



Photocopiable notes and answer key

1A

Grammar 1 Verb *be* – positive and negative

Materials: One worksheet per student

Instructions:

Distribute the worksheets for Ex 1. Ask Ss to complete the sentences in Ex 1 with the correct form of *be*. Point out the + or – symbol in brackets at the end of each sentence. Do the first item together if appropriate. Check answers as a class, or encourage peer correction and discuss any items that are problematic for Ss.

In Ex 2, ask Ss to tick (✓) the sentences in Ex 1 that are true for them. Demonstrate this by doing it yourself with two sentences on the board – one that's true for you and one that isn't. Mark the sentence which is true with a tick and the one that isn't with a cross, e.g. *I'm tired today.* ✗ *My parents aren't from here.* ✓ Give Ss time to do this themselves.

For Ex 3, put Ss in pairs and ask them to tell each other the sentences which are true for them. Again, you could demonstrate this yourself.

Answer key:

- 1
 1 'm/am 2 aren't/are not 3 is 4 isn't/is not 5 'm/am
 6 aren't/are not 7 'm/am 8 are 9 'm not/am not
 10 isn't/is not 11 's/is 12 isn't/is not 13 is 14 are
 15 'm not/am not 16 's/is 17 's/is 18 isn't/is not
 19 aren't/are not 20 'm not/am not

Grammar 2 Verb *be* – positive and negative

Materials: One worksheet per pair

Instructions:

For Ex 1, give half the class Quiz A and the other half Quiz B. If you have an odd number of Ss, give out one extra Quiz A. Check Ss understand the meaning of *capital city* by giving some examples (e.g. *London, Paris, Tokyo*). Elicit understanding of *flag* and *desert*, by drawing or showing pictures of them (for example).

Ask Ss to make sentences using the prompts and then check their answers with someone who has the same quiz as them. You could do an example on the board first: *Toronto / the capital city of Canada.* (Answer: *Toronto is the capital city of Canada.*)

For Ex 2, put Ss in A/B pairs. Tell them not to show each other their quizzes. If you have an odd number of Ss, make a group of three with two Ss with Quiz A and one with Quiz B. Tell Ss to take turns to read out their statements. Their partner has to say whether they think the statement is true or false. The answers are at the bottom of each quiz. Demonstrate the activity with a strong student with this statement: *Toronto is the capital city of Canada.* (Answer: *False, it's Ottawa.*)

Answer key:

Quiz A

- 1
 1 The Sahara Desert is in Asia.
 2 Paper money in the US is green.
 3 Seville and Cordoba are in Italy.
 4 The Amazon river is in South America.
 5 The flags of Italy and Mexico are the same.
 6 The cities of Kolkata and Mumbai are in India.
 7 Kimchi is from South Korea.
 8 The capital city of Brazil is Rio de Janeiro.

2

See key at the bottom of each quiz.

Quiz B

- 1
 1 The capital city of Turkey is Istanbul.
 2 The Yangtze River is in Japan.
 3 Birmingham and Manchester are in the UK.
 4 The flags of Peru and Poland are red and yellow.
 5 Reggae music is from Argentina.
 6 Bollywood films are from India.
 7 The White House is in New York.
 8 The cities of Nairobi and Mombasa are in Nigeria.

2

See key at the bottom of each quiz.

Vocabulary Countries and nationalities

Materials: One place card per student in the class, one worksheet per pair

Instructions:

Give each student a card from the worksheet with the name of a city/country. Tell Ss not to show their place cards to each other. If you have fewer than twelve Ss, make sure that you include the Cairo and Shanghai cards as these are given in the examples. The others can be omitted. If you have a very large class, you might want to divide Ss into two groups for the mingle.

Tell Ss to imagine they're from the city and country on their card. Ask Ss to mingle and to tell each other where they're from, e.g. *I'm from Cairo. I'm Egyptian.* It's important that Ss listen to each other carefully and try to remember where each person is from so they can later complete the worksheet. Ss should use their own names, however, in order to avoid confusion!

When they have spoken to everyone, put Ss in pairs and give each pair a worksheet. Elicit the missing words in the first two sentences and write them on the board as a model.

Tell Ss to work in pairs to complete sentences 2–10 from memory. If you have fewer than twelve Ss, not all the sentences will need to be completed. Check the answers with the class. Each pair gets one point for every factually correct sentence and one point for every grammatically correct sentence. The winner is the pair with the most points.

1B

Grammar 1 Questions with *be*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. In Ex 1, ask Ss to work individually to put the words in the correct order to make questions. Do the first one together as a whole class. For question 19, you might want to check that Ss understand the meaning of *social media* by giving some examples. Put Ss in pairs to check their answers. Then, check answers with the class and discuss any answers that were particularly problematic.

For Ex 2, ask Ss to continue to work with their partner to ask and answer the questions in Ex 1. Tell one student in each pair that they are Student A. Tell the other student that they are Student B. Ask Student A to ask Student B questions 1–10, and Student B to ask Student A questions 11–20. **Fast finishers** can swap roles. When they have finished, ask some pairs to share their findings with the class.

Answer key:

1

- 1 What's your favourite city?
- 2 Who is your favourite actor?
- 3 Are you from Brazil?
- 4 Is your phone new or old?
- 5 What's your favourite day of the week?
- 6 How old are your brothers and sisters?
- 7 What's your favourite film?
- 8 When are your English lessons?
- 9 Are you interested in football?
- 10 What's your job?
- 11 Are you a good singer?
- 12 What's your favourite time of day?
- 13 What colour are your eyes?
- 14 Is your job interesting?
- 15 Are you a good student?
- 16 When is your birthday?
- 17 Who are your best friends?
- 18 What's your favourite shop?
- 19 Are you on social media?
- 20 Which places are good for visitors to your town or city?

Grammar 2 Questions with *be*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss that they are going to get to know their classmates better by asking questions about the information on the sheet. Do the first question together (*Are you married?*) and give Ss time to prepare the other questions if necessary. **Stronger classes** can do the activity without preparation. Conduct a class mingle. Tell Ss that they must speak to as many different people in the class as they can. Ss should ask a question and if their partner's answer is *yes*, they write down their name in column 2 of the table. They should then move onto a new partner. They should only ask a partner a second question if their answer is *no* and can only write each Ss' name once (unless you have quite a small class, in which case twice is fine). Ss don't have to ask the questions in the order they are on the worksheet. Demonstrate the activity with a strong, confident student.

Give Ss plenty of time to complete the activity. When they have finished, ask the class to share some of the things they learnt about each other.

Vocabulary Question words

Materials: One set of cards per group

Instructions:

Put Ss in groups of three. Give each group a cut-up set of question words (*Who, Are/is ...* etc) from the bottom half of the worksheet. Cut up the answers and put them in the middle of the group face down.

Write on the board:

Q: _____ ?

A: *It's Sarah.*

Ask Ss to hold up the correct question word from their collection of cut-up question words (In this case *Who*). Award a point to the student who raises their card the quickest. Then, ask that student if they can make a correct question that fits the answer. If they can, award them a further point. As the point of this activity is lexical rather than grammatical, you may wish to emphasise the importance of knowing the correct question word over forming the correct structure.

Have one student be the referee. They pick up one of the cut-up answer statements and read it aloud. The other students need to hold up the correct question word as fast as they can. The referee awards a point to the first student to get the correct question word and an extra point if they can finish the question (a sample answer is given to help the referee.) After five turns, the referee announces the winner and the winner swaps places with the referee.

1C

Grammar 1 *this, that, these and those*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss what things they can see in the pictures to activate their vocabulary. Check they understand the meaning of *parts of a bike, chips* and *free* (i.e. *not available* in this context).

In Ex 1, explain that Ss have to write *this, that, these* or *those* in each gap. Ask Ss to look carefully at the pictures to help them. Elicit the first answer to clarify the task. Give Ss a few minutes to complete the conversations individually.

When they have finished, ask Ss to compare their answers in pairs and discuss any answers they have that are different. Check answers with the whole class.

For Ex 2, put Ss in pairs and ask them to practise saying the conversations aloud. You might want to model and get Ss to listen and repeat the first conversation to help them with sentence stress and intonation. They could record themselves on their phones if they have the opportunity and listen back to check how natural they sound.

Answer key:

1

- 1 those 2 These 3 this 4 that 5 this 6 Those
7 these 8 those 9 that 10 that 11 this 12 this
13 these 14 Those

Grammar 2 *this, that, these and those*

Materials: One worksheet per pair

Instructions:

Put Ss in pairs. Distribute the worksheets. Explain that the pictures show parts of objects from a very close-up perspective. On the board, write:

A: *I think this / that is ...; I think these / those are ...*

B: *I agree.; Maybe, but I think it's / they're ...*

Hold up a copy of the worksheet or display it on the board, point to one of the pictures near to you and say, for example, *I think this is a pen*. Point to one of the pictures further away from you and say, for example, *Maybe those are glasses*. Don't give the correct answer. Ask a strong student to make a sentence and then respond using one of the phrases on the board. Make sure Ss understand both responses.

Give Ss time to discuss their ideas in pairs using the prompts on the board to help them. When finished, elicit answers from the class and confirm if they're correct or not.

Answer key:

1 sunglasses 2 a fork 3 a shoe 4 slices of orange
5 a can of drink 6 pencils 7 a credit card 8 potatoes
9 a racket 10 a mobile phone 11 a brush 12 US dollars

Vocabulary Everyday objects 1

Materials: One worksheet per group

Instructions:

Cut up each worksheet into a set of cards. Put Ss in groups of three or four and give each group a set of cards.

Tell Ss that you're going to draw a picture and they have to say what it is. Draw a picture of a camera. The first student to give the correct answer gets one point.

Ask Ss to play the game in their groups. Ss take turns to take a card and draw it. Whoever guesses first, gets to keep the card. The winner in each group is the student who has most cards at the end of the game.

Fast finishers can continue to play, drawing pictures of other objects they know.

2A

Grammar 1 Possessive adjectives and possessive 's

Materials: One worksheet per student

Instructions:

Write the first conversation on the board with the gaps and the words in brackets, and elicit the answers as an example. Distribute the worksheets and ask Ss to complete the conversations on their own. Monitor and help, reminding Ss of the rules if necessary. With **weaker classes**, you could write the possessive pronouns in a chart on the board next to the relevant subject pronouns first. When they have finished, ask Ss to compare their answers in pairs, then check answers with the class, and write them on the board to check correct spelling.

For Ex 2, put Ss in pairs to practise the conversations (for conversation number 10, one of the pairs takes the role of A and C). **Stronger classes** could change some of the details (e.g. people's names) when doing this. When they have finished, ask different pairs of Ss to read out the conversations to the class.

Answer key:

1
1 my, His 2 Jan's, Charlotte's, her 3 his, Paulo's, Diego's
4 our, Their 5 your, my 6 your 7 Carla's, her, their
8 your, my brother's, My 9 my, His, her 10 our, My, my

Grammar 2 Possessive adjectives and possessive 's

Materials: One worksheet per pair

Instructions:

Give half the class a Student A worksheet and the other half a Student B worksheet. Put Ss in A/A and B/B pairs. Tell Ss to look at Ex 1 on their worksheet and complete the gaps in the text with either the appropriate possessive adjective or possessive 's. Check answers with each group.

For Ex 2, rearrange the class into A/B pairs. Ask Student A to read out their text from Ex 1, while Student B listens and completes the text in Ex 3. Student B then reads out their text from Ex 1 for Student A to complete their text in Ex 3.

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

Answer key:

Student A

1
1's 2 Their 3 Her 4 their 5 Her 6 her 7 Her 8 her
3
1 45 2 Mateo 3 Leandro 4 New York 5 Alfredo 6 12

Student B

1
1 her 2 Their 3 Their 4's 5's 6 Her 7 His 8 Their
3
1 20 2 Berlin 3 26 4 Antonia 5 Trixie 6 Canada

Vocabulary Family members

Materials: One worksheet per pair

Instructions:

Give half the class a Student A worksheet and the other half a Student B worksheet. Tell Ss to complete the sentences in Ex 1 individually with an appropriate word. With **weaker classes**, review the names of family members first and write them on the board. Ss can then use these to complete the sentences. When Ss have finished, check the answers with each group by checking each missing word, but not the whole sentence.

Then put Ss in A/B pairs. Tell Ss not to show their worksheets to each other. Tell Ss to do Ex 2. Student A starts by asking *Who is Madeline?* Student B can use his/her completed sentence 1 in Ex 1 to answer the question, i.e. *Madeline is Grant's sister and Margaret's daughter*. Student A should now be able to write the name Madeline in the correct place on his/her family tree.

Tell Ss to ask and answer their questions in Ex 2 until they have completed their trees. Each pair can then look at each other's tree to check they have written the names in the correct places. In feedback, you could ask Ss to come to the board and draw the complete family tree together.

Answer key:**Student A****1****1** mother, wife **2** son, nephew **3** grandad, father
4 son, uncle **5** cousins**2****1** Madeline is Margaret's daughter. **2** Reese is Lucy's daughter.
3 Kevin is Grant's son. **4** Margaret is the grandma.
5 Lucy is Reese's mother.**Student B****1****1** sister, daughter **2** granddaughter, niece
3 brother, grandson **4** grandma, mother **5** aunt**2****1** Ella is Grant's wife. **2** Elliott is Rob's son.
3 Henry is the grandad. **4** Ryan is Henry's son.
5 Rob is Elliott's father.**2B****Grammar 1** *whose* and possessive pronouns**Materials:** One worksheet per student**Instructions:**

Distribute the worksheets. For Ex 1, elicit the first answer as an example, then ask Ss to order the words to complete the rest of the sentences individually. Ss check their answers in pairs. Check answers with the class and write them on the board (or invite Ss to do so).

Focus Ss' attention on sentence 1 in Ex 1, and sentence b in Ex 2, and explain how *It's* and *hers* in b match sentence 1. Tell Ss to work individually to match the sentences with the same meanings. Monitor and help if necessary. When they have finished, put Ss in pairs to compare answers, then check answers with the whole class. Go over any questions Ss have.

Focus Ss' attention on Ex 3, and demonstrate the activity by reading through the example conversation with a stronger student. You could extend this by asking some more questions and pointing to the relevant sentences in Ex 1. Remind Ss of the pronunciation of the question word *Whose* (/hu:z/). Put Ss in pairs. Tell Ss to practise asking and answering. **Stronger Ss** can extend the activity by using their own nouns. In feedback, ask a few pairs to read out their questions and answers for the class.

Answer key:**1****1** That's Lauren's bag.
2 This is my parent's car.
3 It's John's wallet.
4 That's my bike.
5 That's our phone charger.
6 These are your earrings.
7 They're Ali and Ezma's things.
8 Those are my gloves.**2****b1** h **2** e **3** a **4** d **5** f **6** g **7** c **8****Grammar 2** *whose* and possessive pronouns**Materials:** One worksheet per group, cut up and arranged into two piles – pictures and pronouns**Instructions:**

Put Ss in groups of four, with two pairs in each group. If you don't have an exact number of Ss in your class to do this, then make sure you have groups of *at least* four (for example, groups of five or six split into pairs or three Ss). Place the two groups of cards face down between each pair in the group. Demonstrate the activity by turning over one card from the picture pile (e.g. *books*) and ask: *Whose (books) are they?* Then turn over one card from the pronoun pile (e.g. *he*) and elicit the sentence *They're his books*. Explain that each pair takes it in turns to do the same. If they form a sentence correctly, then they keep that pair of cards. Monitor and check Ss are forming the sentences correctly. The pair with the most cards at the end wins.

When they have finished the game, write the names of the objects on the cards on the board: *bike, books, caps, gloves, hairbrush, jeans, keys, laptop, pens, phone charger, shoes, suitcase, sunglasses, sweater, tennis, racket, umbrella*.

Then tell Ss to stay in their pairs. Tell Ss to take it in turns in their pairs to ask and answer questions, trying to remember whether they or the other pair from their group have these objects from the first activity, e.g.:

*A: Whose pens are they?**B: They're ours. Whose tennis racket is it?**A: It's theirs.*

Demonstrate with a stronger pair, then monitor and check Ss are forming the questions and possessive pronouns correctly.

Vocabulary Everyday objects 2**Materials:** One worksheet per pair**Instructions:**

Put Ss in pairs and give out half of the crossword to each student in the pairs. Make sure they don't show their crossword to their partner. Explain that they each have half of the answers to the crossword, and they need to ask and answer questions to find the answers from their partner. First, ask Ss to work individually to think about how they will explain their answers without saying the words. They could mime, e.g. putting on a scarf, draw a picture or say how you use it. Monitor and help while they prepare, giving ideas how to explain the words, and writing any new words or phrases that they ask for on the board.

Then, write on the board:

*What's (3) across?**What's (2) down?*

Explain how the questions relate to the direction of the words in the crossword and drill the question structures. Ask Ss to turn and sit so that they're facing each other (to ensure they don't see each other's answers). Tell Ss to take it in turns to ask about their missing words and explain them for their partner to guess. When they have finished, Ss can look at each other's crosswords to check their answers.

Answer key:**Across****3** cap **6** sweater **7** necklace **9** handbag **11** hairbrush
12 purse **13** gloves**Down****1** driving licence **2** notebook **4** phone charger **5** make-up
6 scarf **8** wallet **10** earrings

2C

Grammar 1 *have got*

Materials: One worksheet per student

Instructions:

Focus Ss' attention on the chart in Ex 1 and explain that it shows which objects people have or haven't got. Read the example with the class and show the point in the chart that it refers to. Tell Ss to complete the rest of the sentences individually. Remind them to use contractions where appropriate. While they are completing the sentences, monitor and help if necessary, making sure Ss are using the correct forms of *have got*. When they have finished, put Ss in pairs to compare answers. **Fast finishers** can write two or three more sentences about other objects in the chart. When they are ready, go through the answers with the class, and elicit extra sentences from any **fast finishers** and write them on the board. For Ex 2, read the example conversation with a stronger student, then use the chart to elicit one or two more questions and answers. Make sure Ss understand that they don't have to stick to the people and objects covered in the sentences in Ex 1, and that they can ask and answer about any of the people and objects in the chart.

Answer key:

1
1's got **2** hasn't got **3**'s got, hasn't got **4**'s got **5** have got
6 haven't got **7**'s got **8** hasn't got **9**'s got
10's got, hasn't got **11** haven't got **12**'ve got

Grammar 2 *have got*

Materials: One card per student

Instructions:

Distribute the cards to the class. If you have more than 16 Ss, repeat some of the cards. Ask the class: *Do you ever get presents for your birthday that you don't like? Would you like to exchange them for something you want?* Explain that they're going to do a 'Great Gift Exchange' where they swap gifts they have, but don't want for other items that they do want. Give each student a card, and make sure they don't show it to anyone else. Explain that they've got three things they don't want, and three things that they want. They need to walk around the class, find people who have got things they want and exchange them. Drill the phrases and questions below, then write them on the board for Ss to refer to while they do the activity:

Have you got a (handbag) / any (gloves)?

Yes, I have.

No I haven't.

I've got a necklace.

I think Marsha's got some books.

Encourage Ss to help each other out by saying who's got the things they need, if they can remember. While they are mingling, monitor and check Ss are forming sentences and questions correctly. Tell Ss to cross out objects they've exchanged and to note down what they exchanged and who with. When they have finished, find out who found all, some or none of the things they wanted.

Vocabulary Adjectives describing things

Materials: One worksheet per group

Instructions:

Put Ss in groups of four and give each group a cut-up of one set of the object cards (white) and one set of the adjective cards (grey) per group of (three) Ss. Arrange Ss in groups of three and give each group a set of object cards, placed face down on the table, and give each student in the group five adjective (grey) cards. Explain the game. Tell Ss to take turns to turn over an object card so that everyone can see it. Ss then put down as many of their adjective cards as they can which can be used to describe that object. The student who puts down the most correct adjectives wins that object card. If there is a draw, then the first student to think of another object which their adjective card can describe wins. Ss then pick up their adjective cards and continue. The student with the most object cards at the end of the game wins. With **weaker classes**, you could review the meanings of the adjectives from Students' Book Lesson 2C before playing the game.

3A

Grammar 1 Present simple with *I, you, we* and *they*; adverbs of frequency and time expressions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, do the first item together if appropriate. Tell Ss to complete the rest of Ex 1 individually. Check answers as a class, or encourage peer correction, and discuss any items that were problematic for Ss.

In Ex 2, ask Ss to tick (✓) the sentences in Ex 1 that are true for them. Demonstrate this by doing it yourself with two sentences on the board – one that is true for you and one that isn't. Give Ss time to do this themselves.

Finally, in Ex 3, put Ss in pairs and ask them to tell each other the sentences which are true for them. Again, you could demonstrate this.

Answer key:

1

- 1** I **often** sing ~~often~~ in the car.
- 2** My brother and sister ~~often~~ don't **often** read books.
- 3** My friends and I usually ~~on Saturdays~~ go for coffee **on Saturdays**.
- 4** I don't ~~often~~ ~~don't~~ draw pictures
- 5** My parents **sometimes** have ~~sometimes~~ dinner at my house.
- 6** I ~~four times a week~~ go to the gym **four times a week**.
- 7** My friends and I **rarely** go ~~rarely~~ to the cinema.
- 8** My sisters ~~often~~ don't **often** talk about their jobs.
- 9** I **don't** usually ~~don't~~ drive to work.
- 10** I ~~always~~ am **always** tired in the evenings.
- 11** My friends ~~every weekend~~ play football **every weekend**.
- 12** I ~~once a month~~ go for a long bike ride **once a month**.
- 13** My grandparents **don't** ~~often~~ ~~don't~~ go online.
- 14** I don't ~~every evening~~ go out **every evening**.
- 15** My friend and I ~~once a month~~ visit a museum **once a month**.
- 16** My sisters **never** cook ~~never~~ dinner.
- 17** My brothers ~~always~~ are **always** busy.
- 18** I watch ~~every evening~~ the news on TV **every evening**.
- 19** My parents ~~always~~ ~~on Sundays~~ visit us **on Sundays**.
- 20** I don't usually ~~at the weekends~~ have breakfast **at the weekends**.

Grammar 2 Present simple with *I, you, we* and *they*; adverbs of frequency and time expressions

Materials: One worksheet per group of four

Instructions:

Put Ss in groups of four and give each group a cut-up worksheet. Ask Ss to complete each sentence on their worksheet with either an adverb of frequency or a time expression to make true sentences. You could write the first prompt from Student A's worksheet on the board and model how to complete it. Monitor and check Ss are completing the worksheets correctly.

On the board write *That's true for me. That's not true for me.* Tell Ss to work in their groups. Student A reads out his/her first sentence. The other Ss in the group then say if the sentence is true or not for them. Student A gets a point every time another student agrees with their sentence. If the sentence is not true for the student, they should say why, e.g. *It's not true for me. I often visit museums.* Student B now reads out his/her sentence and this continues until all Ss have read out their sentences. The student in each group with the highest number of points wins.

Answer key:

Suggested answers:

Student A

I **usually** visit a museum at the weekends.
My friends **sometimes** cook dinner for me.
My family and I play board games **at the weekend**.

Student B

I have a holiday **once a year**.
My friends and I do sport **after school**.
My friends are **usually** busy at the weekends.

Student C

I meet my friends for coffee **in the evenings**.
My family and I **often** go for a walk.
My friends **usually** read books.

Student D

A friend and I go to the cinema **at the weekend**.
I'm **usually** tired at the weekends.
My family **often** watch sport on TV.

Vocabulary Free-time activities 1

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to make sentences about themselves using the prompts. They need to add in an appropriate verb. Demonstrate this by writing a sentence about you on the board. If you have a **weaker class**, you might want to write the target verbs on the board out of order. Check answers with the class. You may ask Ss to work orally from the prompts when they do this task to stop them simply reading aloud.

On the board, write:

+ verb – verb

Same for me *Me too! Me neither!*

Different for me *I don't. I do.*

Ask a student to read out their first sentence to you, e.g. *I visit museums on holiday.* Give an appropriate response. Ask Ss to read out more sentences and answer using the phrases. Use a variety where possible. Where you disagree, extend your answer by giving correct information, e.g. *Student: I don't cook dinner for my family most evenings. You: I do. I cook dinner and my partner cleans the house.*

Put Ss in pairs. Ask Ss to take turns to tell each other about one activity from their list. Their partner then responds. If they do the same thing, they put a tick next to the activity in column 2. If they do different things, they put a cross. When Ss have finished, get Ss to add up how many ticks and crosses they have in column 2.

Ask a few pairs to tell the class if they do the same things or not.

Answer key:

Suggested answers:

- 1 I (don't) visit museums on holiday.
- 2 I (don't) cook dinner for my family most evenings.
- 3 My family and I (don't) go for a coffee on Saturdays.
- 4 I (don't) go online for news about sport.
- 5 I (don't) meet my friends at a café at the weekends.
- 6 I (don't) paint/draw pictures in my free time.
- 7 I (don't) watch TV in the evenings.
- 8 I (don't) go for a walk on Sundays.
- 9 I (don't) do sport every weekend.
- 10 I (don't) read a book before I go to bed.
- 11 I (don't) play games with my nieces and nephews at the weekends.
- 12 I (don't) go to a club on Saturday nights.

3B

Grammar 1 Present simple with *he, she* and *it*

Materials: One worksheet per student

Instructions:

For Ex 1, ask Ss to look at the first picture and read the time on the clock. Point out the prompt and elicit the first sentence from the class. Give Ss time to write the other sentences individually. Remind them to use third person 's' for the verbs. Check answers with the class.

For Ex 2, put Ss in A/B pairs. Student A turns over their worksheet and tells Student B what Millie does from morning to lunchtime, and at what time, from memory. Student B then turns over their worksheet and Student A looks at his/hers. Student B now tells Student A what Millie does from lunchtime to evening, and at what time.

For Ex 3, in their pairs, ask Ss to look at their worksheets and say what's similar and different between their everyday routines and Millie's. You could demonstrate this with an example yourself, e.g. *Millie gets up at quarter past six but I get up at seven. We both get to work at quarter to nine.* Elicit a few ideas from the class when they have finished.

Answer key:

- 1
 - 1 Millie gets up at quarter past six/6.15 a.m.
 - 2 She has breakfast at quarter to seven/6.45 a.m.
 - 3 She leaves home at ten to eight/7.50 a.m.
 - 4 She gets to work at quarter to nine/8.45 a.m.
 - 5 She has a coffee and reads the newspaper at ten/ten o'clock/10.00 a.m.
 - 6 She has lunch at quarter past twelve/12.15 p.m.
 - 7 She finishes work at half past five/5.30 p.m.
 - 8 She gets home at quarter past six/6.15 p.m.
 - 9 She goes to the gym at half past six/7.00 p.m.
 - 10 She has dinner at eight o'clock/8.00 p.m.
 - 11 She watches TV at half past eight/8.30 p.m.
 - 12 She goes to bed at eleven o'clock/11.00 p.m.

Grammar 2 Present simple with *he, she* and *it*

Materials: One worksheet per student

Instructions:

Copy the table on the board with the two columns. Write the first sentence in column 1 and then complete it with the name of a student that you think gets up early most days. Tell that student not to confirm if your guess is correct. Put Ss in pairs and ask them to discuss each sentence and complete the first column of their worksheet with a student's name. Monitor and help if necessary. Tell Ss to split the sentences so Student A has sentences 1–7 and Student B has sentences 8–14. Write this information on the board to make it clear. Ss now mingle and check their ideas. Demonstrate this by saying to the student whose name you wrote in sentence 1 *I think you get up early most days. Am I right?* If you're right, put a ✓ in column 2 next to the sentence. If you're wrong, put a ✗. Encourage the student to extend their answer a little beyond *Yes, you're right* and *No, you're wrong*, e.g. *Yes, you're right. I get up at 5.30 a.m. most days. / No, you're wrong. I get up at 7.00 a.m. most days.* Tell Ss to note down the extra information on their worksheet. Monitor and help if necessary.

When Ss have finished, they return to their pairs and report back what they learnt, e.g. *Sevim doesn't get up early most days. She gets up at eight o'clock.* When they have finished, ask pairs to count how many sentences they got right between them. The winning pair is the one with the most correct guesses.

Vocabulary Everyday activities

Materials: One worksheet per group of Ss, cut into cards

Instructions:

Put Ss in groups of four and divide each group into two teams. Divide the cards between each team. Explain that the teams will have some time to look at their card and decide how they can explain the phrases on the card, without saying them or miming them, using the other words on the card to help. When Ss have finished preparing, each team takes turns to describe their phrases to the other team. The team gets one point if they guess the phrase correctly. The winning team is the one with the most points.

Alternatively, put Ss in groups. Each group gets a set of cards in a pile face-down. Ask Ss to take a card in turn. They describe the phrase at the top of the card. The student in the group who guesses it correctly first keeps the card. The student with the most cards at the end wins.

With **stronger classes** you might want to tell them that they cannot use the words on the cards although this will make the game much more challenging.

3C

Grammar 1 Present simple questions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Elicit the missing word in the gap in the first question in Ex 1. Give Ss time to complete the rest of the questions individually. Check answers with the class.

Then, in Ex 2, tell Ss to work individually to match questions 1–12 with answers a–l. You could give Ss time to look through the answers to find the one that matches question 1 first and check their answer before they continue with the rest. When Ss have finished, check answers with the class.

Finally, in Ex 3, put Ss in pairs. Ask Ss to choose five questions from Ex 1 at random and ask those questions to their partner. Demonstrate this with a strong student in the class. Give pairs time to ask and answer their questions. **Fast finishers** can ask more questions. Then, ask one or two Ss to share what they learnt in open class.

Answer key:

1

1 do 2 does 3 Do 4 do 5 does 6 do 7 does 8 Does

9 do 10 do 11 does 12 does

2

c1 l2 d3 f4 a5 j6 b7 i8 g9 e10 k11

h12

Grammar 2 Present simple questions

Materials: One worksheet per pair

Instructions:

Ask the class if they ever go to concerts and how often. Do a quick class survey.

Put Ss in pairs. Give half the class the Student A worksheet and the other half the Student B worksheet. If you have an odd number, you can give out an extra Student A worksheet.

Explain that Ss have an article about someone who goes to a lot of concerts, but that some of the information is missing. They will need to work with a partner to get that information. From the group of Student As, elicit the question (*How many concerts a week does Abi go to?*) that will help them get the missing information in gap 1 on their worksheet. From the group of Student Bs, do the same with their first gap (*What kind of music does Abi love?*). Give Ss time to prepare the rest of the questions. They could do this orally or in pairs. Check answers with each group. You can do this orally, separately with each group or as a whole class. Or, you could provide them with the answers written down to check themselves.

Put Ss in A/B pairs. You can have two Student As in one group with a Student B if you have an odd number of Ss in the class. Tell Ss not to show each other their worksheets. Ss take turns to ask each other their questions and fill in the gaps with the missing information, starting with Student A.

When they are finished, ask Ss to compare their answers. Ask the class if they think Abi's hobby is a good one or not and why/why not.

Answer key:

Student A:

- 1 How many concerts does Abi go to a week?
- 2 How much does she spend on concert tickets a year?
- 3 How much do tickets for big concerts cost?
- 4 What does she buy at big, important concerts?
- 5 How does she feel at every concert?
- 6 What does she look at the next day?

Student B:

- 1 What kind of music does Abi like?
- 2 How many concerts does she go to a year?
- 3 Who does she sometimes go to concerts with?
- 4 How much do tickets for small concerts cost?
- 5 How much does she spend on T-shirts a year?
- 6 How does she feel the next day?

The information for the gaps can be found on the other half of the worksheet.

Vocabulary Free-time activities 2

Materials: One set of cards per group

Instructions:

Put Ss into groups and give each group a set of cards. Ask the groups to turn the cards over so the blank side is facing up. To demonstrate the activity, call on one of the stronger Ss in the class to turn over one card and read out the question. Write the gapped question on the board and elicit which verb completes it. Add the verb to the question on the board in a different colour.

Then, ask the student the question. Encourage the student to give a full answer and try to ask a follow-up question. (e.g. A: *Do you ever listen to rock music?* B: *Yes, I often listen to rock music.*

A: *Who's your favourite band?* B: *My favourite band is Foo Fighters.*

A: *What's your favourite Foo Fighters song?* etc.). Once you are confident the class understand what they have to do, ask them to take turns asking and answering the questions on the cards. Monitor, encouraging them to ask follow-up questions, helping with new or unfamiliar vocabulary as necessary.

Answer key:

1 play 2 go 3 watch 4 listen to 5 watch 6 play 7 go
8 go 9 watch 10 listen to 11 watch 12 play

4A

Grammar 1 *there is/are*

Materials: One worksheet per student

Instructions:

Distribute the worksheet. For Ex 1, read the example with the class and explain that some of the sentences are correct and some are incorrect. With **weaker classes**, you could tell them that five sentences are correct, and the rest are incorrect. Tell Ss to correct the sentences individually. Monitor and help if necessary, reminding them of the form of *there is a ... / there are some ... / there aren't any ...*. When they have finished, ask Ss to check their answers in pairs, then check with the whole class. You could invite Ss to the board to write up the corrections if they want to.

For Ex 2, put Ss in new pairs to discuss which of the sentences are true for them. Remind Ss that they shouldn't change the nouns from singular to plural or vice versa. When they have finished, elicit a few answers and find out some more information, and if they like where they live.

Answer key:

1

- 1 In my city there are a lot of shops.
- 2 There isn't a stadium in my town.
- 3 Correct
- 4 Correct
- 5 There are two hospitals in my area.
- 6 There are some parks where I live.
- 7 There aren't any offices in this part of the city.
- 8 There is a car park near my building.
- 9 Correct
- 10 There isn't a sports centre in my town.
- 11 Correct
- 12 There are some castles in my country.
- 13 There's a big theatre in my city.
- 14 Correct
- 15 Correct

Grammar 2 *there is/are*

Materials: One worksheet per group

Instructions:

Arrange the Ss in groups of three or four. Tell the class that you're going to give them a picture of a city and that they should study it for one minute and try to remember all the things they can see. Make sure they don't take notes while they are doing this. Distribute the worksheets placing one face down in the middle of each group. When Ss are ready, say *Go!* and time them for one minute. While they are studying the picture, write the following sentence beginnings on the board: *There's a / an ... , There are some / a lot of ... , There isn't a ... , There aren't any ...*. When the minute is up, collect the worksheets back in and write the following on the board: *bus station, car parks, castle, garage, offices, police station, shops, sports centre, stadium, theatre, train station*

Tell Ss they must now write sentences about the things they can remember from the picture using the sentence beginnings on the board. Tell Ss to appoint one person in the group to write their answers on a piece of paper. Stop them after three minutes and ask them to put their pens down.

Get Ss to swap papers with another group. Give the worksheets back out and ask Ss to check the other group's sentences. Tell them to award one point if the sentence is grammatically correct and another point if it's factually correct. Monitor and help, checking the sentences are formed correctly. The group with the most points wins.

Answer key:

Suggested answers:

There isn't a bus station. There are some car parks.
There's a castle. There isn't a garage.
There are some offices. There's a police station.
There are a lot of shops. There's a sports centre.
There isn't a stadium. There's a theatre.
There's a train station.

Vocabulary Places in a city

Materials: One worksheet per pair of

Instructions:

Put Ss in A/B pairs and give out a copy of the worksheet to each pair. Make sure Ss don't show each other their worksheet. For Ex 1, give Ss a minute to read the sentences and think about what word BEEP! replaces in each one. For Ex 2, explain that Ss read out their sentences for their partner to supply the missing words from the word box on their worksheet, e.g.:

Student A: There's a great BEEP! in town with a gym and a swimming pool.

Student B: (It's) sports centre

As Ss do the activity, monitor and help if required. When they have finished, ask different Ss to read out the correct sentences and check that the rest of the class agrees with them.

Answer key:

Student A

1

1 sports centre 2 car park 3 bus station 4 post office
5 theatre 6 shops

Student B

1

1 garage 2 offices 3 castle 4 stadium 5 train station
6 police station

Grammar 1 Articles

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, focus Ss' attention on the photos and elicit what Ss can see. Then, from Ex 1, elicit the first two answers as examples. Elicit why each article is used (see page 122 in the Student's Book for reference). Tell Ss to complete the rest of the gaps in the texts individually, then check in pairs. When they are ready, check answers with the class, eliciting why each article is used.

In Ex 2, ask Sss to look at the questions. Give Ss a minute to think about their answers, then put Ss in pairs to discuss the questions. When they have finished, elicit answers from a few Ss and have a brief class discussion.

Answer key:

1

A 1 an 2 a 3 a 4 The 5 – 6 the 7 – 8 –

B 1 a 2 the 3 The 4 the 5 the 6 a 7 a 8 the

C 1 a 2 a 3 The 4 a 5 a 6 a 7 The 8 a

Grammar 2 Articles

Materials: One worksheet per pair of Ss, cut into cards

Instructions:

Distribute one set of cards per pair of Ss. Put Ss in pairs and give out half the set (nine cards) to each student face down and tell them not to look at them. Write *a/an, the* and *–* (no article) on the board and explain that on each card there is a sentence with a gap in it. Ss need to decide which article (or no article) needs to go in these gaps.

Ask Ss to take turns to turn over their top cards at the same time. If the same type of article is missing from the two cards, or if no article is needed in either of them, the first student to give the correct answer wins all of the cards laid down so far. If there is no match, Ss continue to turn over their top cards at the same time. Demonstrate the activity with a stronger student. Ss continue playing until one student has won all the cards. **Fast finishers** can shuffle and divide their cards and play again. Monitor and help if required.

Answer key:

I play football at **the** weekend.

We usually cook food outside in the summer. (–)

I like sushi. (–)

She goes to work early. (–)

That's **a** useful book.

There's **an** old table in the kitchen.

There's a small bedroom and a big bedroom. **The** small bedroom's mine.

Why is your book on **the** floor?

You can work at home today. (–)

There are things all over the floor! (–)

Is there **a** shower in the flat?

I live in **a** big house.

The front door is open!

I usually watch TV in **the** evening.

I don't like **big** houses.

What do you usually do at school? (–)

We need **a** new carpet.

This is **a** lovely, comfortable sofa.

Vocabulary Things in a home

Materials: One worksheet per pair

Instructions:

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

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

Give Ss plenty of time to find the differences. While they are working, monitor and help with vocabulary if necessary, writing any new words and phrases on the board. Check the answers with the class, encouraging Ss to use the target language, e.g. *In my picture there aren't any cupboards, but in Roberto's picture there are.*

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

Answer key:

- 1 In picture A, there's a car in the garage. In picture B, there isn't.
- 2 In picture A, there isn't a hall. In picture B, there is.
- 3 In picture A, there's a big sofa in the living room. In picture B, there's a small sofa.
- 4 In picture A, there's a table in the living room. In picture B, there isn't.
- 5 In picture A, there's a large TV on the wall in the living room. In picture B, there's a small one.
- 6 In picture A, the table and chairs are next to the sofa. In picture B, they're behind it.
- 7 In picture A, the shower is upstairs in the bathroom. In picture B, it's downstairs.
- 8 In picture A, there are cupboards in the kitchen. In picture B, there aren't any.
- 9 In picture A, the fridge is on the back wall of the kitchen. In picture B, the fridge is next to the back door.
- 10 In picture A, you can't see a sink in the kitchen. In picture B, the sink is next to the cooker.
- 11 In picture A, the toilet is between the shower and the bath. In picture B, the toilet is next to the sink.
- 12 In picture A, there is a table next to the bed. In picture B, there isn't a table.
- 13 In picture A, there are curtains in the bedroom. In picture B, there aren't any.
- 14 In picture A, there's a wardrobe in the bedroom. In picture B, there isn't one.
- 15 In picture A, there isn't a bike in the garden. In picture B, there is.
- 16 In picture A, there's a person playing with the dog in the garden. In picture B, there isn't.

Grammar 1 need + noun, need + infinitive with to

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, write the first set of prompts on the board. Remind Ss of the rules for using *need* before a verb and before a noun. Elicit the sentence and write it on the board

(*We need to invite people.*) Distribute the worksheets and ask Ss to write the sentences on their own. Monitor and check they are forming the sentences correctly, helping if necessary. When they have finished, put Ss in pairs to compare their answers, then check answers with the whole class. Alternatively, you could invite **fast finishers** to write their sentences on the board.

For Ex 2, put Ss in pairs to categorise the sentences into the four situations. When Ss have finished, divide the board into four sections and write the situations at the top of each one. Elicit which situation each sentence goes with and write the relevant numbers in each one.

Answer key:

1

- 1 We need to invite people.
- 2 You need your sunglasses.
- 3 We need to start a fire.
- 4 I need to take a tent.
- 5 You don't need warm clothes.
- 6 I need some party food.
- 7 I don't need my phone charger.
- 8 I need some money for an ice cream.
- 9 You need to study for the exam.
- 10 We need to make a cake.
- 11 I need to do my homework.
- 12 You need some swimming shorts.
- 13 We need a backpack to carry everything.
- 14 They need some books.
- 15 You need some good music.
- 16 I need a blanket to keep warm.
- 17 We need to take some sun cream.
- 18 We need to listen to the teacher.
- 19 You don't need to buy me a present.
- 20 We need a map.

2

Suggested answers:

- a 2, 5, 7, 8, 12, 17
 b 1, 6, 10, 15, 19
 c 7, 9, 11, 14, 18
 d 3, 4, 13, 16, 20

Grammar 2 *need + noun, need + infinitive with to*

Materials: One worksheet per group of four or five Ss, cut into cards

Instructions:

Put Ss in groups of four or five. Distribute one set of cards per group. Give one set of cards to each group face down, and ask Ss to deal them out equally, without looking at them. When Ss have got their cards, they can look at them, but tell them not to show them to anyone else in the group. Explain that each card has a situation at the top and prompts for them to say what they need in each situation. Give Ss time to work individually and decide how to say the sentences from the prompts. Monitor and help if necessary. **Fast finishers** can also think of their own ideas for each situation.

When they are ready, ask Ss to take it in turns to read out their sentences for other Ss in the group to try and guess the situation. The first student to correctly guess it (or close enough) takes the card. The student in each group with the most cards at the end wins.

Answer key:

(in the same order as the complete worksheet)

start a new job

I need to know about the company. I need a laptop.
 I don't need any new clothes. I need to find my desk.

go on holiday

I need to book a hotel. I need some sun cream.
 I need to pack my suitcase. I don't need my laptop.

move to a new house

I need to pack my things. I need some big boxes.
 I need some friends to help me. I don't need new furniture.

go somewhere very cold

I need some warm clothes. I need to start a fire.
 I don't need shorts. I need to eat some hot food.

go somewhere very hot

I need some water. I don't need warm clothes.
 I need to stay cool. I need to drink lots of water.

learn to drive

I need a car. I need to practise driving.
 I need to have lessons. I don't need to study.

cook a meal for six people

I need to buy lots of food. I don't need much time to prepare.
 I need lots of dishes. I need to plan the cooking.

go to the gym

I need to take some water. I need some sports clothes.
 I need to learn how to use the machines.

I don't need any music.

play football

I need a ball. I need some friends to play with.
 I need to know how to play. I don't need to be very fit.

paint a picture

I need some paint. I need a quiet place.
 I don't need to be good at art. I need to know how to paint.

go online

I need to have an internet connection.
 I need a computer or laptop. I don't need to work.
 I need a website address.

have a party

I need to invite people. I don't need to cook.
 I need some food and drink. I need to tell my neighbours first.

do your homework

I need a quiet place to study. I need to know the subject.
 I need some books. I don't need my computer.

go to a concert

I need to buy a ticket. I don't need to arrive early.
 I need some friends to go with me. I need some water.

go to the cinema

I need a ticket. I need to choose a film.
 I need to arrive there on time. I don't need my phone.

learn to play the guitar

I don't need a teacher. I need to practise every day.
 I need a guitar. I need to know some music.

meet friends

I need to know where and when. I need a good place to meet.
 I don't need any money. I need to call them first.

learn English

I need a good teacher. I need a dictionary.
 I don't need to understand everything.

I need to study grammar and vocabulary.

sell your old bike

I need to clean it. I need to take a photo of it.
 I need an advertisement. I don't need a lot of money.

play a video game

I need a computer. I need to know how to play it.
 I need to enjoy it. I don't need to be good at it.

Vocabulary Equipment

Materials: One worksheet per group

Instructions:

Put Ss in groups of three: Ss A, B and C. If you don't have the exact numbers for groups of three, put Ss in groups of four and get one pair of Ss to share a card (e.g. have two student Cs). Give out the list cards to the Ss in each group, along with the card with the photos on it.

Ask Ss to look at the photos of the places and discuss what equipment they think they would need in each place. Then Ss share the items of equipment they have on their lists. Explain that they can only take two items of equipment from each student's list to each place. They can't change the allocation of items, i.e. three things from Student A's list and one from Student B's list. Tell Ss to decide which six items to take to each place.

When Ss have finished, ask a volunteer from each group to share what they chose for each situation and find out if the other Ss agree with them.

5A

Grammar 1 Position of adjectives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, do the first sentence together to clarify the task. Give Ss time to correct the rest of the sentences individually. Put Ss in pairs to check and discuss their answers. Check answers with the class.

Put Ss in pairs to make sentences with some of the adjectives in Ex 1. You could make a sentence or two yourself to demonstrate the task. When Ss have finished, elicit a few sentences from around the class. Ask the class to check they're grammatically correct.

Answer key:

- 1
- 1 That **tall** man ~~ta#~~ over there is my new boss.
- 2 You **look** very happy ~~loek~~ today.
- 3 Correct
- 4 Correct
- 5 I don't know Javier. What does he look **like**?
- 6 Correct
- 7 Our new dentist has got **really blue** eyes ~~really blue~~.
- 8 My daughter's got ~~blonde~~ beautiful **blonde** hair.
- 9 Correct
- 10 Yuma looks **really** angry ~~really~~. His face is red!
- 11 Correct
- 12 Correct
- 13 You've got quiet **quite** small hands.
- 14 Oviedo is a really **pretty** city ~~pretty~~.
- 15 Whose is that **orange** bag ~~orange~~ over there?
- 16 Correct
- 17 Correct
- 18 Your car is **quite** small ~~quite~~ for a family of four.
- 19 Vanessa looks ~~like~~ really tired.
- 20 Correct

Grammar 2 Position of adjectives

Materials: One set of sentences per group, cut into strips

Instructions:

Stick each set of sentences to the board so the strips hang down and can be easily torn off. Next, put Ss into groups and ask them to nominate one 'runner'. The runner from each group should race to the board, tear off a sentence and take it back to their group. The group should then try to put the words into the correct order to make a sentence. When they've finished, the runner should bring the sentence to you to check. If they've got it right, they can take a new sentence. The first team to finish all of the sentences is the winner!

Answer key:

- 1 My neighbour is a nice old lady.
- 2 Your sister looks like Emily Blunt!
- 3 Who is that woman with the grey hair?
- 4 She's got really beautiful green eyes.
- 5 My son's got short blonde hair.
- 6 What does your dad look like?
- 7 I think he's quite tall and thin.
- 8 You've got really small hands!
- 9 My teacher looks old, but he's only 39!
- 10 Our doctor's a good-looking middle-aged man.

Vocabulary Appearance

Materials: One set of cards per pair

Instructions:

Put Ss into A/B pairs, and give each a set of cards. Ask Student A to choose one of the people, but keep it secret from their partner. Student B should then ask questions to try and guess the person (e.g. *Is it a man or a woman? Has he got short hair? Has he got a thin face?*). Students can then swap roles and play again.

As a variation, you could limit the number of questions (e.g. 21) or print out two copies and have both students chose a person and take turns asking questions – the winner is the first person to guess correctly!

Answer key:

Student A

- 1 Nisha 2 Leon 3 Olivier 4 Antonio 5 Marcus 6 Ryan
7 Rose 8 Victoria

Student B

- 1 Kenin 2 Jada 3 Amy 4 Josh 5 Marcia 6 Lily 7 Rose
8 Lizzie

5B

Grammar 1 was/were

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, explain that there are five different conversations and that Ss must choose the correct alternatives to complete the conversations. Review the use of *was/were* if necessary. Do the first one together to clarify the task. Give Ss time to do the rest individually. Then, put Ss in pairs to check their answers. Check answers with the class.

For Ex 2, put Ss in pairs and ask them to practise reading the conversations aloud as naturally as possible. You might want to drill the first conversation to help Ss get the right sentence stress and intonation. Ss could record themselves to see how natural they sound.

To extend the task, pairs could then have their own conversations by taking the first line of every conversation and continuing it about themselves. Demonstrate this by asking a strong student *Where were you last night?* The conversations are unlikely to be long as Ss will want to use the past simple using verbs other than *be*, but you could use this to test how well they can do that, ready for Unit 6 where these past simple verbs will be introduced.

Answer key:

1
1 were 2 was 3 were 4 Was 5 wasn't 6 was 7 was
8 was 9 were 10 was 11 was 12 was 13 were
14 were 15 was 16 wasn't 17 was 18 Were 19 were
20 wasn't 21 Was 22 wasn't 23 were 24 was 25 was
26 were 27 were 28 were 29 was 30 wasn't

Grammar 2 *was/were*

Materials: One worksheet per group

Instructions:

Put Ss in groups of four. Give out a Student A worksheet to everyone in the first group, a Student B worksheet to everyone in the second group, a Student C worksheet to everyone in the third group and a Student D worksheet to everyone in the final group.

Explain to Ss that the pictures on their worksheets show a holiday they went on last month. On the board write *weather, hotel room, hotel food, swimming pool, staff, beaches, town, people, the evenings*. Ask Ss to work with someone in their group and discuss what kind of holiday it was using the pictures to help them. They should choose adjectives to help them describe the pictures. You could elicit some ideas from the class before they start (e.g. *fantastic, OK, terrible, perfect*).

Put Ss in new groups so that a Student A, B, C and D (if appropriate) work together. Tell Ss to ask and answer questions about their holidays to find out if each person had a good holiday or not. They should try to remember the information they hear. Demonstrate the activity by asking a group a question and paying attention to the answers. For example, ask if there was plenty of room in their hotel room. Then, elicit more questions they could ask, i.e. *How was the weather / your hotel room / the hotel food? How were the staff / the beaches / the people / the evening entertainment?*

You could also elicit example responses and write prompts on the board for the answers, especially with **weaker classes**, e.g. *The weather was ... / The hotel room was ... / The people were ... / The beaches were ...*

When Ss have finished, give out the email to each group. Ask Ss to read it and decide who in the group wrote it. Check the answer in class feedback.

Answer key:

Student D wrote the email.

Vocabulary Adjectives to describe experiences

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Demonstrate the activity by writing the first prompt (*an exciting activity*) on the board and explain that Ss should write their own answer next to it, e.g. *an exciting activity – skiing*. Give Ss time to fill in column 2 with their own ideas for each prompt. Monitor and check Ss are on task and help with any vocabulary. For prompts such as *A brilliant day out*, tell Ss to only write a few words, e.g. *The beach* or *Shopping with friends*.

Put Ss in small groups. Tell them not to show their worksheets to each other. Tell Ss to take turns to read out one of their answers randomly (e.g. *skiing*). The other Ss have to guess what it refers to, e.g. *an exciting activity*, as quickly as possible. You could demonstrate this with the whole class using your own answers to some of the prompts. The first student to get the correct answer wins a point and marks it on their worksheet. The winning student is the one with the most points at the end of the game.

Ss could read out all of their answers but this may take quite a long time. Alternatively, ask Ss to read out a specific experience each, e.g. *An exciting activity*, or give them a time limit.

5C

Grammar 1 *can/can't* for ability

Materials: One worksheet per student

Instructions:

Distribute the worksheets. In Ex 1, complete the first conversation as a class to demonstrate the task. Give Ss time to complete the rest of the conversations individually. Check answers with the whole class.

For Ex 2, put Ss in pairs. Allocate one student as Student 1 and one as Student 2. Explain that Student 1 will read A's lines in conversations 1–5. Student 2 has to try to remember B's replies. Student 1 will then try to remember B's replies in conversations 6–10 when Student 2 reads A's lines. Give Ss time to read the conversations again and try to remember them.

Demonstrate the task yourself by asking Student 2s to turn over their worksheets. Read aloud the first sentence of Conversation 1 and elicit from the Student 2s in the room what the response is, or could be. Ss don't need to produce exactly the same answer, but the sentence should be grammatical and be close in meaning. Monitor as Ss complete Ex 2. Provide feedback on any issues related to accuracy and pronunciation.

Answer key:

1
1 Can 2 can 3 can't 4 can 5 can 6 can't 7 can't 8 Can
9 can't 10 can 11 can't 12 can't 13 can 14 can 15 Can
16 can't 17 can't 18 Can 19 can 20 Can 21 can't
22 can 23 can

Grammar 2 *can/can't* for ability

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of four. You could also have two or three groups of three if necessary. Try to put Ss 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 student in the group a TRUTH card or a LIE card. Tell Ss not to show their cards to each other.

Tell Ss that they're going to ask each other questions about activities 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 this by asking Ss to ask you three different *can* questions and afterwards invite Ss to tell you if you're telling the truth or not.

Ask Ss to take it in turns to pick up an activity card and ask the other Ss the questions, e.g. *Can you skateboard?* When all the cards have been used, Ss should guess which Ss in their group were telling the truth and which were telling lies. Feedback as a class.

Vocabulary Skills

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Elicit the correct verb in sentence 1 in column 1 of the table (*bake*). Give Ss time to choose the correct verbs in the rest of the sentences individually. Check answers with the class. Make sure that the answers are checked before the class mingle.

Elicit what question Ss need to ask to find someone who can bake a cake, e.g. *Can you bake a cake?*, and what follow-up questions they could ask, e.g. *What kind of cake can you bake?*, *How often do you bake?*. Give Ss time to think of questions for the other sentences and ask them to make notes. You could put them into pairs to do this. You might want to write the prompt *Can you ... ?* on the board to help them with the initial question.

Tell Ss to mingle to find someone who answers 'yes' to each question, and to write their name in the second column. Encourage them to ask follow-up questions (e.g. *What kind of cakes do you bake?*) and to write any interesting information they find out in the third column.

Answer key:

1 bake 2 drive 3 make 4 speak 5 play 6 climb
7 cook 8 run 9 count 10 play 11 spell 12 fix

6A

Grammar 1 Past simple (regular verbs)

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the first answer as an example. Give Ss ten minutes to complete the sentences individually, using the verbs in brackets in the past simple. Monitor and check Ss are spelling the past simple forms correctly. When Ss have finished, check answers with the class and write the answers on the board to check spelling.

For Ex 2, tell the class if the first sentence is true for you. If it isn't, change it so it is. Put Ss in pairs to discuss the sentences, changing them if necessary. When they have finished, ask a few Ss to share their ideas with the class.

Answer key:

1
1 listened 2 didn't like 3 played 4 cried 5 didn't work
6 danced 7 didn't arrive 8 studied 9 didn't want
10 started 11 tried 12 called 13 didn't stay 14 loved
15 didn't watch

Grammar 2 Past simple (regular verbs)

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ask Ss to read the sentences and write their answers randomly in the shapes on the bottom half of the worksheet. Demonstrate by telling the class the name of the last place you stayed on holiday and mime writing it in one of the shapes. Explain that Ss should only write one or two words where possible, and make sure they don't show their answers to anyone. Monitor and help with vocabulary if required.

When they have finished, ask Ss to fold their worksheet along the line, so that they can only see their answers. Put Ss in pairs.

Ask them to show each other their answers and guess which sentence they refer to. Ss should try to remember what things are at the top of the page, but if they get stuck they can look back at the top of the worksheet. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Vocabulary Prepositions

Materials: One set of cards per group

Instructions:

Put Ss in groups of three or four. Distribute one set of cards per group of Ss and arrange them face down in the middle of the group. Demonstrate the activity with the class first. Tell Ss to take it in turns to take a card and read out the word(s) on it, e.g. *where I work*. Explain that Ss need to identify the preposition that goes with each word/phrase. The first student to say the preposition, from the wordpool, that is used with the word or phrase, e.g. *near*, wins the card if they can make a sentence using it correctly, e.g. *There are some shops near where I work*.

Monitor and help if necessary. When they have finished, the student in the group with the most cards wins.

Answer key:

Suggested answers:

(I started school) **in September.**
(Carlos is) **inside/outside/in the building.**
(Doctors sometimes work) **at night.**
(There's a post office) **near/next to my house.**
(Let's meet) **at the entrance.**
(We moved house) **in 2018.**
(I usually start work) **at 9 a.m.**
(There are some shops) **near/next to where I work.**
(I live) **in/near/next to the city centre.**
(I didn't go to work) **on Tuesday.**
(My sister lives) **in New York.**
(Put the dishes) **on the table.**
(I meet up with friends) **on Friday night.**
(There are some restaurants) **inside/outside/in the shopping centre.**
(I saw Linda) **on the last day of school.**
(We always go on holiday) **in summer.**
(Jamie lives) **in Madrid.**
(What do you want to do) **at the weekend?**
(Our train leaves) **at 2 p.m.**
(I study English at school) **in the morning.**
(I usually watch TV) **in the evening.**
(The dog is sitting) **on the floor.**
(My parents are) **at the cinema.**
(I play football) **on Saturday morning.**

6B

Grammar 1 Past simple (irregular verbs)

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Elicit the first answer in Ex 1 as an example, then ask Ss to correct the mistakes in the rest of the sentences individually. When they have finished, ask Ss to compare answers in pairs, then check answers with the class.

Tell Ss to match the responses in Ex 2 with the sentences in Ex 1 individually. Put Ss in pairs to check their answers. Check answers with the class, and elicit the infinitive forms of each verb.

Answer key:**1**

- 1 I ~~buyed~~ **bought** a really cheap phone last week.
- 2 I ~~falld~~ **fell** over and hurt my leg this morning.
- 3 We didn't ~~went~~ **go** to the supermarket on Sunday because it was closed.
- 4 I ~~leaved~~ **left** home when I was 18.
- 5 I didn't come to school yesterday because I ~~feelt~~ **felt** sick.
- 6 She ~~doesn't saw~~ **didn't see** anyone she knew at the party last night.
- 7 I ~~bring~~ **brought** my dog to work last Friday.
- 8 Cara ~~drived~~ **drove** to work this morning.
- 9 I didn't ~~woke~~ **wake** up early today because my alarm clock is broken.
- 10 Jonas ~~catched~~ **caught** the last train home last night.

2

b1 g2 a3 e4 i5 d6 j7 h8 c9 f10

Grammar 2 Past simple (irregular verbs)**Materials:** One card per student**Instructions:**

Give each student a card. Tell Ss to complete the card about a great or boring weekend they had in the past, but not to tell anyone which it is at this stage. If necessary, write the first two sentences from the card on the board and elicit the correct verb forms. Then complete the sentences about you and ask Ss to guess if you had a great or boring weekend.

While Ss are completing the sentences individually, monitor and help if necessary. When Ss have completed their sentences, check the correct verb forms with the class as a whole.

Put Ss in pairs and ask them to tell each other about their weekends. Each student should listen to his/her partner carefully and remember as much of the information as possible. Ss can take notes if they like, but encourage them to only write key words, not complete sentences. At the end, the partner should guess if the weekend 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 weekend. His/Her partner should also tell him/her about his/her previous partner. Both Ss should take notes, so they can remember information about the weekend. At the end, the partners should guess if the weekend they just heard about was great or boring.

Answer key:

1 woke up 2 caught 3 went 4 saw 5 bought 6 left
7 made 8 felt

Suggested answers:

- 1 I woke up early.
- 2 I caught a train at the station.
- 3 I went to the beach.
- 4 I saw some dolphins.
- 5 I bought an ice cream.
- 6 I left late.
- 7 I made some friends on the train home.
- 8 I felt great.

Vocabulary Irregular verbs**Materials:** One worksheet per group, cut into cards**Instructions:**

Put Ss in groups of four and give each group a set of cards (shuffle the cards first). Tell Ss to lay the cards out face down in the middle of the group. Explain that the aim of the activity is to find pairs of infinitive verbs and irregular past simple forms. Ask Ss to take turns to turn over two of the cards, then turn them back face down if they're not a pair. If Ss find a pair, they need to say a sentence with that verb in the past simple in order to keep the pair of cards. Tell Ss to continue until all of the cards have been used. The student with the most cards at the end wins.

Answer key:

take, took; buy, bought; leave, left; bring, brought; go, went;
feel, felt; sit, sat; catch, caught; see, saw; throw, threw;
drive, drove; wake up, woke up

6C**Grammar 1 Past simple (questions)****Materials:** One worksheet per student**Instructions:**

For Ex 1, read the example with the class and explain that Ss need to write the questions for the underlined information in each sentence. With **weaker classes**, you could give them the question words, too. Ask Ss to write the questions individually. Monitor and help if necessary. When they have finished, put Ss in pairs to check their answers. Then check answers with the whole class and write the questions on the board (or invite Ss to come and do so).

For Ex 2, put Ss in pairs to ask and answer the questions. Encourage them to ask follow-up questions to find out more information.

Answer key:**1**

- 1 What time did you arrive at school today?
- 2 Where did you go/What did you do last weekend?
- 3 What time/When did you wake up this morning?
- 4 Did you drive here today?
- 5 Where did you go to school?
- 6 Did you listen to music this morning?
- 7 Who did you spend most of your time with last weekend?
- 8 What type/kind of films did you watch when you were a child?
- 9 What did you do last night?
- 10 Did you have breakfast this morning?
- 11 Why did you start learning English?
- 12 Which foods/What kind of food did you like when you were a child?

Grammar 2 Past simple (questions)**Materials:** One worksheet per pair**Instructions:**

Put Ss in pairs (Student A/Student B) and tell them to brainstorm as many European cities as they can in one minute. Get feedback from the class.

Give one half of the pairs a Student A worksheet and ask them to prepare their interview questions from the prompts. Give

the other half of the pairs a Student B worksheet and ask Ss to prepare their answers to the questions. Ask the travellers not to reveal their mode of transport until the roleplay. Make sure all Ss understand their roles. Monitor and correct if 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, put Ss in A/B pairs and ask them to write a newspaper article.

Vocabulary Verbs + prepositions

Materials: One worksheet per student

Instructions:

For Ex 1, elicit the first answer as an example, then ask Ss to match the sentence halves individually. Put Ss in pairs to compare their answers, then check with the whole class.

For Ex 2, ask Ss to work individually to write new endings for the sentence beginnings in Ex 1. Demonstrate with an example of your own for sentence beginning 1, e.g. *I talked ... to Anna at the party*. Monitor and help as necessary, checking Ss are using the correct prepositions with the verbs. When they have finished, put Ss in pairs to compare their sentences. Alternatively, **stronger classes** could read out just their new endings in random order for their partner to listen and guess which sentence beginning from Ex 1 it finishes.

Answer key:

1

1 g 2 a 3 j 4 c 5 e 6 f 7 b 8 i 9 h 10 d

7A

Grammar 1 Countable and uncountable nouns; some, any, lots of and a lot of

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, demonstrate the activity by eliciting the word to fill gap 1 from the class (*Is*). Give Ss time to complete the rest of the conversations individually. Put Ss in pairs to discuss their answers. Check answers with the class.

For Ex 2, model each sentence in the first dialogue and ask Ss to repeat it, copying the stress and intonation. Do this chorally and then ask individual Ss to repeat it so you can listen and help them with any problems. You might want to do this with further conversations, or parts of the conversation, if you feel it would benefit your class.

Ask Ss to work in their pairs to practise saying the conversations aloud. Monitor and help Ss to get the right stress and intonation.

Answer key:

1

1 Is 2 some 3 lot 4 any 5 are 6 an 7 some 8 some 9 any 10 are 11 lots 12 Is 13 any 14 's/is 15 a 16 lot 17 are 18 any 19 some 20 a

Grammar 2 Countable and uncountable nouns; some, any, lots of and a lot of

Materials: One set of cards per pair

Instructions:

Put Ss in pairs. Ask them to sit opposite each other or turn their chairs to face each other. Hand out a Student A worksheet and Student B worksheet to each pair. Tell Ss not to show each other their worksheets.

Elicit from Ss a general description of what they can see in their pictures (*different types of food*) and explain that the pictures are similar but that there are ten differences between them. Tell Ss to describe and ask questions about their pictures to find the differences. Demonstrate the activity with a strong student. You might want to write these prompts on the board to help

weaker Ss:

Is there a ... in your picture?

Are there any ... ?

There's/There are ... in my picture? What about in yours?

Give Ss time to find the differences. Monitor and help if necessary. When they have finished, tell Ss to compare their pictures. **Fast finishers** can talk about how similar or different the food in their picture is to that in their own kitchens, e.g. *There's some meat in this picture but there isn't any meat in my kitchen*.

For feedback, elicit one or two differences from each pair in the class, e.g. *There's an apple in Danielle's picture but there isn't one in mine*. Check the answers as a class.

Answer key:

Both pictures

There are lots of/a lot of eggs, some salad, a carrot, some bread and some ice cream. The other ten items are different in each picture.

Picture A

There are lots of/a lot of potatoes, some water, an apple, some coffee, some chicken, lots of/a lot of spaghetti, some sweets, some juice, a pizza, and a lot of butter.

Picture B

There are lots of/a lot of beans, some rice, some lemonade, a lot of bananas, a burger, a/some cake, some milk, a sandwich, some tea and lots of/a lot of cheese.

Vocabulary Food and drink

Materials: One worksheet per pair

Instructions:

Divide the class into two halves. Give one half of the class the Student A worksheet and the other half the Student B worksheet. Ask Ss to look at the pictures and identify what sports the two people are doing (*cycling and weightlifting*). Ask them what kind of food they think they eat every day and elicit a few ideas.

For Ex 1, give Ss time to read the text and try to complete the gaps with the words in the box individually. Then put Ss in pairs with someone who has the same worksheet to compare ideas.

For Ex 2, put Ss in A/B pairs and tell them not to show each other their worksheets. Explain that Student A has the completed information about Mario Rossi and Student B has the completed information about Ying Wang. They should ask each other questions to check their answers to Ex 1. Elicit these questions and write them on the board, e.g. *What does ... have/drink for (breakfast/lunch/dinner/a snack)?* Demonstrate the activity with a strong student.

Give Ss time to ask and answer their questions and check their answers. When Ss have finished, check answers with the whole

class. You might want to check Ss' understanding of the difference between *brown* and *white pasta/rice* (*the brown version includes the whole grain and is healthier*) and of *green tea* (*a tea made with green leaves that is popular in Asia*).

Put Ss in pairs and ask them to discuss what similar food they eat. You could demonstrate this, e.g. *I have toast for breakfast but I have jam with it, not eggs*. Ask one or two pairs to share their ideas in feedback.

Answer key:

1

Student A – Ying Wang

1 eggs 2 fruit 3 coffee 4 salad 5 meat 6 beans 7 rice
8 pasta 9 chicken 10 juice 11 ice cream 12 frozen food

Student B – Mario Bianchi

1 juice 2 coffee 3 chicken 4 salad 5 fish 6 rice/pasta
7 rice/pasta 8 vegetables 9 ice cream 10 tea
11 soft drinks 12 sweets

7B

Grammar 1 How much/How many? + quantifiers

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the correct alternatives in Conversation 1 to demonstrate the task. Give Ss time to read the rest of the conversations and choose the correct alternatives individually. Put Ss in pairs to discuss their answers. Check answers with the class.

For Ex 2, ask a strong student to ask you a question starting with *How much* or *How many* (e.g. *How much chocolate do you eat a week?*) and answer it. Ask Ss to think of two *How many* and two *How much* questions. Monitor and help if necessary. Tell Ss to work in their pairs and take turns to ask and answer the questions. Ask pairs to share what they learnt in feedback.

Answer key:

1

1 A many	B a lot	A a few
2 A some	B much	A a lot
3 A a lot of	B a few	A a lot
4 A much	B None	A much
5 A a lot of	B any	A lots
6 A many	B None	A a lot of
7 A much	B a little	A much
8 A any	B some	A many
9 A any	B lots of	A a little
10 A a few	B some	A a lot of

Grammar 2 How much/How many? + quantifiers

Materials: One worksheet per pair

Instructions:

Put the Ss in pairs. Give half the pairs a Student A worksheet and half the pairs a Student B worksheet. Tell Ss to complete the questions using *much* or *many*. Check the answers with each group without reading the whole question.

Then rearrange the class so that Ss work in A/B pairs. 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 (a–h). Student B has eight different questions, and Student A has the answers to those questions.

Ask Student A to begin by reading question 1 (*How many rooms are there in your house?*) Student B looks for the answer on his/her worksheet and reads out the answer (*Four. There's a living room, kitchen, bathroom and bedroom.*) Tell Ss to decide together if it is the correct answer and 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 Ss to feed back any interesting information about their partner to the class.

Answer key:

1 and 2

Student A

1 many; g 2 much; e 3 much; d 4 many; b 5 many; h
6 much; c 7 many; f 8 much; a

Student B

1 many; b 2 much; e 3 much; f 4 many; c 5 much; d
6 many; g 7 many; a 8 much; h

Vocabulary Food containers

Materials: One worksheet per group

Instructions:

Put Ss in groups of between three and five. Give each group a set of shuffled cards. Ask one student in each group to share the cards out among them.

Explain to Ss that there are ten different food containers on the cards. There are four cards of each container, and Ss must try to get all four cards to make a complete set. Demonstrate the activity with one group. A student starts by asking another person in the group if they have a particular card (i.e. *Have you got a bar of chocolate?*). If they have it, they must give it to the student who has asked the question. The successful student can then continue to ask the other Ss for a card until someone doesn't have one. It is then the turn of the student who doesn't have the card to ask for a card from someone. When Ss collect a set of four cards of the same container, they put them on the table. At the end of the game, the winner is the student with the most sets of four cards.

7C

Grammar 1 Comparative adjectives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, write the prompts in question 1 on the board (i.e. *my city / London (big)*) and make a grammatically correct sentence that is true for you (e.g. *London is bigger than my city.*). Ask the class if the sentence is true for them. Distribute the worksheets and give Ss time to write true sentences using the prompts. Monitor and help if necessary. Make sure Ss are changing the order of the nouns where appropriate to make the sentences true and not just making sentences with the prompts in the same order as the worksheet.

For Ex 2, put Ss in pairs and ask them to discuss their answers to Ex 1 to see if they agree. Elicit answers from the class and check they're grammatically correct. Ask the other Ss if they agree or disagree and do a quick survey each time.

Answer key:

1 and 2

- 1 London is bigger than my city. / My city is bigger than London.
- 2 Cinema tickets are more expensive than concert tickets. / Concert tickets are more expensive than cinema tickets.
- 3 The city in the day is noisier than the city at night. / The city at night is noisier than the city in the day.
- 4 Trains are more comfortable than buses. / Buses are more comfortable than trains.
- 5 The food I eat is healthier than the food my friends eat. / The food my friends eat is healthier than the food I eat.
- 6 Mondays are better than Fridays. / Fridays are better than Mondays.
- 7 Hollywood films are more popular than films from my country. / Films from my country are more popular than Hollywood films.
- 8 May is warmer than September. / September is warmer than May.
- 9 My house now is more modern than my old home. / My old house was more modern than my home now.
- 10 The shops on Saturday are more crowded than the shops on Sunday. / The shops on Sunday are more crowded than the shops on Saturday.
- 11 Tuesdays are busier for me than Thursdays. / Thursdays are busier for me than Tuesdays.
- 12 The Taj Mahal in India is more beautiful than The Eiffel Tower in France. / The Eiffel Tower in France is more beautiful than The Taj Mahal in India.
- 13 I'm lazier than my friends. / My friends are lazier than me.
- 14 British food is worse than food from my country. / Food from my country is worse than British food.
- 15 English pronunciation is more difficult than English grammar. / English grammar is more difficult than English pronunciation.
- 16 TV programmes about animals are more interesting than TV programmes about people. / TV programmes about people are more interesting than TV programmes about animals.
- 17 People in my city are friendlier than people in other places. / People in other places are friendlier than people in my city.
- 18 Male drivers are safer than female drivers. / Female drivers are safer than male drivers.

Grammar 2 Comparative adjectives

Materials: One Bingo! card per team

Instructions:

Before you begin, make sure that Ss are familiar with the game of Bingo! by giving a brief demonstration or drawing a diagram on the board.

Divide the class into six teams and give each team a Bingo! card (A–F). 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 Ss to look at the sentences and make sure that they understand their meanings. Tell Ss that you're going to read some sentences. They must listen to the sentences and try to find a comparative sentence on their card that means the same thing.

Read out the sentences below, choosing them at random, and allow a few moments between each sentence for Ss to look for the comparative sentence on their card. You should read each sentence 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 Ss to tick all their sentences and call out Bingo! Check their answers.

Answer key:

Sentences to read out:

Note that Ss' answers are in brackets afterwards, so don't read these out. You might also want to change the names to more local ones so Ss can easily recognise the pronouns in their sentences.

- You're sixteen and I'm seventeen. (I'm a year older than you.)
- My laptop cost £500 and yours cost £600. (Yours was more expensive than mine.)
- Your mobile phone cost £450 and mine cost £350. (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 it was yesterday.)
- This football match is good, but the match I saw last weekend was really good. (It was more exciting than this one.)
- I do exercise every day. My father doesn't do any exercise. (I'm healthier than him.)
- Michael came first in the race and I came second. (He was faster than me.)
- Mark's loud, but Susie's very loud. (She's noisier than him.)
- I'm 1 m 75 cm tall. Alison is 1 m 82 cm tall. (She's taller than me.)
- I'm 1 m 68 cm tall. Marnie's 1 m 55 cm tall. (She's shorter than me.)
- The sun is warm at ten o'clock. It's very warm at 1 p.m. (It's hotter in the afternoon.)
- That bed feels hard, but this bed feels soft. (It's more comfortable.)
- I talk to a few people in my class, but Henry talks to lots of people in our class. (He's friendlier than me.)
- Last year, 80,000 people visited my town, but 90,000 visited yours. (Yours is more popular than mine.)
- I bought my car last year, but you bought yours ten years ago. (Mine is more modern than yours.)

Vocabulary Describing places to eat

Materials: One card per student

Instructions:

Demonstrate the activity by writing this statement on the board: *I go to a café most weekends.* Read the sentence aloud and ask a few Ss if the statement is true or false for them. On the board, write *True* and *False*. Put ticks next to each one to record each student's answer.

Give each student a card. If you have more than 14 Ss, repeat some of the cards. Explain that they must ask every student in the class if the statement on their card is true or false for them and record their answers. If you have a large class, you might want to divide them into two groups to do this. Ss mingle within their groups only. Give Ss time to read their statements and check any vocabulary if necessary. When ready, ask Ss to mingle and ask other Ss if the statement is true for them. Monitor and help if necessary.

When they have finished, tell Ss to count up their answers to find out how many Ss answered true and how many answered false. In feedback, ask Ss to read out their statement and the results. If the Ss mingled in two groups, you could have the Ss feeding back their results in their separate groups. Highlight any interesting answers and ask follow-up questions to find out more information.

8A

Grammar 1 Present continuous

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, read the example with the class, then ask Ss to complete the rest of the sentences individually. Put Ss in pairs to compare their answers. Encourage Ss to use the contracted forms of the verb *be*. When Ss have finished, check answers with the class and write them on the board (or invite Ss to do so) in order to check and correct spelling if necessary.

Read the list of people in Ex 2 aloud and give Ss a few minutes to think about what the people are doing. Encourage them to ask you for any vocabulary they need, and write any new words and phrases on the board. Put Ss in pairs to discuss what the people are doing. When they have finished, ask a few Ss to share their answers with the class.

Answer key:
1
1's swimming **2**'re having **3**'s playing **4**'m driving
5're running **6**'s cooking **7**'re watching **8**'s reading
9'm shopping **10**'re eating **11**'s working
12's listening; dancing

Grammar 2 Present continuous

Materials: One worksheet per group, small pieces of paper for counters and a coin

Instructions:

Put Ss in small groups and distribute the worksheets. Ask Ss to make counters for themselves with a small piece of paper and write their name on it. Tell Ss to place their counters on the START square and decide who will go first. Ask Ss to take it in turns to toss the coin. If it lands on 'heads' (= the side of the coin with a 'head' on it), they move one square, and if it lands on 'tails' (= the other side of the coin), they move two squares. If they land on a picture square, they need to say a sentence to describe what the people are doing, using the pronoun given. If they land on a square with a place on it, they need to imagine they are there and say what they're doing. Monitor and check Ss are using the present continuous correctly. The first student to reach the FINISH square wins.

Answer key:
Suggested answers:
a supermarket – I'm buying food; **You're** playing tennis;
I'm talking on the phone; **a classroom** – I'm studying English;
We're sitting outside; **You're** riding a bike; **They're** having dinner;
at home – I'm watching TV; **We're** dancing;
a concert – I'm listening to music; **They're** playing basketball;
He's running; I'm watching TV; **a café** – I'm eating lunch;
You're reading a book; **We're** swimming;
a park – I'm playing football; **They're** laughing;
a party – I'm dancing with friends; **We're** shopping.

Vocabulary Geography

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain that there are nine words related to geography hidden in the wordsearch. The words are set either across or down (not diagonally). Give Ss time to work individually to decide what words the pictures show and to find them in the wordsearch.

With **weaker classes**, you could use the pictures to elicit the words first and write them on the board.

When they have finished, put Ss in pairs to compare their answers, then check answers with the whole class.

Answer key:
1 island **2** trees **3** mountain **4** countryside **5** water
6 beach **7** sea **8** river **9** sky **10** sky

A	G	I	M	O	U	N	T	I	W	G	S	B	H	D
T	U	C	O	U	N	T	R	Y	S	I	D	E	S	S
R	M	A	U	S	P	N	I	S	I	S	Y	A	C	C
A	P	S	N	O	A	S	V	Y	O	D	E	C	O	S
P	T	F	T	A	T	R	E	S	S	I	D	H	R	G
S	F	L	A	K	A	R	R	E	J	I	R	H	W	E
T	I	O	I	I	S	A	H	F	G	B	D	E	A	Y
H	E	U	N	N	D	E	A	G	I	O	P	E	S	I
D	D	H	A	A	R	O	T	E	I	I	S	L	A	B
S	C	G	A	R	A	I	E	L	E	S	S	E	S	W
G	S	R	S	E	T	R	T	R	A	L	D	E	S	P
V	W	A	T	E	R	J	S	E	E	A	D	S	E	A
F	K	T	B	V	E	X	H	K	J	N	L	K	E	A
A	W	S	W	A	E	T	H	R	O	D	P	Y	K	D
A	A	S	I	T	S	N	P	T	F	G	X	S	Y	R

8B

Grammar 1 Present simple and present continuous

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Elicit the first answer as an example, then ask Ss to complete the rest of the conversations individually. Tell Ss to use contractions where possible. Monitor and help if necessary. When they have finished, put Ss in pairs to compare answers, then check answers with the whole class, writing the answers on the board.

Put Ss in pairs to practise the conversations. When they have finished, ask different pairs to read out the conversations for the class.

Answer key:
1
1's raining **2** are **3** doing **4**'m watching **5** play **6** do
7 work **8** work **9**'m working **10** do **11** do **12**'m
13'm cleaning **14** clean **15** do **16**'m trying **17**'m writing
18'm studying **19** study **20** have **21**'re not studying
22'm doing **23** cycles **24**'s snowing

Grammar 2 Present simple and present continuous

Materials: One role card and one copy of the bottom part of the worksheet per student

Instructions:

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 Ss or fewer, but be sure to assign role card A.

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

Tell Ss to mingle within their groups, meeting the other people in the park. Ss should try to find out whose birthday it is, as well as what each person usually does and what he/she is doing today. As Ss 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 Ss in each group then only that number of sentences needs to be completed plus sentence 10.

When Ss have spoken to everyone, put them in pairs and tell them to compare the information they have on their worksheets. Check answers with the group and find out how many people got all the information correct.

Answer key:

Role cards

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

Worksheet

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

Vocabulary Weather

Materials: One Bingo! card per student

Instructions:

Give out one Bingo! card per student and check they understand what their symbols and pictures show. Monitor and help with vocabulary if necessary. In turn, call out one type of weather from the list below, in random order:

*It's snowing. It's windy. It's raining. It's cloudy. It's foggy.
 It's wet. It's sunny. It's hot. It's warm. It's cool.*

If Ss hear a type of weather that's on their card, ask them to underline it. The first student to underline all their pictures calls out Bingo! and wins the game.

Collect in all the cards, shuffle them, and give them out again. Repeat the activity, but ask Ss to circle their pictures this time.

8C

Grammar 1 Superlative adjectives

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the first answer as an example, then ask Ss to complete the rest of the sentences individually. Monitor and check Ss are forming the superlative adjectives correctly. When they have finished, put Ss in pairs to compare answers, then check answers with the whole class, writing them on the board (or inviting Ss to do so) to check spelling.

For Ex 2, put Ss in pairs to discuss which sentences in Ex 1 are true for them, and ask them to change any which aren't so that they are also true for them. When they have finished, ask a few Ss to share anything interesting they found out about their partner with the class.

Answer key:

1

1 best **2** most delicious **3** tallest **4** friendliest **5** easiest
6 most expensive **7** most popular **8** oldest **9** most difficult
10 worst **11** biggest **12** busiest **13** happiest **14** youngest
15 most comfortable

Grammar 2 Superlative adjectives

Materials: One set of cards per group

Instructions:

Separate the cards into adjectives and words or phrases for nouns. Put Ss in groups of between three and five. Give one set of adjective cards and one set of noun cards to each group, in two piles face down on the table. Tell Ss to take turns to turn over a card in each pile. Ask Ss to try to make a sentence using a superlative adjective with them (e.g. *fast, form of transport: The fastest form of transport is a plane.*) If Ss make a correct sentence, they keep those cards. If they can't make a sentence because the adjective and noun cards don't match (e.g. *comfortable, person I know*), then they put the cards randomly back into the piles on the table.

Tell Ss to continue until they have made all possible sentences with the cards still available. The student with the most cards at the end wins.

Vocabulary Phrases describing travel

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, ask Ss to look at the pictures and elicit what they can see. Tell the class that the three texts describe difficult trips. Ask Ss to complete the texts with the words in the boxes individually. Then, put Ss in pairs to check their answers. Check answers with the class.

For Ex 2, put Ss in pairs to discuss whether they've had any similar experiences, or whether they've had any other types of bad journeys and to explain what happened. When they have finished, nominate a few Ss to share their ideas with the class.

Answer key:

1 left **2** at **3** in **4** took **5** back **6** by **7** on **8** off **9** at
10 booked **11** at **12** take **13** got

9A

Grammar 1 *should/shouldn't***Materials:** One worksheet per student**Instructions:**

Distribute the worksheets. For Ex 1, ask Ss to read the advice 1–12 and complete each sentence with a verb from the box. Give Ss time to complete the sentences individually, then put them in pairs to compare their answers. When they have done this, ask Ss to work individually again to match the advice with the problems (a–l). Then, check answers with the whole class.

Put Ss in pairs and tell them to cover the advice 1–12. Tell Ss to take it in turns to read out one of the problems. Their partner then has to respond with some advice that includes *should* or *shouldn't*. Draw Ss' attention to the example given. They can repeat the same ideas as those in a–l from memory.

Monitor and assess Ss' use of *should/shouldn't*. Highlight good examples of language use and any errors in class feedback.

Answer key:**1**

1 look **2** eat **3** sleep **4** speak **5** turn **6** put on
7 give **8** go **9** take **10** count **11** drink **12** talk to

2

1 d **2** i **3** a **4** e **5** k **6** c **7** g **8** j **9** h **10** b **11** l **12** f

Grammar 2 *should/shouldn't***Materials:** One sentence card per student**Instructions:**

Demonstrate the activity by telling the class that you want to be healthier. Elicit some advice from Ss.

Give each student a sentence card. If you have more than twelve Ss in your class, divide them into two or three smaller groups so sentence cards won't need to be repeated. If your group is small, not all the cards need to be used.

Ask Ss to walk around the class (or work in their groups), tell others what is on their sentence card and listen to their partner's advice. Ask Ss to also give advice to their partners about their sentences. **Weaker classes** could look at the sentences on a screen or a copy of the complete worksheet first and think of possible advice in pairs or groups before the discussion stage.

When Ss have spoken to five or six different people, ask them to sit down. Put Ss in pairs to discuss what they want to achieve and the best advice they received. Monitor and note down good examples of target language use and any errors.

Ask a few Ss to share their best advice with the class. Highlight good examples of language use and any errors in class feedback.

Vocabulary Health**Materials:** One worksheet per student**Instructions:**

Distribute the worksheets. For Ex 1, focus Ss' attention on the first statement and elicit the verb to complete it to check Ss understand the task. Give Ss time to complete the rest of the statements individually, then check answers as a class.

For Ex 2, ask Ss to circle the number that best represents how much they agree with statement 1, demonstrating on the board if necessary. Tell Ss to read the rest of the statements and circle the number that represents their opinion. Monitor and help if necessary.

For Ex 3, put Ss in groups. Tell them not to show each other their worksheets, but to tell each other the numbers they have written.

Answer key:**1**

1 eat **2** stay **3** keep **4** sit **5** do **6** walk **7** go **8** join
9 walk **10** stand

9B

Grammar 1 *be going to***Materials:** One worksheet per student**Instructions:**

Distribute the worksheets. For Ex 1, explain that Ss have to complete conversations 1–3 with the correct form of *be going to* and the verbs in brackets. Elicit the first one from the class to check they understand the task. Give Ss time to complete the conversations individually, then check answers as a class.

For Ex 2, ask Ss to write their own conversation between two people talking about an interesting future plan. Monitor and help if necessary. For Ex 3, put Ss in pairs to practise reading their conversations aloud. When they have finished, ask Ss to display their conversations around the room (or online if you have a space where Ss can share their work) and vote for the conversation with the most interesting plan.

Answer key:**1**

1 's going to live **2** 's going to start **3** is (she) going to live
4 's going to rent **5** 'm going to go **6** 're going to travel
7 Are (their friends and family) going to go **8** 'm not going to go
9 'm not going to come **10** 'm going to take

Grammar 2 *be going to***Materials:** Two to three sentence cards for each student, four per student in smaller classes**Instructions:**

Give out two to three sentence cards to each student. Tell Ss to work alone and complete the sentences with true information about themselves, but not to write their names. Monitor and help if necessary.

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

Tell Ss to mingle and ask questions in order to find the people who wrote the sentences on their cards, e.g. *Are you going to go to the cinema this evening?* If the answer is *yes*, the student must ask *Did you write this sentence?* as other Ss may have written the same thing. Encourage Ss to ask for more information, e.g. *What film are you going to see?* You could write *What (film)/ Where/ When are you going to _____?* on the board as prompts. If the answer is *no*, the student should continue to mingle and ask questions until they find the sentence writer. Demonstrate the activity so that Ss understand what to do.

When Ss have found all the people who wrote their sentence cards, elicit some interesting information from the class.

Vocabulary Future plans

Materials: One future plan card per student; one worksheet per pair

Instructions:

If you have a class of fifteen or less, Ss can work together as a whole class. Give each student a future plan card (1–10), repeating cards as necessary. For classes of sixteen or more, divide the Ss into two or three groups of 8–10 Ss and make sure everyone has a different future plan card.

Ask Ss to mingle and tell each other about the future plans on their card. You could demonstrate this, i.e. *I'm going to buy a new camera*, and elicit and answer one or two follow-up questions, e.g. *What kind of camera? Why?* Tell Ss to try to remember the information they hear about each person because they're going to be tested on it later. However, they shouldn't write anything down unless you think they'll really struggle without notes later.

Once Ss have spoken to everyone, put them in pairs with someone from the same group and give each pair worksheet. Elicit the answer to the first sentence from the class or each group and get Ss to complete it to clarify the task. Ask pairs to complete the rest of the sentences from memory.

Check answers with the whole class. Find out if anyone managed to remember everything perfectly.

Answer key:

Suggested answers:

The number of each sentence on the worksheet corresponds to the numbers on the future plan cards.

- 1 (Student name) wants to buy an expensive camera.
- 2 (Student name) wants to do more exercise.
- 3 (Student name) wants to look for a new job.
- 4 (Student name) wants to learn how to bake.
- 5 (Student name) wants to talk to more people.
- 6 (Student name) wants to do an art course.
- 7 (Student name) wants to save money for a new car.
- 8 (Student name) wants to learn Chinese.
- 9 (Student name) wants to get a £500 bonus at work.
- 10 (Student name) wants to decide where to go on holiday.

9C

Grammar 1 *would like/want*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, ask Ss to read the first sentence and decide if it is correct or not. If it is incorrect, Ss correct the mistake in the sentence individually. Check the answer as a class. Give Ss time to read the rest of the sentences and to correct them individually where needed. When they have finished, put Ss in pairs to check their answers. Check answers as a class. For Ex 2, ask Ss to write three sentences about their future plans and dreams with *would like* or *want*. Monitor and help if necessary. For Ex 3, put Ss in pairs and ask them to tell each other the three things they wrote about. If possible, they should cover their sentences and say them from memory so it's more natural.

Stronger Ss could ask each other follow-up questions.

Answer key:

1

1 I'd like **to** go to China in the next few years. 2 Correct

3 ~~Do you would~~ **Would you** like to get married one day?

4 I don't want **to** go to the party tonight. 5 Correct 6 Correct

7 Does Alex ~~wants~~ **want** to go to university?

8 Ricardo would like to ~~seeing~~ **see** a film tonight. 9 Correct

10 Correct 11 Correct 12 Correct

13 ~~like~~ you **like** to live in the countryside?

14 Yuka ~~likes~~ **would like/wants** to go out tonight. 15 Correct

16 Carrie ~~want~~ **wants** to speak to you later. 17 Correct

18 I want **to** have a long holiday in the summer.

Grammar 2 *would like/want*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss that they have won a competition. Tell them to read the email and ask a few questions to check they've understood it, e.g. *What did you win? How much can you spend?*

Put Ss in groups of three or four. Tell each group to discuss 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 Ss 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 Ss to ask about and discuss their holiday plans. As well as *would like/want*, Ss could also use *be going to* to discuss their plans. Monitor and assess Ss' use of the target language.

When they have finished, ask the pairs to tell the class which parts of each holiday they think are the best. Highlight good examples of language use and any errors in class feedback.

Vocabulary Activities with *go*

Materials: One set of cards per group

Instructions:

Put Ss in groups of three or four. Give each group a set of shuffled cards in a pile, face down on a table. You could start by demonstrating the task yourself. Mime the action 'go running'. Ask the class what you're doing and elicit the correct answer. Play the game in one of the three ways described:

Version 1

In their groups, tell Ss to take turns to turn over a card and mime the action. The student who guesses the action first gets to keep the card and mimes the next action. The student in each group with the most cards at the end of the game wins. If there is time, Ss could play again.

Version 2

Groups play against each other. When you say *Go!* one student in each group turns over a card from their pile and mimes the action. When the other Ss in the group guess the action correctly, the next student turns over a card and the group guesses, and so on. The winning group is the one which guesses all ten actions correctly first. With this version, you will need to monitor carefully to ensure Ss are miming and guessing in English and not cheating!

Version 3

Groups play against each other. Ask one student in each group to volunteer. When you say *Go!* the Ss come to you, look at a card that you show them, return to their groups and mime the action. When a student in each group guesses the action, they come to you and

10A

Grammar 1 Verb patterns**Materials:** One worksheet per student**Instructions:**

Distribute the worksheets. For Ex 1, read the example with the class, then ask Ss to write the rest of the sentences and questions individually. Monitor and check they are putting the second verb in the correct (-ing) form. When they have finished, put Ss in pairs to compare their answers, then check answers with the class.

For Ex 2, put Ss in pairs and ask them to discuss which sentences are true for them (changing any that aren't so they are true) and ask and answer the questions. Encourage them to ask follow-up questions to find out more information. When they have finished, ask a few Ss to share any interesting information with the class.

Answer key:**1**

- 1 I don't mind cleaning.
- 2 I love working from home.
- 3 Do you mind working at the weekend?
- 4 I don't like shopping.
- 5 My mum likes getting up early.
- 6 My friend doesn't like going to parties.
- 7 What do you like doing in the evenings?
- 8 My dad hates cooking.
- 9 Do you like going running early in the morning?
- 10 I hate working late.
- 11 I love studying English.
- 12 I don't like staying at home on holiday.
- 13 What do you hate doing?
- 14 My brother hates travelling by train.
- 15 What do you like wearing at work?
- 16 Do you like living in your area?
- 17 I love travelling by plane.
- 18 I don't like swimming in the sea.
- 19 I like eating healthy food.
- 20 What do you love reading?

Grammar 2 Verb patterns**Materials:** One card per student**Instructions:**

Before the activity, write two sentences about your own likes and dislikes on the board, one true and one false. Ask Ss to ask you questions to find out which one is false. For example:

*I love getting up early. What time do you get up?
What do you do when you get up?, etc.*

Give a card to each student and ask them to complete the sentences (using verbs) about things they like and don't like doing. Four sentences should be true and four should be false. For the last three items, tell Ss to write their own sentences related to the topics in brackets. As they are writing, monitor, help with vocabulary and check Ss are forming the sentences correctly.

When they are ready, put Ss in pairs to read their sentences. Ask them to take turns to ask and answer questions, and to try to work out which sentences are true and which are false. When they have finished, rearrange Ss to do the activity again (they can

repeat it as many times as you have time for). Monitor Ss while they work and take notes on their use of language. When they have finished, ask a few Ss to share something interesting they found out about their partners, and give Ss feedback on their language use as a class.

Vocabulary Housework**Materials:** One worksheet per student**Instructions:**

Distribute the worksheets. For Ex 1 ask Ss to complete the sentences with the missing verbs from the word box. Monitor and help if necessary. Check answers with the class and write them on the board.

For Ex 2, explain that the short texts in Ex 2 give a bit more information for each of the quotes. Tell Ss to match the quotes with the texts individually, then put Ss in pairs to check their answers. Check answers with the class.

When they have finished, put Ss in pairs to discuss which of the quotes are true for them. Encourage them to ask follow-up questions to find out more information.

Answer key:**1**

- 1 wash 2 fixing 3 cook 4 do 5 cleaning 6 tidy 7 share
2
b1 e2 a3 g4 f5 c6 d7

10B

Grammar 1 *have to/don't have to***Materials:** One worksheet per student**Instructions:**

Distribute the worksheets. For Ex 1, elicit the first answer in Ex 1 as an example, then get Ss to choose the correct options for the rest of the sentences individually. When they have finished, put Ss in pairs and ask them to compare answers, then check answers with the class.

For Ex 2, put Ss in pairs to choose ten of the sentences and discuss who they think said each one. When they have finished, elicit a few answers from the class and find out if other Ss agree.

Answer key:**1**

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

2**Suggested answers:**

- 1 some friends going to a party
- 2 somebody discussing their job
- 3 parents discussing their son
- 4 someone in an office job or working with clients
- 5 a boss to an employee
- 6 friends discussing another friend
- 7 people going to an art exhibition or festival
- 8 instructions for an exam
- 9 a hotel receptionist
- 10 parents discussing their daughter
- 11 a teacher to a class of Ss
- 12 people about to travel somewhere

Grammar 2 *have to/don't have to*

Materials: One card per student

Instructions:

Write the following sentences on the board:

I always arrive at work early.

I have to wear a uniform.

I have to drive the train safely.

I don't have to stand up all day.

Then ask Ss to guess the job you are describing (*a train driver*).

Give out one card to each student and make sure they don't show it to anyone else. Tell Ss to work individually to write sentences to describe the job on the card. Monitor and help if necessary, writing any useful words or phrases on the board.

When they are ready, put Ss in small groups to read out their sentences for the other people in the group to guess the jobs.

Vocabulary Clothes

Materials: One worksheet per pair

Instructions:

Distribute the worksheets. Put Ss in pairs to discuss what clothes and accessories each person needs and doesn't need in each situation, using the words in the box at the top of the worksheet. When they have finished, put pairs together into groups to compare their answers and to discuss if they agree on what each person needs.

In feedback, ask different groups about each person and find out if the class agrees with their choices.

10C

Grammar 1 Present perfect simple

Materials: One worksheet per student

Instructions:

Distribute the worksheets. For Ex 1, elicit the first answer as an example, then ask Ss to complete the rest of the sentences and questions with the present perfect simple form of the verbs in brackets individually. Monitor and help if necessary. When they have finished, put Ss in pairs and ask them to compare their answers, then check answers with the whole class.

For Ex 2, put Ss in pairs to discuss which sentences are true for them, and to ask and answer the questions.

Answer key:

- 1
- 1 've never been
- 2 Have (you) ever watched
- 3 've driven
- 4 's made
- 5 has never used
- 6 Has (your friend) ever climbed
- 7 Have (you) ever done
- 8 has never had
- 9 've brought
- 10 've never used
- 11 've played
- 12 Have (you) ever written
- 13 have travelled
- 14 Have (you) ever bought
- 15 've never chatted

Grammar 2 Present perfect simple

Materials: One worksheet per pair

Instructions:

Put Ss in pairs. Give a complete worksheet to each pair. Tell Ss to complete the sentences on both halves of the worksheet 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 each statement is true, e.g. *Vincent has met 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 ever met a famous person?* If you feel Ss need time to prepare their questions, ask them to write them down with their partner before they mingle.

When Ss have mingled and found out if their statements are true or false, ask the pairs to sit together and tell each other what they learnt, e.g. *We were wrong, Vincent has never met a famous person.*

Answer key:

Student A

1 has met 2 has taken 3 has run 4 has ridden
5 has played 6 has visited 7 has flown 8 has studied

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

Vocabulary Technology

Materials: One worksheet per group, cut into cards

Instructions:

Put Ss in groups of three or four. Distribute a set of cards to each group of Ss, and ask them to place them face down and spread out in the middle of the table. Tell Ss to take turns to turn over two of the cards. If the two cards make a phrase (e.g. *download a/an + app*), then they keep them. If not, they must turn the cards face down again. Tell Ss to try and remember where the words are so that they can choose the correct cards to make phrases. Monitor and help if necessary.

When they have finished, ask Ss to count how many pairs of cards they have. The student in each group with the most cards wins.

As a follow-up, you could ask Ss to make sentences with the cards they have, then share them with the other members of their group.