

Streamline
ENGLISH
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CONNECTIONS

*Teacher's
Extra*

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Introduction

Connections Teacher's Extra has been designed to provide the teacher with a variety of extra activities for each unit of *Streamline English Connections*. Because no two classes are identical there will always be a problem with pacing, however carefully a teaching unit has been constructed. Classes progress at varying speeds, and teaching periods differ in length from one teaching situation to another. Sometimes teachers feel the need to provide their students with opportunities for further practice or revision. Many teachers will already have a bank of extra activities. We hope that *Teacher's Extra* will provide teachers with a variety of extra exploitation ideas from which they can select.

Types of activity

Pair and group work
Transfer situations
Role-plays
Games and contests
Quizzes
Word-play exercises
Surveys and projects
Drawing based activities
Discussions

In addition to the activities listed above, extra work at the appropriate level can be found in the following materials.

Streamline English Connections: Workbooks A and B
Charts, diagrams and open conversations can be used for communication practice in pairs. Exercises can be done in pairs.

Streamline English Connections: Speechwork
The dialogues and open conversations can be used to provide extra listening practice.

Streamline English Video: A Weekend Away
The video and accompanying Activity Book provide extra practice at *Departures* level.

Connections in Reading A and B
These provide reading skills development material as well as material graded to the language in *Departures*. Each book has an accompanying cassette.

Unit 1

A Get students to draw and label a plan of an imaginary holiday flat. Students work in pairs, questioning each other using: *Is there a . . . ? Are there any . . . ? How many (chairs) are there? etc.*

B Pair Work. Draw and issue a map of the U.S.A. with ten cities marked on it. Each student draws the route of an imaginary tour on the map, with days and dates, and secretly marks a location where the tourists are at the moment. Students question each other in pairs to try and reproduce their partner's route and locate the tourists, e.g. *Have they been to Chicago yet? When did they go there?*

C Role-play. In pairs, students role play a barman and a customer on a cruise, ordering drinks. Tell students that the barman should be helpful and friendly.

Unit 2

A Role-play. Take in and distribute a list with phone numbers, area code numbers and addresses. Students use it as the basis for a role-play between an enquirer and Directory Enquiries. A complex list will also give practice on reference skills.

B Spelling Contest. Divide the class into two teams and conduct an oral spelling contest (using the English pronunciation of the letters). Award points for each correct answer. Either make up your list of words, or use this one:
juice/cruise/eighth/address/surname/profession/beautiful/twelfth/interesting/sandwich/biscuit/captain/passenger/department/awful/Southampton/business/Wednesday/nationality/Mediterranean

Unit 3

A Verb Contest. Divide the class into two teams for a past tense revision quiz. Give the infinitive form, and select students to give the simple past tense. Someone from the other team then has to give the past participle. e.g. T: *do*. Team 1: *did*. Team 2: *done*. Keep a score. Use these verbs:
come/give/drive/speak/buy/find/eat/run/put/break/forget/drink/choose/fall/take/show/begin/bring/know/leave

B Students work in small groups to prepare an advertisement for a product. Each group then comes out to sell its product. They can do this by describing it, or by acting out a short advertising scene for radio or TV. The class can decide which products it would buy. Possible products:
cornflakes/coffee/a car a record/a computer/an encyclopaedia/a forthcoming TV programme/a hamburger restaurant/chocolate/running shoes

C Pair Work. Each student chooses a machine and gives his/her partner instructions on how to use it, e.g. a video recorder/a cassette player/a food processor/a sewing machine/a washing machine/a computer.

Unit 4

A Verb Contest. Play the game described in Unit 3 section A using these verbs:
sing/cost/go/win/write/swim/build/feel/hide/ring/see/catch/throw/have/wear/steal/ride/learn/tear/say

B Mime Quiz. Get students to come out and mime an action. The rest of the class have to guess what they have done, e.g. S2: *Have you put on your glasses?* S1: *No, I haven't.* S3: *Have you brushed your hair?* S1: *Yes, I have.*

C Class Survey. Students work in groups to compile questionnaires on sports which people have/have not played. Each group then circulates asking members of other groups the questions, e.g. *Have you ever thrown a javelin?/run 800 metres?/played basketball?/swum in a race?/done a long jump?*

Unit 5

A Write these future time phrases on the board:
next month/ten o'clock tonight/2010/in a minute/tomorrow morning/January 10th/immediately/on Sunday/in an hour/Saturday evening
Students list them in chronological order.

B Pair Work. Students use the list from section A. Student A says a future time phrase, e.g. *tomorrow morning*. Student B responds by saying where he/she will be at that time, e.g. *I'll be at school*.

C Repeat the pair work in section B, but with negative responses, e.g. *I won't be at home*.

Unit 6

A Pair Work. Each student makes a list similar to those in the student's book for David Shaw and Sue Shaw, with specific times and notes of what they will do at those times. Each student gives his/her partner a list showing only the times. They then question each other in pairs, to discover what is on each other's lists, e.g. S1: *What'll you do at 8.15?* S2: *I'll leave home and catch the bus*. Students make notes of the answers.

B Students use the notes they made in section A to ask more questions, e.g. *When'll you leave home? Who'll you meet at lunch-time? Where'll you have lunch? What time'll you get home?* etc.

C Pair Work. Tell students to list the qualities of an ideal marriage partner. Then get them to question each other about their ideal partner, e.g. *Will he be handsome? Will he be rich? Will she be intelligent? Will she be younger than you?* etc. Students report back their partner's answers. Draw up a table to find the three most popular qualities.

Unit 7

A Pair Work. Tell students that they have won an open air ticket and that they can go anywhere in the world and can stop at ten places. (A world map would be useful for this.) Each student then decides on a list of ten places and a route. They question each other in pairs to discover what the ten chosen places are.

B When students have completed section A, they then ask questions, e.g. *Why will you go to (Paris)? What'll you see there? What'll you do there?* etc. Discuss the most popular destinations, and the students' reasons for choosing them.

C Pair Work. Tell students they have received £1000 for their birthday. (Translate into local currency.) Students work in pairs asking how their partner will spend it, and why.

Unit 8

A Role-play. Students role play a doctor and his/her patient who can't sleep at night. The doctor asks questions about sleeping habits and gives advice.

B Get students to describe a real or imaginary nightmare.

C Discussion. Do you think dreams tell you about the future? Students work in groups and write lists of why they do/don't believe this. They then report back to the class.

D Pair Work. Tell students to imagine that they have gone to sleep and woken up in a hundred years' time. What will be different? Students discuss in pairs and report back to the class.

Unit 9

A Anagrams. Write up on the board these anagrams of words from Unit 9:

shmceti (chemist)/*oynnl* (nylon)/*littabe* (tablet)/*apso* (soap)/*genzole* (lozenge)/*seitus* (tissue)/*hdehceaa* (headache)/*sculpea* (capsule)/*hutotbohsr* (toothbrush)/*nippsotreraci* (prescription)
Students work in pairs to unscramble them.

B Pair Work. Students make lists of all the items from a chemist's they would put in a toilet bag to take on holiday with them. They question each other in pairs to discover what is on the list.

C Role-play. Students role play a sales assistant in a chemist's and someone asking for advice about a particular ailment. The sick person will need to describe his/her illness and respond to the assistant's questions.

Unit 10

A Role-play. Students work in groups. Each group chooses a traditional story, e.g. Cinderella, Snow White, Sleeping Beauty. One student is a film director, the others are assigned roles. The director gives instructions, which the others act on, e.g. *I want you/him/her/them to do this/that.*

B Group role-play. Students role play people from another planet visiting Earth. Student A is a regular visitor who can speak English and Student B is his/her brother/sister who only uses sign language. Student A acts as an interpreter for Student B, e.g. Student B points to his/her mouth and mimes eating, then points to another student. Student A says: *He wants you to give him some food.* Students continue, taking it in turns to play the different roles.

Unit 11

A Write up on the board these five column headings: *look, feel, taste, sound, smell*. Students copy them. Then give an adjective, e.g. *cold*. Students write it to the left of the columns, and put a tick in each column that 'cold' can collocate with, ('look', 'feel', 'taste'), in each suitable column, e.g.

	Look	Feel	Taste	Sound	Smell
cold	✓	✓	✓		
good	✓	✓	✓	✓	✓
loud				✓	
strong	✓	✓	✓		✓

Use these adjectives:

cheap/comfortable/fresh/happy/new/weak/tall/ugly/clean/wet/fat/sour/easy/soft/short/boring/expensive/French/quiet/lovely
Students compare their charts, and make sentences to justify any unusual choices.

B Game. Animal, vegetable, mineral. Explain that anything can be described as animal, vegetable or mineral, or any combination of these (e.g. wool is 'animal', cotton is 'vegetable' and plastic is 'mineral'). Demonstrate the game. Choose an object, and say, T: *It's animal*. Students ask twenty questions.

e.g. S1: *Is it in this room?* T: *No, it isn't.*
S2: *Is it human?* T: *No, it isn't.*
S3: *Can you wear it?* T: *No, you can't.*
S4: *Can you buy it?* T: *Yes, you can.*
S5: *Can you eat it?* T: *Yes, you can.*
S6: *Does it taste sweet?* T: *No, it doesn't.*
S7: *Is it from a cow?* T: *Yes, it is.*
S8: *Is it from milk?* T: *No, it isn't.*
S9: *Is it meat?* T: *Yes, it is.*
S10: *Do you cook it?* T: *Yes, you do.*
S11: *Have you eaten it?* T: *Yes, I have.*
S12: *Is it a hamburger?* T: *Yes, it is.*

Get students to play the game in small groups to give everyone a turn. Then play it with the whole class.

Unit 12

A Game. Continue the story. Write the first sentence of a story on the board, e.g. *The spaceship landed on the moon . . .* or *Three people walked into the bank . . .* or *The tall, dark, handsome man turned and smiled . . .*

Each student writes down the next line of his/her choice. Ask what they have written, choose one of their suggestions, and add it to the line on the board. Each student writes the next line, and so on. The class can vote on which line to choose each time. The story builds up on the board. To finish it, tell students that there will only be three or four more lines, and work towards an ending, or ask them to complete the story at home.

B Group Work. Students work in small groups. Give each group one of the following topics: *space travel, the story of Adam and Eve*. Tell students they have five minutes to write as many sentences as they can about their topic. Each sentence must be 'true', e.g. *Neil Armstrong was the first man on the moon, Adam and Eve lived in a garden*. See which group can make the most sentences. You could pool all the facts by writing them on the board.

Unit 13

A Pair Work. Students ask their partners if they can do impossible things, as in the teacher's book 13.21, e.g. S1: *Can you buy a Ferrari?* S2: *No, I'm not rich enough./No, it's too expensive for me./I'm too poor to buy one.*

B Write two lists on the board in columns, one of adjectives, and one of verbs, e.g.

1 *hot/cold/cheap/young/difficult/hard/heavy/far/sour/boring*

2 *watch/walk/eat/cut/understand/drink/marry/lift/go out/buy*

Students work in pairs to make ten sentences using one word from each column in each sentence, e.g. *It's too hot for me to drink*. They must use each word once only.

C Repeat the previous activity to elicit sentences with 'not', e.g. *It's not cheap enough for me to buy.*

1 *cheap/easy/clean/cool/dry/interesting/fresh/comfortable/light/big*

2 *use/seesit on/buy/wear/doldrink/eat/read/carry*

Unit 14

A Ask students to respond to questions by thinking up excuses, e.g. T: *Why did you crash into my car?* S1: *I'm sorry. I didn't want to, but I had to. I couldn't stop in time. There was a car behind me.*

Use these questions: *Why didn't you do your homework?/Why didn't you telephone me?/Why didn't you come to school?/Why didn't you pass the exam?/Why didn't you answer my letter?/Why were you late?/Why didn't you meet me?/Why didn't you stop at the red light?/Why didn't you park in the car park?*

Students could continue in pairs.

B Role-play. Students role play a conversation between an angry parent and a child away at college who has just failed his/her exams. Tell students to decide on the age of the child, the kind of exam he/she has failed, and where and when the conversation takes place, before attempting the role-play.

C Pair Work. Each student lists ten things he/she wanted to do at the age of eight, but could not. They then work in pairs, asking and answering questions, e.g.

A: *I wanted to run very fast.*

B: *Why couldn't you?*

A: *I couldn't because my legs were too short.*

Unit 15

A Ask students what they might dislike about a job, e.g.

T: *secretary*. S: *I'll have to start early/work overtime/do shorthand/make the tea/work at weekends*, etc. Use these jobs:

air hostess/policeman/secretary/astronaut/doctor/nurse/sailor/farmer/teacher/boxer/President/spy/hotel receptionist/tourist guide/waiter/cook

B Role-play. Students role play an interview for one of the jobs listed in A. Both the interviewer and the interviewee must ask and answer questions about the job.

C Anagrams. Write up these anagrams of verbs from recent units on the board:

sism (miss)/*nigs* (sign)/*veeal* (leave)/*ptse* (step)/*lyf* (fly)/*tuhco* (touch)/*nlda* (land)/*tfil* (lift)/*amen* (mean)/*kctsi* (stick)/*onji* (join)/*crhma* (march)/*uscere* (rescue)/*hebetar* (breathe)/*eylpr* (reply)/*eeddncs* (descend)/*rymar* (marry)/*mnaaeg* (manage)

Students work in pairs to unscramble them.

Unit 16

A Ask students to write down ten time phrases which go with *for*, and ten which go with *since*. They then check their lists with a partner in pairs. Get some of them to read their lists out.

B Survey. Abilities. Students work in groups to draw up a survey of abilities, e.g. *Can you (swim)?* If the answer is *yes*, students then ask, *How long have you been able to (swim)?* Each group has to include ten items in its survey. They conduct the survey asking questions of students from other groups, and report back on the results to the class.

C Discussion. The traffic problem in the town/area in which you live. Students work in groups to discuss problems and solutions. Tell them to think about parking spaces, subways, public transport, pedestrian areas, etc.

Unit 17

A Role-play. Student A interviews Student B who wants to emigrate to A's country. Student B decides on an occupation then A interviews him/her.

B Ask students to imagine that they are drawing up an advertisement to encourage foreigners to emigrate to their country. Students work in pairs to list the advantages of their country. In a multi-lingual class, this can be done individually. Get students to read out their advertisements.

C Pair Work. Students work in pairs to compile lists of things we will be able to do in a hundred years time, and things we will not be able to do. Each pair reports back to the class on its view of the future.

Unit 18

A Anagrams. Write up on the board these anagrams of words connected with money:

neoym (money)/*nkba* (bank)/*llbi* (bill)/*ahsc* (cash)/*ldlora* (dollar)/*ccrryenu* (currency)/*nudop* (pound)/*eton* (note)/*eatr* (rate)/*uheceq* (cheque)/*eegchxna* (exchange)

Students work in pairs to unscramble them.

B Group role-play. Each student thinks of a request to ask a bank clerk. Choose one student to role play the bank clerk. The others role play a queue of customers. Each customer should have a different request from the one in front and the clerk should give a suitable reply. Change the roles around, or with large classes, organize it in groups.

Unit 19

A Ask transfer questions, e.g. T: *How tall/old/heavy are you? How long/wide/deep/high is it?* Ask questions about several people and things. Then get students to continue in pairs.

B Pair Work. Distribute copies of a distance chart such as those found in atlases or road guide books. Students ask and answer questions about the charts in pairs, e.g. *How far is it from Madrid to Granada?*

C Get students to make a similar chart, in pairs, for six major cities in their country. This time they should include travelling time and mode, e.g. *London-Edinburgh takes one hour by plane, five by train, ten by car*. Students use the chart for asking and answering questions.

D Game. Guess the person/object. Students compile a list of facts about a person or object, under the headings *height/colour/weight/width/depth/age/length*. Students ask and answer questions to guess the person or object, e.g. *How high is it? What colour is it? How heavy is it? Is it the Eiffel Tower?* etc.

Unit 20

A Get students to make sentences comparing famous people to you, the teacher, by asking questions, e.g. T: *Who drives faster, me or Alain Prost? Who plays tennis better, me or Boris Becker? Who lives more dangerously, me or Rambo? Who speaks English better, me or Princess Diana?* etc. to elicit *You drive faster than Alain Prost, Boris Becker plays tennis better than you*, etc.

B Role-play. Put an advertisement for an imaginary job on the board. Students work in pairs, role playing an applicant and the interviewer. The interviewer asks about abilities, e.g. *Can you type? How fast can you type? Do you speak English well? Can you drive? Do you drive carefully?* etc.

C Group Work. In groups, students decide on a job vacancy, e.g. English teacher, drummer in a rock band, London taxi driver, etc. Three students then role play the job interviewers, one is sympathetic, one aggressive and one is neutral. The other students role play the applicants. Several people are interviewed for the same job. The interviewers then discuss them, comparing their abilities. The group can decide who gets the job.

Unit 21

A Ask students to recount an embarrassing experience when they were caught doing something wrong.

B Choose some of the embarrassing situations from A as the basis of short role-plays between the person 'caught' and the person catching them.

C Ask students to describe the most exciting sporting occasion they have ever witnessed, either 'live' or on television. Students may need some time to prepare this.

Unit 22

A Either draw up and distribute an imaginary job application form and ask students to complete it, or get students to design and complete their own forms.

B Pair Work. Each student gives the completed form to his/her partner. The partner checks the information on the form using question tags.

C Invite the class to make statements about you using question tags, e.g. *You live in (Rio), don't you? You aren't married, are you? You've got a blue car, haven't you?* etc. Students can continue making statements about each other in pairs.

Unit 23

A Group Work. Each group chooses a disaster, or you can assign them one, e.g. an earthquake, a hijacking, a volcanic eruption, a fire, a ship sinking, an escape of poisonous gas from a factory, a coach crash. The group decides on a general order of events then each describes what they were doing and what they did when the accident happened.

B Role-play. Get one student from each group to move to another group, and interview the group about their experience for television news. The TV interviewer could then report the information back to the class, e.g. *She was just having breakfast when the table began to shake.*

C Get students to describe an accident they have witnessed or been involved in.

Unit 24

A Get students to write an imaginary letter to someone in England. They should thank the person for his/her letter, and invite him/her to come and stay at their home. They should describe the town in which they live, suggest some places to visit, describe the members of their family and arrange to meet him/her at the airport.

B Students give the letter written in section A to another student, who writes an imaginary reply.

Unit 25

A Write up these anagrams of words connected with air travel:
danl (land)/eatg (gate)/thlfgi (flight)/aagggeb (baggage)/sexecs (excess)/ttkeic (ticket)/raitrop (airport)/arhcse (search)/lcssea (scales)/pspsrtoa (passport)/eaisctus (suitcase)/gbdniaro (boarding)/eerduptra (departure)/wheeiovtgr (overweight)/ttiinnaosde (destination)/teonnmemuac (announcement)
Students work in pairs to unscramble them.

B Group Work. One student role plays an airways check-in clerk. The others form a queue to check in. The queue of people talk among themselves, one is late, another has six suitcases, another asks someone to carry a parcel through for him/her. Assign these roles and countries/cities of destination, or let students decide for themselves.

C Get students to draw up a list of objects which would not pass a security check. They then role play two security officers and a group of passengers going through a check. The officers ask questions about the objects, e.g. *May I search you, please? What's in your bag? May I see it?* etc.

D Distribute a flight information chart/timetable or make up your own. Students work in pairs asking for, and giving information about flights, e.g. *What time's the flight to Paris? What flight number is it? Which gate is it?* etc.

Unit 26

A Transfer questions. T: *Have you ever cut yourself? Ask him/her/me/each other. Ask How? Ask When? Ask What with? Ask Where? What did you do about it? Have you ever seen yourself on television?/heard yourself on tape? What did you think of yourself? Have you ever played the guitar/drums/piano/violin? Were you in a band/group/orchestra? Have you ever played in/been to a concert? Have you ever had an anniversary? What did you do? Where did you go? Did you have champagne?*

B Pair Work. Students list their skills, e.g. *ride a bicycle, speak French, type, dance, play the violin, skate, shoot, ride a horse, load a computer, cook, sew, drive, change a plug,* etc. They then ask each other about their abilities and how they learnt them. Did someone teach them or did they teach themselves?

C Students work in pairs, discussing which things you can teach yourself, and which things you need a teacher for, (and why). They make a list under the column headings *Teach yourself* and *Need a teacher*.

Unit 27

A Discussion. Discuss with the class the advantages and disadvantages of these animals as pets: a snake, a spider, a large dog, a budgie, a rabbit, a mouse, a crocodile, a cat, a goldfish.

B Role-play. In pairs, students role play a shop assistant and several customers who want to buy a pet. The customers could be: a grandmother, someone who is out at work all day, someone who lives on a farm, and a small child. Students take it in turns to be the assistant.

C Role-play. In pairs, students choose a product which they know something about and which can be compared, e.g. cars, stereos, washing machines, computers, etc. They then role play a shop assistant and a customer enquiring about the chosen product.

Unit 28

A Invite the students to make statements about you, the teacher, using questions tags, e.g. *You weren't here on Sunday were you? You've been to England, haven't you? You were marking our homework last night, weren't you?* etc. Then play the part of a famous person by saying, T: *Now I'm Ronald Reagan. Ask me questions.* Students can continue this in pairs.

B An Investigation. Describe an incident, or an imaginary crime, which took place the previous Sunday. Each student has to write a statement containing their movements and activities for a period of time before and after the incident.

C Role-play. In pairs, students exchange the statements written for section B, and their partner role plays a detective, checking the information in the statement with question tags.

Unit 29

A Pair Work. Students work in pairs to plan a small dinner party, discussing food, drink, the table, times of serving courses, lighting, music, etc.

B Role-play. Students work in groups of four, and role play all four sections of the dinner party (guests' arrival, having the meal, after the meal, guests' departure). Outdoor coats and a few pieces of crockery will help to bring this to life.

Unit 30

A Ask transfer questions. T: *Who's your best friend? How often do you see each other? Do you telephone each other? Where do you meet each other? How long have you known each other? Where did you first meet each other? Ask him/her/me. Do you know your neighbours? Do you speak to each other? How often do you see each other? Do you help each other? Have you got a pen friend? Do you write to each other? Ask How often? Ask him/her/me.* Students can continue in pairs.

B Write this list of verbs on the board:
teach/understand/meet/speak/love/see/need/write/help/like/hate/think about
Students work in pairs to make a sentence with each verb.

C Role-play. Explain the job of a marriage guidance counsellor. Students work in groups of three, as Stanley, his wife, and the counsellor. The counsellor interviews them separately and then together.

Unit 31

A Make a statement, e.g. T: *I like tea.* Select a student to respond, S1: *So do I/I don't.* Demonstrate with several examples. Students then continue in pairs.

B Game. Students play the game in pairs. Student A makes statements which he/she assumes his/her partner will agree with, using *so*. Student B makes statements which he/she assumes will be answered with *neither*. The winner is the one who can continue longest without an unpredicted response, e.g.
A: *I like chocolate.*
B: *So do I. I don't come to school by plane.*
A: *Neither do I. I'm learning English.*

Unit 32

A Students write Samantha's reply to her father's letter.

B Role-play. Students role play a telephone conversation between Samantha and her father, that takes place after she had received his letter.

C Class Survey. Students work in groups to compile a questionnaire, using closed questions with *good at/bad at/interested in/angry about/tired of/worried about/pleased with*, e.g. *Are you worried about nuclear war?* Each student completes the questionnaire by asking students from other groups. Draw up a table of the results for discussion.

Unit 33

A Ensure that books are closed. Ask a question, and the class calls out (or writes) as many possible responses as it can, avoiding the words *yes* and *no*, e.g. T: *You're all learning English, aren't you?* C: *We are./That's right./That's correct./Of course./Sure./That's true./Right./Are we?!* etc. Give two or three examples.

B Get students to describe a word game they have seen on television. They should explain the rules. Choose one of the games and play it, in English.

C Class Survey. Each student asks three others: *What's your favourite TV programme?* and notes the answers. Draw up a chart on the board to find the most popular programmes.

Unit 34

A Role-play. Students role play a grandparent and his/her grandchild. The grandparent talks about the time of his/her childhood. The grandchild asks questions.

B Pair Work. Each student writes a list of ten things they used to do (five) years ago that they don't do anymore. They question each other in pairs to discover what is on the list, e.g. *Did you use to play tennis?/ride a bicycle every day?/go to discos? go to college?* etc.

C Discussion. Students compare everyday life with life fifty years ago. Which things have improved/got worse?

Unit 35

A Chain Game. S1: *Tom, tell Anna to open the door.* Tom: *Open the door, Anna. Then tell Joe to give the teacher his book.* Anna: *Joe, give your book to the teacher. Then tell S1 to stand up.* Students can continue this in groups.

B Repeat A using more polite instructions with *ask* and *please*.

C Role-play. Students work in groups of three. S1 is the boss, S2 is the secretary, S3 is an employee. The boss gives instructions, e.g. S1: *Tell her to do this.* S3: *I can't do it because . . .* S2: *She says she can't do it because . . .* Students take it in turns to play the different roles.

Unit 36

A T: *Sam Lewis used to be a customs officer but now he's retired.* Tell students to make a list, in pairs, of the things he used to do, e.g. *He used to catch smugglers.* T: *Draper used to be a smuggler.* Students make a list of the things Draper used to do, e.g. *He used to drive a truck.*

B Role-play. Students role play Sam Lewis and Draper and continue the conversation from the point where it ends in the student's book.

C Discussion. Is smuggling a problem in this country? What do people smuggle and how? How do the customs officers try to stop it? Would you like to be a custom's officer? Why/why not? etc.

Unit 37

A Anagrams. Write up these anagrams of verbs from Unit 37: *rwoyrr* (worry)/*useam* (amuse)/*rebo* (bore)/*nhfigetr* (frighten)/*eetrsin* (interest)/*icexet* (excite)/*rftryie* (terrify)/*sarsaebmr* (embarrass)
Students work in pairs to unscramble them.

B Tell students to write down the following. T: *One. Something that frightens you. Two. Something that worries you. Three. Something that excites you. Four. Something that embarrasses you. Five. Something that amuses you. Six. Something that bores you. Seven. Something that interests you. Eight. Something that terrifies you.*
Students compare their lists in pairs and report back to the class. Do a comparison on the board, and discuss common/unusual fears, worries, interests, etc.

Unit 38

A Role-play. Students role play a doctor and an overweight patient. The doctor gives advice.

B Role-play. Students role play a travel agent and someone who is going to visit a very hot country. The travel agent gives advice on what to take and what not to take. Students swap roles. This time the traveller is going to visit a very cold country.

C Discussion. What is the best way to learn/improve your English? Get students to give advice, suggestions and tips.

Unit 39

A Game. Each student tells you one thing he/she regularly does, e.g. S1: *I play tennis.* S2: *I go dancing.* When everyone has told you something, play a memory game. T: *Who's the one that plays tennis?* S3: *(S1)'s the one that plays tennis,* etc. If no one can remember, S1 will say, S1: *I'm the one that plays tennis.* Students can then work in pairs to recall what other members of the class said.

B Ask about shops and restaurants in the area. T: *Do you know (Smith's)?* to elicit S1: *Yes, that's the one that sells (books),* etc.

C Write these names on the board:

- 1 *Magellan/Columbus/Amerigo Vespucci*
- 2 *Cleopatra/Deililah/The Queen of Sheba*
- 3 *Napoleon/Louis XIV/de Gaulle*
- 4 *Lenin/Mao Tse Tung/Ho Chi Minh*
- 5 *Michelangelo/Leonardo de Vinci/Goya*

Ask questions about the lists and get students to continue in pairs, e.g. T: *Which one painted the Mona Lisa?* S1: *Leonardo da Vinci's the one that painted the Mona Lisa,* or T: *Who was Leonardo da Vinci?* S2: *He's the one that painted the Mona Lisa.*
The list could be amended and extended to fit local circumstances.

Unit 40

A Write up two columns on the board labelled *for* and *since*. Dictate these words:
a month/Wednesday/Christmas/February/ten minutes/two weeks/six o'clock/New Year's Day/five years/a long time
Students put them in the appropriate columns.

B Ask transfer questions. T: *How long have you been coming to this school?/living in this town?/studying English?/sitting on that chair?/wearing that watch?/living in your house?* etc. Students continue asking questions in pairs.

Unit 41

A Role-play. Students work in groups and act out the crime described in the student's book. They will need props (e.g. a toy gun, or a piece of paper labelled 'gun'). Students re-enact the court scene, with the props on a table as evidence. One student role plays the lawyer who asks questions. The others in the group play the arrested man and woman, the driver of the car, customers in the bank at the time of the robbery, etc.

B In groups, students work out other crimes and act them out in the same way. The cross-examinations by the lawyers could be presented to the class. Suitable themes: a mugging, an assassination, shoplifting.

Unit 42

A Game. Tell the truth. Students work in groups of three. One of the group tells the others something that actually happened to them, e.g. *I broke my leg once when I was climbing a tree.* He/she also tells them a few details related to the incident. The three then come out to the front of the class, and all three state what happened and that it happened to them personally. The class then asks questions for five minutes. Two of the three at the front are lying, and only one is telling the truth. The rest of the class has to guess which one is telling the truth at the end of the question period. Get several groups to play the game.

B Group Work. In groups, students make up a short story similar to the one in the student's book. A member of each group reads out the story to the class, but stops before the last line. The class must suggest a final line. After they have made several suggestions, the reader tells them the 'answer'.

Unit 43

A Role-play. Students role play a bank manager and a customer who wants to borrow some money. The manager must find out how long the customer has been saving, how much he/she has saved, the reason for the loan, how he/she will pay it back, etc.

B Association. Write two lists on the board, one of nouns and one of verbs, e.g.

- 1 *miles/pages/pounds/letters/grass/shirts/rooms/programmes*
- 2 *write/cut/read/iron/see/drive/paint/save*

Students work in pairs. They choose a noun and a verb which go together, e.g. *letters/write.* They then create a mini dialogue for each pair along these lines:

A: *How long have you been writing?*

B: *I've been writing for an hour.*

A: *How many letters have you written?*

B: *I've written three letters.*

Unit 44

A Choose a pair of famous people, e.g. Lee Harvey Oswald/John Kennedy. Students have to make a pair of sentences, e.g. *Oswald's the man that killed Kennedy./Kennedy's the man Oswald killed.* Choose suitable pairs of people for the local situation. Some possibilities are: John Lennon/Yoko Ono, Prince Charles/Lady Diana Spencer, Jackie Kennedy/Aristotle Onassis, Napoleon/Wellington, General Custer/Chief Sitting Bull.

B Take in a wallchart or a series of flashcards or some holiday photos. Make statements about the visuals, e.g. (wallchart, an accident) T: *That's the car that crashed. And that's the car it hit.* (Flashcard, Paris) T: *That's the museum I visited, That's the station that I came out of.* Having established what happened, get students to ask and answer questions about the pictures.

Unit 45

A Ask students to read through the letter in the student's book, and mark ten time phrases/time words. Students then make ten sentences using each of the time phrases/time words.

B Tell students to imagine that someone they know (e.g. parents, husband, wife etc.) has gone away for two weeks, leaving them at home. Students write a letter describing what they have been doing, and what they have done.

Unit 46

A Role-play. Students work in pairs. Each pair chooses one of the following situations and role plays it as a telephone conversation: making an appointment for the doctor's/making an appointment for a very busy dentist/booking a hotel room/booking a disco for a party/booking a service engineer for an electrical appliance/booking a car service with a garage/booking a train ticket/booking an air ticket. Pairs come out and show their role-plays to the class.

B Role-play. Take in some authentic excursion advertisements, and some authentic concert announcements with an imaginary seating plan. Students use these for role-plays on booking an excursion and booking tickets for a concert.

Unit 47

A Pair Work. Ask students to make a list of six things that they like doing, and another list of six things that they don't like doing. Then students question each other in pairs to discover the contents of the lists.

B Repeat the pair work in section A, using *afraid of doing* and *interested in doing*.

C Class Survey. Students work in groups to compile a questionnaire on hobbies and interests. The members of each group interview students from other groups to complete the questionnaire. Draw up a statistical breakdown of the results.

Unit 48

A Anagrams. Write up these anagrams of words connected with weather:

tew (wet)/*locd* (cold)/*gygfo* (foggy)/*eclar* (clear)/*ludl* (dull)/*ryd* (dry)/*onsw* (snow)/*iran* (rain)/*dwyni* (windy)/*gbtrih* (bright)/*nyuns* (sunny)/*doucyl* (cloudy)

Students work in pairs to unscramble them.

B Group Work. Students work in groups to draw up four weather forecasts, one each for a day in January, April, July and November. Having drawn up the forecasts, the members of the group take it in turns to come out and present their forecasts to the rest of the class, using the board as a visual aid. The rest of the class has to write down which month they think each forecast applies to.

Unit 49

A Role-play. Students role play a chef and a waiter/waitress in a busy restaurant at lunchtime. The waiter/waitress has to follow the chef's instructions and put the food onto the plates. He/she should ask questions to check with the chef that he/she is doing it correctly.

B Role-play. In pairs, students role play two politicians in a public debate. Assign the role of defending government spending to half the class, and the role of criticizing, to the other half. Give time for each half to make notes before forming the pairs, e.g. S1: *There aren't enough jobs*. S2: *I don't agree. There are plenty of jobs*, etc.

C Having completed the pair work, group all the 'defenders' together, and all the 'criticizers' together. The class as a whole then role play a political debate in an assembly. If a political debate is felt to be undesirable, it could be done as a debate on any other subject, e.g. TV ('Television does more damage than good. '), pop music ('Pop music is a valuable art form. '), computers ('Computers are dangerous. '), etc.

Unit 50

A Pair Work. Take in a selection of authentic maps and plans, e.g. a road map of the local area, a road map of the country, a fire escape plan of the school or of a hotel, a city plan, a shopping precinct, a store guide to the floors, an airport plan, etc. Distribute copies to each pair and get them to practise asking for and giving directions.

B Give students copies of the same map. Get everyone to mark the starting point which you decide on. Then give directions while the class silently mark the route on the map. One or two students could be invited to give directions in the same way.

C Pair Work. Students work in pairs giving directions and marking in routes, as in section B. Get pairs to swap maps with one another.

Unit 51

A Group Work. Students work in groups of three, as the editor of a newspaper, a trainee journalist and a famous person of their choice. The editor tells the journalist what to ask, and the journalist asks the questions. The famous person replies, e.g.

Editor: *Ask her the name of her next film/if she's going to marry Steve Newman/how much they paid her to star in 'Loot'.*

Journalist: *What is the name of your next film?*

Famous Person: *I can't tell you that yet. It's a secret, etc.*

B Role-play. Students work in groups of three as an air traffic controller, a pilot and a hijacker. The questions from both the controller and hijacker are relayed through the pilot. Students take it in turns to play the different roles.

Unit 52

A Quiz. Each student makes a list of ten questions, using: *Do you know who?/where?/when?/why?/what?/whose?/how?/how far?/how tall?/how heavy?* etc. They use the lists and question their partners in pairs, keeping a note of correct answers given. The partner either replies with the answer, or says, *I don't know where. . ./who. . ./etc.* Develop it into a knock-out competition, leading up to a final.

B Discussion. In groups, students choose a 'great mystery' such as the Bermuda Triangle, the Loch Ness monster, the Yeti, the secret of the pyramids, Atlantis, UFO's, life on other planets, etc. Students discuss the mystery and/or list reasons for belief and disbelief.

Unit 53

A Group Project. Working in groups, students produce a newspaper front page. One will write a news story about a disaster, one a weather report, one a word play on a nine-letter word, one a story with the headline 'What a surprise!', one an advertisement for a language school. They can then put them together as a mock newspaper.

B Matching. Cut out some stories from English language newspapers. Cut the headline off each story. Students work in groups matching each headline to its story. If you wish to use them several times, the stories and headlines should be mounted on cards.

C Get students to compose a short newspaper headline, and to write it on a piece of paper. Collect them in, then re-distribute at random. Students write a short article to go with the headline, then read them out to the class.

Unit 54

A Take in a number of pictures of people taken from magazines, or put up board drawings. Describe the people. Students decide which one you are describing. When you have demonstrated the activity, students can repeat it in pairs.

B Game. Guess Who? Demonstrate: T: *I'm thinking of a person in this class.* The class can ask up to ten yes/no questions about the person to guess who it is, e.g. *Is the person female? Has she got long hair? Are her eyes blue? Is she taller than you? Is she thin? Is her hair curly?* etc. Students must not guess until ten questions have been asked. Get students to come out in turn to play the teacher's role.

C Extension. The game in section B can be played again using famous people.

Unit 55

A Each student lists what they will do when they get home/before they have their next meal/after they finish dinner/before they go to bed tonight/as soon as they get up tomorrow morning. Students question each other in pairs about the contents of their lists, e.g. *What will you do when you get home? What time will you get home?*

B Get students to report back about their partner's list, and draw up on the board a chart of what people do.

C Group Work. Students role play a committee planning a visit to the town by Prince Charles and Princess Diana. Assign specific responsibilities for sections of the day. Students evolve a joint plan which they can later report back to the class. The class can ask each group questions, and decide either which is the best plan, or how to amalgamate the best from several plans.

Unit 56

A Consequence Chain. Start a consequence chain by drawing a waiter and a customer. The customer is saying, *If you don't bring the bill immediately, I won't pay.* The waiter then says, *If you don't pay, I'll call the police.* The customer continues, *If you call the police, I'll hit you.* Get students to continue the consequence chain as far as they can. Begin other chains in the same way, e.g. *If I don't stop smoking, I'll be ill . . . /If there's a fire . . . /If there's an earthquake . . . /If you hit me . . . /If I find some money . . .* etc.

B Role-play. Each pair chooses one of the consequence chains and builds it into a role-play between two people in a situation. Get one or two pairs to demonstrate their role-plays.

C Group Work. Students work in groups planning what to do if there is a power-cut (the electricity supply is cut off).

Unit 57

A Pair Work. Students list six types of weather. Then they make plans for the weekend for different weather conditions, e.g. *If it's sunny, we'll go to the beach.*

B Consequence Chain. Students develop consequence chains based on the sentences they created in section A, e.g. *If we go to the beach, we'll sunbathe. If we sunbathe, we'll get hot. If we get hot, we'll buy a cold drink . . .* etc.

C Students write a commentary for a sporting event of their choice. Get students to role play sports commentators and read out their commentaries.

Unit 58

A Role-play. Students evolve role-plays based on the four situations in the student's book, i.e. a car illegally parked, a driver caught speeding, a driver whose car has broken down and a mechanic who has come to mend it.

B Draw a compass on the board. Students work in pairs asking where various places in their country are, e.g. S1: *Where's Acapulco?* S2: *It's on the west coast. /It's in the west of Mexico,* etc.

C Quiz. General Knowledge. Ask questions about places as in section B. The class could be divided into two teams and a score kept.

Unit 59

A Role-play. Write up a list of accommodation types, e.g. *family hotel, large seaside hotel, guest house, youth hostel, luxury hotel, camp-site,* etc. Students role play checking in. Registration cards made up and distributed would help with this.

B Write up some scrambled addresses on the board:
*M17 3JQ/Moss Side/Manchester/John Carter Esq./England/
13 Nelson Road*

Bristol/Elaine Green/U.K./Holiday Inn/BS1 3AD/Lower Castle Street

Frankfurt Plaza Hotel/The Manager/West Germany/Hamburger Allee 2-10/6000 Frankfurt am Main 90

Students work in pairs to unscramble them.

C Write up these telegram messages:

Arrive 22.30. Kennedy Airport. Flight PA 004. Please meet. Love Sue.

Congratulations on new baby. Girl or boy? What name? If girl, call Mary! Love, Mary.

No money. Mugged. Please help. £200 to American Express, London. Tim.

Ask students to re-write each message as part of a full letter.

Unit 60

A Pair Work. Ask students to create a questionnaire on their previous experiences of the English language, e.g. *Had you met any English people? Had you heard any English records?* Students question each other in pairs, then change partners. Discuss the results with the class as a whole.

B Role-play. Refer students to the three situations in the student's book. They role play in turn the fireman, policeman and ambulance driver. They report back on the incidents to their superior.

C Ask them to make a written report of the three incidents.

Unit 61

A Role-play. Ask students to role play conversations for each of the situations in the student's book, i.e. 1 Stanley Hooper and the headmaster. 2 Len Bailey and the old lady. 3 Kate Kirby and the bank manager.

B Role-play. Students role play conversations between the following. 1 The Headmaster and his wife, recounting Stanley's experience. 2 The old lady and her husband. 3 The bank manager and his assistant.

Unit 62

A Ask transfer questions. T: *Have your parents/teachers husband/wife/boyfriend/girlfriend etc. ever been really angry with you? What had you been doing? Ask him/her/me each other. Ask When? Ask Why?*

B Game. Continue the story. T: *I had just gone to bed when . . .* Each student writes down the next sentence. The teacher selects one of the sentences and writes it on the board. Everyone then writes down the next sentence and so on, until the story is complete.

C T: *I know a couple. They built a house. They had no help from anyone. They did it all themselves. Tell me some of the things they did. What do you think he did? What do you think she did? Ask questions: They didn't use an architect, so who drew the plans? to elicit: S: She drew the plans herself. T: They didn't use an electrician, so who did the electrics? etc.*

Unit 63

A Discussion. Music. Discuss types of music and write up the vocabulary, e.g. *rock, pop, jazz, folk, classical, opera, electronic, middle of the road*, etc. Ask students to tell you what they know about each one. Then discuss the top ten for this week. Write it on the board, or take it in and distribute.

B Elicit a list of relations, e.g. *grandmother, cousin, niece*, etc. Students use the list as the basis of a role-play between a sales assistant and a customer in a record shop. The customer is buying records or cassettes for various relations and needs the assistant's advice.

C Discussion. Toys. Point out to students that most toy shops have sections labelled 'Boys' Toys' and 'Girls' Toys'. Ask the following questions to stimulate discussion. T: *What toys do you find in each section? Why are they different? Why are toys for young children the same for boys and girls? Do toys make the difference between the sexes wider? Why?/Why not? Did you have a favourite toy? Why did you like it?*

D Role-play. Students role play a customer and a sales assistant in a toy shop. The customer is looking for a non-sexist toy.

Unit 64

A Group Work. Students work in groups to compile a quiz similar to the one in the student's book. All questions should be in the passive. The members of the group then question members of other groups.

B Pair Work. Each student makes a list of ten foods and ten industrial products. They then discuss in pairs which are imported and where from, and which are exported and where to, and why.

Unit 65

A Role-play. Students role play an estate agent and a potential house-buyer. The estate agent is trying to sell one of the three houses described in the student's book. The buyer asks questions.

B Role-play. Students repeat the role-play in section A, but this time they are selling their own homes.

C Pair Work. Students draw a plan of their ideal flat, and describe it to their partners.

Unit 66

A Discussion. News. Discuss the topics currently in the news with the whole class. Students make brief notes beforehand. Try to include a crime story, an international story, a sports item, a 'human interest' item and an amusing or bizarre item.

B Group Work. Students work in groups and prepare a news broadcast for that evening. They then role play newscasters and read one item each.

C Quiz. Prepare a short quiz on things currently in the news. This can be done in teams, competitively.

Unit 67

A Pair Work. Take in a collection of books and records, or record sleeves, (or get students to bring in their own). Hand them out. Ask questions about them, e.g. *Who was it written by? When was it written? Who was it illustrated by? Who was it published by?* etc. Get students to swap the books/records around and ask and answer questions in pairs. L.P. record sleeves usually give enough information for a large number of questions.

B Give the title of an imaginary film, based on a classic story. The class imagines that they are going to make the film, and assigns the roles in the film to members of the class. This can be done in groups or with the class as a whole, e.g. S1: *Snow White can be played by Maria*. S2: *The Prince is going to be played by Paul*, etc.

C Students work in groups and act out a scene from the story they used in section B.

Unit 68

A Play the class an Elvis Presley song. Go through the lyrics, pointing out contracted forms, e.g. *gonna, ain't, gotta*. 'Return to Sender' is particularly good for past tenses. 'In the Ghetto' leads to discussion, but there are many possibilities.

B Ask students to prepare a biography of a well-known person. This can be done in class, or researched for homework and discussed in a later lesson.

Unit 69

A Pair Work. Students work in pairs and comment on each of the adverts in the student's book, saying why they will/won't/would/wouldn't be able to reply to the adverts.

B Each student composes three adverts, one for a car, one for another object and one for a job. Students work in pairs commenting on them as in section A.

C Each student lists ten things they would buy/do if they were rich. Students question each other in pairs about their lists.

Unit 70

A Group Work. Students work in groups to compile menus, one for a children's party, one for a domestic dinner party, and one for a wedding reception.

B Pair Work. Students write a menu for a typical restaurant in their country. They then use the menus for a waiter/customer role play.

C Anagrams. Write up these anagrams of food items: *laev* (veal)/*efeb* (beef)/*iecr* (rice)/*daasl* (salad)/*akets* (steak)/*oottpa* (potato)/*nooin* (onion)/*nwrap* (prawn)/*rarotc* (carrot)/*rtuto* (trout)/*ecinckh* (chicken)/*ilerwoufcal* (cauliflower)
Students work in pairs to unscramble them.

Unit 71

A The Perfect Language School. Students work in groups and draw up plans and ideas for a language school/language department. Money is unlimited. Ask a few questions to set the procedure, e.g. T: *Would it be in an English-speaking country? How many students would you have in each class? Would there be a language laboratory/video/computers/teachers?* etc.

B Consequence Chain. Start the chain, e.g. T: *What would you do if you saw a bank robbery?* S1: *If I saw a bank robbery, I'd call the police.* T: *What would happen if the police came?* S2: *If the police came, they'd surround the bank.* T: *What would the robbers do if the police surrounded the bank?* etc. Get students to continue asking and answering the questions.

C Give the starting line for other consequence chains, which students develop in pairs. e.g. T: *What would you do if a UFO landed outside your home?/there was an earthquake?/I had a heart attack?/a millionaire/ess asked you to marry him/her?*

Unit 72

A Cartoons. Focus attention on the pictures A–J in the student's book. Ask the students to compose speech bubbles for the other people in each situation.

B Role-play. Ask students to work in pairs and extend the conversation which now begins in each of the pictures A–J.

C Discussion. Time Capsule. Tell students to imagine that they are preparing a time capsule which will be buried under an important new building, with a notice saying 'Do not open until 2500'. The capsule will be one metre square. What would you put in it, and why?

Unit 73

A Discussion. The Arms Race. Ask students, T: *What can be done? What must be done?* Students make suggestions. Ask, T: *What do you think will/won't be done? Why?*

B Mock Local Election. Choose students to represent a variety of viewpoints. They should each prepare a speech, promising what must be done/can't be done/will be done/won't be done if they are elected. They make speeches, and the class then votes for a candidate.

Unit 74

A Pair Work. Each student writes a list of true sentences about themselves, using five verb forms: 1 Present continuous, e.g. *I'm reading.* 2 Habitual present, e.g. *I live in Brussels.* 3 Simple past, e.g. *I had fish for lunch.* 4 Present perfect, e.g. *I've just learned a new word.* 5 Simple future, e.g. *I'll leave work early today.* The partner has to put each of the sentences into reported speech.

B Role-play. Students role play a famous person, real or imaginary, and a radio journalist interviewing him/her at an airport. Each famous person makes ten statements. The journalist reports the statements back to the class.

C Competition. Divide the class into two teams. Make a statement and select a student to report it. Keep a score.

Unit 75

A Pair Work. Each student writes ten questions for an oral exam in English, similar to the one in the student's book. They then use their questions to examine their partners.

B Reporting. Students swap partners and report the questions their previous partner asked them.

C Reading. Point out the skills of reading aloud (e.g. correct speed, clear speech, appropriate intonation, use of pause and emphasis, etc.). Each student selects a short passage from the book to read aloud. The class can decide who has performed best.

Unit 76

A Pair Work. Students look back through the book and choose a dialogue to report. They work together on the report.

B Role-play. Students role play two conversations as a travel agent and a customer. One takes place before the holiday, and the other after the holiday. Nothing was as it was supposed to be.

C Game. Who Said What? Demonstrate the game. Choose a statement by a character earlier in the book, e.g. Unit 15 (Briggs) *Will I have to get a haircut?* Report it, e.g. *He asked if he would have to get a haircut.* Students have to tell you who said it. Students can then play the game in pairs. To finish, play the game with the whole class, divided into two teams.

Unit 77

A Role-play. Students freely role play the four situations in the student's book, i.e. giving advice to someone whose car will not start/is always late for work, someone looking for a special kind of shop, someone wanting an item of clothing and someone making an appointment.

B Pair Work. Students imagine they are going on a long car journey. They list things they should have done to the car. Students discuss their lists in pairs.

C Repeat the activity in section A, but this time students imagine they are going to spend a year at a research station in Antarctica. (Remind them to include medical and dental checks.)

Unit 78

A Ask students to report the story in the student's book, from the woman's point of view/from the store detective's point of view.

B Pair Work. Cut up some picture stories from a comic or magazine and distribute them. Students work in pairs to reassemble the stories.

Unit 79

A Game. Continue the story. Discuss classic stories like Cinderella, Sleeping Beauty, Snow White, The Princess and the Pea, The Princess and the Frog. T: *Once upon a time . . .* Each student writes down the next sentence, following a 'fairy story' pattern. The teacher selects one of the sentences and writes it on the board. Everyone then writes down the next sentence and so on, until the story is complete.

B Ask students to recount a famous fable/folk story from their country. Students may need some time to prepare this.

C Discussion. Choose one of the stories from section A, or use one of your own, or use an Aesop fable or a Nasreddin story. Discuss with the class what the moral point of the story is. Stimulate discussion by asking questions, e.g. T: *What advice is the story giving us?*

Unit 80

A Discussion. Ask students what they have learnt from the course, and what their future plans will be for improving their English. Suggest pen-friends, listening to the BBC World Service, English films, supplementary readers, newspapers, magazines, etc.

B Take in a cassette player and ask students to comment about each member of the class in turn. Play back sections of the tape for the class to listen to and comment on.

C Organize an out of school social event to celebrate finishing the book. Each student must prepare a short speech.