

# Communicative Activities

## 1.1 In Your Dreams

**Complete the sentences by putting the verbs in parentheses into the correct tense. Sometimes more than one option is possible.**

- 1 Scientists \_\_\_\_\_ recently \_\_\_\_\_ a way to read dreams using brain scans. (discover)
- 2 Most people \_\_\_\_\_ for around five hours every night. (dream)
- 3 On waking, people sometimes \_\_\_\_\_ that they \_\_\_\_\_ they \_\_\_\_\_ during the night. (report, dream, dream)
- 4 Lucid dreaming is a type of sleep where the dreamer knows they \_\_\_\_\_. Over the years, huge numbers of people \_\_\_\_\_ being able to control their dreams while in such states. (dream, report)
- 5 Around 30% of people claim that they \_\_\_\_\_ always \_\_\_\_\_ in black and white—not color! (dream)
- 6 By the end of their lives, most people \_\_\_\_\_ around six years dreaming. (spend)
- 7 Larry Page claims that he \_\_\_\_\_ of something very similar to Google before he actually \_\_\_\_\_ it. (dream, invent)
- 8 The harder you \_\_\_\_\_ to remember your dreams after waking, the less likely it is that you \_\_\_\_\_ them. (try, remember)
- 9 Researchers sometimes wake people up and ask them whether they think they \_\_\_\_\_—and if so, how long for. (dream)
- 10 Animals dream too. Cats and dogs sometimes \_\_\_\_\_ their paws and \_\_\_\_\_ noises while they \_\_\_\_\_. (move, make, dream)
- 11 Although he was 55 when he \_\_\_\_\_ Avatar, director James Cameron \_\_\_\_\_ of making the film since his early 20s. (make, dream)
- 12 By the time most people are ten, they \_\_\_\_\_ already \_\_\_\_\_ more dreams than they \_\_\_\_\_ for the rest of their life. (have, experience)

## 1.2 Vocabulary Quiz

- 1 Say three things you might need to do to **set up a business**.
- 2 Which might someone try to do—**fulfill, achieve, pursue**, or **grab** a career in finance?
- 3 Why might someone **not grab an opportunity**? How might they feel later?
- 4 Say three things you can **overcome**.
- 5 What can people do to **broaden their horizons**?
- 6 Say three different **rates** that might be used to talk about the state of the economy.
- 7 Where might someone have **a glass ceiling**? What is the consequence of a glass ceiling?
- 8 Why might someone **take a voluntary layoff**? What might happen to them afterward?
- 9 What does **an apprenticeship** usually involve? How can you get one?
- 10 Say three kinds of **benefits** people could get from the government.
- 11 What things might you see in **affluent** areas of a city?
- 12 What's the opposite of a **clear majority**?
- 13 Who might grant **a visa**, grant **a wish**, or grant **permission to build** something?
- 14 Is there a difference between **taking a gap year** and **having a year off**?
- 15 What's the noun and verb of **voluntary**?
- 16 What prepositions often follow the verbs **reflect, benefit**, and **apply**? Give an example of each.
- 17 Say three reasons why you might **be discouraged** doing an activity. What might be the opposite of being **discouraged** doing something?
- 18 How could you **evaluate someone's progress**—at school, in English, in a job?
- 19 What's the opposite of a **striking** statistic, image, or feature?
- 20 Say three other ways of saying **although**.

# Communicative Activities

## Teacher Notes

### 1.1 In Your Dreams

#### Aim

To provide practice of a wide variety of tenses

#### Language

The tense system

Vocabulary: a slightly different angle on the theme of dreams

#### Time

Approximately 30 minutes

#### Preparation

One copy of the worksheet for every student

#### Procedure

- Give out the worksheets and do the first item with the whole class. Then students complete the rest of the sentences with the correct forms of the verbs in parentheses. Say that when more than one option is possible they should decide what they think the best one is, and explain why.
- When a few students are finished, stop the activity and put them in pairs to compare their ideas. If they think different answers are possible, they should discuss the difference in meaning.
- Get the answers from the whole class and write them on the board. Where more than one option is possible, say whether one is better than the others, and why. Check that students understand any differences in meaning.
- Explain that some of the sentences are true and some are false. In small groups, have students discuss which they believe and which they don't, and explain why.
- While students are sharing their ideas, go around and notice errors, difficulties, or where they use L1. Help them by correcting or giving them the English they need.
- When a couple of groups are finished, stop the activity and ask the whole class which sentences were false and why. Then reveal the real answers.
- Work on new language that came up, and look at errors to correct, which you may have written on the board.

#### Fast finishers

- Ask students to think of some things they have dreamed about. Tell them to write down four and invent an extra one. Then in pairs or small groups they share their lists and see if they can guess the false one in each.
- Ask students to agree on ten things people often dream about. In pairs or small groups, they discuss whether these dreams have any particular meanings. If so, what?

#### Answers

**1** have (recently) discovered; **2** dream; **3** report, dreamed, were dreaming; **4** are dreaming, have reported; **5** have (always) dreamed; **6** will have spent; **7** dreamed OR had dreamed OR had been dreaming (*had dreamed* works best here as it emphasizes *before*), invented; **8** try, will remember OR are going to remember (both fine—and with no real difference in meaning); **9** were dreaming OR have been dreaming (*have been dreaming* is better as it shows connection to the moment of waking up); **10** move, make, dream / are dreaming (*are dreaming* is better as it suggests *started but not finished*); **11** made, had dreamed OR had been dreaming (*had been dreaming* is better as it emphasizes duration and continuation); **12** will (already) have had, will / are going to experience (both options are fine)

## 1.2 Vocabulary Quiz

### Aim

To review and build on vocabulary from the unit

### Language

Jobs and employment language

### Time

Approximately 30 minutes, including Extensions

### Preparation

Either one copy of the worksheet for every two to four students, or one for you to ask the questions as a team game

### Procedure

- Put students in teams of two to four. Either distribute the worksheets or read out the questions, one at a time.
- If you give the quiz as a worksheet, give a time limit of around fifteen minutes. Tell students to write down their answers (see also *Fast finishers* below). Decide whether students can consult their notebooks or a dictionary.
- If you read out each question, give students a short time to discuss their answers and write them down.
- When the time is up, ask the teams to exchange their papers. Go through the answers one at a time. You can decide how to give points.
- Ask the teams to add up their scores and see who won.

### Fast finishers

- Ask them to look through the unit and find three more words they learned which they can't remember the meaning of. They can ask these questions at the end of the quiz.

### Extension 1

- Students choose five words or phrases from the quiz or quiz answers and write five sentences with them. Four should be true and one should be false.
- They read out their sentences in groups. The others ask questions to find out more to decide which one is false.

### Extension 2

- Explain how knowing the extra information about the vocabulary helps them to use the words.
- Ask students to work in groups and discuss:
  - 1 how they record vocabulary in their notebooks;
  - 2 whose notebook is best and why;
  - 3 how they can improve their notebooks.

### Answers

- 1 Any of the following: have a good idea, write a business plan, find a location, get backing, raise money, do advertising
- 2 You usually aim to **pursue a career** (in finance).
- 3 They may be cautious or want to play it safe, they may be risk-averse or not recognize the potential. Later they may feel regretful or bitter, or they might just be accepting.
- 4 Obstacles, difficulties, a disability, opposition, a challenge
- 5 They might travel, take a class or read something outside of their usual comfort zone.
- 6 **Unemployment rate, rate of inflation, interest/growth rate**
- 7 In business or government or other large organizations. The consequence is that most leaders are men from the same ethnic and social background. While there isn't as much open discrimination, women and minorities simply don't get chosen for the top jobs—there is an unseen barrier.
- 8 You are made expendable for economic reasons: the company is restructuring or downsizing or changing direction or going bankrupt, and they have to get rid of people. People hopefully will get a severance payment, and then find a new job. Some may become unemployed, get depressed, etc.
- 9 An apprenticeship is specific training leading to the person doing the job. It's usually also paid. To get one you need to apply.
- 10 **Unemployment benefits, family/child benefits**, perhaps **housing** or **disability benefits**—it will depend on the country.
- 11 Mansions, big apartment buildings, etc., fancy restaurants, fancy cars, very clean streets, private security guards, gated communities
- 12 A small minority or possibly also a **slight** or **slim majority**.
- 13 **grant a visa:** government / home office / border agency  
**grant a wish:** fairy godmother, genie, parent!  
**grant permission to build something:** government, local council
- 14 They can mean the same. However, occasionally people might take a year off from work. You wouldn't call that a gap year—you'd call it a "career break" or "sabbatical."
- 15 **volunteer**
- 16 reflect **on**, benefit **from**, and apply **for**.
- 17 You might be discouraged by failing, by someone's negative comment, by a scary or embarrassing experience, other bad experiences (getting ill afterward), etc.; being **encouraged**
- 18 At school you might have tests or graded homework; you may notice the person is able to do more with their language (successful real-life experiences); at work through a formal appraisal or successful completion of tasks.
- 19 A common, ordinary, or unremarkable statistic, image, or feature.
- 20 **even though, despite, in spite of, but**