

Quizzes, Questionnaires and Puzzles

Ready-made activities for intermediate students

Miles Craven



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press
978-0-521-60582-3 - Quizzes, Questionnaires and Puzzles: Ready-made Activities for Intermediate Students
Miles Craven
Frontmatter
[More information](#)

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi

Cambridge University Press
The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org
Information on this title: www.cambridge.org/9780521605823

© Cambridge University Press 2005

It is normally necessary for written permission for copying to be obtained *in advance* from a publisher. The worksheets, role play cards and game boards in this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording ‘© Cambridge University Press’ may be copied.

First published 2005
3rd printing 2007

Printed in the United Kingdom at the University Press, Cambridge

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-60582-3 paperback

Contents

Thanks and acknowledgements	4
Map of the book	5
Introduction	8
Teacher's notes	10

QUIZZES

General knowledge	16
English language	26
Culture	36
Hot topics	46

QUESTIONNAIRES

Beliefs	56
Friends and family	66
Health and happiness	76
English language	86

PUZZLES

English language	96
Entertainment	102
Travel and tourism	108
The world of work	114
Game templates	120

Thanks and acknowledgements

The author would like to thank everyone at Cambridge University Press for all their hard work on this project. Special thanks must go to Martine Walsh for her encouragement, guidance and support, and Jane Coates for her thorough editing and expert input. Many thanks also to Bell International, Cambridge and Eurocentres, Cambridge for the use of their excellent facilities, and to Christina Latham-Koenig for the idea behind the activity on page 86.

The author and publishers would also like to thank the following individuals for their help in commenting on the material, piloting it with their students and providing invaluable feedback:

- Jana Čadová, Czech Republic
- Kelvin Hughes, Spain
- Magdalena Kijak, Poland
- Ricky Lowes, UK
- Krzysztof Majer, Poland
- Rebecca Place, Spain
- Debra Powell, UK
- Elaine Redford, France
- Mary Spratt, UK
- Wayne Trotman, Turkey

The author and publishers are grateful to the following copyright holders for permission to reproduce copyright material. While every endeavour has been made, it has not been possible to identify the sources of all material used and in such cases the publishers would welcome information from copyright sources. Apologies are expressed for any omissions.

p.55: Quiz A, Section 1 questions 1, 3 and 5, Quiz B, Section 1 questions 2 and 4 by Marti Barletta © 2004 Dearborn Trade Publishing. Quantity discounts available. For more information call 1 800 621 9621 Ext.4444;
p.76: for the article 'The funniest joke in the world' with kind permission of Dr Richard Wiseman, www.laughlab.co.uk.

Text Design: Kamae Design, Oxford

Page make-up: Kamae Design, Oxford

Cover Illustration: Mark Duffin

Illustrations: Clinton Banbury (pp. 57, 60, 67, 77, 87, 121, 123, 125); Kate Charlesworth (pp. 75, 80, 105, 111); Hardlines (p. 61); Phil Healey (pp. 17, 27, 47, 120); Kath Walker (pp. 37, 62, 70, 81, 86, 90, 95,99)

Photo permissions: The author and publishers are grateful to the following photographic sources: Alamy Images pp. 82 (R. Francis), 117 (Acestock); Corbis pp. 72 (T. Stewart), 92 (Rob and Sas); Photographers Choice/Getty Images p. 85 (M. Amon); Stone/Getty Images p. 65 (J. Lamb); Taxi/Getty Images pp. 71 (S. McClymont), 91 (B. Erianson).

The publisher has used its best endeavours to ensure that the URLs for external websites referred to in this book are correct and active at the time of going to press. However, the publisher has no responsibility for the websites and can make no guarantee that a site will remain live or that the content is or will remain appropriate.

Every effort has been made to check that the information in this book is correct, however even reputable sources may on occasion dispute factual details such as those in the quiz section of this book.

Map of the book

QUIZZES

Theme	Title	Topic	Activity type	Time
General knowledge	1 Past times	History	Bingo	30m
	2 That's amazing!	Sport and leisure	Marathon run	40m
	3 Listen to this	Pop music	Tic-tac-toe	30m
	4 It's your choice	Pot luck	Quiz show	50m
	5 Do you know?	People and places	Team challenge	35m
English language	6 Eyes down	Prepositions	Bingo	30m
	7 I haven't a clue	Common responses	Marathon run	40m
	8 A stitch in time . . .	Proverbs	Tic-tac-toe	35m
	9 Hurry up!	Phrasal verbs	Quiz show	50m
	10 Don't miss the bus	Collocations	Team challenge	35m
Culture	11 What does that mean?	Gestures and body language	Bingo	25m
	12 People like us	Manners and customs	Marathon run	40m
	13 Let's celebrate!	Holidays and festivals	Tic-tac-toe	30m
	14 Where on earth?	Countries of the world	Quiz show	50m
	15 I didn't know that!	Unusual cultural facts	Team challenge	35m
Hot topics	16 That's not fair!	Crime and punishment	Bingo	35m
	17 Out with the old	Dating and marriage	Marathon run	40m
	18 Who thought of that?	Science and technology	Tic-tac-toe	35m
	19 I didn't know that	Education	Quiz show	50m
	20 Men and women	The gender gap	Team challenge	40m

Map of the book

QUESTIONNAIRES

Theme	Title	Topic	Activity type	Time
Beliefs	21 I believe . . .	Personal beliefs	Spin the wheel	45m
	22 How positive are you?	Personality	Multiple choice	35m
	23 The moral maze	Personal ethics	Yes / Sometimes / No	25m
	24 Love is in the air	Relationships	Ask a friend	40m
	25 Is money all you need?	Money	One to five	20m
Friends and family	26 My best friend	A close friend	Spin the wheel	45m
	27 Flatmate fun	Living with friends	Multiple choice	35m
	28 Friends forever?	Friendship	Yes / Sometimes / No	25m
	29 A family matter	Family experiences	Ask a friend	45m
	30 Parents and children	Family values	One to five	35m
Health and happiness	31 What makes you laugh?	Humour	Spin the wheel	45m
	32 Emotional intelligence	Expressing emotion	Multiple choice	30m
	33 A healthy lifestyle	Health and fitness	Yes / Sometimes / No	20m
	34 Are you having fun?	Enjoyment	Ask a friend	40m
	35 How stressed are you?	Stress	One to five	25m
English language	36 What are your plans?	The future	Spin the wheel	45m
	37 Be honest!	Second conditional	Multiple choice	35m
	38 Crazy about shopping	Gerund and infinitive	Yes / Sometimes / No	20m
	39 Childhood memories	The past	Ask a friend	40m
	40 Are you a bighead?	Comparatives	One to five	20m

Map of the book

PUZZLES

Theme	Title	Topic	Activity type	Time
English language	41 Is Tom generous?	Character adjectives	Logic puzzle	50m
	42 Find it!	Synonyms	Wordsearch	20m
	43 A tense time	Tense review	Crossword	20m
	44 Work it out	Idioms	Hidden word	20m
	45 Time challenge	Word formation	Puzzle mix	35m
Entertainment	46 Who plays tennis?	Sport	Logic puzzle	50m
	47 Mad about movies	Film genres	Wordsearch	20m
	48 What’s on?	TV and radio	Crossword	15m
	49 What a night!	A trip to the circus	Hidden word	15m
	50 Freetime fun	Leisure activities	Puzzle mix	30m
Travel and tourism	51 Where did Sarah go?	Tourist destinations	Logic puzzle	50m
	52 Fly away	Air travel	Wordsearch	20m
	53 What a sight!	Sightseeing	Crossword	15m
	54 Is service included?	At a hotel	Hidden word	20m
	55 Fun in the sun	Holiday vocabulary	Puzzle mix	30m
The world of work	56 Who works in Marketing?	Company departments	Logic puzzle	50m
	57 You’re a <i>what</i> ?	Occupations	Wordsearch	20m
	58 Where’s the stapler?	Office equipment	Crossword	20m
	59 I’m free all day!	Describing a job	Hidden word	20m
	60 Making money	Work vocabulary	Puzzle mix	30m

Introduction

What is Quizzes, Questionnaires and Puzzles?

Quizzes, Questionnaires and Puzzles is a resource book containing photocopiable materials for supplementary classroom work. There are 60 varied activities which offer you a convenient and flexible resource in the language classroom. The shorter activities are ideal as warmers or fillers, while longer activities can take a whole lesson. The activities are separated into three main types: quizzes, questionnaires and puzzles. There are clear, step-by-step instructions for you, and easy-to-prepare photocopiable materials for the students. Many of the photocopiable materials can be stored and easily re-used.

Who is it for?

Quizzes, Questionnaires and Puzzles is for teachers who are looking for additional activities to stimulate their students. It offers a wide collection of fun activities across a range of topic areas. All the activities are at intermediate level. The material is aimed at young adult (16+) and adult learners. The activities mainly focus on students' speaking and listening skills. However, they also provide useful reading practice, and some writing activities are suggested, mainly for follow-up work.

How is the book organised?

Quizzes, Questionnaires and Puzzles contains 60 activities, divided into three equal sections. There are 20 **Quizzes**, 20 **Questionnaires** and 20 **Puzzles**. There are four themes in each section. The themes cover aspects of English language as well as many of the popular topics found in standard coursebooks. The activities can be used to supplement existing course material, offering diversity and a refreshing approach to familiar themes. There are five different activity types in each section, to help engage and maintain students' enthusiasm. A **Map of the book** on pages 5–7 provides a clear overview of the 60 activities, enabling you to quickly locate a suitable activity for your class.

How is each activity organised?

Instructions on how to use each type of activity are given in the **Teacher's notes** section on pages 10–15. In addition, each activity has a key information panel for quick reference:

USEFUL LANGUAGE	vocabulary and structures that students will encounter during the activity
PREPARATION	what needs to be done before the lesson. For example, how many copies of the materials you need to make, and what cutting, if any, is required
LEAD-IN	a brief warm-up activity
MAIN ACTIVITY	a reference to the Teacher's notes page where you can find the recommended procedure for using that type of activity
FOLLOW UP	ideas to help you develop the scope of the lesson

There is minimal preparation before class. You simply have to photocopy the material and sometimes cut up the copies.

When can I use Quizzes, Questionnaires and Puzzles?

The activities in this book are designed to be fun. You can use them at any time. You can choose an activity that matches the topic of a unit in the coursebook you are using, to introduce some variety and excitement to the lesson. Or you can choose an activity from the **English language** themes to revise language and structures in an enjoyable way. Alternatively, you can simply look through the **Map of the book** and choose an activity you think your students will enjoy for some fun on a Friday afternoon!

Remember, some activities take more time than others, so whether you want a quick filler or a much longer activity, there will be something for you to use.

How can I use Quizzes, Questionnaires and Puzzles?

Once you have decided which activity you want to use, look in the **Teacher's notes** section on pages 10–15 for the recommended way to use it. Different activities have different interaction patterns. Some activities are designed to be done in pairs, others in small groups. There are also a few whole-class activities. However, the activities are very flexible and can be successfully completed in a number of different ways, depending on your preference and the needs of your class. All activities are suitable for both small and large classes, so whatever the size of your class, you will be able to use them.

Activities are designed to last from 15 minutes to 50 minutes. The suggested time to allow for each activity is given in the **Map of the book** on pages 5–7. The length of time given for each activity includes the Lead-in and Follow-up stages. However, different classes work at different speeds, so this timing is a general indication only. The time for the main activity alone is also given at the top of each activity page.

What about any new vocabulary?

Important vocabulary is listed in the **Useful language** section at the beginning of each activity. It might be a good idea to pre-teach unknown vocabulary before students begin. You could choose to write any words you think your students don't know on the board and then tell them to use their dictionary to look them up. They can do this individually, or in groups (with each group looking up different words and then reporting back to the class). You could also dictate the list of new words, first as a spelling exercise, and then ask students to write the part of speech and an example sentence for each. Sometimes it can be fun to focus on word stress too, by modelling the pronunciation and asking students to repeat in a choral drill.

Can I make my own quizzes, questionnaires and puzzles?

Yes! There are several **Game templates** at the back of the book. You can use these to create your own activities. Simply use a corresponding activity in the book as a guide and create the content as you wish.

This book is part of the Cambridge Copy Collection series. There are many other books in the series, and they each follow a similar format. See the list on the inside front cover for details of other titles.

Teacher's notes

Quizzes

The quiz section has four themes: *General knowledge, English language, Culture and Hot topics.*

There are five different types of quiz: *Bingo, Marathon run, Tic-tac-toe, Quiz show and Team challenge.* Each quiz type occurs once in each theme, giving a total of twenty quizzes.

Bingo

- Give each student a *Bingo* card. [Note: If you prefer to avoid photocopying, just copy the card on the board and ask students to copy it in their notebooks.]
 - Tell students they must listen as you read out some questions. Explain that there are sixteen questions, numbered 1–16. Tell students they must listen and write the answer for each question in the corresponding square (1–16) on their *Bingo* card.
 - Read aloud the questions in random order, beginning each time by clearly stating the question number. Cross off each question after you have read it.
 - When you finish, tell students to exchange their *Bingo* cards and then you read out the answers. Explain that they should give one point for each correct answer. In addition, if every answer in a horizontal line is correct, then they should award an extra five points. Similarly, if every answer in a vertical line is correct, they should award an extra five points.
 - The winner is the student with the most number of points.
- *This is designed as a whole-class activity. However, it can also be done in small groups.*

Marathon run

- Put students into groups of three and give each group a *Marathon run* game board from page 121, and a set of Question cards. Ask students to place the Question cards face down on the space provided in the centre of the board.
 - Tell each student to put a marker (such as a coin, pen top, etc.) on START. Explain that they are going to compete in a marathon race, and that they should try to be the first to reach the finish line. Tell students they should take turns picking a question from the top of the pile and reading it aloud to the person on their left (the answer is given on the card). If that person answers the question correctly, they toss a coin and move forward one square for heads, and two squares for tails. If they answer incorrectly, they do not move forward, and the next student clockwise may try to answer.
 - The winner is the person who reaches the finish line first, or who is closest to the finish line after all the questions have been asked.
- *This activity works best in groups of three. However, it can also be played by two or four.*

Tic-tac-toe

- Put students into pairs and tell them to sit facing each other. Give one person a Student A Question card and the other person a Student B Question card. Give each pair a *Tic-tac-toe* grid, and a set of O and X Game cards. Tell Student A to take the O cards, and Student B to take the X cards. [Note: If you prefer to avoid photocopying, just copy the *Tic-tac-toe* grid on the board. Ask students to copy it on a piece of paper, and mark each square that they answer correctly with a X or a O.]

Quizzes

Teacher’s notes

- Explain that students should take turns choosing a question from their Question card and reading it aloud to their opponent. Their opponent must choose from the list of answers contained in the box at the bottom of their Question card. If they guess correctly, they may place one of their Game cards (the O or X cards) in the grid. If they do not guess correctly, their partner simply says ‘Wrong’. They must not tell their opponent the correct answer (they must ask that question again later). Their opponent should then choose a question to read aloud. The object of the game is to make a line, either horizontally, vertically or diagonally.
- Students continue to take turns asking and answering questions until someone makes a line. They should play as many games as the number of questions will allow.
- The winner is the person that has won the most number of games when all the questions have been asked.

► *This activity is ideally suited for students working in pairs.*

Quiz show

- Put students into groups of four, and give each group a *Quiz show* Game board from page 123. Then give each student a Question card and tell them to place it face down in front of them.
- Explain that one student should choose to be the Quiz Master and pick up their Question card. The other three students are the contestants. Each contestant should choose a character and put a marker (such as a coin, pen top, etc.) beside their character.
- Explain that the Quiz Master will ask a series of questions. If any contestant thinks they know the answer, they should knock on the desk. The first student to knock on the desk may answer. If they answer correctly, they may advance their marker one square towards the final *Winner!* circle. If they don’t answer the question correctly, then the remaining two contestants may try to answer.
- The first person to reach the *Winner!* circle, or who is closest to the *Winner!* circle after all the Quiz Master’s questions have been asked, wins the game.
- When one game is over, tell students to start a new game with a different Quiz Master.

► *This activity is designed for four students. However, it may be played by fewer than four students if necessary, or as many as eight, with students working in teams of two.*

Team challenge

- Put students into groups of four. Tell them to choose a partner so that they make two teams. Give one team Quiz A and the other team Quiz B. Give each team an Answer sheet for the quiz they will be answering. Make sure students cannot see each other’s Answer sheets.
- Explain that each Quiz has sixteen questions, divided into two sections. Tell the students with Quiz A to take turns reading their questions to the opposing team. The opposing team must listen to each question and either choose an answer (a, b or c) from their Answer sheet or write their answer in the space provided.
- After students with Quiz A have asked all the questions, they should check their opponents’ answers and calculate the score.
- The process should then be repeated, with the students with Quiz B taking turns to read their questions and check their opponents’ scores.
- The winning team is the one with the most correct answers.

► *This activity works best with groups of four students, divided into two teams. However, it may also be done in pairs, or teams of greater than two if necessary.*

Teacher's notes

Questionnaires

The questionnaire section has four themes: *Beliefs, Friends and family, Health and happiness and English language.*

There are five different types of questionnaire: *Spin the wheel, Multiple choice, Yes / Sometimes / No, Ask a friend and One to five.* Each questionnaire type occurs once in each theme, giving a total of twenty questionnaires.

Spin the wheel

- Put students into groups of three and give each group a *Spin the wheel* game board.
 - Tell students to put a pen in the middle of the wheel. Explain that they should take turns to spin the pen and they must answer the question the pen points to.
 - After answering the question, each student has to ask their partners the same question and get their opinion.
 - Encourage students to answer each question as fully as they can, and debate any differences of opinion.
 - If the pen points to a question students have already discussed, they should spin the pen again until it points to a new question.
 - The game finishes when all the students have answered every question.
- *This activity works best in groups of three. However, it can also be played in pairs, or with a maximum of four students.*

Multiple choice

- Give each student a copy of the questionnaire and tell them to work individually. Explain that they should read the questions, and for each question they should choose an answer, a, b, or c.
 - When every student has finished circling their answers, put them into pairs. Tell them to ask and answer the questions with their partner. Where appropriate, encourage them to support their answers as fully as they can.
 - Finally, give each pair a copy of the Score card and tell them to add up their scores.
- *This activity is designed for students working individually at first, and then in pairs.*

Yes / Sometimes / No

- Put students into pairs. Give each pair a copy of the questionnaire.
 - Tell students to ask and answer the questions together. Explain they should tick (✓) their partner's answers on the questionnaire.
 - Encourage them to explain and justify their answers as fully as possible.
 - Conclude by choosing one or two of the questions that interest students most and having a class discussion.
- *This activity is ideally suited for students working in pairs.*

Questionnaires

Teacher’s notes

Ask a friend

- Give each student a copy of the Questions sheet and tell them to read all the questions. Explain they should choose *four* questions that they would like to ask.
 - Give each student a copy of the Ask a friend sheet. [Note: If you prefer, you can save photocopying by writing this on the board and asking students to copy it in their notebooks.] Tell students to write the questions they want to ask in the spaces provided.
 - Explain to students that they must ask a different question to a different classmate. They should listen carefully to the answers, and note as many details as they can.
 - Then tell students to stand up and find a partner to begin the activity. Remind them to swap partners after the first question, so they have a different partner to answer each of their four questions. Encourage students to answer each question as fully as they can.
 - When students have finished, put them into pairs or small groups. Tell them to share the information they found about their classmates, using their notes as a guide.
- *This is designed to be a whole-class activity, with students finding their own partners to interview. In the final phase, students should be in pairs or small groups.*

One to five

- Give each student a copy of the questionnaire.
 - Tell students to read each statement and circle a number from 1 to 5 to show how far they agree. Explain that 1 means they disagree strongly and that 5 means they agree strongly.
 - When they finish, put students into pairs and tell them to interview their partner. Explain that they should circle their partner’s answers. Tell them to discuss any differences of opinion as fully as possible.
 - Finally, tell students to add up their scores. Give each pair a copy of the Score card and tell them to read what their score means. Encourage students to say how far they think the description is true for them.
- *This activity is ideally suited for students working individually at first, and then in pairs.*

Teacher’s notes

Puzzles

The puzzle section has four themes: *English language, Entertainment, Travel and tourism* and *The world of work*.

There are five different types of puzzle: *Logic puzzle, Wordsearch, Crossword, Hidden word* and *Puzzle mix*. Each puzzle type occurs once in each theme, giving a total of twenty puzzles.

Logic puzzle

- Give each student in the class a Clue card. If there are fewer than sixteen students, give some students two Clue cards. If there are more than sixteen students, put students into pairs or small groups, and then give each team a Clue card.
 - Tell students to read the information on their Clue card. Explain that there are sixteen clues and each clue forms part of a puzzle. Explain that the clues are linked to each other, so the information in one clue will help them answer another.
 - Copy the Information chart on the board. Tell students they can copy this in their notebooks and use it to help them organise their work effectively by filling in the missing information.
 - Explain that they should mingle with their classmates and listen carefully to their clues. They should not show their Clue cards to anyone! [You may wish to tell students to memorise the information and then put their Clue cards in their pocket.]
 - The winner is the first student or team to solve the puzzle!
 - When a student or team has solved the puzzle, tell the class to sit down. Ask the winning student or team to come to the board and complete the Information chart.
- *This is a whole-class activity, with students working either individually or (for classes with over sixteen students) in teams.*

Wordsearch

- Put students into pairs and give each pair a *Wordsearch* puzzle.
 - Read aloud the list of words. Explain that these words are all hidden in the *Wordsearch* puzzle. Add that the words may be spelled horizontally, vertically or diagonally.
 - Tell students to circle each word that they find in the puzzle. Point out that the first one has already been done as an example. The first pair to find all twelve words wins!
 - Read the instructions for the second activity and make sure students understand what to do. Encourage them to use their dictionaries. Monitor and help where necessary as students complete the activity. [Note: To make this harder, give students the *Wordsearch* puzzle without the words!]
- *This activity is designed for students working in pairs.*

Optional extension

When students have finished, put them into pairs and tell them to list any other words they know that are connected with the topic. Then give each pair a copy of the *Wordsearch* template on page 125. Tell them to write eight words from their list in the puzzle, and to fill in any remaining squares with random letters. They should also write the eight words they have used in the box. Tell students to swap and complete each other’s puzzles!

Puzzles

Teacher’s notes

Crossword

- Give each student a *Crossword* puzzle.
 - Give students time to read through the clues. Explain that they should try to guess the missing word in each clue. Add that the number in brackets at the end of each clue tells them the number of letters in the word.
 - Tell them to write each missing word in the correct place in the crossword. Explain that clues may be written either *Down* or *Across*.
 - The first person to complete the crossword correctly is the winner.
- *This activity is designed for students working individually, although pairs would work just as well.*

Hidden word

- Give each student a *Hidden word* puzzle.
 - Explain that they should read the text and try to guess the missing words. Add that the number of stars for each missing word represents the number of letters in the word.
 - Point out that each missing word has a number, and that they should write the missing word in the correct place in the puzzle.
 - Explain that if they complete the puzzle correctly, they should be able to identify a hidden vertical word. The first person to complete the puzzle and identify the hidden word is the winner.
- *This activity is designed for students working individually, but could also be done in pairs.*

Puzzle mix

- Give each student a *Puzzle mix* sheet.
 - Explain that the instructions for each puzzle are on the sheet. Tell students that they should try to complete all the puzzles as quickly as possible. Add that they may use a dictionary to help them.
 - The first person to complete everything correctly is the winner.
 - When one student has answered all the puzzles correctly, tell students to stop. Put them into pairs to compare their answers. Finally, go through the answers with the class.
 - Students who finish quickly can make their own puzzles (see the Optional extension below).
- *This activity is designed for students working individually, although pairs or groups of three are also possible.*

Optional extension

When students have finished, divide them into small groups. Tell each group to choose a puzzle type from the *Puzzle mix* sheet. Ask them to create their own puzzle using their chosen puzzle type as a guide. You may wish to tell them that they can use dictionaries. When students are ready, ask them to swap and complete each other’s puzzles.