ELEMENTARY COMMUNICATION GAMES

A collection of games and activities for elementary students of English

Jill Hadfield
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Nelson

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For Charlie

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Introduction

1 About games

A game is an activity with rules, a goal and an element of fun.

There are two kinds of games: competitive games, in which players or teams race to be the first to reach the goal, and co-operative games, in which players or teams work together towards a common goal. The activities in this book are mainly of the latter kind, as the competitive element or the need for speed often distracts the language used. Suggestions have, however, been given for introducing a competitive element into certain games, as the teacher may find this useful on occasions.

The activities in this book are communicative games, as distinct from linguistic games; that is, they are activities with a non-linguistic goal or aim. Successful completion of the game will involve the carrying out of a task such as drawing in a circle on a map, filling in a chart, or finding two matching pictures, rather than the correct production of a structure. However, in order to carry out this task it will be necessary to use language, and by careful construction of the task it will be possible to specify in advance exactly what language will be needed.

The emphasis in the games is on successful communication rather than on correctness of language. Games, therefore, are to be found at the fluency end of the fluency-accuracy spectrum. This raises the question of how and where they should be used in class. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of term. They provide, in many cases, as much concentrated practice as a traditional drill and, more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between the classroom and the real world.

This suggests that the most useful place for these games is at the free stage of the traditional progression from presentation through practice to free communication; to be used as a culmination of the lesson, as a chance for students to use the language they have learnt freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

2 About this book

The games in this book have been specially written for beginners and elementary students - the tasks have been designed in such a way that only a very limited knowledge of the language is necessary to complete them.

Each game is written within a specific functional area and limited to one or two structures and a clearly defined lexis. They can be used with beginners right from the very first lesson. The games are arranged in approximate order of difficulty, following a traditional structural progression, although teachers may, of course, use the games in any order, following their own syllabuses. The games are listed on page 3 under function headings, but there is also an alphabetical index for cross-reference at the back of the book. There is also an index to the main lexical areas covered in the games. Essential prepositions and lexicon for each game are listed in the teacher's notes, and the teacher should check that students are familiar with these before playing the game.

The games make use of a variety of techniques. Variety is important in language teaching, and a succession of games based on the same principles, though exciting and novel at first, would soon pall. Techniques used include information gap, guessing, search, matching, exchanging and collecting, combining, and card games, problems and puzzles, role play and simulation techniques.

The simplest activities are based on the information gap principle. In these activities Student A has access to some information which is not held by Student B. Student B must acquire this information to complete a task successfully. This type of game may be one-sided, as in the above example, or reciprocal, where both players have information which they must pool to solve a common problem. The games may be played in pairs or in small groups, where all the members of the group have some information.

Guessing games are a familiar variant on this principle. The player with the information deliberately withholding it, while others guess what it might be.

Search games are another variant, involving the whole class. In these games the class has one piece of information. Players must obtain all or a large amount of the information available to fill in a questionnaire or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

Matching games are based on a different principle, but also involve a transfer of information. These games involve matching identical pairs of cards or pictures, and may be played in a whole-class activity, where everyone must circulate until they find a partner with the same card or picture; or as a pair work or small group activity, where players must choose pictures or cards from a selection to match those chosen by their partner from the same selection; or as a card game on the 'snap' principle.

Matching-up games are based on a jig-saw principle. Each player in a group has a list of opinions, preferences or possibilities. Only one of these is shared by everyone in the group. Through discussion the group must decide on a common preference. In order to agree on something such as a dinner date or choice of afternoon activity.

Exchanging and collecting games are based on the 'barter' principle. Players have certain articles or cards which they are willing to exchange for others in order to complete a set. This may be played as a whole class activity, where players circulate freely, exchanging cards or articles at random; or as an inter-group activity, where players agree to collect a certain set of articles as a group and then exchange articles between groups; or as a card game on the 'rummy' principle.

Combining activities are those in which the players must act on certain information in order to arrange
themselves in groups such as families or people living in the same floor.

All the above activities may include elements of puzzle-solving, role-play, or simulation.

Puzzle-solving activities occur when participants in the game share or pool information in order to solve a problem or a mystery—what happened on Friday at Tom’s party?; who lives in House No 57 etc.

Many games include an element of role-play. Players are given the name and some characteristics of a fictive character. However, these are not role-plays in the true sense, as the role-play element is always subordinate to the game for the purposes of language use. The role-cards in these games do not require the imaginative projection into character that is necessary in a role-play proper. The outcome of a game is ‘closed’: once cards are distributed it develops in a certain predetermined way, while role-play proper is open-ended and may develop in any number of ways. The concern in this book was to restrict the language necessary for playing the games, so although it is impossible to make use of the full potentialities of role-play at this level, it is still an indispensable element in those games requiring an exchange of personal information, or social interaction.

Simulations—the imitation in the classroom of a total situation, where the classroom becomes a street, a hotel, or a supermarket—are also used a good deal in the book, particularly in those games which practise interaction between the individual and services such as shops, banks, tourist offices, stations and airports. However, for reasons discussed above, these activities are simulation-games rather than true simulations, since the outcome is again ‘closed’: students have a specific task or series of tasks to complete within the context of the simulation.

3 Some practical considerations

There are three main types of activity in this book: pair work, involving two partners; small group work, involving groups of three or four; and whole class activities, where everyone moves freely around the room. All these activities require some flexibility in the constitution of groups and organization of the classroom. It is best to have the desks in a U-shape if possible. Students can then work with the person sitting next to them for pair work, and groups of three and fours can easily be constituted by alternate pairs moving their chairs to the inner side of the U, opposite another pair. Whole class activities, which involve all the students circulating freely, can take place in the empty area in the centre of the U-shape. Simulation activities may involve special arrangement of furniture and suggestions are made in the teachers’ notes for these activities. It is not possible to arrange the desks in this way, this need not deter you! The traditional arrangement of front-facing desks can easily be adapted to pair work, with people at adjoining desks working together, while small groups can be formed by two people turning their chairs round to see the two people behind them. Whole class activities present a little more of a problem, but often there is a space big enough for students to move around in at the front of the class, or desks can be pushed back to clear a space in the centre. Games are best set up, especially at this level, by demonstration rather than by lengthy explanation. The teacher should explain briefly what the game involves, hand out the photocopied cards, giving the students a little while to study them, and then demonstrate the game with one of the students in front of the class. It will be found that the idea of the game is probably easier for students to grasp from seeing the cards than from a verbal explanation, and that as they become more familiar with the idea of games and the techniques used, any initial problems caused by unfamiliarity will quickly disappear. Where more complicated games are played in small groups, it is suggested that teachers hand out a photocopied rules sheet to each group of students together with the cards). There is a reference in the teacher’s notes for each game to indicate where rules sheets are provided. These are to be found at the back of the book, after the games material section.

The teacher’s role in these activities is that of monitor and resource centre, moving from group to group, listening, supplying any necessary language, noting errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere. It is a good idea to carry paper and pen and to note any persistent errors or areas of difficulty. These can then be dealt with in a feedback session after the game. In many cases, the game could then be played again with different partners or with different role-cards. In other cases, mostly in those activities involving puzzle-solving, this will not be possible. However, a similar game with different information could easily be constructed to practice the same exponents, and suggestions have been made for this when appropriate.

4 The role of games in the language programme

The inclusion of games as an integral part of any language syllabus provides an opportunity for intensive language practice, offers a context in which language is used meaningfully and as a means to an end, and acts as a diagnostic tool for the teacher, highlighting areas of difficulty. Last, but certainly not least, although the above discussion has tended to focus on methodological considerations, one of the most important reasons for using games is simply that they are immensely enjoyable for both teacher and student.
Looking for Mr X

Type of activity
Whole class
information search

Function practised
asking for and giving personal information

Exponent
What is his name/address/telephone number?
What does he do?
Is he married?
What nationality is he?
Where does he come from?

Lexical areas
occupations, sustainability, numbers

Essential vocabulary
name, address, nationality, telephone number, occupation, martial status, has drive, married, Australian, park road

How to use the game
Photocopy the forms so that there is one for each student.
Give out one form to each student.
The object of the game is to complete the form. To do this, students must move around the class asking questions about Mr X until they have obtained enough information to complete the form. Students may only ask each other one question at a time before moving on. They may pass on information that they have obtained from other students, as well as the information that was originally on their form.

Chit-chat

Type of activity
Whole class
matching and combining

Function practised
Talking about families

Exponent
What is your name?
Where do you live?
Are you married?
How many children do you have?
What do you do?
What are your hobbies?

Lexical areas
occupations, hobbies

How to use the game
The game may be played with any number (with a suggested minimum of seven or eight). If there are more than 16 students in the class, the game may be played in two groups. If there are fewer than 16 students in a group, questions should be deleted from the questionnaire and the corresponding role-cards removed.
Copy one role-card and one questionnaire for each student in the class. Distribute one role-card to each student and allow a little time for them to become familiar with the information.
Then give each student a questionnaire. The object of the game is to find all the people described on the questionnaire. To do this, students must move around the room, asking each other questions until they have found all the people described on the questionnaire.
A similar game could be constructed by the teacher based on the students’ own characters, provided that you know a little about these lives, occupations, interests, and so on.

The seven families game

Type of activity
Whole class
matching and combining

Function practised
Talking about families

Exponent
What is your name?
Where do you live?
How many children do you have?
How old is your husband/wife?
How many children/brothers and sisters have you got?

Lexical area
family relationships

Essential vocabulary
mother, father, sister, brother, children, wife, husband, parents

How to use the game
The game may be played with 4 to 25 students. If there are over 25 students in the class, the game may be played in two groups.
There are seven families described on the cards:
1. John, Mary, Peter and Jill (Brindisi)
2. John, Mary, Peter and Jill (Newcastle)
3 Steve and Mary (aged 23)
4 Steve and Mary (aged 25)
5 Steve, Anne, Tom, Pat and Robert (Newcastle)
6 Steve, Anne, Tom, Pat and Robert (Bristol)
7 John, Anne and Peter.

Copy one card for every student in the class, but make
sure that the total adds up to a number of complete
families.

Give out the cards to the students and allow a little time
for them to familiarise themselves with the details on
the cards.

The object of the game is for everyone to find the other
members of their family. To do this they must move
around the room, asking questions to identify the other
members of the family.

Emphasise that students should try to find out all the
information about the people they think may belong to
their family.

4

How many?

Type of activity
pair work
information gap
Function practised
counting

Exponent
How many... are there?

There are... (+ numbers up to 20)

Lexical areas
numbers up to 20, kitchen objects

Essential vocabulary
test, pen, fork, knife, spoon, cup, saucer, glass, plate,
boil, glider
numbers 1 to 20

How to use the game
Divide the class into pairs and copy enough pictures for
each pair.

Give out the pictures so that one student in each pair
has picture A and the other has picture B.

The object of the game is to find out who has the most
things in the kitchen. To do this, A and B will have to
talk to each other about how many teapots, pans, forks, knives,
spoons, cups, saucers, glasses, bowls and plates there
are in their kitchens and add up the total.

When they have done this, they can find out who has
the most spiders!

5

Time zones

Type of activity
small group
information gap

Function practised
asking and telling the time

Exponent
What's the time?/What time is it in...
If it... (y times)

Lexical areas
numbers, times

Essential vocabulary
times, eg, It's six o'clock. It's half past one.

How to use the game
The game may be played in groups of three or four.

Copy one set of information cards (1-4), one set of
time cards and one role sheet for each group.

The groups should sit around a table.

Each player in the group should have one information
card. The 12 time cards should be placed face down in
the middle of the table.

For groups of three, the spare information card should
be placed face up in the middle of the table, and

players should take turns to answering using that information.

Each player should take it in turns to pick up a time
card from the middle of the table. The card will show
what time it is in one of the four countries.

The object of the game is to fill in the time on the blank
clock faces on each time card. To do this the player
must find out from the other members of the group
what the time is in each of the other four countries.

Asking, for example, It's four o'clock in Sydney. What's
the time in London?

6

Where are my glasses?

Type of activity
small group
information gap

Function practised
asking and replying where things are

Exponent
Where's/Where are my...?
If it/They're in/on/under/on top of near next to in front of/behind the...

Lexical areas
furniture, common household objects and personal
possessions

Essential vocabulary
radio, pipe, glasses, ashtray, paper, umbrella, record, book,
glasses, socks, key, pocketbook, pen, cigarettes, gloves,
hairbrush, lace, tippet, knitting, cup, shopping basket,
clippers, razor, TV, carpet, fireplace, mantelpiece, sofa,
armchair, table, chair, waste-paper basket, wall, bookshelf,
coffee in, on, under, on top of, near, next to, in front of,
behind, to the right/left of

How to use the game
This game can be played in groups of three or four. For
groups of three, leave out Jenny.

Copy one set of cards for each group.

Divide the students into groups of three or four and give
out the cards.

Tell the students that they belong to a very untidy
family and are always losing things. The large picture on their card shows their family living room. The small pictures show things they have lost. The object of the game is for each player to find out from the others where these things are, and to draw them in on his/her picture. One person should begin the game by asking, Where is/are my ...? and naming one of the lost objects. The first player to answer you the next turn.

7

Crossroads

Type of activity: small groups

Instructions:

Function practiced:

asking and replying where places see

Experiments:

Where is/Where are ...?
The ... is next/opposite/behind/in front of/between/on the right of/on the left of/via ... .

Lexical areas:

shops and public facilities

Essential vocabulary:

supermarket, hotel, cafe, greengrocer, newspaper, car, park, post office, chemist, petrol station, cinema, shoe shop, hardware, restaurant, sweet shop, cathedral, dress shop, grocer, station, bus station, florist, butcher, bank, telephone, next to, opposite, behind, in front of, between

How to use the game:

This game may be played in groups of five or four. For groups of three, leave out plan 4.

Copy one set of plans and one rule sheet for each group.

Divide the students into groups of three or four and give out the plans and rule sheets.

The object of the game is to fill in the names of all the places on the plans. To do this, students must pool the information they have on their individual plans. They should take it in turns to offer information about their plans to the rest of the group; each player should in turn make a statement about the plans, for example. The post office is next to the bank.

The other players should then fill in the information on their plans.

Sometimes players will not be able to use the information immediately - if they do not yet know where the bank is for example. They may then make a note of the information for future use. The game is finished when all the players have completed their plans.

8

The recipes game

Type of activity:

whole class (in five groups)

Exchanging and collecting

Function practiced:

asking for things

Experiments:

How many of each would you like?

Lexical areas:

food, weights, and measures

Essential vocabulary:

egg, butter, salt, pepper, milk, flour, cheese, sugar, chocolate, vanilla, water, numbers, and amounts

How to use the game:

The game may be played with any number of students. Copy one set of recipes and one set of ingredients cards. Divide the class into four groups.

Each group should have a clearly defined home base — a table and chairs in a corner of the room. Give each group one recipe and five randomly selected ingredients cards.

The object of the game is for each group to obtain the ingredients necessary to make its recipe. Each group should first read its recipe and underline the five ingredients necessary for making it. They may obtain these ingredients by exchanging cards with other groups. They must obtain exact amounts. One person should leave each group with a card they wish to exchange and go to another group in order to try and exchange that card for a necessary ingredient card. No group may send out or receive more than one person.

The first group to obtain all the ingredients necessary to fix its recipe is the winner.

Notes:

1. If students are unfamiliar with imperial weights, the teacher should alter the weights to approximate metric weights on the master before copying.

9

Shopping lists

Type of activity:

whole class

Exchanging and collecting

Function practiced:

asking for things

Experiments:

How much do you want?

Lexical areas:

food, chemist's items, amounts, containers

Essential vocabulary:

butter, pear, egg, coffee, salt, milk, biscuits, lettuce, rice, apples, peas, bananas, chocolate, carrots, chicken, orange, crisp, jam, strawberry, lemongrass, sugar, beef, flour, lemons, cheese, onions, potatoes, sugar, bread, tea, shrimps, toothpaste, yoghurt, cabbages, trugs, mushrooms, tomatoes, sardines, chocolate; jar, packet, cucumber, pierce, tin, box, joint, bottle, loaf, tube

weights and measures
How to use the game
The game may be played with any number of students. Copy enough shopping lists—one for every student in the class. Then copy the picture cards. Make sure that there is a picture card for every item on the lists. Give each student a shopping list and four randomly selected picture cards.

The object of the game is for each student to acquire the items on the list. To do this, they must move around the class asking other students for the things they need. They should specify the quantities they need: for example, Have you got any raspberry jam? Yes, how much do you want? Two jars.

Note: If students are unfamiliar with imperial weights, the teacher should alter the weights to appropriate metric weights on the master before copying.

10 Shopping around

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>small groups information gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function practised</td>
<td>asking and saying how much things cost</td>
</tr>
<tr>
<td>Exponent</td>
<td>How much is it? ...</td>
</tr>
<tr>
<td>Lexical areas</td>
<td>food, chemist's items, prices</td>
</tr>
<tr>
<td>Essential vocabulary</td>
<td>beans, potatoes, cucumber, apples, grapesfruit, peaches, bacon, chicken, liver, meat, vegetable soup, apricot jam, peas, margarine, cheese, eggs, soup, soap powder, razor blades, aspirin, kilo, jar, packet, tin, dozen, bottle, bar, prices, weights and numbers</td>
</tr>
</tbody>
</table>

How to use the game
This game may be played in small groups of three or four students. Copy one set of shopping lists, one set of supermarket prices and a rules sheet for each group. Divide the class into groups and give each student a shopping list and a price list.

The object of the game is for the students to decide where to buy each item on their lists. To do this, they must ask the price of each item in turn from the other supermarkets, compare it with their own price list and decide which is the cheapest. They should then calculate the amount spent and write it beside the item on their list. At the end of the game they should add up the totals and find out who spent the most (or the least!) on shopping.

The game may be done as a race between the different groups in the class, to improve fluency in dealing with numbers in English.

Note: If students are unfamiliar with imperial weights, the teacher should alter the weights to appropriate metric weights on the master before copying.

11 Home sweet home

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>whole class matching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function practised</td>
<td>describing houses and flats</td>
</tr>
<tr>
<td>Exponent</td>
<td>What's your house like? Has it got a ...</td>
</tr>
<tr>
<td>Lexical areas</td>
<td>names of rooms, adjectives for describing houses</td>
</tr>
<tr>
<td>Essential vocabulary</td>
<td>bedroom, kitchen, living room, dining room, bathroom, study, attic, terrace, bungalow, detached, semi-detached, flat, cottage, garden</td>
</tr>
</tbody>
</table>

How to use the game
The game may be played with any number of students. Copy two pictures for each student in the class—one of their old house and one of their new house. Ensure that there is an old house to match every new house that you copy. Give every student a picture of their old house and a picture of their new house (make sure the two are not the same!).

The object of the game is for everyone to find the person now living in the house where they used to live. To do this, they must move around the class, asking people to describe their present houses until they find the person living in their former house.

12 My home town

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>whole class matching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function practised</td>
<td>describing places</td>
</tr>
<tr>
<td>Exponent</td>
<td>Where do you come from? Where is it?</td>
</tr>
<tr>
<td>Lexical areas</td>
<td>features of towns, adjectives for describing towns, compass points</td>
</tr>
<tr>
<td>Essential vocabulary</td>
<td>north, south, east, west, north-east, north-west, etc. university, cathedral, castle, walls, art gallery, palace, church, shop, theatre, concert hall, shopping centre, museum, station, factory, pub, school, beach, streets; historic, industrial, port, country, capital, village, suburb</td>
</tr>
</tbody>
</table>

Historic, Industrial, Port, Country, Capital, Village, Suburb.
The students should take one picture from each pile and go sit in pairs.
Tell the students that they all went to a party last night.
'Then they arrived at the party they possessed the objects shown in the large picture. Unfortunately they ended up taking the wrong things home with them. It is now the morning after and they are trying to reclaim their lost possessions.
The object of the game is to find the four missing possessions.
To do this they will have to 'telephone' everyone who was at the party to see if they have taken their things.
They should start by ringing the student next to them and describing their possessions.
If the student has a small picture which corresponds to the one in the description, it should be handed over.
When both students have finished their descriptions, they should move on and find other partners and continue in this way until they have found the four small pictures which match the bag, umbrella, hat and glasses in their large picture.

14

Family portraits

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>small group</th>
<th>information gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function practiced</td>
<td>describing people's faces</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Exponent</th>
</tr>
</thead>
<tbody>
<tr>
<td>What's your mother/father/sister/brother like?</td>
</tr>
<tr>
<td>He/She's ...</td>
</tr>
<tr>
<td>He/She's got ...</td>
</tr>
<tr>
<td>His/Her ...</td>
</tr>
<tr>
<td>Has he/she got ...?</td>
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</table>

<table>
<thead>
<tr>
<th>Lexical areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>facial features, adjectives describing size and shape</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>round, square, long, short, big, small, oval, rectangular, tall, wide, narrow; plain, striped, spotted, flowery, checkered; made of paper/straw/feather/wood/leather; with round handle; feather/flowers/a ribbon</td>
</tr>
</tbody>
</table>

How to use the game

The game may be played in groups of three or four.
For groups of three, leave out one of the cards and tell the groups that four of the faces on their cards will not belong to any of their families.
Copy one set of pictures for each group in the class.
Divide the class into groups and give out the pictures.
Tell the students that the picture of the family group on their card represents their own family and the pictures with silhouettes represent the families of the other players.
The object of the game is to find out which family group belongs to each player, and which face belongs to each silhouette. To do this, students will have to describe their families to each other.
For groups of three, students may each describe their families in turn: for groups of four it is best if students describe one person each in turn.
A similar game could be played using the students’ own family photos. Ask the students to bring in one photo of each member of their families. They should sit in groups of three or four and put all the photos face down in a pile in the middle of the group. They should then shuffle the pile thoroughly and lay the photos out face up in a row. Each student should then describe their family, and the others should decide which photos belong to that family.

15 Wallflowers

**Type of activity**

pair work

**Information gap**

function practiced

describing people’s clothes

**Experiences**

Who is the . . . girl/man?
Who is the girl/man with the . . .?
Which one?
The . . . one.
The one with . . .

**Lexical areas**

clothes, adjectives describing physical appearance

**Essential vocabulary**

nemouth, glasses, beard, blond, dark, straight, curly, long, short, hair, dress, pants, blouse, skirt, shirt, trousers, shoes, suit, boots, jacket, T-shirt, pajamas

**How to use the game**

Copy enough pictures for all the students in the class. Divide the class into pairs and give out copies of the pictures A and B to each pair. They should not look at each other’s pictures. Tell the students that they are at a party with a friend. They know the names of some of the people at the party, but not others. The object of the game is to find the names of all the people at the party. To do this, they must describe the people they don’t know to their partner, and ask who they are.

16 Looking for a hotel

**Type of activity**

whole class

simulation

**Function practiced**

reserving hotel accommodation

**Experiences**

Have you got/Can I have a single/double room with shower/bath for one/two/three nights?
How much is a single/double room?

**Lexical area**

hotel accommodation

**Essential vocabulary**

single, double, twin-bedded room, shower, bath, 
numbers, prices

**How to use the game**

The game may be played with any number of students. Four students will be hotel receptionists and the rest will be tourists looking for hotel rooms. Although you have a large class — 20 or over — it would be better to have two receptionists at each desk to deal with queues. Copy one hotel list for each receptionist and one tourist card for each tourist.

Clear the desks and chairs from the middle of the room and situate four hotel reception desks in different corners of the room. The receptionists should sit behind these.

Give each receptionist a different hotel room list and give out the tourist cards to the remaining students. The object of the game is to find the cheapest possible hotel room for the night. To do this, students will have to visit each hotel in turn to enquire about availability and prices of rooms. They should then return to the hotel of their choice to make a firm booking.

There is always the possibility that the room of their choice may have been taken while they were making up their minds. They will then have to make a second choice.

If you want to increase the element of competition in the game with a small class, cross out some of the rooms on the hotel lists as if they were already taken.

17 Getting there on time

**Type of activity**

whole class

simulation

**Function practiced**

asking for travel information

**Experiences**

Is there a train/bus/airplane to/from . . . in the morning/afternoon/evening?
What time/When does it leave/arrive?

**Lexical areas**

times, 24-hour clock, places

**Essential vocabulary**

depart, run, bus station, town centre, hospital, football match, theatre, meeting, sports centre, bus stop, meet, visit, catch, arrive, leave, see, take, go, finish, fly, start, swim, walk, most, need

days of the week, times (24-hour clock)

**How to use the game**

Clear desks and chairs from the centre of the class. Divide the class into two groups. Divide one half into three groups and the other into groups of three and four. Set up three desks in different areas of the room to represent bus station, railway station and airport.
The three groups should act as information officers in the three places.
Give each information officer an appropriate timetable.
Give each of the other groups a set of task cards, a black answer sheet with numbers on it from 1 to 20 and a rules sheet.
The object of the game is for each group to answer all the task cards correctly. To do this the groups of students should work through the task cards in turn, going to the appropriate enquiry desk to ask about bus, train or plane times.
When they have completed a task they should write the time on the answer sheet. The teacher can then go through the answers at the end of the game.
When all groups have finished, the two halves of the class could change places and repeat the game.

18

The bus stop game

Type of activity
white class simulation
Function practiced
asking for travel information about buses
Exponents
Where does the 43 go from?
Does the 45 stop at Church Street?
Which bus goes to Green Street?
Where does the 215 go from?
How often does the bus go?
Lexical areas
transport, numbers
Essential vocabulary
bus, station, church, castle, museum, harbour, university, hospital, station, numbers, times

How to use the game
The game may be played with any number of players from a minimum of six.
Cards 1 to 8 are question cards – role-cards giving information about times and numbers of buses. Students with these cards should stand at the appropriate bus stop.
Cards 9 to 24 are searcher cards – role-cards with questions about times and numbers of buses.
The object of the game is for students with searcher cards to find a particular bus stop. Select and copy the cards you are going to use. There should be twice as many students looking for bus stops as students playing at the stops. Ensure that the information desired by the searchers is available on the question cards you have selected!
Clear the desks and chairs and arrange four bus stops at suitable intervals. Label these A, B, C and D.
Give out the cards and allow a little time for the students to read the cards and absorb the information. Ask the searchers to go and stand at the right bus stops, and then tell the searchers to find their buses.
During the course of the game searchers will, of course, become questers and may then pass on any information they have acquired while looking for their bus stops. Teachers may prefer to construct their own set of cards, based on authentic bus numbers and destinations from the town where they are teaching.
Note: It is a good idea to place the bus stops along an imaginary road or at a junction. Students can then give directions such as round the corner or across the road.

19

Visiting friends

Type of activity
small group
information gap
Function practiced
asking the way and giving directions
Exponents
How do I get to . . .?
Turn left/right,
Go straight on,
Take the first/second/third turning on the right/left.
Lexical areas
directions, traffic systems
Essential vocabulary
left, right, first, second, third, turning, road, station, corner, side

How to use the game
This game may be played in groups of any size from three to eight, although obviously the larger the group the more language will be practised.
Divide the class into groups with about the same number of students in each group and copy one set of maps for each group. (For groups of three, use only maps A, B and C; for groups of four use only maps A, B, C and D; and so on.)
Give out the maps and tell the students a mutual friend of theirs is arriving at the station and visiting each of their houses in turn. Their job is to give directions for each stage of the journey. Student A should start and, following the instructions on the map, should give directions to the station to the house on the map.
The object of the game is for students to listen to the instructions and draw in the route on their maps. Then Student B should give directions from A's house to B's house and so on until the students have the complete route marked in on their maps. Finally, ask the students to write down the directions from the last house back to the station.

20

Planning a day out

Type of activity
pair work
information gap
Function practiced
asking about opening and closing times
The simulation may be done with a minimum of eight students. Four students will act as tourist information officer, railway booking clerk, hotel receptionist and bank clerk.

Copy an appropriate information card for each of these students.

The remaining students are wandering tourists. Copy a task sheet and map for each of these students.

If there are more than 15 or 16 students in your class it may be as well to have two students in the hotel, bank, tourist office and station to deal with the queues.

Clear the room of desks and chairs and set up four desks in different corners of the room to represent the bank, tourist office, station and hotel, and put students in these places with appropriate information cards.

Give each of the lost tourists a task sheet with appropriate map.

The object of the game is for students to carry out the instructions in the order in which they appear on the sheet.

Students should find out from someone in the street where the hotel, bank, tourist office and station are on the map and mark them in on the map, before going to these places.

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### 21 Wandering tourists

**Type of activity:** whole class simulation

**Function practised:** asking for tourist information

**Excerpts:**

- How do I get to . . . ?
- Turn left/right.
- When does it close/arrive/leave?
- Is it open/leave/arrive/leave at . . . ?
- How much is a single/return ticket to . . . ?
- Can I change . . . into . . . please?
- Can I have/have you got a single/double room for . . . nights, please?

**Lexical areas:**
- directions
- public buildings, transport, banks (currency), hotels

**Essential vocabulary:**
- bank, station, tourist office, museum, hotel, art gallery, shopping centre, bank, zoo, arena, castle, aquarium, single, return, single/double room, shampoo, bath, times, prices, directions

**How to use the game:**

This is an elementary simulation, designed to provide further practice in language already practised in Visiting friends (directions), Planning a day out (asking when places are open and close), Getting there on time (asking for travel information), Swimming around (asking about prices) and Finding a hotel (reserving a hotel room).

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### 22 Computer dating

**Type of activity:** whole class

**Function practised:** talking about likes and dislikes

**Excerpts:**
- I like don't like . . .
- I like/you don't like . . .
- So do I/Neither do I/Don't.
- Do you like ?
- Do you like me/it/don't.
- Yes, I like/it, I don't.

**Lexical areas:**
- sports and hobbies

**Essential vocabulary:**
- riding, gardening, miniature, tennis, skating, golf, cycling.

**How to use the game:**

The game may be played with any number of students, with a suggested minimum of six.

Copy enough cards for all the students in the class.

Make sure each role-card appears at least twice. Give out the cards to the students and tell them that the object of the game is to find the perfect partner. They should try to find someone whose likes and dislikes are exactly the same as their own.

To do this they should move around the class interviewing people about their likes and dislikes until they find someone whose tastes match theirs.

13
How to use the game
Copy one picture sheet and one reading card for everyone in the class, and give them out.

The students should first of all read the information on the reading card and decide which picture on the picture sheet they are referring to.

They should then draw lines connecting one house with the people who live in it and the people with their places of work.

They should then write in along these lines the distance and the travelling time from the house to each place of work.

When they have finished, collect in the reading cards and group the students in pairs - A and B should work together, C and D should work together.

The object of the game is to find out all the available information about all the people in the picture sheet and complete it by drawing lines from each person to their place of work and writing in the distance and travel times.

They should ask each other questions about the people in their families - where they live and work, how they get to work, how long it takes and how far it is, filling in the picture sheet in the same way as they did from the reading card.

When they have finished, regroup the pairs so that A and C work together and B and D work together.

They should then share all the information they have collected and no complete the sheet.

The teacher can make the game into a race between groups by asking Who has the longest journey? Who has the shortest journey? The first group to find out is the winner.
How to use the game
The game may be used with any number of students from eight upwards.
Copy enough cards and questionnaires for everyone in the class.
The relevant information is on cards 1 to 8, so ensure that these are included in the cards you copy.
Give out one card and one questionnaire to every student in the class.
The object of the game is to fill in the questionnaire. To do this, students will have to move round the class, asking questions such as, Do you play the piano? How often do you watch TV? When do you play golf?

Note: A similar game could be constructed using information about the students’ hobbies and interests.
Ask the students to write a short piece about their hobbies and interests, mentioning how often they do each of the activities they mention.
Collect these in and use the information to prepare a short questionnaire similar to the one in this game.

It is also possible to use the cards for a matching game. Copy one card for every student in the class but make sure that you include a counterpart from cards 9 to 16 for every one of the cards 1 to 8 that you use.
Give one card out to each of the students, and tell them to interview people about their hobbies and interests until they find someone with the same interests as they have.
They should then try to find the differences in their habits.
The first part of the game will involve the questions, Do you ...? and Do you like ...?; the second part will involve the questions, How often do you ...? and When do you ...?

26 Finding a date

Type of activity

pair work
information gap

Function practised
making arrangements – inviting, accepting and refusing

Exponent
Can you/ Would you like to come to dinner on ...?
How/What about ...?
I’m sorry I’m ...—ing.
I’d love to.

Lexical areas
entertainment and social activities

Essential vocabulary
dinner, party, coffee evening, cinema, drink, dance, go, have, come, met
days of the week, times

Socializing

Type of activity
whole class

Function practised
making arrangements – inviting, accepting and refusing

Exponent
Can you/ Would you like to come to ... on ...?
How/ What about ...?
I’d love to.

Lexical areas
entertainment and social activities

ewssential vocabulary
cinema, theatre, pub, concert, restaurant, disco, bowling alley, etc.
days of the week, times

How to use the game
Copy enough diaries for all the students in the class.
Give each student a blank diary and write a list of seven different places on the board, e.g., cinema, theatre, restaurant, pub, concert, disco, bowling alley.
Tell the students that they want to go out every night to a different place. They must go out with a different person every night, and they may not go to more than one place or out with more than one person on any night.
The object of the game is for each student to make arrangements and write them in their diaries.
When they have filled up their diaries and returned to their places, they should discuss their social programme with the person sitting next to them.
Sunday afternoon

in memoriam T Hancock

Type of activity
small group
switching up role-play

Function practised
making suggestions and rating preferences

Extemp
Shall we ... ?

Let's ... ?

How/What about ... ?

I'd rather prefer to ...

I don't want to ...

That's a good idea!

Lexical areas
sport and pastimes

Essential vocabulary
card, poker, cycling, skiing, tennis, TV, chess, music,
cards, bowling, skiting cinema, zoo, seaside, sailing, radio,
museum, art gallery, go, play, watch, read, listen

How to use the game

Divide the class into groups of three or four and copy one set of role-cards, one set of situation cards and a rules sheet for each group.

For groups of three leave out role-card D.

The players should sit round a table with the situation cards face down in a pile in the middle of the table. The cards should be in order from 1 to 6.

Each player should have a role-card, A, B, C or D. Tell the students that it is Sunday afternoon and they are sitting at home feeling rather bored. They should turn up the first situation card and, acting on the instructions on that card, make suggestions of things to do, based on the list of preferences on their role-cards.

The object of the game is to continue making suggestions of things to do until they find something that they all agree on. When they have reached an agreement, they should turn up the next situation card and continue as before. The game is finished when they have successfully decided on something to do.

Looking for a job

Type of activity
whole class
matching

Function practised
asking and talking about abilities

Extemp
Can you ... ?

Yes, I can/No, I can't ...

I am ...

Lexical area
abilities

Essential vocabulary
swim, speak, type, drive, dance, paint, play (the piano/ violin), play tennis, sing, ride, ski, sew, cook, draw, read music, take shorthand, teach, secretary, journalist

How to use the game

The game may be played with any number of students. Copy enough cards for everyone in the class, but make sure that for every employer's card there is a corresponding employer's card.

Give out one card to everyone in the class.

The object of the game is for every employer to find his job, and for every employer to find a suitable person for the job. To do this, employers will have to move around the class, interviewing candidates for the job. They should only take candidates who fulfil all the requirements listed on the advertisement.

The game is finished when everyone has a job. If you have an odd number of students in the class, either one student will be left without a job, or, if you think this is too cruel, you should alter one of the advertisements to read: Wanted - two ... s.

Do me a favour

Type of activity
small group
card game

Function practised
requesting, agreeing and refusing

Extemp
Can I/Could you ... ?

Yes, of course.

Sorry, I'm busy/I can't at the moment.

Lexical area
household tasks

Essential vocabulary
brush (the window), floor (the carpet), sweep (the floor),
mow (the grass), vacuum (the floor), dust (the room)

The object of the game is for players to collect matching pairs of request and reply cards.

The players should sit in their groups around a table and deal out ten cards to each player. The remaining cards should be placed face down in a pile in the middle of the table.
The players should look at their cards and sort out any matching request and reply cards. These should be discarded.

The players then take it in turns to make requests based on the cards in their hand. The request may be addressed to anyone in the group.

When players have a reply card that corresponds to the request, they should give it to the player making the request with an appropriate response. If they do not have such a card they should refuse the request with an appropriate response.

When a request is complied with, both cards should be discarded. When a request is refused, the person requesting should take another card from the pile in the middle.

The winner is the player who gets rid of all his/her cards first.

31

Where am I?

Type of activity
small group

guessing game

Function practised
asking what/possible/permission

Exponent
Can you...?

Yes, you can/No, you can’t.

You must/mustn’t...

Lexical area
everyday activities

*essential vocabulary
set, such, drink, talk, sleep, play tennis, change money, warm, read, buy, smoke, get up, go out, have, see, dance, watch TV, etc.

How to use the game

Divide the class into groups of three or four and copy one set of cards for each group.

Students should sit in groups around tables with the cards placed face down in the middle of the group. They should take it in turns to pick up cards from the pile. The player who picks up the card should look at the picture and make a statement about what is possible or permissible in that place, for example, You mustn’t speak there. You can read there, etc.

The object of the game is for the others to guess where the place is.

They may ask further questions about what is possible or permitted in the place, for example, Can you eat there? Can you swim there?

When they have guessed correctly the next player should pick up another card.

Note: This game is best set up by demonstration. Give one of the cards to a student and ask the questions yourself. Then take one of the cards yourself and get the class to ask you similar questions until they guess correctly.

*As this is a guessing game it is difficult to predict in advance exactly what vocabulary will be required. The verbs suggested are a basic minimum.

32

Landladies

Type of activity
whole class

matching

Function practised
asking for and giving permission

Exponent
Can I...

Yes, you can/No, you can’t.

Lexical area
household activities

*essential vocabulary
play, records, see, smoke, drink, invite, bring, put, cook

How to use the game

The game may be played with any number of students. If there are more than 20 students in the class, copy extra tenant cards and specify that landladies may have more than one tenant.

Give out one card to each student.

Make it clear who is a landlord and who is a tenant.

The object of the game is for all the tenants to find a suitable landlady. To do this, they must move around the class asking what is and is not permitted by the various landladies until they find one who will let them do everything they want.

The game is finished when everyone has found the ideal place to live.

33

Feelings

Type of activity
pair work

information gap

Function practised
describing feelings

Exponent
He/She looks/feels...

Lexical area
adjectives for describing feelings

*essential vocabulary
sad, happy, tired, angry, worried, surprised, ill, bored, puzzed, frightened, hot, cold

How to use the game

This game uses the same numbered frame as game 34.

How does it feel?

Copy one frame, one set of pictures and a rules sheet for each player.

The students should sit in pairs facing one another across a table with a book or folder between them so that neither can see what the other is doing.

Give out the pictures and the frames to the students and ask one student (A) in each pair to arrange the 12 pictures in any order on the frame.

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The other student should not be able to see what is happening.

The student A must describe the pictures to student B in terms of how the people in the pictures look or feel. Student B may ask questions.

When student B has arranged the pictures correctly, the two players may reverse roles - student B arranging the pictures and describing them to student A.

34

How does it feel?

Type of activity
pair information gap

Function practiced
describing sensory experience

Exposures
What does (if feels/taste/smell/look like?

Adjectives for description of sensation

Rough, smooth, sweet, sour, hot, cold, wet, dry, light, heavy, sharp, soft, hot, bright, sticky, furry, prickly, busy, slippery

How to use the game

Copy one set of pictures, one frame and a rules sheet for each student in the class.

The students should sit in pairs, facing one another across a table with a book or folder between them so that neither can see what the other is doing.

Give out the pictures and the frames to the students and ask one student (A) in each pair to choose any 12 of the pictures and arrange them in any order on the frame.

The other students should not be able to see what is happening.

The object of the game is for student B to arrange the pictures in the same order as student A. To do this, student A must describe the pictures to student B in terms of how the objects taste, feel, look, smell. Student B may ask questions.

When student B has arranged the pictures correctly, the two players may reverse roles - student B choosing and arranging the pictures and describing them to student A.

It is not essential in the game for students to know the name of the objects in the pictures, although they may like to know them out of interest.

35

Opinion poll

Type of activity
whole class

Function practiced
asking and stating opinions

Exposures
What do you think about ...? I think it looks like ... (+ adjective)

Adjectives for opinions

Essential vocabulary

beautiful, ugly, bright, light, boring, interesting, delicious, attractive, handsome, exciting, enjoyable, horrible, difficult, scary, nice, silly, rubbish, fantastic, wonderful, dangerous, awful, pretty, a bad habit, a waste of time/money

How to use the game

The game may be used with any number of students. Copy enough cards for all the students in the class.

Make sure that each card appears twice.

Give out the cards to the students.

The object of the game is for each student to find someone whose opinions are exactly the same as theirs.

To do this, students must move around the class asking for and giving opinions on the subjects listed on their cards until they find someone who agrees with them about everything.

36

Nosy neighbours

Type of activity
whole class

Function practiced
asking and stating opinions

Exposures
What do you think about ...? I think it looks like ... (+ adjective)

Adjectives for opinions

Essential vocabulary

hate (a bath), shower, ice cream, answer (the phone), dry (the dishes), choose (meat), cook, cry, play (the guitar), watch (TV), write (letters), sleep, make (a bed), eat, drink, do the washing-up, fly, paint (a house, a picture), read, dance, type, game, get up, play, fall (at home, work), study

How to use the game

The game may be played with any number of students, from a minimum of eight.

Copy one large picture and one description for each student in the class.

Give out the cards to the students and tell them where they live in the picture

The two people sit opposite each other in the picture and they each have some information about what is happening in the house. It is now 6 o'clock in the evening.

The object of the game is to find out what has happened in House number 5.
In order to do this, they will first have to read their descriptions and decide which pictures are referred to in that description. They should draw a line connecting the people desribed with the house they give in. They will then have to move around the class asking their 'nosy neighbours' what is happening in the other houses in the row, and connect people with houses in the same way. Nobody has a description for House number 5, so they will have to find out what is going on in all the other houses in the row in order to eliminate all the possibilities. They will then be left with one picture which shows what is going on in House number 5.

37

Put it together

Type of activity
whole class, then small groups

Function practised
describing a scene

Exponent
present continuous tense for ongoing activities

Lexical area
everyday activities

Essential vocabulary
picnic, sunbathe, walk, sleep, talk, catch, throw, run, fly, swim, dance, watch, look at, know, play, carry, wave, look, write, light, chase, blow, eat, drink, take a photo, sit, take

How to use the game
The game may be played with up to 20 students. For larger classes, divide the class into two groups. Make one copy of each of the pictures and cut them up along the lines shown, into as many pieces as there are students in the class. When there are fewer students, the pictures can be cut up into fewer pieces: three or four, for example, instead of five. Give out one piece to each student. Tell them that the pieces together make up four large pictures. The object of the game is to find the other people who have pieces from the same picture. To do this, students will have to move around the class describing their pictures to the people they meet. When they have found the other people with pieces of the same picture, they should sit down somewhere in a group and try to work out in which order the pieces come from left to right. To do this, they will have to describe their pictures to each other in greater detail.

38

Holiday quiz

Type of activity
small group
guessing game

Function practised
asking about past events

Exponent
Did you? / Yes, I did / No, I didn’t.

Lexical area
everyday activities

Essential vocabulary
eat, see, visit, go to, have, etc. as required by students.

How to use the game
Divide the students into groups of three or four and copy one set of pictures for each group. The students should sit around a table with the cards placed face down in a pile in the middle of the group. They should take it in turns to pick up cards from the pile. The object of the game is for the other players to try and guess where the player holding the card went for his last holiday. They do this by asking questions such as Did you eat spaghetti? Did you see a kangaroo? Did you go to a bullfight? When they have guessed correctly the next player should pick up a card and the others should question him in the same way. Note: This game is best set up by demonstration. Give one of the cards to a student and ask questions. Then take one of the cards yourself and get the class to ask you similar questions until they guess correctly.

* As this is a guessing game it is difficult to predict in advance exactly what vocabulary will be required. The verbs suggested are a basic minimum.

39

Robert’s busy day

Type of activity
whole class

Function practised
asking and talking about future arrangements or past events

Exponent
What is he doing at … o’clock? He’s …
or What did he do at … o’clock? He …

Lexical area
social activities

Essential vocabulary
catch, have (coffee/e drink/lunch/tea), meet, go to

How to use the game
The game may be played with any number of students. Copy the diaries so that there is one for each student. Give out one diary to each student and tell them each have a page of Robert’s diary. The object of the game is to fill in all the diary entries. To do this, students must move around the class asking
questions such as What is he doing/did he do at 6 o'clock? Students may only ask one question at a time before moving on.

They may pass on information that they have obtained from other students, as well as the information that was originally on their page.

A similar game may be played using information about the students' own activities of the previous day or their arrangements for the next day. Ask the students to write a short account of their activities on the previous day or their arrangements for the next day. Collect these in and use the information to prepare a short questionnaire with questions such as Find someone who went/is going to the dentist at 11 o'clock yesterday/tomorrow.

Students then interview each other to find the answers to the questions.

40

Casanova's diary

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Whole class information search</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function practised</td>
<td>asking and talking about future arrangements or past events</td>
</tr>
<tr>
<td>Exponent</td>
<td><code>- are you doing on . . . ?</code></td>
</tr>
<tr>
<td></td>
<td><code>- are you . . . doing?</code></td>
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<tr>
<td></td>
<td><code>- When are you . . . doing?</code></td>
</tr>
<tr>
<td></td>
<td><code>- or What did you do on . . . ?</code></td>
</tr>
<tr>
<td></td>
<td><code>- Did you . . . ?</code></td>
</tr>
<tr>
<td></td>
<td><code>- When did you . . . ?</code></td>
</tr>
<tr>
<td>Lexical area</td>
<td><code>- social activities</code></td>
</tr>
<tr>
<td>Essential vocabulary</td>
<td><code>- guitar, dinner, class, party, tennis, club, folk music, dentist, doctor, drink, station, coach station, art class, picnic, disco, party, college</code></td>
</tr>
</tbody>
</table>

How to use the game

The game may be played with 8 to 16 students. If there are more than 16 students, form two or more groups. Copy one diary and one questionnaire for every student in the class.

The essential diaries are numbers 1 to 8; the others are 'floaters'. Numbers 1 to 7 should be given to women, if possible; number 8 should be given to a man.

Give out the diaries and the questionnaires to the students and tell them that the diary shows all their engagements for the coming/past week. Some of these activities involve a man called John.

The object of the game is to find out as much as possible about John's activities during the coming/past week, and thus to complete the questionnaire. To do this, students will have to move about the class, asking questions to find out who is seeing John, when and where.

Note: The game may be used to practise either the present continuous tense (for fixed arrangements) or the simple past tense. Two versions of the questionnaire are therefore included and the teacher should select whichever is appropriate.
1 LOOKING FOR MR X

Name: John Fisher
Address:
Telephone number:
Occupation:
Marital status:
Nationality:

Name:
Address: 15 Park Road, Exeter
Telephone number:
Occupation:
Marital status:
Nationality:

Name:
Address:
Telephone number: 6453210
Occupation:
Marital status:
Nationality:

Name:
Address:
Telephone number:
Occupation:
Marital status: Married
Nationality: Australian
Find:
- a technician with two children
- a grandmother who lives in Hull
- a 24-year-old nurse
- an electrician who plays the guitar
- a policewoman who lives in Oxford
- a lazy student
- a 54-year-old housewife
- an accountant who likes fishing
- a fireman who likes judo
- a married teacher
- a teacher who lives in Liverpool
- a librarian who likes crosswords
- a secretary who is also a pianist
- a hard-working bank manager
- an actress who lives in Plymouth
- a 37-year-old doctor with two children

Find:
- a technician with two children
- a grandmother who lives in Hull
- a 24-year-old nurse
- an electrician who plays the guitar
- a policewoman who lives in Oxford
- a lazy student
- a 54-year-old housewife
- an accountant who likes fishing
- a fireman who likes judo
- a married teacher
- a teacher who lives in Liverpool
- a librarian who likes crosswords
- a secretary who is also a pianist
- a hard-working bank manager
- an actress who lives in Plymouth
- a 37-year-old doctor with two children.
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>City</th>
<th>Marital Status</th>
<th>Children</th>
<th>Job</th>
<th>Hobbies</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Peters</td>
<td>26</td>
<td>London</td>
<td>Married</td>
<td>2 children: Tim and Andy</td>
<td>technician</td>
<td>tennis, football</td>
</tr>
<tr>
<td>Alice Summers</td>
<td>24</td>
<td>Exeter</td>
<td>Married</td>
<td>Three children: Sally, Tom and Sue</td>
<td>nurse</td>
<td>swimming, sailing</td>
</tr>
<tr>
<td>Susie Parker</td>
<td>35</td>
<td>Oxford</td>
<td>not married</td>
<td></td>
<td>policewoman</td>
<td>knitting, cooking</td>
</tr>
<tr>
<td>Barbara Holbrook</td>
<td>54</td>
<td>Bristol</td>
<td>Married</td>
<td>Two children: Tessa and John</td>
<td>housewife</td>
<td>theatre, reading</td>
</tr>
<tr>
<td>Sam Stevens</td>
<td>43</td>
<td>York</td>
<td>Married</td>
<td>Three children: Anne, Jane and Linda</td>
<td>fireman</td>
<td>judo, football</td>
</tr>
<tr>
<td>David Oldham</td>
<td>27</td>
<td>Liverpool</td>
<td>not married</td>
<td></td>
<td>teacher</td>
<td>woodworking, painting</td>
</tr>
<tr>
<td>Sally Jones</td>
<td>46</td>
<td>York</td>
<td>not married</td>
<td></td>
<td>secretary</td>
<td>playing the piano</td>
</tr>
<tr>
<td>Sarah Thomas</td>
<td>32</td>
<td>Plymouth</td>
<td>not married</td>
<td></td>
<td>actress</td>
<td>reading, art</td>
</tr>
<tr>
<td>Elsie Lewis</td>
<td>65</td>
<td>Hull</td>
<td>married</td>
<td>Four children and six grandchildren</td>
<td>retired</td>
<td>gardening</td>
</tr>
<tr>
<td>Tim Fowler</td>
<td>36</td>
<td>Brixham</td>
<td>married</td>
<td>Two children: Robert and Oliver</td>
<td>electrician</td>
<td>guitar</td>
</tr>
<tr>
<td>Tony Gwen</td>
<td>24</td>
<td>Brighton</td>
<td>not married</td>
<td></td>
<td>student</td>
<td>drinking, talking</td>
</tr>
<tr>
<td>Jim Smith</td>
<td>28</td>
<td>Southampton</td>
<td>married</td>
<td>One child: Simon</td>
<td>accountant</td>
<td>fishing</td>
</tr>
<tr>
<td>Chris Platt</td>
<td>31</td>
<td>Maidstone</td>
<td>married</td>
<td>No children</td>
<td>teacher</td>
<td>gardening</td>
</tr>
<tr>
<td>Steve Jenkins</td>
<td>24</td>
<td>Glasgow</td>
<td>Divorced</td>
<td>No children</td>
<td>librarian</td>
<td>crossword</td>
</tr>
<tr>
<td>Harry Myers</td>
<td>62</td>
<td>Birmingham</td>
<td>married</td>
<td>Three children: Josephine, Rebecca and Edward</td>
<td>bank manager</td>
<td>work</td>
</tr>
<tr>
<td>Celine Parsons</td>
<td>37</td>
<td>London</td>
<td>married</td>
<td>Two children: Patricia and Caroline</td>
<td>doctor</td>
<td>pottery</td>
</tr>
</tbody>
</table>
John
You are 29 years old.
Your wife's name is Mary.
She is 23 years old.
You have two children, Peter and Jill.
You live in Bristol.

Mary
You are 23 years old.
Your husband's name is John.
He is 29 years old.
You have two children, Peter and Jill.
You live in Bristol.

Peter
Your father's name is John.
You have one sister called Jill.
You live in Bristol.

Jill
Your father's name is John.
You have one brother called Peter.
You live in Bristol.

John
You are 29 years old.
Your wife's name is Mary.
She is 23 years old.
You have two children, Peter and Jill.
You live in Newcastle.

Mary
You are 23 years old.
Your husband's name is John.
He is 29 years old.
You have two children, Peter and Jill.
You live in Newcastle.

Peter
Your father's name is John.
You have one sister called Jill.
You live in Newcastle.

Jill
Your father's name is John.
You live in Newcastle.
You have one brother called Peter.

Steve
You are 26 years old.
Your wife's name is Mary.
She is 23 years old.
You have no children.
You live in Newcastle.

Mary
You are 23 years old.
Your husband's name is Steve.
He is 26 years old.
You have no children.
You live in Newcastle.

Steve
You are 26 years old.
Your wife's name is Mary.
She is 26 years old.
You have no children.
You live in Newcastle.

Mary
You are 25 years old.
Your husband's name is Steve.
He is 26 years old.
You live in Newcastle.
You have no children.

Steve
You are 26 years old.
Your wife's name is Anne.
She is 27 years old.
You have three children, Tom, Pat and Robert.
You live in Newcastle.

Anne
You are 27 years old.
Your husband's name is Steve.
He is 26 years old.
You have three children, Tom, Pat and Robert.
You live in Newcastle.
<table>
<thead>
<tr>
<th>Name</th>
<th>Your mother's name is Anne. You live in Newcastle. You have a sister called Pat and a brother called Robert.</th>
<th>Pat</th>
<th>Your mother's name is Anne. You live in Newcastle. You have two brothers called Tom and Robert.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert</td>
<td>Your mother's name is Anne. You have a sister called Pat and a brother called Tom. You live in Newcastle.</td>
<td>Steve</td>
<td>You are 26 years old. Your wife's name is Anne. She is 27 years old. You have three children, Tom, Pat and Robert. You live in Bristol.</td>
</tr>
<tr>
<td>Anne</td>
<td>You are 27 years old. Your husband's name is Steve. He is 26 years old. You have three children, Tom, Pat and Robert. You live in Bristol.</td>
<td>Tom</td>
<td>Your mother's name is Anne. You have a sister called Pat and a brother called Robert. You live in Bristol.</td>
</tr>
<tr>
<td>Pat</td>
<td>Your mother's name is Anne. You have two brothers called Tom and Robert. You live in Bristol.</td>
<td>Robert</td>
<td>Your mother's name is Anne. You have a sister called Pat and a brother called Tom. You live in Bristol.</td>
</tr>
<tr>
<td>John</td>
<td>You are 29 years old. Your wife's name is Anne. She is 27 years old. You have one child called Peter. You live in Newcastle.</td>
<td>Anne</td>
<td>You are 27 years old. Your husband's name is John. He is 29 years old. You have one child called Peter. You live in Newcastle.</td>
</tr>
<tr>
<td>Peter</td>
<td>Your parents' names are John and Anne. You live in Newcastle. You have no brothers or sisters.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4 HOW MANY?

A

B

[Diagram of a kitchen with various items labeled for counting]
<table>
<thead>
<tr>
<th>TIME ZONES</th>
<th>Information cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sydney is one hour ahead of Tokyo.</td>
<td></td>
</tr>
<tr>
<td>2 London is ten hours behind Sydney.</td>
<td></td>
</tr>
<tr>
<td>3 New York is five hours behind London.</td>
<td></td>
</tr>
<tr>
<td>4 Rio is one hour ahead of New York.</td>
<td></td>
</tr>
<tr>
<td>1 Sydney is one hour ahead of Tokyo.</td>
<td></td>
</tr>
<tr>
<td>2 London is ten hours behind Sydney.</td>
<td></td>
</tr>
<tr>
<td>3 New York is five hours behind London.</td>
<td></td>
</tr>
<tr>
<td>4 Rio is one hour ahead of New York.</td>
<td></td>
</tr>
</tbody>
</table>
Dad
You live in a very untidy house. This is your living room.

You have lost these things:

Ask the others where they are!

Jenny
You live in a very untidy house. This is your living room.

You have lost these things:

Ask the others where they are!
Mum
You live in a very untidy house. This is your living room.

You have lost these things:

Ask the others where they are!

Tom
You live in a very untidy house. This is your living room.

You have lost these things:

Ask the others where they are!
### SOUFFLE
Separate 6 eggs and beat the whites until stiff. Make a thick sauce using 2 ounces of butter, 2 ounces of flour and ½ pint of milk. Melt the butter in a saucepan over low heat and add the flour. Add the milk gradually, stirring all the time. When the sauce is thick, add the egg yolks and 4 ounces of grated cheese. Add the beaten egg white and mix well. Turn into a soufflé dish and cook in a very hot oven for 25 minutes.

### CREME CARAMEL
Beat 6 eggs in a mixing bowl. Heat 1½ pints of milk till nearly boiling and add to the beaten eggs. Take 6 ounces of sugar and add half to the custard mixture, with a little vanilla essence. Place the rest in a saucepan with about ½ pint of water. Heat until a dark syrup is formed. Pour the syrup into an ovenproof dish and add the custard mixture. Cook in a slow oven for 1 hour.

### CHOCOLATE CAKE
Cream together 4 ounces of sugar and 4 ounces of butter in a mixing bowl. Add 2 eggs and beat thoroughly. Add 4 ounces of flour, a little at a time. Melt a bar of chocolate in a pan over low heat and add it to the mixture. Pour into a greased tin and bake for 40 minutes at 350°C.

### OMELETTE
Beat 4 eggs in a basin. Add a little milk, and whisk thoroughly. Add a little salt and pepper. Melt 2 ounces of butter in a frying pan and add the mixture. Cook until solid and then turn on to a plate.
<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butter</td>
<td>½ lb</td>
</tr>
<tr>
<td>Coffee</td>
<td>1 lb</td>
</tr>
<tr>
<td>Flour</td>
<td>1 lb</td>
</tr>
<tr>
<td>Sugar</td>
<td>1 lb</td>
</tr>
<tr>
<td>Salt</td>
<td>½ lb</td>
</tr>
<tr>
<td>Meat</td>
<td>1 lb</td>
</tr>
<tr>
<td>Cheese</td>
<td>1 lb</td>
</tr>
<tr>
<td>Lettuce</td>
<td>1 lb</td>
</tr>
<tr>
<td>Tomato Paste</td>
<td>1 lb</td>
</tr>
<tr>
<td>Rice</td>
<td>1 lb</td>
</tr>
<tr>
<td>Milk</td>
<td>1 lb</td>
</tr>
<tr>
<td>Tea</td>
<td>1 lb</td>
</tr>
<tr>
<td>Jambon</td>
<td>1 lb</td>
</tr>
<tr>
<td>Chicken</td>
<td>1 lb</td>
</tr>
<tr>
<td>Jam</td>
<td>½ lb</td>
</tr>
<tr>
<td>Raisin</td>
<td>½ lb</td>
</tr>
<tr>
<td>Tomato Paste</td>
<td>½ lb</td>
</tr>
<tr>
<td>Soup</td>
<td>1 lb</td>
</tr>
<tr>
<td>Yogurt</td>
<td>1 lb</td>
</tr>
<tr>
<td>Mushroom</td>
<td>½ lb</td>
</tr>
<tr>
<td>Apple</td>
<td>5 lb</td>
</tr>
<tr>
<td>Banana</td>
<td>1 lb</td>
</tr>
<tr>
<td>Lemon</td>
<td>1 lb</td>
</tr>
<tr>
<td>Potato</td>
<td>1 lb</td>
</tr>
<tr>
<td>Tomato</td>
<td>½ lb</td>
</tr>
<tr>
<td>Mushroom</td>
<td>½ lb</td>
</tr>
<tr>
<td>Half</td>
<td>Full</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1/2 lb butter</td>
<td>packet of tea</td>
</tr>
<tr>
<td>jar of coffee</td>
<td>bottle of shampoo</td>
</tr>
<tr>
<td>2 packets of biscuits</td>
<td>6 eggs</td>
</tr>
<tr>
<td>1 lb apples</td>
<td>1 bottle of milk</td>
</tr>
<tr>
<td>1 bar of chocolate</td>
<td>1 packet of rice</td>
</tr>
<tr>
<td>5 oranges</td>
<td>1 lb bananas</td>
</tr>
<tr>
<td>1 lb sugar</td>
<td>1 chicken</td>
</tr>
<tr>
<td>1/2 lb flour</td>
<td>1 jar strawberry jam</td>
</tr>
<tr>
<td>1/2 lb cheese</td>
<td>1 loaf of bread</td>
</tr>
<tr>
<td>1 large piece of steak</td>
<td>5 lb potatoes</td>
</tr>
<tr>
<td>1 lb pears</td>
<td>2 lemons</td>
</tr>
<tr>
<td>1 packet of salt</td>
<td>2 jars raspberry jam</td>
</tr>
<tr>
<td>1 lettuce</td>
<td>1 tube of toothpaste</td>
</tr>
<tr>
<td>2 tins of pears</td>
<td>2 tins of soup</td>
</tr>
<tr>
<td>1 lb carrots</td>
<td>1 carton of yoghurt</td>
</tr>
<tr>
<td>1 packet of crisps</td>
<td>1 large cabbage</td>
</tr>
<tr>
<td>joint of beef</td>
<td>1 packet of Spaghetti</td>
</tr>
<tr>
<td>box of chocolates</td>
<td>2 tins of sardines</td>
</tr>
<tr>
<td>1 lb onions</td>
<td>1 lb tomatoes</td>
</tr>
<tr>
<td>1 cauliflower</td>
<td>1/2 lb mushrooms</td>
</tr>
</tbody>
</table>
### Freshco

<table>
<thead>
<tr>
<th>Price list</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans</td>
<td>48p per lb</td>
</tr>
<tr>
<td>Potatoes</td>
<td>24p per lb</td>
</tr>
<tr>
<td>Cucumbers</td>
<td>25p each</td>
</tr>
<tr>
<td>Apples</td>
<td>34p per lb</td>
</tr>
<tr>
<td>Grapefruit</td>
<td>10p each</td>
</tr>
<tr>
<td>Peaches</td>
<td>12p each</td>
</tr>
<tr>
<td>Bacon</td>
<td>£1.15p per lb</td>
</tr>
<tr>
<td>Chicken</td>
<td>£2.40p each</td>
</tr>
<tr>
<td>Liver</td>
<td>75p per lb</td>
</tr>
<tr>
<td>Mince</td>
<td>£1.25p per lb</td>
</tr>
<tr>
<td>Vegetable soup</td>
<td>21p per tin</td>
</tr>
<tr>
<td>Apricot jam</td>
<td>45p per jar</td>
</tr>
<tr>
<td>Peas</td>
<td>25p per tin</td>
</tr>
<tr>
<td>Margarine</td>
<td>74p per lb</td>
</tr>
<tr>
<td>Cheese</td>
<td>£1.20p per lb</td>
</tr>
<tr>
<td>Eggs</td>
<td>95p per dozen</td>
</tr>
<tr>
<td>Soap</td>
<td>36p per bar</td>
</tr>
<tr>
<td>Soap powder</td>
<td>56p per packet</td>
</tr>
<tr>
<td>Razor blades</td>
<td>25p per packet</td>
</tr>
<tr>
<td>Aspirin</td>
<td>50p per bottle</td>
</tr>
</tbody>
</table>

### Frosbies

<table>
<thead>
<tr>
<th>Price list</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans</td>
<td>44p per lb</td>
</tr>
<tr>
<td>Potatoes</td>
<td>23p per lb</td>
</tr>
<tr>
<td>Cucumbers</td>
<td>35p each</td>
</tr>
<tr>
<td>Apples</td>
<td>40p per lb</td>
</tr>
<tr>
<td>Grapefruit</td>
<td>15p each</td>
</tr>
<tr>
<td>Peaches</td>
<td>9p each</td>
</tr>
<tr>
<td>Bacon</td>
<td>£1.10p per lb</td>
</tr>
<tr>
<td>Chicken</td>
<td>£2.50p each</td>
</tr>
<tr>
<td>Liver</td>
<td>30p per lb</td>
</tr>
<tr>
<td>Mince</td>
<td>£1.50p per lb</td>
</tr>
<tr>
<td>Vegetable soup</td>
<td>15p per tin</td>
</tr>
<tr>
<td>Apricot jam</td>
<td>40p per jar</td>
</tr>
<tr>
<td>Peas</td>
<td>35p per tin</td>
</tr>
<tr>
<td>Margarine</td>
<td>92p per lb</td>
</tr>
<tr>
<td>Cheese</td>
<td>99p per lb</td>
</tr>
<tr>
<td>Eggs</td>
<td>90p per dozen</td>
</tr>
<tr>
<td>Soap</td>
<td>27p per bar</td>
</tr>
<tr>
<td>Soap powder</td>
<td>55p per packet</td>
</tr>
<tr>
<td>Razor blades</td>
<td>26p per packet</td>
</tr>
<tr>
<td>Aspirin</td>
<td>61p per bottle</td>
</tr>
</tbody>
</table>

### Ecomart

<table>
<thead>
<tr>
<th>Price list</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans</td>
<td>49p per lb</td>
</tr>
<tr>
<td>Potatoes</td>
<td>22p per lb</td>
</tr>
<tr>
<td>Cucumbers</td>
<td>30p each</td>
</tr>
<tr>
<td>Apples</td>
<td>35p per lb</td>
</tr>
<tr>
<td>Grapefruit</td>
<td>12p each</td>
</tr>
<tr>
<td>Peaches</td>
<td>6p each</td>
</tr>
<tr>
<td>Bacon</td>
<td>£1.30p per lb</td>
</tr>
<tr>
<td>Chicken</td>
<td>£2.35p each</td>
</tr>
<tr>
<td>Liver</td>
<td>80p per lb</td>
</tr>
<tr>
<td>Mince</td>
<td>£1.20p per lb</td>
</tr>
<tr>
<td>Vegetable soup</td>
<td>23p per tin</td>
</tr>
<tr>
<td>Apricot jam</td>
<td>50p per jar</td>
</tr>
<tr>
<td>Peas</td>
<td>30p per tin</td>
</tr>
<tr>
<td>Margarine</td>
<td>84p per lb</td>
</tr>
<tr>
<td>Cheese</td>
<td>98p per lb</td>
</tr>
<tr>
<td>Eggs</td>
<td>95p per dozen</td>
</tr>
<tr>
<td>Soap</td>
<td>30p per bar</td>
</tr>
<tr>
<td>Soap powder</td>
<td>57p per packet</td>
</tr>
<tr>
<td>Razor blades</td>
<td>31p per packet</td>
</tr>
<tr>
<td>Aspirin</td>
<td>50p per bottle</td>
</tr>
</tbody>
</table>

### Pricewise

<table>
<thead>
<tr>
<th>Price list</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans</td>
<td>46p per lb</td>
</tr>
<tr>
<td>Potatoes</td>
<td>26p per lb</td>
</tr>
<tr>
<td>Cucumbers</td>
<td>33p each</td>
</tr>
<tr>
<td>Apples</td>
<td>30p per lb</td>
</tr>
<tr>
<td>Grapefruit</td>
<td>17p each</td>
</tr>
<tr>
<td>Peaches</td>
<td>10p each</td>
</tr>
<tr>
<td>Bacon</td>
<td>£1.20p per lb</td>
</tr>
<tr>
<td>Chicken</td>
<td>£2.10p each</td>
</tr>
<tr>
<td>Liver</td>
<td>£1.15p per lb</td>
</tr>
<tr>
<td>Mince</td>
<td>£1.30p per lb</td>
</tr>
<tr>
<td>Vegetable soup</td>
<td>17p per tin</td>
</tr>
<tr>
<td>Apricot jam</td>
<td>35p per jar</td>
</tr>
<tr>
<td>Peas</td>
<td>34p per tin</td>
</tr>
<tr>
<td>Margarine</td>
<td>85p per lb</td>
</tr>
<tr>
<td>Cheese</td>
<td>95p per lb</td>
</tr>
<tr>
<td>Eggs</td>
<td>96p per dozen</td>
</tr>
<tr>
<td>Soap</td>
<td>33p per bar</td>
</tr>
<tr>
<td>Soap powder</td>
<td>45p per packet</td>
</tr>
<tr>
<td>Razor blades</td>
<td>34p per packet</td>
</tr>
<tr>
<td>Aspirin</td>
<td>53p per bottle</td>
</tr>
</tbody>
</table>
Mr. Brown

1 lb Mince
3 grapefruit
2 bars Soap
6 peaches
1 tin Vegetable Soup

Mr. Simmonds

1 Chicken
1 lb apples
1 tin peas
\(\frac{1}{2}\) lb cheese
1 dozen eggs

Mrs. Perkins

1 lb beans
1 jar apricot jam
1 packet soap powder
\(\frac{1}{2}\) lb bacon
1 packet razor blades

Miss Parker

\(\frac{1}{2}\) lb liver
1 cucumber
1 bottle aspirin
\(\frac{1}{2}\) lb margarine
3 lb potatoes
This is your new house.
3 bedrooms
kitchen
living room
dining room
bathroom

This is your old house.
3 bedrooms
kitchen
living room
dining room
bathroom

This is your new house.
3 bedrooms
kitchen
living room
dining room
bathroom

This is your old house.
3 bedrooms
kitchen
living room
dining room
bathroom

This is your new house.
4 bedrooms
attic
kitchen
living room
dining room
bathroom

This is your old house.
4 bedrooms
kitchen
living room
dining room
bathroom

This is your new house.
4 bedrooms
kitchen
living room
dining room
bathroom
study

This is your old house.
4 bedrooms
kitchen
living room
dining room
bathroom
study
This is your new house.

This is your old house.

This is your house.
<table>
<thead>
<tr>
<th>You come from York. York is a historic city in the north-east of England. It has a university, a famous cathedral, a castle and some old walls.</th>
<th>You come from Barton. Barton is a small village in south-west England. It has a church, a pub, a school – and one shop!</th>
</tr>
</thead>
<tbody>
<tr>
<td>You come from Liverpool. Liverpool is a large port in the north-west of England. It has a university, two cathedrals, an art gallery, a museum and five theatres.</td>
<td>You come from Southampton. This is a large town on the south coast. It has a university, a theatre, a concert hall, a new shopping centre, a museum, an art gallery and an important port.</td>
</tr>
<tr>
<td>You come from Manchester. Manchester is an industrial town in the north of England. It has a university, a concert hall, a theatre, a museum, an art gallery and three stations.</td>
<td>You come from Glasgow. Glasgow is an industrial city in south-west Scotland. It has a university, a lot of factories and an important port.</td>
</tr>
<tr>
<td>You come from the capital of Scotland: Edinburgh. Edinburgh is in south-east Scotland. It has a castle, a palace and a busy port.</td>
<td>You come from Brighton. Brighton is a seaside town in the south-east of England. It has a famous palace, a theatre, a beach and a lot of narrow streets.</td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13 LOST UMBRELLAS**

1. [Umbrella](#)
2. [Umbrella](#)
3. [Umbrella](#)
4. [Umbrella](#)
5. [Umbrella](#)
6. [Umbrella](#)

7. [Hat](#)
8. [Hat](#)
9. [Hat](#)
10. [Hat](#)

11. [Hat](#)
12. [Hat](#)
13. [Hat](#)
14. [Hat](#)

15. [Bag](#)
16. [Basket](#)
17. [Bag](#)
18. [Bag](#)

19. [Glasses](#)
20. [Glasses](#)
21. [Glasses](#)
22. [Glasses](#)
13 LOST UMBRELLAS
### Astoria

<table>
<thead>
<tr>
<th>Room number</th>
<th>Room Type</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>single</td>
<td>£12.00</td>
</tr>
<tr>
<td>2</td>
<td>single</td>
<td>£12.00</td>
</tr>
<tr>
<td>3</td>
<td>single with shower</td>
<td>£15.00</td>
</tr>
<tr>
<td>4</td>
<td>single with bath</td>
<td>£16.00</td>
</tr>
<tr>
<td>5</td>
<td>double</td>
<td>£16.00</td>
</tr>
<tr>
<td>6</td>
<td>double with shower</td>
<td>£17.50</td>
</tr>
<tr>
<td>7</td>
<td>double with bath</td>
<td>£19.50</td>
</tr>
<tr>
<td>8</td>
<td>twin-bedded</td>
<td>£17.00</td>
</tr>
<tr>
<td>9</td>
<td>twin-bedded with shower</td>
<td>£22.00</td>
</tr>
<tr>
<td>10</td>
<td>twin-bedded with bath</td>
<td>£23.00</td>
</tr>
</tbody>
</table>

### Bellevue

<table>
<thead>
<tr>
<th>Room number</th>
<th>Room Type</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>single</td>
<td>£11.50</td>
</tr>
<tr>
<td>2</td>
<td>single</td>
<td>£11.50</td>
</tr>
<tr>
<td>3</td>
<td>single with shower</td>
<td>£13.00</td>
</tr>
<tr>
<td>4</td>
<td>single with bath</td>
<td>£13.50</td>
</tr>
<tr>
<td>5</td>
<td>double</td>
<td>£15.00</td>
</tr>
<tr>
<td>6</td>
<td>double with shower</td>
<td>£19.00</td>
</tr>
<tr>
<td>7</td>
<td>double with bath</td>
<td>£21.00</td>
</tr>
<tr>
<td>8</td>
<td>twin-bedded</td>
<td>£19.00</td>
</tr>
<tr>
<td>9</td>
<td>twin-bedded with shower</td>
<td>£21.00</td>
</tr>
<tr>
<td>10</td>
<td>twin-bedded with bath</td>
<td>£22.00</td>
</tr>
</tbody>
</table>

### Splendid

<table>
<thead>
<tr>
<th>Room number</th>
<th>Room Type</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>single</td>
<td>£14.00</td>
</tr>
<tr>
<td>2</td>
<td>single</td>
<td>£14.00</td>
</tr>
<tr>
<td>3</td>
<td>single with shower</td>
<td>£16.00</td>
</tr>
<tr>
<td>4</td>
<td>single with bath</td>
<td>£17.00</td>
</tr>
<tr>
<td>5</td>
<td>double</td>
<td>£18.00</td>
</tr>
<tr>
<td>6</td>
<td>double with shower</td>
<td>£20.00</td>
</tr>
<tr>
<td>7</td>
<td>double with bath</td>
<td>£22.00</td>
</tr>
<tr>
<td>8</td>
<td>twin-bedded</td>
<td>£20.00</td>
</tr>
<tr>
<td>9</td>
<td>twin-bedded with shower</td>
<td>£23.00</td>
</tr>
<tr>
<td>10</td>
<td>twin-bedded with bath</td>
<td>£25.00</td>
</tr>
<tr>
<td>You want a single room for two nights.</td>
<td>You want a double room for three nights.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You want a single room for one night.</td>
<td>You want a twin-bedded room with bath for one night.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You want a single room with shower for two nights.</td>
<td>You want a room with twin beds for one night.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You want a single room with bath for three nights.</td>
<td>You want a double room with shower for two nights.</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>You want a double room with bath for two nights.</td>
<td>You want a twin-bedded room with shower for three nights.</td>
<td></td>
</tr>
</tbody>
</table>
# BUS STATION

<table>
<thead>
<tr>
<th>Bus number</th>
<th>From town centre to</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Station</td>
<td>Leave every half hour from 06.25 to 22.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrive 15 minutes later</td>
</tr>
<tr>
<td>29</td>
<td>Airport</td>
<td>Leave every hour from 07.15 to 23.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrive one hour later</td>
</tr>
<tr>
<td>50B</td>
<td>Hospital</td>
<td>Leave every hour from 08.15 to 21.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrive 15 minutes later</td>
</tr>
<tr>
<td>47A</td>
<td>Zoc</td>
<td>Leave every hour from 09.00 to 17.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrive 20 minutes later</td>
</tr>
<tr>
<td>56</td>
<td>Football ground</td>
<td>Leave every half hour from 09.30 to 22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrive 15 minutes later</td>
</tr>
<tr>
<td>28</td>
<td>Sports centre</td>
<td>Leave every half hour from 09.15 to 22.15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arrive 15 minutes later</td>
</tr>
</tbody>
</table>

# STATION

<table>
<thead>
<tr>
<th>To:</th>
<th>Depart</th>
<th>Arrive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liverpool</td>
<td>10.45</td>
<td>13.45</td>
</tr>
<tr>
<td></td>
<td>14.45</td>
<td>17.45</td>
</tr>
<tr>
<td></td>
<td>21.45</td>
<td>04.05</td>
</tr>
<tr>
<td>London</td>
<td>06.50</td>
<td>10.00</td>
</tr>
<tr>
<td></td>
<td>14.25</td>
<td>16.45</td>
</tr>
<tr>
<td></td>
<td>20.30</td>
<td></td>
</tr>
<tr>
<td>Bristol</td>
<td>07.45</td>
<td>08.45</td>
</tr>
<tr>
<td></td>
<td>09.30</td>
<td>11.30</td>
</tr>
<tr>
<td></td>
<td>13.30</td>
<td>17.30</td>
</tr>
<tr>
<td></td>
<td>14.30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17.30</td>
<td></td>
</tr>
<tr>
<td>Oxford</td>
<td>09.00</td>
<td>12.40</td>
</tr>
<tr>
<td></td>
<td>18.35</td>
<td>19.20</td>
</tr>
<tr>
<td></td>
<td>21.00</td>
<td>21.50</td>
</tr>
</tbody>
</table>

# AIRPORT

<table>
<thead>
<tr>
<th>Departures</th>
<th>Arrivals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paris</td>
<td>10.50</td>
</tr>
<tr>
<td></td>
<td>19.30</td>
</tr>
<tr>
<td>Rome</td>
<td>10.05</td>
</tr>
<tr>
<td></td>
<td>17.35</td>
</tr>
<tr>
<td>New York</td>
<td>11.40</td>
</tr>
<tr>
<td>Madrid</td>
<td>11.15</td>
</tr>
<tr>
<td></td>
<td>19.05</td>
</tr>
<tr>
<td>Oslo</td>
<td>09.05</td>
</tr>
<tr>
<td></td>
<td>20.20</td>
</tr>
<tr>
<td></td>
<td>1. You are meeting your uncle and aunt from Paris on Tuesday evening. What time does the plane arrive?</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>5. You are going to Madrid on Wednesday evening. What time does your plane leave?</td>
</tr>
<tr>
<td></td>
<td>9. You are going to the theatre in London. The play starts at 7.30 pm. Which train must you catch?</td>
</tr>
<tr>
<td></td>
<td>13. You are visiting friends in Liverpool at the weekend. You finish work at 5 pm on Friday. Which train will you catch and when does it arrive in Liverpool?</td>
</tr>
<tr>
<td></td>
<td>17. You are flying to Rome on Sunday morning. You need to take a bus from the town centre to the airport. It is ten minutes’ walk from your house to the bus stop. When must you leave home?</td>
</tr>
</tbody>
</table>
1 You are waiting for a number 28 bus at bus stop A. The number 28 goes to the bus station via High Street and Church Street. Buses go every 10 minutes. The next one is at 12.05. 
Other information: buses 123 and 35 stop at bus stop B.

2 You are waiting for a number 54 bus at bus stop A. The number 54 goes to the station via Church Street and Station Road. Buses go every 15 minutes. The next one is at 12.10.
Other information: bus number 47 stops at bus stop C. It goes to the harbour.

3 You are waiting for a number 123 bus at bus stop B. The 123 goes to the castle via Museum Street and Castle Street. Buses go every half-hour. The next one is at 12.05. 
Other information: buses 28 and 84 stop at bus stop A.

4 You are waiting for a number 35 bus at bus stop B. The 35 goes to the museum via New Street and Museum Street. Buses go every 20 minutes. The next one is at 12.10.
Other information: bus number 6 stops at bus stop D. It goes to the town centre.

5 You are waiting for a number 47 bus at bus stop C. The 47 goes to the harbour via New Street and West Street. Buses go every 10 minutes. The next one is at 12.10.
Other information: bus 6 and 12 stop at bus stop D.

6 You are waiting for a number 27A bus at bus stop C. The 27A goes to the hospital via North Street and Queen Street. Buses go every 15 minutes. The next one is at 12.05.
Other information: bus number 123 stops at bus stop B. It goes to the castle.

7 You are waiting for a number 6 bus at bus stop D. The number 6 goes to the town centre via South Street and High Street. Buses go every half-hour. The next one is at 12.15.
Other information: buses 47 and 27A stop at bus stop C.

8 You are waiting for a number 12 bus at bus stop D. The number 12 goes to the university via South Street and Queen Street. Buses go every 20 minutes. The next one is at 12.10.
Other information: bus number 54 stops at bus stop A. It goes to the station.

9 You want a number 28 bus. How often does the bus go? When is the next one?

10 You want a number 54 bus. How often does the bus go? When is the next one?

11 You want a number 123 bus. How often does the bus go? When is the next one?

12 You want a number 35 bus. How often does the bus go? When is the next one?
13 You want a number 47 bus.  
   Find the right bus stop and join the queue.  
   How often does the bus go?  
   When is the next one?

14 You want a bus to the station.  
   Find the number of the bus you want and join the  
   queue at the right bus stop.  
   How often does the bus go?  
   When is the next one?

15 You want a number 27A bus.  
   Find the right bus stop and join the queue.  
   How often does the bus go?  
   When is the next one?

16 You want a bus to the harbour.  
   Find the number of the bus you want and join the  
   queue at the right bus stop.  
   How often does the bus go?  
   When is the next one?

17 You want a number 12 bus.  
   Find the right bus stop and join the queue.  
   How often does the bus go?  
   When is the next one?

18 You want a bus to the town centre.  
   Find the number of the bus you want and join the  
   queue at the right bus stop.  
   How often does the bus go?  
   When is the next one?

19 You want a number 6 bus.  
   Find the right bus stop and join the queue.  
   How often does the bus go?  
   When is the next one?

20 You want a bus to the castle.  
   Find the number of the bus you want and join the  
   queue at the right bus stop.  
   How often does the bus go?  
   When is the next one?

21 You want a bus to Church Street.  
   Find the number of the bus you want and join the  
   queue at the right bus stop.  
   How often does the bus go?  
   When is the next one?

22 You want a bus to Museum Street.  
   Find the number of the bus you want and join the  
   queue at the right bus stop.  
   How often does the bus go?  
   When is the next one?

23 You want a bus to the hospital.  
   Find the number of the bus you want and join the  
   queue at the right bus stop.  
   How often does the bus go?  
   When is the next one?

24 You want a bus to South Street.  
   Find the number of the bus you want and join the  
   queue at the right bus stop.  
   How often does the bus go?  
   When is the next one?
Tell the others how to get to your house from the station.

Tell the others how to get to your house from A's house.

Tell the others how to get to your house from B's house.

Tell the others how to get to your house from C's house.

Tell the others how to get to your house from D's house.

Tell the others how to get to your house from E's house.

Tell the others how to get to your house from F's house.

Tell the others how to get to your house from G's house.
A

It is Tuesday 4 December.
You are going to York for the day.
You arrive at 9.30am.
The last train home leaves at 22.35.
You want to:

visit the castle
go to the Railway Museum
visit the cathedral
see a play or a film
go to the market
You want to plan your day, so ring up York Tourist Information Centre and ask about opening and closing times.

Decide what you are going to do and when you are going to do it. You may not be able to do everything!

Draw in your route on the map.

B

It is Tuesday 4 December.
You work in York Tourist Information Centre.
Your job is to give information about things to do and places to visit in York.
Here is a guide to the week's entertainments in York.

CASTLE Open March–October 9.30–18.30 October–March 9.30–16.00

RAILWAY MUSEUM Open Monday–Saturday 10.00–1800

ART GALLERY Open 10.00–18.00; Closes 14.00 on Tuesdays

CATHEDRAL Open every day 7.00–18.00

CITY CENTRE SHOPS Open 9.00–5.30 every day

MARKET Tuesday mornings 9.00–13.00

CINEMAS

Odeon Cinema: Star Wars Starts 19.30; finishes 22.00

ABC Cinema: Goldfinger Starts 19.30; finishes 22.35

THEATRES

Theatre Royal: Evita Starts 19.30; finishes 22.15
**Tourist Office**

**Opening Times**
1. Museum: open 9am–5pm, closed on Tuesdays
2. Shopping centre: shops open 9am–5:30pm, closed Wednesday afternoon
3. Art gallery: open 10am–6pm, closed on Mondays
4. Cathedral: open 8am–6pm
5. Aquarium: open 9am–6pm
6. Castle: open 10am–5pm
7. Abbey: open 9am–6pm; closed on Thursdays
8. Zoo: open every day (10am–5:30pm)

---

**BANK**

**Rates of Exchange for Pounds**

<table>
<thead>
<tr>
<th>Currency</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>French francs</td>
<td>1.00</td>
</tr>
<tr>
<td>German marks</td>
<td>4.50</td>
</tr>
<tr>
<td>Italian lire</td>
<td>2.30</td>
</tr>
<tr>
<td>Spanish pesetas</td>
<td>200</td>
</tr>
<tr>
<td>US dollars</td>
<td>1.50</td>
</tr>
<tr>
<td>Japanese yen</td>
<td>400</td>
</tr>
</tbody>
</table>

---

**Seaview Hotel**

**Price List**

- Single room: £12
- Single room with shower: £14
- Single room with bath: £15
- Double room: £20
- Double room with shower: £22
- Double room with bath: £25

---

**STATION**

<table>
<thead>
<tr>
<th>Destination</th>
<th>dep</th>
<th>0900</th>
<th>1430</th>
<th>1715</th>
<th>1840</th>
<th>1912</th>
<th>2017</th>
<th>2117</th>
<th>2217</th>
<th>2317</th>
<th>0017</th>
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<tr>
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1. Go to the Seaview Hotel. Book a single room with a shower for two nights. How much does it cost?

2. Ask someone where the bank is. Mark it on your map.


4. Ask someone where the station is. Mark it on your map.

5. Go to the station. Find the time of the first train to Liverpool in the morning. Write the time down here: ____________________________

6. Ask where the tourist office is. Mark it on your map. How much is a return ticket?

7. Go to the tourist office. Ask where the aquarium is. Mark it on your map. Ask when it opens and closes. Write the times here: ____________________________

1. Ask someone where the tourist office is. Mark it on your map.

2. Go to the tourist office. Ask where the cathedral is. Mark it on your map. Ask when it opens and closes. Write the times here: ____________________________

3. Go to the station. Find the times of the trains to Liverpool. Write the times here: ____________________________

4. Ask someone where the bank is. Mark it on your map.

5. Go to the bank. Change 500 French francs into English pounds. Write down how much you get.

6. Ask someone where the Seaview Hotel is. Mark it on your map.

7. Go to the Seaview Hotel. Book a single room for one night. How much is it?
1 Ask someone where the bank is. Mark it on your map.
2 Go to the bank. Change 23,000 lire into English pounds.
   Write down how much you get.
3 Ask someone where the station is. Mark it on your map.
4 Go to the station. Ask when the first train to Bristol is.
   Write the times here:
   How much is a single ticket?

5 Ask someone where the Seaview Hotel is. Mark it on your map.
6 Go to the Seaview Hotel. Book a double room for one night.
   How much does it cost?
7 Go to the tourist office. Ask where the castle is.
   Mark it on your map. Ask when it opens and closes.
   Write the times here:
   How much do you get?
1 Ask someone where the station is. Mark it on your map.
2 Go to the station. Find the time of the first train to York in the morning.
   Write the time here: ____________________________

How much is a single ticket? ____________________________

3 Ask someone where the tourist office is. Mark it on your map.
4 Go to the tourist office. Ask where the shopping centre is. Mark it on your map. Ask when the shops open and close.
   Write the times here: ____________________________

5 Ask someone where the Seaview Hotel is. Mark it on your map.
6 Go to the Seaview Hotel. Book a single room with a bath for two nights. How much does it cost? ____________________________
7 Go to the bank. Change £50 into German marks. How much do you get? ____________________________
1. Go to the Seaview Hotel. Book a single room for three nights. How much does it cost?
2. Ask someone where the bank is. Mark it on your map.
3. Go to the bank. Change 10,000 pesos into English pounds. How much do you get?
4. Ask someone where the station is. Mark it on your map.
5. Go to the station. Ask the times of trains to Bristol. Write the times here:
6. Ask someone where the tourist office is. Mark it on your map.
7. Go to the tourist office. Ask where the art gallery is. Mark it on your map. Ask when it opens and closes. Write the times here:

1. Ask someone where the tourist office is. Mark it on your map.
2. Go to the tourist office. Ask where the zoo is. Mark it on your map. Ask when it opens and closes. Write the times here:
3. Ask someone where the Seaview Hotel is. Mark it on your map.
4. Go to the Seaview Hotel. Book a double room with a bath for two nights. How much does it cost?
5. Ask someone where the bank is. Mark it on your map.
6. Go to the bank. Change 50 dollars into pounds. How much do you get?
7. Go to the station. Ask the times of trains to Manchester. Write the times here:
   How much is a return ticket?
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</tr>
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<table>
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<td>cycling</td>
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<td>riding</td>
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<table>
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<tr>
<td>football</td>
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<td>tennis</td>
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<td>golf</td>
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<td>riding</td>
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<tr>
<td>cycling</td>
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</table>
A
You live in north-west London.
You work in a supermarket 10 miles away.
The train journey takes 40 minutes.
Your mother works in a hairdresser’s about five miles away.
She goes to work by bus and it takes her about half an hour.
Your father walks to the chemist’s shop where he works.
It’s about a mile and takes him 20 minutes.
Your brother always cycles to work.
He works in a travel agent’s about seven miles away and the journey takes about 45 minutes.

B
You live in the country to the south-west of London.
You work in a café about six miles away.
You drive to work – the journey takes about 25 minutes.
Your father works in a school about a mile away.
He goes to work by bus – it takes 10 minutes.
Your mother works in a hotel.
She walks there every day.
The hotel is a ten-minute walk – about half a mile.
Your sister goes to work by train.
She works in a post-office in London and the 20-mile journey takes about 40 minutes.

C
You live in north-east London.
You work in a library and you go to work by train.
The library is seven miles away and the journey takes 35 minutes.
Your mother works in a shoe shop one mile away.
She walks to work – it takes 20 minutes.
Your father drives to work.
He works in a garage 10 miles away and the journey takes him 40 minutes.
Your brother goes to work by bike.
He works in a bank and the five-mile journey takes him half an hour.

D
You live in south-east London.
Your father works in a factory about a mile from your house.
He always walks to work – it takes him about 15 minutes.
Your mother is a nurse and works in a hospital about four miles away.
She goes to work by car.
The journey takes about 20 minutes.
Your brother goes by motorcycle to the restaurant where he works.
The five-mile journey takes 25 minutes.
And you? You are very lazy – you get a taxi to work every morning! You work in an office half a mile away.
It takes five minutes.
You get up early - at about 7 o'clock and go to bed early - at about 10 o'clock.
You don't smoke or drink.
You like a quiet life. You read a lot but never watch TV.
You play the violin and like classical music. You often play the violin during the day.
You are a very tidy person and clean the house every day.

You get up early and go to bed early. You usually go to bed at about 10.30 pm and get up at about 7 o'clock.
You like eating and drinking and cook a lot of large meals.
You smoke but you want to give it up.
You have an active social life and you go out most evenings.
You like pop music and you play the guitar. You practise a bit during the day.
You are a tidy person and clean the house every day.

You get up late - at about 10 or 11 o'clock and go to bed late - about 1 o'clock or 2 o'clock in the morning.
You are a heavy smoker.
You have a lot of friends and a busy social life. You invite people to your house a lot and often give parties.
You are very untidy and don't clean the house very often.
You love animals and have a cat.

You work at night so you sleep during the day. You go to bed at about 7 o'clock in the morning and usually get up at about 3 o'clock in the afternoon.
You are a heavy smoker.
You have a lot of friends and invite them round in the evenings.
You play the trumpet and belong to a jazz group. You sometimes practise together in the evenings.
You are a tidy person and clean the house every day.

You get up early and go to bed early. You usually get up at about 7.30 and are always in bed by 11 o'clock.
You are a heavy smoker, but you are on a diet so you don't eat very much.
You like a quiet life and you spend a lot of time alone. You often watch TV in the evenings.
You are very untidy - you don't clean the house very often and sometimes you don't wash up for two or three days!

You are a vegetarian and never eat meat.
You work very hard - you write books and work at home. You often work late at night and type until 2 o'clock or 3 o'clock in the morning.
You like a quiet life - you can't work with a lot of people in the house.
You are a heavy smoker.
You are very untidy and never clean the house.
1. You like fresh air and exercise!
   You often go cycling at weekends.
   You play golf on Sundays and you go riding every Saturday afternoon.
   In the summer you also play tennis and go swimming once a week.
   In your holidays you go walking in the mountains.

2. You like adventure!
   You go climbing every summer and skiing every winter.
   You go flying and deep-sea diving at weekends.
   You want to try parachuting!

3. You are very sociable!
   You go dancing every night. You have parties at weekends and you go to the pub three times a week.
   Once a year you go on holiday with friends. You usually go to Spain.

4. You are a very practical person!
   You like making things.
   You cook every day and you often sew or knit in the evenings.
   Your hobby is woodwork and you do this once a week on Wednesday evenings.

5. You are very musical!
   You play the piano and the violin. You practise the piano once a day and the violin twice a day.
   You have piano lessons once a week on Fridays and violin lessons twice a week on Tuesdays and Thursdays.
   You listen to records in the evenings and go to concerts at weekends.

6. You don’t like sport and prefer indoor activities.
   You listen to the radio and read the papers in the morning. In the afternoon you read books and play records.
   You watch TV every evening.
   At weekends you write letters.

7. You are an artistic type!
   You paint and draw very well. You always paint at weekends. You do pottery and sculpture in the evenings.
   You like photography and go to photography classes once a week.
   You go to art exhibitions as often as possible.

8. You like a quiet life!
   You go fishing every afternoon and do yoga once a week – it’s very relaxing.
   Every morning you do some gardening.
   You go walking in the country at weekends.
   You never watch TV, but you read in bed every night.
9 You like fresh air and exercise!
You often go cycling at weekends.
You play golf on Saturdays and you go riding on
Sunday afternoons.
In the summer you play tennis and go swimming
once a week.
In your holidays you go walking in the mountains.

10 You like adventure!
You go climbing at weekends and skiing twice a
year.
You go deep-sea diving in the summer.
You go flying on Wednesday afternoons.
You want to try parachuting!

11 You are very sociable!
You go out to the pub every night and you go
dancing every weekend. You often give parties.
One year you go on holiday to Spain.

12 You are a very practical person! You like making
things.
You cook everyday and you do woodwork in the
afternoons.
You often sew or knit in the evenings too.

13 You are very musical!
You play the violin and guitar. You practise the violin
every morning and the guitar every afternoon. You
have violin lessons once a week and guitar lessons
once a fortnight.
You listen to records in the evenings and often go to
concerts at weekends.

14 You don't like sport and prefer indoor activities.
You read books and play records all day.
In the evenings you write letters and listen to the
radio.
At weekends you watch TV and sometimes go to the
cinema.

15 You are an artistic type!
You paint and draw very well. You always paint in
the evenings after work.
You do a lot of photography at the weekends.
You sometimes go to art exhibitions.

16 You like a quiet life!
You do yoga every day and go fishing at the
weekends— it's very relaxing!
You do some gardening in the afternoons.
You go walking in the country at weekends.
You sometimes watch TV in the evening but you
usually read or listen to music.
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<tr>
<td>watches TV every evening</td>
<td>watches TV every evening</td>
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<tr>
<td>paints at weekends</td>
<td>paints at weekends</td>
</tr>
<tr>
<td>reads in bed every night</td>
<td>reads in bed every night</td>
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<tr>
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<td>goes skiing once a year</td>
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<tr>
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<td>goes to the pub three times a week</td>
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<tr>
<td>does woodwork on Wednesday evenings</td>
<td>does woodwork on Wednesday evenings</td>
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<tr>
<td>practises the violin twice a day</td>
<td>practises the violin twice a day</td>
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<tr>
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<td>watches TV every evening</td>
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<tr>
<td>paints at weekends</td>
<td>paints at weekends</td>
</tr>
<tr>
<td>reads in bed every night</td>
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<tr>
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### Student A

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<td>Dinner with</td>
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<tr>
<td>Sue and John</td>
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### Student B

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<tr>
<td>with Dave</td>
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</tr>
<tr>
<td>Tuesday</td>
<td>Saturday</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Sunday</td>
</tr>
<tr>
<td>Meet Sue for a</td>
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<td>drink: 6.30 pm.</td>
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<tr>
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<tr>
<td>Monday</td>
<td>Friday</td>
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<td>-----------------</td>
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<td>Tuesday</td>
<td>Saturday</td>
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<td>Wednesday</td>
<td>Sunday</td>
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<tr>
<td>Thursday</td>
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</tr>
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</table>
1. It's a sunny afternoon in summer. You want to go out for a drive somewhere. Suggest a place to go.

2. You all get in the car – but it won’t start. Suggest a sport instead.

3. You go out of the house and it starts raining. Go back in and suggest an indoor activity.

4. You've been playing cards for an hour now and you're bored. Suggest going into town.

5. You look in the paper - the film started an hour ago. Suggest visiting someone.

6. It's stopped raining – the sun is coming out!

---

**28 SUNDAY AFTERNOON (Role-cards)**

**A**

You would like to:
- visit the castle
- go for a picnic in the country
- go to the seaside
- go cycling
- play tennis
- watch TV
- play chess
- listen to music
- play cards
- go bowling
- go to the cinema
- visit John and Anne

You do NOT want to:
- go to the zoo
- go sailing
- listen to the radio
- read
- go to the museum
- go to the art gallery
- visit Auntie Lil

**B**

You would like to:
- go to the zoo
- go for a picnic in the country
- go to the seaside
- go cycling
- go riding
- play tennis
- play chess
- listen to the radio
- read the papers
- play cards
- go to the cinema
- visit John and Anne

You do NOT want to:
- visit the castle
- go cycling
- listen to records
- watch TV
- go skating
- visit Auntie Lil

**C**

You would like to:
- go to the zoo
- go for a picnic in the country
- go to the seaside
- go riding
- go sailing
- play tennis
- go bowling
- listen to the radio
- listen to music
- read the papers
- play cards
- go to the museum
- go to the art gallery
- go to see a film

You do NOT want to:
- visit the castle
- go cycling
- play chess
- watch TV
- go bowling
- go to see a film
- visit Auntie Lil or John and Anne

**D**

You would like to:
- go to the zoo
- visit the castle
- go to the seaside
- go cycling
- go sailing
- play tennis
- watch TV
- listen to records
- read the papers
- play cards
- go skating
- go to the art gallery
- go to the museum
- visit Auntie Lil

You do NOT want to:
- go for a picnic in the country
- go riding
- play chess
- go bowling
- visit John and Anne
<table>
<thead>
<tr>
<th>Job</th>
<th>Skills required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Teacher</td>
<td>swim, swim, swim, type, speak French, sing, play the piano</td>
</tr>
<tr>
<td>Au Pair</td>
<td>must be able to: speak German, cook, ride, sew</td>
</tr>
<tr>
<td>Secretary</td>
<td>must be able to: type, take shorthand, speak French and German</td>
</tr>
<tr>
<td>Journalist</td>
<td>must be able to: drive, take shorthand, type, speak French and English</td>
</tr>
<tr>
<td>Sports Instructor</td>
<td>must be able to: ride, play tennis, swim, ski</td>
</tr>
<tr>
<td>Art and Music Teacher</td>
<td>must be able to: sing, read music, draw and paint, play the piano and violin</td>
</tr>
</tbody>
</table>
DO ME A FAVOUR
<table>
<thead>
<tr>
<th>Rules</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>No animals</td>
<td>Tenants may not use the telephone or the kitchen</td>
</tr>
<tr>
<td>No alcohol in the house</td>
<td>No record players or radios</td>
</tr>
<tr>
<td>No pictures on the walls</td>
<td>No pictures on the walls</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rules</th>
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<tbody>
<tr>
<td>No smoking</td>
<td>Tenants must keep their rooms tidy</td>
</tr>
<tr>
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<td>No record players or radios</td>
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<thead>
<tr>
<th>Rules</th>
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<tbody>
<tr>
<td>No loud music</td>
<td>Tenants must not use the kitchen</td>
</tr>
<tr>
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<td>No record players or radios</td>
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<td>No visitors</td>
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</tr>
<tr>
<td>You want to:</td>
<td>You want to:</td>
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<tr>
<td>--------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>play your records</td>
<td>play your records</td>
</tr>
<tr>
<td>use the kitchen</td>
<td>smoke</td>
</tr>
<tr>
<td>use the telephone</td>
<td>invite your friends round</td>
</tr>
<tr>
<td>smoke</td>
<td>bring your cat</td>
</tr>
<tr>
<td>have visitors</td>
<td>put pictures on the walls</td>
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<td>use the telephone</td>
</tr>
<tr>
<td>invite your friends round</td>
<td>smoke</td>
</tr>
<tr>
<td>bring your cat</td>
<td>bring your cat</td>
</tr>
<tr>
<td>put pictures on the walls</td>
<td>invite your friends round</td>
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</tr>
<tr>
<td>smoke</td>
<td>use the telephone</td>
</tr>
<tr>
<td>have visitors</td>
<td>smoke</td>
</tr>
<tr>
<td>bring your dog</td>
<td>bring your cat</td>
</tr>
<tr>
<td>put pictures on the walls</td>
<td>put pictures on the walls</td>
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<thead>
<tr>
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<tr>
<td>cook your own meals</td>
<td>use the kitchen</td>
</tr>
<tr>
<td>put pictures on the walls</td>
<td>use the telephone</td>
</tr>
<tr>
<td>smoke</td>
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<td>play your records</td>
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<tr>
<td>bring your cat</td>
<td>bring your canary</td>
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<tr>
<td>put pictures on the walls</td>
<td>put pictures on the walls</td>
</tr>
<tr>
<td>Source</td>
<td>Positive</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Elizabeth Taylor</td>
<td>beautiful</td>
</tr>
<tr>
<td>Robert Redford</td>
<td>ugly</td>
</tr>
<tr>
<td>Horror films</td>
<td>frightening</td>
</tr>
<tr>
<td>Television</td>
<td>boring</td>
</tr>
<tr>
<td>Smoking</td>
<td>a bad habit</td>
</tr>
<tr>
<td>Chinese food</td>
<td>delicious</td>
</tr>
<tr>
<td>Modern art</td>
<td>rubbish</td>
</tr>
<tr>
<td>Space exploration</td>
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<thead>
<tr>
<th>Source</th>
<th>Positive</th>
<th>Negative</th>
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</thead>
<tbody>
<tr>
<td>Elizabeth Taylor</td>
<td>attractive</td>
<td>awful</td>
</tr>
<tr>
<td>Robert Redford</td>
<td>hardtame</td>
<td>a good actor</td>
</tr>
<tr>
<td>Horror films</td>
<td>exciting</td>
<td>frightening</td>
</tr>
<tr>
<td>Television</td>
<td>a waste of time</td>
<td>boring</td>
</tr>
<tr>
<td>Smoking</td>
<td>enjoyable</td>
<td>boring</td>
</tr>
<tr>
<td>Chinese food</td>
<td>horrible</td>
<td>a bad habit</td>
</tr>
<tr>
<td>Modern art</td>
<td>difficult</td>
<td>horrible</td>
</tr>
<tr>
<td>Space exploration</td>
<td>exciting</td>
<td>a waste of money</td>
</tr>
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<th>Source</th>
<th>Positive</th>
<th>Negative</th>
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<tbody>
<tr>
<td>Elizabeth Taylor</td>
<td>sexy</td>
<td>beautiful</td>
</tr>
<tr>
<td>Robert Redford</td>
<td>nice</td>
<td>ugly</td>
</tr>
<tr>
<td>Horror films</td>
<td>silly</td>
<td>frightening</td>
</tr>
<tr>
<td>Television</td>
<td>interesting</td>
<td>boring</td>
</tr>
<tr>
<td>Smoking</td>
<td>a waste of money</td>
<td>smoking</td>
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<tr>
<td>Chinese food</td>
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<tr>
<td>Modern art</td>
<td>fantastic</td>
<td>delicious</td>
</tr>
<tr>
<td>Space exploration</td>
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<td>a waste of money</td>
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<tbody>
<tr>
<td>Elizabeth Taylor</td>
<td>a good actress</td>
<td>attractive</td>
</tr>
<tr>
<td>Robert Redford</td>
<td>sexy</td>
<td>handsome</td>
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<tr>
<td>Horror films</td>
<td>boring</td>
<td>exciting</td>
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<td>Television</td>
<td>a waste of time</td>
<td>a waste of time</td>
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<td>Smoking</td>
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<td>enjoyable</td>
</tr>
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<td>delicious</td>
<td>fantastic</td>
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<td>interesting</td>
</tr>
<tr>
<td>Space exploration</td>
<td>fantastic</td>
<td>wonderful</td>
</tr>
</tbody>
</table>
No 1
Four girls share a house at number 1.
They are all doing different things.
Sally is writing a letter in her bedroom.
Sue is eating an egg for tea.
Sarah is painting the living room.
Sandra is drinking tea in the kitchen.

No 2
The Smiths live at number 2.
Mr Smith is cleaning his teeth in the bathroom.
Mrs Smith is doing the washing in the kitchen.
Mrs Smith's mother is making the beds upstairs.

No 3
The Browns live at number 3.
Mrs Brown is having a shower.
Mr Brown is answering the phone.
The children are playing cowboys.

No 4
The Greens live at number 4.
Doris and Ken are dancing in the living room.
Two children are fighting in the kitchen.

No 5
The Blacks live at number 5.
John is playing the guitar in the living room.
Lynn is typing upstairs.
John's mother is making tea in the kitchen.

No 6
The Whites live at number 6.
Mr White is getting out of bed. (He works nights.)
Mrs White is cooking the supper.
The children are watching TV.

No 7
The Golds live at number 7.
Mr Gold is drying the dishes.
His mother-in-law is washing up.
His wife is sleeping in front of the television.
Their son is doing his homework and their daughter is crying.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Train to London</td>
</tr>
<tr>
<td>10:30</td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td></td>
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<tr>
<td>1:00</td>
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<td>2:30</td>
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<td>4:30</td>
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<tr>
<td>7:30</td>
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<tr>
<td>10:00</td>
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</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Coffee with James</td>
</tr>
<tr>
<td>11:30</td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
</tr>
<tr>
<td>2:30</td>
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<tr>
<td>4:30</td>
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<td></td>
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<tr>
<td>10:30</td>
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</tr>
<tr>
<td>11:30</td>
<td>Drink with Alan</td>
</tr>
<tr>
<td>1:00</td>
<td></td>
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<tr>
<td>2:30</td>
<td></td>
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<tr>
<td>4:30</td>
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<tr>
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<td></td>
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<tr>
<td>10:30</td>
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<tr>
<td>11:30</td>
<td>Bank manager</td>
</tr>
<tr>
<td>1:00</td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td></td>
</tr>
<tr>
<td>4:30</td>
<td>Tea with Peter and Ann</td>
</tr>
<tr>
<td>7:30</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
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<tr>
<td>4:30</td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>Theatre, Meet Tom at Red Lion.</td>
</tr>
<tr>
<td>10:00</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Train to Reading</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Monday</td>
<td><strong>Art class 6.30</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Drink (Red Lion) with Pat</td>
</tr>
<tr>
<td>Wednesday</td>
<td>&quot;Star Wars&quot;</td>
</tr>
<tr>
<td>Thursday</td>
<td>Folk club (meet John outside)<strong>6pm</strong></td>
</tr>
<tr>
<td>Friday</td>
<td>Tom's party with John</td>
</tr>
<tr>
<td>Saturday</td>
<td>Tennis club dance</td>
</tr>
<tr>
<td>Sunday</td>
<td>Dinner with Alice and Fete <strong>8pm</strong></td>
</tr>
<tr>
<td>Monday</td>
<td>Yoga <strong>7.30</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Dinner with Mike</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Dentist <strong>2.30</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td>Guitar class <strong>6.30</strong></td>
</tr>
<tr>
<td>Friday</td>
<td>Tom's party (with John)</td>
</tr>
<tr>
<td>Saturday</td>
<td>Dazzler's Disco <strong>8pm</strong></td>
</tr>
<tr>
<td>Sunday</td>
<td>Picnic</td>
</tr>
<tr>
<td>Monday</td>
<td><strong>Guitar class 6.30</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Coffee evening</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Doctors <strong>2pm</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td><strong>Star Wars</strong> <strong>7.30pm</strong></td>
</tr>
<tr>
<td>Friday</td>
<td>Tom's party (with John)</td>
</tr>
<tr>
<td>Saturday</td>
<td>Boppers disco (meet John <strong>8.30</strong></td>
</tr>
<tr>
<td>Sunday</td>
<td>Drink with Anna (Black Horse) <strong>7pm</strong></td>
</tr>
<tr>
<td>Monday</td>
<td><strong>Dinner with Sarah</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td><strong>Dinner at Luigi's with John</strong></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Dentist <strong>3pm</strong></td>
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<tr>
<td>Thursday</td>
<td>Drink with Mary (Red Lion) <strong>6.30</strong></td>
</tr>
<tr>
<td>Friday</td>
<td>Tom's party - meet John <strong>7.30</strong></td>
</tr>
<tr>
<td>Saturday</td>
<td>Drink with Sue</td>
</tr>
<tr>
<td>Sunday</td>
<td>Folk club</td>
</tr>
<tr>
<td>Monday</td>
<td>Meet Sue (Red Lion) <strong>7pm</strong></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Pottery class - <strong>6.30</strong></td>
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<tr>
<td>Wednesday</td>
<td>Dentist <strong>2pm</strong></td>
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<tr>
<td>Thursday</td>
<td>Guitar lesson <strong>6.30</strong></td>
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<tr>
<td>Friday</td>
<td>Tom's party (with John)</td>
</tr>
<tr>
<td>Saturday</td>
<td>Tennis club dance</td>
</tr>
<tr>
<td>Sunday</td>
<td>Dinner with John</td>
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<tr>
<td>Monday</td>
<td><strong>Star Wars</strong> <strong>7pm</strong> (Odeon Cinema)</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Luigi's <strong>8pm</strong></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Red Lion <strong>6.30pm</strong></td>
</tr>
<tr>
<td>Thursday</td>
<td><strong>Folk club</strong></td>
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<td>Tom's party</td>
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<tr>
<td>Saturday</td>
<td>Boppers disco <strong>8.30</strong></td>
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<tr>
<td>Sunday</td>
<td>Dinner</td>
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<tr>
<td><strong>Monday</strong></td>
<td><strong>Star Wars 7:30 (Odeon)</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Luigi's 8:30</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Drink with Pete - Crown Hotel 7:30</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>6pm meet Tony outside White Swan</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Tom's party</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>Dazzlers disco 8:30</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>Drink with Bill - Black Horse 6:30</td>
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<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Dinner with Pat and Chris</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Luigi's 7:30 pm</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>6:30 pm drink with Sue - Tony's Arms</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>6pm meet Chris at coach station</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Tom's party</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>Dazzlers disco 8 pm</td>
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<tr>
<td><strong>Sunday</strong></td>
<td>Star Wars (Odeon)</td>
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<td><strong>Star Wars - 7:30 (Odeon)</strong></td>
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<td><strong>Tuesday</strong></td>
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<tr>
<td><strong>Wednesday</strong></td>
<td>Drink with Pete - Crown Hotel 7:30</td>
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<tr>
<td><strong>Thursday</strong></td>
<td>6pm meet Sarah outside Jones's</td>
</tr>
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<td><strong>Friday</strong></td>
<td>Tom's party</td>
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<tr>
<td><strong>Saturday</strong></td>
<td>Boppers disco</td>
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<td>Folk Club</td>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Dinner with Alex + Jeff</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Luigi's 5 - 3 pm</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Drink with Sue - Tony's Arms 6:30</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>6pm meet Steve at station 6pm</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Tom's party</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>Dazzlers disco 8 pm</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>Star Wars 7:30</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Star Wars 7:30 (Odeon)</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Luigi's</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Meet Bob - White Swan 7:30</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>6pm meet Tony outside White Swan</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Tom's party</td>
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<tr>
<td><strong>Saturday</strong></td>
<td>Dazzlers disco 8:30</td>
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<tr>
<td><strong>Sunday</strong></td>
<td>Dinner with Mary and Olive</td>
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<thead>
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<th>Event</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Dinner with Mike + Sally</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Luigi's 9 pm</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Drink with Sue - Radham's 6:30</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>6pm meet Susan at station Tom's party</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Tom's party</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>Disco 8 pm</td>
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<tr>
<td><strong>Sunday</strong></td>
<td>Star Wars 7:30 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Jill Concert</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Luigi's</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Meet Tom - Kings Head 6:30</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>6pm meet David in Red Lion</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Tom's party</td>
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<tr>
<td><strong>Saturday</strong></td>
<td>Bopper's disco 8:30</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>Star Wars 7:30 (Odeon)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td><strong>Monday</strong></td>
<td><strong>Star Wars Odeon 7:30</strong></td>
</tr>
<tr>
<td><strong>Tuesday</strong></td>
<td>Luigi's 8:30 pm</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>Black Horse - 8 pm</td>
</tr>
<tr>
<td><strong>Thursday</strong></td>
<td>6pm meet Bob outside college</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>Tom's party</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>Disco 8 pm</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>Dinner with Mary</td>
</tr>
</tbody>
</table>
1. Find out the answers to these questions. Ask other people if they are seeing John next week.
   When is John going to the cinema?
   Who is he going with?
   Who is he taking to Luigi’s restaurant on Tuesday?
   What is he doing on Thursday?
   Who is he meeting at 8 o’clock?
   Who is going out for a drink with John on Wednesday?
   Who is he taking to the party on Friday?
   What is he doing on Sunday evening?
   Who is he taking to the disco on Saturday?

2. Fill in John’s diary for next week.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
</table>

3. Which student is John?

4. What is happening on Friday?
   Who is going to get a surprise?
1. Find out the answers to these questions. Ask other people if they saw John last week.
   - When did John go to the cinema?
   - Who did he go with?
   - Who did he take to Luigi’s restaurant on Tuesday?
   - What did he do on Thursday?
   - Who did he meet at 6 o’clock?
   - Who went out for a drink with John on Wednesday?
   - Who did he take to the party on Friday?
   - What did he do on Sunday evening?
   - Who did he take to the disco on Saturday?

2. Fill in John’s diary for last week:

   Monday
   Tuesday
   Wednesday
   Thursday
   Friday
   Saturday
   Sunday

3. Which student is John?

4. What happened on Friday? Who got a surprise?
5

Time zones

RULES
1. Play this game in groups of three or four.
2. There are two sets of cards: time cards (with pictures) and information cards (with words).
3. Put the time cards face down in the middle of the table.
4. Take one information card each. If there are only three people in your group, put the fourth card on the table so everyone can see it.
5. Player 1 starts. Take a time card from the pile.
6. This card shows the time in one of the five towns.
7. Tell the other players the time. Say, "It's... o'clock in..."
8. Then ask the time in the other towns. Ask the other players, "What's the time in...?"
9. Draw in the time on the clock face.
10. Then it is the next player's turn.

10

Shopping around

RULES
1. Play this game in groups of three or four.
2. Take one shopping list and one price list each.
3. You must find the cheapest place to buy each thing on your list.
4. Player 1 must start. Ask the others, "How much is...?" Find the cheapest place. Write the price down on your list.
5. Then it is the next player's turn. Go round the group.
6. At the end, add up the total. Who spent the most and the least on shopping?

17

Getting there on time

RULES
1. Work together in your groups.
2. Each take a card from the pile.
3. Read the card and go to the bus station, airport or railway station to ask about times. Ask, "To there a...?"

<table>
<thead>
<tr>
<th>To there</th>
<th>bus / train / plane</th>
<th>from</th>
<th>on / in the day</th>
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<tbody>
<tr>
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</table>

4. When you have found the right answer, go back to your group and write the answer on the answer sheet.
5. Then take another card.
Sunday afternoon

RULES

1. Play this game in groups of three or four.
2. There are two sets of cards: role-cards (A, B, C and D) and situation cards (1, 2, 3, 4, 5 and 6). Take one role-card each and place the situation cards (in order) in a pile in the middle of the table.
3. Imagine you are a family of three or four people. It is Sunday afternoon. You are all sitting at home and feeling bored. Read your role-card. There is a list of things you would like to do and things you don’t want to do.
4. Now turn up card number 1. Read it.
5. Make suggestions of things to do. Use the ideas on your role-card.
6. When you all agree on something to do, turn up card number 2. Read that and...
7. ...start again.

Do me a favour

RULES

1. Deal eight cards to each player.
2. The rest of the cards face down in a pile in the middle.
3. Look at your cards. They have a question mark or a tick. In the corner cards are request cards, cards are reply cards. If you have two that match, throw them away.
4. Now begin the game.
5. Player number 1 chooses a card and asks any other player to do what is shown on the card, for example, Lili, can/could you open the door, please?
6. If Lili has a corresponding card, she must give it to the first player and say, Yes, of course or Sure, or OK. The first player can then throw both cards away and have another turn.
7. If Lili hasn’t got the right card, she must make an excuse and say, for example, I’m sorry. I’m busy at the moment or Sorry, I can’t, I’m going out. Then the first player must pick up a card from the pile.
8. Then it is the second player’s turn...
9. The first player to finish all of his/her cards is the winner.

Feelings

RULES

1. Play this game in pairs.
2. Sit facing each other across a table.
3. Put a book between you so that you cannot see what the other person is doing.
4. Player 1 must choose 12 pictures and arrange them in any order on the frame.
5. He/She must then describe the pictures to the other player. Say, He looks angry or She looks sad, etc.
6. Player 2 must arrange the pictures in the same order as player 1. You can ask questions, for example, Does he look tired? etc.

How does it feel?

RULES

1. Play this game in pairs.
2. Sit facing each other across a table.
3. Put a book between you so that you cannot see what the other person is doing.
4. Player 1 must choose 12 pictures and arrange them in any order on the frame.
5. Player 1 then describes the pictures to player 2. Do not say the names of the objects. Say, It looks/ feels/tastes/smells...
6. Player 2 must arrange the pictures in the same order. You can ask questions, for example. What does it feel like? Does it taste sweet?
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Note that the numbers refer to the games.

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Note that this index deals with lexical areas, rather than specific items of vocabulary.
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