

20 Puzzles and tricks

Unit profile

Vocabulary: Puzzles
Reading: Tricks of the eye
Grammar: Past simple passive
Vocabulary: *make* and *let*
Listening: Talking about favourite possessions
Speaking: Talking about a special object

Warmer

Write *Puzzle* on the board and elicit its meaning (a game or activity in which you have to put pieces together or answer questions using skill) and pronunciation /'pʌz.əl/. Brainstorm types of puzzles as a class.

Put students into pairs to create a word search puzzle. They should first choose a theme from the Student's Book, e.g. clothes. Ask them to choose eight words and to draw a grid ten squares by ten squares. They then fit their words into the grid horizontally, vertically or diagonally (the words should not read backwards, however). Words may cross each other if they contain the same letter. Students should fill in the rest of the squares with random letters.

They exchange their word searches with another pair. They should tell them what the theme is. Students do the word searches, circling the words they find, and checking answers with the writers.

Your profile


Ask students to raise their hands if they like puzzles. Invite them to say why. Repeat the process for those who don't like puzzles. Find out whether anyone in their family likes puzzles.
 Put students into small groups to discuss puzzles which they, their friends and their family like.
 Invite different students to tell the class about their group. Then ask 'How can puzzles help people?' (they provide a challenge, they stop people feeling bored, they keep people mentally alert).

VOCABULARY Puzzles

- 1 Ask students to look at the pictures and elicit what they have in common (they all show tricks).
 Invite different students to describe the trick in each picture. Find out which of the tricks students have seen.
 Ask 'Which do you think is the best trick? Why?'
 Encourage them to explain other tricks they know.

Answers

- a a man appearing to balance in mid-air
- b a picture which looks like a duck or a rabbit
- c a picture which looks like a young or an old woman
- d a stick insect which looks like a twig
- e a chameleon which looks like part of a plant

- 2  2.31 Tell students that they are going to listen to four people talking about the pictures. Play the recording for them to listen and say which picture isn't mentioned.

Allow students to compare their answers with a partner before checking as a class.

Audioscript

Narrator: One

Girl 1: No one knows who first created this clever picture. It was first published in a German magazine in 1892. When you look at the picture, what's the first animal that comes into your mind? Most people see a rabbit immediately, but there are actually two animals. Imagine that the rabbit's ears are a mouth. What's the second animal?

Narrator: Two

Boy 1: Some animals use colour to hide from their enemies. This animal can change its colour from green to red, orange, blue, brown, black or even yellow. Scientists understand how the colour of their skin changes. However, it's a bit of a mystery how they decide which colour to change to.

Narrator: Three


Girl 1: This picture is similar to the rabbit-duck puzzle. How many people can you see? Don't make up your mind yet. Take a good look at the picture. Most of us see an old woman straight away. You have to use your imagination to see the second. Look at the old woman's nose and try to see it as someone's chin. Have you solved it yet?

Narrator: Four

Boy 1: Are you a fan of magic shows? It looks like this man is floating in air but that's impossible! Street performers like this will never tell you how this trick is done. Their methods are secret, of course. But can you guess?

Answers

The stick insect isn't mentioned.

- 3  2.31 Monitor as students match the sentence halves. You may need to explain *hide* (go to a place where you cannot be seen or found) and *solve* (find the answer to something).

Play the recording for students to listen and check their answers. Invite different students to read out the sentences.

Answers

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

- 4 Ask students to look at the words in blue in exercise 3. Elicit which part of speech the words are (nouns: *puzzle*, *trick*, *imagination*, *mystery*, *magic*; verbs: *imagine*, *hide*, *solve*, *create*; adjectives: *secret*).

Put students into mixed-ability pairs. Give half the class sentences 1–3 and half the class sentences 4–6. Students copy the sentences onto a piece of paper, leaving the gap. They then write two options, the correct answer and a wrong answer, e.g. for sentence one, they could give the options *hid* and *solved*. Check each pair's answers and correct any errors.

Students write the correct answers on the back of the paper and join another pair from the other half of the class. They hold up their paper for the other pair to complete the sentences.

Fast finishers

Fast finishers work together to write down the other parts of speech for as many of the words in exercise 3 as they can, e.g. *puzzle* (noun), *puzzled* (adjective). They should also write the infinitive, past simple and past participle of the verbs, e.g. *hide*, *hid*, *hidden*. Check answers and ask them to teach the class the different forms.

Answers

1 hid 2 imagination 3 imagine 4 solve 5 tricks
6 secret

- 5 Put students into small groups. Give each group one of the questions to discuss. Encourage them to give reasons for their answers where appropriate. Monitor and join in with the discussions, helping where necessary. The groups then share their ideas and invite opinions from the rest of the class.

Extension activity

Ask students to work in pairs to create a word puzzle, e.g. a crossword, anagrams or a long word from which as many shorter words as possible should be made from the letters. They should not choose a word search. Set a strict time limit for them to prepare their puzzle. Monitor and help as they are working. Students then exchange puzzles with another pair to solve.

EP Word profile

Write *mind* on the board and give students two minutes to think of expressions they know which use the word. Share ideas as a class. Then put them into mixed-ability pairs to read the sentences and to write definitions for the expressions. Students read out their definitions for the class to guess which expression it matches (e.g. make a decision or opinion: *make your mind up*). Monitor as students complete the exercises on page 128. Check answers.

Answers

1 f 2 c 3 e 4 a 5 d 6 b

READING

- 1 Tell students to read the title of the article and elicit what *Tricks of the eye* means. Ask them whether they can think of any tricks of the eye and ask them to explain them or use the board to demonstrate them. Explain that tricks of the eye are also known as *optical illusions* /ɒˈtɪkəl ɪˈluːʒən z/.

Find out whether they recognise any of the pictures and ask them to say what they know about them.

Set a short time limit for students to read the article.

Take a class vote on its main topic.

Answer

a

- 2 Ask students to read the sentences and decide whether they are correct or incorrect according to what they remember about the text. Invite them to share their ideas but do not confirm them at this point.

They read the article again and check their answers. Nominate a student to give their answer, reading out the part of the text which provides the answer, and correcting any incorrect statements at the same time. This student then nominates another student to answer the next question. Continue until all the statements have been read out.

Check understanding of any other new words in the text. Ask students to provide definitions if they know the word. New words may include *depend on* (need the help of something in order to exist).

Discuss the article as a class. Ask 'Do you like optical illusions? Why / Why not?'

Answers

- 1 Incorrect. They have long been used in art.
2 Incorrect. He came up with the design while trying to make a New Year's card.
3 Correct
4 Correct
5 Incorrect. They had to think of different uses for a brick.
6 Correct

Talking points

Put students into small groups to discuss the questions. Monitor and join in with the discussions, helping where necessary. Ask groups to share their ideas with the class and hold a short class discussion about each question, encouraging students to agree or disagree with each other's ideas.

Cooler

Students play a guessing game in pairs by describing one of the tricks or optical illusions from the unit, without saying which one it is, for their partner to guess. At the end of the game, invite different students to describe tricks for the whole class to guess.

Extension activity

Ask students to work in pairs to do an online search for "optical illusions in advertising". They should choose one of the illusions to describe, and print it out.

They then work in groups to describe the illusions and decide whether they think it is a good advert or not and why.

GRAMMAR Past simple passive

- 1** Books closed. Use the passive to tell the class about what you are wearing. Say, for example, 'This jacket/shirt/dress was made in China. It was probably sewn by workers in a factory. I don't know where my shoes were designed, but they are made of leather. Do you like them?'

Then ask 'Who made the jacket?'; 'Who made my shoes?' and 'What are my shoes made of?'

Write the sentences on the board and underline *was made, was sewn, were designed, are made*. Ask students what they notice about the verb forms. Write the form of the past simple passive on the board (*was/were + past participle*). Ask what students remember about using the present simple passive and when it is used (when the person or thing that causes the action is unknown or unimportant).

Books open. Monitor as students match the examples to the passive forms. Check answers. Ask why the different tenses are used (the first two refer to individual past events, whereas the third sentence refers to something which is always true).

Answers

1 b 2 c 3 a

- 2** Ask questions about the sentences in exercise 1, for example, 'Do we know who used the picture in the advertisement?' (no). 'Do we know who designed the dress?' (no). 'Do we know which people use optical illusions in fashion?' (no). Ask 'Why don't we know?' to elicit that it isn't important. Ask which word we can use if we want to include who did the action (*by*).

Tell students to look at the active and passive examples in exercise 2 and complete the rules as a class.

→ Grammar reference Student's Book page 157

Answers

1 were; past 2 by

- 3** Tell students to look at the picture and say what they think it is (3D pavement art). Find out what students think of 3D pavement art.

Put them into pairs to read the article and choose the correct options. Remind them to refer to the rules in exercise 2 if necessary. Monitor and help as they are working.

Invite different students to read out a sentence each. Ask the class to say whether they have chosen the correct option. If not, encourage them to explain why.

Answers

1 appeared 2 were called 3 painted 4 was invented
5 made 6 was asked 7 wasn't done

- 4** Tell students that they are going to read more about pavement art, and that this time they have to write the correct form of the verbs in brackets.

Monitor and help as they work individually. Invite different students to read out a sentence each. Ask them to explain their answers.

Find out what students think of the idea and elicit other ways in which pavement art could be used to educate people (e.g. to tell them not to drop litter).

Mixed ability

Weaker students may need further support in this exercise. Before starting, read the text as a class, and decide whether the active or passive form is needed for each of the gaps. Ask stronger students to explain why. They can then complete the exercise individually.

Answers

1 were built 2 was painted 3 looked 4 rode 5 passed
6 were given

- 5** Tell students to read the example sentence. Ask 'Who are *They*? (we don't know) and 'Why is the word *They* not included in the passive sentence?' (because it isn't important who used the painting).

Give each pair of students a sentence to rewrite. Check their answers and then tell them to write the rewritten sentence in a jumbled order for another pair to put in the correct order.

Invite different students to come to the board to rewrite the sentences on the board.

Tell them to look at sentences 2 and 5 and ask why the people were included (because we are interested in who won the prize / painted them but we don't know who they are). Explain that the sentences would be very boring without this information! Ask them to construct the sentences without including this information to demonstrate why (The prize was won. / They were painted).

Fast finishers

Ask fast finishers to prepare two more sentences, one in the active and one in the passive. Tell them to use the past simple. Then they exchange their sentences with another fast finisher for them to rewrite. Check these as a class.

Answers

- 1 Cyclists were encouraged to go more slowly.
- 2 The prize was won by a young artist.
- 3 Cyclists weren't stopped from using the path.
- 4 She was warned not to cycle on the pavement.
- 5 They were painted by street artists.

Corpus challenge

Ask students to correct the sentence in pairs. In feedback, ask the students to give both the correct answer and the tense of the verb (*was born* is past simple passive). You could also check that they can identify *born* as a past participle.

Answer

He was born in Paris.

VOCABULARY *make and let*

- 1 Write the verbs *make* and *let* on the board and elicit meanings.
Tell students to read the two sentences. Ask a stronger student to say what each sentence means. Then put students into pairs to match the sentences to the definitions. Check answers.

Answers


1 b 2 a

- 2 Monitor as students work in pairs to complete the sentences. Then invite different students to read out the completed sentences.
Ask 'What do your parents make you do?' and 'What do they let you do?'

Answers

1 let 2 make 3 make 4 let 5 let 6 make

LISTENING

- 1  2.32 Invite students to say what their favourite possession is. Tell them to look at the photos and ask 'What can you see?' (a suitcase, a camera, a football shirt, a cup, a jewellery stand and some photos).
Tell students that they are going to hear three people talking about their favourite possessions. Ask them to listen and write down the three objects, using the pictures to help them.
Play the recording. Allow students to compare their answers with a partner before checking as a class.

Audioscript

Narrator: 1

Jamie: The thing I'd like to tell you about is this. We won it in the final of a football competition last year. It's kept at our football club but I borrowed it to show you today. It's important to me because I was a hero in the final. You probably think I scored the winning goal or something, but actually I'm the goalkeeper. I was a hero because I made some amazing saves!

Narrator: 2



Eleanor: I was on my way home from school one day when I saw this in a rubbish bin outside a shop. I had to clean it, of course! But now I put my rings and necklaces on it. I like it because it's really unusual. All my friends love it, too!

Narrator: 3

Harry: This is one of my favourite things. I used it at the weekend to take these. Tom, could you hand them out for me? I think they're quite good, but I'm not a really experienced photographer. I got it for my birthday last year and the reason I like it is that it's small and really easy to use.

Answers

1 d (football cup) 2 e (jewellery stand) 3 b (camera)

- 2  2.32  Preliminary Listening Part 2 tests students' ability to identify specific information and detailed meaning (occasionally attitude or opinion). It consists of a longer monologue or interview and six multiple-choice questions. Students listen and choose the correct option from a choice of three. They hear the recording twice.

Ask students to read the questions about Jamie and choose the correct option according to what they remember. You may need to explain *score* (get points in a game). Then play Jamie's talk again and check answers. Encourage students to explain why their answer is correct. Repeat the process for Eleanor and Harry.


Answers

1 C 2 B 3 C 4 B 5 B 6 C

SPEAKING Talking about a special object

- 1 Tell students about a special object that you have. Say, for example, 'This ring is very special to me. It was my grandmother's ring. It isn't valuable, but it reminds me of her. I would hate to lose it. Whenever I feel nervous, I touch the ring and it makes me think of my grandmother giving me advice about what to do!'
Ask students to think of an object which is important to them. Give them a minute or so to do this. You may need to provide some ideas, such as a present someone gave them or something someone made for them. It doesn't have to be anything big or expensive.

Put students into small groups to talk about their object. Invite them to tell the class about the most interesting object they discussed in their group.

- 2**  **2.33** Tell students that they are going to listen to two people talking about their special objects. Play the recording for them to write down what the objects are. Check answers.

Play the recording again for students to note down why the objects are special. Allow them to compare their answers with a partner before checking as a class.

Audioscript


Alex: These are my football boots from last year. They're made of leather, and they're quite old now, as you can see. I bought them at the beginning of last season, and I wore them to every game. The reason I like them is they're similar to the boots that my favourite player wears! And they're special to me because I scored fifteen goals in them – and my team won the league!

Lucy: My special object is this bracelet. I think it's so cool! It was given to me by one of my friends. She made it for me! I love it because it goes with all my clothes. It's a really nice colour, and it always makes me feel happy when I wear it. And of course it's special to me because it was a present from a friend!

Answers

The football boots are special because he scored fifteen goals in them.

The bracelet is special because it was a present from a friend.

- 3**  **2.33** Books closed. Write the headings from the *Prepare* box on the board. Ask students to work in small groups to brainstorm phrases they could use. Books open. Tell them to compare their ideas to the phrases in the *Prepare* box.

Play the recording again for students to make a note of the phrases they hear. Check answers.

Answers

Alex: They're made of ...; I bought them ...; They're quite ...; The reason I like them is ...; They're special to me because ...

Lucy: It's so ...; It's (a) really ...; It was given to me by ...; I love it because ...; It's special to me because ...

- 4** Ask students to prepare a short talk about their special object. In preparation, brainstorm a list of materials and write them on the board, e.g. metal, leather, wood, plastic, cotton, silk.

If they have their object, or a photo of it, with them they can show it to the class. If not, they could draw a picture on the board.

Set a short time limit for students to prepare notes about their object. Remind them to use some of the phrases from the *Prepare* box. Encourage them not to write complete sentences, to keep the focus of the exercise on speaking.

- 5** Allow time for students to practise their talk in pairs. Their partner should listen and make suggestions for any changes. Monitor and help as they are working.

Students come to the front of the class to give their talks. Alternatively, this could be done in small groups to encourage quieter students to participate.

Mixed ability

Weaker students could write key words on cards to help them remember their talk. Stronger students should be encouraged to work without using cards. Encourage stronger students to say as much as possible, e.g. they could also talk about the person who gave the object to them and why they are special.

Cooler

Play 'Whispers'. Teams line up at the board. Whisper a simple description of an object to the first student. They repeat the description down the line and the last student comes to the board and draws the object. They score a point for each correct drawing. Make sure every student gets a turn.

Project

Tell students that they are going to find out more about a street or graffiti artist.

Put them into pairs to do a quick internet search for "street artists" or "graffiti artists" and choose one to find out more about.

Students research their artist online. Ask them to find out where the artist comes from, where they do their work, some information about their personal life and a description of the kind of work they do. Encourage them to print out some examples of their work.

In the following class, put pairs into groups of four or six to talk about their artists. Invite each group to tell the class about the most interesting artist they discussed.

Teacher's resources

Student's Book

Grammar reference and practice page 157

Vocabulary list page 137

Workbook

Unit 20, page 80

Go online for

- Pronunciation
- Progress test
- Achievement test
- Corpus tasks