

REWARD REWARD REWARD REWARD

*Can be used
to supplement
any course*

Starter

Resource Pack

**Communicative
activities
for students of
English**

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of English**



PHOTOCOPIABLE

Contents

Worksheet	Interaction	Skills	Activity	Time (mins)	Grammar and functions	Vocabulary
1 <i>Faces and names</i>	Whole class	Speaking	Learning the names of other members of the class	20	Asking and saying names <i>Is this you?</i> <i>What's your name?</i> <i>Hello, ..., I'm ...</i>	Names
2 <i>Jobs</i>	Whole class	Speaking	Mill drill	15-20	Talking about jobs	Jobs
3 <i>Wrong numbers</i>	Groupwork	Speaking	Asking for and correcting telephone numbers	30-40	Asking for and saying telephone numbers	Numbers 0-9
4 <i>Class list</i>	Groupwork	Speaking Writing	Completing a chart	30	Asking about names and jobs Spelling	Jobs Alphabet
5 <i>International crossword</i>	Pairwork	Writing Speaking	Crossword	40	Saying where people and things are from Saying what nationality people are	Countries and nationalities
6 <i>People and places quiz</i>	Groupwork	Speaking	Answering questions to play noughts and crosses	45	<i>to be</i> : yes/no questions and short answers	Countries and nationalities
7 <i>Secret identities</i>	Groupwork	Speaking Writing	Coding and decoding names of famous people	50-60	Saying numbers and letters of the alphabet	Numbers 11-100 Letters of the alphabet
8 <i>Favourites</i>	Whole class	Writing Speaking	Writing and asking about favourite things	20-30	Questions with <i>Who</i> and <i>What</i> Possessive adjectives: <i>my, your, his, her</i>	Favourite things
9a <i>They're neighbours</i>	Groupwork	Writing Speaking	Writing and then playing a matching game	20	<i>They're</i>	Plural words Nationalities
9b <i>We aren't British</i>	Groupwork	Writing Speaking	Writing and then playing a matching game	30	<i>We're, we aren't</i>	Personal information
10 <i>What's this?</i>	Groupwork	Speaking	Memorising where objects are and saying what they are	15-20	Asking what things are: <i>What's this/that? What are these/those?</i>	Objects
Progress check 1-10 <i>Battleships</i>	Pairwork	Writing Speaking	Finding hidden words by naming numbered squares on a grid	30	Revision Numbers and letters of the alphabet	Revision Numbers and alphabet
11 <i>How much is it?</i>	Whole class	Speaking	Mill drill	20	Talking about price Position of adjectives The definite article	Clothes Colours: <i>black</i> and <i>white</i>
12a and 12b <i>Where are they?</i>	Pairwork Groupwork	Writing Speaking	Writing sentences and playing a game of dominoes	35-45	Prepositions of place: <i>in, on, under</i> Possessive 's	Personal possessions
13 <i>Names and numbers</i>	Pairwork	Writing Speaking	Guessing what names and numbers mean	30	<i>Have got</i> <i>My, your</i>	Family
14 <i>Yes/No game</i>	Groupwork	Writing Speaking	Writing information about people and guessing who they are	30-40	<i>Is he/she...? Yes, he/she is. / No, he/she isn't.</i> <i>Has he/she got...? Yes, he/she has. / No, he/she hasn't.</i>	Personal information
15 <i>It's an order!</i>	Pairwork	Writing Speaking	Writing instructions and playing a game of dominoes	20-30	Imperatives Giving instructions	Classroom instructions
16a and 16b <i>I live in Buckingham Palace</i>	Groupwork	Reading Speaking	Board game	30	Present simple <i>to be</i> + <i>from</i> Present simple, regular verbs: <i>I, we, you, they</i> Prepositions of place: <i>in, to, from</i>	Personal information
17 <i>Bingo</i>	Whole class	Writing Listening	Game of bingo with times	20	Telling the time: <i>o'clock</i> Expressions of time: <i>in the morning/afternoon/evening</i>	Times of the day
18a and 18b <i>My week</i>	Groupwork	Speaking	Talking about what students do at different times of the week	20	Present simple: negatives Preposition of time: <i>on</i>	Days of the week Routine activities
19 <i>True or false?</i>	Pairwork	Writing Speaking	Guessing about likes and dislikes	20-30	Talking about likes and dislikes <i>Yes/no</i> questions and short answers	Sports Days of the week Times of the day Food
20 <i>Different lives</i>	Pairwork	Speaking	Describing a typical day using pictures	40	Telling the time Present simple: <i>you, he, she</i>	Everyday activities
Progress check 11-20 <i>Everything we know</i>	Groupwork	Writing Speaking	Board game	20-30	<i>Has got</i> Present simple: <i>he, she</i> Likes and dislikes	Personal information

Worksheet	Interaction	Skills	Activity	Time (Mins)	Grammar and functions	Activity
21 <i>Going to work</i>	Whole class	Speaking	Mill drill	20	<i>He/she: yes/no</i> questions and short answers <i>by train/car, etc</i>	Means of transport
22 <i>Food and drink questionnaire</i>	Whole class	Writing Speaking	Questionnaire	30	Present simple <i>Wh-</i> questions	Food and drink
23 <i>On holiday</i>	Pairwork	Speaking	Predicting which activities a partner likes or doesn't like doing on holiday	20	<i>Like + -ing</i> Present simple: negatives <i>Yes/no</i> questions and short answers	Holiday activities
24 <i>A dream house</i>	Groupwork	Speaking Writing	Memorising details of a picture	20	<i>There is/are</i>	Rooms and furniture
25 <i>Class habits</i>	Whole class	Speaking	Finding out about other students' habits	20-30	Present simple: adverbs of frequency <i>Yes/no</i> questions	Routine activities
26 <i>How many people can...?</i>	Whole class	Speaking	Finding out what people can do	20	<i>Can</i> for ability: questions and short answers	Everyday activities
27 <i>Food and drink dominoes</i>	Whole class	Writing Speaking	Matching quantity and container words with food and drink to play a game of dominoes	20	<i>A, some, a piece of + food</i> Container words + drink	Food and drink Containers
28a - 28c <i>Directions</i>	Whole class	Speaking	Asking for and giving directions to different places on a map	30	Asking for and following directions	Places in town
29 <i>Draw the sentence</i>	Groupwork	Speaking	Drawing and guessing what people are doing	30-40	Present continuous	Everyday activities
30 <i>What are they doing?</i>	Groupwork	Speaking	Guessing from silhouettes what people are doing	20	Present continuous: questions and short answers, negatives	Everyday activities
Progress check 21-30 <i>Sentences in a hat</i>	Whole class	Writing Speaking	Completing unfinished sentences and asking and answering questions	20	Revision	Revision
31 <i>Find someone who...</i>	Whole class	Speaking	Asking and answering questions and completing a chart	20	Present continuous for future plans <i>Yes/no</i> questions and short answers	Everyday activities
32 <i>Let's go out</i>	Whole class	Speaking	Mill drill	20	Making suggestions: accepting and refusing Invitations: accepting and refusing Making an excuse	Leisure activities
33a and 33b <i>Snakes and ladders</i>	Groupwork	Speaking	Board game	20-30	Simple past: <i>be: was/were</i>	Countries and nationalities Personal information Numbers and dates
34 <i>Find out</i>	Whole class	Speaking	Asking and answering questions	20	Past simple: <i>was/were</i> <i>yes/no</i> questions and short answers	Time expressions
35a - 35c <i>A sign of the time</i>	Groupwork	Speaking	Board game	30	Past simple: <i>have</i> negative and short answers	Years Technical objects Everyday objects
36 <i>Tell your group</i>	Groupwork	Speaking	Board game	30	Simple past: regular verbs	General
37 <i>Princess Penny</i>	Groupwork	Speaking Reading Writing	Predicting a story from pictures, putting it in order and writing it down in a group dictation	50-60	Past simple: <i>was/were, had</i> Regular <i>-ed</i> endings Negatives	General
38 <i>Yesterday</i>	Groupwork	Speaking	Guessing things people did in the past	30-40	Past simple, regular verbs: <i>yes/no</i> questions and short answers	General
39a and 39b <i>The right question</i>	Groupwork	Speaking	Matching questions to the appropriate sentences	20-30	Past simple: irregular verbs Questions with and without a question word	Everyday activities
40 <i>Do you know me?</i>	Pairwork	Speaking	Predicting whether statements about partners are true or false	20	Tense review	Everyday activities
Progress check 31-40 <i>Dialogue game</i>	Pairwork Groupwork	Speaking	Writing a short dialogue and guessing which picture dialogues go with	30-40	Revision	Revision

Notes for teachers

The Resource Pack

This Resource Pack for teachers contains over 45 communicative practice activities for students who are starting to learn English. It is designed to be used with *Reward Starter Student's Book*, but can be used to supplement any course.

There is a wide range of activities, which provide practice in speaking, reading and writing. All the activities have been tried and tested many times in the classroom.

You can use the activities in different ways:

- to extend lessons from *Reward Starter Student's Book*
- to revise specific structures, language or vocabulary later in the course
- to supplement any course

If you are using *Reward Starter Student's Book*

The Resource Pack provides at least one practice activity for each Lesson and Progress check. The numbers on the Worksheets correspond to the lessons in the Student's Book.

If you are not using *Reward Student's Book*

Use the contents chart at the front of the Resource Pack to select the activity you want to use.

How to use the Resource Pack

Each activity in the Resource Pack consists of one photocopiable worksheet, with Teacher's Notes on the back. (Occasionally there are two worksheets for an activity.)

The worksheets in the Resource Pack are hole-punched for filing. When you have selected the activity you want to use, carefully detach it from the pack, and check the Teachers' Notes to find out how long the activity will take, and what preparation is required. The Teacher's Notes provide step-by-step guidance, ensuring that less experienced teachers, or those with little time to spend on preparation, can use the activities easily.

The worksheets have been designed for maximum clarity, even when photocopied. However, if you have the facilities to enlarge your photocopies, you may find this useful, especially in the case of pictures or board games.

Some of the worksheets require cutting up into cards (for example, dominoes, mill drills, bingo). We suggest that you stick the photocopies onto card before cutting them up. Laminating cards will also give them a longer classroom life. When cutting up the worksheets, remember to cut up the photocopy and not the original! Put the original in a folder or ring-binder, or put it back in the pack. Once you have cut the cards out, put them into envelopes and write the title and activity and the number of cards on the front of the envelope.

Some activities require multiple sets of cards. In these cases, it is a good idea, when you photocopy each set, to put a different mark, or use a different coloured pen on the back of each set. This will avoid confusion should the sets become mixed up, and will also make it easier for you to check the number of copies per set. Store each set in an envelope, as above.

Mill drills

There are four mill drills in the Resource Pack. You can also use some of the cards from other activities for mill drills.

What is a mill drill?

A mill drill is an interactive way of drilling newly-presented language, using cards with picture or word prompts on one or both sides. It fulfils the function of repetition and substitution drills. As the name suggests, the students stand up and 'mill' (circulate) around the class, interacting with several partners. A mill drill is an ideal way of providing controlled practice of a new structure or function after initial presentation because it gives students the opportunity to repeat the same language with several different partners.

The benefits of a mill drill... for the student

The presentation stage of a lesson can be rather teacher-centred and static. A mill drill makes a welcome change of focus for both students and teacher. It makes controlled practice more communicative and enjoyable for students and basic repetition becomes more stimulating and less static. A mill drill can also be reassuring for less confident students, not only because the students are solely dependent on mechanical repetition and substitution, but also because they are not required to speak out alone.

The benefits of a mill drill... for the teacher

Mill drills differ from conventional drills in that they are student-centred, providing an invaluable opportunity for the teacher to monitor individual students' weaknesses, particularly pronunciation and intonation.

How to do a mill drill with your class

There are instructions for each mill drill in the Teacher's Notes on the back of each mill-drill worksheet. The basic procedure for doing a mill drill is as follows:

Preparation

- 1 Photocopy the worksheet and cut out the cards as indicated. With a large class, divide the class into groups and make one copy of the worksheet for each group.
- 2 Give each student a card. It is not necessary to use all the cards on the worksheet, so if there are fewer students in the class or group than the number of cards on the worksheet, leave out the surplus number. Some cards have a prompt on one side only, while others have prompts on both sides, so follow the instructions in the Teacher's Notes carefully.

Demonstration

- 1 Tell the students that they are going to spend 10 to 15 minutes practising the new language and that you are going to demonstrate this.
- 2 Give one card to each student in the class, and keep one for yourself. Select a sample dialogue (as suggested in the Teacher's Notes on the back of the worksheet), and write it on the board, preferably eliciting the language from the students. Indicate the part of the dialogue to be supplied by the picture or word prompt on the card.
For example:



A: *Do you like reading?*
B: *Yes, I do.*
A: *So do I.*

- 3 Explain that this language will change according to the prompt on the card, and elicit suggestions for this.

For example:

Do you like reading?

playing tennis?

writing letters?

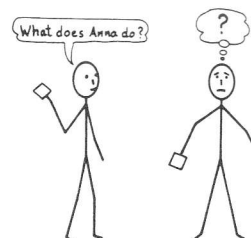
- 4 Show the students how to hold their cards. This is important because double-sided cards must be held in such a way that when students are talking to a partner, they are both able to see each other's cards.

The correct way to hold a double-sided card.



ORDER

The wrong way to hold a double-sided card.



CHAOS

- 5 Choose a confident or extrovert student to demonstrate the activity with you. Then ask two or three pairs of students to demonstrate the dialogue.

Students do the mill drill

Ask all the students to stand up and to go round the class or group, repeating the dialogue with as many different partners as possible, and using their cards as prompts.

Some mill drills have two stages involving either turning the cards round, or exchanging cards with another student, so that students get the opportunity to make new responses. In these mill drills, tell the students that they should stop talking when you clap your hands and continue once they have made the necessary change.

A mill drill is a controlled practice activity and it is important that students use the language accurately. Therefore, while the students are doing the mill drill, you should circulate, listening and correcting students' mistakes in grammar and pronunciation.

Pair forming

The picture cards on some of the worksheets can be used for a pair-forming activity, as follows.

- 1 Make two copies of the worksheet and cut out the pictures so that there are two identical pictures for each pair of students in the class.
- 2 Shuffle the cards and give them out to the students. Tell the students not to show their cards to anyone else. The students then stand up and go around the class, asking and answering questions about their pictures until they find the student who has the identical card.

You can use this activity as a way of putting students into pairs for another activity. You can put students into groups in a similar way, by making copies of the same picture for each student in a group.

Pelmanism

The picture cards on some of the worksheets can be used for pelmanism – a matching game – as follows:

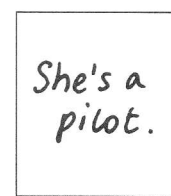
- 1 Make one set of cards for each pair (or small group) of students and give each group the cards and an equal number of blank cards. For example, if there are 12 picture cards, also give the group 12 blank cards.
- 2 Ask the students to write a sentence on each blank card to match a picture card.

For example:

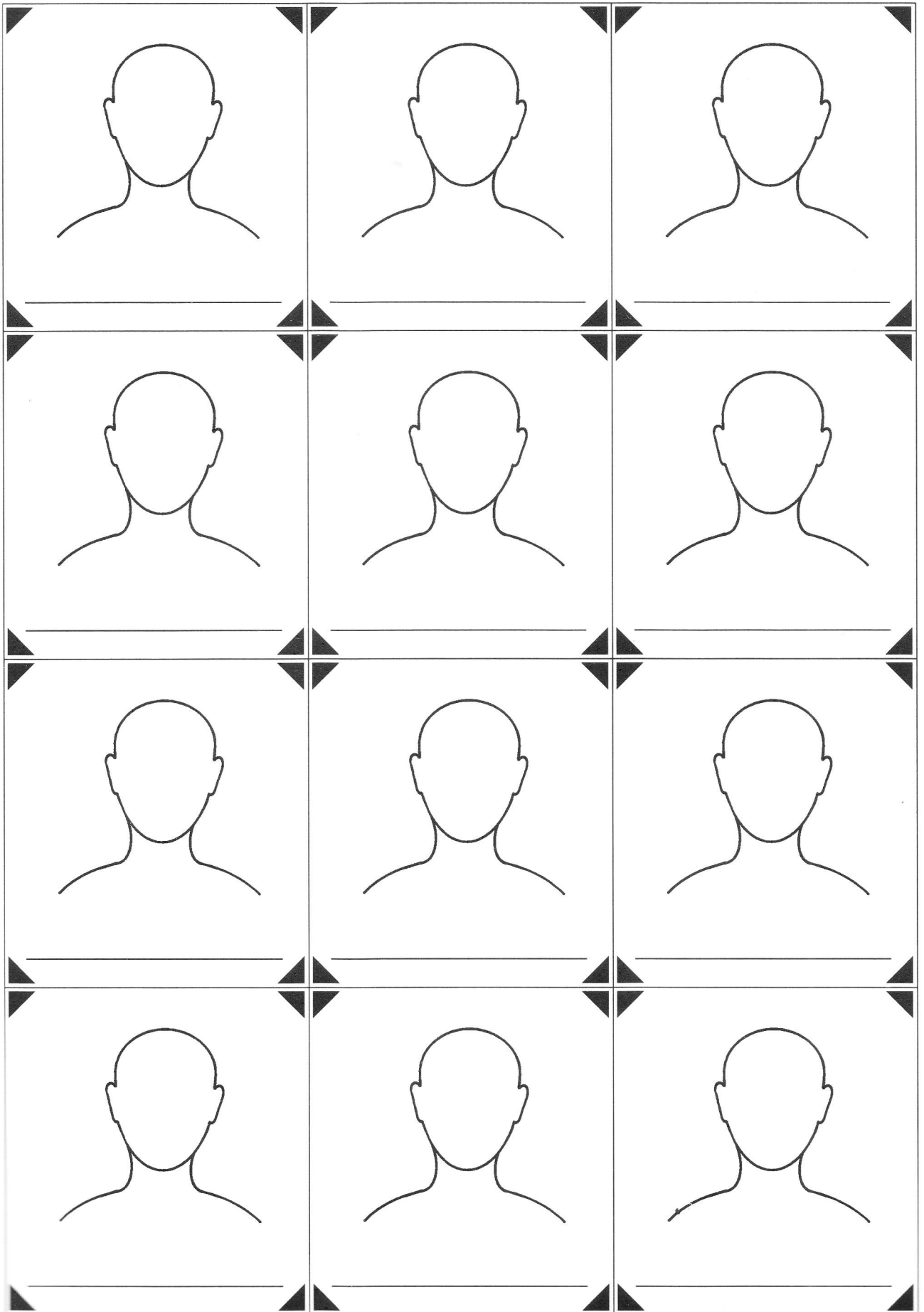
picture card



sentence



- 3 When they have done this, ask the students to spread out the pictures face down, and spread out the sentences face down, separately from the pictures.
- 4 Now ask the students to take it in turns to turn over one picture card and one sentence. If the two cards match, the student can keep them, and play again. If they do not match, the student turns them back over, and the next player repeats the procedure.
- 5 The game continues in this way until all the cards have been used up. The winner is the student with the most cards.



Faces and names

Worksheet

1

ACTIVITY

Whole class: speaking

AIM

To find out the names of other members of the class.

GRAMMAR AND FUNCTIONS

Asking and saying names

Is this you?

What's your name?

Hello,... I'm...

VOCABULARY

Names

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 minutes

PROCEDURE

- 1 Draw a head on the board and add some features to make it look recognisable as yourself. Point to the head and say *Hello, I'm...*
- 2 Give one copy of the worksheet to each student in the class and ask them to draw a similar 'portrait' of themselves on one of the heads (any head, not necessarily the first one).
- 3 If there are more than 12 students in the class, divide them into groups and ask each group to sit in a circle if possible.
- 4 Now ask the students to give their worksheet to the person in their group who is sitting on their left. Students draw themselves again anywhere on the worksheet they have just received. They should then again pass the worksheet to the person on their left.
- 5 Repeat the activity until the students receive the worksheet they started off with (that is, the worksheet which includes their own portrait). Each student should now have on their worksheet portraits of all the students in their group.
- 6 Now tell the students that they have to try and identify their classmates from their portraits, find out their names and say *Hello* to them. Demonstrate the language you want them to use by taking the role of Student A in the following dialogue.

Student A: (pointing to a head on Student B's worksheet) *Is this you?*

Student B: *Yes.*

Student A: *What's your name?*

Student B: *Lucia.* (Student B should write her name below her portrait on Student A's worksheet.)

Student A: *Hello, Lucia. I'm Stefan.*

(Student B should then try to guess which portrait is Student A.)

Student B: *Is this you?*

Student A: *Yes.* (Student A then writes his name below his portrait on Student B's worksheet.)

Next, ask a pair of students to demonstrate the activity, and when you are sure the students know what to do, ask them to go round their group identifying each other and saying *Hello*. If they do not guess correctly the first time, they should keep guessing until they find the correct portrait.

- 7 Stop the activity when the students have spoken to all the other students in their group. Each student now has a record of names and faces of the other students in the class or group.
- 8 Finally, you could photocopy one worksheet from each group and display them in the classroom.

OPTION 1

You can extend the sample dialogue in procedure point 6. Once the students have exchanged names, ask them to say *Nice to meet you* and shake hands.

OPTION 2

If you divided the class into groups for this activity, you could ask students to exchange the completed worksheets with another group so that they get to know the names of the other students as well. In this case, the dialogue might go as follows:

Student A: *Are you Lucia?*

Student B: *Yes. Are you Martin?*

Student A: *No.*

Student B: *Are you Stefan?*

Student A: *Yes. Nice to meet you.*

FOLLOW-UP

Ask the students to go round the class or group again and see how many names they can remember. Demonstrate the language you want them to use by taking the part of Students A and B in turn and then asking several pairs of students to demonstrate in front of the whole class.

For example:

Student A: *Hello, Martin. How are you?*

Student B: *Fine, thanks. How are you, Luis?*

Student A: *Fine, thanks.*

It is a good idea to teach the expression *Oh, sorry* in case the name is wrong.

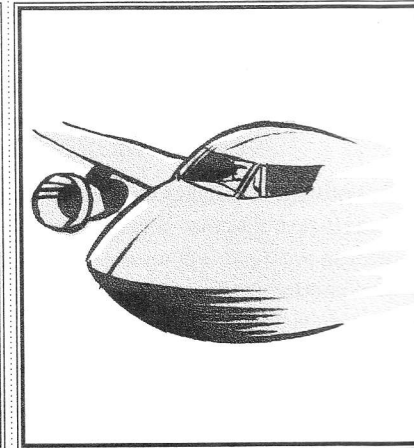
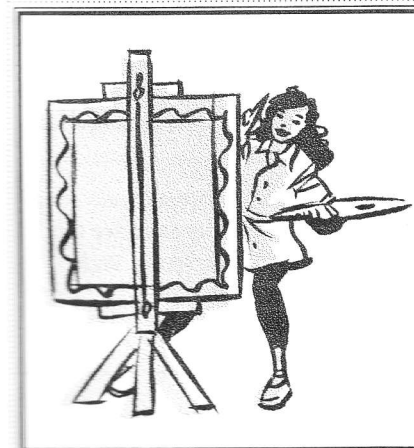
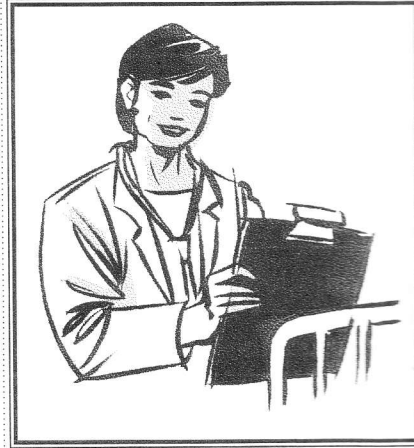
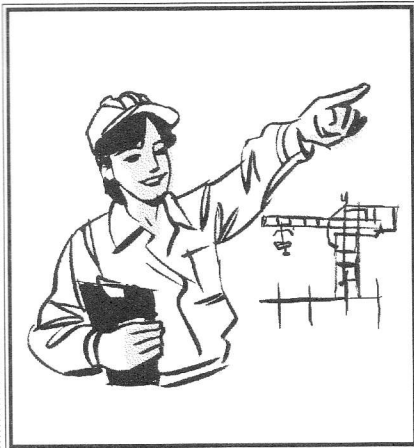
For example:

Student A: *Hello, Sonia. How are you?*

Student B: *I'm Lucia.*

Student A: *Oh, sorry, Lucia. How are you?*

Student B: *Fine, thanks.*



ACTIVITY

Whole class: speaking

Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking and answering questions about jobs.

GRAMMAR AND FUNCTIONS

Talking about jobs

VOCABULARY

Jobs

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the worksheet up into cards. You will need to keep one card for yourself to demonstrate the activity.

TIME

15 to 20 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups. Give one picture card to each student in the class. Keep one for yourself.
- 2 Make sure each student knows how to say the job shown in the picture on their card. The jobs are: engineer, student, secretary, waiter, actor, doctor, journalist, singer, teacher, artist, footballer, pilot.
- 3 The students are going to ask and answer questions about jobs, using the pictures on their cards as prompts. Before they do this, write an example dialogue on the board and make it clear to the students that they are going to use their picture cards as prompts.
For example:
Student A: *What's your job?*
Student B: (his/her card shows a picture of an engineer) *I'm an engineer. What's your job?*
Student A: (his/her card shows a picture of a student) *I'm a student.*
- 4 Demonstrate the dialogue with individual students and make it clear that they should hold their cards so that no one can see them. Ask several pairs of students to demonstrate the dialogue to the whole class, using their pictures as prompts.

- 5 Now ask the students to go round the class, asking and answering questions about jobs with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students repeat the same job several times.
- 6 When the students have finished, ask them to go round the class again, this time holding their cards the other way round, so the picture is facing their partner. The students take it in turns to ask about jobs and answer, using the pictures on their partners' cards as prompts. In this part of the activity, the students talk about a different job each time they change partner.
- 7 The students continue asking and answering in this way until they have spoken to as many different partners as possible.

FOLLOW-UP

- 1 Ask the students to prepare mill drill cards using their real jobs.
- 2 Give each student a blank card and ask them to draw a symbol representing their real job on one side. For example, a doctor can draw an ambulance or simply a red cross; an accountant can draw a sum or a calculator; a secretary can draw a typewriter or a note pad and pen; a company director can draw a door with *Director* written on it, etc. If you think this is too challenging, ask them to simply write the word.
- 3 Be on hand to help the students with ideas and the vocabulary they need.
- 4 When they have finished preparing the cards, ask them to follow the procedure for a mill drill as above.

OPTION 1

Ask the students to exchange cards and to hold them so that no one can see them. This time they guess the job on their partner's card.

For example:

Student A: *What's my job?*
Student B: *You're a waiter.*
Student A: *No, I'm not.*
Student B: *You're a student.*
Student A: *Yes, I am.*

OPTION 2

You can use these pictures for other activities such as pelmanism and pair forming. For more information see the notes for teachers at the beginning of the Resource Pack.



Your phone number: 01865 247 023

NAME	PHONE NUMBER
_____	0141 422 042
_____	01723 453 114
_____	01993 725 113
_____	01235 401 107
_____	01308 300 844
_____	0116 133 085
_____	0171 477 918

Your phone number: 01235 601 107

NAME	PHONE NUMBER
_____	01308 300 877
_____	0116 233 885
_____	0171 474 908
_____	0141 421 022
_____	01865 277 023
_____	01723 053 111
_____	01993 705 183



Your phone number: 01993 705 113

NAME	PHONE NUMBER
_____	01235 681 107
_____	01865 207 023
_____	0116 333 085
_____	01308 380 874
_____	0171 447 908
_____	01723 053 144
_____	0141 422 024

Your phone number: 0141 422 022

NAME	PHONE NUMBER
_____	01723 053 113
_____	0171 407 908
_____	01235 601 207
_____	0116 232 085
_____	01865 547 023
_____	01993 705 513
_____	01308 800 874

Your phone number: 0116 233 085

NAME	PHONE NUMBER
_____	01865 267 023
_____	01235 606 107
_____	0171 477 808
_____	01993 755 113
_____	01723 553 114
_____	0141 422 522
_____	01308 303 874

Your phone number: 01308 300 874

NAME	PHONE NUMBER
_____	0141 422 002
_____	01723 053 115
_____	01993 705 133
_____	01235 611 107
_____	01865 227 023
_____	0116 223 085
_____	0171 477 978

Your phone number: 01723 053 114

NAME	PHONE NUMBER
_____	01235 661 107
_____	0116 233 086
_____	01308 308 874
_____	01865 247 022
_____	0141 420 022
_____	0171 777 908
_____	01993 705 114

Your phone number: 0171 477 908

NAME	PHONE NUMBER
_____	0116 533 085
_____	01993 715 113
_____	0141 424 022
_____	01308 330 874
_____	01865 747 023
_____	01235 601 106
_____	01723 003 114

ACTIVITY

Groupwork: speaking

AIM

To ask for and correct telephone numbers.

GRAMMAR AND FUNCTIONS

Asking for and saying telephone numbers

VOCABULARY

Numbers 0 to 9

PREPARATION











Make one copy of the worksheet for each group of eight students in the class and cut it up into cards as indicated.

TIME

30 to 40 minutes

PROCEDURE

- 1 Divide the class into groups of up to eight students and give one card to each student in the class. Keep one for yourself to demonstrate the activity.
- 2 Point out that each student has a telephone number at the top of their card - this is their own number. The other numbers on their card are the telephone numbers of the other students in their group but each number has got one digit wrong. Their task is to put a name next to each of the numbers on their card and to correct the wrong digit by asking and answering questions.
- 3 Demonstrate the activity with a student.
For example:
Teacher: *Hello, Benoit. What's your phone number?*
Student: (reading the number at the top of his/her card) *01865 247 023*
Teacher: (finding the number on your card) *01865 277 023?*
Student: *No - 247 - 01865 247 023.*
Teacher: *Oh, thank you. (Demonstrate correcting the number on your card and writing the student's name next to it.)*
- 4 Demonstrate the activity with another student if necessary.
- 5 When you are sure they have understood the procedure, ask the students to go round the group, asking for and saying their telephone numbers, replacing the wrong digit in each telephone number and writing the other students' names in the spaces provided. NB There is only one digit wrong in each number on their card and each student has a different wrong number. Make it clear to the students that they must not show their card to the other students in their group during this activity.
- 6 When they have finished, ask the students to compare cards with a partner from the same group. They should have identical information.

NAMES	JOBS	
		Billy Clementine
		Lucy Pascoe
		Eddie Stoner
		Antonia Baker
		Darren Phillips
		Megan Jones
		Sam Arnold
		Saffron Rice
		Sandy Beech
		Joey Striker

ACTIVITY

Groupwork: speaking, writing

AIM

To complete a chart by asking about jobs and names.

GRAMMAR AND FUNCTIONS

Asking about jobs

Asking about names

Spelling

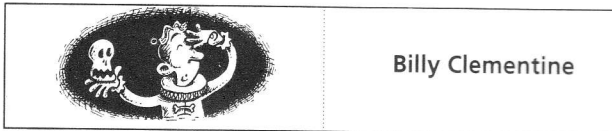
VOCABULARY

Jobs

Alphabet

PREPARATION

Make one copy of the worksheet for each student in the class and cut off the third column with the names written in and throw it away. Make one copy of the worksheet for each group of up to ten students, cut off the blank NAMES column and throw it away and cut the rest of the worksheet into cards so that each card has a job and a name on it. For example:



Keep one of these cards for yourself to demonstrate the activity.

TIME

30 minutes

PROCEDURE

1 Give one copy of the worksheet (without the names) to each student and tell them that there are some new students in the class. Tell the students that you do not know their names but you know what jobs they do. Point out the jobs on the worksheet and make sure the students know how to say them. The jobs are: actor, secretary, singer, nurse, engineer, teacher, journalist, photographer, taxi driver and footballer.

2 Tell the students that you are one of the new students and elicit the questions they need to ask to find out who you are.

For example:

Student A: *Are you an actor?*

Teacher: *No, I'm not.*

Student B: *Are you a secretary?*

Teacher: *Yes, I am.*

Elicit the question the students need to ask to find out your name so that they can write it in the NAME column on their worksheet.

For example:

Student B: *What's your name?*

Teacher: *I'm Lucy Pascoe.*

Student B: *How do you spell that?*

Teacher: (Ask the students to write it down.) *L-U-C-Y P-A-S-C-O-E.*

- 3 If there are more than ten students in the class, divide them into groups. Give each student in the class a card with a name and a job on it and tell them they are now the person on their card. They must not show their card to the other students in the class.
- 4 Now ask the students to go round the class or group and complete the NAMES column of their class list by asking questions as in the example above.
- 5 When the first student has completed their NAMES column (or, if you have divided the class into groups, as many names as there are students in the group) stop the activity and ask the students to compare: they should have identical information.

ACTIVITY

Pairwork: writing, speaking

AIM

To write clues for a crossword and to complete it.

GRAMMAR AND FUNCTIONS

Saying where people and things are from
Saying what nationality people are

VOCABULARY

Countries and nationalities

PREPARATION

Make one copy of the worksheet for each pair of students in the class and cut it out as indicated.

TIME

40 minutes

PROCEDURE

1 Write the name of a country on the board and elicit any associations the students have with that country.

For example:

FRANCE: *Paris, Eiffel Tower, croissants, baguette, Cantona, Cannes film festival, Côte d'Azur, Yves St Laurent, Brigitte Bardot, Juliette Binoche*

Elicit the nationality word 'French'.

2 Explain that the students are going to complete a crossword using words for countries and nationalities. Pre-teach the words *clues across* and *clues down*. Check that the students know the countries and nationalities included in the crossword.

3 Divide the class into Group A and Group B.

4 Explain that you are going to give both groups the same crossword but that Group A will have the *across* words already written in and Group B will have the *down* words already written in. Their task is to write clues for the words written on their crosswords.

5 Give a copy of crossword A to each student in Group A and a copy of crossword B to each student in Group B.

6 Ask the students to work with two or three other students from the same group. They should invent and write down clues for the words on their crossword in the spaces provided. All the students should write the clues down on their own worksheet.

7 Before they begin this part of the activity, refer back to your example on the board. Tell the students that their clues can be individual words with C for country or N for nationality written after them, depending on which word is written on the crossword. Alternatively, they can write a sentence leaving the country or nationality word blank. For example:

Juliette Binoche is from
or *Juliette Binoche is*

8 When they have finished writing their clues, the students should work with a partner from the other group (that is, a student from Group A should work with a student from Group B). They must not show their crossword to their partner.

9 Ask them to sit facing one another and take it in turns to ask their partner for clues to the missing words on their own crossword. They should read out the clues they have written for their partner to guess the words, and write in the missing words on their crosswords from the clues their partner gives them.

ANSWER





Team A questions	Team B questions
■ Is Buckingham Palace in London? (✓)	■ Is Euro Disney in Spain? (✗ in France)
■ Is Sting American? (✗ British)	■ Is Hollywood in California? (✓)
■ Is the Grand Canyon in Canada? (✗ in America)	■ Is MTV American? (✓)
■ Is Claudia Schiffer a singer? (✗ a model)	■ Is Mount Fuji in China? (✗ in Japan)
■ Is Benetton Italian? (✓)	■ Is Dublin in Ireland? (✓)
■ Is Michael Jordan a basketball player? (✓)	■ Is Mont Blanc in France? (✓)
■ Is Schipol Airport in Amsterdam? (✓)	■ Is IBM German? (✗ American)
■ Is Adidas American? (✗ German)	■ Is Canberra the capital of Australia? (✓)
■ Is BMW German? (✓)	■ Is Madonna Italian? (✗ American)
■ Is Alaska a country? (✗ an American state)	■ Is Harrods in London? (✓)
■ Is St Petersburg in Russia? (✓)	■ Is Scotland in Great Britain? (✓)
■ Is Sony Korean? (✗ Japanese)	■ Is Naomi Campbell American? (✗ British)
■ Is Sean Connery Scottish? (✓)	■ Is Mount Everest in Europe? (✗ in Asia)
■ Is Patagonia in Europe? (✗ in South America)	■ Is Gordon Sumner a singer? (✓ he's Sting)
■ Is sushi Japanese? (✓)	■ Is karaoke Japanese? (✓)
■ Is Mazda German? (✗ Japanese)	■ Is Fiat French? (✗ Italian)
■ Is the Sahara desert in India? (✗ in Africa)	■ Is paella Italian? (✗ Spanish)
■ Is Rio de Janeiro the capital of Brazil? (✗ Brazilia)	■ Is Ford American? (✓)
■ Is New York the capital of the USA? (✗ Washington DC)	■ Is Sierra Leone in South America? (✗ in Africa)
■ Is your teacher American?	■ Is your teacher married?
■ _____ ?	■ _____ ?
■ _____ ?	■ _____ ?
■ _____ ?	

People and places quiz

Worksheet

6

ACTIVITY

Groupwork: speaking

AIM

To play a game of noughts and crosses by answering questions correctly.

GRAMMAR AND FUNCTIONS

To be: *yes/no* questions and short answers

VOCABULARY

Countries and nationalities

PREPARATION

Make one copy of the worksheet for every four to six students in the class. Cut out Team A and Team B sections as indicated.

TIME

45 minutes

PROCEDURE

- 1 Draw a noughts and crosses grid on the board and ask a student to come to the board to play a game with you.
- 2 When one of you has got a line of noughts or crosses, explain to the students that they are going to play the same game, but that they can only put a nought or cross on the grid if they answer a question correctly. Choose one question from each team's questions on the worksheet to ask the class as examples.
- 3 Ask the students to work in groups of four to six and to divide their groups into two teams, Team A and Team B.
- 4 Give a copy of Team A questions to each Team A and a copy of Team B questions to each Team B. They must not show their questions to the other team.
- 5 Before you ask the students to start the activity, give them time to read through the questions. Be on hand to help them with any words they do not know and, in particular, the pronunciation of proper names. Ask the students to write their own questions in the spaces provided at the bottom of their worksheet.
- 6 When they are ready to start the activity, teams decide whether they are noughts or crosses and draw a grid on a piece of paper.
- 7 Teams take it in turns to choose any question from their worksheet and read it out for the other team to answer. If they give the correct answer, they choose a square on the grid and mark a nought or a cross.
- 8 When a team gets a line of noughts or crosses, they score one point.
- 9 Play the game again until all the questions have been answered. The team with the highest score are the winners.

Alphabet code A

30 = a	24 = b	17 = c	31 = d	13 = e
28 = f	80 = g	22 = h	65 = i	18 = j
66 = k	11 = l	90 = m	19 = n	40 = o
37 = p	44 = q	70 = r	53 = s	34 = t
87 = u	15 = v	99 = w	16 = x	55 = y
14 = z				

Alphabet code B

12 = a	15 = b	90 = c	44 = d	11 = e
39 = f	18 = g	20 = h	30 = i	88 = j
69 = k	40 = l	15 = m	55 = n	33 = o
50 = p	16 = q	60 = r	19 = s	71 = t
27 = u	87 = v	14 = w	66 = x	100 = y
70 = z				

ACTIVITY

Groupwork: speaking, writing

AIM

To write the names of famous people using numbers in place of letters of the alphabet. To work out names according to a code by doing a running dictation.

GRAMMAR AND FUNCTIONS

Saying numbers and letters of the alphabet

VOCABULARY

Numbers 11 to 100

Letters of the alphabet

PREPARATION

Make one copy of the worksheet for every four students and cut it out as indicated. Make another copy of the worksheet, cut it out as indicated and keep it for the running dictation. Provide a blank sheet of A4 paper for each pair of students.

TIME

50 to 60 minutes

PROCEDURE

- 1 Write the letters of the alphabet on the board and write a number from 1 to 26 under each letter:

a b c d e f

1 2 3 4 5 6 etc.

Now write the name of a famous person using the corresponding numbers in place of the letters.

For example:

16-1-2-12-15 16-9-3-1-19-19-15.

Ask the students to work out who the person is. (Answer: Pablo Picasso)

- 2 Tell the students that they are going to do the same thing, but that the numbers corresponding to the letters are different.
- 3 Divide the students into Group A and Group B and ask them to work with a partner from the same group.
- 4 Ask each pair of students to cut a blank A4 piece of paper into four squares.
- 5 Now give each pair of students in Group A a copy of Alphabet code A and each pair of students in Group B a copy of Alphabet code B.
- 6 Ask the students to think of some names of famous people (dead or alive) and to write a different name on each blank square of paper, putting numbers in place of letters according to their Alphabet code. They should do this by taking it in turns to say the letters to their partner, who looks at the code sheet and tells them what number to write. Make sure the students only write numbers on their pieces of paper so that the identities of the famous people are secret.
- 7 When they have finished, collect all the name cards, keeping Group A and Group B cards in separate piles. You will need these name cards for the next part of the activity. Tell the students to put their Alphabet codes away.
- 8 Tell the students to stay in their pairs. The next part of the activity is a running dictation, so pairs of students need to decide who is going to do the writing and who is going to do the running.
- 9 Stick a copy of Alphabet code A and a copy of Alphabet code B on the board. The students should not be able to read them from where they are sitting.
- 10 Give each pair of students in Group A an equal number of Group B name cards, and each pair of students in Group B an equal number of Group A name cards.
- 11 Tell the students in Group A that they are going to find out the names of the famous people on their cards by looking at Alphabet code B on the board and that Group B should look at Alphabet code A. In order to do this, one student in each pair has to go to the board and find the letters corresponding to the numbers written on their name cards. They are not allowed to take the cards with them to the board, so they must remember the numbers they need to look up and will have to make several trips to the board (hence this is called a 'running dictation'). Meanwhile, the other student writes the letters down and tells their partner which number to look for next on the Alphabet code.
- 12 Ask one pair of students from each group to demonstrate the procedure with the first letter on one of their name cards.
- 13 The first pair of students to find out the names on all of their name cards are the winners.



	YOU	Find someone with the same answer
Favourite colour		
Favourite car		
Favourite food		
Favourite drink		
Favourite actor/actress		
Favourite singer		
Favourite group		
Favourite film		
Favourite football team		
Favourite country		

ACTIVITY

Whole class: writing, speaking

AIM

To write about favourite things and to find people in the class with the same favourite things.

GRAMMAR AND FUNCTIONS

Questions with *Who* and *What*

Possessive adjectives: *my, your, his, her*

VOCABULARY

Favourite things

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 to 30 minutes

PROCEDURE

- 1 Give a copy of the worksheet to each student in the class.
- 2 Ask the students to write their favourite things in the column marked YOU. Tell them it is OK to leave one or two spaces. If they like, they can add topics of their own in the spaces provided at the bottom of the worksheet.
- 3 When they have done this, ask them to go round the class asking and answering questions to find people with the same answers. Make sure they know how to ask the questions. It is important to tell the students that they must ask one another questions, not read one another's worksheets.
- 4 When they find someone with the same answer in their YOU column, they should put that person's name in the *Find someone with the same answer* column. It is important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible. It is a good idea to introduce the short answer *Me too* as this is a natural response to finding someone with the same answer.
For example:
Student A: *What's your favourite colour?*
Student B: *Blue.*
Student A: *Me too. or It's mine too.* (Students A and B write one another's names in the space provided.)
- 5 When a student has found a name for each of the topics on the worksheet, stop the activity.

FOLLOW-UP

Ask the students to tell the class about the names they wrote on their worksheet and say what their favourite things are.

For example:

Student A: *Yuko's favourite colour is blue.*

Student B: *Hector's favourite football team is Manchester United.*

Alternatively, ask students to work with two or three other students and to write some of the information they have gathered on a poster to be displayed in the classroom.



They're _____



They're _____



They're _____



They're _____



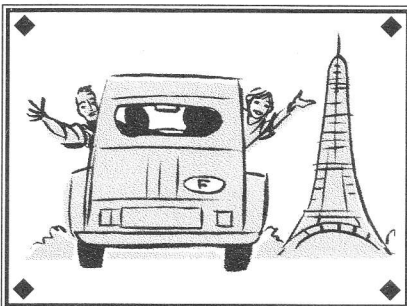
They're _____



They're _____



They're _____



They're _____



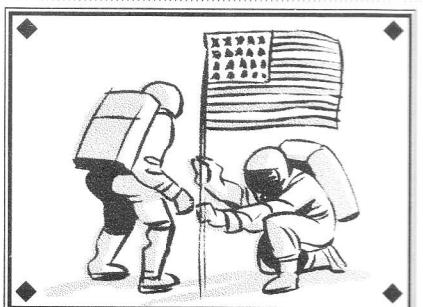
They're _____



They're _____



They're _____



They're _____

They're neighbours

Worksheet

9a

NOTE: This activity can be extended to Worksheet 9b or can be done on its own.

ACTIVITY

Groupwork: writing, speaking

AIM

To write sentences about pictures and then to play a matching game.

GRAMMAR AND FUNCTIONS

Plurals: *They're...*

VOCABULARY

Plural words

Nationalities

PREPARATION

Make one copy of the worksheet for every three students in the class. Provide scissors for this activity.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in groups of three and give one copy of the worksheet to each group.
- 2 Ask the students to look at the first two pictures at the top of their worksheet and to complete the sentences beginning *They're* to describe the people in the pictures.
They're neighbours.
They're Japanese.

- 3 Now tell each group to appoint one person to do the writing and ask them to work together to complete the other sentences on their worksheet by describing the people in the pictures. While they are doing this, go round the groups and make sure they are completing the sentences correctly.

Note that some of the pictures may be interpreted in different ways. For example, the first picture may be interpreted as 'They're neighbours' or 'They're friends'. This is OK, but it is a good idea to encourage the students to use a different ending for each sentence on their worksheet. These are some suggested answers:

- 1 They're neighbours.
 - 2 They're Japanese.
 - 3 They're twins./They're boys.
 - 4 They're sisters./They're girls.
 - 5 They're singers.
 - 6 They're friends.
 - 7 They're actors.
 - 8 They're French.
 - 9 They're waiters.
 - 10 They're British.
 - 11 They're doctors.
 - 12 They're astronauts/American.
- 4 When they have finished writing sentences, tell the students to stay in their groups and cut the worksheet up into cards as indicated, keeping the picture cards separate from the sentence cards.
 - 5 Explain that they are going to play a matching game with the cards they have cut out. Ask them to spread out the picture cards face down, and spread out the sentence cards face down, separately from the pictures.
 - 6 Now ask the students to take it in turns to turn over a picture card and a sentence card. If they go together, the student keeps them and plays again. If they do not go together, the student turns them back over and another student in the group repeats the procedure.
 - 7 The students continue in this way until all the cards have been used up. The student with the most cards at the end of the activity is the winner.

FOLLOW-UP

You can continue the activity using Worksheet 9b which is a personalised version of the same activity.

YOUR NAME _____	
We're _____	We aren't _____
We're _____	We aren't _____
We're _____	We aren't _____
We're _____	We aren't _____
We're _____	We aren't _____
We're _____	We aren't _____

We aren't British

Worksheet

9b

NOTE: This activity can follow on from Worksheet 9a or can be done on its own.

ACTIVITY

Groupwork: writing, speaking

AIM

To write sentences about things the students have in common and then to play a matching game.

GRAMMAR AND FUNCTIONS

We're, we aren't

VOCABULARY

Personal information

PREPARATION

Make one copy of the worksheet for each student in the class. Provide scissors for this activity.

TIME

30 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class and ask them to write their own name in the space provided at the top of the worksheet.
- 2 Explain that they are going to write sentences about things that they have in common with other students. Demonstrate the activity.
For example:
Teacher (speaking to Student A): *We're women. We aren't sisters.*
Teacher (speaking to Student B): *We're friends. We aren't Japanese.*
Elicit some more examples from pairs of students.
- 3 Now ask the students to work in groups of up to six.
- 4 In their groups, students should take it in turns to work with each of the other students in their group and write two sentences, one beginning *We're* and one beginning *We aren't*, about something they have in common. Be on hand to offer help and suggestions.

For example:

We're...

girls/women, boys/men, friends, neighbours, students, Swiss/Thai etc, 18/25 etc, married/single

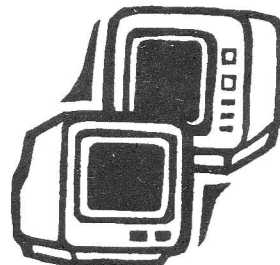
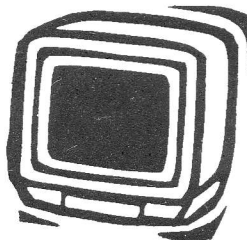
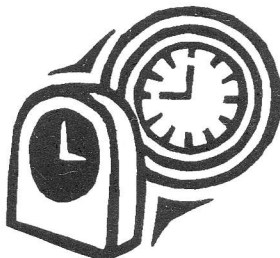
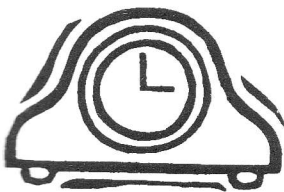
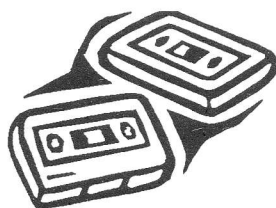
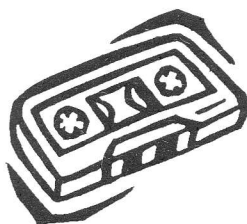
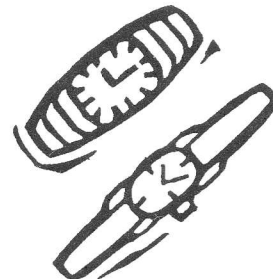
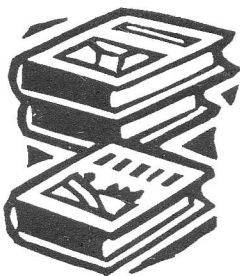
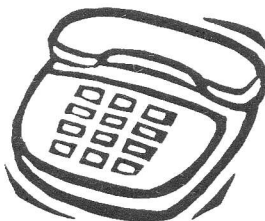
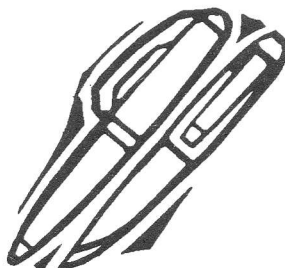
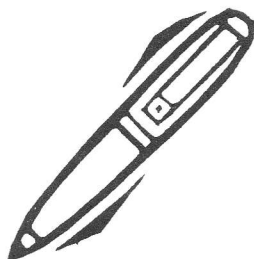
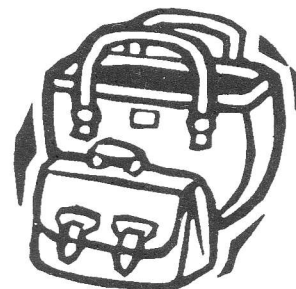
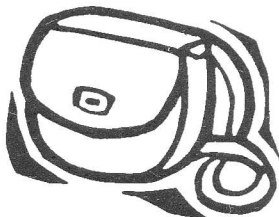
We aren't...

girls/women, boys/men, neighbours, teachers, American/British etc, married/single, 21/40 etc, actors/singers etc, mothers/fathers, twins

All the students must complete their own worksheets.

Students may write the same information as their partner, but encourage them to vary the information if possible each time they change partner. For example, if one pair of students both write *We're students. We aren't American*, they should try to think of something different to write with a new partner, for example *We're friends. We aren't actors*.

- 5 When they have finished writing sentences, tell the students to stay in their groups. Explain that they are going to play a matching game but that before they play the game, they need to cut their worksheet up.
- 6 Students cut out their own worksheets as indicated, keeping their name separate from the sentences.
- 7 When they have done this, they should combine their name cards with the other students in their group and put them in a pile face down. They should then combine their sentence cards with the other students in their group and put them in a separate pile.
- 8 Now ask them to spread out the name cards face down, and spread out the sentence cards face down, separately from the names.
- 9 Now ask the students to take it in turns to turn over *two* name cards and *one* sentence card. If the sentence is true for the two students whose names have been turned up, the student keeps the sentence card; if the sentence is not true, the student turns all the cards back over. Another student in the group then repeats the procedure.
- 10 The students continue in this way until all the sentence cards have been used up. The student with the most cards at the end of the activity is the winner.



ACTIVITY

Groupwork: speaking

AIM

To memorise where objects are and say what they are.

GRAMMAR AND FUNCTIONS

Asking what things are: *What's this/that? What are these/those?*

Saying what things are: *It's a..., They're...*

VOCABULARY

Objects

PREPARATION

Make one copy of the worksheet for each group of four to six students and paste it onto card. Cut it up into picture cards as indicated.

TIME

15 to 20 minutes

PROCEDURE

- 1 A nice way to introduce this activity is to choose six to ten objects from the worksheet and draw them on separate A4 size sheets of paper. Draw more than one of the same object on some of them. The other side should be blank. Write a P (for plural) on the back of any pictures showing more than one of the same object. Stick them on the board and point to each of them in turn and ask *What's this?* or *What are these?* as appropriate, to make sure the students know the words for the objects. Now turn the pictures over and stick them on the board with the blank side facing out. Point to them in random order and ask *What's this?*, or *What are these?* if there's a P, and find out whether the students remember what they are. When they guess correctly, turn the sheet of paper over so that the picture is showing. Finally, turn them over again with the blank side facing out, but in a different order, and repeat the procedure.
NB If you want the students to use *that* and *those* as well as *this* and *these* in this activity, you need to demonstrate the difference at this point. Ask the students *What's this?* and *What are these?* when pointing to the pictures nearest to you. Stay in the same place and use a 'pointer stick' to point to the pictures further away and, this time, ask *What's that?* and *What are those?*
- 2 Now ask the students to work in groups of four to six and give one set of picture cards to each group.
- 3 Tell the students to spread the picture cards out face up and make sure they know how to say what the objects are. They should write P for plural on the back of each picture card showing more than one of the same object.
- 4 When they have done that, tell the students that they are going to play a memory game. Ask them to divide their group into two teams, Team A and Team B. They should now turn the picture cards over so that the blank side is facing up.
- 5 Player A in Team A points to a card and asks a player from Team B *What's this/that?* or *What are these/those?* if there is a P marked on the back. The player from Team B guesses the object or objects and turns over the card to check. If it is correct, the player keeps the card and plays again. If it is not correct, he/she turns the card over again and it is a player from Team B's turn to point to a card and for Team A to guess what it is. Players in the same team can confer.
- 6 Students continue like this until all the cards have been used up. The team with the most cards is the winner.

FOLLOW-UP

Ask the students to draw their own objects and play again.

A

a																				
b																				
c																				
d																				
e																				
f																				
g																				
h																				
i																				
j																				
	11	12	13	14	15	16	17	18	19	20										

B

k																				
l																				
m																				
n																				
o																				
p																				
q																				
r																				
s																				
t																				
	30	35	40	45	50	55	60	65	70	75										

ACTIVITY

Pairwork: writing, speaking

AIM

To find hidden words or sentences by naming numbered squares on a grid.

GRAMMAR AND FUNCTIONS

Revision

Saying and understanding numbers and letters of the alphabet

VOCABULARY

Revision

Numbers and alphabet

PREPARATION

Make one copy of the worksheet for each student in the class. Keep a copy for yourself to demonstrate the activity.

TIME

30 minutes

PROCEDURE

- 1 Tell the class that they are going to play a version of a well-known game called 'Battleships'.
- 2 Think of a sentence or words you want your students to revise and write the words on a Battleships grid. Put one letter per square and write the words horizontally. For example:

a																			
b		A	R	G	E	N	T	I	N	A									
c																			
d																			
e			T	U	R	K	E	Y											
f																			
g																			
h	K	O	R	E	A														
i																			
j																			
	11	12	13	14	15	16	17	18	19	20									

Or

a																			
b				H	O	W													
c																			
d																			
e	A	R	E																
f																			
g																			
h																			
i																			
j											Y	O	U						
	11	12	13	14	15	16	17	18	19	20									

- 3 Now draw a blank Battleships grid on the board and tell the students that there are some words hidden in the grid. Explain that they need to guess squares with letters in them. Tell them to guess squares by giving letter and number references, for example a-12, h-17, e-11, etc. When a student guesses a square with a letter in, write it in the square. Continue like this until they have found all the words.
- 4 Give one copy of the worksheet to each student in the class and ask them to work in pairs of Student A and Student B.
- 5 Ask each Student A to write words in grid A and each Student B to write words in grid B. Your instructions will depend on the language you want your students to revise. For example:

Write three countries/nationalities/jobs/classroom objects/names.

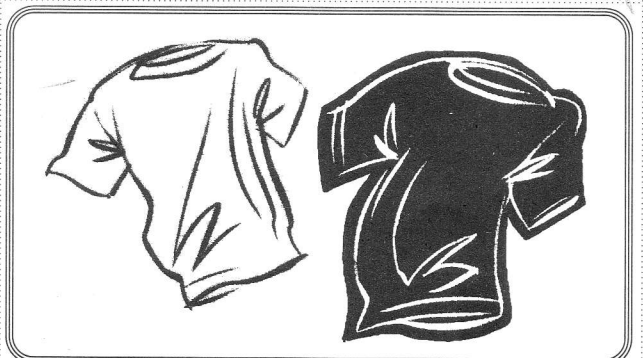
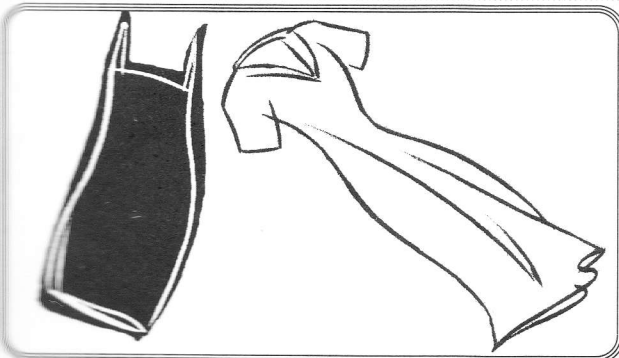
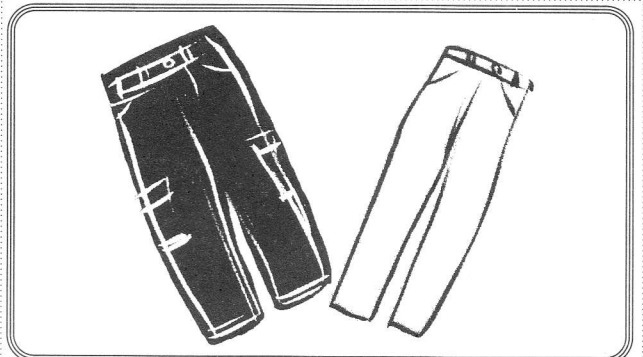
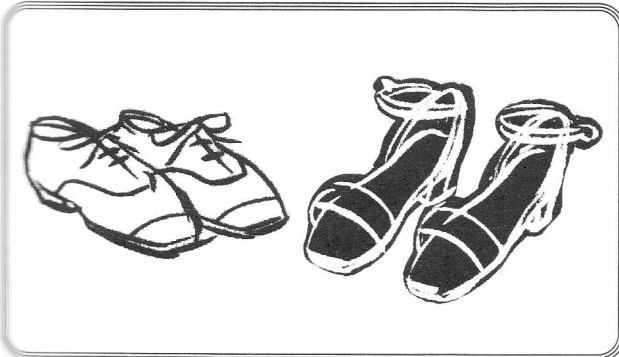
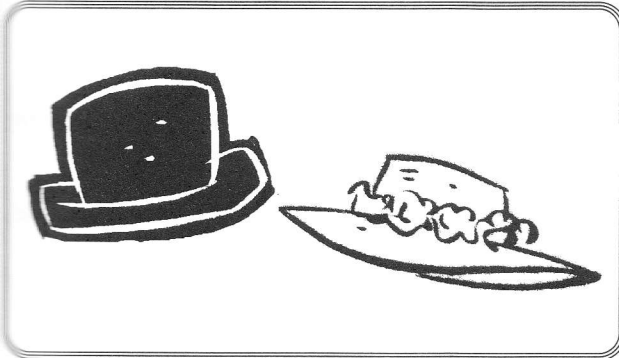
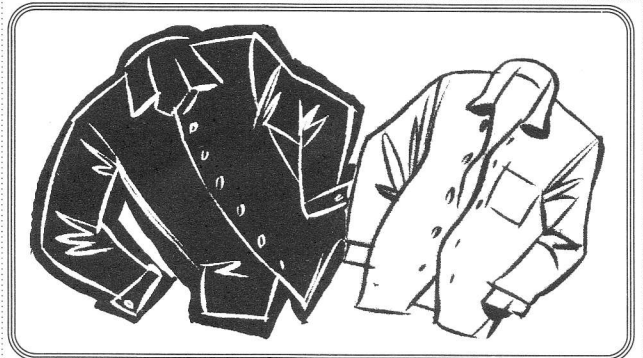
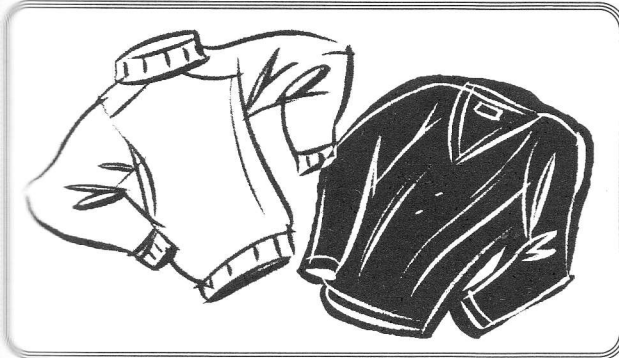
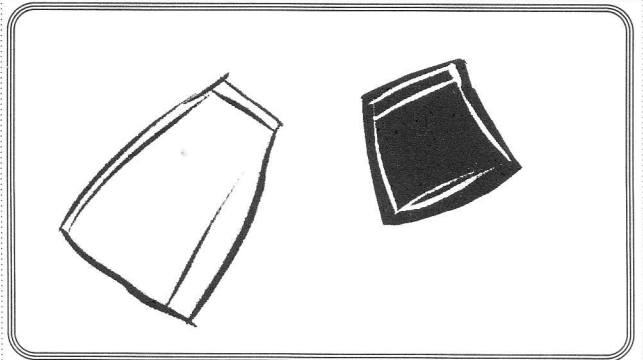
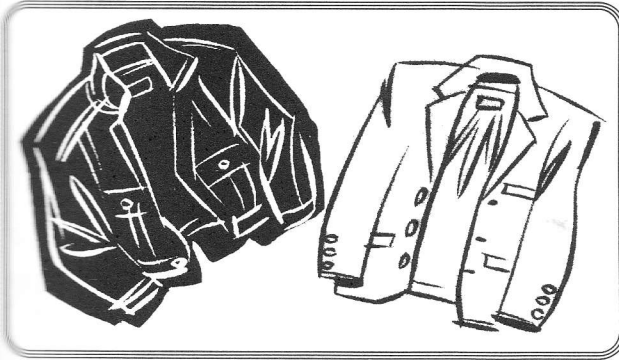
Write a sentence about yourself.

Write something you say to someone when you meet them for the first time.

Write a question to find out personal information about someone.

Students must not show their worksheet to their partner during this activity.

- 6 When they have written their sentence, tell the students to take it in turns to name a square on their partner's grid. If there is a letter in the square, their partner should say what the letter is and they should write it in the corresponding square on their own worksheet. That is, Student A names a square on grid B and writes their partner's letters on grid B; Student B names a square on grid A and writes in their partner's letters on grid A.
- 7 Students can use their turn to guess the sentence instead of naming a square, but if the guess is not correct, they miss a turn.



ACTIVITY

Whole class: speaking

Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking and talking about prices.

GRAMMAR AND FUNCTIONS

Talking about price

Position of adjectives

The definite article

VOCABULARY

Clothes

Colours: *black* and *white*

PREPARATION

Make one copy of the worksheet for each group of up to ten students. Cut the worksheet up into cards as indicated so that the students have one card each. You will need to keep one card for yourself to demonstrate the activity.

TIME

20 minutes

PROCEDURE

- 1 If there are more than ten students in the class, divide them into groups. Give one card to each student in the class and keep one for yourself.
- 2 Tell the students that they are going to ask and give the price of things using the pictures on their cards as prompts. Before they start the activity, ask each student to look at their own card and to write on the other side the price of the two items of clothing. For example, if they have a picture of a white jacket and a black jacket, they should decide how much they think they are worth and write on the back of their card:

white jacket: £44.99

black jacket: £35.50

- 3 Write an example dialogue on the board indicating the language the students should use.

For example:

Student A: (choosing one of the items of clothing on another student's card) *How much is the white jacket?*

Student B: (looking at the price on the back of their own card) *It's £44.99.*

Student A: *Thank you. I'll take it.*

- 4 Demonstrate the activity with individual students. Tell the students to hold their cards so the side with the prices on is facing them and the side with the picture on is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts.
- 5 Now ask the students to go round the class talking about the price of items of clothing with as many different partners as possible, using their cards as prompts.
- 6 When the students have finished, ask them to exchange cards and to go round the class again.
- 7 The students continue in this way until they have spoken to as many different partners as possible.

OPTION

You can use the same mill drill cards and procedure to include practice of different colours. When you prepare the activity, colour each of the white items of clothing a different colour or ask the students to colour their own cards.



21b _____ _____ _____	1a 	1b Sam's wallet is on the table.	2a 	2b Kate's bag is under the table.	3a 
3b Kate's watch is under the chair.	4a 	4b _____ _____ _____	5a 	5b _____ _____ _____	6a 
6b _____ _____ _____	7a 	7b _____ _____ _____	8a 	8b _____ _____ _____	9a 
9b _____ _____ _____	10a 	10b _____ _____ _____	11a 	11b _____ _____ _____	12a 
12b _____ _____ _____	13a 	13b _____ _____ _____	14a 	14b _____ _____ _____	15a 
15b _____ _____ _____	16a 	16b _____ _____ _____	17a 	17b _____ _____ _____	18a 
18b _____ _____ _____	19a 	19b _____ _____ _____	20a 	20b _____ _____ _____	21a 

Where are they? Worksheets **12a** and **12b**

NOTE: Use Worksheets 12a and 12b for this activity.

ACTIVITY

Pair and groupwork: writing, speaking

AIM

To write sentences about where things are and to play a game of dominoes by matching pictures and sentences.

GRAMMAR AND FUNCTIONS

Prepositions of place: *in, on, under*
Possessive 's

VOCABULARY

Personal possessions

PREPARATION

Make one copy of Worksheets 12a and 12b for each group of three students. Provide scissors for each group.

TIME

35 to 45 minutes

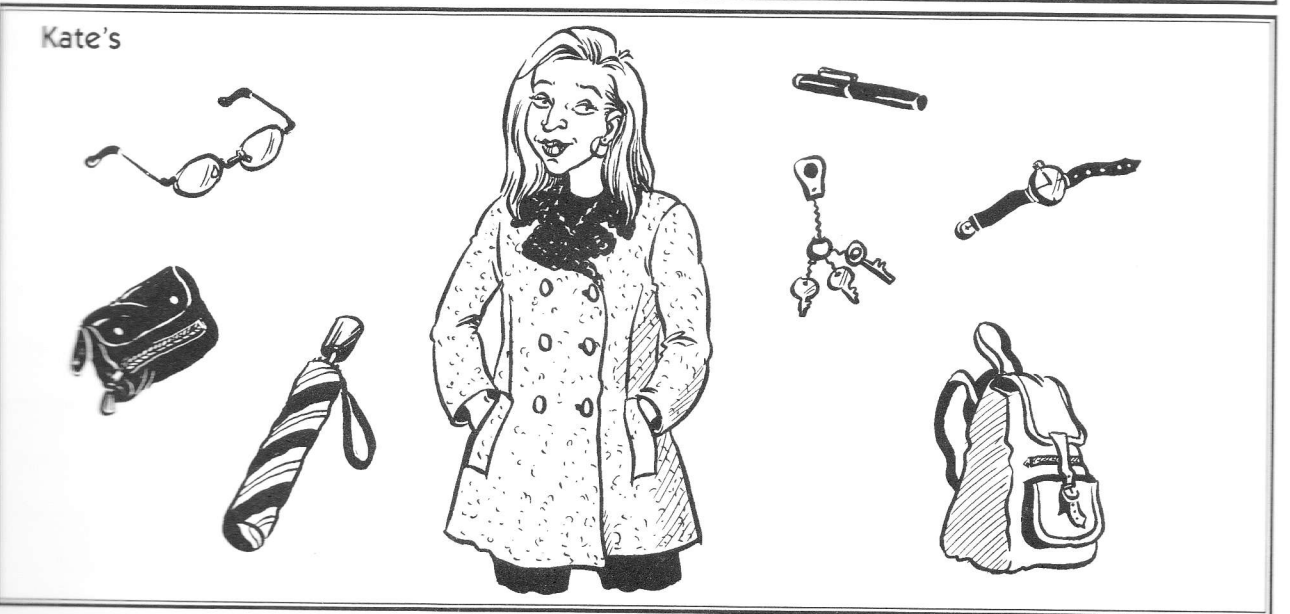
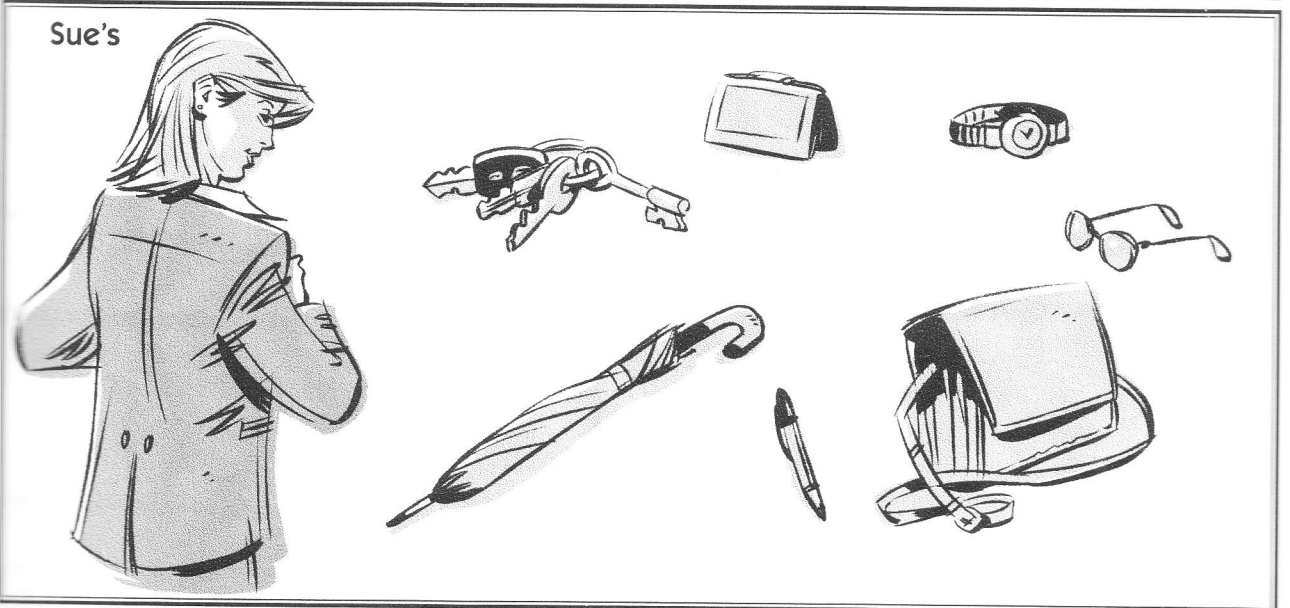
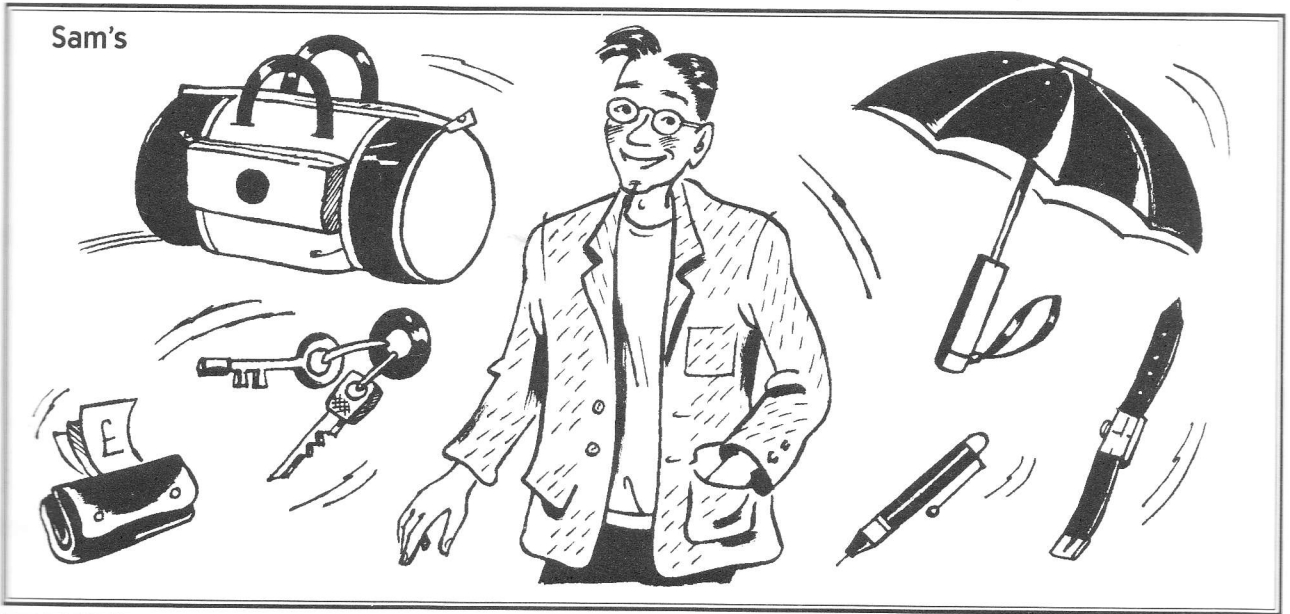
PROCEDURE

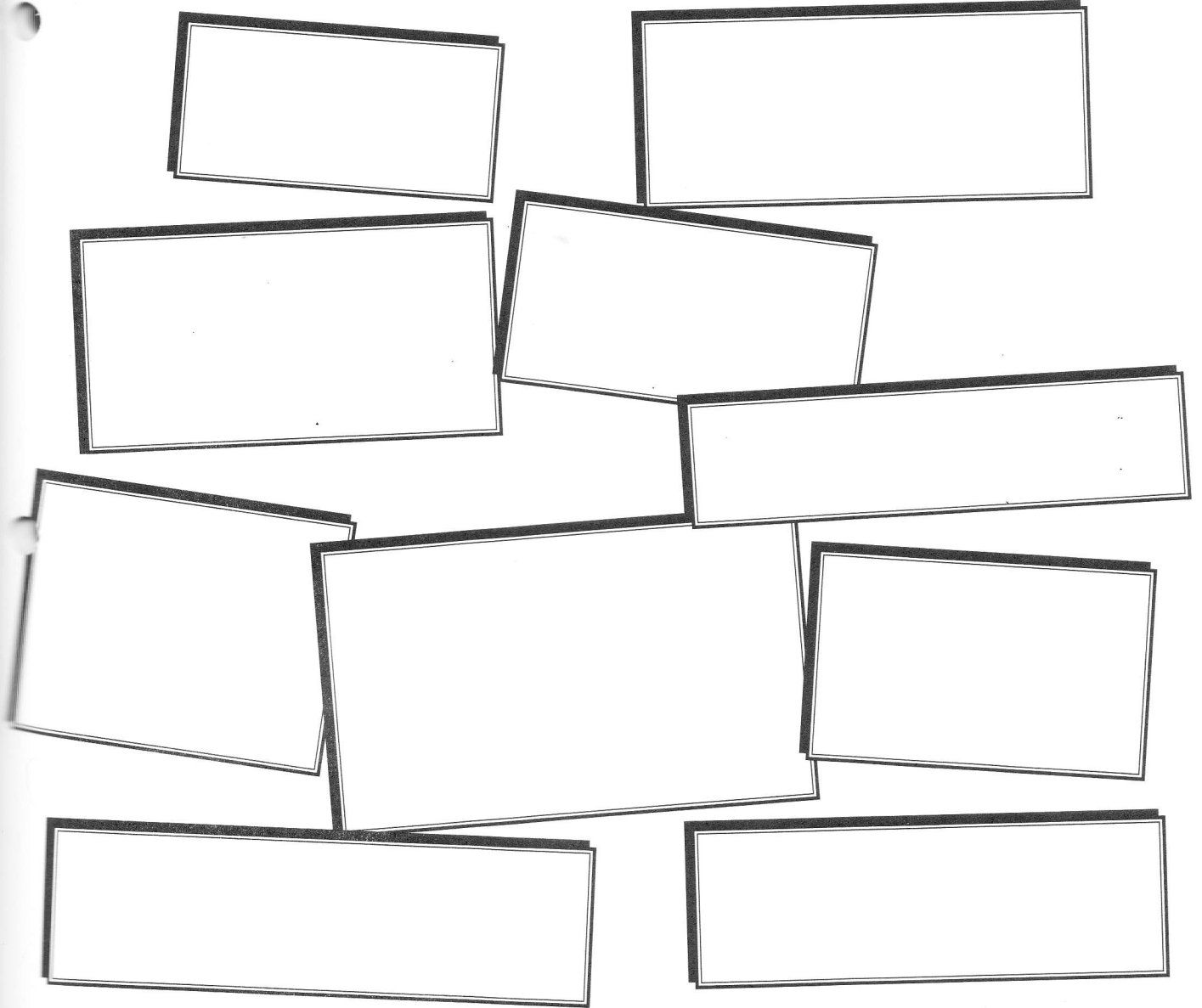
- 1 Ask the students to work in groups of three.
- 2 Give one copy of Worksheet 12a (dominoes) and one copy of Worksheet 12b (chart of belongings) to each group.
- 3 Explain that they are going to play a game of dominoes but that before they can start, they have to write sentences in each domino. Point out the way the dominoes are arranged and explain that they are numbered on the worksheet to show which pictures the sentences are connected to.

- 4 Tell the students to look at the examples on their worksheet and show them that the picture in square 1a is an illustration of the sentence in square 1b. Similarly, the picture in 2a is an illustration of the sentence in 2b, etc. As the students read the example sentences and look at the pictures which illustrate them, they should refer to the chart on Worksheet 12b to find out who the objects belong to.
- 5 Now ask the students to work in their groups, writing sentences in 'b' squares according to the pictures in 'a' squares and referring to the chart to find out who the objects in the pictures belong to. It would be best if, once they have agreed what to write, they took it in turns to do the writing. While they are doing this, go round to each group and check that their sentences are correct. Answer questions and offer help.
- 6 When they have finished, and you are satisfied that their sentences are correct, give each group a pair of scissors and ask them to cut the dominoes out as indicated. Make sure that students cut off the numbers above the dominoes. They will need to refer to the chart while they are playing the game of dominoes.
- 7 Each group shuffles their dominoes and then gives them to another group.
- 8 Before they start their game of dominoes, demonstrate how to play, using the instructions below.
- 9 The students are ready to play the game. When they have finished one game, they can shuffle and play again.

HOW TO PLAY THE GAME

- 1 Players take five dominoes each and leave the rest in a pile face down.
- 2 Player A puts down any one of their dominoes face up.
- 3 The player on Player A's left must then put down one of their dominoes, making sure that the picture or sentence on their own domino matches a sentence or picture on Player A's. If necessary, players can check who the objects belong to by finding them on the chart.
- 4 If a player cannot put down one of their dominoes, they take a domino from the top of the pile and put it down if they can. If the pile is finished, they miss a turn.
- 5 The first player to get rid of all their dominoes is the winner.





NAMES

NUMBERS

Names and numbers

ACTIVITY

Pairwork: writing, speaking

AIM

To write names and numbers and to guess what your partner's names and numbers mean.

GRAMMAR AND FUNCTIONS

Have got

My, your

VOCABULARY

Family

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

30 minutes

PROCEDURE

- Write five names and five numbers on the board without telling the students who they refer to. The numbers can refer to the number of brothers, sisters or children you have got or their ages. The names should also refer to members of your family, though not necessarily the same ones. You can also include pets and friends.
- Now tell the students that you have written some information about your family and they should guess who the names and numbers refer to.
For example:
Student A: *William is your son.*
Teacher: *Yes, that's right.*
Student B: *Your son is two.*
Teacher: *No, he isn't.*
Student C: *You've got two brothers.*
Teacher: *No, I haven't.*
Student D: *You've got two sisters.*
Teacher: *Yes, that's right.*
Continue like this until the class have guessed what all the names and numbers refer to.

- Tell the students that they are going to write some information about their own families in the form of names and numbers for their partner to guess. Give one copy of the worksheet to each student in the class.
- Tell the students to write names and numbers in the boxes provided on their worksheet. It is not important for the students to write an equal number of names and numbers and the names and numbers do not need to be connected to one another. They must not write anything in the space below the boxes yet.
- When they have done that, ask them to work with a partner and to exchange worksheets with their partner.
- Now ask the students to read their partner's names and numbers and to guess who they refer to. They should write their guesses under the headings NAMES and NUMBERS on their partner's worksheet. Encourage them to use the target language.

For example:

NAMES

Leila is your sister.

Sylvester is your cat.

Gus is your friend.

NUMBERS

You've got three brothers and one sister.

Your father's fifty two.

You've got one cat.

There is sufficient space on the worksheet for students to have more than one guess at each name or number.

- When they have done that, tell the students to take it in turns to read out their guesses to their partner. If they have guessed correctly, tell them to put a tick next to the correct sentence. If they have not guessed correctly, they put a cross next to the wrong sentence. If they like, they can guess again orally until they find out the correct information.

PERSON 1

Man or woman _____ Name _____

Nationality _____ Job _____

Appearance _____

Other information _____

PERSON 2

Man or woman _____ Name _____

Nationality _____ Job _____

Appearance _____

Other information _____

PERSON 3

Man or woman _____ Name _____

Nationality _____ Job _____

Appearance _____

Other information _____

PERSON 4

Man or woman _____ Name _____

Nationality _____ Job _____

Appearance _____

Other information _____

OUR SCORE

Game 1	Game 2	Game 3	Game 4

ACTIVITY

Groupwork: writing, speaking

AIM

To write information about people and to ask and answer questions in order to guess who the people are.

GRAMMAR AND FUNCTIONS

Questions requiring the answer *yes* or *no* + short answers:

Is he/she...? Yes, he/he is. / No, he/she isn't.

Has he/she got...? Yes, he/she has. / No, he/she hasn't.

VOCABULARY

Personal information

PREPARATION

Make one copy of the worksheet for each group of three to five students.

TIME

30 to 40 minutes

PROCEDURE

1 Write the following headings on the board:

Man or woman, Nationality, Job, Appearance, Other information

Write the heading *Name* and put a question mark next to it. Think of someone the students know, for example a famous person, a member of the class or a teacher from your school and tell the students that you are thinking of this person. They can ask you questions to find out who the person is. But before they start, tell them that there are some rules they have to follow:

- The questions must only require the answer *yes* or *no*. Refer to the headings and elicit the corresponding questions.

For example:

Is it a man/woman?

Is he/she American/Brazilian/German, etc?

Is he/she an actor/singer/teacher/student, etc?

Has he/she got blond hair/blue eyes/dark hair, etc?

Is he/she good-looking?

Is he/she married?

Has he/she got a red VW Golf?

- They can ask a maximum of 20 questions, then they must give up.
 - If they guess the person correctly after one question they score 20 points, after two questions they score 19 points, after 3 questions they score 18 points, etc.
 - A guess at the identity of the person counts as a question.
- 2 When they have guessed your person, or you have told them who it is, and you have told them how many points they scored, tell the students that they are going to play the same game in teams.
 - 3 Divide the class into groups of six to ten and ask each group to work in two teams of three to five. Give each team one copy of the worksheet and ask them to choose one member of the team to do the writing in the first part of the activity.
 - 4 Teams complete details about four different people. It is important to tell the students that the people they write about must be known to the rest of the class, either personally or because they are famous and that they must be alive! They must not let the other team see what they are writing.
 - 5 When they have completed their worksheets, ask the teams to take it in turns to ask and answer questions. One member of the team should keep count of the number of questions asked and write down the final score of each round in the space provided at the bottom of their worksheet.
 - 6 The team with the highest score at the end of the activity are the winners.



12b _____ _____	1a Stand up!	1b <i>Sit down!</i> _____	2a Put your pen down.
2b <i>Pick your pen up.</i>	3a Open the door!	3b _____ _____	4a Put your coat on!
4b _____ _____	5a Come in!	5b _____ _____	6a Turn the light on!
6b _____ _____	7a Close your books.	7b _____ _____	8a Pick your bag up!
8b _____ _____	9a Don't speak English!	9b _____ _____	10a Turn the cassette player off!
10b _____ _____	11a Don't look out of the window!	11b _____ _____	12a Shout!

ACTIVITY

Pairwork: writing, speaking

AIM

To write instructions and to play a game of dominoes by matching instructions with opposite instructions.

GRAMMAR AND FUNCTIONS

Imperatives

Giving instructions

VOCABULARY

Classroom instructions

Multi-part verbs

PREPARATION

Make one copy of the worksheet for each pair of students in the class. Provide scissors for this activity.

TIME

20 to 30 minutes

PROCEDURE

- 1 If you think your students need to revise the target language before doing the activity, tell them that you are going to read out some instructions and that they must do or mime the actions as you say them. Say the following instructions and make sure the students do or mime them correctly:

Stand up.

Sit down.

Pick your pen up.

Put it down.

Look out of the window.

Don't look out of the window.

Open the door.

Put your coat on.

Shout.

Turn the light on.

Open your book.

Turn the light off.

- 2 Now explain that they are going to play a game of dominoes but before they can start, they have to prepare the dominoes.
- 3 Ask the students to work in pairs and give one copy of the worksheet to each pair of students.
- 4 Tell the students to look at the top line of their worksheet and point out that the instruction in square 1b is the opposite of the instruction in square 1a. Similarly, the instruction in square 2b is the opposite of the instruction in 2a. Point out the way the dominoes are arranged and explain that students should read the instructions in the 'a' squares and write the opposite instruction in the corresponding 'b' squares. While they are doing this, go round to each group and check that their instructions are correct. Answer questions and offer help.
- 5 When they have finished, ask the students to cut the dominoes out as indicated. Make sure that they cut off the numbers above the dominoes.
- 6 Now ask the students to work in groups of four. Pairs of students combine dominoes and shuffle them together.
- 7 Demonstrate how to play the game, using the instructions below.
- 8 The students are ready to play the game. When they have finished one game, they can shuffle and play again.

HOW TO PLAY THE GAME

- 1 Players take five dominoes each and leave the rest in a pile face down.
- 2 Player A puts down any one of their dominoes face up.
- 3 The player on Player A's left must then put down one of their dominoes, making sure that one of the instructions on their own domino is the opposite of one of the instructions on Player A's.
- 4 If a player cannot put down one of their dominoes, they take a domino from the top of the pile and put it down if they can. If the pile is finished, they miss a turn.
- 5 The first player to get rid of all their dominoes is the winner.

The grid consists of 60 circular tokens arranged in 6 rows and 10 columns. The tokens are connected by a chain that starts at a 'START' token at the bottom left and ends at a 'FINISH' token in the center. The tokens contain the following text:

- Row 1 (top): They're, Go back two spaces, We live, I go, You work, Go forward one space
- Row 2: We're, They go, I work, You live, They live, They live
- Row 3: They live, Miss a turn, Go back two spaces, You're, We work, You go
- Row 4: We work, We live, They go, We work, Go back three spaces, I work
- Row 5: You live, Go forward one space, I live, They live, You live, We're
- Row 6 (bottom): I'm, They work, We go, **FINISH**, I go, They live, They live, We work, I live
- Row 7: You go, I work, Miss a turn, **FINISH**, You're, We work, We work, We work, Miss a turn
- Row 8: **START**, I live, They're, Go forward one space, We live, Miss a turn, I live, We go, Miss a turn
- Row 9: I'm, We go, Go back two spaces, They work, I live

I live in Buckingham Palace

Worksheets

16a

and

16b

NOTE: Use Worksheets 16a and 16b for this activity.

ACTIVITY

Groupwork: reading, speaking

AIM

To play a board game by matching verbs with other words and expressions.

GRAMMAR AND FUNCTIONS

Present simple: *to be + from*

Present simple of regular verbs: *I, we, you, they*

Prepositions of place: *in, to, from*

VOCABULARY

Personal information

PREPARATION

Make one copy of Worksheet 16a (game board) for each group of three to five students. Make one copy of Worksheet 16b (cards) for each group of three to five students and cut the cards out as indicated. Provide dice and counters for each group.

TIME

30 minutes

PROCEDURE

- 1 Write the following on the board in three columns:

I'm in London

I go from an office

I work to school

I live

and ask the students to make as many sentences as they can.

For example:

I'm from London.

I live in London.

I go to school in London.

I work in an office in London.

Tell the students that they are going to play a game where they match verbs and other words in this way.

- 2 Ask the students to work in groups of three to five.
- 3 Give one game board and one set of cards, counters and dice to each group.
- 4 Before the students start playing the game, demonstrate how to play, using the instructions below.
- 5 Now the students are ready to play the game. While they are playing, go round to each group and check they are playing correctly. Be on hand to answer questions and offer help.



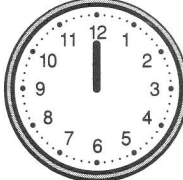


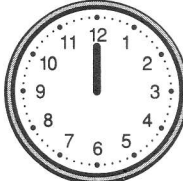

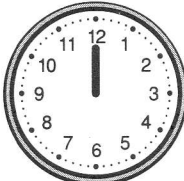

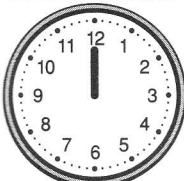




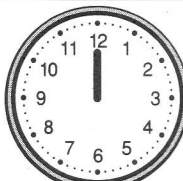
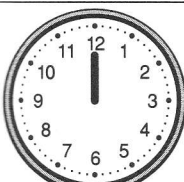
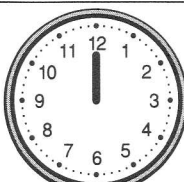
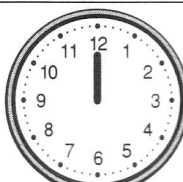
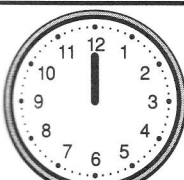
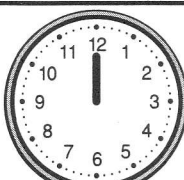
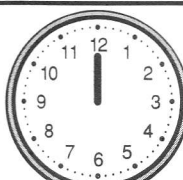
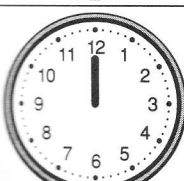
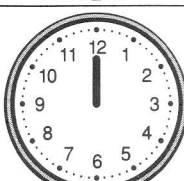
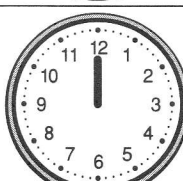

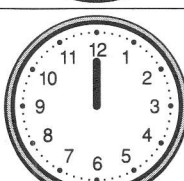
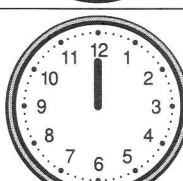
HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table.
- 2 Each player takes six cards. Place the rest of the cards face down in a pile on the table.
- 3 All the players put their counters on the square marked START and throw the dice. The first player to throw a six starts the game.
- 4 Player A throws the dice and moves their counter along the board according to the number on the dice.
- 5 Player A reads the subject pronoun and verb on the square the counter lands on and matches it with a word on one of their cards and reads out a complete sentence, adding the correct preposition.

If appropriate, Player A can use two of their cards to make a longer sentence, for example *They work in an office in New York*. If the group thinks it is correct, Player A puts their card(s) to the bottom of the pile on the table and it is Player B's turn to play. If the sentence is not correct, Player A may not put their card to the bottom of the pile, but must keep it. If Player A hasn't got a word card that goes with the verb, they pick up a card from the top of the pile and match it with the verb if possible.

- 6 Now Player B throws the dice and repeats steps 4 and 5 above.
- 7 The game continues until the first player reaches the square marked FINISH or finishes all their cards.

Spain	an office	New York	a house
a bank	a flat	London	Brazil
a town	school	Tokyo	a shop
Buckingham Palace	the White House	school	Hollywood
Sydney	a shop	Barcelona	a hotel
school	Mexico	Bangkok	an office
America	a bank	Amsterdam	Egypt
Germany	Istanbul	a hotel	school

 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

ACTIVITY

Whole class: writing, listening

AIM

To play a game of bingo and to recognise times of the day.

GRAMMAR AND FUNCTIONS

Telling the time: *o'clock*

Expressions of time: *in the morning/afternoon/evening*

VOCABULARY

Times of the day

PREPARATION

Make copies of the worksheet and cut them up so that the students have one bingo card each. Make one copy of the grid below and cut it up so that each time is on a separate card. Make another copy of the grid and *do not* cut it up.

TIME

20 minutes

PROCEDURE

1 Give one bingo card to each student in the class and tell them to draw a different time o'clock on each clock face. In the space next to each clock face, they should write *in the morning*, *in the afternoon* or *in the evening*. You may wish to teach the expressions *midday* and *midnight* and include them in the game. In this case, students should write the words *midday* or *midnight*, as appropriate, in the space provided.

- 2 When they have done that, tell the students that you are going to call out times. When they hear one of the times on their card, they should cross out the corresponding clock face. Ask the students to use a pencil so that you can use the bingo cards again.
- 3 Explain that the object of the game is for the students to get a horizontal, vertical or diagonal line of crosses on their bingo card. When they have done this, they should shout *Bingo!*
- 4 Shuffle the cards from the cut-up grid and put the complete grid in front of you. Each time you call out a time, place it on top of the same time on the grid. It is up to you whether you say 'am' and 'pm' or '- o'clock in the morning', etc.
- 5 When someone calls out *Bingo!* ask them to call out the times showing on the clock faces they have got in their line and check on the grid in front of you that these times have been called out. If they have, this student is the winner.
- 6 Ask the students to rub out the crosses on their bingo cards and exchange them. Repeat the activity. The winner of the last game takes over from the teacher and calls out the times. Make sure they know that *am* means *in the morning* and *pm* means *in the afternoon or evening* as appropriate.

OPTION

You can make the game more challenging by asking the students to get a 'full house'. That is, the winner should have crosses on all the clock faces on their bingo card.

1 am	2 am	3 am	4 am	5 am	6 am
7 am	8 am	9 am	10 am	11 am	midday
1 pm	2 pm	3 pm	4 pm	5 pm	6 pm
7 pm	8 pm	9 pm	10 pm	11 pm	midnight

	morning	afternoon	evening
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
SATURDAY			
SUNDAY			

My week Worksheets 18a and 18b

NOTE: Use Worksheets 18a and 18b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To use verbs and other words and expressions to make sentences about what the students do at different times on different days of the week.

GRAMMAR AND FUNCTIONS

Present simple: negatives

Preposition of time: *on*

VOCABULARY

Days of the week

Routine activities

PREPARATION

Make one copy of Worksheet 18a (chart) for each group of three or four students. Make two copies of Worksheet 18b for each group of three or four students. Cut out two sets of verb cards and two sets of word cards for each group, keeping the verb cards separate from the word cards.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in groups of three or four and give one copy of Worksheet 18a (chart) to each group.
- 2 Point to relevant parts of the chart and tell the class some of the things you do or don't do during the week.
For example:
I come to school on Monday morning.
I play squash on Wednesday evening.
I don't get up on Sunday morning.
I don't watch television on Saturday afternoon.
- 3 Now tell the students that they are going to talk about things they do and don't do during the week but that before they do that, you are going to give them some cards to help them.
- 4 Give each group two sets of verb cards. Ask them to shuffle the cards and to put them face down in random order on the chart. There should be one card for every square on the chart and three spares which can be discarded.
- 5 When they have done that, give each group two sets of word cards. Ask the students to shuffle them and to take an equal number of cards each.
- 6 Demonstrate the activity: the students now take it in turns to turn up any verb card on the chart, match the verb with one of the words or expressions on their cards and make a true sentence about what they do or don't do at that time on that day. For example, a student turns up the verb *play* on the square representing *Tuesday afternoon*, matches it with the word *football* and says:
I don't play football on Tuesday afternoon.
Or a student turns up the verb *watch* on the square representing *Saturday evening*, matches it with the word *television* and says:
I watch television on Saturday evening.
- 7 If the rest of the group agree that the sentence is correct, the student puts their word card on top of the verb and the next student repeats the activity. If a student cannot match one of their words or expressions with the verb on the chart, they miss a turn.
- 8 Tell the students that the object of the activity is to put down all their cards and the first student to do so is the winner.

OPTION

In procedure point 2, introduce adverbs of frequency. Students then add the appropriate adverbs of frequency when they do the activity.

verb cards



<u>go</u>	<u>go</u>	<u>go</u>	<u>listen to</u>
<u>play</u>	<u>play</u>	<u>read</u>	<u>read</u>
<u>do</u>	<u>see</u>	<u>write</u>	<u>watch</u>

word cards

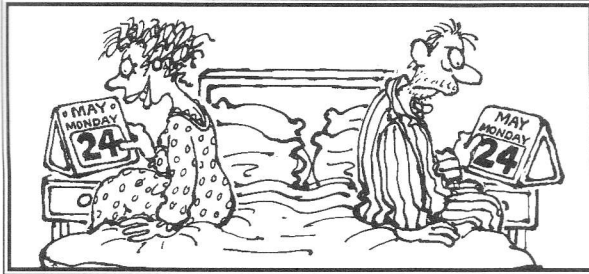
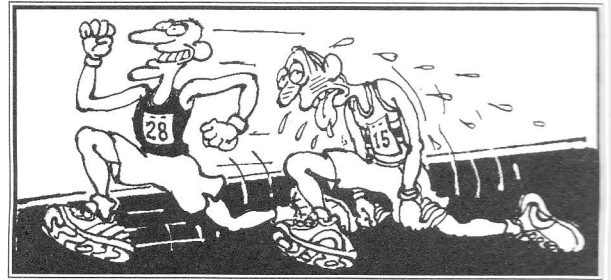


<u>to the cinema</u>	<u>for a walk</u>	<u>to work/school</u>	<u>music</u>
<u>tennis</u>	<u>football</u>	<u>a book</u>	<u>a newspaper</u>
<u>my homework</u>	<u>friends</u>	<u>letters</u>	<u>television</u>

Sport

I like _____

 I don't like _____



Day of the week

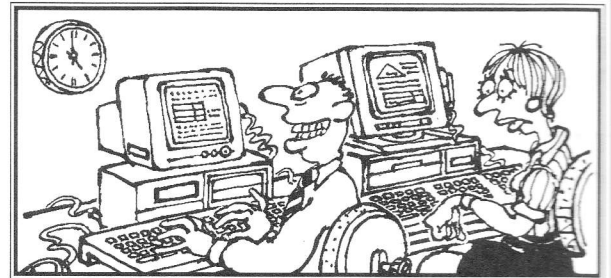
I like _____

 I don't like _____

Time of the day

I like _____

 I don't like _____



Actor/actress

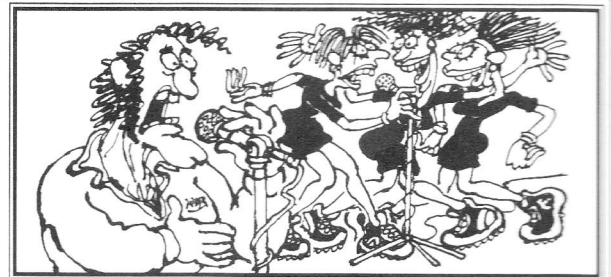
I like _____

 I don't like _____

Singer/group

I like _____

 I don't like _____



Food

I like _____

 I don't like _____

Total right _____

Total wrong _____

ACTIVITY

Pairwork: writing, speaking

AIM

To write true and false sentences about likes and dislikes and to guess a partner's true and false sentences.

GRAMMAR AND FUNCTIONS

Talking about likes and dislikes
Yes/no questions and short answers

VOCABULARY

Sports
Days of the week
Times of the day
Food

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

20 to 30 minutes

PROCEDURE

- 1 Write two sentences beginning *I like* and two sentences beginning *I don't like* on the board. One sentence should be false and the other three true. Ask the students to decide individually which is the false sentence. Now elicit the question *Do you like...?* and ask the students to find out which of your sentences is the false one by asking questions.

For example:

on the board: *I like swimming. I like Sundays. I don't like tennis. I don't like Michael Jackson.*

Student A: *Do you like swimming?*

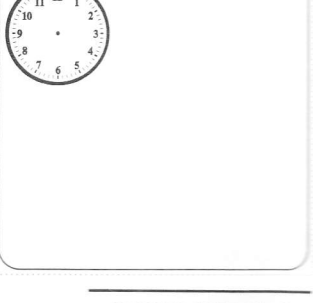
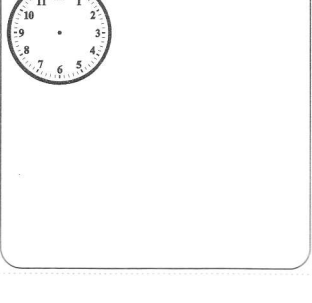
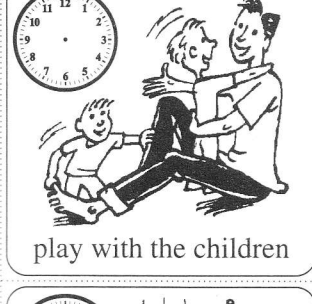
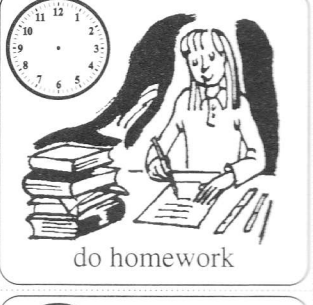
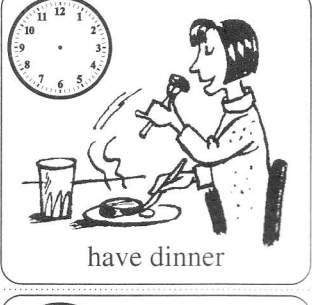
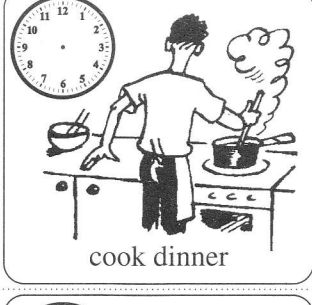
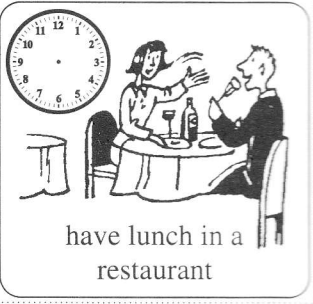
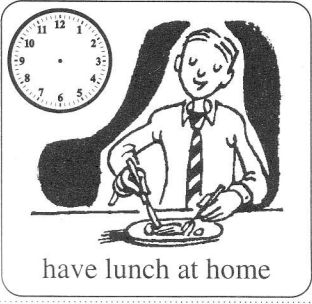
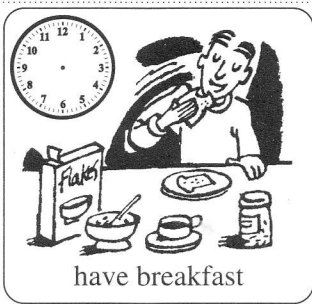
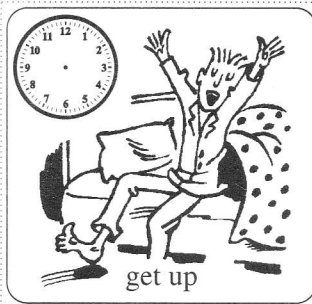
Teacher: *Yes, I do.*

Student B: *Do you like Sundays?*

Teacher: *No, I don't.*

Find out how many students guessed correctly.

- 2 Now ask the students to work in pairs and give one copy of the worksheet to each student.
- 3 Tell the students that they are going to write true and false sentences about their own likes and dislikes and then guess whether their partner's sentences are true or false.
- 4 Ask them to complete the 12 sentences on the worksheet with a mixture of true and false information. You can tell them how many sentences to make true and how many to make false if you like, but it's more fun if you leave it up to them to decide.
- 5 When they have done that, ask them to exchange worksheets with their partner. They should read their partner's sentences and put a T next to sentences they think are true and an F next to those they think are false. Pairs of students should not speak to one another during this part of the activity.
- 6 When they have finished, ask the students to take it in turns to ask their partners questions to find out whether they have guessed correctly or not. Encourage them to use the target language. They should keep a record of how many sentences they guessed correctly and write the score at the bottom of their partner's worksheet. The student with the most correct guesses is the winner.



ACTIVITY

Pairwork: speaking

AIM

To describe a typical day using pictures.

GRAMMAR AND FUNCTIONS

Telling the time

Present simple: *you, he, she***VOCABULARY**

Everyday activities

PREPARATION

Make one copy of the worksheet for each student in the class and cut the pictures out as indicated.

TIME

40 minutes

PROCEDURE

- 1 Ask the students to think about a typical day in their life. Ask them whether every day of the week is the same, and, if not, ask them to think of a particular day. Now explain that they are going to describe this typical day using pictures.
- 2 Give one set of pictures to each student in the class. Ask them to choose pictures which illustrate the activities they do in a typical day and to indicate when they do each activity by drawing the hands on the clock in each picture they have chosen.

Point out the two blank cards which the students can use to add any activities in their typical day which are not illustrated on any of the picture cards. They should write or draw the missing information on the blank cards.
- 3 When the students have finished, ask them to work in pairs. They should exchange picture cards without speaking to their partner yet. Ask the students to lay out their partner's pictures in order, according to the times on the clocks.

- 4 They then take it in turns to look at *their partner's* pictures and describe their partner's typical day.

For example:

Student A: *You get up at half past seven. You have breakfast at quarter to eight. You arrive at work at half past eight.*

- 5 When the students have finished exchanging information about their typical day, tell them to take *their partner's* picture cards and work with a new partner.
- 6 This time, they should lay out their original partner's picture cards in the correct order and describe his/her typical day to their new partner. Encourage them to use the target language.

OPTION 1

In procedure points 3 and 4, instead of asking the students to exchange cards and to describe their partner's typical day, you can ask the students to find the differences between their own and their partner's typical day. They do this by describing their own day and listening to their partner's typical day. They write down the differences.

For example:

I get up at 7.30 and Zainab gets up at 7.45.

I have lunch at home and she has a sandwich at school.

OPTION 2

In procedure point 3, instead of asking students to work in pairs, collect the students' cards, keeping them in separate piles, and ask each student to take one of the piles at random. They should describe the typical day they chose to a partner and guess whose day it is.

OPTION 3

You could do the same activity but, instead of asking the students to describe their own typical day, ask them to describe the typical day of another member of their family.

OPTION 4

You can also use these pictures to practise the simple past by asking the students to describe what they did yesterday.

FINISH

1 NAME
NAME
NAME isn't
NAME is
NAME
NAME at the weekend
NAME in the evening
NAME doesn't like

1 NAME
NAME at the weekend
NAME is
NAME isn't
NAME
NAME listens to
NAME has got
NAME
NAME likes
NAME hasn't got

2 NAME
NAME in the evening
NAME doesn't like
NAME likes
NAME hasn't got
NAME has got
NAME goes
NAME
NAME isn't
NAME is
NAME
NAME at the weekend

1 NAME
NAME
NAME isn't
NAME is
NAME
NAME plays
NAME has got
NAME hasn't got
NAME likes
NAME
NAME in the evening
NAME doesn't like

1 NAME
NAME at the weekend
NAME in the evening
NAME doesn't like
NAME likes
NAME hasn't got
NAME
NAME has got
NAME lives

START

ACTIVITY

Groupwork: writing, speaking

AIM

To play a board game by giving personal information about one another.

GRAMMAR AND FUNCTIONS

Has got

Present simple: *he, she*

Likes and dislikes

VOCABULARY

Personal information

PREPARATION

Make one copy of the worksheet (game board) for each group of three to five students in the class. Provide dice and counters. Provide a blank sheet of A4 paper for each pair of students.

TIME

20 to 30 minutes

PROCEDURE

- 1 Write the name of one of the students in the class, and two or three of the verbs from the worksheet, on the board.

For example:

Ronaldo lives... has got... doesn't like...

Ask the students to suggest different ways of completing the sentences so that they are true for the student whose name you have used.

For example:

Ronaldo lives in Brazil.

Ronaldo has got a brother.

Ronaldo doesn't like homework.

Check with the student concerned whether the sentences are true.

- 2 Now explain to the students that they are going to play a game by making similar sentences about one another.
- 3 Before they start the game, ask each pair of students to take a blank sheet of A4 paper and tear it into eight pieces. Students then take four pieces each and write their own name once on each piece of paper.
- 4 Ask the students to work in groups of three to five. They will need to keep their own name cards with them.
- 5 Give one copy of the worksheet (game board), dice and counters to each group of students.
- 6 In their groups, students should combine their name cards, shuffle them and put them in a pile face down.
- 7 Demonstrate how to play the game, using the instructions below.
- 8 The students are ready to start the game. While they are playing, go round to each group and check they are playing correctly.

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table and the name cards in a pile face down.
- 2 All the players put their counters on the square marked START and throw the dice. The first player to throw a six starts the game.
- 3 Player A throws the dice and moves their counter along the board according to the number on the dice.
- 4 Player A then takes a card from the top of the name card pile. If the name on the card is their own, they put it back to the bottom of the pile and take another one until they turn up the name of one of the other players.
- 5 Player A reads out the name on the name card and makes a sentence about that person using the verb or phrase

marked on the square they landed on. If they land on a square without any words, they can say anything they like about the person on the name card. Player A should try to make a true sentence without asking the person on the name card yet.

- 6 If the sentence is true, Player A stays on the same square until their next turn. If the sentence is not true, Player A has to go back two spaces.
- 7 It is now Player B's turn to play.
- 8 The game continues until the first player reaches FINISH. This player is the winner.

fold



fold

	 NAME _____
--	-------------------

	 NAME _____
--	-------------------

	 NAME _____
--	-------------------

	 NAME _____
--	-------------------

	 NAME _____
--	-------------------

	 NAME _____
--	-------------------

	 NAME _____
--	-------------------

	 NAME _____
--	-------------------

	 NAME _____
--	-------------------

	 NAME _____
--	-------------------

Going to work

Worksheet

21

ACTIVITY

Whole class: speaking

Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, asking and answering questions about how and when people go to work.

GRAMMAR AND FUNCTIONS

He/she: yes/no questions and short answers
by train/car, etc

VOCABULARY

Means of transport

PREPARATION

Make one copy of the worksheet for each group of up to ten students. Cut the worksheet up into cards, being careful to cut and fold as indicated. You will need to keep one card for yourself to demonstrate the activity.

TIME

20 minutes

PROCEDURE

- 1 If there are more than ten students in the class, divide them into groups. Give one folded card to each student in the class. Keep one for yourself.
- 2 Make sure each student knows how to say the means of transport shown in the picture on their card. Ask them to invent a name for the person on their card and write it clearly in the space provided. Ask them to draw the hands on the clock on their card to indicate the time they think the person on their card leaves home in the morning.
- 3 Tell the students that they are going to ask and answer questions about the people on their cards, using the pictures as prompts. Write an example dialogue on the board, indicating the language the students should use. For example:
Student A: *Does Laura go to work by car?*
Student B: *No, she doesn't. She goes by bicycle.*
Student A: *What time does she leave home in the morning?*
Student B: *At quarter past eight.*

- 4 Demonstrate the activity with individual students, using the card you kept for yourself. Tell the students to hold their cards so that the picture of the means of transport is facing them and the picture of the person with their name marked on it is facing their partner.

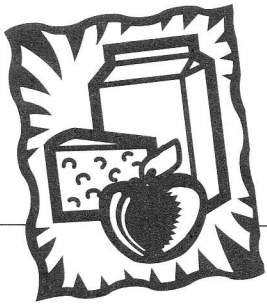
Student A asks the question using the name on Student B's card and the means of transport on their own card. Student B answers using the means of transport and the time on their own card.

- 5 Ask several pairs of students to demonstrate the activity to the whole class, using their picture cards as prompts.
- 6 Now ask the students to go round the class or group and ask and answer questions with as many different partners as possible, using their picture cards as prompts.
- 7 When the students have finished, ask them to exchange cards and to go round the class or group again.
- 8 The students continue asking and answering in this way until they have spoken to as many different partners as possible.

OPTION

You can personalise the language by using the pictures of means of transport for a mill drill.

- 1 Cut off the pictures of people and ask the students to draw the hands on the clock to indicate the time they leave home in the morning.
- 2 Now ask them to hold their cards with the picture of the means of transport facing them. Students go round the class, asking questions using their pictures as prompts and answering with information which is true for themselves. For example:
Student A: *Do you go to school/work by bicycle?*
Student B: *No, I don't. I walk to school/work.*
Student A: *What time do you leave home in the morning?*
Student B: *At half past eight.*



	You	Find someone with the same answer
<p>WHAT...</p> <p>/eat for breakfast?</p> <p>/drink for breakfast?</p> <p>/eat for lunch?</p> <p>/drink with your main meal?</p> <p>/eat with meat or fish?</p> <p>/drink at parties?</p>		
<p>WHEN...</p> <p>/have breakfast?</p> <p>/have your main meal?</p> <p>/eat fish?</p> <p>/eat meat?</p> <p>/eat chocolate?</p> <p>/eat fruit?</p>		

Food and drink questionnaire

ACTIVITY

Whole class: writing, speaking

AIM

To write about eating and drinking habits and to find people in the class with the same habits.

GRAMMAR AND FUNCTIONS

Present simple

Wh- questions

VOCABULARY

Food and drink

PREPARATION

Make one copy of the worksheet for each student in the class.

TIME

30 minutes

PROCEDURE

- 1 Tell the students that they are going to ask and answer questions about food and drink. Ask the students one of the WHAT questions and one of the WHEN questions from the worksheet and write some of their answers on the board.

For example:

Teacher: *What do you eat with meat or fish?*

Student A: *Potatoes.*

Student B: *Rice.*

Student C: *Salad.*

Student D: *I don't eat meat or fish.*

Teacher: *When do you eat fruit?*

Student A: *After meals.*

Student B: *For breakfast.*

Student C: *All the time.*

Student D: *I never eat fruit.*

- 2 Give a copy of the worksheet to each student in the class.
- 3 Ask the students to write information about themselves in the column marked *You*. Be on hand to help the students with vocabulary at this stage.
- 4 When they have done this, ask them to go round the class asking and answering questions to find people with the same answers. Make sure they know how to ask the questions. It is important to tell the students that they must ask one another questions, not read one another's worksheets.
- 5 When they find someone with the same answer in their *You* column, they put that person's name in the *Find someone with the same answer* column. It is important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible. It is a good idea to introduce the short answer *So do I*, as this is a natural response to finding someone with the same answer.

For example:

Student A: *What do you eat for breakfast?*

Student B: *Bread.*

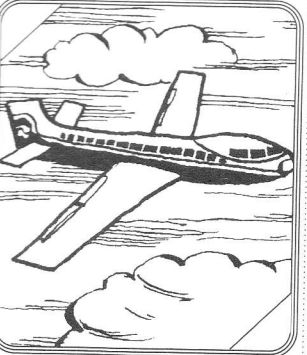
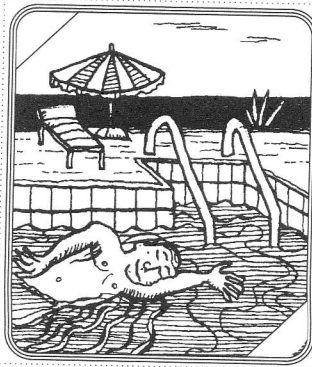
Student A: *So do I.* (Students A and B write each other's names in the space provided.)

- 6 When one student has found a name for each of the topics on the worksheet, stop the activity.
- 7 As a follow-up, ask the students to report back, orally or in written form. You may also want to use the expression *so do I* for this part of the activity.

For example:

Claudia drinks tea for breakfast and so do I.

Timur eats a burger for lunch and so do I.



likes

doesn't like

likes

doesn't like

ACTIVITY

Pairwork: speaking

AIM

To predict which activities a partner likes or doesn't like doing on holiday and to find out how many predictions were right.

GRAMMAR AND FUNCTIONS

Like + -ing

Present simple: negatives

Yes/no questions and short answers

VOCABULARY

Holiday activities

PREPARATION

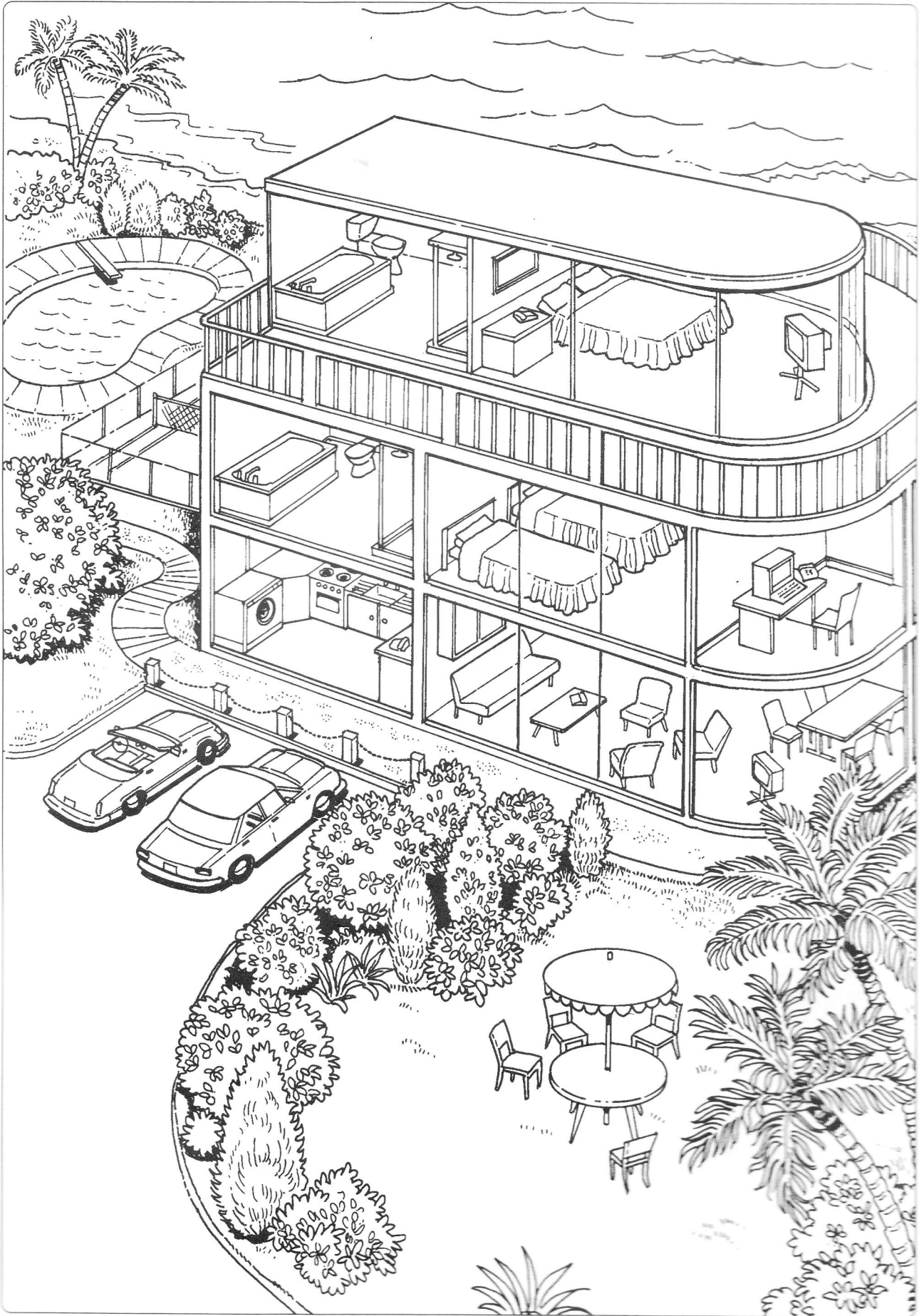
Make one copy of the worksheet for each pair of students in the class and cut it into cards as indicated.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in pairs and explain that they are going to guess what their partner likes and doesn't like doing when they are on holiday.
- 2 Give one copy of the cut-up worksheet to each pair and ask them to take one **LIKES** and one **DOESN'T LIKE** card each. They should then take an equal number of picture cards each.
- 3 Make sure that the students know how to say the holiday activities illustrated on their cards. The activities illustrated are:
 - swimming (in a swimming pool)
 - playing ball in the sea/on the beach
 - listening to music on the beach
 - walking in the mountains
 - travelling by car/driving
 - sightseeing
 - taking photographs
 - running on the beach
 - writing postcards
 - travelling by plane/flying
 - shopping
 - sunbathing
 - skiing
 - dancing
 - reading
 - going to restaurants.
- 4 Now ask them to arrange the holiday activities shown on their cards under the headings **LIKES** and **DOESN'T LIKE** according to which alternative they think is true for their partner. They must not ask their partner yet.
- 5 When they have done that, the students should take it in turns to check whether their predictions were right. Tell them they must do this by asking each other questions, not by looking at each other's cards. Make sure they know the correct question form.
For example:
 - Student A: *Do you like swimming in a swimming pool?*
 - Student B: *No, I don't. Do you like playing ball in the sea?*
 - Student A: *Yes, I do.*
 The students should put a tick or a cross on the picture cards depending on whether they guessed correctly or not.
- 6 When the students have finished checking their predictions with their partner, they should add up their total number of right guesses and compare scores.
- 7 Finally, ask a few students to report back to the class on what they found out.



A dream house

Worksheet

24

ACTIVITY

Groupwork: speaking, writing

AIM

To look at a picture of a house for a short time and to memorise as many details as possible.

GRAMMAR AND FUNCTIONS*There is/are***VOCABULARY**

Rooms and furniture

PREPARATION

Make one copy of the worksheet for every three or four students in the class.

TIME

20 minutes

PROCEDURE

- 1 Find a magazine picture of a house or a room in a house. The picture should be at least A4 size and show some items of vocabulary which are known to the students.
- 2 Tell the students that you are going to show them a picture (do not mention the subject) and literally flash it in front of their eyes, making sure that all the students get a quick look at it. Now ask them what it is. When they get over the shock of being asked to talk about a picture they have only seen in a flash, they usually come up with a few ideas. Say *Yes, that's right* or *No, there isn't a...* or *There aren't any...*, as appropriate, and, when they run out of suggestions, show the picture again for a slightly longer time and ask them to say what they saw this time. Finally, show them the picture.
- 3 Now ask the students to work in groups of three or four and explain that they are going to do a memory test by looking at a picture for a short time and remembering as many details as possible. You will then give them five minutes to write down what they remember. Ask each group to appoint one person to do the writing and ask them to write *There is* at the top of a blank piece of paper and *There are* halfway down the piece of paper.
- 4 Give one copy of the worksheet to each group, asking them to keep it face down so that the picture is hidden until you tell them to start.
- 5 When each group has got a copy of the worksheet, tell them to turn it over. Time this part of the activity for exactly 20 seconds. They must not write anything yet.
- 6 After 20 seconds, the students must give the pictures back to you.
- 7 Groups of students now write down as many details as they can remember. They should write the details under the two headings they have written on their piece of paper.
For example:
There is
a kitchen
a cooker
a swimming pool
There are
2 cars
2 bathrooms
2 bedrooms
- 8 After five minutes, ask the students to stop writing. Groups now take it in turns to read out the details they have written down. Encourage them to use the target language.
- 9 Ask the students to tick any details they have written down as another group reads them out. If they disagree with another group's details, they can challenge them. When it is the next group's turn, they should only read out the details which haven't been mentioned yet. The group with the longest correct list are the winners.

fold

NAMES

usually goes to work/school by car.

always drinks tea for breakfast.

usually stays at home on his/her birthday.

sometimes goes on holiday in August.

always goes to bed before midnight.

often goes to the cinema with friends.

usually goes shopping on Sunday.

often eats in restaurants.

sometimes goes to a disco with his/her
parents.

often eats chocolate.

usually sings in the shower.

always watches television in the evening.

sometimes plays football.

always reads a newspaper in the morning.

often writes letters.

ACTIVITY

Whole class: speaking

AIM

To find out whether statements about other students' habits are right and to correct them if they are wrong.

GRAMMAR AND FUNCTIONS

Present simple: adverbs of frequency
Yes/no questions

VOCABULARY

Routine activities

PREPARATION

Make one copy of the worksheet for each student in the class and fold it as indicated.

TIME

20 to 30 minutes

PROCEDURE

- 1 Give one copy of the folded worksheet to each student in the class with the NAMES column face up and the sentences hidden. Tell them not to look at the sentences yet.
- 2 Ask the students to complete the NAMES column, putting the name of a different student in the class in each of the spaces provided. The names should be in random order, and if there are fewer than 15 students in the class, they should write some names more than once.
- 3 When they have done that, ask them to open out their worksheet so that they can see complete sentences. Explain that their task is to go round the class and find out whether the statements are true for the other students in the class by asking and answering questions. Make sure they know the correct question form.
- 4 If the information is correct, they should put a tick next to it. If it is not correct, they should write the correct information on their worksheet.
For example:
Student A: (speaking to the student whose name is at the beginning of the sentence) *Do you usually go to work/school by car?*
Student B: *No, I usually go to work/school by bus.*
(Student A crosses out *by car* and writes *by bus* on their worksheet.)

Student A: *Do you sometimes play football?*
Student B: *No, I never play football.*
(Student A crosses out *sometimes* and writes *never*.)
- 5 Students continue asking and answering questions like this until they have spoken to all the students whose names appear on their worksheet.
- 6 Ask the students to work in pairs or small groups and take it in turns to read out their corrected sentences.



How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

How many people can...?

FIND OUT

*How many people can...?***ACTIVITY**

Whole class: speaking

AIM

To find out what people in the class can do by asking and answering questions.

GRAMMAR AND FUNCTIONS

Can for ability: questions and short answers

VOCABULARY

Everyday activities

PREPARATION

Make one copy of the worksheet for each group of up to 12 students and cut it into cards as indicated.

TIME

20 minutes

PROCEDURE

- 1 Write an example question on the board:















How many people can drive a car?

Ask individual students:

Can you drive a car?

Encourage them to give the answer *Yes, I can* or *No, I can't*. Each time somebody answers *Yes, I can*, put a tick next to the question on the board. Leave the question and ticks on the board as you will need to refer to it later in the activity.

- 2 If there are more than 12 students in the class, divide them into groups.
- 3 Give one card to each student in the class and tell them that they are going to find out how many people in the class or group can do the activity marked on their card.
- 4 Make sure they know how to say the activity on their card. The activities illustrated are:
 - ride a horse
 - use a video camera
 - type or use a computer
 - write a poem
 - sing
 - play the piano
 - surf
 - cook Chinese food or cook a meal
 - ski
 - play basketball
 - dance the tango
 - play the guitar.
- 5 Tell the students that they are going to ask and answer questions about the activities on their cards.
- 6 Before they start the activity, make sure everybody knows how to ask their question.
- 7 Now ask the students to go round the class or group asking and answering questions and putting a tick on their card each time somebody answers *Yes*.
- 8 When they have spoken to everybody in the class or group, ask them to work with two or three other students in their group and to write down some of the information they have gathered. Before they do this, refer back to the example you wrote on the board in procedure point 1 and write a sentence reporting the information you found out. For example:
 - Seven people in the class can drive a car.*
 - Five people in the class can't drive a car.*
 While the students are doing this, be on hand to help with language they may need. For example:
 - Nobody/Everybody in the class can...*

<p>14b</p> 	<p>1a</p> <p>A bottle of</p>	<p>1b</p> 	<p>2a</p> <p>A piece of</p>
<p>2b</p> 	<p>3a</p> <p>A</p>	<p>3b</p> 	<p>4a</p> <p>Some</p>
<p>4b</p> 	<p>5a</p>	<p>5b</p> 	<p>6a</p>
<p>6b</p> 	<p>7a</p>	<p>7b</p> 	<p>8a</p>
<p>8b</p> 	<p>9a</p>	<p>9b</p> 	<p>10a</p>
<p>10b</p> 	<p>11a</p>	<p>11b</p> 	<p>12a</p>
<p>12b</p> 	<p>13a</p>	<p>13b</p> 	<p>14a</p>

ACTIVITY

Whole class: writing, speaking

AIM

To play a game of dominoes by matching quantity and container words with food and drink.

GRAMMAR AND FUNCTIONS

A, some, a piece of + food

Container words + drink

VOCABULARY

Food and drink

Containers: *a bottle of, a cup of, a glass of, a can of*

PREPARATION

Make one copy of the worksheet for each pair of students in the class. Provide scissors.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in pairs and give one copy of the worksheet to each pair of students.
- 2 Explain that they are going to play a game of dominoes but that before they can start, they have to write quantity and container words in the spaces provided on each domino. Point out the way the dominoes are arranged and explain that they are numbered on the worksheet to show which words and pictures go together.
- 3 Tell the students to look at the examples on their worksheet and show them that the words in square 1a describe the container illustrated in square 1b. Similarly, the words in 2a describe the quantity of food in square 2b, etc.
- 4 Now ask the students to work in their pairs, writing words in 'a' squares according to the pictures in 'b' squares. They

should write the container or quantity words only, not the item of food or drink. While they are doing this, go round to each pair and check that they are writing words and expressions correctly.

- 5 When they have finished, give each pair of students a pair of scissors and ask them to cut the dominoes out as indicated. Make sure that students cut off the numbers above the dominoes.
- 6 Now ask the students to work in groups of four. Pairs of students combine dominoes and shuffle them together.
- 7 Before they start their game of dominoes, demonstrate how to play, using the instructions below.
- 8 The students are ready to play the game. When they have finished one game, they can shuffle and play again.

FOLLOW-UP

- 1 Make one copy of the worksheet for every 12 students in the class and cut the dominoes in half. Throw away the blank halves and keep the picture cards for a mill drill.
- 2 Give one picture card to each student in the class and ask them to decide on a price for the item of food or drink illustrated on their card. They should write the price on the blank side of their card.
For example:
a pizza: £3.50
a cup of tea: 65p
- 3 Follow the procedure for a mill drill, using the following example dialogue:

Student A: *Can I help you?*

Student B: *Yes, can I have a pizza, please?*

Student A: *Certainly. Here you are.*

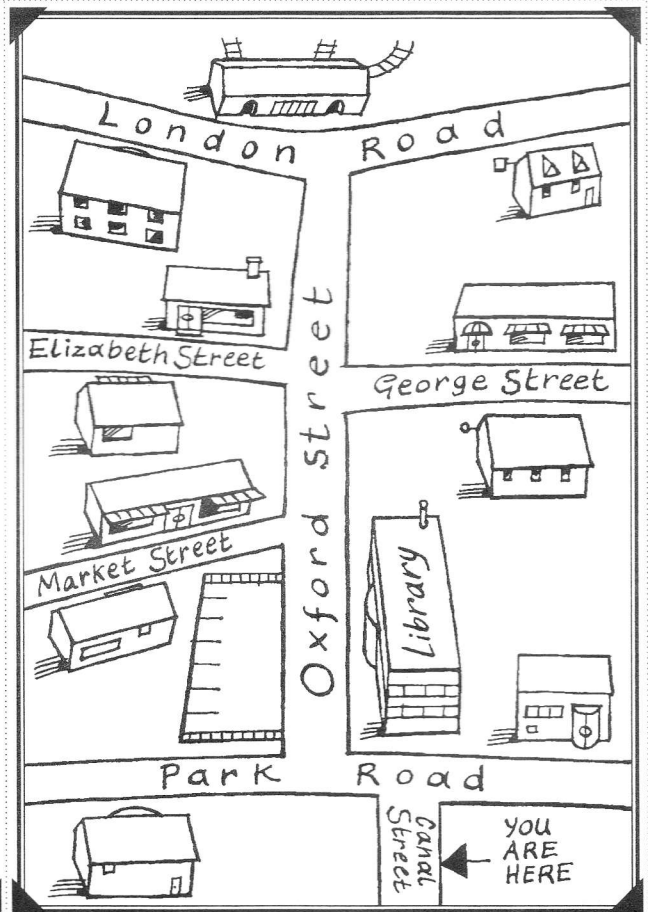
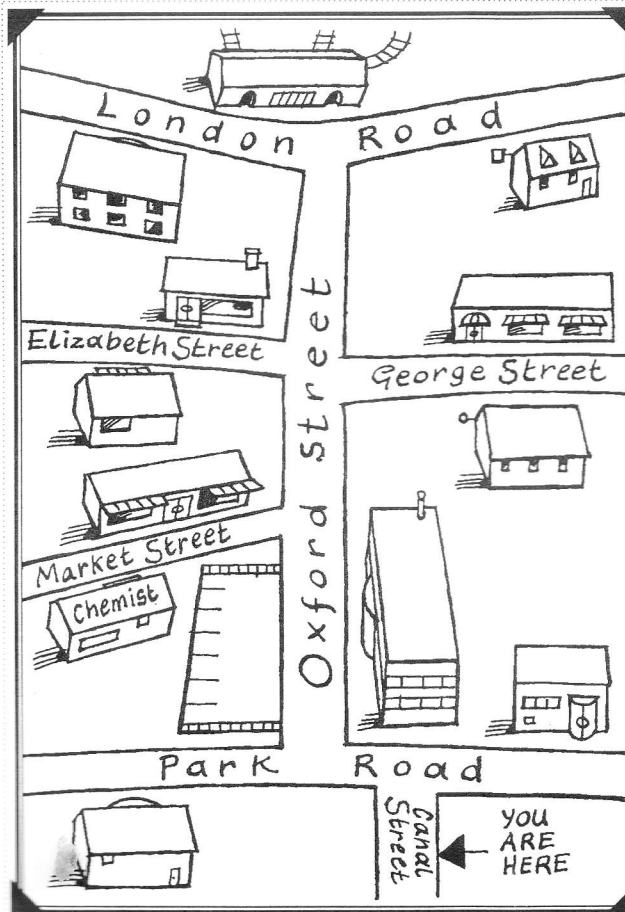
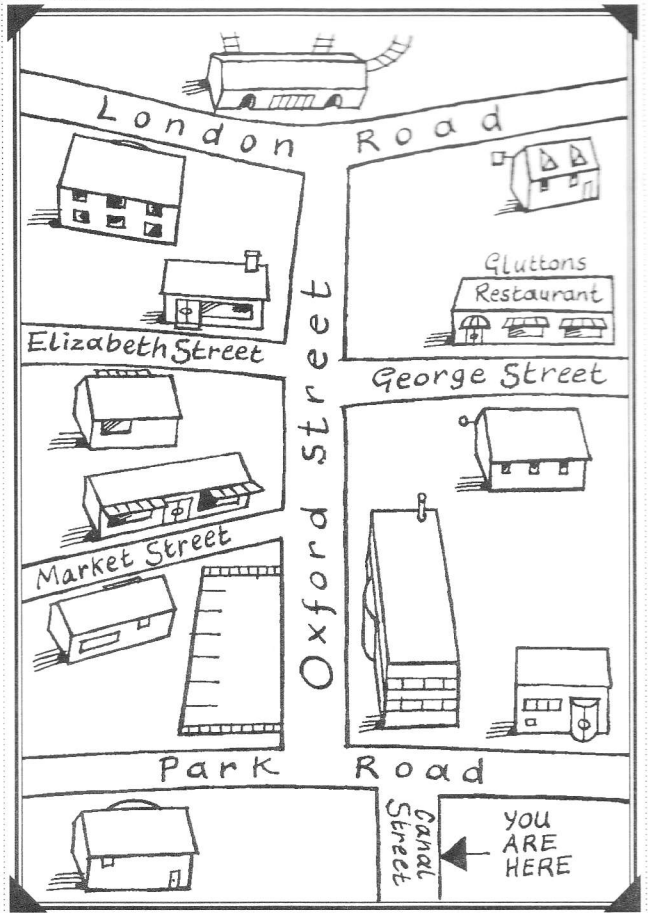
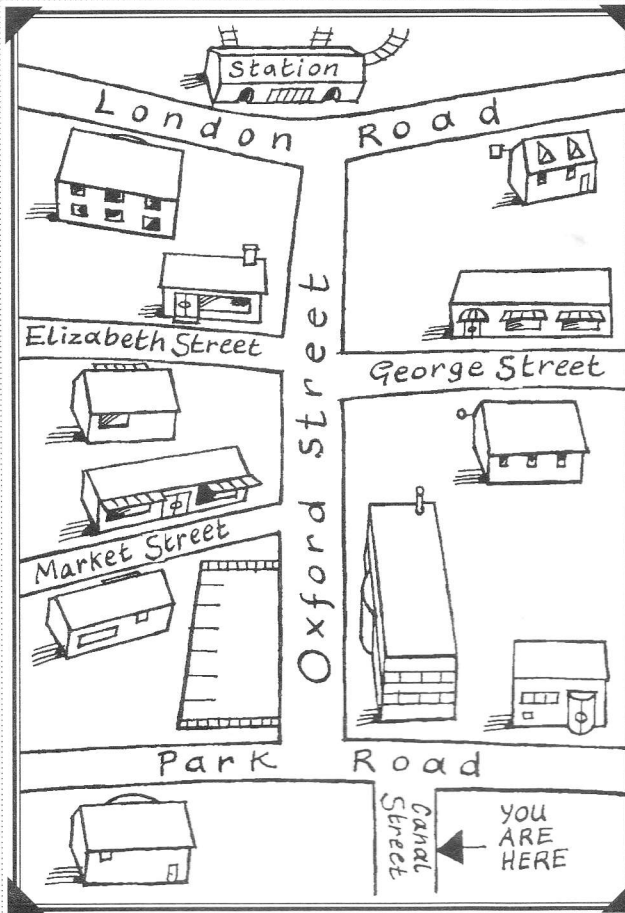
Student B: *How much is that?*

Student A: *That's £3.50.*

Student B: *Here you are.*

HOW TO PLAY THE GAME

- 1 Players take five dominoes each and leave the rest in a pile face down.
- 2 Player A puts down any one of their dominoes face up.
- 3 The player on Player A's left must then put down one of their dominoes, making sure that the words or picture on their own domino match the words or picture on Player A's.
- 4 If a player cannot put down one of their dominoes, they take a domino from the top of the pile and put it down if they can. If the pile is finished, they miss a turn.
- 5 The first player to get rid of all their dominoes is the winner.



Directions Worksheets 28a to 28c

NOTE: Use Worksheets 28a, 28b and 28c for this activity.

ACTIVITY

Whole class: speaking

AIM

To ask for and give directions to different places on a map.

GRAMMAR AND FUNCTIONS

Asking for and following directions

VOCABULARY

Places in town

PREPARATION

Make one copy of Worksheets 28a, 28b and 28c for each group of 12 students in the class and cut them out as indicated.

TIME

30 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups.
- 2 Tell the students that you are going to give them a plan of a town. They will all have the same plan, but each student will have a different place marked on their plan. They must not show their plan to the other students in the class.
- 3 Give one card to each student in the class and ask them to write the name of the place marked on their plan in big letters on the blank side of their card.
- 4 When they have done that, tell the students that you are going to tell them where the cinema is on their plan. Give the following directions:
Go along Canal Street, turn left into Park Road and it's on the left.
When they have found it, ask them to write *cinema* on the roof of the building.
- 5 Now tell them that they are going to give similar directions from the point marked **YOU ARE HERE** to the place marked on their own card, but before they do that, they should write down the directions on a piece of paper. While they are doing that, go round and check that they are writing the directions correctly.

- 6 Tell the students to go round the class, holding their maps up so that the map is facing them and the name of the place is facing their partner. They should ask questions to find out where their partners' places are situated on the map.

For example:

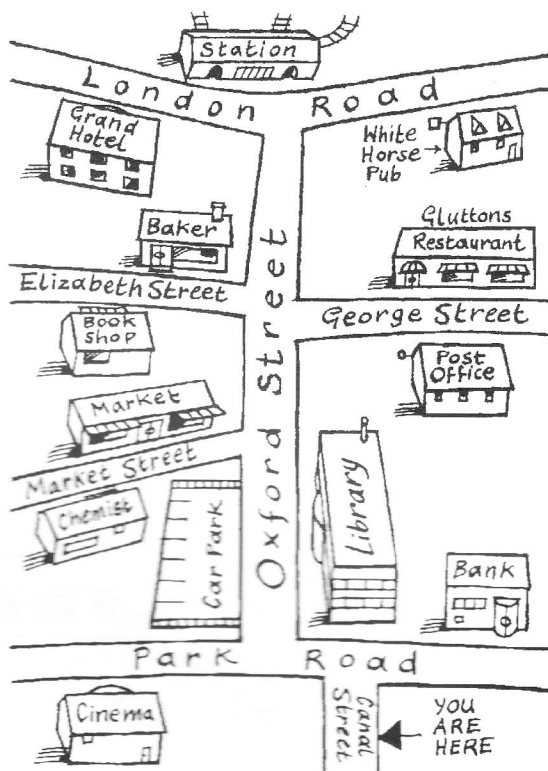
Student A: *Excuse me. Where's the cinema?*

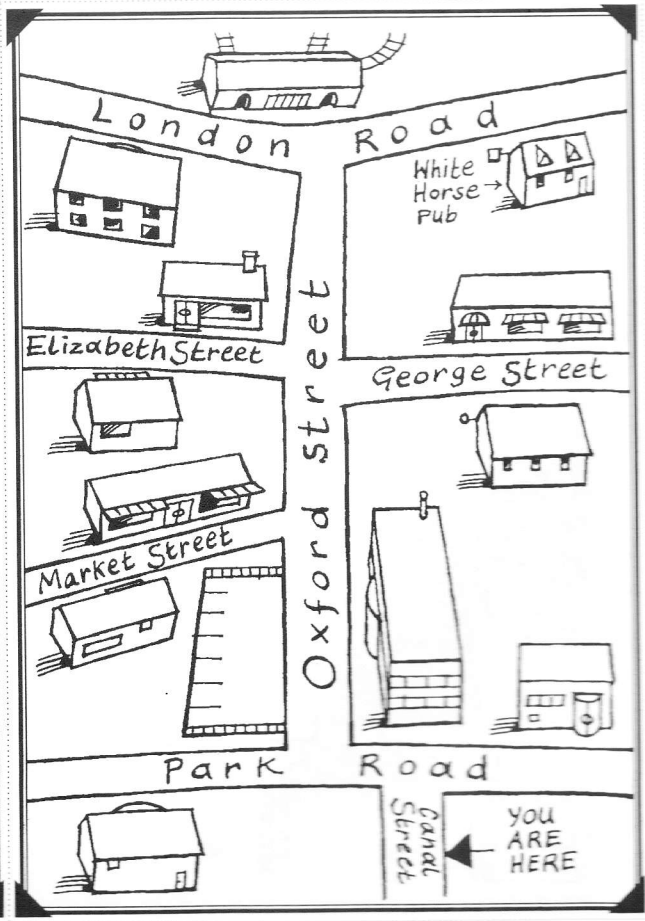
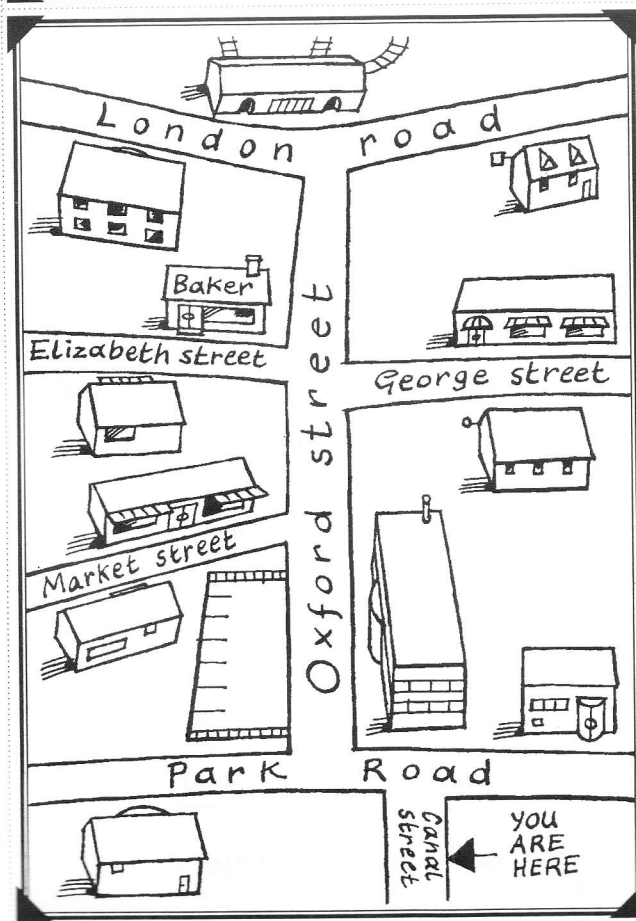
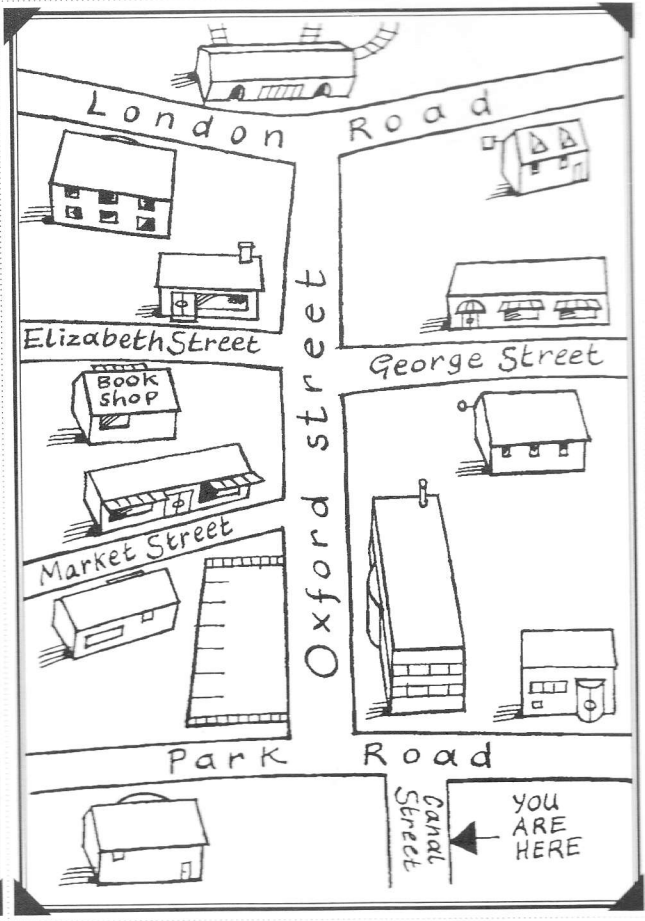
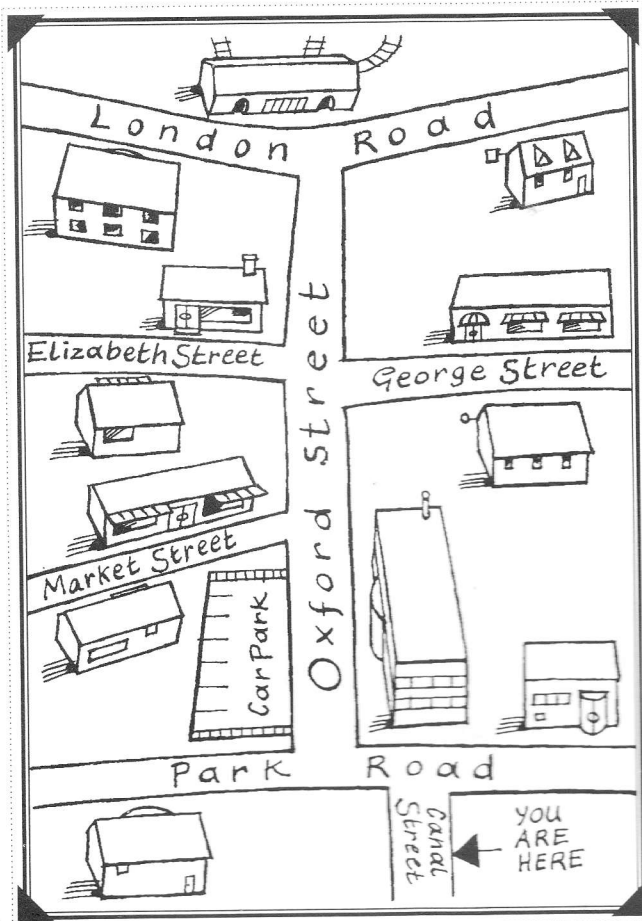
Student B: *Go along Canal Street, turn left into Park Road and it's on the left.*

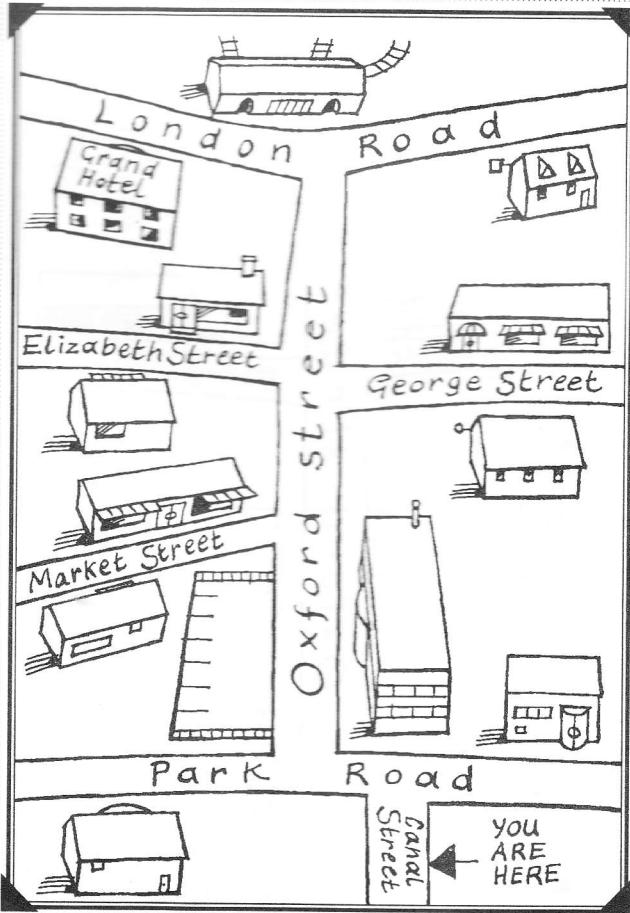
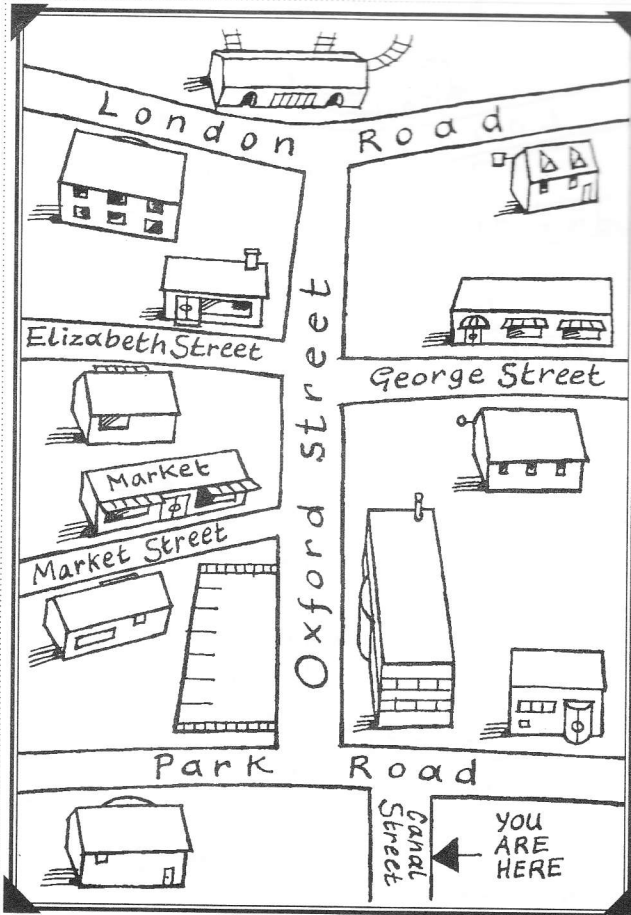
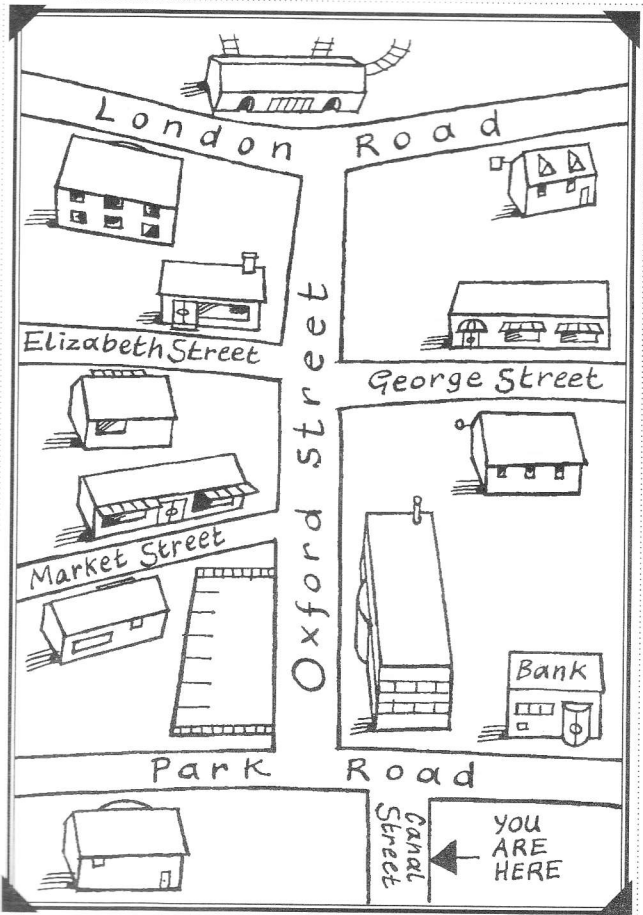
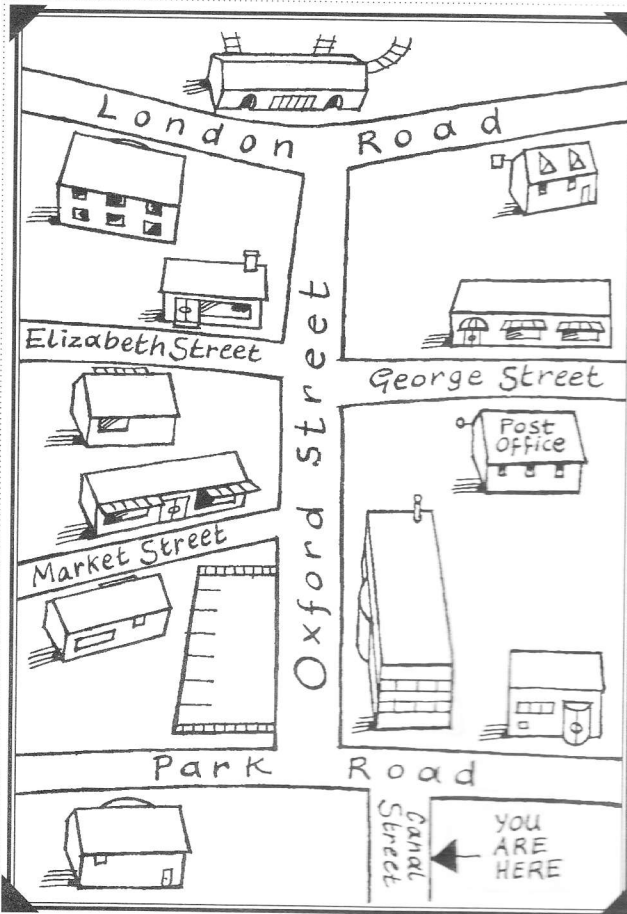
Student A: (marks the cinema on their own map)
Thank you.

Tell the students that there are 11 places (or fewer if there are fewer than 12 students in the class or group) to add to their maps (ie 12 places including their own).

- 7 Once they have found and marked the other students' places on their map, ask them to compare in pairs or small groups - their maps should be identical.







They're eating ice cream.	She's eating spaghetti.	He's making a cup of tea.
They're playing basketball.	She's doing her English homework.	He's speaking French.
They're listening to classical music.	She's writing a love letter.	He's watching a sad film.
They're playing cards.	She's buying a car.	He's eating a chicken sandwich.
They're having breakfast.	She's driving a taxi.	He's buying a train ticket.
They're watching a game of football.	She's buying a jacket.	He's typing a letter.
They're playing tennis.	She's reading in the library.	He's sunbathing.
They're swimming in the sea.	She's drawing a picture.	He's running in the park.
They're watching a pop concert.	She's taking a photograph.	He's cooking an omelette.
They're eating Chinese food.	She's washing her hair.	He's posting a letter.

Draw the sentence Worksheet **29****ACTIVITY**

Groupwork: speaking

AIM

To draw and guess what people are doing.

GRAMMAR AND FUNCTIONS

Present continuous

VOCABULARY

Everyday activities

PREPARATION

Make one copy of the worksheet for every six to eight students in the class and cut it up as indicated. Provide pencils and paper for each group. Each group will also need a watch with a second hand for timing the activity.

TIME

30 to 40 minutes

PROCEDURE

- 1 Tell the students that you are going to draw something on the board and that they have to guess what is happening. Choose one of the sentences from the worksheet and

encourage the students to guess what is happening as you draw it.

For example:

They are eating ice cream.

Continue until you have elicited the exact sentence. That is, the students must say the correct personal pronoun and they should say the verb in the continuous form. For example, if the sentence is *They are eating ice cream*, you would not accept *She is eating ice cream* or *They eat ice cream*.

- 2 Now tell the students that they are going to play a team game by drawing similar sentences for their team to guess.
- 3 Ask the students to work in groups of six to eight and to divide each group into Team A and Team B.
- 4 Give one copy of the cut-up worksheet to each group and ask them to shuffle the cards and put them in a pile face down. They must not look at the sentences on the cards yet.
- 5 Give paper and pencils to each team and explain how to play, using the instructions below.
- 6 The students are ready to play the game. While they are playing, go round to each group and make sure they are playing correctly.

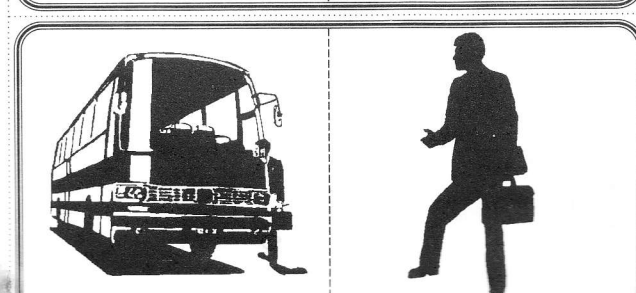
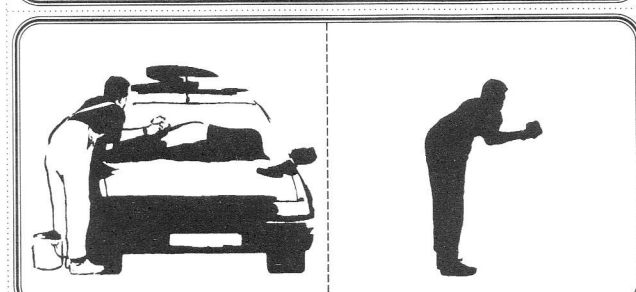
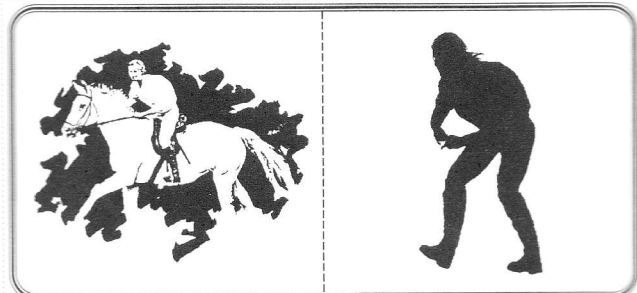
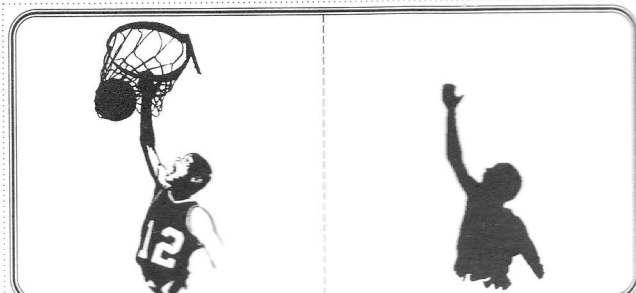
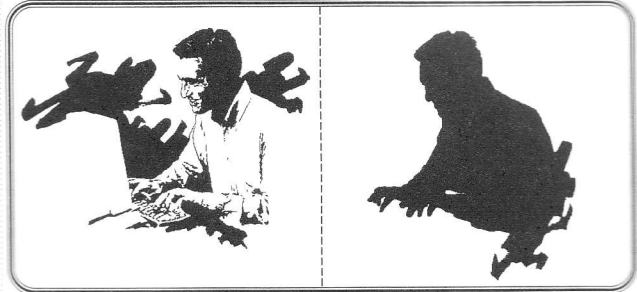
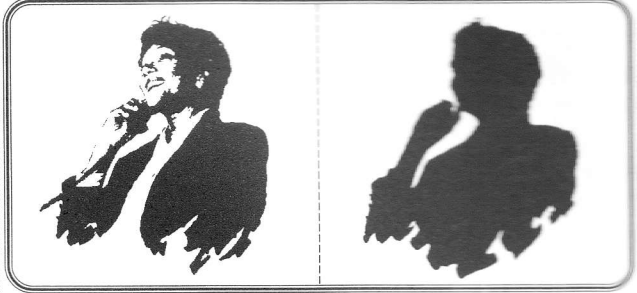
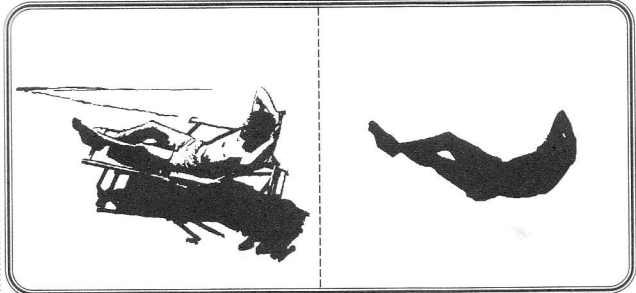
HOW TO PLAY THE GAME

- 1 Player A from Team A takes a card from the top of the pile and looks at the sentence on the card but does not read it aloud.
- 2 When Player A is ready, they put the card face down on the table and a player from Team B starts timing one minute. Player A starts drawing the sentence for the rest of Team A to guess. Player A can do as many drawings as they like to help Team A to guess the word, but Player A must not speak or write words.
- 3 If Team A players guess the sentence before one minute is up, Player A can take another card from the top of the pile and draw it for Team A to guess. Teams score one point for each sentence they guess correctly within the time limit.
- 4 It is Team B's turn to play. A player from Team B takes a card from the top of the pile and draws the sentence for Team B to guess. A player from Team A times one minute.
- 5 Players from both teams take turns drawing and guessing in this way, and the game continues until all the cards have been used up.
- 6 The team with the most points at the end of the game is the winner.

fold



fold



ACTIVITY

Groupwork: speaking

AIM

To look at silhouettes of people doing different activities and to guess what they are doing.

GRAMMAR AND FUNCTIONS

Present continuous:

questions and short answers

negatives

VOCABULARY

Everyday activities

PREPARATION

Make one copy of the worksheet for each group of up to 12 students and cut it into cards, being careful to cut and fold as indicated. Keep one card for yourself to demonstrate the activity.


TIME

20 minutes


PROCEDURE

- 1 Find a magazine picture of a person doing an activity. Photocopy the picture and leave the original intact. Cut around the outline of the person on the photocopy and fill in the outline in black. Mount this on a white piece of paper.
- 2 Hold the outline up in front of the class and ask them to say what they think the person is doing. Encourage the students to ask questions rather than make statements. For example:
 Student A: *Is she washing the dishes?*
 Teacher: *No, she isn't.*
 Student B: *Is she playing the piano?*
 Teacher: *No, she isn't.*
 Continue like this until a student guesses the activity. Show the original picture.
- 3 Now tell the students that they are going to ask and answer similar questions about pictures you are going to give them.
- 4 If there are more than 12 students in the class, divide them into groups. Give one folded card to each student in the class and tell them that it is very important that they do not show their picture to the other students. Keep one card for yourself.
- 5 Tell the students to hold their cards with the picture hidden and the black outline facing out. Explain that they are going to go round the class or group trying to guess what the people in the other students' pictures are doing by asking and answering questions. Demonstrate the activity with individual students using the card you kept for yourself.
- 6 Now ask the students to go round the class or group and ask and answer questions with as many different partners as possible.
- 7 When they have finished, ask the students which picture was the most difficult to guess.


My favourite meal is _____




My favourite fruit is _____




My birthday is on _____




On my birthday I usually _____



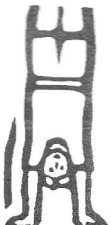
At the moment, my mother is _____




At the weekend I often _____




I can _____
_____ very well.




At the moment I'm reading _____




My favourite month of the year is _____



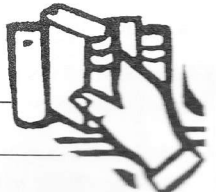
I like listening to _____



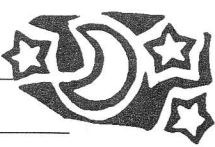
In summer I usually _____




I like reading _____



In the evening I often _____



On Saturday afternoon I usually _____



Sentences in a hat

Worksheet Progress check **21-30****ACTIVITY**

Whole class: writing, speaking

AIM

To complete unfinished sentences and to pick sentences out of a hat and find out who wrote them by asking questions.

GRAMMAR AND FUNCTIONS

Revision:

*To be**Like + -ing**Can*

Present simple and adverbs of frequency

Present continuous

Yes/no questions**VOCABULARY**

Revision

PREPARATION

Make one copy of the worksheet for each group of three or four students in the class and cut it into 14 pieces as indicated. You will need a hat or a box for this activity (or two hats or boxes if there are 20 or more students in the class.)

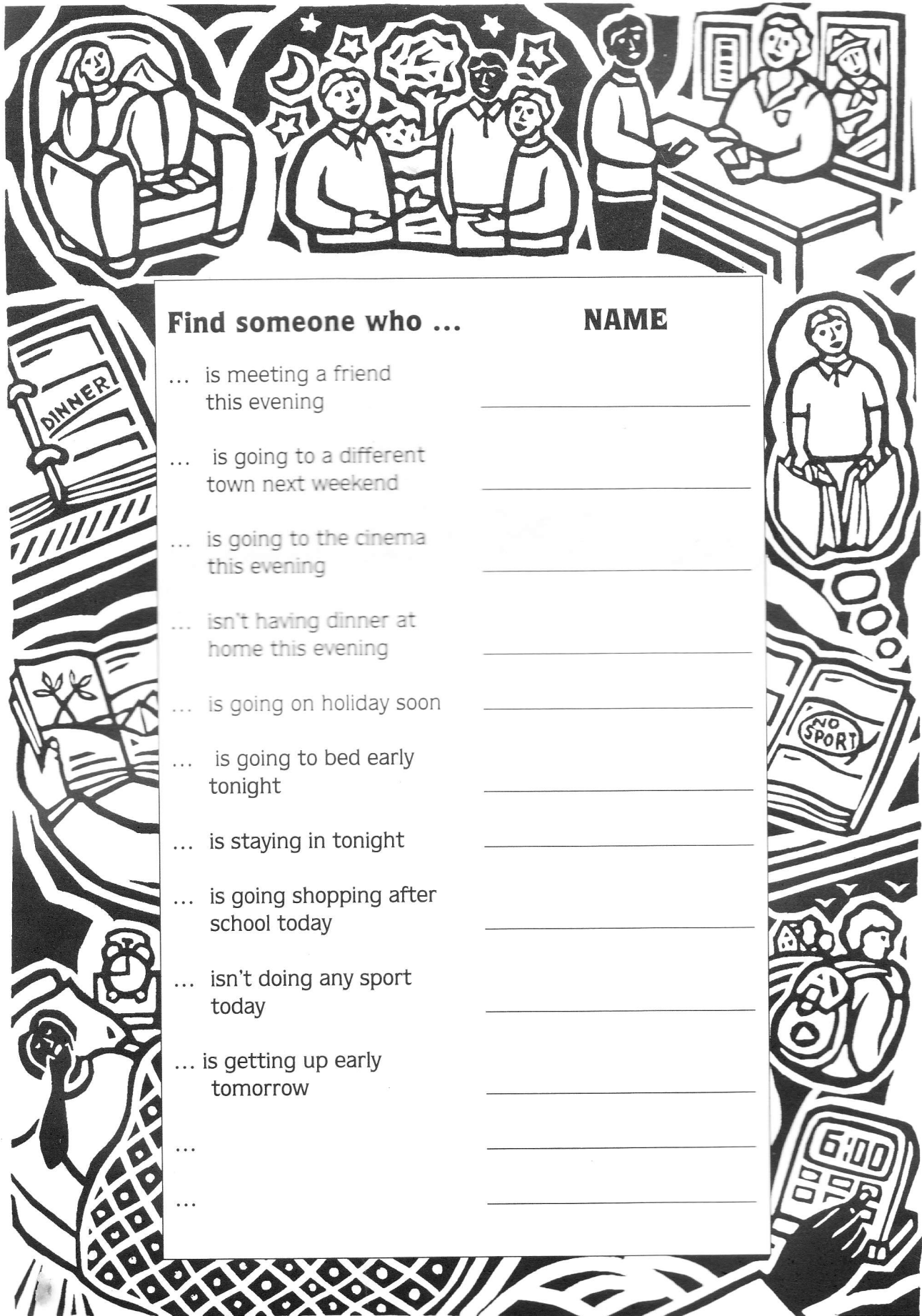
TIME

20 minutes

PROCEDURE

- Choose two of the unfinished sentences from the worksheet and write them on the board. Elicit possible ways of completing the sentences.
For example:
My favourite meal is spaghetti bolognese/meat and rice/fish and chips.
At the moment my mother is living in Oxford/working in her office/taking my sister to school.
- Ask the students to work in groups of three or four for the first part of this activity. Give one set of unfinished sentences to each group.
- Ask the students to spread out the pieces of paper, face down, and to take three each.
- Ask them to complete their three sentences in any way they like. (Refer to the examples in procedure point 1.) They should not write their names or let the students next to them see what they are writing.

- The students now all work together as a class. Put the hat (or box) in the middle of the room. If there are 20 or more students in the class, divide them into two groups and put one hat in the middle of each group. Ask the students to fold up their completed sentences and put them in the hat.
- Mix up the folded sentences in the hat and then tell the students that, in a moment, they are all going to stand up, take one sentence each and find out who wrote it. Demonstrate this by taking a piece of paper from the hat and reading the sentence out.
For example:
My favourite meal is spaghetti bolognese.
Elicit the question they will need to ask in order to find out who wrote the sentence:
Is your favourite meal spaghetti bolognese?
Ask several students the question until you find the person who wrote the sentence. Make it clear that even though someone may answer *yes* to the question, students are looking for the person who wrote it and may need to ask *Is this your sentence?*
- Now ask the students to stand up and take one piece of paper each from the hat. If they choose their own sentence, they should put it back and take another one.
- They are now ready to go round the class or group asking questions. All the students in the class do this simultaneously. When they find the person who wrote the sentence, they should write the person's name on the piece of paper, keep it and take another one from the hat.
- The students repeat the activity until there are no sentences left in the hat.
- Ask the students to return to their places and count the number of completed sentences they have collected. The student with the most sentences is the winner.
- Ask the students to take it in turns to report back to the class or group on what they found out during the activity.
For example:
At the weekend Michelle often goes to London.
Pablo can dance very well.



Find someone who ...	NAME
... is meeting a friend this evening	_____
... is going to a different town next weekend	_____
... is going to the cinema this evening	_____
... isn't having dinner at home this evening	_____
... is going on holiday soon	_____
... is going to bed early tonight	_____
... is staying in tonight	_____
... is going shopping after school today	_____
... isn't doing any sport today	_____
... is getting up early tomorrow	_____
...	_____
...	_____

ACTIVITY

Whole class: speaking

AIM

To ask and answer questions and to complete a chart.

GRAMMAR AND FUNCTIONS

Present continuous for future plans

Yes/no questions and short answers

VOCABULARY

Everyday activities

PREPARATION

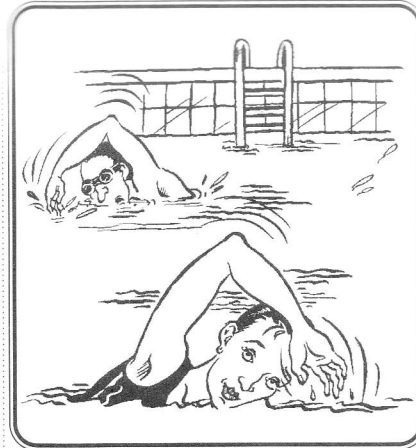
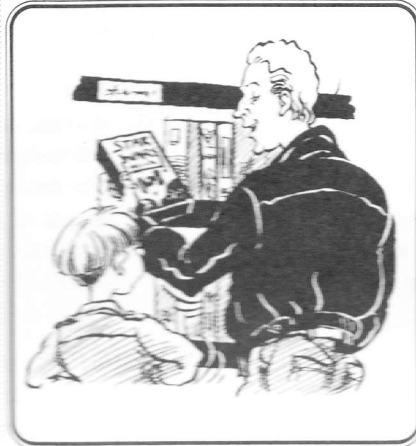
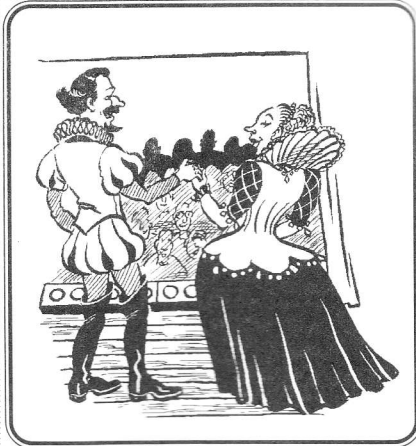
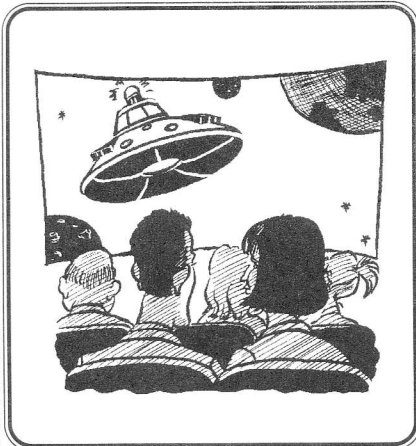
Make one copy of the worksheet for each **student in the class**.

TIME

20 minutes

PROCEDURE

- 1 Give one copy of the worksheet to each student in the class.
- 2 Explain to the students that they are going to transform the statements on their worksheet into questions and then go round the class asking one another the questions. Make sure they know the correct question form and point out that the question is the same whether the statement is positive or negative.
- 3 Tell the students to add two statements of their own in the spaces provided at the bottom of the worksheet.
- 4 Now ask the students to go round the class asking and answering questions. When they find someone who answers *yes* to a question (or *no* if the question refers to a negative statement), they put that person's name in the space provided. It is important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible.
- 5 When one student has found a name for each of the statements on the worksheet, stop the activity.
- 6 As a follow-up, ask the students to say which statements were difficult to put a name to and which were easy.



ACTIVITY

Whole class: speaking

Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM

To speak to as many partners as possible, making suggestions or invitations.

GRAMMAR AND FUNCTIONS

Making suggestions: accepting and refusing

Invitations: accepting and refusing

Making an excuse

VOCABULARY

Leisure activities

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the worksheet up into cards as indicated. You will need to keep one card for yourself to demonstrate the activity.

TIME

20 minutes

PROCEDURE

- 1 If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class. Keep one for yourself.
- 2 Make sure the students know how to say the place on their card and know which verb goes with the place:
go to the cinema/the theatre/a club/a restaurant/a concert/an exhibition/a pub
go for a walk, go swimming, watch (or get) a video, visit friends, play cards
- 3 Tell the students that they are going to go round the class and talk about things to do this evening, using their cards as prompts. Write an example dialogue on the board indicating the language the students should use.
 For example:
 Student A: *Let's go to the cinema this evening.*
 Student B: *Yes, OK. See you later.*
- 4 Demonstrate the activity with individual students. Tell them to hold their cards so that the picture is facing them and the blank side is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts.
- 5 Now ask the students to go round the class or group, making and accepting suggestions with as many different

partners as possible, using their cards as prompts. In this part of the activity, the students repeat the same suggestions several times.

- 6 When the students have finished, ask them to exchange cards and to go round the class or group again, this time holding their cards the other way round so the picture is facing their partner. The students take it in turns to make suggestions using their partners' cards as prompts. In this part of the activity, the students make a different suggestion each time they change partner.
- 7 The students continue making suggestions and accepting in this way until they have spoken to as many different partners as possible.

OPTION 1

- 1 The students can use the same cards to practise refusing a suggestion. Follow the same procedure as for a mill drill, using the following sample dialogue:
 Student A: *Let's go to the cinema this evening.*
 Student B: *I'm sorry, but I'm busy this evening.*
 Student A: *OK. How about tomorrow?*
 Student B: *Yes, OK. See you tomorrow.*
- 2 You can extend this dialogue so that the students can practise making excuses. Ask the students to think of reasons why they can't go out.
 For example:
I'm doing my homework.
I'm going to my flamenco class.
I'm going out with my sister.
- 3 Give one mill drill card to each student in the class and ask them to write their excuse on the blank side of the card.
- 4 Now write a sample dialogue on the board.
 For example:
 Student A: *Would you like to go to the cinema tonight?*
 Student B: *I'm sorry, but I'm going out with my sister tonight.*
 Student A: *How about tomorrow?*
 Student B: *OK. See you tomorrow.*
 Tell the students to hold their cards so that the picture is facing their partner and the excuse is facing them. In this part of the activity, the students make different invitations each time they change partner and repeat the same excuse several times.
- 5 When they have finished, ask them to exchange cards and to go round the class again, this time holding their cards the other way round so the picture is facing them and the excuse is facing their partner. In this part of the activity, the students make the same invitation several times and give a different excuse each time they change partner.

Snakes and ladders Worksheets **33a** and **33b**

NOTE: Use Worksheets 33a and 33b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a board game by saying whether historical facts are true or false.

GRAMMAR AND FUNCTIONS

Simple past *be: was/were*

VOCABULARY

Countries and nationalities

Personal information

Numbers and dates

PREPARATION

Make one copy of Worksheet 33a (game board) for each pair of students in the class. Make one copy of Worksheet 33b (facts) for each pair of students and separate sections A and B as indicated. Provide dice and counters for each group.

TIME

20 to 30 minutes

PROCEDURE

- 1 Choose two facts from Worksheet 33b, write them on the board and ask the students to tell you whether they think they are true or false.

For example:

Mikhail Gorbachev was the last president of the USSR.

The first woman in space was American.

Tell them the correct answer and explain that they are going to play a game where they have to read out facts from a list you are going to give them for another student to guess whether they are true or false.

- 2 Ask the students to work in pairs of Student A and Student B and give each pair of students one copy of the game board, a dice and counters. Give a copy of Facts A to each Student A and a copy of Facts B to each Student B. They must not let their partner see their own Facts.
- 3 Before the students start playing the game, explain how to play, using the instructions below. Pre-teach expressions they may need while playing the game.

For example:

Can you repeat the question, please?

Yes, that's right. / No, that's wrong.

Throw the dice.

It's my/your turn.

- 4 The students are ready to play the game. While they are playing, go around to each group and help them with any pronunciation problems they may have, in particular with names of people and places and the weak forms of was /wəz/ and were /wə/.

OPTION

You can use the same game board and invent your own questions to practise other grammar or vocabulary points.

HOW TO PLAY THE GAME

- 1 Players put their counters on the square marked START and throw the dice.
- 2 The first player to throw a six starts the game.
- 3 Player A throws the dice and moves their counter along the board according to the number on the dice.
- 4 If Player A lands on a square with a ?, Player B reads out one of the facts from their list. Player A has to say whether it is true or false. If the answer is not correct, Player A misses the next turn.
- 5 Players who land on a square with a ladder leading up to another square move their counters up to the top of the ladder. Players who land on a square with a snake's head have to move their counter down the snake to the square at the end of its tail. They then wait for their next turn before they can throw the dice again and move forward.
- 6 The game continues until the first player reaches FINISH.

Facts A

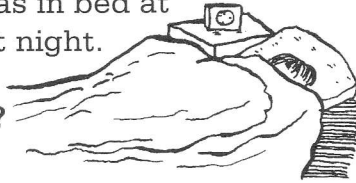
- Mikhail Gorbachev was the last president of the USSR. ✓
- Buzz Aldrin was the first person on the moon. ✗ (He was the second person on the moon. Neil Armstrong was the first.)
- The artist Pablo Picasso was Spanish. ✓
- The old name for New York was New Copenhagen. ✗ (It was called New Amsterdam.)
- Indira Ghandi was the wife of the Prime Minister of India. ✗ (She was the Prime Minister.)
- Ronald Reagan was an actor before he was president of the USA. ✓
- The first football World Cup was in 1950. ✗ (It was in 1930.)
- Tutankhamen was King of Egypt when he was 11 years old. ✓
- Elvis Presley was in ten films. ✗ (He was in 31 films.)
- Catherine the Great was Empress of Russia for 34 years. ✓
- Aphrodite was the Greek goddess of love. ✓ (Venus was her Roman name.)
- Mozart was German. ✗ (He was Austrian.)
- The singer Bob Marley was from Cuba. ✗ (He was from Jamaica.)
- Alison Hargreaves was the first woman to reach the South Pole. ✗ (She was the first woman to climb Mount Everest.)
- The French Revolution was in 1789. ✓
- The oldest person in the world was 112 years old when he died. ✗ (He was 121.)

Facts B

- The first woman in space was American. ✗ (She was Russian: Valentina Tereshkova.)
- Margaret Thatcher was the first woman Prime Minister of Britain. ✓
- Cleopatra was Greek. ✗ (She was Egyptian.)
- The middle name of American president John F. Kennedy was Fitzgerald. ✓
- Sting was the lead singer of a pop group called 'Roxanne'. ✗ (The group was 'Police'.)
- Ronald Reagan was the president of the USA before Bill Clinton. ✗ (It was George Bush.)
- The last king of France was Louis XVI. ✓
- The Russian revolution was in 1917. ✓
- The winner of the first football World Cup was Argentina. ✗ (It was Uruguay.)
- Abraham Lincoln was the first president of the USA. ✗ (George Washington was the first president.)
- The artist Vincent Van Gogh was 37 when he died. ✓
- The Beatles were from London. ✗ (They were from Liverpool.)
- Hirohito was Emperor of Japan for 62 years. ✓
- The last Russian emperor was Nicolas I. ✗ (It was Nicolas II.)
- The old name for Tokyo was Edo. ✓
- Mozart was 28 when he died. ✗ (He was 35.)

Everybody was in bed at 11 o'clock last night.

True or false?



FIND OUT

Everybody was in the shower at 8 o'clock this morning.

True or false?



FIND OUT

Everybody was alone at 8 o'clock yesterday evening.

True or false?



FIND OUT

Everybody was at home at 6 o'clock yesterday evening.

True or false?



FIND OUT

Everybody was in the countryside last weekend.

True or false?



FIND OUT

Everybody was at a disco last Saturday night.

True or false?



FIND OUT

Everybody was with their family last Sunday.

True or false?



FIND OUT

Everybody was tired on Monday morning.

True or false?



FIND OUT

Everybody was in bed at 10 o'clock on Sunday morning.

True or false?



FIND OUT

Everybody was with friends last Friday evening.

True or false?



FIND OUT

Everybody was asleep at 6 o'clock this morning.

True or false?



FIND OUT

Everybody was on holiday last August.

True or false?



FIND OUT

ACTIVITY

Whole class: speaking

AIM

To find out information about members of the class by asking and answering questions.

GRAMMAR AND FUNCTIONS

Past simple: *was/were*: *yes/no* questions and short answers

VOCABULARY

Time expressions

PREPARATION

Make one copy of the worksheet for each group of up to 12 students. Cut the cards out as indicated.

TIME

20 minutes

PROCEDURE

- 1 Write a sentence about the class on the board.

For example:

Everybody in the class was at home at 9 o'clock yesterday evening.

Find out whether this is true by asking individual students:

Were you at home at 9 o'clock yesterday evening?

Write a tick on the board each time somebody answers

Yes, I was and a cross each time somebody answers *No, I wasn't*. Then cross the statement out and write the correct information.

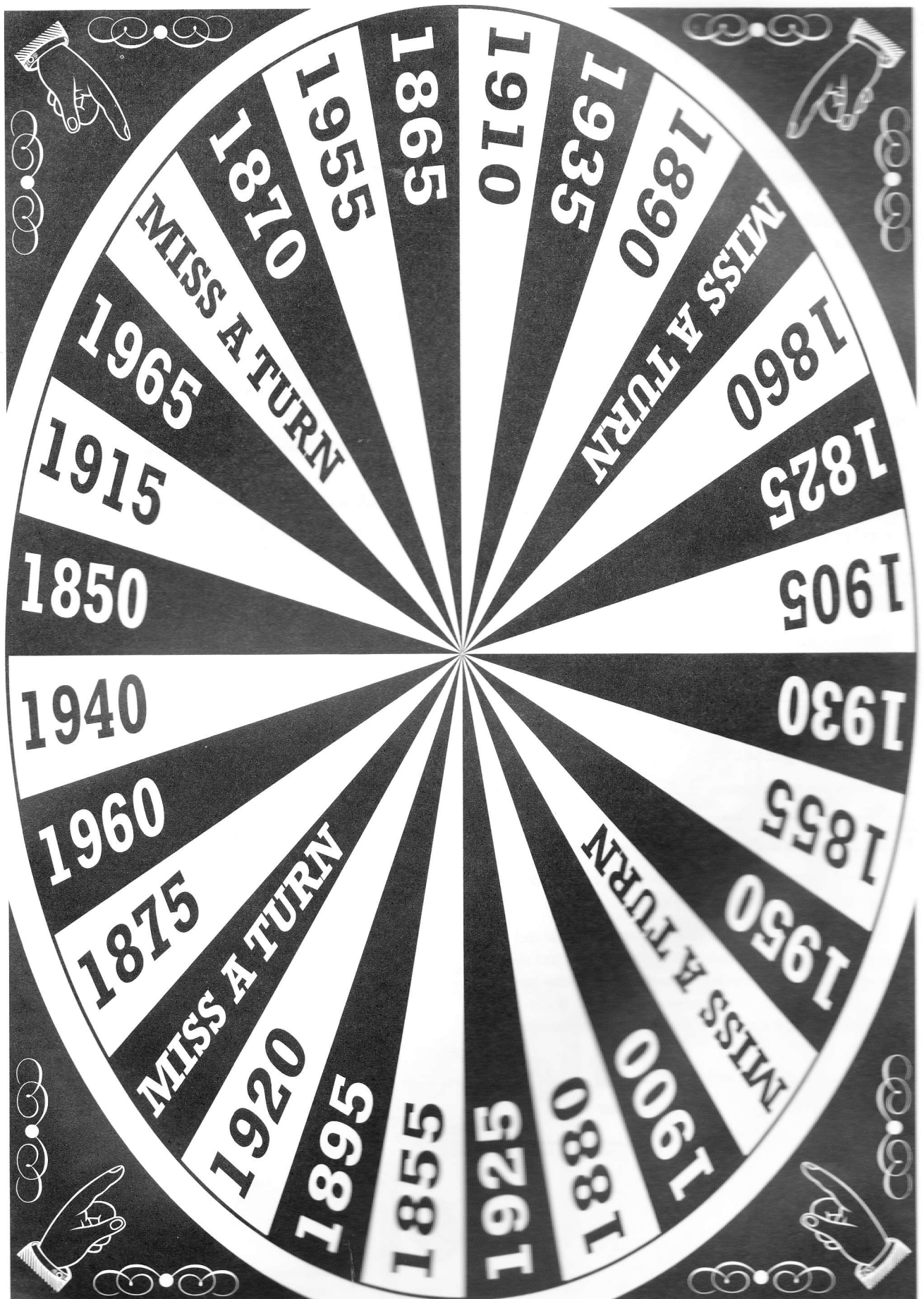
For example:

Seven students were at home at 9 o'clock yesterday evening.

Nine students weren't at home. or Nine students were out.

Now tell the students that they are going to correct similar statements.

- 2 If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class.
- 3 Tell the students that they are responsible for finding out whether the statement on their own card is true or false, and correcting it if necessary. Make sure the students know how to turn their statements into the questions they need to ask.
- 4 Now ask the students to go round the class or group asking and answering questions. Tell them to put a tick on their card each time somebody answers *Yes, I was* and a cross each time somebody answers *No, I wasn't*.
- 5 When they have finished, they should sit down and take it in turns to report back to the class or group on what they found out during the activity. They can do this orally or write the information down on a group poster to be displayed in the classroom.



A sign of the time

Worksheets

35a

to

35c

NOTE: Use Worksheets 35a, 35b and 35c for this activity.

ACTIVITY

Groupwork: speaking

AIM

To play a board game by guessing whether things had been invented at a given date in the past.

GRAMMAR AND FUNCTIONS

Past simple: *had*

Negative and short answers

VOCABULARY

Years

Technical objects

Everyday objects

PREPARATION

Make one copy of Worksheet 35a (game board) for each group of four students. Make one copy of Worksheet 35b (cards) for each group of four students and cut it up into cards. Make one copy of the answers (Worksheet 35c) for each group. Provide dice and counters.

TIME

30 minutes

PROCEDURE

- 1 Write the date 1910 and the words *electric razor* on the board. Ask the students the following question:
Did they have electric razors in 1910?
When several students have had a guess, tell them that Jacob Schick made the first electric razor in 1928.
- 2 Explain that they are going to play a game by guessing whether people had similar objects at different times in the past.
- 3 Ask the students to work in groups of four and to choose one member of the group to be referee.
- 4 Give each group one game board, one set of cards, dice and counters. Give a copy of the answers to each referee. The referees must not show the answers to the other students.
- 5 Explain how to play the game, using the instructions below.
- 6 The students are ready to play the game. While they are playing, go round to each group and check they are playing correctly. Encourage them to use the target language and remind them that when they ask about countable nouns, they should use the plural form. Refer them back to the example on the board, *electric razor*, which becomes *electric razors* in the question.

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table and place the cards in a pile face down.
- 2 Players put their counters on any section of the board they like.
- 3 The first player to throw a six starts the game.
- 4 Player A throws the dice and moves their counter around the board in any direction they like.
- 5 Player A now takes a card from the top of the pile and guesses whether they had or didn't have the object shown on the card in the year shown on the section they landed on. The referee checks the answer on the list. If it is correct, Player A scores one point. The referee keeps the score.
- 6 Player A puts the card to one side and it is Player B's turn to play.
- 7 Players take it in turns to play, moving their counter in any direction they like on the board. The game continues until all the cards are finished.
- 8 The player with the highest score at the end of the game is the winner.

✂

 computer mouse	 CD	 jumbo jet	 mini skirt	 cassette
 stereo	 hairdryer	 computer	 jet plane	 ball point pen
 photocopier	 instant coffee	 electric guitar	 tape recorder	 television
 portable radio	 crossword	 toaster	 electric washing machine	 helicopter
 vacuum cleaner	 coca-cola	 aspirin	 moving film	 motor car
 light bulb	 record player	 shampoo	 fridge	 telephone
 photograph	 tennis	 motorcycle	 underground railway	 lift
 postage stamp	 paperback books	 electric torch	 typewriter	 jeans

ANSWERS

1983	<i>computer mouse</i>	1896	<i>coca-cola</i>
1982	<i>CD</i>	1891	<i>electric torch</i>
1970	<i>jumbo jet</i>	1890	<i>aspirin</i>
1965	<i>miniskirt</i>	1888	<i>moving film</i>
1961	<i>tape cassette</i>	1885	<i>motor car</i>
1958	<i>stereo</i>	1878	<i>light bulb</i>
1946	<i>computer</i>	1877	<i>record player</i>
1939	<i>jet plane</i>	1877	<i>shampoo</i>
1938	<i>ball point pen</i>	1876	<i>fridge</i>
1938	<i>photocopier</i>	1876	<i>telephone</i>
1937	<i>instant coffee</i>	1876	<i>photograph</i>
1935	<i>electric guitar</i>	1874	<i>tennis</i>
1935	<i>tape recorder</i>	1869	<i>motorcycle</i>
1934	<i>television</i>	1863	<i>underground railway</i>
1922	<i>portable radio</i>	1854	<i>lift</i>
1918	<i>hairdryer</i>	1850	<i>jeans</i>
1913	<i>crossword</i>	1840	<i>postage stamp</i>
1909	<i>toaster</i>	1836	<i>paperback books</i>
1905	<i>helicopter</i>	1831	<i>electricity</i>
1902	<i>electric washing machine</i>	1825	<i>typewriter</i>
1901	<i>vacuum cleaner</i>		

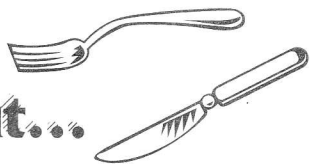
ANSWERS

ANSWERS

ANSWERS

a place you visited last year	the last time you danced	the job you wanted to do when you were a child	the last time you visited friends	GO BACK ONE SPACE	you lived when someone visited a child
food you liked when you were a child					the music you listened to ten years ago
food you hated when you were a child					your grandfather's job
GO BACK THREE SPACES			the last time someone cooked a meal for you		the last time you stayed in a hotel
the last time you listened to some music			a subject you liked at school		a game you played when you were a child
the last time you had a meal in a restaurant			GO BACK TWO SPACES		something you watched on television last night
a place you lived when you were a child	something you wanted for your last birthday	the last time you visited a foreign country	a subject you hated at school		GO BACK TWO SPACES

Tell your group about...



the last time you cooked a meal	your first job	where you stayed on your last holiday	your first English lesson	something you hated when you were a child
---------------------------------	----------------	---------------------------------------	---------------------------	---

Tell your group

ACTIVITY

Groupwork: speaking

AIM

To play a board game by talking about given topics.

GRAMMAR AND FUNCTIONS

Simple past: regular verbs

VOCABULARY

General

PREPARATION

Make one copy of the worksheet (game board) for every three to five students in the class. Provide dice and counters for each group.

TIME

30 minutes

PROCEDURE

- 1 Write the following verbs on the board: *cook, play, work, stay, hate, like, watch, listen, visit, want*. Tell the students that they are going to talk about things that happened to them in the past and explain that these are some of the verbs they will need to use.

Elicit the simple past form of the verbs and make sure the students know how to pronounce them correctly. If necessary, ask them to arrange the verbs under the appropriate sound headings: /d/, /ɪd/, /t/.

- 2 Write the first two topics from the game board on the board:

the last time you cooked a meal

your first job

and tell the students about your own experiences.

For example:

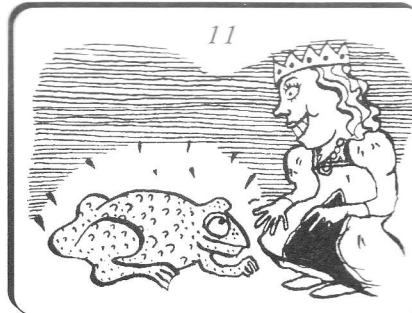
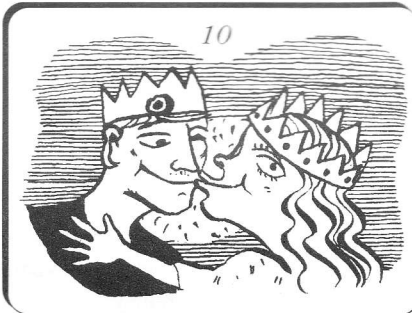
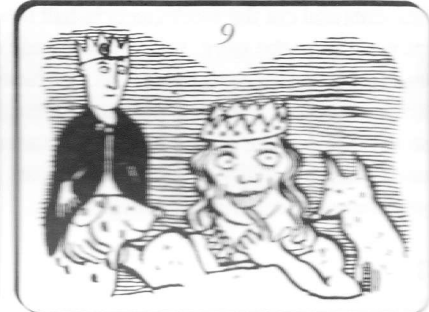
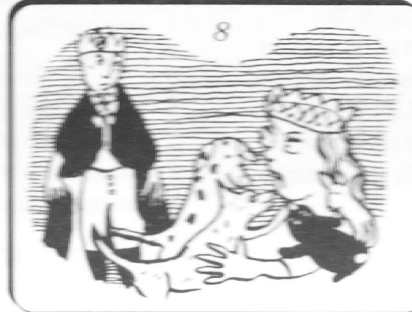
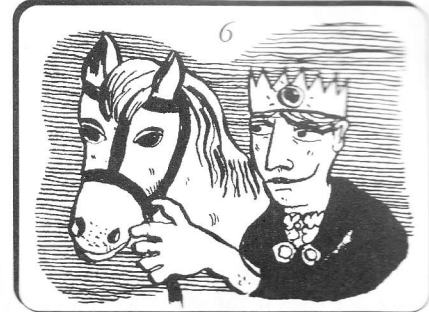
I cooked pasta for my family last night. I don't like cooking very much but it was OK.

My first job was in France. I worked for an international company. I was a secretary.

- 3 Now ask the students to work in groups of three to five and tell them that they are going to talk to their group about similar topics.
- 4 Give one game board, some counters and dice to each group.
- 5 Before the students start playing the game, explain how to play, using the instructions below.
- 6 The students are ready to play the game. While they are playing, be on hand to help with any vocabulary and pronunciation problems the students may have. In particular, make sure they are pronouncing the *-ed* verb endings correctly.

HOW TO PLAY THE GAME

- 1 Put the game board in the middle of the table.
- 2 All the players put their counters on the square marked START and throw the dice. The first player to throw a six starts the game.
- 3 Player A throws the dice and moves their counter along the board according to the number on the dice.
- 4 Player A then reads the topic on the square the counter has landed on and talks about it for a short time.
- 5 If a player has nothing to say on the topic they have landed on, they are allowed to pass and miss a turn, but they can only do this once in the game.
- 6 The game continues until the first player reaches the square marked FINISH.



Once upon a time there was a young princess called Princess Penny.

She didn't have any brothers and sisters, but she had a lot of pets.

Her parents, the king and queen, were unhappy because Princess Penny didn't have a husband.

But Princess Penny was happy living with her pets and she didn't want a husband.

One day, Prince Harry arrived at the palace.

He was good-looking, rich and he wasn't married.

The king and queen decided he was the perfect husband for their daughter.

But Princess Penny didn't like Prince Harry and she didn't want to leave her pets.

Then she had a good idea. Princesses usually change frogs into handsome princes.

but Princess Penny was different from other princesses, so she kissed Prince Harry

and a few seconds later, he was a big, green frog. Now she was happy

because she still didn't have a husband, and she had a nice new pet.

ACTIVITY

Groupwork: speaking, reading, writing

AIM

To predict a story from pictures, to put the story in the correct order by saying and listening to sentences and to write the story down in a group dictation.

GRAMMAR AND FUNCTIONS

Past simple: *was/were, had*

Regular *-ed* endings

Negatives

VOCABULARY

General

PREPARATION

Make one copy of the worksheet for each group of three students and cut the worksheets in half to separate the pictures from the story. You will need one set of pictures for each group of three students - do not cut these up - and one set of sentences, cut up as indicated, for each group of 12 students. Keep the remainder of the sentence sets uncut for use as an answer key (see procedure point 13), or put the sentences on an overhead transparency.

TIME

50 to 60 minutes

PROCEDURE

- 1 Tell the students that they are going to read a story about Princess Penny and Prince Harry, but that before they do that, they are going to look at the pictures that illustrate the story.
- 2 Ask the students to work in groups of three and give each group a copy of the picture story, but do not give them the text yet.
- 3 While they are looking at the pictures, write the following sentences on the board or display them on an overhead projector:
 - This is a modern story.*
 - Princess Penny was an old woman.*
 - She had a lot of brothers and sisters.*
 - She didn't like animals.*
 - Her parents were happy.*
 - Princess Penny was married.*
 - Princess Penny was unhappy.*
 - She wanted to have a husband.*
 - Prince Harry was married.*
 - The king and queen didn't want Prince Harry to marry their daughter.*
 - Princess Penny kissed Prince Harry because she liked him.*

- 4 Read out the sentences in turn and ask the students to look at the pictures and tell you whether the sentences are correct. You may like to do this with the whole class together, or ask the students to discuss the sentences in their groups first.
- 5 Now tell the students that they are going to read the story, but that it is in 12 parts which are not in order. They will have to put the sentences of the story in the correct order.
- 6 If there are more than 12 students in the class, divide them into groups of 12 and give each group a set of cut up sentences, shuffled into random order. If the number of students in the class is not an exact multiple of 12, give one part of the story to a pair of students.
- 7 In their groups, each student takes one part of the story. If you have fewer than 12 students in the class or group, distribute the parts yourself and give some students two consecutive parts of the story. If you have students of mixed abilities, give shorter sentences to less confident students.
- 8 Tell the students that they are responsible for their own sentence, or part sentence, for the rest of the activity. Ask the students to read their own sentence and make sure they understand it.

Ask them to practise saying their own sentence aloud and to memorise it. Go round helping them individually with vocabulary and pronunciation problems. In particular, they will need help with sentence stress and the pronunciation of the weak form of *was*, /wəz/.

- 9 When the students have memorised their own sentence, tell them to stand up in their groups and to form a line in the order of the story by saying their sentences aloud. This stage of the activity may seem rather chaotic at first, but try not to intervene, as one of the aims of this activity is for the students to repeat their sentence several times and listen to the other students' sentences carefully.
- 10 When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.
- 11 Explain that each student is going to write the whole story. Each student dictates their own sentence to the rest of the group and answers questions about the spelling and punctuation of their sentence.
- 12 Ask the student with the first line to read it out for the rest of the group to write down. The students then take it in turns to read out their sentences in order for the rest of the group to write down.
- 13 When everybody has finished, give out copies of the complete story (or display it on an overhead projector) so that the students can correct their own work.



start

Verb: _____ / /

Time: _____

study

Verb: _____ / /

Time: _____

work

Verb: _____ / /

Time: _____

want

Verb: _____ / /

Time: _____

live

Verb: _____ / /

Time: _____

finish

Verb: _____ / /

Time: _____

cook

Verb: _____ / /

Time: _____

play

Verb: _____ / /

Time: _____

listen to

Verb: _____ / /

Time: _____

stay

Verb: _____ / /

Time: _____

watch

Verb: _____ / /

Time: _____

visit

Verb: _____ / /

Time: _____

travel

Verb: _____ / /

Time: _____

help

Verb: _____ / /

Time: _____

decide

Verb: _____ / /

Time: _____

ACTIVITY

Groupwork: speaking

AIM

To guess the things people did at different times in the past.

GRAMMAR AND FUNCTIONSPast simple regular verbs: *yes/no* questions and *short answers***VOCABULARY**

General

PREPARATION

Make one copy of the worksheet for each group of three students and cut it into cards as indicated.

TIME

30 to 40 minutes

PROCEDURE

- 1 Think of three events in your near or distant past and write the infinitive form of the three verbs that describe the events on the board.

For example:

<i>want</i>	<i>live</i>	<i>watch</i>
-------------	-------------	--------------

Elicit the simple past form of the verbs and write them under the infinitives on the board. Elicit the pronunciation of the -ed endings and write the symbol for the sound in brackets.

For example:

<i>want</i>	<i>live</i>	<i>watch</i>
<i>wanted /ɪd/</i>	<i>lived /d/</i>	<i>watched /t/</i>

- 2 Now write a time expression under each verb.

For example:

<i>want</i>	<i>live</i>	<i>watch</i>
<i>wanted /ɪd/</i>	<i>lived /d/</i>	<i>watched /t/</i>
<i>when I was a child</i>	<i>for four years</i>	<i>yesterday evening</i>

- 3 Now ask the students to guess what the events were.

For example:

Student A: *Did you want a bicycle when you were a child?*

Teacher: *No, I didn't.*

Student B: *Did you want a sister?*

Teacher: *No, I didn't.*

Student C: *Did you want to be an actress?*

Teacher: *No, I wanted to be a ballet dancer.*

- 4 Repeat the procedure with the other verbs. Finally, elicit other time expressions.

For example:

*ten years ago, in 1975, on 12th August 1995**last night/week/month/year**yesterday morning/afternoon/evening*

Leave your examples on the board as you may want to refer to them later in the activity.

- 5 Now ask the students to work in groups of three and give each group one set of cards.
- 6 In their groups, students take five cards each.
- 7 For the first part of the activity, students work individually. Each student thinks of times in the near or distant past when they did the actions marked on their cards. Tell the students that if they have difficulty thinking of an event for all their verbs, it is fine provided they use at least three of them.
- 8 Ask each student to write the past form of their verbs in the spaces provided on each card and to put the appropriate phonetic symbol next to them. Refer to your examples on the board.
- 9 When they have done that, they should write in the space provided on their card a time expression showing when the event happened. Refer to your examples on the board if necessary. Be on hand to offer help and advice while they are doing all the above.
- 10 When they have finished, ask the students to put all of their cards together, face up on the table.
- 11 Now ask them to put the cards in a line according to when they happened, with the event which happened the longest time ago at one end and the most recent event at the other end.
- 12 When they have done this, students take it in turns to go along the line of cards, guessing what other people did according to the verb and time marked on the cards. If they do not guess correctly after a few goes, the student who wrote on the card can tell them the correct answer.


Activity cards




I / go to the mountains /
last weekend



I / buy a new jacket / last
weekend



I / take an exam / yesterday




I / read a good book / last
week




I / have a dinner party / last
Saturday night



I / see a good film / last
weekend



I / give my mother a
present / yesterday



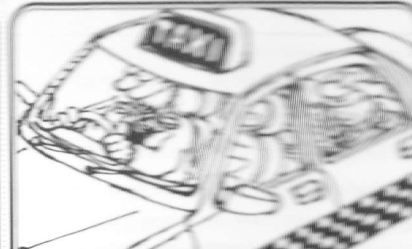
I / eat in a restaurant /
yesterday evening




I / go shopping / yesterday
afternoon




I / meet an interesting
woman / last weekend



I / take a taxi to work / this
morning



I / write a poem / yesterday
evening



I / do my homework /
yesterday evening



I / eat a delicious meal /
yesterday evening



I / go to Paris / last month

The right question Worksheets **39a** and **39b**

NOTE: Use Worksheets 39a and 39b for this activity.

ACTIVITY

Groupwork: speaking

AIM

To read out sentences and to match appropriate questions to the sentences.

GRAMMAR AND FUNCTIONS

Past simple: irregular verbs

Questions with and without a question word

VOCABULARY

Everyday activities

PREPARATION

Make one copy of Worksheets 39a and 39b for each group of four students and cut them into cards as indicated, keeping Activity cards separate from Question cards.

TIME

20 to 30 minutes

PROCEDURE

- 1 Write *I / go to a party / last weekend* on the board and elicit the correct sentence:
I went to a party last weekend.
Elicit questions from the students.
For example:
Who did you go with?
Did you enjoy it?
What time did it finish?
- 2 Now explain that the students are going to match similar sentences and questions.
- 3 Ask the students to work in groups of four.
- 4 Give one set of Activity cards and one set of Question cards to each group. Ask them to shuffle the Activity cards and put them in a pile face down in the middle of the table. Ask them to shuffle the Question cards, take five cards each and put the rest in a separate pile face down on the table.
- 5 Tell the students that the object of the game is to get rid of their Question cards. Explain how to play, using the instructions below.
- 6 The students are ready to play the game. While they are playing, go round to each group and make sure they are playing correctly.

OPTION

If you wanted to make this activity more challenging, you could ask the students, in pairs, to write their own Question cards.

HOW TO PLAY THE GAME

- 1 Player A takes a card from the top of the Activity cards pile and reads out the sentence, using the correct past simple form of the verb.
- 2 Player B (the student sitting to the left of Player A) reads out one of their Question cards if it is an appropriate question for the sentence.
- 3 If all the players agree that the question is appropriate, Player B can discard their Question card and Player A puts the Activity card back to the bottom of the pile.
- 4 If Player B does not have an appropriate question, they have to pick up another Question card from the top of the pile and use it if possible.
- 4 Then it is Player B's turn to take an Activity card and read it out for Player C.
- 5 The game continues until a Player has got rid of all their Question cards. This player is the winner.

Question cards

<i>HOW MUCH DID YOU PAY?</i>	<i>HOW LONG DID IT TAKE?</i>	<i>WHAT TIME DID YOU LEAVE?</i>
<i>WHO DID YOU GO WITH?</i>	<i>DID YOU PAY BY CREDIT CARD?</i>	<i>WHAT DID YOU HAVE TO DRINK?</i>
<i>DID YOU HAVE A GOOD TIME?</i>	<i>WAS IT EXPENSIVE?</i>	<i>WAS THE WEATHER GOOD?</i>
<i>WHERE DID YOU MEET HER?</i>	<i>DID YOU SPEAK ENGLISH?</i>	<i>DID YOU WRITE IN ENGLISH?</i>
<i>WHAT DID YOU BUY?</i>	<i>WHAT TIME DID IT FINISH?</i>	<i>HOW DID YOU GET THERE?</i>
<i>DID IT HAVE A HAPPY ENDING?</i>	<i>DID YOU GO SKIING?</i>	<i>WHERE DID YOU STAY?</i>
<i>WHEN DID YOU GET HOME?</i>	<i>WAS IT DIFFICULT?</i>	<i>DID YOU PASS?</i>
<i>WHO DID YOU INVITE?</i>	<i>WHO COOKED THE MEAL?</i>	<i>WHAT WAS IT ABOUT?</i>
<i>WHAT WAS IT CALLED?</i>	<i>WHAT DID YOU EAT?</i>	<i>WHAT DID YOU SEE?</i>
<i>HOW LONG DID YOU STAY?</i>	<i>WHAT DID YOU DO?</i>	<i>HOW MUCH DID YOU SPEND?</i>
<i>WHERE DID YOU GO?</i>	<i>WHAT DID SHE SAY?</i>	<i>WHO DID THE WASHING UP?</i>

A

PARTNER'S NAME _____	TRUE	FALSE	✓ = I'm right ✗ = I'm wrong
... is going to cook a meal this evening ... did some exercise yesterday ... went out last night ... often listens to the radio ... hates shopping ... ate some chocolate yesterday ... is reading a good book at the moment ... went to the cinema last week ... lives in a flat ... has got a dog ... is hungry ... was born in winter ... _____ ... _____			

Score 1 point for each ✓

If you got 1 to 5: You don't know your partner very well.

If you got 6 to 9: You know your partner quite well.

If you got 10 to 14: Do you live in the same house?

B

PARTNER'S NAME _____	TRUE	FALSE	✓ = I'm right ✗ = I'm wrong
... reads a newspaper every day ... stayed in last Saturday night ... went to a wedding last year ... hates football ... was born in summer ... is tired today ... drank champagne last month ... sometimes dreams in English ... is going to a party this weekend ... often goes swimming ... has got a computer ... went to a foreign country last year ... _____ ... _____			

Score 1 point for each ✓

If you got 1 to 5: You don't know your partner very well.

If you got 6 to 9: You know your partner quite well.

If you got 10 to 14: Do you live in the same house?

ACTIVITY

Pairwork: speaking

AIM

To find out how well students know one another by predicting whether statements about a partner are true or false and to find out how many predictions were right.

GRAMMAR AND FUNCTIONS

Tense review

Present simple

Present continuous

Past simple

Yes/no questions and short answers

VOCABULARY

Everyday activities

PREPARATION

Make one copy of the worksheet for each pair of students and cut it into sections A and B as indicated.

TIME

20 minutes

PROCEDURE

- 1 Ask the students to work in pairs of Student A and Student B.
- 2 Give a copy of section A to each Student A and a copy of section B to each Student B.
- 3 Ask the students to write their partner's name in the space provided on their worksheet.
- 4 Explain to the class that they are going to find out how well they know their partner.
- 5 Ask the students to put a tick in the *True* column if they think the information in the sentences is true for their partner or a tick in the *False* column if they don't think it is true. They should also write two more sentences of their own in the spaces provided and put a tick against those too. They must not ask their partner yet.
- 6 When they have done that, the students should take it in turns to check whether their predictions were right. Make sure they know the correct question forms. The students will need to use a variety of question forms for this activity, so it may be useful to give them time to write down the questions on a separate piece of paper before they go on to the next stage of the activity.
- 7 Now they are ready to ask and answer questions. The students should put a tick or a cross in the end column next to each statement, depending on whether they have guessed correctly or not.
- 8 When the students have finished checking their predictions with their partner, they should add up their total number of right guesses and read what their score means.

Dialogue game



Dialogue game

Worksheet Progress check

31-40

ACTIVITY

Pairwork and groupwork: speaking

AIM

To imagine what people in pictures are saying to one another and to write a short dialogue. To guess which picture other students' dialogues go with.

GRAMMAR AND FUNCTIONS

Revision

VOCABULARY

Revision

PREPARATION

Make one copy of the worksheet for each pair of students in the class.

TIME

30 to 40 minutes

PROCEDURE

- 1 Find a magazine picture showing two people who could be talking to one another. If possible, photocopy it onto an overhead projector transparency. If you do not have OHP facilities, make sure that all the students in the class are able to see the picture.
- 2 Display the picture and ask the students to imagine what the people are saying to one another. Elicit a short dialogue and write it on the board. Encourage them to use their imagination.
- 3 Now explain that you are going to give them some other pictures of people talking to one another and that they are going to write similar dialogues.
- 4 Ask the students to work in pairs and give a copy of the worksheet to each pair of students in the class.
- 5 Ask each pair of students to choose one of the pictures without telling the other students in the class which picture they have chosen. They should then imagine what the people in the picture are talking about and write a four-line dialogue.
- 6 While they are doing this, be on hand to give help and advice.
- 7 When they have finished, ask a pair of students to volunteer to come to the front of the class and to act out their dialogue without saying which picture the dialogue refers to.
- 8 When they have finished acting out their dialogue, ask the rest of the class to guess which picture the dialogue goes with.
- 9 Pairs of students take it in turns to act out their dialogue in front of the class until everyone has had a turn.
- 10 Ask the class to vote for the best dialogue.

OPTION

This activity also works very well with photos from magazines. In this case you should choose 8 to 12 photos, number them and display them in a corner of the classroom. The students should look at them in their pairs and decide which photo to use. After they have prepared their dialogues, but before they act them out, give all the students another chance to look at the photos before they guess which dialogue goes with which photo.