

## Starter Unit

### What a great party!

**Activity:** Roleplay in pairs

**Language:** *to be* (all forms), *have got* (all forms), countries/nationalities; family

**To use:** After Student's Book, page 11

**Preparation:** Make one copy of the worksheet for each pair of students. Cut the roleplay cards

#### Procedure

- Divide the class into pairs. Tell students to imagine the following:  
*You're a celebrity living in London. You're at a big party with lots of other celebrities. You don't know many people. So, you walk around the pool and chat to people.*
- Hand out the first set of rolecards and ask students to read their role carefully. Monitor and help with any unknown words. Point out that in each card there are incomplete questions. They need to think/write the complete question to ask the other 'celebrity'.
- Then tell Guest A to start talking to the other Guest B. The opening line is *What a great party! What's your name?* (Write this on the board for their reference.) Tell students to ask their new friend to spell their first name and last name.
- Monitor as they do the task and encourage them to ask further questions if appropriate. They can make up the information as they go along.
- When they finish the first roleplay, elicit and give feedback with the whole class. Put the students in different pairs and continue with the next roleplay. Follow the same for the other two roleplays.

#### Option

- Before students start the roleplay, ask them to add one more question they'd like to ask on their card.

#### Extension

- Ask the students to create a rolecard of their own. They can create an imaginary character. For instance, they could be a superhero, a cartoon character, etc. Ask the students to mingle as a whole class and chat to the other 'guests'.

## Unit 1

### Questions and answers

**Activity:** Sentence construction and puzzle in pairs/small groups

**Language:** Present simple questions; question words; adverbs of frequency

**To use:** After Student's Book, page 21

**Preparation:** Make one copy of the worksheet for each pair/group of three.

#### Procedure

- Divide the class into pairs or groups of three, and give each pair/group a worksheet.
- Set a time limit of eight to ten minutes and ask students to put the words in order in exercise 1 to make questions.
- Ask students to read the answers in exercise 2 and match them to the questions in exercise 1. They should then look for the letter in bold in each answer and write it in the box below the number of the question they matched it with in exercise 3 i.e. under the number 1, they should find the answer they matched with question 1, and write the bold letter from that answer (the answer is **l**, and the bold letter = **i**). If they do this correctly, they will reveal what their teacher does in the evening.
- The first pair/group to find the answer is the winner.

#### Extension

In their pairs/groups, students write three or four more questions and answers (either the question or the answer must contain an adverb of frequency). They then read out the answers for the class to guess the question. Students win a point for each correct guess. The pair/group with the most points at the end of the game is the winner.

#### Answers

- 1 Who is your best friend? **l**
- 2 What does your mother do? **f**
- 3 Do you play the guitar? **p**
- 4 What do you do after school? **c**
- 5 How old are you? **q**
- 6 Do you like chatting online? **i**
- 7 Do you get up early? **a**
- 8 How do you get to school? **e**
- 9 Do you see your friends on Saturday? **g**
- 10 What do you usually have for lunch? **d**
- 11 What does your father do on Sunday? **k**
- 12 When do you usually go on holiday? **j**
- 13 Where do you live? **b**
- 14 Do you play football? **o**
- 15 Why do you like learning English? **h**
- 16 Which school subjects do you like? **n**
- 17 How are you today? **m**

**Puzzle answer:** I mark your homework!

## Unit 2

## Ten people

**Activity:** Memory game and crossword in pairs

**Language:** Present continuous negative and affirmative

**To use:** After Student's Book, page 33

**Preparation:** Make one copy of the worksheet for each pair. Cut each worksheet into two.

## Procedure

- Divide the class into pairs and give Part A of the worksheet to each pair. Explain that the pictures marked X show what the people aren't doing at the moment and the pictures marked ✓ show what they are doing.
- Students talk about each picture with their partner, using the present continuous (e.g. *Sammy isn't chatting to his friend on the phone. He's writing an email.*). Tell them they will need to remember what is happening in the pictures for the next stage of the activity. Set a time limit of five minutes and then ask students to return the worksheet to you.
- Hand out Part B and explain that students must complete the sentences by recalling the pictures. The first gap in each sentence should be completed with a negative present continuous structure, and the second gap with a subject pronoun and an affirmative present continuous structure. NB: Students should use contractions, i.e. *He's* not *He is*. Draw attention to the example.
- Explain that the numbers before each gap in the sentences refer to the crossword and that students should complete the puzzle with the answers they have written in each gap. When they complete the crossword, there should be no spaces between the words and no apostrophes. Point out that they may need to reword their answers if they do not fit in the crossword.
- The first pair to complete the crossword correctly is the winner.

## Answers

**Across:** 2 She's reading 3 isn't tidying  
 5 They're eating/having 9 isn't listening  
 12 isn't making 14 isn't cooking 15 He's playing  
 16 He's sitting  
**Down:** 4 She's washing 6 She's taking  
 7 aren't swimming 8 isn't studying/revising  
 10 They're dancing 13 aren't doing

## Unit 3

## Signs and notices

**Activity:** Board game with sentence building in pairs

**Language:** *can, don't have to, must, mustn't*

**To use:** After Student's Book, page 47

**Preparation:** Make one copy of the worksheet for each pair. Provide a die and two counters for each pair.

## Procedure

- Divide the class into pairs. Give each pair a copy of the worksheet, a die and two counters.
- Ask students to look at the signs 1–16 and explain that there is a sentence in the grid for each sign. Each sentence has been divided into three parts: 1 *You + can/don't have to/must/mustn't*; 2 the main verb; 3 the rest of the sentence. Students must move around the board collecting complete sentences to match each sign. Do an example with the first sign and ask students to find the three parts of the sentence *You mustn't / park / your car here.*
- Before they begin, ask students to look up any unknown words from the worksheet in the *Macmillan Essential Dictionary*.
- Ask students to place their counters on Start. One student chooses a sign and the other has three minutes (timed by the first student) to roll the die and move their counter towards each of the three corresponding sentence parts in any order. They can move up, down, left or right (but not diagonally), and must throw the exact number to land on each part, which they then tick. If they collect all three of the correct sentence parts in the allocated time, they 'claim' that sign. They then choose a sign for their partner and the process is repeated.
- Note that a sentence section that has already been ticked cannot be reused, unless it was ticked incorrectly. Stop the activity after about 20 minutes and review the answers with the class. The student in each pair who has correctly claimed the most signs is the winner.

## Answers

- 1 You mustn't park your car here.
- 2 You must drive slowly along this road.
- 3 You don't have to wear a school uniform tonight.
- 4 You can get a taxi here.
- 5 You can use the Internet here.
- 6 You don't have to pay to park your car here.
- 7 You must be quiet in this room.
- 8 You can change money here.
- 9 You can ask for information here.
- 10 You don't have to knock on this door before entering.
- 11 You mustn't use your mobile phone here.
- 12 You must put your litter in the bin.
- 13 You must be careful when you walk here.
- 14 You mustn't ride your bicycle on this street.
- 15 You don't have to book a table at this restaurant.

## Unit 4

## Dream holidays

**Activity:** Writing activity and guessing game

**Language:** Past simple: affirmative, negative and questions; *There was/There were*

**To use:** After Student's Book, page 59

**Preparation:** Make one copy of the worksheet for each student. Cut each worksheet into two.

## Procedure

- Give each student Part A of the worksheet. Tell them to imagine that they went on a dream holiday last year. They have to imagine details of their holiday and complete the table with the relevant information. Tell them to write their name at the top and to write complete past simple sentences, without showing it to anyone else. Give students ten minutes to complete the information, then collect their worksheets.
- Give each student a copy of Part B, along with a Part A that has been completed by another student. Make sure you do not return Part A to the student who wrote it. Tell students they have to listen to each student describing someone's holiday and they have to guess who they are speaking about. Ask one student to read out the sentences from the Part A they were given. Tell them not to use the student's name and start by saying: *Last year, this student went on holiday to ... They ...* Encourage the other student to ask questions about the holiday: *Where did they go? Did they go to the beach?*
- The other students write the name of the student who is speaking under the heading *Who is speaking?* in row 1 of Part B. They then listen, try to guess who wrote the sentences and write that person's name under the heading *Who are they speaking about?* on the same row. (By this stage, students should know each other well enough to be able to make educated guesses based on their classmates' personalities, likes, dislikes, etc.) Ask another student to read out the Part A they were given and ask the class to complete row 2. Continue until everyone has read out the sentences on their Part A. Tell them to continue on the back of the worksheet if there are more than 15 students in the class.
- Now ask each student to reveal the name of the person who wrote the sentences on their Part A. Students award themselves two points for each person they correctly identified and subtract one point for each person they incorrectly identified.
- The student with the most points is the winner.

## Option

This activity could take quite a long time with larger classes, so you may prefer to spread the activity over two lessons.

## Unit 5

## My dog saved me!

**Activity:** Storytelling

**Language:** Past simple and past continuous, *when* and *while*

**To use:** After Student's Book, page 73

**Preparation:** Make one copy of the worksheet for each pair of students. Fold the worksheets where indicated.

## Procedure

- Divide the class into pairs. Draw a simple sketch of the photo on the board and elicit what the students can see.
- Hand out the worksheets and make sure students are only looking at the photo and the questions. Ask students to discuss the questions in pairs. Elicit ideas from the class.
- Tell students to unfold the next part of the worksheet and read the first part of the story. Ask them to read it once quickly before they complete it with the correct form of the verbs in brackets. Point out that they need to use the past simple and past continuous. Give students a few minutes to complete the first part of the story in pairs.
- When students finish, check answers and read out the question. Put students in small groups to brainstorm ideas on how the story continues. Elicit a few ideas from the groups.
- Tell students to unfold the rest of the worksheet and read the second part of the story back in their original pairs. Ask them to complete it with the correct form of the verbs. Give them a few minutes to do this.
- Check answers and ask students whether they guessed the ending of the story. Then ask them to think of a title for the story. They can do this individually or in pairs.
- Elicit possible titles on the board. You can also have a class vote on the best title.

## Answers

1 woke up 2 walked 3 put 4 got 5 was fishing  
6 was holding 7 started 8 was moving  
9 was making 10 thought 11 was trying  
12 jumped 13 shouted 14 didn't come  
15 was waiting 16 stopped 17 saw 18 swam/  
was swimming 19 said 20 lifted

## Option

Put students in small groups. Ask for a volunteer in each group to retell the story as if it happened to them. The students listening to the story can pretend to be reporters asking further questions. The storyteller has to make up more details.

## Extension

Ask students to work individually and write the story again changing four facts or changing the ending. Put students in groups and have them take turns reading out the story. They can also vote on the best story.

## Unit 6

## Up and down

**Activity:** Gap-fill board game in pairs

**Language:** Countable and uncountable nouns; *some/any/a/an/a lot of/much/many*

**To use:** After Student's Book, page 85

**Preparation:** Make one copy of the worksheet for each pair. Provide a die and two counters for each pair.

## Procedure

- Divide the class into pairs: Student 1 and Student 2. Give each pair a worksheet, a die and two counters. Tell each student to place their counters on their own Start space.
- Explain that each sentence has one of the following words/phrases missing: *a, an, some, any, much, many, a lot of*.
- Students take turns to roll the die, move their counter the corresponding number of spaces and complete the sentence they land on. They can only move their counter in one direction per turn (either up or down), unless they reach the top or bottom of the grid, in which case they can 'bounce back'. For example, if a student is three spaces away from the top of the grid and they throw a five, they can move three spaces up and two spaces down. If they land on a sentence they have already completed, they must wait until their next turn.
- When a student has completed all of their sentences and returned to the Start space, check their sentences. If they have mistakes, point out which sentences are wrong (without giving the answers) and tell them to continue playing.
- The first student in each pair to correctly complete their sentences and return to the Start space is the winner.

## Extension

In pairs, students discuss an ideal menu for a picnic or party and say what they should and shouldn't include on the menu, using the food vocabulary and quantifiers from the unit. Then have a whole-class discussion to agree on a menu to suit everyone.

## Answers

**Student 1:** 1 some/a lot of 2 any 3 a 4 any  
5 some/a lot of/many 6 much 7 an 8 any  
9 a lot of/ many 10 many

**Student 2:** 1 many/a lot of 2 any 3 an  
4 some/a lot of 5 a lot of 6 some 7 much/a lot of  
8 any 9 a 10 any

## Unit 7

## Quick on the draw

**Activity:** Drawing game in teams

**Language:** *be going to; will/won't*

**To use:** After Student's Book, page 99

**Preparation:** Make one copy of the worksheet. Cut out the 20 cards.

## Procedure

- Divide the class into four teams of about the same size (each team with at least two players).
- Explain that you have 20 cards and on each one is a sentence starting with *You're going to ...* Ask a student to come to the front of the class and hand them a card. The student reads the card (without showing it to anyone) and draws a picture on the board to illustrate the action that is described in the sentence. They must not write or say any words. The rest of the class try to guess the sentence. If they think they know, they must raise their hand and say a complete sentence starting with *You're going to ...*
- If their sentence matches (or is very close to) the one on the card, they win a point for their team. Then, as a team, they have one minute to say what the student will or won't do in that situation, e.g. *You're going to buy a new laptop. – You'll go online./You'll look at a lot of different laptops./You'll ask a friend for help./You won't buy the first laptop you see./You won't spend more than £500., etc.* They win an extra point for each correct and appropriate sentence they produce with *will/won't*.
- Continue playing until all the cards have been used. The winning team is the team with the most points at the end of the game.

## Unit 8

## Comparative and superlative bingo

**Activity:** Sentence writing and Bingo game in pairs/groups of eight

**Language:** Comparative and superlative adjectives

**To use:** After Student's Book, page 111

**Preparation:** Make one copy of the worksheet for each pair, plus an extra copy for you. Cut out the 35 cards on your copy and shuffle (leave the other copies intact).

## Procedure

- Divide the class into pairs and ask them to draw a large grid divided into three columns and three rows (i.e. nine spaces) on a piece of paper. Give each pair a worksheet and ask them to write nine sentences, one in each space on the grid they drew. Each sentence should use either the comparative or superlative form of an adjective from the worksheet, e.g. *It's colder today than yesterday. Alice is the funniest girl in the class.* They can only use each adjective once. Allow 10–12 minutes for them to do this.
- Now play Bingo. Place your set of 35 cards face down on the table in front of you, or in a bag or box, then take a card and read it out. If students hear an adjective they used, they raise their hands and read out their sentence. If the comparative/superlative structure in the sentence is correct, they cross out that sentence on their grid. (Be flexible if there are minor mistakes not related to the comparative and superlative form.)
- If the pair have made an important error, e.g. if they used the incorrect form of the adjective, missed *than* from a comparative sentence, or missed *the* from a superlative sentence, they must choose a new adjective from the worksheet and write another sentence. Meanwhile, choose a new card and continue the game.
- The first pair to cross out all of their sentences, shouts *Bingo!* and wins the game.

## Extension

Divide the class into (preferably mixed-ability) teams of four or five. Say an adjective to one of the teams. The team then has one minute to say as many sentences as possible, using the comparative or superlative form of that adjective. Each sentence must be both grammatically and factually correct. Award a point for each correct sentence. Then repeat with the other teams. The team with the most points at the end of the game is the winner.

## Unit 9

## Present perfect charades

**Activity:** Miming game in teams

**Language:** Present perfect with *just*, *already* and *yet*

**To use:** After Student's Book, page 125

**Preparation:** Make one copy of the worksheet. Cut out the two sets of ten cards.

## Procedure

- Divide the class into two teams: Team A and Team B. Explain that you have two sets of cards (one for each team). On each card is a sentence or question in the present perfect, some with *just*, *already* or *yet*. Place the sets of cards in two separate piles.
- Choose a card from Team A's pile and draw lines on the board to show how many words are in the sentence/question (contractions represent one word), e.g. for the sentence *I've won a competition*, write: ..... Include a full stop or question mark at the end of the final line.
- Ask a student from Team A to come to the front and give him/her the card. The student must read the card (but not aloud) and then, in a maximum of 90 seconds, use mime, body language and/or drawing on the board to convey the sentence/question to their team. The other team members call out different words they think are in the sentence. Each time they guess a word on the card, write it in the correct space on the board.
- When the 90 seconds are up, award one point for each correct word and a bonus five points if they guessed the whole sentence. If they did not complete the sentence in 90 seconds, the other team can try to guess the missing words to win extra points. (Note that the total number of words in each team's sentences is the same.)
- Repeat the process with the other team and continue alternating between teams until all the cards have been used. The winning team is the team with the most points at the end of the game.

## Extension

In their teams, students write three or four more sentences/questions in the present perfect, making sure the other team can't see or hear what they write. The teams then give you their sentences to check and correct. Then ask members of Team A to mime each of Team B's sentences for their team and vice versa.

## Unit 10

## Fascinating facts

**Activity:** Quiz in pairs or small groups

**Language:** passive (present simple and past simple), technology

**To use:** After Student's Book, page 133

**Preparation:** Make one copy of the worksheet for each student.

## Procedure

- Divide the class into pairs. Tell students they are going to complete a quiz about 'fascinating facts'. Elicit what *fascinating* means and any words that mean the same (e.g. *amazing*).
- Hand out the worksheets and ask students to read through the sentences once. Help with any unknown vocabulary, e.g. launch, lay (eggs), etc.
- Then ask students to complete the quiz with the verbs in the present or past simple passive form. Do an example with the whole class if necessary. Check answers with the whole class.
- Then ask students to look at the missing information and guess what kind of information it is, e.g. a number, an animal, a place, etc.
- In pairs or small groups, students work together to guess the missing facts. Allow them to search online if possible.
- Check answers with the whole class. Elicit which fact is the most fascinating one.

## Answers

- 1 was presented, room    2 was made, wooden  
 3 was launched, 2 billion    4 is laid, shark  
 5 are found, giraffe    6 is used, brain    7 was recorded, 56.7c  
 8 27km, is used    9 are hit, 24,000, are killed  
 10 was sold, 4,000

## Option

- Ask students to write four questions related to the facts in the quiz, e.g. *How long is the Hubble Space Telescope?* Tell them to write the answers in brackets. After they have written their questions, ask them to put away their quizzes. In small groups, they take turns to ask their questions. They can pretend they are in a TV show and award points to the first person to find the answer as in a TV quiz show.

## Extension

- Ask the students to choose one fact and do some more research on it. Encourage them to expand on the topic and prepare a presentation for the class. For example, if they choose to research the computer mouse, they can find out more about Doug Engelbart and write a short biography.