

9.1 Quiz Time

Round 1: Health and food

- 1 What's the number of _____ muscles _____ you use when you smile: 63, 26, or 12?
- 2 _____ what are you scared of if you suffer from arachnophobia: open spaces, spiders, or speaking in _____ public?
- 3 What's the name of the Spanish soup _____ main ingredients are tomato, pepper, and cucumber, and _____ is served cold?
- 4 Which _____ meat is traditionally eaten in the US on _____ fourth Thursday in November?

Round 2: Geography

- 5 _____ which pole would you find _____ polar bears: the North Pole, the South Pole, or both?
- 6 Which of _____ following South American countries is _____ smallest: Paraguay, Chile, or Colombia?
- 7 _____ which country could you complete _____ undergraduate degree for free, wherever you come from—Ireland, Finland, or Egypt?
- 8 What's the name of the country _____ which the Americans and Japanese fought _____ huge sea-air battle in October 22–27, 1944?

Round 3: Politics and history

- 9 The fifteen judges of _____ World Court are elected _____ which other international organization?
- 10 What was the name of the political system in South Africa that ended in 1989 _____ which black people were denied _____ rights and were forced to live separately from whites?
- 11 How many rights are there in _____ Universal Declaration of _____ Human Rights—20, 30, or 40?
- 12 President Kennedy was assassinated _____ which year and by _____?

Round 4: People—who are they?

- 13 He was a famous German-born scientist _____ theory ultimately led to the invention of nuclear bombs, _____ which he said, "If I had known, I would have become a watchmaker."
- 14 He first got his terrible name in 1540 when he was _____ ten-year-old living in the Kremlin, _____ he would throw puppies over the walls!
- 15 She is _____ activist for female education from Pakistan who was awarded the Nobel Peace Prize at _____ age of sixteen.
- 16 Her music has made over \$100 million and includes songs such as *Hello* and *Someone Like You*, _____ which she got _____ Grammy nomination.

9.2 Making a Difference

PUBLIC CONSULTATION

Bleakburn is a small town of around 100,000 inhabitants. \$250 million of funding has been made available to help revitalize the town, which has been in decline for several years. This is mainly due to the closing of the car factory that used to provide most of the employment. There are still a couple of small factories, which cause pollution, but which provide jobs for the local community. Much of the city is quite run-down and deprived, and unemployment is high. There is an old downtown area, with some historical buildings, but they're in a poor condition.

Ideas for improving Bleakburn:

- ◇ Turn one-way streets into two-way streets.
- ◇ Set up a regular food market and an annual food festival.
- ◇ Make underused public land available for private development.
- ◇ Increase the police presence in the poorest part of the town.
- ◇ Provide interest-free loans to anyone wanting to improve their home.
- ◇ Restore the old town and set up a tourist center there.
- ◇ Reduce the cost of public transportation and expand the service.
- ◇ Close down the factories and relocate them elsewhere.
- ◇ Create more play spaces for children.
- ◇ Set up a bike-share system in the town.

COME TO THE MEETING AND CAST YOUR VOTE!

Where: Town Center

When: Sunday, July 22

8.2 Teenage Superheroes

Aim

To practice showing sympathy and offering help

Language

Sympathizing, offering help and positive solutions, relating stories

Time

Approximately 30 minutes

Preparation

A copy of the worksheet for every three to six students, cut up

Procedure

Part 1

- Put students into groups of three to six. Hand out the pictures. It is not absolutely necessary to cut them up, but taking one picture at a time will help keep the discussion focused.
- Put the pile of pictures face down on the table. Tell students to pick up the first picture and to discuss:
 - what they think happened;
 - what they would do if they saw someone in this situation;
 - what they would say (if anything).

Fast finishers

- Ask them to discuss in which situation they could be of most/least help and why; and/or if they have seen or been involved in any similar situations.

Part 2

- Now put students into pairs. Hand out one picture to each pair, who must not show it to anyone else.
- Each pair should write a dialog between a helper and the main person in the picture, with between five and eight turns for the helper and between five and eight for the character. This means that they may have to continue beyond the basic "helping" exchange.
- At the end, ask a few to act out their dialogs.
- Finally, give some feedback on the performances, correct errors on the board, and teach any new language.

9.1 Quiz Time

Aim

To practice articles and relative clauses

Language

Articles and relative clauses with prepositions

Phrases for doing quizzes

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for each pair of students

Procedure

- Explain to students that they are going to do a general knowledge quiz. Teach them a few phrases often used when doing quizzes (*I don't have a clue, I'm pretty sure, I'm absolutely positive, it's on the tip of my tongue, my mind is blank, take a guess*). You may also remind students of the use of modals (*it must be, it can't be, etc.*).
- Put students into pairs and hand out the worksheet.
- Students complete the questions with ONE word in each space or LEAVE IT BLANK, then answer the questions.
- Give them ten minutes or so to do the quiz and fill in the blanks.
- When time is up, they exchange papers to check each other's answers.
- Read out the questions and elicit the answer from the class. Write the answer and missing words on the board.
- Give one point if BOTH blanks are correct and one point for a correct answer. Do not give half points.
- Students add up their points. Declare the winner.

Extension

- Ask students to write one other question for each category or write four questions for an entirely new category.
- Collect these questions and use them to do another quiz. Read them out and get students to write their answer.

Answers

- | | |
|---------------------------------|--------------------------------------|
| 1 –; – / that; 12 | 9 the; by; the UN |
| 2 Of; –; spiders | 10 by / through; –; apartheid |
| 3 whose; which / that; gazpacho | 11 the; –; 30 |
| 4 –; the; turkey | 12 in; whom; 1963; Lee Harvey Oswald |
| 5 At; –; North | 13 whose; of; Einstein |
| 6 the; the; Paraguay | 14 a; where; Ivan the Terrible |
| 7 In; an; Finland | 15 an; the; Malala (Yousafzai) |
| 8 over; a; the Philippines | 16 for; a; Adele |

9.2 Making a Difference

Aim

To practice assessing, analyzing, and discussing social ideas

Language

Expressing cause and effect

Conditional structures

Language for persuading

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the worksheet for each student

Procedure

- Tell students they live in a small American town called Bleakburn and that they have been asked to contribute ten ideas on how best to regenerate it. Give out the worksheet and give students time to read it. Answer any questions about language that they may have.
- They have five minutes to put the ten ideas into order of priority. When time is up, put students in pairs to discuss their ideas and agree on the order of priority in ten minutes.
- Then pairs decide how much of the \$250 million should be spent on each idea, and in what timeframe.
- Put each pair with another pair and ask them to agree on their ten priorities and their budget.
- Then either put students into groups of eight or ask each group to report on their ideas in detail.
- The class votes on the top three priorities and budget.

Extension

- Put students in pairs to make a list of ways of improving their own town / city. They can then work with another pair to agree on the three best ones to share with the whole class.

10.1 Ask away!

Aim

To practice advanced question types

Language

The five different types of advanced question types featured on pages 118–119 of the Student Book

Time

Approximately 30 minutes, including Extension

Preparation

A copy of the ten statements for each pair of students for the Extension

Procedure

- Write the five different kinds of advanced questions on the board: tag, echo/reply, negative, polite indirect, and indirect opinion. Ask the class to come up with one or two examples of each kind.
- Put students into pairs. You are going to read out ten statements, and they will have two minutes after each to write as many relevant questions as they can using those patterns already outlined above. The winner is the pair with the most grammatically correct (and logical) questions.
- Read each of the statements twice and allow exactly two minutes after each for students to write their questions.
- After the tenth statement, give students two minutes to check what they have written. Then say each statement again. The pair with the most questions reads them out. The others can challenge anything they think is wrong and offer corrections. The winner is the pair with the most correct questions. Repeat this with each statement. At the end of the activity, announce the winning pair.

Extension

- Give each pair a copy of the statements. One student reads the statement, and the other asks a question. The first student answers the question, and they continue the conversation for as long as possible.
- While students are talking, go around and notice errors, difficulties, or where they use L1. Give help.
- When a few pairs are finished, stop the activity. Work on new language that came up, and look at errors to correct.

Fast finishers

- Fast finishers can play the “Questions Only” game in pairs. They have to have conversations with only questions, for example, *What time is it? // Why do you want to know? // Does it matter? // Doesn't it? // Well, do you know it or not?*, etc. The first student to reply with a statement loses a point.