

# Contents

	Levels	Topic Areas	Language Focus	Quick Summary	Supplementary Activity
<b>1</b> <b>Dreams Can Come True</b> Page 4	Intermediate Upper int. Advanced	Sleep and dreams; psychoanalysis	Making deductions ( <i>this suggests, you might be</i> ); making suggestions (imperatives, <i>you should</i> , etc.)	Each student receives 1 of 4 letters and the response from a psychoanalyst. The other students must try to guess what the dream means.	<b>Dream Facts:</b> 10 unusual facts about dreams. But which are true and which are false? Discussion and agreement task.
<b>2</b> <b>First Time Buyers</b> Page 8	Intermediate Upper int. Advanced	Houses and homes; furniture; interior design	<i>There is / are</i> for description; negotiating prices; <i>have to / need</i> for expressing necessity	Students take on the roles of estate agents and flat hunters, gazumping each other in this realistic role play.	<b>Furnishing the Flat:</b> Students work in pairs to decide how to divide, organise and furnish their new flat. Discussion and agreement task.
<b>3</b> <b>Aesop's Fables</b> Page 14	Intermediate Upper int.	Animals; making mistakes; parts of the body	Time expressions; reported speech; past simple and narrative tenses	Students read and retell 2 of Aesop's most famous fables. Then they have to predict and complete the missing phrases and sentences from another famous fable.	<b>Fable Farm:</b> Student teams are given a moral and have to think up a short fable to illustrate it. They then tell the rest of the class.
<b>4</b> <b>In Actual Fact</b> Page 18	Intermediate Upper int.	News; newspapers, the law; crime; the family	Forming / asking questions; phrasal verbs	3 versions of 1 story as reported by 3 different newspapers. Students work in teams, correcting factual errors in all 3, to arrive at the correct version of the story.	<b>Censored:</b> Rub out and replace activity in which students practise retelling the story.
<b>5</b> <b>E-mail Madness</b> Page 22	Intermediate Upper int.	E-mails & the internet; computers; buying & selling	Question forms; asking for information; making arrangements	Student pairs write 'e-mails', corresponding with each other to negotiate the sale and purchase of second hand computers. (No computers necessary!)	<b>Computer Time Race:</b> Student teams have 5 minutes to answer all 5 parts to 5 questions about computers!
<b>6</b> <b>We're in Business!</b> Page 26	Upper int. Advanced	Business / work; restaurants; the internet; animals	Future tenses; <i>going to &amp; will</i> ; 1st conditional	Jigsaw Communication Task: 3 different texts about original and unusual business ideas.	<b>We're in Business:</b> In teams, students think of original business ideas and role-play an interview with the bank manager.
<b>7</b> <b>Mystery Movie Star</b> Page 32	Upper int. Advanced	Films; celebrities & gossip	Modal verbs of deduction ( <i>might, could, can't</i> ); direct and reported speech; past simple passive	Up to 6 teams compete to discover the identity of each others' mystery movie stars by reading out fascinating facts about the stars.	<b>Movie Pitch:</b> Based on the facts that the students learn about famous movie stars, students come up with ideas for the perfect movies for their stars.
<b>8</b> <b>Chicken Tonight!</b> Page 36	Intermediate Upper int.	Food; cooking / recipes	Imperatives for giving instructions; countable and uncountable nouns	Student teams race to separate 2 recipes for chicken dishes with only the ingredients and their culinary skills to help them!	<b>Chicken Piri-Piri:</b> Students have to work out the stages in this delicious Portuguese recipe. Pair work task.
<b>9</b> <b>The Natural Solution</b> Page 38	Upper int. Advanced	The environment; farming / agriculture; culture & history	The passive voice; mixed tenses; contrasting past and present forms	Jigsaw Communication Task: 3 environmental good news stories about how traditional farming methods are benefiting both the locals and the environment.	<b>Project Ichar:</b> Students are called upon to help an Indian village combat environmental problems. Group project.
<b>10</b> <b>Room 101</b> Page 44	Intermediate Upper int. Advanced	Likes and dislikes; society and culture	Expressing strong emotions, esp. dislikes, 2nd conditional	After reading about the choices of an actor, students come up with their own nominations of things they want to send to Room 101.	<b>Room 101 Presentation:</b> Students present their cases and vote on the strongest nominations. Class presentation and debate.

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<b>11</b> <b>Raining Cats and Dogs</b> Page 46	Upper int. Advanced	Idioms and proverbs; history / traditions	Past simple; expressing habitual past actions ( <i>used to, would</i> )	After studying some common idioms in English, students play 'Call my Bluff' in teams, to try to guess the true origins of these idioms.	<b>Revision Activity:</b> Students analyse and correct mistakes in the form and usage of the idioms from the lesson.
<b>12</b> <b>Stabbed in the Back</b> Page 50	Upper int. Advanced	Crime (murder); courts & trials, love & affairs	Past simple, past continuous; question forms; expressing emotion; agreeing and disagreeing	Students prepare for and act out all the parts in an exciting murder trial. Whole class role-play.	<b>Trial Report:</b> Students work in teams to write a brief article, reporting the details of the trial for a national newspaper.
<b>13</b> <b>Survivor</b> Page 54	Intermediate Upper int. Advanced	Survival; the environment; travel	Conditional structures; future forms ( <i>going to, will</i> ); agreeing and disagreeing	Decisions Maze Activity: Teams of students work together to survive on and escape from a desert island.	<b>Group Discussion:</b> Students compare the different routes they took through the maze, and speculate on other, now hypothetical options.
<b>14</b> <b>Front Page News</b> Page 58	Intermediate Upper int. Advanced	Newspapers, journalism, football & sport; flying & airports	Question forms; reported speech; tabloid news register	Teams take a front page tabloid scandal all the way from interviewing the protagonists at a press conference to completing the front page of the finished paper.	<b>What They Said:</b> Students focus attention on reported speech by completing sentences based on the interviews from Front Page News.
<b>15</b> <b>Hungry for Haiku</b> Page 62	Upper int. Advanced	Poetry; places / geography; rhythm in language	Describing places, things and people; word order in sentences	After studying the rules of Japanese Haiku poetry, students try to order word cards to complete haiku poems, then they go on to write their own haiku.	<b>Haiku Classroom Poster:</b> Teams create posters based on the Japanese haiku poems that they have created. Group project task.
<b>16</b> <b>Great Inventions</b> Page 66	Intermediate Upper int. Advanced	Inventions; communication; science & technology; media	Passive voice; superlative adjectives; infinitive of purpose	Jigsaw Communication Task: 3 texts about the history of 3 recent communication inventions: the internet, mobile phones and faxes.	<b>But When? Quiz:</b> Teams match dates with inventions. <b>Family Fortunes:</b> Teams play the popular TV game show in class.
<b>17</b> <b>Natural Born Killers</b> Page 72	Upper int. Advanced	Animals, nature, the environment	Superlatives; asking questions; giving advice; reporting statistics	Teams of students get 1 of 4 fact files on different 'killer' animals. They then become experts and answer questions from other teams about their animals.	<b>Amazing Animals Quiz:</b> Students work in teams to decide which of 10 amazing facts about animals are true and which are false.
<b>18</b> <b>"It's the Way I Tell 'em!"</b> Page 78	Intermediate Upper int. Advanced	Stories / jokes; humour; culture and cultural stereotypes	Present simple in jokes; direct speech; spoken discourse markers in jokes	Students in teams analyse the 'ingredients' of a good joke, then go on to practise and tell their own joke, getting the biggest laugh that they can.	<b>Joke Race:</b> Two teams of students race to communicate jokes and write them on the board. But they can only whisper.
<b>19</b> <b>What Happened Next?</b> Page 82	Intermediate Upper int. Advanced	Storytelling; cars; mistakes; crime and law	Narrative tenses; <i>will / might</i> for prediction; expressing opinion; agreeing and disagreeing	Teams of students try to agree on what happened next at several stages in an amusing short story, then they compare their predictions with the original story.	<b>What Happened Next:</b> Group discussion, encouraging students to retell stories about mistakes they made in their past.
<b>20</b> <b>The Ghost of the Séance</b> Page 86	Intermediate Upper int. Advanced	Crime / detective stories; houses & furniture	Grammar revision; narrative tenses esp past continuous; <i>there was / were</i> for description	Students try to identify grammar mistakes to win clues that will help them to solve a complex Sherlock Holmes murder mystery.	<b>End of Term or Christmas Party Suggestions:</b> How to turn the Ghost of the Séance into a whole school team activity.