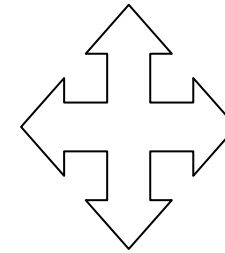


Adjectives that look like Adverbs Word Puzzle

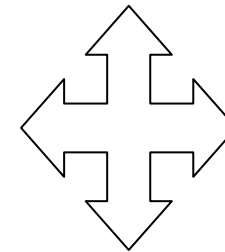


Words can be in
any direction

Find the names of 14 Adjectives that look like adverbs in the puzzle.

K	Z	K	A	D	L	F	H	Z	D	L	E	J	J	N	K
H	L	G	D	S	G	R	V	S	D	I	C	E	H	Y	B
G	E	I	T	L	R	Y	A	X	N	V	J	I	B	L	Z
B	I	P	Z	P	Q	H	T	I	M	E	L	Y	P	E	V
F	S	M	M	I	S	E	R	L	Y	L	F	W	P	N	Q
I	U	W	C	Y	W	D	U	T	Y	Y	M	K	G	O	R
C	R	C	Z	S	Y	L	E	K	I	L	B	W	M	L	P
O	E	S	K	F	M	O	T	H	E	R	L	Y	M	N	V
S	L	S	I	L	L	Y	H	V	H	S	C	M	Z	T	M
T	Y	C	O	W	A	R	D	L	Y	U	S	D	F	V	B
L	Y	L	T	S	A	E	B	S	B	O	K	C	C	R	G
Y	P	V	R	Q	S	P	V	Y	W	S	F	B	L	Y	S
C	S	M	M	Z	R	Q	P	Y	L	D	N	E	I	R	F
D	Z	R	X	R	O	D	I	Y	L	R	E	T	S	I	S
W	L	O	V	E	L	Y	X	Y	W	Z	E	Z	I	W	W
L	B	J	C	M	J	K	Y	B	U	Y	D	T	J	W	Z

Adjectives that look like Adverbs Word Puzzle



Words can be in
any direction

Find the names of 14 Adjectives that look like adverbs in the puzzle.

K	Z	K	A	D	L	F	H	Z	D	L	E	J	J	N	K
H	L	G	D	S	G	R	V	S	D	I	C	E	H	Y	B
G	E	I	T	L	R	Y	A	X	N	V	J	I	B	L	Z
B	I	P	Z	P	Q	H	T	I	M	E	L	Y	P	E	V
F	S	M	M	I	S	E	R	L	Y	L	F	W	P	N	Q
I	U	W	C	Y	W	D	U	T	Y	Y	M	K	G	O	R
C	R	C	Z	S	Y	L	E	K	I	L	B	W	M	L	P
O	E	S	K	F	M	O	T	H	E	R	L	Y	M	N	V
S	L	S	I	L	L	Y	H	V	H	S	C	M	Z	T	M
T	Y	C	O	W	A	R	D	L	Y	U	S	D	F	V	B
L	Y	L	T	S	A	E	B	S	B	O	K	C	C	R	G
Y	P	V	R	Q	S	P	V	Y	W	S	F	B	L	Y	S
C	S	M	M	Z	R	Q	P	Y	L	D	N	E	I	R	F
D	Z	R	X	R	O	D	I	Y	L	R	E	T	S	I	S
W	L	O	V	E	L	Y	X	Y	W	Z	E	Z	I	W	W
L	B	J	C	M	J	K	Y	B	U	Y	D	T	J	W	Z

Although & Even Though

Although & Even Though are used to express an unexpected result, giving in/concession or contrast. Combine the sentences using "although" or "even though". You can add more to these sentences as well if you want to.

1. It was raining. We went to the beach.
2. We were tired. We continued working.
3. It was getting late. We decided to stay and talk a little longer.
4. She has to drive twenty minutes to get to his house. She gave him a ride home, which was very nice of her.
5. It was very cold out. We decided to go for a walk in the park.
6. She was getting impatient and wanted to leave. He stayed at the computer for a little while longer.
7. The roads were really bad, and many people decided not to drive that night. We went to the market anyway.
8. The prices are a little higher at that supermarket. We like to go shopping there anyway.
9. He's extremely afraid of traveling by airplane. We were able to convince him to go with us.
10. They said they were on a diet. They had chocolate cake for dessert.

Although & Even Though- Answers

1. Although/Even though it was raining, we went to the beach.
2. Although/Even though we were tired, we continued working.
3. Although/Even though it was getting late, we decided to stay and talk little longer.
4. Although/Even though she has to drive twenty minutes to get to his house, she gave him a ride home, which was very nice of her.
5. We decided to go for a walk in the park although/even though it was very cold out.
6. Although/Even though she was getting impatient and wanted to leave, he stayed at the computer for a little while longer.
7. Although/Even though the roads were really bad, and many people decided not to drive that night, we went to the market anyway.
8. Although/Even though the prices are a little higher at that supermarket, we like to go shopping there anyway.
9. Although/Even though he's extremely afraid of traveling by airplane, we were able to convince him to go with us.
10. Although/Even though they said they were on a diet, they had chocolate cake for dessert.

Notes:

Although – even though – These are used in the same way. They essentially mean the same thing. However, “even though” is more emphatic.

The order of the clauses can be reversed. If the the first clause begins with “although” or “even though” then a comma is required. If the second clause begins with “although” or “even though”, then no comma is required. In some cases it might sound more or less natural to use “although” or “even though” in the first clause of the sentence in my opinion.

Business English Advice Guessing game (Language of Advice/ Business Vocabulary- Do and Make Collocations etc/ Learner training)

Worksheet One

Read the dialogue below and fill the gap with one of the business situations underneath.

Student A "I think you should move to a smaller office"

Student B "You think I should move to a smaller office because I am going to renovate the office"

A "No, that's not the one I am talking about."

B "Okay, give me one more clue."

A "If I were you, I would move to a smaller office and make people work lots of overtime"

B "I think I've got it. If you were me you would move to a smaller office and make people work lots of overtime because I want to make a fortune in a short time"

A "No. Here's one more hint. I think you ought to move to a smaller office, make people work lots of overtime and cut the pay"

B "This time I'm sure I understand which one. You think I ought to move to a smaller office, make people work lots of overtime and cut the pay because _____"

A "That's right!"

B "I think cutting their pay could work. I would resign if my boss did that to me! I'm not sure about moving to a smaller office though"

You want to stop making mistakes when you email in English

You want to make a good impression when you meet your CEO for the first time

You want to make fewer phone calls in your job.

You are going to make a speech at the shareholder's meeting.

You need to downsize

You are going to give a presentation

You are going to give a presentation in English

You want to improve your Business English vocabulary

You are going to renovate the office

You want to cut down on the amount of overtime the staff do

You want to make a fortune in a short time

You want to decrease staff turnover

You want to improve teamwork

You want to improve the health of your employees

You want to cut down on the amount of time you spend in meetings every week

You are going to have a job interview in English

You want a promotion

You want your employees to stop stealing office supplies

You want to get the sack

You want to earn lots more money

You want to take time off in the first week of August but your boss has already booked that week

You are going to have your first business video conference call

You want to cut down on absenteeism

You are going to chair a meeting for the first time

You want to get on better with your colleagues

You want to cut down on your personal debt

You want to buy a new fleet of company cars

You want to set up a joint venture with a Chinese company

You want to improve staff morale

You want to become managing director in the next ten years

You want to increase your company's market share.

You want to bankrupt your company

Business English Advice Guessing game (Language of Advice/ Business Vocabulary- Do and Make Collocations etc/ Learner training)

Worksheet Two

Language Presentation One- Language of Giving and Receiving Advice

In the dialogue, find three phrases for giving advice that mean the same as “I think the best thing to do is...”

In the dialogue, find one phrase that means the same as “(That) might be a good idea, (thanks)”

In the dialogue, find one phrase that means the same as “I don’t think (that) will work”

Speaking Practice One

In pairs or threes, choose one of the situations above and give one sentence of advice for that situation. Your partner(s) should try to guess which of the situations you are talking about. If they are wrong, give one more hint. After they have guessed correctly, discuss if you gave good advice or not.

Language Presentation Two- Do and make collocations

Without looking at Worksheet One, fill the following gaps with the verb “do” or “make”

_____ people work lots of overtime

_____ a fortune

_____ overtime

_____ mistakes

_____ a speech

_____ a phone call

_____ a good impression

Check your answers on Worksheet One

Speaking Practice Two

Think of any other thing you want to do or are going to do and write it down. Like in Speaking Practice One above, give your partner good advice for someone in that situation and see if they can guess your original sentence.

Extension

As a class, discuss good advice for improving your level of English and coping with lack of English knowledge at work.

Business English Alibi Game (Past Perfect/ Past Continuous)

Page 1- Teacher's notes

Summary

Students make up their last working day using the cards provided and then aim to answer all questions about it from a police officer to prove their innocence.

NB: Unlike the usual version of the Alibi Game, this version can be played in small classes or even 1-to-1s.

Preparation

Make one copy of the “rules of the game” sheet for each student or each group (optional- you can just explain the rules if you like).

Make one copy of the “my work day playing cards” sheet per student and cut it into slips of paper.

Stages

As a warmer, you could have students tell each other 10 things they did in their last working day in random order. Their partner must then work out the order using the minimum number of questions.

Grammar presentation of Past Perfect and Past Continuous can be done here or after any other stage.

Give out the rules of the game, make students understand it and then give out the cut up playing cards. Alternatively, give out the playing cards first and then explain the rules or give out the “rules of the game” sheet.

Let them play the game in groups of two or three, telling slower groups when they need to switch roles. Monitor for use of the past perfect and past continuous.

As they explain the differences between the stories and the slips of paper (as described on the “rules of the game” sheet), monitor for language difficulties and go through some examples at the end of the class.

Declare who is guilty.

The end.

Business English Alibi Game (Past Perfect/ Past Continuous) Photocopiable Worksheets

Page 1- Rules of the game

Rules of the game:

Yesterday at 2:35 pm a laptop with very important data on it was stolen from a manager's desk. The police are questioning all the people who work in that office to try to find who is guilty of this crime.

Your teacher will give you a list of things you did that day. Using your imagination, first of all decide which thing you were doing at 2:35 pm and put that in the middle of the table next to the "2:35 pm" card. Then arrange the other things in the order you imagine you did them (you can put two pieces of paper side by side if you were doing them at the same time, or put a slip of paper vertically if it took a long time and you did many other things before you finished it). Use at least half of the cards. Any you don't use can be left face down on the table.

Try to remember everything you did and in which order, because the police will question you on every detail.

Leaving your slips of paper on the table, swap chairs with your partner so you can see each other's. With a textbook or similar, block your partner's view of their slips of paper and question them on everything they did, e.g.

- "What were you doing while you were drinking coffee?"
- "When the meeting started, had you already finished emailing?"

After you have finished questioning each other, tell the whole class any differences between the slips of paper and your partner's story, e.g. "Jose said he had drunk his coffee before the meeting, but actually he was drinking his coffee during the meeting". The person in the whole class with the most differences is guilty.

Business English Alibi Game (Past Perfect/ Past Continuous)

Pages 2 & 3 - "My work day" Playing cards

2:35 pm yesterday
Board meeting starts
Board meeting ends
You arrive at the board meeting
Emailing foreign subsidiary
Filing
Telephoning suppliers
Writing memo(s)
Proofreading a report
Interviewing job applicant(s)
Give PowerPoint presentation
Give clients a tour of the company
Arrive at work
Your boss arrives at work
Drinking coffee
Signing for deliveries
Lunch break

Leave work
Listen to your mobile messages
A cigarette break
Complaining
Apologising
Tidy up
Get a text (mobile vibrating in your pocket)
Read your text(s)
Dismiss someone
9 o'clock in the morning yesterday
5 o'clock in the afternoon yesterday
Chatting with colleagues
Someone leaves a note on your computer screen

Business Questions First Lesson

Worksheet 1-Needs Analysis Level Check Interview Form

Interview your partner about the topics below and make notes to help your teacher plan your course

General Information:

Name:

Job:

Education:

Hobbies:

Foreign travel:

(Any other personal information):

Motivation for studying English:

Present needs for work, studies or travel:

Future needs for work, studies or travel:

Top priorities:

English language exams?

Language Learning Experience:

Previous studies and opinions on:

Other languages:

Other Study of, Practice of and Use of English (in work and free time):

Present:

Previous:

English Language Strengths and Weaknesses:

Strengths:

Weaknesses:

Opinions about Language Learning:

Business Questions First Lesson

Worksheet 2- Making questions in English grammar presentation

Match these questions to the questions on Worksheet 1 (there is one for each):

- Have you ever visited an English speaking country?
- What is your job title?
- What was your major at university?
- Are you married?
- What's your surname/ family name?
- Do you use English in your work?
- Are you going to use English more in the future?
- What do you need to study in English most?
- Have you ever read a newspaper in English?
- What do you like doing in your free time?
- Did you like your high school English lessons? Why/ why not?
- Can you speak any other languages?
- What is the best way to learn a language, in your opinion?
- Do you play English language games on your Nintendo?
- What is the easiest part of learning English for you?
- Are you going to take IELTS this year?
- What part of your English do you need to improve most?

Write the questions above in the boxes below

(Question word)	Auxiliary verb	Subject	(Other verb/ verbs)	(others)

Business Questions First Lesson- Worksheet 3- Making questions in English grammar practice

Using the boxes on Worksheet 2 to help you, add words to the sentences below to make full questions:

What department work in?

your favourite subject at school?

What your priority?

do any sports?

have any English-speaking friends?

Which foreign countries visited?

Where from?

your first name/ Christian name?

How often make English language telephone calls?

going to travel abroad on a business trip this year?

ever watched an English language film with English subtitles?

Who work for?

What TOEIC score need?

How can improve your English quickly, do you think?

study English at university? Do you think it was a good course?

How many years study English at school? enjoy it?

speak any Chinese?

listen to British or American music? understand the lyrics?

good at writing emails in English?

English grammar difficult for you?

Match the questions above with the questions on Worksheet 1 (some parts have more than one question)

Change partners and take turns asking each other the questions

Make questions for the answers below

1. Two daughters and one son
2. No, I didn't. I hated it.
3. 37
4. Singing karaoke
5. Case
6. No, I'm not, but I'm engaged.
7. Find an English speaking boyfriend or girlfriend

Write 8 similar short and difficult to guess true answers about you. Swap sheets with your partner and take turns trying to ask the right questions to get the answers you have written.

Business Questions First Lesson

Teacher's notes

Photocopy one copy of each worksheet per student.

Split the class into pairs and give an interview sheet to one person from each pair. Ask them to interview their partner and make notes (not full sentences) in the boxes for you to keep. Switch and repeat, and then move onto the language work and further practice. Take all the completed interview sheets in at the end of the class.

Variation 1: *After one interview per pair, go through the language work and then do the second interview per pair as further practice.*

Variation 2: *If you want to start with a game, it is also possible to start from the final activity and work your way backwards through the material.*

Variation 3: *In a one-to-one class, you will need to ask the questions yourself and prepare your own personal answers for them to guess the questions of.*

Answer key

These are the questions in the same order as the interview form:

What's your surname/ family name?

What is your job title?

What was your major at university?

What do you like doing in your free time?

Have you ever visited an English speaking country?

Are you married?

Do you use English in your work?

Are you going to use English more in the future?

What do you need to study in English most?

Are you going to take IELTS this year?

Did you like your high school English lessons? Why/ why not?

Can you speak any other languages?

Do you play English language games on your Nintendo?

Have you ever read a newspaper in English?

What is the easiest part of learning English for you?

What part of your English do you need to improve most?

What is the best way to learn a language, in your opinion?

These are the full questions in the same order as the interview form:

What's your first name/ Christian name?

Who do you work for?

What department do you work in?

What was your favourite subject at school?

Do you do any sports?

Which foreign countries have you visited?

Where are you from?

How often make English language telephone calls?

going to travel abroad on a business trip this year?

What your priority?

What TOEIC score need?

study English at university? Do you think it was a good course?

How many years study English at school? enjoy it?

speak any Chinese?

listen to British or American music? understand the lyrics?

have any English-speaking friends?

ever watched an English language film with English subtitles?

good at writing emails in English?

English grammar difficult for you?

How can improve your English quickly, do you think?

Business English Going to for Future Plans Sentence Guessing game

Choose one of the sentences below and tell your partner(s) one thing you are going to do to prepare before you start doing it, e.g. "I am going to buy a desk". They should try to guess which sentence below you are preparing for. If they are wrong, give them another clue, e.g. "I am going to borrow some money off my parents". When they guess which sentence below correctly, switch roles and continue.

You are going to give a presentation in English to the board of directors

You are going to make a telephone call in English

You are going to ask your boss for a pay rise

You are going to ask a colleague to marry you

You are going to start your own company

You are going to take some foreign visitors on a tour of your company

You are going to write a company newsletter

You are going to change departments

You are going to renovate the office

You are going to move out of your company accommodation

You are going to have an interview for a new job in a multinational company

You are going to meet your CEO for the first time

You are going to kill your direct boss

You are going to move desks

You are going to go on a business trip abroad

You are going to work all night

You are going to start an intensive English course

You are going to work in a dangerous area

You are going to start a fire in the warehouse to get the insurance money

You are going to take a long weekend

You are going to go freelance

You are going to sack someone

You are going to give a retirement party for your boss

You are going to cut down your commuting time

You are going to have a Xmas office party

You are going to employ someone who doesn't speak your language

Write more plans (real or imagined) and tell your partner how you are going to prepare and see if they can guess the whole sentence.

Business English Going to for Future Plans Sentence Guessing game
Worksheet 2- Grammar and further practice

Grammar Presentation- Going to

Why do we use “going to” in the sentences above and not “will”?

Which future tense is used for plans, ambitions and goals? Which one is used for predictions about things you cannot change?

Fill the sentences below with “be going to” or “will” (there is one of each in each pair of sentences)

I think Gordon Brown _____ lose the next election

I _____ buy a new car before the end of the year

Next year I _____ to stop smoking

Next year the economy _____ improve faster than this year

Further Practice

Tell your partner what you are going to do to achieve one of your own true plans, goals, ambitions etc. with “going to”, and see if they can guess what your plan is.

Business English Present Continuous Sounds and Mimes

Worksheet 1- Present Continuous Sounds

Part One

Choose any one of the sentences below and try to make the sound. Can your partner guess which sound you are making without opening their eyes?

You are knocking on the table

You are opening and closing your book/ some papers

You are hitting the lenses of your glasses

You are hitting a ballpoint pen on the table

You are clapping your hands

You are shaking your ballpoint pen

You are shaking some paper

You are kissing/ air kissing

You are sneezing

You are shaking your chair

You are kicking the table

You are punching the chair

You are moving your chair

You are dropping your book/ some papers on the floor

Part Two

Choose any one of the sentences below and try to make the sound effects using your mouth. Can your partner guess which sound you are trying to make without opening their eyes?

You are drinking soup

The telephone is ringing

You are using an air conditioner remote control

You are playing a computer game

You are crying

Business English Present Continuous Sounds and Mimes Worksheet 2- Present Continuous Mimes

Mime any one of the sentences below, not making any sound. Can your partner guess the whole sentence?

- You are knocking on the door (to ask to come in)
- You are lifting a heavy box
- You are changing the page on the calendar
- You are opening the blinds
- You are washing up your mug.
- You are adjusting the height of your chair
- You are changing the bulb in your desk lamp
- You are emptying the bin (= waste paper basket = trash can = dustbox)
- You are throwing away some rubbish (= putting some rubbish in the bin)
- You are watering the plants
- You are typing
- You are signing a document
- You are cleaning a computer monitor
- You are cleaning your desk
- You are looking for (= searching for) your pen
- You are using a cash machine (= ATM)
- You are answering the phone
- You are dialling a telephone number
- You are writing a cheque (= a check)
- You are using a calculator
- You are using a stapler
- You are using a hole punch
- You are using a mouse
- You are saying sorry to your boss
- You are shouting at your colleague
- You are smoking
- You are lighting someone's cigarette
- You are shredding documents
- You are giving some documents to your colleague
- You are receiving presents or souvenirs from a colleague
- You are meeting a new client
- You are reading a text message (=SMS) on your mobile phone (= cellphone)
- You are sitting on a swivel chair

You are thinking

You are opening a filing cabinet

You are opening a ring binder

You are using an air conditioner remote control

You are shaking hands

You are taking a business card from someone

You are giving your business card to someone

You are pushing the buttons in a lift (= elevator)

You are using a photocopier (= a copy machine)

You are using a date stamp

You are sharpening a pencil

You are using an eraser

You are apologizing (=saying sorry) to your boss

You are pointing at someone

You are ordering two beers

You are holding a door open for someone

You are using a vending machine

You are making tea

You are serving tea

You are letting someone go in front of you

You are using a laser pointer

You are giving a presentation

You are using a touch screen monitor

You are using your security pass to open a door

You are clocking in

You are hanging up your coat

You are straightening your tie

You are changing the water on the water dispenser

You are signing for a delivery

You are giving snacks to your colleagues

You are changing the printer paper.

You are changing the photocopier paper.

You are Hoovering (using the vacuum cleaner)

You are putting a stamp on an envelope

You are sending a fax.

You are running to a meeting (because you are late)

You are using a dictaphone (= voice recorder)

Continue miming. Can your partner guess the sentence without looking at the worksheet this time?

Try to guess which of the actions above your partner does in their jobs the most often. Ask five "How often...?" questions and then they will tell you if there are any actions here they do more often than the ones you asked about.

Which things above do you never do? In your company, who does those jobs?

Do men and women in your company do different things in the office, e.g. making tea, answering the phone, lifting heavy boxes? Do you think that is fair?

Are there any jobs your boss does which you would like to do? Are there any things managers in your company don't usually do which you think they should?

Business English Silent Letters and Syllables Pronunciation Practice Student Worksheet

What do the words in each of the columns have in common? Mark these features on each word.

- | | |
|--------------------------|----------------------------|
| 1. write | 1. secondary |
| 2. know | 2. monetary union |
| 3. answer | 3. traveller |
| 4. receipt | 4. travelling |
| 5. listen | 5. brand preference |
| 6. sign | 6. interest rates |
| 7. whole | 7. average |
| 8. budget | 8. general |
| 9. scientist | 9. generally |
| 10. psychographics | 10. Annual General Meeting |
| 11. white knight | 11. interesting |
| 12. knowledge | 12. national |
| 13. mortgage | 13. nationalise |
| 14. debt | 14. nationally |
| 15. debtor | 15. business interests |
| 16. foreign exchange | 16. inventories |
| 17. advertising campaign | 17. natural |
| 18. social climbing | 18. territory |
| | 19. factory |
| | 20. corporate |

In the following examples, add the missing letter which is spelt but not pronounced

- | | |
|---------------------|--------------------|
| w_ite-collar worker | resi_n |
| wei_hting | _holesale |
| office _ours | ve_icle |
| gover_ment | enviro_mental |
| ha_f-time job | hi_hly recommended |
| whis_le-blowing | dis_onest |
| ex_ibition | |

Test each other in pairs, saying any of the words and expressions in the three sections above and asking your partner to spell them

Business English Silent Letters and Syllables Pronunciation Practice Answer Key

The column on the left all have silent letters. The column on the right all have syllables that disappear when we are speaking at natural speed.

- | | |
|---------------------------------|-------------------------------------|
| 1. <u>w</u> rite | 1. second <u>a</u> ry |
| 2. <u>k</u> now | 2. monet <u>a</u> ry union |
| 3. an <u>s</u> wer | 3. trav <u>e</u> ller |
| 4. recei <u>p</u> t | 4. trav <u>e</u> lling |
| 5. list <u>e</u> n | 5. brand pref <u>e</u> rence |
| 6. sign | 6. interest rates |
| 7. <u>w</u> hole | 7. aver <u>a</u> ge |
| 8. bud <u>g</u> et | 8. gener <u>a</u> l |
| 9. sc <u>i</u> entist | 9. gener <u>a</u> lly |
| 10. psychograph <u>i</u> cs | 10. Annual General Me <u>e</u> ting |
| 11. wh <u>i</u> te knight | 11. interest <u>i</u> ng |
| 12. <u>k</u> nowledge | 12. nation <u>a</u> l |
| 13. mortg <u>a</u> ge | 13. nation <u>a</u> lise |
| 14. deb <u>t</u> | 14. nation <u>a</u> lly |
| 15. deb <u>t</u> or | 15. busi <u>n</u> ess interests |
| 16. foreign exchange | 16. invent <u>o</u> ries |
| 17. advertising campai <u>n</u> | 17. natu <u>r</u> al |
| 18. social clim <u>b</u> ing | 18. territ <u>o</u> ry |
| | 19. fact <u>o</u> ry |
| | 20. corpor <u>a</u> te |

white-collar worker

resign

weighting

wholesale

office hours

vehicle

government

environmental

half-time job

highly recommended

whistle-blowing

dishonest

exhibition

Business English tense review- Upper Intermediate/ Advanced

A: Time Clauses

1. Match at least one of these time clauses with each of the sentences below.

when I joined this company

in the 1990s

the other day

during a meeting

recently

since January

hardly ever

by Tuesday

never

for a year

in a fortnight's time

this week

- a) I didn't have a lot of experience
- b) My boss uses a laptop
- c) I was looking for a different job
- d) I worked for my present company's major competitor
- e) I have been working on this project
- f) I last made a conference call in English
- g) I'm flying to Munich
- h) I'll finish this report
- i) I was caught making personal phonecalls
- j) I've had a lot in my in-tray

2. Make true sentences about yourself using each of the time clauses.

3. Read out one of your sentences without the time clause and see if the other students can guess which time clause is true for you.

Discussing Grammar

B: Grammatical similarities: Aspect and voice

What are the similarities between these different forms?

- 1a) I can't talk. I'm meeting a client.
- 1b) I was just closing the deal when my direct boss walked in and ruined everything.
- 1c) My plane will be landing just as yours is taking off.

- 2a) I've been in exactly this situation many times.
- 2b) They had already accepted a rival bid by the time we had ours ready.
- 2c) They will have increased sales by 50% well before the projected time.

- 3a) A good team is made from good individuals
- 3b) The computer, like so many other inventions, was invented to help us wage war
- 3c) Wine has been produced here since the year dot.

C: Grammatical differences

Why are different tenses used in the contrasting sentences?

- 1a) I work for a well-known multinational
- 1b) I'm working on restructuring the company

- 2a) What were you doing when the headhunter called?
- 2b) What did you do when the headhunter called?

- 3a) When we arrived, they introduced the main conference speakers
- 3b) When we arrived, they were introducing the main conference speakers
- 3c) When we arrived, they had introduced the main conference speakers

- 4a) I've worked with several very prestigious clients
- 4b) I worked with several very prestigious clients

- 5a) I've been replying to customer enquiries all day
- 5b) I've nearly cleared the backlog of enquiries from the Xmas break

D: Short forms pronunciation

1. Listen and complete the gaps

In this country, _____ better start looking at the job ads if you want to climb the corporate ladder.
There _____ many shopping days left till Xmas.
_____ sign on for another 5 years if you just increase the bonus a little.
_____ rather have no deal at all than lose face.
_____ probably the place with the best balance between work and play in Europe.
Our competitors _____ given bribes to get that last deal, they have such a bad reputation.
Business conditions _____ improve much in the next financial year.
_____ only work if we change the whole corporate culture of the company.
If you improve your time management, _____ only find more work for you to do.
We _____ taken more holidays last year, as it would actually have improved our productivity.
If we just ignore it, _____ go away.
I don't know _____ replacing my boss, but I don't envy him.
I'm always late, _____?
Proper grammar's really important in Business English, but I _____ got none.

2. Which of the sentences above are standard spoken English? Repeat those sentences, paying attention to the pronunciation of the short forms.

3. What are the long forms of each example?

4. Which of the sentences above are true for you? Change the ones that are not. Read out the true sentences and discuss them with your partner.

Suggested Answers and 'Tapescript'

A 1. Many examples are possible. If students come up with an example that is not clearly wrong or right, ask them to explain how they imagine the circumstances/ situation of the sentence to be.

B1. All the sentences express a temporary action that is in progress at a particular time.

B2. All the sentences connect two different times, e.g. the present and the past for the Present Perfect.

B3. All are passives- i.e. the grammatical subject of the sentence is not the same as the 'agent' - who is doing the action.

C1. The first is seen as generally true or permanent, whereas the second is seen as temporary.

C2. The first is a (temporary) action in progress when something else happened (or interrupted), whereas the second is a simple sequence of events.

C3. Similar to C2, but also with an action that is completed before another happens (Past Perfect)

C4. Contrast between an unfinished time (perhaps 'in my life' or 'this month') with a finished time ('last year' or 'in my last job').

C5. Contrast between a sentence where the action is important (replying) and where the result is important (cleared the backlog). Point out that 'How much?' is usually answered with the Present Perfect Simple and 'How long?' with the Present Perfect Continuous.

D1: 'tapescript'- you will need to read out or record the complete sentences including the short forms below. Make sure they sound as natural as possible.

You'd

aren't

She'll

They'd

here's

must've

won't

that'll

they'll

should've

it'll

who's

aren't I

ain't

D2: The only one that is not 'standard' spoken English is 'ain't'

D3: The difficult one is 'had better'

Business English Words and Expressions that can and cannot be shortened in English

Part A

Without looking at Part B, can you think of any other way of saying the things below in English, for example shorter and/ or more informal words and expressions?

A part-time job

A memorandum

An overhead projector

an office building

inflation

correspondence

cash register

a dollar

information

direct mail

TV advertisements

Labour strike

Part B

Match these words and expressions with the ones above

price rises

ads

an OHP

a McJob

junk mail

an office block

strike

the till

an office block

mail

info

a memo

Business English Words and Expressions that can and cannot be shortened in English

Part C

None of these words can be shortened in English — please write them out in full

The woman accused her boss of sexu____ hara_____

I bought a seco_____ han_____ car from a local car dealer

Infla_____ has reached a record high of 23%

Please evacuate the buil_____ at once

I had to find a part _____ to pay for my studies

Unless they specifically ask for a handwritten one, it is better to send a type_____ letter with your CV.

He's a white collar _____

Multi task_____ saves time but increases confusion!

Mass pro_____ goods are good for the consumer and bad for the worker who makes them.

Luckily, every worker is also a consumer.

Business Writing Genres Comparative Adjectives guessing game

Worksheet 1

Student A

Read the sentences below to your partner without the word in the gap. Can they guess the missing word or words?

1. Writing an email is _____ than writing a letter. (quicker)
2. Sending a postcard is _____ than sending a letter. (cheaper)
3. Minutes written in shorthand are _____ to read than minutes written in longhand. (more difficult)
4. A message left on your answer machine is _____ to ignore than a note stuck on your computer's screen. (easier)
5. The paper you print out a memo on is usually _____ than the paper you write a note on (bigger)
6. In my country, sending texts is _____ than sending emails (more popular)
7. Using emoticons is _____ than using abbreviations and acronyms. (friendlier)
8. Writing an SMS with your thumb is _____ than writing an email on a computer keyboard. (slower)
9. Cancelling a meeting by texting someone is _____ than cancelling a meeting by leaving an answer on their answer machine. (worse)

How many of your partner's sentences can you remember? Do you agree with all of them?

Business Writing Genres Comparative Adjectives guessing game

Worksheet 1

Student B

Read the sentences below to your partner without the word in the gap. Can they guess the missing word or words?

1. A polite email to a client is usually _____ than an informal email to a colleague. (longer)
2. An SMS is usually _____ than an email. (shorter)
3. Sending a letter is _____ than sending an email. (more romantic)
4. A memo is _____ than a company newsletter. (more important)
5. BCCing someone is _____ than CCing someone (more private).
6. Sending a signed contract by bicycle courier is _____ than faxing a signed contract. (more official)
7. Typing up the minute of a meeting is _____ than writing a report (more boring)
8. People who send very short emails with lots of abbreviations, acronyms and emoticons are usually _____ than people who write out everything in full (busier)
9. A note is _____ than a memo (shorter)

How many of your partner's sentences can you remember? Do you agree with all of them?

Business Writing Genres Comparative Adjectives guessing game

Worksheet 2- Comparative adjectives practice

Without looking at Worksheet 1, try to fill the gaps in the table below:

Adjective	Comparative Adjective
Quick	Quicker
Cheap	
Short	
Long	
Slow	
Big	
Difficult	
Boring	
Romantic	
Important	
Private	
Official	
Popular	
Easy	
Busy	
Friendly	
Bad	

Check your answers on Worksheet 1

Match the following rules about forming comparative adjectives with the examples above:

1. Adjectives ending in -y always change to -ier
2. Other short (one syllable) adjectives are made into comparative adjectives by adding -er
3. Short (one syllable) adjectives ending in just one vowel (a, e, i, o or u) and one consonant (b, c, etc.) double the last consonant (bb, cc etc.) and add -er
4. Longer adjectives are made into comparatives with the word more-
5. A few adjectives are irregular and don't follow any of these rules

Use these rules to make the comparatives of these adjectives: safe, early, common, hot

Check your answers on Worksheet 3

Business Writing Genres Comparative Adjectives guessing game

Worksheet 3- Comparative adjectives table

Test each other in pairs on the spelling and pronunciation of the comparative adjectives in the table

Tall	Taller
Small	Smaller
Large	Larger
Fast	Faster
Old	Older
Long	Longer
Short	Shorter
Safe	Safer
High	Higher
Big	Bigger
Hot	Hotter
Wet	Wetter
Sad	Sadder
Thin	Thinner
Early	Earlier
Healthy	Healthier
Sunny	Sunnier
Dirty	Dirtier
Dry	Drier
Hungry	Hungrier
Comfortable	More comfortable
Boring	More boring
Interesting	More interesting
Expensive	More expensive
Dangerous	More dangerous
Popular	More popular
Common	More common
Generous	More generous

Cambridge PET Sentence Completion

For each question, complete the second sentence with no more than three words so that it means the same as the first.

1. I prefer listening to music to watching TV.

I like listening to music _____ watching TV.

2. TV has too much advertising.

TV has _____ adverts.

3. There are only a few good programmes on TV.

There aren't _____ good programmes on TV.

4. I haven't watched TV for ages.

It's been a long time _____ I watched TV.

5. If I don't buy some new music every month, I get bored with my collection.

I get bored with my collection _____ I buy some new music every month.

6. Why don't you stay in and watch TV this evening?

If I were you, I _____ in and watch TV this evening.

7. They have a lot of repeats on TV.

There _____ a lot of repeats on TV.

Cambridge PET Sentence Completion

For each question, complete the second sentence with no more than three words so that it means the same as the first.

1. I prefer listening to music to watching TV.

I like listening to music *more than* watching TV.

2. TV has too much advertising.

TV has *too many* adverts.

3. There are only a few good programmes on TV.

There aren't *many* good programmes on TV.

4. I haven't watched TV for ages.

It's been a long time *since* I watched TV.

5. If I don't buy some new music every month, I get bored with my collection.

I get bored with my collection *unless* I buy some new music every month.

6. Why don't you stay in and watch TV this evening?

If I were you, I *would* in and watch TV this evening.

7. They have a lot of repeats on TV.

There *are* a lot of repeats on TV.

Cambridge PET Sentence Completion 2

For each question, complete the second sentence with no more than three words so that it means the same as the first.

1. They were making too much noise.
They were being _____ noisy.
2. If I don't work harder, I will fail.
I will fail _____ I work harder.
3. Why don't you tell them the truth about what happened?
If I were you, I _____ tell them the truth about what happened.
4. I like travelling by bus more than travelling by train.
I prefer travelling by bus _____ travelling by train.
5. I haven't done it for years.
It's been years _____ I did it.
6. There are many shops in the town.
The town _____ a lot of shops.
7. There are only a few opportunities for us.
There aren't _____ opportunities for us.

Cambridge PET Sentence Completion 2

For each question, complete the second sentence with no more than three words so that it means the same as the first.

1. They were making too much noise.

They were being **too noisy.**

2. If I don't work harder, I will fail.

I will fail **unless I work harder.**

3. Why don't you tell them the truth about what happened?

If I were you, I **would tell them the truth about what happened.**

4. I like travelling by bus more than travelling by train.

I prefer travelling by bus **to travelling by train.**

5. I haven't done it for years.

It's been years **since I did it.**

6. There are many shops in the town.

The town **has a lot of shops.**

7. There are only a few opportunities for us.

There aren't **many opportunities for us.**

Christmas and New Year Tense Review Mimes

Choose one of the actions below and mime it. Can they guess what you are doing? ("Are you ...?")

visiting people	shopping
doing a spring clean	watching a film (= a movie)
watching TV	skating
skiing	sledging
cracking nuts	pulling crackers
carving a roast (e.g. a roast turkey)	telling jokes
eating sweets (= candy)	eating grapes
putting up Christmas decorations	going for a walk
decorating a Christmas tree	arguing
ripping (= tearing) the wrapping paper off a gift (= opening a present)	
writing Christmas cards	linking arms and singing Auld Lang Syne
praying	giving a toast
putting on a paper party hat	eating/ drinking soup
singing Christmas carols (= religious Christmas songs)	make an offering of food and/ or drink
knocking on neighbours' doors and singing carols to them	
playing a musical instrument	
making a snowman	
throwing snowballs	
opening a bottle of champagne	
cutting a cake into slices	
pouring gravy on your dinner	
putting some meat into the oven	
lighting a firework	
watching fireworks	
working	
travelling by train	
dressing up in a Santa Claus costume	
kissing someone	
hanging up a stocking (=a large sock)	
putting gifts into a stocking	
putting gifts into a shoe	
eating fish	
lighting candles.	
putting decorations on a cake.	

Continue the same game, but shouting “Stop” when you are sure what action it was and guessing with the past sentence “When I shouted ‘stop’, were you...?”

Continue the same game, but with the person guessing the sentence not looking at the list above

Continue, but with other Xmas actions

Choose one of the things above and give your partner clues about which one you are thinking about by telling them about you and that thing in the past, e.g. “I have done this once or twice” “I didn’t do this last Xmas” “I last did this 3 weeks ago”

Continue, but with other things you typically do at Xmas.

Why do we use the Past Continuous (“You were kissing people”= was/were + ing) for the past mimes, but the Present Perfect (“I have never kissed someone on Xmas Day”= has/ have + past participle) and the Simple Past (“I last kissed someone 10 minutes ago” = single verb, followed by +ed when regular) for the other statements.

Which tense or tenses are used with each of the following time clauses?

Twice (in my life)

At this time last year

When my mother came in and interrupted me

On Xmas Day

2 years ago

2 years before

When the clock struck 12 (three tenses possible)

Describing Traditional Christmas foods (The language of food/ Business entertaining)

Worksheet 1- Guess the food

Part A

In Austria they often eat fried carp for Christmas dinner. Carp is a kind of:

- a) Fish
- b) Vegetable
- c) Insect

A British Xmas cake is usually covered with:

- a) Fresh cream
- b) White sugar icing
- c) Chocolate icing

The ingredients of a British Christmas cake include:

- a) Strawberries
- b) Raisins
- c) Custard

If two types of potatoes are eaten as part of an Irish, British or Canadian Christmas dinner, they are usually:

- a) Mashed and roast
- b) Baked and boiled
- c) Fried and steamed

British, Canadians and Americans usually eat turkey with cranberry sauce. Cranberry sauce is a kind of:

- a) Jam
- b) Gravy
- c) Glazing

A traditional Ukrainian Christmas dinner has:

- a) 3 courses
- b) 5 courses
- c) 12 courses

The main dish of a traditional German Xmas dinner is:

- a) Roast pork
- b) Roast goose
- c) Roast turkey

Possible meats at a Dutch meal include pheasant. Pheasant is a kind of wild:

- a) Pig
- b) Bird
- c) Bear

Describing Traditional Christmas foods (The language of food/ Business entertaining)

Worksheet 1- Guess the food

Part B

Until turkey (which was discovered in America) became popular, the most popular Xmas dish in the UK was boar. Boar is a kind of wild:

- a) Pig
- b) Bird
- c) Bear

Traditional vegetables in a British Xmas dinner are always winter vegetables (salad is rarely eaten), such as roast parsnips. A parsnip looks like a pale:

- a) Carrot
- b) Cabbage
- c) Pea

A British Xmas pudding is:

- a) Baked
- b) Steamed
- c) Grilled

If there is still some left over turkey after a British Xmas dinner (which is often, as it is a very big bird) it is eaten in sandwiches and as a salad. If there is still some left, turkey is used as an ingredient in:

- a) A curry
- b) A stew
- c) A fondue

Nut roast is a Xmas dinner suitable for:

- a) People with nut allergies
- b) People on a diet
- c) Vegetarians

The main ingredient of mince pies (often eaten on Xmas day in the UK and New Zealand) is:

- a) Minced pork
- b) Minced beef
- c) Dried fruit

Before it is cooked, a turkey is often stuffed with:

- a) Tripe
- b) Bread and herbs
- c) Rice and raisins

If prawns are served as part of a Xmas dinner in the UK they are usually part of the:

- a) Starter
- b) Main course
- c) Dessert

Describing Traditional Christmas foods (The language of food/ Business entertaining)

Worksheet 2- Guess the food Bluff version

Student A

Make up false answers for the gaps and read your sentences to your partner. Can they guess which answer is correct?

In Austria they often eat fried carp for Christmas dinner. Carp is a kind of:

- a) Fish
- b) _____
- c) _____

A British Xmas cake is usually covered with:

- a) _____
- b) White sugar icing
- c) _____

The ingredients of a British Christmas cake include:

- a) _____
- b) Raisins
- c) _____

If two types of potatoes are eaten as part of an Irish, British or Canadian Christmas dinner, they are usually:

- a) Mashed and roast
- b) _____
- c) _____

A traditional Ukrainian Christmas dinner has:

- a) _____
- b) _____
- c) 12 courses

The main dish of a traditional German Xmas dinner is:

- a) _____
- b) Roast goose
- c) _____

Possible meats at a Dutch meal include pheasant. Pheasant is a kind of wild:

- a) _____
- b) Bird
- c) _____

Describing Traditional Christmas foods (The language of food/ Business entertaining)

Worksheet 2- Guess the food Bluff version

Student B

Until turkey (which was discovered in America) became popular, the most popular Xmas dish in the UK was boar. Boar is a kind of wild:

- a) Pig
- b) _____
- c) _____

Traditional vegetables in a British Xmas dinner are always winter vegetables (salad is rarely eaten), such as roast parsnips. A parsnip looks like a pale:

- a) Carrot
- b) _____
- c) _____

A British Xmas pudding is:

- a) _____
- b) Steamed
- c) _____

If there is still some left over turkey after a British Xmas dinner (which is often, as it is a very big bird) it is eaten in sandwiches and as a salad. If there is still some left, turkey is used as an ingredient in:

- a) A curry
- b) _____
- c) _____

Nut roast is a Xmas dinner suitable for:

- a) _____
- b) _____
- c) Vegetarians

The main ingredient of mince pies (often eaten on Xmas day in the UK and New Zealand) is:

- a) _____
- b) _____
- c) Dried fruit

Before it is cooked, a turkey is often stuffed with:

- a) _____
- b) Bread and herbs
- c) _____

If prawns are served as part of a Xmas dinner in the UK they are usually part of the:

- a) Starter
- b) _____
- c) _____

Describing Traditional Christmas foods (The language of food/ Business entertaining)

Worksheet 3- Language of describing food-Presentation and Practice

Without looking back at Worksheet 1 or 2, fill the words in the gaps below:

In Austria they often eat fried carp for Christmas dinner. Carp is a _____ fish

A British Xmas cake is usually _____ white sugar icing

The ingredients of a British Christmas cake _____ raisins

A traditional Ukrainian Christmas dinner has 12 _____

The main _____ of a traditional German Xmas dinner is roast goose.

Possible meats at a Dutch meal include pheasant. Pheasant is a kind of _____ bird.

A parsnip _____ a pale carrot.

If there is still some left, turkey is used as an _____ in a curry

Nut roast is a Xmas dinner suitable _____ vegetarians

The _____ ingredient of mince pies is dried fruit

Before it is cooked, a turkey is often stuffed _____ bread and herbs

If prawns are _____ as part of Xmas dinner they are part of the starter

Check your answers with Worksheet 1 or 2

Find words above that are:

Ways of cooking:

Vegetables:

Kinds of meat:

Types of seafood:

Ingredients:

Add more words to the categories above.

Using words and sentences similar to those above, describe a food (either a Xmas food or any other) one sentence at a time and see if your partner can guess which food it is after each sentence.

Your teacher will give you some photos of unusual foods and ingredients (e.g. insects). Look at your photo but don't show it to your partner. Reply to your partner's questions about the food with only Yes or No answers. After 10 questions, they have to decide if they will accept it as part of their Xmas dinner. Continue with more pictures.

The person in the class with the best Xmas dinner when the teacher stops the activity is the winner.

Christmas around the world modals of deduction

Country number 1- Some people eat turkey at Xmas
Some other people eat goat
Xmas isn't a public holiday
This is because only half of the country is Christian
Some people decorate their homes and churches with Xmas trees
Palm fronds are also a popular decoration
Country number 1 is Nigeria
Country Number 2- The real Saint Nicholas (Santa Claus) was born and lived in this country. (It can't be _____, because it hadn't been discovered yet)
In this country, people in Santa Claus outfits can often be seen selling lottery tickets etc. until the 31 December.
This is because it is not a Christian country and people often confuse Xmas and New Year.
The bird that Americans and British eat at Xmas was named after this country, even though the bird comes from somewhere else.
Country number 2 is Turkey
Country number 3: Xmas presents are traditionally brought by a witch called Befana (It can't be _____, because Santa brings presents there).
Saint Nicholas (Santa Claus) is buried in this country.
There are some famous fairs where you can buy traditional Xmas decorations such as wooden figures for nativity scenes.
The most famous market for this is in a city whose name comes from Greek and means "New City"
The name in Greek for that city was Neo Polis
Country number three is Italy

Country number 4- Even though only 1% of people in this country are Christian, nowadays most families give Xmas presents and have some kind of Xmas decorations in their houses.
There is no traditional Xmas dinner in this country. Instead, Xmas is considered the most romantic time of the year for couples to go out for dinner.
In this country, shopping centres often take down their Xmas decorations on Xmas Day, so they can put the traditional New Year decorations up in their place.
The New Year decorations are made of pine and bamboo.
Only Christians do anything religious on this day in this country. For people of other religions, New Year's Day is much more important.
Unique to this country, Xmas cakes are usually made with fresh fruit and fresh cream.
The first recorded Xmas celebration in this country was in 1552, but it did not become popular amongst most people until the 20 th century.
Xmas Day is not a holiday in this country, so most people work. The 23 rd December is a public holiday, as it is the Emperor's birthday, and most people also take time off around New Year.
Country number 4 is Japan
Country 5- Xmas presents aren't received until after Xmas Day in this country.
The day for presents is the 6 th of January, when the 3 Wise Men bearing presents.
Nearer Xmas, children can receive sweets etc. by breaking a paper filled container above their heads with a stick
This is called a piñata
Some of the Xmas traditions in this country come from Spain
Country five is Mexico

Country 6- In this country, the President turns on the lights of a huge Xmas tree in the capital city. (It can't be _____, because they don't have a President)
Santa Claus was first given his red clothes in this country.
In this country, the Xmas pudding is eaten with hot brandy sauce
In this country, some people decorate their Xmas trees with popcorn.
Turkeys were first discovered in this country
Country 6 is the USA
Country 7- In this country, roast turkey is eaten with cranberry sauce (a kind of jam).
Although few people go to church on Xmas day in this country, the singing of religious songs etc. is still very popular around Xmas.
Xmas cake in this country is a heavy fruit cake covered with marzipan and thick white icing, similar to a wedding cake.
It is considered bad luck to leave your Xmas decorations up after 6 th January in this country
In this country, Xmas decorations are often made from holly.
In this country, they traditionally say "Father Xmas" rather than Santa
Country 7 is Britain
Country 8- Santa Claus is known as "Santy" in this country
Potatoes are eaten with the Xmas dinner
In fact, there might be more than one potato dish served
Country 8 is Ireland

Country 9- The song Silent Night was first sung in this country. (It could be _____, because there is a versions of that song in French too)
Baked carp is the traditional Xmas dinner in this country
The baby Jesus brings the Xmas presents in this country
Country 9 is Austria
Country 10- In this country there are two versions of Santa- Pere Noel and St. Nicholas
The local version of Santa comes and brings presents on Dec 6 th .
Pere Noel is the French name
The people who speak Dutch don't use the French name
Country 10 is Belgium

Teacher's instructions

Cut the individual countries out so that the name of the country is at the bottom of each sheet (You don't need to cut along each line).

There are two choices about how to arrange the game, in groups or as a whole class:

Groupwork game (Reading and speaking)

If you are arranging it by groups and you have a class that can't be trusted not to cheat, you will need to cut the names of the countries off at the bottom. Give one country out to each group and get them to read it a sentence at a time (folding or covering the rest of the text so they can only read one) and try to make correct modals of deduction sentences (there are gapped sentences to help them in brackets on some lines). When they have finished, give them the name of the country, ask them what their modals of deduction sentences were, tell them which ones were possible and give them a new country to continue the same activity with.

As an extension, they can then move onto testing another team with the countries they have been given, selecting which country and which order to give the clues in to make it as difficult as possible. They could also use their own hints if they know any countries well enough.

Whole class game (Listening and Speaking)

If you are arranging it as a whole class game, you can read out the sentences one by one and let students or teams of students try to make modals of deductions sentences that match it, e.g. "That country can't be Russia because they have Xmas on a different day". Note that not every sentence is only true for that country, so students will need to make sure that they are certain that the sentences only count for one country in the world before they use "must". You can also let them use "probably" and "almost certainly" for times when they are almost that sure. Give one point for each deduction that stands up to the facts and logic. If any team can tell you why someone else's sentence is wrong with a sentence using a modal (e.g. "It can't be Mali, because it never snows") they can also score one point.

Will for future predictions Xmas

Choose a year in the future, write it secretly in your notebook and make predictions about a typical Xmas in that year similar to those below, e.g. for the year 2100 you could say "There won't be any real Xmas trees left" and "The Queen's speech will be in 3D". After each hint, the other students have to guess what year you are describing. If they have difficulty guessing, you can give them other clues like "Not even closer", "No, much later" or "You are getting closer".

After they have guessed the year, discuss if they think those predictions will come true or not.

There won't be any real Xmas trees available

It will be illegal to use real Xmas trees and we will have to use plastic ones

Xmas decorations will go up in the shops in October

I will dress up as Santa and give presents to my grandchildren

I will dress up as Santa and give presents to my great grandchildren

I will dress up as Santa and give presents to my great great grandchildren

Only 50 % of children in my country will know that Christmas is a religious holiday

Xmas will be completely forgotten

I will be able to dress up as Santa without putting padding under my clothes

My hair will be white enough to play Santa without a wig

Turkeys will be genetically modified so you can buy any size you like

Turkeys will be genetically modified so that they have 4 legs

There won't be any snow anywhere in the world on Xmas day

Everybody in the world will be rich enough to buy Xmas presents from Toys R Us

Most people in my country will watch Xmas TV on the internet

Some people will spend Xmas Day on the moon

Some people will spend Xmas Day on Mars

The first Xmas Day baby will be born on the moon

The average price of a Xmas present for children in my country will reach \$5000

Most people in my country will have a 100% American Xmas dinner

There won't be any wars anywhere in the world on Xmas Day

No children will be hungry on Xmas Day

The President of the World will give a Xmas Day speech

People in America will be able to have a BBQ on Xmas Day due to global warming

I will be in another country for Xmas Day

We won't be allowed to use Xmas lights for ecological reasons

I will spend more than \$10,000 on Xmas presents

Which things above do you think will never come true?

First Conditionals Christmas and New Year Superstitions Bluff

Student A

Choose one of the questions below and tell your partner the whole sentence with three options (a, b and c)- the one true option that is written there and the two false options you have made up. Your teacher will tell you if you should write them down first and read them out or just do it as a speaking activity.

If you find a ring in your Christmas pudding, you will

- a) be the next person at the table to marry
- b)
- c)

If you put a piece of Christmas cake under your pillow, you will

- a)
- b) dream of your future husband.
- c)

If the first person to enter the house after midnight on New Year's Day is a dark haired, man you will

- a) have good luck
- b)
- c)

If the first person to enter the house after midnight on New Year's Day is a red head and/ or a woman, you will

- a)
- b)
- c) have bad luck

If you open the door at the strike of 12 midnight on New Year,

- a)
- b)
- c) good luck will come into the house and bad luck will leave

If a child is born on New Year's Day, the family will become

- a)
- b) rich
- c)

If you dance around a tree in the open air on New Year's Day, you will

- a) remain healthy for the rest of the year
- b)
- c)

If a girl sees a man passing her window when she first looks out on New Year's Day, she

- a)
- b) will get married before the end of the year
- c)

If you sweep the house on New Year's Day,

- a)
- b)
- c) you will sweep the good luck out.

Continue with other superstitions you know. If you are all from the same country or region, you can get together to test your teacher.

First Conditionals Christmas and New Year Superstitions Bluff

Student B

Choose one of the questions below and tell your partner the whole sentence with three options (a, b and c)- the one true option that is written there and the two false options you have made up. Your teacher will tell you if you should write them down first and read them out or just do it as a speaking activity.

If you count the number of days between the first snow and Xmas Day, that will tell you

- a) how many snowy days there will be that winter
- b)
- c)

If the fourth of January is rainy, that means that April (the 4th month) will

- a)
- b) be rainy too.
- c)

If you take a bath on Xmas day,

- a) you will stay clean all year.
- b)
- c)

If the first person to enter the house after midnight on New Year is carrying some coal, this means your family

- a) will be warm
- b)
- c)

If you cut your animals to make them bleed, they will

- a) be healthy in the New Year
- b)
- c)

If you don't pay back your bank loans before New Year, you will

- a)
- b)
- c) be in debt all year

If you pour beer into the sea,

- a) the fishing will be better in the New Year
- b)
- c)

Dogs that howl on Xmas Eve will

- a) go crazy
- b)
- c)

If you are born on Xmas Day, you will never

- a)
- b)
- c) meet a ghost

Continue with other superstitions you know. If you are all from the same country or region, you can get together to test your teacher.

Christmas Trivia Numbers Pairwork- Student A

Choose one of the sentences below, turn it into a question and ask your partner. If they guess the wrong number, give them hints like “it's much higher” until they get the right number.

The busiest day of the year for online retailers is always the 2nd Monday of December.

A Xmas tree needs to be planted 7 to 10 years before it is sold.

40% of American shoppers start their Xmas shopping before Halloween

For Xmas 2007, three quarters of Americans said they planned to buy gift tokens as Xmas presents.

Americans send approximately 2 billion Xmas cards a year.

In 2007, 47% of Americans planned to buy at least some Xmas presents online.

The average American household was predicted to spend \$49.76 on Xmas decorations in 2007.

More than 12 million Xmas trees were expected to be sold in 2007.

35% of all diamonds are sold over the Xmas period (more even than Valentine's Day)

The Beanie Baby teddy bear produced to mark the death of Princess Diana was sold for up to \$300.

If you really did buy your true love a partridge in a pear tree, you would have to pay \$104.99 (2005).

Rudolph the Red Nosed Reindeer was created by an advertising man for a store pamphlet in 1939.

“White Christmas” by Bing Crosby has sold over 31,000,000 copies to date.

“The Christmas Song” was written by Mel Tome in 40 minutes. He was 19 years old at the time (1945).

The first electric Xmas tree lights were used in 1895.

7 out of 10 British dogs get Xmas presents from their owners.

Alabama proclaimed Xmas day an official holiday in 1836 (it was the first American state to do so).

Mixed up answers to Student B's questions (optional)

12	12 years and 11 months	90 m	1642
the 16 th century	the 4th Century AD	1985	1989
13 years	5,340 times a minute	1915	300 ft
1899	1977	1647 to 1660	12
3 rd January 1863	1949	the 4 th Century AD	

Christmas Trivia Numbers Pairwork- Student B

Choose one of the sentences below, turn it into a question and ask your partner. If they guess the wrong number, give them hints like “it's much higher” until they get the right number.

The USA's official Xmas tree is 300 feet (90 meters) high. It is a sequoia in King's Canyon National Park

A traditional Ukrainian Xmas dinner has 12 courses.

The singer of “I saw mommy kissing Santa Claus” was 12 years 11 months old.

Xmas trees first become popular in Germany in the 16th century.

Xmas was first celebrated on 25 December in the 4th Century AD.

During the Xmas shopping season in the USA, Visa credit cards are used 5,340 times a minute

The first Hallmark Xmas cards were sold in 1915.

Celebrating Xmas was illegal in the UK for 13 years from 1647 to 1660.

In the UK, it is good luck to eat 12 mince pies (one on each day of the 12 days of Xmas)

The first cartoon depicting Santa Claus with reindeer and a sleigh first appeared on 3rd January 1863.

The first charity Xmas card was produced by UNICEF in 1949.

The real Santa Claus (Saint Nicholas) lived in Turkey in the 4th Century AD

Sir Isaac Newton was born on Xmas Day 1642.

Humphrey Bogart was born on Xmas Day 1899.

Charlie Chaplin died on Xmas day 1977.

Joan Miro died on Xmas day 1985.

Nicolae Ceausescu was executed on Xmas day 1989.

Mixed up answers to Student A's questions (optional)

1939	31 million	2 billion	47%
the 2 nd Monday of December		7 to 10 years	1836
40%	3/4	40 minutes	19
1895	7 out of 10	\$49.76	12 million
35%	300 dollars	\$104.99	



Christmas Trivia Numbers Pairwork Version 2

Student A

Choose one of the sentences below, turn it into a question and ask your partner. If they guess the wrong number, give them hints like "it's much higher" until they get the right number.

A Christmas tree needs to be planted about ten years before it is sold.

Forty percent of American shoppers start their Christmas shopping before Halloween

For Christmas two thousand and seven, three quarters of Americans said they planned to buy gift tokens as Christmas presents.

Americans send approximately two billion Christmas cards a year.

In two thousand and seven, forty seven percent of Americans planned to buy at least some Christmas presents online.

The average American household was predicted to spend forty nine dollar seventy six cents on Christmas decorations in two thousand and seven.

About twelve million Christmas trees were expected to be sold in two thousand and seven.

Thirty five percent of all diamonds are sold over the Christmas period (even more than for Valentine's Day)

The "Princess" Beanie Baby teddy bear produced to commemorate the death of Princess Diana was sold for up to three hundred dollars each during Christmas nineteen ninety seven.

If you really bought your true love a partridge in a pear tree, you would have to pay a hundred and four dollars (two thousand and five prices).

The character Rudolph the Red Nosed Reindeer was created by an advertising man for a store pamphlet in nineteen thirty nine.

The song "White Christmas" by Bing Crosby has sold over thirty one million copies to date.

"The Christmas Song" was written by Mel Tome in only forty minutes. He was nineteen years old at the time.

The first electric Christmas tree lights were used in eighteen ninety five.

Seven out of ten British dogs get Christmas presents from their owners.

Christmas day was first proclaimed an official holiday in the USA in eighteen thirty six (in Alabama).



Christmas Trivia Numbers Pairwork Version 2

Student B

Choose one of the sentences below, turn it into a question and ask your partner. If they guess the wrong number, give them hints like "it's much higher" until they get the right number.

America's official Christmas tree is three hundred feet (ninety meters) high. It is a sequoia in King's Canyon National Park, California

A traditional Ukrainian Christmas dinner has twelve courses.

The singer of the hit song "I Saw Mommy Kissing Santa Claus" was twelve years and eleven months old when it reached number one in the American pop charts.

Christmas trees first become popular in Germany in the sixteenth century.

Christmas was first celebrated on the twenty fifth of December in the fourth Century AD.

During the Christmas shopping season in the USA, Visa credit cards are used five thousand three hundred and forty times a minute

The first Hallmark Christmas cards were sold in nineteen fifteen.

Celebrating Christmas was illegal in the UK for thirteen years from sixteen forty seven to sixteen sixty.

In the UK, it is good luck to eat twelve mince pies (one on each day of the twelve days of Christmas)

The first cartoon depicting Santa Claus with reindeer and a sleigh first appeared on the third of January eighteen sixty three.

The first charity Christmas card was produced by UNICEF in nineteen forty nine.

The real Santa Claus (Saint Nicholas) lived in Turkey in the fourth century AD

The scientist Sir Isaac Newton was born on Christmas Day in sixteen forty two.

The actor Humphrey Bogart was born on Christmas Day in eighteen ninety nine.

The actor Charlie Chaplin died on Christmas day in nineteen seventy seven.

The surrealist artist Joan Miro died on Christmas day in nineteen eighty five.

The Rumanian dictator Nicolae Ceausescu was executed on Christmas day in nineteen eighty nine.



Christmas Trivia Numbers Pairwork Version 2

Worksheet 2

Without looking at your previous worksheet, see if you can remember how these numbers were pronounced:

1642 and 1863 (years)

3/1/1863 and 25/12 (dates)

From 1500 to 1599 (a century)

5,340 and \$104 (large numbers)

31,000,000 and 2,000,000,000 (very large numbers)

$\frac{3}{4}$ and $\frac{7}{10}$ (fractions)

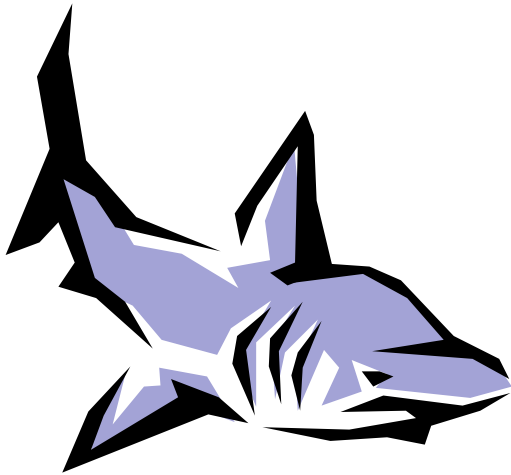
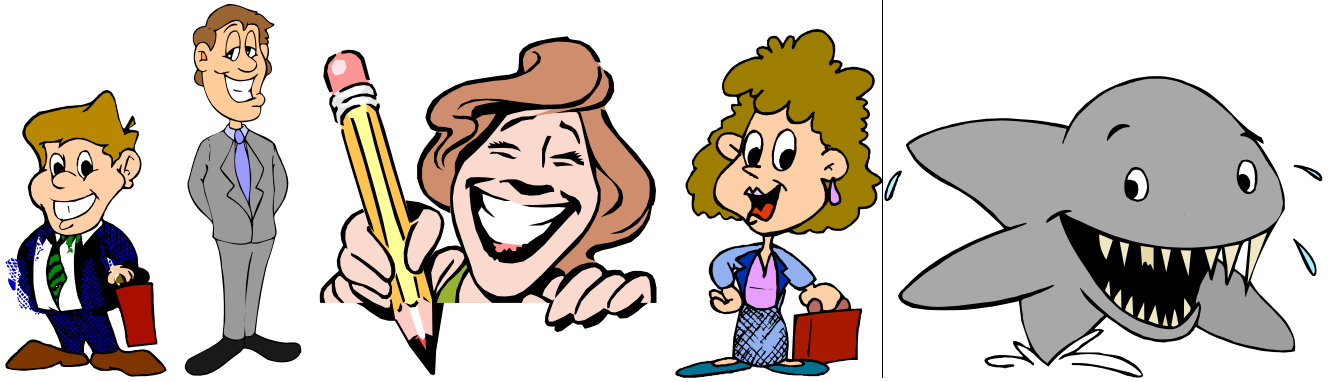
\$49.76 (money)

90 meters in feet (Imperial measurements)

What is the rule for how to pronounce years?

What's the rule for where "and" goes in large numbers (especially in British English)?

Smiling on the Outside



- Do you think it is possible that a person who seems pleasant, positive, and good on the outside is really quite the opposite on the inside?
- Can you think of any examples of such a person?

- Do you think it is possible that someone who seems unpleasant, negative, and bad on the outside is really quite the opposite on the inside?
- Can you think of any examples of such a person?

1. Can you judge a book by its cover? Can you really know someone by considering his or her personality? Why? Why not?
2. Do you always allow your first impressions to control what you think about someone - or something?
3. What would you say about a person who seems to show a combination of good and bad personality traits?
4. What would you say some positive and negative personality traits are?



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-ing or -ed?

1. When ____ about the quality he valued above all in a general, Napoleon used to reply “good luck”.
A) asking B) asked
2. The most ____ issue is the dispute over the scale of EU expenditure.
A) pressing B) pressed
3. Among those ____ the ordination, were women describing themselves as bishops.
A) conducting B) conducted
4. The animal, ____ to have escaped from a zoo, was caught by the police.
A) believing B) believed
5. The team, ____ from the Premiership last season, are in financial trouble.
A) relegating B) relegated
6. ____ like a champion, she quickly finished off her opponent.
A) Looking B) Looked
7. ____ once in his first 100 fights, he eventually became the world champion.
A) Defeating B) Defeated
8. ____ plans for the UK's EU presidency, the prime minister argued that the EU would fail if did not meet the challenge of globalisation.
A) Outlining B) Outlined
9. They have new biology courses taught through real life contexts, ____ ecology and climate change.
A) including B) included

-ing or -ed?

1. When ____ about the quality he valued above all in a general, Napoleon used to reply “good luck”.
A) asking B) **asked**
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A) **pressing** B) pressed
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5. The team, ____ from the Premiership last season, are in financial trouble.
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A) **Outlining** B) Outlined
9. They have new biology courses taught through real life contexts, ____ ecology and climate change.
A) **including** B) included



History Vocabulary for ESL Students- The Middle Ages

Find one word in each section below which is not relevant to the topic of the Middle Ages in Europe, e.g. things that didn't exist at that time.

Iron bridge	Castle
Dungeon	Gothic cathedral
Hut	Walled town
Drawbridge (a bridge that goes up and down)	Moat (like a canal all around a castle)
Tapestry	Thatched roof (=a roof made of straw)
Jousting/ tilting (fighting on horseback with long sticks)	Falconry (hunting with birds)
Tennis	Football
Darts	Skating
Marbles	Bear baiting
Dog fighting	Skittles (similar to ten pin bowling)
Wrestling	
The Crusades	Chivalry
Chain mail (armour made from linked metal hoops)	Mine
Bow and arrow	Cavalry
Cannon	Siege engine
Rifle	Mercenary
Apothecary (similar to a modern pharmacist)	Blacksmith
Tinker	Troubadour
Guild	Minstrel
Apprentice	Serfs
Accountant	Eunuch
Merchant	Baron
Landed gentry	Tenant farmer
Carpenter	Mason
Bricklayer	Glassblower
Rat catcher	Potter
Chastity belt	Dowry
Veil	Bra burning
Monastery	Excommunicate
Pilgrimage	Evangelical Christians
The Inquisition	Nun
Astrology	
The Black Death (= bubonic plague)	Leech
Humours	Antibiotics
Herbal cure	
Mead (a kind of wine made from honey)	Potatoes
(Wild) boar	Black pudding (= blood sausage)
Rabbit	Fasting



Poll tax
Cheques
Government monopolies

Palanquin
Horse and cart
Toll gate

Torture
The ducking chair
Witch trials
Branding
Mutilation

Lute
Dancing bears
Piano

Salt tax
Banks
Tax farmer

Steam engine
Inn
Sailing ship

The rack
Ordeals
Poaching
Corporal punishment
The electric chair

Passion plays (religious drama)
Trumpet
Flute

Match the sections above with the categories below:

War
Transport
Law and order and crimes
Food and drink
Health and disease
Religion
Women and marriage
Professions, trades and social classes
Buildings and architecture
Music and entertainment
The economy
Sports and games

Choose one of the categories and discuss which things in that section were also relevant to the Middle Ages in your country or another country you know about outside Western Europe.



History Vocabulary for ESL Students- The Middle Ages

Answer key

The words in bold are the odd words out that aren't connected to the Middle Ages and the underlined parts are the names of the categories underneath

Buildings and architecture

Iron bridge

Dungeon

Hut

Drawbridge

Tapestry

Castle

Gothic cathedral

Walled town

Moat

Thatched roof

Sports and games

Jousting/ tilting

Tennis

Darts

Marbles

Dog fighting

Wrestling

Falconry

Football

Skating

Bear baiting

Skittles

War

The Crusades

Chain mail

Bow and arrow

Cannon

Rifle

Chivalry

Mine

Cavalry

Siege engine

Mercenary

Professions, trades and social classes

Apothecary

Tinker

Guild

Apprentice

Accountant

Merchant

Landed gentry

Carpenter

Bricklayer

Rat catcher

Blacksmith

Troubadour

Minstrel

Serfs

Eunuch

Lord

Tenant farmer

Mason

Glassblower

Potter

Women and marriage

Chastity belt

Veil

Dowry

Bra burning

Religion

Monastery

Pilgrimage

The Inquisition

Astrology

Excommunicate

Evangelical Christians

Nun



Health and disease

The Black Death (= bubonic plague)
Humours
Herbal cure

Leech

Antibiotics

Food and drink

Mead
(Wild) boar
Rabbit

Potatoes

Black pudding
Fasting

The economy

Poll tax

Cheques

Government monopolies

Salt tax

Banks

Tax farmer

Transport

Palanquin
Horse and cart
Toll gate

Steam engine

Inn

Sailing ship

Law and order and crimes

Torture
The ducking chair
Witch trials
Branding
Mutilation

The rack

Ordeals

Poaching

Corporal punishment

The electric chair

Music and entertainment

Lute
Dancing bears

Piano

Passion plays

Trumpet

Flute

Holidays

What's your ideal holiday?



Are you the sort of person that likes beach holidays?

What are the good and bad points about holidays in places like this?

Do you prefer a relaxing holiday or a cultural one?

What are the main holiday destinations in your country?

Do you prefer holidays in your own country or to travel abroad?

Write a short description of the picture.

How British is your English? - A test of where your English comes from

What do **you** call ...? *(Please write the word **you** most often use in English. Don't worry about the spelling)*

1. A train system that travels under the street
2. The fuel that you put in your car
3. Small sweet things that children often buy, keep in the pockets and eat
4. The covering of your car's engine that you must open to check the water and oil
5. The place where you need to go after drinking a lot of water
6. A portable light that you can use to find your way in the dark
7. A thing that a woman carries her possessions around in, often made from leather
8. The time when your tyres lose all their air
9. A time when you don't have to work, e.g. Xmas _____
10. Clothes that men and women wear on the bottom half of their body, e.g. jeans
11. Small, hard, sweet snacks that are usually circular and are often eaten with a cup of tea or coffee
12. A person who delivers your letters.
13. A thing that a man puts his money in.
14. The place where the train times are written.

If you are not sure which words to use, please look at Part Two.

How British is your English? - A test of where your English comes from
Grammar Practice

1. A train system _____ travels under the street
2. The fuel _____ you put in your car
3. Sweet things _____ children often buy and eat
4. The covering of your car's engine _____ you must open to check the water and oil
5. The place _____ you need to go after drinking a lot of water
6. A portable light _____ you can use to find your way in the dark
7. A thing _____ a woman carries all her things around in, often made from leather
8. The time _____ your tyres lose all their air
9. A time _____ you don't have to work.
10. Clothes _____ men and women wear on the bottom half of their body, e.g. jeans
11. Small, hard, sweet snacks _____ are usually circular and are often eaten with a cup of tea or coffee
12. A person _____ delivers your letters.
13. The thing _____ a man puts his money in
14. The place _____ the train times are written

If you are not sure which words to use, please look at Part Two.

How British is your English? - A test of where your English comes from

- Part Two (with clues)

What do **you** call ...? *(Please circle the word **you** most often use in English. Don't worry about any differences between the words)*

1. A train system that travels under the street
 - a) The underground
 - b) The subway
 - c) The tube

2. The fuel you put in your car
 - a) Petrol
 - b) Gasoline
 - c) Gas

3. Small sweet things that children often buy, keep in the pockets and eat
 - a) Candy
 - b) Sweets

4. The covering of your car's engine that you must open to check the water and oil
 - a) The bonnet
 - b) The hood

5. The place where you need to go after drinking a lot of water
 - a) The toilet
 - b) The loo
 - c) The bathroom
 - d) The john
 - e) The restroom

6. A portable light that you can use to find your way in the dark
 - a) A flashlight
 - b) A torch

7. A thing that a woman carries her possessions around in, often made from leather
 - a) A purse
 - b) A handbag

8. The time when your tyres lose all their air
 - a) A flat
 - b) A puncture

9. A time when you don't have to work, e.g. at Xmas
 - a) A holiday
 - b) A vacation

10. Clothes that men and women wear on the bottom half of their body, e.g. jeans
 - a) Pants
 - b) Trousers
 - c) Slacks

11. Small, hard, sweet snacks, that are usually circular and are eaten with a cup of tea or coffee
 - a) Cookies
 - b) Biscuits

12. A person who delivers your letters.
 - a) A mailman
 - b) A postman

13. The thing that a man puts his money in
 - a) A wallet
 - b) A billfold

14. The place where all the train times are written
 - a) The timetable
 - b) The schedule

To find out how English (that is, not American) your English is, score one “British English point” for each of the following answers:

1. a) or c)
2. a)
3. b)
4. a)
5. a) or b)
6. b)
7. b)
8. b)
9. a)
10. b)
11. b)
12. b)
13. a)
14. a)

Score 1 “American English point” for each of the other answers you circled.

Total score

	Points	Percentage
American English		
British English		

How British is your English? - A test of where your English comes from

- Part Three (Speaking task)

Student A

Now explain the words below to your partner (see example 1 below) and circle which word they usually use. If they can't guess the word from your explanation, read them the two options below and ask them which one they prefer (**not** which one they think is British English).

1. **curtains**/ drapes ("What do you call things that hang inside your window and you close every night?")
2. **the accelerator**/ the gas pedal ("What do you call the thing in your car that...?")
3. an elevator/ **a lift**
4. **a jumper**/ a sweater/ a pullover
5. a store/ **a shop**
6. **a frying pan**/ a fry pan
7. a zipper/ **a zip**
8. **a (winter/ woollen) scarf**/ a muffler
9. soda/ **a fizzy drink**/ pop
10. **a lorry**/ a truck
11. a cellular phone/ a cell phone/ a cell/ **a mobile**/ **a mobile phone**
12. a highway/ **a motorway**/ an expressway
13. **a flat**/ an apartment/ a condo
14. **the town centre**/ **the city centre**/ downtown
15. **a jam sandwich**/ a jelly sandwich
16. **a roundabout**/ a traffic circle
17. the sidewalk/ **the pavement**
18. **a car park**/ a parking lot
19. an intersection/ **a crossroads**
20. **a postcode**/ a zip code

Give one "British English point" for each word they used that is written in **bold** above (e.g. **curtains**), and one "American English point" for each word they used that is not written in bold (e.g. the gas pedal).

Total score

	Points	Percentage
American English		
British English		

How British is your English? - A test of where your English comes from

- Part Three (Speaking task)

Student B

Now explain the words below to your partner (see example 1 below.) and circle which word they usually use. If they can't guess the word from your explanation, read them the two options below and ask them which one they prefer (**not** which one they think is British English).

1. **a film**/ a movie ("What do you call a thing that you watch at the cinema?")
2. **jelly**/ Jell-O ("What do you call a food that...?")
3. a station wagon/ **an estate (car)**
4. fall/ **autumn**
5. **a chemist's**/ a drugstore/ a pharmacy
6. corn/ **sweet corn**
7. pudding/ **crème caramel**
8. **a police car**/ a patrol car
9. **a (sticky) plaster**/ a band aid
10. **the till**/ a (cash) register
11. garbage/ trash/ **rubbish**
12. a line/ **a queue**
13. **a spanner**/ a wrench
14. **the boot**/ the trunk
15. the gear shift/ **the gear lever**
16. **a jug**/ a pitcher
17. fries/ French fries/ **chips**
18. **the gear box**/ the transmission
19. a packet of chips/ **a packet of crisps**

Give one "British English point" for each word they used that is written in **bold** above (e.g. **a film**), and one "American English point" for each word they used that is not written in bold (e.g. Jell-O).

Total score

	Points	Percentage
American English		
British English		

What your score means:

100% British English- You are as British as a bowler hat and a pin-stripe suit. In other words, you are more British than most young British people!

90% British English- You might think you can pass as British, but not quite! Your English is something like Gwyneth Paltrow or Renee Zelleger playing a British character.

About 70% British- Are you Australian? If not, you must be a Kiwi.

50/50- You are very confused

About 70% American- Do you also like maple syrup? You must be Canadian

90% American- You are as American as apple pie (they also have apple pie in England, they just don't make such a big thing about it)

100% American- You are as American as a Texan cowboy

How do you say it?

1. How do you ask someone what his or her name is on the telephone? How do you ask if someone has already told you his or her name?
2. You need to tell someone on the telephone to wait. What do you say?
3. You can't understand what someone is saying at work or on the phone. How do you ask someone to repeat himself or herself in a polite way?
4. You don't understand how to do something. How do you ask someone to explain it to you? How do you ask someone to explain it to you again?
5. You have to leave a message. How do you tell someone you want to leave a message? What information do you have to leave?
6. You have to take a message. What do you write down? What information do you ask for?
7. You have to tell someone to wait before he or she can talk to someone. What do you say?
8. What do you think you'll have to ask someone to do for you? How do you ask someone to do it for you?
9. You need to talk to someone in private. Maybe it is your supervisor or manager. How do you ask? What do you say?
10. You have a doctor's appointment, a dentist's appointment, or other personal business to take care of. How do you ask for some time off?
11. You are going to be late for work. When you call to tell someone, what do you say? How do you say it? Who should you ask for?
12. You have arrived late to work. How do you explain the reason you were late? Think of a reason that you could be late for work.
13. How do you tell someone that you don't want to go to lunch with him or her in a polite way?
14. You want someone to go to lunch with you. How do you ask?
15. Tell about a family member or a friend.

Work Sheet

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Teacher Notes

1. Hand out the paper. Present the students with each situation. Talk about them.
2. Tell the students to write down what they would say. Hand out two or three worksheets if necessary. They'll have to write down your suggestions and corrections.
3. Ask each student to read out loud what he or she has written.
4. Ask the class if they heard any grammatical errors. Talk about errors and make corrections and suggestions. What would you recommend they say?
5. Talk about tone of voice and stress. Talk about how this can be just as important as the words themselves. Talk about pronunciation – formal/informal. Practice typical stress, rhythm and intonation patterns if there is enough time.

Level – High Beginner Low Intermediate.

Use this lesson for pronunciation practice at higher levels.

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Jobs Compound Nouns Pairwork Matching Student A

*First, read the word in **bold** only to your partner. Together try to work out which of their words in bold it goes together with to make the name of a job. To check your answer, read out the whole of your half sentence. When you are sure of your answer, write one word in the gap below. Do not look at each other's sheets until your teacher tells you to.*

For every one hundred actors, only one or two become **movie**_____

Job advertisements never say that **flight** _____

The **tour**_____

Many women have to work as **part time** _____

Professional _____

Although there are many **business** _____

Stock_____

The worst part of being an **airline** _____

Using **head** _____

Even though **security** _____

To be a **check in** _____

Being an **assistant** _____

Although **television** _____

Do you think the whole sentences about the jobs are true? Which jobs would and wouldn't you like?

Jobs Compound Nouns Pairwork Matching Student B

*First, read the word in **bold** only to your partner. Together try to work out which of their words in bold it goes together with to make the name of a job. To check your answer, read out the whole of your half sentence. When you are sure of your answer, write one word in the gap below. Do not look at each other's sheets until your teacher tells you to.*

_____ **guide** told us everything about the history of the castle but I couldn't remember any of it when I got home

_____ **athletes** nowadays get paid too much money for what is basically a hobby

_____ **pilot** is always being away from home

_____ **workers** so they can pick their children up from school at 3 or 4 o'clock

_____ **brokers** have such high pressure jobs that they often have to retire in their 30s or 40s. Luckily, they can make a lot of money before that time.

_____ **hunters** to steal the top staff or other companies is unfair business practice.

_____ **guards** do a job that is similar to a police officer, they don't get nearly as much money or respect

_____ **stars**

_____ **clerk** in an international airport, it's important to speak as many languages as possible

_____ **manager** in a company is the worst possible position, because you get pressure from above and below

_____ **women** nowadays, they still don't have the same opportunities as men

_____ **personalities** are almost as famous as film stars, they don't get very much money at all

_____ **attendants** must be good looking, but this is actually the real reason they get the job

Do you think the whole sentences about the jobs are true? Which jobs would and wouldn't you like?

Jobs Compound Nouns Pairwork Matching

Answer Key

For every one hundred actors, only one or two become **movie stars**

The **tour guide** told us everything about the history of the castle but I couldn't remember any of it when I got home

Professional athletes nowadays get paid too much money for what is basically a hobby

Many women have to work as **part time workers** so they can pick their children up from school at 3 or 4 o'clock

Stockbrokers have such high pressure jobs that they often have to retire in their 30s or 40s. Luckily, they can make a lot of money before that time.

Using **head hunters** to steal the top staff of other companies is unfair business practice.

Even though **security guards** do a job that is similar to a police officer, they don't get nearly as much money or respect

To be a **check in clerk** in an international airport, it's important to speak as many languages as possible

Being an **assistant manager** in a company is the worst possible position, because you get pressure from above and below

Although there are many **business women** nowadays, they still don't have the same opportunities as men

Although **television personalities** are almost as famous as film stars, they don't get very much money at all

Job advertisements never say that **flight attendants** must be good looking, but this is actually the real reason they get the job

The worst part of being an **airline pilot** is always being away from home

Language learning opinions (Learner Training/ Functional Language- Opinions/ Meetings)

Read through the following ideas for studying English and mark each one with a tick for good ideas and a cross for bad ideas (don't think about it too much, just go on your first impressions)

Listening to English tapes when you are asleep

Having English radio on in the background while you are doing your housework

Playing English language learning games on your Nintendo DS

Saying or thinking what you are doing in English as you carry out daily tasks ('I am unscrewing the ketchup bottle cap' etc.)

Watching English language films with English subtitles

Watching Japanese films with English subtitles

Watching English films with Japanese subtitles

Watching the same film or TV episode over and over again

Reading graded readers (= easy readers)

Reading classic books in the original (e.g. Shakespeare or Charles Dickens)

Reading English children's books

Watching English children's films or TV programmes

Keeping a list of language to learn, e.g. a vocab list

Going through your vocab list several times every day

Labeling things in your house or office, e.g. with post-its

Keeping a diary in English

Online chat

Listening to the radio news in English

Reading an English language newspaper

Writing fiction in English, e.g. short stories

Listening to English music

Reading the lyrics of English songs, e.g. from a CD jacket or on the internet

Singing in English, e.g. karaoke

English language exercise videos

Listening to audio books

Learning a famous speech or poem in English by heart

Putting yourself into a state of deep relaxation before doing listening exercises

Getting tipsy (= a little drunk) before speaking English

Using a dictionary while you are watching a movie

Learning and using the phonemic script

Recording your own voice

Working your way through the dictionary

Learning as many words as you can of one category, e.g. animal words

Doing exercises in self-study grammar books and vocab books

Starting English lessons very young, e.g. when you are two

Reading a grammar book

Surfing the net in English

Taking holidays abroad

Drawing pictures of the words you want to learn

Reading children's books in English

Having a foreign boyfriend or girlfriend

Arranging a conversation exchange

English language exams

Translating

Writing the words you want to learn in katakana

Modelling your accent on one particular actor, e.g. trying to speak like Robert De Niro

Using an English-English dictionary

Occasionally talking to or e-mailing your Japanese friends in English

Finding a pen friend

Starting conversations with foreign people you see on the train.

Going to an English pub and starting conversations with the barmen and other customers.

Optional Task

Now read through the list again and label all the ideas for learning languages above by how good you think they are with a number representing your opinion as below:

- 14 This is an absolutely fabulous idea. It's one of the most intelligent things I've ever heard.
- 13 This is an excellent idea. It's almost guaranteed to work.
- 12 This is a great idea.
- 11 This seems like a really good idea.
- 10 I would say this is a good idea.
- 8 This could be quite a good idea.
- 8 This is not a bad idea. It could work.
- 7 This is an acceptable idea. It might be worth thinking about.
- 6 This is quite a bad idea. I doubt whether this would be any use.
- 5 This is a bad idea. I don't see how it could possibly work.
- 4 This is a very bad idea. There is no chance it could work.
- 3 This is a terrible idea. You shouldn't even consider doing this.
- 2 This is a really awful idea. It would be pretty stupid to do this.
- 1 This is a totally atrocious idea. It would be worse than doing nothing.

Using the **opinion language** below, give your opinion about one of the language learning methods above.

See if the other students can guess which one you are talking about.

Frankly,...

In my opinion,...

If you ask me,...

Generally speaking,...

As far as I know,...

The way I see it is...

As far as I'm concerned,...

If you want my opinion,...

I (personally) believe that...

Not everyone will agree with me, but...

(This might be a bit controversial but) I would say (that)...

Without a doubt...

I'm convinced that...

I'm absolutely certain that...

I'm positive that...

With some reservations, I'd probably say that...

If the other students can't guess after one sentence, you can **add more information**

Another thing is that,...

I would also say that...

Perhaps I should also mention that...

In addition,...

Not only that, but...

What's more,...

Winter Conditions – Part 1 – Modal Auxiliaries: Possibility and Prediction

- In this lesson we will work with this form: subject + modal + verb.
- Different things can happen during the winter. There are different possibilities. We can use the following modal auxiliaries to talk about these possibilities.

can	could	will	might	may	be going to
-----	-------	------	-------	-----	-------------

Practice using these modal auxiliaries with the following possibilities. Think of a verb to go with a modal auxiliary.

cold	slippery	get sick	catch a cold
dangerous roads	snowstorm	difficult to see	icy sidewalks
icy roads	cold hands	parking space	car covered with snow
freezing rain	icy windshield	accident	be late

- examples: It **can get** very **cold** in the winter.
The sidewalks **might be slippery**, so be careful.
- note: Do not use “to” after a modal auxiliary.

Talk to your classmates and your teacher. You can think of things to say and write together. Make questions too.

[illegible]

Winter Conditions – Part 2 – Modal Auxiliaries: Good Ideas and Bad Ideas

- In this lesson we will work with this form: subject + modal + verb.
- There are some things we can do during the winter that are good ideas, and there are some things that are bad ideas. We can use modal auxiliaries to talk about this.

1. We can use “**should**” and “**ought to**” to say what we think is a good idea during the winter. If we want our words to sound stronger, we can use “**had better**”.

- A. should, ought to = a good idea, advisable
- B. had better = strong advice or a warning

- note: It is more common to use “**should**”. There are times when we use “**ought to**”, but “**should**” is more common.

2. We can use “**shouldn’t**”, “**should not**”, “**mustn’t**”, and “**must not**” to say what we think is a bad idea during the winter. If we want our words to sound stronger, we can use “**had better not**”.

- A. shouldn’t, should not = a bad idea – not a good idea – not advisable
- B. mustn’t, must not – can mean not a good idea and not advisable – Don’t do it.
- C. mustn’t, must not – can also indicate prohibition – You are not allowed to do it.
 - prohibition = not permitted to do something – not allowed to do something
- D. had better not – indicates strong advice or a warning

3. We can use “**have to**”, “**has to**”, “**have got to**”, “**has got to**”, and “**must**” to say what we think or believe we are required to do during the winter.

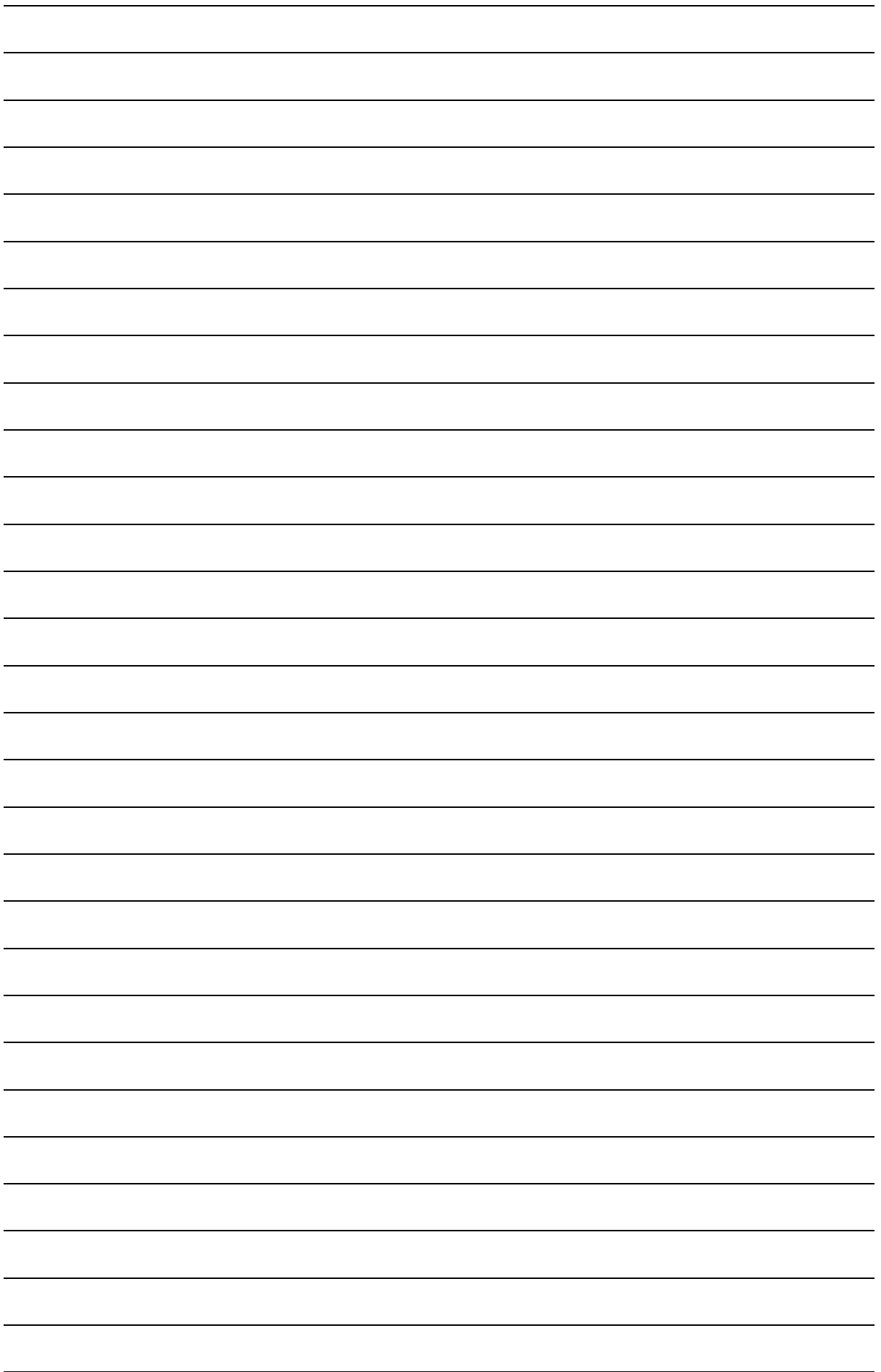
- If you think or believe something is **required**, then you think it’s a **good idea**.
- note: People often use contractions.
 - I’ve got to, you’ve got to, he’s got to, she’s got to
 - we’ve got to, you’ve got to, they’ve got to

4. We can use, “**do not have to**”, and “**does not have to**” to say what we think or believe we are not required to do during the winter.

- If you think or believe something is **not required**, then you think it’s a **bad idea**.
- note: People often use contractions.
 - I don’t have to, you don’t have to, he doesn’t have to, she doesn’t have to
 - we don’t have to, you don’t have to, they don’t have to

Think of some things that are good ideas and bad ideas for the winter. Talk to your classmates and your teacher. You can think of things to say and write together. Make questions too.

- examples: You **should wear a heavy jacket** because it’s going to be cold today.
You **don’t have to drive** if you think the roads are too slippery.
You **had better be careful**. It is snowing so much that it’s difficult to see.
You **shouldn’t drive so fast** if there’s a lot of snow on the roads.
- note: “**had better**” – This is often reduced to ‘**d better** or **better** in everyday speaking. – You’d better be careful. You better be careful. You’d better not drive fast.
- note: Do not use “to” after the following modal auxiliaries: should, must, had better.



Winter Conditions – Part 1 – Modal Auxiliaries: Possibility and Prediction

- In this lesson we will work with this form: subject + modal + verb.
- Different things can happen during the winter. There are different possibilities. We can use the following modal auxiliaries to talk about these possibilities.

can	could	will	might	may	be going to
-----	-------	------	-------	-----	-------------

Practice using these modal auxiliaries with the following possibilities. Think of a verb to go with a modal auxiliary.

cold	slippery	get sick	catch a cold
dangerous roads	snowstorm	difficult to see	icy sidewalks
icy roads	cold hands	parking space	car covered with snow
freezing rain	icy windshield	accident	be late

- examples: It **can get** very **cold** in the winter.
The sidewalks **might be slippery**, so be careful.
- note: Do not use “to” after a modal auxiliary.

Talk to your classmates and your teacher. You can think of things to say and write together. Make questions too.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Winter Conditions – Part 2 – Modal Auxiliaries: Good Ideas and Bad Ideas

- In this lesson we will work with this form: subject + modal + verb.
- There are some things we can do during the winter that are good ideas, and there are some things that are bad ideas. We can use modal auxiliaries to talk about this.

1. We can use “**should**” and “**ought to**” to say what we think is a good idea during the winter. If we want our words to sound stronger, we can use “**had better**”.

- A. should, ought to = a good idea, advisable
- B. had better = strong advice or a warning

- note: It is more common to use “**should**”. There are times when we use “**ought to**”, but “**should**” is more common.

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- B. mustn’t, must not – can mean not a good idea and not advisable – Don’t do it.
- C. mustn’t, must not – can also indicate prohibition – You are not allowed to do it.
 - prohibition = not permitted to do something – not allowed to do something
- D. had better not – indicates strong advice or a warning

3. We can use “**have to**”, “**has to**”, “**have got to**”, “**has got to**”, and “**must**” to say what we think or believe we are required to do during the winter.

- If you think or believe something is **required**, then you think it’s a **good idea**.
- note: People often use contractions.
 - I’ve got to, you’ve got to, he’s got to, she’s got to
 - we’ve got to, you’ve got to, they’ve got to

4. We can use, “**do not have to**”, and “**does not have to**” to say what we think or believe we are not required to do during the winter.

- If you think or believe something is **not required**, then you think it’s a **bad idea**.
- note: People often use contractions.
 - I don’t have to, you don’t have to, he doesn’t have to, she doesn’t have to
 - we don’t have to, you don’t have to, they don’t have to

Think of some things that are good ideas and bad ideas for the winter. Talk to your classmates and your teacher. You can think of things to say and write together. Make questions too.

- examples: You **should wear a heavy jacket** because it’s going to be cold today.
You **don’t have to drive** if you think the roads are too slippery.
You **had better be careful**. It is snowing so much that it’s difficult to see.
You **shouldn’t drive so fast** if there’s a lot of snow on the roads.
- note: “**had better**” – This is often reduced to ‘**d better** or **better** in everyday speaking.
– You’d better be careful. You better be careful. You’d better not drive fast.
- note: Do not use “to” after the following modal auxiliaries: should, must, had better.



It is very foggy.



- could
- might
- may
- should
- ought to
- have to
- must
- had better
- will
- would
- would have
- should have
- could have
- might have
- may have
- must have

Student Notes:

Fill in the blanks. Ask your teacher if there is more than one correct answer. If there is, then ask your teacher to explain the meaning of each correct answer.

Questions for discussion:

- Why do people get into accidents?
- Have you ever been in a car accident?
- Do you know anyone that has been in a car accident?
- What caused the accident? Why did it happen?
- How could it have been prevented?

1. It is very difficult to see clearly when it is so foggy. The driver be careful. He drive carefully. He drive too fast. If it is not necessary to drive in these conditions, maybe you .
 2. The driver to be careful because it is dangerous to drive when it is so foggy. Anyone driving in heavy fog be careful if he doesn't want to have an accident. If you don't want to have an accident, you be careful when you drive in heavy fog.
-

1. It is very foggy. The driver get into an accident if he is not careful.
 2. If the driver is not careful he get into an accident.
 3. It is dangerous to drive a car when it is so foggy. The driver get into an accident if he is not careful. If he is not careful the driver get into an accident.
 4. You get into an accident if you are not careful.
 5. If he drives too fast, there is a very good chance that he get into an accident because it is very difficult to see well in such foggy conditions. If he drives carefully, he probably get into an accident.
-

1. You easily get into an accident if you are driving in heavy fog. If you drive in heavy fog, you be very careful.
 2. You easily get into an accident if you are driving in heavy fog. If you drive in heavy fog, you be very careful.
 3. If you are driving in heavy fog you be careful or you get into an accident.
 4. He drive carefully. If he doesn't, he might get into an accident.
-

1. He was driving very fast. He had an accident driving in such heavy fog.
 2. If the he gets into an accident, it be because he was not careful enough.
 3. He got into an accident. He been more careful.
 4. He got into an accident. He been driving too fast. He knew he been more careful.
 5. He got into an accident. If he more careful, he gotten into an accident.
 6. He got into an accident. If he more carefully in the fog, he had an accident.
-

1. If he it to do over again, he be more careful.
 2. If he another chance, he be so careless.
 3. If he been more careful while he was driving, he be in the hospital now.
-

1. She said to him, "If you careful, you get into an accident."
2. I told you that you get into an accident if you careful.
3. She told him that he get into an accident if he careful.

1. She told him, "If you careful, you get into an accident."
2. I told you that you get into an accident if you careful.
3. She told him that he get into an accident if he careful.

1. She said to him, "If you careful, you get into an accident.
2. I told you that you get into an accident if you careful.
3. She told him he get into an accident if he careful.

-
1. If he more careful, he avoided having an accident.
 2. If he been more careful, he avoided having an accident.
 3. If he more careful, he avoided having an accident.
 4. If he been more careful, he avoided having an accident.
 5. If he more careful, he had an accident.
 6. If been more careful, he had an accident.
 7. If he more careful, he had an accident.
 8. If he been more careful, he had an accident.

-
1. If he been more careful, he gotten into an accident.
 2. If he been more careful, he avoided getting into an accident.
 3. If he been more careful, he had an accident.
 4. he been more careful, he avoided having and accident.
 5. he been more careful, he avoided getting into an accident.
 6. he been more careful, he avoided getting into an accident.

-
1. I been more careful last night.
 2. I wish I driven more carefully in the fog.
 3. He been more careful.
 4. He wishes that he been more careful while driving in the fog.
 5. She knows he been more careful.
 6. She wishes that he listened to her when she told him that he be
careful driving in the fog.
 7. They know he been more careful while he was driving in the fog
that night.
 8. They wish that he been more careful when he was driving in the fog that
night.



It is very foggy.



- could
- might
- may
- should
- ought to
- have to
- must
- had better
- will
- would
- should have
- would have
- could have
- might have
- may have
- must have

Teacher Notes:

Fill in the blanks. There is an answer key; however, consider whether or not there is more than one correct answer for each one. If there is more than one correct answer, talk about the meaning of each one.

Questions for discussion:

- Why do people get into accidents?
- Have you ever been in a car accident?
- Do you know anyone that has been in a car accident?
- What caused the accident? Why did it happen?
- How could it have been prevented?

1. It is very difficult to see clearly when it is so foggy. The driver **should** be careful. He **should** drive carefully. He **should not** drive too fast. If it is not necessary to drive in these conditions, maybe you **should not**.
 2. The driver **ought to** be careful because it is dangerous to drive when it is so foggy. Anyone driving in heavy fog **must** be careful if he doesn't want to have an accident. If you don't want to have an accident, you **must** be careful when you drive in heavy fog.
-

1. It is very foggy. The driver **could** get into an accident if he is not careful.
 2. If the driver is not careful he **could** get into an accident.
 3. It is dangerous to drive a car when it is so foggy. The driver **might** get into an accident if he is not careful. If he is not careful the driver **might** get into an accident.
 4. You **may** get into an accident if you are not careful.
 5. If he drives too fast, there is a very good chance that he **will** get into an accident because it is very difficult to see well in such foggy conditions. If he drives carefully, he probably **will not** get into an accident.
-

1. You **can** easily get into an accident if you are driving in heavy fog. If you drive in heavy fog, you **had better** be very careful.
 2. You **could** easily get into an accident if you are driving in heavy fog. If you drive in heavy fog, you **had better** be very careful.
 3. If you are driving in heavy fog you **had better** be careful or you **will** get into an accident.
 4. He **had better** drive carefully. If he doesn't, he might get into an accident.
-

1. He was driving very fast. He **could have** had an accident driving in such heavy fog.
 2. If he gets into an accident, it **will** be because he was not careful enough.
 3. He got into an accident. He **should have** been more careful.
 4. He got into an accident. He **must have** been driving too fast. He knew he **should have** been more careful.
 5. He got into an accident. If he **had been** more careful, he **would not have** gotten into an accident.
 6. He got into an accident. If he **had driven** more carefully in the fog, he **might not have** had an accident.
-

1. If he **had** it to do over again, he **would** be more careful.
 2. If he **had** another chance, he **would not** be so careless.
 3. If he **had** been more careful while he was driving, he **would not** be in the hospital now.
-

1. She said to him, "If you **are not** careful, you **will** get into an accident."
2. I told you that you **would** get into an accident if you **were not** careful.
3. She told him that he **could** get into an accident if he **was not** careful.

1. She told him, "If you **are not** careful, you **could** get into an accident."
2. I told you that you **could** get into an accident if you **were not** careful.
3. She told him that he **could** get into an accident if he **was not** careful.

1. She said to him, "If you **are not** careful, you **might** get into an accident."
2. I told you that you **might** get into an accident if you **were not** careful.
3. She told him he **might** get into an accident if he **was not** careful.

-
1. If he **were** more careful, he **could have** avoided having an accident.
 2. If he **had** been more careful, he **could have** avoided having an accident.
 3. If he **were** more careful, he **might have** avoided having an accident.
 4. If he **had** been more careful, he **might have** avoided having an accident.
 5. If he **were** more careful, he **might not have** had an accident.
 6. If **had** been more careful, he **might not have** had an accident.
 7. If he **were** more careful, he **would not have** had an accident.
 8. If he **had** been more careful, he **would not have** had an accident.

-
1. If he **had** been more careful, he **might not have** gotten into an accident.
 2. If he **had** been more careful, he **could have** avoided getting into an accident.
 3. If he **had** been more careful, he **would not have** had an accident.
 4. **Had** he been more careful, he **might have** avoided having an accident.
 5. **Had** he been more careful, he **could have** avoided getting into an accident.
 6. **Had** he been more careful, he **would have** avoided getting into an accident.

-
1. I **should have** been more careful last night.
 2. I wish I **had** driven more carefully in the fog.
 3. He **should have** been more careful.
 4. He wishes that he **had** been more careful while driving in the fog.
 5. She knows he **should have** been more careful.
 6. She wishes that he **had** listened to her when she told him that he **should be** careful driving in the fog.
 7. They know he **should have** been more careful while he was driving in the fog that night.
 8. They wish that he **had** been more careful when he was driving in the fog that night.

Movie Genres

Task 1: Please match the movie genres with their definitions and their examples.
After that, please translate the titles of example movies into Chinese.

Movie Genres	Definition	Examples	Chinese
1. Action			
2. Adventure			
3. Comedy			
4. Drama			
5. Crime			
6. Horror			
7. Fantasy			
8. Romance			
9. Thriller			
10. Animation			
11. Family			
12. War			

I. Definition

A	intended to provoke fear in audience
B	intended to be attractive for people of all ages and suitable for viewing by a young audience. Examples of this are Disney films
C	battlefields and locations pertaining to a time of armed conflict
D	mainly focuses on character development
E	involving danger, risk, and/or chance, often with a high degree of fantasy.
F	intended to provoke excitement and/or nervous tension into audience
G	illusion of motion by consecutive display of static images which have been created by hand or on a computer
H	generally involves a moral interplay between "good" and "bad" played out through violence or physical force
J	dwelling on the elements of romantic love
K	intended to provoke laughter
L	places its character within realm of criminal activity
M	speculative fiction outside reality (i.e. myth, legend)

II. Examples

1. <u><i>Ice Age: The Meltdown</i></u>	2. <u><i>Titanic</i></u>	3. <u><i>Scary Movie 4</i></u>	4. <u><i>X-Men: The Last Stand</i></u>
5. <u><i>Final Destination 3</i></u>	6. <u><i>Brokeback Mountain</i></u>	7. <u><i>James Bond: 007</i></u>	8. <u><i>The Devil Wears Prada</i></u>
9. <u><i>The Pink Panther</i></u>	10. <u><i>Parents' Trap</i></u>	11. <u><i>Pearl Harbor</i></u>	12. <u><i>American Pie: Band Camp</i></u>
13. <u><i>Memories of a Geisha</i></u>	14. <u><i>Monster House</i></u>	15. <u><i>Freaky Friday</i></u>	16. <u><i>Superman Returns</i></u>
17. <u><i>Capote</i></u>	18. <u><i>Pirates of the Caribbean</i></u>	19. <u><i>Flyboys</i></u>	20. <u><i>Snakes on a Plane</i></u>
21. <u><i>Signs</i></u>	22. <u><i>House of Wax</i></u>	23. <u><i>King Kong</i></u>	24. <u><i>Downfall</i></u>
25. <u><i>Crash</i></u>	26. <u><i>The Bourne Identity</i></u>	27. <u><i>Open Season</i></u>	28. <u><i>The Constant Gardener</i></u>

Task 2: Answer the following questions by working with your partners.

1. What is your favorite American movie? Why?
Answer:
2. What is the worst movie you have ever seen? Why?
Answer:
3. Who is your favorite actor? Why?
Answer:
4. Who is your favorite actress? Why?
Answer:
5. In your opinion, who is the best actor in <i>Harry Potter</i> series?
Answer:
6. In your opinion, what is the best part in <i>Harry Potter</i> series?
Answer:

Task 3: How would you describe your favorite actor or actress?

<ul style="list-style-type: none">• Handsome• Attractive• Plain• Overrated• Perfect• Boring• Extrovert• Sophisticated• Incredible• Talented• Beautiful• Versatile• Ironic• Hilarious	<ul style="list-style-type: none">• Keira Knightly• Johnny Depp• Daniel Radcliffe• Ralph Fiennes• Tom Cruise• Jim Carey• Arnold Schwarzeneger• Lindsay Lohann• Will Smith• Orlando Bloom• Tom Hanks• You choose!
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Task 4: Individual Movie Oral Report Topics

A.

Please describe a movie that is interesting to you. You have to say something about:

- what movie genre it is
- who are in the movie
- how you enjoy it

B.

Please name a movie that you went with your friend. You have to include:

- what the movie is about
- why you and your friends chose to see it
- how you enjoyed it

C.

Please describe a movie genre you are really into. You have to say:

- what movie genre it is
- why you are interested in this type of movie
- what movies you have checked already and they belong to this genre (2 examples at least)

Task 5: Group Movie Conversation Situations

Situation 1

Situation: You have just seen a terrible/interesting movie and you want to tell your friends how terrible/interesting it is. Also, you want to know what movie your friends have just seen and how they enjoy them.

Situation 2

Situation: You are interested in a movie. You are going to invite your friends to check it out. You have to tell your friends what the movie is. Also, you are keen on knowing what other movies appeal to them and you can decide which movie to go to.

Movie Genres

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Situation: You are interested in a movie. You are going to invite your friends to check it out. You have to tell your friends what the movie is. Also, you are keen on knowing what other movies appeal to them and you can decide which movie to go to.

Answers to Task 1

HEKDL

AMJFG

BC

Narrative tenses Guess the Year Game (Past Continuous/ Past Perfect Simple/ Past Perfect Continuous)

Think of one year in your past, e.g. 1983. Give information about your situation in the middle of that year, using only the Past Perfect (I had been/ done etc.) and the Past Continuous (I was doing/ living etc.), for example by giving full sentence answers to some of the questions below. Can your partner guess which year you are describing?

Home

What kind of accommodation were you living in (a house/ a flat/ company accommodation/ student halls etc.)?

How long had you been living there?

Who were you living with?

Which country/ area/ city were you living in? How long had you been living there?

Work and studies

Where were you working or studying?

What was your job (I was working as...) or what were you studying?

How long had you been doing that?

What things had you already achieved by that point?

Were you studying anything in your free time?

What level had you reached?

What particular projects were you working on or what particular subjects and topics were you studying (e.g. trigonometry)?

What projects or topics had you already finished?

Friends and family

What were you friends and family doing at that time?

How many years had you been married/ engaged/ going out with your boyfriend/ girlfriend?

Had your children already started school/ started kindergarten/ learnt to talk/ learnt to walk/ started studying English?

Travels

How many countries/ which countries had you visited? Where were you thinking of visiting next?

What famous sights had you already seen?

Possessions

What car were you driving? / What bicycle or motorbike were you riding? How long had you had it?

What major possessions had you recently bought? What were you planning to buy next?

Trends

What things were improving in your life? (e.g. your physical fitness)

What things were deteriorating? (e.g. your knowledge of French)

What things had reached a peak? (e.g. your weight)

What things had bottomed out?

Politics and society

What wars were being fought?

Were people getting richer or poorer?

How had people's attitudes and values changed, or how were they changing?

What things were becoming more and less popular?

Technology

What things had recently been introduced?

What things had recently disappeared?

What things were becoming more and less popular?

Continue the game with different years, this time asking each other questions like those above using only the Past Continuous and Past Perfect (the answers can use other tenses)

Continue guessing by asking questions in the Past Continuous and Past Perfect, but this time not looking at the questions above

Narrative tenses Guess the Year Game (Past Continuous/ Past Perfect Simple/ Past Perfect Continuous)

Worksheet 2- Grammar Presentation and Further Practice

Grammar Point 1

What is the difference in structure and meaning between the tenses used in these questions?

What level had you reached?

How long had you been living there?

Which tense is the Past Perfect Continuous and which one is the Past Perfect Simple?

Which tense is used when what you have achieved is more important (e.g. finishing a marathon), and which tense is used when the action is more important (e.g. running in the heat and therefore sweaty)?

Grammar Point 2

What is the difference in structure and meaning between the tenses used in these questions?

What wars were being fought?

What things were becoming more popular?

Further Practice

Pick a different year in your life. How many true sentences can your partner make about your situation in that year?

New Year Future Continuous/ State Verbs

Worksheet 1- Writing, listening and speaking

Fill in at least half the sentences below with something true for you:

This time next year I'll

be thinking about _____

be worrying about _____

be living in _____

be planning to _____

be wearing _____

weigh _____

be feeling _____

have _____

want _____

belong to _____

look _____

be practising _____

be preparing for _____

(If you have no ideas for what exactly will be happening, you can use vague language like:

“almost exactly the same as now” or “something completely different to now”)

New Year Future Continuous/ State Verbs

Worksheet 2- State Verbs Grammar Presentation

Some of the verbs on Worksheet 1 were not used in the Future Perfect Continuous because they are State Verbs that cannot take -ing. Without looking back at Worksheet 1, cross out the forms below that are not correct because the -ing form is impossible (the Will + Infinitive form is always okay)

I'll think about/ I'll be thinking about _____

I'll worry about/ I'll be worrying about _____

I'll live in/ I'll be living in _____

I'll plan to/ I'll be planning to _____

I'll wear/ I'll be wearing _____

I'll weigh/ I'll be wearing _____

I'll feel/ I'll be feeling _____

I'll have/ I'll be having _____

I'll want/ I'll be wanting _____

I'll belong to/ I'll be belonging to _____

I'll look/ I'll be looking _____

I'll practice/ I'll be practising _____

I'll prepare/ I'll be preparing for _____

Check your answers with Worksheet 1. If there is no -ing form on Worksheet 1 it is incorrect for that meaning of the verb and should be crossed out on Worksheet 2 (but see alternative meanings below)

What is the difference in meaning between the following verbs?

I'll have two cats/ I'll be having a shower

I'll look quite a lot older/ I'll be looking at the Eiffel Tower

Future Perfect New Year Numbers practice

Complete at least half the sentences below:

By the end of this year/ next year:

I will have read _____ books

I will have spent _____ studying English

I will have grown or shrunk _____

I will have put on or lost _____

I will have saved _____

I will have spent _____ on clothes

I will have walked _____

I will have cycled _____

I will have eaten _____ of fruit

I will have written _____

I will have washed _____

I will have slept _____

I will have learnt _____

I will have used up _____

I will have forgotten _____

Read out just the part you have written and see if your partner can guess which sentence it is.

Make more true sentences about yourself, each one including a number. Tell your partner the number only and see if your partner can guess the whole sentence.

Numbers idioms and proverbs

Section A Page 1

Try to guess the missing numbers from the following proverbs and other idioms

On the _____ hand I don't want to give a speech at the conference, but on the other hand it will look good on my CV.

Luckily, the piano arrived at its destination all in _____ piece.

_____ heads are better than one when you are brainstorming original solutions to a problem.

When we fly to our LA branch we can kill _____ birds with one stone and visit some of our local dealers.

I really tried to take part in the dance routine at the company's end of year cabaret show, but I have _____ left feet

When they heard that he had made the biggest trade of the year, the other traders gathered round his desk to give him high _____ s and congratulate him.

_____ times out of ten, if you have a problem on the computer it is something small that can be easily fixed.

The round of golf was quicker than we expected, so we moved onto the _____ th hole for a quick drink before we went home.

We had both done an equal amount of work, so it seemed fair to divide the money _____ - _____.

The inventor of the Walkman was one in _____ and Sony have never really managed to replace him.

I've been feeling like a _____ dollars since our company took us away to that spa resort.

Hint: All the sentences above are in number order

Numbers idioms and proverbs

Section A Page 2

Which of the underlined phrases on Section A Page 1 have the following meanings?

Something that is extremely rare or unique, like finding a diamond in your garden

A bar on a golf course. That is, the place after the 18th hole.

Slap somebody else's hand above your heads. The number comes from the number of fingers you use.

Half each.

You can do two things with one action.

I can't dance and/ or I am clumsy in other ways, as if my there is something wrong with my body

Feeling great, like someone who has just won the top prize in a television quiz show

Usually or almost always, expressed as a fraction

This phrase is used for weighing up two options, as if you were weighing two bars of gold on your hands.

Numbers idioms and proverbs

Section B Page 1

Try to guess the missing numbers from the following proverbs and other idioms

We found out all the ideas we had for the new product's name were already registered trademarks of our competitors, so we had to go back to square_____.

It wasn't such a bad mistake, but the manager already had _____ strikes against him and so finally he was transferred to a less important branch.

He said the only reason negotiations broke down was because our suppliers were being inflexible, but I say it takes_____ to tango.

I'm in_____ minds about whether to accept the offer or not

Since we found out that the section managers are secretly dating each other, the employees have all been making excuses for not joining them for drinks in the evenings. As they say: two's company,_____ 's a crowd.

I'm determined to get his permission, even if I have to get down on all_____ s beg

With a nine to_____ attitude like that, he seems better suited to being clerical staff than a sales executive

The Sales Department and the Marketing Department both laid all the blame on each other for the unsuccessful third quarter, but I think it was _____ of one and half a dozen of the other

We thought we were going to have to look for another supplier, but at the_____ th hour we solved our last remaining disputes and signed a new contract.

I can think of a_____ and one reasons why that new employee won't be able to do this job.

I've told my secretary a_____ times not to put any calls through to me when I'm meeting a client, but she's too scared to ever say no to my boss

Hint: The sentences are in number order

Numbers idioms and proverbs

Section B Page 2

Which of the underlined phrases on Section B Page 1 have the following meanings?

This means “at the last minute”, like Cinderella coming home from the Prince’s ball.

This means starting again from nothing (“starting from scratch”), as if you have to start a board game like Monopoly all over again

This means you are very unsure what to do, as if you had more than one brain in your head.

He has a bad reputation and has maybe been warned before. He is on his last chance. This comes from a similar critical situation in baseball.

Numbers idioms and proverbs

Section C

Try to guess the missing numbers from the following proverbs and other idioms

He said he understood what he had to do, but I guess the instructions went in _____ ear and out the other.

I was going to leave the party much earlier, but my boss persuaded me to have _____ for the road.

Although his father could have easily found him a job in the family business straight away, he said that first his son had to learn how to stand on his own _____ feet.

When one of the bankers arrived at work in a brand new Ferrari, they were easily able to put two and _____ together and trace the missing money.

His boss told him that there are no _____ ways about it and he will have to change his habits or he will be fired.

The employees told the boss that _____ can play that game and if he continued to be so strict they would also be inflexible at work.

The boss thought that the management having pay cuts too would make us blue collar workers feel better, but I say that _____ wrongs don't make a right

He seems to have a _____ th sense that tells him how the market will move.

University graduates are a dime a _____ in this country, and many of them can only find simple clerical work.

I was just going to have _____ winks before continuing my exam revision, but I didn't wake up until the evening.

It's a very clever idea, but the _____ dollar question is "Will it make any money?"

Hint: The sentences are in number order

Numbers idioms and proverbs

Section D

Try to guess the missing numbers from the following proverbs and other idioms

We got some really big new contracts last year, but the deal with that Indian transportation company was the _____ that got away.

He was going to give up when offering more money didn't work, but I told him that there is more than _____ way to skin a cat.

_____ of these days I will sit down and sort out my retirement plan, but I always seem to be too busy.

I couldn't stand a job where I had to travel all the time, but I guess _____ man's meat is another man's poison.

"I do not want to go to the meeting."

"That makes _____ of us," I replied.

I told my cousin to think _____ before he decides to quit his job.

I plan to tell him a thing or _____ about his dog when I see him.

I did not want to take the job but compared to being unemployed it was the lesser of _____ evils.

Let's give Mr Smith _____ cheers for 40 years of dedicated service to the company. Hip hip hooray...

The city workers stopped to take _____ after working hard all morning.

I've been in _____ th heaven since my company car was changed from a Ford to a Jaguar

Hint: The sentences are in number order

Numbers idioms and proverbs

Section E

I for _____ do not believe that our president will really change the company policy related to hiring new staff.

They offered to give us another 5% if we delayed payment by a year, but we decided that a bird in the hand is worth _____ in the bush and took the cash right away.

Many people believe that teaching the _____ R's is the most important role for schools.

Since the boss announced my promotion, I've been on cloud _____

You should speak to your colleague about that misunderstanding as soon as possible. Remember, a stitch in time saves _____.

I would not touch that investment with a _____ -foot pole.

I can't get a job without a work permit and I can't get a work permit without a job. It's a catch _____ situation!

I was a _____ miles away and I didn't even notice when it was my turn to speak.

Hint: The sentences are in number order

Guess the office equipment inventions past tense review

Choose one of the typical pieces of office equipment below. Can your partner guess which one you have chosen just by asking Yes/ No questions? (E.g. Do you use it everyday?)

Tippex (= correcting fluid= liquid paper)		A pencil sharpener
A hole punch	Post its	A Dictaphone (= voice recorder)
A ruler	A noticeboard	A headset
A paper clip	Thumbtacks (= drawing pins)	An ashtray
A laptop	A wastepaper basket (= a bin)	A mousepad
A stapler	A drinks machine	A fire alarm
A box of staples	A vending machine	A smoke detector
A calculator	A ballpoint (pen)= A biro	Pot plants
A pair of scissors	A fountain pen	Lockers
An A4 ring binder	Bookends	A coat rack
A ream of photocopy paper	Bookshelves	A projector screen
A diary	A cubicle	An umbrella stand
A date stamp	An intercom	An automatic pencil
An address book	A mobile phone	A (permanent) marker
A photocopier	A fax (machine)	A picture frame
A mouse	A monitor	A projector
An answer machine	Sellotape	A video cabinet
An eraser	Blinds	A glue stick (= a Pritt stick)
A rubber band	An electronic dictionary	A box of tissues
A printer	An instruction manual	A whiteboard marker
An envelope	A clipboard	A briefcase
A (postage) stamp	A desk calendar	A light switch
A desk lamp	A business card holder	A plug
A filing cabinet	A key ring	A socket
A cupboard	A partition	A security badge
Some drawers	A board room table	A coat hangar
A tube of glue	A swivel chair	A button
A water cooler	A notepad	A bulb
A fire extinguisher	A first aid box	A fluorescent light

Continue the game, but with other equipment you use in your job that is not written above.

Worksheet 2

Guess the name of the office equipment below

This was invented by a Hungarian called Laszlo Biro, who was working for a newspaper and was annoyed at wasting so much time filling fountain pens with ink.

I think this is the _____

This was invented by Dick Drew, , the same man who had earlier invented masking tape who was working for 3M at the time. It became 3M's most successful product ever.

I think this is _____

Although Xerox later became the most famous brand for this product due to producing the first compact version that could be connected to a normal telephone line in 1966, in fact the first machine that could transmit writing through an electrical wire had been invented in 1843 by the Englishman Alexander Bain.

I think this is the _____

This was invented by Bette Nesmith Graham, who was working as a typist and needed something to correct the many mistakes she made while she was typing. The invention was bought by Gillette Corporation in 1979 for \$47.5 million plus royalties. IBM had previously rejected the product in the 1950's.

I think this is _____

Although this invention seems very simple, the modern version wasn't invented until 1899, by which time steel that was flexible enough to be bent into this shape had become commonly available. Before that time people had used string and pins etc. to hold paper together, but all those methods damaged the paper.

I think this is the _____

These things were invented by accident when Spencer Silver was working in the 3M laboratories trying to develop a strong glue. Although the glue he developed was not strong enough for what he was looking for, it later became famous for how easy it was to remove it from the surface it had been stuck to.

I think these are _____

Worksheet 3

Past tenses grammar presentation and practice

Read the texts again and by memory and grammatical knowledge, fill in the gaps without looking at the worksheet above.

This _____ (invent) by a Hungarian called Laszlo Biro, who _____ (work) for a newspaper and was annoyed at wasting so much time filling fountain pens with ink.

This _____ (invent) by Dick Drew, who was working for 3M, the same man who had earlier invented masking tape. It became 3M's most successful product ever.

Although Xerox later _____ (become) the most famous brand for this product due to producing the first compact version that could be connected to a normal telephone line in 1966, in fact the first machine that could transmit writing through an electrical wire _____ (invent) in 1843 by the Englishman Alexander Bain.

This _____ (invent) by Bette Nesmith Graham, who _____ (work) as a typist and needed something to correct the many mistakes she _____ (make) while she _____ (type). The invention _____ (buy) by Gillette Corporation in 1979 for \$47.5 million plus royalties. IBM _____ (previously reject) the product in the 1950's.

Although this invention seems very simple, the modern version _____ (not invented) until 1899, by which time steel that was flexible enough to be bent into this shape _____ (become) commonly available. Before that time people _____ (use) string and pins etc. to hold paper together, but all those methods damaged the paper.

These things _____ (invent) by accident when Spencer Silver _____ (work) in the 3M laboratories trying to develop a strong glue. Although the glue he developed was not strong enough for what he was looking for, it later _____ (become) famous for how easy it was to remove it from the surface it _____ (stick) to.

Check your answers with Worksheet 2. Why are the different tenses used in each case?

Using the tenses above, test each other on the facts above with full questions and answers.

Make up stories about the inventions of the other objects on Worksheet 1 and see if your partner can guess which one you are describing.

Business English Pronunciation- Office vocabulary compound nouns stress

Student Worksheet

Describe your office or your desk to your partner. What things are the same as your partner's office or desk and what things are different?

Listen to the expressions below and find the two expressions with different stress patterns to the others. How are they different grammatically?

answering machine	notice board
air conditioner	address book
notebook	drinks machine
main entrance	desk lamp
central heating	

Now pronounce these noun plus noun expressions.

a conference room	car park
security man	coffee pot
photocopier	bookcase
laptop	

Predict stress patterns for these, and put them in the correct column.

double glazing	fitted carpets
skylight	executive toys
cordless mouse	mouse pad
headquarters	

O o	O O

Listen and check.

What does your office/ building most need to have added to it?

What would your perfect office/ office building be like?

**Business English Pronunciation- Office vocabulary compound nouns stress
Teacher's copy**

Generally, compound nouns which are made up of noun + noun are stressed on the first word or on both equally, while those made up of adjective + noun are stressed on the second word.

**Spare office vocabulary compound nouns for extra practice and to prompt the discussion
stages**

Screen saver
Colour printer
Pocket calculator
Filing cabinet
Fax machine
Framed photo
Book shelves
Palm top
Security desk
Paper clips
Notepad
Personal organiser
Computer desk
Reception desk
Waiting area
Wall chart
Colour posters
Flip chart
Overhead projector
Wall calendar

Personality and appearance gender guessing game

Worksheet 1

Describe a man or woman, boy or girl that you know or know about (e.g. a famous person or an acquaintance) without saying their gender. It doesn't matter if your partner knows the person you are talking about or not. For each sentence you say without your partner guessing if they are male or female, you get one point. Your partner can only guess once. If they are right they get five points, but if they are wrong you get five points.

Continue with appearance words from the worksheet.

Continue with personality words from the worksheet.

Continue with a combination of the two.

(NB. The words that are on the same line in the worksheets below have meanings that are similar, but not exactly the same.)

Appearance

This person is neatly dressed/ smartly dressed.

This person is skinny/ slim/ just skin and bones.

This person is muscular.

This person has long legs.

This person has hairy legs.

This person has nice legs

This person is very tall and thin/ is lanky

This person wears a lot of jewellery.

This person has piercing eyes.

This person has long eyelashes.

This person is very fashionable.

This person has good taste in clothes.

This person never has a hair out of place.

This person has a kind smile.

This person has a bald patch/ has a receding hair line/ is going bald

This person has glossy hair

This person has dyed ginger/ red/ brown/ blond hair

This person has a tattoo on the upper arm/ lower arm/ shoulder blade/ face/ neck/ calf/
back

This person has long hair/ shoulder length hair

This person has very short hair/ a skin head/ a buzz cut/ a crew cut

This person has a perm

This person has a beer belly

This person has fat hips

This person has a scar on the chin/ face/ hairline

This person has broad shoulders

This person wears lots of jewelry/ a ring/ a necklace/ dangly earrings/ bracelets/ a
crucifix

This person has a pierced tongue/ eyebrow/ nipple/ ears/ nose

This person has big lips

This person wears skin tight jeans/ tops

This person has plucked eyebrows

This person is slovenly

This person wears slip on shoes/ a waistcoat

Personality

This person is vain.
This person is brave/ courageous
This person is bitchy/ critical
This person is caring.
This person is sensitive.
This person is ambitious/ a go-getter
This person is proactive.
This person is conservative.
This person is single-minded/ obsessive
This person has good communication skills/ is a good listener
This person is assertive/ bossy/ is a natural leader
This person is thorough.
This person is punctual.
This person is a sexist.
This person is energetic.
This person is rude/ impolite
This person is pushy.
This person has good intuition.
This person is ego-centric.
This person is impulsive.
This person is adaptable/ flexible.
This person is tactful/ discreet.
This person is determined/ stubborn.
This person is materialistic.
This person is petty/ fussy.
This person is frank/ outspoken.
This person is aggressive.
This person is perceptive.
This person is impatient.
This person is absent minded/ careless.
This person is indecisive/ a procrastinator.
This person is a fashion victim.
This person is arrogant
This person is ego-centric
This person is changeable/ moody/ unstable

This person is materialistic

This person is frank/ outspoken/ opinionated

This person is witty

This person is dependable/ reliable/ conscientious

This person is dependant/ insecure

This person is a good listener

This person is neurotic

This person is a gossip

This person is a backstabber/ is two faced

This person is insincere/ is a flatterer/ is an arse licker

This person is tactless/ too direct

This person is negative/ is a complainer/ is a winger

This person is eccentric

This person is a showoff

Switch roles and continue until your teacher tells you to stop.

Go through the lists and decide whether in your country each one is more prevalent in women (W), more prevalent in men (M) or totally equal (E).

Do you think any of the above could be a problem in the workplace?

Personality and appearance gender guessing game

Worksheet 2- HR and Recruitment Discussions and Roleplay

Decide if you would employ the people below for a job in your company, and if so for which job(s). Would you need to ask them to change anything or explain anything about the job and/ or the company before you offered them the job and they started work?

1. In the job interview, this person told you lots of inside gossip about their present company, which is one of your chief competitors
2. This person has a tattoo in a place where it is very difficult or impossible to hide
3. This person has a pierced nose. Although you could ask them to take it out at work, you would still be able to see the hole if you look closely.
4. This person is a high flier with an exceptional educational background, but they spent the whole job interview boasting about their achievements
5. This person came to the interview wearing a nice suit but with a food stain on one sleeve and their shirt not properly tucked in
6. This person never stops telling jokes
7. This person mentioned several things that they think are wrong with your company that they would like to help change in the job interview
8. This person was wearing a very expensive suit and watch but was only applying for a starter level position
9. This person wrote down everything you said during the job interview and then asked you the 15 questions they had written, ticking off each one as you answered it

Roleplay the second interviews with the people above

Match sentences 1, 4, 5, 6, 7, 8, and 9 to the words on Worksheet 1

Personality and appearance gender guessing game
Worksheet 3- Language Work and Further Practice

Language Work

Without looking at Worksheet 1, fill the gaps in the sentences below with one or two words

This person _____ bossy.

This person _____ good communication skills.

This person _____ good listener.

Look at Worksheet 1 and check your answers.

Put these words into each of the sentences above:

Quite/ very/ extremely/ not very

Further practice

Continue the game until your teacher tells you to stop, but this time without looking at the sentences above.

Discussion

As a class, discuss which sentences were easiest to guess the gender by.

Do you think any of the sentences above are usually true for one gender much more than the other? How do you think this affects which jobs males and females do in your country?

Are there any other ways of telling the gender of someone before you meet them?

Phrasal Verbs Reversi Game

Playing Cards

To tear into pieces	To tear up	To give someone accommodation in your house	To put someone up in your house
The car stopped outside the shop	The car pulled up outside the shop	To put someone off their work	To distract someone from their work
Finish your dinner!	Eat your dinner up!	To put down a deposit	To pay a deposit
We've finished the milk.	We've used up the milk	The vet put the old ill dog down	The vet killed the old ill dog
Increase the volume on the TV	Turn the TV up	I like it more and more	It's growing on me
To inflate	To blow up	The brother and sister fell out	The brother and sister stopped being friends
To learn a language without effort	To pick up a language	He dropped off in his armchair	He fell asleep in his armchair
I'm off!	I'm going!	It lived up to my expectations.	It was as good as I expected.

The milk's gone off	The milk's gone bad	We consider it our home.	We look on it as our home.
Sales have increased	Sales are up	I could see him in the distance.	I could make him out in the distance.
To fall asleep	To drop off	He communicates his ideas well.	He puts his ideas across well.

Phrasal Verbs Reversi Game

Teacher's instructions

Photocopy one copy of the worksheet per pair of students and cut it up so each card has the phrasal verb and its meaning next to it. Fold the cards so you can only see the phrasal verb or its meaning when you put it on the table.

Give each pair of students a pack of cards. They must put them in a vertical line in front of them. It doesn't matter which side of the card is face up before they start.

The first player must look at the card closest to them (at the bottom of the line) and try to say what is on the other side of the cards- if they can see the phrasal verb they have to describe what it means and if they can see the explanation they have to give the phrasal verb. They can then turn the card over and check. It then stays turned over. (NB. Other phrasal verbs or explanations might sometimes be possible)

If they were correct they can then do the same thing with the next card etc. If they made a mistake, their partner does the same. They always have to start again from the first (bottom) card. The first person to reach the last (top) card without making any mistakes is the winner.

NB- If students get stuck, you can let them work together rather than against each other.



Postcards chain writing (Consequences) game

Worksheet 1- Writing task

Dear _____

Hope you are _____

At the moment I am _____

All around me, people _____

This is a/ an _____ place

People told me that the weather was _____, but actually it is _____

We are staying in a _____ with _____

It's quite noisy because they are building a/ an _____ next door

Also, every morning someone _____

We _____ in the _____ everyday

and sometimes we _____

We rarely _____ at home, but here it is quite normal



Yesterday evening, we _____

My _____ wasn't very happy about it because _____

but now he/ she is _____

See you _____
Love, _____



Postcards chain writing (Consequences) game

Worksheet 2- Instructions and model answer

Instructions: Fill all the gaps in the top section below and then stop. Fold the paper at the first dotted line so that the part you have written cannot be seen. Pass that piece of paper to the person on your right and take the one from the person on the left. Without looking at the parts that have already been written, fill the gaps, fold and pass in the same way. Continue writing, folding and passing until you reach the bottom of the page. Pass the page one more time, read the one you receive and tell the class whether it makes sense or not (it usually doesn't!)

Suggestions for things to write in gaps (Please try to think of your own ideas and only look at these if you have to)

Dear Mum/ Dad/ John/ Snuggiebums/ Mr Smith

Hope you are well/ not too busy/ having a good time/ feeling better

At the moment I am sitting on a beach/ drinking coffee in a café near the Eiffel Tower

All around me, people are speaking strange languages/ eating exotic food/ dancing

This is a wonderful/ a traditional/ an interesting place

People told me that the weather was sunny, but actually it is raining

We are staying in a hotel/ B&B/ campsite with pool/ wonderful view/ strange smell

It's quite noisy because they are building an airport/ a road next door

Also, every morning someone plays the trumpet/ coughs loudly for hours

We walk/ swim/ go sightseeing in the hills/ sea/ town everyday

and sometimes we see reindeer/ buy souvenirs

We rarely go topless/ eat tripe/ sing at home, but here it is quite normal

Yesterday evening, we found an outdoor restaurant/ danced to samba music

My daughter/ wife wasn't very happy about it because she was embarrassed/ her feet hurt

but now he/ she is drinking cocktails and feeling much better/ sleeping like a baby

See you soon/ tomorrow/ next week/ at the airport

Love,

Alex

The Puke – Preposition Practice

In the first paragraph, context determines which preposition is correct.

He got _____ his car and walked _____ the street. He walked _____ the building _____ the other side _____ the street. He walked _____ the stairs. Someone who was coming _____ the building held the door open _____ him. He looked _____ the wall _____ the list _____ names. He stood _____ the door. Someone who was going _____ the building let him _____.

He reached _____ his pocket and took _____ a piece _____ paper. He saw the number "29". He thought _____ himself, "It's a good thing I wrote that number _____."

He noticed there was some dried _____ puke _____ the floor _____ a couch _____ the hallway. He walked _____ the hallway and knocked _____ the door.

Almir came _____ the door and let him _____. They sat _____ a table. They asked how he got there. He told them he came _____ car. They asked him where he parked his car. He said he parked it _____ the street. They talked _____ a little while. He took some papers _____ his bag. He told them to keep the papers _____ a three-ring binder.

After the meeting was _____, he put his papers and books _____ his bag. They talked _____ a while longer. Sebastião told him that he stayed _____ Monterrey _____ nine days before he was finally able to come _____ the border.

He picked _____ his bag. They walked _____ the door. All three said good night. He stepped _____ the hallway and thought _____ the dried _____ puke _____ the floor. He walked _____ the stairs and stepped outside _____ the cold air. He got _____ his car and drove _____

The Puke – Preposition Practice – Answer Key

He got **out of** his car and walked **across** the street. He walked **towards** the building **on** the other side **of** the street. He walked **up** the stairs. Someone who was coming **out of** the building held the door open **for** him. He looked **on** the wall **at** the list of names. He stood **in front of** the door. Someone who was going **out of** the building let him **in**.

He reached **into** his pocket and took **out** a piece **of** paper. He saw the number "29". He thought **to** himself, "It's a good thing I wrote that number **down**."

He noticed there was some dried **up** puke **on** the floor **next to** a couch **in** the hallway. He walked **down** the hallway and knocked **on** the door.

Almir came **to** the door and let him **in**. They sat **down at** a table. They asked how he got there. He told them he came **by** car. They asked him where he parked his car. He said he parked it **on** the street. They talked **for** a little while. He took some papers **out of** his bag. He told them to keep the papers **in** a three-ring binder.

After the meeting was **over**, he put his papers and books **in** his bag. They talked **for** a while longer. Sebastião told him that he stayed **in** Monterrey **for** nine days before he was finally able to come **across** the border.

He picked **up** his bag. They walked **towards** the door. All three said good night. He stepped **into** the hallway and thought **about**¹ the puke **on** the floor. He walked **down** the stairs and stepped outside **into** the cold air. He got **into** his car and drove **off**².

¹ Both "of" and "about" are possible. If we say "think about" it is more similar to "give consideration". If we say "think of" then I would say it is more similar to "have an idea". They could very well be used interchangeably, but that's what I think the difference is. I think there could be certain contexts in which we would find one or the other.

I thought of you last night – quick thought - I thought about you last night.- longer thought

I thought of that. = had an idea –quick - I thought about that. = gave consideration

² It's possible to use "away". However, "away" is an adverb. And while "off" could be considered an adverb as well, we usually call it a preposition when speaking of phrasal verbs. "He got into his car and drove away."

Presentations cultural differences (language of advice)

Decide if each piece of advice below is:

- a) Probably a good idea in all countries*
- b) Usually a good idea in my country, but maybe not such a good idea in some others*
- c) Not usually a good idea in my country, but probably a good idea in some others*
- d) Not a good idea in any country*

You should start the presentation at the set time, even if some people still haven't arrived

If someone comes in late, my suggestion is to stop your presentation until they have sat down

You should leave at least half an hour at the end of the presentation free because there will be lots of questions

I recommend telling people to keep all questions until the end because otherwise you will never finish your presentation

It's best to make eye contact with the audience as you speak to them

It's generally a good idea to pause after each section and check if everybody understood

I would advise you to tell as many jokes as possible to keep people interested

If there is silence from the audience, I would suggest asking them if everything is okay

When you want to show you are really getting serious, my advice would be to take off your jacket and roll up your shirt sleeves

If I were you, I'd finish at the set time even if there are still questions from the audience

If I was in your place, I'd watch people's body language carefully and be worried if people cross their arms

Whatever you do, smile all the time

If you need to drink water during a presentation, make sure you pour it into a glass and don't drink it out of the plastic bottle

You'd better wear bright colours to get everyone's attention.

If it was me I'd sit on the edge of a desk to show your "relaxed but attentive" attitude.

If I were in your position, I'd chat with people as they come into the room before your presentation starts.

You ought to spend a lot of time preparing the visuals for your presentation.

If someone in the audience closes their eyes when they are listening, you should assume that they are asleep.

Have you thought about asking particular people to ask you a question? That's what I would do if to get the Q and A session started.

Why don't you give the presenter a round of applause when they finish the presentation? In my opinion, it's the most polite thing to do.

You could try writing all measurements in metres and feet so that everyone in the audience can understand.

Make sure you aim your talk at the most important person in the room.

One idea is to write your presentation out in full and then just read it out to your audience

In pairs or small groups, take turns telling people which option you chose and why for one of the sentences above. The other people should guess which sentence you are talking about and discuss if they agree and why.

Find language of advice in the sentences above (e.g. "You should...")

Presentations cultural differences (language of advice)

Worksheet 2- Problem Solving (Water and waste disposal industry)

Take turns giving advice for each problem situation below. Each person must use a different phrase from above to start their sentences.

When everybody who has an idea has spoken, each person can give one vote for any idea apart from not your own. The person who gets most votes is the winner and can score one point. If there is a draw, each person can give one more piece of advice for the same problem, then vote on the new ideas.

Your children say they don't like the taste of the tap water in your area	Your household water bill is too high
Crows, cats or foxes keep on breaking open your rubbish bags and scattering rubbish on your lawn	You get lots of condensation (water) on the inside of your windows during the winter
Your electricity bill is too high.	There is a hose pipe ban because of an especially hot summer and the plants in your garden are dying
You keep on getting mould in your bathroom	Water keeps on leaking from your fridge
About once a month the local sewage pipes get blocked and sewage floods your garden.	The local council have reduced the number of rubbish collection days to once a week, so the rubbish smells before it is collected.
You want to be as green as you can.	The local residents have started a campaign to stop your company building a waste incinerator in their area
Your local council doesn't collect garden waste.	The drain in the kitchen sink is blocked.
There is a false story in today's newspaper about fluorine in the tap water being dangerous.	Your local beach is very polluted
All the fish have died in a local lake	The river near your house floods almost every year

Your factory is producing too much pollution	The drains in your house smell
Because the local water is very hard you keep on getting hard white stuff on the inside of your kettle	

Presentations cultural differences Answer key

You should start the presentation at the set time, even if some people still haven't arrived- *Depends on the country*

If someone comes in late, my suggestion is to stop your presentation until they have sat down- *Depends on the country*

You should leave at least half an hour at the end of the presentation free because there will be lots of questions- *Depends on the country*

I recommend telling people to keep all questions until the end because otherwise you will never finish your presentation- *Depends on the country*

It's best to make eye contact with the audience as you speak to them- *Generally true, but amount and length of eye contact and who you should make eye contact with might vary by country*

It's generally a good idea to pause after each section and check if everybody understood- *Generally not needed unless the people listening have difficulty understanding the language used or complicated ideas*

I would advise you to tell as many jokes as possible to keep people interested- *Depends on the country and the topic. British presentations tend to have quite a few jokes.*

If there is silence from the audience, I would suggest asking them if everything is okay- *Depends on the country.*

When you want to show you are really getting serious, my advice would be to take off your jacket and roll up your shirt sleeves- *Can depend on the country. Not usually in a presentation, but in some countries taking off your jacket and rolling up your shirt sleeves shows that you are really getting down to business, but in other countries it would be understood that you are relaxing too much.*

If I were you, I'd finish at the set time even if there are still questions from the audience- *Depends on the country, but usually not possible.*

If I was in your place, I'd watch people's body language carefully and be worried if people cross their arms- *True in any country.*

Whatever you do, smile all the time- *How much you smile depends on the culture and the seriousness of the topic.*

If you need to drink water during a presentation, make sure you pour it into a glass and don't drink it out of the plastic bottle- *Generally a good idea for any country, but how rude drinking out of the bottle is depends on the country.*

You'd better wear bright colours to get everyone's attention.- *Generally not suitable for a business presentation, but what colours are suitable for business clothes varies by country*

If it was me I'd sit on the edge of a desk to show your "relaxed but attentive" attitude.- *Generally not a good idea, but possible in some countries in a more informal presentation.*

If I were in your position, I'd chat with people as they come into the room before your presentation starts.- *Generally a good idea, but can depend on the country.*

You ought to spend a lot of time preparing the visuals for your presentation.- *How many and what kind of visuals are suitable for a presentation can vary by culture, but generally visuals are becoming more important nowadays*

If someone in the audience closes their eyes when they are listening, you should assume that they are asleep.- *In some cultures it could just mean they are listening carefully*

Have you thought about asking particular people to ask you a question? That's what I would do to get the Q and A session started.- *In some cultures this may embarrass the person who is picked on*

Why don't you give the presenter a round of applause when they finish the presentation? In my opinion, it's the most polite thing to do.

You could try writing all measurements in metres and feet so that everyone in the

audience can understand.- *In a mixed audience this might be a good idea.*

Make sure you aim your talk at the most important person in the room.- *How much you should aim your attention at the most important person or spread it evenly around the room can depend on the culture*

One idea is to write your presentation out in full and then just read it out to your audience- *This is always a bad idea, but in some countries people do still present like this sometimes*

Games and activities to practice the Present Perfect tense

I've been unique

Students have to go around the class asking a “Have you ever...?” question to everyone else to find something they have done and no one else in the class has, e.g. “Have you ever eaten snake?” If anyone else says “Yes, I have”, they have to think of a new idea and start asking everyone all over again. If they think they have asked everyone and they have all said “No”, they can score a point and sit down. When the game has finished ask them what they have done that no one else has and check if it's true.

Where have I been? Where am I now?

Photocopy and hand out one map of the world, a country or an area per pair of students. Ask students to draw a circular route to see the whole of the place shown on the map, e.g. a round the world backpacker's tour. They should then mark one random place somewhere in the middle of the tour. This is where they are now.

Put the pairs together in groups of four. The aim of each team is find where the other team is now by asking “Have you already been to...?” questions, without looking at the other team's map. The other team must answer “Yes, we have”, “No, we haven't, but we are planning on going there” or “No, we haven't, and we aren't planning on going there”. They can also provide more information like “Yes, we have. We went there a long time ago.” or “No, we haven't been there yet but we are going there fairly soon” if they like. The first team to successfully guess the other team's position now is the winner.

You can then discuss which places students chose for their tour and why, if anyone has ever been to any of those places and agrees that they are worth visiting, or even anyone has any plans to really visit any.

I've never had a job interview

Give out roleplay cards with a different sentence saying why someone might be unemployable written in the Present Perfect on each one, e.g. “You have never used a computer” or “You are 23 years old and you have already had 15 jobs”. Students interview each other for jobs, trying to think of the right question to find out their partner's secret problem. Students cannot lie about the problem on their card, but they can try and avoid the question. For any other questions they can give real answers about themselves or use their imaginations as they wish.

After a set time limit, stop them and discuss as a class whether the students who were the interviewers would give the interviewees the job and why. Then have the

interviewees reveal their problems and ask the interviewers if they have changed their minds now they know the problem or not.

As an extension, you could do one more round with role cards made up by the students.

Three strikes and you're a liar

Students ask their partners a Yes/ No "Have you ever...?" question, e.g. "Have you ever been to Mongolia?" Their partner must answer "Yes, I have" even if it's not true. After 3 more questions about the details (which they can also lie when answering if they like), e.g. "When did you go to Mongolia?"/ "What kind of food did you eat?"/ "What was the weather like?" the questioner should guess whether the original answer was true or false.

Haven't I met you somewhere before?

This is a game from the photocopiable book "Intermediate Communication Games" that you can also make a homemade version of in class as described below.

Put students in pairs and ask them to imagine a point in their lives when they met before the time before their real first meeting and write the time and place of that meeting (but not the fact that they met anyone) down in the middle of their piece of paper, e.g. they both write "In 1997 I took a ferry to England". They should then find out six things about their partner's life story that (really) happened before and after that time, e.g. "I was born in 1970", "I moved to India in 1977" and "I went on holiday in the South of France in the summer of 1991" and write them all on the same piece of paper in the relevant places.

Take in all the pieces of paper, shuffle them up and distribute them around the class. Make sure no one has a piece of paper they have seen before. Students should imagine they are at a party and go round the class trying to find the one person whose paper matches, i.e. the one person they have met before. Every time they approach someone they should say "Haven't we met somewhere before?" and ask about places they have and haven't been and when to try and find a match. If there is a match they score a point and can sit down. If not, they have to politely finish the conversation and move on to start a conversation with someone else. Students who are sitting down waiting for others to finish can try and guess whose life story is written on each piece of paper together.



Present Simple and Continuous Create a tourist town task

Worksheet 1- Guess the tourist site

Warmer- Try to find things in common between the area where you live and the area where your partner lives, e.g. shops, transport connections, types of buildings, and distance from the centre of town.

Are there any famous, historic or beautiful places near where you live? What would you say about them if you were showing them to a tourist?

Are there any world tourist sites you could give tourists a guided tour of? Which places would you choose and what would you say?

What do you know about the places below?

1. The Great Wall of China
2. Big Ben – the clock tower of the British Houses of Parliament in London and its famous bell
3. The Taj Mahal- a tomb built for an Indian queen that looks like a huge white mosque
4. The Eiffel Tower- the famous communications tower in Paris
5. The Blue Mosque- the most famous mosque in Istanbul, near Aya Sofia and with a similar huge dome
6. The World Cup Stadium in Seoul- where some 2002 World Cup matches were played

*Below are some phrases used by tour guides while giving tours of some of the places above. There is **one Present Simple** and **one Present Continuous** sentence in each case, **but some of the places don't match any**.*

- a) "It is used for sports events once or twice a week"
- b) "Hundreds or thousands of people are shopping, eating and watching movies in there now"
- c) "The call to prayer comes from the four towers called minarets 5 times a day"
- d) "Hundreds of people are climbing the stairs, and maybe a hundred more are taking the lifts"
- e) "The top viewing platform moves more than 1 metre when there is a strong wind"
- f) "We can't go in now, because people are praying"
- g) "The clock rings four times an hour"
- h) "It is striking twelve"

Which places are not described above? What would you say if you were a tour guide showing the places that aren't used above? (Try to use both the Present Simple and Present Continuous)



Present Simple and Continuous Create a tourist town task

Worksheet 2- Design a town and tour

Design your own imaginary historic town and a tour of it, drawing the places on a map. Put six sights into it, maybe using some of the suggestions below. As you decide each sight, write one Present Simple sentence and one Present Continuous sentence that a tour guide could say as they show it to some tourists.

Suggested local sightseeing spots

Castle	Moat	River
Palace	Mansion	(Thatched) cottage
Clock tower	Town hall	Hotel
Railway station	Natural history museum	Local history museum
Department store	Park	Garden
Hot springs	Church	Cathedral
Monastery	Abbey	Mosque
Temple	Shrine	Holy site
Well	City walls	Aqueduct
Theatre	Opera house	Parliament/ Senate
Statue	(Town) square	Shopping street
(Open air/ antiques/ street/ flea) market		
Graveyard/ cemetery	(Tree-lined) avenue	A cobbled street
Ferris wheel (= big wheel, e.g. the London Eye)		
Bridge	Botanical gardens	Skyscraper
Pier	Station	Tower
Tram (= streetcar)	Cable car	Harbour
(Art) gallery	Zoo	Fountain
Casino	Theme park	Beach

Add some historical places that are no longer there and write sentences about them with “....there was/ were... but now...”

Write about some changes to the historical places you decided on with the same language.



Present Simple and Continuous Create a tourist town task
Worksheet 3- The tour

Change groups. Show your new partner your map and pretend you are taking them on a tour.

Suggested questions for the tourists:

Ask questions using the correct tenses of the verbs in brackets below. More than one tense might be possible in some cases. To add speaking practice, please don't write in the gaps until the activity is finished.

What _____ (those people do)?

What time _____ (open)?

_____ (open every day)?

_____ (people still live there)?

How many people _____ (visit every day)?

How much _____ (cost)?

How many paintings _____ (in there)?

Where _____ (go to)?

What _____ (we look at) now?

Imagine you were writing a script for a recorded tour of the city to be played on someone's MP3 player. What directions could you give them to get around the town? (Use the map you drew to help you)



Present Simple and Continuous Create a tourist town task Answer key

Worksheet 1 Answers

1. The Great Wall of China

No sentences included

2. Big Ben – the clock tower of the British Houses of Parliament in London and its famous bell
g “The clock rings four times an hour”

h “It is striking twelve”

3. The Taj Mahal- a tomb built for an Indian queen that looks like a huge white mosque

No sentences included

4. The Eiffel Tower- the famous communications tower in Paris

d “Hundreds of people are climbing the stairs, and maybe a hundred more are taking the lifts”

e “The top viewing platform moves more than 1 metre when there is a strong wind”

5. The Blue Mosque- the most famous mosque in Istanbul, near Aya Sofia and with a similar huge dome

c “The call to prayer comes from the four towers called minarets 5 times a day”

f “We can’t go in now, because people are praying”

6. The World Cup Stadium in Seoul- where some 2002 World Cup matches were played

a “It is used for sports events once or twice a week”

b “Hundreds or thousands of people are shopping, eating and watching movies in there now”

Worksheet 3- Suggested answers

What are those people doing?

What time does it open?

Does it/ is it open every day?

Do people still live there?

How many people visit every day?

How much does it cost?

How many paintings are there in there?

Where does it go to?

What are we looking at now?

Pronunciation- *ough*

Circle the correct phonetic transcription.

Example:

Enough- /ɪnʌf/

/ɪnʌf/

1. Through- /θru:/

/θrəʊ/

2. Though /ðu:/

/ðəʊ/

3. Cough /kɒf/

/ku:f/

4. Bough /bu:/

/bəʊ/

5. Tough /tɒf/

/tʌf/

6. Thorough /θʌrʌ/

/θɒrʌ/

7. Rough /rʌf/

/rəʊf/

8. Plough /pləʊ/

/plɒ/

9. Ought /ɔ:t/

/əʊt/

10. Sought /sɔ:t/

/səʊt/

Pronunciation- *ough* - Answers

Circle the correct phonetic transcription.

Example:

Enough-

/ɪnʌf/

/ɪnʌf/

1. Through-

/θru:/

/θreʊ/

2. Though

/ðu:/

/ðəʊ/

3. Cough

/kɒf/

/ku:f/

4. Bough

/bu:/

/bəʊ/

5. Tough

/tɒf/

/tʌf/

6. Thorough

/θʌrʌ/

/θɒrʌ/

7. Rough

/rʌf/

/rəʊf/

8. Plough

/pləʊ/

/plɒ/

9. Ought

/ɔ:t/

/əʊt/

10. Sought

/sɔ:t/

/səʊt/

Add the punctuation and capital letters to this paragraph:

you might tell yourself that you want to have private instruction with an English language tutor great idea however there is something you should know and be well aware of what happens during the time that you meet with an English language tutor is very important but what happens during the time between your meetings with an english language tutor is even more important the proactive steps that you take in order to improve have a direct effect on what it is you get out of the time and money that you spend with an English language tutor in order to receive the maximum benefit possible for the money you spend on a tutor you must dedicate a sufficient amount of time to studying between each lesson of course the amount of time that anyone is able to dedicate to studying will vary but nevertheless it must be done furthermore there are a number of things you should do leading up to the time that you decide to pick up the phone and make that call so you ask what is it that I need to do what can I do on my own

Here's the original text. There may be other possibilities:

You might tell yourself that you want to have private instruction with an English language tutor. Great idea! However, there is something you should know and be well aware of. What happens during the time that you meet with an English language tutor is very important, but what happens during the time between your meetings with an English language tutor is even more important. The proactive steps that you take in order to improve have a direct effect on what it is you get out of the time and money that you spend with an English language tutor. In order to receive the maximum benefit possible for the money you spend on a tutor, you must dedicate a sufficient amount of time to studying between each lesson. Of course, the amount of time that anyone is able to dedicate to studying will vary, but nevertheless, it must be done. Furthermore, there are a number of things you should do leading up to the time that you decide to pick up the phone and make that call. So you ask, what is it that I need to do? What can I do on my own?

To see the whole text: <http://www.usingenglish.com/speaking-out/taking-control.html>

ELECTION

Second Conditionals practice

A: Your group is a political party that needs to decide its policies for the next election. Make sure you have at least 10 ideas of what you would do if you were elected. You can use the ideas below to help you.

Crime and Punishment

1. Would you bring in the death penalty? If so, for which crimes?
2. Would you send more people to prison?
3. Would you have longer sentences?
4. Would you send children to prison?
5. Would you give the police guns?
6. What would you do if lots of policemen got shot?

Health

7. Would you make medical care free? If so, how would you pay for it?
8. Would you raise the minimum age for smoking? If so, by how much?
9. Would you legalise cannabis for medical or personal use?

Politics

10. What would you do if American diplomats were found to be spying in England? What about for French, Russian or Chinese spies?

11. Why would you declare war?
12. What would you do if Saddam Hussein invaded Kuwait again?
13. Would you send British soldiers to help British people in danger in another country?
14. What would you do if Scotland wanted independence?

Language

15. Would you try to change English spelling to make it phonetical?
16. If you could change the language, what would you do?
17. Would you try to stop American English being used in Britain?

Constitution

18. Would you get rid of the Queen?
19. What would you do if the Queen resigned?
20. Would you want Britain to become part of a United States of Europe?
21. Would you try to change to driving on the right?

The Environment

22. What would you do if air pollution in London got really bad?
23. How would you improve the environment?

Education

24. What age do you think all students should study from/ until?
25. What would you do if all teachers went on strike until they got 50% more pay?
26. Would you make all British children learn foreign languages. If so, which?

B: Ask a class, ask the other groups about their policies and try to think of bad consequences if they did those things. If someone thinks of a bad consequence of your ideas, try to think of your response to that. Continue until one group has won each argument.

e.g.

- 'If the Queen resigned, I would ask Prince Charles to be King.'
- 'If you did that Camilla would be Queen and the people would be very unhappy'
- 'If the people were unhappy about Camilla being Queen we would...' etc.

C: Have a vote. Each person can vote for any of the other groups (you cannot vote for yourself).

Short Answers

Match the question to the correct answer.

- | | |
|--------------------------------|----------------------|
| 1. Has he finished? | A) Yes, she does. |
| 2. Will they be there? | B) No, you aren't. |
| 3. Have you seen her? | C) No, I didn't. |
| 4. Am I late? | D) No, it isn't. |
| 5. Did you tell them? | E) Yes, they will. |
| 6. Was she angry? | F) Yes, they are. |
| 7. Is it yours? | G) Yes, she was. |
| 8. Were they there? | H) No, they didn't. |
| 9. Are they coming? | I) Yes, I would. |
| 10. Did they do it? | J) Yes, he has. |
| 11. Would you like one? | K) Yes, they would. |
| 12. Would they really do that? | L) Yes, we have. |
| 13. Have you two met? | M) No, there wasn't. |
| 14. Was there any problem? | N) Yes, I have. |
| 15. Does she like them? | O) No, they weren't. |

Short Answers

Match the question to the correct answer.

-
1. Has he finished? → J) Yes, he has.
2. Will they be there? → O) No, they weren't.
3. Have you seen her? → N) Yes, I have.
4. Am I late? → D) No, it isn't.
5. Did you tell them? → E) Yes, they will.
6. Was she angry? → G) Yes, she was.
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11. Would you like one? → K) Yes, they would.
12. Would they really do that? → L) Yes, we have.
13. Have you two met? → M) No, there wasn't.
14. Was there any problem? → C) No, I didn't.
15. Does she like them? → B) No, you aren't.

Find the spelling mistakes in this text:

I started my schooling as the majority did in my area, at the local primarry school. I then went to the local secondarry school and recieved grades in English, Maths, Phisics, Biology, Geography, Art, Graphical Comunication and Philosophy of Religeon. I'll not bore you with the 'A' levels and above.

Notice the ambiguous English qualification above. It was, in truth, a cource dedicated to reading "Lord of the flies" and other gems, and a weak atempt at getting us to commprehend them. Luckilly my middle-class upbringing gave me a head start as I was already acquainted with that sort of langauge these books used (and not just the Peter and Jane books) and had read simillar books before. I will never be able to put that paticular course down as much as I desire to because, for all its faults, it introduced me to Steinbeck, Malkovich and the wonders of Lenny, mice and pockets.

My education never included one iota of grammar. Lynn Truss points out in "Eats, shoots and leaves" that many people were excused from the rigours of learning English grammar during their schooling over the last 30 or so years because the majority or decision-makers decided one day that it might hinder imagination and expresion (so what, I ask, happened to all those expresive and imaginative people before the ruling?).

Find the spelling mistakes in this text:

I started my schooling as the majority did in my area, at the local **primary** school. I then went to the local **secondary** school and **received** grades in English, Maths, **Physics**, Biology, Geography, Art, Graphical **Communication** and Philosophy of **Religion**. I'll not bore you with the 'A' levels and above.

Notice the **ambiguous** English qualification above. It was, in truth, a **course** dedicated to reading "Lord of the flies" and other gems, and a weak **attempt** at getting us to **comprehend** them. **Luckily** my middle-class upbringing gave me a head start as I was already **acquainted** with that sort of **language** these books used (and not just the Peter and Jane books) and had read **similar** books before. I will never be able to put that **particular** course down as much as I desire to because, for all its faults, it introduced me to Steinbeck, Malkovich and the wonders of Lenny, mice and pockets.

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Present Simple and Continuous Taboo topics game

Worksheet 1- Taboo questions challenge

Ask your partner some Present Simple questions, e.g. "What do you...?", then ask your partner some Present Continuous questions, e.g. "Are you feeling...?"

Were any of the questions you asked too personal or difficult to answer?

Below are some more Present Simple and Present Continuous questions, some of which are too personal or difficult to answer. Give each question below a number of points based on how difficult it is to answer:

5 points = Extremely difficult/ a taboo question

4 points = Very difficult

3 points = Quite or a little bit difficult

2 points = Quite easy

1 points = Very easy/ an ordinary question

"How often do you take a bath or shower?"

"What colour underwear are you wearing today?"

"Do you prefer a bath or a shower?"

"What are you carrying in your pockets now?"

"How do you feel about capital punishment?"

"How much money are you carrying with you now?"

"How much money do you have (in the bank)?"

"Where did you buy the shoes that you are wearing now?"

"How many pairs of shoes do you have?"

"What do you think about when you get bored at work?"

"Which perfume/ aftershave are you wearing today?"

"Do you wear glasses to watch the TV/ drive/ read?"

"Do you feel nervous when you have exams?"

"Are you feeling nervous about the next English test?"

"Are you thinking of finding a new boyfriend/ girlfriend?"

"How much alcohol do you drink every week?"

"Are you carrying cigarettes with you?"

"How often do you clean your room?"

"What do you usually do when you are on holiday?"

"What do you usually do on your days off?"

"What is your home computer doing right now?"

"What do you think about the President or Prime Minister of your country?"

"Is your stomach making that noise?"

"Where do you buy underwear?"

"How much do you weigh?"

"What are you thinking about?"

"How are you feeling?"

"Are you wearing make up?"

"Are you feeling itchy?"

"How are you feeling?"

"Do you snore?"

"Are you feeling hot?"

"Do you buy lottery tickets?"

"Are you sweating?"

"How many hours do you sleep a night?"

"What do you wear in bed?"

"Are you feeling nervous?"

"Do you smoke?"

"How much do you spend on clothes?"

"How often do you tidy your room?"

Change groups. Your new partner will ask you a question from their list. Choose how many points you want the question to be. If you can answer the question, you will get that many points. If you don't want to answer the question or can't think of an answer, you can use the phrases in the Useful Language box below:

Useful language

Politely refusing to answer a question

"I'd rather not answer that (if you don't mind)?"

"I'd rather not say"

"I'm afraid that's a bit personal"

Impolitely refusing to answer a question

"(That's) none of your business!"

"Keep your nose out (of other people's business)!"

"I could tell you, but then I'd have to kill you"



Present Simple and Continuous Taboo topics game

Worksheet 2- Grammar practice

Without looking at the other worksheet, fill in the gaps below with the correct tenses:

"How often _____ (take a bath or shower)?"

"_____ (your stomach make) that noise?"

"What colour underwear _____ (wear)?"

"Where _____ (buy underwear)?"

"_____ (prefer) a bath or a shower?"

"What _____ (carry) in your pockets now?"

"How _____ (feel) about capital punishment?"

"How much money _____ (have) (in the bank)?"

"Where did you buy the shoes that you _____ (wear)?"

"_____ (snore)?"

"What _____ (think) about when you get bored at work?"

"Which perfume/ aftershave _____ (wear) today?"

"_____ (buy) lottery tickets?"

"_____ (wear) glasses to watch the TV/ drive/ read?"

"_____ (feel) nervous when you have exams?"

"What _____ (wear) in bed?"

"_____ (think of) finding a new boyfriend/ girlfriend?"

"How much alcohol _____ (drink) every week?"

"_____ (smoke)?"

"How much _____ (spend) on clothes?"

"How often _____ (tidy) your room?"

"What _____ (usually do) when you are on holiday?"

"What _____ (usually do) on your days off?"

"What _____ (your home computer do) right now?"

Present Simple and Continuous Taboo topics game
Worksheet 3- Questions writing and speaking practice

Make some more Present Simple and Present Continuous tense questions for each of the five categories:

5 points = Extremely difficult/ taboo questions

4 points = Very difficult

3 points = Quite or a little bit difficult

2 points = Quite easy

1 points = Very easy/ an ordinary question

Play the same game as above, but this time with your own questions



Present Simple and Continuous Taboo topics game

Worksheet 4- Suggestions for topics and question types for Worksheet 3

Topics

bad habits- belching (= burping), picking your nose, spitting, chew your fingernails, speak with your mouth full, eat with your mouth open, put your elbows on the table etc.

gambling

clothes

housework

tidiness

lateness

diet

hangover

sleep in

get angry

feel sad/ depressed

lie

cheat

remember

rubbish (= trash)

speeding

internet

armpits

floss

rude gesture

lose

dream/ remember your dreams

shopping

hair care

cleanliness

homework

laziness

exercise

oversleep

get drunk

cry/ get upset

smell

kiss

forget

junk food

break the law

parking

shave

jealous

swear

get lost

nightmare

Questions

How often do you.....?

How many times a

day

week

year

do you.....?

How long does it take you to.....?

What

How

When

do you usually.....?

How much

do you like to.....?

Where

How long

Which

What sort of/ kind of

How much do you spend on.....?

How long do you spend

How far do you.....?

Technical English mimes (Present Continuous/ Technical vocabulary)

Worksheet One- Controlled Speaking

Mime some of the sentences below silently and see if your partner can guess which one you are acting out:

- You are driving a fork lift truck
- You are using a fire extinguisher
- You are changing the oil in a car
- You are using a jack
- You are measuring the table
- You are estimating how many hairs there are on your partner's head
- You are changing gear
- You are weighing yourself
- You are polishing your computer screen
- You are using a calculator
- You are painting a fence
- You are ticking a safety checklist
- You are putting a safety certificate on the wall
- You are taking someone on a tour of your factory/
- You are tidying up your desk
- You are cleaning your desk
- You are mopping the floor
- You are putting on a mask
- You are taking off your goggles
- You are adjusting the strap on a hard hat
- You are clocking in
- You are signaling for a truck to back up
- You are slipping on a wet floor
- You are clicking and dragging a document
- You are mending a leaking pipe
- You are stretching a rubber band
- You are unlocking the safe
- You are attaching a new printer to your computer.
- You are flushing the toilet.
- You are spilling your coffee

Mime one more time, this time guessing without looking at the sentences

Technical English mimes (Present Continuous/ Technical vocabulary)

Worksheet Two- Grammar Presentation and Practice

Why do we use the present continuous (I am doing, he is doing etc.) for mimes and not the Present Simple (I do, he does etc.)?

Put the correct tense into the following questions pairs of questions (there is one Present Simple question and one Present Continuous question in each pair):

How many hours a week _____ (you work)?

What project _____ (you work on) at the moment?

_____ (you feel) tired?

_____ (you usually feel) tired when you finish work?

How often _____ (you use) a computer?

How many people in your office _____ (use) a computer now, do you think?

Ask and answer the questions above in pairs.

Ask each other more questions using the verbs on Worksheet 1, both with the Present Simple (routines) and the Present Continuous (things happening now/ temporarily).

Technical English Words and Expressions that can and cannot be shortened in English

Part A

Without looking at Part B below, can you think of any other way of saying the things below in English, for example shorter and/ or more informal words and expressions?

petroleum

remote control

the accelerator

a personal computer

a word processor (program)

kilometres per hour

kilometres

centimetres

hardware

radio cassette player

influenza

milligrams

gasoline

a laboratory

Part B

Match these words and expressions with the ones above

K

cm

flu

the remote/ the zapper

Word

a ghetto blaster

gas

gear

a lab

kph

mg

the pedal/ the gas

a PC

petrol

Technical English Words and Expressions that can and cannot be shortened in English

Part C

None of these words can be shortened in English — please write them out in full

These forks are made from Sheffield's finest stainless _____

There is a problem with enriched uran_____, which can be used to develop nuclear weapons

A dia_____ of how the future bridge will look

Alumi_____ foil










A radi_____ cass_____.

Automa_____ can lead to many factory workers losing their jobs

Telephoning Problems Challenge Board Game

Rules of the game: Choose a counter to represent each person (e.g. different erasers or coins) and place them all on square 1.

Choose who will start first. That person must a telephone conversation with their partner to solve the problem on the square they are on. They can then move forward a number of squares depending on how well they solved it: Did not find a solution= move forward only one square./Solved the problem and spoke well and politely= move forward 4 squares/ Solved the problem, but with difficulty or not using polite English= move 2 or 3 squares.

1. You don't know what number to dial 	2. You don't know who to speak to 	3. You don't know which extension number 
6. The receptionist mispronounces your name 	5. The person you want to speak to has left the company 	4. The person you want to speak to is in a meeting
7. Nobody with that name works in the company 	8.  The person you want to speak to is on another line	9. You are put on hold for a very long time 
12. The person you want to speak to is out of the office 	11. You can't pronounce the name of the person you want to speak to ("Mr. Boisseaux")	10. You have dialled the wrong number 
13. The person you want to speak to is not at their desk 	14. The person you want to speak to is away on a business trip 	15. You have phoned the same person many times and they are still not available 
18.  You want to leave a message	17. You are put through to the wrong person 	16. Your phone is broken 
19. You want the mobile number of the person you want to speak to	20. You get a mobile answer machine 	21. The person you speak to can only speak to you for one minute
24. You can't hear the person's voice very well 	23. The person you speak to is not available for a meeting at the time you would like	22. You mobile battery is running out 
25. You have a bad signal on your mobile 	26. The person you are speaking to won't stop speaking and finish the conversation	27. Congratulations, you have finished the game! 



Telephoning communication breakdown roleplays

Choose one of the situations below or take it from a pack of cards made from this worksheet cut up and roleplay the whole telephone conversation with your partner.

You are put through to the wrong person	You don't know who to speak to	You don't know which extension number
The receptionist mispronounces your name	The person you want to speak to has left the company	Your mobile battery is running out
Nobody with the name you are asking for works in the company	There is a lot of background noise your end	You are put on hold for so long that you have to hang up and phone again
Someone phoned you and left a number on your answer machine, but you couldn't understand any other parts of the message	You can't pronounce the name of the person you want to speak to ("Mr. Rousseau")	You have dialled the wrong number
You can't hear the person's voice very well	You can't understand their pronunciation	You can't understand about 50% of what is being said
You have a bad signal on your mobile	The person you are speaking to won't stop speaking and finish the conversation	You are being asked to agree to something but still don't really understand what is being proposed
The person you are speaking to talks quickly and says numbers and names you need to write down without pausing	The person who phones you starts talking about an urgent matter but you have no idea who is speaking	The person you are speaking to tries to bring the conversation to a close without giving you information they promised.

How well do you think you coped with the situations above?

What hints would you give people on communicating on the phone in English? What about business telephone communication in your own language?

Do you think it is worth having a company policy on telephone communications? If so, what would you include in it?

How about a company policy on email communications?

The Language of Interrupting Worksheet 1- Playing Cards

I'm not sure that is really very relevant.	If I might interrupt for a moment,...
To get back to what I was saying,...	Sorry to butt in, but...
As I was saying...	Before you go on,...
Where was I?	Can I just...?
If I can return to the original topic,...	Sorry,...
I'll be coming on to that (point/ question) later.	Perhaps I could...
Anyhow,...	This might be a good point to...
Mmm. Good point. Anyway,...	Can I bring you back to the previous point?
Can I get back to you later on that?	Before you move on...
If I could just finish what I'm saying...	Can I stop you there?
If I could leave any questions until the end of this part (of the meeting/ story)...	That reminds me of...
I think I've already covered that.	Is this a good time to...?

That is the next point I want to get to, once I've finished...	This might be the right time to say/ ask...
To get back to the point at hand...	Excuse me for interrupting, but...

The Language of Interrupting Worksheet 2- Listening Comprehension Indication Cards

Interrupting	Getting back on topic
Interrupting	Getting back on topic
Interrupting	Getting back on topic
Interrupting	Getting back on topic
Interrupting	Getting back on topic

The Language of Interrupting Worksheet 3- Teachers' instructions

Preparation

Photocopy and cut up Worksheet 2 so each student has one of each card. Photocopy and cut up Worksheet 1 so there is one set of cards per 2 or 3 students. You could also make one more copy of Worksheet 1 per student (not cut up) for students to use as an answer key and to keep for reference.

Stages

1. Give out the Worksheet 2 cards. As you read out sentences from Worksheet 1 students should race to be the first to lift up the correct Listening Comprehension Indication card.
2. Give out the packs of cards from Worksheet 1. Students should work together to put them into 2 columns by their function. Note that some of the cards might be able to be used for both functions, but there is only one way of arranging them so that there are an equal number on each side.
3. Either check the answers as a class or give out the additional copies of Worksheet 2 for students to check their own answers.
4. Students then divide the Worksheet 1 cards between them, one person having all the Interrupting cards and one person all the Getting Back on Topic cards. The students compete to be the first person to get rid of their cards by using them when they are talking about a topic of their choosing or set by the teacher. They can string several phrases together if they like, but all sentences must make sense and match what the other person is saying.

Trends Language Spot the Difference Pairwork

Teacher's Instructions

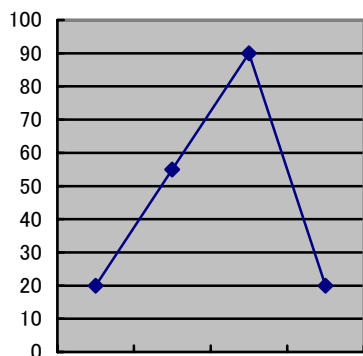
Put the students into pairs and give an A1-8 to sheet to one student and a B 1- 8 sheet to the other.

Students have to describe each graph in turn and decide if each one pair (e.g. A1 and B1 are the same or different). They must not show their sheets to each other, even when they think they have finished.

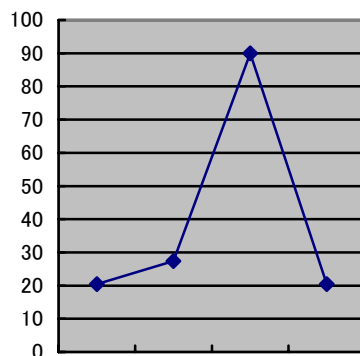
Depending on what grammar you want them to practice, you can tell them all the figures are in the past (Simple Past and maybe Past Perfect), that the last point is now (Simple Past and Present Perfect), that the present is one of the middle points (mix of past and future tenses) or that it is all in the future.

When any pairs think they have finished, ask them to tell you how many they have decided are the same. If the number is wrong (only 3 are the same), tell them to try again (still without showing each other their sheets). If they have the right number of ones the same, check they have the correct ones.

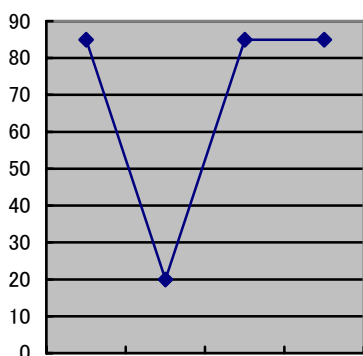
Allow students to look at each others' sheets and get them to describe the differences using trends language in the desired tenses.



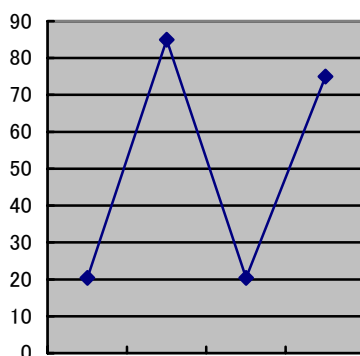
A1



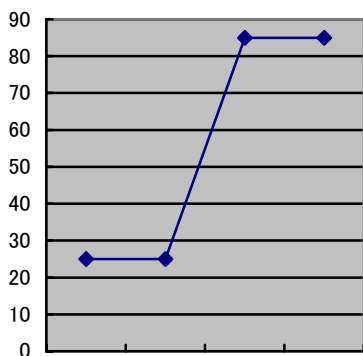
A2



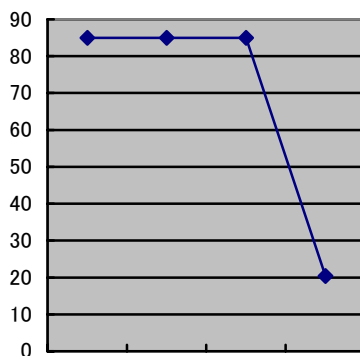
A3



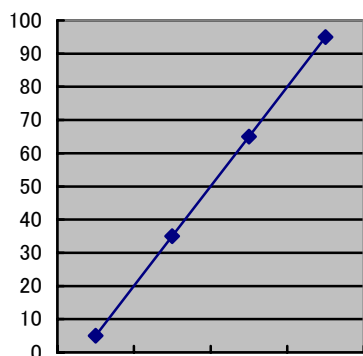
A4



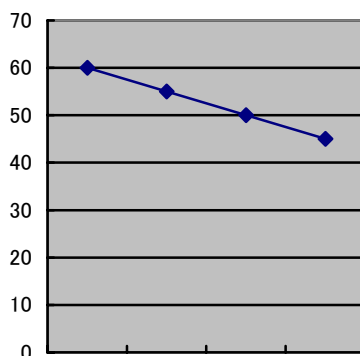
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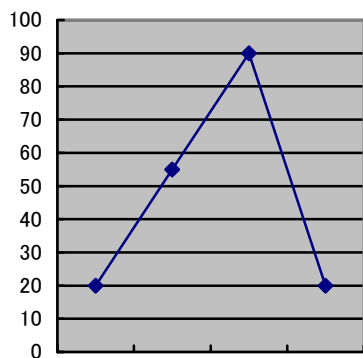
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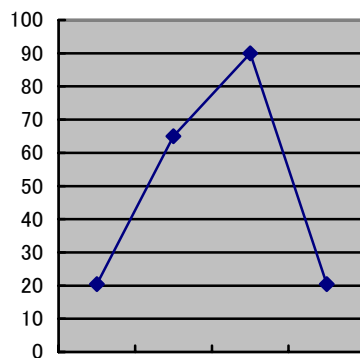
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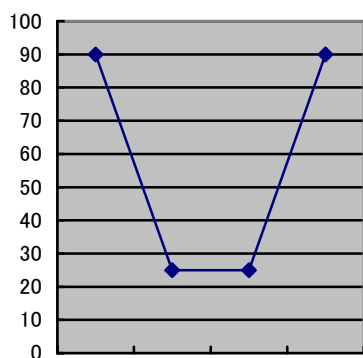
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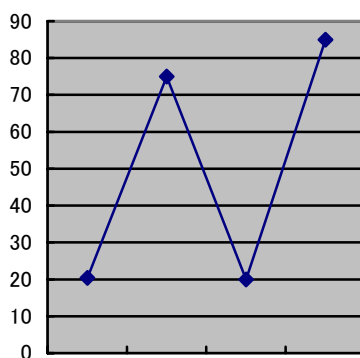
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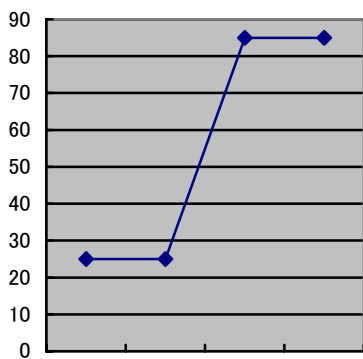
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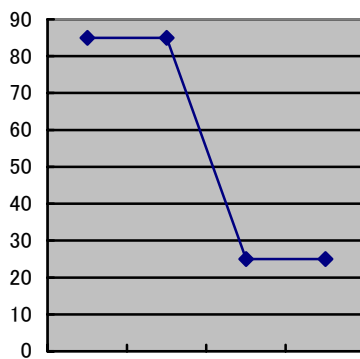
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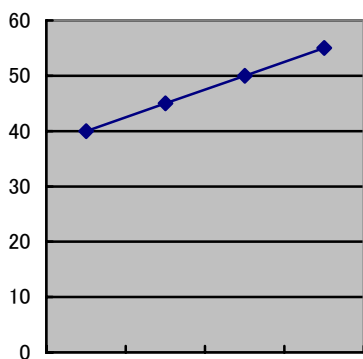
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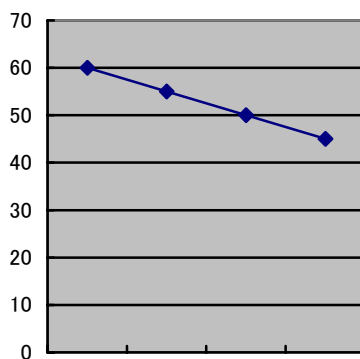
B5



B6



B7



B8

Title - The Passive Voice

Level – Intermediate

- We use the passive voice when we want to place more emphasis on the object/objects or receiver/receivers of an action. The person speaking could think that it is necessary to place more emphasis on the object/objects or receiver/receivers of an action.
- We also use the passive voice when we do not know who is performing the action, or it is not apparent who is performing the action. An animal or an inanimate object could be performing the action as well.
- The passive voice consists of a form of the verb **'be'** and a ***past participle***.
- Following are examples of the passive voice. With each example of the passive voice, there is an example of the active voice for the purpose of contrast and comparison. The active voice sentences are numbered. The passive voice sentences are lettered.

Active and Passive - Simple Present, Simple Past, and Simple Future

1. Some people drink coffee every morning.

1. simple present active voice

A. The mail is delivered in the morning.

A. is/are + past participle = simple present passive voice

2. It was very cold yesterday.

2. simple past active voice

B. A heavy snowstorm was forecast on the news last night.

B. was/were + past participle = simple past passive voice

3. He said that he would send the package on Wednesday and that it should arrive on Friday. They'll deliver the package on Friday.

3. simple future active voice – "will"

C. The package will be delivered on Friday.

C. will be + past participle = simple future passive voice

Active and Passive - Present Progressive/Continuous, Past Progressive/Continuous, Future Progressive/Continuous

note: The future continuous/progressive is not often used with the passive voice

1. What are you doing now? I'm eating lunch. What about you?

1. present progressive/continuous active voice

A. The packages are being picked up on Tuesday and should arrive by Friday.

A. is/are being + past participle = present progressive/continuous passive voice

2. He was drinking coffee and listening to the news on the radio this morning.

2. past progressive continuous active voice

B. His car was being repaired, so he asked his friend for a ride to work.

B. was/were + past participle = past progressive/continuous passive voice

3. We will be talking about that next week. I really look forward to it.

3. future progressive/continuous active voice

Active and Passive - Present Perfect, Past Perfect, Future Perfect

1. I still haven't read that book.

1. present perfect active voice

A. "I'll get to that soon." Those words have been spoken many times before.

A. has/have been + past participle = present perfect passive voice

2. He had not known if the mailman delivered the package he was expecting until he went downstairs to check. He was glad to see that it was there. He took it upstairs and opened it.

2. past perfect active voice

B. The package still had not been delivered by the end of the day. He was told it should arrive today. He was wondering where it was.

B. had been + past participle = past perfect passive voice

3. I hope the rain will have stopped by the time we leave, as none of us brought umbrellas. It's raining very hard.

3. future perfect active voice

C. I think the package will have been delivered by Wednesday.

C. will have been + past participle = future perfect passive voice

Active - Present Perfect Progressive/Continuous, Past Perfect Progressive/Continuous, Future Perfect Progressive/Continuous

Note: The progressive/continuous forms of the perfect aspects/tenses are hardly ever used in the passive voice.

1. We have been waiting for the bus for about fifteen minutes.

1. present perfect progressive/continuous

2. I'm glad you mentioned that because I had been thinking about bringing it up for quite some time.

2. past perfect progressive/continuous

3. I will have been studying English for 6 months at the end of June. We will have been living in this city for almost a year at the end of May.

3. future perfect progressive/continuous

"The Passive Voice"

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Timetables battleships (time and prepositions of time)

	Monday	Tuesday	Wed	Thursday	Friday
9:00 - 9:45					
9:50 - 10:35					
11:00 - 11:45					
11:50 - 12:30					
14:15 - 15:00					
15:05 - 15:50					

1. Put these English lessons into the table above, making sure your partner can't see your sheet:

English	English	English
---------	---------	---------

(English at the same time for three days in a row)

English
English

(English for two lessons in a row on the same day)

English

(One other English lesson)



2. Fill the other lessons with other subjects, for example:

Geography	Chemistry	Science
Home Economics	Social Studies	History
Geography	Biology	Economics
Psychology	Business Studies	French
Physical Education (P.E.)	English Literature	Woodwork
Religious Education (R.E.)	Information Technology (= I.T.)	
Maths (= Mathematics)	Music	Drama

3. Take turns asking what you do at particular times, trying to find all the English lessons. The first person to find all the other person's English lessons is the winner.

Travel English B and V Pronunciation Pairwork

Student A

Part A

Read the definitions below and add the correct letter: 'v' or 'b'

The small ticket you have to show when you get on a plane: a _____oarding pass

The stamp you need in your passport to enter certain countries or to enter a country to work or study: a
_____isa

The inside of a plane: the ca_____in

What is the difference in mouth position between a "v" and "b" sound? Which one is most similar to a "p" sound and which one is most similar to a "f" sound?

Part B

Giving definitions similar to those above, explain a word on the right below to your partner. When they have guessed which word you are describing (their words are in a different order to yours), check that they are pronouncing it with the correct "b" or "v" sound and they should be able to fill in the correct missing letter. You can correct their pronunciation, but they cannot ask you the spelling.

After one word, switch roles and listen to your partner's definition and try to guess the word and pronounce it correctly.

_____elgium

A _____I.P.

_____ietnam

A con____eyor belt

An airport _____us

A ca_____le car

The _____order

The terminal building

A handbrake

A vegetarian meal

Driveway

A briefcase

A travel alarm clock

A bridge

The buffet car

Travel English B and V Pronunciation Pairwork

Student A

Part A

Read the definitions below and add the correct letter: 'v' or 'b'

The small ticket you have to show when you get on a plane: a _____oarding pass

The stamp you need in your passport to enter certain countries or to enter a country to work or study: a
_____isa

The inside of a plane: the ca_____in

What is the difference in mouth position between a "v" and "b" sound? Which one is most similar to a "p" sound and which one is most similar to a "f" sound?

Part B

Giving definitions similar to those above, explain a word on the left below to your partner. When they have guessed which word you are describing (their words are in a different order to yours), check that they are pronouncing it with the correct "b" or "v" sound and they should be able to fill in the correct missing letter. You can correct their pronunciation, but they cannot ask you the spelling.

After one word, switch roles and listen to your partner's definition and try to guess the word and pronounce it correctly.

Vietnam

A conveyor belt

A V.I.P

The border

A cable car

Belgium

An airport bus

A tra_____el alarm clock

A _____ridge

A _____uffet car

A dri_____eway

A hand_____rake

A _____egetarian meal

The terminal _____uilding

A _____riefcase

Until

1 Up to (the time that)– a specific point in time; preposition, conjunction (ALSO till)

- Write another sentence with “by”. The new sentence has to relate to the one with “until”.

I was up until three o'clock trying to get it finished!

We'd better wait until Antony's here.

2 Not until- not before a particular time or event

We didn't eat till past midnight

Once he starts a decorating job he won't stop until it's finished.

Don't move until I tell you.

3 Definition- up to (UNTIL) preposition

ALSO up until, until

Up to yesterday, we had no idea where the child was.

4 Definition- by (NOT LATER THAN)- no later than a specific point in time – not a conjunction preposition- not later than; at or before:

Write another sentence with “until”. The new sentence has to relate to the one with “by”.

She had promised to be back by five o'clock.

The application must be in by the 31st to be accepted.

By the time I got to the station the train had already gone.

By and Until as prepositions

We were there by 7 o'clock. (7 or before) We were there until 7 o'clock. (not earlier and

not later)

I had to be there by 8 o'clock. (8 or before) I had to be there until 8 o'clock. (not earlier and not later)

We waited until 6 o'clock, and then we left. (not earlier and not later) The bus had already left by the time we got there. (The bus left before we got there.)

- **until** as a preposition – only up to a specific time or event – not sooner; not later

~~We waited by 6 o'clock, and then we left.~~

by as a preposition – before a specific time or event – event – by the time

We got there by 6 o'clock. (6 or before) By the time we got to the bookstore, it was closed. (The bookstore closed before we got there. It was already closed on arrival.)

until – only used with the occurrence of specific times or events taking place – past, present or future

~~We got there until 6 o'clock. The bus had already left until we got there.~~

- **until** as a conjunction

We waited inside until the rain stopped. (We stopped waiting at the same time the rain stopped and then went outside for a walk. It wasn't sooner, and it wasn't later.) We waited in the bar until our table was ready. (We sat down at our table when the hostess told us it was ready.)

- **by** – cannot be used as a conjunction

~~We waited inside by the rain stopped. We waited in the bar by our table was ready.~~

Write sentences with “by”.

Write sentences with “until” used as a preposition.

Write sentences with “until” used as a conjunction.

Verb Patterns Pellmanism Game- Intermediate Version

Suggest	Can't wait	Advise
Imagine	Offer	Expect
Detest	Wish	Encourage
Give up	Promise	Force
Discuss	Afford	Warn
Can't stand	Be told	Cause
Look forward to	Would prefer	Order
Think of	Prepare	Allow
Practice	Expect	Help
Delay	Seem	Invite
Postpone	Refuse	Teach
Consider	Fail	Tell

Verb Patterns Pellmanism Game- Intermediate Version

Teachers' instructions

Preparation

Photocopy and cut up one pack of cards above per 2 or 3 students. Photocopy one more copy of the worksheet for students to check their answers with and take away as reference (optional).

Language presentation

Give out one pack of cards per group of 2 to 4 students. Get them to arrange the cards into three columns depending on whether they are followed by the -ing form of a verb (e.g. enjoy + doing), the infinitive with to (want + to do), or someone plus infinitive with to (e.g. tell someone to do)

If some groups think they have finished quickly, first tell them that there are an equal number in each column, then point out how many are wrong in each column.

Go through the answers as a class or give out the extra photocopies for them to check their answers.

Note that some of the verbs could go in different columns, although often with different meanings.

Practice- Pellmanism memory game (pairs)

Get students to turn all the cards over face down and spread them over the table. The aim of the game is to find pairs of cards that take the same verb pattern, e.g. two cards that followed by the infinitive with to (want and need etc.). If both cards they take are followed by the same verb pattern they get to keep those two cards and score two points. If they get two verbs which are followed by different verb patterns (e.g. enjoy and want), they have to put them back in the same places they took them from and play passes to the next person.

Extension/ Variation- Personalisation

After or instead of this activity, students can take cards at random and ask each other questions about them, e.g. "Are there any school subjects you can't stand studying?"

Zero conditional personalised sentence completion game (writing/ speaking/ grammar)

On your own, fill in at least half of the gaps below to make some true sentences about your normal reaction in the situations given, for example “If I wake up early, I usually try to read a book but fall back to sleep”. If any of the sentences are things you never do you can leave them blank.

- If/ when I wake up early, _____
- If/ when I wake up late, _____
- If/ when I spend too much at the shops, _____
- If/ when I see a colleague in the street when I am not working, _____
- If/ when I feel especially energetic, _____
- If/ when I feel stressed, _____
- If/ when I feel depressed, _____
- If/ when I have a difficult personal problem, _____
- If/ when my clothes don't fit because I have put on weight, _____
- If/ when my parents ask me to do something I don't want to, _____
- If/ when I want to know the latest gossip, _____
- If/ when my brother or sister says something I don't like, _____
- If/ when something in my house doesn't work, _____
- If/ when I get sweaty, _____
- If/ when I accidentally break something, _____

In pairs, read your partner only the part you have written of one of the sentences above, e.g. “...I go to the hairdresser's”. Your partner will try to guess which sentence it comes from, e.g.:

Student A: “I think that when you want to know the latest gossip, you go to the hairdresser's”

Student B: “No, I don't”/ “No, that's not true”

Student A: “Hmm. Maybe if you feel stressed, you go to the hairdresser's”

Student B: “Maybe that's true, but this sentence is different”

Student A “A ha, I know! If you have a difficult personal problem, you go to the hairdresser's”

Student B “That's right! He's a great person to talk to.”

Continue guessing sentences until your teacher asks you to stop

Zero conditional personalised sentence completion game (writing/ speaking/ grammar)

Page 2- Zero Conditionals Grammar Presentation and Further Practice

Grammar Presentation

Match these sentences endings to the gaps on Page One above:

I just buy new ones

I cry

What is the tense of each underlined verb in the full sentence below?

If/ when my clothes don't fit because I have put on weight, I just buy new ones

If/ when my brother or sister says something I don't like, I cry

Is the tense used in the first part and second part of the sentence the same?

Is the tense used the Present Simple (like He usually wakes up at 7 o'clock) or the infinitive (like He wants to wake up at 7 o'clock tomorrow)?

What is the difference in meaning and grammar between "If/ when my clothes don't fit because I have put on weight, I just buy new ones" and "If my clothes don't fit after I live in England next year, I will buy new ones"?

Further practice

Write five more true zero conditional sentences about your usual reactions to things, but this time creating the whole sentence yourself, e.g. "If I have money left at the end of the month, I spend it on CDs"

1. If/ when _____, _____
2. If/ when _____, _____
3. If/ when _____, _____
4. If/ when _____, _____
5. If/ when _____, _____

Like on Page One above, read out only the second parts of the sentences you have written and see if your partner can guess what the first part is.