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Strangers on a train

You are on the Orient Express train from London to Istanbul and it's dinner time.

1 What are you going to eat for dinner?

2 Make a list of what the other students are going to eat.

Name: _____ Food: _____

Name: _____ Food: _____

Name: _____ Food: _____

Name: _____ Food: _____

Name: _____ Food: _____

Name: _____ Food: _____

Did you find another student who is going to eat the same as you?

Name: _____

Useful language: Food & Drink

What are you going to have to drink/eat?

I'm going to have the ...

Are you going to have the ...?

Yes I am / No I'm not.

3 Here are the train stops. Can you put them in the correct order?

Budapest, Paris, Bucharest, Munich, Strasbourg, Vienna

London- _____ - _____ - _____ - _____ - _____ - _____ -Istanbul

4 What do you know about these cities? What can you do there?

London: *visit Tower Bridge*

Munich: _____

Budapest: _____

Strasbourg: _____

Paris: _____

Vienna: _____

Bucharest: _____

Istanbul: _____

5 Now make a plan for your journey.

Where are you going to get off the train? _____

What are you going to do there? _____

Did you find another student who is going to stop in the same city as you?

Name: _____

Useful language: Destinations & Plans

Where are you going to get off? I'm going to get off at ...

What are you going to do? I'm going to ...visit some friends/ go to a museum...

Strangers on a train – Teacher’s notes

Level: Beginner (equivalent to CEF level A1)

Aim: (Grammar + Vocabulary) Students review and practice *going to* for future plans and vocabulary related to food and travelling.

Context: All the students are travelling alone on the same train from London to Istanbul (on the former Orient Express). They are in the restaurant car and making small talk before dinner.

Preparation: Make one copy of the worksheet for each student. Make copies of the food cards so there are enough cards for one for each student (optional).

Procedure:

1. Brainstorm ideas for a menu with students to recycle food and drink vocabulary and write up the menu on the board.
2. Each student has to decide what they would like to eat from the menu and write their choice in exercise 1. You can allow students to choose freely from the menu, or let them choose a card. This will depend on the size of your group. The aim is that not all students choose the same thing, but that all (or most) students will find another student who has chosen the same.
3. The students then have to mingle around the class and find someone who is also going to choose the same food/drink. They write down the names of the other students they talk to and the food they have chosen. When they find someone who has chosen the same food as them, they write down that person’s name.
4. Then ask students to report back to the group about what the other students *are going to* have. They can report back about everyone they spoke to, or just about the “matching choice” student they found.
5. Students look at the train stops and write them in the correct order in exercise 3.
6. Then in pairs or small groups (or as a whole class activity if you like) brainstorm what students can do in each city.
7. On their own, students then decide where they are going to get off the train and what they are going to do there. They write their decisions in exercise 5.
8. Finally, students mingle to find another student who is going to stop in the same city as they are to do the same thing.
9. After this activity, ask students to report back to the class about what the other students are going to do. Remember to model and focus on the *going to* form for future plans.

Answer: London-Paris-Strasbourg-Munich-Vienna-Budapest-Bucharest-Istanbul.

Option: if you want you could get tourist information online about these cities, simplify it, and hand it out to students to choose what they would like to do in each place when the train stops if they had one day.

How often ... ?

1 How often do they happen?

every hour	every 4 years	twice a week	every 2 months	every 30 minutes
every 4 years	every 10 years	every 29.5 days	every 30 seconds	every year

- a) the football World Cup
- b) there is a full moon
- c) February 29th
- d) The Academy Awards (The Oscars) in Hollywood
- e) is there a lotto draw in Ireland
- f) the world's airlines lose 1,500 bags
- g) you live in the EU and you need a new passport
- h) Big Ben's bells ring
- i) a plane lands or takes off in Atlanta (the world's busiest airport)
- j) hair grows 5 centimetres

2 With a partner think of five *How often ... ?* questions to ask your teacher. Use the ideas in the box to help you.

go to the cinema	eat a banana	drink tea or coffee	go to England	see your family
	visit a museum	send an email	go swimming	

How often ... ?

Remember – you get 1 point for every correct answer. How many points do you have?

How often ...? – Teacher's notes

Level: Beginner (equivalent to CEF level A1)

Aim: To review and practice asking and answering *How often ... ?* questions with time expressions.

Preparation: Make one copy of the worksheet for each student.

Procedure:

1. Students answer the questions in exercise 1 in pairs. It should be done in a quiz style, so you can add extra rounds to this exercise if you like.

Note: Creating questions more specific to your group will personalise the activity more and thus boost interest and motivation.

2. Ask the pairs of students to compare their answers with another pair. The pair with the most correct answers is the winner.

Answers:

- a) the football World Cup – every 4 years
 - b) there is a full moon - every 29.5 days. Accept 29 or 30 as correct
 - c) February 29th – every 4 years
 - d) The Academy Awards (The Oscars) in Hollywood – every year
 - e) is there a lotto draw in Ireland – twice a week
 - f) the world's airlines lose 1,500 bags – every 30 minutes (25million in 2009)
 - g) you live in the EU and you need a new passport – every 10 years
 - h) Big Ben's bells ring – every hour
 - i) a plane lands or takes off in Atlanta (the world's busiest airport) – every 30 seconds with a total of 1,000,000 per year
 - j) hair grows 5 centimetres - roughly every 2 months
3. In exercise 2 students interview you, the teacher, and try to guess the correct answers before you give them the answer.
 4. Each pair of students thinks of five questions and should then share questions with another pair so that the four students will have 10 questions to guess the answers.
 5. When all of the pairs have written down guesses to their questions, each pair asks you one of their questions.
 6. For every answer they guess correctly they get one point. The pair with the most points at the end is the winner. This student-led activity will also allow your students to get to know you more.

Note: As there will be lots of questions for you, you should answer as quickly as possible and focus on giving answers with time expressions.

Option: If your class is very big, you could alter this last activity so that the pairs ask each other the questions and guess the answers about each other. This will make sure everyone is getting speaking practice simultaneously.

Business Cards 1 – Student A

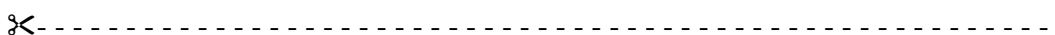
Infotec
Peter Boon
_____ Expert
24 _____, London, UK
email: peter.boon@infotec.org

Mario Greg
Chess teacher
Tel. (home): _____
Mobile Phone: 07715563189
Website: _____

Love Dogs - Love Walks
_____ - Dog Walker
mobile phone: _____
email: susanna@lovedogs.co.uk

Comenius University of _____
_____ University secretary
email: _____
tel: +421 2573 66754

Do you have a business card? What's on it?



Business Cards 1 – Student B

Infotec
_____ Computer Expert
24 King Street, London, UK
email: _____

_____ Chess teacher
Tel. (home): 0208 5571342
Mobile Phone: _____
Website: www.chessteacher.net

Love Dogs - Love Walks
Susanna Hund - _____
mobile phone: 01728451667
email: _____

Comenius University of Bratislava
Svenja Ilavská
_____ email: s.ilavska@cub.sk
tel: + _____

Do you have a business card? What's on it?

Business Cards 2 – Student A

_____ (company)
_____ (name)
_____ (job)
phone: _____
email: _____

_____ (company)
_____ (name)
_____ (job)
phone: _____
email: _____

_____ (company)
_____ (name)
_____ (job)
phone: _____
email: _____

_____ (company)
_____ (name)
_____ (job)
phone: _____
email: _____

Do you have a business card? What's on it?

✂-----

Business Cards 2 – Student B

_____ (company)
_____ (name)
_____ (job)
phone: _____
email: _____

_____ (company)
_____ (name)
_____ (job)
phone: _____
email: _____

_____ (company)
_____ (name)
_____ (job)
phone: _____
email: _____

_____ (company)
_____ (name)
_____ (job)
phone: _____
email: _____

Business Cards – Teacher’s notes

Level: Beginner A1 (equivalent to CEF level A1)

Aim: A communicative game to practice and review the functional language of finding out about people and their contact details.

Preparation: Make one copy of the worksheet *Business cards 1* for each pair of students in the class and cut them in half where indicated. For the extension activity, make one copy of the worksheet *Business cards 2* for each pair of students and cut them in half where indicated.

Procedure:

1. Draw a sketch of a person on the board. It could be a real and known person or just a random figure. You can decide based on your group. Alternatively, you could ask one of your students to do the drawing.
2. Illicit information about the person in the drawing by asking: *What’s your name? (What’s your first name/What’s your surname?) Where are you from? What do you do?*
3. Illicit information about their contact details by asking: *What’s your phone number? What’s your postal address? What’s your email/website address?*
4. Write the questions and the corresponding answers on the board around the figure.
5. Put the students in pairs and hand out copies of the worksheet *Business Cards 1*. Give one student the worksheet for Student A and the other the worksheet for Student B.
6. Ask students to complete information on the business cards by asking their partner questions to discover the missing information.
7. When all the pairs have finished, ask students to present the completed profiles to you or others in the group in the 3rd person.
8. Finally, ask students to discuss the question at the end of the page: *Do you have a business card? What’s on it?*

Answers:

Infotec Peter Boon Computer Expert 24 King Street, London UK email: peter.boon@infotec.org	Mario Greg Chess Teacher Tel. (home): 0208 5571342 Mobile Phone: 07715563189 Website: www.chessteacher.net
Love Dogs – Love Walks Susanna Hund – Dog Walker Mobile phone: 01728451667 Email: susanna@lovedogs.co.uk	Comenius University of Bratislava Svenja Ilaská University secretary Email: s.ilasvska@cub.sk Tel: +421 2573 66754

Optional Extra:

1. 1 Hand out the second worksheet, *Business Cards 2*.
2. 2 Students to fill in two of their four blank cards with fictional information.
3. 3 Students ask their partner questions to find out the information from the two cards their partner has completed. This information should then be filled in the two blank cards the student has left.

Work work work

1 Rearrange the words to make a question about the time.

1 time do have morning you breakfast in the what ?

2 time work you the leave afternoon what do in ?

3 get time evening in what you home do the ?

4 night bed at you go time what do to ?

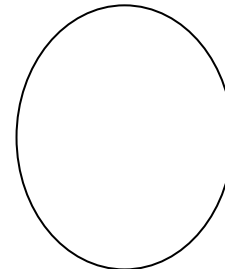
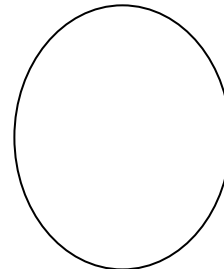
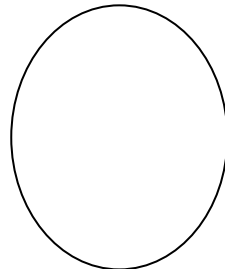
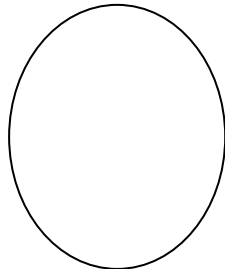
2 Ask your partner the questions. Fill in their answers.

MORNING

AFTERNOON

EVENING

NIGHT



Time: _____

Time: _____

Time: _____

Time: _____

3 Read the paragraph about a day in the life of a woman who has a busy job.

4 Ask your partner questions about the woman in their paragraph. Use the words to make the questions.

1 time / get up?

2 time / start work?

3 where / work?

4 what / like about her job?

5 when / finish work?

6 time / go bed?

5 Guess her job!

Work work work

Paragraph A:

My name is Anna and I work in a bank in Dublin city centre. I don't live near the bank so I get up early at 6.45 everyday. I take the bus to work and get to the bank at 9.00. As I am the manager of the bank, I enjoy managing the people who work with me and I also like working on the internet. I finish work at 5.30 and I go straight home. I am often tired in the evening so I go to bed at 10.30 every night.

Answer: a bank manager

Work work work

Paragraph B

My name is Suzanne and I work in a very busy job. I get up early, at 6.00 everyday and I like to start work at 7.30 in the morning. This is because I am a morning person. I work in my car – in my taxi. I really like my job because I enjoy driving and I meet lots of interesting people. I finish work at 3.00 and I sometimes go shopping on my way home. In the evening I often go out with my friends. I go to bed at 10.00 because I need 8 hours sleep!

Answer: a taxi driver

Work work work – Teacher’s notes

Level: Beginner (equivalent to CEF level A1)

Introduction & Aim: learners practise telling the time and using the present simple tense for daily routines. This consolidates the language introduced in Units 5 and 6.

Preparation: Photocopy Worksheet A for each learner in the class. Photocopy the Paragraph A and B texts below and cut so that A and B are separate. Photocopy an Answer sheet for each pair of learners or put it on a transparency for an overhead projector.

Procedure:

- 1 Elicit the answer for the first question from the class and write it on the board as an example. Students complete the following three questions individually. When they have finished, they can compare their answers with a partner.
- 2 In pairs, students ask each other the questions in A. When their partner gives them an answer they draw the time on the clock and write underneath the clock.

Extension: with a good class, you could ask questions such as *Who has breakfast at 7.30?* The learners check their partner’s answers and put their hands up / shout out their partner’s name if s/he does.

- 3 Put the learners in two groups, A and B. Give the learners in the Group A, Paragraph A. Give the learners in the Group B, Paragraph B. Ask the learners to read their paragraph and ask if there any words that they don’t know. When they have finished, ask them to read it again and underline all the examples of the simple present tense in the paragraph.
- 4 In groups or as a class, check that learners know the questions. You can do this as a drill, a chant in which you can practise the question stress, by calling out a number and a learner’s name and s/he has to call out the question. You can ask the learner who answered with the question to call out the next name and question number, etc.
Next, put the learners into A/B pairs. They ask their partner the questions about the person in their paragraph. Check the answers at the end of the pairwork activity.
- 5 Each learner guesses the job of the woman in his/her partner’s text.



Life in Scotland



1 _____



2 _____



3 _____

In Scotland people _____ **work** from nine to five. They have an hour for lunch. They _____ **eat** a sandwich at work. They **live** in flats and houses. They **read** *The Scotsman* or *The Daily Record* newspaper.

They **play** golf and football at the weekends. They **like** fish and chips.

They _____ **go** to restaurants and pubs in the evening. They _____ have small families with one or two children.

They _____ have computers at home and **use** the internet. They _____ go to Spain, Greece and Portugal for holidays.



4 _____



5 _____



6 _____



7 _____



8 _____

Life in my country – Teacher's notes

Level: Beginner

Language: Common verbs and nouns, and adverbs of frequency from Units 5 and 6 of *Straightforward* Beginner.

Skills: Reading and Speaking.

Activity: Students read a text about people in Scotland and prepare a similar text about their own country. Students present to a partner then swap partners and tell the new partner what they remember from the previous discussion.

Text: The text is about Scotland. If you wish, you could create a similar text about your own country instead.

In Scotland people usually work from nine to five. They have an hour for lunch. They often eat a sandwich at work. They live in flats and houses. They read *The Scotsman* or *The Daily Record* newspaper. They play golf and football at the weekends. They like fish and chips. They sometimes go to restaurants and pubs in the evening. They usually have small families with one or two children. They often have computers at home and use the internet. They often go to Spain, Greece and Portugal for holidays.

Procedure:

- 1 Draw a map of Britain and draw some images such as mountains or a bottle of whisky to represent Scotland. Ask students to add drawings of other things relating to Scotland. This could be the Loch Ness Monster or kilts, etc.
- 2 Give students the handout and ask them to read and match the vocabulary in bold to the images around the text. Students write the verbs under the pictures.
- 3 Check the answers, putting answers on the board. Model and check pronunciation of the target vocabulary: verbs and nouns.
- 4 Elicit other objects for the verbs, e.g. eat a pizza, play tennis, go to the cinema, etc.
- 5 Dictate the text and ask the students to fill in the gaps (the adverbs of frequency). Revise the adverbs at this stage, drawing a scale on the board from *never* to *always* and plotting the adverbs on the scale.
- 6 Ask students about their country/ies. Are they similar or different? How? Ask them to write about their country using the verbs and adverbs from the Worksheet.
- 7 Students present what they have written to a partner. Monitor and make a note of any errors and good language.
- 8 Put good language and errors on the board for analysis and discussion.
- 9 Change partners and repeat.
- 10 At the end of the activity, ask students for a list of countries and the corresponding activities and verbs. Write the countries and verbs on the board so the students have a visual reference to end with.

**As a variation you could give students different countries and ask them to write what they think is true for that country.

Name that film!

Read the description of a famous film below and guess its title.

This was an animated film from 2001. It was a popular film about monsters. The monsters visit children's houses. The children wake up and see them. In this film there are two good monsters. One is big and blue, the other is small and green.

Name of the film: _____

----- fold -----

This is a competition. Read or listen to the description of a famous film. There are five sentences. What's the name of the film?

Name that film! 5 – 4 – 3 – 2 – 1

5 points – This was a film about love.

4 points – Two men like one woman.

3 points – It was a 1942 film.

2 points – There is a man called Sam. He plays the piano.

1 point – Humphrey Bogart and Ingrid Bergman are in this film.

Name that film!

Work with your partner. Think of two famous films and write them in the spaces below. Don't tell the other students the names of your films.

Film one: _____ **Film two:** _____

Write sentences about your films in the boxes below.

(1) Name that film! 5 – 4 – 3 – 2 – 1

5 points – _____

4 points – _____

3 points – _____

2 points – _____

1 point – _____

(2) Name that film! 5 – 4 – 3 – 2 – 1

5 points – _____

4 points – _____

3 points – _____

2 points – _____

1 point – _____

Name that film! – Teacher’s notes

Level: Beginner (equivalent to CEF level A1)

Aim: Students read film descriptions and guess the titles of the films then make up their own descriptions to play a guessing game.

Grammar: The lesson recycles grammar from *Straightforward* Beginner Units 7 and 8: *there is / there are*, subject & object pronouns as well as *was / were*.

Skills: Worksheet 1 can be used as a reading or a listening activity. The lesson can practise all four skills.

Preparation: Make one copy of Worksheet 1 for the teacher and one copy of Worksheet 2 for each student. Worksheet 1 can be used as a listening activity in which the teacher reads out the film descriptions or as a reading activity in which the students read the film descriptions from an overhead projector (OHP).

Lead in:

1. Think of a famous film and play a hangman game with the students. You may want to extend this activity by playing several games if the students are enjoying it.
2. Ask the students if they remember any information about the films on page 68 of the *Straightforward* Beginner Student’s Book. Try to encourage the students to work from memory but they can refer to the book if necessary. The films are *King Kong*, *Mission: Impossible*, *Charlie’s Angels* and *Godzilla*.
3. Write the following gap-fill sentences on the board and ask the students to copy and complete the sentences using *was* or *were*. This is best done as a pairwork activity.
 - Charlie’s Angels _____ a television programme of the 1970s.
 - The ‘Angels’ _____ three women detectives.
 - Gojira _____ a Japanese film from 1954.
 - The Mission Impossible films _____ very popular.

Activity:

1. Decide if you would like to use Worksheet 1 as a reading or a listening activity. Read the first film description or allow the students to read it from the OHP. Make sure you cover up the second description in the game format if using an OHP. The students guess the film title. **Answer:** *Monsters, Inc.*
2. Tell the students that they are going to play a guessing game. They have to guess the name of the film by reading or listening to clues. Divide the students into teams. Explain that if they guess the name of the film after the first clue they get 5 points, after two clues they get 4 points, etc. Play the game using the game format on Worksheet 1. **Answer:** *Casablanca*
3. **Pairwork or groupwork activity.** Put the students into pairs or small groups to form teams. You may want to keep the same groups as before. Give each student a copy of Worksheet 2 and ask them to think of two famous films and write the titles in the spaces provided.

4. In groups or pairs the students write sentences about the films in their notebooks, then grade them from easy to difficult and write them in order from *most difficult to easiest* on the Worksheet. This will give you an opportunity to check their work and give individual attention to those who need it.
5. The students then play the guessing game. The teacher should act as referee and points keeper.

Extra idea: You could extend the activity by preparing more examples of your own in the game format. This is useful as a tiebreaker. If the group is strong they could continue to play the game 'live' with no preparation.

Hotel room service menu

Drinks:

Apple juice
Orange juice

.....
.....
.....
.....
.....
.....

Food:

Ham sandwich
Cheese sandwich

.....
.....
.....
.....
.....
.....

Room service roleplay

Level: Beginner

Functional language: Asking for food and drink. *I'd like...*

Vocabulary: Revision of numbers and food.

Activity: The students have learned how to ask for food in a restaurant and have been looking at vocabulary of hotels. This room service roleplay will help them to revise and practise the above language in a familiar context.

Preparation: This is a low tech activity with no preparation necessary. You only have to be familiar with the vocabulary and language covered in the first two units of the Student's Book.

Procedure:

- 1 Divide the board into three columns. In the first column draw a menu on the board with some simple food items you might see on a room service menu and that the students will be familiar with (see the Student's Book for ideas). Leave a few gaps in the menu (similar to the Worksheet). Ask the students to suggest items to add to the menu. Give out the menus and ask the students to complete the menus adding their own items in the gaps. Monitor and help them at this stage. You could direct them to the Student's Book for help.
- 2 In the second column draw a hotel, a room number and a telephone. Check understanding of the vocabulary covered so far before you proceed.
- 3 Choose a student and pretend to call them, making a ring ring noise. Gesture for them to answer. When they say 'hello', hold up your menu and say, 'Hello, I would like room service, please.' The aim is for the students to get the idea of the situation so you can proceed to the language input.
- 4 In the third column write the above sentence you have just said. Then gesture to the room number and try to elicit the question: 'What room number, please?'. You could draw lines to represent how many words and put the first letters of each word if they are struggling to give you the language. Continue building up the dialogue with as much coming from the students as possible until you have the following:

Hello, I'd like room service please?

What room number?

Room 216

What would you like?

I'd like pizza and a beer, please?

Ok, thank you, goodbye.

Thank you, goodbye.

Make the dialogue as simple or as complicated as you think the students can handle. Drill the dialogue, chorally and individually. You could try backchaining. This is when you drill by starting with the last word in the phrase and build up until you have the full phrase, like this:

Like?

You like?

Would you like?

What would you like?

The aim is to help the learners with the pronunciation of weak forms, i.e. the sound in 'you'.

Drill using different numbers and food too.

- 5 Ask the students to practise the dialogue in pairs using their menus. They can swap roles each time they try it. Encourage them to change the room number and the food items every time they repeat it. Monitor and help with any pronunciation problems.
- 6 Go through any pronunciation problems with the whole class. Tell them to repeat the dialogue focusing on their pronunciation. As they are doing it rub out words so they have to memorize it.
- 7 When you have rubbed out the whole dialogue, ask the learners to write the dialogue, working in pairs.

Telephone mix-ups

Worksheet A

A Rearrange the letters to make a word

- 1 LEONTHEEP For example, _____ *TELEPHONE* _____
2 BLEOMI NOPEH _____
3 XETT SEGASME _____
4 GRONW BREMUN _____

B Rearrange the words to make questions.

- 1 your number What's phone
 For example, _____ *What's your phone number* _____ ?
- 2 please there Is Max
 _____ ?
- 3 to I speak Can please Lisa
 _____ ?
- 4 message a I take Can
 _____ ?
- 5 like you call Would to back
 _____ ?

C Put the lines in the correct order to make a telephone conversation.

- ___ I'm watching TV.
- ___ Hello. It's Lisa here.
- ___ Sorry, I turned off my phone.
- ___ Oh no. It's 8.15 now.
- ___ Yes. Just a minute.
- ___ Yes! And the film starts in 5 minutes. Run!
- 1 Hello. This is Dan. Can I speak to Lisa, please?
- ___ What? I sent you a text message. We're waiting for you in front of the cinema.
- ___ Hello. What are you doing?
- ___ Turn on your phone and read my message. It says 'Meet us at the cinema at 8 o'clock'!

Telephone mix-ups

Worksheet B

ANSWERS

Check your ideas with the answers below.

A B

- 1 TELEPHONE 1 What's your phone number?
- 2 MOBILE PHONE 2 Is Max there, please?
- 3 TEXT MESSAGE 3 Can I speak to Lisa, please?
- 4 WRONG NUMBER 4 Can I take a message?
- 5 Would you like to call back?

C

Dan: Hello. This is Dan. Can I speak to Lisa, please?

Lisa's mum: Yes. Just a minute.

Lisa: Hello. It's Lisa here.

Dan: Hello. What are you doing?

Lisa: I'm watching TV.

Dan: What? I sent you a text message. We're waiting for you in front of the cinema.

Lisa: Sorry, I turned off my phone.

Dan: Turn on your phone and read my message. It says 'Meet us at the cinema at 8 o'clock'!

Lisa: Oh no. It's 8.15 now.

Dan: Yes! And the film starts in five minutes. Run!

With a partner, read the conversation between Dan and Lisa. Try and learn the conversation. Then, fold this worksheet along the line below.

----- FOLD HERE -----

D Try and remember the telephone conversation, using the words below to help you.

Dan: Hello. _____ Dan. Can _____ Lisa, _____?

Lisa's mum: Yes. _____ minute.

Lisa: Hello. _____ Lisa _____.

Dan: _____. What _____?

Lisa: _____ TV.

Dan: _____? I _____ message. _____
waiting _____ you _____ the cinema.

Lisa: Sorry, I _____ my phone.

Dan: _____ your phone and _____. It says
'_____'

Lisa: _____. _____ 8.15 _____.

Dan: Yes! _____ five minutes. _____!

Telephone mix-ups Unit 12 – Teacher's notes

Level: Beginner

Introduction & aim: This activity recycles the language for telephoning from Unit 12. Students have to rearrange jumbled-up words, jumbled-up questions and the lines of a jumbled-up dialogue. Part C is a telephone dialogue which students have to learn and roleplay with a partner. Students check their ideas using the answer sheet which should encourage learner independence. The task will last about 20–30 minutes

Preparation: Photocopy Worksheet A for each student in the class. Photocopy Worksheet B for each pair of students (this is the answer sheet). Alternatively, you could photocopy the second page onto a transparency for an overhead projector.

Procedure:

- 1 Students work in pairs. Give a copy of Worksheet A to each student. Encourage students to work in pairs to complete tasks A, B and C. An example of each task is provided.
- 2 When students have completed Worksheet A, give each pair a copy of Worksheet B and ask them to check their answers. Alternatively, you could use an overhead projector and a transparency of Worksheet B for students to check their answers.
- 3 Next, tell students they need to practise reading the Dan and Lisa dialogue in Part C with a partner. Ask students to learn the dialogue, and when they are ready they should fold the worksheet along the dotted line. Now students need to perform the conversation using the word prompts to help them. If you are using an overhead projector, use the word prompts to recall and drill the conversation as a class before students act out the conversation in pairs.
- 4 Students can perform their Dan and Lisa telephone conversation in front of the class.

Extension:

Learners who finish quickly could try to make up a new telephone conversation based on another 'mix-up'. Write 'the theatre', 'a business meeting' and 'a romantic dinner' on the board and tell them to make up another conversation between Dan and Lisa. For each of the situations, tell students that Dan is waiting, and that Lisa forgot to turn on her phone. Alternatively, you could have the students make up different excuses for each mix-up.

Miming Crossword

1 D A N C E

2 W R I T E

3

4 P A I N T

5

6 C L E A N

7

8

9 P L A Y

10 T Y P E

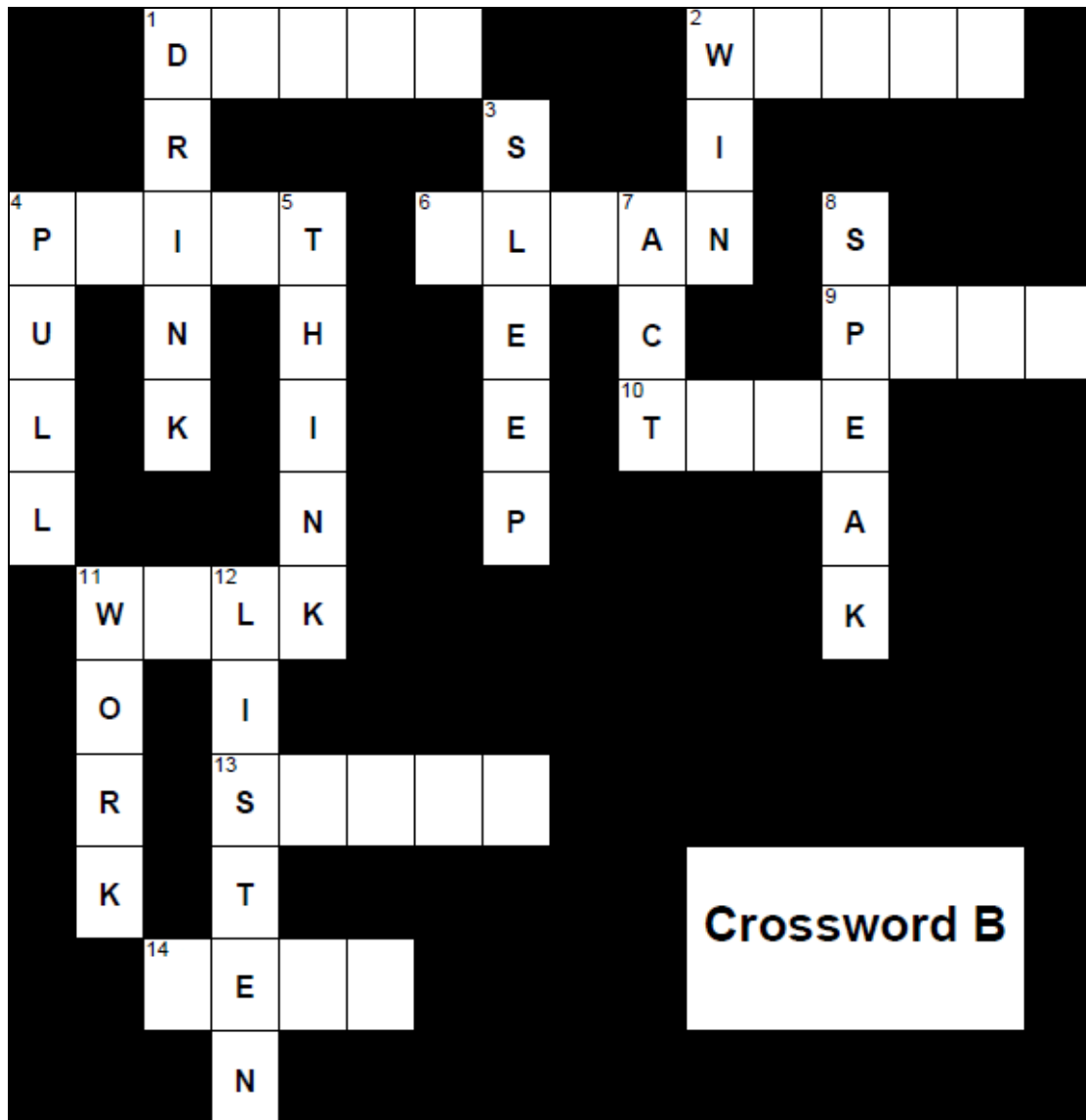
11 W A L K

12

13 S P E L L

14 R E A D

Crossword A



Mime crossword – Unit 11 Teacher's notes

Level: Beginner

Introduction & aim

This is a pairwork task. Students must work together in order to complete the missing information in their crosswords. The activity recycles most of the action verbs from Unit 11 and a few action verbs from preceding units. In addition to recycling vocabulary and checking spelling, the task is a mime task so students can practise using the present continuous when guessing what activity their partner is miming. The task should last about 30 minutes.

Preparation

- 1 Photocopy the two worksheets for each pair.

Procedure

- 1 Divide the class into 2 groups, A and B. Give a copy of Crossword A to all the students in Group A, and a copy of Crossword B to all the students in Group B. Check that all students know how to ask for information about a crossword, for example, *What's 10 across* and *What's 3 down?*
- 2 Students work together in their separate groups to check they know the meaning of all the words in their crosswords. They can also practise their mimes with each other.
- 3 Put students into pairs, one Student A with one Student B. Students must not look at each other's crosswords.
- 4 Students take it in turns to mime an activity for the words that are in their half of the crossword.

For example:

Student A asks Student B, *What's 1 Down?*

Student B mimes the action of a person drinking.

Student A can make a guess, *Are you drinking something?*

Student B tells his/her partner if their guess is correct. If correct, Student A writes the verb (in its bare infinitive form) in the crossword.

- 5 Students continue in this way until the crossword is complete.

Variations

Students don't mime the verbs; instead they describe the actions using different words. This would challenge a stronger class. They could mime the actions to each other and play a guessing game as a follow up exercise.

Student A

PART A

The Beatles and The Rolling Stones

1961	Brian Jones meet Mick Jagger and Keith Richards.
1962	They play their first concert in London.
1963	The Beatles visit The Rolling Stones.
1964	The Beatles be the most famous English rock group.
1965	The Rolling Stones visit America.
1967	John Lennon and Paul McCartney record with The Rolling Stones.
1969	The Stones play a concert in a park in London.
1970	The Beatles not play together again.

----- cut here -----

PART B

What can you remember about the two groups?

Complete the information about the two groups in the sixties with your partner

Brian Jones, Mick Jagger and Keith Richards met in (1) _____ and (2) _____ The Rolling Stones. They played their first (3) _____ in 1962, but only 100 people (4) _____ to it. They visited America in 1965 and played some concerts, but the (5) _____ didn't like them. The Beatles were England's most famous rock (6) _____ in 1965 and they liked The Stones. John Lennon and Paul McCartney (7) _____ with them.

Satisfaction was (8) _____ one in 1965, now The Stones were a popular group. They (9) _____ a concert in London and (10) _____ people went to it.

Student B

PART A

The Beatles and the Stones

1961	Jones, Jagger and Richards form The Rolling Stones.
1962	100 people go to the concert.
1963	John, Paul, George and Ringo like them.
1964	The Stones go to America. The Americans not like them.
1965	Their single <i>Satisfaction</i> be number one.
1967	The Stones be a popular group.
1969	200,000 people go to the concert.
1970	Now, The Rolling Stones be the most famous English rock group.

----- cut here -----

PART B

What can you remember about the two groups?

Complete the information about the two groups in the sixties with your partner.

Brian Jones, Mick Jagger and Keith Richards met in (1) _____ and (2) _____ The Rolling Stones. They played their first (3) _____ in 1962, but only 100 people (4) _____ to it. They visited America in 1965 and played some concerts, but the (5) _____ didn't like them. The Beatles were England's most famous rock (6) _____ in 1965 and they liked The Stones. John Lennon and Paul McCartney (7) _____ with them.

Satisfaction was (8) _____ one in 1965, now The Stones were a popular group. They (9) _____ a concert in London and (10) _____ people went to it.

The Beatles and The Rolling Stones – Teacher’s notes

Level: Beginner

Aim: Students exchange information orally about The Beatles and The Rolling Stones during the 1960s until 1970. Then work in pairs to complete a gap-fill activity from memory.

Grammar: Past simple affirmative and negative.

Vocabulary: Regular and irregular past simple verbs.

Preparation: Make one copy of the Worksheets for each pair of students. Cut each Worksheet where marked and separate the parts for Student A and Student B.

Lead in:

1. Write *The* _ _ _ _ _ *S* _ _ _ _ _ on the board and play a hangman game with the students. Explain to them that most people call the band The Stones and that they were friends and rivals of The Beatles during the sixties.
2. Write the years *1960, 1961, 1962, 1963, 1964, 1965, 1966, 1967, 1968, 1969, 1970* on the board. Drill pronunciation of each year.
3. Ask the students if they can remember information about The Beatles for the years. The students can refer to unit 9B if necessary.
4. Write the verbs *meet, form, play, go, visit, like, be, record, say* on the board. Put the students in pairs and ask them to separate the verbs into regular and irregular. Ask the students to write the past simple form of the verbs. Drill the pronunciation of the verbs in the past simple.

Activity:

1. Put the students in pairs and give out Parts A of the Worksheets, one for Student A and one for Student B. Sit A and B so they can't see each other's papers and explain that they have different information.
2. Tell the students they must use the past tense of the verb on the sheet. They can help each other during the activity referring back to the practice you gave them in the lead-in.
3. Speaking activity – in pairs the students exchange information on The Rolling Stones and The Beatles' careers. Students give the information by saying, *In 1962*, etc. You may have to model an example with them first.
4. Gap-fill activity – ask students to hand Part A of the Worksheet back to you and give them Part B. In pairs they must try to complete the gap-fill exercise from memory.

Extra idea: Just like the rival fans in the sixties, the class have to decide which group is the best. Ask them to vote.

Find the pairs

ACTOR	BROWN	OLD
CAR	CHAIR	ELEVEN
COMPUTER	DAUGHTER	DAY
CHEESE	EIGHT	JUICE
DESK	GERMAN	HAM
YELLOW	DOCTOR	NEW
NIGHT	BUS	PRINTER
SON	WATER	ITALIAN

Find the pairs Teacher's notes

Level: Beginner

Aim: Students find matching pairs of words to review vocabulary.

Vocabulary: Vocabulary from units 1 to 6 in the Student's Book.

Preparation: Option 1: Photocopy the worksheet onto a transparency for an overhead projector. Option 2: Make copies of the worksheet, one copy for every pair of students in the class. You could either cut up the worksheet into its 24 words or leave as is.

Procedure: There are two ways of using this worksheet.

Option 1 as an overhead transparency

- 1 Put the students into pairs and tell them to take out a piece of paper and a pen. Explain that you are going to display 24 words from the first six units of the book. The students must find matching pairs of words, but they have a time limit!
- 2 Show the words and tell the students they have three minutes to write down as many pairs of words as they can with their partner. Do one pair as an example.
- 3 After three minutes, turn the projection off. How many pairs were they able to get? If people haven't got many, turn it on again for another minute.
- 4 When students have finished, ask different pairs to take turns coming to the board and circling the pairs of words. They must explain (either by translation or definition) what the connection between each pair of words is.

Option 2 as a handout

- 1 Put the students into pairs and give each pair a copy of the handout. Tell them they must find as many matching pairs of words as they can in three minutes. Do one pair as an example.
- 2 After three minutes ask students how many pairs were they able to get? If people haven't got many, give them another minute.
- 3 When students have finished, ask different pairs to take turns coming to the board and writing up the pairs of words. They must explain (either by translation or definition) what the connection between each pair of words is.

Follow up to option 1 or 2

As a follow up, you could ask students to make new pairs of words. Any pair is valid if they can give a satisfactory explanation of the connection. For example
desk and brown – because the desks in the classroom are brown (if they are indeed brown!)
old and printer – if there is an old printer at the student's home, or work
son and doctor – if a student in the class always wanted his/her son to become a doctor!

Answers

cheese and ham (food)

juice and water (drink)

chair and desk (furniture, things in the classroom)

eight and eleven (numbers)

yellow and brown (colours)

actor and doctor (jobs)

daughter and son (family)

German and Italian (nationalities or languages)

new and old (adjectives)

day and night (time of day)

bus and car (transport)

computer and printer (technology)



THREE CANADIAN CITIES

<p>Vancouver</p> <p>Capital of the province of British Columbia</p> <p>Getting here Vancouver International Airport</p> <p>Things to do Walk in Stanley Park See the city beaches</p> <p>Important things to visit Museum of Anthropology The Capilano Suspension Bridge</p>	<p>Quebec City</p> <p>Capital of the province of Quebec</p> <p>Getting here Jean Lesage International Airport Train station</p> <p>Things to do See a hockey game Walk by the St. Lawrence River</p> <p>Things to visit The Old Town The castle Château Frontenac</p>	<p>Toronto</p> <p>Capital of the province of Ontario</p> <p>Getting here Pearson International Airport Union Station (train station)</p> <p>Things to do Go to the Toronto Islands</p> <p>Things to visit CN Tower The Royal Ontario Museum</p>
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Three Canadian Cities

1. Read the information about a Canadian city.

Vancouver is the capital of the province of British Columbia. There's an international airport. There are city beaches. There's a park. There are two important things to visit: the Museum of Anthropology and the Capilano Suspension Bridge.

2. Complete the text below with *is* or *are*.

It _____ the capital of the province of Quebec. There _____ an international airport. There _____ a train station. There _____ a river, and there _____ hockey games. There _____ two important things to visit: the Old Town and the castle Château Frontenac.

3. Look at the information about other Canadian cities. What is the city in exercise 2?
4. Choose the third Canadian city and make a similar text.
5. Write a similar text about a city in your country. Use the texts and the useful vocabulary to help you.

Useful vocabulary

river	hotel	art gallery
beach	airport	restaurant
castle	train station	church
park	museum	

Remember!

There is + singular noun

There are + plural noun

There's a castle. There's a big park. There's a bridge.

There are beaches. There are good restaurants.

Three Canadian Cities – Teacher's notes

Level: Beginner

Aim: Students find out about three Canadian cities and then write about a city in their country

Grammar: *There is/There are*

Vocabulary: city vocabulary

Lead in:

Write the word CANADA on the board and ask students to brainstorm words they associate with this place. If they don't know the word in English, they can use a dictionary or write it in their own language. After a couple of minutes, elicit some ideas from the students and put them on the board. If they give you words in their language you could write the English word on the board at this point.

Possible ideas: *cold, big, North America, Toronto, Montreal, Vancouver, bears, trees, lakes, mountains,...*

Hopefully someone will have said the name of one of the major cities in Canada. Explain that the students are going to read some information about three Canadian cities.

- 1 Give out Worksheet 1 and let students read the information silently. Explain any unfamiliar vocabulary. Go over the expressions *getting here, things to do* and *things to visit*. To help teach these, you could ask students to suggest equivalents for their town.
- 2 Give out Worksheet 2 and direct students' attention to the first text. Read it aloud to them, or ask a student to read out the information. Use this text to review the grammar of *There is/there are*. Then ask students to do the second exercise on the worksheet individually.
Answers: is, is, is, is, are, are
- 3 Ask students to tell you which city is in the text in 2.
Answer: Quebec city.
- 4 Ask students to make a similar text about Toronto, the third city on the Worksheet 1.
- 5 Now students should make another text, but this time about a city that they know (in their country, or one they have visited). They should then check their text in pairs for mistakes.

Extra idea: You could ask the students to write about a city but not specify the name. They then read their description out to a partner, who has to guess what the city is.