

TOUR OPERATORS

Materials: One worksheet per group

Preteach 'slogan' by eliciting some famous examples (e.g. Nike; 'Just do It'). Write the following information on the board:

The (Name of you teaching institution) Tour

Slogan: Discover a world of English!

Starts at: 10.00

Leaves from: (the name of your class or room)

You will see: Lots of interesting people.

You will visit: Classes, reception and the teachers' room.

Finishes at: 12.00

It costs: 5.00

We accept credit cards.

Ask Ss if they would like to go on this tour, and elicit reasons why/why not.

Arrange the Ss into small groups, and explain that they are going to design their own tour, then try and 'sell' it to other Ss. Distribute the cards and get them to fill in the information, making sure they come up with a name and a simple slogan. Encourage Ss to be creative and come up with interesting tours (even if they are not physically possible!). Early finishers could add extra information about their tours.

When all the groups are ready, elicit/review the questions for asking about the tour information from Unit 2.3 (for weaker classes you could put the questions up on the board). Explain that one student from each group will stay where they are, with the tour information, and the other groups members will visit the other 'Tour Operators' and find out about the tours. As they are doing this, go round and listen, and note down any common errors/good language for later class feedback.

When the other group members have visited all the other 'Tour Operators', instruct them to go back to their original groups, share the information, and choose which tour they would like to go on and why. Conduct class feedback.



The _____ Tour

Slogan: _____

This is a tour of: _____

The tour starts at: _____

The tour leaves from: _____

You will see: _____

You will visit: _____

The tour finishes at: _____

It costs: _____

We accept / don't accept credit cards.



BE MY GUEST

Materials: one copy of worksheet A and worksheet B per pair of students

Put Ss into pairs AA and BB. Ss design a hotel brochure by completing the information for their hotel. Then they prepare the questions to find out information about another hotel. Monitor closely and make sure Ss form the questions correctly. With *weaker classes*, model a few example questions.

Put Ss into pairs AB to complete the form. Demonstrate the activity by doing a few examples with Ss, e.g. *Do you have a restaurant in the hotel? Yes, I do./No, I don't.* Remind Ss to use expressions like *Great! Oh good! Lovely!* Get feedback. Ask Ss which hotel they prefer and why.



Worksheet A

Complete your hotel information sheet.



Name: _____
 Restaurant: YES/NO
 Breakfast times: _____
 Lunch times: _____
 Dinner times: _____
 Gym: YES/NO
 Opening hours: _____
 Exchange: _____
 Times: _____
 Hairdresser: YES/NO
 Times: _____
 Guided tour: YES/NO
 Price: _____

Ask questions to complete the information about your partner's hotel.



Name: _____
 Restaurant: YES/NO
 Breakfast times: _____
 Lunch times: _____
 Dinner times: _____
 Gym: YES/NO
 Opening hours: _____
 Exchange: _____
 Times: _____
 Hairdresser: YES/NO
 Times: _____
 Guided tour: YES/NO
 Price: _____

Worksheet B

Complete your hotel information sheet.



Name: _____
 Restaurant: YES/NO
 Breakfast times: _____
 Lunch times: _____
 Dinner times: _____
 Gym: YES/NO
 Opening hours: _____
 Exchange: _____
 Times: _____
 Hairdresser: YES/NO
 Times: _____
 Guided tour: YES/NO
 Price: _____

Ask questions to complete the information about your partner's hotel.



Name: _____
 Restaurant: YES/NO
 Breakfast times: _____
 Lunch times: _____
 Dinner times: _____
 Gym: YES/NO
 Opening hours: _____
 Exchange: _____
 Times: _____
 Hairdresser: YES/NO
 Times: _____
 Guided tour: YES/NO
 Price: _____

Writing menus

Language Focus

* writing a menu

Materials

* copy of the repromaster on page 50 for each student

Procedure

- 1 Ask students: *What is your favourite kind of food - as a starter, a main course, and a dessert? What kind of vegetables do you like? And what do you like to drink with your meal?*
- 2 Students plan a menu, including their favourite starters, main courses, vegetables, desserts and drinks.
- 3 Working in pairs, students exchange menus.
- 4 Students study their partner's menu and decide what food and drink they would like to order.
- 5 Students work in pairs and choose the role of waiter and customer.
- 6 Students role play a restaurant situation, including asking for and paying the bill.
- 7 Students change roles and do the activity again.
- 8 Ask several pairs to act out their dialogues for the rest of the class.

Optional activity

Display the menus on the classroom walls.

Ask students to look at the menus and vote for the 'best restaurant'.



Starters

Main Courses

Vegetables

Desserts

Drinks

The wedding planner

Aim

Making suggestions, talking about money (a budget)

Materials

One copy of the worksheet for each small group

Time

25+ minutes

Preparation

Photocopy the worksheet.

Procedure

- 1 Introduce the topic by asking students what expenses there are when people get married. Elicit such responses as renting a church/hall/hotel, food, invitations, clothes, flowers, honeymoon.
- 2 Pass round the worksheet and have students read through the description of Mike and Georgia. Emphasise that Mike and Georgia have a specific budget. Also, ask a few comprehension questions such as *How much money have they got? What kind of wedding does Georgia want?*
- 3 Separate students into small groups or pairs. Tell them to read through the next section. Explain that they must plan Mike and Georgia's wedding. For each expense they have options. Students make suggestions to each other as to what they should choose.
- 4 You might want to write several prompts on the board: *We should ... Let's ... How about ... I think ...* to help with the discussion. Students should choose which option they feel best suits Mike and Georgia's wants, and stays within the budget.

Extension

Students can make a presentation of their ideas and suggestions back to the class, again using suggestion phrases.

ANSWER KEY

Answers will vary.

The wedding planner

The wedding planner...

This is Mike and Georgia. They want to get married! Georgia wants a romantic wedding. Mike wants a small and simple wedding. Georgia loves flowers but Mike wants to have a nice honeymoon. Mike and Georgia don't have much money. They can only spend £3,000 on their wedding. Help them plan their wedding. Remember, don't spend too much money!



Discuss with your partner(s) then circle your choices.



wedding ceremony

church	£200
hall	£150
court	£50



wedding dress

Versace	£1,000
silk	£800
mother's dress	free!



reception

hotel	£1,500
restaurant	£1,000
pub	£500



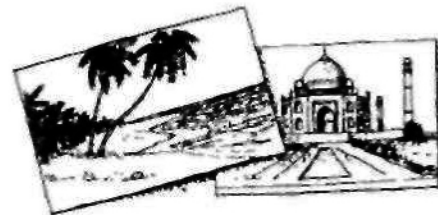
flowers

roses	£400
carnations	£300
daisies	£200



invitations

expensive (gold ink)	£300
average price (silver ink)	£200
cheap (normal ink)	£150



honeymoon

Scotland	£500
Italy	£1,000
Tahiti	£2,000

12C The school party

You will need: one copy of the worksheet per student

- Pre-teach the following items of vocabulary: to organise a party; to invite people to a party; entertainment; a DJ (disc jockey); balloons; to put up decorations.
- Distribute copies of the worksheet and put students into pairs. (You need **an even number of groups** for this activity, so include some groups of three if necessary.)
- Students work in pairs and do **Part A** of the worksheet. Encourage students to use the language for making suggestions from page 101 of the Students' Book (*Let's ... / Shall we ...? / We could ...*), and write these expressions and suitable responses on the board if necessary.
- Put two pairs together so that students are now working in groups of four. Students do **Part B** on the worksheet, using ideas and suggestions from both pairs. Students should write the details of their party, and which student is going to organise each part, in the boxes provided.
- Encourage students to use the language for making suggestions (see above), and also the language for making offers from page 101 of the Students' Book (*Shall I ...? / I'll ...*) in their discussions. Again, write these expressions and suitable responses on the board if necessary.
- Rearrange the class so that each student is sitting next to another student from a different group. Students work with their new partner and tell each other about the

party they have planned, using *going to / want to / would like to* where appropriate.

- Finally, each group can tell the whole class about the parties they have planned, and the class can decide which party they think would be the best.

Part A

You are going to organise a party for the whole school. Don't worry about money – the school is going to pay for everything! With your partner, decide the following things:

when to have the party	
where to have the party	
what kind of food you want	
what kind of drinks you want	
entertainment (eg a band, a DJ, games)	
things to buy/get/make (e.g. balloons, glasses, food)	
things to do before the party (e.g. put up decorations, invite people)	
any other ideas for the party	

Part B

Discuss your ideas with another pair/group, and plan your party together. Make notes about the party in the boxes below, and decide who is going to organise each part.

Where	Food	Entertainment	Things to do
When	Drink	Things to buy/ get/make	Other ideas

25 My brilliant barbecue ●●

Time: 20 minutes

Preparation: Copy the handout on page 76
– one copy for each student
(Optional) If you can find a picture of a barbecue, bring it in to help set the scene.

Main functions

Making choices and explaining them

Planning an event with others

Asking for other people's opinions

Agreeing and disagreeing

Main grammar points

Asking questions: *What do you think?/Do you agree?*

Prepositions of time and location: *in the middle of the day/at the weekend/on a public holiday/on the beach/in the countryside/in the street*

Giving reasons: *Because ...*

Key vocabulary/Topic

Barbecues – arranging an outdoor event

Food

beef burgers, fish, sausages, steak, vegetables, vegetarian

Places

beach, back garden, countryside, street

Time

celebrate, public holiday

Style

dress up, formal, informal, special, theme

Method

- 1 If you have a picture of a barbecue, show it and invite the students to describe it. If not, write the word *barbecue* on the board and ask each student to give you one word they associate with it. Note all these down. Ask if anyone has been to a barbecue and if so, ask them to tell you something about it.
- 2 Explain that everyone is now going to have the chance to organise a brilliant barbecue and give out the handouts – one for each student.
- 3 Allow a minute or two for each student, working individually, to look at the four possibilities in each section and to put a cross beside the one they prefer.
- 4 Look at the expressions at the bottom of the sheet with the whole class and go through the ways of expressing an opinion and asking another person for their opinion.
- 5 Put the students into pairs and give them 5 minutes to discuss together their options and decide on the sort of barbecue they would like to have. Stress that they should add some ideas of their own.
- 6 Put each pair with another pair and allow a further 5 minutes for discussion.
- 7 For a whole class feedback, ask two or three pairs to tell the class what they would do and see if any others agree.

Follow up

Written work: *My five top tips for a brilliant barbecue*. This could be illustrated and put up on the board for everyone to read.

You are organising a big barbecue for all your family and friends. You want it to be brilliant!

Look at the different possibilities below and choose what you prefer.

Then talk to your partner. Do you agree?

Where?

On the beach/in the countryside/
in your back garden/in the street



When?

In the middle of the day at the weekend/
on a public holiday/late at night/
to celebrate something special
(birthday/end of school etc)



What?

With sausages, beef burgers and steaks/
with fresh fish/vegetarian food with lots
of vegetables and fruit/everyone brings
their own food



How?

In formal style with tables and chairs/
in informal style sitting on the ground/
with lots of music to dance/ with a
special theme and everyone dressed up



You can say:

I think the barbecue should be ... because ...

We should eat ...

I don't think the barbecue should be ... because ...

What do you think? Do you agree?

24 How to make friends ●●

Time: 25–30 minutes

Preparation: Copy the handout on page 75
– one copy for each student.

Main functions

Expressing your own opinion
Asking others for their opinion
Making comparisons
Discussing human relationships

Main grammar points

Asking questions about opinions: *Do you agree?/What do you think?/How do you rank?/What's your opinion?*

Comparatives: *It's better to ... than to ...*

Superlatives: *The most important thing is to ...*

Key vocabulary/Topic

Friendship and getting to know people – human contact and relationships

Basic verbs:

babysit, call, contact, disagree, dress, introduce, invite, join, offer, smile, talk

Also: *alone, charity, church, clubs, hobbies, party, rank, ranking, smartly, team*

Method

- 1 Introduce the subject of friendship by writing two well-known English sayings on the board: *A friend in need is a friend indeed* and *The only way to have a friend is to be one*. Ask the students to explain what they think they mean and whether they agree. Are there any other quotations they know about friendship?
- 2 Now announce that you are going to think about how to make friends when you go to a new school/town/job. Give each student a copy of the handout. Go through it with the whole class, explaining any vocabulary that might cause problems.
- 3 Give the students about 5 minutes to work individually to rank the 15 different ways to make friends in order of the most useful in their opinion. (1 = the most useful and 15 = the least useful.)
- 4 Then look at the expressions at the bottom of the handout and practise them in class

so that everyone is able to express an opinion and ask for it. Also draw their attention to ways of comparing items and saying which is better/best.

- 5 Now put the students into pairs. First they should read out their own ranking so that their partner can note it down in the second column. Then encourage discussion about the relative merits/drawbacks of each method and allow a further 5 minutes for the students to come up with a combined list.
- 6 The students then find a new partner and look at their lists again. Encourage them to find similarities. A whole class feedback could take the numbers 1–3 from everyone and see how much they agree. (It is also interesting to look at number 15!)

Follow up

A reply to the following letter:

Please help me. I've just moved to a new town with my family and started a new school. Everyone already has friends and I'm always alone with nobody to talk to. What can I do to make friends?

This can be oral work (prepared and presented in pairs) or written homework.

What's the best way to make friends when you go to a new town/job/school?

Look at the ideas below and rank them 1–15, according to what you think is the most useful. (1 is the most useful and 15 the least useful.)

Then talk to your partner and see what he/she thinks. Make a new ranking together.

How to make friends you should ...	My order order (1–15)	My partner's order	Our order together
Always smile and look happy			
Join some clubs connected with your hobbies			
Dress smartly and look nice			
Say hello to everyone			
Never disagree with people.			
Have a party and invite lots of people to it			
Contact people on the internet			
Go to a local café and try and get talking to people there			
Take your dog (or a friend's dog) for a walk			
Offer to babysit for a neighbour			
Call on your neighbours			
Do some sport and join a team or club			
Do something for others, e.g. charity work			
Talk to other people who are alone			
Ask people to introduce you to their friends			

Use expressions like these:

I think the most important thing is to ...

In my opinion it's better to ... than to ...

I don't believe it's very useful to ...

Do you agree?/What do you think?/What's your opinion?/How do you rank ...?, etc.

21 Personal possessions

Jon Marks

Level:	Elementary and above
Target Group:	Young adult / Adult
Type of activity:	Discussion (reaching a consensus)
Preparation:	Make copies of the handout on page 77 – one for each pair.

In this activity, students work in pairs to try to reach a consensus on which things to save first in the event of a fire at the house they sharing.

Method

- 1 Divide the class into pairs. Give each pair a copy of the handout. With Lower intermediate groups, pre-teach key vocabulary.
- 2 Ask students to imagine that they share a house which contains all the things in the list. The house is on fire, and they have just a few minutes in which to save as many possessions as possible. Their task is to reach a consensus as to the order of importance of the ten most important items on the list. Number them 1–10.
- 3 When everyone has finished, have a class follow-up activity where each pair read out their results. These are collated on the board to reach a 'class consensus'.

4.1

LEVEL

Elementary

TOPIC

Rearranging interiors

ACTIVITY TYPE

Pairwork discussion

SPEAKING FOCUS

Making suggestions and giving advice

TIME

40 minutes – 1 hour

KEY LANGUAGE

Language of suggestion and advice, prepositions of place, furniture nouns

PREPARATION

One photocopy for each pair of students, the photocopies cut into their two sections; one extra photocopy for each pair of students to do the Follow up activity;

🎧 track 5

House Doctor

Warm up

- 1 Revise furniture and prepositions of place: ask students about what furniture is in each room in their house and where it is.
- 2 Ask about the colours of the walls, furniture, curtains, etc. and if they like them.

Main activity

Listening

- 1 Explain English people usually go to an estate agent to buy a house. The estate agent shows them houses. Tell students they are going to hear some people looking at a house. Students should listen and decide if the people like it.
- 2 Play the recording once. Check students' answers.

Answer key

They do not like the house and will not buy it.

- 3 Write on the board:

What are the problems with the rooms? living room dining room kitchen

Tell students to listen again and make notes about the problems. Play the recording twice.

- 4 Ask them to compare their answers with a neighbour. Then check them.

Answer key

- living room: no sofa; dirty plates, clothes, etc.; TV in the middle of the room
- dining room: table is too close to the window; dark colours/brown; needs flowers/plants
- kitchen: dirty

- 5 Explain that if British people can not sell their house, they sometimes ask a House Doctor for advice about what to change. Ask students to use their notes and talk with their neighbours for two minutes about advice for the owner of the house.
- 6 Listen to their ideas and elicit/revise language of suggestion/advice, e.g. *You should ... , Let's ... , Why don't you ...? , How about ...?*

Speaking

- 1 Tell students they are going to be House Doctors. Put them in pairs. Give out the photocopies. Ask them to look at the furniture and help each other with unknown words.
- 2 If there are still any unknown words, ask other students before giving them yourself.
- 3 Write on the board:

Furniture for:

- dining room?

- living room?

Where to put it?

What colours for:

- walls?

- carpets?

- curtains?

- furniture?

Other things to use, e.g.

paintings

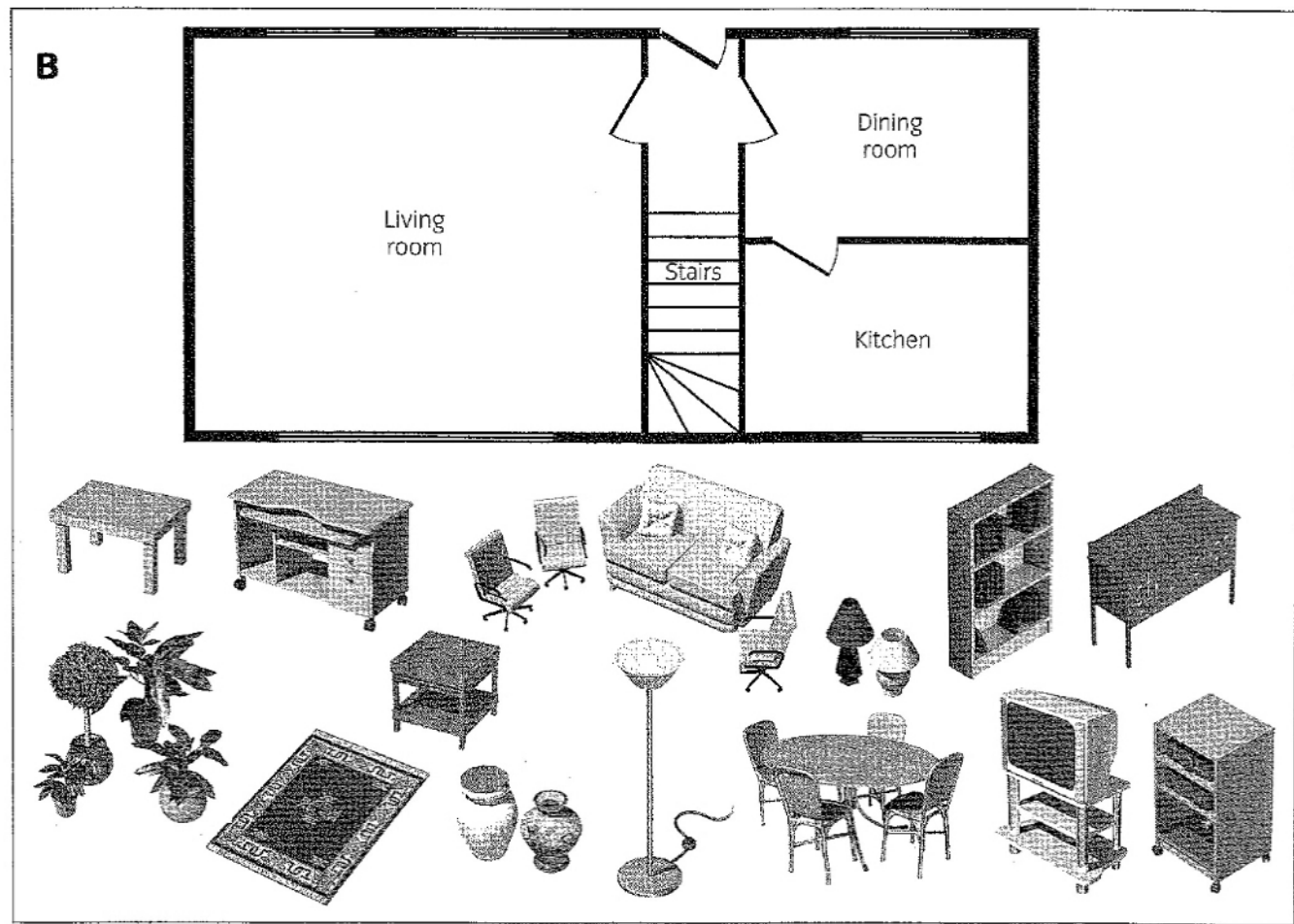
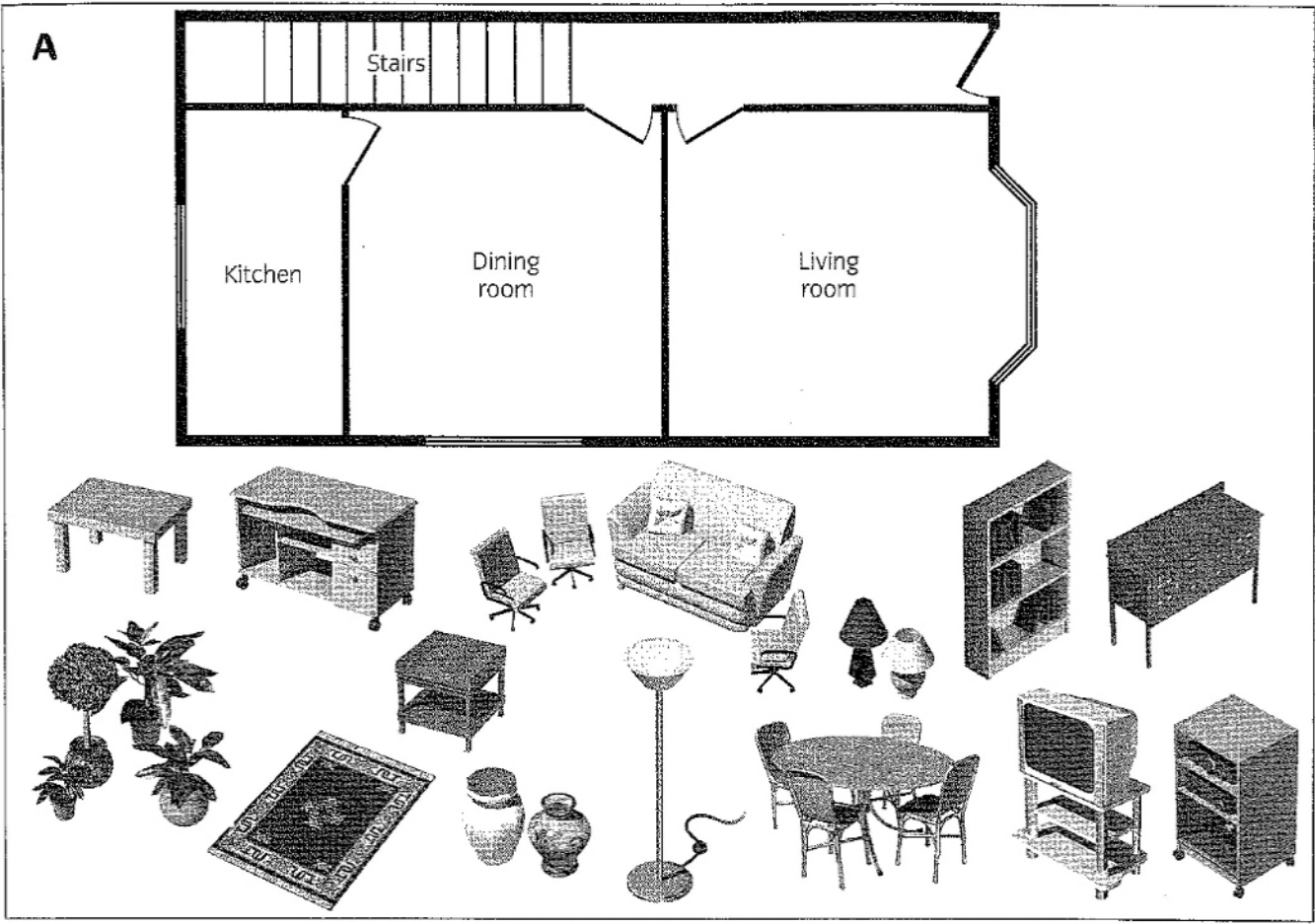
mirrors, etc.

Tell them Student A is the House Doctor and Student B wants help. Explain that they should look at Student B's plan and talk about the questions on the board. Student B makes suggestions, but Student A decides what to do and draws the things onto B's plan.

- 4 Tell them Student B is now the House Doctor, and they should do the same with A's plan.
- 5 Put two pairs together into groups of four. Tell them to look at each other's plans and explain their ideas.
- 6 Tell the As to choose the best plan A in their group, and the Bs to choose the best plan B.
- 7 Listen to ideas about why they chose which plan and encourage comments.

Follow up

- Put students into new pairs: AA and BB. Tell them not to look at each other's plans. Give students new photocopies so they have a clean version and their completed plan.
- Students describe their plans and their partner completes their new photocopy.
- They compare plans and see how correct they are.



Your school has some money to buy new equipment.

The school student committee wants some ideas from *you* on the new equipment to buy.

Work in pairs.

- First, think of modern inventions/new technology that you want to have in your school. Think of reasons why each one is important and necessary *for your school*.

Modern inventions/new technology	Reason
1	
2	
3	
4	

Work in groups of four.

- Each pair presents their ideas for new technology for the school to the other pair.
- Talk about each idea in turn and give your opinions.
- Use the phrases below to help you.

Agreeing	Disagreeing
I agree. That's a good idea because _____.	I'm not sure. I think _____.
	I don't agree. In my opinion _____.

Agree ONE idea in your group of four.

Write the invention/technology here and reasons for your choice.

Modern invention/new technology	Reason

Now present your ideas to the class.