

# Communicative activity instructions

## 1A You say, you answer

### A pairwork matching activity

Sts play matching games to practise greeting phrases, numbers, and days of the week. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

*Hello, I'm Sally.*

*My name's Tim. Nice to meet you.*

- Write HELLO, I'M SALLY. on the board. Then write NICE TO MEET YOU, BEN. and HI, SALLY, I'M BEN. Ask students which answer they think is correct, HI, SALLY, I'M BEN.
- Put Sts in pairs, **A** and **B**. Give out the worksheets and focus on **a**. Give Sts time to read their sentences.
- Explain that Sts **A** start by reading the sentences in the **You say** column and Sts **B** choose their answers from the **You answer** column.
- Monitor and help if necessary.

STUDENT A	STUDENT B
Hi, I'm Mike. What's your name?	My name's Sally.
Hi, Mark, this is Anna.	Nice to meet you, Anna.
What's your phone number?	It's 07478203124.
How are you?	Fine, thanks. And you?
Hello, I'm George.	Hi, George. I'm Chris. Nice to meet you.
STUDENT B	STUDENT A
How are you?	I'm very well, thank you.
What day is it today?	It's Monday.
Nice to meet you, Jim.	Nice to meet you, too.
Hello! My name's Ben.	Nice to meet you, Ben. I'm Laura.
See you on Saturday. Bye.	Yes, see you on Saturday. Goodbye.

- Finally, get Sts to repeat the activity, covering the **You answer** column.

## 1B Nationalities bingo

### A bingo game activity

Sts play bingo to practise nationalities and the names of countries. Copy one worksheet and cut up one bingo card per student. The list of nationalities is for the teacher.

#### LANGUAGE

Nationalities and countries: *American, Poland, etc.*

- Give each student a bingo card. With classes of more than 12, give more than one student the same card or give one card per pair.
- Explain that Sts are going to play a bingo game. Tell Sts that you will say a nationality. If they have that country on their card, they should cross it out. The first student / pair to cross out all the countries should shout *Bingo!*

- Say the nationalities at random, ticking them off as you go.
- When a student / pair shouts *Bingo!* ask them to say the countries on their card. Check that they are the ones you have already ticked. If not, continue the game. The first student / pair to cross off all the countries on their card correctly is the winner.

**EXTRA IDEA** Put Sts in groups of three or four to play a second game. Tell the groups to choose one person to be the caller. Give each caller the list of nationalities and each student a new bingo card. Tell the callers to say the nationalities at random. Remind them to keep a note of the nationalities as they say them.

## 1C Personal information

### A mingle activity

Sts ask and answer questions to complete business cards with personal information. Copy and cut up one worksheet per eight Sts.

#### LANGUAGE

*What's your name, please? And your surname?*

*What's your email address? Can you spell it? (+ alphabet)*

*What's your phone number? (+ numbers 0–10)*

- If necessary, revise the alphabet and numbers before starting.
- Put Sts in groups of eight (or fewer, e.g. if you have 20 Sts, have two groups of eight and one of four). Use one set of cards per group.
- Give each student one strip. Focus on the first card and tell them that they are that person. Check that they know how to say the @ sign (*at*) and the . (*dot*). Tell them not to worry if they can't pronounce the names perfectly.
- Now focus on the blank cards, and elicit and drill the questions they need to ask to get that information (see **Language**). If necessary, write them on the board.
- Tell Sts they are at a conference. They must complete the blank business cards with information about two other people from their group. Demonstrate with a student first.
- Sts mingle and complete their forms.
- When Sts have finished, get them to check the information they have written down.

## 2A Mystery objects

### A pairwork guessing game

Sts talk about close-up photos of everyday objects. Copy one worksheet per pair.

#### LANGUAGE

*What's this? I think it's a (pencil).*

*What are these? I think they're (sunglasses).*

Common objects

- Copy the questions and answers in **Language** onto the board. Model and drill pronunciation.
- Put Sts in pairs and give out the worksheets. They take turns to ask and answer questions pointing at the photos.
- If a pair has answered all the questions they can, but still don't know what some of the objects are, they can ask other pairs.
- At the end of the activity, go through all the photos and ask Sts what they are.

1 scissors 2 a watch 3 a laptop 4 pens  
5 headphones 6 coins 7 an identity card 8 a charger  
9 photos 10 magazines 11 an umbrella 12 glasses  
13 a credit card 14 a lamp 15 a wallet 16 keys

## 2B Can you name...?

### Sts fill in a column with vocabulary

Sts read some adjective + noun phrases and write the names of well-known people and objects. Copy one worksheet per pair.

#### LANGUAGE

Adjectives: *old / young, rich / poor*

- Put Sts in pairs and give out the worksheets. Tell them that they are going to play a game. Each pair has to fill in the blank column with names. You could start by eliciting expensive makes of watches, e.g. *Rolux*. Tell Sts that if they are the only pair with their answer, they get 3 points; if another pair has the same answer, they only get 1 point.
- Set a time limit, e.g. five minutes, or up to ten minutes, depending on the level of your class. Alternatively, stop the game when the first pair fills in the whole column.
- When time is up get feedback. Remind Sts of the point system. Continue until Sts have shared all their answers. Sts add up their points to find the winner.

**EXTRA IDEA** Say some of the Sts' answers to the class, e.g. *skiing* (a dangerous sport), *Bill Gates* (a rich person) and elicit the adjective + noun phrases.

## 2C Dominoes

### A dominoes game

Sts match different sentences. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

Imperatives , ; *let's*

*The room's hot. Turn on the air conditioning.*

*I'm tired. Let's go to a café!*

- Tell Sts they are going to play dominoes. Let them help you explain if they know the rules. Use an example from the worksheet if necessary.

This is a library.

This room's hot.

Turn on the air conditioning!

I'm thirsty.

- Put Sts in groups of three or four. Give each group a set of cards.
- In groups of three, each student takes four dominoes; in groups of four, each student takes three. There should be some left.
- Sts look at their cards. Clarify any vocabulary problems before they start.
- One student in each group places a card on the table. The person on his / her left places the card that matches the sentence correctly at one end of his / her card. If he / she doesn't have a card that matches, he / she misses a turn and takes a card from the middle.
- Monitor that the game is being played correctly.
- The game continues until all the cards are on the table. The winner is the first student to use all his / her cards.

## 3A I work... He works...

### Sts use cards to make true sentences about themselves and their classmates

Sts make true statements about themselves and in the third person singular. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

Present simple: *I / he / she* ,

*I work in an office.*

*He doesn't drink coffee.*

- Write the verb *work* on the board. Elicit phrases that go with *work*, e.g. *in an office, late*. Make sentences using *I*, e.g. *I work in an office. I work late.*, etc., asking Sts if these are true for you. If they aren't true, change them to *I don't work late.*, etc.
- Put Sts in groups of three or four. Give each group a set of cards.
- Sts take turns to pick up a card and make a sentence that is true for them with *I / I don't*, until there are no cards left.
- Tell Sts to stay in their groups and that they are going to play again, but a bit differently. They have to shuffle the cards and repeat, but this time trying to remember what other students said, e.g. *David doesn't work in an office.*, *Maria drinks coffee.*
- Monitor to make sure Sts are using the third person correctly.
- The game ends when Sts have used all the cards.
- Get feedback from various groups.

**EXTRA IDEA** Sts shuffle the cards again and try to make only positive sentences using the verbs and a collocate which makes the sentence true for them, e.g. *I drink Diet Coke. I read magazines.*, etc.

## 3B Present simple questionnaire

### A pairwork questionnaire

Sts make questions in the first and third person singular and note down their partners' answers. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Present Simple all forms

*Do you live near a supermarket? No, I don't.*

*Does Paula live near a supermarket? Yes, she does.*

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Give Sts time to look at their questions and check any vocabulary problems.
- Tell Sts to ask each other the questions and to mark a tick (✓) or a cross (✗) in the first column, **Do you...?**
- Monitor and help if necessary.
- When Sts have finished, they do **b** and Sts change partners. Put two Sts **A** and two Sts **B** together in new pairs. Sts tell their partner the name of the person they interviewed first. Sts write the name in the gap at the top of the second column.
- Sts ask each other questions about their partner's first partner. Sts put a tick (✓) or a cross (✗).
- Monitor the correct use of *Does* in the questions.

**EXTRA IDEA** Write **WHAT? / WHERE? / WHO? / WHEN? / WHY?** on the board and get students to ask for extra information using the question words.

*Do you live near a supermarket?*

Yes )

( *Where (is it)?*

*In Baker Street.* )

## 3C Famous people

### A pairwork information exchange activity

Sts ask for information to complete sentences. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Word order in questions, question words, present simple **+**, **-**

*What instrument does Samuel L Jackson play? He plays the trumpet.*

*What restaurants does Jennifer Lawrence like? She likes fast food restaurants.*

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on the photos of the famous people, and the incomplete questions. Explain that Sts **A** and Sts **B** have different information, so they will need to ask each other questions to complete the information.
- Give Sts time to write their questions. Monitor and help.
- When Sts are ready, get Sts **A** to ask Sts **B** their first question, and to complete the answer. Sts **B** then ask their first question.
- Sts continue until they have completed the information.
- Finally, get Sts to compare their sentences, and check all questions and answers.

## 4A Everyday objects

### A Happy Families game

Sts practise everyday objects and possessive 's. Copy and cut up one set of cards per group of three or four Sts.

#### LANGUAGE

Everyday objects, possessive 's

*Do you have Kate's dictionary?*

*Yes, here you are. / No, sorry.*

- Tell Sts they are going to play a game called *Happy Families*. Sts may have a similar game in their language you can refer to.
- There are five sets of cards. Write the names of the five people on the board and under one of the names, the four objects they possess. Point to an object word and ask *What's this?* Elicit *It's Robin's book. They're Robin's headphones*. Model and drill pronunciation.
- Put Sts in groups of four. Give each group a set of cards. One student shuffles and deals the cards face down so that each student has five cards.
- Tell Sts to look at their cards. Point out the name at the top of each card and explain that the three small pictures at the bottom are the other objects they need to collect for that person.
- Sts collect a set of cards by asking the other Sts in the group. Tell Sts they can ask anyone in their group, but must address one person when asking the question.
- When a student is given the card he / she wants, he / she must give one of his / her cards to the other student. Sts must always have only five cards in their hands.
- Now drill the questions and answers in **Language**.
- Demonstrate with one group first.
- Sts play the game. One student starts and then it's the turn of the student on his / her left. The game finishes when a student has collected a complete set of four cards for one of the people. The cards are re-dealt and the game starts again.
- Monitor to make sure Sts are playing correctly.
- The game could be played in groups of five. In this case each student has four cards.

## 4B Prepositions questionnaire

### A pairwork question and answer activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Prepositions of time and place: *on, in, at, to*

*Do you have lunch at home during the week?*

*Do you get up late on Sunday mornings?*

- Put Sts in pairs, **A** and **B** and give out the worksheets.
- Give Sts time to complete the questions in **a** with a preposition. Then check answers.

**A** 1 at 2 at, on 3 in 4 to, on 5 at 6 at 7 in 8 in 9 on 10 in, at 11 in

**B** 1 to, on 2 in 3 on 4 to, at 5 on 6 at 7 at 8 in, in 9 in 10 to, on 11 at

**C** 1 at 2 on 3 on 4 to, in 5 in 6 on 7 in 8 on 9 to, at 10 to, at 11 at, in

- Tell Sts that the questions are different on worksheets **A** and **B**. Now tell them to do **b** and ask each other their questions. Encourage Sts to ask their partner for more information. Remind them to 'return' the questions with: *What about you? And you?*

## 4C How often? board game

### A group board game

Sts talk about how often they do activities using adverbs and expressions of frequency. Copy one worksheet for each group of three or four students. You will also need one counter per student and a dice per group.

#### LANGUAGE

Present simple + adverbs of frequency: *never, sometimes, etc.* or expressions of frequency: *once a week, etc.*

- Tell Sts they are going to play a board game.
- Write on the board **GET UP AFTER 10 O'CLOCK** and **HAVE A BIG BREAKFAST**. Ask Sts to make a sentence with the phrase and include an adverb or expression of frequency, e.g. *every day*.
- Put Sts in small groups of three or four. Give each group a worksheet, a dice and a counter or coin for each student. Tell Sts to put their counters on the square marked **START**.
- Sts roll the dice and move clockwise to the corresponding square. They make a true sentence using the phrase and one of the adverbs or expressions of frequency.
- Set a time limit. Students continue until one of them gets back to **START** square or time is up. Monitor and help.

**EXTRA IDEA** Ask Sts if they can remember any of their group's sentences, e.g. *Chris buys clothes once a month*.

## 5A What can you do?

### A group card game

Sts turn over cards and try to do the tasks or answer the questions. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

*can / can't*

- Put Sts in groups of three or four. Give each group a set of cards face down or in an envelope.
- Demonstrate the activity by asking a student to turn over a card and read the question. You then do the task or answer the question.
- Tell Sts to continue playing. One student turns over a card and the next student has to do the task or answer the question. The others in the group decide if it's correct.
- If a card is correctly used, Sts put it aside. If not, the next student tries to answer the question or do the task on the card.
- Sts play until they run out of cards or time is up.

## 5B Guess what I'm doing!

### A miming activity

Sts take a card, mime the action and the others guess what he / she is doing. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

Present continuous: *You are waking up.*

- Demonstrate the activity. Write on the board **YOU ARE...** Tell Sts you are going to mime a sentence and they need to guess *exactly* what is on the card. Pick up a card and mime what's on it, making sure you elicit the correct sentence from Sts.
- Put Sts in groups of three or four and give each group a set of cards face down.
- One student picks up a card and mimes the action. The others in the group have to guess the sentence on the card.
- Monitor to make sure the mimers don't speak.
- Set a time limit. Sts play until they run out of cards or until time is up.

**EXTRA IDEA** Students can write their own present continuous sentences and mime them in front of the class if they want to (or give them to someone else to mime). Make sure Sts who mime in front of the class are outgoing and comfortable with it.

**EXTRA IDEA** Cut up one sheet, and put Sts in groups. Give one card to a student in each group to mime. When someone has said the correct sentence, they bring you the card and exchange it for another one.

## 5C It's Friday evening

### A pairwork information gap activity

Sts ask questions to find out what people are doing or what they usually do. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Present Simple or Present Continuous? +, -, ?

*What does he usually do on Friday evenings?*

*What is he doing this evening?*

- Write on the board:  
PETER USUALLY \_\_\_\_\_ ON FRIDAY EVENINGS.  
PETER \_\_\_\_\_ THIS EVENING.
- Elicit the questions to complete the missing information (*What does Peter usually do on Friday evenings? What is Peter doing this evening?*). Complete the sentences with *goes to the cinema* and *is doing homework*. Now rub PETER out and write SAM AND CHRIS. Elicit the changes in the questions and in the sentences (*What do / are Sam and Chris...?*)
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on the examples. Give Sts time to look at the chart and think what questions they have to ask.
- Sts ask and answer questions to complete their charts. Monitor to make sure Sts are asking their questions correctly.
- When they have finished, tell Sts to compare their charts.

## 6A The pronoun game

### A group matching pairs game

Sts match nouns and pronouns in a game of pelmanism. Copy and cut up one worksheet per group of three or four Sts. Divide the cards into sentences and pronouns.

#### LANGUAGE

Subject and object pronouns: *I, me, he, him*, etc.

- Tell Sts they are going to play a game where they have to match the pronouns to the nouns in sentences.
- Put Sts in groups of three or four and give each group a set of the shuffled sentence cards and a set of the shuffled pronouns cards face down on the desk.
- Sts take it in turns to turn over one sentence card and one pronoun card. If the cards match, the student should say the sentence aloud, replacing the noun or nouns with the pronoun. If the sentence is correct, the student keeps the cards and has another turn. If the cards don't match, the student turns the cards over again and puts them at the bottom of each pile.
- Sts play till there are no more cards. The student with the most pairs of cards is the winner.

**NON-CUT ALTERNATIVE** Copy one worksheet per pair. Get Sts to decide which pronoun they should use to replace the underlined words. Check answers.

## 6B Likes and dislikes

### A group activity

Sts use cards to ask each other questions about their likes / dislikes. Copy and cut up one worksheet per group of three or four Sts.

#### LANGUAGE

*like + (verb + -ing)*

*Do you enjoy meeting new people? No, I don't. I don't like meeting new people.*

- Demonstrate with an example on the board: / LIKE DO SPORT OR EXERCISE. Elicit the full question (*Do you like doing sport or exercise?*) and point out that they need to put the underlined verb (*do*) in the *-ing* form. Ask several Sts the question and elicit *Yes, I do / No, I don't*. Now write **WHAT ABOUT YOU?** on the board and get a student to ask you. Answer the question. Give more information e.g. *No, I don't. I hate doing sport* or *Yes, I do. I like going to the gym*.
- Put Sts in groups of three or four and give each group a set of cards. Set a time limit. One student picks up a card and thinks about the question he / she needs to ask, using the prompt. The student asks the question and everyone in the group answers. Highlight that if a student answers *No, I don't*, he / she should say how he / she feels about the activity with another verb. The last student to answer should then return the question with *What about you?* Sts continue picking up cards and asking the question to the group.
- Sts continue playing until they run out of cards or until time is up.

**EXTRA CHALLENGE** Encourage Sts to give a reason and/or an example when they answer their questions.

## 6C Tell me about you

### A pairwork revision activity

Sts complete the questions and then ask a partner. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Question for revision: *be / do*

- Write a couple of examples on the board and elicit what is needed to complete each question:  
WHAT \_\_\_\_\_ YOUR FAVOURITE COLOUR?  
HOW OFTEN \_\_\_\_\_ YOU GO TO THE CINEMA?  
\_\_\_\_\_ YOU SPANISH?  
\_\_\_\_\_ YOU LIKE ENGLISH CLASS?
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Give them time to complete their questions. Check answers.

**A** 1 is 2 do 3 Do 4 are 5 is 6 is 7 are 8 do 9 do 10 do  
**B** 1 do 2 do 3 is 4 do 5 are 6 do 7 is 8 Do 9 Do 10 Are

- Now tell Sts to ask each other the questions. Point out that the questions are different for **A** and **B**. Remind Sts that when they ask questions beginning *What is...?* they should contract and say *What's...?*
- Get feedback from various pairs.

## 7A Where were you?

### A pairwork activity

Sts ask each other where they were at various times in the past. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Past simple verb *be*: *was / were*

- Draw a clock on the board and quickly revise the time.
- Demonstrate the activity. On the board, draw a clock showing the time 8:15 and write underneath **YESTERDAY MORNING**. Write **WHERE... YOU AT...?** and elicit the full question (*Where were you at 8.15 yesterday morning?*).
- Elicit answers from different Sts. You may need to revise prepositions of place *in / at / on* (**Grammar Bank 4B**) and write them on the board.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts to ask each other where they were at those times. Point out that they need to use *last night* and *yesterday* too, not just the times.
- Give students a minute to look at the times. Monitor and help.
- Sts **A** then ask their first question and Sts **B** answer. Then Sts **B** ask their first question and Sts **A** answer. Monitor and help.
- When Sts have finished, get feedback to find out where various Sts were at different times.

## 7B Are we in Australia?

### A pairwork story-telling activity

Sts put a story in order and then re-tell it. Copy one worksheet per pair and cut into cards.

#### LANGUAGE

Past simple regular verbs: *booked, arrived, asked*

- Ask Sts to give you names of cities in Australia. Elicit any information Sts may know about Sydney.
- Write the first sentence of the story on the board. **LAST APRIL TWO BRITISH TEENAGERS, RAOUL AND EMMA, WANTED TO GO TO AUSTRALIA FOR THEIR SUMMER HOLIDAY.** Tell them that this is the beginning of a story, and that they are going to put the story in order.
- Put Sts in pairs and give them a set of cards. Tell them to find the first sentence and then try to put the rest of the cards in order.
- Check answers. Get Sts to underline the regular verbs and drill the pronunciation of the past tense verbs.
- Tell Sts to turn the cards over, keeping them in the right order, and try to remember the story, turning the cards to check. Monitor and help.

**EXTRA CHALLENGE** See if any pair can tell a version of the story in their own words from memory.

**EXTRA IDEA** Keep back the last sentence and give Sts only eight cards. When they have put the story in order, get Sts to guess what the last sentence is. Elicit any ideas and then give out the last card for them to check.

You can also let them create different endings for the story with their guesses, Sts share their ideas and then you give them the last card. Sts decide which is the best ending.

## 7C Born on 31st December

### A pairwork activity

Sts ask for information to complete a text about a famous person. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

#### LANGUAGE

Past simple regular and irregular verbs

- Write **ANTHONY HOPKINS** and **ELIZABETH ARDEN** on the board and ask Sts if they know anything about them. Then tell Sts that the two people have something in common, and elicit ideas. Then tell them that they were both born on 31st December.
- Explain that Sts are going to ask and answer questions to complete a text about these two people. On the board write **ANTHONY HOPKINS WAS BORN ON \_\_\_\_\_** and elicit the question (*When was Anthony Hopkins born?*). Tell them that they will have gaps in one of their texts and need to make questions in the same way.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on **a** and go through the *Glossary* with the class.
- Tell Sts **A** to complete their questions about Anthony Hopkins, and Sts **B** to read the text about him. Monitor and help with the questions and any vocabulary problems.
- When they are ready, Sts **A** ask their questions, and Sts **B** answer. Sts **A** complete the text with the information.
- They then swap roles for the next text.
- When Sts have finished, they can compare their worksheets to check their answers.
- Finally, focus on **d**. Sts cover their worksheets and try to remember five facts about Anthony Hopkins and Elizabeth Arden.

## 8A Past simple question time

### A pairwork activity

Sts practise making questions using prompts. Copy and cut up one worksheet per group of three Sts.

#### LANGUAGE

Past simple regular and irregular verbs

*What time did you get up? I got up at 7.*

*Did you make your bed? Yes, I did.*

- Tell Sts that they are going to revise the past simple by asking and answering questions.
- Demonstrate the activity. Take a card, write the first prompt on the board and elicit the question from Sts. Now ask a student the question. Then write another prompt and repeat the process. Remind Sts of how the rhythm of the question changes depending on whether it has a question word or not.
- Put Sts in groups of three and give each group a set of cards. Set a time limit. Sts then take a card, and ask one of the other Sts all the questions on the card. They repeat until there are no cards left or time is up.
- Monitor and help.

**EXTRA CHALLENGE** Encourage the student who is answering the questions to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

**EXTRA IDEA** Ask Sts to talk about their partner, using their answers to the questions. e.g. *Katie went to Australia on her last holiday. She went with her husband and they stayed in a really nice hotel for three weeks. They saw the Sydney Opera House. They didn't have any problems.*

## 8B A place to rent

### A pairwork information gap activity

Sts role-play a phone call for information about a place to rent. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

#### LANGUAGE

*there is / there are* ,

*Is there a garage? Yes, there is.*

*How many bedrooms are there? There are two bedrooms.*

- Pre-teach *estate agent*. Put Sts in pairs, **A** and **B**, and give out the worksheets. Explain that they are going to role-play a phone conversation to rent a place to live.
- Focus on **a** and get Sts to read the instructions. Tell Sts **A** that they are estate agents and have a flat that they want to rent out. They must read the instructions and information about the flat. Tell Sts **B** that they are looking for a flat to rent. They must read the instructions and prepare their questions. Highlight that all the questions are with *there is / there are* except the first two and the last two, which are with *is*. Encourage Sts **B** not to write the missing words, but to remember them.
- Monitor and help.
- Tell Sts **B** to focus on the speech bubble and start the conversation. Remind Sts that the conversation is on the phone.
- At the end of the role-play, find out how many Sts **B** decided to rent the flat.
- Focus on **b** and get Sts to swap roles and do the second role-play.

## 8C What's different?

### A spot the differences pairwork activity

Sts describe the same room in the present and in the past, using furniture vocabulary and *there is / there are* and *there was / there were*. This is a two page activity. Copy one worksheet (**A** and **B**) per pair.

#### LANGUAGE

*there is / there are + there was / there were* ,

Prepositions of place

Furniture

- Revise the furniture vocabulary for the activity.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on Room 1 and explain that Sts have pictures of the same room, but Sts **A** have it as it is now and Sts **B** as it was in the 1960s. Ask them to look at their pictures for one minute.

- Write *THERE IS / THERE ARE* and *THERE WAS / THERE WERE* on the board. Elicit which they should use for the present and which for the past.
- Get Sts **A** to describe Room 1 to Sts **B**, using *there is / there are*. Tell Sts **B** to circle the differences on their picture. Point out that there are at least nine differences. Monitor and help.
- Now Sts **B** describe Room 1, using *there was / there were* and the Sts **A** circle the differences.
- Sts repeat the activity with Room 2, but this time Sts **B** start and use *there is / there are*. Sts **A** then describe their bedroom in the 1960s using *there was / there were*. Point out that there are at least nine differences. Monitor and help.
- Tell Sts to compare pictures and then elicit some sentences for each picture from the class. Finally, ask Sts which version of each room they prefer.

#### Room 1 differences:

- 1 In the 1960s there were three armchairs. Now there is a sofa.
- 2 In the 1960s there was one table (in front of the armchairs). Now there are two tables (one in front of the sofa and one next to it).
- 3 In the 1960s there was a painting above the fireplace. Now there are three above the sofa.
- 4 In the 1960s there was a carpet. Now there is a wooden floor.
- 5 In the 1960s there was a bookcase. Now there isn't a bookcase.
- 6 In the 1960s there were two lamps on the floor. Now there is one lamp on the table.
- 7 In the 1960s there wasn't a plant (in front of the window). Now there's a plant.
- 8 In the 1960s there wasn't a clock (on the wall). Now there is a clock.
- 9 In the 1960s there was a TV next to the fireplace. Now there is a TV on the wall.

#### Room 2 differences:

- 1 In the 1960s there was a rug. Now there isn't a rug.
- 2 In the 1960s there wasn't a TV. Now there is a TV.
- 3 In the 1960s there were two posters on the wall (above the desk). Now there is one poster.
- 4 In the 1960s there were two chairs. Now there's one chair.
- 5 In the 1960s there wasn't a computer (on the desk). Now there is a computer.
- 6 In the 1960s there was a radio. Now there isn't a radio.
- 7 In the 1960s there was a shelf with some books. Now there isn't a shelf.
- 8 In the 1960s there was a plant next to the desk. Now there isn't.
- 9 In the 1960s there was a mirror (next to the bed). Now there isn't a mirror.

## 9A Shopping list

### A pairwork checking activity

Sts check items on a shopping list to see what is needed. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

*Do we need any...? Yes, we need some... / No, we don't need any...*

- Demonstrate the activity by writing a shopping list for classroom material on the board, e.g. PENS, PAPER, DICTIONARIES, READERS, DVDS etc. Then ask Sts *Do we need any pens?* Try to elicit *Yes, we need some pens* or *No, we don't need any pens* and write the two answers on the board. Continue with the other things on the list, ticking or crossing them according to what Sts think is needed.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on **a**. Tell Sts **A** that they are in the supermarket and have made a list, but are not sure what they really need. They phone **B**, who is at home and will look in the fridge to see what they have and what they need.
- Tell Sts **A** to start the conversation with *Hi. I'm in the supermarket. Do we need any...* to ask **B** about the things on the list; **B** looks at his/her picture and answers. **A** then puts a tick (✓) for things they need and a cross (✗) for things they don't need. Monitor and help.
- When they have finished, Sts swap roles and do **b**.

## 9B How much / many board game

### A board game activity

Sts play a game and complete questions with *much / many* and answer them. Copy one worksheet for each group of three or four students. You will also need one counter per student and a dice per group.

#### LANGUAGE

*How much fruit do you eat a day? Quite a lot.*

*How many emails did you send yesterday? Not many.*

- Write on the board:  
How \_\_\_\_\_ COFFEE DO YOU DRINK A DAY?  
How \_\_\_\_\_ VEGETABLES DO YOU EAT A DAY?  
and elicit the missing words, reminding Sts that *coffee* is singular uncountable, and that *vegetables* are plural countable.
- Get Sts to ask you the questions and answer with a quantifier, e.g. *a lot / quite a lot / not many / not much / a little / a few / none* and then give a bit more detail, e.g. a reason or an example. Then ask some different Sts the questions and encourage them to answer in the same way.
- Put Sts in groups of three or four. Give each group a worksheet, a dice, and some counters. Focus on the quantifiers in the middle of the board and make sure Sts know what they all mean and how to use them.
- Sts roll the dice and move clockwise to the corresponding square. They have to complete the question they land on with *much / many* and then answer, using one of the quantifiers, giving a reason or an example where possible. Monitor to make sure Sts play the game correctly.
- Either set a time limit or stop the game when one group has a winner, i.e. a student who has gone the whole way round the board.

## 9C Guess the comparative

### A pairwork activity

Sts read sentences and guess what the missing comparative adjective is. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Comparatives: *colder, bigger, healthier*

*Scotland is colder than England.*

- Demonstrate the activity. Write on a piece of paper *Scotland is colder than England*. Do not show this to Sts. Then write on the board SCOTLAND IS \_\_\_\_\_ THAN ENGLAND.
- Elicit possible comparative adjectives, getting Sts to say the whole sentence. If what they say is *not* what you have on the piece of paper, e.g. *Scotland is smaller than England, Scotland is more beautiful than England*, etc. say *Try again*, until someone comes up with the sentence you have. Point out that their sentences are also correct, but that the objective is for them to guess the comparative that you had.
- Put Sts into pairs, **A** and **B**, and give out the copies. Tell Sts to work individually at first and complete the gaps. Remind them that the missing words are all comparative adjectives. Monitor, making sure Sts are writing correct and logical adjectives.
- Now get Sts to sit face to face if possible. **B** reads out his / her sentence 1 to **A**. If it's the same as what **A** has, he / she says *That's right*. If not **A** says *Try again*, and he / she continues guessing comparatives until he / she gets it right.
- Now **A** reads his / her completed sentence 2. Sts continue until they have said all the sentences.

## 10A What do you know about the UK?

### A quiz about Britain

Sts revise superlatives. Copy one worksheet per student.

#### LANGUAGE

Superlatives: *busiest, most popular*, etc.

*What's the busiest London airport?*

*What's the most popular kind of restaurant?*

- If necessary, quickly revise the formation of superlatives with examples on the board, e.g.:  
THE (TALL) PERSON IN THE CLASS IS...  
THE (POPULAR) SPORT IN THE COUNTRY IS...
  - Give out the worksheets. First, in **a** get Sts to complete the questions individually with superlative adjectives. Check answers.
  - Check answers.
- a** 1 busiest 2 most popular 3 biggest 4 longest 5 sunniest  
6 the wettest 7 largest 8 most popular 9 oldest  
10 most common 11 highest 12 biggest
- Now for **b**, put Sts in pairs and set a time limit for them to choose the correct answers. Monitor and help.



- Check answers. Find out who got the most answers right.

**b 1 a 2 c 3 b 4 b 5 b 6 a 7 b 8 a 9 a 10 c 11 a 12 c**

- In the same pairs, Sts write five questions about their country or countries. Monitor and help. Sts then ask another pair/group their questions.
- In **d**, Sts ask another pair their questions.

## 10B Future plans

### A pairwork activity

Sts use prompts to ask each other questions about their future plans using *going to*. Copy one worksheet per pair and cut into **A** and **B**.

#### LANGUAGE

Plans: *be going to* + verb

- Write on the board:  
/ WATCH THE NEWS THIS EVENING?  
/ GO TO A PARTY TONIGHT?  
/ GO CAMPING NEXT SUMMER?
- Get Sts to ask you the questions and answer, giving reasons if possible. Then ask Sts the questions and some follow-ups (*Why? Why not? Where?*, etc.) and elicit the three questions with *going to*.
- Tell Sts they are going to ask their partner questions and they must also ask follow-up questions. Tell them the questions their partner has are different, so they can also ask *And you?*
- Put Sts in pairs, **A** and **B**. Give out the worksheets and tell Sts to ask each other questions using *Are you going to...?*
- Monitor and help. You can then ask Sts to tell you their partner's future plans, *He is going to have lunch with his family tomorrow*, etc.
- Get feedback, asking Sts to tell you their partner's future plans, e.g. *Pedro is going to have lunch with his family tomorrow*, etc.

**EXTRA IDEA** Tell Sts to cover the questions and tell them to ask you any questions they can remember.

## 10C Predictions

### A pairwork role-play

Sts use cards to predict each other's future. Copy and cut up one worksheet per pair.

#### LANGUAGE

Predictions: *be going to* + verb

- These are the same cards that are used in the Student's Book lesson. Take a card, show it to the class and ask *What does this card mean?* Elicit *It means you're going to...* Repeat with the other cards.
- Tell Sts they are going to role-play a fortune teller and client activity. Put Sts in pairs, **A** and **B**. Sts **A** are the fortune tellers and Sts **B** are the clients.

- Give Sts **A** a set of cards and tell them to shuffle them and to lay them on the desk face down. Sts **B** now choose five cards, but don't turn them over.
- Now tell Sts **A** they are going to turn the cards over one by one and use them to predict Sts **B**'s future. Sts **B** should ask for more information.
- When Sts have finished, they swap roles and Sts **B** become the fortune tellers. Finally, get some feedback from the class and find out what Sts thought about their predicted future.
- Finally, get some feedback from the class and find out what Sts thought about their predicted future.

## 11A Read slowly

### An adverb group activity

Sts get a sentence and an adverb and have to read their sentence in the way their adverb indicates. Copy and cut up one worksheet if you have up to 12 students, if not, one worksheet per eight students.

#### LANGUAGE

Adverbs: *fast, slowly, quietly*

- Write **I AM VERY ANGRY RIGHT NOW!** on the board. Read it in a happy voice. Ask Sts *How am I reading it?* and try to elicit *happily*. Demonstrate a couple more, e.g. *quietly, tiredly*. Make sure you point out you want the adverb and not the adjective and remind Sts of the *-ly* ending.
- Explain that they are going to read aloud some sentences for other Sts to guess the adverb. If you have a class of up to 12, do it as a class activity. For larger classes, divide the class into groups. Give each student a cut-out sentence, and an adverb.
- Sts now read the sentence in the way the adverb indicates and others guess the adverb.

**EXTRA IDEA** Repeat the activity giving Sts different sentences and adverbs.

## 11B Dreams and plans

### A pairwork activity

Sts choose six questions from a list to ask their partner. Copy a worksheet per student.

#### LANGUAGE

Verbs + *to* + infinitive: *want to, need to, would like to, hope to, plan to, learn to, forget to*

- Put Sts in pairs and give out the worksheets. Give them time to read the questions and make sure there are no problems with vocabulary.
- Now tell Sts to choose six questions to ask their partner. Tell them to circle the questions.
- Sts ask each other their chosen questions. Encourage them to 'return' the questions with *What about you?* or *And you?* if their questions are different. Monitor and help.
- Get feedback to find out about different Sts dreams and plans.

## 11C Speak for 30 seconds

### A board game activity

Sts practise speaking about different topics for 30 seconds. Copy one worksheet for each group of three or four Sts. You will also need one counter per student and a dice per group.

#### LANGUAGE

Definite article, *the* or no *the*

- Tell Sts they are going to play a board game.
- Put Sts in groups of three or four. Give each group a worksheet, a dice and some counters.
- Explain the rules of the game. Sts roll the dice and move their counters. When a student lands on a square, he / she must talk about the topic for 30 seconds. Then each of the other students can ask an extra question.
- Someone in the group times the 30 seconds.
- The game finishes when someone reaches **FINISH**, but they must roll the exact number. If they don't, they move any excess backwards.

## 12A Have you done it?

### A pairwork information gap activity

Sts practise asking and answering present perfect questions. Copy one worksheet per student.

#### LANGUAGE

Present perfect simple

*I've read the Game of Thrones books. I think / don't think it's true.*

- Demonstrate the activity. Write two sentences in the present perfect on the board for yourself, one true, one not true, e.g. *I'VE READ ALL THE GAME OF THRONES BOOKS.* Ask Sts if they think it's true or not and why. Elicit some answers, e.g. *I think it's true because you love the TV series.* Then tell them if your sentences are true or not.
- Give each student a worksheet and quickly go through the questions, making sure Sts understand all the lexis. Tell them to complete the sentences using the verbs in brackets, so that half of the sentences are true and half of them not true.
- For **b**, explain that they are going to guess which of their partner's sentences are true and which are not.
- Put Sts in pairs, **A** and **B**. Tell Sts **A** to read their first sentence. Sts **B** then say whether they think it is true or not and why. Sts **A** then write *T* or *F* after the sentence depending on what their partner guessed. They continue until Sts **A** have read all their sentences. Then Sts **A** tell Sts **B** if they guessed correctly or not and why.
- Sts then swap roles.
- Get feedback and find out which pairs knew each other best. Ask Sts if they found out anything that surprised them.

**EXTRA IDEA** Let Sts try to guess how you would complete the sentences to make them true for you.

## 12B Have you ever...?

### A class mingle speaking activity

Sts practise the present perfect and the past simple with question prompts. Copy and cut up one worksheet for a class of 14 Sts or two if more.

#### LANGUAGE

Present perfect or past simple questions

*Have you ever read a book with more than 500 pages? What book was it?*

- Put Sts in groups of six or eight (even numbers where possible). A small class of up to 14 Sts can work as a whole. Ask each student to write *Yes, I have.* or *No, I haven't.* in big letters on two pieces of paper. Give every student in the class a question card and tell them to complete the first question with the past participle of the verb in brackets.
- Demonstrate first with a different question, e.g. *Have you ever been to the UK?* Sts should lift up either their *Yes, I have.* piece of paper or *No, I haven't.* one. Then ask a few past simple questions (e.g. *When did you go there? Did you like it?`) to those who answered *Yes, I have.**
- Now in their groups one student asks the group his / her first question (*Have you ever...?*). The rest of the group should lift either their *Yes, I have.* or *No, I haven't.* piece of paper.
- The student who asked the question then chooses a student who answered *Yes, I have.* to ask the follow-up questions to. Then another student continues with his / her question.
- When they have asked their questions, you could give out more cards if there are any left.

## 12C Revision questions

### A revision activity

Sts revise and practise key structures from Files 1–12. This could be used as a last revision before the final exam. Copy and cut up one set of cards per pair.

#### LANGUAGE

Questions and answers: past, present and future

- Tell Sts the object of this activity is to ask and answer as many questions as they can to revise the English they know. Demonstrate by taking a card and asking one student some of the questions. Then take another card and quickly copy some of it onto the board. Get Sts to use the prompts to ask you complete questions. Remind Sts that the symbol / means a word (or words) is missing.
- Put Sts in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. Sts take turns to take a card and ask their partner the questions. Encourage them to ask further questions. Monitor, help and correct.