

Contents

★ Students with 3 – 12 months of English

| Activity | Language point | Time (minutes) | Page |
|-----------------------|--|----------------|-------|
| 1 Classroom | alphabet | 15 | 22 |
| 2 Countries | nouns, adjectives | 20 | 23 |
| 3 The time | <i>to be</i> | 20 | 24 |
| 4 Colours | ordinal numbers | 15 | 25 |
| 5 The calendar | dates | 10 | 26 |
| 6 Spot the difference | <i>there is, there are, how many?</i> | 15 | 27/28 |
| 7 Habits | present simple, <i>can</i> | 30 | 29 |
| 8 The human face | possessives | 15 | 30 |
| 9 Rooms | <i>there is, there are</i> | 30 | 31 |
| 10 Picture puzzles | following instructions | 15 | 32 |
| 11 Smileys | keyboard characters, <i>looks like</i> | 15 | 33 |
| 12 Quantities | <i>not...enough, too</i> | 15 | 34 |
| 13 Geography | comparisons | 15 | 35 |
| 14 Food and drink | <i>how much? how many?</i> | 15 | 36/37 |
| 15 Crazy conundrums | prepositions of place | 15 | 38 |

★★ Students with 1 – 2 years of English

| Activity | Language point | Time (minutes) | Page |
|---------------------|-------------------------------|----------------|-------|
| 16 Family members | male vs female | 30 | 39 |
| 17 Jail break | <i>can, must</i> | 15 | 40 |
| 18 Coin game | <i>can, must</i> | 15 | 41 |
| 19 Work it out | opinions | 15 | 42 |
| 20 Numbers | <i>must</i> | 15 | 43 |
| 21 School bus | <i>some, any</i> | 15 | 44 |
| 22 Guess the object | <i>it vs one</i> | 15 | 45 |
| 23 Experiences | superlatives, present perfect | 30 | 46 |
| 24 High numbers | <i>will</i> | 30 | 47/48 |
| 25 Number games | imperative | 15 | 49/50 |
| 26 Farmer's dilemma | first conditional | 20 | 51 |
| 27 School jokes | <i>can, can't</i> | 20 | 52 |

| | | | |
|----------------------|---|----|----|
| 28 Teacher jokes | present simple, present continuous | 20 | 53 |
| 29 Lift mystery | present simple | 15 | 54 |
| 30 Chatline acronyms | present continuous | 15 | 55 |
| 31 Riddles | present simple | 15 | 56 |
| 32 Giving directions | imperative | 30 | 57 |
| 33 Ask the teacher | irregular verbs, past simple, present perfect | 20 | 58 |
| 34 Visual game | following instructions | 20 | 59 |
| 35 Horse race | irregular verbs | 15 | 60 |
| 36 Maths | first conditional and temporal clauses | 15 | 61 |
| 37 Silly maths | quantities | 15 | 62 |
| 38 Text messaging | present simple | 15 | 63 |

★★★ Students with 2 – 3 years of English

| Activity | Language point | Time (minutes) | Page |
|-------------------------|---|----------------|----------|
| 39 Loch Ness Monster | active / passive | 15 | 64 |
| 40 Night watchman | past simple, past continuous | 15 | 65 |
| 41 Beastly brainteasers | following instructions | 20 | 66 |
| 42 Detectives | past simple, past perfect | 15 | 67 |
| 43 Hotel mystery | past simple, past continuous | 20 | 68 |
| 44 Doctor jokes | imperative | 20 | 69 |
| 45 Crack the code | present simple, present perfect | 30 | 70 |
| 46 English humour | past simple, present perfect | 10 | 71 |
| 47 Shoe mystery | present continuous, past simple | 20 | 72 |
| 48 School facilities | <i>should, need, going to</i> | 20 | 73 |
| 49 Logic games | past simple, past continuous | 20 | 74 |
| 50 Alibi | past simple | 20 | 75 |
| 51 Barman | past simple, past perfect | 20 | 76 |
| 52 Mysteries | <i>can't</i> and <i>must</i> for deductions | 15 | 77 |
| 53 Manager's dilemma | first conditional | 30 | 78 |
| 54 Enigmas | second conditional | 20 | 79 |
| Introduction | | | 4 |
| Teacher's notes | | | 6 |

Introduction

Mind Twisters, Puzzles and Games is a selection of 54 activities based on authentic materials. In fact, nearly all the games, puzzles, jokes and riddles are ones that kids in Britain and the US love to do themselves. These materials have been adapted for your students, to make for amusing and engaging activities through which they will learn and revise their English, and have fun at the same time.

How to use *Mind Twisters, Puzzles & Games*

The games in this book can be used in a variety of ways. Some shorter activities, e.g. of ten minutes duration, are ideal as warmers at the start of a lesson or time fillers at the end. Other longer activities can be used as the basis for a whole lesson to recycle and practise a recently taught language point.

Within each activity there are generally two or more exercises. Most exercises are linked to each other sequentially, and often one exercise is in preparation for the next. Consequently, you should always check your students' answers to one exercise before proceeding to the next.

The overall activities are *not* designed to present grammar points for the first time but to practise them. So make sure you revise any relevant grammar items beforehand. We have tried to cover a broad range of grammar items typically taught in a student's first three years of English.




This is a photocopiable book, but you don't always need to make photocopies; in many cases you can simply copy the information onto the board.

At the top of each activity there is an indication of the language point(s), the time to allow for the activity, and the level.

Language point: This highlights whether particular grammar items or language points are given practice in an activity. *Note:* not all the activities cover a specific grammar point.

Time: The clock at the top of each activity indicates the minimum time that activity will take. However, the actual time will very much depend on your class, how much they get into the activity, and how talkative they are. In any case, you should give students a time limit for each individual exercise (particularly for those that require some logical thinking and are not simply based on reading or grammar).

Level: This generally corresponds to the vocabulary or grammar that most students who have studied for a particular length of time can be expected to have covered:

-  3 to 12 months
-  1 to 2 years
-  2 to 3 years or more

However, students of higher levels above can also do activities of lower levels. For example, level 3 students can also use level 1 activities. In fact, nearly all the activities can also be used successfully by even more advanced students (i.e. with 4 to 8 years of English) – they make great time fillers.

Activity titles: The activity titles give you a rough idea of what vocabulary field you can expect and/or the type of activity (puzzle, riddle, joke, mystery story).

Vocabulary

Because these are authentic materials, occasionally the vocabulary may seem quite hard. Where possible, such vocabulary items have been illustrated. In any case, more challenging vocabulary and grammar items are a good opportunity to get students to deduce what the meaning might be. They can make such deductions using their native language. Alternatively, encourage students to use a bilingual dictionary. To help you decide which vocabulary items need to be pre-taught, we have included a section on the teacher's pages called 'difficult vocabulary'. The words listed are those found on the students' pages which we think students at this level may not be familiar with, and which are essential to understanding a rubric or which are not illustrated in the cartoons or pictures.

Skills

This book is designed to encourage students to practise their oral skills in a fun and non-stressful context so, in one way or another, every activity requires students to speak. What students say to each other is actually very important in helping to resolve the problems/games/puzzles, so they will be more motivated than usual to listen to their classmates and to you too! In order to understand how an exercise works, students need to read brief rubrics and longer brainteasers or stories. In some activities a limited amount of writing is also required.

Instructions

The instructions on the students' pages are designed to be clear. However, our advice would be always to give instructions in the language of your students as they are of vital importance for the success of these exercises.

Keys

Since one exercise leads into another, give the key (solution) to one exercise before beginning the next. The answers for all exercises are given in the corresponding teacher's notes. However in some cases the answers are visual. These are all on pages 18–21 and can be photocopied and handed out to students.

Pair and group work

Most of the activities are designed to be done with students working together either in pairs or in groups. Where necessary, the instructions to the exercises on the teacher's pages indicate how many people should be in a group. If your class is not easily divided into, for instance, groups of four, you may decide to have a group of five or six, or two groups of three, and divide up any materials as appropriate.

A note on lateral-thinking games

Activities 21, 29, 40, 42, 43, 47, 50, 51, 52 and 53 are adaptations of traditional lateral-thinking games. In such games the 'teacher' gives the 'students' a situation. For example, *Anthony and Cleopatra are lying dead in a room, with bits of broken glass around them and a small pool of water.* (Activity 42). The idea is that the 'students' have to ask the 'teacher' a lot of 'yes / no' questions until they discover how Anthony and Cleopatra died. The games are called 'lateral-thinking' because a normal logical approach isn't necessarily the quickest or most effective way to reach the answer. In fact, Anthony and Cleopatra are not humans at all but goldfish! (See key on page 14.)

Typical questions (with related 'yes / no' answers) include:

Did someone poison them? (no)

Did they kill each other? (no)

Did someone kill them? (no, not exactly)

Is the glass relevant? (yes)

Was the glass from a vase? (no)

Was it from a bowl? (yes)

Did the bowl have water in it? (yes)

Did it have anything else in it? (yes)

Were they the real Anthony and Cleopatra from history? (no)

Is it important that their names are Anthony and Cleopatra? (no)

Were they human beings? (no)

Were they animals? (yes)

Were they fish? (yes)

Were they in the bowl? (yes)

So something knocked the bowl over? (yes)

Was it a cat that had come through the window? (yes)

What the above groups of questions highlight is that when one line of questioning is apparently exhausted or seems to be getting nowhere, students need to think of another possible approach. So rather than thinking in only one direction, students have to think 'laterally'. In addition, the questions highlight that a variety of tenses can in fact be used / revised – in particular, the present simple, past simple and past perfect.

Be aware that:

- students may blurt out questions in their own native language as they will be keen to get the solution. The way to deal with this is to write the question in the native language on the board, and get the student concerned (or other students) to translate it.
- some students may already know the answer. In this case, form groups with one person who already knows the answer plus three or four (or however many is necessary) who don't know the answer. So instead of students asking you the questions, they ask the student who already knows the answer. You will need to monitor the groups closely to check they are actually doing the exercise in English!

This traditional way of doing these games is the best if you have a group of students who are willing to ask a lot of questions (and it is indeed the most successful way we know of to practise the interrogative form in English, as students are motivated to ask questions to get the solution). The more of these games students do, the quicker and the better they will get at them – and we guarantee that the vast majority of students will love them.

However we have given an alternative presentation, which is less demanding of the students (e.g. by providing the questions students need, by giving them visual clues). We suggest you try the approach given in this book first, and then move on to the traditional approach with any other lateral-thinking games you may find (there are over a hundred on various websites).

Anna Southern and Adrian Wallwork

Teacher's Notes

1 Classroom

1 Individual work

Difficult vocabulary: rhyme

Students do the exercise alone. Then choose particular students to read out the whole row to check their pronunciation.

Key: a) Q, b) J, c) O, d) R, e) V

2 Class work

Difficult vocabulary: aloud

3 Individual work

4 Individual work

You might want to suggest some lexical sets. Just give students one or two examples in each category, the others they can think of for themselves. Examples:

home: kitchen, sitting room

sport: football, skiing

family members: brother, aunt

colours: black, blue

numbers: five, thirteen

2 Countries

1 Group work

Key: b) Japan, c) Greece, d) Poland, e) Germany, f) Spain

2 Individual work

Key: b) Japanese, c) Greek, d) Polish, e) German, f) Spanish

3 Individual work then pair work

It doesn't matter how bad students are at drawing; in fact the worse they are, the more fun they are likely to have with this exercise. If some students have difficulty thinking of countries to draw, suggest: Italy, Australia, Argentina, India, Great Britain.

4 Individual work then pair work

Difficult vocabulary: dangerous, population

With good groups they can ask each other questions, e.g.

Student A: What countries do you want to visit?

Student B: I want to visit

Extension

Students can write down the nationalities / languages of the countries chosen in Exercise 3.

3 The time

1 Individual and pair work

Once students have done the exercise, they can ask each other the questions, e.g.

Question: Where are you usually at five o'clock?

Answer: I'm in bed.

2 Individual or pair work

Difficult vocabulary: reflect, mirror

Key: b) a quarter past nine *or* nine fifteen, c) five to nine *or* eight fifty-five, d) six o'clock, e) ten past five *or* five ten, f) twenty five past four *or* four twenty-five, g) a quarter to two *or* one forty-five

3 Group work

Difficult vocabulary: solve, brainteaser, take, strike (*v*), how long

This exercise requires simple maths. Allow no more than five minutes to solve it and then explain the solution on the board.

Key: 66 seconds. Between the first and sixth strokes, there are five intervals of time, and it takes 30 seconds to cover those five intervals. This means that the interval between two consecutive strokes is six seconds. Between the first stroke and the twelfth, there are 11 intervals. Therefore it takes the clock 66 seconds.

4 Colours

Equipment: coloured pens for all students

1 Pair work

Difficult vocabulary: least

If you are teaching a higher-level class, choose one or two items to discuss as a whole class, getting students to give reasons for their choices.

2 Individual work

Difficult vocabulary: row

If students don't have coloured pens, skip this and move on to Exercise 3.

3 Individual work

Make it competitive by seeing who can do it the fastest.

Key: There are two possible solutions. The Xs should *not* go in the

1) red, blue and pink boxes

2) brown, blue and purple boxes

See page 18.

5 The calendar

1 Individual or pair work

When they have finished, they can ask each other the final three questions, e.g. When is your birthday?

Key: b) May, c) January, June, July, d) August, e) September, f) March, April, g) December, h) October, November

2 Class work

Difficult vocabulary: brainteaser, probability

This is a famous mathematical problem; we assure you that the answer given is correct however improbable it may seem. Consult the maths teacher in your school! Or look at this website:

<http://www.wiskit.com/marilyn/birthdays.html>

Find out from the class if any two people do have the same birthday, or if their best friends or mothers have the same birthdays. Hopefully, you will be able to prove the statistics!

Key: b in both cases

6 Spot the difference

Preparation: this activity is on two pages – one page for each Student A and one for each Student B. Tip: make it easy to see if all the students have the right pages by copying A and B onto different coloured paper.

Pair work

Difficult vocabulary: similar, difference

Set a time limit and see which pair can find the most differences in the allocated time – without, of course, showing each other their picture. Make sure they ask questions, rather than simply describing their picture.

Key: differences (A is first in each of the following): clock 10.50 / 11.10; round table / square table; three people at table / two people; they are eating / not eating but talking; four chairs around table / three chairs; two pictures on wall / one picture; TV on / TV off; daytime / night time; stereo system in room / no stereo system; one window / two windows.

7 Habits

1 Individual work

Key: 2c, 3d, 4h, 5j, 6b, 7a, 8e, 9g, 10f

2 Individual work

3 Group work

For this activity students need to know each other quite well.

- Divide the class into groups of five or six.
- Choose one person in each group to be the Questioner.
- Everyone in the group gives their questions to the Questioner.
- All the Questioners leave the classroom.
- Without the Questioners in the room, tell the whole class that they will be asked questions by the Questioners. However, they must answer each question as if they were the person sitting to the right of them.
- If they can't answer for the person sitting to the right of them, they must say 'I don't know'.
- Call the Questioners back into the room and get them to return to their groups.
- Tell the Questioners that they must discover the rule of the game.

- Questioners now begin to ask the questions – they must ask one student a question, and then move on to another student.

- Tell Questioners that when they think they know the rule, they should put their hand up.

Students will probably love playing this game. So here are some alternatives for future lessons:

The first person who is asked a question says 'I don't know'. Then everyone else answers the previous question (i.e. Student 1 says 'I don't know'; Student 2 then answers as if he/she were Student 1).

Students answer the questions as if they were the Questioner.

Students answer the questions as if they were the Teacher.

Students answer the questions as if they were another person in the class who is not in their group.

8 The human face

1 Individual work

Key: 2a, 3d, 4e, 5b

2 Group work

Difficult vocabulary: picture

If students see different women, they should try to explain to each other how to see the other woman, e.g. 'nose' or 'this is her nose' or 'this is the old woman's nose'.

3 Pair work

Key: see page 18

4 Individual work

Difficult vocabulary: mean (*v*), trendy, friendly, extrovert, traditional, wise, introvert, genius

9 Rooms

1 Individual work

Difficult vocabulary: store, keep

Key: 2a, 3f, 4g, 5b, 6e, 7d

2 Individual work

Difficult vocabulary: plan (*n*)

Tell students just to draw a very simple diagram. If their house is enormous, they should just draw some, not all, of the rooms. If their flat is very small, they can add some extra rooms.

3 Group work

Put students in groups of any size. Imagining a group of three, students should proceed as follows:

3a) Student A passes his / her drawing to Student B, Student B to Student C, and Student C to Student A. All three students now write a description of the drawing they have in front of them.

3b) Student A passes his / her description to Student B, Student B to Student C, and Student C to Student A. All three students now do a drawing based on the description they have in front of them.

3c) Students now compare the drawings they did in 3b with the original drawings from Exercise 2. In theory the two drawings should be the same, but inevitably they will be different – with more advanced groups, this could be a discussion point.

4 Individual work

Key: see page 18

10 Picture puzzles

Difficult vocabulary: 1 alternately; 2 straight; 3 upside-down

Pair work

Give students a ten-minute time limit to solve as many of the problems as possible.

With more advanced students, divide into groups of three. Give each student one problem with the related key, plus the other two problems. Their task is to enable the other two students to do the problem for which they have the key by providing them with instructions.

Key: see page 19

11 Smileys

1 Individual work

Before beginning the exercise, draw this smiley :-) on the board. Ask if anyone knows what it is (a symbol used in emails and chatlines* to denote that you are joking – it represents someone smiling). As with all western smileys, it can be best appreciated by being viewed vertically (Japanese smileys are horizontal).

Key: b7, c5, d6, e1, f8, g3, h10, i4, j9

2 Pair work

Encourage the students to make comparisons, e.g. 'Number 2 looks like a clown'.

Key: 2a, 3g, 4d, 5e, 6h, 7c, 8j, 9f, 10b

*See note about chatlines on page 11.

12 Quantities

1 Individual work

Difficult vocabulary: earth, belly

Key:

1 a+b) not heavy enough, c) correct

2 a) not tall enough, b) correct, c) too tall

3 a) correct, b+c) too long

4 a) not old enough, b) correct, c) too old

5 a) correct, b+c) too old

2 Individual work

Key: 2 too many people, 3 too many bags, 4 not enough chicken/food, 5 not enough money, 6 too much water

13 Geography

1 Individual work

Difficult vocabulary: shallow, border, building, populated, crime rate

Key: a) longer, b) deeper, c) lower, d) smaller, e) longer, f) younger, g) taller, h) more, i) further from, j) worse

2 Individual work then pair work

Difficult vocabulary: continent, calorie consumption, producer, hemisphere

Key:

b) strongest F

c) most F (it's Africa)

d) greatest / highest T (but there are more native Chinese speakers than native English speakers)

e) fewest T

f) longest T

g) highest / biggest / greatest T

h) biggest T (it's not in the top 10 but is in the top 20)

i) richest F (Australia is)

j) hardest F

14 Food and drink

Preparation: see note at the top of Activity 6 Spot the difference.

When a student has finished, they can then check with their picture to see how much they have remembered.

15 Crazy conundrums

Difficult vocabulary: crazy, conundrum

1 Individual work

Key: b5, c1, d3, e6, f4

2 Individual work

Difficult vocabulary: (a) mouse/mice, mirror; (b) get wet; (c) wear, mask, blackout, street light, cross (v), headlights, turn (v), hit (v), driver

With very low level groups only do (a).

Key: (a) 2 in front of, 3 behind, 4 in front of, 5 behind;

(b) 6 next to, 7 under; (c) 8 at, 9 towards

3 Group work

Set a suitable time limit.

Key: (a) The third mouse is a liar! (b) It is not raining!

(c) It was during the day!

16 Family members

1 Individual work then whole class

Key: Margaret: grandmother; Arthur: grandfather; Stephen: father; Anna: daughter; Charles: son

2 Individual work then whole class

Key: in the male section: brother, nephew, son, uncle; in the middle section (i.e. either male or female): baby, children, cousin; in the female section: aunt, daughter, niece, sister

3 Group work

Difficult vocabulary: brainteaser; (b) three times, twice; (c) sure, that's right; (d) related; (e) point (*v*)

Set a time limit.

Key:

- a) grandmother, mother, daughter
- b) 12
- c) There are two men and each marries the mother of the other man. They both have one son from this marriage. So each of the sons will be both uncle and nephew of the other. (Students may also come up with other valid solutions.)
- d) Cristina is Emma's mother.
- e) The boy is the sister's son.
- f) Four. The father and mother are brother and sister, one having one son, and the other a daughter.

17 Jail break

Individual work

Key: 2 must, 3 cannot, 4 can, 5 cannot, 6 must

See page 19

18 Coin game

Individual work

Difficult vocabulary: aim, move

Key: see page 20

19 Work it out

1 Pair or group work

Difficult vocabulary: (students will need to know these words) (a) lift, stuck, bow tie; (b) panda, climb (*v*); (c) pig, fog; (d) fry; (e) rowing boat

If the students have no ideas, you could give them the answers in the wrong order and ask them to match the pictures to the explanations.

Key:

- a) a waiter's bow tie stuck in a lift
- b) a panda climbing a tree
- c) a pig in the fog
- d) a Mexican man frying an egg
- e) a rowing boat seen from above

2 Pair or group work

Difficult vocabulary: (a) cock, lay; (b) cherry, ice; (c) bull

Key:

- a) Cocks of course don't lay eggs.

- b) If the river has ice on it, it must be winter, so there won't be cherries on the tree.
- c) Bulls don't produce milk.
- d) There are in fact four crosses in the picture; the biggest one is the one that divides the four pictures.

20 Numbers

1 Pair or group work

Difficult vocabulary: password

Set a five-minute deadline.

Key: eight. The code is in the number of letters in each number, e.g. o-n-e has three letters so you say 'three'.

2 Individual work

Difficult vocabulary: grid, add up to

Key: see page 20

21 School bus

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

1 Individual work

Difficult vocabulary: get off, ride

At this point students do not attempt to answer the question.

2 Individual work

Difficult vocabulary: on time

Make sure students know that *some* is used in affirmative sentences and *any* in negative sentences. N.B. This exercise does not deal with *some* and *any* in interrogative sentences.

Key: b) something, c) any, d) any, e) any, f) any, g) anyone, h) some, i) any

3 Group work

Difficult vocabulary: relevant

Key: f) She gets off at the second stop, and walks downhill to school. If she wanted to do some exercise, she would get off at the first stop and walk uphill. However, students may come up with other rational explanations.

22 Guess the object

1 Pair or group work

Difficult vocabulary: object (n)

Set a five-minute time limit.

Key: 1 a bicycle, 2 (the top of) a bottle, 3 a chair, 4 (a bar of) chocolate, 5 an ear, 6 a fish, 7 (the lock on) a suitcase, 8 a shoe, 9 a plane

2 Group work

Difficult vocabulary: discover

Put students in groups of three to six. The person who gets the answer then thinks of another object. Students should make sure that everyone in their group has an opportunity to think of an object.

Extension

Group work. In turn, and without the others looking, each student puts an object into a bag (bags made of some kind of textile are best – plastic and paper bags tend to get destroyed quite easily, particularly if the objects are spiky). There should only be one object in the bag at a time. The others in the group then feel the bag and decide what is inside. This is then repeated with another object from another student.

23 Experiences

1 Individual work

Difficult vocabulary: speed, travel, meal, delicious

Key: a) biggest, b) best, c) happiest, d) furthest, e) most terrifying, f) highest, g) fastest, h) most expensive, i) most delicious j) worst

2 Individual work

3 Pair work

4 Individual then pair work

Difficult vocabulary: boring, ridiculous

The questions needn't contain the present perfect if you are only interested in practice of superlatives.

24 High numbers

Preparation: see note at the top of Activity 6 Spot the difference.

1 Whole class

Difficult vocabulary: guess, lifetime

Use this activity to revise high numbers in preparation for Exercise 2.

Note: These statistics were compiled from a variety of books and websites, and supposedly refer to the average American or Briton. Clearly, as with all statistics, they are open to interpretation and it is not known how many people took part in any associated surveys or how the researchers arrived at their conclusions. In any case, they are simply meant to be a fun way of practising large numbers. If your students contest them, suggest that they do their own Internet searches to prove you wrong!

Key: 1d, 2d, 3c, 4c

2 Pair work

Difficult vocabulary: blink, trillion, flush

Make sure students understand they have different bits of information that they are going to exchange with each other.

Key: we blink 682 million times; we eat 7,800 loaves of bread; we flush the toilet 109,200 times; we lose 136 kilogrammes of skin; we spend 25 years sleeping; we take 13,650 baths or showers; we use 2,574 toilet rolls; we walk 240,000 kilometres; we watch 12 years of TV; we wear 675 pairs of underpants.

25 Number games

Preparation: see note at the top of Activity 6 Spot the difference.

Pre-teach *add, subtract, multiply, double* and *divide by*, writing their symbols on the board.

Now try this game on your students.

Tell the class to think of a number; each student can choose their own number. Then give them the following directions. An example is given in the right-hand column:

Think of a number – don't tell me what it is 6

Double the number $6 \times 2 = 12$

Add 4 $12 + 4 = 16$

Divide by 2 $16 / 2 = 8$

Add 13 $8 + 13 = 21$

Then choose a student and ask him / her for the result (21 in the example above). Subtract 15 from their answer and give them the result (6 in the example). This works with whatever number a student chooses – the answer is always the number first thought of (but practise doing it with family members first!).

For the games on the students' pages, put students into pairs.

1 Individual work

Tell students that they are going to play a similar mathematical game on their partner. The example should help them to decide where to insert the verbs and also how the game functions. When students have completed the exercise, write the answers on the board as follows. It doesn't matter if they see one another's answers.

Student A: b) don't tell, c) subtract, d) double, e) add, f) add, g) divide

Student B: b) don't tell, c) add, d) multiply, e) subtract, f) divide, g) subtract

2 Pair work

3 Pair work

26 Farmer's dilemma

1 Individual work

Difficult vocabulary: need, attack

2 Group work

Encourage students to work as a team in resolving the problem.

Key: the farmer first takes over the sheep and leaves it. He then returns, fetches the dog, leaves the dog, and takes back the sheep. He leaves the sheep and takes over the hay. He leaves the hay with the dog. He then returns and brings over the sheep. (Alternatively, he takes the hay on the second trip.)

3 Individual work

This exercise highlights that the *if*-clause can come in the first or second half of the sentence.

4 Pair work

27 School jokes

Individual work

Difficult vocabulary: (b) improve, case; (c) quiet; (d) boring, shut something or someone up (e) report

Ask the whole class which jokes they think are the funniest and check that everyone has actually understood them.

Key: 2b, 3d, 4a, 5f, 6e

b) can, c) can't, d) can, e) can't, f) Can

28 Teacher jokes

1 Individual work

Difficult vocabulary: (b) chew; (c) copy, check (v); (d) keep doing something; (f) manage

Key: b) Are you chewing, c) are you copying, am just checking d) do you call, e) like, f) do you manage, arrive

2 Pair work

Difficult vocabulary: joke, riddle, at this very moment

As an alternative, you can put the phrases on separate pieces of paper. Then follow this procedure:

- Divide class into groups of three.
- Give two slips of paper to each person in the group.
- In turn, each person reads one slip of paper.
- Without showing one another their slips of paper, they try and work out what the order is.
- If this proves too difficult, they can put the slips of paper on a desk, and then order them together.

Key: b, e; c, h, g, d

29 Lift mystery

Warning! This game is perhaps best not played if you have any members of the class who have an inferiority complex about their height or are frequently teased about it.

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

1 Individual work

Note. As students read, check to see if anyone already knows the story (it's a very famous one), but make sure they don't tell anyone the solution.

2 Individual work

Difficult vocabulary: do some exercise, superstitious, vertigo, claustrophobia, relevant, alone

These are the typical questions people ask when trying to solve this puzzle. They are put here so that weaker students have a chance to ask questions. With more advanced groups, get students to invent their own questions without looking at the ones on their sheet.

3 Group work

Divide the class into groups and tell one student in each

group the solution (or use the students who already know the game). Then the other members of the group ask questions until they find the solution.

Alternatively, the whole class can ask you the questions.

Key:

Does he know someone on the 13th floor? No.

Does he want to do some exercise? No.

Is he superstitious? No.

Does he suffer from vertigo or claustrophobia? No.

Does the lift go from the 13th floor to the 20th floor?

Yes.

Is it relevant that he works in a bank? No.

Does he always get out of the lift at the 13th floor? No.

If he's not alone in the lift, does he get out at the 13th floor? No.

Does he have a particular problem? Yes.

Answer: Joe is too small to reach the 20 button in the lift.

Clearly, if he is with someone else in the lift who is going to his floor, he will be able to get out at the 20th floor.

30 Chatline acronyms

Difficult vocabulary: acronym

Remind students of the potential dangers of using chatlines and chatrooms – tell them they should never arrange to meet someone without their parents' permission and never give out phone numbers or addresses.

1 Whole class

2 Whole class

Before doing the exercise, ask students if they recognise the three acronyms below (each letter stands for one word).

lol = (I am) laughing out loud

wayd = what are you doing?

paw = (my) parents are watching

N.B. in chatline acronyms auxiliary verbs (*am, have, do, did, etc.*), articles (*the, a*) and possessive pronouns (*my, your, etc.*) are usually omitted.

Key: 2f, 3d, 4a, 5g, 6e, 7c, 8b

3 Individual work

Key:

- | | |
|---------|----------------------------------|
| 2 crbt | h) crying real big tears |
| 3 hhoj | e) ha ha only joking |
| 4 lho | f) laughing head off |
| 5 pal | b) parents are listening |
| 6 rotfl | a) rolling on the floor laughing |
| 7 sete | g) smiling ear to ear |
| 8 toy | c) thinking of you |

31 Riddles

1 Class work

Difficult vocabulary: riddle, as long as

Key: fire

2 Individual work

Difficult vocabulary: touch, hidden, hold, hole, take away

Key: b) use, c) comes, d) is, e) holds, f) has, g) becomes, h) spell, i) moves, j) has

3 Pair or group work

Key: a) the sun (1), b) your name (4), c) the letter M (5), d) an iceberg (7), e) a sponge (3) f) a box of matches (2), g) a hole (6), h) 'incorrectly' (8), i) a mirror (9), j) half a centipede (10)

32 Giving directions

1 Individual work then group work

Difficult vocabulary: travel, underground, preference, both, platform

Students read the text individually, then in groups they try and resolve the problem (it is one of simple mathematics).

Key: imagine that the train for the Central Train Station leaves at 12.00, 12.10, 12.20, 12.30, etc. If the train for the Cathedral leaves one minute later at 12.01, 12.11, etc. then the only time Julia would be able to catch the Cathedral train would be in the interval just after 12.00 and before 12.01. Whereas if she arrives after 12.01 there is a nine-minute interval in which she can catch the train for the Central Train Station.

2 Pair work

Difficult vocabulary: stop (n), get off/on

33 Ask the teacher

Warning! In this exercise, your students will be asking you personal questions. Make sure you think all the questions are acceptable. If you think some are too personal, then you can delete them with whitener. In any case, remember you don't necessarily have to be truthful if that will avoid embarrassment or simply make the lesson more interesting.

1 Individual work

Key: b) break broke broken, c) do did done, d) drive drove driven, e) fall fell fallen, f) have had had, g) lose lost lost, h) meet met met, i) see saw seen, j) take took taken

2 Pair work

Difficult vocabulary: scout, girl guide (female scout), ghost, speed limit, expensive

The idea is to practise the difference between the past simple and the present perfect. In this context, i.e. in relation to you the teacher, the past simple is used for an action that took place in some defined period of your past, e.g. when you were a child or were at school / university. The present perfect is used for an experience you have had at some unspecified point in your life and which could take place again now or in the future.

3 Pair work

Difficult vocabulary: definitely not

4 Class work

- You can either go around the class or get students to ask questions at random.
- Tell students they are only allowed to ask one question. Remember that they will have two of their own questions to ask.
- With a good group, encourage them to ask follow-up questions. Example:
Student: Have you ever met anyone famous?
You: Yes.
Student: Who have you met?
You: I once met Britney Spears.
Student: Where did you meet her?

34 Visual game

1 Pair work

Difficult vocabulary: a) match, coin

The idea of this exercise is to add a new element to the task by getting students to analyse how potentially difficult the problems are. This makes the problems more interesting to solve as they turn out to be more or less difficult than imagined.

2 Pair work

Key: see page 21

35 Horse race

1 Individual work

Difficult vocabulary: ride (v)

Make sure students understand that some of the parts are correct and others contain mistakes.

Key: a) become becAme becOme, b) chOOse chose chosen, c) cost COST COST, d) fall fELL fALLEN, e) find FOUND FOUND, j) teach tAUGHT tAUGHT

2 Individual work

Difficult vocabulary: horse race, make up (invent), rules, cross (v), get on / off, gallop

N.B. Only *ride* from Exercise 1 appears in this exercise, since it is not a common irregular verb.

Key: 2 rode, 3 began, 4 got, 5 came, 6 said, 7 got, 8 won

3 Group work

Set a three-minute time limit.

If they need a clue, tell students that when the girlfriend gives them the solution, they are not on their horses. Then the text says: they both got on a horse (not *their* horses).

Key: she said: 'Change horses'. Remember the rule was the horse (not the jockey) that crosses the line last wins, so if they change horses and win as jockeys, then their horse, ridden by the other jockey, will win the race.

36 Maths

1 Individual work

Difficult vocabulary: a) mouse / mice; b) blow (*v*), smoke; c) encyclopaedia, numerical, cover, volume, thick, travel; d) get ready, be about to, sock, drawer; e) haystack; f) tunnel

Key: b) is going, is blowing, c) starts, stops, d) will / do, get, e) puts, will, f) will, is

2 Pair or group work

This 'test' actually requires more logical (or illogical!) thinking than mathematical ability, but don't tell students this as part of the fun is realising that you have been approaching the exercise in completely the wrong way.

- Tell students to do as many of the questions as they can in 15 minutes.
- Possibly give a prize to the group who manages to answer the most questions within 15 minutes.
- Give the answers. The answer to c) you will need to explain on the board.

Key:

- a) an hour and a half
- b) There won't be any smoke because the train is electric!
- c) 0.6 cm – the thickness of the two covers. In fact, if you put two books together and see where the first begins and the second ends, you will see that the two closest covers to these points are adjacent to each other.
- d) three
- e) one
- f) two minutes: it takes one minute for the train to go into the tunnel and another minute for the whole train to be out the other side.

37 Silly maths

Pair work

Difficult vocabulary: a) tied, rope, hay; b) sack, corn; c) ark; d) butcher, weigh; e) dirt, hole, ground; g) envelope, at random

Make the activity competitive by giving a time limit of ten minutes. The pair that gets the most correct answers in that time wins.

Key

- a) The rope is only tied to the horse, not to anything else.
- b) Your friend, because three sacks of corn weigh more than simply four (empty) sacks.
- c) It was Noah's ark not Moses'.
- d) He weighed meat.
- e) It's a hole so there's no dirt in it.
- f) Josh.
- g) Nil – if four are correct, then all five must be.
- h) 21. This is the only one that requires a calculation. Imagine there are seven people called A, B, C, D, E, F and G. A will shake hands with B-G (six handshakes), B with C-F (five, A and B have already shaken hands), C with D-G (four), D with E-G (three), E with F and G (two), and F with G (one). $6+5+4+3+2+1 = 21$.

38 Text messaging

1 Pair work

Difficult vocabulary: mobile phone, maniac, features, technophobe, cool guy

Students discuss their answers as they complete the quiz.

2 Individual work

Key: a) 4, b) 1, c) 3, d) 2

3 Group work

Key: a) how are you?, b) see you later today, c) are you free tonight?, d) wait for me at the cinema

Extension

Students could write some of their own text messages.

39 Loch Ness Monster

1 Individual work

Difficult vocabulary: photographic equipment, camera, smash, leak, oil slick

Key: 2 was sent, 3 put, 4 spent, 5 found, 6 was smashed, 7 doubled, 8 became, 9 was covered

2 Group work

Key: one more day (if it doubles every day, then the next day it will be covered completely).

40 Night watchman

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

1 Individual work

Difficult vocabulary: night watchman, fire (*v*), temperature

Key: 2a, 3e, 4f, 5d, 6g, 7c

2 Pair work

Key: he was sleeping instead of working (i.e. he shouldn't have been sleeping during work time).

41 Beastly brainteasers

Difficult vocabulary: beastly, brainteasers

1 Pair work

Difficult vocabulary: a) chain, link (*v/n*), jeweller, manage; c) coin, edge; d) triangle

The idea of this exercise is to add a new element to the task by getting students to analyse how potentially difficult the problems are. This makes the problems more interesting to solve as they turn out to be more or less difficult than imagined.

2 Pair work

Key:

- a) If you undo all the links in one of the chains (four

operations), you can then use these opened links to join the other five chains together (another four operations).

- b) see page 21
- c) see page 21
- d) see page 21

42 Detectives

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

1 Group work

Difficult vocabulary: detective, relevant, witness

Pre-teach 'witness' (i.e. someone who is at the scene of a crime and sees what happens).

Note. Check to see if anyone already knows the story, but make sure they don't tell anyone the solution.

2 Class work

If no one already knows the solution, students ask you their questions. If one or more students do already know the solution, then form groups in which one person in each group knows the answer.

Key: Anthony and Cleopatra were two gold fish, not the famous historical figures. A cat had come in the room through a window and knocked the fish bowl onto the floor. The glass from the bowl broke into many pieces and obviously the fish died.

43 Hotel mystery

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

Preparation: photocopy the picture story, bearing in mind that each photocopy will be enough for five students. Cut the story up into its five parts. Paste each onto a card (you will then be able to re-use the game in other lessons).

Group work

- Put students into groups of five.
- Give each student in the group one of the five pictures.*
- Tell students not to show their picture to anyone else.
- In turn, students must describe what is in their picture. They can ask each other questions to clarify.
- When they have all described their pictures, they should try and decide the most logical order for the pictures.
- Finally, they should answer the following question, which you can write on the board: 'Why do you think the woman made the phone call?'

* If you have four students left over, then give one of them two pictures; with three students, give two of them two pictures or make two groups of four with one person in each group having two pictures. If you have two students left over, make three groups of four with one person in each group having two pictures.

Key:

A man is snoring in his hotel bed.

A woman in the next room is trying to get to sleep.

She gets up, goes to the telephone and dials a number.

She waits for the man to answer and immediately puts the phone down.

She goes back to bed and goes to sleep.

Solution: The person she rings was snoring, so by phoning she wakes him up and thus can go back to sleep herself.

Extension

Students could write the story out in full, using the past simple and past continuous.

44 Doctor jokes

1 Individual work

Difficult vocabulary: joke, yo-yo, keep doing something, ignore

Check answers with the whole class and make sure they understand the jokes!

Key: 2a, 3e, 4c, 5b

2 Pair work

Difficult vocabulary: 1 bite (v); 2 wonder, bored, shut up; 3 what seems to be the trouble; 5 invisible, optician; 6 tell the truth

The answers given in the key are the 'correct' ones, but students may think of reasons for finding the other answers funny.

Key: 2a, 3a, 4b, 5a, 6b

3 Pair work

Difficult vocabulary: muddled up, keep doing something, see double, lift, strength, pill, couch, get something off

Key: 2 b, f, k; 3 c, e, j; 4 d, h, i

45 Crack the code

Difficult vocabulary: crack, code

1 Individual work

Difficult vocabulary: chatline, cheat (v), ride, prize, poem, crash, stay up, tell lies, travel, hovercraft

This exercise is in preparation for the game in Exercise 2.

Explain that *Do you ever* is for habitual events in the present, and *Have you ever* for past experiences. Divide the class into two groups. Students in Group 1 invent questions using the phrases in the first column, and students in Group 2 using the phrases in the second column.

2 Group work

Form new groups with some members from Group 1 and some from Group 2.

In addition, form one other group: the Interviewees.

Tell the Interviewees that the other students will ask them questions. They must reply, for example, 'yes, I have' or 'no, I don't' depending on the last letter in the question. If the last letter is from A-O they must answer 'yes', if the last letter is from P-Z they must answer 'no'. Give them some examples, e. g. 'Have you ever cheated in an exam?' 'Yes, I have.' 'Do you play any sport?' 'No, I don't.'

Now put one Interviewee into each of the other groups.

Tell the whole class that in their groups they must ask the Interviewee questions. The Interviewee will answer 'yes' or 'no' on the basis of some code. Their task is to discover what code the interviewee is using.

Extension

If there is time, change Interviewees and try one of these alternatives.

Interviewees answer questions on the basis of whether the questioner:

- is a boy ('yes') or girl ('no')
- is wearing glasses ('yes'), is not wearing glasses ('no')
- has brown eyes ('yes'), does not have brown eyes ('no')

There are obviously various other alternatives to the game, which you will be able to invent yourself. It is a game that students will love and can be repeated in several lessons.

46 English humour

1 Pair work

Difficult vocabulary: joke, handwriting, memory, should have been, happen, see into the future, borrow, prove

Key: 2a, 3g, 4f, 5e, 6c, 7b

2 Individual work

Key: a) forgot, b) have changed, c) started, e) did not play, f) did what happen, g) happened

47 Shoe mystery

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

1 Group work and individual work

Students should discuss the solution together before individually writing the explanation.

2 Group work

Students exchange stories with another group and see if they have come up with the same solution. Take a class vote to see which picture they used in the solution. Then give students the 'real' solution. Note, however, that the students' own solutions may be equally good.

Key: Picture 3. The woman is the assistant to a circus knife-thrower. Her job is to stand in front of a target as knives are thrown around her. She has bought new shoes that have a slightly higher heel than her normal shoes, so the thrower doesn't get his aim right and hits her.

48 School facilities

Note: the time this exercise takes and its success very much depend on the level of the group and how communicative they are. Do not attempt it with very reticent classes.

1 Group work

Difficult vocabulary: governor, exchange trip, pottery, school trip, canteen, playground, heating, air conditioning

Put students in groups of four or five.

Make sure they understand that their budget of €10 will only cover some of the items in the list, since the total value of the list is €20.

Explain the costs are of course only symbolic and that in reality they would be hundreds of thousands of euros.

2 Group work

Rearrange the groups so that you have a new group consisting of at least one member of each of the original groups.

Students then explain their choices to each other.

Finally, as a whole class, see if they can agree on how to spend their €10.

49 Logic games

1 Individual work

Difficult vocabulary: a) lie (as in 'not tell the truth'), elder; b) blow, pick up, belong, windy, chances, get back, own (*adj*)

Note: Make sure students understand the difference between the past simple and the past continuous. In this particular exercise, the past simple is used for a short action or a series of actions. The past continuous is used to describe a long action which was interrupted by a short action.

Key:

a) 2 went, 3 was cooking, 4 ran, 5 looked, 6 was listening, 7 knew, 8 were telling, 9 told, 10 knew, 11 was lying, 12 lied, 13 was listening, 14 came

b) 15 was, 16 were walking, 17 blew, 18 was passing, 19 picked, 20 belonged, 21 gave

2 Pair or group work

Key:

a) It was Anna. Julia told the truth when she denied listening to the CD; Richard told the truth when he said it was one of the girls; Adrian lied when he accused Richard; and Anna told the truth when she said that Adrian was lying.

b) If nine people get their hat back, then the remaining person must get their hat too. So exactly nine is not possible.

50 Alibi

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

1 Individual work

Difficult vocabulary: DJ (disk jockey), alibi

Key: 1, 5, 9, 6, 3, 4, 2, 8, 7, 10, 11 or: 1, 5, 9, 6, 4, 2, 8, 3, 7, 10, 11

2 Pair work

Set a time limit and then elicit answer from whole class.

Key: picture 10 shows that the CD had got stuck and was repeating itself, which happens when a CD is dirty or defective. His alibi was thus blown because the police would know that he wasn't really at work.

This is the complete story.

A DJ wants to kill his wife but needs an alibi. So he goes to the radio station where he works, puts on a CD, slips out to go home, kills his wife, drives back to the radio station and, while driving, turns on the radio to his own programme. He hears the CD repeating itself; he thus knows his alibi has been blown.

Extension

Copy the following onto the board. Students write (in the past simple) the story of the DJ, using these words and phrases as prompts:

radio station – programme – puts on a CD – leaves – drives home – goes inside – kills wife – gets back in car – turns on radio – hears ???? – shoots himself

51 Barman

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

With more advanced classes, don't give the students the photocopy but just tell them the story. They then have to invent questions of their own to ask you.

The story:

A woman goes into a bar and asks for something to drink. The barman takes out a gun and points it at her. She says 'thank you' and leaves.

1 Individual work

Difficult vocabulary: arrange, shocked, pills, medicine, solve

Key: b) had, c) had, d) did, e) were, f) had, g) was, h) did, i) was, j) did, k) did, l) had, m) did

2 Whole class

Students ask you the questions. Alternatively, put students in small groups and tell one person in each group the solution. The members of the group then ask questions.

Remind them that they must be yes/no questions, not *wh-* questions.

Key: she had hiccups and the fright cured her.

- a) yes, probably, but not necessarily
- b) perhaps, but it's not very important
- c) perhaps, not important
- d) yes
- e) irrelevant
- f) irrelevant
- g) yes
- h) no
- i) good question, no
- j) good question, no
- k) yes
- l) probably
- m) yes

52 Mysteries

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

1 Group work

Difficult vocabulary:

- 1 smoke
- 2 search party, blood, building, shoot (*v*), evidence, arrest, murderer
- 3 stranger, pay in cash, clerk
- 4 lawyer, grant bail, be allowed
- 5 suspect (*v*), leave something behind, evidence

Get students to cover the bottom half of their page, where the solutions are.

Students read the mysteries and try to solve them in their groups. Tell them that if they can't solve them, it doesn't matter. Allow not more than ten minutes to complete Exercise 1.

2 Group work

Difficult vocabulary: alone, cell, perfume, blind, reveal, toilet seat up

Students try and match the solutions with the mysteries. Because the solutions are so short (i.e. without much explanation) and because there are extra solutions, this activity will involve discussion. Get students to give explanations for their choices.

Key:

- 1 d (She is in prison in a cell, so she can't do anything about it.)
- 2 g
- 3 f (Teresa is blind so she won't be able to count out the money. She goes to a bank where she knows the bank clerk will count the money correctly.)
- 4 i (It is Petra's lawyer who is being held in prison, not Petra herself.)
- 5 h (Mrs Smith lives alone with Natasha, so the toilet seat would always be down unless a man came into the house.)

53 Manager's dilemma

Note: Read page 5 of the Introduction for ideas on how to conduct and exploit lateral-thinking games.

1 Individual work

- Tell students to look at the pictures and to try and understand what is going on in each picture.
- Identify any vocabulary problems.
- Now read the story below very slowly and clearly, with long pauses between paragraphs to enable students to find the relevant picture. Make sure the students realise there is one picture per paragraph.
- Read the story again, either more slowly or more quickly depending on how successful students have been in understanding it on the first reading.
- Give them a couple of minutes to make their final decision about the order of the pictures – they can do this in pairs or groups if you wish.

Alternative with higher level students: only give students the photocopies of the illustrations after they have listened to the story. Then in pairs they can try and work out the correct order.

Key: 1d, 2f, 3a, 4c, 5e, 6b

2 Group work

Key: Arnie notices that Mr Gold has put two black stones in the bag, but he says nothing. Arnie then picks out one stone from the bag and drops it immediately onto the ground (where there are thousands of white and black stones). He then says 'Sorry, but if we look into the bag and see which stone is left, then we will know which one I dropped.' Clearly, the one in the bag is black, so the other one should have been white.

3 Individual work

The story

A football manager needed 20 million Euros to rebuild his club's football stadium. He went to a rich businessman, Mr Gold, who gave him the money. (pause)

It took six months to rebuild the stadium. But on the first day of the new football season, some hooligans burnt down part of the stadium. (pause)

Mr Gold, who was worried about this situation, immediately telephoned the manager to ask him for the 20 million Euros. But the manager said he didn't have the money. So Mr Gold told the manager to meet him at his office car park and to come with his best player, Arnie Ball. (pause)

The three men met and Mr Gold said, 'If you give me your best player, I will cancel your

54 Enigmas

Difficult vocabulary: enigma

1 Individual work

Difficult vocabulary: punchline

Key: a) 3, b) 5, c) 2, d) 4, e) 1

2 Group work

Difficult vocabulary: thirst, tell lies (not tell the truth)

Give them a chance to solve it by themselves, then put them into groups or pairs to see if they can work out which is the correct solution.

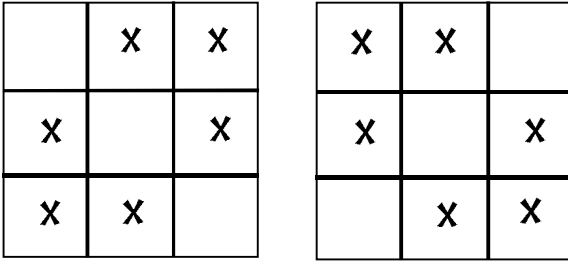
Key: c

debt.' The manager replied, 'If I give you Arnie Ball, no one will come to watch my team play.' (pause)

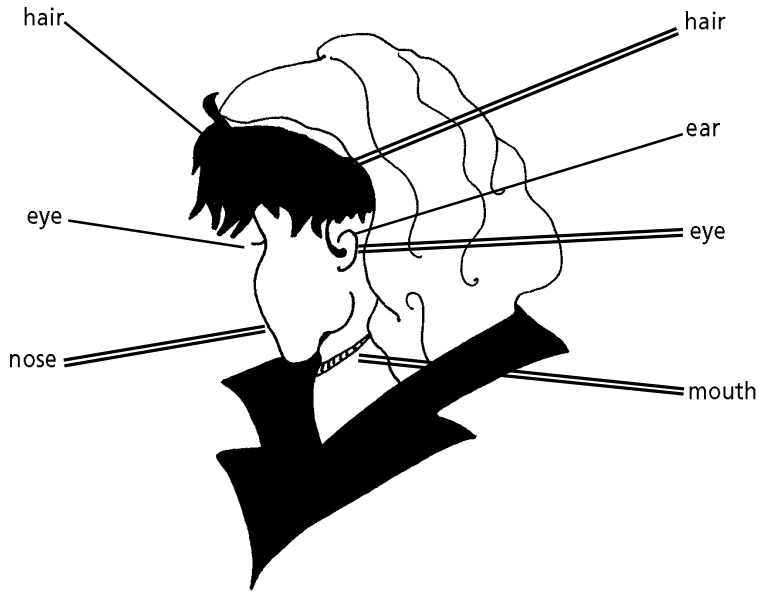
'OK.' said Mr Gold, 'Look at these stones on the ground. They are all black or white. I will pick up two stones, a black one and a white one, and put them into this little bag. If Arnie picks out the black stone from this bag, then you will have to give him to me. But if he picks out the white one, then he will be free and I will cancel your debt.' The manager agreed as he had no choice. (pause)

Mr Gold picked up two stones and put them in his bag, but Arnie noticed that Mr Gold had put two black stones in his bag. How did Arnie resolve the situation?

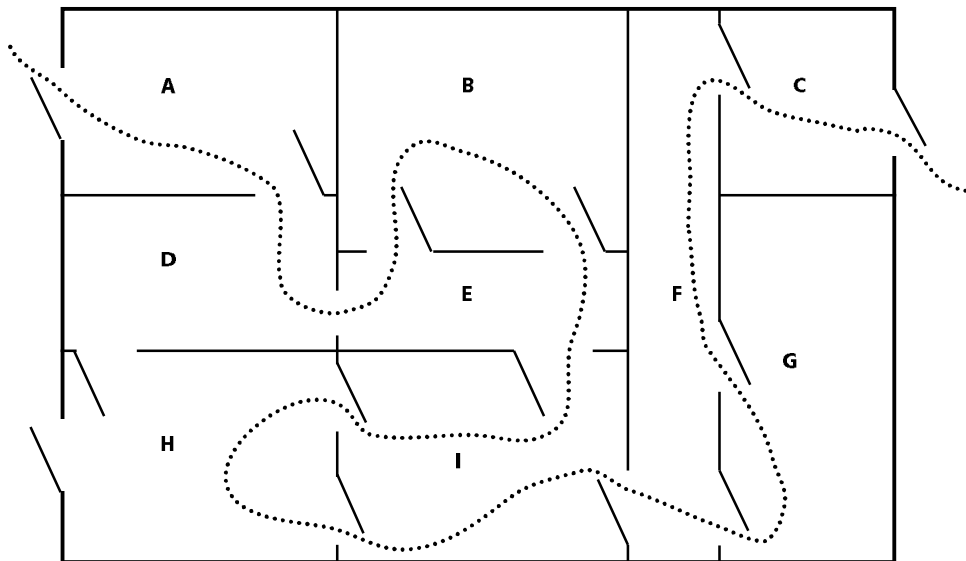
4 Colours



8 The human face



9 Rooms



18 Coin game

1 2 3 4 5 6 7 8 9 10

The four moves are:



1) 2 and 3 to 9 and 10



2) 5 and 6 to 2 and 3



3) 8 and 9 to 5 and 6



4) 1 and 2 to 8 and 9

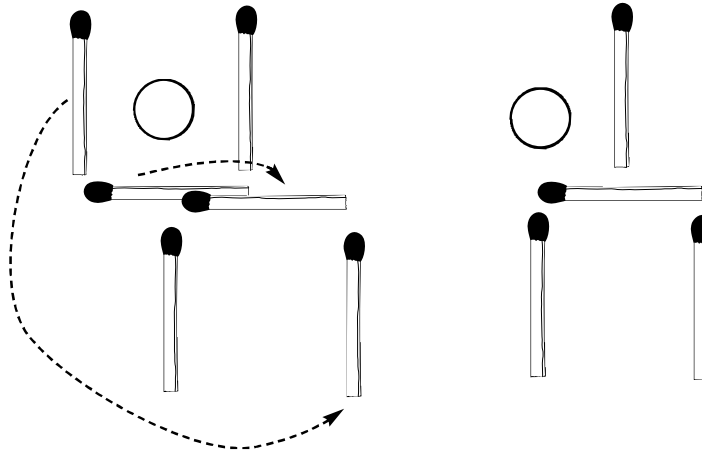


20 Numbers

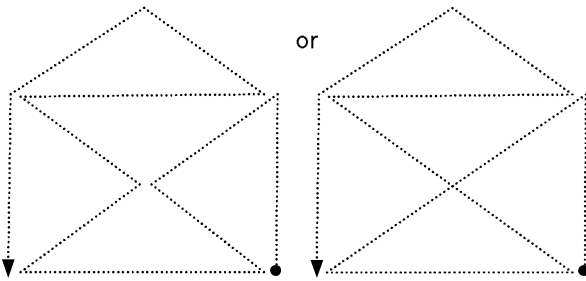
| | | |
|---|---|---|
| 4 | 9 | 2 |
| 3 | 5 | 7 |
| 8 | 1 | 6 |

34 Visual game

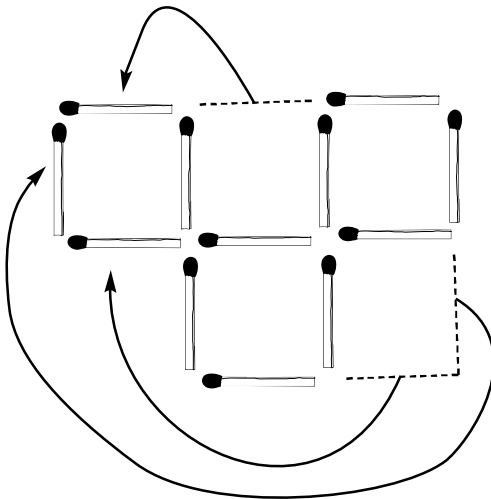
a)



b)



c)

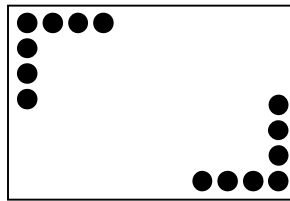


41 Beastly brainteasers

b)



c)



d)

