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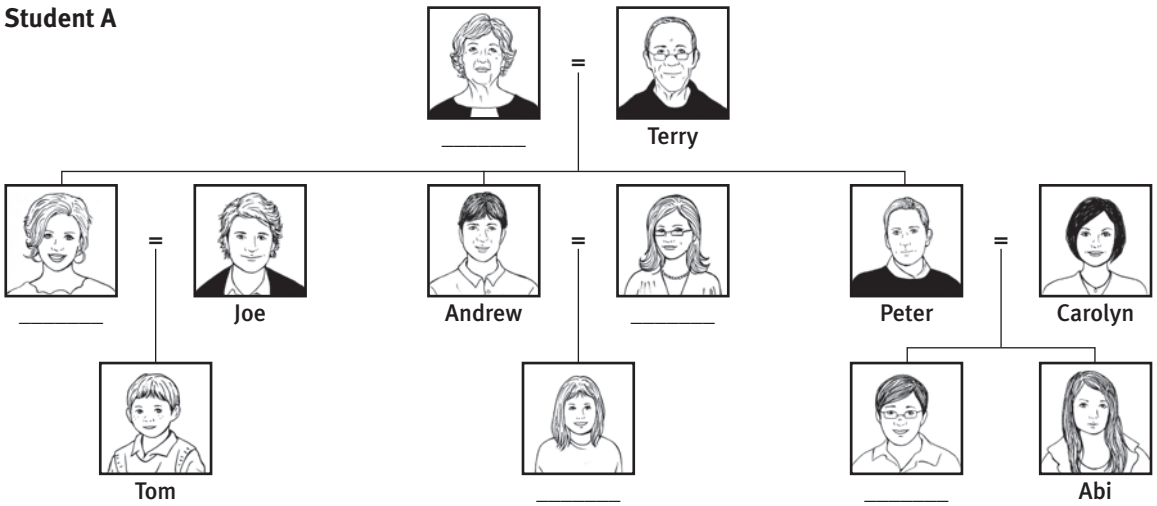
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The Smith family tree

Student A



1 Look at the family tree and complete the sentences.

1 Carolyn is Abi's ___*mother*___ and Terry's _____ .

2 Tom is Abi's _____ and Peter's _____ .

3 Terry is Tom's _____ and Joe's _____ .

4 Andrew is Terry's _____ and Abi's _____ .

5 Joe is Terry's _____ and Tom's _____ .

2 Ask and answer questions to complete the family tree.

1 Who is Susie?

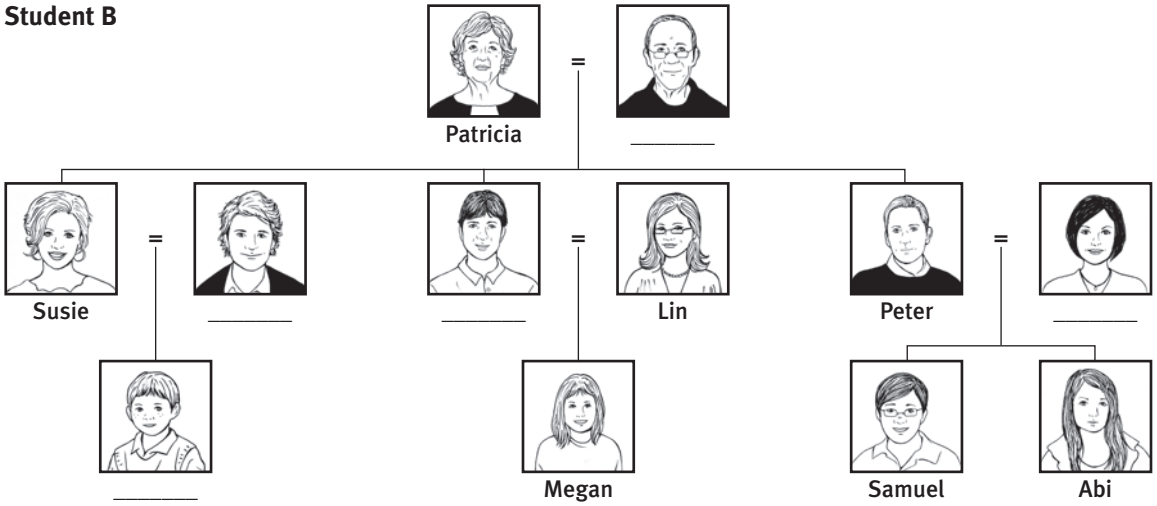
2 Who is Megan?

3 Who is Samuel?

4 Who is Patricia?

5 Who is Lin?

Student B



1 Look at the family tree and complete the sentences.

1 Susie is Peter's ___*sister*___ and Patricia's _____ .

2 Megan is Abi's _____ and Peter's _____ .

3 Samuel is Abi's _____ and Peter's _____ .

4 Patricia is Samuel's _____ and Lin's _____ .

5 Lin is Abi's _____ and Peter's _____ .

2 Ask and answer questions to complete the family tree.

1 Who is Carolyn?

2 Who is Tom?

3 Who is Terry?

4 Who is Andrew?

5 Who is Joe?

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The Smith family tree

Target language: families

Activity type: paired information gap

When to use: Use this activity after Lesson 1.2.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Divide the class into pairs. Give half the pairs a Student A worksheet and the other half a Student B worksheet. Tell students to complete the sentences in exercise 1 with an appropriate word. When they have finished, check the answers with each group by checking each missing word, but not the whole sentence.

Then rearrange the class so that a Student A works with a Student B. Tell students not to show their worksheets to each other. Tell students to do exercise 2. Student A starts by asking *Who is Susie?* His/her partner can use his/her completed sentence 1 in exercise 1 to answer the question, i.e. *Susie is Peter's sister and Patricia's daughter.* Student A should now be able to write Susie's name in the correct place on his/her family tree.

Both students ask and answer the questions until they have completed their trees. Each pair can then look at each other's tree to check they wrote the names in the correct places.

Answers

Student A: 1 daughter-in-law 2 cousin, nephew 3 grandfather, father-in-law 4 son, uncle 5 son-in-law, father

Student B: 1 daughter 2 cousin, niece 3 brother, son 4 grandmother, mother-in-law 5 aunt, sister-in-law

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Remember where!

Place cards

New York, US	Shanghai, China
Moscow, Russia	Shanghai, China
Berlin, Germany	Tokyo, Japan
Manchester, England	Manchester, England
Paris, France	Rio de Janeiro, Brazil
Prague, Czech Republic	Warsaw, Poland

Worksheet A

1 _____ is from New York. He/She's American.

2 _____ and _____ are from Shanghai. They _____ .

3 _____ . _____ .

4 _____ . _____ .

5 _____ . _____ .

6 _____ . _____ .

7 _____ . _____ .

8 _____ . _____ .

9 _____ . _____ .

10 _____ . _____ .

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Remember where!

Target language: *to be*: positive

Activity type: class mingle

When to use: Use this activity after Lesson 1.1.

Time: 25 minutes

Preparation: Photocopy and cut up one place card for each student and one copy of worksheet A for each pair of students.

Procedure

Give each student a place card. Tell students not to show their place cards to each other. If you have fewer than twelve students, make sure that you include the *New York* and *Shanghai* cards, but others can be omitted.

Tell students to imagine that they are from this city/country. Ask students to mingle and to tell each other where they are from, e.g. *I'm from Manchester. I'm English/British.* It is important that they listen carefully to each other and remember where each student is from during this activity, so they can complete the next stage.

When they have spoken to everyone, put students into pairs and give each pair a copy of worksheet A. Elicit the missing words in the first two sentences and write them on the board as a model. The first gap of each sentence should be completed with the relevant name(s), e.g. *Guilia is from New York. She's American. Tomoko and Andreas are from Shanghai. They're Chinese.*

Tell students to work in pairs to complete the rest of the sentences from memory. If you have fewer than twelve students, not all the sentences will need to be completed.

Check the answers with the class. Each pair gains one point for every factually correct sentence and one point for every grammatically correct sentence. The winner is the pair with the most points.

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Two families

Student A

1 Complete the text with a possessive adjective or *'s*.

Petra is twenty years old and she's a student. Petra (1) _____ mother and father are from Germany. (2) _____ house is in Berlin. Petra's brother lives in Munich. He's twenty-six years old. (3) _____ wife is a teacher. They live with (4) _____ daughter. (5) _____ name's Antonia and she's three years old. Petra's sister lives with (6) _____ cat. (7) _____ cat's name is Trixie. She's in Malaysia now because (8) _____ boyfriend is Malaysian.

2 Make complete questions using the prompts in brackets and the verb *to be*. Ask your partner for the missing information.

Elena is (1)_____ (How old/Elena?) years old. She lives in Buenos Aires with her husband (2) _____ (What/her husband's name?). They have a small apartment and two children. Their children's names are (3) _____ and _____ (What/their children's names?). Their cat's name is Sofia. Elena's daughter is at university. She studies English. Elena's mother is Argentinian. Her father is Mexican. They live in Santa Fe, but her father is in (4) _____ (Where/Elena's father?) now. Elena's brother is called (5) _____ (What/her brother's name?). He lives in the US. He's married. His wife is American. Their daughter is at school. She's (6) _____ (How old/Elena's niece?) years old.

Student B

1 Complete the text with a possessive adjective or *'s*.

Elena is forty-five years old. She lives in Buenos Aires with (1) _____ husband Carlos. They have a small apartment and two children. (2) _____ children's names are Maria and Carmen. (3) _____ cat's name is Sofia. Elena (4) _____ daughter is at university. She studies English. Elena (5) _____ mother is Argentinian. (6) _____ father is Mexican. They live in Santa Fe, but her father is in New York now. Elena's brother is called Alfredo. He lives in the US. He's married. (7) _____ wife is American. Their daughter is at school. She's twelve years old.

2 Make complete questions using the prompts in brackets and the verb *to be*. Ask your partner for the missing information.

Petra is (1) _____ (How old/Petra?) years old and she's a student. Petra's mother and father are from Germany. Their house is in (2) _____ (Where/her mother and father's house?). Petra's brother lives in Munich. He's (3) _____ (How old/Petra's brother?) years old. His wife is a teacher. They live with their daughter. Her name's (4) _____ (What/their daughter's name?) and she's three years old. Petra's sister lives with her cat. Her cat's name is (5) _____ (What/her cat's name?). She's in (6) ____ (Where/Petra's sister?) now because her boyfriend is Malaysian.

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Two families

Target language: possessive *'s*; possessive adjectives; *to be*: questions

Activity type: gap-fill exercise/information gap text

When to use: Use this activity after Lesson 1.2.

Time: 20 minutes

Preparation: Photocopy one worksheet for each pair of students.

Procedure

Divide the class into pairs. Give half the pairs a Student A worksheet and the other half a Student B worksheet. Tell students to look at exercise 1 and to complete the gaps in the text with either the appropriate possessive adjective or possessive *'s*. Then tell students to look at exercise 2 and ask them to prepare questions to ask a partner to find out the missing information. Check the answers with both groups without giving away any other information, i.e. just the adjectives/possessive *'s* and questions.

Then rearrange the class so that a Student A works with a Student B. Student A starts by asking Student B the questions he/she has prepared for exercise 2. Student B answers the questions by using his/her text in exercise 1 and Student A completes the relevant gap in his/her text. Student B then asks his/her questions for exercise 2 and Student A answers them. This continues until students have completed all the gaps and their text is complete.

As a follow-up, ask students to say which family is similar to theirs. Ask them to describe their family.

Answers

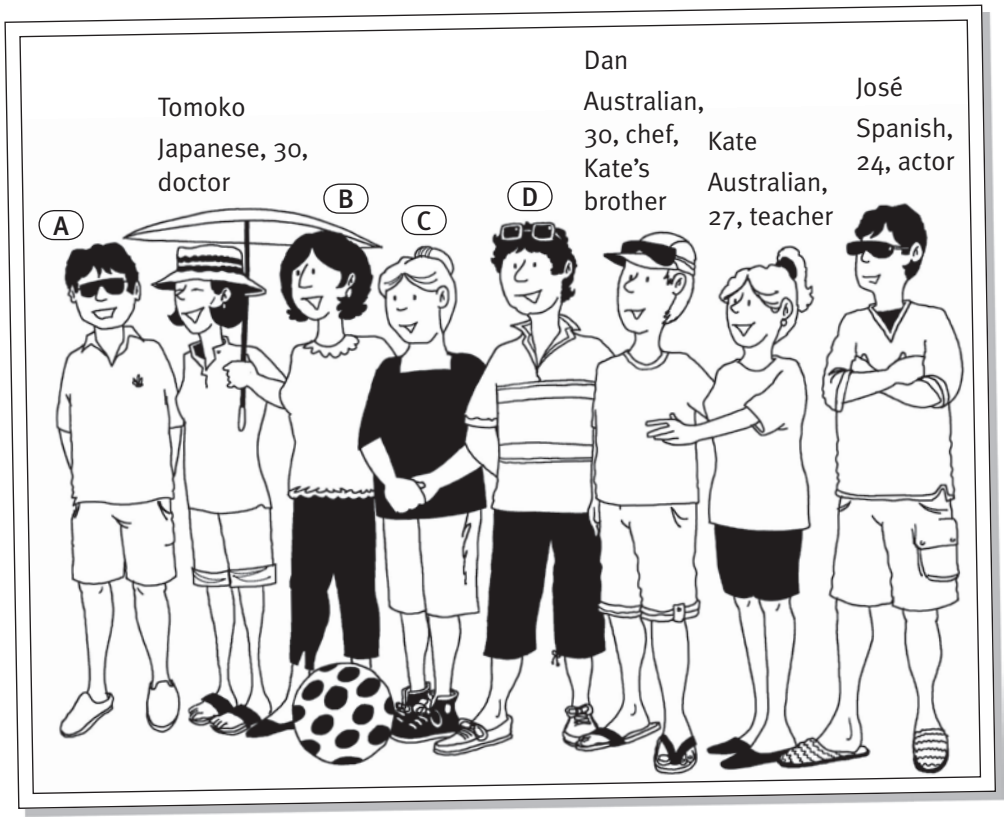
Student A questions: 1 How old is Elena? 2 What's her husband's name? 3 What are their children's names? 4 Where's Elena's father? 5 What's her brother's name? 6 How old is Elena's niece?

Student B questions: 1 How old is Petra? 2 Where is her mother and father's house? 3 How old is Petra's brother? 4 What is their daughter's name? 5 What's her cat's name? 6 Where is Petra's sister?

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Holiday photos

Student A



A

Felipe
Brazilian? 26?
shop assistant?

B

Tatiane
Brazilian? 23? engineer?

C

Anya
German? 28?
shop assistant?

D

Nikolas
German? 35? dentist?

Student B



E

Tomoko
Canadian? 28? doctor?

F

Dan
American? 30? lawyer?
Kate's husband?

G

Kate
American? 27? lawyer?

H

José
Brazilian? 24? engineer?

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Holiday photos

Target language: *a*/*an; to be*: negative

Activity type: paired information gap

When to use: Use this activity after Lesson 1.3.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A and Student B worksheet. Tell students not to show their worksheets to each other.

Explain that each student has some correct information about the people in the picture which is written on the picture. There is also some information that they are not sure about (at the sides of the picture). Each student must check the handwritten information by asking their partner questions, e.g. *A: Is Nikolas German? B: No, he isn't. He's Greek*.

Students ask and answer questions and correct their information where necessary. When they have finished, elicit the corrected information from students in open class using negative forms, e.g. *Nikolas isn't German, he's Greek*.

Answers

Student A: Nikolas's Greek and 29; Anya's Russian and 22; Felipe and Tatiane are Argentinian, Felipe is an architect and Tatiane is a lawyer

Student B: Tomoko's Japanese and 30; Dan and Kate are Australian, Dan's a chef and Kate's a teacher, Dan is Kate's brother; José's Spanish and he's an actor

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Let's party!

You're a famous person. Who are you?

Name: _____

Age: _____

Nationality: _____

Job: _____

Are you married? _____

You're a famous person. Who are you?

Name: _____

Age: _____

Nationality: _____

Job: _____

Are you married? _____

You're a famous person. Who are you?

Name: _____

Age: _____

Nationality: _____

Job: _____

Are you married? _____

You're a famous person. Who are you?

Name: _____

Age: _____

Nationality: _____

Job: _____

Are you married? _____

You're a famous person. Who are you?

Name: _____

Age: _____

Nationality: _____

Job: _____

Are you married? _____

Can you meet ...	Name
1 ... an actor?	
2 ... a sports person?	
3 ... a singer?	
4 ... a person from another country?	
5 ... a single person?	
6 ... a married person?	
7 ... a person who is twenty years old?	
8 ... a person who is fifty years old?	

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Let's party!

Target language: start and finish a basic conversation

Activity type: class mingle

When to use: Use this activity after Unit 1 Communication.

Time: 15 minutes

Preparation: Photocopy and cut up one role card and one table for each student.

Procedure

Tell students to work alone and to imagine they are famous people. Give each student a role card and ask them to complete it with the relevant information. Tell students not to show their role cards to each other. Demonstrate on the board by using yourself and choosing a famous person to become.

Elicit the questions students need to ask each other to find out each piece of information, i.e. *What's your name? How old are you? Where are you from? What's your job? Are you married?*

Give each student a table. Then tell students to work as a whole group and try to meet someone for each of the eight categories. Create a party atmosphere if possible, playing music to make it lively. Students move around the room talking to each other, starting a conversation and asking each other questions until they have found a person who matches each of the categories in the table, or until they have spoken to everyone.

If you have a classroom with limited space or a small class, students could work with just two or three partners in small groups.

As follow-up, ask two or three students to tell the class about someone they met.

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Whose sentence?

1 I listen to _____ music.

2 I watch _____ on TV in the evening.

3 I drive a car to _____ .

4 I finish work at _____ .

5 I go to _____ every week.

6 I feed _____ every day.

7 I meet _____ for lunch.

8 I clean _____ every day.

9 I play _____ with my family.

10 I like the colour _____ .

11 I walk to _____ every day.

12 I live in a/an _____ in _____ .

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Whose sentence?

Target language: verbs

Activity type: guessing activity

When to use: Use this activity after Lesson 2.2.

Time: 15 minutes

Preparation: Photocopy and cut up one set of cards for each group of students.

Procedure

Put the students into groups of four. Give three cards to each student (or two if you have larger groups). Ask students to complete the sentences about themselves, e.g. *I listen to R&B music.* Tell students not to show their sentences to each other. When they have finished, tell students to fold the sentence card up twice and place it in the middle of the table. Tell students to shuffle the cards. Ask one student in each group to take a piece of paper, open it and read out the sentence. He/she must try to guess who wrote the sentence. If he/she is correct, he/she gets one point. If he/she picks up one of his/her own sentences, he/she should fold it up again and replace it on the table, mixing it up with the others, and then take a new one.

The winner is the student who guesses the most sentences correctly.

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I think that you ...

I think that you ...	True/False
1 ... get up at _____ every day. 	
2 ... have _____ (what food?) for breakfast.	
3 ... leave home at _____ in the morning.	
4 ... work in a/an _____ . 	
5 ... start work at _____ .	
6 ... have _____ (what food?) for lunch. 	
7 ... finish work at _____ .	
8 ... get home at _____ .	
9 ... have dinner at _____ .	
10 ... have _____ (what food?) for dinner.	
11 ... _____ in the evening. 	
12 ... go to bed at _____ .	
13 ... go to bed at _____ on Saturday night.	
14 ... have _____ (what food?) for breakfast on Sunday.	

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I think that you ...

Target language: Present Simple: *I*/*you*/*we*

Activity type: guessing game

When to use: Use this activity after Lesson 2.1.

Time: 20 minutes

Preparation: Photocopy one worksheet for each student.

Procedure

Put students into pairs. Pair each student with another student that they are not sitting next to if possible and avoid pairing those who are already good friends. Give each student a copy of the worksheet and ask them to complete the information about their partner by guessing. They are not allowed to ask their partner at this stage.

When they have completed the worksheets, tell the pairs to sit or stand together. Each student reads out his/her statements and his/her partner must say whether the statement is true or false. If it is false, they should be encouraged to give the correct information. When they have finished, ask them to discuss whether they have a lot in common with each other or not and get feedback from the class.

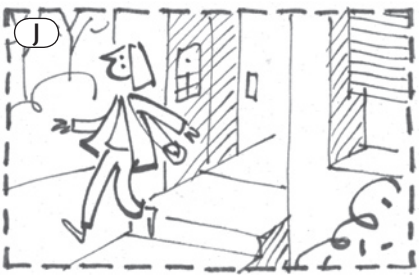
As an alternative, if you feel that your students need more practice with question forms, you could ask the students to complete the worksheets and then prepare the questions for each statement. When they sit with their partners, ask the students to ask and answer the questions in order to find out if their statements are true or false.

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An office job











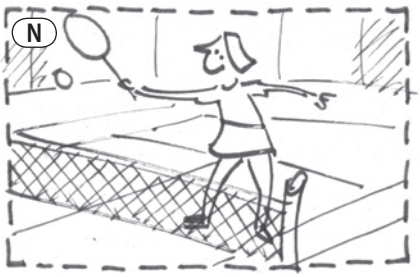




















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An office job

Target language: Present Simple: *he*/*she*/*it*/*they*

Activity type: picture story and listening

When to use: Use this activity after Lesson 2.2.

Time: 30 minutes

Preparation: Photocopy and cut up one set of cards for each pair of students.

Procedure

Put students into pairs. Give each pair a set of cards in a pile, face down, on the table. Tell students that they must put the pictures in order to create the woman's daily routine. One student picks up the first picture and describes it, e.g. *She has lunch* and places it face up on the table. The other student picks up the next picture and describes it, e.g. *She leaves home* and places it either before or after the first picture depending on whether the student thinks the woman does it before or after the first picture. This continues until the students have described the pictures and placed them in the order they think is correct.

Read the text below and tell students to listen and check if their order is the same. Students' answers may vary. Read the text a second time, with pauses after each sentence, while students write down the times next to the relevant pictures.

She gets up at six o'clock, and at quarter past six she has breakfast. At ten past seven she leaves home. She gets to the office at quarter past eight and she starts work at half past eight. At ten o'clock, she has a coffee and reads a newspaper. At quarter past twelve, she has lunch. After lunch, she meets her boss. At half past four, she finishes work and leaves the office. She gets home at half past five, and at six o'clock she plays tennis with her friends. At half past seven, she watches the news on television, and at eight o'clock she has dinner. After dinner, at about nine o'clock, she meets her friends for a drink. She goes to bed at about eleven o'clock.

Finally, tell students to tell their partner how the woman's routine is different to their own, e.g. *She gets up at six o'clock, but I get up at seven o'clock.* Get feedback from different members of the class.

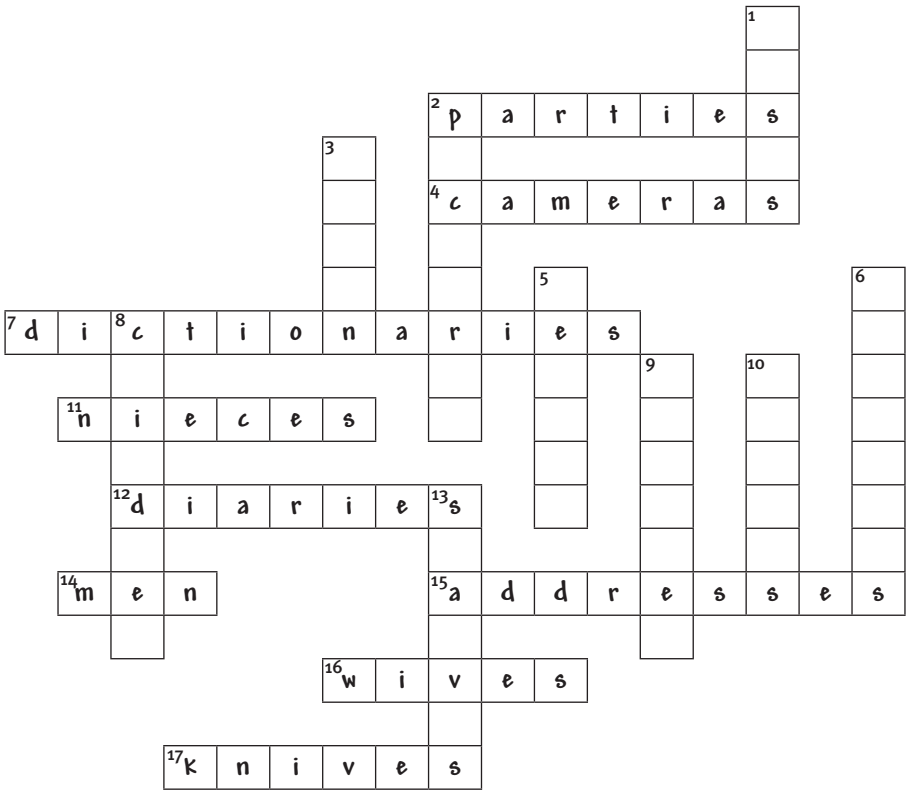
Answers

The pictures are in the following order: D, O, J, B, F, A, H, M, C, K, N, L, E, I, G

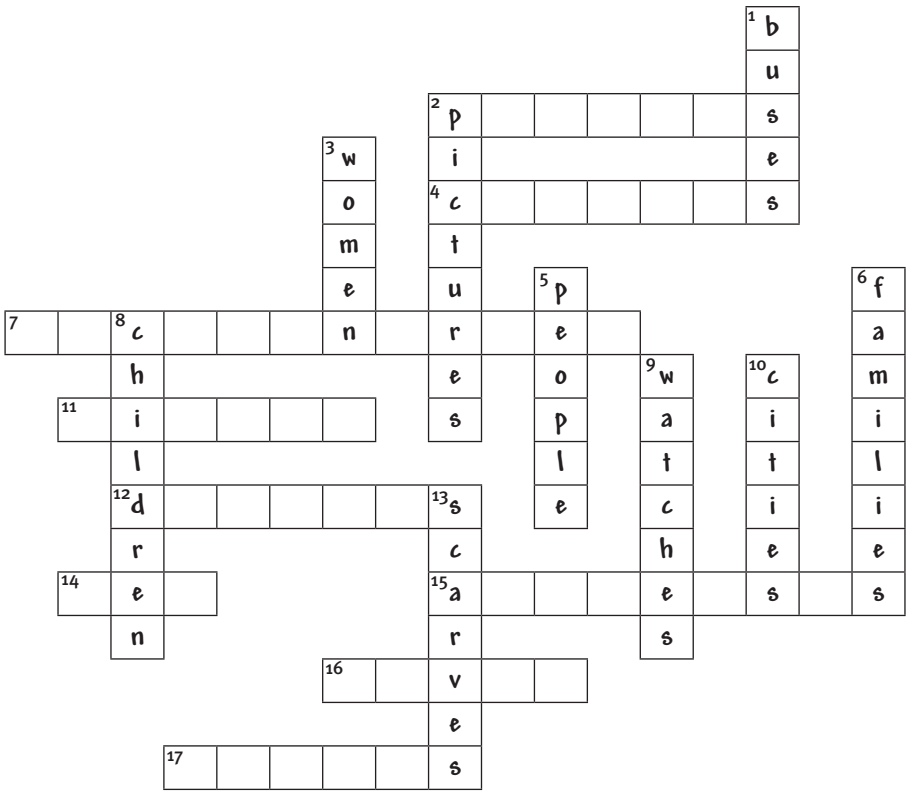
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Guess the plurals

Student A



Student B



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Guess the plurals

Target language: noun plurals

Activity type: half a crossword

When to use: Use this activity after Lesson 2.3.

Time: 15 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give half the pairs a Student A worksheet, and the other half a Student B worksheet. Tell students to check with their partners that they understand and can explain all the words on their crosswords.

When they are ready, rearrange the class so that a Student A works with a Student B. Tell students not to show their worksheets to each other.

Preteach how to ask *What's 4 across?* or *What's 1 down?* Students now help each other to complete their crosswords by describing the words they have without saying the words. Make sure students are clear that all the words are plural nouns.

The winner is the first pair to finish the crossword.

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Holiday habits

Find someone who ...	Question	Name
1 ... goes to the beach every day.	*Do you go to the beach every day?*	
2 ... stays in a hotel.	*Do you* _____*?*	
3 ... reads a lot of books.		
4 ... visits museums.		
5 ... goes to bed late every night.		
6 ... takes a camera.		
7 ... visits art galleries.		
8 ... eats at a restaurant every day.		
9 ... sunbathes.		
10 ... buys presents for his/her family.		
11 ... goes skiing every year.		
12 ... takes a guidebook on holiday.		
13 ... reads a magazine on the aeroplane.		
14 ... goes to a nightclub.		
15 ... takes a very big suitcase.		

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Holiday habits

Target language: talk about what you do on holiday

Activity type: class mingle

When to use: Use this activity after Unit 2 Communication.

Time: 25 minutes

Preparation: Photocopy one worksheet for each student in the class.

Procedure

Put students into pairs and give each student a worksheet. Tell them to write the question for each statement on the worksheet. All the questions are about holiday habits. Check answers with the whole class.

Tell students to mingle to find people who answer *yes* for each of the questions on the worksheet. Students find a partner and ask one of the questions (they do not need to ask the questions in order). If their partners answer *no*, they can ask another question until they receive a *yes* answer. When they receive a *yes* answer, they should write the person's name in the third column on the table and then move on to a new partner. By the end of the activity, each student should have a different student's name for each question, although this will depend on the size of your class.

Then put students into pairs to discuss any surprising or interesting answers. Get feedback from different members of the class.

In small classes, you may wish to allow students to get three *yes* answers before they move on to a different partner. If you have a small classroom where students are unable to move around, tell students to ask as many people around them as they can while sitting down.

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Write the right number

Student A

1 Read the numbers to your partner.

a	15	f	130	k	01186 587523
b	2:30	g	19	l	600
c	121	h	5:40	m	60
d	5:55	i	50,000,000	n	130
e	16,000	j	01866 877432	o	3:20

2 Write the numbers you hear in the table.

a		f		k	
b		g		l	
c		h		m	
d		i		n	
e		j		o	

Student B

1 Read the numbers to your partner.

a	01855 875523	f	6000	k	01886 578234
b	113	g	15,000,000	l	12:15
c	2:20	h	50	m	140
d	17	i	8:05	n	70
e	4:55	j	8:45	o	5,000,000,000

2 Write the numbers you hear in the table.

a		f		k	
b		g		l	
c		h		m	
d		i		n	
e		j		o	

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Write the right number

Target language: numbers

Activity type: paired information gap

When to use: Use this activity after Lesson 3.3.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A and Student B worksheet. Tell students not to show their worksheets to each other.

Tell students to read the numbers to their partner, who writes down the numbers that they hear. Sometimes these numbers are phone numbers and sometimes they are times (shown by the symbols). Monitor the pairs to make sure they are not showing their worksheets to each other.

When they have read, listened to and written down all the numbers, tell students to compare the numbers they have written with the numbers that were read to them. The winner is the first pair to finish with all the correct answers.

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What about you?

1	I play games online.	always	usually	often	sometimes	occasionally	never
2	I cook dinner.	always	usually	often	sometimes	occasionally	never
3	I go for a walk at the weekends.	always	usually	often	sometimes	occasionally	never
4	I do sport after work/school.	always	usually	often	sometimes	occasionally	never
5	I listen to music.	always	usually	often	sometimes	occasionally	never
6	I go to the gym at the weekend.	always	usually	often	sometimes	occasionally	never
7	I go to the cinema.	always	usually	often	sometimes	occasionally	never
8	I text friends.	always	usually	often	sometimes	occasionally	never
9	I watch a DVD.	always	usually	often	sometimes	occasionally	never
10	I read a magazine.	always	usually	often	sometimes	occasionally	never
11	I meet friends at a restaurant.	always	usually	often	sometimes	occasionally	never
12	I go to a concert.	always	usually	often	sometimes	occasionally	never
13	I check my emails at work/school.	always	usually	often	sometimes	occasionally	never
14	I take the bus.	always	usually	often	sometimes	occasionally	never
15	I sleep in the afternoon.	always	usually	often	sometimes	occasionally	never

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What about you?

Target language: adverbs of frequency

Activity type: class survey

When to use: Use this activity after Lesson 3.1.

Time: 25 minutes

Preparation: Photocopy and cut up one card for each student in the class.

Procedure

Give each student in the class a card and tell them to add an adverb of frequency, so the sentence is true for them. Do one as an example on the board that is true for you, e.g. *I never play games online.* Monitor and correct where necessary.

Tell students to mingle in order to find out how many students in the class agree with them, e.g. *I never play games online, what about you? I occasionally play games online.* Encourage students to give more information, e.g. *I don't have a computer.* Students should make a note of their partner's answers in the boxes on the card, so they can feed back to the class.

In smaller classes, get feedback from each person in open class, e.g. *Seven people always play games online. Two people occasionally play games online.* In larger classes, put the students in groups of three or four and ask students to give feedback to each other about what they learnt.

Answers

All of the adverbs should be placed between the subject and verb in the sentences.

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Can you do it?



skateboard



windsurf



sail a boat



cook a meal for four



make something with wood or metal



run 10 km



touch your toes



paint or draw



write with your left hand



use a fax machine



iceskate



repair a car



ride a bike



play the piano



speak three languages



climb a mountain

TRUTH	LIE
TRUTH	LIE

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Can you do it?

Target language: *can/can't*

Activity type: card game

When to use: Use this activity after Lesson 3.2.

Time: 20 minutes

Preparation: Photocopy and cut up one set of cards for each group of students and one TRUTH or LIE card for each student.

Procedure

Put students into groups of four. Try to put students into groups with people they don't normally work with. Give each group a set of activity cards in a pile, face down, on the table. Give each member of each group a TRUTH or LIE card. Tell students not to show their cards to each other.

Tell students that they're going to ask each other questions using *can*. If they have a TRUTH card, they must always answer truthfully. If they have a LIE card, they must always answer with a lie. Demonstrate by asking students to ask you three different *can* questions and afterwards invite students to tell you if you're telling the truth or not.

Students take it in turns to pick up a card and ask the other students the questions, e.g. *Can you skateboard?* When all the cards have been used, students should guess which students in their group were telling the truth and which were telling a lie.

Get feedback from each group.

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Give me a call

Dialogue 1

Student A	Student B
You want to speak to your friend David. Call him.	You are David's cousin. Answer the phone. David is not at home. Take a message.
Leave a message. You want your friend David to call you back.	Ask for the caller's phone number.
Give your phone number: 07789 535886.	You didn't hear the phone number. Ask for the phone number again.
Repeat your phone number.	Finish the phone call.

Dialogue 2

Student B	Student A
You're a shop customer of Calvin's Clothes. Call the shop.	You work in a clothes shop called Calvin's Clothes. Answer the phone.
Tell the shop assistant who you are. You want to speak to the manager.	The manager isn't here. Take a message.
Leave a message. You want the manager to call you back.	Ask for the customer's phone number.
Give your phone number: 06994 231445.	Ask the customer to repeat the phone number.
Repeat your phone number.	Finish the phone call.
Finish the phone call.	

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Give me a call

Target language: using the phone

Activity type: dialogue

When to use: Use this activity after Lesson 3.3.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Dialogue 1 worksheet.

Tell students to roleplay the phone conversation using the flowchart to help them. Give students time to prepare what they are going to say before they speak. When they have finished Dialogue 1, give each pair a Dialogue 2 worksheet. Tell students that Student B starts Dialogue 2. Give students time to roleplay the second situation.

When they have finished, ask one pair for each dialogue to volunteer to act out their conversation in open class.

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The careers office

We need a manager for our children's football team. Call 0697 321327.

Taxi driver wanted. Call 0642 639142.

Would you like to be a mechanic? Email us at mikescars@yoohoo.com

Tourist guide needed. Call 0631 959782.

Art studio assistant wanted. Call 0624 311698.

Do you want to be a chef?

Go to www.rollysrestaurants.com

We need a trainee magazine photographer. Call 0622 596381.

Shop assistant needed. Call 0624 928986.

Helen

Abilities
speak French ✓
do maths ✓
paint ✓
drive ✗
use a computer ✗

Likes
people ✓
working inside ✓
sports ✗

Personality
friendly ✓

Jonny

Abilities
ride a motorbike ✓
play the guitar ✓
repair machines ✓
draw ✗
design things ✗

Likes
cars ✓
travelling ✓
reading ✗

Personality
helpful ✓

William

Abilities
use a camera ✓
use a computer ✓
drive ✓
make things ✗
play sports ✗

Likes
walking ✓
nature ✓
computers ✗

Personality
quiet ✓

Maggie

Abilities
sing and dance ✓
cook ✓
play the piano ✓
ride a bike ✗
speak a foreign language ✗

Likes
children ✓
making things ✓
animals ✗

Personality
hard-working ✓

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The careers office

Target language: talk about other people's abilities

Activity type: paired information gap and discussion

When to use: Use this activity after Unit 3 Communication.

Time: 25 minutes

Preparation: Photocopy one copy of the job advertisements for each group of students and one student information card for each student.

Procedure

Divide the class into groups of four. Give each group a copy of the job advertisements. Ask students to discuss what abilities are needed for each job. Elicit one or two ideas from students in open class.

Explain to the class that they work in a careers office and they help young people decide what job to do. Today they are going to help four young people to find a job.

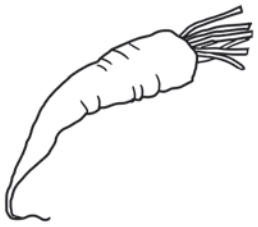
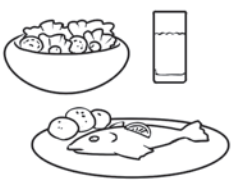
Give each student in each group a student information card. If you have a group with three students, one of the students can have two information cards.

Ask students to tell the other members of their group about the young person on their information card, e.g. *Helen can speak French, but she can't drive.* Together they match a job to each student.

Get feedback from each group. Encourage cross-group discussion if the groups disagree.

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What's the word?

 salad	 apple	 bag	 cash
 laptop	 sandwich	 bank	 travel
 actor	 carrot	 uncle	 cup
 sunbathe	 fun	 run	 cousin
 butter	 lunch	 bus	 husband

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What's the word?

Target language: /æ/ and /ʌ/

Activity type: guess the word/matching

When to use: Use this activity after Lesson 4.2.

Time: 20 minutes

Preparation: Photocopy and cut up one set of cards for each group of students.

Procedure

Put students into groups of three or four. Give each group a set of cards in a pile, face down. Make sure they are shuffled thoroughly.

Groups compete against each other. When you tell students to start, one student in each group takes a card and, without showing it to the other students in the group, describes the word on the card. They must not say the word on the card while they are doing this. When one of the other students has guessed the word, he/she takes the next card and describes this word to the group. When the group has finished guessing all the words, they must then divide them into two groups, those words with the /æ/ sound and those words with the /ʌ/ sound. If a word has more than one vowel sound, it is the sound which is underlined that the students should consider. The winner is the group which guesses all the words correctly and puts them into the correct group first.

As an alternative, you could ask the students to draw the items rather than describe them. While this does not produce as much language, it can be motivating for some students.

Answers

/æ/ salad, apple, bag, cash, laptop, sandwich, bank, travel, actor, carrot

/ʌ/ uncle, cup, sunbathe, fun, run, cousin, butter, lunch, bus, husband

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My question, your answer

Student A

1 Complete the questions with *much*, *many* or *a lot of*.

1 How _____ eggs do you have at home?

2 Do you have _____ CDs?

3 How _____ water do you drink each day?

4 How _____ mobile phones do you have?

5 Do you have _____ televisions at home?

6 How _____ money do you have in your wallet?

7 How _____ people live in your house?

8 Do you eat _____ fruit?

2 Listen to your partner's questions and give the correct answer (a–h).

a No, I don't. Just one of each.

b A lot. About ten I think, boys and girls.

c We have two, a Toyota and a Volvo.

d One cup in the morning and one after dinner.

e Not a lot. I go for a walk once a week.

f Two or three hours a day because I love cooking.

g Two. We have one in April and one in August or September.

h I have it every day. My favourite is lamb.

Student B

1 Complete the questions with *much*, *many* or *a lot of*.

1 How _____ cousins do you have?

2 How _____ exercise do you do?

3 Do you spend _____ time in the kitchen?

4 How _____ cars does your family have?

5 How _____ coffee do you drink each day?

6 How _____ holidays do you take each year?

7 Do you have _____ brothers and sisters?

8 How _____ meat do you eat each week?

2 Listen to your partner's questions and give the correct answer (a–h).

a Yes, I have a banana and an apple every morning.

b Two. A Nokia for private use and an iPhone for work.

c Not much. I have about £10.

d Between one and two litres.

e Yes, I do. More than 200.

f Not many. Three including me.

g I think there's only one in the fridge.

h No, I don't, just one in the living room.

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My question, your answer

Target language: countable and uncountable nouns; *much, many, a lot of*

Activity type: gap-fill and questionnaire

When to use: Use this activity after Lesson 4.1.

Time: 25 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Divide the class into pairs. Give half the pairs a Student A worksheet, and the other half a Student B worksheet. Tell students to complete the gaps in the questions using *much, many* or *a lot of*. Check the answers with each group without reading out the whole question.

Then rearrange the class so that a Student A works with a Student B. Tell them not to look at each other's worksheets. Explain that Student A has eight questions, and Student B has the answers to those questions. Student B has eight different questions, and Student A has the answers to those questions.

Student A begins by reading question 1 (*How many eggs do you have at home?*). Student B looks for the answer on his/her paper. When he/she finds it, he/she reads out the answer and they decide together if it is the correct answer. Student A writes the letter of the answer (in this case *g*) next to the question. Student B then asks his/her first question and Student A finds the matching answer. The winner is the first pair to match all the questions and answers correctly. Check the answers with the whole class.

Finally, tell Student A to ask Student B the questions on his/her worksheet. Student B must answer about him/herself. They then swap and Student B asks his/her questions to Student A. Student A answers about him/herself. When they have finished, ask one or two students to feed back any interesting information about their partner to the class.

Answers

Student A: 1g, many; 2e, many/a lot of; 3d, much; 4b, many; 5h, many/a lot of; 6c, much; 7f, many; 8a, much/a lot of

Student B: 1b, many; 2e, much; 3f, much/a lot of; 4c, many; 5d, much; 6g, many; 7a, many/a lot of; 8h, much

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A healthy lifestyle?

Student A

Choose the correct words in *italics*.

Chris gets up at 5 a.m. every morning. He does (1) *an*/*some* exercise at the gym. When he gets home, he has (2) *a*/*some* fruit for breakfast. He drinks (3) *a*/*some* cup of coffee and (4) *a*/*any* carton of orange juice, then cycles to work. Chris arrives at the office at 8 a.m. He starts his work with (5) *a*/*some* tea and (6) *an*/*any* apple. He sometimes doesn't eat (7) *some*/*any* food for lunch because he's very busy. In the afternoon, Chris often sleeps for twenty minutes and then has (8) *a*/*some* can of cola to wake up. He makes (9) *a*/*some* phone calls, around thirty. He writes (10) *some*/*any* emails, more than forty.

Student B

Choose the correct words in *italics*.

In the evening, after work, Chris goes to the supermarket and buys (1) *a*/*any* pizza and (2) *some*/*any* salad for dinner. When he's very tired, he buys (3) *a*/*some* burger from a fast food restaurant. In the evenings, he doesn't do (4) *some*/*any* exercise because he's very tired, but he takes his dog, Choo Choo, for a walk and then watches TV or a DVD. He often eats (5) *a*/*some* packet of crisps and (6) *any*/*some* chocolate. He doesn't drink (7) *some*/*any* coffee, but he drinks (8) *a*/*some* hot milk. At the weekends, he plays (9) *some*/*any* sport – tennis, football and golf, with (10) *a*/*some* friends. He also sleeps a lot!

Worksheet C

Student A



- get up/at 5 a.m.
- do/exercise
- have/fruit for breakfast
- have/cup of coffee/and/carton of orange juice
- cycle/to work



- start work/at 8 a.m.
- have/cup of tea/and/apple
- not/have/lunch
- sleep/for twenty minutes
- have/can of cola
- make/phone calls
- write/emails

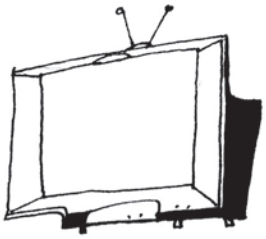


Worksheet D

Student B



- go/to the supermarket
- buy/pizza/and/salad/for dinner
- when he's tired he/buy/burger
- not/do/exercise
- take/dog for a walk



- watch/TV or a DVD
- eat/packet of crisps
- eat/chocolate
- not drink/coffee
- drink/hot milk
- at the weekends/play/sport/with/friends
- sleep/a lot



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A healthy lifestyle?

Target language: *a*/*an*, *some* and *any*

Activity type: choose the correct alternative and discussion

When to use: Use this activity after Lesson 4.2.

Time: 25 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Divide the class into pairs. Give half the pairs a Student A worksheet and the other half a Student B worksheet. Tell students to choose the correct words in italics. When they have finished, check the answers with each group.

Give each Student A a copy of worksheet C and each Student B a copy of worksheet D. Tell students that they are going to use the sentence prompts on their worksheets to share their information with each other about Chris's day. Give students two or three minutes to look at the sentence prompts and think about what they're going to say.

When they are ready, rearrange the class so that a Student A works with a Student B. Ask them to turn over their texts, focusing just on worksheets C and D. Students take it in turns to tell each other about Chris's lifestyle. When they have finished, they should discuss whether Chris has a healthy lifestyle or not.

Get feedback from the class.

Answers

Student A: 1 some 2 some 3 a 4 a 5 some 6 an 7 any 8 a 9 some 10 some

Student B: 1 a 2 some 3 a 4 any 5 a 6 some 7 any 8 some 9 some 10 some

Whether Chris's lifestyle is healthy or not is open to discussion. It is, in some ways, healthy and, in other ways, not.

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First to the finish line

START →	1 It's their money; give it to they.	2 She wants to talk to me, but I don't want to talk to she.	3 This homework isn't difficult, I find they easy. 	4 They visit us every Monday.
9 He always buys me a birthday cake. I like it.	8 I can't wear this hat, it's too big for I. 	7 Please call me when you get home.	6 I don't buy pasta because I don't like them.	5 Can you see that man? I know he. 
10 I don't eat tomatoes. I don't like it.	11 It's wet outside. Could you bring an umbrella with you?	12 Our teacher gives we a lot of homework.	13 Do you want to meet I tonight?	14 We want to thank you for helping us.
19 Those policemen want to speak to you. 	18 The teacher speaks fast. It's difficult to understand she.	17 I'm sorry, I don't have the time to talk to they.	16 I don't like the way they're looking at we. 	15 I like him, but him doesn't like me.
20 I watch football with my brother. He loves them a lot.	21 It's easy for me to speak English.	22 I don't want to talk to she. 	23 My sister is here. Would you like to meet her?	FINISH

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First to the finish line

Target language: object pronouns

Activity type: board game

When to use: Use this activity after Lesson 4.3.

Time: 15 minutes

Preparation: Photocopy one worksheet for each group of students.

Procedure

Put students into groups of three. Give each group a copy of the playing board and a dice. Tell students that some sentences on the board are correct and some have one mistake in them. The aim of the activity is for students to place their counters at the start, take it in turns to roll their dice, move along the board and correct the mistake in each sentence on the board if necessary. The other students can referee, but if they are unsure or disagree, you must act as referee. If they give an incorrect answer you should not give them the correct answer, but simply tell them that they are wrong.

If a student makes an error, he/she moves back to his/her previous square and waits for his/her next turn.

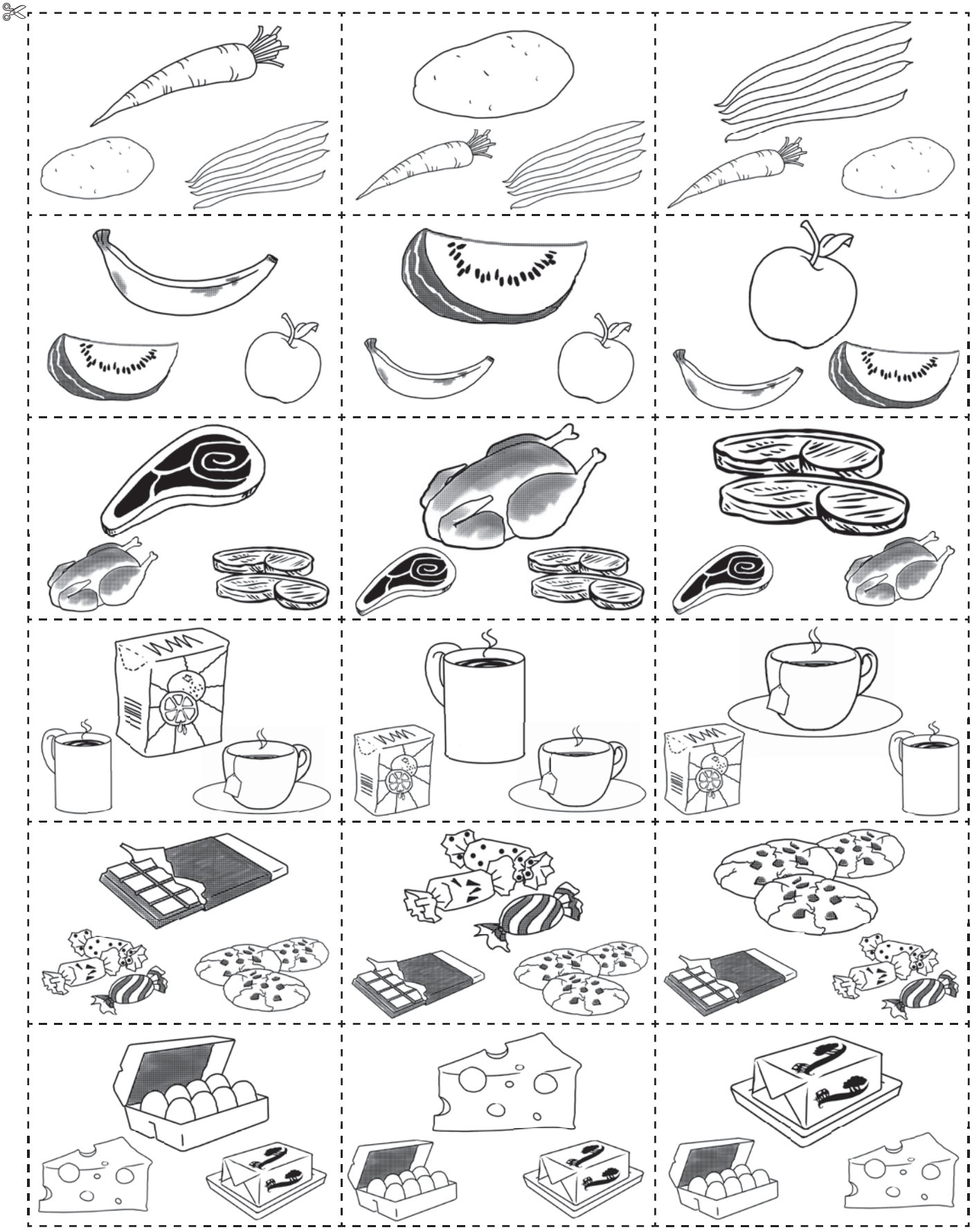
If a student lands on a sentence that has already been corrected, he/she rolls his/her dice again. The winner is the first student to reach the finish.

Answers

1 It's their money, give it to them. 2 She wants to talk to me, but I don't want to talk to her. 3 This homework isn't difficult, I find it easy. 4 ✓ 5 Can you see that man? I know him. 6 I don't buy pasta because I don't like it. 7 ✓ 8 I can't wear this hat, it's too big for me. 9 ✓ 10 I don't eat tomatoes. I don't like them. 11 ✓ 12 Our teacher gives us a lot of homework. 13 Do you want to meet me tonight? 14 ✓ 15 I like him, but he doesn't like me. 16 I don't like the way they're looking at us. 17 I'm sorry, I don't have the time to talk to them. 18 The teacher speaks fast. It's difficult to understand her. 19 ✓ 20 I watch football with my brother. He loves it a lot. 21 ✓ 22 I don't want to talk to her. 23 ✓

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Food exchange



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Food exchange

Target language: ask people for things and give people things

Activity type: card game

When to use: Use this activity after Unit 4 Communication.

Time: 20 minutes

Preparation: Photocopy and cut up one set of cards for each group of students.

Procedure

Put students into groups of three. Shuffle the cards and give three cards to each student in the group. Tell students to put the rest of the cards in a pile face down on the table. Explain that they must try to get as many families of food cards as possible. Write the categories on the board (vegetables, fruit, meat, sweet food, dairy), and explain that there are three types of food in each family. Explain that to complete their family they must ask for the items in the smaller pictures on the cards.

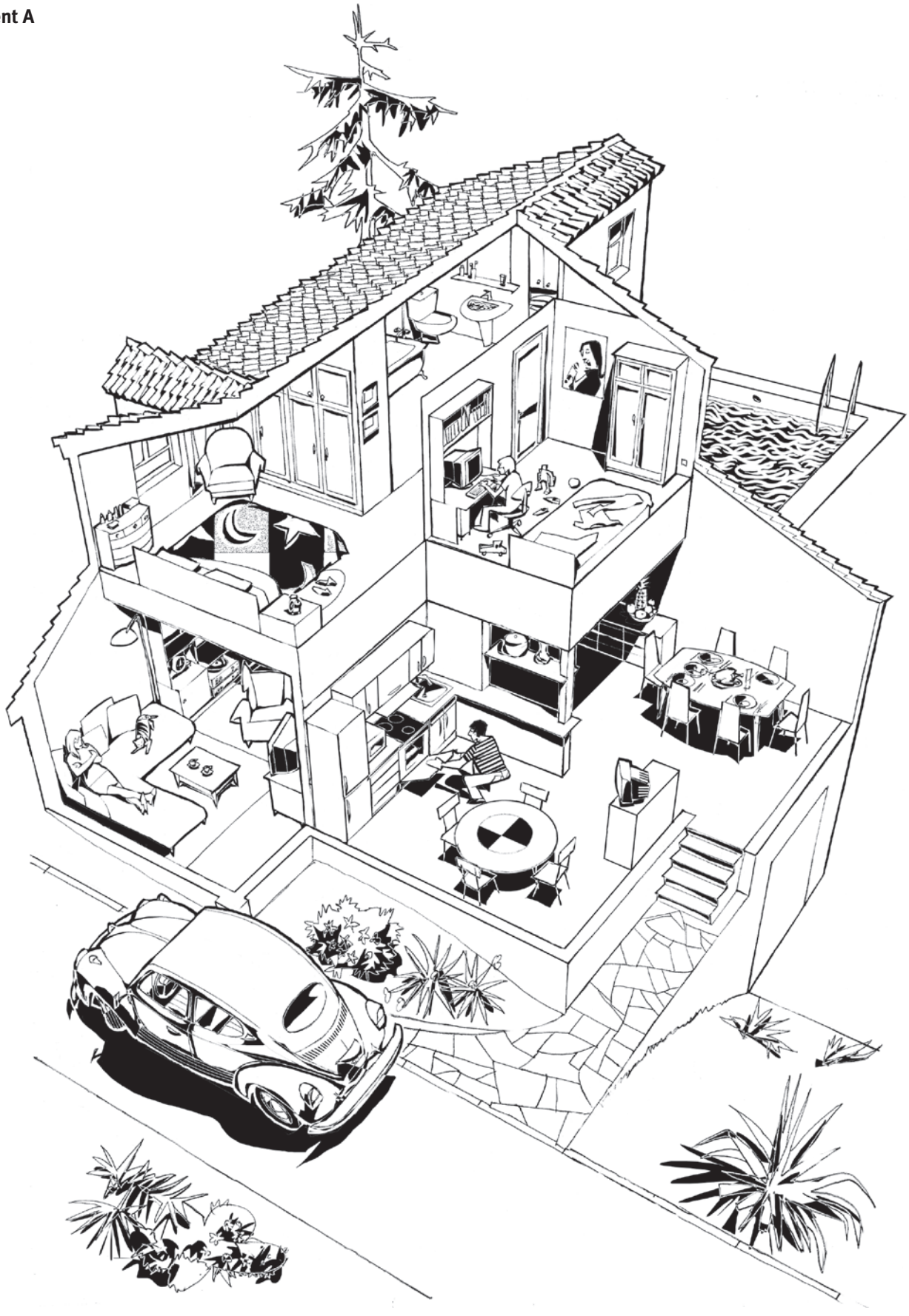
Students take turns to ask any of the other students in the group for the food items that they need to make a family, e.g. if Student A has the watermelon card then he/she can ask for either the apple or banana card. Encourage students to use language for asking for things and giving things, e.g. *A: Can I help you? B: Yes, I'd like an apple, please.* If Student B has the apple card he/she must give it to Student A. If Student B does not have the card Student A can pick up a card from the pile. It is then the next student's turn.

Students continue asking and answering until there are no more cards or until you tell them to stop. The winner is the student with the most families.

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Find the differences

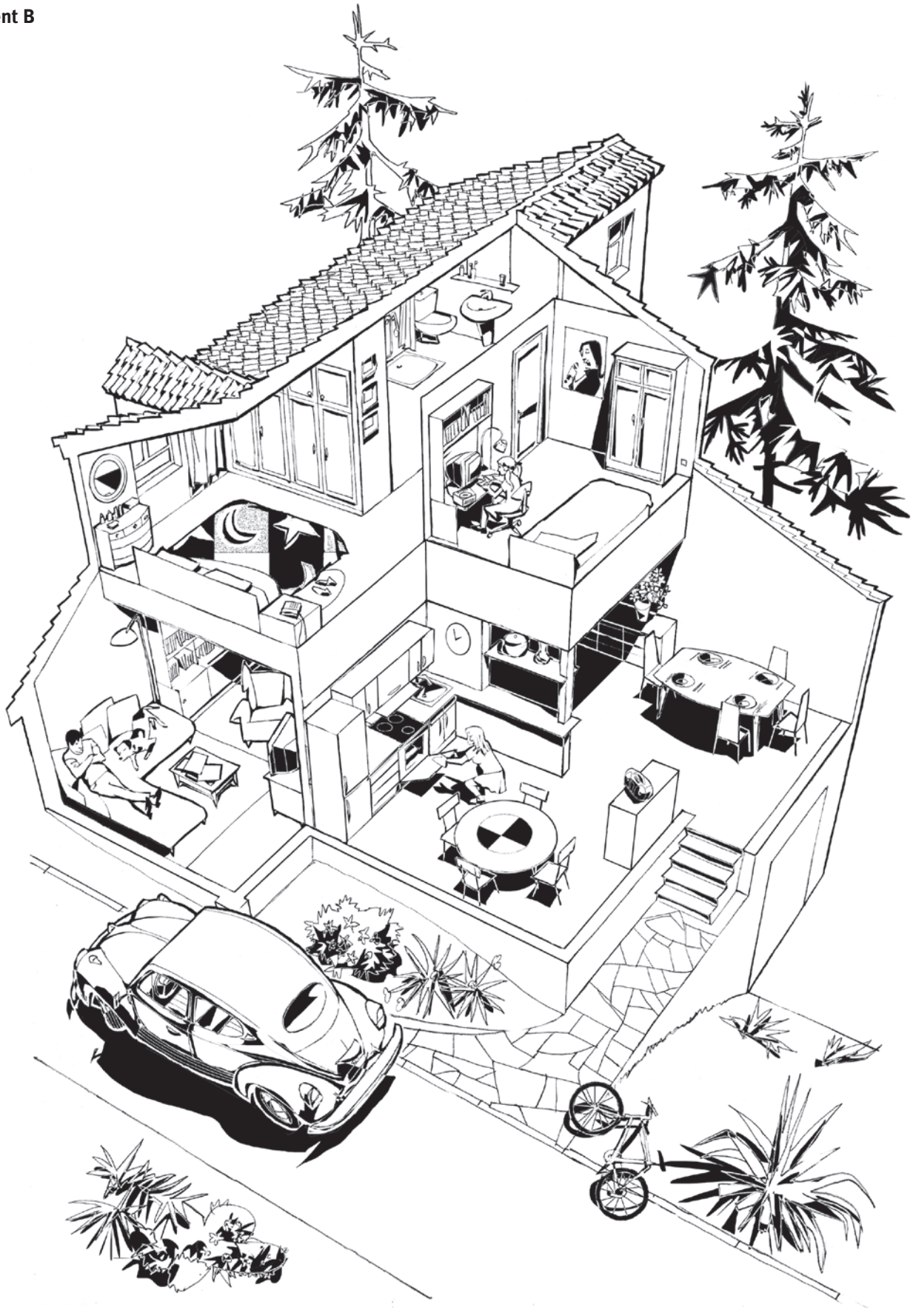
Student A



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Find the differences

Student B



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Find the differences

Target language: homes; furniture and equipment

Activity type: paired information gap

When to use: Use this activity at the end of Unit 5.

Time: 20 minutes

Preparation: Photocopy one Student A and one Student B worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A and Student B worksheet. Tell students not to show their worksheets to each other.

Explain that their pictures are very similar, but that there are a lot of small differences between them. Tell Student A to ask Student B questions to try to find twelve differences, e.g. *Is there a … ?* or *Are there any … ?* When he/she finds a difference, he/she puts a circle around it.

Allow them about ten minutes to find the differences. Check the answers with the class, encouraging students to use the target language, e.g. *In my picture there's a swimming pool, but in his picture there isn't.*

To give students additional writing practice, you could ask students to write sentences that describe the differences before eliciting them from the whole class. While students are writing, monitor and correct where necessary.

Answers

Student A's picture: Living room: cat not dog, woman not man, a clock and music system, no bookcase, tea not magazines on the coffee table Kitchen: man not woman, TV not CD player, no clock on the wall, a microwave next to the cooker Dining room: food on the table, six chairs not four, fruit not flowers Child's bedroom: boy not girl, clothes on the bed, toys on the floor, slippers on the floor, no CD player next to the computer, no desk lamp Bedroom 2: alarm clock on the bedside table not a phone, armchair in the corner of the room, two pictures on the wall not three, no mirror on the wall above the chest of drawers Bathroom: water in the sink, bath instead of shower, a cupboard next to the sink Outside, a swimming pool, no tree, no bicycle at the front of the house

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Eyes closed quiz

Student A

In our classroom ...

1 how many/windows?
2 any pictures/on the wall?
3 how many/men?
4 a pen/on your table?
5 air conditioning?
6 how many/chairs?
7 any/black shoes?
8 a blue wall?
9 any bookshelves?
10 a CD player?
11 a sink?
12 how many/doors?



Student B

In our classroom ...

1 how many/tables?
2 a white wall?
3 how many/women?
4 double-glazing?
5 any/books on the floor?
6 how many/bags?
7 any cups?
8 central heating?
9 a television?
10 a telephone?
11 a map?
12 any hats?



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Eyes closed quiz

Target language: *there is/there are*

Activity type: question completion and paired quiz

When to use: Use this activity after Lesson 5.1.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Divide the class into pairs. Give half the pairs a Student A worksheet and the other half a Student B worksheet. Tell students to write questions using the prompts on their worksheet, e.g. *How many/windows? = How many windows are there in our classroom?*

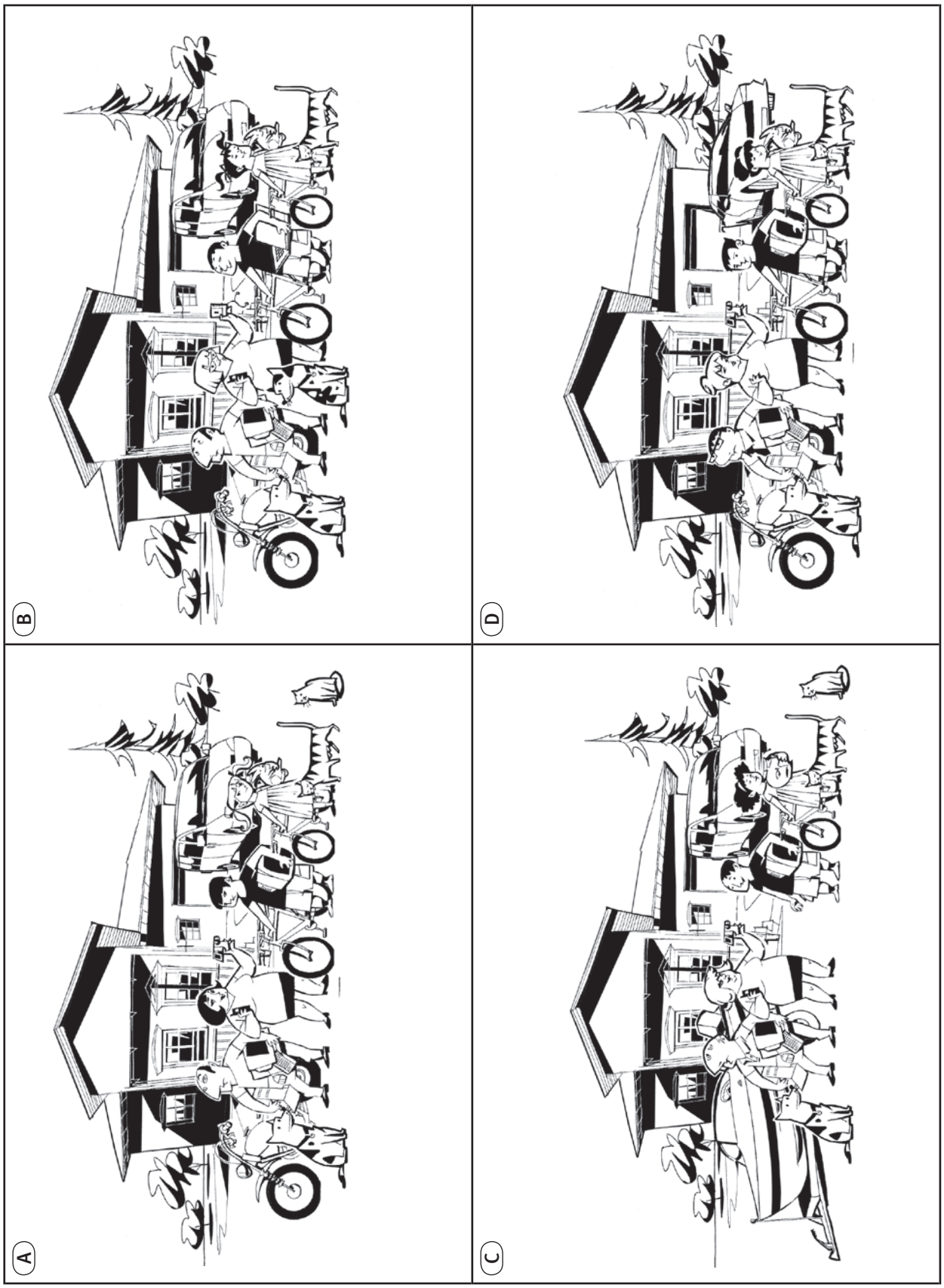
Then rearrange the class so that a Student A works with a Student B. Tell students not to show their worksheets to each other. Tell Student B to close his/her eyes and tell Student A to ask him/her the questions on his/her worksheet. Student B must answer without looking around the room.

Then tell Student A to closes his/her eyes while Student B asks his/her questions. Student A must answer without looking around the room. The winner is the student who gets the most answers correct.

As a follow-up, you could discuss with the students what they would like to have in their classroom.

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Family mix-up



Mr and Mrs Adamson
Mr and Mrs Potter
Mr and Mrs Grant
Mr and Mrs Smith

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Family mix-up

Mr Smith/not/a boat	Mrs Adamson/a mobile phone and a video camera
The Grants/two dogs	Mr Potter/not/a motorbike
The Smiths/two bicycles	Penny Potter/not/a rabbit
The Adamsons/two cats	Mr Grant/not/a boat
The Smiths/not/a laptop	Mrs Smith/not/a mobile phone
The Potters/two cats	Mr Smith/one dog
Peter Potter/not/a bicycle	Ginnie Grant/a rabbit and a bicycle
Amy Adamson/a rabbit and two cats	Mrs Grant/an MP3 player
The Potters/one bicycle	The Smiths/not/two dogs

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Family mix-up

Target language: *have got*

Activity type: puzzle

When to use: Use this activity after Lesson 5.2.

Time: 20 minutes

Preparation: Photocopy one family pictures worksheet for each group of students and photocopy and cut up one set of clues for each group.

Procedure

Put students into groups of three. Give each group a copy of the family pictures and tell students that they must decide which family is the Smith family, the Grant family, the Adamson family and the Potter family. Give each group a set of clues face down on the table.

Explain to students how to make clues from the prompts. Write one prompt on the board, e.g. *Mr Smith/not/a boat* and elicit the correct sentence, *Mr Smith hasn't got a boat*.

In turn, the students in each group pick up a clue card and read out the clue from the prompt. All the students in the group note down the clue and try to work out which family is which. When a student thinks that he/she knows the answer, he/she can whisper it to you for confirmation. If he/she is correct then he/she wins the game. If he/she is incorrect, the game continues.

Answers

A The Adamson family B The Grant family C The Potter family D The Smith family

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Talk about ...

a town or city you know which is quite green	**MOVE BACK ONE SPACE**	a very hot month in your country	a book which is quite popular in your country
a really luxurious hotel in your country			a person you know who isn't very friendly
a person you know who is quite noisy			a really popular place for visitors in your country
a really busy beach you know			a place in your country which is quite high
a month in your country which is quite cold			a very dry place in the world
a very busy shop you know			a really friendly person you know
a really famous person in your country			**MOVE FORWARD ONE SPACE**
START ➡	a really huge forest	a city or town in your country which isn't very noisy	a really beautiful place you like

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Talk about ...

Target language: modifiers (*very, quite, really*)

Activity type: board game

When to use: Use this activity after Lesson 5.3.

Time: 20 minutes

Preparation: Photocopy one worksheet for each group of students.

Procedure

Put students into groups of three or four. Give each group a board game, counters and a coin. If you do not have counters, students can use objects from their pencil cases.

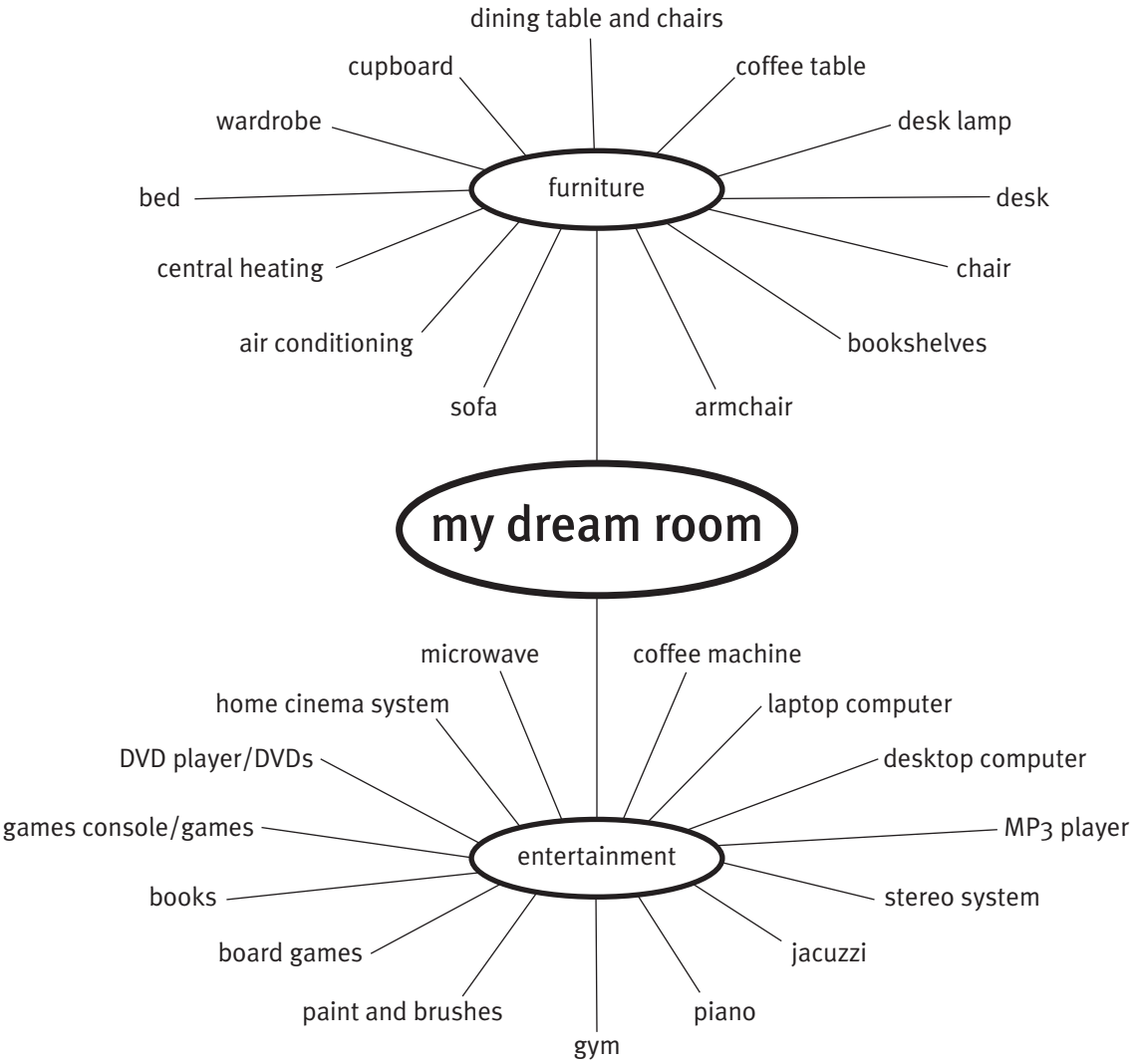
Tell students to take it in turns to flip the coin. Heads = move two squares forward. Tails = move three squares forward. When a student lands on a *Talk about* square, he/she must talk about the place for twenty seconds, but allow ten seconds thinking time first. The other students can time him/her. If the student is unable to speak for twenty seconds, he/she must return to the previous square on the board. Encourage the students to ask questions to get more information after the twenty seconds, if possible.

The winner is the first student who gets around the board and back to the start.

To finish, ask students to feed back any interesting information to the class.

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My dream room



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My dream room

Target language: talk about things you need to furnish a home

Activity type: discussion

When to use: Use this activity after Unit 5 Communication.

Time: 20 minutes

Preparation: Photocopy one worksheet for each student.

Procedure

Give each student a copy of the worksheet and ask them to imagine their dream room – a room where they can relax, have fun and enjoy their time.

Ask students to tick each of the items on the spidergram that they would like in their dream room and to put a cross next to those they do not want. Encourage them to think of anything else that they would like to include.

Then tell students to draw a bird's eye view of their dream room in the box at the bottom of the worksheet. The drawings do not need to be artistic and can include simple shapes to represent items. Students do not need to label their drawings as they are going to describe them. Draw an example of your dream room on the board to demonstrate.

Put students into groups of three or four. Students take it in turns to show their pictures to the other group members and describe their dream room. Encourage the other students to listen and ask questions.

Get feedback from some groups about the similarities and differences between their rooms.

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You've got it all wrong!

Student A



Marek was born in Poland in 1985. He lived on a farm in the countryside and went to school 20 km away. He studied English at university and finished in 2008. He wanted to find work in Poland, but it was very difficult, so he travelled to England. He got a job in a hotel and took some English lessons in his free time. He became friends with one of the other students and married her last year. She's Japanese. They live in a big city in the UK, in a small two-bedroomed house, and they have a daughter called Lizzie. Now Marek works at a university. He likes football.



Past

born/in Brazil? *Was Sachiko born in Brazil?*

1 live/in the countryside? _____

2 study/English at university? _____

3 travel/to Australia? _____

4 take/German lessons? _____

5 marry/English man? _____

Now

have/son? *Does she have a son?*

6 work/in an office? _____

7 like/football? _____

Student B



Sachiko was born in Japan in 1986. She lived in an apartment in the city of Osaka and went to school just ten minutes away. She studied art at university and finished in 2008. She wanted to study English, so she travelled to England. She studied English at a language school. She became friends with a man in her class and they married last year. He's Polish. They live in a big city, in a small house with two bedrooms, and they have a daughter called Lizzie. Now Sachiko works at home. She's a full-time mum and a painter. She likes art galleries.



Past

born/in France? *Was Marek born in France?*

1 live/in a city? _____

2 study/French at university? _____

3 travel/to the US? _____

4 take/French lessons? _____

5 marry/Polish woman? _____

Now

have/son? *Does he have a son?*

6 work/in a hotel? _____

7 like/tennis? _____

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You've got it all wrong!

Target language: contrastive stress

Activity type: paired information gap

When to use: Use this activity after Lesson 6.3.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A and Student B worksheet. Tell students not to show their worksheets to each other.

Tell students to prepare questions alone to ask their partners about either Sachiko (Student A) or Marek (Student B). They then read the information that they have about either Marek (Student A) or Sachiko (Student A). Tell students that they must find out if Marek and Sachiko know each other.

Student A starts by asking his/her questions, e.g. *Was Sachiko born in Brazil?* Student B has to correct the information using appropriate contrastive stress, e.g. *No, she was born in Japan.* Student B asks his/her first question, e.g. *Was Marek born in France?* Student A replies, e.g. *No, he was born in Poland*. This continues until all of the questions have been asked and answered. Get feedback and ask if the students know each other.

Answers

Student A: 1 Did she live in the countryside? 2 Did she study English at university? 3 Did she travel to Australia? 4 Did she take German lessons? 5 Did she marry an English man? 6 Does she work in an office? 7 Does she like football?

Student B: 1 Did he live in a city? 2 Did he study French at university? 3 Did he travel to the US? 4 Did he take French lessons? 5 Did he marry a Polish woman? 6 Does he work in a hotel? 7 Does he like tennis?

Marek and Sachiko know each other – they're married!

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Which city in the world?

Student A

1 Gandhi _____ (study) at university in Sydney, Australia.
(false – London)

2 Two thousand years ago, about one million people _____ (live) in Rome, Italy.
(true)

3 From 2003 to 2007 David Beckham _____ (play) football in Barcelona, Spain.
(false – Madrid)

4 Fifty countries _____ (start) the United Nations in 1945 in San Francisco, US.
(true)

5 The 2000 Summer Olympic Games _____ (be) in Beijing, China.
(false – Sydney)

Student B

1 Dr John Pemberton first _____ (produce) Coca-Cola in Georgia, US.
(true)

2 Van Gogh _____ (live) in Santiago, Chile.
(false – several European cities)

3 Mr Eiffel _____ (plan) to build the Eiffel tower in Barcelona, Spain.
(true)

4 In 1981, Prince Charles _____ (marry) Lady Diana in London, England.
(true)

5 The Louvre in Paris is now a museum, but it _____ (be) a school.
(false – it was a fortress)

Student C

1 Albert Einstein _____ (study) at university in Zurich, Switzerland.
(true)

2 Thirty-eight million people _____ (watch) Barack Obama become President of the US in New York.
(false – Washington DC)

3 The last concorde flight _____ (stop) in Tokyo, Japan.
(false – London)

4 Christopher Columbus _____ (live) in Lisbon, Portugal when he was a child.
(false – he lived in Genoa in Italy)

5 The 2010 Winter Olympic Games _____ (be) in Vancouver, Canada.
(true)

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Which city in the world?

Target language: Past Simple of *to be*: all forms; Past Simple of regular verbs: positive

Activity type: gap-fill and group quiz

When to use: Use this activity after Lesson 6.1.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each group of students.

Procedure

Divide the class into three groups. Give one group a Student A worksheet, one group a Student B worksheet and the final group a Student C worksheet. Tell students to work together to complete the statements using the correct Past Simple form of the verb in brackets. Check answers with the class, but only check the verb and not the whole sentence.

Then rearrange the class so that a Student A works with a Student B and a Student C. Student A reads out his/her first statement. Student B and Student C discuss whether they think it is true or false, but they do not have to agree. Student A has the correct answer in brackets under each statement.

Then Student B reads out his/her first statement. Student A and C discuss whether they think it is true or false and Student B gives them the correct answer. Student C then reads out his/her statement and Student A and B decide whether it is true or false.

This continues until all the statements have been read out and discussed. The winner is the person with the most correct answers in each group.

Answers

Student A: 1 studied 2 lived 3 played 4 started 5 were

Student B: 1 produced 2 lived 3 planned 4 married 5 was

Student C: 1 studied 2 watched 3 stopped 4 lived 5 were

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My holiday

A great/boring holiday

1 I _____ (go) to _____ .
2 I _____ (fly/drive/take the train).
3 I _____ (take) _____ .
4 I _____ (spend) _____ .
5 I _____ (buy) _____ .
6 I _____ (meet) _____ .
7 I _____ (see) _____ .
8 I _____ (eat) _____ .
9 I _____ (have) _____ .



A great/boring holiday

1 I _____ (go) to _____ .
2 I _____ (fly/drive/take the train).
3 I _____ (take) _____ .
4 I _____ (spend) _____ .
5 I _____ (buy) _____ .
6 I _____ (meet) _____ .
7 I _____ (see) _____ .
8 I _____ (eat) _____ .
9 I _____ (have) _____ .



A great/boring holiday

1 I _____ (go) to _____ .
2 I _____ (fly/drive/take the train).
3 I _____ (take) _____ .
4 I _____ (spend) _____ .
5 I _____ (buy) _____ .
6 I _____ (meet) _____ .
7 I _____ (see) _____ .
8 I _____ (eat) _____ .
9 I _____ (have) _____ .



A great/boring holiday

1 I _____ (go) to _____ .
2 I _____ (fly/drive/take the train).
3 I _____ (take) _____ .
4 I _____ (spend) _____ .
5 I _____ (buy) _____ .
6 I _____ (meet) _____ .
7 I _____ (see) _____ .
8 I _____ (eat) _____ .
9 I _____ (have) _____ .



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My holiday

Target language: Past Simple: irregular verbs

Activity type: class mingle

When to use: Use this activity after Lesson 6.2.

Time: 25 minutes

Preparation: Photocopy and cut up one card for each student.

Procedure

Give each student a card. Tell students to complete the card about a great holiday or a boring holiday they had in the past, but they should not tell anyone which it is at this stage. If necessary, write the first two sentences on the board and elicit the correct verb forms. Then complete them about your own holiday to demonstrate. While students are completing the sentences, monitor and help where necessary.

When they have finished completing their sentences, check the correct verb forms with the class as a whole.

Then put students into pairs and ask them to tell each other about their holidays. Each student should listen to his/her partner very carefully and remember as much of the information as possible. They can take notes if they like, but don't encourage them to write complete sentences, just key words. At the end, the partner should guess if the holiday was great or boring.

When they have finished swapping stories, tell each student to find a new partner. He/she should then tell his/her new partner about his/her old partner's holiday. His/her partner should also tell him/her about his/her previous partner. Both students should take notes, so they can remember information about the holiday. At the end, the partners should guess if the holiday they just heard about was great or boring.

Students then find another new partner and tell these new partners about their previous partners.

Ask students to return to their seats and ask them to tell the class who had a really great and a really boring holiday.

Answers

1 went 2 flew/drove/took the train 3 took 4 spent 5 bought 6 met 7 saw 8 ate 9 had

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A city adventure

Student A

You're a travel magazine reporter. You want to interview someone who visited ten European cities in three months using one of the types of transport in the pictures. Prepare your questions using the prompts and your own ideas.

Think about:

- where he/she went _____
- how he/she travelled _____
- who he/she went with _____
- where he/she stayed _____
- how long he/she stayed in each city _____
- what he/she did in each city _____
- what he/she liked _____
- what he/she did not like _____
- what he/she ate _____
- which city was his/her favourite and why _____

Think of some more questions to ask.


by unicycle


on foot


on roller skates


on a skateboard

Student B

You travelled to ten European cities in three months using one of the types of transport in the pictures. A travel magazine reporter wants to interview you. Prepare your answers for the interview.

Think about:

- where you went _____
- how you travelled _____
- who you went with _____
- where you stayed _____
- how long you stayed in each city _____
- what you did, e.g. sightseeing, museums, sports _____
- what you liked _____
- what you did not like _____
- what you ate _____
- which city was your favourite and why _____

Think of three more things to tell the reporter.


by unicycle


on foot


on roller skates


on a skateboard

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A city adventure

Target language: Past Simple: questions and negatives

Activity type: roleplay

When to use: Use this activity after Lesson 6.3.

Time: 25 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs and tell them to brainstorm as many European cities as they can in one minute. Get feedback.

Give half the pairs a Student A worksheet and ask students to prepare their interview questions from the prompts. Give the other half of the pairs a Student B worksheet and ask students to prepare their answers to the questions. Ask the travellers not to reveal their mode of transport until the roleplay. Make sure all students understand their roles. Monitor and correct where necessary.

Then rearrange the class so that a Student A works with a Student B. Tell them to roleplay the interview. When they have finished, ask two or three reporters to tell the class the most interesting things they heard during the interview.

As a follow-up, students could work in pairs and write a newspaper article.

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Where in the store ... ?

Student A

Third floor	ⓘ		furniture department	computer department
Second floor				🍽
First floor	women's clothes		🚺 women's shoes	
Ground floor				hats
Basement	🚻			Ⓟ

Student B

Third floor	ⓘ			
Second floor				bookshop 🍽
First floor			🚺	stationery
Ground floor	beauty products			
Basement	🚻	bed linen	men's clothes	Ⓟ

Student C

Third floor	ⓘ	music department		
Second floor	pharmacy		electronic goods	🍽
First floor			🚺	
Ground floor			flowers	
Basement	🚻			men's shoes Ⓟ

beauty products bed linen bookshop hats electronic goods flowers furniture department pharmacy men's clothes music department computer department stationery women's clothes women's shoes

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Where in the store ... ?

Target language: understand a store guide and ask for what you want

Activity type: information gap

When to use: Use this activity after Unit 6 Communication.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each group of students.

Procedure

Put students into groups of three. Give each group the card with the list of departments. Give them a few moments to look at these and to check that they all know what these different departments sell.

Give each group a Student A, Student B and Student C store guide. Tell students not to show their worksheets to each other. Ask them what they think the symbols on their plan mean: ⓘ = information counter 🍽 = restaurant 🕻 = public phone Ⓟ = car park 🚺 = toilets.

Tell students that they all have the guide of the same department store, but some of the names of departments are missing. They must work together to ask and tell one another where the different departments are. The departments they need to find are on their list of departments, e.g. *Where can I find the bookshop? It's on the second floor next to the restaurant. Where can I find bed linen? It's in the basement next to the public phones.* While they are doing this, they cannot look at the other students' worksheets. When they know where a department is, they write the name on their guide.

When they have finished, they compare their guides. They should all be the same.

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Around the world

Student A

1 Ask Student B when and where these festivals, celebrations or national holidays are.

The Longest Day International Women's Day Green Day Teachers' Day Police Day
Coast Guard Birthday Discovery Day International Museum Day Independence Day Education Day
Gandhi's birthday Remembrance Day

2 Answer Student B's questions about the festivals, celebrations and national holidays in the calendar.

January 25 Burn's Night in Scotland	**February** 25 People Power Day in the Philippines	**March** 17 St Patrick's Day in Ireland	**April** 27 Freedom Day in South Africa
May 21 Navy Day, Chile	**June** 1 Mother and Child Day in Mongolia	**July** 14 Bastille Day in France	**August** 8 Farmers' Day in Tanzania
September 10 International Day of Children in Honduras	**October** 3 Union Day in Germany	**November** 4 Flag Day in Panama	**December** 5 the King's birthday in Thailand

Student B

1 Ask Student A when and where these festivals, celebrations or national holidays are.

Union Day Burn's Night St Patrick's Day Flag Day Navy Day Farmers' Day the King's birthday
Bastille Day People Power Day International Day of Children Freedom Day Mother and Child Day

2 Answer Student A's questions about the festivals, celebrations and national holidays in the calendar.

January 25 Police Day in Egypt	**February** 24 Education Day in Nepal	**March** 8 International Women's Day	**April** 29 Green Day in Japan
May 18 International Museum Day	**June** 21 The Longest Day, Greenland	**July** 4 Independence Day in the US	**August** 4 Coast Guard Birthday in the US
September 1 Teachers' Day in Singapore	**October** 2 Gandhi's birthday in India	**November** 11 Remembrance Day in many countries	**December** 5 Discovery Day in the Dominican Republic

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Around the world

Target language: ordinal numbers and months

Activity type: paired information gap

When to use: Use this activity after Lesson 7.3.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give half the pairs a Student A worksheet and half the pairs a Student B worksheet. Give students time to read their calendar and check any vocabulary with you, e.g. *navy, freedom, independence*. Tell students to work in their pairs and try to guess one or two of the dates. It is unlikely students will know many, but the task will help students to focus on the language for two or three minutes.

Then rearrange the class so that a Student A works with a Student B. Tell students not to show their worksheets to each other. Student A starts by asking Student B when and where the longest day is and Student B provides the information, i.e. *A: When is the Longest Day? B: It's on 21st June. A: Where is it? B: It's in Greenland.* Encourage students to correct each other on the pronunciation of the dates.

When they have finished sharing their information, ask them to talk about their own favourite festivals, celebrations or holidays. As a follow-up or for homework, students could use the Internet to find out some more information about one or two of the days on the worksheets.

Answers

The answers to the questions are on the worksheets. Some additional information: Burn's Night celebrates the life and poetry of Robbie Burns, a Scottish poet. Bastille Day celebrates an important day during the French Revolution. St Patrick is the patron saint of Ireland. Gandhi led India to independence in the early twentieth century. The Longest Day in Greenland is also their National Day.

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A happy ending



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A happy ending

Target language: articles

Activity type: paired picture story

When to use: Use this activity after Lesson 7.1.

Time: 30 minutes

Preparation: Photocopy and cut up one set of cards for each pair of students.

Procedure

Put students into pairs. Give each pair a set of cards. Tell students to decide on the order of pictures and to create a story. When they have finished, put students into new pairs. Each student tells their story while the other listens.

Get feedback and ask one or two pairs how their stories were similar or different. Finally, read out the suggested story below to students, so that they can compare this version to their own.

Suggested answers

D, H, C, I, F, E, G, A, B

It was July. A tall man with a beard and a slim woman with dark hair met at a restaurant in New York. They talked all night. At the end of the evening, the woman gave the man a business card. He put the card in his wallet. The man said goodbye to the woman and left the party. At the train station, the man stood next to a young boy. Suddenly, the boy took the man's wallet and ran away. The tall man felt angry and sad because the woman's business card was in the wallet. The man went back to the restaurant to look for the woman, but she wasn't there.

Three months later, in October, the man wanted to go to Washington. He went to the train station and got onto a train. The train was very busy. He sat down next to a woman. She turned and looked at the man. It was the woman from the restaurant! The woman smiled and said 'hello' and he felt very happy.

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That's the one!

Student A

1 I don't like new houses, I like old _____ .

2 I don't like big family cars, I like small sporty _____ .

3 I don't usually have a meat pizza, I have a vegetable _____ .

4 I haven't got a small dog, I have a big _____ .

5 I don't buy yellow flowers, I buy white _____ .

6 I sometimes wear black jeans, but usually I wear blue _____ .

7 I don't have a cup of coffee in the morning. I usually have _____ after dinner.

8 I've got an old mobile phone, but I'd like to buy a new _____ .

9 I never read sports magazines, but I often read _____ about travel.

10 I don't take many holidays, but I always take _____ in the summer.

Student B

1 I don't like black cats, I prefer white _____ .

2 I never listen to happy songs. I usually listen to sad _____ .

3 I've got a video player, but I'd like _____ for DVDs.

4 I never go to big shops, I always visit small _____ .

5 I've got a small sofa, but I'd like a big _____ .

6 I never wear black shoes, I always wear blue _____ .

7 I've got a digital watch, but I'd like a gold _____ .

8 I can't play a musical instrument, but I'd like to play _____ .

9 I often have cheese sandwiches for lunch, but I prefer _____ with meat in them.

10 I usually write with a blue pen, but today I'm using a black _____ .

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That's the one!

Target language: pronoun *one*/*ones*

Activity type: sentence completion and discussion

When to use: Use this activity after Lesson 7.2.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give half the pairs a Student A worksheet and the other half a Student B worksheet. Tell students to complete the gaps with *one* or *ones*. Check answers with the class, but don't read the whole sentence. Ask students to change the sentences so that they are now true for themselves, e.g *I like new houses, I don't like old ones.* Monitor and help where necessary.

Then rearrange the class so that a Student A works with a Student B. Tell students not to show their worksheets to each other. Student A starts by reading out his/her first statement. Student B should listen and say whether he/she agrees or disagrees. Preteach *I agree* and *I disagree* to help the students with the activity, e.g. *A: I don't like old houses, I like new ones. B: I agree, I live in an old house, but I'd like a new one.*

Student B reads out his/her first statement and Student A says whether he/she agrees with him/her. This continues until both students have read out and discussed all of the statements.

Get feedback and elicit any interesting information from one or two students.

Answers

Student A: 1 ones 2 ones 3 one 4 one 5 ones 6 ones 7 one 8 one 9 ones 10 one

Student B: 1 ones 2 ones 3 one 4 ones 5 one 6 ones 7 one 8 one 9 ones 10 one

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It's mine!

This car belongs to Jim and Grace. It's ... (theirs)	Where's Ken? Do you think this bag is ... ? (his)	I have an umbrella. If you don't have one, you can use ... (mine)
Give the money to Jane. It's ... (hers)	Please give the ball back to us. It's ... (ours)	That dog belongs to my friends. It's ... (theirs)
Bob, I don't think this is mine, I think it's ... (yours)	Your father wants these newspapers back. They're ... (his)	We found this money in the street, so now it's ... (ours)
I took the keys to my sister because they were ... (hers)	Tom, there are two pens here. I think this one is yours and this one is ... (mine)	Please take this cake, it's ... (yours)
They visited our house yesterday. Now I'd like to visit ... (theirs)	She took that umbrella, but it's not ... (hers)	This isn't our car. That car is ... (ours)
Sorry James. I took this pen, but it's not mine, it's ... (yours)	I want to give this to my brother. I think it's ... (his)	I'm sorry you lost your phone. Would you like to use ... ? (mine)

mine	mine	mine	his	his	his
hers	hers	hers	ours	ours	ours
yours	yours	yours	theirs	theirs	theirs

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It's mine!

Target language: possessive pronouns

Activity type: card game

When to use: Use this activity after Lesson 7.3.

Time: 15 minutes

Preparation: Photocopy and cut up one set of cards for each group of students.

Procedure

Put students into groups of three. Give each group a set of sentence cards and pronoun cards. The sentence cards should be shuffled and placed face down on the table. The pronoun cards should be spread out on the table, face up so that all three students can see and reach the cards easily.

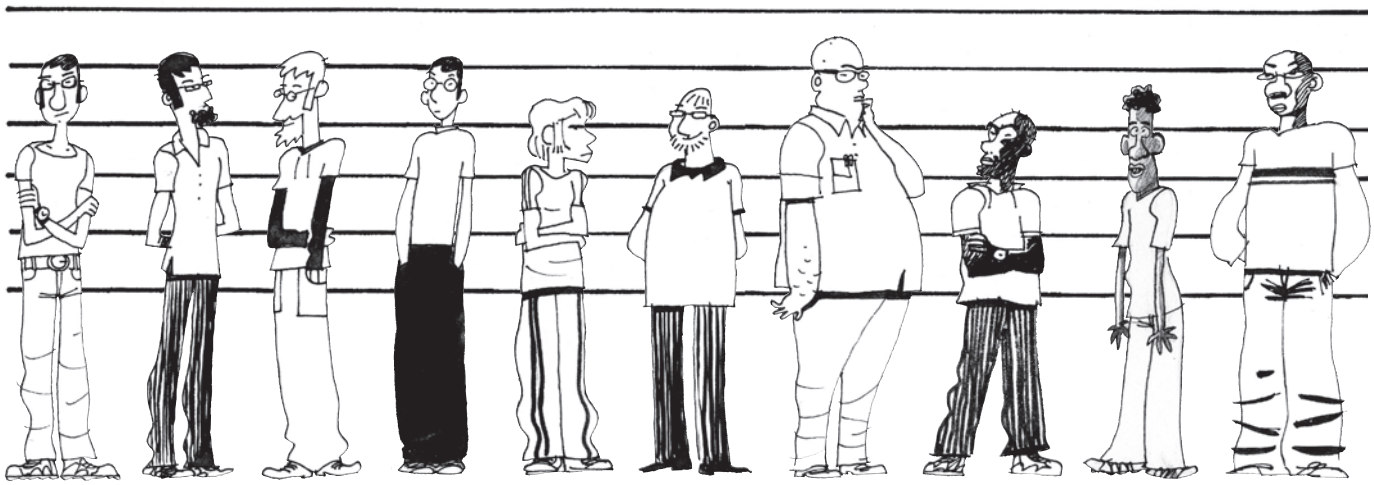
One member of the group takes the first sentence card and places it face up on the table and reads it out. The other two students should try to grab the correct pronoun that finishes the sentence. The first student to grab the card first can keep it, but only if it is correct. The reader has the correct answer at the bottom of the sentence card. If it is not correct, the other student should have a chance to guess the correct pronoun.

Another member of the group now takes a sentence card and reads it out. The two remaining students should try to grab the correct pronoun that completes the sentence first. This continues, with students taking it in turns to read out cards until all the cards have been grabbed. The winner is the student who has grabbed the most cards. Early finishers can play the game again.

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The usual suspects

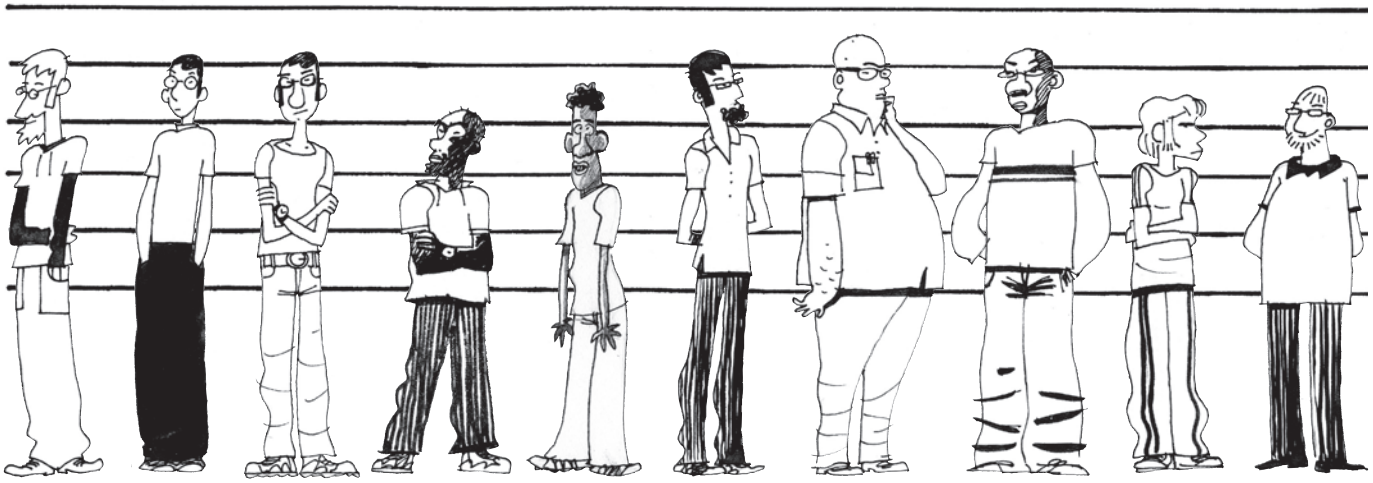
Student A



Mr White _____ Mr Blue _____ Mr Orange _____ Mr Grey _____ Mr Purple _____

Mr Yellow Mr Brown Mr Red Mr Pink Mr Green

Student B



_____ Mr Green _____ Mr Brown _____ Mr Red _____ Mr Pink _____ Mr Yellow

Mr White Mr Grey Mr Orange Mr Purple Mr Blue

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The usual suspects

Target language: identify a person from a simple description

Activity type: paired information gap

When to use: Use this activity after Unit 7 Communication.

Time: 15 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A and Student B worksheet. Tell students not to show their worksheets to each other.

Explain that students have pictures of the same men, but in a different order. Each student has names for half of the men. Tell students that they should match the names in the box to the five unlabelled men by asking their partners to describe them. Tell students to ask and answer questions to find out which person is which, e.g. *A: What does Mr Orange look like? B: He's slim* ...

The winner is the first pair to match all the names to the people.

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Match them up

Student A

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 

Student B

 A	 B	 C	 D
 E	 F	 G	 H
 I	 J	 K	 L

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Match them up

Target language: clothes

Activity type: paired information gap

When to use: Use this activity after Lesson 8.2.

Time: 15 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A worksheet and a Student B worksheet. Tell students not to show their worksheets to each other.

Explain that the pictures they have are of the same people, but Student A has the left half and Student B has the right half. The aim of the activity is for students to match the two halves together by describing the people's clothes to each other.

Student A begins by describing what he/she can see in the first picture on his/her worksheet. Student B looks for the identically dressed person on his/her worksheet and writes the number 1 next to it. Student B now describes a person from his/her worksheet and Student A tries to find the other half, writing the relevant letter next to the picture when he/she has found it.

This is repeated until they have matched all their pictures. Students should then compare their worksheets and check that they have matched the pictures correctly.

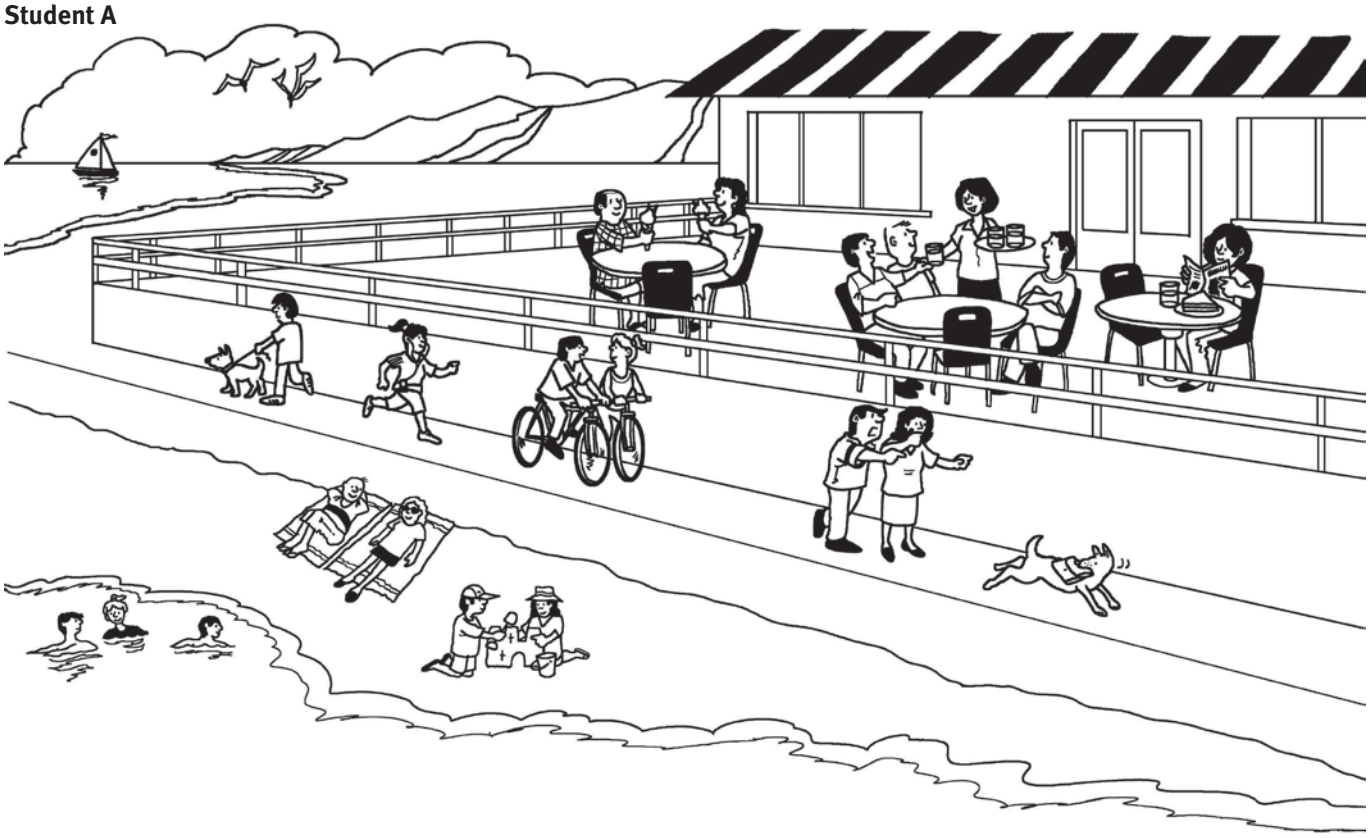
Answers

1E 2K 3D 4H 5F 6A 7L 8C 9J 10G 11B 12I

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Painting a picture

Student A



Student B



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Painting a picture

Target language: Present Continuous

Activity type: picture dictation

When to use: Use this activity after Lesson 8.1.

Time: 15 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A and Student B worksheet. Tell students not to show their worksheets to each other.

Student A starts by describing his/her picture to Student B who draws what he/she hears. When they have finished, students can compare the two pictures. Students then swap roles, and Student B describes his/her picture, and Student A draws what he/she hears. When they have finished, tell students to compare the two pictures.

Alternatively, you can do the activity without drawing. Divide the class into pairs. Give half the pairs a Student A worksheet and the other half a Student B worksheet. Ask each pair to write eight sentences describing his/her picture, four of them true and four of them false. Monitor and help where necessary.

When students have written their sentences, rearrange the class so that a Student A works with a Student B. Student A starts by showing his/her picture to Student B and reading out his/her first sentence. Student B must say whether this sentence is true or false. If he/she is correct, he/she gets one point. When Student A has read out all of his/her questions, Student B shows his/her picture and reads out his/her statements. Student A says whether these statements are true or false. The winner is the student in each pair with the most points.

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At the back of the wardrobe

Complete the sentences using an opinion adjective and a fact adjective from the boxes below.

Opinion

comfortable lovely boring expensive cheap fashionable
unfashionable scruffy smart casual luxurious beautiful

Fact

cotton wool leather silk light dark man-made natural
second-hand warm cool heavy loose tight blue/pink/black

I think my partner's got ...

1 ... a/an _____ scarf.
2 ... a/an _____ jacket.
3 ... some _____ jeans.
4 ... some _____ shoes.
5 ... a/an _____ shirt.
6 ... a/an _____ coat.

I don't think my partner's got ...

7 ... any _____ trainers.
8 ... a/an _____ pullover.
9 ... any _____ trousers.
10 ... any _____ boots.
11 ... a/an _____ hat.
12 ... a/an _____ suit.

Complete the sentences using an opinion adjective and a fact adjective from the boxes below.

Opinion

comfortable lovely boring expensive cheap fashionable
unfashionable scruffy smart casual luxurious beautiful

Fact

cotton wool leather silk light dark man-made natural
second-hand warm cool heavy loose tight blue/pink/black

I think my partner's got ...

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9 ... any _____ trousers.
10 ... any _____ boots.
11 ... a/an _____ hat.
12 ... a/an _____ suit.

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At the back of the wardrobe

Target language: position of adjectives

Activity type: gap-fill and guessing activity

When to use: Use this activity after Lesson 8.2.

Time: 25 minutes

Preparation: Photocopy one worksheet for each student.

Procedure

Put students into pairs. Pair each student with another student that they are not sitting next to if possible and avoid pairing those who are already good friends. Give each student a copy of the worksheet and ask them to complete the information about their partner by guessing. They are not allowed to ask their partner at this stage. They should complete each statement with an opinion adjective first, followed by a fact opinion second. The students can choose adjectives from the boxes and reuse them more than once if they like.

When they have completed the worksheets, ask the pairs to sit or stand together. Each student asks his/her partner if his statement is correct, e.g. *I think you've got an expensive wool scarf. Have you?* Each student gets one point for each correct sentence he/she has made.

When they have finished asking their questions, they can add up their points and see who guessed the most correctly.

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A day in the park

A
On Mondays you usually _____ (work) in a restaurant. Today it's a national holiday and it's sunny! It's your birthday and you _____ (have) a picnic in the park with your friends.

B
On Mondays you usually _____ (clean) the house and go shopping. Today it's a national holiday and it's sunny! You _____ (swim) in the river.

C
On Mondays you usually _____ (work) in an office. Today it's a national holiday and it's sunny! You _____ (play) chess with a friend.

D
On Mondays you usually _____ (teach) children at school. Today it's a national holiday and it's sunny! You _____ (play) tennis with your son.

E
On Mondays you usually _____ (study) French at college. Today it's a national holiday and it's sunny! You _____ (walk) your dog.

F
On Mondays you usually _____ (work) in a shop. Today it's a national holiday and it's sunny! You _____ (do) yoga with a friend.

G
On Mondays you usually _____ (work) in a hospital. Today it's a national holiday and it's sunny! You _____ (read) a good book.

H
On Mondays you usually _____ (work) at home. Today it's a national holiday and it's sunny! You _____ (eat) a chocolate ice cream.

I
On Mondays you usually _____ (drive) to the city. Today it's a national holiday and it's sunny! You _____ (listen) to the radio.

Worksheet A

1 _____ usually *works*/*is working* in a restaurant.
2 _____ *swims*/*is swimming* in the river today.
3 _____ *plays*/*is playing* chess with a friend at the moment.
4 _____ usually *teaches*/*is teaching* children at school.
5 _____ *studies*/*is studying* French at college.
6 _____ *works*/*is working* in a shop.
7 _____ *reads*/*is reading* a good book.
8 _____ *eats*/*is eating* an ice cream.
9 _____ *listens*/*is listening* to the radio.
10 It's _____'s birthday today!

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A day in the park

Target language: Present Simple and Present Continuous

Activity type: class mingle

When to use: Use this activity after Lesson 8.3.

Time: 25 minutes

Preparation: Photocopy and cut up one role card and one copy of worksheet A for each student.

Procedure

Tell smaller classes to work as a whole group and duplicate one or two role cards, if necessary. Divide larger classes into groups of nine students or fewer.

Give each student in each group a role card, but not in letter order, mix them up. Tell students to imagine that today is a national holiday and they're not working, they're in the park. Tell students to read the information on their cards and put the verbs into the correct tense. Check that students have used the Present Simple for the first gap on their cards and the Present Continuous for the other gap.

Tell students to imagine that they are in the park and to mingle within their groups, meeting the other people in the park. Students should try to find out whose birthday it is, as well as finding out what each person usually does and what he/she is doing today. As students listen to each other, they should complete their worksheets. The first gap of each sentence should be completed with the relevant student's name and the correct verb form should be chosen e.g. *Kimiko usually works in a restaurant.* If there are fewer than nine students in each group, e.g. eight, then only that number of sentences needs to be completed.

When students have spoken to everyone in their group, tell them to work with someone else from their group and compare the information they have on their worksheets. Check answers with the group and find out how many people got all the information correct.

Answers

Role cards: A work, are having B clean, are swimming C work, are playing
D teach, are playing E study, are walking F work, doing yoga G work, are reading
H work, are eating I drive, are listening

Worksheet A: 1 works 2 is swimming 3 is playing 4 teaches 5 studies 6 works
7 is reading 8 is eating 9 is listening 10 (name of student with role card A)

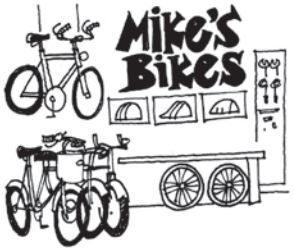
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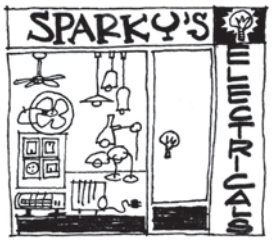
Where are they?









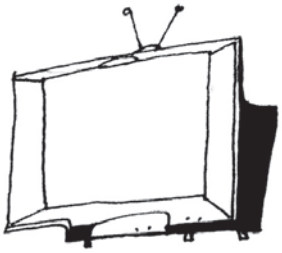








Worksheet A



Sparky's Electricals



Pen and Ink



Dressed to Thrill



Furniture City



Superbuys

Worksheet B



Mike's Bikes



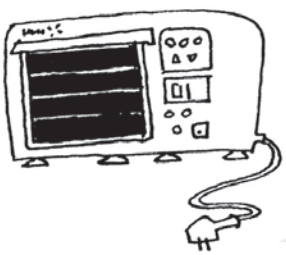
Sparky's Electricals



Superbuys



Down at Heel



Sparky's Electricals

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Where are they?

Target language: describe problems and ask for solutions

Activity type: roleplay and guessing activity

When to use: Use this activity after Unit 8 Communication.

Time: 25 minutes

Preparation: Photocopy and cut up worksheets A and B and a copy of the shop pictures for each group of students.

Procedure

Put students into groups of four. Give one pair a copy of worksheet A and the other pair a copy of worksheet B. They should not show each other their worksheets.

Tell students that they bought the items on their worksheets yesterday, but that there is a problem with them. Give an example of a CD player and elicit possible problems, e.g. *It isn't working. It's very quiet/The speaker is broken/The CD player doesn't open.* Give each pair time to think about what the problems are for each item on their worksheets.

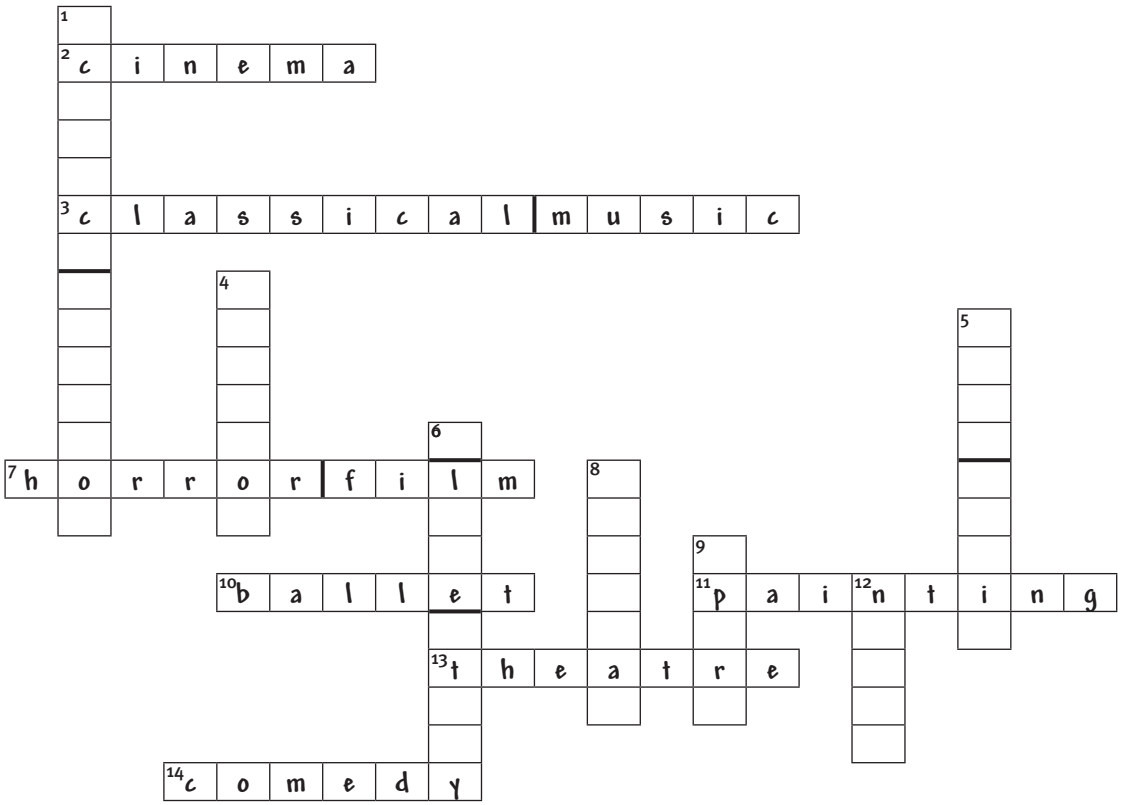
Then tell the pairs to work together. Give each group a copy of the shop pictures. One pair roleplays their first situation where one of them is a customer and one is the shop assistant. The customer wants to return the item he/she bought yesterday and tries to get a refund or exchange, but without saying what the object is or where he/she bought it, e.g. *I bought this yesterday, but it isn't working. The speaker is broken. Can I exchange it?* Each roleplay should last about a minute. The other pair listens and decides where the customer/shop assistant is, choosing from the shops on worksheet. The first pair tells them whether they are correct or incorrect.

The second pair now roleplay their first situation and the first pair guesses where they are. This continues until all of the roleplays have been completed.

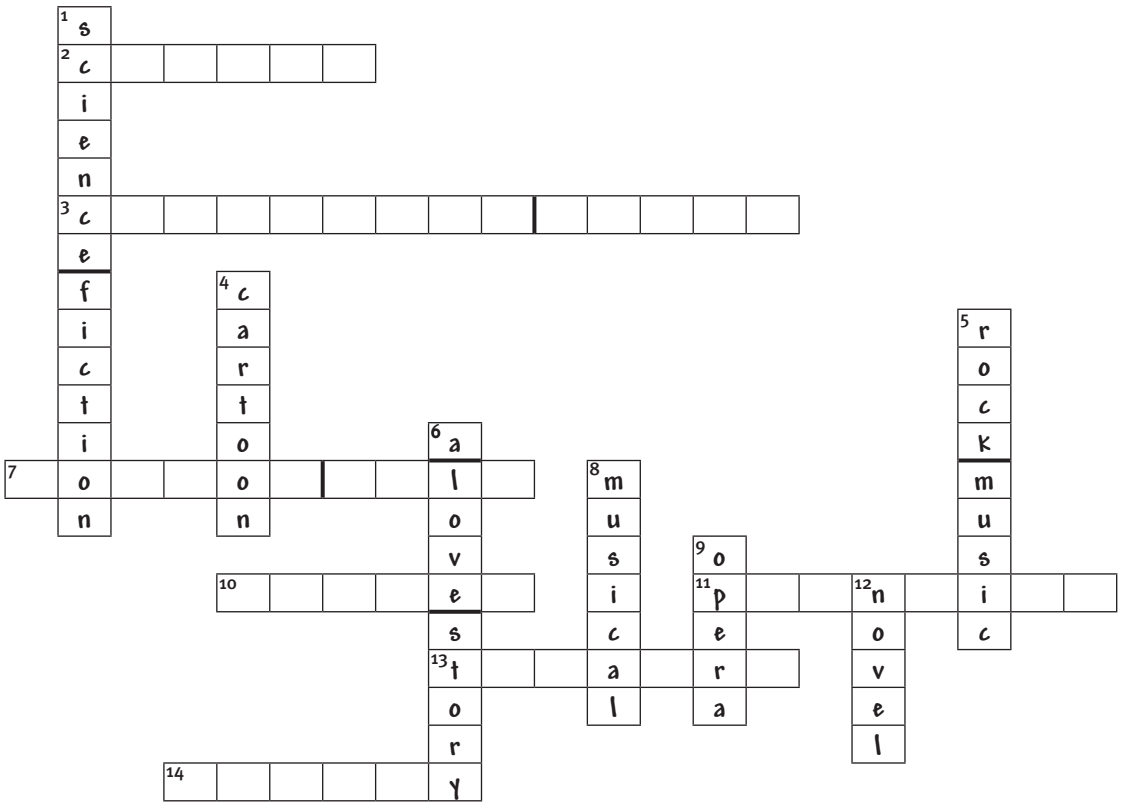
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Arts crossword

Student A



Student A



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Arts crossword

Target language: the arts and films

Activity type: half a crossword

When to use: Use this activity after Lesson 9.2.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give half the pairs a Student A worksheet, and the other half a Student B worksheet. Tell students to check with their partners that they understand and can explain all the words on their crosswords.

When they are ready, rearrange the class so that a Student A works with a Student B. Tell students not look at each other's worksheets.

Preteach how to ask *What's 2 across?* or *What's 1 down?* Then tell students to help each other to complete their crosswords by describing the words/phrases they have without saying the words.

The winner is the first pair to finish the crossword.

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Comparative bingo

Card A

It's busier today than yesterday.	She's funnier than him.	It was more exciting than this one.
He was faster than me.	My results were worse than yours.	She's shorter than me.
Mine is more modern than yours.	Yours was more expensive than mine.	It's more detailed.

Card B

My results were worse than yours.	She's funnier than him.	She's shorter than me.
He's friendlier than me.	She's taller than me.	He was faster than me.
It's more detailed.	It was more exciting than this one.	Mine is more modern than yours.

Card C

I'm a year older than you.	Yours was better than mine.	Mine was cheaper than yours.
He was faster than me.	Yours was more expensive than mine.	It's busier today than yesterday.
Mine is more modern than yours.	It's more comfortable.	My results were worse than yours.

Card D

Mine is more modern than yours.	Yours was better than mine.	He was faster than me.
She's funnier than him.	I'm a year older than you.	She's taller than me.
It's more detailed.	Yours is more popular than mine.	Yours was more expensive than mine.

Card E

He's fatter than me.	Yours was more expensive than mine.	I'm a year older than you.
Yours was better than mine.	It's busier today than yesterday.	She's taller than me.
My results were worse than yours.	She's funnier than him.	It was more exciting than this one.

Card F

It's more comfortable.	Yours was better than mine.	She's funnier than him.
She's shorter than me.	Mine was cheaper than yours.	He's fatter than me.
It's more detailed.	Yours is more popular than mine.	My results were worse than yours.

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Comparative bingo

Target language: comparison of adjectives

Activity type: bingo

When to use: Use this activity after Lesson 9.1.

Time: 20 minutes

Preparation: Photocopy and cut up one bingo card for each group of students.

Procedure

Before you begin, make sure that students are familiar with the game of bingo, with a brief demonstration/diagram on the board.

Divide the class into six teams, and give each team a bingo card. Make sure all the team members can see it (you might need to make more than one copy of each card if you have a big class, or enlarge the photocopies). Ask students to look at the sentences and make sure that they understand the meanings of the adjectives.

Tell them that you are going to read them some sentences. Students must listen to the sentences and try to find a comparative sentence on their card which means the same.

Read out the sentences below, choosing them at random, and allow a few moments between each sentence for students to look for the comparative sentence on their card. You should read each sentence out twice. If they find it, they tick (✓) or put a line through the sentence. Tick your sentences as you read them out, so that you don't repeat any (which could cause confusion).

The winners are the first group of students to tick all their sentences and call Bingo! Check their answers.

Here are the sentences you need to read out (the students' answers are in brackets afterwards – don't read these out!).

- You're sixteen and I'm seventeen. (I'm a year older than you.)
- My computer cost £700 and yours cost £800. (Yours was more expensive than mine.)
- Your mobile phone cost £150 and mine cost £120. (Mine was cheaper than yours.)
- My homework was good, but your homework was *very* good. (Yours was better than mine.)
- You got forty percent in the exam, but I only got twenty percent. (My results were worse than yours.)
- There were 200 people in the restaurant last night, but there are 300 here this evening. (It's busier today than yesterday.)
- This football match is good, but the match I saw at the weekend was *really* good. (It was more exciting than this one.)
- I weigh ninety-five kilograms, but my father weighs over a hundred kilograms. (He's fatter than me.)
- Michael came first in the race and I came second. (He was faster than me.)
- Tom sometimes makes me laugh, but Susie makes me laugh a lot. (She's funnier than him.)
- I'm 1 m 75 cm tall, but Alison is 1 m 82 cm tall. (She's taller than me.)
- I'm 1 m 68 cm tall, but Marnie's 1 m 55 cm tall. (She's shorter than me.)
- *The Sun* newspaper doesn't give a lot of information, but *The Times* newspaper gives a lot of information. (It's more detailed.)
- That bed feels very hard, but this bed feels very soft. (It's more comfortable.)
- I talk to a few people at school, but Henry talks to lots of people at school. (He's friendlier than me.)
- Last year, 20,000 people visited my town, but 30,000 visited yours. (Yours is more popular than mine.)
- I bought my camera last year, but you bought your camera in 2005. (Mine is more modern than yours.)

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Ask the class

1 What time did you arrive for class?	**Survey result:** _____ (student's name) was _____ (early) student to arrive for class today.
2 Where do you live? Is it lively?	**Survey result:** _____ (student's name) lives in _____ (lively) place.
3 How many hours do you study English every week?	**Survey result:** _____ (student's name) is _____ (hard-working) student in the class.
4 How many evenings do you go out every week?	**Survey result:** _____ (student's name) has got _____ (busy) social life.
5 Have you got a brother? How old is he?	**Survey result:** _____ (student's name) has got _____ (old) brother.
6 Have you got a tall friend? How tall is he/she?	**Survey result:** _____ (student's name) has got _____ (tall) friend.
7 Where do you live?	**Survey result:** _____ (student's name) lives _____ (near) to school.
8 What time do you get up on Sunday mornings?	**Survey result:** _____ (student's name) gets up _____ (late) at the weekend.
9 How many people are in your family?	**Survey result:** _____ (student's name) has got _____ (big) family.
10 Have you got a sister? How old is she?	**Survey result:** _____ (student's name) has got _____ (young) sister.
11 When did you buy your shoes?	**Survey result:** _____ (student's name) has got _____ (new) shoes.
12 How many times do you do exercise every week? Do you eat healthy food?	**Survey result:** _____ (student's name) has got _____ (healthy) lifestyle.

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Ask the class

Target language: superlative adjectives

Activity type: class survey

When to use: Use this activity after Lesson 9.2.

Time: 25 minutes

Preparation: Photocopy and cut up one survey card for each student.

Procedure

Give one survey card to each student, repeating cards if necessary. Divide large classes into groups of between eight and ten and distribute the same numbers of cards among the students in each group.

Tell students to mingle and ask their survey questions to each other. It is important that they note down the information they receive. If you have divided a larger group into two or three groups, ask students to keep within their groups only.

When they have finished, ask students to complete their survey results statement using the correct student's name, depending on the answers they collated, and the correct superlative adjective, e.g. *Tomas was the earliest student to arrive for class today.*

Then put students into pairs and ask them to check each other's statements. Then get feedback from each student. In large classes, divide students into two or three groups and ask each student to feedback to each other rather than in open class.

Answers

1 the earliest 2 the liveliest 3 the most hard-working 4 the busiest 5 the oldest
6 the tallest 7 the nearest 8 the latest 9 the biggest 10 the youngest 11 the newest
12 the healthiest

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The perfect partner

Name: _____
Age: _____
Job: _____
Loves: _____
Likes: _____
Hates: _____
Prefers:
(sport?) _____ to _____
(going out?) _____ to _____



Name: _____
Age: _____
Job: _____
Loves: _____
Likes: _____
Hates: _____
Prefers:
(sport?) _____ to _____
(going out?) _____ to _____



Name: _____
Age: _____
Job: _____
Loves: _____
Likes: _____
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Prefers:
(sport?) _____ to _____
(going out?) _____ to _____



Name: _____
Age: _____
Job: _____
Loves: _____
Likes: _____
Hates: _____
Prefers:
(sport?) _____ to _____
(going out?) _____ to _____



Name: _____
Age: _____
Job: _____
Loves: _____
Likes: _____
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(going out?) _____ to _____



Name: _____
Age: _____
Job: _____
Loves: _____
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Prefers:
(sport?) _____ to _____
(going out?) _____ to _____



Name: _____
Age: _____
Job: _____
Loves: _____
Likes: _____
Hates: _____
Prefers:
(sport?) _____ to _____
(going out?) _____ to _____



Name: _____
Age: _____
Job: _____
Loves: _____
Likes: _____
Hates: _____
Prefers:
(sport?) _____ to _____
(going out?) _____ to _____



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The perfect partner

Target language: *like/love/hate/prefer*

Activity type: roleplay

When to use: Use this activity after Lesson 9.3.

Time: 25 minutes

Preparation: Photocopy and cut up one role card for each student.

Procedure

Give each student a role card. Make sure that the number of male role cards and the number of female role cards distributed is even. Tell students to complete the information about the people on their role cards as they choose.

Option 1: Ask students to become the characters on their role cards and introduce the concept of speed dating, where men and women meet each other for just three or four minutes in order to find out if they get on well or not. If they get on well, they can meet again at a later date. Option 2: Ask students to imagine that they are trying to find the perfect partner for their friends (the role card characters).

Then put students into pairs. Arrange the class so that students with male role cards work with students with female role cards. Elicit the questions that students will need to ask each other to find out information, i.e. *What's your name? How old are you? What do you do? What kind of things do you love/like/hate? Do you prefer … or …?*

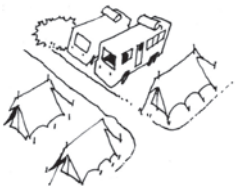
Give students a time limit of three/four minutes to ask and answer questions about each other/their friends. When the time is up, ask students with male role cards to stand up and move to a different student with a female role card. They talk for another three or four minutes. This continues until students have spoken to at least four different characters.

Put students into groups of three or four and ask them to tell each other which character they thought was the perfect partner for them/their friend and why. Get feedback from one or two groups.

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A weekend away

Student A



Where to stay



Things to do in the afternoon



An early dinner



Things to do in the evening



Things to do at night

Student B



Where to stay



Things to do in the afternoon



An early dinner



Things to do in the evening



Things to do at night

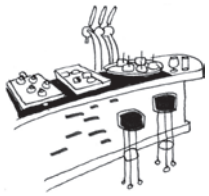
Student C



Where to stay



Things to do in the afternoon



An early dinner



Things to do in the evening



Things to do at night

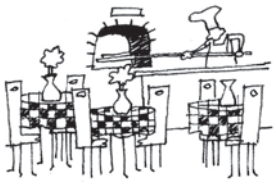
Student D



Where to stay



Things to do in the afternoon



An early dinner



Things to do in the evening



Things to do at night

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A weekend away

Target language: make and respond to suggestions

Activity type: discussion

When to use: Use this activity after Unit 9 Communication.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each group of students.

Procedure

Put students into groups of four. Give each student in each group a weekend away card.

Explain to students that they have all decided to go to a big city for the weekend with their group and they must decide what to do. Tell students that the pictures on their cards are their preferences for accommodation and activities for the weekend.

Tell students to try to persuade the others in their group that their choice is the best. As a group, they then decide on where to stay, what to do in the afternoon, where to have an early dinner, what to do in the evening and what to do at night.

Get feedback from each group.

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A-maze-ing vowels

START	thick /ɪ/ ✓	miss	week	three	think
eat /iː/ ✗	heat	live	feed	jeans	sit
big	beans	milk	east	dream	teacher
listen	keep	biscuit	swim	beach	big
this	tree	sleep	hill	meet	disco
leave	dinner	building	dish	see	rich
did	drink	sea	cheap	green	spring
fish	tea	clean	crisps	machine	six
sink	ticket	beef	these	street	film
read	visit	bit	niece	cheese	speak
linen	Greece	chicken	fit	sing	FINISH

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A-maze-ing vowels

Target language: /ɪ/ (and /iː/)

Activity type: paired maze activity

When to use : Use this activity after Lesson 10.2.

Time: 15 minutes

Preparation: Photocopy one worksheet for each pair of students.

Procedure

Put students into pairs. Tell students to work together and to begin at the start and to try to find the path through the maze, following the words with the /ɪ/ sound until they arrive at the finish box. They can only move vertically or horizontally, not diagonally, i.e. you can move from the start to either *eat* or *thick* but not *heat*. If a word has more than one vowel sound, it is the sound which is underlined that the students should consider, e.g. *t<u>ea</u>cher*. Encourage students to use a dictionary to check the pronunciation of words they are not sure about. Highlighter pens would be useful to help students to colour code the different words in the maze.

When they have finished, check answers with the class.

Answers

The maze path is as follows: thick, miss, live, milk, biscuit, swim, hill, dish, building, dinner, drink, did, fish, sink, ticket, visit, bit, chicken, fit, sing

The other words in the maze have the following sounds in them:

/ɪ/ think, sit, big, listen, big, this, disco, rich, spring, crisps, six, film, linen

/iː/ week, three, eat, heat, feed, jeans, beans, east, dream, teacher, keep, beach, tree, sleep, meet, leave, see, sea, cheap, green, tea, clean, machine, beef, these, street, read, niece, cheese, speak, Greece

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In my opinion ...

1 Travel/by train ...
- **a** cheap.
- **b** expensive.
- **c** slow.
- **d** convenient for me.

2 Play/computer games ...
- **a** a lot of fun.
- **b** boring.
- **c** bad for people.
- **d** good for people.

3 Get/up early ...
- **a** easy for me.
- **b** difficult for me.
- **c** healthy for people.
- **d** not important.

4 Speak/English ...
- **a** easy.
- **b** difficult.
- **c** important for me.
- **d** not important for me.

5 Swim ...
- **a** the healthiest sport.
- **b** difficult.
- **c** boring.
- **d** dangerous.

6 Shop ...
- **a** fun.
- **b** boring.
- **c** expensive.
- **d** bad for people.

7 Visit/museums ...
- **a** really interesting for me.
- **b** boring for me.
- **c** important for everyone.
- **d** important for children.

8 Cook ...
- **a** fun for me.
- **b** easy.
- **c** difficult.
- **d** only for women.

9 Live/alone ...
- **a** easy.
- **b** not safe.
- **c** fun.
- **d** lonely.

10 Do/housework ...
- **a** really boring for me.
- **b** relaxing for me.
- **c** necessary for me.
- **d** only for women.

11 Watch/Hollywood films ...
- **a** expensive.
- **b** exciting.
- **c** difficult.
- **d** important.

12 Watch/the news ...
- **a** popular in my family.
- **b** not popular in my family.
- **c** important for me.
- **d** important for everyone.

13 Ride/a motorbike ...
- **a** interesting for me.
- **b** dangerous.
- **c** noisy.
- **d** more exciting for men.

14 Walk/alone at night ...
- **a** healthy.
- **b** safe in my country.
- **c** dangerous in my country.
- **d** scary for me.

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In my opinion ...

Target language: *-ing* form as noun

Activity type: discussion

When to use: Use this activity after Lesson 10.1.

Time: 25 minutes

Preparation: Photocopy and cut up one set of cards for each group of students.

Procedure

Write *Ride/a bike ... fun for me/dangerous in my country/healthy/difficult for me* on the board. Elicit a grammatically correct and true sentence from the class, e.g. *Riding a bike is fun for me*. Ask one or two students to say more about this, or give more information about your own opinion.

Put students into groups of four students. Give each group a set of discussion cards in a pile, face down, on a table. One student takes the first card and lays it on the table, so all the students can see. He/she makes a true and grammatically correct sentence about him/herself. The others in the group then make sentences about themselves that are true and grammatically correct. Encourage students to say why if possible or ask questions.

Another student in the group turns over the second card and makes a true and correct sentence. This continues until all the cards have been discussed.

Get feedback and elicit some interesting information from one or two groups.

Answers

1 Travelling by train is ... 2 Playing computer games is ... 3 Getting up early is ... 4 Speaking English is ... 5 Swimming is ... 6 Shopping is ... 7 Visiting museums is ... 8 Cooking is ... 9 Living alone is ... 10 Doing housework is ... 11 Watching Hollywood films is ... 12 Watching the news is ... 13 Riding a motorbike is ... 14 Walking alone at night is ...

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Have you been ... ?

Which students have been ...	Question	Names
1 ... snowboarding?		
2 ... to a classical concert?		
3 ... to a nightclub?		
4 ... on a speedboat?		
5 ... to an island?		
6 ... bowling?		
7 ... to a beautiful beach?		
8 ... to a zoo?		
9 ... on a long train journey?		
10 ... on the radio?		
11 ... to the US?		
12 ... up the Eiffel Tower in Paris?		
13 ... on a cycling holiday?		
14 ... hiking?		
15 ... to India?		
16 ... to a language school in another country?		

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Have you been ... ?

Target language: Present Perfect with *been: I*/*you*/*we*/*they*

Activity type: discussion

When to use: Use this activity after Lesson 10.2.

Time: 25 minutes

Preparation: Photocopy one worksheet for each student in the class.

Procedure

Put students into pairs and write a question starting with *Have you been ... ?* to ask other students based on each question on the worksheet. Check answers with the whole class.

Students now work in groups of four and find out who answers *yes* to the questions on the worksheet. One student asks the first question and all the students write the names of any students in the group who answer *yes*. Encourage students to ask each other more questions to find out as much information as possible.

Another student now asks the second question and the group discusses the answers, asking more questions if possible. This continues until all the questions have been asked and discussed.

Get feedback from the class and find out if there were any questions that all the students answered *yes* to and if there were any surprising answers.

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Guess who!

Student A

1 _____ _____ (write) to a famous person.
(name)

2 _____ _____ (take) an important exam.
(name)

3 _____ _____ (run) 10 km.
(name)

4 _____ _____ (sail) a boat.
(name)

5 _____ _____ (play) a musical instrument.
(name)

6 _____ _____ (visit) more than ten countries.
(name)

7 _____ _____ (fly) in a small aeroplane.
(name)

8 _____ _____ (learn) another language.
(name)

Student B

1 _____ _____ (sleep) in a tent outside.
(name)

2 _____ _____ (read) a Shakespeare play.
(name)

3 _____ _____ (have) a surprise birthday party.
(name)

4 _____ _____ (buy) a sports car.
(name)

5 _____ _____ (play) golf.
(name)

6 _____ _____ (take) a dance lesson.
(name)

7 _____ _____ (climb) a tree.
(name)

8 _____ _____ (eat) an unusual kind of food.
(name)

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Guess who!

Target language: Present Perfect: *he*/*she*/*it*

Activity type: pair discussion and class mingle

When to use: Use this activity after Lesson 10.3.

Time: 25 minutes

Preparation: Photocopy one worksheet for each pair of students.

Procedure

Put students into pairs. Give a worksheet to each pair. Tell them to complete the sentences together so that each sentence starts with the name of someone in the class and the verbs are in the correct Present Perfect form. The pair should believe that the statement they create is true, e.g. *Vincent has written to a famous person,* but they should not ask the student if they are correct at this point.

When each pair has finished making their sentences, ask them to tear the worksheet in half down the dotted line. One student takes the Student A worksheet and the other takes the Student B worksheet. Tell each student to find out if their statements are true by asking the people they have made sentences about if they have done those things or not, e.g. *Vincent, have you written to a famous person?* If you feel the students need time to prepare their questions, ask them to write them down with their partner before they mingle.

When the students have mingled and found out if their statements are true or false, the pairs should sit together and tell each other what they learnt, e.g. *We were wrong. Vincent hasn't written to a famous person.*

Answers

Student A: 1 has written 2 has taken 3 has run 4 has sailed 5 has played 6 has visited 7 has flown 8 has learnt

Student B: 1 has slept 2 has read 3 has had 4 has bought 5 has played 6 has taken 7 has climbed 8 has eaten

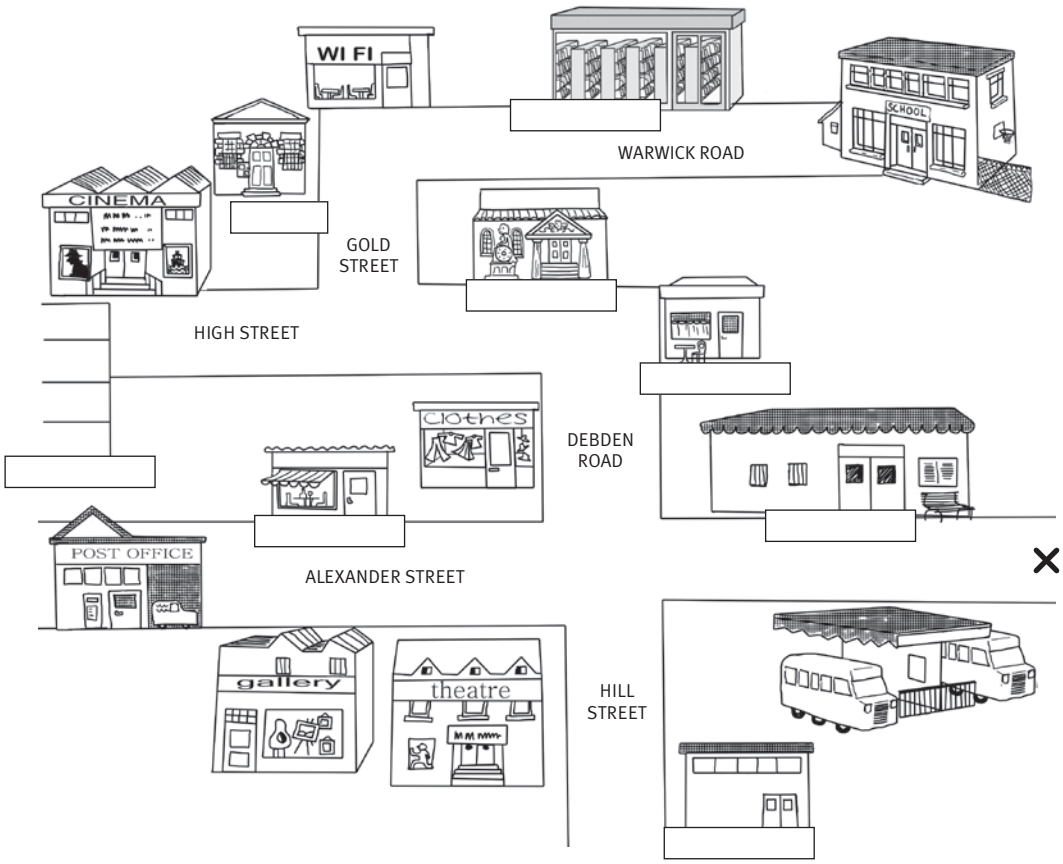
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Can you tell me the way ... ?

Student A

Ask for directions to:

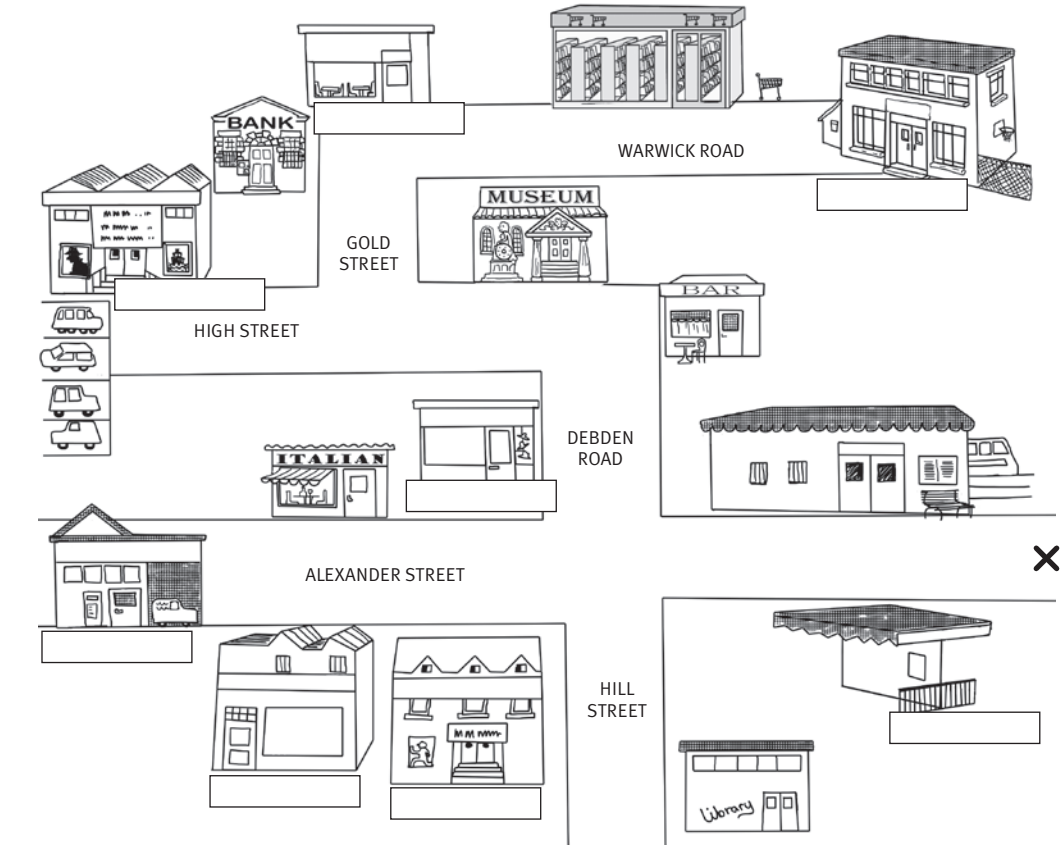
1 the museum
2 the Italian restaurant
3 the train station
4 the supermarket
5 the car park
6 the library
7 the bar
8 the bank



Student B

Ask for directions to:

1 the Internet café
2 the cinema
3 the theatre
4 the school
5 the bus station
6 the post office
7 the clothes shop
8 the art gallery



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Can you tell me the way ... ?

Target language: give and follow simple directions

Activity type: paired information gap

When to use: Use this activity after Unit 10 Communication.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A and Student B worksheet. Tell students not to show their worksheets to each other.

Tell students to take turns to direct each other around the maps. Student A starts by asking where the museum is. Student B gives directions from the X on the map to the museum and Student A writes *museum* in the relevant square on his/her map. Student B now asks where the Internet café is and Student A gives directions from the X on the map. Student B writes *Internet café* in the relevant square on his/her map.

This continues until both students have completed their maps. They can then look at each other's worksheets to check they are correct.

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Lesson logic

	Jim	Andrew	Helen	Maggie
Subject				
Type of course				
Type of person				
Institution				

Subjects: French, physics, biology, hairdressing
Types of course: full-time, part-time, evening, distance learning
Types of people: lecturer, teacher, student, trainee
Institutions: secondary school, college, online university, language school

Student A

1 Jim knows a lot about living things.
2 One person goes to college, but not every day.
3 One woman teaches at a university, but she works from home.
4 Someone teaches 14-year-olds from 9 a.m. to 3:30 p.m., five days a week.
5 One of the women is learning how to be a hairdresser. She works for four days a week and takes lessons for one day a week.

Student B

1 One man's language course is on Tuesdays and Thursdays at 7 p.m.
2 The person who is interested in heat, movement and light does not work at a college or language school.
3 The person who goes to a language school is learning and not teaching.
4 Maggie is not studying a subject. She works from home.
5 The person who works full-time teaches a science subject, but not physics.

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Lesson logic

Target language: schools and subjects; education

Activity type: puzzle

When to use: Use this activity after Lesson 11.3.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A worksheet and a Student B worksheet. Also, give each pair one copy of the table and point out the possible options for each section. Tell students not to show each other their worksheets. Tell them to use their clues to complete the table with the correct information.

Student A starts by reading out his/her first clue and they try to complete the table. Student B reads his/her first clue and again they try to complete information in the table. This continues until both students have read out their clues. The students should be able to complete the table in full, although it is likely they will need to refer back to previous clues to help them.

Check answers with the class.

Answers

Jim: biology, full-time, teacher, secondary school

Andrew: French, evening class, student, language school

Helen: hairdressing, part-time, trainee, college

Maggie: physics, distance learning, lecturer, online university

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Rules, rules, rules

Student A

Complete the sentences with *can, can't, have to* or *don't have to* to make true sentences.

1 In Malaysia, you _____ drive on the left.

2 Men in Morocco _____ go into the army for a year after school.

3 People in Indonesia _____ wear a helmet when they ride a motorbike.

4 In Canada, you _____ drive and text on a mobile phone at the same time.

5 In Denmark, you always _____ drive a car with the lights on.

6 Three people _____ ride on one motorbike in Vietnam.

7 People in New Zealand _____ drive when they're fifteen.

8 In Thailand, people _____ wear seat belts in the back of the car.

Answers to Student B's rules: 1 have to 2 can't 3 can't 4 can 5 can 6 don't have to 7 can 8 have to

Student B

Complete the sentences with *can, can't, have to* or *don't have to* to make true sentences.

1 In Australia, you _____ wear a helmet when you cycle on the road.

2 In Germany, shops _____ open on Sundays.

3 Drivers _____ drive their cars in Mexico City every day.

4 People in Texas, US _____ ride a motorbike when they're fifteen.

5 In Scotland, you _____ take a dog on a bus.

6 In Turkey, you _____ study at school when you're fifteen years old.

7 In Germany, drivers _____ drive over 130 kmph on fast roads.

8 In England, you _____ buy a TV licence if you have a TV.

Answers to Student A's rules: 1 have to 2 don't have to 3 have to 4 can't 5 have to 6 can 7 can 8 don't have to

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Rules, rules, rules

Target language: *can/can't, have to/don't have to*

Activity type: quiz

When to use: Use this activity after Lesson 11.1.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Divide the class into pairs. Give half the pairs a Student A worksheet and the other half a Student B worksheet. Preteach *licence*, *helmet* and *seat belt*. Tell the pairs to work together to complete the sentences about each country with *have to/don't have to/can/can't* so that the statements are true.

Rearrange the class so that a Student A works with a Student B. Tell students not to show their worksheets to each other. Student A starts by reading out first his/her statement. Student B tells Student A if he/she is correct by looking at the answers at the bottom of his/her worksheet. When Student A has read out all his/her sentences, Student B reads out his/hers.

Then tell the pairs to discuss whether they have the same rules in their own country/ies, e.g. *In my country, we have to drive on the right. Men have to go into the army for two years after they finish school.*

Answers

Answers to Student A's rules: 1 have to 2 don't have to 3 have to 4 can't 5 have to 6 can 7 can 8 don't have to

Answers to Student B's rules: 1 have to 2 can't 3 can't 4 can 5 can 6 don't have to 7 can 8 have to

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Say the question

Student A

1	I'm at the station.	(Where are you?)
2	I'm watching television.	(What are you doing?)
3	She's Sara, my new friend.	(Who is she?)
4	She lives in Australia.	(Where does she live?)
5	I've got one car. A Toyota.	(How many cars have you got/do you have?)
6	It's £120.	(How much is it?/How much does it cost?)
7	The film is two hours' long.	(How long is the film?)
8	It's not mine, I think it's Tony's.	(Whose is it?)
9	I start work at 9 a.m.	(When do you start work?)
10	I travel to work by train.	(How do you travel to work?)
11	I've got £10.	(How much money have you got/do you have?)
12	She's happy because she passed her exam.	(Why is she happy?)

Student B

1	We're staying at a hotel near the lake.	(Where are you staying?)
2	My favourite city is Venice.	(What's your favourite city?)
3	I've got three grandchildren.	(How many grandchildren have you got/do you have?)
4	I visit museums at the weekends.	(What do you do at the weekends?)
5	They aren't mine. Maybe they're John's.	(Whose are they?)
6	We usually go to Spain on holiday.	(Where do you usually go on holiday?)
7	I'm Roger, your new English teacher.	(Who are you?)
8	I usually go to the cinema on Fridays.	(What do you usually do on Fridays?)
9	I finish work at 5 p.m.	(When do you finish work?)
10	Chemistry is my favourite lesson.	(What's your favourite subject/lesson?)
11	A lesson is £20.	(How much is a lesson?)
12	I travel to work by taxi.	(How do you travel/get to work?)

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Say the question

Target language: review of *wh*- questions

Activity type: paired information gap

When to use: Use this activity after Lesson 11.2.

Time: 20 minutes

Preparation: Photocopy and cut up one worksheet for each pair of students.

Procedure

Put students into pairs. Give each pair a Student A and Student B worksheet. Tell students not to show their worksheets to each other.

Student A starts by reading out his/her first answer. Student B must listen and try to guess the question which is on Student A's worksheet in brackets. If he/she is incorrect, he/she should keep trying until he/she manages to guess the question correctly.

Student B now reads out his/her first answer and Student A tries to guess the question which is on Student B's worksheet in brackets. The students continue to take turns until all the questions have been guessed.

To make it more competitive, give out the Student A worksheet first. The pairs compete against each other and the winner is the fastest pair to finish. Give out the Student B worksheet and the students compete again. The winner is the fastest pair to finish.

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Instruction mix up

Put the clothes into the washing machine.

Don't put too many clothes into the machine.

Put some washing powder into the machine.

Put two coins into the machine.

Press the WASH button.

Put your bank card into the cash machine.

Enter your PIN number.

Don't enter the wrong number!

Choose how much money you want.

Take the money and your card out of the machine.

Turn on your mobile phone.

Dial the number.

Press the green CALL button.

Speak to the person you are calling.

Finish speaking and press the END CALL button.

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Instruction mix up

Target language: imperatives

Activity type: matching

When to use: Use this activity after Lesson 11.3.

Time: 15 minutes

Preparation: Photocopy and cut up one set of cards for each pair of students.

Procedure

Put students into pairs. Give a set of cards to each pair of students. Make sure you shuffle the cards. Tell students that there are three sets of instructions on the cards. Ask students to read the instructions and to decide what the three sets of instructions are for. Then tell students to put the instructions in the correct order.

Get feedback from the whole class.

Answers

Using a washing machine: 1 Put the clothes into the washing machine. 2 Don't put too many clothes into the machine. 3 Put some washing powder into the machine. 4 Put two coins into the machine. 5 Press the WASH button.

Using a cash machine: 1 Put your bank card into the cash machine. 2 Enter your PIN number. 3 Don't enter the wrong number! 4 Choose how much money you want. 5 Take the money and your card out of the machine.

Making a call on a mobile phone: 1 Turn on your mobile phone. 2 Dial the number. 3 Press the green CALL button. 4 Speak to the person you are calling. 5 Finish speaking and press the END CALL button.

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A school trip

You're going on a class trip to see a play.

You know this information:
The bus arrives home at 12 a.m.
The play is a comedy.



You want to check this information:
The trip costs £40. True/False
The play is at the Grand Theatre. True/False

You're going on a class trip to see a play.

You know this information:
Lunch is at a café.
Dinner is at a French restaurant.



You want to check this information:
The bus leaves school at 9 a.m. True/False
The bus leaves the city at 11 p.m. True/False

You're going on a class trip to see a play.

You know this information:
The play finishes at 4:30 p.m.
The bus leaves the city at 10 p.m.



You want to check this information:
The play starts at 1 p.m. True/False
The play is a comedy. True/False

You're going on a class trip to see a play.

You know this information:
The trip is on Saturday.
The play starts at 2 p.m.



You want to check this information:
The bus journey is three hours. True/False
Dinner costs £25. True/False

You're going on a class trip to see a play.

You know this information:
The trip costs £30.
The shops open until 7 p.m.



You want to check this information:
The trip is on Sunday. True/False
You have free time before dinner. True/False

You're going on a class trip to see a play.

You know this information:
Thirty people are going on the trip.
Dinner costs £25.



You want to check this information:
The play finishes at 5:30 p.m. True/False
Lunch is at a café. True/False

You're going on a class trip to see a play.

You know this information:
The bus journey is two hours.
You have free time after dinner.



You want to check this information:
Dinner is at a French restaurant. True/False
Thirteen people are going on the trip. True/False

You're going on a class trip to see a play.

You know this information:
The bus leaves school at 9 a.m.
The play is at the Grand Theatre.



You want to check this information:
The bus arrives home at 11 p.m. True/False
The shops open until 7 p.m. True/False

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A school trip

Target language: check instructions and information

Activity type: class mingle

When to use: Use this activity after Unit 11 Communication.

Time: 15 minutes

Preparation: Photocopy and cut up one role card for each student.

Procedure

Introduce the idea that the class is taking a trip together at the weekend to see a play. You could elicit ideas about what play the class is going to see to engage the students' interest and set the context.

Give each member of the group a role card. For smaller classes, make sure that all eight role cards are distributed, even if it means some students having two cards each. For larger classes you could divide the class into groups of eight and students work within these groups.

Tell students to mingle and check information with each other and give information where they can. If a student is asked for some information that they don't have, they should be encouraged to say *I'm sorry I don't know*. After a student has checked his/her information, he/she can still continue to mingle and answer questions to provide other students with the information they need.

When students have shared their information, ask them whether they think they would enjoy the trip or not.

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Rhyming pairs

pretty	city	dream	ice cream
farmer	drama	shop	stop
eye	sky	play	today
boat	wrote	son	fun
ran	began	said	red

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Rhyming pairs

Target language: rhymes

Activity type: pelmanism and poetry writing

When to use: Use this activity after Lesson 12.2.

Time: 15 minutes

Preparation: Photocopy and cut up one set of cards for each pair of students.

Procedure

Put students into pairs (or groups of three). Give each pair/group a set of cards and ask students to shuffle them and spread them out face down in front of them. One student starts by turning over two cards, so that everyone can see them. If the cards contain words which rhyme with each other, the student must make a sentence which includes both words. If the sentence makes sense, the student can keep the cards. However, if the words on the cards do not rhyme, or the student is unable to produce a sentence with both words which makes sense, the cards must be placed back on the table, face down and in the same position as before.

Each student takes it in turns to try to turn over two cards with rhyming words on them until all of the cards have been matched. The winner is the student with the most pairs.

As an optional follow-up, ask each pair/group to choose three of the rhyming pairs and write some song words. To demonstrate, take one pair, e.g. *pretty*/*city* and elicit two possible song lines from the whole class, e.g. *We walked around the city, the sun in the sky was very pretty.* Tell students to work in their pairs/groups and to write six lines of a song using three rhyming pairs. Monitor and help where necessary. When they have finished, ask each pair/group to read their song words to the class.

Answers

pretty–city, dream–ice cream, farmer–drama, shop–stop, eye–sky, play–today, boat–wrote, son–fun, ran–began, said–red

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My future

I _____ tonight.

I _____ next year.

I _____ next summer.

I _____ tomorrow.

I _____ in two years' time.

I _____ on Saturday.

I _____ later this year.

I _____ one year from now.

I _____ tomorrow night.

I _____ the week after next.

I _____ next week.

I _____ in ten years' time.

I _____ on Friday.

I _____ tomorrow night.

I _____ next month.

I _____ next October.

I _____ by Sunday.

I _____ five years from now.

I _____ on Wednesday.

I _____ next June.

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My future

Target language: *be going to*

Activity type: class mingle

When to use: Use this activity after Lesson 12.1.

Time: 25 minutes

Preparation: Photocopy and cut up two or three sentence cards for each student in larger classes (or four sentence cards for each student in smaller classes).

Procedure

Tell students to work alone. Give out two to four sentence cards to each student, depending on the size of the class, and ask them to complete the sentences with true information about themselves, but they must not write their names. Monitor and help where necessary.

Take in the sentences and put them in a bag. Shuffle the sentences in the bag and ask each student to take out two to four new sentences, depending on how many each student wrote originally. If a student pulls out one of his/her own, he/she should return it and take a new one.

Then tell students to mingle in order to find the people who wrote the sentences on their cards, e.g. *Are you going to the cinema this evening?* If the answer is *yes*, the student must ask *Did you write this sentence?* as other students may also be going to the cinema. Encourage students to ask for more information, e.g. *What film are you going to see?* If the answer is *no*, the student should ask another student.

When students have all found the people who wrote their sentence cards, get feedback and elicit some interesting information from the class.

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This weekend

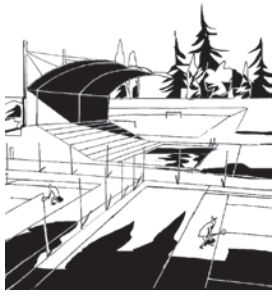
















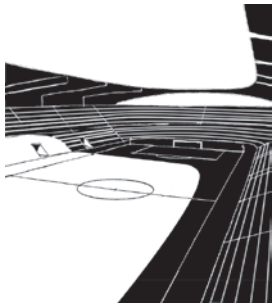












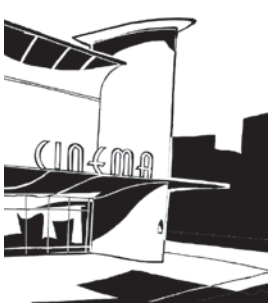












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This weekend

Target language: infinitive of purpose; revision of *be going to*

Activity type: memory game

When to use: Use this activity after Lesson 12.2.

Time: 15 minutes

Preparation: Photocopy and cut up one set of cards for each group of students.

Procedure

Put students into groups of three. Give each group a set of cards, and tell them to place the cards face down on their desk.

One student begins by taking a card, looking at the picture and saying *This weekend, I'm going to go to the ___ to ___*, e.g. *This weekend I'm going to go to the library to borrow a book*. The card is then placed face-up on the desk next to the original pile of cards.

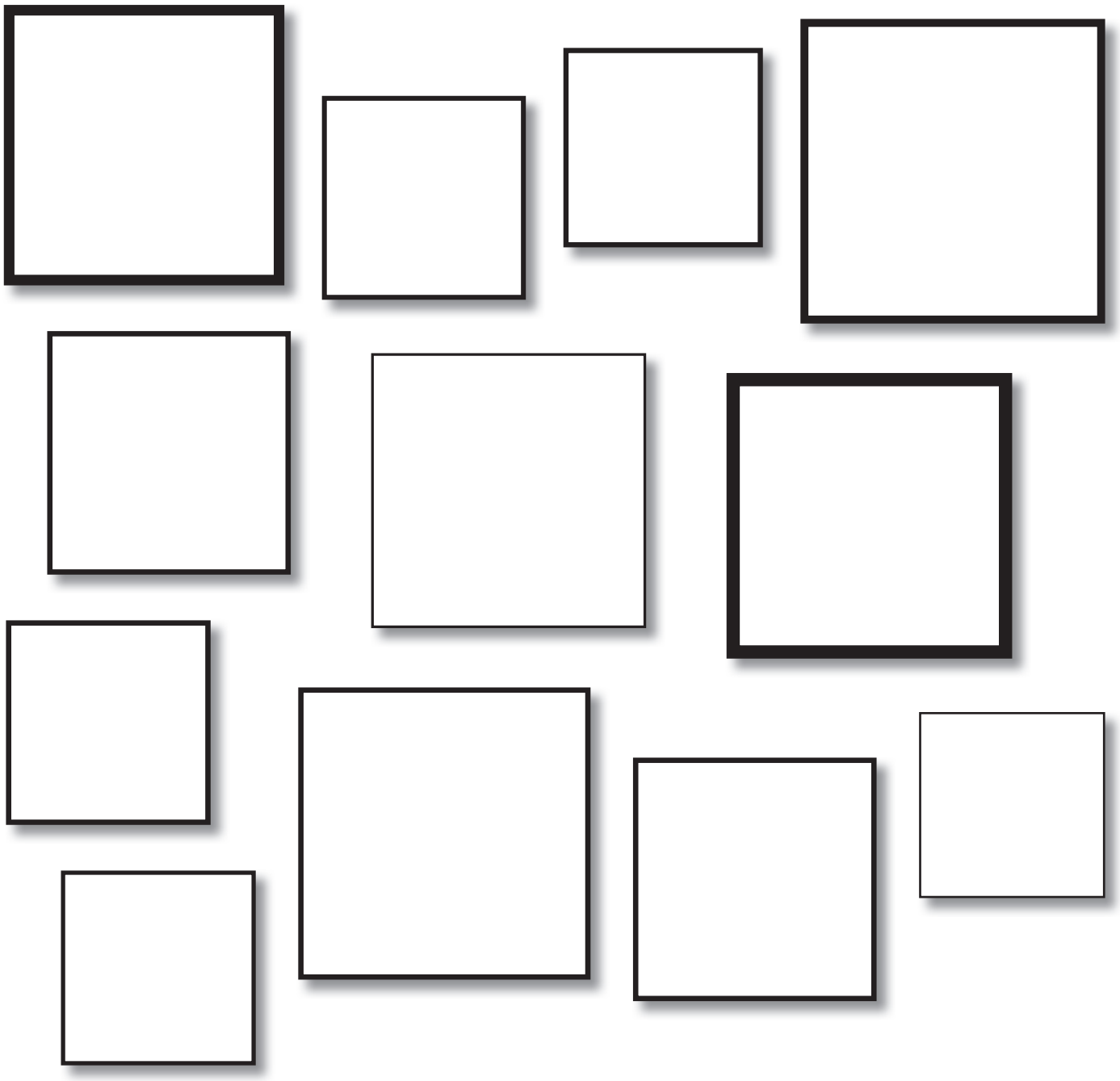
The second student then takes the next card from the top of the pile, repeats what the first student said and then says what he/she is going to do, e.g. *This weekend I'm going to go to the library to borrow a book, and I'm going to go to the pet shop to buy a dog*. Each student should repeat all the activities mentioned before adding an additional place and reason for visiting.

This is repeated until two of the students forget why he/she is going to go a particular place. When this happens, the remaining student is the winner.

They can then play the game again, this time the cards should be placed face down on the table once used, so that the students are having to memorise the places as well as what is going to be done there. Allow them about fifteen minutes in total. Monitor the pairs to make sure they are using the correct grammatical structures and other language.

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Which is which?



Write the information below in the squares. Choose any square. Don't write full sentences.

1 the name of a place you'd like to visit
2 a job you'd love to do
3 an activity you like doing
4 an activity you'd love to do
5 the name of a famous person you'd like to meet
6 the name of a food you love eating
7 the name of a place you wouldn't like to visit
8 a job you wouldn't like to do
9 an activity you don't like doing
10 an activity you wouldn't like to do
11 the name of a famous person you don't like
12 the name of a food you don't like eating

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Which is which?

Target language: *like* and *would like*

Activity type: guessing activity and discussion

When to use: Use this activity after Lesson 12.3.

Time: 20 minutes

Preparation: Photocopy one worksheet for each student.

Procedure

Tell students to work alone at first and to write the information requested in each of the squares. Encourage students to write just one or two words and not complete sentences, and not to follow the order of squares, but to write answers in random squares.

Put the students in pairs and ask them to show each other their worksheets. Each student should try to guess what the information in each square relates to, e.g. *I think you'd like to visit Morocco*. Encourage students to ask more questions about each of the answers.

When they have finished discussing their answers, get feedback and elicit one or two interesting facts about students.

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A trip of a lifetime

Tourist Travel.com
1 High Street
Pedlington
PD42 6RY

11th June

Dear Lucky Winner

Thank you for entering our competition last month and congratulations! You have won £10,000 to spend on your dream holiday! Write and tell us where you'd like to go each day and what you'd like to do when you're there, and we'll arrange it for you! Why don't you fly to Sydney and visit the famous opera house and then travel to the Great Barrier Reef? Or why not spend your time sunbathing on an island in The Maldives? You can go shopping in Los Angeles or eat sushi in Tokyo. Or you could even climb Mount Everest! The only place we can't send you to is the moon!

Yours sincerely

Managing Director

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Fly to ...						
Afternoon/ Evening							Fly back to ...

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A trip of a lifetime

Target language: ask about and discuss plans

Activity type: group planning activity and discussion

When to use: Use this activity after Unit 12 Communication.

Time: 25 minutes

Preparation: Photocopy one worksheet for each student.

Procedure

Give one worksheet to each student in the class and tell students that they have won a £10,000 holiday in a competition.

Put students into groups of three. Each group discusses where they'd like to go on holiday and what they'd like to do there. They can visit several places or countries if they wish, but they only have £10,000 between them. Make sure that all the students in the group note down their plans on their worksheets.

Rearrange the class so that each student now works with another student from a different group. Tell students to ask about and discuss their holiday plans to find out who has made the best plans.

When they have finished, ask the pairs to discuss which holiday is the best and why and feed this back to the class.

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