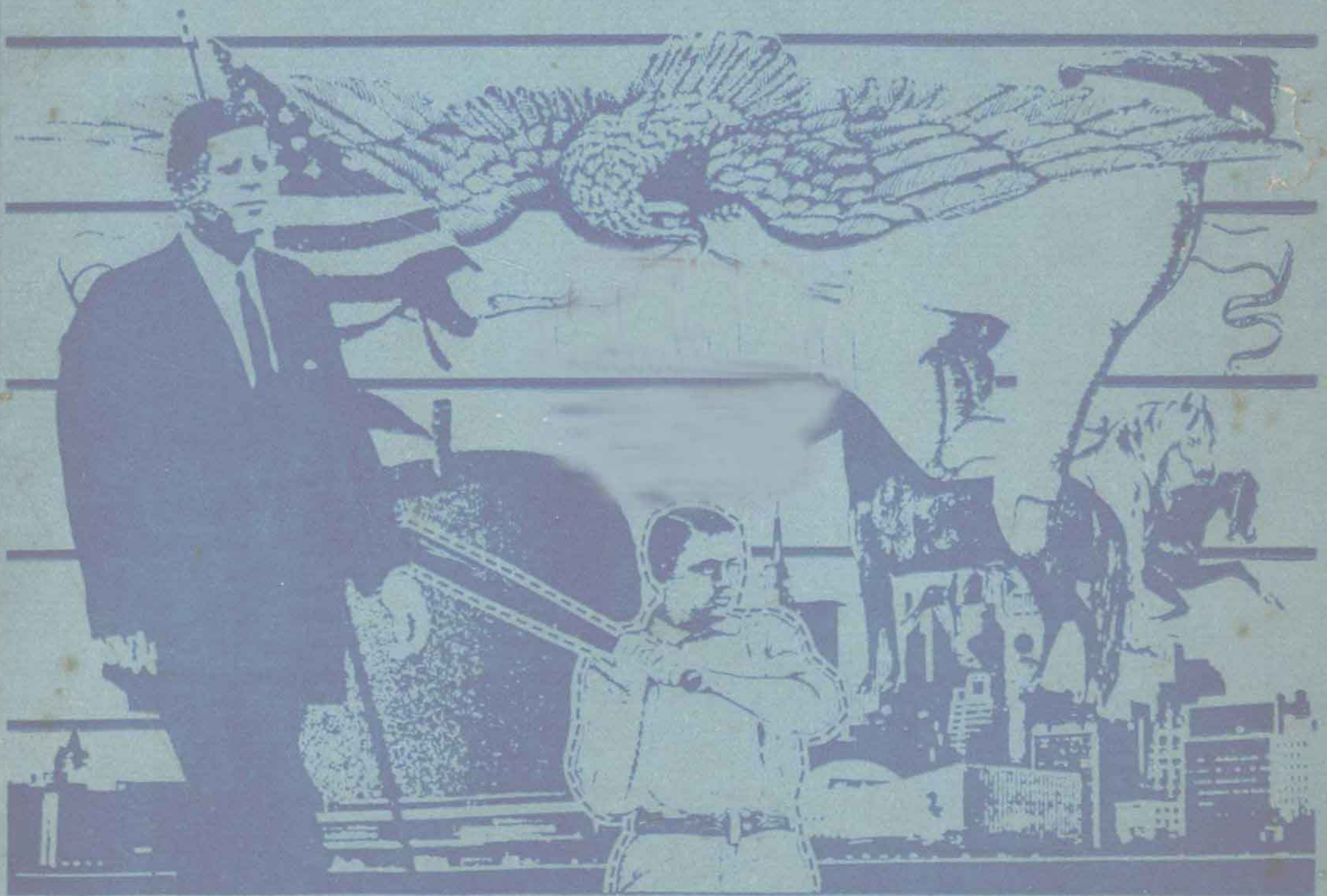


# TALK ABOUT TRIVIA

1001 QUESTIONS



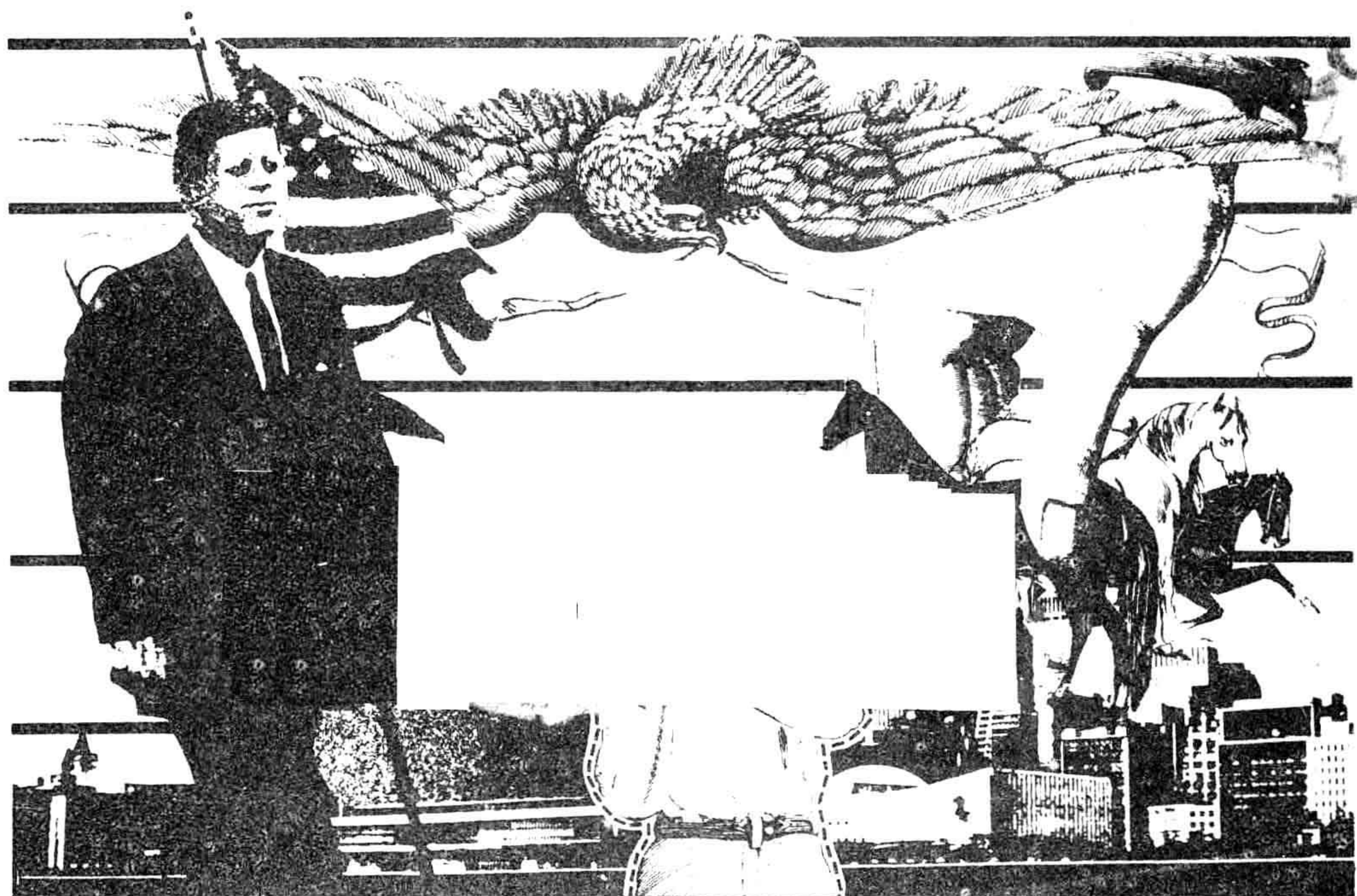
Irene E. Schoenberg

Longman 



# TALK ABOUT TRIVIA

## 1001 QUESTIONS



**Irene E. Schoenberg**

Longman 



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### **Talk About Trivia**

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***For Rita and Paul Steiner  
and  
Jacques and Estelle Schoenberg***

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# **Introduction**

## **I. The purpose of Talk About Trivia**

From the quiz shows of the 1950s to the trivia games of the eighties, millions of people have been thrilled by the experience of matching wits with others. Students of English as a Second Language are no exception. Taking advantage of this phenomenon, **Talk About Trivia: 1001 Questions** challenges the skills of high beginning and intermediate level students—or even young native born Americans—as it helps them to learn aspects of American language and culture in an enjoyable way. Through a series of questions and answers either played as a game or used as a springboard for conversation, vocabulary or grammar classes, students become familiar with important features of American language and civilization.

The questions grew out of years of classroom experience. Many were student inspired. Some questions were included to help foreign students avoid embarrassing situations in the United States. The question about sympathy cards, for example, was included in response to the flow of sympathy cards sent by ESL students at the end of the term to “sympatico” ESL teachers. Other questions consider students’ practical needs such as asking for the rest room or ordering in a restaurant. Most of all, the questions were written for students to have fun while improving their knowledge of American language and lore.

## **II. Components**

**Talk About Trivia: 1001 Questions** includes six discrete categories. Three provide information about American civilization and culture: **General Knowledge about the United States, American Holidays and Special Occasions**, and **American History, Geography and Government**. And three focus on language: **Phrases and Idioms, Vocabulary**, and **Grammar**.

The book is further divided into Part One, intended for high beginning or low intermediate students, and Part Two, for intermediate students. In general Part One is easier in both language and information called for than Part Two. However, to give the game an element of chance, there are a few more difficult questions in Part One and a few easier questions in Part Two. The perforated answer key at the back of the book permits use of the text for self-study as well as in a classroom setting.

## **III. Uses of Talk About Trivia**

**Talk About Trivia** is not a basic text but it adds to basic texts in a variety of ways. It offers a cultural component that can be quantified. It gives the teacher hundreds



of items that stimulate interesting conversations. It allows false beginners to shine in cultural areas while it triggers their interest in vocabulary, grammar, and two-word verbs. The book can be used in game format, in discussion, vocabulary or grammar classes, and in tutorial programs. It is easy and fun to use in self-study.

#### A. For Classroom Use as a Game

The book works equally well in large classes, small ones or in competition between two classes. Students and teachers have enjoyed using the following three stage method for playing the game in class.

**Stage 1 Preparation.** Separate the book into sixteen units, each unit containing one page of questions from each category. Using six different categories allows students to recognize their areas of strength and weakness.

Divide the class into small groups. Group members work together answering all the questions in the unit selected for that session. A great deal of incidental learning takes place as students work hard helping teammates who may not understand a question. The teacher goes from group to group answering questions and checking to make sure all the answers are correct. After all groups have completed the unit, the class is ready for the review.

**Stage 2 Review.** The teacher or students ask questions from the unit just studied and add questions from past units. The class calls out the correct answer. After a rapid review of about five minutes, students are ready to play the game.

**Stage 3 The Game.** The teams set up in Stage 1 remain for the game. To begin, the teacher or a student acting as a Master of Ceremonies for the game, places category labels (from page 115) in a hat and a student from the first team picks a category. This student becomes the spokesperson for the team, but everyone on the team helps choose the correct answer. The teacher or Master of Ceremonies asks a question from the category selected. If the second team thinks the answer is incorrect, it can challenge the answer. If the second team gets it wrong, the next team can try. The team that gets the correct answer wins a point. After the first person on the first team has a turn, the first person on the next team picks a category. This continues until everyone on each team has had at least one turn. Each correct answer gives the team one point. The team with the most points wins.

#### **Variations.**

1. Each student asks one question to each team, including his own. The object is to ask one's team an easy question and one's opponents' teams difficult questions.
2. Eliminate the multiple choices in all but the grammar section of the book to make the game more challenging.



3. Have a time limit of thirty seconds to answer each question.
4. Double the Score. Students choose a new question from a unit they have not yet studied for double points.
5. Put on a quiz show. One student acts as a Master of Ceremonies, interviews contestants, gives away magnificent prizes or billions of dollars while playing his version of **Talk About Trivia**.
6. Play the board game on the back page. The game requires one die, pieces which move around the board and an unmarked book of **Talk About Trivia: 1001 Questions**. The first person or team to get a correct answer in every category wins.

#### B. For Discussion

1. Select a page from the **General Knowledge about the United States** or **American Holidays and Special Occasions** section. Have groups of students find out how each question on the page relates to the countries and backgrounds of those in the group. A spokesperson reports back to the class.
2. Select a few questions from the **General Knowledge about the United States** or **American Holidays and Special Occasions** section that relate to one subject (for example superstitions, food, sports, weddings, new years). Ask students to form groups to discuss how those customs relate to their country. The focus on content encourages spontaneous and meaningful language practice.
3. Questions about the geography, the flag, the national anthem, or the presidents of the United States act as springboards for discussion about other countries.
4. Use of the collage preceding each section helps students become interested in and familiar with questions from that category.

#### C. For Grammar Classes

The **Grammar** section focuses on problem areas for beginning students. Each question can serve as a review or an introduction to a point of grammar. Other sections can give students practice in using grammatical patterns in context, teaching them indirectly. For example:

- a) *Superlatives* are recurrent in the *geography* questions;
- b) The *simple present tense* is used in most of the *general knowledge* and *holiday* questions;
- c) *Mass/count nouns* are practiced in the *vocabulary*, and *phrases* and *idioms* questions. "I'd like to make a toast" versus "I'd like to make some toast" highlights the importance of learning the count/non-count distinction;
- d) *Present time clauses* are salient *throughout* the book;
- e) The *definite article* occurs in the *geography* questions;
- f) The *simple past tense* is prominent in the *history* questions.



#### D. For Vocabulary Classes

Many of the distractors in the vocabulary, and phrases and idioms questions come from classroom experience. Once when a student wanted to know the word for a man getting married, a classmate called out “the broom.” He was quickly corrected by another student who smiled and said, “Not the broom, the gloom.” Another time, a student talked about eating a “kitchen in the chicken,” with a cup of hot “soap.”

Playing the game over again helps students become so familiar and comfortable with the words that they become a part of their active vocabulary. Teachers may use the vocabulary selections for word games and the idioms and phrases for role play.

After studying the vocabulary section, groups of students in higher levels may enjoy working together and writing their own vocabulary questions, using the distractors as the words to be defined.

#### E. For Student-Created Games

Using the questions about American culture and civilization as a model, groups of students or individual students create their own trivia game asking questions about their countries. They then produce a quiz show in which other students become the contestants.

#### F. For Tutorials

Teacher aids or volunteers using the text in small informal groups find communication flows naturally from the desire to share and compare cultures and ideas.

#### G. For Self-Study

By simply going over the questions and answers several times, a student can absorb a great deal of knowledge. (Students should avoid writing in their text so that they can retest themselves).

Consider the above instructions as guidelines or suggestions that need not limit the application of these materials. I’m certain that teachers and students will create their own novel ways of using the questions. My main hope is that students will enjoy learning English as they **Talk About Trivia**.



# **Contents**

*Acknowledgments*

*Introduction*

## **PART ONE**

***General Knowledge about the United States* 1**

***Phrases and Idioms* 10**

***American Holidays and Special Occasions* 19**

***Vocabulary* 28**

***American History, Geography and Government* 37**

***Grammar* 46**

## **PART TWO**

***General Knowledge about the United States* 55**

***Phrases and Idioms* 64**

***American Holidays and Special Occasions* 73**

***Vocabulary* 82**

***American History, Geography and Government* 91**

***Grammar* 100**

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***Guide to Illustrations* 109**

***Answer Key* 111**

***Game Cards* 115**

***Game Board* 117**



# General Knowledge about the United States

## PART ONE



Directions: Complete the sentences.

1. People usually **tip** \_\_\_\_\_.
  - a) movie ushers
  - b) taxi drivers
  - c) teachers
2. **Brunch** is a combination of breakfast and lunch. Americans usually eat brunch on \_\_\_\_\_.
  - a) Sunday
  - b) Tuesday
  - c) Friday
3. At the movies people often eat \_\_\_\_\_.
  - a) **popcorn**
  - b) **grapes**
  - c) **nuts**
4. In restaurants we usually leave a \_\_\_\_\_.
  - a) **25–35% tip**
  - b) **10–20% tip**
  - c) **40–50% tip**



**2** GENERAL KNOWLEDGE ABOUT THE U.S. A.

5. A **professor** teaches in a \_\_\_\_\_.
  - a) high school
  - b) junior high school
  - c) college or university
6. **English muffins, french toast and danish pastry** are \_\_\_\_\_.
  - a) Rock groups from Europe
  - b) popular foods
  - c) dances from Europe
7. Many people think the number **thirteen** brings \_\_\_\_\_.
  - a) happiness
  - b) money
  - c) bad luck
8. A **VIP** is a \_\_\_\_\_.
  - a) very important person
  - b) very interesting person
  - c) very intelligent person
9. **NBC, CBS and ABC** are \_\_\_\_\_.
  - a) government agencies
  - b) medical groups
  - c) television stations
10. **Kindergartens** are for \_\_\_\_\_.
  - a) five-year-olds
  - b) teen-agers
  - c) flowers
11. **12 P.M.** is \_\_\_\_\_.
  - a) lunch time
  - b) bed time
  - c) dinner time
12. The paper money in the United States is \_\_\_\_\_.
  - a) **the dollar**
  - b) **the pound**
  - c) **the penny**
13. Most **movies** are made in \_\_\_\_\_.
  - a) San Francisco
  - b) Chicago
  - c) Hollywood
14. A **spelling bee** is \_\_\_\_\_.
  - a) a flying insect
  - b) a spelling contest
  - c) a speeding car



15. **Albert Einstein** was an American \_\_\_\_\_.  
a) poet  
b) scientist  
c) artist
16. When a teacher enters the class, the students \_\_\_\_\_.  
a) **stand up**  
b) **clap**  
c) **look up**
17. The **check room** in a restaurant is the place to \_\_\_\_\_.  
a) pay for your meal  
b) leave your coat  
c) wash your hands
18. Four **common last names** in the United States are \_\_\_\_\_.  
a) Jack, Mary, Daniel, Janet  
b) Johnson, Smith, Brown, Jones  
c) Billy, Jimmy, Suzy, Scottie
19. At **7 P.M.** and **11 P.M.** many people watch \_\_\_\_\_.  
a) quiz shows  
b) cartoons  
c) the news
20. There are no **TV advertisements** for \_\_\_\_\_.  
a) cigarettes  
b) toys  
c) shampoo
21. **Elvis Presley** was the king of \_\_\_\_\_.  
a) Country Western music  
b) Jazz  
c) Rock and Roll
22. The **shortest day** of the year is \_\_\_\_\_.  
a) June 21  
b) December 21  
c) March 21
23. **Newsweek** and **Time** are the names of \_\_\_\_\_.  
a) newspapers  
b) TV programs  
c) magazines
24. A movie **rated "G"** means the movie is OK for \_\_\_\_\_.  
a) girls  
b) grown-ups  
c) everyone



25. **Muhammed Ali** is a boxer. His name used to be \_\_\_\_\_.  
a) Mr. T.  
b) Omar Khayyam  
c) Cassius Clay
26. A car with the letters **MD** on the license plate belongs to a \_\_\_\_\_.  
a) diplomat  
b) doctor  
c) detective
27. **Snoopy** is a famous comic strip \_\_\_\_\_.  
a) dog  
b) detective  
c) pilot
28. **Dustin Hoffman, Paul Newman** and **Robert Redford** are famous \_\_\_\_\_.  
a) journalists  
b) baseball players  
c) actors
29. Many stores close every \_\_\_\_\_.  
a) **afternoon**  
b) **Sunday**  
c) **Saturday**
30. A popular show for very young children is called \_\_\_\_\_.  
a) **Sesame Street**  
b) **Sesame Seed**  
c) **Open Sesame**
31. Americans often eat **raw** \_\_\_\_\_.  
a) fish  
b) meat  
c) vegetables
32. **Lucille Ball, Woody Allen, Bill Cosby** and **Jerry Lewis** are \_\_\_\_\_.  
a) singers  
b) dancers  
c) comedians
33. When you **set the table**, you put the knife and spoon \_\_\_\_\_.  
a) to the right of the plate  
b) to the left of the plate  
c) above the plate
34. You put your **thumb up**. That means someone \_\_\_\_\_.  
a) did very badly  
b) did very well  
c) sneezed



35. Children **attend public school** from \_\_\_\_\_.  
a) September through June  
b) October through July  
c) November through August
36. In business, when people reach an agreement, they usually \_\_\_\_\_.  
a) **bow**  
b) **shake hands**  
c) **wave**
37. A student wants **to ask a question** in class. He should raise \_\_\_\_\_.  
a) two fingers  
b) his eyebrows  
c) his hand
38. In the United States you can write the date **January 4, 1946**, \_\_\_\_\_.  
a) 1/4/46  
b) 4/1/46  
c) 46/4/1
39. **Young married couples** usually live in \_\_\_\_\_.  
a) the home of the wife's parents  
b) the home of the husband's parents  
c) their own home
40. Some people think it is **bad luck** to break \_\_\_\_\_.  
a) a window  
b) a mirror  
c) a glass
41. The **dollar sign** is \_\_\_\_\_.  
a) \$  
b) ¢  
c) D
42. Americans usually wear their **wedding rings** \_\_\_\_\_.  
a) on the fourth finger of the right hand  
b) on the fourth finger of the left hand  
c) on the fifth finger of either hand
43. **Eleven o'clock in the morning** in New York is \_\_\_\_\_.  
a) eight o'clock in the morning in California  
b) two o'clock in the afternoon in California  
c) eleven o'clock in the morning in California
44. Most people eat their **biggest meal** \_\_\_\_\_.  
a) in the morning  
b) at noon  
c) in the evening



**6** GENERAL KNOWLEDGE ABOUT THE U.S.A

45. For **lunch** many children eat \_\_\_\_\_.  
a) bread and chocolate  
b) meat pies and pudding  
c) peanut butter and jelly sandwiches
46. The **NBA** is \_\_\_\_\_.  
a) the National Birdwatchers Association  
b) the National Boaters Association  
c) the National Basketball Association
47. The **average work week** is \_\_\_\_\_.  
a) 45-50 hours  
b) 25-30 hours  
c) 35-40 hours
48. When you go to a friend's house, you **take off** your \_\_\_\_\_.  
a) shoes  
b) coat  
c) jewelry
49. For **breakfast** people often eat \_\_\_\_\_.  
a) eggs  
b) soup  
c) salad
50. A woman who is **six feet tall** is \_\_\_\_\_.  
a) very short  
b) very tall  
c) medium height
51. If you find a **four leaf clover**, you will \_\_\_\_\_.  
a) fall in love  
b) fall off a ladder  
c) have good luck
52. People often **kiss** \_\_\_\_\_.  
a) when they are first introduced  
b) when they see a close friend after a long time  
c) whenever they see a friend
53. The second most widely spoken language in the United States is \_\_\_\_\_.  
a) **Spanish**  
b) **Italian**  
c) **Chinese**
54. When you write to your uncle Daniel and his wife, Gabrielle, you write to \_\_\_\_\_.  
a) **Mr. and Mrs. Daniel Evans**  
b) **Mr. and Mrs. Gabrielle Evans**  
c) **Mrs. and Mr. Daniel Evans**



55. Your teacher's name is Victor Barnes. You **call him** \_\_\_\_\_.  
a) Barnes  
b) teacher  
c) Mr. Barnes
56. **Ms.** is the title used before the last name of \_\_\_\_\_.  
a) only married women  
b) only unmarried women  
c) married and unmarried women
57. You buy tickets for a play at the \_\_\_\_\_.  
a) **post office**  
b) **box office**  
c) **Oval Office**
58. **Jesse Owens** won a gold medal at the 1936 Olympics for \_\_\_\_\_.  
a) running  
b) swimming  
c) basketball
59. What sports event takes place **in a diamond**? \_\_\_\_\_.  
a) hockey  
b) baseball  
c) volleyball
60. **During a meal**, people in the United States \_\_\_\_\_.  
a) never talk  
b) rarely talk  
c) usually talk
61. A person **bows** when he has \_\_\_\_\_.  
a) met a friend  
b) sung or danced for many people  
c) met an older person
62. The **most popular pet** in the United States is the \_\_\_\_\_.  
a) chicken  
b) rabbit  
c) dog
63. You need help with a telephone call so you ask for the \_\_\_\_\_.  
a) **call girl**  
b) **operator**  
c) **police**
64. The **weekend** is \_\_\_\_\_.  
a) Saturday and Sunday  
b) Sunday  
c) Saturday