



## Starter

### Pens and pencils

**Activity:** Board game in groups

**Language:** days and months; telling the time; the classroom

**To use:** After Student's Book, page 8

**Preparation:** Make one copy of the worksheet for each group of 3–4 students. Provide a coin and counters for each group.

### Procedure

- Divide the class into groups of three or four and give each group a worksheet, a coin and counters.
- Ask students to look at the board and explain that they are going to play a game. The aim is to move up the board and get to FINISH.
- Ask students to place their counters on the square marked START.
- Explain the rules of the game: students take turns to toss the coin and move around the board in the order of the squares from 1–14. They move 1 square for heads or 2 squares for tails. If they land on a square with a task on it, they must do the task correctly. If they do the task incorrectly, they miss a turn. If they land on a square with the end of a pen or pencil on it, they move in the direction of the tip of the pen/pencil, either up or down the board, then do the task on the square they moved to.
- Students play the game in their groups. Monitor and help as necessary.
- The first student in each group to get to FINISH is the winner.

### Extension

Students create their own questions by drawing times, classroom objects and writing dates on pieces of paper. They play the game again with their own questions.

## Unit 1

### Is she from Russia?

**Activity:** Information exchange in pairs and memory game in groups

**Language:** *to be*; *have got*; countries; nationalities; the family

**To use:** After Student's Book, page 17

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

### Procedure

- Divide the class into pairs and give each student in each pair an A or B worksheet. Ask the students not to look at each other's worksheets.
- Ask each student to look at the pictures of the people on their worksheets. Explain that there are three pieces of information for each person and point out the small illustrations of the birthday cake, globe and family, which represent age, country, and number of brothers and sisters. Point out that there are two pairs of twins. Explain that some of their cards have the information, and other cards don't. Tell students that they have to ask their partner for the information that is missing on their cards.
- Give the students time to look at their worksheets and think about what kind of information is missing for each person/people. Prompt them to think of questions and if necessary, write them in their notebooks. Elicit a few examples on the board, e.g.  
*Is Lisa from Russia? Is Lisa British?*  
*Has Ali got a brother?*  
*Are Ahmet and Erol 15 years old?*
- Students work in pairs, and ask and answer the questions to complete the missing information. Ask students to ask *Is he/she (X) years old?* for age rather than *How old is he/she?*
- When they finish, pairs compare their cards.

### Option

In small groups, students play a memory game. They look at their worksheets for a few minutes and turn them face down. Then one student in the group chooses one of the people on the worksheet. The other students ask two questions each and try to guess who the person/people on the card is/are.

e.g. *Is this person from Brazil? Does this person have one sister?*

### Extension

(After Student's Book, page 19) In different pairs, students choose one person and write a personal profile and fact file for them. They can write it in the first person or in the third person. Encourage students to make up more information about the person's family, pets, hobbies, etc. Refer them to the personal profile on page 19 of the Student's Book. Students exchange and read other profiles.

## Unit 2

### In the library

**Activity:** 'Find the differences' task in pairs and memory game in small groups

**Language:** possessive 's; possessive pronouns; regular plural nouns; question words; everyday objects

**To use:** After Student's Book, page 25

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

#### Procedure

- Divide the class into pairs and give each student in each pair an A or B worksheet. Ask the students not to look at each other's worksheets.
- Ask students to look at their worksheets. Decide the names of the teenagers in the picture and point out that there are six differences in their pictures. Explain that the differences are related to objects. Explain that students have to find out what the differences are between their picture and their partner's picture by asking and answering questions.
- Draw students' attention to the words under each picture. Ask students to look at their pictures and write sentences about the items, as in the example. Give them a few minutes to do this. Remind them that the possessive 's is placed after the name/person and before the noun. Monitor and make sure students use *it's* and *they're* correctly.
- When they finish, ask students to work in pairs and take turns to ask about the six objects in order to find six differences. Before they start, draw their attention to the example dialogue on their worksheets. Demonstrate with a student and point out the use of the possessive pronoun in the response.
- Give students time to do the task. Monitor and make note of any problems with the possessive 's and possessive pronouns. When they finish, students can compare their pictures. (Note: to make it more challenging, students cover the sentences.)

#### Option

Put students in small A and B groups. In each group, one student looks at the picture and asks questions to test their partners' memory. For example, *Is it Annie's tablet?* (No, it isn't. It's Ben's.) or *Is it Ben's tablet?* (Yes, it is. It's his.) Encourage students to use possessive pronouns in their replies.

## Unit 3

### Let's race!

**Activity:** Board game in groups of four

**Language:** present simple (all forms); adverbs of frequency; everyday activities; free-time activities

**To use:** After Student's Book, page 43

**Preparation:** Make one copy of the worksheet for each group of four students. Provide a coin for each group.

#### Procedure

- Divide the class into groups of four and give each group a worksheet. Give students a few minutes to read the questions.
- In each group, ask students to work in pairs and form two teams, A and B. Ask students to look at the game board for their team and point out the paths with the ten stepping stones. Explain the rules of the game:
  - The aim of the game is for each team to move along their board in order of the 'stepping stones' 1–10 and reach the picnic/beach first.
  - To move along the board, each team tosses the coin. If it's heads, they move one stone; if its tails, they move two stones.
  - When they land on each stepping stone, both students in the team must answer a question which the other team chooses from the list. Teams can't ask the same question twice.
  - Both players in the team must answer the question. They must use *and* and *because* in their answers. If they don't, they move back to the previous stone.
- Tell students that they can make up their answers or talk about other people they know if they can't think of anything to say. Give examples if necessary.
- Give students time to play the game. Monitor and make note of any problems with present simple forms or adverbs of frequency. Check the errors at the end of the game with the whole class.

#### Option

Fast finishers write their own questions using the present simple and adverbs of frequency. They play the game again with their own questions.

#### Extension

Students pick one of the 'you' questions from the list (i.e. 1–3, 5–9, 12, 14, 16–20) and conduct a class survey. Ask them to walk around the class asking their questions and taking note of their classmates' answers. They share their information in small groups.

## Unit 4

### There's a(n) ... / There are some ...

**Activity:** Picture dictation in pairs

**Language:** *There is/There are*; countable and uncountable nouns; *some, any, a/an*; prepositions of place; food and drink

**To use:** After Student's Book, page 55

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

#### Procedure

- Divide the class into pairs and give each student in each pair an A or B worksheet. Ask the students not to look at each other's worksheets.
- Ask the students to look at the words and draw their attention to the phrases above the pictures. Tell them to write *a, an* or *some* on the lines, depending on whether the noun is countable or uncountable, singular or plural. Monitor and check answers.
- Ask students to then draw the items in the words and phrases in the room shown in their first picture. So, Student A draws in the picture of the kitchen and Student B draws in the picture of the living room/dining room. Encourage students to be creative and draw the items in/on/near/next to/under/above other items in the picture. They don't need to draw the items in 'logical' places.
- When they have finished, students take turns to describe the position of the items in their pictures to their partner, who must draw them in the room shown in his/her second picture. Give an example, e.g. *There are some eggs on the dining table*. Monitor and make note of any problems with language.
- When they have finished, students compare their pictures.

#### Option

For further practice, students ask each other two questions related to other details in each picture (e.g. the furniture) using *Is there a(n) ... in the (kitchen)?* and *Are there any ... in the (living room)?*

#### Extension

Students play a guessing game in small groups. They take turns to choose one item from the pictures and write it down without telling the other players. The other players try to guess the item by asking *Have you got a(n)/any ...?* The student who guesses the item wins a point.

## Unit 5

### One picture = 1,000 sentences

**Activity:** Pairwork writing activity with visual clues

**Language:** *can/can't; like, love, hate, can't stand* + gerund; adverbs of manner

**To use:** After Student's Book, page 69

**Preparation:** Make one copy of the worksheet for each group of four students. Cut up the picture cards. Provide a die for each group.

#### Procedure

- Divide the class into groups of four, and ask each student to work with a partner in their group. Tell the students that they are going to play a game in their groups and they will work in pairs. Write the following key on the board. Then give a set of picture cards (face down) and a dice to each group.

like	hate	can	can't stand	love	can't
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- Explain how to play the game by doing an example with the whole class. Roll the die and point out the number on the die (e.g. 3), and then refer to the key on the board, e.g. 3 = *can*. Turn over a picture card. Tell students that they have to write a sentence about the picture using *can* with an adverb of manner where appropriate e.g. *I can sing well*. Ask the students to count the number of words in the sentence (four).
- Students play in groups of two or three pairs. In each group, each pair takes turns to roll the die, pick a card and write a sentence with an adverb and their word. Set a time limit for the students to write their sentences.
- When time is up, students read out their sentence. If it is grammatically correct and makes sense, they win one point per word. If there's a mistake, they get only get one point for the whole sentence.
- Students continue playing the game and keeping count of their scores. The first pair to reach 60 points is the winner. Monitor and make note of sentences to go over with the whole class.

Note: to make this more challenging, students can play on their own in small groups, writing sentences individually. Alternatively, the game can be set up as a whole class competition, with small teams competing.

#### Extension

Students write six true sentences about themselves, one for each verb on the board, using adverbs of manner where appropriate.

When they finish, ask students to find a partner. They then take turns to read three of their sentences to each other. For every sentence, the student listening must agree with 'Me too!/ Me neither!' or disagree with 'Really? I do/don't!'. Write the exclamations on the board for students to refer to.

When they finish, students find a different partner. Monitor and help as necessary.

## Unit 6

### Ten seconds

**Activity:** Group memory game, drawing and pairwork storytelling

**Language:** present continuous (all forms); shops; shopping; clothes

**To use:** After Student's Book, page 81

**Preparation:** Make one copy of the worksheet for each student and fold it where indicated (or cut off the sentences). Make an additional copy of the picture on each worksheet for each group of four students.

#### Procedure

- Divide the class into groups of four. Put a copy of the picture on the worksheet for each group at the front of the class or stick them on the wall of the classroom. Make sure students know where their group's picture is, but can't see it from where they're seated.
- Explain that one student from each team is going to come to the front and look at a picture for ten seconds. They must then go back to their team and tell them as many details about the picture as they can (e.g. people, clothes, shops, actions, etc.). At this point, they can't write anything down.
- Set the time and ask a student from each group to go and look at their pictures for ten seconds, before returning to their groups and describing what they saw. Then a different student from each group does the same. Repeat the process until all the students in each group have looked at the picture.
- Students now work in their groups and write down as many sentences as they can describing what they saw in the picture. Allow ten minutes for this. Give an example and remind students that they need to use the present continuous. Allow them to refer to their books or dictionaries if they need help with vocabulary.
- Give a copy of the worksheet (folded so that the sentences are not visible) to each student and ask them to look at the picture and check whether the sentences their group wrote are correct. Check with the whole class.
- Ask the students to unfold the worksheet and look at the gapped sentences. Give them time to complete them with the present continuous form of the verbs. Check answers in the class.
- Students draw the extra details given in the sentences in the picture. When they finish, they compare pictures in small groups.

#### Key

**1** are carrying   **2** is sleeping   **3** is sitting   **4** is holding  
**5** is cleaning   **6** is waiting   **7** is eating   **8** is wearing

#### Extension

In pairs or small groups, students invent names for each person in the picture. They also make up information, e.g. job, where they live, why they are in town today/where they are going, how they feel, etc. Encourage them to make notes.

In different pairs or groups, students take turns to choose a person in the picture and ask their partner(s) *Who's this?* They compare the characters they've created.

## Unit 7

### Past charades

**Activity:** Groupwork guessing game with charades

**Language:** past simple affirmative regular and irregular verbs; sports; free-time activities

**To use:** After Student's Book, page 95

**Preparation:** Make one copy of the worksheet for each group of four students. Cut up the cards.

#### Procedure

- Divide the class into groups of four. Give a set of cut-up picture cards to each group. Ask the students to shuffle the cards and place them in the middle of the group, face down.
- Explain that the students are going to play a game. Tell them that each card has a picture and a short sentence in the past simple on it. Students take turns to turn over the cards and act out the situation/activity shown, without speaking or showing the card to the other students. The other students in the group have to guess the situation/activity and say a sentence exactly as it appears on the card, beginning with 'I ...'. Students score one point for each sentence they guess correctly. Tell students that they can only take one card at a time and they can't put the card back and pick another one. The first team to use up all the cards, shouts *Stop!* and the game finishes.
- Ask the students to play the game in their groups. Monitor and make sure they're playing according to the rules and are keeping track of their points.
- When a group shouts *Stop!* ask all the groups to stop and collect the cards. Give students five minutes to write down as many sentences as they can remember. Explain that each correct sentence they write counts for five points, in addition to the points they scored whilst playing the game.
- After five minutes, hand out the cards again so that the students can check their sentences. Ask them to add up their score. The group with the highest number of points is the winner.

#### Extension

Divide the class into pairs and give each pair four cards. Ask the students to copy the sentences into their notebooks. On their own, ask them to extend each sentence by adding an *and* or *because* clause. Do an example on the board, e.g. *I bought an expensive ring because it was my mum's birthday.*

When they finish, students read out their sentences and compare their ideas.

## Unit 8

### Create your story

**Activity:** Pairwork storytelling

**Language:** past simple regular and irregular verbs (all forms)

**To use:** After Student's Book, page 107

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

#### Procedure

- Divide the class into pairs and give each student in each pair an A or B worksheet
- Explain that the pictures show a story and the students are going to create the story using the past simple. The first thing they must do is name the main character. Then, they must look at the pictures carefully and think of a plot. Prompt them to read the questions on their worksheet to help them. Encourage them to think of more details for their story. Give examples if necessary.
- Ask the students to make notes about their story, but tell them not to write it down. Give them ten minutes to do this. Monitor and help as necessary.
- When students have finished making notes, ask all the Student As to work with another Student A and all the Student Bs to work with another Student B. Ask students to tell each other their stories. Prompt them to notice if their stories are similar or different.
- Ask students to now work in A/B pairs. Ask them to take turns telling their partner their story from memory, using their notes and without looking at the pictures. Their partner listens carefully, without taking any notes, then, using the cards, re-tells their partner's story.

#### Option

With less confident students, allow them to write out their story before telling it. They could also do the story writing in pairs and then work with another pair to tell their stories.

#### Extension

Ask the students to use their partner's story pictures (i.e. the pictures they didn't use) and write a story (60–80 words). Monitor and give feedback while they're writing.

When they have finished, ask the students to rewrite the first draft, improving the plot, making corrections to the language, adding illustrations, etc. Display the stories around the class and invite students to walk around and read them.

## Unit 9

### Check the facts

**Activity:** Quiz in pairs or groups

**Language:** comparative adjectives; superlative adjectives; animals

**To use:** After Student's Book, page 121

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

#### Procedure

- Give each student a worksheet and explain that the students are going to do a quiz. Ask students to look at their worksheets. Go through the categories 1–7 and explain any unfamiliar words, e.g. *wildebeest*, *monument*.
- Point out the two questions and three options (a, b, c) in each category. Ask the students to complete the questions with the comparative and superlative form of the adjective. Do an example to illustrate that the first question needs the superlative form (it asks about the top item amongst the three options), and the second question needs the comparative form (it compares the two other options). For example: *Which is the largest ocean? (The Pacific Ocean). Is the Atlantic Ocean larger than the Indian Ocean? (Yes).*
- Students do the quiz individually or in pairs. Allow them to check answers online if possible. They might also want to look up the paintings in category 3 on the Internet to give their opinion.
- Students then compare answers in small groups.
- Point out the last category: number 8. Ask students to work in pairs and think of another category, two questions and three options. Monitor and help as necessary.
- Put the students in different pairs to ask each other their questions.

#### Key

- 1 largest; larger; The Pacific Ocean, The Atlantic Ocean, The Indian Ocean
- 2 fastest; faster; the cheetah, the antelope, the wildebeest
- 3 most expensive; more expensive; *The Card Players*, *Violet, Green and Red*, *Les Femmes d'Alger*
- 4 most dangerous; more dangerous; swimming, football, skiing
- 5 tallest; taller; The Burj Khalifa, The Tokyo Skytree, The Petronas Towers
- 6 oldest; older; The Great Pyramid of Giza, The Parthenon, The Taj Mahal
- 7 furthest; further; Neptune, Mars, Earth

#### Extension

Ask the students to use the comparative or superlative form of the adjectives in the quiz and write their own quiz questions. Students ask and answer their questions in small groups.



## Unit 10

### Me, too! / Me, neither!

**Activity:** Individual sentence completion and pairwork

**Language:** *be going to; have to, don't have to; must, mustn't*; prepositions of time

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

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

### Procedure

- Divide the class into pairs and give each student in each pair an A or B worksheet.
- Ask the students to look at their worksheets and explain that the sentences are incomplete. Explain that the students must complete the sentences with their own ideas to make them true for themselves.
- Give the students time to complete the sentences. Monitor and help as necessary.
- When they finish, explain the difference between *Me, too!* and *Me, neither!* Write the two phrases on the board. Explain that we use *Me, too!* when we agree with an affirmative statement; and *Me, neither!* when we agree with a negative statement. Give examples if necessary.
- Ask students to take turns to read their sentences to their partner. They respond to their partner's sentences with *Me, too!/Me, neither!* if they agree with the statement and phrases like *Oh, really?/OK./I see.* if they disagree. Invite a pair of students to demonstrate for the class.
- Monitor while the students do the task and make note of any errors to correct with the whole class.

### Extension

Put the students in different pairs and ask them to share four of their eight sentences. This time, they ask each other a follow-up question to get more information.