

4 Interaction A

Comparing

Aim	To practise making comparisons
When to use	The activity can be used after the Grammar section on page 34 of the Student's Book.
Language focus	comparing and contrasting
Key vocabulary	go on a diet, home-cooked food, safari, board games, stay in with friends
Skills focus	Speaking
Preparation time	5 minutes
Activity time	15 minutes

Before class

Make one copy of the sheet per two students. Cut along the dotted lines to make 24 cards.

In class

- 1 Pre-teach any vocabulary your students don't already know.
- 2 Divide the class into pairs. Give each pair a set of the cards. Ask them to keep the cards face down in a pile.
- 3 On the board write 'living in the city' and 'living in the countryside'. Ask students to think of possible advantages and disadvantages for each one. When they have come up with ideas, ask them to formulate a comparative sentence to express the advantages and disadvantages, e.g. *Living in the countryside is probably a bit more relaxing than living in the city, but in the city you can usually travel to other places more easily.*
- 4 Explain to students that on each card there is a pair of alternative activities. The students must take it in turns to pick up a card and make a comparison between the two. The other student should then try and make a comparison that suggests a different way of considering the two activities. Students continue making comparisons until they decide which of the two alternatives is better.
- 5 Students do the activity. Monitor carefully for language use and make a note of any repeated errors to look at later in the class.
- 6 When students have completed the activity, go through the points as a whole class and invite two or three pairs to express their opinion on each point.

Variation

Give students one card each and ask them to think of a comparative sentence. They tell another student their opinion on the topic, e.g. *Going to the cinema is a bit more expensive than watching films on DVD, but you always see the film more clearly at the cinema.* They then listen to the other student's opinion on the topic on their card, e.g. *I think doing more exercise is a healthier way to lose weight than going on a diet.* When both opinions have been stated, students swap cards, and move on to a third student to tell them their opinion on the topic they've just received.

Comparing



eating at home vs eating in a restaurant	playing sport vs watching sport on TV	watching films on TV vs watching films at the cinema
going to university vs getting a job at 18	living in a flat vs living in a house	travelling by train vs travelling by car
emailing a friend vs phoning a friend	living in the countryside vs living in the city	eating fast food vs eating home-cooked food
seeing animals in a zoo vs seeing animals on safari	seeing a band in concert vs listening to a band on CD/mp3	reading books vs reading e-books
going to a theme park vs going to the beach	cycling vs travelling by bus	playing computer games vs playing board games
going to the cinema vs going to the theatre	blogging vs writing a diary	watching reality TV vs watching soap operas
camping vs staying in a hotel	working in an office vs working in a factory	going on a diet vs doing more exercise
watching YouTube vs watching TV	downloading music vs buying CDs at a music shop	going to a party vs staying in with friends



4 Interaction B

What scares you the most?

Aim	To practise expressing opinions and vocabulary for feeling scared
When to use	The activity can be used after students have completed the Vocabulary sections on pages 31 and 33 of the Student's Book.
Language focus	vocabulary related to fear
Key vocabulary	have an operation, anaesthetic, bungee-jump, fire alarm, ring (v)
Skills focus	Speaking
Preparation time	5 minutes
Activity time	25 minutes

Before class

Make one copy of the sheet per two students. Cut each sheet into two cards.

In class

- 1 Pre-teach any of the key vocabulary your students don't already know.
- 2 Ask students to come up with ways of expressing their opinion and agreeing and disagreeing with one another, e.g. *In my opinion*, *As far as I'm concerned*, *I think that's right*, etc.
- 3 Give one card to each student. Go through the situations one by one and check that the students understand them.
- 4 Explain to students that the ten situations on the card are all ones in which people might feel afraid. Tell them you would like them to work individually to think how they would feel in these situations and to try and rank the situations from the scariest to the least scary. They should put numbers 1–10 in the first column, with 1 being the least scary and 10 the scariest.
- 5 When students have finished ranking the situations, put them into pairs. Tell them to compare their answers orally with a partner. They should try and agree a new order for the situations, again ranking them from 1–10. They should record the new order in the second column. Encourage them to discuss how they would feel in these situations using verbs and expressions of fear, e.g. *It would frighten the life out of me*. *I'd jump out of my skin*. They should also use the language of opinion and agreeing and disagreeing, as well as the language of comparison on page 34 of the Student's Book. Monitor closely for language use.
- 6 When the pairs have completed their new list, put students into groups of four (join each pair with another pair) and ask them to compare their lists and try and agree a further list, which they should record in the third column. Monitor closely for language use.
- 7 When students have finished, compare answers in open class. Is there a situation that the whole class finds particularly frightening, or one that doesn't really frighten them at all? How would they feel?

What scares you the most?

Read the situations and rank them from least scary to the scariest (1=least scary, 10=the scariest).

	you	your partner	your group
You're walking home at night and you think someone is following you.			
You're alone in the house and you hear a loud noise. You don't know what it was.			
You wake up in the night and feel something crawling over your face.			
You get to school one morning and realise you've forgotten there's an important exam today. You've done no revision.			
Someone keeps calling your mobile phone in the middle of the night. As soon as you answer, they hang up.			
You're about to do a bungee jump and you think the equipment looks very old.			
You wake up during an operation, but nobody notices and you can't speak to the doctor because of the anaesthetic.			
You're on the top floor of a building when the fire alarm starts ringing.			
You're riding a bike very fast downhill and you realise the brakes aren't working.			
You're walking through a park and a large dog starts to chase you.			



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4

Grammar

- a** Tick (✓) the correct sentences.

 - A** He was very carefully driving.
 - B** He was driving very carefully. ✓

1 **A** Personally, I think we should go to the cinema.

B I think we should go personally to the cinema.

2 **A** Omar rides his motorbike too fastly – I think it's quite dangerous.

B Omar rides his motorbike too fast – I think it's quite dangerous.

3 **A** Jason's very modest but he plays the guitar brilliantly.

B Jason's very modest but he plays brilliantly the guitar.

4 **A** The food here tastes always delicious.

B The food here always tastes delicious.

5 **A** Suddenly it started raining.

B It started suddenly raining.

6 **A** I arrived late for school, so the teacher was really annoyed.

B I arrived lately for school, so the teacher was really annoyed.

7 **A** It's good really to see you again.

B It's really good to see you again.

8 **A** Rowan acted goodly in the school play.

B Rowan acted well in the school play.
- b** Complete the sentences. Use the adverb or adverbial phrase of the adjective in brackets.

 - I don't usually (usual) get nervous before exams.

1 The train was going so (fast) that it couldn't stop at the station.

2 (personal), I've never liked circuses.

3 Everyone was (extreme) excited when they heard the news.

4 My baby brother can't walk very (good) yet, but he tries all the time.

5 Would you speak to a stranger if they smiled at you (friendly)?

6 He was speaking so (quiet) that I couldn't hear him.

7 You'll have to study (hard) if you want to go to university.

8 We had an (absolute) brilliant time at the theme park.
- c** Circle the correct words.

 - Spielberg's new film is a little / *bit* better than his last one.

1 The sooner you finish your homework, the *soon* / *sooner* you can go out.

2 Her new album isn't as good *as* / *like* her first one.

3 It's far *expensive* / *more expensive* to go to university now than it used to be.

4 It's easy to eat more *healthier* / *healthily*.

5 I ran the marathon *bit* / *a bit* more slowly this year.

6 The noise got louder and *louder* / *more loudly*.

7 Iqbal is already as tall *as* / *than* his older brother.

8 You can often travel more *cheaply* / *cheaper* by coach than by train.
- d** Write comparative sentences using your own ideas. Try to use as many different structures as possible.

 - living in the country – living in the city
Living in the country isn't as stressful as living in the city.

1 fresh fruit and vegetables – fast food
.....
.....

2 Manchester United – Liverpool
.....
.....

3 tidy your room – go out with friends
.....
.....

4 watching TV – going to the cinema
.....
.....

5 Your English now – your English last year
.....
.....

6 special effects in Hollywood films
.....
.....

4

Vocabulary

a Find eight more verbs of fear in the word snake. What sentence do the other letters make?

do v iggle ous sweat b sh a ke e l i gas p e ve i sh i ver n gh o s c re a m s t a n k
s e s e r d a m s t u t t e r n i s h o u t r e s

Sentence:

b Write the missing letters to complete the verbs.

- Your body makes small, quick movements when you s h a k e.
- When you s _ _ _ _, you make a loud noise but you often don't say a proper word.
- When you laugh nervously, you g _ _ _ _.
- When you speak very quietly, you w _ _ _ _ _.
- When you speak very loudly, you s _ _ _ _.
- When moisture comes from your skin when you're hot or scared, you s _ _ _ _.
- People's hearts often b _ _ _ faster when they're frightened.
- If you repeat the same sound in a word again and again, you s _ _ _ _ _.
- People often s _ _ _ _ when they're cold or scared.

c Put the letters in the box in order and make verbs of fear. Then complete the sentences with the verbs in the correct form.

s p a g a m s c r e s t r u t t e a s e t w r i v e s h g l i g e g
s h r i w p e e t a b t h o u s

- Everybody gasped when they heard the news.
- We had to because you're not allowed to talk in the library.
- Nick sometimes on words that begin with st or sc.
- I to him but he didn't hear me because it was too noisy.
- Sue's got a really bad cold. She all the time at the moment.
- My heart really fast when we got off the rollercoaster.

- My cousin always when she sees a spider.
- It's normal when you go running.
- Everybody at the film – even the scary bits were funny.

d Put the words in the correct order to make sentences.

- butterflies / had / his / stomach / Dave / in
Dave had butterflies in his stomach.
- 1 blood / noise / The / cold / her / made / run
.....
- 2 the / was / I / on / seat / of / my / edge
.....
- 3 jumped / I / of / skin / out / my
.....
- 4 My / beat / missed / heart / a
.....
- 5 frightened / You / the / out / me / of / life
.....
- 6 was / like / Vicky / leaf / shaking / a
.....

e Circle the correct words.

- The film really frightened the *breath* / life out of me.
- 1 Poor Will. He was *shaking* / *shivering* like a leaf after the accident.
- 2 We all *held* / *kept* our breath while we waited for his answer.
- 3 I was so terrified that my *breath* / *heart* missed a beat.
- 4 I had butterflies in my *heart* / *stomach* when I went for my exam results.
- 5 That picture always makes my *blood* / *sweat* run cold.
- 6 I was on the edge of my *chair* / *seat* all the way through the final.