

Cambridge University Press  
978-0-521-72155-4 - Teen World: Multi-Level Photocopiable Activities for Teenagers  
Joanna Budden  
Frontmatter  
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# Teen World

Multi-level photocopiable activities for teenagers

Joanna Budden



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Map of the book

	Title	Level	Language focus	Skills focus	Activity type
1 Welcome to English	1.1 Cross the classroom	elementary	functional classroom language	speaking: asking questions	board game
	1.2 New term resolutions	intermediate	strengths and weaknesses	reading: information gap writing: resolutions	walking dictation
	1.3 Dictionary dive	upper-intermediate	word definitions, parts of speech	writing: definitions	word game
2 Technology	2.1 Teenspace	elementary	personal information, likes and dislikes	writing: profiles reading: gist	making a web page
	2.2 Chat room	intermediate	question forms	writing and reading: messages, error correction	group writing activity
	2.3 Virtual worlds	upper-intermediate	modals for speculating	speaking: speculating writing: description	matching activity
3 Music	3.1 Musical postcards	elementary	past simple	writing: a postcard reading: skimming	group drawing activity, writing a postcard
	3.2 Music fans	intermediate	question forms	speaking: asking questions writing: summarising	questionnaire
	3.3 Music festival	upper-intermediate	making suggestions, giving opinions	speaking: discussing, presenting	planning a festival
4 Work and money	4.1 Workbusters	elementary	relative pronouns, jobs, prices	speaking: pronunciation, answering questions	team game
	4.2 Holiday jobs	intermediate	modal verbs, question forms	speaking: asking and answering questions	role-play
	4.3 Are you money mad?	upper-intermediate	giving opinions, money vocabulary	reading: answering questions speaking: discussing	questionnaire
5 Humour	5.1 Funny comic	elementary	direct speech	speaking and writing: storytelling	writing a comic
	5.2 Bad jokes	intermediate	questions	reading: matching speaking: telling jokes	jokes
	5.3 Watch out! There's a joker about!	upper-intermediate	present tenses	reading and speaking: ranking writing: practical jokes	planning a TV programme
6 Appearances	6.1 Extreme makeover	elementary	present simple, present continuous, clothes	speaking and writing: discussing, describing	describing people
	6.2 Teen tribes	intermediate	present simple, present continuous, clothes	reading: matching speaking: discussing	matching activity discussion
	6.3 Inside-out or not at all?	upper-intermediate	questions, second conditional	reading: answering questions speaking: discussing	questionnaire

	Title	Level	Language focus	Skills focus	Activity type
7 Crime and justice	7.1 School alibi	elementary	question forms, past continuous, past simple	speaking: asking and answering questions	role-play
	7.2 Dodgy dilemmas	intermediate	past continuous, past simple, <i>should</i>	speaking: making excuses	role-play
	7.3 Crime controversy	upper-intermediate	relative clauses, present simple, crime	reading: answering questions speaking: describing, persuading	word game questionnaire
8 Heroes and heroines	8.1 Superhero comic	elementary	<i>can</i> for ability, direct speech	writing: storytelling	making a comic
	8.2 Heroic sketches	intermediate	narrative tenses	writing: storytelling	writing and performing a sketch
	8.3 Real-life heroes	upper-intermediate	present simple, conditionals, <i>should</i> , jobs	speaking: justifying, persuading	debate
9 Sport	9.1 Footie stars	elementary	comparatives, question forms	speaking: asking questions, comparing	card game
	9.2 Sports reporters	intermediate	question forms	speaking: asking and answering questions, summarising	interviews
	9.3 Sports quiz	upper-intermediate	questions, sports	speaking: answering questions	quiz
10 Consumer society	10.1 Shopping spree	elementary	functional shopping language	speaking: asking for things	role-play
	10.2 The real cost	intermediate	present simple and past simple passives	speaking: discussing	matching activity, discussion
	10.3 Buy Nothing Day	upper-intermediate	tense revision, relative clauses	reading: understanding main ideas speaking: speculating	reading an article and exchanging ideas
11 Ambitions and hopes	11.1 Nervous Nathan's diary	elementary	past simple, future simple	reading: extracting key information writing: a blog	reading, writing a blog
	11.2 How ambitious are you?	intermediate	questions	reading: answering questions speaking: agreeing and disagreeing	questionnaire
	11.3 Thinking time	upper-intermediate	future tenses, present simple	speaking and writing: sharing information	discussion
12 Media and news	12.1 Newsite	elementary	present simple, present continuous, <i>going to</i> , past simple, future simple	reading: understanding main ideas writing: news reports	reading, making a web page
	12.2 Paparazzi pyramid	intermediate	giving opinions	speaking: agreeing and disagreeing, fluency	discussion
	12.3 TV news competition	upper-intermediate	language of news broadcasts	writing and speaking: presenting information	making a news programme

	Title	Level	Language focus	Skills focus	Activity type
13 Relationships	13.1 Family match	elementary	question forms, present simple, possessive 's, family vocabulary	speaking: asking and answering questions	card game
	13.2 In your parents' shoes	intermediate	past simple, past continuous, language of persuasion	speaking: explaining, persuading	role-play
	13.3 A problem shared ...	upper-intermediate	modal verbs	speaking: asking for and giving advice	role-play
14 TV and film	14.1 Square eyes	elementary	question forms, present simple, past simple	speaking: asking and answering questions writing: note taking	questionnaire
	14.2 Murder of the movie maker	intermediate	present simple, present continuous, films	speaking and writing: planning a movie	planning a movie
	14.3 Reality TV show	upper-intermediate	colloquial expressions	speaking: interacting	role-play
15 Age and the future	15.1 Fortune teller	elementary	will for predictions	speaking: asking questions, making predictions	making a fortune teller
	15.2 Vote for me	intermediate	first conditional	writing: targeting an audience speaking: persuading	making a poster, giving a speech
	15.3 The walk of life	upper-intermediate	tense revision	speaking: expressing opinions	a board game
16 Travel	16.1 Get the message across	elementary	functional travel language	speaking: explaining writing: a dialogue	game, role-play
	16.2 English abroad	intermediate	agreeing and disagreeing, would, travel	reading: extracing key information speaking: discussing	discussion
	16.3 Gap year blog	upper-intermediate	mixed conditionals	reading: understanding main ideas speaking: discussing writing: a blog	reading, a blog
17 The environment	17.1 Recycling race	elementary	singular and plural forms, materials	speaking: giving information	board game
	17.2 Ecological footprint	intermediate	adverbs of frequency	reading: answering questions speaking: comparing	questionnaire
	17.3 Car ban	upper-intermediate	giving opinions	reading: extracting key information speaking: persuading	role-play



# Introduction

## What is *Teen World*?

*Teen World* is a photocopiable resource book designed to give teenage students the opportunity to communicate with one another in meaningful and enjoyable ways. Each task has been designed especially with teenagers in mind.

## Who is *Teen World* for?

*Teen World* is for teachers of English whose students are aged 11–18 and who want to introduce their students to topics that will interest and engage them. This is not to say that teachers will not find many of the activities useful with other age groups, but the book has been primarily written for teens. This book can be used to supplement any course book material or to provide self-contained topic-based lessons. The activities are clear and simple to use, with minimal preparation required.

## How is *Teen World* organised?

*Teen World* is divided into 17 units, each focusing on a different topic of interest to teenagers. Each unit provides one activity for the following levels: elementary, intermediate and upper-intermediate.

The Map of the book and the focus boxes at the start of each activity give information as to which lexical, grammatical and skill areas are covered. This allows easy integration into your syllabus. With each activity, step-by-step instructions are given, as well as an indication of how much preparation and class time the activity should take.

## What types of activity are in *Teen World*?

*Teen World* includes a wide variety of activity types which will keep your students engaged and on-task as they develop their language skills within the topic areas. Although all skills are covered within the book, the focus is very much on speaking activities and encouraging real communication between students, whether in groups or pairs, and also between the students and the teacher. The activities are motivating and meaningful and give your students a reason for communicating. Activity types include board games, role-plays, quizzes and surveys.

## How is each activity organised?

Each activity offers the teacher a warm-up task to lead into the main activity and several suggestions for follow-up activities. The main activity is explained clearly and simply, guiding you through the stages of the lesson. The follow-up activities can often be used as short fillers to round off the class, or, if you have time available to develop them, some can be used to lead into more extensive project work on the topic. However, as with any lesson plan in any teacher's book, do adapt the activities to your students and to best suit your own teaching style and context.

## How can I get the most out of *Teen World*?

Many of the activities in *Teen World* are excellent starting points for exploring new topics with your class. The teacher's notes offer you ideas in the follow-up tasks on how to extend the activities and some of the tasks lend themselves to developing mini projects. Some follow-up tasks may offer the opportunity of localising the task, bringing it closer to home and thinking about the topic within the backdrop of the students' own town or city, or personalising the activity, which will also give you the opportunity to get to know your students better.



## How do the activities develop communicative skills?

As students carry out the activities they revise specific grammar points and lexical sets. They also extend their vocabulary as they explore new topic areas. The new vocabulary they learn during the activities is useful and relevant to what they are doing and therefore will be memorable. As well as expanding students' vocabulary and revising grammar, many of the activities in *Teen World* have been designed to give students the opportunity to express their opinions and feelings towards an issue within a topic; teenagers often respond very well to the opportunity to express their views and to explore their ideas on issues that interest and affect them.

## Recycling new vocabulary

It is always a good idea to recycle new vocabulary regularly, and within *Teen World* there are plenty of opportunities for students to increase their vocabulary within the topic areas. As well as being introduced to new words, students will need to revise and recycle language regularly. The following are suggestions of how to recycle and revise vocabulary in fun ways:

- Write down all the new words students have learnt in a lesson on cards and keep them in a special 'word bag' or envelope so you can regularly recycle them.
- Put a word card on each student's chair. As they arrive in the class, they have to say a sentence including the word before they can sit down.
- Put students into pairs and give each pair four or five words that they have learnt. Ask students to create a dialogue incorporating at least three of the words.
- Divide the class into teams. Ask one person from each team to sit at the front of the class with their back to the board. Write a word students have learnt on the board. Each team has to describe the word to the person at the front of the class. The first to get the word gets a point. Award extra points for good definitions.

## Managing the activities

If some of the activity types in *Teen World* are new to your students, ensure adequate time is given in explaining and demonstrating the activity before the students begin. As students are doing the activity, be sure to monitor carefully and be available to offer advice and to feed in new language as and when required. Remind students that the process is just as important as the end product (if there is one) and that you are watching throughout the whole task to see who is making a real effort. Effort in speaking English, collaborating with classmates and using initiative should be praised and rewarded throughout each activity.

## Classroom dynamics

The activities in *Teen World* offer the perfect opportunity for you to get to know your students better and for them to get to know one another. Students frequently have the chance to work in pairs and small groups. In most cases I suggest you mix up the groupings regularly so that students work with a variety of different people. However you decide to group your students, this should be taken into consideration at the planning stage. You may decide to put students into friendship groups for some of the activities or you may like to pair up weak and strong students or students of similar levels for certain activities.