

Now I get it! cards

What on earth is happening? cards

**1****CLUE** card

In this picture, the woman is in the street.
 She is trying to get something.
 She doesn't want other people to see.

2**CLUE** card

In this picture, the man is with other people.
 They all feel frightened.
 What they are looking at isn't real.

3**CLUE** card

In this picture, the woman isn't enjoying herself.
 She shouldn't have gone to where she is.
 There's an animal.

4**CLUE** card

In this picture, the man is working.
 He has just dropped something.
 Another person is in danger.

5**CLUE** card

In this picture, the woman is having fun.
 She is doing the activity alone.
 Some children want to do what she is doing.

6**CLUE** card

In this picture, the man is outside.
 He is trying to do something kind.
 Other people want to help.

7**CLUE** card

In this picture, the woman is in town.
 She wants to be first.
 There are other people who want what she wants.

8**CLUE** card

In this picture, the weather is cold.
 The man is with a friend.
 They are playing.

Aim

To deduce what is happening in a picture from facial expressions, gestures, and posture

Language

Modal verbs of probability
looks like

Skills

Speaking and Listening

Materials

One copy of each worksheet, cut up, per pair of students

Pre-activity (10 minutes)

- Demonstrate the activity by holding up your hands in front of you as if you were keying some text on a keyboard. Ask students what they think you are doing, e.g. *You might be using a computer. You could be playing the piano.*
- Briefly review perfect modal forms with *must, might, could* by miming different actions, e.g. holding your head and grimacing: *You must have hurt your head.*

Procedure (25 minutes)

- Explain that students are going to look at two sets of cartoons showing a variety of situations. The first set is called *Now I get it!* because it shows complete scenes and the second set is called *What on earth is happening?* because it shows only the main character in the scene. The background/setting, objects, and other people have been removed. Students are going to look at four *What on earth is happening?* cartoons and use clues to guess what is happening in each picture.
- Divide students into pairs. Give Students A *Now I get it!* cartoons 1–4, *What on earth is happening?* cards 5–8, and *Clue cards* 1–4. Give Students B *Now I get it!* cartoons 5–8, *What on earth is happening?* cards 1–4, and *Clue cards* 5–8. Tell students not to show each other their cards.
- In their pairs, students take it in turns to talk about the cartoons. Student B tells Student A what he/she thinks might be happening/might have happened in *What on earth is happening?* cartoon 1, e.g. *She might be hiding something from another person. She could have just dialled a number.* Student A reads out the clues on *Clue card* 1 to help Student B make his/her final guess about what is happening, e.g. *She must be entering her PIN into a cash machine.* Student A shows Student B *Now I get it!* card 1 so that he/she can check how close he/she got to the correct answer.
- Students then swap roles and Student A tells Student B what he/she thinks is happening in one of his/her *What on earth is happening?* cards.
- Students continue until all the cards have been used.

Extension (10 minutes)

- In pairs, students create and mime a *What on earth is happening?* scene. The rest of the class guess what they are doing.

Student A**PART 1****Example:**

- a) Look at that big lorry! It's *holding up* / *holding out* all the traffic.
 b) I hope the good weather holds out until Sunday, we're having a BBQ for my birthday!

- 1 a) Come on, *eat up* / *eat out*, or you'll be late for school.
 b) _____
- 2 a) My passport *turned up* / *turned out* in the end, it was down behind the sofa!
 b) _____
- 3 a) We're signing the contract tomorrow. I hope the seller doesn't *back out* / *back up*.
 b) _____
- 4 a) Why do they *bring out* / *bring up* so many versions? My computer's always updating!
 b) _____
- 5 a) I really need to *read out* / *read up* about Paris, we're going there next week!
 b) _____
- 6 a) They're *giving out* / *giving up* free coffees at that new café on Park Street this morning. Let's go!
 b) _____

**Student B****PART 1****Example:**

- a) Look at that big lorry! It's *holding up* / *holding out* all the traffic.
 b) I hope the good weather holds out until Sunday, we're having a BBQ for my birthday!

- 1 a) I don't want to *take out* / *take up* too much of your time, but we really need to talk about John.
 b) _____
- 2 a) Let's go for a walk, we need to *work up* / *work out* an appetite for dinner!
 b) _____
- 3 a) That cyclist just *pulled out* / *pulled up* right in front of me, I nearly hit him!
 b) _____
- 4 a) How are you going to *keep up* / *keep out* your English when you go back home?
 b) _____
- 5 a) Thank you for *putting me up* / *putting me out* at such short notice, I couldn't find a hotel room anywhere!
 b) _____
- 6 a) *Look out!* / *Look up!* That bus nearly hit you!
 b) _____

FOLD

PART 2 Make notes here about B's verbs.

- 1 take _____
 2 work _____
 3 pull _____
 4 keep _____
 5 put _____
 6 look _____

FOLD

PART 2 Make notes here about A's verbs.

- 1 eat _____
 2 turn _____
 3 back _____
 4 bring _____
 5 read _____
 6 give _____

PART 3 Discuss these questions with your partner.

- 1 What was the last thing you saved up for?
 How long did it take you?
 2 Can you come up with any improvements for your town, school or house?
 3 How do you find out about the latest music, films, etc.?

PART 3 Discuss these questions with your partner.

- 1 Is there anything you need to sort out at home, e.g. clothes, old toys, the kitchen?
 2 When was the last time you fell out with someone? Why? Did you make up with him/her again?
 3 Are you an optimist or a pessimist? Do you believe things always work out in the end?

Aim

To extend knowledge and practise phrasal verbs with *up* and *out* through pairwork discussions and peer teaching

Language

Phrasal verbs with *up* and *out*

Skills

Speaking

Materials

One copy of the worksheet per pair of students, cut in half and folded as indicated. Phrasal verb dictionary or good learners dictionary.

Answers**Part 1**

A	B
1 eat up	1 take up
2 turned up	2 work up
3 back out	3 pulled out
4 bring out	4 keep up
5 read up	5 putting me up
6 giving out	6 look out

Pre-activity (10 minutes)

- Play a game to revise phrasal verbs from SB p106. Write *up* on one side of the board and *out* on the other. If you have space, ask students to stand in a line down the middle of the classroom, facing the board. Explain that you are going to read out some sentences with missing verb particles. If they think the missing particle is *up*, students should step sideways to stand in front of *up* on the board. If they think it is *out*, they should move to stand in front of *out*. If you do not have much space, students can point to the correct particle.
- Read out sentences from SB p106 exercises 1 and 3 or make up your own, omitting the particle. Encourage all students to point or move to the correct particle. Check that they understand the meaning of each phrasal verb and write it under the correct particle.
- Write *make* on each side of the board and explain that some verbs can go with both *up* and *out* with completely different meaning, e.g. *make*. Elicit the difference in meaning by giving the following examples.
 - I can just make out the top of the tower.* = see, with difficulty
 - He makes out that he's very rich, but he hasn't got any money really.* = pretends, likes people to think something that is not true

Procedure (30–35 minutes)

- Put students in pairs. Give half the pairs a copy of the A worksheet per student, and the other pairs a copy of the B worksheet per student, folded as indicated. Tell students not to unfold the paper. Give students time to read through Part 1 of the worksheet and then explain that A and B have different verbs, but each verb can go with both *up* and *out*. Ask students to look at the example; *up* is the correct particle for sentence a) and the same verb has been used with *out* in sentence b). Check students understand the meaning in both sentences.
- Explain that students need to work together in their pairs to choose the correct particle in sentence a) and then think of an example sentence for the same verb with the other particle in sentence b). Monitor and help with any vocabulary issues as necessary.
- Put a Student A with a Student B. Explain that they are going to 'test' each other. Student A should choose sentence 1a or 1b and read it to B, omitting the particle. B should decide which particle fits. A and B then discuss the correct answer. Repeat with Student B reading out their sentences. Encourage students not to show each other their papers, but to ask for clarification or explanation using expressions such as *Sorry, could you say that again? Can you explain what ... means?* Students should keep a score of their partner's correct answers as they go. At the end, they compare their scores.
- Tell students to unfold their papers and give them 5–10 minutes to complete Part 2. Encourage them to work together and discuss the meanings that they found for each verb. Monitor and help where necessary. As pairs finish, they can move on to Part 3 and discuss the questions.
- Do whole class feedback to clear up any vocabulary issues, especially where students have found more than one meaning for a phrasal verb.

Extension (10 minutes)

- Students write questions of their own using the phrasal verbs. You could write some example prompts on the board, e.g. *When was the last time you...?* Encourage stronger students to use other phrasal verbs, not only those on this worksheet. Students then do a whole class mingle or small group discussion activity with their questions.

A Do all reptiles lay eggs?

Although we generally think of reptiles as animals that lay eggs, 20% of reptiles give birth to live young.

in fact

Scientific studies show that many ancient reptiles, including dinosaurs, gave birth to live babies. Some species even changed several times over millions of years between laying eggs and giving birth to live young, as they adapted to climate changes on Earth.

The Australian skink, a type of lizard, lays eggs in warmer coastal areas, but the same species (not the same animal!) gives birth to live young in cooler mountain areas.

Some female reptiles have adapted to keep the eggs inside their bodies for longer. This means that their babies are bigger and stronger when they are born, and that the mothers can keep their babies warm and safe from predators for longer. Inside their mother, the baby lizards are inside thin membranes (like a bag) instead of thick egg shells. When the baby is born, the bag breaks quickly and the baby lizard can breathe.

The common European lizard, which can be found from Japan to Ireland and from the Arctic circle down to northern Spain, also gives birth to live young in this way.



B Kangaroos, the perfect baby-making machines.

Female kangaroos have two wombs and they can be almost permanently pregnant with babies at different stages of development.

When a female gives birth to her first baby kangaroo (called a joey), the baby continues developing for several more months inside the mother's pouch, where it drinks her milk. The mother 'pauses' the second baby growing inside the other womb until the first joey leaves the pouch for good.

Female kangaroos also produce different kinds of milk for different aged joeys so they can feed a young joey still in its pouch and an older joey that still needs some of its mother's milk after leaving the pouch. It is believed that female kangaroos can also 'pause' their pregnancies in times of extreme drought or scarce food.

No kidding!

C Saved from a shark by his belt!

Apparently A 41-year-old man survived a shark attack while diving for shellfish off the coast of Australia. A 3-metre long great white shark attacked and swallowed Eric Nerhus head first while he was diving. The shark's jaws couldn't close completely because it bit on his metal diving belt.

Eric says he then reached out of the shark's mouth, felt for the shark's eye and stuck his fingers deep into the animal's eye socket. The shark was so shocked that it reacted by opening its mouth and Eric swam free. His son rescued him from the water and he was flown to hospital, where he was treated for several cuts and a broken nose.

D Woman fights mountain lion with a pen!

Jim and Nell Hamm, who had recently retired, were near the end of a long day's hike through the woods in Humboldt County (California, USA), when they were suddenly attacked by a cougar (also called a mountain lion or puma). At first, Jim tried to hit the big cat in the throat, but it pulled Jim to the ground and started to attack his head. Jim's wife grabbed a large branch from a tree and hit the 36 kg mountain lion. It didn't react so she kept shouting, 'Fight Jim, fight!'

Jim kept one hand in the animal's mouth and tried putting his fingers up its nose while it continued to attack his head and neck. He then told his wife to take a pen from his pocket, which she used to stick in the cat's eye.

Unfortunately The puma didn't react and the pen broke. Nell, screaming as loud as possible, picked up the branch and attacked the cougar's head again and only then the cat stopped, looked at her and walked away. The Hamms, who estimate the attack lasted six minutes, managed to get to a road where a ranger picked them up and took them to hospital.

Aim

To practise phrases for expressing attitude by talking about amazing news stories and animal facts

Language

Phrases for expressing attitude

Skills

Speaking

Materials

One copy of the worksheet, cut up, per four students

Pre-activity (10 minutes)

- Divide the board into two parts and write *introducing an opinion/idea* and *reacting to an opinion/idea*. On the introducing side, write *to be honest, apparently*, and on the reacting side write *What on earth? You're kidding!* Ask students to call out any other expressions they can remember from SB p107 and to say which side they should go. Call out any that the students didn't remember and ask which side they should go on.
- Tell students a recent news item, an amazing fact, or a funny anecdote that you know. Include one false piece of information. Start with *I've heard that ... , Have you read/heard/seen ... ? or Did you know that ... ?*
- Elicit responses and encourage students to react to you using phrases from the board. At the end, tell students that one bit of your story was not true and ask them to guess which. When they identify the false information, say *I was just kidding.*

Procedure (30 minutes)

- Divide the class into four groups. Explain that you are going to give each group a different story or information and that they are going to tell this to students from other groups. They will practise using the phrases on the board to find out false information.
- In each group, give each student the same story – A, B, C, or D. Put students in pairs, or threes if you have an odd number, and give them time to read their information and resolve any vocabulary issues. Encourage groups to discuss any words they do not know and to use a dictionary. Monitor and help as necessary. Then ask students to change one piece of information to make it false, or to add false information. If you have more than one pair working on the same story, each pair can alter it in a different way.
- Tell students to note any words and phrases from the board they want to use to introduce their opinion, e.g. *Apparently, there's a man who* Add *Did you hear about ... ? Have you read ... ? Did you know that ... ?* on the board and encourage students to start with one of these phrases.
- Tell students they are going to practise telling their information to their partner before telling other students. Student 1 covers the text and Student 2 listens and checks they have included all the information and phrases, then they swap.
- Explain that they are going to talk to different students in class without reading from their papers (decide with higher level students if you will take their papers away) and practise using all the phrases on the board to react to each other's stories.
- Regroup students in fours, with one student from each of groups A, B, C, and D. Students take turns to tell their stories.
- Give groups enough time to listen to everyone else's story. Monitor and help students to explain any new vocabulary, rather than translating it into their own language. After each story, the listeners can challenge the speaker with the information that they think is false. If they challenge correctly, the speaker admits they were 'Just kidding!'

Extension (10–15 minutes)

- Students spend two minutes thinking of a funny story or anecdote. They prepare any vocabulary they need, take notes, and then tell their story to their group or the class. If students can't think of a true story they can make one up and try to convince others that it's true.