

Streamline
ENGLISH
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DEPARTURES

Teacher's
Extra

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Introduction

Departures Teacher's Extra has been designed to provide the teacher with a variety of extra activities for each unit of *Streamline English Departures*. 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 Departures: 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 Departures: 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.

Departures 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.

More Departures in Reading A and B

These provide further articles, anecdotes, puzzles and extended stories in the same style as *Departures in Reading*.

Unit 1

A Get students to make name cards for their desks, labelled *I'm (Juan), I'm from (Spain/Madrid)*, which can be used for the first few lessons. Get students to circulate in pairs introducing people to their partners: *He's Juan, he's from (Spain/Madrid)*.

B A series of flashcards of famous people of different nationalities and a world map would be useful after 1.23. Choose currently famous people, e.g. Michael Jackson, Princess Diana, Madonna, Boris Becker. Hold up a picture of Michael Jackson and ask questions:
T: *Is he Paul McCartney?/Is he French?/Where's he from?*

C Quiz. Use the flashcards from section B, or give names of famous people, and ask questions as above. Students write the answers. Ask eight questions. Students should label their answers: A, B, C, D, E, F, G and H.

e.g. T: *Write 'A'. Look at the picture. Is he Paul McCartney? Write 'Yes, he is', or 'No, he isn't'.*

T: *Write 'B'. Look at the picture. Is he French? Write 'Yes, he is', or 'No, he isn't'.*

Select students to come out and write the correct answers on the board.

Unit 2

A Dictate the numbers one to twelve in random order.
e.g. T: *Six*. Students write '6'.

B Write the numbers one to twelve on the board.
e.g. 1 – *one*
2 – *two*
3 – *three* etc.
Students copy them.

C Write up anagrams of the numbers one to twelve in random order. Students work in pairs to unscramble them, and put them in numerical order.
e.g. *vief* (five)/*tighe* (eight)/*net* (ten)/*velewt* (twelve) etc.

D Quiz.
T: *One. He's from Paris.* S: *He's French.*
T: *Two. She's from New York.* S: *She's American.*
T: *Three. They're from Manchester.* S: *They're English.*
Continue: *Leningrad/Shanghai/Acapulco/Barcelona/Milan/Hiroshima* etc. This quiz can be oral and/or written.

Unit 3

A Quiz. Ask students to spell words from the vocabulary list for Unit 3.
e.g. T: *One. Key.* S: *K-E-Y*
T: *Two. Orange.* S: *O-R-A-N-G-E* etc.
This quiz can be oral and/or written.

B Game. Letter Bingo. T: *Write down any eight letters of the alphabet.* Dictate letters at random. Students cross them off their lists as they occur. The first student to cross off all eight letters calls 'Bingo!'

C Quiz. Initial Letters. Call out letters at random. Students think of a word which begins with each letter.
e.g. T: *One. 'H'.* S: *House.*
The answers can be oral and/or written.

D Game. What is it? Take in a bag of realia. Divide the class into teams. Blindfold a student and pass him/her an object from the bag. T: *What is it?* S: *It's a pen.* T: *No, it isn't.* The student can have three guesses, and wins a point for a correct answer.

E Quiz. Plurals. Write up these anagrams of words in the singular: *arc* (car)/*finck* (knife)/*wowdin* (window)/*rorryl* (lorry)/*richa* (chair)/*salgs* (glass)/*yek* (key)/*chawt* (watch)/*sheou* (house)/*flesh* (shelf)
Students work in pairs to unscramble the anagrams, then write out the words adding the plurals, e.g. *arc – car – cars*.

Unit 4

A Role-play. Checking into a hotel. Demonstrate this dialogue:

A: *Good (evening).*

B: *Good (evening).*

A: *What (is/are) your (name/s)?*

B: *Smith.* (Use real names.)

A: *Spell it, please.*

B: *S-M-I-T-H. Smith.*

Students do it in pairs. Get one or two pairs to demonstrate.

B Game. Divide the students into groups. Send one student from each group out of the room. Each group assembles an equal number of different personal possessions into two piles, one close ('this') and one further away ('that'). The students return, and ask their group members questions until all the objects are returned to their owners. The members of the group can only answer 'yes' or 'no', e.g.

S1: *Is this/that your book, Maria?* S2: *No, it isn't.*

S1: *Oh, is this/that your book?* S2: *No, it isn't.*

S1: *Is it your book, Pierre?* S2: *Yes, it is.*

The teacher could time each group. The first group to finish is the winner.

C Game. Make ten flashcards which illustrate people's occupations, five of men, five of women. All should be singular. Show the class each card in turn. Then shuffle the cards, select one, and look at it without showing the class. Students ask questions, e.g. *Is it a man/woman? Is he a pilot? Is he a taxi driver?* etc. Continue until all the cards have been guessed. This game can be done in groups, providing enough cards (at least four per group) are available.

Unit 5

A Use realia and/or pictures of people and objects. Demonstrate:

T: *Look at this/that (man/car).* S: *He's a fat man./It's an old car.*

T: *Look at these/those (women/pens).* S: *They're tall women./*

They're expensive pens.

The answers can be oral and/or written. This can also be done in pairs.

B In random order, write on the board the words which are listed A–Z in the vocabulary list in the teacher's book. Note: Some words will appear twice. Students work in pairs to assemble a list of adjectives and their opposites, e.g. *hot – cold, old – young, old – new*, etc.

Unit 6

A Refer students to the diagram of a flat in the student's book. Ask them to draw and label a diagram of their own flat or house. Students work in pairs asking and answering questions about each other's homes. They should not show their partners the diagrams until they have finished, e.g. *Is there a balcony?/Is there a sauna?/Are there ten bedrooms?* etc.

B Each student draws a diagram of one room in his/her home, with items of furniture labelled on the diagram. Students ask questions in pairs as in section A. They also have to guess which room it is.
e.g. S1: *Is there a table?* S2: *Yes, there is.* S1: *Are there any chairs?* S2: *Yes, there are.* S1: *Is there a clock?* S2: *Yes, there is.* S1: *Is it the living room?* S2: *No, it isn't,* etc.

C Ask questions, e.g. T: *In your house, where's the telephone? Where are the bookshelves? Where's the money?* Students continue in pairs. Students can make notes of the answers and use them to report back to the class.
e.g. S1: *Kenji's telephone is in the kitchen. His bookshelves are in the living room, etc.*

Unit 7

A Pair Work. Draw on the board a simple map of a main road with three roads joining on each side. Each student should make two copies. Get the students to mark and label the following locations on one copy: a post office, a bus stop, a bank, a café, a telephone box, a supermarket. Each pair should agree on where the conversation is taking place and mark it with a cross. They then role play asking for and giving directions in pairs. At the end of the activity, each student should have marked the locations chosen by their partner on the second copy of the map. They then compare their maps.

B Pair Work. Take several of these items into the classroom: salt, a sugar bowl, a pepper pot, a vinegar bottle, etc. Get students to role play Conversation C–D, to practise passing each other things politely.

C Pair Work. Write on the board or distribute a simple bar (or café) price list. Students practise ordering, enquiring about price and paying for drinks.

D Distribute copies of a page from a phone book or any other alphabetical phone listing. Call out a name from the page. Students give you the number. Continue as pair work. Spelling practice could also be done with this.

E Game. Bingo. Ask students to write down ten numbers between one and ninety-nine. Call out numbers, the students check their own lists. The first one to cross off all ten numbers calls 'Bingo!' and is the winner.

Unit 8

A Anagrams. Write these anagrams of colours on the board: *erd* (red)/*calkb* (black)/*tiwhe* (white)/*otwley* (yellow)/*egern* (green)/*elub* (blue)/*negrao* (orange)/*wronb* (brown)/*eryg* (grey)/*nikp* (pink). Students unscramble them in pairs and find one item in the classroom for each colour and write them out, e.g. *egern – green – Anna's skirt*.

B Game. What is it? Students think of an object in the classroom, and state its colour, e.g. 'blue'. The others try to guess what it is.
S1: *Blue*. S2: *Is it Maria's blouse?* S1: *No, it isn't*. S3: *Is it Tom's pen?* etc.
This can be continued in pairs.

C Game. Who is it? T: *His jacket's blue, his shirt's white, his socks are red. Who is it?* S: *It's Joe!* Students continue in pairs.

Unit 9

A Draw a family tree, which can be real or imaginary, on the board. Ask questions about it, e.g. T: *Who's Philip?* S: *He's Charles' father*. T: *Whose son is Charles?* S: *He's Philip's son*, etc.

B Pair Work. Students draw up a simple family tree for their partners in pairs, by asking questions, e.g. *What's your mother's name?*

C Game. Take three students with their bags outside the room. Get each student to give you three or four items. Return to the classroom, where the class asks questions until they find out who owns each of the items.
e.g. T: *Whose (pen) is this? Ask me*. S: *Is it Maria's pen?* etc.
This can be continued as group work.

D Quiz. Write up or say the names of typical national products. Students respond by writing or saying its national origin, e.g. T: *Toyota*. S: *It's Japanese*.
Continue: *Beaujolais/Rolls-Royce/Ferrari/Pepsi-Cola/Tequila/Casio/Pizza/Volvo/Vodka/Olivetti/IBM/Paella/Whisky/Rolux/Guinness/Mercedes/Rioja/Renault/Chanel/Boeing/Ouzo/Sony* etc.

Unit 10

A Pair Work. Tell students to write a grocery shopping list, with six items on it. Students work in pairs, asking questions, e.g. *Is there any milk on your list? Are there any eggs on your list?* Continue until the students have guessed all the items on the list.

B Pair Work. Students add quantities to their lists.
e.g. *eggs – 12, rice – a kilo*
Students ask and answer questions in pairs, e.g. *How many eggs are there on your list? (There are twelve.) How much rice is there on your list? (There's a kilo.)*

C Ask students to draw two columns. Use the mass and unit symbols (which you can draw on the board) as headings. Call out words. Students put them into the appropriate columns.
e.g. *tea/banana/egg/cheese/butter/apple/orange/rice/water/hamburger/bottle of wine/onion/oil/jar of coffee/mushroom/pea/tomato/spaghetti*

Unit 11

A Ask students to compose a menu for an imaginary restaurant, and to name the restaurant. Each item should be priced.

B Role-play. Waiter and customer. Students use the menus they created in section A as the basis for a role-play, ordering a meal. The waiter in the role-play should write down the order.

C Using the waiter's notes, students calculate the bill.

D Dictate six prices. Students add up the total.
e.g. $£1.13 - £2.50 - £1.70 - £2.18 - £3.15 - £4.90 (= £15.56)$
They could be asked to add service at 10% and V.A.T at 15% (= £19.45).

E Ask students to write the menu for a special dinner party. They can do this in pairs, using *I'd like . . .*

Unit 12

A Ask students to list the instructions they have heard the teacher use in class, e.g. *Look! Listen! Listen and repeat! Write this! Come here! Come in! Work in pairs! Ask me/him/her! Don't talk! Don't look at your books! Don't open your books! Don't laugh!* etc.

B Role-play. Bring a student to the front of the class to role play the teacher. The class obeys his/her instructions.

C Role-play. Students play scenes similar to the one in 12.7, using a film director. Demonstrate using a marriage proposal scene.

e.g. T: *John, knock at the door. Mary, go to the door, open it. Smile. Close the door. John, take off your hat. Mary, take the hat, put it on the table. Turn off the television. Turn on the hi-fi. Put on a disc. Smile. John, don't laugh! Sit there, John. Sit there, Mary. John, look at her. Mary, don't look at him. Look at the floor. John, speak!*

D Pair Work. Student A lists things that you can turn on and turn off, e.g. tap, light, TV, radio, heater, cooker, gas, etc. Student B lists things you can put on and take off, e.g. items of clothing, footwear, etc. Each student then uses his/her list to give instructions to the other, who mimes the action.

Unit 13

A Refer students to the texts in the student's book. Ask them to write parallel descriptions of themselves.

B Students work in pairs, asking questions to elicit the information from the descriptions written in section A.

C Ask students to write similar descriptions of characters from earlier units in the student's book, e.g. Charles Orson, Steve Newman, Raquel Evans, Mrs Turner, Tom Turner, Mrs Wilkins, Joe Freezer, Mrs Loot, Fred Penny, Mr and Mrs Dean.

D Dictate a list of years, e.g. 1980, 1918, 1880, 1970, 1817, 1916, 1960, 1550, 1815, 1919, 1690, 1414.

Unit 14

A Refer students to pictures in previous units, e.g. T: *Look at Unit 9. What can you see in the picture?* to elicit S: *I can see . . .*

B Game. I can see something beginning with . . . Demonstrate the game. T: *I can see something beginning with 'T'.* S1: *I can see a table.* T: *No.* S2: *I can see the teacher.* T: *No.* Continue until someone guesses correctly. Then students play the game in groups and/or pairs.

C Game. List ten skills on the board, e.g. *swim/sew/type/drive/speak Arabic/iron/cook/play football/dance.* Students copy the list and circulate asking questions, e.g. *Can you (swim)?* until they have three 'Yes, I can' and three 'No, I can't' answers, and noted the names of the students who gave them. The teacher then calls out the name of a student. The class gives any information it has about that person's skills and abilities, referring to the notes they have made.

Unit 15

A Role-play. Students compile lists of things that they might offer a visitor to their homes. They then role play a similar conversation to Conversation I–J in the student's book in pairs. The 'visitor' accepts or refuses the offers politely.

B Write up a simple timetable on the board, or distribute copies of real timetables. Students use the timetable in pairs, and role play a conversation similar to Conversation K–L in the student's book.

e.g.

Trains					
London	10.40	12.55	13.30	16.45	20.20
Oxford	7.15	11.35	14.10	17.00	21.50

C Anagrams. Write up on the board these anagrams of clothing items:
hrist (shirt)/*cosk* (sock)/*vrلولupe* (pullover)/*eit* (tie)/*tah* (hat)/*ejnsal* (jeans)/*ehso* (shoe)/*tkrsri* (skirt)/*resds* (dress)/*taoc* (coat)
Students work in pairs to unscramble them.

Unit 16

A Role-play. Students work in pairs. Student A role plays a car salesman, Student B role plays someone selling a house. Student A writes a list of the features of the car, e.g. *It's got a radio, a cassette player, a cigarette lighter, air conditioning, electric windows, etc.* Student B writes a list of the features of the house, e.g. *It's got three bedrooms, a garden, a swimming pool, a balcony, a modern kitchen, a big bathroom, etc.* Then Student B asks A questions about the car, e.g. *Has it got four doors?* etc. Student A asks B about the house, e.g. *Has it got a big living room?* etc.

B Find the difference. You will need two pictures of the same scene, preferably with people, in which slight differences can be observed. Such pictures can be found in many magazines, or can be prepared by the teacher. Give students time to study the pictures. They then comment on the differences, e.g. *The man in picture 1 has got a watch. In picture 2 he hasn't got a watch, etc.*
This can be done as a class or in pairs, and orally or in writing.

Unit 17

A Write these sentences on the board:
He's got 200 cigarettes.
He hasn't got any perfume.
He's got a litre of whisky.

Students mark these true (✓) or false (×) during the initial listening of the recording.

B Role-play. Students role play the customs situation, but use a bag with some props in it, e.g. some bottles labelled 'whisky', a box labelled 'cigarettes', a bottle labelled 'perfume', boxes labelled 'gold', 'diamonds', a toy gun, etc.

C Ask transfer questions. T: *What have you got in your pocket?/bag?/bedroom?/car?* Where appropriate ask: *How much?/How many?*
This can be continued in pairs. The teacher could write a list of cues on the board.

D Write some three figure numbers on the board. Students write them out in full, e.g. board: 364. Students write: *three hundred and sixty-four.*
Continue: 888/311/542/609/440/176/800/999/380/100

Unit 18

A Put a chart on the board. Begin: *I/me/my/mine.*
Students complete the lines beginning: *you/he/she/it/John/we/they.*

B What's the difference? T: *Look at Maria's shoes, and look at mine. What's the difference?* S: *Yours are black, and hers are brown.*

T: *Look at Tom's pullover, and Anna's pullover.* S1: *His is striped and hers is plain.* S2: *His is cheap and dirty, and hers is expensive and clean.*

T: *Look at Maria's coat and Tom's coat.* (Give cue if necessary, e.g. *buttons.*) S: *Maria's has got round buttons, and Tom's has got square buttons.*

Continue in class, then students continue in pairs.

C Game. In groups of four or five, each student hands over three items to one group member, S1. These items must be the same, e.g. a watch, a pen and an exercise book. S1 then asks questions and students answer, e.g. S1: *Which pen is Mario's?* S2: *The new/black/expensive one.*

Unit 19

A Role-play. Each student thinks of a product (e.g. watch, camera, radio, television) and lists four makes of that product (e.g. watch – Casio, Swatch, Seiko, Timex), together with imaginary prices. Students then role play a parallel conversation to Conversation O–P in the student's book, as salesperson and customer. The salesperson uses his/her own list.

B Dictate these prices. Students write them down, using pounds, pence, dollar and cent signs in the correct places.
e.g. (*thirty-four pounds*) £34/(*seventy-eight dollars*) \$78/(*seventy-five pence*) 75p/(*ninety cents*) 90c/(*sixty pounds*) £60/(*three pounds ninety*) £3.90/(*two dollars fifty*) \$2.50/(*fifteen dollars*) \$15/(*fifty cents*) 50c/(*thirty-five pence*) 35p.

C What can you say? Ask students to respond to these situations.
e.g. T: *You're in a restaurant. You're in a hurry. Ask for the bill.*
S: *Could/can you bring me/us the bill, please. I'm in a hurry.*
Continue: *There's a nice watch in the shop window. Ask to see it. Ask the price. Ask about a different watch.*
The taxi is at your door. Ask for the bus station.
You have got a lot of luggage. Ask the taxi driver for help.

Unit 20

A Write these scrambled addresses on the board. Get students to write them out in the correct order.
23 Primrose Avenue/John Smith/SW3 8AB/LONDON/Chelsea.
BR4 2QZ/4 Gladstone Street/BRISTOL/Mrs A. Wilson/Clifton.
Cowley/Mr & Mrs Jackson/OX6 7JV/5 Montego Road/OXFORD.

B Quiz. Find the opposite. Dictate these adjectives. Then get students to arrange them in two columns, matching adjectives to their opposites.
cold/easy/small/full/weak/expensive/boring/bad/black/rich/young/good/difficult/hot/exciting/large/beautiful/old/poor/empty/ugly/strong/white/cheap

C Pair Work. Students bring in postcards they have at home. They describe the pictures to each other.

D Get students to send the postcards they have written in Unit 20 to other members of the class.

E Pair Work. Students compose a simple postcard, including address, and then dictate it to another student.

Unit 21

A Anagrams. Write up these anagrams of verbs on the board:
wrad (draw)/*gnsi* (sing)/*cnead* (dance)/*sti* (sit)/*mwsii* (swim)/*tae* (eat)/*drae* (read)/*ocok* (cook)/*unr* (run)/*epty* (type)/*esple* (sleep)/*rokw* (work)/*nirrk* (drink)/*kseom* (smoke)/*ewtir* (write)
Students work in pairs to unscramble them.

B Mime Quiz. Refer students to the list of verbs in Unit 21 ('Look at these words'). Students work in pairs. Student A chooses a verb and mimes the action. Student B writes down the verb in the continuous form. This can also be done by one student in front of the class.

Unit 22

A Prepare two sets of five cue cards with these verbs on:

Set 1. *drink/watch/wash/write/type*

Set 2. *clean/read/carry/phone/cook*

Select five students and give them one card each. The five students stand in front of the class, and simultaneously mime the actions suggested on the cue cards. The teacher asks questions, e.g. T: *Who's drinking?* to elicit, S: *Maria is*, etc. Then say to the student miming, T: *What are you drinking? Who are you phoning?* The class makes guesses before the student tells them.

B Prepare a set of flashcards showing actions, to generate further practice, either with the whole class or in pairs, e.g. (flashcard shows woman playing tennis). T: *Is she playing football?* C: *No, she isn't.* T: *Ask What?* S1: *What's she playing?* S2: *She's playing tennis.*

C Word Association. Call out nouns. Students write down the first verb that comes into their minds, e.g. T: *book* S: (*writes*) *read*.

Continue: *television/magazine/Coca-Cola/hamburger/question/dishes/letter/bag/car/homework/golf/picture/door/postcard/cigarette*
Check the answers and draw up a chart of the results, using the nouns as column headings. Students with unexpected associations have to justify them by making a sentence.

Unit 23

A Pair Work. Each student writes a diary for the week, e.g. *Tuesday – tennis 4.00*. Students then work in pairs, asking about each other's diaries.

e.g. Student A: *What are you doing on Tuesday afternoon?*
Student B: *I'm playing tennis.*

B What can you say? Ask students to respond to these situations.

e.g. T: *Ask someone to a party.*

S: *Maria, would you like to come to a party?*

Continue: *Say Thank you.*

Ask to borrow a book.

Ask to see a record in a shop. Ask about the price.

Ask about an empty seat in a restaurant.

Ask about the name of an English language book or dictionary.

C Role-play. Take in some books, magazines, cassettes and dictionaries. Use them as realia for a role-play based on Conversation E–F.

Unit 24

A Take in some additional items of clothing to help with the role-play in 24.10, e.g. hats, scarves, jewellery and belts, etc.

B Each student writes a description of someone in the class. Call out a student to read his/her description. They should be careful not to look at the person being described. The class can ask further questions after the description, e.g. *Is she wearing earrings?* The class guesses who it is.

C Role-play. Use the clothes brought in for A as the basis for a role-play in a clothes shop, in pairs. Student A role plays the customer and asks questions. Student B role plays the salesperson and gives information.

D Anagrams. Write up these anagrams of materials:
dlgo (gold)/*lenwolo* (woollen)/*ylonn* (nylon)/*relathe* (leather)/*tncoot* (cotton)/*nyeelert* (terylene)/*evlirs* (silver)/*nmiaodd* (diamond)
Students work in pairs to unscramble them.

E Word Association. Call out nouns. Students write down the first noun they think of, e.g. T: *diamond*. S: (writes) *ring*. continue: *cotton/leather/terylene/silver/nylon/gold/wool*. Check the answers and draw up a chart of the results, using the nouns as column headings. Students with unexpected associations have to justify them by making a sentence.

Unit 25

A Quiz. Take in a wallchart or large picture. Ask ten questions, using prepositions, e.g. *What's between X and Y?* *Who's coming down the stairs?* *What's in front of the house?* Students write down the answers, each of which should consist of one or two words only. A selection of illustrations from earlier units, e.g. Unit 4, could also be used for this purpose, but it may be difficult to generate ten questions from any single illustration. Students could also do this in pairs.

B Put some preposition diagrams on the board. Students write down the appropriate labels, e.g. $\square \bullet \square$ – between, \square – under, etc.
• Then dictate some prepositions, and students draw diagrams. Afterwards, get students to demonstrate the best diagrams on the board.

C Picture Dictation. Dictate these instructions. Students draw the things described. T: *Draw a large table. There's a radio on the table. There's music coming out of the radio. There's a glass in front of the radio. There's some water in the glass. There are some flowers behind the radio. There's a cat under the table. There's a ball near the cat. There's a plate between the ball and the cat. There's a fish on the plate.*

D Other picture dictations could be prepared, such as a street scene to contextualize 'across', 'along', 'round', 'out-side', 'into', 'up', 'down' and 'from'.

E Role-play. Students work in groups. One is a film director, and has to position the others for a scene from a film, e.g. a western gunfight in a saloon, a bank robbery, a hijacking, an argument at a party, etc.

Unit 26

A A world map can be taken in to demonstrate time zones, and to explain where places are. Extra practice on times can be generated from this.

B Dictation. Ordinal numbers, 1st–12th.
e.g. T: *five*. S: (writes) *5th* – *fifth*.

C Distribute a copy of an English language TV guide, or timetable. Ask questions beginning *What's on at . . . ?/What time's . . . ?* Students read for specific information and respond. They can continue in pairs. Two different guides or timetables, one for each student in the pair, can make this more interesting.

Unit 27

A Pair Work. Ask students to write down five things that they are going to do when they finish school today. Students work in pairs and ask yes/no questions to discover what's on their partner's list, e.g. *Are you going to watch television?* *Are you going to play tennis?*

B Role-play. T: *You have got the winning ticket in the National Lottery. You are going to get \$1,000,000. Write down ten things you are going to do.* Students work in pairs or groups, role playing the winner, and a/some journalist(s) interviewing the winner about his/her intentions.

Unit 28

A Role-play. Students work in groups. One is a photographer at a wedding. Students choose roles and the photographer arranges them for a wedding photograph.

B Game. Prepare some cue cards with occupations on them, e.g. teacher, hotel receptionist, cook, waiter, pilot, air hostess, policeman, taxi driver, football player, mechanic, doctor, nurse, actor, customs officer, shop assistant, model, prisoner, etc. Give a card to a student, who comes out and says four things that he/she is going to do tomorrow. The class then asks six direct questions with *Are you going to . . . ?* The class must guess the occupation.

Unit 29

A Class Survey. Students divide into groups. Each group chooses a topic, e.g. food, music, recreation, drink, colour. Each group draws up a list of five questions with *Do you like . . . ?* e.g. Music. *Do you like jazz?* *Do you like rock 'n' roll?* *Do you like opera?* *Do you like classical music?* *Do you like disco?* Then the members of each group ask the other students in the class their questions and the group draws up a chart of the results, e.g. *Jazz: 15–yes, 7–no.*

B Each student chooses another student in the class, and writes down five guesses about their likes and dislikes. They then interview the other student, and report back on his/her actual likes and dislikes.

Unit 30

A Role-play. Ask students to role play a parallel situation to the one in the student's book, making it as dramatic as possible. This role-play could be recorded on video or audio cassette.

B Find out which local or international popular TV series is well known to the class. Ask questions about it, e.g. (*Dallas*) *Who loves Pam?* *Who does Pam love?* *Who likes Pam?* *Who doesn't like Pam?* *What does Pam want?* etc. You could draw up a diagram on the board, with the characters in a circle and different lines, representing like, doesn't like, love, doesn't love, etc. connecting them.

C Pair Work. Tell students they are going to plan a holiday. Students draw up lists in pairs, of things they need for a camping holiday, a winter sports holiday, an African safari and a beach holiday. They then report back to the class using their lists, making sentences with 'need'.

Unit 31

A Pair Work. Get students to ask questions in pairs, using the model.
Student A: *What are you doing tonight?/this weekend?/tomorrow?/on Saturday?/next week?* to elicit:
Student B: *I'm playing tennis/going to a wedding/going to a party, etc.*
Encourage students to develop the conversations by asking more questions, e.g. *Where are you playing tennis?* *What time?* *Who with?* etc.

B Pair Work. Students ask each other questions about their possessions, e.g. *Have you got a (watch)? What kind is it? Do you like it? Why?* Give cues if necessary: *car, camera, video, television, etc.*

C Role-play. Get students to role play parallel conversations to Conversation K–L using toy money in pounds or dollars, or local currency.

Unit 32

A Group Work. Students work in groups of four. Student A interviews Student B about his/her daily routine, while Student C interviews Student D about his/her daily routine. Students then swap over, and Student B questions C about D's routine, while Student D questions A about B's routine.

B Role-play. Students role play a similar conversation between a journalist and a famous person, e.g. Michael Jackson, Princess Diana, The President of the United States, the director of the school.

C What do they do? The teacher calls out a list of jobs. The students have to say or write what someone with that job does.
e.g. T: *A secretary.* S: *A secretary types letters./A secretary works in an office./A secretary answers the phone.*

Continue: *a student/a teacher/a policeman/an air hostess/an actor/a customs officer/a cook/a journalist/a taxi driver/a receptionist/a mechanic*

Unit 33

A Students question each other in pairs as in 33.6, note the answers, and draw up a chart in groups or as a class, showing how many students get up, have lunch, have dinner, arrive home and go to bed at particular times.

B Each student chooses a character from an earlier unit in the student's book, e.g. Fiona (Unit 30), Fred, the prisoner (Unit 27), Thomas, the student (Unit 22), Mary (Unit 20), Gloria Gusto (Unit 16), Mr Wilson (Unit 13), Charles Orson (Units 9 & 12), Mrs Turner (Unit 8). Students then write ten sentences about their imagined daily routines. The results could be discussed (and disputed).

C Pair Work. Students role play TV interviews with the characters from Unit 33 (Alan, Judith, Peter and Paul, and Cecil), using the information in the student's book.

Unit 34

A Anagrams. Write up these anagrams of jobs:
tloip (pilot)/*ensru* (nurse)/*hertaec* (teacher)/*esnirg* (singer)/
atysceerr (secretary)/*Intciiceera* (electrician)/*tsatir* (artist)/
rnaamb (barman)/*nstetdi* (dentist)/*otdrco* (doctor)
Students work in pairs to unscramble them, and list the jobs according to salary.

B Game. Each student writes a list of ten sentences, which relate to a particular job, e.g. 1 *She wears a uniform.* 2 *She says 'Welcome'.* 3 *She smiles a lot.* 4 *She carries things.* 5 *She gives people coffee.* 6 *She travels a lot.* 7 *She speaks three languages.* 8 *She sells perfume.* 9 *She meets a lot of people.* 10 *She stays in hotels.* (An air hostess.)

Students take turns to read out their lists. The rest of the class may not call out guesses until everything on the list has been read. (Wait!) Everyone then writes down their guess about which job has been described. See how many guessed correctly, and ask them to justify any different answers.

Unit 35

A Anagrams. Write up these anagrams of frequency adverbs:
tfneo (often)/*uuaylsl* (usually)/*enrev* (never)/*ysawla* (always)/
esmsmito (sometimes)/*lrerya* (rarely)/*lconyasiocal* (occasionally)
Students work in pairs to unscramble them.

B Pair Work. Students interview each other about their daily habits. Each student asks seven questions, using each frequency adverb once.

C Students make sentences about other members of the class and/or the teacher using frequency adverbs.
e.g. T: *Maria.* S1: *Maria always wears jeans.* S2: *Maria usually comes late.* T: *Paul.* S1: *Paul never listens to the teacher.* S2: *Paul rarely does his homework.*

Unit 36

A Class Survey. Students work in groups to draw up a questionnaire. Each group chooses a different topic, e.g. food, hobbies, holidays, etc., using the questionnaire in the student's book as a model. They then interview students from other groups, or another class, or (in an English speaking country) members of the public, and complete a number of questionnaires. The group draws up a chart of the information, reports back, and discusses the results.

B Game. Guess the student. Make a number of statements about a particular student, e.g. T: *He often wears a blue shirt. He rarely smiles. He always does his homework. He usually wears a tie. He always answers first. He sometimes helps me. Who is it?* Students guess. After two or three examples, get students to prepare similar sequences of statements, and come out to conduct the game. This activity can also be done in pairs, or groups.

Unit 37

A Assemble a number of flashcards of people doing things. Ask two questions about each card as follows:
Card 1 is a picture of someone having a meal. Hold up the card. T: *This is (John Smith). He's a footballer. What does he do?* to elicit: S: *He plays football.* Then say T: *What's he doing now?* to elicit: S: *He's eating./He's having dinner.* Pictures of famous people who are **not** doing what they are famous for are ideal for this activity. Board drawings can also be used.

B Word Association. Call out nouns. Students write down the first verb they think of, e.g. T: *radio.* S: (writes) *listen to, turn on, or turn off.*
Continue: *film/uniform/newspaper/beer/horse/TV/cornflakes/cigarette/flowers/golf/music/taxi*
Check the answers and draw up a chart of the results, using the nouns as column headings. Students with unexpected associations have to justify them by making a sentence.

Unit 38

A Pair Work. Each student draws up a list of five things he/she does well, and five things he/she does badly. Students question each other to find out what is on the list.

B Anagrams. Write up these anagrams of adverbs of manner:
lew (well)/*sfta* (fast)/*ldyba* (badly)/*radh* (hard)/*wllsyo* (slowly)/
lufreaycl (carefully)/*llsseeeyrac* (carelessly)/*inylsio* (noisily)/*uiylsb* (busily)/*pyhialp* (happily)
Students work in pairs to unscramble them.

C Invention. Give adjectives as prompts. Students transform them into adverbs and make sentences, e.g. T: *good.* S1: *I speak English well.* S2: *My father drives well.* S3: *I don't play football well,* etc.
Continue: *bad/slow/careful/careless/fast/hard/happy/busy/noisy*

Unit 39

A Take in some timetables, either authentic or specially prepared. Ask students to tell you how long particular journeys take. T: *How long does it take from X to Y?* S1: *Two hours/It takes two hours.*
Students can continue in pairs.

B Take in some price lists, either authentic or specially prepared. Ask students to find items and tell you how much they cost. Students continue in pairs.

C Quiz. Ask factual questions. Students write *I think so* or *I don't think so*.
e.g. T: *Is Newcastle in Scotland?* (no)/*Can I swim 3 kilometres?*/*Have I got a lot of money?*/*Does Prince Charles wear a ring?* (yes) etc.

D Mime a series of illnesses, e.g. headache, backache, sore throat, a cold, a stomach-ache, toothache, earache. Students ask (e.g.) *Have you got a headache?* T: *Yes, I have.* S: *Why don't you have an aspirin?* etc. Students continue this in pairs.

E Role-play. Take in some music. Get students to invite a partner to dance, and make small talk in English using Conversation U–V as a model.

Unit 40

A Quiz. Twenty Questions. Ask questions about Units 21–40. Students refer to the student's book while answering. Set a time limit for each question.

- 21 Who's working in the kitchen?
- 22 What does Thomas do?
- 23 How much does *Instant English* cost?
- 24 Who's wearing a silver chain?
- 25 Who's late for the cinema?
- 26 What's on ITV at 10.45?
- 27 Who's got a little café in London?
- 28 How are the couple going to the hotel?
- 29 Who doesn't like beards?
- 30 Who does Fiona love?
- 31 What make is the car?
- 32 What does the Duchess usually do at 9.30?
- 33 What's Cecil's favourite drink?
- 34 What does the competitor do?
- 35 Where's Mr Benson going next Saturday?
- 36 How often does Mr Norris go to the ballet?
- 37 What's Rosalind doing?
- 38 How are England playing?
- 39 Does Maria speak English well?
- 40 When is Mary going to the coast?

Unit 41

A Write five times on the board, e.g. *7 a.m., 11 a.m., 12.45 p.m., 5.30 p.m., 9.30 p.m.* Students question each other in pairs about these times on the previous day, e.g. *Where were you at 7 o'clock yesterday morning?* As an extension, the teacher could then ask members of each pair about their partner's activities, e.g. *Where was she at 7 o'clock yesterday morning?*

B Game. Alibis. Students work in groups. Each group is a gang of criminals who robbed a bank the previous evening. They work out their alibis, and a detailed list of their activities that evening. They may not write this down. The teacher (or a separate group of student detectives) has to crack the alibi by asking questions until members of a gang contradict each other, e.g. *Where were you at eight o'clock? What about ten past eight? Who was with you? No, she wasn't.* (S: *Yes, she was.*) *Was she?* (S: *Yes*) *Was X with you, too?* etc.

C Put three columns on the board labelled: *31 days/30 days/28–29 days*. Students write the months in the appropriate columns.

Unit 42

A Tell the class about two imaginary holidays, one in a deluxe hotel, and one in a very cheap hotel. Students ask questions, e.g. *Was there a swimming pool? Were there any restaurants? How many were there?* etc. Draw a chart on the board listing the facts and features of the two hotels. This chart can then be used as the basis for a role-play in pairs. (Travel agent describing the two hotels to a customer.)

B Game. Where was I? Demonstrate the game: T: *Yesterday, I was in a place. There was music. There were some chairs. There were some tables. There were a lot of lights. There were a lot of young men and young women . . . Where was I?* Students make guesses, e.g. S1: *Was it a restaurant?* T: *No, it wasn't.* S2: *Were you in a disco?* T: *Yes, I was.* Students continue the game in pairs, describing other locations in the same way, e.g. a beach, a cinema, the school, a bedroom, a sports stadium, a petrol station, a park, a supermarket, a hospital, a record shop, a post office, a bank, etc.

Unit 43

A Ask students to list as many items of clothing from memory as they can. Check the lists.

B Role-play. Students list the features of a hotel room, then role play a hotel receptionist and a potential hotel guest, who asks for information about the room.

C Role-play. Take in some toy money (American or English). Students give each other change, and try to short-change each other, e.g.

S1: *How much is it?*

S2: *One pound fifty, please.*

S1: *Here you are . . . five pounds.*

S2: *That's one . . . two . . . and fifty pence. That's five pounds.*

S1: *No, that isn't right. I need another pound.*

S2: *I'm terribly sorry, here you are.*

S1: *Thanks.*

D Students list five pairs of food items, e.g. *Pepsi Cola – Coca Cola, Hamburgers – Frankfurters, Coffee – Tea, Pizza – Spaghetti, Beef – Lamb*. They then use their lists in pairs to ask about preferences, e.g. *Do you prefer coffee or tea?* As an extension, draw up and discuss a chart of the class's preferences.

Unit 44

A Get students to list the times on the previous Sunday when they had: breakfast, lunch, dinner, supper, snacks and a bath or shower. Students interview each other in pairs and note their partner's answers, e.g. *What time did you have breakfast? Do you usually have breakfast at that time? What do you usually have for breakfast? What did you have last Sunday?* Ask students about their partner's routines, e.g. T: *What time did she have breakfast?* etc. As an extension, draw up and discuss a chart of the class's results.

B Role-play. Using the dialogue in the student's book as a model, students role play a journalist and someone who has explored the Antarctic/crossed the Sahara Desert on foot/climbed Mount Everest.

C Ask questions in rapid succession, using *Did you have . . . ?* to elicit *Yes, I did./No, I didn't*. Continue until a student has given five affirmative responses. Students continue in pairs.

Unit 45

A Pair Work. Write a shopping list on the board containing ten items.

e.g. *beef, vinegar, hamburgers, tomatoes, sugar, bananas, rice, lemons, a bottle of oil, a jar of coffee.*

Students copy the list and then tick five items of their choice. They then role play a husband and wife. One has been shopping and obtained only the ticked items. The other asks questions to discover what has been bought, and in what quantity where appropriate, e.g. S1: *Did you get any rice?* S2: *Yes, I did.* S1: *How much did you get?* S2: *I got two kilos/three packets/a lot.* S1: *Did you get any vinegar?* S2: *No, I didn't.* S1: *You didn't get any vinegar! Why not?* S2: *They didn't have any vinegar.*

B Draw a simple map of England, Europe, the U.S.A., or the local country, on the board. Mark twelve towns on the map. T: *The Rats, a famous rock group, went to six towns last month for concerts. Ask me questions.* S1: *Did they go to (Manchester)?* T: *Yes, they did./No, they didn't.* Students then make a copy of the map, choose six of the twelve places and continue in pairs. They could add dates and ask: *When did they go to (Manchester)?* to elicit: *They went to (Manchester) on January the twentieth, etc.*

C Do a class survey on how students came to school that day.

Unit 46

A Anagrams. Write up these anagrams of regular past tenses:

dpyet (typed)/*yaetds* (stayed)/*vrdreia* (arrived)/*kdeas* (asked)/*deihsfu* (finished)/*leerdvrs* (reserved)/*stdpeo* (posted)/*newtda* (wanted)/*engdsi* (signed)/*denehelopt* (telephoned)
Students work in pairs to unscramble them.

B While students are unscrambling the anagrams, write these nouns on the board: *hotel/homework/name/letter/question/table/exercise/home/police/food*
Students match them with the unscrambled verbs, and make a sentence using them.

C Game. The Best Excuse. T: *I was late for school this morning. I got up late. This isn't a good excuse. Think of some good excuses.* Students can be asked for one sentence excuses, then two sentence excuses, then three and so on, e.g. *The bus was late./My grandmother telephoned. She needed help with her shopping./I went to the dentist. He pulled out my tooth. I stayed because he pulled out the wrong one, etc.*

Unit 47

A Mimed role-play. Students work in groups of four, as a narrator, Willy, the Sheriff and the barman. They act out the story, then repeat with improvised changes.

B Aural Discrimination. Put three columns on the board, labelled:

(1) 't' (2) 'd' (3) 'id'

Write in the appropriate columns *walked* (1), *arrived* (2) and *posted* (3). Get students to practise and repeat the sounds. Then call out a list of past tense verbs. Students write down the appropriate number for each one.

Past tense verbs:

looked (1), *fired* (2), *pulled* (2), *waited* (3), *missed* (1), *rushed* (1), *enjoyed* (2), *shouted* (3), *danced* (1), *listened* (2), *laughed* (1), *cleaned* (2)

Check the answers with the class.

Unit 48

A Anagrams. Write up these anagrams of past tense verbs: *eta* (ate), *koto* (took), *etm* (met), *ored* (rode), *wfle* (flew), *krdan* (drank), *neohs* (shone), *hotgbu* (bought), *trweo* (wrote), *thburog* (brought)

Students work in pairs to unscramble them.

B Fill in. Write on the board one of the paragraphs from the student's page and remove all the past tense verbs. Students work with books closed to fill in the gaps.

C Pair Work. Ask each student to write a short paragraph based on those in the student's book about an imaginary person's holiday last year. They then question each other in pairs to find out about the holiday.

D Get students to question you about your last holiday (real or imagined). Set them a task, such as finding out ten things about the holiday.

Unit 49

A Tell students that they are going to be astronauts and that they can choose ten foods/drinks to take with them. They list them, then question each other in pairs to discover what's on their partner's list. Students see how many things they can find out with just twenty questions, then exchange lists.

B Role-play. Tell students that it's the last week of the space flight and Mission Control is asking what quantities they have of the items listed in A.

e.g. Mission Control: *How much water have you got? How many biscuits have you got?*

Astronaut: *I've got a lot of water/I haven't got much water/I've got only a little water, etc.*

C Discussion. Get students to compare life 100 years ago with life today. Students work in small groups with each one considering a different area of change, e.g. diet, facilities, work, inventions and recreation. Groups then report back a summary of their discussion to the rest of the class. Focus on the teaching point by asking them to think in terms of three columns, headed: (1) *a lot of* (2) *not much/only a little* (3) *not many/only a few*. If handled carefully, this could also be done with something in the news, such as a natural disaster.

Unit 50

A Class Survey. Students work in groups. Each group designs a questionnaire. They have to make two questions with 'well or badly', and one question each with 'careful or carelessly', 'fast or slowly', and 'quietly or loudly', e.g. *Do you drive carefully or carelessly? Do you usually walk fast or slowly? Do you sing well or badly? Do you usually play your stereo quietly or loudly?* Each group circulates to complete the questionnaire. Groups then report back and discuss the results.

B Dictate these cues:

never/badly sometimes/slowly rarely/carelessly usually/carefully occasionally/hard always/fast

Students use the cues to write sentences, then report back their answers.

Unit 51

A Role-play. Develop the situation in Conversation E-F in the student's book: Demonstrate by first of all role playing the lost property office clerk yourself with a student, and adding more questions, e.g. *Can you describe (the bag)? How much did it cost? What was inside it? What's your name? Where were you on the bus? Who was with you?* etc. Students then role play in pairs, asking similar questions.

B Role-play. Write up (or issue to each student) a timetable on the board, which students will use for the basis of a role-play parallel to Conversation G–H in the student's book, e.g. trains to Bournemouth from London:

London	10.00
Woking	10.20
Basingstoke	10.35
Winchester	11.00
Southampton	11.20
Bournemouth	12.00

Invent a timetable if authentic ones are not available.

C Write up these time words:

3 days ago/yesterday afternoon: in 1950/5 minutes ago/last summer/this morning/30 years ago/last night/2 hours ago/the day before yesterday/yesterday morning a month ago/the week before last/in 1983/2 years ago

Students put them in chronological order beginning with the most recent one.

D Anagrams. Write up these anagrams of irregular verbs in the past:

onw (won)/solt (lost) eagv (gave)/fetl (left, felt is also possible)/tneps (spent)/vrdoe (drove)/nudof (found)/hthtguo (thought)
Students work in pairs to unscramble them.

Unit 52

A Fill in. Write up one of the paragraphs from the student's page and remove all the past tense verbs. Students work with books closed to fill in the gaps.

B Reading the news. Students work in groups and prepare four short news reports, one on a war, one on a visit by a famous person, one on an accident and one sports report. Each group acts as four newsreaders and reads their stories aloud.

Unit 53

A Game. Famous People. Each student chooses a famous person, and is given a few minutes to write notes for themselves about the person. One student comes out to the front of the class and the rest of the class ask direct questions until they guess who the famous person is. (Questions could be limited to twenty.) Demonstrate by being the first person questioned.

e.g. S: *Are you alive?* T: *No, I'm not.* S: *Were you male?* T: *No, I wasn't.* S: *Were you female?* T: *Yes . . . that's three questions!* S: *Were you born in this country?* T: *No, I wasn't.* S: *Were you born in Europe?* T: *No, I wasn't.* S: *Did you die in this century?* T: *No, I didn't.* S: *Did someone kill you?* T: *No, etc.*

B Project. Students research a famous person's life and write notes in English similar to those in the student's book.

Unit 54

A Pair Work. Invention, e.g. T: *Wine.* S1: *Do you ever drink wine?/Did you drink wine last night?/Do you like wine?* S2: *Yes, occasionally./No, I didn't./Yes, I do, etc.*
Continue: *restaurants/perfume/chips/fish/cinema/tennis/bananas/dentist/cassettes/disco/pizza/taxi/dictionary/video*

B Pair Work. Describing a picture. Students look back through the book. Each chooses a picture and works in pairs asking as many questions as possible about it.

C Game. As a continuation of B, ask students to choose a picture, and to describe it, while being careful not to show the page. Their partner has to find the picture being described. This could be continued with one student in front of the class, or in groups.

Unit 55

A Take in a toy road layout (available from most toy shops, or make one up on pieces of paper or card). Add two toy cars, two or three toy figures, and a cat or dog. Re-enact the accident situation in the student's book, asking questions as you go along.

B Create another accident situation on the model. Students come out and evolve more parallel situations. This game can be made as elaborate as you wish, by adding toy traffic signals, a toy policeman, a police car, an ambulance, etc. It can also be done very simply with a few pieces of paper as 'Stop' signs and zebra crossings, and board pens and chalk substituting for the cars and figures.

C A student describes an accident he/she has seen. The class asks questions. This can be repeated with several students.

D Role-play. Students work in groups and role play the characters in the student's book (the Rolls-Royce driver, the V.W. driver, the girl and a policeman). Each tells his/her version of the accident; the others must listen and ask questions or disagree where necessary. This role-play can also be done with accidents set up on the model in section A.

Unit 56

A Game. Murder in the dark. Hand out pieces of paper to each student in the class, one is labelled 'detective', one 'murderer', the rest are blank. No one sees anyone else's paper. Students get up and circulate, chatting as if at a party. Suddenly the teacher (a) switches off the lights, or (b) tells everyone to close their eyes. At this point everyone must stand still, except the 'murderer', who chooses a victim and pretends to kill him/her. The chosen victim pretends to die. The murderer may move away. At the victim's cry, the lights go on, or students open their eyes. The detective then comes out and investigates by asking questions. Students must answer truthfully, except for the murderer, who can lie, e.g. *What were you doing? Where were you standing? Who was standing near you? Who was standing next to her? Who were you talking to? What were you talking about? What did you do when the lights went out? What did you hear? What did you say? Did you move? Did anybody near you move? Who do you think the murderer is? Why?*

B Pair Work. Students think of an occasion like the one in the student's book which happened to themselves or a friend. They then tell their story to a partner. The partner listens and takes notes, asking questions if necessary, and reports the story back to the class.

Unit 57

A Pair Work. Each student writes down ten things they can do now, that they couldn't do (five) years ago. They then question each other in pairs to discover the contents of the list, e.g. *Can you drive? Could you drive five years ago?*

B Each student writes down ten things that people couldn't do 2000 years ago. They exchange lists with a partner who questions them about the list, e.g.
Student A: *Why couldn't they (fly to the moon)?*
Student B: *They couldn't (fly to the moon) because . . .*

C Make up an advertisement for a job, listing the abilities required. Write it on the board or distribute a copy.
e.g. **Game warden required for international safari park. Start work immediately. Driving licence essential + ability to speak two foreign languages, use a gun, cook, fly a helicopter, ride a horse, type well and look after sick lions. £30 per month.**

Students role play the job interview in pairs. Afterwards, ask:
T: *Did anybody get the job? Why not?*

Unit 58

A Group Work. Students compile lists in groups of things that you must not (1) take or do on an aeroplane (2) do when you're driving (3) do at school (4) do at home (5) do in a football match, or any other sport. Each group compiles a different list, and reports back. Ask students to give reasons for each prohibition.

B Students compile lists in groups of things that you must (1) have to travel abroad (2) have to drive a car (3) have or do to become president (4) have or do to become a pop star (5) do before you get married. Each group compiles a different list, and reports back. Ask students to give reasons for each one.

C Students compile lists in groups of things that people need not do: (1) when they leave school (2) when they retire from work (3) when they become rich. Each group compiles a different list, and reports back. Ask students to give reasons for each one.

Unit 59

A Focus attention on the illustration 'To make a call' next to Conversation M–N in the student's book. Ask them to explain to a visitor from Britain how to use a public pay phone in their own country.

B Role-play. Distribute copies of a page of international dialling codes. Students use it as the basis of a role-play parallel to Conversation O–P in the student's book.

C Mixed up dialogues. Dictate, at random, all lines from Conversations Q–R and S–T. Students unscramble and sequence the dialogues.

Unit 60

A Students draw two columns, labelled *past* and *present*, and number 1–40 down the side. Call out the forty irregular verbs used in the past tense so far in the course. (See below.) Call out either the present form or the past form, which students must write in the appropriate column. Students then complete both columns by writing the other form for each verb.

Verbs used in the past so far:

saw/built/flew/lost/thought/hit/came/shot/took/sold/was/rode/spoke/sat/ate/wore/got/brought/left/spent/burnt/ran/became/did/drank/put/could/began/had/shone/went/broke/met/won/gave/found/wrote/bought/drove/caught

B Students work in groups to compile forty sentences, one with each verb in the past. This could be done as a competition (race) between groups.

Unit 61

A Role-play. Students role play Mission Control and an astronaut. The astronaut answers questions as in the dialogue in the student's book, and performs the actions at the same time. Write cues on the board:
open the door/climb down the ladder/place the camera/switch on the camera/place the flag/ switch off the camera/climb up the ladder/close the door

B Pair Work. Get students to instruct each other in pairs, e.g. S1: *Sign your name.*
S2: (performs or mimes actions) *I'm going to sign my name . . . I'm signing my name . . . I've signed my name.*
Put suitable cues with regular verbs on the board:
open your book/open your bag/phone the police/type a letter/post a letter/wash your face/touch your feet/brush your hair/switch on a television/lock the door/rob someone/score a goal/shave

C Game. Mime. What have I done? A student performs a series of actions as in B above, then asks: *What have I done?* The class has to guess.

Unit 62

A Pair Work. Each student writes a list of six objects, all of which can be bought at different shops. They work in pairs, e.g. S1: *I've got some bread.* S2: *Ah, you've been to the baker's.*

B Game. Where's he/she gone? One student writes the name of a town anywhere in the world, and says: *My friend has gone away on holiday. Where's he/she gone?* The class guesses the answer by asking direct questions, e.g. *Has he gone to South America? Has he gone to a hot country? Has he gone to a capital city? Has he gone to the coast?* etc.

Unit 63

A Game. Find the object. Send one student out of the room. While he/she is outside, hide a small object. The student returns and tries to find it. The rest of the class gives clues, e.g. *You're near./You're far./It isn't there,* etc.

B Group Work. Reference skills. Take in a few dictionaries. Monolingual ones are preferable, particularly the *Oxford Elementary Learner's Dictionary of English*, or the *Longman Active Study Dictionary of English*. Students work in groups, asking each other for the meaning of words, e.g. *What does 'crowd' mean?* Students use the dictionaries and practise looking up meanings.

Suitable words which appear in later units of *Departures*:
miner/yacht/souvenir/dust/army/screwdriver/pension/jeweller

C Pair Work. Student A instructs Student B to do something, and B follows the instruction. A then repeats the instruction, and B replies angrily, *I've already (done) it.*

Unit 64

A Role-play. Using the dialogue in the student's book as a guide, students role play someone from a big city and someone from the country. This could be extended to a conversation between someone who works in an office, and someone who works out of doors, or an astronaut and a bank clerk.

B Class Survey. Each student writes a list of five or six complaints about the town in which he/she lives, and numbers them in order of importance, e.g. *There's too much noise. There are too many criminals. There aren't enough jobs. There isn't enough entertainment.* Students compare lists and draw up a chart of the results.

C Using his/her list, each student writes a letter to an imaginary local newspaper, listing the complaints.

Unit 65

A Take in a large map of Britain or your own country, region, or town, and use it to practise *Have you (ever) been to (X)?* This can be done as a class or in pairs.

B Pair Work. Distribute copies of the map used in section A. Each student marks places he/she has been to. Their partners then ask questions to find out which they are.

C Use the map to set up an itinerary for an imaginary person or group of people. This should show where they have already been, and where they are going to go (i.e. they haven't been there yet). This can be used for additional pair work, e.g. *Has she been to (X) yet?* It could also be used as the basis of a guessing game for the class as a whole.

Unit 66

A Anagrams. Write up on the board these anagrams of past participles:

etm (met)/*nese* (seen)/*estn* (sent)/*noed* (done)/*enbe* (been)/*oegn* (gone)/*snpie* (spent)/*kntae* (taken)/*hutgob* (bought)

Students work in pairs to unscramble them.

B Pair Work. Each student makes a list of ten things that he/she has bought in the last week, together with the prices. They then work in pairs, asking questions, e.g. *Have you bought any books this week? How many books have you bought? How much did they cost? How much have you spent on books?*

Students then pool the results of the questions, and find out who has spent most in different categories, e.g. food, entertainment, transport, clothes, make-up, books, magazines, records, etc.

C Class Survey. Students work in groups to develop a questionnaire. Each group must include one question with each of the following verbs:

been/seen/met/sent/spent/bought

The members of each group then circulate, asking students from the other groups their questions. Group members then pool the results of their survey and report back to the class.

Unit 67

A Anagrams. Write on the board these anagrams of past participles:

ith (hit)/*ahd* (had)/*solt* (lost)/*nrkdu* (drunk)/*neeat* (eaten)/*onrbek* (broken)/*rneivd* (driven)/*ofdnv* (found)

Students work in pairs to unscramble them.

B Divide the class into groups of three. Each student writes a list of ten questions with *Have you ever . . . ?*

S1: *Have you ever seen an elephant?*

S2: *Yes, I have.*

S1: *Has she ever seen an elephant?*

S3: *Yes, she has.*

S1: *Ask her Where?*

S3: *Where did you see an elephant?*

S2: *I saw an elephant in the zoo in (X).*

C Matching. Write two lists on the board:

List 1: *smoke/break/drink/play/meet/send/lose/drive/eat/see*

List 2: *Taj Mahal/spaghetti/telex/the President/Ferrari/vodka/bone/money/tennis/pipe*

The students work in pairs and match items in the list, forming a present perfect question for each set, e.g. *Have you ever smoked a pipe?*

Unit 68

A Pair Work. Students work in pairs, comparing physical characteristics and personal possessions. They then report back to the class.

B Students work in pairs and compare two of each of the following: countries/cars/animals/towns/people/jobs/school subjects/languages/houses or flats.

C Distribute copies of a comparative chart, of the kind found in consumer magazines. Most car magazines have suitable charts. Students make comparisons, then use them as the basis of a role-play between a salesperson and a customer.

Unit 69

A Pair Work. Students work in pairs and list things, (1) they have to do every day; (2) their mother has to do every day; (3) their father has to do every day; (4) the teacher has to do every day; (5) a famous person has to do every day; (6) a prisoner has to do every day. Compare the lists.

B Game. Guess the job. Demonstrate the game. List five sentences about a particular occupation, using 'have to', e.g. *He has to wear special clothes. He has to practise every day. He has to work every Saturday. He has to travel to other towns. He often has to run.* Students guess the occupation. Give students time to work on their own lists, and get them to play the game with a partner, then with the rest of the class. A student's partner will be his/her assistant during the whole class activity.

C Ask student to list things which they had to do at primary school, and which they don't have to do any more. Compare the lists.

D T: *Parents always say, 'When I was your age things were different. We had to . . .'* Ask students about things their parents/grandparents had to do in the past. Compare it with the present.

Unit 70

A Get students to draw up three columns, and to label them *cold*, *colder* and *colest*. Write up the following anagrams: *ldo* (old)/*sreow* (worse)/*eetttsw* (wettest)/*dogo* (good)/*ergla* (larger)/*evispkeen* (expensive)/*neihrtv* (thinner)/*srdiet* (driest) Students unscramble them, put each one in the appropriate column, and add the other two forms.

B Students work in groups of three, comparing physical characteristics and personal possessions. They then report back to the class.

C Pair Work. Students work in pairs and compare three of each of the following: countries/cars/animals/towns/people/jobs/school subjects/languages/houses or flats.

Unit 71

A Select two students who then make a comparative sentence, e.g. T: *Maria . . . Paul.* Maria: *I'm shorter than Paul.* Paul: *I'm older than Maria.* Continue indicating students.

B Distribute copies of a comparative chart of three things. Either write your own or find something in a consumer magazine. Most car magazines have suitable charts. Students make comparisons, then use them as the basis of a role-play between a salesperson and a customer.

C Pair Work. Write on the board: *once/twice/three times/many times/never*

Demonstrate this dialogue:

A: *Have you ever been to (the new shopping centre in this town)?*

B: *Yes, I have. (No, I've never been there.)*

A: *How many times have you been there?*

B: *I've been there twice.*

Write up these cues (but encourage students to think of others): *hospital/circus/hotel/airport/theatre/football match/dentist's/another country/on a boat/in a plane/in a police car/in an ambulance/in prison/in the Director's office/on a picnic*

Students use the cues as a basis for pair work.

D Pair Work. Each student lists five things he/she is afraid of. Students compare lists in pairs, and report back. Draw up a chart showing the class's fears.

Unit 72

A Role-play. Students role play a chef in a large restaurant, and his/her new assistant. The chef requests items needed for cooking a special meal, which the pair must decide on beforehand. Students mime the actions, e.g. Chef: *Will you bring me the pan? Thank you. Will you put some oil in it?* etc. After they have worked on the role-play, select some pairs to demonstrate. The rest of the class try to guess what they are cooking.

B Distribute a page of entertainments advertisements, which can be specially prepared or authentic. Students work in groups to find something that everyone would like to do, by making suggestions with *Shall we . . . ?* and *Let's . . .*

C Get students to circulate making requests to each other, e.g. *Will you open the window, please? Will you marry me?* to which the other student responds with *Yes, I will*, or *No, I won't*.

Unit 73

A Class Survey. The Best I've Ever Seen. Students list individually: the most interesting book they've ever read/the funniest TV programme they've ever seen/the worst record they've ever heard/the best film they've ever seen/the most exciting sporting occasion they've ever seen/the most beautiful woman/most handsome man they've ever seen/the most expensive thing they've ever bought. Students discuss their lists in pairs and report back to the class.

B Select two students and ask them to make sentences about each other with *the same as* and *different from*. T: *Maria . . . Yoko. Maria: Her shoes are the same as mine. Yoko: But her dress is different from mine. T: How is it different? Yoko: Hers is longer than mine.* Continue indicating pairs of students.

C Pair Work. Demonstrate phrases using *as . . . as*, e.g. *as rich as Rockefeller*. Students work in pairs to invent similar phrases for these adjectives: *hot/fat/old/green/tall/deep/dry/wet/poor/bad/good/blue/cold/busy/clean/strong/weak/fast*. Students may create similes that are usual in their language, but not in English. Point this out where appropriate and offer some examples of typical usage.

Unit 74

A Fill in. Write on the board the conversations from the student's book leaving out the words which appear in 'Study this' at the foot of the page. With books closed, students work in pairs to fill in the gaps.

B Pair Work. Each student makes two questions with *anything? anybody? anywhere?* They then question their partners who should respond freely.

Unit 75

A Get students to draw up two columns labelled *for* and *since*. Write these time expressions on the board (or dictate, or distribute): *six hours/1976/May/ten years/3 o'clock/four days/Tuesday/December 25th/ten minutes/a long time/August/six months*. Students put each one into the appropriate column.

B Pair Work. Draw a time line on the board.

PAST ----- | ----- | ----- | **NOW** ----- (FUTURE)
1984 1985 1986
↓
Came to this town.

Mark events in your life on the time line, e.g. *came to this town, got married, bought a house, bought a car*. Make sentences about each event, e.g. *I've been in this town for two years. I've been in this town since 1983.*

Get students to make their own time lines in pairs and to question each other about the events they have marked.

C Role-play. As a follow up, get students to write a curriculum vitae (personal record) and then role play a job interview. Students give their curriculum vitae to the interviewer.

Unit 76

A Jigsaw. Cut up a comic strip (preferably wordless) from copies of a newspaper, or comic book. Paste the pictures on a card in random order and distribute. Students discuss the story and reassemble it in pairs. This could also be done in groups with a different story for each one. When these have been reassembled, the groups tell their story to the class.

B Role-play. Students role play a conversation between the two men in the last picture of the student's book, explaining what happened.

C Get students to tell the story of a mistake or an embarrassing experience to the rest of the class.

Unit 77

A Fill in. Write up on the board, one of the paragraphs from the student's book, leaving out these words: *one/both/neither/some/all/none*. Students work with books closed to fill in the gaps.

B Make flashcards using pictures cut from magazines. The pictures should show two people only. Students generate sentences with: *one of them/both of them/neither of them*.

C Repeat the procedure in B, using photographs of groups of people to generate: *some of them/all of them/none of them*.

Unit 78

A Anagrams. Write up these anagrams of past participles on the board: *edam (made)/onw (won)/tosl (lost)/fte (left, or felt)/nkate (taken)/hcagtu (caught)/nleots (stolen)/udnof (found)/teebna (beaten)/uogtfn (fought)*. Students work in pairs to unscramble them.

B Role-play. Students role play dialogues between: Mr Goldsmith and a policeman/a journalist and one of the three climbers/a policeman and the mother of Maria Roberts/Liza Bertram and a television interviewer.

C Write a newspaper article of not more than fifty words on one of the following topics: a robbery/an accident/a missing person/a wedding/a football match/a fire. Get students to suggest headlines and assemble a selection of the stories as a newspaper front page.

Unit 79

A Role-play. In pairs, students role play selecting a present for a friend or relative in a shop.

B Role-play. In pairs, students role play seeing somebody off at an airport.

Unit 80

A Quiz. Twenty Questions Ask questions about Units 61–80. Students refer to the student's book while answering. Set a time limit for each question.

- 61** What nationality is Phil Strongarm?
- 62** When does Peter usually go to the bank?
- 63** Why doesn't she want to wash her hair?
- 64** When did Stan live in London?
- 65** Where was Elmer two days ago?
- 66** How many rolls of film has Elmer used?
- 67** When did Mary eat at the Royal Hotel?
- 68** Who is better at science?
- 69** What did Jerry's grandfather have to do when he was eighteen?
- 70** Who is the worst at biology?
- 71** How many times has Cray knocked out Len Kortton?
- 72** What can't George find?
- 73** How rich is George?
- 74** How many seats are reserved?
- 75** How long have Mary and Charlie been married?
- 76** What did the man break?
- 77** How many elections has the Labour party won in Bamford?
- 78** Why did the climbers have to postpone the climb?
- 79** What does half a dozen mean?
- 80** Why does Mary have to speak French?