

# Photocopiable activities overview

## GRAMMAR

	Target language	Activity type	Dynamic	Teacher's notes
<b>1A</b>	<i>be: I / you / we</i>	Card game	Groups of three / pairs	151
<b>1B</b>	<i>be: he / she / they</i>	Information gap	Pairs	151
<b>2A</b>	<i>be: it's / it isn't</i>	Talking about pictures	Pairs	151
<b>2B</b>	Plural nouns; <i>have</i>	Guessing game	Pairs	152
<b>3A</b>	Present simple: <i>I / you / we / they</i>	Card game	Pairs / mingle	152
<b>3B</b>	Adverbs of frequency	Graph analysis and survey	Mingle	152
<b>4A</b>	Present simple: <i>Wh-</i> questions	Information gap	Pairs	153
<b>4B</b>	Present simple: <i>he / she / it</i> positive	Crossword	Pairs	153
<b>5A</b>	<i>there is / there are</i> : positive	Memory games	Pairs	153
<b>5B</b>	<i>there is / there are</i> : negative and questions	Find the differences	Pairs	153
<b>6A</b>	Present simple: <i>he / she / it</i> negative	Talking about people	Groups of three or four	154
<b>6B</b>	Present simple: <i>he / she / it</i> questions	Guessing game	Groups of three or four	154
<b>7A</b>	<i>this, that, these, those</i>	Card game	Pairs	154
<b>7B</b>	Possessive 's	Talking about pictures	Pairs	155
<b>8A</b>	Past simple: <i>be</i>	Quiz	Pairs	155
<b>8B</b>	Past simple: positive	Card information game	Groups of four	155
<b>9A</b>	Past simple: negative	Information gap	Pairs	155
<b>9B</b>	Past simple: questions	Board game	Groups of four	156
<b>10A</b>	Present continuous: positive	Find the differences	Groups of three	156
<b>10B</b>	Present continuous: negative and questions	<i>Battleships</i>	Pairs	157
<b>11A</b>	Object pronouns	Questionnaire	Pairs	157
<b>11B</b>	<i>can</i> for ability	Talking about abilities	Groups of three or four	157
<b>12A</b>	<i>going to</i> : positive and negative	Dice game	Pairs	157
<b>12B</b>	<i>going to</i> : questions	Questionnaire	Individually	158

## VOCABULARY

	Target language	Activity type	Dynamic	Teacher's notes
<b>1A</b>	Countries	Card game	Groups of three or four	158
<b>1B</b>	Nationalities	Sentence completion	Groups of four	158
<b>2A</b>	Common adjectives	Guessing game	Pairs	159
<b>2B</b>	Common objects 1	Card game	Groups of three or four	159
<b>3A</b>	Food 1	Missing letters, gapfill and discussion	Pairs	159
<b>3B</b>	Food 2; Time	Food diaries	Pairs	159
<b>4A</b>	Common verbs	Matching exercise	Pairs	160
<b>4B</b>	Family and people; Numbers	Missing letters, guessing game	Pairs	160
<b>5A</b>	Places in a town	Missing letters, guessing game	Pairs	160
<b>5B</b>	Hotels	<i>Bingo!</i>	Whole class / groups of six to eight	161
<b>6A</b>	Jobs	Word unscrambling and categorising	Pairs or groups of three	161
<b>6B</b>	Daily routine	Guessing daily routine	Mingle	161
<b>7A</b>	Common objects 2; Prices	Memory game	Pairs	161
<b>7B</b>	Clothes; Colours	Find someone who ...	Mingle	162
<b>8A</b>	Past time expressions	Guessing game	Pairs	162
<b>8B</b>	Free time activities	Card game	Pairs	162
<b>9A</b>	Transport	Find someone who ...	Mingle	162
<b>9B</b>	The seasons; The weather	Matching exercise and guessing game	Pairs	162
<b>10A</b>	The home	Card game	Groups of three or four	163
<b>10B</b>	Place phrases with prepositions	Dice game	Groups of three or four	163
<b>11A</b>	Life events; Years	Information gap	Pairs	163
<b>11B</b>	Abilities	Miming game	Groups of three or four / pairs	163
<b>12A</b>	Months and future time expressions; Ordinal numbers; The date	Find someone who ...	Mingle	164
<b>12B</b>	Common verbs and collocations	Information gap	Pairs	164

## PRONUNCIATION

	Target language	Activity type	Dynamic	Teacher's notes
<b>Introduction 1</b>	Phonemic symbols (vowels and diphthongs)	Card game	Groups of four	164
<b>Introduction 2</b>	Phonemic symbols (consonants)	Card game	Groups of four	164
<b>1A</b>	Sound and spelling: Long and short sounds	Sound mazes and peer testing	Pairs	165
<b>1B</b>	Syllables	<i>Snap</i>	Pairs or groups of four	165
<b>2B</b>	Sound and spelling: /s/, /z/ and /ɪz/	Identifying pronunciation of -s endings	Groups of three	165
<b>2C</b>	Tone in questions	<i>Noughts and crosses</i>	Groups of four	166
<b>3A</b>	Sound and spelling: /i:/, /ɪ/ and /aɪ/	Find the 'odd word out'	Groups of three	166
<b>3C</b>	Sentence stress in phrases	Card game	Groups of six to eight / groups of three	166
<b>4A</b>	Sentence stress in questions	Card game	Groups of three	167
<b>4C</b>	Sound and spelling: /tʃ/ and /dʒ/	<i>Battleplanes</i>	Pairs	167
<b>5B</b>	Sound and spelling: /f/	Identifying the sound /f/	Pairs	167
<b>5C</b>	Emphasising what you say 1	True or false sentences	Pairs	167
<b>6A</b>	Sound and spelling: /z:/	Sound mazes and peer testing	Pairs	168
<b>6C</b>	Emphasising what you say 2	Making offers	Pairs	168
<b>7A</b>	Sound and spelling: /b/, /p/, /g/ and /k/	Find the differences	Pairs	168
<b>7C</b>	Joining words	Information gap	Pairs	168
<b>8B</b>	Sound and spelling: /t/ and /d/	Crossword	Pairs	169
<b>8C</b>	Main stress and tone	Flowchart conversation	Pairs	169
<b>9A</b>	Sound and spelling: the letter a	Card game	Groups of four / pairs	169
<b>9C</b>	Syllables and spelling	Find the 'odd word out' / Pronunciation auction	Pairs	170
<b>10B</b>	Main stress in questions (present continuous)	Miming game and question matching	Groups of four	170
<b>10C</b>	Sound and spelling: /ɪə/ and /eə/	<i>Bingo!</i>	Whole class	170
<b>11B</b>	<i>can / can't</i>	Questionnaire	Pairs	171
<b>11C</b>	Consonant groups	<i>Four in a row</i>	Pairs	171
<b>12A</b>	<i>going to</i>	Choose your own story	Pairs	172
<b>12C</b>	Sound and spelling: oo	Questionnaire	Pairs	172

# Teacher's notes for photocopiable activities

## GRAMMAR

### 1A *be: I / you / we* positive, negative and questions

► Photocopiable activity on p.174

You will need one sheet for each group of three students, cut up.

Drill positive sentences using the structure *I / you / we + be + from + place*, e.g. *I'm from Mexico*. Students repeat the positive sentence and then say the negative and question form:

*I'm from Mexico.*

*I'm not from Mexico.*

*Am I from Mexico?*

You can also start with the negative or question form.

Divide the class into groups of three and give each group a set of cards. Ask them to place the cards in three separate piles: *pronouns, places, punctuation*. Tell them to shuffle the three sets separately and arrange them face down. Alternatively, do this before the class. Ask students to take turns to take a pronoun card, a place card and a sign, and then make a sentence, e.g.:

*You / from the UK / - → You aren't from the UK.*

*We / from China / ? → Are we from China?*

When they have said their sentence, they should put the card at the bottom of the corresponding pile.

Students get a point for each correct sentence. The first student to reach ten points is the winner. Monitor to make sure they're using the grammar correctly, including contractions (*I'm* rather than *I am*).

Take feedback as a class by eliciting some of the sentences. Drill any sentences which require more practice.



#### NO-CUT VARIATION

Write the following key on the board:

1, 2 = <i>I</i>	1 = <i>from the USA</i>	1, 2 = <i>+</i>
3, 4 = <i>You</i>	2 = <i>from the UK</i>	3, 4 = <i>-</i>
5, 6 = <i>We</i>	3 = <i>from Brazil</i>	5, 6 = <i>?</i>
	4 = <i>from Spain</i>	
	5 = <i>from Mexico</i>	
	6 = <i>from China</i>	

Give each group (or pair) a sheet and ask students to roll a dice three times to make a sentence.



#### EXTRA ACTIVITY

Ask students to write two true sentences with *I*, one positive and one negative, and one question to ask another student, e.g. *I'm from the UK. I'm not from the USA. Are you from Turkey?* Divide the class into pairs and get them to tell each other their sentences and ask their question.

### 1B *be: he / she / they* positive, negative and questions

► Photocopiable activity on p.175

You will need one sheet for each pair of students, cut in half.

Drill *he / she / they + be* in positive, negative and question forms with nationality vocabulary, e.g. *He's British, He isn't British, Is he British?*

Divide the class into pairs, assign A and B roles, and give each student their half of the sheet. Explain that they need to complete their card by asking questions and giving information. Demonstrate the activity, eliciting the following responses:

Say: *Is Carlo Spanish?*

Students B: *No, he isn't. He's American.*

Say: *Is he from New York?*

Students B: *No, he's from Miami.*

Monitor and make sure students are making full grammatical sentences, using contractions.

Check answers as a class by making true and false sentences about the table and asking students to say yes or correct you. For example:

Say: *Anna's Russian.*

Students say: *Yes.*

Say: *Maria and Antonio are from Mexico City.*

Students say: *No, they're from Tijuana.*

#### Answers

	1	2	3	4	5	6
Name	Anna	Carlo	Sue	Alex	Maria and Antonio	Cristina and Marco
Nationality	Russian	American	Chinese	Brazilian	Mexican	Spanish
Town	Sochi	Miami	Beijing	Rio de Janeiro	Tijuana	Segovia



#### EXTRA ACTIVITY

In pairs, students make true and false statements for their partner to respond, either with yes or the correct version of the statement.

### 2A *be: it's / it isn't*

► Photocopiable activity on p.176

You will need one sheet for each pair of students.

Before you give out the sheets, dictate these sentences to the class and get students to draw a picture of what you say:

*It's a house in the country. It isn't new. It's old. It isn't big. It's beautiful.*

Students can compare their pictures in pairs or small groups. Alternatively, ask one or two stronger students to come to the board and draw their pictures. Conduct a class vote on whose picture is the best/most accurate.

Divide the class into pairs and give each pair a sheet. Demonstrate the activity. Describe one of the pictures and ask students to identify it, e.g. *It isn't a house. It isn't a hotel. It's new.* (B). Students then take it in turns to choose a picture and describe it to their partner using *it's / it isn't* and the words in the box at the bottom of the sheet.

Students continue until they have described all the buildings.

You may wish to put students into new pairs to repeat the activity for more practice.

Monitor and check that students are using appropriate forms of *be*.

Take feedback as a class by asking students to describe each picture in turn.



### EXTRA ACTIVITY

Ask students to write sentences about one of the pictures using *it's* and *it isn't* and the words in the box.

## 2B Plural nouns; have

► Photocopiable activity on p.177

You will need one sheet for each student.

Ask students the following *Do you have ... ?* questions and if possible, elicit how many of each thing they have:

Ask: *Do you have a computer?*

Student says: *Yes, I have two computers.*

Ask: *Do you have a bottle of water?*

Student says: *Yes, I have a bottle in my bag.*

Divide the class into pairs and give each student a sheet. Drill each of the words in the left column (*book, watch, etc.*) in the singular and plural. Elicit why *knife* on the list is different (it is an irregular plural, *knives*). In the *Me* column, students write a random number from one to six (if you have dice, students could roll a dice for this).

Tell students to take it in turns to guess their partner's numbers, for example by asking *Maria, do you have two computers?* Students either answer *Yes, I have two computers.* or *No* (but without giving the answer). You may wish to point out that if you think someone only has one thing, the question is *Do you have a ... ?* (not *Do you have one ... ?*). The first student to guess all of his or her partner's numbers wins. Monitor and make sure students are using full *Do you have ... ?* questions and not just saying the vocabulary items.

Take feedback as a class by drilling the plurals again.

## 3A Present simple: I / you / we / they

► Photocopiable activity on p.178

You will need one sheet for each pair of students.

Ask students: *Do you like / eat / drink ... ?* questions and elicit *Yes, I do.* and *No, I don't.* answers.

Divide the class into pairs, and give each pair a sheet. Students take turns to choose an image without telling their partner which they have chosen. Their partner can ask up to five questions (e.g. *Do you drink coffee? Do you eat meat?*) to guess which 'card' has been chosen. They get a point if they identify it correctly. Students must use the

correct verb, so *drink water* is different from *like water*. The first student to eight points wins.

Tell students to repeat the activity but with a different pronoun, *I / we / they*, in their questions and answers, e.g. *Do they eat rice? No, they don't.*

Drill some of the food and drink words with positive, negative and question forms of *like* and *I, we, you, they*, e.g.: *We like fruit, We don't like fruit, Do we like fruit?*



### VARIATION

Copy the sheet and cut it into individual cards so that each student in class has a 'twin' (someone else with an identical card). If necessary, three students could have the same card. Tell students to mingle and ask questions to find someone who has exactly the same information as them. You may wish to stress that they mustn't show each other their cards.

## 3B Adverbs of frequency

► Photocopiable activity on p.179

You will need one sheet for each student.

Write: *I have breakfast.* on the board and ask students where the word *always* goes (before *have*). Do the same with *They eat toast for breakfast* and *sometimes* (*sometimes* before *eat*). Now ask *Do you have breakfast?* and *Do you eat toast?*. Ask individual students to reply with adverbs of frequency.

Give each student a sheet. You may wish to elicit or pre-teach *pie chart* for Graph 1 and *bar chart* for Graph 2. Tell students to look at the first graph. Write this gapped sentence on the board: \_\_\_\_\_ students never have coffee with milk. Elicit the sentence *Eight students never have coffee with milk.*

For Activity A, ask students to make sentences about the two graphs using adverbs of frequency. Monitor and make sure that they are using the correct form of the verb and the correct word order. Check answers as a class.

### Answers

#### Graph 1

Nine students always have coffee with milk.

Four students usually have coffee with milk.

Three students sometimes have coffee with milk.

Eight students never have coffee with milk.

#### Graph 2

Four students always have a big dinner.

Seven students usually have a big dinner.

Ten students sometimes have a big dinner.

Three students never have a big dinner.

For Activity B, put students into pairs and ask them to write four more questions, e.g. *Do you have cereal for breakfast?* and *Do you have a big breakfast?*. Students move around the class asking their questions to as many people as possible, writing down the answers. Give them ten minutes to do this. Monitor and make sure students answer in full sentences, not just with an adverb.

When students have finished, ask them to make graphs to show the rest of the class. They then present their results, saying a sentence with each adverb, e.g. *Six students never have cereal for breakfast.*

### EXTRA ACTIVITY

Instead of getting students to present their graphs, they could exchange their graphs with another pair, who must write sentences to describe them. They then return the graphs with their sentences, and compare the sentences.

## 4A Present simple: *Wh-* questions

► Photocopiable activity on p.180

You will need one sheet for each pair of students, cut in half.

Write these questions on the board and ask students to write down their answers:

- *What sports do you do?*
- *Where do you do them?*
- *When do you do them?*

You may wish to pre-teach *at the gym, in a sports centre* and *outside*. Divide the class into pairs and tell them to ask and answer the three questions. Take feedback as a class.

Assign A and B roles to the pairs and give each student their half of the sheet. Tell them they need to ask questions beginning with *Where / What / When* to complete their text. Demonstrate the first gap in the Student A sheet. Elicit the question *Where do you work?*

Monitor and help if necessary. Students then compare their sheets when they have finished the activity.

### VARIATION

Divide the class into pairs and assign A and B roles. Ask Student As to work in pairs to prepare the questions for their sheet. Student Bs do the same for their sheet. Then put A and B students into pairs to do the activity.

### FAST FINISHERS

Ask fast finishers to turn their sheets over and in pairs see how much they can remember. They can then check by reading the text again.

## 4B Present simple: *he / she / it* positive

► Photocopiable activity on p.181

You will need one sheet for each pair of students, cut in half.

Write the word *SPEAKS* on the board, vertically. Ask students to come to the board and write third-person verbs crossword style using the letters in *SPEAKS*, e.g.:

goeS  
Plays  
Eats  
hAs  
worKS  
drinkS

Divide the class into pairs, assign A and B roles and give each student their half of the crossword. Explain that they each have half the words completed on their crossword. Their partner will read out sentences to help them find the missing verbs.

Point to the crosswords and teach the words *across* and *down* using hand gestures. Demonstrate how to read out the clue numbers, e.g. *3 down, 4 across*. Suggest that when

they read out their sentences, they indicate the gap with a 'beep' sound. For example, *4 across – Rita 'beep' her friends at six o'clock in the café*. Monitor and check students are using third-person forms of the verbs.

Students then compare their crosswords. Check answers as a class. Drill all the third-person forms of the verbs.

### Answers

1 teaches 2 speaks 3 has 4 meets 5 goes  
6 works 7 plays 8 studies 9 lives 10 eats

### FAST FINISHERS

Tell students to write sentences using the five verbs they got from their partner.

## 5A *there is / there are*: positive

► Photocopiable activity on p.182

You will need one sheet for each student.

Drill *there is* and *there are* by saying some singular and plural nouns and getting students to repeat them with *There is / are*. For example: *a chair – There's a chair; ten students – There are ten students*. Encourage students to use *There's* for singular nouns.

For Activity A, write the words students will need for the activity on the board and check they understand them all (*umbrella, car, key, watch, knife, bottle, computer, banana, apple, book*). Then rub out the words.

Divide the class into pairs and give each student a sheet face down. Tell them they will have 30 seconds to look at the picture. Ask them to turn the sheet over and look at the picture. Then after 30 seconds, tell them to stop and turn their sheets over again. They must now write down what *there is / are* in the picture they looked at.

Check answers as a class by eliciting the sentences. Give one point for each object remembered and one point for a grammatically correct sentence (a maximum of 20 points).

Drill the *there is / are* sentences.

### Answers

There are two umbrellas. There's a car. There are three keys.  
There's a watch. There are four knives. There's a bottle.  
There are two computers. There's a banana.  
There are four apples. There's a book.

For Activity B, tell students to make their own version of the activity by drawing their own picture using the ten objects in Activity A or other vocabulary items you have taught in class. Individually, students draw their picture. They then test their partner.

## 5B *there is / there are*: negative and questions

► Photocopiable activity on p.183

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Tell them not to look at each other's sheet.

Tell students they are staying at a hotel, one of them in Room 101 and the other in Room 102. They want to know if their rooms are the same or different. Elicit some examples of questions they could ask, e.g. *Is there a TV in your room?*. Elicit statements they could make, e.g. *There are three towels in my room*.



Tell them to talk to their partner to find the six differences between the rooms. When they have finished, ask them to compare their pictures so they can see if they were right.

#### Answers

##### Room 101 has:

a bath (but no shower)  
a blanket on the bed  
two pillows on the bed  
free wi-fi  
no TV  
three towels

##### Room 102 has:

a shower (but no bath)  
no blanket on the bed  
four pillows on the bed  
no wi-fi  
a TV  
two towels

#### FAST FINISHERS

Students discuss which room they like and say why.

#### EXTRA ACTIVITY

In groups, students design what they think is a very good hotel room. These could be drawn in a similar way to the worksheets, presented in front of the class and put on the classroom walls.

## 6A Present simple: *he / she / it* negative

 Photocopiable activity on p.184

You will need one sheet for each group of three students or two for groups of four students.

Divide the class into groups of three or four and give each group a sheet or two. Show the picture of the table with five chairs. Explain that every week, five people go to the same café at the same time and they always sit in the same seats. Students need to decide who sits next to whom, based on the languages they speak and their interests. To do this, they must make positive and negative sentences about the five people. Write some language on the board for students to use in their discussions, e.g. *here, next to, because: I think Bart sits here. I think Martina sits next to Bart because they speak English. Martina doesn't sit next to Diego because she doesn't like football.*

As students do the activity, they decide where the people should sit at the table, and write the names on the labels. Explain that there may be more than one answer.

Students then present their seating plan to the class and say why the people are there.

#### EXTRA ACTIVITY

Students create their own profiles of people, perhaps of students in the class, then swap them with another group and repeat the activity.

## 6B Present simple: *he / she / it* questions

 Photocopiable activity on p.185

You will need one sheet for each group of three or four students.

Demonstrate the activity by telling the class you're thinking about someone's job. Ask students to guess the job. They can ask you a maximum of five questions to find out, e.g.


- *Does this person work at night?*
- *Does this person like the job?*
- *When does this person usually go home?*
- *Does this person work in a restaurant?*
- *Is this person a waiter?*

Divide the class into groups of three or four and give each group a sheet. One student chooses a picture, without saying anything, and the others must guess what the person does within five questions. They should use the useful language at the bottom of the worksheet. The student who guesses correctly gets one point. If students can't guess, it is the next student's turn. Students take it in turns to play and the first person with six points is the winner. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson.

#### FAST FINISHERS

Tell students to look at the Vocabulary Focus on SB p.151 and do the same activity.




## 7A *this, that, these, those*

 Photocopiable activity on p.186

You will need one sheet for each pair of students, cut up.

Go around the room, pointing at some objects and using *this, that, these, those* to describe them, e.g. *This is a door. That is a window. What are these? They're pens.* Get students to do the same and help them with new words.

Divide the class into pairs and give each pair one set of cards. Ask them to place the cards in two separate piles: determiners (*this / that / these / those*) and nouns (objects). Tell them to shuffle the two sets separately and arrange them face down. Alternatively, do this before the class. Explain the meaning of the picture under the nouns: some nouns are 'near' and some are 'far'. Give a few examples of matches and non-matches, e.g.

*this* + *laptop*  is OK, and *those* + *blankets*  is OK,  
but *these* + *lamp*  is not OK.

Tell students to take it in turns to take two cards. If they match, they make a sentence (e.g. *This lamp is expensive.*) and win the pair, taking the two cards. The winner is the person who takes all the cards or the most cards in a time limit.

Take feedback by showing some of the object cards and getting students to say *this, that, these* or *those*.

#### NO-CUT VARIATION

One student chooses an object on the sheet and the other student must say *this, that, these* or *those* to get one point and put the two words in a sentence to get an extra point.

## 7B Possessive 's

► Photocopiable activity on p.187

You will need one sheet for each pair of students.

Tell students to close their eyes. Say some sentences about the colour of the students' clothes. With closed eyes, the other students must say *true* or *false*, e.g.

– *Tina's skirt is dark blue.* (True)

– *Sasha's shoes are white.* (False, Sasha's shoes are black.)

Divide the class into pairs and give each pair a sheet. Ask: *What clothes do you see in the pictures?*

Demonstrate the activity by pointing at the first item of clothing. Say: *This is Dominique's dress.* Ask students if they agree with you and why / why not.

Tell students to decide whose clothes the different items are using possessive 's, e.g. *The glasses are Gary's.* You may wish to pre-teach *No, I think ...*, e.g. *No, I think the glasses are Jackie's.* Tell them there is no right answer. Monitor and check for correct use of the possessive 's.

Ask students to compare their answers with another pair's, and to present their ideas to the class using the possessive 's.

Take feedback as a class.



### EXTRA ACTIVITY

Collect one object from each student, or at least ten students. If students don't know the name of the object in English, pre-teach it and write it on the board. Put the objects on your desk, so everyone can clearly see them. Get individual students to pick an object, not their own, and make a sentence about it using a possessive.

## 8A Past simple: be

► Photocopiable activity on p.188

You will need one sheet for each pair of students, cut in half.

Say some present simple sentences with *be* and ask students to put them in the past, e.g.

Say: *They're good.* Students say: *They were good.*

Say: *Today's Tuesday.* Students say: *Yesterday was Monday.*

Divide the class into pairs, assign A and B roles and give each student their part of the quiz. Check if there are any words students don't know and make sure they know how to say the years, *2008*, *2013*, etc. (*two thousand and eight*, *twenty thirteen*).

Ask students to complete the questions with *was* or *were*. Check they've completed the questions correctly by calling out the question numbers and getting them just to say *was* or *were* at this stage.

### Answers

#### Student A

1 was 2 were 3 was 4 Were 5 was

#### Student B

1 were 2 was 3 were 4 was 5 was

Students ask and answer the questions in pairs. When students answer their partner's questions, they must make full sentences with *was* or *were*. If their partner's answer is wrong, they must correct it with *wasn't* / *weren't* and give the correct answer with *was/were*, e.g. *No, Eusebio wasn't a tennis player, he was a football player.* Monitor and help if necessary.

Check answers as a class by eliciting all the questions and answers.

## 8B Past simple: positive

► Photocopiable activity on p.189

You will need one sheet for each group of four students, cut up.

Divide the class into groups of four students and give each group a set of cards face down. Ask students to share them out and complete them with the verbs in the past tense.

Draw a table on the board with four columns (*Who?*, *When?*, *Where?*, *What?*), and eight rows with all the names. Tell students to copy it. Tell students that they need to read out – not show – the sentences to each other and complete the table. Explain that there are two sentences about each person, and students must put the information in the table. Monitor and help if necessary. When they have finished, ask them to decide which two people apart from the two couples mentioned were in the same place at the same time.

Check answers as a class by asking students to make past simple sentences from the table, e.g. *On Saturday Mario watched a film at the cinema.*

### Answers

Who?	When?	Where?	What?
Freda	Monday	home	read a book
Herman	Monday	home	cooked lunch for a friend
Sara	yesterday	café	had a pizza
Irene and Connor	Friday	friend's house	went to a party
Mario	Saturday	cinema	watched a film
Tom	at 11:00	town	went shopping
Gerald and Sylvia	this afternoon	park	played tennis
Alice	Monday	friend's house	had a nice meal

Alice and Herman were together. They had a meal at his house.



### NO-CUT VARIATION

Give out the sheet and ask students to complete the table using the information from the four cards.



### EXTRA ACTIVITY

Ask students to complete the same table about people in their class – one person for each day of the week. They then make sentences about these people and share the information.

## 9A Past simple: negative

► Photocopiable activity on p.190

You will need one sheet for each pair of students, cut in half.

Tell students to write down five things that they usually do, but didn't do today. They then compare in pairs, e.g. *I didn't go to work.*

Ask students what problems people can have on holiday, e.g. *no shower.*

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Tell them to find another student with the same worksheet and then complete their texts using past simple negative forms. Check answers as a class.



## Answers

### Student A

1 didn't like 2 didn't meet 3 didn't eat 4 didn't speak  
5 didn't have 6 didn't use 7 didn't swim

### Student B

1 didn't wait 2 didn't go 3 didn't eat 4 didn't listen  
5 didn't use 6 didn't swim 7 didn't like

Divide the class into groups of four, each with a Student A pair and a Student B pair. Explain that Student As want to complain about their holiday, and Student Bs work for the hotel as travel agents. Check students know what a travel agent is. Demonstrate with a stronger student, e.g.

A: *The taxi driver didn't meet us at the airport, so we went by bus.*

B: *The taxi driver was a few minutes late at the airport, but you didn't wait for him.*

Monitor and check students are making sentences with the past simple negative where appropriate.

Take feedback as a class by discussing who students think was in the right.

## 9B Past simple: questions

► Photocopiable activity on p.191

You will need one sheet for each group of four students, cut up into a set of cards, and the board game on p.173. You will also need a dice and counters for each group.

Before you explain the rules of the game, write one or two question prompts on the board, similar to the ones in the activity, to prepare students for the game and elicit questions and possible answers, e.g. *What / you do last Saturday?* (What did you do last Saturday? – I went to a party.) and *you get up early yesterday?* (Did you get up early yesterday? – Yes, I did. I got up at 7 o'clock.).

Divide the class into groups of four and give each group a set of cards, a board game, and a dice and counters. Tell students to take it in turns to roll the dice and try and get to the finish. After a student rolls the dice they move forward and then take a question card. They read out the question in full and then answer it. If they ask and answer grammatically correctly, they stay on the square; if they don't, they go back two squares. Other members of the group should decide if the question and answer were grammatically correct (or ask you if they are in doubt). Monitor and make sure students are making full grammatical questions and answers.

Check answers by eliciting all the past simple questions for the question cards. For each question also elicit a possible answer.

## Answers

Where did you go on holiday last summer?	Did you go to a restaurant last week?
Where did you go to school when you were six?	How did you get here today?
What time did you wake up this morning?	What did you have for dinner yesterday?
Did you have breakfast this morning?	Did you watch TV last night?
Did you go shopping yesterday?	What did you do yesterday?
Where were you at 9:00 this morning?	What did you have for breakfast?
Did you go to the cinema last weekend?	Did you listen to the radio this morning?
What was the weather like yesterday?	When did you go to bed last night?
What did you do last night?	Did you drink coffee yesterday?
Where did you go on your last holiday?	What new words did you learn last week?



## VARIATION

Cut up the sheet and make sure there is one question per student. Give each student one question and tell them to mingle and ask their question. When two students have asked and answered their questions, they exchange pieces of paper and then mingle asking their new question.

## 10A Present continuous: positive

► Photocopiable activity on p.192

You will need one sheet for each group of three students, cut up.

If your classroom looks out on to a road, or a scene where people are doing different things, ask a few students to go to the window, look outside and say what is happening, e.g. *Two people are walking.* If not, you could ask the class to imagine what's happening at that moment in a part of the town or city where they live. Ask a couple of stronger students to say the sentences with the present continuous, e.g. *Some people are going shopping; two people are playing tennis,* etc.

Divide the class into groups of three, assign A, B and C roles and give each student a different picture. Tell them not to look at each other's pictures. Students should take turns to say a sentence about something that is happening in their picture. Ask them to find the things that are the same in all three pictures and write sentences about them. Monitor to check they are saying full present continuous sentences.

Take feedback as a class by going through the three pictures and asking students to say what the people are doing using the present continuous.

## Answers

A man is playing a guitar.  
Two people are having a pizza.  
A woman is listening to music.

## 10B Present continuous: negative and questions

▶ Photocopiable activity on p.193

You will need one sheet for each student.

Ask students present continuous questions about what they think their family and friends are doing, e.g. *Is your sister watching TV?* Students should reply with positive and negative present continuous statements.

Divide the class into pairs and give each student a sheet. Tell students that they are going to play *Battleships* with the present continuous. Explain the rules of the game. Students may have played it in their own language. Each student writes the names in the box in six squares in the 'Me' grid. Students must find what these people are doing and where in the 'My partner' grid by making present continuous questions, e.g. *Is Tim reading a newspaper on the train?* If their partner has put that person's name in that square, they must say so and the other student writes the name in the correct place in the 'My partner' grid. If the square is empty, their partner must say, *No, Tim isn't reading a newspaper on the train.* and the other student then puts an X in that square. If there's another person's name in that square, their partner must say *Tim isn't reading a newspaper on the train, but someone is reading a newspaper on the train.* and the other student can ask more questions, e.g. *Are Pablo and Sue reading a newspaper on the train?*

Students take it in turns to ask questions until someone has found all the people. Demonstrate with one of the more confident students. Monitor and make sure students are asking full present continuous questions and giving answers with the present continuous.

Take feedback by asking students to say some present continuous questions using the verbs and nouns, e.g. *Is Julia speaking to a friend on the beach?*

### VARIATION

Instead of using the names on the sheet, use the names of students in the class.

## 11A Object pronouns

▶ Photocopiable activity on p.194

You will need one sheet for each student.

On the board, write: *My favourite film star is (Jennifer Lawrence). Do you like (Jennifer Lawrence)?* and elicit how it can be made more natural using the object pronoun *her* (or *him*). Elicit other object pronouns and write them on the board.

Give each student a sheet. Tell them to complete the sentences with their own ideas and the questions with the correct object pronoun. They should write their own sentence and question at 12. Monitor to check they are using the correct object pronouns.

Divide the class into pairs and tell them to ask and answer the questions. Encourage them to ask follow-up questions, e.g. *Who's your favourite film star? What sports can you play?*

Take feedback from the class by asking who answered yes the most.

## 11B can for ability

▶ Photocopiable activity on p.195

You will need one sheet for each student.

Tell the class three sentences about yourself with *can/can't*. Ask students to say if they're true or false, e.g.

Say: *I can speak English.*

Students say: *True.*

Say: *My wife/husband can't swim.*

Students say: *False?*

Say: *Right, she/he can swim.*

Give a sheet to each student. Explain that Marie is living in a new city and wants to make new friends. She used a website to find people and found four people. In groups, students must look at all the profiles and choose the best friend for Marie.

Divide the class into groups of three or four. Ask students to read about Marie and the four people and discuss what each person can and can't do, as well as the other information. Monitor to check students are using *can/can't* correctly.

Take feedback as a class by asking the different groups to say which person they decided on and why. Discuss as a class who the best friend for Marie is and why.

### EXTRA ACTIVITY

In pairs, students ask each other *Can you ... ?* questions using the information on the sheet.

## 12A going to: positive and negative

▶ Photocopiable activity on p.196

You will need one sheet and one or two dice for each pair of students.

Ask students to think of three things they're going to do after the lesson. Give an example of your own, e.g. *I'm going to meet my friend Tomas.* They then compare with a partner.

Divide the class into pairs and give each pair a sheet and two dice. Demonstrate the activity by rolling both dice for *When?* and *What?*, one dice for *Who?* and asking students to notice the prompts. For example, for *When?* 7, *Who?* 2, *What?* 9, you would make the sentence *On Monday, our teacher isn't going to drink coffee.* Elicit a possible explanation why or why not, e.g. *She's going to drink tea.* If you only have one dice per pair, tell students to roll it twice for *When?* and *What?*. You could teach or elicit how to make sums using *and* or *plus*, e.g. *four and three is seven, five plus one is six*, etc.

Students take turns to roll the dice to make a sentence with *going to* and ask their partner to say *Why / Why not?*. Do the activity for ten minutes and ask students to report some of the sentences they made to the class.

### EXTRA ACTIVITY

Call out different combinations of three numbers. Students race to be the first to make a sentence. You can do this as a whole-class activity or with students working in pairs.

## 12B going to: questions

► Photocopiable activity on p.197

You will need one sheet for each student.

Ask students some *going to* questions and elicit a few answers, e.g.:

Ask: *Are you going to meet a friend tonight?*

Ask: *Are you going to have a coffee after this lesson?*

Ask: *Are you going to do your homework this evening?*

Give each student a questionnaire and tell them to complete the gaps with the correct forms of *going to*. Monitor and check they make correct use of *going to*.

### Answers

- 1 What are you going to do next Saturday?  
A I'm going to go to bed early.  
B I'm going to visit a museum.  
C I'm going to do my English homework.
- 2 Are you going to clean your flat/house tonight?  
A Yes, I'm going to clean it.  
B No, I'm going to have a party in my flat/house.  
C No, my friend is going to clean it.
- 3 Where are you going to go on holiday this summer?  
A I'm going to stay at home and sleep late every day.  
B I'm going to visit Australia.  
C I'm going to go to my grandparents.
- 4 Are you going to relax this evening?  
A Yes, I'm going to finish work early, at 9 pm.  
B Yes, I'm going to do yoga.  
C Yes, I'm going to go shopping.
- 5 Are you going to get up early tomorrow?  
A No, I'm going to get up late, at 11:00.  
B Yes, I'm going to run 5 km.  
C No, I'm going to stay in bed all morning.
- 6 Are you going to do any sport today?  
A Yes, I'm going to walk to the kitchen!  
B Yes, I'm going to play tennis.  
C No, I'm going to play a computer game.
- 7 Are you going to meet your friends this week?  
A I don't have friends.  
B Yes, I'm going to invite them to the cinema.  
C Yes, they're going to do my washing.
- 8 What are you going to get your friend for his/her birthday?  
A I'm going to give him/her a picture of me.  
B We're going to visit Paris.  
C I'm going to buy him/her a plant.

Ask students to answer the questionnaire by choosing the best answers for them. Then they read what their results mean at the bottom of the sheet. Next, divide the class into pairs and tell them to ask each other the questions. Monitor and check they're making correct use of *going to* in questions.

Take feedback as a class. Nominate a few pairs to tell you whether their answers were mostly As, Bs or Cs.



### EXTRA ACTIVITY

Ask students to think of two more questions with *going to* to ask their partner.

## VOCABULARY

### 1A Countries

► Photocopiable activity on p.198

You will need one sheet for each group of three or four students, cut up into 'country' cards and blank cards.

Divide the class into groups of three or four. Give each group a set of blank cards and write the names of the countries on the board. Tell students to work as a group and write down one thing they know about each country, e.g. the capital city, a famous person from there, a famous food, etc. Demonstrate this by eliciting, e.g. *London* (the capital of the UK), *George Clooney* (a famous American), *sushi* (a kind of Japanese food), etc. You could also elicit something famous about the country you are currently in. Monitor and help if necessary. Allow no more than ten minutes for this.

When all the groups have written something for each country, ask them to place the cards face down and spread them out on the table. Then give a set of country cards to each group. Each group should spread them out and place them face down on the table. Students take it in turns to pick up a country card and a blank card they have written on. If they match, the student keeps them, otherwise they are put back down. The next student then has a turn. Demonstrate this by picking up two cards and asking: *Do these go together?*

The student in each group with the most pairs is the winner.

Take feedback as a class by eliciting some sentences based on the cards. Students can also discuss which was the most interesting fact about each country.



### NO-CUT VARIATION

Give each group a sheet. They should write a fact about each country as above, but the fact should not be in the correct space, e.g. *London* could be written next to *Brazil*. The sheets are then redistributed and the new group has to discuss and match the correct items.



### EXTRA ACTIVITY

Collect the written-on cards from each group and redistribute them so students play the game again with another group's set of cards.

### 1B Nationalities

► Photocopiable activity on p.199

You will need one sheet for each group of four students, cut up.

Divide the class into groups of four, assign A, B, C and D roles and give each student in the group their corresponding card. If the class does not divide neatly into groups of four, this activity will easily work in groups of three. Student A begins by reading out a sentence to the others, who call out either the nationality (e.g. *Chinese*) or the country with *from* (e.g. *from China*) depending on the sentence. If the response is correct, Student A writes the word or phrase in the space and the name of the student who called out the correct response under the sentence. Demonstrate the activity with a stronger student. Say: *I'm from Britain. I'm ...* to elicit *British*. Say: *Olga's Russian. She's ...* to elicit *from Russia*.

Students continue like this in their groups. The student who gets an answer correct then reads out a sentence and the others have to complete it in a similar way.

The student with the most correct answers is the winner.



#### VARIATION

Instead of making it a competition, students can answer in turn. Student A asks Student B, Student B asks Student C, etc.

## 2A Common adjectives

► Photocopiable activity on p.200

You will need one sheet for each pair of students, cut in half.

Ask the class for an example of a good book and write the name on the board. Then elicit the sentence: (Book title) *is a good book*. When students say the sentence correctly, say *That's right* and write it on the board. Repeat with another example, e.g. *a small town*.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Tell them not to look at each other's sheet. Each student writes an example for each description. Monitor and help as necessary.

When students are ready, Student A reads out an example at random, e.g. *the USA*. Student B looks at the list of adjectives for Student A's sentences and tries to guess what it is, e.g. *The USA is a big country*. If Student B gets it wrong, Student A says *That's wrong*. If Student B can't guess it, Student A gives a clue, e.g. the noun *country*.

When they have finished, students swap pairs and repeat the activity.

Take feedback as a class by asking for some examples and discussing whether students agree that the book is sad, the person is interesting, etc.



#### EXTRA ACTIVITY

Take some of the examples discussed, e.g. *an old hotel*, and elicit the opposite adjective – *a new hotel*. Ask students if they can name *a new hotel*, etc.

## 2B Common objects 1

► Photocopiable activity on p.201

You will need one sheet for each group of three or four students, cut up into a set of cards.

Divide the class into groups of three or four and give each group a set of cards. Ask students to work together to insert the missing letters in each object. Monitor and help as necessary. Check answers as a class.

#### Answers

a watch, a bottle of water, a computer, a key, a newspaper, a knife, a phone, a ticket, a book, an umbrella

Demonstrate one of the words, e.g. *watch*, by looking at your wrist to elicit *watch*. Tell students they must mime and not point to the object even if it is in the classroom. Ask one student in each group to shuffle the cards, and place them face down on the table. Another student picks a card, and does an appropriate mime. The first student who calls out the correct object wins the card, and then the next student picks a card and does a mime. The winner is the student who has the most cards at the end of the activity.



#### VARIATION

Copy one sheet for each pair, and cut it up so that students have five cards each. Put students into pairs. Student A chooses an object to mime, and Student B guesses. If Student B guesses correctly, Student A ticks the object; if not, Student A puts a cross on it. Then Student B chooses an object to mime, and so on. The winner is the student who has guessed the most objects.



#### NO-CUT VARIATION

Put students into groups. Give each group of students a sheet. The first student chooses an object, without telling the others, and mimes it (as above). The first student to guess the object 'wins' the card and writes his/her name underneath it on the sheet. The next student then selects an object and mimes, etc. The winner is the student who has guessed the most objects.

## 3A Food 1

► Photocopiable activity on p.202

You will need one sheet for each student.

Give out a sheet to each student. For Activity A, ask students to look at the pictures and write the missing letters for each word. Encourage them to work in pairs or groups if they want to. Monitor and help as necessary. Check answers as a class.

#### Answers

1 bread 2 cola 3 fruit 4 water 5 meat 6 fruit juice  
7 rice 8 coffee 9 fish 10 milk 11 vegetables 12 tea  
13 eggs

Ask students to look at Activity B. Demonstrate by saying *I like rice and fish* and show students where this information would go on the sheet. Ask: *What don't you like?* and again show students where this would go on the sheet.

Individually, students complete the sentences. Put them into pairs to compare sentences and find out how similar or different they are.



#### EXTRA ACTIVITY

Put students into groups of four to six. When they have completed their sentences, collect the sheets. Redistribute them and tell students to work in their groups to guess whose sentences they have.

## 3B Food 2; Time

► Photocopiable activity on p.203

You will need one sheet for each student.

Divide the class into groups of three or four and give each student a sheet. For Activity A, tell students they have to find and correct the ten spelling mistakes in the food diary. Monitor and help as necessary. Check answers as a class by eliciting the incorrectly spelled words, together with the correct spellings. If students are confident enough, invite them to write the words on the board.

#### Answers

breakfast, butter, lunch, cheese, sandwich, biscuits, banana, apple, cake, (ice) cream



For Activity B, students individually complete the food diary with their ideas. Tell them to include the times of the meals.

Put students into pairs to present their food diary to each other. To help students you may wish to write on the board: *For* (meal), *at* (time), *I have* (food). Take feedback as a class and nominate a few pairs to talk about their diaries for the class.

## 4A Common verbs

► Photocopiable activity on p.204

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Tell them not to look at each other's sheet.

Demonstrate the activity. Read out the first sentence beginning (*I go ...*) on the Student A sheet and ask someone with the Student B sheet to complete it with the correct ending (*... to university every day*).

In pairs, students take it in turns to read the beginnings of sentences to their partner, who then provides a suitable ending. Monitor and help as necessary.

Take feedback as a class by checking that students have the correct combinations.

### Answers

#### Student A

- 1 I go to university every day.
- 2 I always play football on Saturdays.
- 3 I study English at school.
- 4 I live in a flat.
- 5 I work in a big office.
- 6 I meet a friend every Friday.

#### Student B

- 1 I sometimes meet my friends after work.
- 2 I speak French and English.
- 3 I work in a factory.
- 4 I play the guitar.
- 5 I teach young children.
- 6 I sometimes go to the gym.



### EXTRA ACTIVITY

Students complete their sentence beginnings with their own ideas. Put students into new pairs or groups, with As and Bs working together, so they can compare their ideas.

## 4B Family and people; Numbers

► Photocopiable activity on p.205

You will need one sheet for each pair of students.

Divide the class into pairs and give a sheet to each pair. For Activity A, ask students to complete the gaps in the family words and put them in the appropriate box. Check answers as a class.

### Answers

		
husband, father, son, brother	daughter, wife, sister, mother	parents, children

For Activity B, tell students to look at the four family trees. Say: *I'm going to give you information about the people. Tick the people I am talking about.* Read out the following sentences and either ask individual students to answer or the whole class:

- *He has three sisters.* (Roberto)
- *She is 46 and her daughter is Alison.* (Kirsty)
- *Her father is Anton.* (Maria)
- *She has four children.* (Victoria or Sarah)
- *She has two brothers.* (Alison, Jane or Emma)
- *She is eight and she doesn't have a sister.* (Maria)

In pairs, students write their own sentences in the spaces provided. Tell them to use each family word (*mother, children, etc.*) only once, and remind them to include ages in some of their sentences.

Each pair then works with another pair and takes it in turn to read their sentences and elicit the correct answers. Monitor and help as necessary.



### EXTRA ACTIVITY

Students draw and describe their own family tree to each other.

## 5A Places in a town

► Photocopiable activity on p.206

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Tell Student As to work together in pairs or small groups to complete the gaps in their place words (a–g) in 1. Student Bs do the same.

Then put students into A/B pairs. Tell them that they are going to read out the clues on their sheet, and their partner has to guess what the place is. Student A goes first. If he/she agrees with Student B, then he/she writes the place next to the clue. Student B then reads out a clue, and so on. Monitor and help where necessary.

Check answers as a class by getting students to read their clues and name the places. Write them on the board for students to check their spelling.

### Answers

#### 2

#### Student A

- 1 station
- 2 beach
- 3 supermarket
- 4 school
- 5 museum
- 6 hotel
- 7 café

#### Student B

- 1 park
- 2 cinema
- 3 swimming pool
- 4 restaurant
- 5 shop
- 6 bank
- 7 hospital



### EXTRA ACTIVITY

Put the pairs of students with other pairs to make groups of four. Pair B turns over their sheets so they cannot see words a–g. One of the students in Pair A chooses one of the places on their list and says, for example, *I see food and tables. Where am I?* The other pair has to guess the answer (*You're in a restaurant.*). The first student says *That's right.* or *No, try again.* Demonstrate this example with a stronger student.



## 5B Hotels

► Photocopiable activity on p.207

You will need one sheet for every four students, cut up.

If your students are not familiar with either the word *Bingo* or the game itself, explain it by drawing a small grid on the board with six words or numbers. Call out random words/numbers, crossing out the ones on the board. Shout *Bingo!* when you have crossed out all the words/numbers on the board.

Give each student a copy of a bingo card. Ask them to look at the pictures on their card and make sure they know what the hotel words are. Encourage them to check the Vocabulary Focus 5B on SB p.149 if they are not sure. Tell them to complete the two gaps on their cards with more hotel vocabulary words – but not words already on their card.

Start calling out hotel words at random, speaking clearly and using the list on SB p.149. Tick off each word as you call it out. When a student hears a word from their card, they put a small X in the top left-hand corner of the cell with the (picture of the) word in it. (If they do this, they can re-use the cards and play the game several times.) The first student to have an X next to all their words shouts *Bingo!* Ask them to say the words on their card so you can check they are words you have called out. If so, that student is the winner, but you can still continue playing the game until other students have called out *Bingo!*.

You can repeat the game by collecting the cards and giving each student a different one. Alternatively, ask them to exchange cards with the student next to them. Give them a few minutes to change any of the two extra words if they wish. This time, students could write O instead of X.

Call out hotel vocabulary words again or invite a student to take your role. With bigger classes, divide the class into groups of six or eight. In each group, there's a 'teacher' who calls out the words.



### VARIATION

Ask students to draw a similar Bingo card on a piece of paper, but with a third column. Give them time to complete each cell with a hotel word. Call out hotel vocabulary words, but this time, students call out *Bingo!* when they have completed one column and/or one row.

## 6A Jobs

► Photocopiable activity on p.208

You will need one sheet for each student.

Divide the class into pairs or groups of three and give each student a sheet. For Activity A, tell students to work together to unscramble job titles 1–14. Check answers as a class.

### Answers

- 1 football player 2 student 3 receptionist 4 waiter/waitress
- 5 taxi driver 6 factory worker 7 office worker
- 8 shop assistant 9 businessman/businesswoman 10 chef
- 11 bank worker 12 IT worker 13 teacher 14 doctor

For Activity B, ask students to discuss each job from Activity A and write it in one of the four parts of the table. Demonstrate the activity with a strong student. Ask: *Is it easy to be a businessman?* And elicit a *Yes* answer, or *No, it's difficult*, etc.

Tell students that a job can go into more than one part of the table. For example, being a chef might be both fun and difficult. Encourage students to give reasons for their choices. Monitor and help as necessary.

Take feedback as a class. Ask students to explain their choices. How many of the other students agree?



### FAST FINISHERS

Ask students to think of other jobs which can go in the table.

## 6B Daily routine

► Photocopiable activity on p.209

You will need one sheet for each student.

Tell students they are going to guess what time different classmates do different things throughout the day. Revise ways of telling the time with students. If you have a clock you can use, set it to different times (e.g. six o'clock; quarter to six; quarter past six; half past six) and elicit what the time is. Otherwise, draw clock pictures on the board.

Demonstrate the activity. Say: *I think Akiko has breakfast at 8 o'clock*, and write this on your sheet. Then say to Akiko: *I think you have breakfast at 8 o'clock*, and elicit *Yes, that's right*. or *No, that's wrong, I have breakfast at ...*. If you were correct, put a tick next to your sentence; if wrong, put a cross, and write in the correct time. Do a few more examples with different students.

Tell students that they should write sentences about different members of the class. If the class is small, they should write a sentence about everybody at least once before using a classmate a second time.

When they have completed their sentences, they should mingle and find out how many of their guesses are correct by talking to their classmates as you demonstrated earlier.

Take feedback as a class. Find out who had the most right guesses.

## 7A Common objects 2; Prices

► Photocopiable activity on p.210

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs and give each pair the top half of the sheet.

Hold up a sheet, point to the guitar, and elicit the word and spelling. Write this on the board. Explain that the lines in the labels could represent one or more letters. Tell students to work together to complete the words for all the labels.

Check answers and write the words on the board. Check pronunciation as necessary.

### Answers

- 1 plate 2 cup 3 glass 4 football 5 picture 6 guitar
- 7 lamp 8 radio 9 suitcase 10 bag 11 plant 12 chair
- 13 clock

Next, show students (but don't give it out yet) the bottom half of the sheet. Tell them that the objects are missing and they have to remember where each object was, and, where appropriate, the price. Give students 60 seconds to memorise the shop.

Take back these sheets, and give out the other ones. Tell students to draw and label the objects so that the new sheet is as identical as possible to the old one. Ask each pair to compare with another pair before handing out the originals for them to check.

Find out how many pairs got everything right. You could also elicit the prices of the objects with price tags.

## 7B Clothes; Colours

► Photocopiable activity on p.211

You will need one sheet for every four students, cut up.

Elicit the adverbs of frequency *always*, *usually*, *sometimes* and *never* and write them on the board. Give a card to each student. If the class doesn't divide exactly into four, leave out card D, or, if there is a particularly strong student, give him/her cards C and D.

Demonstrate the activity by taking card A and finding someone who usually wears jeans. Ask students in turn *Do you wear jeans?* until you get a positive answer, then ask *How often?* until someone says *usually*. Write that student's name in the space next to *usually wears jeans*. Next, write the full sentence on the board, e.g. *Pedro usually wears jeans*. and elicit the question you asked. Demonstrate with another question so the students can clearly see what they have to do.

Write examples of the question beginnings on the board, e.g. *Do you wear ... ? How often?*, *Do you like ... ?*, *Do you have ... ?*, etc. Leave these prompts on the board for students to refer to during the activity. Encourage students to mingle and find people who match the prompts on their cards.

Take feedback as a class. Ask students if there is anything else they like, don't like, often wear, etc.

### VARIATION

With stronger students, encourage them to ask follow-up questions, e.g. *Why do you always wear a T-shirt?*, *When do you wear a hat?*

## 8A Past time expressions

► Photocopiable activity on p.212

You will need one sheet for each pair of students, cut in half.

Elicit today's date from the class (including the year), and put this information on the board. Say the date for three months ago, elicit the time phrase, and write the phrase on the board. Say: *four days ago*, elicit the relevant date, and write it on the board. If appropriate, say *this afternoon*, and elicit the date, but only do this if you have an evening class.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Tell students to write appropriate dates for their past time expressions. Monitor and help as necessary.

Then students take turns to read out their dates to each other and choose the correct time expressions. Take feedback as a class.

### EXTRA ACTIVITY

Students use their partners' time expressions to say where they were at that time, e.g. *At the weekend I was at the beach*.

## 8B Free time activities

► Photocopiable activity on p.213

You will need one sheet for each pair of students, cut up into verbs and nouns.

Divide the class into pairs and give each pair the verbs and nouns, which must be kept in separate piles. In each pair, one student has the verbs, and one student has the nouns. The students hold their cards, in a pile, face down.

Tell students to put their first cards on the table at the same time. The first student to successfully see a match of a verb with a noun then says a sentence, e.g. *I went to the cinema last night*. If the sentence is correct, that student keeps the pair of cards.

When they get to the end of their piles, they shuffle the cards and start again, until all the cards are paired up. The winner is the student with the most pairs of cards.



### NO-CUT VARIATION

Give each pair a sheet. Student A chooses a verb for Student B to use, e.g. *I listened*. Student B has to complete the sentence in the same way as before, e.g. *I listened to music last night*. Student B then crosses off the squares used, and selects a different verb for Student A to use.

## 9A Transport

► Photocopiable activity on p.214

You will need one sheet for every four students, cut up.

Give a card to each student. If the class doesn't divide exactly into four, leave out card D, or if you have a particularly strong student, give him/her cards C and D.

Demonstrate the activity by taking a card and finding someone who goes to work by train. Ask: *Do you go to work by train?* until you get a positive answer, then write that student's name in the space next to the question. Write the full sentence on the board, e.g. *Sasha goes to work by train*, and elicit the question you asked.

Write examples of the question beginnings on the board, e.g. *Do you go/like/have/take ... ?*, *Did you go ... ?*, etc. Leave these prompts on the board for students to refer to during the activity. Encourage students to mingle and find people who match the prompts on their cards.

Take feedback as a class on how most people travel.

## 9B The seasons; The weather

► Photocopiable activity on p.215

You will need one sheet for each pair of students.

Divide the class into pairs and give each pair a sheet. For Activity A, ask students to work together to do the matching exercise. Monitor and help as necessary. Check answers as a class.

### Answers

(not) go + to the cinema/to the beach/to school/to the park//for a walk  
make a snowman  
stay at home  
drink hot chocolate  
eat ice cream  
visit a museum

Demonstrate Activity B by saying *People eat ice cream. Where am I?* to elicit *Mexico in summer*. In pairs, students take turns to think of the country and season, and say an activity for their partner to guess.



### FAST FINISHERS

Ask students to think of other activities they could do in the different countries.

## 10A The home

► Photocopiable activity on p.216

You will need one sheet for each group of three or four students, cut up.

Before the activity, encourage students to list as many words as they can connected with the home. Give them two minutes for this, then write their words on the board. Tell students they will need to use these words for the activity.

Divide the class into groups of three or four. Give each group a set of cards and tell students they should be placed face down as a pile on the table.

Demonstrate the activity by picking a card, e.g. *kitchen*, and giving a clue as to what it is: *I can make a cup of tea here*. Ask students to guess what is on the card.

Students take turns to pick a card and give the other students in the group a clue as to what is on it. The student who guesses correctly wins the card. The next student then picks a card, and so on. The second time a word is picked, the student should give a different clue.

The winner in each group is the student with the most cards at the end.



### NO-CUT VARIATION

Copy one sheet for each group, as before. The sheet is placed on the table, face up. Student A selects a card (without saying what it is) and gives a clue as before. The first student to guess correctly writes his/her name at the bottom of the card before Student B has a turn. The winner is the student with the most cards.



### EXTRA ACTIVITY

In their same groups, students design and draw their 'dream house'. Alternatively, they write sentences about it. They then present their houses to the rest of the class.

## 10B Place phrases with prepositions

► Photocopiable activity on p.217

You will need one sheet and a dice for each group of three or four students.

Divide the class into groups of three or four and give each group a sheet and a dice.

Demonstrate the activity by rolling a dice, and, depending on the number you throw, making a sentence about one of the pictures and its noun using the appropriate preposition, e.g. *for 2 at*, you could make sentences like *He's at work*, or *She's waiting at a bus stop*, etc. Elicit or pre-teach the meaning of *Miss a go*.

In groups, the students take it in turns to throw the dice and make a sentence. If the other students agree that the

sentence is correct, the student writes his/her name under the illustration and the next student has a turn. If the sentence is incorrect, the student does not write his/her name. Once a picture has been used, it can't be used again. Monitor and help as necessary.

If, towards the end of the activity, all the pictures related to the selected preposition have been used, the player forfeits their go and the next student rolls the dice.

The winner is the student with his/her name under the most pictures.

## 11A Life events; Years

► Photocopiable activity on p.218

You will need one sheet for each pair of students, cut in half.

Elicit the words *diver* and *racing driver* by miming the sports. Elicit more words connected to the sports, including *medal*, *Formula One* and *Grand Prix*. Ask students if they know any famous divers or racing drivers and what years they were good.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Tell students that they have to complete information about the important life events of Natalia Molchanova and Ayrton Senna. Ask students to read their texts and complete the questions that they will ask their partner to get the missing information. Monitor and help as necessary.

Next, students take it in turns to ask their partner for the rest of the information so they can complete the text. Check answers by eliciting the completed texts about Molchanova and Senna.

### Answers

#### Student A

1 born 2 When 3 free diving 4 gold medals 5 die  
Natalia Molchanova was a free diver. She was born in 1962 in the city of Ufa in Russia. She had a son, Alexey, in 1987; he's also a free diver. Natalia only started free diving when she was 40, but she won 23 gold medals. She died in 2015 near the Spanish island, Formentera. She is the best free diver of all time.

#### Student B

1 born 2 grow up 3 school 4 1981 5 die  
Ayrton Senna was a racing driver. He was born in 1960 in Brazil. He grew up in São Paulo and learned to drive when he was only seven. He finished school in 1977 and he moved to England in 1981. He got married in 1981 too. He won three Formula One world championships but he died in the San Marino Grand Prix in Italy in 1994. Many people say he was the best racing driver of all time.



### EXTRA ACTIVITY

Students tell each other about important life events of relatives or of famous people from their country.

## 11B Abilities

► Photocopiable activity on p.219

You will need one sheet for each group of three or four students, cut up.

Divide the class into groups of three or four and give each group their set of cards. Tell students to shuffle the cards and put them in a pile face down on the table.

Demonstrate the activity by taking a card and miming the ability. Ask the class to guess what you are doing.

A student in the group takes the top card and mimes the activity. The first student to guess the ability wins the card. The next student takes a turn, and so on until all the cards have been used.

The winner is the student with the most cards.


### VARIATION

Divide the class into pairs and give each student in a pair the same half of the sheet, so students in their pairs have the same 12 activities. Student A picks an ability to mime; when Student B identifies it, he/she crosses it off on his/her sheet. Then Student B picks an ability. They keep going until all the abilities have been crossed off.

### FAST FINISHERS

Students discuss in pairs or groups (depending on the version of the activity they have done) which of the abilities they can/can't do.

## 12A Months and future time expressions; Ordinal numbers; The date

 Photocopiable activity on p.220

You will need one sheet for every four students, cut up.

Divide the class into groups of four, assign A, B, C and D roles and give each student their card. (It doesn't matter if the class doesn't divide exactly into four, but try to make the numbers of As, Bs, Cs and Ds the same as far as possible.)

Ask each student to complete the first part of their card. Demonstrate this on the board by writing the following examples:

- *I was born in spring.*
- *My birthday is on 16<sup>th</sup> April.*
- *My birthday is in three months.*

Individually, students complete the top half of their cards. Next, tell them they need to talk to the other students in the class to get the information on the bottom half of their cards. Elicit the questions they have to ask: *Which month were you born in?* or *When's your birthday?* When they have finished, put students into groups according to their letter, A, B, C or D. Ask them to compare their answers and discuss any differences. Did they speak to everybody? Did they include themselves in their numbers?

Take feedback as a class.

## 12B Common verbs and collocations

 Photocopiable activity on p.221

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Tell students they should take it in turns to ask and answer the questions on their sheets. Tell them that when they write their partner's answers they should spell the words correctly. They are given the first letter and the number of letters they need to use.


When they have finished, students check the spelling with their partners' sheets.

### EXTRA ACTIVITY

Students work in pairs to think of other collocations they might know for each of the verbs.

## PRONUNCIATION

### Introduction 1 Phonemic symbols (vowels and diphthongs)

 Photocopiable activity on p.222

You will need one sheet for each group of four students, cut in half. The first set of cards (in phonemic script) should be cut up, but not the second set (words).

The aim of this sheet is to help students recognise vowels and diphthongs in phonemic script. Write **/sɪt/** and **/haʊ/** on the board and ask what words these are (*sit, how*). Show students the vowels and diphthongs in the phonemic chart on SB p.165.

Divide the class into groups of four. Give each group the set of cards and the second half of the sheet. Tell students to put the cards in a pile face down in front of them. Students take turns to pick up a card and match the vowel in bold in the word with the phonemic symbol, e.g. *man* **/æ/**. The group that does this in the quickest time wins.

#### Answers


<b>/eə/</b> hair	<b>/ʌ/</b> up	<b>/ɑ:/</b> part
<b>/ɪ/</b> chip	<b>/ʊə/</b> tour	<b>/ə/</b> breakfast
<b>/i/</b> happy	<b>/æ/</b> man	<b>/eɪ/</b> eight
<b>/e/</b> men	<b>/əʊ/</b> window	<b>/aɪ/</b> nine
<b>/i:/</b> cheap	<b>/ɔ:/</b> walk	<b>/ɔɪ/</b> boy
<b>/ɪə/</b> near	<b>/ɒ/</b> got	<b>/u:/</b> who
<b>/ʊ/</b> put	<b>/ɜ:/</b> shirt	<b>/aʊ/</b> now



#### NO-CUT VARIATION

Students write the word (in pencil in case they make a mistake) under the phonemic symbol.

### Introduction 2 Phonemic symbols (consonants)

 Photocopiable activity on p.223

You will need one sheet for each group of four students, cut in half. The first set of cards (in phonemic script) should be cut up, but not the second set (names).

The aim of this sheet is to help students recognise consonants in phonemic script. Write the names **/ka:ls/** and **/dʒeɪn/** on the board and ask who can say them (*Carlos, Jane*). Show students the consonants in the phonemic chart on SB p.165. Ask them to tell you the consonants that look different from the alphabet: **/θ/**, **/ð/**, **/tʃ/**, **/dʒ/**, **/ʃ/**, **/ʒ/**, **/ŋ/** and **/j/**.

Divide the class into groups of four. Give each group the set of cards and the second half of the sheet. Tell students to put everything face down in front of them. Students take turns to turn over a card with the phonemic symbol and think of a male or female name which begins with that sound, e.g. **/d/** *Derek*. They then turn over the second half of the sheet and match that symbol with a name, e.g. **/d/** *Dan*. They get a point if they think of a suitable name beginning with that sound and an extra point if their name matches the one on the sheet. See which group has the most points at the end of the game. Check answers as a class and ask which three consonants don't have names (**/ŋ/**, **/ð/**, **/ʒ/**).



## Answers

/k/ Kate	/z/ Zack	/j/ Yolanda
/t/ Tom	/f/ Fay	/tʃ/ Charles
/dʒ/ John	/v/ Vera	/p/ Pam
/w/ Wendy	/ʃ/ Sharon	/d/ Dan
/s/ Sam	/b/ Bill	/m/ Mo
/l/ Lou	/θ/ Theo	/n/ Nina
/h/ Harry	/g/ Gary	/r/ Rita



### NO-CUT VARIATION

Students go through the phonemic symbols in turn, thinking of names and matching the symbols to the ones on the sheet.



### EXTRA ACTIVITY

Ask students to write their own names in phonemic symbols.

## 1A Sound and spelling: Long and short sounds

▶ Photocopiable activity on p.224

You will need one sheet for each student.

Give each student a sheet. For Activity A, explain that they need to get from *I'm* to *you* using words where the underlined vowel is long. Demonstrate by saying, *After 'I'm' is the next word 'Madrid' or 'student'?* (student). Monitor and help as necessary. Check answers as a class. Drill all the words with long sounds when students have finished.

### Answers

I'm – student – no – meet – name – nice – paper – you

For Activity B, students repeat the activity, but with short sounds. Demonstrate by saying, *After 'the' is the next word 'sorry' or 'Beijing'?* (sorry). Monitor and help as necessary. Check answers as a class. Drill all the words with short sounds when students have finished.

### Answers

the – sorry – China – thanks – am – not – Hello – from

For Activity C, divide the class into pairs and tell students to make a test for other students by completing the two **Word** columns in the table with words used on the sheet. Ask them to underline the part of the word they want to focus on, e.g. *Japan*. When students have completed the tables, they swap tests with another pair. One student reads out a pair of words, and the other student must say if there are two, one or no long sounds.



### VARIATION

To make Activities A and B interactive, students could work in pairs, taking it in turns to identify and say the next word.

## 1B Syllables

▶ Photocopiable activity on p.225

You will need one sheet for each pair or group of four students, cut up.

Divide the class into pairs or groups of four and explain the activity. The aim is to collect all the cards from the other player(s) by finding words with the same number of syllables. There are four different patterns:

1 syllable: *we're, know*

2 syllables: *Chinese, tennis*

3 syllables: *Mexican, afternoon*

4 syllables: *American, conversation*

Write the words on the board as examples and drill them.

Ask one student in each pair/group to deal out the cards so they each have the same number of cards. Tell them to hold their cards so they can't see the words. One student begins by putting a card on the table. Students then take turns to put a card down on the table, turn it face up and say the word. If the number of syllables is the same as the previous card, e.g. *tennis* – *Poland* (2), the first person to shout *Snap!* takes all the cards on the pile. If they're wrong, they miss a turn. The winner is the person who collects all the cards. Monitor and help when necessary, making sure that the students actually say the word when they put it down.

Check answers by going through the sheet and drilling all the words.

### Answers

- 1 syllable: *we're, what's, meet, aren't, these, friends, group, I'm, they're, know, who's, she's*
- 2 syllables: *Chinese, Spanish, Russian, English, British, student, Poland, tennis, football, Turkey, teacher, hello, married*
- 3 syllables: *Mexican, Japanese, Italy, USA, syllable, Mexico, afternoon, Canada, listening*
- 4 syllables: *American, receptionist, conversation, Australia, Australian, Canadian*



### NO-CUT VARIATION

Ask students to use four different coloured pencils to highlight the four different patterns.

Then students take turns to go through the table and read out all the words which have the same stress pattern, e.g. *Mexican-Canada-Japanese-afternoon*.

## 2B Sound and spelling: /s/, /z/ and /ɪz/

▶ Photocopiable activity on p.226

You will need one sheet for each group of three students, cut up.

Write some one-syllable nouns on the board (e.g. *book, key, watch*) and elicit the plural forms and the three different pronunciations, /s/, /z/ and /ɪz/. Ask which pronunciation has an extra syllable (/ɪz/ – *watches*).

Divide the class into groups of three, assign A, B and C roles and give each student their part of the sheet. Explain that they must take it in turns to read out their lists, listen and write down the words ending in their sound – they each have a sound to concentrate on. They should also write down the words with their sound on their own list as they say them. Monitor and make sure students are pronouncing the words correctly.

Check answers as a class by drilling the words.

### Answers

**Student A:** /s/ tickets, books, groups, objects, students, flats, restaurants

**Student B:** /z/ computers, umbrellas, cities, homes, friends, bottles, knives

**Student C:** /ɪz/ sentences, villages, boxes, watches, offices, buses, glasses



### EXTRA ACTIVITY

Put students into pairs and get them to turn over the sheet and write down as many of the plurals as they can remember and then pronounce them.

## 2C Tone in questions

► Photocopiable activity on p.227

You will need two sheets for each group of four students.

Dictate these questions to students and get them to answer. Then ask them to repeat the questions and say whether the tone goes up or down at the end.

- *What's your surname?* (down)
- *What's your phone number?* (down)
- *Are you Spanish?* (up)

Tell students they're going to play noughts (O) and crosses (X). Divide the class into groups of four and ask the groups to divide themselves into two teams, noughts and crosses. Give each team a sheet. Noughts go first. Tell them to choose a numbered square on the first grid. They need to say one of the questions which matches the tone in that square, e.g. for 1 in game 1, they could ask *Is it a big town?*. Point out that questions with a *yes/no* answer have a rising tone at the end. Other questions have a falling tone at the end.

If they say the questions with the correct tone at the end, they put a 0 in square 1 in game 1. Once a question has been used, it should be crossed out in pencil and it can't be used again. Then it is the turn of the other students to pick a square in game 1 and ask a question with the correct tone. If a team uses the wrong tone, the other team has a chance to answer instead. The first team to get a row of three squares horizontally, vertically or diagonally in game 1 is the winner. There are three different games for variety.

Check answers as a class by drilling all the questions with the right tone.

#### Answers

Rising tone ↗	Falling tone ↘
Is it near your office?	How are you?
Is she American?	What's your address?
Are they Italian?	Where are you from?
Do you have a bottle?	What's your name?
Do you have a pen?	How do you spell that?
Are you from Granada?	What's this?
Is it a big town?	Where's her flat?
Do you have a ticket?	What's your email address?

### VARIATION

Students could make up their own questions.

## 3A Sound and spelling: /i:/, /ɪ/ and /aɪ/

► Photocopiable activity on p.228

You will need one sheet for each group of three students, cut in three.

Write this sentence on the board and ask students to find words with /ɪ/, /i:/ and /aɪ/ sounds:

*I'm British and I like tea.* (*I'm* – /aɪ/, *British* – /ɪ/, *I* – /aɪ/, *like* – /aɪ/, *tea* – /i:/)

Divide the class into groups of three, assign A, B and C roles and give each student a card. (If there is a group of four, two students could share a card.) Make sure students don't look at each other's cards.

Explain that there are 12 rounds. In each round, students take turns to say their word and they have to find the odd word out. Two words have the same /i:/, /ɪ/ or /aɪ/ sound and the odd word doesn't. Demonstrate by asking a Student A to say his/her first word (*big*), then ask a Student B (*it's*) and finally a Student C (*meat*). Ask: *Which word has a different vowel sound?* to elicit that *big* and *it's* both have the /ɪ/ sound; *meat* is different because it has an /i:/ sound. So, in round 1, Student C has the 'odd word out'.

Check answers by asking the three students in a group to say their words and then the odd word out. Change groups for each round. When you have finished, you could ask students to put all the words into three categories and then drill all the words.

#### Answers

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

### EXTRA ACTIVITY

Ask students to make a sentence with all three sounds from each round. They then read out their sentences.

## 3C Sentence stress in phrases

► Photocopiable activity on p.229

You will need one sheet for each group of six to eight students, cut up.

Write these phrases on the board: *a cup of tea*, *a piece of cheese*, *a glass of water*.

Ask students which words are stressed (the ones underlined) and what vowel sound *a* and *of* have (/ə/). Drill these phrases.

Divide the class into groups of six to eight students. Give each group a set of cards upside down. The first student says *I'd like ...*, takes a card and continues the sentence, e.g. *I'd like a cup of coffee*. This card then goes to the bottom of the pile. The second student takes a card and continues, e.g. *I'd like a cup of coffee and a piece of toast*. This card then also goes to the bottom of the pile. The students continue taking cards and adding more food and drink to their sentence. The student who forgets what has been said before or uses the wrong sentence stress is out of the game and the game restarts from the beginning. Continue until only one student is left in the game. Monitor and make sure students are using the correct sentence stress and the weak forms of *of* and *a*.

Take feedback as a class by drilling all the cards as phrases.

### NO-CUT VARIATION

Divide the class into groups of three. Ask students to take turns saying the phrases. Tell them to cover each row as they complete it, so they need to remember the previous phrases.

## 4A Sentence stress in questions

► Photocopiable activity on p.230

You will need one sheet for each group of three students, cut up.

Revise sentence stress in questions by writing the first item on the *Game card* on the board (*In Barcelona.*), and asking students to think of and say questions for this answer with the appropriate stress:

Where do you live?

Where do you work?

Where is your flat?

Divide the class into groups of three, assign A, B and C roles and give each group a game card and the three student cards (if there is a group of four, two students could share a card). Individually, students practise saying their questions and underline the stressed words in their questions. Monitor and help when necessary.

Explain that there are 12 rounds. In each round, one student reads the answer on the game card. The students then each read out their question for this round, using the appropriate stress. Students must choose the best question for the answer. Monitor and help when necessary.

Take feedback as a class by drilling a selection of the questions on the student cards.

### Answers

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



### EXTRA ACTIVITY

Ask students to turn their sheet over. Read out an answer and see if they can remember the question, or think of another appropriate question.

## 4C Sound and spelling: /tʃ/ and /dʒ/

► Photocopiable activity on p.231

You will need one sheet for each student.

Say some words with /tʃ/ and /dʒ/ sounds, e.g. *chair* and *Japan*. Ask students to think of more words with these sounds.

Give each student a sheet and get them to underline the words in the list with a /tʃ/ sound. Check and drill all the words. Students then put the words from the box into the two grids. They must all have the same order of words in both grids or the game won't work. Check this before the next stage and drill the words again.

### Answers

/tʃ/ 2 picture 3 cheese 4 chip 5 question 6 match  
/dʒ/ 8 large 9 manager 10 page 11 job 12 jeans

Ask each student to draw three planes in the **You** grid. Tell them that each plane should cover four squares and that they can be horizontal or vertical.

Next, divide the class into pairs. Tell students to find their partner's planes by reading out coordinates with the words (not numbers), e.g. *manager – cheese*. If they find part of a plane, they draw an X in the 'Your partner' grid. If there is no plane there, they draw an O in that square. The game finishes when one student finds all of their partner's three planes.

Demonstrate the game with a stronger student. Write *Miss!* and *Hit!* on the board. Explain that *Miss!* means no plane was found and *Hit!* means the player has found a plane. Monitor and help as necessary.

Take feedback as a class by drilling all the /tʃ/ and /dʒ/ words again.

## 5B Sound and spelling: /ʃ/

► Photocopiable activity on p.232

You will need one sheet for each student.

Give students one minute to write down as many words with /ʃ/ sounds as they can. Elicit the words. Give each student a sheet and ask them to underline all the words with the /ʃ/ sound and then say them. Check answers as a class.

### Answers

fish, station, Turkish, conversation, Polish, international, shower, Spanish, shop, English, information, Russia, nationality, receptionist, British

Divide the class into pairs. Go through the example as a class: *lesson, shower, Russia, fish* = the pattern in line 2 in the table.

Students take turns to say a set of words which matches one of the patterns in the table. The other student must say the number. Students could also play the other way round: one student says a number and the other student says four words which fit that pattern.

Take feedback as a class by eliciting examples of each group (1–6).

## 5C Emphasising what you say 1

► Photocopiable activity on p.233

You will need one sheet for each student.

Write *It's cold.* on the board and ask students for ways of emphasising this adjective by adding adverbs:

*It's very / really / so cold.*

Drill the sentences with strong stress on *very/really/so* (you may wish to add that *really* can be used to modify adverbs and verbs too, e.g. *I really like ice cream*). Point out that when we emphasise these words, we say them slightly louder than the other words in the sentence, and we give them a rise–fall intonation.

Divide the class into pairs and give each student a sheet. Ask them to choose eight sentences, some true and some false, and say the sentences with the appropriate pronunciation to show emphasis. The other student listens and says if it is true or false for their partner. Monitor and help when necessary.

Take feedback as a class by drilling a selection of the sentences with the appropriate pronunciation to show emphasis.



### EXTRA ACTIVITY

Ask students to test the class with information about their partner using true/false questions:

Student says: *Anna thinks football is very boring.*

Class guesses: *False?*

Student says: *Yes!*

## 6A Sound and spelling: /ɜ:/

► Photocopiable activity on p.234

You will need one sheet for each student.

Model the /ɜ:/ sound with students: it's a long vowel said in the middle of the mouth with the lips slightly spread.

Divide the class into pairs and give each student a sheet. For Activity A, explain that they need to get from *were* to *thirty* using words with an /ɜ:/ sound. Demonstrate by saying, *After 'were' is the next word 'number' or 'university'?* (university). Monitor and help as necessary.

Check answers and drill all the words with /ɜ:/ sounds.

### Answers

were – university – learn – surname – her – word – verb – girl – thirty

For Activity B, students repeat the activity but this time they need to get from *verb* to *learn*. Monitor and help as necessary.

Check answers and drill all the words with /ɜ:/ sounds.

### Answers

verb – world – first – university – girl – thirty – surname – work – learn

For Activity C, students work in pairs and make a test for other students by completing the two **Word** columns in the table with words used on the sheet. When students have completed the tables, they swap tests with another pair. One student reads out a pair of words and the other student must say if there are two, one or no /ɜ:/ sounds.

### VARIATION

To make Activities A and B interactive, students could work in pairs, taking it in turns to identify and say the next word.

### EXTRA ACTIVITY

Divide the class into groups. Students have one minute to make a sentence including words with /ɜ:/ sounds, e.g. *The girl learns thirty words every day at university.* The students with the most number of words in a grammatical and meaningful sentence win. They must also pronounce their sentence correctly.  
Repeat the activity with students making new sentences.

## 6C Emphasising what you say 2

► Photocopiable activity on p.235

You will need one sheet for each student.

Say these verbs and drill them, first with *I'll* and then with *I can*: *come, drive, go, help, pay, walk.*

Divide the class into pairs and give each student the sheet. Ask them to take it in turns to say one of the sentences. Their partner must choose a suitable response from the replies, and they must say it using strong emphasis. If they do this, they get a point and the question/sentence is crossed off. Some sentences have different answers, but some answers are not suitable so students should check with you if they aren't sure. Monitor and help as necessary.

Take feedback as a class by drilling all the offers with strong stress.

### Suggested answers

I need to go to the hospital. – I'll drive you there.  
Would you like a piece of cake? – Yes, but I'll pay.  
I can't do this! – Sam can help you.  
I'd really like a sandwich. – Sit down, I can get it.  
I can't do my English homework. – I'll help you.  
I finish work at 10 pm today. – Don't worry, I'll make dinner.  
I need to clean my room. – I'll do it for you.  
I feel tired. – Don't worry. Tim can do it.  
My friends arrive at the airport at 6:00. – I can meet them.  
Would you like to go shopping? – Yes, I'll drive.

## 7A Sound and spelling: /b/, /p/, /g/ and /k/

► Photocopiable activity on p.236

You will need one sheet for each pair of students, cut in half.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Ask students to label their picture with the words in the box and then practise saying the words. Monitor and help as necessary.

Tell students that their pictures are similar but there are eight differences. Explain that they need to talk about and compare their pictures to find the differences. They shouldn't look at each other's pictures but describe them. When they find a difference they should write it down in a sentence.

When students have finished, elicit the differences and agree on the correct sentences. They then underline the /b/, /p/, /g/ and /k/ sound in each of the words, e.g. *In picture A, there's a blanket. In picture B, there's a pillow.*

Take feedback as a class by drilling the words.

### Answers

In picture A, there's a blanket on the bed; in picture B, there's a pillow.  
In picture A, there's a glass on the table; in picture B, there's a cup.  
In picture A, there are three biscuits; in picture B, there are five.  
In picture A, the clock says ten o'clock; in picture B, it says eleven o'clock.  
In picture A, there's a picture of a baby girl; in picture B, it's a baby boy.  
In picture A, there's a lamp on the table; in picture B, there's a computer.  
In picture A, there's a guitar.  
In picture B, there's a bag.  
In picture A, there's an umbrella.  
In picture B, there's a football.

### NO-CUT VARIATION

Students work in pairs and find the differences. Ask them to write sentences.

## 7C Joining words

► Photocopiable activity on p.237

You will need one sheet for each pair of students, cut in half.

Write the words *three eggs* and *too old* on the board. Explain or elicit from the class that we add a /j/ sound between words ending with /i:/ or /i/ and words starting with a vowel. We add a /w/ sound between words ending with /u:/ and words starting with a vowel.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Tell them to look at the picture and ask: *Where is this?* (a shop) and *What does the shop sell?* (nothing!).

Tell students to decide whether the linking sounds are /w/ or /j/. If necessary, read the examples – one from a Student A and one from a Student B sheet.

Ask students to dictate their text to each other sentence by sentence until they both have a complete text. Get Student A to begin dictating sentence 1 for Student B to write, then Student B dictates sentence 2 for Student A to write. If necessary, demonstrate in front of the class with a stronger student, you being Student A. Monitor that they're doing the task correctly, reading out full sentences rather than spelling out each word, and linking the words correctly. Students then check their answers with each other. Ask them to write their own idea for what the women say in the end.

Read out the whole text aloud for the students to listen and check. Drill the text piece by piece. Students then practise reading the whole text aloud, concentrating on the linking.

Finally, ask pairs to sit with another pair and compare ideas about what the shop assistant says at the end. You could have a class vote to see which pair comes up with the best ending.

#### Answers

- 1 Two /w/ old women go /w/ into a shop.
- 2 Julie /j/ is 70 and Sue /w/ is 75.
- 3 Julie says to the shop assistant, 'We'd like three /j/ eggs, please.'
- 4 The shop assistant says, 'Sorry, we don't have any /j/ eggs.'
- 5 Sue /w/ asks, 'Can we have two /w/ oranges then?'
- 6 The shop assistant says, 'We don't have any /j/ oranges.'
- 7 'No /w/ oranges? OK, do you have any /j/ apples?'
- 8 'We /j/ only have apples!'
- 9 'Good. Can we have two /w/ apples then?'
- 10 'That's twenty /j/ eight euros, please,' says the assistant.
- 11 'That's too /w/ expensive!' the women say.
- 12 Sue /w/ isn't happy and Julie /j/ isn't happy.
- 13 In the /j/ end, the two /w/ old women say, '\_\_\_\_\_.'

## 8B Sound and spelling: /t/ and /d/

► Photocopiable activity on p.238

You will need one sheet for each pair of students, cut in half.

Read out the past simple verbs, in a different order from the answers, and get students to raise their left hand if they end in /t/ and their right hand if they end in /d/.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Get them to categorise the past simple verbs as ending with /t/ or /d/ sounds and say them. Monitor and help if necessary.

#### Answers

##### Student A

/t/	/d/
finished	arrived
liked	lived
worked	phoned

##### Student B

/t/	/d/
spelled	killed
talked	played
watched	stayed

Explain that they each have half of the same crossword and that they need to complete it by reading out sentences with the missing past tense regular verbs to their partner. Suggest that when they read out their sentences, they

indicate the gap with a 'beep' sound. For example, 4 across – Rita 'beep' her friend at six o'clock. Pre-teach *What is \_ across/down?* so they can ask each other about the crossword. Students can give the first letter of the verb if their partner does not get it from the sentence.

Drill all the words when everyone has finished.

#### Answers

- 1 killed /d/
- 2 liked /t/
- 3 stayed /d/
- 4 talked /t/
- 5 lived /d/
- 6 finished /t/
- 7 spelled /t/
- 8 watched /t/
- 9 arrived /d/
- 10 played /d/
- 11 worked /t/
- 12 phoned /d/

## 8C Main stress and tone

► Photocopiable activity on p.239

You will need one sheet for each student.

Write this suggestion and response on the board:

– *Let's have a cup of coffee.*

– *That's a great idea!*

Point out the main stress in each sentence (on *coffee* and *great*). Ask whether the tone rises or falls at the end (falls).

Give each student a sheet. Demonstrate the flowchart activity with one of the stronger students, taking it in turns to start the conversation with *Hello, how are you?*. With weaker classes, go all the way through the flowchart; with stronger classes, just do a few turns. There are different directions for the conversation to go so the student taking part in the example can choose which arrow to follow and which response to give.

Divide the class into pairs to do the conversation. Students should take it in turns to start the conversation and go through different directions in the flowchart. Monitor and help when necessary. Make sure that they use the correct stress and tone on the responses to suggestions. They can then repeat the activity with a new partner.

Take feedback as a class by drilling a selection of the responses to suggestions using the correct stress and tone.

## 9A Sound and spelling: the letter a

► Photocopiable activity on p.240

You will need one sheet for each group of four students, cut up.

Dictate these words with the letter a: *bad, car, day, park, cat, USA, was, watch*. Ask students to put them in the right sound category /æ/, /ɑ:/, /eɪ/ or /ɒ/. Write the answers on the board and leave them there for students to refer to during the activity.

- 1 /æ/ bad, cat
- 2 /ɑ:/ car, park
- 3 /eɪ/ day, USA
- 4 /ɒ/ was, watch



Divide the class into groups of four and give each group a set of cards, face down so they can't read the questions. Tell students that they should take it in turns to pick up a card and read it to the student on their right, who has to answer it. If they answer it wrongly, the question goes to the bottom of the pile. Get one group to demonstrate the game by doing a few moves. Monitor and help when necessary. Take feedback as a class by drilling all the answers and getting students to say which category the letters *a* in the answers belong to, e.g. 1 *Spain*, /eɪ/ category 3.

#### Answers

- |                   |                       |
|-------------------|-----------------------|
| 1 A (Spain /eɪ/)  | 11 C (am /æ/)         |
| 2 C (grass /ɑː/)  | 12 B (café /æ/)       |
| 3 B (flat /æ/)    | 13 A (newspaper /eɪ/) |
| 4 B (party /ɑː/)  | 14 A (want /ɒ/)       |
| 5 A (watch /ɒ/)   | 15 C (glass /ɑː/)     |
| 6 C (father /ɑː/) | 16 B (bag /æ/)        |
| 7 B (plane /eɪ/)  | 17 A (market /ɑː/)    |
| 8 A (apple /æ/)   | 18 C (station /eɪ/)   |
| 9 A (guitar /ɑː/) | 19 B (stay /eɪ/)      |
| 10 C (What /ɒ/)   | 20 A (was /ɒ/)        |



#### NO-CUT VARIATION

Give each group a coin and tell them *heads* = move forward one square and *tails* = move forward two squares. Students put the uncut sheet on the table. When they land on a question square, they must answer the question. Once the question has been answered correctly, it is crossed out. If a student lands on a question which has already been answered, he/she can't move and misses a turn.



#### VARIATION

To make the game last longer or suitable for pairs, ask students to use a coin: *heads* = move forward one square, *tails* = move forward two squares.

## 9C Syllables and spelling

► Photocopiable activity on p.241

You will need one sheet for each pair of students.

Divide the class into pairs and give each pair a sheet. Explain that each group of words has an odd one out based on the number of syllables. The odd one out can be the only word with two syllables or three syllables.

Demonstrate by writing these examples on the board and eliciting the answer:

– *guitar, newspaper, potato* (*guitar* has only two syllables)

– *Australian, Mexican, Canadian* (*Mexican* has only three syllables)

Ask students to decide what the odd one out is in each line. They then bet on their answers, based on how certain they are. Pre-teach the word *bet* (to risk money on the result of a competition). They have a limit of \$200 to bet in total, and they must bet on at least eight answers.

Check answers as a class. For correct answers, students double the money that they bet. For incorrect answers, they lose their money. The pair with the most money at the end wins.

Take feedback as a class by drilling all the words in the answers.

#### Answers

- rest(au)rant
- fam(i)ly
- cam(e)ra
- veg(e)table
- fav(ou)rite
- fact(o)ry
- diff(e)rent
- int(e)resting
- bus(i)ness
- We(d)n(e)sday

## 10B Main stress in questions (present continuous)

► Photocopiable activity on p.242

You will need one sheet for each group of four students, cut up.

Ask students present continuous questions with *What/Why/Where/Are + you*, e.g. *What are you doing?*, *Where are you going?* and *What are you reading?*. Ask students where the stress is in each question (on the first part of the -ing verb).

Divide the class into groups of four, assign A, B, C and D roles and give out the cards. Each student has a card with four actions to mime and four questions to ask. Ask them to take turns to choose one of their actions to mime. When they mime, the other students must find out if one of their questions is appropriate. If it is, they ask it, using the correct stress, e.g. Student A mimes *You're playing a computer game*. Student C asks: *What are you playing?*. They then write the answer down. The first student to complete all their answers wins.

Take feedback as a class by drilling all the questions.

#### Answers

- What are you reading? You're reading a fashion magazine.  
 Who are you talking to? You're talking to a friend.  
 Are you driving? You're driving a bus.  
 Where are you listening to it? You're listening to music in bed.  
 What are you drinking? You're drinking water.  
 Why are you running? You're running because you're late.  
 Are you studying? You're studying English.  
 Where are you walking to? You're walking to the station.  
 What are you eating? You're eating a pizza.  
 What are you playing? You're playing a computer game.  
 Where are you shopping? You're shopping in a supermarket.  
 Are you cooking? You're making a cake.  
 What are you making? You're making coffee.  
 Are you sleeping? You're sleeping.  
 What are you watching? You're watching a James Bond film.  
 Where are you meeting them? You're meeting friends at the cinema.

## 10C Sound and spelling: /ɪə/ and /eə/

► Photocopiable activity on p.243

You will need one sheet for each student.

Write these minimal pairs on the board and drill them:

/ɪə/	/eə/
here	hair
year	yeah

Give each student a sheet. For Activity A, ask students to put the words with /ɪə/ and /eə/ sounds into the correct columns of the table. Check answers as a class. Drill the words.



## Answers

/ɪə/	/eə/
hear	wear
dear	they're
near	care
clear	where
meal	hair
idea	chair
here	there
year	pair
real	yeah

For Activity B, explain the rules of *Bingo* (see Vocabulary 5B Hotels). Tell students to write one word in each part of the table, using words from Activity A.

Read out the words from Activity A in random order. When students hear a word which is in their table, they cross it off. When all their words have been crossed off, they shout *Bingo!*. The first player to do this wins. Ask them to say the words back to you so you can check. When students understand the game, they can play in groups, with one student being the 'teacher' and saying the words.



### EXTRA ACTIVITY

Divide the class into groups. Students have one minute to make a sentence including the words in Activity A, e.g. *Mary's hair is here on the chair.* The students with the most number of words in a grammatical and meaningful sentence win. They must also pronounce their sentence correctly. Repeat the activity with students making new sentences.

## 11B can / can't

► Photocopiable activity on p.244

You will need one sheet for each student.

Write on the board:

*Can you speak French?*

A: Yes, I can.

B: No, but I can speak English.

C: No, I can't speak French.

Elicit that *can* isn't stressed in positive sentences and questions, but it is stressed in short answers; *can't* is stressed in negative sentences and short answers.

Divide the class into pairs. Give each student a questionnaire. Tell them to look at the questions and answers and underline when *can* and *can't* are stressed. Students then compare their ideas in pairs. Check and drill some of the questions and answers to make sure students are using the correct pronunciation before they do the main activity.

## Answers

### 1 Can you speak many languages?

- A Not very many. I can speak two (my language and English).
- B Yes, I can. I can speak more than two.
- C Sorry, I can't understand you.

### 2 Can you swim well?

- A Not very well. I can swim about one kilometre.
- B Yes, I can. I can swim more than one kilometre.
- C No, I can't swim at all.

### 3 What can you do for your friend's birthday?

- A I can sing 'Happy Birthday'.
- B I can make a birthday cake.
- C I can't make a birthday cake, but I can eat it.

### 4 Can you drive?

- A No, but I'm learning.
- B Yes, I can.
- C No, I can't.

### 5 Can you play tennis well?

- A I can play quite well, but not very well.
- B Yes, I can. I can play very well.
- C No, I can't see the ball very well.

### 6 Can you cook?

- A Yes, I can. I can cook some things well.
- B Yes, I can. I can cook a lot of things very well.
- C Yes, but people can't eat my food.

### 7 Can you run fast?

- A Sometimes. I can run for the bus.
- B Yes, I can. I can run very fast and very far.
- C No, I can't, and I can't walk fast!

### 8 Can you read this?

- A Yes, I can.
- B Yes, I can. I can read and write it.
- C No, I can't. Is this English?

In the same pairs, students take it in turns to read out each question to their partner and write the letter of each answer. Students check their answers at the end of the questionnaire.

Take feedback as a class by asking some students to answer the questions, and to tell you whether they agree with the interpretation at the end of the questionnaire.



### EXTRA ACTIVITY

Students play a guessing game. Ask them to read out a question about their partner, e.g. *Can Ana cook?*. Other students guess the answer, e.g. Yes, *she can*.

## 11C Consonant groups

► Photocopiable activity on p.245

You will need one sheet for each pair of students.

Divide the class into pairs and give each pair a sheet.

Ask students if they can see anything in common in the pronunciation of all the words (they all have consonant groups, combinations of two consonants or more). Write some of the words on the board and ask for the pronunciation. Drill them.

Explain the rules of 'four in a row'. The two students each choose either X or O and take turns to read out a word on a square. If they pronounce it correctly, they can write X or O there. After the first go, they can only go next to or directly above a square which already has an X or O. The first person with four Xs or Os in a row, horizontally, vertically or diagonally, is the winner.

Monitor and help when necessary. Take feedback as a class by drilling the words.

### EXTRA ACTIVITY

Ask students to play the game again, but this time they use the word in a sentence to get the square, e.g. *I walk to school.*

## 12A going to

► Photocopiable activity on p.246

You will need one sheet for each student.

Divide the class into pairs and give each student a sheet.

Set the scene for the students. You want to go on holiday but you don't have any money. Ask them for their plans. How are they going to get money?

Tell students to look at question 1 and underline the examples of *going to*. Elicit the pronunciation of *going to* (it is often pronounced quickly as /gəʊnə/ and the first syllable is stressed).

Student A starts by asking question 1, e.g. *You want to go on holiday, but you have no money. How are you going to get money? Work in a café or play guitar on the streets?*. Student B replies by choosing one of the options. They say the full sentence with *going to*, e.g. *work in a café – I'm going to work in a café*. They then go to the number indicated and read the next question. Students continue until they reach the end of the story. Monitor and make sure that they pronounce *going to* correctly. Help as necessary. Students then swap roles and repeat the story.

Take feedback as a class by asking students which of them reached a happy ending in the game and are going to go on holiday.

## 12C Sound and spelling: oo

► Photocopiable activity on p.247

You will need one sheet for each pair of students, cut in half.

Write *look* /ʊ/ and *boot* /u:/ on the board. Elicit the pronunciation of the *oo* in each word. Elicit other words with *oo* and get students to pronounce them.

Divide the class into pairs, assign A and B roles and give each student their half of the sheet. Student As should underline all the *oo* words with an /ʊ/ sound and Student Bs underline all the *oo* words with an /u:/ sound. Check answers and get students to pronounce the words.

### Answers

#### Student A /ʊ/

1 good 4 cook 6 football 8 book 9 took

#### Student B /u:/

2 food 3 afternoon 5 zoos 7 soon 10 choose

Students now ask each other the questions with their sound. Monitor and make sure students are pronouncing the *oo* words correctly and giving full answers. Students then swap partners and sounds so they ask their new partner the questions with the other sound.

Take feedback as a class by drilling all the words with *oo* sounds.

### EXTRA ACTIVITY

Ask students to tell the class something interesting they learned about their partner. Then students test each other's memories by asking other questions about their partner, e.g. *What's Paulo's favourite book?*

# Board game

**Grammar 9B** Past simple: questions (Teacher's Notes on page 156).

