

Communicative activity instructions

1A Are you...?

A mingle activity

Sts have to find two famous partners. Copy and cut up one worksheet per 20 Sts.

LANGUAGE

<i>Excuse me, are you...?</i>	<i>Yes, I am. / No, I'm not. Sorry!</i>
<i>Hi / Hello. I'm...</i>	<i>Nice to meet you.</i>

- Give each student one card. If you have more than 20 Sts, copy the sheet twice and have some characters repeated. For smaller groups, tell Sts that they might only find one of the two famous people.
- Tell Sts they are the first famous person on their card. They must find the other two famous people and then introduce themselves.
- Demonstrate the activity with a strong student and make sure Sts understand what they have to do. Tell Sts not to worry about pronouncing the names correctly.
- Tell Sts to stand up and begin the activity.
- As some Sts might find their two people very quickly, you could set a time limit, e.g. five minutes. In a smaller class, you could give out unused cards to Sts who finish early.

EXTRA IDEA Put on some lively music in the background while Sts do the activity.

If your Sts don't know each other, write all their names on the board. Tell Sts to look at the board and then find two Sts in the class.

1B Where are they from?

A pairwork activity

Sts ask where famous people are from. Copy one worksheet per student or pair.

LANGUAGE

<i>Where's she from?</i>	<i>She's from Italy.</i>	
<i>Where's he from?</i>	<i>He's from Italy.</i>	<i>I don't know.</i>

- Quickly revise countries in **Vocabulary Bank Countries and nationalities** on p.117.
- Put Sts in pairs and give out the worksheet.
- Revise the questions and answers from **Language**. Check that Sts can remember how to say *I don't know*.
- Focus on photo 1 and ask the question *Where's she from?* Elicit answers and establish that the correct answer is *She's from Mexico*.
- Tell Sts to guess if they don't know where the people are from.
- Sts now do the activity in pairs, taking turns pointing at one of the photos and asking where the person is from.
- When Sts have finished, check answers, telling Sts the people's nationalities if they don't know or couldn't guess.

ANSWERS

- 1 Salma Hayek (actress) is from Mexico.
- 2 Mohamed Salah (football player) is from Egypt.
- 3 Ken Watanabe (actor) is from Japan.
- 4 Roger Federer (tennis player) is from Switzerland.
- 5 Kylian Mbappé (football player) is from France.
- 6 Iga Świątek (tennis player) is from Poland.
- 7 Penélope Cruz (actor and producer) is from Spain.
- 8 Anna Netrebko (opera singer) is from Russia.
- 9 Donatella Versace (fashion designer) is from Italy.
- 10 Emma Watson (actress) is from England.
- 11 Orhan Pamuk (writer) is from Türkiye.
- 12 Gisele Bündchen (model) is from Brazil.

EXTRA SUPPORT To help Sts if you think they don't know the famous people, write the countries in random order on the board or tell them to go to **Vocabulary Bank Countries and nationalities** on p.117.

PE1 Who are you?

A mingle activity

Sts take on a new identity and practise asking for personal information and spelling names. Copy enough worksheets for each student to have one card. Prepare a card for yourself to use as an example.

LANGUAGE

<i>Good morning / afternoon / evening.</i>	
<i>What's your first name?</i>	<i>Christophe.</i>
<i>How do you spell it?</i>	<i>C-H-R-I-S-T-O-P-H-E.</i>
<i>What's your surname?</i>	
<i>Where are you from?</i>	<i>I'm from (Rennes) in (France).</i>

- Tell Sts that they are going to temporarily change their identity. Give out one card to each student.
- Write the sentences from **Language** on the board. Model the questions for Sts to listen and copy the rhythm.
- Demonstrate the activity by using a card that you have created for yourself, with a different identity. Get Sts to ask you the questions and then answer them with the information on your card. Choose a name that Sts will have to ask how to spell in order to make spelling part of the task.
- Tell Sts that they are going to walk around the room and meet some 'new' people. When they meet someone, they must ask for their first and surnames and where they are from. They should ask people to spell their names and the towns they are from, and should write down the information. Give them a target number of people they should meet, e.g. four or five, or set a time limit, e.g. ten minutes.
- When you are sure Sts understand what they have to do, get them to stand up and talk to each other.
- To follow up, ask a few Sts about one of the new people they met, e.g. *What's his name? How do you spell his surname? Where is he from?*

I For some Sts, especially at this level, role-play can be quite challenging. Be patient and provide plenty of support and examples if this is the case with any of your Sts.

2A Match the sentences

A pairwork activity

Sts work in pairs to match questions and answers. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Are you from Spain? *No, we're Italian.*
Is Anna Russian? *Yes, she's from Moscow.*

- Write the following questions and answers on the board:
 - Are you from Spain?* **A** *Yes, she's from Moscow.*
 - Is Anna Russian?* **B** *Yes, they are.*
 - Are Tom and Paul* **C** *No, we're Italian.*
from England?
- Ask Sts to match the questions to the answers. Then check answers and draw a line between them (1C, 2A, 3B).
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Ask one pair to demonstrate the activity. **A** reads the first sentence (*Excuse me. Are you James?*). **B** reads the correct response (*No, I'm not. I'm Jason.*). Ask **A** if the response is correct.
- Sts **A** ask their questions first and then Sts swap roles. Monitor and ensure that Sts are not looking at each other's worksheets.
- When Sts have finished, check answers.

ANSWERS

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

EXTRA IDEA If some Sts finish early, they can swap cards with their partner and repeat the activity.

2B Remember the sentences

A pairwork activity

Sts match and then memorize sentences. Copy one worksheet per student or pair.

LANGUAGE

Hi, Lola. This is Paul. *Nice to meet you.*
How old is Karin? *She's 38.*

- Write the following sentences on the board:
 - Hi, Lola. This is Paul.* **A** *She's 38.*
 - How old is Karin?* **B** *Nice to meet you.*
- Cover responses A and B and elicit a possible response to 1 and 2. Then uncover the answers and elicit which response goes with each sentence, and draw a line between them (1B, 2A).
- Put Sts in pairs and give out the worksheets. Point out that the first two have been done for them (1g and 2e). Tell Sts to match sentences 3–14 in the left-hand column to the answers in the right-hand column. Give a time limit, e.g. five minutes.
- Check answers.

ANSWERS

3 k 4 n 5 a 6 j 7 m 8 b 9 f 10 i 11 d 12 h
 13 l 14 c

- Tell Sts they now have to memorize as many answers as they can. Set a time limit, e.g. one or two minutes.
- When the time is up, get Sts to fold the sheet on the dotted line, so that responses a–n are not visible.
- Tell Sts they will now have to remember the original responses to 3–14 and write these in the blank column. Demonstrate by asking the class to remember number 3 (*It's 01632960057.*).
- Set a time limit, then if Sts worked individually, get them to compare their answers with their partner before they unfold their worksheet to see how many they remembered correctly.

EXTRA CHALLENGE Put Sts in pairs. Get Sts **B** to turn the worksheet face down. Sts **A** say one of the sentences at random from 1–7 and Sts **B** then say the response from memory. Sts then swap roles and Sts **B** read sentences 8–14 in random order.

3A The same or different?

A pairwork activity

Sts find similarities and differences between two photos. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

A *I have one notebook in my photo. The same or different?*
B *Different. I have two. I have three pencils in my photo.*
A *The same. I have three pencils, too.*

- Quickly revise the vocabulary on p.18 of the Student Book.
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Write the sentences from **Language** on the board. Elicit the meaning of *too*.
- Demonstrate the activity by taking the part of student **A**. Say *I have one tablet in my bag*. Ask a student **B** *The same or different?* Elicit the response *The same. I have one tablet, too*. Tell Sts to write S (same) in the box next to the tablet.
- Now take the part of student **B**. Say *I have two notebooks in my photo*. Elicit the response from a student **A** (*Different. I have one notebook*).
- Sts now do the activity in pairs. Tell them to take turns telling each other what they have in their photos. When the pairs finish, get them to look at each other's pictures to check their answers.

3B What's this? What are these?

A pairwork activity

Sts ask and answer questions with *this* and *these*. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

What's this? *It's a wallet.*
What are these? *They're pencils.*

- Write the sentences from **Language** on the board, and revise the use of *this* and *these*.
- Demonstrate the activity by taking the part of student **A**. Point to number 1 and say *What are these?* Elicit the response *They are notebooks*.
- Now take the part of student **B**. Elicit the question from a student **A** (*What is this?*). Say *It's an umbrella*.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Sts look at the silhouettes and ask and answer e.g. *What are these?* *They're notebooks*.
- Tell Sts **A** to ask about all their silhouetted objects first. Then Sts swap roles.
- Monitor and help Sts if necessary.

PE2 An orange juice, please

A role-play activity

Sts role-play ordering food in groups of three. Copy one worksheet per group and cut up the menu and role cards.

LANGUAGE

Can I have a cheese sandwich? *Here you are.*
How much is that? *It's £5.25.*
Anything else? *No, thanks. / Yes, please, a Diet Coke.*

- Revise prices by writing a few prices on the board, e.g. £5.65, \$11.25, €0.50, and elicit the prices (*five pounds sixty-five, eleven dollars twenty-five cents, fifty cents*).
- Explain that they are going to role-play ordering food and taking orders in a pub. Write the phrases in **Language** on the board. Model the phrases for Sts to listen and copy the rhythm.
- Put Sts in groups of three and give them a menu to share. Give one student the role card for the bartender (a person who works in a bar). Give the other two Sts the customer card to share. Give Sts a few minutes to read their roles.
- Bartenders should let the customers read the menu before taking their order. They need a piece of paper to take down the orders and later to tell them how much it is.
- When the customers have read the menu, tell the bartenders to take orders and calculate how much they are.
- You could ask a group or groups to perform in front of the class.

4A Family tree

A pairwork activity

Sts complete a family tree by asking their partner questions. This is a two-page activity. Copy one worksheet (**A** and **B**) per pair.

LANGUAGE

Who is Will? *He's Joe's brother.*

- Tell Sts they are each going to complete a family tree. You could demonstrate by drawing a family tree on the board with your name and family members in it.
- Erase some of the names on the board and ask Sts, e.g. *Who's Maria?* Elicit the correct answer (your grandmother, your sister...). Continue until your family tree is complete again.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts that they are now going to complete Joe and Angela's family trees. Tell Sts they have to ask and answer questions about the people in the lists that they have. Focus on the examples.
- Sts **A** start by asking Sts **B** questions about the people in their list and complete Joe's family tree. Then they swap roles and Sts **B** complete Angela's family tree. Monitor and make sure Sts are doing the activity correctly.
- Tell Sts to compare family trees (they should be the same).

EXTRA CHALLENGE After Sts have completed both family trees, get them to ask questions about all the people, e.g. *Who is Beth's brother?*, to revise family vocabulary. You could also ask Sts to make their own family trees, in class or at home. They can then show other Sts and ask questions: 'Who is Anna?' 'She's my brother's wife.'

4B What is it?

A pairwork activity

Sts use adjectives to identify objects. Copy and cut up one worksheet per student.

LANGUAGE

It's expensive. *It's a watch.*
It's number three. *It's an expensive watch.*

- Write the sentences from **Language** on the board. Model the sentences for Sts to listen and copy the rhythm.
- Revise adjectives by saying an adjective and getting Sts to say the opposite, e.g. *slow – fast*. (See **Vocabulary Bank Adjectives** p.121.)
- Put Sts in pairs, ideally face to face, and give each student a set of cards. Ask Sts to shuffle their cards.
- Demonstrate the activity by taking the part of a student. Look through your set of cards and choose one, for example, card number 3. Say to a student *It's expensive*. This student should then look through his / her cards and find the one that is *expensive*. Elicit the response *It's number three*. Point out that Sts can also respond by naming the object, e.g. *It's the car*. Now get a student to choose a card (e.g. *the computer*) and say *It's slow*. You then say *Number 8* or *It's a computer*.
- Sts take turns saying sentences *It's* + adjectives. Their partner says the number of the card or names the object.

EXTRA IDEA When Sts have finished, they could take turns saying sentences with the adjective and noun together, e.g.:
A (points at a picture) *What's number 3? or What is it?*
B *It's an expensive watch.*

NON-CUT ALTERNATIVE Give one worksheet to each student. Ask Sts to choose a picture at random and describe it to their partner. Make it clear that Sts should choose random pictures and not do them in order.

ANSWERS

- 1 It's fast. / It's a fast car.
- 2 It's tall. / It's a tall tree.
- 3 It's expensive. / It's an expensive watch.
- 4 It's small. / It's a small key.
- 5 It's old. / It's an old umbrella.
- 6 It's big. / It's a big house.
- 7 It's long. / It's a long name.
- 8 It's slow. / It's a slow computer.
- 9 It's new. / It's a new coat.
- 10 It's cheap. / It's a cheap car.
- 11 It's easy. / It's an easy number.
- 12 It's ugly. / It's an ugly picture / animal.

5A Talk about food

A pairwork activity

Sts answer questions about their tastes and habits in relation to food and drink. Copy one worksheet per student.

LANGUAGE

I have orange juice for breakfast. What about you?

Me too.

I don't have orange juice. I have milk.

- Quickly revise the vocabulary in **Vocabulary Bank Food and drink** on p.122.
- Write the sentences from **Language** on the board. You may also want to teach *Me neither* to agree with a negative sentence. Model the sentences and questions for Sts to listen and copy the rhythm.
- Give out the worksheets and tell Sts to look at the pictures of the food / drink and make sure they know the words. Focus on the column on the right with **T/F**. Tell Sts to circle *T* if the information is true for them or *F* if it is false. Remind Sts of the meaning of *a lot of* and elicit the meaning of *every day*.
- Now put Sts in pairs and tell them they are going to tell each other about their sentences.
- Demonstrate the activity. Focus on the first sentence (*I have orange juice for breakfast.*) and circle *T*. Say *I have orange juice for breakfast* and then ask *What about you?* Elicit the two possible answers in **Language**. Now focus on sentence 2 and circle *F*. Say *I drink coffee*. Highlight that if Sts circle *F*, they need to change the verbs from positive to negative or vice versa, for example *I don't drink coffee. I drink tea*.
- Sts now take turns telling each other their sentences and asking their partners *What about you?*
- Get feedback by asking a few Sts to report the things they have in common: *We like chocolate. Our favourite food is pasta.*

5B Do you...?

A group board game

Sts move around the board asking and answering present simple questions. Copy one worksheet per group of three or four Sts. You also need a dice per group and one counter per student (e.g. a paper clip, a small coin, etc.).

LANGUAGE

Do you...?

Yes, I do. / No, I don't.

- Revise *Do you...?* questions by asking individual Sts questions and getting them to give you short answers, e.g. *Do you drink tea in the morning? Do you like rock music?*
- Write the sentences from **Language** on the board. Model the questions for Sts to listen and copy the rhythm.
- Put Sts in groups of three or four. Give each group the worksheet, a dice, and enough counters. Each player puts their counter on the START square. Explain the rules of the game. Sts take turns to throw the dice and move the corresponding number of squares. Sts answer the questions in the squares.
- Demonstrate by getting a student to roll the dice, move his / her counter, and ask you the question.
- Sts work in their groups. Sts take turns to roll the dice and ask the others in the group to answer the question in the square. Monitor and help.
- Sts play the game until the time runs out. The first player to reach the FINISH square wins. If a group finishes very quickly, tell them to have another go around the board.

EXTRA CHALLENGE With a strong class you could encourage Sts to give more information when they answer a question and to react to their partner's answer, e.g. **A** *Do you like cats?* **B** *Yes, I do. I have two cats.* **A** *What are their names?*

You can make the game longer by giving Sts a coin instead of a dice. Tell Sts that the coin will tell them how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces.

PE3 Time bingo

A group card game

Sts revise the time with bingo cards. Copy and cut up one card per pair or per student.

LANGUAGE

(It's) twenty past three, quarter to six, eleven o'clock.

- Draw a clock on the board and quickly revise times.
- Put Sts in pairs and give each pair a bingo card.
- Explain that you are going to say some times, and if the time is on their card, they must cross it out (ask Sts to cross out in pencil, so the card can be used again).
- Explain that when a pair has crossed out ALL the times on their card they call out *Bingo!*
- Rehearse the shout, *Bingo!*

- Start calling out times, repeating them once. Keep a note of all the times you call out.

ANSWERS

Times to dictate:

4.15 3.20 6.25 7.50 5.25 7.30 5.45 10.55
9.35 2.50 11.10 1.05 12.10 8.40

- Ask the winning pair to read back the times and check they are correct.
- Play again, giving pairs different cards or getting Sts to rub out and swap cards with another pair. Call out the times in a different order.

6A What do they do? Where do they work?

A pairwork information exchange activity

Sts ask each other about people's jobs and places of work. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

What does Lucia do? She's a nurse.

Where does she work? She works in a children's hospital.

- Put Sts in pairs, A and B, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Explain that their worksheet has missing information which their partner has.
- Focus on the first question prompt on the left (*What / do?*) and elicit the first question for Lucia (*What does Lucia do?*).
- Elicit from Sts **A** the answer (*She's a nurse*) and tell Sts **B** to write *a nurse* in the space.
- Now focus on the second question prompt on the left (*Where / work?*) and elicit the question for Lucia (*Where does Lucia work?*).
- Elicit the answer from Sts **B** (*She works in a children's hospital*.) and tell Sts **A** to write *in a children's hospital* in the space.
- Write the sentences from **Language** on the board. Model the questions for Sts to listen and copy the rhythm.
- Now ask Sts how they would ask the questions for George (*What does George do? Where does he work?*).
- Sts ask and answer questions. Monitor and check that they are spelling and pronouncing the words correctly.
- When Sts have finished, tell them to turn over the sheets and ask quick questions round the class to see if they can remember people's jobs and places of work.

6B What do you usually do?

A pairwork activity

Sts tell a partner about things they always, usually, sometimes, or never do. Copy one worksheet for each pair and cut into **A** and **B**.

LANGUAGE

I usually have cereal for breakfast. What about you?

I always have cereal for breakfast. I love cereal.

- Write the sentences from **Language** on the board. Model the sentences for Sts to listen and copy the rhythm.
- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. Give Sts a few minutes to read and complete the sentences on their half of the sheet. Monitor and answer any questions about vocabulary.
- When Sts are ready, tell them they will now have to say their sentences to their partner and ask *What about you?* Demonstrate the activity by giving Sts a couple more examples. Say to a student, e.g. *I sometimes have breakfast in bed on Sunday morning. What about you?* Elicit a true response from the student. Then say to another student *I usually read the newspaper in the morning. What about you?*
- Sts work in pairs. Monitor and help as needed. Encourage Sts to add extra information to their answers as in the examples.
- Get feedback by asking a few volunteers to report what they have learned about their partner.

EXTRA SUPPORT When Sts have finished, you could ask them to write three sentences about their partner.

7A Free time questionnaire

A pairwork activity

Sts revise word order in questions by putting the words in the correct order and then asking each other about free time activities. Copy one worksheet for each pair and cut into **A** and **B**.

LANGUAGE

Do you usually go out on Saturday night? Yes, I do.

Where do you go?

I go to the cinema. What about you?

- Quickly revise word order in questions. Write on the board: *Are you tired?* and *Where do you live?* and elicit what the correct word order is. Then revise the time expressions: *in the morning / in the evening / at night / at the weekend*.
- Put Sts in pairs, **A** and **B**. Give out the worksheets. Focus on **a** and tell Sts to put the words in 1–8 in the correct order to make questions. Point out that the first word in each question is given. Set a time limit, e.g. five minutes.
- Monitor and help, making sure Sts have put the words in the correct order.

ANSWERS

Student A

- What are your favourite shops?
- What games do you play on your phone?
- Do you eat fast food at the weekend?
- Who do you usually meet at the weekend?
- Do you have a big breakfast at the weekend?
- What TV programmes do you watch in the evening?
- What do you usually do on Saturday morning?

Student B

- What's your favourite restaurant?
- What do you do with your friends at the weekend?
- Are you usually at home on Sunday night?
- When do you usually have holidays?
- What do you usually do after dinner?
- Do you go to the cinema at the weekend?
- How do you relax in the evenings?

- Demonstrate the second part of the activity by telling a student to ask you a question on his / her worksheet. Answer the question as fully as possible and return the question with *What about you?*
- Sts work in their pairs. Encourage Sts to try and give as much information as they can when they answer the questions and to ask *What about you?*
- Get feedback from individual Sts.

7B What do you think of...?

A pairwork activity

Sts complete a survey about things / people they like or don't like, then they interview their partner. Copy one worksheet per student.

LANGUAGE

I like Justin Timberlake. Do you like him?

Yes, I do. I like him a lot.

He's OK.

No, I don't like him. He's awful.

- Write on the board the following sentence with the name of an actor / actress you think that your Sts will know, e.g. *I like Justin Timberlake. Do you like _____?* Elicit what the missing pronoun is (*him*). Ask a student the question and elicit an answer from the **Language** box. Write the sentences from **Language** on the board.
- Give out the worksheets. Give Sts a few minutes to complete two or more sentences in each category. Stress that they don't need to fill in all the categories if they can't, but set a minimum number of sentences they have to fill in (e.g. five).
- Monitor and help with any vocabulary Sts need.
- Now put Sts in pairs and tell them to interview their partner. They must tell their partner about their preference, then ask them for their opinion. Demonstrate by getting a student to ask you a question from their worksheet and answer truthfully.
- Sts take turns to ask and answer questions. Monitor and help where necessary.
- Get feedback by asking a few pairs to report how their answers are the same or different, e.g. *Pierre likes classical music, but I don't like it.*

EXTRA SUPPORT Elicit all the questions before Sts interview each other.

EXTRA CHALLENGE Encourage the student who is answering the question to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

PE4 Famous birthdays

A pairwork information exchange activity

Sts ask and answer questions about the birthdays of famous people. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

When is Robert de Niro's birthday?

17th August

- Write the sentences from **Language** on the board. Revise dates by writing some dates on the board, e.g. 03/01, 28/05, 12/06, 09/03. Elicit how to say them: *the third of January, the twenty-eighth of May, the twelfth of June, the ninth of March.*
- Write *Beyoncé* on the board. Elicit the question *When is Beyoncé's birthday?* Write 04/09 on the board and elicit the response *the fourth of September.*
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Explain to Sts that they have to find out the birthdays of the people on their worksheet if the birthday is not given.
- Demonstrate the activity with two Sts. Have a student **A** look at the first photo and ask a **B** *When is Ncuti Gatawa's birthday?* who responds with the date on the worksheet, *the fifteenth of October.*
- Sts take turns asking and answering questions about the birthdays. When they have finished, they can compare worksheets to confirm their answers.
- Follow up by asking Sts if they found a celebrity birthday that is the same as theirs or if they know that their birthday is the same as that of another famous person.

8A Can you?

A group board game

Sts move around the board and answer questions using *can* / *can't*. Copy one worksheet per group of three or four Sts. You also need a dice per group and one counter per student.

LANGUAGE

+ *I can park here.*

- *I can't park here.*

? *Can I park here?*

- Draw a football on the board and cross it out. Ask Sts what they think this means. Elicit ideas. If Sts make an incorrect guess, say *Sorry, try again.* When they guess the correct answer (*You can't play football here.*), say *Yes, that's right.* Now write *1 A place where you can speak English.* Elicit answers and write the correct ones on the board.
- Write the sentences from **Language** on the board. Remind Sts of the word order in sentences with *can* / *can't*.
- Put Sts in groups of three or four. Give each group the worksheet, a dice and enough counters. Each player puts their counter on the START square.
- Sts take turns rolling the dice and giving information with *can* / *can't*. Monitor and help.
- Sts play the game until the time is up. If a group finishes very quickly, encourage them to have another go around the board.

EXTRA CHALLENGE You can make the game longer by giving Sts a coin instead of a dice. Tell Sts that the coin will tell them how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces.

8B What do you like doing?

A pairwork activity

Sts guess their partner's opinion of particular activities. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

*I like swimming. I think you don't like swimming.
You're right. / You're wrong. I love swimming.*

- Write these activities on the board or draw simple pictures, e.g. *playing tennis, cooking*. Choose a good student and say, e.g. *Mario, I think you like playing tennis. Am I right?* and teach the answer *You're right. / You're wrong*. Continue guessing a few other Sts' opinions about the activities.
- Write the sentences from **Language** on the board. Model the sentences for Sts to listen and copy the rhythm.
- Now ask Sts to guess your opinion of *playing tennis* and *cooking* using *I think you love / like / don't like...*, and tell them if they are right or wrong.
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets.
- Sts individually fill in the sentences under each picture, first writing if they love / like / don't like the activity and then writing what they think for their partner.
- Sts take turns to read sentences and respond to their partner.
- Get feedback to find out who has the most correct guesses.

9A Guess what I'm doing!

A group activity

Sts mime phrases in the present continuous. Copy one sheet per group of three or four Sts and cut into cards.

LANGUAGE

<i>Are you...?</i>	<i>Yes, I am. / No, I'm not. Yes, we are. / No, we aren't.</i>
<i>You're making coffee.</i>	<i>That's right.</i>

- Tell Sts that they are going to act out some phrases in the present continuous for their classmates to guess. They have to do this without speaking.
- Demonstrate the activity. Put the cards face down on your desk and pick a card. Then tell Sts that you are going to act out the phrase for the class and they will have to guess what you are doing. For example, if you draw the card *making coffee*, you could pretend to be in a kitchen and to put some coffee in a cup, add water, and pretend to stir it.
- Encourage the class to guess. Sts ask questions and you answer. Elicit the response *You're making coffee*.
- Write the sentences from **Language** on the board. Model the sentences and question for Sts to listen and copy the rhythm.
- Put Sts in groups of three or four and give them a set of cards face down. If you have a small class, you could do this as a whole class activity. Sts take turns to take a card and act out what's on the card until someone in the group guesses. Then another student takes a card, etc. You could set a time limit for each person, e.g. two minutes.

EXTRA IDEA You could make this a competitive game with teams. One member of Team 1 takes a card and has, for example, two minutes to try to make his / her team guess what is on the card. If they guess within the time limit, Team 1 gets a point. Then a member of Team 2 takes a card, etc.

EXTRA IDEA If you think your Sts will be uncomfortable miming the actions, you could change these to a drawing activity, with Sts drawing the actions instead of miming.

9B A board game

A pair or group board game

Sts move around the board practising the present simple and present continuous. Copy one worksheet per pair or per group of three or four Sts. You will also need a coin per group and one counter per student.

LANGUAGE

<i>What are you doing now?</i>	<i>I'm driving.</i>
<i>Do you speak English at home?</i>	<i>No, I don't. We speak Spanish.</i>

- Tell Sts that they are going to play a game to practise the present simple and present continuous. Write the sentences from **Language** on the board. Remind Sts of the difference between the present simple and present continuous.
- Put Sts in pairs or groups of three or four. Give each pair or group the worksheet. Tell Sts that they will need a coin to decide how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces.
- Each player puts their counter on the START square. Then one student tosses the coin and moves his / her counter one or two squares. Sts have to answer the question on the square they land on, or follow the directions to move back or forward one square. In that case, they answer the question on the new square. If Sts can answer the question, they stay on that square. If they can't answer it, they go back to the previous square.
- Sts take turns to toss the coin, answer questions, and move around the board. The first person to reach FINISH is the winner.

EXTRA CHALLENGE Encourage the student who is answering the question to give extra information and the other Sts in the group to ask follow-up questions as appropriate.

PE5 Would you like to...?

A pairwork activity

Sts ask their partner about things they would like to do in the future. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

<i>Would you like to travel around the world?</i>	<i>Yes, I would. / No, I wouldn't.</i>
<i>Why (not)?</i>	<i>Because I love travelling. / Because I don't like flying.</i>

- Tell Sts they are going to find out what some of their classmates would like to do in the future.

- Write the sentences from **Language** on the board. Model the questions and answers for Sts to listen and copy the rhythm.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Give Sts a minute to read the items and answer any questions about vocabulary.
- Demonstrate the activity by getting a student to choose a phrase and ask you the question (*Would you like to...?*). Answer with a short answer, *Yes, I would* or *No, I wouldn't*, and then indicate that the student should ask *Why?* or *Why not?* Give a short, simple response that uses words and structures Sts have studied.
- Get Sts to ask and answer the questions. Monitor and help as necessary. Make sure Sts are asking follow-up questions with *Why*.
- Get feedback by asking a few Sts to report their findings. *Mario would like to write a book. He wants to write about his family.*

10A My hotel

A pairwork information exchange activity

Sts ask each other about the facilities in two hotels. Copy one worksheet per pair and cut it into **A** and **B**.

LANGUAGE

<i>Is there a restaurant in the hotel?</i>	<i>Yes, there is.</i>
<i>Where is it?</i>	<i>It's on the first floor.</i>
<i>Are there any bars?</i>	<i>No, there aren't.</i>

- Quickly revise the ordinal numbers 1 to 5 by writing the numbers on the board or saying them and eliciting the ordinal, e.g. *one – first*. Remind Sts that we use ordinal numbers to talk about the floors in a building (*first floor, second floor*, etc.) Remind them also of *ground floor*.
- Write the sentences from **Language** on the board. Model the questions for Sts to listen and copy the rhythm. Remind Sts that we usually use *any* in plural questions with *Are there*, and *a / an* with singular statements and questions with *There is* and *Is there*.
- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to write one thing from the list of facilities on each floor of their hotel. Highlight that they have to make choices. They can't use everything in the list, only six facilities. Give them a few minutes to do this.
- Focus on the instructions for **b** and **c**. Demonstrate the activity with a good student or get two Sts to demonstrate the first exchange.
- When Sts have finished, get them to compare their hotels.

10B Where were you yesterday?

A pairwork activity

Sts practise the prepositions *on, at, in*, and ask each other what they were doing at particular times in the past. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

<i>Were you at home at ten o'clock last night?</i>	<i>Yes, I was. / No, I wasn't. What about you?</i>
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- Revise prepositions of place, e.g., *at work, on the train / bus, in the car, at the restaurant* (see Student Book on p.62).
- Write the sentences from **Language** on the board. Model the questions and answers for Sts to listen and copy the rhythm.
- Put Sts in pairs, **A** and **B**, and give out the worksheets. Make sure they can't see each other's sheets. Ask Sts to complete the questions with the correct preposition. Monitor and correct individual mistakes as necessary.

ANSWERS

Student A

1 in 2 in 3 on 4 at 5 in 6 at 7 in

Student B

1 in 2 in 3 on 4 in 5 at 6 in 7 in

- Focus on **b**. Explain to Sts that they are going ask their questions to find out where their partner was at certain times.
- Demonstrate the activity by getting a student **B** to ask the first question. (*Were you in class last week?*) Get student **A** to answer the question (*Yes, I was. / No, I wasn't*). Remind Sts to say where they were if they answer *No* and to give extra information if they say *Yes*. Encourage **A** to provide more information and to then ask *What about you?*
- Sts work in pairs taking turns to ask each other questions. Monitor and help where necessary.
- Get feedback by asking Sts to tell you where they and their partner were at different times.

11A Find someone who...

A class mingle

Sts ask questions to find out who does the things on the worksheet. Copy one worksheet per student.

LANGUAGE

<i>Did you watch TV last night?</i>	<i>Yes, I did.</i>
<i>Did you study English last weekend?</i>	<i>No, I didn't.</i>

- Practise the questions Sts are going to ask. Write on the board _____ *watch TV last night?* _____ *study English last weekend?* Tell Sts to ask you the questions. Then ask two or three Sts the questions.
- Give each student a copy of the worksheet and focus on the **Find someone who...** column, making sure Sts understand all the lexis.
- Focus on the last two questions on the worksheet. Tell Sts that for these they should write their own questions. Elicit possible questions from the class e.g. _____ *read a book last night?* Give Sts time to write their own questions. Monitor and help if necessary.
- Ask a student the first question, *Did you watch TV last night?* If the student answers *Yes*, write his / her name on your worksheet. If the answer is *No*, say *Thank you* and ask another student, continuing until you get a *Yes* answer.
- Tell Sts to ask their questions in random order. Set a time limit. Monitor and help where necessary.
- When time is up, get feedback from the class about who did which activities.

11B Life in a day

A pairwork activity

Sts ask and answer questions to find three things they both did yesterday. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Did you get up at eight o'clock this morning?

Yes, I did.

Did you do exercise yesterday?

No, I didn't.

What about you?

- Write these phrases on the board.
_____ *get a bus to English class today?*
_____ *get up late last Sunday?*
- Elicit the missing words (*Did you*) and write the full question on the board.
- Put Sts in pairs, **A** and **B**, ideally face to face, so they can't see each other's worksheets. Give out the worksheets. Tell Sts that have to ask their partner the questions on their sheet and tick or cross the answers. Focus on **b** and explain they will try to find things they have in common.
- Demonstrate the activity by getting a student to ask you the first question (*Did you get up at eight o'clock this morning?*). Answer the question truthfully.
- Tell Sts to complete the 'Me' column first, ticking or crossing the things they did or didn't do. Then Sts take turns to ask each other the questions and note down the answers.
- Monitor and correct any mistakes.
- When Sts have finished get them, in pairs, to write sentences with *We...* for the things they had in common. Get feedback by asking pairs which things they had in common, e.g. *We got a bus to English class today.*

EXTRA CHALLENGE Tell Sts to get their partner to give more information, e.g. *Did you go shopping with friends last week? Yes, I did. I went shopping with Marta and Luisa.*

PE6 Where are you?

A pairwork or small group activity

Sts follow directions and use a map to find their way to a destination. Make one copy of the map and cut up one copy of the direction cards for each pair or group of three.

LANGUAGE

Go straight on.

Turn right. / Turn left.

It's on the corner of King Street and West Road.

It's on the right.

- Revise the language for directions by drawing a simple map on the board. Write the sentences from **Language** on the board. Model the sentences for Sts to listen and copy the rhythm.
- Put Sts in pairs or small groups of three and give them a map and a set of direction cards. Focus on the map and elicit from the class all the places marked with a symbol and write them on the board:

= bank	= restaurant	= school
= gym	= phone shop	= train station
= book shop	= factory	= museum
= hospital	= car park	= supermarket
= hotel	= park	= cinema

- Demonstrate the activity with the class. Read one of the cards and ask Sts to tell you where they are. Read slowly, pausing to give Sts time to follow on the map. Make sure Sts understand the preposition *outside*, e.g. *You are outside the bank*. Draw a little diagram on the board to show this. If Sts don't understand something, encourage them to ask questions, e.g. *Do we turn left or right? Could you repeat that, please?*
- In their pairs or groups, Sts take turns picking up cards and reading the directions aloud for the others to follow. Point out that the correct answer is in brackets in bold at the end of the directions.
- Monitor and remind Sts to ask questions if they don't understand the directions.
- Get feedback by asking who got all the directions.

EXTRA CHALLENGE If some pairs or groups finish early, get them to make up their own directions to any place on the map or to give real directions to a place near the school.

12A Past tense questions

A group board game

Sts move around the board practising the past simple. Copy one worksheet per pair or per group of three or four Sts. You also need a coin per group and one counter per student.

LANGUAGE

Where did you buy your phone? I bought my phone in the Apple store.

What did you do last weekend? I went to a rock concert.

- Tell Sts that they are going to practise the past simple. Write the sentences from **Language** on the board. Model the questions and answers for Sts to listen and copy the rhythm.
- Put Sts in pairs or groups of three or four. Give each pair or group the worksheet and enough counters. Tell Sts that they will need a coin to decide how many spaces to move. They toss the coin: *heads* = move one space, *tails* = move two spaces. Focus on the questions, making sure Sts understand them. Tell Sts that they should try to answer with full sentences to practise the past simple.
- Each player puts a counter on the START square. Then one student tosses the coin and moves his / her counter one or two squares. Sts have to answer the question on the square they land on or follow the directions to move back or forward one square. In that case, they answer the question on the new square. If they can't answer a question, they go back to the previous square that they were on.
- Sts take turns answering questions, and moving along the board. The first person to reach the FINISH is the winner.

EXTRA CHALLENGE Encourage the student who is answering the question to give extra information and the other Sts in the group to ask follow-up questions as appropriate.

12B A holiday in Venice

A pairwork speaking activity

Sts revise the past simple with a story about a holiday. Copy one sheet per pair.

LANGUAGE

*They went on holiday to Venice.
He was late.*

- Put Sts into pairs and give out the worksheets.
- Tell Sts that they have some pictures on their sheet that tell a story. They also have some sentences. Give them a minute to read the sentences.
- Now tell Sts to look at the sentences and number them to match the order of the pictures. Monitor and help.
- Check answers.

ANSWERS

- 1 My girlfriend, Sarah, booked a romantic weekend in Venice for us.
- 2 She told me on Friday morning. She wanted to give me a surprise.
- 3 I had a meeting at work that afternoon. I told her: 'Meet me at the airport.'
- 4 My meeting finished late. I was very nervous.
- 5 I got a taxi. The taxi driver wanted to go fast, but there was a lot of traffic.
- 6 I arrived at the airport very late. The gate was closed.
- 7 Sarah sent me a message. 'Where are you?'
- 8 I phoned Sarah. She was on the plane. I said 'Go without me.'
- 9 Sarah went to Venice. She sent me photos of the lovely hotel.
- 10 She had a great time without me. She bought a lot of new clothes – and a T-shirt for me.

- Focus on **b**. Sts work in pairs, covering the sentences and trying to retell the story from the pictures. Monitor and help if necessary.
- Get feedback and ask Sts if they liked the story and if they have any stories about having problems on holiday.

EXTRA CHALLENGE Sts could write their own stories as homework or, if you have the time, in class. They could make them up if they have no real anecdotes.

Revision questions

A revision activity

Sts ask each other questions to revise a range of tenses, vocabulary, and verb forms from the Student Book. This could be used as a final 'pre-test' revision activity. Alternatively, it could be used as an oral exam. Copy and cut up one set of cards per pair.

LANGUAGE

Grammar and vocabulary of the course

- Put Sts in pairs, A and B. Give each pair a set of cards that they place face down on the table. Sts take turns to pick up the top card and ask their partner about the topic on the card, using the prompts.
- Tell Sts to keep the card they have talked about.

- When Sts have finished, and if there is time, they can swap cards with their partner.
- Monitor and help where necessary.

NON-CUT ALTERNATIVE Make one copy per pair. Give Sts a few moments to read through the cards. Then Sts **A** choose a number for sts **B**. **B** then talks about what's on the card for that number. They take turns to choose a topic for their partner to talk about.