-socks       trunks
cuff            shawl           waistcoat
flip-flops      slippers

Worn above the belt       Worn below the belt

Score
Listen to the clues and complete the crossword.
8 Nationalities

43 Kilt or kaftan 93
44 Teach the world 94
45 Pardon my French 96
46 Home sweet home 97
47 Say what you mean 98
48 United Nations 99
Give the nationality of the people who wear these clothes.

**Example**

<table>
<thead>
<tr>
<th>Item</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>beret</td>
<td>French</td>
</tr>
<tr>
<td>1 kimono</td>
<td></td>
</tr>
<tr>
<td>2 yashmak</td>
<td></td>
</tr>
<tr>
<td>3 sneakers</td>
<td></td>
</tr>
<tr>
<td>4 dhoti</td>
<td></td>
</tr>
<tr>
<td>5 lederhosen</td>
<td></td>
</tr>
<tr>
<td>6 clogs</td>
<td></td>
</tr>
<tr>
<td>7 mantilla</td>
<td></td>
</tr>
<tr>
<td>8 bowler</td>
<td></td>
</tr>
<tr>
<td>9 kilt</td>
<td></td>
</tr>
<tr>
<td>10 sarong</td>
<td></td>
</tr>
</tbody>
</table>

*Choose from these words:*

- American
- Fijian
- Japanese
- Spanish
- Arabian
- German
- Malayan
- Swedish
- Dutch
- Indian
- Mexican
- English
- Irish
- Scottish

**Score**

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Study the plan of the classroom, read the text and write the nationality of each student on their desk. The students come from some of the countries listed on the plan.

The teacher asked the first question to the boy from Down Under, who was sitting directly opposite her. He looked at his neighbour on his immediate left for some help, but she didn’t notice because she was day-dreaming of her home on the Roof of the World. So then he shifted his attention to the student on the teacher’s right – a beautiful blonde blue-eyed Scandinavian. She was fluttering her eyelashes at her boyfriend from the Land of the Rising Sun, who was sitting between a South American and a European on the other side of the room.

The Portuguese-speaking boy, sitting nearest the door, always got the right answers but even he didn’t know this one. Next door but one to him the compatriot of Joan of Arc was making a paper dart. He aimed it at the waste-paper bin behind the boy with the Ming ancestors, who was leaning over the desk of his sari-clad pairwork partner.

Meanwhile the student from Reyjavik was feeling lonely because he had nobody to do pairwork with. He gazed across at the beautiful blonde and her partner from the bilingual country.

The teacher said, ‘Doesn’t anybody know the answer to this question?’
At that point the fire alarm went off. Everyone rushed out, almost knocking over poor Mohammed in their hurry to escape.
The words on the left have all become part of the English language but originally they came from other languages. Can you match them up with their original languages on the right?

<table>
<thead>
<tr>
<th>Word</th>
<th>Original language</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 algebra</td>
<td>Arabic</td>
<td>Czech</td>
</tr>
<tr>
<td>2 piano</td>
<td></td>
<td>Hungarian</td>
</tr>
<tr>
<td>3 boss</td>
<td></td>
<td>Dutch</td>
</tr>
<tr>
<td>4 bungalow</td>
<td></td>
<td>Arabic</td>
</tr>
<tr>
<td>5 yoghurt</td>
<td></td>
<td>Russian</td>
</tr>
<tr>
<td>6 paprika</td>
<td></td>
<td>Italian</td>
</tr>
<tr>
<td>7 sauna</td>
<td></td>
<td>Eskimo</td>
</tr>
<tr>
<td>8 anorak</td>
<td></td>
<td>Aboriginal</td>
</tr>
<tr>
<td>9 robot</td>
<td></td>
<td>Finnish</td>
</tr>
<tr>
<td>10 boomerang</td>
<td></td>
<td>Swedish</td>
</tr>
<tr>
<td>11 sputnik</td>
<td></td>
<td>Hindi</td>
</tr>
<tr>
<td>12 ombudsman</td>
<td></td>
<td>Turkish</td>
</tr>
</tbody>
</table>

Score
HOME SWEET HOME

Where do/did the following live?

1. Sherlock Holmes (his address)
   __________________________________________

2. Mowgli (did he live in a village?)
   __________________________________________

3. Mona Lisa
   __________________________________________

4. The Abominable Snowman
   __________________________________________

5. Peter Pan (which land?)
   __________________________________________

6. Elvis Presley (the name of his house)
   __________________________________________

7. The President of France
   __________________________________________

8. Queen Elizabeth II (the name of her home in London)
   __________________________________________

9. Britain's Prime Minister (his address)
   __________________________________________

10. The First Lady of America (the name of her home)
    __________________________________________

Score □
47  SAY WHAT YOU MEAN

Round  □       Team  □

Here are 10 idiomatic English phrases which all refer to people from places around the world. Match them to the correct definitions.

Idioms
1  Going Dutch
2  Pardon my French
3  French leave
4  Indian file
5  It's all Greek to me
6  Play Russian roulette
7  Selling ice-cream to Eskimos
8  The Gnomes of Zurich
9  When in Rome do as the Romans do
10  The American Dream

Definitions
a  Excuse my bad language  □
b  Completely incomprehensible (I don't understand a thing!)  □
c  Take a big risk  □
d  Follow the local customs  □
e  To go away or do a thing without permission  □
f  Even the most humble person can achieve fame and fortune  □
g  Each person paying for themselves on an evening out  □
h  Being very persuasive  □
i  Swiss bankers  □
j  A line of people walking one behind the other  □

Score  □
Listen to the clues and complete these words. They are all nationalities.

1. The ___ ss
2. E___ n
3. B___ n
4. The ___ s
5. N p e
6. N___ s
7. E___ s
8. C___ e
9 a) D___ h b) S__ h
10 a) C___ ian b) A___ ian

Score ___
9 Transport

49 Ticket to ride  101
50 Air traffic controller  102
51 Mornington Crescent  104
52 Trains and boats and planes  106
53 We’re getting there  107
54 Slow boat to China  108
Look at each word on the left and find a word from the right to make a matching pair. Fill in the words in the spaces.

<table>
<thead>
<tr>
<th>Word</th>
<th>Matching pair</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day</td>
<td>return</td>
<td>warden</td>
</tr>
<tr>
<td>2 season</td>
<td></td>
<td>car</td>
</tr>
<tr>
<td>3 boarding</td>
<td></td>
<td>stop</td>
</tr>
<tr>
<td>4 luggage</td>
<td></td>
<td>crossing</td>
</tr>
<tr>
<td>5 traffic</td>
<td>return</td>
<td></td>
</tr>
<tr>
<td>6 buffet</td>
<td></td>
<td>card</td>
</tr>
<tr>
<td>7 request</td>
<td></td>
<td>clamp</td>
</tr>
<tr>
<td>8 one-way</td>
<td></td>
<td>rack</td>
</tr>
<tr>
<td>9 communication</td>
<td></td>
<td>street</td>
</tr>
<tr>
<td>10 wheel</td>
<td></td>
<td>ticket</td>
</tr>
<tr>
<td>11 zebra</td>
<td></td>
<td>cord</td>
</tr>
</tbody>
</table>

Score □
Look at the map of airline routes and answer these questions about various people’s journeys. Then on the map mark their routes A–G. Beware, some cities are used more than once.

A  Luis is taking a 747 from his home town to his holiday destination. He will probably eat paella before he leaves and may have fish and chips when he arrives.
   He’s going from 1) ______________ to 2) ______________

B  Alex won’t need his passport for this flight from the capital city to the north of the country.
   He’s going from 3) ______________ to 4) ______________

C  The airport Nicola is flying from is the furthest north. She’ll still need to wear her fur hat when she arrives.
   She’s going from 5) ______________ to 6) ______________

D  Dominic is flying from one island to another, smaller one.
   He’s going from 7) ______________ to 8) ______________

E  Omar’s flight will be very long. It will be hot when he leaves home, cold when he arrives and probably raining when he stops to refuel.
   He’s going from 9) ______________ to 10) ______________,
   refuelling at 11) ______________

F  Anna is flying west, but it’s only a short journey. When she gets off the plane she’ll be able to see the sea.
   She’s going from 12) ______________ to 13) ______________

G  Danielle sometimes has to work at the European Parliament building. She flies there because it’s quicker than going by train. Her home town is in a very low country.
   She’s lives in 14) ______________ and works in 15) ______________
Use these clues and the London Underground map to find the names of 10 Underground stations.

Example

Entrance but no door, not made of wood.
**Marble Arch**

1 A university but no animals here?

2 The ruler’s angry.

3 Anyone for tennis?

4 A market or an opera – or do flowers grow here?

5 Sherlock Holmes got off here.

6 This tall building must be high up.

7 A place of worship for some religions.

8 An animal partners a building.

9 Sounds like the Beatles’ address but it is in London.

10 Did this tree catch fire?

**Score**
These are all first journeys but the who, when and what columns have got muddled up. Sort them out into the right order.

<table>
<thead>
<tr>
<th>Who</th>
<th>When</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Thor Heyerdahl</td>
<td>1770</td>
<td>swam the English Channel</td>
</tr>
<tr>
<td>2 Christopher Columbus</td>
<td>1519</td>
<td>circumnavigated the world</td>
</tr>
<tr>
<td>3 Charles Lindbergh</td>
<td>1911</td>
<td>sailed to Botany Bay in Australia</td>
</tr>
<tr>
<td>4 Phileas Fogg</td>
<td>1492</td>
<td>went to the South Pole</td>
</tr>
<tr>
<td>5 Roald Amundsen</td>
<td>1872</td>
<td>flew across the Atlantic</td>
</tr>
<tr>
<td>6 Captain Cook</td>
<td>1927</td>
<td>went on the 'Kon-Tiki' expedition</td>
</tr>
<tr>
<td>7 Captain Matthew Webb</td>
<td>1947</td>
<td>sailed to America on the 'Mayflower'</td>
</tr>
<tr>
<td>8 Pilgrim Fathers</td>
<td>1961</td>
<td>discovered America</td>
</tr>
<tr>
<td>9 Magellan</td>
<td>1875</td>
<td>was the first man in space</td>
</tr>
<tr>
<td>10 Yuri Gagarin</td>
<td>1620</td>
<td>went around the world in 80 days</td>
</tr>
</tbody>
</table>

Write your answers here.

<table>
<thead>
<tr>
<th>Who</th>
<th>When</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Thor Heyerdahl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Christopher Columbus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Charles Lindbergh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Phileas Fogg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Roald Amundsen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Captain Cook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Captain Matthew Webb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Pilgrim Fathers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Magellan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Yuri Gagarin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score
WE’RE GETTING THERE

Round □ Team □

Fill in the missing letters to find a famous plane, ship, hot air balloon, car, motorbike and train, plus an airline, a railway, a very old form of transport and a very modern one.

1 C □ □ or □
2 T □ ns □ S i □ i □ □ □ R □ □ lw □
3 V □ □ n □ t □ i □ c
4 □ t □ n □
5 □ p □ □ n
6 □ l l □ F □ □ g o □ □ □ □
7 H □ e □ y □ □ □ □ □ □ □ □ □ o n
8 □ □ □ l □ e □ t
9 □ □ □ □ □ □ □ □ □ □ □ □ □ □ □
10 □ □ □ □ □ □ □ □ □ □ □ □ □ □ □

Score □
Listen to the clues and complete the crossword.
10 The media

55 Radio Times  110
56 Bandstand  112
57 Picture parade  113
58 Pick a pair  114
59 All singing, all dancing  115
60 On the same wavelength  116
Study the programme information for tonight's three television channels and then answer these questions.

1. Peter hasn't got a video – can he watch both gardening programmes?

2. What time is the astronomy programme on BTV3?

3. Peter's wife is very interested in photography. Which programme might give him ideas for a birthday present?

4. If you're interested in sport, which channel will you watch tonight?

5. You love watching programmes about wild animals, so which programme will you choose?

6. Your homework is about pollution. Are there any helpful programmes tonight?

7. Mary's interested in medicine and cooking. She will need to record one programme tonight but what time should she switch on her video?

8. Interested in the arts? Which arts programme is on tonight?

9. An indoor sport this time. What and when?

10. Maria Theresa’s looking forward to the exam results – when will her question be answered?

Score
CHANNEL 1
6.00 p.m.: Soap Opera. The latest from Tedium Towers — a language school. The F.C.E. results have arrived at the school.
7.00: News and Views at 7. News from around the world.
7.50: Down Memory Lane. This week we look back at 1968.
8.00: International Football. World Cup match between Italy and Germany.
10.00: In our film season, The Sound of Murder. Starring Judith Andrews, filmed on and in the canals of Venice.
11.50: News Summary and Weather.

CHANNEL 2
6.00 p.m.: International Chess. The latest from the Championships held in Eastbourne this year.
6.15: News Update.
7.00: Safari Time. Our animal programme tonight is live from Antarctica.
7.30: Cooking for the Family. Delicious and easy dishes.
8.00: Consumer's Corner. This week we look at cameras and camcorders and give details of a competition.
9.00: Earthwatch. Why, O why, are we ruining our environment?
9.30: News.
10.00: Blooming Marvellous. Indoor gardens for flats.
10.30: A and E. Another bloody episode from the Accident and Emergency Department of London's busiest hospital.
11.30: Night Owls. The arts programme.
12.00: The Midnight Serial. From a current best seller.

BTV 3
6.00 p.m.: Dig This. How to grow the best vegetables.
6.30: Hammer It Home. This week some decorating ideas.
7.00: Chats at 7. On the sofa tonight more famous people in the news.
8.00: The Pound in Your Pocket. A guide to income tax.
8.30: Do Me a Favour. Family drama.
9.00: News and Comment. Politics and events from around the world.
10.00: Local News and Weather.
10.15: From Rags to Riches. Fashion ideas from the Paris collections.
11.00: Stars in Your Eyes. The night sky explained.
12.00: End Your Day, with prayer and meditation.
Hidden in this wordsquare are the names of 10 musical instruments. They may be written horizontally, vertically, or diagonally. Write them at the bottom of the page.

1
2
3
4
5
6
7
8
9
10

Score
Match the articles in the pictures to the characters.

Captain Hook  
Aladdin  
Popeye  
Dumbo  

Charlie Chaplin  
William Tell  
Snow White  
Sherlock Holmes  

Cinderella  
Robin Hood  

Score
Each of the words around this circle combines with either BOOK or TV to form a compound noun. Write them at the bottom of this paper.

Example
TV + case doesn't combine. book + case = bookcase
ALL SINGING, ALL DANCING

Round ☐ Team ☐

These are all words for large numbers of people attending public gatherings. Match each one to its correct clue.

Example

Participant = You take part.

1 spectators
2 fans
3 audience
4 congregation
5 demonstrators
6 candidates
7 delegates
8 recruits
9 members
10 competitor

Clues

a Sitting an exam ☐
b You, at this moment ☐
c Followers of concerts or sports ☐
d Enrolled in the military ☐
e At a sports meeting ☐
f Attending a church service ☐
g Clubs, societies and parliament ☐
h Chosen to attend a conference ☐
i Protesting angrily and marching with banners ☐
j They sit attentively and usually only make a noise at the end ☐

Score ☐
You are going to hear 10 clues and the answers to them are all connected with aspects of the media. Listen and choose your answers from the list of words below and write the clue number next to each.

<table>
<thead>
<tr>
<th></th>
<th>announcer</th>
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<td>weather forecast</td>
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</tbody>
</table>

Score
11 Jobs

61 I love my love  118
62 Jobsworth  119
63 A square peg in a round hole  120
64 Tools of the trade  121
65 Situations vacant  122
66 What's my line?  123
Write an occupation starting with each letter of the alphabet. Some are done for you as examples.

A = Architect
B = 
C = 
D = 
E = 
F = 
G = 
H = 
I = Interpreter
J = 
K = Karate instructor
L = 
M = 
N = 
O = 
P = 
Q = Quiz-master
R = 
S = 
T = 
U = 
V = 
W = 
X = Xylophonist
Y = 
Z = Zoo-keeper

Score
What jobs are these people famous for?

1 Margaret Thatcher
2 Christian Dior
3 Frank Lloyd Wright
4 Mohammed Ali
5 Brigitte Bardot
6 Maria Callas
7 Clark Kent (Superman)
8 Pablo Picasso
9 Hercule Poirot
10 Ernest Hemingway
11 Henry Ford
12 Al Capone
13 Charles Darwin
14 Martin Luther King
15 Omar Khayyám

Score
A SQUARE PEG IN A ROUND HOLE

Use the clues to fill in this grid with occupations.

1 buns biscuits loaf
2 kennels sick animals
3 lamb pork beef
4 and 6 La Scala La Boheme baritone
5 Hamlet stage script
7 surgery thermometer patient
8 prayer church bells
9 marking term course
10 aspirin cosmetics toothpaste
11 jury judge guilty

Score
Read each clue and fill in the missing letters to find an item needed in each job.

1. Used by window cleaners. Long, and often in sections.  
   la__er

2. Tubular and made of glass. Used by a chemist.  
   te__be

3. Long and thin with hair at the tip. Many sizes. Used by a painter.  
   b__h

4. Sometimes used by an actor to change his appearance.  
   m__k

5. Used by doctors and nurses. Thin and very pointed and goes into the skin.  
   sy__ge

6. Flat, metal and of various shapes and sizes. Used mostly by mechanics.  
   sp__er

7. An expensive piece of equipment. Might be used by a photojournalist to get a closer look.  
   zo__ns

   roll__in

9. A dentist might use a small one, a road mender uses a big one.  
   d__l

10. A dressmaker uses one to make sure everything is the correct length.  
    t__e m__re

Score
Look at the job advertisements from a newspaper and fill in the gaps with words from this list.

<table>
<thead>
<tr>
<th>guests</th>
<th>secretary</th>
<th>included</th>
<th>outdoors</th>
<th>brushes</th>
</tr>
</thead>
<tbody>
<tr>
<td>licence</td>
<td>photo</td>
<td>dishwasher</td>
<td>look after</td>
<td>training</td>
</tr>
<tr>
<td>lunches</td>
<td>cook</td>
<td>calm</td>
<td>speech</td>
<td>vet</td>
</tr>
</tbody>
</table>

We are looking for a (1) ______________ with excellent typing, computer skills and telephone manner. Must be smart. Tel: 01435-27828.

Experienced NANNY needed to (2) ______________ two girls aged 4 and 6. Car driver and non-smoker. Mrs Smith, 644844.

KITCHEN ASSISTANT needed in restaurant for light washing-up and using (3) ______________. Tel: The Singing Kettle, 86253.

PORTER wanted in town centre hotel to join our team looking after (4) ______________. Uniform and meals (5) ______________. Weekend/shift work. Tel: The Albion Hotel, 78784.

ASSISTANT to (6) ______________. Must love animals and be sympathetic with their owners. (7) ______________ given to the right person. Cox and Brown: 22775.

DRIVING INSTRUCTOR wanted. Must have clean (8) ______________, be patient and (9) ______________. Flexible hours. Tel: RightRoad, 0181-675-364.

PAINTER & DECORATOR wanted for small local company. Must have experience and have own (10) ______________. Apply: Botch and Son, 38390.

We need a GARDENER to join our team. You must enjoy working (11) ______________ in all weathers. Apply to the Council Offices, Parks Dept.

An opportunity to become a TELEVISION NEWSREADER. The successful person will have clear (12) ______________ and an attractive appearance. Write, sending (13) ______________ to: SETV, Grove Street, Hove.

(14) ______________ required for school canteen. Generous holidays and free (15) ______________ given. Apply: The Headteacher, King Street School, Eastbeach.

Score ___
Listen carefully to the clues and write down the jobs you think they describe. When you have finished you should find a hidden job in the shaded squares.
12 Health and fitness

67 On your toes  125
68 Wrong patient, wrong bed  126
69 Physician heal thyself  127
70 In sickness and in health  128
71 This is catching  129
72 A spoonful of sugar  130
67  ON YOUR TOES

Round  ■  Team  ■

Match these instructions to the exercises in the pictures.

1  Touching toes.
2  Stretching arms in the air.
3  Hands on waist, legs apart.
4  Bending knees.
5  Standing on head.

A  ■  B  ■  C  ■  D  ■  E  ■

Now draw the pictures to go with these instructions.

1  Feet apart, arms at sides, bend to your right.
2  Lie on your back and lift both legs, knees straight.

Score  ■
Find and underline the odd word out in each of these groups of words.

Example

- doctor
- social worker
- stethoscope
- visitor

Stethoscope is the odd word out (this is a piece of medical equipment, the rest are all people in hospitals).

1. car park
   - canteen
   - theatre
   - clinic

2. banana
   - wholemeal bread
   - chocolate
   - white meat

3. Scotch and soda
   - vodka on the rocks
   - gin and tonic
   - mineral water

4. porter
   - sister
   - matron
   - nurse

5. headache
   - fracture
   - bruise
   - cut

6. chips
   - jacket potatoes
   - boiled potatoes
   - mashed potatoes

7. measles
   - heart attack
   - smallpox
   - influenza

8. yoghurt
   - an orange
   - chocolate gateau
   - jelly

9. visitor
   - patient
   - surgeon
   - ambulance driver

10. sugar-coated cake
    - chocolate and toffee bar
    - lemon tea
    - cola drink

Score
Below are 10 pieces of advice for how to deal with particular medical problems. Decide if the advice is T(ue) or F(alse) for each one.

1. For a nosebleed: leave patient face down on table with a bucket underneath face.   
   T/F

2. For a heart attack: help patient to sit, loosen any tight clothing.  
   If he or she becomes faint, give the kiss of life. Ring for an ambulance.  
   T/F

3. For electric shock: switch off the electricity supply. Reassure the person.  
   Lay him or her down carefully and raise legs. Loosen tight clothing.  
   T/F

4. For an object in the ear: if an insect, flood out with warm water.  
   T/F

5. For sunburn: break skin bubbles.  
   T/F

6. For choking: begin by putting finger in mouth to remove object.  
   Encourage patient to bend over and slap 4 times between shoulder-blades.  
   T/F

7. For sprained ankle: bend the foot backwards and forwards five times.  
   If patient becomes sleepy phone for ambulance.  
   T/F

8. For stings: make a circular cut in order to remove sting.  
   T/F

9. For poisoning: give the patient salty water to drink to make them sick.  
   T/F

10. For fainting: hold patient upright and try to make them vomit.  
    T/F

Score
MATCH THE SYMPTOM ON THE LEFT TO THE REMEDY ON THE RIGHT. FILL IN THE CORRECT REMEDIES ON THE LINES GIVEN.

<table>
<thead>
<tr>
<th>Symptom</th>
<th>Remedy</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 headache</td>
<td>aspirin</td>
<td>sticking plaster</td>
</tr>
<tr>
<td>2 broken arm</td>
<td></td>
<td>throat sweet</td>
</tr>
<tr>
<td>3 bleeding</td>
<td></td>
<td>ice pack</td>
</tr>
<tr>
<td>4 burns</td>
<td></td>
<td>bandage</td>
</tr>
<tr>
<td>5 backache</td>
<td></td>
<td>aspirin</td>
</tr>
<tr>
<td>6 cut finger</td>
<td></td>
<td>eye bath</td>
</tr>
<tr>
<td>7 broken leg</td>
<td></td>
<td>massage</td>
</tr>
<tr>
<td>8 sore throat</td>
<td></td>
<td>cold water</td>
</tr>
<tr>
<td>9 influenza</td>
<td></td>
<td>sling</td>
</tr>
<tr>
<td>10 sore eye</td>
<td></td>
<td>splint</td>
</tr>
<tr>
<td>11 high temp</td>
<td></td>
<td>bed rest</td>
</tr>
</tbody>
</table>

NOW SELECT THE MOST SUITABLE VERB TO USE WITH EACH REMEDY.

**put on**  **swallow**  **wrap**  **suck**  **have**  **take**  **stick**  **put in**  **use**  **tie**  **on**  **tie**

**Example**

**swallow** an aspirin

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>a sticking plaster</td>
</tr>
<tr>
<td>b</td>
<td>a throat sweet</td>
</tr>
<tr>
<td>b</td>
<td>an ice pack</td>
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<tr>
<td>d</td>
<td>a bandage</td>
</tr>
<tr>
<td>e</td>
<td>an eye bath</td>
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<tr>
<td>f</td>
<td>a massage</td>
</tr>
<tr>
<td>g</td>
<td>cold water</td>
</tr>
<tr>
<td>h</td>
<td>a sling (an arm and neck bandage)</td>
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<tr>
<td>i</td>
<td>a splint (2 pieces of wood to hold an arm or leg straight)</td>
</tr>
<tr>
<td>j</td>
<td>bed rest</td>
</tr>
</tbody>
</table>

**Score**
Use the letters in the words below to make as many words of 3 letters or more as you can.

**Example**

**Rave**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |

**Score**
Listen to the clues and complete the crossword.
13 Colour and shape

73 Roses are red, violets are blue  132
74 Any colour as long as it’s black  133
75 Getting into shape    134
76 On yer bike     136
77 It’s a question of colour   137
78 Flying the flag  138
Group these 20 items according to their colour. Choose from yellow, red, green or white.

- a canary
- the moon
- a cucumber
- a lemon
- a 'stop' sign
- grass
- blood
- a cloud
- a lettuce
- a daffodil
- a bandage
- a leaf
- strawberries
- an egg yolk
- a London bus
- milk
- snowflakes
- washing powder
- fire
- an emerald

<table>
<thead>
<tr>
<th>Yellow</th>
<th>Red</th>
<th>Green</th>
<th>White</th>
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</table>

Score
ANY COLOUR AS LONG AS IT’S BLACK

Match these phrases containing colours to the correct explanation.

**Phrases**

1. like a red rag to a bull  
2. a red-letter day  
3. a blackleg  
4. to look at something through rose-coloured spectacles  
5. once in a blue moon  
6. red hot  
7. red-faced  
8. given the green light  
9. black-hearted  
10. to see the whites of his eyes  
11. having the blues/feeling blue  
12. to have green fingers  
13. the black sheep of the family  
14. out of the blue  
15. a white elephant  
16. a blue-eyed boy  
17. rosy-cheeked  
18. a green-eyed monster  
19. as white as a sheet  
20. in the pink

**Explanations**

a. a special day  
b. to look on the bright side of life  
c. very jealous  
d. the most up-to-date  
e. good at gardening  
f. something that easily makes you angry  
g. permission to proceed or go ahead  
h. feeling depressed  
i. current favourite of someone in authority  
j. embarrassed  
k. unexpected  
l. something useless and unwanted  
m. hardly ever  
n. looks healthy  
o. well and happy  
p. frightened or very ill  
q. evil  
r. a disgrace to the family  
s. carries on working when others are on strike  
t. close enough to see he’s frightened

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

Score
Match these names to the shapes.
cylinder  obelisk  sphere  cube  pyramid

1 _________  2 _________  3 _________
  4 _________  5 _________
Now draw these shapes.
circle   triangle   hexagon   rectangle   trapezium
Find and label parts of the bicycle, using an adjective and a bicycle part.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Bicycle parts</th>
<th>1</th>
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<tbody>
<tr>
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<td>square</td>
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<td>semicircular</td>
<td>pedals</td>
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<tr>
<td>heart-shaped</td>
<td>saddle</td>
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<td>rectangular</td>
<td>bell</td>
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<td>cylindrical (2 things)</td>
<td>wheel</td>
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<td>rear lamp</td>
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</table>

Score [ ]

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Which colour do you associate with these things?

1. U.N. berets
2. danger
3. surrender
4. cowardice
5. a citrus fruit that is also a colour
6. New York taxis
7. environmentally friendly
8. St Valentine’s Day (14th February)
9. the All-England Lawn Tennis Association (Wimbledon)
10. mourning in Western Europe

Score
Listen to the instructions, draw the flags and put the colours in the right places. Then write the country under each flag.

1

2

3

4

5

Score
14 Sci-fi and mysteries

79 Plot the planet 140
80 Watch this space 142
81 Whatever happened to or at? 143
82 Stars in your eyes 144
83 Print devils 145
84 Things that go bump in the night 146
Use the clues written here to mark on the plan of the universe which planet is which. The names of the planets are written around the clues.

**MERCURY**
The messenger of the Gods, patron of travellers.

**VENUS**
The Roman goddess of love and beauty.

**SATURN**
Named after the Roman god who ate all his children. The planet has 6 rings around it.

**NEPTUNE**
The Roman god – King of the Sea. Represented as an old bearded man carrying a trident.

**PLUTO**
The ruler of the underworld. Walt Disney gave this name to a cartoon dog.

**URANUS**
In Greek mythology, father of the Titans.

**MARS**
A reddish planet named for the Roman God of War.

**JUPITER**
The Lord of the Heavens and King of the Gods.

**EARTH**
The third planet from the sun.

**SUN**
Source of light and heat to our planetary system. Worshipped by all primitive peoples.
<p>| | | | | | | | |</p>
<table>
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</tbody>
</table>

**Score** □
There are 10 words connected with space hidden in this wordsquare. They can be found vertically, horizontally or diagonally. Write them at the bottom of the page.

A O R Q X N S R O R B I T G
P S F D C W T A Q N E F I H
Q J T G L Y B L P T Y M J K
Z I S R K C U S U D G P X L
R Y X L O V V A C R B L P Q
O F L D E N W E R T E A E X
C G A W C X A S H J F N D N
K H U B V Y H U M Z V E M O
E I N Z A L G T T N K T Q L
T J C B T U F E O N X B E T
K Y H S C A P S U L E Y P I
L Z R Q P X C N M X O W A K
M E Z V O U Q O B D P Z J V
N F S P A C E P U J R M Q T
J O J T S R B Q D A L T R N
E H P K N I F Z T K G X O B
X W Y L G D O S C S D O V P
A L I E N G B Y F T M E C M

1
2
3
4
5
6
7
8
9
10

Score
WHATEVER HAPPENED TO OR AT?

Round [ ] Team [ ]

Read these clues and write down which strange person, event or place you associate with them.

Example

Heads but no eggs on this festival island.
Statues on Easter Island

1 It's been photographed having a swim in Scotland – or has it?

2 A dangerous shape in this place where people disappear.

3 A perpetual riddle and close neighbour of the Pyramids.

4 It kept afloat but where did the crew go?

5 White, cold and abominable.

6 Two Australian outback mysteries – sort them out.
Hanging baby dingo Rock
a) ________________________________
b) ________________________________

7 Part of the teaset occasionally sighted at night.

8 Serial killer in old London town.

9 She was thought to be the last descendant of the Tsars of Russia.

Score [ ]
These are the signs of the Zodiac and the symbols that represent them. Your team should try to put them in the right order by telling each other when your (and your families') birthdays are and, if you know them, what your Zodiac signs are.

LEO (lion)          SAGITTARIUS (archer)
GEMINI (twins)      LIBRA (balance)
SCORPIO (scorpion)  ARIES (ram)
CANCER (crab)       VIRGO (virgin)
CAPRICORN (goat)    PISCES (fish)
TAURUS (bull)       AQUARIUS (water-carrier)

The year starts with CAPRICORN, December 22nd – January 20th
Here are four different news reports which have mysteriously been mixed up at the printer’s into one story. You have to sort them out by writing in the box after each sentence which story it comes from, 1, 2, 3 or 4 (the sentences for each story come in the right order). The first four sentences have been numbered for you.

Scientists now have evidence of life on the planet Mars. 1 A house in Manchester may have to be renumbered because nobody wants to buy it. 2 Thirty-year-olds Zoe and Zara Nash revealed a spooky secret yesterday. 3 Reports from several people in Wiltshire point to UFO activity in the area. 4 A NASA spokesman explained to our reporter, ‘Cameras mounted on the recent spaceship to Mars sent back some very strange photographs.’ Last month their other sister, Zelda, also 30, was involved in a serious road accident in Oxford. Last night they say they saw a spacecraft flying overhead. The 30-year-old semi-detached has been on the market for over a year now. They thought it might be from the local airfield. In that time only three people have looked at it. When experts looked closely at them they were amazed. Both her sisters knew at the exact time that something bad had happened. Local estate agent Peter Conn believes it is the fault of the number. They telephoned at once to tell the news. Individuals and whole communities could be seen. He has advised the owners to give it a name now. They telephoned at once and heard the news. At the time of the accident one was in Australia and one was in Edinburgh. They all looked identical – short and fat with very long arms. He told our reporter: ‘They are thinking of calling it “Dunroaming”.’ It was impossible to tell how advanced their intelligence was. Local man Fred Davison said, ‘Nobody there could help us.’ He thinks that should solve their problem. They all look identical and often think alike too. The 30-year-old market gardener went on to say that three of his neighbours also saw it. ‘This sort of thing has happened to us before,’ they commented. Further investigations are planned by NASA. ‘We were astonished – this sort of thing has never happened to us before,’ he commented.

Then choose an appropriate headline for each story from this list.

**Unlucky Thirteen for Sellers**

**Freak Accident in Market**

**Flying Saucer Sighting**

**Martians Discovered**

**30-Year-Old Lands New Job at NASA**

**Triplets’ E.S.P.**

Score
Listen to the clues and complete the crossword.
15 Fun with the English language

85 Fill in and find out  148
86 Sounds alike  149
87 Spelling bee  150
88 The animals came in two by two  151
89 The shorter, the better  152
90 This won't hurt  153
Dear Anne,

Thank you for your letter, also the parcel, (1) _________ arrived safely. I have started (2) _________ the book and we all enjoyed the chocolates very much, especially Tim who has a very sweet tooth.

I started a new job this week (3) _________ a language school in town. We have students from (4) _________ over the world and it’s interesting to see that they can communicate quite (5) _________ even if their English is poor. I have a class of nine students at intermediate level and some of them are (6) _________ enough to move up soon. Most of my class have been (7) _________ England for several months but one boy (8) _________ only just arrived (9) _________ Mexico. He has been learning English at school (10) _________ he was twelve.

We’re looking (11) _________ to seeing you and your parents again soon. Give them (12) _________ best wishes.

Love from us all,
Janet, Tim, Sarah and David.
86 SOUNDS ALIKE

Round □ Team □

Here are 20 pairs of words. Group A pairs look alike but may not rhyme (sound alike). Group B pairs don’t look alike but may rhyme. Write ‘R’ next to each pair which rhymes and ‘DR’ next to each pair which doesn’t rhyme.

**Group A**

1 through rough DR
2 but put
3 cook look
4 those whose
5 says ways
6 threw flu
7 cough though
8 love dove
9 found sound
10 blue true

**Group B**

1 pact packed R
2 died tide
3 through blue
4 ski sky
5 mouse moose
6 fuse news
7 water daughter
8 hutch touch
9 bear beer
10 born drawn

Score □
Look at these groups of words and circle the correct spelling in each.

<table>
<thead>
<tr>
<th></th>
<th>a)</th>
<th>b)</th>
<th>c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>friend</td>
<td>freind</td>
<td>frend</td>
</tr>
<tr>
<td>2</td>
<td>reeat</td>
<td>receipt</td>
<td>receipt</td>
</tr>
<tr>
<td>3</td>
<td>emphasis</td>
<td>emphasis</td>
<td>emphasys</td>
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<tr>
<td>4</td>
<td>argument</td>
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<td>governmet</td>
<td>government</td>
<td>governmant</td>
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<td>cemetery</td>
<td>semetery</td>
<td>cementary</td>
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<td>8</td>
<td>sincerely</td>
<td>sincerely</td>
<td>sincerley</td>
</tr>
<tr>
<td>9</td>
<td>elementery</td>
<td>elementry</td>
<td>elementary</td>
</tr>
<tr>
<td>10</td>
<td>writting</td>
<td>writing</td>
<td>riting</td>
</tr>
</tbody>
</table>
THE ANIMALS CAME IN TWO BY TWO

Round □ Team □

These are all singular nouns. Write the plurals.

Example

<table>
<thead>
<tr>
<th>woman</th>
<th>women</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hoof</td>
<td></td>
</tr>
<tr>
<td>2 child</td>
<td></td>
</tr>
<tr>
<td>3 goose</td>
<td></td>
</tr>
<tr>
<td>4 sheep</td>
<td></td>
</tr>
<tr>
<td>5 fireman</td>
<td></td>
</tr>
<tr>
<td>6 chimney</td>
<td></td>
</tr>
<tr>
<td>7 fairy</td>
<td></td>
</tr>
<tr>
<td>8 tooth</td>
<td></td>
</tr>
<tr>
<td>9 wife</td>
<td></td>
</tr>
<tr>
<td>10 wedding dress</td>
<td></td>
</tr>
</tbody>
</table>

Score □
These letters are all abbreviations for well-known phrases or organisations. Write each one in full.

Example

P.S. = post script (an additional note at the end of a letter)

1 B.B.C. _________________________________

2 M.P. _________________________________

3 W.H.O. _______________________________

4 V.I.P. ________________________________

5 A.S.A.P. ______________________________

6 P.T.O. ________________________________

7 E.G. _________________________________

8 E.E.C. ________________________________

9 U.N.E.S.C.O. __________________________

10 W.W.F. _______________________________
Listen to the clues and write the answers.

1 a) __________________________
   b) __________________________
   c) __________________________
   d) __________________________
   e) __________________________

2 __________________________

3 __________________________

4 a) __________________________ b) __________________________
     c) __________________________

5 __________________________

6 a) __________________________ b) __________________________
     c) __________________________ d) __________________________
     e) __________________________ f) __________________________

7 __________________________

8 __________________________

9 The odd man out is ________________ because __________________________

10 a) __________________________
    b) __________________________
    c) __________________________
    d) __________________________
    e) __________________________
    f) __________________________
    g) __________________________
    h) __________________________
    i) __________________________
    j) __________________________

Score ______
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- Upper-Intermediate
- Intermediate
- Pre-Intermediate
- Elementary
- Beginner

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