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新要求大学英语

Inside Out

综合教程

课堂活动

Resource
Pack

第二册

Intermediate



上海外语教育出版社
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出版前言

21世纪,我国经济和社会发展进入新的阶段,对人才的需求亦不断提高,高等教育面临新的形势和任务;英语教育加强培养大学生的英语综合能力,特别是听说能力,已是当务之急。

2004年6月,教育部颁布了《大学英语课程教学要求(试行)》,对学生英语能力、课程设置、教学模式和教学评估等提出了明确要求,这意味着教学手段、教材编写和出版方面的一系列变革。作为全心致力于我国外语教育事业发展的出版者,我社经过广泛比较和调研,决定引进英国著名教育出版机构——麦克米伦出版公司的全球畅销教材 *Inside Out* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

1. 设计编写以学生为中心:完全采用注重学生知识和情感“参与”的教学策略,回答问题、讨论等开放式题型取代了机械的练习,鼓励学生结合日常生活信息来学习和运用新知识,充分体现了学生在学习过程中的主体地位。

2. 选材全面,来源真实,语言地道:教材各单元按主题划分,每个单元内又包含若干子主题,使所有学生均“有话可说”。课文选自国外的报刊、小说、网站、个人交往材料等;音像材料选自访谈、戏剧、流行歌曲等,让学生接触到真实生活中的地道英语。真实的语境、合适的话题、丰富的内容、新颖的课堂活动,能够唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听、说、读、写能力,深入了解英语国家的文化和社会知识,有效培养他们的英语交际能力。

3. 各种技能训练紧密契合,浑然一体:语法、词汇、口语、听力和写作的讲授或训练环环相扣,特色鲜明。语法学习分语言分析、强化练习和实际运用三个步骤,充分结合课文场景和学生自身生活,注重个性化;单词采用情景记忆法,利用上下文和与单元内容相关的练习形式,在课堂上和课后反复操练,注重系统性,帮助学生积极高效积累词汇;口语练习与单元主题、词汇和语法相互关联,为学生提供了学以致用机会,内容上则鼓励学生讲述真人真事,从而激发学生的交流意愿,使学生更加投入,有效提高英语表达的流利度;视听材料借助VCD、CD,用生动的题材、丰富的体裁、多样化的语言材料,为学生提供了生活中英语运用的真实例子,训练学生对日常英语的听力技能,增强他们用英语交际的自信;写作自成体系,包含在练习册中,训练学生对记叙文、议论文、信件等多种体裁的写作能力。

4. 立体化的教学资源:《新要求大学英语》共5级(含预备级,适合大学不同起点的学生使用),是一套立体化教材,课本、录音磁带和CD、多媒体光盘和网站紧密结合,互相支持。

课本以综合教程学生用书为核心,配有教师手册、练习册、课堂活动、视听说学生手册和视听说教师手册。

教材支持网站是 www.insideout.net,为教师提供了丰富的教学资源,也提供了一个与世界各地的教师交流的平台;网站还包含E-lesson,每周更新,并附有教学指南,供教师免费下载,用于课堂教学。

《新要求大学英语》是一套经过教学实践检验、旨在培养学生英语综合能力、特别是听说能力的英语教程。在当前英语教学环境和条件发生重大变化,各高校积极探索运用电脑和网络进行教学的情况下,本教材的立体化特征使之适于各校根据实际条件选择使用,尝试多种教学模式和教学手段。我们深信,本套教材是贯彻《大学英语课程教学要求(试行)》、提高教学质量、培养高层次人才的最好选择之一。

Introduction

This Resource Pack for teachers contains over 40 practice activities for intermediate students of English. It is designed to be used with Inside Out Intermediate Student's Book.

Eleven practising teachers have contributed activities, so you'll find a wealth of different ideas for practising skills and specific language points. All the activities have been tested in the classroom.

Using the worksheets

You can use the activities in many different ways. For example:

- to extend the lessons in the student's book
- as revision of points in the student's book, for example at the beginning of the following lesson
- to supplement other courses
- as a basis for standby lessons

How to use the resource pack

Each activity consists of one photocopiable worksheet original. The originals have been designed for maximum clarity when photocopied. However, if your photocopier has the facility to enlarge, you may sometimes find this useful – particularly for board games or worksheets which are to be cut up into cards.

Each original appears on the right-hand page, with teacher's notes on the left-hand page so that you can see them both at the same time. The notes explain the aims of the activity, describe the task, tell you what you need to do to prepare and then give a step by step lesson plan. This makes them easy to use if you haven't been teaching long, but it also is a terrific time-saver for experienced teachers. Regard the lesson plans as a starting point. As you use the worksheets you'll find your own ways of making the best of them in class. Some of the worksheets need cutting up into sections. To make these easier to handle in the classroom, glue them onto small pieces of card – index cards or blank business cards, available from most stationer's, are ideal. After the lesson, file the cards in an envelope for the next time you use them. Write the name of the activity and the number of cards on the outside.

Some activities require multiple sets of cards. In these cases, it is a good idea to distinguish each set in some way. Put a different mark, preferably in

different coloured pens, on the cards from each set. Or, even better, photocopy them on different coloured papers. This will save you time when you re-file them at the end of the lesson.

Over to you

If you have any comments about Inside Out – suggestions, criticisms or even praise – send us an email at insideoutmail@mhelt.com. Alternatively, there's a feedback form on our website at www.mhelt.com. Your opinions will help to shape our future publishing.

If you're interested in writing worksheets for our photocopiable resource packs, let us know. Send an email to authors@mhelt.com. Tell us what you're interested in, for example, general or business English, or perhaps a particular level or type of worksheet. Include a brief outline of your experience and qualifications, but don't, at this stage, send any sample materials.

Contents

Worksheet	Timing (minutes)	Task	Aim (lexis, grammar, pronunciation, skills)
1A <i>You in pictures</i>	15-30	To choose images to represent the student's own character.	To activate and practise language related to personal characteristics.
1B <i>Reasons to be famous</i>	45	To role play an interview with a famous person. To write a short biographical article.	To practise basic question forms in the main tenses and with modals.
1C <i>Questions, questions, questions</i>	30	To find, write down and ask and answer questions.	To practise recognizing, answering and asking questions.
2A <i>Blockbuster</i>	45-60	To prepare an outline for a film using prompts from the worksheet.	To practise writing the outline of a narrative.
2B <i>Crosswords</i>	45	To write and exchange crossword clues.	To distinguish between <i>-ed</i> and <i>-ing</i> adjectives.
2C <i>The stress test</i>	30	To answer a questionnaire.	To practise vocabulary linked to the themes of stress and relaxation.
3A <i>Love is ...?</i>	35	To talk about and grade different romantic situations.	To practise using adverbs of degree.
3B <i>Irregular battleships</i>	30-40	Spelling game	To practise the spelling of irregular verbs.
3C <i>Parents' day</i>	40-50	To simulate a parents' visiting day at a school.	To practise being tactful.
4A <i>Moments in American history</i>	10-15	To ask and answer questions about past events.	To practise the difference between the past simple and past continuous.
4B <i>Guess the sport</i>	20-25	To guess the correct sport by asking questions.	To practise vocabulary related to sports and sporting events. To practise yes/no questions and short answers.
4C <i>A windfall</i>	15-20	Active dictation.	To practise listening for key words in a narrative and using them to re-tell the story.
5A <i>Clueless</i>	30	To complete a crossword.	To practise defining clauses.
5B <i>School jokes</i>	15-20	To match two halves of a joke.	To practise listening and speaking in a humorous context.
5C <i>When I was at school ...</i>	30	To talk about schooldays and experiences related to that time.	To practise defining relative clauses within the communicative context of 'education'.
6A <i>A true crime story</i>	25-30	To re-tell a story.	To practise crime vocabulary.
6B <i>Making news</i>	30-40	To put together and tell a story, using picture cards.	To practise forms of the past tense verbs (both regular and irregular).
6C <i>Hi! How are you?</i>	20-40	To mime events.	To practise using the present perfect for news events.
7A <i>The dinner party</i>	45	To choose guests for a dinner party, devise a seating plan and write a menu for them.	To practise expressing opinions and vocabulary of food.
7B <i>Fiesta</i>	40-50	To present information to a committee to bid for a contract for the organization of a school trip. To discuss and decide on the best bid.	To practise presenting information, discussing and decision-making.
8A <i>True or false?</i>	20-30	To make a list of true and false statements.	To practise tenses and aspects.
8B <i>Dominoes</i>	15-20	To complete sentences using word dominoes.	To practise prepositions.
8C <i>Phonetics guessing</i>	40-50	Vocabulary guessing.	To practise the recognition of sounds and phonetic symbols.

Worksheet	Timing (minutes)	Task	Aim (lexis, grammar, pronunciation, skills)
9A <i>By the year 10,000</i>	20	To produce a class survey of predictions about the future.	To practise using <i>will</i> for predictions.
9B <i>Interpreter</i>	30	To simulate an act of communication between two people that speak different languages with the help of an interpreter.	To practise reported speech.
9C <i>The wedding</i>	40	To act out a dialogue.	To practise the sound /ə/ in connected speech.
10A <i>How well organized are you?</i>	about 20	To complete a questionnaire about personal organization and time management.	To practise lexis relating to time and personal organization.
10B <i>Rules and regulations</i>	30–40	To write a set of rules and regulations (obligation, permission, prohibition and no obligation) that apply to a given place.	To practise using modals of obligation and permission. To practise paraphrasing.
10C <i>Detectives</i>	20–30	To piece together a story using clues.	To practise time expressions / discussion.
11A <i>Useless information</i>	20	To exchange information.	To practise numbers.
11B <i>Postcards</i>	20	To complete two postcards – one sent from a bad holiday, one from a good holiday.	To enable learners to practise the language of describing places, travel and geographical location.
11C <i>Globetrotters</i>	30	To choose the best candidate for an award.	To practise the present perfect.
12A <i>Lies and statistics</i>	30	To determine which facts are true, and which are false. Sentence auction.	To practise speaking and listening.
12B <i>Food, sleep and shelter</i>	15	To put words in the correct category.	To revise and reinforce vocabulary from Unit 12 in Inside Out Student's Book.
12C <i>Just a minute!</i>	20–30	To fill in a grid with countable and uncountable nouns.	To practise countable and uncountable nouns.
13A <i>Know-it-alls</i>	20	To prepare and ask questions about other students' areas of knowledge.	To practise asking and answering questions.
13B <i>Make & do</i>	15–20	To mime an action involving a <i>make</i> or <i>do</i> expression for other students to guess.	To revise and practise collocations of <i>make</i> and <i>do</i> .
13C <i>Feng Shui</i>	30	To follow instructions to furnish an office according to the rules of Feng Shui.	To review and practise various structures, including conditionals.
14A <i>Dress to kill</i>	20	To decide how someone should dress for a job interview.	To practise descriptions and vocabulary of clothes.
14B <i>First impressions</i>	about 20	To agree on a list of do's and don'ts for an interview.	To practise talking about clothes and personal appearance, giving advice, negotiating, expressing opinions.
15A <i>If ...</i>	20	To create a chain of conditional sentences.	To practise using conditionals.
15B <i>I wish</i>	20	To complete wishes and guess who wrote them.	To practise the <i>I wish ...</i> structure.
15C <i>Then and now</i>	40–45	To exchange and compare personal information about the past and the present.	To practise asking and answering questions.
16A <i>How well do you know your classmates?</i>	20	To guess the answers to questions about your classmates and check whether or not you are correct.	To practise question forms.
16B <i>The bear who could let it alone</i>	15	To read a story and replace symbols with the words they stand for.	To consolidate basic uses of prepositions and conjunctions.

1A You in pictures

Jon Hird

Type of activity

Discussion. Pair and group work.

Aim

To activate and practise language related to personal characteristics.

Task

To choose images to represent the student's own character.

Preparation

Make one copy of the worksheet for each student. Take a few minutes to look at the pictures yourself. Think about what the pictures signify to you – although these interpretations may be different for everyone.

Timing

15–30 minutes

Procedure

- 1 Give each student a worksheet.
- 2 Ask the students to think about their own character and to choose the *five* images that best represent this. Then, tick or circle them.
- 3 Ask the students to complete the sentences at the bottom of the worksheet.
- 4 In pairs or small groups, the students explain their choices to each other.

Follow up

Hold a brief open class discussion of which images best represent the class as a whole. Encourage discussion of which characteristics each of the images could represent.

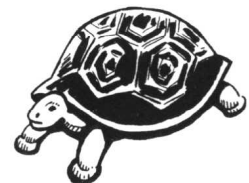
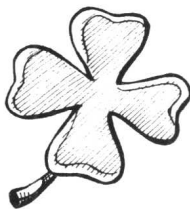
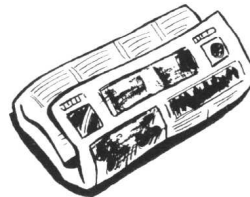
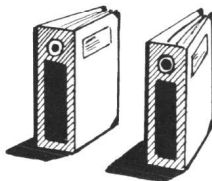
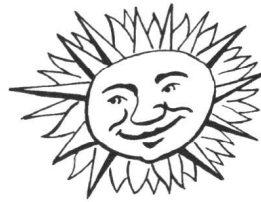
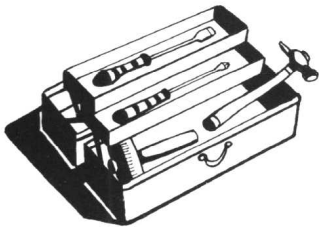
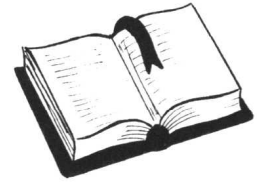
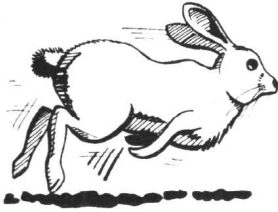
Notes & comments

For classes where the students know each other well, variations on stage 4 above are:

- Students guess their partner's choices before the discussion.
- With the writing at the bottom folded out of sight, the worksheets are collected and then randomly distributed. The students have to guess whose worksheet they have got before the discussion can take place.
- With the writing at the bottom folded out of sight, the worksheets are collected and then put on the walls of the classroom. The students walk around the room, in pairs or small groups, deciding whose is whose.

1A You in pictures

Look at the pictures below. Choose the five that best represent you.



The pictures that best represent me are ...

- ... the _____ because _____
- ... the _____ because _____
- ... the _____ because _____
- ... the _____ because _____
- ... the _____ because _____

The pictures that best represent the class are _____
because _____

1B *Reasons to be famous*

Tania Bastow and Ceri Jones

Type of activity

Speaking and writing. Group work, pair work and individual work.

Aim

To practise basic question forms in the main tenses and with modals.

Task

To role play an interview with a famous person.
To write a short biographical article.

Preparation

Make one or two copies (depending on class size) of the worksheet and cut them up into cards – a sentence and a picture on each card.

Timing

45 minutes

Procedure

- 1 Divide the class into two groups. Ask one group to brainstorm answers to the question: 'What are people famous for?' Ask the other group to brainstorm answers to the question: 'What information do people like to know about famous people?'
- 2 Ask the two groups to report back on their discussion.
- 3 Divide the students into pairs. Tell them that they have all suddenly become famous and give everyone a 'Reasons to be famous' card. (Use the blank cards if you need them. Students can write in their own 'Reasons to be famous'.) Allow a minute or two for students to check vocabulary – either with you or in dictionaries.
- 4 Explain that they are going to interview each other for a glossy magazine (like *Hello!*). Tell them that the person they are going to interview is incredibly busy and can only spare five minutes for the interview, and they need to find out as much interesting information as possible in the time given. After five minutes, tell the students to swap roles.
- 5 Ask the students to work individually and write the opening paragraph for their article. When they've finished, let them read each other's work.

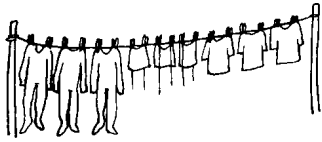
Follow up

Ask students to bring in passport-size photographs of themselves, and the articles and photographs could be displayed on a 'Class Biographies' poster.

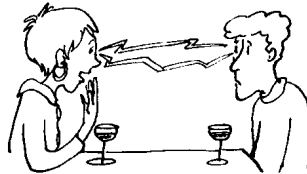
Notes & comments

This activity works well with classes who do not know each other very well and can be used as an extended icebreaker. It is also a good diagnostic activity at the beginning of a course. *Hello!* is a popular British magazine that often has interviews with celebrities and photos of their houses and families.

1B Reasons to be famous



You are the mother/father of 12 children and next month you are expecting triplets.



You have just discovered you can read people's minds.



You are the invisible man/woman.

$$K > GA^2 + GB^2 + GC^2$$

$$R = \sqrt{K} = \sqrt{GA^2 + GB^2 + GC^2}$$

$$K < \frac{16}{B} E \quad !!!$$

You were born in 2400 and are the inventor of time travel.

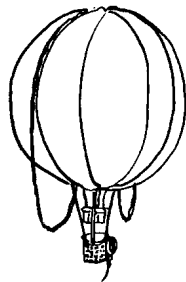


You saved the world from a computer-generated disaster.

You have just published your first novel and it is already a best-seller.



You have just flown around the world in a hot-air balloon.



You have just discovered a cure for the common cold.

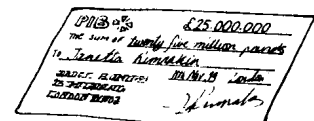
You are the first person who has been on holiday to the moon.



Your name is Jonah. You have survived being swallowed by a whale.



You have just woken up after 20 years in a coma.



You won a record-breaking £25m on the lottery exactly a year ago today and you are giving your first interview to the press.

It is your 150th birthday. You are officially the oldest person on Earth.



You are the first extraterrestrial being to announce your arrival on Earth.



You have just got engaged to

You are _____

You are _____

You are _____

1C Questions, questions, questions

Jon Hird

Type of activity

Reading, writing and speaking. Pair work.

Aim

To practise recognizing, answering and asking questions.

Task

To find, write down and then ask and answer questions.

Preparation

Make one copy of the worksheet for each student.

Timing

30 minutes

Procedure

- 1 Give out one worksheet for each student. Tell students to read through the answers and check the meanings of any words they don't understand, either with you or using dictionaries.
- 2 Working in pairs, the students have to find all the questions and write them next to the appropriate answers.
- 3 The students now take turns to ask each other these questions, writing down their partner's answers in the spaces on the worksheet. Encourage the students to ask follow-up questions to find out more information, e.g. 'What's your favourite city?' 'Madrid. And yours?' 'London.' 'Why London?'
- 4 Ask each student to report back three things they have learned about their partner.

Answers

Have you got a pet?
Where would you like to be right now?
Do you play a musical instrument?
Would you like to go to the moon?
Which country would you most like to visit?
How often do you speak English?
Who is your favourite singer?
Are you reading a book at the moment?
Could you speak English when you were ten?
What kind of music do you like?
How many countries have you been to?
Which is your favourite city?
Have you ever been to the UK?
Are you any good at cooking?
Have you got any children?
Can you count to ten in five languages?
How are you feeling right now?
Who chose your name?
What were you doing at midnight last night?
What is your favourite colour?

Follow up

The students can find out more about each other by asking further questions.

Notes & comments

A time limit can be imposed for stage 2 – say 10 minutes – with the pairs sharing their findings if they haven't found all the questions when this time has elapsed.

Find twenty questions and then write them next to their answers.

wherisholdwherowhichisyourfavouritecityhwothuldemwhetcanytwouldyouliketogoto
themoonsyouduifydoeahaveyougotanychildrenwitcthwhiydobilpsdoyouplayamusical
instrumentghieslhowhoinwasdoemycouldyouspeakanyenglishwhenyouweretenwhay
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ketoberightnowofdo Yudoyuolivatwhatisyourfavouritecolourhwomucthdoitothasyhav
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Your partner's answers

?	A goldfish called Jimi.	
?	On a beach in Thailand.	
?	The banjo.	
?	As long as I could come back.	
?	Probably Mongolia.	
?	Every day, usually.	
?	Frank Sinatra.	
?	No, not at the moment.	
?	A little bit.	
?	Country and Western, mainly.	
?	Fifteen or so.	
?	Delhi.	
?	Yes, a couple of years ago.	
?	Well, I can make an omelette.	
?	Not yet.	
?	No, only four.	
?	A little tired, actually.	
?	My mother, I think.	
?	Getting ready for bed.	
?	Purple.	

2A Blockbuster

Nicholas Sheard

Type of activity

Speaking, writing. Pair work and group work.

Aim

To practise writing the outline of a narrative.

Task

To prepare an outline for a film using prompts from the worksheet.

Preparation

Make one copy of the worksheet for each group of three or four students.

Take a short video clip from a well-known film.
(Optional)

Timing

45–60 minutes

Procedure

- 1 If you have a TV and video, play the first 3 minutes of a well-known film for the students. Otherwise, write the title of a film on the board (e.g. 'Star Wars'). Ask them what type of film it is (e.g. 'science fiction').
- 2 Brainstorm different categories/genres of film and write them on the board, e.g. *romance, adventure, drama, comedy, musical, western, thriller, horror, action, science fiction, animation, documentary*. Elicit films the students have seen in each of the categories.
- 3 Divide the students into groups of three or four.
- 4 Tell them they are going to write an outline for a film. The group with the best outline will get (a notional) \$100 million to make their movie.
- 5 Give each group a copy of the worksheet. Ask them to choose at least three items from each column.
- 6 The groups build up the details of a plot, using their chosen location, characters, props and events. Set a time limit. Circulate and help them with vocabulary and ideas as necessary. Each group also thinks of three

possible titles for their movie and chooses the actors and actresses to appear in their film.

- 7 Each group, in turn, presents its outline to the rest of the class. The class then decides which of the three titles is the best for the movie that has been described.
- 8 After the presentations, the class votes for the best idea (they can't vote for their own) and a winner is declared.

Follow up

Students write a scene from their film with dialogue. They then rehearse and act out the scene (this could be filmed if your school has a video camera).

Notes & comments

As an alternative for larger classes: each group invents one title for their movie and gives it to the teacher, who writes up all the titles on the board. The class listens to the presentations and guesses which title was written for each film outline.

2A Blockbuster

Choose at least three items from each column.

Location	Characters	Props	Events
A haunted house	A robot	A sword	An explosion
A museum	A model	A gun	A chase
A church	An inventor	A book	A party
A spaceship	A baby	Poison	A festival
A desert	A cowboy	A diamond	A trial
Australia	A soldier	A code	A race
Antarctica	A doctor	A bomb	A competition
Mars	An explorer	A key	An investigation
A farmhouse	A politician	A password	A fight
A swimming pool	A monster	A picture	A battle
A school	A giant	A clue	A discovery
A hotel	A cook	A maze	A phone call
A theatre	A policeman	A magic lamp	A test

2B Crosswords

Tania Bastow and Ceri Jones

Type of activity

Writing. Group work.

Aim

To distinguish between *-ed* and *-ing* adjectives.

Task

To write and exchange crossword clues.

Preparation

Make one copy of the worksheet for every two students and cut it into four as indicated.

Timing

45 minutes

Procedure

- 1 Divide the class into two groups: group A and group B. Explain that they are going to write crossword clues for each other.
- 2 Give each member of group A a copy of 'Crossword A: the solution'. Give each member of group B a copy of 'Crossword B: the solution'.
- 3 Allow them a few minutes to check on any words they are unsure of, either with you or in their dictionaries.
- 4 Within each group put the students in pairs.
- 5 Ask the pairs to write a crossword clue for each word. Students should not write their clues on the crossword solution.
- 6 Circulate and monitor, helping with vocabulary and any other problems.
- 7 When they have completed the clues, take the clues from the pairs in group A, and give them to the pairs in group B, with the appropriate crossword and vice versa.
- 8 If students are having difficulties with any of the clues encourage them to look at the clues of the other students in their group.
- 9 When they have finished, let them check the solutions.

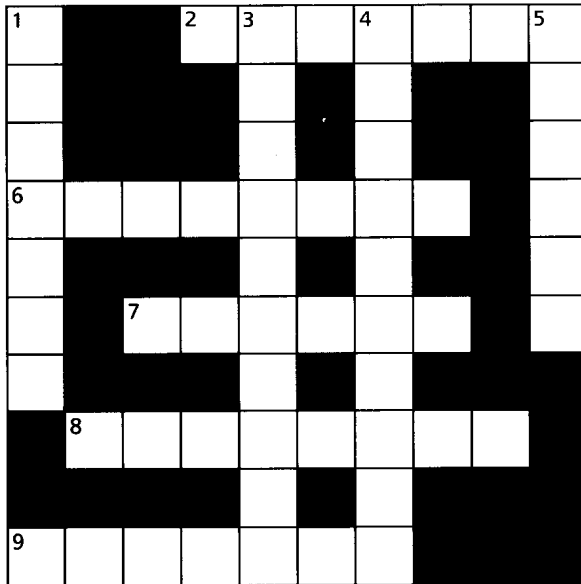
Notes & comments

Some of the solutions are the same for both crosswords. Let the students find this out for themselves when they come to filling in the grids.

2B Crosswords



Crossword A



Crossword A: the solution

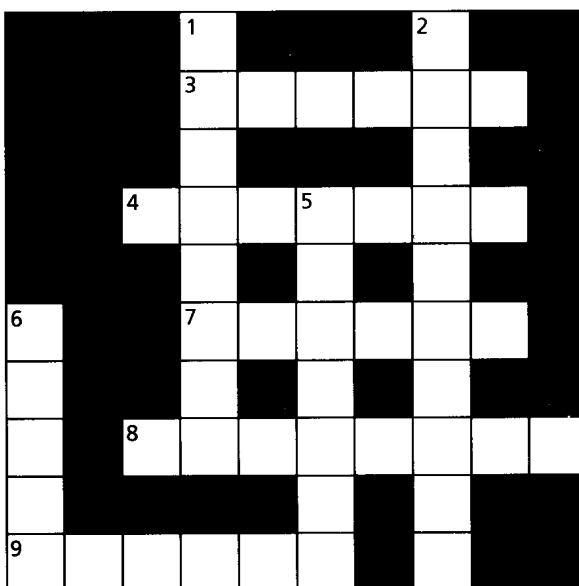
Across

- 2 trained
- 6 stressed
- 7 amused
- 8 addicted
- 9 engaged

Down

- 1 amusing
- 3 reassuring
- 4 interested
- 5 daring

Crossword B



Crossword B: the solution

Across

- 3 tiring
- 4 relaxed
- 7 scared
- 8 addicted
- 9 daring

Down

- 1 stressed
- 2 interested
- 5 amazing
- 6 moved

2C *The stress test*

Tania Bastow and Ceri Jones

Type of activity

Reading and speaking. Pair work.

Aim

To practise vocabulary linked to the themes of stress and relaxation.

Task

To answer a questionnaire.

Preparation

Make copies of 'The Stress Test – Part One' and 'The Stress Test – Part Two' and cut them so that there is one copy for every pair of students.

Timing

30 minutes

Procedure

- 1 Divide the students into pairs. Tell them they're going to complete a stress test but before they do so they have to give their partner a stress rating from 1 (relaxed) to 10 (highly stressed).
- 2 Give each student A a copy of 'The Stress Test – Part One' and each student B a copy of 'The Stress Test – Part Two'.
- 3 Ask the students to read their questionnaires and make a note of their answers. They can do this on the test sheet or on a separate sheet of paper.
- 4 Ask the pairs of students to ask each other the questions in their part of the test. They should read out the questions rather than let their partner read them from the sheet.
- 5 Circulate, helping with vocabulary.
- 6 As the pairs finish both parts of the test, give them a copy of the key below to work out their results.
- 7 Ask students to comment on their results and compare them to the rating they were given at the beginning of the exercise.

Key

1	a 3	b 1	c 0	d 1
2	a 2	b 1	c 3	d 0
3	a 2	b 3	c 2	d 0
4	a 1	b 2	c 0	d 2
5	a 3	b 2	c 1	d 0
6	a 2	b 2	c 0	d 1
7	a 1	b 1	c 0	d 3
8	a 1	b 0	c 1	d 2
9	a 3	b 1	c 2	d 1
10	a 0	b 3	c 1	d 2
11	a 3	b 0	c 1	d 1
12	a 3	b 2	c 1	d 0

If you scored 26–33, you're heading for a crisis. Lighten up. Try to relax and enjoy life more. Take a holiday.

If you scored 18–25, you're probably worrying too much. Solve your problems or forget about them.

If you scored 8–17, you're dealing with life well and enjoying it. Be understanding with people who find it harder to relax than you do.

If you scored 0–7, you don't have enough stress. Maybe you haven't noticed something. Take a look around. Nobody's life is that easy.

Follow up

Ask the students to give each other advice on how to reduce their stress levels.