

## Grammar UK quiz

**Activity:** Quiz on UK laws, rules and customs; discussion; in pairs or groups

**Language:** Modal verbs of obligation, permission, prohibition, advice and criticism

**Preparation:** Make one copy of the worksheet for each student.

### Procedure

- Decide whether you want the students to do the quiz individually, in pairs or in small teams and divide the class accordingly. Give one worksheet to each student.
- Ask students to complete the quiz. Encourage them to discuss the questions if they are working in pairs or teams.
- When they have completed the quiz, students check answers as a class. They get one point for each correct answer. The student/pair/team with the most correct guesses is the winner.
- Students work in pairs or small groups to discuss the laws, rules and customs in the quiz for their own country/countries.
- Students discuss the question in 3.

### Key

- false – having an ID card is not compulsory in the UK
- false – but it is advisable
- true
- false – the law was introduced in 1983
- true
- true
- false – all women have been able to vote since 1928
- false – you can buy alcohol at 18
- false – you have to be 18
- true
- false – the law was introduced on 1st July 2007
- true – you can be taught at home
- false – in 2012 the school-leaving age is 16; from 2013 you must stay at school or in full-time workplace training until you are 18
- false – a foreign language is not compulsory
- false
- false
- false – it's quite common to take a dessert or some chocolates or fruit
- false – but in some countries you should give either an odd or an even number
- true
- false – there is no custom or tradition

## Vocabulary Mystery words

**Activity:** Sentence writing and completion in groups of four

**Language:** Collocations with *make*, *do* and *take*

**Preparation:** Make one copy of the worksheet for each group of four students. Cut into four parts along the dotted lines.

### Procedure

- Divide the class into groups of four. Ask each group to divide into teams of two (Team A and Team B). Give each group a set of four papers – Team A Parts 1 and 2, and Team B Parts 1 and 2. Team A must not show their papers to Team B and vice versa.
- Ask teams to look at their Part 1 words or phrases. Ask them to write gapped sentences on a separate piece of paper for each of the words/phrases, one sentence per word/phrase. They must use the words in collocations with *make*, *do* or *take*. Tell them not to write the Part 1 word/phrase but to leave a gap instead. They number the sentences with the same numbers used in their Part 1. Set a time limit of 15 minutes.
- Meanwhile, write on the board:  
*I was very busy this morning. First of all I had to do the 1 2 3 4 5 6 7 8, then I had to make 9 10 11 12 13, and after that I had to do my 14 15 16 17 18 19 20 21. I really need to take a 22 23 24 25 26!*
- After 15 minutes, ask teams to give their gapped sentences to each other and to complete the sentences they have been given.
- Now ask teams to look at their Part 2 papers. Ask them to write the missing words in the grid, one letter in each square, with no spaces between words.
- When they have completed their grids, ask them to look at the sentence on the board. They have to find the mystery words. Explain that the numbers on the board correspond to the rows in the grids. The letters in the shaded squares reveal the mystery words. Team A has to find the words made by the letters in the shaded squares in rows 1–13, Team B the words in rows 14–26. As soon as both teams in each group have found both their words, they quickly compare answers, raise their hand and say all four mystery words. The winner is the first group to find all four words.

### Key

shopping, lunch, homework, break

## Communication Discussing photos

**Activity:** Discussing photos in pairs

**Language:** Vocabulary for comparing and contrasting

**Preparation:** Make one copy of the worksheet for each student.

### Procedure

- Explain to students that they are going to look at some photos and discuss them with a partner. Divide the class into pairs and give half the pairs Worksheet A and the other half Worksheet B.
- Ask students to work in pairs to write six sentences comparing photos using the six language areas on their worksheet.
- When they have written the six sentences, ask them to sit with another partner who has the same photos (ie students with Worksheet A find another student with Worksheet A). Give them time to discuss the photos, reading out the sentences they have written.
- When they have finished comparing descriptions, ask them to find a partner with a different worksheet (ie students with Worksheet A find a student with Worksheet B). This time, ask them to take turns to look at their partner's photos, read the instruction and spend a short time comparing and contrasting two of the photos, without very much time to prepare. Ask them to try to use some of the expressions they wrote down earlier with a different ending. Meanwhile, their partner listens. Afterwards, each partner reads out their sentences so that they can compare their own 'on the spot' description with a more considered answer.