

**O‘ZBEKISTON RESPUBLIKASI OLIY VA O‘RTA MAXSUS
TA'LIM VAZIRLIGI**

FARG'ONA POLITEKNIKA INSTITUTI

"TILLAR" KAFEDRASI

«KEEP TALKING»

**Amaliy mashg'ulotlarda interaktiv usullarnu
qo'llash bo'yicha**

USLUBIY QO'LLANMA

FARG'ONA - 2010

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**FarPI uslubiy
kengashida tasdiqlangan
«____». _____. 2010 yil.
Bayonnoma № ____.**

FARG'ONA - 2010

Mazkur uslubiy qo'llanma ixtisosi chet tili bo'lmagan oliy o'quv yurti talabalariga mo'ljallangan bo'lib bo'lajak mutaxassislarda iqtisoslariga oid chet tilidagi adabiyotlarni o'qitish, shu tilda suhbatlashish ma'lumot berish kabi malaka hamda ko'nikmalarni tarkib toptirishdir. Bu ayniqsa hozirgi xorijiy mamlakatlar bilan siyosiy-iqtisodiy va madaniy aloqalar tabora kengayib borayotgan kunda juda ahamiyatlidir.

Qo'llanmada berilgan matnlar, mashqlar va rolli o'yinlar talablarning ingliz tili fanidan mustaqil ta'lim olish uchun mo'ljallangan bo'lib ishlashning bu uslubi talabalarning mustaqil til o'rganish qobiliyatlarini oshiradi, yozish, eshitish, kichik xajmdagi situatsiyalarni tasvirlashda ko'nikmalarini va faol ishlash usulini rivojlantirishga imkon beradi.

Mazkur uslubiy qo'llanma ixtisosi chet tili bo'lmagan oliy o'quv yurtlarida chet tili fanidan amaliy mashg'ulot jarayonida til o'rganishni turli vositalaridan foydalanish, ya'ni dars davomida rolli o'yinlaridan, spikerlar usulidan, dialoglardan, intervyulardan, situatsiyalardan foydalanishga imkon beradi. Bu degani talabalar uchun rolli o'yinlar orqali turli mavzular bo'yicha mustaqil fikr yurita olishi, har bir mavzu bo'yicha lug'at boyligiga ega bo'lishi va o'zi turli situatsiyalarda ishtirok etishi va bevosita muloqat olib borishlari muhim ahamiyat kasb etadi.

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Contents

| | |
|---------------------------------------|--------------|
| Unit 1 | |
| About job | 7 |
| Unit 2 | |
| Work in pairs | 8-13 |
| Unit 3 | |
| Information | 13-15 |
| Unit 4 | |
| About family | 15-18 |
| Unit 5 | |
| Answer the questions | 18-21 |
| Unit 6 | |
| Work in pairs | 21-24 |
| Unit 7 | |
| Post Office | 24-25 |
| Unit 8 | |
| About season | 26-27 |
| Unit 9 | |
| About yourself | 28-30 |
| Unit 10 | |
| A Backer's shop | 30-35 |
| Unit 11 | |
| Role play | |
| 1. "True and false" | 35 |
| 2. "Story-telling" | 35 |
| 3. "Word psychology" | 36-37 |
| 4. "I love my love" | 37-38 |
| 5. "Definitions" | 38 |
| 6. "Classroom twenty questions" | 39-40 |
| 7. "What would you do if ...?" | 40-41 |
| 8. "Fast thinking" | 41-42 |
| 9. "Active adverbs" | 42-43 |
| 10. "Category bingo" | 43-44 |
| 11. Workbook Activity 1..... | 44-46 |
| 12. Improvising dialogues..... | 46-49 |
| 13. Interviews based on a text..... | 49-51 |

| | |
|--|--------------|
| 14. Organizing free role play..... | 51-53 |
| 15. Situations for free role play..... | 53-54 |
| 16. Lesson preparation..... | 55-56 |
| 17. Examples of oral activities..... | 57-59 |
| 18. Worksheets for reading and writing..... | 59-61 |
| 19. Making worksheets for reading and writing | 62 |
| 20. Building up a set of worksheets..... | 62 |
| 21. Materials..... | 63 |
| 22. Storage..... | 63 |
| 23. Literature..... | 64 |

UNIT 1

Does she like her job?

1. a. Read and translate.

Rita Libby is from Canada, but she lives in London. She isn't married. She works in a hospital. Rita has a car and usually drives to work. She leaves home at half past eight and arrives at the hospital at nine o'clock. She likes her job, but she likes the weekends, too. On Saturdays she sometimes goes shopping. She goes to the centre of London by train. On Sundays she eats in a restaurant with friends. She never cooks on Sundays.

b. Complete the sentences.

Rita _____ in a hospital.

She _____ at the hospital at nine o'clock.

She _____ her job.

2. a. Check the meaning of the words below with your teacher.

| | | |
|---------|-----------|-------|
| usually | Sometimes | never |
|---------|-----------|-------|

b. Complete the text with the verbs from the box.

| | | | | | |
|--------|-------|-------|-------|-------|-------|
| drives | lives | plays | cooks | works | works |
|--------|-------|-------|-------|-------|-------|

Michael Riley is from Ireland, but he _____ in Cambridge. He isn't married. He is journalist and he _____ at home from Monday to Thursday. On Fridays he _____ in London. He has a car and he _____ to London. At weekends he usually _____ tennis and _____ dinner for his friends.

3. Correct the verbs in the sentences.

1. He *live* in Oxford.
2. She sometimes *eat* in a restaurant
3. She *go* to the centre of London by train.

4. a. Read and listen.

A Does Rita live in London?

B Yes, she does.

A Does she like her job?

B Yes, she does.

A Does she go to work by train?

B No, she doesn't.

A Does she cook on Sundays?

B No, she doesn't.

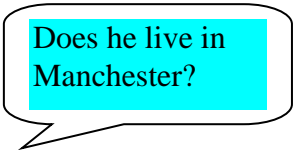
b. Complete these questions about Michael.

1. _____ he live in Manchester?
2. _____ he _____ at home on Fridays?
3. _____ he _____ to London?
4. _____ he _____ football?
5. _____ he _____ dinner for his friends?

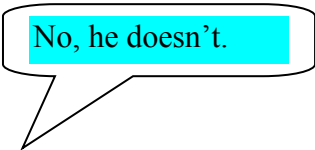
c. Work with a partner.

Ask and answer the questions about Michael.

Answer: *Yes, he, does . or No, he doesn't.*



Does he live in
Manchester?



No, he doesn't.

UNIT 2

1. a. Work in pairs

Student A:.

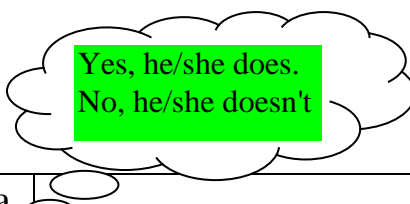
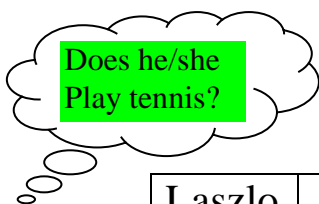
Answer questions about Laszlo.

Ask questions about Irma.

Student B:.

Ask questions about Laszlo.

Answer questions about Irma.



| Laszlo | Irma | |
|--------------------------|--------------------------|-----------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | Plays tennis. |
| <input type="checkbox"/> | <input type="checkbox"/> | Reads at weekends |
| <input type="checkbox"/> | <input type="checkbox"/> | Drinks beer |
| <input type="checkbox"/> | <input type="checkbox"/> | Drives to work |
| <input type="checkbox"/> | <input type="checkbox"/> | Cooks in the evenings |

b. Write about Laszlo or Irma.

Example

Laszlo plays tennis. He doesn't read at weekends. ...

2. Put *do*, *don't*, *does*, or *doesn't* into the gaps.

1. _____ you like red roses?

Yes, I _____ .

2. _____ he work for Toyota?

Yes, he _____ .

3. _____ she go to the supermarket on Fridays?

No, she _____ .

4. _____ they drive to work?

Yes, they _____ .

5. _____ he have a CD player?

No, he _____ .

6. _____ you learn English on Sundays?

No, I _____ .

6. a. Ask a partner questions.

Complete the table with your partner' answers.

Do you watch television in the evenings?

Yes, usually./
Yes, sometimes./

| | usually | sometimes | never |
|----------------------------------|--------------------------|--------------------------|--------------------------|
| Watch television in the evenings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cook in the evenings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Read in the evenings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Go shopping at weekends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eat in restaurants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Play tennis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Drink beer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

b. Change partners. Ask and answer question about your first partners. Complete the table.

Does Pierre cook in the evening?

Yes, sometimes.

| | usually | sometimes | never |
|----------------------------------|--------------------------|--------------------------|--------------------------|
| Watch television in the evenings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cook in the evenings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Read in the evenings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Go shopping at weekends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eat in restaurants | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Play tennis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|------------|--------------------------|--------------------------|--------------------------|
| Drink beer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|------------|--------------------------|--------------------------|--------------------------|

4. a. Read what Angeles Perez says.

I'm from Salamanca in Spain, but I live in London. I'm a teacher and my husband, Rolando, works for a bank. I have one son. He is three. In my free time I like swimming and listening to music.

b. Write about Angeles.

Change the words in circles.

She's from _____

c. Work in pairs.

Make sentences about these people.

Fiona Bruce

From: Scotland
Home: Bristol
Job: taxi driver
Married: yes
Family: son and two daughters
Hobbies: listening to music, cooking

Shahid Kayoin

From: Pakistan
Home: London
Job: Shop assistant
Married: no
Family: four sisters and one brother
Hobbies: reading, playing squash

_____ is
 from _____.

He/She lives
 In _____

He's/She lives
 a _____.

He's/She's
 _____.

He/She
 has _____.

He/She likes

 and _____ in
 his/her free time.

5. Match a question from column A with an answer from column B.

| | |
|---|--|
| <p>A</p> <p>When does she arrive at work?</p> <p>Does he like football?</p> <p>Is he married?</p> <p>Where does she live?</p> <p>Does she drink whisky?</p> <p>What time is it?</p> <p>Is she a travel agent?</p> | <p>B</p> <p>No, she isn't.</p> <p>No, she doesn't.</p> <p>No, he doesn't.</p> <p>It's three o'clock.</p> <p>At half past eight.</p> <p>Yes, he is.</p> <p>In Athens.</p> |
|---|--|

6. Read the information about Rita, Jane, and Bill. Write questions and answers.

| | Rita | Jane | Bill |
|-----------------|------|------|------|
| Leaves home | 8.30 | 7.00 | 9.00 |
| Arrives at work | 9.00 | 8.00 | 9.30 |

Example Rita/leave home

When does Rita leave home?

She leaves home at half past eight

1. Rita/arrive at work

when does _____?

She _____?

2. Jane/leave home

when does _____?

She _____.

3. Jane/arrive at work

_____?

_____.

4. Bill/leave home

_____?

_____.

5. Bill/arrive at work

_____?

_____.

_____.

_____.

_____.

UNIT 3

1. Work in pairs. Can you guess some of the information about John?

| <i>John Harding</i> | |
|---------------------|--|
| From: | |
| Home: | |
| Job: | |
| Married: | |
| Family: | |
| Hobbies: | |

2. a. Read the text about Eric Cantona.

Eric Cantona is from France, but he lives and works in Britain. He is a footballer. He is 27 years old and he is married. His wife is from France, too. They have a son. Eric plays for Manchester United, and he lives in Cheshire. He trains from Monday to Friday and he plays one or two matches every week. He now speaks English well. He likes reading philosophy and poetry in his free time.

b. Answer the questions.

1. Where is Eric Cantona from?

2. Where does he live?

3. What's his job?

4. Is he married?

5. What does he like doing in his free time?

1. a. Read and understand the conversation.

A. Excuse me!

B. Yes?

A. Can you tell me the time, please?

B. Certainly. It's ten past five.

A. Thank you.

b. In pairs, practice the conversation. Make more conversation.

2. a. Read and understand the conversation.

A. oh, I'm sorry!

B. It's OK.

A. Let me help you.

B. Thanks. It's very kind of you.

b. Work in pairs, practice the conversation.

GRAMMAR SUMMARY

1.

| | | |
|-----|--------|------------------------|
| He | Like | Swimming. babies. |
| | Leaves | Home at seven o'clock |
| She | Has | a car. a television |

2.

| | | | |
|------|-----|------|------------------------------|
| Does | he | Like | wine? listening to music? |
| | she | Have | a car? a video |

Short answers

| | | | |
|------|-----|---------|--------------------|
| Yes, | He | does, | Doesn't = does not |
| No, | She | doesn't | |

3.

| | | | |
|-------|------|-----|-----------------|
| When | Does | He | arrive at work? |
| Where | | she | live? |

4.

| | | |
|-----------|--------|--------------------|
| He She | Drives | to work |
| | Goes | To London by train |

Prepositions

She goes to work by train/car.

He leaves home at eight o'clock.

He doesn't work at weekends.

Exercise

Put *do* or *does*, *go* or *goes* into the gaps.

1. When _____ he _____ to work?
2. He _____ to work at nine o'clock.
3. _____ he _____ to London?
4. yes, he _____.

UNIT 4

1. a. Read and translate.

Sam Taylor lives in London. He is married and has two small children. He teaches in a college. He gets up early and has breakfast at seven o'clock. He starts work at eight o'clock and leaves work at four o'clock. He likes his job because he likes teaching students. But he doesn't teach every day. On Tuesdays and Thursdays he stays at home with his children. Andrea Taylor is Sam's sister. She doesn't have children. She's only twenty-three. And she doesn't live in Britain. She lives in Italy. She works in a travel agency in Rome. She doesn't get up early. She starts work at ten o'clock. She doesn't have breakfast. She has a sandwich for lunch at twelve o'clock. She leaves work at seven o'clock. She likes her job because it is very interesting. At weekends she visits her boyfriend Roberto. He lives in Florence.

b. Complete the sentences about Sam.

1. Sam lives in London.
2. He _____ in a secondary school.
3. He _____ two small children.
4. He _____ up early.
5. He _____ breakfast at seven o'clock.
6. He _____ work at four o'clock.



~~He has two children. X~~
He has two children.

c. Complete the sentences about Andrea.

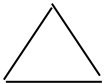
1. Andrea doesn't live in Britain.
2. She _____ children.
3. She _____ up early.
4. She _____ breakfast.
5. She _____ work at four o'clock.



~~She doesn't live in Britain. X~~
She doesn't live in Britain. ✓

1. a. Read and answer.

1. Where does Sam live?
2. What does he do?
3. When does he get up?
4. Who does he teach?
5. Why does he like his job?



What does he do? = What's his job?

b. Match the questions in 2a with the answers below.

☐

a. He's a teacher

☐

b. At half past six.

☐

c. In London.

☐

d. Because he likes teaching children.

☐

e. Children in a secondary school.

c. In pairs, practice saying the questions and answers.

3 a. Complete the information about Andrea.

| | |
|--------------------------|----------------------------------|
| Home: | <i>small flat in Rome</i> |
| Job: | |
| Gets up: Starts work: | 8:45 |
| Lunch: | <i>A sandwich in a snack bar</i> |

| | |
|--------------------|--------------------------------------|
| Leaves work: | |
| Likes job because: | <i>Interesting</i> |
| At weekends: | <i>visits her boyfriend, Roberto</i> |

b. Complete the questions about Andrea.

- 1 _____ does Andrea live?
- 2 _____ does she do?
- 3 _____ does she start work?
- 4 _____ does she visit at weekends?
- 5 _____ does she like her job?

c. Work in pairs. Ask and answer.

4 Read the sentences about Sam and Andrea.
Some sentences are right, and some are wrong.
Correct the wrong sentences.

Example

Sam lives in
London.

Yes , that's
right.

Andrea lives in
Britain

Andrea doesn't
live in Britain. She
lives in Italy.

UNIT 5

1 Ask and answer questions to complete the
Information.

Where does
Vannee live?



She lives
in _____.

She is a
_____.



What does
she do?

| | |
|--------------------|---------------------------|
| NAME: | <i>VanneeKeeree</i> |
| COUNTRY: | <i>Thailand</i> |
| HOME: | |
| JOB: | <i>Nurse</i> |
| LIKES JOB BECAUSE: | |
| GETS UP: | <i>6 o'clock</i> |
| STARTS WORK: | |
| HAS BREAKFAST: | <i>6:30</i> |
| HAS LUNCH: | |
| EATS FOR LUNCH: | <i>fish and rise</i> |
| LEAVES WORK: | |
| AT WEEKENDS: | <i>visits her parents</i> |

2 a. What is the answer to the puzzle?

Henry is a shop assistant. He works in a shop at the station. He gets up at seven o'clock. He has a breakfast at half past seven. He drives to the station. At the station he sees a friend, Mary. She goes to work by train. Her train leaves at eight o'clock. Then Henry starts work. At eleven o'clock he stops work for fifteen minutes and drinks coffee. He doesn't have lunch. At four o'clock he stops work and has tea and a cake. He leaves work at half past five. He doesn't stay late.

b. Read the sentences about Henry. Are true (+) or false(x)? Correct the false sentences.

Example Henry works in a bank. X

Henry doesn't work in a bank.

He works in a shop.

- 1 Henry gets up late.
- 2 He goes to work by car.
- 3 Henry's friend, Mary, works at the station.
- 4 Mary goes to work by car.
- 5 Henry starts work at eight o'clock.
- 6 He has lunch at one o'clock.
- 7 He leaves work at half past five.

3 a. Make five questions to ask your partner.

Example

Where do you have lunch?

| | |
|-------|--|
| Where | live? have lunch? go on holiday? |
|-------|--|

| | |
|------|---|
| When | get up? go to bed? have dinner? study English? relax? |
|------|---|

| | |
|------|---|
| What | drink in the mornings? eat for breakfast? watch on television? do? |
|------|---|

| | |
|-----|---|
| Who | like on television? visit at weekends? |
|-----|---|

| | |
|-----|--|
| Why | like your job? like learning English? |
|-----|--|

Write the questions here.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

4. Each sentences has a mistake. Find it and correct it.

Example

She teach in a primary school. X

She teaches in a primary school.+

1 He don't live in Hamburg.

2 Why work you at home?

3 They doesn't learn English.

4 She have two cats.

5 What you do?

5. Match the questions and answers.

- | | | |
|------------------------------|--------------------------|-------------------------------|
| a. Do you like dancing? | <input type="checkbox"/> | 1. He's a policeman. |
| b. Where do you live? | <input type="checkbox"/> | 2. At eight o'clock. |
| c. Does she get up early? | <input type="checkbox"/> | 3. Yes, I do. |
| d. Why does he work at home? | <input type="checkbox"/> | 4. In Athens. |
| e. When does he get up? | <input type="checkbox"/> | 5. No, they don't. |
| f. What does he do? | <input type="checkbox"/> | 6. Because he's a journalist. |
| g. Do they live in New York? | <input type="checkbox"/> | 7. No, she doesn't. |

UNIT 6

1 a. Henry talks about his brother Terry.

b. Work in pairs. Read the sentences about Terry.

Are they true (✓) or false (x)?

- h. Terry lives in Wimbledon.
- i. He works in Hampstead.
- j. He doesn't get up at six o'clock.
- k. He doesn't like reading.
- l. He visits his friends at weekends.

2 a. Make six groups of three words.

Example

b. Test your partner. Say one word from a group.
Your partner says the other two words in the group.

Sandwich.

Cake. Salad.

That's right.

3 a. Read and listen to the conversation.

A: Hi, Jon.

B: Hello, Irene. Nice to see you.

A: And you. How's work?

Life/the family

B: oh, not bad, thanks.

Fine/very well

b. In pairs practice the conversation. Make more conversation with the words in the box.

4 a. Read and listen to the conversation.

A: Goodbye, Mike.

B: Goodbye, Sally.

Have a nice weekend!

A: Thanks, Mike. Same to you.

B: Thanks. See you on Monday.

b. In pairs, practice the conversation. Make more conversation with the words in the box.

GRAMMAR SUMMARY

1.

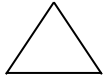
| | | | |
|-----------|---------|--------|-----------------------|
| He She | doesn't | Like | dancing. swimming. |
| | | get up | early. late. |

2.

| | | | |
|-----|------|------------------------|--------|
| Who | do | I you we they | visit? |
| | does | he she | |

3.

| | | | |
|-----|------|------------------------|-----------------|
| Why | do | I you we they | have for lunch? |
| | does | he she | do? |



What do you do? = What's your job

4.

| | | | |
|-----|------|------------------------|------------------|
| Why | do | I you we they | Work at home? |
| | does | he she | |

5. Answers to *why* questions are sometimes with *because*.

A: Why do you work at home?

B: Because I have a small child.

Questions words

| | |
|-------|-----------------------|
| Where | does he live? |
| When | does she get up? |
| What | do they do? |
| Who | do you like on TV? |
| Why | do you like your job? |

Prepositions

I work **at** home.

I start work **at** nine o'clock.

She works **in** a travel agency.

She has a sandwich **for** lunch.

I watch films **on** television.

Exercise

Put the words in the correct order.

Example go/does/When/bed/do/he?

When does he go to bed?

1. to/music/He/listening/like/doesn't

2. do/What/ he/does
_____?
3. doesn't/She/drive
_____?
4. go/work/to/Why/by/you/do/train
_____?
5. she/the/What/in/mornings/drink/does
_____?

UNIT 7

1 a. Read the text.

AN ENGLISH POST OFFICE

Sarah and Colin live in an old house in an English village. Sarah is secretary. She drives five miles to work every day. Colin works at home. The village post office is one room in their house and Colin works there. The people in the village buy their stamps in Colin and Sarah's house! The post box is there, too.

It's a lovely house. The living room is yellow. There are two big blue sofas. There is an antique table and chairs. There is a big picture of Sarah and her daughter. Sarah's mother is a painter. There are usually flowers. Sarah likes yellow and white flowers. The kitchen and bathroom are new.

Colin and Sarah are very happy in their house and I like visiting them.

b. Are the sentences true (✓) or false (x)? correct the false sentences.

1. Sarah and Colin live in a new house.
2. Sarah stays at home every day.
3. The post office is in their house.
4. Sarah is a painter.
5. The living room is white.
6. Sarah and Colin like their house.

2 a. Read the conversations.

1A Good morning.

B Good morning.

A Can I have five stamps for Italy, please?

B Certainly. That's one pound twenty-five, please.

A Thank you.

B Thank you.

2A Good morning.

B Morning.

A I'd like this postcards, please.

B That's one pound, please.

A Here you are ... Thank you.

B Thanks.

b. Work in pairs. Practice the conversations.

c. Make more conversations. Use the words in the boxes.

10 stamps for Europe - two - pounds fifty

2 first class stamps - fifty pence

these newspapers - ninety pence

this notebook - one pound twenty

Exercise

Complete the dialogue.

are(x3)

is(x2)

it's

a

any

isn't

Jenna What colour _____ the living room?

Brenda _____ blue, with a blue and white sofa.

Jenna Nice. And what colour _____ the bedrooms?

Brenda They're yellow.

Jenna _____ there _____ pictures in the bedrooms?

Brenda Yes, there _____ two.

Jenna _____ there _____ television in your bedroom?

Brenda No, there _____ ! The television's in the living room.

UNIT 8

1 Read the texts.

What's your favorite season.

Our favorite season is autumn. We like walking and we often walk in the woods near our house. We like the colours of the trees in October – brown , yellow, orange, and gold.

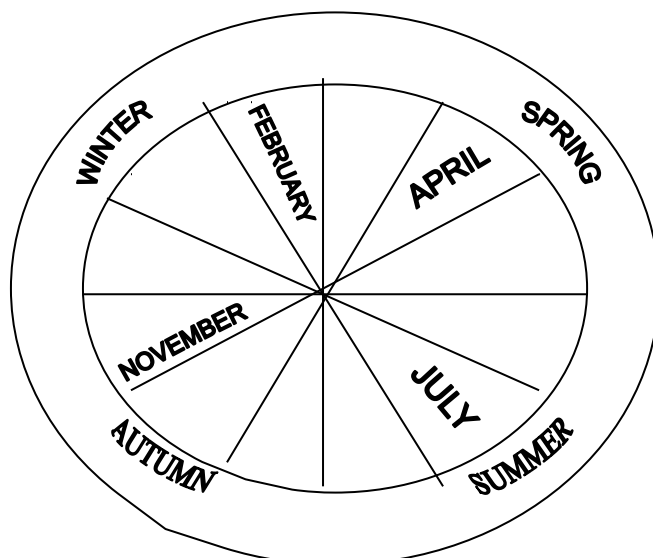
I love summer. It's always hot in Granada. I go swimming every day, and I like going out with my friends in the long, warm evenings. I don't often stay at home in summer! I sometimes go to the beach with my family for two weeks in August.

Winter in Belgium is often cold, wet, and grey. The days are short. But is my favorite season because I go skiing in January. I usually go skiing in the Alps. I love the sun and snow.

We like spring. We have a big garden, and the plants and flowers start to grow in March. In spring, we usually work and relax in the garden at weekends. We never go on holiday in spring!

2 a. Put the months in the correct place on the circle.

| | | |
|----------|-----------|---------|
| DECEMBER | JUNE | JANUARY |
| | MAY | |
| AUGUST | OCTOBER | |
| MARCH | SEPTEMBER | |



- b.** Practice saying the month
- c.** Answer the questions.
- 1 When's Christmas?
 - 2 When's New Year?
 - 3 When's your birthday?
 - 4 When's Easter?
 - 5 When's your summer holiday?

When's your birthday?

It's in _____.

- d.** What's your favorite season? Why?

My favorite season is _____.

I love _____
because _____.

3

| | | | | |
|--------|---------|-------|-----------|-------|
| always | usually | often | sometimes | never |
|--------|---------|-------|-----------|-------|

We **always** work in the garden at weekends.

I **usually** go skiing in January.

We **often** walk in the woods.

I **sometimes** go to the beach in August.

I **don't often** stay at home in summer.

We **never** go on holiday in spring.

Put the right words for you in these sentences.

I _____ have coffee for breakfast.

I _____ drive to work/school.

I _____ go swimming at weekends.

I _____ go on holiday in August.

I _____ learn English on Thursdays.

I _____ work/study at weekends.



| |
|---|
| I drive always to work. x I always drive to work ✓ |
|---|

UNIT 9

1 a Make sentences about yourself.

| | |
|---------------------|------------------------------|
| I always ... | work late. |
| I usually ... | watch television. |
| I don't usually ... | cook dinner. |
| I often ... | drink coffee in the evening. |
| I don't often ... | drive to my English lesson. |
| I sometimes ... | learn English at weekends. |
| I never ... | go out in the evening. |

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

b. Work in a group. Read your sentences.

I don't often
work late.

I never drink coffee
in the evening

c. Compare your sentences. Are any of your sentences the same as another student's? Tell the class.

Sebastian and
I don't often
work late.

Misa and I never
drink coffee in
the evening.

3 a. Ask a partner questions. Complete the table with your partner's answers.

Do you get up early?

Yes, sometimes.

No, never.

| | always | usually | often | sometimes | never |
|----------------------------|--------|---------|-------|-----------|-------|
| get up early? | | | | | |
| have tea at breakfast? | | | | | |
| Go to work/school by train | | | | | |
| visit friends at weekends | | | | | |
| Go shopping on Saturday | | | | | |

b. Change partners. Ask and answer questions about your first partners. Complete the table.

Does Judit get up early?

Yes, sometimes?

| | always | usually | often | sometimes | never |
|-----------------------------|--------|---------|-------|-----------|-------|
| Go to work/school by train? | | | | | |
| get up early? | | | | | |
| have tea at breakfast? | | | | | |
| visit friends at weekends | | | | | |
| Go shopping on Saturdays? | | | | | |

c. Tell the class one or two things about your first partner.

Judit sometimes get up early. She often visit friends at weekends.

d. Write about your first partner.

4. Put *on, at, or in* into the text.

Susie Cooper loves sport. _____ Wednesdays she watches football on television. Susie goes dancing _____ Fridays. She usually goes swimming _____ weekends. _____ summer she plays tennis and _____ winter she goes skiing. She plays golf _____ spring and

autumn. But _____ August she goes _____ holiday. She relaxes _____ Spain and doesn't do any sports!

5 Work with a partner. Read the song.
Complete the song with the sentences.

- 1 We walk together under autumn trees.
- 2 When winter days are long and grey,
- 3 Summer days are long and warm,
- 4 Like the flowers in the spring,

Song for all Seasons

You and me, always together,
Me and you, together forever,
You and me , always together, me and you.

We dance in the snow.

We watch our love grow.

You and me, always together,
Me and you, together forever,
You and me, always together, me and you.

With roses red and golden sun.
When the summer season leaves,

You and me, always together,
Me and you, together forever,
You and me, always together, me and you.

UNIT 10

Read the text. Complete the text with the sentences.

1. The baker's shop is not open in winter.
2. In summer the Volpes work twelve hours a day, and at weekends, too.

3. Well, Signor and Signora Volpe go to Rome.
4. So the Volpes work only seven hours a day and on Sundays they get up late and stay at home.

A BAKER'S SHOP IN ITALY

Signor and Signora Volpe have a baker's shop in Tonda in Italy. Tonda is a holiday village. There are a lot of tourists in summer. The tourists live in holiday flats and cook their meals. The tourists eat a lot of Italian bread. _____. In spring and autumn there aren't usually many tourists. _____. In winter it is cold and wet and there aren't any tourists. _____. Signor Volpe cleans the shop and Signora Volpe works in the house and looks after her children.

But the Volpes don't work all the winter. In winter they are tourists. They go on holiday in February. And where do you go on holiday if you live in a holiday village? _____.

At the bank

Complete the conversations.

1 A Good afternoon. Can I _____ you?

B _____ I change this traveller's cheques, please?

A Certainly. Can I see your passport, please?

B _____ you _____.

A Thank you. Sign there, please. Right, that's twenty, _____, sixty, _____ pounds.

B Thank you. _____.

2 A Good morning. Can I _____ some money, please?

B How much do you want to change?

A A _____ and fifty dollars.

B OK ...Sign _____, please. Thank you. That's twenty, forty, sixty, eighty, a hundred _____.

A Thank you. Goodbye.

Exercise

Put the words in the correct order.

Example **play/tennis/sometimes/I/weekends/at**

I sometimes play tennis at weekends.

1. visits/ always/his mother/He/on Sundays

2. dinner/cook/You/never

3. don't/They/go/to bed early/often

4. in winter/go/usually/We/skiing

5. drives/She/to the English class/sometimes

Games at the English Lesson

Language games can add fun and variety to conversation sessions if the participants are fond of games. I, myself, have always enjoyed games, and my students (most of them adults) seem to share my enthusiasm. Games are especially refreshing after demanding conversational activities such as debates or speeches. Here, the change of pace from the serious to the lighthearted is particularly welcome, although language games can fit into any directed conversation program quite well.

Some teachers feel that language games are more appropriate in the manipulative phase than in the communicative phase of language learning. Most teachers, however, find language games valuable in both phases. In the manipulative phase, a game is a wonderful way to break the routine of classroom drill by providing relaxation while remaining within the framework of language learning. In the communicative phase, a game can be stimulating and entertaining, and when the participants have stopped playing the game you can use it as a stimulus for additional conversation. For instance, if the group has just finished the game in which players indicate whether a statement is true or false by running to chairs labeled "True" and "False," you may then ask questions about what happened during the game. ("Who was the first player?" "Who knocked the chair over by accident?" "What was the first true statement in the game?" "How many points did Team II score?" etc.)

Of course, for maximum benefit from a language game in either phase, the teacher should select only the best from the hundreds of language games available. Most people would agree that a *good* language game (1) requires little or no advance preparation, (2) is easy to play and yet provides the student with an intellectual challenge, (3) is short enough to occupy a convenient space in the conversation program, (4) entertains the students but does not cause the group to get out of control, and (5) requires no time-consuming correction of written responses afterward.

After much experimenting with language games. I have collected ten favourites which fit the requirements outlined above. These games, primarily for teen-agers and adults but often enjoyed by children as well, are especially suitable for use in conversation sessions. Before you read the instructions, you may wish to consider the following suggestions-suggestions designed to insure the greatest success with any of the games you select:

Make thorough preparations for the game. Read the rules to yourself several times so that you have a good understanding of how it is played. Gather materials for the games that require special equipment. Plan how you will direct conversation during or following the game.

Before introducing a game to a class, ask the students if they think they would enjoy this kind of activity. Occasionally an adult class expresses in no uncertain terms its lack of interest in the prospect of playing a game. When this happens, it is best to abandon the idea-at least for the time being.

Choose a game that allows as many students as possible to participate. If the class is large, a number of students will sit as the audience during some games. But even there, members of the audience may keep score and in other ways take part in the game. In small classes, you should make sure that every student has an active role in every game.

Be sure that the game you select is within the range of your students' ability. Although all the language games given here are easy for students of English to play, remember that the students will be greatly challenged by the fact that they are playing the game in a language other than their own.

Do not play a game at the beginning of the conversation period. Save the game for use in the middle or toward the end of the session, when the students would welcome a change of pace.

Give the directions to the game very clearly, making sure that everyone understands exactly how to play. You may want to play a few "trial" games first, just to make sure that everyone knows his role.

Direct the game yourself. Always stand in front of the class, so that all students can see you while you act as the leader or referee.

Be sure to follow the rules of the game exactly. If you do not "stick to the rules" but permit even one student to break a rule, you will establish a precedent that may lead to hostility among the students. It is always best, therefore, to anticipate problems of this kind and to play strictly according to the rules.

Keep the game well under control. Even though you want your students to have a good time, you cannot allow class discipline to disintegrate. Establish a pleasant but firm tone, and the students will be able to enjoy the game and learn in the process.

Observe how the individual players react to the game. Students who make an error in a game may feel a bit sensitive, so you should soften any blows to pride. If you constantly encourage a good spirit of fun, you will reduce the chances of unhappiness during the game.

In team games, try to have in each team an equal number of more proficient students and less proficient students. This will balance the teams and prevent embarrassment on the part of the weaker students. It also makes the contest more exciting. Some methodologists recommend that you set up permanent teams so that you do not have to name new teams each time. This has its merits, but you may prefer, as I do, to create new teams each time you play a game, thus lending variety and interest to every fresh contest.

If a game does not seem to be going well, try a different game. Since some games appeal to one group of students but not to another, you should be flexible in your use of games.

Always stop playing a game before the students are ready to quit. In other words, never play a game so long that it begins to bore the participants. Similarly, do not play one game too often, since this will cause it to lose its novelty.

As you read the directions to the games that follow, do not be discouraged by the length of some of the directions. Long directions might make you think that the game is a complicated one, but all the

games here are easy for the student to learn if they are geared to his English proficiency level.

UNIT 11

Role play 1

Read and do it. Work in pairs or groups.

TRUE AND FALSE

For this lively game you should set two chairs close to each other in front of the class and label one chair “True” and the other chair “False”. Then divide the students into two teams of equal size and have members stand one behind the other on opposite sides of the room, with everyone facing the two chairs.

Explain that you are going to make a statement which may or may not be true, such as “John is absent today” (when he actually is absent) or “It was cloudy this morning” (when it was sunny) or “Mary is wearing a red dress” (when she is wearing a blue one) or “There are ten girls in this room” (when there are only seven). You should say the statement fairly rapidly, and only once.

As soon as you have completed the statement, a member of Team I and a member of Team II standing at the head of their respective team lines should quickly decide if the statement is true or false and run to the appropriate chair. The first person who sits down squarely on the right chair scores a point for his team. Both contestants then go to the end of their team lines and you make another statement for the second set off contestants. The game continues in this fashion until everyone has had a chance to play or until the time limit, agreed upon in advance, has been reached. Because the statements can be short and easy, or long and difficult, the game is ideal for all language-learning levels.

Role play 2

STORY-TELLING

This is a game that calls on the imaginative talents of each class member in composing a portion of an entertaining story. You will begin the story with the phrase “Once upon a time there was. . .”

and complete the sentence any way you wish. Then you can have a class member supply the second sentence to the story – a line that is a logical addition to the first one. Call on someone else to give the third line, etc. until everyone has had a chance to contribute to the story. At a suitable stopping point, have someone add the final – or “curtain” – line.

Role play 3

WORD PSYCHOLOGY

Have the students arrange their desks in a circle or semi-circle. Announce that during the game everyone will participate in the same rhythmic action pattern, which you will demonstrate as following:

First, strike the top of your hands; raise your hands and clap them twice; then snap your fingers twice. Do all three steps rhythmically and in equal time, and when you complete them, begin the pattern over again without a loss of the rhythmic beat. (It is best when playing the game for the first time to establish a relatively slow beat. As the players become more proficient, you can gradually adopt a faster beat.)

Once the students have mastered this pattern in unison, you can explain that everyone goes through the first two steps together. Then, during the third step, when everyone snaps his fingers, the first player says a word aloud—any word that comes to his mind. He should say the word loudly and clearly so that everyone can hear it. The patter begins over again; and the next player, striking the desk and clapping his hands in unison with the other players, must say another word aloud as he snaps his fingers. If he loses the beat of the rhythm as he says the word, or repeats a word that another player has said, or cannot think of any word that another player has said, or cannot think of any word at all, he is out of the game. The object of the game, thus, is to say a new word whenever it is your turn without losing the rhythm of the game.

You and your students will be surprised to see what fun this game can be, because frequently a player will lost the beat or repeat a word or say something or funny that the next player will not be able to think of a new word. One by one the players will be

eliminated until one person wins the game. If your students are advanced, you can establish word categories that limit the words in one game to nouns, words in the next game to verbs, and so on. This makes the game even more challenging.

Role play 4

I LOVE MY LOVE

Divide class members into two teams of equal size and explain that you will choose a letter from the alphabet –for instance, the letter “S”. Each team member must think of an adjective beginning with this letter to fit in the following line:

I love my love with a(n) (*the letter*) because he(she) is so (*adjective*). You call on the first person from Team A to give his rendition, then the first person from Team B to give his, and so on down the line. If a team member repeats an adjective that someone else has used or if he cannot think of an adjective all, he is eliminated from the game. A sample game might go like this:

Teacher “S”

Team I

Student A: “I love my love with an “S” because she is so *sweet*.”

Team II

Student A: “I love my love with an “S” because he is so *shy*.”

Team I

Student B: “I love my love with an “S” because she is so *slender*.”

Team II

Student B: “I love my love with an “S” because he is so *strong*.”

Team I

Student C: “I love my love with an “S” because she is so *sweet*.”

Since the adjective *sweet* was already used by the first member of Team I, the third Time I member is eliminated. You then continue the game by selecting another letter for the teams to contend with.

Students are especially fond of this game since the adjectives chosen often cause much merriment.

Role play 5

DEFINITIONS

This is a good game for students who have a wide English vocabulary. You, as the leader, select a word that has several rhyming counterparts –the word *man*, for example. You announce “I’m thinking of a word that rhymes with *ran*.” It is up to the students to guess the word you have in mind.

In guessing, the student is not supposed to name word outright. Instead, when he thinks of a possible word, he asks you a question that makes clear the word he is proposing as a guess. For instance, he might say (thinking of the word *pan*), “Is it something you cook in?” You would answer, “No, it is not a pan,” having deduced the word from the definition.

Here is the way an actual game might go:

Leader: I’m thinking of a word that rhymes with *shoe*.

Student A: Is it the opposite of *old*?

Leader: No, it is not *new*.

Student B: Is it the color of the *sky*?

Leader: No, it’s not *blue*.

Student C: Does it mean *also*?

Leader: No, it’s not *too*.

Student D: Is it a place where wild animals are kept?

Leader: Yes, it’s *zoo*!

Since Student D guessed the word, he now becomes leader and has the students guess the word he has chosen.

Role play 6

CLASSROOM TWENTY QUESTIONS

This is an excellent guessing game in which one person chooses a visible object in the room and the other students try to guess what it is by asking questions.

Suppose that you, for instance, begin the game by mentally selecting a pink scarf that one of the girl students is wearing. Tell the students that you have chosen an object and that each student can ask one question about it. You will give a complete answer to the question.

After several questions have been asked, the person whose turn is next may think he knows what the object is. In this case, he can ask, "Is it a (the)...?" If he has guessed correctly, he wins the game and becomes the person who chooses the object in the second game. You will need someone to keep count of the number of questions asked. If no one has guesses the object after twenty questions, the person who selected the object wins the game and can choose another object for the second game.

The game might go something like this:

Student A: Is it as large as the map on the wall?

Answer: No, it isn't as large as the map.

Student B: Is it made of metal or cloth?

Answer: It's made of cloth.

Student C: Does it belong to a student?

Answer: Yes, it belongs to a student.

Student D: Is it in front of me or behind me?

Answer: It's in front of you.

Student E: Is it round?

Answer: No, it isn't round.

Student F: Is it very expensive?

Answer: No, it isn't very expensive.

Student G: What color is it?
Answer: It's pink.

Student H: Is it Nga's scarf?
Answer: Yes, it is. You've won the game!

At this point, Student H comes to the front of the room and mentally selects a new visible object for the next game.

If your students are quite advanced, you may wish to play the original game of "Twenty Questions." In this form of the game, only questions that take a Yes or No answer are permitted. Another variation of the game is to select a famous person, living or dead, to be guessed, instead of an object.

Role play 7

WHAT WOULD YOU DO IF ...?

This is such an amusing game that your class will probably want to play it often.

Begin the game by dividing the class into two teams of equal number. Designate one as Team I and the other as Team II. Then, write the following on the blackboard:

Team I

Team II

What would you do if ...? I would ...

Now give everyone on Team I a slip of paper and explain that each person on the team must write an imaginative question beginning with *What would you do if* ... For example, someone might write: "What would you do if you saw a tiger in the street?" Someone else might write: "What would you do if you won a car in a lottery", etc.

As Team I carries out these directions, give everyone on Team II a piece of paper. Explain that each member of this team must write an imaginative sentence beginning *I would* ... For instance, someone could write "I would dance for hours." Another person might write "I would buy a wig.", etc.

When everyone has finished writing his assigned sentences, collect all Team I's questions in one box and all Team II's answers in another. You can now draw and read first a question and then an answer. This game is sometimes called "Cross Questions and

Crooked Answers”; the fun comes from the fact that the questions and answers are so utterly and ridiculously unrelated.

Role play 8

FAST THINKING

Before you play this game with your class for the first time, draw each letter of the alphabet clearly on a piece of stiff cardboard or heavy paper. Each of these cards should be approximately 8 inches by 10 inches or 20 centimeters by 30 centimeters, with the letter large enough to be clearly visible to students in the back of the room. After you complete the front of a card, indicate lightly in pencil on the back the letter that appears on the front. This allows you to identify the letter readily when you show the card to the class. (You can make two sets of these alphabet cards if you wish.)

Now shuffle the cards thoroughly, so that letters do not appear in alphabetical order. Next, divide your class into two teams of equal number. Have one team sit on one side of the room and the other team on the other side. Appoint a captain for each team and have the captains seated in the front row, so that each captain can easily collect the cards that his team wins.

Explain that you will draw one card at a time and hold it up chest-high with the letter facing the group. As you draw a letter, you will call out the name of a "part of speech," such as noun, adjective, verb, adverb, etc.

The first person who shouts a word beginning with the letter on the card (only words that are not capitalized are accepted) and in the stated category wins the card for his team. You will then give this card to the appropriate team captain.

For instance, if you hold up a card with the letter *t* and call out "Adjective," perhaps someone on Team II will quickly shout "Tall." Since this is a good answer, you will hand the *t*-card to the captain of Team II.

Sometimes several players may call out a word almost simultaneously. You will have to establish who was first and what his word was. In case of a tie (students from both teams calling out correct responses at exactly the same time), no one will win the card, and you will keep it as a bonus to be given with the next card.

Occasionally none of the students can think of a word beginning with the specified letter in the required category. If this happens, you return the letter to the stack and draw another one. When all of the cards have been given out, or when you reach the end of the time limit established at the beginning of the game, the team holding the most cards is declared winner. (Be sure to save the cards for future games.)

Role play 9

ACTIVE ADVERBS

Here is an action game that provides considerable entertainment. First, explain to the class that you will leave the room. When you are out of earshot, the group must choose an adverb that can be acted out easily such as the word "sleepily." A member of the class then summons you to return, and your job is to guess what adverb has been selected. You do this by asking either the entire group or one individual to perform an action according to the meaning of the adverb selected.

For example, you say, "Everyone stand up, please," and the class members stand up yawning and look very sleepy. If you do not guess the word "sleepily" at this point, you give other instructions. For instance, you may call on one student to sing a song, and he should do his best to make a sleepy rendition. You can continue with other instructions until you guess the word. Occasionally, you may not guess the adverb even after several tries, and in this case, it is best to say, "I give up."

After class members reveal the correct word, they can choose someone else to leave the room, while they select a different adverb.

Since it is sometimes difficult for a student to think of various instructions to be acted out, you may wish to give him the following list of instructions.

(Everyone) Stand up.

(Everyone) Sit down.

(One person) Draw something on the blackboard.

(Everyone) Shake hands.

(One person) Read something.

- (One person) Take off your shoe.
- (One person) Recite a poem.
- (One person) Open the window.
- (Everyone) Sing a well-known song in unison.
- (One person) Speak in your native language.
- (One person) Erase the blackboard.
- (One person) Dance.
- (Everyone) Stand up and bow.
- (Everyone) Stand up and turn around.
- (Everyone) Open a book.

Role play 10

CATEGORY BINGO

This game is recommended even though you will have to take time in advance to prepare lists of words in various categories. Once you have done this, however, you can make copies of the lists and save them for future games.

Take the category Animals, for instance, and list as many animals as you can think of. Similarly, make another list called Vegetables containing only the names of vegetables. Other suggested categories for lists are: Furniture, Languages, Countries, Sports, Relatives, Musical Instruments, Flowers, Trees, Fruits, and so on. Be sure, when making these lists, which each one has 16 or more entries.

Now you are ready to play the game with your students. Ask each student to draw 16 squares on a piece of paper, like the example below. Then choose one of your categories-Fruits, for instance-and tell each student to fill in each of his 16 squares with the name of a different fruit working as rapidly as he can. Give the signal to begin and allow exactly ten minutes for everyone to fill in the squares. You should stress, of course, that the words must be spelled correctly to count.

At the end of the time limit, a student's paper might look like this:

| | | | |
|--------|-----------|------------|--------|
| orange | raspberry | grapefruit | banana |
| apple | lemon | pineapple | lime |

| | | | |
|--------|------------|---------|-------|
| peach | pear | plum | grape |
| cherry | strawberry | apricot | prune |

Now call out a word at random from your master Fruit list. Be sure to cross this word off your list as you announce it. If a student hears a word that appears on his paper, he should draw a line through the word.

As soon as a student has four words crossed out in a line going up and down, across, or diagonally (Bingo-fashion), he shouts, "Bingo!" Then he brings his paper to you, so you can check it with your master list and make sure that you called out the words he has crossed out-and that the words are spelled correctly. If everything is correct, he is declared the winner of that game, and you can begin a new Bingo game in another category.

If your students have a limited vocabulary to draw on for this game, you can write all of the items from one of your master lists on the blackboard. Explain the meaning of each word, then have each student select any 16 of the words on the board to fill in the squares on his paper. Then erase the words from the blackboard and play the game as outlined above.

Role play 11

Aims of this unit

- To establish what role play is and why it is important.
- To show how to organize controlled role play based on a dialogue or text.
- To show how to organize free role play activities.

This unit focuses on role play techniques that can be used with large classes, and shows how role play can be based on topics and situations in the textbook. It builds on ideas for organizing oral practice which were introduced in earlier units, especially: Unit 6: Practising structures, Unit 12: Pairwork and group and groupwork, and Unit 18: Communicative activities.

INTRODUCTION

- Workbook Activity 1 -

1. Ask the teachers to look at the examples of role play activities in the Teacher's Workbook. If necessary, quickly demonstrate the three activities: either act them out yourself with a colleague, or choose good teachers to do them.

Look at these examples of role play activities.

a)

One student imagines he/she is a farmer
Other students ask him/her questions
about his/her daily routine.

b)

A group of students imagine they are
friends planning a holiday together.
They try to decide where to go and
what to do.

c)

One student has lost a bag. He/she is
at the police station reporting it to the
police. The other student is the police
officer, and asks for details .

Which activity would be the easiest for your students to do? Which would be the most difficult? Why?

What other roles and situations would be suitable for role play activities in your own class?

Use the examples to establish what is meant by "role play". Try to bring out these key points:

i) Role play is a way of bringing situations from real life into the classroom. When we do role play, we ask students to *imagine*.

They may imagine:

- *a role*: in other words, they pretend to be a different person (e.g. a farmer);

- *a situation*: in other words, they pretend to doing something different (e.g. planning a holiday);

- both a role and a situation (e.g. a police officer asking about a lost bag).

ii) In role play, students *improvise*. The situation is fixed, but they make up the exact words to say as they go along. (so reading a dialogue aloud is *not* the same as role play.)

2. Discuss the activities. Ask teachers the suggest:

- which activity would be the easiest for their students to do and which would be the most difficult;
- what other roles and situations would be suitable for role play activities in their own classes.

Point out the situations we use for role play should as far as possible be within the experience of the students. In general, the more familiar a role or situation is, the easier it will be.

Suitable roles for school classes would be:

- People familiar to students from everyday life, e.g. parents, brothers, sisters, teachers, shopkeepers, police officers.
- Characters from the textbook, and from other books or from television.

Suitable situations:

- Situations which students see or take part in everyday life, e.g. shopping, holidays, using local transport, asking the way to places.
- 'Fantasy' situations from stories they read, or from the textbook.

Role play 12

IMPROVISING DIALOGUES

- Workbook Activity 2 -

I. Point out that role play can often be based on a dialogue or text from the textbook. Used in this way, role play gives students a chance to use the language they have practised in a more creative way.

Ask teachers to look at the dialogue in the Teacher's Workbook. Read through the dialogue, and ask teachers to imagine that they have already presented and practised it.

1.

Angela: Good morning. I want to send a letter to Singapore.
Clerk: Yes – do you want to send it air mail or ordinary mail?
Angela: I think I'll send it air mail. I want it to get there quickly. How much does it cost?
Clerk: To Singapore? That will be 30 pence, please.
Angela: (*gives the clerk 50 pence*) here you are.
Clerk: Here's your stamp, and here's 20 pence change.
Angela: Thank you. Where's the post box?
You want the air mail box. It's over there, by the door.

2. Plan similar role play based on a dialogue or text in your textbook.

3. Demonstrate a role play activity based on the dialogue.

1) Write these prompts on the board to guide the role play: where?

air mail / ordinary mail?

how much?

post box?

thanks

Talk as you write, to show what the prompts mean, e.g:

Look – you should talk about these things.

First of all, say where you want to send the letter – to France, to Japan, to the next town?

Then – how do you want to send it? By air mail or by ordinary mail?

Next – ask how much it costs.

Then ask about the post box. Where's the post box?

And at end, of course you must thank the clerk – so say 'Thank you'.

i) If necessary, go through the prompts one by one, and get teachers to give sentences or questions for each one.

ii) Call two teachers to the front: one is Angela, the other is the post office clerk. They should *improvise* a conversation, using the prompts to help them. Point out that:

- The conversation should be *similar* to the one in the textbook, but not exactly the same. They should think of new places, prices, etc., and the form of the questions and answers can be slightly different.
- The conversation can be *shorter* than the presentation dialogue. It should just cover the main points indicated by the prompts.

The conversation might sound something like this:

Angela: Good morning. I want to send a letter to England.

Clerk: Yes. Do you want to send it by air mail?

Angela: Yes, please. How much does it cost?

Clerk: 50 cents.

Angela: Give me a stamp, please. Where is the post box?

Clerk: Over there, on the left.

Angela: Thank you.

iii) Call out few other pairs of teachers in turn, and ask them to have other conversations based on the prompts. If you like, 'guide' the conversations by giving an instruction each time, e.g.:

You want to send a large parcel.

You are sending a letter to Japan.

Your brother works in Saudi Arabia.

After your demonstration, discuss the technique with the teachers, and talk about other ways of organizing the activity. Point out that, in your demonstration, only two people were talking at any one time; to involve more of the class, the activity. Point out that, in your demonstration, only two people were talking at any one time: to involve more of the class, the activity could be done as pairwork. There are two ways of organizing this:

- We could ask one or two 'good' pairs of students to improvise a conversation in front of the class, and then divide the class into pairs to have similar conversations.
- We could ask students to practice the role play privately in pairs first, and then ask one or two students to perform in front of the class.

3. Divide the teachers into groups. Ask each group to look at lesson in their textbook and choose a suitable dialogue or text for a role play activity like the one you demonstrated.

[*Note:* If a text is chosen, it should have at least two characters so that it is possible to improvise a conversation based on it.]

Working together, they should plan a role play activity. Ask them to consider:

- what short conversations could be developed, based on the dialogue or text;
- what roles the students could take;
- what prompts could be written on the board to guide the role play.

4. When all the groups have finished, ask each group to 'try out' their role play, using the other teachers as a class. To make the activity more realistic, ask the other teachers to limit their English to the level of their students.

Role play 13

INTERVIEWS BASED ON A TEXT

- Workbook Activity 3 -

I. Ask the teachers to look at texts in Teacher's Workbook.

What role play activities could be based on these texts?

A.

If you met 15-year-old Jane Cole in the street, you might not notice anything special About her. But she is no ordinary schoolgirl, because as well as studying hard for her exams, she's training to take part in the European table tennis championship this Summer. Jane will be one of the youngest contestants, but those who know her stamina and determination are Confident that she will do well. Jane's main problem at the

B.

Edward caught the express Train early in the morning. He was going to the next town to Visit his relations. He had got up very early, and he felt tired, so he soon fell Asleep. About an hour later, he woke up suddenly in the Middle of a dream. In his dream, he was in a Crowded tunnel. People were pushing him from all Directions and pulling at clothes. As he woke up, he Realized that it wasn't

moment is finding time for both table tennis and Schoolwork. For the last month she's been getting up at six every day and doing an hour's table tennis practice before school: and then fitting in Another hour in the afternoon.

Only a dream – somebody was really pulling at his Coat pocket. He opened his Eyes just in time to catch sight a man slipping out of the Compartment. His hand went to his pocket – his Wallet was missing! He jumped up and ran into the Corridor. But the man Had vanished.

Ask the teachers to imagine that students have read these texts and are familiar with the language in them. Discuss what role play activities could be based on each text. Suggest the idea of improvising an *interview*, with one student playing the part of a character in the text.

Give demonstrations using each text, to show two slightly different ways of organizing a role play interview.

Demonstration one

i) Read through the first text, and then ask one teacher to come to the front and take the role of Jane.

ii) The other teachers ask her questions about her training, free time, etc.

[*Note:* They should ask not only questions which have answers in the text (e.g. what time do you get up?) but also questions which go beyond the text (e.g. Do you think you will win the championship? Why do you like table tennis?). The teacher acting the part of Jane does not have to answer using the exact words the text.]

If necessary, prompt questions by suggesting topics, e.g.:

Ask her about her training.

What about the evenings?

Ask her about her friends.

Demonstration two

i) Read through the second text. This time ask teachers to think of three questions they would like to ask Edward, and to write them down (they can do this working alone or in pairs).

ii) Ask one teacher to come to the front and take the role of Edward. The other teachers ask him questions.

After your demonstrations, discuss the activity. Make these points:

- Role play interviews are a way of bringing a text to life and making it seem real to the students, as well as giving language practice.
- They are simple to organize, and can easily be done in a large class.
- Their activity is more likely to be successful in large class if all the students have a chance to *prepare* questions (as in your second demonstration).

2. Divide the teachers into groups. Ask them to choose a text from their textbook that would be suitable for a role play interview. They should decide:

- What role the 'student at the front' would take;
- What questions they might expect the other students to ask.

3. When groups have finished, ask one teacher from each group to describe their activity. If you like, ask each group to 'try out' their activity, using the other teachers as a class.

Role play 14

Organizing free role play

Explain that so far in this unit you have been concerned with fairly controlled role play, based on dialogues and texts in the textbook. You will now consider freer kinds of role play, using situations which go beyond the textbook.

1. Ask teachers to look again at the third example in Activity I.

C.

| |
|--|
| One student has lost a bag. He/she is at the police station reporting it to the police. The other student is the police officer, and asks for details. |
|--|

Point out that, if this role play is not based on a text or dialogue in the textbook, the students themselves have to decide what language to use and how the conversation should develop. So in order to use an activity like this in class, careful *preparation* would be necessary.

Discuss with the teachers how to prepare for a role play like this in class. As far as possible, get them to give their own ideas and suggestions. Try to bring out these ideas:

i) The teacher could prepare with the *whole class*, by:

- discussing what the speakers might say (e.g. the police officer would ask the student how he/she lost the bag);
- writing prompts on the board to guide the role play, and any key vocabulary.

ii) The teachers could divide the class into *pairs*, and:

- let them discuss together what they might say;
- let them all 'try out' the role play privately, before calling on one or two pairs to act it out in front of the class.

2. Now demonstrate the role play, following the ideas you have discussed.

i) Tell the class the situation.

ii) Elicit from the class some of the questions the police officer might like; ask (e.g. when, where and how he/she lost the bag; what it looks like; what it contains).

Build up a list of prompts on the board, e.g.:

When? Where? How?

Describe it – colour

big / small

leather / plastic / cloth

Contents

iii) Divide the class into pairs to practise the conversation. One person in each pair should take the role of the person who has lost the bag; the other should be the police officer.

iv) Ask one or two pairs to come to the front in turn and improvise the conversation.

3. Point out that it is also possible to ask students to prepare a role play for *homework*, to be performed later in class. Outline one way of organizing this:

- i) Student divide into pairs or small groups, choosing their own partners. The teacher gives four or five different role play situations. Each group chooses one them.
- ii) In their own time (outside the class), each group prepares their role play. They ask the teacher for help, but the teacher should not give them ready- made dialogues to learn.
- iii) The teacher arranges a time for each group to perform their role play. This can be spread over several weeks, with just five minutes of a lesson being used for two or three groups' role play.

Role play 15

Situations for free role play

- Workbook Activity 4 -

I. Point out that, for free role play activities in their own classes, it is a good idea to choose situations which are not exactly the same as those in the textbook, but which are based on the same general *topics*. These topics will be familiar to the students, and they will be able to draw on language they have already learnt.

Look at the list of topics in the Teacher's Workbook and discuss them.

1. Which of these topics are covered in the textbook you use?
What other topics does the textbook cover?

local
places

food and
drink

home,
family

health

school,
education

free time,
interests, sport

the world

jobs

?

2. Point out that suitable *situations* for a role play can be drawn from these topic areas. Ask teachers to look at the examples in the second part of the Workbook activity, and if necessary give others yourself.

3. Choose *three* of the topics. For each one, think of suitable situations for free role play. Examples:

Topic: School, education.

Situation: You meet some foreign visitors to your country. They are interested in your school. Answer their questions about it.

Topic: Health.

Situation: A visitor to your town is ill. Find out what is the matter with him/her. Tell him/her where to find a doctor.

Then divide the teachers into groups. Ask them to think of suitable situations for free role play based on the topics, and to write them down.

4. When they have finished, ask each group to out their situations. Encourage teachers to make notes of good ideas so that they can try them out in their own classes. If there is time, try out some of the ideas.

Conclusion

To finish the session, discuss the value of role play as a activity. Try to bring out these points:

- Role play increases motivation. Always talking about real life can become very dull, and the chance to imagine different situation adds interest to a lesson. (Refer to the 'interview' role plays you demonstrated. Talking about sportsman's or sportswoman's work may be more interesting than talking about your own.)
- Role play gives a chance to use language in new contexts and for new topics. (Refer to the free role plays you demonstrated. Reporting a lost bag gives a chance to practise a vocabulary of size, shape, colour, clothing, etc., and also to use past tense in a natural context.)
- Children and even teenagers and adults often imagine themselves in different situations and roles w3hen they play games. So by using role play in class, we are building on something that students naturally enjoy.
- Because they are 'acting out' a situation, role play encourage students to use natural expressions and intonation, as well as gestures.

Role play 16

LESSON PREPARATION

- Workbook Activity 5 -

Either organize the preparation during the training session, with teachers working together in pairs or groups, or let teachers prepare in their own time after the session.

WORKSHEETS FOR ORAL PRACTICE

Demonstration

1. Give a demonstration of how a worksheet can be used for oral practice in pairs.

Demonstration sheet

| | |
|---|-------------------|
| <u><i>What's your favourite ...</i></u> | |
| ... colour? | ... radio or T.V. |
| programme? | |
| ... song? | ... topic of |
| conversation? | |
| ... sport? | ... way of |
| relaxing? | ... book? |
| Ask your partner these questions. Write his/her answer on a piece of paper. | |

Divide the class into pairs or groups of three. Give each pair a copy of the demonstration sheet, which gives an example of a worksheet exercise. Quickly ask the first two questions round the class to get a range of answers.

Teachers take it in turns to ask their partner the questions, and note down the answers on a separate sheet of paper. When most pairs have finished, stop the activity, and take back all the worksheets.

As a round-up to the activity, ask different teachers what they found out from their partner.

[*Note:* This activity is designed to work at the teachers' own language level. A simpler version of the activity could be done in exactly the same way in teachers' own classes. Try to make your demonstration as realistic as possible, so that it shows clearly how to use a worksheet in class. Make sure you:

distribute copies of the worksheet quickly and efficiently;

do not allow anyone to write on the worksheet;

collect all the worksheets at the end of the activity (explain that you would keep them to use again).]

2. After your demonstration, discuss the advantages of using a worksheet for this activity, rather than just writing prompts on the blackboard. Bring out these points:

Using a worksheet encourages students to work in pairs; their attention focused on the *activity*, not on the teacher or the rest of class. If the information were on the blackboard, the students would keep having to turn round to look at it.

Using a worksheet *saves time* in the lesson –the teacher does not have to spend time writing or drawing on the blackboard. Although it takes time to produce the worksheet, different teachers can then use it again in different classes and by different teachers.

Point out that to be used successfully for oral practice, a worksheet must:

Provide enough practice. The activity should continue for at least a few minutes, or it is not worthwhile.

Practice language which is already fairly well known. So worksheets are most useful as an extension to the practice in the textbook, or for review.

Have very simple instructions, if necessary in the students' own language. Students must be able to do the activity without having to ask the teacher for help.

Role play 17

Examples of oral activities

Activity 2

Ask teachers to look at the example exercises in the Teacher's Workbook. They are at different levels and would of course be use quite separately with different classes; for use in class they would be written out larger and on separate sheets of paper or on cards.

Work in pairs. Try out each exercise. After each one, discuss the questions below.

The clothes shop is selling everything cheaply.

ASK AND ANSWER:

How much is the _____? (... are the _____?)

It was _____ pounds but now it's _____. (They were...).

A.

Ask and answer:

What's he/she doing? What are they doing?

He's _____ ing. She's _____ ing. They are _____ ing.

B.

Find groups of three. Say how they are similar.

Examples: Lions, tigers and Giraffes are all African animals.

| | | | | |
|---------|-------------|----------|--------|----------|
| lion | Malaysia | tiger | maize | hotel |
| milk | screwdriver | lemonade | cinema | Pakistan |
| wheat | snake | frog | hammer | tea |
| giraffe | Japan | hospital | rice | lizard |
| saw | | | | |

C.

1. What structures or vocabulary does this exercise practice?
2. What level of students is it suitable for?
3. How much time would it take?
4. What preparation would you need to do beforehand?

1. Divide the teachers into pairs. Ask them to try out each exercise to see how it works and then discuss the questions.
2. When teachers have finished, discuss the exercises together. Ask teachers how suitable the exercises would be for their own classes, and what changes they would need to make.

Possible answers to the discussion questions:

A. Practices questions with 'How much?', prices, vocabulary for clothes. Elementary level. *Preparation:* Identify the articles of clothing, and ask one or two questions round the class.

B. Practices present continuous tense (sentences and questions) with 'action' verbs. Elementary level. *Preparation:* Whole exercise could be done round the class, with pairwork as final stage.

C. Practices 'category' words, e.g. building, tool, reptile, crop, and the structure 'They are all ...', and leads to freer discussion. Intermediate-advanced level (but could be used at a lower level with simpler items). *Preparation:* Could be attempted in pairs first, then discussed with the whole class.

Making worksheets for oral practice

1. Divide the teachers into pairs or small groups, and give each group several sheets of paper and a black felt-tip pen. Ask them to look at lessons in the textbook that they have taught recently or which they will teach soon, or at lessons in a suitable textbook, and to find places

where it would be useful to *add* or *adapt* an exercise. The exercises should either:

- give further oral practice of a language point; or
- review language which has been taught earlier.

Working together, each group should make two or three worksheets, each comprising one oral exercise. Go from group to group, giving help and advice. When teachers finish a worksheet, look at it and discuss it with them, and suggest possible improvements.

Points to watch for:

- The worksheets should be clear, simple and attractive to look at.
- Instructions should either be in very simple English, or in the students' own language.
- Each worksheet should provide at least a few minutes' activity.

2. When they have finished, correct the worksheets together. If there is time, let groups 'try out' each others' worksheet exercises, and discuss how successful they were.

If possible, have photocopies made of the best worksheets for teachers to take away with them.

Role play 18

WORKSHEETS FOR READING AND WRITING

Examples of reading and writing activities

Activity 3

1. Give time for teachers to read through the exercises in the Teacher's Workbook. Make it clear that they are at different levels and would be written on separate worksheets for use in class. Discuss what level each exercise would be used at and what skills it develops.

Work through each exercise orally. After each one, discuss the questions below.

1. What level is the exercise?
 2. What skills does it develop?
 3. How clear are the instructions? Should they be in students' own language?
- A.

| Match the two halves, (a) and (b). | |
|--|---|
| <p>(a)</p> <p>A pilot</p> <p>A nurse</p> <p>An engineer</p> <p>A farmer</p> <p>A library</p> | <p>(b)</p> <p>designs machines</p> <p>takes care of books</p> <p>flies aeroplanes</p> <p>looks after sick people</p> <p>grows crops</p> |

B.
C.

| | |
|--|--|
| <p><i>Copy the words in the correct order.</i></p> <p><i>headlight radiator</i></p> <p><i>bumper bonnet</i></p> <p><i>type</i></p> <p>windscreen</p> <p>steering wheel</p> <p>1. _ _ _ _ _ 5. _ _ _ _ _</p> <p>2. _ _ _ _ _ 6. _ _ _ _ _</p> <p>3. _ _ _ _ _</p> | <p><i>Write these words in alphabetical order:</i></p> <p>great</p> <p>green</p> <p>gave</p> <p>grapefruit</p> <p>good</p> <p>greatest</p> <p>give</p> <p>given</p> |
|--|--|

Copy the text, and add the missing words. ***glove***

Your friend has fallen over and out his/her knee.

This is what you should do: First, your hands with soap and water. Then, at the cut and remove any that you can see there. Then the cut with a little water – but be careful, because it might : After that, take a clean cloth and the cut carefully. Finally, tie a over the cut, to stop it getting dirty again.

| | | |
|------|-------|---------|
| dirt | wash | dry |
| look | clean | bandage |
| hurt | | |

D.

2. Now talk about how the worksheets could be used in class:

- The simplest way to use them is to make enough copies of each worksheet for every student (or for every pair of students). All the students do the activity at the same time, working individually or in pairs. After the activity, the teacher goes through the answers or students exchange books and check each other's work.
- Another way is to build up a set of different worksheets, with several copies of each (they can also be written on cards so that they last longer). Different students can then use different worksheets in the same lesson. This means that fewer copies have to be made, and it allows students to work at their own level and their own speed - good students can be given more difficult tasks, or can finish several tasks in one lesson. The teacher can correct a student's work when he or she finished a task.
- However the worksheets are used, students should always write on a separate sheet of paper, not on the worksheet itself; one of the main advantages of worksheet is that they can be collected at the end of the lesson and used again.
- Because students are working alone without much supervision by the teacher, it is important that worksheet exercises should be *simple* and fairly *controlled*, so that students do not make many mistakes. The instructions should be clear and easy to understand, and if necessary should be in the student's own language.

Role play 19

Making worksheets for reading and writing

1. Divide the teachers into pairs or small groups, and give each group several sheets of paper and a felt-tip pen. Ask them to look again at lessons in the textbook which they have taught recently or will teach soon, or at lessons in a suitable textbook. This time they should think of exercises which would practice reading and writing.

Point out to teachers that they do not have to invent own original texts; they can invent interesting exercises by using the texts and examples in the textbook. Suggest some ideas, e.g.:

- Reproducing part of a text from the book, but with gaps for students

to fill.

- Giving part of a text but with some factual mistakes; students have to write the correct version.
- Giving a text with the sentences in the wrong order.

Working together, each group should make one or two worksheets. Go from group to group giving help and advice.

2. When teachers have finished, collect the worksheets together. If there is time, let groups try out each other's worksheets and comment on them. If possible, make photocopies of the best worksheets for teachers to take away with them.

Role play 20

Building up a set of worksheets

It is most useful if teachers can build up a set of worksheets, so that they can be used regularly as an alternative or addition to the textbook. Discuss how this can be done; get as many suggestions from teachers as you can, and help them see how they might overcome difficulties. Give these ideas yourself.

Role play 21

Materials

- The simplest way to make a worksheet is to write on a piece of paper (a full sheet or half sheet of typing paper), using a black pen so that it can be photocopied-or of course to give out to the whole class (e.g. for oral practice).
- If you want to build up a set of different activities, with a few copies of each (e.g. for reading and writing practice), it is better to make *work cards* by writing or sticking exercises on pieces of card-these will last longer.
- Another method is to fold a piece of card to make a 'booklet', and write the exercise on the inside.

- Paper worksheets can be protected by polythene bags (these can often be bought very cheaply). The exercise is written on one half of a sheet of typing paper, the paper folded in half and put in a polythene bag, and the opening of the bag stapled together:

Role play 22

Storage

- If the worksheets are single sheets of paper, they can be stored in labeled envelopes or in folders; if they are on card, they can be stored in boxes.
- Each worksheet can be given a reference number so that it can be found easily; a reference to a unit in the textbook; letters A, B, C to indicate level; or a letter to indicate type of activity.

Sharing the work

Producing large numbers of worksheets is very time-consuming, and would be too much work for one teacher. There are many ways of sharing the work so that it becomes quite easy and also allows the worksheets to be used in more classes:

- Teachers in one school can share the work of producing worksheets, and build up a set which they can all use.
- Neighboring schools can meet to exchange copies of worksheets (this could be organized by inspectors or supervisors.)
- Training sessions can be devoted to producing and trying out worksheets, with paper and copying facilities provided.

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