

## GAME QUESTIONS

### Let's Talk 1: Units 1–4

1. Talk about your hometown.
2. Talk about your family.
3. What time is it?
4. What's your favorite kind of weather?
5. Introduce yourself.
6. Introduce a classmate.
7. What do you do in your free time?
8. When is your birthday?
9. How do you spell your last name?
10. Say the alphabet.
11. Which sports are popular in your country?
12. What's your name?
13. What country do you want to visit?
14. What do you like to do when it rains?
15. What do you like to wear on weekends?

### Let's Talk 1: Units 5–8

1. Where do you usually shop?
2. When is the last time you got a haircut?
3. What do you think of fast food?
4. What time do you usually eat breakfast?
5. How much does a music CD cost?
6. What do you like to do on vacation?

7. What is a "coupon"?
8. What's your favorite kind of movie?
9. What do you think of spicy food?
10. Name two things you can buy in a duty-free shop.
11. What kind of food don't you like?
12. How much is a cup of coffee?
13. What food is typical in your country?
14. Where do you want to go on your next vacation?
15. When is the last time you went to the movies?

## Let's Talk 1: Units 9–12

1. How can you be a better friend?
2. What healthy habits do you have?
3. How often do you remember your dreams?
4. What's the most beautiful city you've ever visited?
5. What time do you usually get up on weekends?
6. How can you make your life less stressful?
7. What games did you like to play as a child?
8. When is the last time you went to a sports stadium?
9. Who do you ask when you need advice?
10. Name two cities you would like to visit. Explain why.
11. How do you remember new words in English?
12. What time do you usually get up during the week?
13. Describe a national holiday in your country.
14. What were your favorite foods when you were a child?
15. What's your best childhood memory?

## Let's Talk 1: Units 13–16

1. What did you look like as a child?
2. What country would you like to live in? Why?
3. Name three famous people you would like to meet. Explain why.
4. Were you popular with your friends as a child?
5. What rooms does your dream home have?
6. Who is the most important person in history? Why?
7. Name three famous people from your country.
8. Name a famous historical person from your country.
9. Have you ever met a famous person? Who?
10. What things are teenagers in your country crazy about?
11. Would you like to be a famous movie star? Why or why not?
12. Would you rather have a house or an apartment? Why?
13. What kind of music is trendy in your country?
14. How has your capital city changed in recent years?
15. What clothes are trendy in your country?

## Let's Talk 2: Units 1–4

### LET'S TALK ABOUT:

1. your least favorite subjects in school
2. ways to make a good impression
3. a wedding you have been to
4. things you have in common with your best friend
5. a traditional dish from your country
6. ways to break the ice
7. a tough situation you've experienced
8. a good dish that you ate recently
9. a restaurant that you like
10. the disadvantages of living with your family
11. how to make your favorite dish or snack
12. your favorite place

13. your favorite relative
14. how to greet people in your country

## Let's Talk 2: Units 5–8

### LET'S TALK ABOUT:

1. who does most of the chores in your home
2. a car you would like to own – and why
3. three advantages of participating in sports
4. how often you watch TV and videos
5. a good party
6. game or card
7. game that you know
8. how you help in the home
9. popular men's sports in your country
10. your idea of three important job benefits
11. an interest or hobby you had as a child
12. a job you would like in the movie industry
13. the best way to get to a nearby country
14. your favorite hobby or interest
15. your idea of a perfect weekend
16. a pet that you have or would like to have

## Let's Talk 2: Units 9–12

### LET'S TALK ABOUT:

1. three things people can do to be "greener"
2. a vacation you enjoyed when you were a child
3. what you would take on a camping trip
4. environmental problems in your country
5. a product you would like to buy

6. a useful thing you have bought recently
7. which cities in your country tourists like to visit
8. the popularity of cell phones in your country
9. three places in your country a tourist should visit
10. why rainforests are useful to human beings
11. how to use a cell phone
12. three useful things for the office
13. the popularity of DVDs in your country

## Let's Talk 2: Units 13–16

1. a painting or photo you have in your home
2. a musical instrument you would like to learn
3. your capital city – and what you like about it
4. a singer you would like to meet – and why
5. three ways to protect yourself against crime
6. something that makes you laugh
7. a historical place in your country that a tourist should visit
8. three disadvantages of living in a city
9. the funniest person in your family
10. what you were like when you were twelve years old
11. three important events in the history of your country
12. your favorite artist
13. the best year of your life
14. an interesting city you have visited

## Let's Talk 3: Units 1–4

1. five rules for drivers in your country
2. what you would do if you could disappear for a week
3. your unluckiest day

4. how crime is changing in your country
5. five gestures people often use in your country
6. a strange dream
7. your feelings about copying music from the Internet
8. how to punish people who cheat on exams
9. how friends greet each other in your country
10. one law you would like to change – and why
11. something that makes you mad
12. your opinion of crime on TV
13. rules you have to obey in class

## Let's Talk 3: Units 5–8

1. what teenagers usually do on summer vacation
2. what Mozart would have done if he had lived longer
3. what the police do if you park your car in the wrong place
4. what you would do if you won the lottery
5. the differences between British English and American English
6. your earliest childhood memory
7. five qualities a person needs to be successful
8. why businesspeople need (or don't need) to learn English
9. the advantages and disadvantages of a cell phone
10. a lifestyle you would like to have if you were rich
11. a famous person you admire – and why
12. your opinion of taking courses online
13. how you remember people's birthdays

## Let's Talk 3: Units 9–12

1. a kind of treatment you would like to try
2. the most stressful thing about learning English

3. what makes two people compatible
4. the quality of newspapers in your country
5. something special a friend has done for you
6. a crush you once had on someone
7. TV and radio news programs in your country
8. a friend you have known for a long time
9. how the weather in your country is changing
10. famous volcanoes or hot springs you would like to visit
11. dating customs in your country
12. the best way to stay healthy
13. five important qualities of a good marriage

### **Let's Talk 3: Units 13–16**

1. who you call the most often on the phone
2. five pieces of advice for visitors to your country
3. three topics that women like to talk about
4. five typical jobs that women have in your country
5. something adventurous you have done
6. three topics that you like to talk about
7. three bad habits you would like to break
8. three goals you would like to accomplish a time you
9. changed or quit your job – and why
10. five typical jobs that men have in your country
11. a good piece of advice your parents gave you
12. three things you are careful about
13. how tourism helps or hurts your country
14. an adventure you would like to have

## Snakes and ladders

**Procedure:** Divide the class into groups of four students. Give each group one game board, one die, and four tokens.

Position all the students' tokens on the square marked "Start." The first student to play rolls the die. His or her token advances the number of squares indicated on the die. If the square asks a question or requests information, the student should answer the question or provide the necessary information. There are no right or wrong answers. Students should be encouraged to give thoughtful, complete answers.

If a token lands in a square at the bottom of a ladder, it immediately advances to the top of the ladder, where the student should respond to the question or request in that square. If a token lands in a square that contains the head of a snake, it slides back to the square at the tail of the snake. (The token makes no extra move if it lands on a square at the top of a ladder or on the tail of a snake.)

If a token moves to a square that does not have a question or request, the student gets to stay on the square without answering a question or giving information.

After the first student completes his or her turn, the other students roll the die in turn. The first student to reach the square marked "Finish" is the winner.

**Option:** As a bonus for answers that show creativity, thoughtfulness, or extra effort, you (or other players) can choose to advance a player an agreed-upon number of squares.



**FINISH**

Introduce a classmate.



What do you do in your free time?

When is your birthday?

Talk about your hometown.

Talk about your family.

What time is it?

What's your favorite kind of weather?

Introduce yourself.



How do you spell your last name?

Say the alphabet.

Which sports are popular in your country?



What's your name?

What country do you want to visit?



What do you like to do when it rains?

What do you like to wear on weekends?

What's your telephone number?

What sports do you like to play?

What's your home address?

Describe your best friend's personality.

Talk about your job or studies.

Where are you from?

What was the weather like yesterday?

Count to 20.

What do you do?

What does your best friend look like?

What sports do you like to watch?

**START**

What kind of music do you like?

What's your e-mail address?

**FINISH**

Introduce a classmate.



What do you do in your free time?

When is your birthday?

Talk about your hometown.

Talk about your family.

What time is it?

What's your favorite kind of weather?

Introduce yourself.



How do you spell your last name?

Say the alphabet.

Which sports are popular in your country?



What's your name?

What country do you want to visit?



What do you like to do when it rains?

What do you like to wear on weekends?

What's your telephone number?

What sports do you like to play?

What's your home address?

Describe your best friend's personality.

Talk about your job or studies.

Where are you from?

What was the weather like yesterday?

Count to 20.

What do you do?

What does your best friend look like?

What sports do you like to watch?

**START**

What kind of music do you like?

What's your e-mail address?

**FINISH**

What do you like to do on vacation?



What is a "coupon"?

What's your favorite kind of movie?

Where do you usually shop?

When is the last time you got a haircut?

What do you think of fast food?

What time do you usually eat breakfast?

How much does a music CD cost?



What do you think of spicy food?

Name two things you can buy in a duty-free shop.

What kind of food don't you like?



How much is a cup of coffee?

What food is typical in your country?



Where do you want to go on your next vacation?

When is the last time you went to the movies?

How often do you shop for clothes?

Name three ways to save money.

What's your favorite magazine?

What do tourists in your country usually buy?

How often do you use a cell phone?

How do you usually get to class?

Which festivals are popular in your country?

Where do you usually eat lunch?

How often do you eat in a restaurant?

Who do you like to hang out with?

What's your favorite fast-food restaurant?

**START**

How often do you use the Internet?

What's the last movie you saw?

**FINISH**

How can you make your life less stressful?



What games did you like to play as a child?

When is the last time you went to a sports stadium?

How can you be a better friend?

What healthy habits do you have?

How often do you remember your dreams?

What's the most beautiful city you've ever visited?

What time do you usually get up on weekends?



Who do you ask when you need advice?

Name two cities you would like to visit. Explain why.

How do you remember new words in English?



What time do you usually get up during the week?

Describe a national holiday in your country.



What were your favorite foods when you were a child?

What's your best childhood memory?

How often do you take vacations?

Describe your national flag.

How often do people ask you for advice?

Where is the best park in your city?

What gifts do you bring when you visit someone's home?

How often do you exercise?

How do you celebrate the New Year?

What are your favorite snacks?

What places should a tourist in your city see?

When did you first study English?

What do you usually do on national holidays?

**START**

How often do you go to art galleries or museums?

How many hours of sleep do you need?



**FINISH**

Who is the most important person in history? Why?



Name three famous people from your country.

Name a famous historical person from your country.

What did you look like as a child?

What country would you like to live in? Why?

Name three famous people you would like to meet. Explain why.

Were you popular with your friends as a child?

What rooms does your dream home have?



Have you ever met a famous person? Who?

What things are teenagers in your country crazy about?

Would you like to be a famous movie star? Why or why not?

Would you rather have a house or an apartment? Why?

What kind of music is trendy in your country?



How has your capital city changed in recent years?

What clothes are trendy in your country?

What was your first school like?

How often do you write e-mails?

Tell a story from your childhood.

What is the most important recent invention? Why?

Name a popular place to dance in your city.

Who do you live with?

What is your favorite room at home? Why?

What do you like about your home?

Name a popular TV show in your country.

Where did you live as a child?

What don't you like about your home?

**START**

Name a popular place to eat in your city.

What is your earliest childhood memory?

**Start  
Here**

**your least  
favorite  
subjects in  
school**

**ways to make  
a good  
impression**

**Free  
Question**

**a wedding you  
have been to**

**things you have  
in common with  
your best friend**

**a traditional  
dish from your  
country**

**ways to  
break  
the ice**

**a tough  
situation you've  
experienced**

**Start  
Again?**

**Let's  
Talk ABC**

**a good dish  
that you ate  
recently**

**your favorite  
place**

**your favorite  
relative**

**how to greet  
people in your  
country**

**a restaurant  
that you like**

**the  
disadvantages  
of living with  
your family**

**how to make  
your favorite  
dish or snack**

**Free  
Question**

**your three least favorite foods**

**your favorite subjects in school**

**a course you would like to take**

**what you do to relax**

**the importance of body language**

**a party you went to recently**

**OUT**

**your three favorite colors**

**your ability to meet new people**

**your personality**

**your cooking skills**

**your three favorite beverages**

**the advantages of having a big family**

**an interesting person in your family**

**a friend's personality**

**Start  
Here**

**who does  
most of the  
chores in  
your home**

**a car you  
would like  
to own –  
and why**

**Free  
Question**

**three  
advantages of  
participating in  
sports**

**how often you  
watch TV and  
videos**

**a good party  
game or card  
game that  
you know**

**how you  
help in  
the home**

**popular men's  
sports in your  
country**

**Start  
Again?**

**Let's  
Talk ABC**

**your idea  
of three  
important job  
benefits**

**your favorite  
hobby or  
interest**

**your idea of  
a perfect  
weekend**

**a pet that you  
have or would  
like to have**

**an interest or  
hobby you had  
as a child**

**a job you would  
like in the  
movie industry**

**the best way  
to get to  
a nearby  
country**

**Free  
Question**

**three typical forms of transportation in your country**

**a job you would like to have – and why**

**what you would like to do when you're retired**

**a good movie you saw recently**

**a job you wouldn't like to have – and why**

**someone you know who likes his or her job**

**OUT**

**your three least favorite chores**

**transportation problems in your city**

**how you try to stay in shape**

**what you like to do in your free time**

**popular women's sports in your country**

**popular leisure activities in your country**

**your typical working day / day at school**

**your opinion of computer games**

**Start  
Here**

**three things  
people can do  
to be "greener"**

**a vacation  
you enjoyed  
when you  
were a child**

**Free  
Question**

**what you would  
take on a  
camping trip**

**Free  
Question**

**environmental  
problems in  
your country**

**a product  
you would  
like to buy**

**a useful thing  
you have  
bought recently**

**Start  
Again?**

**Let's  
Talk ABC**

**which cities in  
your country  
tourists like to  
visit**

**how to use a  
cell phone**

**three useful  
things for the  
office**

**the popularity  
of DVDs in your  
country**

**the popularity  
of cell phones  
in your country**

**three places  
in your country  
a tourist  
should visit**

**why rainforests  
are useful to  
human beings**

**Free  
Question**

**how natural areas (beaches, forests, etc.) will change**

**three ways to learn about the news**

**how your capital city will be different ten years from now**

**how "green" you are**

**the geography of your country**

**what you did on your last vacation**

**OUT**

**a dream vacation in your country**

**Free Question**

**three useful things for the kitchen**

**recycling in your country**

**what you would take on a vacation to the beach**

**the most important event in the world last year**

**a country you would like to visit – and why**

**a recent news event in your country**



**Start  
Here**

**a painting or  
photo you have  
in your home**

**a musical  
instrument you  
would like to  
learn**

**Free  
Question**

**your capital  
city – and  
what you like  
about it**

**a singer you  
would like to  
meet – and why**

**three ways  
to protect  
yourself against  
crime**

**something  
that makes  
you laugh**

**a historical  
place in your  
country that  
a tourist  
should visit**

**Start  
Again?**

**Let's  
Talk ABC**

**three  
disadvantages  
of living in a  
city**

**your favorite  
artist**

**the best year  
of your life**

**an interesting  
city you have  
visited**

**the funniest  
person in your  
family**

**what you were  
like when you  
were twelve  
years old**

**three important  
events in the  
history of your  
country**

**Free  
Question**

**a movie star  
you would  
like to meet  
– and why**

**three  
advantages  
of living in  
a city**

**your favorite  
novelist**

**your high  
school**

**traditional  
music from  
your country**

**your favorite  
kind of music**

**OUT**

**an art gallery  
or museum in  
your city**

**how you have  
changed in the  
past five years**

**the kind of art  
you like best**

**two songs  
you love**

**a hilarious  
movie  
you've seen**

**a concert  
you enjoyed –  
and why**

**a popular  
comedy show  
in your country**

**your three  
favorite movies**

**Start Here**

**five rules for drivers in your country**

**what you would do if you could disappear for a week**

**Free Question**

**your unluckiest day**

**how crime is changing in your country**

**five gestures people often use in your country**

**a strange dream**

**Free Question**

**Start Again?**

**Let's Talk ABC**

**your feelings about copying music from the Internet**

**something that makes you mad**

**your opinion of crime on TV**

**rules you have to obey in class**

**how to punish people who cheat on exams**

**how friends greet each other in your country**

**one law you would like to change – and why**

**Free Question**

**why you would  
(or wouldn't)  
like to be a  
detective**

**your favorite  
way to travel  
– and why**

**how you met  
your best friend**

**your luckiest  
day**

**your feelings  
about the  
death penalty**

**three common  
superstitions in  
your country**

**OUT**

**your favorite  
detective story  
or movie**

**three symbols  
of good luck in  
your country**

**Free  
Question**

**three things  
that will bring  
you good or  
bad luck**

**Free  
Question**

**how to make  
a good  
impression at a  
job interview**

**a memorable  
flight that you  
have taken**

**something that  
makes you  
anxious**

**Start  
Here**

**what teenagers  
usually do on  
summer  
vacation**

**what Mozart  
would have  
done if he had  
lived longer**

**Free  
Question**

**what the police  
do if you park  
your car in the  
wrong place**

**what you would  
do if you won  
the lottery**

**the differences  
between British  
English and  
American  
English**

**your  
earliest  
childhood  
memory**

**five qualities a  
person needs  
to be  
successful**

**Start  
Again?**

**Let's  
Talk ABC**

**Free  
Question**

**a famous  
person you  
admire –  
and why**

**your opinion  
of taking  
courses  
online**

**how you  
remember  
people's  
birthdays**

**why  
businesspeople  
need (or don't  
need) to learn  
English**

**the  
advantages and  
disadvantages  
of a cell phone**

**a lifestyle you  
would like to  
have if you  
were rich**

**Free  
Question**

**the advantages and disadvantages of going to private schools**

**how you would change education in your country**

**something that you wish someone would invent**

**your favorite subjects in high school**

**a good teacher you once had**

**how the Internet has (or hasn't) changed your life**

**OUT**

**how often you use the telephone**

**your opinion of corporal punishment**

**a typical school day in your country**

**the most useful thing ever invented**

**how you celebrate birthdays in your country**

**what you like about the education system in your country**

**which languages people in your country speak**

**techniques you use to remember things**

**Start  
Here**

**a kind of  
treatment you  
would like to  
try**

**the most  
stressful thing  
about learning  
English**

**Free  
Question**

**what makes  
two people  
compatible**

**the quality of  
newspapers in  
your country**

**something  
special a  
friend has  
done for you**

**a crush you  
once had on  
someone**

**TV and radio  
news programs  
in your country**

**Start  
Again?**

**Let's  
Talk ABC**

**Free  
Question**

**dating  
customs in  
your country**

**the best way  
to stay  
healthy**

**five important  
qualities of a  
good marriage**

**a friend you  
have known for  
a long time**

**how the  
weather in your  
country is  
changing**

**famous  
volcanoes or  
hot springs  
you would like  
to visit**

**Free  
Question**

**three things  
that make you  
feel stressed**

**what you would  
take with you if  
you had to  
evacuate in a  
flood**

**a job in  
journalism  
that you  
would enjoy  
– and why**

**your fitness  
routine**

**three things  
that you do to  
relax**

**someone you  
ask for advice  
– and why**

**OUT**

**your favorite  
season  
– and why**

**what you like to  
do on a rainy  
day**

**your opinion of  
acupuncture**

**the weather  
one day last  
week**

**Free  
Question**

**the importance  
of keeping up  
to date with  
the news**

**five important  
qualities of a  
good friendship**

**a natural  
disaster that  
happened  
recently**



**Start  
Here**

**who you call  
the most often  
on the phone**

**five pieces of  
advice for  
visitors to your  
country**

**Free  
Question**

**three topics  
that women like  
to talk about**

**five typical jobs  
that women  
have in your  
country**

**something  
adventurous  
you have done**

**three topics  
that you like to  
talk about**

**three bad  
habits you  
would like to  
break**

**Start  
Again?**

**Let's  
Talk ABC**

**three goals you  
would like to  
accomplish**

**three things  
you are  
careful about**

**how tourism  
helps or  
hurts your  
country**

**an adventure  
you would like  
to have**

**a time you  
changed or quit  
your job  
– and why**

**five typical jobs  
that men have  
in your country**

**a good piece  
of advice  
your parents  
gave you**

**Free  
Question**

**three pieces of advice for someone who is going hiking**

**the best-paid jobs in your country**

**bicycling and motorcycling in your country**

**a frightening moment in your life**

**a dream vacation you would take in another country**

**three things you notice when you first meet someone**

**OUT**

**your ability to make conversation**

**five ways to be a good conversationalist**

**the importance of English in the workplace**

**five qualities that make a good employee**

**Free Question**

**three important things in making a good impression**

**three topics that men like to talk about**

**what tourists in your country like to do**

# Expressions for conversations

Responding to someone in a conversation



*Yeah, I guess so. / No, I guess not.*

*Oh, that's great. / Oh, that's terrible.*

*Really? That's interesting.*

*You're kidding!*

# Expressions for conversations

Asking for clarification and asking for more details

And what about...?

What do you think?

What do you mean?

I didn't hear what you said.

Really? Why?

So, then what (happened)?



# Expressions for conversations

Using conversation fillers



# General expressions for the classroom

*I don't understand.  
I don't know.*

*I'm sorry. What are we supposed to do?*

*Is this right?  
Is this OK?*

*Can you say it again, please?  
Can you play it again, please?*

*What does ... mean?*

*How do you say ... in English?  
How do you spell ... ?  
How do you pronounce ... ?*



# Expressions for pair work and group work

## Checking answers



What did you put/write for number (1)?  
How did you answer number (1)?

I agree./I don't agree.

What do you think?

I think that's right./I think that's wrong.

Let's ask the teacher about this.



# Expressions for pair work and group work

Role-playing activities and sharing information





# Let's Talk 1

Teacher Support Site  
Optional Activities

**CAMBRIDGE**  
UNIVERSITY PRESS

# More information, please

**Activity type** Information-gap puzzle

**Time** 10–15 minutes

**Preparation** Photocopy one set of five cards for each group of five students.

**Procedure** Divide the class into groups of five students. Give each student in every group a card from the same set. If there aren't enough students for a group of five, give one student two cards. Tell students that they each have one piece of information about someone. Explain that the task is to ask questions and complete the form with the missing information. Encourage students to reply politely if they don't have the information by saying "I'm sorry. I don't know." For less advanced students, write the following models on the board:

*What's X's address?*

*What's X's phone number?*

*What's X's date of birth/birthday?*

*What's X's major?*

*What's X's hometown?*

**Option** To make the activity a little more difficult, have students work as a class instead of in small groups.

**Let's Talk 1 Unit 1**

Name: Giovanni Rossi  
Address: 1455 West 25th Avenue  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_



Name: Giovanni Rossi  
Address: \_\_\_\_\_  
Phone Number: 643-9792  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Giovanni Rossi  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: February 28, 1969  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Giovanni Rossi  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: English  
Hometown: \_\_\_\_\_

Name: Giovanni Rossi  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: Florence, Italy

Name: Antonio Gonzalez  
Address: 7832 East Broadway  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Antonio Gonzalez  
Address: \_\_\_\_\_  
Phone Number: 325-9009  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Antonio Gonzalez  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: August 7, 1981  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Antonio Gonzalez  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: Electrical engineering  
Hometown: \_\_\_\_\_

Name: Antonio Gonzalez  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: Rosarito, Mexico

**Let's Talk 1 Unit 1**

Name: Nadine Helmut  
Address: 2610 Grandview Highway  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_



Name: Nadine Helmut  
Address: \_\_\_\_\_  
Phone Number: 433-1025  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Nadine Helmut  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: November 21, 1975  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Nadine Helmut  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: Chemistry  
Hometown: \_\_\_\_\_

Name: Nadine Helmut  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: Dresden, Germany

Name: Emma Spencer  
Address: 1315 Bridge Boulevard  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Emma Spencer  
Address: \_\_\_\_\_  
Phone Number: 244-8953  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Emma Spencer  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: October 23, 1977  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Emma Spencer  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: Economics  
Hometown: \_\_\_\_\_

Name: Emma Spencer  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: London, England

**Let's Talk 1 Unit 1**

Name: Takahiro Yamashita  
Address: 9762 Crescent Road  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_



Name: Takahiro Yamashita  
Address: \_\_\_\_\_  
Phone Number: 899-2763  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Takahiro Yamashita  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: January 16, 1977  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Takahiro Yamashita  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: Art History  
Hometown: \_\_\_\_\_

Name: Takahiro Yamashita  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: Yokohama, Japan

Name: Min Sook Kim  
Address: 145 Lakeland Place  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Min Sook Kim  
Address: \_\_\_\_\_  
Phone Number: 552-4821  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Min Sook Kim  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: April 11, 1971  
Major: \_\_\_\_\_  
Hometown: \_\_\_\_\_

Name: Min Sook Kim  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: Anthropology  
Hometown: \_\_\_\_\_

Name: Min Sook Kim  
Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_  
Major: \_\_\_\_\_  
Hometown: Pusan, South Korea

# Adjective Crossword

**Activity type** Crossword puzzle

**Time** 20–25 minutes

**Preparation** Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half.

**Procedure** Divide the class into two groups: “Student A” and “Student B.” Explain that they have half of the words of a crossword puzzle but these words have been scrambled. Tell group A that their sheet contains words used to describe appearance. Tell group B that their sheet contains words used to describe personality. Have students form pairs with someone in the same group. Working with this partner, the students should first unscramble the words and then write them in the puzzle. When they are finished, put them into new pairs – this time with each “Student A” joining a “Student B.” Tell students to complete the puzzle by exchanging information using the following model:

*What's X across?*

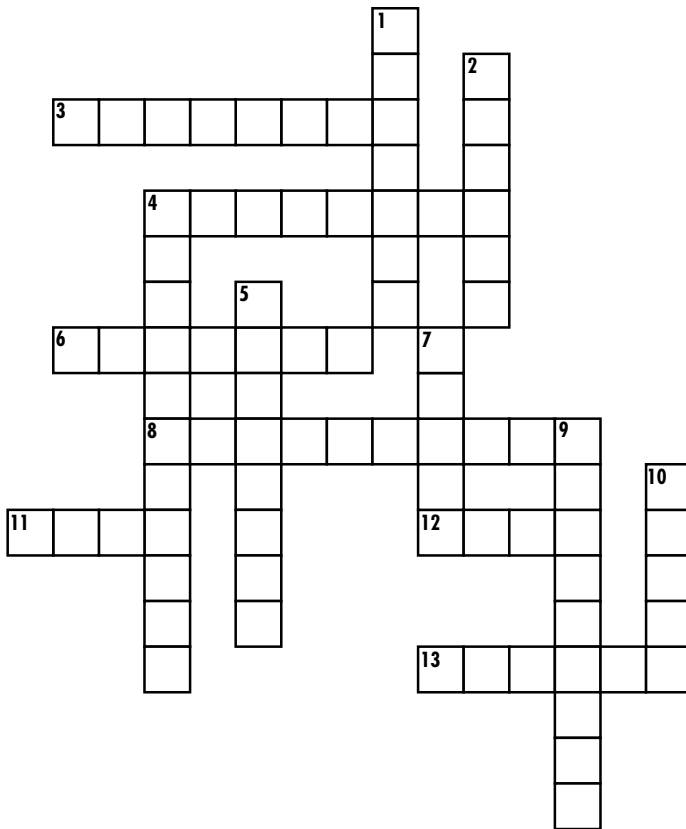
*What's X down?*

**Option** Have the students first work individually to solve their part of the puzzle. Then put them into pairs to exchange information.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Student A

You have seven words that describe appearance, but the letters are not in the correct order. First, work with another "Student A" to arrange the letters to form the correct words. When you have the correct words, write them in the puzzle. All the words go across.



**Across**

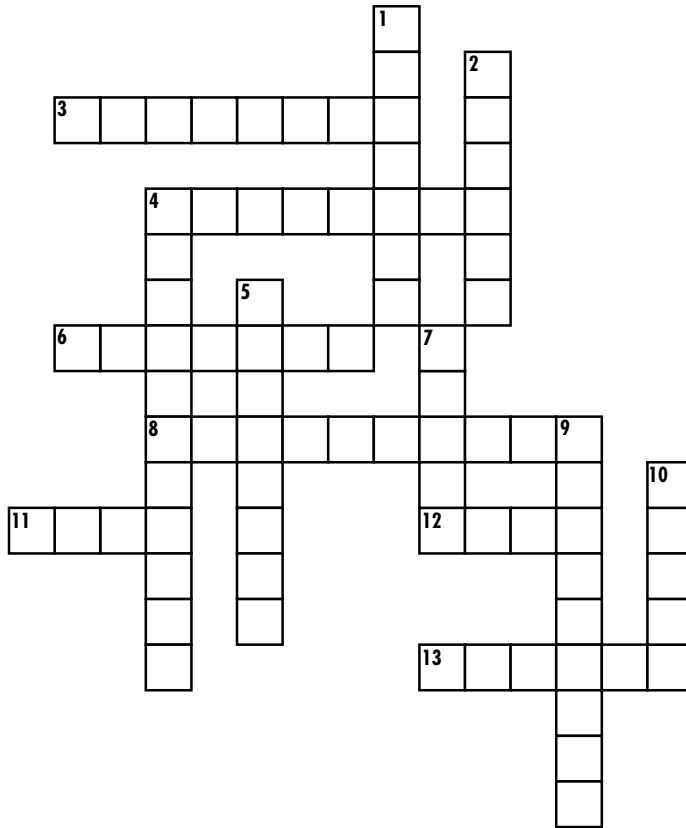
- 3. AUUSLCMR \_\_\_\_\_
- 4. DANOEMHS \_\_\_\_\_
- 6. DEERYLL \_\_\_\_\_
- 8. THOEVEWRIG \_\_\_\_\_
- 11. KRAD \_\_\_\_\_
- 12. LTAL \_\_\_\_\_
- 13. RETPYT \_\_\_\_\_

When you finish, pair up with a "Student B" to find all the words that go down.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Student B

You have seven words that describe personality, but the letters are not in the correct order. First, work with another "Student B" to arrange the letters to form the correct words. When you have the correct words, write them in the puzzle. All the words go down.



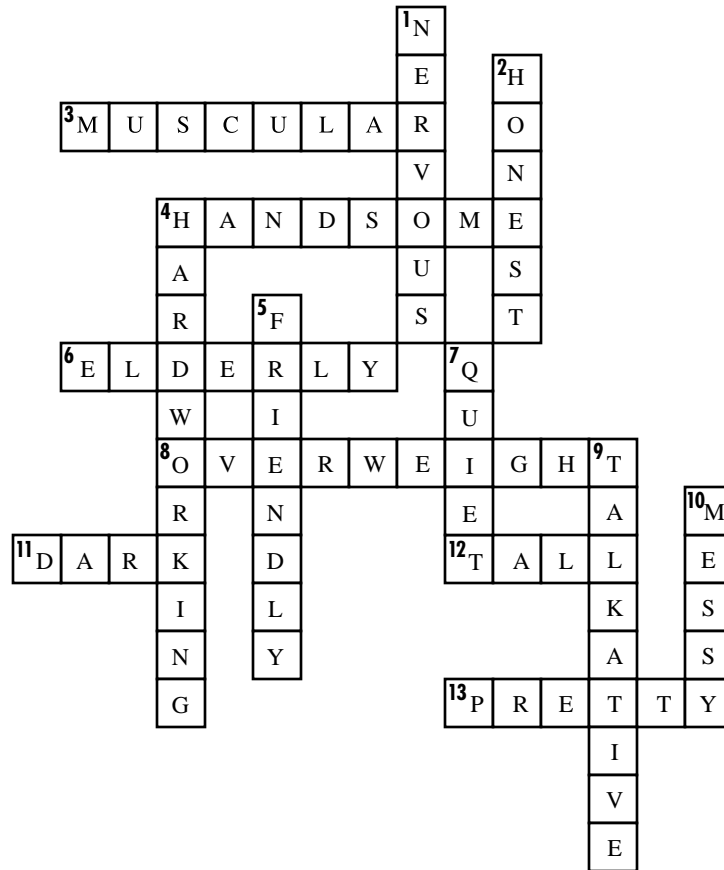
**Down**

- 1. EOUNRVS \_\_\_\_\_
- 2. NOTHES \_\_\_\_\_
- 4. GHNAIRKDROW \_\_\_\_\_
- 5. DENYLFRI \_\_\_\_\_
- 7. IUQET \_\_\_\_\_
- 9. TTAALVIEK \_\_\_\_\_
- 10. SYMES \_\_\_\_\_

When you finish, pair up with a "Student A" to find all the words that go across.



# Answer Key



**Across**

- 3. MUSCULAR
- 4. HANDSOME
- 6. ELDERLY
- 8. OVERWEIGHT
- 11. DARK
- 12. TALL
- 13. PRETTY

**Down**

- 1. NERVOUS
- 2. HONEST
- 4. HARDWORKING
- 5. FRIENDLY
- 7. QUIET
- 9. TALKATIVE
- 10. MESSY

# Free-time activities

**Activity type** Small-group discussion

**Time** 20–25 minutes

**Preparation** Photocopy one activity sheet for each student.

**Procedure** Divide the class into groups with three to six students in each group. Give students an activity sheet and have them write the words in the correct column.

## Answers

<b>play</b>	<b>go</b>
<i>baseball</i>	<i>bicycling</i>
<i>basketball</i>	<i>bowling</i>
<i>football</i>	<i>dancing</i>
<i>golf</i>	<i>hiking</i>
<i>pool</i>	<i>ice-skating</i>
<i>rugby</i>	<i>shopping</i>
<i>soccer</i>	<i>skateboarding</i>
<i>tennis</i>	<i>skiing</i>
<i>video games</i>	<i>snowboarding</i>
<i>volleyball</i>	<i>swimming</i>

When students have the correct lists, have them discuss the questions.

**Option** Have students first work individually to make up one question using each of the verbs *play* and *go*. Then have them take turns asking and answering questions with the other students in their group.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Play or go? Write each word under the correct verb.**

- |                   |                      |                     |
|-------------------|----------------------|---------------------|
| <i>baseball</i>   | <i>hiking</i>        | <i>snowboarding</i> |
| <i>basketball</i> | <i>ice-skating</i>   | <i>soccer</i>       |
| <i>bicycling</i>  | <i>pool</i>          | <i>swimming</i>     |
| <i>bowling</i>    | <i>rugby</i>         | <i>tennis</i>       |
| <i>dancing</i>    | <i>shopping</i>      | <i>video games</i>  |
| <i>football</i>   | <i>skateboarding</i> | <i>volleyball</i>   |
| <i>golf</i>       | <i>skiing</i>        |                     |

**play**

**go**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**Now use the vocabulary to answer these questions with the other students in your group.**

How would you complete these sentences?

- When I'm tired, I like to play/go . . .*
- When I'm happy, I like to play/go . . .*
- When I'm . . . I like to play/go . . .*
- When you have free time, what activities do you like to do?*
- Which activities do you do inside? Which do you do outside?*
- Which activities are interesting? Which are boring? Why?*

# Visit Vancouver!

**Activity type** Small-group information gap and discussion

**Time** 15–20 minutes

**Preparation** Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half.

**Procedure** Have students form pairs. Next give one of each information sheet to every pair. Explain that they need to ask each other questions to complete the chart in part 1. Then they need to read the information and answer the questions. Write the following models on the board as a guide:

*What's the maximum average temperature in [month]?*

*What's the minimum average temperature in [month]?*

*How much rain falls in [month]?*

*How many rainy days are there in [month]?*

When all the students complete their charts, tell them to read the tourist information in part 2. Then divide the class into groups of four to six students, and have them discuss the questions in part 3 using the climate tables and the tourist information.

**Option** Have students discuss the average yearly weather in their city or country and give an example of at least one activity that they can do during each season.

# Student A

1. Work with a partner. Ask each other questions to complete the chart.

Vancouver, Canada				
Month	Average daily temperature °C		Average monthly rain (mm)	# of days with rain
	Maximum	Minimum		
January	5			20
February		1	147	
March	10			17
April		4	84	
May	18			12
June		11	64	
July	23			7
August		12	43	
September	18			9
October		7	147	
November	9			19
December		2	224	

2. Read the following tourist information about things to do in Vancouver:

Vancouver has three local mountains for skiing and snowboarding. Seymour Mountain is for beginners and is the cheapest. Grouse Mountain is an intermediate ski and snowboard area and is a little more expensive. Cypress Bowl is for beginner to intermediate skiers and snowboarders and is the most expensive. All of the mountains are thirty minutes away from downtown Vancouver and are open from November to May.

Stanley Park is the largest park in North America and has a 10km seawall that is great for biking, walking, or rollerblading. For serious rollerbladers, there are many areas in the park to rollerblade, with trails that range in distance from 3km to 40km.

Robson Street is the main shopping district in Vancouver. Here you can find anything you want or need, from souvenirs to designer clothing shops. Robson Street is in the middle of downtown and is also very close to shopping malls and movie theaters.

Do you want to know more about the native people of Western Canada? Visit the University of British Columbia's Museum of Anthropology. Learn about the culture and lifestyles of Native Americans and see the artwork of famous Native American artists. The museum also has a large collection of historical art that teaches about the history of cultures from around the world.

3. Now answer these questions:

If you like sunshine, what is the best time of year to visit Vancouver?

If you like rain, what is the best time of year to visit Vancouver?

What activities can you do outside? What activities can you do inside?

Which activities can you do both inside and outside?

When would you like to visit Vancouver?

What would you do in Vancouver?

# Student B

1. Work with a partner. Ask each other questions to complete the chart.

Vancouver, Canada				
Month	Average daily temperature °C		Average monthly rain (mm)	# of days with rain
	Maximum	Minimum		
January		0	218	
February	7			17
March		3	127	
April	14			14
May		8	71	
June	21			11
July		12	31	
August	12			8
September		9	91	
October	14			16
November		4	211	
December	6			22

2. Read the following tourist information about things to do in Vancouver:

Vancouver has three local mountains for skiing and snowboarding. Seymour Mountain is for beginners and is the cheapest. Grouse Mountain is an intermediate ski and snowboard area and is a little more expensive. Cypress Bowl is for beginner to intermediate skiers and snowboarders and is the most expensive. All of the mountains are thirty minutes away from downtown Vancouver and are open from November to May.

Stanley Park is the largest park in North America and has a 10km seawall that is great for biking, walking, or rollerblading. For serious rollerbladers, there are many other areas in the park to rollerblade, with trails that range in distance from 3km to 40km.

Robson Street is the main shopping district in Vancouver. Here you can find anything you want or need, from souvenirs to designer clothing shops. Robson Street is in the middle of downtown and is also very close to shopping malls and movie theaters.

Do you want to know more about the native people of Western Canada? Visit the University of British Columbia's Museum of Anthropology. Learn about the culture and lifestyles of Native Americans and see the artwork of famous Native American artists. The museum also has a large collection of historical art that teaches about the history of cultures from around the world.

3. Now answer these questions:

If you like sunshine, what is the best time of year to visit Vancouver?

If you like rain, what is the best time of year to visit Vancouver?

What activities can you do outside? What activities can you do inside?

Which activities can you do both inside and outside?

When would you like to visit Vancouver?

What would you do in Vancouver?

# Buy, buy, buy!

**Activity type** New product creation and advertising poster design

**Time** 30–40 minutes

**Preparation** Photocopy one set of questions for each group of four students. Each group will also need a large sheet of paper and colored markers to design its poster.

**Procedure** Divide the class into groups of four students. Tell them to pretend that they work for a large company. Explain that the task is to create a new product and then design an advertisement for it. The product can be anything from a new car to a new kind of toothpaste. The students should use the questions as a guide to develop the product and to create a poster for it.

**Option** Exhibit the finished posters around the classroom or the school. Have students vote on categories such as “most original,” “most practical new product,” “funniest ad,” or “most persuasive ad.”

Here are some questions that will help you create a new product. When you finish answering the questions, create a poster to advertise it.

- What is the new product?
- What does the product look/smell like?
- What color(s) does the product have?
- If it is a food or drink, what does it taste like?
- What can it do?
- Why is the product good?
- What is special about the product?
- What can the buyer do with it?
- Who will want to buy this product?
- What will the buyer get for his or her money?



Here are some questions that will help you create a new product. When you finish answering the questions, create a poster to advertise it.

- What is the new product?
- What does the product look/smell like?
- What color(s) does the product have?
- If it is a food or drink, what does it taste like?
- What can it do?
- Why is the product good?
- What is special about the product?
- What can the buyer do with it?
- Who will want to buy this product?
- What will the buyer get for his or her money?

Here are some questions that will help you create a new product. When you finish answering the questions, create a poster to advertise it.

- What is the new product?
- What does the product look/smell like?
- What color(s) does the product have?
- If it is a food or drink, what does it taste like?
- What can it do?
- Why is the product good?
- What is special about the product?
- What can the buyer do with it?
- Who will want to buy this product?
- What will the buyer get for his or her money?
- What will the buyer get for his or her money?



# Food, food, and more food!

**Activity type** Contest

**Time** 10–15 minutes

**Preparation** None (possible prize for contest winners)

**Procedure** Have students form pairs. Explain that this is a contest where each pair has three minutes to think of and list as many items as possible for each category of food that you write on the board. Write some (or all) of the following categories on the board:

*Appetizers*

*Beverages*

*Spicy foods*

*Red foods*

*Yellow foods*

*Green foods*

*Main courses*

*Desserts*

*Side dishes*

*Salty foods*

*Bitter foods*

*Fruits*

*Vegetables*

After three minutes, say “Stop!” Read each category on the board out loud, and have the pairs read out the different foods that they listed. If a food is mentioned by more than one pair, then no points are awarded. Points are awarded only for unique answers. The pair with the most points wins.

**Option** > Instead of giving students the categories, have the class brainstorm their own. Then play the game as it is described above.

# Wish you were here!

**Activity type** Pair reading and writing

**Time** 20–25 minutes

**Preparation** Photocopy one activity sheet for each student.

**Procedure** Have students form pairs, and give each student a copy of the activity sheet. Review the postcard with the class, answering any questions about meaning or structure. Tell the pairs to read the postcard and answer the questions. When everyone has answered the questions, tell students to begin the second part of the activity: choosing a vacation destination, imagining that they are there, and writing a postcard to a friend or family member. Encourage students to use Atsuko's postcard and the questions about it to write their own postcards. Also recommend that students use vocabulary from other units to describe weather and climate, free-time activities, money, and food and drink.

**Option** Tell students to omit the name of the vacation destination they are writing about. Have each pair exchange postcards with another pair and guess where the postcard may have been sent.

Read the postcard from Atsuko to her family. Then answer the questions below.

Dear Mom and Dad,

I arrived in Banff three days ago. I'm staying at an expensive hotel because all the cheap youth hostels were full. There are a lot of things to do and see here. I rented a car yesterday and went to see Lake Louise. There is a five-star restaurant there, and I ate steak and lobster for dinner and had tiramisu for dessert. The food was delicious, but it was expensive. The shops in Banff have a lot of souvenirs. I bought a keychain for you, Dad, and a T-shirt for you, Mom. I bought a silver bracelet for myself, too. It was a little expensive, but it's beautiful. It will always remind me of my trip to Canada.

The weather is very cold here. I had to buy a sweater, some socks, and a jacket. They were all very expensive. I'm having a good time, but Canada is more expensive than I expected. Could you please send me some money?

Love,  
Atsuko



Mr. and Mrs. Yashimoto

402 Miyuki Palace

5-3-8 Minami Aoyama

Minato-ku, Tokyo

JAPAN

Where did Atsuko go?

Where did she stay?

What did she do?

What did she see?

Where did she eat?

What did she have for dinner?

Where did she shop?

What did she buy?

What was the weather like?

What does she need from her parents?

Now it's your turn. With a partner, choose a place for a vacation. Write a postcard to a friend or family member. Use Atsuko's postcard as a model, and be sure to write about the weather, things you did, and places you saw.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p><i>Dear</i> _____ ,</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p><i>Love,</i></p> <p>_____</p>		<div style="border: 1px solid black; width: 80px; height: 60px; margin: 0 auto 20px auto;"></div> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--	--

# What can we do today?

**Activity type** Contest and small-group discussion

**Time** 15–20 minutes

**Preparation** None (possible prize for contest winners)

**Procedure** Divide the class into small groups of three or four students. Tell students to imagine that they want to do something interesting today, but they don't feel like reading a book or watching a movie. Explain that this is a contest where each group has five minutes to think of and list as many ideas as possible for activities they could do or places they could go. After five minutes, have the groups read out the different activities and places that they listed. If an activity or place is mentioned by more than one group, then no points are awarded. Points are awarded only for unique answers. The group with the most points wins.

**Option** When the contest is over, assign one of the activities or places to each group. Tell the groups that they should write two or three discussion questions about the activity or place. Write all the discussion questions on the board to make sure that they are grammatically correct. Then have the class form new groups to discuss the questions.

# What do your dreams mean?

**Activity type** Information gathering

**Time** 10–15 minutes

**Preparation** Photocopy and cut out one list of dreams and one “dream information” strip for each student.

**Procedure** Give each student a list of dreams. Explain that they have some brief descriptions of dreams, but not the possible meanings of the dreams. Then give each student one “dream information” strip. If there are more strips than students, give some students more than one strip. Tell students to find the meaning of each dream by moving around the room, exchanging information using the following model:

*What does it mean if I dream about . . . ?*

*If you dream about . . . , it means that . . . .*

**Option** When students have completed their lists, have them form groups of four to six to discuss the interpretations of common dreams in their culture(s).

**"Dream information" strips**

If you dream about walking up a hill, it means that you are having a problem.



If you dream about a dog, it means that you are very loyal.

If you dream about frogs, it means that you are looking for your true love.

If you dream about wildflowers, it means that you will be successful in your career.

If you dream about being sick, it means that you are feeling guilty about something.

If you dream about flying, it means that you feel good about a choice you made.

If you dream about walking through a door, it means that you are looking for new opportunities.

If you dream about your grandparents, it means that you want advice about something.

If you dream about horses, it means that you are very dependable.

If you dream about being thirsty, it means that you are very stressed.

If you dream about bees, it means that you are very busy.

If you dream about toys, it means that you want to be a child again.

If you dream about being chased by someone, it means that you do not want to make a decision.

If you dream about being in a desert, you are lonely.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Here is a list of dreams. Move around the room and ask your classmates if they know what the dreams mean.**

If you dream about . . . ,	it means . . . .
walking up a hill	
a dog	
frogs	
wildflowers	
being sick	
flying	
walking through a door	
your grandparents	
horses	
being thirsty	
bees	
toys	
being chased by someone	
being in a desert	



# What should I do?

**Activity type** Discussion circle

**Time** 10–15 minutes

**Preparation** Photocopy and cut out one “problem” strip for each student.

**Procedure** Give each student one “problem” strip. Divide the class into groups of six to eight students, then split each group in half. Tell one half to form a circle facing outward and the other half to form another circle around the first circle, facing inward. Make sure that each student is facing a partner in the corresponding circle. If there is a group with an odd number of students, you should join in to complete the circle. Give each pair three minutes to ask for and give advice about their problems. After three minutes, have the students in the inner circle take one step to the right. With a new partner, give students another three minutes to ask for and give advice about their problems. Continue rotating until each student has talked to everyone else in the circle. As a review, ask students to share the best advice they received.

**Option** Give each student a blank card, and have him or her make up another problem. Follow the advice circle as described above.

**"Problem" strips**

I have a cold. What should I do?



I feel unhealthy. What should I do?

I didn't do my homework, and my teacher will be angry. What should I do?

I failed my university entrance exam. What should I do?

My aunt invited me to dinner, but she's a bad cook. What should I do?

I left my books on the bus. What should I do?

I found a wallet with money and credit cards. What should I do?

I am invited to a party, but I don't want to go. What should I do?

I don't like one of my classmates. What should I do?

I don't like the food in the cafeteria. What should I do?

I borrowed my roommate's shirt and I spilled coffee on it. What should I do?

I lost my wallet with all my money and identification. What should I do?

I want to study English in a foreign country. What should I do?

I want to go to college, but I don't have enough money. What should I do?

My friend is visiting from out of town. Where should we go?

I don't like my best friend's new boy/girl friend. What should I do?

---

I want to go on vacation. Where should I go?



---

I have a very important job interview tomorrow. What should I wear?

---

I won some money in the lottery. What should I buy?

---

I bought a lot of food for a picnic, but now it's raining. What should I do?

---

# Where are we going?

**Activity type** Giving directions

**Time** 20–25 minutes

**Preparation** None

**Procedure** Have students form pairs. Explain that each pair is going to choose a destination near the school. They will then decide on a route to that destination and write down the directions, without naming the place. Encourage students to write clear directions that anyone could follow to reach the correct destination. Write the following models on the board:

*Turn left at/on \_\_\_\_\_ Street.*

*Turn right at/on \_\_\_\_\_ Street.*

*Walk along \_\_\_\_\_ Street for \_\_\_\_\_ blocks.*

*Walk up \_\_\_\_\_ Street for \_\_\_\_\_ blocks.*

*Walk down \_\_\_\_\_ Street for \_\_\_\_\_ blocks.*

*Go for \_\_\_\_\_ blocks.*

*Go along \_\_\_\_\_ Street.*

*Go up \_\_\_\_\_ Street to \_\_\_\_\_ Street.*

*Follow \_\_\_\_\_ Street until \_\_\_\_\_ Street.*

*It will be on your right/left.*

*You will find it on your right/left.*

Give the students ten minutes to write their directions. Collect and redistribute the papers, making sure that no pair has their own directions. Give the pairs another ten minutes to follow the new directions and write down the destination they reach. When all the students are finished, tell them to find the classmates who wrote the directions to check if they found the correct place.

**Option** Choose a popular tourist site. Using the school as a starting point, have students write directions to the site for a friend who is visiting from another city.

# A traditional celebration

**Activity type** Information gap

**Time** 20–25 minutes

**Preparation** None

**Procedure** Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half.

Divide the class into two groups: “Student A” and “Student B.” Have students form pairs with someone in the same group. Next give one information sheet to each pair. Working with this partner, the students should write questions that will help them get the facts needed to fill in the missing information. For less advanced students, write the following information on the board:

*Who? – to find a person*

*What? – to find general information*

*Where? – to find a place*

*When? – to find a time*

*Why?/How come? – to find a reason*

*How? – to find a method*

*How long? – to find a distance or period of time*

*How much? – to find a price*

*How big/tall/heavy? – to find a number*

When they are finished, put the students into new pairs, this time with each “Student A” joining a “Student B.” Have them fill in the missing information by asking their questions.

**Option** Ask students to describe an interesting tradition or celebration in their culture(s).

**Correct story:**

El Día de los Muertos, or The Day of the Dead, is a traditional celebration in 1. Mexico . On this day, people honor 2. their ancestors . They begin celebrating on 3. October 31 . This celebration comes from the ancient Indian cultures of Mexico. The Aztec people believed that 4. spirits of people who have died return as butterflies. Mexican people say that the monarch butterflies that fly south for the winter carry 5. the spirits of their ancestors . This is not a sad or scary time. It is a time 6. of celebration and happiness . It is a time to remember 7. loved ones who have died .

There are skeletons everywhere, made of chocolate or white chocolate. 8. Handmade skeletons , called *calacas*, are very popular. The *calacas* always have 9. a smile , to show 10. a joyful afterlife .

To celebrate, people dress up as 11. ghosts, mummies, and skeletons . Then they walk through 12. the town carrying 13. a decorated coffin . The shopkeepers throw 14. lucky oranges into the coffin as well as flowers, fruit, and candies. At home, the families collect 15. fruit, bread, candy, and flowers . Pictures of 16. the ancestors are also displayed. In the late afternoon, the families light 17. special candles . The next day, families go to 18. the cemetery and clean 19. the graves of their loved ones . They also bring 20. flowers, candles, and candy to decorate the graves. Many families spend the entire night at the cemetery eating and dancing.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Student A

**1. Some of the information is missing from the article. Work with another "Student A" to write questions to find out the missing information.**

El Día de los Muertos, or The Day of the Dead, is a traditional celebration in 1. \_\_\_\_\_ . On this day, people honor their ancestors. They begin celebrating on 3. \_\_\_\_\_ . This celebration comes from the ancient Indian cultures of Mexico. The Aztec people believed that spirits of people who have died return as butterflies. Mexican people say that the monarch butterflies that fly south for the winter carry 5. \_\_\_\_\_ . This is not a sad or scary time. It is a time of celebration and happiness. It is a time to remember 7. \_\_\_\_\_ .

There are skeletons everywhere, made of chocolate or white chocolate. Handmade skeletons, called *calacas*, are very popular. The *calacas* always have 9. \_\_\_\_\_ , to show a joyful afterlife.

To celebrate, people dress up as 11. \_\_\_\_\_ . Then they walk through the town carrying 13. \_\_\_\_\_ . The shopkeepers throw lucky oranges into the coffin as well as flowers, fruit, and candies. At home, the families collect 15. \_\_\_\_\_ . Pictures of the ancestors are also displayed. In the late afternoon, the families light 17. \_\_\_\_\_ . The next day, families go to the cemetery and clean 19. \_\_\_\_\_ . They also bring flowers, candles, and candy to decorate the graves. Many families spend the entire night at the cemetery eating and dancing.

**2. When you finish, pair up with a "Student B" and ask your questions to get the missing information.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student B

1. Some of the information is missing from the article. Work with another "Student B" to write questions to find out the missing information.

El Día de los Muertos, or The Day of the Dead, is a traditional celebration in Mexico. On this day, people honor 2. \_\_\_\_\_ . They begin celebrating on October 31. This celebration comes from the ancient Indian cultures of Mexico. The Aztec people believed that 4. \_\_\_\_\_ return as butterflies. Mexican people say that the monarch butterflies that fly south for the winter carry the spirits of their ancestors. This is not a sad or scary time. It is a time 6. \_\_\_\_\_ . It is a time to remember loved ones who have died.

There are skeletons everywhere, made of chocolate or white chocolate. 8. \_\_\_\_\_ , called *calacas*, are very popular. The *calacas* always have a smile, to show 10. \_\_\_\_\_ .

To celebrate, people dress up as ghosts, mummies, and skeletons. Then they walk through 12. \_\_\_\_\_ carrying a decorated coffin. The shopkeepers throw 14. \_\_\_\_\_ into the coffin as well as flowers, fruit, and candies. At home, the families collect fruit, bread, candy, and flowers. Pictures of 16. \_\_\_\_\_ are also displayed. In the late afternoon, the families light special candles. The next day, families go to 18. \_\_\_\_\_ and clean the graves of their loved ones. They also bring 20. \_\_\_\_\_ to decorate the graves. Many families spend the entire night at the cemetery eating and dancing.

2. When you finish, pair up with a "Student A" and ask your questions to get the missing information.



# Who am I?

**Activity type** Guessing game

**Time** 15–20 minutes

**Preparation** Photocopy the celebrity cards and cut out a card for each student, choosing the celebrities you think students will be most familiar with. You will also need tape to stick a card on each student's back.

**Procedure** Have the class stand in a line. Starting at one end, stick one celebrity card on each student's back. Students should not be able to see the identity on their celebrity card. Continue until each student has a celebrity card. Tell students that they must find out the identity of their celebrity by asking yes/no questions. Their classmates can answer only with "yes" or "no." For less advanced students, review yes/no question forms and adjectives of physical description. Write the following models on the board:

<i>Am I a man/woman?</i>	<i>Am I . . . ?</i>
<i>Am I tall?</i>	<i>Do I . . . ?</i>
<i>Do I have brown hair?</i>	<i>Do I have . . . ?</i>
<i>Can I sing?</i>	<i>Can I . . . ?</i>

When students guess their celebrity's identity, they can remove their card but should continue answering other classmates' questions.

**Option** > When students have correctly guessed the identity of their celebrity, have them form pairs. Tell the pairs to think of three adjectives to describe each of their celebrities' physical appearance and personality.



**Albert Einstein**

**Denzel Washington**

**Andre Agassi**

**Drew Barrymore**

**Ang Lee**

**Elizabeth Taylor**

**Anthony Hopkins**

**Elvis Presley**

**Arnold Schwarzenegger**

**George Clooney**

**Bill Clinton**

**Gustavo Kuerten**

**Bill Gates**

**Heath Ledger**

**Brad Pitt**

**Ichiro Suzuki**

**Britney Spears**

**Jackie Chan**

**Bruce Willis**

**James Dean**

**Cameron Diaz**

**Janet Jackson**

**Celine Dion**

**Jennifer Lopez**

**Chow Yun-Fat**

**Jet Li**

**Christina Aguilera**

**Jim Carrey**

**Cindy Crawford**

**John Travolta**

**Claude Monet**

**Julia Roberts**

**Kate Winslet****Ricky Martin****Keanu Reeves****Ronaldo****Kim Dong-Sung****Russell Crowe****Lennox Lewis****Shaquille O'Neal****Leonardo DiCaprio****Sylvester Stallone****Mariah Carey****Tiger Woods****Meg Ryan****Tina Turner****Mel Gibson****Tom Cruise****Michael Jackson****Tom Hanks****Michael Jordan****Tony Blair****Michelle Kwan****Tsuyoshi Shinjo****Michelle Pfeiffer****Venus Williams****Nicole Kidman****Vincent Van Gogh****Pablo Picasso****Whoopi Goldberg****Paul McCartney****Wolfgang Amadeus Mozart****Pele****Zhang Ziyi**

# Unusual homes

**Activity type** Information gap

**Time** 20–25 minutes

**Preparation** Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half.

**Procedure** Divide the class into two groups: “Student A” and “Student B.” Have students form pairs with someone in the same group. Next, give one information sheet to each pair. Working with this partner, the students should write questions that will help them get the missing information. For less advanced students, write the following information on the board:

*Who? – find a person*

*What? – find general information*

*Where? – find a place*

*When? – find a time*

*Why?/How come? – find a reason*

*How? – find a method*

*How long? – find a distance or period of time*

*How much? – find a price*

*How big/tall/heavy? – find a number*

When they are finished, put them into new pairs—this time with each “Student A” joining a “Student B.” Have them fill in the missing information by asking their questions.

**Option** Ask students to describe the most unusual home that they have ever been in or seen.

**Correct story:**

Oscar Cafiero and his wife Maria live in a very unusual house. They live in a quiet neighborhood in 1. St Nicholas, Argentina . When Oscar retired 2. four years ago , he was very sad because 3. he missed the sea . He was a seaman for 4. thirty years , and 5. living in a regular house was difficult for him. Oscar missed living on a boat. Maria wanted to live on a boat, but she couldn't because she gets seasick!

One day, Maria found 6. a drawing of Oscar's dream boat and got a bright idea. Maria was a designer and designed 7. a house using Oscar's drawing. She changed a few things. She added 8. a strong foundation so the house wouldn't fall over. Their house may look like a boat, but if you put it on water, it would sink!

Living in a houseboat isn't really unusual. There are 9. three decks, or three floors. The lower deck, or the downstairs area, has 10. a living room , a galley (the boating word for a 11. kitchen ), a bathroom, a laundry room, and a small bedroom for 12. Oscar and Maria . This area is about 13. 58 feet (17.5m) long by about 14. 13 feet (4m) wide. It is decorated with lots of 15. things from Oscar's real boat . 16. The ceilings are a little low, but it is still very comfortable. From the living room, there is a ladder to three more small bedrooms on the upper decks. There is one more ladder. That ladder goes to 17. the control room . Oscar uses this room as 18. his office .

But this is not a problem for Oscar. He is very happy in his home. He says he never misses 19. the sea anymore. Some men may be the king of their castle, but Oscar loves being 20. the captain of his boat !

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Student A

**1. Some of the information is missing from the article. Work with another "Student A" to write questions to find out the missing information.**

Oscar Cafiero and his wife Maria live in a very unusual house. They live in a quiet neighborhood in 1. \_\_\_\_\_ . When Oscar retired four years ago, he was very sad because 3. \_\_\_\_\_ . He was a seaman for thirty years, and 5. \_\_\_\_\_ was difficult for him. Oscar missed living on a boat. Maria wanted to live on a boat, but she couldn't because she gets seasick!

One day, Maria found a drawing of Oscar's dream boat and got a bright idea. Maria was a designer and designed 7. \_\_\_\_\_ using Oscar's drawing. She changed a few things. She added a strong foundation so the house wouldn't fall over. Their house may look like a boat, but if you put it on water, it would sink!

Living in a houseboat isn't really unusual. There are 9. \_\_\_\_\_ decks, or three floors. The lower deck, or the downstairs area, has a living room, a galley (the boating word for a 11. \_\_\_\_\_ ), a bathroom, a laundry room, and a small bedroom for Oscar and Maria. This area is about 13. \_\_\_\_\_ long by about 13 feet (4m) wide. It is decorated with lots of 15. \_\_\_\_\_ . The ceilings are a little low, but it is still very comfortable. From the living room, there is a ladder to three more small bedrooms on the upper decks. There is one more ladder. That ladder goes to 17. \_\_\_\_\_ . Oscar uses this room as his office.

But this is not a problem for Oscar. He is very happy in his home. He says he never misses 19. \_\_\_\_\_ anymore. Some men may be the king of their castle, but Oscar loves being the captain of his boat!

**2. When you finish, pair up with a "Student B" and ask your questions to get the missing information.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student B

**1. Some of the information is missing from the article. Work with another "Student B" to write questions to find out the missing information.**

Oscar Cafiero and his wife Maria live in a very unusual house. They live in a quiet neighborhood in St. Nicholas, Argentina. When Oscar retired 2. \_\_\_\_\_, he was very sad because he missed the sea. He was a seaman for 4. \_\_\_\_\_, and living in a regular house was difficult for him. Oscar missed living on a boat. Maria wanted to live on a boat, but she couldn't because she gets seasick!

One day, Maria found 6. \_\_\_\_\_ and got a bright idea. Maria was a designer and designed a house using Oscar's drawing. She changed a few things. She added 8. \_\_\_\_\_ so the house wouldn't fall over. Their house may look like a boat, but if you put it on water, it would sink!

Living in a houseboat isn't really unusual. There are three decks, or three floors. The lower deck, or the downstairs area, has 10. \_\_\_\_\_, a galley (the boating word for a kitchen), a bathroom, a laundry room, and a small bedroom for 12. \_\_\_\_\_. This area is about 58 feet (17.5m) long by about 14. \_\_\_\_\_ wide. It is decorated with lots of things from Oscar's real boat. 16. \_\_\_\_\_ are a little low, but it is still very comfortable. From the living room, there is a ladder to three more small bedrooms on the upper decks. There is one more ladder. That ladder goes to the control room. Oscar uses this room as 18. \_\_\_\_\_.

But this is not a problem for Oscar. He is very happy in his home. He says he never misses the sea anymore. Some men may be the king of their castle, but Oscar loves being 20. \_\_\_\_\_!

**2. When you finish, pair up with a "Student A" and ask your questions to get the missing information.**

# Where are they now?

**Activity type** Small-group discussion

**Time** 10–15 minutes

**Preparation** Photocopy one sheet of discussion questions for each student.

**Procedure** Divide the class into small groups of four to five students. Give all the students a sheet of discussion questions and have them discuss the questions.

**Option** Ask each group to use the same questions to talk about themselves and how they have changed.



**Discuss these questions about your childhood friends.**

**Then:**

- Who was your best friend when you were a child?
- What did he/she look like?
- What was he/she like?
- What were his/her interests?
- What was your favorite thing to do together?
- What was a trendy thing that you and your friend often did?
- What was your friend's favorite outfit as a child?
- What was your friend's favorite toy or game?
- Did you laugh a lot with your friend? What did you laugh about?
- What is your favorite memory of your childhood friend?

**Now:**

- Have you seen your friend since you were children?
- Has your friend's appearance changed since he/she was a child? How?
- Has your friend's personality changed since he/she was a child? How?
- What kinds of clothes does he/she wear now?
- What are his/her hobbies and interests now?
- Where does/did he/she go to school?
- What jobs has he/she had?
- What does he/she do for a living now?
- Where does he/she live now?
- What is one interesting thing that he/she has done?

# What are your hopes and dreams?

**Activity type** Small-group discussion

**Time** 15–20 minutes

**Preparation** Photocopy one sheet of discussion questions for each student.

**Procedure** Divide the class into small groups of four to eight students. Give all the students a sheet of discussion questions and have them discuss the questions.

**Option** Cut out all the questions and give each student one question. Give students five minutes to discuss as many questions as they can in their groups. Then have students form new groups. Ask them to continue talking until they have spoken with everyone in the class.

**What are your hopes and dreams? Discuss these questions with your group.**

- What do you hope to do in the future?
  - What do you plan to do in five years? In ten years?
  - What has to happen for you to feel successful?
  - What is one thing that you can't wait to happen?
  - How do you plan to reach your goal?
  - If you reach your goal, how will you feel?
  - If you don't reach your goal, what will you do?
  - What one skill do you want to learn?
  - What one thing in your life will you try to improve?
  - What do you need to make your life happier?
  - If you make a lot of money, what will you do with it?
- 



**What are your hopes and dreams? Discuss these questions with your group.**

- What do you hope to do in the future?
  - What do you plan to do in five years? In ten years?
  - What has to happen for you to feel successful?
  - What is one thing that you can't wait to happen?
  - How do you plan to reach your goal?
  - If you reach your goal, how will you feel?
  - If you don't reach your goal, what will you do?
  - What one skill do you want to learn?
  - What one thing in your life will you try to improve?
  - What do you need to make your life happier?
  - If you make a lot of money, what will you do with it?
- 

**What are your hopes and dreams? Discuss these questions with your group.**

- What do you hope to do in the future?
  - What do you plan to do in five years? In ten years?
  - What has to happen for you to feel successful?
  - What is one thing that you can't wait to happen?
  - How do you plan to reach your goal?
  - If you reach your goal, how will you feel?
  - If you don't reach your goal, what will you do?
  - What one skill do you want to learn?
  - What one thing in your life will you try to improve?
  - What do you need to make your life happier?
  - If you make a lot of money, what will you do with it?
-

# Let's Talk 2

Teacher Support Site  
Optional Activities

**CAMBRIDGE**  
UNIVERSITY PRESS

# Yes/No Bingo

**Activity type** Game

**Time** 20–25 minutes

**Preparation** Photocopy one game sheet for each student.

**Procedure** Have students form pairs. Give each student a sheet. Have them work with their partner to fill in all the squares with yes/no questions. Explain that no wh- (who, what, when, where, why) questions should be included on their sheets. When all the pairs have finished, ask students to stand up and to work individually to ask other classmates the questions. The students should write the name of a classmate on the line below only if his or her answer to the question is “yes.” The first student to get five names in a row (horizontally, vertically, or diagonally) is the winner.

**Option** Give students the game sheet without the question cues to make the activity more challenging.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete each square with a different yes/no question. Then stand up, move around the class, and ask your classmates the questions. Write the name of a classmate on the line below only if his or her answer to the question is "yes." The first student to get five names in a row ("Bingo!") is the winner.

<p>Have you ever _____?</p> <p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>Did you _____ yesterday</p> <p>_____</p> <p>(name)</p>
<p>_____</p> <p>(name)</p>	<p>Can you _____?</p> <p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>Is your favorite color _____?</p> <p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>
<p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>Do you _____?</p> <p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>
<p>_____</p> <p>(name)</p>	<p>Is your hobby _____?</p> <p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>Can you _____?</p> <p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>
<p>Did you _____ yesterday?</p> <p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>_____</p> <p>(name)</p>	<p>Have you ever _____?</p> <p>_____</p> <p>(name)</p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete each square with a different yes/no question. Then stand up, move around the class, and ask your classmates the questions. Write the name of a classmate on the line below only if his or her answer to the question is "yes." The first student to get five names in a row ("Bingo!") is the winner.

_____ (name)	_____ (name)	_____ (name)	_____ (name)	_____ (name)
_____ (name)	_____ (name)	_____ (name)	_____ (name)	_____ (name)
_____ (name)	_____ (name)	_____ (name)	_____ (name)	_____ (name)
_____ (name)	_____ (name)	_____ (name)	_____ (name)	_____ (name)
_____ (name)	_____ (name)	_____ (name)	_____ (name)	_____ (name)

# What's the question?

**Activity type** Pair guessing game

**Time** 10–15 minutes

**Preparation** None

**Procedure** Model the task by writing three answers to questions about yourself on the board. Tell students that they will play a game to guess the correct question for each answer. For example:

*Lasagna*

*Blue*

*Baseball*

Have students suggest possible questions for each word on the board. For example, for *Lasagna*, students might guess “What’s your favorite food?” or “What do you like to cook?” For *Blue*, students may guess “What’s your favorite color?” or “What color is your car?” For *Baseball*, questions could include “What’s your least favorite sport?” or “What sport do the New York Yankees play?”

Tell students to work alone. Tell them to write three answers to questions about themselves. Then put them into pairs to take turns guessing the questions. If time allows, have students form new pairs and go through the guessing again.

**Option** When everyone has finished, find out which students guessed the questions to their partner’s answers the fastest and which student(s) came up with the most challenging answer to be matched by a corresponding question.



# What are we cooking?

**Activity type** Pair puzzle

**Time** 10–15 minutes

**Preparation** Photocopy one recipe sheet for each student.

**Procedure** Have students form pairs. Give each student a recipe sheet. Explain that each recipe sheet has two different recipes – one for pancakes and the other for chili con carne – mixed together. Their task is to separate the two recipes and put the steps in the correct order. Tell students that they can do this either by cutting up the list of ingredients and the procedures or by rewriting the recipes.

**Option** Set up a contest: the pair that unscrambles the recipes first wins.

**Correct recipes:**

<p><b><i>Chili con carne</i></b>  <i>Ingredients:</i>                  1 tbsp salad oil    1 lb ground beef                  1 clove garlic      1 lb beans                  1 cup onion          2 cans of tomatoes                  2 cups celery        1/2 tsp salt                  1/2 cup                chili powder                  green pepper</p>	<p><i>Directions:</i>                  1. Mince garlic and chop onions, green pepper, and celery.                  2. In a very big pot add in oil and sauté garlic, onion, celery, and green pepper until onion is light brown.                  3. Once the vegetables are cooked, add ground beef. Then cook until brown.                  4. Stir in kidney beans, tomatoes, salt, and chili powder.                  5. Simmer uncovered for 45 minutes.</p>
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<p><b><i>Pancakes</i></b>  <i>Ingredients:</i>                  1/2 cup flour        maple syrup                  1 tbsp sugar        2 eggs                  1-1/2 cups milk    1 tbsp butter                  butter for frying</p>	<p><i>Directions:</i>                  1. Melt the butter in a small pot. Then sift the flour, salt, and sugar into a large mixing bowl.                  2. Dig a hole in the center of the flour and break in the eggs.                  3. Slowly add the flour into the eggs and gradually add milk until everything is completely mixed.                  4. Cover the bottom of a frying pan with butter and spoon in a small amount of pancake mixture.                  5. When the pancake bubbles, flip it over and cook until it is brown. Serve with maple syrup.</p>
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><i>Ingredients:</i></p> <p>chili powder      1 tbsp salad oil</p> <p>1 cup onion        1/2 cup green pepper</p> <p>1 lb beans         maple syrup</p> <p>1 clove garlic     1-1/2 cups milk</p> <p>1 tbsp butter     1 tbsp sugar</p> <p>2 cups celery     butter for frying</p> <p>1/2 cup flour      2 cans of tomatoes</p> <p>1/2 tsp salt        1 lb ground beef</p> <p>2 eggs</p>	<p><i>Directions:</i></p> <ul style="list-style-type: none"> <li>• Simmer uncovered for 45 minutes.</li> <li>• In a very big pot add in oil and sauté garlic, onion, celery, and green pepper until onion is light brown.</li> <li>• Slowly add the flour into the eggs and gradually add milk until everything is completely mixed.</li> <li>• Once the vegetables are cooked, add ground beef. Then cook until brown.</li> <li>• Cover the bottom of a frying pan with butter and spoon in a small amount of pancake mixture.</li> <li>• Stir in kidney beans, tomatoes, salt, and chili powder.</li> <li>• Melt the butter in a small pot. Then sift the flour, salt, and sugar into a large mixing bowl.</li> <li>• Mince garlic and chop onions, green pepper, and celery.</li> <li>• Dig a hole in the center of the flour and break in the eggs.</li> <li>• When the pancake bubbles, flip it over and cook until it is brown. Serve with maple syrup.</li> </ul>
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<p><b><i>Chili con carne</i></b></p> <p><i>Ingredients:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><i>Directions:</i></p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p> <p>5. _____</p> <p>_____</p>
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<p><b><i>Pancakes</i></b></p> <p><i>Ingredients:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><i>Directions:</i></p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p> <p>4. _____</p> <p>_____</p> <p>5. _____</p> <p>_____</p>
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# Naomi's family

**Activity type** Pair puzzle

**Time** 20–25 minutes

**Preparation** Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half, and a blank family tree diagram for everyone.

**Procedure** Divide the class into two groups: “Student A” and “Student B.” Then within each group, have students form pairs. Give each student a blank family tree and either a student A or a student B worksheet. Point out that the “Student A” pairs have information about her father's side of the family and the “Student B” pairs have information about her mother's side. Explain that the task is to fill in Naomi's family tree. When the pairs are finished, put them into new pairs – with each “Student A” joining a “Student B.” Tell students to ask questions about Naomi's family to complete her family tree.

**Option** Cut out the sentences from either the “Student A” or the “Student B” sheet. Tape them around the classroom or in the hallway. Divide the students into pairs. Do a “running dictation,” where one partner runs to look at the sentence, memorizes it, runs back to the other partner, and dictates the sentence. When both partners agree that their sentence matches what is taped on the wall, the other partner does the same. Students continue until all the sentences are written down. When everyone has finished one set, hand out the other set and have them finish Naomi's family tree.

# Student A

**1. You have information about Naomi's family, but only on her father's side. With another "Student A," try to draw the family tree using the sentences below.**

1. Jennifer is Naomi's grandmother.
2. James is Jennifer's son-in-law.
3. Michael and John Jr. are James's brothers-in-law.
4. Samantha is John Jr.'s wife.
5. Andrea and Richard are Naomi's cousins.
6. Tracy is Andrea and Richard's aunt.
7. John is Tracy's father.
8. June is Andrea's sister-in-law.
9. Jennifer is John's wife.
10. Tracy is Naomi's aunt.

**2. Now that you have Naomi's paternal side of the family, here are the names of some family members on the maternal side of Naomi's family. Find a "Student B," and ask questions to find out who these people are.**

1. Mia
2. Joshua
3. Elsa
4. Erin
5. Gary
6. Nathan
7. Margaret
8. Tom
9. Lisa
10. Tim

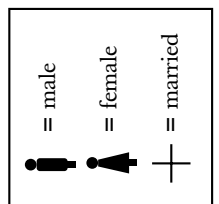
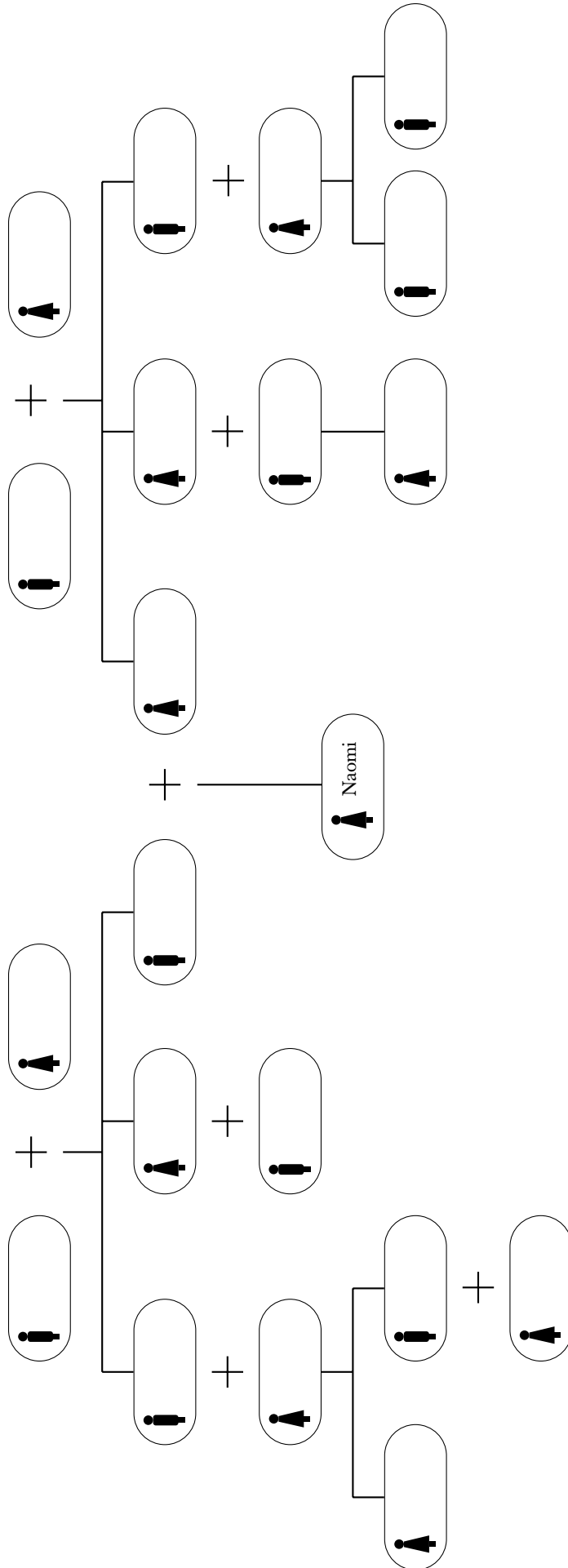
# Student B

**1. You have information about Naomi's family, but only on her mother's side. With another "Student B," try to draw the family tree using the sentences below.**

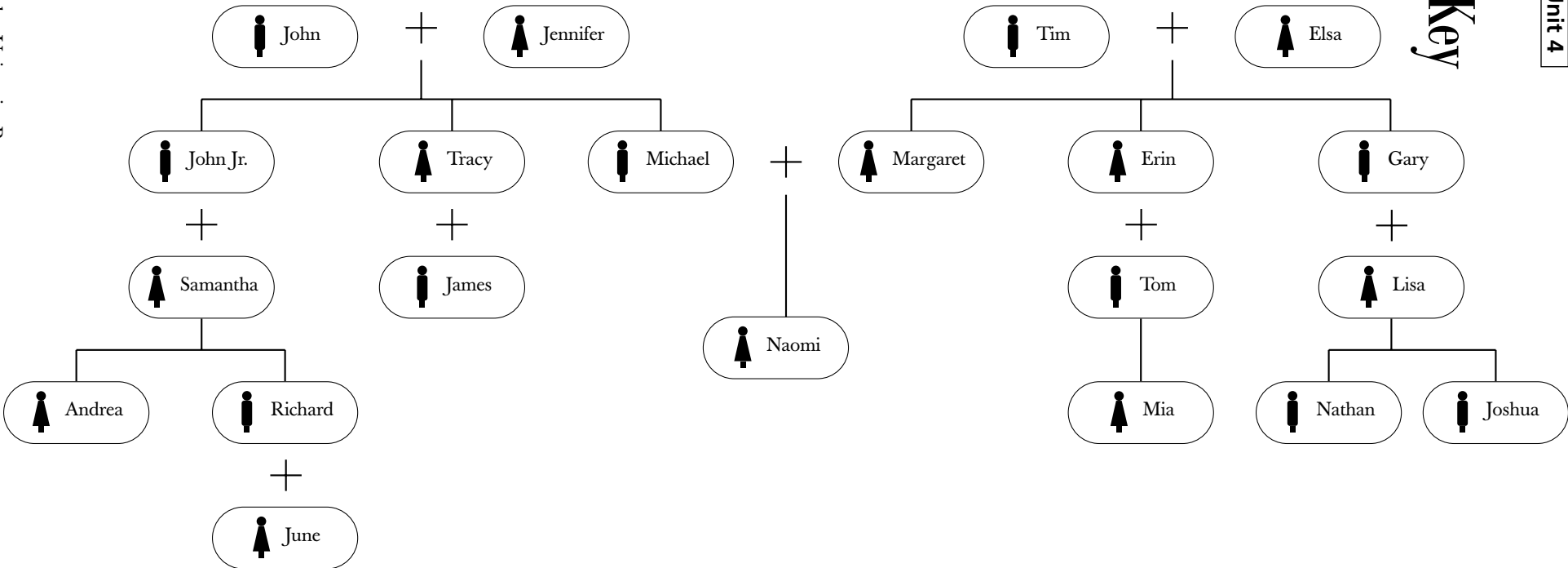
1. Mia, Joshua, and Nathan are Naomi's cousins.
2. Tim and Elsa are Naomi's grandparents.
3. Margaret is Naomi's mother.
4. Lisa is Tim's daughter-in-law.
5. Erin is Margaret's sister.
6. Gary is Lisa's husband.
7. Tom is Erin's husband
8. Joshua and Nathan are Erin's nephews.
9. Mia is Margaret's niece.
10. Tom is Joshua and Nathan's uncle.

**2. Now that you have Naomi's maternal side of the family, here are the names of some family members on the paternal side of Naomi's family. Find a "Student A," and ask questions to find out who these people are.**

1. Tracy
2. Michael
3. June
4. Richard
5. John Jr.
6. John
7. Andrea
8. Jennifer
9. Samantha
10. James



# Answer Key



# What do you do?

**Activity type** Group puzzle

**Time** 10–15 minutes

**Preparation** Photocopy one set of occupations for each group of eight students.

**Procedure** Divide the class into groups of eight students. There are three complete sets of occupation slips. Give one slip to each student in each group. Tell them to imagine they're standing in a circle. Explain that each slip contains two occupations: their own and the occupation of the person standing in front of them. The task is to ask *yes/no* questions in order to find their place in the circle.

**Option** To make the activity more challenging, have students do the activity as a class instead of in groups.



Set 1	Set 2	Set 3
<p>You are a lawyer. The person in front of you is a doctor.</p>	<p>You are an engineer. The person in front of you is a singer.</p>	<p>You are a dentist. The person in front of you is a restaurant server.</p>
<p>You are an actor. The person in front of you is a lawyer.</p>	<p>You are a web page designer. The person in front of you is an engineer.</p>	<p>You are a farmer. The person in front of you is a dentist.</p>
<p>You are a construction worker. The person in front of you is an actor.</p>	<p>You are a teacher. The person in front of you is a web page designer.</p>	<p>You are a chef. The person in front of you is a farmer.</p>
<p>You are an accountant. The person in front of you is a construction worker.</p>	<p>You are a bank manager. The person in front of you is a teacher.</p>	<p>You are a hairstylist. The person in front of you is a chef.</p>
<p>You are a police officer. The person in front of you is an accountant.</p>	<p>You are a receptionist. The person in front of you is a bank manager.</p>	<p>You are a mail carrier. The person in front of you is a hairstylist.</p>
<p>You are a nurse. The person in front of you is a police officer.</p>	<p>You are a salesclerk. The person in front of you is a receptionist.</p>	<p>You are a fisherman. The person in front of you is a mail carrier.</p>
<p>You are an architect. The person in front of you is a nurse.</p>	<p>You are a firefighter. The person in front of you is a salesclerk.</p>	<p>You are a dancer. The person in front of you is a fisherman.</p>
<p>You are a doctor. The person in front of you is an architect.</p>	<p>You are a singer. The person in front of you is a firefighter.</p>	<p>You are a restaurant server. The person in front of you is a dancer.</p>

# What would you do if . . . ?

**Activity type** Small-group discussion

**Time** 10–15 minutes

**Preparation** Photocopy one set of discussion questions for each student.

**Procedure** Divide the class into groups of four students. Give each student one discussion slip, and have them discuss the questions.

**Option** In groups of six to eight students, have each student contribute at least one “What if . . . ?” question. When the group members have finished writing down their questions, ask them to exchange lists with another group and then discuss the questions.

**What would you do if . . . ? Discuss these questions with your group.**

What do you usually do if you are not working or studying?

If the weather is nice, what do you usually do in your free time? What if the weather is bad?

If you won the lottery, how would your life change?

What would you continue doing? What would you stop doing? What would you start doing?

What is a free-time activity that you would like to try? Why?

What is something you would never do, even if somebody offered you a lot of money to do it?

If you could be any athlete, who would you be? Why?



**What would you do if . . . ? Discuss these questions with your group.**

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If the weather is nice, what do you usually do in your free time? What if the weather is bad?

If you won the lottery, how would your life change?

What would you continue doing? What would you stop doing? What would you start doing?

What is a free-time activity that you would like to try? Why?

What is something you would never do, even if somebody offered you a lot of money to do it?

If you could be any athlete, who would you be? Why?

# Competition idioms

**Activity type** Information-gap puzzle

**Time** 15–20 minutes

**Preparation** Photocopy enough sheets labeled “Student A” for half of the class and enough sheets labeled “Student B” for the other half.

**Procedure** Have students form pairs. For each pair, give one partner a “Student A” and the other partner a “Student B” sheet. “Student A” has the even-numbered idioms and the definitions for the odd-numbered idioms. “Student B” has the odd-numbered idioms and the definitions for the even-numbered idioms. Explain that the task is to match the idioms and their definitions. Write the following two models on the board as a guide:

*What's the idiom that means . . . ?*

*What does . . . mean?*

When all the pairs have finished this part of the activity, go over the answers. Next have them work together to complete the sentences with the correct idioms. Make sure they understand that it will sometimes be necessary to adapt the idiom either by changing or omitting the form of the verb or by using a different adjective or pronoun.

**Option** Set up a contest where the pair that uses the most idioms properly in grammatically correct sentences wins.

## Correct answers

1. to kick yourself – to be angry or annoyed with yourself	2. to throw in the towel – to give up or quit something
3. to be run down – to be physically exhausted	4. par for the course – something that is expected or usual
5. sink or swim – in an extreme, unfamiliar situation, you do what you must do to survive or fail	6. The ball is in your court. – it is your turn to take the next step or do the next action
7. to play hardball – to act forcefully and aggressively in a situation, usually in business	8. to throw a tantrum – to show anger suddenly, usually because you cannot get something you want

- a. I worked for fourteen hours yesterday and the day before that. I'm really run-down, and I need to sleep!
- b. John tried many times to snowboard, but because he broke his arm, he threw in the towel.
- c. Margaret is late again today! In fact, she's always late. I guess it's just par for the course!
- d. I want to kick myself! I made some really stupid mistakes on my exam!
- e. A lot of university freshmen fail the first year because it's so difficult. It's sink or swim!
- f. I don't care if Gerard was really tired. He's too old to throw a tantrum just because his soup was cold!
- g. Large corporations usually get what they want because they have enough money to play hardball with anyone who disagrees with them.
- h. Tim and Sara had a big fight. Tim sent Sara some flowers and now the ball is in Sara's/her court.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Student A

**1. Work with a partner. Ask and answer questions to complete the chart.**

1. _____ - to be angry or annoyed with yourself	2. to throw in the towel - _____
3. _____ - to be physically exhausted	4. par for the course - _____
5. _____ - to do what you must to survive in an extreme, unfamiliar situation	6. The ball is in your court. - _____
7. _____ - to act forcefully and aggressively in a situation, usually in business	8. to throw a tantrum - _____

**2. Now put the correct idioms in the correct sentences.**

- a. I worked for fourteen hours yesterday and the day before that. I'm really \_\_\_\_\_, and I need to sleep!
- b. John tried many times to snowboard, but because he broke his arm, he \_\_\_\_\_.
- c. Margaret is late again today! In fact, she's always late. I guess it's just \_\_\_\_\_!
- d. I want to \_\_\_\_\_! I made some really stupid mistakes on my exam!
- e. A lot of university freshmen fail the first year because it's so difficult. It's \_\_\_\_\_!
- f. I don't care if Gerard was really tired. He's too old to \_\_\_\_\_ just because his soup was cold!
- g. Large corporations usually get what they want because they have enough money \_\_\_\_\_ with anyone who disagrees with them.
- h. Tim and Sara had a big fight. Tim sent Sara some flowers and now \_\_\_\_\_.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Student B

1. Work with a partner. Ask and answer questions to complete the chart.

1. to kick yourself – _____	2. _____ – to give up or quit something
3. to be run-down – _____	4. _____ – something that is expected or usual
5. sink or swim – _____	6. _____ – It is your turn to take the next step or do the next action.
7. to play hardball – _____	8. _____ – to show anger suddenly, usually because you cannot get something you want

2. Now put the correct idioms in the correct sentences.

- I worked for fourteen hours yesterday and the day before that. I'm really \_\_\_\_\_, and I need to sleep!
- John tried many times to snowboard, but because he broke his arm, he \_\_\_\_\_.
- Margaret is late again today! In fact, she's always late. I guess it's just \_\_\_\_\_!
- I want to \_\_\_\_\_! I made some really stupid mistakes on my exam!
- A lot of university freshmen fail the first year because it's so difficult. It's \_\_\_\_\_!
- I don't care if Gerard was really tired. He's too old to \_\_\_\_\_ just because his soup was cold!
- Large corporations usually get what they want because they have enough money \_\_\_\_\_ with anyone who disagrees with them.
- Tim and Sara had a big fight. Tim sent Sara some flowers and now \_\_\_\_\_.

# Transportation of the future

**Activity type** New product creation and poster design

**Time** 20–25 minutes

**Preparation** Give each pair or small group a sheet of poster paper.

**Procedure** Tell students to pretend that they are transportation engineers. They are going to create a new form of transportation that uses something other than oil or gas for fuel. As a class, brainstorm a list of fuels or energy sources that might be used in the future, such as food waste, human-generated power, animal waste, water-generated power, solar power, wind power. Then have students form pairs or small groups. Assign each pair or group one of the following types of transportation:

*on the sea*

*below the sea*

*with four wheels*

*with two wheels*

*by air*

*by rail*

Tell students they are going to design a new form of transportation that can be used with one of the forms of fuel or energy that they came up with during the brainstorming session. Explain that they should not draw on their poster paper until they have finalized their ideas.

**Option** Hang the finished posters around the classroom, and have students vote on the best idea and the best design.



# What a vacation!

**Activity type** Information gap

**Time** 15–20 minutes

**Preparation** Photocopy “Student A” sheets for half the class and “Student B” sheets for the other half.

**Procedure** Divide the class into two groups: “Student A” and “Student B.” Have students form pairs with someone in the same group. Next, give one information sheet to each pair. Working with this partner, the students should write questions that will help them fill in the missing information. For less advanced students, write the following information on the board:

*Who? – find a person*

*What? – find general information*

*Where? – find a place*

*When? – find a time*

*Why?/How come? – find a reason*

*How? – find a method*

*How long? – find a distance or period of time*

*How much? – find a price*

*How big/tall/heavy? – find a number*

When they are finished, put them into new pairs – this time with each “Student A” joining a “Student B.” Have them fill in the missing information by asking their questions.

**Option** ➤ Divide the class into small groups. Have them either tell about a funny travel experience of their own or make one up. Ask volunteers to share their stories with the class.

**Correct story:**

Ming is an international student from 1. Taipei, Taiwan . He is studying 2. psychology at the University of Colorado in Boulder. During his summer vacation, he decided to 3. visit a friend who was living in Oakland, California .

He knew that it was important to check in early, so Ming arrived at the airport 4. three hours before his flight . At the airport, he quickly went to the airline counter, checked his bag, and got his boarding pass. Ming was hungry but he didn't have a lot of money. He had 5. his bank card and decided to get more money when 6. he arrived in Oakland .

Because Ming arrived so early, he had a long time to wait. He put on his Walkman and took a nap. He woke up when 7. somebody accidentally bumped him . It was a good thing because 8. the airline was calling his flight . He grabbed his backpack and ran to his gate. He boarded the plane and found his seat. He was happy because the plane was not very full. The flight to Oakland was not very long but now he could 9. stretch out his legs and sleep some more.

He woke up again when the flight attendant gave him 10. a customs declaration form for 11. New Zealand . He looked at his watch. They had left Boulder 12. twelve hours ago ! He stopped a flight attendant and asked where the plane was going. She looked at him strangely and said, " 13. Auckland, New Zealand ." He was on the 14. wrong plane !

When the plane landed, Ming couldn't 15. get money from a bank machine because his bank card didn't work in New Zealand machines! Fortunately, the airline thought his story was so funny that they gave him an 16. all-expenses-paid, one-week vacation ! An unfortunate accident turned out to be a good thing after all!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Student A

**1. Some of the information is missing from the story. Work together with another "Student A," to write questions on a separate piece of paper to find out the missing information.**

Ming is an international student from 1. \_\_\_\_\_ . He is studying psychology at the University of Colorado in Boulder. During his summer vacation, he decided to 3. \_\_\_\_\_ .

He knew that it was important to check in early, so Ming arrived at the airport three hours before his flight. At the airport, he quickly went to the airline counter, checked his bag, and got his boarding pass. Ming was hungry but he didn't have a lot of money. He had 5. \_\_\_\_\_ and decided to get more money when he arrived in Oakland.

Because Ming arrived so early, he had a long time to wait. He put on his Walkman and took a nap. He woke up when 7. \_\_\_\_\_ . It was a good thing because the airline was calling his flight. He grabbed his backpack and ran to his gate. He boarded the plane and found his seat. He was happy because the plane was not very full. The flight to Oakland was not very long but now he could 9. \_\_\_\_\_ some more.

He woke up again when the flight attendant gave him a customs declaration form for 11. \_\_\_\_\_ . He looked at his watch. They had left Boulder twelve hours ago! He stopped a flight attendant and asked where the plane was going. She looked at him strangely and said, " 13. \_\_\_\_\_ ." He was on the wrong plane!

When the plane landed, Ming couldn't 15. \_\_\_\_\_ from a bank machine because his bank card didn't work in New Zealand machines! Fortunately, the airline thought his story was so funny that they gave him an all-expenses-paid, one-week vacation! An unfortunate accident turned out to be a good thing after all!

**2. When you finish, pair up with a "Student B," and ask your questions to get the missing information.**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Student B

**1. Some of the information is missing from the story. Work together with another "Student B," to write questions on a separate piece of paper to find out the missing information.**

Ming is an international student from Taipei, Taiwan. He is studying 2. \_\_\_\_\_ at the University of Colorado in Boulder. During his summer vacation, he decided to visit a friend who was living in Oakland California.

He knew that it was important to check in early, so Ming arrived at the airport 4. \_\_\_\_\_. At the airport, he quickly went to the airline counter, checked his bag, and got his boarding pass. Ming was hungry but he didn't have a lot of money. He had his bank card and decided to get more money when 6. \_\_\_\_\_.

Because Ming arrived so early, he had a long time to wait. He put on his Walkman and took a nap. He woke up when somebody accidentally bumped him. It was a good thing because 8. \_\_\_\_\_. He grabbed his backpack and ran to his gate. He boarded the plane and found his seat. He was happy because the plane was not very full. The flight to Oakland was not very long but now he could stretch out his legs and sleep some more.

He woke up again when the flight attendant gave him 10. \_\_\_\_\_ for New Zealand. He looked at his watch. They had left Boulder 12. \_\_\_\_\_! He stopped a flight attendant and asked where the plane was going. She looked at him strangely and said, "Auckland, New Zealand." He was on the 14. \_\_\_\_\_!

When the plane landed, Ming couldn't get money from a bank machine because his bank card didn't work in New Zealand machines! Fortunately, the airline thought his story was so funny that they gave him an 16. \_\_\_\_\_! An unfortunate accident turned out to be a good thing after all!

**2. When you finish, pair up with a "Student A," and ask your questions to get the missing information.**

# How does this work?

**Activity type** Pair activity

**Time** 15–20 minutes

**Preparation** None. If you choose to do the optional activity, photocopy one set of instructions for each group.

**Procedure** Divide the class into pairs. Ask them to name the last modern device that they bought and describe to their partner how the device works. For example, if a student recently bought a digital camera/camcorder, ask him or her to explain how to take pictures and then switch to the record mode.

**Option** Divide the class into groups of three or four students. Give each group a set of instructions, where each sentence is cut into a separate strip. Ask the students to put the directions into the correct order.

**How to store a phone number in your cell phone:**

Turn on cell phone.



Scroll through menu using arrow keys.

Highlight address book and press enter.

Scroll through address book menu using arrow keys.

Highlight new address and press enter.

Press key that corresponds to first letter of name you want to enter.

Keep pressing the button until correct letter appears on screen.

When correct letter appears, press enter. If you make an error, use correct arrow key to move backward.

Continue adding letters until name is finished. Then press send.

When the name is finished, add phone number up to 22 digits. Press send.

After name and phone number have been entered, address book menu should appear.

# What should we do with the garbage?

**Activity type** Small-group discussion

**Time** 15–20 minutes

**Preparation** None (possible prize for the contest winners)

**Procedure** On the board, write the following list of objects that are commonly thrown away:

*soda bottles*

*cans*

*cardboard boxes*

*Styrofoam cups*

*plastic bags*

*newspapers*

*tires*

*milk cartons*

*phone books*

*glass and plastic jars*

*egg cartons*

Divide the class into groups of three or four students. Explain that the task is to come up with a new use for one of the objects on the board. Tell them to use their imaginations and to suggest something that is either very practical or completely outrageous. If needed, give an example, such as, “Tires can be used for shoe soles.”

**Option** ➤ Set up a contest where the group that thinks of the most practical or the most imaginative idea wins.

# What's the headline?

**Activity type** Matching and writing headlines

**Time** 10–15 minutes

**Preparation** Photocopy one sheet of newspaper articles and headlines for each student.

**Procedure** Have students form pairs. Give students a sheet, and have them work with a partner to match each article with the correct headline. When everyone is finished, tell them to write their own headlines for the two short articles at the bottom of the sheet. Then ask the pairs to share their headlines with the class.

**Option** > Have each pair write a headline. Then combine pairs into form groups of four or five students. The pairs should exchange headlines and write a short article to match the headline they are given.



There are four headlines and four articles. Work together with a partner to match the correct headline with the article.

At 4:30 this morning, the Burks' family cat, Jonesy, was acting very strangely. Jonesy, usually a very quiet cat, started meowing loudly and running from room to room, scratching on doors. Annoyed family members woke up to find that their house was on fire! Jonesy also survived the fire and earned a can of tuna for breakfast.

### How old?

Last night, stars from television, movies, and music came out to help raise money for the local Children's Hospital. Celebrities entertained the crowd with songs, skits, and speeches. The event raised \$500,000 for new medical equipment.

### Peace rally ends in violence

### Family pet saves lives

### Stars help children

Police arrested 40 people yesterday after an argument started massive fights during an antiwar rally. Police say that the fight started when one man asked another man to stop smoking. Friends soon got involved, and the small fight quickly went out of control. Twenty people were injured.

Mrs. Rachael Murphy turned 110 years old today, she thinks. Born sometime before 1900, Mrs. Murphy has no birth certificate to prove her exact age. She said her mother wasn't exactly sure of the correct date, so at the age of ten, Mrs. Murphy just chose a day.

Now it's your turn. With your partner, try to write headlines for the following two articles. When you are finished, share your headlines with the class.

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Jane Gregory, 15, became the youngest person to swim across Lake Erie today. What makes her swim even more remarkable is that she has no hands or feet. When only two years old, Jane contracted meningitis, which destroyed the nerves in her limbs. Doctors were forced to amputate, but that has never stopped Jane from doing what she wants. The Prime Minister of Canada called her a brave young woman from whom we should all take inspiration.

The coast of India was hit by the biggest hurricane in that country's history. Hundreds of thousands of people were forced from their homes. The president declared the area a natural disaster and said that cleanup efforts would take months. International aid has arrived, bringing much-needed food and water.

# The best town in the world!

**Activity type** Small-group discussion

**Time** 20–25 minutes

**Preparation** Photocopy one discussion sheet for each student. Provide each small group with one sheet of poster paper.

**Procedure** Divide the class into groups of three or four students. Give a discussion sheet to each student and a sheet of poster paper to each group. Tell students to read through the questions and deal with any unknown vocabulary or structures that may arise. Explain that they are town planners who are going to plan the perfect town. Using the questions as a guide, have students work in their groups to design a new town. When the groups finish their discussions, they should draw their new towns on the poster paper. Ask the groups to present – and explain – their towns to the rest of the class.

**Option** ▶ Rather than have students work in groups to design a town, lead a class discussion about what makes a town “perfect.”

**Imagine that you are town planners. In your group, design the perfect town. Answer the following questions to help you think about what you want, what you need, and what you should have in your perfect town.**

- Think about your hometown. What are some things that are good about it? What are some things you want to change about it?
- What is the ideal size for a town? How will the population affect the way a town is organized?
- What sort of recreational buildings and entertainment venues should a town have?
- How many hospitals are needed?
- How many schools are needed?
- Where is the best place for a business district? Should there be a main area just for business or would it be better if businesses were spread around the town?
- Where is the best place for a residential area?
- Where is the best place for an industrial area?
- What sort of industries might benefit a town?
- What are some environmentally friendly sources of energy that could be used?
- What are some environmentally friendly things that could be done?
- What ways can a town be made more bicycle-friendly?
- How much green space should a town have?

# What would you like to see?

**Activity type** Small-group discussion

**Time** 20–25 minutes

**Preparation** Photocopy one story line sheet for each student. Provide each small group with one sheet of poster paper.

**Procedure** Divide the class into groups of three or four students. Give a story line sheet to each student and a sheet of poster paper to each group. Tell them to read their story lines and deal with any unknown vocabulary or structures that may arise. Explain that they work for a movie studio. Working in their groups, they must choose one movie story line to develop, make up a title for the film, and create a poster to advertise it. To attract the attention of moviegoers, encourage students to add made-up quotes from movie critics and a catchy line describing the film. When the groups finish, ask them to present their posters to the rest of the class.

**Option** When the posters are finished, post them around the classroom and have students vote on the most original and most effective advertising approach.

**Imagine that you work in the marketing department of a big movie studio. Here is a list of movie story lines. In your group, choose one story line. Then create a title and a poster for your movie.**

- A handsome young man has a car accident and loses his memory. A beautiful nurse takes care of his body, mind, and heart.
- Best friends grow up together in a poor neighborhood. One friend becomes a criminal, and the other friend becomes a police officer.
- A boy and a girl meet on the subway. They have a great conversation, and get along very well. The girl gets off at her stop, but the boy forgets to ask for her name or phone number. The boy tries desperately to find the girl.
- A hiker and his dog are missing. The police think it might be murder. The dog comes back with a bloody piece of the hiker's clothing.
- Some people are trying to take over the world. A spy must find out who they are and how to stop them.
- A nuclear accident destroys an entire city. A man must travel back in time to stop the accident before it happens.

# What are they doing now?

**Activity type** Writing personal profiles

**Time** 20–25 minutes

**Preparation** Photocopy and cut out one set of personal profiles for each group of eight students.

**Procedure** Divide the class into groups of eight students. Hand out one profile slip to each student in every group. Point out that each slip contains information about a different person, including current age, education/background, occupation, and future goals. Tell students to read through the information and deal with any vocabulary issues that may arise. Then ask students to imagine that they are the person on their slip, and it is ten years later. What has happened to them in ten years? Ask them to think for a few minutes and make a few notes. Encourage students to be as creative as possible. If they have trouble getting started, write the following questions on the board:

*Are you married? Do you have children?*

*Who did you marry? How many children do you have?*

*Did you reach your goal(s)? How? If not, why?*

*What are some exciting things that have happened to you in the past 10 years?*

After a few minutes, tell the groups to imagine that they are old friends who meet after not seeing each other for ten years. Have group members mingle, exchanging information about what they are doing now and what has happened in the past ten years. If necessary, put the following model on the board:

*What have you done in the last 10 years?*

*What have you been up to?*

*What are you doing now?*

*Are you married? Do you have any children?*

*You said you wanted to . . . Did that ever happen?*

*What happened to your plans for becoming . . . ?*

**Option** ► Have students write an ideal autobiography of themselves ten years from now and then share the information in pairs or small groups.

Tomiko

- age 22
- going to college part-time, majoring in education
- receptionist
- would like to become a kindergarten teacher



Roberto

- age 36
- competes in martial arts competitions
- dentist
- wants to get married and have children

Soo Min

- age 24
- finished an MBA
- accountant
- wants to become an actress

Yasuhiko

- age 28
- just graduated from college with a degree in music
- teaches piano to schoolchildren
- wants to open his own music school

Sasha

- age 52
- housewife
- married with four children, no grandchildren
- wants to become a lawyer

Alexander

- age 17
- high school dropout
- singer
- wants to join a boy-band and become very famous

Ming Chu

- age 30
- amateur ballroom dancer
- computer programmer
- married to his dance partner; they want to turn professional

Ivan

- age 40
- recently emigrated from Russia
- used to be a construction worker
- wants to study architecture

# That's really funny!

**Activity type** Pair “running dictation”

**Time** 20–25 minutes

**Preparation** Photocopy and cut one sheet of sentences for the class, so that each sentence is on a separate strip. Use tape to stick the sentences on the walls of the classroom or outside in the hallway.

**Procedure** Before you begin the activity, make sure all 16 sentences are taped on the walls, either inside the classroom or outside in the hallway. Have students form pairs. Tell each pair to take out a blank sheet of paper and number it from 1 to 16, leaving enough space to write a sentence next to each number. Explain that there are 16 sentences taped on the walls. The sentences tell a story. When you say “Go!” one member of each pair should run to one of the sentences, memorize it and its number, run back to his or her partner, and dictate the number and the sentence exactly as it is written. If the student can't remember the sentence, he or she must run back and study the sentence again. Make sure the class understands that the student who memorizes the sentence must dictate it and may not write it down or read it aloud. When the sentence is complete, the other partner then goes through the same procedure until all 16 sentences are finished.

**Option** To make the activity more challenging, remove the numbers from the sentences so that students finish the task by putting the sentences in the correct order.



1. John was a university student.



2. His university was far from his home and his girlfriend.

3. One day, he received a letter from his girlfriend.

4. The letter said, "Dear John,

5. "I have found another boyfriend.

6. "You have a very nice picture of me.

7. "I want to give that picture to my new boyfriend.

8. "Please send my picture back to me. Thank you."

9. John was very upset and angry at this news.

10. He asked all his friends for pictures.

11. His friends gave him pictures of their girlfriends, mothers, sisters, aunts, and grandmothers.

12. John put all the pictures into a big box.

13. He also put a letter into the box.

14. The letter said, "Dear Girlfriend,

15. I put your picture in the box,

16. but I can't remember which one you are."

# Let's Talk 3

Teacher Support Site  
Optional Activities

**CAMBRIDGE**  
UNIVERSITY PRESS

# Let's get to know each other!

**Activity type** Discussion circle

**Time** 15–20 minutes

**Preparation** None

**Procedure** Tell students that they are going to get to know one another. As a class, brainstorm some appropriate “getting acquainted” questions. Divide the class into groups of six to ten students, then split each group in half. Tell one half to form a circle facing outward and the other half to form another circle around the first circle, facing inward. Make sure that each student is facing a partner in the corresponding circle. If there is a group with an odd number of students, you should join in to complete the circle. Have students take turns asking and answering questions to find out about one other. After two or three minutes, have the students in the inner circle take one step to the right and to start a new conversation with a new partner. Continue rotating until each student has talked to everyone else in the circle. Then lead a brief class discussion to find out what students said and did to make a good impression on their classmates.

**Option** Instead of having the students form small groups, do the above activity with the entire class. Have half the class form an inner circle facing outward and the other half form an outer circle facing inward.

# What does it mean?

**Activity type** Pair puzzle/Class contest

**Time** 10–15 minutes

**Preparation** Photocopy one puzzle sheet for each student.

**Procedure** Have the class form pairs. Model the activity by writing the following on the board:

*Y do U ♥ me?*

Ask students to try to guess what the sentence says. They should be able to figure out that the sentence means “Why do you love me?” Give each student a puzzle sheet. Tell them not to look at it and to keep it facedown on their desk. Explain that the sheet contains sentences written in code. When you say “Go!” all the students are to turn the paper over and, working in pairs, try to decode as many sentences as possible. Tell the pairs to raise their hands and shout “Stop!” as soon as they think they have all the correct sentences. The pair that figures out all the sentences correctly first wins.

**Option** Tell students to use symbols to write their own sentences or to develop a new code. Then have the students exchange papers and try to guess what their partner’s sentences mean.

## Correct sentences:

- |  |   |
|--|---|
| 1. EYE C th+@ U R →.                     | I see that you are right.                           |
| 2. Y R U so L8?                          | Why are you so late?                                |
| 3. Mary ← 4 s+cool B+4 Tom.              | Mary left for school before Tom.                    |
| 4. EYE have 4+got+10 UR name.            | I have forgotten your name.                         |
| 5. ∑ us R go+n 2 a dance+♣ L+8+r 2+nite. | Some of us are going to a dance club later tonight. |
| 6. EYE ♥ apple+π.                        | I love apple pie.                                   |
| 7. ♦s R a girl+z best fr+end.            | Diamonds are a girl’s best friend.                  |
| 8. EYE M gr+8+ly N+V+ous of her.         | I am greatly envious of her.                        |
| 9. Ki+10+z R very Q+t.                   | Kittens are very cute.                              |
| 10. He w+ants 2B a T+chr.                | He wants to be a teacher.                           |
| 11. The f+@ c+@ s+@ ↑ in the 3-h.        | The fat cat sat up in the tree.                     |
| 12. U R B+U+T+ful & 1+der+ful.           | You are beautiful and wonderful.                    |

1. EYE C th+@ U R →.



2. Y R U so L8?

3. Mary ← 4 s+cool B+4 Tom.

4. EYE have 4+got+10 UR name.

5. Σ us R go+n 2 a dance+♣  
L+8+r 2+nite.

6. EYE ♥ apple+π.

7. ♦s R a girl+z best fr+end.

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10. He w+ants 2B a T+chr.

11. The f+@ c+@ s+@ ↑ in the 3-h.

12. U R B+U+T+ful & 1+der+ful.

# Who killed Mr. Jameson?

**Activity type** Solving a murder mystery

**Time** 15–20 minutes

**Preparation** Photocopy and cut out one background sheet for each student. Provide each small group with one set of clues.

**Procedure** Divide the class into groups of four students. Give a background sheet to each student. Tell them to read over the information. Deal with any unknown vocabulary that may arise. Explain that they are detectives and must solve a murder mystery. Then give each group one set of 16 clues, and tell them to keep the pile facedown. Make sure that the clues are in the correct order, starting with card number 1 on the top and number 16 at the bottom. Tell the groups that they should turn over only one card at a time. As students read each clue, they should discuss the reasons why each guest might be the killer. If students have trouble getting started, write the following models on the board:

*It might be X because . . .*

*It may be X because . . .*

*Maybe it's X because . . .*

*It could be X because . . .*

*It can't be X because . . .*

*It must be X because . . .*

After students have gone through the entire set of clues, ask them to guess the identity of the killer. They should have come to the conclusion that the killer is Mrs. Margaret Jameson, the wife of Alfred Jameson.

**Option** Divide the class into small groups of three or four students. Give a background sheet to each student, but do not give out the clues. Instead, have the students use their background sheet to create their own murder mystery using the list of suspects.

**Here is the background information for the murder:**

Alfred William Fredrick Jameson III, 67, was the very wealthy head of a pharmaceutical company. His long-time butler, Parker, found him dead in his study at 6:00 A.M. Police think Mr. Jameson was murdered sometime between 1:00 and 1:30 this morning. The police found the footprints of a man's shoe just outside the study window, next to the bushes.

The police have given a list of suspects:

Mrs. Margaret Jameson, 24, wife of Alfred Jameson  
John Jameson, 32, son of Alfred Jameson  
Neil Martin, 67, childhood friend and business partner  
Parker, 70, butler

**Using this information, go through the clues one at a time and try to figure out the identity of the killer.**



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Neil Martin, 67, childhood friend and business partner  
Parker, 70, butler

**Using this information, go through the clues one at a time and try to figure out the identity of the killer.**

<p>1. Alfred and Margaret had a dinner party starting at 8:30 P.M. The guests were:</p> <ul style="list-style-type: none"> <li>• John Jameson;</li> <li>• John's wife, Janet;</li> <li>• Alfred's business partner, Neil Martin;</li> <li>• Neil's wife, Shannon;</li> <li>• Margaret's sister, Tabitha; and</li> <li>• Tabitha's husband, Mark.</li> </ul>	<p>1. Alfred and Margaret had a dinner party starting at 8:30 P.M. The guests were:</p> <ul style="list-style-type: none"> <li>• John Jameson;</li> <li>• John's wife, Janet;</li> <li>• Alfred's business partner, Neil Martin;</li> <li>• Neil's wife, Shannon;</li> <li>• Margaret's sister, Tabitha; and</li> <li>• Tabitha's husband, Mark.</li> </ul>
<p>2. At 10:30, Margaret went to bed saying that she had a headache. She says she took some medication for her headache that made her very sleepy.</p>	<p>2. At 10:30, Margaret went to bed saying that she had a headache. She says she took some medication for her headache that made her very sleepy.</p>
<p>3. Earlier in the week, Alfred threatened to fire Parker after 30 years of service because he dropped an antique vase.</p>	<p>3. Earlier in the week, Alfred threatened to fire Parker after 30 years of service because he dropped an antique vase.</p>
<p>4. John and Alfred argued after dinner. John and Janet left at about 11:00.</p>	<p>4. John and Alfred argued after dinner. John and Janet left at about 11:00.</p>
<p>5. John has a gambling problem and is in debt for over \$500,000.</p>	<p>5. John has a gambling problem and is in debt for over \$500,000.</p>
<p>6. Neil "borrowed" \$1,000,000 from the company and promised to pay it back six months ago, but still hasn't returned the money.</p>	<p>6. Neil "borrowed" \$1,000,000 from the company and promised to pay it back six months ago, but still hasn't returned the money.</p>
<p>7. A knife from Alfred's antique knife and weapons collection is missing.</p>	<p>7. A knife from Alfred's antique knife and weapons collection is missing.</p>
<p>8. Margaret is pregnant. Alfred did not want any more children.</p>	<p>8. Margaret is pregnant. Alfred did not want any more children.</p>



<p>9. Three months ago, Alfred threatened to take John out of his will if he didn't stop gambling.</p>	<p>9. Three months ago, Alfred threatened to take John out of his will if he didn't stop gambling.</p>
<p>10. Margaret and Alfred argued earlier in the week when Margaret found a letter to Alfred's new girlfriend promising to divorce Margaret. Alfred promised to break up with his girlfriend.</p>	<p>10. Margaret and Alfred argued earlier in the week when Margaret found a letter to Alfred's new girlfriend promising to divorce Margaret. Alfred promised to break up with his girlfriend.</p>
<p>11. Two days ago, Alfred threatened to call the police if Neil didn't pay the money back to the company.</p>	<p>11. Two days ago, Alfred threatened to call the police if Neil didn't pay the money back to the company.</p>
<p>12. John returned at around 12:45 and threatened to kill his father.</p>	<p>12. John returned at around 12:45 and threatened to kill his father.</p>
<p>13. A pair of Alfred's size 10 shoes was found in his closet, covered in mud that matched the dirt from outside the study window.</p>	<p>13. A pair of Alfred's size 10 shoes was found in his closet, covered in mud that matched the dirt from outside the study window.</p>
<p>14. Parker has access to Alfred's collection of antique knives and reported a knife missing two weeks ago.</p>	<p>14. Parker has access to Alfred's collection of antique knives and reported a knife missing two weeks ago.</p>
<p>15. Blood tests were done on everyone at the dinner party. No traces of medicine were found in Margaret's bloodstream.</p>	<p>15. Blood tests were done on everyone at the dinner party. No traces of medicine were found in Margaret's bloodstream.</p>
<p>16. Parker saw Margaret in the kitchen at around 1:45 A.M., claiming she was hungry and couldn't sleep.</p>	<p>16. Parker saw Margaret in the kitchen at around 1:45 A.M., claiming she was hungry and couldn't sleep.</p>

# Will the real person please stand up?

**Activity type** Small-group discussion/Guessing game

**Time** 25–30 minutes

**Preparation** None

**Procedure** Divide the class into groups of six students. (It is important that the groups aren't able to hear one another, so you may want to send them into different corners of the room – or even outside the room – to give them privacy.) Explain that within the groups, each student is going to share an amusing story. The group will decide which story among the six is the best or most amusing. Then the group will work quietly to become familiar with the details of the story, in order to answer questions from the class.

When all the group members are confident that they know the details of their chosen story, reassemble the class. Beginning with “Group One,” each member will tell the class the main idea of the story. For example, each “Group One” member will take turns saying the same thing – for example, “I once got my head stuck in a tree.” Students in all the other groups will then question students in “Group One” to figure out whose story it is. At the end of the question-and-answer session, have the class vote on who is the real storyteller. Have that student stand up.

Continue until all the groups have shared a story and the class has voted on the real storytellers.

**Option** Have students form small groups and share their amusing stories. The group then chooses the most amusing story and presents it to the rest of the class.

# What was the story?

**Activity type** Chinese whispers (a listening and memory game)

**Time** 10–15 minutes

**Preparation** Photocopy and cut out one story for each student.

**Procedure** Divide the class into groups of eight students. Give a story strip to each student in every group. If there are fewer students in a group, use the fewer story strips, so that each student in the group has one. Let students have a few minutes to memorize the story. Tell them to also remember the story number, and then collect the stories. Ask the groups to form a circle. When you tell them to begin, the students who read the first story should retell it to the person on their right. (It is important that the other group members aren't able to hear this.) These students, in turn, should continue to pass the story on to the person on their right. When the story reaches the last students, they should repeat the version of the story that they heard. Next, the students who read the second story whisper it to the person on their right. Continue the process until all the stories have circulated completely around the circle. Then have students take turns telling the rest of the class how the final stories compared with the original versions.

1. Nancy and Martin went on a blind date. Because Martin is shy, he was very quiet and didn't make eye contact. Nancy was also nervous, so she talked too much. When Martin barely answered her questions, she became annoyed. Since neither of them made a very good impression, there was never a second date.



2. Maria and Nathan met on the first day of classes. Maria made a very good impression on Nathan because she remembered his name, made good eye contact, and listened attentively. Maria and Nathan are now very good friends and enjoy each other's company.

3. Jacob had a really bad day. He was irritated because he had a huge problem he couldn't solve. He also had a headache and a stomachache because he skipped lunch and drank too much coffee. At the end of the day, he went to his car and found that it had been towed away!

4. Traffic was backed up early this morning because of a small accident. Police reported that the cars collided when the driver made a left turn onto a one-way street. Luckily, no one was injured in the accident.

5. Poor Ricardo! He missed his flight because the departure board was broken. Instead of a "3," the sign said, "8." The plane left at 3:15 P.M., but he thought it was delayed until 8:15 P.M. He had to wait two days for another flight.

6. The teachers at the school were always confusing Min Kyung, a man, and Kyung Min, a woman, because their names were so similar and they always worked together. To solve the problem, Min and Kyung chose nicknames, which helped the teachers a lot.

7. Different people have different ways of solving problems. For example, when Koji has a problem, he likes to think about it alone and then ask for help. Katarina, on the other hand, usually likes to solve problems with other people.

8. Stories that are hard to believe but are nevertheless believed by many people are called "urban myths" or "urban legends." One common urban legend is that baby alligators were once released in the sewers of New York City and now there are thousands of alligators living in the city's sewers.

# Tips for success!

**Activity type** Small-group discussion

**Time** 10–15 minutes

**Preparation** Photocopy and cut out one discussion sheet for each student.

**Procedure** Divide the class into groups of four to six students. Give one discussion sheet to each student. In small groups, have the students go through each of the seven tips for success and discuss how and/or why each tip could or would help them succeed. Ask them to concentrate on the second conditional using the following model:

*If you followed tip number one, you could/would . . .*

*If you followed tip number one, could/would you . . .*

*If you always got up early every morning, you could/would . . .*

*If you always got up early every morning, could/would you . . .*

**Option** When students have finished their discussions, have them come up with their own tips on how to be successful.

**Here are seven tips for success. Discuss with your group members how and/or why these seven tips could or would help you succeed.**

1. Always get up early.
2. Do the jobs that nobody else wants to do.
3. Always work an extra hour after everyone else has finished for the day.
4. Learn when to lead and when to follow.
5. Do your research.
6. Listen to people.
7. Ask the right questions.



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# Culture shock

**Activity type** Small-group discussion

**Time** 15–20 minutes

**Preparation** Photocopy and cut out one set of discussion questions for each student.

**Procedure** Divide the class into groups of four to six students. Give one set of discussion questions to each student. Tell them to imagine that they have recently immigrated to another country. Have students discuss the questions and try to reach a common decision about which of their traditions they would keep or reject, and which traditions in their new home they would accept.

**Option** Working in groups of four to six students, tell them to imagine that they work as volunteers for an agency that helps recent immigrants get settled in a new country. As volunteers, they should come up with a list of suggestions that would help newly arrived immigrants feel more comfortable.

**Imagine that you and your family have just emigrated from your country. Discuss the following questions with your group members.**

1. How much would you want to assimilate into a new culture? Consider different aspects of both cultures, for example: clothing, food, manners, holidays, language, and laws. Is it important to be seen as a member of the new culture, or would you be comfortable always being viewed as an immigrant?
2. Is keeping a part of your cultural heritage important? If so, why is it important and how would keeping your cultural heritage affect your children?
3. Every culture around the world has both positive and negative aspects. What are some positive aspects of your culture that you would like to keep? Would keeping these cultural aspects interfere with assimilation into a new culture? Would that make a difference in your decision to keep or reject this part of your culture?
4. What are some aspects of your culture that you do not like? What are some things about your new culture that you do not like?
5. What are some of the positive things about your new culture? Would adopting these things make you take anything away from your native culture?
6. What do you think the sentence "Language is culture" means? If this is true, what language would you speak at home? Is it more important for your children to learn a new language quickly or to keep their native tongue?



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6. What do you think the sentence "Language is culture" means? If this is true, what language would you speak at home? Is it more important for your children to learn a new language quickly or to keep their native tongue?



# “Technobabble”

**Activity type** Information-gap puzzle

**Time** 15–20 minutes

**Preparation** Photocopy “Student A” sheets for half of the class and “Student B” sheets for the other half.

**Procedure** Have students form pairs. Within each pair, give one partner a student A and the other partner a student B sheet. “Student A” has the even-numbered idioms and the definitions for the odd-numbered idioms. “Student B” has the odd-numbered idioms and the definitions for the even-numbered idioms. Explain that the task is to match the idioms and their definitions. Write the following two models on the board as a guide:

*What’s the idiom that means . . . ?*

*What does . . . mean?*

When all the pairs have finished this part of the activity, go over the answers. Next have them work together to complete the sentences with the correct idioms. Make sure they understand that it will sometimes be necessary to adapt the idiom either by changing or omitting the form of the verb or by using a different adjective or pronoun.

**Option** > Set up a contest where the pair that uses the most idioms properly in grammatically correct sentences wins.

**Correct answers:**

1. Internet junkie – someone who is addicted to being on the Internet	2. dot-com millionaire – someone who has made a lot of money by working on the Internet, usually by starting a website
3. surf the net – to browse through the Internet	4. garbage in, garbage out – the quality of the output from a computer program is dependent on the quality of the data that goes into it
5. computer bug – a fault or defect in a system that negatively affects the hardware or software	6. technobabble – complicated language used by people in technology fields, usually to seem educated or superior
7. glued to the computer – your attention is completely on the computer and you cannot stop	8. computer nerd – someone who finds computers completely engrossing
9. state-of-the-art – the latest technological advancement in a field	10. techie – a shortened version of the term “computer technician”

- a. Philip is such a computer nerd because he would rather spend time on the computer than with friends.
- b. Marty became a dot-com millionaire last year when he sold his website for \$20 million.
- c. We are going to have to call the computer techie again to fix this mainframe problem.
- d. George needed six hours to track down the computer bug that was disrupting his program.
- e. We are very proud of our new, micro, state-of-the-art cell phone.
- f. We surfed the net to find our vacation in France and saved a lot of money!
- g. The technobabble the computer programmer used was completely incomprehensible to me.
- h. The new computer system does not work very well, but it's not surprising because the programming was not very good. Garbage in, garbage out!
- i. I'm worried about John becoming an Internet junkie. He's always on the Internet. It's like a drug to him!
- j. That new computer game must be good because John has been glued to the computer for hours!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Student A

**1. Work with a partner. Ask and answer questions to complete the chart.**

1. _____ - someone who is addicted to being on the Internet	2. dot-com millionaire - _____
3. _____ - to browse through the Internet	4. garbage in, garbage out - _____
5. _____ - a fault or defect in a system that negatively affects the hardware or software	6. technobabble - _____
7. _____ - your attention is completely on the computer and you cannot stop	8. computer nerd - _____
9. _____ - the latest technological advancement in a field	10. techie - _____

**2. Now put the correct idioms in the correct sentences.**

- a. Philip is a \_\_\_\_\_ because he would rather spend time on the computer than with friends.
- b. Marty became a \_\_\_\_\_ last year when he sold his website for \$20 million.
- c. We are going to have to call the computer \_\_\_\_\_ again to fix this mainframe problem.
- d. George needed six hours to track down the \_\_\_\_\_ that was disrupting his program.
- e. We are very proud of our new, micro, \_\_\_\_\_ cell phone.
- f. We \_\_\_\_\_ to find our vacation in France and saved a lot of money!
- g. The \_\_\_\_\_ the computer programmer used was completely incomprehensible to me.
- h. The new computer system does not work very well, but it's not surprising because the programming was not very good. \_\_\_\_\_ !
- i. I'm worried about John becoming an \_\_\_\_\_. He's always on the Internet. It's like a drug to him!
- j. That new computer game must be good because John has been \_\_\_\_\_ for hours!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Student B

## 1. Work with a partner. Ask and answer questions to complete the chart.

1. Internet junkie – _____ _____	2. _____ – someone who has made a lot of money by working on the Internet, usually by starting a website
3. surf the net – _____ _____	4. _____ – the quality of the output from a computer program is dependent on the quality of the data that goes into it
5. computer bug – _____ _____	6. _____ – complicated language used by people in technology fields, usually to seem educated or superior
7. glued to the computer – _____ _____	8. _____ – someone who finds computers completely engrossing
9. state-of-the-art – _____ _____	10. _____ – a shortened version of the term “computer technician”

## 2. Now put the correct idioms in the correct sentences.

- Philip is a \_\_\_\_\_ because he would rather spend time on the computer than with friends.
- Marty became a \_\_\_\_\_ last year when he sold his website for \$20 million.
- We are going to have to call the computer \_\_\_\_\_ again to fix this mainframe problem.
- George needed six hours to track down the \_\_\_\_\_ that was disrupting his program.
- We are very proud of our new, micro, \_\_\_\_\_ cell phone.
- We \_\_\_\_\_ to find our vacation in France and saved a lot of money!
- The \_\_\_\_\_ the computer programmer used was completely incomprehensible to me.
- The new computer system does not work very well, but it's not surprising because the programming was not very good. \_\_\_\_\_ !
- I'm worried about John becoming an \_\_\_\_\_. He's always on the Internet. It's like a drug to him!
- That new computer game must be good because John has been \_\_\_\_\_ for hours!

# What to eat

**Activity type** Pair puzzle

**Time** 10–15 minutes

**Preparation** Photocopy one information sheet for each student.

**Procedure** Have students form pairs. Give an information sheet to each student. Explain that they are dieticians who have clients to take care of. Using the information provided, have them figure out each of their clients' caloric needs. Then ask them to choose one client and create a nutritionally balanced daily menu for him or her.

**Option** Have students create a nutritionally balanced day for their partner using the information they have been given.

1. You are a dietician who needs to create a healthy diet for the following clients. Use the profiles and charts below to figure out the caloric needs of each client.

Jane: aerobics instructor  
155 pounds  
works out 6 times a week  
teaches 3 one-hour classes per week

Thomas: computer programmer  
225 pounds  
never exercises  
works all day at his computer

Don: teacher  
185 pounds  
works out 3 times a week  
sits and stands for half the day

Samantha: nurse  
130 pounds  
works out 3 times a week  
stands for 12 hours, 4 days a week

For people who are completely inactive (no aerobic exercise per week):

Multiply your weight, in pounds\*, by 10 calories.

For people who are somewhat active (30 minutes of aerobic exercise 2–3 times per week):

Multiply your weight, in pounds, by 13 calories.

For people who are very active (30 minutes of aerobic exercise 4–6 times per week):

Multiply your weight, in pounds, by 15 calories.

\* 1 pound = 0.45 kg  
1 kg = 2.2 pounds

2. Now that you have figured out your clients' caloric needs, choose one client and create a healthy, nutritionally balanced daily menu for him or her using the following information.

		Servings required to meet total daily caloric needs					
		Grains	Vegetables	Fruit	Meats	Dairy	Fats
<b>Total daily caloric needs</b>	1500	6	3	4	6	2	3
	1700	8	5	5	6	2	3
	1800	9	5	5	6	2	4
	2000	11	5	5	6	2	5
	2100	12	5	5	6	2	5
	2200	12	6	5	6	2	6
	2300	12	6	5	7	2	6
	2600	13	6	6	7	4	7

<p><i>One serving of grains is:</i> 1 slice of bread 125ml of cereal 125ml of cooked pasta 1/4 of a bagel</p>	<p>1 small baked potato 125ml of corn 125ml of yam</p>	<p><i>One serving of dairy is:</i> 200ml plain, nonfat yogurt 250ml nonfat milk</p>
<p><i>One serving of meat is:</i> 30g of beef, chicken, pork, lamb, seafood</p>	<p><i>One serving of fruit is:</i> 1 apple, unpeeled 200ml of blueberries 100ml of grapes 1/2 mango, small 1/2 pear, large 300g strawberries</p>	<p>1 banana, small 1/2 grapefruit, large 1 kiwi 1 orange, small 1 peach 200ml fruit juice</p>
<p><i>One serving of vegetable is:</i> 125ml of any cooked vegetable 250ml of any raw vegetable</p>	<p><i>One serving of fat is:</i> 5ml of oil 5ml of mayonnaise</p>	<p>5ml of butter 30ml of cream</p>

# Frightening weather

**Activity type** Trivia game

**Time** 15–20 minutes

**Preparation** Photocopy one game sheet for each student.

**Procedure** Divide the class into groups of four to six students. Give each student a game sheet. Working in groups, tell students they have ten minutes to read the questions and answer as many as they can. When the time is up, choose a question and read it aloud to the class. The students who raise a hand first get to answer the question. If the answer is correct, award their group the points that correspond to that question. If the answer is wrong, give the class the answer and go on to another question. Continue at a quick pace until all the questions are answered. The group with the most points wins.

**Option** Divide the class into groups of four to six students. Give each student a game sheet. Assign one category to each group. Tell them to discuss and answer the questions. Then have each group present their answers to the class. Involve the other groups by asking them if they agree or disagree with the answers. If the original group is correct, award them the points; if they are incorrect, award the points to the group or groups that disagreed.

**Correct Answers:**

Tornadoes	The swirling effect of a tornado is called the:  b) vortex	A tornado is a strong downdraft of air from a thundercloud.  False	The average thunderstorm releases energy equivalent to a:  c) 20-kiloton nuclear bomb	What happens to a vortex when it is disturbed?  b) The tornado hops.	Tornadoes get their energy from the heat released when water vapor condenses to form cloud droplets.  True
Emergency preparedness	Enough supplies should be stored to last at least:  c) 72 hours	How much water needs to be stored?  b) 4L/person	Which of the following should you NOT have in your stored food supply?  b) potato chips	How often should you rotate your canned food?  c) once a year	Before using fire to cook, you must make sure that:  b) there are no gas leaks in the area
Floods	Which of the following is NOT a cause of flooding?  c) volcanoes	A flood is a common, normal accumulation of water.  False	Monsoons are storms that occur in:  b) summer	Which surface absorbs the most water?  b) forest	Flooding can benefit an environment by:  b) depositing fertile silt good for farming
Volcanoes	The difference between magma and lava is:  a) location	The lava from Hawaiian volcanoes is:  c) 1175°C	The largest volcano is in:  d) Hawaii	When did Mount Saint Helens erupt?  b) 1980	How many people died in the Mount Saint Helens eruption?  b) 57
Earthquakes	The first seismograph was invented in:  c) China	A seismograph records:  a) waves	The earth's outermost surface is broken into 7 rigid plates that are 80–100m thick.  False	The great San Francisco earthquake of 1906 killed:  c) as many as 700 people	The San Andreas Fault separates:  b) the Pacific Plate and the North American Plate
Hurricanes	What is the difference between a hurricane and a typhoon?  b) location	A hurricane is a high-pressure system.  False	The word <i>hurricane</i> :  c) comes from the name Hurican, the Caribbean god of evil	The wind direction of a hurricane is counterclockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere.  True	A storm is classified as a hurricane when wind speed exceeds:  b) 119 kph



Game Sheet

Tornadoes	The swirling effect of a tornado is called the: a) whirlpool b) vortex c) eye	A tornado is a strong downdraft of air from a thundercloud. True or False?	The average thunderstorm releases energy equivalent to a: a) 100-ton nuclear bomb b) 1-kiloton nuclear bomb c) 20-kiloton nuclear bomb	What happens to a vortex when it is disturbed? a) The tornado stops. b) The tornado hops. c) The tornado gains energy.	Tornadoes get their energy from the heat released when water vapor condenses to form cloud droplets. True or False?
Emergency preparedness	Enough supplies should be stored to last at least: a) 24 hours b) 48 hours c) 72 hours	How much water needs to be stored? a) 2L/person b) 4L/person c) 6L/person	Which of the following should you NOT have in your stored food supply? a) hard candy b) potato chips c) canned meat	How often should you rotate your canned food? a) every 3 months b) every 8 months c) once a year	Before using fire to cook, you must make sure that: a) there is enough fuel to burn b) there are no gas leaks in the area c) there is good ventilation
Floods	Which of the following is NOT a cause of flooding? a) heavy rains b) strange tidal activity c) volcanoes	A flood is a common, normal accumulation of water. True or False?	Monsoons are storms that occur in: a) spring b) summer c) fall d) winter	Which surface absorbs the most water? a) farmland b) forest c) clay embankments d) city street	Flooding can benefit an environment by: a) taking toxins out of the soil b) depositing fertile silt good for farming c) both
Volcanoes	The difference between magma and lava is: a) location b) temperature c) composition	The lava from Hawaiian volcanoes is: a) 670°C b) 990°C c) 1175°C	The largest volcano is in: a) Indonesia b) Japan c) Greece d) Hawaii	When did Mount Saint Helens erupt? a) 1967 b) 1980 c) 1984	How many people died in the Mount Saint Helens eruption? a) 34 b) 57 c) 72
Earthquakes	The first seismograph was invented in: a) India b) England c) China d) Turkey	A seismograph records: a) waves b) pressure c) temperature	The earth's outermost surface is broken into 7 rigid plates that are 80–100m thick. True or False?	The great San Francisco earthquake of 1906 killed: a) fewer than 300 people b) 300–500 people c) as many as 700 people	The San Andreas Fault separates: a) the Atlantic Plate and the North American Plate b) the Pacific Plate and the North American Plate c) the Atlantic Plate and the South American Plate
Hurricanes	What is the difference between a hurricane and a typhoon? a) wind speed b) location c) wind direction	A hurricane is a high-pressure system. True or False?	The word <i>hurricane</i> : a) means "huge storm" in Spanish b) means "angry" in the Caribbean c) comes from the name Hurican, the Caribbean god of evil	The wind direction of a hurricane is counterclockwise in the Northern Hemisphere and clockwise in the Southern Hemisphere. True or False?	A storm is classified as a hurricane when wind speed exceeds: a) 55 kph b) 119 kph c) 130 kph

**Point Values**

<b>Tornadoes</b>	<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>
<b>Emergency preparedness</b>	<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>
<b>Floods</b>	<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>
<b>Volcanoes</b>	<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>
<b>Earthquakes</b>	<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>
<b>Hurricanes</b>	<b>100</b>	<b>200</b>	<b>300</b>	<b>400</b>	<b>500</b>

# Press conference

**Activity type** Group role play

**Time** 15–20 minutes

**Preparation** Photocopy and cut out one press release sheet for each student.

**Procedure** Give each student a press release sheet. Tell them to read through it and deal with any unknown vocabulary that may arise. Explain that they are going to attend a press conference about Lisa and Bradford's engagement. Some of them will play the role of the happy couple, while others will play the role of reporters. For a class of ten, assign roles according to the following model (adapt the model to your class size):

- Two students will play Lisa, and two students will play Bradford. The four students should form a group and agree on the details of Lisa and Bradford's romance – where, when, and how they met, and so forth.
- Split the remaining six students into two groups of three. These students should pretend to be reporters and make a list of questions to ask the happy couple at the press conference.

Once everyone is ready, form new groups by combining one Lisa, one Bradford, and one group of reporters. Have them role-play a press conference, where the reporters ask questions and the two celebrities answer them with made-up information.

**Option** > During the press conference, ask students to take notes. When they finish, have them write an article about the couple for a gossip column.

**The following is a press release about two famous people who have announced their engagement to each other.**

Lisa Thomlinson, 24, and her boyfriend, writer, director, and producer Bradford Wainwright, 36, announced their engagement today. After a whirlwind courtship, the couple declared that they are “madly in love” and want to spend the rest of their lives together. Thomlinson, Oscar-nominated for her role in *The Tragic Last Dance*, met Wainwright, responsible for such blockbuster hits as *Hard Hitter*, *Johnny Get Your Gun*, and *Return of the Hard Hitter*, three months ago. No wedding date has been set.



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# Personal ads

**Activity type** Pair interview

**Time** 15–20 minutes

**Preparation** Photocopy one sheet of personal ads for each student.

**Procedure** Have students form pairs. Give each student a sheet. Tell them to read through the sample personal ads and deal with any unknown vocabulary that may arise. Students should take turns interviewing each other to learn more about their partner. Explain that the task is to write a personal ad for this person.

**Option** Hang the personal ads around the classroom, and ask students to guess which student each ad describes.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Read the following personal ads.**

Romance and Relationships:

**Active and Intelligent**

I'm 25, good-looking, fit, intelligent, sensitive, and caring, with brown hair and blue eyes. I'm open-minded and outgoing, financially and emotionally stable. I play lots of sports, and I love animals and music. I hope to meet a nice person, 20–30 years old, slim to medium build, attractive, and intelligent. You must be active and love animals. If this sounds interesting, please reply to Box #555.

Romance and Relationships:

**Looking for a Quality Person**

I'm well-educated, humorous, and shy, with blonde hair and brown eyes. I really enjoy evenings at home with good food and good conversation. I also like to watch movies and go dancing. I am looking for a quality person. You must be employed, healthy, 25–35 years old, sincere, loyal, kind, loving, and romantic. I would like to be friends first and see where it leads. Still interested? Reply to Box #820.

**2. Now it's your turn. Use the following questions as a guide to interview your partner.**

**Then write a personal ad for your partner. Don't forget to give the ad a title.**

1. What three adjectives would you use to describe your physical appearance?
2. What three adjectives would you use to describe your personality?
3. What are your hobbies and interests?
4. What physical characteristics are you looking for in an ideal mate?
5. What five personality traits are most important to you in an ideal mate?
6. (Create one question of your own.)

# What a disastrous trip!

**Activity type** Small-group discussion

**Time** 15–20 minutes

**Preparation** Photocopy one story sheet for each student.

**Procedure** Divide the class into groups of three or four students. Give each student a story sheet. Tell students to read through the story and deal with any unknown vocabulary that may arise. Explain that they should use past modals to discuss the questions that follow the story, for example: *Miriam should have . . .*, *Miriam could have . . .*, and so forth.

**Option** > Have students work in groups to share stories about trips or other situations where things didn't turn out as planned. Encourage them to say what they should/could/might have done differently.

**1. Read the following story about Miriam's disastrous trip.**

As a young girl, Miriam always wanted to see orangutans. After graduating from high school, she worked for a year to save some money. She decided to visit Indonesia, where there is one of only two orangutan rehabilitation centers in the world.

The night before her flight, her friends threw her a huge going-away party that ended at 4:00 A.M. Her flight wasn't until noon, so she thought she had plenty of time. She came home late, forgot to set her alarm clock, and didn't wake up until 9:30 A.M. She hadn't packed the night before, so she just threw all her clothes into her backpack and left for the airport. She made it just in time!

Miriam was so excited that she didn't eat or sleep during the 12-hour flight to Jakarta. She planned to study her guidebook on the plane, but in her hurry to pack that morning, she forgot to put it in her carry-on bag. It was late at night when the plane landed, so the airport was busy and confusing. A very aggressive taxi driver quickly grabbed her luggage, put her in his taxi, and took her to a very expensive hotel. She was tired, hungry, and scared, so she decided to stay only one night and look for a more inexpensive hotel the following day.

The next morning at breakfast, Miriam finally got a chance to look at her guidebook. Her face fell when she read that Indonesia consisted of more than 18,000 different islands! Indonesia was a huge country, and she was in the wrong part of it – that is, if she wanted to see orangutans! Jakarta is on the island of Java, and the orangutan rehabilitation center was near Bukit Lawang on the island of Sumatra!

Miriam decided that she could either sit and cry or calmly think about her options. She could fly to the closest major city of Medan, which would be really expensive. A bus would be cheaper, but that would be a 50-hour nonstop bus ride! She could take a 45-hour boat ride from Jakarta to Medan, but that boat ran only once every two weeks. Taking the train wasn't a bad idea, but train service was only available to the end of Java, and then she would have to take a 36-hour bus ride.

What was she going to do?

**2. Now discuss these questions.**

- a. What are some things that Miriam definitely should have done before she left on her trip?
- b. What are some other things that Miriam could have done to make her trip more enjoyable?
- c. What should she do now?



# What makes a person popular?

**Activity type** Small-group discussion

**Time** 10–15 minutes

**Preparation** Photocopy and cut out one discussion sheet for each student.

**Procedure** Divide the class into groups of four to six students. Give each student a discussion sheet. In groups, tell the students to read the list of suggestions and to discuss the questions that follow.

**Option** When students have finished discussing the questions, ask them to come up with their own list and explain their choices to the class.

**Here are ten ways to become popular. In small groups, read the list and then discuss the questions below.**

1. Always remember a person's name and use it.
2. Always memorize the names of a person's family members and ask questions about them.
3. Always find out what a person is interested in and ask questions about his or her interests.
4. Never say negative things about a person.
5. Always agree with someone, even if you think he or she is wrong.
6. Always smile, even when you are angry or sad.
7. Always make eye contact when you are talking to someone.
8. Always listen when someone is speaking to you.
9. Never gossip about someone.
10. Laugh at a person's jokes, even if they are not funny.

What suggestions from the list do you agree make a person popular?

What suggestions do you disagree with?

What suggestions would you add or change?

What suggestions are essential to becoming popular?

What suggestions are essential to being a good friend?

What qualities are good to have, but are not necessary to be popular?

Is being popular the same as having many friends? Why or why not?

What do you think is the difference between an acquaintance and a friend?



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What qualities are good to have, but are not necessary to be popular?

Is being popular the same as having many friends? Why or why not?

What do you think is the difference between an acquaintance and a friend?

# Traveler or tourist?

**Activity type** Large-group activity

**Time** 15–20 minutes

**Preparation** Photocopy and cut out one quote for each student.

**Procedure** Divide the class into groups of six to eight students. Give each student a travel quote. Tell students to read the travel quotes and deal with any unknown vocabulary that may arise. Explain that they should share their quotes with the group and discuss possible meanings. Ask students to say whether they agree or disagree with each quote – and why.

**Option** When students finish sharing and analyzing the quotes, ask them to discuss the differences between being a “traveler” and being a “tourist.”

<p>The world is a book and those who do not travel read only a page. – St. Augustine</p>	<p>Follow your bliss. – Joseph Campbell</p>
<p>We do not take a trip; a trip takes us. – John Steinbeck</p>	<p>I find the great thing in life is not so much where we stand; as in what direction we are moving. – Oliver Wendell Holmes</p>
<p>I have wandered all my life and I have also traveled; the difference between the two being this: We wander for distraction, we travel for fulfillment. – Hillaire Belloc</p>	<p>Not all those who wander are lost. – J. R. R. Tolkein</p>
<p>Every exit is an entrance to somewhere else. – Tom Stoppard</p>	<p>Travel is fatal to prejudice, bigotry and narrow-mindedness. – Mark Twain</p>
<p>One time seen is better than one hundred times heard about. – Czech saying</p>	<p>Travel is flight and pursuit in equal parts. – Paul Theroux</p>
<p>Travel makes you wiser but less happy. – Thomas Jefferson</p>	<p>To travel, hopefully, is a better thing than to arrive. – Robert Louis Stevenson</p>
<p>A good traveler is one who does not know where he is going to, and a perfect traveler does not know where he came from. – Lin Yutang</p>	<p>The use of traveling is to regulate imagination by reality, and instead of thinking how things may be, to see them as they are. – Samuel Johnson</p>
<p>A good traveler has no fixed plans and is not intent on arriving. – Lao Tzu</p>	<p>I dislike feeling at home when I'm abroad. – George Bernard Shaw</p>
<p>. . . Travel is more than the seeing of sights; it is a change that goes on deep and permanent, in the ideas of living. – Miriam Beard</p>	<p>Traveling carries with it the curse of being at home everywhere and yet nowhere, for wherever one is, some part of oneself remains on another continent. – Margot Fonteyn</p>
<p>Take only memories, leave only footprints. – Chief Seattle</p>	<p>The real voyage of discovery consists not in seeing new landscapes, but in having new eyes. – Marcel Proust</p>
<p>If an ass goes traveling, he'll not come home a horse. – Thomas Fuller</p>	<p>A man travels the world over in search of what he needs and returns home to find it. – George Moore</p>

# Help wanted

**Activity type** Role play

**Time** 20–25 minutes

**Preparation** Photocopy one job advertisement sheet for each student.

**Procedure** Give each student a job advertisement sheet. Tell them to read the ads and deal with any unknown vocabulary that may arise. Divide the class into two groups: “managers” and “job applicants.” Have students form pairs with someone in the same group and assign one job to each pair. Tell the “managers” to think about what characteristics they are looking for in an applicant, the type of job experience that is necessary, and the kinds of questions they would ask a prospective employee. Tell the “applicants” to create a job history for themselves and think about what characteristics they might need for the job. When all the students are ready, pair up the managers with the job applicants and ask them to role-play the interview process.

**Option** Have students form pairs. Give each student a job advertisement sheet. Tell students to pick a job and to create a resume/CV that will help them get the position. If time allows, ask them to write a cover letter to accompany their resume/CV.

Read the following classified ads.

## Shopping Center Manager

Excellent opportunity for the right person.

Must have management experience in a building of 50 tenants or more.

Send resumes in confidence to:

**Mr. Scott Markham**

SST Shopping Center & Property  
Management Recruiters

Phone: (604) 555-9292 Fax: (604) 555-9191

Permanent, part-time receptionist wanted for busy accounting firm. Salary based on experience. For more information, call (212) 555-4613.

Telemarketers wanted for new diet product. No experience necessary. Will train. Call (718) 555-7581.

## MARKETING ASSISTANT TO THE PRESIDENT

**Requirements/Qualifications:** Team player needed to take over a number of quickly growing projects. Must have the highest standards for both service and attire. Must have 5 years experience in advertising or related field. Must demonstrate excellent written and verbal skills. Must be an excellent communicator with customer-oriented attitude.

**Tasks:** Range from reorganizing department structure to developing in-house training program for all levels of employees. Will work directly with, and report to the president.

**Terms:** Full-time 6-month contract with permanent full-time employment potential.

Please send cover letter, resume/CV, and salary expectations to:

Personnel Manager

P.O. Box 3974021

794 Pine Street

Chicago, IL 60603