Instant Lessons 3
Advanced

Deirdre Howard-Williams
Mary Tomalin
Peter Watcyn-Jones
Edward Woods

Series Editor
Peter Watcyn-Jones

PENGUIN ENGLISH PHOTOCOPIABLES
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PENGUIN ENGLISH
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Introduction

Instant Lessons 3 Advanced is the third in a new series of photocopiable resource books for teachers and contains forty complete lessons for practising reading, writing, grammar and vocabulary. It is aimed at busy teachers who need an 'instant' or ready-made lesson. Although it is intended primarily for teachers new to the profession and for non-native-speaking teachers, even the more experienced teacher should find a lot that is useful in the book.

Each activity contains material to be photocopied, usually one sheet or two, and clear step-by-step instructions to the teacher on preparation and organization. Instant Lessons 3 Advanced can be used with adults and teenagers at all levels and in all different classes to give extra practice in reading, writing, grammar and vocabulary in a fun and stimulating way.

Most of the lessons involve the students working in pairs or in small groups, which is an excellent way of making the learning process more dynamic and enjoyable.

Instant Lessons 3 Advanced is not meant to replace a coursebook but is intended as a useful resource book to complement any existing coursebook at this level. The teacher can simply pick and choose from it according to how useful and interesting a particular lesson is to his/her class.

How to use this book

Instant Lessons 3 Advanced contains forty lessons altogether. These are divided into four main sections:

Reading
Writing
Grammar
Vocabulary

With ten lessons per section.

Each lesson is complete in itself and consists of teacher's notes, an answer key (where appropriate) and one or more handouts. Each lesson is intended to take from 50 to 55 minutes and the very detailed teacher's notes give clear guidance on how many minutes each part of the lesson might take. The teacher's notes are deliberately placed together with the handouts and, where possible, as a two-page spread - again to make the book 'user-friendly' and easy to teach from.

Choosing a lesson for your class

Lesson type
The Teacher's Notes for each lesson show at a glance the main teaching point of the lesson, making it a fairly easy task to find a suitable lesson to use quickly. The lessons are all at advanced level and do not need to be done in sequence as each lesson is complete in itself.

Preparing the activity before the lesson
The Teacher's Notes to each activity have a special section called Preparation. This section tells you exactly what you need to do before the class starts, e.g. how many pages to photocopy, how many copies are needed and if the copies need to be cut up in any way.

Organizing the classroom

Lesson plan
The Teacher's Notes for each lesson in Instant Lessons 3 Advanced are divided into four main parts:

Introduction
Presentation
Practice
Conclusion

In addition, there is often a section at the end with suggestions for homework.

Introduction
The Teacher's Notes start with suggestions as to how to introduce each activity. It is usually short – no more than five minutes.

Presentation
This is where the main teaching point is presented. It is nearly always teacher-led. It varies in length between 15–20 minutes.

Practice
This is always student-centred and it is where the students get a chance to practise (where possible in a communicative way) what they have been taught in the previous section. Students normally work in pairs or groups. This is usually the longest part of the lesson (approximately 20–25 minutes).

Conclusion
Like the introduction, each lesson has a short activity (5 minutes) to round it off. It is often used as a quick check to see if the students have assimilated the main points of the lesson.
Pair and Group work
In most lessons students will spend much of their time working in pairs or groups. For this, a certain amount of classroom reorganization may be needed.

Where possible, rearrange the classroom slightly to make it easier for students to work in pairs or groups without disturbing others. Where this is not possible, students doing pairwork should work with the person sitting beside them or the person in front or behind (they just need to turn round). For group work, two students can easily turn their chairs round to face two others behind them. When you have an uneven number of students, most pair activities can be done by three people (if necessary, two students against one).

As far as possible, vary the pairs and groups so that students do not always work with the same people. It can sometimes be useful, for example, to mix stronger and weaker students in a small group so that they can help one another.

The enormous advantage of working in pairs and groups is that it gives everyone a chance to speak and in a non-threatening environment, i.e. with a fellow-student rather than in front of the teacher and the whole class. Students will learn from one another in a natural way that approximates more to the world outside and gets away from some of the constraints of the classroom. If this type of activity is new to them, it is useful to explain its advantages and to encourage them to take full advantage by participating as much as they can and sticking strictly to English!

The role of the teacher while this is going on is to facilitate communication by walking round the classroom, pausing briefly beside each pair/group. If all is going well, just encourage and move on. If things are not going so well, offer help and encouragement as needed to get students working well together.

While walking round, it is useful to have a small notebook or piece of paper on which you note down any common problems or persistent mistakes you hear. You can discuss these with the whole class during the feedback session. It is usually better to avoid saying who made each mistake as this can have a discouraging effect!

A note about photocopying
Since this is a photocopiable book with each activity containing one or more handouts, it may be worth looking at ways of reducing the costs – both in terms of time and money. The material to be photocopied can be divided into two types: (a) handouts which the students write on, and (b) material which the students use but do not write on. Of the latter, some are cut up into cards.

For sheets that can be re-used, wherever possible try mounting them on cards and protecting them either by laminating them or (a cheaper solution) by keeping them in clear plastic folders. The extra initial effort will certainly pay off as subsequent photocopying costs and time will be greatly reduced.
Reading: Lessons 1–10

1 The story of Frankenstein

Aim To understand an account of how a famous novel was written.
Preparation Copy the handouts on pages 7 and 9 – one copy per student.

Introduction (5 minutes)
Ask students to look at the photograph on page 7. Ask them: What do you know about this monster? If students know nothing, ask them to describe the monster. (The photograph shows Boris Karloff as the monster in the 1931 film Frankenstein.) Then ask students: What is the connection between the woman in picture 2 and the monster in picture 1? Elicit answers. (The woman is Mary Shelley, who wrote the book Frankenstein. Read Activities B and D for more about the monster and Mary Shelley.)

Presentation (15 minutes)
Activity A In this activity, students have to arrange the sections a, b, c, d, in the right order to tell a story. Students can work in groups of four. Cut the story into four sections, a, b, c, d and give one to each member of a group. Each student reads his/her section. S/he must not show his/her section to the other students. Then, as a group, students have to put the story together. They do this by telling each other about their sections or they can read them aloud to the rest of the group if they wish. Alternatively, students can do the activity in pairs. In this case, give one student sections a and d and give the other student sections b and c. If you don’t wish to cut the story up, students can simply look at Activity A, and do it from the page. But the group activity is probably the most useful, as students have to communicate with each other. Check answers orally, giving explanations where necessary.

(continued on page 8)

Key
A  b, d, a, c.

(continued on page 8)
A Put the paragraphs in the correct order.

"Horror-stricken, the student rushed away from his handiwork. He hoped that the spark of life he had given the creature would fade and the creature would become lifeless once more... The student slept. But when he woke, the horrid thing was at his bedside, opening his curtains and looking at him with yellow, watery, wondering eyes."

"I opened my eyes in terror. Try as I might, I could not rid myself of the image of that terrible creature. 'I must try to think of something else,' I told myself. My thoughts returned to the ghost story I was trying to write. Suddenly the idea came to me: What terrified me will terrify others – I need only describe the ghost that haunted my midnight vision." Mary began her story the next day, and Frankenstein, the story of a monster created by a student, was published two years later in 1818. At least six films have been made of this famous story.

In the summer of 1816, a precocious eighteen year-old English girl called Mary Godwin travelled to Switzerland with her half-sister and a young poet called Percy Bysshe Shelley. There they met up with another poet who was already famous, Lord George Byron. They took a villa by Lake Geneva and spent long candlelit evenings speculating on, among other things, life and its origins. One weekend, the group decided that they should all try their hands at writing a ghost story. That Saturday night, Mary Godwin had a terrifying dream.

She wrote in her journal: "When I placed my head on my pillow I did not sleep. My imagination presented me with a succession of extraordinarily vivid images. I saw – with shut eyes – a pale student kneeling beside the thing he had put together. I saw the hideous monster stretched out on a table. An engine clanked and the monster showed signs of life and stirred."
Practice (30 minutes)
Activities B and C In pairs, students read a copy of the whole text again and answer the questions. Check answers orally, explaining where necessary. Question 5: No, we don’t learn the name of the monster. The student’s name is Frankenstein. The monster has no name. Encourage discussion for question 6. Write new words on the board in sentences.

If short of time
Omit Activity B, question 2 and Activity C or give for homework.
Activity D In pairs, students read the text and answer the questions, using dictionaries where necessary. Check answers orally, explaining where necessary. Check that students understand that mate means partner/wife.
Question 2: Frankenstein destroys his second creation because he is afraid that the two monsters will have children and kill more people. Question 4: Frankenstein goes insane because he has lost his wife. Also, he is crazy with remorse because of what he has created. Question 5: Because he hates Frankenstein for having created him. This is an open answer, as students may not have seen a film version. Students could write the answers to these questions. Correct any serious errors. Write new words on the board in sentences.
Activity E Have a class discussion about this question. Correct any serious errors.

Conclusion (5 minutes)
Activity F Students act out the conversation in pairs. Correct any serious errors. Omit this if you are short of time.

Homework
Students write an answer to Activity E.

Key
B 1 a clank, a loud sound made by pieces of metal moving or hitting each other, b stir, to move slightly, c try as I might, although I tried as hard as I could, d handiwork, the thing he had created, e precocious, we say this about a child or young person who develops special abilities earlier than is usually the case.
2 He is hideous with yellow watery eyes. Mary uses the words thing, creature, ghost.
3 They had been speculating about the origins of life. Also, they were each trying to write a ghost story.
4 Twenty.
5 No. The name of the student is Frankenstein. The monster has no name.
6 Open answer. Example: I’m surprised that Mary Shelley was so young when she wrote Frankenstein. And I think the story of her ‘vision’ is very interesting and strange.
C Suggested ways of rewriting sentences:
1 Horrified, the student ran away from his creation.
2 I tried very hard but could not get the monster out of my mind.
3 I only need to describe the monster in my vision.
4 One vivid picture after another came into my mind.
D The answers to questions 1 and 3 are in the text. The answers to questions 2, 4 and 5 are suggestions as students may not have seen the film or read the book.
1 Because he is desperately lonely.
2 Because he is afraid that the two monsters will have children and kill more people.
3 He does it in revenge because Frankenstein killed his mate.
4 Frankenstein goes insane because he has lost his wife. Also, he is crazy with remorse because of what he has created.
5 Because he hates Frankenstein for creating him.
E Open answer.
F Open answer.
1 The story of Frankenstein (continued)

B Work in pairs. Read the text again in the correct order and answer the questions.
   1 Guess the meaning of these words and phrases:
      a clank
      b stir
      c Try as I might
      d handiwork
      e precocious
   2 Describe the monster. What other words does Mary use for him?
   3 Why do you think Mary dreamt about the monster?
   4 How old was Mary when Frankenstein was published?
   5 Do we learn the name of the monster?
   6 Say what interests or surprises you about this true story.

C Rewrite these sentences more simply.
   1 Horror-stricken, the student rushed away from his handiwork.
   2 Try as I might, I could not rid myself of the image of that terrible creature.
   3 I need only describe the ghost that haunted my midnight vision.
   4 My imagination presented me with a succession of extraordinarily vivid images.

D Work in pairs. Read the continuation of the story of Frankenstein and then answer the questions.

   The superhumanly strong and hideous monster terrifies everyone he meets. Desperately lonely, he begs Frankenstein to create a mate for him. Frankenstein starts to do this but then destroys this second creation. In revenge, the creature kills Frankenstein’s bride. Frankenstein goes insane but recovers and decides to destroy the monster. After a chase across the world, they meet at the Arctic. The monster kills Frankenstein and disappears into the ice.

   1 Why does the monster want a mate?
   2 Why do you think Frankenstein destroys his second creation?
   3 Why does the monster kill Frankenstein’s bride?
   4 Why does Frankenstein go insane?
   5 Why do you think the monster kills Frankenstein?


F In pairs, act out the conversation between Mary and Shelley when she tells him about the ‘vision’ she had.
# 2 A traveller’s tales

| **Aim** | To identify places around the world from descriptions and from textual clues. |
| **Preparation** | Copy the handouts on pages 11 and 13 – one copy per student. |

## Introduction [5 minutes]

Ask students: *What is an e-mail? Do you ever send e-mails?* Elicit answers from them. (An e-mail is a message sent from one computer to another using the Internet.) Then write the names of these animals on the board: *anaconda, hippopotamus, kangaroo, bear.* Check that students understand the meaning of the words and ask them what they know about these animals.

## Presentation [15 minutes]

**Activity**

A Pre-teach the words *canoe* and *capsize.* Working in pairs, students read the four e-mails and say which country they think James is in when he writes each one. Ask students how they know this. Tell students to use their dictionaries only when really necessary. Check answers orally, pointing out the sentences that give us the answers (see Key). E-mail b: Explain to students that the *bush* (line 2) is the wild area of Australia where very few people live.

(continued on page 12)

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### Key

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<th>A</th>
<th>James says he is in Manaus, a town on a river in the middle of the jungle. We can guess he is in Brazil because he goes to the home of a Brazilian, he talks about the jungle, a dangerous river and anacondas. This suggests Brazil. The dangerous river is probably the Amazon.</th>
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<td>b</td>
<td>James talks about kangaroos and you only find kangaroos in Australia so he must be in Australia. More exactly, he says he is in a small town called Bourke, about 625 kilometres from the eastern coast of Australia.</td>
</tr>
<tr>
<td>c</td>
<td>James tells us that he is near Lake Victoria, which is in Kenya, in Africa. Also, he talks about a hippopotamus, which is an African animal.</td>
</tr>
<tr>
<td>d</td>
<td>James tells us he is six hours away by car from Washington, on the east coast of the USA. He says he is just outside a forest.</td>
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(continued on page 12)
2 A traveller’s tales

A

Read these four e-mails from James, a young man who is travelling round the world. Say which country he is in when he writes each e-mail and give reasons for your answers. Can you say more precisely where he is in each e-mail?

a

Dear Mum and Dad,

Well, here I am in Manaus, in the heart of jungle. I’m e-mailing this to you from the home of a rather wealthy Brazilian who I happened to meet up with a couple of hours ago. I’m feeling pleased with myself, having travelled a hundred miles up the river in a canoe. It was fun! There were problems though – every time the canoe capsized, we got covered in leeches! The only way to get the horrid things off was to burn them off with a cigarette lighter. Then there was the time I reached up to a branch to pull myself out of the water and put my hand on a twenty-foot anaconda! We got out of these at the speed of lightning, I can tell you! Incidentally, I need some dough, could you send £200 fast to the Manaus Central Bank? Thanks.

Love you and miss you.

James

b

Dear Mum and Dad,

This e-mail reaches you from Bourke, a small town about 625 kilometres inland from the eastern coast. I walked here today, having slept alone in the bush for the last two weeks. It was great. Kangaroos would go leaping past me as if I was a plant or a tree. But I had a terrifying experience early this morning. I was walking along, not thinking of anything very much, when I looked down and saw at my feet a huge brown snake curled up in the sun. It reared up and tried to bite me but hit my boots instead! I’ve never run so fast in my life. In fact, I ran all the way to Bourke, where I am now. The locals tell me that I met a taipan, one of the world’s deadliest snakes. By the way, please send some money.

Love, James

c

Dear Mum and Dad,

It’s scorching out here. I can hardly breathe with the heat, even though Lake Victoria is only a few miles away. But here’s my e-mail anyway. I’m lucky to be alive, as I was charged by a hippopotamus a few days ago. Did you know that those huge, ugly beasts are the most dangerous animals in the world? It’s no use pointing a gun at them as the bullets just bounce off. The only reason I’m alive is that I managed to pull myself up into a tree just before the monster got to me! I’ve been shaking like a leaf ever since! Oh, before I forget, could you send a couple of hundred? I’m broke.

Love, James

d

Dear Mum and Dad,

I’ve just emerged from the forest after three weeks of camping in the wild – wonderful! There were only a few frightening moments – like when we came face to face with a bear. The advice we’d been given was to lie down on the ground and ‘play dead’. We did this, but it was pretty scary, I can tell you. Thank God, the bear went away – very slowly, growling all the time. From here, Washington is only six hours away by car, but it feels like we’re on the other side of the planet. I’ve no dough left. Could you send some? Thanks.

Love, James
**Practice (30 minutes)**

Activity B Students answer the questions in pairs. Tell them to follow this procedure:
1. Read the text, using a dictionary where necessary.
2. Read the first question. Look through the text for the answer. Do the same with each of the other questions. Write new words on the board in sentences.
3. Activity C Students answer these questions in pairs. Check answers orally, explaining where necessary. Correct any serious errors. You may want to write correct answers up on the board.
   - If you wish, students could write answers to this activity. Alternatively, they could write answers for homework. Question 5: Check that students understand the word ‘slang’. Questions 6 and 7: Encourage discussion.
   - Activity D Students read and answer the questions in pairs. Check answers orally, explaining where necessary. Encourage discussion about the last question.

**If short of time**

Omit Activity D or give it for homework.

**Conclusion (5 minutes)**

Activity E Walk round and check students’ answers. Ask one or two students to read out what they have written.

**Homework**

Students write an e-mail similar to the ones in Activity A.

---

**Key**

- **B**
  1. E-mails b and c. In e-mail d, the bear did not actually attack James and his friend.
  2. E-mail c. in e-mail a, James did not climb into the tree.
  3. E-mails a and b.
  4. E-mail a.
  5. E-mail a (We got out of there at the speed of lightning) and e-mail b (I've never run so fast in my life).
  6. E-mail d (he 'played dead' = to lie completely still, pretending to be dead).
  7. E-mail a (Manaus) and e-mail b (Bourke).
  8. E-mail b.

- **C**
  1. The taipan is a deadly Australian snake. It is brown and long (huge). It is one of the most dangerous snakes in the world (deadly = causing or likely to cause death).
  2. Leeches are found in tropical rivers. They attach themselves to people. You can burn them off with a cigarette lighter.
  3. Hippopotamuses are the most dangerous animals in the world. They charge at people. Bullets bounce off them.
  4. When you are very frightened. When you are very frightened your body shakes.
  5. When you need to run very fast. Lightning is very fast.
  6. A hippopotamus, a bull, a goat.
  7. The words dosh (e-mail a) and dough (e-mail b) are both slang words for money. I'm broke = I have no money.
  8. Open answer.
  10. D We learn that James' stories about the animals weren't true. He just invented them to frighten his parents. He's done this before. He likes to frighten them. Open answer.
  11. E Open answer.
Work in pairs. Answer the questions.

In which e-mail(s) does James say that...

1. ...he was attacked by a wild animal?
2. ...he climbed into a tree?
3. ...he encountered a snake?
4. ...he fell into water?
5. ...he had to get away very fast?
6. ...he had to stay still in order to save himself?
7. ...he is in a town or village?
8. ...an animal attacked him early in the morning?

In pairs, answer these questions.

1. What have you learnt about these creatures?
   a. taipans
   b. leeches
   c. hippopotamuses
2. When would you ‘shake like a leaf’?
3. When would you ‘move at the speed of lightning’?
4. Name two animals that might charge you.
5. Which two slang words does James use when he talks about money?
7. Do you think his parents should send him money? Say why/why not.

Read James’ last e-mail and, in pairs, answer the questions.

1. What do we learn about James’ ‘scary’ e-mails?

Write one or two sentences in answer to these questions.

How would you feel if your son sent you e-mails like this? What would you do?
3 Twentieth century achievements

**Aim**
To read about scientific achievements and to put them in rank order.

**Preparation**
Copy the handouts on pages 15 and 17 – one copy per student.

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**Introduction (5 minutes)**

Ask students: What do you think was man’s greatest achievement in the twentieth century? Check that students understand the word achievement and can use the words man or mankind correctly.

**Presentation (15 minutes)**

**Activity A** Pre-teach the words: atom, technology, gene (gene = the part of a cell that controls our inherited characteristics, for example, eye colour). Students read the list of Twentieth Century Achievements, using their dictionaries where necessary, and then do questions 1 and 2. In question 1, ask students to try and guess the meaning of these words without using their dictionaries. Then check answers orally, explaining where necessary. Ask them: Do you know the English word for any other organs in the body? (brain, lungs, stomach, pancreas, liver, intestines, sexual organs). Check answers to question 2 orally, explaining where necessary and making sure that students understand the phrases in the box. An assembly line is a sequence of machines and workers assembling something, e.g. a car, on a moving ‘belt’ in a factory.

**Practice (30 minutes)**

**Activity B** In pairs, students order the items on the list according to how important and useful they think the achievements are. Give students about seven minutes to do this and then elicit answers from some pairs. This will provoke class discussion. Correct any serious errors. Remind students not to use the because they are talking generally. Example: I think the discovery of antibiotics is the most important achievement. I think ‘c’ is the most important achievement. It has completely changed the way we live and think. Mention that we do say: The Internet, the assembly line. Write new words in sentences on the board.

(continued on page 16)
3 Twentieth century achievements

A 1 Work in pairs. Read this list of twentieth century achievements. Without using your dictionary, try to guess the meaning of the words in italics (transplanted, organs, atom, assemble).

2 Write each phrase from the box in the right place in the list of achievements.

<table>
<thead>
<tr>
<th>the Internet</th>
<th>organ transplants</th>
<th>telecommunications</th>
</tr>
</thead>
<tbody>
<tr>
<td>assembly line</td>
<td>travel</td>
<td>information technology</td>
</tr>
<tr>
<td>genetic engineering</td>
<td>nuclear energy</td>
<td>space travel</td>
</tr>
</tbody>
</table>

Twentieth Century Achievements

a ___________________ We landed men on the moon.

b ___________________ We transplanted new organs, for example, a heart, into living people.

c ___________________ We travelled fast by land or air all over the world using cars and planes.

d ___________________ We discovered that penicillin and other antibiotics can fight and destroy illness.

e ___________________ We used the power at the centre of the atom. We made bombs with it but we also used it for energy.

f ___________________ We learnt how to transfer information to computers. Almost all offices now have computers.

g ___________________ We learnt to assemble machines, for example, cars, in factories and mass-produce them.

h ___________________ We learnt how to scientifically alter the structure of genes, so that, for example, a new kind of sheep or vegetable can be created.

i ___________________ We used equipment to communicate over distance in pictures, sounds, and words. This gave us radio, the telephone, television.

j ___________________ In the last part of the century we connected up computers all over the world so that they could communicate with each other.

B Work in pairs. Put the achievements above in rank order according to how important and useful they have been for us. Be prepared to explain why you have put them in this order.
Activity C Students discuss these questions in pairs. Then elicit answers from them, encouraging discussion. Correct any serious errors.

Activity D This vocabulary exercise uses words used in Activity E. Check answers orally and write them on the board.

Activity E Students read this list of possible twenty-first century achievements, using their dictionaries where necessary. Check that they understand the words likely, unlikely. Working in groups, they tick the ‘likely’ or ‘unlikely’ column for each achievement. Again, this will provoke discussion. After seven minutes or so, check students’ answers orally, explaining where necessary. Ask students to explain their answers. Example: *I don’t think world government is likely. Countries are too different. Too many countries hate each other.* Write new words in sentences on the board.

**Conclusion (5 minutes)**

Activity F Students write a brief answer to this question. Walk round and check their answers. They can write this at greater length for homework.

---

**Key**

C 1 Sentence j. The Internet is a form of telecommunication.
2 Open answer.
3 Open answer.

D a increase, b control, c colonisation, d performance, e prevention, f cure, g protection, h replacement, i discovery, j use, k assembly, l alteration, m connection, n communication.

E Open answers.
F Example: *I find number six the most exciting. Scientists are learning so much about the structure of genes and the body. The idea that they will be able to prevent or cure illnesses such as cancer is wonderful. Number seven frightens me the most. If we genetically engineer people and animals, I think we could create terrible, frightening creatures.*
3 Twentieth century achievements (continued)

C Work in pairs. Look at the list in Activity A again and answer these questions.

1 Sentence ‘i’ talks about telecommunication. Which other sentence also describes a form of telecommunication?

2 Which achievement do you think is the most dangerous? Why?

3 Are there any other achievements that you think should be in the list? What are they? Why?

D Work in pairs. Make nouns from these verbs.

a to increase ____________  h to replace ____________

b to control ____________  i to discover ____________

c to colonize ____________  j to use ____________

d to perform ____________  k to assemble ____________

e to prevent ____________  l to alter ____________

f to cure ____________  m to connect ____________

g to protect ____________  n to communicate ____________

E Work in small groups. Read this list of possible twenty-first century achievements. Mark with a tick if you think an achievement is likely or unlikely.

<table>
<thead>
<tr>
<th>Likely</th>
<th>Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Increase of the human lifespan to 120 years.</td>
<td></td>
</tr>
<tr>
<td>2 Control of the weather.</td>
<td></td>
</tr>
<tr>
<td>3 Colonisation of the moon.</td>
<td></td>
</tr>
<tr>
<td>4 World government.</td>
<td></td>
</tr>
<tr>
<td>5 Computers and robots to perform most household, office and factory tasks.</td>
<td></td>
</tr>
<tr>
<td>6 The prevention and cure of many illnesses, for example, cancer.</td>
<td></td>
</tr>
<tr>
<td>7 Genetically engineered human beings, animals and plants.</td>
<td></td>
</tr>
<tr>
<td>8 World peace.</td>
<td></td>
</tr>
<tr>
<td>9 Protection of the environment.</td>
<td></td>
</tr>
<tr>
<td>10 Other forms of energy to replace electricity.</td>
<td></td>
</tr>
</tbody>
</table>

F Discuss this question in pairs.

Which of the above possibilities frightens or excites you the most? Explain why.
4 Stop all the clocks

<table>
<thead>
<tr>
<th>Aim</th>
<th>To understand and analyse a poem.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Copy the handouts on pages 19 and 21 – one copy per student</td>
</tr>
</tbody>
</table>

**Introduction (5 minutes)**
Tell students that they are going to read a poem called *Stop all the clocks*. Write the title on the board and ask them: *What do you think the poem is about?* Elicit suggestions.

**Presentation (20 minutes)**

**Activity A** This famous poem is by the English poet W.H. Auden (1907-1973). Working in pairs, students read the poem and answer question 1, without using their dictionaries if possible. Check answers orally, pointing out how other words in the sentence can help with the meaning. In question 2, students have to choose a line to complete each verse. Ask them to identify, in each case, the line written by the poet. Allow students to use their dictionaries where necessary. (Vocabulary note about crepe bows: Crepe is a thin, crushed material. A bow is a thin piece of material tied in two circles.

A crepe bow is a black crepe bowtie worn round a man’s neck at a funeral.) Check answers orally, explaining language where necessary. Ask students to explain why they chose one line and not another. Tell students to write in the correct last line of each verse on their handouts. Students then do question 3. Ask them to give reasons for their answer. Example: The poet is writing about someone he has loved very much, who has died. We know this because he wants the aeroplane to write the words He Is Dead. Finally, write new words on the board in sentences.

*(continued on page 20)*

**Key**

A 1 muffled = of a sound that cannot be heard clearly because something else is in the way.

to scribble = to write quickly in an untidy way;

to dismantle = to take something apart so that it is in separate pieces.

2 Verse 1a, Verse 2a, Verse 3b, Verse 4b.

3 Example: The poet is writing about the death of someone he loved very much. We know this because he tells us that he wants aeroplanes to scribble the message, ‘He is Dead’. Also, he uses words like affin and mourner, which are associated with death. In Britain, people often wear black at the funeral of someone close to them.

*(continued on page 20)*
4 Stop all the clocks

A  1 Work in pairs. Read the poem and try to guess the meaning of these words: 
muffled, scribbling, dismantle.

2 Read the poem again and look at the two choices below for the last line of 
each verse. Complete each verse with the line that you think the poet wrote.

   Verse 1  a Bring out the coffin, let the mourners come.
            b Call all who loved him, all of them to come.

   Verse 2  a Let the traffic policeman wear black cotton gloves.
            b Wear deepest black, black hats, black cotton gloves.

   Verse 3  a My day, my night, my right, my wrong.
            b I thought that love would last forever: I was wrong.

   Verse 4  a The world is dark to me and nothing any good.
            b For nothing now can come to any good.

3 Discuss what you think the poem is about.

Stop all the clocks

Stop all the clocks, cut off the telephone,
Prevent the dog from barking with a juicy bone,
Silence the piano and with muffled drum

Let aeroplanes circle moaning overhead
Scribbling on the sky the message He Is Dead,
Put crepe bows round the white necks of the public doves,

He was my North, my South, my East and West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;

The stars are not wanted now: put out every one;
Pack up the moon and dismantle the sun;
Pour away the ocean and sweep up the wood.
**Practice (25 minutes)**

**Activity B** In pairs, students read the poem again and read the questions, using their dictionaries if necessary. After a few minutes, check that students understand the questions. Then they answer the questions. Check the answers orally, explaining meaning where necessary. For questions 3, 5, 6, 7 and 8, encourage discussion. With question 1 you may want to explain to students that this poem was written about fifty years ago, when people wore crepe bows and black gloves at funerals.

**Activity C** In groups of four, students read aloud one verse each. Before they do this, read the whole poem aloud to the class first. If appropriate, read the first verse again for the whole class to repeat and then do the same with the other three verses. Then students can read the poem in their groups.

**Conclusion (5 minutes)**

**Activity D** (This activity is optional. Each teacher will judge whether or not it is appropriate for his/her students.) Students discuss the following question in pairs. Then ask some students for their opinions.

*Would you choose to read this poem if someone you loved died? If not, why not?*

---

**Key**

B 1 coffin, mourners, the drum, He Is Dead, crepe bows, black cotton gloves.

2 We mourn (in other words we feel sorrow) when we lose something or someone that we love very much; usually this is when someone dies. A mourner is someone who goes to a funeral.

3 Open answer.

4 a Verse 2, b Verse 4, c Verse 1, d Verse 3.

5 Perhaps the poet wants silence so that the only sound people can hear is the sound of the drum. Then all attention will be on the coffin and the mourners.

6 Perhaps because the universe means nothing to him now, not even the most beautiful and powerful things there are have any meaning. Also, the poet wants there to be darkness everywhere – black is the colour of mourning. The verse also suggests that the light in the poet’s life has gone out – the person the poet loved.

7 Open answer.

8 Open answer.

C Open answer.

D Open answers.
4 Stop all the clocks (continued)

B  Work in pairs. Read the poem again and answer these questions.
   1 Which words refer specifically to death, and the things that happen or that we wear when someone is dead?
   2 When do we mourn? What is a mourner?
   3 In your country, what colours or clothes do people wear when someone dies?
   4 Which verse suggests...
      a ...that the poet wants everyone to know his loved one is dead?
      b ...that the poet wants the universe to be destroyed, to turn black?
      c ...that the poet wants to stop all the sounds?
      d ...that the person the poet lost meant everything to him?
   5 Why do you think the poet wants to stop all sounds?
   6 Why does the poet want to ‘put out’ the stars and ‘pack up the moon’?
   7 Which is the most powerful verse, in your opinion? Explain why?
   8 What is your opinion of this poem? How does it make you feel? Do you think the poet really loved this person?

C  Work in groups of four. Read aloud one verse each.
Teacher’s notes

5 What’s on?

Aim  To understand reviews of various cultural events.
Preparation  Copy the handouts on pages 23 and 25 – one copy per student.

Introduction  (5 minutes)

Ask students these questions: Do you know the name for a report in a newspaper about a new book, play or film? (a review) What’s the name for the person who writes these reports? (a critic)
You could also ask these questions: Do you ever read reviews? Have you ever seen a film or read a book because it received a good review?

Presentation  (10–15 minutes)

Activity A There are six short reviews. There are, but not in this order, two film reviews, two reviews of plays and two reviews of (art) exhibitions.
a is a review of the film American Beauty directed by Englishman Sam Mendes. It was released in 1999 and won several Oscars.
b is a review of a play called Bash by contemporary American playwright and film director Neil LaBute. It was first performed in 1999.
c is a review of a Chinese film called Xiao Wu directed by Zhang Ke and first released in 1999.
d is a review of an exhibition of the paintings of Cornelius Gijsbrechts, a Danish painter working in the 1670s. Very little is known about him, not even his date of birth.
e is a review of a play called Comic Potential by the well known contemporary British playwright Alan Ayckbourn. It was first performed in 1999.
f is a review of an exhibition of the work of the contemporary Belgian artist Panamarenko.
The first sentence or phrase of each review has been removed. Students have to insert each sentence/phrase at the beginning of the correct review. Students can do this in pairs or in small groups, using their dictionaries. Check answers orally, explaining where necessary.

(continued on page 24)

Key
A  1 d, 2 f, 3 b, 4 e, 5 c, 6 a.

(continued on page 24)
5 What’s on?

A Work in pairs. The first sentence (or part of a sentence) of each of the reviews below has been removed. Match each sentence or phrase with the correct review.

1 In art at least, everyone enjoys being tricked.
2 Aeroplanes, personal flying machines, submarines, cars and other fantastic contraptions:
3 Neil LaBute’s play is in fact three plays:
4 Alan Ayckbourn’s 53rd play is one of his artful best.
5 The tale of a pickpocket in provincial China,
6 There is nothing currently on release

‘What’s on?’

Theatre

a that’s quite as moving and funny as this film. Kevin Spacey plays Lester Burnham, a suburban, middle-aged man with a dead-end job, a dying marriage and a teenage daughter who hates him. The director, Sam Mendes, gets terrific performances from the entire cast, especially Annette Bening as Lester’s wife and Alan Ball’s screenplay has the ability to make you stop and think about your own life.

b each a monologue by somebody trapped or corrupted by life. How to resist? Three American actors give spellbinding performances of spiritual disease.

Film
c who finds that the world has moved on while he is still plying his trade. Shot with non-professional actors, this film has a very ordinary human sadness. Zhang Ke has produced an engrossing film which does not drag but maintains a kind of intelligent walking pace throughout.

d So there’s no mystery about the universal appeal of paintings that make you think the objects in them are real. One of the most accomplished but least known of the trompe l’oeil deceivers was Cornelius Gijsbrechts, who briefly became famous in Copenhagen in the 1670s. Here are some of his hugely enjoyable pictures, on show for the first time in London.

e Here is the future and it doesn’t quite work. A young scriptwriter gets involved with an ‘actoid’ – an artificial actress with a programmed mind who can surprise her makers. Janie Dee’s performance is seriously funny.

f this spectacular show features almost four decades of work by the Antwerp born artist Panamarenko. One large gallery is entirely filled by an airship while, outside the gallery, a submarine is marooned high above the river.
Teacher’s notes

**Practice (30 minutes)**

Activity B In pairs, students answer these questions, using their dictionaries. Check answers orally, explaining where necessary. Activities C and D Walk round and check students’ work for Activities C and D. Also check answers orally. Write example answers on the board for these activities (see answer key). Write new words on the board in sentences.

**If short of time**

Omit one or two of these questions and give for homework.

**Conclusion (5 minutes)**

Activity F Walk round and check students’ sentences.

---

**Key**

B 1 plays: b and e.
   films: a and c.
   exhibitions: d and f.

2 a moving and funny/terrific performances from the entire cast/the ability to make you stop and think about your life
   b spellbinding performances
   c an engrossing film/a kind of intelligent walking pace throughout
   d hugely enjoyable pictures
   e seriously funny
   f spectacular show.

3 a) plays and films: director/cast/monologue/performance/actor
   b) films only: on release/screenplay/scriptwriter.

C 1 a job that offers no chance of promotion/advancement.
   2 the film is not too slow, the film has a good pace and does not move fast
   3 extremely funny
   4 a mind that has been programmed like a computer.

D 1 They are all means of transport.
   2 The artist can make us believe that what he has painted is real when it is only a painting.
   3 Submarines travel underwater. So it is strange to see a submarine above the water and not in it.

E Open answers.
F Open answer.
B Work in pairs. Answer these questions.

1 Sort the reviews into three groups:
   plays: exhibitions: films:

2 For each review, write down the words or phrases that show that the reviewer recommends the film/play/exhibition.

3 Which of the terms below can be used about
   a) plays and films?
   b) films only?

   director on release cast screenplay
   monologue performance actor scriptwriter

C Work in pairs. Explain the meaning of the words or phrases in italics.

1 a suburban middle-aged man with a dead-end job

2 an engrossing film which does not drag but maintains a kind of intelligent walking pace throughout

3 Janie Dee's performance is seriously funny

4 an artificial actress with a programmed mind

D Work in pairs. Answer these questions.

1 What do the 'contraptions' in review f have in common?

2 Read review d again. How can we be 'tricked' in art?

3 Read review f again. The artist shows a submarine 'marooned high above the river'. What is strange or interesting about this?

E In pairs, discuss the questions.

1 Choose one play, one film and one exhibition that you would be interested in seeing. Explain why you made that choice.

2 Are you interested in the kind of art reviewed in f? Why/why not?

3 Is there any one of these films/plays/exhibitions that you would really not want to see? Explain why.

F Complete one of these sentences.

I prefer the cinema to the theatre because...

I prefer the theatre to the cinema because...
6 Should you smack your children?

**Aim**
To understand two newspaper articles about a legal issue.

**Preparation**
Copy the handouts on pages 27 and 29 – one copy per student.

**Introduction** (5–10 minutes)
Write these two sentences on the board: **Smacking stays legal. Parents could be jailed for using slippers or the cane.** Tell students that they are headlines from a newspaper. Check that students understand to smack, legal, jail, slippers. Ask students: **What do you think these headlines are about? What do you think a ‘cane’ is?** (A long stick that teachers and parents have used to hit children with.) Elicit answers from students. Then give them the following explanation: In 2000 the British government proposed that smacking should remain legal. However, the government said it would consider jailing people who use slippers or the cane on children.

**Activity A** Ask students, **What is the European Union?** Explain that the European Union now has a European Court of Human Rights. If, for example, an individual is unhappy about a legal decision in a British court, he/she can take the case to the European Court, which is a higher court. Elicit the meaning of or teach these words: to try someone in court, to assault, to acquit, to admonish, guilty, not guilty. Then, working in pairs, students read the articles and match the sentences. Check their answers orally and explain where necessary.

**Activity B** Encourage students to use their dictionaries. Then check their answers/explain where necessary. You may want to teach them these legal terms items: to try someone (in court), to find guilty or not guilty, to acquit, to take to court, to admonish (= to say that an action was wrong and must not happen again). Write new words on the board in sentences.

**Activity C** Check that students understand these words: inhuman, social worker.

(continued on page 28)

---

**Key**

A  a 2, b 1, c 2, d 1.
B 1 beat, hit, smack, assault, strike.
   2 Text 1, tried in the European Court of Human Rights, The court found the man guilty of assault. He had been acquitted of assault in a British court.
   Text 2, A man was taken to court, was found guilty of assaulting his daughter, “admonished”.
C Open answers.

(continued on page 28)
6 Should you smack your children?

A Work in pairs. Read the two newspaper articles and match each sentence below with the correct article.

1. A man was taken to court (in Britain) for smacking his child in a dentist’s waiting room. The man, a primary school teacher, was found guilty of assaulting his daughter. He was, however, only ‘admonished’ by the court. At the time of the incident, he was separated from his family for two weeks, and the family is still visited by social workers.

2. **By STEVE SOMEBODY**
   Social Affairs Correspondent

   A BRITISH MAN was tried in the European Court of Human Rights in September 1998 for beating his son with a 1-metre cane. The court found the man guilty of assault and described his treatment of his son as ‘inhuman’. He had been acquitted of assault in a British court.

a This man hit his child in public.
b This man hit his child with a long stick.
c This man was found guilty in a British court.
d This man was found not guilty in a British court.

B 1. Circle the words in the box below that are connected with ‘hitting’ someone.

   beat  hit  smack  bite  assault  stroke  strike  admonish

2. Underline the ‘legal’ language in the two articles.

C in pairs, discuss these questions.

1. Do you think it is ‘inhuman’ to hit a child with a one-metre cane?

2. Do you think the court was right to send social workers to visit the man in the second case?
Practice (25 minutes)

Activity D Have students read this using their dictionaries. Then go through it, checking comprehension. At the same time, briefly check who agrees and disagrees with each statement. Then students circle their answers (1 to 5) and get in small groups for discussion. Walk round and note major errors. At the end of the activity, point out any major errors and write some model sentences on the board.

Activity E Students identify four phrases from Activity D that mean that something should be illegal.

If short of time

Omit Activity E or give for homework.

Conclusion (5 minutes)

Activity F Students work in pairs. Check answers orally. Elicit and write these words on the board in different sentences, if possible.

Key

D Open answers.
E It should be illegal, should be prohibited, should go to jail, it should be made a crime.
F 1 Statement a, should, snarling; Statement b, prohibit, cane, stopped/prohibited/made illegal
2 Statement a can be matched with statement 7 in Activity D; Statement b can be matched with statement 5 in Activity D.
6 Should you smack you children?

(continued)

1 Working alone, read through the following statements and then circle a number from 1 to 5 to show how much you agree or disagree with each one.

1 = I disagree strongly. 4 = I agree.
2 = I disagree. 5 = I agree strongly.
3 = I’m not sure.

<table>
<thead>
<tr>
<th></th>
<th>Only a natural parent should be allowed to smack a child.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It should be illegal for unmarried fathers, stepfathers and grandparents to smack children.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Smacking children on the head should be prohibited.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parents should go to jail if they hit their children with a cane, slipper or belt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is sometimes necessary to smack a naughty child.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If an adult smacks a child so as to leave bruises, then s/he has smelled the child too hard.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It should be made a crime to smack children.</td>
<td></td>
</tr>
</tbody>
</table>

2 Now work in pairs or in groups of three. Compare and discuss your answers.

3 Discuss these questions.
   What happened in your family?
   Did your parents ever smack you? If so, why? What had you done?
   If not, how else did they punish you when you had done something wrong?
   Will you/do you smack your children? Why/why not?

E Identify four words or phrases from Activity D that mean that something should be illegal.

F 1 Work in pairs. Complete the sentences.
   a I don’t believe that children _________ ever be smacked. They don’t need to be smacked. Talking to children is much more effective than _________ them.
   b It’s crazy to _________ smacking a child. A child sometimes needs that kind of punishment. Beating a child with a _________ is another matter. That is wrong and should be _________.

2 Match each statement above with one of the statements in Activity D.
7 The flood

Aim To understand and respond to an extract from a science fiction story.
Preparation Copy the handouts on pages 31 and 33 – one copy per student.

Introduction (5 minutes)
Ask students these questions: What happens in a flood? When do floods happen? Can you remember any big floods that have happened in the past few years? Elicit answers from students.

Presentation (15 minutes)
Activity A In this activity, students have to arrange the sections a, b, c, d, in the right order to tell a story. Students can work in groups of four. Cut the story into four sections, a, b, c, d and give one to each member of a group. Each student reads his/her section. S/he must not show his/her section to the other students. Then, as a group, students have to put the story together. They do this by telling each other about their sections or they can read them aloud to the rest of the group if they wish. Alternatively, students can do the activity in pairs. In this case, give one student sections a and d and give the other student sections b and c. If you don’t wish to cut the story up, students can simply look at Activity A, and do it from the page. But the group activity is probably the most useful, as students have to communicate with each other. Check answers orally, giving explanations where necessary.

Practice (30 minutes)
Activity B In pairs, students read the text again in the correct order and answer the questions. Check answers orally, explaining where necessary. Question 1: The story is taking place in the future but not in the very near future because there has already been a major climate change. For question 6, walk round and check students’ sentences. At the end of this activity, write new words on the board in sentences.

(continued on page 32)

Key
A c, b, d, a.
B 1 The story is taking place in the future but not in the very near future because there has already been a major climate change.
  2 She is on a hill in the south of England looking out to sea.
  3 The sea has rushed in, flooding the land for about a hundred miles. It has not withdrawn and villages and towns lie beneath the water. Yes, it has happened elsewhere in Britain, in small but significant parts.
  4 It has developed a Mediterranean climate. Consequently, Mediterranean crops have replaced the crops formerly grown there.
  5 They fear that the whole of the ice cap will melt.
  6 Example: Then, thought Julia, then...most of Britain would be under water.
  7 Open answer.
  8 Open answer.

(continued on page 32)
A Put the paragraphs in the correct order.

b Fortunately the government had given people good warning of the impending catastrophe. People had fled further inland, to relatives or hastily set up government camps. A few had remained, choosing not to believe the warnings. What must it have been like for them, Julia wondered, as they ran before the waters. None had survived. Like every other country in the world, Britain was in turmoil. But it was coping—just. As yet, only small parts of the country were under water. The rest of the country was enjoying the benefits of its newfound Mediterranean climate.

c Julia stood on the top of the hill and looked out to sea. How calm it seemed, she was in the south of England they were safe, the scientists told them—for the moment. In the south-east, in Norfolk, less than two months ago the sea had rushed in a hundred miles or so, claiming the land for its own, destroying villages and towns in a few terrifying hours. Those villages and towns were gone forever now—and there was life and laughter, now there was water, turbulent or calm, as the weather dictated. The sea had not withdrawn.

d Julia gazed around her, wondering at the vineyards and orange groves that flourished everywhere between the hills and the sea. She was old enough to remember when these same fields had grown apples and plums—the fruit of colder, more northerly countries. When it had become clear that the climate was changing, the government had overseen the change to more southerly crops. The cost had been huge but Britain had made the change, and its economy had survived.

a But now, once again, the winds of change were blowing. In the last six months, the country had lost small but significant parts of the land to the sea. There was ominous talk among the scientists. So far, only a small portion of the ice-cap had melted, sending the sea flooding in. They feared that the whole ice continent would suddenly turn to water. Then, thought Julia, then...

B Work in pairs. Read the text again in the correct order and answer the questions.

1 When is this taking place, the past, the present or the future? Is it possible to be more exact?
2 Where is Julia?
3 What has happened in Norfolk? Has it happened anywhere else in Britain?
4 How has the climate in Britain changed in this story? What is the result?
5 Why are scientists fearful?
6 Complete the last sentence.
7 Do you think the scenario in this text is possible? Or is it just science fiction?
8 How do you feel when you read the text?
Teacher's notes

Activity C  In pairs, students put the conversation in the right order, using their dictionaries. Note: by-product = a substance produced during the making of something else; the poles = the North and South Poles. Check answers orally, explaining where necessary.

Activity D  Check that students know the word helicopter. Encourage students to read the text and answer the questions without using their dictionaries. Check answers orally, explaining where necessary.

If short of time
Give Activity D for homework.

Conclusion (5 minutes)
Elicit new words that students have learnt and write them on the board in sentences.

Key

C  The correct order is 1, 2, 10, 5, 8, 6, 4, 9, 7, 3.
   Jack: Why might the icecaps melt?
   Jill: Because of global warming.
   Jack: Global warming – you mean that the planet is getting hotter? Why is that happening?
   Jill: Because of pollution.
   Jack: What kind of pollution?
   Jill: Gases that are created as by-products of industry and cars. The gases remain in the atmosphere and prevent heat from escaping into space. Therefore the atmosphere heats up and consequently the global temperature rises.

   Jack: And so the sea heats up and the ice at the poles melts?
   Jill: That’s the idea. The ice is melting already. Why do you think we’re getting all these floods and other natural catastrophes?
   Jack: I hear what you’re saying. But I’m an optimist, personally.
   Jill: Glad to hear it.

D  1  The events here happen after the events in Activity A.
   The sea has flooded England and two-thirds of the country is now under water.
7 The flood (continued)

C Work in pairs. These are the first two lines of a conversation. The rest of the conversation is in the wrong order. Number the lines in the correct order. Then, in pairs, read the dialogue aloud.

1. Jack: Why might the icecaps melt?
   Jill: Glad to hear it.
   Jack: And so the sea heats up and the ice at the poles melts?
   Jill: Because of pollution.
   Jill: Gases that are created as by-products of industry and cars. The gases remain in the atmosphere and prevent heat from escaping into space. Therefore the atmosphere heats up and consequently the global temperature rises.
   Jack: I hear what you're saying. But I'm an optimist, personally.
   Jack: What kind of pollution?
   Jill: That's the idea. The ice is melting already. Why do you think we're getting all these floods and other natural catastrophes?
   Jack: Global warming – you mean that the planet is getting hotter? Why is that happening?

D Work in pairs. Read the text and answer the questions.

1. Do the events in this text happen before or after the events in the text you read in Activity A?
2. What has happened?

She was alive. Was this a good or bad thing, she wondered? She lay awake, shivering, wishing that her sleeping bag was thicker, knowing that she was lucky to have one at all. There was a cold grey light in the tent that signalled the approaching morning. She rose and went wearily outside. Most people were still asleep but in one corner of the field a helicopter had just landed. The pilot climbed out and she walked over to him.

“What's the news?” she asked nervously. The man looked away from her.

“The worst. Two thirds of the country's under water.” Julia turned and walked slowly back to her tent.
Teacher’s notes

8 How are things in Connemara?

<table>
<thead>
<tr>
<th>Aim</th>
<th>To reconstruct the text of an advertisement from its various parts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Copy the handouts on pages 35 and 37 – one copy per student.</td>
</tr>
</tbody>
</table>

**Introduction (5 minutes)**

Ask students to look at the title of the lesson, the pictures and their captions. Ask these questions: What is this advertisement selling? What is a tourer? What does the caption in the first picture (Never better according to...) mean? Elicit answers. Don’t tell students which answers are correct, apart from the answer to the last question. The caption Never better according to Jim and Jane Walden in their Freelander tourer, means that things are great and they are having a wonderful time. Point out that this caption is the answer to the question of the title of the lesson.

**Presentation (20 minutes)**

**Activity**

This activity is very similar to a Cambridge Advanced English exam task. In pairs, students read the paragraphs 1–6 and choose which paragraphs a–f fit in the numbered gaps. Allow students to use their dictionaries. Check answers orally, explaining where necessary. Help students to find words/phrases in the text that show paragraph order.

(continued on page 36)
A  Read the advertisement below and decide which of the paragraphs a–f on the following page fit into each numbered space.

It was after Helen, our youngest, had left home for university with a disconcertingly chirpy air that Jim and I found ourselves with time on our hands and a yen to travel. So we treated ourselves to one of the latest luxury tourers, complete with all mod cons and every home comfort.

1. We docked at Dublin’s ferry port in under four hours and were soon zooming along the Camac Valley Tourist Park. The park lies within 300 acres of Corkagh Park and enjoys open views across mature woodlands.

2. That evening we watched the sun sink below the treeline as we tucked into the steaming stew and sipped from glasses of ruby claret. After eating, we switched on the central heating and stretched out on the double bed and watched TV. Bliss.

3. After a day’s busy sightseeing, we picked up some provisions and headed back to the tourer. It was Jim’s turn to cook, so whilst I luxuriated in a hot shower, he made a delicious pasta dish.

4. Following the N6 we forded the mighty Shannon river and made our way along the deserted roads to the Cong Caravan Park near Connemara.

5. With the light fading, we cycled along the winding lane into Cong village itself. The place seemed haunted by the past with ancient stone circles and burial mounds surround the village like a primeval necklace, and the remarkable ruins of a medieval abbey.

6. In short, when the day finally came to hitch up the tourer and return home, we knew we’d be leaving a small part of ourselves behind forever on that fair island.
Practice (25 minutes)

Activity B In pairs, students answer the questions. Check answers orally, explaining where necessary. Question 3: Example answer: *The Irish countryside is romantic because it is very beautiful and silent, appealing to your imagination and making you think of the past.* Allow the word breathtaking if students can give examples to support their choice. For question 4, encourage students to talk.

Activity C In pairs, students say whether the sentences are true or false, using their dictionaries. Check answers orally, explaining where necessary (see key). Write new words on the board in sentences.

If short of time

Give either Activity B or C for homework.

Activity D In small groups, students discuss question 1. Walk round and listen to students, making notes of any serious errors. Then correct mistakes and ask students for their answers. Write key sentences up on the board. Question 2 can be done for homework.

Conclusion (5 minutes)

Ask students to make two sentences using expressions that they have learnt in this lesson. Example: I was up with the lark (= I got up very early) because I had to catch a plane.

---

**Key**

B 1 It is advertising a Freeland Tourer. (It is in fact a Land Rover. See second photo and caption.)
2 A tourer is a caravan. We learn from the advertisement that the tourer has 'all mod cons' – in other words, all the necessary modern facilities. It has a fridge, a full-sized oven and hob (with four cooking rings). It has central heating, and a hot water shower. There is a double bed.
3 The best answer is b. *The Irish countryside is romantic because it is very beautiful and silent, appealing to your imagination and making you think of the past.*
4 They are trying to make you feel that you would like to do what Jim and Jane Walden did and tour Connemara in a Freeland tourer. They try to do this by telling you what a wonderful time they had, how beautiful the countryside is and how comfortable the tourer is. Open answer.

C 1 True.
2 True. Jane says she had already prepared the stew beforehand.
3 False. When they woke, the birds were singing, but the text does not explicitly say that the birds woke them up.
4 False. They had already decided to go sightseeing (We had a day's sightseeing lined up).
5 False. The countryside is legendary (= famous and inspiring admiration) but the text does not state that there are legends about it.
6 False. A dancing fiddle tune is a tune that seems to dance. It does not mean that people dance to it.

D 1 Open answer.
2 Open answer.
How are things in Connemara? (continued)

a Next morning, we headed off into the watery heart of Ireland. It was like entering a different world. Everywhere you look are lakes which glisten in the morning sun.

b The next couple of days were spent exploring the jagged Connemara coastline. And after the exertions of the day, there was always the welcoming lure of the pubs with their dancing fiddle tunes and mellow fag of pipe smoke.

c We decided to cut our touring teeth the very next week by exploring Connemara on the glorious west coast of Ireland. From our home it was a short drive to Holyhead to pick up the afternoon ferry. The tourer was so easy to tow, Jim almost forgot it was there.

d The park gave a splendid view of the legendary Cong Countryside. We lifted our mountain bikes from the back of the car and headed off to explore the deserted landscape of glacial lakes and silent mountains.

e After unhooking the car and siting the tourer, we had dinner. I’d already prepared a pot of Irish stew which had been tucked away in the tourer’s fridge. So it was straight into the oven with the meat (did I mention the tourer came with a full-sized oven and hob, complete with 4 rings, no less?)

f The first thing I noticed on waking was the absence of roaring traffic. In fact, the only sound to disturb the silence was birdsong. We had a day’s sightseeing in Dublin lined up, so it was up with the lark and after a cooked breakfast, on with the action.

B In pairs, answer these questions.

1 What is this text advertising?
2 What is a tourer? What do you learn about the tourer in this advertisement?
3 Which of the following words glamorous, romantic, monotonous or breathtaking would you use for the Irish countryside described in the text? Why would you use this word?
4 How are the writers trying to make you feel? How do they try to do this? Do you think they succeed?

C Work in pairs. Say whether these statements are true or false.

1 Helen’s parents did not expect their daughter to be quite so pleased about leaving home.
2 They ate a pre-cooked meal at their first campsite.
3 On their first morning in Ireland, the birds woke them up.
4 They decided to go sightseeing when they woke up.
5 There are many legends about the Cong countryside.
6 They enjoyed the dance tunes in pubs.

D 1 Say which of the following things you would prefer to be given as a present. Give reasons.
   - a tourer (1 week’s hire)
   - a mountain bike
   - a two week holiday in a good hotel £800

2 Write an advertisement for a tourer.
9 The letter

Aim  To understand a critical appreciation of two paintings and the artist who painted them.

Preparation  Copy the handouts on pages 39 and 41 – one copy per student.

Introduction  (5 minutes)
Ask students to look at the two pictures on page 39. Ask them: Without thinking about it, which picture do you like the best? Elicit answers from students and then ask a few of them to try and explain why. Supply vocabulary if needed. Check that students understand the words mistress, maid.

Presentation  (15 minutes)
Activity A  In pairs, students read the text and write ‘1’ or ‘2’ in what they think is an appropriate place. Explain that there are various possible answers. Students can use their dictionaries. Check answers orally, explaining where necessary. (Line 4 mentions ‘a second or third figure’, so phrase 1 must follow it as there are two people mentioned.)

Activity B  In pairs, students use their dictionaries, and answer the vocabulary questions. Question 1: the word cityscape may not be in their dictionary. Explain that it has a similar meaning to the word landscape. Check answers orally. Write new words on the board in sentences.

Practice  (30 minutes)
Activity C  Students can answer these questions in pairs or small groups. Walk round and check any serious errors. Then go through the questions with the whole class, encouraging discussion.

(continued on page 40)

Key
A  The images that the Dutch painter Jan Vermeer (1632-1675) has left us are few and of limited scope: Many of his paintings feature single figures, for example, (2) a woman pouring milk in a sunlit corner of a room, (2) a girl adorning herself with pearls (2). Occasionally he introduces a second or third figure and depicts a concert, (1) a gentleman offering a woman a drink (1). Two cityscapes, a Biblical painting, a mythological scene, a few allegories, nothing more. Yet we esteem him as one of the greatest artists who ever lived.

B 1  A 'cityscape' is a painting or drawing showing a city scene. (It is similar to the word 'landscape'.)
2  a range, b decorating, c shows, d see/say/regard.
C 1  She was writing a letter.
2  She looks rather hesitant and respectful.
3  Example: The woman in Mistress and Maid is older than the woman in Girl Reading a Letter. The former's clothes suggest that she is wealthy – she probably has children and runs a household. The latter is younger, slimmer and is described as a 'girl'. We might imagine that the letter is a love-letter.
4 and 5 Open answers.

(continued on page 40)
9 The letter

A Work in pairs. In the following text, two phrases referring to the paintings above have been omitted. Write 1 or 2 to indicate the places in the text where these phrases could be inserted.

1 a maid delivering a letter
2 a girl reading a letter

The images that the Dutch painter Jan Vermeer (1632–1675) has left us are few and of limited scope. Many of his paintings feature single figures, for example, a woman pouring milk in a sunlit corner of a room, a girl adorning herself with pearls. Occasionally he introduces a second or third figure and depicts a concert, a gentleman offering a woman a drink. Two cityscapes, a Biblical painting, a mythological scene, a few allegories, nothing more. Yet we esteem him as one of the greatest artists who ever lived.

B Work in pairs. Answer these questions.
1 What is a cityscape?
2 Find synonyms for these words: a scope, b adorning, c depicts, d esteem

C Work in pairs, Answer these questions.
1 What was the woman in painting 1 doing before her maid interrupted her?
2 How would you describe the maid’s attitude to her mistress in picture 2?
3 How are the two women in pictures 1 and 2 different, do you think?
4 From these two paintings, why do you think Vermeer is so greatly admired? Give reasons.
5 Which painting do you prefer? Why?
Activity D In pairs, students read the text and answer the questions, using their dictionaries. Check answers orally, explaining where necessary. (The word Before refers to painting 1. The word After refers to painting 2. The words are used because Mistress and Maid shows a woman receiving a letter and before she reads it. Girl Reading a Letter shows a girl after she has received a letter.)

Activity E In pairs, students say whether statements are true or false. If the statement is false, they must correct it. Check answers orally and write the correct answers on the board. Write new words on the board in sentences.

Activity F This activity can be given as homework.

Activity G Walk round and check what students have written. Offer help with vocabulary.

Conclusion (5 minutes)

Invite students to read their descriptions or stories aloud, either for the whole class or in small groups.

Key

D 1 The word Before refers to painting 1. The word After refers to painting 2. The words are used because Mistress and Maid shows a woman receiving a letter and before she reads it. Girl Reading a Letter shows a girl after she has received a letter.

2 Of the thirty-four works that we know to be by Vermeer, six show a woman in the act of either, receiving, writing or reading a letter. The paintings shown above could almost be named Before and After, although those words are rather demeaning to the poetry of these two great works. In painting 1, a woman handed a letter reacts with faint anxiety. In painting 2, in an utterly private moment, a woman is absorbed in the act of reading a letter. One of Vermeer's identifying characteristics was the way in which he used windows as a way of shedding light on a scene. Thus, in painting 2, the young woman's face is suffused with a pale, golden light. In picture 1 however, the dark background makes the woman's face and clothing particularly luminous. Much of Vermeer's greatness lies in his ability to capture in paint a moment so real that we feel certain that the painter must have witnessed it before painting it. It is as if we can almost hear the thoughts of the two women in these paintings ('two women' because the maid in painting 1 is of secondary interest only). What is it that concerns and puzzles the woman in painting 1? What words in the letter she holds are so absorbing to the woman in painting 2? One feels that behind each painting there is an untold story that will forever tantalize the viewer.

E 1 False. The writer feels that the words Before and After demean the paintings. In other words, they make the paintings seem of less value.

2 True.

3 False. The writer describes the woman as reacting with 'faint' anxiety, that is, with a little anxiety.

4 False. One can often recognize a Vermeer by the fact that there is a window in the painting shedding light on a scene.

5 True.

6 False. The writer feels that the maid is of much less interest than her mistress.

7 False. We feel certain that the painter must have witnessed these moments, but we do not know if he actually did.

F Ringlets reaching down to her shoulders 2. A rather crumpled letter 2, an ornate box 1, a reflection in glass 2, tassels 2, a rich fur border 1, a white collar 1 and 2.

G Open answer.
D Work in pairs. Read this text and follow the instructions.

1. Say what the words Before and After refer to in this text. Explain why they are used this way.
2. Write 1 (Mistress and Maid) or 2 (Girl Reading a Letter) in the gaps below.

Of the thirty-four works that we know to be by Vermeer, six show a woman in the acting of either, receiving, writing or reading a letter. The paintings shown above could almost be named Before and After, although those words are rather demeaning to the poetry of these two great works. In painting ______________, a woman handed a letter reacts with faint anxiety. In painting ______________, in an utterly private moment, a woman is absorbed in the act of reading a letter.

One of Vermeer's identifying characteristics was the way in which he used windows as a way of shedding light on a scene. Thus, in painting ______________, the young woman's face is suffused with a pale, golden light. In picture ______________ however, the dark background makes the woman's face and clothing particularly luminous.

Much of Vermeer's greatness lies in his ability to capture in paint a moment so real that we feel certain that the painter must have witnessed it before painting it. It is as if we can almost hear the thoughts of the two women in these paintings ('two women' because the maid in painting ______________ is of secondary interest only). What is it that concerns and puzzles the woman in painting ______________? What words in the letter she holds are so absorbing to the woman in painting ______________? One feels that behind each painting there is an untold story that will forever tantalize the viewer.

E Work in pairs. Are these statements true or false? Correct the false statements.

1. The writer feels that the titles Before and After describe the paintings adequately.
2. The writer feels that the paintings have the attributes of poetry.
3. The writer feels that the woman handed the letter by her maid is extremely anxious.
4. One can often recognize a Vermeer painting by the way in which he darkens the background, making the figures more luminous.
5. The writer feels that on seeing these paintings one wants to understand the stories behind them.
6. The writer feels that the maid in picture 2 is as interesting a figure as her mistress.
7. We know that Vermeer witnessed the moments portrayed in these paintings.

F Work in pairs. Find these details in the two paintings and write 1 or 2 beside each one.

- ringlets reaching down to her shoulders
- a rather crumpled letter
- an ornate box
- a reflection in glass
- tassels
- a rich fur border
- a white collar

G Work on your own. Choose one of the writing tasks below.

1. Write a description of one of the pictures. Write down the new words you have learnt in this lesson and try and use some of them in your description. Try not to look at the texts as you write your description.
2. Write a story of one or two paragraphs about one of the pictures.
10 Homeopathy and herbal medicine

Aim To understand and evaluate the material in an information brochure.
Preparation Copy the handouts on pages 43 and 45 – one copy per student.

Introduction (7 minutes)
Write these words on the board: solution, principle. Ask students to write a definition of each word. Elicit answers and explain if necessary. This will help students with the reading texts. Also teach these words: to dilute, side effect (= a secondary, usually unpleasant effect of a drug, e.g. a headache).

Presentation (20 minutes)
Activity A Try not to let students take more than five minutes to look through the texts as this activity gives practice in scanning.

(continued on page 44)
10 Homeopathy and herbal medicine

Look quickly through these two texts and say where you think they are taken from. Explain your answer.

a A newspaper article about homeopathy and herbal medicine.

b A textbook for people learning about homeopathy and herbal medicine.

c A brochure in a health clinic that offers homeopathy and alternative medicine.

d An advertisement for homeopathy and herbal medicine.

### Homeopathic medicine

<table>
<thead>
<tr>
<th>Your questions answered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How did homeopathy begin?</strong></td>
</tr>
<tr>
<td>Homeopathy was established in the 18th century by Dr Samuel Hahnemann. He gave us three basic principles:</td>
</tr>
<tr>
<td>1 A substance that causes symptoms in a healthy person can be used to cure the same symptoms in an ill person.</td>
</tr>
<tr>
<td>2 Diluting the homeopathic medicine increases its ability to cure and prevents unwanted side effects.</td>
</tr>
<tr>
<td>3 Homeopathy treats the whole person and not just the illness.</td>
</tr>
<tr>
<td><strong>How are medicines made?</strong></td>
</tr>
<tr>
<td>Homeopathic medicines are prepared by taking a solution of an ingredient and diluting it many times.</td>
</tr>
<tr>
<td><strong>Does it work?</strong></td>
</tr>
<tr>
<td>Homeopathy is very popular and is used throughout Europe, France, Germany and Holland all have a large number of doctors who prescribe homeopathic remedies. Research has confirmed the efficacy of homeopathic remedies and the old idea that it only worked psychologically has been disproved. We know that animals also benefit from homeopathic treatment; it is most unlikely that their health improves because they know that they are being given a medicine. A recent survey suggested that 80% of people receiving homeopathy in the UK were satisfied with their treatment.</td>
</tr>
<tr>
<td><strong>Is homeopathy safe?</strong></td>
</tr>
<tr>
<td>Yes. The extreme dilutions used for homeopathic treatment make the medicines safe and ensure there are no unwanted side effects.</td>
</tr>
</tbody>
</table>

### Herbal medicine

<table>
<thead>
<tr>
<th>Your questions answered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are herbal medicines?</strong></td>
</tr>
<tr>
<td>They are medicines made from parts of plants, such as roots or flowers.</td>
</tr>
<tr>
<td><strong>Do Herbal Medicines work?</strong></td>
</tr>
<tr>
<td>Yes. Mankind has observed the success of herbal medicine for thousands of years. There is evidence that earliest man used plants as medicines and today over 60% of the world population uses no other kind of medicine.</td>
</tr>
<tr>
<td><strong>Are Herbal Medicines the same as Homeopathic Medicines?</strong></td>
</tr>
<tr>
<td>No. Homeopathic medicines use extreme dilutions of plants and minerals to stimulate the body's ability to heal itself. Herbal medicines are also used to treat the body as a whole, but are taken in much higher dosages more similar to those of conventional medicine.</td>
</tr>
<tr>
<td><strong>Do Herbal Medicines produce side effects?</strong></td>
</tr>
<tr>
<td>There are very few known side effects. As with traditional medicines some people may experience side effects but this is not usually the case. If you experience any strange feelings, you should stop taking the medicine, and see your doctor.</td>
</tr>
<tr>
<td><strong>Why do many Herbal Medicines contain several ingredients?</strong></td>
</tr>
<tr>
<td>Because different herbs treat different aspects of an illness.</td>
</tr>
</tbody>
</table>
Teacher's notes

Activity B In pairs, students read the text again, using their dictionaries where necessary. Check answers orally, explaining where necessary. Question 1 tests students by asking them to explain things in their own words. In question 2, encourage discussion. From language that has come up, write down ten new words that students have learnt on the board, in sentences, if possible. Remind students that when we talk about medicine as a whole, the word is uncountable (medicine is...) but when we talk about different kinds of herbal medicines, for example, the word is countable (the medicines are...).

Practice (25 minutes)

Activity C Students answer the multiple-choice questions, using their dictionaries. Explain to students that they must look as carefully at the question as at the text. Check answers orally, explaining where necessary. Write new words on the board in sentences.

Activity D Check that students understand the meaning of the phrase alternative medicine. (= any type of treatment, for example, herbal medicine, acupuncture, aromatherapy, that promotes health without using artificial drugs). Go through the words quickly, checking that students understand them and teach the meaning if necessary (charlatan = someone who falsely claims to have special knowledge). Then, in pairs, students answer the question. Walk round and listen to students as they talk. Then correct any serious errors. As a whole class activity, elicit answers from students. Write up key language on the board.

Activity E Discuss this question as a whole class activity. Encourage students to talk about personal experiences. Then go through major errors and write up key language on the board.

If short of time

Omit Activity D or E or give as a written task for homework.

Conclusion (5 minutes)

Ask one or two students to read out what they have written for Activities D or E.

Key

B 1 Example of explanation in own words. Homeopathy uses very diluted substances. People believe that this increases its efficacy. Herbal medicine uses the same kind of dosages as traditional medicine.

2 Open answer. Example: I think homeopathy sounds safer because the medicine is so diluted. Also, it sounds as if more research has been done on it. But I'm not sure if it works!

C 1 c, 2 c, 3 b, 4 d.

D Open answer. Examples: I would use the word 'charlatan' because a charlatan is someone who falsely claims to have special knowledge. I think that a lot of people in alternative medicine are charlatans. They're just in it for the money.

I would use the words 'natural' and 'safe'. Alternative medicines are natural and safe. I would much prefer to see a homeopath than to see a conventional doctor.

E Open answers.
10 Homeopathy and herbal medicine (continued)

B Work in pairs. Answer the following questions in your own words.

1 How are homeopathy and herbal medicine different from each other?
2 Which of these two types of medicine sounds the safer, in your opinion? Explain why you think this.

C Work in pairs. Read the text again and choose the right answers below.

1 According to the text,…
   a ...people used to believe that homeopathy only worked for psychological problems.
   b ...we now know that Homeopathy works because people believe that it works.
   c ...homeopathy works because the medicines are effective.
   d ...homeopathy works with animals because they react psychologically.

2 Homeopathic medicines...
   a ...may be harmful when diluted many times.
   b ...may have unwanted side-effects.
   c ...are not dangerous because they are so diluted.
   d ...are diluted because it makes the medicine less effective.

3 According to the text,…
   a ...40% of the world population do not use herbal medicine.
   b ...60% of the world population use only herbal medicines to cure themselves.
   c ...Many people have used herbal medicines for thousands of years.
   d ...60% of the world population use herbal medicine because it is successful.

4 Herbal medicines...
   a ...are given in higher dosages than conventional medicine.
   b ...use parts of plants and minerals.
   c ...like conventional medicine, treat the body as a whole.
   d ...are more similar to conventional medicine than homeopathy.

D Work in pairs. Which of the words and phrases in the box would you use when talking about alternative medicine? Explain why.

<table>
<thead>
<tr>
<th>unscientific</th>
<th>natural</th>
<th>charismatic</th>
<th>traditional</th>
<th>safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>based on observation</td>
<td>useless</td>
<td>harmful</td>
<td>efficacious</td>
<td></td>
</tr>
</tbody>
</table>

E In pairs or small groups, discuss these questions.

What is your opinion of homeopathy and herbal medicine?
If you were going to choose one of them as treatment for an illness, which one would you choose? Why?
Writing: Lessons 11–20

11 Once upon a time...

**Aim**
To develop awareness of register and different writing styles and to practise expressing a story in a variety of contrasting ways.

**Preparation**
Copy the handout on page 47 – one copy per student. Think of a well-known fairy tale to tell the class.

**Introduction (5 minutes)**
Ask the class to sit comfortably as you are going to tell them a story. Then tell a fairy tale (not Cinderella) – either a traditional tale like Sleeping Beauty, Beauty and the Beast, The Little Mermaid, etc. or a tale that the class know well. Afterwards ask them to talk about the content, the style and the typical elements of a fairy tale, e.g. a happy ending, romance, magic, etc.

**Presentation (15 minutes)**
Give each student a copy of the handout and start by reading the story of Cinderella all together. If this is a story that is unfamiliar to your class, make sure the content is clear. If the class know the story well, ask them what details have been missed out in this brief summary and how important these are. Draw attention to the typical beginning and ending and the fairy tale characteristics.
Then look at the newspaper article and postcard and invite comments. Students will realise that these are based on the Cinderella story but with a modern twist and with a completely different format and style. Ask students to work in pairs to make a list of as many different written formats as possible, e.g. magazine article, letter, diary, report, e-mail, note, list, advertisement, news flash, poem, script, pop song, notice, essay, question and answer, summary of a TV or radio programme, etc. List their suggestions on the board and discuss as a class.

**Practice (20 minutes)**
Divide the class into groups of between four and six students and ask each group to choose a fairy tale that they all know well to work on. (Try to make sure that each group chooses a different fairy tale, if possible.) Give them time to work on expressing their fairy tale in a variety of different ways and with a bit of a modern twist. Circulate to give help and encouragement. Feedback could either be a whole class feedback where individuals read out their work for appreciation and comment, or two groups could get together and listen to one another’s work, only reading a selection to the whole class. Make a note of any language problems and spend some time going through these at the end.

**Conclusion (5 minutes)**
Discuss the following questions with the class. Ask: Why are fairy tales so popular? Do they embody universal truths and aspirations? Or are they now out-of-date and no longer relevant? Do we need some more modern fairy tales about ordinary men and women who take their fate into their own hands?

**Homework**
Ask students to write newspaper articles based on fairy tales with a modern twist and relevance.
Once upon a time there was a beautiful young girl called Cinderella who lived with her cruel stepmother and her two ugly stepsisters who made her do all the housework and treated her cruelly. One day the king of that land organised a grand ball to find a bride for his son and all the ladies of the land were invited. Cinderella longed to go but alas she had nothing to wear and was left at home. As she sat by the cinders crying, her fairy godmother appeared and changed her rags into a splendid ball gown with matching glass slippers and made a coach and horses out of a pumpkin and some kitchen mice. Cinderella could go to the ball but she had to promise to be home by midnight.

At the ball the handsome prince had eyes only for Cinderella and they danced every dance together. No one recognised her, not even her ugly stepsisters but everyone was intrigued by the beautiful stranger. Then the clock began to strike midnight and Cinderella rushed from the palace, dropping one of her glass slippers in her haste. As she ran home, her fine clothes changed back into rags and her horses became mice again.

The prince could not forget her and decided that he would find this mysterious lady and make her his bride. Every woman in the land was invited to try on the glass slipper and the prince swore to marry the person it fitted. The slipper however was tiny and no one could get it on – until, of course, Cinderella came out of the kitchen in her rags and tried it on. It fitted perfectly and the prince recognised her as his true love. He took her away to his palace where they were married and lived happily ever after.

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**PRINCE SEEN WITH MYSTERY LADY**

Prince Igor has been seen several times recently in the company of a mysterious young woman and, according to sources close to the palace, the relationship is a serious one and there are plans for an early wedding. His parents are believed to have certain reservations about the suitability of their future daughter-in-law for a role in public life, but by all accounts the prince has set his heart on the match.

---

**Dear Buttons,**

I'm having a wonderful time here at the palace and it's great not to have to do any cleaning. All I do all day is wear lovely clothes, go to sumptuous banquets and have dancing and singing lessons. Only problem is I don't see much of Igor – he's always busy and I don't think his mother likes me very much. Wish you were here.

Do you fancy a job in the kitchens?

Love from Cindy XX

---

**Buttons**

c/o The Ugly Family
Starlight Heights
Never Never Land
12 What's On?

<table>
<thead>
<tr>
<th>Aim</th>
<th>To practise writing short dialogues, 'rave' reviews and summaries of films and plays, paying attention to style and register.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Copy the handout on page 49 – one copy per student.</td>
</tr>
</tbody>
</table>

**Introduction (10 minutes)**

Introduce the topic by talking about a good film you have recently seen or hope to see. Ask the class what types of film they enjoy. Write this list of different genres on the board: thrillers, war films, horror movies, disaster movies, adventure movies, westerns, science fiction films, cartoons, romantic comedies, comedies, historical films, fantasy, documentaries. Students work in pairs. Ask them to choose two genres and write a very short piece of dialogue to illustrate each one. Pairs then read out their mini-scripts to the class and invite guesses as to which type of film they come from.

**Presentation (15 minutes)**

Give out the handouts and ask students to read the publicity about An Inspector Calls. Explain that this is a famous play by J.B. Priestley (1894–1984) which is currently enjoying great success in London’s West End (the theatre district). Draw their attention to the quotes from reviews that are being used to advertise the play and discuss the language used. Point out that a new production of Romeo and Juliet (advertised below) also needs some 'rave' reviews to boost audiences. Give about five minutes for students, working alone and then in pairs, to write some glowing tributes. Listen to examples and note some of the best ones.

**Practice (20 minutes)**

Look now at the short summaries of the plot that are given in the publicity material – just enough to whet the appetite and give some idea of the subject matter but not so detailed as to give the ending away. Ask students now to think of a play or film they may have seen recently that they would be able to describe to others. As far as is possible, put the class into groups where one person has seen something that the others in the group have not seen. The aim now is for that person to tell the rest of the group the plot and then everyone works individually to sum up that plot in no more than about four or five sentences. Versions are compared in the group and the most accurate chosen. The group then work together to produce a summary suitable to include in an advertisement for their film or play. These are read aloud to the class who vote on which ones they feel most motivated to see.

**Conclusion (5 minutes)**

Write the following phrases on the board: original version, dubbed version, sub-titled version. Check that students understand these terms as they are used for films. Invite the class to discuss the advantages and disadvantages of each type of presentation.

**Homework**

Ask students to write either a review of a film or a play or a short script for an imaginary production.
AN INSPECTOR CALLS

The tension and suspense of a classic thriller combined with epic staging, raw emotion and a sweeping score have made An Inspector Calls a smash hit all over the world. When Inspector Goole calls unexpectedly on the prosperous Birling family in connection with a young girl’s suicide, his startling revelations not only shatter the very foundations of their lives, but challenge us all to examine our own consciences.

“Wildly IMAGINATIVE, unremittingly EXCITING.”

“A TRULY theatrical experience.”

“Two hours of STUNNINGLY ENTHRALiNG DRAMA.”

“A revelation.”

“Must be seen.”

“A wake up call to every one of us.”

“DARK, GLEAMING AND URGENT.”

The Guardian

The Evening Standard

ROMEO AND JULIET BY WILLIAM SHAKESPEARE

Romeo and Juliet are in love. Romeo is a Montague and Juliet is a Capulet, and although their families are at war, nothing can destroy the love they have for each other...

This brand new production of Shakespeare’s most famous play weaves a web of dramatic tension, contrasting innocent love and ignorant hate, humour and sorrow, celebration and tragedy. The party where the lovers first meet, the balcony scene, their secret wedding, Romeo’s bloody duel with Paris, and the inevitable tragic climax – the emotional intensity of these pivotal moments will stay with the audience long after the curtain falls.

“POWERFUL AND MAGNIFICENT” THEATRICAL REVIEW

“A DARING AND ADVENTUROUS PRODUCTION... AWE-INSPIRING.” The London Guardian
13 Good manners around the world

<table>
<thead>
<tr>
<th>Aim</th>
<th>To focus attention on cultural differences and to write about these in an informal short letter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Copy the handout on page 51 – one copy per student. Try to think of some amusing anecdote about a misunderstanding caused by different cultural conventions (optional).</td>
</tr>
</tbody>
</table>

**Introduction (5 minutes)**

Tell the class that you are going to tell them about an embarrassing situation and then ask them what it shows us. If you have a real personal experience, use this. Otherwise, tell them about a friend of yours who was on holiday in Greece and decided to call in unexpectedly on some friends at about three o'clock in the afternoon. She was surprised to find them all in bed having a siesta and very embarrassed when they all had to get up and get dressed to entertain her. Introduce the idea of different customs, habits and ways of life. Ask if anyone else has an amusing (or otherwise) story.

**Presentation (10 minutes)**

Activity A Give out the handout and ask the students to fill in the quiz individually. Then, ask them to compare their answers in pairs and small groups. Discuss the answers and write them on the board. 1 a In Britain it is polite to arrive slightly after the stated time. 2 b It is an important document and should be treated with respect. 3 a This is the customary greeting for people you do not know well. 4 a It is polite to take something for your hosts, but chrysanthemums are associated with funerals while red roses can be seen as a declaration of love!

**Practice (30 minutes)**

Activity B Turn the discussion round to the students' own country and customs and how easy or difficult it would be for newcomers to adapt. Read the extract from the letter and explain that you are going to answer it with some do's and don'ts. (Check that students understand the expression do's and don'ts.) Discuss what aspects of daily life need to be covered and make a list on the board. For example: how to greet and address people, what to wear on different occasions, how to behave at work or at college, punctuality, politeness, mealtimes, paying for things and giving tips, how to behave when invited to people's homes, etc. Divide the students into groups of between three and five and give each group one or more of the topics. (Try to cover them all if possible.) Ask them to work together to write a paragraph giving some useful tips on how to behave. Allow between ten and fifteen minutes for this. Circulate to give help and encouragement. Any group that finishes early could be asked to add an additional paragraph on any other subject they consider useful. Finally ask each group to read out their paragraphs and invite comments from the rest of the class.

**Conclusion (5 minutes)**

Discuss the following questions with the class. Ask: With the development of international communications, are all countries becoming more similar? Are good manners as important as they used to be? Encourage discussion and debate.

**Homework**

Ask students to write another paragraph about do's and don'ts of social customs but for a category that they did not cover in their group during the lesson.
DO YOU KNOW HOW TO BEHAVE WHEN YOU ARE ABROAD?

DO YOU RESPECT OTHER PEOPLE’S CUSTOMS AND MAKE A GOOD IMPRESSION?

ANSWER THESE SIMPLE QUESTIONS TO FIND OUT.

1 If you are invited to a British home for dinner at 7.30 p.m. it is polite to arrive...
   (a)...at about 7 p.m. for drinks.
   (b)...at any time after 8 p.m.
   (c)...at about 7.35 p.m.

2 If a Japanese man gives you his business card, you should...
   (a)...not read it in front of him and put it in your pocket.
   (b)...read it carefully and put it on the table in front of you.
   (c)...memorise the name and then throw the card away.

3 When you are introduced to someone from the Middle East, you should...
   (a)...shake hands.
   (b)...bow formally.
   (c)...embrace the person warmly.

4 If you are invited to a French friend’s home for dinner, you should...
   (a)...take chocolates or a bottle of wine.
   (b)...take nothing but thank them warmly afterwards.
   (c)...take a bouquet of red roses or chrysanthemums.

---

I accepted the job and I’m starting next month. This is the first time I’ve lived and worked abroad and I’m keen to make a good impression and not offend anyone. So could I ask for your help? Would you have time just to drop me a quick line with some do’s and don’ts? You know, the sort of thing they never tell you in guide books - what to say when you meet someone, what to wear and if I’m invited to a colleague’s home should I arrive on time and take a present? How do men and women treat each other, how should I treat my boss and colleagues? etc. I really would be most grateful.
14 Save the tiger

**Aim**
To practise note taking and the reconstruction of a text from notes.

**Preparation**
Copy the handout on page 53 - one copy per four students and one extra. Cut each handout up into its four sections. Find a picture of a tiger to introduce the topic (optional).

---

**Introduction** *(5 minutes)*
Show the picture of the tiger (or write the word tiger on the board). Invite the class to give you their reactions - one adjective from each student, e.g. wild, fierce, majestic, etc. and write these up on the board. If the word *endangered* does not come up, introduce it and invite brief comment.

**Presentation** *(15 minutes)*
Explain to the students that they are going to learn about the tiger and the problems facing its continued survival. Give each student one of the sections from the handout and give them a few minutes to read. They may have some questions about vocabulary and you can write difficult words on the board or encourage students to use a dictionary. Students then work individually to make notes on a separate piece of paper about their section. Explain that the notes will be for another student to read so they must be legible and as clear as possible and they must cover all the main points. They should write the title of their section at the top of their paper and then the notes, which must total no more than forty words.

**Practice** *(20 minutes)*
Once all the notes are ready, each student exchanges papers with another student (who has worked on a different section) and reconstructs the notes into a continuous paragraph of about five sentences. They are not allowed to ask the person who made the notes any questions and they must just work from what is in front of them. Circulate to give help and encouragement. When the paragraphs are ready, students hand them back to the person whose notes they worked from. Each student can now compare the original passage with the passage another student was able to construct from their notes. They should work together for a few minutes commenting on this and how good they found the notes, etc. A short feedback session can concentrate on the importance of picking out the important points and making notes clear.

**Conclusion** *(5 minutes)*
Students would probably like to read the whole passage so put them in groups of four to read both the two passages they did not read earlier and also the reconstructions of these passages. Encourage discussion about what else could be done to protect the tiger, e.g. breeding programmes with captive tigers, encouraging photographic safaris, etc.

**Homework**
Ask students to do research into another endangered species and to write a report.
THE FACTS

Tigers are the largest living cats on earth and a large male can weigh up to 300 kilos and measure three metres from head to tip of tail. They are solitary, nocturnal animals that do not like to share their range with other tigers. Thus even a small population requires a very large area in which to live and hunt successfully... up to 100 sq km for one male tiger. One of nature’s most feared predators, the tiger is capable of killing animals over twice its size and lives on a diet of game – wild ox, buffalo, wild boar and sometimes monkeys, lizards and even porcupines. Mating is in the spring and after fifteen weeks the tigress gives birth to two to four cubs. About half of all tiger cubs die before they reach maturity and those that survive stay with the mother for about three years. When they are independent, she is able to mate again.

THE SITUATION

Within this century eight recognised species of tigers ranged over most of Asia; three of these have since gone extinct. Only about 5,000 tigers survive in the wild today. Nearly one-third of these live outside of the boundaries of the national parks or tiger reserves designed to protect them and are unlikely to survive the loss or deterioration of their habitat. All five tiger species are threatened with extinction in terms of the criteria of risk used by the World Conservation Union. Three species (South China, Siberian, Sumatran) are classified as critically endangered which means they have a 50% probability of extinction within five years or two generations. The Indochinese and Bengal tigers are not much better off and are classified as endangered.

THE PROBLEM

The problem for tigers is as simple as it is brutal. Across all of Asia, wild tigers have had their forests destroyed for timber or for agriculture. Small islands of forest are now surrounded by an ever increasing and relatively poor population who collect firewood, graze their livestock and shoot and snare common tiger prey for themselves. Worse still, tiger bones and other body parts used in Chinese folk medicine fetch very high prices on the international black market (a minimum of $4,000 per tiger) and poachers now poison waterholes or set steel wire snares to kill tigers. It is a cruel death. The boundaries of many of the reserves are not adequately protected by the local states and field directors and rangers have received neither adequate funding nor training to enable them to act effectively against the poachers. If we continue to maintain the status quo, we run the risk of losing all wild tigers.

THE SOLUTION

To combat ever-decreasing tiger numbers, we need a new vision and strategies for the management of tigers at international level. Training and technology must be provided for Asian conservationists so that they can take primary responsibility for safeguarding the future of their tigers. Detailed field studies need to be undertaken to assess the real situation of wild tiger populations and to heighten awareness of the human-tiger conflicts at national and international levels in order to attract funds and provoke political action. Teams of tiger-rangers must receive specialised training to act effectively against poaching and raise village and community awareness so that people and tigers can live happily side by side into the millennium and beyond.

15 For Sale

Aim
To become sensitive to different written registers (in this case, that used by estate agents) and to practise using language persuasively.

Preparation
Copy the handout on page 55 – one copy per student.

Introduction (5 minutes)
Tell the class that you or friends of yours want to sell your house and ask for their advice on how to proceed, e.g. putting up a For Sale sign, advertising in the local newspaper, consulting an estate agent, etc. Talk about estate agents and how they work and ask if anyone knows any stories about buying and selling property.

Presentation (15 minutes)
Give out the handouts and explain that these are details from estate agents of houses for sale in London. Read through the first one as an example, focusing on the specialised vocabulary used to describe the house, both rooms and fittings, and also the flattering words that are used to present the property in its best light. Divide the class into two groups and give them time to read all the descriptions. Ask one group to make a list of all the house vocabulary, e.g. fitted kitchen, semi-detached, west-facing garden, etc, while the other group notes all the ‘biased’ vocabulary designed to paint a glowing picture, e.g. impressive, well-presented, spacious, etc. When both groups have finished, discuss the lists, clarifying any doubts as necessary.

Practice – part 1 (15 minutes)
Divide the class into groups of between three and five students and ask them to write a short description of the house shown at the bottom of the handout. They should aim to give details of the rooms and fittings and also highlight the advantages with carefully chosen descriptive words (while not exaggerating so much as to be unrealistic) in no more than four sentences. Groups read out the finished product to the class who choose those who look set for a promising career as estate agents!

Practice – part 2 (15 minutes)
Organize new groups of three to five students and ask them to think of a building or residence to sell that everyone knows, e.g. the prime minister’s residence, the president’s palace, the college, the town hall, a place of work, the building where the class is taking place, etc. They should keep this a secret from the other groups and imagine they are writing a short description to sell this property to an English-speaking purchaser. Give them about five minutes to write a short description which they then read aloud to the class. The idea is to see if their description is detailed enough to enable the others to guess the place.

Homework
Ask students to write a description of their own home (or somewhere else they know well) as if they were hoping to sell it.
This unique family home has been designed on four floors and boasts very spacious living accommodation. There are five bedrooms, two bathrooms, two formal reception rooms, one with adjoining roof terrace, and an incredible 30' kitchen/diner that overlooks a pretty garden.

A well-presented Victorian house offered in excellent condition throughout and also including features such as parquet woodblock flooring, stripped pine doors and cast iron fireplaces. Also comprises three double bedrooms, double reception room, kitchen/breakfast room, bathroom, shower room and a well-enclosed rear garden.

This magnificent home boasts three double bedrooms, two formal reception rooms, a stunning 19' kitchen/diner, bathroom, cloakroom and storage cellar. Many original features are evident and the property is fully alarmed.

A four bedroom detached residence within 3/4 mile of tube station. The house boasts guest cloakroom, gas central heating, two reception rooms, fitted kitchen and an integral garage with own driveway.

This impressive semi-detached family home comprises three bedrooms, two formal reception rooms, a fully fitted kitchen/diner, a beautifully appointed bathroom, a west facing garden and a shared driveway, which leads to a double garage.

MUST BE SEEN!
16 The Open University

Aim To practise presenting factual information in a variety of ways.

Preparation Copy the handout on page 57 - one copy per student. Take in large sheets of paper for presentations (optional).

Introduction (5 minutes)
Introduce the subject of universities, e.g. talk about your own or ask if students are planning to go or have been and ask why it is difficult for some people to go. The subject of finance should be raised at this point and you can write the words Open University on the board. Invite discussion about how a university can be open to everybody.

Presentation (20 minutes)
Give out the handouts and read the facts about the Open University. (Do not look at the statistics at this point.) Check that everyone understands and then ask students what they think about the presentation of these facts. They will probably say, for example that it’s boring, that it doesn’t make you want to read any more, that it doesn’t make the OU sound the sort of place you would like to go to, etc. Invite students to become image consultants, publicity agents and copywriters for advertisements and discuss briefly how these facts could be made more interesting, e.g. presented visually, as a series of questions and answers, as a case study, etc. Divide the class into small groups of three or four and give them about ten minutes to come up with a new way of presenting the facts about the OU. (Explain that it is not necessary to present all the facts that are given.) They should do this on paper to show the rest of the class. After hearing the presentations you might like to encourage brief discussion as to which was the most effective.

Practice (20 minutes)
Now look at the statistics about the OU and divide the class into eight groups. Allocate one set of statistics to each group. Their task is to present these statistics in a written form rather than in numerical form as now. They need to work together to write a short flowing paragraph presenting the information as in the ‘facts’ section of the handout. Allow about ten minutes for this and encourage careful checking of the finished product for accuracy. Finally each group chooses one person to read out their paragraph to the class (who can follow in their statistics). Ask if they feel they understand better when reading figures or when listening to somebody expressing those figures and why this is so.

Conclusion (5 minutes)
Computers have revolutionised information technology. If the class are computer users, ask them to explain how they use the computer to access information. Otherwise ask them to write down three ways of getting information, e.g. asking people, libraries, telephone, leaflets, etc. and say how effective they think these media are.

Homework
Ask students to find some factual information on a topic of their choice and present it in a variety of ways.
# The Facts

The Open University was opened in 1971 and is now the UK's largest university, with over 210,000 students and customers. Nearly all of its students are part-time and they represent 21% of all part-time higher education students in the UK.

Instruction is provided by various forms of distance learning – specially produced textbooks, tv and radio programmes, audio and video tapes, computer software and home experiment kits – combined with tutorials and summer schools.

More than 70% of OU students remain in full-time employment throughout their studies and two-thirds of students are aged between 25 and 45. There are no formal academic requirements for entry to first level courses.

Courses are available throughout Europe and, by means of partnership agreements with other institutions, in many other parts of the world. Over 30,000 learners are studying OU courses outside the UK.

# The Figures

## Student and Customer Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Level Students</th>
<th>Postgraduate Level Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1984/85</td>
<td>112,883</td>
<td>112,021</td>
</tr>
</tbody>
</table>

## Research

- **Research Assistantships**: 492
- **Research Associates**: 107
- **Research Fellows**: 13
- **Research Professors**: 1

## OU Students (Researcher/Contractor)

- **Total Number**: 213,078
- **Female/Female Ratio**: 48:52
- **Educational Qualifications Below 2:1 Levels**: 34%
- **Students with Disabilities**: 4.7%

## Student Distribution

<table>
<thead>
<tr>
<th>Country</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>England</td>
<td>112,842</td>
</tr>
<tr>
<td>Scotland</td>
<td>13,056</td>
</tr>
<tr>
<td>Wales</td>
<td>5,444</td>
</tr>
<tr>
<td>Northern Ireland</td>
<td>1,240</td>
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<tr>
<td>Non-OE Students</td>
<td>2,045</td>
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<tr>
<td>Non-UK EU</td>
<td>1,225</td>
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<tr>
<td>Non-UK Non-EU</td>
<td>33,479</td>
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</table>

## Qualifications Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduates (206,490)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>12,011</td>
</tr>
</tbody>
</table>

## Cost of Study to UK Student (Estimated Average Total)

<table>
<thead>
<tr>
<th>Year</th>
<th>B&amp;L</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>£1,039</td>
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</tbody>
</table>

## Staff Statistics

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic staff</td>
<td>912</td>
</tr>
<tr>
<td>Administrative staff</td>
<td>1,313</td>
</tr>
</tbody>
</table>

## Finance

<table>
<thead>
<tr>
<th>Year</th>
<th>Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995/96</td>
<td>129,121</td>
</tr>
</tbody>
</table>

- **Expenses**
  - **Academic and Research**: 66,879
  - **Tuition and Regional Services**: 21,411
  - **Operations (Course Production and Distribution)**: 35,455
  - **BBCOU (Production Centre)**: 13,295
  - **Administration**: 16,727
  - **Education**: 14,045
  - **Other**: 12,771

## Total Hours of Teaching)

- **Total Hours of Teaching per Year**: 1,349
- **Average Hours per Week**: 10.7

## Number of Students

- **Total Number of Students**: 210,000
- **91% UK**: 191,000
- **9% non-UK**: 19,000

## Number of Students Receiving Home-Exempted Kit

- **Total Number**: 210,000
- **Number of Students Receiving Home-Exempted Kit**: 210,000

## Number of Financial Awards Made for the Support of Students

- **Total Number**: 15,755

## Number of Student Transfers Awards Made for the Support of Students

- **Total Number**: 19,596

## Definitions

- **IP**: Initial Place Teaching
- **OCT**: Open University Teaching Assistant
- **OUE**: Open University Education

<table>
<thead>
<tr>
<th>Field</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Higher Education</strong>:</td>
<td>Higher education awards in educational establishments, colleges, universities and professional bodies which do not award degree-awarding status themselves. It is also an awarding body for Scottish and National Vocational Qualifications.</td>
</tr>
</tbody>
</table>
17 Into the future

Aim
To make future predictions using appropriate structures, scientific vocabulary and style.

Preparation
Copy the handout on page 59 – one copy for each group of students and one extra. Cut these up into the six sections. Take in a picture of some futuristic invention or idea (optional).

Introduction (5 minutes)
Introduce the topic of the future and the technological advances it may bring. Do this either with a picture or simply with an idea, e.g. cloning human beings, taking holidays on the Moon, etc. Invite reactions and ask the class if they feel optimistic or pessimistic about the future and why.

Presentation (15 minutes)
Divide the class into two groups: the optimists and the pessimists. Ask each student to write three sentences about the future (negative or positive according to their group), covering personal, national and international predictions and using a variety of future forms. Listen to the ideas, listing some on the board as models. Discuss as a class which are most likely to come true.

Practice (25 minutes)
Write the following on the board: the human body, entertainment, robots, computers, communications, travel. Explain that these are areas where there is certain to be enormous technological advance in the future. Divide the class into six groups (corresponding to these six areas) and give each member of the group the same section from the handout, i.e. all members of one group will have the section on computers, etc. Each section contains two sentences with information on what advances are already on their way and space for students to add a sentence of their own with their own predictions. Students work individually for about five minutes thinking of a future prediction and how to express it. Then they get together with the other members of their group to choose the best one and to polish the sentence so that it is written in the same style as the rest. Circulate to give help where necessary. Each group then chooses a spokesperson to read out their section, inserting their own sentence. The other groups listen and note down which prediction they think the group made up. Give time for some discussion and keep score to see which groups did best, both in foxing the others and in choosing correctly.

Conclusion (5 minutes)
A millionaire has given money to develop one single invention for the good of humanity. Ask students what they would suggest.

Homework
Ask students to write about society in the future – in 20 years and in 100 years. Ask them to consider whether English will end up becoming the world’s universal language.
The Human Body

Illness may soon become a thing of the past and faulty body parts will be replaced.

Special biological chemicals could be used to delay the ageing process, stretching the average human lifespan from 70 to 140 years.

Robots

Scientists are developing a robot with the brainpower of a cat.

These cyberpets will recognise your voice and face but you will not need to worry about feeding them.

Travel

Driverless cars will take you from place to place, using satellites for navigation.

All aeroplanes will be enormous carrying up to 1,000 passengers each and trips into space will be possible.

Communications

Mini TV phones, worn like watches, will allow you to keep in contact wherever you are.

More communications satellites will make the Internet much faster.

Computers

The food of the future may contain microchips which jet ovens know how long to cook it.

Tiny computers injected into your bloodstream will be able to act as doctors and check your health.

Entertainment

Films and plays will be recorded as holograms and you'll be able to interact with the stars.

We won't send postcards any more - we'll send video clips when we go on holiday.
Teacher’s notes

18 Off to Australia

<table>
<thead>
<tr>
<th>Aim</th>
<th>To write the script for a short commercial presenting a product (Australia).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Copy the handout on page 61 - one copy per student. Bring in any pictures or information about Australia you can find.</td>
</tr>
</tbody>
</table>

Introduction (5 minutes)
Ask the class to brainstorm what they know about Australia. Ask them what impressions they have of the country and whether they would like to go there for a holiday if money were no object.

Presentation (10 minutes)
Give out the handout and ask the class to read through it quickly. Ask them if this information corresponds to what they knew or believed. Explain that their task is to write the script for a one-minute television commercial to be shown in all English-speaking countries to encourage people to take a holiday in Australia. Discuss how a TV script needs to be written, making a clear difference between what is seen and what is heard. As practice, ask the class to say what they would write in a simple TV script where a man gets out of a car and apologizes for being late. You might like to write the following on the board as an example:

SCENE 1 EXTERIOR: A COUNTRY ROAD
A BLUE CAR DRIVES SLOWLY ALONG THE ROAD AND STOPS OUTSIDE A SMALL HOUSE.
A MAN GETS OUT AND LOOKS AROUND CLEARLY LOOKING FOR SOMEONE. A WOMAN APPEARS AT THE DOOR OF THE HOUSE LOOKING WORRIED AND CARRYING A BABY IN HER ARMS.

MAN
Sorry I’m late. It was the traffic. Hope you weren’t worried.

Draw attention to the use of capitals for the description of what is seen and the way the name of the person speaking is also in capitals and is centred above their speech. Students could adopt this convention or use different coloured pens. Suggest that they think about who could present their commercial e.g. a famous actor, some typical Australians or simply a voice-over, that is, an unseen presenter.

Practice (30 minutes)
Students now work in groups of between three and five working on the script for their commercial encouraging people to spend a holiday in Australia. Stress that they can choose what information to give and they can add what they like. However they should time their commercials and restrict them to one minute. Remind them that TV time is expensive! Circulate to give help and encouragement. When the groups have finished, each one should present their commercial to the class.

Conclusion (5 minutes)
Discuss how much this has inspired them to visit Australia one day or not! Ask: Is TV the best way to advertise holiday destinations? What about glossy brochures? Can we believe what we read or see?

Homework
Ask students to write the script for a commercial – either the best of what has been presented on Australia, or for another country of their choice.
Australia is a land of contrasts – every holiday you’ve ever wanted – and much more!
It’s no surprise that Australia has been voted one of the most desirable destinations in the world.

CLIMATE
Australia generally has a pleasant climate without extremes of temperature. About 40% of Australia (Northern Queensland, the Northern Territories and the Northern Areas of Western Australia) is in the tropical zone with hot summers and very mild winters.
To the south, remaining areas (New South Wales, Victoria, Tasmania, South Australia and Southern Western Australia) are in the temperate zone where summers can be agreeably hot and winters seldom cold.

WHAT TO WEAR
Lightweight comfortable clothing and shoes, hat and sunglasses are practical for touring Australia.

VACCINATIONS AND HEALTH
None required unless you have recently travelled from an area infected with yellow fever. There are very few health hazards – the water is safe to drink and the standards regulating food hygiene are rigorous. In addition, Australia has an excellent health system.

CURRENCY
Australian Dollar. AUDS = 100 cents

WHAT TO SEE: 6 TOP SIGHTS
1 Cities: All worth a visit. Don’t miss cosmopolitan Sydney with its famous harbour, opera house and beaches.
2 Outback: There is plenty of this in Australia and a wide selection of tours and safaris to introduce you to ancient Aboriginal cultures.
3 Great Barrier Reef: 1,200 miles of coral reef – a must for all divers but can also be viewed from an underwater observatory and on cruises.
4 Islands and beaches: Australia has more beaches than any other nation – 7,000.
5 National Parks: More than 2,000 national parks which include tropical rain forests, deserts, snow-capped mountains, reefs and glacial lakes.
6 Nature reserves: See some of Australia’s unique wildlife – kangaroos, koalas, platypuses and dingoes to name but a few too good to miss!
19 The small ads

Aim To understand the language, style and format of small ads and to write some to sell items.

Preparation Copy the handout on page 63 – one copy per student.

Introduction (5 minutes)
Tell the class that you have something you want to sell and ask them to suggest how you should go about it. Elicit ideas such as putting a small advertisement in a local paper, for example. Ask if anyone has ever sold something and how they went about it.

Presentation (10 minutes)
Give out the handouts and explain that these ads were placed by private individuals who wanted to sell something. Focus attention on the style and explain that this is because advertisers pay a certain amount per word so obviously they try to limit the number of words they use. Divide the class into eight groups and ask each group to look at a different ad. Ask them to note down what else they could add to their advertisement if money were no object and to give further details to encourage a buyer. Discuss their suggestions, checking understanding of all the vocabulary.

Practice (30 minutes)
Divide the class into groups of three to five and explain that each group is going to write two ads to sell items they no longer need. For the first ad, everyone has the same item. Choose something your students know about, e.g. a camera, a guitar, a bicycle, a collection of old magazines, etc. Limit the number of words to between fifteen and twenty and give the students time to compose their ad. When everyone is ready, each group reads out its ad and the rest of the class take this down as a short dictation. Then they compare the ads and choose the most successful. For the second ad, each group chooses what to sell. This can be anything, but you should fix an approximate price. Once again they write their ads of fifteen to twenty words. When ready, the ads are passed round to the different groups and each student notes down which item they would choose to buy and why. Feedback discussion will reveal the most popular.

Conclusion (5 minutes)
Discuss the advantages (mainly price) and disadvantages (condition, no guarantee, could be stolen, etc.) of buying items in this way.

Homework
Ask students to write a selection of small ads for unusual things or things they would like to buy themselves.
bedrooms
WARDROBE Good quality modern wardrobe in white with grey trim. Top shelf and mirror. Dismantled ready for collection. Suit teenager’s room.

sports video
EXERCISE bike, all complete, little used. Cost £280 new. Accept £100.

clothing
LEATHER JACKET 3/4 length hardly worn. Black biker style. Men’s size 42. £50 o.n.o.

tv and video

fridges and freezers

computers
COLOUR printer, still boxed, hardly used. Can set up. Also mouse and many games.

furniture

free offers
WRITE your own ad here – it’s easy!

AND this one is free!

musical
ELECTRIC organ with double keyboard, foot pedals, rhythm section, suit beginner. £150.
20 Playing the game

Aim To explain how to play a game giving brief rules.
Preparation Copy the handout on page 65 – one copy per student.

Introduction (5 minutes)
Ask the class what sports and games they play and write a list on the board. Ask them what they know about badminton, e.g. the rules, the equipment, etc.

Presentation (15 minutes)
Give out the handouts and ask the students to read about playing badminton. Ask them if the information confirms what they said previously. Point out that sixteen words are missing from the text. Give time for the students to work individually to find these words and then compare their answers with a neighbour. Go through the answers: 1 players, 2 hit, 3 net, 4 opponent, 5 points, 6 games, 7 court, 8 markings/lines, 9 rackets, 10 synthetic, 11 shorts, 12 scores, 13 rally, 14 serve, 15 side, 16 match. Discuss the details given in the text. Ask students if they now feel they have a clear idea of how badminton is played. Ask them if there is any other information they would like to have been given.

Practice (25 minutes)
Students now work in small groups to prepare a similar sheet describing the rules, equipment, etc. of a game they know. Based on what students said in the introductory phase, encourage them to choose unusual games if at all possible and group themselves with others who know how to play the same game. Within each group, individuals might like to work on different aspects and then all work together on the final product. Circulate while students are working to give help and encouragement. When groups are ready, they should come up to the front and read out what they have written. Another group member could mime the actions and be ready to answer questions from the class.

Conclusion (5 minutes)
Allow one minute and see who can write down the most games and sports that can be played with a ball.

Homework
Ask students to write and illustrate an information leaflet about a game or sport of their choice.
20 Playing the game

The Game of Badminton

The game of badminton is played on a court by two players (singles) or four (doubles). The players use rackets to hit a shuttle over a net from one side to the other, the object of the game being to hit the shuttle across the net to a place in the opponent's court where he cannot reach it, or to force the opponent to hit the shuttle out of court or into the net. A player who achieves this when he or his partner has served is awarded a point, and the first player or pair to reach the required number of points wins the game. A match is the best of three games.

The Court

The dimensions of the court are shown above. The surface of the court should be of wood, although other surfaces may serve equally well, provided they are not slippery. Because the shuttle is white in colour, the floor and background should be of a dark shade and the markings must be clearly defined by white or yellow lines. These should be 40mm wide. The game is usually played indoors, except in certain countries.

Equipment

The racket: a badminton racket is very light and can weigh less than 114 g. Most now have steel or carbon fibre shafts and metal heads. The shuttle: two basic types are available, feathered or synthetic, and shuttles are made in varying speeds. Compared to feathered shuttles, synthetic shuttles are more durable and less expensive and so are widely used by beginners.

Dress

Badminton is a fast game and freedom of movement is essential. Clothing must be comfortable and should be predominantly white. Shorts and skirt are the normal clothes for men and women can wear a dress, skirt and blouse or and skirt. Special attention should be paid to footwear and shoes should be cushioned and not have thick soles.

Scoring

Only the side which is serving at the time may add to its score. When the server's side wins a rally it adds a point. If the opponents win that particular rally they do not score a point; however they cause the server to lose the right to serve. When both partners have lost the right to serve, the service will pass to the other side which then has the opportunity of adding to its score. So the game continues until the side first scoring 15 points wins the game. Certain games go to 21 points. A win is normally the best of three games.

Throughout the world, badminton is played under exactly the same rules and with exactly the same equipment. It is a truly international sport.
Grammmar: Lessons 21–30

21 Relative clauses – defining and non-defining

Aim To show the meaning and use of the two types of relative clauses.
Preparation Copy the handouts on pages 67 and 69 – one copy per student.

Introduction (5 minutes)

Write the following sentences on the board: 1a The railway station was the first one in this part of the country. 1b The railway station is by the castle. 2a That girl is the cleverest in the class. 2b She lives in the small house near the park. Now ask students to make one sentence from 1a and 1b and one sentence from 2a and 2b. Then write the two new sentences on the board: 1 The railway station, which is by the castle, was the first one in this part of the country. 2 That girl, who lives in the small house near the park, is the cleverest in the class. Underline which and who and remind students that which is used for animals and things and who for people. Distribute the handouts and ask students to work on the Introduction Activity in pairs. All the relative clauses fit together to make one sentence. (There are two non-defining relatives among them, which are to be dealt with during the presentation. Make sure you put the commas round the two non-defining clauses.) The complete sentence is: The cat is sitting on a wall which was built round a farm which belonged to my grandfather, who died of cancer which was caused by smoking in 1937, which was the coronation year of George VI.

Presentation (15 minutes)

Explain that some relative clauses (called defining relative clauses) give us essential information about the person or thing, which helps us to understand which person or thing is being discussed. Other relative clauses (called non-defined relative clauses) give us additional information about the person or thing, which may or may not be relevant. Now ask the students to look through the Introduction Activity and see which of the sentences they have made have defining relative clauses. Write them on the board: 1 The cat is sitting on a wall which was built round a farm which belonged to my grandfather 2 the farm which belonged to my grandfather 3 cancer which was caused by smoking. Show that, without the relative, it wouldn’t be clear what we were talking about. Try covering up the relative in some way. Now ask them to pick out the sentences with non-defining relative clauses and write them on the board: my grandfather, who died of cancer in 1937, which was the coronation year of George VI. In this case, cover up the relative and show that it is quite clear who and which year we are talking about. The relative clause is an additional piece of information and we could say: It was built by my grandfather and he died of cancer in 1937. He died in 1937 and this was the coronation year of George VI. Stressed the importance of putting commas round the relative in this second case and point out how you can replace the relative clause by a co-ordinating clause beginning with and.

Practice (20 minutes)

Activity A Ask students to work in pairs. Check answers orally and deal with any problems.

(continued on page 68)

Key

A 1 defining, 2 defining, 3 defining, 4 defining, 5 defining, 6 non-defining, 7 non-defining, 8 defining, 9 non-defining.
21 Relative clauses – defining and non-defining

Introduction Activity
Work in pairs and put the clauses in the right order.

The cat is sitting on a wall which belonged to my grandfather who died of cancer in 1937 which was built round a farm which was caused by smoking which was the coronation year of George VI

A Work in pairs and decide which of the relative clauses in the dialogue are defining and which are non-defining.

1 Josh: Do you know the man who lives in the end house?
2 Lynn: You mean the big house which faces the canal?
3 Josh: Of course. Do you know the man who lives there?
   Lynn: No.
4 Josh: I thought you might. He’s the man who made the film about the computer-controlled office building.
   Lynn: Why should I know him?
5/6 Josh: Wasn’t it your father who designed an office like that? I know your father who must be a very rich man designs visionary things.
   Lynn: Really!!!
7 Josh: And your company which is also rich makes them.
   Lynn: That’s true.
8 Josh: Do people like you who make these products use them?
9 Lynn: Oh yes. My house which is in the next street is computer controlled.
   Josh: How does it work?
   Lynn: You’ll see.
Activity B With this Activity, you can let the students work in pairs or individually from the worksheet. Check answers orally.

Conclusion (10 minutes)
Activity C Have students do this as an individual task.

Homework
Ask students to describe a place they know in the way the small fishing village was described in Activity B.

Key
B Correct order: f, i, a, e, h, j, c, g, d, b.
For many years, Ashanto was a quiet seaside village, (1) which depended on fishing for its livelihood. In the 1960s, people (2) who had heard of the palm island just offshore started to visit the village. By the 1970s, it had become a popular seaside town, (3) which tourists liked to visit. As a result, many of the fishermen (4) who had found fishing hard and unprofitable, turned their homes into small hotels. Then a company (5) which had hotels all over Japan built a large hotel on the shore. But it was only for tourists (6) who had just got married. Thus the small seaside village became a town (7) which attracted young, married people – a honeymoon town. The offshore island, (8) which had been covered only in palm trees, now had lots of little wooden cabins among the trees. The cabins, (9) which were heart-shaped, could be rented by the day from the hotel. The fishing village is where the people (10) who always lived there now work as service staff in the hotel.

1 is non-defining because we know which town it is and this is giving us additional information.
2 is defining because without it, we don’t know who the people were.
3 is non-defining because we know it is popular and by the sea so this is additional information.
4 is non-defining because we know who the fisherman are and this is additional information.
5 is defining because without it, we don’t know what sort of company it was.
6 is defining because without it, we don’t know which tourists.
7 is defining because without it, we don’t know what sort of town it had become.
8 is non-defining because we know which island it is so this is additional information.
9 is non-defining because we know a lot about the cabins and this is additional information.
10 is defining because without it, we don’t which people worked in the hotel.

C 1 non-defining, 2 defining, 3 non-defining, 4 non-defining, 5 non-defining, 6 defining, 7 non-defining, 8 non-defining, 9 defining, 10 non-defining
21 Relative clauses – defining and non-defining (continued)

B Work in pairs. Number the sentences a to j in the correct order.

a ____ By the 1970s, it had become a popular seaside town.

b ____ The fishing village is a place where the people now work as service staff in the hotel.

c ____ Thus the small seaside village became a town – a honeymoon town.

d ____ The cabins could be rented by the day from the hotel.

e ____ As a result, many of the fishermen turned their homes into small hotels.

f ____ For many years, Ashanto was a quiet seaside village.

g ____ The offshore island now had lots of little wooden cabins among the trees.

h ____ Then a company built a large hotel on the shore.

i ____ In the 1960s, people started to visit the village.

j ____ But it was only for tourists.

Now read the clauses below and write the number of each one in the appropriate place in the text above. Insert one clause into each sentence. Make them relative clauses and put who, which or that at the beginning as necessary. Note whether they are defining or non-defining.

1 depended on fishing for its livelihood
2 had heard of the palm island just offshore
3 tourists liked to visit
4 had found fishing hard and unprofitable
5 had hotels all over Japan
6 had just got married
7 attracted young, married people
8 had been covered only in palm trees
9 were heart-shaped
10 always lived there

C Decide which of the relative clauses in the following sentences are defining and which are non-defining.

1 Gonzalez who was Prime Minister of Spain in the 1980s was a socialist.
2 The film which made Leonardo DiCaprio famous was Romeo & Juliet.
3 Audrey Hepburn who was a film-star in the 1960s and 70s did a lot of work for UNESCO.
4 That desk which was bought in 1958 was a birthday present.
5 The journey which was only 600 km took them more than twelve hours.
6 The young man who was attacked at the club had taken the security guard’s girlfriend.
7 He tried to phone Hazel who was going to China.
8 Bangalore which is in Southern India is the centre of the Indian IT industry.
9 The villagers gathered to pray for the symbol which had been lost.
10 That shop which changed owners last year has never been successful.
22 Reduced relative clauses

Aim
To show how relative clauses can be reduced using an adjectival clause with either the present or past participle of the verb.

Preparation
Copy the handouts on pages 71 and 73 – one copy per student.

Introduction (5 minutes)
Hand out the Introduction Activity. Do the first two with the whole class. Then have students work in pairs joining the two halves A and B together. Then they should identify the defining and the non-defining relative clauses. Remind students about the difference between a defining and a non-defining relative. Write on the board: Conan Doyle, who created Sherlock Holmes, was interested in forensic science. The man who created Sherlock Holmes was interested in forensic science. Point out that another version of the first example is: Conan Doyle created Sherlock Holmes and was interested in forensic science. In the first example, the relative clause is not needed to identify the person interested in forensic science whereas in the second example it is.

Presentation (15 minutes)
Explain that you are going to show how relative clauses can be reduced and that you can avoid using the relative pronoun when the relative is the subject of its clause. Write on the board some of the answers from the Introduction Activity like this:

Dave Kelly is the man who is writing a history of wine-making.

Dave Kelly who is writing a history of wine-making is the man.

Now cross out the relative clause where the relative clause is a defining relative and replace it with just the verb (writing). Explain from the examples that the defining relative can be reduced by replacing the relative pronoun and its verb with either the present participle of the verb or the past participle. Point out that this is not possible with a non-defining relative and the verbs to be and to have when they are the main verbs. Then discuss with students when we use which participle, i.e. the present participle if the verb is active and the past participle if the verb is passive.

(continued on page 72)

Key

Introduction Activity
Dave Kelly is the man who is writing a history of wine-making. (defining) OR Dave Kelly, who is writing a history of wine-making, is the man. (non-defining) The man who lives in the end house works in the criminal court. (defining) OR The man who works in the criminal court lives in the end house. (defining) I went to see The Lion King, which was showing at the Apollo cinema. (non-defining) Don married that woman who is making millions from her paintings. (defining) The instructions which were sent with the machine don’t make sense. (defining) John Price, who has financial problems, is working in Majorca now. (non-defining) Conan Doyle, who was interested in forensic science, created the character of Sherlock Holmes. (non-defining) OR Conan Doyle, who created the character of Sherlock Holmes, was interested in forensic science. (non-defining) Joe fell in love with the girl who sold ice-cream at the theatre. (defining) They say that man who owns a TV company has been kidnapped by the Garage gang. (defining) I’ve just seen that film which was recommended in all the reviews. (defining)

(continued on page 72)
Introduction Activity

Join the sentences in A and B together.

A

Dave Kelly is the man

The man works at the criminal court

I went to see The Lion King

Don married that woman

The instructions don’t make sense

John Price is working in Majorca now

Conan Doyle created the character of Sherlock Holmes

Joe fell in love with the girl

They say that man has been kidnapped

I’ve just seen that film

B

He is writing a history of wine-making

He lives in the end house

It was showing at the Apollo theatre

She is making millions from her paintings

They were sent with the machine

He has financial problems

he was interested in forensic science

She sold ice cream at the theatre

He owns a TV company

It was recommended in all the reviews
Teacher's notes

Practice (20 minutes)
Activities A and B Ask students to do the activities in pairs and then to check their answers.

Conclusion (10 minutes)
Activity C Have students do exercise C and then check orally.

Homework
Ask the students to write a short story in the style of either the story in Activity A or the one in Activity C.

Key
A 1, 2, 3, 5 and 6 are active, 4 is passive
Mike who was driving the car was the one in charge. Dave and Bill who were sitting in the back seat had the guns. When the car stopped outside the shop which stood at the corner of the High Street, Dave and Bill strode into the shop. A girl at the counter, who had been told always to smile at new customers greeted them warmly. Then her smile faded as she saw the gun. Screams which echoed through the building attracted the attention of the shop owner. Dave and Bill hadn't expected this. The two men were terrified by the turn of events, and ran from the shop into the car. "You've messed it up," Mike said. But he didn't drive off. He pulled back a blanket which was hung on the front passenger seat where there were two toy pistols. "Here take these. Go back into the shop and say you were joking." As Dave and Bill got out of the car, Mike quickly drove away. This surprised Dave and Bill. They were left standing on the pavement as the police car arrived.

B 1 I sat opposite a woman smoking a pipe. The woman was dressed all in black and smiled at me. I have often sat opposite women smiling at me, but never opposite a woman dressed in black and smoking a pipe. 2 The house standing at the end of the terrace is the one where my mother was born. My mother hated the town and determined to leave as soon as she could. She met a man living in London. She liked the idea of cities attracting young people like London did and decided to go to London. The man knew she was coming and found an apartment for her and then asked her to marry him. So he became my father. 3 There was a swan swimming in the canal running past my house. The people seeing the swan were very surprised. This was the first swan living on the canal and it was all alone. So the people were sorry for it and it became the first swan adopted by the town. 4 The street lamp flickering all night is the one damaged by the crowd coming back from the football match last Saturday. One team had played only ten men. The team playing only ten men and defeated by ten goals to one was not popular that night. Nor were the lamp posts.

C The young journalist writing the story about the monkey playing golf every Tuesday must have been unaware of curious incidents following such stories. Do you remember this? In 1989, a young zoo-keeper given the job of feeding the monkeys living in Castleford Zoo accidentally left his football boots in the monkey house. When he went back to collect them, he found a monkey, sitting crouching in a corner and looking very suspicious, had put them on. As the keeper went in, the monkey jumped up and started to run around like a footballer waiting for a game. The monkey used its feeding dish as a ball. The ball hit the keeper and knocked him out. When the keeper regained consciousness, he found the monkey, excited at what happened, had fetched its other monkey friends and they were all playing football with the feeding dish. When this story, written as if it was an unusual event, was published, stories came in from zoos all over the world. Nearly every zoo had a keeper knocked out by a monkey playing football. And, of course, there are scores of journalists with close monkey-friends playing golf.
Reduced relative clauses (continued)

A Read the text. State whether the participle in italics represents an active or a passive relative clause.

Mike (1) driving the car was the one in charge. Dave and Bill (2) sitting in the back seat had the guns. When the car stopped outside the shop (3) standing at the corner of the High Street, Dave and Bill strode into the shop. A girl at the counter (4) told always to smile at new customers greeted them warmly. Then her smile faded as she saw the gun. Screams (5) echoing through the building attracted the attention of the shop owner. Dave and Bill hadn’t expected this. The two men were terrified by the turn of events and ran from the shop into the car. “You’ve messed it up,” Mike said. But he didn’t drive off. He pulled back a blanket (6) lying on the front passenger seat where there were two toy pistols. “Here take these. Go back into the shop and say you were joking.” As Dave and Bill got out of the car, Mike quickly drove away. This surprised Dave and Bill. They were left standing on the pavement as the police car arrived.

Now rewrite the text using relative clauses

B Work in pairs and rewrite the short paragraphs below reducing the relative clauses. When you have finished, check your answers with another pair.

1 I sat opposite a woman who was smoking a pipe. The woman was dressed all in black and smiled at me. I have often sat opposite women who smiled at me, but never opposite a woman who was dressed in black and who was smoking a pipe.

2 The house which stands at the end of the terrace is the one where my mother was born. My mother hated the town and determined to leave as soon as she could. She met a man who lived in London. She liked the idea of cities which attracted young people like London did and decided to go to London. The man knew she was coming, found an apartment for her and then asked her to marry him. So he became my father.

3 There was a swan which was swimming in the canal which ran past my house. The people who saw the swan were very surprised. This was the first swan who lived on the canal and it was all alone. So the people were sorry for it and it became the first swan which was adopted by the town.

4 The street lamp which flickers all night is the one which was damaged by the crowd which came back from the football match last Saturday. One team had played only ten men. The team which played only ten men and which was defeated by ten goals to one was not popular that night. Nor were the lampposts.

C Rewrite the following story reducing the relative clauses.

The young journalist who wrote the story about the monkey who plays golf every Tuesday must have been unaware of curious incidents which always follow such stories. Do you remember this? In 1989, a young zookeeper who had been given the job of feeding the monkeys who lived in Castleford Zoo accidentally left his football boots in the monkey house. When he went back to collect them, he found a monkey, who sat crouching in a corner and who looked very suspicious, had put them on. As the keeper went in, the monkey jumped up and started to run around like a footballer who was waiting for a game. The monkey used its feeding dish as a ball. The ball hit the keeper and knocked him out. When the keeper regained consciousness, he found the monkey, who was excited at what happened, had fetched its other monkey friends and they were all playing football with the feeding dish. When this story, which was written as if it was an unusual event, was published, stories came in from zoos all over the world. Nearly every zoo had a keeper who had been knocked out by a monkey who played football. And, of course, there are scores of journalists with close monkey-friends who play golf.
23 Reporting statements

**Aim**
To revise reported speech and to show the different verbs that can be used for reporting and to practise other more indirect ways of reporting.

**Preparation**
Copy the handouts on pages 75 and 77 – Introduction Activity Cards, one copy per group. Activities A, B and C – one set per student.

**Introduction (5 minutes)**
Arrange the students in small groups. Give each group a set of the Introduction Activity cards. As each student picks up a card, he/she has to rephrase the statement as a reported statement using *say* or *tell*. Give the students approximately three minutes to do this and then listen to some of their responses and write them on the board.

**Presentation (15 minutes)**
Tell the students you are going to consider reporting verbs other than *say* or *tell*. Then discuss with them the difference in use between *say* and *tell*. Now put two columns on the board thus:

<table>
<thead>
<tr>
<th>say</th>
<th>tell</th>
</tr>
</thead>
</table>

Now elicit any reporting verbs other than *say* or *tell*. As students suggest verbs, write each one in the appropriate column according to how it is used. Possible answers are: Verbs used like *say* – admit, agree, announce, answer, argue, claim, complain, decide, deny, explain, insist, mention, promise, reply, suggest, warn. Verbs used like *tell* – admit, announce, complain, convince, explain, inform, mention, notify, persuade, reassure, remind, warn. Point out that where a verb can be used in both forms, it is usually necessary to use the preposition *to* rather than the indirect object, i.e. he told me that he would be late, but he mentioned to me that he would be late. An exception here is the verb *warn*. Also show that when the verbs in the *tell* column are used in the passive, they are not followed by the indirect object, e.g. They were told that he would not come until eight. They were persuaded that this was their best chance.

**Practice (20 minutes)**
Activity A This task should be done in pairs. When students have finished, discuss with them the verbs they chose and why. If there is time, introduce other verbs that might have been used and discuss what they mean.

(continued on page 76)

**Key**
Introduction Activity Cards
The boss said he wanted to see Dave in his office. I told Jo (that) Mary had failed in her exams. The newspaper said a bear had escaped from the zoo. The judges told Harry they had to congratulate him on winning the race. Andy told Anna he had fallen in love with her. The head teacher said that boy Wilson would do no good.

A 1 agree, 2 claimed, 3 admit, 4 reassured, 5 decided, 6 promised, 7 were notified, 8 were persuaded, 9 convinced, 10 warned

(continued on page 76)
23 Reporting statements

**Introduction Activity Cards**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Speaker/Agent</th>
</tr>
</thead>
<tbody>
<tr>
<td>'I want to see you in my office at once, Dave.'</td>
<td>(the boss/say)</td>
</tr>
<tr>
<td>'We have to congratulate you on winning the race, Harry.'</td>
<td>(the judges/tell)</td>
</tr>
<tr>
<td>'Mary sadly failed the exam, Jo.'</td>
<td>(I/tell)</td>
</tr>
<tr>
<td>'I've fallen in love with you, Anna.'</td>
<td>(Andy/tell)</td>
</tr>
<tr>
<td>'A bear has escaped from the zoo.'</td>
<td>(the newspaper/say)</td>
</tr>
<tr>
<td>'That boy Wilson will do no good.'</td>
<td>(the head teacher/say)</td>
</tr>
</tbody>
</table>

**A** Work in pairs. Complete each gap in the sentences with one of the following verbs. Each verb can only be used once. In some cases the verb is in the passive voice.

<table>
<thead>
<tr>
<th>admit</th>
<th>agree</th>
<th>claim</th>
<th>convince</th>
<th>decide</th>
<th>notify</th>
<th>persuade</th>
<th>promise</th>
<th>reassure</th>
<th>warn</th>
</tr>
</thead>
</table>

1. I ________ with you that he did the right thing.
2. He ________ he was the heir to a multi-million fortune.
3. He refused to ________ that he had stolen the money although it was found in his suitcase.
4. I ________ her that there would be no trouble now that he was safely in prison.
5. John ________ that everyone must arrive by ten o’clock, or the coach would go without them.
6. Jane ________ she would come without fail.
7. We ________ by the police that the trial would start on Monday.
8. They ________ that the best route was via Madrid and not down the coast as they had planned.
9. Tony ________ Sheila that his intentions were honourable. So she married him.
10. Sheila’s friends ________ her that Tony always said such things.
Teacher’s notes

**Conclusion (10 minutes)**

Activity B This activity can be done individually. At the end discuss other ways in which each statement could have been reported.

**Homework**

Ask students to complete Activity C and to be ready to explain their answers next class.

---

**Key**

B 1 c, 2 h, 3 b, 4 f, 5 i, 6 a, 7 j, 8 c, 9 d, 10 g.

C 1 mentioned, 2 admitted, 3 complained, 4 reminded, 5 claimed, 6 promised, 7 argued, 8 said, 9 informed, 10 denying.
23 Reporting statements (continued)

B Work in pairs and match each statement with the reported statement.

1 “I really can’t wait any longer.”
2 “Of course, I’ll help you.”
3 “They always deliver the wrong paper.”
4 “The best thing would be for you to fax the application.”
5 “If I were you, I’d book in advance.”
6 “By the way I saw Joan and Roy the other night.”
7 “John did not have lunch with me yesterday.”
8 “Listen, everyone, I’ve won the science prize.”
9 “I’m sorry, Jacqui, but I’ll be in London that day.”
10 “You won’t forget to fetch Hannah from school, will you.”

a Jane mentioned that she’d met Joan and Roy.
b Ed complained about the paper deliveries.
c Maggy announced she’d got the science prize.
d Alan informed Jacqui he’d be in London when she wanted him.
e He insisted he couldn’t wait any more.
f Ann suggested he fax his application.
g Sarah reminded Brian to fetch Hannah from school.
h Pete promised he’d help.
i They were advised to book in advance.
j Gisela denied having lunch with John.

C Complete these sentences by using one of the words in the brackets at the end of each sentence. Be careful with the tense!

1 They ______ to me that you were interested in the job.
   (inform/mention)

2 Mary ______ that she had cheated with her homework. (admit/tell)

3 Gill ______ to the department head that the visitor had been very uncooperative. (complain/insist)

4 I ______ her that she was paid to be here until five o’clock.
   (mention/remind)

5 Nelson ______ that the best city in Britain was Aberdeen. (claim/notify)

6 David and Roy have ______ that they won’t come and upset the visitors.
   (promise/reassure)

7 Dianne ______ that it was better to take the train rather than fly from San Francisco to Vancouver because you would see more. (argue/convince)

8 Katie ______ she wouldn’t be home for Christmas. (say/tell)

9 Brian ______ us he was leaving. (explain/inform)

10 Are you ______ that you agreed to work on the project. (deny/notify)
24 Reporting orders, requests and questions

Aim To revise reported orders, requests and questions and show the different verbs that can be used for reporting and other more indirect ways of reporting.

Preparation Copy and cut out the handouts on pages 79 and 81 – one copy per student.

Introduction [5 minutes]
Say the following to four different students: Hand out these books. Could you fetch me a newspaper at lunchtime? What will you do this evening? Can I have your homework? After each request, order or question, ask another student to report what you just asked. Write the correct answers on the board: You asked him to hand out those books. You asked him if he could fetch you a newspaper at lunchtime. You asked what she would do this evening. You asked to have his homework. Ask the students to say which were requests, which were orders and which were questions.

Presentation (1.5 minutes)
Check the answers with the students and ask them what is special about the third and fourth ones, i.e. a) we do not need to use the indirect object with a question if it is obvious who was asked or it is a general question and b) the subject of the request in the fourth one is the same as the subject of the reporting verb. Discuss with them the main features of reporting orders, requests and reports.

1) With orders we use the reporting verb followed by the indirect object and the infinitive. Finish that work by one o'clock! He was told to finish that work by one o'clock.
2) With questions the reporting verb is followed by a clause beginning with the question word used in the original question or if when it is a question requiring a yes/no answer. Where are you going? He asked me where I was going. Did you finish the work on time? He asked her if she had finished the work on time.
3) With requests we use both forms. When the subject of the request is the person making the request or the person reporting the request, we can use either form. Could I come with you? She asked to come with us, OR She asked if she could come with us. Would you let Jane go with us? They asked me to let Jane go with them. OR They asked me if I would let Jane go with them. When the subject of the request is not the speaker of the request nor the reporter of the request, then we use the reporting verb followed by an if clause. Can Jane come with us to the cinema? They asked if Jane could go with them to the cinema. Note that requests are often made in a question form beginning with could, would or can.

Now ask the students to supply alternative verbs to ask and write them on the board: advise, beg, command, forbid, instruct, invite, order, persuade, remind, tell, warn
if + question word – inquire, wonder
Now ask students to work in small groups to see what alternative verbs they could have used for the orders or requests you made and the questions you asked.

Practice [15 minutes]
Activity A Students work in small groups matching the two parts, what was said and how it could have been reported. When they have finished, they should discuss the changes in the reported statements, first in their own group and then with the rest of the class.

(continued on page 80)

Key
Exercise A
1 b, 2 l, 3 b, 4 g, 5 l, 6 a, 7 d, 8 c, 9 e, 10 f.

(continued on page 80)
24 Reporting orders, requests and questions

A Work in small groups. Match what was said with how it could have been reported.

1 "Are you coming to see the championship match at the weekend, Joe?"
2 "Why not come round to dinner tomorrow night?"
3 "I think you should take the job."
4 "Don't be late for the meeting, Guy!"
5 "You mustn't use my car again."
6 "Please let me come with you, Mary."
7 "All right, I'll go and meet the chairman."
8 "It would be good to see you at the opening, Jacqui."
9 "How is Joaquim getting on with his English?"
10 "How did you like Greece, Tom?"

a He begged Mary to let him go with her.
b She advised him to take the job.
c Doug hoped Jacqui would be at the opening.
d He agreed to meet the chairman.
e She inquired about Joaquim's English.
f They asked Tom what he had thought of Greece.
g Guy was told not to be late.
h He asked Joe if he was going to the see the championship match at the weekend.
i He was forbidden to use her car again.
j He invited them to dinner.
Conclusion (15 minutes)

Activity B Students work in small groups to write a report of the interview. Encourage them to explore different ways of reporting what was said, so as not to repeat the same introductory verbs.

Homework

Ask students to complete Activity C and be ready to explain their answers next class.

Key

B (suggested answer)
The interviewer asked Ms Tomlinson why she had decided to become a politician. In turn, she wondered why he had become an interviewer. He said it was something he hadn’t decided but was asked to do. He wondered if she had been happy as a successful writer. She insisted that she was still a successful writer and questioned why anyone should only have one job. He inquired if this meant people should do several jobs. She didn’t think everybody could. Then she asked for a glass of water. He wanted to know if it was just water she wanted. She wondered if anything stronger was allowed on television. He told her someone had gone to get the water. She then suggested that he had more than one job. He agreed but said all his work was for television. He claimed that wasn’t what she meant. She agreed, but felt we should all have to be multi-skilled in the future. He agreed that that was what people said. She asked if by ‘people’ he meant people like him. He agreed he probably did.

C

1. Jim wondered if this was the right time to buy shares in dot.com companies.
2. Sheila advised Ali to buy the car.
3. Gary asked Tim if he could go with him to Africa.
4. Dave was asked who had got the job.
5. Mary’s father ordered her not to stay out after midnight.
6. The lecturer expected Gill to finish the essay by Friday.
7. The staff wondered what would happen when the present director left.
8. Tim intended to visit all the major Roman sites in North Africa.
9. Alice agreed to be at the races.
10. Mick asked Barbara how old she was.
24 Reporting orders, requests and questions (continued)

B Write a report of the following interview. The opening has been done for you.

_The interviewer asked Ms Tomlinson why she had decided to become a politician. In turn, she wondered why he had become an interviewer._

**Interviewer:** Now Ms Tomlinson, why did you decide to become a politician?

**Tomlinson:** Why did you decide to become a TV interviewer?

**Interviewer:** I didn't decide. I was asked to do the job. But weren't you happy being a successful writer?

**Tomlinson:** I still am a successful writer. Why should anyone just do one job?

**Interviewer:** Do you think people should do several jobs?

**Tomlinson:** Not everybody. I'm sorry, could I have a glass of water?

**Interviewer:** Just water?

**Tomlinson:** Is anything stronger allowed on television?

**Interviewer:** Someone's gone to get you a glass.

**Tomlinson:** Thank you. Now you have more than one job, don't you?

**Interviewer:** I do more than interviewing, but I only work for television. That's not what you mean, is it?

**Tomlinson:** Not really, but in a way, yes. And don't you think we shall all have to be multi-skilled in the future?

**Interviewer:** That's what people say.

**Tomlinson:** By 'people', you mean people like you?

**Interviewer:** I suppose so.

C Rewrite each statement using the given verb as the reporting verb. The name of the person or people with the verb should be used as the subject of the verb. When there is no subject named, the report should be in the passive.

1. Is this the right time to buy shares in dot.com companies? *(Jim/wonder)*
2. I should buy that car if I were you, Ali. *(Sheila/advise)*
3. Could I come with you to Africa, Tim? *(Gary/ask)*
4. Who's got the job then, Dave? *(ask)*
5. Don't stay out after midnight, Mary. *(her father/order)*
6. Of course, you'll finish that essay by Friday, won't you, Gill. *(the lecturer/expect)*
7. What will happen when the present director leaves? *(the staff/wonder)*
8. My plan is to visit all the major Roman sites in North Africa. *(Tim/intend)*
9. Yes, I said I would be at the races. *(Alice/agree)*
10. Just how old are you, Barbara? *(Mick/ask)*
25 Gerund and infinitive 1

Aim To show how the use of the gerund or the infinitive after the verbs remember, forget, regret and stop can affect meaning.

Preparation Copy the handouts on pages 83 and 85 – one copy per student.

Introduction (5 minutes)
Ask the students to make a list of the following items: a) things they remember doing when they were younger but don’t do now b) things they forget doing but must have done c) things they regret doing d) things they’ve stopped doing. Then have them compare their list with their classmates.

Presentation (15 minutes)
Ask the students to give you some examples from their lists (at least one example for each category) and write these in full on the board. Point out that in all the examples these verbs are followed by the gerund or -ing form. Discuss the time relationship between the main verb and verb in the -ing form. Point out how, in general, the verb in the -ing form refers to something that has happened in the past, however recent. For example: I remember playing tennis with Alice. I forget meeting Peter in the garden. Now ask students to ‘convert’ their sentences into sentences using the infinitive. For example: I remembered to play tennis with Alice. I forgot to meet Peter in the garden. Now discuss the difference in meaning between the sentences with the -ing form and those with the infinitive. Explain the following points: With remember/forget, the -ing form shows that the person is remembering or forgetting something that happened in the past whereas with the infinitive form, the person remembered and then completed the activity. In this second case it is better to think of forget as meaning ‘not remember’. With stop, the -ing form shows an activity which the person is no longer continuing to do, whereas the infinitive form shows the reason why a previous activity was stopped. With regret, the -ing form shows something that has already happened. With the infinitive form, regret is always followed by a reporting verb in the infinitive, for example regret to tell you, regret to inform you, regret to show you, etc.

Practice (20 minutes)
Activity A Have students do this activity individually. Check answers orally.
Activity B Organize students in pairs or small groups. When they have finished, discuss their answers with them.

(continued on page 84)
25 Gerund and infinitive 1

A Put the verb in brackets in the correct form, either the -ing form or the infinitive.

1 I remember (meet) him last year, but I forget what he looks like.
2 I’m sorry. I forgot (buy) some apples. Should I go back to the supermarket?
3 Stop (do) that! That banging noise is driving me mad!
4 I regret (be) at the meeting last night. Now they think I support their ideas, which I don’t.
5 You’re wrong! I did remember (go) to the library and I got the books you wanted.
6 We regret (announce) that the First Minister was taken ill during the night and died early this morning.
7 But it was only two minutes. I stopped (ask) that person the way. It can’t have been long.
8 I bet the Prime Minister regrets (promise) to lower taxes.
9 Don’t forget (make sure) all the doors and windows are locked before you leave.
10 I shall always remember (meet) the Pope in 1996.

B Read the sentences and tick (✔) the correct explanation for each one.

1 Mary remembered to book the theatre tickets.
   a) She remembered and then she booked the tickets.
   b) She booked the theatre tickets but now can’t find them.
2 The film critic regretted saying that the film was trivial and poorly directed when it won the Oscar for the best film.
   a) The critic said this in the past before it won the Oscar.
   b) The critic is saying this now that it has won the Oscar.
3 After he won the lottery, he stopped living in a caravan.
   a) He is going to live in a caravan.
   b) He used to live in a caravan but now lives in a house.
4 He was painting the house when he stopped to have lunch.
   a) He stopped for lunch.
   b) He stopped having lunch.
5 It’s now March. She must have forgotten to take her Christmas decorations down.
   a) The decorations are still there.
   b) She took them down but doesn’t know where they are.
6 Thelma was a world-class athlete, but she stopped to look after her mother.
   a) She doesn’t look after her mother anymore.
   b) She’s not an athlete anymore.
7 The workforce remembered hearing the boss say there would be a pay rise.
   a) They went to hear the boss speak.
   b) They heard it in the past.
8 The boss conveniently forgets saying there would be a pay rise.
   a) The boss doesn’t think he said it.
   b) The boss intended to say so but didn’t.
Teacher's notes

**Conclusion (10 minutes)**

Activity C Ask students to complete the letter individually and then to compare answers in pairs.

**Homework**

Ask students to write a list of some of the things: a) they remember doing when they were younger b) they have stopped doing now c) they forgot to do this last week d) they regret doing.

---

**Key**

C 1 to tell, 2 to renew, 3 to do, 4 driving, 5 seeing, 6 seeing, 7 telling, 8 being, 9 being able, 10 to book, 11 to wear.
Dear Nicki,

I regret (1) ____________ (tell) you I forgot
(2) ____________ (renew) the road tax for the car.
When I did remember (3) ____________ (do) it, it was
too late. As I was driving to the post office, I was
stopped by the police. Next week I have to go to court.
I've stopped (4) ____________ (drive) for a while.

On a brighter note, I remembered (5) ____________
(see) an advertisement for a concert you would like
and I booked tickets.

I've stopped (6) ____________ (see) Julia. You were
right. We weren't right for each other. I remember
(7) ____________ (tell) you about her when I had first
met her and how you shook your head. Though you
probably regret (8) ____________ (be) so rude to her,
don't you? Whatever she did, you went too far!

I regret not (9) ____________ (be able)
to drive you to the concert on Saturday! But I have
remembered (10) ____________ (book) a taxi.
Don't forget (11) ____________ (wear) that new
dress you bought.

All good wishes,

Rob
26 Gerund and infinitive 2

**Aim**  
To show how the gerund or the infinitive is used after the verbs *try* and *allow.*

**Preparation**  
Copy the handouts on pages 87 and 89 – one copy per student.

**Introduction (5 minutes)**
In small groups get the students to make a list of things they are now allowed to do at home, at work or at school. Then get them to make a list of things they are trying to achieve at the moment or in the future. Then get each group to compare its list with that of another group.

**Presentation (15 minutes)**
Explain that you are going to look at the verbs *try* and *allow* to see what differences occur either in form or meaning when they are followed by the infinitive or the -ing form.

Elicit examples of sentences using *allow* + infinitive. You can expect most of the examples to be in the passive, e.g. *We are not allowed to smoke.* Rewrite these sentences in the active form beginning with the impersonal *they,* e.g. *They don’t allow us to smoke.* Then rephrase them again to show the use of the -ing form, e.g. *They don’t allow smoking.* Finally discuss the difference with the students and draw up the rules. Use the infinitive a) when *allow* is passive b) when *allow* is followed by the person who is the object of the verb, for example, *Her father doesn’t allow her to smoke in the house.* Use the -ing form when the activity is the object of *allow.* For example, *He doesn’t allow smoking in his house.*

Now go through the same steps with *try* starting with sentences with the infinitive form. Draw up some rules. Use the infinitive to show an ‘attempt’ to do something, for example, *He tried to get to work on time on his first day.* Use the -ing form to show one or a series of ‘experiments’ for example, *He needs money to buy a car. He could try borrowing some from his father.* The difference is that with the infinitive, it is a one-off attempt, which is either successful or a failure. With the -ing form, the subject is looking at a number of ways of doing something.

**Practice (20 minutes)**
Activities A and B Ask students to do these individually or in pairs. It is important to discuss their answers with them at the end.

(continued on page 88)

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**Key**

A 1 telling, 2 to attend, 3 to go, 4 telling, 5 writing, 6 to persuade, 7 smoking, 8 driving, going, 9 to get, 10 to go.
B 1 investing, 2 to buy, 3 to invest, 4 to submit, 5 to sell, 6 to stabilize, 7 using, 8 selling, 9 buying, 10 playing, 11 to advise.

(continued on page 88)
26 Gerund and infinitive 2

A In each sentence, write the correct form of the verb in brackets, either the -ing form or the infinitive.

1 He tried (tell) her on many occasions, but she wouldn’t listen.
2 Yes, of course, I’m allowed (attend) the meeting.
3 My father allowed me (go) but not my sister.
4 Try (tell) him. That’s one possibility.
5 It’s hard to know what to do. I’ve tried (write) to the authority, but they don’t answer.
6 I tried (persuade) the company that we were not at fault, but they didn’t accept that.
7 You surely don’t allow (smoke) during the meeting.
8 If you try (drive) to London instead of (go) by train, you’ll see what the problems are.
9 Try (get) a good lunch in that restaurant after 2 o’clock and you’ll see what sort of place it is.
10 Excuse me. Are we allowed (go) across the playing field?

B Complete each space in the text with the verb given in brackets in the correct form, either the -ing form or the infinitive.

Many people have tried (1) __________ (invest) in internet companies, hoping to make a lot of money. Some companies are so over-subscribed that investors are only allowed (2) __________ (buy) very few shares at one time. I tried (3) __________ (invest) in one, but was told I was too late. When the company goes on the stock market, a time is announced by which you have to have put in your application, and you are not allowed (4) __________ (submit) an application after that time, until after a few days, when people start selling. If you manage to buy some shares and you try (5) __________ (sell) them quickly, you will have to pay a lot of tax. In this way, they are trying (6) __________ (stabilize) the market. The Stock Exchange also forbids (7) __________ (use) ‘insider’ information. It you try (8) __________ (sell) or (9) __________ (buy) because someone has told you what is going to happen to the company, you are breaking the law. Recently, with the coming of the Internet, there is a new type of investor – the ‘day-trader’. If you want to become a ‘day-trader’, it is better in the beginning to try (10) __________ (play) with the stock-markets with pretend money. You pretend to invest and see from the financial columns how your investments would have done. The most important thing is not to allow friends (11) __________ (advise) you!
Teacher's notes

Conclusion (10 minutes)
Activity C Have students do this activity in pairs. Check answers orally.

Homework
Imagine a friend is looking for promotion to a very good post at his/her place of work. Make a list of a) the things he/she should try to do and b) the things he/she is allowed to do or is forbidden to do.

Key

C 1 Gill wants to work in Spain. What can she do? She could try teaching English, opening a bar, selling luxury homes.
2 Mary doesn’t like her son bringing home strange cats. So she has forbidden him to.
3 Alice is very easy about smoking. Anyone is allowed to smoke in her house.
4 If you want a good grade, try working harder.
5 Please try to understand him.

6 They tell me I am allowed to work as a financial adviser without special qualifications.
7 Tell them they are forbidden to build on that field.
8 I want to get in touch with her. I’ve tried faxing, phoning and e-mailing, but she doesn’t reply.
9 Allow him to work on his painting in the garden.
10 I tried to see the exhibition, but it was too crowded.
26 Gerund and infinitive 2 (continued)

C Rewrite each sentence using the verb given in brackets as in the example.

So you want more money. You could rob a bank, you could get a better job, you could invest in one of the new Internet companies. (try)

So you want more money. Try robbing a bank, or getting a better job, or investing in one of the new Internet companies.

1 Gill wants to work in Spain. What can she do? Teach English, open a bar, sell luxury homes? (try)

2 Mary doesn’t like her son bringing home strange cats. So she has told him not to. (forbid)

3 Alice is very easy about smoking. Anyone can in her house. (allow)

4 If you want a good grade, work harder. (try)

5 He needs you to understand him. (Please try)

6 They tell me I can work as a financial adviser without special qualifications. (allow)

7 Tell them they can’t build on that field. (forbid)

8 I want to get in touch with her. I’ve faxed, phoned and e-mailed, but she doesn’t reply. (try)

9 Let him work on his painting in the garden. (allow)

10 I wanted to see the exhibition, but it was too crowded. (try)
27 *It* – impersonal subject

**Aim**
To present and practice the use of the pronoun *it* as the subject although it has no direct reference to any previously named object.

**Preparation**
Copy the handouts on pages 91 and 93 – one copy per student.

**Introduction** *(5 minutes)*
Ask a few students to answer the following questions with full sentences: *When is your birthday? What's the weather like today? What's the time? What do you think of ______?* (here choose a popular film, book or magazine likely to appeal to the class). If you do not get a full sentence, give a model for a full answer, e.g. *When is your birthday? It's on 21st June. After hearing a few answers, have students work in pairs and ask each other similar questions.*

**Presentation** *(15 minutes)*
Write one example of their answers next to each of the questions on the board. Then ask the students what all the answers, regardless of the subject, have in common (the use of *it*). Explain how *it* is used as an impersonal subject. Normally, *it* as a pronoun refers back to some thing already spoken about. In this lesson, however, such a referring back is not so clear. Elicit more examples of sentences using *it* to do with the time/date, the weather or opinions (for example, *It was okay, I guess.* ) and write examples on the board. Then introduce the use of *it* to show interest, pleasure, surprise or upset, e.g. *It surprises me that so few of you did the homework. It upset Mary to find the cat missing.* and write these examples on the board. Then try to elicit a rule for the use of the *that* clause (the object of the main verb is different from the subject of the verb in the *that* clause) and the use of the to + infinitive phrase (the object of the main verb is the subject in the infinitive phrase). Finally put on the board some examples of reporting: *The school is said to be good. The dog is thought to be dangerous.* Point out the passive form of the reporting verb and show how the use of *it* can be used to reorganise the sentence. *It is said that the school is good. It is thought that the dog is dangerous.* Ask students to give you some more examples.

**Practice** *(20 minutes)*
Activities A and B These activities should be done in pairs. Allow time for discussion afterwards.

(continued on page 92)
27 It – impersonal subject

A Rewrite the following sentences so that they begin with it as in the example.

Having e-mail is very convenient.

It’s very convenient to have e-mail.

1 Not to have seen the Beatles when they were playing is a great pity.
2 Meeting Dave Brown is always a pleasure.
3 Driving a car without proper insurance is illegal.
4 That you look as young as you do is amazing.
5 That Lynn of all people got the best exam result is very surprising.
6 To get an e-mail from Tony and Jane was very exciting.
7 To hear the news about Peter here will be very upsetting.
8 Getting to work on time is very difficult in all this traffic.
9 To avoid paying your tax is a crime in my book.
10 Being a billionaire would be very worrying.

B Replace the word it at the beginning of each sentence by transferring a noun phrase from another part of the sentence as in the example.

It was great fun going on holiday with them.

Going on holiday with them was great fun.

1 It’s exciting going to another country for the first time on your own.
2 It would be lovely to see you again.
3 It’s so boring going out with Mel.
4 It could be dangerous walking alone along the canal at night.
5 It’s sad that Tim’s leaving.
6 It’s quite expensive eating at restaurants every night.
7 It’s nice to come home after a long trip away.
8 It’s very difficult trying to talk to her.
9 It must be very exhausting to write such a big book.
10 It’s cheaper to use e-mail rather than the telephone.
Teacher’s notes

**Conclusion** *(10 minutes)*

**Activity C** This can be done individually or in pairs. Allow time for discussion of their answers.

**Homework**

Set Activity D for homework. Give an example to get them started: *It will be fun living in Tokyo.*

---

**Key**

*C 1 It's a pity, 2 It's difficult, 3 It was decided, 4 It's awful, 5 It was fun, 6 It's silly, 7 It's risky, 8 It's not nice, 9 It's fascinating, 10 It's ridiculous.

*D (suggested answers)*

1. It's sensible to get tickets in advance.
2. It could be nice going to see them every week.
3. It will be possible to meet the Prime Minister.
4. It would be necessary to tell him what we were planning.
5. It wasn't difficult to arrange an appointment for next week.
6. It was easy to see the Deputy Prime Minister.
7. It will be easier to arrange an appointment for next week.
8. It could be fun owning a restaurant.
9. It was expensive living in Tokyo.
10. It wasn't clever to let them know where we were going.*
27 It – impersonal subject (continued)

C Complete the sentences by using one of the introductory phrases in the box. Each phrase may only be used once.

| It’s awful | It was decided | It’s difficult | It’s fascinating | It was fun |
| It’s not nice | It’s a pity | It’s ridiculous | It’s risky | It’s silly |

1 ____________ she didn’t come to the party.
2 ____________ doing this job when the director’s away.
3 ____________ he should get the prize.
4 ____________ not knowing who got the job.
5 ____________ to go on holiday with Sarah and Jane.
6 ____________ to plan things a long way ahead.
7 ____________ to invest a lot of money in that hotel chain.
8 ____________ having to wait an hour in the rain, you know.
9 ____________ to see the advances taking place in medicine.
10 ____________ spending so much money on a coat.

D See how many sentences you can make using the phrases in the table below.

- sensible
- tiring
- possible
- necessary
- could be
- difficult
- will be
- easy
- was
- easier
- wasn’t
- fun
- expensive
- clever

- going to see them every week.
- to get the tickets in advance.
- to meet the Prime Minister.
- living in Tokyo.
- to tell him what we were planning.
- owning a restaurant.
- to let them know where we were going.
- to get there on time.
- to see the Deputy Prime Minister.
- to arrange an appointment for next week.
# 28 Purpose and reason

| **Aim** | To present and practice the difference between clauses of purpose and clauses of reason and how these are expressed in English. |
| **Preparation** | Copy the handouts on pages 95 and 97 – one copy per student. Cut up the cards on page 97 for Activity C – one set per group. |

## Introduction (5 minutes)

Introduce the topic by asking questions about yourself or your family, e.g. *Why do I leave home early in the morning? Why do we switch off the heating at night? Why did I decide to become a teacher?* Tell the students not to answer with because. Write on the board the phrases: *to, so as to, in order to, in order not to*. Tell them to answer using one of these phrases. Write an acceptable answer for each question, for example: *to be able to walk to school, so as to save money*. Make sure that the answers you select give an example of each type of purpose phrase and then underline it. If any are missing, rephrase one of the answers you have given been.

## Presentation (15 minutes)

Draw attention to the phrases underlined and explain that we use these to show purpose. Explain that in each question that you asked the subject of the main verb was the same as the subject of the purpose clause, so we use an infinitive phrase to introduce the purpose. Ask a question, e.g. *Why was the United Nations set up? In order that the world might live in peace*. Explain that we always use a *that* clause when the subject of the main clause is different from that of the purpose clause. We cannot use it when the subjects are the same, e.g. *I leave home early in order that I can walk to school*. When we use the *that* clause, we usually have a modal verb in the clause. Ask students which question type these clauses answer. Point out that *why* is the question word. And in this case, the answer shows the purpose. But we also ask *why* when we want a reason for doing something. Then the answer begins with *because, since, as*. For example, *Because he worked hard, he won the prize*. If there is confusion over the concept of reason and purpose, show that here we have a reason: *He won the prize because he worked hard*. Purpose changes this around: *He worked hard in order to win the prize.*

## Practice (20 minutes)

**Activities A and B** Students can do these activities individually or in pairs. Check answers orally.

(continued on page 96)

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### Key

| A | 1 I try went to London in order to see the Queen.  
   | 2 He was leaving early as he was going to the theatre.  
   | 3 Why don't you go abroad so that you could get some useful experience?  
   | 4 Linda wants a good degree result so as to get a good job.  
   | 5 Don't telephone after ten o'clock because I go to bed then.  
   | 6 Jane lives in the Lake District so that she can go climbing at the weekend.  
   | 7 You must give yourself time since this will need a lot of work.  |
| B | 8 The minister wasn't happy as he knew he wasn't going to promoted in the government.  
   | 9 Make sure you get up early in order to see the sunrise tomorrow.  
   | 10 I don't like that photograph because it was taken without my permission.  
   | 11 because, 2 in order to/to so as to, 3 in order to/to so as to,  
   | 4 because, 5 in order to/to so as to, 6 because, 7 so that/in order that,  
   | 8 because, 9 because, 10 so that/in order that |

(continued on page 96)
28 Purpose and reason

A Join the two sentences together using the link words in brackets at the end. Then say whether the sentence expresses purpose or reason.

1. Terry went to London. He wanted to see the Queen. (in order to)
2. He's leaving early. He's going to the theatre. (as)
3. Why don't you go abroad? You could get some useful experience. (so that)
4. Linda wants a good degree result. Then she can get a good job. (so as to)
5. Don't telephone after ten o'clock. I go to bed then. (because)
6. Jane lives in the Lake District. She likes to go climbing at the weekend. (so that)
7. You must give yourself time. This will need a lot of work. (since)
8. The minister wasn't happy. He knew he wasn't going to be promoted in the government. (as)
9. Make sure you get up early. You must see the sunrise tomorrow. (in order to)
10. I don't like that photograph. It was taken without my permission. (because)

B Put the most suitable linking phrase in each gap.

because in order that in order to so as to so that

I always walk home along the canal (1) _________ it's not only more pleasant, but it's actually quicker. But last Wednesday (2) _________ meet Sue, I decided to walk along the main road. Sue goes home this way. (3) _________ do any necessary shopping. However, on Wednesday, (4) _________ she didn't have any shopping to do, she walked home by the canal. So, (5) _________ get in touch with her, I had to phone her. She was very surprised when she heard my voice (6) _________ I'd never phoned her before. And she wanted to know why I'd phoned. I told her it was to tell her about a new vacancy in my office (7) _________ she could apply for it. She was very angry. I said I thought she would have been pleased to get this early information. She wasn't pleased (8) _________ she said she was happy where she was and I should keep my nose out of her business. Two days later, I met Janine. I told her what happened. She wasn't surprised (9) _________ she knew about Sue and Gianni. Sue and Gianni? Yes. Sue wants to stay in her job (10) _________ she can see Gianni every day.
Conclusion (15 minutes)
Activity C Students play in groups. They take an A card which has two sentences. Then they take a B card, which tells them to join the sentences with either a purpose link word or a reason link word.

Homework
Ask students to complete Activity D, making ten sentences from the substitution table.

Key
C (suggested answers)
1. REASON She's invested money in the new company because she wants to become very rich.
   PURPOSE She's invested money in the new company in order to become very rich.
2. REASON He left the job because he wanted to work for himself.
   PURPOSE He left the job in order to work for himself.
3. REASON He left the party early because he didn't want to start a fight.
   PURPOSE He left the party early in order to not to start a fight.
4. REASON They won't give you that promotion because you might resign.
   PURPOSE They won't give you that promotion so that you might resign.
5. REASON I must go now as I have to be home by seven.
   PURPOSE I must go now to be home by seven.
6. REASON She helped Tom with his business because she wants to marry him.
   PURPOSE She helped Tom with his business in order to marry him.
7. REASON He's having a holiday in Spain because he wants to lie in the sun.
   PURPOSE He's having a holiday in Spain so as to lie in the sun.
8. REASON I have to see him because I want to get the money he owes me.
   PURPOSE I have to see him in order to get the money he owes me.
9. REASON I'm having lunch with Jill because I want her to invest in my company.
   PURPOSE I'm having lunch with Jill so that she'll invest in my company.
10. REASON She lived in London because she went to the theatre a lot.
    PURPOSE She lived in London in order to go to the theatre a lot.

D (suggested answers)
1. The house collapsed because it was damaged by the explosion.
2. David only wrote those books in order that his wife should have some money after he died.
3. The business failed because the management was poor.
4. Tony bought the Jaguar so as to impress his girlfriend.
5. Rob didn't write the lyrics as he couldn't stand the music.
6. The dog ran off because it saw the ducks.
7. The room was kept cold because there were some special plants there.
8. The government must look confident in order to win.
9. You needed to win in order to get the job.
10. Julia shopped at the market in order to save money.
28 Purpose and reason (continued)

<table>
<thead>
<tr>
<th>C A cards</th>
<th>B cards</th>
</tr>
</thead>
<tbody>
<tr>
<td>She's invested money in the new company.</td>
<td>purpose</td>
</tr>
<tr>
<td>She wants to become very rich.</td>
<td></td>
</tr>
<tr>
<td>He left the job.</td>
<td>purpose</td>
</tr>
<tr>
<td>He wanted to work for himself.</td>
<td></td>
</tr>
<tr>
<td>He left the party early.</td>
<td>purpose</td>
</tr>
<tr>
<td>He didn’t want to start a fight</td>
<td></td>
</tr>
<tr>
<td>They won’t give you that promotion.</td>
<td>purpose</td>
</tr>
<tr>
<td>You might resign.</td>
<td></td>
</tr>
<tr>
<td>I must go now.</td>
<td>purpose</td>
</tr>
<tr>
<td>I have to be home by seven.</td>
<td></td>
</tr>
<tr>
<td>She helped Tom with his business.</td>
<td>reason</td>
</tr>
<tr>
<td>She wants to marry him.</td>
<td></td>
</tr>
<tr>
<td>He's having a holiday in Spain.</td>
<td>reason</td>
</tr>
<tr>
<td>He wants to lie in the sun.</td>
<td></td>
</tr>
<tr>
<td>I have to see him.</td>
<td>reason</td>
</tr>
<tr>
<td>I want to get the money he owes me.</td>
<td></td>
</tr>
<tr>
<td>I'm having lunch with Jill.</td>
<td>reason</td>
</tr>
<tr>
<td>I want her to invest in my company.</td>
<td></td>
</tr>
<tr>
<td>She lived in London.</td>
<td>reason</td>
</tr>
<tr>
<td>She went to the theatre a lot.</td>
<td></td>
</tr>
</tbody>
</table>

D Work in small groups. Make up ten sentences from the table below as in the example.

David needed to win in order to impress his girlfriend.

<table>
<thead>
<tr>
<th>The house</th>
<th>didn’t write the lyrics</th>
<th>it could save money.</th>
</tr>
</thead>
<tbody>
<tr>
<td>David</td>
<td>only wrote those books</td>
<td>Impress his girlfriend.</td>
</tr>
<tr>
<td>The government</td>
<td>failed</td>
<td>in order to</td>
</tr>
<tr>
<td>The business</td>
<td>must look confident</td>
<td>so that</td>
</tr>
<tr>
<td>Tony</td>
<td>shopped at the market</td>
<td>because</td>
</tr>
<tr>
<td>Rob</td>
<td>was kept cold</td>
<td>since</td>
</tr>
<tr>
<td>The dog</td>
<td>needed to win</td>
<td>in order that</td>
</tr>
<tr>
<td>The room</td>
<td>bought the jaguar</td>
<td>as</td>
</tr>
<tr>
<td>Julia</td>
<td>collapsed</td>
<td>it could save money.</td>
</tr>
<tr>
<td>You</td>
<td>ran off</td>
<td>it could save money.</td>
</tr>
</tbody>
</table>

29 Result

<table>
<thead>
<tr>
<th>Aim</th>
<th>To show how result is expressed in English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Copy the handouts on pages 99, 101 and 103 – one copy per student. Also copy and cut the cards on page 103 – one set for each group.</td>
</tr>
</tbody>
</table>

Introduction (5 minutes)

Introduce the topic by referring back to how purpose clauses are formed in English. Remind the students about the questions about yourself or your family: Why do I leave home early in the morning? Why do we switch off the heating at night? Why did I decide to become a teacher? and the answers that you gave: to be able to walk to school, so as to save money, in order not to work in an office.

Presentation (15 minutes)

Explain that you have been looking at why things were done. Now you are going to talk about the result of things. Hand out the pictures. Check that they understand the pictures. Now look at the different ways we express result so...that/Such...that, too/enough. Write these examples on the board: John was so tall that he could look over the wall, but he couldn’t go through the gate. Bill showed such bravery that he was awarded a medal. Now ask the students to suggest captions for the other two pictures and write them on the board. For example: Hilary is so clever that she will soon get a job with a lot of money. The film was so horrific that the boy couldn’t see it. Discuss with the students how we use so...that/Such...that to show result. They should note that so...that is used with adjectives or adverbs, e.g. She was so beautiful that..., They drove so fast that..., and such...that is used with nouns. When the noun is a singular count noun, we put a/an before the noun, e.g. They made such a noise that..., He gave such good advice that... Now, using the pictures again, write these examples on the board: Hilary was clever enough to get a good job with a lot of money. The film was too horrific for the boy to see. Now ask the students to suggest captions for the other two pictures and write them on the board. For example: John was too tall to go through the gate. Bill was brave enough to get a medal. Explain how too and enough are both used with adjectives or adverbs, but too comes before the adjective or adverb whereas enough comes after. Point out that enough is used before a noun, e.g. The boy had enough money to see the film. Students should note that when the subject is different from the person or thing governing the infinitive verb, the person or thing before the infinitive verb is preceded by the preposition for. The gate was too low for John to go through. The film was too horrific for the boy to see. Finally discuss the difference in meaning between the use of too and enough and introduce the other conjunctions which can express result. Write on the board: The film was too horrific for him to see. The film was horrific and so/therefore/as a result he didn’t see it. The film was horrific. As a result/Therefore/So he didn’t see it. Underline the linking words. Make clear that the use of too indicates that something didn’t happen. The film was too horrific for him to see, means The boy didn’t see it. Now write on the board: John has got enough money to buy the car. John has got the money and so/therefore/as a result he can buy the car. John has got enough money. As a result/Therefore/So he can buy the car. Underline the linking words. Make clear that the use of enough indicates that something happened or could happen. John has got enough money to buy the car. means He can buy the car.

(continued on page 100)
29 Result
Practice (20 minutes)
Activity A and B Have students work on these activities individually or in pairs. Check answers orally.

(continued on page 102)

Key

A 1 It was so late that we couldn't wait any longer.
   2 John was so busy that he forgot his wife's birthday.
   3 They spent such a lot of money last month that now they can't even afford to go to the cinema.
   4 That's such a beautiful picture that I wish I could have it.
   5 It was such a dirty apartment that I couldn't possibly live there.
   6 The salaries were so low that it wasn't worth working for that company.
   7 They tried so hard that it was a pity they didn't win the match.
   8 The attack was so vicious that people will never forget it.
   9 You've bought such a lot of fruit that we'll never eat it all.
   10 In summer such a lot of people visit the Lake District that I find it too crowded.

B 1 The mountain was too high for him to climb.
   2 The car went too fast for him to get the number.
   3 He worked hard enough to pass the exam.
   4 The house was big enough for a family of six to live there.
   5 The government has enough money to cut taxes.
   6 The journey was too long for him to go by car.
   7 The woman was old enough to remember the first radio broadcasts.
   8 That painting is too expensive for me to buy.
   9 The summer of 1999 was too hot for the flowers to grow properly.
   10 Alan and Maggy have enough money to retire now.

(continued on page 102)
29 Result (continued)

A Join the two sentences in the items below by using so...that/such...that.

1. It was very late. We couldn’t wait any longer.
2. John was very busy. He forgot his wife’s birthday.
3. They spent a lot of money last month. Now they can’t even afford to go to the cinema.
4. That’s a very beautiful picture. I wish I could have it.
5. It was a very dirty apartment. I couldn’t possibly live there.
6. The salaries were very low. It wasn’t worth working for that company.
7. They tried very hard. It was a pity they didn’t win the match.
8. The attack was very vicious. People will never forget it.
9. You’ve bought a lot of fruit. We’ll never eat it all.
10. In summer a lot of people visit the Lake District. I find it too crowded.

B Rewrite each item using too or enough.

1. The mountain was very high. He couldn’t climb it.
2. The car went so fast that he couldn’t get the number.
3. He worked as hard as was necessary to pass the exam.
4. The house was big. A family of six could live there.
5. The government has the money. It can cut taxes.
6. The journey was very long. He didn’t want to go by car.
7. The woman was so old that she could remember the first radio broadcasts.
8. That painting is very expensive. I can’t afford to buy it.
9. The summer of 1999 was very hot. The flowers didn’t grow properly.
10. Alan and Maggy have the money. They can retire now.
**Conclusion (10 minutes)**

Activity C Students play in small groups. They take an A card which has two sentences. Then they take a B card, which tells them which phrase to use to link the two sentences together.

**Homework**

Ask students to do Activity D for homework.

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**Key**

C (possible answers for three of the cards)

1. Sally works so hard that she's always very tired.  
   Sally works hard. Therefore she's always very tired.  
   Sally works hard. Because of this, she's always very tired.  
   Sally works hard. So she's always very tired.

2. Peter came to work so early that he's going home now.  
   Peter came to work early. Therefore he's going home now.  
   Peter came to work early. Because of this, he's going home now.  
   Peter came to work early. So he's going home now.

3. Lions can be so dangerous that people must keep away from them.  
   Lions can be dangerous. Therefore people must keep away from them.  
   Lions can be dangerous. Because of this, people must keep away from them.  
   Lions can be dangerous. So people must keep away from them.

D

1. He came very late. There was nothing left to eat.
2. I really don't like Anne. I won't come with you.
3. It's a very good film. It's bound to win some Oscars.
4. Vanessa was very tall. She couldn't become a dancer.
5. The city has changed a lot. I can't find my way through it now.
6. You can rely on good weather in the summer in Spain. I always go there for my holidays.
7. Television programmes are now very boring. I spend most evenings reading.
8. The crowd was very big. I didn't go.
9. The cave was very dark. I felt claustrophobic.
10. As a young man he always listened to very loud rock music. He's very deaf now.
### A cards

| Sally works hard.  
<table>
<thead>
<tr>
<th>She's always tired.</th>
</tr>
</thead>
</table>
| Peter came to work early.  
<table>
<thead>
<tr>
<th>He's going home now.</th>
</tr>
</thead>
</table>
| Lions can be dangerous.  
<table>
<thead>
<tr>
<th>People must keep away from them.</th>
</tr>
</thead>
</table>
| Some species of birds are disappearing.  
<table>
<thead>
<tr>
<th>People must stop hunting them.</th>
</tr>
</thead>
</table>
| Lars is a very successful day-trader.  
<table>
<thead>
<tr>
<th>The computer was worth the money he paid for it.</th>
</tr>
</thead>
</table>
| It's a very noisy street.  
<table>
<thead>
<tr>
<th>I wouldn't like to live there.</th>
</tr>
</thead>
</table>
| He speaks English well.  
<table>
<thead>
<tr>
<th>People think he's English.</th>
</tr>
</thead>
</table>
| The offices are very near.  
<table>
<thead>
<tr>
<th>You can walk there.</th>
</tr>
</thead>
</table>
| That book is very serious.  
<table>
<thead>
<tr>
<th>It's difficult to read.</th>
</tr>
</thead>
</table>
| Giraffes have long necks.  
| You can't hear them speak!  |

### B cards

<table>
<thead>
<tr>
<th>so...that/such...that</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therefore</td>
</tr>
<tr>
<td>Because of this</td>
</tr>
<tr>
<td>So</td>
</tr>
<tr>
<td>so...that/such...that</td>
</tr>
<tr>
<td>Therefore</td>
</tr>
<tr>
<td>Because of this</td>
</tr>
<tr>
<td>So</td>
</tr>
<tr>
<td>so...that/such...that</td>
</tr>
<tr>
<td>Therefore</td>
</tr>
</tbody>
</table>

### D

**Rewrite each item as two sentences without the link words/ phrases.**

1. He came so late that there was nothing left to eat.
2. I really don’t like Anne. Therefore, I won’t come with you.
3. It’s such a good film that it’s bound to win some Oscars.
4. Vanessa was so tall that she couldn’t become a dancer.
5. The city has changed such a lot that I can’t find my way through it now.
6. You can rely on good weather in the summer in Spain. So I always go there for my holidays.
7. Television programmes are now so boring that I spend most evenings reading.
8. The crowd was very big. Therefore, I didn’t go.
9. The cave was very dark. So I felt claustrophobic.
10. As a young man he always listened to very loud rock music. As a result he’s very deaf now.
30 Focus and linking

Aim To show how different sentences in written passages and speech are linked and to show how we focus our remarks.

Preparation Copy the handouts on pages 105 and 107 – one copy per student.

Introduction (5 minutes)
Distribute the Introduction Activity and get the students to work in pairs to pick out linking words. When they have finished, have each pair compare their answers with other pairs. Write these on the board: 1) co-ordinating conjunctions, such as and, but, either...or, nor, etc. 2) connectors such as therefore, however, nevertheless, etc. 3) pronouns 4) shifts in article from indefinite to definite, etc.

Presentation (15 minutes)
Explain that they are going to learn how to link ideas and statements and also how to focus the attention of the listener or the reader on what we are talking about. Go back to the Introduction Activity and discuss with the students what sort of things they picked out. Be sure that they have picked out examples of each of the four types above. Then move on to talk about focussing. Write these two statements on the board: A glass of wine is a gift from the gods for me. For me, a glass of wine is a gift from the gods. Discuss with the students how shifting for me from the end to the beginning of the statement focuses the second statement more directly on the speaker, whereas in the first statement, the focus is on a glass of wine. Point out that there are other ways of focusing, such as: It is a glass of wine that is a gift of the gods for me. It is for me that a glass of wine is a gift of the gods. Now go back to the texts in the Introduction Activity and ask students to look at the focus in each sentence and how the focus shifts. Discuss with them how this has been done.

Practice (20 minutes)
Activities A and B Ask students to work on these activities in small groups. Check answers orally.

Key

A 1 My neighbours have got a new cat. It makes an awful noise at night.
2 Although people travel all over the world, there is still a lot of cultural misunderstanding.
3 Give them the money which they’ve earned.
4 Some people can never forget the horrors of war and this is the most difficult thing after a war.
5 In less than ten years, there will be only six car manufacturers in the world. They will be in the United States, Japan and Germany.

B 6 I got up early as/because I had to get the first train to London.
7 It was a very violent crime so the criminal must stay in jail for life.
8 I know it’s dangerous. Nevertheless, I want to go white water rafting.
9 I’ve never enjoyed pop music. I’ve spent my life, however, managing young groups.
10 He had twenty-two children and three wives but he never worked in his life.

(continued on page 106)
30 Focus and linking

Introduction Activity

Madrid is the capital of Spain and of the autonomous region, the Comunidad de Madrid. Philip II moved his court to Madrid in 1561 and made Madrid the Unica Corte (the only court). With this decision, he passed over many older cities in Spain. These cities, like Seville, Cordoba, Zaragoza, Toledo, had felt they had a greater claim. Madrid was the newest city in Spain. Today, it is the largest city in Spain. The king’s palace is there and so are the Parliament and the main government offices. Therefore, Madrid is now the political, cultural and financial centre of Spain.

2 People often forget that Karl Marx was not just an economic philosophy but also a real person. He was a Prussian Jew, who had to leave Germany and who eventually settled in London. He spent a lot of his time in the British Museum Reading Room. He was, however, also a very good host who enjoyed convivial company.

3 Fred: I don’t want to go to the cinema tonight.
Gina: But it’s a very good film.
Fred: Possibly; but I’d rather stay at home.
Gina: Home! You’re always at home. You spend such a lot of time here that you’ll forget what it’s like outside.
Fred: No, I won’t. I don’t want to go because it’s a very popular film and the cinema will be too crowded for me.
Gina: Let’s go and see an unpopular film then.
Fred: All right.
Gina: Either we do that or we watch a boring television programme.
Fred: I’ve said I’ll go.

A Link the following sentences by using the form or word given in brackets at the end.

1 My neighbours have got a new cat. The cat makes an awful noise at night. (pronoun)
2 People travel all over the world. There is still a lot of cultural misunderstanding. (although)
3 Give them the money. They’ve earned the money. (relative pronoun)
4 Some people can never forget the horrors of war. This is the most difficult thing after a war. (co-ordinating conjunction)
5 In less than ten years, there will be only six car manufacturers in the world. The six car manufacturers will be in the United States, Japan and Germany. (pronoun)
6 I got up early. I had to get the first train to London. (reason)
7 It was a very violent crime. The criminal must stay in gaol for life. (so)
8 I know it’s dangerous. I want to go white water rafting. (nevertheless)
9 I’ve never enjoyed pop music. I’ve spent my life managing young groups. (however)
10 He had twenty-two children and three wives. He never worked in his life. (co-ordinating conjunction)
Conclusion (10 minutes)

Activity C In this dialogue a father is angry because his daughter has not come home and it is very late. The mother is trying to say that the children are not so badly behaved as he thinks. The first speech by the mother is exactly what she said, but in other speeches the phrases have been put down in the wrong order and so the focus is wrong. Students reorganise the other speeches. At the end, invite pairs of students to act out the dialogue.

Homework

Ask students to complete Activity D for homework. They number the sentences in the correct order. Ask them also to underline the words or phrases that show how they decided on the order of the sentences.

Key

B 1 The Queen visited Australia in March. I shall go in September.
2 It takes a long time to get the garden started.
3 At home, he never does anything.
4 If I can’t have that book, she won’t have it.
5 It’s the blue one I like.
6 How anyone can be so cruel, I can’t imagine.
7 For years, I haven’t been to Italy.
8 The favourite came in first, but it was hard race.
9 Cats I don’t like, but dogs are all right.
10 In my opinion, Jane was the cleverest.

C

Mother: The children are not so bad. No really, Jack. Not compared with some. What’s the matter with you anyway? You’ve never done anything like this before.
Father: No. Maybe that’s the trouble. Maybe I should have done. If I’d put my foot down earlier, it would never have come to this.
Mother: You’re just being stubborn.
Father: Stubborn? Me? You let those kids run rings round you. Well, I’m going to put a stop to it. Here and now!

D 4, 2, 3, 1, 6, 5, 8, 7.
30 Focus and linking (continued)

B Shift the focus as indicated. Work in pairs.

1 In March, the Queen visited Australia. I shall go in September.
2 To get the garden straight takes a long time.
3 He never does anything at home.
4 She won't have that book if I can't have it.
5 I like the blue one.
6 I can't imagine how anyone can be so cruel.
7 I haven't been to Italy for years.
8 It was a hard race, but the favourite came in first.
9 Dogs are all right, but I don’t like cats.
10 Jane was the cleverest in my opinion.

C In the following dialogue, a father is angry because his daughter has not come home and it is very late. The mother is trying to say that the children are not so badly behaved as he thinks now. The first speech by the mother is exactly what she said, but in other speeches the phrases have not been put down in the right order so the focus is wrong. Work in pairs and see how you would reorganise the other speeches.

Mother: The children are not so bad. No really, Jack. Not compared with some. What’s the matter with you anyway? You’ve never done anything like this before.
Father: It would never have come to this. Maybe I should have done. If I’d put my foot down earlier. Maybe that’s the trouble. No.
Mother: Stubborn you’re just being!
Father: Well, I’m going to put a stop to it. Stubborn? You let those kids run rings round you. Me? Here and now!

D In the following passage the lines are mixed up. Number them in the correct order from 1 to 8.

1 Airbrokers, who have minds like mini-computers, have difficulty in dealing with questions about the weather in Singapore or Bangkok; but if you’ve got dates, your enquiry will sound serious.
2 When you’re looking for a bargain, it helps if you have already decided where you want to start and when you want to get home.
3 It doesn’t make sense unless you’re a student of the effects of government regulations on business, but it’s a fact.
4 A return flight to Madrid from London costs £149, but you can with diligence, fly round the world for £1000 or even less.
5 I wanted to get to Tokyo, and different brokers offered a seat with the same airline at £630, £650, £655 and £700.
6 You must ring several brokers and you shouldn’t assume that one broker will be able to provide you with the best bargain for all legs of your trip.
7 I was also offered £600 by another airline.
8 This compares with £1064 for an ordinary tourist ticket.
Vocabulary: Lessons 31-40

31 New words for old (Compound nouns)

Aim  To introduce a number of compound nouns, including idioms.

Preparation  Copy the handout on page 109 – one copy per student.

Introduction (5 minutes)
Introduce the subject of compound nouns by writing the following on the board and asking the students to suggest words that can be added to form new words.

______ agent        ______ man
______ hostel        ______ lenses
finger ______  ear ______
foot ______  sky ______

Point out that sometimes the two words are separate, sometimes they are joined by a hyphen and sometimes they are written as one word.

Presentation (15 minutes)
Activity A  This is a good way to check how much the students already know. Read through the introduction, do the first example with the whole class then let them work through the other examples on their own in pairs. Check orally, paying particular attention to any new or unfamiliar words.

Practice (20 minutes)
Activity B  This activity introduces a number of other compound nouns, this time idiomatic ones. Again the students go through it in pairs. Check orally, paying particular attention to any words that were new or unfamiliar.

Activity C  This is a revision activity to give the students a chance to use some of the words in Activities A and B. Arrange the class into groups of three or four. Each person takes it in turns to read out a question and then to give his/her opinion. The others can naturally join in and give theirs too. To make sure they don’t spend too long on any one question, after a few minutes encourage them to move on to the next question by saying: Right, go on to the next question now!

Conclusion (5 minutes)
This is intended as a fun activity. Students try to draw a picture one of the compound nouns they have learnt during the lesson. Get one or two students to draw their words on the board.

Homework
Tell the students to copy down the following words: assembly line, contact lenses, facelift, generation gap, roadworks, sandpaper, wheelchair, chatterbox, headhunter, rat race, shop steward. Tell them for homework to prepare an activity either like Activity A or Activity B, using six of the above words. (They can test each other next class.)

Key
Introduction (suggestions only) estate agent/newsagent, postman/policeman/frogman, youth hostel, contact lenses, fingerprint, earring/earwig, football/footstep, skylight/skytark.
A 1 catwalk, 2 honeymoon, 3 mail order, 4 lifeguard, 5 beauty spot, 6 human rights, 7 manslaughter, 8 capital punishment, 9 bandage, 10 layover, 11 traffic warden, 12 blood transfusion.
B 1 elbow grease 2 nest egg, 3 bloodbath, 4 soap opera, 5 bottleneck, 6 loophole, 7 brainwave, 8 sandwich course, 9 bookworm, 10 gate-crasher, 11 couch potato, 12 figurehead.
A Take a word from the first box and a word from the second box to form a new word. Write each new word next to the correct clue below.

band beauty blood capital
       cat hay honey human
      life mail man traffic
fever guard age moon order
         punishment rights slaughter
      spot transfusion walk warden

1 Models walk along this at fashion shows.
2 A holiday taken by two people who have just got married.
3 Buying goods through the post rather than from a normal shop.
4 He or she saves people from drowning.
5 A small dark mark on a woman’s skin, especially her face.
6 Amnesty International fights for these all the time.
7 Accidentally killing someone.
8 Legally killing someone, e.g. by hanging them.
9 You might use this if you have cut your hand.
10 People who are allergic to pollen suffer from this.
11 He or she makes sure you don’t park for too long or in the wrong places.
12 You might need this after a serious car accident.

B Take a word from the box and add it to the correct word in the sentences.
bath bottle figure gate
        grease hole knot potato
    sandwich wave worm soap

1 Rub harder! Use some elbow ________!
2 I don’t want to be poor when I’m older, so I’ve already started building a ________ egg.
3 Many people feared a terrible blood ________ in the recent troubles in Indonesia.
4 The Australian ________ opera, Neighbours, is watched by millions of viewers.
5 The town centre is a real ________ neck with long traffic jams in the mornings and evenings.
6 My accountant managed to find a loop ________ in the tax laws, which saved me about £4,000.
7 He got a sudden brain ________ that helped him solve the problem.
8 I both work and study. I’m doing a ________ course at the local Technical College.
9 George loves reading. He’s a real book ________.
10 He always turns up to parties without being invited. He doesn’t see anything wrong with being a ________-crasher.
11 All she ever does is sit in front of the TV. She’s such a couch ________.
12 The Queen has no power – she’s just a ________ head.

C Discuss the following in groups.

1 Have you ever been given a blood transfusion? If so, describe the occasion. What do you think of people who refuse them on religious grounds? Should they be forced to have one to save their lives?
2 What makes people become couch potatoes? How can you persuade people to watch less television? What would you encourage them to do instead?
3 Name three countries which have a poor record on human rights. What do you know about Amnesty International and the work it does?
4 Have you ever been a gate-crasher? If so, describe the occasion. Have you ever had gate-crashers at your parties? If so, what happened?
5 Have you ever wanted to appear on a catwalk? What do you think about Supermodels and the money they earn?
6 Which would you prefer to be – a lifeguard or a traffic warden? Why? Make a list of five jobs you would be proud to say you did and five jobs you would be ashamed or embarrassed to say you did.
32 Idioms to do with parts of the body

Aim
To introduce and practise a number of idioms to do with the body.

Preparation
Copy and cut up the handout on page 111 – one copy per pair for Activity 1 and one copy per group for Activity 2. It would also be useful if the students could have dictionaries with them in class – especially English-English ones, e.g., the Longman Dictionary of Contemporary English.

Introduction [5 minutes]
Introduce the subject of idioms to do with the body by saying: I was at a restaurant last night with some friends. It was really busy there and all the waiters were run off their feet. So much so that it was really hard to catch the waiter’s eye. But I managed in the end and we had a superb meal. Then suddenly my cousin walked in. I haven’t seen her for ages but, being my own flesh and blood, I gave her a big smile and said hello. And do you know what – she walked straight past me without saying a word. Honestly! She gave me the cold shoulder for some reason. I still don’t know why. But I have to admit that she looked a bit down in the mouth and had lost a lot of weight. She was all skin and bones. So maybe she’s ill or something. Ask the class if they can remember any expressions that used parts of the body? Write them up on the board. Explain if necessary. Tell the students you are going to look at some other idioms to do with the body.

Presentation (20 minutes)
Activity A Students work first alone and then in pairs. Give each pair a copy of Activity A. Let them try and match up the sentence halves. For the last five minutes, ask them to check their answers in pairs. One student reads out something from the second column while the other person tries to remember the idiom. e.g. S1: You are good at gardening. S2: To have green fingers. Halfway through, tell the students to change roles and do it again. Check orally. Explain where necessary.

Practice (15 minutes)
Activity B This is an activity for groups of three or four. Give each group one of the four idiom cards. Tell them they have to try to make up their own sentence halves as in Activity A for the three idioms on their card. They write them down on a separate piece of paper, making sure that the halves are mixed up. When everyone has finished, the groups change papers and try to sort out the halves.

Conclusion (5 minutes)
Read out the following. After you have finished reading each one, ask the students to suggest which idiom you are describing. I pay over £800 a month for my flat. It’s not really worth that much, but it’s in the centre of town, so... 2 Oh, what’s her name? I know it... it begins with P, I think! Oh, what is it? 3 I was really dying to laugh, but I didn’t, of course. 4 My mother’s fantastic at gardening, she really is! Everything she touches seems to grow. 5 John thought I was being serious, but I wasn’t. I was only teasing him. 6 Sorry, Dave, I can’t stop and talk now. I’m really, really busy. 7 What’s wrong with Dora? I said hello to her this morning and she completely ignored me. 8 It was no accident. He killed him quite deliberately!

Homework
Tell the students to make up sentences using the following idioms: to have one’s back to the wall, a brainwave, to lose face, to fall on one’s feet, to lose one’s head.

Key
A 1 f, 2 x, 3 l, 4 w, 5 p, 6 r, 7 e, 8 m, 9 u, 10 s, 11 g, 12 l, 13 o, 14 b, 15 t, 16 v, 17 c, 18 j, 19 d, 20 n, 21 q, 22 h, 23 s, 24 k.

Conclusion
1 You pay through the nose for your flat. 2 It’s on the tip of your tongue. 3 You managed to keep a straight face. 4 She’s got green fingers. 5 You were pulling his leg. 6 You’re run off your feet. 7 Dora gave you the cold shoulder. 8 He killed him in cold blood.
A  Match up the sentence halves. Write your answers in the boxes below.

1 If you do something behind someone’s back...
2 If you have something on the brain...
3 If you are all ears...
4 If you try to catch someone’s eye...
5 If you keep a straight face...
6 If you have green fingers...
7 If someone is your own flesh and blood...
8 If you are run off your feet...
9 If you don’t turn a hair when something happens...
10 If you give someone a hand...
11 If you have your heart in your mouth...
12 If you give someone a piece of your mind...
13 If you show someone a clean pair of heels...
14 If you pull someone’s leg...
15 If you bite your lip...
16 If you give someone a piece of your mind...
17 If you are down in the mouth...
18 If you pay through the nose for something...
19 If you give someone the cold shoulder...
20 If you are all skin and bones...
21 If you have a lump in your throat...
22 If you have something on the tip of your tongue...
23 If you are a bit long in the tooth...
24 If you do something in cold blood...

a  you help him/her.
b  you tease him/her.
c  you are feeling depressed.
d  you ignore him/her.
e  s/he is a relative of yours.
f  you act deceitfully.
g  you are very frightened.
h  you almost remember it.
i  you speak angrily to him/her.
j  you pay more for something than it is really worth.
k  you do it deliberately.
l  you are listening very carefully.
m  you are very busy.
n  you are very thin.
o  you run away from him/her.
p  you try not to laugh.
q  you are feeling very emotional and can’t speak.
r  you are good at gardening.
s  you are old.
t  you deliberately stop yourself from saying something.
u  you don’t show any sign of emotion.
v  you speak openly and frankly to him/her.
w  you want to attract his/her attention.
x  you are obsessed about it.

B  Card 1
- to pick someone’s brain
- to keep an eye on something
- to have blue blood

Card 2
- to turn a blind eye to something
- to be all fingers and thumbs
- to get cold feet

Card 3
- to keep your hair on
- to be hand-in-glove with someone
- to have a head like a sieve

Card 4
- to set your heart on something
- to go out of your mind
- to put words into someone’s mouth
33 Prepositional phrases

Aim
To introduce and practise a number of common prepositional phrases, e.g. in debt, on business, etc.

Preparation
Copy the handouts on pages 113 and 115 – one copy per pair for Activity A and one copy per group for Activity B.

Introduction (5 minutes)
Introduce the subject of prepositional phrases by saying: I dropped a vase once when I was visiting my aunt. It was completely by accident, but she thought I had done it on purpose and got really angry with me. Fortunately, she believed me in the end, but I still had to buy her a new vase! Write on the board: by accident, on purpose, in the end. Ask the students if they know what phrases like these are called? (prepositional phrases) Ask for some other phrases with by, on and in and write them on the board. Explain that in this lesson they are going to look at some common prepositional phrases.

Presentation (25 minutes)
Activity A The students work in pairs. Give each pair a copy of Activity A. Do the first example, then let them do the rest. Check orally and explain where necessary.

(continued on page 114)

Key
A 1 at last, 2 by accident... on purpose, 3 by no means, 4 in the end, 5 out of work, 6 at a discount, 7 at random, 8 by ear, 9 in advance, 10 out of order, 11 at a loss, 12 at most, 13 by heart, 14 in debt, 15 on holiday, 16 at a pinch, 17 at once, 18 in a hurry, 19 in vain, 20 at a profit, 21 at the same time, 22 by sight, 23 by the way, 24 At first, 25 at will, 26 in future, 27 out of the blue, 28 by air, 29 at first sight.

(continued on page 114)
A Replace each underlined word in the sentences below with a suitable prepositional phrase. Choose from the following list.

at a discount  at a loss  at a pinch  at a profit  at first
at first sight  at last  at most  at once  at random
at the same time  at will  by accident  by air  by ear
by heart  by no means  by sight  by the way  in a hurry
in advance  in debt  in future  in the end  in vain
on holiday  on purpose  out of order  out of the blue  out of work

1 After travelling for more than twelve hours, they finally arrived at their destination. (arrived........)

2 He dropped the vase accidentally rather than deliberately.

3 To pay 50% income tax is not at all uncommon in some Scandinavian countries.

4 After sixty-five driving lessons, he finally passed his driving test. (........he passed)

5 My uncle has been unemployed for almost a year.

6 The chairs were being sold at less than the normal price.

7 The winning numbers for the National Lottery are chosen without a special system or order.

8 He learnt to play the piano without being able to read music.

9 All rent must be paid one month before the due date.

10 The lift is not working. I’m afraid.

11 Everyone was unable to explain how England lost 6–1 to Iceland.

12 My car is worth no more than £400.

13 The child could recite the poem without looking at it.

14 The company owed nearly £2 million. (was nearly £2 million ...........)

15 I’m afraid Mr Brown’s free from work this week. He’s in Majorca.

16 We can put you up with some difficulty if you can’t find a hotel. But you’ll have to sleep on the floor, I’m afraid.

17 ‘Come here immediately!’ the mother shouted to her young son.

18 I’m sorry, Claire, I can’t stop. I’m short of time.

19 The teacher tried unsuccessfully to control the noisy pupils.

20 He managed to sell his flat for more than he paid for it.

21 It is very difficult to follow a radio discussion when everyone is talking simultaneously.

22 I’ve known her to look at for a long time, but I haven’t been introduced to her yet.

23 Incidentally, did you remember to post that letter I gave you yesterday?

24 In the beginning, things went well. But it wasn’t long before they started to quarrel.

25 A chameleon is able to change its colour whenever it wants.

26 I’ll let you off this time, but from now on make sure you are not late for work.

27 James arrived completely unexpectedly.

28 I love travelling in an aeroplane.

29 It was love from the moment I saw her.
Teacher's notes

Practice (10 minutes)
Activity B This activity is for groups of three or four. Give each group a copy of Activity B. They take it in turns to discuss the questions and to give their opinions. Listen to a number of answers and encourage discussion.

Conclusion (5 minutes)
This is a quick game to finish up with just to see if the students can remember which prepositions are used with which words. It can be done orally. Read out the nouns/phrases in the following order and ask individual students to supply the missing preposition. Do this as quickly as possible. 1 (on) holiday, 2 (by) no means, 3 (in) the end, 4 (out of) the blue, 5 (at) a profit, 6 (by) accident, 7 (in) a hurry, 8 (on) purpose, 9 (at) a discount, 10 (at) first sight, 11 (at) the same time, 12 (by) the way, 13 (in) future, 14 (in) vain, 15 (by) heart, 16 (at) last, 17 (at) random, 18 (at) most, 19 (out of) work, 20 (at) a loss, 21 (by) air, 22 (on) holiday, 23 (by) ear, 24 (at) a pinch, 25 (at) will, 26 (by) sight, 27 (in) advance, 28 (out of) order, 29 (in) debt, 30 (at) first.

Homework
Tell the students to make up sentences using the following prepositional phrases: in common, in danger, for a change, out of tune, at present, for sale, by mistake, in other words.

Key
B Open answers.
B Discuss the following.

1. Name two things that you sometimes have to pay for in advance.

2. Have you ever heard from someone or has someone ever visited you completely out of the blue? Describe the occasion. How did you react?

3. Some people try in vain to stop smoking or to lose weight. Have you ever tried? What advice would you give to people wishing to lose weight or give up smoking? What other things have you tried in vain to do?

4. Do you find it easy to learn poems, children’s stories, pop songs by heart? If so, recite something you know by heart to the others.

5. If you were to go on holiday tomorrow and money was no object, where would you go to and why?

6. What was the last thing you bought at a discount? How much did you save?

7. Have you ever broken or damaged something on purpose? What about by accident? Tell the others about it.

8. How many people are out of work in your country? How do people who are out of work survive? Do they get help from the state, their family, or what? If you were out of work, would you take any job rather than no job at all?
34 Word sets (Verbs)

<table>
<thead>
<tr>
<th>Aim</th>
<th>To group verbs into sets and then to explain the differences in meanings between individual verbs in each set.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Copy the handout on page 117 – one copy per pair/group.</td>
</tr>
</tbody>
</table>

Introduction (5 minutes)
Write the following verbs on the board in random order: bleat, weep, snigger, croak, giggle, chuckle, drop off, bark, doze, snivel, snore, sob. Let the students work in pairs or groups of three. Tell them to try to sort the verbs into four logical sets, with three verbs in each. Tell them to suggest a heading for each group. Check orally and give explanations where necessary: bleat, croak, bark (sounds that animals make); giggle, chuckle, snigger (ways of laughing); sob, weep, snivel (ways of crying); doze, snore, drop off (verbs to do with sleeping). See if students can add one more word to each group. Suggestions for extra words: grunt, neigh, guffaw, shortle, titter, cry, wail, bellow, dream, drowse, slumber.

Presentation (20 minutes)
Divide the class into groups of three or four. Give each group a copy of the handout. Tell them to arrange the verbs under the correct headings – five words under each. Do the first word with the whole class and then let them complete the activity. Check orally and give explanations where necessary.

Practice (15 minutes)
Give each group one of the sets of words. Using a dictionary, if necessary, get them to work out suitable definitions for each of the verbs. Allow approximately ten minutes. Then ask each group to read out their definitions one by one while the others try to guess which verb is being described.

Conclusion (5 minutes)
Read out the following definitions. After each one, ask students to write down which verb you are describing: 1 to pull one car with another; 2 to steal in small amounts, often from the place where you work; 3 to walk with heavy steps; 4 to look at something or someone, often for a long time, without blinking; 5 to cook in water without boiling; 6 to speak in a low, unclear voice; 7 to look quickly at something; 8 to steal from a house or a flat. Check answers orally: 1 to tow, 2 to pilfer, 3 to trudge, 4 to stare/gaze, 5 to simmer, 6 to mumble, 7 to glance, 8 to burgle.

Homework
Ask students to write their own sentences using the following verbs: limp, quote, clutch, gaze, scald, rob.

Key
Verbs to do with walking and moving: crawl, limp, stagger, stroll, trudge.
Verbs to do with speaking: announce, lisp, mumble, quote, stutter.
Verbs to do with pulling, pushing and holding: clutch, grasp, shove, tow, tug.
Verbs to do with looking: catch sight of, gaze, glance, peer, stare.
Verbs to do with heating and burning: blaze, char, scald, scorched, simmer.
Verbs to do with stealing: burgle, loot, pinch, pilfer, rob.
### Word sets (Verbs)

Below are thirty verbs in random order. Place each one under the correct heading. (There should be five words under each one.)

<table>
<thead>
<tr>
<th>announce</th>
<th>crawl</th>
<th>loot</th>
<th>rob</th>
<th>stare</th>
<th>blaze</th>
</tr>
</thead>
<tbody>
<tr>
<td>gaze</td>
<td>mumble</td>
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<td>stroll</td>
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<td>peer</td>
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<td>stutter</td>
<td>catch sight of</td>
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<td>shove</td>
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<td>trudge</td>
<td>cluch</td>
<td>limp</td>
<td>quote</td>
<td>stagger</td>
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#### Verbs to do with walking and moving

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#### Verbs to do with speaking

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#### Verbs to do with pulling, pushing and holding

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#### Verbs to do with looking

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#### Verbs to do with heating and burning

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#### Verbs to do with stealing

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35 Idioms to describe people

Aim To look at various idioms used to describe people, e.g. gate-crasher, guinea pig, wet blanket, etc.

Preparation Copy the handouts on page 119 – one copy per pair for Activity A and one copy per group for Activity B

**Introduction (5 minutes)**

Write the following on the board: *My brother’s such a wet blanket sometimes. I was once a guinea pig when I was a student.* Ask the students if they can suggest what the words *wet blanket* and *guinea pig* mean (wet blanket = someone who spoils the atmosphere or prevents others from enjoying themselves by being very boring and negative about everything; guinea pig = someone used as a subject in medical or other experiments). If necessary, help the students by giving extra clues, e.g. (for guinea pig) *I was once paid £10 to catch a cold.* Then doctors then studied me every day and tried out different drugs on me. Tell the students that in this lesson they will be looking at more idioms used for describing people.

**Presentation (20 minutes)**

Activity A Students work in pairs. Give each pair a copy of Activity A. Go through the first example with the whole class and then let them complete the others. Check orally. They can now test each other. One person reads out a definition, while the other tries to remember what the word was without looking at the handout. The person reading out the definition can give some help, if necessary, by saying the first letter of the word. When they have done it once, they can change parts and repeat.

Activity B Students work in groups of three or four. Give each group a copy of Activity B. They discuss the ten questions. Listen to a number of answers and encourage discussion.

**Practice (15 minutes)**

Activity B Students work in groups of three or four. Give each group a copy of Activity B. They discuss the ten questions. Listen to a number of answers and encourage discussion.

**Conclusion (5 minutes)**

Read out the following and ask students to write their answers on a piece of paper. *I’m going to describe eight people I know. Listen carefully and write down which word, of the words you’ve learnt today, you would use to describe each one.* 1 My cousin is always borrowing things from me and other people. He doesn’t work; he just seems to live off others. 2 My neighbour, Mrs Price, always seems to know what everyone in our street is doing... who’s getting divorced, whose children are in trouble at school. Honesty, I just don’t know how she finds out all these things! 3 My uncle Albert is one of the meanest people I’ve ever met. Honestly, he just hates spending money. I asked him for money once for save the Children and do you know what he gave me – 1p! I ask you, how mean can you get! 4 I was at my sister’s 40th birthday party the other day when this guy came in wearing a bright pink suit. I’d never seen him before so I asked my sister who he was. She had no idea, either. In fact, it turned out that nobody at the party knew him. He’d just turned up! 5 My brother’s son is only eighteen, yet he’s brilliant with computers. In fact he’s just written a game and it’s so good that both Nintendo and Sony want to buy it. 6 There’s a fish and chip shop at the end of my street. Unfortunately, people have usually finished their chips by the time they reach my house, so they just throw their empty wrappers in my garden. It annoys me. Why can’t people use the bin at the other end of the road or take their rubbish home with them? 7 My cousin Carol once did a bungee jump from a helicopter. She’s always doing mad things like that. She’s really brave! 8 In our country the Queen is the so-called Head of state. But she doesn’t have any real power. That’s with the Government and the Prime Minister. Check answers orally: 1 sponger, 2 busybody, 3 skinflint, 4 gatecrasher, 5 whizz kid, 6 litter louts, 7 daredevil, 8 figurehead.

**Homework**

Students make up their own sentences using five of the words they have learnt.

**Key**

A 1 f, 2 q, 3 i, 4 n, 5 p, 6 s, 7 k, 8 d, 9 j, 10 g, 11 o, 12 b, 13 l, 14 t, 15 r, 16 c, 17 h, 18 a, 19 m, 20 e.
35 Idioms to describe people

A Match up the words and definitions. Write your answers in the boxes below.

1 a big shot 8 a general dogsbody
2 a blackleg 9 a jaywalker
3 a busybody 10 a junkie
4 a chatterbox 11 a killjoy
5 a daredevil 12 a layabout
6 a figurehead 13 a litter lout
7 a gatecrasher 14 a pain in the neck

A person who...

a is always borrowing money and living off other people.
b is very lazy and avoids responsibility and work
c is unfairly blamed or punished for something, because the public wants to see that someone is punished or blamed.
d has a low position in a company and gets all the boring jobs that no one else wants to do, e.g. photocopying, making coffee, etc.
e is extremely intelligent and successful at their job, even though he/she is very young.
f is important and influential.
g is unable to stop taking drugs.
h hates to spend or give money.
i always wants to know about other people’s private lives.
j crosses the street in a careless or dangerous way, often ignoring traffic lights.
k turns up at a party without being invited to it.
l drops rubbish everywhere and never puts it in the bin.
m is expected to lose in a competition with someone else or a weaker person who is always treated badly by others.
n can’t stop talking.
o disapproves of things that other people enjoy and who tries to stop them from enjoying themselves.
p loves taking risks and doing dangerous things.
q carries on working when other workers are on strike.
r leads others to do wrong or make trouble.
s is head or chief but in name only as he/she has no real power.
t is a really annoying person who most people can’t stand.

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

B Discuss the following questions.

1 Name some big shots in your country. Would you like to be a big shot? Why? Why not?
2 What is your opinion of blacklegs? How effective are strikes?
3 Have you ever known a busybody? Tell other students about this person.
4 Who is the biggest chatterbox in your class? In general, are men or women the bigger chatterboxes?
5 Bill Gates, the founder of Microsoft, was a computer whizz kid. Do you know any other famous whizz kids?

6 Have you ever been a gatecrasher? If so, tell the others about it. What about you? Have you ever had gatecrashers at a party you held? Who were they and what happened?
7 Is it against the law to be a jaywalker in your country?
8 Can you think of any sporting event (football, tennis, boxing, etc.) where an underdog has won?
9 Which would you least like to be known as – a pain in the neck, a skinflint or a sponger? Give reasons.
36 Confused words

<table>
<thead>
<tr>
<th>Aim</th>
<th>To practise using a number of commonly confused pairs of words, e.g. continuous/continual, affect/effect, etc.</th>
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<tbody>
<tr>
<td>Preparation</td>
<td>Copy and cut up the handouts on page 121 – one copy per pair for Activity A and one copy per group (A–F) for Activity B.</td>
</tr>
</tbody>
</table>

**Introduction (5 minutes)**

Write the following sentences on the board: 1066 is one of the most historical moments in British history. The new tax on petrol will take effect from 6 p.m. tonight. Her hair was pink and obviously dyed. Tell the students that in one of the sentences a word is used wrongly. Invite suggestions as to which one (the word historical in the first sentence). Ask students if they know which word should have been used instead (historic). Tell the students that in this lesson they will be looking at other commonly confused words.

**Presentation (20 minutes)**

**Activity A** Divide the class into pairs. Give each a copy of Activity A. Tell them that in some of the sentences one word is used incorrectly. Tell them to find the incorrect words and suggest which word should have been used instead. After about ten minutes, tell the class that there are fifteen mistakes altogether. Check answers orally.

**Practice (15 minutes)**

**Activity B** Divide the class into six groups A – F with approximately four students per group. Give each group a copy of Activity B. Tell students to write their own sentences using the four pairs of words on their sheet. They may use dictionaries, if necessary. Tell them to follow the pattern for Activity A, that is, to make some of the sentences correct, while in the others they are to use the incorrect word of each pair. Allow approximately ten minutes for this. Then, ask each group to read out their sentences and for the others in the class to say whether each one is correct or incorrect. If they say that a sentence is incorrect, ask them to suggest which word should have been used in its place.

**Conclusion (5 minutes)**

As a quick review, read through all the sentences in Activity A again. Ask students to follow without looking at their handouts. Choose students at random and ask each one after reading a sentence: Does the sentence sound right or wrong? If he/she says it sounds wrong, continue: Which word do you think is wrong? And finally: And which word should have been used instead?

**Homework**

Ask students to explain the difference between the following sets of terms:
i) girlfriend/boyfriend, partner, old flame
ii) beat, punch, knock out, slap
iii) look at, see, watch

**Key**

A The following sentences are incorrect, with the wrong word given first, followed by the (suggested) word that should have been used. 1 dialect – accent, 2 meaning – intention, 4 stairs – steps, 5 avoid – prevent, 6 Admittance – Admission, 8 real – actual, 9 decided – conclusive, 10 alternately – alternatively, 11 sure – certain, 13 efficient – effective, 14 less – Fewer, 16 facilities – amenities, 17 fantasy – imagination, 18 specimen – sample, 20 priceless – worthless.
A In some of the sentences below, one word is used wrongly. Find the word and suggest which word should have been used instead.

1 She spoke English with a broad Welsh dialect.
2 I’m sorry, Paula. It really wasn’t my meaning to upset you.
3 A child leaving home for good is a very emotional experience for most parents.
4 They ran up the steep stone stairs leading up to the entrance of the museum.
5 Something must be done to avoid such an accident ever happening again.
6 There was a large sign on the door which said ‘Admittance £5’.
7 Do you think the new changes in income tax will affect you very much?
8 This is the real piano on which Andrew Lloyd Webber composed most of the music for Cats.
9 The police now have decisive proof that the two men robbed the bank.
10 We can go by train or, alternately, we can go by bus.
11 It is almost sure that the Labour Party will win the next election.
12 Most tinned food is deficient in vitamins.
13 This new stain remover is very efficient. It easily got rid of the gravy stain on my shirt.
14 less people turned up for the pop concert than expected.
15 She had dyed her hair a distinctive shade of green.
16 Our new house is in a good residential area, close to shops, schools and other local facilities.
17 You need a pretty vivid fantasy to write fiction.
18 They asked the artist to send them a specimen of his work.
19 If you print that story about me, then I’ll sue you for libel.
20 The painting was a fake and completely priceless.

<table>
<thead>
<tr>
<th>Activity B</th>
<th>Group A</th>
<th>Activity B</th>
<th>Group D</th>
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<tbody>
<tr>
<td>1 bring – take</td>
<td>1 invention – discovery</td>
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<td>2 rob – steal</td>
<td>2 opportunity – possibility</td>
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<td>3 disease – illness</td>
<td>3 control – check</td>
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<td>4 emigration – immigration</td>
<td>4 economic – economical</td>
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<tr>
<th>Activity B</th>
<th>Group B</th>
<th>Activity B</th>
<th>Group E</th>
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<tbody>
<tr>
<td>1 nature – scenery</td>
<td>1 shadow – shade</td>
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<td>2 adapt – adopt</td>
<td>2 embarrassed – ashamed</td>
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<td>3 classic – classical</td>
<td>3 goal – gaol</td>
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<td>4 lie – lay</td>
<td>4 lose – loose</td>
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<tr>
<th>Activity B</th>
<th>Group C</th>
<th>Activity B</th>
<th>Group F</th>
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<tbody>
<tr>
<td>1 housework – homework</td>
<td>1 brand – make</td>
<td></td>
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<td>2 rise – raise</td>
<td>2 criticism – review</td>
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<td>3 lend – borrow</td>
<td>3 fun – funny</td>
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<tr>
<td>4 delayed – postponed</td>
<td>4 suit – fit</td>
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37 Idioms using verbs

Aim To present and practise a number of common idioms using verbs e.g. get into hot water, let the cat out of the bag, etc.

Preparation Copy the handout on page 123 (Student A) and the handout on page 124 (Student B) – one copy per student.

Introduction (5 minutes)
Write the following sentences on the board: a It's all Greek to me. b I’m over the moon. c You could have knocked me down with a feather! Read out the following questions and ask students to work out (or guess) which idiom goes with which question? 1 Which person is very surprised? 2 Which person doesn’t understand something? 3 Which person is really happy and excited? Check answers (a 2, b 3, c 1). Tell the students that in this lesson they are going to look at a number of common idioms.

Presentation and Practice (30 minutes)
Unlike in previous lessons, the presentation and practice sections go together as a pairwork activity. Divide the class into pairs, Student A and Student B and give each student his/her corresponding handout. Allow students five minutes to read through the handout. Then they work through it in pairs. When they have done it once, they change papers and do it again. Doing it twice should help 'fix' the idioms.

(continued on page 125)
37 Idioms using verbs

Student A

Ask Student B the following ten questions. See if he/she can guess the right answer. If not, tell him/her what it is. (The answer is underneath in brackets.)

1 Which person has decided to work much harder?
   *(I think it's time I pulled my socks up.)*

2 Which person is getting suspicious?
   *(I'm starting to smell a rat.)*

3 Which person talked about his/her job at the party?
   *(We talked shop most of the evening.)*

4 Which person has made an embarrassing mistake?
   *(I think I've put my foot in it.)*

5 Which person has given away a secret?
   *(I'm afraid I let the cat out of the bag.)*

6 Which person has financial problems?
   *(It's really hard to make ends meet.)*

7 Which person is very clumsy?
   *(I'm all fingers and thumbs.)*

8 Which person wants a friend to write to him/her?
   *(Don't forget to drop me a line.)*

9 Which person is pleased with a dress she has bought?
   *(It fits like a glove.)*

10 Which person has recently lost his/her job?
    *(I've just been given the sack.)*

Student B will now ask you ten questions. Choose a suitable answer from the following. (Only ten will be used!)

1 Get a move on, will you?
2 I caught it by the skin of my teeth.
3 I got it for a song.
4 I really hit the roof.
5 I think I'll go and stretch my legs.
6 I was only pulling your leg.
7 I'm at the end of my tether.
8 I've got green fingers.
9 It was a piece of cake.
10 It's not really my cup of tea.
11 Keep your hair on!
12 Let's go Dutch, shall we?
13 She gave me the cold shoulder.
14 She's been cooking the books.
15 You're the spitting image of my cousin, Bob.

When you have done the activity once, change papers and do it again.
Student B

Student A is going to ask you ten questions. Choose a suitable answer from the following. (Only ten will be used!)

1. Don't forget to drop me a line.
2. He tried to grease my palm.
3. I think it's time I pulled my socks up.
4. I think I've put my foot in it.
5. I paid through the nose for it.
6. I'm afraid I let the cat out of the bag.
7. I'm afraid you're barking up the wrong tree.
8. I'm all fingers and thumbs.
9. I'm starting to smell a rat.
10. I've got a sweet tooth.
11. I've just been given the sack.
12. It fits like a glove.
13. It was really hard to keep a straight face.
15. We talked shop most of the evening.

It is now your turn to ask Student A questions. Read out the following and see if he/she can guess the right answer. If not, tell him/her what it is. (The answer is underneath in brackets.)

1. Which person has been completely ignored by someone?
   (She gave me the cold shoulder.)
2. Which person is just teasing someone?
   (I was only pulling your leg.)
3. Which person got angry last weekend?
   (I really hit the roof.)
4. Which person wants to go for a walk?
   (I think I think I'll go and stretch my legs.)
5. Which person almost missed the last train home?
   (I caught it by the skin of my teeth.)
6. Which person doesn't like classical music
   (It's not really my cup of tea.)
7. Which person has offered to pay his/her share of a meal at a restaurant?
   (Let's go Dutch, shall we?)
8. Which person wants someone to hurry up?
   (Get a move on, will you?)
9. Which person has bought something very cheaply?
   (I got it for a song.)
10. Which person thought the English exam was easy?
    (It was a piece of cake.)

When you have done the activity once, change papers and do it again.
Conclusion (10 minutes)

As a quick review, ask students the following questions. They can work in pairs and write down their answers on a separate piece of paper.

1. If someone wants you to pull your socks up, what does he/she want you to do? 2. If you ignore someone, what do you give them? 3. If something fits you really well, what do you say? 4. If someone tells you to get a move on, what does he/she want you to do? 5. What’s another way of saying to share the bill, for example at a restaurant? 6. If someone hits the roof, how is he/she feeling? 7. What’s another way of saying that someone is very clumsy? 8. Instead of saying that an exam was easy, we can say it was what? 9. If someone promises to drop you a line, what is he/she going to do? 10. If you bought something really cheaply, you could say that you got it for what? Check answers orally: 1. Work harder, 2. The cold shoulder, 3. It fits like a glove, 4. Hurry (up), 5. To go Dutch, 6. Angry, 7. He/She’s all fingers and thumbs, 8. A piece of cake, 9. Write to you/write you a letter, 10. A song.

Homework

Tell the students to write the questions which a person would answer with the following idiomatic responses. (Write them on the board.)

Each question should begin Which person...?

I’m at the end of my tether.
I’ve got green fingers.
Keep your hair on!
You’re the spitting image of my cousin, Bob.
I’m afraid you’re barking up the wrong tree.
I’ve got a sweet tooth.
It was really hard to keep a straight face.
I paid through the nose for it.
38 Word associations

Aim To encourage and practise the free association of words.

Preparation Copy and cut up the handouts on page 127 – one copy per group (if required) for Activity A and one copy per group for Activity B.

Introduction (5 minutes)

Write the following words on the board in groups of three: guitar – rose – beach, credit card – computer – mountain, rainbow – ice-cream – cinema, compete – kiss – laugh, sports car – Rome – golf. Tell the students to look at each group of words and then decide which word appeals to them most and why. Allow two or three minutes for them to work out their answers. Then they get together with a partner and compare their answers. Explain that in this lesson there are no right or wrong answers because everybody sees different associations between words and responds to words in a personal way.

Practice – part 1 (20 minutes)

Activity A Divide the class into pairs. Tell them to write the numbers from one to twenty in a column down one side of a piece of paper. Tell them that you are going to read out sentences with gaps in them. After you have read out each one (see Activity A on page 127), tell them that they have one minute to write as many alternative ways (single words, phrases) of filling the gap. Be strict about the timing! Go through all fifteen sentences in this way. When you have finished, ask the students to shout out just five numbers between one and twenty. These are the sentences you will now look at with the whole class. Ask, for example: What did you write for sentence 1? and write suggestions on the board. Only after you have done this should you read out the original sentence. Ask the students to choose their favourite answer from the ones suggested. Continue in this way with the other four sentences. Alternatively, pairs could join together and each group of four could be given a copy of the sentences. This way they can check and compare their answers together.

Practice – part 2 (15 minutes)

Activity B Again students work in pairs. Give each pair a copy of Activity B. Go through the example and then let them complete the activity using their own adjectives and reasons. Allow approximately twelve minutes for this. Then stop them and listen to a few answers. Encourage discussion.

Conclusion (5 minutes)

Write the following words on the board (or use your own words, if you prefer): Barcelona, wallpaper, bicycle, terrified, aeroplane, hitch-hike, doctor, concealed, fed up, responsible, hospital, spider. Students can either work individually or in pairs. Tell them they have three minutes to write a sentence or a short paragraph, trying to use as many of the above words as possible. But the sentence/paragraph must make sense! Stop everyone after three minutes and ask: Who’s used all twelve words? Eleven? Ten? etc. until someone replies. Listen to the sentence(s) and let the rest of the class decide if it is acceptable or not.

Homework

Ask the students to think up ten original (and unusual) uses for one of the following objects: a paper clip, a banana, an umbrella, a ladder, a pair of tights, a computer disk.

Acknowledgement: The ideas used here are adapted from ideas found in the book How To be More Interesting by Edward de Bono (Viking, 1997).
38 Word associations

A Read out the following statements, pausing for one minute after each one.

1. Most men find it hard to __(beep!)__.
2. An attractive woman is someone with __(beep!)__.
3. It's a pity that __(beep!)__ was ever invented.
4. Most people worry about __(beep!)__.
5. It is very embarrassing to __(beep!)__.
6. I really like the sound of the word __(beep!)__.
7. If people could choose their jobs, many people would like to be a(n) __(beep!)__.
8. To be a good teacher, you should __(beep!)__.
9. You know you're getting old when __(beep!)__.
10. You can often tell a foreigner by the way he or she __(beep!)__.
11. Good parents always __(beep!)__ their children.
12. __(beep!)__ is one of the most important qualities to look for in a partner.
13. Happiness is __(beep!)__.
14. I think the word __(beep!)__ sounds really ugly and unpleasant.
15. Most people would hate to be thought of as __(beep!)__.

B Choose your own answers for the following (two for each). Use one of these adjectives below or use your own. Try to use a different adjective each time.

- annoyed, anxious, apprehensive, ashamed, cheerful, dejected, despondent, disillusioned, ecstatic, elected, excited, frightened, frustrated, furious, heartbroken, homesick, hopeful, horrified, hostile, indignant, irritated, miserable, mixed up, nervous, nostalgic, pleased, puzzled, remorseful, resentful, satisfied, scared, sceptical, sentimental, sorry, suicidal, surprised, thoughtful, thrilled, touched, uneasy, unhappy

<table>
<thead>
<tr>
<th>this thing</th>
<th>can make you feel</th>
<th>explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 a letter</td>
<td>sad</td>
<td>news of the death of a close relative</td>
</tr>
<tr>
<td></td>
<td>happy</td>
<td>letter saying you have got a job</td>
</tr>
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<td>2 a film</td>
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<td>3 a politician's speech</td>
<td></td>
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<td>4 the news</td>
<td></td>
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<tr>
<td>5 a dog</td>
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<td>6 driving</td>
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<td>7 a wedding</td>
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<td>8 a dental appointment</td>
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<td>9 flying</td>
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<tr>
<td>10 a kiss</td>
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<td>11 a lie</td>
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<tr>
<td>12 an e-mail</td>
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39 Giving definitions

Aim To practise giving exact definitions of various nouns, verbs and adjectives.
Preparation Copy the handouts on pages 129, 130, 131 and 132 (Student A and Student B) and the handout on page 133 – one copy per student.

Introduction (5 minutes)
Introduce the subject by writing the following words on the board: 1 acquaintance, 2 bargain, 3 compete, 4 drowsy, 5 incredible. Tell the students to work in pairs. Tell them to make up suitable definitions for the above words. Check orally and then let them compare their answers with typical dictionary definitions, in this case taken from the Longman Dictionary of Contemporary English. (1) Someone you know, but who is not a close friend. 2 Something bought cheaply or for less than its usual price. 3 (a) To take part in a competition or sports event (b) To try to be more successful than another person or organisation, especially in business. 4 Tired and almost asleep, usually because of food, drugs or because you are in a warm place. 5 Too strange to be believed, or very difficult to believe.) Find out how many of the students came close with their definitions. Tell them that in this lesson they are going to practise giving exact definitions of various nouns, verbs and adjectives.

Presentation (20 minutes)
Activity A Students work in pairs, Student A and Student B. Give each student a copy of the corresponding handout. Explain what is to be done and allow time for preparation. Student A starts. If there is time, ask them to change papers and do it again. (It is surprising how many words will be remembered the second time!)

Practice (12 minutes)
Activity B This is a quick revision activity. Again, students work in pairs, A and B. Give each student a copy of the corresponding handout.

Conclusion (8 minutes)
Activity C This is a final quick revision activity. Give each student a copy of the handout. Do the first sentence orally with the whole class and then let them complete the rest. Check answers orally: 1 epitaph, 2 dawdle, 3 obsolete, 4 looted, 5 eavesdrop, 6 itinerary, 7 boisterous, 8 scrutinized, 9 recuperate, 10 affray, 11 ambidextrous, 12 articulate, 13 rostrum, 14 extinct, 15 notorious, 16 hibernate, 17 ovation, 18 crave, 19 replica, 20 unanimous.

Homework
Ask students to use a dictionary to find definitions for the following words and to give an example sentence for each one: commiseration, flotsam, elope, frivolous, gregarious, profusion, travesty, envisage, imminent, vindictive.
### Giving definitions

**Student A**

A Read out the following definitions to Student B. See if he/she can guess the right answer. If not, tell him/her what the word is. Give one point for each correct answer. You can read out the definitions in any order.

Which *(noun/verb/adjective)* means...?

<table>
<thead>
<tr>
<th>NOUNS</th>
<th>VERBS</th>
<th>ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>A difficult or unpleasant situation in which you do not know what to do, or you have to make a difficult choice. <em>(predicament)</em></td>
<td>To take a long time to do something or go somewhere. <em>(dawdle)</em></td>
<td>No longer existing. <em>(extinct)</em></td>
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<td>2</td>
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<tr>
<td>A noisy fight or quarrel in a public place. <em>(affray)</em></td>
<td>To walk with slow, heavy steps, usually because you are tired. <em>(trudge)</em></td>
<td>(of a person) Easily harmed or hurt emotionally, physically or morally. <em>(vulnerable)</em></td>
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<tr>
<td>3</td>
<td>3</td>
<td>3</td>
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<tr>
<td>A very good copy, especially of a painting or other work of art. <em>(replica)</em></td>
<td>To steal things from shops and homes that have been destroyed in a war or riot. <em>(loot)</em></td>
<td>Careful with money; economical. <em>(thrifty)</em></td>
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<td>4</td>
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<tr>
<td>A plan or list of places to be visited on a journey. <em>(itinerary)</em></td>
<td>To have a really strong desire for something. <em>(crave)</em></td>
<td>Difficult or impossible to reach or get at. <em>(inaccessible)</em></td>
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<td>5</td>
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<tr>
<td>A small platform you stand on when you are making a speech. <em>(rostrum)</em></td>
<td>To recover from an illness or injury. <em>(recuperate)</em></td>
<td>Able to speak clearly and fluently. <em>(articulate)</em></td>
</tr>
</tbody>
</table>

Now Student B will read out fifteen definitions. As you listen, try to work out which words are being defined. Choose your answers from the following. *(Only 15 of the words will be used!)*

**NOUNS:** commiseration, contraband, epitaph, flotsam, mishap, ovation, rancour

**VERBS:** ambush, eavesdrop, envisage, hibernate, pilfer, scrutinize

**ADJECTIVES:** ambidextrous, boisterous, imminent, notorious, obsolete, unanimous, vindictive

When you have finished, add up the points and compare scores to see who won.
39 Giving definitions (continued)

Student B

A Student A is going to read out fifteen definitions. As you listen, try to work out which words are being defined. Choose your answers from the following. (Only 15 of the words will be used!)

**NOUNS:** afford, itinerary, predicament, profusion, replica, rostrum, travesty

**VERBS:** crave, dawdle, elope, loot, recuperate, trudge

**ADJECTIVES:** articulate, extinct, frivolous, gregarious, inaccessible, thrifty, vulnerable

Now read out the following definitions to Student A. See if he/she can guess the right answer. If not, tell him/her what the word is. Give one point for each correct answer. You can read out the definitions in any order.

**Which (noun/verb/adjective) means...?**

<table>
<thead>
<tr>
<th><strong>NOUNS</strong></th>
<th><strong>VERBS</strong></th>
<th><strong>ADJECTIVES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A short piece of writing on the stone over someone’s grave. (epitaph)</td>
<td>1 To examine or look at something closely. (scrutinize)</td>
<td>1 Famous or well-known for something bad. (notorious)</td>
</tr>
<tr>
<td>2 Feeling of hatred, especially when you cannot forgive someone. (rancour)</td>
<td>2 To listen secretly to other people’s conversations. (eavesdrop)</td>
<td>2 (of a decision) That everyone agrees with. (unanimous)</td>
</tr>
<tr>
<td>3 Enthusiastic applause; loud clapping. (ovation)</td>
<td>3 To steal small amounts of things or things that are not worth much, especially from the place where you work. (pilfer)</td>
<td>3 Being able to use both hands equally well. (bistable)</td>
</tr>
<tr>
<td>4 Smuggled goods. (contraband)</td>
<td>4 (of animals) To sleep for the whole winter. (hibernate)</td>
<td>4 No longer useful because something newer or better has been invented. (obsolete)</td>
</tr>
<tr>
<td>5 An unfortunate or unlucky accident. (mishap)</td>
<td>5 To attack someone from a place where you have been hiding. (ambush)</td>
<td>5 Rough, noisy and energetic. (boisterous)</td>
</tr>
</tbody>
</table>

When you have finished, add up the points and compare scores to see who won.
Student A

B Try to find what these words are. Ask Student B: What’s word number 1?

1 F
2 W
3 X T
4 P P
5 A R
6 M T
7 R C
8 R
9 M S
10 T U

Now try to explain the following words to Student B. For number 2, for example, say: It’s a verb. It means...

1 itinerary (n) 6 obsolete (adj)
2 loot (vb) 7 contraband (n)
3 articulate (adj) 8 boisterous (adj)
4 ovation (n) 9 pilfer (vb)
5 hibernate (vb) 10 mishap (n)
39 Giving definitions (continued)

Student B

B Try to explain the following words to Student A. For number 1, for example, say: It's a noun. It means...

1 affray (n)  6 ambidextrous (adj)
2 dawdle (vb)  7 predicament (n)
3 extinct (adj)  8 thrifty (adj)
4 epitaph (n)  9 ambush (vb)
5 eavesdrop (vb)  10 notorious (adj)

Now try to find what these words are. Ask Student A: What's number 2?
C. Fill in the missing words in the following sentences. To help you, the first letter of each word is given.

1. The e________ on the musician’s tomb read: ‘Well, I’ve played everything but the harp!’
2. If you d________ like that we’ll miss our train. So hurry up!
3. When manufacturers brought out a new computer chip and operating system, it made my old PC practically o________ overnight.
4. During the earthquake in San Francisco, many shops were l________.
5. I love travelling by bus because it gives me the chance to e________ on people’s conversations – especially those sitting behind me.
6. Before our New Zealand trip, my wife and I spent hours planning our i________.
7. Children, especially boys, are often very b________ when they play.
8. He s________ the document very carefully before declaring it a fake.
9. My uncle has gone to North Wales to r________ after his illness.
10. Two men were arrested in the a________ outside the nightclub.
11. My cousin is a________ and can write equally well with his right or left hand.
12. To be a news presenter, you have to be a________.
13. The speaker was so short that even when she stood on the r________ she could barely be seen.
14. The giant panda is in danger of becoming e________ unless we do more to protect the ones that are left.
15. Al Capone was a n________ gangster.
16. Bears usually h________ during the winter.
17. The orchestra and conductor got a standing o________ on the Last Night of the Proms.
18. I sometimes c________ something sweet to eat – ice-cream, chocolates – it doesn’t really matter what as long as it’s sweet.
19. This model is an exact r________ of the Empire State Building.
20. When they voted, the decision to sell the company was u________. In other words, everyone agreed.
40 Dictionary race

Aim  To give students practise in looking up words in a dictionary.
Preparation  Copy the handouts on pages 135, 137 and 139 – one copy per group. Also make sure each group has access to a dictionary, preferably an English-English one.

Introduction (5 minutes)
Unlike the other lessons in the book, this lesson consists of one single activity, namely a dictionary race (a type of quiz) for groups of three or four students. Introduce the subject by asking the students: How often do you use a dictionary? Do you remember the last word(s) you looked up? Do you use an English-English dictionary? Point out the advantages of using this type of dictionary, especially ones written specifically for more advanced EFL learners, e.g. Longman Dictionary of Contemporary English, Collins Cobuild, Oxford Advanced Learner’s Dictionary, etc.

Practice (30 minutes)
Activities A to I Divide the class into groups of three or four. Each group will have a captain who is responsible for recording the answers. Also, tell each group to think up a name for their team (e.g. The Fab Four, Three’s a Crowd, etc.) Give each group a copy of the handouts and tell them to write their group name at the top. They now have thirty minutes in which to answer all the questions. At the end of thirty minutes, tell them to stop writing whether they have finished or not! Check the answers. To ensure no one cheats, ask the groups to exchange papers and to mark each other’s answers. Go through each question orally, giving explanations where necessary. Make sure they add up the total points at the end of each section and the final total at the end. The papers are now handed back. Get a final score from each group and perhaps give the winning team a small prize.

Key
A One point for each correct answer. Total three points. The following are incorrect: illegible = difficult or impossible to read, peckish = slightly hungry, novel = a small, dirty, cramped place where someone lives, especially a very poor person.
B One point for each correct answer. Total ten points. angry = furious, livid, poor = destitute, penniless, rich = affluent, well-off, worried = anxious, concerned, tired = exhausted, weary.
C One point for each correct answer. Total eight points. 1 c, 2 g, 3 e, 4 a, 5 f, 6 h, 7 b, 8 d.

(continued on page 138)
40 Dictionary race

**Group name: ________________________**

**A** Read through the following words and definitions and underline any that are incorrect.

1. illegible  unable to read or write
2. insipid  without flavour
3. peckish  slightly annoyed or irritated
4. stingy  mean, not generous
5. acronym  a word formed from the initial letters of other words, e.g. NATO
6. hovel  a place where people go to be safe

**Score _______

**B** Next to each adjective below, write two other adjectives that are similar in meaning. Choose from the following. (Not all the words will be used.)

affluent, annoyed, anxious, bold, concerned, despondent, destitute, downhearted, elated, exhausted, furious, livid, penniless, weary, well-off

angry  ________________________  worried  ________________________
poor  ________________________  tired  ________________________
rich  ________________________

**Score _______

**C** Match the words on the left (1–8) with the correct definitions (a–h). Write your answers in the boxes.

1. acquiesce  a  to make a bad situation worse
2. cellophane  b  extremely funny
3. debris  c  to agree to do what someone wants or to let them do what they want
4. exacerbate  d  (of a job or activity) that lets you earn a lot of money; profitable
5. frugal  e  wreckage; broken pieces of something which has recently been destroyed, such as a plane or a building
6. hammock  f  careful to only buy what is necessary
7. hilarious  g  thin transparent material used for wrapping things
8. lucrative  h  a type of hanging bed made of string or canvas

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**Score _______**
### Key

**D** One point for each correct answer. Total eight points.
1 by, 2 back on, 3 down, 4 away with/ off with, 5 out,
6 behind, 7 off, 8 in for.

**E** One point for each correct answer. Total ten points.
flowers - daffodils, poppy, herbs - sage, chives, kitchen
utensils - grater, ladle, tools - mallet, plane,
containers/receptacles - crate, trunk.

**F** One point for each correct answer. Total six points.
1 b, 2 u, 3 b, 4 a, 5 c, 6 b.
D Complete the following sentences using a suitable phrasal verb with get or go.

1. It's hard to get ________ on just one salary. Nowadays, both partners in a marriage need to work.
2. I never thought Paul would go ________ his promise.
3. I thought your speech went ________ quite well last night.
4. As it was her first offence, she got ________ a small fine.
5. You're not going to wear that dress, are you? That style went ________ years ago!
6. I've got so ________ in my work that I'm going to have to work every evening next week to catch up.
7. We can't eat this meat – it's gone ________!
8. Maria's teacher encouraged her to go ________ the Cambridge Proficiency examination.

Score ________

E Write the following words next to the correct headings (two words for each),

chives, crate, daffodil, grater, ladle, mallet, plane, poppy, sage, trunk
flowers __________________________
herbs __________________________
kitchen utensils __________________________
tools __________________________
containers/receptacles __________________________

Score ________

F Underline the best alternative (a, b, c or d) to complete the idioms in the following sentences.

1. Mary wanted to pay the bill, but the restaurant was so crowded that it was difficult to ________ the waiter’s eye.
   a) see    b) catch    c) hold    d) attract
2. It was only after she had parted with £1,000 that the only lady realized that the so-called insurance salesman had taken her ________.
   a) to the laundry    b) down the drain    c) up the garden path    d) for a ride
3. The chief accountant was arrested for ________ the books.
   a) laundering    b) cooking    c) washing    d) ironing
4. When I was a student I was always ________ and often had to borrow money from my parents.
   a) hard up    b) over the top    c) out of sorts    d) dead beat
5. You really put your ________ in it when you made fun of that painting. Didn’t you realize that the man you were talking to’s wife had painted it?
   a) fist    b) mouth    c) foot    d) nose
6. She found it really easy to pull the ________ over her parents’ eyes. They always believed everything she told them.
   a) blinds    b) wool    c) shades    d) rug

Score ________
Homework

Ask students to try their hand at writing their own set of ten questions based on one of the sections (A to I) from the Dictionary Race.

Acknowledgement: The dictionary definitions used here are taken largely from the Longman Dictionary of Contemporary English.

Key

G One point for each correct answer. Total 10 points.
1 R conscientious = showing a lot of care and attention,
2 W virulent = extremely bitter and hostile (better word – virile), 3 W beverage = a hot or cold drink,
4 W urbane = behaving in a relaxed and confident way in social situations, (better word – urban),
5 R cumbersome = heavy and difficult to move or carry,
6 R ravenous = extremely hungry, 7 W biennial = happening every two years, (better word – bi-annual),
8 R blurb = short description of a book, usually on the back cover, 9 W ventriloquist = someone who can speak without moving their lips, (better word – contortionist,
10 W tantrum = a sudden fit of anger and bad temper.

H One point for each correct answer. Total 5 points.
Suggested answers: 1 he needs to make a greater effort, to work harder, 2 they have quarrelled, 3 a clumsy person, 4 he’s bragging, boasting, 5 she’s lost her temper, become very angry.

I One point for each correct answer. Total eight points.
1 d, 2 h, 3 a, 4 g, 5 b, 6 e, 7 c, 8 f.
G Say whether the words in bold type in the following sentences are used correctly or not. Write R (Right) or W (Wrong) after each one.

1. Most bosses would like their workers to be conscientious. _
2. He's very macho and really virulent. _
3. A beverage is a young beaver. _
4. Urbane means to do with towns or cities. _
5. It is difficult to carry something that is cumbersome. _
6. Give me something to eat – I'm ravenous. _
7. It's a biennial event – it takes place twice a year, in June and November. _
8. I never buy a book without reading the blurb first. _
9. My sister's a ventriloquist and can twist her body in all sorts of ways. _
10. Most parents would be pleased if their son or daughter had a tantrum. _

Score ______

H Answer the following in your own words,

1. What does he need to do if he needs to pull his socks up? ____________________________

2. John and Mary have fallen out. What has happened to them? ____________________________

3. What sort of person is all fingers and thumbs? ____________________________

4. He's blowing his own trumpet again. What is he doing? ____________________________

5. She's blown her top. What has she done? ____________________________

Score ______

I Find a word on the right (a–h) that is connected with a word on the left (1–8). Write your answers in the boxes.

1. candle  
2. funeral  
3. tree  
4. egg  
5. shirt  
6. hair  
7. baby  
8. river  

a. twig  
b. cuff  
c. nappy  
d. wick  
e. parting  
f. tributary  
g. yolk  
h. coffin

1 2 3 4 5 6 7 8

Score ______  Total ______

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