Quizzes, Questionnaires and Puzzles

Ready-made activities for intermediate students

Miles Craven
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What is Quizzes, Questionnaires and Puzzles?

Quizzes, Questionnaires and Puzzles is a resource book containing photocopiable materials for supplementary classroom work. There are 60 varied activities which offer you a convenient and flexible resource in the language classroom. The shorter activities are ideal as warmers or fillers, while longer activities can take a whole lesson. The activities are separated into three main types: quizzes, questionnaires and puzzles. There are clear, step-by-step instructions for you, and easy-to-prepare photocopiable materials for the students. Many of the photocopiable materials can be stored and easily re-used.

Who is it for?

Quizzes, Questionnaires and Puzzles is for teachers who are looking for additional activities to stimulate their students. It offers a wide collection of fun activities across a range of topic areas. All the activities are at intermediate level. The material is aimed at young adult (16+) and adult learners. The activities mainly focus on students’ speaking and listening skills. However, they also provide useful reading practice, and some writing activities are suggested, mainly for follow-up work.

How is the book organised?

Quizzes, Questionnaires and Puzzles contains 60 activities, divided into three equal sections. There are 20 Quizzes, 20 Questionnaires and 20 Puzzles. There are four themes in each section. The themes cover aspects of English language as well as many of the popular topics found in standard coursebooks. The activities can be used to supplement existing course material, offering diversity and a refreshing approach to familiar themes. There are five different activity types in each section, to help engage and maintain students’ enthusiasm. A Map of the book on pages 5–7 provides a clear overview of the 60 activities, enabling you to quickly locate a suitable activity for your class.

How is each activity organised?

Instructions on how to use each type of activity are given in the Teacher’s notes section on pages 10–15. In addition, each activity has a key information panel for quick reference:

**USEFUL LANGUAGE**
- vocabulary and structures that students will encounter during the activity

**PREPARATION**
- what needs to be done before the lesson. For example, how many copies of the materials you need to make, and what cutting, if any, is required

**LEAD-IN**
- a brief warm-up activity

**MAIN ACTIVITY**
- a reference to the Teacher’s notes page where you can find the recommended procedure for using that type of activity

**FOLLOW UP**
- ideas to help you develop the scope of the lesson

There is minimal preparation before class. You simply have to photocopy the material and sometimes cut up the copies.
When can I use Quizzes, Questionnaires and Puzzles?

The activities in this book are designed to be fun. You can use them at any time. You can choose an activity that matches the topic of a unit in the coursebook you are using, to introduce some variety and excitement to the lesson. Or you can choose an activity from the English language themes to revise language and structures in an enjoyable way. Alternatively, you can simply look through the Map of the book and choose an activity you think your students will enjoy for some fun on a Friday afternoon!

Remember, some activities take more time than others, so whether you want a quick filler or a much longer activity, there will be something for you to use.

How can I use Quizzes, Questionnaires and Puzzles?

Once you have decided which activity you want to use, look in the Teacher’s notes section on pages 10–15 for the recommended way to use it. Different activities have different interaction patterns. Some activities are designed to be done in pairs, others in small groups. There are also a few whole-class activities. However, the activities are very flexible and can be successfully completed in a number of different ways, depending on your preference and the needs of your class. All activities are suitable for both small and large classes, so whatever the size of your class, you will be able to use them.

Activities are designed to last from 15 minutes to 50 minutes. The suggested time to allow for each activity is given in the Map of the book on pages 5–7. The length of time given for each activity includes the Lead-in and Follow-up stages. However, different classes work at different speeds, so this timing is a general indication only. The time for the main activity alone is also given at the top of each activity page.

What about any new vocabulary?

Important vocabulary is listed in the Useful language section at the beginning of each activity. It might be a good idea to pre-teach unknown vocabulary before students begin. You could choose to write any words you think your students don’t know on the board and then tell them to use their dictionary to look them up. They can do this individually, or in groups (with each group looking up different words and then reporting back to the class). You could also dictate the list of new words, first as a spelling exercise, and then ask students to write the part of speech and an example sentence for each. Sometimes it can be fun to focus on word stress too, by modelling the pronunciation and asking students to repeat in a choral drill.

Can I make my own quizzes, questionnaires and puzzles?

Yes! There are several Game templates at the back of the book. You can use these to create your own activities. Simply use a corresponding activity in the book as a guide and create the content as you wish.

This book is part of the Cambridge Copy Collection series. There are many other books in the series, and they each follow a similar format. See the list on the inside front cover for details of other titles.
The quiz section has four themes: General knowledge, English language, Culture and Hot topics.

There are five different types of quiz: Bingo, Marathon run, Tic-tac-toe, Quiz show and Team challenge. Each quiz type occurs once in each theme, giving a total of twenty quizzes.

**Bingo**

- Give each student a Bingo card. [Note: If you prefer to avoid photocopying, just copy the card on the board and ask students to copy it in their notebooks.]
- Tell students they must listen as you read out some questions. Explain that there are sixteen questions, numbered 1–16. Tell students they must listen and write the answer for each question in the corresponding square (1–16) on their Bingo card.
- Read aloud the questions in random order, beginning each time by clearly stating the question number. Cross off each question after you have read it.
- When you finish, tell students to exchange their Bingo cards and then you read out the answers. Explain that they should give one point for each correct answer. In addition, if every answer in a horizontal line is correct, then they should award an extra five points. Similarly, if every answer in a vertical line is correct, they should award an extra five points.
- The winner is the student with the most number of points.
  - _This is designed as a whole-class activity. However, it can also be done in small groups._

**Marathon run**

- Put students into groups of three and give each group a Marathon run game board from page 121, and a set of Question cards. Ask students to place the Question cards face down on the space provided in the centre of the board.
- Tell each student to put a marker (such as a coin, pen top, etc.) on START. Explain that they are going to compete in a marathon race, and that they should try to be the first to reach the finish line. Tell students they should take turns picking a question from the top of the pile and reading it aloud to the person on their left (the answer is given on the card). If that person answers the question correctly, they toss a coin and move forward one square for heads, and two squares for tails. If they answer incorrectly, they do not move forward, and the next student clockwise may try to answer.
- The winner is the person who reaches the finish line first, or who is closest to the finish line after all the questions have been asked.
  - _This activity works best in groups of three. However, it can also be played by two or four._

**Tic-tac-toe**

- Put students into pairs and tell them to sit facing each other. Give one person a Student A Question card and the other person a Student B Question card. Give each pair a Tic-tac-toe grid, and a set of O and X Game cards. Tell Student A to take the O cards, and Student B to take the X cards. [Note: If you prefer to avoid photocopying, just copy the Tic-tac-toe grid on the board. Ask students to copy it on a piece of paper, and mark each square that they answer correctly with a X or a O.]
Quizzes

- Explain that students should take turns choosing a question from their Question card and reading it aloud to their opponent. Their opponent must choose from the list of answers contained in the box at the bottom of their Question card. If they guess correctly, they may place one of their Game cards (the 0 or X cards) in the grid. If they do not guess correctly, their partner simply says ‘Wrong’. They must not tell their opponent the correct answer (they must ask that question again later). Their opponent should then choose a question to read aloud. The object of the game is to make a line, either horizontally, vertically or diagonally.
- Students continue to take turns asking and answering questions until someone makes a line. They should play as many games as the number of questions will allow.
- The winner is the person that has won the most number of games when all the questions have been asked.
  - This activity is ideally suited for students working in pairs.

Quiz show

- Put students into groups of four, and give each group a Quiz show Game board from page 123. Then give each student a Question card and tell them to place it face down in front of them.
- Explain that one student should choose to be the Quiz Master and pick up their Question card. The other three students are the contestants. Each contestant should choose a character and put a marker (such as a coin, pen top, etc.) beside their character.
- Explain that the Quiz Master will ask a series of questions. If any contestant thinks they know the answer, they should knock on the desk. The first student to knock on the desk may answer. If they answer correctly, they may advance their marker one square towards the final Winner! circle. If they don’t answer the question correctly, then the remaining two contestants may try to answer.
- The first person to reach the Winner! circle, or who is closest to the Winner! circle after all the Quiz Master’s questions have been asked, wins the game.
- When one game is over, tell students to start a new game with a different Quiz Master.
  - This activity is designed for four students. However, it may be played by fewer than four students if necessary, or as many as eight, with students working in teams of two.

Team challenge

- Put students into groups of four. Tell them to choose a partner so that they make two teams. Give one team Quiz A and the other team Quiz B. Give each team an Answer sheet for the quiz they will be answering. Make sure students cannot see each other’s Answer sheets.
- Explain that each Quiz has sixteen questions, divided into two sections. Tell the students with Quiz A to take turns reading their questions to the opposing team. The opposing team must listen to each question and either choose an answer [a, b or c] from their Answer sheet or write their answer in the space provided.
- After students with Quiz A have asked all the questions, they should check their opponents’ answers and calculate the score.
- The process should then be repeated, with the students with Quiz B taking turns to read their questions and check their opponents’ scores.
- The winning team is the one with the most correct answers.
  - This activity works best with groups of four students, divided into two teams. However, it may also be done in pairs, or teams of greater than two if necessary.
The questionnaire section has four themes: Beliefs, Friends and family, Health and happiness and English language.

There are five different types of questionnaire: Spin the wheel, Multiple choice, Yes / Sometimes / No, Ask a friend and One to five. Each questionnaire type occurs once in each theme, giving a total of twenty questionnaires.

Spin the wheel

- Put students into groups of three and give each group a Spin the wheel game board.
- Tell students to put a pen in the middle of the wheel. Explain that they should take turns to spin the pen and they must answer the question the pen points to.
- After answering the question, each student has to ask their partners the same question and get their opinion.
- Encourage students to answer each question as fully as they can, and debate any differences of opinion.
- If the pen points to a question students have already discussed, they should spin the pen again until it points to a new question.
- The game finishes when all the students have answered every question.

▶ This activity works best in groups of three. However, it can also be played in pairs, or with a maximum of four students.

Multiple choice

- Give each student a copy of the questionnaire and tell them to work individually. Explain that they should read the questions, and for each question they should choose an answer, a, b, or c.
- When every student has finished circling their answers, put them into pairs. Tell them to ask and answer the questions with their partner. Where appropriate, encourage them to support their answers as fully as they can.
- Finally, give each pair a copy of the Score card and tell them to add up their scores.

▶ This activity is designed for students working individually at first, and then in pairs.

Yes / Sometimes / No

- Put students into pairs. Give each pair a copy of the questionnaire.
- Tell students to ask and answer the questions together. Explain they should tick (✔) their partner’s answers on the questionnaire.
- Encourage them to explain and justify their answers as fully as possible.
- Conclude by choosing one or two of the questions that interest students most and having a class discussion.

▶ This activity is ideally suited for students working in pairs.
Ask a friend

- Give each student a copy of the Questions sheet and tell them to read all the questions. Explain they should choose four questions that they would like to ask.
- Give each student a copy of the Ask a friend sheet. [Note: If you prefer, you can save photocopying by writing this on the board and asking students to copy it in their notebooks.] Tell students to write the questions they want to ask in the spaces provided.
- Explain to students that they must ask a different question to a different classmate. They should listen carefully to the answers, and note as many details as they can.
- Then tell students to stand up and find a partner to begin the activity. Remind them to swap partners after the first question, so they have a different partner to answer each of their four questions. Encourage students to answer each question as fully as they can.
- When students have finished, put them into pairs or small groups. Tell them to share the information they found about their classmates, using their notes as a guide.

*This is designed to be a whole-class activity, with students finding their own partners to interview. In the final phase, students should be in pairs or small groups.*

One to five

- Give each student a copy of the questionnaire.
- Tell students to read each statement and circle a number from 1 to 5 to show how far they agree. Explain that 1 means they disagree strongly and that 5 means they agree strongly.
- When they finish, put students into pairs and tell them to interview their partner. Explain that they should circle their partner's answers. Tell them to discuss any differences of opinion as fully as possible.
- Finally, tell students to add up their scores. Give each pair a copy of the Score card and tell them to read what their score means. Encourage students to say how far they think the description is true for them.

*This activity is ideally suited for students working individually at first, and then in pairs.*
The puzzle section has four themes: English language, Entertainment, Travel and tourism and The world of work.

There are five different types of puzzle: Logic puzzle, Wordsearch, Crossword, Hidden word and Puzzle mix. Each puzzle type occurs once in each theme, giving a total of twenty puzzles.

Logic puzzle

- Give each student in the class a Clue card. If there are fewer than sixteen students, give some students two Clue cards. If there are more than sixteen students, put students into pairs or small groups, and then give each team a Clue card.
- Tell students to read the information on their Clue card. Explain that there are sixteen clues and each clue forms part of a puzzle. Explain that the clues are linked to each other, so the information in one clue will help them answer another.
- Copy the Information chart on the board. Tell students they can copy this in their notebooks and use it to help them organise their work effectively by filling in the missing information.
- Explain that they should mingle with their classmates and listen carefully to their clues. They should not show their Clue cards to anyone! [You may wish to tell students to memorise the information and then put their Clue cards in their pocket.]
- The winner is the first student or team to solve the puzzle!
- When a student or team has solved the puzzle, tell the class to sit down. Ask the winning student or team to come to the board and complete the Information chart.
  ▶ This is a whole-class activity, with students working either individually or [for classes with over sixteen students] in teams.

Wordsearch

- Put students into pairs and give each pair a Wordsearch puzzle.
- Read aloud the list of words. Explain that these words are all hidden in the Wordsearch puzzle. Add that the words may be spelled horizontally, vertically or diagonally.
- Tell students to circle each word that they find in the puzzle. Point out that the first one has already been done as an example. The first pair to find all twelve words wins!
- Read the instructions for the second activity and make sure students understand what to do. Encourage them to use their dictionaries. Monitor and help where necessary as students complete the activity. [Note: To make this harder, give students the Wordsearch puzzle without the words!]
  ▶ This activity is designed for students working in pairs.

Optional extension

When students have finished, put them into pairs and tell them to list any other words they know that are connected with the topic. Then give each pair a copy of the Wordsearch template on page 125. Tell them to write eight words from their list in the puzzle, and to fill in any remaining squares with random letters. They should also write the eight words they have used in the box. Tell students to swap and complete each other's puzzles!
Crossword

- Give each student a Crossword puzzle.
- Give students time to read through the clues. Explain that they should try to guess the missing word in each clue. Add that the number in brackets at the end of each clue tells them the number of letters in the word.
- Tell them to write each missing word in the correct place in the crossword. Explain that clues may be written either Down or Across.
- The first person to complete the crossword correctly is the winner.

► This activity is designed for students working individually, although pairs would work just as well.

Hidden word

- Give each student a Hidden word puzzle.
- Explain that they should read the text and try to guess the missing words. Add that the number of stars for each missing word represents the number of letters in the word.
- Point out that each missing word has a number, and that they should write the missing word in the correct place in the puzzle.
- Explain that if they complete the puzzle correctly, they should be able to identify a hidden vertical word. The first person to complete the puzzle and identify the hidden word is the winner.

► This activity is designed for students working individually, but could also be done in pairs.

Puzzle mix

- Give each student a Puzzle mix sheet.
- Explain that the instructions for each puzzle are on the sheet. Tell students that they should try to complete all the puzzles as quickly as possible. Add that they may use a dictionary to help them.
- The first person to complete everything correctly is the winner.
- When one student has answered all the puzzles correctly, tell students to stop. Put them into pairs to compare their answers. Finally, go through the answers with the class.
- Students who finish quickly can make their own puzzles [see the Optional extension below].

► This activity is designed for students working individually, although pairs or groups of three are also possible.

Optional extension

When students have finished, divide them into small groups. Tell each group to choose a puzzle type from the Puzzle mix sheet. Ask them to create their own puzzle using their chosen puzzle type as a guide. You may wish to tell them that they can use dictionaries. When students are ready, ask them to swap and complete each other’s puzzles.
1 The Great Wall of China is the biggest construction in the world. True or False? (True. You can even see it from space.)

2 In which country were the pyramids built? (Egypt)

3 What nationality was Albert Einstein? (German)

4 The first computer game was invented in 1962. True or False? (True. It was called 'Spacewar'.)

5 In what country were the Olympic Games first held? (Greece)

6 Who wrote the play Romeo and Juliet? (William Shakespeare)

7 What is the surname of the man who invented the telephone? (Alexander Graham Bell)

8 In which country was the world’s first skyscraper built? (USA – Chicago, 1883)

9 What was the name of the world’s first cloned sheep, born in 1997? (Dolly)

10 What country started to import camels in 1840 and now has over 500,000? (Australia)

11 Which famous American male rock ‘n’ roll singer died in 1977? (Elvis Presley)

12 What was the first animal to go into space? (A dog)

13 What nationality was the famous footballer Pele? (Brazilian)

14 What popular drink was invented by Dr John Pemberton in 1886? (Coca-Cola)

15 In 1804 Napoleon made himself emperor of which European country? (France)

16 Which famous cartoon character was created by Walt Disney in 1928? (Mickey Mouse)
1 Past times

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>8</th>
<th>12</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>7</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>
**General knowledge**

**Sport and leisure**
40m (Main activity 25m)

### Useful Language
- athletics, baseball, boxing, competition, event, flag, hockey, judo, legend, marathon, pentathlon, race, rod, rugby, sailing, table tennis, ten-pin bowling, war
- Past simple (was, were, etc.) Passive (was included, etc.)

### Preparation
Make one copy of the Marathon run Game board on page 121 and one copy of the Question cards for every three students. Cut out the questions into cards.

### Lead-in
Write Sports on the board and divide students into two groups. Tell one group to make a list of as many sports as they can, and the other groups to make a list of sports equipment. Tell students to use their dictionaries to help them. After two minutes, ask one student from each group to come to the board and write all their ideas. Check spelling, then review the pronunciation in a choral drill.

### Main Activity
See the Teacher’s notes on page 10.

Write these questions on the board, and put students into groups:
- What sports do you enjoy?
- What sports are popular in your country?
- Who is your favourite sports star?
- Do sports stars make too much money?
- How many famous sports stars can you name?

Tell each student to choose a different question. Explain that they have one minute to think about their answer and that they can make notes if they wish. After one minute, tell each student to state the question they chose and give their opinion to the group.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the distance for a marathon?</strong></td>
<td>a 26 miles 150 yards, b 26 miles 385 yards, c 26 miles 275 yards</td>
<td>b</td>
</tr>
<tr>
<td><strong>In which year was the first football World Cup?</strong></td>
<td>a 1954, b 1921, c 1930</td>
<td>c</td>
</tr>
<tr>
<td><strong>Which Olympic Games was the first to include women’s athletics?</strong></td>
<td>a 1928, b 1936, c 1912</td>
<td>a</td>
</tr>
<tr>
<td><strong>In athletics, how many events are there in the pentathlon?</strong></td>
<td>a five, b six, c eight</td>
<td>a</td>
</tr>
<tr>
<td><strong>Which sport do you play with a bat?</strong></td>
<td>a tennis, b baseball, c basketball</td>
<td>b</td>
</tr>
<tr>
<td><strong>The Davis Cup is awarded in which sport?</strong></td>
<td>a golf, b sailing, c tennis</td>
<td>c</td>
</tr>
<tr>
<td><strong>Which country did the famous soccer legend Pele play for?</strong></td>
<td>a Uruguay, b Brazil, c Argentina</td>
<td>b</td>
</tr>
<tr>
<td><strong>How many holes does a ten-pin bowling ball have?</strong></td>
<td>a two, b three, c four</td>
<td>b</td>
</tr>
<tr>
<td><strong>In what year was the world’s first sporting event shown on television?</strong></td>
<td>a 1931, b 1938, c 1952</td>
<td>a</td>
</tr>
<tr>
<td>Question</td>
<td>Options</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>In what country did the first motor racing Grand Prix take place?</td>
<td>a Italy</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td>b England</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c France</td>
<td></td>
</tr>
<tr>
<td>What do the five rings represent on the Olympic flag?</td>
<td>a the first five Olympic gold medal winners</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td>b the five original Olympic events</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c the five continents of the world</td>
<td></td>
</tr>
<tr>
<td>What sport do the Dallas Cowboys play?</td>
<td>a ice hockey</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td>b American football</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c basketball</td>
<td></td>
</tr>
<tr>
<td>Which famous race between Oxford and Cambridge began on 10 June, 1829?</td>
<td>a the Boat Race</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td>b the Horse Race</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c the Running Race</td>
<td></td>
</tr>
<tr>
<td>What kind of race is the Tour de France?</td>
<td>a a motorbike race</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td>b a swimming race</td>
<td></td>
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<tr>
<td></td>
<td>c a cycle race</td>
<td></td>
</tr>
<tr>
<td>How long is an Olympic-size swimming pool?</td>
<td>a 40 metres</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td>b 45 metres</td>
<td></td>
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<tr>
<td></td>
<td>c 50 metres</td>
<td></td>
</tr>
<tr>
<td>The Super Bowl is a competition in which sport?</td>
<td>a cricket</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td>b American football</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c motor racing</td>
<td></td>
</tr>
<tr>
<td>Which sport was included in the Olympics for the first time in 1988?</td>
<td>a table tennis</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td>b judo</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td>c boxing</td>
<td></td>
</tr>
<tr>
<td>The Harlem Globetrotters are a famous team in which sport?</td>
<td>a baseball</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td>b football</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c basketball</td>
<td></td>
</tr>
<tr>
<td>What sport do you play with clubs?</td>
<td>a basketball</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td>b table tennis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c golf</td>
<td></td>
</tr>
<tr>
<td>Alpine and freestyle are two types of competition in which sport?</td>
<td>a snowboarding</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td>b long-distance running</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c water-skiing</td>
<td></td>
</tr>
<tr>
<td>In Formula 1, what colour flag is used to warn of dangerous conditions?</td>
<td>a yellow</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td>b red</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c black and white</td>
<td></td>
</tr>
<tr>
<td>Which of these animals is used in a popular sport?</td>
<td>a cow</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td>b horse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c pig</td>
<td></td>
</tr>
<tr>
<td>The game Mah-jong comes from which country?</td>
<td>a Japan</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td>b Korea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c China</td>
<td></td>
</tr>
<tr>
<td>How long does a game of rugby last?</td>
<td>a 90 minutes</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td>b 80 minutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c 60 minutes</td>
<td></td>
</tr>
</tbody>
</table>
3 Listen to this
QUIZZES Tic-tac-toe

USEFUL LANGUAGE
album, band, career, famous, former, guitarist, hit (n), lead (v), member, pop, popular, rock, single, worldwide
Comparatives (more than, etc.), Present perfect (has won, etc.)

PREPARATION
Make one copy of the Tic-tac-toe game board and the O and X Game cards, and one copy of the Student A and Student B Question cards for every two students. Cut along the dotted lines. [Note: If you wish, you could photocopy just the Question cards – see the Teacher’s notes on pages 10–11.]

LEAD-IN
Brainstorm different styles of music (jazz, pop, rock, etc.) and write them on the board. Then put students into groups to talk about what kind of music they like. How important is music in their lives?

See the Teacher’s notes on pages 10–11.

MAIN ACTIVITY
Ask students to think of a famous singer or band. Tell them to write a paragraph about them, covering their nationality, age, the type of music they play, their most popular songs, etc. When they finish, ask students to read their paragraphs to the class. Can their classmates guess the singer or band?

FOLLOW UP

From Quizzes, Questionnaires and Puzzles by Mike Chavvin © Cambridge University Press 2005 PHOTOCOPIABLE
STUDENT A

Take turns asking your partner questions. If they give an incorrect answer, say Wrong. Do not tell them the correct answer. You must ask that question again later. If they give a correct answer, they may place an X on the game card. The first to make a line wins the game.

Heartbreak Hotel was the first UK hit for which famous American singer? (Answer: Elvis Presley)

Which Beatle married Yoko Ono in 1969? (Answer: John Lennon)

Which British singer’s real name is Reginald Dwight? (Answer: Elton John)

Which singer has had more number one hits than The Beatles or Elvis Presley? (Answer: Madonna)

Which female American singer was born in 1970 in New York to Puerto Rican parents? (Answer: Jennifer Lopez)

Who was just 13 years old when his first album reached number one in the USA? (Answer: Stevie Wonder)

Which rock singer was born Frederick Bulsara in Zanzibar, Africa, in 1946? (Answer: Freddie Mercury)

Which female singer had 15 number one singles in the USA in the 1990s? (Answer: Mariah Carey)

Which internationally famous Latin singer was born in Puerto Rico? (Answer: Ricky Martin)

Which female singer is also an actress, and has won two Oscars? (Answer: Barbara Streisand)

ANSWERS

Choose from these pop groups to answer your partner’s questions.
The Beatles  Take That  Queen  Santana  The Spice Girls  *NSYNC
The Rolling Stones  U2  ABBA  The Bee Gees

STUDENT B

Take turns asking your partner questions. If they give an incorrect answer, say Wrong. Do not tell them the correct answer. You must ask that question again later. If they give a correct answer, they may place an O on the game card. The first to make a line wins the game.

Which Irish band has sold over 100 million albums worldwide? (Answer: U2)

Whose only US number one hit single was Dancing Queen? (Answer: ABBA)

Which band did Mick Jagger start in 1963? (Answer: The Rolling Stones)

The Cavern Club in Liverpool is famous thanks to which British band? (Answer: The Beatles)

The hit Staying Alive was sung by Maurice, Robin and Barry Gibb – three brothers from which band? (Answer: The Bee Gees)

Robbie Williams began his singing career in which British boy band? (Answer: Take That)

Which band sings the hit single We are the champions, which is often played at sporting events? (Answer: Queen)

Which band has the same name as the Mexican guitarist that leads it? (Answer: Santana)

On 4 July 1999 footballer David Beckham married a former member of which popular British girl band? (Answer: The Spice Girls)

Justin Timberlake began his singing career in which American boy band? (Answer: *NSYNC)

ANSWERS

Choose from these pop stars to answer your partner’s questions.
John Lennon  Stevie Wonder  Freddie Mercury
Mariah Carey  Ricky Martin  Elvis Presley  Barbara Streisand
Elton John  Madonna  Jennifer Lopez
It's your choice

QUIZZES  Quiz show

USEFUL LANGUAGE

- can (n), capital, detective, hockey, impressionist, mosquito, planet, play (n), region,
- seat belt, solar system, staff, sting

Passive (was opened, etc.), Superlatives (the largest, etc.), Past simple (sank, etc.)

PREPARATION

Make one copy of the Quiz show Game board on page 123 and one copy of the Question cards for every four students. Cut along the dotted lines.

LEAD-IN

Ask students if they like quizzes and brainstorm all the different categories that are usually covered by quizzes (History, Sport, Entertainment, etc.). Write these on the board.

MAIN ACTIVITY

See the Teacher's notes on page 11.

FOLLOW UP

Put students into groups and tell each group to write three or four similar questions. Explain that they can use any topic they wish. Refer them to the list of categories on the board from the Lead-in activity for some ideas. When they finish, ask each group to read their questions to the class. Give one point for each correct question. The group with the most points is the winner. [You may also wish to award points for accurate English!]

Pot luck

50m (Main activity 20m)
Question card 1
1. Who wrote Oliver Twist, Great Expectations and A Tale of Two Cities?
2. Which famous department store in London has over 4,000 staff?
   a. every second  b. every six seconds  c. every thirty seconds
3. How often is a can of coke sold?
4. How many teeth should an adult have?
5. The Sudan is the largest country in Africa. True or false?
6. Where was the world’s first motorway opened in 1921?
   a. Germany  b. USA  c. Australia
7. All bees die after stinging you. True or false?
8. A female blackbird is actually brown. True or false?
9. Which planet is also known as the ‘Red Planet’?

Answers
1. b, 2. Harrods, 3. b, 4. 32, 5. True, 6. a, 7. False, only honey bees die after stinging you, 8. True, 9. Mars

Question card 2
1. Madrid is Europe’s highest capital city. True or false?
2. What nationality was the impressionist painter Henri Matisse?
   a. German  b. Spanish  c. French
3. Mercury is the nearest planet to the sun. True or false?
4. In 1988 the Berlin Wall finally came down. True or false?
5. What character have Sean Connery, Roger Moore and Pierce Brosnan all played?
6. Which famous detective had a friend called Dr Watson?
7. Which well-known bridge is known by local people as The Caotghanger?
   a. London Bridge  b. Golden Gate Bridge  c. Sydney Harbour Bridge
8. Which of these regions is the coldest?
   a. Alaska  b. the Antarctic  c. Siberia
9. Only female mosquitoes bite. True or false?

Answers

Question card 3
1. What famous story did J. R. R. Tolkien write?
   a. The Lord of the Rings  b. Romeo and Juliet  c. War of the Worlds
2. A hockey team has twelve players. True or false?
3. How many metres are there in a kilometre?
4. Which planet is famous for its rings?
5. A young elephant is called a calf. True or false?
6. What did John Logie Baird demonstrate to the public in 1926?
   a. the washing machine  b. the television  c. the camera
7. What is the capital of Libya?
8. In what year did Disneyland open in the USA?
   a. 1955  b. 1963  c. 1968
9. Elephants are afraid of mice. True or false?

Answers
1. a, 2. False. It has 11 players, 3. 1,000, 4. Saturn, 5. True, 6. b, 7. Tripoli, 8. a, 9. False

Question card 4
1. Who painted the ceiling of the Sistine Chapel in the Vatican, Rome?
2. What is the highest mountain in Africa?
3. Which Dutch painter cut off his ear?
4. The Titanic sank in the Atlantic in 1911. True or false?
5. What is the largest planet in the solar system?
6. Zurich is the capital of Switzerland. True or false?
7. What is the tallest animal?
8. When were car seat belts invented?
   a. 1905  b. 1885  c. 1921
9. The famous words ‘To be or not to be, that is the question’ come from Shakespeare’s play Hamlet. True or false?

Answers
5 Do you know?  
QUizzes  Team challenge

USEFUL LANGUAGE  
bone, capital, composer, explorer, landmark, originally, penguin, reach, visible
Past simple questions [Who painted...? etc.], Passive [are spoken, etc.], Superlatives [the longest, etc.]

PREPARATION  
Make one copy of Quiz A and Quiz B opposite for every four students. Make one copy of the Answer sheets on this page for every four students. Cut along the dotted lines.

LEAD-IN  
Divide the class into small groups. Tell each group to think of a famous person or well-known place. Explain they should make notes on everything they know about that person or place. When they are ready, tell students in each group to share their information with the class.

MAIN ACTIVITY  
See the Teacher’s notes on page 11.

FOLLOW UP  
Put students into pairs and tell them to write a paragraph about a famous person or place. When they finish, ask each pair to read their paragraph to the class. Alternatively, tell students to pin their work on the wall for everyone to read.

---

### Quiz A – Answer Sheet

<table>
<thead>
<tr>
<th>Section 1</th>
<th>1 a sand</th>
<th>b water</th>
<th>c sunlight</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 a the radio</td>
<td>b the television</td>
<td>c the telephone</td>
<td></td>
</tr>
<tr>
<td>3 a Bulgaria</td>
<td>b Hungary</td>
<td>c Poland</td>
<td></td>
</tr>
<tr>
<td>4 a Buzz Aldrin</td>
<td>b Neil Armstrong</td>
<td>c Yuri Gagarin</td>
<td></td>
</tr>
<tr>
<td>5 a Elton John</td>
<td>b Michael Jackson</td>
<td>c Elvis Presley</td>
<td></td>
</tr>
<tr>
<td>6 a reach the South Pole</td>
<td>b fly in an aeroplane</td>
<td>c go into space</td>
<td></td>
</tr>
<tr>
<td>7 a China</td>
<td>b USA</td>
<td>c Russia</td>
<td></td>
</tr>
<tr>
<td>8 a 73</td>
<td>b 151</td>
<td>c 206</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 2</th>
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### Quiz B – Answer Sheet

<table>
<thead>
<tr>
<th>Section 1</th>
<th>1 a 1666</th>
<th>b 1759</th>
<th>c 1821</th>
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<tbody>
<tr>
<td>2 a France</td>
<td>b Spain</td>
<td>c Germany</td>
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<td>3 a 2</td>
<td>b 3</td>
<td>c 4</td>
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<tr>
<td>4 a Belgium</td>
<td>b Thailand</td>
<td>c Russia</td>
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<tr>
<td>5 a Mozart</td>
<td>b Beethoven</td>
<td>c Tchaikovsky</td>
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<tr>
<td>6 a China</td>
<td>b India</td>
<td>c Egypt</td>
<td></td>
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<tr>
<td>7 a Mount Fuji</td>
<td>b Mount Everest</td>
<td>c Mount Kilimanjaro</td>
<td></td>
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<tr>
<td>8 a champagne</td>
<td>b cheese</td>
<td>c chocolate</td>
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<thead>
<tr>
<th>Section 2</th>
<th>1</th>
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Section 1
1. In 1088 Sung Su built the first clock. What did he use to make it work?
   Answer: b water
2. What was Gugliemo Marconi the first person to develop?
   Answer: b the radio
3. Budapest is the capital of which East European country?
   Answer: b Hungary
4. In 1969 who became the first man to land on the Moon?
   Answer: b Neil Armstrong
5. Which singer said 'If you let your head get too big it'll break your neck?'
   Answer: c Elvis Presley
6. In 1911 the Norwegian explorer Roald Amundsen became the first person to do what?
   Answer: a reach the South Pole
7. Which country is the largest?
   Answer: c Russia
8. How many bones are there in an adult human body?
   Answer: c 206

Section 2
1. Which is the longest river in the world, the Nile or the Amazon?
   Answer: The Nile
2. What is the capital of Australia?
   Answer: Canberra
3. What nationality was Christopher Columbus?
   Answer: Italian
4. Can you name all four countries in the United Kingdom?
   Answer: England, Scotland, Wales, Northern Ireland
5. Who painted the Mona Lisa?
   Answer: Leonardo da Vinci
6. Which country is famous for sumo wrestling?
   Answer: Japan
7. How many colours are there in the flag of the USA?
   Answer: Three (red, white and blue)
8. Where can you find penguins – in Antarctica or the North Pole?
   Answer: Antarctica

Section 1
1. In what year was the Great Fire of London?
   Answer: a 1666
2. Which European country is the Statue of Liberty originally from?
   Answer: a France
3. How many languages are officially spoken in Switzerland?
   Answer: c 4 (German, French, Italian, Romansh)
4. If you pay for something in baht, which country are you in?
   Answer: b Thailand
5. Which famous composer was deaf when he composed his famous Ninth Symphony?
   Answer: b Beethoven
6. In what country is the Taj Mahal?
   Answer: b India
7. What is the highest mountain in Africa?
   Answer: c Mount Kilimanjaro
8. What was the Frenchman, Dom Pierre Perignon, the first person to make?
   Answer: a champagne

Section 2
1. What is the nearest planet to Earth?
   Answer: Venus
2. What colour is a sign of good luck in China?
   Answer: red
3. In which country was the world’s first postage stamp used?
   Answer: England
4. In which country can you find kangaroos?
   Answer: Australia
5. What language do people in Brazil speak?
   Answer: Portuguese
6. What nationality was the painter Picasso?
   Answer: Spanish
7. What is the capital of South Korea?
   Answer: Seoul
8. If the leader of the USA is called President, what is the leader of the UK called?
   Answer: Prime Minister
Eyes down
QUizzes Bingo

USEFUL LANGUAGE
apply for, belong, depend on, graduate (v), keen on, proud, recover, relax, umbrella, worry
Question forms [Who, What, etc.], Present simple (is / are, etc.)

PREPARATION
Make one copy of the Bingo card opposite for every student.
[Note: If you prefer to avoid photocopying, just copy the card on the board and ask students to
copy it in their notebooks.]

LEAD-IN
Write on the board: Verb/Adjective + preposition and add these examples: to listen to,
to fall into, to be bad at. Explain that certain verbs and adjectives are followed by certain
prepositions. Put students into groups and tell them to make a list of as many more as they
can. Give them a time limit of one minute.

MAIN ACTIVITY
See the Teacher’s notes on page 10.
Put students into groups and tell each group to write five sentences. Explain that each
sentence must have a missing preposition. When they finish, tell each group to read their
sentences to the class, who must try to guess the missing preposition. Alternatively, tell
groups to exchange their sentences and try to complete the missing prepositions.

FOLLOW UP

1. What sports are you good at?
2. Who are you waiting for?
3. Relax. There’s nothing to worry about.
4. Do you know who this umbrella belongs to?
5. What kind of films are you interested in?
6. If you’re too hot, then take your coat off.
7. A friend is someone you can always depend on.
8. Who were the Sherlock Holmes stories written by?
9. This is a photo of the ship we sailed in.
10. Tennis is a sport I’m not very keen on.
11. Your gold medal is something you should be proud of.
12. The accident took Tim a month to recover from.
13. Computers are something I know nothing about.
14. Unfortunately, I didn’t get the job I applied for.
15. Jane can’t work because she has two children to take care of.
16. What university did Mary graduate from?
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I haven’t a clue
QUIZZES Marathon run

common responses
40m (Main activity 25m)

useful language

Modal verbs [could, may, shall, etc.]

Preparation

lead-in

Main activity

Follow up

Amazing, borrow, busy, delayed, flu, jazz, kind, meal, pass, ready

Make one copy of the Marathon run Game board on page 121 and one copy of the Question cards for every three students. Cut out the questions into cards.

Say to students: ‘I can’t find my car keys!’ and ask them to suggest possible responses, such as ‘Oh dear. I’ll help you find them’, ‘Have you looked in your jacket?’, ‘What a shame!’, etc.

Put students into groups and tell them to take turns saying a phrase that their partners must suggest suitable responses to.

See the Teacher’s notes on page 10.

Put students into pairs. Tell each pair to write a short dialogue using some of the responses in the Question cards. When students are ready, ask them to read aloud their dialogues to the class.

You hear: Are you busy?
You say:
- a That’s great!
- b I don’t mind.
- c No. Not really.
Answer: c

You hear: Are you coming?
You say:
- a Never mind.
- b Just a minute.
- c I haven’t a clue.
Answer: b

You hear: What’s the matter?
You say:
- a Nothing. I’m fine.
- b Yes, thank you.
- c That’s OK.
Answer: a

You hear: Let’s watch a film tonight.
You say:
- a That sounds great!
- b That’s OK.
- c It doesn’t matter.
Answer: a

You hear: Sorry I’m late.
You say:
- a Thanks a lot.
- b That’s OK.
- c That’s very kind of you.
Answer: b

You hear: Your dinner’s ready!
You say:
- a I’ll clear it up.
- b Thanks very much.
- c I’m terribly sorry.
Answer: b

You hear: Can I open the window?
You say:
- a Sure. Go ahead.
- b No. Not really.
- c I’m afraid so.
Answer: a

You hear: I’ve passed my driving test!
You say:
- a That’s alright.
- b That’s marvellous.
- c That sounds great.
Answer: b

From Quizzes, Questionnaires and Puzzles by Miles Craven © Cambridge University Press 2005

photocopiable
I haven't a clue

You hear: I think it's going to rain.
You say:  
  a. I'm afraid not.
  b. I hope not.
  c. I don't hope so.

Answer: b

You hear: I don't know what shirt to wear.
You say:  
  a. Hang on.
  b. Well, make up your mind.
  c. I'm afraid so.

Answer: b

You hear: The plane was delayed two hours.
You say:  
  a. I'm afraid not.
  b. No problem.
  c. Oh dear, what a pity!

Answer: c

You hear: Could I borrow your pen?
You say:  
  a. I'm afraid I can't.
  b. I don't mind.
  c. Sure, help yourself.

Answer: c

You hear: I think eating meat is wrong.
You say:  
  a. I'm sorry I can't.
  b. I'm afraid I don't agree.
  c. Neither do I.

Answer: b

You hear: I'm hungry.
You say:  
  a. Really? I'm not.
  b. Nothing much.
  c. So do I.

Answer: a

You hear: How was the meal?
You say:  
  a. I'd rather not.
  b. What a shame!
  c. Not bad.

Answer: a

You hear: I'm sorry I can't come to the party tomorrow.
You say:  
  a. Oh dear.
  b. I think so.
  c. I'm afraid not.

Answer: a
absence, basket, beggar, blame, cover (n), bush, count, dull, fond, hatch (v), laughter, lie (n), medicine, skin, stitch, tool, workman, worm
Imperatives (Don't, etc.), Comparatives (thicker than, etc.)

Make one copy of the Tic-tac-toe game board and the O and X Game cards, and one copy of the Student A and Student B Question cards for every two students. Cut along the dotted lines. [Note: if you wish, you could photocopy just the Question cards – see the Teacher’s notes on pages 10–11.]

Explain that a proverb is a short saying, often giving wise advice. Write on the board: Look before you leap and put students into pairs to discuss what they think it means. Ask for their ideas and accept anything similar to 'you should think carefully before you make a decision'.

See the Teacher’s notes on pages 10–11.

Put students into pairs and tell them to discuss the meaning of each proverb from the quiz. Explain that if there are any they are not sure of, they should use their dictionaries to help them. Then tell students to make a list of three more proverbs. When they are ready, tell students to read their proverbs to the other students in the class, who should try to guess what each one means.
STUDENT A

Take turns asking your partner to complete these proverbs. If they give an incorrect answer, say Wrong. Do not tell them the correct answer. You must ask that question again later. If they give a correct answer, they may place an X on the game card. The first to make a line wins the game!

The best things in life . . .
(Answer: . . . are free.)
Where there's a will . . .
(Answer: . . . there's a way.)
No news . . .
(Answer: . . . is good news.)
Better late . . .
(Answer: . . . than never.)
Beggars can't . . .
(Answer: . . . be choosers.)
All work and no play . . .
(Answer: . . . makes Jack a dull boy.)
A bad workman . . .
(Answer: . . . always blames his tools.)
Actions . . .
(Answer: . . . speak louder than words.)
Don't count your chickens . . .
(Answer: . . . before they hatch.)
The early bird . . .
(Answer: . . . catches the worm.)

STUDENT B

Take turns asking your partner to complete these proverbs. If they give an incorrect answer, say Wrong. Do not tell them the correct answer. You must ask that question again later. If they give a correct answer, they may place an O on the game card. The first to make a line wins the game!

A stitch in time . . .
(Answer: . . . saves nine.)
You can't tell a book . . .
(Answer: . . . by its cover.)
Live and . . .
(Answer: . . . let live.)
Beauty is only . . .
(Answer: . . . skin deep.)
A bird in the hand . . .
(Answer: . . . is worth two in the bush.)
Blood is thicker . . .
(Answer: . . . than water.)
Bad news . . .
(Answer: . . . travels fast.)
Absence makes . . .
(Answer: . . . the heart grow fonder.)
Better safe . . .
(Answer: . . . than sorry)
Don't put all your eggs . . .
(Answer: . . . in one basket.)

Answers

Choose from these phrases to complete each proverb your partner asks.

.. skin deep . . . travels fast . . . by its cover . . . the heart grow fonder
.. let live . . . is worth two in the bush . . . than sorry . . . saves nine
.. than water . . . in one basket
### Hurry up!

**QUIZZES** Quiz show

| USEFUL LANGUAGE | attic, avoid, college, delayed, explore, hobby, reject (v), replace, respect |
| PREPARATION | Past continuous (was cleaning, etc.), Past simple (told, etc.), Zero conditional (If + present, present) |
| LEAD-IN | Make one copy of the Quiz show Game board on page 123 and one copy of the Question cards for every four students. Cut along the dotted lines. Explain that a phrasal verb is a verb with one or two prepositions added, which often changes its meaning. Write get on the board and put students into pairs to list as many phrasal verbs with get as they can (e.g. get up, get out). After a minute, ask them to call out their ideas and write them on the board. Then ask students to give the meaning of each phrasal verb, and add this in brackets: get up (in the morning), get out (leave), get over (recover from), etc. See the Teacher's notes on page 11 for instructions. |
| MAIN ACTIVITY | Put students into groups and give each group a verb from this list: give, go, hand, hold, make, put, set, take, turn. Tell students to use their dictionaries to find three phrasal verbs connected to their main verb. Explain they should write a sentence for each phrasal verb they find. When they finish, tell students to mix and read aloud their sentences to each other. They should listen and try to guess the meaning of each phrasal verb they hear. |
| FOLLOW UP | |

**Phrasal verbs**

50m [Main activity 20m]
**Question card 1**

1. What phrasal verb with *find* means to discover?
   - a. look it up
   - b. set it up
   - c. make it up

2. If you don’t know a word, what do you do?
   - a. look it up
   - b. set it up
   - c. make it up

3. Complete this sentence with a preposition:
   Last night someone broke... my house and stole my TV.

4. To set off means to finish a journey. True or false?

5. If someone is ill, what do you do?
   - a. look for them
   - b. look into them
   - c. look after them

6. To run out of something means to have no more left. True or false?

7. Complete this sentence with a preposition:
   I tried phoning you last night but I couldn’t get...

8. This milk smells terrible. I think it has...
   - a. broken off
   - b. gone off
   - c. held off

9. What phrasal verb with *put* means to delay?

Answers:
1. to find out, 2. a, 3. into, 4. off. It means to start a journey, 5. c, 6. True, 7. through, 8. b, 9. to put off

**Question card 2**

1. What phrasal verb with *put* means to replace?
   - a. sick with it
   - b. blown away with it
   - c. fed up with it

2. If you are very bored with something, you are...
   - a. sick with it
   - b. blown away with it
   - c. fed up with it

3. Complete this sentence with a preposition:
   Jane wanted to leave home and move... with some friends.

4. To get on with someone means to work with someone. True or false?

5. Students who don’t like college often decide to...
   - a. hand over
   - b. get along
   - c. drop out

6. To get out of doing something means to avoid doing it. True or false?

7. Complete this sentence with a preposition:
   The puzzle was difficult but finally I was able to work it...

8. The train was delayed so Sue asked her father to come and...
   - a. get her back
   - b. pick her up
   - c. take her along

9. What phrasal verb with *come* means to enter?

Answers:
1. to put back, 2. c, 3. in, 4. False. It means to have a good relationship with someone, 5. c, 6. True, 7. out, 8. b, 9. to come in

**Question card 3**

1. Sam had a bad cold last week which took him ages to...
   - a. get off
   - b. get over
   - c. get around

2. What phrasal verb with *turn* means to reject?

3. Complete this sentence with a preposition:
   Tina and James broke... after being together for three years.

4. If you eat too much chocolate, what should you do?
   - a. cut down
   - b. take down
   - c. put down

5. To give up means to stop doing something. True or false?

6. If you want someone to wait for you, what do you say?
   - a. Hurry up!
   - b. Get out!
   - c. Hold on!

7. What phrasal verb with *take* means to begin a new hobby?

8. Complete this sentence with a preposition:
   I decided to stay in and watch TV last night rather than go...

9. To take after someone means to respect them. True or false?

Answers:
1. a, 2. to turn down, 3. up, 4. a, 5. True, 6. c, 7. to take up, 8. out, 9. False. It means to look or behave like someone

**Question card 4**

1. To find something by accident is to...
   - a. come across it
   - b. give it up
   - c. look into it

2. What phrasal verb with *blow* means to explode?

3. Complete this sentence with a preposition:
   John’s teacher told him... for talking in class.

4. Although lots of people were invited to the party, only six people...
   - a. turned down
   - b. turned up
   - c. turned in

5. The opposite of to land is to take up. True or false?

6. When Martin left the country, many of his friends went to the airport to...
   - a. set him off
   - b. see him off
   - c. take him off

7. What phrasal verb with *put* means to wear?

8. Complete this sentence with a preposition:
   Tim was driving home when suddenly his car broke...

9. To cheer up means to become happier. True or false?

Answers:
1. a, 2. to blow up, 3. off, 4. b, 5. False. It’s to take off, 6. b, 7. to put on, 8. down, 9. True
abroad, commit, cure, disease, extent, opportunity, perform, permission, present [v], progress, punish, rule [n], speech
Present simple [we need, etc.], Comparatives [more powerful than, etc.], Past simple [was / were, etc.]

Make one copy of Quiz A and Quiz B opposite for every four students. Make one copy of the Answer sheets on this page for every four students. Cut along the dotted lines.

Explain that collocations are groups of words that often go together, such as miss a bus, tell a story, etc. Ask students to call out any other collocations they can think of and write them all on the board. Then put students into pairs and tell one student to turn their back to the board. Their partner must choose a collocation from the board and say the first part, and they must complete it. After a while, tell students to swap roles.

See the Teacher’s notes on page 11 for instructions.

Put students into pairs and tell them to make a list of five words or phrases that can all be used with the same verb [as in Section 2]. Tell students they can use their dictionaries to help them. When they finish, tell each pair of students to read their list of words and phrases to the class without saying the verb. Can their classmates guess the missing verb?

---

**Quiz A – Answer sheet**

**Section 1**

1. a strong
   b heavy
   c tough

2. a sincerely
   b wonderfully
   c terribly

3. a does
   b makes
   c gets

4. a full
   b wide
   c fast

5. a wonderful
   b fine
   c well

6. a limit
   b barrier
   c extent

7. a service
   b help
   c favour

8. a document
   b paper
   c form

**Section 2**

1. .................................................................

2. .................................................................

3. .................................................................

4. .................................................................

5. .................................................................

6. .................................................................

7. .................................................................

8. .................................................................

Total score: ...........

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**Quiz B – Answer sheet**

**Section 1**

1. a completely
   b fully
   c wholly

2. a does
   b commits
   c performs

3. a appointment
   b meeting
   c visit

4. a ill
   b disease
   c infection

5. a tougher
   b more powerful
   c stronger

6. a made
   b did
   c presented

7. a brilliantly
   b wonderfully
   c incredibly

8. a seriously
   b greatly
   c hugely

**Section 2**

1. .................................................................

2. .................................................................

3. .................................................................

4. .................................................................

5. .................................................................

6. .................................................................

7. .................................................................

8. .................................................................

Total score: ...........
Section 1
1. Tim doesn't like driving in the city because the traffic is so...
Answer: b heavy
2. I'm... sorry, but would you mind opening the window?
Answer: c terribly
3. Diana usually... the cooking when we invite people to dinner.
Answer: a does
4. I was so worried about the meeting I was... awake all night.
Answer: b wide
5. For this job we need someone who can communicate...
Answer: c well
6. We were stopped by the police for breaking the speed... 
Answer: a limit
7. Please could you do me a...?
Answer: c favour
8. Make sure you fill in the application... correctly.
Answer: c form

Section 2 - What verb can you use with these phrases?
1. time, money, energy, someone's life, a goal
Answer: save
2. mad, quiet, missing, abroad, dark
Answer: go
3. an exam, a break, a taxi, a rest, notes
Answer: take
4. a secret, the change, quiet, a promise, a diary
Answer: keep
5. by car, here, early, in, again
Answer: come
6. ready, angry, married, wet, a reply from someone
Answer: get
7. happy, strongly about something, like doing something, cold, comfortable
Answer: feel
8. a bus, an opportunity, home, someone, the point
Answer: miss

Section 1
1. I'm sorry but I... disagree with you.
Answer: a completely
2. In my opinion, anyone who... a serious crime should be punished.
Answer: b commits
3. When are you going to come and pay me a...?
Answer: c visit
4. Unfortunately, there is no cure for this...
Answer: b disease
5. My new computer is much... than my old one.
Answer: b more powerful
6. The president... a short speech to thank us for our hard work.
Answer: a made
7. The sky here is... beautiful at night, when the stars come out.
Answer: c incredibly
8. Luckily nobody was... hurt in the accident.
Answer: a seriously

Section 2 - What verb can you use with these phrases?
1. a record, an arm, a promise, someone's heart, the rules
Answer: break
2. a headache, a haircut, breakfast, a drink, a bath
Answer: have
3. a plane, a cold, fire, a ball, a mouse
Answer: catch
4. attention, cash, the bill, someone a visit, the price
Answer: pay
5. time, a solution, a way, work, a cure,
Answer: find
6. homework, the shopping, nothing, your best, business
Answer: do
7. a story, the difference, someone to do something, the truth, the time
Answer: tell
8. money, an appointment, progress, a mistake, a decision
Answer: make
1 In many Arab and Asian countries it is rude to give something to someone using which hand – the left or the right? *(It is rude to use the left hand.)*

2 In Thailand it is friendly to touch someone on the head. True or false? *(False. It’s very impolite.)*

3 What does this mean in Bulgaria? *(‘No.’)*

4 If you cross your knife and fork in Argentina, what does it mean? *(It means you’ve finished your meal.)*

5 Showing the soles of your shoes is rude in Egypt. Why? *(Because people there believe that the soles of your shoes are not clean.)*

6 It is polite to cover your mouth when laughing in Korea. True or false? *(True. Koreans believe that showing your teeth is a sign of aggression.)*

7 In China, where does an important guest sit at the dinner table; in the middle, at the end or on the left of the host? *(On the left of the host.)*

8 When do people in India do this? *(When they greet someone or say goodbye. It’s called namaste.)*

9 In Germany what should you always do before opening a closed door? *(Knock.)*

10 What does this mean in Germany? *(‘No.’)*

11 Many Europeans wave with palm downwards but what does this mean in India? *(‘Come here.’)*

12 This is the victory or peace sign. In what country must you be careful not to do it the wrong way around? *(UK, Australia, New Zealand and other British cultures.)*

13 In the USA this is a popular way to say what? *(OK)*

14 What does this usually mean in Britain? *(OK, good luck or super)*

15 This means ‘I think you are crazy’ in North America, but what does it mean in Argentina? *(‘You have a telephone call.’)*

16 What part of the body do Japanese people point to if they want to say ‘me’? *(The nose.)*
## What does that mean?

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<td>3</td>
<td>7</td>
<td>11</td>
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<td>2</td>
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<tr>
<td>1</td>
<td>5</td>
<td>9</td>
<td>13</td>
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</tbody>
</table>
Acceptable, bow (v.), funeral, haggle, hug, Islamic, manners, permission, pie, population, pray, prayer, prescription, sauce, side plates, whistle, wipe
Modals [should, etc.], Passives [is served, etc.]

Make one copy of the Marathon Run Game board on page 121 and one copy of the Question cards for every three students. Cut out the questions into cards.

Write the heading Manners and customs on the board and below add these words: greetings, giving gifts, tipping, queuing, punctuality, eye contact, using names. Add any other categories your students can think of. Put students into groups and tell them to discuss the various manners and customs for these things in their own country. If possible, they should exchange information about customs in other countries they know.

See the Teacher’s notes on page 10.

Tell students to think about manners and customs in their country. Which do they think are a good idea? Are there any they think are a bad idea? Tell them to write a paragraph describing one or two customs and give their opinion.

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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>What does the popular festival Mardi Gras mean in English?</td>
<td>b Fat Tuesday</td>
</tr>
<tr>
<td>a Big Day</td>
<td></td>
</tr>
<tr>
<td>c Festival of Grass</td>
<td></td>
</tr>
<tr>
<td>Answer: b [The festival comes from the French-speaking part of New Orleans.]</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>'Have you eaten' is a popular way to greet someone in which country?</td>
<td>c China</td>
</tr>
<tr>
<td>a India</td>
<td></td>
</tr>
<tr>
<td>b Russia</td>
<td></td>
</tr>
<tr>
<td>Answer: c</td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>In which country should you say 'Al-Hamduillah' if you sneeze?</td>
<td>a Indonesia</td>
</tr>
<tr>
<td>b Greece</td>
<td></td>
</tr>
<tr>
<td>c South Africa</td>
<td></td>
</tr>
<tr>
<td>Answer: a [This is a Muslim custom.]</td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>In which country was it illegal until recently to chew chewing gum?</td>
<td>c Turkey</td>
</tr>
<tr>
<td>a Singapore</td>
<td></td>
</tr>
<tr>
<td>b Sweden</td>
<td></td>
</tr>
<tr>
<td>Answer: c [Now you can chew gum for health reasons only.]</td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>How many times per day do many Muslims pray?</td>
<td>c five</td>
</tr>
<tr>
<td>a four</td>
<td></td>
</tr>
<tr>
<td>b two</td>
<td></td>
</tr>
<tr>
<td>Answer: c</td>
<td></td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>In which European country is it acceptable to eat in the street?</td>
<td>c Finland</td>
</tr>
<tr>
<td>a Germany</td>
<td></td>
</tr>
<tr>
<td>b Scotland</td>
<td></td>
</tr>
<tr>
<td>Answer: b</td>
<td></td>
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<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>When do Japanese people say 'kampai'?</td>
<td>b before they eat</td>
</tr>
<tr>
<td>a before they sleep</td>
<td></td>
</tr>
<tr>
<td>c before they drink</td>
<td></td>
</tr>
<tr>
<td>Answer: c [It means 'Cheers']</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Why is it a bad idea in Taiwan to give a knife as a gift?</td>
<td>a It represents cutting off a friendship.</td>
</tr>
<tr>
<td>b People think it will bring bad luck.</td>
<td></td>
</tr>
<tr>
<td>c Not many people use knives.</td>
<td></td>
</tr>
<tr>
<td>Answer: a</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Germany, how do men greet each other when they meet?</td>
<td>c bow</td>
</tr>
<tr>
<td>a kiss each other on the cheek</td>
<td></td>
</tr>
<tr>
<td>b shake hands</td>
<td></td>
</tr>
<tr>
<td>Answer: b</td>
<td></td>
</tr>
</tbody>
</table>
12 People like us

In Iran, what colour should you wear at a funeral?
- a white
- b black
- c brown

Answer: c

How long do many people in Spain take for lunch?
- a an hour
- b two hours
- c three hours

Answer: c [A typical lunchtime lasts from 1.30 to 4.30pm.]

Which South American country has many influences from Italy, Spain, Germany, Britain and France?
- a Uruguay
- b Argentina
- c Chile

Answer: b

In Brazil, what colour flowers do people take to a funeral?
- a white
- b green
- c purple

Answer: c

In China, if you finish all the food on your plate, what will your host do?
- a take your plate away
- b give you more food
- c say a short prayer

Answer: b [Leave some food on your plate if you don't want any more.]

How is British beer normally served?
- a in a small glass
- b at room temperature
- c with nuts

Answer: b [Beer (often called 'bitter') is served at room temperature. Lager is served chilled.]

In Mexico, if you meet a woman called Maria Vasquez Sainz, what should you call her?
- a Maria Sainz
- b Maria Vasquez
- c Maria Vasquez Sainz

Answer: b

Which of these things is bad manners when eating in France?
- a using bread to wipe sauce from your plate
- b not using a side plate for your bread
- c eating with one hand on the knee

Answer: c

In Russia what do many children have on their birthday rather than a birthday cake?
- a a birthday pie
- b a special type of ice cream
- c traditional sweets

Answer: a

In Kenya, if you go to someone's home for dinner, what gift shouldn't you take?
- a chocolate
- b flowers
- c bottle of wine

Answer: c [Flowers are a sign of condolence.]

In Islamic countries, on which of these days do people not go to work?
- a Friday
- b Saturday
- c Sunday

Answer: a

In Japan what do people mean when they say that something will be 'difficult'?
- a It's not possible.
- b It might be possible.
- c It should be OK.

Answer: a [It's rude to say 'no' in Japan.]

When you have a bath in Japan, when should you clean yourself?
- a in the bath
- b before you get in the bath
- c after you get out of the bath

Answer: b [In Japan, a bath is just to relax in.]

When meeting a Korean person for the first time, what should you not do?
- a touch their arm
- b call them by their first name
- c smile

Answer: b [It's a sign of disrespect in Korea to call someone you don't know well by their first name.]

In Spanish-speaking countries, what is an 'abrazo'?
- a a type of food
- b a young child
- c a hug

Answer: c [An 'abrazo' is a big hug people give each other when they meet.]
Let's celebrate!

**QUizzes** Tic-tac-toe

**Holidays and festivals**

30m (Main activity 15m)

**Useful Language**

- bull, celebrate, celebration, festival, patron saint, poet, sweep, tomb, witch
- Present simple questions [What do...? In which country is...? etc.]

**Preparation**

- Make one copy of the Tic-tac-toe game board and the O and X Game cards, and one copy of the Student A and Student B Question cards for every two students. Cut along the dotted lines. [Note: If you wish, you could photocopy just the Question cards – see the Teacher’s notes on pages 10–11.]

**Lead-in**

- Ask students to make a list of holidays and festivals that people celebrate in their country. They should add when each takes place. Write the twelve months of the year at the top of the board in twelve columns. Tell students to come to the board and write each holiday or festival in the correct column. [In classes where there are students from different countries, ask them to explain any of their holidays or festivals that their classmates are unfamiliar with.] Finally, put students into pairs and tell one student to turn their back to the board. Their partner must say the name of a holiday or festival and they must remember when it takes place.

See the Teacher’s notes on pages 10–11.

**Main Activity**

- Put students into pairs and tell them to choose a holiday or festival they know well. Explain they can refer to the list on the board from the Lead-in for ideas, if they wish. Tell them to write a short paragraph describing the event. When they finish, ask them to read their paragraph to the class. Can their classmates guess which holiday or festival they are describing?
**STUDENT A**

Take turns asking your partner questions. If they give an incorrect answer, say _Wrong_. Do not tell them the correct answer. You must ask that question again later. If they give a correct answer, they may place an X on the game card. The first to make a line wins the game!

In which country do people run through the streets chased by bulls in the city of Pamplona? (Answer: Spain)

In which country is the New Orleans festival of ‘Mardi Gras’? (Answer: USA)

In which country is the Rio ‘Carnival’, one of the biggest celebrations in the world? (Answer: Brazil)

In which country is the festival of St. Lucia, the patron saint of light? (Answer: Sweden)

In which country do people celebrate the Moon festival? (Answer: China)

In which country do people celebrate Freedom Day? (Answer: South Africa)

In which country in Europe do people celebrate Bastille Day? (Answer: France)

In which country is there a five-day religious festival called ‘Diwali’? (Answer: India)

In which country do people celebrate ‘Sakura Matsuri’, or the Cherry Blossom Festival? (Answer: Japan)

In which country do people celebrate ‘Unification Day’ on 3 October? (Answer: Germany)

**Answers**

Choose from these national holidays to answer your partner’s questions.

- St. Patrick’s Day
- La Befana
- Independence Day
- April Fool’s Day
- Guy Fawkes Night
- Robert Burns
- Human Rights Day
- Ching Ming
- Thanksgiving
- Children’s Day

**STUDENT B**

Take turns asking your partner questions. If they give an incorrect answer, say _Wrong_. Do not tell them the correct answer. You must ask that question again later. If they give a correct answer, they may place an O on the game card. The first to make a line wins the game!

What is the name of the witch who gives children Christmas presents on 6 January in Italy? (Answer: La Befana)

What do English people celebrate on 5 November? (Answer: Guy Fawkes Night)

What do all South Africans celebrate on 21 March? (Answer: Human Rights Day)

What do people in the USA celebrate on the fourth Thursday in November? (Answer: Thanksgiving)

What do people in Turkey celebrate on 23 April? (Answer: Children’s Day)

What is the name of the tomb-sweeping festival that takes place in Taiwan in April? (Answer: Ching Ming)

What is 1 April better known as in the UK? (Answer: April Fool’s Day)

What do Irish people all over the world celebrate on 17 March? (Answer: St. Patrick’s Day)

What famous poet do Scottish people remember on 25 January? (Answer: Robert Burns)

What do Mexicans celebrate on 16 September? (Answer: Independence Day)

**Answers**

Choose from these countries to answer your partner’s questions.

- South Africa
- Germany
- USA
- Sweden
- India
- Brazil
- France
- Spain
- China
- Japan
14 Where on earth?

QUIZZES Quiz show

Countries of the world

50m [Main activity 20m]

USEFUL LANGUAGE

- airline, canal, currency, democracy, dialling code, holy, pasta, peacock, represent, symbol, vote [n]
- Passive [is known for, etc.], Comparatives [more than, etc.]

PREPARATION

Make one copy of the Quiz show Game board on page 123 and one copy of the Question cards for every four students. Cut along the dotted lines.

LEAD-IN

Write Countries on the board and put students into pairs or small groups. Tell them to think of a country and make a list of everything they know about it in one minute. When they have finished, tell each pair or group to read out their list of ideas. Their classmates must listen and try to identify the country they are describing.

See the Teacher's notes on page 11.

MAIN ACTIVITY

Put students into groups and tell each group to write their own country quiz. Explain that they should write at least three questions about any countries they know. They should refer to the Question cards for help on the topic areas and question types. When they are ready, tell each group to read their questions to the class. Give one point for the first group that answers correctly. The group with the most points is the winner. [You may also wish to award points for accurate English!]

FOLLOW UP

- Quiz Show
- Prize
- Quiz Master

42
Question card 1
1. What colour do Irish people wear on St. Patrick's Day?
   a. white  b. blue  c. green
2. In which country can you find the kiwi bird?
3. Most people in China speak Cantonese. True or false?
4. Shinto is the official religion in which country?
   a. Thailand  b. Japan  c. Malaysia
5. In which European city is John Lennon Airport?
6. The 'krona' is the currency of Norway. True or false?
7. The province of Assam in India is known for what?
   a. coffee  b. tea  c. sugar
8. Which country is the home of pizza and pasta?
9. The national bird of India is the peacock. True or false?

Answers

Question card 2
1. What animal is on the Mexican flag?
   a. bird  b. tiger  c. horse
2. Gouda is a popular cheese from which country?
3. Buddha Air is an airline in Nepal. True or false?
4. The European country Belgium is especially famous for what?
   a. chocolate  b. car manufacturing  c. beef
5. What is the currency of Australia?
6. In Chile you pay for things with 'escudos'. True or false?
7. What language do people in Morocco speak?
   a. Turkish  b. Arabic  c. Egyptian
8. Which airport has the most number of international passengers?
9. There are four stars on the flag of China. True or false?

Answers

Question card 3
1. What is the most common colour to find on a country flag?
   a. white  b. red  c. blue
2. What country does the Qantas airline represent?
3. More people speak Japanese than Portuguese. True or false?
4. Who was the first person not from the Royal Family to appear on a British stamp?
   a. Shakespeare  b. Dickens  c. Darwin
5. Which country is the world's largest democracy?
6. Another name for Taiwan is 'The People's Republic of China'. True or false?
7. In which country is the holy Muslim city of Mecca?
   a. Saudi Arabia  b. Kuwait  c. Iran
8. In what country is there a famous dish called 'Borscht'?
9. The maple leaf is a national symbol of Canada. True or false?

Answers

Question card 4
1. What colour is Libya's flag?
   a. red and green  b. green and yellow  c. completely green
2. George Washington was the first president of the USA. True or false?
3. What is the capital of India?
4. There are more Irish in New York than Dublin. True or false?
5. In which Italian city is the famous Grand Canal?
6. Which country is famous for its green curry?
7. What is the international dialling code for Canada?
8. Which country was the first to give women the vote in 1893?
   a. France  b. the USA  c. New Zealand
9. Brisbane, Adelaide and Melbourne are all cities in New Zealand. True or false?

Answers
1. c, 2. True, 3. Delhi, 4. True. 9% of New Yorkers are of Irish descent, 5. c, 6. Thailand, 7. 1, 8. c, 9. False. They are in Australia.
15 I didn’t know that!

QUIZZES Team challenge

USEFUL LANGUAGE

alcohol, avoid, bullfighting, delicacy, eye-contact, forbidden, fortune cookie, grasshopper, monk, mosque, poisonous, pork, respect, sacred, snack

Present simple questions (Where do...? etc.), Passives (is forbidden, etc.)

PREPARATION

Make one copy of Quiz A and Quiz B opposite for every four students. Make one copy of the Answer sheets on this page for every four students. Cut along the dotted lines.

LEAD-IN

Divide the class into groups. Write Culture on the board and tell each group to think about what this means. Ask them to write a definition. When students have finished, ask each group to read their definition to the class. Then tell students to look up the word culture in their dictionaries and compare their ideas with the definition they find.

MAIN ACTIVITY

See the Teacher’s notes on page 11.

FOLLOW UP

Put students into groups and tell them to make at least three similar questions about cultural facts in their country, or a country they know. When they finish, ask each group to read their questions to the class. Give one point for each correct question. The group with the most points is the winner. [You may also wish to award points for accurate English!]

Quiz A – Answer sheet

1 a the Prime Minister
2 a six
3 a Pakistan
4 a Mexico
5 a turkey
6 a four
7 a Britain
8 a they are shy

b the President
b none
b Tanzania
b Peru
b pork
b thirteen
b France
b they are embarrassed

c the Chancellor
c three
c Saudi Arabia
c Greenland
c beef
c seven
c Italy
c it is a sign of respect

Section 2

1
2
3
4
5
6
7
8

Total score: ________

Quiz B – Answer sheet

1 a Korea
2 a Lee
3 a Islam
4 a Holland
5 a Italy
6 a women
7 a England
8 a in Spain

b Hungary
b Kwang
b Buddhism
b France
b Romania
b cows
b France
b in Spain, and Mexico

c Oman
b Chen
b Hinduism
b Poland
b Greece
b their feet
b Germany
b in Spain, Portugal and Latin America

Section 2

1
2
3
4
5
6
7
8

Total score: ________

From Quizzes, Questionnaires and Puzzles by Miss Craven © Cambridge University Press 2005

PHOTOCOPIABLE
Section 1

1. What is the head of the German government called?
   Answer: c The Chancellor
2. How many countries in Asia have a royal family?
   Answer: a six (Nepal, Bhutan, Thailand, Japan, Malaysia, Brunei)
3. In which country is it forbidden for women to drive a car?
   Answer: c Saudi Arabia
4. Grasshoppers are a popular snack in which country?
   Answer: a Mexico
5. What meat mustn't Buddhists eat?
   Answer: b pork
6. What is an unlucky number in Korea?
   Answer: a four
7. Which European country is the top tourist destination in the world?
   Answer: b France
8. Why do many people from Asia prefer to avoid eye-contact?
   Answer: c it is a sign of respect

Section 2

1. Where were Chinese fortune cookies invented?
   Answer: In the USA (by Chinese workers in the 19th century)
2. What language do people in Brazil speak?
   Answer: Portuguese
3. What is the full name for the country of Mexico?
   Answer: The United States of Mexico
4. What time do people in Spain normally have dinner?
   Answer: late between 9 and 11 pm
5. What must you remove before you go into a mosque?
   Answer: your shoes
6. Which country is the home of the International Red Cross?
   Answer: Switzerland
7. Which city is home to the famous Bolshoi ballet?
   Answer: Moscow
8. What two animals are on the Australian national flag?
   Answer: emu and kangaroo (because they can't walk backwards)

Section 1

1. In which country is it common to eat dogs?
   Answer: a Korea
2. If a Chinese person's name is Lee Kwang Chen, which is their family name?
   Answer: c Lee
3. The cow is a sacred animal in which religion?
   Answer: c Hinduism
4. In which European country do people eat horses, snails and frog's legs?
   Answer: b France
5. Ouzo is an alcoholic drink in which country?
   Answer: c Greece
6. What must Buddhist monks be careful never to touch?
   Answer: a women
7. In which European country is it possible to take your pet dog into a restaurant?
   Answer: b France
8. Where is bullfighting common?
   Answer: c in Spain, Portugal and Latin America (and in some parts of France)

Section 2

1. Where is London Bridge?
   Answer: in the USA (it was sold to a businessman from Arizona)
2. What number, between one and ten, is considered unlucky in Japan?
   Answer: four, because it's pronounced the same as the word for death (shii).
3. Why shouldn't you give a clock as a gift in China?
   Answer: clocks mean death
4. Why shouldn't you give a handkerchief as a gift in the Middle East?
   Answer: it means sadness or parting
5. What are Muslims forbidden from drinking?
   Answer: alcohol
6. What's the difference between The Republic of Ireland and Northern Ireland?
   Answer: Northern Ireland is part of the UK. The Republic of Ireland (Eire) is a separate country.
7. What country is famous for its tacos and enchiladas?
   Answer: Mexico
8. Why is it polite to make a noise while eating soup and noodles in Asia?
   Answer: it means you enjoy the food
That's not fair!

QUZZES Bingo

USEFUL LANGUAGE

behead, burglary, commit, convict (n), criminal, death penalty, execution, gang, guillotine, jail, officially, poison, shoplifting, steal, tax
Past simple (was, were, etc.), Passive (was stolen, etc.), Comparatives and Superlatives (more than, the largest, etc.)

PREPARATION

Make one copy of the Bingo card opposite for every student.
[Note: If you prefer to avoid photocopying, just copy the card on the board and ask students to copy it in their notebooks.]

LEAD-IN

Put students into groups and tell them to make a list of as many crimes as they can. When they finish, write their ideas on the board. Can they think of any famous criminals?
See the Teacher’s notes on page 10.

MAIN ACTIVITY

Tell students to add the word for the criminal next to each crime from the Lead-in activity. [For example, murder / murderer.] Then write on the board various types of punishment, such as the death penalty, life imprisonment, etc. Tell each group to choose three different crimes and decide what an appropriate punishment would be. Finally, ask students to tell the class what crimes they chose and what punishments they decided were fair. Encourage students to debate any differences of opinion.

FOLLOW UP

1 In which American city was Al Capone the king of crime in the 1920s and early 1930s? (Chicago)
2 What is the name of the secret criminal organisation based in Sicily, Italy? (The ‘mafia’)
3 John Wilkes Booth became the first American to do what in 1865? (Kill an American president. He shot Abraham Lincoln.)
4 In what country was the guillotine a famous method of execution? (France. Popular during the French Revolution, it was last used in 1977.)
5 What famous French painting was stolen from the Louvre Museum in Paris in August 1911? (The ‘Mona Lisa’. It was returned in 1914.)
6 Which crime-fighting comic superhero can spin a web and crawl up buildings? (Spiderman)
7 Which US state uses the death penalty more than any other? (Texas. Over one third of all executions in the USA are in Texas.)
8 In which country is the largest criminal gang in the world, the Yamaguchi-gumi, with 30,000 members? (Japan)
9 If you steal something from someone’s home, what crime are you committing? (Burglary)
10 To what country did Britain send criminals for the first time in 1787? (Australia. Previously, convicts were sent to the USA.)
11 What international crime-fighting organisation was created in 1923? (Interpol)
12 How long was Nelson Mandela in prison? (27 years)
13 Which famous crime writer created the detectives Miss Marple and Hercule Poirot? (Agatha Christie. She wrote 79 crime stories, 19 plays and 6 novels.)
14 In which European city was the world’s first police station? (Paris. It was built in 1698.)
15 What is the name of the crime of stealing things from a shop? (Shoplifting)
16 What were Belgian police the first to officially use in 1899? (Police dogs)
That's not fair!
Out with the old

17 QUizzes Marathon run

Dating and marriage
40m [Main activity 25m]

USEFUL LANGUAGE

aisle, bride, ceremony, disrespectful, divorce, funeral, groom, honeymoon, illegal, official, public, rude, unfaithfulness, wedding

Present simple questions [When do ...? etc.], Zero conditional [If + present, present], Modals [should, etc.]

PREPARATION

Make one copy of the Marathon run Game board on page 121 and one copy of the Question cards for every three students. Cut out the questions into cards.

LEAD-IN

Write on the board: What do you think makes a perfect marriage? and tell students to make a list of at least five things that they think are necessary for a successful and happy marriage. When they finish, ask each group to explain their ideas to the class.

MAIN ACTIVITY

See the Teacher's notes on page 10.

FOLLOW UP

Put students into groups and tell them to look through the information on the cards once more. Is the custom the same in their country? Do they have a similar custom? Which customs do they like? If possible, they should exchange information about dating and marriage customs in other countries they know.

What colour clothes do Indian couples traditionally wear when they marry?

- red
- blue
- white

Answer: a

What is the name of the wedding anniversary after sixty years of marriage?

- platinum
- diamond
- gold

Answer: b

In which of these countries is it rude to kiss in public?

- South Africa
- Italy
- Korea

Answer: c

When do couples go on 'honeymoon'?

- shortly before their wedding
- shortly after their wedding
- during their wedding

Answer: b

Which flower is the symbol of love in many countries around the world?

- white lily
- black tulip
- red rose

Answer: c

After how many years do a married couple celebrate their silver wedding anniversary?

- 25
- 30
- 40

Answer: a

Mint and pink are the official wedding colours of which European country?

- Sweden
- Norway
- Poland

Answer: b

What does the groom at a Jewish wedding traditionally break under his foot at the end of the ceremony?

- a glass
- a mirror
- a vase

Answer: a

If a wedding in Argentina normally starts at 10pm, when does it finish?

- a after a few hours
- b at breakfast the next day
- c after two days

Answer: b
17 Out with the old

- **When do guests bring gifts at a Colombian wedding?**
  - a. the day after the wedding
  - b. on the wedding day
  - c. the day before the wedding
  
  **Answer:** c

- **In which country does the bride traditionally wear a kimono?**
  - a. Mozambique
  - b. Japan
  - c. Fiji
  
  **Answer:** b

- **In what country do the couple drink from a ‘coup de marriage’ or ‘wedding cup’?**
  - a. France
  - b. Somalia
  - c. Egypt
  
  **Answer:** a

- **Why shouldn’t you give yellow flowers to a Russian woman?**
  - a. yellow is a sign of unfaithfulness
  - b. yellow is considered unlucky
  - c. yellow flowers are given at funerals
  
  **Answer:** a

- **In Britain, why shouldn’t the groom see the bride’s wedding dress before the day of the marriage?**
  - a. because it’s disrespectful
  - b. because it’s bad luck
  - c. because it’s impolite
  
  **Answer:** b

- **In which country is there a big Wedding Eve party the night before a wedding?**
  - a. Germany
  - b. Italy
  - c. Spain
  
  **Answer:** a

- **In which of these countries is divorce illegal?**
  - a. Malta
  - b. Mexico
  - c. Brazil
  
  **Answer:** a

- **Complete this wedding saying: Something old, something new, something borrowed, something …**
  - a. blue
  - b. to do
  - c. like you
  
  **Answer:** a

- **In Poland, who normally walks with the bride down the aisle?**
  - a. her mother
  - b. her father
  - c. the groom
  
  **Answer:** c

- **In Mexico, what does the groom traditionally give the bride as a sign of support?**
  - a. expensive jewellery
  - b. 13 gold coins
  - c. a red lily
  
  **Answer:** b

- **In China, what do guests at a wedding give the bride for luck?**
  - a. money in red envelopes
  - b. some silver coins
  - c. a wedding diary
  
  **Answer:** a

- **How many rings does a Swedish woman traditionally wear?**
  - a. five
  - b. three
  - c. four
  
  **Answer:** b (to mark her engagement, marriage and motherhood)

- **How many coins must a Filipino groom give his bride during the wedding ceremony?**
  - a. five
  - b. seven
  - c. thirteen
  
  **Answer:** c (it is a sign of his dedication and ability to care for his family)

- **Where do a Taiwanese bride and groom go the day after their wedding?**
  - a. to visit the groom’s parents
  - b. on honeymoon
  - c. to visit the bride’s parents
  
  **Answer:** c

- **In which country are arranged marriages popular?**
  - a. Scotland
  - b. India
  - c. USA
  
  **Answer:** b (the bride and groom must both agree to marry)

- **In Russia why should you never kiss anyone on the forehead?**
  - a. this is only done at funerals
  - b. people think it will bring bad luck
  - c. it is rude
  
  **Answer:** a
USFUL LANGUAGE

air conditioning, bulb, dynamite, engineer, gunpowder, invent, lie detector, petrol, publish, steam
Past simple questions [When did . . . ? etc.]

PREPARATION

Make one copy of the Tic-tac-toe game board and the O and X Game cards, and one copy of the Student A and Student B Question cards for every two students. Cut along the dotted lines.
[Note: If you wish, you could photocopy just the Question cards – see the Teacher’s notes on pages 10–11.]

LEAD-IN

Put students into pairs and tell them to make a list of at least five useful inventions in history (e.g. the wheel, telephone, etc.). When they are ready, ask them to come to the board to write their ideas. Ask if they know who invented any of these things, or when they were invented. Then put students into groups and tell them to choose the three most useful inventions. They should number them 1 to 3 in order of importance. Finally, tell each group to explain which inventions they chose and why.

See the Teacher’s notes on pages 10–11.

MAIN ACTIVITY

Tell students to think about which inventions are important to them in their daily lives (fridge, computer, phone, etc.). Then write on the board: The one thing I can’t live without is. . . . Tell students to decide which invention is the most important to them, then tell them to write a paragraph to explain their choice.
STUDENT A

Take turns asking your partner questions. If they give an incorrect answer, say Wrong. Do not tell them the correct answer. You must ask that question again later. If they give a correct answer, they may place an X on the game card. The first to make a line wins the game!

What was Richard Trevithick the first to build in 1804?  
(Answer: the steam train)

In 1867 what did the Swedish scientist Alfred Nobel invent?  
(Answer: dynamite)

What did Thaddeus Cahill invent in 1901?  
(Answer: the electric typewriter)

In 1436 what did Johannes Gutenberg invent?  
(Answer: the printing press)

What did the Sony Corporation invent in 1979?  
(Answer: the Walkman)

What did the Philips Company in the Netherlands introduce in 1963?  
(Answer: cassette tapes)

What did the Chinese invent in the seventh century?  
(Answer: gunpowder)

What did Thomas Edison invent in 1879?  
(Answer: the electric light bulb)

What was Sir George Cayley the first to build in 1853?  
(Answer: the aeroplane)

What did scientist Tim Berners-Lee invent in 1989?  
(Answer: the World Wide Web)

Answers

Choose from these inventors to answer your partner’s questions.
Albert Einstein  Henry Ford  Willis Carrier  Noland Bushnell
Isaac Newton  Karl von Linde  Leonardo da Vinci  Akio Morita
Gottlieb Daimler  William Hoover

STUDENT B

Take turns asking your partner questions. If they give an incorrect answer, say Wrong. Do not tell them the correct answer. You must ask that question again later. If they give a correct answer, they may place an O on the game card. The first to make a line wins the game!

Who, in 1879, developed the first domestic refrigerator?  
(Answer: Karl von Linde)

Which German engineer produced the first four-wheeled car powered by petrol?  
(Answer: Gottlieb Daimler)

In 1902 who invented air conditioning?  
(Answer: Willis Carrier)

Who invented the world’s first submarine?  
(Answer: Leonardo da Vinci)

In 1901, which inventor gave us the vacuum cleaner for use in the home?  
(Answer: William Hoover)

Who invented the world’s first video game in 1972?  
(Answer: Noland Bushnell)

Which English scientist became famous for his ‘law of gravity’?  
(Answer: Isaac Newton)

In 1916, which German scientist published his ‘theory of relativity’?  
(Answer: Albert Einstein)

Who, in 1908, began production of his famous ‘Model T’ car?  
(Answer: Henry Ford)

Which Japanese man was the head of Sony and invented the personal stereo?  
(Answer: Akio Morita)

Answers

Choose from these inventions to answer your partner’s questions.
electric typewriter  electric light bulb  Walkman
steam train  gunpowder  aeroplane  cassette tapes
World Wide Web  printing press  dynamite
# Are you a bighead?

We all like to think we are special. Having a high opinion of yourself is important to your self-esteem and confidence. However, feeling too good about yourself can make you a bighead! How big-headed are you? Read this questionnaire and circle your answers. Then interview your partner.

1 = disagree strongly
2 = disagree
3 = not sure
4 = agree
5 = agree strongly

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I am more intelligent than most people.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>I am better than my friends at almost everything.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>I am more charming and more fun than anyone I know.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>My problems are more important than those of other people.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>I am more attractive than my friends.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>People often show me more respect than is normal.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>More people remember me than forget me.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8</td>
<td>I am more sensitive than most people.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9</td>
<td>I am more complex than many people understand.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>I am more successful than most people my age.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
I didn’t know that

**QUizzes** Quiz show

**Useful Language**
- attend, break (n.), compulsory, corporal punishment, graduate, lecture literacy rate, primary school, secondary school, term, undergraduate
- Present simple (has / go, etc.), Passive (is divided, etc.), Comparative and Superlatives (better, the oldest, etc.)

**Preparation**

Make one copy of the Quiz show Game board on page 123 and one copy of the Question cards for every four students. Cut along the dotted lines.

Write School memories on the board and tell students about the first school you attended. Give as many details as you can (where it was, the teachers you remember, etc.). Then put students into groups and ask them to talk about their first school. Write some questions on the board to help them (e.g. Where was it? Do you remember any of the teachers / pupils? Did you enjoy it?).

See the Teacher’s notes on page 11.

**Main Activity**

Write the statements below on the board, and put students into groups. Tell each student to choose a different statement. Explain they have one minute to think about their views and that they can make notes if they wish. After one minute, tell students to say which statement they chose and express their views to the group.

*All children should wear school uniform. / Corporal punishment is wrong. / Private education is better than state education. / Teachers should get higher salaries. / You don’t need a good education to do well in life.*

**Follow Up**
Question card 1
1 Which country has the longest school year?
2 Mexico has more colleges and universities than any other country. True or false?
3 Is corporal punishment allowed in schools in the USA?
4 What is the oldest university in Britain?
a Oxford b Cambridge c Edinburgh
5 In which country were black students not allowed to attend the same schools as white students until 1990?
6 In the UK the school year is divided into three...
a breaks b terms c semesters
7 In the UK, public schools are free. True or false?
8 According to the United Nations, what percentage of children do not go to school in Africa?
a 30% b 40% c 50%
9 Japanese secondary students are the best at maths. True or false?

Answers
1. China, 2. True – it has over 10,000 colleges and universities, 3. Yes – about half the states in the USA allow corporal punishment, 4. a, 5. South Africa, 6. b, 7. False. You have to pay to go to a public school. State schools are free, 8. b, 9. True, according to United Nations statistics

Question card 2
1 Harvard and Yale are two famous universities in which country?
2 Which of these subjects is not usually taught at school?
a Chemistry b Geography c Law
3 If you study at Macquarie University you are in Australia. True or false?
4 Most studies show that girls get better results when they are in classes with no boys. True or false?
5 Al-Azhar University is believed to be the oldest in the world. In which country is it?
6 What does the qualification B.A. mean?
7 The world's largest school is the City Montessori School, with over 27,000 pupils. Where is it?
a India b China c Russia
8 Michael Kearney became the world's youngest graduate in 1994 when he graduated in anthropology from the University of South Alabama. How old was he?
a 11 years old b 10 years old c 12 years old
9 33% of students in England, but only 1% of students in Norway, go on to study at university. True or false?

Answers
1. USA, 2. c, 3. True, 4. True, 5. Egypt, 6. Bachelor of Arts, 7. a, 8. b, 9. True

Question card 3
1 What is a 'boarding school'?
2 Until what age must children in Germany stay at school?
a 14 years old b 16 years old c 15 years old
3 Someone who has a PhD is called 'Doctor'. True or false?
4 At what age must children in Denmark start school?
5 What do you call a student at university who is taking a second degree?
6 School uniforms started in England in the 16th century. True or false?
7 In which country is the school year divided into four terms, each separated by a two-week break?
a New Zealand b Syria c Thailand
8 The University of Bologna is the oldest university in which European country?
a Spain b Italy c France
9 In Nepal school education is only compulsory between the ages of six and ten. True or false?

Answers
1. A school where pupils live, study and sleep, 2. c, 3. True, 4. 7, 5. A postgraduate, 6. True, 7. a, 8. b, 9. True

Question card 4
1 What is an 'undergraduate'?
2 How many children around the world never go to school?
a 50 million b 96 million c 121 million
3 What is a nursery school?
4 Children in Russia must attend school between the ages of six and fifteen. True or false?
5 Which South American country has the highest literacy rate?
a Chile b Argentina c Brazil
6 In the USA, nearly one million children aged five to seventeen are taught at home. True or false?
7 At university, do you usually have lessons or lectures?
8 How many years' education does a child in Mozambique typically have?
a 3 years b 5 years c 10 years
9 Part-time education is compulsory for seventeen to eighteen-year-olds in Holland. True or false?

Answers
1. A student at university studying for their first degree, 2. c, 3. A school children go to before they start school, 4. True, 5. a, 6. True, 7. lectures, 8. a, 9. True
absent, alien (n), cheerful, depression, emergency, exaggerate, fuss, gossip, income, lie, likely, optimistic, politics, proverb, rare, react, relationship, suffer from

Present simple (earn, understand, etc.), Past simple (said, etc.), Comparatives (bigger, etc.)

Make one copy of Quiz A and Quiz B opposite for every four students. Make one copy of the Answer sheets on this page for every four students. Cut along the dotted lines.

Write on the board: Men and women. Put students into groups and tell them to make a list of any differences they can think of between men's and women's characters. For example, I think men are not as patient as women, etc. When students are ready, tell them to read their ideas to the class. Finally, tell students they are going to do a quiz based on various psychology studies. Point out that the results of the studies show general truths and that the answers cannot be proved. They are really just for fun!

See the Teacher's notes on page 11.

Tell students to make a list of what they would do if they could change sex for one day. When they finish, put students into groups to tell each other their ideas. Finally, write Is it better to be a man or a woman? and encourage the class to give their responses.

---

**Quiz A - Answer sheet**

Section 1

1 a men
2 a is his dog
3 a men
4 a smile
5 a men
6 a they help more
7 a men
8 a she doesn't love me

b women
b is his wife
b women
b ask questions
b women
b they shout more
b women
b she doesn't listen

c no difference
c is his salary
c no difference
interrupt
c no difference
they are calmer
c no difference
c she is trying to change me

**Quiz B - Answer sheet**

Section 1

1 a Indira Gandhi
2 a men
3 a a good father
4 a men
5 a men
6 a their weight
7 a men
8 a he doesn't love me

b Hillary Clinton
b women
b healthy and absent
b women
b women
b their age also
b women
b he doesn't listen

c Margaret Thatcher
c no difference
c a rare thing
c no difference
c no difference
c their income
c no difference
c he is trying to change me

**Section 2 True or false?**

1  .................................................................
2  .................................................................
3  .................................................................
4  .................................................................
5  .................................................................
6  .................................................................
7  .................................................................
8  .................................................................

Total score:  ............

**Section 2 True or false?**

1  .................................................................
2  .................................................................
3  .................................................................
4  .................................................................
5  .................................................................
6  .................................................................
7  .................................................................
8  .................................................................

Total score:  ............
Section 1

1. Who are more likely to give their cars a name?
   Answer: b women

2. Complete this French proverb: 'The best thing about a man . . . '
   Answer: a . . . is his dog

3. Who are more likely to believe in aliens?
   Answer: a men

4. When speaking with a woman, what do men do more often than when speaking with a man?
   Answer: c interrupt

5. Who make the best managers?
   Answer: b women

6. In an emergency, how do women react differently to men?
   Answer: c they are calmer

7. Who make better drivers?
   Answer: b women

8. What do men worry about most in a relationship?
   Answer: c she is trying to change me

Section 2

1. Women earn the same as men for the same job.
   Answer: False (a woman earns on average 75% of a man's salary for the same job).

2. Men talk more than women.
   Answer: True.

3. Women get bored more easily than men.
   Answer: False. Men get bored more easily.

4. Wives understand their husbands better than husbands understand their wives.
   Answer: False. Tests show husbands can predict their wives' actions better.

5. If a couple have mother-in-law trouble, the wife's mother is usually to blame.
   Answer: False. The husband's mother usually causes more problems.

6. Women are far more fussy about what they eat than men.
   Answer: True.

7. Women need less sleep than men.
   Answer: False. Women normally need more sleep than men.

8. Women can solve more complicated problems than men.
   Answer: False. Men are better problem-solvers.

Section 1

1. Who said 'In politics, if you want anything said, ask a man. If you want anything done, ask a woman'?
   Answer: c Margaret Thatcher

2. Who buy more music?
   Answer: b women

3. Complete this Japanese proverb: A good husband is . . .
   Answer: b . . . healthy and absent

4. Who live longer, men or women?
   Answer: b women

5. Who live at home with their parents the longest?
   Answer: a men

6. Complete this quote by author William Feather: 'Women lie about their age. Men lie about . . . '
   Answer: c . . . their income

7. Who are the bigger gossips?
   Answer: a men

8. What do women worry about most in a relationship?
   Answer: b he doesn't listen

Section 2

1. Women tell more lies than men.
   Answer: False. Men lie more often.

2. When a couple have an argument, the person who talks most usually wins.
   Answer: True. The one who shouts the most usually wins.

3. Women are more cheerful and optimistic than men.
   Answer: False. Women suffer from depression more than men.

4. Men are more self-centred than women.
   Answer: False. Studies show women worry more about personal problems.

5. Women talk more about men than men talk about women.
   Answer: True.

6. Women cause more fuss over minor health problems.
   Answer: False. Men often exaggerate minor health problems.

7. Most husbands are more intelligent than their wives.
   Answer: True. Women prefer to marry men who are more intelligent.

8. Men have quicker reactions than women.
   Answer: True.
Reinforce the skill of matching facts to labels by completing the Religions of the world table. Don’t forget to match the religions to their descriptions using the information in the boxes.

<table>
<thead>
<tr>
<th>Hinduism</th>
<th>Sikhism</th>
<th>Buddhism</th>
<th>Islam</th>
<th>Christianity</th>
<th>Judaism</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> This is the world's second most popular religion with over 1,200 million followers, mainly in Asia and the Middle East. It began around 1,400 years ago in Arabia, and is based on the Prophet Mohammed. Its followers are called ‘Muslims’. They believe in Allah, read the Koran and pray five times a day.</td>
<td></td>
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</tr>
<tr>
<td><strong>2</strong> Up to 300 million people believe in this religion, which began about 2,500 years ago in Nepal. Followers of this religion pray in a temple, practise meditation, and believe that after they die they are reborn in another form until they finally reach ‘Nirvana’, or ‘enlightenment’.</td>
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<tr>
<td><strong>3</strong> This religion began in India, where it is still very popular. It began about 4,000 years ago, and there are over 800 million followers. This religion has hundreds of different gods. Followers pray in a temple, practise yoga and believe in reincarnation.</td>
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<tr>
<td><strong>4</strong> This is the smallest of the main world religions. It began around 1200 BC, and has about 16 million followers around the world. Followers read the ‘Torah’, a part of the Hebrew Bible, and pray in a synagogue.</td>
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<tr>
<td><strong>5</strong> This is the biggest world religion, with over 1,700 million followers worldwide. It is based on the life of Jesus Christ who was born about 2,000 years ago. Followers read the Bible and pray in church. The most popular forms of this religion are Roman Catholicism and Protestantism.</td>
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<tr>
<td><strong>6</strong> This is the youngest of the world’s religions. It was founded in the 15th century by Guru Nanak. There are more than 23 million followers in the world, and 80% of them live in Northwest India, where the faith began. The men all wear a beard, and never cut their hair, keeping it wrapped in a turban.</td>
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</tr>
</tbody>
</table>
21 I believe...

1. Do you believe in fate?
2. Can miracles happen?
3. What do you think happens after you die?
4. Do you believe that aliens exist?
5. Are all religions basically the same?
6. How do you think the universe was created?
7. Do angels exist?
8. Do you believe in astrology?
9. Do heaven and hell exist?
10. Are you a superstitious person?
11. Do you believe in ghosts?
12. Do you believe in the power of prayer?

Try to use these phrases when you answer:

In my opinion...
If you ask me...
I think that...
I believe that...
It's possible that...
I don't agree that...
I'm not sure that...
How positive are you?

Score card

<p>| | | | | | | | | | | | |</p>
<table>
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<th></th>
</tr>
</thead>
</table>
| 1 | a-1, b-3, c-0 | 6 | a-3, b-1, c-0 | 11 | a-1, b-3, c-0 | 26-45
| 2 | a-0, b-3, c-2 | 7 | a-0, b-3, c-0 | 12 | a-3, b-0, c-2 |   |
| 3 | a-0, b-3, c-1 | 8 | a-0, b-3, c-1 | 13 | a-3, b-1, c-0 |   |
| 4 | a-0, b-0, c-3 | 9 | a-1, b-3, c-0 | 14 | a-0, b-3, c-1 |   |
| 5 | a-0, b-0, c-3 | 10 | a-3, b-0, c-0 | 15 | a-0, b-3, c-0 |   |

26-45

Wow! You are very positive. Optimistic people are generally happier and healthier than people who think negatively. However, be careful... thinking positively all the time is hard work! It's good to look on the bright side, but don't forget that life does have its problems. Be happy, but be realistic.

10-25

You try to look on the bright side, and know it is important to be positive. You also know that life isn't perfect and can have its problems. You have a very balanced view. You enjoy life without worrying about failure. This is a great strength. However, don't be afraid to want a bit more out of life. Life is for living!

Less than 10

You find it difficult to be optimistic. When you have a problem, it's hard for you to see the positive side. You need to let some sunshine into your life. Make a few changes, try new things, and start to trust people. Your problems may not be as bad as you think!
How positive are you?

Everyone has problems in life. How you react to difficulties says a lot about who you are. Do you believe you can overcome life's problems? Or do you let your problems rule your life? Read this questionnaire and find out how positive you are.

1. You wake up one morning feeling ill. What is your first thought?
   a. I'll take some medicine and soon feel better.
   b. It's nothing to worry about.
   c. Oh no. I'm going to die!

2. Your boss asks you to work on a difficult project.
   You . . .
   a. worry because you think nobody else wants to do it.
   b. feel pleased and look forward to the challenge.
   c. agree because you'll get more money.

3. You and your friend both apply for the same job.
   Your friend gets the job. You . . .
   a. say 'Congratulations!' but feel jealous and resentful.
   b. are happy for your friend and continue your search for a job.
   c. try to understand why you weren't successful.

4. You go to a friend's party but it's boring.
   What do you do?
   a. Leave as quickly as possible.
   b. Stay to eat and drink as much as you can.
   c. Try to make the party more fun.

5. Your friend is upset and tells you about their problems.
   What do you do?
   a. Agree with them that life is terrible.
   b. Tell them about your own problems.
   c. Say that things will get better soon.

6. When you meet someone for the first time, what do you do?
   a. Be very friendly because you think they must be interesting.
   b. Play it cool until you see what kind of person they are.
   c. Keep the conversation short because you think that they are boring.

7. When you watch the news on television you feel . . .
   a. worried because of all the bad things that happen.
   b. you want to make the world a better place.
   c. you shouldn't watch the news because it's too depressing.

8. Your friends think you . . .
   a. complain a lot.
   b. are a happy person.
   c. are kind, but worry a lot.

9. How many 'bad days' did you have last week?
   a. One or two
   b. None
   c. Four or more

10. Your parents phone and say 'We have something we have to tell you.' You think . . .
    a. 'Great. They are going to give me some money!'
    b. 'Oh no. Something bad has happened.'
    c. 'I'm busy. I hope this is quick.'

11. You are going on holiday with your family.
    You . . .
    a. are excited but hope you won't argue too much.
    b. are really looking forward to a break.
    c. think it will rain every day.

12. Your tennis coach wants to see you after practice one day. You think the coach . . .
    a. is going to make you team captain.
    b. wants to remove you from the team.
    c. has some advice to help you improve your game.

    a. 'Great! That's my lunch money!'
    b. 'Oh dear, I hope the person who lost it isn't an old pensioner.'
    c. 'It's only £5. Why do I never find £20?'

14. There is a competition in the local paper to win tickets for your favourite band. You . . .
    a. don't enter because you know you won't win.
    b. think about what to wear because you are sure to win.
    c. enter but don't think you'll win.

15. Your English teacher reads out a story you wrote to the whole class. You think . . .
    a. 'Oh no! There are so many mistakes the teacher is using it for grammar practice.'
    b. 'That's great. My story must be the best!'
    c. 'The teacher is just killing time and my story was top of the pile.'
USEFUL LANGUAGE

acceptable, beggar, cloning, criminal, death penalty, drugs, duty (n) experiment, justified, moral, murder, permit (v), physically, protect, punish, scientific
Present simple questions (Do you...? etc.), Modals (should, etc.)

PREPARATION

Make one copy of the questionnaire for every two students. If you wish to do the Follow up, you will also need one copy of the Time to decide sheet for every two students.

LEAD-IN

Write Morality on the board and tell students to look the word up in their dictionary. Ask them what it means and write their ideas on the board. Try to arrive at a simple definition such as ‘standards of good or bad behaviour’ and then write Morals on the board. Explain that our morals are the beliefs we have in what behaviour is right or acceptable. Tell students they are going to complete a questionnaire to find out how moral they are. Read through the introduction to the questionnaire and make sure students understand the focus.

MAIN ACTIVITY

See the Teacher’s notes on page 12.

FOLLOW UP

Put students into pairs and give each pair a copy of the Time to decide sheet. Read through the text and make sure students understand the situation. Then put them into groups to discuss what they would do. When students have finished, tell them it is a moral dilemma that was once actually used as part of a job application. The answer of the candidate who was employed (out of 200 applicants) was ‘I would give the car keys to my old friend, and let him take the elderly lady to hospital. I would stay behind and wait for the bus with the woman of my dreams’.

Time to decide

You are driving in your car one evening. You pass a bus stop, and you see three people waiting for the bus:

An elderly lady who looks very ill and needs to go to hospital.
An old friend who once saved your life.
The perfect man/woman of your dreams.

It’s pouring with rain and the next bus isn’t for an hour. There can only be one passenger in your car. Which one would you choose to give a lift to? You could choose the elderly lady, because she might die, and you could save her. Or, you could choose the old friend because he once saved your life. Or, you could choose your perfect partner, so that you live happily for the rest of your life . . .
The moral maze

Knowing what is the ‘right’ thing to do depends on many things... our country, the culture we were brought up in, the people around us, and our personal beliefs. It's time to find out what your moral beliefs are...

Ask and answer these questions with your partner. Tick ✔ your partner’s answers.

1. Do you ever give money to beggars in the street?
2. Is it wrong to use animals for scientific experiments?
3. Should all murderers receive the death penalty?
4. Do rich countries have a duty to help poor countries?
5. Should teachers be able to punish students physically?
6. Is human cloning wrong?
7. Should people be allowed to carry a gun to defend themselves?
8. Can terrorism be justified?
9. Is it wrong to take drugs?
10. It is okay to lie to avoid getting in trouble?
11. Should same-sex marriages be permitted?
12. Is it wrong to steal?
Love is in the air

Read these questions. Choose four questions that you would like to ask your classmates.

1. Do you believe your perfect partner is out there somewhere?
2. Do you believe that marriage is for the rest of your life?
3. Is it possible to love two people at the same time?
4. Is money more important than love?
5. Are arguments a normal part of a relationship?
6. Which is more important to you – having lots of friends or the perfect partner?
7. Do people from different cultures have more marriage problems than people from the same culture?
8. Could you love someone who was a lot older than you?
9. Do you believe in love at first sight?
10. What's your idea of a romantic date?
11. Can you describe your ideal partner?
12. When you date someone, which is more important – appearance or character?
13. Where is the best place for a honeymoon?
14. What do you think is the best age to marry for a man/woman?
15. Would you like to have children?
16. Can a single person be as happy as someone who is married?
## Love is in the air

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<tr>
<th>Name:</th>
<th>Question:</th>
<th>Answer:</th>
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<th>Name:</th>
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</table>
Is money all you need?

Score card

Add up your score for Questions 1 to 10. Then read the description below that matches your score. Find out how important money is to you!

10–25
Money is not a big part of your life. Other things, such as your family and friends, are more important to you. You would rather be happy and poor than be rich and unhappy. Good for you! But perhaps you should take money a little more seriously. You never know when you may need some extra cash!

26–36
You seem to have a healthy attitude towards money. It is important to you, but it does not rule your life. You appreciate your relationships, the importance of good health and a fun lifestyle. You understand that you need money to achieve some of your goals, but money is not your reason for living.

37+
Oh dear. You seem to think about money all the time! For you, having lots of money is one of the most important things in life. Perhaps you think money will bring you happiness. Well, that may not be right. A rich person can be as unhappy as a poor person, you know! There are other things in life. Try to get a more balanced view.
There is no doubt that money is important. Without it, we would be in trouble! We need money to live comfortably and to enjoy ourselves. But exactly how important is money to you? Read this questionnaire and circle your answers. Then interview your partner.

1 = disagree strongly  
2 = disagree  
3 = not sure  
4 = agree  
5 = agree strongly

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>My partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rich people are happier than poor people.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>I like to play games like the lottery where I can win money.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3</td>
<td>It's more important to have a job that pays well than a job I enjoy.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4</td>
<td>I often think about money.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5</td>
<td>When I get a present I ask myself how much it cost.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6</td>
<td>I measure my success by the amount of money I have.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7</td>
<td>Money is important when choosing a partner.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8</td>
<td>The good things in life all cost money.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9</td>
<td>Spending money gives me a lot of pleasure.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>10</td>
<td>I think it's OK to ask friends and family for money.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
argue, breeze, get on (well with), joy, sense of humour, treasure (v), trust, truth
Present simple questions (Do you ...? etc.), Past simple questions (When did you ...? etc.), Adverbs of frequency (always, etc.)

Make one copy of the Spin the wheel questionnaire for every three students. If you wish to do the Follow up, you will also need one copy of the Friendship poems sheet for every three students.

Write A good friend should ... on the board and put students into pairs to complete the sentence in as many ways as they can. When they finish, tell them to share their ideas with their classmates. You may wish to write some of their ideas on the board.

See the Teacher’s notes on page 12.

Put students into pairs or groups of three and give each group a copy of the Friendship poems. Tell them to read the poems and look up any words they don’t know in their dictionary. Read the poems aloud to the class, pointing out the stress and rhythm. Then tell students to read the poems aloud to each other. Finally, tell students to discuss which poem they like best, and encourage them to give their reasons.

---

### Friendship poems

| A friend is someone we turn to when our spirits need a lift.  
| A friend is someone we treasure for our friendship is a gift.  
| A friend is someone who fills our lives with beauty, joy, and grace  
| And makes the world we live in a better and happier place.  
| - Jean Kyle McManus |

| Friendship is like the breeze,  
| You can’t hold it.  
| Smell it.  
| Taste it.  
| Or know when it’s coming.  
| But you can always feel it.  
| And you’ll always know it’s there.  
| It may come and then go,  
| But you can know it’ll always be back.  
| - Terri Fanning |

| There’s nothing as nice as someone who shares, your laughter, your secrets, your wishes and cares, someone who’s there through your good times and tears, who stays by your side as your friend through the years.  
| - Autynn Skilling |

---
1. When and where did you meet your best friend?
2. Why do you think you get on so well with your best friend?
3. Do you tell your best friend everything?
4. What do you talk about?
5. What do you argue about?
6. How often do you see each other?
7. Do you trust anyone more than your best friend?
8. Is there anything you don't like about your best friend?
9. In what ways are you different from your best friend?
10. Do you have the same sense of humour?
11. Is there anything you wouldn't do for your best friend?
12. Do you always tell your best friend the truth?
**Flatmate fun**

**QUESTIONS**

**Multiple choice**

**USEFUL LANGUAGE**

- annoyed, apologise, chores, complain, cool (adj), dishonest, earplugs, flatmate, identical, inconsiderate, lazy, loan (n), offend, privacy, remind, rent (n), responsible, responsibility, ruin (v), selfish, split (v), tidy

- Present simple (feel), Past simple (stole, etc.), Modals (would, could)

**PREPARATION**

Make one copy of the questionnaire for each student. Make one copy of the Score card for every two students.

Write on the board: *Is it better to live alone or with other people?* and ask students to raise their hand if they prefer to live alone. Put students into groups, with those who prefer to live alone together with those who don’t. Tell them to discuss their opinions. Then tell students that they are going to complete a questionnaire to find out if they would be a good flatmate. Read through the introduction to the questionnaire and make sure students understand the focus.

See the Teacher’s notes on page 12.

**LEAD-IN**

Divide the class into two groups. Write on the board: *A good flatmate should...* and tell one group to make a list of ideas to complete this phrase. Then write *A good flatmate shouldn’t...* and tell the other group to think of as many ideas as they can to complete this phrase. When students are ready, put them into pairs (one from each group) and tell them to exchange their ideas. If possible, finish by encouraging students to discuss their good and bad experiences of sharing accommodation.

### Flatmate fun

**Score card**

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<tr>
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<td>15</td>
<td>a-0, b-3, c-0</td>
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</table>

### Results

- **36–45**
  - Congratulations! You are a good flatmate. Most people would be happy to share a home with you. You are clean, tidy and responsible. You don’t take advantage of others and know how to keep everyone happy.

- **20–35**
  - You’re OK as a flatmate, but you could be better. You may do the housework, although you don’t like it. You try to keep things tidy. You don’t complain too much. However, you can be difficult to live with at times. Perhaps you should try to be a little more understanding and helpful.

- **Less than 20**
  - Oh dear! You’re a terrible flatmate. Nobody would like to share a home with you! You are fun to be with, but you’re a bit selfish. Try helping with the chores and being more friendly to the people you live with. Perhaps then they will start to like you more!
Flatmate fun

Living with friends can be great fun. But what kind of flatmate would you be? 
Could you share a home with your friends? Would it be fun, or would it ruin your friendship? It's time to find out . . .

1. Your flatmate tells you they are having a big party that evening. You . . .
   a. feel annoyed that they didn’t tell you earlier.
   b. think ‘Great! What shall I wear?’
   c. decide to go to the cinema.

2. Your flatmate says they don’t like washing-up. What would you say?
   a. ‘That’s OK. I like washing-up so it’s no problem.’
   b. ‘Do your own washing-up or I’ll throw you out.’
   c. ‘I’ll do the washing-up if you clean the bathroom.’

3. You don’t have enough money to pay your share of the rent. You tell your flatmate . . .
   a. the truth, and promise to pay your share soon.
   b. someone stole your money, and ask them for a loan.
   c. you are sick so you can’t go to the bank.

4. Your flatmate brings home a dog they found in the street. You say . . .
   a. ‘Get that thing out of here!’
   b. ‘Great! What’s his name?’
   c. ‘It’s your responsibility to look after it.’

5. You notice your flatmate is beginning to smell. What do you do?
   a. Tell them to wash their clothes and take a bath immediately.
   b. Keep quiet because you don’t want to offend them.
   c. Open all the windows and say ‘What’s that terrible smell?’

6. You are playing loud music in your room and your flatmate complains. You . . .
   a. tell them to get out of your room and buy some earplugs.
   b. apologise and turn the music down.
   c. remind them they also play loud music.

7. You are watching television when your flatmate asks to change the channel to watch a film. What do you say?
   a. ‘No way. I was here first.’
   b. ‘Sure. What’s the movie?’
   c. ‘Buy your own TV.’

8. Your parents are coming to see you tomorrow and you want some privacy. You . . .
   a. inform your flatmate, hoping they won’t want to meet your parents.
   b. tell your flatmate to stay in their room.
   c. offer your flatmate £20 to disappear for the day.

9. Is it ever OK to use your flatmate’s toothbrush?
   a. No. You should respect their property.
   b. In an emergency – for example, if you break yours.
   c. Yes, but only to clean the toilet.

10. It’s two o’clock in the morning and your flatmate comes home making a lot of noise. You . . .
    a. shout ‘Keep quiet!’ as loud as you can.
    b. politely ask them to make less noise as you need your beauty sleep.
    c. say nothing and decide to make more noise the following night.

11. Your flatmate buys a new sweater which you really like. You . . .
    a. tell them it looks great.
    b. tell them it doesn’t suit them, but you’ll give them £5 for it.
    c. ask to borrow it the next day to go on a date.

12. Your flatmate’s room is very untidy. You . . .
    a. tell them to tidy up or find somewhere else to live.
    b. offer to help them tidy up.
    c. decide never to tidy up your room.

13. You have a friend in another country that you phone regularly. When the telephone bill comes you say . . .
    a. ‘OK. Let’s split this 50–50.’
    b. ‘I should probably pay more. Here’s another £2.’
    c. ‘Let me work out how much I have to pay.’

14. Your stereo breaks, but your flatmate has an identical one. You . . .
    a. swap your stereo with theirs and hope they won’t notice.
    b. borrow your flatmate’s stereo but ‘forget’ to return it.
    c. decide to buy another one.

15. You like to play the guitar at night. One day the neighbours complain about noise. You . . .
    a. tell them to go away before you call the police.
    b. apologise and promise to practise only during the day.
    c. blame your flatmate and agree it’s very inconsiderate.
Friends forever?

QUESTIONNAIRES

Yes / Sometimes / No

Useful Language

advice, apologise, argue, fence, gossip, honest, jealous, keep in touch, lie, patient, possession, protect, secret, trust

Present simple questions [Is it okay . . . ?], Adverbs of frequency [ever, etc.], Zero conditional
If + present, present

Preparation

Make one copy of the questionnaire for every two students. If you wish to do the Follow up, you will also need one copy of the Friendship proverbs for every two students.

Lead-in

Write Friendship proverbs on the board and add The road to a friend’s house is never long. Tell students this is a Danish proverb, and ask them what they think it means. Put students into groups and tell them to think of other proverbs that relate to friendship — either English proverbs or proverbs from their own language. Get students to write any proverbs they can think of on the board, and ask them to explain their meaning. Read through the introduction to the questionnaire and make sure students understand the focus.

See the Teacher’s notes on page 12.

Main Activity

Put students into pairs and give each pair a copy of the Friendship proverbs. Tell them to complete the proverbs by matching the sentence halves. Check that they have matched the sentence halves correctly, then explain that each proverb comes from a different country. Tell them to match each proverb with the country it comes from. [Answers: 1-h Japan, 2-J Russia, 3-f Germany, 4-I Iran, 5-g Spain, 6-c England, 7-e France, 8-a India, 9-d Italy, 10-b Mongolia]

Friendship proverbs

1 Complete the proverbs.

1 When the character of a man is not clear to you
2 An old friend is much better
3 The death of a friend
4 It is better to be in chains with friends
5 Never pass a town
6 A friend to all
7 Rich people never know
8 If you live in the river you should
9 Better one true friend
10 The winner has many friends

a make friends with the crocodile.
b the loser has good friends.
c is a friend to no one.
d than a hundred relatives.
e who their friends are.
f is the same as the loss of a limb.
g where a friend lives.
h look at his friends.
i than to be in a garden with strangers.
j than two new ones.

2 Can you guess which country each proverb is from?

Germany Iran England India Spain Mongolia France Russia Italy Japan
Friends forever?

Friendship is important. We all need friends to talk to and share our experiences. But friendship can mean different things to different people. Find out what kind of friend you are, and what kind of friend your partner is!

Ask and answer these questions with your partner. Tick ✓ your partner’s answers.

1. If a friend tells you a secret, do you ever tell anyone else?
2. Do you ever lie to protect your friends?
3. After you argue with a friend, do you apologise first?
4. Is it OK for a friend to ask you for money?
5. Do you think your friends trust you?
6. Do you keep in touch with your old school friends?
7. If you think a friend is wrong, do you always tell them?
8. Do you ever feel jealous of your friends?
9. Are you always honest with your friends?
10. Do you ever gossip about your friends?
11. Do you share your personal possessions with your friends?
12. Do you always follow your friends’ advice?

From Quizzes, Questionnaires and Puzzles by Mires Caven © Cambridge University Press 2005

PHOTOCOPIABLE
A family matter

**QUESTIONNAIRES**

Ask a friend

**USEFUL LANGUAGE**

advice, approve of, argue, consider, get on with, influence (v), memory, raise (v), responsible for, savings, turn to

Present simple questions (Do you ...? etc.), Past simple (were, etc.), Second conditional (if + past, would + verb), Present perfect (has influenced, etc.), Comparatives and Superlatives (better, the happiest, etc.)

**PREPARATION**

Make one copy of the Questions sheet and one copy of the Ask a friend sheet for each student. [Note: If you prefer to avoid photocopying, just copy the Ask a friend sheet on the board for students to copy in their notebooks.]

**LEAD-IN**

Write *The Simpsons* on the board and ask students if they know this famous television cartoon family. Ask those that do to call out the names of the family members *(Homer – father, Marge – mother, Bart – son, Lisa – daughter, Maggie – baby)*, and write them on the board. Ask them to call out adjectives that apply to each character, and add these to the board. Finally, put students into groups so that those students familiar with the programme can tell their classmates what they know about *The Simpsons*.

See the Teacher’s notes on page 13.

**MAIN ACTIVITY**

Ask each student to choose one or two questions from the list that they would like to answer. Tell them to write a short paragraph to answer each question. Then put students into small groups to swap their paragraphs and read each other’s views.

**FOLLOW UP**

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### A family matter

Read these questions. Choose four questions that you would like to ask your classmates.

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<td>1</td>
<td>Which member of your family do you argue with most?</td>
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<td>2</td>
<td>Would you marry someone your parents didn’t approve of?</td>
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<tr>
<td>3</td>
<td>Were both your parents equally responsible for raising their children?</td>
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<tr>
<td>4</td>
<td>What was the last thing you argued about with your parents?</td>
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<td>5</td>
<td>Is it better to have brothers and sisters or to be an only child?</td>
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<tr>
<td>6</td>
<td>Who in your family do you turn to when you need advice?</td>
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<td>7</td>
<td>Would you consider having children without getting married?</td>
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<td>8</td>
<td>What is your happiest family memory?</td>
</tr>
<tr>
<td>9</td>
<td>How would you feel if your parents spent all their savings on expensive holidays?</td>
</tr>
<tr>
<td>10</td>
<td>Where have you been on holiday with your family?</td>
</tr>
<tr>
<td>11</td>
<td>Do you think parents should help their children to buy their own home?</td>
</tr>
<tr>
<td>12</td>
<td>Which member of your family do you think has influenced you the most?</td>
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<tr>
<td>13</td>
<td>Who do you get on with the best in your family?</td>
</tr>
<tr>
<td>14</td>
<td>How often do you see your relatives?</td>
</tr>
<tr>
<td>15</td>
<td>Have you ever lied to your parents?</td>
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<tr>
<td>16</td>
<td>What advice would you like to give to your parents?</td>
</tr>
</tbody>
</table>
A family matter
Parents and children

QUESTIONNAIRES One to five

35m (Main activity 10m)

USEFUL LANGUAGE
attitude, duty, freedom, independence, look after, modern, obey, protect, punish, responsibility, traditional, values

Modals [should, etc.], First conditional [If present, future], Comparatives [more important than, etc.]

PREPARATION
Make one copy of the questionnaire for each student. Make one copy of the Score card for every two students.

LEAD-IN
Put students into groups and tell them to make a list of situations where a teenage child might disagree with their parents [e.g. about what time to go to bed, what clothes to wear, etc.]. When they are ready, ask them to come to the board and write their ideas. Tell students to talk about any arguments they have had with their parents. [If they are parents themselves, tell them to talk about any arguments they have had with their children.] If you wish, put students into groups to prepare a role play of one of the situations, which they should then perform in front of the class.

MAIN ACTIVITY
See the Teacher’s notes on page 13.

FOLLOW UP
Ask students how they think their family values are different from those of their grandparents. Do they think their children [will] have the same values? Do they think they have modern or traditional family values? Tell them to write a paragraph about their own family values. When they finish, they should swap with a partner and read their views.

Parents and children

Score card

Add up your score for Questions 1 to 10. Then read the description below that matches your score. Find out what your family values are.

10-25
You have a modern approach to thinking about the family. You believe children should have a lot of independence and the freedom to decide how they should live their life. Family is important to you, but you do not feel it is a great responsibility.

26-36
You have a mix of modern and traditional views of family life. You believe some traditional values are important, but also accept that we live in a modern world and that many people’s attitudes are changing.

37+
You have a very traditional view of family life. You have a strong sense of duty to your family and view it as one of the most important things in your life. For you, the family is everything. You respect the traditional ideas of the past and see no reason to change.
Most people would agree that family is important. However, different people have different family values. Some people have a very modern approach, while others are very traditional. What about you? What are your family values? Read these statements and circle your answers. Then interview your partner.

1 = disagree strongly
2 = disagree
3 = not sure
4 = agree
5 = agree strongly

<table>
<thead>
<tr>
<th>Statement</th>
<th>Me</th>
<th>My partner</th>
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<tbody>
<tr>
<td>1 ‘If you want to have children, you should get married.’</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>2 ‘Parents who don’t love each other should still stay married.’</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>3 ‘The father should be in charge of discipline.’</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>4 ‘A woman should not work if she has young children.’</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>5 ‘Your family should always be more important than your friends.’</td>
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<td>1 2 3 4 5</td>
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<td>6 ‘A parent should not have a job that involves a lot of travel.’</td>
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<td>1 2 3 4 5</td>
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<td>7 ‘The mother is the best person to look after the children.’</td>
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<td>1 2 3 4 5</td>
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<tr>
<td>8 ‘Children should always obey their parents.’</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>9 ‘It’s important to punish children if they do something wrong.’</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>10 ‘Children should look after their parents when they are old.’</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</table>
31 What makes you laugh?

QUESTIONNAIRES Spin the wheel

USEFUL LANGUAGE: cartoon, cartoon strip, collapse, funny, hunter, joke, misfortune, practical joke, programme, vote

PRESENT simple questions (Do you ...? etc.), Past simple (When was ...? etc.), Superlatives (the funniest, etc.)

PREPARATION:

Make one copy of the Spin the wheel questionnaire and one copy of The funniest joke in the world sheet for every three students.

LEAD-IN:

Put students into groups of three and give each group a copy of The funniest joke in the world sheet. After they have had time to read the information, ask the class how funny they think the joke is.

MAIN ACTIVITY:

See the Teacher’s notes on page 12.

FOLLOW UP:

Put students into groups of three and tell each group to share some jokes they remember. Explain they should choose the best one and write it down. When students are ready, tell each group to read their joke to the class. Take a vote to see who has the funniest joke!

The funniest joke in the world

Psychologist Dr Richard Wiseman from the University of Hertfordshire, England, wanted to find the world’s funniest joke. So, he started a website called laughlab.co.uk and invited people from all over the world to send in funny jokes. He also asked people to vote for which joke they thought was the funniest. After one year he had 40,000 jokes, and nearly two million votes from people in 70 countries.

Here is the joke that received the most votes:

'Two hunters are in the woods when one of them collapses. He doesn’t seem to be breathing and he looks very ill. His friend calls the emergency services on his cell phone: “My friend is dead! What can I do?” The operator says: “Calm down, I can help. First, let’s make sure he’s dead.” There is a silence, then a gunshot is heard. Back on the phone, the guy says: “OK, now what?”'
What makes you laugh?

1. What's the funniest film you've ever seen?
2. What comedians do you think are funny?
3. Do you watch cartoons on television?
4. Do you ever laugh at your own mistakes?
5. Which person you know makes you laugh the most?
6. Do you think cartoon strips in newspapers are funny?
7. When was the last time you had a really good laugh?
8. What's the best comedy programme you've seen on TV?
9. Do you laugh at jokes about people from other countries?
10. Do you like to tell jokes?
11. Do you laugh at other people's bad luck?
12. Do you ever play practical jokes on people?
Emotional intelligence

**Score card**

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<td>a-3, b-0, c-0</td>
<td>15</td>
<td>a-0, b-0, c-3</td>
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35-45

Congratulations! You are emotionally very healthy. You trust your feelings and use them to help you make the right decisions. You are a kind and sympathetic friend. You can probably notice when a friend is unhappy, even if they don't tell you. You are a great listener, and people often come to you for advice.

20-35

You have a good level of emotional intelligence. You often express your feelings well and say what you think. You can also understand other people's points of view, and you don't feel you have to win every argument you have! However, sometimes you worry about things too much and perhaps you get angry too easily. Try to take it easy for a while.

Less than 20

You have lots of strengths, but emotional intelligence isn't one of them! You need to express your feelings a bit more. Start to say what you think and feel, and try to be more confident when dealing with other people. Ask your friends and family for advice on the areas you need to improve. It'll make you a happier and healthier person!
Emotional intelligence is understanding your emotions and the emotions of other people. A healthy emotional intelligence is very important. It allows you to communicate well with other people. It helps you to make the right decisions, and to live a happy and successful life. How high is your emotional intelligence?

1. When a friend makes you angry, do you . . .
   a. try to hide your feelings.
   b. tell them how you feel and why.
   c. scream and shout at them.

2. A friend is unhappy because they think nobody likes them. Do you . . .
   a. take them to the cinema to cheer them up.
   b. tell them they are being silly and not to worry.
   c. try to make them understand it’s not true.

3. When you have to make an important decision, do you . . .
   a. ask people for advice before you make your decision.
   b. decide what to do without anyone’s help.
   c. do whatever your friends tell you.

4. If someone you don’t really like asks you on a date, do you . . .
   a. say ‘No’ politely.
   b. say you need to think about it.
   c. accept, because it would be rude to refuse.

5. The group of people you are with one evening decide to go to a nightclub. You don’t like nightclubs. Do you . . .
   a. go anyway although you know you won’t enjoy it.
   b. suggest something else and try to change their mind.
   c. say you’re tired and can’t go.

6. You’re playing a game and you are sure someone is cheating. Do you . . .
   a. explain the rules and tell them to stop cheating.
   b. say nothing.
   c. stop playing the game and leave.

7. You’ve just failed an important exam. Do you . . .
   a. decide that the subject is too hard for you and change to something else.
   b. tell yourself it’s OK as there are other subjects you are better at.
   c. make a plan to improve and promise to work harder.

8. An old boy/girlfriend calls you and asks to meet, but you are now in a relationship with someone else. Do you . . .
   a. agree to meet just once, explaining you have a new partner.
   b. apologise and say you’re busy.
   c. agree to meet and see what happens.

9. If someone criticises you in front of other people, do you . . .
   a. ignore them.
   b. defend yourself.
   c. walk away.

10. A friend borrows something from you, but doesn’t return it. Do you . . .
    a. explain why it’s important and ask them to return it.
    b. decide to not to mention it to avoid any problems.
    c. feel angry and end your friendship.

11. Your long-term partner ends your relationship. Do you . . .
    a. cry and feel miserable for months.
    b. work as hard as you can and try to forget all about them.
    c. accept what has happened and think about the future.

12. A colleague at work keeps doing something that annoys you. Do you . . .
    a. make a joke, hoping they’ll stop.
    b. ask them to stop.
    c. try to ignore it.

13. Your friend is angry because another driver nearly hit their car. Do you . . .
    a. play some calm music and talk about something else.
    b. tell them about a time something similar happened to you.
    c. join them in criticising the driver of the other car.

14. One of your friends says bad things about another friend who is not there. Do you . . .
    a. keep quiet and tell them later it was wrong.
    b. tell them to stop.
    c. keep quiet and say nothing.

15. You’re walking in the street when suddenly you trip and fall over. Do you . . .
    a. feel embarrassed and hope no one saw you.
    b. feel angry with yourself.
    c. laugh at yourself and carry on.
A balanced diet will help you feel healthy and full of energy. Use the food pyramid to make healthy food choices. Happy eating!

Let food be your medicine, and let medicine be your food.

You are what you eat.

An apple a day keeps the doctor away.

Food pyramid

Fats, Oils & Sweets Group
Use sparingly

Milk, Yoghurt & Cheese Group
2–3 servings

Vegetable Group
3–5 servings

Meat, Poultry, Dry beans, Eggs & Nuts Group
2–3 servings

Fruit Group
2–4 servings

Bread, Cereal, Rice & Pasta Group
6–11 servings
A healthy lifestyle

A balanced diet and active lifestyle are essential to good health. However, it's easy to forget and develop bad habits! Just how healthy is your lifestyle?

Ask and answer these questions with your partner. Tick ✓ your partner's answers.

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<tbody>
<tr>
<td>1</td>
<td>Do you take the stairs instead of the lift?</td>
<td>Yes</td>
<td>Sometimes</td>
<td>No</td>
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<td>2</td>
<td>Do you exercise for at least 30 minutes a day?</td>
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<td>Do you take a walk after dinner?</td>
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<td>Do you make sure you have breakfast?</td>
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<td>5</td>
<td>Do you have fruit and vegetables every day?</td>
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<td>Do you take some time each day to relax?</td>
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<td>7</td>
<td>Do you regularly go to the doctor and dentist for a check-up?</td>
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<td>Do you avoid sweet and fatty food?</td>
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<td>9</td>
<td>Do you eat only when you are hungry?</td>
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<td>10</td>
<td>Do you sleep for eight hours or more?</td>
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<td>11</td>
<td>Do you stop yourself from eating snacks?</td>
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<td>12</td>
<td>Do you drink several glasses of water every day?</td>
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Are you having fun?

Read these questions. Choose four questions that you would like to ask your classmates.

1. What part of your week do you look forward to most?
2. Did you have a good time on your last holiday?
3. How often do you see your friends?
4. How many times did you go out in the evening last week?
5. What’s your best memory so far this year?
6. Do you feel that other people’s lives are more exciting than yours?
7. How did you spend last weekend?
8. What is the worst part of your week?
9. Do you find it easy to make new friends?
10. What’s your idea of a great day out?
11. How often do you feel bored?
12. Do you think you laugh a lot?
13. What’s your favourite freetime activity, and how often do you have time to do it?
14. What do you enjoy most in life?
15. What did you do to celebrate your last birthday?
16. Do you think you have an active social life?
Are you having fun?
How stressed are you?

Score card

Add up your score for Questions 1 to 10. Then read the description below that matches your score. Find out how stressed you are.

10-25

Well done! You are not very stressed at all. Your easy-going attitude helps you to get through all your problems. You have a positive and healthy approach to life and you don’t let difficulties stop you from enjoying yourself. But don’t get too relaxed about things – a little bit of stress is a good thing!

26-36

You are a little stressed, but it’s nothing to worry about. In general, you manage stress well, but perhaps you should try to relax a little bit more. Start a hobby, or introduce a bit more exercise into your weekly routine. Try to make sure you have fun and soon your stress levels will start to fall.

37+

You seem to be very stressed. Perhaps you are working too hard and need a break. Why don’t you have a relaxing aromatherapy massage, and listen to some soothing music. Go out with your friends more often and forget your problems. Take it easy for a change, and you’ll be amazed how quickly you start to feel better.
35 How stressed are you?

How stressed are you?

There is some stress in everyone’s life. Indeed, a little stress is a good thing. It gives us the energy we need to do our best. However, too much stress over a long period can make you ill. How high are your stress levels? Read this questionnaire and circle your answers. Then interview your partner.

1 = disagree strongly
2 = disagree
3 = not sure
4 = agree
5 = agree strongly

<table>
<thead>
<tr>
<th></th>
<th>Me</th>
<th>My partner</th>
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What a negative person!

Ben and Peter are brothers. Ben is an optimist and Peter is a pessimist. Can you match the statements and replies?

1. I'm going to be rich one day!
2. I'm going to see a film tonight.
3. I met a really nice woman yesterday.
4. John and Sue got engaged last week.
5. I'm going on holiday to Spain next week.
6. I started a new job yesterday.

a. The cinema will be closed.
b. You'll soon get the sack.
c. The weather will be terrible.
d. They'll never marry.
e. No you're not. You'll always be poor.
f. She'll already have a boyfriend.
What are your plans?

1. Where will you be at 4 pm tomorrow afternoon?
2. How long do you think you'll continue to learn English?
3. Are you going to do anything special on your next birthday?
4. What job do you think you will have ten years from now?
5. What are your plans for the rest of this year?
6. Where are you going to go for your next holiday?
7. Do you think you'll ever live in another country?
8. What are you doing next weekend?
9. Do you think you'll be rich and famous one day?
10. What are you going to do this evening?
11. Do you think everyone will speak the same language in the future?
12. How will your life in the future be different from your life now?
Be honest!

**QUESTIONNAIRES** Multiple choice

Second conditional

35m (Main activity 20m)

**USEFUL LANGUAGE**

- accidentally, apologise, avoid, beggar, change (n), charity, check (v), confident, diplomatic, drop, exaggerate, faulty, honest, guilty, ignore, lie, overdue, pretend, protect, receipt, scratch (v), selfish, truthful, upset (v)

**PREPARATION**

- Second conditional ([If + past, would + verb])

**LEAD-IN**

Make one copy of the questionnaire for each student. Make one copy of the Score card for every two students.

Write on the board: to **tell a white lie** and ask students what they think it means (**to tell a little lie to avoid hurting someone with the truth**). Ask students to raise their hand if they have ever told a white lie, and then put them into groups to tell their stories. When students have finished, tell them that they are going to complete a questionnaire to find out how honest they are. Read through the introduction to the questionnaire and make sure students understand the focus.

See the Teacher's notes on page 12.

Write **How... are you?** on the board and add these adjectives: **honest, aggressive, adventurous, kind, tidy, selfish, hard-working.** Tell students to call out other adjectives of character and write their ideas on the board. Put students into small groups and tell each group to choose one adjective and write three multiple choice questions, using the questionnaire as a guide. When students are ready, tell them to read out their questions to each other.

---

**Be honest!**

**Score card**

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<td>a-3, b-0, c-1</td>
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**36-45**

You are extremely honest and truthful. You tell people the truth even if it can cause you problems. However, be careful. Sometimes you can be too truthful and direct, and you may hurt other people’s feelings. Try to be a little more diplomatic. Sometimes, people don’t want to hear the truth!

**20-35**

You are quite honest, but clearly it depends on the situation. You may feel it is OK to lie to protect yourself, but you also lie to avoid hurting other people’s feelings. Nobody is perfect, so don’t worry. However, you might ask yourself if you are as honest as you should be.

**Less than 20**

Oh dear. It seems you are not very honest at all. You are probably quite selfish, and always think of yourself first. You may sometimes lie because you don’t want to upset other people. However, as you lie almost all the time, it is hard to know for sure!
Everybody likes to think that they are very honest and truthful. However, most of us do tell lies at some time or another. How confident are you that you would ‘do the right thing’? Answer these questions to find out how honest you really are . . .

1 If you had a small accident while you were driving your parents’ car, would you . . .
   a check first to see if they were in a good mood.
   b say nothing and hope they didn’t notice.
   c tell them as soon as you arrived home.

2 If you went shopping with your new date and an old boy/girlfriend waved at you, would you . . .
   a wave back and tell your date all about them.
   b ignore them.
   c wave back, but pretend you didn’t know who it was.

3 If your parents gave you a present you didn’t like, would you . . .
   a tell them you didn’t like it.
   b say ‘It’s lovely! Thank you so much’.
   c ask for the receipt so you can exchange it for something else.

4 If you were looking at an expensive glass vase in a shop and accidentally broke it, would you . . .
   a hide the pieces quickly and leave.
   b tell a shop assistant and pay for the vase.
   c buy something else from the shop because you felt guilty.

5 If your best friend was wearing a hat that you thought looked terrible, would you . . .
   a tell them you didn’t like it.
   b say it looked great on them.
   c try not to give an opinion.

6 If you borrowed a friend’s DVD but accidentally scratched it, would you . . .
   a explain what happened and buy them a new one.
   b give it back and apologise.
   c say nothing and hope they didn’t notice.

7 If someone you really liked asked you on a date, but it was the same night as your friend’s birthday party, would you . . .
   a phone your friend and say you were ill.
   b ‘forget’ to go to your friend’s birthday party.
   c ask your date to go to the party with you.

8 If you saw someone drop a £20 note, would you . . .
   a tell your friend to pick it up, then spend the money together.
   b pick it up and keep it.
   c pick it up and give it to them.

9 If you noticed that an old lady in the supermarket queue in front of you was hiding a tin of ham in her raincoat, would you . . .
   a tell the manager immediately.
   b do nothing.
   c tell the manager later.

10 If a shop assistant gave you too much change, would you . . .
    a keep the extra money for yourself.
    b give the money to a beggar.
    c tell them and return the extra money.

11 If you asked for £10 at a cash machine but it was faulty and gave you £80 by mistake, would you . . .
    a tell the bank and return the money.
    b use it again and hope to get even more money.
    c tell the bank but keep the money.

12 If your bank statement showed a mysterious credit for £200, would you . . .
    a spend the money and refuse to return it if the bank discovered the error.
    b tell the bank about the mistake.
    c give the money to charity.

13 If a friend asked for a piece of your favourite cake, but it was the last piece, would you . . .
    a pretend you didn’t hear and hope they wouldn’t ask again.
    b give them the last piece.
    c say there was none left.

14 If you had an interview for a job you really wanted, would you . . .
    a exaggerate your experience to have a better chance of success.
    b tell them the truth and hope it was enough to get through.
    c explain you have six brothers and sisters to support.

15 If you found a library book that was six months overdue, would you . . .
    a secretly take it back and say you returned it on time if they ask.
    b keep it.
    c take it back and pay the fine.
**38 Crazy about shopping**

**QUESTIONNAIRES**

Yes / Sometimes / No

**Gerund and infinitive**

20m (Main activity 10m)

---

**USEFUL LANGUAGE**

aggressive, arrange, avoid, bargain [n], budget [n], regret, scary, shopaholic

Present simple questions (Do you . . . ? etc.)

**PREPARATION**

Make one copy of the questionnaire and one copy of the Gerunds and infinitives sheet for every two students.

**LEAD-IN**

Put students into pairs and give each pair a copy of the Gerunds and infinitives sheet. Tell them to put each verb in the correct column. (Answers: Gerund: suggest, miss, finish, practise, delay, deny / Infinitive: refuse, promise, want, hope, learn, agree). Then tell each pair of students to write a sentence using each verb. Finally, read through the introduction to the questionnaire and make sure students understand the focus.

See the Teacher's notes on page 12.

Write these questions on the board:

- What's the most expensive thing you've ever bought?
- What's your favourite place to go shopping?
- What's the best bargain you've ever bought?

Add any additional questions your students can think of that are connected to the theme of shopping, then put them into groups to discuss their answers.

---

**Gerunds and infinitives**

She misses going to the beach every day.

He hopes to pass all his exams.

Put each verb in the correct column.

<table>
<thead>
<tr>
<th>suggest</th>
<th>promise</th>
<th>miss</th>
<th>hope</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>finish</td>
<td>refuse</td>
<td>want</td>
</tr>
<tr>
<td>practise</td>
<td>learn</td>
<td>delay</td>
<td>deny</td>
</tr>
</tbody>
</table>

**Verbs that take the gerund**

- miss
- ...
- ...
- ...
- ...
- ...

**Verbs that take the infinitive**

- ...
- ...
- ...
- ...
- ...
- ...

Work with a partner to make a sentence for each verb.
Crazy about shopping

Some people hate shopping and others really enjoy it. What about you? Is shopping something you only do when you have to, or are you a shopaholic?

Ask and answer these questions with your partner. Tick ✓ your partner's answers.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you ever decide to go shopping because you're bored?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Do you avoid giving yourself a budget when you shop?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Do you try to go shopping every weekend?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Do you ever regret spending too much money in a shop?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Do you like shopping in towns and cities you don't know?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Do you look forward to shopping in the sales?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Do you ever arrange to go shopping with your friends?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Do you want to go in every new shop you see?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Do you prefer shopping to any other freetime activity?</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Do you keep looking for bargains even on holiday?</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Do you enjoy buying things you don't really need?</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Do you love comparing prices in different shops before you buy?</td>
<td></td>
</tr>
</tbody>
</table>
Childhood memories

Read these questions. Choose four questions you would like to ask your classmates.

1. When you were a child, what games did you play?
2. What is the first holiday you remember?
3. What things used to make you scared?
4. What can you remember about your first school?
5. Did you have a favourite toy when you were growing up?
6. Who was your first ‘best friend’?
7. What hobbies did you have when you were younger?
8. What teacher from school do you remember most clearly?
9. Who was your first love?
10. What songs do you remember from your childhood?
11. What’s your best childhood memory?
12. What’s your favourite memory of family life?
13. Do you remember your first day at school?
14. What’s the most exciting place you have visited?
15. What sights, sounds and smells do you remember from your childhood?
16. What things did you enjoy as a child?
Childhood memories

Name: ____________________________

Question: _________________________

Answer: ___________________________
Are you a bighead?

QUESTINNAIRES One to five

arrogant, attractive, bighead, charming, complex, conceited, confidence, deeply, get served, perfect, positive, proportion, respected, self-esteem, sensitive
Comparatives (more intelligent, better, etc.)

Make one copy of the questionnaire for each student. Make one copy of the Score card for every two students.

Put students into groups. Tell them to make a list of adjectives that are often associated with famous people (e.g. ambitious, wealthy, determined, etc.). When students have finished, write their ideas on the board. If necessary, add the word big-headed and tell students to look up its meaning in their dictionary. Point out that bighead is the noun. Then read through the introduction to the questionnaire and make sure students understand the focus.

See the Teacher's notes on page 13.

Put students into groups. Tell them to think of a famous person who they think is big-headed. Explain they should make a list of their reasons. When students are ready, ask each group to tell the class which famous person they chose and why. Finally, take a class vote on which famous person they think is the most big-headed.

---

Are you a bighead?

Score card

Add up your score for Questions 1 to 10. Then read the description below that matches your score. Find out if you are a bighead.

10-25

Well, you're certainly not a bighead! Nobody could accuse you of being arrogant or conceited. In fact, your score is so low you may have the opposite problem. You may feel everyone else is better than you.

26-36

You are not a bighead. You know you may be better at some things than other people, but you also know you're not perfect at everything. You have a very balanced view of your abilities.

37+

Wow! You think you're a real star. You expect to be rich, famous and successful one day. In your eyes, you are a celebrity. You probably wear sunglasses indoors. Your friends must be very patient people.
Is Tom generous?

**PUZZLES Logic puzzle**

Comparatives *(younger than, etc.)*, Character adjectives *(ambitious, generous, optimistic, etc.)*, Modals of deduction *(could, might, etc.)*

Make one copy of the Clue cards. Cut along the dotted lines.

Write *Character adjectives* on the board and ask students to call out as many as they can *(e.g. shy, hard-working, etc.)*. Practise pronunciation, then tell students which adjectives you think apply to you, and why. For example, *I think I am quite hard-working because I teach a lot of classes*. Put students into groups to discuss which adjectives they think apply to them. Encourage them to explain their choices.

Write *Is Tom generous?* on the board and tell students you are going to give them clues to a puzzle and they must find the answer to this question as quickly as they can.

See the Teacher's notes on page 14. *(Answer: No. Mike is generous.)*

Tell students to think of one person they know, and to write a short paragraph to describe the character of that person. When they finish, put them into groups and tell them to read their paragraphs to each other.

---

**Information chart**

<table>
<thead>
<tr>
<th></th>
<th>Tom</th>
<th>Jane</th>
<th>Mike</th>
<th>Sue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Hair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Answers**

<table>
<thead>
<tr>
<th></th>
<th>Tom</th>
<th>Jane</th>
<th>Mike</th>
<th>Sue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>19</td>
<td>24</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>Hair</td>
<td></td>
<td>fair</td>
<td>blonde</td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td></td>
<td>optimistic</td>
<td>ambitious</td>
<td>generous</td>
</tr>
<tr>
<td>City</td>
<td></td>
<td>London</td>
<td>Oxford</td>
<td>Liverpool</td>
</tr>
</tbody>
</table>
Find it!  
PUZZLES Wordsearch

42

USEFUL LANGUAGE

amazed, cheerful, dangerous, harmful, hurry, marvellous, rush, wonderful

PREPARATION

Make one copy of the Wordsearch puzzle for every two students. If you wish to extend this activity [see the Optional extension in the Teacher's notes on page 14], make one copy of the Wordsearch template on page 125 for every two students.

LEAD-IN

Explain to students that synonyms are words which have a similar meaning. Ask students to call out any synonyms they can think of (e.g. big – large) and write them on the board.

MAIN ACTIVITY

See the Teacher's notes on page 14.

Write these words on the board: rich, delicious, movie, tasty, crazy, great, actor, terrible, awful, star, mad, wealthy, film, fantastic. Tell students to match the synonyms. Finally, ask students if they can think of any more synonyms for any of the words on the board (e.g. awful, terrible – dreadful). Then erase all the words from the board and put students into pairs to remember as many synonyms as they can.

FOLLOW UP

h a d e c h e e r f u l
o m a r v e l l o u s y
w o n d e r f u l l a r e
i n g r u s p h s r e s
f e e s o t u r u s h t
h u r r y u b e r r r t h
g o o a s l e e p y r a
t s u h m o r n r a c r
t i s s a a t r i b e m
a t r i b p z o s a y f
u m b e a t p e e v e u
w a r z d a i y d i a l

1 Find these synonyms in the puzzle:

sleepy ↔ tired

happy ↔ cheerful

marvellous ↔ wonderful

harmful ↔ dangerous

surprised ↔ amazed

hurry ↔ rush

2 Think of some more synonyms and make a list. For example:
clever – intelligent.

Then say one word to your partner. Can they think of the same synonym?
**AcROSS**

1. Jane and Tim ______ been seeing each other for long when they decided to get married. [5]
2. Brian ______ be able to come to the cinema tonight because he has a cold. [4]
5. 'Do you know where Sue and Bob ______ gone?' [4] 'They went shopping, I think.'
6. 'You look tired! I am. I've ______ working hard all day.' [4]
8. After the party ______ everyone went home. [8]
10. Do you know what time the meeting is ______ to start? [5]
11. 'What will you be ______ at this time tomorrow?' 'Sitting on the sofa watching TV, I expect.' [5]

**DOWn**

1. When the police arrived it was too late. The criminal ______ already run away. [3]
3. While Jane was ______ television, I did the washing-up. [8]
4. I'm ______ my friend at the airport later tonight. [7]
7. 'How long have you been ______?' 'Five years. I bought this car as soon as I passed my test.' [7]
9. 'It's nearly six o'clock.' 'Oh no! My train ______ in five minutes. I'd better hurry.' [6]
believe your ears, catch someone's eye, give someone a hand, have your head in the clouds, head over heels (in love), keep an eye on, learn something by heart, make up your mind, put your foot in it
Past simple [fell], Past perfect [had stolen]

PREPARATION
Make one copy of the Hidden word puzzle for each student.

LEAD-IN
Explain that an idiom is a group of words which have a particular meaning. Write: It's a piece of cake on the board and ask students if they know what it means. Accept any answer similar to 'It's very easy' and then put students into groups to list as many idioms as they can. After a minute, ask them to call out their ideas and write them on the board. Then ask students to give the meaning of each idiom, and add this in brackets.

MAIN ACTIVITY
Tell students they are going to complete idioms in a puzzle. See the Teacher's notes on page 15. (Answers: 1 heels, 2 eye, 3 head, 4 ears, 5 foot, 6 heart, 7 caught, 8 hand, 9 made Hidden word: heartache)

FOLLOW UP
Put students into groups and tell them to talk about their first love. Write: My first love on the board and add these questions to help them: How old were you? What was their name? Where did you meet? What did they look like? What happened?

---

Read the text and try to guess the missing words. Each star represents one letter. Write the missing word in the correct place on the grid to reveal a hidden vertical word.

My first love was Claire Wardell. We both went to the same primary school. As soon as I saw her in class on the first day, I fell head over 1★★★★★ in love. That afternoon, after school, she agreed I could walk home with her. On the way she asked me to keep an 2★★★ on her bag while she went into a shop. Well, I was a bit of a dreamer in those days. I always had my 3★★★ in the clouds, and well... when she came out, the bag was gone.

Somebody had stolen it. She was angry and told me she didn't like me any more. I couldn't believe my 4★★★. I was very upset. I asked her to forgive me but I just kept putting my 5★★★★ in it and saying the wrong thing. That night I was fed up, so I decided to write a poem to her. It took me hours, but when it was finished, I learnt it by 6★★★★. The next day, in the first lesson, I 7★★★★ her eye and smiled. She smiled back, so at break I read her my poem. She loved it, and later she even gave me a 8★★★★ to carry some books for the teacher. We 9★★★★ up our minds never to argue again.
Prefixes (impatient, etc.), Synonyms (rich / wealthy, etc.), Compound nouns (mobile phone, etc.), Adjectives of character (talkative, etc.)

Make one copy of the Puzzle mix sheet for each student.

Write Prefixes and Suffixes on the board and give an example of each (e.g. incorrect / improvement). Divide the class into two groups and tell one group to list as many words with prefixes as they can and the other to list as many words with suffixes as they can. Give students two minutes, then tell them to write their words on the board. Review spelling and pronunciation, and tell students to look up any words they do not know in their dictionary.

See the Teacher’s notes on page 15.

Write on the board: employ, hope, confident, rely, study, play and divide students into small groups. Give each group a different word from the board and tell them to use their dictionary to check the part of speech of the word, and find as many other parts of speech for the word as they can (e.g. employ [v], employee [n], employer [n], unemployed [adj], unemployable [adj] etc.). When they finish, tell them to write their lists on the board.

**Answers**

1. discourage, unfortunate, inconvenient, multinational, replay, co-worker, misunderstand, impatient, illogical, irresponsible, antiwar, semi-final

2. Verb | Noun | Adjective
--- | --- | ---
enjoy | enjoyment | enjoyable
hope | hope | hopeful
entertain | entertainment | entertaining
attract | attraction | attractive
astonish | astonishment | astonishing
delight | delight | delightful

3. 1 rich (c), 2 terrible (b), 3 delicious (a), 4 dangerous (e), 5 discover (f), 6 rush (d)

4. writing paper clip / post office worker / table tennis court / car alarm clock race track suit / traffic jam tart / washing machine gun / car key ring email address book / mobile phone call
1. Match each prefix with a word.
- dis
- un
- in
- multi
- mis
- ir
- anti
- re
- co
- semi
  - courage
  - fortunate
  - convenient
  - national
  - play
  - worker
  - understand
  - patient
  - logical
  - responsible
  - war
  - final

2. Complete the chart.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoy</td>
<td></td>
<td>hopeful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>entertainment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>attractive</td>
</tr>
<tr>
<td>astonish</td>
<td></td>
<td>delight</td>
</tr>
</tbody>
</table>

3. Unscramble these words. Then match each word with one from below that has a similar meaning.

Example: sad (a)

1. cirh
2. tibrrlee
3. duslioice
4. goersdna
5. ivesorcd
6. rshu

Options:
- a tasty
- b awful
- c wealthy
- d hurry
- e harmful
- f find
- g unhappy

4. Hidden in the snake are eight adjectives that describe people. Can you find them?

5. Write one word in the middle column to make two compound words.

- writing clip
- post worker
- table court
- car clock
- race suit
- traffic tart
- washing gun
- car ring
- email book
- mobile call
46  Who plays tennis?
PUZZLES  Logic puzzle

USEFUL LANGUAGE
neither, reporter, yoga
Present simple [plays, etc.], Adverbs of frequency [always, etc.], Modals of deduction
[could, might, etc.]

PREPARATION
Make one copy of the Clue cards. Cut along the dotted lines.

LEAD-IN
Put students into groups and give each group a different sport [e.g. football, tennis, etc.].
Tell them they have one minute to think of as many words connected to that sport as possible [e.g. football: score, goal, player, referee, stadium, etc.]. After one minute, tell each
group to write their lists on the board.

MAIN ACTIVITY
Write Who plays tennis? on the board and tell students you are going to give them clues to a
puzzle and they must find the answer to this question as quickly as they can.
See the Teacher’s notes on page 14. [Answer: Tim plays tennis.]

FOLLOW UP
Write these questions on the board: What sports do you play? When do you play sport? What
sports do you like to watch? What sports are popular in your country? What’s your greatest
sporting moment? Would you like to be a sports star? Tell students to write one or two
sentences in answer to each question. Then put them in groups to ask each other the
questions and read their answers.

Information chart

<table>
<thead>
<tr>
<th></th>
<th>Kevin</th>
<th>Fiona</th>
<th>Judy</th>
<th>Tim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answers

<table>
<thead>
<tr>
<th></th>
<th>Kevin</th>
<th>Fiona</th>
<th>Judy</th>
<th>Tim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport</td>
<td>football</td>
<td>yoga</td>
<td>golf</td>
<td>tennis</td>
</tr>
<tr>
<td>Day</td>
<td>Monday</td>
<td>Friday</td>
<td>Thursday</td>
<td>Tuesday</td>
</tr>
<tr>
<td>Job</td>
<td>reporter</td>
<td>taxi-driver</td>
<td>teacher</td>
<td>doctor</td>
</tr>
<tr>
<td>Transport</td>
<td>motorbike</td>
<td>bus</td>
<td>bike</td>
<td>car</td>
</tr>
</tbody>
</table>

Clue cards

Kevin has a motorbike.
Judy goes everywhere by bicycle.
The reporter plays football.
The taxi-driver does yoga.
The teacher doesn’t have a car.
Nobody exercises at the weekend.
There is no football on Wednesday.
Tim exercises on Tuesday.

One woman always takes the bus.
The doctor has a car.
Fiona exercises every Friday.
The golf player always plays on Thursday.
The person who doesn’t have a car plays golf.
Neither of the women plays football.
Fiona isn’t the tennis player.
No buses go to the golf course.
Mad about movies

Puzzles Wordsearch

Film genres
20m (Main activity 10m)

Useful language
action, adventure, animation, comedy, disaster, fantasy, gangster, horror, romance, thriller, western

Preparation
Make one copy of the Wordsearch puzzle for every two students. If you wish to extend this activity [see the Optional extension in the Teacher's notes on page 14], make one copy of the Wordsearch template on page 125 for every two students.

Lead-in
Tell students to write the name of their favourite film. Then tell them to add as many details as they can about the film (when it was made, who starred in it, what it's about, etc.). Put students into groups and ask them to tell each other about their favourite film. Encourage them to explain why that film is their favourite.

Main activity
See the Teacher's notes on page 14.

Follow up
Put students into groups and tell them to think of one film for each film genre [for example: Fantasy - Lord of the Rings]. When they are ready, ask each group to call out their suggestion for each film genre. Finally, tell students to talk about which genre they like most and why.

Answers
ar a e u p j k a p c s e a l e
u e y e h y q f r f r b g n r l
w d c o m e d y a e r t o e l e
q e p z m a h r t n o i l e c e
a w s a a d t s g r t l e n f e
g w d t c w a r f a i a a n e a
i s u l e s q n m r n m s e r g
o t e r i r b i h s o g l y m o
n a a d v e n t u r e s s r s r
s a a s s a c t i o n b c t t r
t e i y u t n i e d g n v n e o
s o e d u s b p l i l m s c i r

1 Find these types of films in the puzzle:

action       adventure
comedy        thriller
disaster      horror
fantasy       western
war           romance
animation     gangster

2 Work with a partner. Choose a type of film and write a short description. For example:
This kind of movie is quite exciting. There are lots of strange creatures and people can have special powers. (fantasy)

When you finish, make a group and read your description. Can your classmates guess the type of film you are describing?
advert, broadcast, cable, channel, commercial break, documentary, factual, imaginary, listener, programme, quiz, remote control, repeat (n), satellite, soap opera, station, surf, temporarily
Zero conditional (if + present, present)

Make one copy of the Crossword puzzle for each student.

On the board, make a list of as many different types of television programme as students can think of (e.g. news, documentary, soap opera, etc.). Then ask why they think more people watch TV than listen to the radio. Can they think of any advantages of radio (e.g. you can use your imagination more, etc.)?

See the Teacher's notes on page 15. [Answers: Across 1 adverts, 5 quiz, 6 soap, 7 listeners, 8 satellite, 10 remote, Down 2 documentary, 3 station, 4 hopping 9 repeat]

Write on the board: How many hours TV do you watch a week? What kind of TV programmes do you like? What is your favourite programme at the moment? Put students into groups to share their ideas.

---

ACROSS
1  A commercial break is when the main programme stops temporarily and the ...... come on for a few minutes. [?]  
5  A ...... show is a programme where contestants can win money if they answer questions correctly. [4]  
6  A programme about the lives of an imaginary group of people is a ...... opera. [4]  
7  If a TV show has viewers, a radio programme has ...... [9]  
8  You have to pay extra for cable or ...... TV, but you get hundreds more channels. [9]  
10  You use a ...... control to change the channel on your TV without getting up from the sofa. [6]

DOWN
2  A ...... is a factual programme about real social or political problems. [11]  
3  On television it is called a channel. On the radio it is called a ...... [7]  
4  If you often change TV channels without really watching anything, then it's called channel ...... [?]  
9  If a programme is broadcast again, it is called a ...... [6]
What a night!

PUZZLES Hidden word

USEFUL LANGUAGE
act (n), advance, circle, circus, costume, critic, experience (n), interval, performer, review (n), show (n), stage (n), stalls, talented
Past simple (went, etc.), Past perfect (had read, etc.)

PREPARATION
Make one copy of the Hidden word puzzle for each student.

LEAD-IN
Write Entertainment on the board and put students into groups to list as many forms of entertainment as they can think of. Write Watching a film to start them off. When they have finished, tell the group with the most ideas to write them on the board. Then put students into pairs to discuss what types of entertainment they enjoy.

MAIN ACTIVITY
Tell students they are going to complete a puzzle about a trip to the theatre. See the Teacher's notes on page 15. (Answers: 1 tickets, 2 experience, 3 theatre, 4 stage, 5 performers, 6 reviews, 7 advance, 8 circle Hidden word: interval)
Put students into groups to find out what each other's idea of a great night out is. How similar or different are their ideas?

FOLLOW UP

Read the text and try to guess the missing words. Each star represents one letter. Write the missing word in the correct place on the grid to reveal a hidden vertical word.

Last month I bought two ★★★★★★★ to see a very special circus called 'Cirque du Soleil'. There are no animals in this circus. Rather, there are lots of different circus acts with music and singing as well. All the critics in the newspapers said it was an unforgettable ★★★★★★★★, so my friend and I were really looking forward to it.

We went to see the show last night at the Royal Albert Hall, which is a big ★★★★★★★ in London. There were thousands of people! Luckily, we had seats close to the ★★★★★★★, so we could see everything. Well, it was an amazing night! All the ★★★★★★★★★ were really talented and the costumes they wore were so colourful. It was great fun. I'm pleased to say that all the ★★★★★★★★★ I had read in the papers were true. I'd definitely recommend that you go to see it. Make sure you book well in ★★★★★★★★★ though, as it gets sold out quickly. Try to get seats in the ★★★★★★★★★ if you can, rather than the stalls, because you'll get a better view of the action.
**50 Freetime fun PUZZLES Puzzle mix**

**Leisure activities**
30m (Main activity 20m)

**Useful Language**
**Preparation**
**Lead-in**

**Main Activity**
**Follow up**

**Sports, Hobbies, Freetime activities, Shopping vocabulary**

Make one copy of the Puzzle mix sheet for each student.

Write Leisure activities on the board and add Sports, Hobbies, Entertainment in three columns. Divide the class into three groups and give each group a different category. Tell them they have one minute to list as many words as they can for their category (e.g. football, reading, watching a film, etc.). After one minute, tell them to write their lists on the board. Review spelling and pronunciation, and tell students to look up any words they don’t know in their dictionary. Finally, put students into pairs to discuss the activities they enjoy.

See the Teacher’s notes on page 15.

Tell students to choose one sport, hobby or free time activity that they really enjoy. Ask them to write a few sentences to say what the activity is, why they like it and what part it plays in their life. Then put students into groups and ask them to read their work to each other.

**Answers**

1. go camping, play chess, go sightseeing, go skiing, play rugby, play the guitar, do aerobics, play basketball, play video games, go hiking, go jogging, do yoga

2. **Activity**
   - watch a play
   - go ice-skating
   - look at famous paintings
   - see a film
   - go to a football match
   - go out for a meal
   - see your favourite pop group
   - go sunbathing

   **Place**
   - theatre
   - ice-rink
   - art gallery/art museum
   - cinema
   - stadium
   - restaurant
   - concert hall/stadium
   - beach

3. 1 table tennis (d), 2 golf (a), 3 hockey (f), 4 snooker (c), 5 badminton (b), 6 fishing (e)

4. **Redacted Image**

5. window shopping / shop assistant / department store / shopping list / credit card / changing room
Write play, do or go next to each activity.
- camping
- sightseeing
- rugby
- aerobics
- video games
- jogging
- chess
- skiing
- the guitar
- basketball
- hiking
- yoga

Complete the chart.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch a play</td>
<td>ice-rink</td>
</tr>
<tr>
<td>look at famous paintings</td>
<td>cinema</td>
</tr>
<tr>
<td>go to a football match</td>
<td>restaurant</td>
</tr>
<tr>
<td>see your favourite pop group</td>
<td></td>
</tr>
<tr>
<td>go sunbathing</td>
<td></td>
</tr>
</tbody>
</table>

Unscramble these words to find six sports. Then match each sport with the equipment you need.

Example: *cycling* iyngclc (g)

1. table nienst
2. folg
3. kehcyo
4. snkeroo
5. nbinatmod
6. fsngihi

a club   b racquet   c cue   d bat   e rod   f stick   g bike

Hidden in the snake are six hobbies. Can you find them?

Match a word on the left with one on the right.

window   list
shop     card
department shopping
shopping store
credit   assistant
changing room
51 Where did Sarah go?
PUZZLES Logic puzzle

USEFUL LANGUAGE
destination, last [v], length
Comparatives and Superlatives [longer than, the most expensive, etc.], Modals of deduction [could, might, etc.]

PREPARATION
Make one copy of the Clue cards. Cut along the dotted lines.

LEAD-IN
Tell students to write down the place they would most like to go on holiday. Tell them to add as many details as possible (where it is, what the weather is like, what you can do there, etc.). Put students into groups and ask them to tell each other about the place they would most like to visit on holiday. Encourage them to explain their reasons.

MAIN ACTIVITY
Write Where did Sarah go? on the board and tell students you are going to give them clues to a puzzle and they must find the answer to this question as quickly as they can.
See the Teacher’s notes on page 14. [Answer: Sarah went to Spain.]

FOLLOW UP
Tell students to imagine they are on holiday in the place they chose in the Lead-in activity. Tell them to write a postcard to a friend, explaining where they are, what the weather is like, what they have done, etc. When students finish, tell them to exchange their postcards with each other and read as many as they can in the remaining time available.

Information chart

<table>
<thead>
<tr>
<th></th>
<th>Simon</th>
<th>John</th>
<th>Lizzie</th>
<th>Sarah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Destination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answers

<table>
<thead>
<tr>
<th></th>
<th>Simon</th>
<th>John</th>
<th>Lizzie</th>
<th>Sarah</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of holiday</td>
<td>camping</td>
<td>skiing</td>
<td>package</td>
<td>hiking</td>
</tr>
<tr>
<td>Destination</td>
<td>France</td>
<td>Switzerland</td>
<td>Italy</td>
<td>Spain</td>
</tr>
<tr>
<td>Length of holiday</td>
<td>2 weeks</td>
<td>1 week</td>
<td>3 weeks</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Cost</td>
<td>£450</td>
<td>£1,200</td>
<td>£1,100</td>
<td>£900</td>
</tr>
</tbody>
</table>

Clue cards

The skiing holiday was the most expensive.

The two-week holiday cost £450.

One of the women spent £900 on her holiday.

Sarah’s holiday cost twice as much as Simon’s.

John spent £1,200 on his holiday.

One of the men went camping in France.

John went on a skiing holiday.

The holiday in Italy was great fun.

John’s holiday was just for a week.

Neither of the women went on the holiday to Switzerland.

The three-week holiday was a package holiday.

One of the women went hiking.

The package holiday was £100 cheaper than John’s holiday.

The holiday in Spain was cheaper than the package holiday.

Sarah’s holiday lasted four weeks.

Lizzie’s holiday was two weeks longer than John’s.
Fly away
PUZZLES Wordsearch

USEFUL LANGUAGE

baggage, board [v], cabin, crew, customs [n], flight, gate, locker, passenger, passport, terminal

PREPARATION

Make one copy of the Wordsearch puzzle for every two students. If you wish to extend this activity (see the Optional extension in the Teacher's notes on page 14), make one copy of the Wordsearch template on page 125 for every two students.

LEAD-IN

Write My first journey on an aeroplane, An aeroplane journey I remember, Why I'm scared of flying, Why I'd love to fly in an aeroplane on the board. Tell students to choose a topic and put them into pairs to talk about it.

MAIN ACTIVITY

See the Teacher's notes on page 14.

FOLLOW UP

Write on the board: buying a ticket, at the check-in desk, at the gate, in the plane, at Customs. Put students in groups and tell them to choose one situation and to prepare a short role play. When they are ready, ask each group to come to the front of the class and act out their role play.

ANSWERS

1 Find these words connected with air travel in the puzzle:

```
e l p a s s p o r t w h
E t a l l a c a b i n
W n a s a b o u r t o p
F d b a g g a g e u a
L t l o c k e r c k w s
I s e a s u o l n g s
G t h r s e s e g g y e
H a o d m t l t k s s n
T u t t n i l c o u l g
F o n e r s n a t m n e
L o v e h a v a t h s r
E m c r a c k t l h a t
```

```
board
land
baggage
customs
terminal
gate
locker
flight
cabin
passport
crew
passenger
```

2 Now write a definition for each word. For example:

This is where you put your hand luggage in a plane (locker).

When you finish, read your definitions to a partner. Can they guess the correct word?
53 What a sight!
PUZZLES Crossword

arrange, bargain, cathedral, expert, gallery, map, monument, palace, temple, valuable
Zero conditional (If + present, present), Modals of obligation (should, etc.)

Make one copy of the Crossword puzzle for each student.

Write The worst holiday I have ever had on the board and tell students about your worst holiday for a few moments. Try to give as many details as possible (where you went, why it was so bad, etc.). Then put students into pairs to tell each other about the worst holiday they have ever had.

See the Teacher’s notes on page 15. [Answers: Across 2 guidebook, 6 cathedral, 8 map, 9 monuments, Down 1 palaces, 3 excursion, 4 gallery, 5 temples, 7 markets, 8 museum]

Put students into small groups. Tell them to think of a town or city that they know well. Tell them to plan a sightseeing trip there for a group of tourists, lasting between one and five days. Explain they should write a detailed itinerary and use the words from the crossword to help them. When they finish, put them into groups to share their ideas.

ACROSS

2 It’s a good idea to read a ……, because it’s full of information about the best places to visit. (9)

6 A …… is like a very big church. Lots of cities in Europe and around the world have one! Saint Peter’s in Rome is one of the most famous. (9)

8 When you go sightseeing in a city, you should always take a …… with you in case you get lost. (3)

9 The Sphinx in Egypt is one of the most famous …… in the world. Some experts say it’s over 4,500 years old! (9)

DOWN

1 Some very expensive hotels used to be royal ……, where kings and queens once lived! (7)

3 An …… is a short journey arranged by a tourist organisation to a place of interest. (9)

4 If you want to see old paintings by famous painters, then go to an art …… . (7)

5 In Thailand you can see lots of beautiful old Buddhist …… . (7)

7 Many tourists like shopping in street …… because they think they can find a bargain. (7)

8 A …… is a place with lots of old and valuable objects. (6)
Read the text and try to guess the missing words. Each star represents one letter. Write the missing word in the correct place on the grid to reveal a hidden vertical word.

I arrived at The Grand Hotel around five o’clock and went to the ___ desk to check in. Unfortunately, they didn’t have any single rooms left, so I had to have a ___ room. I didn’t mind, though, because the ___ were all very friendly and helpful. The porter went up with me in the ___ and carried my luggage to my room. I was pleased with my room because it had a ___ with great views of the city.

I read the information about the hotel and found it had excellent ___ facilities – there was a gym, sauna and swimming pool on the top floor. I went for a swim, and when I came back I called ___ to ask for a toothbrush and some shampoo. While I was waiting, I had a drink from the ___ Later, after my shower, I went downstairs to the lobby to meet my friend. We were both hungry and when we read the ___ it looked so good that we decided to have dinner in the hotel. The meal was great, so when the bill came I left a ___.
Seaside activities (sunbathing, etc.), verbs of travel (journey, etc.), water sports (diving, etc.), types of holiday (safari, etc.)

Make one copy of the Puzzle mix sheet for each student.

Write Holiday vocabulary on the board and put students into groups. Tell them they have one minute to list as many words as they can that are connected with holidays (e.g. vacation, sunbath, etc.). After one minute, tell them to write their ideas on the board. Review spelling and pronunciation, and tell students to look up any words they do not know in their dictionary.

See the Teacher’s notes on page 15.

Put students into pairs and tell them you are going to give them £1,000 to go on holiday together. Explain they must plan how to spend the money (e.g. trekking for a month in the mountains or staying in a luxury hotel, etc.). Tell them they have five minutes to prepare their ideas, before presenting them to the class. It is your choice whether to give the winning pair £1,000.

Answers

1 a tour, b cruise, c trip, d travel, e journey, f voyage

2 a bicycle (all the others can be followed by sick: air sick, seasick, carsick)
   b ice cream (you wear all the others)
   c sand (you don’t take sand to the beach)
   d caravan (the others don’t have wheels)
   e sunblock (because you have to buy it)

3 1 diving, 2 sailing, 3 sunbathing, 4 volleyball, 5 windsurfing, 6 reading
   (Watersports: diving, sailing, windsurfing; On the beach: sunbathing, volleyball, reading)

5 travel agent / sandcastle / swimming costume / suntan lotion / campsite / beach umbrella / day trip
1 Complete the sentences using the words in the box.

- tour
- trip
- cruise
- travel
- journey

a. Last year Sam went on a ____________ of Europe, and visited seven countries in two weeks.
b. I went on a one-week ____________ around the Mediterranean, on a huge ship called the ‘Ventura’.
c. Last Saturday Tina went on a school ______________ to London and visited the Houses of Parliament.
d. None of Tim’s friends enjoy ______________, so he always goes on holiday alone!
e. It was a long ______________ from Cairo to Istanbul, but all the travellers enjoyed it.
f. Our ship sailed from Australia on a long ______________ that took us all the way to Britain.

2 Can you spot the odd one out?

- air, sea, car, bicycle
- bikini, ice cream, shorts, sunglasses
- towel, lotion, sand, swimming costume
- d hotel, villa, hostel, caravan
- e sunburn, sunblock, suntan, sunstroke

3 Unscramble these words to find six seaside activities. Then write each one in the correct column.

1 ____________ 2 ____________ 3 ____________
4 ____________ 5 ____________ 6 ____________

Watersports

On the beach

Hidden in the snake are eight types of holiday. Can you find them?

5 Match a word on the left with one on the right.

- travel
- sand
- swimming costume
- suntan
- camp
- beach
day

- lotion
- agent
- trip
- site
- umbrella
- castle
Company departments [Sales, Marketing, etc.] department, earn, salary Comparatives [older than, etc.], Modals of deduction [could, might, etc.]

Make one copy of the Clue cards. Cut along the dotted lines.

Write Departments in a company on the board and add an example [e.g. Marketing, Sales, etc.]. Ask students to call out any others they can think of. Then tell them to call out any positions they can think of in a company [e.g. Managing director, secretary, etc.] and write them on the board. Practise word stress and pronunciation, then put students into groups to tell each other which department and position they think would suit them best, and why.

Write Who works in Marketing? on the board and tell students you are going to give them clues to a puzzle and they must find the answer to this question as quickly as they can. See the Teacher’s notes on page 14. (Answer: Mr Jones)

Put students into two groups. Tell one group to make a list of advantages of working in a company, and the other group to make a list of advantages of working for yourself. Then put students into pairs, with one from each group, and ask them to exchange their ideas. Finally, ask students if they would like to start their own company one day.

### Information chart

<table>
<thead>
<tr>
<th></th>
<th>Mr Smith</th>
<th>Mr Jones</th>
<th>Mrs Hendry</th>
<th>Miss Steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Answers

<table>
<thead>
<tr>
<th></th>
<th>Mr Smith</th>
<th>Mr Jones</th>
<th>Mrs Hendry</th>
<th>Miss Steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>23</td>
<td>38</td>
<td>55</td>
<td>24</td>
</tr>
<tr>
<td>Position</td>
<td>Trainee Manager</td>
<td>Supervisor</td>
<td>Director</td>
<td>Personal Assistant</td>
</tr>
<tr>
<td>Department</td>
<td>Production</td>
<td>Marketing</td>
<td>Sales</td>
<td>Finance</td>
</tr>
<tr>
<td>Salary</td>
<td>£15,000</td>
<td>£35,000</td>
<td>£60,000</td>
<td>£20,000</td>
</tr>
</tbody>
</table>

---

**Clue cards**

- Miss Steel works as a Personal Assistant.
- The Trainee Manager works in the Production department.
- Mr Jones earns £20,000 more than Mr Smith.
- Miss Steel earns £5,000 more than the 23-year-old man.
- Mrs Hendry earns three times the salary of the woman in Finance.
- Mr Smith earns £15,000 in the Production department.
- Mr Jones is 38 years old.
- The woman in Finance is a year older than the man in Production.
- The 23-year-old man earns the lowest salary.
- The Director is a woman.
- The Supervisor doesn’t work in the Finance department.
- The oldest person is 55 years old.
- The 38-year-old works as a Supervisor.
- The person in the Sales department earns more than the person in Marketing.
- Mr Jones isn’t a Trainee Manager.
- Nobody earns more than Mrs Hendry.
You’re a what?

PUZZLES Wordsearch

accountant, electrician, engineer, firefighter, lawyer, lecturer, mechanic, nurse, pilot, plumber, surgeon, vet

Make one copy of the Wordsearch puzzle for every two students. If you wish to extend this activity (see the Optional extension in the Teacher’s notes on page 14), make one copy of the Wordsearch template on page 125 for every two students.

Write Occupations on the board and put students into pairs to make a list of as many different occupations as they can. Start them off by writing a few yourself (e.g. doctor, lawyer, etc.). After one minute, tell the pair with the most words to write their list on the board. Check spelling and practise word stress, then put students into pairs to discuss which job they would like and why.

See the Teacher’s notes on page 14.

Think of a job and tell students they have to ask you questions in order to find what job you are thinking of (e.g. Do you work inside or outside? Is your job well paid?, etc.). Answer their questions, giving clues where necessary. When they have discovered the job you were thinking of, put students into groups to repeat the activity together.

1. Find these occupations in the puzzle:

<table>
<thead>
<tr>
<th>plumber</th>
<th>mechanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>accountant</td>
<td>firefighter</td>
</tr>
<tr>
<td>vet</td>
<td>surgeon</td>
</tr>
<tr>
<td>nurse</td>
<td>electrician</td>
</tr>
<tr>
<td>engineer</td>
<td>lecturer</td>
</tr>
<tr>
<td>pilot</td>
<td>lawyer</td>
</tr>
</tbody>
</table>

2. Choose an occupation from above, or think of a different occupation. Write a short description of what your job is. For example: A nurse helps people who are sick. I give them medicine and work in a hospital. (Nurse).

When you finish, read your description to a partner. Can they guess what your job is?
briefcase, diary, fax machine, filing cabinet, mobile phone, noticeboard, paper clip, photocopier, shredder
First conditional (if + present, future), Imperative (Keep, etc.)

Make one copy of the Crossword puzzle for each student.

Write The ideal office should . . . on the board, and tell students to think about what makes an office pleasant to work in. Give an example [e.g. . . . have a window with a good view] and then put them into groups to think of some more ideas. Tell them to write their ideas on the board.

See the Teacher’s notes on page 15.
(Answers: Across 1 sharpener, 5 mobile, 6 filing, 9 diary, Down 1 shredder, 2 fax, 3 photocopier, 4 briefcase, 7 noticeboard, 8 clip)

Put students into pairs. Tell one student to turn over their Crossword sheet. Explain that their partner will read five clues and they must try to remember the missing words. After five questions, tell them to swap roles. Finally, tell students to think of three other items found in an office, and to write a similar clue. When they finish, ask them to read their clues to the class. Can their classmates guess the missing word?

ACROSS

1 If your pencil doesn’t write clearly, then you need to use a pencil . . . . [9]

5 Another word for a cell phone is a . . . . phone. [6]

6 A place to keep all your important documents, so they are safe and well organised is a . . . . cabinet. [6]

9 Keep details of all your appointments and meetings in a . . . . [5]

DOWN

1 If you want to destroy important documents safely, then you should put them in a . . . . [8]

2 If you want to send a copy of a document electronically, you should use a . . . . machine. [3]

3 A machine that copies paper documents is called a . . . . [11]

4 When you want to carry files and things to work, you can put them in a . . . . [9]

7 It is a good idea to pin your important messages on a . . . . , so it is easy to see them. [11]

8 A small piece of metal wire used to hold several papers together is called a paper . . . . [4]
I'm free all day!

USEFUL LANGUAGE
attend, conditions, contract, equipment, overtime, permanent, qualified, secure, sick pay, staff, temporary
Present simple [like, etc.]

PREPARATION
Make one copy of the Hidden word puzzle for each student.

LEAD-IN
Tell students to make a list of important factors to consider when choosing a job [e.g. salary, distance from home, etc.]. Write their ideas on the board, and then tell each student to choose the most important three factors, and number them 1 to 3 in order of importance. Put students into groups to explain their choices.

MAIN ACTIVITY
Tell students they are going to complete a puzzle about a job description. See the Teacher's notes on page 15. [Answers: 1 employed, 2 involve, 3 deal, 4 experience, 5 meetings, 6 routine, 7 temporary, 8 earn. Hidden word: overtime]

FOLLOW UP
Ask students to guess what job is being described. [Answer: Night cleaner] Put students into groups and tell them to choose one occupation. Explain that they should make a list of advantages [high salary, long holidays, etc.] and disadvantages [dangerous, dirty, etc.] for that occupation. Then tell each group to describe the advantages and disadvantages of the job to the class, who must try to guess the occupation they are describing.

---

Read the text and try to guess the missing words. Each star represents one letter. Write the missing word in the correct place on the grid to reveal a hidden vertical word.

---

I like my job because I am my own boss. I'm self-1-1-1-1-1-1 and so I am responsible for everything I do. My job doesn't-2-2-2-2-2-2 meeting people, which is great because I never have to handle complaints or 3-3-3 with difficult customers. You don't have to be well qualified or have any 4-4-4-4-4-4 to do my job, but you do need special clothes and equipment. Oh, and another good thing is I never have to attend any boring 5-5-5-5-5-5.

My job isn't perfect, though. I do the same thing all the time, so I sometimes get bored with the 6-6-6-6-6-6-6. I get dirty and I have to work at night when there is nobody else, so it can be quite lonely. Also, the places I work in only give me a 7-7-7-7-7-7 and it has to be renewed every year. This means my work isn't very secure. I don't get a lot of money, either, but I still like my job. I'm free all day!

---
Company departments (Finance, etc.), Compound nouns (stock market, etc.), Business vocabulary (unemployed, etc.)

Make one copy of the Puzzle mix sheet for each student.

Write Work vocabulary on the board and tell students that they have one minute to write on the board any words they can think of that are connected to the theme. Start them off by writing a few yourself (e.g. salary, office, holiday, etc.). After one minute, review the spelling, pronunciation and meaning of all the words on the board.

See the Teacher’s notes on page 15.

Write A job I’d really like and A job I’d really hate on the board. Tell students briefly about a job that you would really like and be sure to explain your reasons. Then tell them to think of a job they would really like and to make a few notes to explain why. Finally, put students into pairs or small groups to tell each other about the job they would like.

### Answers

1. Make: a decision, plans, money, a profit, a complaint  
   Do: your best, research, a good job, the photocopying, business

<table>
<thead>
<tr>
<th><strong>Verb</strong></th>
<th><strong>Noun</strong></th>
<th><strong>Person</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>apply</td>
<td>application</td>
<td>applicant</td>
</tr>
<tr>
<td>manage</td>
<td>management</td>
<td>manager</td>
</tr>
<tr>
<td>employ</td>
<td>employment</td>
<td>employer/employee</td>
</tr>
<tr>
<td>negotiate</td>
<td>negotiation</td>
<td>negotiator</td>
</tr>
<tr>
<td>supervise</td>
<td>supervision</td>
<td>supervisor</td>
</tr>
<tr>
<td>work</td>
<td>work</td>
<td>worker</td>
</tr>
</tbody>
</table>

2. 1 unemployed (b), 2 dismissed (e), 3 hire (a), 4 customer (c), 5 produce (d)

3. customer service / sales forecast / application form / employment agency / covering letter / stock market
1 Write do or make next to each word or phrase.

- your best: .................. a decision
- research: .................. plans
- money: .................. a profit
- a good job: .................. a complaint
- the photocopying
- business

2 Complete the chart.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>manager</td>
<td></td>
</tr>
<tr>
<td></td>
<td>employment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>negotiate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>supervision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>work</td>
<td></td>
</tr>
</tbody>
</table>

3 Unscramble these words. Then match each word with a word below that has a similar meaning.

Example: business (f)

1. ndluyeoepm  2. ddisesims  3. hrie

4. cseormtu  5. pucerdo

a appoint  b out of work  c client  d manufacture  e sacked  f company

4 Hidden in the snake are eight departments in a company. Can you find them?

5 Match a word on the left with one on the right.

- Customer
  - Sales
- Application
- Employment
- Covering
- Stock

- Agency
- Market
- Letter
- Service
- Form
- Forecast
Start

Marathon Run

Finish

Questions

For every correct answer, toss a coin.
Move forward one square for heads and two squares for tails.

Fall over
Go back one space

Speed up
Advance 2 squares

No energy
Miss a turn
Designed for success

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- Three levels per book – elementary, intermediate and upper intermediate – offer plenty of choice.
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- Activities vary from fifteen minutes to a full lesson and can easily be slotted into any intermediate course.
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- Minimum preparation required, hence ideal for busy teachers.
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