

## APPENDIX A.

## GUESSING GAME

**Games and sports**

1. You will probably be familiar with the following games: soccer, tennis, baseball, ice-hockey. Which description fits which game?

1

soccer  
(association football)

A

A game played on a field with bases, with a bat and ball, by two teams of nine players each.

2

tennis

B

A game played on ice with angled sticks and a rubber disc (puck), by two teams of six players each wearing skates.

3

baseball  
(national game of U.S.)

C

A game played on a large field with a round inflated leather ball, by two teams of eleven players each.

4

ice-hockey

D

A game played on a court, by two or four players who hit a ball backwards and forwards across a net.

Match them here.

1	2	3	4

- 2 Here are some details about eight other games. Can you give a description of some of them in the same way as above?

name of game	some details			description
	location	equipment	players	
table-tennis (ping-pong)	on a table	bats and ball	2 or 4 players	
Rugby League (allowing professionals)	on a large field	oval-shaped inflated leather ball, which may be kicked or handled	2 teams of 13 players each	
Rugby Union (only amateurs)			2 teams of 15 players each	
badminton	on an area smaller than a tennis-court with a high, narrow net in the middle	rackets and shuttlecocks	2 or 4 players	
cricket	on a grass field	bats and wickets and a hard ball	2 teams of 11 players each	
golf	a golf-course (golf-links); a stretch of land with a series of 9 or 18 holes on smooth greens	a small hard ball and a set of clubs of different shapes and sizes for each player	2 or 4 players	
basket-ball	an area larger than a tennis-court, with an open-ended net fixed 10 ft above the ground on both sides	a large inflated ball	2 teams of 5 players each	
hockey	a large field	long curved sticks and a hard ball	2 teams of 11 players each	

- 2.1** Can you give a description and some details of a (national) game not mentioned here?

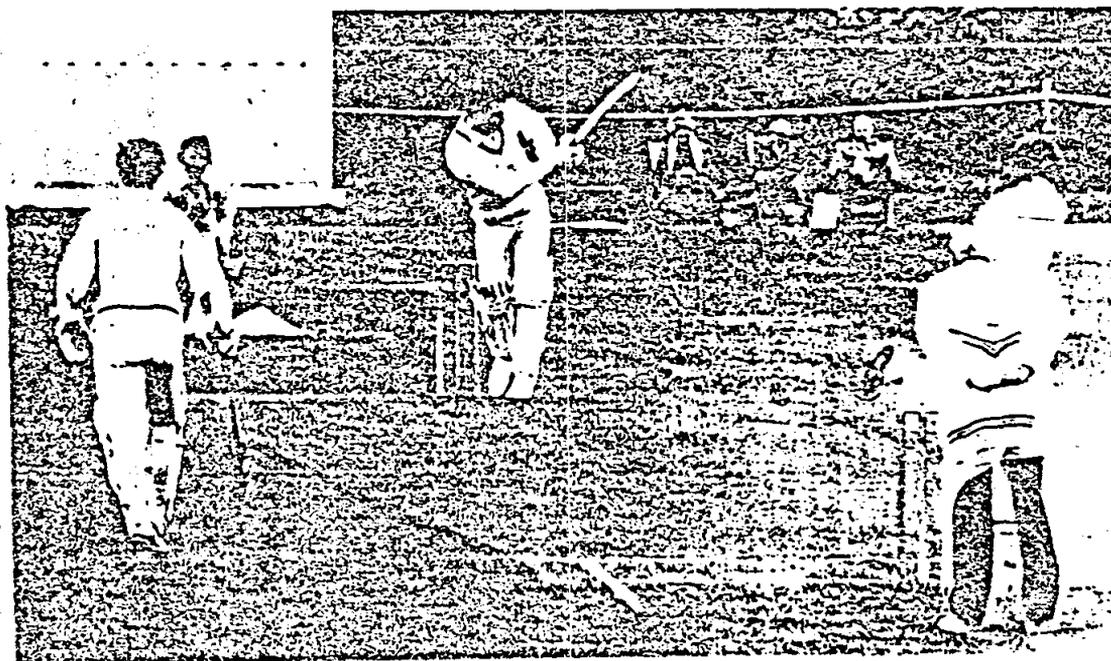
name of game	some details			description
	location	equipment	players	

### 3 A guessing game

Look at the photographs and diagrams on pages 10, 11 and 12. Choose one of the people in action, but do not say whom you have in mind.

Your partner may ask you seven questions about this person (for example about the way he/she is dressed, what he/she has in his/her hands or where he/she is playing). If your partner has guessed the right photograph and the name of the game, and has matched the photograph with the diagram, he/she scores a point. If not, you score a point yourself. Next it is your partner's turn to choose a photograph. You may not ask more than five questions, and so on. With the third photograph not more than three questions may be asked, and with the fourth not more than two. The following expressions may be useful:

So it must be ...      playing ....  
 It can't be anyone but ...      on ....  
 It can only be ...





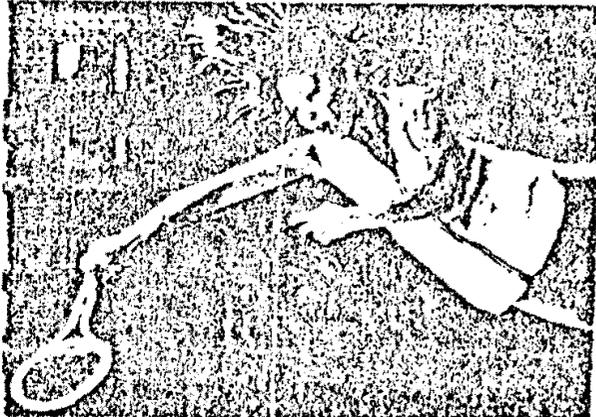
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5

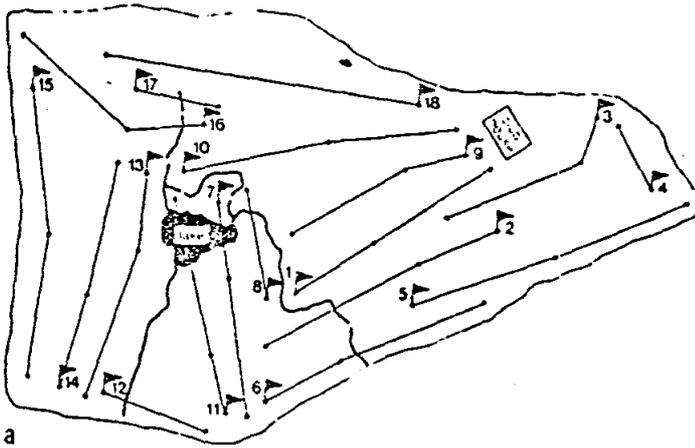


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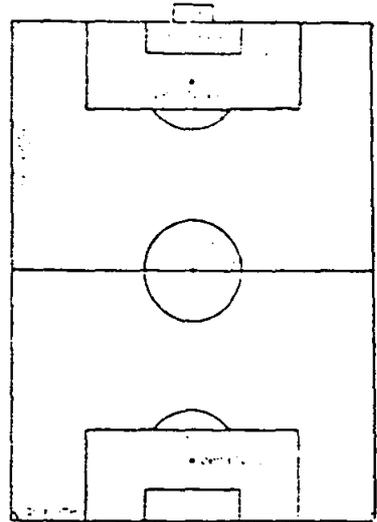


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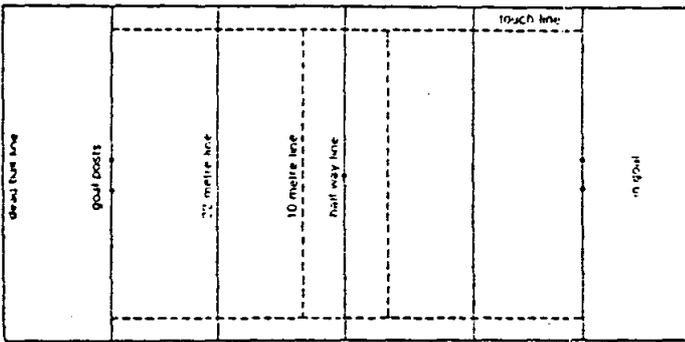




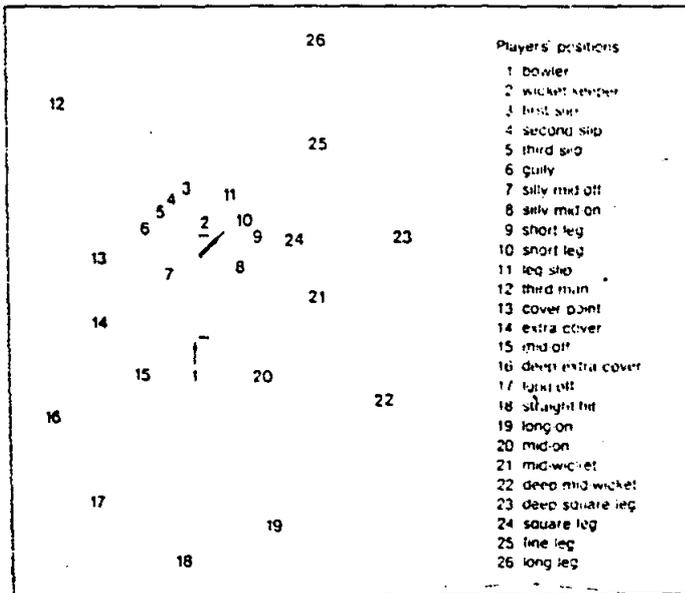
a



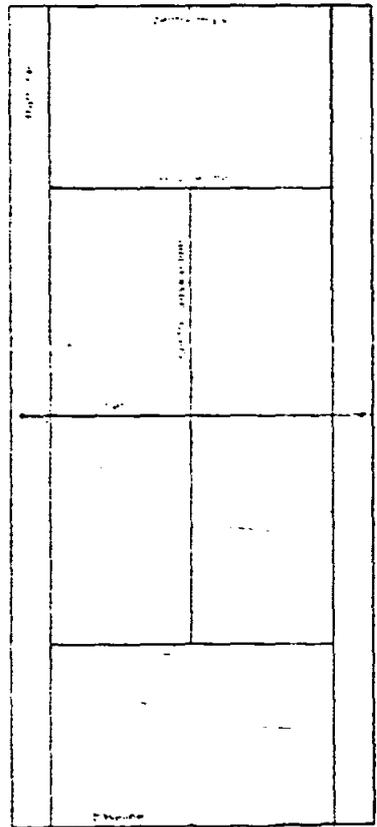
d



b



c



e

\* The eleven players in one team can take any of these positions according to instructions from their captain. The bowler in the other team (positions 19 and 22) and the wipers (17 and 21) remain in their positions.



# APPENDIX B.

## PROBLEM - SOLVING GAMES

### The mystery of the Simplon Express

#### 1 The facts

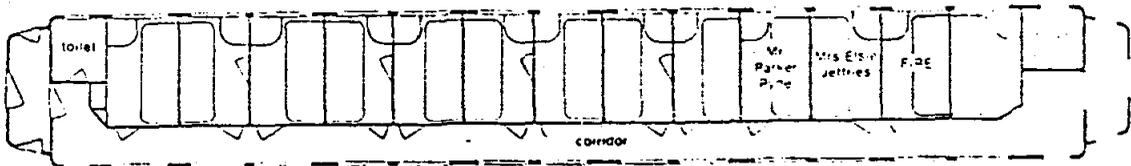
Read the following information and try to solve the mystery based on a short story by Agatha Christie.

On May 2nd, Mrs Elsie Jeffries discovered the loss of all her jewels as she was travelling on the Simplon Express. The jewels, worth £41,000, were kept in a small case which Mrs Jeffries carried everywhere with her.



Mrs Elsie Jeffries  
A young American woman

The sleeping-car



Mr Parker Pyne  
A private detective

PERSONAL

ARE YOU HAPPY? IF NOT, CONSULT MR. PARKER PYNE, 17 Richmond Street

It is a long time for me to have to wait - P.

FRENCH FAMILY RECEIVES PAYING GUESTS. 15 minutes Paris. Large house in own grounds. Up-to-date comfort. Excellent cooking.

#### 1.1 Mrs Jeffries

As soon as the train starts, Mrs Elsie Jeffries decides to tell Mr Parker Pyne about her worries: listen to their conversation and make notes about what you learn.

Elsie's situation in life.	
Where she's going.	
What worries her.	

*and wife and*

*Simplon Express*

*first before leaving the car (time and)*

What Elsie found on the blotter.

## 2 The Journey

Here is what happened just before the train reached Venice:

Suddenly a scream broke out from the corridor.

'Oh, look—look! The train is on fire!'

With a bound Elsie and Mr Parker Pyne were in the corridor. An agitated woman with a Slav countenance was pointing a dramatic finger. Out of one of the front compartments smoke was pouring in a cloud. Mr Parker Pyne and Elsie ran along the corridor. Others joined them. The compartment in question was full of smoke. The first comers drew back, coughing. The conductor appeared.

'The compartment is empty!' he cried. 'Do not alarm yourselves, *messieurs et dames. Le feu, it will be controlled.*'

A dozen excited questions and answers broke out. The train was running over the bridge that joins Venice to the mainland.

Suddenly Mr Parker Pyne turned, forced his way through the little pack of people behind him and hurried down the corridor to Elsie's compartment. The lady with the Slav face was seated in it, drawing deep breaths from the open window.

'Excuse me, Madame,' said Parker Pyne. 'But this is not your compartment.'

'I know. I know,' said the Slav lady. '*Pardon.* It is the shock, the emotion—my heart.' She sank back on the seat and indicated the open window. She drew her breath in great gasps.

Mr Parker Pyne stood in the doorway. His voice was fatherly and reassuring. 'You must not be afraid,' he said, 'I do not think for a moment that the fire is serious.'

'Not? Ah, what a mercy! I feel restored.' She half-rose. 'I will return to my own compartment.'

'Not just yet,' Mr Parker Pyne's hand pressed her

gently back. 'I will ask you to wait a moment, Madame.'

'Monsieur, this is an outrage!'

'Madame, you will remain.'

His voice rang out coldly. The woman sat looking at him. Elsie joined them.

'It seems it was a smoke bomb,' she said breathlessly. 'Some ridiculous practical joke. The conductor is furious. He is asking everybody—' She broke off, staring at the second occupant of the carriage.

'Mrs Jeffries,' said Mr Parker Pyne. 'what do you carry in your little scarlet case?'

'My jewellery.'

'Perhaps you would be so kind as to look and see that everything is there.'

There was immediately a torrent of words from the Slav lady. She broke into French, the better to do justice to her feelings.

In the meantime Elsie had picked up the jewel case. 'Oh!' she cried. 'It's unlocked.'

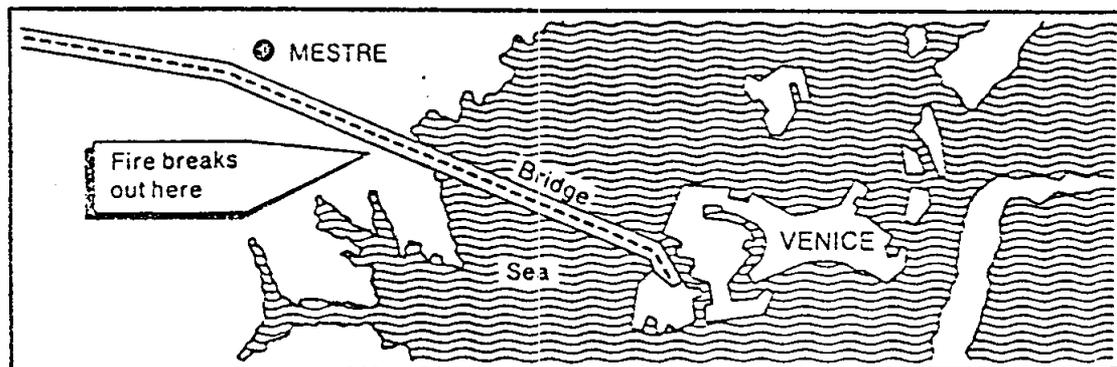
'... *Et je porterai plainte à la Compagnie des Wagons-Lits,*' finished the Slav lady.

'They're gone!' cried Elsie. 'Everything! My diamond bracelet. And the necklace Pop gave me. And the emerald and ruby rings. And some lovely diamond brooches. Thank goodness I was wearing my pearls. Oh, Mr Pyne, what shall we do?'

'If you fetch the conductor,' said Mr Parker Pyne. 'I will see that this woman does not leave the compartment till he comes.'

'*Scélérat! Monstre!*' shrieked the Slav lady. She went on to further insults. The train drew in to Venice.

The events of the next half-hour may be briefly summarized. Mr Parker Pyne dealt with several different officials in several different languages—and suffered defeat. The suspected lady consented to be searched—and emerged without a stain on her character. The jewels were not on her



Elsie and Parker Pyne later search Elsie Jeffries' compartment again; but the jewels are not there.

- 21 On the right, you will find a list of all the events in the text. Can you put them in their correct order?
- 22 Work in pairs. Tell the story of the fire in your own words. You can use the list of events on the right to help you. Use the following adverbs to link your story together:
- First ...*  
*Then ...*  
*At that moment ...*  
*At once ...*  
*A short time later ...*  
*While .../As ...*  
*Meanwhile ...*  
*Still/Not yet*
- 23 Certain events in the story are mentioned in these two columns. Using one of the following adverbs, make sentences combining two of these events (one from the left-hand column and one from the right-hand column):  
*when/before/after/while/as/just as.*

- Scream in the corridor.
- Elsie realizes her jewels have been stolen
- The train arrives in Venice.
- The conductor reassures everybody.
- People run into the corridor.
- Parker Pyne and Elsie leave the compartment
- Parker Pyne reassures the Slav lady.
- A woman shows them where the fire is.
- The man in charge of the train arrives.
- The Slav lady is searched.
- Parker Pyne goes back to Elsie's compartment.
- The train crosses the bridge.
- The Slav lady wants to return to her compartment.
- The jewels are not found on the Slav lady
- The Slav lady decides she will complain about Parker Pyne's behaviour.
- The Slav lady is recovering near the window.

For example: *After arriving in Venice, the Slav lady agreed to be searched.*

- |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• scream</li> <li>• Parker Pyne and Elsie reach the compartment that is on fire</li> <li>• the fire breaks out</li> <li>• Parker Pyne goes back to Elsie's compartment</li> <li>• people ask the conductor questions</li> <li>• Elsie opens her jewel-case</li> <li>• arrival in Venice</li> </ul> | <ul style="list-style-type: none"> <li>• the Slav lady is searched</li> <li>• train over the bridge to Venice</li> <li>• Elsie's diamonds have disappeared</li> <li>• the conductor arrives</li> <li>• Parker Pyne and Elsie rush into the corridor</li> <li>• Slav lady in Elsie's compartment</li> </ul> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 3 A few clues

The following facts will perhaps help you to solve the mystery:

- Only two people have a key to Elsie's jewel-case: her husband and herself.
- Mr Jeffries has financial difficulties.
- The Slav lady, Mrs Subaysha, knows Elsie's husband. She is also a great admirer of diamonds and once saw Elsie's at a party.
- Elsie's husband is fundamentally honest and loves his wife.
- Parker Pyne sent a telegram from the next station (Trieste) and that allowed him to recover the jewels in Constantinople when he arrived there.

4 **Who did it?**

Now, find out what happened.

With a partner try to answer the questions in the table your teacher will give you. If you are still uncertain, you can write down two possibilities each time (A and B) and note the arguments for and against each one. Then put a circle round those you finally choose. Be prepared to explain your choices in the class discussion.

5



Work in pairs to discuss this picture.

- a What exactly has happened?
- b Who are those two people? Do they know each other? What do they do in life? Would you say the woman (a) is a professional thief? (b) just badly needs money at the moment? (c) does it for fun?
- c Imagine the man turns round and sees the woman. What would he say to her? Would she try to justify herself? How?
- d The man decides to call the guard. Imagine the scene and the conversation that would follow.
- e Play the scene as if you and your partner were the people in the picture. (You may make notes first if you wish.)
- f Now listen to the conversations on the tape.

## APPENDIX C.

## MATCHING GAME

1.

## THE COCONUT GAME

One day Elephant fell into a pit. "Help!" cried Elephant. The animals ran and looked into the pit. "We can't help you, Elephant," they said. "You are too big. And the pit is too deep." The animals could not help Elephant. One by one they went away.

"Elephant!" called Monkey from the top of the pit. "I'll get you out."

"But how?" asked Elephant. "You are so little."

"Not too little," said Monkey. And away she ran.

Soon Monkey came back. She had a ladder with her. Elephant tried to climb up the ladder. But when he got on it, the ladder broke.

"It's no use," said Elephant. "How will I get out of this pit?"

"You will see," said Monkey. And away she ran.

Soon Monkey came back. She had a rope with her. Elephant took hold of the rope. Then Monkey pulled on it. But Monkey could not pull Elephant out of the pit.

"It's no use," said Elephant. "How will I get out of this pit?"

"You will see," said Monkey. And away she ran.

Soon Monkey came back. Many, many monkeys were with her. Each monkey had a coconut. "Let's play the Coconut Game," said Monkey. Monkey began to roll a coconut into the pit. All the other monkeys began to roll coconuts into the pit.

"Why are you rolling coconuts into this pit?" cried Elephant.

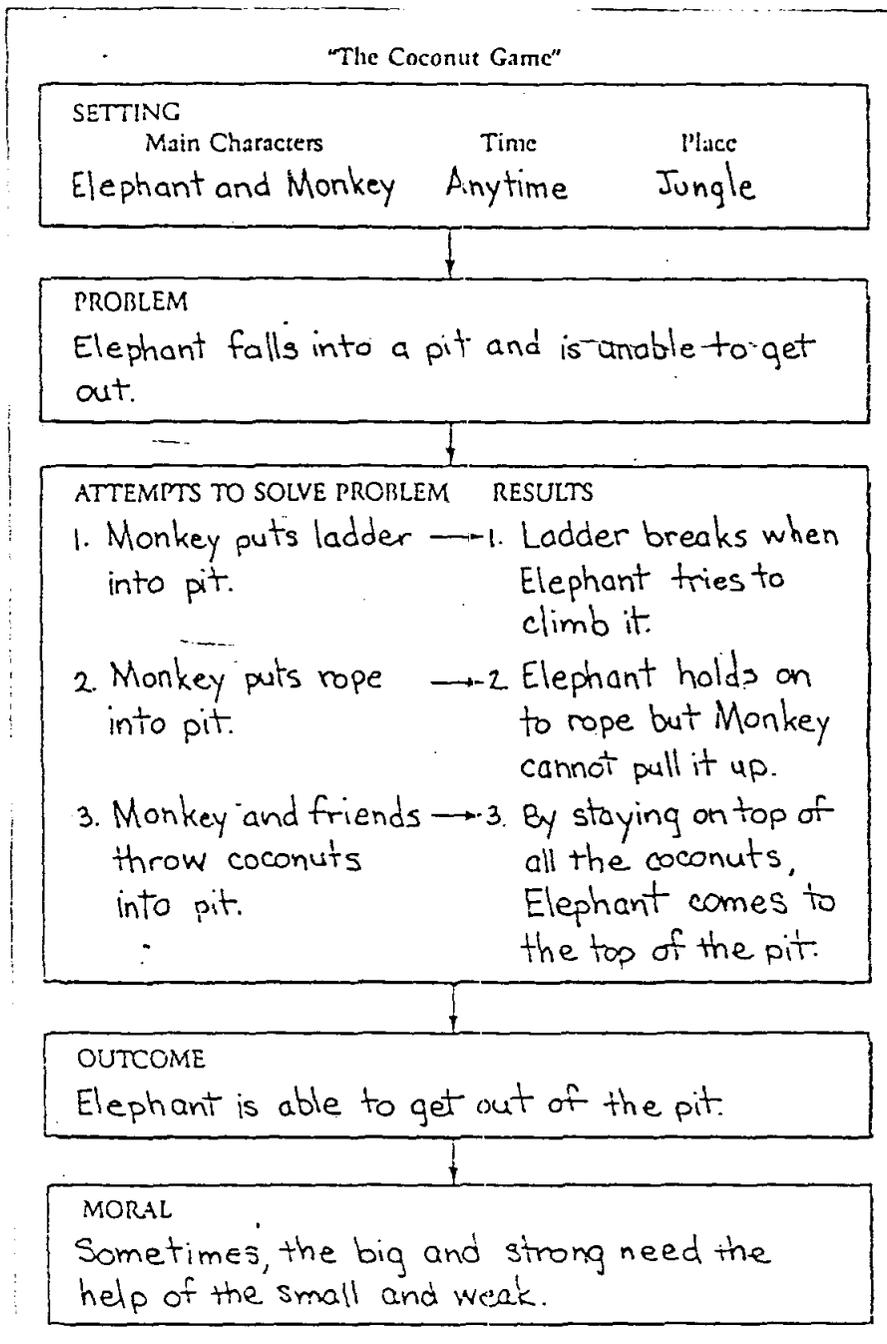
Elephant was very angry. He stomped on the coconuts. He jumped up and down on the coconuts. Elephant grew more and more upset. But still the monkeys rolled coconuts into the pit.

All at once Elephant found himself close to the top of the pit. He walked right out of it! All the monkeys laughed and jumped.

"Didn't you know that someone small can help someone big?" asked Monkey.

"No," said Elephant. "But now I do!"

*Source: From Inside and Out of Pathfinder—Allyn and Bacon Reading Program by Robert B. Ruddell and others, © Copyright, 1978, by Silver, Burdett & Ginn Inc. Used with permission.*



2.

**"NOBODY CARES ABOUT ME"  
SUMMARY**

Bonnie is unhappy because she feels nobody pays any attention to her. Recalling that her mother once commented that people who are different get attention, Bonnie puts together The Different Plan. She borrows her mother's fanciest hat, wears it to school, but attracts only the attention of the teacher, who directs Bonnie to take off the hat and put it away.

Bonnie's next plan, The Mysterious Plan, leads her to smile without any apparent cause and then to loud laughter in the presence of her brother. Bonnie asks, "Don't you want to know why I'm laughing?" "No," her brother responds, and leaves the room.

The indifference of her brother leads Bonnie to make one final plan called The Lively Plan. It is prompted by her cousin's observation that lively people get attention. Later, while visiting at the home of her aunt and uncle, Bonnie unexpectedly tap dances, sings, and finally does a cartwheel. By the time she is done, she is alone in the room. Bonnie then resigns herself to the fact that nobody will ever care enough to pay attention to her.

At school the next day, Bonnie's every-growing curiosity about why a classmate, Jack, always has a pickle in his lunch box prompts her to inquire. Surprised that someone noticed and was interested enough to ask, Jack is proud to explain that his dad makes pickles. He then asks Bonnie why she wore such a funny hat to school the previous week. Soon the two children are enjoying each other's company, telling one another about all the things they like to do.

"Nobody Cares about Me"

SETTING

Main Character

Time

Place

Bonnie

Anytime

Anyplace

PROBLEM

Bonnie feels neglected and wants attention.

UNSUCCESSFUL EFFORTS TO SOLVE THE PROBLEM

1. Bonnie wears her mother's fanciest hat to school.
2. Bonnie smiles and even laughs aloud for no apparent reason.
3. Bonnie dances, sings, and even turns a cartwheel during a visit to the home of an aunt and uncle.

SUCCESSFUL EFFORT TO SOLVE THE PROBLEM

Bonnie gives her attention to a classmate, Paul.

OUTCOME

Bonnie receives attention from Paul.

MORAL

Do unto others as you would have them do unto you.

## APPENDIX D.

### READING AND DO GAMES

#### 1. Scrambled lines

Level	intermediate and advanced
Age	any (except young children)
Group size	whole class
Use	to practise identifying links between one sentence or phrase and another

All the lines of several fairly familiar songs are put on slips of paper, one line on each slip, and these are distributed to the players, one each. The game is to find those who have the other lines of the song, and then sing it together, before another group sings one of the other songs.

#### • Variant

The same kind of thing may be done with printed conversations or dialogues. They can be cut up into sections and distributed at random. The game is to find who has the other phrase(s) or sentence(s) that go with one's own. Here are some examples of simple conversational exchanges which could be split up.

- A. *I say, you've taken my coat, haven't you?*  
 B. *Oh, have I? I'm very sorry, it looks just like mine.*
- A. *Are you likely to be at the meeting tonight?*  
 B. *Well, I'm not sure. I might get along.*
- A. *Excuse me, smoking isn't allowed here.*  
 B. *Sorry, but what can I do about it?*  
 A. *You could put it out.*
- B. *I'll get in another carriage at the next station.*  
 A. *Meanwhile we have to put up with it, I suppose.*
- A. *Do you think you could make a bit less noise? I can't hear a thing.*  
 B. *All right. What time does it finish?*
- A. *That will be £2.50.*  
 B. *Haven't you made a mistake?*  
 A. *I'll add it up again. No, that's right.*  
 B. *Will you accept a cheque?*

2.

## Reconstructing the story

Level	intermediate and advanced
Age	any (except young children)
Group size	groups
Use	practice in reading sentences in the light of their relationship in meaning to other sentences

An anecdote or short story (at least, say, ten sentences long) is cut up into sentences (and even phrases), and each sentence is pasted on a strip of card. Two or more of these strips are given to each member of the group. Under the group leader's guidance the learners read out their sentences and then try to put them into the right order. *Which sentence comes first? Mine says Dick. Read it out, Who thinks that sentence comes first? Everybody? Nobody? Read yours, Sarah. Who thinks Sarah's sentence comes first? All right, give it to me.* The leader reads out the first sentence. Then the second is found and the two are read. And so on, until the story is reconstructed.

### Variants

A Groups can themselves cut up stories and give them to other groups to put together.

B At a relatively elementary level the teacher can give the learners an idea in advance of the general lines of the story.

C At a relatively advanced level one group can have *some* of the sentences of the story and another group the rest. So they cannot make a complete story, and have to communicate group to group in order to sort out the problem.

3.

## Fortunes

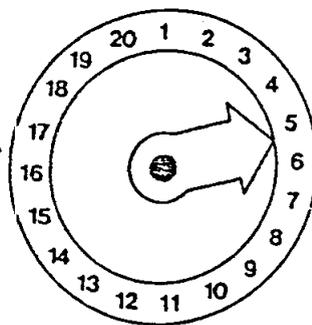
Level intermediate

Age children

Group size groups

Use reading practice (especially using 'will')

The group has a wheel, consisting of a large circle and pointer attached firmly to a piece of wood or strong cardboard. Round the circumference are numbers. Each player spins the pointer. The number at which it is pointing when it comes to rest is looked up in the key kept by one of the players (the fortune-teller). The 'fortune' is read out—*You will make a long journey some time. Next week we shall all have a day's holiday* (schools usually do). *Unless you eat less you will get very fat.*



The teacher, preferably with the learners' help, should have prepared these 'fortunes' carefully to suit their ages and interests.

SILENT - WAY READING

# Smoking out a bad influence

by Bidy Passmore

Teachers who like a crafty puff during break might soon have to hide their nicotine-stained digits if they want a teaching job in Manchester.

Mr Roger Delabanty, Labour chairman of the city's environmental services committee, is to try to persuade his educational colleagues to give preference to non-smokers when considering applicants for teaching jobs. Smoking teachers make smoking pupils, he argues.

His suggestion has given rise to a predictable outcry. As Mrs Pat Leahy, local NUT spokesman, put it: "We've all got our little idiosyncrasies - who knows what it'll be next?"

But the idea appears to stand little chance of adoption by the education committee. "I certainly wouldn't be a

"I am glad you don't smoke . . . party to handing down those sorts of instructions", protested the chairman, Mr Gordon Conquest.

He hoped, however, that teachers would be restrained in their smoking and "not do it too much in front of young children".



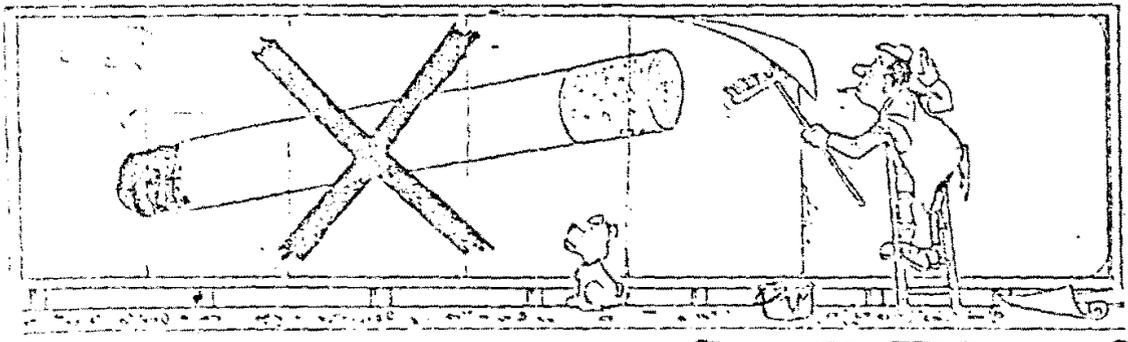
# Smoking ban protest

A PIPE smoking MP, Mr Keith Stainton, is to raise British Rail's decision to ban smoking in restaurant and buffet cars with the Transport Secretary, Mr David Howell.

Mr Stainton, the Conservative MP for Sudbury and Woodbridge, said: "British Rail are going overboard. I am not campaigning for smoking, but I believe in leaving living room for all sections of society and rebelling against British Rail dictating morals to each and every one of us.

Mr Stainton said soon there would be no smoking facilities anywhere on trains. "I shall be protesting to Sir Peter Parker, the British Rail chairman," he said.

The ban will start on Southern Region trains on March 29, and will then be introduced for all trains. Passengers will be able to buy cigarettes and cigars from bars on trains, but will not be allowed to smoke them there. Anyone breaking the rule will be liable to a £50 fine.



## What's Wrong with the Health Service?

### True or False?

1. Martin Dyer is one of 40 babies whose lives have been saved at Guy's Hospital this year.
2. Guy's has 18 empty beds because there is a shortage of trained nurses.
3. Some of the children who could not get into Guy's are probably dead now.
4. No more NHS cutbacks are expected in the future.
5. The child heart specialist at Guy's has succeeded in getting £660,000 from private sources.
6. Heart treatment for children is expensive because of the high cost of nursing.
7. Baby Martin Dyer was five weeks old when he went into Guy's.
8. Despite receiving twice as much cash in 1982-83 as in 1978-79, the NHS has not maintained its level of services.

### Match the Meanings

Here are some words and phrases from the text. Find the right meaning for each word or phrase:

from the text	meanings
a) in a critical condition	more depressing
b) cutbacks	desperate situation
c) bleaker	checking
d) drumming up	hit, attacked
e) plight	reductions in services
f) labour-intensive	collecting
g) monitoring	using a lot of working hours
h) eroded	seriously ill
i) clobbered	worn away

## DISCUSSION GAME

## Words and Phrases

Find words or phrases in the two shorter news items which mean about the same as:

- a secret smoke (3 words)
- yellow fingers (3 words)
- individual habits (1 word)
- reacting too strongly (2 words)

## Discussion

In the light of these texts and your own opinions, do you agree or disagree with the following statements?

- Cigarette smoking should be banned completely.
- The price of cigarettes should be doubled.
- All public buildings and transport should have smoking and non-smoking areas.
- People should be allowed to smoke wherever they like.

Smoking ban protest.  
What is the main reason for Mr Keith Stainton's objection to the banning of smoking in train restaurant cars?  
a) He thinks people should be able to smoke wherever they like.  
b) He himself wants to be able to smoke in restaurant cars.  
c) He is against bureaucratic bodies telling people what they should or shouldn't do.

Smoking out a bad influence  
Which of the people mentioned might have made these statements?  
a) People who smoke should not be employed as teachers.  
b) Teachers should try not to smoke in front of their pupils.  
c) Teachers' personal habits should not concern others.

## Debate

Do you agree or disagree with these statements?

- Dr Michael Joseph should spend his time curing sick children, not collecting money.
- Mental health, the elderly and children's services should be completely protected from cutbacks.
- Nurses, doctors and other health service workers should not demand increases in wages if the country can only afford to pay for those increases by cutting services.

