



Photocopiable notes and answer key

1A

Grammar 1 Word order in questions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Instruct Ss to make questions from the prompts to complete the conversation. Do the first one together if appropriate. Check answers as a class. Encourage peer correction and discuss any that Ss found problematic.

Then put Ss in pairs to roleplay the conversation (Ex 2). Remind Ss to focus on using the correct intonation for questions. With **stronger classes**, or in pairs, encourage Ss to invent their own answers to the questions to personalise the conversation. Then tell Ss to switch roles so that each student plays both parts.

Answer key:

1

- 1 How are you?
- 2 Where do you work?
- 3 How many hours do you work a day?
- 4 What do you do when you get home from work?
- 5 What kind of films do you like?
- 6 What's your favourite cinema?
- 7 Why do you like it?
- 8 Who is the main actor?
- 9 When is it on?
- 10 How long is the film?

Grammar 2 Word order in questions

Materials: One copy of the board and a dice (or a coin) per group of Ss

Instructions:

Put Ss in small groups and distribute a board and a dice (or a coin) to each group. The aim of the game is to move from the start square to the finish square by rolling the dice and forming questions. The winner is the first person to reach the finish. Before Ss start playing the game, elicit some questions that could be asked about the first category, food (*What is your favourite food? When do you eat lunch? Where is your favourite restaurant? What meals can you cook? Do you like eating in restaurants? Why?*) and write them on the board. Ensure that Ss know that they can create any question related to the topic in the square as long as the word order is correct. Encourage them to use follow-up questions like 'Why?' if they are asking Yes/No questions.

The first player rolls the dice and asks a question related to the topic written on the square they've landed on.

The group must decide whether the word order in the question is correct. If the group is happy with it, then the person to the player's left answers the question and then play passes to him/her. If the word order is incorrect, then the player who asked the question must move back to his/her original position before he/she moved. Allow groups to regulate their own games without getting too involved. Make notes of anything you would like to correct for feedback afterwards.

If you don't have a dice, Ss can play the game with a coin. They flip it and move two spaces for heads and one space for tails.

Vocabulary Question words

Materials: One copy of Quiz A and Quiz B per pair of Ss

Instructions:

Give each student either Quiz A or Quiz B and allow them a few minutes to complete the gaps in their respective quizzes. Make sure that they don't answer the questions at this point. Point Ss towards the pictures to highlight the meaning of *the pyramids* (Quiz A) and *penguin* (Quiz B) if necessary.

Next, pair each student with another person who has the same card and tell them to check their answers together. Monitor and help if necessary.

Re-arrange Ss into A/B pairs and tell them to ask each other their questions and to circle their partner's answers. When both Ss have finished, they check their partner's answers at the bottom of their sheet and give them a score.

At the end, check the missing question words, so that Ss all have the correct answers.

Answer key:

Quiz A 1 What 2 Who 3 When 4 What kind
5 How long 6 Where

Quiz B 1 which 2 How many 3 What 4 Whose
5 What kind 6 Where

1B

Grammar 1 Frequency expressions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Instruct Ss to write sentences from the prompts. Do the first one together if appropriate. Give Ss time to complete the rest of the sentences individually.

After you have corrected the answers together, get Ss to do Ex 2 individually. Then put Ss in pairs to complete Ex 3. When they have finished, ask some pairs to share their findings with the class.

Answer key:

1

- 1 You rarely try new things.
- 2 I go to the gym once a week.
- 3 He sees his friends all the time.
- 4 They sometimes go to the cinema together.
- 5 We hardly ever go on holiday.
- 6 She often reads before she goes to bed.
- 7 He is always late for the train.
- 8 He doesn't usually eat breakfast.
- 9 I am often bored in the evenings.
- 10 She sometimes wears a watch.
- 11 I see my parents once a month.
- 12 They play tennis twice a week.
- 13 He is not always a nice person.
- 14 He always wears comfortable clothes.
- 15 She visits a museum three times a year.
- 16 They hardly ever wake up early.
- 17 We don't usually do the washing up.
- 18 I never look at photos on my phone.

Grammar 2 Frequency expressions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss that they are going to get to know their classmates better by asking questions about the information on the sheet.

Do the first question together, if appropriate, eliciting more than one way to find out the information from someone, e.g. *How often do you do your homework? / Do you do your homework every day? / Do you always do your homework?* Using these examples, ensure Ss understand that the grammar rules they learnt for statements also apply to questions, e.g. the frequency expression still goes after *be* but before other verbs.

Give Ss a few minutes to write questions for each row. With **stronger classes**, you could skip this step and begin the activity without Ss writing down their questions in advance. However, giving them thinking time is still advisable.

Check the questions with the whole class before beginning the activity. Then allow Ss a couple of minutes to think about what their own answers are to the questions, so that they will be ready when asked.

Tell Ss they must speak to as many different people in the class as they can, asking them questions from the sheet. When they find someone for whom a statement is true, they can write their classmate's name down next to it. If the statement is not true for that person, they should ask another question. Explain to Ss that they cannot write the same person's name twice (unless you have quite a small class). Point out the *Extra information* column.

Explain that Ss must ask follow-up questions in order to complete this column. You may now want to model the activity with a strong student before starting.

Give Ss 10–15 minutes to complete the activity. When they have finished, ask for class feedback about what they have learnt.

Vocabulary Success

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Instruct Ss to complete the sentences with the correct verb in each gap. They then read the sentences again and decide if they agree or disagree with each sentence.

After they have done this individually, put the Ss in pairs so they can compare and discuss their answers.

Answer key:

1

1 try 2 have 3 start 4 ask 5 take 6 plan 7 listen
8 take

1C

Grammar 1 Present simple and present continuous

Materials: One worksheet per student

Instructions:

Distribute the worksheets and ask Ss to read the instructions. Before Ss start the task, it might be a good idea to do a quick review of the key words associated with both the present simple (*always, every day* and other adverbs of frequency) and the present continuous (*right now, at the moment, this week*). Give Ss time to complete the activity individually.

When they have finished, put Ss in pairs to complete Ex 2, discussing if necessary where contractions can be used.

If you feel that your class is confident enough, you could get them to choose one of the mini-conversations and extend for as long as they can. Remind them that asking questions is a good way to prolong a conversation and tell them to think back to the first lesson where they focused on questions. Remind Ss to think about what tense they are using when they speak.

Answer key:

1

1 are (you) reading; am ('m) studying

2 play

3 are you doing; am ('m) trying; is not (isn't) working

4 is ('s) raining; are ('re) getting

5 Do (you) travel; work; am ('m) helping

6 do (you) see; does not (doesn't) live; have

Grammar 2 Present simple and present continuous

Materials: One card and one table per student

Instructions:

Tell Ss they are going to a VIP (very important person) party in London. Give each student a role card and tell them to read it and think of answers to their questions. Give them a time limit to fill in the information on their role card (e.g. three minutes).

Then give each student a copy of the table. If there are more than six Ss, tell them they have to find a person for each category (actor, singer, etc.) and complete the information. If there are fewer than six Ss, tell Ss to complete their own information in the table first, before looking for the other Ss. Check Ss know which questions to ask before they begin. Tell Ss to mingle and get as much information as possible from their classmates in order to complete the table.

When they have finished, get feedback from the class. Ask Ss to report back in the third person singular and to use both the present simple and the present continuous in their answers.

Vocabulary Everyday activities

Materials: One A and B worksheet per pair of Ss

Instructions:

Tell Ss that they are going to find out about the lives of three different people. Put Ss in pairs and give one A and one B worksheet to each pair. Tell them to not show their sheets to their partners. Give the class time (e.g. five minutes) to read their worksheet individually and to think of what questions they could ask to elicit the missing information. For example, for worksheet A, gap 1, *What does he usually do at 7 a.m.?* For worksheet B, gap 1, *What does he do after he gets up?* You may wish to refer Ss back to the question forms from Lesson 1A, but grammatical accuracy in questions is not the main aim here.

Inform the class that they must now ask their partners questions to fill in the missing information on their sheets. Set a time limit (e.g. eight minutes) for them to do this. Give pairs the chance to compare their worksheets when they have finished and ask them to ensure that spelling and tenses are correct.

As an extension, ask pairs to work together to find as many similarities between the people in the texts as they can.

Answer key:**Student A**

1 gets up 2 starts school 3 plays video games
4 starts work 5 takes a break 6 watches TV
7 taking pictures of animals 8 spends 9 good time

Student B

1 takes a shower 2 gets home 3 checks social media
4 getting up 5 takes a taxi 6 gets home 7 playing the piano
8 checks her emails 9 play cards

Possible similarities

Joshua and Heather both work/study in a school.
Joshua and Ali both get up early.
Joshua and Heather both enjoy playing games.

2A**Grammar 1 Past simple**

Materials: One worksheet per student and a copy of the answers per group of Ss

Instructions:

Distribute the worksheets. Tell Ss to write sentences, using the verb in the past simple and the prompts.

Rather than going through all the answers with the class, put Ss in groups of three or four and give them a copy of the answers to go through together. Tell them to ask you if there is something they don't understand. Ss then work individually to choose three sentences from Ex 1 and make them true for themselves.

Put Ss in pairs to compare their sentences. When they have finished, encourage Ss to tell the class about any interesting information they found out about their partners.

Answer key:**1**

- 1 She arrived at the airport at 9.15 a.m.
- 2 He deleted a lot of emails this morning.
- 3 The game ended at 8 p.m.
- 4 They were excited about the party.
- 5 Last week, we played ice hockey in the street.
- 6 She woke up early today.
- 7 Elliot wasn't at school last week.
- 8 I went to Thailand and tried pad thai.
- 9 She travelled to China last year.
- 10 They watched a film at the cinema last night.
- 11 Jason got a new bicycle yesterday.
- 12 The rain stopped at 10 a.m. this morning.
- 13 Today Chris and Amy decided to buy a house.
- 14 Last week, I had a job interview.
- 15 Our first class started at 10 a.m. this morning.
- 16 We looked at photos yesterday.
- 17 Jamie missed the bus this afternoon.
- 18 I talked to Cheryl last night.
- 19 They weren't at home two days ago.
- 20 She took the train to New York.

Grammar 2 Past simple

Materials: One card per student

Instructions:

Divide the class into three equal groups and give the Ss in each group a different card (A, B or C). Tell Ss to work individually to complete the sentences with the verbs from the box in the correct tense (*past simple*). Each verb may only be used once.

Rearrange the class into groups of three so that there is an A, B and C student in each group. Explain that for each sentence, one student has the true information and the other two have false information. Tell the groups to discuss the sentences and decide which student has the correct information for each sentence. Then check answers with the class.

Answer key:

1A watched 2B was 3A had 4C started 5B decided
6A travelled 7B painted 8A arrived

Vocabulary Feelings

Materials: One worksheet per group of Ss

Instructions:

Tell Ss that they are going to compete against each other in a game. Put Ss in groups of three or four. If you have a very strong class, or a few **stronger Ss**, you could put them in pairs.

Demonstrate the activity with the class. Write on the board *Three things that make us feel happy*, then ask the class to think of three possible answers (e.g. *A friend says something nice to you; You see a cute animal; It's sunny and warm outside*).

Tell them that they are going to do the same thing in their groups, but with different emotions. Give one worksheet to each group. Tell them they will have ten minutes to think of and write down three ideas for each category. They will get one point for each answer that none of the other groups have written. After ten minutes, or when all the groups have finished, ask each group to read out the answers to each category. If a group has an answer that no other group has written, they score a point. The group with the most points wins the game.

2B**Grammar 1 Past simple negative and questions**

Materials: One worksheet per student

Instructions:

Give each student a copy of the worksheet. Allow them time to complete the ordering activity alone, then check their answers as a class. Before starting Ex 2, explain that each sentence is a response to a question in Ex 1. This should help them when they complete the gaps and match the questions and answers. Ss work individually.

Then put Ss in pairs to practise asking and answering the questions from their worksheet. You could extend the task by instructing Ss to answer the questions in Ex 1 based on their own lives. If you do this, remind Ss to focus on the different question forms and negative forms used in the exercise.

Answer key:**1**

- 1 What did you do yesterday?
- 2 Did you like vegetables when you were young?
- 3 Were you at home last night?
- 4 Were you at university in 2015?
- 5 Where did you travel in 2017?
- 6 Where did you go last night?
- 7 Did you do your English homework?
- 8 Who was your best friend when you were a child?
- 9 What did you do on your last birthday?
- 10 Where did you live five years ago?

2

- | | |
|------------------------|--------------------|
| a didn't eat (2) | f wasn't (6) |
| b didn't celebrate (9) | g didn't do (1) |
| c didn't live (10) | h didn't enjoy (4) |
| d didn't come (7) | i wasn't (3) |
| e didn't visit (5) | j didn't meet (8) |

Grammar 2 Past simple negative and questions**Materials:** One worksheet per student**Instructions:**

Distribute the worksheets, either to individual Ss or to pairs. Explain the activity. Ask Ss to look at the first picture. Tell them that they need to write a negative sentence based on the picture in the past simple using the verb given, as in the example.

If Ss do the exercise individually, put them into pairs so they can compare their answers before you check them.

Tell Ss to write two more negative sentences for each picture.

Put Ss in pairs to compare their sentences.

Answer key:**1**

- | | |
|--------------------------------|------------------------------|
| 1 He didn't hear the alarm | 6 They weren't angry. |
| 2 He wasn't happy. | 7 They didn't tidy up. |
| 3 She didn't know the answer. | 8 She didn't close the gate. |
| 4 They didn't watch the match. | 9 He didn't miss the bus. |
| 5 It didn't rain. | |

Vocabulary Past time expressions**Materials:** One worksheet per student**Instructions:**

Tell Ss that they are going to see how well they know their partner by guessing their answers to some questions. Elicit and write the time expressions from the lesson on the board for Ss to refer to. Then ask one student to answer a question about another student, e.g. *Juan, guess: When did Carolina last go on holiday?* Elicit the meaning of *last* in this question (= *the most recent time*). Write the question and the student's answer on the board. Elicit how else the answer could be given, e.g. *six weeks ago; in May; last month*. Tell Ss that they need to try to use all of the expressions on the board at least once.

Put Ss in pairs and distribute the worksheets. Allow Ss time to complete the *Guess* column. Once they have finished, give the class a few minutes to think about their own answers to prepare them for their partner's questions.

Do the first question with one student if appropriate. Then give Ss a few minutes to ask each other the rest of the questions and to make notes in the *Your partner's answer* column. Encourage Ss to find out more information by asking follow-up questions, e.g. *When did you go? Who with? Where did you go?*

When they have finished, find out which Ss were good at guessing their partner's answers. Encourage Ss to tell the class about any interesting information they found out about their partners.

2C**Grammar 1 Quantifiers****Materials:** One worksheet per student**Instructions:**

Distribute the worksheets and ask Ss to read the instructions for Ex 1. Instruct Ss to work individually for a few minutes to correct the mistakes in the list before putting them in pairs or small groups to compare their answers and complete any they haven't done. Go through the answers as a whole class and make sure the class can justify why they have made their corrections.

For Ex 2, refer Ss back to the first item on the list (*apples*). Ask them whether it is *countable* or *uncountable* and how they know. Then tell them to continue down the list doing the same for each of the items. For **fast finishers**, ask them to add as many other food items as they can to both columns.

Put Ss in pairs and allow them time to discuss their meal and then, if you have time, ask pairs to join up with another pair and tell them about their meal.

Answer key:**1**

- a few apples
some lettuce
some chocolate (*a little and a bit of chocolate* would work, too)
 some tomatoes
some rice (*a little and a bit of rice* would work, too)
 lots of strawberries
some milk
 a few oranges
 a carrot
 some coffee
 some potatoes
 a few small cucumbers
some sugar (*a little and a bit of sugar* would work, too)
 a lot of cheese
 some salt
 a few eggs (*some* is also possible)
some meat

2

- Countable** apples tomatoes strawberries oranges
 carrots potatoes cucumbers eggs
Uncountable lettuce chocolate rice milk coffee
 sugar cheese salt meat

Grammar 2 Quantifiers**Materials:** One copy of picture A and picture B per pair of Ss**Instructions:**

Put Ss in pairs and tell them that you are going to give them each a picture. They must not show their picture to their partner. Give each student a picture. Explain that there are ten differences between their images and that Ss must describe what they see to each other in order to find the differences using as many different quantifiers as possible. Tell them to circle any differences they find on their picture as they discover them. **Fast finishers** can write *There is/are* sentences about their partner's picture, using quantifiers.

When they have finished, ask pairs to tell you a difference they found between their images and write them on the board in a list. Encourage Ss to use the correct quantifiers when providing answers.

Answer key:

two women vs. a man and a woman
 some grapes vs. a pineapple
 some milk vs. some lemonade
 an apple vs. some cheese
 can of cola vs. a large bottle of water
 a pizza vs. a bar of chocolate/some chocolate
 orange juice vs. some pasta
 a whole chicken vs. a fish
 some/five strawberries vs. some/a bottle of shampoo
 empty shelves in the middle vs. on the right / bread on the right side of the shelves vs. in the middle

Vocabulary Adjectives to describe food

Materials: One set of cards per group of Ss

Instructions:

Put Ss in groups of three and tell them that they are going to play a game to practise describing foods using the adjectives from the lesson. Give each group a set of cards and put them face down in a pile. Explain that one student from each group turns over the top card. That student reads the adjective and names a food that it describes. If he/she can think of a type of food, they get one point. If he/she can't think of a word, they don't get a point and the card goes to the bottom of the pile. Then it is the turn of the student on his/her left.

If a student gets a card with an adjective that has already been used, they must say the name of a different food. If a student gets a *delicious* card, they can say whatever they like but it must be a food/dish they really enjoy. At the end of the game, the student with the most points wins.

3A

Grammar 1 Comparatives

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Give Ss time to write the comparatives in each gap. Tell Ss they also need to use *less than* and *not as ... as*. When they have finished, they can discuss their answers with a partner and make any corrections. Then put Ss in pairs for Ex 2 and give them time to think of other comparative sentences for the pictures. Suggest that they use opposite adjectives to the ones given, e.g. *3 The man is angrier than the woman*; *8 The boy is shorter than the girl*. Tell them that they can also use other comparative adjectives to express the ideas, e.g. *1 Espresso Time is better than Latte Central*.

Answer key:

- 1
 1 more popular 2 sweeter 3 more peaceful 4 hotter
 5 less beautiful 6 more exciting 7 faster 8 not as tall
 9 longer 10 less modern
 2
 Accept any comparative sentences that fit the images.

Grammar 2 Comparatives

Materials: One copy of the board, one dice (or alternative), one set of cards per group of Ss and one counter per student

Instructions:

Put Ss in groups of three or four. Give each group a board, a dice, a set of cards face down in a pile next to the board and give each student a counter.

Explain the rules of the game. Ss roll a dice (or see alternative below) and whoever has the highest number starts. The first student throws the dice, moves that number of circles and puts their counter on the circle. If the circle has words, then the student who threw the dice must make a comparative sentence about those two things. If the circle has a '?', then they should choose a card and make a comparative sentence with the adjective on the card. If a student makes an incorrect comparison, either grammatically or related to meaning, he/she must return to his/her previous circle. The student to reach the finish first wins. If you do not have a dice, you can provide pieces of numbered paper (1–4 will do) for each pair. They can fold these up and pick one out of their partner's hand in order to see how many spaces to move.

Vocabulary Adjectives to describe places

Materials: One copy of puzzle A and puzzle B per pair of Ss

Instructions:

Put Ss in A/B pairs and give each of them an incomplete crossword. Make sure Ss are sitting face-to-face so they can't see each other's answers. Tell them that the object of the activity is to fill in the missing words in their crossword. They take turns to ask their partner to describe each word by asking for clues, e.g. *A What's 1 down?* Their partner then makes a sentence or gives a clue for the word (e.g. a definition, a synonym or an example). Use *old* as an example giving the following options:

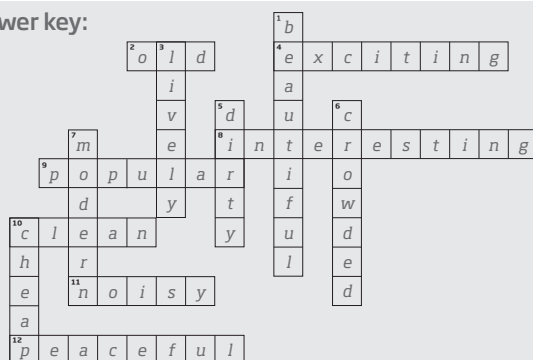
- a My grandmother is very _____. (Explain that they can say *blank* in place of the gap.)
 b Not young. / The opposite of young.
 c When you are 90, you are _____.

Give Ss a few minutes to think of what they could say to describe their words. If you think Ss will have difficulty thinking of clues, put two A and B pairs together to think of clues before they complete the crossword.

Ss work together in their pairs until they have completed their missing half of the puzzle. Remind them that if their partners do not get the missing words immediately, they can give more than one clue.

When they have finished, they can check their answers by looking at each other's crosswords.

Answer key:



3B

Grammar 1 Superlatives

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain to the class what a *world record* is. Do the first item together if appropriate, ensuring that Ss understand what type of adjective needs to go into the gap (*a superlative form*). Ss then complete the task individually. Discuss the answers before moving on to Ex 2.

Ask Ss to look quickly through phrases a–j in Ex 2 and find the ending to the first sentence in Ex 1. Elicit why they think *d* is the correct ending (it includes the words *animal, pet, centimetres*) and then suggest they use the same technique to match the rest of the sentences.

Put Ss in pairs to discuss Ex 3, then ask a few Ss to share some of their opinions with the class. Share your own opinion, as well.

If appropriate, you could ask Ss to create their own world records afterwards. They could use the internet to find some real examples.

Answer key:

1

1 longest 2 most popular 3 smallest 4 tallest 5 smallest
6 largest 7 heaviest 8 fastest 9 biggest 10 tallest

2

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

Grammar 2 Superlatives

Materials: One worksheet per student

Instructions:

Distribute the worksheets and instruct Ss to complete the gaps. Ss will probably use *most* with the long adjectives, but you can point out that *least* will sometimes also work. Write the answers on the board. Then ask Ss to write their answers to the questions.

Then put Ss in pairs. Tell the class that they are going to ask and answer the questions in their pairs and that they should give reasons for their choices. Do question one with a **stronger student**, e.g. *So, Carlos, in your opinion, who is the best actor at the moment? Oh, really? Why him/her? I think he/she was great in _____, but I prefer _____ because ...*. Remind Ss that they can put *I think* (or *I don't think*) in front of any sentence to make it into an opinion, e.g. *Apples are delicious* → *I think apples are delicious.* / *I don't think apples are delicious.*

While the class is speaking, monitor the pairs and, if appropriate, get involved yourself.

When they have finished, ask some Ss to say which question created the most discussion in their pairs.

Answer key:

1

1 the best 2 the most dangerous 3 the most relaxing
4 the most beautiful 5 the funniest 6 the oldest
7 the most interesting 8 the worst 9 the happiest
10 the most delicious

Vocabulary Hotels and places to stay

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Do the first gapped sentence with a student if appropriate. Demonstrate how to complete the

sentences by looking for clues both before and after the gaps. Give Ss a few minutes to read the two texts and complete the gaps with the collocations in the box, then get them to check their answers in pairs. Encourage peer corrections and then check answers as a class.

Give Ss a few minutes to discuss the questions in Ex 2 in pairs or small groups, then choose a few individuals to explain which hotel they would like to stay in and why. Encourage them to use *I want to stay in ... because ...*

Discuss which of the hotel services are important to each student and help them to explain why.

Answer key:

1

1 four-star 2 breakfast included 3 room service
4 organised tours 5 24-hour reception 6 sea view
7 double rooms 8 airport transfers 9 free parking
10 check out

3C

Grammar 1 Present perfect with *ever* and *never*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and tell Ss that they must decide whether the sentences are correct or incorrect. They should put a tick or a cross in the ✓/✗ column and rewrite the incorrect sentences correctly in the third column. Point out that there is only one grammatical mistake in each incorrect sentence and that they should look carefully for places where the present perfect doesn't work because of a time phrase, e.g. question 1.

Set a time limit, e.g. ten minutes, for Ss to do this activity.

When the time limit is up, if they haven't finished, tell the class that there are seven incorrect sentences and that they should check back through their work carefully. If they have finished, tell Ss to check their answers with a partner.

You could make this activity into a game where you award points for correct answers, e.g. ten points per correct tick/cross in the 2nd column, and an extra ten points for the correction of any incorrect sentences.

Then put Ss in pairs or small groups and give them ten minutes to complete Ex 2. Encourage them to ask follow-up questions to discover more about their partner's experiences.

Answer key:

1

1 Incorrect – *Last year he travelled to South America.*
2 Correct
3 Correct
4 Incorrect – *She has never met a famous person.*
5 Incorrect – *Have you ever seen a film in an outdoor cinema?*
6 Incorrect – *They have never driven in another country.*
7 Correct
8 Correct
9 Incorrect – *She has never done yoga.*
10 Incorrect – *I didn't eat pizza when I was in Italy.*
OR *I have never eaten pizza in Italy.*
11 Correct
12 Incorrect – *They have never been to the theatre.*

Grammar 2 Present perfect with *ever* and *never*

Materials: One card per student

Instructions:

Give each student a card and tell them to read the information. Explain that they have to find out how many people in the class have done the thing that is written on their card by asking the question: *Have you ever ... ?* If a student has done this thing, they should ask for more information, this time in the past simple. They use the question provided on their card and also their own questions.

When Ss have completed their question, tell Ss to mingle and ask other Ss their questions. They can either make a note of the answers or try to remember them.

When Ss have finished, get feedback from different members of the class. If there are more than ten Ss, you can put Ss with the same card together so that they can compare information before the feedback session.

Note that if you have a big class they may not be able to speak to everyone, so answers may vary, e.g. one student may say 12 people have been abroad, but another one will say only eight people have been abroad. If this is the case in your class, encourage Ss to start by saying *I spoke to X people, and Y have been abroad*. This will help with any discrepancies between Ss' results.

Answer key:

- 1 Have you ever been abroad?
- 2 Have you ever received a present you didn't like?
- 3 Have you ever had room service?
- 4 Have you ever found money in the street?
- 5 Have you ever been on TV?
- 6 Have you ever studied another language?
- 7 Have you ever broken a bone?
- 8 Have you ever lived in a different town or city?

Vocabulary Verb phrases

Materials: One copy of worksheet A and worksheet B per pair of Ss

Instructions:

Explain to Ss that they are going to play noughts and crosses. If necessary, demonstrate how to play. On the board, draw 3x3 squares. Divide the class in half and tell one half to choose a square to put a nought (O) in. When they have chosen, ask the other half to choose a square to place a cross (X) in. This continues until one team has three squares in a row (vertically, horizontally or diagonally) or until there are no squares left (in this case, there is no winner). Teams should be encouraged to play tactically and to block one another from making a row.

Put Ss in pairs and give each pair a board A. If there are an uneven number of Ss, a third person in the group can act as a referee.

Tell the class that they are going to play noughts and crosses, but to win a square they must produce a correct collocation from the lesson and use it in a sentence. Demonstrate by asking Ss to look at the top left square and elicit from Ss that the verb *ride* goes with *a bike* → *ride a bike*. Ss should only use the collocations they learnt in the lesson. Monitor and help settle any disputes if necessary. Ss can play another game with board B. If Ss use a pencil, the board can be reused multiple times.

You could extend the activity by having Ss make their own boards, mixing the language they learnt in the lesson in any way they choose. You could also encourage Ss to use different collocations from those they learnt in the lesson.

Answer key:

Board A

ride a bike; break a bone; fall asleep; visit an art gallery; eat with chopsticks; learn to swim; cook a meal; share a photo online; drive a sports car

Board B

watch a football match; share a photo online; go skiing; cook a meal; break a bone; be on TV; learn to swim; ride a bike; fall asleep

4A

Grammar 1 *be going to, want and would like*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. If there are a lot of words to reorder, suggest that Ss find phrases that they recognise, e.g. a time phrase like *next year*, then the target grammar for this lesson, *I'd like to / I want to / I'm going to*. Also encourage Ss to cross out the words as they use them, so that they know which words they still have to use.

When they have finished, elicit answers from the class and correct if necessary.

Answer key:

- 1 I'd like to travel to a different country next year.
- 2 I want to go to the cinema next week.
- 3 I'm going to make a cake tonight.
- 4 I want to buy a sports car when I'm 40.
- 5 I'd like to play football after work.
- 6 I don't want to eat chocolate today.
- 7 I'm going to move house soon.
- 8 I'd like to go to the beach in two weeks' time.
- 9 I'm going to meet my friends for lunch tomorrow.
- 10 I'm not going to go to the gym tonight.
- 11 I don't want to go to work on Friday.
- 12 I'd like to visit an art gallery later today.

Grammar 2 *be going to, want and would like*

Materials: One copy of the table and one traveller card per student

Instructions:

Explain to Ss that they are all world travellers and are going to speak to three other travellers to find out where they'd like to go in the future. Give each student a copy of the table and tell them that they should first make questions with *be going to*, *want to* or *would like to* from the prompts in the first column of the table. Tell them that there is more than one way to ask the questions, but they must make at least one question with *going to*, one with *would like to* and one with *want to*. Write some possible questions on the board before moving on to the next stage, e.g. *Where are you going to travel to? Why do you want to go there?*

Divide the class into four equal groups and give each group a traveller card (Alex, Sam, Casey or Robin). (Alternatively, if you are short of time, put Ss in groups of four and give each student one traveller card from the set instead of the class mingle.)

Tell Ss to read the information on their role card and to think about how they will answer the questions on the board with it. Get them to think about which form (*be going to* + infinitive; *want to*; *would like to*) they will use for each answer. Then allow them a few minutes to complete the table with their own information.

Ss move around the class to find the three other travellers to complete their table. Remind them to use *be going to*, *want to* and *would like to* in their answers.

If they meet someone who has the same card as them, they can move on to speak to someone else. If they meet someone who has the same information as someone they have already spoken to, tell them to answer the other student's questions if necessary, then move on until they find the remaining missing people to complete their table.

For feedback, elicit information from a few Ss about the other travellers in their table by asking questions, e.g. *Where is Sam going to go?* Ensure that Ss provide a grammatically correct answer using *he/she is going to + infinitive/wants to/would like to*.

Answer key:

- 1 Where **are you going to** go? / Where **do you want to** go? / Where **would you like to** go?
- 2 Why **are you going to** go there? / Why **do you want to** go there? / Why **would you like to** go there?
- 3 Who **are you going to** go with? / Who **do you want to** go with? / Who **would you like to** go with?
- 4 When **are you going to** go? / When **do you want to** go? / When **would you like to** go?

Vocabulary Celebrations

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the activity. Match the first item together so that Ss understand what to do. Remind Ss to use a process of elimination, leaving any they aren't sure about until there are fewer options left to choose from.

When they are finished, elicit answers from the class and correct if necessary.

For Ex 2, put Ss in pairs or groups to discuss the questions. Monitor and ask questions where appropriate to encourage further discussion.

Answer key:

1

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

4B

Grammar 1 *will, won't* for decisions and offers

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Explain the task and give Ss time to read through the conversations and spot the errors. Tell them to cross out the mistakes and write the correct version below.

When correcting the mini-conversations, ensure that both the meaning and form of *will/won't* are understood.

Then in Ex 2 put Ss in pairs to practise the corrected conversations. Monitor and encourage them to use contractions where possible.

Answer key:

1

- 1 we'll buy (will buy) 2 won't eat (will not eat)
 3 'll do (will do) 4 'll make (will make) 5 'll give (will give)
 6 'll take (will take) 7 'll ask (will ask) 8 'll bring (will bring)
 9 won't make (will not make) 10 'll ask (will ask)

Grammar 2 *will, won't* for decisions and offers

Materials: One slip of paper per student

Instructions:

Tell Ss you are going to give them a piece of paper with a different problem or situation on it. Give each student one slip of paper. If you have less than 14 Ss, choose the scenarios you think will generate the best responses. If you have more than 14 Ss, you can either put Ss in two different groups (there should be at least ten Ss per group), or give out the same slips to more than one student. Encourage Ss to ask for help if they do not understand something in their scenario. If necessary, write some verbs on the board that will help your class respond to the scenarios (*carry, help, take, show, call, come*, etc.). Explain to Ss that it is fine to use the same verbs more than once. Then allow Ss about eight to ten minutes to move around the class in a class mingle. Then Student A explains his/her problem and Student B responds with an *I'll* statement (offer or decision). Remind Student As to respond to Student B's offer or decision in an appropriate, natural manner, e.g. by saying *Thank you, How kind of you or Really? That's great*.

Ss then switch roles and repeat the process. They then swap slips of paper and move on to a new partner. Ss continue this process until time is up.

Ss can then work with a partner and try to remember the different scenarios and responses they encountered. Finally, invite some pairs to share their discussions with the class.

Vocabulary Organising events

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the first task and then ask Ss to complete Ex 1 individually. Put Ss in pairs to check their answers. Be available to help them if there are any problems.

Tell Ss to work individually for Ex 2. They can change any part of the sentences, as long as they still use the target vocabulary from the lesson. When they have completed the sentences, ask Ss to work in their pairs again and compare their answers. When they have done this, invite Ss to tell the class about some of their answers.

Answer key:

1

- 1 bake 2 chosen 3 send 4 set 5 book 6 make
 7 remind 8 planning

4C

Grammar 1 *can, can't, have to, don't have to*

Materials: One worksheet per student

Instructions:

Remind Ss about the four different modal verbs that they have looked at in the lesson (*can/can't/have to/don't have to*) and then ask them to complete the exercise individually.

Put Ss in groups of three to check their work. Monitor and help if there are any problems. Note that *don't have to* will probably be the most difficult concept for Ss to understand, so be prepared to reinforce the idea that it means something is not necessary to do, and that there is a choice to do it if you want.

Answer key:

- 1 have to 2 have to 3 can 4 can't 5 don't have to 6 can't
 7 have to 8 can 9 don't have to 10 have to 11 can't
 12 don't have to 13 can't 14 can't 15 have to 16 can

Grammar 2 *can, can't, have to, don't have to*

Materials: One copy of worksheet A, worksheet B and worksheet C per group of Ss

Instructions:

Explain to Ss that they are going to be the mayor of their town and that they have to write some new laws for people who live there. Divide the class into three equal groups (or multiple groups with the same worksheet if you have a large class, e.g. 25+) and give each group a different worksheet (A, B or C).

Give groups about 15 minutes to write their laws, monitoring from time to time, but allow Ss to be creative and use their own ideas. Encourage them to go beyond what is on the card if they have more ideas to add, or if they have finished early.

When groups have finished, rearrange the class into new groups of three, so that there is an A, B and C student in each group. If there are extra Ss, there can be two As, Bs or Cs in any given group. Tell Ss they must now share the rules that they have made in their groups. Monitor and make notes of some good examples of the target language in use and any common errors to correct in the feedback stage.

Finally, rearrange Ss into new pairs and ask them to discuss which town they would like to live in the most, and why. Ask volunteers to feed back and encourage them to give reasons for their choice using *can/can't/have to/don't have to* examples they have heard.

Vocabulary *-ed, -ing adjectives*

Materials: One copy of worksheet A, worksheet B and worksheet C per group of Ss

Instructions:

Divide the class into three equal groups and give each group a different worksheet (A, B or C). Ss choose the correct adjective form in each sentence.

Explain the activity. Tell Ss that they are going to mingle and ask questions to find out whether the person they are talking to agrees with each of the sentences they have on their card, e.g. for A1, ask the question *Do you think shopping is relaxing?* If the student answering doesn't agree with the question, they should move on to discuss the second sentence.

Ss take turns to ask and answer their questions until they have found a sentence that the student agrees with and written their name on the worksheet or they have worked through all five options.

Encourage Ss to ask follow-up questions, e.g. if someone tells them that they are excited about the weekend, they should ask why, or if they say they don't like football, they should give their own opinion too – *Neither do I!* or *Really? I love football!*

When Ss have finished, arrange them into groups of three with one A, B and C in each group. If your class is not divisible by three, make sure that there is at least one A, B and C in each group. Tell them to share their findings with their group and to report any interesting information they learnt about their classmates.

Answer key:

A

1 relaxing 2 excited 3 boring 4 tired 5 worried

B

1 tiring 2 boring 3 interested 4 relaxing 5 exciting

C

1 interested 2 surprising 3 exciting 4 worried 5 bored

5A

Grammar 1 *Relative clauses with who, which and that*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the first task. Tell Ss to ignore the gaps for the moment and to concentrate on choosing the correct option in italics. Monitor and check that they are looking for the clues in the sentence, e.g. *person, place*, to help them choose the correct word. Check the answer for each question as a whole class, then give Ss five to ten minutes to complete Ex 1 by writing something that is true for them in each gap.

Put Ss in pairs to compare their answers (Ex 2) and ask further follow-up questions about the information.

Invite some Ss to share the most interesting information they learnt about their partner.

Answer key:

1

1 that 2 who 3 who 4 that 5 who 6 that 7 which
8 that 9 which 10 who

Grammar 2 *Relative clauses with who, which and that*

Materials: One set of cards per group of Ss

Instructions:

Divide the class into groups of four (or five or six if the class is large). Divide each group into two teams, each consisting of at least two Ss. Give each group a set of cards and tell them to put them face down. Tell the teams to toss a coin or throw a dice to see who goes first. On their turn, each student picks up a card and describes it to the other members of his/her team, using a defining relative clause, e.g. *It's a person who ... , It's a thing which/that ...*. Tell Ss they have thirty seconds to describe what's on their card. If a team member guesses what is on the card correctly, the team keeps the card. If not, it is put on a separate 'used' pile. If they don't use a relative clause to describe the object, they lose their turn and the card is also put on the 'used' pile.

A member of the other team then takes a turn. This continues until all the cards have been used. Make sure that a different person does the describing each time.

The winners are the team which has the most cards at the end.

Vocabulary *Job skills and preferences*

Materials: One copy of card A, card B and card C per group of Ss

Instructions:

Tell Ss that they are going to work together to guess some jobs using clues on their worksheets. Jobs 1–6 are the same across all three cards, but each card only provides one clue for each job.

Put Ss in groups of three and give the Ss a different card (A, B or C). If there is an odd number of Ss, you can give **weaker Ss** two cards and have them work in pairs with a **stronger student**.

Give Ss a few minutes to look at their card individually and think about what each job could be. Explain that some of the jobs are from this lesson, but some are not. Tell Ss not to worry if they can't guess what the jobs are at this stage as they will soon learn more information.

Groups must then decide what the jobs are by discussing their ideas and the information on their card, e.g. *I think job 1 is a _____ because my card says*

You could discuss phrases for agreeing and disagreeing before they start, e.g. *Yes, I agree because my card says ...; No, I don't think so because my card says ...; Yes, maybe; Or maybe it's*

Monitor the groups and check answers when they have finished.

As an extension, give each group of Ss two alternative jobs (try to give different jobs to different groups), making sure they are jobs all Ss will know. Don't reuse jobs from the first task. Suggested jobs include *film star, chef, mechanic, cleaner, actor*.

Then tell Ss that they should write three clues to describe each job, using as much language from the lesson as they can. Remind them that they can also use the phrases negatively, e.g. *I don't need good communication skills because I usually work alone*. When they are ready, put two groups together and tell them to read their clues to the other group. The other group should try to guess the job after each sentence.

Answer key:

1 writer **2** architect **3** shop assistant **4** businessperson
5 film extra **6** tour guide

5B

Grammar 1 *look like, look + adjective, be like*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Give Ss time to complete the gaps in the mini-conversations individually or in pairs if you prefer. Check the answers together as a class, paying particular attention to the form of the grammar as Ss are still likely to make errors with the 3rd person -s.

For Ex 2, put Ss in pairs to practise asking and answering the questions on the worksheet.

Answer key:

1
1 look like **2** like **3** looks **4** look **5** looks like **6** looks
7 look like **8** like **9** looks **10** look like **11** looks like
12 looks like

Grammar 2 *look like, look + adjective, be like*

Materials: One copy of worksheet A and worksheet B per pair of Ss

Instructions:

Put Ss in pairs and give each pair worksheet A and worksheet B. Tell them not to show their worksheet to their partner. Explain that each student has the same pictures as their partner, but that the pictures are arranged in a different order on the two worksheets.

Explain that Student A is going to describe one of the people on the sheet and that Student B must try to guess who he/she is describing. Write the following phrases on the board and tell Ss that they can only use these phrases when describing the people.

He/She looks like ... (e.g. *He looks like a teacher.*)

He/She looks ... (e.g. *She looks sad; He looks around 30/young.*)

Remind them to use the feelings adjectives they learnt in Unit 2, review these with Ss if necessary.

To help Ss establish the gender of the person they're describing without having to say '*She's a woman*' which doesn't fit the rules of the game, encourage them to start the conversation like this:

Student A: *I've chosen a person.*

Student B: *What is he or she like? / What does he or she look like?*

Student A: *He/She looks/is/has ...*

Ss continue in this way, taking turns to describe and guess the correct person.

You could turn the game into a competition. Tell Ss that if they guess correctly after just one clue, they get three points. After two clues, they get two points. If they guess the correct person after that, they get one point. Ss could then be tactical when playing the game and give more difficult clues first, then give more obvious ones. The partner with the most points at the end wins.

Answer key:

Suggested answers:

Kevin: He looks around 25. He looks like a businessperson. He looks stressed.

Romesh: He looks about 45. He looks cool. He looks happy.

Melanie: She looks like a doctor. She looks tired. She looks about 30.

Sofia: She looks very happy. She looks like a student. She looks cool.

Michael: He looks around 35. He looks angry. He looks like a father.

Paul: He looks surprised. He looks around 60 to 70. He looks silly.

Laura: She looks about 20. She looks like a football fan. She looks excited.

Allison: She looks about 30. She looks worried. She looks like a businessperson.

Vocabulary Appearance

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Give Ss enough time to do the task individually or in pairs. Remind them to cross out the words in the box as they use them, so they know what they still have to use.

When they have finished, go through the answers as a class and then ask Ss if they know anyone similar to the people in the descriptions.

As a follow-up, you could get Ss to write a similar description of someone in their family or a friend of theirs. If you feel that Ss in the class know each other well enough, you could even get them to write a description of a classmate.

Answer key:

1 dark **2** curly **3** slim **4** tall **5** blonde **6** straight **7** smart
8 bald **9** beard **10** moustache **11** casual **12** long **13** tattoo

5C

Grammar 1 *should, shouldn't and imperatives*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Give Ss time to read the advice and find the mistakes. Make it clear that the mistakes are only with *should* and *imperatives*, and that there is one error in each piece of advice.

Monitor and note down any common errors that occur for feedback later on. Check the answers as a class then put Ss in pairs to discuss the questions in Ex 2.

When Ss have finished, they can discuss their opinions about the advice and any other advice they would give with the whole class.

Answer key:

- 1**
1 Think **2** Find **3** should save **4** should have **5** Don't use
6 Get some **7** Don't pay **8** should plan **9** should know
10 Look for **11** Don't go **12** Use **13** Make **14** shouldn't buy
15 and use them

Grammar 2 *should, shouldn't* and imperatives

Materials: One copy of worksheet A, worksheet B, worksheet C and worksheet D per group of Ss

Instructions:

Put Ss in groups of four and tell them that they are a group of close friends, and that each one of them in the group has a problem they need advice about.

Give one card to each student in the group and tell Ss that they should memorise their problem so that they can explain it to their friends in their own words. They should also think of the questions they can ask to get advice on the points listed on their cards. Give Ss a few minutes to do this. They then do the activity in their groups. While Ss are speaking, monitor and note good uses of *should/shouldn't* and *imperatives* to feed back to the class afterwards.

When groups have finished, elicit what the best advice was for each of the problems they spoke about.

Vocabulary Shopping

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the first task. Give Ss time to circle the correct option individually. Then check the answers with the class.

Put Ss in pairs to discuss the questions in Ex 2 and encourage them to use the vocabulary from Ex 1 to express the situations they have been in. When they have finished, ask Ss to tell the class about any interesting situations they have experienced.

Answer key:

- 1**
1 return things **2** compare prices **3** read reviews
4 kept the receipt **5** on sale **6** ask for a discount
7 try them on **8** pay by credit card

6A**Grammar 1** *will* for predictions

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Tell Ss that the predictions are discussion points and not necessarily based on fact. Do the first one together if appropriate, reminding Ss to look for the subject of the sentence first. If you have a **weaker class**, you may want to tell them what the first word of each prediction is. Check the answers together with the class.

Ask Ss whether they have any questions about the meaning of the sentences, then put them in pairs to discuss which predictions they think will happen. Elicit some opinions from Ss as a way to end the activity and provide feedback.

Answer key:

- 1**
1 I think fast food will be less popular.
2 People will only eat chicken and not beef. (OR People will only eat beef and not chicken.)
3 The world will need more farmers.
4 People will be a lot fatter than in the past.
5 There won't be teachers in schools.
6 It will be easier to learn a language.
7 There won't be any fruit or vegetables. (OR There won't be any vegetables or fruit.)
8 50% of the world will speak Mandarin Chinese.
9 We will have computers in our heads.
10 I don't think we'll live in big houses.
11 No one will speak English.
12 I don't think people will have pets.
13 People won't need to eat real food.
14 I think there will be more cities.
15 There won't be as many languages.

Grammar 2 *will* for predictions

Materials: One information card per group and one resident card per student

Instructions:

Divide the class into four equal groups. Give each group a copy of the information card about Pescaville. If groups are larger than five Ss, either give each group two copies of this card, or divide each group in two. Read the text with the class and check that Ss understand the situation.

Give Ss in each group the same resident's card (A, B, C or D). Allow Ss time to read through the information and then tell them to prepare what they will say at the meeting in their groups. Tell them to make predictions using *will* and the ideas from the role card, but suggest that they also think of some ideas of their own.

Rearrange the class into new groups of four so that each group has a Resident A, B, C and D. If you don't have multiples of four, double up the role cards of Resident C and/or D. Tell Ss to discuss the future of Pescaville in their groups.

When Ss have finished, get feedback from the whole class.

Then tell Ss to forget their roles and have a class vote to see whether the project should go ahead or not.

Vocabulary Happiness

Materials: One copy of the question card and one copy of role cards A–D per group of Ss

Instructions:

Put Ss in groups of four and give the Ss in each group a different role card (A, B, C or D). If there is an odd number of Ss, there can be an extra card in a group. Give each group a copy of the question card. Tell Ss to read their role cards and to think about how they would answer the questions on the question card.

Then tell Ss to discuss the questions in their groups. Remind Ss that they must tell their group a bit about themselves to provide the background to their choices and opinions. Encourage Ss to challenge one another, e.g. *Why do you think it's important to earn lots of money? You can live happily on much less than that.*

While they are talking, monitor and check Ss are using the correct pronunciation of the target vocabulary and be on hand to help with any vocabulary questions. Encourage debate by asking questions yourself.

When they have finished, ask the class whether there were any answers that Ss gave in their groups which were very different to each other, and ask for reasons why.

6B

Grammar 1 Present continuous for future arrangements

Materials: One worksheet per student

Instructions:

Distribute the worksheets and allow Ss time to complete Ex 1 individually. Monitor and check Ss are using the present continuous in their answers. Then check the answers with the whole class.

Before putting Ss in pairs to practise the conversations (Ex 2), remind them that using contractions sounds more natural in spoken English. If you think your Ss might need more practise with this before working on their own, you could chorally drill each conversation.

As Ss are practising the conversations, monitor and listen for correct usage of contractions. When they have finished, invite various pairs to role play the conversations for the class.

Answer key:

1

1 'm (am) meeting; 're (are) going 2 's (is) making

3 'm (am) going; 'm (am) playing

4 are (you) doing; 'm (am) studying 5 'm (am) not starting

6 are (you) doing; are taking

Grammar 2 Present continuous for future arrangements

Materials: One worksheet per student

Instructions:

Start by asking Ss if they have ever been to a festival (music festival, literary festival, food festival, etc).

Distribute the worksheets. Ss work individually. They decide what they want to do and write the activity in the correct place in their diary. They should choose no more than five activities, so that they have some slots free. Give them a few minutes to complete this stage. Monitor and help if necessary.

Once they have finished tell them to mingle and discuss their plans with the rest of the class. They should try to fill the blank slots in their diary and also arrange to do events with other Ss, e.g. A: *What are you doing on Saturday afternoon?* B: *I haven't got any plans.* A: *I'm going to Zumba with Derek on Stage one, do you want to come?* They can also try to persuade Ss to come with them to events. Tell Ss they can change their minds if the other student makes a good argument!

Ss should write down their new and/or amended activities along with the student or Ss who are coming with them. They should only make one arrangement with a particular student and can also say no if they don't want to do the activity proposed. When they have finished, ask Ss what they have planned to do and when.

Vocabulary *make, do, have*

Materials: One grid per pair of Ss

Instructions:

Put Ss in pairs and give each pair a copy of the grid. Tell them that they are going to play a game where they must connect three squares in a row; this can be vertically, horizontally or diagonally, but the squares must be touching. Each student should decide on a symbol to use to mark the squares they win.

The pairs take turns making a sentence using *do, have* or *make* with the word/phrase in a square of their choice. If the student uses the correct collocation in his/her sentence, he/she wins the square and can put his/her symbol in it. Some words are repeated in the grid, so tell Ss they must not say the same sentence twice.

The winner is the first to win three squares in a row. Ss should try to block his/her partner's attempts to win. Suggest to the class that they use pencils, and that way they can play as many times as they like. Tell Ss that in repeat games they must make completely different sentences to those they made in other games.

6C

Grammar 1 *may* and *might*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Look at the first sentence with the class and elicit what the answer should be. Point out that *may* and *might* are both possible with the target verbs.

Give Ss time to complete the rest of the sentences on their own. Put **fast finishers** in pairs to check their answers, and then write the answers up on the board once the majority of Ss have finished.

Answer key:

Note: *may (not)* is possible in each of the sentences as well.

1 might buy 2 might not go 3 might wake 4 might be

5 might go 6 might meet 7 might not be 8 might fail

9 might buy 10 might look 11 might not cook

12 might have 13 might not finish 14 might get

Grammar 2 *may* and *might*

Materials: One slip of paper per student

Instructions:

Tell the class that you are going to give each of them a slip of paper with a question on it. Note that you can remove any questions that you feel aren't relevant to your Ss, and if you have a small class just pick the ones you like best. If you have a class larger than 15, use the same questions more than once.

Distribute the questions and explain the task. Ss mingle and find a partner. One student starts by asking the question on his/her slip of paper. Their partner must then answer the question using *may/might (not)* at least once, but preferably more times. Tell Ss that they should try to use *may/might* as often as they can, especially if they don't have definite plans yet.

Once both Ss have asked their question, they swap questions and move on to find a new partner and repeat the process. Tell Ss not to worry if they get the same slip of paper again, or if they need to answer the same question more than once, as it will give them an opportunity to improve their answers.

Allow Ss time to ask and answer most, if not all, of the questions, but set an upper time limit in advance so that they don't get bored, e.g. 12 minutes.

Once everyone is seated again, ask Ss to tell the class about some of the interesting answers to their questions from the activity.

Vocabulary Weekend activities

Materials: One set of cards per group of Ss

Instructions:

Tell Ss that they are going to do a short class survey and will have to ask three questions to as many people in the class as they can in seven minutes. If necessary, explain that you use surveys to ask a group of people the same questions and make notes of answers in order to learn about the things they think or do as a group.

Divide the class into four equal groups and give the Ss in each group a different worksheet (A, B, C or D).

Ss use the space in the table to write out the questions they will ask. Make sure that Ss understand that it is important that they record their answers using the spaces next to the questions. While Ss are doing the survey, you could write on the board some useful sentence stems for reporting information, e.g. *No one ...*; *Everyone ...*; *Three people ...*; *Half of the class ...*.

Ss mingle as a class, writing the names of those who do the activities at the weekend on their sheets. When they have finished, ask Ss to sit down and to think about the information they learnt. Get them to write three sentences in their notebooks to describe the information they collected, using some of the sentence stems on the board. Put Ss in groups with one A, B, C and D in each group. If there are not multiples of four, make sure that there are no two Ss with the same card in a group (as they will have spoken to a different number of Ss so their answers may not be identical). Allow groups a few minutes to share their information. Encourage them to compare the results – are any of them surprising? Monitor and correct any errors while they do this.

7A

Grammar 1 *too* and *enough*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Do the first one together, find the two correct sentences and make sure that they realise that sometimes more than one answer can be correct. Tell Ss not to look for spelling mistakes or mistakes in meaning – the errors are grammatical or related to word order.

When correcting the answers, ask Ss to explain why the incorrect items are wrong to make sure they really understand the errors.

Answer key:

1 a, b 2 a 3 b 4 c 5 a, b 6 b 7 c 8 a, c

Grammar 2 *too* and *enough*

Materials: One set of cards per pair of Ss

Instructions:

Tell Ss that they are going to play a guessing game. Put Ss in pairs and give each pair a set of cards, placed face down in a pile in front of them. One student picks up a card, reads it silently and then tries to get his/her partner to guess where he/she is going or what he/she is doing, by making sentences with *too/enough*. Ss must not use any of the words on their card.

Demonstrate by writing *You're at a party* on the board. Tell the class to imagine they are at a party and to tell the class about it, making sure that they are using the target language, e.g. *There are enough people*; *The music is too loud*; *There is not enough food*. Try to ensure that you have at least one of each of the target sentence structures on the board to act as a model during the activity.

Ss take turns picking a card and describing the situation on the card with *too* and *enough* sentences. Remind them that they must use *too/enough* in each sentence. Tell Ss that it is not necessary for their partner to say exactly what is on the card, but that the idea must be the same. Monitor and write down some good examples of different *too/enough* sentences to use for feedback later on.

Vocabulary Features of city life

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Ask Ss to complete Ex 1 individually. Monitor and check for accuracy. Then check the answers with the whole class.

When Ss have completed the paragraphs, put them in pairs to discuss the questions in Ex 2. Monitor and correct pronunciation of the target vocabulary items if needed, e.g. *neighbours*. Encourage Ss to justify their decision about which place to live in, using the information in the paragraphs plus any general or local knowledge they happen to have.

Answer key:

1

1 area 2 location 3 local 4 traffic 5 pollution 6 flats
7 cycle paths 8 neighbours 9 public transport
10 night life 11 local

7B

Grammar 1 *used to*

Materials: One worksheet per student

Instructions:

Explain the tasks to the class, then give Ss ten minutes to complete the gaps individually, using the verbs in brackets. Monitor closely and prompt Ss to use the correct form of the verbs when needed.

When they have finished, feed back with the class and make sure that Ss understand why *used to/didn't use to* has been used in each case.

Tell Ss to each choose four sentences from Ex 1 and make them true for themselves. Finish off by asking Ss to share some of their sentences with the class.

Answer key:

1

1 used to be 2 didn't use to eat 3 did (she) use to do
4 used to see 5 didn't use to drive 6 Did (you) use to play
7 didn't use to play 8 used to bake 9 didn't use to speak
10 used to smoke 11 Did (they) use to sing 12 used to live
13 did (you) use to listen 14 didn't use to like

Grammar 2 *used to*

Materials: One copy of worksheet A and worksheet B per group of Ss

Instructions:

Put Ss in groups of three or four (or pairs for a greater challenge). Give half the groups Worksheet A and the other half of the groups Worksheet B. Make sure that everyone in each group looks at the same sheet.

Explain the activity. Write *Before there were aeroplanes ...* on the board and ask Ss to give you some examples of what life was like before aeroplanes, using *used to*, e.g. *people used to travel by boats more; people didn't use to travel as often; it used to take a long time to travel; there didn't use to be pilots*. Tell Ss that they should use both *used to* or *didn't use to* in their answers.

Tell Ss to work in their groups to complete the sentences, saying how things were different before the invention of each thing. Encourage them to write as many ideas as they can. Monitor and help with vocabulary.

Then put Ss in A/B pairs. Tell them to take turns to read their sentences to their partner without saying what the invention is, e.g. *Before (blank), people used to ...*. Their partner has to guess the invention from the clues. Alternatively, if your Ss were working in pairs earlier, you could now put two As and two Bs together to work in groups of four for this stage.

Vocabulary Natural features

Materials: One set of cards per pair of Ss

Instructions:

Tell the class that they are going to play a memory game. Put Ss in pairs and give each pair a set of cards. Tell them to shuffle the cards then place them face down randomly on the desk.

Demonstrate the game by choosing and turning over any two cards. Show the cards to the class and if one of the cards shows a word and the other a picture, ask Ss whether the word matches the picture. If not, tell them that you must put them back on the table where you found them. If the word and picture do match, explain that Ss must then make a sentence using the word from the pair. If they do this without making a mistake, they keep the pair of cards and pick up another two cards. If the cards do not match, or if they can't make a sentence, it is their partner's turn. Play continues in this way until all of the cards have been matched and won.

Answer key:

1 beach 2 mountain 3 lake 4 stream 5 forest 6 river
7 hill 8 wood 9 sea

7C

Grammar 1 Articles

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task to Ss. Look at the first sentence with the whole class and read it aloud with them. Then focus their attention on the article in the sentence and elicit whether or not there is an error in it. Ask Ss to tell you why the article is incorrect.

Ss work individually to say whether the sentences are correct or incorrect, and to correct the ones which are wrong. Put Ss in pairs to check their answers. For **fast finishers**, tell them that there are only five correct sentences so that they can double check their work.

When you correct the activity with the whole class, make sure that you ask Ss why the incorrect sentences are wrong.

Answer key:

- 1 Incorrect – I don't usually like (–) **chicken**, but that was delicious!
- 2 Incorrect – I used to have **a cat** called Bubbles. He was so cute!
- 3 Correct
- 4 Incorrect – Next week I'm going to see **a film** with my mum.
- 5 Incorrect – I need to buy (–) **new t-shirts** soon. Mine are old.
- 6 Correct
- 7 Correct
- 8 Incorrect – Yesterday I ate (–) **pasta** for lunch. I love Italian food!
- 9 Incorrect – Can I borrow **the book** you had last week? It looked good.
- 10 Correct
- 11 Incorrect – I'm watching **a TV show** called *Utopia*. It's very exciting!
- 12 Incorrect – Can you please take **the kids** to the park tonight?
- 13 Incorrect – Did you like **the film** that you saw yesterday?
- 14 Correct
- 15 Incorrect – Shrewsbury is **a town** in the west of England.

Grammar 2 Articles

Materials: One set of cards per group of Ss

Instructions:

Put Ss in groups of two or three. Give one set of cards to each group and tell them that they must make a story using as many of the phrases as possible. They should decide what kind of story to make, e.g. science fiction, love story, murder mystery, etc., and which phrases to use, but they must use exactly the same phrases with the same article as on the cards. Encourage Ss to arrange the cards they have used in order on the table, so that they can remember and retell the story. Emphasise that they will need to use other phrases as well, e.g. sometimes the same noun with a different article: *This story is about a woman ... the woman had the worst day of her life when ...*. Monitor and correct as necessary as they do the activity.

When Ss have made up their story, tell them to tell their story to Ss from other groups. Set a time limit of three minutes for them to practise their story in their groups.

Put Ss in new groups, so that each group member has created a different story. Allow the groups to move around the class, so that the storyteller can refer to their group's cards on the table, to make it easier. Alternatively, allow Ss to use their phones to take a picture of their cards, then they can move around without the cards.

As a follow-up, tell Ss to write up their story for homework.

Vocabulary Prepositions

Materials: One copy of picture A and picture B per pair of Ss

Instructions:

Put Ss in pairs and distribute the two pictures to each pair. Tell Ss not to show their picture to each other.

Explain that their pictures are very similar, but that there are a lot of small differences between them. Tell them that they both need to ask each other questions to find these differences, e.g. *Is there a ... ? What is on the ... ? Where is the ... ?*

Allow Ss about ten minutes to find the differences in the pictures. Check the answers with the class, encouraging Ss to use prepositions, e.g. *In my picture, there are magazines on the coffee table, but in the other picture there are books on it.*

To give Ss additional writing practice, you could ask them to write sentences that describe the differences in the pictures.

Answer key:

The prepositions can be used in the following ways, but there may be more possibilities:

- 1 in the corner – lamp in the corner, clock in the corner
- 2 on – clock on wall, various things on tables/not on tables, TV on table, woman on sofa, plant on bookshelf, picture on bookshelf
- 3 in front of – coffee table in front of sofa
- 4 behind – dining table behind sofa, man behind sofa
- 5 opposite – armchairs opposite each other, TV opposite sofa
- 6 in the middle of – flowers in the middle of the dining table, clock in the middle of the wall
- 7 under – shoes under coffee table
- 8 between – bookshelf between two lamps, coffee table between two armchairs
- 9 next to – lamp next to bookshelf, side table next to sofa

8A**Grammar 1 Past continuous**

Materials: One worksheet per student

Instructions:

Before starting, remind Ss that the past continuous is used for actions in progress in the past and the past simple is used when this action in progress is interrupted by another single action or event.

Distribute the worksheets. Check the meaning of the word *monster* (an imaginary or ancient creature that is large, ugly and frightening) and ask if anyone has heard of *Loch Ness* or *Nessie*. Then give Ss time to complete the story, using the correct form of the verbs in brackets.

Check answers with the class and make sure that Ss understand why they have used each tense.

Put Ss in pairs to try and re-tell the story from memory. Monitor and check Ss are using the weak stress of *was/were*, and correct if necessary.

Answer key:

1

- 1 was travelling 2 were staying (*stayed* is also possible). It depends whether this is thought of as temporary or not).
 3 talked 4 decided 5 were driving 6 saw 7 were travelling
 8 looked 9 stopped 10 was 11 were taking 12 bought
 13 were waiting (*waited* is also possible) 14 was looking
 15 saw 16 was standing 17 ran 18 got

Grammar 2 Past continuous

Materials: One copy of the instruction card per student, plus one role card per student

Instructions:

Give each student a copy of the instruction card and read through the instructions with the whole class. Then give each student a role card. If you have more than ten Ss, divide them into two groups or use some of the role cards twice. If you do this, tell Ss that some of the activities were being done by more than one person. Make sure you give the role of the thief (the final card) to a strong student, and only to one student.

Tell Ss to mingle and ask the other Ss questions to find out what they were doing, e.g. *What were you doing last Saturday at 7 o'clock?* Tell them to try to find out more information and decide if that person is telling the truth or not. Put examples on

the board if you think Ss need them, e.g. *Who were you with? What was it like?* Tell Ss to write a name next to each activity on the worksheet.

When they have finished, put Ss in pairs and tell them to discuss who they think the thief is, giving reasons. Get feedback from the class and then ask the thief to identify him/herself.

Vocabulary Verbs of movement

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss to choose the correct preposition in each sentence individually, then check their answers in pairs.

Tell Ss that they are now going to have a competition in which they have to answer some questions, giving reasons why you might do something. You could get them to imagine that they are angry about something and ask them to give you three reasons why they could be angry, e.g. *Someone stole their money; They lost the tickets to a football match; They broke their favourite glass.*

Put Ss in pairs and tell them that in order to win, they must answer each question with three answers. They get one point for each answer they write that no one else has written. If they don't write three things, they don't get any points for that round, even if one or more of their answers is unique. Tell Ss that their English doesn't have to be grammatically correct, but they must be able to explain their idea to the class afterwards.

Set a time limit, e.g. ten minutes, for Ss to do the activity. When they have finished, go through their answers as a class, getting Ss to explain any answers that may not seem to fit. If there are any disputes, put it to a class vote. If any groups struggle to explain their idea, ask the class to help them give a suitable response, and do not penalise these mistakes.

The team with the most points at the end wins.

Answer key:

1

- 1 over 2 around 3 back 4 out 5 into 6 up 7 down
 8 around

2

Suggested answers:

- 1 you have to go to work/school; you have to turn something off (e.g. a light); you have to answer the door or the phone; you have to give your seat to someone on the train; you want to dance; you want to make a cup of tea/coffee; the baby is crying; you have to go to the toilet
- 2 a sofa; the floor; a blanket; a rug/carpet; the grass
- 3 you hear a noise; you forgot something and have to go back to your house; someone is calling your name
- 4 you forgot your bag; you wanted to ask the teacher something; you can't find your mobile phone and think it might be in the class; it's raining a lot so you decide to leave later
- 5 you're late; you don't want to talk to someone in the room; your phone is ringing in another room; you see someone outside you need to speak to
- 6 drink some water; take some medicine; go to sleep for a while; move away from a loud noise

8B

Grammar 1 *because, so and to*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. While matching the sentence halves, monitor and prompt with questions if necessary, e.g. *Is this a cause or a result? Is it answering the question 'Why'?* Ask **fast finishers** to compare with a partner while they are waiting for others to finish, then check the answers as a whole class.

Ask Ss to write new endings for the sentence beginnings in Ex 1. Finally, put Ss in pairs to compare their new sentences.

Answer key:

1

1 d 2 i 3 a 4 g 5 j 6 e 7 c 8 h 9 f 10 l 11 b 12 k

Grammar 2 *because, so and to*

Materials: One set of cards per pair of Ss

Instructions:

Tell Ss that they are going to have a competition in pairs. Give each pair a set of cards. Instruct them to lay out all of the cards randomly, face up on one of their desks.

Ss choose two cards and say the words/phrases on the cards. They must then create a sentence connecting the two cards, and using either *because*, *so*, or *to + infinitive*. Tell them that they can change the tense of the verbs if necessary, but that the nouns and adjectives must stay as they are. If a student makes a correct sentence, he/she keeps the pair of cards. If a student is unable to make a correct sentence, they must put the cards back on the desk. For the first two cards on the sheet, some possible sentences are: *I rented a car because I wanted to see a lot of Vancouver; I want to drive to Vancouver, so I'm going to rent a car; I'm going to Vancouver to rent a car.*

Ss continue until they have used as many of the cards as possible. The winner is the player with the most pairs of cards at the end.

Alternatively, if you want to ensure that Ss do not use *because* every time, award points to each of the three words: *because* gets one point, *so* gets two points and *to* gets three points. In this case, the player with the most points wins.

When they have finished, Ss can play the game again, this time with cards facing down on the table, arranged neatly in rows. As before, they choose two cards, but this time they have a choice of whether to make a sentence or to pass, as it may be difficult to make a sentence with some card combinations (e.g. two emotions). Players must put cards back in their original position if they do not use them so that their partner has a chance to remember where they are and use them.

Vocabulary Transport

Materials: One set of slips of paper per pair of Ss

Instructions:

Put Ss in pairs and give each pair a shuffled set of the slips of paper. Tell the class that they need to complete the sentences in their pairs with the correct collocations from the lesson. They should try to do this from memory first, but can look back at their notes if they are having difficulty.

Once Ss have done this, tell them that the strips together make a story and that they must work with their partner to put it in the

correct order. Ask Ss what the story is about (*travelling in South East Asia*).

If necessary, tell Ss what the first line is, or ask the class to work together to find it. Then encourage Ss to find connections between sentences using place names, other nouns and time expressions.

When pairs have finished, check the order of their stories. If there are parts that are out of sequence, tell them how many are incorrect before pointing out what they are. If there are **fast finishers**, ask them to try to retell the story from memory, using as many of the collocations as possible.

Answer key:

1 D park 2 K get off; bus 3 A get off 4 E rent 5 C get in
6 I take 7 H miss 8 B rent; rents 9 G get on 10 J get off
11 F get in; parks; get out of

8C

Grammar 1 Verb patterns

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the first task. Ss complete the sentences using the correct form of the verbs in brackets. They then choose the correct options in the sentences in Ex 2. Check answers for both activities as a class.

Answer key:

1

1 reading 2 to spend 3 drinking 4 watching 5 to ride
6 relaxing 7 eating 8 to become 9 swimming
10 to travel 11 going 12 to go

2

1 enjoys 2 doesn't mind 3 playing 4 to go 5 watching
6 don't want

Grammar 2 Verb patterns

Materials: One copy of worksheet A, worksheet B or worksheet C per student

Instructions:

Divide the class into three groups. Give one group the Student A worksheets, one group the Student B worksheets and one group the Student C worksheets.

Tell Ss to complete the questions with the correct form of the verb in brackets and then to check their answers with the other Ss in their group. Monitor to check that all Ss have completed the questions correctly.

Then rearrange the class into groups of three, so that there is a Student A, a Student B and a Student C. If necessary, make extra groups of four rather than two. Tell Ss to ask and answer each other the questions and encourage them to ask more follow-up questions.

Ask Ss to think of adjectives to describe the other Ss in their group, based on the answers they gave to the worksheet questions.

Write an example on the board, e.g. *My partner is a bit shy, because she doesn't like talking to people she doesn't know.*

Then rearrange the class into new pairs and ask Ss to tell each other about their original partners.

Finally, get feedback from different members of the class.

Answer key:**Student A**

1 doing 2 learning 3 to visit 4 watching 5 to retire

Student B

1 speaking 2 spending 3 playing 4 to earn 5 to live

Student C

1 to be 2 to become 3 eating 4 listening 5 speaking

Vocabulary Travel**Materials:** One quiz per student and one results sheet per pair of Ss**Instructions:**

Distribute a quiz to each student and explain that they must read through the questions very quickly to find out what the quiz is about. Give Ss a minute or less to do this and then elicit the topic (*holiday preferences/ what type of holidays people like*).

Tell Ss that you are going to give them a few minutes to read back through the quiz again to find and underline as many travel collocations as they can from the main lesson. Ask Ss to tell you the collocations they have found before continuing.

Next tell Ss that they are going to find out their partner's answers to the quiz questions. Ensure that they do not answer any of the questions themselves – they should only write the answers to what their partner says on their worksheets. Put Ss in pairs and tell them to choose one person to start asking the quiz questions and the other to answer them and then it is their partner's turn to ask the questions.

Once a pair has finished, give them one copy of the results sheet and let them read results about their travel styles in their pairs. Get some feedback from the class once everyone is finished about what their travel styles are. Ask whether pairs were similar or different, and which answers were the most different for them and why.

9A**Grammar 1 Present perfect with *for* and *since*****Materials:** One worksheet per student**Instructions:**

Distribute the worksheets and explain the task. Tell Ss to complete the questions using the present perfect simple. Check answers with the whole class, then give Ss time to match the questions to the answers and complete the gaps in Ex 2. When correcting these, ask Ss to say why they have chosen *for/since* for each item. Then put Ss in pairs to practise asking and answering the questions.

Answer key:**1**

1 have you owned 2 have you had 3 have you worked

4 have you studied 5 have you had 6 have you lived

7 have you known 8 have you been

2

a 5 – for b 3 – since c 7 – for d 1 – for e 8 – since

f 4 – since g 2 – since h 6 – for

Grammar 2 Present perfect with *for* and *since***Materials:** One worksheet per student**Instructions:**

Put Ss in groups of five. Tell them they are going to interview each other in order to get to know the members of their group better. Distribute the worksheets and go through the example answer with the class. Then ask which tense the questions use (*present simple* and *present perfect*). Tell Ss to look at the example answers and point out the use of *for* and *since*.

Tell Ss to work in their group and write questions for each piece of information. Monitor the groups and check their answers.

Then give Ss a moment to think of their own answers to each question, but encourage them not to write them down.

Next, tell Ss to take turns to ask each other the questions and record the answers in the table. Encourage them to ask for and give further information about each answer.

When Ss have asked each member of their group all the questions, they should then fill in statements 1–8 at the bottom of the worksheet with the name of a person from the group.

If the class is large enough, rearrange the groups so that members of different groups work together. Tell them to exchange information about the people they have interviewed. Finally, get feedback from each group.

Answer key:

1 Do you play tennis? How long have you played tennis?

2 Do you have a pet? How long have you had a pet?

3 Do you study French? How long have you studied French?

4 Do you use social media? How long have you used social media?

5 Do you live in a flat? How long have you lived in a flat?

6 Do you work in an office? How long have you worked in an office?

7 Do you live in the countryside? How long have you lived in the countryside?

8 Do you have a best friend? How long have you known your best friend?

Vocabulary Describing a relationship**Materials:** One worksheet per student**Instructions:**

Distribute the worksheets and explain that speech bubbles 1–5 need to be matched to speech bubbles a–e. Ss do this by reading through the texts in the speech bubbles and using the vocabulary from the lesson and other contextual clues to decide which people are talking about one another.

For example, speech bubble 1 is positive overall and talks about travelling abroad (*to South Africa*) and using email to stay in touch. Speech bubble c also talks about meeting someone while travelling and keeping in touch with a person they met there. These two are therefore a match as they can only be referring to each other.

Tell Ss to match the pairs of speech bubbles by drawing lines on the worksheet and to write the name of the speaker under each speech bubble. Conduct class feedback, asking volunteers to tell you what clues led them to match a pair.

Finally, put Ss in pairs and allow them time for the discussion in Ex 2. Encourage them to discuss how their friendships are different to the people in Ex 1 as well as how they are similar.

Answer key:**1**

1 Marian – c Lindsay 2 Ellie – d Gemma 3 Scott – b Gus

4 Ann – a Stewart 5 Nicole – e Craig

9B

Grammar 1 Present perfect with *already*, *just* and *yet*

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Do the first sentence together and elicit what the whole sentence should be (*They have just got married*). Set a time limit, e.g. eight minutes, for Ss to complete the rest of the worksheet individually. Once the time is up, check the answers with the whole class.

Answer key:

- 1 They have just got married.
- 2 I haven't bought anything yet.
- 3 They have already left their house.
- 4 He has just closed his suitcase.
- 5 The boy has just eaten all of the chocolates.
- 6 The woman hasn't found a job yet.
- 7 They have just bought a new house.
- 8 The man hasn't learnt to ski yet.
- 9 She has already finished university.
- 10 The man has just turned on the water.
- 11 We have already spoken to the doctor.
- 12 They haven't booked a DJ for the party yet.
- 13 Have you finished your tea yet?
- 14 I have just been on a trip to Italy.
- 15 He hasn't arrived home yet.
- 16 We have already paid for the TV.

Grammar 2 Present perfect with *already*, *just* and *yet*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss that they are each going to imagine they are a famous actor and that they must complete the first table with information about their life before they are interviewed for a magazine. Tell them that they should try to make this interesting because their fans will read the interview later and will want to know some fun details about their lives. Give Ss a time limit to do this, e.g. eight minutes. Write *already*, *just* and *yet* on the board and tell the class that they must use each one at least twice during their interview. Encourage them to think about how they will use them in their answers, giving them a few minutes to do this.

When they have had time to think about this, tell them that they are also going to act as an interviewer. Give Ss a few minutes to read through the interview questions in the second table and answer any questions they may have about meaning.

Put Ss in pairs to do the interviews and check that they are making notes of their partner's answers. Get pairs to change roles so that they both have a turn as interviewer and actor. Monitor and make notes of any good examples of present perfect with *just*, *already* and *yet* to feed back afterwards.

When the interviews have finished, put Ss in new pairs to tell each other about the information they learnt from their previous partner. Finally, ask the class who had the most interesting partner and why.

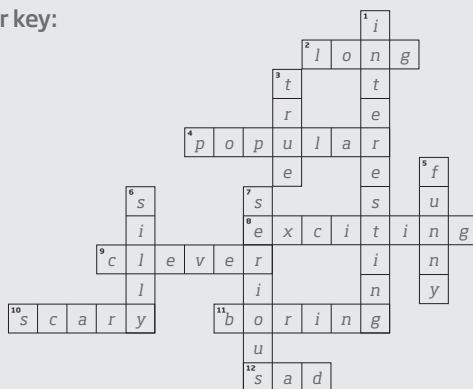
Vocabulary Adjectives to describe films and TV programmes

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss that they must use the clues to find the missing words for each of the gaps in the crossword. Encourage them to do the easier ones first and not to look back at their class notes unless they are stuck. If there are **fast finishers**, get them to think of some examples of shows or films that could be described using the words in the crossword (except for numbers 2 and 9). Put Ss in pairs to check their answers.

Answer key:



9C

Grammar 1 *could*, *couldn't*

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Ss complete the conversation individually. Monitor and help them if necessary. Choose two **stronger Ss**, whose work you have checked for accuracy, to read out the completed conversation to the class. Put Ss in pairs to practise the conversation. Monitor to ensure *could* is not stressed in the pronunciation.

Finally, give Ss some time to discuss their own childhood experiences in relation to the text.

Answer key:

- 1
- 1 could play 2 could communicate 3 couldn't remember
- 4 couldn't ride 5 could (always) make 6 could sing
- 7 couldn't sing 8 could dance

Grammar 2 *could, couldn't*

Materials: One board per group of Ss

Instructions:

Put Ss in groups of four with two A/B groups. If the class does not divide into four, you can have some groups of five instead. Team A's objective is to get across the board from left to right; Team B's objective is to get across the board from right to left. Team A starts on any square on the left edge and Team B starts on any square on the right edge. Afterwards, they can choose any square they wish as long as it hasn't already been used correctly (see below). When a player chooses a square, he/she must make a sentence using *could/couldn't* and the word on the square, e.g. *I could read when I was three*. If the sentence is formed correctly, the team wins the square and crosses it out. Encourage Ss to make interesting and complex sentences if possible. Sentences can be personal, but if this is challenging or too sensitive, Ss could invent sentences that are untrue or that are about other people they know.

If a team wins a square, then that square cannot be used again, so the other team will need to go around that square. Make sure that Ss understand the idea of 'blocking' their opponents' path by choosing squares that they think their opponents will use.

If there are any disputes, you should act as the referee. Try not to get involved except for refereeing purposes. Monitor and note down good examples of *could/couldn't* for past ability and discuss these with the class after the game has finished.

Vocabulary Education

Materials: One set of cards per group of Ss

Instructions:

Put Ss in groups of two or three. Give one set of cards to each group. Tell them to put the cards face down in a pile. One student then takes a card from the top of the pack. He/she must then say a sentence about themselves using the word on the card and the correct preposition/verb from the vocabulary set in the lesson. The sentence must be correct, but doesn't have to be true. The student scores one point for a correct sentence. Another student in the group/pair can score a point if they guess correctly whether the sentence is true or false. If they are incorrect the student who said the sentence also scores a bonus point.

Before starting the activity, pick one card and demonstrate with one student how the activity works.

e.g. 'boring'

A: *I find football really boring.*

B: *That's false – you love football!*

A: *Yes, correct!*

Monitor and correct Ss as necessary.

10A

Grammar 1 First conditional

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Explain the task to the class and then do sentence 1 together. Check that Ss can correctly identify the conditional part of the sentence, and remind them that sometimes the *if* clause comes first and sometimes it comes in the second part of the sentence. Also point out that they need to turn some of the sentences into negative statements. Encourage Ss to use contractions where possible. Ss complete the worksheet individually, then check answers as a class.

Answer key:

- 1 If he goes outside, he'll get wet.
- 2 If you don't eat, you'll be hungry.
- 3 She'll be tired if she stays up late.
- 4 If you work more hours, you'll make more money.
- 5 If you buy lunch, I'll buy dinner.
- 6 I won't see you as much if I move to another city.
- 7 If Leslie has a baby, she'll be very busy.
- 8 If you do yoga, you'll feel healthier.
- 9 I'll get better at English if I speak it every day.
- 10 If they arrive late, they won't catch their flight.
- 11 You'll pass your exams if you study hard.
- 12 If Andrew does exercise every day, he'll get stronger.
- 13 If you need some help, I'll help you.
- 14 I won't be able to sleep if I watch a scary film.
- 15 If Alison doesn't buy her ticket today, she won't see the concert.
- 16 If they save money, they'll be able to buy a house one day.

Grammar 2 First conditional

Materials: One card per student

Instructions:

Explain that Ss are each going to get a card with a problem or question on it. Give each student one card. If you have more than 16 Ss, you can give cards to more than one student.

Tell Ss to mingle and find a partner. Ss read out the problem or question on their card. Their partner must then reply using a first conditional to tell the speaker what they should do, and why. If you think it is necessary, write this example on the board:

A: *I might go to Anna's for dinner tonight.*

B: *That's great! If you go, you'll meet Peter, her new boyfriend.*

Ss can make any first conditional sentence they like, but it must be relevant to the problem/question. If a student meets someone with the same card, they must give different responses.

Set a time limit of about ten minutes, or until Ss have discussed most of the problems on the worksheet.

For feedback, ask the class what the best advice they received was.

An alternative way to do the activity is by telling Ss that after they speak to someone, they swap their cards, then find a new partner. Doing this, allows Ss to act the part of the person with the problem and the person giving advice.

Answer key:

Suggested answers:

- a** If you go, you'll spend time with your friends; If you go, you'll make Eric happy.
- b** If you eat it, you'll be healthy; I'll pay you ten pounds if you eat it; If you don't eat it, mum will be angry.
- c** If you ask him/her what's wrong, maybe he'll/she'll talk to you about it; Maybe you'll be happier if you find another job.
- d** If you go to the doctor, he/she will give you some medicine; If you wait until tomorrow, maybe it will go away; I'll drive you to the doctor's if you want.
- e** If you go, you'll probably be able to make more money; If you go to university, you'll make a lot of friends.
- f** If we start watching a film now, we'll be tired in the morning; If we don't start watching the film right now, it'll be too late.
- g** If you buy one, you'll be able to drive to work; If you buy a car, you'll create more pollution; You'll be able to take weekend trips if you get one.
- h** If you go to bed early tonight, you won't feel tired tomorrow; If you sleep a little in the afternoon, you'll feel better.
- i** If you join a sports team, you'll meet new people; If you learn to paint, you'll be able to make gifts for your friends and family.
- j** If you take a course and learn new skills, you'll be able to make more money; If you find a new job, you'll be able to make more money.
- k** If you learn Italian, you'll be able to go on holiday to Italy and speak to local people; If you study a language, you'll learn more about a new culture.
- l** If we go camping this weekend, we'll get wet; If we go camping, I'll bring my new tent.
- m** I'll bring you some cake if you come to work today!; If you come, we'll be able to finish that project we started; If you don't go, we can go shopping!
- n** If you shop online, you won't need as much time; If you go in your lunch break, you'll have time.
- o** If you go to another country, you'll be able to practise speaking English; If you stay in your own country, you won't learn about a new culture.
- p** If you spend all your money, you won't have any when you're older; If you don't save some money, you won't be able to buy big things like a house or a car.

have already been covered as you go along. When someone shouts *bingo*, ask them to read the words in their winning line back to you to check they have crossed out the correct items. To make the game more challenging, tell Ss that they need to have two lines to win, or even a T-shape. Alternatively, play more than one game.

You can use these example sentences, or you can invent your own:

borrow – I've forgotten my wallet! Can I _____ some money to buy a coffee?

cash – Are you going to pay by _____ or card?

cost – Oh, this dress is beautiful! How much does it _____?

credit – I'm only going to use my _____ card for online shopping.

earn – Some business people get a lot of money for their work. They _____ a lot.

lend – Do you have enough money to buy your lunch? I can _____ you some.

pay for – How would you like to _____ your meal? By cash or by card?

save – I want to buy a new phone, so I really need to _____ money.

spend – I love clothes, so I _____ a lot of money on shopping online every month.

waste – I think very carefully about how I spend my money. I don't like to _____ it.

10B**Grammar 1 Present and past passive**

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. When Ss are completing the gaps, monitor and help individuals who are having difficulty. About half of the verbs are irregular, most of which appear in the main lesson, e.g. *worn, grown, made, eaten*. For *found* and *taken*, you could tell Ss to think back to when they were studying the present perfect if you think that will help. If necessary, provide these past participles.

Put Ss in pairs to compare answers and ask them to say whether they used the past or present passive in each case and to explain why. Then put the answers on the board for the class to check.

Ss then work with their partner to practise telling the stories themselves. Remind them that they should try to use the passives given in the story.

Answer key:**1****1** 1 was found 2 was helped**2** 1 was made 2 is called**3** 1 was invented 2 was held**4** 1 was taken 2 was bought 3 was used**5** 1 was discovered 2 was used 3 is grown 4 is eaten**6** 1 is called 2 were worn 3 were taken**Vocabulary Money**

Materials: One bingo board per student (Remember to prepare more than one per student if you wish to play several rounds.)

Instructions:

Distribute one empty board to each student and ask the class if anyone knows how to play bingo. If they don't, tell them that they must write nine words in each of the squares. You will call out one word at a time. If they hear a word that is on their board, they cross out that word. The first person to cross out three words in a row, either horizontally, vertically or diagonally, and shout *bingo!*, is the winner. Tell Ss that instead of just reading out words, you are going to read out sentences with gaps in them. Explain that these gaps represent money verbs that come from the lesson. You can either say *blank* where the gaps are, or replace each gap with a silly word (e.g. *banana*) to make it fun.

Give each student one empty board and ask Ss to choose nine of the ten verbs at the top of the worksheet.

Once Ss have filled in their boards with the verbs, start the game by reading out one of the gapped sentences below. Ss cross out that word if they have it on their board. Continue reading the gapped sentences and make sure you keep track of which words

Grammar 2 Present and past passive

Materials: One copy of worksheet A, worksheet B and worksheet C per group of Ss

Instructions:

Put Ss in groups of three and give the Ss in each group a different card (A, B or C). Allow Ss time to read through their own cards and complete the gaps with a passive form of the verb provided in the box.

Arrange Ss in new groups of three or four with other Ss who have the same worksheet. Tell them to check their answers together and to ask you for help if there are any issues.

Put Ss back in their groups of three (so that there is an A, B and C student in each group). If there are extra Ss, put weaker learners in the same group as a stronger learner with the same card.

Tell the class that they are going to test their partners. Ask them to read out their sentences and write down whether each group member thinks the answer is true or false. Tell Ss to make a note of the answers given. When they have completed all three cards, the Ss check answers as a group and the student with the most correct answers is the winner.

Answer key:

Student A

- 1 was born (false – in Hawaii)
- 2 are driven (true)
- 3 is grown (true)
- 4 was stolen (true – in 1911, but it was returned two years later)
- 5 are sent (false – about 18.6 billion as of 2014)
- 6 was held (false – It was held in Athens in 1896.)
- 7 was built (false – 1887–1889)
- 8 is used (true)

Student B

- 1 was found (true)
- 2 was written (false – by F. Scott Fitzgerald)
- 3 is eaten (true – Italy is 2nd)
- 4 is chosen (false – It is passed down through the royal family)
- 5 are sold (true)
- 6 was given (false – It was a gift from France to the US)
- 7 are taught (true)
- 8 was built (false – It was built as a mausoleum for the emperor's favourite wife)

Student C

- 1 was invented (true)
- 2 were made (false – in New Zealand)
- 3 is drunk (false – the most tea is drunk in China)
- 4 was called (true)
- 5 is eaten (true)
- 6 was taken (false – in 1826/1827 in France)
- 7 is spoken (false – over 360 million people)
- 8 are put (true)

Vocabulary Time expressions

Materials: One worksheet per student

Instructions:

Distribute the worksheets. Tell Ss to work individually to choose the correct option in each question. Check answers as a class. Then put Ss in groups of four and tell them to discuss their options and their answers to the questions one by one. Encourage them to give as much detail as they can in their answers and to ask each other questions to lengthen and deepen the discussion.

While the groups talk, you can monitor and ask questions to show interest and prompt further discussion, and help with vocabulary if necessary.

When they have finished, ask groups to decide which question generated the most discussion in their group and briefly tell the class what they discussed.

Answer key:

1

- 1 ago 2 century 3 each day 4 until 5 these days
6 Nowadays 7 during 8 each year

10C

Grammar 1 Review of tenses

Materials: One worksheet per student

Instructions:

Distribute the worksheets and explain the task. Encourage Ss to think carefully about the key words in both the A and B lines so that they can work out why they need to use a particular tense.

When they have finished, put Ss in groups of three or four to check their answers together. Tell them only to ask you for help if there is an issue that they can't resolve. As this is a review and not new material, Ss should have enough knowledge to work out the correct answers together. Finally, check answers as a class.

Then put Ss in pairs to practise the mini-conversations, focusing on using contractions wherever possible.

Answer key:

1

- 1 will buy 2 visited 3 spend 4 am meeting 5 was going
6 have already done 7 are going to visit 8 am living
9 has just left 10 will get

Grammar 2 Review of tenses

Materials: One worksheet per student

Instructions:

Distribute the worksheets and demonstrate the activity. Write your own answer to one of the talking points in one of the circles on the worksheet, e.g. *cooking*. Ask Ss to guess which talking point it is referring to (*What were you doing last night at 8 p.m.*). Once they have guessed, tell them to ask you questions to find out more information about what you were doing, e.g. *What were you cooking? What time did you eat? Who did you eat with?* Tell the class that at the end of the activity they will report back to the class what they have learnt about their partner.

Tell the class that they should choose any six of the talking points and write corresponding answers in the circles, in a random order. They should only write a maximum of three words in each circle, preferably less. Set a time limit for this stage, e.g. four minutes. Put Ss in pairs and tell them to take turns to ask and answer questions so that they can find out what the words in the circles refer to.

When the majority of Ss have finished, put them in new pairs and ask them to tell each other what they learnt about their former partner. They should try to include as many details as they can remember.

Vocabulary Hobbies and interests

Materials: One worksheet A and worksheet B, one 'Goal!' worksheet and one coin (or similar marker) per pair of Ss

Instructions:

Put Ss in A/B pairs and give each pair a copy of their worksheet. Tell them not to show it to each other. Write a sentence with a collocation from the lesson on the board, but include a mistake in it, e.g. *I love spending time to repair old cars*. First ask the class to point out where the collocation is in the sentence, and then ask whether it is used correctly or not (no, it should be *repairing* old cars). Tell Ss that for this task they will need to identify whether other collocations are correct or incorrect.

Demonstrate the activity and explain the rules. The object of the game is to score goals. Someone places the coin on the *Start* square. Student B reads his/her first sentence to Student A, who must identify whether the collocation in it is correct or incorrect. Answers have been provided on each player's sheet. If it is incorrect, he/she must correct it. If Student A successfully corrects the sentence, he/she moves the coin one square towards his/her goal. If not, the coin stays where it is. On Student B's turn, if he/she answers correctly, the coin is moved back towards his/her goal. When a goal is scored, the coin returns to the *Start* square. If there are **fast finishers**, they can continue playing the game and try to make their own sentences, or they can use some other sentences from the lesson. They can read them as they are, or change a word in the collocation that their partner must try to correct. Play continues like this until all the sentences have been read out, and hopefully at least one player has been able to score a goal.

Answer key:

Student A

1 incorrect – gave up 2 correct 3 correct
4 incorrect – for fun 5 incorrect – joined
6 incorrect – part of 7 correct 8 correct

Student B

1 correct 2 incorrect – been part 3 correct 4 correct
5 incorrect – sleeping 6 correct
7 incorrect – found out about 8 incorrect – started playing