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***ЗБІРНИК ЛЕКСИКО-ГРАМАТИЧНИХ ВПРАВ ДЛЯ
РОЗВИТКУ МОВЛЕННЄВОЇ КОМПЕТЕНЦІЇ***

(для студентів II курсу факультету іноземної філології)

Навчально-методичний посібник



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ЗБІРНИК ЛЕКСИКО-ГРАМАТИЧНИХ ВПРАВ ДЛЯ РОЗВИТКУ МОВЛЕННЄВОЇ КОМПЕТЕНЦІЇ: Навчально-методичний посібник для II курсу факультету іноземної філології / Укладачі: О.В. Касаткіна, Ю.В. Курята, – Рівне: РДГУ, 2010. – 58 с.

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Навчально-методичний посібник складається з передмови, системи лексичних та граматичних вправ з роз'ясненнями, ключами та додатковими роздатковими матеріалами.

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ПЕРЕДМОВА

Останнім часом, коли умови життя визначають пріоритети використання іноземної мови як засобу спілкування, володіння іноземними мовами слугує основою для інтелектуального та особистісного зростання, розширює світогляд, сприяє всебічному розвитку особистості.

Практичний досвід свідчить, що ефективність процесу навчання іноземним мовам у більшості випадків є недостатньою. Нерідко після курсу навчання можна спостерігати, як студенти, знаючи слова, вміючи утворити ту чи іншу граматичну форму, є неспроможні використати все це в мовленні. Це зумовлено як об'єктивними, так і суб'єктивними чинниками.

Аналізуючи чинники, що заважають навчанню, можна помітити, що студентів часто стримують страх зробити помилки, виявити свою некомпетентність, виглядати гіршим за інших, відсутність інтересу до питань, що обговорюються.

Тому, при навчанні мовленню абсолютним засобом формування і розвитку мовленнєвої компетенції слід вважати постійну мовну практику на основі мовно-розумової діяльності.

Формування лексико-граматичних навичок передбачає розвиток навичок відносно точного відтворення вивченого явища у типових для його функціонування мовленнєвих ситуаціях і розвиток їх гнучкості за рахунок варіювання умов спілкування, що вимагають граматичного оформлення висловлювання. Навчання граматичній стороні усного та писемного мовлення ефективно здійснюється через цілу низку тренувальних вправ. Проте, такі

вправи самі по собі не розвивають уміння брати участь у комунікації. Саме тому виникає потреба розвивати навички спонтанної комунікації відповідно до потреб ситуації, а для цього потрібна система комунікативно-орієнтовних вправ. Такі вправи є максимально наближеними до умов реального спілкування, зміст мовлення не треба вигадувати. Ці завдання максимально звернені до самого студента та передбачають використання його життєвого досвіду. Комунікативно-орієнтовні вправи пов'язані з удосконаленням мовленнєвих умінь, а, відповідно, з використанням мовного матеріалу в інтересах комунікації.

Саме комунікативно-орієнтовні вправи дозволяють позбутись основних психологічних бар'єрів студентів. Сукупність вправ, запропонованих у посібнику, відрізняється від стандартизованих інформаційних та операційних вправ, які забезпечують усвідомлення і засвоєння матеріалу, або спрямовані на розвиток автоматизмів і закріплення операцій. Формування лексичної та граматичної компетентності, необхідної для здійснення комунікативної діяльності у майбутньому, відбувається у невимушеній обстановці, поєднує у собі як індивідуальну, так і групову роботу, що сприяє закріпленню вмінь співробітництва, створення атмосфери доброзичливості, взаємоповаги та взаємодопомоги.

Отже, активність студентів на заняттях англійської мови необхідно спрямовувати на регулярну практику з метою досконалого оволодіння мовою та формування мовленнєвої компетенції.

THE THREE WISHES GAME (wish)

Type of activity: whole class, information search

Functions practised: expressing wishes

Exponent: I wish I could..., I wish I had ..., I wish I was...

Lexical areas: personal characteristics, talents and abilities, possessions

The procedure: The game may be played with any number.

Photocopy and cut up the “granting cards” so that there is one for each student in the class. Put them in a hat or bag.

Give each student in the class a slip of paper and ask them to write three wishes on it, as follows: *I wish I could...*, *I wish I had...*, *I wish I was...* Ask them to fold it up and keep it in the pocket. Then pass round the hat or the bag and ask each student to take one “granting card”.

Tell them that the card gives them magic powers to grant any wishes to do with the subject.

There is only one snag: they can’t grant their own wishes.

The object of the game is to find people to grant their three wishes. To do this students must tell their group-mates their wishes until they find someone who can grant them. When they have had all their wishes granted, the game is over.

WHY NOT? (2nd conditional)

Type of activity: small groups, guessing

Functions practised: speculating

Exponent: second conditional

Lexical areas: everyday activities

Essential vocabulary: colour blind, abolished, banned, daylight, broadcasting, printing

The procedure: The game is played in groups of three or four.

Copy one set of statements for each group and cut them up.

Give slips to each member of the group and ask them to complete the statements without showing the others. When they have finished, ask them to read the first part of each sentence to the rest of the group, who must try to guess how they completed it.

If a player guesses correctly, they should be awarded by the slip of paper.

The object of the game is to collect as many slips of paper as possible. The player at the end with the most is the winner.

TOLD YOU SO ! (modals)

Type of activity: whole class, information search role play

Functions practised: giving advice and opinions

Exponent: should, ought to, should have, ought to have, will

Lexical areas: bad habits, personal disasters

Essential vocabulary: nothing in common, truant, expelled, engaged, bankrupt, rowing, nagging, divorce, in trouble with, prison sentence, shoplifting, gang, rough, debt, fiancée, little devil, rude

The procedure: The game can be played with any number of students, but is probably best played in groups of 8 to 16.

Copy one “now” and one “one year later” role card for each student. Copy one questionnaire per pair of students.

This game has 4 phases.

Phase 1: Give out the “now” cards. Ask the students to imagine that they all work in the same place. It’s the coffee break, and they are all bringing each other up to date with various bits of juicy gossip. Ask them to offer opinions to each other on what people should or shouldn’t do about their problems.

Phase 2: When they have all gone round and advice has been offered, seat them in pairs and give them a questionnaire to fill in together. They should discuss what the problem is, what should be done about it, and make a prediction as to what will probably happen.

Phase 3: When they have finished, give each student the appropriate “one year later” card, and ask them to go round as before, but this time with a “told you so” attitude, commenting on what people *should have done*.

Phase 4: When they have finished, put them back in pairs.

The object of the game is to discover how many of their predictions were correct.

The highest score wins.

PROMISES, PROMISES (modals)

Type of activity: small group, exchanging role play

Functions practised: making promises

Exponent: will

Lexical areas: family life

Essential vocabulary: moaning, can't stand, pick up, give a lift, fence, chop, weed, attic

The procedure: The game is played in groups of 6 – 8. For group of 6 leave out Auntie Joan and Susie. For groups of 7 leave out Susie.

Copy one set of role cards for each group.

Give the role cards to the students and tell them that they are all members of a family. Every member of the family wants the other members to promise to do something.

The object of the game is to extract the four promises.

The rule is, you must promise to do something only if you are promised something in return.

CHRISTMAS SWAPPING (like + ing)

Type of activity: whole class, matching

Functions practised: talking about likes and dislikes

Exponent: like, love, interested in, hate, can't stand, etc. + -ing.

Lexical areas: hobbies, sports, interests

Essential vocabulary: hiking, flower arranging, ballet, outdoor type, classical music, dreadly, go down well, jazz, slim, tennis racquet, golf, opera, pop, saucepans, apron, frilly, glamorous, frivolous, tight (money), practical, gardening tools, houseplants, board games, underwear, knickers (to), computer bridge, chess, perfume, misunderstand, spices, watersports, snorkel, wetsuit, cookery, astronomy, astrology, abstract painting, handkerchiefs, videos, guitar, tone-deaf, genealogy/family tree

The procedure: The game can be played with any number of students.

Copy as many role cards as there are students in your group, ensuring that as far as possible, each card has its "partner".

Give out one role card to each person in your group and explain that in a few minutes they are due to meet people at a New Year party, where they will discuss Christmas and presents they received.

They should impart the information on their role card and their opinions about it to as many people as possible. Perhaps they will find someone who can help them.

When they have found the person who can help them, they can sit down together.

The object of the game (though don't tell the students that) is to find someone with whom they can swap presents.

THANK YOU GAME (- ing form)

Type of activity: whole class, search

Functions practised: thanking

Exponent: thank you (very much) for – ing

I'd like to thank you for – ing

I'd like to say thank you for – ing, etc.

Lexical areas: classroom activities, character

Essential vocabulary: colourful, even later than, pronounce, laugh, smile, helpful, enthusiastic, cheerful, jokes, thoughtful

The procedure: The game can be played with any number of students. It is for the end of term or for revision of – ing forms.

Ask the students to find someone to thank for each of the actions on the questionnaire.

The object of the game is to find someone in the group for each of the actions mentioned on the questionnaire.

Note: In practice everyone gets thanked for something because if somebody is thanking you for something, you also instinctively thank them.

You might prefer to make your own questionnaire, based on your knowledge of the students and class mythology that has built up over the term.

PROMPT WORDS (- ing forms)

Type of activity: small groups, completing

Functions practised: making descriptions

Exponent: writing/speaking with focus on – ing forms

Lexical areas: feelings and emotions

Essential vocabulary: frustration, happiness, boredom, satisfaction, fear, surprise, kindness, relief, truth, courage, sadness, anger, etc

The procedure: The game can be played with any number of students.

Write on the blackboard one of the feelings, e.g. frustration. Then ask the class to suggest ways of completing the sentence, e.g.: Frustration is ... arriving at the bus stop just as the bus is leaving.

Divide the class into groups of 3 – 4, and give each group a copy of the handout. Tell them to suggest continuations for as many of the prompt words on the handout as possible.

When everyone has finished, ask various groups to call out their best ideas.

This seemingly “lightweight” activity does, in fact, have a clear language focus. Most of the suggestions offered in response to the prompt words will naturally draw the students into using the “-ing form”. There is no need to point out the students **the object of the game** – to complete sentences using the “-ing form”. The point can best be made during the round-up session, when suggestions can be looked at more closely.

EIGHTS (language quiz)

Type of activity: small groups, quiz

Functions practised: enlarging general knowledge

Exponent: language/vocabulary

Lexical areas: world around us

Essential vocabulary: everyday English

The procedure: In this activity, students work in teams to try to match missing items with a hidden list of possible ones.

Make copies of the appropriate handout – one copy for each team.

Divide the group into teams of 3 to 5 and give each team a copy of the handout. Explain that they have to suggest and write down items for each question. Allow approx. 10 minutes.

Check orally. Tell the students that you have six suggestions. If they can match your suggestions they get three points. If they don't, but the suggestion is valid, they gain one point. If necessary, they can mark each other's sheets. Go through each question in turn, asking the students for their suggestions and awarding appropriate marks for each one (three points, one point or zero point if totally inappropriate).

The object of the game is to get the highest score. The team with the highest score wins.

Key: Lower Intermediate Eights

1. *apricot, kiwi, mango, orange, peach, pineapple*
2. *basketball, cricket, hockey, pool, squash, table-tennis*
3. *balloon, planet, plate, record, sun, tomato*
4. *apple, button, cheeks, light, tomato, wine*
5. *Athens, Belfast, Bern(e), Brussels, Edinburgh, Oslo*
6. *brown, cream, green, gray, pink, purple*
7. *cabbage, cucumber, lettuce, parsley, pepper, (water)cress*
8. *both, certainly, just, normally, rarely, seldom*

Key: Intermediate Eights

1. *ambulance, bicycle/bike, coach, taxi, train, van*
2. *Christmas, credit, membership, playing, post, visiting*
3. *knew, knit, knot, wrestle, wrist, written*
4. *calf, heel, knee, shin, sole, toenail*
5. *attic, basement, kitchen, library, office, ward*
6. *fortnightly, friendly, hourly, lively, monthly, sly*
7. *depth, growth, month, mouth, strength, truth*
8. *bound, certain, keen, playing, sure, unlikely*

NOTE: You can adapt these, making exercise easier or more difficult, slanting it towards your particular needs.

THE HISTORY OF MY SHOES (vocabulary/ conversation)

Type of activity: group work, individual work, conversation

Functions practised: story telling

Exponent: vocabulary/ conversation

Lexical areas: things descriptions

Essential vocabulary: sole, stitching, laces, eyelets, buckle, strap, velcro, espadrille, discoloration, etc

The procedure: Using your own shoes (or some pictures of shoes) try to elicit/teach the vocabulary on the handout.

Ask the students to listen to some history on a rather unusual subject – the history of shoes. Ask the students to write down any phrases that could be useful when they talk about the history of their shoes later on.

Talk about your shoes, what they are like, why you bought them, how they got any major tears or splodges on them, etc. when you've done this, go round the class asking each student to say one thing they remember you saying. Anyone who can't remember anything can say "Pass!"

Give out the handout to each student. Go through it quickly to check vocabulary, useful phrases, etc. you can also ask students what they would like to add to the handout.

Give students some minutes to prepare their own history of their shoes. They can use the handout to help them, if they wish.

NOTE: If the activity goes well and generates some humorous conversations and laughter, the idea may be repeated in another day with other unusual things. A new topic will mean eliciting or teaching new vocabulary and lexical phrases.

HONESTLY

Type of activity: group work, discussion

Functions practised: questionnaire, general discussion

Exponent: reading, discussion

Lexical areas: truth and lie vocabulary

Essential vocabulary: moral code, white lie, blame, cycle ride, racist, offensive, flirt, etc.

The procedure: The material is designed to provoke discussion by exploring the double standards that most of us live by. In particular, it's likely to bring out the following points:

- Do we do "the right thing" because we think we will be caught if we do the wrong thing?
- Circumstances rather than our moral code determine how we behave – e.g. we will happily cheat a company (getting off a bus without paying) but not a friend.
- We might use lying for a good purpose, e.g. in order to be tactful.

It's important not to try to force conclusions. Let your students explore as far as they wish.

Make one copy for each student. The first seven questions are a warm-up. This phase is best carried out as a whole class activity, with input of vocabulary from the teacher as needed.

Initially, each student should consider each question silently, and make a written note of his/her answer before the general discussion begins.

The students now complete the questionnaire individually and silently. Alternatively, students can work in pairs, where each one in the pair tries to predict how the other is likely to respond.

Once everyone has completed the questionnaire, the questions can be opened to general discussion (there will be a lot of “it depends” and specification of variations in the situation described). **The object of the game** is to make each student to reveal (or not reveal) his/her responses.

There will be a clamour for the interpretation of the responses. Make the copies of the “key”. It is not meant to be more than suggestive, as, in fact, so much does depend on the interpretation of the situations described and upon factors which are not made explicit in them.

MEAN WITH MEANING

Type of activity: whole group activity

Functions practised: work with unfamiliar vocabulary

Exponent: reading/ vocabulary

Lexical areas: weather

Essential vocabulary: wretched weather, stifling, indignantly, disgrace, content.

The procedure: Make copy of the handout for each student. Either read the text to the students or let them read it themselves. Then arrange the class into groups of 3-4 students.

Each group now lists all the unfamiliar or unknown vocabulary items in the text that has been read.

They then discuss which of these items can be guessed or worked out for meaning in context. In this way some “problem” items can be eliminated from the list. The remaining vocabulary items are now to be listed in order of importance. They put them in either the “Need to know” column, the “Would like to know” column or in the “Don’t need to know” column.

After discussion the group reports back on the **one** item that group members really need to know. Frequently, different groups will come up with different items they need to know. This can lead to

other groups saying why they didn't need to know that particular item. **The object of activity** is to make students to be ready to work with unfamiliar vocabulary.

NOTE: If this kind of activity is used regularly it will help students overcome teacher-dependence for vocabulary, and get them thinking about vocabulary for themselves.

WHAT DO YOU THINK IS THE REST OF THE STORY?

Type of activity: individual/group activity

Functions practised: creativity and imagination

Exponent: reading/ discussion

Lexical areas: relationship, incidents

Essential vocabulary: ignore, intensely, restaurant, badly lit, department store, shoppers, escalator, etc.

The procedure: Make copies of the handouts – one copy for each student.

Either read through the two extracts with the whole class or allow them to read it themselves.

Arrange the group into pairs or groups of three and allow them to go through the questions after each extract.

Check orally, asking various pairs/groups for their answers.

NOTE: you can ask the students to write an extra paragraph for each extract for homework. They can choose to write the paragraph that comes before the extract or after it.

SOLVE A PROBLEM

Type of activity: individual activity

Functions practised: giving reasons

Exponent: fluency practice

Lexical areas: describing people

The procedure: Copy and cut out the handouts – one copy for each student.

Pre-teach the word surname, if necessary (= family name).

The students read the information, the problem and the clues. They then try to solve the problem. They are not allowed to consult with each other.

Set a time limit. While the students are working on the problem draw a blank copy of the grid on the board.

At the end of the time, ask students to compare their solutions in pairs for a minute or two.

Finally, work through the problem with the whole class, putting ticks in the boxes to show the correct solutions. Ask individual students to read out the completed sentences, to check the answers fully.

KEY:

	Bell	Carter	Davis	Edwards	160 cms	170 cms	175 cms	180 cms
Alison	√				√			
Anne				√				√
Angela		√					√	
Abbie			√			√		

1. *Ms Alison Bell is 160 centimetres tall.*
2. *Ms Anne Edwards is 180 centimetres tall.*
3. *Ms Angela Carter is 175 centimetres tall.*
4. *Ms Abbie Davis is 170 centimetres tall.*

PREDICTING FROM CHECK QUESTIONS

Type of activity: individual activity

Functions practised: skills of predicting a story

Exponent: writing/reading

Lexical areas: weekend

The procedure: Make copies of the questions and the passage from handout – one copy for each student. To begin with, hand out copies of the questions.

Explain that they are going to reconstruct a passage called “A weekend to remember” from the check questions before they have read the passage itself.

Reassure them that there is a lot they will be able to predict, but if there is anything which they are not sure about, they should leave a blank. They will have to fill in the blank with the missing information.

For speaking and listening practice, ask the students to do this in pairs.

Now hand out copies of the actual passage. Ask the students to read it and to fill in the blanks with any missing information.

YOU

Type of activity: individual activity, group discussion

Functions practised: individual writing, group discussion

Exponent: creative writing

Lexical areas: describing people

The procedure: Copy the handout – one copy for each student.

Tell the students to think of somebody they either love or hate. It can be the member of their family, girlfriend/boyfriend, a fellow student, etc.

Tell the students to write about the person they have thought of as if they were a type of food. Give them simple examples: *You are a chocolate ice-cream. You are a loaf of garlic bread.*

Give them time to write a line.

Tell the students to write the next line as if their person is a kind of weather: *You are a hot summer day. You are an autumn mist.*

Go through all the lines giving examples if you think it is necessary. The tone of your voice – the type of silence you create while students are writing – is crucial to the success of this activity.

When the students have finished have them swap their papers. They can now (if they want to) read out the poem they have in front of them to the rest of the class.

MODERN MYTHS

Type of activity: group activity, discussion

Functions practised: speech unprepared

Exponent: listening for gist/speaking (when retelling)

Lexical areas: pets/animals

The procedure: Copy the handout – one copy for each student. But do not hand them out yet!

Ask the class to make themselves comfortable. Tell the students you are going to tell them a story but there won't be any comprehension exercises to do afterwards. Tell them that some people say it is a true story but you are not sure.

Tell the story – preferably by heart. If not, try to read it as “naturally” as possible.

Ask some of the students to try to tell the story to the rest of the group so that they can retell to their friends or relatives at another time.

Give the students a copy of the story and suggest that they compare it with their own memory and telling of the story. They can, if they wish, modify their own telling by adding details they (or you) forgot to include.

THE DEFINITION GAME

Type of activity: pair work

Functions practised: giving definitions

Exponent: vocabulary

Lexical areas: everyday language

The procedure: Copy out the handout for student A and handout for student B. The students sit facing each other, making sure that they cannot see what is written on each other's papers.

Explain the rules, namely that Student A starts by asking student B to explain the ten missing words on his/her sheet. (They can be taken in any order). To make it slightly easier, certain letters in the missing words are already given. Student A writes down the answer if s(he) thinks s(he) knows it. **DO NOT CHECK YET!**

Student B now asks student A to explain the missing words on his/her sheet. Again, the answers are written down.

The objective of the game is to make students able to make up suitable definitions for ten words so that the other person can guess what the words are.

Let them check their answers by comparing handouts.

WHAT DO YOU REMEMBER? (gerunds)

Type of activity: groups

Functions practised: oral work (speech unprepared)

Exponent: grammar points: remember + gerund (I remember not liking the Maths teacher very much); questions with remember (What do you remember about ...?); past tense for talking about past events (I didn't enjoy ...); used to + infinitive (I used to visit my grandparents every summer)

Lexical areas: memories

The procedure: Write on the board sentences from **exponent**. Revise these and encourage students to use them as well as the simple past when talking about their memories.

Divide class into small groups (3-5 students) and give each group one copy of the handout. Let them look at the different items and make sure everyone understands them.

The objective of the game is to win as many squares as you can by speaking about the subject on it for one minute. Each person has a turn and is given a number by the rest of the group. They then speak for a minute on this subject, being timed by a member of the group. If they manage to speak for one minute, they win the square and put their initials in it. If they stop speaking early, someone else can take over and if they are speaking when the minute is up, they win the square and put their initials in it. Play these passes to the next person until all the board is completed. The person with the most squares wins.

Note: if a minute seems rather long for your class, try 30 -45 seconds.

STRANGE BUT TRUE?

Type of activity: students working in pairs (gap activity)

Functions practised: language of supposition

Exponent: modals (Queen Elithabeth I might have ...; Indian ink could actually come from..., etc.); asking questions with a variety of forms and tenses

Lexical areas: facts

The procedure: divide the class into pairs (A and B) and give each student the appropriate handout.

Explain that they are going to learn 20 amazing facts – ten are complete on their handout and ten are incomplete. Give them a few minutes to read through the facts and try to imagine what could be written in the spaces.

Now put each student with another student with the same handout. They compare what they've filled in and discuss possibilities. You might like to revise the language of speculation and the use of modals *may/might/could* in the present and past tenses.

The next stage is to put this pair to work with another pair who have the other handout. They ask questions to find out the answers and compare these with what they originally thought. Once this is complete, tell them that five of the facts are completely untrue and the group of four now work together to decide which facts these are.

Have a whole class round-up and ask groups to say which facts they think are untrue and why.

For homework, ask students to choose five of the facts that particularly interested them and write a few lines about each.

KEY: the following are untrue: numbers 3,7,10,16 and 19.

WHAT A QUESTION!

Type of activity: students working in groups

Functions practised: group discussion, speculating

Exponent: the second conditional (If I could know one thing, I'd like to know about my future); agreeing and disagreeing (I'd rather .../I agree but.../Have you considered...?)

Lexical areas: possibilities

The procedure: divide the class into small groups and give each group a set of cards. They place these face downwards on the table in front of them without reading them. Explain that they are all questions that are very difficult to answer and they will need to speculate on what they would do in certain circumstances. If you think it useful, revise the language of speculation, particularly the second conditional.

Students now take it in turns to pick a card and read it out to the group, saying what they would or wouldn't do in such circumstances. The rest of the group can then agree or disagree. Encourage them to spend about a minute on each one.

After twenty minutes stop the activity and ask students which situations gave rise to the most discussion and why.

For homework students could write about one or two of the issues raised.

URBAN MYTHS

Type of activity: teacher-led activity

Functions practised: reading comprehension, memory

Exponent: general grammar revision: answering questions (What happens if...?; Why is it dangerous to ...?; What's so special about...?, etc.)

Lexical areas: urban facts/life.

The procedure: write “urban myths” on the blackboard and explain what they are i.e., a commonly-believed untrue fact or explanation. Tell them they are now going to learn 12 urban myths and give each person a copy of the handout.

Allow them five minutes to read through the myths and memorize them. They are not allowed to write anything down.

At the end of the time, everyone must turn their papers over and write the numbers 1 – 12, either on the back of the handout or on a separate piece of paper.

Questions to read out

1. What happens if you dial a special, secret telephone number?
2. Why is it dangerous to fall asleep on the London Underground?
3. Why does the Bank of England test all new photocopiers, faxes and laser printers?
4. What had the woman lost? Who found it and where?
5. Where might you find ink made from crushed butterfly wings?
6. If a vicious dog attacks you, how can you protect yourself?
7. What, according to an ancient British law, can you do to legally get another person’s money?
8. How can you recharge phone cards?
9. What happens to a hamster if you pick it up by its tail?
10. What sometimes happens on the Tokyo metro?
11. Why have the oil companies paid off some scientists?
12. What’s so special about shop mirrors?

THE THREE WISHES GAME (Granting cards)

<p>You have power to grant any wishes to do with <i>LOVE</i></p>	<p>You have power to grant any wishes to do with <i>MONEY</i></p>
<p>You have power to grant any wishes to do with <i>WORK</i></p>	<p>You have power to grant any wishes to do with <i>TALENTS AND ABILITIES</i></p>
<p>You have power to grant any wishes to do with <i>POSSESSIONS</i></p>	<p>You have power to grant any wishes to do with <i>TRAVEL</i></p>
<p>You have power to grant any wishes to do with <i>TIME</i></p>	<p>You have power to grant any wishes to do with <i>APPEARANCE</i></p>
<p>You have power to grant any wishes to do with <i>PERSONALITY</i></p>	<p>You have power to grant any wishes to do with <i>FAME</i></p>

WHY NOT?

If everyone suddenly went colour blind ...	If everyone forgot how to read ...
If we could all read each other's thoughts ...	If everyone had eyes in the back of their heads ...
If stones were used as money ...	If animals could speak ...
If cars ran on milk ...	If people forgot how to talk ...
If there was no daylight ...	If people were five meters tall ...
If broadcasting and printing were banned ...	If everyone who told lie turned green ...
If people lived forever ...	If everyone wanted to become a Queen of England ...
If everyone became a vegetarian ...	If everyone could change the world...

TOLD YOU SO! (Now/ One year later)

<p>Now Janet in the typing pool has just got engaged. She's only known him a week and they plan to get married next month. They've got nothing in common. You're sure she's making a terrible mistake.</p>	<p>One Year Later Janet got married, but she's terribly unhappy.</p>
<p>Now The boss's kid, Tim, is a little devil: always breaking things and being rude. He plays truant from school too – you've seen him.</p>	<p>One Year Later Tim got expelled from school.</p>
<p>Now Bob in the accounts department always gets to work late. Yesterday he was nearly an hour late. You know the boss is annoyed about it.</p>	<p>One Year Later Bob got the sack.</p>
<p>Now Sam in marketing is engaged but you know his fiancée is still seeing her old boyfriend. You don't know what to do about it.</p>	<p>One Year Later Sam's fiancée left him and married her boyfriend.</p>
<p>Now Your colleague, Tony, drinks too much. You are afraid something awful will happen.</p>	<p>One Year Later Tony had a car crash. He's given up drink.</p>

<p>Now Your colleagues, Sue and Simon, seem to be spending a lot of money lately on improvements to the house, a new car, new clothes ... You know they are not that rich, so they must be getting themselves in debt.</p>	<p>One Year Later Simon went bankrupt. They had to sell the house.</p>
<p>Now Your colleague, Tessa, is always rowing with her husband. She often looks unhappy, yesterday you saw her crying.</p>	<p>One Year Later Tessa got divorced.</p>
<p>Now Mike, in sales, has a teenage son called Billy. He is a nice kid, but he has a really rough lot of friends. You're sure they'll get him into trouble. In fact you saw the police come round to his house.</p>	<p>One Year Later Billy got a two year prison sentence for shoplifting.</p>

TOLD YOU SO! (Questionnaire)

<p>How much do you know about these people's problems?</p> <p>What do you think they should do?</p> <ol style="list-style-type: none"> 1. Janet and her new boyfriend. 2. The boss's son, Tim. 3. Bob in the accounts department. 4. Sam's fiancée and the old boyfriend. 5. Tony. 6. Sue and Simon and their new car. 7. Tessa and her husband. 8. Billy and his gang of friends. <p>What do you think will probably happen? Write a prediction for each.</p> <ol style="list-style-type: none"> 1. Janet will probably 2. Tim will probably 3. Bob will probably 4. Sam's fiancée will probably 5. Tony will probably 6. Sue and Simon will probably 7. Tessa will probably 8. Billy will probably 	<p>How much do you know about these people's problems?</p> <p>What do you think they should do?</p> <ol style="list-style-type: none"> 1. Janet and her new boyfriend. 2. The boss's son, Tim. 3. Bob in the accounts department. 4. Sam's fiancée and the old boyfriend. 5. Tony. 6. Sue and Simon and their new car. 7. Tessa and her husband. 8. Billy and his gang of friends. <p>What do you think will probably happen? Write a prediction for each.</p> <ol style="list-style-type: none"> 1. Janet will probably 2. Tim will probably 3. Bob will probably 4. Sam's fiancée will probably 5. Tony will probably 6. Sue and Simon will probably 7. Tessa will probably 8. Billy will probably
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PROMISES, PROMISES

<p>MUM You want Lucy to promise to be home by 11 o'clock on Saturday. You want Tom to promise never to ride a motorbike. You want Dad to promise to paint the kitchen. You want someone to help you with the ironing.</p>	<p>DAD You want Mom to promise to invite some important people (the Jones) to dinner – she can't stand them. You want Grandpa to promise to take Grandma on holiday. You want grandma to promise to stop moaning about never going on holiday. You want someone to pick you up from the station on Monday night at 11.30.</p>
<p>TOM You want Mum to promise to lend you the car on Saturday night. You want Lucy to lend you \$ 25. You want Grandpa to promise to help you with your homework. You want someone to promise you to buy you a guitar for your birthday.</p>	<p>LUCY You want Mum to promise to let you go to the party on Saturday night. You want Grandma to lend you \$10. You want Tom to promise to Give you a lift to the party. You want someone to promise to buy you a bicycle next birthday.</p>

<p>GRANDPA You want Dad to promise to mend the fence. You want Tom to promise to mow the lawn this weekend. You want Grandma to mend your shirts (she hates sewing). You want someone to promise to chop the wood.</p>	<p>GRANDMA You want Lucy to promise to help with the housework. You want Grandpa to promise to go on holiday this summer. You want Dad to look after the cat if you go away. You want someone to weed the garden.</p>
<p>AUNTIE JOAN You want someone to promise to clear the attic for you. You want someone to paint the garden gate. You want someone to promise to do the shopping for you next Saturday. You want someone to promise to pick you up at the airport next Sunday.</p>	<p>SUSIE You want someone to take you to the party on Wednesday. You want someone to promise to take you to next week's film at the Ritz. You want someone to lend you \$5. You want someone to promise to buy you a stereo for your next birthday.</p>

CHRISTMAS SWAPPING

<p>This Christmas you got a tennis racquet and two tickets to the opera. What's wrong with Santa these days? Wrong sport for a start. You play golf, not tennis, and you've always hated opera – pop music is what you like.</p>	<p>This Christmas you got a pop record a set of golf balls. Santa must have got the wrong file out when he was making that decision! You like opera, not pop, and tennis is your sport, not golf!</p>
<p>This Christmas, Santa awarded you a set of saucepans and an apron! What a mistake! You are not a feminist, but you don't really see why <i>women</i> always get the boring saucepans and household stuff. What you'd like is something frilly, glamorous and totally frivolous. Saucepans you can buy for yourself!</p>	<p>This Christmas you got not one, but two sets of frilly French underwear! What a waste! How can people spend their money on something so frivolous? You have just moved into a new house and money is really tight. What you need is something practical for the house. Knickers to underwear!</p>
<p>This Christmas you were given three pairs of hiking socks and a flower arranging book. What a waste! You <i>hate</i> hiking and <i>loathe</i> flower arranging. What you really like is ballet and pottering about the house doing a spot of DIY. You are not an outdoor type at all.</p>	<p>Your hobby is flower arranging – and your passion is hiking in the mountains – you go off every holiday and most weekends if you can. But what did you get for Christmas? Two tickets for the ballet and a book on DIY! You really dislike ballet and DIY is your pet hate! Someone should send Father Christmas for re-training!</p>

<p>For Christmas you received a print of an impressionist painting, and a book on astronomy. Well, it was nearly right. You like art, and you're fascinated by the stars. The only problem is that the Impressionists are your pet hate – you prefer abstract painting, and it's <i>astrology</i>, not astronomy, you're interested in!</p>	<p>For Christmas, you received a book on astrology and a Mondrian print. Well, it was nearly right. You like art and you are fascinated by the stars. The only problem is that you hate abstract painting, and it's <i>astronomy</i>, not astrology that you're interested in!</p>
<p>In your Christmas stocking was a cook book and a gift pack of Indian spices. Maybe Santa's dropping a hint, but it won't work. You hate cooking. And your pet hate is Indian food. In fact you don't like any indoor hobbies at all. Your hobby is watersports.</p>	<p>You really can't understand it. For Christmas you got a snorkel and a wetsuit. You can't swim. In fact you're aquaphobic. You don't like sports at all. Your favourite hobby is cooking. You've just started a course in Indian cookery.</p>
<p>This Christmas Santa sent you a set of gardening tools and a book of houseplant care. Santa needs his head examined! You <i>hate</i> gardening – it's just like outdoor work to you. And every houseplant you've ever been given has died a very nasty death. In fact you're not interested in plants or the outdoor life, or anything remotely green. What you like is games – board games, card games – you name it!</p>	<p>This Christmas, for some unknown reason, a misguided Father Christmas bought you a chess book and computer bridge. You've never played either game in your life and you don't intend to start now! In fact you don't like being indoor at all – what you love is gardening and plants.</p>

<p>This Christmas Santa gave you a bottle of Chanel № 5 perfume. Very nice, and probably very expensive, but the problem is you don't <i>like</i> Chanel № 5. You like Dior. The other present you got was an English-Turkish dictionary. Very strange, you thought, until you realized that you'd told everyone where you were going for your holiday. They thought you said Turkey – but actually you'd said <i>Torquay</i>.</p>	<p>This Christmas Santa gave you a bottle of Dior Perfume. Very nice too – but what a waste. Your perfume is Chanel № 5. You never wear any other. And you also got a guide to Torquay. This mystified you until you realized that people had misunderstood where you're going on holiday. You are going to <i>Turkey</i>.</p>
<p>This Christmas you got a guitar complete with “Teach Yourself” manual. Did no one tell Santa you were tone-deaf? You're not in the slightest interested in music. Your hobby is genealogy.</p>	<p>What you really hoped for this Christmas was a guitar. You want to start guitar lessons at the local college this January. The problem is, you can't afford a guitar. So what did you get?... A book called <i>Trace Your Own Family History</i>.</p>

<p>This Christmas you got a classical music cassette – dreary stuff, Borg, Buck, Buch or something. You can't stand classical music. What you like is jazz. The other present you got – a boring book – some modern novel. Reading never was your strong point. If people can't think what to send, why don't they send something to eat – that always goes down well!</p>	<p>This Christmas you got a jazz cassette and a box of chocolates. Very nice too, except you like classical music, and you are trying to slim! What you really wanted for Christmas was books.</p>
<p>This Christmas you had a really original present. Socks and handkerchiefs! Boring! You <i>were</i> hoping for some videos – you've just bought a video machine!</p>	<p>This Christmas you got two videos as presents. You don't even have a television! What a waste of time! You wish people would give <i>useful</i> presents – clothes for example.</p>

THANK YOU GAME

Find someone you would like to thank for:	Find someone you would like to thank for:
<ul style="list-style-type: none">• wearing colourful clothes• making you laugh• being even later for class than you were• telling you something interesting about his/her lifestyle• having a nice smile• being cheerful on a Monday morning• being ready for all lessons• telling you the answers you didn't know• telling jokes• being enthusiastic• always speaking English to you• enjoying life• being helpful• being friendly• making you prepare your home tasks• lending you things you'd forgotten• seeing you off after your classes	<ul style="list-style-type: none">• wearing colourful clothes• making you laugh• being even later for class than you were• telling you something interesting about his/her lifestyle• having a nice smile• being cheerful on a Monday morning• being ready for all lessons• telling you the answers you didn't know• telling jokes• being enthusiastic• always speaking English to you• enjoying life• being helpful• being friendly• making you prepare your home tasks• lending you things you'd forgotten• seeing you off after your classes

PROMPT WORDS

Love is...

Love is feeling cold in the back of vans, love is fanclub with only two fans..., love is you and love is me love is a prison and love is free.

(Adrian Henri)

Frustration is

.....

Happiness is

.....

Boredom is

.....

Satisfaction is

.....

Fear is

.....

Surprise is

.....

Kindness is

.....

Relief is

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Truth is

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Courage is

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Sadness is

.....

Anger is.....

.....

Inspiration is

.....

Freedom is

.....

EIGHTS (LOWER INTERMEDIATE)

<p>1. Name eight fruits</p> <ol style="list-style-type: none"> 1. melon 2. lemon 3. 4. 5. 6. 7. 8. 	<p>2. Name 8 sports that use ball or balls</p> <ol style="list-style-type: none"> 1. rugby 2. volleyball 3. 4. 5. 6. 7. 8.
<p>3. Name eight things that are (often) round</p> <ol style="list-style-type: none"> 1. a ball 2. a CD 3. 4. 5. 6. 7. 8. 	<p>4. Name eight things that are (often) red</p> <ol style="list-style-type: none"> 1. lips 2. pen 3. 4. 5. 6. 7. 8.
<p>5. Name eight European capital cities</p> <ol style="list-style-type: none"> 1. Rome 2. Lisbon 3. 4. 5. 6. 7. 8. 	<p>6. Name eight colours</p> <ol style="list-style-type: none"> 1. yellow 2. orange 3. 4. 5. 6. 7. 8.
<p>7. Name eight vegetables or herbs that can be green</p> <ol style="list-style-type: none"> 1. pea 2. bean 3. 4. 5. 6. 7. 8. 	<p>8. Give eight words that can fill the gap in the sentence: <i>We ...arrived before 9.</i></p> <ol style="list-style-type: none"> 1. all 2. never 3. 4. 5. 6. 7. 8.

EIGHTS (INTERMEDIATE)

<p>1. Name eight things that have wheels</p> <ol style="list-style-type: none"> 1. a bus 2. an aeroplane 3. 4. 5. 6. 7. 8. 	<p>2. Name eight words that can come before the word “card”</p> <ol style="list-style-type: none"> 1. birthday 2. business 3. 4. 5. 6. 7. 8.
<p>3. Name eight words which start with a silent “k” or “w”</p> <ol style="list-style-type: none"> 1. write 2. knock 3. 4. 5. 6. 7. 8. 	<p>4. Name eight parts of the body below the thigh</p> <ol style="list-style-type: none"> 1. toe 2. foot 3. 4. 5. 6. 7. 8.
<p>5. Name eight rooms that don't include the word “room”</p> <ol style="list-style-type: none"> 1. cellar 2. study 3. 4. 5. 6. 7. 8. 	<p>6. Give 8 adjectives ending in “-ly”</p> <ol style="list-style-type: none"> 1. daily 2. lovely 3. 4. 5. 6. 7. 8.
<p>7. Name eight nouns ending in the letters “-th”</p> <ol style="list-style-type: none"> 1. youth 2. width 3. 4. 5. 6. 7. 8. 	<p>8. Give one word to fill the gap in the sentence: They are ... to win</p> <ol style="list-style-type: none"> 1. desperate 2. hoping 3. 4. 5. 6. 7. 8.

THE HISTORY OF MY SHOES

Vocabulary

A sole, heel, upper, tongue

The stitching, seams, laces, eyelets, buckle, strap, velcro

A pair of ... trainers, espadrilles, lace-ups, Salamander

They're made of ... leather, cotton, canvas, plastic

I got them from ... a shoe shop, mail order catalogue, boutique

They're a bit loose, quite comfortable, casual, smart, worn, faded, new

A scuff mark, shine, strain, tear, cut

Some discoloration, grime

Useful phrases

My ...s have got ... and are ...

I got them from ...

I've had them for ... ages, quite a while, two weeks

I've just got them

They are quite comfortable

I bought them because

They got with my

I never clean/polish them

See this splodge

My last pair ...

HONESTLY!

Questions to get you talking

1. Have you ever got off the bus or train without paying?
2. If you found a purse or wallet in the street, what would you do with it?
3. If you found some money on the floor, would you keep it?
4. Have you ever taken something from a shop without paying for it?
5. Have you ever told A White lie?
6. If you were given too much change in the shop, would you tell a shop assistant?
7. When it is your turn to pay, would you ever try to get out of paying?

Now, answer these questions as honestly as you can.

8. Your friend arrives wearing a new dress. She is pleased with it, but you think it looks terrible. Would you

A pretend to like it too

B tell her it didn't suit her

C say nothing about it

9. You are playing a computer game when you suddenly remember that you have some homework. You don't have enough time to do it. Would you

A copy from a friend and pretend it's your own work

B make an excuse to the teacher, e.g. that you were ill, or had to do something else

C ask if you can hand it in late

When they ask you how you got on last night, what would you tell them?

A say that you stopped after 10 kilometres because you felt tired

B say that you didn't measure how far you cycled, probably it was about 25-30 kilometres

C say that you couldn't go very far because you had to be back by a certain time

13. You pay for some goods at the supermarket, and realize that the shop assistant has given you change for a 50 note, whereas you gave him a 20 note. Would you

A point out his mistake

B say nothing and hope he doesn't realize

C wait till you get home before deciding what to do about it

10. Someone compliments you on your beautiful garden. They don't know you pay a gardener to do it. Would you

A say thank you and accept the compliment

B admit that it was the gardener's work

C change the subject

11. You are in your classroom with another student. He starts to smoke a cigarette, which is against rules. Seeing a teacher coming, he throws it out of the window, but when the teacher comes in and she blames you. Would you

A tell her that it wasn't you but the other student

B take the blame and say nothing

C turn to the other student and wait for him/her to own up

12. You decide to go for a long cycle ride, but give up after 10 kilometres because you feel tired. Next day, some friends are talking about how they regularly cycle 30 or 40 kilometres.

14. The boss tells you a joke which you don't understand at all. Would you

A laugh anyway

B ask him/her to explain it

C remain silent, or change the subject

15. You are at a party, and a man you don't know starts to make racist or sexist comments which you find very offensive. Would you

A try to change the subject

B pretend to agree with him

C tell him how much you dislike his opinions

16. Your partner finds a photograph of another boy/girl on your desk. The person in the photo is someone you flirted with on holiday. Would you say

A it's someone I met on holiday

B it's a cousin of mine

C I know nothing about the photo. Someone must have left it there

HONESTLY!

How did I do?

- 8** *A* This is the most tactful thing to do (3 points)
B Although you are telling the truth, you are not being very sensitive (2 points)
C This is a coward's way (1 point)
- 9** *A* This is just plain dishonest (1 point)
B Although not completely honest, it is what most people do, so you get 3 points for honestly answering the question (3 points)
C This is noble and deserves 2 points (2 points)
- 10** *A* This is what most people would do, so you get 3 points for honestly answering the question (3 points)
B This is honest and deserves 2 points (2 points)
C This is the coward's way (1 point)
- 11** *A* Would you really do this? (1 point)
B Although this is the noble thing to do, it rarely happens (2 points)
C This is the likeliest response in real life (3 points)
- 12** *A* This is the plain truth and hurts nobody, not even yourself (3 points)
B This is really naughty (1 point)
C Well, it is a sort of half-truth (2 points)
- 13** *A* This is what most people in fact do, despite a momentary temptation (3 points)
B Just plain dishonest (1 point)
C You are probably deceiving yourself, but maybe you are sincere (2 points)

14 *A* Let's face it, it's a small deception to keep your both happy (3 points)
B Would you really put your job and risk for such an unimportant thing (2 points)
C It might work, but you really ought to take some positive action (1 point)

15 *A* This is the coward's way (2 points)
B This is both dishonest and cowardly (1 point)
C Well, we all like to think that this is what we would do (3 points)

16 *A* Well, it's honest, but a bit dangerous (2 points)
B This is what the most people would do, so you get 3 points (3 points)
C The coward's way out (1 point)

22-28 You are a person of such high moral character that you must be very difficult to live with. We can only hope you were not being totally honest when you completed questionnaire!

15-21 You are a good citizen and a good friend, tempering honesty with tact.

8-14 You are no better and no worse than the rest of us – you mean to be honest, but sometimes you find it hard. And sometimes you give in to temptation. At least you gave honest answers, didn't you?

0-7 Come on! Either you worry too much about what *other people think of you*, or you didn't answer the questions honestly!

MEAN THE MEANING

Read the following text

It certainly is the most wretched weather. At all events, it is so, now, at the time I am writing and if it isn't particularly unpleasant when I come to be read, it soon will be.

It always is wretched weather, according to us. The weather is like the Government, always in the wrong. In summer time we say it is stifling; in winter that it is killing; in spring and autumn we find fault with it for being neither one thing nor the other, and wish it would make up its mind. If it is fine, we say the country is being ruined for want of rain; if it does rain, we pray for fine weather. If December passes without snow, we indignantly demand to know what has become of our good old-fashioned winters, and talk as if we had been cheated out of something we had bought and paid for; and when it does snow, our language is a disgrace to a Christian nation. We shall never be content until each man makes his own weather, and keeps it to himself.

If that cannot be arranged, we would rather do without it altogether.

Taken from: Idle Thoughts of an Idle Fellow by Jerome K Jerome

After you have finished reading the text, working in groups, do the following

1. Make a list of any words or phrases in the text which you didn't know the meaning of.
2. Now discuss which of these you can guess the meaning of from the context. Cross out these words from your list.
3. Now from the words that are left, put them in order of importance under one of the following headings.

Need to know	Would like to know	Don't really need to know

4. Finally, discuss and decide upon just **one** word or phrase that you really need to know.

WHAT DO YOU THINK IS THE REST OF THE STORY?

These short texts are only fragments of a story discuss the questions with someone else. If you can't answer a question, ignore it and find another question you can answer. Above all, remember that there is no one "correct answer". There are only many different answers.

1

The woman was well-dressed and in her late twenties. She was sitting at one of the corner tables with an older man. He was talking to her intensely, but in a very low voice.

"No", she suddenly said.

She threw a glass of wine in his face. Then she jumped up and ran out of the restaurant. The older man ran after her.

"Jennifer, for God's sake, stop. Try to understand", he shouted.

It was raining and the street was badly lit. a car had just turned the corner and was coming towards her very fast. The driver probably didn't see her. And she didn't seem to notice the car as she ran out into the middle of the street...

2

I had just gone into a big department store in London. I saw a young man in a T-shirt running down the "up" escalator. He had a bag of some kind in one of his hands. I couldn't really see it very well. The other shoppers tried to get out of his way. He ran past me and out of the door into the street.

Then I saw another man. He came running down the "up" escalator, too. He was wearing a kind of suit and was about thirty. I watched him as he ran out of the door into the street, too. He stopped for a moment, looked to his right and then to his left. Then he began running again.

<ol style="list-style-type: none"> 1. What do you think they were talking about? Try to imagine something one or another actually said. 2. What do you think happened after she ran out into the street? 3. Imagine you happened to pass the restaurant only a few minutes later. Describe what you saw and heard. 4. How do you “see” either the woman or the man? Try to describe what he or she was wearing, the colour of her or his hair, etc. <p>What do you think are some other “fragments” of this story – either something that had happened before or later?</p>	<ol style="list-style-type: none"> 1. Why was the young man running? 2. Why was the other man running? 3. Imagine you had gone into the store a few minutes earlier. You saw the young man on one of the other floors just before he started running. Describe everything you saw or that you think happened. 4. Why did the older man stop when he ran out of the door? 5. Why did he begin running again? 6. What happened after that? 7. Describe what the younger man did a few hours later. Where was he? Who spoke to him? What did they actually say?
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SOLVE A PROBLEM

Read the following information and clues to solve the problem. Use the grid below. Put ticks (✓) in the correct boxes to show the names and heights of the girls. Then complete the sentences.

The information and the problem

Alison, Annie, Angela and Abbie all have different surnames. One of them has the surname Bell, one has the surname Carter, one has the surname Davis and one has the surname Edwards. One of them is 160 centimetres tall, one is 170 centimetres tall, one is 175 centimetres tall and the other is 180 centimetres tall.

The problem: *which girl has which surname and how tall is each of the four girls?*

The clues:

1. Alison is the shortest person.
2. None of the other girls is taller than Annie.
3. Abbbbie is not as tall as Angela.
4. Abbie's surname is Davis.
5. The tallest girl is called Edwards.
6. Ms Bell is not 175 centimetres tall.

	Bell	Carter	Davis	Edwards	160c ms	170c ms	175c ms	180c ms
Alison								
Annie								
Angela								
Abbie								

Complete the sentences:

1. Ms Alison _____ is _____ centimeters tall.
2. Ms Annie _____ is _____ centimeters tall.
3. Ms Angela _____ is _____ centimeters tall.
4. Ms Abbie _____ is _____ centimeters tall.

PREDICTING FROM CHECK QUESTIONS (1)

Here are some questions about a passage called "A weekend to remember". Read the questions and write full answers to them. Leave a blank if you cannot guess the answer. The first two have been done for you.

A weekend to remember

1. Where did Marie Jones go for the weekend?

Answer: To visit friends in Wales.

2. What did she take with her?

Answer: Her new _____.

3. Why did she take it with her?

4. What did she do when she got home?

5. What did she pick up the following day?

6. What was she looking forward to seeing?

7. Who did she expect to see in her photos?

8. To her surprise, what did she find?

9. What did the twenty-four identical photos show?

10. What did she think the photographer's shop had done with her photos?

11. Who did she complain to the following morning?

12. What did she get back from the shop later that day?

13. What did the manager explain she had done with the camera?

14. What had she taken twenty-four photos of?

PREDICTING FROM CHECK QUESTIONS (2)

Now read the passage and fill in the blanks you left in handout 1.

Marie Jones went to stay with her friends in Wales for the weekend. She took her new camera with her to take photos. The weather was beautiful and she took photos of the countryside, her friend's house, her friends, their children and even their pet dog, Bruno.

When she got back home, she went to a local photographer's to get the film developed. The shop assistant told her they would be ready the following day.

She picked the photos up on her way home from work. As soon as she reached her flat, she sat down and opened the packet. She was really looking forward to seeing the photos she had taken. She couldn't believe it when all twenty-four photos showed something light brown and completely out of focus. The shop must have mixed her photos up with someone else's, she thought.

The following morning, on her way to work, she called at the photographer's and complained angrily to the manager about the mix-up. She left the photos with him and he said he would look into it. She agreed to call back on her way home from work.

At 5.30, she turned up at the photographer's, once again looking forward to seeing the "proper" photos this time. To her surprise, the manager handed back the same photos as before, explaining that she had not held the camera properly. She had taken twenty-four photos of her own right cheek!

YOU

Complete the following.

(a kind of food)

You

(a kind of weather)

You

(a type of furniture)

You

(a means of transport)

You

(an article of clothing)

You

(a part of the house)

You

(a colour)

You

(a month of the year)

You

MODERN MYTHS

THE ANGORA RABBIT

Did I tell you about the angora rabbit in Manchester? No?! Well, it's an amazing story! A friend of a friend of mine told it to me. He said it was true! Anyway, this couple in Manchester didn't have any children so they bought a rabbit, an angora rabbit, you know, the one with long white hair and little red eyes like Panasonic power lights. They loved this rabbit. They kissed it and cuddled it and called it sweetheart and all that sort of thing.

Anyway, the couple next door had a little dog, you know, the sort that bites postmen in the ankle. And they said: If our dog ever gets that rabbit it's going to be a very dead rabbit.

Anyway, one day they came downstairs and saw their dog in the garden going, Grrrr, Grrrr! So, they went into the garden and found it had got a very dead rabbit. The neighbours weren't in; the car wasn't in the drive so the people with the dog took the rabbit inside the house and put it on the kitchen table.

"They are going to be so upset if they know our dog killed their rabbit!"

"Why don't we get another one? They might not notice the difference!"

So they raced off to the local pet shop and bought one. It looked just the same to them. They raced back and put it into its hutch and then went back home.

A little while later the couple came home, drove their car up the drive, stopped, got out and went across the garden crying. The couple with the dog saw them. Suddenly they stopped and began to scream and hold each other! The couple with the dog ran out and said over the garden fence,

"Is everything all right?"

"No, it's the rabbit!"

"What's wrong with it?"

"It's alive!"

"What's wrong with that?"

"Well, it died yesterday and we buried it!"

THE DEFINITION GAME (Student A)

Try to find what these words are.

Ask: What's number (1)?

1.

	O			L			
--	---	--	--	---	--	--	--

2.

		N			Y
--	--	---	--	--	---

3.

		T			-	H			
--	--	---	--	--	---	---	--	--	--

4.

	R				A		T
--	---	--	--	--	---	--	---

5.

S			P			
---	--	--	---	--	--	--

6.

	R				T
--	---	--	--	--	---

7.

		T				S
--	--	---	--	--	--	---

8.

D				B					N	
---	--	--	--	---	--	--	--	--	---	--

9.

			F		
--	--	--	---	--	--

10.

		C			T	
--	--	---	--	--	---	--

Now try to explain:

1. **divorce (n)**

2. **emigrate (v)**

3. **biography (n)**

4. **cheerful (adj)**

5. **brochure (n)**

6. **choir (n)**

7. **exaggerate (v)**

8. **boring (adj)**

9. **crawl (v)**

10. **voluntary (adj)**

e.g. (№ 3)

It's a (*noun*). It's a person's life story, but written by someone else, etc.

THE DEFINITION GAME (Student B)

Try to explain:

- | | |
|--------------------------|-----------------------------|
| 1. complain (v) | 6. arrest (v) |
| 2. lonely (adj) | 7. witness (n) |
| 3. hitch-hike (v) | 8. disobedient (adj) |
| 4. pregnant (adj) | 9. profit (n) |
| 5. slippery (adj) | 10. dictator (n) |

e.g. (№ 3)

It's a (*verb*) and it's what you might do when you can't afford the bus fare or the train fare, etc.

Now, try to find what these words are.

Ask: What's number (1)?

1.

	I			R		
--	----------	--	--	----------	--	--

2.

E						T	
----------	--	--	--	--	--	----------	--

3.

		O		R				Y
--	--	----------	--	----------	--	--	--	----------

4.

		E			F		
--	--	----------	--	--	----------	--	--

5.

	R			H			
--	----------	--	--	----------	--	--	--

6.

	H			
--	----------	--	--	--

7.

E				G					E
----------	--	--	--	----------	--	--	--	--	----------

8.

		R			G
--	--	----------	--	--	----------

9.

C				L
----------	--	--	--	----------

10.

	O			N				Y
--	----------	--	--	----------	--	--	--	----------

WHAT DO YOU REMEMBER?

1	2	3	4
The first time you went on holiday	Your first bicycle	A relative (<i>from the past</i>)	One of your best friends at primary school
5	6	7	8
A party you really enjoyed	Your grandparents	An important event from your childhood (<i>first or last day at school, moving home, etc.</i>)	Your last school exam
9	10	11	12
A teacher at school you liked a lot or hated a lot	The town or village where you grew up	The first famous person you admired	Your bedroom when you were ten years old
13	14	15	16
Your favourite TV programme last year	The plot of the last book you read	The first money you ever earned	A wedding day – yours or someone else's
17	18	19	20
Your first (<i>or favourite</i>) house/flat	An experience that was either frightening or embarrassing	A hobby you used to have	A holiday you didn't enjoy very much

STRANGE BUT TRUE (Student A)

Work with a partner. Ask an d answer questions to find the missing information in the following extracts from a book of amazing facts.

Before you start, work out which questions to ask, e.g.:

What happened to Queen Elizabeth of England at an early age?

Where does Indian ink actually come from?

Why did the Germans used to keep frogs as live barometers?

1. Elephants cannot jump.
2. Queen Elizabeth I of England _____ at an early age.
3. Until 1957 it was illegal to _____ in Wales on a Sunday.
4. _____ were first developed to help the blind.
5. For the first six or seven months of our lives, we can do something that we are never able to do again: swallow and breathe at the same time.
6. In order to be the last name in the local telephone directory, a Chicago man changed his name to Zeke Zzzzpt.
7. Sir Winston Churchill was a well-known Shakespearean actor before he became a politician.
8. The yo-yo was originally a Filipino jungle weapon.
9. Goldfish will often turn white if _____.
10. When Ian Fleming wrote his first James Bond book, his 007 hero was called _____.
11. King Louis XIV of France was the first person, male or female, to wear high heels.
12. The Germans used to keep frogs as live barometers because they ____.
13. Indian ink actually comes from _____.
14. To conserve metal, _____ during World War II were made of wood.
15. The word “tip” is an abbreviation of “_____”.
16. _____ was invented by the Chinese nearly 2,000 years ago.
17. It is impossible to sneeze and keep your eyes open at the same time.
18. Bumping foreheads with a handshake is the traditional greeting in Tibet.
19. The corkscrew was first invented to pull out teeth.
20. When George I came to the throne of England he couldn't speak a word of English.

STRANGE BUT TRUE (Student B)

Work with a partner. Ask and answer questions to find the missing information in the following extracts from a book of amazing facts.

Before you start, work out which questions to ask, e.g.:

What was the yo-yo originally?

What can't elephants do?

Where/In which country is bumping foreheads with a handshake the traditional greeting?

1. Elephants cannot _____.
2. Queen Elizabeth I of England went completely bald at an early age.
3. Until 1957 it was illegal to go swimming in Wales on a Sunday.
4. Typewriters were first developed to help the blind.
5. For the first six or seven months of our lives, we can do something we are never able to again; _____.
6. In order to be the last game in the local telephone directory, a Chicago man changed his name to _____.
7. Sir Winston Churchill was a _____ before he became a politician.
8. The yo-yo was originally _____.
9. Goldfish will often turn white left in a darkened room.
10. When Ian Fleming wrote his first James Bond book, his 007 hero was called Rupert de Vere.
11. King Louis XIV of France was the first person, male or female, to wear _____.
12. The Germans used to keep frogs as live barometers because they croak when the pressure drops.
13. Indian ink actually comes from China.
14. To conserve metal, the Oscars given out at the Academy Awards during World War II were made of wood.
15. The word "tip" is an abbreviation of "To Insure Promptness".
16. A form of golf was invented by the Chinese nearly 2,000 years ago.
17. It is impossible to _____ at the same time.
18. Bumping foreheads with a handshake is the traditional greeting in _____.
19. The corkscrew was first invented to _____.
20. When George I came to the throne of England he couldn't _____.

WHAT A QUESTION!

<p>For a person you loved deeply, would you be willing to move to a distant country knowing there would be little chance of ever seeing your family and friends again?</p>	<p>If you knew there would be a nuclear war in one week, what would you do?</p>	<p>Would you have one of your fingers surgically removed if it is somehow guaranteed immunity from all major diseases?</p>	<p>You discover your wonderful 2-year-old daughter is, because of a mix-up at the hospital, not yours. Would you want to exchange the child to try to correct the mistake?</p>
<p>Would you accept twenty-five years of extraordinary happiness if it meant you would die at the end of the period?</p>	<p>Would you accept a job twice as good as your present one – twice as much money and twice as fulfilling – given one condition of employment; you can never reveal anything about it to anyone you know?</p>	<p>You are given the power to kill people. They would die a natural death and no one would suspect you. Are there any situations in which you would use this power?</p>	<p>Your house, containing everything you own, catches fire. After saving your loved ones and pets, you have time to safely make a final dash to save any one item. What would it be?</p>

<p>If you were having difficulty in an important test and could safely cheat by looking at someone else's paper, would you do so?</p>	<p>Would you rather be extremely successful professionally and have a fairly ordinary private life, or have a very happy private life and only an ordinary professional life?</p>	<p>In front of you are ten pistols – only one of which is loaded. For \$ 1 million would you pick one up, point it at your head and press the trigger? If you sur-vive, you keep the money.</p>	<p>If you could take a one month trip anywhere in the world and money were not a consideration, where would you go and what would you do?</p>
<p>If you could script the basic plot for the dream you will have tonight, what would the story be?</p>	<p>Would you be willing to become extremely ugly physically if it meant you would live for 500 years at any physical age you choose?</p>	<p>Would you be willing to reduce your life expectancy by five years to become extremely attractive?</p>	<p>Assuming that you had no children and felt the only way to have a family was to marry someone you didn't love, would you be willing to do so?</p>
<p>Would you be willing to murder an innocent person if it would end hunger in the world?</p>	<p>For \$ 20,000 would you go for three months without washing, brushing your teeth, or using deodorant? Assume you couldn't explain your reasons to anyone.</p>	<p>Given the ability to project yourself into the past but not return, would you do so? Where would you go and what would you try to accomplish if you knew you might change the course of history?</p>	<p>If a crystal ball would tell you the truth about any one thing you wished to know concerning your-self, life, the future, or anything else, what would you like to know?</p>

URBAN MYTHS

The following facts are all completely untrue, but are often thought to be true or have appeared in newspapers as true stories. They are known as urban myths. Read through them for five minutes. You are not allowed to write anything down.

- If a large vicious dog attacks you, the best way to avoid being badly bitten is to grab its front legs and quickly pull them apart sideways, killing the dog instantly.
- If you pick a hamster up by the tail, its eyes drop out.
- A woman once lost her watch on a Devon beach. Years later, her husband caught a fish in the same spot and it had her watch inside – still keeping perfect time.
- Scientists have invented a car that runs on water, but all the world's oil companies have got together, paid off the scientists involved, and are keeping the invention secret.
- It is quite common for dead passengers to travel around undisturbed for days on the Tokyo metro – even sometimes standing up.
- The Bank of England has to buy every new model of photocopier, fax or laser printer to see how well they can forge notes.
- You can fully recharge phone cards but putting them in the freezer overnight.
- The ink for US dollar bills come from crushed butterfly wings.
- An ancient British law, still valid but little used, states that if you stop someone in the street and can correctly guess how much money they have in their pocket, you can keep it.
- Shop mirrors are trick ones that make you look slimmer.
- There's a special number you can dial on your telephone that will make all your calls free from the on. When people are caught doing it, they are charged with another crime and it's all hushed up.
- Dozens of commuters on London Underground kill themselves every year by falling asleep. Apparently, they wake up confused and accidentally walk out of the train door between stations.

When the teacher tells you to stop, turn your paper over. You are now going to be tested. Write your answers on a separate piece of paper. Number them 1-12.

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