

# Cambridge English

SECOND EDITION

# Complete Advanced

Photocopiable activities and teacher's notes

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**Objectives**

- To help students to get to know each other
- To practise tenses used to talk about the past
- To encourage oral fluency

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

- 1 **As a warmer** Tell students they will talk about what they were like between the ages of 12 and 15. Ask them to work alone and write down four or five adjectives (both positive and negative) which describe them at that age, e.g. *tidy, disobedient*, etc. Students then work in pairs, read their adjectives to each other and explain why they were like that.

Then give them the photocopy and ask them to do Exercise 1.

- 2 Tell students to ask their partner supplementary questions while they are talking, e.g. *Did you have a lot of friends? Were they mainly boys or a balance of boys and girls?*
- 3 Students should work in groups, not with the same partners, to do this exercise. Tell them to back up what they say with examples from their own childhood. Ask them: *Do any of these quotations reflect attitudes to childhood and children which are typical in your country?*

**Extension idea** Ask students to think of a quotation about childhood in their own language and to explain it in English to their partner.

# From 12 to 15: a quiz

1 What were you like between the ages of 12 and 15? Work alone to answer these questions.

**1 Who did you like to spend your weekends with?**

- A My family
- B One or two close friends
- C A large group of friends
- D Alone

**2 Where did you use to spend your weekends?**

- A At home
- B Out in the city
- C Out in the country
- D Somewhere else

**3 Which person in your life had the most influence on the way you thought and behaved?**

- A A relative
- B A friend
- C A fellow student
- D A teacher
- E Someone else

**4 Where was your best holiday ever?**

- A At home
- B Visiting a city
- C By the sea
- D In the country/mountains
- E Somewhere else

**5 When you got into trouble with your parents or with teachers, did you**

- A become silent and nervous?
- B tell a joke?
- C keep calm and try to talk your way out of trouble?
- D panic?

**6 Which best describes you when you were at school at this age?**

- A I used to be very obedient and do everything the teacher said.
- B I used to be bored and daydream a lot of the time.
- C I used to concentrate on my work and get good marks.
- D I used to be naughty and I'd play up (behave badly) in class.

**7 How did you normally spend your evenings after school?**

- A I'd stay at home and do my homework.
- B I'd help my family with the housework.
- C I'd get on the phone or chat to my friends.
- D I'd watch TV.
- E I'd go out.

**8 Think of at least two occasions during this time when you were particularly successful at something. Which of the sentences below best reflects your reaction?**

- A I've worked hard for this. I deserve it.
- B I haven't worked particularly hard for this. I'm just good at it.
- C I've been lucky this time.
- D I'm used to this. It doesn't mean much to me.

2 Work in pairs. Tell each other your answer to each question and give details or tell a story for each answer.

3 Work in small groups. Read these quotations about childhood. Which do you agree with and which do you disagree with? Why?

- 'I've never let my school interfere with my education.' (Mark Twain)
- 'Children today are tyrants. They contradict their parents, gobble their food, and tyrannise their teachers.' (Socrates)
- 'People who get nostalgic about childhood were obviously never children.' (Bill Watterson)
- 'There was a time when we expected nothing of our children but obedience, as opposed to the present, when we expect everything of them but obedience.' (Anatole Broyard)
- 'The reason grandparents and grandchildren get along so well is that they have a common enemy.' (Sam Levenson)

**Objectives**

- To practise vocabulary connected with language
- To give students an opportunity to discuss issues from the unit
- To develop students' fluency and discussion skills

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

You can deal with each debate separately and not necessarily on the same day – they can be used as relatively short warmers/fillers.

- 1– 4 Divide each group of four or six into two teams – try to ensure that teams are the same size. Explain that every member of the team must have a role in the debate. Give teams ten minutes to prepare their case and encourage them to develop their arguments and counter-arguments.
- 5 At the end of the debate you can ask the class to vote in favour of or against each proposition according to their real opinions.

# Mini-debates

Work in groups of four or six. You are going to debate an issue connected with language. Your teacher will divide each group into two teams to argue for or against the proposition.

- 1 Work with your team. Beside each proposition, you will find six arguments: three for the proposition and three against. Choose which arguments will help you to argue your case and decide how you can develop them, e.g. by giving examples and talking about consequences.
- 2 Decide how you can refute the counter-arguments.
- 3 Add other arguments or ideas which occur to you and think of examples and consequences which will make them more persuasive.
- 4 Decide who in your team is going to put forward each argument or idea. Share them out so that each person has plenty to say.
- 5 Work with the other team and debate the issue.

## Spelling reform

'English is a world language and so it would be helpful if English words were spelled according to a logical system. For example, *comb*, *cough* and *caught* should be spelled *kome*, *kof* and *kort*.'

- It would involve reprinting all books in English.
- It would be easier for people to learn.
- Words spelled with the new system would be on average 15% shorter. This would save space.
- Native speakers would have to learn how to read their language again.
- When people read a new word they would know how to pronounce it.
- English would lose some of its essential beauty and character.

## Endangered languages

'Endangered languages should be allowed to die out.'

- All languages represent a unique culture and way of thinking.
- People all over the world need to understand each other; minority languages don't help them do that.
- Having a healthy language develops a sense of community.
- It's extremely costly to educate people to speak small languages.
- If people stop speaking a language, they will stop appreciating the literature in that language and a cultural tradition is lost.
- It's a waste of school time to teach languages that few people speak. Children should spend the time on other more important subjects.

## Language learning

'All children should start learning English from the age of five or six.'

- Children learn languages much more quickly than adults.
- There may be a shortage of trained teachers for teaching English to children of this age.
- Children who start early acquire better pronunciation.
- Children who start later often reach the same level of English at the same age as children who started younger.
- It's more important at this age for children to learn their mother tongue well.
- Children of this age are quite capable of assimilating two or three languages easily.

**Objectives**

- To practise use of the language of detailed explanation
- To encourage oral fluency

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

- 1 **As a warmer** Ask students about their experiences of learning maths at school. Ask these questions:

- Do/Did you enjoy maths? Why (not)?
- What do/did you find difficult/easy?

Ask students to work through the question on the activity page and to compare answers. They will probably arrive at the answer *ten metres*. Then suggest that they visualise the scene suggested in the question – ten men digging in a hole – and think about any practical problems that might arise. Allow pairs to discuss this. Elicit their ideas about possible problems and how this might affect the ten metres answer.

- 2 Draw attention to the five points listed and ask students to come up with their own ideas which could be added to the list.

**Suggested answers**

- More men could work in shifts to dig faster for longer.
- There might be fewer spades than men.
- The weather conditions could be different. Rain could flood the hole to prevent digging.
- The two men may be an engineering crew with digging machinery.
- One man in each group might be a manager who will not actually dig.
- The extra eight men might not be strong enough to dig, or they might be much stronger than the first two.

**Extension idea** Ask students: *Do you know the term 'lateral thinking'? What does it mean? What is 'lateral thinking' in your language?*

Write the following definition of *lateral thinking* on the board and ask students to complete it.

Lateral thinking is the (1) ..... coined by the psychologist Edward de Bono to (2) ..... ways of thinking about situations or problems (3) ..... and creatively rather than by (4) ..... traditional step-by-step logic.

(Answers: 1 term/phrase; 2 describe; 3 imaginatively/unconventionally; 4 using/applying)

- 3 Students should work on these puzzles in pairs. The aim here is to get them thinking and talking to each other. The correct answers are less important than the discussion process by which students arrive at their answers.

**Suggested answers**

**Red light:** The police car had stopped at a crossroads controlled by traffic lights, whereas the teenager was travelling on the road that crossed the road the police car was on. The police officers did not react because the teenager had driven through a green light.

**Crossing the river:** The two men were on different sides of the river. The first man crossed in the boat on his own, then the other man crossed the river in the opposite direction, also on his own.

**Bottle in the bag:** The last person took both the bag and the bottle of water.

**The best builder:** The council asked each building company to suggest the name of the second best builder in case the company was unable to fulfil the contract. The contract was awarded to the building company which was named most frequently as the second best.

# Thinking creatively

- 1 Work in pairs. Read this traditional school maths question and answer it using mathematical reasoning.

It took two hours for two men to dig a hole two metres deep. How deep would it have been if ten men had dug for two hours?

- 2 Now consider the same question, but with the following points in mind. Can you think of some more ideas along similar lines?
- The deeper a hole is, the more effort is required to dig, because waste soil has to be lifted higher to the ground level.
  - Ten men would need more room to work side by side, and so may need to dig the hole wider rather than deeper.
  - Deeper soil layers may be harder to dig out. You may hit rock or water.
  - Ten men are more likely to disagree on a digging method than two.
  - It is possible that with more people digging, each person may become less efficient due to increased opportunity for distractions.

- 3 Lateral thinking puzzles cannot be answered by traditional reasoning: they demand creative thought. Try to work out possible answers to these puzzles.



## RED LIGHT

Two police officers were waiting in their car at red traffic lights when a teenager in a sports car drove past at 60 km/h. The officers did not drive after him or try to stop him.

*Why not?*

## BOTTLE IN THE BAG

There were six bottles of water in a bag. Six people each took one of the bottles.

*Can you explain how there was still one bottle left in the bag?*

## CROSSING THE RIVER

Two men came to a river. There was a boat that could take only one man at a time. Both men crossed.

*How did they do this?*

## THE BEST BUILDER

A city council wanted to construct a new council building and they received tenders from a hundred building companies. Each company presented their qualifications and claimed to be the best builder in the city.

*How did the council choose the company for the job?*

**Objectives**

- To discuss office design
- To encourage fluency while problem-solving
- To practise giving an informal work-related presentation

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

1 **As a warmer** Before distributing photocopies, ask students:

- Why is it important for businesses and organisations to have a smart reception area?
- What things can you put in reception areas to give an organisation a good image?
- What do you think of the reception area in this building (the school or building where your class takes place)?
- How could it be improved?

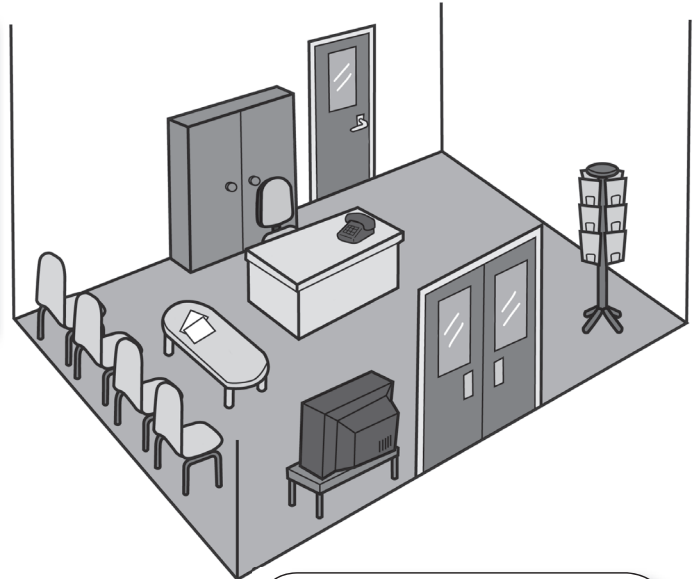
Hand out the photocopies and ask students to do Exercise 1.

- 2 If students are artistic, encourage them to draw sketches of what they think the reception area should look like.
- 3 Tell students they should try to 'sell' their ideas to their new group. At the end, each group should vote for the best design. The winner is the design which receives the most votes in the whole class.



# Redesigning the reception

The reception area of the multimedia music company where you work has been described by visitors and staff as 'dreary' and 'off-putting'. It has bare white walls, a grey carpet and strip lighting. The company directors want it to be redesigned and redecorated, with all the furniture replaced. They have asked you to prepare a proposal.



- 1 Work in small groups. You have interviewed staff to collect opinions about how the reception should look. Read the opinions below and discuss which would be most suitable for your company.

The reception area should look spacious and hi-tech – plasma screens with our artists performing, computer terminals and a state-of-the-art music system. Oh, and a parquet floor.

I'd like it to be warm, welcoming and cosy, with comfortable sofas for visitors and staff to meet and talk, soft lighting and nice pictures. Peaceful.

The place needs to be upbeat, funky and vibrant, with plenty going on: room for table football and always with the sound of the music we sell. No reception desk, but a couple of sofas and low tables. And flashing lights.

Let's have something with an ecological feel – pictures of natural spaces, plenty of plants and an aquarium. Smart leather sofas with music magazines and photos of our most successful artists.

I'd go for something functional, without wasting a lot of money on it. White-painted walls like now, a smart reception desk, a few seats here and there. No carpets – they attract the dirt.

- 2 You have been given a budget of €20,000. Look at the plan of the reception area as it is now and the list of approximate prices. Decide how you will redesign and redecorate the area and what furniture you will put there.

- 3 Change groups and present your proposal to students from the other groups. In your presentation you should cover:

- the image you want the reception area to give of the company
- how you would redecorate and refurnish it
- how this would achieve your aims.

Item	Cheap and cheerful	Mid-range	State of the art
Carpet	€1,000	€2,000	€3,000
Repainting	€650	€1,200	€2,000
Parquet	Not available	Not available	€5,000
Sofa	€500	€1,800	€3,000
Low table	€200	€250	€850
Reception desk	€1,000	€3,000	€5,000
Display cabinet	€300	€1,800	€2,800
Plasma screen	€800	€2,000	€3,500
Music system	€500	€2,000	€10,000
Aquarium	€500	The sky's the limit	
Lighting	€1,000	€2,000	€3,000
Table football	€200	€800	€2,000
Plants	€100	€200	€500

**Objectives**

- To practise giving a short talk
- To practise justifying opinions and negotiating to reach a decision

This activity relates to the writing task in Unit 5.

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

- 1 **As a warmer** Ask students to look at the five photos and guess what heroic activity each person might have been involved in.

Students read the five profiles and choose their two heroes. Once they have made their choices, give them a few minutes to plan what they are going to say to their group. Suggest that they make a few notes.

- 2 After each student has spoken, groups should try to reach agreement through discussion. If they can't agree, they can take a vote. Groups then nominate a spokesperson to present their choices to the class.

# Shortlisted heroes

- 1 The five people below have been shortlisted for the Unsung Heroes competition. Read the description of each person's part in a dramatic event and choose who you think should receive the award.

*The annual Unsung Heroes competition awards a prize to a member of the public who has selflessly risked their own life to protect others from danger. Do you know anyone who you think should be considered for this award? Write to us with your nomination, describing the dramatic event and the person's part in it, and give reasons why you believe this person should be this year's 'Unsung Hero'.*



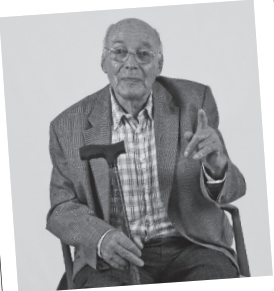
## Alex Davie

Alex Davie is a 37-year-old housewife who fought a three-year campaign against drug dealers on the estate where she lives. During that time her flat was broken into three times, her car was set on fire and she was personally threatened on numerous occasions. Alex, who became involved in the campaign when she discovered that her son had been sold drugs on the estate, rallied support from other parents and, with police help, succeeded in driving the dealers away.



## Jerry Matthews

Jerry Matthews was one of twenty fire-fighters who went to a house fire in South London last March. While colleagues fought the blaze from the outside, Jerry put on breathing apparatus and went inside. The house was full of choking smoke, and on the second floor Jerry found a man with serious breathing difficulties. He helped the man towards a window but his condition deteriorated and Jerry put his own breathing apparatus over the man's face. Eventually the man was carried to safety by one of Jerry's colleagues.



## Pierre Thibault

85-year-old Pierre Thibault prevented a crime in his village post office. Pierre was waiting to post a parcel when a masked gunman burst in and told everybody to lie on the floor. Being an old man, it took Pierre some time to get on to the floor. But as the gunman came towards him, shouting, Pierre swung round and knocked the gun out of the man's

hand with his walking stick. Immediately the other customers overpowered the man and held him until police arrived.



## Klaus Muller

Klaus Muller, a television cameraman, was filming the arrival of politicians for an international summit. On the tarmac at the airport, waiting for the arrival of an African delegation, Klaus saw that the plane's landing gear had not dropped fully. Knowing that a crash landing was likely, and hoping that his live coverage would be seen by the emergency services, Klaus filmed the faulty landing gear in close-up, then immediately started running towards the plane. As the plane hit the runway, it burst into flames. Immediately the doors opened and as terrified passengers came down the emergency slides, Klaus helped them to safety.



## Sunita Patel

Sunita Patel had been a nurse for three weeks when she was faced with an emergency situation. She had just arrived home after a night's work at her local hospital when she heard a noise coming from her neighbour's flat. A moment later, there was a knock on her door. When she opened the door, she saw her neighbour's terrified daughter, who told Sunita that her pregnant mother was about to

give birth. Sunita rushed next door, helped her neighbour to relax and delivered her baby safely.

- 2 Work in groups of four.

- Speak about the person you would propose as the winner and explain the reasons for your choice to the rest of the group.
- Reach a group decision on which person win the competition.
- Present your group's choice to the rest of the class.

**Objectives**

- To discuss the benefits of arts festivals
- To encourage fluency while problem-solving
- To practise informally presenting and summarising ideas

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

1 **As a warmer** Before distributing photocopies, ask students:

- Have you ever been to an art, music or film festival?
- What form did it take?
- How do festivals benefit the town / the participants?
- Have you ever participated in a festival? How?

You can also encourage students to talk about other arts festivals they know about. Then hand out the photocopies and ask them to do Exercise 1.

- 2 Tell students that they will have to argue in favour of the idea they choose, so they should think of extra ideas to make the idea more persuasive.
- 3 Tell students they can also modify the idea or suggest something completely different if they wish. They should make brief notes to refer to when they make their presentations.
- 4 While each student is making their presentation, the others in the group should listen and think of questions to ask afterwards. At the end of the group discussions, ask a spokesperson from each group to present their conclusions to the whole class.

# An arts festival

1 Work in small groups. Imagine you live in a small town (population 15,000) which has a large sum of money available for an arts festival. You are on the organising committee. Which of these do you think are the three best reasons for organising an arts festival in a small town?

- To attract artists to live in the area
- To attract visitors to the town
- To bring in new business and create employment locally
- To educate local people about the arts
- To find a new use for derelict or run-down areas of the town
- To get local people interested in the arts
- To improve the town's image
- To justify building new facilities, e.g. an art gallery
- To make the town better known nationally and internationally

2 Work alone. You recently asked local people to submit ideas for the arts festival. Read the ideas on the right and decide which idea you think is the best.

3 Work in groups. Discuss which idea is best and decide how you could improve the idea you choose. Then work together to prepare a short presentation in which you explain:

- the type of arts festival you'd recommend
- the reasons for choosing it
- how it would be organised
- the advantages it would bring for the town.

4 Change groups and take turns to give your presentation to your new group. At the end, decide together which idea you will adopt.

My idea is for an open-air festival of music and dance to be held in the streets at some time in the summer. People would really enjoy it because there are not many festivals like that in this country and it would have novelty value. The performers needn't be professionals; we could invite schools and colleges from around the country to come and perform. We could even make it into a sort of competition.

We have three cinemas in town and none of them are ever full except when we get a really good film. Young people prefer to go to clubs; older people hire DVDs because they're cheaper than going to the cinema. We could have a science fiction film festival with a series of prizes for the best director, best script, best special effects, etc. It would attract actors and film directors to the town, put us on the map and get local people, especially young people, more interested in the cinema and get us into the news.

Although the town itself is not very attractive, we're surrounded by beautiful countryside and I think we should have a festival where we revive traditional rural arts and crafts. There are lots of people locally who know about these things and we could attract others from outside. This way old habits and customs wouldn't get forgotten and it would provide a point of contact between the older and the younger generations.

I have this wonderful idea where we could get artists and painters to come to the town and brighten it up! Each year they could come to a different street and paint murals on the outsides of the buildings. Little by little, the town would become a curiosity and attract thousands of tourists!

What would really put the town on the map is a pop music festival. We're surrounded by countryside so there's plenty of space and if we could get good singers and groups, people would come from all over the country. I know it would take a lot of organising, but it would also be a great boost for local businesses.

**Objectives**

- To encourage fluency in arguing for a point of view
- To practise the language of agreement and disagreement
- To practise negotiating to reach a decision

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

- 1 Tell students they are going to take part in a role play and ask them to read the scenario.

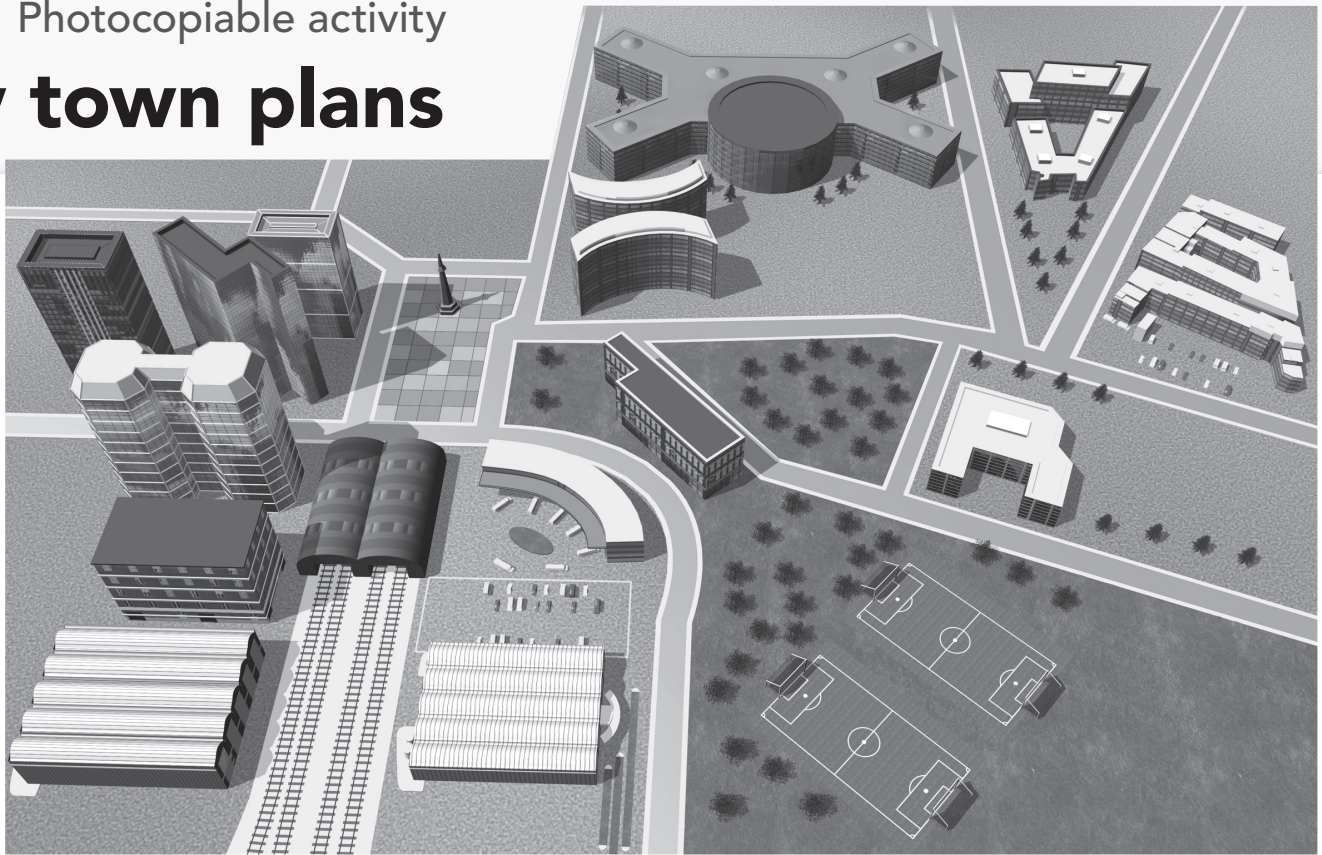
Before they start the role play, ask them to consider these questions:

- What effect might the town's remoteness and limited transport links have on the demand for leisure facilities?
- How could companies be persuaded to set up business in the town?
- Would you like to attract visitors, including tourists, to the town?
- How will the profile of the town's population change over the next 20–30 years? What effect will this have on the demand for leisure facilities?

- 2 Allocate roles, then ask pairs of students playing the same role to prepare their contribution together. After about five minutes, students move into new groups of four to do the role play itself.
- 3 Set a time limit of 8–10 minutes for the 'meeting'. Monitor to ensure that each student participates and that individuals do not dominate.
- 4 When students have all spoken, they should try to reach agreement about the recommendations they are going to make. This should be free discussion. Suggest that groups start with the three 'essentials' before moving on to their 'desirable' list. At the end, if time allows, ask a spokesperson from each group to report their recommendations to the class.



# New town plans



1 Work in groups of four. Read this scenario.

A government committee is drawing up plans to build a new town in a remote part of your country, six hours by rail from the country's capital.

- There will be train and bus links to the rest of the country, but no airport.
- When it is completed, the town will be home to 75,000 people and there are plans for schools, a hospital, a university and a large shopping centre.
- In the first instance, young families will make up most of the population.
- The population is expected to double over the next 30 years.
- A large industrial/commercial area consisting of offices and factories will be established to provide employment for the town's population.

You have been asked to come up with proposals for suitable leisure and entertainment facilities for the new town. You should plan for the next 20–30 years.

2 Prepare for a meeting to decide on six proposals for the town's leisure and entertainment facilities. Allocate one of these roles to each member of your group:

- Student A** You represent the young families who will be living in the town.
- Student B** You represent the companies who may be coming to the town.
- Student C** You represent the local council which will be responsible for ensuring that there are enough suitable leisure facilities in the town.
- Student D** You represent the health and educational interests of the town's population.

Working individually, make two lists to put forward to the group:

- suggestions for three essential leisure/entertainment facilities
- suggestions for three desirable but non-essential facilities.

3 Present your suggestions to the rest of the group.

4 When everyone in the group has made their suggestions, come to an agreement on the three essentials and the three desirable facilities you are going to recommend to the government.

**Objectives**

- To practise joint decision-making
- To encourage oral fluency
- To practise writing and editing news stories

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

1 **As a warmer** Ask some of these questions:

- Did you see the news last night or this morning?
- What was the main story?
- What other stories are in the news at the moment?

Hand out the photocopies and ask students to work in groups of three. You might like to ask them to consider these additional questions:

- How frequently is your website updated?
- What is its main focus? (Serious current affairs? Sports news? News about celebrities?)
- Does it include foreign news?

2 Groups now move on to write the content for their home page. Point out that each summary should be very short – just long enough to let readers know what the topic is so they can decide whether or not to click on the link to the full article. Emphasise to students that they should choose genuine, current news stories related to the scope of their publication and its target readership.

3 If students have access to computers, encourage them to design their page on screen. One member of the group could be assigned to find suitable photos to download.

4 It may be best to set the writing of the articles as a homework task, with time set aside in the next class for group editing. If students are working with computers, the finished articles can be added, as separate pages, to the home page that they have designed.

Allow time for groups to read each other's finished work, either on screen or as paper pages that you can display in the classroom.



# Breaking news

- 1 Work in groups of three. You are going to design the home page of a news website and then write the three main articles.

First, you need to make some decisions:

- What is the name of your website?
- What sort of readers are you aiming at?
- What is the scope of the news on your website – international, national or local?

- 2 Your home page should provide links to three main news articles and three or four less important ones. Look at the page layout below and discuss these questions:

- What three main news stories are you going to feature on your home page?
- What is their order of importance?
- What photos do you want to include? Where will you put them?
- How will you fill the 'other news stories' section on the page layout?

Work together to write the headlines and one-sentence summaries for the links to articles that will appear on your home page.

- 3 Produce your web page, either as a detailed plan on paper or designed on a computer.
- 4 Each member of the group should write one of the three main articles that are featured on your home page. Report the news event in 120–150 words. Read each other's articles and suggest editorial changes if necessary.

Title	
Link to feature article 1 (headline & summary)	Links to other news items
	1
	2
Link to feature article (headline & summary)	3
	4
Link to feature article (headline & summary)	

**Objective**

- To raise students' awareness of words with more than one meaning

**Before class**

You will need one copy of the activity page, one copy of the rules on this page and a dice for each group of four students. Each pair will need a counter.

**In class**

- Students play the game in groups of four – two opposing teams with two students in each team. Give each group a copy of the photocopiable page, a dice and two counters (one counter for each team).
- Go through the rules printed below.
- When students play the game, you should act as referee if there are disagreements between teams. Only tell students if an answer is right or wrong – don't tell them the correct answer.
- When they finish, go through all the squares with the class, eliciting the answers.

**Answers**

1, 4 treat 2, 10 pupils 3, 5 called 6, 16 hang 7, 11 tips 8, 17 act 9, 13 put  
12, 22 business 14, 21 mind 15, 23 flight 18, 26 apply 19, 27 joining 21, 25 post  
24, 35 order 28, 33 time 29, 34 round 30, 39 bright 31, 37 space 32, 38 meant  
36, 40 stay

**Rules**

- 1 Form a team with another student. You will play together against another pair of students. Your objective is to reach *Finish* before the other team.
- 2 To start, throw the dice and read the sentence in the square you land on.
- 3 Think of a word which can fit in the gap. Then find another sentence on the board which can be completed using the same word in the same form. For example, squares 1 and 4 can be completed with the word *treat*.
- 4 If you find the other sentence, move your counter to that square if it is ahead of the square you are on. (In the example above, you would move your counter to square 4.)
- 5 If you land on a square which has already been used for an answer, you must move back to the first unused square. For example, if you land on 6 and the sentence has already been used in an answer, you must move back to 5. If that also has been answered, you must move back to 4, and so on.
- 6 If you give the wrong answer when you land on a square, you miss a turn. If you can't find the matching square, you also miss a turn.
- 7 The team which reaches *Finish* first wins.

# The multiple meanings race

<b>START</b>	1 If you ..... him like a child, he'll behave like one.	2 You'll notice that when we shine a torch into the patient's eyes, her ..... contract.	3 I've got a friend ..... Robert who'll be coming to the party too.	4 The best way to ..... a bruise is to put ice on it.	5 The match won't be taking place – it's been ..... off due to bad weather.
	6 I'll come with you if you'll just ..... on while I get my coat.	7 I can give you lots of useful ..... to help you pass the exam.	8 Laura learnt to ..... at drama school and now she's landed a role in a major new film.	9 If you're too busy this weekend, we can always ..... off the party till next weekend.	10 She's an excellent teacher and her ..... love her.
11 Some waiters make more money from ..... than they do from their regular wages.	12 Charlie started his own ..... after he lost his job with the multinational.	13 Quite a few good proposals were ..... forward at the meeting.	14 Would you ..... closing the window? It's rather draughty in here.	15 Please proceed to the boarding gate – your ..... has been called.	16 Don't put your jacket on the back of the chair – ..... it up behind the door.
17 The government has decided to ..... to increase road safety.	18 You should ..... for the course in writing by 31st January.	19 Why not get fit by ..... our health club?	20 ..... the step as you go out of the front door!	21 I've put the parcel in the ..... so you should get it tomorrow.	22 It's none of your ..... what I was doing last night!
23 She lives in a tiny flat up a short ..... of stairs.	24 They left at 6 am in ..... to beat the rush hour traffic.	25 Archie has applied for the ..... of Divisional Manager.	26 You'll really need to ..... yourself to your work if you want to pass the exam.	27 You could try ..... the broken pieces with instant glue.	28 We had a really good ..... at the party last Friday.
29 Igor has been travelling ..... the world during his gap year.	30 The sun is ..... so you should wear some sunglasses.	31 What do you think is the future of ..... travel – a flight to Mars?	32 I didn't quite understand what she ..... by 'in the long term'.	33 You shouldn't be planting roses at this ..... of year.	34 Could you pass the photocopies ..... so that everyone has one?
35 The lift is out of ..... so we'll have to use the stairs.	36 I'm going to ..... at a 5-star hotel during my summer holiday.	37 I've just spent 20 minutes driving around looking for a parking ...	38 I ..... to call Sophia last night, but I forgot.	39 Marco is such a ..... child that he learns very quickly.	40 Do you think the weather will ..... sunny for the weekend, or will it rain?
					<b>FINISH</b>

**Objectives**

- To practise planning and giving a talk or presentation
- To encourage clear, well-organised explanations

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

- 1 Before giving out the photocopies, briefly introduce the task. Explain that each student is going to teach their group something they know about and are interested in. Divide the class into groups and hand out the photocopies. If students have a number of possible topics they could teach, they should choose the one that their group would be least familiar with. Go round the class checking that they have chosen appropriate topics.
- 2 It might be best to allow students to do this planning stage for homework, especially if they want to do research or bring in objects and other aids to support their lesson.
- 3 Remind students that they should limit their lessons to five minutes and then answer questions for a further two or three minutes. If all groups start at the same time, you could call 'Time!' every seven or eight minutes, so that the next student can start their lesson.

If time allows, you could ask each group to tell the class what their lessons were about.

Finally, have a short round-up discussion. Ask students:

- What did you find particularly useful/difficult about this task?
- Do you think it helped you improve your fluency?
- How helpful was the planning stage?

# Five-minute lessons

- 1 Work in groups of four. You are going to teach your group for five minutes. Decide on the content of your lesson. Choose one of these types of topic:
  - factual information about a subject that you know about but have not studied formally at school or university (e.g. tracing your family history, modern architecture in your country)
  - a practical skill or activity that you have personal experience of (e.g. playing a musical instrument, doing a particular sport)
  - an introduction to something artistic that you enjoy (e.g. a book, painting, piece of music). You could include background information about the writer/artist/composer/performer.
- 2 Prepare your lesson, using the lesson plan outline below. Look at the sample plan to help you.
- 3 In your group, take turns to teach your five-minute lessons. After you have finished, answer any questions from your 'students'.

## Lesson plan outline

Purpose of the lesson	.....
Resources needed	.....
<b>Teaching activities</b>	
Introduction	.....
	.....
Activity 1	.....
	.....
Activity 2	.....
	.....
Conclusion	.....

## Lesson plan outline

Purpose of the lesson	..To introduce flute music to the group.....
Resources needed	..My flute, CD - compilation of flute styles.....
<b>Teaching activities</b>	
Introduction	•... Play a few very short bursts of flute music on CD..... •... Show flute. Ask: What is this? Does anyone here play the flute?.....
Activity 1	Explain: •... how I started playing the flute..... •... where and when I play now..... •... why I enjoy playing.....
Activity 2	Play flute. Show: •... how the instrument is held..... •... how air is blown across the hole..... •... what the keys do.....
Conclusion	..What to do if you want to learn to play the flute: local contacts.....

**Objectives**

- To practise giving a short formal presentation
- To talk about aspects of travel
- To practise conditionals

**Before class**

You will need one photocopy of the activity page for each student. If you can, bring in a recording device with a microphone to make the activity as authentic as possible.

**In class**

*As a warmer* Ask students:

- Have you ever taken part in a radio or television programme?
- Do you watch / listen to travel documentaries?
- Would you like to visit the places you hear about in these documentaries?

- 1 Ask students to read the letter and underline the main points. You can suggest or elicit different formats for how the topics can be handled, e.g. as an interview, a panel discussion, a short documentary report (with or without interviews), a dramatised story, etc.
- 2 Choose one or two confident students to take the role of presenter(s). They will move around from group to group, gathering ideas for their introduction and linking commentary.
- 3 Ask the other students to decide:
  - who they want to work with (you can leave them fairly free to form their own groups) or whether they would prefer to work alone
  - which topic they want to deal with and how.

Try to ensure that all the topics are covered, with as little duplication as possible. If some students have another topic they would prefer to deal with, this can also be considered. Tell the class that when they make the radio programme everyone should have a speaking role.

- 4 Encourage students to make notes rather than writing a complete script when they prepare their feature. This may take 20–30 minutes.
- 5 Allow students to rehearse (or do several takes) before making the definitive recording.

**Extension idea** If you and your students feel the result warrants it, you may be able to upload the recorded programme onto your college's website.

# The Travel Show

An English-language radio station has sent a letter to your school/college inviting students to broadcast a programme for their series *The Travel Show*. Read this extract from the letter from the programme's producer.

We are planning to produce a programme featuring the ideas and experiences of students in your area. The programme is to be written and presented by the students themselves.

Here are some ideas for features which we would like to include:

- A great day out in my area
- An unforgettable journey (*an account of a journey you have made or someone you know has made*)
- A place in my region that every visitor should see
- My holiday disaster and how I could have avoided it (*tell us about a holiday where something went wrong*)
- My dream trip (*the place(s) you would go if you had the opportunity*)
- If you'd visited my region a hundred years ago ... (*what travellers to your region would have experienced if they'd gone there a hundred years ago*)

We would welcome contributions either from individual students or from pairs or groups. For individual students a contribution of one minute is enough, but if they are making a joint contribution, it should last for two to three minutes.

We would be delighted if your students were willing to take part in this programme and look forward to your reply.

Your class has agreed to prepare this programme for recording. Decide on the following:

- Which of the features mentioned in the letter would you like to focus on?
- Who would you like to work with – or would you prefer to work alone?
- What information can you include in your feature?

Make notes on what you are going to say for your feature on the radio programme.

One or two students in the class should take the role of programme presenter(s).

They should

- find out what features students in the class are preparing
- decide in what order each of the features should occur
- write a brief introduction to the programme and links between the features so that the whole programme goes smoothly.

Finally, record your travel programme.

**Objectives**

- To give extensive reading practice
- To practise expressing and justifying opinions

**Before class**

You will need one photocopy of the activity page for each student. You may want to cut the page into three sections so that you can give students each part of the text separately.

**In class**

- 1 **As a warmer** Ask students what they think are currently the most serious environmental problems in their region or country and in the world. After a short class discussion, hand out the photocopies and ask students to do task 1. Elicit some of their answers to the questions in the first part of the article.
- 2 Allow students time to read the second part of the article, then ask them to compare their reactions with other students. Take a class vote: how many students are optimists and how many are pessimists?
- 3 The discussion about what the *third way* might be could be a whole-class activity. Students then read the last part of the article.

**Extension idea** Before moving on to the final discussion activity, write these expressions from the article on the board and ask students to say what they mean. Are there equivalent expressions in the students' own language(s)?

- to fight a losing battle (Part 1 line 1)
  - to save the world (Part 2 line 5)
  - a never-ending task (Part 2 line 12)
  - to do too little too late (Part 2 line 28)
  - to be on the losing/winning side (Part 3 lines 2 and 4)
  - to fight for a lost cause (Part 3 line 3)
  - to be on the right side (Part 3 line 5)
  - in the long term (Part 3 line 5)
- 4 Set up this discussion with students working in pairs or small groups. Allow time for discussion, then elicit ideas.



# Optimism or pessimism?

## Is there a third way?

- 1 Read the first part of this article from a conservation magazine. Answer the four questions and then compare answers with a partner. How far do you agree with each other?

Are we fighting a losing battle? Is the world disintegrating before our eyes? Are all of conservation's efforts doomed to failure? Is there any point in anything that we, as members of conservation organisations, are trying to do?

- 2 Read the next part of the article. Decide whether you are an optimist or a pessimist.

Most of us have thoughts like that from time to time. It happens to those of us who support and work for conservation organisations. What's the point? The conservation movement has been going on for a century and we still haven't saved the world.

As you read magazines like this, you will read about good deeds. You will also find tales of things that have gone wrong: forests destroyed, wetlands drained, birds persecuted. And again and again, you will read that this bird or this place will be lost unless something is done, and soon. Is there no end to it?

I'm afraid the answer is *No*. Conservation is a never-ending task. A more pessimistic viewpoint says we are wasting our time. So in this article, I am offering you a free gift: the gift of freedom! It is not freedom from care or worry, but freedom from the burden of optimism and freedom from the shackles of pessimism.

The trouble with optimism is that it is so hard to sustain. Some great thinkers on conservation have said that humans will find a solution to the problems of the

planet because we simply must; because it would be unthinkable not to. Which is fine, but it doesn't help me the next time I see a picture of a rainforest graveyard. Every time we think we might be getting somewhere, something else demands our attention. Right now, we've got climate change. Actually we've had it for ages, but most people preferred not to believe in it. Now there's a full-on global mania for doing too little too late.

Or is that too cynical a view? Perhaps we really can pull it all round: perhaps the latest crisis will clarify our thinking as never before. Some great advances have been made over the years: but it seems that for every five steps we go forward, we go six back.

Sometimes it seems that pessimism is the only rational standpoint, but pessimism is not a healthy way to live. It goes against human nature. On the other hand, cheerful optimism is harder and harder to sustain. I used to see optimism as a duty. But optimism is such a tough option, while pessimism is crushingly negative. So what do we do? Is there a third way?

- 3 What do you think this *third way* could be? Discuss ideas in pairs, then read the last part.

Indeed there is a third way. We fight on. We fight even though we might be on the losing side. That is because it is far more important to be on the right side than it is to be on the winning side. The question of whether or not conservation wins in the end is beyond our scope. The great heroes of mythology frequently fought for lost causes. They knew it was better to fight and lose on the right side than to fight and win with the enemy. The real point of the struggle is not the winning and the losing: it's being on the right side. In the long term, we may not be able to save the tigers or the albatrosses, but we can do our best to prolong their existence. It is time to move beyond optimism and pessimism. Instead, armed with the certainty that we are on the right side, let us continue the struggle: and keep as many glorious creatures and glorious places alive for as long as we possibly can.

- 4 Discuss these questions in pairs.

- 1 Has this article changed your views? Are you still an optimist/pessimist, or do you now believe in the *third way*?
- 2 What is the writer thinking of in the following extracts?
  - a *Some great advances have been made over the years*
  - b *for every five steps we go forward, we go six back*

**Objectives**

- To practise arguing for a point of view
- To encourage oral fluency

**Before class**

You will need one photocopy of the activity page for each student.

**In class**

*Note:* Students can work in groups of five from the beginning of the activity or from step 2 onwards.

**1 As a warmer** Before handing out the photocopies, ask the class about their attitude to large international sporting events, like the Football World Cup or the Olympic Games. Ask:

- Would you like your country to host the Football World Cup or the Olympic Games? Why (not)?
- Would you like your town to be an important venue for one of these events? Why (not)?

Hand out the photocopies. Ask students to read the scenario and discuss the questions.

**Possible answers**

- 1 Hosting a big event gives countries and politicians kudos; it can bring economic benefits through increased tourism; construction of new facilities benefits the building industry and the facilities can be used by the general population after the event is over; people get the excitement of participating as spectators in memorable events.
- 2 Economic benefits are outweighed by the enormous expense, especially when the cost of construction etc. goes a long way over budget; the money could be better spent on public services for everyone, e.g. schools/hospitals, rather than state-of-the-art facilities for the few; a huge influx of people is an inconvenience to the local population and can present security risks.

**2** Allocate roles, including that of chairperson, and then ask pairs of students playing the same role to prepare their contribution together. After about five minutes, students move into groups of five to do the role play itself.

**3** Groups should follow this procedure.

- Each committee member should make their individual contribution, speaking for no more than one minute without interruptions from other members.
- The chairperson should then organise an open discussion, making sure that everyone has the chance to question the opinions being expressed. (No one member should be allowed to dominate the discussion.)

**4** After a pre-agreed length of time (e.g. ten minutes), the chairperson should call for a vote on the question: *Should our city offer or bid to be a venue for the forthcoming sporting event?* If there is disagreement between the four members, the chairperson should vote to decide the issue.



# A sports event – yes or no?

- 1 Read this scenario, then discuss the questions below.

Your country has been chosen as the host of a future international sporting event, as important as the Olympic Games or the Football World Cup. The event will take place in ten different cities and towns across your country. While politicians welcome the nomination, there are many groups and individuals who are against the spending of huge amounts of public money.



- 1 Why do most politicians support their country's hosting of large international sporting events? What are the potential benefits to countries and their citizens?
- 2 What are the main arguments people use against hosting such events?
- 2 Work in groups of five. You are on a city council committee whose job is to decide whether your city should offer to be one of the sporting venues for the event. In your groups, elect a chairperson, then share out these four roles.

A

You are a local business person with a chain of five hotels in the city. You are not interested in sport of any kind.

B

You are a senior police officer who will be responsible for security and transport if the city is a venue. You are a sports fanatic.

C

You are a representative of the ordinary people living in the city. You are a parent with three school-age children. You don't have strong views on sport.

D

You are the editor of a local newspaper. You believe that sport is a much over-rated public obsession.

Think about your role and prepare your contribution to the debate. If you are the chairperson, your main role will be to enable the committee to reach agreement. This may mean playing devil's advocate by arguing against other committee members' views.

- 3 Debate the issue. Address the meeting for up to one minute and then join in an open discussion.
- 4 At the end of the discussion, have a vote on the question *Should our city offer to be a venue for the forthcoming sporting event?*

**Objectives**

- To read for gist and detailed understanding
- To encourage oral fluency

**Before class**

1 **As a warmer** Ask students what they know about the make-up of the population of the USA.

- When did the largest number of immigrants arrive? (*Answer: In the 19th – early 20th century.*)
- Where did most of these immigrants come from? (*Answer: European countries, especially Germany, Ireland, Italy, Poland and Russia.*)
- Why did they leave their countries to come to America? (*Answer: To escape famine, poverty or religious/political persecution.*)

Hand out the photocopies of the activity page and ask students to discuss the questions in Exercise 1.

2 **Answers**

1 Millions of Irish people left Ireland to escape poverty, starvation and disease in the 19th century and early 20th century. 2 between 1846 and 1920 3 by sea

3 Hand out the photocopies of the words of *The Green Fields of America* – a traditional song about Irish emigration – and ask students to read the song and discuss the questions in Ex 3

**Suggested answer**

- 1 a mixture of sadness about leaving home and friends / resignation that this is inevitable / and optimism about future life in America
- 2 people have no work, no shelter (housing) and are hungry
- 3 there is paid employment / taxes are not too high

4 **Suggested answers**

- 1 Irish people are leaving Ireland to find a better life in other countries. But now most emigrants are young people who need to find work. There is no suggestion that they are hungry or have nowhere to live.

## Unit 14 The Green Fields of America

Farewell to the land of shillelagh (1) and shamrock (2)  
Farewell to the girls of old Ireland all round  
May their hearts be as merry as ever I would wish them  
When far away across the ocean I'm bound.

Oh, my father is old and my mother quite feeble;  
To leave their own country it grieves their heart sore,  
Oh the tears in great drops down their cheeks they are rolling  
To think they must die upon some foreign shore.

But what matter to me where my bones they be buried  
If in peace and contentment I can spend my life  
Oh the green fields of America they daily are blooming  
It's there I'll put an end to my miseries and strife.

Oh who could stay here in want and vexation,  
To hear their poor children crying out for bread,  
And many poor creatures without habitation,  
And without a shelter to cover their head.

Then it's pack up your seastores (3) and tarry (4) no longer  
Ten dollars a week isn't very bad pay  
With no taxes or tithes to devour up your wages  
When you're on the green fields of Amerikay (5).

Ah and I mind the time when old Ireland was flourishing,  
When lots of her tradesmen could work for good pay  
But since our manufacturies have crossed the Atlantic  
It's now we must follow to Amerikay.

And it's now to conclude and to finish my ditty (6)  
If ever friendless Irishman chances my way  
With the best in the house I will treat him, and welcome,  
At home on the green fields of Amerikay.

- (1) *shillelagh* is a type of old fashioned Irish walking stick which was also used as a weapon.
- (2) *shamrock* is a clover-like plant which is a symbol of Ireland
- (3) *seastores* is a word used to refer to food and other things needed for a long sea voyage
- (4) *tarry* is an old word meaning *stay*
- (5) *Amerikay* is an alternative spelling for *America* sometimes used in songs to fit the rhyme
- (6) *ditty* means a short, simple song or poem

1,000 Irish people emigrate a week

Almost 1,000 Irish people left Ireland each week last year to find work abroad — the highest figure since the recession began in 2008.

According to the latest figures, 50,900 Irish people emigrated in the 12 months to April. Overall, 89,000 people left the country in this period — an increase of 2.2% on the 87,100 in 2012.

The exodus has primarily affected young people, with more than 40,000 of those leaving the country under the age of 24. Around the same number were aged between 25 and 44.

Almost a quarter (21,900) of all people leaving the country went to Britain, while 17.3% (15,400) went to Australia.

# The story of Irish Emigration

1 Discuss these questions in pairs

- 1 In the 2008 census in the USA, nearly 14% of Americans reported Irish ancestry. This is estimated to be 35 million people. Why do you think there are so many people of Irish descent in the United States?
- 2 When did most people leave Ireland to live in America?
- 3 How did they travel?

2 Read these facts about Irish emigration to the USA and check your ideas.

- In the early 19th century the dominant industry in Ireland was agriculture, but wages were very low.
- In 1816 about 6,000 Irish people left Ireland for America to start a new life. Wages at that time were five times as high as in Ireland.
- In 1846 the Irish potato crop was hit by disease. By 1851, over a million people had died of starvation and disease in the Irish Famine. A great increase in emigration followed this disaster. By 1854, over two million people, a quarter of the population of Ireland, had emigrated to the United States.
- Emigration continued after this. By 1920, 4.5 million Irish people had emigrated to the USA.

3 Read the *The Greenfields of America*, a traditional folk song about Irish emigration. Discuss these questions in pairs.

- 1 How would you describe the mood of the song?
  - 2 What does the song tell us about life in Ireland at this time?
  - 3 What does the song tell us about the motives of the Irish emigrants?
- 4 Now read the 2013 newspaper headline and the first paragraph of the news story and discuss these questions.
- 1 How is this migration similar to earlier migrations? How is it different?
  - 2 Have young people in your country had to travel to other countries to find work in recent years? Which countries do they travel to?
  - 3 Would you emigrate? Why? Why not?