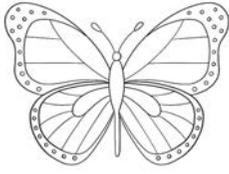
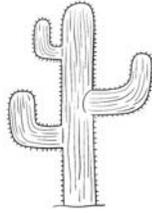


## 9.1 Thing, stuff, person

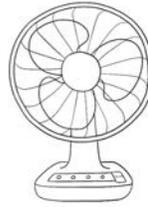
a butterfly



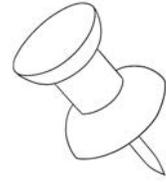
a cactus



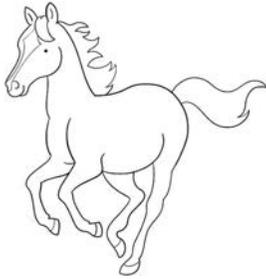
a desktop fan  
("a fan")



a thumbtack



a horse



a little brother



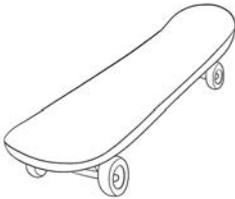
a millionaire



a pair of scissors



a skateboard



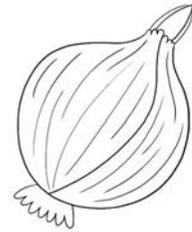
a trumpet



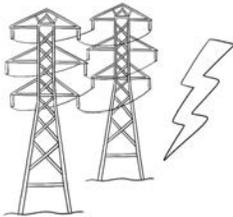
an alien



an onion



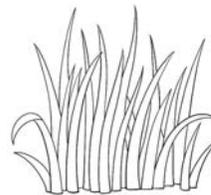
electricity



flour



grass



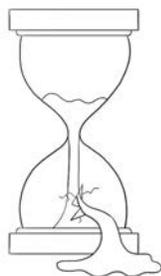
a video game



oxygen



sand



a painting



toothpaste



# 9.2 Crossword

Student A

1 u p l o a d  
 3 v i e w e r  
 5  
 6  
 7 v e r s e  
 8  
 9 s t u d i o  
 10  
 11  
 12 p r o d u c t i o n  
 13  
 14  
 15 b r o a d c a s t  
 16  
 17 p o r t r a i t  
 18  
 19  
 20 e x h i b i t i o n  
 21 s t a t u e  
 22 c o n c e r t  
 23 g r i p p e d  
 24  
 25 l y r i c s

Student B

1  
 2 l  
 3  
 4 e  
 5 e  
 6 p  
 7  
 8 b  
 9 s  
 10 s  
 11 m  
 12 p  
 13 t  
 14 s  
 15 r a  
 16 a  
 17 p r r t  
 18 v  
 19 p  
 20 e  
 21 t  
 22 c  
 23 g  
 24  
 25 r

## 8.2 Questionnaire

### Aim

To explore students' communication skills

### Language

Vocabulary about effective communication

### Time

30 minutes

### Preparation

One copy of the worksheet for every two students, cut in half

### Procedure

- Tell the class that they are going to think about their communication skills. Elicit a few ideas about what these include, e.g., being a good listener, making eye contact, explaining things in ways that others can understand, not interrupting. Then dictate the following sentence stems:  
*I would say that my communication skills are...*  
*People think that I...*  
*But in fact, I...*  
*When talking to people, I'd like to be more...*
- Give students two minutes to complete the sentences so they are true for them. Then ask them to put these statements to one side until the end of the activity.
- Tell them that they are going to fill in a questionnaire on the same topic. Divide the class into two groups and give students in one group questionnaire A and the others B.
- Tell them to make questions from the statements. As an example, read out: *I find it easy to get my message across to others.* Ask what question they would ask to find this information (*Do you find it easy...?*). Invite students to ask follow-up questions, such as, *Why is that, do you think?* and *Do you think it depends on who you're talking to?* Tell them to only make the questions (*not* to fill in the questionnaire). Go around and check students are doing the activity correctly.
- Reorganize the class into pairs, A and B. Tell them to interview each other to complete the questionnaire with their partner's answers. Go around and check, listening for errors or difficulties with pronunciation, especially with vocabulary about communication. Make a note of occasions when students struggle.
- When the pairs have finished interviewing each other, ask them to look again at the sentences they wrote at the beginning of the activity and decide whether to keep them as they are or change any in light of what they discovered doing the questionnaire.
- Correct errors that you heard. End by asking students to share their conclusions with the class.

## 9.1 Thing, stuff, person

### Aim

To practice the grammar of the unit

### Language

Defining relative clauses

### Time

40 minutes

### Preparation

One copy of the worksheet for every ten students, cut up and shuffled

### Procedure

- Draw on the board a frame with a question mark in it. Say *I'm thinking of something, and you get four clues to help you guess what it is, OK?* Give the following clues in this order and let them guess the object after each.  
*It's a thing that eats stuff on the ground and looks like a snake.*  
*It's a machine that some small children are scared of.*  
*It's something you connect to the electric system. It makes a loud noise.*  
*It's a machine that helps you clean your house.*
- If a student shouts out the name of the object (*a vacuum cleaner*) before the end, then they come to the board to draw it. Otherwise, draw it yourself.
- Explain that they are going to design and play a guessing game. Point out that you gave clues for the vacuum cleaner which got progressively easier. Their job, in groups, is to write definitions for other things and to put them in order of difficulty, from hardest to easiest. Then they are going to test another team.
- Teach them the five categories for this game: *a thing* is a countable object, e.g., a vacuum cleaner; *stuff* is uncountable material, e.g., water; *a person* is self-explanatory; *a creature* is any other living animal, and *a plant* is a fruit, vegetable, tree, etc.
- Divide the class into an even number of teams of five students or fewer. Give each team half the picture cards. Tell them not to show them to the rest of the class. Every member of the group writes a definition for every picture card on separate pieces of paper, one for each picture card. Make dictionaries available.
- When they have finished, tell them to choose the four best definitions for each object and decide the order that the definitions will be read out in a quiz for another team. Give them ten minutes for this, going around the groups, checking that the definitions make sense and the use of relative clauses is correct.

- Students now play the game. Set one team against another. One team reads out its definitions in order of difficulty. Explain the points system: they get eight points if they guess the object after one definition, six after two, four after three, and two after four. Then the other team reads out their definitions for their first picture card.
- Find out the winners. At the end, ask students what their favorite / most difficult / funniest definition was.

## 9.2 Crossword

### Aim

To complete a crossword in pairs by defining words

### Language

Vocabulary related to arts and entertainment

### Time

30 minutes

### Preparation

One copy of the worksheet for every two students, cut in half

### Procedure

- Explain that this activity is all about defining words quickly and clearly, and that in it you can't say the word, but you can find other ways of communicating it.
- Demonstrate the game with the class. Define the following words using various techniques. Do it quickly and award a point to the first person to say the word.  
*A definition: It's a work of art that's three dimensional; an example: Michelangelo's David is one. (sculpture);*  
*Talk about the learning moment: It's an expression. We learned it last week. Do an oral gap fill: If a piece of art affects you greatly, it [BEEP!]. (make a big impression);*  
*An opposite word: Not the actor—the part he or she plays. (character);*  
*Other information about it: It's a thing that happens in a theater. (a play)*
- Write the techniques on the board (*definition, etc.*). Put students in pairs to recall the different instances of the techniques you used to communicate. After a minute, elicit some techniques and examples.
- Show students the whole worksheet (making sure they cannot see the actual words) and explain that one member of each pair will have half the answers and the other will have the other half. Their job is to define the words for their partner until together they have completed the crossword.
- Divide the class in half. Hand out crossword A to one half and B to the other, telling them not to show it. Give them five minutes to check with a member of the same group that they understand all the words and can define them.
- Put students in pairs, A and B, facing each other. Say *Ready... set... Go!*
- Stop the activity when enough pairs have finished.