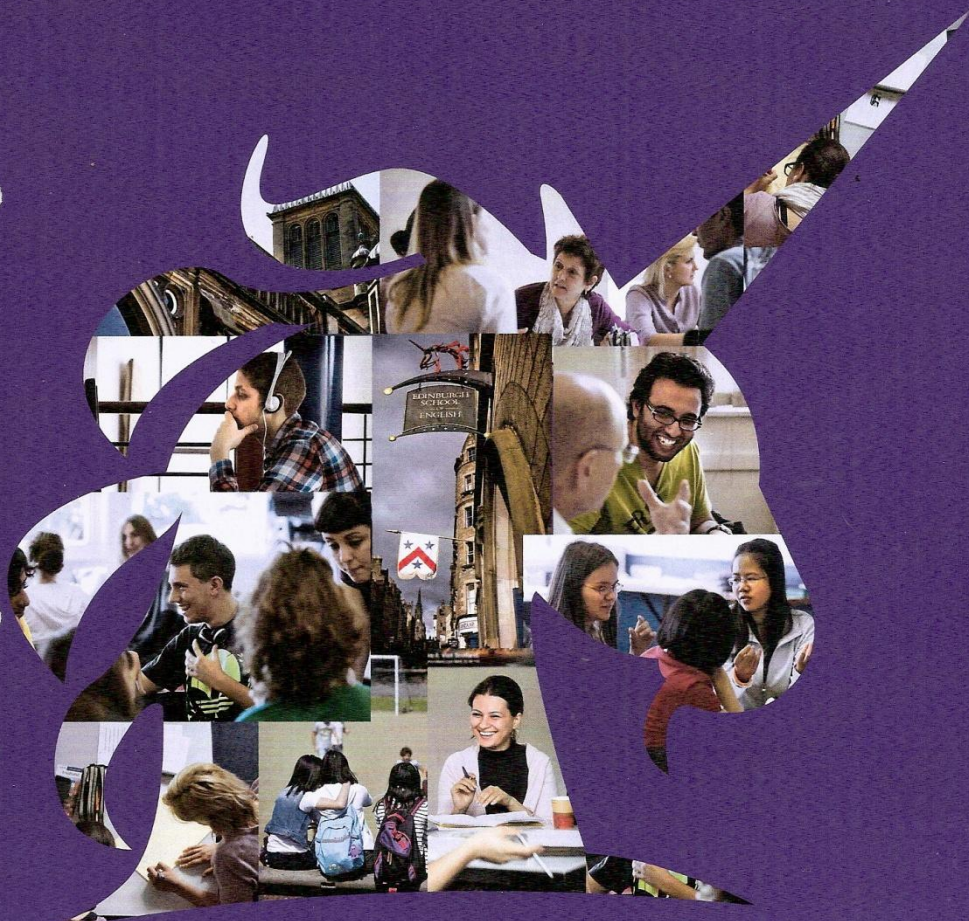




EDINBURGH
SCHOOL OF ENGLISH



STUDENT GUIDE

María del Carmen Babarro Méndez- IES As Lagoas - Ourense

Refresher course for Teachers of English.2015

Erasmus+ Programme

Edinburg School of English

Course aims

To develop our English language skills and improve our competence and confidence in English.

To update our methodology, management and practical teaching techniques and skills.

To examine and reflect on our own approaches and attitudes to teaching and learning.

To become more aware of what we do in the classroom.

To discuss and share ideas, problems, methods and techniques with peers from other parts of the world.

Course Programme Preparation

All participants are required to fill in a pre-course questionnaire and the course is pre-planned based on this. The course content is outlined and discussed on the first morning, and is then adapted as appropriate.

Objectives

Language enrichment.

The aim of the **morning sessions** is to develop our language skills so that we will feel more confident teaching in English.

The sessions aim to develop our language skills with a particular focus on speaking and listening, extend our vocabulary, grammatical and functional knowledge, and also to improve our knowledge of pronunciation.

Teaching techniques.

In the **afternoon sessions**, participants will experience a variety of teaching techniques, materials, devices and procedures designed to help students acquire language.

There is a focus on current methodologies and practical teaching skills that participants will evaluate for effectiveness and also discuss ways of adapting these to fit in with different teaching contexts

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Timetable for two weeks



Timetable for 921367 Babarro Mendez Maria		TEACHR	Refresher Course for
Monday 05 October 2015			
0900 -1000	Spoken Performance Workshop	Mull	Glyn Thomas
1015 -1115	Intensive English	Mull	Jonathan Barraclough
1130 -1230	Intensive English	Mull	Jonathan Barraclough
1230 -1300	Team Project	Mull	Jonathan Barraclough
1400 -1500	Teacher Training	Iona	Ruth Bersi
1515 -1615	Teacher Training	Iona	Ruth Bersi
Tuesday 06 October 2015			
0900 -1000	Spoken Performance Workshop	Mull	Glyn Thomas
1015 -1115	Intensive English	Mull	Jonathan Barraclough
1130 -1230	Intensive English	Mull	Jonathan Barraclough
1230 -1300	Team Project	Mull	Jonathan Barraclough
1400 -1500	Teacher Training	Iona	Ruth Bersi
1515 -1615	Teacher Training	Iona	Ruth Bersi
Wednesday 07 October 2015			
0900 -1000	Spoken Performance Workshop	Mull	Glyn Thomas
1015 -1115	Intensive English	Mull	Jonathan Barraclough
1130 -1230	Intensive English	Mull	Jonathan Barraclough
1230 -1300	Team Project	Mull	Jonathan Barraclough
1400 -1500	Teacher Training	Iona	Eloise Bicket
1515 -1615	Teacher Training	Iona	Eloise Bicket
Thursday 08 October 2015			
0900 -1000	Spoken Performance Workshop	Mull	Glyn Thomas
1015 -1115	Intensive English	Mull	Jonathan Barraclough
1130 -1230	Intensive English	Mull	Jonathan Barraclough
1230 -1300	Team Project	Mull	Jonathan Barraclough
1400 -1500	Teacher Training	Iona	Eloise Bicket
1515 -1615	Teacher Training	Iona	Eloise Bicket
Friday 09 October 2015			
0900 -1000	Spoken Performance Workshop	Mull	Glyn Thomas
1015 -1115	Intensive English	Mull	Jonathan Barraclough
1130 -1230	Intensive English	Mull	Jonathan Barraclough
1230 -1300	Team Project	Mull	Jonathan Barraclough
1400 -1500	Teacher Training	Iona	Eloise Bicket
1515 -1615	Teacher Training	Iona	Ruth Bersi

TEACHR

42282.464432

Morning classes

Spoken Performance

Every morning one participant in the course had to make a presentation on a topic of their choice.

After the presentation the other participants asked questions about it.

Project Work

The participants worked in groups. The topic was "Robbery at the National Museum of Scotland". The participants had to choose a piece of art, do some research about it and then make a plan to steal it and run away without being caught.

Finally they would make a presentation and show it to the other participants. They would also have to predict possible questions and get answers ready.

Intensive English

The course covers speaking, listening, reading and writing skills, naturally including grammar and vocabulary. The main emphasis of this course is on practical communication to build up your vocabulary and help to develop fluency and confidence.

Unit ten

Vocabulary

SECTION 5

Reference words and phrases

1 SPECIFIC REFERENCE WORDS

We use a range of words and phrases to refer to something that has gone before or is about to come:

The former is / are not as complex as the latter.

The aforementioned incident took place on Monday.

The facts are as follows:...

Please note the following terms and conditions:...

Please return to the undersigned.

Send to the above address / to the address below.

2 INTRODUCING THE TOPIC

We can use a number of common phrases to introduce our terms of reference:

Regarding payment, As regards price,

With regard to cost, As for food, As to whether...

In economic terms, Financially speaking,

In terms of comfort, Apropos of convenience,

1 Fill in the missing word in each of these phrases.

- a regards payment,
- b regard to a discount,
- c When it comes paying,
- d With reference your invoice,
- e the question of commission,

3 BEING MORE SPECIFIC

We can use a range of words and phrases to add precise information to a general statement:

Our options, namely English for Business or Tourism,...

The business students, in particular / particularly those in the marketing department,...

The town's student discos, notably Enfer, Alcatraz and Diablo, are offering...

Some employees, or to be more specific, those in Section A, are...

4 ARRANGING DATA

We use a number of words and common phrases to express how information is arranged. For example:

I've worked on this three days consecutively / running.

Yuko and Yuki got an A and a C respectively.

List the battles in chronological order. By first name?

In order of importance? Or (totally) at random?

Are they arranged alphabetically or chronologically?

2 Fill in the missing preposition in each of these phrases.

- | | |
|--------------------------------|-------------------|
| a according age | b random |
| c the oldest to | d order of |
| youngest | seniority |
| e alphabetically surname | f numerical |
| | order |
| g alternate days | h the trot |

5 MOVING FROM ONE POINT TO ANOTHER

In conversation we often move from point to point in a haphazard way:

Oh, by the way Before I forget Incidentally

Oh, that reminds me Speaking of which

While I think of it

In writing, we try and move from one topic or point to another smoothly and logically. We even indicate the order in which we want to make our point:

First, Firstly, Secondly, Thirdly, Finally,

In conclusion, Last but not least, To sum up

6 REFERRING FORWARD AND BACK

We use many phrases – often sentence adverbials (see Unit 7, Section 5) – that refer to what has gone before or which lead on to more information.

Sometimes these refer to time:

at that time in those days in such a situation

They may express result or consequence:

because of that accordingly consequently

as a result that being the case

They may express concession or contrast:

However Nevertheless Be that as it may

On the other hand And yet

They may show that you want to say more:

Furthermore What is more To cap it all

And as if that were not enough

They may advise the reader or listener of the type of information to follow:

Not surprisingly As you would expect

It goes without saying that To no one's surprise

Believe it or not To everyone's utter amazement

oddly enough Contrary to expectations

We can lead from one point to the next within a sentence, often with a phrase involving *which*:

... at which point the debate reached stalemate.

... as a result of which half the cabinet resigned.

pinpoint = precisar

3 Which of these phrases announce surprising information?

In addition Hard as it is to believe Obviously
Amazingly enough Quite inexplicably As predicted
As one would expect Contrary to forecasts (prediction)

7 VERBS THAT FOCUS ON A REFERENCE

There are many verbs we can use to focus attention on a particular reference point:

highlight focus on make mention of refer to
point out pinpoint spell out pin down
emphasise lay stress on underline point up
By all means make mention of our mistakes but lay stress on the incompetence of our suppliers.

8 VERBS THAT FOCUS IN AN INDIRECT WAY

We can also use certain verbs to focus indirectly, but so that the listener / reader can guess what we mean. Here are some examples:

imply indicate hint at suggest insinuate
intimate = insinuar algo

Practice

1 Fill each of the numbered blanks with one suitable word.

Continuación

namely

As a follow-up to our series on the two major football clubs in Manchester, (1) United and City, we (2) attention this week on the big two North London teams, Arsenal and Tottenham Hotspur. For the uninitiated, the (3) are commonly referred to as simply 'Spurs', while the (4) glory in the nickname 'The Gunners'. In the 1997-98 season, they finished first and seventeenth (5) in the Premiership. What is (6) Arsenal went on to win the Double, that is to (7) the League Championship and the FA Cup, while Spurs struggled. To make matters even (8) apart from (9) aforementioned titles going Arsenal's way, Tottenham fans had to watch as their West London rivals, Chelsea, carried off the now defunct European Cup-winners Cup. And to (10) it all, their team finished below their East London rivals, West Ham, in the league. The reasons for (11) mixed fortunes are hard to fathom. (12) paper, both first-team squads look strong. In financial (13) both are reasonably secure and when it (14) to cash for buying new players, the money is generally available. As (15) the current season, Arsenal are looking ominously strong again while Spurs look distinctly vulnerable, to say the least.

regards

2 Underline the word, a, b, c or d, that best completes each sentence.

- 1 The are of the opinion that they have been badly treated.
a underwritten b undersigned c below d initialled
- 2 As a partner I accept full responsibility but by the same I feel others should too.
a sign b reference c token d meaning
- 3 When it to helping with the housework, he is absolutely hopeless.
a refers b goes c comes d amounts
- 4 He had an awful crash when he was twenty, since he has been a model driver.
a this b when c that d then

3 Read the two texts below and decide which answer (A, B, C or D) best fits each gap.

CPE

Britain likes to present itself as a multi-cultural society which, in (1) of integrating ethnic minorities, has gone further than most of its neighbours, (2) those closest to home. Be that as it (3) there can be no denying the racial tensions that remain in our inner cities. (4) only last week by the tragic death of an Asian 16-year-old outside 'The Voodoo Club' in Branklesfield. (5) the boy in question had spilt a glass of something over a regular customer at the (6) club. If true, it was the last mistake of his life.

- 1 A conditions B regards C terms D ways
- 2 A particularly B specially C peculiarly D let alone
- 3 A be B may C could D will
- 4 A highlighted B focussed C pinpointed D specified
- 5 A Apparently B Obviously C Provisionally D Consequently
- 6 A spoken B above C apropos D aforesaid

It goes (1) saying that in the early years of their relationship a child is more dependent on its parent(s) than the other way (2) a point is clearly reached at which it is children who become more important to their parents than the (4) Interestingly (5), nearly all the people we spoke to (6) the birth of their own first child as the watershed.

- 1 A with B without C except D for
- 2 A out B up C round D over
- 3 A However B Similarly C Likewise D This being the case
- 4 A alternative B alternate C converse D inverse
- 5 A this B yet C in D enough
- 6 A heralded B pinpointed C focussed D referred

to cap it all = para rematarlo,
to fathom = entender
squad = cuadrilla

5 Oct. 2015

<p>Work</p> <ul style="list-style-type: none"> a short-term contract to get a rise to be made redundant challenging perks staff to be fired 	<p>The family</p> <ul style="list-style-type: none"> a step brother a distant relative a single-parent family to bring up a close family a get-together the black sheep of the family 	<p>Idioms</p> <ul style="list-style-type: none"> to get the wrong end of the stick to smell a rat to see eye to eye to kill two birds with one stone his bark is worse than his bite to have a skeleton in the cupboard it's like water off a duck's back 	<p>Formal verbs</p> <ul style="list-style-type: none"> to omit to transcribe to ensure to require to adhere to to conduct business to view
<p>Phrasal verbs</p> <ul style="list-style-type: none"> to hang up to run out of sth to take after sb to blow sth up to set off /out to get over sth to cut off 	<p>Time</p> <ul style="list-style-type: none"> to have time on your hands time's up to kill time to make up for lost time to give somebody a hard time for the time being to take your time 	<p>Sounds</p> <ul style="list-style-type: none"> to drip to sniff to hoot to mumble to stammer to hum to giggle 	<p>Money</p> <ul style="list-style-type: none"> a mortgage loaded to be in the red tight-fisted an income the stock market an instalment
<p>History</p> <ul style="list-style-type: none"> to loot a spear to retreat a ceasefire a coup to surrender to overthrow 	<p>Compound adjectives</p> <ul style="list-style-type: none"> high-heeled narrow-minded well-behaved absent-minded easy-going second-hand mass-produced 	<p>Confusing words</p> <ul style="list-style-type: none"> a suite besides to announce a stranger ashamed commitment to deny 	<p>Humour</p> <ul style="list-style-type: none"> witty to make fun of a cartoonist to get a joke a pun to burst out laughing hilarious
<p>The natural world</p> <ul style="list-style-type: none"> a hive endangered species fins battery hens a puppy to sting an animal activist 	<p>Food</p> <ul style="list-style-type: none"> to stir a chopping board poached eggs to drain to heat a frying pan a recipe 	<p>Travel</p> <ul style="list-style-type: none"> long-haul a round trip a package holiday to take out travel insurance an outing off the beaten track touristy 	<p>get</p> <ul style="list-style-type: none"> to get to know to get a shock to get rid of sth to get your own back to get on your nerves to get a life to get into trouble

3 Which of these phrases announce surprising information?

*In addition Hard as it is to believe Obviously
Amazingly enough Quite inexplicably As predicted
As one would expect Contrary to forecasts*

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- | | | | |
|------------------|-------------|-----------------|----------------|
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| 2 A particularly | B specially | C peculiarly | D let alone |
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| 5 A this | B yet | C in | D enough |
| 6 A heralded | B pinpointed | C focussed | D referred |

Worksheet 3: Idioms 1

1 Look at the phrases in the list below. Do you know what they mean? How many are idioms?

up to a point turn a blind eye (to sth) by all means
out of the question you'll be lucky get a move on no wonder
it's not the end of the world throw in the towel so far, so good



2 Complete 1–10 using idioms from Exercise 1 in the correct form.

- 1 A: How's your course going?
B: _____.
- 2 I think Alex's mother _____ some of his bad behaviour.
- 3 A: Could I take a day off work tomorrow?
B: No, I'm afraid that's _____.
- 4 Emily, _____ or we'll be late.
- 5 A: I'm hoping to get tickets for the 100 metres final at the Olympics.
B: _____!
- 6 A: Do you agree with me about the need for more practice?
B: Hmm, _____.
- 7 A: Could I borrow your grammar notes?
B: Yes, _____.
- 8 Matt's been working all day, so _____ he's tired.
- 9 A: I didn't get that job after all.
B: Well, _____.
- 10 I may not win, but I have no intention of _____ yet.

3 If you wanted to find the meaning of the above idioms in a dictionary, which word in each idiom in Exercise 1 would you look up?

4 Look up the idioms in the list below to check their meaning. Are any informal?

a nasty piece of work bide your time
to say the least a matter of days/weeks/months
get your act together have it in for someone

5 Read the text below and underline the idioms from Exercise 4. Then try to find six more idioms and underline them. You could try looking up the key word to see if your idiom exists, and to check the meaning.

I used to lecture at Wallchester College, and my boss was, to say the least, quite a nasty piece of work. He was friendly enough at the interview, and on the first couple of days at work everything seemed alright. But I soon realized that he was just biding his time, and sure enough it was only a matter of weeks before I was called into his office. He then produced a great long list of things I'd done wrong, and ended up saying, 'Come on, Ben, get your act together.' Well, I'm not very good at taking criticism at the best of times, so I was pretty angry. But I decided that, for the time being at least, I would just keep my head down and try to make a go of things. Eventually though, the constant carping and criticism really got on my nerves. It was obvious he really had it in for me – even more than the other teachers in my department – and one day when he was being particularly unpleasant, I just flew off the handle and then handed in my notice.

6 Complete sentences 1–10 with one word. Are they true for you? If not, change them so that they are true.

- 1 The thing that _____ on my nerves most is people being late.
- 2 I fly off the _____ easily.
- 3 I'm not very patient at the best of _____.
- 4 I'd like to move overseas, but that's out of the _____ at the moment.
- 5 I find learning English idioms a bit challenging, to say the least _____.
- 6 My next-door neighbour is a nasty _____ of work.
- 7 I'm off on holiday in a _____ of weeks, now.
- 8 I've never had a teacher who had it _____ for me; they've all been supportive.
- 9 My current dictionary is OK for my level, for the time _____.
- 10 If I saw someone stealing in a supermarket, I might turn a _____ eye to it.

Worksheet 4: Idioms 2

1 The meaning of many idioms is not obvious, but you can sometimes use the context to guess the general sense. Can you guess the meaning of the idioms in bold below?

- Service is shocking in this store, and shoppers are **voting with their feet**.
- A: 'Do you fancy some cake?'
B: 'I **wouldn't say no!**'
- My baby just won't go to sleep – I'm **at my wits' end** at night time.
- All the criticism Pete got was **like water off a duck's back**.
- Anyone can make a pizza – **there's nothing to it**.
- I **can't make head nor tail of** these directions, can you?
- She was sacked **on the spot**. Can you believe it? Incredible!
- Don't talk to him about the situation at work: it's a bit of a **sore point** at the moment.
- The children's behaviour has become a **bone of contention** between us.
- It's **touch and go** whether he'll be fit enough to play on Saturday.
- You know what they say: **blood is thicker than water**.
- I'm going to the shops to pick up a few **bits and pieces**.

2 Put the phrases in bold in Exercise 1 into the correct column below.

TYPE OF IDIOM	EXAMPLES
Verb-based idioms, e.g. <i>hit the roof</i> = become very angry INF.	
Noun phrases, e.g. <i>a piece of cake</i> = sth that is very easy to do INF.	
Prepositional phrases, e.g. <i>under the weather</i> = not feeling well INF.	
Fixed phrases with two words, joined by <i>and</i> , e.g. <i>dos and don'ts</i> = rules that you should follow in a particular situation INF.	
Exclamations/spoken phrases, e.g. <i>Hang on!</i> = wait INF; <i>very much so</i> used to emphasize agreement	
Sayings, e.g. <i>Strike while the iron is hot</i> = make use of an opportunity immediately	
Similes with <i>as/like</i> : <i>(as) blind as a bat</i> = with bad eyesight; <i>sleep like a log</i> = sleep very well INF.	

3 Read the extract from a chat page, then underline nine idioms. With a partner, try to explain what they mean. Which type of idiom is each one?

Laars: (at 8:56pm) Just heard that MP Alison Marks is on the verge of resigning.

Boris22: (at 8:57pm) You're kidding! Well, something was obviously going on behind the scenes.

Adele-UK: (at 8:59pm) Boris: Remember that she's got a young family. Maybe the stresses and strains of the job were just too much – all that time away from the family takes its toll.

Janie55: (at 9:01pm) Adele: You can say that again! Women have to bear the brunt of family responsibilities, and being an MP is a tough job. It's really hard for them to strike a happy medium. Well, I for one will be sorry to see her go.

4 Rewrite the sentences using the word in capitals. The meaning must stay the same.

- We're not sure if he'll come. TOUCH
- We disagree strongly about money. BONE
- She's not feeling too well. WEATHER
- Sam's got terrible eyesight. BLIND
- The illness has affected her badly. TOLL
- Do it now: don't wait! IRON
- I find these instructions impossible to follow. HEAD
- It's very easy. NOTHING
- The economy has almost collapsed. VERGE
- The exam was incredibly easy. CAKE

SECTION 4

The future

1 WAYS OF REFERRING TO THE FUTURE

The following table summarises the different structures we use to talk about the future.

Form	Example	Meaning
will	<i>I'll just go and get my coat.</i>	= an immediate decision about what you are going to do
will	<i>You'll be sick if you eat more chocolate.</i>	= a general prediction
be going to	<i>I'm going to stop in a minute.</i>	= a personal intention
be going to	<i>Look out! We're going to hit the car in front.</i>	= a prediction after looking at what is happening now
Present Continuous	<i>We're meeting at the café. Want to join us?</i>	= fixed plans / arrangements
Present Simple	<i>The coach leaves in ten minutes.</i>	= an unalterable arrangement or fact
will + Continuous	<i>Don't phone too early because I'll be putting the baby to bed.</i>	= an action that will be in progress some time in the future
will + Continuous	<i>We'll be working on this until the end of the year.</i>	= an activity that will be happening during a period in the future
will + Continuous	<i>I'll give your letter to him – I'll be seeing him later.</i>	= an action that will happen because it is regular or decided
will + Perfect	<i>We'll have driven over five hundred miles by the time we get there.</i>	= an event that will be finished before a specified time in the future
will + Perfect Continuous	<i>We'll have been living here for ten years next May.</i>	= a state of affairs in progress for a period up to a specified time in the future
be + to-infinitive	<i>He is to be given an award. You're to stay here until you've apologised.</i>	= an official arrangement or order

- We use *shall* with *I* or *we* with the same meaning as *will*. However, it is becoming increasingly formal – its most common current use is in polite offers or to ask advice (see Unit 3, Section 1.1):
Shall I open the door for you? What shall we do now?

2 WILL IN TIME CLAUSES AND IF-CLAUSES

We do not commonly use *will* in time clauses after when, as soon as, until, before, etc.:

I'm not going to speak to her until she apologises.

We can sometimes use *will* with conditional clauses (after *if*, *unless*, *providing*, etc.) but only in special circumstances (see Unit 5, Section 2.2):

If you will insist on the best, then you must expect to pay more for it.

If you'll hold these bags for me, I can open the door.

- We use *would* instead of *will* in reported speech:
*They promised they would work on it all weekend.
Harry asked me if I would help him out.*

3 COMMON PHRASES

I'm (just) about to go out. (= in a very short time)

We were on the point of leaving when the bell rang.

We're due to meet in half an hour.

We'll deal with that in due course.

Nothing will change for the foreseeable future.

I wonder what the future has in store / what lies ahead.

From now on, things will be different.

The time is fast approaching when ...

A feeling of impending doom.

? check

Match the examples with the meanings in the table.


- 1 Are you going to the match tomorrow?
- 2 Are you going to go out this evening or not?
- 3 My driving licence expires in 2030.
- 4 I've had enough. I'll finish this tomorrow. –
- 5 We'll be sending you more details in the post.

Practice


1 Tick (✓) the most appropriate of the underlined words.


- 1 She looks very pale. I think she'll / she's going to faint.
- 2 I'll / I'm going to do that for you, if you like.
- 3 I'll be / I'm going to be a rocket scientist when I grow up.
- 4 'Somebody's at the door.' 'I'll / I'm going to see who it is.'
- 5 I need to be home early today so I leave / am leaving at 4.00.
- 6 We'll be in plenty of time providing the traffic is not / won't be too bad.
- 7 She asked if I would / will be so kind as to give her a lift.
- 8 What sort of job do you think you will do / will be doing in a few years' time?
- 9 By the time you get back, all the food will have gone / will go.
- 10 The two Prime Ministers are to / shall discuss the current economic crisis.


2 Fill each of the numbered gaps in this passage with one suitable word.


 'Remember that by the terms of the contract you are (1) to leave before midday,' the voice said.


 'Yes. Yes, I know. I was (2) about to pack when you rang.'


 'Midday,' the voice repeated.


 'I know. As I said, I was on the (3) of leaving - packing, then leaving.'

 'That is (4) you want to pay for another week,' the voice continued.

 'No. No, I'll (5) out by twelve,' I stammered.

 'It does say very clearly on your door that all guests are (6) vacate their rooms by midday,' the voice went on, quite unnecessarily, I thought.

 'Look. I've told you,' I shouted, 'I'll have (7) before the clock strikes twelve! I'm (8) in less than fifteen minutes. The flies, ants and cockroaches will soon (9) partying in a punctually vacated apartment. Have no fear.'

 'Kindly remember that the new occupants (10) in at...!'

 'I know! Midday!' I screamed, and threw down the phone.

3 Fill each of the gaps in the following sentences with a suitable word or phrase.

Example: I was just about to have a cup of coffee when Sue called.

- 1 He was on resigning when the news of his promotion came through.
- 2 Our builder told me he best to get the materials as soon as he could.
- 3 I think we'd better leave as soon the bill.
- 4 If that little boy carries on like that, he accident before long.
- 5 By the time I qualify, I law for six years.
- 6 Our company is over by a multinational.

4 In most lines in the following text, there is one unnecessary word. It is either grammatically incorrect or it does not fit in with the sense of the text. Write the extra word in the space on the right. If there is no unnecessary word, put a tick (✓). The first two have been done for you.

- | | | |
|----|---|------------|
| 0 | Despite all the lessons we have learned from history, | ✓ |
| 00 | it is difficult to conceive what people will be likely to be doing | will |
| 1 | a hundred years from now on. During the last century, so many | ..... |
| 2 | changes took place that any idea as to what new invention is | ..... |
| 3 | about now to become an integral part of our lives has become | ..... |
| 4 | a guessing game. For a start, in ten year's time zone | ..... |
| 5 | today's innovations will probably have become out of the date. | ..... |
| 6 | There is little doubt that many of our habitual, taken-for-granted | ..... |
| 7 | activities such as shopping will have been disappeared by | ..... |
| 8 | the year 2100, largely due course to computerisation. But what | ..... |
| 9 | we don't know is how this will affect personal relationships. | ..... |
| 10 | Here, it is very difficult to see what the future holds in the store. | ..... |
| 11 | The time may well be fast and approaching when people only | ..... |
| 12 | communicate via computers and mobile phones. But what will | ..... |
| 13 | they do when they will need a friendly shoulder to cry on when | ..... |
| 14 | feeling low? We will find out in the not too distant future. | ..... |

Diagnostic test 4

The future (1)

Write the correct form of the verb in brackets to complete the sentences. Use one of these structures: *will, shall, be going to, will be + -ing, will have + past participle, will have + been + -ing, present continuous or present simple.*

Example

'Have you booked a holiday yet for this year?'
'Yes, we *are taking* (take) a cruise around the Caribbean in November.'

- 1 I've taken the 10.40 to Bristol every Friday for three years and it's always half empty. Believe me, you (find) a seat.
- 2 My father's approaching retirement age, so he (probably/sell) the business next year.
- 3 Going by all of the recent polls, the social democrats (win) next week's election by a huge majority.
- 4 Look at those black clouds. It (rain) this afternoon.
- 5 I'm going on holiday tomorrow. This time next Tuesday afternoon I (ski) down a mountain!
- 6 At our next wedding anniversary we (be/married) for twenty-five years.
- 7 'You speak very good Chinese.' 'Thank you. It's not surprising; I (live) in Beijing for eight years next month.'
- 8 Sit down and watch the TV; I (just/finish) this letter quickly before I join you.
- 9 Your driving test is next Tuesday, so (we/have) a two-hour session on Monday?
- 10 'Have your parents decided whether you can come to the festival next weekend?' 'Not yet, but they can't stop me. I (come) with you.'
- 11 I've won the jackpot on the lottery and I (spend) it all straight away!
- 12 I've just been to the council meeting. It looks like they (build) a new shopping centre in town.
- 13 I've just heard a rumour that your favourite jazz singer (come) to give a concert in our village!
- 14 'Have you looked at the new financial report yet?' 'No, but I (stay) at home this evening so I can study it then.'
- 15 The takeover is going ahead, I'm afraid, so we (make) some redundancies in the New Year.
- 16 Erm, I don't want to be rude, but (you/stay) with us for long when you come over to Britain?
- 17 The plane (take off) at 10.45, so we had better check in by 8.45.
- 18 Sunrise (be) at 6.40 a.m. tomorrow.
- 19 Mr Fellows (play) golf tomorrow afternoon, as usual, so you can catch him on the golf course.
- 20 The decorator won't finish the work until you (pay) him what you owe.

Diagnostic test 5

The future (2)

Choose the correct word or phrase (a-c) to complete the sentences.

Example

Shh! You b disturb your mother.
a are due to b are not to c are to

- 1 The Mayor of Paris attend the service tomorrow before leaving the city.
a is about to b is to
c is on the point of
- 2 These pills are with any other medicine.
a not to be taken b not take
c due to be taken
- 3 The timetable be published on 1st May.
a is due to b is about to
c is on the point of
- 4 Hurry! Run! The train's just leave without us!
a to b due to c about to
- 5 Because of the erosion of their habitats, some species are extinction.
a about to b on the verge of
c likely to
- 6 He's very to accept the position as we can't match his current salary.
a unlikely b likely c sure
- 7 We promote trainees within two to three years of qualifying.
a are about to b expect to
c anticipate to
- 8 'I'm sorry about spilling wine on your dress last week.' 'Don't worry. I take it to the cleaner's anyway.'
a was going to b would c was to
- 9 As he raised his arm she realised that he strike her again.
a was due to b was to
c was about to
- 10 I'm really sorry. We to stop at a service station and phone you, but we didn't want to waste any more time.
a were due to b were going to
c were to

Now choose two correct answers (a-c) to complete the sentences.

Example

Everyone was getting impatient. The trial of the century a, c start in two minutes.
a would to b was to c was due to

- 11 Crash investigators release their findings to the press later today.
a are about to b are due to c are to
- 12 The exam starts at three. arrive at the hall at least five minutes before the start.
a Be sure to b You are to
c Be bound to
- 13 Hurry up. The tour group is If you don't come now, they'll go without us!
a to leave b about to leave
c on the point of leaving
- 14 Do you believe we are a really exciting breakthrough here?
a on the point of b forthcoming
c on the verge of
- 15 Standing underneath the stricken building, no one seemed aware of the danger.
a impending b imminent c bound
- 16 'Do you think the judges will like my entry?' 'Of course. They're to like it!
a sure b bound c unlikely
- 17 We one hundred per cent customer satisfaction with this new vacuum cleaner!
a hope b guarantee c anticipate
- 18 The society expand its membership by twenty per cent in the next year.
a hopes to b may c envisages *prever*
- 19 Look, I didn't put the rubbish out this morning because I thought you do it!
a were going to b would c were to
- 20 The new department store on 2nd January, but the explosion prevented this.
a was to open b would open
c was to have opened

Animals

1 Put each of the following phrases in its correct place in the sentences.

dog's life	dog-collar	wolf in sheep's clothing
(bookworm)	wolf-whistles	wild-goose chase
underdog	puppy fat	stag party

- He's always reading. He'll read anything. He's a real _____.
- He's a very informal priest. He rarely wears a _____.
- Little Johnnie's parents were worried that he was very big, but the doctor told them not to worry as it was only _____.
- He was elected President as a man of peace and moderation, but when he began a reign of terror, people realised he was a _____.
- Some girls appreciate _____ but others are embarrassed by them.
- It's hard work – not much money, no time to enjoy yourself. It's a _____.
- 'Sorry I can't invite you, Mary,' said Peter, 'but it's a _____.'
- Most people want the weaker side to win for a change. It's human nature to support the _____.
- I went all over the place trying to get what I wanted but I had no success at all. It was a _____.

2 Instructions as above.

fly on the wall	dog-eared	frog in my throat
guinea pig	pigeon-holes	bird's-eye-view
cat's eyes		

- After a book has been used a lot, it tends to get a bit _____.
- I'd love to be a _____ when the American and Russian leaders meet for a private talk.
- From that mountain you'll get a _____ of the town and lake.
- Down the middle of the road, reflecting the cars' headlights, are the _____.
- I was once a _____ in a medical experiment to test a new drug.
- Can I have a glass of water? I've got a _____.
- In offices and hotels, letters are often placed in little, open-ended compartments called _____ labelled with the letters of the alphabet.

3 Use each of the following animals as a verb by putting it in a suitable form in its correct space in the sentences below.

fox	monkey	worm	hound
dog	ram	duck	badger

- The thief in the stolen car refused to stop so the police were forced to _____ it with their own car.
- This machine is complicated and dangerous so don't _____ about with it.
- The children _____ their father to buy them a dog until he finally gave in and did so.
- He complained that because of his political beliefs he had been _____ by the press.
- To avoid being seen he _____ down behind the hedge.
- He tried to avoid telling me but after half an hour I managed to _____ the truth out of him.
- He managed to _____ his pursuers by changing cars three times and then escaping in disguise.
- All through her life she was _____ by misfortune.

Diagnostic test 15

Dependent prepositions

Thirteen of these sentences contain mistakes. Tick (✓) the correct sentences, then find and correct the mistakes.

Example

The primary purpose of the police is to protect people ~~of~~ criminals. *from*

- 1 The supervisor said I shouldn't have shouted at the client so I had to apologise to.
- 2 I never really know whether I should insist on sit at the top table or not.
- 3 The waiter was quite amazed at our eating everything so quickly.
- 4 All my friends agree to the government's new policy on third world debt.
- 5 Sylvia was astonished at that her boyfriend had behaved so atrociously.
- 6 You know I'm really not that interested in if he's coming with us or not.
- 7 David's quarrelled his wife over selling the house.
- 8 Please make an effort. The children are really depending on you their party costumes.
- 9 Can you tell us if the minister has stopped the by-pass from going ahead?
- 10 I blame my parents for my bad habits.
- 11 The old persons' home will provide Sam for a room.
- 12 Don't worry, the guide's going to fully-explain me all the details.
- 13 He succeeded in winning the first round but I'm afraid he didn't have any success in beating his second opponent.
- 14 The auditors initially issued a demand for full repayment but then changed their minds and simply demanded for a token contribution.
- 15 Lack of nutrients caused serious damage to growing.
- 16 Wendy's sarcastic comments made me curious about her motives.
- 17 We were absolutely furious by their outrageous prices.
- 18 I don't mind driving but I'm really scared by flying.
- 19 I'd prefer somewhere else; I'm not too keen on Thai food.
- 20 Apparently Donna's angry with her boss; he's given her the late shift yet again.

Vocabulary

SECTION 4

Dependent prepositions and prepositional phrases

1 VERB + PREPOSITION

As well as verbs of movement and place followed by prepositional phrases (see Section 3), we can use verb + preposition combinations. These are a form of phrasal verb (see Unit 8 Section 6):

The film consists of nothing but car chases.

Given the choice, I'll always opt for the cash prize.

- Sometimes, the verb and preposition are separated by an object.

He played off one side against the other and lost.

They subjected him to fierce interrogation.

It is primarily its greater size which distinguishes the raven from the common crow.

- Very often, verbs with related meanings are followed by the same preposition. Here is an example of such a group:
ask for appeal for hope for long for yearn for
- However, some verbs with similar meanings have different prepositions:
accuse someone of blame someone for

1 Fill these gaps with a suitable preposition.

- a Few men escaped / emerged / ran away / vanished the prison cells.
b I'd like to swap / exchange / substitute / trade this computer a more recent model.

2 ADJECTIVE + PREPOSITION

Some adjectives are commonly followed by collocating prepositions. Adjectives with related meanings are often followed by the same preposition:
similar to related to characteristic of typical of responsible for sorry for fraught with riddled with deficient in lacking in upset about annoyed about

2 Choose the most suitable preposition to complete these sentences.

- a His music is reminiscent that of Hendrix.
b This song is illustrative his particular style.

3 NOUN + PREPOSITION

Some nouns are commonly followed by collocating prepositions:

a prelude to a sequel to a taste for a craving for an attack on a relationship with insurance against a safeguard against an extract from

3 Choose the most suitable preposition to complete these sentences.

- a We eventually gained access his computer files.
b I've just had a blazing row my line manager.

4 PREPOSITIONAL PHRASES

Prepositional phrases usually begin with a preposition which may not be connected with the preceding noun, verb or adjective:

I arrived at the checkout out of breath.

I find his arrogance beyond belief.

Their luggage arrived in advance.

Please go to Gate 11 without delay.

4 Choose the most suitable preposition to complete these sentences.

- a The driver of the van was found to be fault.
b Some people appear to be the mistaken impression that Scotland is part of England.

Practice

6 Link the openings of the sentences (1–10) with their endings on the right (a–j).

Example: 0

- | | |
|---|-------------------------------------|
| (0) I think you should apologise) | a with danger. |
| 1 Homesick, he yearned | b in adequately trained staff. |
| 2 The match organisers appealed | c from bad. |
| 3 He eventually opted | d to endless bullying as a child. |
| 4 We are alarmingly deficient | e of telling lies. |
| 5 I just think the whole situation is fraught | f for Oxford rather than Cambridge. |
| 6 I'm afraid this is typical | g of such boys. |
| 7 The boy was accused | h for calm on the terraces. |
| 8 Some people cannot distinguish good | i for his friends and family. |
| 9 I'm really getting a taste | j for this type of exercise. |
| 10 He was subjected | (k for your behaviour last night.) |

Match each group of verbs (1–10) with one of these dependent prepositions. Each preposition matches with two groups.

about against in over of

- | | | |
|-------------|-----------|-----------|
| 1 boast | 2 care | 3 delight |
| brag | bother | revel |
| rave | forget | succeed |
| protest | brood | exult |
| enthuse | dream | bask |
| 4 advise | 5 result | 6 rule |
| warn | culminate | prevail |
| argue | end | preside |
| protest | terminate | triumph |
| demonstrate | persist | win |
| 7 battle | 8 cheat | |
| compete | strip | |
| plot | rid | |
| campaign | deprive | |
| win | starve | |
| 9 suspect | 10 argue | |
| convince | quarrel | |
| convict | fall out | |
| accuse | haggle | |
| acquit | squabble | |



Which two of the groups above (1–10) are commonly used in either the passive or with an object?

Fill each of the blanks with a suitable adjective from the list.

devoid prone incumbent impervious conducive
inherent intent reminiscent inclined conversant

- I feel it is upon me, as director, to inform you of the company's financial difficulties.
- My mother used to be to sudden fainting fits for no apparent reason.
- The animals seemed on causing as much damage as possible.
- My sister appears of even the most basic common sense sometimes.
- My attempts at drawing are of those of an angry child.
- I am more and more towards the idea of retiring early.
- There is a fundamental flaw in what you propose and so it won't work.
- You seem to be to any criticism.
- I don't think the current climate is to much investment.
- I'm not fully with the rules of basketball.

Use a suitable word to complete prepositional phrases in these sentences.

- I think that all likelihood this car's had it.
- an extraordinary coincidence, we bumped into each other again in Patras.
- You must get that application off delay.
- Their recording of the late Beethoven quartets is really something of the ordinary.
- Do you realise that the new legislation you could be arrested for doing that?
- Let's not discuss pay differentials again, at least not the time being.
- The media seem to have blown the whole story up of all proportion.
- I reckon George was the verge of tears when he realised his job was the line.
- This film was produced collaboration the Arts Council.
- They've forgotten to include my name again: it's a case of of sight, of mind.

Fill each of the numbered gaps with one suitable word.

Most places in Africa are far cheaper to get (1) than packaged tour agents would have you believe. Neither should you listen to your mother, who will tell you that such trips are fraught (2) all sorts of dangers. The hardest part is simply making the decision to go. But if you've a taste (3) adventure, it really is surprisingly easy and will turn (4) to be one of the best experiences you've ever had. Remember that wherever there are people, there will be food, shelter and transport, no matter how primitive, and the further (5) the beaten track you go generally the more interesting it becomes. If (6) all possible, avoid making hard and fast plans or having rigid deadlines. Instead, be open to suggestions (7) other travellers (8) which route to take and if they advise you (9) a particular course of action, you would be wise to follow that advice. Transport rarely runs (10) schedule or (11) a manner that you're familiar (12) and if you expect it (13), you'll drive yourself (14) distraction. In many parts of Africa it's virtually impossible (15) predict anything.

7

Renewed prospect
..... peace at
UN talks

8

PALACE ISSUES
APOLOGY
MISLEADING
STATEMENT

9

LITTLE HOPE
SURVIVORS IN
AVALANCHE HORROR

10

Ministers question
effect violence
in Hollywood films

11

SEQUEL
'TITANIC' BOMBS
AT BOX OFFICE

12

CONGRESSMAN
QUESTIONED OVER
RELATIONSHIP
BIG BUSINESS

13

PM GIVES JOB
DRUGS TSAR TO EX
POLICE CHIEF

14

NEW WONDER DRUG
REDUCES CRAVING
..... NICOTINE

15

Travel companies fail
to provide insurance
..... airport delays

16

NEW WAY
FILING TAX RETURNS
PROVOKES ANGER
IN CITY

17

WHAT'S THE MATTER
..... OUR TEAMS? ASK
SOCCER SUPREMOS

18

Government deny
belief quick
fix solutions

19

TASK CLEANING
UP BEACHES GIVEN TO
VOLUNTEERS

20

BANK ANNOUNCES
SHOCK INCREASE
..... INFLATION
FIGURES

15

171

3 15.2

Some of these sentences contain grammatical mistakes. Tick (✓) the correct sentences, then find and correct the mistakes.

- 0 He was accused by fraud of the newspapers.
..... *He was accused of fraud by the newspapers.*
- 1 The firing squad aimed at the condemned man their rifles.
.....
- 2 Our accountant provided us with the end of year accounts.
.....
- 3 The brilliant architect presented us to her imaginative proposals.
.....
- 4 My uncle blames on his hearing problems old age.
.....
- 5 The Prime Minister disagreed with the cabinet over the new welfare scheme.
.....
- 6 Do you agree about her with the corporate sponsorship deal?
.....
- 7 The crippled patient was cured of the doctor's radical new treatment of arthritis.
.....
- 8 Why won't you even discuss her with it?
.....
- 9 The plane was saved from disaster by the quick thinking of the crew members.
.....
- 10 Gerald was accused of the court by lying under oath.
.....

4 15.3

Complete the newspaper headlines with appropriate prepositions.

1 **SOAP STAR GIVES
NO REASON
DIVORCE**

2 **Scientists predict
success battle
against cancer**

3 **Fear
sunburn keeps
children indoors**

4 **MINISTRY ANNOUNCE
SOLUTION TRAFFIC
JAM NIGHTMARES**

5 **POSSIBILITY
MANNED JOURNEY
TO SATURN SAY NASA**

6 **FILM STAR DENIES
ATTACK
PHOTOGRAPHER**

Unit nine

Vocabulary

SECTION 6

Groups of and parts of

1 DIFFERENT WAYS OF DESCRIBING GROUPS

We can link many different words using *of* + uncountable and plural nouns to indicate quantity and other categories of meaning:

Category	Example
a large amount	<i>a mountain of work,</i> <i>a pile of washing</i>
a small amount	<i>a spot of rain, a pinch of salt</i>
a part	<i>a portion of chicken,</i> <i>a segment of orange</i>
a fixed shape	<i>a ball of wool,</i> <i>a stick of dynamite</i>
an amount of liquid	<i>a drop of milk, a pool of blood</i>
speed of movement	<i>a jet of water, a gush of blood</i>
a group	<i>a flock of sheep,</i> <i>a gang of youths</i>
a container	<i>a bottle of beer,</i> <i>a packet of cigarettes</i>
an example or part of an uncountable noun	<i>an article of clothing,</i> <i>an item of news</i>

1 Add these examples to the appropriate category above. More than one category may be possible.

- | | |
|------------------------------|---------------------|
| a a piece of cloth | e a gust of wind |
| b a piece of information | f a strip of land |
| c a section of the newspaper | g a slice of bread |
| d a family of mice | h a heap of rubbish |

2 INFORMAL PHRASES

We use informal vocabulary in a variety of common phrases. The use of the plural is also usually informal:
a blob of glue a bit of land a heap of papers
piles of homework stacks of replies
mountains of washing loads of time

3 COMMON PHRASES AND COLLOCATION

Some examples depend on collocation:

They couldn't find a shred of evidence to support their claim.

At last there's a ray of hope.

There wasn't a speck of dust to be seen.
He was greeted with a torrent of abuse.
Her enquiries were met with a wall of silence.
Their offer of help was my only crumb of comfort.
I had a real stroke of luck the other day.
I think I've got a touch of flu.
The plane exploded in a ball of flames.

2 Add these words to the appropriate gaps below.

- knob pinch dash
- a Just add a of butter and a of lemon juice.
- b I think we should take that story with a of salt.

Practice

1 Add one of the following nouns to complete these sentences.

chips rain thugs ^{criminal} milk sunshine evidence

- He was attacked by a gang of
- Would you like a portion of
- I'm sure I just felt a spot of
- You haven't got a shred of ~~evidence~~ have you?
- Would you like a drop of
- My grandson's a real little ray of

2 In the following groups, there is one noun that we cannot use in the phrase, either for reasons of meaning or collocation. Underline the one that doesn't fit.

- | | | | |
|----------------------|--------------|--------------------|-----------|
| 1 a torrent of water | abuse | 6 a touch of frost | salt |
| | questions | | flu |
| | snow | | irony |
| 2 a pool of | water | 7 a ray of | sunshine |
| | spilt milk | | hope |
| | blood | | paper |
| | strawberries | | light |
| 3 a bunch of | flowers | 8 a flock of | birds |
| | people | | sheep |
| | bread | | tourists |
| | bananas | | grass |
| 4 a trace of | irony | 9 a gang of | hooligans |
| | blood | | thieves |
| | smoke | | actors |
| | children | | kids |
| 5 a lump of | coal | 10 a point of | honour |
| | ideas | | question |
| | sugar | | order |
| | meat | | light |

4 Fill each of the numbered gaps with one of the nouns listed. Each noun can be used once only.

stroke stream amount shock drop trace stack torrent touch dash

Danny had a (1) of red hair at the time and was at an age when a (2) of questions was the order of the day. I was tired of the (3) of answers I had been required to give all day and had anyway been suffering from a (4) of flu. I decided that a (5) of brandy with a (6) of lemon might just help my mental and physical condition. I worked my way through the (7) of empty bottles left in the kitchen after last night's party and by a (8) of luck found one with a tiny (9) of the contents still remaining. I took a sip and felt much better. As I was tucking Danny into bed he asked, naturally without a (10) of irony: 'Why are you wearing Daddy's perfume, Mummy?'

4 Underline the word a, b, c or d, that best completes each sentence.

- Even the tiniest of dust can damage delicate electrical equipment.
a piece b portion c shred d speck
- Lawyers claim that there isn't a of evidence that would stand up to examination.
a touch b tuft c shred d segment
- This particular species had of hair behind the ears.
a tufts b groups c morsels d pieces
- A constant of traffic made its way past the building.
a jet b dribble c gush d stream
- News of the stock market crash caused a of panic among financial traders in the city.
a wave b piece c clump d column
- The plane crashed in a of fire.
a pile b spurt c mass d ball
- I'm afraid I've completely lost the of the argument.
a stream b trace c thread d idea
- You need to mix equal of oil and lemon juice. *amounts*
a segments b portions c piles d pools
- Do you want to open another of orange juice?
a packet b sack c cask d carton
- A piece of paper was caught by a of wind.
a blow b spurt c gust d wave

5 Think of one word only which can be used appropriately in all three sentences.

Example: A of sunshine came through the stained glass window.
The escape plan gave the prisoners some of hope.
There was a dim of light coming from the open door.
ray

CPE

- A of armoured cars was occupying the inside lane of the motorway.
On the horizon I could see a of smoke rising into the air.
He added up a long of figures rapidly in his head.
- He's a dull person: not exactly a of fire I'm afraid.
A of flames burst out of the burning roof.
Would you mind passing me that of wool?
- The police found a of blood on his jacket.
He spoke without a of bitterness in his voice.
The ghost then vanished without , or so they claimed.
- He handed her an enormous of flowers as a thank-you present.
I wish you'd all stop standing there like a of idiots!
The caretaker carried a large of keys wherever he went.
- I seem to be having a of bother with my car at the moment.
I think I felt a of rain.
How about a of lunch?
- Jo felt a sudden of nausea.
A of anger swept over the crowd.
With a of his hand, he was gone.



39 Giving definitions (continued)

Student B

A Student A is going to read out fifteen definitions. As you listen, try to work out which words are being defined. Choose your answers from the following. (Only 15 of the words will be used!)

NOUNS: affray, itinerary, predicament, profusion, replica, rostrum, travesty

VERBS: crave, dawdle, elope, loot, recuperate, trudge

ADJECTIVES: articulate, extinct, frivolous, gregarious, inaccessible, thrifty, vulnerable

Now read out the following definitions to Student A. See if he/she can guess the right answer. If not, tell him/her what the word is. Give one point for each correct answer. You can read out the definitions in any order.

Which (noun/verb/adjective) means...?

NOUNS	VERBS	ADJECTIVES
1 A short piece of writing on the stone over someone's grave. (epitaph)	1 To examine or look at something closely. (scrutinize)	1 Famous or well-known for something bad. (notorious) <i>infamed</i>
2 Feeling of hatred, especially when you cannot forgive someone. (rancour)	2 To listen secretly to other people's conversations. (eavesdrop)	2 (of a decision) That everyone agrees with. (unanimous) <i>unanimous</i>
3 Enthusiastic applause; loud clapping. (ovation)	3 To steal small amounts of things or things that are not worth much, especially from the place where you work. (pilfer)	3 Being able to use both hands equally well. (ambidextrous)
4 Smuggled goods. (contraband)	4 (of animals) To sleep for the whole winter. (hibernate)	4 No longer useful because something newer or better has been invented. (obsolete)
5 An unfortunate or unlucky accident. (mishap)	5 To attack someone from a place where you have been hiding. (ambush)	5 Rough, noisy and energetic. (boisterous)

When you have finished, add up the points and compare scores to see who won.

39 Giving definitions (continued)

Student B

B Try to explain the following words to Student A. For number 1, for example, say: *It's a noun. It means...*

- | | |
|------------------|----------------------|
| 1 affray (n) | 6 ambidextrous (adj) |
| 2 dawdle (vb) | 7 predicament (n) |
| 3 extinct (adj) | 8 thrifty (adj) |
| 4 epitaph (n) | 9 ambush (vb) |
| 5 eavesdrop (vb) | 10 notorious (adj) |

Now try to find what these words are. Ask Student A: *What's number 2?*

1		T					R	
2		O						
3		T					T	
4		V					N	
5		I				N		
6		B						E
7		N					B	
8				S				S
9				L				
10				H				

39 Giving definitions (continued)

C Fill in the missing words in the following sentences. To help you, the first letter of each word is given.

- 1 The e_____ on the musician's tomb read: 'Well, I've played everything but the harp!'
- 2 If you d_____ like that we'll miss our train. So hurry up!
- 3 When manufacturers brought out a new computer chip and operating system, it made my old PC practically o_____ overnight.
- 4 During the earthquake in San Francisco, many shops were l_____.
- 5 I love travelling by bus because it gives me the chance to e_____ on people's conversations – especially those sitting behind me.
- 6 Before our New Zealand trip, my wife and I spent hours planning our i_____.
- 7 Children, especially boys, are often very b_____ when they play.
- 8 He s_____ the document very carefully before declaring it a fake.
- 9 My uncle has gone to North Wales to r_____ after his illness.
- 10 Two men were arrested in the a_____ outside the nightclub.
- 11 My cousin is a _____ and can write equally well with his right or left hand.
- 12 To be a news presenter, you have to be a _____.
- 13 The speaker was so short that even when she stood on the r_____ she could barely be seen.
- 14 The giant panda is in danger of becoming e_____ unless we do more to protect the ones that are left.
- 15 Al Capone was a n_____ gangster.
- 16 Bears usually h_____ during the winter.
- 17 The orchestra and conductor got a standing o_____ on the Last Night of the Proms.
- 18 I sometimes c_____ something sweet to eat – ice-cream, chocolates – it doesn't really matter what as long as it's sweet.
- 19 This model is an exact r_____ of the Empire State Building.
- 20 When they voted, the decision to sell the company was unanimous. In other words, everyone agreed.

For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the words given. The words must not be altered in any way.

- 0 She finds spiders very frightening.
scared *She is very scared of spiders.*
- 1 Isaac was getting more and more frustrated by his lack of progress.
fed up
- 2 They say the terrorists carried out the atrocities.
responsible
- 3 My students find our film and photography course interesting.
interested
- 4 The public rarely feels sympathy towards politicians caught behaving badly.
sorry
- 5 We found the quality of her singing voice quite astonishing.
astonished
- 6 I don't think he likes spicy food very much.
fond
- 7 Excessive consumption of fried food can have a bad effect on the arteries.
harmful
- 8 I'm afraid I haven't got much change at the moment.
short
- 9 Our neighbour treats her cats remarkably well.
good
- 10 He owes his fame to his performance in *Othello* at the National Theatre.
famous
- 11 I have every confidence in his abilities.
sure
- 12 Thank you for your swift response to my enquiry.
grateful
- 13 My two brothers are not at all like me.
different
- 14 The new legislation covers deregulation of the airline industry.
concerned
- 15 I would love to know how the magician did his tricks.
curious
- 16 My colleague really likes all these new electronic gadgets.
keen
- 17 The daily swim seems to be beneficial to his health.
good
- 18 The research team is working on a brand new project.
engaged
- 19 Unfortunately we don't really expect them to reach the final round.
hopeful
- 20 Inspector Morse believes the blind man committed the murder.
guilty

Complete the crossword using the missing words from these sentences.

CLUES ACROSS

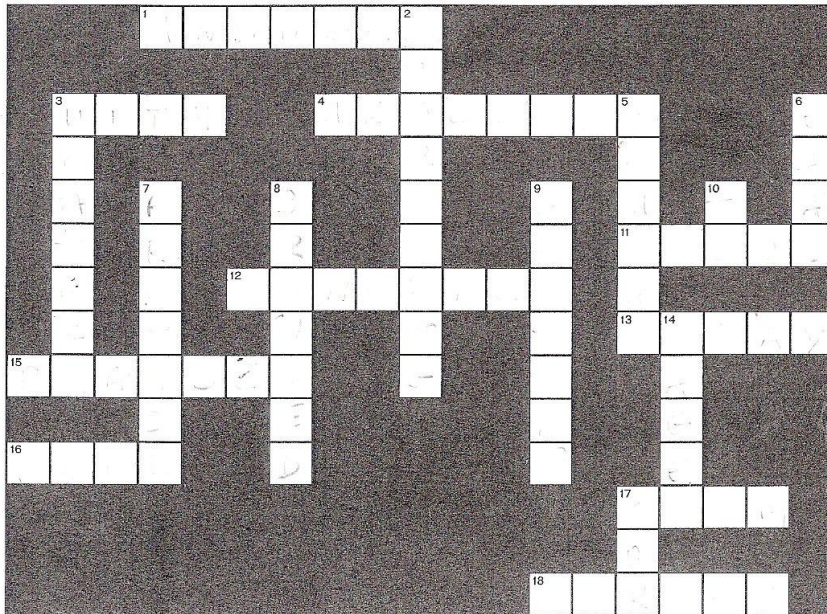
- 1 My client will be able to give to your queries at this afternoon's press conference.
- 3 I was furious the teachers for allowing such bullying to carry on unchecked.
- 4 Since the stroke Lucy has on her children for all her basic needs.
- 11 The class had a stimulating discussion the refugee crisis.
- 12 I feel my main job will be to the board of the need for substantial investment.
- 13 We regret to announce that this evening's flight will be subject to a of fifty minutes.

- 15 The committee her for the high standard of her application.
- 16 We try to products for the more discerning customer.
- 17 Our paper is made 100 per cent recycled pulp.
- 18 We felt that such a rude response was not of a person in his privileged position.

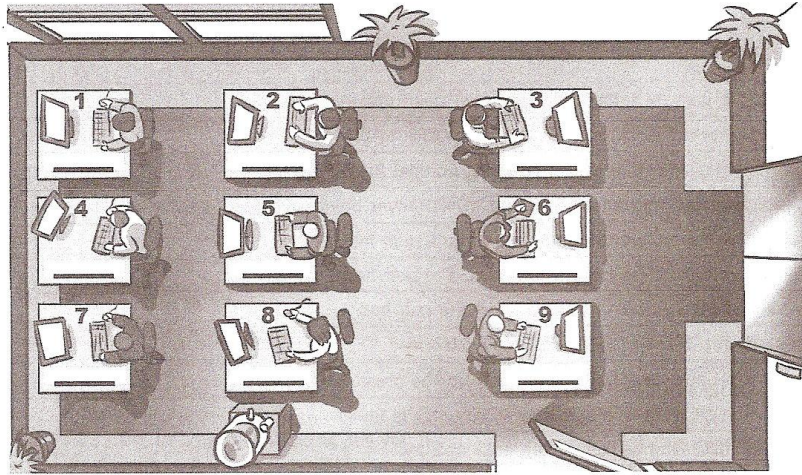
- 6 The manager insisted we leave immediately.
- 7 The trust is going to him with a substantial annual income.
- 8 The beach was with happy holidaymakers enjoying the sunshine.
- 9 I look forward to the new sales manager next month.
- 10 Findler and Outhwaite have agreed represent us at the pre-trial hearing.
- 14 We crowded around the telephone as we were all for news of my father's progress.
- 17 I blame the government not recognising the problem soon enough.

CLUES DOWN

- 2 There will be no problem you with all the spare parts you require.
- 3 I really can't worry about he has personal problems or not.
- 5 The National Health Service seems unable to cope with the increasing for high-tech procedures.



Who sits where?



Compound Character Adjectives

- hard-working
- fun-loving
- single-minded
- self-sufficient
- thick-skinned
- stand-offish
- career-orientated
- level-headed
- absent-minded

Office Workers

- Mrs Johnson
- Ms Farina
- Mr Bradley
- Mrs Hunt
- Mr Ibbs
- Miss Jones
- Mr Beaumont
- Ms Marlow
- Miss Drew



Student A

- The person who can take criticism is next to the door. (*Start with this one*)
- Miss Drew sits next to a window.
- Miss Jones is **level-headed**.
- The **hard-working** person has a desk nearer the window than Mr Beaumont.
- The **absent-minded** person is next to the person who thinks their job and work are the most important things.
- The central desk belongs to the person who likes to have a good time.
- The person who is generally determined and focused person is in a corner.
- The **career-orientated** person is between the forgetful person and Mr Ibbs.
- Ms Marlow and Ms Farina are next to each other.
- The person next to the water-cooler isn't very friendly.



Student B

- The person who doesn't panic has a desk nearer the window than Mr Bradley.
- Ms Marlow is forgetful.
- The **single-minded** person is next to the **self-sufficient** person.
- The person who works 12 hours a day has a desk behind Miss Jones.
- Mr Beaumont is further from the window than Miss Drew.
- Ms Farina is opposite the lift.
- The **thick-skinned** person is Mr Ibbs.
- Mrs Johnson is in front of Mrs Hunt.
- The **fun-loving** person is behind Mr Bradley.
- The **stand-offish** person is Mrs Hunt.

traffic

heavy

dire

new

bone

dry

razor

deal

asleep

tired

bottom

end

sharp

clear

rough

need

noise

dead

thin

dog

Stone

paper

thin

blind

cheap

wide

straight

dirt

devotion

All-out

crystal

naked

air

pitch

daylight

awake

fast

loud

order

war

broad

tall

dead

stark

rock

dark

bitter

brand

Collocations (key)

brand	new	dead	straight
bone	dry	Stone	dead
rough	deal	All-out	war
rock	bottom	tall	order
bitter	end	blind	devotion
loud	noise	thin	air
dire	need	paper	thin
dog	tired	dirt	cheap
razor	sharp	pitch	dark
wide	awake	crystal	clear
stark	naked	broad	daylight
heavy	traffic	fast	asleep

SECTION 6

Collocation: an introduction

1 WHAT IS COLLOCATION?

We say that words that occur together frequently 'collocate'. Words that don't collocate almost never occur together. If we try, they sound unnatural and wrong:

✗ *Time speeds/travels/rides/moves.* (= they don't collocate)

✓ *Time flies/goes by/wears on/passes.* (= they collocate)

- There are no rules or logical explanations for why some words collocate and others don't. For example, we can talk about *an academic year* but not *a studying year*. Discussions can be *productive* or *fruitful* but not *proliferate*.

1 Choose which of the words, a or b, collocate in these sentences.

- The peace agreement is under threat again.
a fragile b weak
- After the accident, she frequently suffered bouts of blurred
a sight b vision

2 GRAMMATICAL FORMS

- adverb + adjective: *I'm hopelessly addicted to coffee.*
- adjective + noun: *I remember my formative years.*
- noun + noun: *The government have just unveiled their policy review.*
- verb + noun: *We will honour our pledge to reduce unemployment.*
- dependent preposition: *Personally, I think they should be ashamed of themselves.*
- part of a longer phrase: *It's always interesting to delve into the past.*

2 Match these examples with the grammatical forms listed above:

- People were **genuinely moved** by the pictures of the rescued child.
- Paul is such an introvert: a real **contrast to** his brother.
- I would **question the wisdom of** such an approach.
- Clearing out that room was **backbreaking work**.
- She's a real **breath of fresh air**.
- I'm fed up with the endless **road works** on the Botley Road.

3 FIXED AND OPEN COLLOCATIONS

Some collocations are fixed phrases which cannot usually be changed:

I'll be back in a flash.

My boss usually arrives at eight o'clock on the dot.

The children arrived safe and sound.

- Some words have a very limited number of collocates. We call these 'strong collocations'. They are often highly idiomatic:
She's stark raving mad.
The outbreak of violence served as a stark reminder of how fragile the peace was.
He came to the door stark naked.
You're bone idle.
This soil is bone dry.
- Other words have a larger number of possible collocates. We call these 'weak' collocations. They are more common than 'strong' collocations:
accumulate/acquire/amass/come into/flaunt your/inherit wealth
abandon/be involved in/dabble in/enter/go into/engage in/politics
prices dropped/fell/plummeted/slumped/fluctuated/remained steady/rose/shot up/soared/spiralled/went through the roof
- Some collocations can be changed by using different grammatical forms or adding other words:
You're/We're in danger of pricing yourself/ourselves out of the (property) market.
She's been gaining (an awful lot of) weight recently.
to purify water/a water purifying gadget/water purification
- However some collocations cannot make these changes without sounding very unnatural:
a tidal wave/the wave was tidal
They agreed unconditionally./They unconditionally agreed.

3 In the first sentence, only one word can complete the collocation. In the second sentence, there is more than one. Circle the words that can complete the sentences.

- Please arrive in time for the meeting.
a fine b great c best d good
- The police arrived with timing just as the gang were leaving the bank.
a pure b perfect c immaculate d right e exquisite

Practice

1 Decide which word, a or b, collocates in these sentences.

- 1 I agree with everything you said.
a whole-heartedly b unconditionally
- 2 Doesn't time when you're having fun?
a move b fly
- 3 The leaders claimed the meeting had been
a fruitful b prolific
- 4 Everyone got back safe and after the storm.
a soundly b sound
- 5 I think I've weight since I stopped work.
a accumulated b gained
- 6 They're building a new water plant on the coast.
a cleaning b purification
- 7 House prices have dramatically in recent months.
a ascended b soared
- 8 The disgraced former minister has decided to politics altogether.
a desert b abandon

2 The following sentences contain collocations connected with 'time'. Put one of the given words in each of the sentences.

next time-consuming matter surely
twinkling nick immemorial kill
long-standing time

- 1 Let's leave it at that for the being and continue tomorrow.
- 2 Slowly but the band is becoming more and more popular.
- 3 In the of an eye the swindler had vanished, never to return.
- 4 In to no time they had become the best of friends.
- 5 The Whittington family have lived there since time
- 6 I arrived in the of time to prevent a potential disaster.
- 7 I wandered around the city centre to time before my appointment.
- 8 Cooking good French food can be a very job.
- 9 They had a agreement to keep each other fully informed of developments.
- 10 In a of minutes the whole building had been razed to the ground.

3 Think of one word only which can be used appropriately in all three sentences. In this exercise, many of the collocations are connected with 'time'.

CPE

Example: For four years the team won the European Cup. The film contained a joke about the main character's digestive disorder. We'd better hurry because we're a bit late.

running

- 1 My watch is several minutes a day.
The car in second place is on the leader.
I think that the chances of our access to such sensitive information are slim.
- 2 The performance will start on time.
The race was declared a heat.
I was awoken in the of night by a strange noise from outside.
- 3 The winning goal was scored in the seconds of the game.
I've been to meet you for ages.
Throughout the world, many minority languages are in danger of out completely.
- 4 I'm sure such practices were common in the and distant past.
The judge took a view of her excuses.
I'm afraid I have only a recollection of the events.
- 5 Early evening is normally considered viewing time by television bosses.
As a singer, she is at the of her career.
As this is season, I'm afraid flights are difficult to find.
- 6 I think it's important to this meeting for future reference.
Please let me know the she arrives.
The director asked to be kept up to the on any major developments.
- 7 A heated debate has out in the media about corruption in high places.
She comes from a home but has never been worried about only seeing one parent at a time.
I had a night of very sleep and am consequently feeling a bit slow this morning.

46 Phrasal verb maze

Board

Work in pairs. Fill in the missing phrasal verbs in each sentence to get through the maze in twenty moves. (To help you, the first square has already been filled in.) You will end up in one of the boxes in the last row.

START

turn up	look into	go off	call on	call off
look through	take up	blow up	try out	look up
fall out	break out	put up with	take after	take to
bring up	hold up	get over	break away	call for
drop out	come into	take over	bring out	give up
put up	take off	look up to	break down	break up
carry on	fall out	go with	go out	get on
go over	drop off	put off	look down on	get by
hold on	bring back	turn back	turn down	drop out
cut off	look after	pick up	put on	go up

FINISH

46 Phrasal verb maze

Sentences

Fill in the missing phrasal verbs in each sentence to find a way through the maze. To help you, the first square has already been filled in. (The sentences are in the correct order!)

- 1 She was late and didn't **turn up** until 11.30. (*arrive*)
- 2 The boss asked me to _____ the complaints we had received. (*investigate*)
- 3 The soldiers tried to _____ the bridge. (*destroy with explosives*)
- 4 I never buy anything unless I _____ it _____ first. (*test*)
- 5 Because the lead singer was ill, they had to _____ the concert. (*cancel*)
- 6 If you don't know what the word means, then _____ it _____ in a dictionary. (*try to find its meaning*)
- 7 What a lovely baby! Does he _____ you or your husband? (*look like, resemble*)
- 8 I think it's going to take Joanna quite a while to _____ her illness. (*recover from*)
- 9 Two masked men _____ a bank in the centre of Manchester early this morning. They got away with nearly £20,000. (*robbed*)
- 10 When her father dies, Paula will _____ quite a lot of money. (*inherit*)
- 11 There are very few politicians you can _____ these days, aren't there? (*respect and admire*)
- 12 They are planning to _____ a new Internet magazine next month especially for pensioners. (*publish*)
- 13 It's very easy to _____ smoking. I've done it hundreds of times! (*stop*)
- 14 When do British schools _____ for the summer? (*close for the holidays*)
- 15 I _____ really well with my mother-in-law. Better, in fact, than with my own mother. (*have a very good relationship with*)
- 16 Put some more wood on the fire, Paul. We don't want it to _____ yet, do we? (*stop burning*)
- 17 'Does that dress _____ my eyes, do you think?' (*match*)
'Which dress – the red or the blue one?'
- 18 We decided to _____ the meeting until the following week. (*postpone*)
- 19 This is an offer you really can't afford to _____. (*refuse*)
- 20 I really must go on a diet. I've _____ at least three kilos in the past two months. (*gained in weight*)

SECTION 6

Phrasal verbs: meaning of the particles

1 THE MEANING OF PHRASAL VERBS

When we put a verb with a particle to form a phrasal verb, the individual meanings of both the verb and the particle may change. For example, the standard meanings of *own* (= possess) and *up* (= in an upward direction) are changed in this phrasal verb:

Nobody owned up to taking the bag. (= admit guilt)

Very often, however, the verb keeps its standard meaning:

I completely messed up the interview. (= made a mess of)

2 THE MEANINGS OF PARTICLES

The particles also have a range of common meanings in phrasal verbs. Sometimes, the meaning of the particle is obvious:

In an upward direction: *I've dug up these potatoes.*

Position: *The next performer walked on.*

Sometimes, the meaning is less obvious. Some of the most common meanings are listed below. They should be understood very generally. More specific meanings will depend on the verb. There are also a few, highly idiomatic phrasal verbs where the particle does not fit into one of these meanings.

Up

Increasing, improving: *Speed up a bit!*
Things are looking up.

Not decreasing: *Try to keep up.*

Completing, finishing: *It's time to drink up.*
Can you add up the total?

Approaching, appearing: *A man came up to me.*

On

Attaching, holding: *Put it on the shelf.*

Continuing: *Keep on trying.*

1 Match the following examples with the meanings above.

- Painting the walls yellow has brightened the place up a bit.
- Look who's turned up.
- Shut up!
- What are you going on about?

Off

Departure, removal: *Clear off!*
He killed off his rivals.

Separation, ending: *They fenced off the area.*
She broke off the engagement.
You should ease off a bit.
He polished off the rest.

Decreasing:

Completion:

Out

Removing, excluding: *She was thrown out.*
He missed out the best bit.

Into the open: *They searched out the culprit.*

Spit it out!

Producing: *They churned out rubbish.*

Completely, to the end: *Let's stick it out to the end.*

2 Match the following examples with the meanings above.

- They've bricked off the entrance.
- The minister has been pensioned off.
- They've carried out a number of repairs to the car.
- They held out for a 4% pay rise.

Down

Decreasing, reducing: *Turn that noise down!*
That narrows the choice down.

Completely, ending: *The shop has shut down.*

Away

Removal, disposal: *Pack that away.*
It was blown away.

Without stopping: *They talked away for hours.*

3 Match the following examples with the meanings above.

- Wait till it cools down before you touch it.
- Can you tidy your books away?
- They worked away at the problem for weeks.

Back

Returning: *Give that back!*

Not forward: *He hung back a bit.*

In the past: *Think back a few years.*

Over

To a place: *Go over to see him.*

Exchange: *Hand it over.*

Thinking/talking about something: *Mull it over for a while.*

Finished: *This row will soon blow over.*

About/Around

Moving aimlessly: *Lazing about in the sun.*
Stop playing around.

Happen/take action: *How did it come about?*



Match the following examples with the meanings above.

- a That brings back memories.
- b Take some time to think it over.
- c They set about changing the whole system.

Practice

Complete each group of three sentences with one particle.

Example: a I really don't know what you're going about.

- b Let's push : we're starting to fall behind.
- c Everyone was cheering him

- 1 a Some of the runners started to fall as the pace quickened.
 b Can you phone me this morning?
 c Cast your minds to this morning.
- 2 a I'm a bit tied at the moment. Can I call you later?
 b They split after ten years of marriage.
 c A car pulled outside the building.
- 3 a The business has to branch into new areas.
 b He kept trotting the same old excuses.
 c The minister was voted at the election.
- 4 a He was due to appear but cried at the last minute.
 b The protesters were aiming for the town centre but police managed to head them
 c The match was rained
- 5 a We've been waiting for ages with nothing to do.
 b How do you go persuading someone as obstinate as her?
 c Stop standing and get on with it.
- 6 a This constant noise really wears you after a while.
 b It seems that the choices boil to just two possibilities.
 c It's time the police started to crack on this sort of behaviour.
- 7 a They pored the map, trying to find the best route.
 b I'm just going to nip to Jan's to see how he is.
 c Isn't it time we swapped ?
- 8 a Let's move to the next item on the agenda.
 b It's hard work but we'll soldier
 c I wouldn't wish that my worst enemy.

Many phrasal verbs of similar meaning use the same particle. Find the group of two verbs (b-k) that could replace the verb in *italics> in the sentences 1-10 without changing the particle. You will need to put the verbs in a suitable form.*

Example: I don't understand what you're *going on about*. a *rabbiting / drinking*

- | | | |
|---------------------|--------------------|------------------|
| (a rabbit
drone) | b match
measure | c cough
stump |
| d level
fall | e fade
ebb | f howl
hoot |
| g lounge
stand | h shovel
wolf | i chew
mull |
| j hold
fight | k beaver
slog | |

- 1 Sales have *eased* off slightly in the last few months.
- 2 Any attempt at reasoned explanation was simply *shouted* down by the mob.
- 3 The cup final certainly *lived* up to expectations.
- 4 It was a huge plateful but William *ate* it all up.
- 5 He'll complain, but he usually *pays* up in the end.
- 6 The sound of the party *died* away as we drove off.
- 7 She *choked* back her tears as she waved goodbye.
- 8 I'm fed up *hanging* around here with nothing to do.
- 9 She spent ages *pondering* over her next step.
- 10 He kept *working* away at the problem all evening.

Read the text below and decide which word (a, b, c or d) best fits each gap.

One doesn't have to (1) back too far to a time when anyone who wanted to get (2) from it all could disappear into the wilderness to seek their fortune. These days, jet travel has shrunk the world, the remaining wildernesses are fast (3) away, and anyone searching for a fortune sets (4) to enter Business School. But sometimes you can feel it all (5) down on you and you know you have to escape and see the world. You wake up in the morning, you get up and have breakfast if you can afford it, and head (6) for who knows where. And the only thing you know for sure is that you don't know where you'll be that night.

- | | | | |
|--------------|-------------|-----------|------------|
| 1 a drop | b think | c get | d stick |
| 2 a out | b off | c away | d down |
| 3 a slipping | b stripping | c stowing | d sweeping |
| 4 a about | b down | c up | d out |
| 5 a bearing | b boiling | c batten | d break |
| 6 a up | b towards | c back | d off |

Continuous gamble

Decide if the following sentences are correct or incorrect and bet between £1 and £5 in the second column – leave the third column empty.	✓/✗	Bet	£
1 When I was waking up, it was raining heavily.			
2 I wasn't agreeing with anything he said in the meeting.			
3 I've been jogging every day for the last year.			
4 I tell you, life is getting harder every day.			
5 I'm coping with it all my life so I'm used to it.			
6 When people ask me, I tell them I'm loving it.			
7 You need to add some salt, it's tasting really bland.			
8 I'm thinking about telling her but I can't decide.			
9 While I was watching TV, he was cooking in the kitchen.			
10 When I woke up this morning, it had been snowing.			
11 The ferry to the mainland is always leaving at 6.00 am.			
12 I was wondering if you could baby-sit for me this weekend?			
13 You go there by yourself. I'll be working 'til late as usual.			
14 Oh dear! It looks like you've been cutting your finger.			
15 I've been meaning to phone him but I haven't done it yet.			
16 People are wanting a better level of service these days.			
17 This box is containing new state-of-the-art navigational equipment.			
18 I'll have been working here six years tomorrow.			
19 I'm sorry, I'm forgetting my manners. Please, have a seat.			
20 It's raining tomorrow according to the forecast.			
21 I was studying German in Munich when I met Marlene.			
22 I'm finding the course really difficult and I may drop out.			
23 Sorry, I've been completely forgetting your name.			
24 I can't go. I expect I'll be working on Saturday afternoon.			
25 He'll be appearing as Macbeth in the production.			
	Total £		

Practice

1 Tick (✓) the correct sentence, a or b.

Example: Which sentence would be said after one particular meal?

a I've eaten too much. ✓ b I've been eating too much.

1 Which sentence refers to a temporary situation?

a That lamp sits on that table over there.

b You're sitting in my seat. ✓

2 Which activity is probably not completed?

a I've been writing this essay all evening.

b I've written to him asking for an appointment.

3 Which is a gradual process?

a The increase in traffic noise is becoming a real nuisance. ✓

b John becomes President of Oxford Rotary Club in July.

4 Which would you say when you look out of the window early one morning?

a It's been raining. b It was raining.

5 Which is a more certain plan?

a I was thinking of spending the weekend at my sister's.

b I'm planning to spend the weekend at my sister's. ✓

6 You saw a colleague waiting for a bus on your way to work. Which would you say to your other colleagues when you get to the office to explain why she was there?

a She might have gone to see her dentist.

b She might have been going to see her dentist. ✓

2 Match the questions (1-8) with suitable answers (a-h).

1 Why didn't you call?

2 When do you think they'll be here?

3 Why did they look so hot and sweaty?

4 Why couldn't we use the rooms?

5 Why are they so exhausted?

6 Why didn't the students respond?

7 Why were they apprehended?

8 What time are they setting off tomorrow?

a They could be arriving at any moment.

b I think they'd been working out in the gym.

c They must have been doing something wrong.

d I was going to, but I clean forgot.

e They weren't listening.

f Well, they hope to have been driving for five hours by lunchtime.

g They were being cleaned.

h They've been working all day up in the attic.



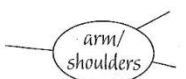
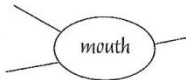
3 A friend of yours has **CPE/CAE** drafted a composition but is having difficulty with continuous verb forms and asks you to help. Tick (✓) the most suitable of the two underlined alternatives your friend has given you. The first has been done for you.

I don't normally go to the cinema. Not because I don't like it but because it's just a habit I have never got into. However, on this occasion I decided (✓) / was deciding to go because my friends ⁽¹⁾ had been constantly going / had constantly gone on about this film all week and eventually wore me down. It starred some ephemeral Hollywood actor whom I ⁽²⁾ had vaguely heard of / had vaguely been hearing of but couldn't put a face to. We got to the cinema early to find people ⁽³⁾ were already waiting / already waited outside, which suggested that my friends weren't the only ones who thought it was worth seeing – although I could still think of several other things I would rather ⁽⁴⁾ have been doing / do at that moment. In the end, the film ⁽⁵⁾ turned out / was turning out to be not half as bad as expected, though I ⁽⁶⁾ would have preferred / would have been preferring something with a bit more action. The plot centred on two men who were planning to carry out some immensely complicated robbery, though what they ⁽⁷⁾ didn't know / weren't knowing was that all the time their plans ⁽⁸⁾ were being closely monitored / were closely monitored by the police. Somewhat unpredictably, however, they got away with it because they ⁽⁹⁾ changed / were changing their plans at the last minute. It was okay but ⁽¹⁰⁾ I'm not thinking / I don't think of going again.

Body talk

1 Look at the words and phrases in the box. Which parts of the body are they associated with? Match them to the diagram below.

wink at someone
shake your head
nudge someone
frown at someone
smirk at someone/something
raise an eyebrow at someone
give someone a look
wave at someone
nod at someone
shrug your shoulders
drum your fingers
shake hands with someone
elbow someone out of the way
grin at someone/something
mouth something at someone
keep an eye on someone/something



2 Compare your answers in pairs. Were there any words or phrases you did not understand? Use a dictionary to check.

3 Complete the sentences with the correct word or phrase from Exercise 1.

- To agree with someone, you _____.
- To say hello to someone, you _____.
- To greet or say goodbye to someone in the distance, you _____ at them.
- To express confusion or worry, you _____.
- To show you are waiting impatiently, you _____.
- To show you don't know the answer to something someone asks, you _____.
- To get someone's attention by pushing someone, you _____.
- To show that what you're saying is amusing and not serious, you _____ at someone.
- To show you are annoyed with someone, you give them a _____.
- To say something to someone in a subtle or silent way, you _____.
- To express surprise or disbelief at something someone says, you _____.
- To show you are pleased about someone's bad fortune, possibly because you don't like them, you _____.
- To get past people in a crowded place in an unfriendly way, you _____ people out of the way.
- You can _____ to show you do not care or to show you do not know the answer to something.
- To keep a careful watch on someone or something, you _____.
- To show that you are really happy or pleased, you _____ at someone or something.

4 Discuss the following questions.

- How do you normally greet people who you have never met before?
- Has anyone ever elbowed you out of the way? How did you feel?
- Have you ever smirked at anyone's misfortune? Why?
- When was the last time you gave someone a look? Why?
- Have you ever had to keep an eye on something?

SECTION 6

Lack, shortage and excess

We can use a wide range of vocabulary to express lack, need, sufficiency and excess:

- verbs and verbal phrases:
to need to require to be in need of
(could) do with to lack to be crying out for
(could) do without to satisfy a need
to overdo it to stuff yourself
- to be + adjective + dependent preposition:
to be short of to be lacking in to be low in / on
to be devoid of to be high on to be blessed with
- adjective + noun collocations:
in desperate need of in abject poverty
an acute shortage in dire need severe deficiency
an acceptable level untapped resources
untold wealth / luxury easy money
a plentiful / ample supply

1 Fill each gap below with a word from the section above.

The have-nots

In San Minimo there was poverty. There were insufficient crops and an shortage of drinking water. Inadequate sanitation meant that standards of hygiene fell well below an norm. Rice was scarce and many were suffering from severe vitamin What food they got was in protein and nutritional value.

We can also use collocations with adverbs and, of course, idiomatic phrases:

- adverb + adjective collocations:
severely lacking in desperately short of
desperately poor barely adequate
fabulously wealthy filthy / obscenely rich
- adverb + verb collocations:
badly need urgently require obviously lack
want something desperately grossly over-eat
freely indulge
- idiomatic phrases:
down-at-heel down and out on the breadline
to run short of to be strapped for cash
more than enough to have more money than sense
to be rolling in it to (your) heart's content
in abundance to want for nothing

2 Fill each gap below with a word from the two sections above.

The haves

In Santa Maxima people were well-to-do, well off and They ate and drank to their hearts' and often to excess. They had a supply of delicacies to eat and fine wine to drink. There was an of natural resources and manifold crops were plentiful. Most people wanted for ; they had mountains of food, stacks of money, heaps of stocks and shares and piles and piles of bonds and other assets.

Practice

1 The stories of Santa Maxima and San Minimo continue below. Fill each of the numbered blanks with one of the words given.

- 1 wine hard up untold full butter need
overweight fleets brimming surfeit fraction
surplus excessive unimaginable overdid

In Santa Maxima no one knew what it meant to be (1) Santa Maximans were (2) of optimism and (3) over with confidence. When they hit the big time, their wealth became (4) and they lived in a (5) of luxury and – often – with a (6) of fat. (7) and over-indulgent, with (8) riches and (9) wealth, they (10) everything, with their (11) of cars, their (12) mountains, (13) lakes and overconsumption, desperately in (14) of a modicum of self-control to consume a (15) of what was theirs to use. That was how life was in Santa Maxima before the revolution.

- 2 dire lack utter hardship short scraps
non-existent empty drop devoid basic bereft
scarcity clear lacking

(1) of medical supplies, San Minimo was in (2) need of help and there was a (3) need for urgent action. There was a serious (4) of any kind of expertise and their educational system was virtually (5) With the (6) of food and (7) commodities, babies were being born (8) of all hope and (9) in fundamental human rights. Whenever war broke out, they suffered even greater (10)

After each war, when the country needed completely restructuring, the Government was (11) of ideas. Survivors lived on (12) of food, hardly a (13) of water and just crumbs of hope from aid agencies. They existed in (14) degradation, undernourished, underfed, running on (15), with more than enough dreams for the whole world. That was how life was in San Minimo before the revolution.

2 Rewrite each sentence using the two words below it.

- We need somebody like you to help us.
in / assistance
- He may be inexperienced but he makes up for it by being enthusiastic.
what / lacks
- The pay increase didn't come up to our expectations.
short / hoped
- The company's profits have nearly doubled.
up / 100%
- We don't have to do anything about payment yet.
need / done
- The fact that they have so few vitamins in their diet is their biggest problem.
vitamin / heart
- 'I guarantee you'll have everything you want,' the old man said to her.
want / nothing
- There don't seem to be many talented athletes around at the moment.
suffering / paucity

3 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word given. This word must not be altered in any way.

CAE

- She was allowed everything she wanted as a child.
nothing
She was a child.
- They could play on the computer for as long as they wanted to.
hearts
They were allowed content.

- Better education is something the country simply can't do without.

crying

The country education.

- There was a mountain of food on each plate.

piled

The food plate.

- She certainly doesn't have an abundance of self-confidence.

being

She could self-confident.

- I don't know how I can stretch my finances until payday.

hardly

Until payday on.

- At the moment there are sufficient restaurants in this area.

short

This area at this moment.

- We can't go on much longer without a stable government.

urgent

We are stable government.



Well-heeled

down-at-heel

1	In Japan, it is considered rude to bow or give a speech with your hands in your pockets.	<input type="checkbox"/>
2	In France, it is considered bad luck to wear black on Christmas Day.	<input type="checkbox"/>
3	If you nod your head in Greece, it means 'no'.	<input type="checkbox"/>
4	In Russia on New Year's Day, everyone should wear something red for luck.	<input type="checkbox"/>
5	You shouldn't touch people on the head in Thailand.	<input type="checkbox"/>
6	In Britain, it is considered rude to slurp your tea or coffee.	<input type="checkbox"/>
7	In Singapore, it is not considered rude to slurp your noodles.	<input type="checkbox"/>
8	It is bad luck to give an even number of flowers in Austria.	<input type="checkbox"/>
9	In Belgium, you should kiss friends three times when you meet them.	<input type="checkbox"/>
10	In Spain, it is normal to eat dinner at ten or eleven o'clock at night.	<input type="checkbox"/>
11	In Sweden, you should never toast anyone who is senior to you in rank or age until they toast you.	<input type="checkbox"/>
12	When you answer the phone in Germany, you should immediately say your last name.	<input type="checkbox"/>
13	In Denmark, it is regarded as strange to compliment someone on their clothes.	<input type="checkbox"/>
14	It is against the law to go out without your purse or wallet in Monaco.	<input type="checkbox"/>
15	In The Netherlands, you should shake hands with everyone, including children, when you meet them.	<input type="checkbox"/>
16	When talking to someone from Iceland, foreigners should use their last names, only fellow Icelanders should use first names.	<input type="checkbox"/>
17	Never wrap a gift in white paper in Japan (it is the colour of death).	<input type="checkbox"/>
18	You should never sit with your back to the door in Hungary as it is considered very rude.	<input type="checkbox"/>
19	Never give a gift of a clock to a Chinese person.	<input type="checkbox"/>
20	At an Argentinian wedding, the bride should dance with all the single men.	<input type="checkbox"/>
21	When you laugh in Korea, you should cover your mouth.	<input type="checkbox"/>
22	It is considered bad manners to blow your nose in public in Korea.	<input type="checkbox"/>
23	When giving a gift to someone in Taiwan, you should use both hands.	<input type="checkbox"/>
24	Never send purple flowers in Brazil (as it is a sign of death).	<input type="checkbox"/>
25	People in Switzerland consider it very bad manners to rub your eyes in public.	<input type="checkbox"/>
26	It is impolite to yawn in public in Colombia.	<input type="checkbox"/>
27	It is customary in New Zealand to offer all invited guests to your home a key to the door.	<input type="checkbox"/>
28	In Peru, it is considered correct to arrive half an hour late for dinner.	<input type="checkbox"/>
29	In Bolivia, you should be careful of complimenting the food at dinner as your host will give you more and you are expected to eat everything on your plate.	<input type="checkbox"/>
30	In Russia, never whistle indoors as it means all your money will be blown away.	<input type="checkbox"/>



Raining Cats and Dogs

Raining cats and dogs



A Match sentences 1 to 10 with the sentence from the box that follows most naturally.

- 1 I think we're going to have to call off the picnic.
- 2 If Andy told you, don't believe it.
- 3 If Nigel told you, it must be true.
- 4 I hear you've been chosen to run the new advertising campaign.
- 5 Susan isn't coming in to work today.
- 6 Since the operation, my knee has felt much stronger.
- 7 Joe's an outstanding golf player.
- 8 I was a bit reluctant to spend so much on a laptop computer.
- 9 Don't tell Nicola about Gavin's surprise party.
- 10 She's just like her sister when it comes to relationships.

- a) He gets it straight from the horse's mouth.
- b) Touch wood.
- c) It's raining cats and dogs outside.
- d) She's bound to let the cat out of the bag.
- e) That's another feather in your cap.
- f) She wears her heart on her sleeve.
- g) But it really turned out to be worth its salt.
- h) I'm quite good, but I couldn't hold a candle to him.
- i) He picks things up on the grapevine.
- j) She's feeling a bit under the weather.

B Working in pairs, try to guess the meaning of the underlined idioms and expressions.

C Some idioms in English seem very strange! This is because they have very unusual or very old origins. Your teacher will read out three different explanations of where the expression 'raining cats and dogs' came from. Try to decide which is the true explanation.

D Now, in teams, choose one of the other idioms that you have just learnt. Your teacher will give you a text explaining the true origin of the idiom. Read it and then invent two more (false) explanations of where the idiom came from. Later in the lesson you will read out your explanations to the other students in your class and they will try to guess which is the true one. Your aim is to make them believe one of the *false* explanations.

E Take it in turns to present the different versions of the origin of your idiom to the other students. If another team guesses which is the correct one, they win one point. If none of the teams guess correctly, your team wins three points!

Raining Cats and Dogs – The three explanations

- 1 *Hundreds of years ago English people used to have thatched roofs on their houses. (A thatched roof is made from thick layers of dried grass.) During the winter, the roof was the warmest place in the house. The pets of the house knew this, and they would often climb onto the roof and under the thatch to keep warm. Unfortunately for the animals, when it rained heavily the thatch would get wet and very slippery and the animals would often fall. So we started to use the expression to refer to times when the rain was particularly heavy.*
- 2 *During the 16th and 17th centuries in London, especially at times when there was an outbreak of the plague, many animals died from the disease. Heavy rains would often*

make the situation worse. At such times, dogs, cats and other animals, which weren't taken away like human victims, would litter the streets, and if the rain was strong enough, they would be carried along in the drains, even falling into rivers, giving the impression that they had fallen with the rain.

- 3 *Raining cats and dogs comes from a rare French word, catadoupe, meaning waterfall, which was often used, both in France and later in England by French landowners to refer to heavy rainfall. The English farmers who worked on the land did not, of course, speak French, but they learnt the expression, gradually changing it to 'cat a dog' and then 'cats and dogs'.*

"on the grapevine"

meaning

A way of getting information through gossip or rumours.

origin

In the 1850s in the USA, just after the telegraph had been invented, hundreds of miles of telegraph lines were being built every day. In 1859, a man called Colonel Bee tried to save time by using trees to carry the lines, instead of wooden poles. The trees continued growing and the wires stretched and broke, hanging down to the ground like grapevines. During the American Civil War Colonel Bee's telegraph became a joke, and they used the expression to refer to inaccurate messages or misinformation.



"a/the feather in your cap"

meaning

An achievement or success, often one that wins you favour with someone important.

origin

In North America, when a native American Indian fought well in battle, acting bravely or killing an enemy, they received an eagle's feather to add to their headdress. The feathers were like medals for the Indians, and the more feathers they had in their headdress the more status they had within their tribe.

headdress -



"worth its salt"

meaning

To be very useful, worth paying for, or a useful person / employee

origin

During the time of the Romans, salt was extremely useful, both for preserving meat and to make food taste better. But it was also very rare. Many Roman soldiers received some salt as part of their pay (the word 'salary' comes from the Latin 'salarium', meaning 'of salt') and it is probably among the Romans that the expression was first used. When the Romans said that a soldier was worth his salt, they meant that he was worth his salary, i.e. a useful soldier.

"touch wood" or "knock on wood"

meaning

With luck. We use the expression when we want or need good luck.

origin

This expression, which started as "knock on wood" and then developed to "touch wood", dates back hundreds of years to medieval times, when people believed that evil spirits lived in trees. These spirits, people believed, enjoyed ruining our day, so whenever people talked about what they hoped or wanted in the future they would knock on the nearest tree, or other wooden object, so that the evil spirits inside couldn't hear what they were saying and bring bad luck.

"can't hold a candle to (someone)"

meaning

To be much worse at doing something than someone else.

origin

Before electric lights, if someone needed to do something important in the dark, such as a doctor performing an operation, or a musician playing a difficult piece of music, they needed a helper to hold a candle to provide light while they worked. Holding the candle is, of course, an easier job. Even so, the person who held the candle still needed to understand a little about what the doctor needed to see, and therefore the job was often done by an apprentice. To say that one man cannot hold a candle to another is like saying that he is not even good enough to be his apprentice.

"to let the cat out of the bag"

meaning

To tell a secret to the wrong person.

origin

During medieval times, baby pigs (piglets) were usually sold tied up in bags. This was a way of keeping the animals calm and stopping them from escaping. If you opened the bag, the piglet would often jump out and run away. Some dishonest traders would catch cats, put them in the bag and sell them as piglets. Thus, letting the cat out of the bag means revealing a secret to the wrong person.

“under the weather”

meaning

Ill or sick, usually temporarily.

origin

The phrase comes from the time when sea travel was more common than today. At sea, when there is a storm, the waves get bigger and the passengers often feel sea sick. During a long storm, it was the custom to explain that somebody was absent from dinner or another social occasion because they were ‘under the weather’, meaning sick.



“wearing your heart on your sleeve”

meaning

To show all your emotions and feelings.

origin

The expression dates back to one of William Shakespeare’s plays, *Othello*, in which one of the characters says: “I will wear my heart upon my sleeve”. The character was using the expression to mean that he would pretend to be open about his emotions, telling *Othello* everything he felt in order to deceive and eventually destroy him. Although this usage is slightly different from the modern one, the expression developed and became more general in meaning over time.



“straight from the horse’s mouth”

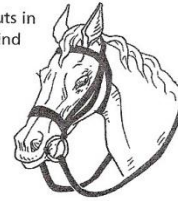
meaning

A way of getting information directly from the source – often important, private information.

origin

In the past, people who sold horses (called *traders*) would often pretend that a horse was much younger, stronger and healthier than it really was, yet the best way to find out about these things is to look inside the horse’s mouth. Its teeth will tell you its age and general health. If its lips are cut or damaged, they can tell you if it is an aggressive horse that has been kept on a tight *rein*. Only if you could persuade a trader to let you see inside the mouth would you know the true health of the horse.

rein – the strap a rider puts in a horse’s mouth and behind the neck to control it



Raining Cats and Dogs

Raining Cats and Dogs



Revision Activity

A) Each of the following idioms has a small mistake (e.g. wrong word, word missing, etc.). Find them and correct them!

- 1 If you’re looking for a nice, quiet beach holiday, Spain can’t hold a candle for Greece.
- 2 If I succeed with this business deal, it will be the other feather in my cap and could lead to promotion.
- 3 I remember Craig very well. He was always feeling below the weather with colds or the flu.
- 4 I heard the grapevine that you’re getting engaged. Congratulations.
- 5 I can’t believe it. The flight has been delayed by two hours! Touch the wood.

- 6 When we took him on, he didn’t have very much experience, but he turned out to be worth some salt.
- 7 That umbrella isn’t going to help you today. It’s raining with cats and dogs outside.
- 8 This weekend I’m going to let the cat out the bag and buy a new car.
- 9 You can believe Julie. She works as the mayor’s secretary and gets it straight out of the horse’s mouth.
- 10 Don’t worry if she starts crying. She always wears her heart in a sleeve.

B) Look again at the above sentences. Two of the idioms have been used in the wrong context. Which two? Why are they wrong?

Raining Cats and Dogs: Teacher's notes

Topic focus Idioms and proverbs; History; Traditions

Grammar / Functional focus Past simple; Expressing habitual past actions (*They would...; People used to...*)

Level / Number of students Upper intermediate to Advanced / Minimum six students

Time 30–45 minutes (Revision Extension 10 minutes)

Preparation

Copy the worksheet opposite (1 per student), and the idiom origin cards (1 set per class). Cut up both sheets as indicated.

1 Suggested lead-in

Write the following sentence on the board and the questions below for discussion in pairs (5 mins): *Rock music isn't my cup of tea; I prefer jazz or classical.* 1) *What is the idiom in this sentence?* 2) *What do you think it means?* 3) *What do you think is the origin of this idiom?* 4) *Do you have a similar idiom in your language?* Tell the students that they are going to learn about some idioms with far more puzzling or surprising origins.

2 Matching exercise (A)

Hand out the worksheet (make sure you've cut off the bottom section) and tell them to match up the sentences, working in pairs. Monitor (6–8 mins.) and then check the answers.

Answers 1c 2i 3a 4e 5j 6b 7h 8g 9d 10f

3 Deducing the meaning (B)

In pairs the students try to guess from the context what the underlined idioms mean. Do the first one with them. Check the answers after five to seven minutes. See the idioms origins sheets for brief answers.

4 Teacher example (C)

Tell the students that you are going to tell them three possible explanations of the origin of the idiom 'raining cats and dogs' (see *opposite*). They should listen and then decide which they think is the correct one. Tell the stories naturally.

Answer

Although all three explanations have been put forward, the second (surprisingly) is closest to the truth. The earliest written reference in the 17th century was to it raining 'dogs and polecats' after a particularly serious bout of the plague.

5 Preparation stage (D)

Put the students into groups of 2 to 4 (minimum 3 groups). Read through D on the worksheet with them, asking each group to choose one of the idioms. Give them the idiom origin card for that idiom. Two different groups cannot choose the same idiom. Tell them that this is the true explanation of the origin of the idiom, and give them ten minutes to think up two more false origins. Tell them that later they will have to present their three explanations to the other students, who will try to guess which one is true. Monitor carefully, providing suggestions and vocabulary.

Tip: The three explanations should sound similar when presented, using the same level of English and register. Encourage them to rewrite the true story in their own words to make it sound more like the two false ones (e.g. include one or two errors or simpler expressions.)

6 Call my bluff (E)

The groups take it in turn to come to the front of the class and present their three versions. Suggest that a different student reads each version. The other groups have 30 seconds to decide which is true. Score 1 point to each team that guesses correctly and 3 points to the 'home' team if none of them guess correctly.

Tip: During the presentations, make sure that they are all listening carefully. Insist that they all put their pens down, stop any whispering and bring them as close together as possible.

7 Round up

Find out which idioms have equivalents in the students' first language(s). If they're interested, they could also read about the remaining idioms.

Revision extension

Best done in a subsequent lesson. Make sure they can't see the original idioms. Students do A in pairs (4 mins.). Check the answers. Allow six minutes for B. Get feedback, eliciting different opinions.

Answers

A 1 to Greece 2 another feather 3 under the weather 4 on the grapevine 5 Touch wood 6 worth his salt 7 raining cats and dogs 8 out of the bag 9 straight from the horse's mouth 10 on her sleeve.

B 5 and 8 are inappropriately used.

15 Nouns with 'to'-infinitive clauses (see Unit 29 paragraph 8)

Use the following nouns to complete the sentences below.

decision inability need opportunity refusal willingness attempt order

- 1 I was surprised that he couldn't understand.
I was surprised at his *inability* to understand.
- 2 We were angry when he made up his mind to withdraw from the competition.
We were angry at his to withdraw from the competition.
- 3 John's father arranged for him to work abroad.
John's father gave him the to work abroad.
- 4 It is not necessary to send the books by air mail.
There is no to send the books by air mail.
- 5 We were disappointed when she said she wouldn't help.
We were disappointed at her to help.
- 6 We thanked the headmaster when he offered to help.
We thanked the headmaster for his to help.
- 7 He failed by two seconds when he tried to break the record.
He failed by two seconds in his to break the record.
- 8 The soldiers did not obey when they were told to advance.
The soldiers did not obey the to advance.

16 Review of the noun group (see Units 4-30)

Complete the passages below by choosing a determiner from the brackets, or leaving a blank if a determiner is not needed.

- 1 When I was (- / a / the) young man (a / the / my) father gave me (- / an / some) advice. He told me that (- / an / the) honesty is always (- / a / the) best policy. It was (- / a / the) best advice I have ever had.
- 2 I recently bought (- / a / the) lot of (- / an / the) electronic equipment. (It was / They were) very expensive.
- 3 He is very popular. He has (lot of / many of / a lot of) friends and (few / a few / some) enemies.
- 4 When we were on holiday in (- / the) Iran we visited (- / the) Isfahan and stayed in (- / a-the) Shah Abbas Hotel near (- / a / the) centre of town.
- 5 Because the Hodja was believed to be (- / a / the) wisest man in (- / a / the) country, many people used to go and ask him (- / the) difficult questions. One day, a man asked him which was more useful, (- / a / the) sun or (- / a / the) moon. The Hodja thought for (a few / few / the few) minutes then said '(- / A / The) moon is more useful because (- / a / the) sun only shines during (- / a / the) day when it is light, but (- / a / the) moon shines at (- / a / the) night when it is dark.'

A

40 *There is and It is*

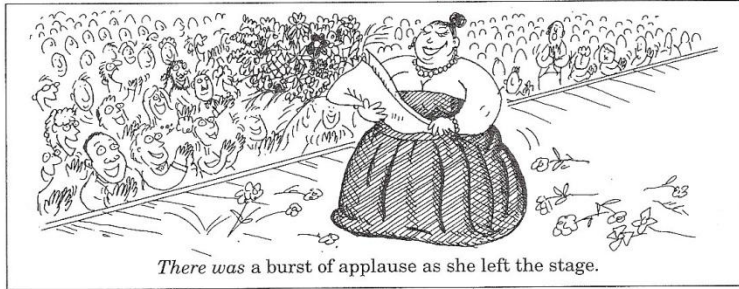
There's a problem: it's not easy to decide.

There is/are is used in English in 'existential' sentences, to introduce a new subject.

Examples: There's somebody to see you outside.
There are a number of reasons why this must be true.
There was a burst of applause as she left the stage.

It is/was is used to introduce a complex subject.

Examples: It's unlikely that they will succeed. (That they will succeed is unlikely.)
It was a miracle that anyone survived. (That they survived is a miracle.)
It's very easy to make mistakes. (To make mistakes is very easy.)



Exercise

Complete the following sentences with *there* or *it*, with *be* in the correct form.

- 1 _____ time you were taught a lesson.
- 2 _____ no time to argue – we have to act immediately.
- 3 _____ little value in pursuing this any further.
- 4 _____ a good chance he will get through safely.
- 5 _____ a good thing I spoke to you first.
- 6 _____ a number of incidents since we last spoke.
- 7 _____ absolutely no point in doing this.
- 8 _____ nobody at home when we rang.
- 9 _____ too late to do anything about it now.
- 10 _____ still a long way to go – we must press on.
- 11 _____ a long way from here to Glasgow.
- 12 _____ time for one more drink before we leave.
- 13 _____ no use crying over spilt milk.
- 14 _____ many a slip twixt cup and lip.

ANSWERS
 1 It's; 2 There's; 3 There's; 4 There's; 5 It's; 6 There have been; 7 There's; 8 There was; 9 It's; 10 There's; 11 It's; 12 There's; 13 It's; 14 There's.

Unit 74 Practice

A Use the verbs below with a reflexive pronoun to complete the sentences which follow.

behave	blame	describe	enjoy	excel	express
find	help	introduce	kill	repeat	teach

- 1 The children realized that they were all alone in the forest.
The children *found themselves* all alone in the forest.
- 2 Have another drink.
..... to another drink.
- 3 They don't know how to behave properly.
They don't know how to
- 4 He kept on saying the same thing again and again.
He kept
- 5 I'm afraid I didn't have a very good time.
I'm afraid I didn't very much.
- 6 I'd like to tell you about myself.
I'd like to
- 7 She's learning French at home, without a teacher.
She's French.
- 8 I wouldn't really say that I'm lazy.
I wouldn't as lazy.
- 9 You shouldn't think it's your fault.
You shouldn't
- 10 He is difficult to understand.
He doesn't very clearly.
- 11 They have done better than anyone expected.
They have
- 12 She was so unhappy, she tried to commit suicide.
She was so unhappy, she tried to

B Rewrite these sentences putting in a verb with a reflexive pronoun wherever you can.

- 1 He's still very ill but he can wash and shave.
He's still very ill, but he can wash himself and shave himself.
- 2 You ought to behave better than that.
.....
- 3 You must learn to adapt to new ideas.
.....
- 4 The children tried to hide in the cupboard.
.....
- 5 You can dry on that towel.
.....
- 6 Billy undressed before going to bed.
.....

Colloquial English and Slang

The kind of informal English which is normal in ordinary conversation but is not considered acceptable in more formal language is called 'colloquial'. 'Slang' is even more informal language and consists mainly of particular words and phrases used principally by one group of people, e.g. young children, teenagers, students, professional people, working people etc. (The line between colloquial and slang words is not at all clear and many words considered colloquial by some people would be considered slang by others). After each conversation below, rewrite the conversation with the colloquial or slang item in a more formal style.

E.g. Alan: *Do you fancy going to the pictures tonight?*

Jill: *Great. Hang on, though. There's something good on telly.*

Answer:

Alan: *Would you like to go the cinema this evening?*

Jill: *Wonderful. But wait. There's a good programme on television.*

1 Peter: *Lend us a few quid. I'm broke.*

Tony: *Here's a fiver.*

Peter: *Smashing. Ta.*

2 George: *Where's my thingumajig?*

Eileen: *Whatisname's got it.*

3 Chris: *Do you like your new school?*

Gus: *It's OK.*

Chris: *And the kids in your class?*

Gus: *They're a decent bunch.*

Chris: *And the teacher?*

Gus: *Oh, he's a terrific bloke.*

4 Fred: *I'm not too keen on this new guy in the office.*

Alex: *Yeah, he's a bit of a big-head. Throws his weight around.*

Fred: *Yeah, if I get any more hassle from him, I'm going to tell him what I think.*

Alex: *Come off it. You haven't got the guts. You'd get the sack.*

5 Joe: *Posh suit!*

Brian: *My grandparents' 50th wedding anniversary. We're having a bit of a do.*

Joe: *Come and have a drink first. On me.*

Brian: *Just for a mo. Mustn't get there plastered.*

6 Mr Stanton: *You look a bit fed up. What's up?*

Mr Moore: *Someone's pinched my brolly and it's coming down in buckets.*

Mr Stanton: *Oh, tough luck.*

7 Valerie: *Saw a film the other night. Chap falls for a girl, then discovers she's dying. Bit of a tear-jerker. I suppose it was pretty corny, but I liked it. Mary Major had a part in it! She must be pushing 70.*

8 Bob: *I think my old banger's clapped out. I'll have to get a new one.*

Jim: *Yes, it does look past it. What'll you get?*

Bob: *I rather fancy the new Rover.*

Jim: *Classy! It'll cost you a packet.*

- 9 Donald: Someone's *walked off* with my *specs*!
Sheila: Don't be *daft*. You've got them in your hand.
Donald: Oh, yes. I'm going *bonkers*.
- 10 Ann: I'm afraid the new secretary's a *dead loss*, Joan. The red-head with the *trendy* clothes.
Joan: You're right. She thinks she's the *cat's whiskers*, but in actual fact she's a bit *dim*.
Ann: Yes, her work's poor and, as you say, she *fancies herself*. She's very *snooty* with the other staff.
Joan: Do you think we ought to *give her the push*?
Ann: I'm afraid so, but she'll be *shattered*.

ODD ENGLISH

Advertisements and notices can sometimes produce unintentionally amusing results. Here are some examples.

Antique table for sale by lady with unusual legs.

Green child's bicycle for sale.

They chased two dogs in their pyjamas.

We regret to tell you that Mrs Anita Wells is recovering from a heart attack.

Women's Club meeting 7 p.m. Tuesday. An antiques expert will give an opinion on any unusual objects you have at home. Bring your husbands.

Methodology



Multiple Intelligences.

'...Learner conditions which are optimal for one individual may be inappropriate for the next'

- Wesch '81

The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- Linguistic intelligence ("word smart")
- Logical-mathematical intelligence ("number/reasoning smart")
- Spatial intelligence ("picture smart")
- Bodily-Kinesthetic intelligence ("body smart")
- Musical intelligence ("music smart")
- Interpersonal intelligence ("people smart")
- Intrapersonal intelligence ("self smart")
- Naturalist intelligence ("nature smart")

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labelled "learning disabled," "ADD (attention deficit disorder)," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.

From : http://www.thomasarmstrong.com/multiple_intelligences.php

YOUR TASK

A) Log on to:

<http://literacyworks.org/mi/assessment/findyourstrengths.html>

B) Assess your intelligence type.

C) Read the results and find two suggestions for learning you can try while here improving your English.

1. _____

2. _____

Practice Engaging the Intelligences

ENGAGE THE
INTELLIGENCES

Language

People who are strong in the **language** intelligence enjoy saying, hearing, and seeing words. They like telling stories. They are motivated by books, records, dramas, opportunities for writing.

LANGUAGE
Literacy Skills

Here are ways to work with this intelligence in your lessons:

- Look at different kinds of dictionaries.
- Read plays and poetry out loud.
- Write a story for a book or newsletter.
- Keep a journal.
- Read from books written by or for new readers.
- Use a tape recorder to tape stories and write them down.
- Read together, i.e., choral reading.
- Read out loud to each other.
- Read a section, then explain what you've read.
- Read a piece with different emotional tones or viewpoints — one angry, one happy, etc.
- Trade tall tales, attend story-telling events and workshops.
- Explore and develop the love of words, i.e., meanings of words, origin of words and idioms, names. Research your name.

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Intelligences

Self

People who are strong in the **self** intelligence like the rhythm and sound of language. They like poems, songs, and jingles. They enjoy humming or singing along with music.



Here are ways to work with this intelligence in your lessons:

- Go on "guided imagery" tours.
- Set aside time to reflect on new ideas and information.
- Encourage journal writing.
- Work on the computer.
- Practice breathing for relaxation.
- Use brainstorming methods before reading.
- Listen to and read "how to" tapes and books.
- Read "inspirational" thought-for-the-day books.
- Read cookbooks.

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Logic/Math

People who are strong in the **logic/math** intelligence enjoy exploring how things are related. They like to understand how things work. They like mathematical concepts. They enjoy puzzles and manipulative games. They are good at critical thinking.

LOGIC/
MATH

Here are ways to work with this intelligence in your lessons:

- Arrange cartoons and other pictures in a logical sequence.
- Sort, categorize, and characterize word lists.
- While reading a story, stop before you've finished and predict what will happen next.
- Explore the origins of words.
- Play games that require critical thinking. For example, pick the one word that doesn't fit: chair, table, paper clip, sofa. Explain why it doesn't fit.
- Work with scrambled sentences. Talk about what happens when the order is changed.
- After finishing a story, mind map some of the main ideas and details.
- Write the directions for completing a simple job like starting a car or tying a shoe.
- Make outlines of what you are going to write or of the material you've already read.
- Write a headline for a story you've just completed.
- Look for patterns in words. What's the relationship between heal, health, and healthier?
- Look at advertisements critically. What are they using to get you to buy their product?

REFERENCES

Kohl, Herbert, *A Book of Puzzlements*, Schocken Books, New York, 1981.

Waas, Lane, *Imagine That!*, Jalmar Press, California, 1991.

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Practice: Engaging the Intelligences

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Intelligences

Musical

People who are strong in the **musical** intelligence like the rhythm and sound of language. They like poems, songs, and jingles. They enjoy humming or singing along with music.

MUSICAL

Here are ways to work with this intelligence in your lessons:

- Use a familiar tune, song, or rap beat to teach spelling rules, or to remember words in a series for a test.
- Create a poem with an emphasis on certain sounds for pronunciation.
- Clap out or walk out the sounds of syllables.
- Read together (choral reading) to work on fluency and intonation.
- Read a story with great emotion — sad, then happy, then angry. Talk about what changes — is it only tone?
- Work with words that sound like what they mean (onomatopoeia). For example: sizzle, cuckoo, smash.
- Read lyrics to music.
- Use music as background while reviewing and for helping to remember new material.
- Use rhymes to remember spelling rules, i.e., "I before E except after C."

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Body Movement

People who are strong in the **body movement** intelligence like to move, dance, wiggle, walk, and swim. They are often good at sports. They have good fine motor skills. They like to take things apart and put them back together.



Here are ways to work with this intelligence in your lessons:

- Go through your wallet and pull out three things to talk about.
- Trace letters and words on each other's back.
- Use magnetic letters, letter blocks, or letters on index cards to spell words.
- Take a walk while discussing a story or gathering ideas for a story.
- Make pipe cleaner letters. Form letters out of bread dough. After you shape your letters, bake them and eat them!
- Use your whole arm (extend without bending your elbow) to write letters and words in the air.
- Change the place where you write and use different kinds of tools to write, ie., typewriter, computer, blackboard, or large pieces of paper.
- Write on a mirror with lipstick or soap.
- Take a walk and read all the words you find during the walk.
- Handle a Koosh ball or a worry stone during a study session.
- Take a break and do a cross-lateral walk.

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Waas, Lane, *Imagine That!*, Jalmar Press, California, 1991.

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Practice: Engaging the Intelligences

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Intelligences

Spatial

People who are strong in the **spatial** intelligence remember things visually, including exact sizes and shapes of objects. They like posters, charts, and graphics. They like any kind of visual clues. They enjoy drawing.

SPATIAL

Here are ways to work with this intelligence in your lessons:

- Write a language experience story and then illustrate it.
- Study and create maps, diagrams and graphs.
- Color code words so each syllable is a different color.
- Write a word on the blackboard with a wet finger. Visualize the word as it disappears. See if you can spell it afterwards.
- Take a survey. Put the information in a chart.
- Write words vertically.
- Cut out words from a magazine and use them in a letter.
- Use pictures to stimulate reading or writing.
- Visualize spelling words.
- Use the say-copy-look method of spelling.
- Use colorful newspapers like *USA Today*.
- Use crossword puzzles.

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Editors of New Readers Press. *Playing. One of Four Books on Feelings*. New York: New Readers Press, 1987.

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Intelligences

Social

People who are strong in the **social** intelligence like to develop ideas and learn from other people. They like to talk. They have good social skills.



Here are ways to work with this intelligence in your lessons:

- Take part in group discussions or discuss a topic one-to-one.
- Read a dialogue or a play together.
- Do *team learning/investigating* projects.
- Set up interview questions, and interview your family. Write the results.
- Write notes to one another instead of talking.

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Intelligences

Nature

People who are strong in the **nature** intelligence enjoy interacting with the outside world. They are adept at noticing patterns in nature and can easily distinguish between different species of flora and fauna.



Here are ways to work with this intelligence in your lessons:

- Spend time outside noticing patterns in nature.
- Read books and articles about nature and the environment.
- Take hikes or visit tidepools, and record significant features about what you find.
- Compare seeds, seedlings, and adult plants. Mix them up and ask your learners to match each seed to its corresponding seedling and adult.

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Group 2



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Teaching Intelligently: Language Skills Activities Chart

Skill/Intelligence	Listening	Reading	Writing	Speaking	Grammar	Vocabulary	Literature
Bodily Kinesthetic	Listeners listen to three sections of a tape in three different places then form groups to collaborate on their answers to a task	Learners re-order a cut-up jumbled reading text.	Learners write stories in groups by writing the first sentence of a story on a piece of paper and passing it to another learner for communication.	Learners play a game with a dice to practice tenses.	Learners play a board game with counters and dice to practice tenses.	Learners label objects in the classroom with names.	Learners create a similar scene to one they have read about and act it out (e.g. a conflict, a line you were let down).
Interpersonal	Learners check the answers to a listening task in pairs or groups before listening a second time.	Learners discuss answers to questions on a text in groups.	Learners write a dialogue in pairs.	Learners read problem-page letters and discuss responses.	Learners do a final sentence to present perfect.	Learners test each other's vocabulary.	In groups, learners discuss their preferences for characters in a book.
Intrapersonal	Learners compare how they react compared with someone on a video.	Learners reflect on characters in a text and how similar or different they are to them.	Learners write learning diaries.	Learners record a speech or talk on a cassette.	Learners complete sentences about themselves, practicing a grammar point (e.g., complete the sentence 'I am as ... as ...' five times).	Learners make their own vocabulary booklet which contains words they think are important to learn.	Learners write a diary in the life of a character in a book.
Linguistic	Learners write a letter after listening to a text.	Learners answer 1/2 questions.	Learners write a short story.	In groups, learners discuss statements about a controversial topic.	The teacher provides a written worksheet on a grammar point.	Learners mind map of related words.	Learners rewrite part of a book as a film script, with instructions for the director and actors.
Logical-Mathematical	Learners listen to three pieces of text and decide what the correct sequence is.	Learners compare two characters or opinions in a text.	Learners write the lyrics to an exciting melody about a lost land they have been to.	Learners in a group each have a picture. They discuss and re-order them, without showing them, to create a story.	Learners learn grammar inductively, i.e., they work out how a grammar rule works by using discovery activities.	Learners discuss how many words they can think of related to another word (e.g., photograph, photographer).	Learners re-order a jumbled version of events in a chapter of a novel they have read.
Musical	Learners complete gaps in the lyrics of a pop song.	Learners listen to music extracts and decide how they relate to a text they have read.	Learners write the lyrics to an exciting melody about a lost land they have been to.	Learners listen to a musical video clip (with the TV covered up) and discuss which images might accompany the music.	Learners do an activity associated with nature (e.g., walk by the sea and write a story in the past tense about it).	Learners decide which new words they would like to learn from a pop song.	Learners find a piece of appropriate music to accompany a passage from a book.
Naturalist	Learners listen to sound inside and outside the classroom and discuss what they have heard.	Learners work with a text on environmental issues.	Learners write a text describing a natural scene.	Learners discuss an environmental issue.	Learners do an activity associated with nature (e.g., walk by the sea and write a story in the past tense about it).	Learners make a mind map with a word related to nature (e.g. bird, tree).	Learners read descriptions of nature in a novel and then write their own.
Spatial	Learners compare a short while listening.	Learners predict the contents of a text using an accompanying picture or photo.	Learners make a collage with illustrations and text about a place in their country.	In pairs learners discover the differences between two pictures without showing them to each other.	The teacher illustrates a grammar point with a series of pictures (e.g. daily activities to show present simple).	Learners cut out a picture from a magazine and label it.	Learners draw a cartoon version of a story.

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How we explain
the meaning of words

Can you suggest different ways that a teacher could help students begin to learn the meaning of the words below?

wellington boots	mime putting them on
<i>wink</i>	facial expression
<i>swimming</i>	watch a video where someone is swimming
<i>house</i>	draw it on the board
<i>often</i>	draw a line. mark <i>never</i> at one end and <i>always</i> at the other. mark points along it: usually, rarely, etc
<i>chase</i>	get students to act out
→ <i>paint the town red</i>	tell a personal anecdote
<i>campaign</i>	get students to deduce it from context in a text
<i>window sill</i>	point to the object
<i>exploitation</i>	explain it (with examples)
<i>hope</i>	read out the dictionary definition
<i>put up with</i>	translate it
<i>café</i>	show a picture in a book
<i>stapler</i>	bring it into class and show them
<i>that'll be the day</i>	act out a short conversation
<i>disc</i>	students who know explain to those who don't
<i>catalogue</i>	students look it up in their dictionary
<i>hostage</i>	create a story using models/dolls
<i>vase</i>	play a game (e.g. match word to picture)
<i>give up the ghost</i>	tell a story which includes the words
<i>reduction</i>	draw a diagram or graph

Task

1. Add a new teaching idea beside some of those in the list above.
2. Continue the list with teaching ideas for the following words:
Wednesday; tunnel; chilly; overtake; vodka.

TPR STEPS Total Physical Response

1. Read out your story – both teacher and students perform actions
2. Teacher reads all the words 3 times - both teacher and students perform actions
3. Teacher performs actions and students say the words
4. Students work in pairs – one says the word – the other does the action – then they swap
5. Write the words on the board:
 - Teacher reads number – ss perform action
 - Teacher performs action – ss give number
 - Hit the board
 - Bingo

One summer a group of teachers visited Edinburgh. Before they left home, they crossed their fingers for good weather. For some of them, the journey was long and they drummed their fingers with impatience while waiting for their trains.

One of them clicked their fingers at the air stewardess to her attention.

Another was more polite and beckoned the stewardess over to ask for another calming drink.

One of the teachers was upgraded to first class. She pinched herself in disbelief.

2 of them travelled together, one of whom fell fast asleep. Her friend poked her awake when the plane landed.

Unfortunately by the time they got to Edinburgh, the weather had deteriorated. They had to wiggle their fingers and toes to keep warm.

They tapped the barometer to check the weather.

Luckily they awoke the next morning to sunshine. They clapped their hands with delight and beamed a big smile.

Step 2

G

Work in groups.

- 1 Share two words or phrases that you each learnt and discuss your reasons for learning them.
- 2 Now relate your vocabulary learning experiences to presenting new words or phrases in the classroom. Together, make a list of ten elements which constitute for you an *effective presentation* of

new vocabulary: what, in other words, in classroom, makes something new really

Example:

Effective presentation techni.

1. Using real things
(as in briefcase example)

Presenting vocabulary

TASK 2 Mark my words

In this task, you evaluate different ways of presenting vocabulary.

Step 1

101

P

Work in pairs.

Spread over the following pages are eleven different techniques for presenting new vocabulary. Spend about ten minutes looking quickly at all the techniques and answering the Focus questions.

Focus questions

- 1 Which *four* techniques do you personally prefer? Why?
- 2 Which *one* technique would make the words 'stick' best? Why?
- 3 Which *one* technique do you consider the least effective? Why?
- 4 Which techniques were commonly used when you were first learning a foreign language?
- 5 Which techniques do you think are especially popular in your teaching situation now?
- 6 What other techniques do you know for presenting new vocabulary?

1 Realia and visuals

Show real objects or pictures of real objects to learners.

Example:

The topic of a unit is cooking. The teacher shows the following kitchen tools into class and asks the learners to name them:

bowl whisk fork spoon knife
wooden spoon

She then cooks something, using the items and repeats the new words often.

2 Word-building

Use parts of words to help learners build words and guess their meaning.

Example:

Vocabulary Development

Prefixes

We can change the meaning of an adjective by putting a prefix in front of it. Add the prefixes *un-*, *in-* or *im-* to these adjectives and write them in the correct column. Check in your dictionary to see if you put *un-* or *in-* or *im-* in front of most adjectives beginning with *m* or *p*.

tidy	dependent	safe	exciting
happy	precise	adequate	polite
friendly	expensive	interesting	competent
realistic	possible	human	perfect

Take

3 Matching

Learners match words to words (e.g. synonyms or opposites) or sentences (e.g. definitions) or pictures.


Examples:

Find these nouns in the text. Match them with the definitions.

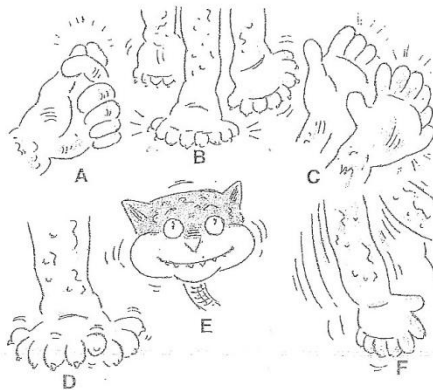
- | | | |
|--------------------|----------|--|
| 1 ghetto blaster | — | a large piece of material with a message written on it |
| 2 raids | <u>1</u> | a radio-cassette player with built-in speakers |
| 3 broadcasting | — | surprise attacks |
| 4 resurgence | — | a tax on the reproduction of music for the public |
| 5 airwaves | — | commerce |
| 6 following | — | the means by which radio signals are transmitted |
| 7 banner | — | supporters |
| 8 copyright levies | — | reappearance and growth |
| 9 trade | — | transmission of radio or television programmes |

Taken from *Mode 3*

5 Song *The Monster Rock*

a  Listen to the song and match the words on the left with the words on the right. Then match them with the correct pictures.

- | | | |
|--------|------|---------|
| clap | | arms |
| shake | | feet |
| snap | your | toes |
| stamp | | hands |
| swing | | head |
| wiggle | | fingers |



Taken from *Mosaic 1*

4 Guessing from context

Use the context surrounding a word to guess its meaning.

Example:

Yesterday's weather

Worldwide

(Temperatures at midday yesterday)

		°C	°F			°C	°F
Amsterdam	F	35	95	Istanbul	S	24	75
Athens	S	28	82	London	F	18	64
Berlin	F	18	64	Madrid	S	32	90
Birmingham	C	15	59	Manchester	C	12	54
Bombay	F	33	91	Moscow	C	19	66
Brussels	F	15	59	Newcastle	C	15	59
Buenos Aires	C	12	54	Paris	F	17	63
Cairo	F	32	90	Perth	C	11	52
Chicago	S	30	86	Rome	S	23	73
Dublin	F	15	59	Sydney	C	17	63
Edinburgh	R	14	57	Washington	S	27	81
Glasgow	R	14	57	Wellington	S	10	50

°C = degrees Centigrade °F = degrees Fahrenheit

C = Cloudy F = Fair R = Rain S = Sunny

London readings

From 6 pm Friday to 6 am Saturday: Min temp: -5°C (23°F) From 6 am to 6 pm Saturday: M

5 Look at the weather report. What do these words mean?

worldwide temperature degrees
Centigrade Fahrenheit

Taken from
Fountain Elementary

5 Demonstrating

Act out, mime or demonstrate words.

Example:

The class is going to listen to a song, where they have to act out these verbs:

clap shake snap stamp swing wiggle

As an introduction, the teacher acts out the words and asks the class to act, too.

As the words occur in the song, the learners act out the words.

6 Synonyms

Use words learners already know to teach the similar words.

Example:

Learners read a text and have to find the word in the text which mean the following:

very thin *identical*
short and fat *tiny*
very large *crying*

Association

7 Familiar or famous words

Use well-known English song titles, books or people.

Example:

When introducing new words, the teacher reminds learners of famous or familiar places where they might have come across the words before, for example in film titles or songs or pop groups.

Examples:

- wiggle pop song with chorus 'Wiggle, wiggle'
- jungle *Jungle Book*
- rolling The Rolling Stones

8 Examples

Give examples of words you want to introduce.

Example:

The teacher wants to introduce the word *fruit*. She explains that you can eat fruit and there are various kinds: apples, bananas, peaches, oranges, etc. (The class knows the words for some individual fruits already.) She asks the learners for more examples of fruit.

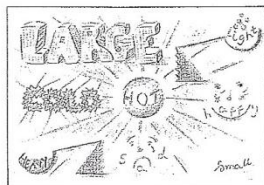
9 Pictograms

Draw the words to represent their meaning.

Example:

1 Vocabulary

a Look at the adjectives below. Match the opposites.



b Name two things for each adjective.

hot - the sun, a cup of coffee

c How many more adjectives do you know? Write a list.

d Draw two of these adjectives. Give them to a friend. Can he or she say what they are and draw their opposites?

Taken from *Mosaic 2*

10 Translating

Translate words into L1.

Example:

Find these words in the text and decide if they are nouns (n), verbs (v) or adjectives (adj).

earth _____	spades _____
hailed _____	milestone _____
adjourned _____	inquiry _____
cruelty _____	foxhole _____
buried _____	lungs _____
savaged _____	injuries _____
denied _____	cage _____
captive _____	soil _____
provide _____	wound _____
badger-baiting _____	tied _____
abused _____	

Work out their meaning from the context and write a translation. Discuss your translations with another student and change as necessary. Now check your answers with your teacher or in a dictionary.

Taken from *Mode 3*

11 Dictionaries

Learners use dictionaries to check meaning.

Example:

3 Vocabulary Development

Adjective-adverb link

Can you find the adverbs which come from these adjectives? You can use your dictionary to help you.

ADJECTIVE	ADVERB
-----------	--------

- obstinate
- useful
- fantastic
- fast
- good (better best)
- bad (worse worst)

Sometimes it is easy to make an adverb from an adjective. Can you form any rules for doing this?

You can form two adverbs from some adjectives in this list. Find them and write sentences to show you understand the different meanings.

Some adjectives are exactly the same as their adverbs. Which ones?

Can you think of any more to add to the list?

Taken from *Mode 2*

Vocabulary activity ideas

A/ REVIEW

GAMES - old favourites such as *naught and crosses* and *hangman* always go down well. These can be used to review grammar or vocabulary and work best with teams.

- *Four-in-a-row* is a slightly longer game. Write the numbers 1-25 in a five-line grid on the board and split the class into four teams, each with a different colour of board pen. Ask each team a question and circle the number they choose. The aim is to get four numbers in a row, in any direction. Points could also be awarded for three in a row, and any team to get five is the immediate winner.
- *BINGO* can be used to review anything from pronunciation, to past tenses, negatives, synonyms, etc.
- *Stop the bus* is an immensely popular but very simple game. In some books it is known as *Scategories*. Put four or five topics that you wish to practice on the board, for example:

-	FOOD	CLOTHES	BODY PARTS	BUILDINGS
---	------	---------	------------	-----------

(For low levels, you could put place names or famous people, to make it easier)

Then give them a letter, e.g.: P. The teams then have one minute in which to brainstorm a word beginning with P, for each category. The team which finishes first can 'stop the bus' and get extra points, or you could give them the full minute and give points for each word found under each category.

- *Basketball*, also very popular and guaranteed to get even the laziest students speaking English, even if only single words. Using rolled-up balls of newspaper and a bin, give each team a question. If they can answer it correctly (as a team effort), then give one player a shot at the basket. They only get their point if they get the basket. This has a great equalising effect, as it's often not the best English speakers who win. The players get a shot at the basket in rotation, no matter who gets the answer.
- *Define it.* a/ Read a definition of a word you want to review. The first person who gets the word, gets a point for their team. You could award half points for incorrect stress, etc.

b/ In groups, the students have a pile of words face-down in front of them. In turns, they pick up a word and define it to the others. The first person who gets the word, gets the point. The decision of who said the word first, who pronounced it correctly, etc, should rest with the definer, but you may have to police this quite strictly! The teams take their own scores, too, so they are basically in charge of the game.

c/ same as above, but you give each speaker 1 minute to define as many words as possible. Keep count of how many words each team gets, each round.

d/ *hot seat!* Only to be used if your students are basically the same level and not too shy! One person per team goes to the front and sits it their back to the board. You write a word on the board, then the teams have to define it to their team-mate in the hot seat. The first person to get the word gets a point for their team. Very noisy!

B/ QUIZZES

These are useful to encourage the students to make sensible guesses when faced with new or difficult words.

1/ Reading race. Read definitions of words from a text you've just studied and the teams race to find the word. Or, you could use an exam-style text with underlined words and three possible definitions. The first team to finish gets extra points, to encourage speed-reading and use of context to make intelligent guesses.

Eg: Alison was absolutely famished. She hadn't eaten since breakfast time and she hadn't even had her morning coffee and sticky bun, since she'd been in meetings all morning.

1/ famished means: a/ very hungry b/ very thirsty c/ very tired
2/ since means: a/ from a past time b/ then c/ because

(you could be sneaky and put in some common words, with different meanings, according to context, such as *since*.)

2/ Peer testing. Students use question cards to test each other on the meanings of words, or the negative prefixes, word formation, synonyms, opposites, etc. This is a fun way to get across the idea of English vocabulary as a connected, interlocking system, not just a random list of words to test the memory. This could be done in pairs or groups, with the students again responsible for scoring. The answers should be on the question cards as a quick reference to quell any arguments

3/ Call My Bluff. From the TV programme of the same name. This does take a long time, perhaps 90 minutes start to finish. In groups of 6 or 8, with two teams in each group, students find 3 or 4 bizarre words in an English dictionary. They paraphrase the definition, then come up with two or three wrong definitions, which should sound plausible. This also works well with idioms. Then, to play the game, one team displays the word, e.g. *altruistic*. Each player takes it in turns to give their definition, which they should read as convincingly as possible. E.g.:

/ This is an adjective, meaning believing in nothing, godless.
b/ this is an adjective, meaning permanently ill.
C/ this is an adjective, meaning thoughtful and helpful to others.

The opposing team then decides together which definition is correct.

4/ Blankety - Blank. Also from the TV programme of the same name. This practises collocations and common phrases. This could be a whole-class activity, with the teacher as the quizmaster, or group-led, with the students doing the scoring themselves.

Collect some collocations or phrases that you want to teach or review.

Eg: *bone idle, dog tired, make the bed, tell a joke, absolutely fabulous, heavy rain.*

Choose one victim and give him/her half a collocation or phrase. He/she must ask three people from his/her team, to give a suggestion on how to complete it. The victim must then choose one of the answers. If it's a word with many possible collocations, then take the most common one. A good English dictionary should be on hand. In the group-led activity, have the answer printed on the question card.

MISCELLANEOUS

- 1/ Swat the word – words/pictures on table. T shouts word, Ss hit the target word
- 2/ Pictionary – teams. One person draws the word, others guess. (good for jobs)
- 3/ Snap/pairs – card games – looking for the picture to match the word, or the opposite, synonym, etc
- 4/ Dominoes – good for collocations, prepositions, etc
- 5/ The body – a/ stick post-its on person or body picture on board, as T calls out word
- b/ do the action – bend your elbow, etc (Simon Says)
- 6/ Geography –a/ UK quiz-b/ stick words onto map of your country – mountain etc
- 7/ Word stress tables
- 8/ Connotation tables: Skinny – neg/pos/neutral
- 9/ Priorities – desert island/ 5 best inventions/save 5 objects from burning house
- 10/ False friends – give students 2 possible definitions, one of which is a 'false friend'.

Eg: sympathetic: a/ nice or b/ feeling sorry for someone

BOOKS

- 1/ *Way With Words* – 2 levels. Redman, Ellis, Mark CUP
- 2/ *Elem/Int/Adv Vocab*. B.J Thomas Longman
- 3/ *Making Headway* – Phrasal Verbs and Idioms (Upp-Int/Adv)
G. Workman OUP
- 4/ *Build Your Vocab* – all levels J Flower LTP
- 5/ *Adv. Vocab In Context*. D. Watson Georgian Press
- 6/ *Test your Vocab for* (ESP series) Peter Collins Publishing
- 7/ *English Vocab in Use* - 2 levels. McCarthy and O'Dell CUP
- 8/ *Phrasal Verb Organiser* – John Flower LTP
- 9/ *Idioms Organiser* – Jon Wright LTP
- 10/ *Vocabulary Games and Activities* – Peter Watcyn-Jones Penguin
- 11/ *Word Games with English* – 4 levels Hoard-Williams and Herd Heinemann

THE LAST WORD

Sounds and spelling

- 1 Work with a partner. Write down all the English words you know which contain the letters *ough*. Tell the class, paying particular attention to the pronunciation.
- 2 Read the poem and decide on the pronunciation of the words in *italics>. Use a dictionary if necessary.*

Hints on English Pronunciation

I take it you already know
 Of *tough* and *bought* and *cough* and *dough*.
 Others may stumble but not you,
 On *thorough*, *plough*, *enough* and *through*.
 Well done! And now you wish perhaps
 To learn of less familiar traps.

Beware of *heard*: a dreadful word
 That looks like *beard* and sounds like *bird*.
 And *dead*: it's said like *bed* not *bead*.
 For goodness sake don't call it *deed*.
 Watch out for *meat* and *great* and *threat*.
 (They rhyme with *suite* and *straight* and *debt*.)

And *here* is not a match for *there*.
 Nor *dear* and *fear* for *bear* and *pear*.
 And then there's *dose* and *rose* and *lose*.
 Just look them up — and *goose* and *chose*.
 And *cork* and *work* and *card* and *ward*.
 And *font* and *front* and *word* and *sword*.
 And *do* and *go*, then *thwart* and *cart*.
 Come, come! I've hardly made a start.

A dreadful language? Why man, alive!
 I'd mastered it when I was five.
 And yet to write, the more I tried,
 I hadn't learned at fifty-five.

- 3 Listen and check your pronunciation. Practise reading the poem aloud, taking turns to read a verse each.

26 Unit 2 • Never lost for words!

PRONUNCIATION

- 4 Write the words from the poem in their phonetic transcription in column A.

➤➤ Phonetic symbols chart on inside back cover

	A	B
1 /θru:/	through	threw
2 /hɜ:d/		
3 /mi:t/		
4 /swi:t/		
5 /hɜ:/		
6 /dɪə/		
7 /beə/		
8 /peə/		
9 /tɹəʊz/		
10 /tʃu:z/		

Listen to ten sentences with words that sound like those in column A, but have a different spelling and meaning. Write them in column B.

- 5 The words in exercise 4 are all homophones. These are words with the same pronunciation but different meanings. Here are some more homophones. Say the word in phonetics, then write the homophones.

	A	B
1 /pɔ:/	pour	paw
2 /bi:n/		
3 /wɪtʃ/		
4 /weə/		
5 /wɔ:/		
6 /θrəʊn/		
7 /kɔ:t/		
8 /flaʊə/		
9 /pi:s/		

Introduction to teaching Pronunciation workshop
 Adrian Underhill (video)

Bibliography: Pronunciation Games Cambridge

Adrian Underhill: Introduction to teaching pronunciation
 Workshop (video)

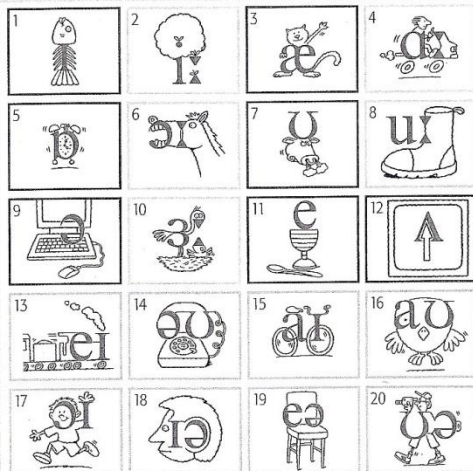
Pronunciation Games - Cambridge
 Ship or Sheep - Cambridge

ɪ	ʊ	ʊ	ɪə	eɪ	ɪ
e	ɜː	ɔː	ʊə	ɔɪ	eɪ
æ	ɑː	ɒ	eə	aɪ	aʊ
p	t	d	tʃ	dʒ	g
f	θ	ð	s	z	ʒ
m	ŋ	h	l	r	w
					j

Simon Underhill

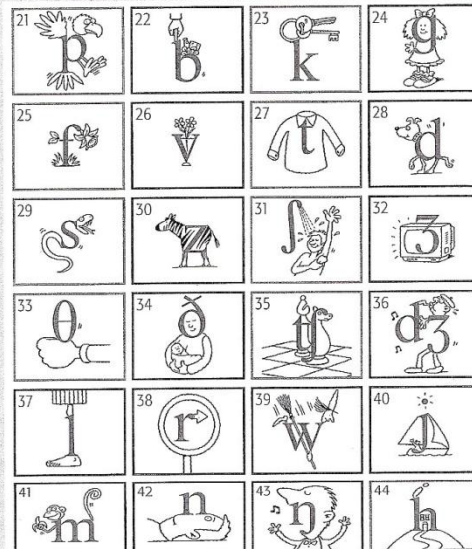
English sounds

SOUND BANK



- short vowels
- long vowels
- diphthongs

- | | |
|-------------------------|-----------------------|
| 1 fish /fɪʃ/ | 11 egg /eg/ |
| 2 tree /tri:/ | 12 up /ʌp/ |
| 3 cat /kæt/ | 13 train /treɪn/ |
| 4 car /kɑ:/ | 14 phone /fəʊn/ |
| 5 clock /klɒk/ | 15 bike /baɪk/ |
| 6 horse /hɔ:s/ | 16 owl /aʊl/ |
| 7 bull /bʊl/ | 17 boy /bɔɪ/ |
| 8 boot /bu:t/ | 18 ear /ɪə/ |
| 9 computer /kəm'pjʊ:tə/ | 19 chair /tʃeə/ |
| 10 bird /bɜ:d/ | 20 tourist /'tʊərɪst/ |



- voiced
- unvoiced

- | | |
|---------------------------|--------------------|
| 21 parrot /'pærət/ | 33 thumb /θʌm/ |
| 22 bag /bæg/ | 34 mother /'mʌðə/ |
| 23 key /ki:/ | 35 chess /tʃes/ |
| 24 girl /gɜ:l/ | 36 jazz /dʒæz/ |
| 25 flower /'flaʊə/ | 37 leg /leg/ |
| 26 vase /vaɪz/ | 38 right /raɪt/ |
| 27 tie /taɪ/ | 39 witch /wɪtʃ/ |
| 28 dog /dɒg/ | 40 yacht /jɒt/ |
| 29 snake /sneɪk/ | 41 monkey /'mʌŋki/ |
| 30 zebra /'zebrə/ | 42 nose /nəʊz/ |
| 31 shower /'ʃaʊə/ | 43 singer /'sɪŋə/ |
| 32 television /'telɪvɪʒn/ | 44 house /haʊs/ |

Rethinking reading aloud

Simon Mumford explores ways of adapting and creating reading texts.

In Education, Reading Aloud (RA) is recognised as a valuable, even essential ability, with texts such as stories produced especially for children to practise. In contrast, in English Language Teaching, RA tends to be associated with artificial, scripted dialogues, which often serve purely to illustrate a language point, or demotivating reading round the class. As an alternative, I would like to suggest a range of short texts and activities with a variety of learning objectives which focus directly on the activity of RA itself. Here are some ideas.

Irrelevant words

Students read aloud texts containing irrelevant words. Example:

The economy has suffered a great deal recently, because cat of the economic crisis. This started last dog year, because banks lent too much horse money. As a result, when people lost their mouse jobs, they were tiger unable to pay their debts. Now, elephant houses are being repossessed because of high mortgage rates, and more people have to pay sheep rent.

Rationale: To ensure that students are reading for understanding not just pronunciation, adding irrelevant words will force students to look ahead and think about meaning, so they can omit the irrelevant words. This can be a demanding exercise, but choosing irrelevant words from the same lexical set will make them easier to spot.

Missing vowels

Students read aloud a text containing words with missing vowels.

Joan Smith, my nghbr across the road, is a very ntrstng woman. She lives by hrslfr, is rtrd and is about 70 years old. She has a very interesting hbby, she learns unusual lnggs. She speaks Portuguesee, a bit of Rssn, and even some Arabic and Chinese! But strangely, she has nvr been abroad. She is nglsh and has lived all her life in England. Once when I went to visit her, she was having a cnvrstn in a language I did not understand. There was a very fair man lstrng to her and laughing. I guessed he was from cind. They were spkng Icelandic!

Full words: neighbour, interesting, herself, retired, hobby, languages, Russian, never, English, conversation, listening, Iceland, speaking.

Rationale: Students have to look ahead while reading because the context is often a clue to the words with missing vowels. For example, "rtrd" can be understood by looking ahead to "she is about 70". Similarly, "lnggs" can be understood by looking forward to the next sentence, where a number of languages are mentioned. This may help students to consider texts in sections or chunks, rather than as a series of single words.

Taking eyes off the text

Prepare a text which is divided into progressively longer blocks of words, as in the example below. Students read the text aloud, taking their eyes off the text and looking at a listener at the end of each block. They work their way through all the levels.

2 word blocks

Alaska's name / is based / on the / Eskimo word / Alakshak meaning / great lands / or peninsula. / Alaska

is / as big / as England, / France, Italy / and Spain / combined. / Alaska is / about six / hundred thousand / square miles.

3 word blocks

Alaska's name is / based on the / Eskimo word Alakshak / meaning great lands / or peninsula. Alaska / is as big / as England, France, / Italy and Spain / combined. Alaska is / about six hundred / thousand square miles.

4 word blocks

Alaska's name is based / on the Eskimo word / Alakshak meaning great lands / or peninsula. Alaska is / as big as England / France, Italy and Spain combined. / Alaska is about six / hundred thousand square miles.

4+ word blocks

Alaska's name is based on / the Eskimo word Alakshak / meaning 'great lands' or 'peninsula'. / Alaska is as big as / England, France, Italy and Spain combined. / Alaska is about six hundred thousand square miles.

Adapted from <http://www.strange-facts.info/interesting-facts-about-alaska>

Rationale: Good readers read in chunks and look ahead, allowing them to look away from the text some of the time. This exercise allows students to become familiar with a text and gives them the confidence to look at their listeners for progressively longer periods.

reading and incorporate the actions into their performance.

Student version

Today is cold shivers. It snowed and the town looked lovely, but I had to go to work sighs. I got to work and saw a strange thing pauses. There was a note on my desk picks up piece of paper. 'Meet me at three o'clock in the Elm Tree cafe, please be there' it said looks around, surprised. Who wrote it I wonder? scratches head. So...

Key with the stage directions in parentheses

Today is cold. (shivers) It snowed and the town looked lovely, but I had to go to work. (sighs) I got to work and saw a strange thing. (pauses) There was a note on my desk. (picks up piece of paper) 'Meet me at three o'clock in the Elm Tree cafe, please be there' it said. (looks around, surprised) Who wrote it I wonder? (scratches head) So ...

Rationale: The instructions are not highlighted in any way, so students must read carefully and understand where to pause for an action. Thus there are two advantages: firstly, students must process for meaning before vocalising, and secondly, the actions reinforce the meaning of the words and act as natural pauses. It may need several attempts before the correct interpretation is found.

Present tense poem

One read-aloud activity that is well-known in ELT is the use of poems and rhymes.

The following poem contains grammatical information.

The present simple is simply I go,
It's a very useful thing to know,
But the continuous is I am going,
Which is also worth knowing.

I go, sometimes, often, always,
But I am going now, today, these days.
Although they are both present in name,
These two tenses are really not the same.

If you say I am playing tennis
On Wednesday with Dennis.
This is not the same as I play
Tennis with Dennis on Wednesday.

In the first, about the future we speak,
Something that is happening this week.
The second happens quite frequently,
Well, I mean, just once weekly.

Rationale: The content of poems for language teaching should be useful and interesting to students. In this case, rhyme and rhythm can help them remember important grammatical information.

Conclusion

The problem with RA activities in general seems to be that most texts are not designed to be read aloud, and where dialogues are presented for RA, these usually focus on learning a particular structure, rather than learning to read aloud for its own sake. An alternative to this is a range of texts and activities designed especially for the

purpose, which challenge students both to think about what they are reading, and to consider the listeners. As can be seen, it is not difficult to produce different texts designed to be read aloud which serve a number of purposes.

REFERENCES

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- Mumford, S. (2009) Rethinking Reading Aloud, *Modern English Teacher*, July 2009 Vol. 17/3

Simon Mumford



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Practical ways to Developing fluency in L2 Reading

Mike Green - Kansai Gaidai University - mikegrn@kansaigaidai.ac.jp
latefl Manchester 2015

"... fluent reading comprehension is not possible without rapid and automatic word recognition."
Grabe, W. (2009:23) *Reading in a second language: Moving from theory to practice*. New York: Cambridge University Press.

Food Likes and Dislikes

Why do some people love spicy food and others hate it? Why do many people dislike broccoli? Why do some people want sweets all the time? Human taste is not as simple as liking or disliking something. The kind of tongue you have can affect your food choices – and your health.

How the Tongue Works

The human tongue is made up of a group of muscles and taste buds that work together to recognize taste. The average adult tongue has 10,000 taste buds, which are tiny bumps located on the tongue. Tiny hairs on the end of the taste buds tell us whether food is sweet, sour, bitter or salty. The taste buds send messages to the brain as chemicals from the food enter the nose. Together, the taste buds and the nose tell the brain exactly what the tongue is tasting. This complex system helps humans survive by recognizing which foods are safe and which might be dangerous.

Nontasters, Medium Tasters and Supertasters

Although all humans have taste buds, we do not all have the same number of them. Medium tasters typically have 10,000 taste buds..

From Gramer, M. & Ward, C. (2011) *Q: Skills for Success 3: Reading and Writing*. New York, Oxford University Press.

TARGET	A	B	C	D	E
1. donation	doughnut	donkey	donation	donor	
2. trivial	trivia	triangle	triumph	trivial	
3. annual	annual	annul	another	annually	
4. imply	imp	import	infer	imply	implore
5. recent	record	recent	receive	recently	rescind
6. happiness	hapiness	happines	happness	happiness	
7. possession	possession	possession	possession	possession	
8. unpredictable	unpredictble	unperdictable	unpredictable	unqredictable	
9. memorable	memoradle	memrable	memerable	memorabel	memorable
10. consequence	consequece	consequence	consequense	consequece	consequece

Exercise

1

Time = X sec.

Total = / 10

TARGET	A	B	C	D	E
1. exposure	exposed	express	expusore	exposer	EXPOSURE
2. relationship	relationsip	relationship	relatively	rationalsic	relationships
3. certainly	cretainly	certainly	CERTAINLY	certainly	curtains
4. recently	recentaly	resently	resentful	Recently	RECENT
5. entertain	entertain	enertain	entertarn	entered	entertainer
6. support	supports	SPORT	support	supporter	support
7. tune out	TUNES OUT	TUNE OUT	tune off	Turn Out	tuned out
8. means to an end	means to an end	mean to an end	MEANS TO A END	mens to an end	means to a mend
9. painful memory	painful memry	Painfully memory	Painfull memory	painful memory	Payfull memory
10. annoying habit	annoying habit	annoying rabbit	ANNOYING HABBIT	annoying habit	annoying habit

Exercise

2

Time = X sec.

Total = / 10

Teaching Writing

Writing for the Real World: Making writing matter

Ailsa Sheldon Basil Paterson Edinburgh

Make it Relevant – what do your students really want to know?

- > Write 'secret-santa style' class letters or e-mails with lots of questions
- > 'A letter to...' The letter you always wanted to write – a letter to a person you admire, someone who helped you or maybe someone you want to say sorry to – send it if you're feeling brave.
- > Let students choose a topic, everyone else writes a question which gives the writer a structure for their work.

Engage the Emotions –expressing what matters to our learners. Family, childhood, friends, food = emotional connections!

- > 'We love to eat' family@theguardian.com
- > The story of a song or the story of a photograph
- > Write stories of first meetings, last meetings and chance encounters

Fill your paper with the breathings of your heart" William Wordsworth

Focus on the Audience – a move away from the teacher's red pen towards the people they want to read their writing

- > Film or book reviews for the study centre
- > A collection of short stories for the common room
- > A class blog or personal blogs (try blogger or wordpress)
- > A pamphlet of local café recommendations for fellow students
- > Review restaurants and attractions on Tripadvisor, books on goodreads <http://www.tripadvisor.co.uk> <http://www.goodreads.com/>
- > Join in the comments 'below the line' of newspaper articles
- > Write a letter to your future self at <https://www.futureme.org/>
- > Publish creative work for the world to read and enter competitions at <http://www.booksie.com/>
- > Enter travel writing competitions <http://www.natgeostraveler.co.uk/compositions>
<http://www.brschools.com/articles/travel-writing-2015> and newspapers too.

Consider Life Skills – what do your students want or need to be able to do?

- > CVs and cover letters – use real jobs and your student's real CVs
- > Write business reports, emails and character references.
- > University applications
- > Thank you letters to host families

Make it Relevant

Engage the Emotions

Focus on the Audience

Consider Life Skills

Thanks for coming. To share ideas or ask me more

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Teacher's notes

Key

The correct order of the paragraphs:

1 C; 2 G; 3 F; 4 A; 5 D; 6 B; 7 E

Follow-up

Ask the students to try and explain why they thought paragraph C came before paragraph G, why F followed G, etc.

19 Nonsense! *Upper Intermediate/Advanced*
Roy Kingsbury

Target group: Young adult / Adult

Type of activity: Reading / Grammar

This is a reading comprehension game for students working on their own or in pairs.

Method

- 1 Copy the handout on page 53 – one copy for each student or pair.
- 2 Explain the rules as follows:
Students must read each sentence and decide and mark
A whether it makes common sense,
B whether it is totally ridiculous – nonsense! or
C whether it makes sense, but somehow sounds strange – philosophical.
- 3 Set a time limit (e.g. 5 minutes) and check orally. To avoid cheating, let students exchange and mark one another's handouts.
- 4 Each answer will be clearly Sensible, Nonsense or Philosophical. Students get 5 points for each answer marked correctly according to the key below.
- 5 At the end, the 'markers' add up the points for correct answers and write down the total number of points scored.
- 6 The student or pair with the highest score wins.

Key

The correct answers are:

1 A, 2 C, 3 B, 4 B, 5 A, 6 A, 7 B, 8 C, 9 A, 10 B, 11 C, 12 B, 13 B, 14 B, 15 A

(Maximum score possible = 75 points.)

Follow-up

Ask students to try to produce more sentences for each other which they know are nonsense, 'philosophical' or perfectly correct.

20 Word array *Intermediate and above*
Alan Maley

Target group: Young adult / Adult

Type of activity: Writing / Grammar

14

This is an exercise in guided creative composition. It is done in three separate stages.

Method:

Stage 1

- 1 Copy and cut up the *Word array* handout plus the original text on page 55 – one copy for each student. At this stage only give out the *Word array* handout.
- 2 Students, working individually, write their own sentences. You may need to check that they are following the instructions, that is, not adding words or changing them. Allow approximately 8–10 minutes for this stage.
- 3 They now work in groups of 3–4 and read out and compare their sentences. Encourage them to add/copy interesting sentences from their partners' lists. They should also check on the grammatical accuracy of their sentences.

Stage 2

- 1 Each group chooses sentences from their three lists which can be used to write a text – either a story or a poem. (If a group finishes early, tell them to try writing a second text.)
- 2 Give each group the opportunity to read its text aloud for the others in the class, but do not insist if they are too shy to do so.

Stage 3

- 1 Hand each group a copy of the original text. They should now compare their texts with the original. They may find that they wrote sentences which are identical to those in the original.
- 2 Ask the whole class now for their comments on the activity. Was it easy, difficult? How many sentences did they write which were close or identical to the original? How difficult was the fact that they were not allowed to add or change words?

Acknowledgement: The text is by Leszek Szkutnik, a well-known Polish textbook writer. The activity is an adaptation of one from *Short and Sweet 1* by Alan Maley (Penguin Books, 1994).

21 Mining a text *Upper intermediate/Advanced*
Alan Maley

Target group: Young adult / Adult

Type of activity: Writing

This is a creative writing exercise within a framework of support.

Method:

- 1 Copy and cut out the texts on page 56. Give each student a copy of one of the texts.
- 2 Students read their text carefully, then underline up to *ten* words or phrases which strike them as important in some way – perhaps because of the imagery, or their importance to the story, etc.

Example:

Write a one-page magazine advertisement for a washing machine your company produces, called WHIRLCLEAN.

- a aim: not specified (implied aim is to sell a washing machine to a prospective customer)
- b audience: a potential customer
- c genre: a one-page ad
- d level: intermediate to advanced

Writing activity A

Rosie's school report

Look at Rosie's school report. Write your own school report for the year. Explain how well you have done in each subject. Your parents will read it.

The aim is to reflect on their situation

GRIMCASTLE SCHOOL		Summer term	
Name: Rosie		Surname: Malone	
		Age: 14	Class: 2B
Subject	Mark	Comments	Teacher
Art	B	Good. Rosie likes this subject and is very interested in Art. She has worked very hard and she has drawn some very nice pictures this year.	M.H.
English	C	Average. Rosie quite likes this subject but she must listen in class. She has worked quite hard and she has written some good stories, but her spelling isn't very good.	P.W.
French	E	Very weak. Rosie doesn't like this subject at all. She hasn't worked very hard. Her spelling is very bad and her vocabulary is very small. She sometimes eats in class.	R.C.
Geography	D	Weak. Rosie doesn't like this subject at all and finds it difficult. She occasionally goes to sleep in class. Her writing is very untidy.	D.L.
History	B	Good. Rosie likes this subject very much and she has worked quite hard. She has an excellent memory.	A.P.
Latin	A	Excellent. Rosie's exam was the best in the class. I was surprised because she hasn't worked very hard and she doesn't like this subject.	J.C.
Maths	A	Excellent. Rosie's Maths has improved tremendously this year. She has worked very hard and she is now one of the best students in the class. But why does she write her answers in Roman numerals?	
Music	D	Weak. Rosie isn't interested in this subject and she hasn't worked very hard. She's often late for class and she only does her homework occasionally.	W.H.
Science	E	Very weak. Rosie doesn't like Science at all and she hasn't worked very hard. In fact, she hasn't worked at all. She sometimes talks in class and she never listens.	I.V.
Sport	C	Average. Rosie likes sport and she can run fast. She has worked quite hard, but she isn't interested in tennis.	B.B.

Taken from Fountain Elementary

Writing activity B

Look at these advertisements. Choose one and write a letter asking for further information.

LEISURELY CYCLING
in beautiful English Lakeland as seen on T.V. Choice of good Hotels, Guest Homes. 7 day price choice from £126/260. 'All luggage transported.' Free days. Highly recom. for all age groups. Col. Broch.
CYCLORAMA HOLIDAYS
GRANGE HOTEL
Grange-over-Sands (1), Cumbria, LA11 6EJ
Tel: (04484) 3666.

TENNIS HOLIDAYS
Weekends/5 days/7 days. Expert coaching / play. 18 outdoor/indoor courts. Full accom. Heated pool. 9 hole par 3 golf course. 20 lovely acres. Near Eastbourne/sea. Col. Broch.
Windmill Hill Place Tennis Resort,
Dept O, Hailsham, E. Sussex.
(0323) 832552

Taken from *Mode 2*

Writing activity C

Write a paragraph to describe Mary Shelley from the point of view of her husband. Mary's daughter will read it.

Writing activity D

Imagine Saturday is going to be a perfect day. What are you going to do? What aren't you going to do? Write a letter for your friend to read. Invite her/him to join you in your activities.

Writing activity E

Write your own radio advertisement for a European Cities tour. Encourage other learners your age to join the tour.

GATEWAY HOLIDAYS - LONDON

European Cities Tours

Great Britain & Europe
TRAVEL by ferry and coach
VISIT France, Germany and Holland.
SEE the Eiffel Tower, Cologne Cathedral and Anne Frank's house.
STAY in hostels and one-star hotels.
NUMBER OF DAYS: 5 COST: £99

Grand Britain & Europe
TRAVEL by plane and train.
VISIT Portugal, Italy, Greece, Turkey, Austria and France.
SEE the Alfama, the Leaning Tower of Pisa, the Acropolis, St Sophia, the Big Wheel and the Arc de Triomphe.
STAY in five-star hotels.
NUMBER OF DAYS: 14 COST: £850

Writing activity F

Write a paragraph that describes teenagers from different countries. Your description may appear in a magazine for teenagers.

Taken from
Fountain Elementary

Step 3



Work in groups.

1 Pre-writing

Choose one of the writing activities in Step 2. What would you do to prepare your learners for writing? For more guidance, look back at writing assignment B in Task 2 Putting pen to paper (p. 70) and also Task 5 Paving the way (p. 38) from Unit 5 Warming up.

Think about:

- a introducing the topic of your writing activity
- b introducing helpful language
- c interesting learners in the topic.

2 Post-writing

Once your learners have completed their writing activity, what could they do to consolidate and perhaps practise the language they used while writing? Design a post-writing activity for your learners, practising another skill (e.g. speaking).

Teaching Grammar



How do you feel about grammar?

- a) You must not tell students about the names and forms of grammar- it will only confuse them.
- b) Learners can often work out grammar in context for themselves.
- c) Grammar practice exercises are the best way to practise grammar.
- d) It is always best to teach students the 'grammar rule' before practising the language.
- e) Students will remember the language better if they know the grammar rules.
- f) Students can be guided to work out the meaning and use of 'grammar' by answering questions about it.
- g) Younger learners need more practice with grammar than adults.
- h) Knowing grammar is the same as being able to use it.
- i) Teachers can use language above the level of the students before they teach it.

Form vs Function

1. What does 'would' mean?
2. What does it mean in these sentences?
 - a) Would you be quiet!
 - b) Would you get the door for me?
 - c) I would often visit my gran when I was younger
 - d) If I had money, I would be happy
 - e) Would you mind if I smoked?

Focus on Function

How many ways can you think of to express:

THE FUTURE

REQUESTS

REGRETS

POSSIBLE

CONDITIONAL

Eg: Future:

- I'm thinking of.....-ing
- I'm looking forward to.....-ing
- I'm planning on.....-ing
- I hope./promise/intend/plan to do.....
- I'd like to.....
- The Queen is to.....
- The bus leaves at.....
- I will/might/may/could.....
- If I had the money, I would.....
- If I have the time I will.....
- We pledge to.....
- I'm.....-ing
- I'm going to

Grammar Presentation Techniques		
Technique	Advantages	Possible problems
1 Using a song text		
2 Using a time line		
3 Reading		
4 Using a picture		
5 Using realia		
6 Personalising		
7 Explaining directly		
8 Practising and presenting	<ul style="list-style-type: none"> -uses Ls' real lives; -clear and explanation given -Ls begin with the use, then learn the form -some amusing questions 	<ul style="list-style-type: none"> -Ls might not understand the questions -needs good elicitation techniques from T -Ls have to be used to working in pairs -not much context provided
9 Discovering		
10 Using a chart		
11 Eliciting		
12 Comparing L1 and L2		

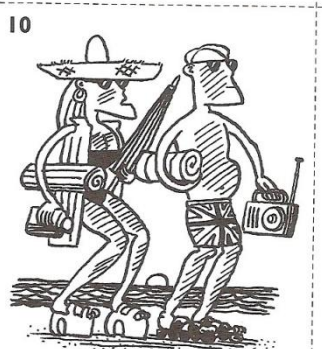
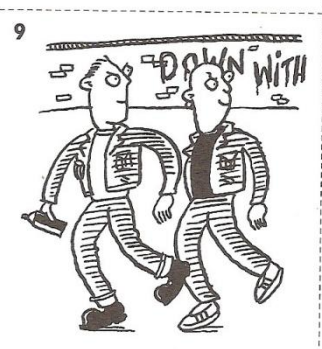
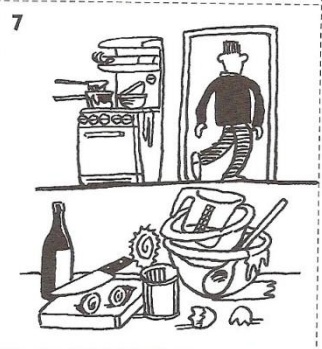
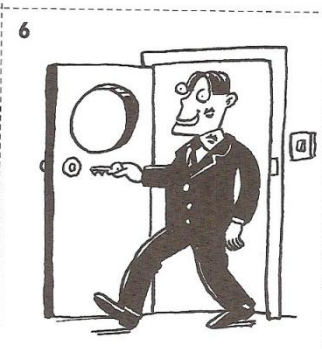
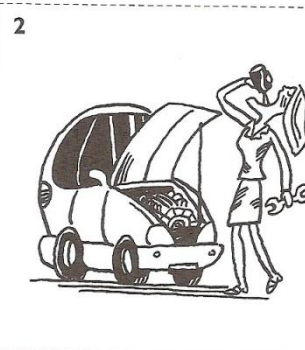
Elicit: come up, bring to light.
Elicit: Join information from the students



Presenting grammar techniques - key

Key to Task 3, Let me count the ways, Step 1

Technique	Advantages	Possible problems
1 Using a song text	<ul style="list-style-type: none"> • song text is motivating for Ls • Ls can see grammar in context in the song 	<ul style="list-style-type: none"> • focus of lesson might be unclear • subject-matter or slang might be (culturally) inappropriate
2 Using a time line	<ul style="list-style-type: none"> • clear visual demonstration of tense 	<ul style="list-style-type: none"> • questionable whether Ls will understand by the end of the lesson • no context provided • concept of a time line (and not a circle or a spiral) is culturally dependent
3 Reading	<ul style="list-style-type: none"> • Ls work things out for themselves • realistic text used • text good for school pupils 	<ul style="list-style-type: none"> • rather contrived text • use of item is not always clear in a text
4 Using a picture	<ul style="list-style-type: none"> • visual might help visual learners remember • Ls involved in eliciting process • Ls use the tense 	<ul style="list-style-type: none"> • might be hard for some Ls to make sentences • visuals do not necessarily give a clear context
5 Using realia	<ul style="list-style-type: none"> • shows meaning clearly • involves Ls • Ls might remember better • Ls' examples are used as models 	<ul style="list-style-type: none"> • inadequate demonstration of use • visuals do not necessarily give a clear context
6 Personalising	<ul style="list-style-type: none"> • learning is related to teacher's and learners' own lives • use is clearly demonstrated • Ls immediately use the tense themselves 	<ul style="list-style-type: none"> • some Ls may not want to answer personal questions or discuss their personal lives
7 Explaining directly	<ul style="list-style-type: none"> • form on board is clear 	<ul style="list-style-type: none"> • individual Ls might not understand • not many examples given • Ls are not involved
8 Practising and presenting	<ul style="list-style-type: none"> • uses Ls' real lives • clear explanation given • Ls begin with the use and then learn the form 	<ul style="list-style-type: none"> • Ls might not understand the questions • needs good elicitation techniques from T • Ls have to be used to working in pairs
9 Discovering	<ul style="list-style-type: none"> • Ls discover meaning for themselves • Ls are familiar with material • recycles material • Ls do a puzzle, so it's perhaps more fun than direct explanation 	<ul style="list-style-type: none"> • text is quite difficult • needs good instruction-giving • could be problematic if learners guess wrongly
10 Using a chart	<ul style="list-style-type: none"> • Ls involved from the start • clear visual to demonstrate text • Ls practise themselves 	<ul style="list-style-type: none"> • questions and affirmative sentences being presented at same time might confuse some Ls
11 Eliciting	<ul style="list-style-type: none"> • Ls involved from the start • T discovers what Ls already know 	<ul style="list-style-type: none"> • some Ls might not follow very well
12 Comparing L1 and L2	<ul style="list-style-type: none"> • useful technique for monolingual class 	<ul style="list-style-type: none"> • not possible with multilingual class • there might be no equivalent in L1



Immigration and racism

Discussion

Discuss these questions in small groups:

1. What different ethnic groups are there in your town / region?
2. Where have they come from and why?
3. Does your country offer help to refugees? If so, are you happy that your taxes help to support them?

Reading

Read the article and decide if these sentences are true (T) or false (F):

1. The villagers don't mind that the refugees are living nearby.
2. Little Hurling was the only place the refugees could go.

ASYLUM SEEKERS

There was trouble yesterday in the village of Little Hurling in Kent as 150 Kosovar refugees arrived to stay in the Hurling Business Centre just outside the village. Local people, upset that no one had spoken to them before sending the refugees there, held a protest meeting in the village hall.

"We are a tolerant group of people in Little Hurling," said Major Ronald Smythe, who has lived in the village for 25 years. "We are happy that the government has offered assistance to these people and

provided accommodation for them. But Little Hurling is not the place they should be. It would be better if they were in a large town or city."

Amanda Parker-White, 52, leader of the village committee, said: "There is no entertainment here, no cinema, no library, and only one small village shop. The point is: what are these people going to do?"

Basil Lloga, a spokesman for the refugees, said: "I am sure the villagers are not discriminating against these people. Most of them have come here as genuine asylum

seekers. They are afraid that if they return home, they will be killed or persecuted. After the terrible time they have had in their own country, they need some peace and quiet to help them recover."

"Unfortunately, there was no time to talk to the villagers", said Kim Thompson of the government's Refugee Action Group. "We only found out the refugees were arriving this morning and there was nowhere else for them to go. We very much hope the villagers will welcome them and accept them into the community."

Read the article again and answer these questions:

1. Why do the villagers think Little Hurling is not a good place for refugees?
2. Why might it be a good place for refugees, according to Basil Lloga?
3. Why did nobody talk to the villagers first?

Discussion

1. Do you think the villagers are being honest about their reasons for wanting the refugees elsewhere? If not, what do you think the real reasons are?
2. How do you think the villagers in a small village in your country would react if 150 refugees were sent to live nearby?
3. How would you personally react?

'emigrate

Language 1

Match the words on the left with the words on the right:

- | | |
|----------------|---------------|
| 1. asylum | a. migrants |
| 2. border | b. immigrants |
| 3. economic | c. controls |
| 4. illegal | d. officials |
| 5. immigration | e. seekers |

Complete this text with expressions from the exercise above:

Following the discovery of fifty (6)
..... in the back of a lorry at Calais
yesterday, the government has ordered stricter
security at (7) and has
warned (8) to be
vigilant. "We are very willing to help genuine
(9)" said a
government minister, "but these people are just
(10) We
cannot allow just anyone into the country."

Discussion

Work in pairs. To what extent do you agree or disagree with the points of view below? The expressions in Language 2 may be helpful.

I don't see why my taxes should support people from other countries. I'll never get anything from their country, will I?

We should be proud that so many people would like to live in our country.

I don't mind the refugees. They really need help, but I don't see why we should let anyone else into the country, though.

A lot of these refugees are Muslims. Wouldn't it be better if they went to a Muslim country where they would feel more at home?

Asylum seekers are asylum seekers. They are desperate women, men and children. You never know - we could be in their situation one day.

There aren't enough jobs for local people as it is. We can't have people from other countries taking our jobs.

We're already doing enough in this country. Why can't other countries do more?

We have lots of menial jobs that no one wants to do. We need immigrants to come and do this work. Let them come, I say.

Language 2

Now look at this sentence from the text:

The point is: what are these people going to do?

Look at these other expressions with *point*. Decide if you would use them to agree (A), to disagree (D) or to partially agree (P).

1. Yes, I see your point.
2. I take your point but ...
3. I agree up to a point.
4. That's a good point.
5. No, you're missing the point.
6. That's not the point.
7. I can't see your point at all.
8. That's exactly the point.

Different Sentence Patterns For Reporting Verbs

FORM	REPORTING VERBS
Verb + object + infinitive e.g. <i>He asked me to go.</i>	Ask, advise, encourage, invite, remind, warn (not), beg (not), tell (not)
Verb + (that) e.g. <i>She said (that) he had to go.</i>	Say, admit, agree, decide, deny, explain, insist, promise, recommend, suggest
Verb + object + (that) e.g. <i>He told us that he had to go.</i>	Tell, advise(meaning inform), remind, promise, warn
Verb + gerund e.g. <i>He admitted stealing her bag.</i>	Admit, deny, recommend, suggest
Verb + object + preposition + gerund e.g. <i>He accused me of stealing the money.</i>	Accuse (of), blame(for), congratulate(on)
Verb + infinitive e.g. <i>He decided to lend her the money.</i>	Decide, agree, offer, promise, refuse, threaten, ask
Verb + preposition + gerund e.g. <i>He insisted on lending her the money.</i>	Insist(on) , apologise(for)

QUESTION FORMS	FOR USE WITH
Verb + object + question word e.g. <i>He asked her where she had been</i>	Open questions e.g. Where, what, who...etc
Verb + object + if e.g. <i>He asked her if she liked sushi</i>	Closed questions e.g. Do you..., will you... etc

I have 2 brothers *He said he has 2 brothers*
 I only have 10 minutes before my appointment *He said he only had 10 mins ...*
 I bought it in Germany *He said he had bought it in Germany*
 I have been to Glasgow twice *He said he has (had) been to Glasgow*
 I have already had lunch (today) *He said he had (has) already had lunch*

Speaking



SPOKEN ERRORS

Complete the sentence stems below being as practical and specific as you can:

- 1) Teachers should interrupt learners when they make a mistake or error when...

- 2) Teachers can give delayed feedback in the following situation:...

- 3) Some errors or mistakes should remain uncorrected by the teacher, for example ...

- 4) Teachers can correct learners in different ways according to the type of tasks which they do, for example...

- 5) Teachers can vary their error correction strategies according to learners' personalities, by ...

GIVING OPINIONS

①

Will probably Will almost certainly Is / are likely to May/might (not)
 Probably won't Almost certainly won't Isn't / aren't likely to Could/may well

100%	Will definitely	
0%	Definitely won't	

- Scotland, become an independent country
- Britain, replace the pound with the Euro
- More Scottish children, start learning Chinese in school
- Colin, buy a new car
- Ronaldo, stop playing professional football
- Justin Beiber, continue selling a lot of music
- Humans, travel to Mars
- Starbucks, open lots more coffee shops

- Please speak to your partner about how you think your life might be: one month from now, one year from now, five years from now or ten your from now.

You could speak about some of the subjects below, or anything else you like.

Married / engaged / single?

Kids?

Work: Where? What position?

Study: University / languages / something for fun (e.g. art, music etc)

Living: Here / at home / another country? Flatmates? Family?

Transport: Public / bike / car / private jet?

Hobbies / sports / exercise?

Travel: Which countries will you have visited?

①

- Create The situation
- Preferences language

Rate these expressions from 1 to 10: 1 being extremely unhappy, 10 being extremely happy.

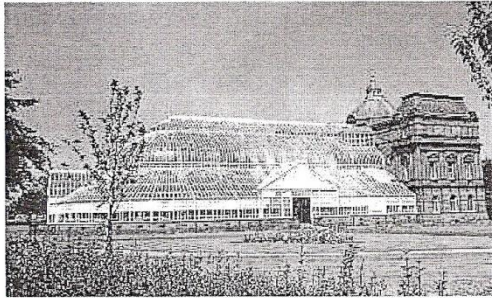
- That sounds reasonable
- I suppose that'll have to do
- Is that the best you can do / offer
- Oh, that's ideal
- If that is the best you can manage then ok.
- That sounds fine
- I have never heard anything so ridiculous
- I would never agree to that
- You must be joking
- Sounds good

- Create the situation
- Then do this
- Preference language

Rate these expressions from 1 to 10: 1 being extremely unhappy, 10 being extremely happy.

- That sounds reasonable
- I suppose that'll have to do
- Is that the best you can do / offer
- Oh, that's ideal
- If that is the best you can manage then ok.
- That sounds fine
- I have never heard anything so ridiculous
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- You must be joking
- Sounds good

THE PEOPLE'S PALACE



Located on the edge of Glasgow Green, The People's Palace relates the story of Glasgow from 1175 to the present day.

The rise of the Tobacco Lords, who built fabulous mansions in the City, and the plight of the poor, forced to live in their "Single Ends", are both graphically illustrated.

The recently refurbished People's Palace houses photographs, drawings and film sequences from the city's past.

The museum also features the elegant "Winter Gardens" where visitors can stroll through lush tropical vegetation.

Admission Free

Disabled Access & Toilets

Free Car & Coach Parking

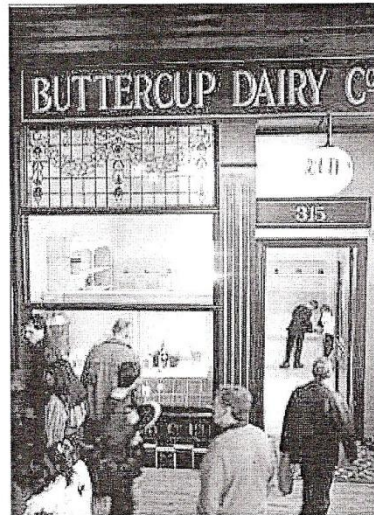
Restaurant

Gift Shop

Mon - Thurs & Sat 10am - 5:00pm

Fri & Sun 11am - 5:00pm

NB. All museums are closed on 25th, 26th December (early closing on 24th Dec) and 1st, 2nd January (early closing 31st Dec)



The People's Palace
Glasgow Green

*Planing, sharing, argueing
deciding, checking*

Do you fancy doing something this weekend?

Like what?

How about a trip to Glasgow?

Yeah, I've never been. Is there much to do?

Lots. Galleries, museums, shopping. All kinds of stuff.

Ok, I'm in. Let's do it. What do you recommend doing?

How about visiting a few musuems. The best is the Kelvingrove museum – it's absolutely amazing. Then there's the museum of transport, the people's palace and a few others.

I don't know. I'm not really into museums.

Well, we could visit the Kelvingrove and forget about the other ones. You have to see the Kelvingrove, honestly.

I suppose that sounds alright. After that, I fancy a bit of shopping. Where could we go?

There's an outdoor market.

No way! It's December.

Ok, there's a nice shopping street and it has a few really fancy indoor arcades and shopping centres nearby.

Perfect.

Matching pairs parts of the body. Instructions.

This activity tests the student's knowledge of idioms. They work in pairs or groups.

Each group is given a copy. Group B reads the explanation of the Idiom; group A finds the idiom that matches that explanation. If time, the students change roles and do it again.



55 Matching pairs: Parts of the body idioms

A-cards

to be all fingers and thumbs

to catch someone's eye

to get cold feet

to give someone the cold shoulder

to have a chip on your shoulder

to have green fingers

to make your blood boil

to pay through the nose for something

to pull someone's leg

to put your foot in it

to stick your neck out

to stretch your legs

From *Vocabulary Games and Activities 1* by Peter Watcyn-Jones © Penguin Books 2001

Photocopiable

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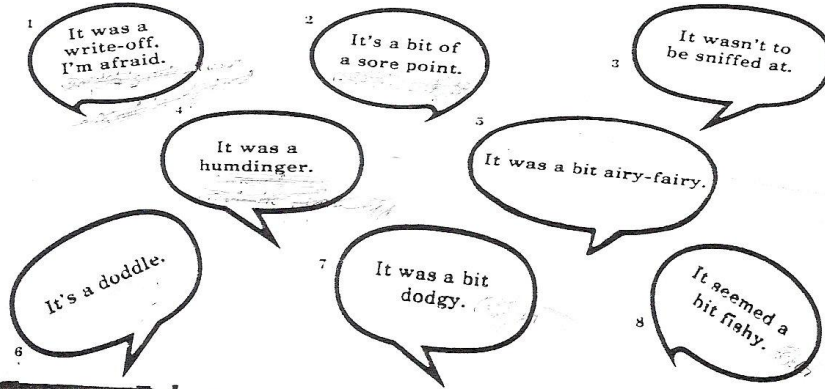
55 Matching pairs: Parts of the body idioms

B-cards

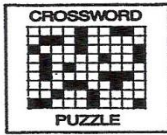
<i>to have a grievance/an inferiority complex about something</i>	1
<i>to cause embarrassment by saying something tactless</i>	2
<i>to be clumsy</i>	3
<i>to be good at gardening</i>	4
<i>to ignore someone</i>	5
<i>to attract someone's attention</i>	6
<i>to tease someone</i>	7
<i>to go for a walk</i>	8
<i>to take a risk</i>	9
<i>to pay too much for something</i>	10
<i>to lose courage/ to be afraid to do something</i>	11
<i>to make you very angry</i>	12

Colloquial Language

All the following are normal expressions in spoken English. Can you explain them?



- dangerous
- uncertain, vague
- extraordinary
- easy
- important
- strange
- delicate subject
- completely ruined



We often describe a thing by comparing it to something else. Many comparisons of this kind are used over and over so that they have become part of the language. This puzzle uses twenty of these common comparisons.

3-A COMPARISONS

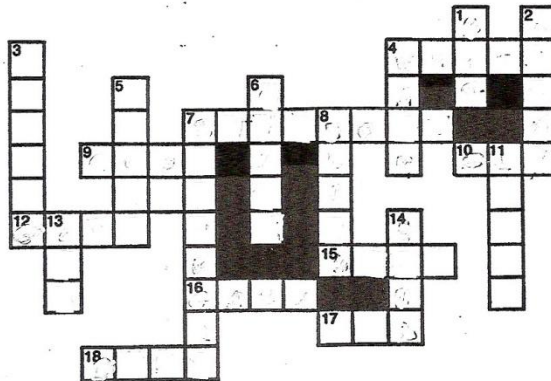
Directions: Complete the puzzle by writing the adjectives that are used in the following common expressions.

ACROSS

- 4. as _____ as a ghost
- 7. as _____ as a mule
- 9. as _____ as a cucumber
- 10. as _____ as a fox
- 12. as _____ as gold
- 15. as _____ as a post
- 16. as _____ as A B C
- 17. as _____ as a rose
- 18. as _____ as a bee

DOWN

- 1. as _____ as a house
- 2. as _____ as lead
- 3. as _____ as an ox
- 4. as _____ as toast
- 5. as _____ as a peacock
- 6. as _____ as a mouse
- 7. as _____ as an eel
- 8. as _____ as a bat
- 11. as _____ as a feather
- 13. as _____ as the hills
- 14. as _____ as nails



Crossword Puzzle 3-A

Colour idioms

Complete each sentence with the correct colour.

1. He saw when his son broke the window.
2. He got the light from his boss to carry out his plan.
3. Where did you get that ^{black} eye? Have you been fighting again?
4. I'll believe it when I see it in and white.
5. She can't write any more cheques or her account will be in the
6. She told a lie to avoid hurting his feelings.
7. The invitation arrived out of the
8. He gave me a look when I mentioned payment.
9. The manager decided to show films in an attempt to lure people back to the cinema.
10. He painted the town to celebrate winning.
11. He was the sheep of the family and they rarely talked about him.
12. She bought these goods on the market.
13. There's so much tape if you want to get a work permit in this country!
14. He was with envy when they bought a new car.
15. The disco had a list of people who were to be refused entry.
16. They may be forced to build houses in the belt because the population is growing so fast.
17. We shall definitely roll out the carpet if he ever visits us.
18. A power failure could out an area of over 400 square kilometres.

to paint the town red - to have a good time by visiting public houses

In pairs, read the clues and write the words as quickly as possible.

- 1 When people are very hungry, they often say 'I'm _____.'
- 2 I borrowed ten pounds from you, so I _____ you ten pounds.
- 3 The time when you were a child.
- 4 A machine outside a bank where you can get money.
- 5 One of the _____ I hated at school was Latin.
- 6 People who've got a cold or smoke too much often do this.
- 7 Another way of saying *worker*.
- 8 He never studies but he always gets high _____ in the exams.
- 9 The way you look physically is your _____.
- 10 Another word for *rich*.
- 11 The academic year is usually divided into three of these.
- 12 The qualification you get at university.
- 13 Time that you spend at work after your usual working hours.
- 14 Speak very quietly so that other people can't hear you.
- 15 Stop work because you want more money.
- 16 What most workers do when they are 65.
- 17 All the money you earn in a year.
- 18 Receive money when someone dies.

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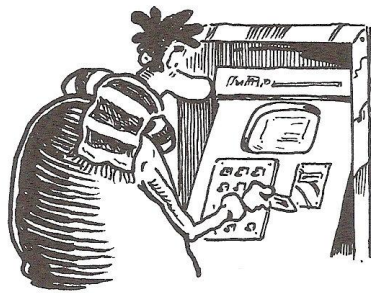
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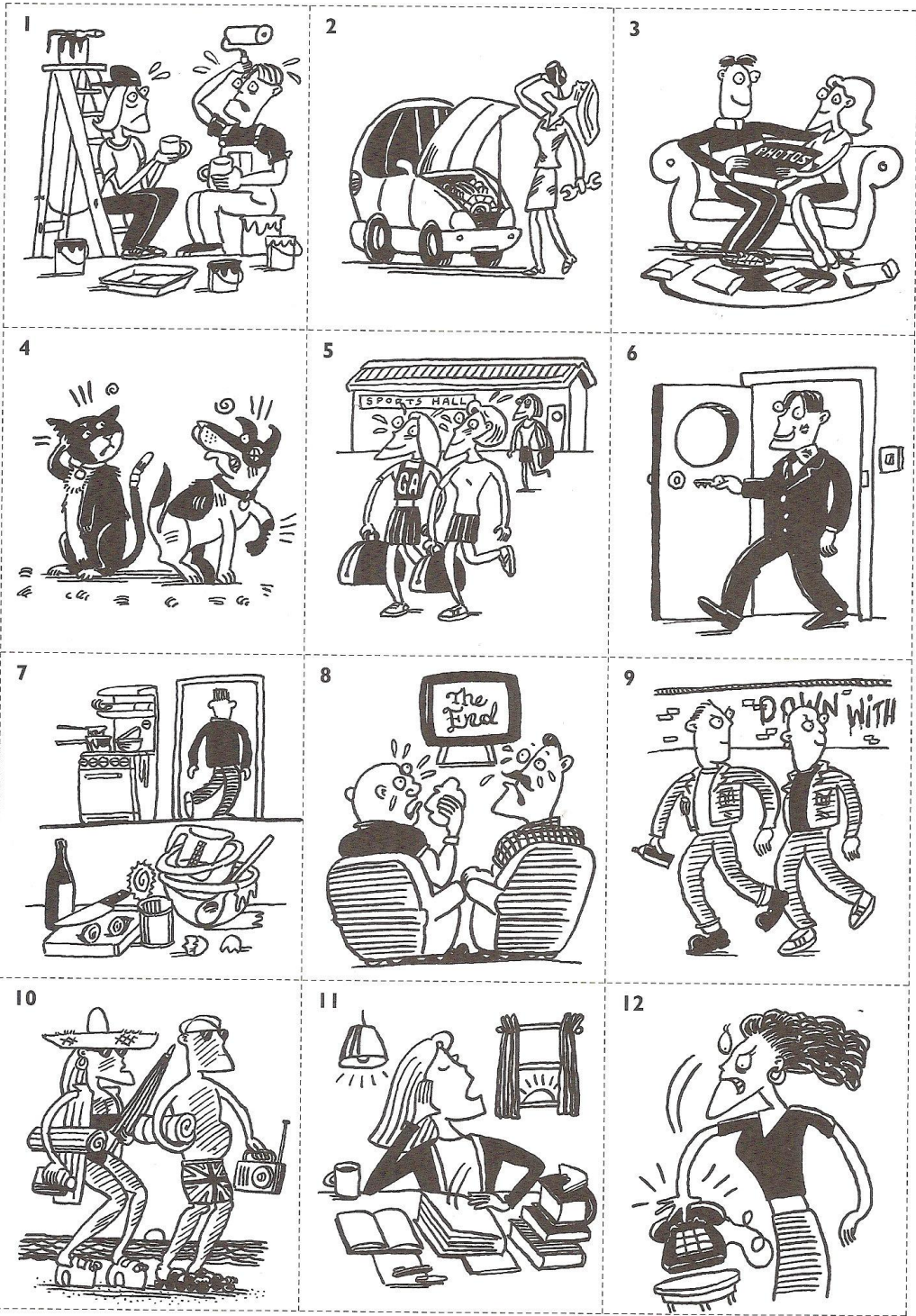
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What are They doing now?

3 Picture dictation

This is a fun activity and can be adapted to provide practice in many different lexical and structural areas. This example practises describing people, their appearance and clothes. The stronger students start with a piece of paper and have to draw the people from scratch. The middle-level students are given outlines of the people, and the weaker ones the outlines with some details filled in.

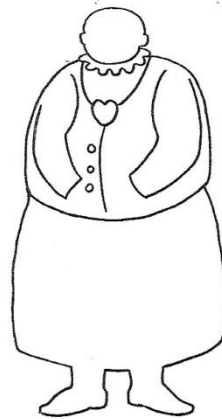
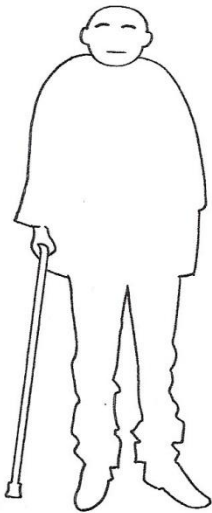
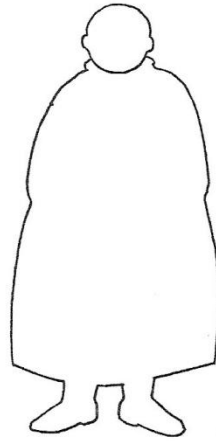
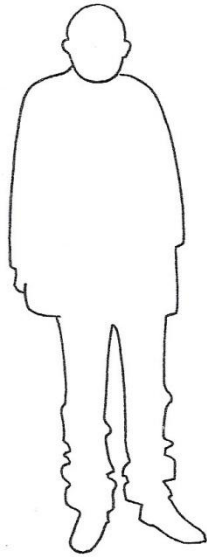
Read out the text below to the students. The stronger students have to listen and understand everything in order to complete the task, whereas the middle level and weaker students with the partly drawn pictures do not have to understand everything.

SEE PHOTOCOPIABLE PAGE 11

This is a picture of my grandfather and grandmother. They are quite strange! My grandfather is very tall and thin. He's bald but he's got thick black eyebrows and a big thick moustache. He wears glasses on the end of his big nose. He's got small bright eyes and he stares hard at you. He always looks very serious; he never smiles. He looks quite frightening if you don't know him, I think. He usually wears an old jacket and trousers which are too long. He uses a walking stick because he can't walk very well. Oh and he's always smoking his pipe of course.

11 Graded picture dictation

SEE PAGE 36



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