

Timesaver photocopyable



Personality Quizzes



 **SCHOLASTIC**

edited by Viv Lambert

MARY GLASGOW MAGAZINES

Material written by:

Emma Grisewood,
Sarah Johnson,
Juliet Meyer,
Janes Myles.

Editor: Viv Lambert

Designer: Mo Choy

Illustrator: Alan Rowe

Picture Editor: Emma Bree

Mary Glasgow Magazines (Scholastic Inc.) grants teachers permission to photocopy the designated photocopiable pages from this book for classroom use. No other part of this publication may be reproduced in whole or in part, or stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without written permission of the publisher. For information regarding permission, write to:

Mary Glasgow Magazines, (Scholastic Inc.),
Commonwealth House,
1-19 New Oxford Street,
London WC1A 1NU

© Mary Glasgow Magazines, an imprint of Scholastic Inc. 2003

All rights reserved.

Printed in the UK.

Photo credits

Cover: SuperStock.

Page 9: Bruce Ayers / Stone / Getty. **Page 14:** Hemera. **Page 20:** Photodisc.

Page 23: Sony Records; Mike Egerton / Empics. **Page 25:** Stockbyte. **Page 29:** Photodisc.

Page 35: Hemera. **Page 38:** Hemera. **Page 43:** Barclaycard Premiership. **Page 44:** Sony

Records. **Page 50:** Stockbyte. **Page 58:** Hemera. **Page 60:** Donna Day / Imagestate;

Tony Duffy / Getty; Barclaycard Premiership; Michael Steele / Empics; Duomo / Corbis.

Page 64: Sony Records. **Page 70:** Photodisc. **Page 79:** Hemera.

Timesaver Personality Quizzes

Introduction

TIMESAVER PERSONALITY QUIZZES is a book of photocopiable quizzes and accompanying teacher's notes specially designed for busy teachers involved with learners of English as a foreign language. Personality quizzes are invaluable to the teacher of a foreign language as they provide an opportunity for students to use their language skills in a less formal way and in a way that they can relate directly to themselves. They provide personalisation in a 'real' context. Your students will be familiar with the format of personality quizzes in their own teenage magazines and they probably enjoy doing them in their own language. They will be equally motivated to find out more about themselves and their classmates by doing the quizzes in this book in English. You too will love the way that these quizzes provide the students with stimulating material for discussion and you with an enjoyable and rewarding lesson that involves minimal preparation.

HOW TO USE THIS BOOK

This book is divided into fifteen topics. Within each topic there are three varied quizzes at three (usually different) levels. (See 'The grading system' on page 2.)

First you need to choose which quiz you are going to use. Look at the chart on pages 4 and 5 and consider the topic and the level. Also think about what is the aim of the quiz: for specific language practice or general practice, for relaxation, etc. Think about what will interest the students, what is relevant to their age, etc. Read through the teacher's notes and the quiz before choosing and check that it is suitable and that you have all the necessary materials.

Think about when you will do the quiz. Quizzes can be used at any time in the lesson. They are a great way to open or close a lesson in a stimulating way, or with the

accompanying activities there is enough material for a whole lesson or more. The length of time required depends on which activities you choose to do from the notes: some are projects which will run on over a few weeks; others are short follow up activities. One thing that is almost always the case, however, is that the quizzes themselves provide practice and consolidation of language rather than presentation material.

Once you have chosen the quiz you are going to do with your students, photocopy the quiz page, one for each student. Check the list of vocabulary that might need pre-teaching and decide how you will do this. (See 'Procedures for doing quizzes' on page 3.) Read through the follow up activities and decide which you will do. Note down the main steps in the teacher's notes and decide on your role: you may need to join in if your class has an odd number of students and you need to make up a pair, or you may just monitor and

help where necessary or simply observe the students. Get any extra materials ready. Whatever you do and whenever you do the quizzes, make sure you always use them positively to give enjoyment.

THE QUIZZES

The personality quizzes in this book are varied in format and approach, just as they would be in a real teenage magazine. Quizzes are interactive by their nature and many of the quizzes in this book have the added function of providing information on English culture or useful facts about the English speaking world. The issues contained in the quizzes promote discussion quite naturally: Would you really rather stay in a tent than a hotel? Do you really go shopping every Saturday? and so on.

The language in the quizzes and the suggested activities is carefully graded to suit the language learning level of the students. The main skills practised when doing quizzes are reading, listening and speaking, but the follow up activities suggested in this book provide several suggestions for writing activities. So, language skills, and communication skills in particular, are practised and developed through these quizzes. However, the primary aim is to stimulate the students, to provide variety and to give them the opportunity to personalize the language they know.

Students will enjoy the light-hearted approach to most of the topics in this book and their desire to find out their results (e.g. *Who is your ideal valentine?*, *Are you a future sports star?*) will inspire them to the extent that they may even forget that they are learning English. Higher levels tackle more serious issues (e.g. *How fit are you?*, *Are you environmentally friendly?*) and students are encouraged to express their own opinions on various topical issues.

There are quizzes for every level from elementary to advanced, as indicated by the star rating at the beginning of the teacher's notes for each quiz. (See 'The grading system' below.)

THE TEACHER'S NOTES

The teacher's notes are methodological notes and advice aimed at helping the teachers to use the quizzes to the best possible advantage. At the beginning of

each topic section there is an introduction to the topic and a box containing 'Language links'. The language listed in this box (and in the contents list on pages 4 and 5) gives an indication of the language the quizzes can be used to practise. The quizzes themselves usually cover a great variety of language points, but the suggested activities often have a clear linguistic objective. This box also lists related topics so that teachers can see at a glance when the quizzes might be relevant. For example, if you are currently doing work related to the topic of travel, you might find relevant quizzes not only under the topic of 'Travel and adventure' but also under 'Food' and 'National characteristics'.

The teacher's notes for each topic suggest ways of presenting the quiz materials through warm up activities and give ideas for stimulating follow up activities, including discussions, role plays, surveys, games, writing activities and project work.

The activities are optional and may need to be adapted to suit your teaching situation, but their aim is to ensure that the teacher is provided with ideas for the best way in which to exploit the materials to their full potential. How the quizzes and activities are used must be matched to your students' reactions – more reserved students may not like having their personalities laid bare in front of the rest of the class. You must judge how to approach it.

THE GRADING SYSTEM

The four levels indicate the following syllabus coverage as a rough guide:

- ★ **elementary:** Pupils with one year of English. Their syllabus includes colours, numbers, days of the week, prepositions of place, *can/can't*, likes and dislikes, *have got*, present simple tense, present continuous tense.
- ★★ **intermediate:** Pupils with two or more years of English. Their syllabus includes more of the above, plus adverbs of frequency, *have to/must*, *going to*, past simple, *I'd like*, *good at/bad at*, *too/enough*, *to look like*, *will* future, present perfect, first conditional.
- ★★★ **upper intermediate:** Pupils with three or more years of English. Their syllabus includes the above, plus past simple versus past continuous, modals: *must*, *have to*, *need*, *should*, *be able to*, also *may/might* for possibility, *used to*, past modals: *would*, *could*, relative

clauses, past perfect, question tags, *allowed to*, *supposed to*, second conditional, phrasal verbs, indirect speech, etc.

★★★★ **advanced:** Pupils with four or more years of English. Their syllabus includes more relative clauses, passive voice, gerunds, modals, phrasal verbs, reported speech, third conditional, wishes and regrets, and revision of all the above.

PROCEDURES FOR DOING QUIZZES

Warm up/preparation:

The teacher's notes for each quiz begin with suggestions for how to introduce the quiz. This is usually a general warm up activity involving asking students questions about the topic and their personal opinions and experiences. This can be done in English or in the mother tongue depending on the level and ability of the class – only you can judge.

Pre-teaching vocabulary:

There are various ways of pre-teaching vocabulary that you probably use with other activities in class. At lower levels you may have flashcards or images to present tangible items or you may use translation, but in most cases, it will probably be easier to teach the language as you go through the quizzes with the students. They may be able to predict the meaning of much new vocabulary if it is in context. Whatever, it is vital that the students are confident that they understand the questions before you let them loose on the quizzes.

Doing the quiz:

a) Individuals: The quizzes can be done individually in silence as they would often be if the students were doing them in a magazine. They tick or circle their chosen answer and go on to read the analysis. You may have to help them individually with any comprehension problems. In this case, the communicative part of the lesson will come in the warm up and follow up activities.

b) In pairs: Most of the quizzes are extremely conducive to pairwork, with the students taking it in turns to ask the questions and to choose their answers. Students love doing the quizzes in this way. They can help each other to decipher meaning and they are working independently of the teacher. They will discuss each other's choices throughout the quiz and take great delight in reading out their partner's analysis. If you get the students answering the questions to turn their copies of the quiz face down, they are forced to listen

carefully to their partner, who in turn is obliged to pronounce everything clearly. The listeners will be motivated to listen carefully to the analysis as they will want to find out what they say about their personalities. They will also be quick to defend themselves if they feel the analysis to be unfair. It's a great context for natural student-to-student communication.

c) In groups: Some of the quizzes can be done quite effectively in groups of four or five students. One student asks the question; three others read out the multiple choice answers a, b and c (or two read out just a and b in some instances) for a further student to choose from. It's a nice clear way to differentiate the two or three alternatives. The students asking the questions then add up the score and a spokesperson reads out the analysis. The students in the group then swap roles until each one has had a chance to answer the questions.

Whatever procedure you choose, make sure that there is a feedback session to round up the activity. The students will appreciate an opportunity to comment on the analysis they have been allocated. Are they surprised? Is it accurate? Do they agree with what it says about their personality? Once the feedback session is finished, note down any problems so that you will know to modify the procedure if you do it again in the future.

Most importantly, make sure that your students enjoy doing the quizzes in whatever way best suits them and your teaching situation. Remember, the primary aim of these quizzes is to give the students a change of pace, some variety and, most of all, fun within their lesson.

INTRODUCTION		
TOPIC	QUIZ TITLES	LEVEL
1 FRIENDS AND FAMILY	A Are you a good friend? B How well do you get on with your family? C School friends	★★ ★★ ★★★★
2 AT HOME	A My ideal room B Do you have a hard life? C What does your bedroom say about you?	★ ★★ ★★★★
3 ANIMALS	A Which insect are you? B Are you as sleepy as a sloth? C Your ideal pet	★ ★★ ★★★★
4 LOVE AND ROMANCE	A Who's your Valentine's date? B How romantic are you? C How do you cope with splitting up?	★ ★★ ★★★★
5 TRAVEL AND ADVENTURE	A Are you a beach boy or girl? B School's out for summer C Do you love adventure?	★ ★★ ★★
6 FOOD	A My ideal meal B How do you feel about food? C Are you a 'foodie'?	★ ★★ ★★★★
7 NATIONAL CHARACTERISTICS	A How British are you? B American or British? C Do you have Aussie potential?	★★ ★★ ★★★★
8 CAREERS	A Are you a future sports star? B Can you be a successful pop star? C Which career is right for you?	★★ ★★ ★★★★
9 CLOTHES AND FASHION	A My ideal clothes B Are you a shopaholic? C Shopping – do you love it or hate it?	★ ★ ★★★★
10 THE MODERN WORLD	A Are you a techie? B Are you a TV addict? C How modern are you?	★★★ ★★★ ★★★★
11 SPORTS	A Is snowboarding for you? B Canoeing survival quiz C Who is your sports double?	★ ★★★ ★★★★
12 MUSIC	A Are you a real fan? B Jay Kay C What's your music personality?	★★ ★★★ ★★★★
13 HEALTH AND FITNESS	A How fit are you? B Are you good in a crisis? C Could you run a marathon?	★ ★★ ★★★
14 FILM	A My ideal film role B Film personality quiz C Bridget Jones, Daniel Cleaver, Mark Darcy ... Which one are you?	★ ★★★ ★★★★
15 THE ENVIRONMENT	A How green are you? B Are you environmentally friendly? C Are you a new age kid or a traditional teen?	★ ★★★ ★★★★

LANGUAGE LINKS	RELATED TOPICS	PAGE
<ul style="list-style-type: none"> physical appearances (<i>He's tall. He's got blue eyes and dark hair.</i>) • adjectives describing people (<i>honest, selfish, kind</i>) • imperatives (<i>Don't borrow my shoes without asking.</i>) first conditionals (<i>If I am ill, he/she won't help me.</i>) • <i>must</i> for obligation (<i>You mustn't wear make-up.</i>) 	home, school, appearances	6 8 9 10
<ul style="list-style-type: none"> describing rooms, homes and furniture (<i>Does it have a double bed?</i>) • prepositions of place (<i>Is it near the sea?</i>) • present simple for daily routines (<i>I tidy my room.</i>) adverbs of frequency (<i>I never clean the toilet.</i>) • <i>have to</i> for obligation (<i>I always have to make my bed.</i>) 	families, town and country	11 13 14 15
<ul style="list-style-type: none"> <i>like + ing</i> (<i>I like playing with my friends.</i>) • time (<i>I get up at eight o'clock.</i>) • present simple for daily routines (<i>I go to bed at ...</i>) • <i>will</i> for future (<i>I'll eat the mice in your house.</i>) first conditional (<i>If you choose me, I won't bite you.</i>) 	insects, hobbies, daily routines	16 18 19 20
<ul style="list-style-type: none"> past simple (<i>She wore a red dress.</i>) • giving advice (<i>You should ..., Why don't you ...?</i>) phrasal verbs (<i>split up, face up to</i>) • rhyming words (<i>blue/too, blue/zoo</i>) 	friends and family, likes and dislikes, free-time activities	21 23 24 25
<ul style="list-style-type: none"> the simple past tense (<i>What did you do on holiday? Where did you go?</i>) • present perfect (<i>Have you ever eaten snails?, etc.</i>) • the future with <i>going to</i> (<i>We're going to stay in a hut.</i>) likes and dislikes (<i>You like the beach.</i>) 	geography and nationalities, food, free-time activities.	26 28 29 30
<ul style="list-style-type: none"> likes and dislikes (<i>I like chocolate cake. I don't like oysters.</i>) adverbs of frequency (<i>never, occasionally, sometimes, regularly, every day</i>) food-related expressions and idioms (<i>That's the way the cookie crumbles.</i>) 	geography and nationalities, holidays, home, hobbies	31 33 34 35
<ul style="list-style-type: none"> countries and nationalities (<i>I come from Spain. I'm Spanish.</i>) • making generalizations (<i>British people are very polite.</i>) • comparatives (<i>The Americans are friendlier.</i>) 	geography, travel and holidays, food	36 38 39 40
<ul style="list-style-type: none"> <i>good/bad at</i> (<i>Were you good at music?</i>) • present simple questions (<i>Do you earn a lot of money?</i>) • expressing possibility (<i>His career might be short.</i>) • expressing obligation (<i>You have to get up early.</i>) 	music, sports, hobbies and interests	41 43 44 45
<ul style="list-style-type: none"> <i>like + ing</i> (<i>I like shopping.</i>) • making plans (<i>What about ... ?/Why don't we ... ?/How about ... ?/Let's ...</i>) • present continuous (<i>I'm wearing trousers.</i>) • giving advice (<i>I think you should wear blue.</i>) • <i>too</i> (<i>It's too tight/too expensive.</i>) • <i>going to</i> (<i>We're going to go shopping.</i>) 	appearances, free-time activities, town and shops, the modern world	46 48 49 50
<ul style="list-style-type: none"> present simple (<i>Do you watch TV every day?</i>) • <i>have got ...</i> (<i>I've got a CD player and a mobile phone.</i>) • superlatives (<i>It's the best/tastiest chocolate in the world.</i>) <i>used to</i> (<i>I used to go to the library.</i>) 	media, education, free-time activities, clothes and fashion	51 53 54 55
<ul style="list-style-type: none"> <i>can/can't</i> (<i>I can ride a bike. I can't ski.</i>) • likes and dislikes (<i>I like playing football. I don't like skiing.</i>) • instructions (<i>Don't panic. Lean forwards.</i>) • <i>have to</i> (<i>You have to be fit and dedicated.</i>) 	weather and seasons, free-time activities, health and fitness	56 58 59 60
<ul style="list-style-type: none"> favourites (<i>What's your favourite pop group?</i>) • likes and dislikes (<i>I like cars.</i>) past simple (<i>Did you enjoy school?</i>) • superlatives (<i>the best singer/the most fantastic voice</i>) 	free-time activities, media, careers	61 63 64 65
<ul style="list-style-type: none"> present simple for routines (<i>What do you do in your free time?</i>) • <i>must</i> for personal obligation (<i>I must eat more fruit.</i>) • discussing illnesses (<i>You have a nosebleed.</i>) <i>should</i> for advice (<i>You should put your head down.</i>) • present perfect for recent experience (<i>My friend has just fainted.</i>) 	sports, professions, daily routines	66 68 69 70
<ul style="list-style-type: none"> favourites (<i>My favourite film is ...</i>) • <i>going to</i> (<i>We're going to dress up as monsters.</i>) making suggestions (<i>Let's go and see .../How about going to see ...?</i>) • stating preferences (<i>I'd rather see a historical film.</i>) • giving advice (<i>You should go out with me because ...</i>) • comparisons (<i>I'm more fun.</i>) 	professions, free-time activities, love and romance	71 73 74 75
<ul style="list-style-type: none"> comparatives and superlatives (<i>It's better to have a shower/Recycled paper is best.</i>) imperatives (<i>Turn the tap off.</i>) <i>will</i> for future (<i>The new road will cost millions of pounds.</i>) 	the modern world, health and fitness	76 78 79 80

Friends and family

What makes somebody a really good friend? Is lending your new trainers enough, or do you have to be prepared to risk your life? Can you be friends with your family or do they know you too well? The quizzes in this section invite students to examine the true meaning of friendship and to think about their relationships with their families. Don't let them take it too seriously though, or you could be blamed for ending more than one beautiful relationship.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- physical appearances (*He's tall. He's got blue eyes and dark hair.*)
- adjectives describing people (*honest, selfish, kind*)
- imperatives (*Don't borrow my shoes without asking.*)
- first conditionals (*If I am ill, he/she won't help me.*)
- *must* for obligation (*You mustn't wear make-up.*)

Related topics include home, school and appearances.

QUIZ A LEVEL ★★

Are you a good friend?

Ask the students to think about what makes somebody a good friend. Get them to make a list, starting with:

A good friend is somebody who:

laughs at your jokes

listens to your problems

is never late to meet you, etc.

Ask them if they think they are good friends to have.

They are bound to think they are.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

borrow, lend, upset, none of my business, hockey, match(es), honest, selfish.

After the quiz ...

Ask the students to think about their own best friends.

They may be other students in the class or friends from outside school. Explain that the students are going to write a 'profile' of their best friend or of one special friend. Get them to bring in a photo of the friend if they have one and give them this model to write to:

My best friend's name is _____.

He's/She's tall/short.

He's/She's got blue/brown/green eyes and dark/fair hair.

He's/She's really kind/friendly/funny/honest.

He/She likes/doesn't like ...

Depending on the level of your students, they can also write a sentence or two describing an anecdote or event that sums up their friend, e.g., etc.

He lets me copy his homework.

Last term when I was ill, she came to see me with lots of magazines and videos.

Students can put up their 'profiles' around the room and read about each other's friends. Are there any recurring features of a good friend? Perhaps they can revise the lists they wrote before doing the quiz in the light of their reading.

QUIZ B LEVEL ★★

How well do you get on with your family?

Ask the students about their families. Discuss families sensitively, bearing in mind that some students may not have siblings or may not live with both their parents. Ask them if they think it is possible to be friends with family members or are they just too close for comfort?

Explain that they're going to do a quiz to find out how well they get on with their families. Point out that if they do not have the family members mentioned, they should imagine what they would do in each situation.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:
refuse, award ceremony, annoying, argument, speech day, proud, embarrassed, embarrassing, annoying, awful, get on with.

After the quiz ...

Get the students to work in pairs or in small groups to compose a set of rules for a harmonious family life:

Rules for sisters

Don't borrow my shoes without asking.

Don't copy my clothes.

Let me use the bathroom first in the morning.

Rules for parents

Don't ask too many questions.

Lend me money when I need it.

Don't buy me clothes.

They can compare lists with another group and take ideas from each other. When they have come up with the ultimate list, they can take it home and stick it up where siblings and parents can read it to see if it works!

QUIZ C LEVEL ★★★

School friends

Everyone gets into trouble occasionally at school and that's when you need school friends you can really rely on. Ask the students to think about a time when a friend has helped them out at school, either when they missed school through illness, or when a teacher told them off, or when they got into difficulty with their work.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:
chewing gum, warn, punish, allowed, front row, promise, popular, serious, caring, sensitive, selfish.

After the quiz ...

Ask the students what they are not allowed to do at school (e.g. chew gum, wear make-up, wear jewellery, etc.). They could write up a list of school rules:

You mustn't chew gum.

You mustn't wear make-up.

You must wear a uniform.

You must be polite to teachers.

You mustn't swear, etc.

Get them to imagine what they would say to a friend if they were found breaking the school rules, e.g.

You're not allowed to chew gum. If the teacher sees you, she will be angry.

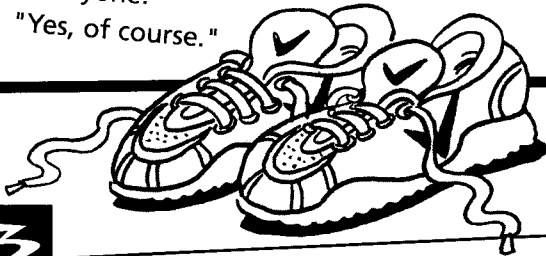
You shouldn't wear make-up. If the teacher sees you, you'll have to wash your face.

ARE YOU A GOOD FRIEND?

1

Your friend wants to borrow your new trainers but you don't want to lend them to anyone. What do you say?

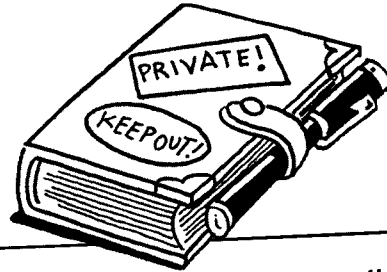
- a) "Buy your own trainers!"
- b) "Sorry, but I don't want to lend them to anyone."
- c) "Yes, of course."



2

When you are alone in your friend's bedroom, you see her diary. Do you read it?

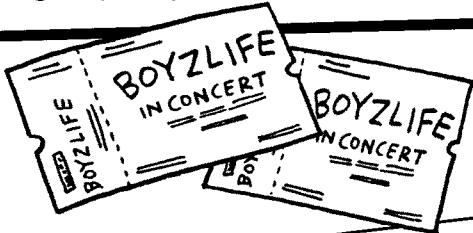
- a) Yes.
- b) No. That's a terrible thing to do.
- c) I read a little but then I stop.



3

Your friend phones you at 7 p.m. He is very upset because he can't study for a test. You have tickets to go and see your favourite band in concert tonight. Do you:

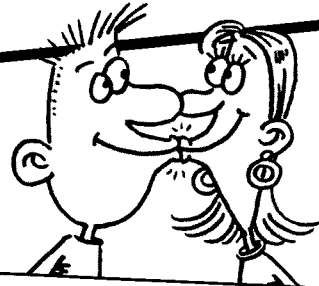
- a) tell him to start studying earlier next time?
- b) miss the concert and go and help him?
- c) get up early to help him in the morning?



4

You see your best friend's boy/girlfriend kissing someone else. Do you tell him/her?

- a) No. It's none of my business.
- b) Yes.
- c) No. I don't want to upset him/her.



5

You and your best friend try to get into a hockey team. They ask him/her to play, but not you. What do you do?

- a) Tell him/her not to join the team.
- b) Say, "Well done!" and go and watch all the matches.
- c) Be angry for a few days, then go and watch all the matches.



KEY

Mostly a: You don't have many friends, do you? You are very selfish. Friendship can be fun, but sometimes it's hard work.

Mostly b: You're the best friend in the world. When your friend is happy, you're happy too.

Mostly c: You have lots of friends, but maybe you don't have one special friend. It's a good idea to be more honest with your friends.

HOW WELL DO YOU GET ON WITH YOUR

FAMILY?



1 You and your brother enter a competition. Your brother wins. How do you feel?

- a) Very angry. I refuse to go to the award ceremony.
- b) I am horrible to my brother. Then I say I'm sorry.
- c) I'm happy for him. Sometimes he wins things and sometimes I win things.

2 Your mum and your English teacher think it's a good idea for you to spend three weeks living with an English family this summer. What do you think?

- a) Brilliant! I can't wait to get away from my family and their annoying habits.
- b) I don't want to go. I like spending my spare time with my family.
- c) I am excited but also worried about leaving my family for so long.

3 Your parents want you to give them some help around the house. What do you do?

- a) Help them as much as possible.
- b) I help them, but sometimes they have to ask me twice.
- c) I have a big argument every time they ask.

4 Your mum loses her job and you have to move to a smaller house. You and your sister have to share a room. What do you do?

- a) Tell your sister that she mustn't touch any of your things.
- b) Tell your family you're leaving home.
- c) Feel happy that there's always someone to talk to.

5 Your parents are coming to your school speech day.

- a) I can't wait. I'm proud for my parents to see me.
- b) I feel embarrassed and tell my mum not to wear that awful hat.
- c) It's no problem. They don't come because I tell them the wrong day.

SCORES

1a) 0 b) 1 c) 2

2a) 0 b) 2 c) 1

3a) 2 b) 1 c) 0

4a) 1 b) 0 c) 2

5a) 2 b) 1 c) 0

0-4: You have a very bad relationship with your family. You must be nicer to them. Remember they have feelings too.

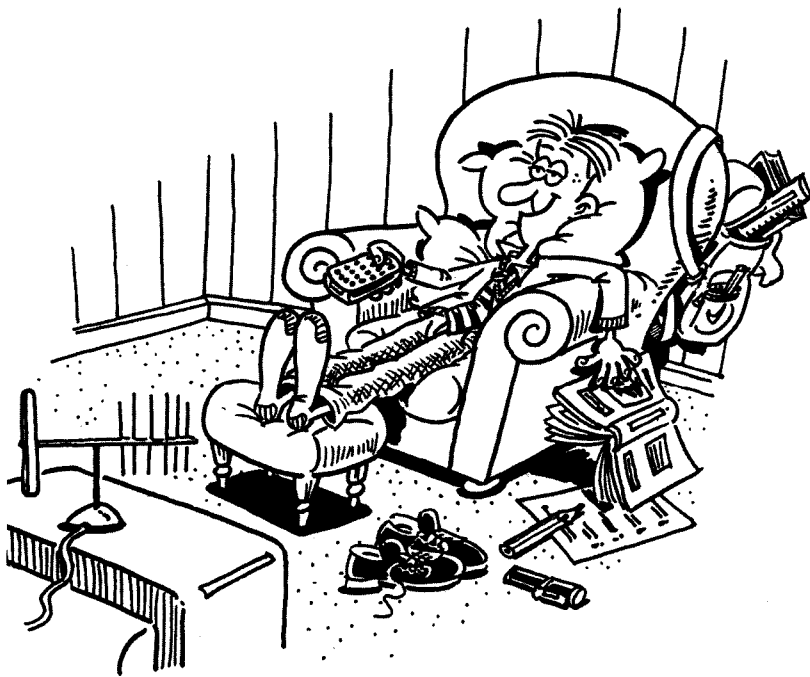
5-7: You have a good relationship with your family. Sometimes you find them annoying or embarrassing, but you always want the best for them. You can try harder to make your home a happy place.

8-10: Wonderful! You are best friends with your family and your home is your favourite place in the world. Don't forget to make friends too. You must have other things in your life too.

SCHOOL

Friends

DO THIS PSYCHOLOGY
QUIZ TO FIND OUT
WHO YOUR IDEAL
SCHOOL FRIEND IS.



KEY

Mostly a: You are very friendly and popular. Ideally, you will have lots of friends. Your friends will be sociable, confident and enthusiastic people, who like having a good time.

Mostly b: You are quite serious and you work hard. You will have one or two good friends at school, who are caring and sensitive. You will help each other with your work and tell each other everything.

Mostly c: Do you have any friends? We can't believe that you are really so selfish. If you continue like this, you soon won't have any friends left.

1 It is your first day at a totally new school. You don't know anybody. What do you do?

- a) I try to speak to everybody in my class.
- b) I sit in the front row, so that I can hear the teacher talking.
- c) Nothing. I expect people to come and talk to me.

2 In your school, students are not allowed chewing gum. However, one of your friends is chewing. What do you do?

- a) I say, "I will watch for teachers. If I see one coming, I will warn you."
- b) I say, "You had better stop chewing now if you don't want the teacher to punish you."
- c) I think, "If I tell the teacher, she will punish my friend. Ha, Ha!"

3 You are supposed to do your homework tonight, but there is a brilliant film on TV. What do you do?

- a) I think, "Oh, well. I'm too tired to watch it anyway."
- b) I think, "If I finish on time, I will be able to watch half of it."
- c) I phone my friend and ask him (or her) to do my homework for me.

4 You are supposed to go to the cinema tomorrow with your school friend. However, she (or he) is not allowed to go out. What do you do?

- a) I ask, "Will you be allowed to go to the cinema next week?"
- b) I stay at home and do my homework.
- c) I go to see the film with another friend. I don't care about that stupid friend.

5 Your friend is absent from school today. What do you do?

- a) I photocopy my notes. She (or he) might not be well enough to copy them.
- b) I give him (or her) my notes when he (or she) returns to school.
- c) I think, "If I am ill, she (or he) won't help me."

2 At home

Are your students house-proud, budding interior designers or would they be happy to live in a pigsty? Do they know how to turn on the vacuum cleaner or have they heard their mums shouting, "You use this house like a hotel" too often? People's homes say a lot about the people that live in them. What do your students' homes and bedrooms say about them? Is it something they would like to hear? The quizzes in this section will get students thinking about their own bedrooms and, who knows, they may even offer to tidy up when they get home tonight.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- describing rooms, homes and furniture (*Does it have a double bed?*)
- prepositions of place (*Is it near the sea?*)
- present simple for daily routines (*I tidy my room.*)
- adverbs of frequency (*I never clean the toilet.*)
- have to for obligation (*I always have to make my bed.*)

Related topics include families, town and country.

QUIZ A LEVEL ★

My ideal room

Do the students like their bedrooms? There are bound to be aspects that they don't like, for example, the rooms may be too small, they may have to share with a sibling. Ask them to imagine their dream bedroom. What kind of furniture would it have in it? What colour would the walls be? Where would the house be? (Next to the sea, in the mountains, etc.) Bring in some interiors magazines for students to flick through to give them ideas, and ask them to try to remember any nice rooms they've been in.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words if necessary:

cosy, hammock, single/double bed, four-poster bed, bright, spooky, attic.

After the quiz ...

Once they have checked the answers to the quiz, explain that students are now going to design their dream bedroom in that location. They can either draw a plan of their room or they can cut out furniture and other images from the magazines to illustrate a

description of the room. Get the students to transform their descriptions into estate agents' details for rooms to let:

ROOM TO LET

*Beautiful bedroom in a lighthouse by the sea. Round windows, comfortable hammock, TV, open fire...
£100 per week.*

Display the details around the room and ask the students to read about each other's dream rooms. Ask them which, of all the rooms displayed, they would most like to rent. How many students chose the same room?

QUIZ B LEVEL ★★

Do you have a hard life?

Hands up who made their bed this morning. Probably not very many. What about last night? Did anybody cook supper, lay the table or do the washing up? Who usually does the chores in their homes? Hand out the quiz sheet and get the students to look at the other household chores shown in the pictures. Do they know how to say them in English? Do they ever have to do these things?

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following adverbs of frequency if necessary: *never, sometimes, very often, rarely, quite frequently, always/every day.*

After the quiz ...

Help the students with the analyses. You may need to explain expressions such as *you get away with murder* and *a little discipline builds character*. Did anybody score 71–100? I doubt it. Ask the students to assess whether they have hard lives or not and to justify their decisions with a sentence, adding their own chores if they wish:

I think I have a hard life because:

I always have to make my bed, I quite frequently have to lay the table and I always have to tidy my room.

I don't have a hard life because:

I never have to do the cooking or the ironing. I rarely have to do the shopping and I never have to wash the car.

You could extend this into a class survey to find out how many students help with housework and how often. Divide the class into groups of three to five students (each group should have the same number of students). Get each group to come up with a different question to ask e.g. *How often do you make your bed? How often do you clean the toilet?* Get them to fill in the chart for themselves first:

How often do you make your bed?						
name	never	rarely	sometimes	frequently	very often	always
me		x				

Rearrange the groups so that there is one member from each group in each new group. Each member of the new group has to ask his/her question to each of the other members. Then they go back to their original groups and pool their information. (They will have answers from the whole class.) What statistics can they come up with? Help them to analyse their results and come to some conclusions:

Most of the class cleans their bedroom regularly.

Half of the class never washes up.

Twenty out of thirty students make their beds.

QUIZ C LEVEL ★★★

What does your bedroom say about you?

Get the students to describe their bedrooms to each other. Is it messy or tidy? What's on the walls? Did they know that their bedrooms say a lot about their personalities?

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

souvenirs, depending on your mood, ashamed, futuristic, retro, modern, mess(y), unexpectedly, organized, disorganized, anxious, to relax, arguments, gossip, sensitive, dynamic.

After the quiz ...

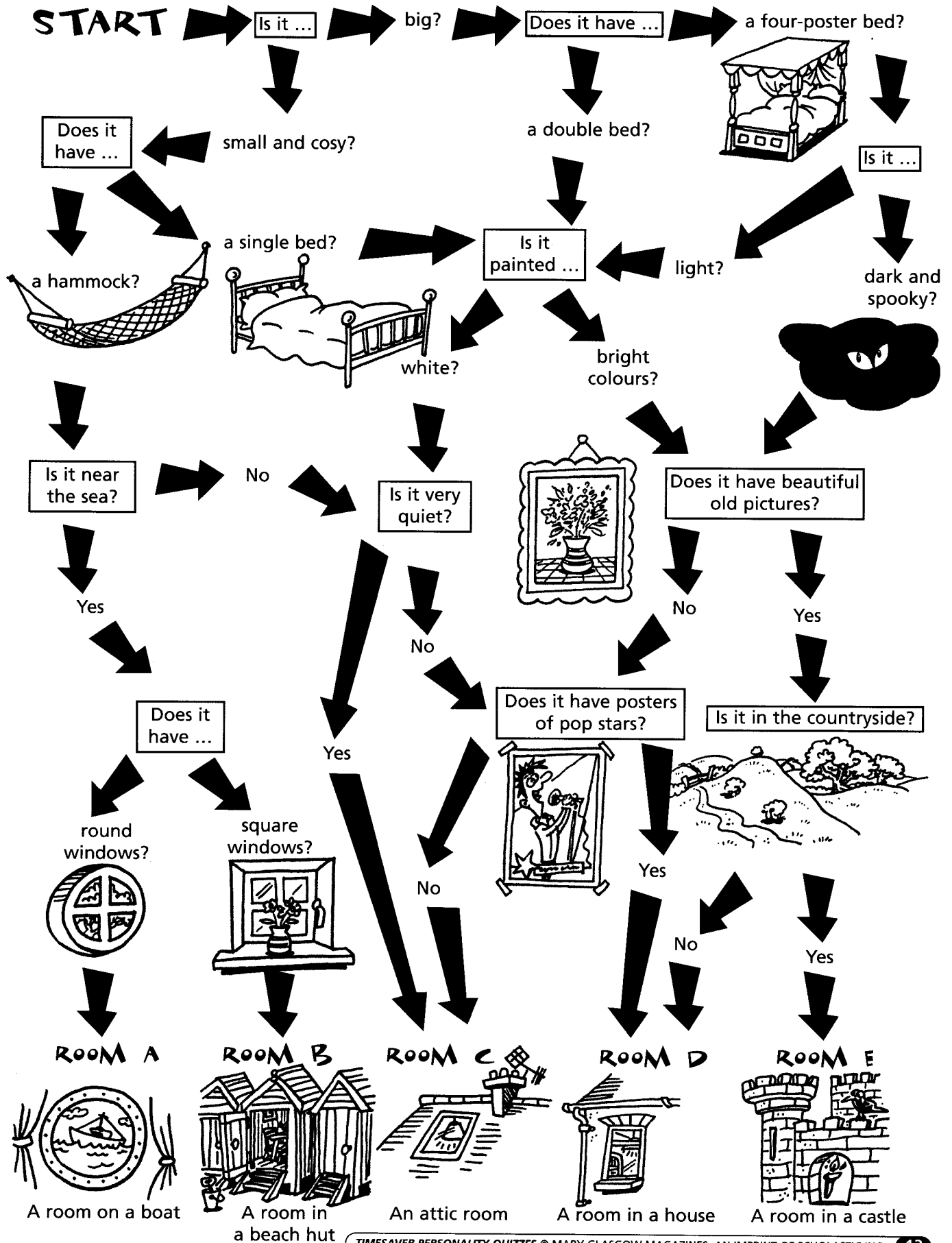
I wonder if the rest of the class would recognize their classmates by their rooms? Get the students to write a description of their bedroom. They should describe the room and the furniture, the decoration colours and style, the pictures or posters. They should also say whether the room is tidy or messy. Is the bed made or unmade? Are the clothes scattered all over the floor or neatly put away in the cupboard?

Get students to key in their descriptions on their computers or word processors (or you could do this for them, correcting any mistakes) so that their handwriting does not give the game away. Number the descriptions and then display them in the classroom. Get the students to read each description and guess the name of the author. They can write the name of their classmate on a piece of paper next to the number on the description. Read out the descriptions and get the owner of the room described to stand up or raise their hand. Did they guess correctly? Were there any surprises?

MY IDEAL ROOM!

FOLLOW THE ARROWS AND FIND YOUR IDEAL ROOM.

START



DO YOU HAVE A HARD LIFE?

Do this simple test to find out just how hard (or easy) your life is at home.

- A: Never
B: Rarely
C: Sometimes
D: Quite frequently
E: Very often
F: Always/Every day

Put a letter after each question to say how often you have to do something. Then look at the key at the bottom of the page and add up your score.

How often do you have to:

- (i) clean your bedroom?
(ii) lay the table?
(iii) do the housework?
(iv) do the cooking?
(v) do the laundry?
(vi) do the washing-up?
(vii) do the shopping?
(viii) wash the car?
(ix) do the ironing?
(x) make your bed?

If you scored 10-20: You must get away with murder at your house. You don't know the meaning of the word 'hard'. Wake up!
If you scored 21-40: OK, so you have to do your fair share of work at home but remember: a little discipline builds character.
If you scored 41-60: Whew! You really do have a hard life! Remember, it's good character training. Have you ever thought about joining the army? Or how about just asking your mum and dad for a holiday? You deserve it!

KEY
Total: =
A=1 B=2 C=3 D=4 E=5 F=6

WHAT DOES YOUR BEDROOM SAY ABOUT YOU?



1 When you go into your bedroom, the first thing you do is ...

- a) check that everything is in its proper place.
- b) listen to some music.
- c) lie down on your bed.

2 On your walls, you have ...

- a) a few pictures.
- b) some souvenirs of places you've been.
- c) Posters, drawings, photos, etc. depending on your mood.

3 You hate your mum tidying up your cupboard because ...

- a) you like to keep things secret.
- b) you're ashamed of the mess.
- c) you prefer to tidy it yourself.

4 Your preferred bedroom decoration is ...

- a) futuristic.
- b) retro.
- c) modern.

5 On your shelves, you've got ...

- a) a terrible mess.
- b) one or two collections of things.
- c) lots of things that mean something to you.

6 You do your homework ...

- a) sitting at your desk.
- b) on your bed.
- c) on the floor.

7 Your bedroom is messy.
A friend arrives unexpectedly.

- a) You don't let them into your room.
- b) You let your friend in, explaining that your room isn't as tidy as usual.
- c) You laugh and say, "I'm not really the tidiest person in the world!"

KEY

Add up your points and read the analysis.

1a) 1 b) 2 c) 3

2a) 1 b) 2 c) 3

3a) 2 b) 3 c) 1

4a) 3 b) 1 c) 2

5a) 3 b) 1 c) 2

6a) 1 b) 2 c) 3

7a) 1 b) 2 c) 3

7-11 points: Your room is always tidy because you are an organized person. You like to do a job well and always work as hard as you can. If you scored 7 or 8, you are a bit anxious. Try to relax more.

12-16 points: You are easy-going and nice. You hate arguments and gossip. You have a heart of gold that bleeds easily when it is hurt. You need people to love and understand you because you are very loving and sensitive.

17-21 points: You are lively, sporty and dynamic. You hate sitting around doing nothing. You're not often in your room because you are always going somewhere else. If you scored 20 or 21, you are a bit too disorganized.

3 Animals

We sometimes forget that, along with ants, snakes and monkeys, we humans are also from the animal kingdom and we share some of our furry or scaly cousins' traits and habits (some nice and others nasty.) They say that people grow to look like their pets, or do people choose pets that resemble them? In the following quizzes, students find out which pet is most suited to their personalities and whether they are more similar in character to ants, butterflies or sleepy sloths. If you find you have a class full of sloths, these quizzes should wake them up.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

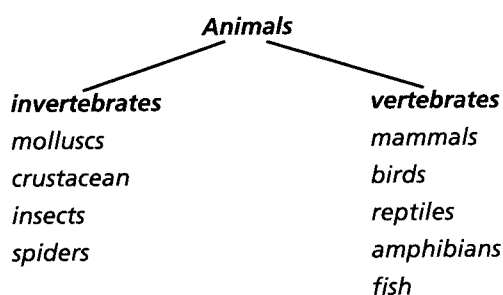
- *like + ing* (*I like playing with my friends.*)
- *time* (*I get up at eight o'clock.*)
- *present simple* for daily routines (*I go to bed at ...*)
- *will* for future (*I'll eat the mice in your house.*)
- *first conditional* (*If you choose me, I won't bite you.*)

Related topics include insects, hobbies and daily routines.

QUIZ A LEVEL ★

Which insect are you?

What is an insect? Draw a quick chart on the board and get the students to help you fill it in to show how the animal kingdom is divided up. (You will have to help them with the English words.) Can the students think of one or two examples of animals from each category? Remind them that they too are animals and that they are distantly related to slugs and ants.



Explain that this quiz is going to tell them whether they are more similar in character to ants or butterflies. Do they know any of the characteristics of ants and butterflies?

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words if necessary:

hobbies, party/parties, individual, Guides/Scouts, sensible, creative.

After the quiz ...

Once they have checked the answers to the quiz, get the students to draw a simple picture of a butterfly or an ant on a piece of paper. On the other side they should write a few sentences explaining why they are like that animal:

(Ant): *I like team sports. I like working hard. I don't like being alone.*

(Butterfly): *I like making things. I don't like maths and science. I like swimming.*

Individual students can read out their likes and dislikes to the class. The class has to guess whether they are an ant or a butterfly. The student then holds up their picture to show the class whether they guessed correctly.

QUIZ B LEVEL ★★

Are you as sleepy as a sloth?

Is anybody tired today? Look around the class and check that all your students are wide awake. Joke with them that anyone caught snoozing will have to hang upside down from a tree as punishment. They probably won't know what you're talking about. Show them the picture of a sloth on the quiz page. Do they know anything about these animals? Hand out the quizzes and get them to read about sloths. Help them with any new words. Get them to turn over the paper and see what facts they can remember. Wake up any sleeping students and then get them to do the quiz.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:

to hang, branch, claws, hooks, algae, yawn, active, upside down.

After the quiz ...

Are there any sloths in the class? Come on, wake up and put up your hands! Get students to set up a class survey to find out how many hours they sleep per week. They should produce a chart like this:

Name	Ella
On weekdays:	
<i>what time do you go to bed?</i>	9 p.m.
<i>what time do you get up?</i>	7 a.m.
Total	10 (x5)
At weekends:	
<i>what time do you go to bed?</i>	11 p.m.
<i>what time do you get up?</i>	9.30 a.m.
Total	10.5 (x2)
Total hours per week	71

In groups of four, each student asks the three other students in their group. Who sleeps the least in each group? Who's the sloth?

Read the 'Snooze news' with the students. Get them to calculate how much of their own lives they spend sleeping. They should begin with how many hours per week and multiply it by 52. Can they work out what percentage of their time per year that is? How many years of their life will that be if they live to be eighty? Are they the same as the Americans?

QUIZ C LEVEL ★★★

Your ideal pet

Is it true that people start to look like their pets? Do the students know anyone who has their hair permed to match their pet poodle or who shares hair accessories with their cat? Do they believe that you can really get on with your pets and that there are certain pets that suit particular personalities?

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:
to finish with, sympathetically, to go out with, to get on with, to oversleep, confused, DJ, stare, wink, truthful, extrovert, sympathetic.

After the quiz ...

Has anyone actually got their ideal pet at home? Put the students into groups according to which pet they have been allocated (or better still, cheat by putting equal numbers of students into each group). Get them to collate a list of why they are the best pet to have. Prompt them to think about different aspects of keeping pets, such as:
How much does it cost to feed?
Does it need much exercise?
Is it good company?
Is it easy to look after in the home?

Regroup the students so that there is one of each animal in each group. They have to convince the others that they are the best pet to have. Encourage them to use any means of conviction they can think of, e.g.
Snake:
I'm cheap to feed because I'll eat the spiders and mice in your house. I'm clean (no fur to sweep up). I'm not good company, but you'll have so many friends round to see me that you won't need my company. I can sleep in the smallest places. I'll frighten the burglars. If you choose me, I won't bite you.

Once each of the animals has spoken, each student has to vote for the best pet in their group. (They cannot vote for themselves.) So, who's the winner in each group? Which is the ideal pet?

WHICH INSECT ARE YOU?

Are you an ant or a butterfly?

1. What's your favourite sport?
 a) I like team sports – football, basketball, hockey.
 b) I like individual sports – tennis, athletics, swimming.

2. What do you like doing after school?
 Choose two things.
 I like ...
 b) watching television.
 a) going to parties.
 a) going to Guides/Scouts.
 b) reading.

3. What's your favourite colour?
 Choose one colour.
 I like ...

- | | | |
|-----------|----------|-----------|
| a) black | b) green | b) yellow |
| a) purple | a) brown | b) red |

4. What are your favourite hobbies?
 Choose two hobbies.
 I like ...
 b) making things.
 b) shopping.
 a) playing games.
 a) playing sports.

5. What do you like doing at break?
 a) I like playing with my friends.
 b) I like talking to my best friend.

6. What's your favourite subject at school?
 a) I like maths and science.
 b) I like art.

How many a)s have you got?
 How many b)s have you got?

5–8 a)s

You are 'a' for an ant.

You have got lots of friends and you love being with people. You like school and you are sensible.

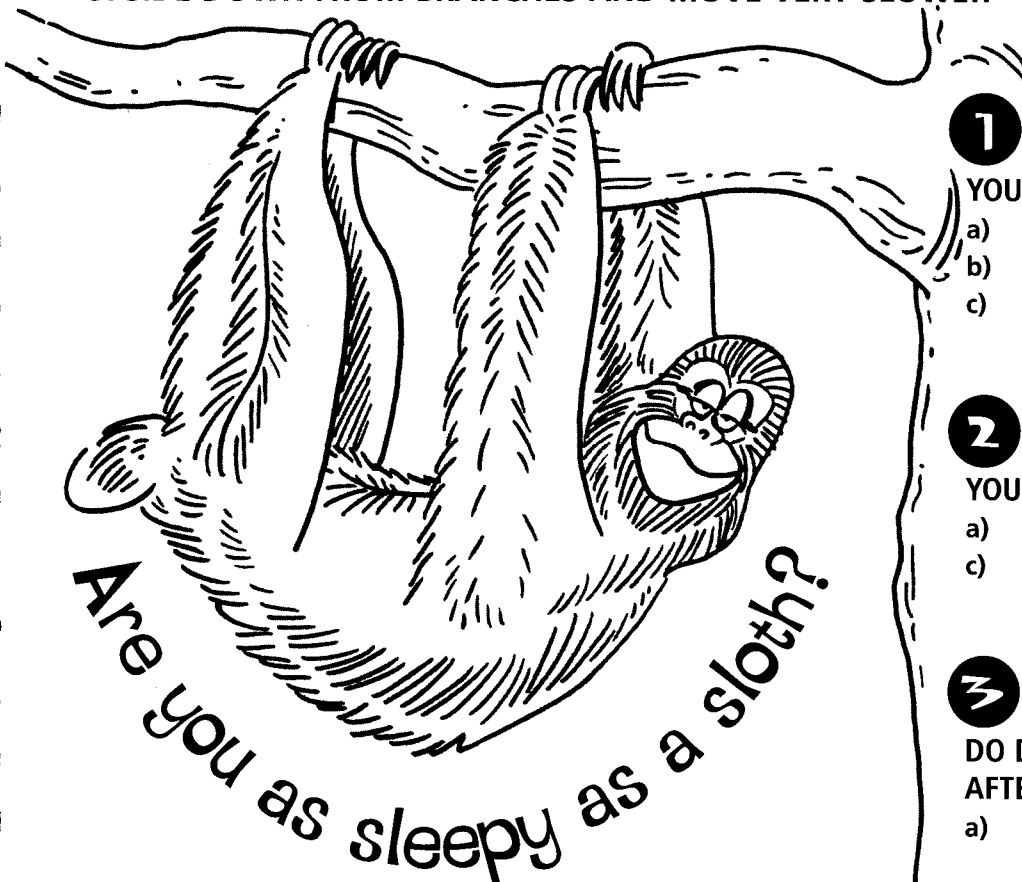
5–8 b)s

You are 'b' for butterfly.

You are an individual. You are creative and you like beautiful things. You like looking good.

SLEEPY SLOTHS

SLOTHS ARE VERY LAZY ANIMALS. THEY SPEND MOST OF THEIR TIME HANGING UPSIDE DOWN FROM BRANCHES AND MOVE VERY SLOWLY.



SIX MORE SLOTH FACTS

- ★ They have long claws, like hooks, that help them to hang.
- ★ Sloths can turn their heads 270°.
- ★ Sloths have teeth in their cheeks.
- ★ Sloths live in South American forests.
- ★ Sloths eat leaves and fruit.
- ★ Sloths have algae on their hair, so they are sometimes green.

SNOOZE NEWS!

Americans spend one third of their lives sleeping.
In an average lifetime that's twenty-four
years of sleep!

KEY

17–20 points: You are definitely not a sloth. You are very active and you always like to be outside doing sport and activities.
13–16 points: You are often active, but you occasionally act like a sloth. Be careful you don't get too lazy.
10–12 points: You are as sleepy as a sloth. You are very lazy and always prefer to sleep and lie down than be active. Do you hang upside down from the furniture?

1 HOW MANY HOURS DO YOU SLEEP EVERY NIGHT?

- a) Eleven to twelve hours. (2)
- b) Eight to ten hours. (3)
- c) Six to seven hours. (4)

2 DO YOU REMEMBER YOUR DREAMS?

- a) Yes. (4)
- c) No. (3)

3 AT SCHOOL, WHAT DO YOU DO DURING LESSONS IN THE AFTERNOON?

- a) You are bored, but you try and do your work. (3)
- b) You yawn a lot and fall asleep on your desk. (2)
- c) You work hard because you are very interested. (4)

4 WHAT'S YOUR IDEAL SATURDAY EVENING ACTIVITY?

- a) Going out with your friends to a disco or rollerblading. (4)
- b) Lying on the sofa watching TV. (2)
- c) Going to your friend's house to play video games. (3)

5 WHICH IS YOUR FAVOURITE ANIMAL?

- a) Giraffe. (4)
- b) Koala. (2)
- c) Cat. (3)

YOUR IDEAL PET

IS THERE A PET WHICH IS IDEAL FOR YOUR PERSONALITY? DO OUR ANIMAL PERSONALITY QUIZ AND FIND OUT. ANSWER THE QUESTIONS BY CIRCLING A, B, C, D OR E.

1 You are in a maths lesson and you have no idea what the teacher is talking about.

What do you do?

- a Look out of the window.
- b Ask your friend to explain.
- c Repeat what the teacher has just said so it looks like you understand.
- d Put your hand up and ask the teacher to explain again.
- e Put up your hand and ask a question about a different subject.

2 Your best friend's boyfriend/girlfriend has finished with them, and they need to talk to you about it. What do you do?

- a Listen sympathetically.
- b Keep quiet because you are now going out with their ex-boyfriend/girlfriend.
- c Tell them that it's a good thing because they didn't get on well together.
- d Try to make a joke of it.
- e Offer to go out with them every Saturday night until they find someone new.

3 Your older brother asks you to help him clean his new car this Saturday morning. What do you do?

- a Get up ready to help.
- b Oversleep.
- c Wake up your brother holding a bucket and cloth.
- d Ask your friend to come around and help too.
- e Suddenly remember you haven't got any old clothes to wear.

4 You start singing your favourite song and when you turn on the radio, you hear the song playing. What do you do?

- a Sing even louder.
- b Look confused.
- c Think you're really cool. You know all the popular songs.
- d Start dancing around the room.
- e Wonder how the DJ knew you were singing it.



5 You really like someone at school and you want to go out with them. What do you do about it?

- a Try and talk to them.
- b Stare at them.
- c Wink at them a lot.
- d Invite them out with you and your friends.
- e Fall over in front of them.

WORK OUT YOUR SCORE

1 a - 2; b - 4; c - 3; d - 5; e - 1. 2 a - 5; b - 1; c - 2; d - 3; e - 4.
3 a - 5; b - 1; c - 4; d - 2; e - 3. 4 a - 3; b - 4; c - 5; d - 2; e - 1.
5 a - 5; b - 1; c - 2; d - 4; e - 3.

THE ANALYSIS

5-8 points: A snake and you would understand each other perfectly. You don't tell lies but you are not always truthful, are you?

9-12 points: Like a fish, you are happiest with your own kind around you. In fact you probably have more than one fish so that they don't get lonely.

13-16 points: People notice when you're around. A parrot is best for your extrovert personality.

17-20 points: You always do what you say you will do, and you are very good to your friends. You and your pet dog are never far apart.

21-25 points: You are independent and sympathetic. A cat is the only pet for you.

4 Love and romance

Do you have a class full of Casanovas or do your students think all that slushy stuff only happens on the big screen? Whatever the answer, most teenagers are secretly (or not so secretly) fascinated by who fancies whom, who has just finished with whom, and who would be their ideal date. The quizzes in this section will reveal how romantic they really are. Do the quizzes around Valentine's Day or at any time of year, because with teenagers, love is in the air all year round.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- past simple (*She wore a red dress.*)
- giving advice (*You should ..., Why don't you ...?*)
- phrasal verbs (*split up, face up to*)
- rhyming words (*blue/too, blue/zoo*)

Related topics include friends and family, likes and dislikes, and free-time activities.

QUIZ A LEVEL ★

Who's your Valentine's date?

Do students know when Valentine's Day is (14 February) and the significance of it? Explain if necessary that it is the festival of lovers and that St Valentine was an early Christian who was killed for his beliefs. The story goes that before he died, he left a message for his girlfriend on the wall of his prison cell signed, "Your Valentine". On this day every year, people send romantic cards to the person they love. The cards are sent unsigned. Ask the students if they have ever sent or received a Valentine's card. Did they ever find out who their cards were from?

Explain that the students are going to find out which famous person would be their ideal Valentine's date. Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary: *medium length (hair), comedy films, designer clothes, fashion show, to play a joke on somebody, suit, mask.*

After the quiz ...

Were they happy with their ideal dates? Tell the students that they are now going to find out what

happened on the date by playing 'Consequences'. Give each student a strip of paper (half of an A4 sheet cut vertically). Give them these prompts on the board without including the words in brackets:

I went on a date with (Leonardo)

He/She wore (a red dress.)

We went to (the zoo.)

He/She gave me (a diamond ring)

I said, ("I don't like singing.")

He/She said, ("Let's go home.")

In the end we (went for tea with his mum.)

Go through it once giving examples of how to complete each sentence (as shown above). Then tell them each to write the first sentence at the top of their paper. They then turn over the top of the paper so that what they have written is not visible and pass it on to the next student. The next student writes the next line, turns over the paper and passes it on. Continue like this until seven different students have each contributed a line and you have several complete stories. Then they can unroll the paper and read out the stories, which are bound to be hilarious.

QUIZ B LEVEL ★★

How romantic are you?

Ask the students what they think makes somebody romantic. Give the following examples: giving flowers; saying "I love you"; writing "I love you" on stickers and sticking them all over your girlfriend's or boyfriend's house; singing love songs under your beloved's window at night.

Has anything romantic ever happened to them or a friend? Have they ever done anything romantic themselves? What's the most romantic gesture they've ever heard of? Get them to make a list. Then get groups to put the gestures in order starting with the most romantic. See if the groups agree on the most romantic gesture. They will probably find that one person's idea of romance would make another run a mile.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary: *good-looking, to get in trouble, candlelit dinner, tradition, science fiction, admirer, predictable, original.*

After the quiz ...

Ask students to keep a note of their scores after they have read their analyses. Then get them to compose a simple love poem for a real or imaginary boy or girlfriend. Give them the following model to follow and tell them that this type of poem often appears in Valentine's cards:

*Roses are red,
Violets are blue.
I love you,
Do you love me too?*

Point out that lines 2 and 4 should rhyme, but let them be creative and come up with their own ideas. If they are not romantic types, they can have fun making up less romantic versions:

*Roses are red,
Violets are blue.
You look so funny,
You belong in the zoo.*

Students read out their poems and the rest of the class can try to guess how they scored in the quiz. The more romantic poets probably scored between 14 and 20 points and the more cynical under 14.

QUIZ C LEVEL ★★★★★

How do you cope with splitting up?

Is it possible to be friends with your ex-boyfriend or girlfriend? If so, is it a good idea? Ask your students what they think. Do they think they are the kind of people that cope well with splitting up with a boyfriend or girlfriend, or do they spend the next ten years trying to work out what went wrong or, worse still, planning their revenge?

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary: *to split up with, to go out with, over my dead body, tip, jealous, to get your own back, prove, to be over somebody, to vandalise, indebted, charitable, face up to, put up with, bitter, vindictive, to defend, to protect, to spite, to keep in perspective, to put off.*

After the quiz ...

Show the students the problem pages from a magazine in their own language or in English. Explain that they are going to imagine they are in one of the situations described in the quiz (or they can come up with their own situation) and that they write to the problem page of a magazine. They should swap problems with a partner who has to give some advice. Don't let them get too serious. They don't have to write what they really think would be the best advice; encourage them to have some fun writing light-hearted advice as in the example below:

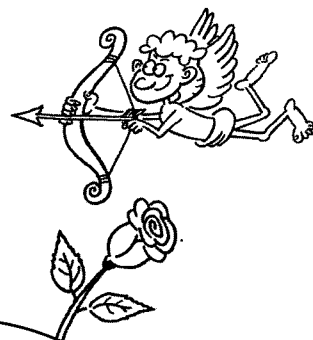
Dear Agony Aunt,
My best friend wants to go out with my ex-boyfriend. We only split up two days ago and she wants his telephone number. I don't want them to go out together, but I don't want to lose my best friend. What can I do?
Paula (Oxford)

Dear Paula,
It's easy. Why don't you give your friend the telephone number of your ex's spotty best mate. She'll have a nasty surprise when she meets him for a candlelit dinner. Then you should pretend it was a mistake.
AA

Collect in the problems and advice and redistribute them to new groups of students. Get them to match the problems to the advice and to vote on the best or funniest piece of advice.



Who's your Valentine's date?



BOYS

1. SHE HAS ...

- a) long curly hair. (3)
- b) long straight hair. (2)
- c) short hair. (1)

2. SHE LIKES ...

- a) singing and dancing. (3)
- b) watching comedy films. (2)
- c) shopping. (1)

3. SHE LIKES WEARING ...

- a) jeans and T-shirts. (2)
- b) expensive designer clothes. (1)
- c) leather trousers. (3)

4. SHE GIVES YOU ...

- a) a CD. (3)
- b) a magazine. (1)
- c) a video. (2)

5. ON YOUR DATE YOU GO TO ...

- a) a fashion show. (1)
- b) a coffee shop. (2)
- c) South America. (3)

GIRLS

1. HE HAS ...

- a) short dark hair. (1)
- b) light brown hair. (2)
- c) short blond hair. (3)

2. HE LIKES ...

- a) playing football. (3)
- b) playing jokes on people. (1)
- c) going to the cinema. (2)

3. HE LIKES WEARING ...

- a) bright coloured suits. (1)
- b) trendy designer clothes. (3)
- c) jeans and T-shirts. (2)

4. HE GIVES YOU ...

- a) some beautiful flowers. (2)
- b) a new car. (3)
- c) a joke mask. (1)

5. ON YOUR DATE YOU GO TO ...

- a) a football match. (3)
- b) the beach. (2)
- c) a comedy show. (1)



ANSWERS

Boys

12-15: Shakira
8-11: Jennifer Aniston
5-7: Kate Moss

GIRLS

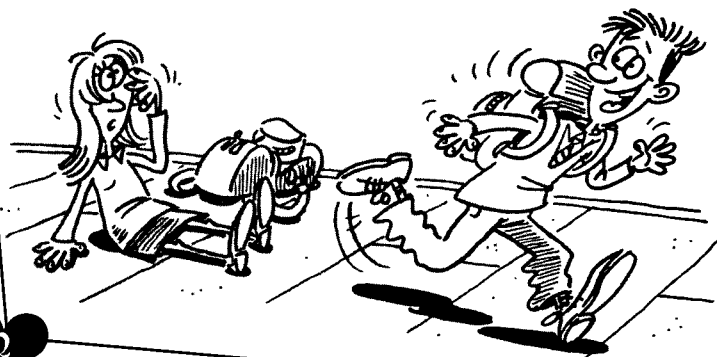
12-15: David Beckham
8-11: Leonardo di Caprio
5-7: Mike Myers



How Romantic are You?

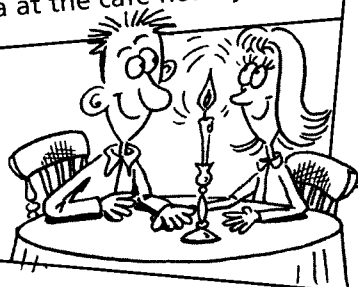
1 You are late for school and you are running very fast. Suddenly you see a good-looking boy/beautiful girl fall over in the street. What do you do?

- a Carry on running to school. Someone else can help that person and you don't want to get in trouble with your teacher. (2)
- b Stop to see that the boy/girl is OK, but then go to school. (3)
- c Help the boy/girl stand up and take them for a cup of tea at the café nearby. (4)



2 You ask a boy/girl out on a date. Where do you go?

- a For a walk in the countryside. (3)
- b To the café around the corner for a coke. (2)
- c For a candlelit dinner at a restaurant. (4)



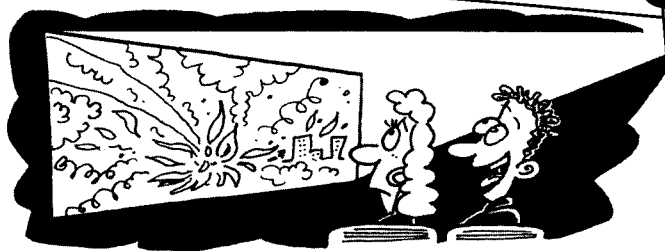
3 It's Valentine's Day. What do you do?

- a Send someone a card, but remember not to sign your name. (3)
- b Nothing. Valentine's Day is a stupid tradition. (2)
- c Send someone red roses and chocolates and sing a song under their bedroom window. (4)



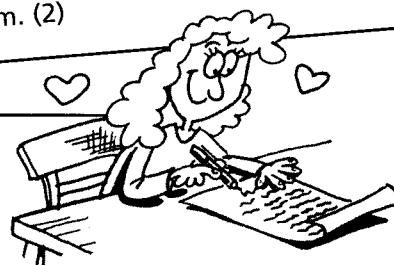
4 You go to the cinema with your girlfriend/boyfriend. What kind of film do you want to see?

- a The latest science fiction adventure. (3)
- b A romantic comedy. (4)
- c An action film. (2)



5 It's a Saturday night and you don't know what to do. What is your decision?

- a You go to the park with your friends and chat. (3)
- b You stay at home and watch videos with your family. (2)
- c You stay at home and write poetry for your boyfriend/girlfriend. (4)



KEY

10–13 points: You are not at all romantic. You prefer staying at home or being with your friends. Bad luck! No one is going to send you a Valentine's card this year.

14–17 points: You are romantic in your own way and don't always like to follow tradition. Listen for the letterbox on 14 February.

18–20 points: You are very romantic and probably have lots of admirers. The postman is going to have a very heavy bag on Valentine's Day. Be careful because sometimes you are too predictable. Try and be more original.

HOW DO YOU COPE WITH SPLITTING UP?

1 Two days after you have split up with your boyfriend/girlfriend, you are in an art class. The teacher says she wants you to draw a person. What do you draw?

- a) Your ex-boyfriend/girlfriend.
- b) A large object ... with your ex-boyfriend/girlfriend trapped underneath it.
- c) A famous person or someone in your family.

2 Two days after you have split up with your boyfriend/girlfriend, a close friend of yours asks you for his/her number because they'd like to go out with him/her. What do you say?

- a) "Over my dead body."
- b) "Sure. By the way, here's a tip, it's his/her birthday soon and he/she likes P. Diddy."
- c) "I'd rather you didn't go out with him/her just yet. I might feel a bit strange about it."

3 Your ex always hated holding hands. However, you see your ex-boyfriend/girlfriend holding hands with their new boyfriend/girlfriend. What do you think?

- a) I'm pleased he/she has found someone he/she really likes.
- b) I feel jealous and angry.
- c) I'm going to get my own back by finding someone and kissing them in front of him/her to prove I'm over him/her.

4 Your ex still has a CD of yours. It's by a group that you absolutely hate, so you don't particularly want the CD back. What do you do?

- a) Use it as an excuse to ring him/her.
- b) Demand it back just to spite him/her.
- c) Hope their taste in music improves – otherwise they'll always be uncool.

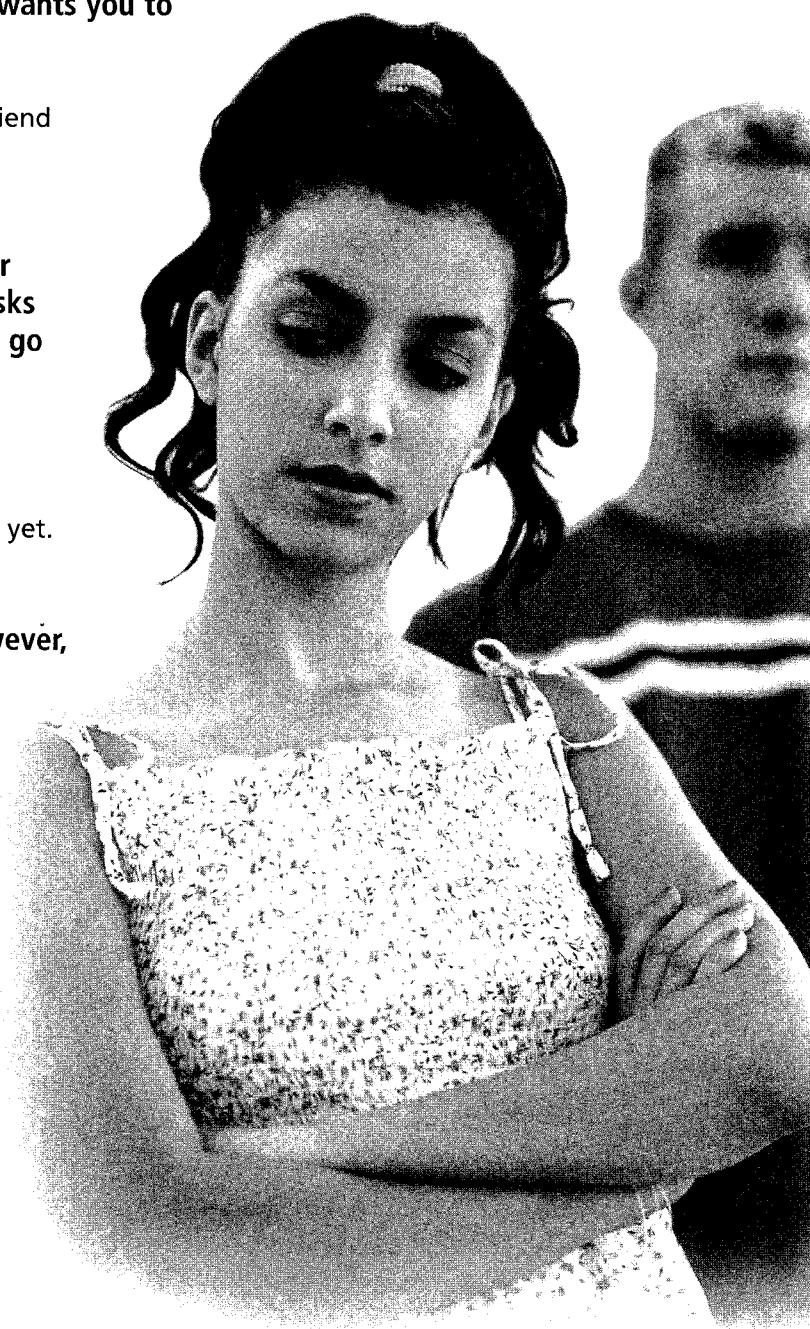
KEY

1 a=2 b=3 c=1 2 a=3 b=1 c=2 3 a=1 b=2 c=3 4 a=2 b=3 c=1

4-5: You are either a very charitable and kind person, or you don't really mind splitting up with your boyfriend/girlfriend. You seem to have faced up to it and can cope very well without him/her. In fact, almost too well. Do you never feel sad or jealous? Are you a cold person? Or is it just that your ex wasn't right for you anyway?

6-8: Your reaction to splitting up is very similar to most people's. Half of you secretly thinks it would be nice to get back together. The other half knows that someone else will come along soon. In the meantime, you know you will miss going out with your ex and will have to put up with feeling all the usual emotions that most people feel at this stage. It shows you are a person that cares about things.

9-12: Either you must have been hurt by someone or feeling angry, bitter and vindictive is your way of coping with splitting up. Feeling angry can sometimes be a good thing because if you have been hurt, anger means you are mentally defending yourself. However, be careful not to go too far. Keep things in perspective and remember that being a bitter person will stop you enjoying life and might put people off you.



5 Travel and adventure

Whether it's the end of a school term and your students are about to go on holiday, or the start of a new term and they've just returned, they will love talking about their travels and may be surprised how much their choice of holiday says about them. The quizzes in this section invite students to discover their ideal holiday to find out what kind of travellers they really are and how adventurous they are. Are they fearless backpackers, do they prefer the comfort of hotels, or would they really rather stay at home?

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- the simple past tense (*What did you do on holiday? Where did you go?*)
- present perfect (*Have you ever eaten snails?, etc.*)
- the future with *going to* (*We're going to stay in a hut.*)
- likes and dislikes (*You like the beach.*)

Related topics include geography and nationalities, food and free-time activities.

QUIZ A LEVEL ★

Are you a beach boy or girl?

Ask the students to think about the different kinds of holidays they have had. Ask them how they travelled (by plane, train, boat, etc.) and where they stayed (hotel, holiday house, bed and breakfast, tent, friends' house, etc.). Ask the students whether they think they prefer holidays in cities, in the countryside or on the beach. Explain that this quiz will help them discover what their ideal holiday would be.

Follow one of the suggested procedures for doing quizzes (see Introduction, page. 3), pre-teaching the following words if necessary:

coconut, deserted, fresh, hut, luxury, sightseeing, hobbies.

After the quiz ...

Spread out a selection of holiday brochures or advertisements around the classroom. Try to include some beach holidays, camping, sports and activity holidays as well as city breaks. Put the students into pairs with another student who got the same score analysis. Get them to look at the holiday brochures and

choose a suitable destination. Ask them to plan where they will go, what accommodation they will stay in and what they will do when they get there. They should use *going to*.

Put the pairs into groups of four or six students (depending on the size of your class) who got the same analysis. Each pair tells the other pairs where they have decided to go. Explain that the whole group is going to go on holiday together so they must agree on one destination that would suit them all. It is up to each pair to persuade the others that their chosen destination is the best. This should involve lots of discussion. Once a destination has been agreed on, groups can feed back to the rest of the class, e.g. *We're going to go to Bali, because we love going to the beach. We're going to stay in a hut. We're going to lie in the sun and go swimming every day.*

QUIZ B LEVEL ★★

School's out for summer

Ask the students whether they have ever been abroad on holiday. Find out whether they enjoyed the holiday and what they liked/disliked most about it. Was it very different from home? Did they have a good time and live like the locals, or did they struggle with the language, the food or the climate?

Ask the students which foods are associated with different countries, e.g. *Spain – paella, France – baguettes/garlic, Italy – pasta, Great Britain – fish and chips, Germany – sauerkraut, Japan – raw fish/sushi, America – hot dogs*, etc. Has anyone ever eaten these things in these countries? You could do a survey based on foods the students mention asking, *Have you ever eaten snails/raw fish/frogs' legs?* etc.

Explain that this quiz will help the students to find out whether they are good travellers or whether they would be better off saving their money and staying at home.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words if necessary:

paella, sauerkraut, pile, shark, spicy, to afford, awful, It's the limit, I'll shop till I drop, organized, to entertain.

After the quiz ...

Once students have read their analyses, get them to make some resolutions about what they will do to ensure that their next holiday is a success:

I won't travel by bus, I'll take more money, I won't drink the tap water, I'll stay in a hotel, I won't eat oysters, etc.

QUIZ C LEVEL ★★

Do you love adventure?

Ask the students if they know the names of any explorers and what they were famous for (Roald Amundsen – led the first expedition to the South Pole; Christopher Columbus – discovered the 'New World'; Sir Francis Drake – sailed round the world; Marco Polo – explored China, etc.). Ask whether anyone thinks they have an adventurous spirit. Do they have any ambitions

to sail around the world, climb Mount Everest or cross the Sahara Desert on a camel? Explain that this quiz will tell them how adventurous they really are.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words if necessary:

close to, dangerous, to explore, hitch-hiking, to invite, to recognize, solo, true.

After the quiz ...

Put students into pairs or they can work individually. Ask them to choose one of the images from the quiz and imagine that they had an adventure based on the situation shown. Get them to write a short letter or postcard home explaining their adventure using the past tense. You could read them this example inspired by picture 5:

Dear Mum,

Last night I heard a strange noise outside my tent. I went outside with my torch and I came face to face with an enormous bull. We put our tent up in the dark. We thought the field was empty.

Don't worry, we're going to find a campsite tonight.

Love Tom

ARE YOU A BEACH BOY OR GIRL?

Answer the questions and see what your ideal holiday is.

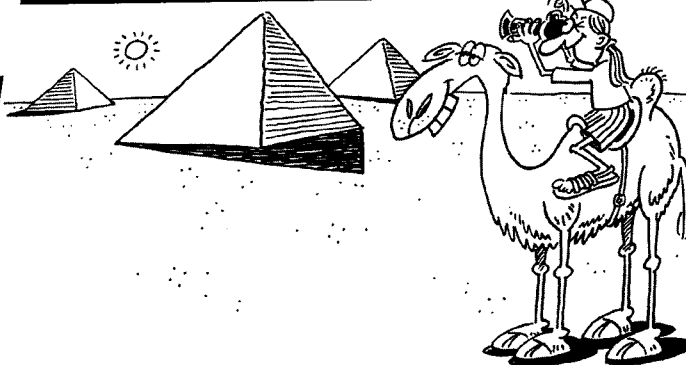
WHERE ARE YOU GOING ON HOLIDAY?

- | | | |
|----|---------------------|---|
| a) | New York or London. | 1 |
| b) | The countryside. | 2 |
| c) | The south of Spain. | 3 |
| d) | A deserted island. | 4 |



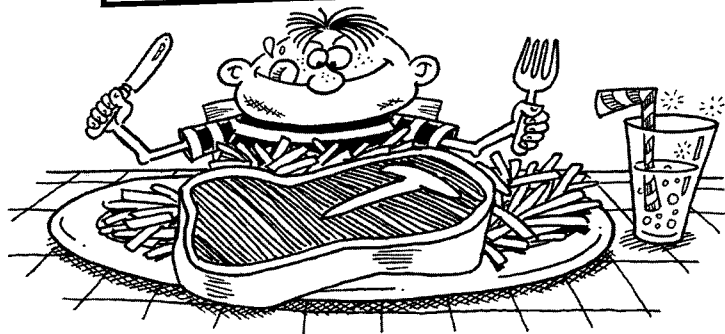
WHERE ARE YOU GOING TO STAY?

- | | | |
|----|----------------------|---|
| a) | In a hut by the sea. | 4 |
| b) | In a luxury hotel. | 1 |
| c) | In a tent. | 3 |
| d) | In a cottage. | 2 |



WHAT ARE YOU GOING TO DO EVERY DAY?

- | | | |
|----|---------------------------|---|
| a) | Visit interesting places. | 1 |
| b) | Lie in the sun. | 4 |
| c) | Go shopping. | 3 |
| d) | Go cycling. | 2 |



WHAT ARE YOU GOING TO EAT AND DRINK?

- | | | |
|----|-------------------------------|---|
| a) | Steak and chips and lemonade. | 1 |
| b) | Fresh fish and coconut milk. | 4 |
| c) | Ham sandwiches and tea. | 2 |
| d) | Ice cream and Coca-Cola. | 3 |

Now add up your score and look at the key.

KEY

- 14–16 points = You're a beach boy/girl. You're going to the beach for your summer holidays.
 11–13 points = You like the beach, but maybe you're going to go camping.
 8–10 points = You're going to do lots of different sports and hobbies on holiday.
 4–7 points = You're going to go sightseeing for your summer holidays.

SCHOOL'S OUT FOR SUMMER

1

WILL YOU BE SAD TO MISS YOUR FAVOURITE TV PROGRAMMES?

- a) No, it won't matter; I'll video them.
- b) Maybe, but the holiday will be different, and it will be fun.
- c) No, I can always amuse myself without TV.

2

WILL YOU GO SWIMMING WHILE YOU'RE ON HOLIDAY?

- a) Yes – if the water's warm.
- b) You're joking! The sea is full of sharks.
- c) Of course. Why go on holiday if you don't swim?

3

WHAT ABOUT FOREIGN FOOD?

- a) McDonald's hamburgers are the limit for me.
- b) OK, but not too hot and spicy.
- c) Pizza, paella, sauerkraut, spaghetti, roast beef, curry ... you name it and I'll eat it.

4

WHAT WILL YOU ENJOY BEST ABOUT YOUR HOLIDAY?

- a) New friends, new things to see and do.
- b) A good rest after a hard year at school.
- c) The journey home again.

5

WILL YOU TRY TO SPEAK ANOTHER LANGUAGE IF YOU VISIT A FOREIGN COUNTRY?

- a) Why? I'll speak loudly and slowly and everyone will understand.
- b) I can say, "please" and "thank you" in many languages – that's enough.
- c) Of course. That's why I'm going.

6

ARE YOU GOING TO VISIT ANY RUINS?

- a) Of course. I adore history.
- b) A pile of old stones? Why?
- c) Of course – but I hope there's a good café for a cold drink or an ice cream there too.

7

WILL YOU BUY ANY PRESENTS ON THIS TRIP FOR YOUR FRIENDS OR FAMILY?

- a) Absolutely not. I haven't got enough money.
- b) Yes – small cheap presents; special things from that region.
- c) Of course! I'll "shop till I drop".

KEY

1 a) 1 b) 2 c) 3 2 a) 2 b) 1 c) 3 3 a) 1 b) 2 c) 3 4 a) 3 b) 2 c) 1
5 a) 1 b) 2 c) 3 6 a) 3 b) 1 c) 2 7 a) 1 b) 2 c) 3

7–10 You'll be happier if you stay at home, but if your parents have organized a family holiday, try to enjoy it and then it will be fun for everyone.

11–16 Relax and you'll enjoy your holiday. Try new things and you'll have a pleasant surprise.

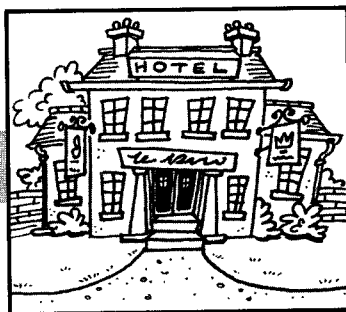
17–21 Holidays will be your idea of heaven. You know how to entertain yourself and you know how to get the best from your holiday.

DO YOU LOVE ADVENTURE?



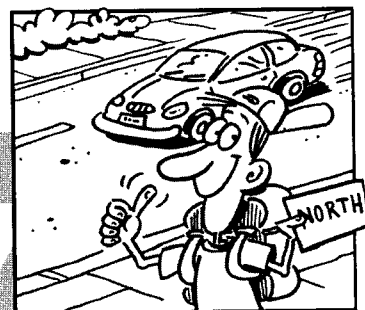
1 You are in a town which you don't know. Are you good at exploring without a map?

YES
NO



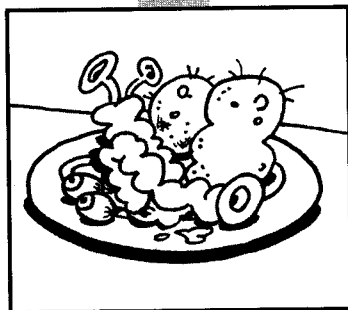
2 The only hotel in town is too expensive. Would you like to spend the night in a park?

YES
NO



3 A friend who loves adventure asks, "Would you like to go hitchhiking?" Do you say yes?

YES
NO



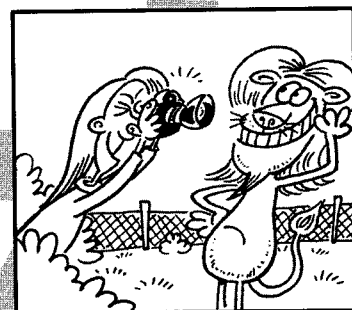
4 In a foreign country the waiter brings you food which you can't recognize. Do you try to eat it?

YES
NO



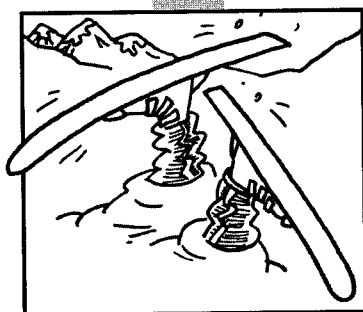
5 Are you good at camping? In the night you hear a strange noise. Do you explore?

YES
NO



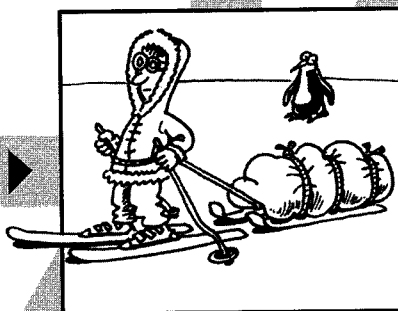
6 In a Safari Park are you the person who goes close to the wild animals to take photos?

YES
NO



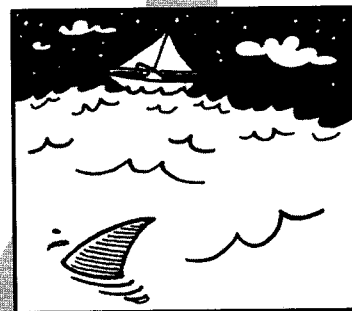
7 You don't know how to ski but your friends invite you on a skiing holiday. Do you go?

YES
NO



8 A man who is a famous explorer invites you to go with him to the North Pole. Do you say yes?

YES
NO



9 Are you good at being alone? How about a solo round-the-world trip?

YES
NO

A You are not a person who loves adventure. For you, life is dangerous. Try to be brave.

B You are a person who likes adventure, but you know danger when you see it.

C You are a true adventurer. Sometimes you are bad at seeing danger.

6 Food

You are what you eat ... or so the saying goes. What does that make your students? Are they hamburgers, cheese sandwiches or plates of steak and chips? We take it for granted, but food plays a crucial part in our lives, and not just to keep us healthy and happy. Food and people's attitudes to it say a multitude of things about an individual. Whether they favour a McDonald's or a five star restaurant, your students will have great fun doing the quizzes in this section. Try to do them after lunch to avoid rumbling stomachs in the classroom.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- likes and dislikes (*I like chocolate cake. I don't like oysters.*)
- adverbs of frequency (*never, occasionally, sometimes, regularly, every day*)
- food-related expressions and idioms (*That's the way the cookie crumbles.*)

Related topics include geography and nationalities, holidays, home and hobbies.

QUIZ A LEVEL ★

My ideal meal

Ask the students if they sometimes go out for lunch or for dinner and what they like to eat. Have they had any memorable meals at a restaurant or at anyone's house or do they prefer mummy's cooking? What's the best meal they can remember? And what's the worst? They will love telling stories about the first time they ate tripe, oysters or spinach.

Write these categories on the board: *fast food, a picnic, a healthy meal, an expensive four-course meal, an exotic meal* and get the students to think of examples of foods for each category. If you have access to some magazines containing recipes, you could bring them in and get students to flick through them and add further suggestions for each category.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words if necessary:
countryside, exotic, caviar, snails, octopus, an orchestra.

After the quiz ...

Once they have checked the answers to the quiz, ask the students to find a partner who got the same type of

ideal meal e.g. 'mostly apples', 'mostly carrots', etc.

Explain that in their pairs (or groups of three if the class doesn't divide neatly into pairs) they should plan their ideal meals as follows:

'apples' plan their ideal fast food meal

'carrots' plan their ideal picnic

'tomatoes' plan their ideal healthy meal

'bananas' plan their ideal expensive four-course meal

'strawberries' plan their ideal exotic meal

They should include details of who they would eat with, where they would eat it and what they would hear and see around them, as well as details of the food and drink.

When they have finished, put all the 'apples' together, all the 'carrots' together, and so on, so that you have five groups of students. The groups can exchange details of their ideal meals and then vote for the best meal in each category. Ask the winning pair to read out their ideal meals to the rest of the class, e.g.

'carrots':

Our ideal meal is a picnic on the beach in the Bahamas with Leonardo di Caprio. We eat salmon and cucumber sandwiches, crisps and chocolate cake. We drink Coca-Cola. We can hear the sea. We can see blue sky.

QUIZ B LEVEL ★★

How do you feel about food?

Who had a healthy breakfast this morning? Or if it's the afternoon: Who had a healthy lunch? Ask the students how important they think it is to eat healthy food, or whether they think 'a little of what you fancy does you good'? Brainstorm with the class which foods are healthy and which are unhealthy. Write their suggestions on the board under two headings:

Healthy food:	Unhealthy food:
fruit	sweets
vegetables	biscuits
lean meat	cakes
pasta	hamburgers
brown bread	crisps
grilled foods	fried foods

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:

heroine, guilty, regularly, content, a slave to food, giant.

After the quiz ...

Refer the students back to question 3 on their quiz sheet. Explain that you are going to do a class survey to find the answers to this and other health-related questions. Revise the adverbs of frequency in the chart below. Divide the class into groups of three to five students. Each group should have the same number of students. Get each group to come up with a different question to ask the rest of the class, e.g. *How often do you take exercise? How often do you eat chocolate cake?* Get them to fill in the chart for themselves first:

How often do you weigh yourself?

name	never	occasionally	sometimes	regularly	every day
me		x			

Rearrange the groups so that there is one member from each group in each new group. Each member of the new group has to ask his/her question to each of the other members. Then they go back to their original groups and pool their information. (They will have answers from the whole class.) What statistics can they come up with? Help them to analyse their results and come to some conclusions:

*Most of the class does exercise regularly.
Half of the class never weighs themselves.
Twenty out of thirty students eat chocolate cake occasionally.*

QUIZ C LEVEL ★★★★★

Are you a foodie?

What is a 'foodie'? Can the students guess? It's not only somebody who loves food, but somebody who is an expert on food – the background and history of food as well as the nutritious value of everything, from a whole sheep down to a green pea. Do any of your students read cookery books for fun? Or are they usually too hungry to give what they're eating a second thought? Do this quiz to find out whether there are any true foodies amongst you.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

slaves, to go on strike, to invent, originally, to mince words, That's the way the cookie crumbles, to know your onions.

After the quiz ...

What did they think of the score analyses? Did they understand the idioms? Explain where necessary and ask the students what food-related expressions and idioms there are in their own language. There are bound to be loads. Here are a few more English ones you might like to share with them:

That looks good enough to eat. (It looks really good.)

I could eat a horse. (I'm very hungry.)

in apple pie order (in perfect condition)

The proof of the pudding is in the eating. (The only way to find something out for sure is to test it yourself.)

There are many more.

As an ongoing research project, get the students to collect facts about food – the more interesting or surprising the better. Get groups to collate their findings and produce a sheet of true/false statements for other groups to complete. Here are some surprising but true examples:

In Scotland they eat sausage meat in sheep's stomach. (T)

A special dish in China is chicken's feet. (T)

















A French delicacy is frogs' legs. (T)

They eat crocodiles in Australia. (T)

They eat guinea pigs in Peru. (T)


















MY IDEAL MEAL

WHERE DO YOU EAT YOUR IDEAL MEAL?

- a) Outside in the countryside   
- b) At a smart restaurant   
- c) At home    
- d) At a café   
- e) On an exotic holiday   





















WHO EATS WITH YOU?

- a) Your friends   
- b) Your family    
- c) Your boyfriend/girlfriend   
- d) Your pet    
- e) The Queen   



















WHAT DO YOU EAT?

- a) Hamburgers and chips    
- b) Sandwiches and fruit   
- c) Champagne and caviar   
- d) Chicken and salad    
- e) Snails and fried octopus    

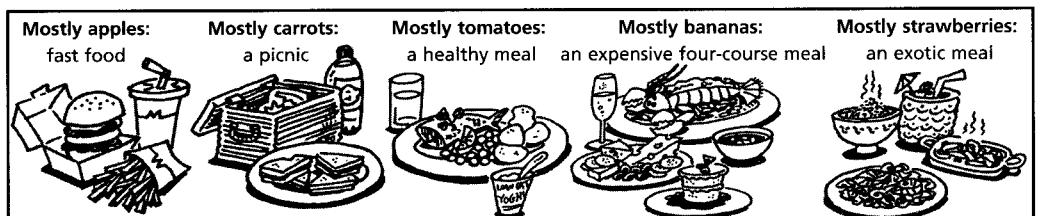


WHAT CAN YOU HEAR?

- a) An orchestra playing   
- b) The sound of the sea   
- c) Pop music    
- d) People talking   
- e) Nothing   



Count how many apples, bananas, carrots, strawberries and tomatoes you've got. See what your ideal meal is.



How Do You Feel About Food?

1 Which of these makes you feel hungry?

- a) Chicken salad
- b) English Sunday lunch: roast beef, roast potatoes, vegetables
- c) Fish and a baked potato
- d) Hamburger and chips

2 Who's your heroine?

- a) Janet Jackson
- b) Roseanne Barr
- c) Cindy Crawford
- d) Claudia Schiffer

3 When do you exercise?

- a) anywhere and everywhere
- b) when I feel guilty
- c) three or four times a week
- d) regularly

4 After the main course, the waiter asks, "Would you like anything else?"

- a) You say, "No, thank you."
- b) You ask for that big chocolate cake.
- c) You ask for fruit salad.
- d) You have what your friends have.

5 Which of these do you say to yourself after a meal?

- a) "I feel full. I ate too much."
- b) "What are we having for dinner tonight?"
- c) I don't think or say anything.
- d) "What a good meal! I feel really content."

6 How often do you weigh yourself?

- a) every day
- b) once a month, maybe never
- c) once a week
- d) when I feel fat



You chose a) most of the time: You feel too guilty about food. Relax, enjoy it and enjoy being yourself. Don't be a slave to food.

You chose b) most of the time: You never think about food. You like eating and your weight is not a problem for you. But be careful: too much sugar and fat are bad for you. Try to eat more healthy things and take exercise.

You chose c) most of the time: You are too good to be true. You know all the facts about food and health. Learn to enjoy eating and exercise ... life is fun. Everyone is not the perfect size, but you are not going to become a giant after one piece of chocolate cake.

You chose d) most of the time: You're very lucky. You are happy with your body. You know the facts about food and exercise, but you enjoy your food too.

Are you a 'foodie'?

1 What was used as money in sixteenth century Sweden?

- a) tomatoes
- b) chocolate
- c) cheese

2 Egyptian slaves went on strike and stopped building the pyramids when they weren't given enough

- a) garlic.
- b) peppers.
- c) cinnamon.

3 What was invented in France in 1869?

- a) butter
- b) mayonnaise
- c) margarine

4 Tomato ketchup was invented in

- a) America.
- b) Spain.
- c) Canada.

5 What was wrapped around some Indian sweets?

- a) flour and water
- b) gold and silver
- c) paper and plastic

6 Pizza originally comes from

- a) America.
- b) Italy.
- c) Germany.

7 Ice cream was invented in

- a) Italy.
- b) China.
- c) America.

8 The world's greatest cheese-eaters are

- a) the Swiss.
- b) the Germans.
- c) the French.

9 What is the main food for over half the world's population?

- a) potatoes.
- b) rice.
- c) bread.

ADD UP YOUR SCORE

Answers: 1c 2a 3c 4b 5b 6b 7b 8b 9c

Less than 4 points: We won't mince words – that was terrible. You'll never be a 'foodie'.

4–6 points: Not bad, but we're afraid you need to study more to become a true 'foodie'. That's the way the cookie crumbles.

7–9 points: Well done. When it comes to food, you really know your onions.

7 National characteristics

In an international airport departure lounge, how easy is it to predict which countries the travellers come from by looking at their appearance, clothes and mannerisms? Or is national stereotyping a thing of the past in the commercialized world of today? Are the features that distinguish the different nationalities becoming blurred now that the same shops, clothes and food can be found in most countries the world over? Surprisingly not, it would seem. The British in particular just don't seem to be able to shrug off their identity, however hard they try.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- countries and nationalities (*I come from Spain. I'm Spanish.*)
- making generalizations (*British people are very polite.*)
- comparatives (*The Americans are friendlier.*)

Related topics include geography, travel, holidays and food.

QUIZ A LEVEL ★★

How British are you?

Has anyone in the class ever been to Britain? Is it true that everyone wears bowler hats and drinks tea all the time? Ask the students what other generalizations they have heard about British people. They probably know that we eat fish and chips, that we all love dogs and the Queen has corgis, that we play cricket and we have terrible weather and talk about it all the time – all true of course.

Explain that in this quiz, the students will find out if they have any characteristics that are similar to those of the typical British person. Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words if necessary: *hockey match, ignore, noon, prefer, sick, salt and vinegar, mayonnaise, queue, modest, typical, customs, honest, emotional.*

After the quiz ...

Brainstorm different countries with the students and write the countries they mention on the board. Then elicit the nationalities of the people that go with each country and write these up too,

e.g.

<i>Spain</i>	<i>Spanish</i>
<i>Germany</i>	<i>German</i>
<i>Italy</i>	<i>Italian</i>
<i>Greece</i>	<i>Greek</i>
<i>Thailand</i>	<i>Thai</i>

Ask the students what generalizations they have heard about their own and other nationalities and whether they think they are true or not. In pairs, get the students to write a list of generalizations that they know to be true or false about various nationalities. They will have great fun making up the false ones. Ask them to swap lists with another pair and to write *T* or *F* next to each statement depending whether they believe them to be true or false. Here are some examples:

- The French wear strings of garlic around their necks. (F)*
- British babies drink tea, not milk. (F)*
- The Australians eat kangaroo meat. (T)*
- The Italians eat pasta for breakfast. (F)*
- The Chinese eat fish eyes. (T)*

QUIZ B LEVEL ★★

American or British?

This quiz provides a light-hearted look at the differences between the characteristics of typical American and British people – ‘Yanks’ and ‘Brits’ may speak the same language, but we are worlds apart. Ask the students if they have ever been to Britain or the United States and what differences they found between the two countries. Encourage them to use comparative adjectives:

The Americans are friendlier.

The British are more polite.

The Americans are more modern.

The British are funnier.

American meals are bigger.

British buildings are older.

etc.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:
combination, flavour, chocolate fudge, messy, skyscraper, locally, analyst/psychoanalyst, split personality, facelift, ignore, insult, national anthem, polish, redecorate.

After the quiz ...

How many students are more British and how many are more American? Put the class into pairs or small groups of ‘Brits’ or ‘Yanks’. Refer them back to the quiz sheet and get them to work out what stereotypical character traits are being suggested by each question. The Brits should make a list of generalizations about British people and the ‘Yanks’ about American people. They should come up with something like this:

British:

British people are very polite.

Americans:

Americans are extravagant (particularly with food).

They don't like getting messy. *They love ice in their drinks.*

They call a room with a bath in it a bathroom. *They call a room with a toilet in it a bathroom.*

Go through their lists with the class and ask if anyone has any evidence that suggests whether the statements are true or whether they are rather exaggerated, as generalizations tend to be.

QUIZ C LEVEL ★★★★★

Do you have Aussie potential?

What do the students know about Australia and the Australians? Has anybody ever been to Australia? Find a globe or an atlas and get the students to locate Australia and find out what they can about it. What things do they associate with Australia and the Australian people?

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:
befriend, impress, riches, success, powerful, to support, underdog, crack of dawn, You bet!, punish, cancel, culprit, furious, insult, to stick up for, by accident, to brag, to participate, emphasis, loyalty, proud, environmentally-friendly.

After the quiz ...

The answers to this quiz tell you a lot about the Australian national character. Explain to the students that they are going to devise their own quiz which will reveal the character of their own nation. Refer them back to the quiz and point out that each question begins with a sentence describing an imaginary situation, e.g. *A person in your class has a rich and famous father/You are watching a football match.* These are followed by a question which has two possible answers, e.g. *Do you try to befriend them? a) Yes. b) No. / Do you support a) the stronger side. b) the underdog?* They should follow this format and work in pairs of the same nationality to come up with two or three questions, the answers to which they believe will reveal something about their own national character. Here's an example for an Italian pair. The Italians are known for speaking very fast. A quiz question to reveal this might be as follows:

A British visitor to Italy asks you for directions in poor Italian.

Do you ...

a) draw a map and explain the directions very slowly?

b) shout the directions in Italian as quickly as you can and rush off? You're in a hurry as usual.

A monolingual class can collate their quiz questions on computer and print out complete quizzes for their class to do. Multinational classes can prepare quizzes in groups according to their nationalities to try out on the rest of the class.

How British Are You?

ARE YOU SIMILAR TO THE TYPICAL BRITISH PERSON? TRY OUR QUIZ AND FIND OUT.



1 You are very good at hockey. In one match you play very well and you score lots of goals. Lots of people tell you how well you played after the match. What do you say?

- a) "Thanks, but I was just lucky and I had a lot of help from the team. I don't usually play that well."
- b) "Thanks very much. I was pleased with the second goal."
- c) "Yes, I really was brilliant. Did you see me score the second goal?"

2 You find a sick cat on the street near your house. Do you:

- a) take it home, give it a name and keep it as your pet?
- b) give it some food?
- c) ignore it?

3 When do you drink tea?

- a) Morning, noon and night. I drink more tea than water.
- b) I sometimes have a cup of tea in the mornings, but I prefer coffee.
- c) Never. Only when my mum gives it to me when I'm sick.

4 Which of these things do you prefer to eat on your chips?

- a) Salt and vinegar.
- b) Tomato sauce.
- c) Mayonnaise.

5 You are at a bus stop. Lots of people arrived before you. When the bus arrives, do you:

- a) wait for all the people who arrived before you to get on the bus?
- b) wait for one or two of the people to get on and then push to the front of the queue?
- c) rush to be the first person on the bus, pushing old people and children out of the way?

6 Someone walks into you on the street. What do you do?

- a) Say sorry.
- b) Nothing, I wait for them to say sorry.
- c) Say, "Hey, you! What's the problem? Be more careful."

INVEST

Security develop

THE ANALYSIS

Mostly a: You are a modest, polite animal-lover who loves a cup of tea. You are more of a typical British person than most British people. Are you sure you need to learn English?

Mostly b: When you go to Britain, you aren't going to have too many problems with the people and customs. Most young British people are similar to you.

Mostly c: You are probably going to get on better with Americans than British people because they are more honest and emotional, like you.

AMERICAN or British?

YOUR ANSWERS TO THE FOLLOWING QUESTIONS WILL PLACE YOU ON ONE SIDE OR THE OTHER OF A CULTURAL GAP WIDER THAN THE ATLANTIC OCEAN.

1 Imagine you're buying an ice cream. Would you:

- a) order a combination of five different flavours with chocolate fudge sauce on top?
- b) Politely ask the salesman to choose a flavour for you?

2 Do you eat hamburgers:

- a) with a knife and fork so you don't get messy?
- b) with your hands?

3 When you have a cold drink, do you:

- a) put enough ice in it to sink the Titanic?
- b) Take the ice out and ask for your glass to be filled higher?

4 What is a 'bathroom'?

- a) A room with a bath in it.
- b) A room with a toilet in it.

5 If you were making a sandwich, would you:

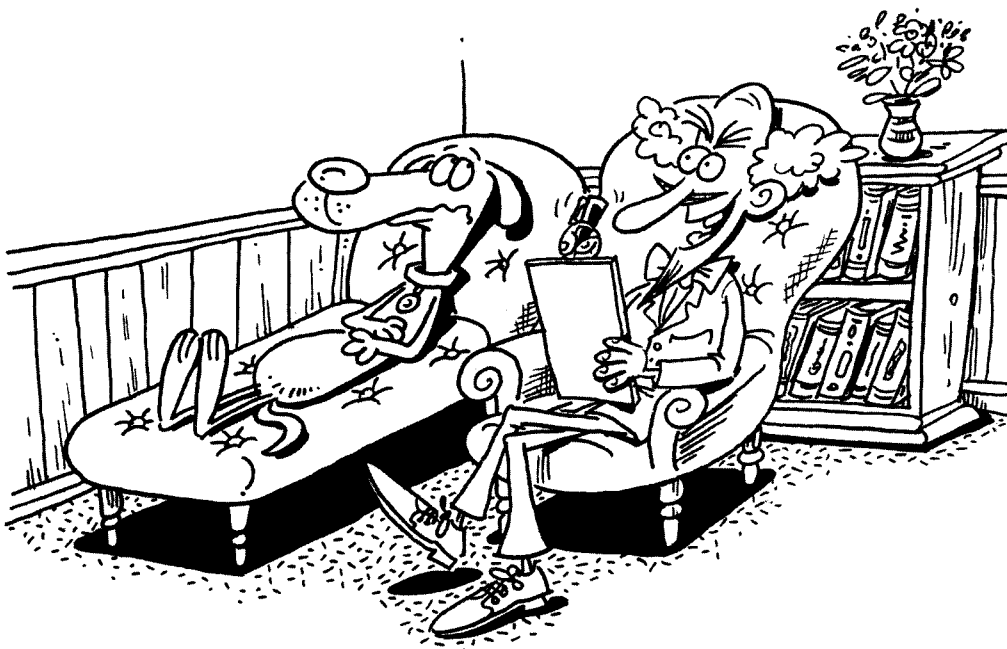
- a) create a skyscraper of bread, meats, cheeses, salad and dressing?
- b) Put a millimetre of cheese between two slices of bread?

6 If you had to drive 100km to a restaurant, what would you think?

- a) Great, we're eating locally tonight.
- b) I wonder if I'll need my passport?

7 Do you drink tea:

- a) with milk?
- b) with ice and sugar from a can?



8 If your pet dog ate your pet cat's food as well as his own, would you:

- a) think your dog was either hungry, or greedy?
- b) take him to a dog analyst to find out if he had a split personality?

9 When you get older (about twenty-two years old) if you notice that you have a tiny line on your face when you smile, will you:

- a) have a full facelift?
- b) ignore it?

10 If you heard someone insult your country, what would you say?

- a) "How dare you. Insult my country and you insult me!", then sing the national anthem?
- b) Agree.

11 You receive a two-hundred-year-old desk for a present. Do you:

- a) polish it every day and redecorate your room to go with it?
- b) think, "Didn't they have any new ones?" and put it in the garage.

12 You're having problems with your boyfriend/girlfriend. Do you:

- a) appear on a few talk shows and visit a few psychoanalysts until you find a solution to the problem?
- b) sort it out on your own?

ANSWERS

1 a) US	b) GB	7 a) GB	b) US
2 a) GB	b) US	8 a) GB	b) US
3 a) US	b) GB	9 a) US	b) GB
4 a) GB	b) US	10 a) US	b) GB
5 a) US	b) GB	11 a) GB	b) US
6 a) US	b) GB	12 a) US	b) GB

DO YOU HAVE AUSSIE POTENTIAL?

DO THE PERSONALITY QUESTIONNAIRE BELOW TO FIND OUT IF YOU FIT A TYPICAL AUSTRALIAN PERSONALITY PROFILE.

1. A person in your class has a very rich father. Do you try and befriend them because you are impressed by riches and success?

- a) Yes. b) No.

2. You are watching a football match. One side doesn't have much chance of beating the other side who are more powerful and always win. Who do you support?

- a) The stronger side.
b) The underdog (the team that isn't likely to win).

3. You get top marks in a test. When people ask you how you did, what do you say?

- a) "Not bad. I think I was lucky."
b) "I came top again."

4. You want to be in the school sports team, but training starts at 7 a.m. You have to get up at the crack of dawn – 5.45 a.m. Do you do it?

- a) You bet! b) No way!

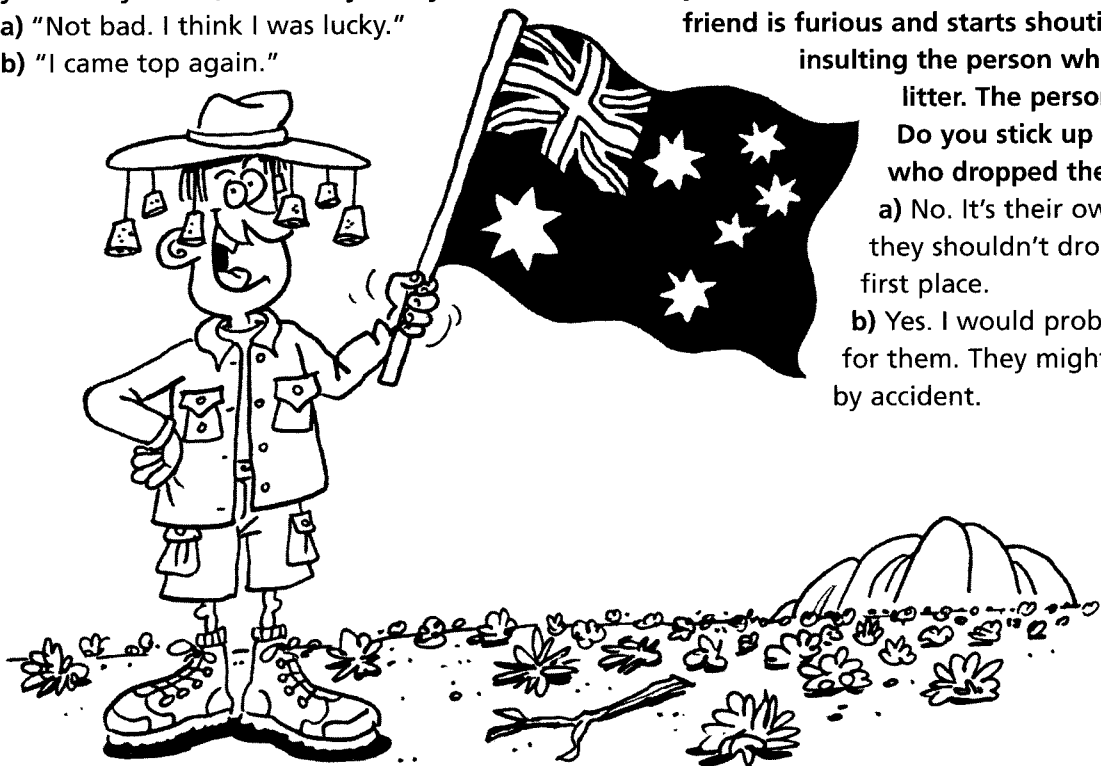
5. One of your classmates draws on the walls of the school. You know who did it, but the headmaster doesn't, so he is punishing the entire school by cancelling the school play. Do you tell on the culprit?

- a) No. b) Yes.

6. You are in a national park with a friend, when you see someone drop litter on the ground. Your friend is furious and starts shouting at and

insulting the person who dropped the litter. The person looks terrified. Do you stick up for the person who dropped the rubbish?

- a) No. It's their own fault – they shouldn't drop litter in the first place.
b) Yes. I would probably feel sorry for them. They might have dropped it by accident.



Personality profile

True Aussie answers would be the following:

- 1b (In theory, Australians don't worship people who are 'too' successful.)
2b (In theory, Australians support the underdog.)
3a (In theory, Australians don't like to brag.)
4a (Australians love sport so much that many do get up very early to participate.)
5a (Australians put a lot of emphasis on loyalty and not telling on people to those in authority.)
6a (Australians are proud of the beauty of their country and are generally very environmentally-friendly.)

8 Careers

Choosing the right career is one of the most difficult things your students will have to do in life. There is so much choice and so much competition. Nowadays, people are using psychoanalysis more and more to find out what career they are best suited to. You are bound to have hopeful young footballers and musicians in your class, but do they have what it takes to make the grade? Find out if you have any future sports stars, pop stars or brain surgeons in the class by doing the quizzes in this section.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- *good/bad at (Were you good at music?)*
- *present simple questions (Do you earn a lot of money?)*
- *expressing possibility (His career might be short.)*
- *expressing obligation (You have to get up early.)*

Related topics include music, sports, hobbies and interests.

QUIZ A LEVEL ★★

Are you a future sports star?

Ask, *Who's your favourite footballer/tennis player/athlete?* Choose a popular sports star and ask the students if they think this person has a nice job. Ask them to list some good and bad things about the job. If they chose footballer David Beckham, for example, they might come up with something like the following:

Good things:

He earns lots of money.

He travels around the world.

He has millions of fans.

He's got lots of clothes.

He's got a beautiful house.

He's got a famous wife.

Bad things:

He has to train very hard.

He might get injured.

His career might be short.

He has no privacy.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words if necessary:

football match, give up, referee, blame, autograph, rude, depressed, upset, bad attitude, fame and fortune, to be patient.

After the quiz ...

Does anybody in the class have the potential to be a sports star? Which sports are they good at? Ask the students to prepare a list of guidelines for a future sports star. In pairs, get them to write down what they think you have to be good at and what you have to do every day to be a successful sports person:

You have to get up early.

You have to be good at football/tennis.

You have to train hard every day.

You have to sign autographs.

You have to be very fit.

You have to talk to newspaper reporters.

etc.

Put the pairs together with another pair and get them to swap ideas, adding each other's ideas to their lists. How many things do they have on their list? Would they be prepared to do all these things? Does anybody still want to be a sports star?

QUIZ B LEVEL ★★

Can you be a successful pop star?

Bring in a CD or cassette of a popular singer's or band's music. Play it to the class and encourage them to sing along, dance, clap hands, etc. Do they like this music? Who are their favourite pop stars at the moment? Do they know anything about the British band Oasis? Hand out the quiz and get them to match the dates and the facts. If they are not familiar with the history of the band, they can do this by putting the dates in order and predicting the order of the stages in the rise to fame of the band. Give the following answers:

A8 B2 C5 D3 E1 F4
G6 H7

Is anybody in the class musical? Have they ever sung or played an instrument in front of a crowd? Who dreams of being the next Robbie Williams or Jennifer Lopez?

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:
concert, audience, music critic, contract, lies, album, autograph, impatient, fame, sensible.

After the quiz ...

Refer the students back to question 3. Ask the students to imagine that they are reporters and that they are going to interview a famous pop star of their choice about their life and their rise to fame. What questions would they really love to ask their pop idols? Elicit a few questions from the class:

Were you good at music at school?
Did your parents encourage you to be a musician?
Do you have to practise every day?
What's your favourite song?
Who's your favourite pop star?
Can I have your autograph?
Will you go out with me tonight?
etc.

Put the students into pairs who have the same pop idols and get them to prepare a role play between a newspaper reporter and the pop star. If they don't know the facts about their chosen stars, encourage them to improvise and imagine what they might say. They will have great fun imagining a conversation between their favourite stars and themselves.

QUIZ C LEVEL ★★★★★

Which career is right for you?

We're not all cut out for the glamorous jobs like being a sports star or a pop star ... Look at me. I'm a teacher. There are lots of other worthwhile jobs out there and many of them without the hassles that come with fame and fortune. Ask your students what jobs they would like to do and teach them the following careers if necessary, as these come up in the analysis:
accountant, lawyer, insurance broker, academic, to work in finance (e.g. as a banker or stockbroker), to work in media (e.g. as a TV presenter or newspaper reporter), researcher, charity worker, doctor, teacher, eco-warrior.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:
recognition, praise, to dedicate, creative, furiously, struggle, wouldn't be seen dead doing something, ruthless ambition, to join the ranks, achieve.

After the quiz ...

Once they have read the analyses, ask the students to choose a job from the list of professions that is suited to them and write it down without showing anybody. Then you can play 'Guess the job'. Choose one student to start. The class has to guess the occupation that student has written down by asking questions about his/her job:

Do you work in an office?
Do you work on your own?
Do you use tools?
Do you earn a lot of money?
Do you travel in your job?
Do you wear a uniform?
etc.

The student can only give Yes/No answers. After a few questions, the class can try to guess what the job is. If they haven't guessed after the class has asked twenty questions, then the student is the winner. If a student guesses correctly, it is his/her turn to answer the questions about his/her chosen occupation.

Do this with a few individuals, and then get the students to play in small groups. The student who guesses the occupation correctly takes the next turn each time.

ARE YOU A FUTURE SPORTS STAR?



1

It's time for football practice, but it's raining outside. What do you do?

- a) Go out and play football in the rain. [3]
- b) Stay at home and watch TV. [1]
- c) Go to the gym instead. [2]

2

Your team loses a match. What do you do?

- a) Give up now. You are never going to be famous. [1]
- b) Train every day and try harder next time. [3]
- c) Get very angry and blame the referee. [2]

3

You earn a lot of money very quickly. What do you do?

- a) Go out shopping and buy designer clothes, a new house and a fast car. [1]
- b) Buy some things that you want and put the rest in the bank. [3]
- c) Give it all to friends and family. [2]

4

You are tired after a match, but lots of people are waiting for your autograph. What do you do?

- a) Ignore them all and go home. [2]
- b) Stop and talk to some of them and sign their autographs. [3]
- c) Be very rude to them and tell them to go away. [1]

5

The newspapers write a terrible story about you that isn't true. What do you do?

- a) Get very depressed, because you want everyone to love you. [2]
- b) Write angry letters to the newspaper, complaining about the story. [1]
- c) Don't get upset. Nobody believes what the newspapers say. [3]

ADD UP YOUR SCORE

5-7 points: Never! You are very lazy and have a very bad attitude to fame and fortune.

8-11 points: You are a very good sports player but you are not a future sports star. You must train more and be more patient to be famous.

12-15 points: You can be a star. Work hard and focus on sport and you can be the number one.



Success Story

Here are some of the important dates in the history of Oasis. Can you match the dates to the facts?



- | | |
|--------------------------|--------------------|
| a) 1991 | b) January, 1992 |
| c) 18 May, 1993 | d) 29 August, 1994 |
| e) 28 February, 1995 | f) 24 April, 1995 |
| g) 27 and 28 April, 1996 | h) 1997 |

- 1 Oasis get the Best New Band award at the Brit Awards.
- 2 Oasis do their first concert with Noel.
- 3 *Definitely Maybe*, the debut album from Oasis, goes to Number 1 in the British album charts.
- 4 Oasis have their first Number 1 hit with *Some Might Say*.
- 5 Alan McGee (head of Creation Records) sees Oasis play in Glasgow. He says they are "the greatest rock 'n' roll band since the Beatles".
- 6 Oasis play to 80,000 people over two nights in Manchester.
- 7 Oasis release their newest album.
- 8 Liam starts singing in a band. Noel joins later.

- 1 You start a band and you play your first concert. There are two people in the audience. What do you do?
 - a) Go home immediately and leave the band.
 - b) Play. Perhaps one of those people is a music critic.
 - c) Play and have a really good time. You enjoy playing music with your friends.

- 2 After a concert a man from a record company comes to you and asks you to sign a contract. What do you do?
 - a) Kiss him and sign it immediately.
 - b) Tell him that lots of other record companies are interested in you and ask for more money.
 - c) Take the contract home and read it carefully.

- 3 You give a newspaper interview, but when you read it the next morning, there are lots of lies in it about you. What do you do?
 - a) Go and find the writer and hit him.
 - b) Feel happy because it's good to be in the newspapers. The more people know about you, the more records they buy.
 - c) Decide never to read the newspaper again.

- 4 Your record company gives you lots and lots of money. What do you do?
 - a) Buy new houses and cars for all your family; buy a boat and lots of new clothes for you.
 - b) Have big parties and go around the world with lots of rich and famous people.
 - c) Buy some things that you need for you and your family and put the rest in the bank.

- 5 You're leaving a concert and you're very tired. Lots of your fans are waiting for you. What do you do?
 - a) Drive away without stopping.
 - b) Wave and shake hands with one or two fans.
 - c) Stop, talk to them and give them your autograph.

KEY

Mostly a: You are probably too impatient to be a pop star. You think it's an easy job, but really it's hard work. You will probably lose all your money or your fame after two years of having a good time.

Mostly b: You can be a very successful pop star. You are very clever and practical about what you must do and nobody can hurt you. But you will be successful at all the jobs you do and you love money more than music. Perhaps you would like to be a businessman or a businesswoman.

Mostly c: You love being a pop star but you are also very sensible. You can be a successful pop star because you love your music and you love your fans.

WHICH CAREER IS RIGHT FOR YOU?



1. Which is most important to you?

- a) Earning money.
- b) Recognition and praise for good work.
- c) Helping other people.
- d) Sleep.

2. In school:

- a) You work hard and get good results.
- b) You always want to win at everything.
- c) You'd probably do quite well if only you could find the energy to get to school.
- d) You dedicate yourself to team games, clubs and societies just as much as you do to your work.

3. What are your favourite lessons at school?

- a) The lessons you learn in life that you learn through studying and being with other pupils.
- b) The kind that really get you thinking, or allow you to be creative.
- c) The ones that finish early.
- d) The subjects that you come top in.

4. Who is your biggest hero?

- a) Yourself.
- b) Florence Nightingale (the lady who started the nursing profession).
- c) William Shakespeare.
- d) The person who invented holidays.

5. Imagine you have a job, and one day you are tired and late for an important meeting. You want to do some preparation work on the bus, but when it arrives, it's very busy.

- a) You make sure you get a seat and start furiously finishing off your work.
- b) You let an old lady sit down instead and hope you can struggle through the meeting anyway.
- c) You reach for the phone and start practising your 'seriously ill' voice.
- d) Don't be ridiculous. You're never late, you always have the work ready early and you certainly wouldn't be seen dead on a bus.

KEY

1 a) 1 b) 2 c) 3 d) 4 2 a) 2 b) 1 c) 4 d) 3 3 a) 3 b) 2 c) 4 d) 1 4 a) 1 b) 3 c) 2 d) 4 5 a) 2 b) 3 c) 4 d) 1

4–8 points: You are dedicated to hard work and full of ruthless ambition. With a bit of luck, in a very short time you'll be able to buy what you want. You may not have many friends, however. A job in accountancy, law, insurance or finance is recommended.

9–12 points: You are hard working and ambitious, but want to get as much satisfaction from your job as money. A job in academia, the media or research is recommended.

13–15 points: You often put others before yourself. You've got plenty of ability and you're prepared to work long hours for little money. A job as a charity worker, doctor, teacher or eco-warrior is recommended.

16–20 points: You are extremely lazy. A glorious career of doing nothing lies in front of you. You may have trouble paying the bills, but hopefully you'll put all that extra time to good use and join the ranks of those like John Lennon and Samuel Johnson (the compiler of the dictionary) who have achieved great things in spite of being unable to get out of bed. A lie-in is recommended.

9 Clothes and fashion

Some people just have to have the latest fashions; others are happy in the same old jeans and T-shirts year after year. Would your students go hungry in order to save their lunch money to spend on clothes? Or do they only buy a few clothes when they really need them and still let mummy buy their underwear? Whether they are fashion victims or totally uninterested in their appearance, your students will have great fun doing the quizzes in this section and they will find out what their clothes and their attitude to shopping says about their personalities.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- *like + ing* (*I like shopping.*)
- making plans (*What about ...?/Why don't we ...?/How about ...?/Let's ...*)
- present continuous (*I'm wearing trousers.*)
- giving advice (*I think you should wear blue.*)
- *too* (*It's too tight/too expensive.*)
- *going to* (*We're going to go shopping.*)

Related topics include appearances, free-time activities, town and shops and the modern world.

QUIZ A LEVEL ★

My ideal clothes

Ask the students to look at their own clothes and those of the other students. Do they wear a uniform? Elicit clothes words from them encouraging them to use the structure *I'm wearing trousers/She's wearing a skirt.*

Teach the words: *sporty, smart, trendy, old* and *scruffy*. Ask the students which of these words they think best describes their school uniform, or whatever they are wearing today. Do they like what they wear to school? What kind of clothes do they like? Ask them what they wear at the weekend and again, get them to say whether their weekend clothes are *sporty, smart, trendy, old* or *scruffy*.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary: *ideal, it doesn't matter, different, fashion magazines, jogging, rollerblading, countryside, disco.*

After the quiz ...

Once they have read the answers, divide the class into pairs or small groups of students that have the same

ideal clothes according to the quiz. Explain that in their pairs or groups, they are going to design a new uniform for school and describe it. They should choose the items of clothing, their colours and style. They can draw a picture of it or cut out clothes pictures from magazines to illustrate their ideal uniform. Then they can write the description. Encourage the students to use their imagination and include extra details that might make their lives at school easier. Here's an example from a pair of 'sporty' students:

Our ideal school uniform is a tracksuit. It's yellow and blue. There are lots of pockets for our pencils, rubbers and sweets. We've got a blue cap. On our feet we've got Rollerblades to help us get home quickly.

QUIZ B LEVEL ★

Are you a shopaholic?

Do your students get pocket money or an allowance of some kind? Discuss this issue sensitively as some may receive more than others and some may not have pocket money at all. You could ask them all to imagine that they received the same amount per week (say £5 or

the equivalent in your currency). Do they save it up until they have enough money for things they really want, or do they spend it as soon as they receive it? What do they choose to spend their money on: magazines, sweets, clothes, CDs, food, going out?

This quiz is great fun as the students each start with £150. As they 'visit' each shop in the quiz, they should subtract the amount they spend in each shop from their total. You might need to teach or revise English money and how to talk about amounts, e.g.

£150 (a hundred and fifty pounds,

£1.20 (one pound twenty)

50p (fifty pence)

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:
shopaholic, newsagent's, music shop, to roll, perfect, to cost, careful.

After the quiz ...

Divide the class into pairs. Ask them to imagine they had £100 each to spend, or the equivalent in your currency. Get them to plan a Saturday in town together.

Brainstorm with them the names of other places in town where they might go: cinema, restaurant, sweet shop, toy shop, swimming pool, park, etc. Ask them to plan where they will go, how they will travel and what they will do. Encourage them to make suggestions in the following way and to note down the costs:

Let's go to the park in the morning and eat ice cream. (£1)

Shall we have lunch at McDonalds? (£6)

What about going shopping in the afternoon? I want to buy some jeans, some shoes and a jacket. (£80)

Why don't we go to the cinema and see Harry Potter in the evening? (£6)

Once they have planned their day and how they are going to spend their money, get them to write up their plans for the rest of the class to see:

We're going to go shopping in the morning. We're going to buy CDs, toys and shoes. We're going to have lunch in a café. We're going to go swimming in the afternoon. We're going to eat ice cream. We're going to go to the cinema in the evening.

Check that their plans fall within the budget and then get the class to vote for which day offers the best value for money.

QUIZ C LEVEL ★★★★★

Shopping – do you love it or hate it?

Ask the students what they do at weekends. How do they like to spend their free time? Do any of them spend their Saturdays in town shopping? If so, what do they buy? Do they like shopping for clothes or do they find it frustrating? Does anybody still let their mum choose their clothes? Does it show? What shops do the students like and why? Encourage them to discuss the different high street stores in terms of whether they are cheap, too expensive, trendy, too grown up, too boring, etc.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

to try on, to suit, to have an image to keep up, to catch your eye, reluctantly, outfit, hairstyle, figure, to compete, fashion enthusiast, manipulated, benefits, practical.

After the quiz ...

Once they have read the analyses, refer the students back to question 3. Ask the students if they have ever been in a similar situation. Help them to work out what you would say in each situation:

a) It really looks fantastic.

b) It's a lovely jacket, but I think you should wear blue! I'm not sure that it goes with your hair/shows off your great figure! I'm not sure that it's really you.

c) It looks awful and it really doesn't suit you.

Which of the above is the most tactful and polite?

Divide the class into pairs and tell them that they are going to role-play a similar situation. Give out cards saying:

A: You really love this jacket. It's your favourite colour and you've been looking for one like it for years. It's cheap and you have a party tomorrow night. You won't have another chance to shop. Tell your friend why you want to buy it.

B: Tell your friend not to buy the jacket. He/she looks awful in it. The colour does not go with his/her hair. The jacket is too tight and too short. He/she looks like an old lady/man in it. It's so cheap, the buttons are falling off. Persuade them tactfully not to buy it.

Ask a few pairs to act out their role plays in front of the class.

MY IDEAL CLOTHES

ANSWER THE QUESTIONS.

1

WHAT COLOUR CLOTHES DO YOU LIKE?

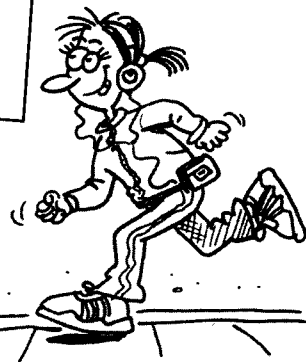
- a) Red and blue. 1
- b) Black and white. 2
- c) All different colours. 3
- d) It doesn't matter. 4



2

IT'S SATURDAY MORNING. DO YOU LIKE ...

- a) watching TV? 4
- b) shopping? 2
- c) reading fashion magazines? 3
- d) jogging? 1



3

IT'S SATURDAY AFTERNOON. DO YOU LIKE ...

- a) swimming? 1
- b) rollerblading? 3
- c) going to a café with your friends? 2
- d) walking in the countryside? 4



4

IT'S SATURDAY EVENING. DO YOU LIKE ...

- a) staying at home and reading? 4
- b) playing sports with your friends? 1
- c) going to a disco? 3
- d) going to a party? 2

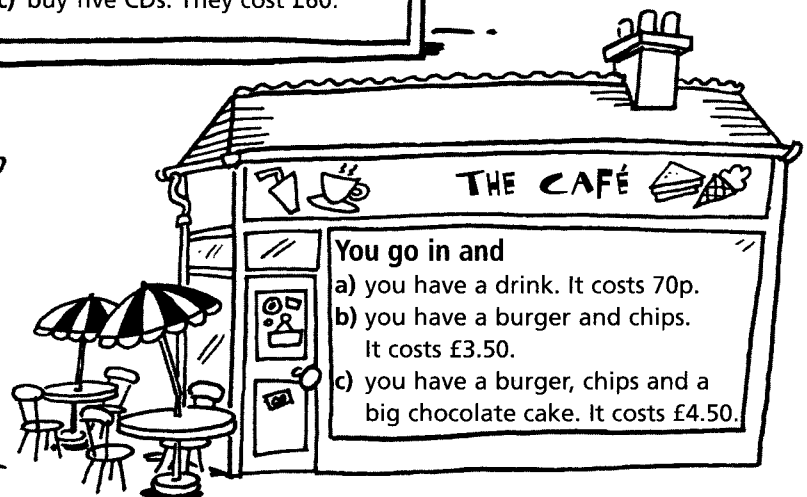
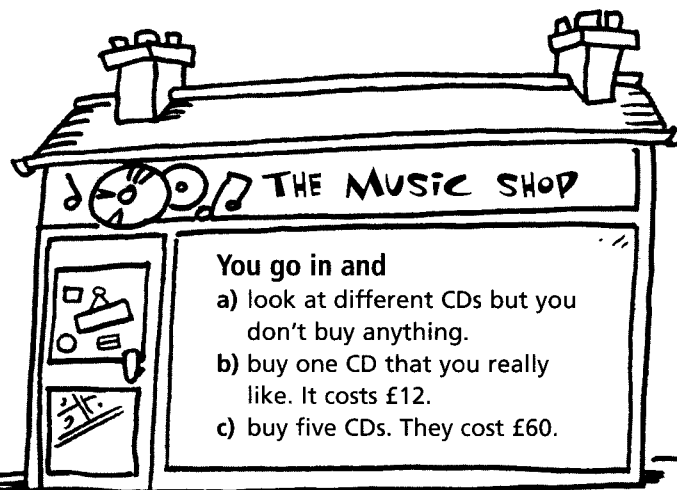
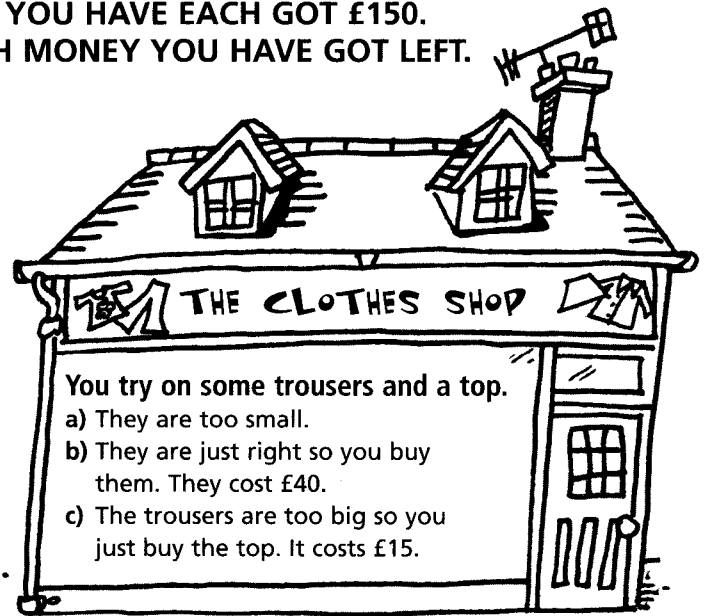
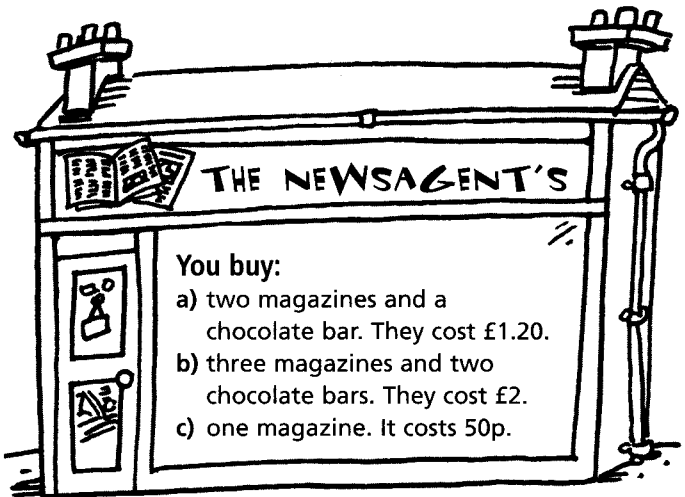


ANSWERS

4-6 Sporty clothes
7-10 Smart clothes
11-13 Trendy clothes
14-16 Old clothes

ARE YOU A SHOPAHOLIC?

YOU ARE SHOPPING WITH YOUR FRIENDS. YOU HAVE EACH GOT £150.
DO THE QUIZ AND WORK OUT HOW MUCH MONEY YOU HAVE GOT LEFT.



HOW MUCH MONEY HAVE YOU GOT LEFT?

- a) Over £100. You are a very careful shopper. You only spend money on things you really want.
- b) £20-£100. You like shopping but you are still careful with your money.
- c) £0-£19. You are a shopaholic. You always spend money and you don't worry about it.

SHOPPING

– do you love it or hate it?

IF SHOPPING WAS AN OLYMPIC EVENT, COULD YOU SHOP FOR YOUR COUNTRY? ARE YOU A PSYCHOLOGIST'S DREAM SHOPPER OR THE WORLD'S WORST SHOPPER?

1 A friend asks you to go shopping with them. You know they love to shop. What do you do?

- a) Find your wallet immediately and go shopping.
- b) Reluctantly agree to go with them, but take some cash 'just in case' you see something you like.
- c) Close the door in their face and close the curtains.

2 You're trying on an outfit, and ask your friend's opinion. Do you:

- a) listen to what they say, then completely ignore their opinion?
- b) believe it when they say they like/hate the outfit and buy/put back the clothes, even though you thought the opposite?
- c) listen to their opinion and try on some other stuff just to be sure?

3 Your friend has asked you for your opinion of their new, very expensive jacket. It is awful and really doesn't suit them. Do you:

- a) smile bravely and tell them it looks fantastic?
- b) tell them it is a lovely jacket but that it doesn't show off their figure/colouring/personality?
- c) tell the truth?

4 Would you prefer to buy a pair of designer jeans or a pair of 'normal' jeans and a 'normal' T-shirt for the same price?

- a) The normal jeans and T-shirt of course. What's in a name?
- b) The designer jeans. I have an image to keep up.
- c) I'd ask a friend what they think I should do.

5 It's a week before Christmas, and you still haven't bought a new party outfit. The shops are full and you are exhausted. What do you do?

- a) Wake up and realize it was just a terrible dream.
- b) Give up and go home. You can come back tomorrow and try again.
- c) Keep shopping. You can't turn up at the Christmas disco in old clothes. What if you miss an amazing outfit?



SCORE

1 a=1 b=2 c=3 2 a=1 b=3 c=2 3 a=3 b=2 c=1
4 a=3 b=1 c=2 5 a=3 b=2 c=1

5-8: Not only would you compete for your country in the Olympic shopping event, you'd win the gold medal. You are the psychologist's dream, a definite 'fashion enthusiast' who likes your clothes to make you look good and feel good. Of course, some people would say that you are easily manipulated by the tricks that are used by shops and psychologists, but we know you just love to shop. Shop on!
9-12: You are tempted by the joys of shopping, and you can see some of the benefits, but you are a little bit afraid. You need advice and support from your friends, but with practice and a lot of hard shopping, you could soon be competing for an Olympic shopping medal.

13-15: You wouldn't get picked for the Olympic shopping team, but then again, you wouldn't try even if you were paid. Shopping is a strictly practical activity for you. Only buy something when you really need it. Or even better, get someone else to buy it for you – that will save time.

10 The modern world

Do your students only unplug the diskman from their ears in order to answer their mobile phones and only put down their mobile phones in order to pick up their personal organisers? Or does anyone still carry change around to make calls from phone boxes and write important messages in a diary with a blunt pencil? Some people just can't get enough of new technology and have a gadget for every occasion. Others wouldn't know how to turn on a computer and are perfectly happy that way. Your students can find out how modern they are by doing the quizzes in this section.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- present simple (*Do you watch TV every day?*)
- have got ... (*I've got a CD player and a mobile phone.*)
- superlatives (*It's the best/tastiest chocolate in the world.*)
- used to (*I used to go to the library.*)

Related topics include media, education, free-time activities, clothes and fashion.

QUIZ A LEVEL ★★★

Are you a techie?

Say, *Is that somebody's mobile phone I hear ringing?* and see how many students start rummaging through their pockets and bags to see if it's theirs. It may be easier to count how many students don't have a mobile phone. Ask them to think about the other technological gadgets they have at school or at home and to make a list. They can do this in pairs. Help them with the English words:

TV

CD player/music system

computer

telephone

fax machine

DVD player

personal organiser

digital camera

etc.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:
techie, to stand for, to set up, online, emergency, surf the Net, website, DVD player, gadget.

After the quiz ...

Once they have read the answers, explain that you are going to do a class survey to find out just how dependent your students are on technology. Get the students to help you come up with the questions they are going to ask, e.g.

How many hours do you spend online a day?

How many hours do you spend watching TV?

Do you have a mobile phone?

Have you got a computer?

Do you shop online?

etc.

Divide the class into two or three large groups and get them to write their own answers first and then ask everyone in their group the questions. Each group can then feed back their information to the rest of the class. Collate the information on the board and encourage the students to come to some conclusions:

Half of the class spends at least one hour online a day.

All of the class watches TV every day.

Twenty-three out of thirty students have mobile phones.

Ten per cent of students shop online.

QUIZ B LEVEL ★★★

Are you a TV addict?

Ask the class what they watched on TV last night. Was there anything good on? What are their favourite TV programmes. Elicit the different types of programme helping them with the English words:

news and current affairs

films

serials

comedy programmes

quiz shows

documentaries

soap operas

dramas

reality TV

etc.

Is anybody addicted to a particular soap opera at the moment? Why do they like it? Is it true to life? Are the characters believable? Who is their favourite character?

Hand out the quiz sheet and ask the students to read about *The Truman Show*. Has anybody seen this film? Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:

broadcast, prison, annoyed, episode, innocent, campaign, advertise.

After the quiz ...

Refer the students to question 4. Has anybody ever been persuaded to buy something purely on the basis of a good advertisement? What makes a good advertisement? In pairs or small groups, get the students to prepare a TV advertisement for chocolate. Explain that they will need to convince the rest of the class to choose their chocolate. They should think of a name for the product and a strap line or motto. (This is likely to involve superlatives: *It's the best/tastiest chocolate in the world.*) They should decide what they will say about the qualities of their chocolate and what they will do to convince those watching to buy it. They then act out the advertisement in front of the class. When all groups have performed, the students can vote for the product they would buy.

QUIZ C LEVEL ★★★★★

How modern are you?

When did your students last look up information in a book rather than turning to the Internet or a CD-ROM? Do they still use a dictionary, or do they rely on the 'spell check' facility on their computers? Ask your students to think about how modern technology has changed their lives and to compare their lives before and after they acquired a certain piece of technology: *I used to go to the library. Now I look things up on the Internet.*

I used to go shopping in town. Now I shop online.

I used to use public telephones. Now I use my mobile.

I used to listen to music on cassettes. Now I have CDs.

I used to watch videos. Now I watch DVDs.

etc.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

a gimmick, to restore, vintage, to interfere, virtual reality, contemporary, suspicious, appreciate, obsessed, marketing craze.

After the quiz ...

Once they have read the analyses, refer the students back to question 2. Ask them to think about scientific and technological advances over the past 100 years and how these have led to changes in society in the modern world:

Before cars, people used to travel on foot or by horse and cart.

Before planes, people used to go to different countries by boat.

Before computers, people used to write letters by hand or on a typewriter.

Give a few of the above examples and get the students to come up with more examples in pairs. They can then get together with another pair and add any further examples to their own.

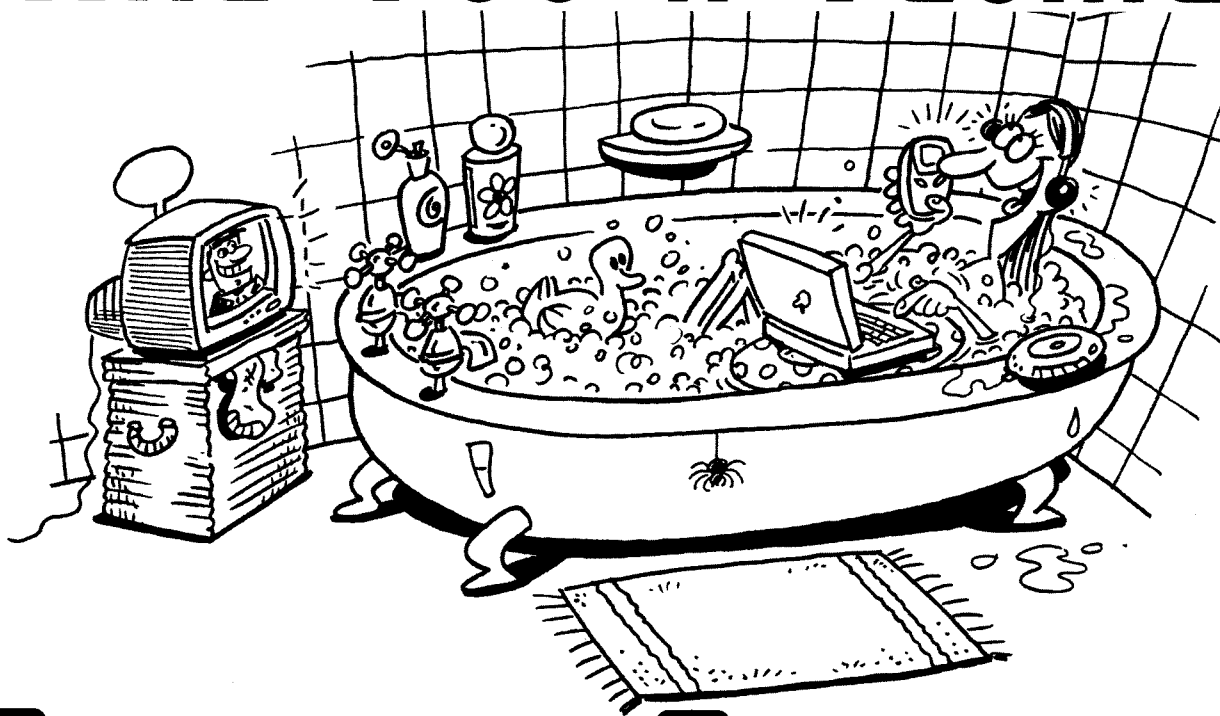
You could go on to ask the students whether these developments have always made the world a better place or whether some good things have been lost at the expense of these advances, e.g.

Before I had email, I used to talk to my friends more.

Before cars, there was not so much pollution in the world.

Handwritten letters are more personal than emails or typed letters.

ARE YOU A TECHIE?



1 HOW MUCH TIME DO YOU SPEND ONLINE A DAY?

- a) 6+ hours.
- b) 2–5 hours.
- c) 0–2 hours.

2 DO YOU HAVE A MOBILE PHONE?

- b) Yes, but I have it for emergencies.
- c) No, and I won't get one.
- a) Yes, I can't live without it.

3 YOU HAVE TO DO A PROJECT FOR SCHOOL. WHERE DO YOU GET YOUR INFORMATION FROM?

- b) The library.
- a) The Internet.
- c) Your dad.

4 WHEN YOU HAVE A CREDIT CARD, WILL YOU SHOP ONLINE?

- c) No, I won't shop online. The Internet isn't safe.
- a) Yes, definitely.
- b) Yes, I might do.

5 YOU HAVE TWO HOURS' FREE TIME. WHAT DO YOU DO?

- a) Play a computer game and surf the Net.
- b) Read a magazine or a book.
- c) Play football or basketball.

6 HAVE YOU GOT AN EMAIL ADDRESS?

- a) Yes, I've got many addresses and my own website.
- b) Yes, but I don't use it much.
- c) No, I don't need one.

7 WHAT DO THE LETTERS WWW IN WEB ADDRESSES STAND FOR?

- a) World Wide Web.
- b) They might stand for World Wide Web ... maybe.
- c) No idea.

8 YOUR FRIEND HAS BOUGHT A NEW DVD PLAYER AND ASKS YOU TO HELP SETTING IT UP. WHAT DO YOU DO?

- a) Help immediately – it's easy. You've had one of these things for months.
- b) Help, but read the instructions first.
- c) Say sorry, you can't do it.

KEY

Mostly a: Yes! You are definitely a techie. You want all the latest gadgets.

Mostly b: You are aware of new technology, but you don't have to have it immediately. There are more important things in your life.

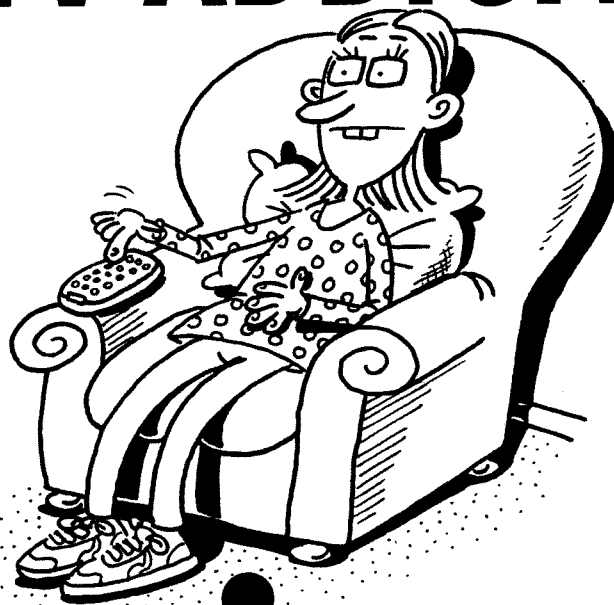
Mostly c: Technology is a foreign word to you. Do you know what a CD is?

ARE YOU A TV ADDICT?

The Truman Show

What if I was the only real person in the world and everybody else were just actors in my play? (Jim Carrey)

Jim Carrey, the star of *The Truman Show*, believes that everybody, at some point in their lives, has this thought. *The Truman Show* is about a man called Truman who slowly realizes that he is in this situation. Since his birth, he has been the star of a TV show which is being broadcast live to the nation twenty-four hours a day, but he doesn't know anything about it. The worst thing is that the people who Truman thinks are close to him, like his family and his best friend, are all actors. *The Truman Show* is about the power of TV. It is saying that TV can control people's lives.



DO THIS MINI QUESTIONNAIRE AND FIND OUT IF TV CONTROLS YOUR LIFE. CIRCLE THE LETTER WHICH BEST DESCRIBES WHAT YOU WOULD DO IN THESE SITUATIONS:

1 The phone rings while you are watching your favourite programme on TV. You

- a) ask the person to call you back later.
- b) answer the phone and feel annoyed you are missing some of the programme.
- c) forget about the TV programme immediately.

2 In the last episode of your favourite TV series, one of the actors was sent to prison, but everyone knows the character is innocent. Do you

- a) start a national campaign to free the actor?
- b) phone your friends to talk about it?
- c) forget about it?

3 You have a lot of homework to do. Do you

- a) do it in front of the TV?
- b) plan it around programmes you want to watch on TV?
- c) do it and watch whatever is on when you have finished?

4 You see an actor who you like advertising chocolate on TV. You

- a) go and buy this chocolate immediately.
- b) buy this chocolate the next time you are shopping.
- c) wonder how much money they are making for the advertisement.

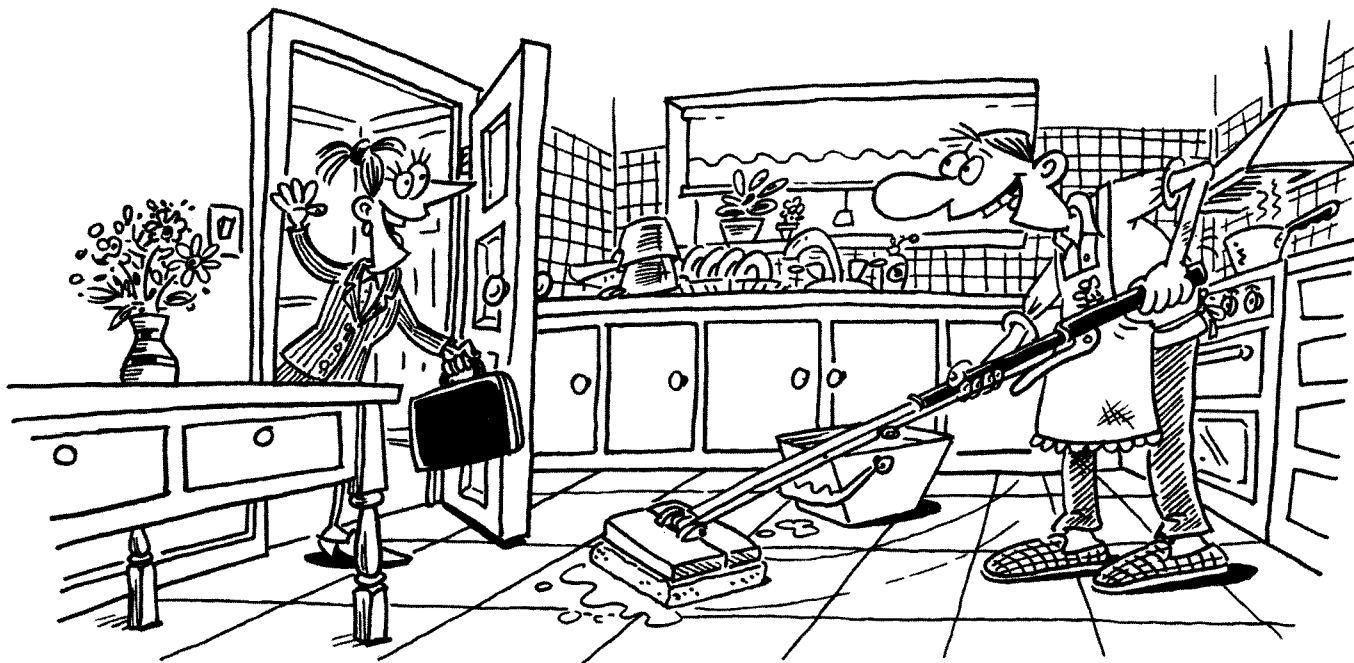
ANALYSIS

If you answered mainly a, TV controls your life.

If you answered mainly b, you enjoy TV but you still have a life.

If you answered mainly c, you really don't care about TV. Have you got one?

HOW MODERN ARE YOU?



1 If you were able to have any car you wanted, what would you buy?

- a) I'd buy a restored vintage car that might become a collector's item.
- b) I'd buy a new car with all the latest technology.
- c) I wouldn't buy a car because I don't like them.

2 What is your attitude to new scientific developments?

- a) They're brilliant. They will help to make the world a much happier and better place.
- b) We know enough about science now. We should stop interfering with nature.
- c) Some things are good. Some things are bad.

3 If your computer was six years old and worked perfectly well, which of the following would you do?

- a) I'd buy a brand new one so I could have new technology.
- b) I wouldn't do anything. I'd be happy with it. New technology is just gimmicks.
- c) I'd secretly hope it would break, despite the fact that I didn't need a new computer.

4 Which do you think is the most enjoyable?

- a) Playing virtual reality computer games.
- b) Going to a disco that plays music from the sixties and seventies.
- c) Listening to techno music.

5 How do you prefer to find information?

- a) I like looking it up in a book.
- b) Surfing the Internet or using a CD-ROM is the best way.
- c) Watching a video is best.

6 You go to a friend's house. Their mother earns the money and works. Their father stays at home, cooks and cleans. What do you think?

- a) Nothing. It doesn't matter who works and who cleans. It's the twenty-first century.
- b) A bit surprised. It seems a bit strange because it's unusual.
- c) The poor man. Cooking and cleaning is a woman's job.

ADD UP YOUR SCORE

1 a=2 b=3 c=1 2 a=3 b=1 c=2 3 a=3 b=1 c=2

4 a=3 b=1 c=2 5 a=1 b=3 c=2 6 a=3 b=2 c=1

Analysis

6-8: You are not at all modern and you don't want to be. You are suspicious of new things and don't make an effort to find out about them. You would prefer to live in the past. It's nice to appreciate the simple things in life but be careful not to get left behind.

9-10: You are not very modern but you are not completely old-fashioned either. You like to live in a world that has the good things from the past and some of the good things from the present too.

11-12: You are modern. You know a lot about what is happening around you and you obviously enjoy progress. On the other hand you are sensible and don't worry about buying and doing all the latest things just because they are fashionable.

13-18: You are very modern. Being up to date is very important to you. Sometimes perhaps it is too important. Remember that new things are not always the best things. Some things are just clever marketing crazes that will complicate your life.

|| Sports

How adventurous are your students when it comes to sports? Have they ever cycled up mountains and canoed down rapids, or is the thought of putting on their shorts and trainers enough to exhaust them? Couch potatoes or sports fanatics, your students will enjoy finding out whether they are cut out for snowboarding, whether they would survive on a canoeing trip in Canada and which sports stars they most resemble. Once you've sat around doing these quizzes, take them out for a run and find out who was telling the truth.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- *can/can't* (*I can ride a bike. I can't ski.*)
- *likes and dislikes* (*I like playing football. I don't like skiing.*)
- *instructions* (*Don't panic. Lean forwards.*)
- *have to* (*You have to be fit and dedicated.*)

Related topics include weather and seasons, free-time activities, and health and fitness.

QUIZ A LEVEL ★

Is snowboarding for you?

Elicit the English words for different sports. Write them up on the board. Prompt the students if necessary to think of sports that are done on water, in the mountains, in the summer or in the winter. Ask the students to look at the list and say whether they can or can't do the sports or whether they like them or not:

I can play football/I like playing football.

I can't windsurf.

I can ride a bike.

I can't ski. I don't like skiing.

etc.

Ask the students if they have ever been skiing or snowboarding. Where did they go? What was the weather like? Did they enjoy it? Were they good at it? Do they know some of the differences between snowboarding and skiing?

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

extreme, dangerous, windsurfing, to continue, to sunbathe, to decide, to go sledging.

After the quiz ...

Explain that you are going to play 'What's my favourite sport?' This is a variation on 'Twenty questions'. In groups, the students take it in turns to choose a sport without telling the rest of the group. They can either choose their real favourite or another sport. The group then has to ask questions to find out what sport has been chosen. The student answering the questions can only say, Yes or No. Brainstorm with the class the kind of questions they might ask:

Do you play this sport outside/inside?

Do you use a ball/a racket?

Do you play in winter/summer?

Do you play in a team?

Do you have to wear special clothes?

etc.

The aim of the game is to guess the sport in no more than twenty questions. Whoever guesses correctly takes the next turn.

QUIZ B LEVEL ★★★

Canoeing survival quiz

Canoeing is a sport which appeals to all kinds of people because there are so many different ways of doing it.

Tell the students about the different types of canoeing and ask them to guess what they entail:

Touring and recreational canoeing – something everyone can do. You don't have to go down fast mountain streams; you can stay on slower rivers and enjoy the scenery.

Marathon canoeing – this happens over long distances and sometimes includes some difficult bits of river.

Rodeo canoeing – this is about having fun and showing off what you can do in a canoe to the judges.

Slalom canoeing – this is an Olympic sport. It is a white water race where speed and accuracy are very important, because you have to go through obstacles without hitting them.

Sprint racing – this is an Olympic sport and the races are short and fast.

Ask the students which of the different types of canoeing they think would appeal to them and explain that they are going to do a quiz to find out. Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:

experience, attentively, to chat, rapids, currents, nervous, recreational.

After the quiz ...

Refer the students back to question 1. What instructions do they think were given out at the beginning of the trip? Elicit a few from them and then get them to think of more in pairs. Alternatively, you could hand out a list of instructions and get them to decide whether they are true or false:

Sit in the centre of the canoe. (T)

Lean forwards when you go down the rapids. (F)

Don't panic. (T)

To go straight ahead, paddle on both sides. (T)

To turn left, paddle on the left side. (F)

Wear a helmet. (T)

Stop rowing in currents. (F)

etc.

QUIZ C LEVEL ★★★★★

Who is your sports double?

Ask the students who their favourite sports stars are and why. Are they impressed by their sporting abilities alone or are their clothes and appearance just as important? Do they know anything about the stars' personalities and personal lives? What qualities do they think make them successful sports stars? Get students to list them, helping them with the English words.

To be a famous sports star, you have to:

be fit

be dedicated

be hard-working

be confident

enjoy wealth and fame

enjoy being the centre of attention.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

opponents, equipment, cosmetic surgery, out of breath, to gossip, competitive, to distract, big-headed, spectator, competitor, spoilsport, image, to keep in shape, talented, all-rounder, generous, a show off.

After the quiz ...

Put the students into five teams of couch potatoes, volleyball players, footballers, boxers and basketball players according to their scores or, if the numbers are very unequal, allocate the students to the five teams. Explain that each team has to decide why their lives are the best. They should list their reasons in their groups and choose a spokesperson to try to convince the rest of the class that they have the best life. Encourage them to use their imaginations and include as many details of their lives as possible:

Couch potatoes

Our lives are the best because:

We're always warm and comfortable.

We don't get injured.

We can watch all the sports on TV.

We can eat and wear whatever we like.

Basketball players

Our lives are the best because:

Our sport isn't dangerous.

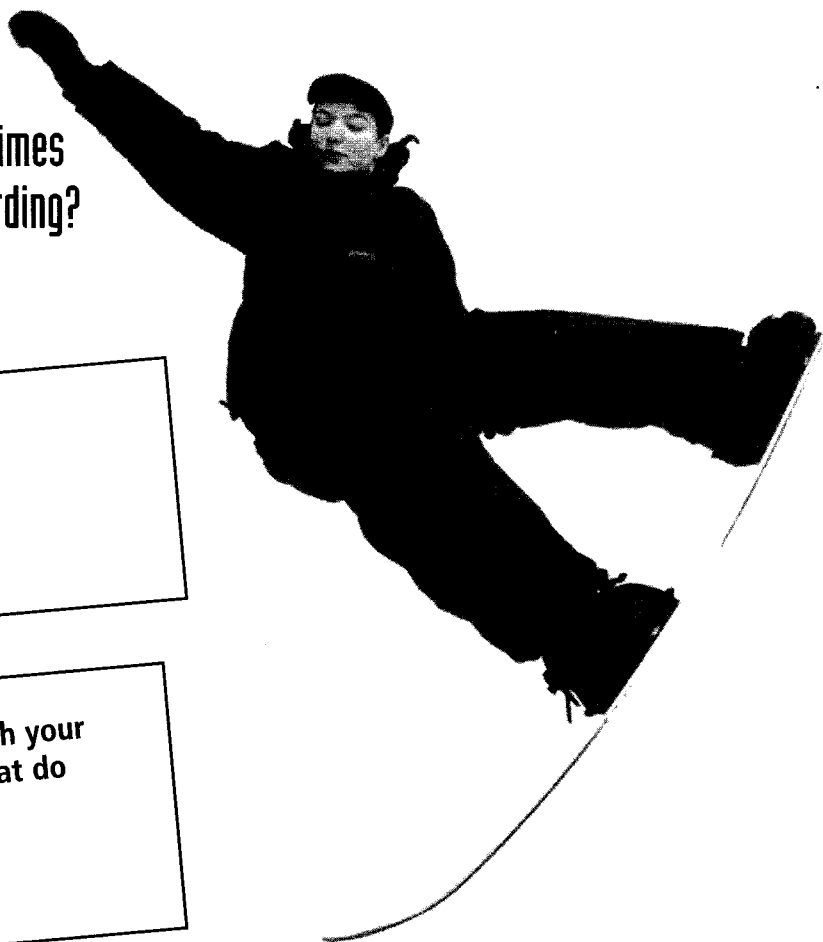
We're very fit.

We can reach things off high shelves.

Who has the best life? The students vote for the most convincing arguments. (They can't vote for their own.)

Is SNOWBOARDING for you?

Snowboarding is an extreme sport. It is dangerous and fast. The weather is sometimes very bad. Do you like snowboarding? Do the quiz and find out.



1

It's windy today. What do you want to do?
a) I want to go windsurfing.
b) I want to fly my kite.

2

You are playing football with your friends. It starts to rain. What do you do?
a) I continue to play.
b) I go home.

3

You are on holiday. It is very hot. What do you do?
a) I go swimming in the sea.
b) I sunbathe on the beach.

4

It is very cold today. You have got a sports lesson outside. Do you like the lesson?
a) Yes. I like playing sports in cold weather.
b) No. I hate playing sports in cold weather.

5

It is hot and sunny today. Your friend invites you to go for a picnic. Another friend invites you to play tennis. What do you decide to do?
a) I decide to play tennis.
b) I decide to go for a picnic.

6

It is snowing. What do you do?
a) I go sledging.
b) I make a snowman.

ANSWERS

Mostly a: You love sport. You play sport in good weather and in bad weather. You like adventure. Snowboarding is definitely for you.

Mostly b: You don't like sports very much. You prefer relaxing. Snowboarding probably isn't for you.

Equal a and b: You like sport but only when the weather is good. Snowboarding isn't the best sport for you.

Canoeing survival quiz

YOU ARE ON AN ORGANIZED CANOEING TRIP IN CANADA. NEITHER YOU, NOR YOUR FRIENDS, HAVE MUCH EXPERIENCE CANOEING. WILL YOU MAKE IT TO THE END? DO THIS QUIZ AND FIND OUT.



1 At the start, the instructions are being given out. Do you

- a) listen attentively?
- b) hear about half of it; most of the time you were chatting with your friend?
- c) keep your Walkman on?

2 You realize that everyone else is canoeing faster than you and your friend. Do you

- a) suggest it would be better to get out of the canoe and walk?
- b) look at what they are doing and try to copy them?
- c) not worry about it; you are enjoying the view anyway?

3 You see your first rapids ahead, do you

- a) suggest stopping to look and discuss how to go down it?
- b) panic?
- c) go for it?

4 Whilst going down the rapids, do you

- a) scream?
- b) try to stop the boat turning over?
- c) laugh?

5 You stop to eat your lunch in a nice place. Do you

- a) stay standing because you read that there were some snakes in the area?
- b) relax and enjoy the view?
- c) decide it is a good place to stop and camp for a few days?

6 Near the end of the trip there are a lot of currents, and your canoe keeps turning around. Do you

- a) not worry about it, and stop rowing?
- b) try to row harder?
- c) get very nervous?

SCORE

- 1 a - 3; b - 2; c - 1
- 2 a - 2; b - 3; c - 1
- 3 a - 1; b - 2; c - 3
- 4 a - 2; b - 3; c - 1
- 5 a - 2; b - 3; c - 1
- 6 a - 1; b - 3; c - 2

ANALYSIS

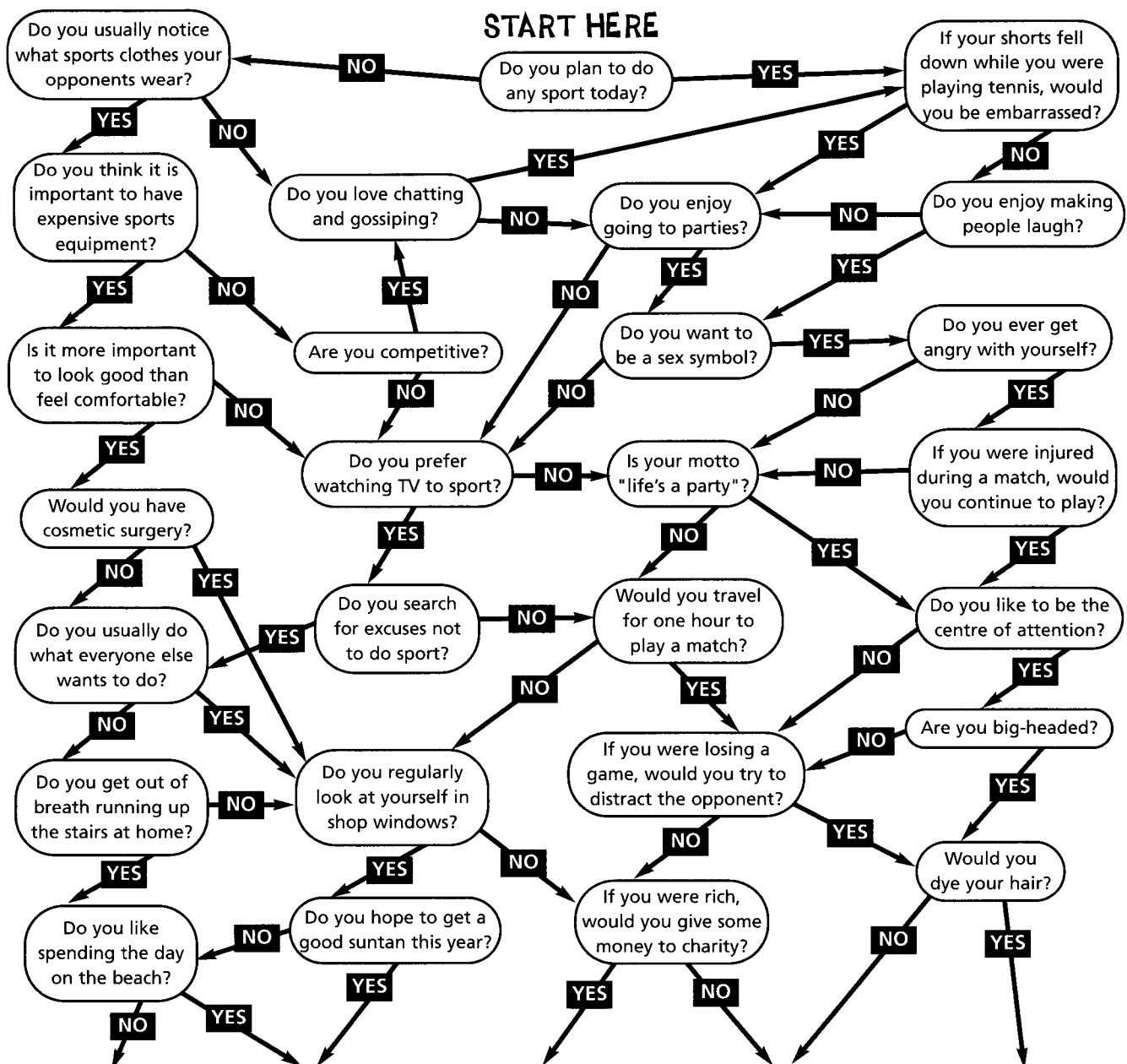
14- 8: Well done. You have made it to the end and you have also enjoyed yourself.

10-13: If you're not in hospital you have had a lucky escape. Try recreational canoeing next time.

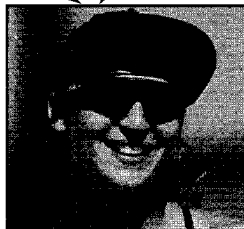
6-9: You haven't made it to the end and you're not worried about it. You are probably still enjoying the view somewhere along the river. Don't try marathon canoeing - you'll never get to the end.

WHO IS YOUR SPORTS DOUBLE?

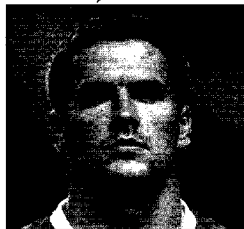
WHOSE ATTITUDE TO SPORT AND LIFE DO YOU SHARE? START WITH THE QUESTION AT THE TOP. THEN ANSWER YES OR NO AND FOLLOW THE ARROWS.



Your sports double is A COUCH POTATO
This is someone who sits on the sofa all day, watching TV. You will never be a hard-working athlete. Your sports double is more of a spectator than a competitor. If you don't join in with your friends, they'll think you're a spoilsport.



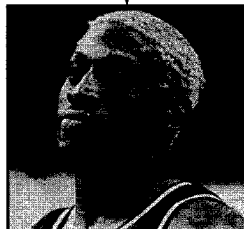
Your sports double is GABRIELLE REECE American Gabrielle is a top volleyball player and model. You like to have a sporty image, good tan and you are a fitness fanatic. You love to keep in shape. Winning is important to you, but so is looking your best at all times.



Your sports double is MICHAEL OWEN
Top England footballer, Michael, first played for England at the age of eighteen. You're hard-working and talented. You are confident and good at most sports. You are also generous and kind-hearted like Michael, who has helped British charities.



Your sports double is PRINCE NASEEM
World Champion boxer, 'Naz', has never lost a fight. He loves his wealth and fame and is a bit of a show-off. But his family is the most important thing. Like 'Naz', winning is very important to you, but there is more to your life than success.



Your sports double is DENNIS RODMAN
'Bad Boy' Dennis is one of America's most entertaining basketball players, famous for dyeing his hair and showing off. Like Dennis, you enjoy being the centre of attention and you are not afraid of being a bit different. Some people might think you are selfish.

12 Music

Music is a very personal thing. What is music to one person's ears might be a terrible racket to another person. In this section, your students can find out what kind of music best suits their personalities. You will also find out how devoted they are to their favourite pop stars. Does anyone have their hair cut to match their pop idol's and copy their clothes? What lengths would they go to to see their favourite pop stars in concert? And if they got to a concert, would they actually listen to the music, or push their way to the front and scream so loudly that they couldn't hear it?

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- favourites (*What's your favourite pop group?*)
- likes and dislikes (*I like cars.*)
- past simple (*Did you enjoy school?*)
- superlatives (*the best singer/the most fantastic voice*)

Related topics include free-time activities, media and careers.

QUIZ A LEVEL ★★

Are you a real fan?

Ask the students who their favourite pop stars or groups are. Put them in groups who have the same favourites and ask them to note down all the information about that person or group. Prompt them with these questions on the board:

When did they record their first single?

What is their latest hit?

How old are they?

Are they married or single?

What are their interests?

What do they like/dislike?

Do you know all the words to any of their songs?

Have you seen them in concert?

Get the groups to feed back to the class by telling them everything they know about their chosen artist or group. Can they sing one of their songs to the rest of the class? Decide which group knows the most about their favourite stars and pronounce them 'real fans'.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the

following words and expressions if necessary:

fan, hotel reception, fan club, autograph, to go mad, to arrest, stadium, to change your image, enemy.

After the quiz ...

Give all the students a chance to prove that they are 'real fans' in an ongoing project. In small groups, they should choose a pop star or group. Give them a week or so to collect information about that person or group. Encourage them to bring in pictures and cassettes or CDs. Then help them to make a display on a poster or on a desk consisting of pictures of the pop stars and information they have written about them in English. They can copy the questions on the board to use as prompts.

You could get each group to present their findings to the rest of the class. They might begin their presentations by singing or playing some of the pop star's or group's music and then go on to show pictures and talk about them.

QUIZ B LEVEL ★★★

Jay Kay

If you can, bring in a CD of Jamiroquai's music and start the lesson by playing it. Do the students like it? Does anybody know who it is? If they have heard of the band, ask them if they know the name of the lead singer (Jay Kay). Show them the picture of Jay Kay and tell them that this man describes himself as a 'free spirit'. Ask the students to guess what he means by this. Is anyone in the class also a free spirit? Explain that they are going to discover more about Jay Kay in this quiz and also find out whether they are free spirits.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:

opportunity, lawyer, creative, job security, extreme sports, musical instrument, experience, traffic, conventional.

After the quiz ...

Are there any free spirits in the class? If so, let them pretend to be Jay Kay in a role play. Explain that they are going to act out an interview with Jay Kay. They can use the quiz to help them prepare the questions and they can use the information about Jay Kay for his responses. Encourage the students to use their imaginations, but go through some of the exchanges they might include in their interviews orally:

Interviewer: Tell me about your childhood.

Jay Kay: I travelled around the world with my mum. She was a famous jazz singer.

Interviewer: Did you enjoy school?

Jay Kay: No! I didn't like the teachers telling me what to do.

Interviewer: What are your hobbies?

Jay Kay: I like cars. I've got lots of sports cars and I love going to the countryside and driving really fast.

Interviewer: What musical instrument do you play?

Jay Kay: I can't play a musical instrument. I just sing and write songs.

Interviewer: Really? You really care about the planet, don't you?

Jay Kay: Yes. I grow my own organic food and I think we must take care of our planet. Listen to my album 'Emergency on Earth'.

Ask pairs to volunteer to act out their interviews in front of the class. Who made the most convincing Jay Kay?

QUIZ C LEVEL ★★★★★

What's your music personality?

What different types of music are there? Bring in a variety of styles of music on CD, or ask the students if you can borrow theirs. Listen to the different styles and ask the students to categorize them under the following headings:

pop music

classical music

folk music

rock music

dance music

rap music

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

melody, lyrics, skill, clique, obscure, to hum, to rehearse, like-minded, to broaden your tastes, vital, down to earth, affectation, to appreciate, to have a big impact, to achieve, precise, perfectionist, mysterious, loyal.

After the quiz ...

Put the class into groups of three or four students who fell into the same category and get them to compare their favourite music. Do they like the same artists? In their groups, ask them to choose one of their favourite artists and work out what it is they like about them, and why their style of music suits them. Try to encourage each group to choose a different artist.

Explain that their chosen artists are going to enter a music award ceremony. The students are going to nominate their chosen artists to win the competition. They could prepare what they are going to say for a later lesson, giving them a chance to bring in an example of their artist's music. At the 'ceremony', each group can play their chosen piece of music for the rest of the class to listen to. Then they could tell the class why their nominee is the best:

That was the wonderful Britney Spears – the most beautiful woman with the most amazing voice. The melody is very easy to listen to. She has the most fantastic voice and her lyrics are very romantic.

Once all the nominations have been heard, the class should vote for the winner of the best musician award. (They can't vote for their own nominee.) Who was the winner and why?

Are you a **REAL FAN?**

DO YOU LOVE THE STARS? FIND OUT WITH OUR QUIZ!



1 If you find out that your favourite pop group is staying in a hotel near your house, do you:

- a) think about going, but then decide to stay in and watch television?
- b) wait outside the hotel for them?
- c) get a room in the hotel and wait in the reception in your best clothes?
- d) pretend you're a hotel cleaner and try and get into their room?

2 When it's your favourite star's birthday, do you:

- a) forget it because you have more important things to think about?
- b) write it in your diary?
- c) send a card to the fan club?
- d) ring them up at home to say happy birthday?

3 When did you start liking your favourite band?

- a) When their last single came out.
- b) About a year ago.
- c) When they had their first hit.
- d) When they first started.

4 If you get to meet your favourite band, do you:

- a) say, "Hello" and then run off to tell your friends?
- b) talk to them and get their autograph?
- c) find that you can't speak and start crying?
- d) go completely mad, scream, cry and shout until the police arrest you?

5 If there are no tickets left to go and see your favourite band in concert, do you:

- a) stay at home and listen to your CD?
- b) stay at home, listen to your CD and cry all night?
- c) stay at home, listen to your CD, cry all night, and stop speaking to anyone who went to the concert?
- d) pay £100 outside the stadium for a ticket?

6 If the people in your band change their image, do you:

- a) not notice?
- b) stop liking them?
- c) feel upset, but you still like them?
- d) go out and buy some new clothes and get a new haircut like theirs?

7 In your bedroom, how many posters are there of your band?

- a) None. You've got posters of more sensible things.
- b) Just one and it's old.
- c) A few.
- d) Plenty. All over the walls.

ANSWERS

Mostly a: You aren't a fan; you're an enemy. You really don't care about your favourite star, do you? You don't get excited very often.

Mostly b: Well, you're a fan – just. You think some people are stupid about stars, don't you? You are more interested in the music than the people. You know what you like and are sensible about it.

Mostly c: You're a real fan, aren't you? You love your favourite group. Be careful! It mustn't become the most important thing in your life.

Mostly d: Is your family worried about you? You are mad. Pop stars are real people too. Don't forget your own life.

Jay Kay

JAY KAY IS THE MAIN MAN IN JAMIROQUAI AND HAS BEEN MAKING HIT RECORDS SINCE 1993. HE DESCRIBES HIMSELF AS A FREE SPIRIT. HERE ARE SOME OF THE IMPORTANT THINGS IN HIS LIFE. READ ABOUT THEM AND TICK YOUR RESPONSE TO FIND OUT IF YOU'RE A FREE SPIRIT TOO.

Childhood

When he was a child, Jay Kay travelled around the world with his mum who was a famous jazz singer.

What a great opportunity! I'd love to travel around the world.

Agree ☐

Disagree ☐

Ambitions

Jay Kay's mother wanted him to be a lawyer, but he left school at sixteen, because he didn't like the teachers telling him what to do.

Doing a creative job is much more important to me than job security or making money.

Agree ☐

Disagree ☐

Cars, cars, cars

Jay Kay loves speed. He owns lots of expensive sports cars and he loves driving fast.

I love speed and exciting activities like extreme sports.

Agree ☐

Disagree ☐

Music

Jay Kay has never learnt to play a musical instrument. He learnt about being a musician by watching his mother who was a singer. When he writes songs, he writes the whole song in his head and sings it to the musicians.

I learn more easily from experience than from books or lessons.

Agree ☐

Disagree ☐



Spare time

In his spare time he gets in the car and goes to Scotland or Wales because there isn't much traffic on the roads and he loves the countryside.

I love the countryside because it makes me feel free.

Agree ☐

Disagree ☐

The environment

Jay Kay has been delivering the same message about the environment since his debut *Emergency on Planet Earth*. He believes that we must take care of the planet. He grows his own organic food.

When I believe that something is wrong, I take action.

Agree ☐

Disagree ☐

ANALYSIS

Count up how many times you agreed with the statement.

5/6 agrees: You are a free spirit like Jay Kay. No one can tell you how to live your life.

3/4 agrees: You are quite an independent person and you know your own mind.

1/2 agrees: You are a conventional person who likes to follow the crowd.

What's your Music Personality?

DO THE QUESTIONNAIRE TO FIND OUT WHAT KIND OF MUSIC BEST SUITS YOUR PERSONALITY.

1 What do you most appreciate about the music?

- a) The melody.
- b) How your favourite musicians look.
- c) The skill of the musicians involved.
- d) The lyrics.

2 When you are at a party, do you:

- a) spend your time equally dancing and chatting to friends and new people?
- b) dance with your clique of friends whenever the music you like comes on?
- c) keep trying to get the host to play an obscure track which only you and a few others want to hear?
- d) stand around the dance area with your friends, saying how bad the music is and talking about leaving?

3 Do you most often find yourself:

- a) humming tunes you can't remember the name of or who sang them?
- b) dancing in your bedroom when you haven't got a party to go to?
- c) rehearsing with the band you started with a few like-minded people at school/college?
- d) researching information about your preferred music on the Internet?

4 When you meet a girl/boy that you find attractive, their musical taste is:

- a) not so important. You might be able to exchange CDs and broaden your tastes.
- b) quite important, but their looks, fitness and dress sense are much more significant.
- c) unimportant, as long as they don't stop you from doing your own thing.
- d) vital. If they don't like the same kind of music as you, they can't go out with you.

5 What is the role of music in your life?

- a) For giving you pleasure in your everyday life.
- b) For dancing.
- c) It is a serious business and you don't care what others think about your taste.
- d) It represents your culture and identity, who you are.



ANALYSIS

Mainly a: You have a pop personality. You are balanced and down-to-earth. You like music, but it isn't your whole life – other things are just as important. You don't like people who are too extreme. Your friends love you for your honesty and lack of affectation. Try listening to Britney Spears or Ricky Martin, if you don't already!

Mainly b: You have a dance personality. You are a tidy, organized person. You are concerned with appearance and try to look your best. You choose friends who do the same. It takes time getting to know the real you, but people appreciate your good judgement. You should listen to some Fatboy Slim or the Chemical Brothers.

Mainly c: You have a rock personality. You like things that have a big impact. You don't care about appearance and are very direct in the way you speak to people. You are unafraid of taking risks and work hard to achieve your goals. Bon Jovi are cool, but you'd probably quite like something a bit heavier too.

Mainly d: You have a rap personality. You are extremely precise in the way you dress and who you make friends with. You are a perfectionist and have an incredible drive to succeed. You sometimes seem a bit mysterious at first, but you are a loyal friend and people can always rely on you. You'd probably like Dr Dre and Eminem even if you think you don't at the moment.

13 Health and fitness

Recent research suggests that teenagers in Britain prefer to stay indoors and watch television than do outdoor activities. Is the situation the same in the country where you are teaching? Do you have a class of couch potatoes or are your students healthy outdoor types who would be able to run a marathon with just a little training? Do they understand their bodies and how they work and, more importantly, would they know what to do in a crisis? Get them out of their armchairs and doing these quizzes and hopefully they'll think twice before slumping back into them.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- present simple for routines (*What do you do in your free time?*)
- *must* for personal obligation (*I must eat more fruit.*)
- discussing illnesses (*You have a nosebleed.*)
- *should* for advice (*You should put your head down.*)
- present perfect for recent experience (*My friend has just fainted.*)

Related topics include sports, professions and daily routines.

QUIZ A LEVEL ★

How fit are you?

Who came to school by bike or on foot today? Who came by car or by bus? Ask your students to calculate how many hours per week they spend exercising (including walking or cycling to school). Ask them also how many portions of fruit and vegetables they eat every day. Then tell them that in Britain, it is recommended that you do at least half an hour's exercise three times a week and that you eat a minimum of five portions of fruit or vegetables per day in order to be fit. How many of them are fit according to this criterion? Do they have similar guidelines in the country where you are teaching?

Explain that the students are going to do a quiz to find out how fit they are. Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

muesli, break time, hide, changing rooms, practice, extremely, fit, unfit.

After the quiz ...

Once they have added up their points, the students should find out where they are on the fit-o-meter. Explain that the fit-o-meter works like the dial of a clock. Point out that only the numbers 0, 15, 30 and 45 are shown, and get them to mark an arrow at the point on the circumference that corresponds to their score.

Even those who are extremely fit should have room for improvement. Ask the students to make a list of things they must do in order to improve their levels of fitness:

I must eat more fruit.

I must walk to school.

I mustn't eat crisps every day.

I must drink more water.

I mustn't miss sports at school.

etc.

Ask the students to stick their lists in a prominent place on their desks or next to the front door at home. Ask them from time to time whether they are still following the rules they set themselves. Then do the quiz again a couple of weeks later. Has anybody's level of fitness improved?

QUIZ B LEVEL ★★

Are you good in a crisis?

Ask the students if they have ever done a first aid course, or if they know anything about first aid. Would they know what to do if a friend fainted, got stung by a bee or had a nosebleed? Have they ever been in such a situation? What happened?

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:

wasp, to bleed, swallow, poisonous, ambulance, loose, bandage, sting, crisis, to faint.

Once they have done the quiz, go through each question, checking that the students know the correct answers. Encourage them to use the following structure:

If you get stung by a wasp, you should put vinegar on the sting.

If you have a nose bleed, you should put your head down.

If you swallow something poisonous, you should go to the hospital immediately.

After the quiz ...

Explain that you are going to do a role play in which student A is the friend of somebody who has just had a minor accident and student B is a passer-by who knows about first aid. Give out pieces of paper with all of the following information on them:

For student A

Your friend has just fainted.

Your friend has got a nosebleed.

Your friend has burnt his/her hand.

Your friend has swallowed something poisonous.

Your friend has been stung by a wasp.

Your friend has cut his/her foot on broken glass.

Your friend has broken his/her arm.

For student B

Put vinegar on it.

Take him to hospital.

Put his head down.

Lie him on his side.

Put it under cold water.

Put a tight bandage on it.

Student A chooses a crisis from the list and asks the passer-by (student B) for help. The passer-by chooses the most appropriate response:

A: Help! My friend has just fainted.

B: Oh, dear! You should lie him/her on his/her side.

QUIZ C LEVEL ★★★

Could you run a marathon?

Has anybody ever run a marathon, or do they know anybody who has? Have they ever sponsored somebody to run a marathon? In Britain, the most famous marathon is the London Marathon. It's a twenty-six mile (forty-two kilometre) race run by thousands of people every year to raise money for charity. Do any of your students think they would have the dedication to train to run a marathon? Explain that they are going to find out by doing this quiz.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

amazement, to cheer, to pant, to sweat, out of breath, to sneak, dedication.

After the quiz ...

Once they have checked their scores, put the class into groups of three or four students and tell them that they are going to make a board game for other groups to play. They should begin by drawing the board, which should consist of twenty-six squares (one for each mile of the marathon). The route can be a snaking shape with the start at one end and the finish at the other, or a circuit with the start and finish next to each other – it's up to them. Along the route there should be about twelve instructions; the other fourteen squares can be blank. Help them with a few ideas for instructions, e.g.

You stop for a drink. Go back two squares.

You overtake somebody. Go forward three squares.

You trip over. Go back one square.

You go down a hill. Go forward two squares.

They can give the game a name, such as 'The Great Race' or 'The Marathon Game'.

Each group will need a dice and some kind of counters. Once they have finished designing their games, they can give them to another group to play. Who won the marathon in each group? Keep the games safely and they can play them on different occasions, until they have played each one.

How **FiT** are you?

ANSWER THE QUESTIONS AND SEE WHERE YOU ARE ON THE FIT-O-METER.

1 WHEN DO YOU GET UP?

- a) I get up before seven o'clock.
- b) Late. I get up ten minutes before school starts.

2 WHAT DO YOU HAVE FOR BREAKFAST?

- a) I don't have time for breakfast. I have a coffee and a cake at eleven o'clock.
- b) Eggs, muesli and a glass of orange juice.

3 HOW DO YOU TRAVEL TO SCHOOL?

- a) I go by bus or car.
- b) I go by bike or on foot.

4 WHAT DO YOU EAT AT BREAK TIME?

- a) A packet of crisps and a chocolate bar.
- b) An apple and some mineral water.

5 WHEN YOU PLAY SPORTS AT SCHOOL, DO YOU:

- a) hide in the changing rooms?
- b) stay for extra practice?

6 WHAT DO YOU DO IN YOUR FREE TIME?

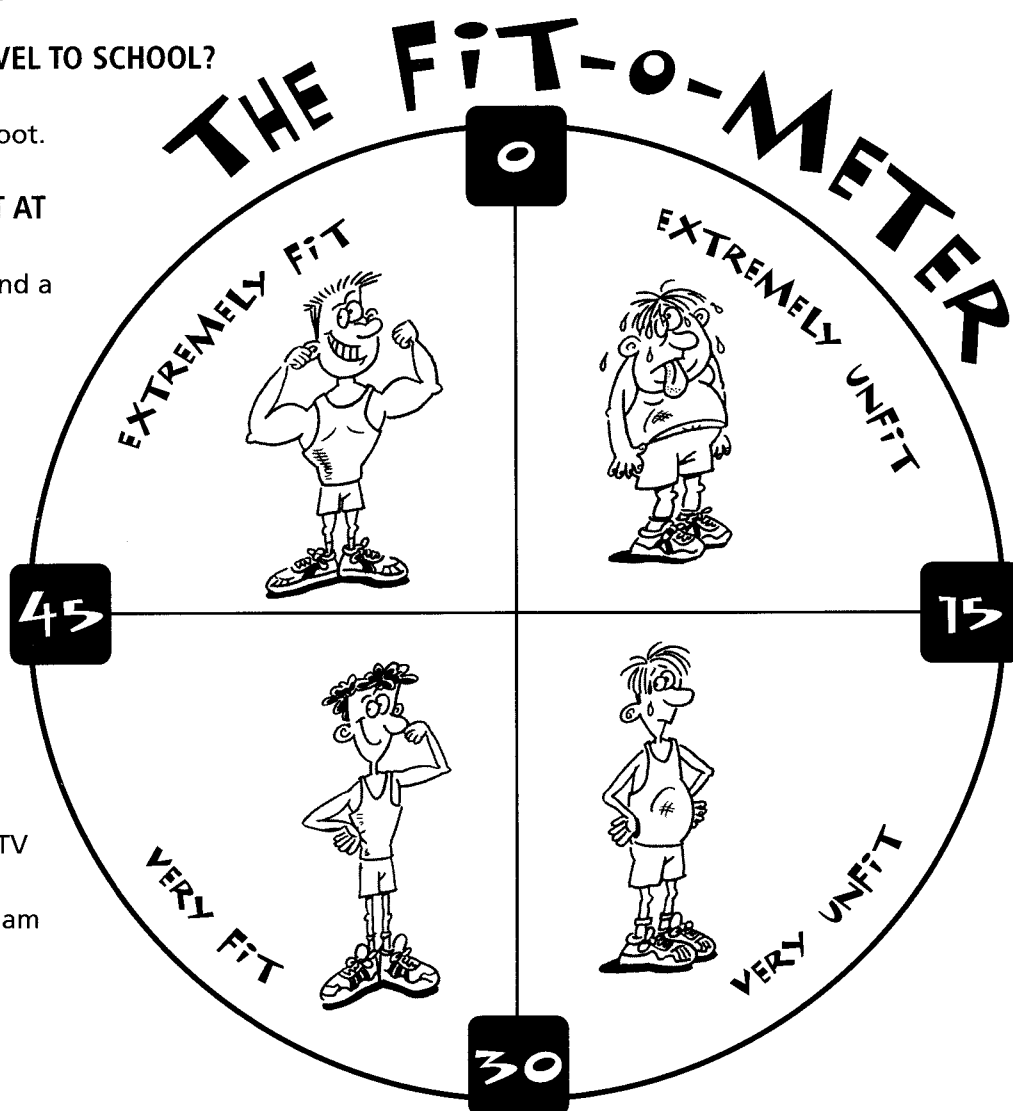
- a) I sit in front of the TV and eat chocolate.
- b) Free time? Never! I am always busy.

7 WHAT'S YOUR FAVOURITE SPORT?

- a) I like most sports.
- b) I like most sports (on TV).

8 HOW MUCH FRUIT DO YOU EAT?

- a) I eat five pieces of fruit a day.
- b) Sometimes I eat fruit sweets.



NOW ADD UP YOUR POINTS. WHERE ARE YOU ON THE FIT-O-METER? DRAW AN ARROW.

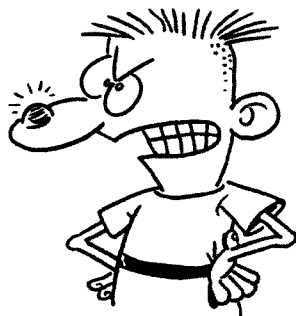
1 a=6	b=1	2 a=1	b=6	3 a=2	b=7
4 a=2	b=6	5 a=2	b=6	6 a=1	b=5
7 a=6	b=2	8 a=6	b=2		

ARE YOU GOOD IN A Crisis?

WHEN PEOPLE CALL "HELP" DO YOU RUN TOWARDS THEM OR RUN AWAY FROM THEM?

1 A wasp stings your friend. You quickly go and get some

- a) cold water.
- b) butter.
- c) vinegar.



2 Your friend's nose is bleeding. You quickly

- a) put his head back (so he is looking at the ceiling).
- b) put his head down (so he is looking at the floor).
- c) wash his face.



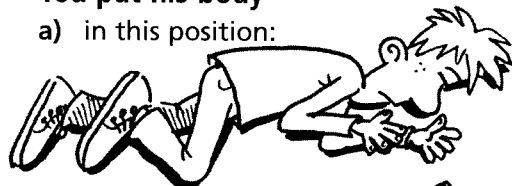
3 Help! Your friend has swallowed something poisonous. Stop! Don't

- a) give her a drink of water!
- b) make her sick!
- c) call the doctor!

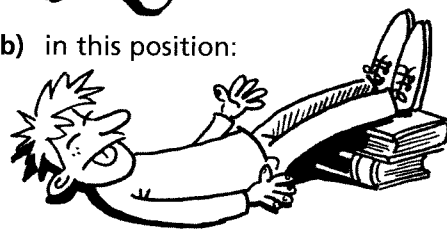


4 Your friend has fainted. You put his body

- a) in this position:

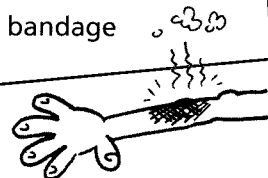


- b) in this position:



5 Your friend has burned his arm, but not badly.

- a) You call the ambulance.
- b) You hold it under the cold water tap for ten minutes.
- c) You put a loose bandage on it.



6 What is a safe body temperature?

- a) 36°C–38°C
- b) 30°C–43°C
- c) 35°C. More or less is dangerous.



GIVE THREE MARKS FOR EACH CORRECT ANSWER.

1c 2b 3b 4a 5b 6a

14–18 marks: Brilliant! Are you a doctor?

8–13 marks: Good! Your friends are lucky.

3–7 marks: It's time to learn some first aid.

0–2 marks: Aaagghh!

COULD YOU RUN A MARATHON?

ARE YOU FIT ENOUGH TO RUN A MARATHON? TRY OUR QUIZ TO FIND OUT WHAT KIND OF FITNESS PERSONALITY YOU ARE.

1

Your bus passes you as you are walking to the bus stop. What do you do?

- a) I run for the bus stop and arrive there at the same time as the bus. All the passengers are looking at me in amazement and cheering.
- b) I run for the bus stop and arrive there panting and sweating just as the bus is leaving.
- c) I continue walking. There'll be another bus in half an hour and I don't want to get all sweaty and out of breath.

2

You and your friends are deciding how to spend the afternoon. Which activity would you prefer to do?

- a) Play basketball.
- b) Go bowling.
- c) Watch a video.

3

Your friend lives in a flat on the eighth floor. You go to visit him/her, but when you arrive, you discover that the lift is out of order. What's your reaction?

- a) It doesn't matter. I always walk up the stairs anyway.
- b) It'll do me good to walk up the stairs for once.
- c) Ah, well. I'll visit again when the lift's working.

4

What's your attitude towards sport?

- a) I'm good at sport and I'm in several teams.
- b) I enjoy playing sport at school.
- c) I hate all sport and I don't do sport if possible.

5

You are on a school trip and there is an organized climb to the top of a mountain. What do you do?

- a) Take the whole thing extremely seriously – I want to be the first at the top!
- b) Stop regularly and complain frequently.
- c) Sneak away and spend the afternoon in a café eating cakes.



The analysis

Mostly a: You are extremely fit and with a little training you probably could run a marathon.

Mostly b: You are an active person so you are quite fit. To become really fit, you need more dedication.

Mostly c: You are very lazy and you aren't fit at all. Get out of your chair and start exercising.

14 Film

Are there any budding actors and actresses in the class? In this section your students can find out what kind of films suit their personalities and what would be their ideal film roles, from Frankenstein to Scarlett O'Hara. Cinema buffs will get the chance to test their knowledge and to convince their friends about which film they should go and see and the girls in the class get to choose between Daniel Cleaver and Mark Darcy. If your students don't know much about the films in these quizzes, they soon will.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- favourites (*My favourite film is ...*)
- going to (*We're going to dress up as monsters.*)
- making suggestions (*Let's go and see ... /How about going to see ...?*)
- stating preferences (*I'd rather see a historical film.*)
- giving advice (*You should go out with me because ...*)
- comparisons (*I'm more fun.*)

Related topics include professions, free-time activities, and love and romance.

QUIZ A LEVEL ★

My ideal film role

What films have the students seen recently? As they give you titles of films, ask them, *Is that a science fiction film or a horror film? Is that a comedy or a romance? Is that an action film or a cartoon?* Make sure they understand the meaning of the words *science fiction*, *horror*, *comedy* and *romance*.

Does anybody dream of being a film star? Tell the students that they are going to be film stars and that this quiz will tell them what kind of film they are going to be in. Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary: *broomstick*, *spaceship*, *moon*, *to scare*, *unicycle*, *hero*.

After the quiz ...

Once the students have discovered which type of film they are going to be in, put them into pairs with another student who is going to be in the same type of film. Get them to go through the quiz questions and summarize their evening at the party. For example, the horror film stars could say something like this:
We're going to a party in a castle in Transylvania. We're

going to travel on a broomstick. We're going to dress up as witches and monsters. At the party, we're going to scare people.

Now ask the students what their favourite films are. Ask them to write down the title, the leading actors and actresses, what the film is about and their favourite part. Give them these prompts on the board:

My favourite film is ...

It's a ...

It's about ...

The lead actors are ...

My favourite part is when ...

Then they can tell the rest of the class about their favourite films, e.g.

My favourite film is Die Another Day. It's an action film.

It's about James Bond trying to find some diamonds.

The lead actors are Pierce Brosnan and Halle Berry. My favourite part is when the cars drive on ice.

Do any students have the same favourites?

QUIZ B LEVEL ★★★

Film personality quiz

Show the students the photos on the quiz sheet. Do they know which films they come from? Has anybody seen these films at the cinema or on video or DVD? What kind of films are they? Present or revise the different film genres such as: *comedy, cartoon, romance, horror, historical, action, adventure*. Explain that before they do this quiz, they have to match each situation to the films they come from:

- 1 *Blair Witch Project*
- 2 *The Beach*
- 3 *Shakespeare in Love*
- 4 *Toy Story 2*
- 5 *Titanic*

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:
knowledge, a technique, survival, to sneak up on someone, a playwright, snobbish, impulsive, duvet, villain, to deserve.

After the quiz ...

If possible, photocopy the film listings page from a recent newspaper or entertainments magazine. Ask the pupils to look at the pictures and the titles of the films and to say what kind of films they think they are. Then put them into groups of five or six students and say that they have to agree on a film to go and see together. Encourage them to talk about the film stars and the kinds of films they like. They should also bear in mind whether any members of the group have seen the films already. Revise the different ways to make suggestions and state preferences, e.g.

- A: *How about going to see Shakespeare in Love?*
 B: *I don't like romance films.*
 C: *Let's go and see The Blair Witch Project.*
 A: *I've seen it already.*
 D: *I don't like horror films. I'd rather see a historical film.*
 E: *Why don't we go and see Titanic?*

Once they have come to a decision, they can tell the rest of the class which film they have chosen and why:
We're going to see Titanic because we all like romance films and only one of us has seen it already. Most of us like Kate Winslet and all the girls like Leonardo di Caprio.

QUIZ C LEVEL ★★★★★

Bridget Jones, Daniel Cleaver, Mark Darcy ...

Which one are you?

Who has seen the film of *Bridget Jones' Diary* or read the book? Did they enjoy it? Which were their favourite characters? Did they remind them of anybody they know in real life? Explain that much of the book's original success was from people recognizing themselves in the characters. Which characters are your students most like? Present these character types and see if the students can match them to the characters they remember from the book or, the film or if they are not familiar with the book or film, explain what these character types are like:

a good-looking rogue (Daniel Cleaver played by Hugh Grant)

a mummy's boy (Mark Darcy played by Colin Firth)

an insecure woman (Bridget Jones played by Renee Zellweger)

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:
to take by storm, podgy, ailing, dashing, fickle, complications, galore, mummy's boy, rogue, to put your foot in it, to blab, to two-time, commitment, icicle, to backfire.

After the quiz ...

How many students are like Bridget Jones? How many are like Mark Darcy or Daniel Cleaver? Divide the class into four groups. Two groups are Mark Darcy and two are Daniel Cleaver. Ask them to use their imagination to come up with reasons why Bridget Jones should go out with them.

Daniel Cleaver:

You should go out with me because I'm better-looking.

You should go out with me because I'm more fun.

Mark Darcy:

You should go out with me because I'm more reliable.

You should go out with me because I would never two-time you.

Then get a Mark Darcy group and a Daniel Cleaver group to give their reasons to the rest of the class who votes for one man or the other. Then the other Mark Darcy group and Daniel Cleaver group can put forward their case for the rest of the class to vote. Did the same man win both times?

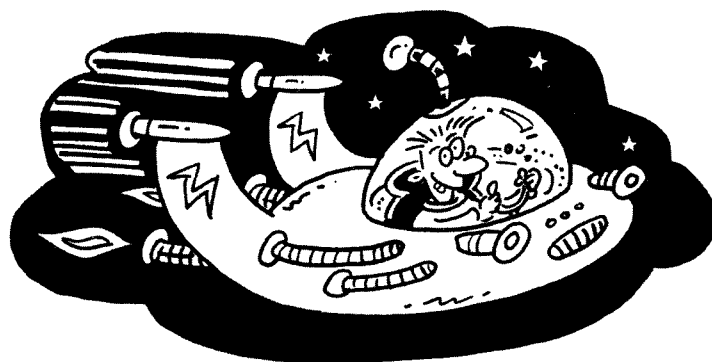
MY IDEAL

Do you want to be a film star? What kind of film is it? Go to a party and find out.

Film Role

YOU GO TO A FANCY DRESS PARTY. WHERE IS IT?

- | | |
|------------------|---|
| a) Transylvania. | 4 |
| b) Paris. | 2 |
| c) Disneyland. | 3 |
| d) The moon. | 1 |



HOW DO YOU TRAVEL TO THE PARTY?

- | | |
|----------------------|---|
| a) By spaceship. | 1 |
| b) On a white horse. | 2 |
| c) On a unicycle. | 3 |
| d) On a broomstick. | 4 |

WHAT IS YOUR FANCY DRESS COSTUME?

- | | |
|---------------|---|
| a) An alien. | 1 |
| b) A clown. | 3 |
| c) A hero. | 2 |
| d) A monster. | 4 |



WHAT DO YOU DO AT THE PARTY?

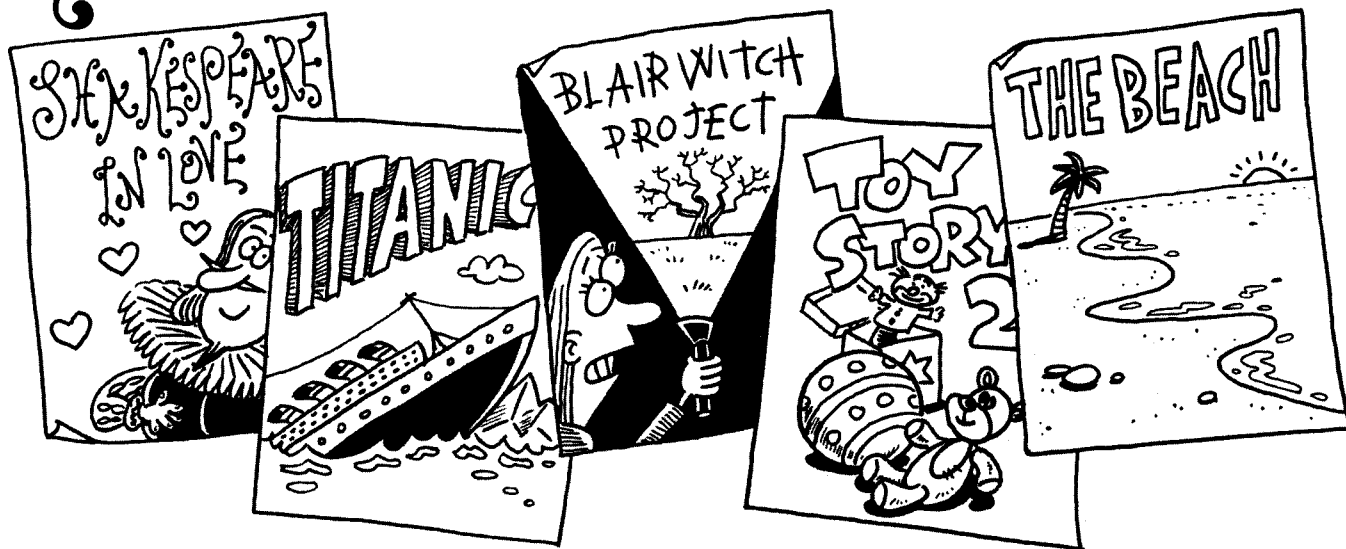
- | | |
|---|---|
| a) Scare people. | 4 |
| b) Tell jokes. | 3 |
| c) Give red roses to a beautiful boy or girl. | 2 |
| d) Look at the stars. | 1 |

KEY

- 4-6 You are a star in a science fiction film with lots of aliens and space battles.
 7-10 You are a star in a romance: a good-looking hero or beautiful heroine.
 11-13 You are a star in a comedy film. You make lots of jokes and everyone laughs.
 14-16 You are a star in a horror film. You are a very frightening monster or ghost.

Film Personality Quiz

HERE ARE FIVE EXCITING SITUATIONS FROM FAMOUS FILMS. READ AND DECIDE WHAT YOU WOULD DO. THEN TEST YOUR FILM KNOWLEDGE BY MATCHING THE SITUATIONS TO THE FILMS THEY COME FROM.



1 You and your friends are lost in the woods. You have lost the map. The woods are scary. What do you do?

- a) Use techniques that you learnt from a survival book to find your way out of the woods.
- b) Sit down and cry.
- c) Sneak up on your friends and frighten them.

2 You are travelling around Thailand. You find a map giving you directions to a secret island. What do you do?

- a) Try to find the island immediately.
- b) Throw the map away. Trying to find the island might be dangerous.
- c) Sell the map to the newspapers and become a millionaire.

3 You are a playwright. You have to finish a play by tomorrow but you haven't started. You meet another playwright who tells you about the play he is writing. What do you do?

- a) Steal his play but say you wrote it.
- b) Ask the other playwright to write a play with you.
- c) Use theatre make-up to pretend that you have had a terrible accident.

4 You have the chance of a very good job in a museum. If you take the job, you must leave all your friends behind. What do you do?

- a) Accept the job and get your friends' jobs in the museum too.
- b) Refuse the offer. You'd prefer to work in a burger bar than be without your friends.
- c) Friends? What friends?

5 You are upper-class and you are going to get married to a very rich man/woman. On a boat journey you meet a working-class man/woman and fall in love. Your snobbish mother will be very angry. What do you do?

- a) Marry the person that you love.
- b) Marry the rich man/woman.
- c) Marry the rich man/woman but use his/her money to buy expensive presents for your lover (the working-class man/woman).

THE ANALYSIS

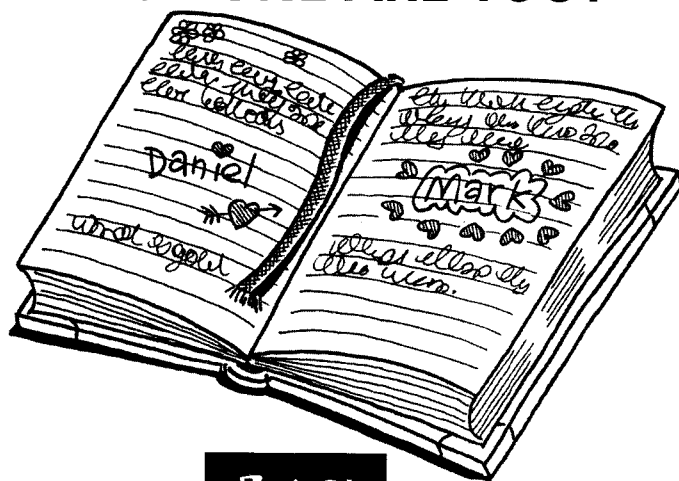
Mostly a: You are a film hero. You act impulsively without thinking about what might happen. You know the best thing to do in any situation.

Mostly b: You are a normal person, not a film hero. You know that life isn't like the movies. When you hear a noise downstairs, you hide under the duvet.

Mostly c: You are the film villain. You don't care about other people's feelings and you are always getting into trouble. Be careful. The villains always get what they deserve at the end of the film.

BRIDGET JONES, DANIEL CLEAVER, MARK DARCY... WHICH ONE ARE YOU?

Bridget Jones's Diary took cinemas across Great Britain by storm. The movie stars Renee Zellweger as Bridget Jones, a slightly podgy publishing assistant who keeps a diary of her ailing lovelife. She ends up going out with her dashing yet fickle boss, Daniel Cleaver, played by Hugh Grant. Not surprisingly, there are complications galore as Bridget also keeps bumping into handsome mummy's boy Mark Darcy, played by Colin Firth. The movie is an adaptation of a hugely popular novel by Helen Fielding that was originally a newspaper column. Part of the book and film's success comes from people recognizing themselves in the characters and, in particular, what they are like in relationships. So, what are you like? Do the quiz and find out.



GIRLS!

ARE YOU A BRIDGET JONES?

1 If you kept a diary, what would it contain?

- a) My deepest worries and dreams.
- b) A description of the day's events.
- c) My personal engagements.

2 What sort of boy do you go for?

- a) A good-looking rogue.
- b) Someone friendly and loyal.
- c) One I can finish with when I want.

3 How do you behave around boys you like?

- a) I flirt, but I always put my foot in it.
- b) I am friendly and open but watch I don't blab.
- c) I'm loud and I scare them off.

4 What is your body image?

- a) I would like to lose weight.
- b) I'm not perfect, but I'm happy.
- c) I'm really good-looking.

5 Do you fear being single?

- a) It's my biggest nightmare.
- b) Better to be single than with the wrong person.
- c) No! I don't need anyone.

GIRLS

Mainly a: You ARE Bridget Jones! You have a surface confidence that can be easily knocked. You often let your passions run away with you and go for the wrong guy who ends up breaking your heart.

Mainly b: You have more confidence than Bridget Jones and know that being single isn't the end of the world. You know looks aren't everything in a boy and that loyalty counts.

Mainly c: Ooh! You are Miss Icicle. You're as hard as nails. You don't let anybody get close and you're normally the one who ends the relationship. Deep down you do want love but maybe you don't believe anyone can accept you for who you are. Try and let your feelings show. You won't get hurt every time.

BOYS!

ARE YOU A MARK DARCY OR A DANIEL CLEAVER?

1 What are you like with girls? (Be honest.)

- a) I love them and leave them.
- b) I am shy but usually get the one I want.
- c) I am too shy to do anything.

2 How would you react if your mum knitted you a horrible jumper?

- a) Give it straight back.
- b) Wear it one day, then hide it forever.
- c) Wear it whenever she tells me to.

3 Have you ever two-timed a girl?

- a) Of course.
- b) No, but relationships are never easy.
- c) Never.

4 How do girls see you?

- a) Lots of girls like me.
- b) I think some girls like me.
- c) I don't know if anyone likes me.

5 Are you afraid of commitment?

- a) I don't know the meaning of the word.
- b) Not if it's the right person.
- c) Not if I were given the chance.

BOYS

Mainly a: You heartbreaker! Like Daniel Cleaver, you like girls, and they obviously like you. But when it comes to going out with just one girl, you can't make your mind up and soon leave. But beware! If you upset too many girls, it might just backfire and you'll end up with no one.

Mainly b: Mark Darcy! You're initially quite shy with girls you like, but you know that when it feels right you can make your feelings known and risk rejection.

Mainly c: Poor sweetheart! You've had crushes on girls but never really known what to do about them. You're too shy for your own good, and you let the Daniel Cleavers of the world trample all over you. Start believing in yourself.

15 The environment

How aware are your students of environmental issues and how much do they care about them? Would they live in treehouses across the path of new road plans in order to stop the road builders, or given the choice, would they be the first to speed along the new roads in their fast cars? Find out how 'green' your students are and how much they really care about the future of the planet by doing the quizzes in this section. You will also find out how open they are to the concepts of alternative medicines and therapies.

LANGUAGE LINKS

The activities in this section provide opportunities for practising:

- comparatives and superlatives (*It's better to have a shower/Recycled paper is best.*)
- imperatives (*Turn the tap off.*)
- will for future (*The new road will cost millions of pounds.*)

Related topics include the modern world, and health and fitness.

QUIZ A LEVEL ★

How green are you?

Ask the students if they know what it means to be 'green'. If they don't know, explain that 'green' people are those who care about the environment. What 'green' things do your students do? Help them with some ideas and the English words they need:

We recycle bottles and cans.

We use recycled paper.

We travel by foot or by bus.

We don't drop litter.

etc.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), but don't let the students go on to read the answers at this stage. Pre-teach the following words and expressions if necessary: *environment, recycling bin, tap, hairspray, hair-gel, a can, plastic, recycled, CFCs, the ozone layer, to pollute, bleach, electricity.*

After the quiz ...

Before they look at the answers to the quiz, get the students to go through and predict how many points are allocated to each answer and why. Put the students into pairs. Tell them that they can allocate 0–5 points

depending on how 'green' the answers are: 0 for choices that are not at all green and up to 5 for 'green' choices, e.g. in question 1, they might allocate 3 points to a) shower and 0 points to b) bath. Encourage them to discuss their reasons with their partners in English using the structure *It's better to (shower) because ...* or *(A shower) is best because ...*:

It's better to have a shower because you use less water.

A shower is best because you use less water.

An example for question 6 might be: a) 4, b) 4, c) 0:

It's better to drink from a can or a bottle because you can recycle them.

Now ask them to look at the answers and see if they agree with how the points are allocated. Get them to work out their scores and read the analysis. Are your students nature's friends? You could ask them to make notices for the school and home to remind them to be 'greener':

Turn the tap off.

Put your cans and bottles here.

Put paper for recycling here.

etc.

QUIZ B LEVEL ★★★

Are you environmentally friendly?

Are there any plans in your town or nearby to build new roads, houses or airports on land that is currently used for farming or on an area of natural beauty? If so, ask the students what they know about it and what the objections to such development might be. Encourage them to think about the damage it might do to nature and the amount of pollution that it might cause. But also encourage them to see the other side of the coin and to consider what it might do to relieve traffic congestion, housing problems and so on.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching or revising the following words if necessary:

neighbours, public transport, hose-pipe ban, poisonous chemicals, demonstration, an area of natural beauty, to sign a petition, to observe.

After the quiz ...

Once they have done the quiz, focus their attention on question 6. How many students ticked b? How many ticked a/c? If the numbers of students for and against the road are almost the same, divide the class in this way. If they are totally different, you will have to divide the class arbitrarily into two groups and allocate one group as 'for' and the other as 'against'. Explain that they are going to have a debate, the motion being: 'This town needs a new road'. Embellish the situation a little, giving this further information:

Against: The new road will go around the town and cut through ten kilometres of green fields. It will cost millions of pounds to build. It will take trade away from the shops in the small town. It will probably attract new housing around the new road.

For: The old road through the town is dangerously narrow and there have been several accidents including the deaths of three people. Many children have to cross the road to get to the local school. The air and noise pollution in the town is very high due to the amount of traffic.

Each group has to discuss and write down all the arguments in favour of its motion. They should try to give each member of the group a different point to make. Give them ten or fifteen minutes to prepare their arguments. Then they should present their arguments to the other group. Once both sides have been heard, the students should vote individually and secretly for or against the motion: Should the new road be built? Yes or no? Count up the votes and announce the results.

QUIZ C LEVEL ★★★★★

Are you a new age kid or a traditional teen?

Has anybody ever tried alternative medicines or therapies? What have they tried? What have they heard of? Hand out the quiz page and ask them to skim read the questions. What other alternative arts or therapies are there? What is being referred to in each question?

1 massage/aromatherapy/homeopathy

2 aromatherapy

3 astrology

4 music

5 diet

6 feng shui

7 alternative communities

8 acupuncture

Ask them if they know what these therapies entail.

Encourage them to think of other therapies that heal the body and/or mind, such as spiritual healing, Chinese medicine, yoga, pilates, and so on.

Follow one of the suggested procedures for doing quizzes (see Introduction, page 3), pre-teaching the following words and expressions if necessary:

the 'in crowd', new age, homeopathy, aromatherapy, massage, treatment, calming, supplies, alternative, inner self.

After the quiz ...

Get the students to choose one of the therapies mentioned in the lesson and to go away and research it for a later lesson. If they are genuinely interested in a particular therapy, let them choose that one. If not, allocate different subjects for them to research, ensuring that as great a variety as possible is covered. Once they have had time to do their research, put the students into pairs with another student who has researched the same therapy and get them to prepare a presentation. They should begin with the history and beliefs behind the therapy. They might bring in examples of aromatherapy oils for the class to smell; they could show their fellow students a few yoga positions; or they could rearrange the classroom according to the rules of feng shui and see if they can create a more harmonious atmosphere for learning.

HOW GREEN ARE YOU?

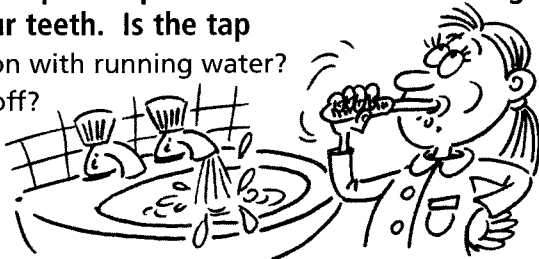
1 It's seven o'clock. It's time to have a wash. Do you have a

- a) shower?
- b) bath?



2 It's quarter past seven. You are brushing your teeth. Is the tap

- a) on with running water?
- b) off?



3 You like your hair to be perfect. Do you use

- a) hairspray?
- b) hair-gel?
- c) nothing?



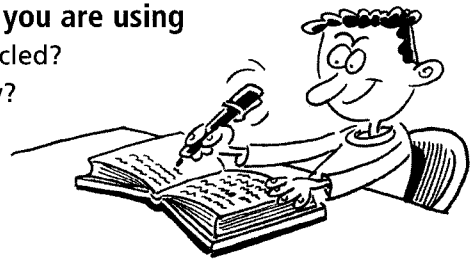
4 You are going to school. Do you go

- a) on foot?
- b) by bike?
- c) by train/bus?
- d) by car?



5 You are at school. You are writing. Is the paper you are using

- a) recycled?
- b) new?



6 It's lunchtime. You are drinking Coca-Cola. Are you drinking it from

- a) a can?
- b) a glass bottle?
- c) a plastic bottle?



7 You finish your coca-cola. Where do you put the can/bottle?

- a) In the bin.
- b) In a recycling bin.
- c) On the floor.



8 You are back at home. You are in your bedroom. How many electrical things (for example, the lights, CD player, radio, etc.) are "on"?

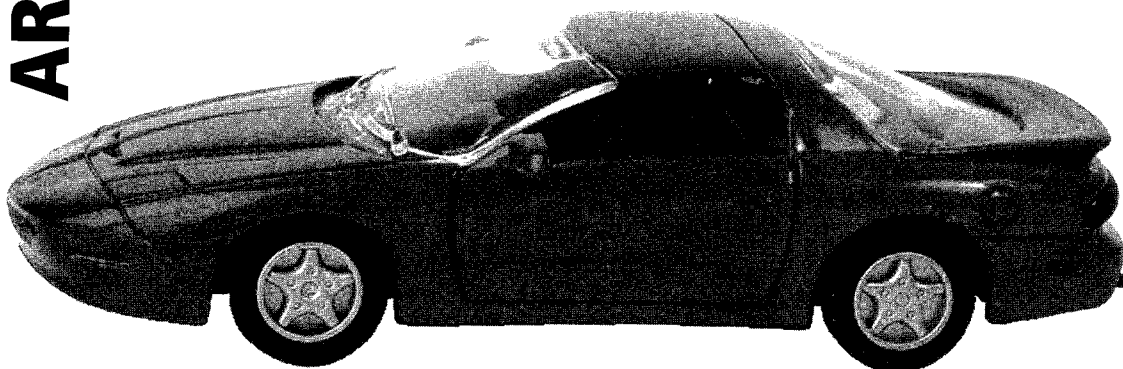
- a) 1-3 things.
- b) 4+ things.



ANSWERS:

1 a = 3 points, b = 0 points: It's better to have a shower. You use less water and energy. 2 a = 0 points, b = 3 points: It's better to turn off the water. You use less water. 3 a = 0 points, b = 3 points, c = 5 points: It's not a good idea to use hairspray. Some bottles have CFCs which are bad for the ozone layer. 4 a = 5 points, b = 5 points, c = 3 points, d = 0 points: It's best to go by foot or by bike. Cars use a lot of energy and pollute the air. 5 a = 3 points, b = 0 points: Recycled paper is best. People cut many trees and use lots of bleach to make paper. 6 a = 3 points, b = 3 points, c = 0 points: Cans or glass bottles are best because you can recycle them. 7 a = 3 points, b = 5 points, c = 0 points: The recycle bin is the best place. But make sure you put your bottle in the correct place. 8 a = 3 points, b = 0 points: Do you really need so many things on at the same time? They all use electricity. **20-30 points:** Good work! You are nature's friend. **10-20 points:** OK. You are trying to help the environment, but you think you are more important. Think again! **0-10 points:** You need to change your lifestyle, before it's too late.

ARE YOU ENVIRONMENTALLY FRIENDLY?



- 1 If your school was organizing a newspaper collection for recycling, what would you do?
 - a) I would take all my family's newspapers to school.
 - b) I would give the magazine I had just finished reading.
 - c) I would collect newspapers from all my neighbours and take them to school.
- 2 If you were old enough to buy a car, which kind of car would you buy?
 - a) I would buy a big, fast car, such as a BMW or a Jaguar.
 - b) I would buy a small car that doesn't use a lot of petrol.
 - c) I wouldn't buy a car. I would use my bike or public transport.
- 3 It is a very hot summer and there is a hose-pipe ban. If all your flowers were dying, what would you do?
 - a) I would water the garden at night when all the neighbours were asleep.
 - b) I would use the water from my bath to water the garden.
 - c) I would let the flowers die.
- 4 If you saw a TV programme about people putting poisonous chemicals in the sea, what would you do?
 - a) I would talk to my parents about it.
 - b) I would join an environmental group, such as Greenpeace.
 - c) I would switch over to my favourite programme on another channel.
- 5 There is a big demonstration in your town to stop a nuclear power station being built. If you had arranged to go to the cinema with your friends on the same day as the demonstration, what would you do?
 - a) I would go to the demonstration and arrange to go to the cinema another day.
 - b) I would go to the cinema.
 - c) I would go to the demonstration if my friends were going too.
- 6 There is too much traffic in your town. There are plans to build a new road to reduce traffic in the town. However, the new road will destroy an area of natural beauty. What do you think people should do about it?
 - a) They should sign a petition against the new road.
 - b) They should be happy about the road because it will make the town a safer place.
 - c) They should go and lie in front of the machines in order to stop the road being built.
- 7 It's National "Get on Your Bike" Day, when people are supposed to use their bicycles instead of their cars. If your mum and dad refused to take part, what would you do?
 - a) I would be very angry with them.
 - b) I would hide their car keys so they couldn't use the car.
 - c) I would agree that "Get on Your Bike" Day is a stupid idea and my parents need to use the car.

FIRST ADD UP YOUR SCORE:

1 a) 1 b) 0 c) 2 2 a) 0 b) 1 c) 2 3 a) 0 b) 2 c) 1 4 a) 1 b) 2 c) 0 5 a) 2 b) 0 c) 1 6 a) 1 b) 0 c) 2 7 a) 1 b) 2 c) 0

0-5 points: You don't really know much about the environment. You probably do care about it, but you don't think that you need to do anything.
6-10 points: You are quite interested in the environment and you are prepared to help protect it ... as long as you haven't planned to do something more interesting.
11-14 points: You are definitely environmentally friendly. You will do anything you can to protect the environment and you try to make your friends and family think about the environment too.

Are you a **New Age kid** or a **Traditional teen**?

Have you ever used homeopathy or other alternative medicines, or do you think it all sounds like a load of rubbish? Is your mind open or closed to natural living? Do this quiz and find out.



1 You are out with a friend when they get a headache. Do you:

- a) find a quiet spot to sit down and lend them your sunglasses?
- b) try to take their mind off it by going to a movie and buying lots of popcorn and chocolate?
- c) take out your bottle of massage oil and massage it into their head?

2 You see an advert for aromatherapy treatment. What do you think?

- a) That will make the bathroom smell fresh and clean.
- b) I'd rather buy a bottle of expensive perfume/aftershave.
- c) I'd love to have it; it sounds so calming.

3 It is your birthday. Reading the newspaper you discover that the moon is in line with Mars and that you will have a good day. Do you believe it?

- a) No way!
- b) Maybe.
- c) Yes.

4 You have an argument with a friend. How do you calm down?

- a) Shout at them.
- b) Listen to whale and dolphin music.
- c) Listen to rap music.

5 Someone tells you olive oil is good for you. What do you do?

- a) Decide it must taste horrible.
- b) Eat it occasionally.
- c) Eat it as much as possible.

6 Your parents tell you they are going to decorate your home and arrange the furniture in each room in a way that will make your family more healthy, happy and successful. They ask if you want to do the same in your room. What do you say?

- a) No, thanks. I like my room as it is.
- b) Quick someone, help me, my parents are aliens!
- c) Sounds great!

7 Which of the following would you like to try?

- a) Two weeks in a five-star hotel with swimming pool, MTV and a pool room.
- b) Surviving for a month on a desert island with no supplies.
- c) Six months living and working in an organized 'alternative' community.

8 If a specialist told you that they could cure a bad headache by sticking needles into your body at various points, would you let them?

- a) Yes, of course.
- b) Absolutely not!
- c) Well, I'd try one first to see if it hurt.

ADD UP THE SCORE AND READ THE ANALYSIS

1 a=2 b=1 c=3

2 a=1 b=2 c=3

3 a=1 b=2 c=3

4 a=1 b=3 c=2

5 a=1 b=3 c=2

6 a=2 b=1 c=3

7 a=1 b=2 c=3

8 a=3 b=1 c=2

8-13: You think your inner self is your stomach and the closest you have ever come to natural living was when you went camping and didn't wash for a week. **14-18** You seem to have some understanding of what natural living and New Age thinking involves, but you have to make a greater effort to take part and change. **19-24** A true New Age kid, you are totally in touch with the benefits and powers of natural living.

Like our books? You'll love our magazines!

What's more, your students will love them too.

When our magazines arrive in your classroom your students will be instantly motivated. They encourage your students to read and communicate in English by focusing on the issues that young people are really interested in. The colourful pages are packed with photos, articles and activities relating to stars from the world of sport and entertainment as well as teenagers from the English-speaking world.

And you'll love our magazines because they bring all this to your classroom:

Culture

a cultural window on the world of English-speaking countries

Cross-curricular development

students improve their language skills through cross-curricular and interpersonal development.

Grammar

an excellent supplement to your course-book, the magazines present grammar in an integrated and motivating way through interactive and varied activities.

Up-to-date issues

the perfect vehicle for reflecting fast changing teenage issues and fashions

Reading

a way of encouraging the often-neglected skill of reading.

And lots of support for you!

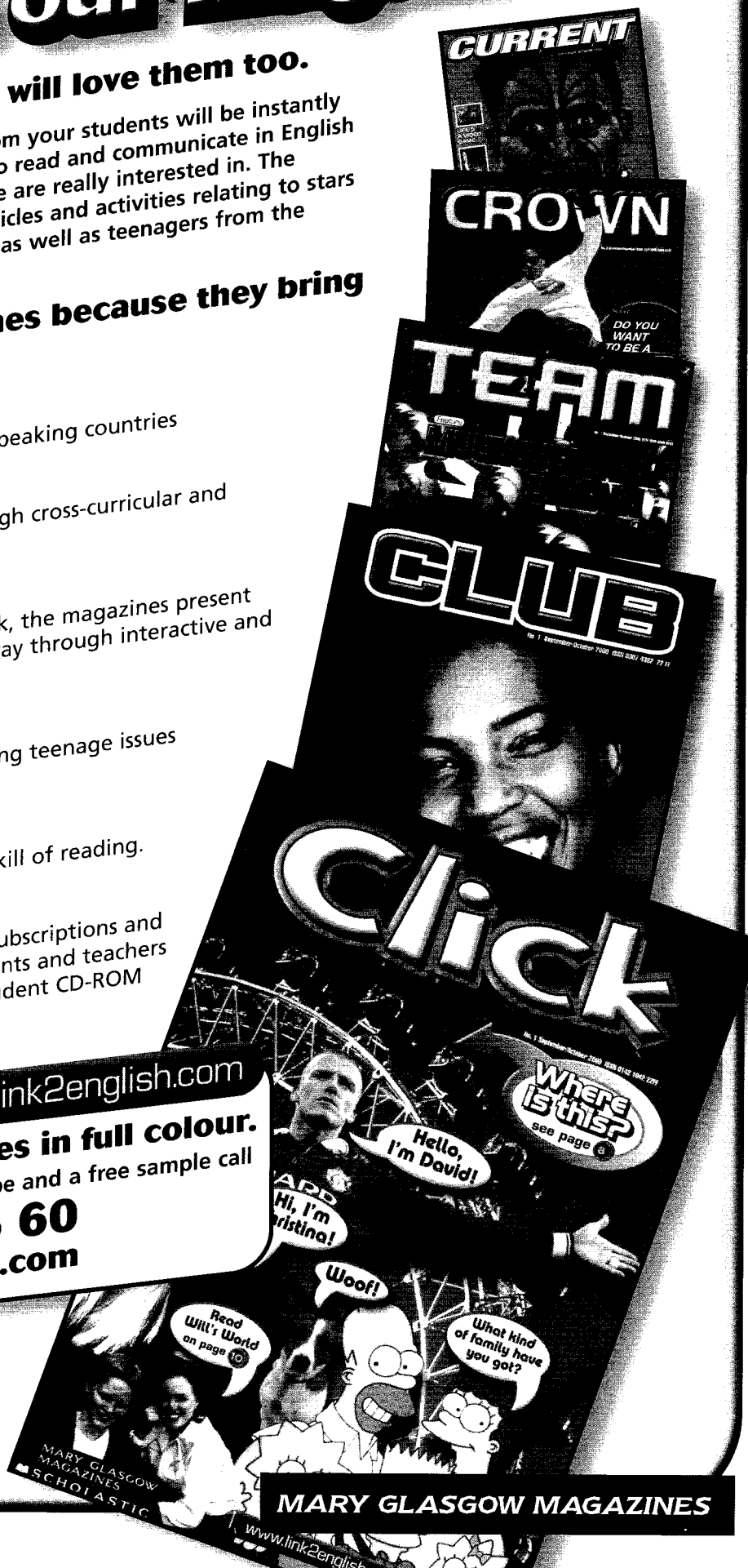
Free teachers' notes come with each set of subscriptions and there are numerous extra activities for students and teachers on our website www.link2english.com. A student CD-ROM and teaching cassette are also available.

Take a look at our website to see our magazines in full colour.

For further information on how to subscribe and a free sample call
+44 (0) 19 26 81 55 60
Or e-mail info@link2english.com



SCHOLASTIC



MARY GLASGOW MAGAZINES

Timesaver Personality Quizzes

(Elementary/Upper Intermediate)

**A photocopiable resource
for busy teachers**

- This 80-page resource provides 50 engaging personality quizzes covering all areas of teenager interest, including Love and Romance, Friendship, Travel and Adventure, Clothes and Fashion, Family and more. The quizzes are attractively illustrated and provide motivating supplementary material which relates directly to teenagers.

- The quizzes in this time-saving resource book are graded by structure and provide practice in the four skills and vocabulary. They are ideal for consolidating a grammar point or for introducing a topic.

- Each quiz is accompanied by activities such as pairwork, group work, discussions and projects.

Level:

Elementary/Upper
Intermediate

ISBN 1-900702 20-7



9 781900 702201

CLASSROOM PHOTOCOPIABLE TIMESAVERS

Ready-made activities for busy teachers!

- **Timesavers** are a series of supplementary photocopiable materials for English teachers to use with students aged 11 and upwards.

- **Timesavers** save teacher preparation time with a wide range of easy-to-use lessons and activities, providing refreshing and motivating ideas for classes at all levels. They are ideal for developing topics, introducing or revising language areas, or supplementing existing course materials.

● Other titles in the *Timesavers* Series

Here is a selection of titles published in this series. You can download sample pages from all of our books from the Teachers' Resource Centre on our website:

 www.link2english.com

Grammar & Vocabulary

TIMESAVER RAPS!

(Elementary/Pre-Intermediate)

ELT songs and jazz chants are brought right up to date with 25 cool raps to support lexical and grammatical development. Fun activities extend the language points and a full index helps the teacher find the right rap.

Skills

TIMESAVER READ AND REACT

(Beginner/Intermediate)

Stimulating, up-to-date texts specifically aimed at teenagers, covering a wide range of topics from Celebrities to Technology; from Animals to Sport. Easy to use and full of interactive games, puzzles and exercises.

TIMESAVER PROJECT WORK

(Elementary/Intermediate)

Seventeen motivating projects - integrating all skills - on wide-ranging teenage topics: from 'Create a New Pop Group' to 'Survive in the Jungle', from 'Design a New Outfit' to 'Create a class Website'. Full teacher's notes for each project provided.

TIMESAVER WRITING ACTIVITIES

(Elementary/Intermediate)

Fun and motivating activities with teenage appeal to stimulate and develop writing, with text messages, postcards, e-mails, letters, online chat room writing, and more. Many activities reflect exercise types in the Cambridge KET and PET exams.