

## 1A Secret word

### AIM

To practise using prepositions

### ACTIVITY TYPE

Students read a list of clues to work out a secret word

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Reading, Exercise 5, page 13

### PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets.

### PROCEDURE

- 1 Divide the students into pairs. Give worksheet A to Student A and worksheet B to Student B.
- 2 Ask students to look at their sheet, and answer the question *Where is box 1?* Ask students to point to box 1. Say *There is a letter under box 1. What is it?* (Answer: c). Write C on the board. *There is a letter in box 1. What is it?* (Answer: r). Write R on the board. *There is a letter above box 2. What is it?* (Answer: a) Write A on the board. *Can you make a word?* (CAR).
- 3 Tell Student A to start by reading the clues to Student B. Then Student B finds the secret letters on their worksheet and uses them to make a word. Student B then reads the clues for Student A to solve.  
(Answers: Student A's secret word is *party*. Student B's secret word is *escape*.)

### ADAPTATION AND EXTENSION

- Students could write their own set of clues for their partner or for another pair.
- Whole class alternative: Cut off the clue section from the sheet. Give everyone in the class Part A and you read the clues. Repeat with Part B.

## 1B Have you got ... ?

### AIM

To revise vocabulary for things in a room and practise asking questions using: *Have you got ... ?* and short answers: *Yes, I have./No, I haven't.*

### ACTIVITY TYPE

Students play a card game which is a version of the classic game *Go Fish*

### CLASSROOM DYNAMICS

Small groups

### TIME TAKEN

10 minutes

### WHEN TO USE

After Listening, Exercise 3, page 16

### PREPARATION

You will need one copy of the activity for each small group, cut up into cards.

### PROCEDURE

- 1 Divide students into groups of three or four and give each group one set of shuffled cards, face down on the table.
- 2 Tell students that in this activity they will practise asking questions with *Have you got ... ?* Write this on the board. Elicit the two short responses: *Yes, I have./No, I haven't.*
- 3 Students pick up five cards each and do not show them to the other players. If students have any pairs of cards, they put them down as a pair, revealing them to the group.
- 4 Students take turns asking other students in their group for a card they need to make a pair, e.g. 'Anna, have you got a clock?' If the student does have the card, they reply 'Yes, I have.' and give the card away. If the student does not have the card, they reply 'No, I haven't.' and the asker picks up a card from the table.
- 5 If a student runs out of cards, they take one card from the pile.
- 6 Continue until all the cards are paired. The student with the most pairs wins.

### ADAPTATION AND EXTENSION

- Ask students to divide the cards among their group and illustrate the words by drawing pictures before playing.
- The cards can also be used to play a memory game. Lay the cards face down and students take turns to pick two cards. If they are matching, they keep the cards. If they are not matching, they place the cards back in the pile face down.
- In their groups, students could design their own card set using vocabulary from the *Starter* unit, e.g. family members, countries, numbers. They then swap cards with another group to play again.
- Make or get students to make similar cards to play the game with other vocabulary, e.g. places in the home.

## 1C: My homework is at home!

### AIM

To practise reading a conversation and selecting correct responses

### EXAM LINK

Movers: Reading and Writing Part 2. In the exam, students will be given a short dialogue and will need to choose the correct responses for Speaker B out of three options.

### ACTIVITY TYPE

Students put sentences in the correct gaps in a conversation to complete the conversation

### CLASSROOM DYNAMICS

Individuals and pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Speaking, Exercise 5, page 15

### PREPARATION

You will need one copy of the activity sheet for each student with the extra sentences cut up. Alternatively, as the sentences are jumbled up, you could ask students to cut up their own extra sentences.

### PROCEDURE

- 1 Give each student a sheet and set of extra sentences.
- 2 If students are preparing for the Movers exam, point out that this task is useful practice for Reading and Writing Part 2. They will read a conversation and select Speaker B's responses from three choices.
- 3 Ask students to read the conversation and put the cut up sentences in the correct gaps.
- 4 Students compare their answers in pairs. Monitor to check for correct order.
- 5 In pairs, students practise the conversation.
- 6 To finish, write the following questions on the board for students to ask and answer in pairs. Then conduct whole class feedback.

*Imagine you are Tommy. Do you call Dad about your homework?*

*Imagine you are Dad. Do you take Tommy's homework to school?*

### ANSWER KEY

Tommy: Hi Dad! Where are you?

Dad: Hi Tommy! I'm at home.

Tommy: I haven't got my maths homework. Is it on the table?

Dad: No, it isn't.

Tommy: I think it's in my room. Is it on my desk?

Dad: It isn't. But it's here on the floor next to your bed!

Tommy: Good! Can you bring it to school, please Dad?

Dad: Okay, I can bring it at eleven o'clock.

Tommy: Thanks Dad! See you at eleven o'clock near the school office.

Dad: Bye Tommy!

## ADAPTATION AND EXTENSION

- Hand out Tommy's conversation (with gaps) and ask students to work in pairs to predict what Dad will say at each point in the conversation.
- To make the exercise longer and more challenging, also cut up Tommy's part of the conversation and ask students to work in pairs to put the whole conversation in order.

## 2A Breakfast in the swimming pool

### AIM

To practise vocabulary for regular activities and revise vocabulary for the home

### ACTIVITY TYPE

Students take turns making sentences from prompts

### CLASSROOM DYNAMICS

Small groups

### TIME TAKEN

10 minutes

### WHEN TO USE

After Vocabulary 1: Everyday activities, Exercise 3, page 22

### PREPARATION

You will need one copy of the activity for each group, cut up into cards.

### PROCEDURE

- 1 Divide students into small groups. Give each group a set of *Regular activities* cards and a set of *Places* cards in two piles face down on the table.
- 2 Demonstrate by taking a card from each pile. Read the cards to the class, e.g. *have breakfast, in the swimming pool*. Demonstrate making a sentence with the cards, e.g. 'I don't have breakfast in the swimming pool!'. Then place both cards at the bottom of their piles.
- 3 Students in the group take turns picking up cards from each pile and making a sentence that is true for them, then placing the cards at the bottom of the piles.
- 4 Students continue the activity for about five minutes.

## ADAPTATION AND EXTENSION

- Students could put the *Place* cards as headings and divide the *Regular activities* cards among the places they usually do them. Groups could write sentences together to share with the class, e.g. 'We have breakfast in the kitchen. Anna has lunch at school, but I have lunch at home'.
- Use the *Regular activities* cards for charades. With the pile face down, students take turns to pick up a card and mime it for the other students in their group to guess.
- (The following extra activity could be done after Ex 6 on page 26.) When students draw the cards, they must make a question for the other group members, e.g. 'Do you have breakfast in the pool?' and the group members respond with *Yes, I do./No, I don't*.

## 2B Four in a row

### AIM

To practise speaking about the times of activities

### ACTIVITY TYPE

Students play a game where they talk about the times they do regular and free time activities

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Speaking, Exercise 5, page 27

### PREPARATION

You will need one copy of the activity for each pair, and two coloured pens or counters.

### PROCEDURE

- 1 Put students into pairs and give each pair an activity sheet.
- 2 Students play in the top grid first. Student A chooses a square and tells Student B something he/she does at that time, e.g. 'At 2.30, I have history'. Tell students they can choose whether the time in the square is morning, afternoon or night.
- 3 After making a sentence, Student A colours in the square in his/her allocated colour or puts a counter over the square.
- 4 Student B chooses a square to talk about.
- 5 The first student to colour four squares in a row (vertically, horizontally or diagonally) is the winner.
- 6 Students repeat the game with the second grid, saying a time they do the activity. If the student does not do the activity, he/she can say so, e.g. 'I don't play volleyball'.

### ADAPTATION AND EXTENSION

- Before they play, ask students to look at the activities in the second grid, and write the relevant verbs above each activity, e.g. *have, play, go to, get*. Check answers as a class.
- Photocopy a few extra activity sheets so that fast finishers can replay the game.

## 2C My little book

### AIM

- To ask and answer questions in the present simple about free time activities
- To write present simple sentences in the third person

### ACTIVITY TYPE

Students make a little book about their classmates

### CLASSROOM DYNAMICS

Individuals and pairwork

### TIME TAKEN

15–20 minutes

### WHEN TO USE

After Listening, Exercise 6, page 26 or after Writing, Exercise 5, page 29

### PREPARATION

You will need one copy of the activity sheet for each student. If students do not have scissors in class, make the central cut in the sheet before class. Fold up one little book so that students can see an example of how it is folded.

### PROCEDURE

- 1 Show students the folder booklet and tell them they are going to make a little book about some of their classmates.
- 2 Give each student an activity sheet. Show them how to fold it into a little book by pinching the sections between pages 2 and 3, and 6 and 7 away from each other. If you're not sure, search online for *how to fold an 8-page book from A4*.
- 3 Demonstrate by asking a student for the information on the card (name, age, information). Then ask an *Interview question* from the back of the little book using present simple, e.g. 'Do you like weekends?' Take the student response and write it on the board, underlining the third person endings. For example, if the student says 'Yes, I do. I play volleyball on Saturdays,' write on the board: *She likes weekends. She plays volleyball on Saturdays.*
- 4 Students ask and answer questions and complete the pages in their little book. Monitor for correct third person endings.
- 5 When students have spoken to six classmates, tell them to fill in the front cover with the title *My friends* or *My classmates*, and draw a picture.

### ADAPTATION AND EXTENSION

- Weaker students can write simple sentences, e.g. *She has swimming lessons*. Encourage stronger students to write more detailed sentences, e.g. *She has swimming lessons at the pool every Wednesday*. Collect the booklets and read some of the information out. Get the class to guess who the person is.
- This task could also be used after Writing Ex 7 on page 29 and students could use their own interview questions from Writing Ex 6 instead of the questions provided.
- Students could complete the booklet individually about their family members or famous people.

## 3A The perfect English class

### AIM

To practise using adverbs of frequency

### ACTIVITY TYPE

Students complete sentences with adverbs of frequency to imagine their perfect English class

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: Adverbs of frequency, Exercise 1, page 34

### PREPARATION

You will need one copy of the activity sheet for two pairs.

### PROCEDURE

- 1 Tell students that you would like to know what kind of class would be their perfect English class so that you can use their ideas to help them learn. Elicit some ideas of what a perfect class might be like.
- 2 Organise students into pairs and give each pair an activity sheet.
- 3 Students work together to decide which adverb of frequency they will use to complete each sentence so that it is true for them. Circulate, helping as required. You may need to clarify *strict*, *quiet*, and *loud*.
- 4 Conduct whole class feedback. Collect the questionnaires and take note of student preferences to keep in mind.

### ADAPTATION AND EXTENSION

- Extend the activity by asking students to think of some other ideas that would make a class perfect. Students write sentences on the back of the sheet and share them during the class feedback.
- To use this as a worksheet, copy one activity sheet per student. Students complete the sentences with the adverbs of frequency individually, and then compare their ideas in pairs or small groups.
- Refer to the feedback in future lessons. For example, if many students said their perfect class usually had games, mention this when you next introduce a *Game on* activity.

## 3B Treasure maps

### AIM

To practise vocabulary for the world around us

### ACTIVITY TYPE

Students design a treasure map which includes features from the natural world, then play a guessing game

### CLASSROOM DYNAMICS

Individuals and pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Vocabulary 2: The world around us, Exercise 2, page 35

### PREPARATION

You will need one copy of the activity for each student.

### PROCEDURE

- 1 Distribute an activity sheet to each student. Elicit the meaning of *map* and teach *treasure*.
- 2 Tell students to design their map and tick the features from the list to make sure they are all included. Students can include two additional features and write them in the gaps, e.g. *house*, *dolphins*.
- 3 Demonstrate folding along the dotted line so that the treasure section is hidden behind the main sheet. Tell students to choose a secret place where treasure is hidden on their map, e.g. in the mountains. They should write that secret place on the treasure section without showing their partner.
- 4 In pairs, students take turns to talk about their maps, e.g. 'This is the jungle. These are the mountains.'
- 5 Students guess where each other's treasure is hidden using questions, e.g. 'Is it in the jungle?' 'Is it in the lake?' The first student to guess where the other's treasure is wins the game, but the other student should continue to guess until they work out where the treasure is.
- 6 Students repeat the game with a new hiding place for the treasure.

### ADAPTATION AND EXTENSION

- To support weaker students, write the prompts on the board: *Is it in ... ? Yes, it is. / No, it isn't.*
- To make the task more challenging, tell students that they can hide the treasure *near* and *between* places as well as *in* places.
- Students could use *hot*, *warm* and *cold* to express how close the guess is to the treasure, e.g. cold = not close, hot = very close.
- Take a picture of the maps and project them into your IWB/ projector to play the game as a class with students taking turns to guess where the treasure is hidden.

## 3C Animal team puzzle

### AIM

To practise identifying animal words from a definition

### ACTIVITY TYPE

Students are each given part of a definition and share their definitions in teams to work out the animal

### CLASSROOM DYNAMICS

Groups of three

### TIME TAKEN

5–10 minutes

### WHEN TO USE

After Speaking, Exercise 5, page 37

### PREPARATION

You will need one copy of the activity for each group, cut up into cards.

### PROCEDURE

- 1 Divide the class into groups of three, Student A, B and C.
- 2 Distribute the *Our answers* card face up to each group. Explain that there are five animals that students need to work out in five minutes. Each student will get one clue for each animal and they are not to show each other their clues. Encourage students to use the phrase from the skill tip on p37, e.g. *I think it's ... because ...*
- 3 Distribute clue sheets A, B and C face down to each group. Give students thirty seconds to silently read their clues for thirty seconds before the time limit begins.
- 4 Set a timer for five minutes.
- 5 Students take turns to read their first clue aloud and decide which animal it is. The team writes down the word for Animal 1 on the *Our answers* sheet.
- 6 Students repeat step 5 with animals 2–5 then, if it is under 5 minutes, bring the sheet to you to check.
- 7 After the time limit is up, elicit the answers.

### ADAPTATION AND EXTENSION

- If your class does not divide by three, the remaining students can form pairs. One student in each pair can read clues for Student B and Student C.
- Instead of setting a time limit, make the task a race. The first team to finish wins. Allow the other teams time to finish before revealing the answers.
- As an extension, ask each team to write their own similar clues for a different animal for another group. Then organise the groups to swap clues.

### ANSWER KEY

Animal 1 is a parrot. Animal 2 is a chicken. Animal 3 is a hippo. Animal 4 is a spider. Animal 5 is a (blue) whale.

## 4A My friend Sam

### AIM

To practise giving instructions with imperatives and *must/mustn't*

### ACTIVITY TYPE

Students match situations with possible instructions

### CLASSROOM DYNAMICS

Small groups

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: Imperatives and *must/mustn't*, Exercise 6, page 46

### PREPARATION

You will need one copy of the activity for each group, cut up into cards. Keep the *Situations* cards and *You say* cards separate.

### PROCEDURE

- 1 Tell students to imagine that their friend Sam has come to stay from England, but can only speak English. They need to use instructions in English to help Sam. (Sam can be a girl or a boy.)
- 2 Divide students into groups of three or four. Give each group a set of *Situations* cards and *You say* cards.
- 3 Students work together to match the two sets of cards.
- 4 Check answers as a class. If students aren't familiar with the expression *say cheese*, teach it by asking students to say cheese and point out that it makes them smile.
- 5 Chorally drill each instruction with some expression.

### ADAPTATION AND EXTENSION

- Distribute the situation cards first and invite students to make up their own instruction to use in each situation. Alternatively, distribute the instruction cards first and invite students to make up situations.
- Students could make a story from the cards. There is a suggested first and last card, but the others can go in any order.
- In pairs, students could choose one of the situations and act it out for the class. Encourage students to give the instruction with feeling.
- Students could choose one of the situations and draw a picture with a speech bubble to go with the situation. Or, students could design their own comic strip about a friend who comes to stay with at least three instructions in speech bubbles.

## 4B Odd one out

### AIM

To practise vocabulary for vehicles and talking about differences

### ACTIVITY TYPE

Students illustrate vocabulary cards, then make 'odd one out' sets for a partner

### CLASSROOM DYNAMICS

Pairwork

### EXAM LINK

Movers Part 2 (Odd one out). This is a reduced/adapted exam task. In the exam, students will get four rows of pictures (without text) and will need to decide which is the odd one out in each row, giving a reason.

### TIME TAKEN

10 minutes

### WHEN TO USE

After Vocabulary 2: Vehicles, Exercise 4, page 47

### PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets.

### PROCEDURE

- 1 Give half of the class the Student A worksheet and the other half the Student B worksheet.
- 2 Students draw pictures on their worksheets that match each word.
- 3 Organise students into pairs of A and B.
- 4 Students take turns to look at each other's pictures. They decide which is the odd one out in each row and give a reason, e.g. 'The plane is the odd one out because the other things don't fly'. Remind students that there may be an obvious answer, but any answer with a sensible reason is acceptable.
- 5 Elicit some possible answers.

### ADAPTATION AND EXTENSION

- Before the activity, review the skill tip on page 37 *Say what you think and give a reason*, e.g. 'I think it's the taxi because it doesn't go in water'. Write the form *I think ... because ...* on the board as a prompt.
- After the initial game, students cut up the pictures into individual cards. They take turns choosing four cards to make an 'odd one out' task for their partner.

## 4C Find someone who ...

### AIM

To practise asking and talking about ability with *can*

### ACTIVITY TYPE

Students ask and answer questions with *can*

### CLASSROOM DYNAMICS

Small groups or whole class

### TIME TAKEN

5–10 minutes

### WHEN TO USE

After Speaking, Exercise 5, page 48

### PREPARATION

You will need one copy of the activity sheet for each pair of students in the group or class, cut up into A/B worksheets.

### PROCEDURE

- 1 Write on the board: *Can you ... ? Yes, I can./No, I can't.*
- 2 Distribute the A/B worksheets, giving half the class each worksheet. Ask students to read their worksheet.
- 3 Demonstrate asking a student one of the questions using the prompts, e.g. 'Dan, can you stand on one leg and count to twenty?' If the student responds 'Yes, I can.' demonstrate writing his/her name on the sheet.
- 4 Students move around the classroom to find someone who can do each item. Tell students that they must find a different person for each item. Join in the activity.
- 5 When their sheet is complete, students should sit down to indicate they have finished.
- 6 Elicit some things that students found out about their classmates, e.g. 'Ella can do a cool dance move. Harry can make dinner'.

### ADAPTATION AND EXTENSION

- Give every student worksheet A to use for the activity. Repeat the activity with worksheet B in a subsequent lesson. Make it into a race. The first student to complete the worksheet is the winner.
- If you have a class of less than eight students, instead of requiring a different name for each spot, ask students to use the names more than once.
- If your classroom space is unsuitable for a group/class mingle, cut off the *Find someone who ...* headings. Put students into pairs. Students take it in turns to ask their partner if they can do each activity on their worksheet. They should write their partner's name in the gap and change *can* to *can't* if necessary to make the sentence true. Conduct whole class feedback.

## 5A Are you eating spaghetti?

### AIM

To practise using the present continuous for actions in progress

### ACTIVITY TYPE

Students take turns to mime and guess actions

### CLASSROOM DYNAMICS

Small groups

### TIME TAKEN

5–10 minutes

### WHEN TO USE

After Grammar: Present continuous, Exercise 1, page 56

### PREPARATION

You will need one copy of the activity for each group, cut up into cards.

### PROCEDURE

- 1 Write on the board the question: *Are you ... eating spaghetti?* Tell students you are going to mime an action and they need to guess what it is using the question form *Are you ... + -ing?*
- 2 Pretend to look at one of the cards. Mime eating an apple. Keep miming eating the apple while you elicit guesses. Respond *No, I'm not. / Yes, I am.*
- 3 Divide students into groups of four or five. Give each group a set of cards face down.
- 4 Students take it in turns to flip a card and mime the action while the others guess using the question form *Are you ... + -ing?*
- 5 Continue for five minutes or until all the cards have been used. Circulate and provide vocabulary help as required.

### ADAPTATION AND EXTENSION

- Give less confident students the option to ask a friend to act an action with them. Point out that if they are acting in a pair, the responses will change to *No, we're not. / Yes, we are.*
- To make the game easier, make an extra copy of the activity sheet available for each group so that they can look at the options to guess from.
- To extend the game, students could choose their own actions to mime. For example, students could act out the everyday actions on page 22 or free time activities on page 25.
- An alternative extension is for students to play again, choosing two cards at a time, e.g. A: 'Are you eating a burger and reading?' B: 'I'm not eating a burger, but I am reading.' C: 'Are you eating spaghetti and reading?' B: 'Yes, I am.'

## 5B Happy café

### AIM

To practise vocabulary for food and drink

### ACTIVITY TYPE

Students take turns asking for food and drink and writing down their partner's order

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Listening, Exercise 7, page 58

### PREPARATION

You will need one copy of the activity for each pair, with the *Order sheets* cut up into cards.

### PROCEDURE

- 1 Divide students into pairs and give each pair a copy of the activity sheet, with the *Order sheets* cut up into cards.
- 2 Tell students they will take it in turns to be the customer and the worker in Happy café.
- 3 Tell students you are going to order something from the *Menu* and they should write down your order. Say 'Please can I have a cheese and tomato sandwich, and a chocolate milkshake?' Repeat if necessary.
- 4 Ask students to check their answers in pairs, then check as a class.
- 5 In pairs, students take it in turns to write down their partner's order.
- 6 Students draw a picture of their partner's order in the box.
- 7 Finish by asking students to share what their partner is having with the class using the present continuous, e.g. 'Sasha's having an egg sandwich and a pineapple juice.'

### ADAPTATION AND EXTENSION

- Remind students of the phrases they can use if they need their partner to repeat their order, e.g. 'Can you say that again, please?' 'Can you repeat that please?'
- If necessary, students can use the *Menu* as a prompt when writing down the order. Stronger students could look at the *Menu* then order or write down their partner's order without referring to it.
- To extend the task, students could imagine they are ordering for some family members and friends eating with them, and they need to decide what they would like, e.g. 'Please can I have an egg sandwich, two chicken sandwiches, and a tomato sandwich, a chocolate milkshake, a watermelon juice and a water?'
- Instead of step 6, play an extension game. Collect the order sheets, mix them up and redistribute them. Tell students that the orders have been mixed up and students need to get the orders back to the person who ordered them by asking each other 'Are you having ...?' until they find the correct owner, e.g. 'Are you having a chicken sandwich and an orange juice?' 'Yes, I am. / No, I'm not'.

## 5C Weather around the world

### AIM

To practise talking about the weather

### ACTIVITY TYPE

Students complete an information exchange to complete weather reports of cities around the world

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

5–10 minutes

### EXAM LINK

Flyers, Speaking Part 2 (One set of facts and one set of question cues) Note: This is a simplified exam task. In the exam, students will get two separate pieces of paper: one with the facts and one with the clues. Each set of information will have a picture prompt. Students will need to form a range of questions instead of asking one question.

### WHEN TO USE

After Speaking, Exercise 4, page 57

### PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets.

### PROCEDURE

- 1 Divide students into pairs A and B.
- 2 Give worksheet A to the Student A's and worksheet B to the Student B's. Tell them not to show their partner their worksheet.
- 3 Write on the board: *What's the weather like in ... ?*
- 4 Direct students to the weather rows under the city names on their worksheets and point out that each person has some of the information.
- 5 Student B asks Student A: 'What's the weather like in Beijing?' Student A replies: 'It's raining.' Student B writes: 'It's raining.' on their sheet under *Beijing*.
- 6 In their pairs, students continue to ask each other what the weather is like in each city until the the weather rows are complete.
- 7 Students draw a picture to match each forecast in the squares below the weather row.

### ADAPTATION AND EXTENSION

- Before step 3, elicit which country each city is in. Alternatively, write the country names on the board for students to match to the cities.
- Write questions in speech bubbles on the board using *where* for fast finishers to answer, e.g. 1 *Where can I build a snowman today?* 2 *Where is it raining today?* 3 *Help! I can't see anything! Where am I?* Invite fast finishers to write their own question about the weather and write it on the board in a speech bubble for other students to answer.
- Students could take turns reading the report like a weather reader, e.g. 'In Beijing, it's cloudy.' 'In Buenos Aires, it's raining.' Students could record themselves on their mobile phones.

## 6A Animal adjectives

### AIM

To practise using adjectives

### ACTIVITY TYPE

Students think of animals which fit each adjective

### CLASSROOM DYNAMICS

Small groups

### TIME TAKEN

5–10 minutes

### WHEN TO USE

After Vocabulary 2: The weather, Exercise 4, page 64

### PREPARATION

You will need one copy of the activity for each group, cut up into cards.

### PROCEDURE

- 1 Point out that the adjectives on page 64 Ex 4 of the Student's Book can be useful for describing many things, e.g. animals.
- 2 Divide students into groups of three or four. Give each group a set of cards face down.
- 3 Students take it in turns to flip a card and read it to the group.
- 4 Students in the group think of an animal or animals that fit the card.
- 5 Continue for five minutes or until all the cards have been used. Circulate and provide vocabulary help as required.
- 6 Conduct whole class feedback.

### ADAPTATION AND EXTENSION

- If necessary, students could use the wordlist on page 40 of the Student's Book for ideas of animals. Or, before the activity, review the words for the animals pictured on pages 32, 35, 36 and 37 of the Student's Book.
- As an extension, each group writes down the name of an animal for each card on the activity sheet on a piece of paper. Groups swap lists. The new group matches the cards to the list of animals then shows the original group and the groups compare answers. Time the groups. How long does it take to think of a different animal for each adjective? Students could go through a second time and think of more alternatives for each card.

## 6B When I was small ...

### AIM

To practise the past simple of *be*

### ACTIVITY TYPE

Students complete an info sheet about the past, then ask and answer questions

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

5–10 minutes

### WHEN TO USE

After Grammar: Past simple: *be*, Exercise 7, page 66

### PREPARATION

You will need one copy of the activity sheet for each student.

### PROCEDURE

- 1 Give each student an activity sheet.
- 2 Get them to think about what they can remember about when they were small.
- 4 Direct them to the instructions at the bottom of the worksheet. Emphasise that the items relate to when they were small (about four or five years old), not now. They should write the items in any box.
- 5 Organise students into pairs.
- 6 Students show each other their sheets and take it in turns to guess what the words refer to using *was/were*, e.g. *'“Mama” was your first word.’ ‘Your friends were Holly and Zac.’*

### ADAPTATION AND EXTENSION

- You could demonstrate the activity by drawing a grid on the board with your own answers. Ask the class to guess what each one refers to.
- Students could draw a small picture to go with each word before their partner guesses.
- After the activity, ask students to write about how they have changed since they were small, e.g. *'My favourite colour **was** pink, but now my favourite colour **is** yellow.'*

## 6C Oops! Aaah! Yum!

### AIM

To practise past simple of regular verbs

### ACTIVITY TYPE

Students complete three short stories with the correct past form, then discuss which is the best story

### CLASSROOM DYNAMICS

Individuals and small groups

### TIME TAKEN

10–15 minutes

### WHEN TO USE

After Listening, Exercise 5, page 58

### PREPARATION

You will need one copy of the activity sheet for each student.

### PROCEDURE

- 1 Tell students that they are going to read three stories about funny school trips.
- 2 Give each student an activity sheet.
- 3 Ask students to read the stories and explain that they will need to complete the gaps with the past forms of the verbs in brackets. Check answers as a class.
- 4 Students draw a picture in the blank space next to each story.
- 5 Organise students into small groups to talk about the stories. They should describe in their own words what happened in each one, then say which story they liked most and why.
- 6 Conduct whole class feedback.

### ADAPTATION AND EXTENSION

- Cut up the activity sheet into individual stories. Give each student one story to read, complete and draw the picture. Organise students into groups of three (who each have a story) to share their stories before deciding which is the best. Stronger students could retell the stories in their own words. Weaker students could read the story for their group.
- Ask students to think of a trip they went on with school or family that was fun or funny. Put students into groups to share their stories.

### ANSWER KEY

- 1 arrived, looked, jumped
- 2 walked, screamed
- 3 visited, played, asked, texted

## 7A Cool jobs

### AIM

To practise using vocabulary for jobs

### ACTIVITY TYPE

Students follow a set of instructions and discuss jobs

### CLASSROOM DYNAMICS

Small groups

### TIME TAKEN

5–10 minutes

### WHEN TO USE

After Vocabulary 1: Jobs, Exercise 4, page 76

### PREPARATION

You will need one copy of the activity for each group, cut up into cards.

### PROCEDURE

- 1 Give each group a set of cards and an *Instructions* sheet. Assign a student in each group to be the group leader.
- 2 Students arrange the job cards face up on the desk so they can see all of them.
- 3 The group leader reads the first instruction. Each student chooses a card and takes it. Students each share which card they chose and give a reason, then return the cards.
- 4 Repeat with the remaining instructions.
- 5 With the final instructions, ask students to choose the jobs where English would be helpful and think of a reason why. Conduct whole class feedback.

### ADAPTATION AND EXTENSION

- As an extension game, put the job cards face down. One student takes a card. The other students have to ask questions to guess the job, e.g. 'Where do you work?' 'Do you help people?' 'Are you a nurse?' After they guess the job, the next student takes a card.
- Give a copy of the activity sheet to each student. Students could follow the instructions individually then compare their answers in pairs.
- Point out that the cards are prompts rather than limits, and they can discuss other jobs that are not listed.

## 7B No, you didn't!

### AIM

To practise irregular verbs

### ACTIVITY TYPE

Students read statements using irregular verbs and other students guess if they are true or not

### CLASSROOM DYNAMICS

Pairwork or small groups

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: Past simple: irregular verbs, Exercise 5, page 78

### PREPARATION

You will need one copy of the activity for each pair or group, cut up into cards.

### PROCEDURE

- 1 Organise students into small groups. Give each group a set of sentences face down.
- 2 Students take it in turns to take a sentence and read it to the group.
- 3 The other students have to guess if the student really did the sentence, e.g. 'Yes, you did!'/'No, you didn't!'
- 4 The student reveals whether they did or didn't do the action.
- 5 Continue until all the statements have been discussed.

### ADAPTATION AND EXTENSION

- Before the game, drill the irregular verb forms in the activity. Call out the verb in the present tense and have the students call out the past. Write some of the phrases for supporting a partner from the *useful language* box on page 69 of the Student's Book on the board: *Well done. I think so. True. Yes, that's right. That's a good idea.* Encourage students to use these phrases during the activity.
- After the activity, students could write another two statements each using the irregular verbs. They take turns to read their sentences to the group who guess if they are true or not.

## 7C Amazing robots

### AIM

To practise asking and answering questions in the past simple

### ACTIVITY TYPE

Students complete a questionnaire about a robot, then ask and answer questions

### CLASSROOM DYNAMICS

Individuals and pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Listening, Exercise 5, page 80

### PREPARATION

You will need one copy of the activity sheet for each student.

### PROCEDURE

- 1 Tell students to imagine they are great young scientists and made their own amazing robots.
- 2 Give each student a copy of the activity sheet. Point out that students need to give their robot a name and answer the questions.
- 3 Circulate, providing help as required while students complete the questionnaire.
- 4 Organise students into pairs. Students take it in turns to ask their partners the questions about their robot. Ask them to write sentences about their partner's robot on the lower section of the activity sheet. They will need to pay attention to changing pronouns and possessive adjectives to suit, e.g. *Georgia made her robot last week.*
- 5 Invite each student to briefly share something their robot or their partner's robot did yesterday.

### ADAPTATION AND EXTENSION

- Encourage students to make use of the *Other* (d) option where they can write their own response.
- Students could draw a picture of their robot on the other side of the paper and choose some adjectives to describe their robot, e.g. 'My robot Electra is a small robot. She's quiet, but fun'.

## 8A Me or you?

### AIM

To practise using comparative adjectives

### ACTIVITY TYPE

Students ask and answer questions using comparative adjectives

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: Comparative adjectives, Exercise 5, page 88

### PREPARATION

You will need one copy of the activity sheet for each pair.

### PROCEDURE

- 1 Organise students into pairs. Give each pair an activity sheet.
- 2 Explain that pairs need to write their names in the section at the top, then answer each question by ticking the place below the person's name. Some questions are answered by looking, some by talking and some by doing something. If students are exactly the same, they can write *same*.
- 3 Circulate providing assistance with vocabulary and the activities.
- 4 Encourage each pair to share something with the class, e.g. 'I'm younger than Andre, but he's got curlier hair.'

### ADAPTATION AND EXTENSION

- Students could write some of their own questions using comparative adjectives and write them on the board for other students to use.
- Steer students away from using comparisons about who looks better, e.g. using *prettier* and *uglier* to compare themselves. If students want to discuss who is better at something, encourage a growth mind-set, i.e. that people can get better at things with practice.

## 8B Identical twins

### AIM

To practise using vocabulary for hair and clothes

### ACTIVITY TYPE

Students draw a person to match a written description, then read the description to their partner to listen and draw

### CLASSROOM DYNAMICS

Individuals and pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Vocabulary 2: Clothes, Exercise 2, page 89

### PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets, and some coloured pens or pencils.

### PROCEDURE

- 1 Divide the class into pairs and give each student a Student A or Student B worksheet. Tell students they must not look at their partner's worksheet.
- 2 Students read the description and draw the person in the box.
- 3 In their pairs, students take it in turns to read their descriptions for their partners to draw, in the box indicated. They may need to read slowly and more than once.
- 4 Students compare their drawings. Ask: 'Do they look like identical twins?' Point out that of course identical twins don't always dress the same, and this is just a bit of fun.

### ADAPTATION AND EXTENSION

- You can also do this as a whole class activity. Read the descriptions slowly a few times for students to draw. Students compare their pictures to see how identical they are.
- To extend the activity, students draw a person and describe it to their partner to draw the twin. Writing the description first is optional.

## 8C World quiz

### AIM

- To practise using language to make a guess
- To practise superlatives and comparatives
- To review places in the world around us

### ACTIVITY TYPE

Students take turns reading and answering quiz questions

### CLASSROOM DYNAMICS

Small groups

### TIME TAKEN

10 minutes

### WHEN TO USE

After Speaking, Exercise 6, page 91

### PREPARATION

You will need one copy of the activity for each group, cut up into cards.

### PROCEDURE

- 1 Organise students into small groups and give each group a set of cards face down.
- 2 Students take it in turns to take a card and read it to the group.
- 3 Group members discuss the answer using *useful language: making a guess* on Student's Book page 91.
- 4 The student with the card reveals the answer.

### ADAPTATION AND EXTENSION

- Students could play in teams of two or three against another team, taking it in turns to read a question. They score one point for each correct answer. The team with the most points wins.
- Do the quiz as a whole class activity. Consider putting the quiz into an online audience response site, e.g. *Kahoot*, and students could guess the answers on their mobile phones. Alternatively, read each question to the class or display on your projector. Pairs or groups discuss the answer, and write A, B or C on a piece of paper and hold it up.

## 9A Play, go, do

### AIM

To practise verb–noun collocations for activities

### ACTIVITY TYPE

Students sort activity cards by the verb they collocate with

### CLASSROOM DYNAMICS

Small groups

### TIME TAKEN

5–10 minutes

### WHEN TO USE

After Vocabulary 1: Sport and activities, Exercise 2, page 96

### PREPARATION

You will need one copy of the activity for each group, cut up into cards.

### PROCEDURE

- 1 Give each group a set of cards.
- 2 Students arrange the cards face up on the desk so that they can see all of them. The *play, go, do* cards should be placed separately.
- 3 Students work as a group to sort the cards by which verb (*play, go, do*) the activity uses.
- 4 Conduct whole-class feedback.

### ADAPTATION AND EXTENSION

- Ask students to work as a team to sort the activities in other ways, e.g. summer/winter/both, activities that need water, activities that need a ball.
- In their groups, students could choose an activity to act out. Other students in the group guess what it is using the verb and noun e.g. 'You are doing kung fu'.
- Elicit any other hobbies students do, and whether they take *go, play* or *do*.

### ANSWER KEY

play: the guitar, baseball, tennis, basketball, football, beach volleyball

go: surfing, camping, shopping, skiing, rollerblading, cycling, skateboarding, rock climbing, dancing, mountain biking, sailing, swimming

do: kung fu, art, yoga

## 9B Q & A

### AIM

To practise asking and answering questions using the correct form of *like/love* + *-ing* and *want to* + infinitive

### ACTIVITY TYPE

Students ask and answer questions about intentions, activities and travel

### CLASSROOM DYNAMICS

Groups of three

### TIME TAKEN

10 minutes

### WHEN TO USE

After Listening, Exercise 5, page 100

### PREPARATION

You will need one copy of the activity for each group, cut up into Student A/Student B/Student C worksheets.

### PROCEDURE

- 1 Organise students into groups of three. Write Q & A on the board and see if students know or can guess what it stands for (*Questions and Answers*).
- 2 Give each student in the group a copy of the Student A, Student B, Student C worksheet.
- 3 Student A starts by asking the other students their questions and the other students answer.
- 4 Then Student B and C ask their questions. Circulate, assisting as required.
- 5 Finally, students fill in their own sheets with their own answers to the questions.

### ADAPTATION AND EXTENSION

- With a weaker class, give students in each group copies of the same part of the sheet. Students could fill out their own answers to the questions before asking each other in the group.
- Before doing the activity, students could write another question in the correct form to ask their group.

## 9C Postcard from ...

### AIM

- To read a sample postcard
- To practise reading and completing a postcard

### ACTIVITY TYPE

Students draw pictures for vocabulary items, then complete a postcard

### CLASSROOM DYNAMICS

Individuals and pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Speaking, Exercise 6, page 91

### PREPARATION

You will need one copy of the activity sheet for each student.  
Cut along the dotted line.

### PROCEDURE

- 1 Give each student a copy of the *Word grid*.
- 2 Tell students the words relate to a postcard. Elicit where the postcard is from (Australia).
- 3 Give students a couple of minutes to talk with a partner about what each word means.
- 4 Give each student a copy of the postcard so they can complete it with the words from the *Word grid*. Students complete the message individually and then compare in pairs before whole class feedback.

### ADAPTATION AND EXTENSION

- Ask some follow up questions, e.g. *Do you want to go to Australia one day? Do you want to try snorkelling?*
- As an alternative, give out the postcard without the vocabulary items for students to complete as an open cloze. There will be more than one possibility for each gap. Conduct whole-class feedback.