

# Intermediate GRAMMAR Games

*A collection of grammar games and activities  
for intermediate students of English*

**Jill Hadfield**



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**Pearson Education Limited**  
Edinburgh Gate  
Harlow  
Essex CM20 2JE  
England  
and Associated Companies throughout the world.

www.longman.com

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First published 2003  
ISBN 0582 42964 1

Printed in Malaysia

Produced for the Publishers by Geneviève Talon  
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With grateful thanks to David Lott, Liz Paren and Geneviève Talon for their skilful and patient editing of the various versions of this book.

Jill Hadfield

In memory of

**Gillian Porter Ladousse**

inspiring writer, generous colleague, beloved friend.

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# Introduction

## 1 About games

A game is an activity with rules, a goal and an element of fun. There are two kinds of games: *competitive* games, in which players or teams race to be the first to reach the goal, and *cooperative* games, in which players or teams work together towards a common goal.

Language games can be divided into two further categories: *linguistic* games and *communicative* games. In linguistic games, the goal of the game is linguistic accuracy: in the case of these grammar games, using the correct grammatical forms. Communicative games have a goal or aim that is not linguistic: successful completion of the game will involve solving a puzzle or completing a picture. However, in order to carry out this task it will be necessary to use language and by careful construction of the task it is possible to restrict the language to certain grammatical structures and to ensure that these are practised intensively.

In this book, there is a continuum between games requiring strict linguistic accuracy at one end of the scale and freer communicative games at the other. In what I have called *accuracy* games, there is only one right answer, e.g. only one possible match for a pair of cards or only one right word to fill a blank. In *production* games, the players have more leeway to invent and create. For example, there is more than one possible match for pairs of cards, or players may be asked to complete sentence frames in any way their experience or imagination dictates. *Communication* games have a freer structure where players may use a range of language, including the target language, to reach their goal.

Games can be used at any stage of the lesson once the target language has been introduced and explained. They serve both as a memory aid and repetition drill and as a chance to use language freely, as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for the teacher, who can note areas of difficulty and take appropriate remedial action.

## 2 About grammar

How do students acquire grammatical understanding and accuracy? 'With difficulty' is a short answer, but it seems to me that students adopt two main approaches (with, of course, all sorts of variants and hybrids in between). There are the analysts and the absorbers – those who like to dissect language into little pieces to understand how it is made, and those who swallow it whole in enormous gulps without worrying too much about the recipe.

Different types of grammar practice exercises reflect these two styles of learning. Some, like gap-filling, multiple choice or word-order exercises, help students understand and practise grammatical forms by getting them to segment

language and analyse its components. Other exercises, like grammar drills, work by presenting students with grammatical patterns to repeat and imitate, to help students absorb the language without pausing for too long to analyse it. Some of the games in this book function more like the first type of practice exercise, some more like the second.

## 3 About this book

The games in this book have been designed to **practise** grammar, not to introduce or explain it. This book assumes that the class has already met each grammar point, and that it has been explained in the textbook or course that they are following. The games are to be used as practice exercises to help students get used to and remember grammatical rules and patterns. They are designed as fun activities to help lighten the load of grammar learning. It is up to you, the teacher, to decide when and how to use them, but one suggestion is as light relief at the end of a lesson which has focused on grammar or after a session doing more traditional, perhaps written, grammar exercises.

### Types of game

Some games in the book are what could be called 'choice' games. These tend to be more analytic, based on the conscious application of a grammar rule. In them the players have to choose the correct linguistic form, rather than in traditional grammar exercise types such as gap-fill, sentence completion, multiple choice, etc. The difference is not only that they are in game format, which means they are more fun and lighter-hearted, but also that in most cases there is a context for the game, whereas most grammar exercises are a collection of unrelated sentences. The context is very often the students' own experiences, tastes and preferences since I believe that a personal element gives emotional colour to an exercise and this is a valuable memory aid – if you have invested something of yourself in an exercise you are less likely to forget it. (Besides which, it's fun!)

These are the types of 'choice' games in the book:

- matching*: e.g. matching two words or phrases, matching half-sentences or matching words and pictures
- ordering*: e.g. ordering words to make a sentence, or ordering pictures and words to make as long a sentence as possible
- completing*: completing incomplete sentences or questions
- competitions*: e.g. see how many sentences you can make, how quickly you can unscramble sentences
- card games and other familiar game types*: e.g. bingo, Pelmanism, happy families, consequences, board games, dominoes
- memory games*: e.g. seeing how many sentences players can remember

Other games, which could be called 'reinforcement' games, work more like substitution drills or pattern practice, getting students to internalise rules by repetition of patterns. These games are designed to provide intensive repetition of a grammatical structure or structures, but within a meaningful context – and, since these are games not drills, the repetition has a purpose: students are working towards winning or completing the game.

These are the types of 'reinforcement' games in the book:

*information gap games*: one player has access to some information not held by the other player or players, who must acquire this information to complete a task successfully. This type of game may be one-sided, or reciprocal (where both players have information which they must pool to solve a common problem). The games may be played in pairs, or in small groups (where all members of the group have some information).

*guessing games*: a familiar variant on this principle.

The player with the information deliberately withholds it, while others guess what it might be.

*searching games*: another variant, involving the whole class.

In these games everyone in the class has one piece of information. Players must obtain all or a large amount of the information available to fill in a chart or picture or to solve a problem. Each student is thus simultaneously a giver and a collector of information.

*matching games*: these may also involve a transfer of information. They involve matching corresponding pairs of cards or pictures, and may be played as a whole-class activity, where everyone must circulate until they find a partner with a corresponding card or picture, or a pairwork or small group activity, played as a card game on the 'snap' principle.

*memory games*: players compete to remember as much information or as many sentences as possible.

All the above activities may include elements of *role-play* or of simulation. In role-play games, players are given the name and some characteristics of a fictional character. These are not role-plays in the true sense, as the role-play element is always subordinate to the use of language. The outcome of a game is 'closed': once cards are distributed it develops in a certain predetermined way, while role-play proper is open-ended and may develop in any number of ways.

## 4 Practical considerations

### Classroom management

There are three main types of activities in this book: pairwork, involving two partners; small-group work, involving groups of three or four or more; and whole-class activities, where everyone moves freely around the room. All these activities require some flexibility in the constitution of groups and organisation of the classroom. It is best to have the desks or tables in a U-shape if possible. Students can then work with the person sitting next to them for pairwork, and groups of threes and fours can easily be formed by alternate pairs moving their chairs to the inner side of the U, opposite another pair. Whole-class activities, which involve all the students circulating freely, can take place in the empty area in the centre of the U-shape. If it is not possible to arrange desks in this

way, this need not deter you: the traditional arrangement of front-facing desks can be easily adapted to pairwork, with people at adjoining desks working together, while small groups can be formed by two people turning their chairs round to face the people behind them. Whole-class activities present a little more of a problem, but often there is a space big enough for the students to move around in at the front of the class, or desks can be pushed back to clear a space in the centre.

Sometimes an alternative small-group version of the whole-class games in this book has been provided, so that teachers who experience a great deal of difficulty with the kind of games that require students to move around can play these games in a more static format.

Games are best set up by demonstration rather than by lengthy explanation. The teacher should explain briefly what the game involves, hand out the photocopied cards, make sure students have pen and paper if needed, give them a little time to study the cards, and then demonstrate the game with one of the students in front of the class.

It will be found that the idea of the game is probably easier for students to grasp from seeing the cards than from a verbal explanation, and that as they become more familiar with the idea of the games and the techniques used, any initial problems caused by unfamiliarity will quickly disappear. Where more complicated card games are played in small groups, a Rules sheet is provided and it is suggested that teachers hand out a photocopy of this to each group of students together with the cards. These games are indicated in the Teacher's notes with the symbol 

RULES SHEET
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The teacher's role in all these activities is that of monitor and resource centre, moving from group to group, listening, supplying any necessary language, noting errors, but not interrupting or correcting as this impedes fluency and spoils the atmosphere. It is a good idea to carry paper and pen and to note any persistent errors or areas of difficulty. These can then be dealt with in a feedback session after the game. Various suggestions have been given at the end of each game for monitoring accuracy and giving feedback after the game. Some games are self-checking and have an answer key. In some cases students can be asked to give examples of things they said during the game, in others they can be asked to write down (some of) the sentences they produce and read them out at the end. In many cases the game can then be played again with different partners or, if possible, with different cards. This is a particularly good idea if there have been persistent errors.

The average length of time for the games in the book is about 15 to 20 minutes.

### Resource management

The resources required for each game fall into two categories: reusable and disposable. Where a very small number of photocopies are needed for a whole-class game or where students may write on their cards, it is best to treat these photocopies as disposable, and there is no point in collecting up the photocopies in order to use them with another class when the game is finished.

In contrast, some of the games require a larger number of copies and an investment of the teacher's time in accurate

copying, cutting up and sorting, so it is worthwhile thinking of these materials as reusable resources and investing some time in making the photocopies into a permanent class set of materials. If you have the time and resources, obviously printing or pasting the materials onto card or laminating them would help preserve their shelf-life. However, this isn't absolutely necessary – I have sets of games materials printed only onto paper that have done their duty in workshops all over the world and aren't much the worse for wear after several years.

What is more important is providing a system to prevent the materials getting lost and disorganised. If you have a class set of ten packs of cards, for example, it is worth putting each pack into an envelope clearly labelled with the name of the game and the number of cards.

It is then the students' responsibility to collect up all the cards at the end of the game, check that they are all there, put them back into the envelope and hand them back to you. If two packs of cards are required for a game, keep them in two smaller envelopes inside the big one, and get the students to sort them back into their respective envelopes at the end of the game.

Finally, if you have no access to copying facilities at all, it is possible, though time-consuming, to make home-made versions of the materials by getting the students to work with you to draw and write the cards.

# Teacher's notes

## 1 Articles in general statements

### Type of activity

Small group; matching; production

### Grammar point

#### Articles in general statements

- we use *a* with a singular countable noun:  
*A spider has eight legs.*
- we use no article with plural nouns:  
*Politicians like their own voices.*
- we use no article with uncountable nouns (e.g. *money, love, music, intelligence, sorrow, anger, happiness, food, ice*):  
*Money makes the world go round.*

### Other structures

Present simple

### Topic areas

General truths and well-known facts

### Challenging vocabulary

*camel, politician, fool (n), desert (n), brain, intelligence, excitement, spider*

## Materials and preparation

- Copy and cut up one set of NOUN CARDS and one set of ARTICLE CARDS for each group of 3–4 students. Note that on the cards, 'no article' is shown by the symbol Ø.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of ARTICLE CARDS and a set of NOUN CARDS.
- Ask them to deal out all the ARTICLE CARDS among the players.
- They should put the NOUN CARDS face down in a pile in the centre.
- They may look at their ARTICLE CARDS.
- The first player turns up a NOUN CARD from the pile. If she can make a general statement using this card

and one of the ARTICLE CARDS from her hand, e.g. 'Camels have humps to store food.', 'A dog is man's best friend.', 'Children should be seen and not heard.', she can discard both cards. If she makes a grammatically incorrect sentence, the other students can query it (e.g. 'Rose is a beautiful flower.' ~ 'Is that right? Shouldn't it be "A rose is a beautiful flower"?').

- If she cannot make a general statement, she should put the NOUN CARD back at the bottom of the pile and must miss a go.
- Then it is the next player's turn.
- **The object of the game is to get rid of all your ARTICLE CARDS.**
- The first person to do so is the winner.

### Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end of the game you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 2 Articles in general and particular statements

### Type of activity

Small group; bingo; accuracy

### Grammar point

#### Articles in general statements

- we use no article with plurals or uncountable nouns when making general statements:  
*It's important to have good friends.*  
*I love music.*
- we usually use *a* with singular countable nouns:  
*A dog is man's best friend.*
- we sometimes use *the* to give a general statement a scientific tone:  
*The tiger is an endangered species.*

#### Articles in particular statements

- we can use *a* or *the* when we talk about particular things
- we use *the* when we can make it clear which particular thing or things we are talking about:  
*I loved **the** music they played last night.*

- we use **a** when we cannot:  
*I saw a fox in the garden last night.*

### Other structures

Present simple, present continuous, past simple, past continuous, superlatives, relative clauses (recognition only)

### Topic areas

Various

### Challenging vocabulary

*endangered species*

## Materials and preparation

- Copy and cut up one set of SENTENCE CARDS and one set of NOUN CARDS for each group of 3–4 students. (For groups of 3 students leave out the fourth card.) You will need a bag for the NOUN CARDS. You might like to make a copy of the uncut pages for each group to act as an ANSWER KEY.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of SENTENCE CARDS, a set of NOUN CARDS, a bag and an ANSWER KEY.
- Ask the students to take one SENTENCE CARD each.
- They should put the NOUN CARDS in the bag.
- They should put the ANSWER KEY face down on the table for later use.
- The first player draws a card from the bag and reads it out, e.g. *'the music'* or *'music'*.
- The player who can fit the NOUN CARD into one of the blanks on his SENTENCE CARD can claim the NOUN CARD by reading out the completed sentence, e.g. *'If music be the food of love, play on.'* or *'I loved the music they played last night.'* He can then lay it on the appropriate sentence. If the other students think that the sentence is not correct, they can query it, and the player can change his sentence (e.g. *'If the music be the food of love ...'* ~ *'Is that right? Shouldn't you say "If music be the food of love ..."?'* ~ *'Yes, you're right.'*). If the issue is still in doubt, they can call the teacher to decide.
- Then it is the next player's turn to take a card from the bag and read it.
- **The object of the game is to fill up the SENTENCE CARD.**
- The player who does so first is the winner.
- When the students have finished they can check their sentences with the ANSWER KEY.

## Monitoring and feedback

At the end of the game you can go round the class asking individual students to read out the sentences on the cards, correcting any mismatched cards, and giving feedback.

# 3 Past simple and present simple

## Type of activity

**Game 1:** Small group; ordering; accuracy

**Game 2:** Small group; information gap; communication

## Grammar point

### Past simple and present simple

– we use the present simple for actions repeated every day or sometimes:

*I go to work at 8 every morning.*

– we use the past simple for an action in the past:

*I went to the interview at 10.*

## Other structures

None

## Topic areas

Leisure activities, habits, appointments

## Challenging vocabulary

None

## Materials and preparation

### Game 1

- Copy and cut up one set of WORD CARDS for each group of 3–4 students. You will also need to cut out one blank card for each student.

### Game 2

- Copy the SCENES OF THE CRIME SHEET and copy and cut up one set of SUSPECTS CARDS for each group of 3–4 students.

## How to use the games

### Game 1

- Check that your students are familiar with the grammar in the **Grammar point**. Pre-teach any words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of WORD CARDS.
- Ask them each to write their name on one of the blank cards.
- Ask them to spread all the cards out face up on the table.
- **The object of the game is to make as many sentences as possible that are true for their group.**

- Students may use WORD CARDS more than once. They should write their sentences down as they produce them.
- Give a time limit of say 5–10 minutes.
- At the end the group with the longest list of sentences is the winner.

### Game 2

- Divide the class into groups of 3–4.
- Give each group a copy of the SCENES OF THE CRIME SHEET.
- Tell them that this shows houses that were burgled on the night of September 27<sup>th</sup>. In each house the burglar left in a hurry, leaving some objects behind. These clues are illustrated on the rooms.
- Give each group a set of SUSPECTS CARDS.
- Ask them to put the SUSPECTS CARDS face down in a pile on the table.
- The object of the game is to find out which suspect committed each crime.
- The first player takes the top SUSPECTS CARD from the pile.
- She should look at it but should not show it to the others. She tells them the name(s) of the suspect(s).
- The others must ask questions based on the clues in the SCENES OF THE CRIME SHEET to find out more about the suspect and to match the suspect with the crime, e.g. ‘Does he smoke?’, ‘Did he go to a concert on September 22<sup>nd</sup>?’
- The first player may only say ‘Yes’ or ‘No’.
- When the group have matched the suspect to the crime they should fill in the name on the SCENES OF THE CRIME SHEET.
- Then it is the next player’s turn to take a card from the pile.
- The group who are able to fill in all the names of the suspects on the SCENES OF THE CRIME SHEET first are the winners.

### Monitoring and feedback

#### Game 1

At the end of the game you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again.

#### Game 2

Ask each group to report back on one suspect, e.g. ‘We know the Smith sisters burgled house n<sup>o</sup> 1 because they smoke and they went to a concert on September 22<sup>nd</sup>.’

## 4 will

### Type of activity

Small group; matching; production

### Grammar point

#### Forming the future with will

- we can form one kind of future by using *will* and the infinitive (without *to*)
- in the affirmative the form is *I/you/he/she/it/we/they will* + infinitive:  
*It will be cloudy tomorrow.*
- in the negative the form is *I/you/he/she/it/we/they won’t* + infinitive:  
*It won’t be cloudy tomorrow.*
- in questions the form is *will I/you/he/she/it/we/they* + infinitive:  
*Will it be cloudy tomorrow?*
- the short form of *will* is *’ll*
- we can use *shall* and *shan’t* instead of *will* and *won’t* with *I* and *we*:  
*I shall see her tomorrow.*  
*I shan’t see her tomorrow.*

### Other structures

None

### Topic areas

The future, daily life, science, inventions

### Challenging vocabulary

*disease, communication, population*

## Materials and preparation

- Copy and cut up one set of TIME CARDS and one set of CRYSTAL BALL CARDS for each group of 3–4 students.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of TIME CARDS and a set of CRYSTAL BALL CARDS.
- Ask them to deal out the TIME CARDS.
- They should put the CRYSTAL BALL CARDS face down in a pile in the centre.
- They may look at their TIME CARDS.
- The first player turns up a card from the pile. If she can make a sensible prediction with *will* using one of the TIME CARDS from her hand, e.g. ‘The weather tomorrow will be sunny.’ or ‘People will live on Mars by 2500.’, she can discard both cards.
- Some CRYSTAL BALL CARDS combine more appropriately/meaningfully with some TIME CARDS than others, e.g. ‘The weather tomorrow will be rainy.’ is appropriate but

'The weather in two years' time will be rainy.' is not. It is up to the players to select the most appropriate TIME CARD from their hands. As the game goes on, and players have fewer TIME CARDS, this will get harder. In these cases the group can decide whether a sentence is a sensible prediction or not.

- If a player cannot produce a prediction that the other players think is sensible, then he should miss a go.
- **The object of the game is to get rid of all your cards.**
- The player who does this first is the winner.

### Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 5 will and going to

### Type of activity

Small group; matching; accuracy

### Grammar point

#### Intentions and predictions with *will* and *going to*

– we can use *will* and *going to* for intentions and predictions, but there are differences in their use

#### Intentions

– we use *will* for an intention that is formed at the moment of speaking:

*Let's have a party! ~ Good idea. I'll phone everyone tonight.*

– we use *going to* for an intention that has already been formed:

*I'm going to go to the party tonight. (I made my mind up a while ago)*

#### Predictions

– we use *will* for predictions that we think or believe to be true:

*Man will live on the moon in the next 100 years.*

– we use *going to* for something that we think is about to happen, usually when there is visible evidence:

*Watch out! You're going to fall off that ladder!*

### Other structures

None

### Topic areas

Plans, predictions

## Materials and preparation

- Copy and cut up all the PICTURE CARDS and all the SPEECH BUBBLE CARDS for each group of 3–4 students. If you wish you can divide these into INTENTIONS and PREDICTIONS. You could use the INTENTIONS set to play with first, before using the PREDICTIONS set. Or you could mix the two sets up and play with both together. You might like to make an uncut copy of both sets of cards for each group to serve as an ANSWER KEY.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of PICTURE CARDS, a set of SPEECH BUBBLE CARDS and an ANSWER KEY.
- Ask the students to deal out all the cards.
- They should keep the ANSWER KEY face down to check their sentences at the end.
- They may look at their cards.
- The first player takes a PICTURE CARD from his hand and places it on the table where all can see it, saying the sentence on the picture if there is one. If the player does not have a PICTURE CARD, the turn passes to the next player.
- If any player has a suitable SPEECH BUBBLE CARD to complete the cartoon, he or she should put it on the table with the PICTURE CARD, saying the phrase in the bubble. The two cards may then be placed together to make the cartoon at one side of the table.
- Then it is the next player's turn to put down a card from his hand.
- **The object of the game is to get rid of all your cards.**
- The first player to do so is the winner, but the game should continue until all the PICTURE and SPEECH BUBBLE CARDS are paired up.
- At the end, groups should look at the completed cartoons and discuss whether the best speech bubbles have been matched to the pictures. They may want to make some changes. Then they can check their answers with the key.

### Monitoring and feedback

Check to see if any students do not understand why the answer key is different from what they have produced. In such cases, you can explain why the answer key is correct.

## 6 used to

### Type of activity

Whole class; matching game; communication

### Grammar point

#### Used to + infinitive

- we use *used to* with the infinitive to describe what someone did in the past but does not do now:  
*He **used to** live in England but now he lives in New Zealand.*
- we form the negative by using *never used to* or *didn't use to*:  
*He **never used to** smoke. (but now he does)*  
*He **didn't use to** smoke.*
- we form questions with *did* and *use to*:  
***Did he use to** live in London?*

### Other structures

None

### Topic areas

Jobs, habits, hobbies

### Challenging vocabulary

*politician, trapeze artist, pilot (n), sailor, journalist, vicar, spy (n), farmer, policeman, gardener*

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## Materials and preparation

- Make a copy of the 90<sup>TH</sup> BIRTHDAY PICTURE and the PHOTO ALBUM for each student. Copy and cut up one set of GRANDPA CARDS for each group of 10 students.
- If you have fewer than 10 students in your class, some will have to have two GRANDPA CARDS. If you have more than 10 students, play the game in two groups.

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## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Give one copy of the 90<sup>TH</sup> BIRTHDAY PICTURE and one PHOTO ALBUM to every student.
- Give each student one GRANDPA CARD.
- If you have fewer than 10 students give some students two GRANDPA CARDS.
- **The object of the game is to match the grandpas in the 90<sup>TH</sup> BIRTHDAY PICTURE with the photos of their younger selves in the PHOTO ALBUM and to write their names on the 90<sup>TH</sup> BIRTHDAY PICTURE.**
- To do this students will have to get up and move around the group, exchanging information with other players.
- Each player is allowed to give one clue about their 'own' grandpa. Having worked out who their 'own' grandpa is on the 90<sup>TH</sup> BIRTHDAY PICTURE and in the PHOTO ALBUM, they say something he didn't use to do/have/be, e.g. '*My grandpa didn't use to have a beard.*'

- The player they are talking to may then ask up to three questions, e.g. '*Did he use to be a vicar?*', '*Did he use to have long hair?*'
- If the second player still cannot guess after the clue and the three questions, the first player can give them direct information, e.g. '*My grandpa used to be a spy.*'
- When players have matched all the grandpas with their younger selves and written the names on the 90<sup>TH</sup> BIRTHDAY PICTURE, they can sit down.
- They should compare their answers with the person sitting next to them.

### Monitoring and feedback

Ask students to report back, describing what their grandpa used or didn't use to do.

## 7 Past continuous

### Type of activity

Whole class, then small group; memory; accuracy

### Grammar point

#### Past continuous – form

- to form the past continuous we use:  
*I/he/she/it was + [verb]-ing*  
*You/we/they were + [verb]-ing*

#### Use

- the past continuous is used to describe an ongoing action in the past, often one which is interrupted:  
*She **was walking** to the shops when she fell.*  
*The students **were talking** about the dance when the teacher came in.*

### Other structures

Past simple, imperatives

### Topic areas

Everyday actions

### Challenging vocabulary

*pat (v), rub (v), stomach, scratch (v)*

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## Materials and preparation

- Copy and cut up a set of ACTIVITY CARDS so that each student in the class has one card.

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## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Ask one student to go out of the classroom.

- Distribute the ACTIVITY CARDS so that each student has one.
- Some activities are very simple (e.g. walk round the room); some involve a little mime (e.g. drink very hot tea). Give the mimes to the more extrovert students.
- Tell them that when you say 'Go' they should begin miming or doing that action and continue till you say 'Stop'.
- Say 'Go'.
- When everyone is miming or doing their action, open the door and ask the student outside to come in.
- Let the actions continue for a few more seconds then say 'Stop'.
- Ask a few students what they were doing when the student came in.
- Then put them in groups of four.
- Ask each group to try to remember what everyone was doing, e.g.  
'Alicia was singing.' ~ 'Yes, and Sonia and Keiko were dancing.'  
'What was Manuel doing?' ~ 'Sleeping.' ~ 'No he wasn't, he was reading.'
- The group should then write down what everyone was doing.
- Go through all the sentences with the whole class.
- **The object of the game is to write as many true sentences as possible.**
- The group with the most sentences at the end is the winner.

### Monitoring and feedback

When you go through the sentences with the whole class, make a note of any errors and provide feedback on these after the game is finished.

## 8 Present perfect

### Type of activity

Small group; board game; production

### Grammar point

#### Present perfect – form

- to form the affirmative we use *have* and the past participle:  
*I/you/we/they have* + past participle  
*He/she/it has* + past participle
- to form the negative we use *haven't* and the past participle:  
*I/you/we/they haven't* + past participle  
*He/she/it hasn't* + past participle
- to form questions we use *have* and the past participle:  
*Have I/you/we/they* + past participle?  
*Has he/she/it* + past participle?

### Use

- the present perfect is used to talk about an action or event that happened in a period of time that is not yet finished, or that still has relevance to the present:  
*It hasn't rained so far this week.* (it's still this week)  
*Have you ever been to Paris?* (in your life – which isn't finished)  
*I've spent all my money.* (and I still haven't got any)

### Other structures

None

### Topic areas

Events

### Challenging vocabulary

*secret, lie (n), proposal, snail*

## Materials and preparation

- Copy one QUESTION BOARD and copy and cut up two sets of EVENT CARDS for each group of 3–4 students. You will also need a counter for every student and a dice for each group.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide students into groups of 3–4.
- Give one copy of the QUESTION BOARD and two sets of EVENT CARDS to each group in the class.
- Each group should also have counters and a dice.
- They should shuffle the EVENT CARDS and deal out seven to each player.
- They should place the rest face down in a pile in the centre.
- They should all place their counters on START.
- The first player shakes the dice and moves his counter the appropriate number of spaces on the board.
- When he lands on a square he should select a card from his hand and make a question. He should use the present perfect, the word(s) on the card (e.g. 'good books') and the phrase on the board (e.g. 'in the last four months'). He can ask the question, e.g. 'Have you read some good books in the last four months?', to any other player, who should answer it.
- He can then place his card at the bottom of the pile and the turn passes to the next player.
- If he cannot make a question then the turn also passes to the next player.
- If anyone runs out of cards they may take another from the pile.

- **The object of the game is to get to the end of the board.**
- The player who does so first is the winner.

### Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 9 Present perfect and past simple

### Type of activity

Small group; board game; production

### Grammar point

#### Present perfect

– when we are talking about an action or event that happened in a period of time that is not yet finished, we use the present perfect:

*It **hasn't rained** all week.* (it's still this week)

***Have you ever been** to Paris? (in your life - which isn't finished yet!)*

#### Past simple

– when we are talking about an action in a time period that is over, we use the past simple:

*I **went** to Paris last year.* (last year is finished)

*I **didn't eat** cabbage when I was a child.* (I'm not a child any more)

***Did you see** him yesterday? (yesterday is finished)*

### Other structures

None

### Topic areas

Jobs, habits, hobbies, personal information

### Challenging vocabulary

None

## Materials and preparation

- Copy one PICTURE BOARD and copy and cut up both sets of TIME CARDS for each group of 3–4 students. You could give each group the uncut page as an ANSWER KEY, showing which time expressions are used with the present perfect and which with the past simple. You will also need a counter for every student and a dice for each group.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point**.

- Divide students into groups of 3–4.
- Give one copy of the PICTURE BOARD and both sets of TIME CARDS to each group as well as counters and a dice.
- The group should also have an ANSWER KEY. They should place it face down on the table, only referring to it to check that the questions are correctly formed.
- The students should shuffle the TIME CARDS and place them face down in a pile in the centre.
- They should all place their counters on START.
- The first player shakes the dice and moves her counter the appropriate number of spaces on the board.
- When she lands on a square she should take the top card from the pile and make a question using the word or phrase on the card and the picture on the board. She can ask the question to any other player, who should answer it.
- She can then place the card at the bottom of the pile.
- Then it is the next player's turn.
- Players may sometimes be unable to come up with a sentence that makes good sense, e.g. a player landing on 'the Great Wall of China' and picking up the card 'this morning' might find it hard to make a sensible sentence ('Have you been to the Great Wall of China this morning?'), though a resourceful player might come up with something like 'Have you heard the news about the Great Wall of China this morning?' If a player cannot produce a sensible sentence, then she misses the go. Other players can challenge sentences on grounds of logic and grammar.
- **The object of the game is to get to the end of the board.**
- The player who does so first is the winner.

### Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 10 Present perfect continuous

### Type of activity

Small group; matching; accuracy

### Grammar point

#### Present perfect continuous - form

– we form the present perfect continuous with *have / has been + [verb]-ing*:

*I **have been waiting** for three hours.*

## Use

- we use the present perfect continuous to talk about situations which started in the past and are still going on:  
*He's been talking on the phone for over an hour.*
- we also use it for activities which have just finished and which explain a present situation:  
*Your hands are all red. ~ I know, I've been painting the living room.*

## Other structures

Present continuous, *be, have*

## Topic areas

Family life

## Challenging vocabulary

*scratch* (n), *muddy*, *smoke* (n), *black eye*, *mess* (n), *feather*

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## Materials and preparation

- Copy and cut up one set of ACCUSATION CARDS and one set of EXPLANATION CARDS for each group of 3–4 students.

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## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of ACCUSATION CARDS and a set of EXPLANATION CARDS.
- Explain to the students that they are members of a large family and are always getting into trouble.
- They should deal out the EXPLANATION CARDS and put the ACCUSATION CARDS face down in a pile in the centre.
- They may look at their EXPLANATION CARDS.
- The first player turns up an ACCUSATION CARD from the pile. Pretending to be the Mum or Dad he/she reads out the caption e.g. *'This room's full of feathers!* and, showing everyone the card, asks *'What's been going on?'* The other players, pretending to be the children, should look at their cards.
- The player with an EXPLANATION CARD that matches the accusation can produce it, offering the explanation e.g. *'We've been having a pillow fight.'*
- The first player can then discard the card.
- Then it is the next player's turn to be Mum or Dad and turn up an ACCUSATION CARD.
- **The object of the game is to get rid of all your cards.**
- The first person to do so is the winner.

## Monitoring and feedback

You can ask students to write down some of the sentences that they produce in the game. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback.

# 11 Past perfect

## Type of activity

Pairwork; information gap; communication

## Grammar point

### Past perfect - form

- to form the affirmative we use *had* and the past participle:  
*I/you/he/she/it/we/they had* + past participle
- to form the negative we use *hadn't* and the past participle:  
*I/you/he/she/it/we/they hadn't* + past participle
- to form a question we use *had* and the past participle:  
*Had I/you/he/she/it/we/they* + past participle?

## Use

- we use the past perfect to talk about an action or event that happened before another event in the past.  
*When I got to the station, the train had already left.*  
*I was sure I'd seen her somewhere before.*  
*We went to Paris last year. I hadn't been there before.*  
*Had I seen him somewhere before? I wasn't sure.*

## Other structures

Past simple

## Topic area

Everyday actions

## Challenging vocabulary

*rescued*, *parrot*, *propose*

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## Materials and preparation

- Make two copies of the BALLOONIST'S LANDING picture and copy and cut up one set of EVENT CARDS for each pair of students.

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## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide students into pairs.
- Give two copies of the BALLOONIST'S LANDING picture and one set of EVENT CARDS to every pair.
- They should take one picture each.
- They should shuffle the EVENT CARDS and place them in a pile face down.
- Explain that several things had happened just before the balloonist landed. The EVENT CARDS show pictures to explain what had happened.
- One student takes a card from the pile and describes what had just happened to him when the balloonist landed: *'When the balloonist landed, I had just fallen off my bike.'*
- **The object of the game is to draw in all the people in the right places on the picture.**

- When the student with the card has described what had just happened, both students should draw in the person in the right place on their picture. They should not show their pictures to each other.
- If students prefer not to draw, they can write in the number of the event card in the appropriate place on their picture, e.g. '1' by the bicycle.
- Then it is the next player's turn to take an EVENT CARD from the pile.
- At the end of the game, both players should compare pictures – are they the same?

### Monitoring and feedback

Ask each pair to say one thing about their picture, e.g. 'When the balloonist landed, a man had just fallen off his bike.'

## 12 Past perfect continuous

### Type of activity

Small group; board game; communication

### Grammar point

#### Past perfect continuous – form

– in the affirmative we say:

*I/you/he/she/it/we/they + had been/'d been + [verb]-ing*

– in the negative we say:

*I/you/he/she/it/we/they + had not been/hadn't been + [verb]-ing*

– to form questions we say:

*Had + I/you/he/she/it/we/they been + [verb]-ing?*

### Use

– we use the past perfect continuous to talk about a long action that happened before another action in the past:

*When the bus finally arrived I **had been waiting** for nearly an hour.*

### Other structures

Past continuous

### Topic areas

Leisure activities, crime

### Challenging vocabulary

*fingermark, footprint, handprint, helmet, nail, boxing, putting up shelves*

## Materials and preparation

- Copy one BROAD SQUARE BOARD for each group of 6–8 students. Copy and cut up one set of CLUE CARDS and one set of CRIMINAL CARDS for each group. Copy one SUSPECT LIST for each pair of students. You will also need a counter for every pair of students and a dice for each group.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide students into groups of 6–8 and then divide them into pairs within each group. With groups of 7 divide them into pairs and a threesome.
- Give one copy of the BROAD SQUARE BOARD, one set of CRIMINAL CARDS and one set of CLUE CARDS to every group. Give one SUSPECT LIST to each pair. Give out counters and dice to each group.
- Without looking at the CLUE CARDS the students should place one face down on every house on the BROAD SQUARE BOARD.
- Ask the students to deal out the CRIMINAL CARDS equally to each pair. The pair may look at their cards.
- They should all place their counters on START.
- Tell the class that a burglary was committed in each house in the square at 8 o'clock last night. The burglaries were committed by the people on the SUSPECT LIST.
- **The object of the game is to find out which criminal burgled which house.**
- The first pair of players to find out are the winners.
- The first pair of players begin. They should shake the dice and move their counter the appropriate number of spaces on the board.
- When they land on a house they should turn up the CLUE CARD that is on that square and look at it without letting any other player see it.
- The CLUE CARD gives information about something that was found in that particular house. The pair of players with the card can discuss its implications (quietly so the others don't hear!) e.g. (turning up the card with the paint fingermarks): 'Aha, so the burglar had been painting!' They should then replace the CLUE CARD face down and note down the information on the suspect list in order to remember it, e.g. *house 4 – sand*.
- If the players land on a question mark, they can consult the SUSPECT LIST and choose a name e.g. Joe Bloggs. They first find out which of the other players is Joe Bloggs and then ask the suspect 'What were you doing at 8 o'clock last night?' (the time of the crime) and 'What had you been doing up till then?' The player holding the Joe Bloggs card must answer. Players (all players, not just the ones asking and answering) can make notes about the replies on their SUSPECT LIST.
- Then it is the next pair's turn.
- The game ends when one pair have correctly matched all the names on the list with the house numbers.

### Monitoring and feedback

Ask each pair to say one thing, e.g. 'We know Fred Cloggs burgled n° ... because he had been painting.'

## 13 Future continuous

### Type of activity

**Part 1:** Individual then small group; guessing; production

**Part 2:** Small group; memory; production

### Grammar point

#### Future continuous – form

– in the affirmative we say:

*I/you/he/she/it/we/they + will/'ll be + [verb]-ing*

– in the negative we say:

*I/you/he/she/it/we/they + will not/won't be + [verb]-ing*

– to form questions we say:

*Will I/you/he/she/it/we/they + be + [verb]-ing?*

### Use

– we use the future continuous to describe an ongoing action at some time (often precisely specified) in the future:

*At 5 o'clock on Saturday I will be driving to the airport.*

*Next summer I'll be travelling around Greece.*

### Other structures

None

### Topic areas

Everyday actions

### Challenging vocabulary

Students generate their own vocabulary. Be prepared to provide support.

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## Materials and preparation

### Part 1

- Copy the SENTENCES FRAME for every student in the class.

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## How to use the game

### Part 1

- Check that your students are familiar with the grammar in the **Grammar point**.
- Give one SENTENCES FRAME to each student.
- Ask them to fill in the frame with sentences, using the future continuous, that are true for them.
- They should not show their sentences to anyone else.
- Then group the students into threes and fours.
- **The object of this part of the game is to guess each other's sentences.**
- The first player begins by giving the first date on the frame to the other players and telling them two things he won't be doing on that date e.g. *'On Saturday evening at 8 o'clock, I won't be reading a book, and I won't be sitting at home watching television.'*
- The others must try to guess the sentence e.g. *'Will you be dancing?'*, *'Will you be eating dinner?'*
- When they have guessed, it is the next player's turn and so on until all the players have guessed each other's sentences.

### Part 2

- Divide the students into pairs within their groups (or an individual and a pair in the case of threesomes). Then regroup the students so that each pair of students is with a new pair or individual from a different group.
- Ask the students to try to remember everyone's sentences from their first group, e.g. *'Maria will be driving to London on Friday evening.'*
- **The object of this part of the game is to remember the most sentences.**
- The group with the most sentences is the winner.

### Monitoring and feedback

#### Part 2

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play Part 2 again, in new groups.

## 14 Future perfect

### Type of activity

Individual, then small group; guessing; production

### Grammar point

#### Future perfect – form

– in the affirmative we say:

*I/you/he/she/it/we/they + will/'ll have + past participle*

– in the negative we say:

*I/you/he/she/it/we/they + will not / won't have + past participle*

– to form a question we say:

*Will I/you/he/she/it/we/they + have + past participle?*

### Use

– we use the future perfect to describe an action that will be completed by a certain time in the future:  
*By this time tomorrow I will have finished my essay.*

### Other structures

None

### Topic areas

Everyday actions

### Challenging vocabulary

Students generate their own vocabulary. Be prepared to provide support.

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## Materials and preparation

- Copy and cut up enough copies of the PROMISES, PROMISES SHEET for every student to have one.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point**.
- Give one PROMISES, PROMISES SHEET to each student.
- Ask them to imagine the future – this time next year. Ask them to use the future perfect to complete the three sentences with:
  - 1 a fact (something they will definitely have done)
  - 2 a promise (something they promise themselves they will have achieved)
  - 3 a wild dream (wish-fulfilment!)
- They should not show their sentences to anyone else.
- Group the students into groups of 3–4.
- **The object of the game is to guess each other's sentences and to decide which are facts, which are promises and which are dreams.**
- The first player begins by giving the other players three clues about the subject matter of her sentences, e.g. exam, job, marriage. The order of the clues must not match the order of the sentences.
- The others must try to guess the sentences: 'Will you have got married?' They must then try to decide which is fact, which is a promise and which is a dream.
- Then it is the next player's turn to give clues while the others guess.

### Monitoring and feedback

After the small group guessing game, you can if you like extend the game into an activity where all students stand up and move around, asking and answering questions about each other's facts, promises and dreams. Set a time limit for this part of the activity, then ask students to sit in groups of 4–6. They should take a piece of paper and divide it into three columns with the headings 'Facts', 'Promises' and 'Dreams'. Ask them to put as many items as they can remember in each column, e.g. 'Maria will have got married.' 'Peter will have found a new job.' 'Anya will have written a best-selling novel.' The group with the longest list at the end is the winner.

You can, if you like, collect in the papers and make a wall-poster, like this, writing a list under each heading:

*By this time next year we ... (class 5)*

*will definitely have ...*

*promise that we will have ...*

*fantasise that we will have ...*

## 15 Present, past and future of *must*, *have to* and *can*

### Type of activity

Pairs; completing and matching; production

### Grammar point

Compare the use of forms for talking about obligation, prohibition, permission and ability

#### Expressing obligation

- present: *I **must** go to the dentist.*
- past: *I **had to** go to the dentist last week.*
- future: *I **will have to** / **must** go to the dentist next month.*

#### Expressing lack of obligation

- present: *I **don't have to** stay late today because the meeting is cancelled.*
- past: *I **didn't have to** stay late on Tuesday because the meeting was cancelled.*
- future: *I **won't have to** stay late tomorrow because the meeting is cancelled.*

#### Expressing prohibition

- present: *You **mustn't** smoke in the waiting room. *Musn't* in this sense has no past or future equivalent so another verb must be used:*
- past: *You **weren't allowed to** smoke in the waiting room. / You **couldn't** smoke in the waiting room.*
- future: *You **won't be allowed to** smoke in the waiting room. / You **won't be able to** smoke in the waiting room.*

#### Expressing permission

- present: *You **can** / **may** use your mobile phone here.*
- past: *You **could** / **were allowed to** / **were able to** use your mobile phone here last week but they've banned it now.*
- future: *You **will be able to** / **will be allowed to** use your mobile phone when you get there.*

#### Expressing ability

- present: *I **can** swim.*
- past: *I **couldn't** drive when I was 18.*
- future: *I **will be able to** type when I have finished this course.*

#### Other structures

None

#### Topic areas

Everyday actions

#### Challenging vocabulary

Students generate their own vocabulary. Be prepared to provide support.

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## Materials and preparation

- Make enough copies of the QUESTIONNAIRE for each pair of students to have one.

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## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide students into pairs.
- Give one QUESTIONNAIRE to each student.
- Ask them to fill in their QUESTIONNAIRES with as many answers as possible that are the same for both of them.

- The object of the game is to find as many similarities as possible.
- It may help to give a time limit for each of the three sections, e.g. 5–10 minutes. When the time limit has expired, ask them to go on to the next section.

### Monitoring and feedback

Ask pairs to report back with one or two of their sentences.

## 16 *may/might/could/must/can't + have*

### Type of activity

Small group; information gap; communication

### Grammar point

*May/might/could/must/can't + have – form*

– we can use most modal verbs, e.g. *may, might, could, must, can't* (but not *can*), with *have + past participle*:  
*may have done, might have gone, could have said*

### Use

- we can use these modals to indicate degrees of certainty that something happened in the past
- we use *could have* to indicate the least degree of certainty, a weak possibility:  
*I suppose he **could have** gone to London.*
- we use *may/might have* to indicate that something possibly happened:  
*He's not there – he **might have** gone out to lunch.*
- we use *can't/couldn't have* to indicate a near certainty that something did not happen:  
*He **can't have** done it – he's not that kind of person!*
- we use *must have* to indicate a near certainty that something did happen:  
*The light's not on – they **must have** gone out.*

### Other structures

Past simple, past continuous, past perfect

### Topic areas

Rooms in a house, everyday activities

### Challenging vocabulary

*drawing room, trio, shriek (n), conservatory, violin, pop in, verandah, billiards, (billiard) cue, scream (n), soundproof, parlour*

## Materials and preparation

- Copy and cut up one set of ALIBI CARDS and one copy of the HOUSE PLAN and LIST OF CHARACTERS for each group of 3–4 students.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of ALIBI CARDS, a LIST OF CHARACTERS and a HOUSE PLAN.
- They should put the ALIBI CARDS face down in a pile in the centre.
- Explain that the HOUSE PLAN shows a country house in which a murder has been committed. The dead man is Xavier whose body was found in the conservatory. He had been killed with a billiard cue. They should study the HOUSE PLAN to familiarise themselves with the layout of the house and the LIST OF CHARACTERS to find out who was in the house at the time.
- **The object of the game is to find 'whodunit'.**
- The group who does this first are the winners.
- The first player turns up an ALIBI CARD from the pile and lays it face up where everyone in the group can see it.
- Players make deductions based on the statements on the card, e.g. '*So Annette might have done it!*', '*John can't have done it because he was with Davina in the library then*', etc.
- The students can make notes on the LIST OF CHARACTERS as they play the game. They may have to revise opinions as further cards with more information are turned up in the course of the game.
- The players will be able to find the murderer by a process of elimination. When everyone else has an alibi only one character will be left (Margaret).

### Monitoring and feedback

Ask groups to report back on their 'thought processes': '*At first we thought Annette could have done it because ...*', etc.

## 17 Active and passive infinitives

### Type of activity

Pairwork; guessing; production

### Grammar point

#### Active and passive infinitives

- active infinitive in the present, e.g. *to love*:  
*He promised **to love** her forever.*
- active infinitive in the past, e.g. *to have loved*:  
*It is better **to have loved** and lost than never loved at all.*
- passive infinitive in the present, e.g. *to be loved*:  
*She wants **to be loved** for herself not for her money.*

- passive infinitive in the past, e.g. *to have been loved*:  
*The most important thing in life is to have loved and to have been loved.*

### Other structures

Present simple

### Topic areas

Wishes and hopes

### Challenging vocabulary

Students generate their own vocabulary. Be prepared to provide support.

## Materials and preparation

- Make enough copies of the QUESTIONNAIRE for each student in the class to have one.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide students into pairs.
- Give one QUESTIONNAIRE to each student.
- Ask them to sit back to back.
- Ask each student in the pair to imagine they are the other.
- Get them to fill in the QUESTIONNAIRE, imagining they are the other person. (They should use both passive and active infinitives.)
- When they have finished, get them to turn round and discuss each sentence with their partner. How many were right?
- **The object of the game is to get as many correct guesses as possible.**
- The pair who get the most correct guesses are the winners.

### Monitoring and feedback

At the end of the game you can go round the class asking individual students to read out the sentences they have written down, correcting mistakes and giving feedback.

# 18 Comparatives and superlatives

### Type of activity

Small group; board game; production

### Grammar point

#### Comparatives and superlatives

- we can use comparatives (with *than*) and superlatives to compare things:

*My car is **faster than** yours.*

*Fill's car is **the fastest**.*

- with most one-syllable adjectives and some two-syllable adjectives we form the comparative by adding *-er* and the superlative by adding *-est*: *small – smaller – smallest*
- when a short adjective ends in consonant + *-y*, we form the comparative and superlative by changing the *-y* to *-i*: *pretty – prettier – prettiest*
- when a short adjective ends in consonant + vowel + consonant, we form the comparative and superlative by doubling the final consonant: *hot – hotter – hottest*
- when a short adjective ends in *-e*, we form the comparative by adding *-r* and the superlative by adding *-st*: *gentle – gentler – gentlest*
- with adjectives of two syllables and more the comparative and superlative are usually formed using *more* and *most*: *intelligent – more intelligent – most intelligent*
- exceptions are:  
*good – better – best*  
*bad – worse – worst*  
*far – further – furthest (or farther – farthest)*

### Other structures

None

### Vocabulary area

Possessions, personal information

### Challenging vocabulary

None

## Materials and preparation

- Copy one CUE BOARD and all 48 DIFFERENCE CARDS for each group of 3–4 students. Cut the DIFFERENCE CARDS vertically into four sets for each group so that each player will have two strips of different pictures, both with the same number (1–4) at the top. Do not cut them up into individual cards – the students will do this. You will also need a counter for every student and a dice for each group.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide students into groups of 3–4.
- Give one copy of the CUE BOARD and eight sets of DIFFERENCE CARDS to each group. For groups of 3 leave out two sets of cards. Give out counters and dice to each group.
- The students should each take two strips of DIFFERENCE CARDS with the same number at the top and, keeping them hidden from the others, cut or tear them into individual cards.
- They should all place their counters on SQUARE 1.
- The first player shakes the dice and moves his counter the appropriate number of spaces on the board.

- When he lands on a picture square he should select a card from his hand that matches the object on that square and make a statement about it using a comparative or superlative. He can either say 'My ... is the ...-est.' e.g. 'My car is the fastest.' or he can compare the object with that of another player by saying 'My ... is ...-er than yours.' e.g. 'My house is smaller than yours.' or 'My ring is more expensive than yours.' He can address the statement to any other player or to the group as a whole, laying down the card from his hand so everyone can see it. The other player or players who are addressed must lay their cards down too.
- If the player's statement was correct, he can throw away his card. If not, he must keep it.
- Then it is the next player's turn.
- **The object of the game is to get rid of all your cards.**
- The player who does so first is the winner.

NOTE At first the players will be making guesses. As more players have to show their cards they will know who has the biggest / smallest / most beautiful etc. But will they be able to remember?

### Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback.

## 19 Wh- questions: mixed question forms

### Type of activity

Small group; guessing; production

### Grammar point

*Who, why, which, where, what, when, how*

- we begin a *wh-* question with a question word like *who* or *why*
- we usually put the subject after the auxiliary or after main verb *be* in questions:  
*Where are you going?*  
*What have you done?*  
*Why is she angry?*
- but we use normal statement word order when the question word is the subject:  
*Who took my camera? ~ Sorry, I took it.*

### Other structures

A mix of tenses, depending on students' choice of what to say

### Topic areas

Personal information: marital status, age, family, domicile, feelings, preferences, favourite colours/sports, etc.

### Challenging vocabulary

Students generate their own vocabulary. Be prepared to provide support.

## Materials and preparation

- Copy and cut up one set of PAINTINGS for each group of 6–8 students and one set of QUESTIONS for each student.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide the class into groups of 6–8.
- Give each group a set of PAINTINGS.
- Ask them to take one each.
- Each player should look at the painting and write down seven questions (one for each question word) on the QUESTIONS sheet. These should be questions they would like to ask the main character either about him or herself or about the other characters or objects in the painting, e.g. 'Why are you so unhappy?'
- They should then pass their painting and questions to the person on their right, who should look at the painting, imagine they are the central character and write down answers to the questions in the answer column, using full sentences, e.g. 'I'm unhappy because my cat has run away.'
- The players should then put all the PAINTINGS in the middle of the table, where everyone can see them
- The first player begins by reading out his answers to the questions he was given (but not the questions).
- **The object of the game is to guess a) which painting is 'speaking'; b) what the questions were.**

### Monitoring and feedback

At the end of the game you can go round the class asking individual students to read out the sentences they have written down, correcting mistakes and giving feedback.

## 20 If ... will

### Type of activity

Small group; matching; accuracy

### Grammar point

*If ... will – the first conditional*

- we use the present simple in the *if* clause and *will* in the main clause when we talk about a future event that is a definite possibility:  
*If I see her, I'll tell her you rang.* (= it's possible I will see her)  
*If it rains, I won't go to the park.* (= it's possible it will rain)

## Other structures

Passive

## Topic areas

Family life, leisure activities, weather

## Challenging vocabulary

None

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## Materials and preparation

- Copy and cut up one set of the *IF CARDS* and one set of the *ACTION CARDS* for each group of 3–4 students.

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## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide the class into groups of 3–4 students.
- Give each group a set of *IF CARDS* and a set of *ACTION CARDS*.
- The students should deal out the *ACTION CARDS* and put the *IF CARDS* face down in a pile in the centre.
- They may look at their *ACTION CARDS*.
- The first player turns up an *IF CARD* from the pile and lays it on the table, starting a sentence beginning with 'If ...' as suggested by the picture, e.g. (turning up the picture of the snow) 'If it snows ...'
- The player with an *ACTION CARD* that matches can produce it, completing the sentence, e.g. '... we'll go sledging.'
- If everyone agrees that this makes a good sentence, the players can then discard both cards.
- If two or more players offer endings, the group should decide which is the best.
- Then it is the next player's turn to turn up a card from the pile.
- **The object of the game is to get rid of all your cards.**

## Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback.

# 21 If ... would

## Type of activity

Small group; matching; production

## Grammar point

*If ... would* – the second conditional

- we use the past simple in the *if* clause and *would* in the main clause when talking about an imaginary or hypothetical situation:

*If I won a lot of money I would go on a world tour.*

- in the *if* clause, *were* is used in preference to *was*:

*If I were you, I would take the job.*

## Other structures

None

## Topic areas

Plans and dreams

## Challenging vocabulary

*competition, scream (v), safari, snake*

Students will also generate their own vocabulary.

Be prepared to provide support.

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## Materials and preparation

- Copy and cut up two sets of *PICTURE CARDS* for each group of 3–4 students.

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## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**.
- Divide the class into groups of 3–4 students.
- Give each group two sets of *PICTURE CARDS*.
- Ask the students to shuffle the cards (keeping them in two sets) and then to put both sets face down in piles in the centre.
- One player should then turn up a card from each pile and put them on the table where everyone in the group can see them.
- The first player to make a sentence combining the two ideas can collect the cards, e.g. (turning up dress and man): 'If I had a rich boyfriend, I would buy that dress.' 'If I spent that much money on a dress, my father would go mad.' 'If I were him, I wouldn't wear that to the office!'
- The other players can query the sentence if they think it is grammatically wrong. If necessary, they can ask the teacher if it is wrong or not. If two or more players make a sentence simultaneously, then the group as a whole should decide which is best and award the cards to that player. If they can't decide, the teacher gets the casting vote!
- Then another player can turn up two cards for everyone to see.
- If the group cannot think of a sentence, the player leaves the cards face up on the table and draws another two from the piles. Then any card can be combined with any other on the table.
- **The object of the game is to collect the most cards.**
- The player who does so is the winner.

## Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 22 If ... would have

### Type of activity

Small group; board game; communication

### Grammar point

#### If ... would have – the third conditional

– we use the past perfect in the *if* clause and *would have* + past participle in the main clause when we talk about an unreal situation in the past, i.e. a situation that could have happened, but didn't:

*If I had worked harder, I would have done better in school.*

*If I hadn't gone to Australia, I wouldn't have met my wife.*

### Other structures

Past simple, past passives

### Topic areas

Life experiences and opportunities

### Challenging vocabulary

*archaeology, rock climbing*

## Materials and preparation

- Copy one MISSED OPPORTUNITIES BOARD and one set of OUTCOME CARDS for each group of 3–4 students. Copy one MY LIFE SHEET for every student in the class. You will also need a counter for every student and a dice for each group.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide students into groups of 3–4.
- Give one copy of the MISSED OPPORTUNITIES BOARD and one set of OUTCOME CARDS to every group. Give every student a MY LIFE SHEET. Give out counters and dice to each group. Set a time limit for the game, say 15–20 minutes.
- Ask the students to place the OUTCOME CARDS face down in a pile in the centre.

- They should all place their counters on SQUARE 1.
- The first player shakes the dice and moves his counter the appropriate number of spaces on the board.
- When he lands on a MISSED OPPORTUNITIES square he should take an OUTCOME CARD from the pile and make an *If ... would have* sentence about the situation described on that square. The OUTCOME CARD will tell him whether to make a happy ending or a sad one, e.g. landing on the 'You were offered a good job in London but you turned it down.' square he might say 'If I had taken the job, I would have been able to afford a new car.' or 'If I had taken that job, I wouldn't have met my wife!'
- He should replace the OUTCOME CARD at the bottom of the pile and write down both the situation and the *If* sentence and his feelings about them on the MY LIFE SHEET, e.g. 'I was offered a job but I turned it down – I'm glad about this because if I had taken it, I wouldn't have met my wife!'
- Then it is the next player's turn.
- If a player lands on a square that someone else has already landed on they must make a different sentence.
- **The object of the game is to get as many events as possible on the MY LIFE SHEET.**
- When the time limit is up, ask students to look at the events they have written down on the MY LIFE SHEET. Ask them to number them in the order they think they happened.
- Now regroup students by swapping a pair from each group with a pair from another group. Using the MY LIFE SHEET as a prompt, the pair should tell the new pair about their 'lives'.

## Monitoring and feedback

Ask each student to say one thing about their life, using their MY LIFE SHEET.

## 23 If and when

### Type of activity

Small group; board game; accuracy

### Grammar point

#### If and when

– we use the present simple to talk about future events after *if* and *when*:

*If I see Julia, I'll tell her.*

*When I see Julia, I'll tell her.*

– in the example above with *when* the speaker is sure that he will see Julia, but in the example with *if* the speaker is not sure.

### Other structures

Present simple, present continuous, present perfect

## Topic areas

Everyday actions

## Challenging vocabulary

None

## Materials and preparation

- Make one copy of the *IF AND WHEN BOARD* and copy and cut up both sets of *CUE CARDS* (Packs 1 and 2) for each group of 3–4 students. You will need a dice and counters for each group.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide the class into groups of 3–4 students.
- Give each group two packs of *CUE CARDS*.
- Ask the players to divide Pack 1 into two piles, *IF* and *WHEN*, and place the piles face up on the appropriate rectangles on the board.
- They should deal out four cards each from Pack 2 and put the rest face down in a pile, at the side of the board.
- They should all put their counters on *SQUARE 1*.
- The first player begins by throwing the dice and moving the appropriate number of squares on the *IF AND WHEN BOARD*.
- When she lands on a square, she should take up a card from the appropriate pile (*IF* or *WHEN*) and begin a sentence, e.g. (picking up the picture of the lesson) ‘*When the lesson ends...*’
- Players should try to produce a suitable card from their hands and complete the sentence, e.g. (using the picture of the house) ‘*...I’ll go home.*’ or (producing the picture of the beach) ‘*...I’ll go to the beach.*’, etc.
- The first player to produce an acceptable sentence can lay both cards down as a pair and take another card from the pile at the side of the board.
- Then it is the next player’s turn.
- **The object of the game is to make the most pairs of cards.**
- The player who does so is the winner.

## Monitoring and feedback

At the end, players can lay out the matching pairs of cards they collected and try to remember the sentences. You can either go round the class asking for sample sentences from each group (or each group’s best sentences) or ask students to write up their sentences. If you like, you can play the game again for reinforcement, perhaps in a more challenging version by cutting off the *IF* and *WHEN* labels on the cards and shuffling them together into one pile. When a player lands on a square she takes a card from the pack and decides whether she can use

it or not. Some cards (e.g. the weather cards) can only be used with *IF*, some (e.g. the 18<sup>th</sup> birthday party) only with *WHEN*, some can be used with either. The players must decide which is appropriate and may query sentences: ‘*I don’t think you can say “If the lesson ends” – it’s definitely going to end!*’

## 24 wish

### Type of activity

Whole class; searching; communication

### Grammar point

Different tenses are used after *wish*, with different meanings.

#### Present wishes: dissatisfaction

- use the past simple or continuous if you wish that the present situation were different:

*I wish I was on holiday now.*

*I wish it wasn’t raining.*

- in this type of wish you can use *were* instead of *was*:

*I wish I were on holiday now.*

#### Past wishes: regrets

- use the past perfect if you regret that something happened (or didn’t happen):

*I wish I hadn’t told her about John.* (but I did tell her)

*I wish I had worked harder at school.* (but I didn’t work hard)

#### Future wishes: complaints and hopes

- use *would* if you wish that something would happen or someone would do something in the future or very soon:

*I wish he would answer my emails.*

- this type of wish is often a complaint:

*I wish you wouldn’t interrupt me all the time!*

- although it can be a dream:

*I wish he would kiss me!*

- if you have a hope or a dream about yourself, use *could* not *would*:

*I wish I could go to Thailand.*

### Other structures

None

## Topic areas

Past actions, (irritating) habits, regrets, hopes and dreams

## Challenging vocabulary

*interrupt*, *baby-sitting*, *colleague*, *musical instrument*, *quarrel* (v), *scrape* (v), *turn down*

## Materials and preparation

- Copy and cut up the *WISH CARDS* so that each student can have one card from each set of *COMPLAINTS*, *GRUMBLES*, *REGRETS* and *HOPES*. Copy and cut up all the *SORTED! CARDS* so that each student can have four cards.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Give each student one COMPLAINT, one GRUMBLE, one REGRET and one HOPE CARD.
- Mix up the SORTED! CARDS and give four cards to each student.
- **The object of the game is to find the people who can sort out all your dissatisfactions and make your dreams come true.**
- To do this, students will have to get up and walk around the room telling each other their wishes based on their WISH CARDS, e.g. 'I wish I could swim.' or 'I wish I hadn't scraped the car.'
- When they find the person with the appropriate SORTED! CARD, he then hands it to them saying 'Here, this might help!' or 'Your wish is granted!'
- When they have collected all four SORTED! CARDS for their wishes, they can sit down.
- They can compare wishes and solutions with the people next to them until the rest have finished.

### Monitoring and feedback

Ask each student to tell the class one of their wishes and how it got sorted, e.g. 'I wished that I could swim and then Anna gave me a voucher for swimming lessons.'

## 25 Present passives

### Type of activity

Small group; matching; accuracy

### Grammar point

#### Present passive

- we use passives when the doer of the action is unknown or not important and we want to focus on what happens or where or how something happens
- present passives are formed using *am/is/are* and the past participle:

*Tea is grown in China.*

*Keys are made of metal.*

### Other structures

None

### Topic areas

Countries, materials, products

### Challenging vocabulary

*gold, paper clip, silk, pump (n), inflate, tyre, wheat, oil (n), corkscrew, hammer (n), measure (v), temperature*

## Materials and preparation

- Copy and cut up the BEGINNINGS and ENDINGS CARDS for each group of 3–4 students. You can make a copy of the uncut sheet to act as an ANSWER KEY for each group. On the board, write the verbs they will need: *is/are made (of or in), is/are found (in), is/are grown (in), is/are used (to or for).*

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of BEGINNINGS CARDS, a set of ENDINGS CARDS and an ANSWER KEY.
- They should deal out the BEGINNINGS CARDS and put the ENDINGS CARDS face down in a pile in the centre. They should leave the ANSWER KEY face down on the table.
- They may look at their BEGINNINGS CARDS.
- The first player turns up an ENDINGS CARD from the pile. If she can make a sentence using one of the BEGINNINGS CARDS from her hand and one of the passive verbs you have written on the board, e.g. 'Kangaroos are found in Australia.', 'Coffee is grown in South America.', 'Pens are used for writing.', she can lay both cards down on the table to make a sentence.
- If not, she must put the ENDINGS CARD at the bottom of the pile and miss a go.
- Then it is the next player's turn.
- **The object of the game is to make the most sentences.**
- At the end of the game the students can check their answers with the ANSWER KEY. Variations are possible.

### Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 26 Present perfect and past perfect passives

### Type of activity

**Part 1:** Small group; completing and guessing; production

**Part 2:** Small group; memory; production

## Grammar point

### Present perfect and past perfect passives

- we use perfect passives when the doer of the action is unknown or not important and we want to focus on what happened or didn't happen, or where or how something happened
- we form present perfect passives by using *have/has been* and the past participle:  
*I have been asked to go to Spain for six months.*
- we form past perfect passives by using *had been* + past participle:  
*I wish I had been allowed to have a puppy when I was a child.*

### Other structures

None

### Topic areas

Everyday actions

### Challenging vocabulary

*inspired, praised, encouraged, admired, employed, appreciated, criticised, teased*

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## Materials and preparation

- Make enough copies of the SENTENCES FRAME for every student in the class.

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## How to use the game

### Part 1

- Check that your students are familiar with the grammar in the **Grammar point**.
- Give one SENTENCES FRAME to each student.
- Ask them to fill in the frame with sentences that are true for them. They must use perfect passives, e.g. *'I have been criticised for talking too much.'*
- The students should fill in the frame, using as many different verbs as they can. They can use the verbs provided or others of their own choice.
- They should not show their sentences to anyone else.
- Then group the students into threes and fours.
- **The object of this part of the game is for the students to guess each other's sentences.**
- To do this, they could use, for instance, *'In number X, I think Y said...': 'In number 20, I think Sonia said "I wish I hadn't been teased about my hair".'*

### Part 2

- When all players have guessed each other's sentences, divide the students into pairs within their groups (or an individual and a pair in the case of threesomes). Then regroup the students so that each pair of students is with a new pair from a different group.
- The object of this part of the game is for the students to remember as many sentences as possible from their previous groups.

- The students should tell each other the sentences, e.g. *'Maria wishes she hadn't been told off so much when she was a child.'* *'Peter is glad he has been told he is handsome by so many girls.'*
- They should then write the sentences down.
- The group who can write the most sentences in 20 minutes is the winner.

## Monitoring and feedback

### Part 1

At the end of the game you can go round the class asking individual students to read out some of the sentences they have written down, correcting mistakes and giving feedback.

### Part 2

At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback.

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## 27 Past passives

### Type of activity

Whole class; information gap; communication

### Grammar point

#### Past passives

- past passives are used when we want to focus on the object of a past action or on the action itself rather than on the doer of the action
- we form past passives by using *was/were* + past participle:  
*He was last seen at the airport.*
- we form past continuous passives by using *was/were being* + past participle:  
*He was being blackmailed.*
- we form past perfect passives by using *had been* + past participle:  
*His passport had been taken.*

### Other structures

Active forms of the present perfect, past simple, past perfect

### Topic areas

Everyday actions

### Challenging vocabulary

*blackmail* (v), *underwear*, *spy* (n)

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## Materials and preparation

- Make enough copies of the DISAPPEARED! CARDS and WHERE'S WALLACE? SHEET for every student to have one card and one sheet. If you have fewer than 11 students in your class you will have to give some of them two cards to ensure all the information gets distributed.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Explain to the students that their neighbour, a man called Wallace, has disappeared from his London flat. The DISAPPEARED! CARDS you will give out contain clues as to where he has gone. They must talk to everyone else and share their clues to find out where he has gone.
- Distribute the DISAPPEARED! CARDS and WHERE'S WALLACE? SHEETS so that each student has one of each.
- Give them a little time to read their card and to fill in any information they have on their WHERE'S WALLACE? SHEET.
- Then ask them to move around the class telling other people what they know about Wallace, and collecting information.
- They should write the answers on their WHERE'S WALLACE? SHEET.
- After a little while, put the students in groups of 3–4.
- Ask them to check their answers with each other and to pool their information to fill in any blanks on their WHERE'S WALLACE? SHEETS.
- Check the answers with the whole class. They should have the following: Note, Seventh, Irene, Blackmail, Underwear, Everything else, One thousand pounds, Railway station, Airport, Evening, Spy.
- Then tell them that the initial letters of their answers will give the name of the city where Wallace has gone. They will have to rearrange them first. You can give them the following blank-fill to help them if you like:

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- **The object of the game is to find out where Wallace has gone.** (The answer is BUENOS AIRES.)
- The group who does so first is the winner.

### Monitoring and feedback

Go through the WHERE'S WALLACE? SHEET, asking students to give full answers, e.g. *'A note was found on his bed.'*

## 28 Reported speech

### Type of activity

Small group; search; production

### Grammar point

#### Reported speech – changes of tense

- when we report what someone said, we are talking about the past, so the verbs in the reported speech change to past tenses
- the simple present becomes simple past:

*'I work at City College.'* – She said that she worked at City College.

- the present continuous becomes the past continuous:  
*'I am working in Paris.'* – He told me that he was working in Paris.
- the present perfect becomes the past perfect:  
*'I have been to India twice.'* – She told me that she had been to India twice.
- the past simple can remain unchanged or can change to the past perfect:  
*'I went to a concert last night.'* – She said that she went to a concert last night. or She said that she had gone to a concert last night.
- will becomes would:  
*'I'll do the shopping.'* – He said that he would do the shopping.

### Other structures

Present simple, present continuous, past simple, past continuous, present perfect continuous, present perfect, *will, going to*

### Topic areas

Personal information

### Challenging vocabulary

None

## Materials and preparation

- Make one copy of the QUESTION SHEET and one copy of the ANSWER SHEET for each group of 3–4 students. Each group will also need a paper bag.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide the class into groups of 3–4 students.
- Get each group to write the names of all the students in the class who are not in their group on a sheet of paper, and to cut or tear it into pieces so that there is one name per piece. They should put the names in the bag.
- Give each group a QUESTION SHEET and an ANSWER SHEET.
- They should dip into the bag and take out a name. One person from the group should go to another group to ask the person whose name they have drawn the first question on the sheet. If the person whose name they have drawn is absent (i.e. asking a question himself) they should draw another name from the bag.
- They should return to their groups and 'report' the answer to the question, for instance *'Number 2: Maria said that she was feeling happy today.'* The group should write the answer down on the ANSWER SHEET.
- When they have done that, it is the next person's turn to take a name from the bag and go to another group to ask the second question on the QUESTION SHEET.
- **The object of the game is to fill in the ANSWER SHEET.**
- The group that does so first are the winners.

## Monitoring and feedback

At the end of the game you can go round the class asking individual students to read out some of the sentences they have written down, correcting mistakes and giving feedback.

# 29 Time prepositions

## Type of activity

Whole class; information gap; communication

## Grammar point

**Time prepositions:** *before, after, during, since, from ... to, at, in, on, until, by, for*

– *before, after, until, by, since, from ... to* are used with points in time, such as clock times, days, dates, months, seasons:

**before** Christmas, **after** 8 o'clock, **until** late afternoon, **by** May 24<sup>th</sup>, **since** last year, **from** Monday **to** Saturday

– *before, after* and *until* can also be used as conjunctions followed by a sentence:

*I locked the back door **before** I went to bed.*

– *at* is only used with clock times and festivals:

**at** 4.30, **at** New Year

– *on* is only used with a day or date:

**on** Monday, **on** February 15<sup>th</sup>

– *in* and *during* are used to talk about specific events that happen inside a longer time period, e.g. months, seasons and times of the day:

**in** September, **in** the morning/afternoon/evening/night

– *during* can also be used with events:

**during** the meal, **during** my childhood

– *for* is used with durations of time:

**for** three hours, **for** 12 days

## Other structures

Past tenses

## Topic areas

Leisure activities

## Challenging vocabulary

*proposed*

## Materials and preparation

- Copy one MONDAY MORNING PICTURE and one WHOSE WHO QUESTIONNAIRE for every student in the class. Copy and cut up enough WEEKEND CARDS for every student in the class to have one card. If you have fewer than 10 students some students will have to act two characters.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Give each student a MONDAY MORNING PICTURE, a

WHOSE WHO QUESTIONNAIRE and one WEEKEND CARD.

- Tell them to imagine they are the character whose evening is described on the WEEKEND CARD.
- **The object of the game is to find out why the people in the office on Monday morning all look so unhappy.**
- To do this they first read their card and fill in their own details on the WHOSE WHO QUESTIONNAIRE.
- Then they will have to get up and go round the class telling each other about their evenings, for example: 'Hi, I'm Sam. I had a terrible evening yesterday. I arranged to meet my girlfriend at Ferdy's Cinema. I got there at 8 but she didn't come. She still wasn't there at 8.30 so I went home and watched TV. I went to bed by 10.30.' ~ 'I had a bad evening too – I'm Will, by the way ...'
- When they finish each conversation, they should then look at the WHOSE WHO QUESTIONNAIRE and see if they can fill in any answers.
- Warn them that some blanks will require two names.
- If you have a class larger than 10, you may like to tell them that there are some duplicate roles, e.g. more than one person may be Lucy. They only need to talk to one of these Lucys!
- When they have each filled in the WHOSE WHO QUESTIONNAIRE they should sit down and compare answers with the person next to them.
- Together they should work out a) who is dating whom (or was until last night!) and b) why is everyone in the MONDAY MORNING PICTURE looking so unhappy.

## Answers:

*Who went on a date with whom?*

Lucy and Eliot

Sam and Punita

Will and Rosie

Ben and Jasmine

Jason and Poppy

*What did everybody do?*

1 Lucy and Eliot

13 Poppy

2 Punita

14 Jason

3 Will and Rosie

15 Ben

4 Jasmine and Ben

16 Rosie

5 Jason and Poppy

17 Sam

6 Sam and Poppy

18 Ben

7 Lucy and Eliot

19 Rosie

8 Jason and Poppy

20 Jasmine

9 Jasmine and Ben

21 Punita

10 Rosie

22 Lucy

11 Punita and Sam

23 Will

12 Lucy

24 Eliot

## Monitoring and feedback

Go through the WHOSE WHO QUESTIONNAIRE asking for full answers, e.g. 'Lucy and Eliot had a row during the party.'

## 30 **-ing and -ed participles**

### Type of activity

Small group; matching; production

### Grammar point

#### Participles ending in **-ing** and **-ed**

– these participles can act as adjectives:

*His joke was not very **amusing**.*

*I'm **fascinated** by archaeology.*

– there are many pairs of **-ing** and **-ed** adjectives, e.g.

***interested**, **interesting**; **bored**, **boring***

– **-ed** participles describe a feeling:

*I'm **interested** in history.*

– **-ing** participles describe someone or something that gives you that feeling:

*I find history **interesting**.*

### Other structures

Prepositions following verbs (e.g. *interested **in**, bored **by***)

### Topic areas

Various

### Challenging vocabulary

*worrying, disgusting, confusing, fascinating, annoying, amusing, disappointing, shocking, embarrassing, depressing, worried, disgusted, confused, fascinated, annoyed, amused, disappointed, shocked, embarrassed, depressed*

Students will also generate their own vocabulary. Be prepared to provide support.

## Materials and preparation

- Copy and cut up one set of **-ING CARDS** and one set of **-ED CARDS** for each group of 3–4 students.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of **-ING CARDS** and a set of **-ED CARDS**.
- They should deal out the **-ING CARDS** and put the **-ED CARDS** in a pile face down in the centre.
- The first player draws an **-ED CARD** from the pile and lays it on the table face up.
- The player who has the matching **-ING CARD** can claim it. She must then make a sentence about herself using one of the words, e.g. *'I'm confused by English grammar!'* and ask the group a question using the other word, e.g. *'Do you think English grammar is confusing?'*
- She can then discard both cards and it is the next player's turn.

- The group as a whole records its answers, e.g. *'Svetlana, Pietro and Ali think English grammar is confusing but Anna isn't confused.'*
- **The object of the game is to match all the cards.**
- When the groups have finished, put groups together in pairs (i.e. 6–8 people) to share/compare their information.

### Monitoring and feedback

At the end of the game you can go round the class asking individual students to read out some of the sentences they have written down, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 31 Verb + **-ing** or + **to**

### Type of activity

Small group; matching; accuracy

### Grammar point

#### Verb + **-ing** or + **to**

- we follow some verbs, e.g. *decide*, with an infinitive:  
*We decided **to go** to Thailand.*
- we follow some verbs, e.g. *keep*, with an **-ing** form:  
*He kept **talking** all through the film.*

### Other structures

None

### Topic areas

Various

### Challenging vocabulary

Verbs: *admit, refuse, avoid, argue, postpone, offer, risk, dare, put off, fail, imagine, miss*

## Materials and preparation

- Copy and cut up all the **BEGINNINGS** and **ENDINGS CARDS** for each group of 3–4 students. You can make a copy of the uncut sheets to act as an **ANSWER KEY** for each group.

## How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of **BEGINNINGS CARDS**, a set of **ENDINGS CARDS** and an **ANSWER KEY**.
- Ask the students to deal out the **BEGINNINGS CARDS** and put the **ENDINGS CARDS** face down in a pile in the centre. They should leave the **ANSWER KEY** face down on the table.

- They may look at their BEGINNINGS CARDS.
- The first player turns up an ENDINGS CARD from the pile. If she can make a sentence using one of the BEGINNINGS CARDS from her hand, e.g. 'He refused to take the money.' or 'I'd like to take the money.', she can lay both cards down on the table to make a sentence.
- If not, she must put the ENDINGS CARD at the bottom of the pile and miss a go.
- Then it is the next player's turn.
- **The object of the game is to get rid of all your BEGINNINGS CARDS.**

### Monitoring and feedback

At the end of the game the students can check their answers with the ANSWER KEY. Variations are possible of course – the important thing to ensure is that the correct infinitive or *-ing* form has been used after each verb. Check any variations from the ANSWER KEY and correct those that are grammatically incorrect, providing feedback.

## 32 Constructions with preposition + *-ing*

### Type of activity

**Game 1:** Pairwork; matching; accuracy

**Game 2:** Group; completing and guessing; production

### Grammar point

#### Constructions with preposition + *-ing*

– certain words and expressions can only be followed by particular prepositions:

*look forward to, be bad at, be excited about, be used to*

– if a verb comes after a preposition (*to, in, at, with, about, of, for, on, etc.*) the verb will be in the *-ing* form:

*I'm looking forward to seeing you.*

*I have no intention of buying that car.*

*She's good at playing the piano.*

### Other structures

Present simple, past simple

### Topic areas

Personal experiences, tastes, values, opinions

### Challenging vocabulary

**Game 1:** Verbs: *fed up with, apologise for, approve/disapprove of, insist on, have no intention of, succeed in*

**Game 2:** Students generate their own vocabulary. Be prepared to provide support.

## Materials and preparation

### Game 1

- Copy and cut up all the VERB CARDS and all the PREPOSITION CARDS for each pair of students. Give each pair also a copy of the uncut page as the ANSWER KEY.

### Game 2

- Make enough copies of the QUESTIONNAIRE so that each student has one, and copy and cut up a set of PICTURE CARDS for each group of 4–6 students.

## How to use the games

### Game 1

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide students into pairs.
- Give each pair a set of VERB CARDS and a set of PREPOSITION CARDS.
- They should put the VERB CARDS face down in a pile in the centre and spread the PREPOSITION CARDS face up on the table. They should put the ANSWER KEY face down on the table.
- Players should take turns to turn up a VERB CARD from the pile.
- **The object of the game is to match verbs and prepositions correctly.**
- Each player should try to be the first to match the verb with a preposition by calling out the full phrase. They can check their answer with the ANSWER KEY.
- The player who matches them correctly must then make a sentence about themselves using verb and preposition. The partner must guess whether it is true or false! They can then discard both cards.

### Game 2

- Check that your students are familiar with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide students into groups of 4–6.
- Give each group a set of QUESTIONNAIRES and a set of PICTURE CARDS.
- Ask the students to place the PICTURE CARDS face down so that no one can see them.
- They should each take one of the QUESTIONNAIRES and one picture from the PICTURE CARDS pile.
- They should look at the picture but keep it hidden from the other students.
- Ask them to complete their QUESTIONNAIRES as if they were the person in the picture imagining what his/her answers would be.
- When they have done this, they should replace the pictures face down in the pile and shuffle them, then spread them out face up on the table.
- The group should choose one player to go first. That player can tell them three things about their character, e.g.
  - 'He is looking forward to sleeping after lunch.'
  - 'He is fed up with living alone.'
  - 'He often thinks about being young again.'

- The others may ask one question each, e.g. 'Does he dream of going away on holiday?'
- **The object of the game is for the group to guess which picture the first player is talking about.**

### Monitoring and feedback

#### Game 1

Ask students to write down some of their sentences either as they produce them or after the game is finished. At the end of the game you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new pairs).

#### Game 2

Go round the class asking everybody to say one thing about the character they described, using their completed questionnaire, e.g. 'He is fed up with living alone.'

## 33 Relative clauses

### Type of activity

Small group; matching; accuracy

### Grammar point

#### Relative clauses

- *who, whom, whose, where* and *which* are relative pronouns used to connect two sentences by referring back to a person, place or thing which has been mentioned in the first sentence:

*Tom is a postman. He lives in Bristol.*

*Tom is a postman **who** lives in Bristol.*

main clause                  relative clause

- *who* is used for people:  
*Mrs Jenkins is the woman **who** lives next door.*
- *whom* is used when the person referred to is the object of the verb:  
*That's the man **whom** I saw yesterday. (I saw **him**)*
- *whose* is used to indicate possession:  
*That's the woman **whose** dog barks all night. (**her** dog barks)*
- *which* is used for things:  
*She had an old car **which** was always breaking down.*
- *where* is used for places:  
*That's the house **where** I was born.*

### Other structures

Present simple, present continuous

### Topic areas

Daily life, jobs, pets, likes and dislikes

### Challenging vocabulary

None

## Materials and preparation

- Copy and cut up all the MAIN CLAUSE CARDS and all the RELATIVE CLAUSE CARDS for each group of 3–4 students. Keep one uncut copy to make an ANSWER KEY. Each group should also have a STREET PICTURE.

### How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point**.
  - Divide the class into groups of 3–4 students.
  - Give each group a set of MAIN CLAUSE CARDS, a set of RELATIVE CLAUSE CARDS and a STREET PICTURE.
  - They should put the STREET PICTURE in the middle where they can all see it, then deal out the RELATIVE CLAUSE CARDS and place the MAIN CLAUSE CARDS face down in a pile in the centre.
  - They should take it in turns to turn up a MAIN CLAUSE CARD from the pile. If any player thinks they can complete the sentence with a RELATIVE CLAUSE CARD they hold in their hand, they should produce the card and read out the complete sentence.
  - There may be two or three players who think they have appropriate endings. The group should choose the one they think best. The complete sentence should be laid out on the table where everyone can read it.
  - As they find out information about the occupants of the houses, they should write the names and jobs of the people who live there below each house on the STREET PICTURE.
  - As the game progresses, they will find out more information about the occupants of the houses, and may want to rethink some of their earlier decisions and substitute a different relative clause for one of the ones on the table. This is possible at any time as more information becomes available.
  - **The object of the game is to find out who lives in which house and why they disagree.**
  - When they have finished the game and all the sentences are laid out on the table and they have decided who lives where, they should find out why they all disagree.
  - The winners are the first group to find out who lives where and why they all disagree.
  - The answers below can be photocopied and handed out as an ANSWER KEY:
- n° 27:** Andrew Jones, postman, and his dog Trevor.  
Andrew doesn't like his neighbours because the children fight and their tree blocks out his light.
- n° 28:** Peter and Mary Blake, journalists, and children Ben and Daisy.  
Their neighbours don't like them because their children fight and their large tree blocks out the neighbours' light.  
Peter and Mary don't like Andrew (n° 27) because his dog barks and they don't like Julie (n° 29) because she has the TV on all the time and they can hear it through the walls.

**n° 29:** Julie Simmonds, a nurse.

The neighbours don't like her because she has the TV on all the time and they can hear it through the walls.

She doesn't like the Blakes because their children fight and she doesn't like the Browns because their teenagers have noisy parties.

**n° 30:** Sally and Bob Brown, teachers, and their teenage children Felix and Jodie.

They don't like Julie because her TV is on all the time and they can hear it through the walls.

They don't like Tammy because her baby cries all night.

**n° 31:** Tammy Tomkins, waitress, and baby Olivia.

Tammy doesn't like the Browns because their children have loud parties. She doesn't like Violet because her cats are always in her garden.

The neighbours don't like Tammy because her baby cries all night.

**n° 32:** Violet Perkins, widow, and 14 cats.

She doesn't like Tammy because the baby cries all night.

Tammy doesn't like her because the cats get into her garden.

### Monitoring and feedback

Go round the class asking groups to read out their sentences until all have been read out.

## 34 Relative clauses with extra information

### Type of activity

Small group; ordering (dominoes); production

### Grammar point

#### Relative clauses

– there are two types of relative clauses: defining clauses and non-defining clauses

– in defining clauses, the relative clause identifies *who* or *what* is referred to in the main clause:

*That's the man **who** bought my car.*

– with defining clauses, the main clause cannot stand alone without the relative clause

– in non-defining clauses, the relative clause gives extra information:

*My cousin, **who** is a geologist, lives in Argentina.*

– if the non-defining relative clause is left out, the sentence will still make sense

– another difference between the two types of relative clause is that we can use *that* instead of *who* or *which* in a defining clause but not in a non-defining clause:

*Is she the woman **that** you were talking about?*

– we can leave out the relative pronoun in the defining clause where it is the object of the verb in the first clause:

*Is that the man (who) you saw yesterday?*

– we cannot leave out the relative pronoun in non-defining clauses

– non-defining clauses are separated from the main clause by a comma or commas

### Other structures

None

### Topic areas

Everyday (and not so everyday) life

### Challenging vocabulary

*lighthouse, giraffe, pianist, lion-tamer*

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## Materials and preparation

- Copy and cut up one set of the DOMINOES for each group of 3–4 students. The DOMINOES comprise RELATIVE PRONOUN CARDS and PICTURE CARDS. You can leave the words on the bottom of each picture card, or for a freer game, cut them off.

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## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Divide the class into groups of 3–4 students.
- Give each group a set of PICTURE CARDS and a set of RELATIVE PRONOUN CARDS.
- Ask students to deal out four cards from each pile to each player and to place the rest face down in two piles in the centre.
- Players may look at their DOMINOES.
- The first player chooses a PICTURE CARD and places it on the table where everyone can see it.
- He begins the sentence either by saying the words on the card, e.g. 'My uncle ...', or an introductory phrase like 'This is the uncle ...'
- The next player must choose another DOMINO and place it next to the first. He can choose either a PICTURE CARD and complete the phrase, e.g. 'works in Australia', or a RELATIVE PRONOUN CARD, e.g. 'who'. (If he chooses a relative pronoun card he will have to decide whether the clause is to be a defining or non-defining clause and choose an appropriate pronoun.)
- The next player must choose either a PICTURE CARD to complete the relative clause appropriately, e.g. 'My uncle, who is a lion-tamer, ...' or a relative pronoun to continue the sentence, e.g. 'My uncle works in Australia where ...'
- The next player must try to add a new DOMINO to continue the sentence.
- **The object of the game is to make as long a sentence as possible.**

- Players should write the sentence down as they make it, putting in commas where necessary, e.g. *'My uncle Philip, who is a lion-tamer, works in Australia, where he met a dentist, who owns a lighthouse, where she keeps a giraffe, which she stole from the zoo, where my sister works.'*
- If a player cannot go at any time he may pick up a card from either the picture pile or the pronoun pile and the turn passes to the next player. Players also pick up a card from the pile of their choice when they have completed a turn until there are no DOMINOES left.
- The game will end when no-one can go and there are no more DOMINOES to pick up.
- Groups should read out their sentences.
- The group with the longest (correct) sentence is the winner.

### Monitoring and feedback

When you go through the sentences with the whole class, make a note of any errors and provide feedback on these after the game is finished.

## 35 Question tags

### Type of activity

Small group; board game; production

### Grammar point

#### Question tags

- a question tag is a short question which is attached to the end of a statement to make it into a question
- tags use a form of *be* or *do* or the auxiliary verb, e.g. *have*, depending on the verb in the statement:  
*The party's on Friday, isn't it?*  
*They like jazz, don't they?*  
*He went to France last week, didn't he?*  
*You haven't seen my keys anywhere, have you?*  
*He isn't marrying her, is he?*
- we usually use a negative question tag after a positive statement:  
*You remembered to get the milk, didn't you?*
- we use a positive question tag after a negative statement:  
*You won't tell him I said that, will you?*

### Other structures

Present simple, present continuous, past simple, present perfect, *should*, *will*, *need*, *can*, *could*

### Topic areas

Home life

### Challenging vocabulary

None

## Materials and preparation

- Make one copy of the PICTURE BOARD and copy and cut up two sets of TAG CARDS for each group of 3–4 students. Each group will also need counters and a dice.

### How to use the game

RULES SHEET

- Check that your students are familiar with the grammar in the **Grammar point**.
- Divide the class into groups of 3–4 students.
- Give each group a PICTURE BOARD and two sets of TAG CARDS. They will also need counters and a dice.
- The students should deal out the TAG CARDS and put the PICTURE BOARD in the centre.
- They may look at their TAG CARDS.
- The first player throws the dice and moves her counter along the PICTURE BOARD, starting with SQUARE 1.
- When she lands on a picture she should select a card from her hand to go with the picture and make a tag question, e.g. (landing on the £5) *'You can't lend me £5, can you?'* or *'You haven't got £5, have you?'* or *'This is an English £5 note, isn't it?'* Considerable variations are possible, but the question must make sense. The other players can query the question if they think it does not make sense or is grammatically incorrect. If necessary, they can ask the teacher if it is wrong or not. If the question is not accepted, or she cannot think of a sentence that makes sense, then the player cannot discard her TAG CARD and the turn passes to the next player.
- If it is accepted, the other players should answer the question. She can then discard her TAG CARD.
- Then it is the next player's turn.
- **The object of the game is to get rid of your cards.**
- The player who does so first is the winner.

### Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 36 Verb + preposition

### Type of activity

Whole class; information gap; communication

### Grammar point

#### Verb + preposition

- some verbs are followed by a particular preposition:  
*She's a person you can rely **on**.*  
*That dog belongs **to** my neighbour.*
- some verbs can be followed by different prepositions – the choice of preposition often changes the meaning of the verb:  
*She's looking **for** her key.* (she's searching for it)  
*She's looking **after** her aunt's dog.* (she's caring for it)
- some verbs can be followed by more than one preposition:  
*She complained **to** the manager **about** the service.*

### Other structures

Present simple, past simple, present continuous, passive

### Topic areas

Everyday life

### Challenging vocabulary

*astrology, apologise, complain, crash (v), secretly, apply, promoted*

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## Materials and preparation

- Copy one OFFICE GOSSIP PICTURE and one QUESTION SHEET for each student in the class. For classes of 20 and under copy and cut up one set of the RUMOUR CARDS. For classes over 20 copy enough cards for everyone to have one.

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## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class.
- Give one OFFICE GOSSIP PICTURE and one QUESTION SHEET to every student in the class. Distribute the RUMOUR CARDS as evenly as possible. For classes under 20 some students will have to have two cards.
- Tell students they work in the office in the picture. The people there are their colleagues. They don't know their colleagues well – in fact they know almost nothing about their private lives – but they have heard one or two rumours...
- **The object of the game is to find out who owns the cat.**
- To do this students will have to walk around the class, telling each other the gossip they know and filling in the QUESTION SHEET. As the game progresses they will have more and more rumours to spread. Add the explanation that the cat belongs to the person in the OFFICE GOSSIP PICTURE about whom there are no rumours.

- When they have filled in all the answers they will be able to work out who the cat belongs to (answer: Mary).
- When they have finished they should sit down and compare their answers with the person next to them.

### Monitoring and feedback

Go through the QUESTION SHEET, asking students to give full answers, e.g. 'Tamara believes in astrology.'

## 37 Adjective + preposition

### Type of activity

Small group; board game; accuracy

### Grammar point

#### Adjective + preposition

Some adjectives are followed by a particular preposition:  
*I was **delighted by** the news.*  
*I felt so **sorry for** him.*

### Other structures

Students will generate their own structures. Be prepared to provide support.

### Topic areas

Personal experiences, tastes, values, opinions

### Challenging vocabulary

*hopeless, envious, aware, annoyed, delighted, amazed, impressed, responsible, jealous, suspicious, famous, capable, astonished, disappointed, excited, shocked, similar, crowded, furious, worried*

Students also generate their own vocabulary. Be prepared to provide support.

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## Materials and preparation

- Copy and cut up all the ADJECTIVE CARDS and PREPOSITION CARDS for each group. You could use one uncut copy of the cards as an ANSWER KEY for each group. Make one copy of the PICTURE BOARD for each group of 3–4 students. You will also need counters and a dice for each group.

---

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**.
- Divide students into groups of 3–4.
- Give each group a PICTURE BOARD, a set of ADJECTIVE CARDS and a set of PREPOSITION CARDS.
- Ask the students to deal out six ADJECTIVE CARDS and six PREPOSITION CARDS to each player. They should put the remaining cards in both sets face down in two

piles in the centre. They should also put the ANSWER KEY face down, and after they have made a sentence they should use it to check that they have made the correct adjective + preposition combination.

- The students should place their counters anywhere on the board. When they land on a picture, they should try to use an ADJECTIVE CARD and its matching PREPOSITION CARD from their hand to make a sentence about the picture, e.g. (landing on the Sydney Opera House picture): *'I was impressed by the Sydney Opera House.'*
- If a player is unable to make a suitable sentence from the words in his hand, he can change as many cards as he likes from the piles on the table. He will then have to wait until his next go before making a sentence.
- When a player has made a sentence, he can put the pair of cards that he used on the table and take another two from the piles.
- Then it is the next player's turn.
- **The object of the game is to make as many pairs of cards as you can.**
- The player who makes the most pairs is the winner.

### Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 38 Noun + preposition

### Type of activity

Small group; cards; production

### Grammar point

#### Noun + preposition

Some nouns are followed by a particular preposition:

*I have **responsibility for** overseeing the department.*

*Could you send me **details of** the job?*

### Other structures

Students will generate their own structures. Be prepared to provide support.

### Topic areas

Personal experiences, tastes, values, opinions

### Challenging vocabulary

Nouns: *advantage, attitude, belief, cause, damage, demand, increase, proof, reason, relationship, responsibility, rise, solution*

Students will generate their own vocabulary. Be prepared to provide support.

## Materials and preparation

- Copy and cut up all the NOUN CARDS and PREPOSITION CARDS for each group of 3–4 students. You could keep one uncut copy of the cards to make an ANSWER KEY for each group.

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**.
- Divide students into groups of 3–4.
- Give each group a set of NOUN CARDS and a set of PREPOSITION CARDS.
- Ask the students to deal out all the NOUN CARDS and place the PREPOSITION CARDS face down in a pile in the centre. They should put the ANSWER KEY face down, to be used after they have made a sentence to check they were correct.
- The first player picks up a PREPOSITION CARD from the pile. If she can match it with a NOUN CARD in her hand, she can lay the two cards down and use the words to ask the rest of the group a question, e.g. *'Do you have a photo of your family here?' 'What's your attitude to GM foods?'*
- The rest of the group must answer her.
- Then it is the next player's turn.
- If, when a player picks up a PREPOSITION CARD, it does not match any in her hand, she can replace it at the bottom of the pile, but must then wait for the next round to pick up a new one.
- **The object of the game is to get rid of all your NOUN CARDS.**
- The player who does so first is the winner.

### Monitoring and feedback

You can ask students to write down some of their sentences as they produce them or after the game is finished. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again (possibly in new groups).

## 39 Phrasal verbs 1

### Type of activity

Small group; bingo; accuracy

### Grammar point

#### Phrasal verbs

- these consist of a verb and a particle (which can be either a preposition, e.g. *up*, or an adverb, e.g. *away*)

- some phrasal verbs do not have an object:  
*I had just got home when John and Alice **turned up**.*  
(= arrived)
- some phrasal verbs do have objects:  
*I **turned** the radio **off**.* (= switched off)
- the object can go before or after the particle:  
*I **turned off** the radio.*
- if we use a pronoun instead of the noun, it can only go before the particle:  
*I **turned it off**.*
- it is not correct to put the pronoun after the particle:  
*I ~~turned off it~~.*

### Other structures

None

### Topic areas

Various

### Challenging vocabulary

*unexpectedly, operating, unconscious*

Verbs: *divide, discard, remove, explode, consider, continue, delete, postpone, discuss, boast*

---

## Materials and preparation

- Copy and cut up one set of BINGO CARDS and one set of PARTICLE CARDS for each group of 3–4 students. You will need to do double-sided copying for the PARTICLE CARDS so that each particle has its matching definition on the back. For groups of 3 remove one BINGO CARD and its PARTICLE CARDS. You will need a bag for each group.

---

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class. Make sure the students are familiar with all the phrasal verbs.
- Divide the class into groups of 3–4 students.
- Give each group a set of BINGO CARDS and a set of PARTICLE CARDS.
- They should take one BINGO CARD each and put the PARTICLE CARDS in the bag.
- The first player draws a PARTICLE CARD from the bag. Holding it so that the others can see the particle, e.g. *UP*, she reads out the definition on the other side (but not the answer!) e.g. ‘*get brighter*’.
- The player who has the matching verb (*CLEAR*) on their BINGO CARD can claim the PARTICLE CARD if they can make up a sentence containing the phrasal verb (*CLEAR UP*). They can then lay the PARTICLE CARD on the BINGO CARD on top of the matching verb.
- Then it is the next player’s turn to take a card out of the bag and read it.

- **The object of the game is to fill up the BINGO CARD.**
- The player who does so first is the winner.

### Monitoring and feedback

You can ask students to write sentences using some of the phrasal verbs on their completed BINGO CARDS. At the end you can go round the class asking individual students to read out their sentences, correcting mistakes and giving feedback. If you feel it would be useful to reinforce the grammar, you can ask the students to play the game again.

## 40 Phrasal verbs 2

### Type of activity

Small group; lotto; accuracy

### Grammar point

#### Phrasal verbs and objects

- some phrasal verbs do not have an object:  
*I had just got home when John and Alice **turned up**.*
- some phrasal verbs do have objects:  
*I **turned** the radio **off**.*
- the object can go before or after the particle:  
*I **turned off** the radio.*
- if we use a pronoun instead of the noun, it can only go before the particle:  
*I **turned it off**.*
- it is not correct to put the pronoun after the particle:  
*I ~~turned off it~~.*

### Other structures

Past simple, present continuous, reported speech, imperatives, *would*

### Topic areas

Various

### Challenging vocabulary

*quarrel (v), management, litter (n)*

---

## Materials and preparation

- Copy and cut up one set of SENTENCE CARDS and one set of OBJECT CARDS for each group of 3–4 students.

---

## How to use the game

- Check that your students are familiar with the grammar in the **Grammar point** and with the words listed in **Challenging vocabulary**. Pre-teach any other words from the game you think will be unfamiliar to your class. Make sure the students are familiar with all the phrasal verbs.
- Divide the class into groups of 3–4 students.
- Give each group a set of SENTENCE CARDS and a set of OBJECT CARDS.

- They should take one SENTENCE CARD each and put the OBJECT CARDS in the bag .
- The first player draws a card from the bag and reads it out, e.g. '*the radio*' or '*it*'.
- The player who can fit the OBJECT CARD into one of the blanks on her SENTENCE CARD can claim the OBJECT CARD, by reading out the completed sentence.
- Some OBJECT CARDS will fit into more than one sentence. For example '*the radio*' will fit into either '*I turned ... off.*' or '*I turned off ...*' but '*it*' will only fit the first sentence.
- If two players have appropriate sentences, it is the first player to read out the complete sentence who gains the card.
- Then it is the next player's turn to take a card from the bag and read it.
- **The object of the game is to fill up the SENTENCE CARD.**
- The player who does so first is the winner.

### **Monitoring and feedback**

At the end of the game you can go round the class asking individual students to read out the sentences on the cards, correcting any mismatched cards, and giving feedback.

# Games material

The following pages contain games material to be photocopied and cut up for your class. The **Teacher's notes** explain how to use this material for each game. All sheets are for single-sided photocopying, except for those on pages 119 and 120 which are intended for double-sided copying.

Only cut along the cutting-lines (-----) and not along the unbroken lines (\_\_\_\_\_). On pages 74, 75 and 118, the numbers that identify the cards are printed within the cutting lines; it is best to keep these numbers within the cut-out cards. But on pages 119 and 120, keep the numbers outside the cut-out cards.

On pages 124–128, you will find **Rules sheets** for some of the games. These can be photocopied too and given to students to help them remember how to play the game.

# 1 Articles in general statements

## NOUN CARDS

tiger	rose	news	music
camels	dog	politicians	men
women	garden	cats	children
sheep	information	fools	mother
desert	ice	heart	brains
intelligence	weather	anger	travel
excitement	spiders	family	food

# 1 Articles in general statements

## ARTICLE CARDS

a	a	a	a	a
a	a	a	a	a
a	a	a	a	a
a	a	a	a	a
∅	∅	∅	∅	∅
∅	∅	∅	∅	∅
∅	∅	∅	∅	∅
∅	∅	∅	∅	∅

## 2 Articles in general and particular statements

### SENTENCE CARDS

### NOUN CARDS

1	If ..... be the food of love, play on.	music
	I write a lot of .....	letters
	..... are my favourite flowers.	roses
	I feel sorry for ..... in zoos.	tigers
	..... is a friend for life.	a good book
2	I loved ..... they played last night.	the music
	I love .....	Italian food
	..... is an endangered species.	the tiger
	..... I told you about is coming to stay tomorrow.	the good friend
	This is ..... I was telling you about.	the good book

## 2 Articles in general and particular statements

### SENTENCE CARDS (continued)

### NOUN CARDS (continued)

3

I'm scared of .....

dogs

I answered all ..... in my in-tray.

the letters

..... is the most important thing to have in life.

a good friend

..... can be very annoying sometimes.

people

I never drink .....

coffee

4

I'm scared of ..... next door.

the dogs

I loved ..... we ate last night.

the Italian food

..... in our garden are looking good this year.

the roses

..... next door can be very annoying sometimes.

the people

..... you made this morning was too strong for me.

the coffee

### 3 Past simple and present simple

#### WORD CARDS

I	we	and	didn't
don't	doesn't	go	goes
went	like	likes	liked
eat	eats	ate	drink
drinks	drank	did	do
does	read	reads	watch
watches	watched	cook	cooks
cooked	play	plays	played

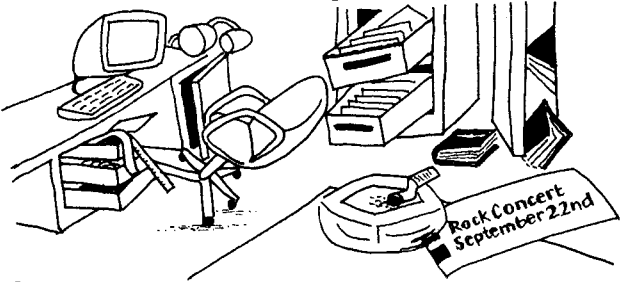
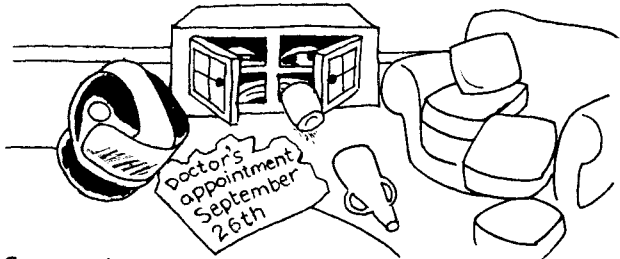


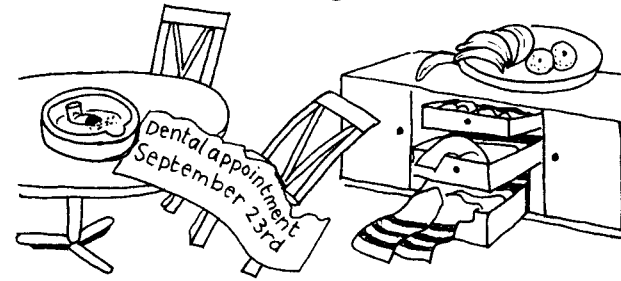
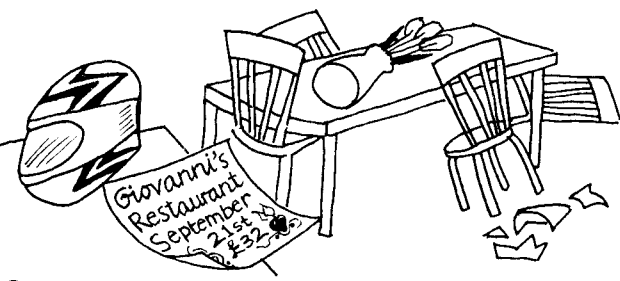
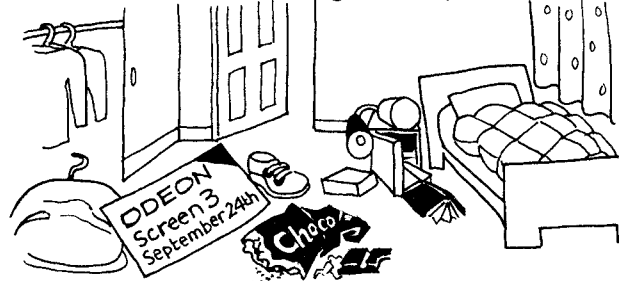

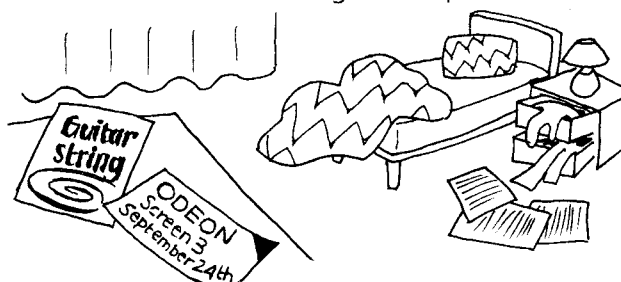
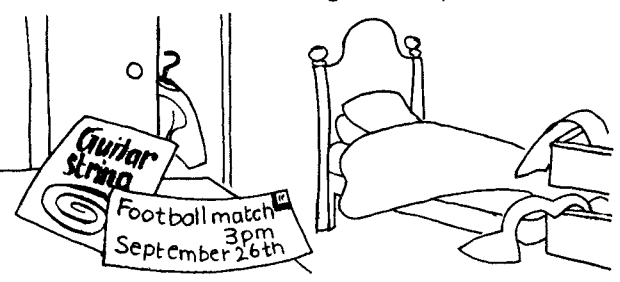
### 3 Past simple and present simple

WORD CARDS (continued)

get up	gets up	got up	to the cinema
to the disco	chips	pizza	ice cream
bananas	tea	coffee	homework
the housework	the washing up	the newspapers	a book
good meals	a good meal	the piano	the guitar
football	chess	early	late
every day	once a week	sometimes	last week
yesterday	last year	last month	a long time ago

# 3 Past simple and present simple

## SCENES OF THE CRIME SHEET

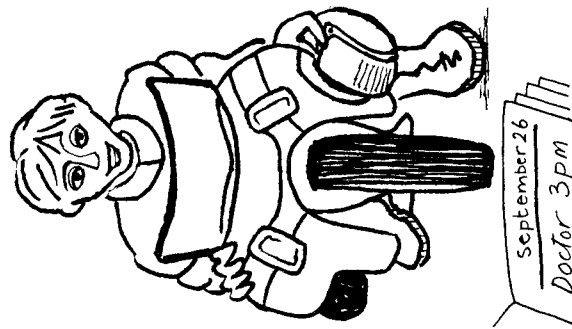
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<p><b>House 2</b> On the night of September 27<sup>th</sup>...</p>  <p>Suspect:</p>	<p><b>House 7</b> On the night of September 27<sup>th</sup>...</p>  <p>Suspect:</p>
<p><b>House 3</b> On the night of September 27<sup>th</sup>...</p>  <p>Suspect:</p>	<p><b>House 8</b> On the night of September 27<sup>th</sup>...</p>  <p>Suspect:</p>
<p><b>House 4</b> On the night of September 27<sup>th</sup>...</p>  <p>Suspect:</p>	<p><b>House 9</b> On the night of September 27<sup>th</sup>...</p>  <p>Suspect:</p>
<p><b>House 5</b> On the night of September 27<sup>th</sup>...</p>  <p>Suspect:</p>	<p><b>House 10</b> On the night of September 27<sup>th</sup>...</p>  <p>Suspect:</p>

### 3 Past simple and present simple

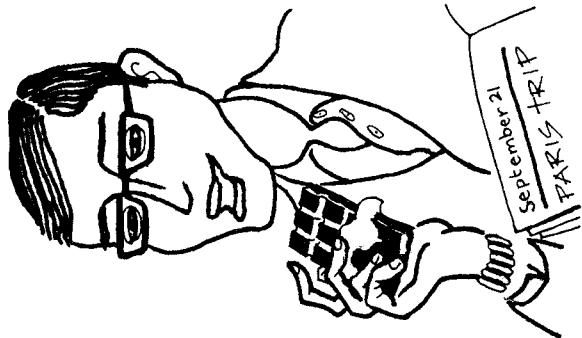
#### SUSPECTS CARDS



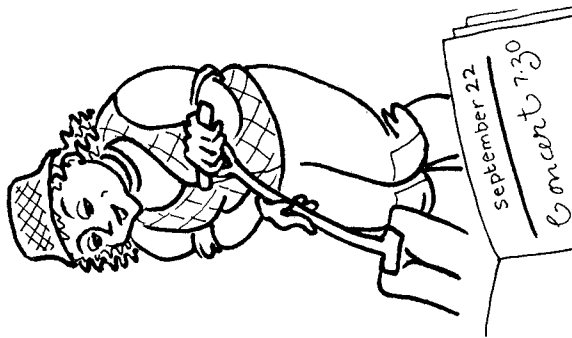
The Smith sisters



Darren Lewis



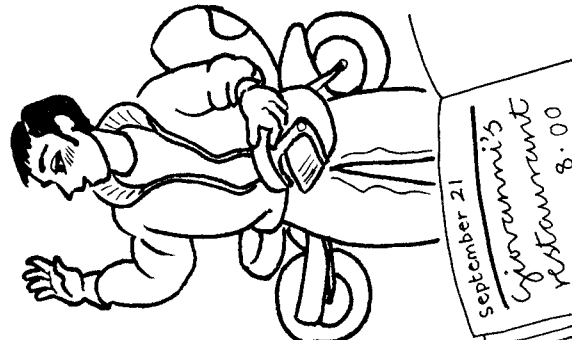
Fred May



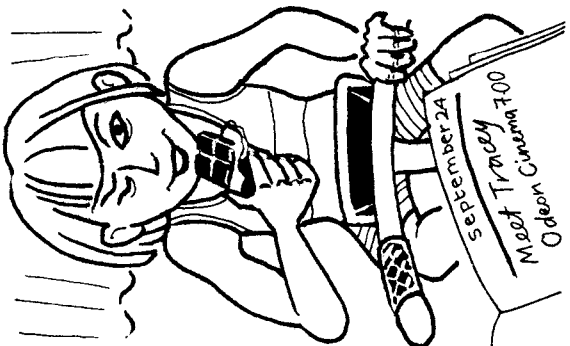
Emily Hogweed



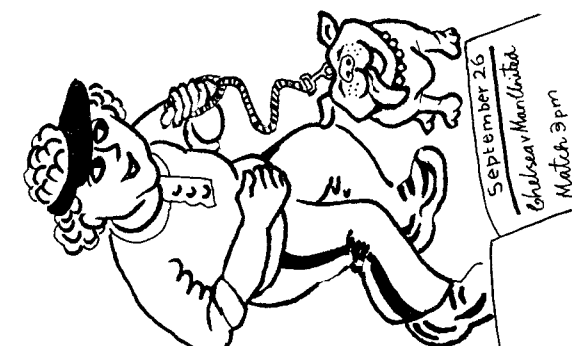
Ron Frog



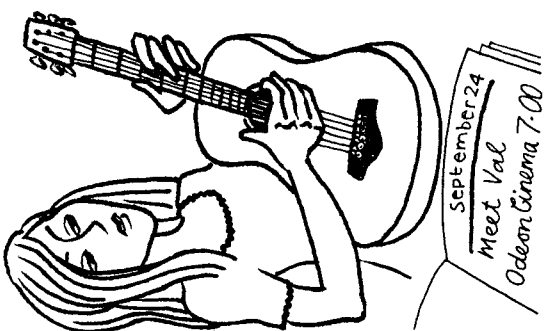
Deepak Patel



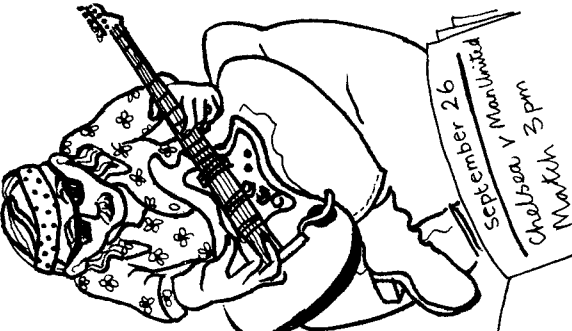
Val Smart



Mary Trench



Tracey Fox



Kevin Pitt

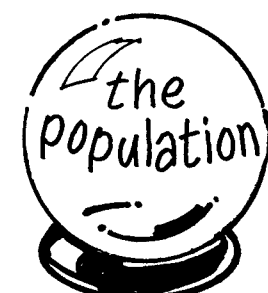
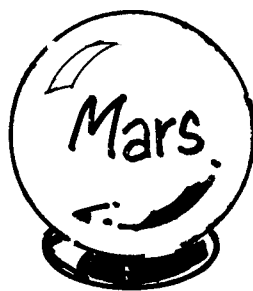
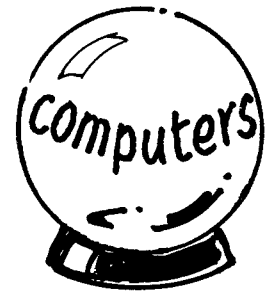
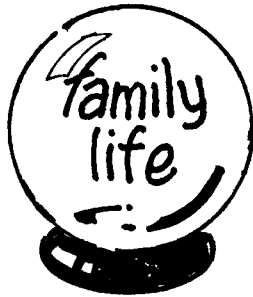
## 4 will

### TIME CARDS

in the next twenty years	next year	next century	in a hundred years
in ten years' time	tomorrow	in the year 3000	in 2100
in a thousand years	in fifty years	in the next fifty years	in the next ten years
by 2500	tonight	within twenty-five years	within ten years
by the end of this century	next week	in five years' time	in two years' time

**4** will

CRYSTAL BALL CARDS

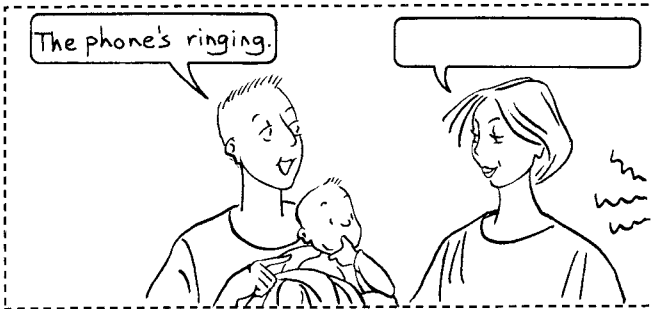


# 5 will and going to

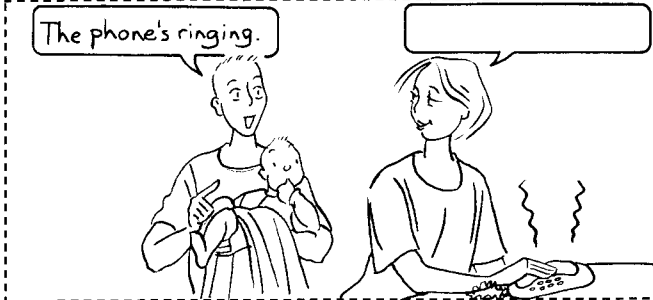
## INTENTIONS

### PICTURE CARDS

### SPEECH BUBBLE CARDS



Don't worry. I'll answer it!



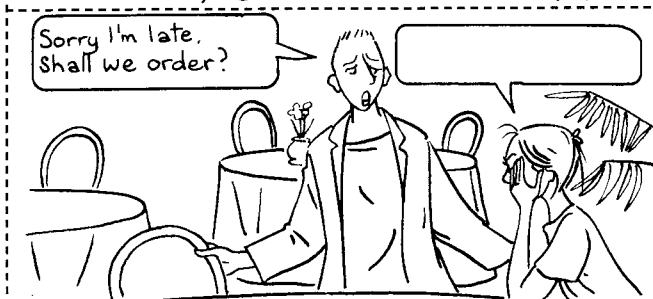
I know, I'm going to answer it.



Great. I'll do the shopping for it this morning.



Yes. I'm going to do the shopping for it now.



I've already ordered. I'm going to have the chicken.



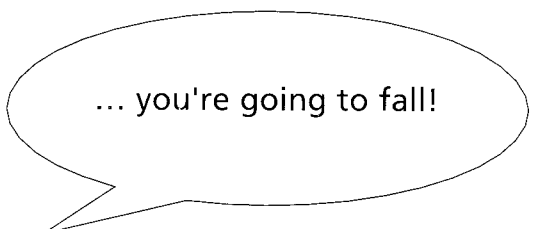
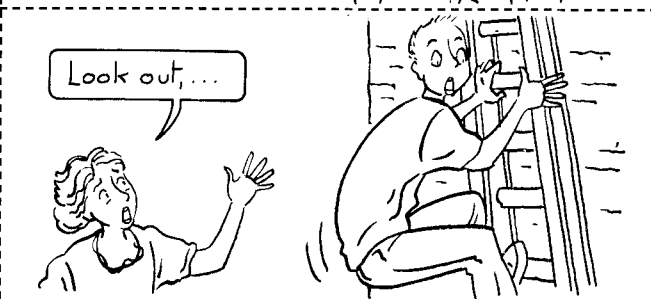
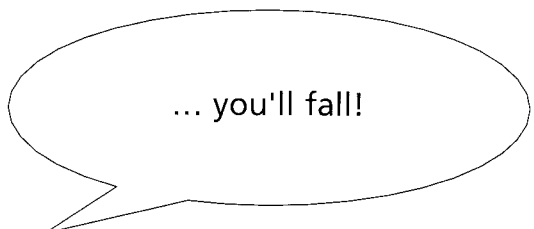
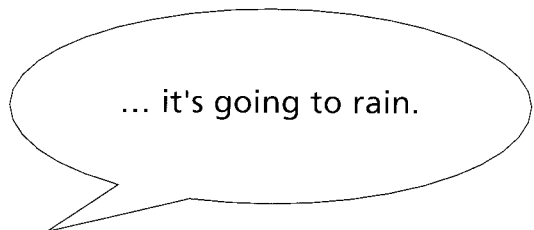
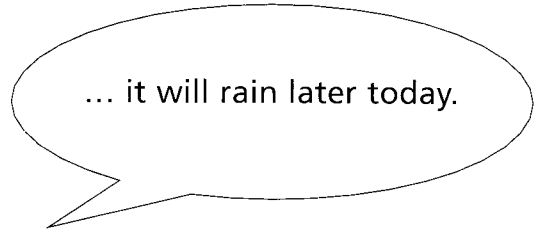
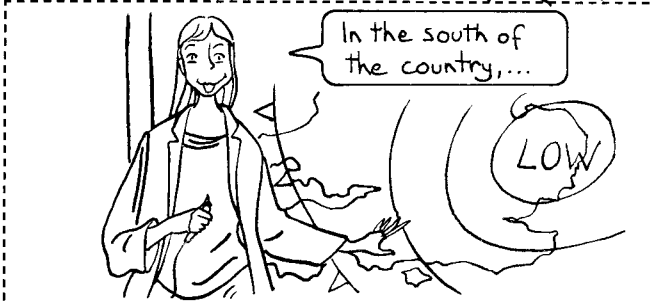
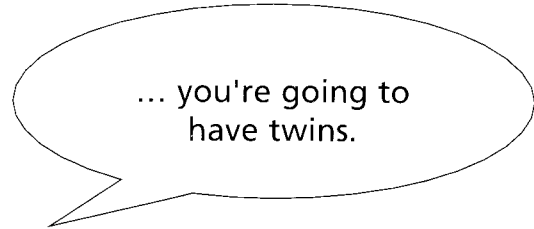
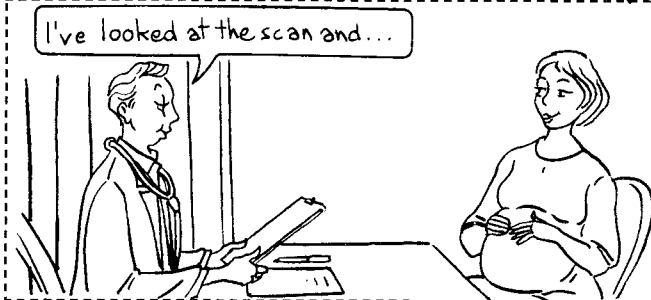
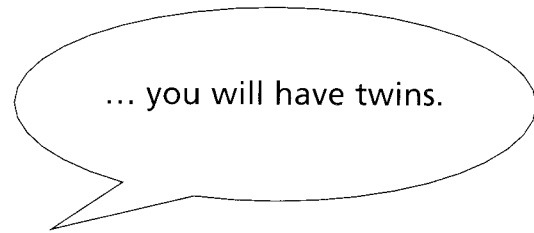
Hmm. I'll have the chicken I think.

# 5 will and going to

## PREDICTIONS

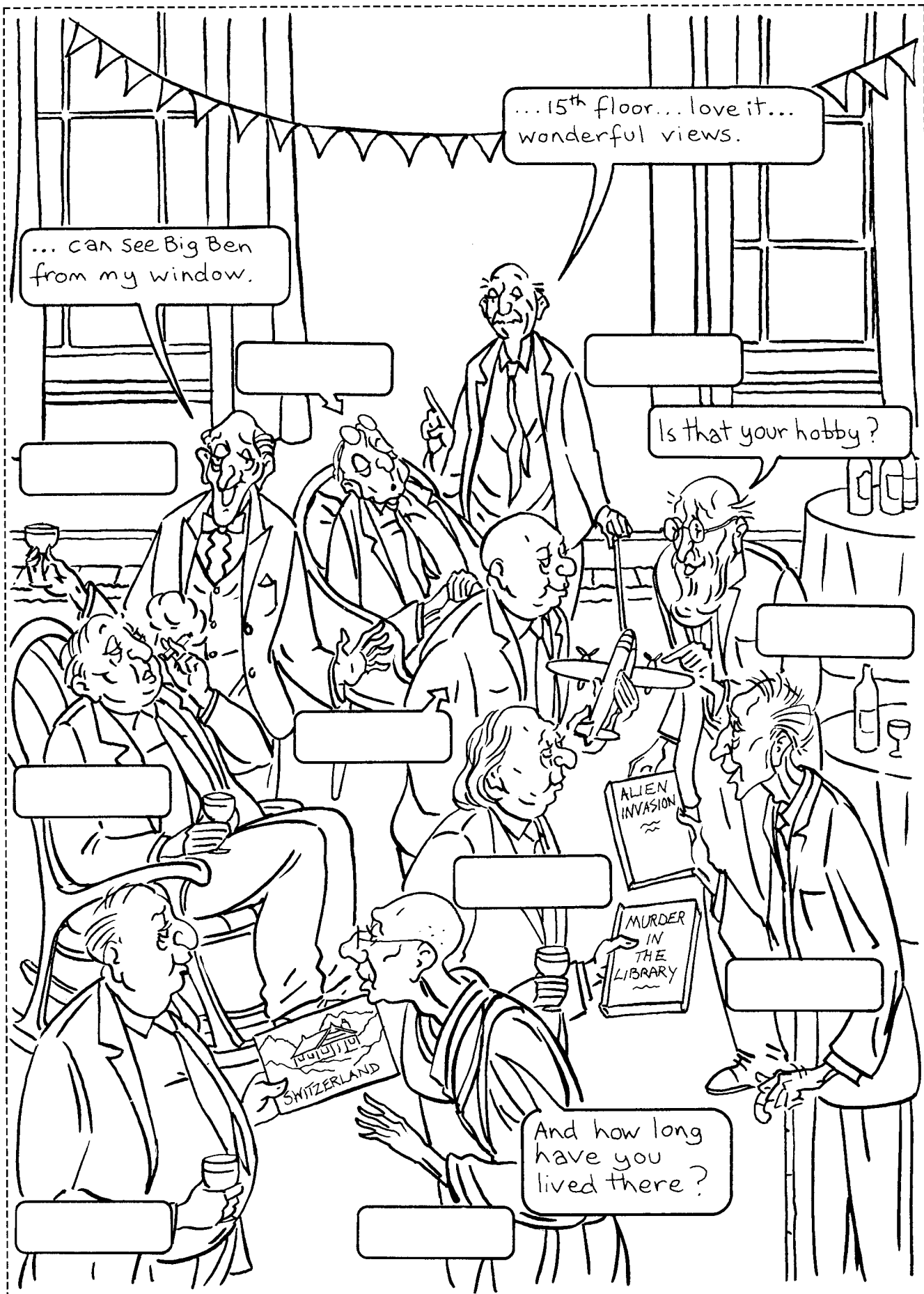
### PICTURE CARDS (continued)

### SPEECH BUBBLE CARDS (continued)



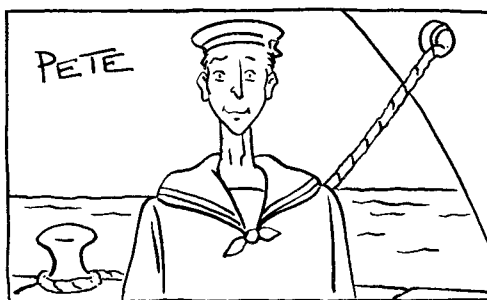
# 6 used to

## 90<sup>TH</sup> BIRTHDAY PICTURE



# 6 used to

## PHOTO ALBUM



## 6 *used to*

### GRANDPA CARDS

Your grandpa used to be a politician.  
Now he sleeps all day long.

Your grandpa used to be a vicar.  
Now he's a Buddhist.

Your grandpa used to be a trapeze artist.  
Now he sits in a rocking chair all day.

Your grandpa used to be a spy.  
Now he really has a beard!

Your grandpa used to be a pilot.  
Now he makes model aeroplanes.

Your grandpa used to be a farmer.  
Now he lives in the middle of London.

Your grandpa used to be a sailor.  
Now he lives in Switzerland.

Your grandpa used to be a policeman.  
Now he writes crime novels.

Your grandpa used to be a journalist.  
Now he writes science fiction.

Your grandpa used to be a gardener.  
Now he lives in a flat.

## 7 Past continuous

### ACTIVITY CARDS

Draw a picture.	Drink a cup of hot tea.	Eat spaghetti.	Stand on the chair.	Sing a song.
Draw on the blackboard.	Clean the window.	Jump up and down.	Scratch your head.	Pat your head and rub your stomach.
Clap your hands.	Write a letter.	Touch your toes.	Sleep.	Read a book.
Walk round the room.	Dance.	Cry.	Wave to someone.	Try to catch a fly.

# 8 Present perfect

## QUESTION BOARD

**START**

1 how many

2 ever

3 how often

4 since 1999

5 since your last birthday

6 in the last four months

7 in the last two weeks

8 in the last ten years

9 this week

10 today

11 this year

12 recently

13 in the past few days

14 in the last three weeks

15 so far this week

16 this month

17 since this morning

18 since yesterday

19 yet

20 since 2001

21 since last year

22 how many

23 ever

**FINISH**

## 8 Present perfect

### EVENT CARDS

game	cat(s)	love	America	secrets
competition	dog(s)	letters	proposal	lies
Mexican food	Australia	films	snails	promises
clothes	good books	Paris	abroad	hospital
restaurant	on holiday	cigarettes	exam	plane

# 9 Present perfect and past simple

## PICTURE BOARD

14 	13 	12 	11 	10 
15 	26 	25 	24 	5 
16 	27 	30 	23 	8 
17 	28 	29 	22 	7 
18 	19 	20 	21 	6 
START 	1 	2 	3 	4 

## 9 Present perfect and past simple

### TIME CARDS

#### PRESENT PERFECT

ever	in the last four months	this week	recently	this month
since 1999	in the last two weeks	today	in the past few days	this morning
since your last birthday	in the last ten years	this year	so far this week	yet

#### PAST SIMPLE

last year	when you were a child	last Tuesday	last century	in the holidays
last week	yesterday	in 2001	when you were at school	a few weeks ago
last month	last weekend	in 2000	the day before yesterday	last term

# 10 Present perfect continuous

## ACCUSATION CARDS



The baby's got a scratch on her face!



You've got a black eye!



Your clothes are torn!



Your clothes are all muddy!



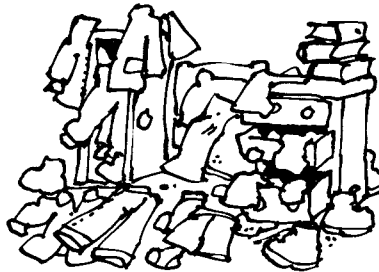
What's happened to the flowers?



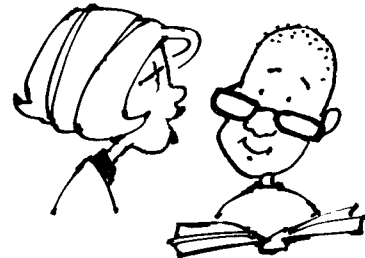
This room's full of feathers!



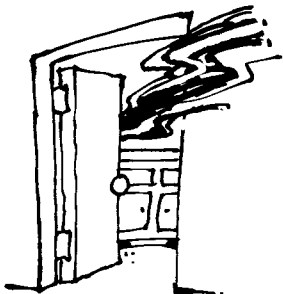
Your hair's wet!



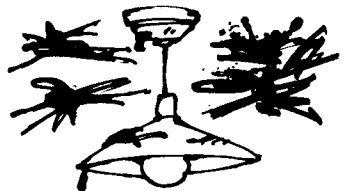
Why is your room in such a terrible mess?



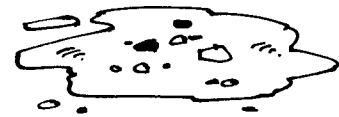
You've been very quiet!



There's smoke coming from the kitchen!



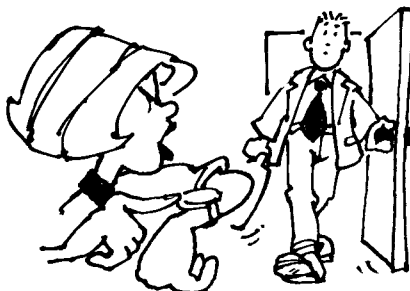
There's paint on the ceiling!



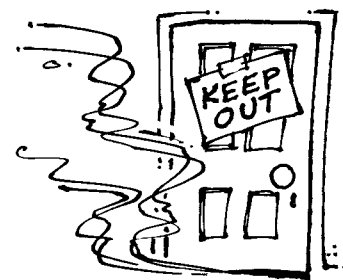
The baby's been sick!



There's water all over the floor!



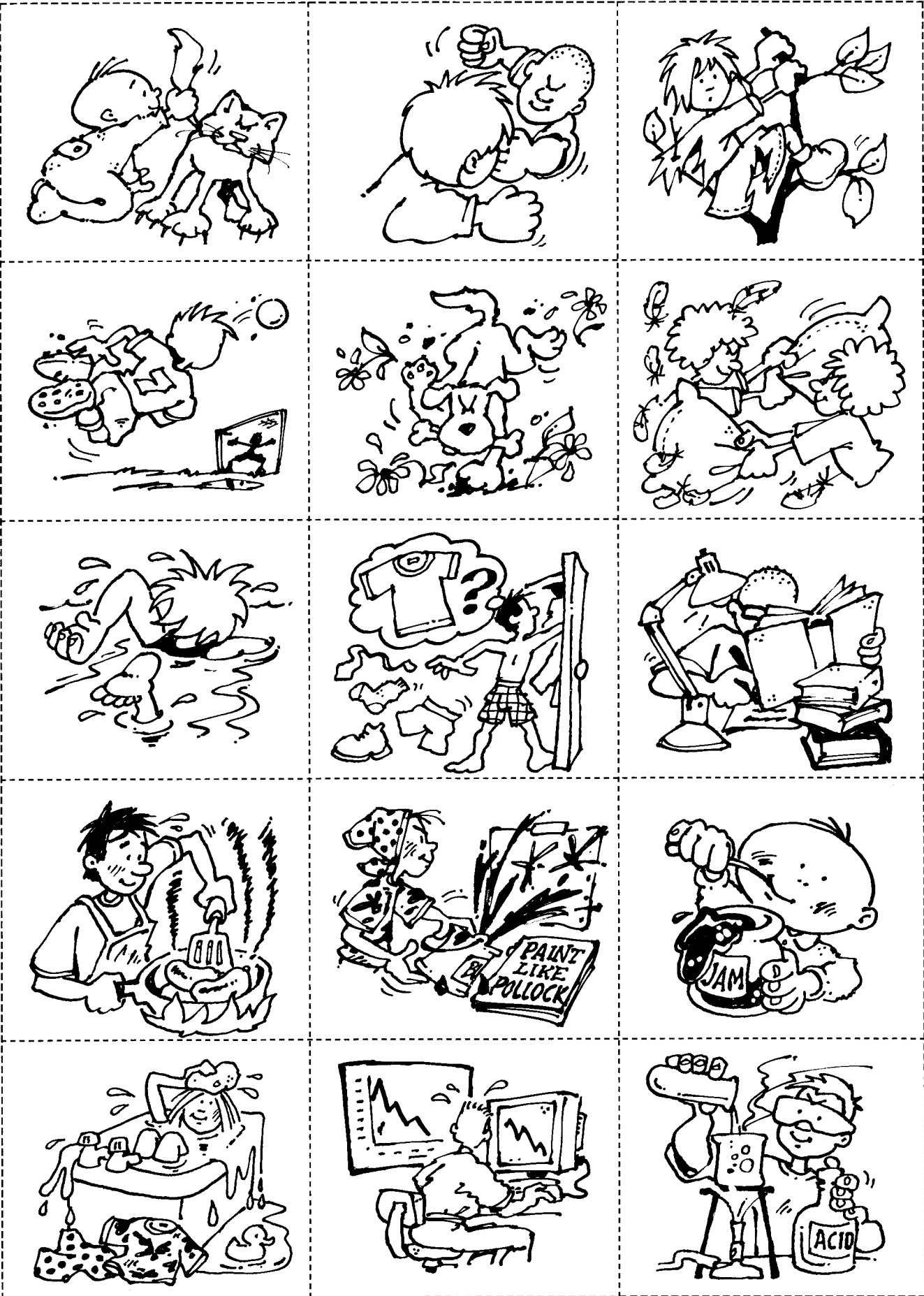
You're late again!



What's that terrible smell?

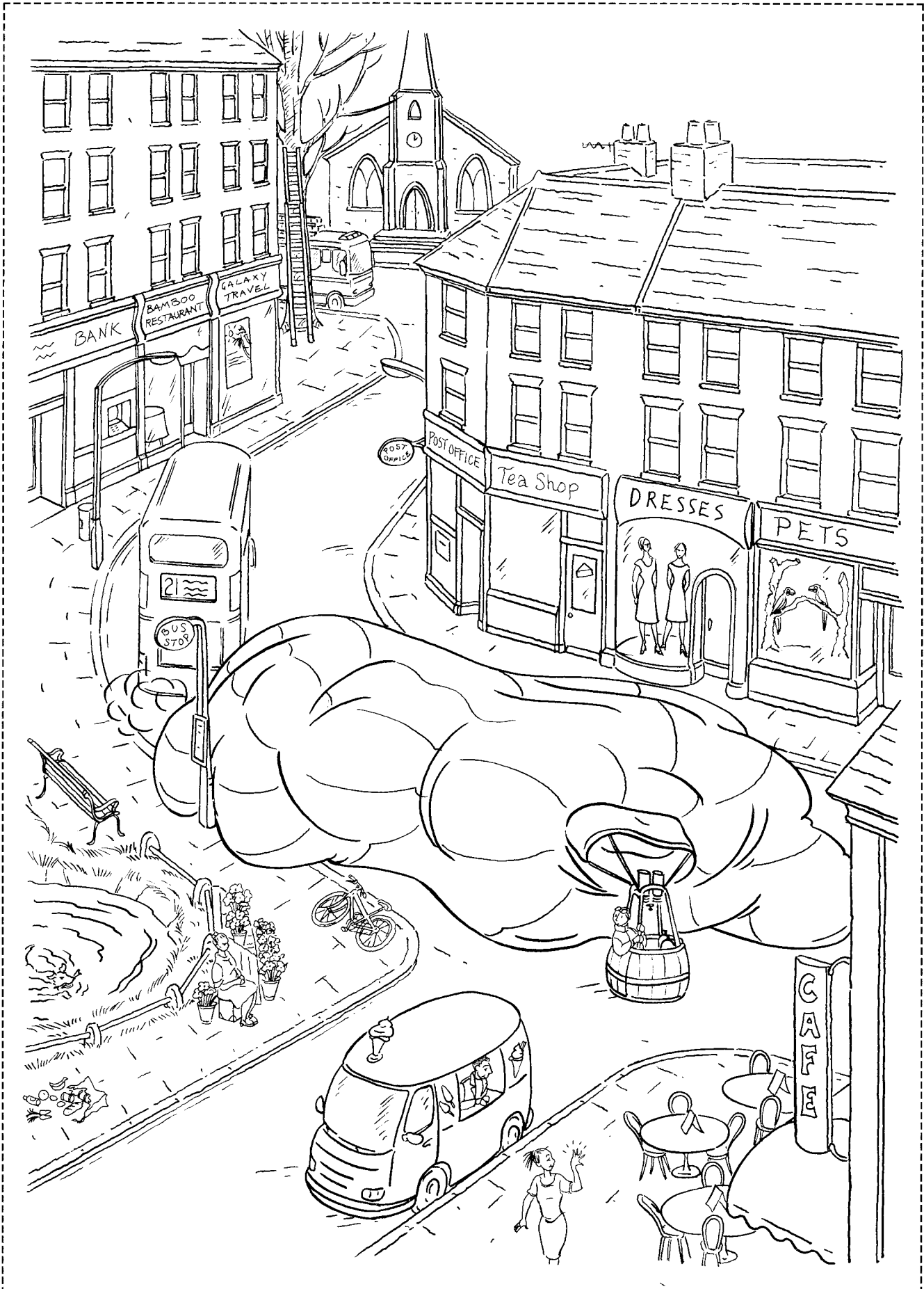
# 10 Present perfect continuous

## EXPLANATION CARDS



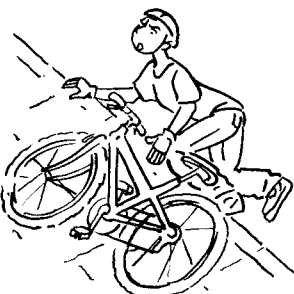






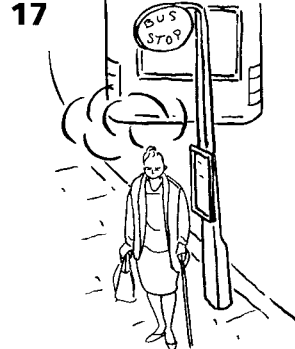
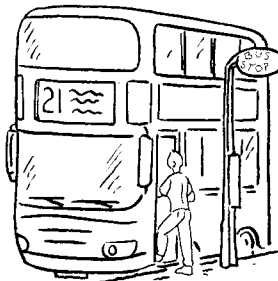











# 11 Past perfect

## BALLOONIST'S LANDING



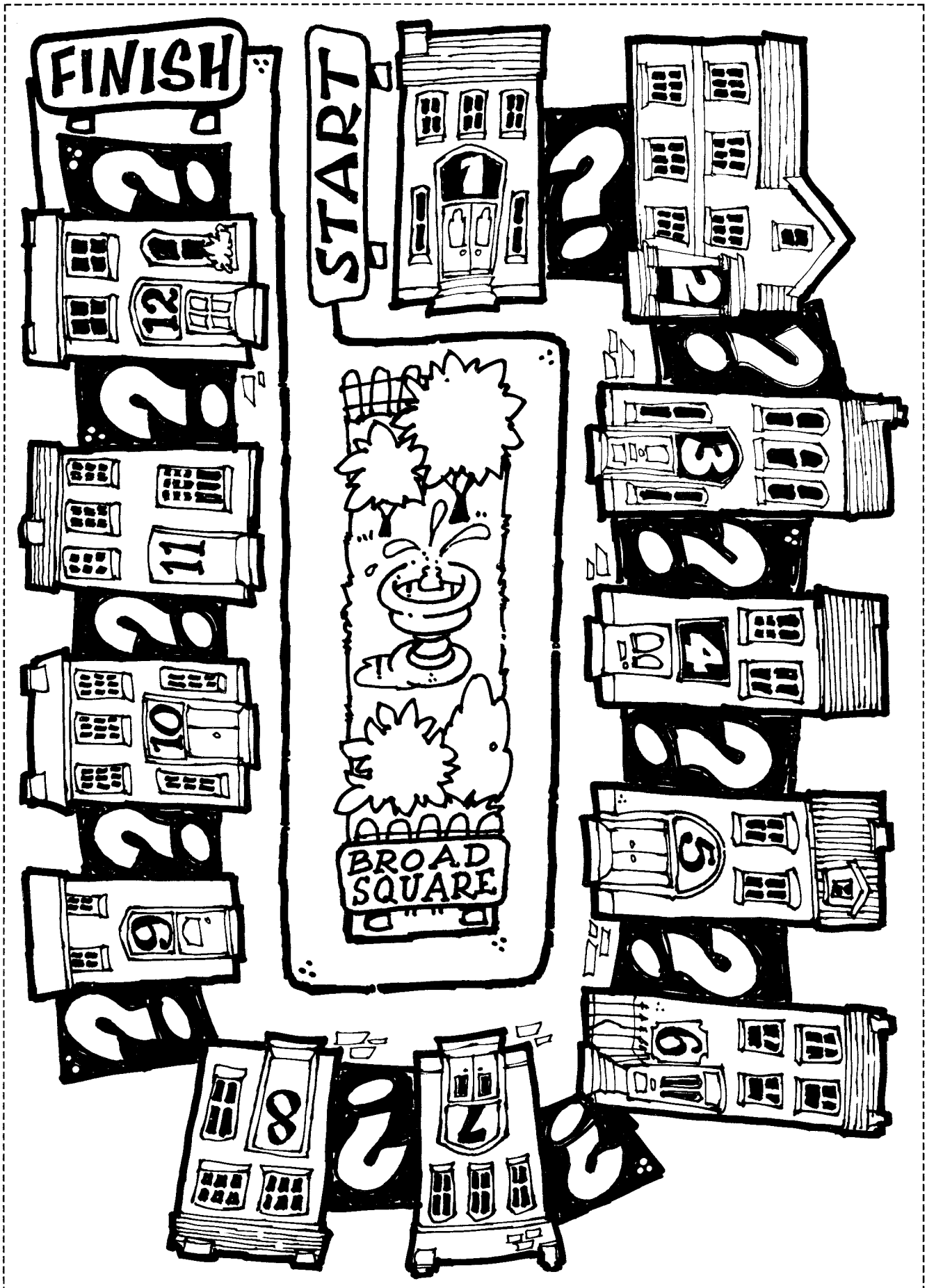
# 11 Past perfect

## EVENT CARDS

1 	6 	11 	16 
2 	7 	12 	17 
3 	8 	13 	18 
4 	9 	14 	19 
5 	10 	15 	20 













# 12 Past perfect continuous

## BROAD SQUARE BOARD



# 12 Past perfect continuous

## CLUE CARDS

 <p>a tennis ball</p>	 <p>a footprint of a running shoe</p>	 <p>a cyclist's helmet</p>
 <p>paint fingermarks</p>	 <p>a floury handprint</p>	 <p>some sand</p>
 <p>a torn bit of a football shirt</p>	 <p>a swimming cap</p>	 <p>some dog hairs</p>
 <p>a boxing glove</p>	 <p>some mud</p>	 <p>a nail</p>

## SUSPECT LIST

	House number	Clue	Name
Joe Bloggs			
Fred Cloggs			
Sam Hoggs			
Dave Toggs			
Marvin Froggs			
Harry Sloggs			
Samantha Doggs			
Yasmin Poggs			
Karen Snoggs			
Jade Troggs			
Mike Foggs			
Felix Myers Noggs			

## 12 Past perfect continuous

### CRIMINAL CARDS

#### Joe Bloggs

You burgled a house in Broad Square at 8 pm last night. Say you were tucked up in bed at 8 o'clock. Tell the truth about what you did beforehand: cycling.

#### Marvin Froggs

You burgled a house in Broad Square at 8 pm last night. Say you were having a hamburger at 8 o'clock. Tell the truth about what you did beforehand: running.

#### Karen Snoggs

You burgled a house in Broad Square at 8 pm last night. Say you were putting the kids to bed at 8 o'clock. Tell the truth about what you did beforehand: cooking supper.

#### Fred Cloggs

You burgled a house in Broad Square at 8 pm last night. Say you were in the pub at 8 o'clock. Tell the truth about what you did beforehand: painting the kitchen.

#### Harry Sloggs

You burgled a house in Broad Square at 8 pm last night. Say you were having a bath at 8 o'clock. Tell the truth about what you did beforehand: putting up shelves.

#### Jade Troggs

You burgled a house in Broad Square at 8 pm last night. Say you were doing the housework at 8 o'clock. Tell the truth about what you did beforehand: walking the dog.

#### Sam Hoggs

You burgled a house in Broad Square at 8 pm last night. Say you were watching television at 8 o'clock. Tell the truth about what you did beforehand: playing football.

#### Samantha Doggs

You burgled a house in Broad Square at 8 pm last night. Say you were repairing the car at 8 o'clock. Tell the truth about what you did beforehand: walking on the beach.

#### Mike Foggs

You burgled a house in Broad Square at 8 pm last night. Say you were visiting someone in hospital at 8 o'clock. Tell the truth about what you did beforehand: gardening.

#### Dave Toggs

You burgled a house in Broad Square at 8 pm last night. Say you were driving home at 8 o'clock. Tell the truth about what you did beforehand: boxing.

#### Yasmin Poggs

You burgled a house in Broad Square at 8 pm last night. Say you were washing your hair at 8 o'clock. Tell the truth about what you did beforehand: swimming.

#### Felix Myers Noggs

You burgled a house in Broad Square at 8 pm last night. Say you were reading at 8 o'clock. Tell the truth about what you did beforehand: playing tennis at the club.

## 13 Future continuous

### SENTENCES FRAME (two copies)

On ..... evening at ....., I .....

At ..... o'clock on ....., I .....

Next ....., I ..... in .....

Next year, I .....

From ..... to ....., I .....

On ..... evening at ....., I .....

At ..... o'clock on ....., I .....

Next ....., I ..... in .....

Next year, I .....

From ..... to ....., I .....

## 14 Future perfect

PROMISES, PROMISES SHEET (two copies)

**By this time next year:**

1 I .....

.....

2 I .....

.....

3 I .....

.....

**By this time next year:**

1 I .....

.....

2 I .....

.....

3 I .....

.....

# 15 Present, past and future of *must, have to* and *can*

## QUESTIONNAIRE

Work with a partner. Find as many similarities as possible.

### • THEN – WHEN YOU WERE A CHILD:

#### **Obligations**

Things I had to do

.....  
Things I didn't have to do

#### **Permission and prohibition**

Things I could do / was allowed to do

.....  
Things I couldn't do / wasn't allowed to do

#### **Ability**

Things I could do

.....  
Things I couldn't do

### • NOW – IN YOUR LIFE AT THE MOMENT:

#### **Obligations**

Things I have to do (that I didn't have to do when I was a child)

.....  
Things I don't have to do (that I did have to do when I was a child)

#### **Permission and prohibition**

Things I can do / am allowed to do (that I couldn't do when I was a child)

.....  
Things I can't do / am not allowed to do (that I could do when I was a child)

#### **Ability**

Things I can do / am able to do (that I couldn't do when I was a child)

.....  
Things I can't do / am not able to do (that I could do when I was a child)

### • IN TWENTY YEARS' TIME:

#### **Obligations**

Things I will probably have to do

.....  
Things I won't have to do any more

#### **Permission and prohibition**

Things I will be able to do / will be allowed to do (that I can't do now)

.....  
Things I won't be able to do / won't be allowed to do (that I can do now)

#### **Ability**

Things I will be able to do (that I can't do now)

.....  
Things I won't be able to do (that I can do now)

## 16 *may/might/could/must/can't + have*

### ALIBI CARDS

<p><b>Annette</b> I left the music room at 8.40 and went to get my music from the drawing room.</p>	<p><b>Herbert</b> Ian and I had a pipe and a port on the verandah. We were both there till about 8.50 when Ian left saying he had arranged to play billiards with Lionel.</p>
<p><b>Beryl</b> I played string trios with Annette and Christina until 9 pm when we heard a shriek from the conservatory. Davina and Margaret were with us for a while but they had gone by that time.</p>	<p><b>Ian</b> I had a pipe and a glass of port with Herbert out on the verandah. No one else joined us. I left about ten to nine – I'd promised Lionel a game of billiards.</p>
<p><b>Christina</b> I was in the music room between 8 and 9 with Annette and Beryl apart from about 10 minutes when I went to my room to get my violin. Davina and Margaret listened to us play for a bit, then got bored. I think Margaret left around 8.30 and Davina left around a quarter to nine.</p>	<p><b>John</b> I played billiards with Keith till about a quarter to nine, then went to the library where I found Davina. I don't know what Keith did.</p>
<p><b>Davina</b> I started off by listening to Annette, Beryl and Christina playing in the music room, but they weren't that good, so I went off to the library at about 8.45. Margaret got bored even quicker and left before me!</p>	<p><b>Keith</b> I played billiards with John. The game finished about a quarter to nine. We left the balls and cues on the table.</p>
<p><b>Edwina</b> I was in the drawing room having coffee with Felix and Garth from about 8 o'clock. Felix wanted to smoke his pipe so he left the room at about ten to nine and Garth went with him. Margaret popped her head in around half eight but she didn't stay.</p>	<p><b>Lionel</b> I was probably the last person to see Xavier alive. I was chatting to him in the conservatory till Ian came to get me for billiards.</p>
<p><b>Felix</b> I was in the drawing room having coffee with Edwina and Garth from about 8 o'clock. No one else – oh Margaret came in briefly but she didn't stay. Oh and there was another person – Annette. She popped in to look for some music at around twenty to nine. I wanted to smoke my pipe so I went to the verandah at about ten to nine. Garth went with me.</p>	<p><b>Margaret</b> I listened to Annette, Beryl and Christina play for a bit, then went on into the drawing room – about half past eight, I suppose. It was boring in there so I went to the library to read for a bit.</p>
<p><b>Garth</b> I was in the drawing room having coffee with Felix and Edwina from about 8 o'clock. We invited Margaret to join us but she wouldn't. Felix wanted to smoke his pipe so he left the room at about ten to nine. I went with him to the verandah. Annette was the only other person I saw – she came in to the drawing room to look for her music a bit before a quarter to nine.</p>	

## 16 *may/might/could/must/can't* + *have*

### ALIBI CARDS (continued)

<p><b>Annette</b> I returned to the music room five minutes later and went on playing there with Beryl and Christina till 9 when we heard a shriek from the conservatory. Davina listened to us playing till about a quarter to nine – she left when I came back in.</p>	<p><b>Herbert</b> I finished my port and was about to go in when Felix and Garth came out. I stayed to chat. That was about ten to nine I think, or a bit after. Yes, we all heard the scream.</p>
<p><b>Beryl</b> I was with Annette and Christina all the time between 8 and 9 except for five minutes when Annette went to get some music from the drawing room, and for ten minutes while Christina went to get her violin.</p>	<p><b>Ian</b> I went to the conservatory to get Lionel at about ten to nine. He was there with Xavier. We went on to the billiard room leaving Xavier alone. That was the last we saw of him!</p>
<p><b>Christina</b> I was out of the room for about 10 minutes between 8 o'clock and about ten past eight.</p>	<p><b>John</b> Davina was on her own in the library when I came in – she'd only been there a couple of minutes. This was about ten to nine or so. The library is soundproofed so we didn't hear anything.</p>
<p><b>Davina</b> I was alone in the library for a couple of minutes then John came in – a bit before ten to nine I think.</p>	<p><b>Keith</b> I went to the drawing room when we'd finished the billiard game. Edwina was there on her own. We heard a terrible scream at about 9 pm.</p>
<p><b>Edwina</b> I saw Annette come into the drawing room and look for her music – around 8.40 She was there about three or four minutes, then went back. I was on my own after Garth and Felix left until Keith came in about a quarter to nine. We were together when we heard a scream.</p>	<p><b>Lionel</b> Ian and I left the conservatory about five to nine. We got to the billiard room but could only find one cue. We were hunting for the other when we heard the scream.</p>
<p><b>Felix</b> I went to the verandah to have a smoke with Garth at about ten to nine. Herbert was already there. We were all together when we heard a scream from the conservatory.</p>	<p><b>Margaret</b> I needed a pencil to write something down and remembered I'd left my bag in the parlour, so I went to get it at 8.45, something like that?</p>
<p><b>Garth</b> I went to the verandah to have a smoke with Felix at about ten to nine. Herbert was already there. We were all together when we heard a scream from the conservatory.</p>	

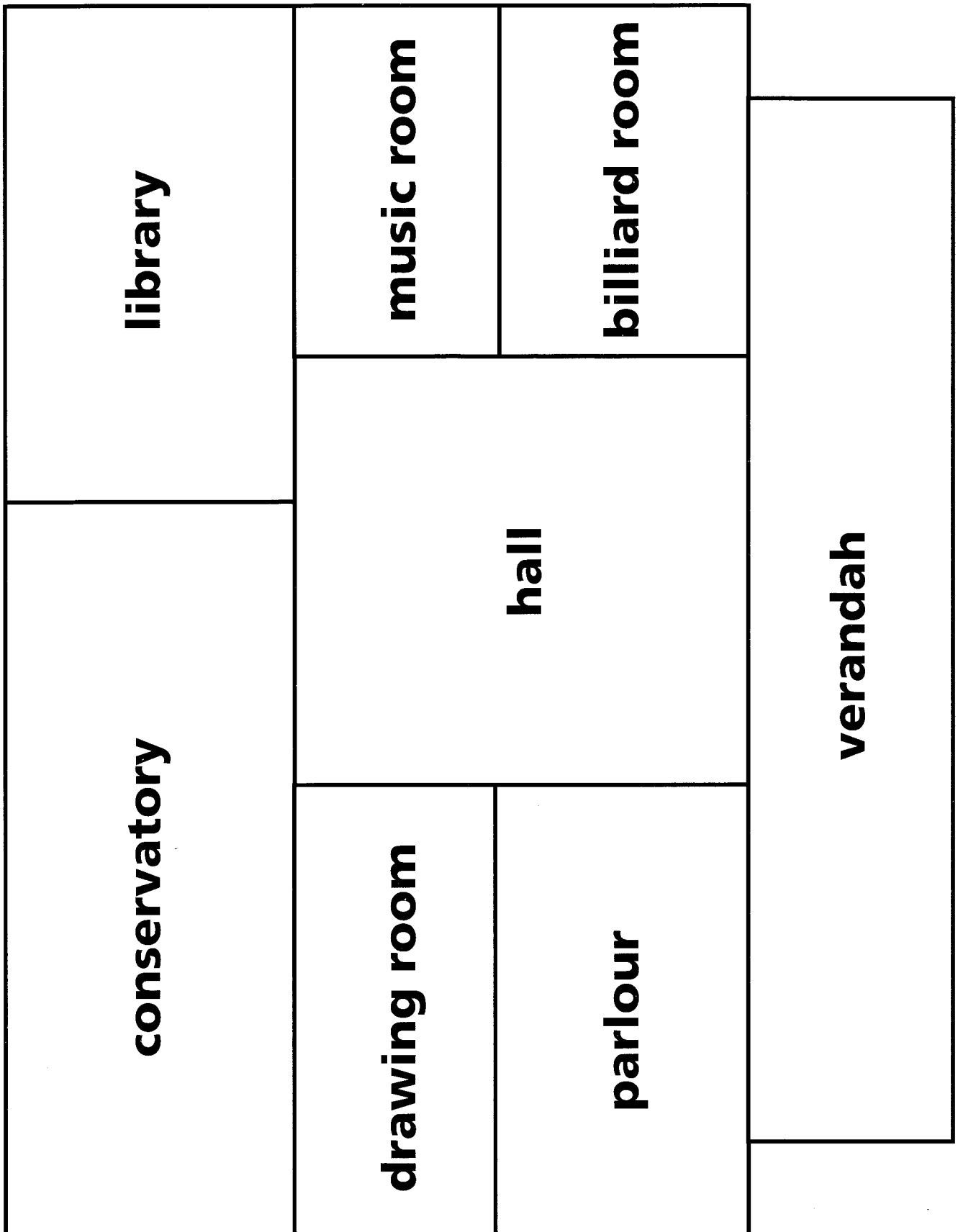
# 16 may/might/could/must/can't + have

## LIST OF CHARACTERS

	8.30	8.35	8.40	8.45	8.50	8.55	9.00	9.05	9.10
Annette									
Beryl									
Christina									
Davina									
Edwina									
Felix									
Garth									
Herbert									
Ian									
John									
Keith									
Lionel									
Margaret									
Xavier									

## 16 *may/might/could/must/can't + have*

### HOUSE PLAN



## 17 Active and passive infinitives

### QUESTIONNAIRE

Imagine you are your partner. Answer the questions.

#### **In my life at the moment:**

I want to .....

I don't want to .....

I expect to .....

I don't expect to .....

My biggest ambition is to .....

My biggest fear is to .....

An impossible dream of mine is to .....

#### **When I look back on my life:**

I would like to .....

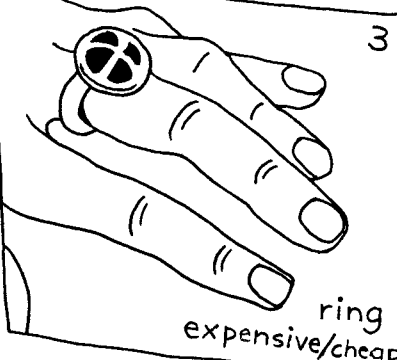

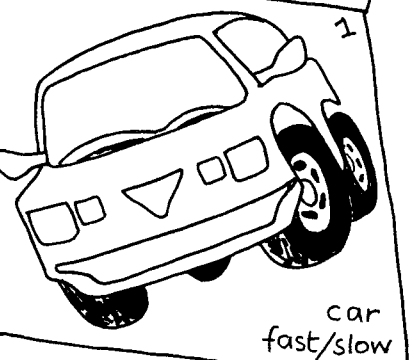
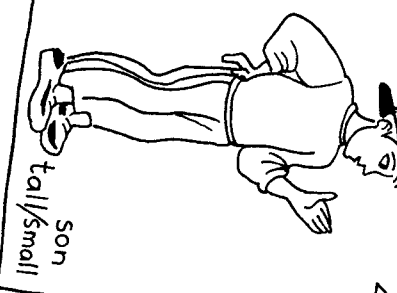



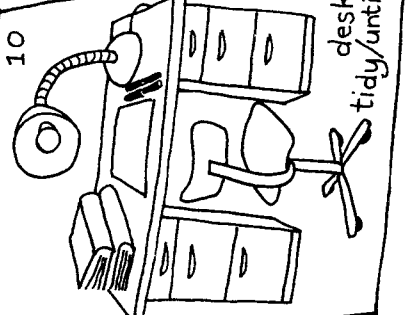

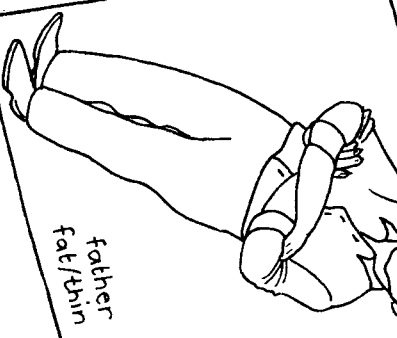


I wouldn't like to .....

The most important thing in life is to .....

The least important thing is to .....

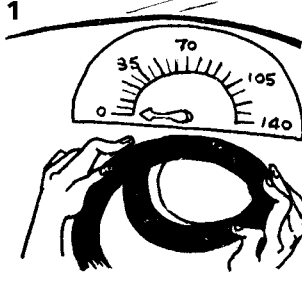
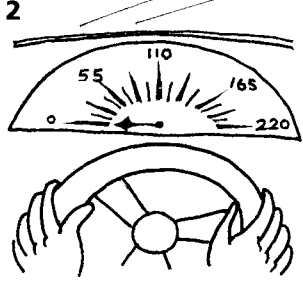
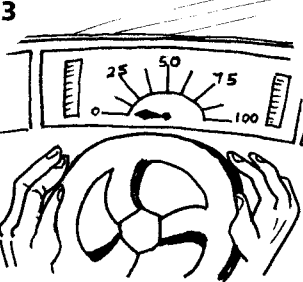
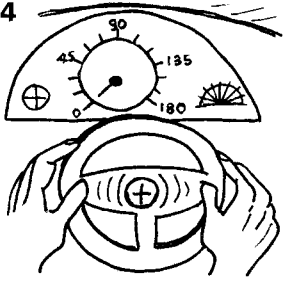
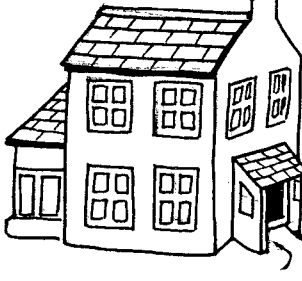
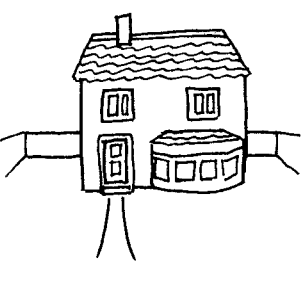
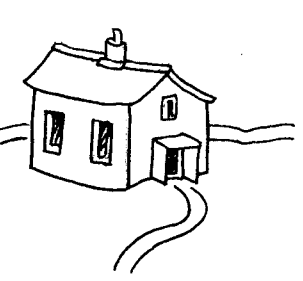
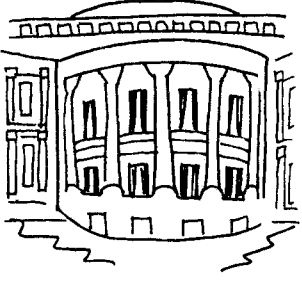
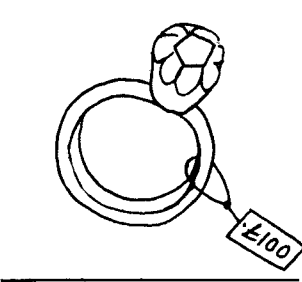
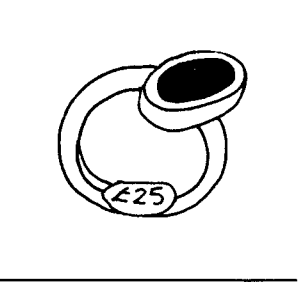
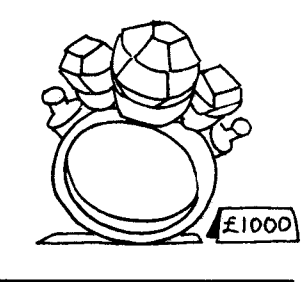
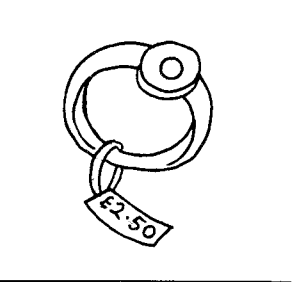
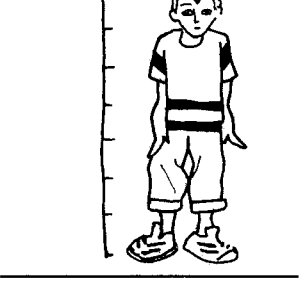

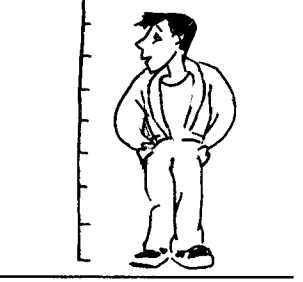
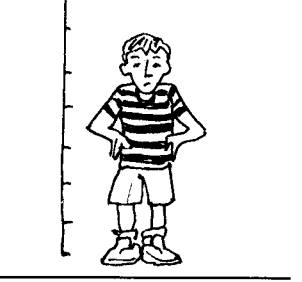
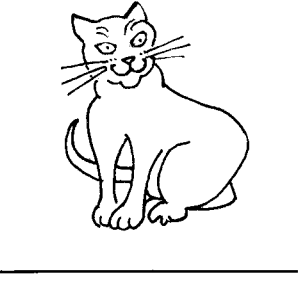
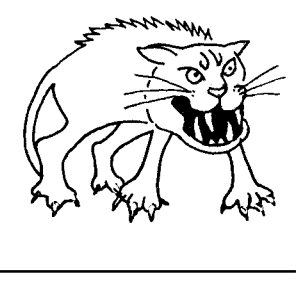
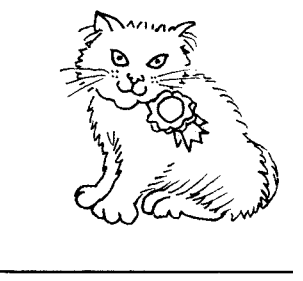
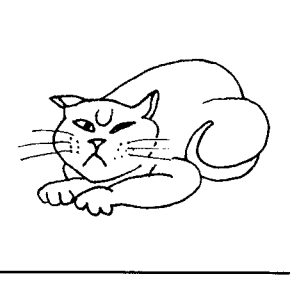




# 18 Comparatives and superlatives

## CUE BOARD

 <p>ring expensive/cheap</p>	 <p>house big/small</p>	 <p>car fast/slow</p>
 <p>son tall/small</p>	 <p>cat beautiful/ugly</p>	 <p>brother's ears big/small</p>
 <p>daughter intelligent</p>	 <p>desk tidy/untidy</p>	 <p>dog fierce/gentle</p>
 <p>father fat/thin</p>	 <p>grandmother old/young</p>	 <p>dog fierce/gentle</p>

# 18 Comparatives and superlatives

## DIFFERENCE CARDS

<p>1</p> 	<p>2</p> 	<p>3</p> 	<p>4</p> 
			
			
			
			
			


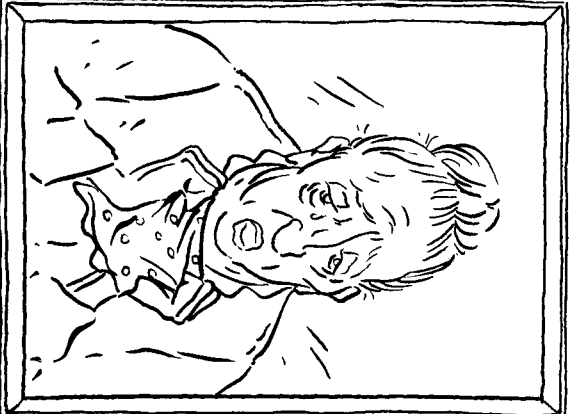

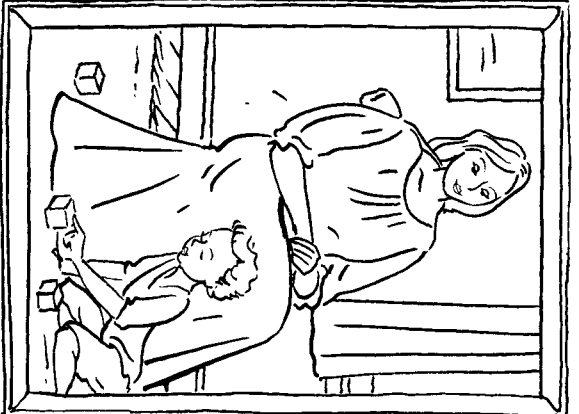
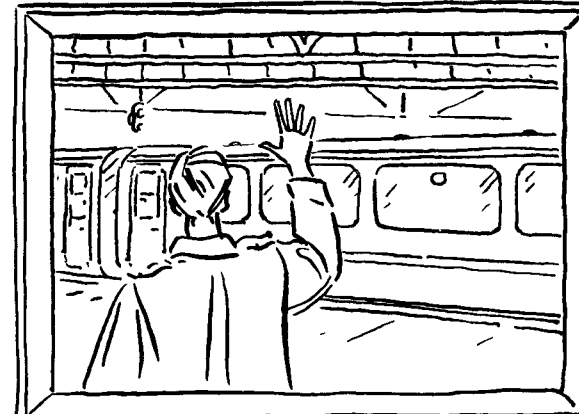


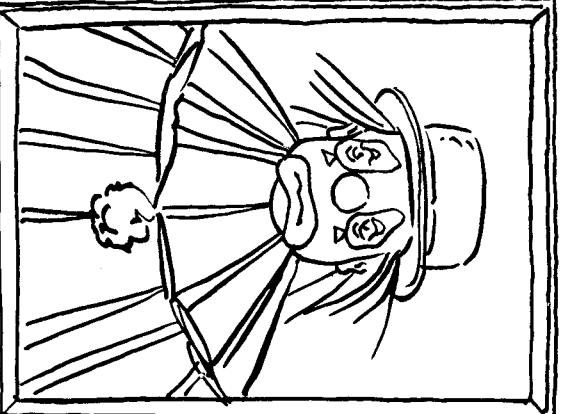
# 18 Comparatives and superlatives

## DIFFERENCE CARDS (continued)

1	2	3	4
			
			
			
			
			
			

# 19 Wh- questions: mixed question forms

## PAINTINGS

 <p>5</p>	 <p>1</p>
 <p>6</p>	 <p>2</p>
 <p>7</p>	 <p>3</p>
 <p>8</p>	 <p>4</p>

## 19 Wh- questions: mixed question forms

### QUESTIONS

1 Why.....?

2 Who.....?

3 Where.....?

4 When.....?

5 Which.....?

6 What.....?

7 How.....?

**Write your answers here.**

1.....

2.....

3.....

4.....

5.....

6.....

7.....

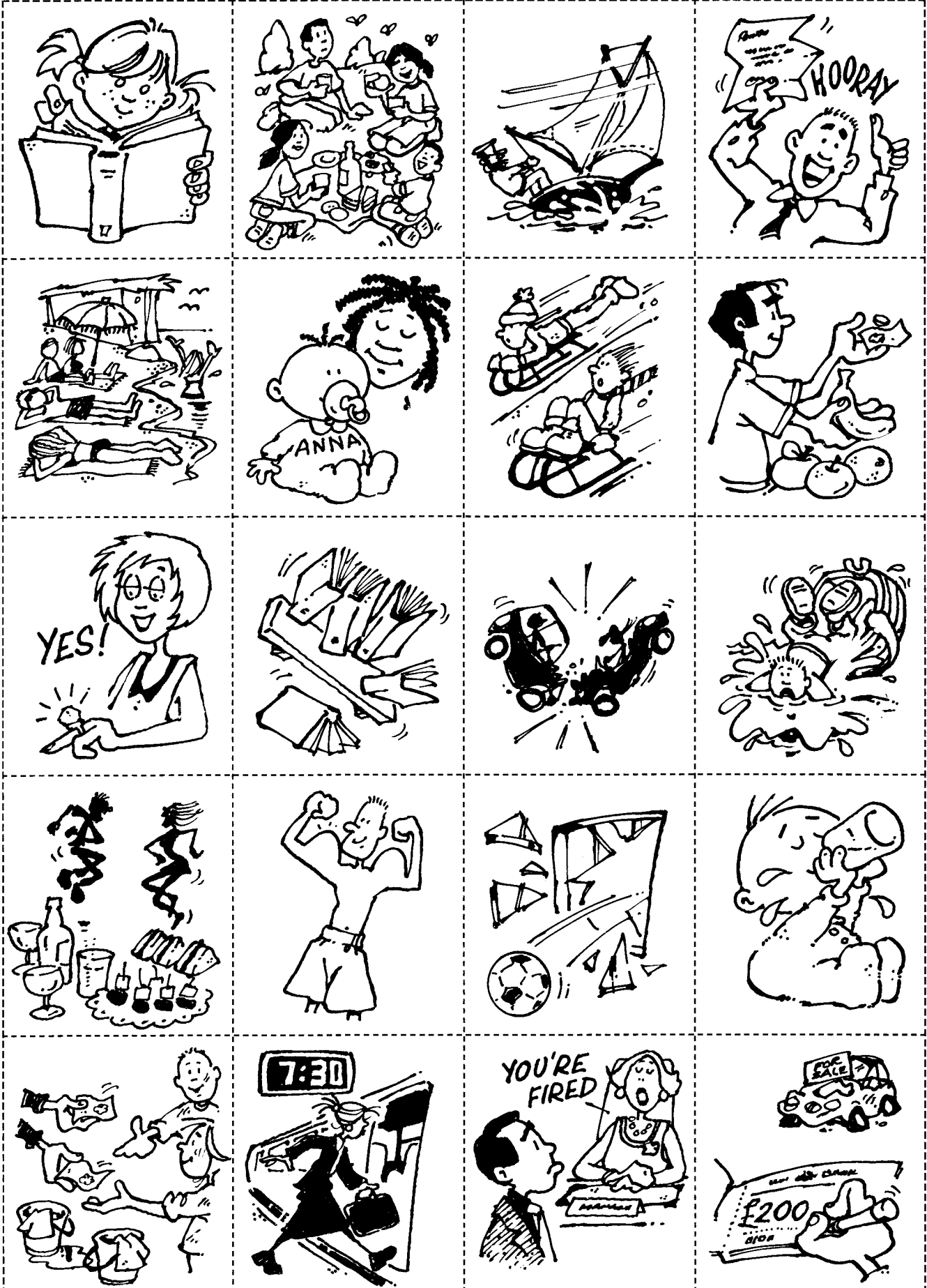
# 20 If ... will

## IF CARDS

<p>If</p> 	<p>If</p> 	<p>If</p> 	<p>If</p> 
<p>If</p> 	<p>If</p> 	<p>If</p> 	<p>If</p> 
<p>If</p> 	<p>If</p> 	<p>If</p> 	<p>If</p> 
<p>If</p> 	<p>If</p> 	<p>If</p> 	<p>If</p> 
<p>If</p> 	<p>If</p> 	<p>If</p> 	<p>If</p> 

# 20 If ... will

## ACTION CARDS



# 21 If ... would

## PICTURE CARDS



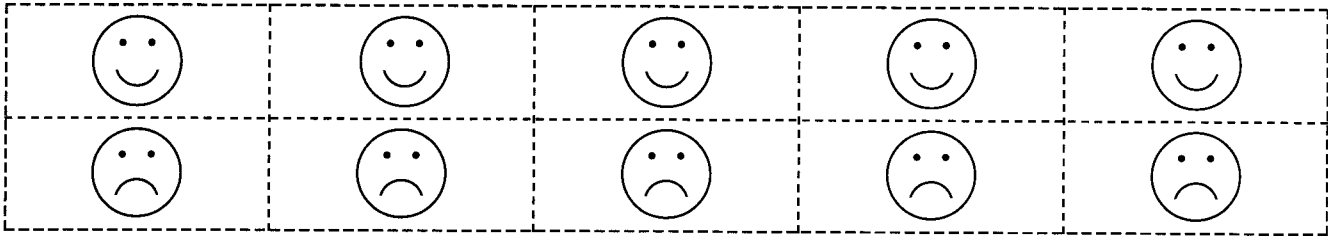
## 22 If ... would have

### MISSED OPPORTUNITIES BOARD

<p>4 You always wanted five children but you only have one.</p>	<p>3 You asked someone to marry you but he/she refused.</p>	<p>2 You were offered a place at university but took a job instead.</p>	<p>1 You were offered a good job in London but you turned it down.</p>
<p>5 You failed your exams at school.</p>	<p>17</p>		<p>16 Your uncle taught you to swim when you were three.</p>
<p>6 You always wanted to travel but you ended up getting a job in your home town.</p>			<p>15 You went on a rock climbing course.</p>
<p>7 You always planned to live in the country but you live in the middle of town.</p>			<p>14 A rich aunt died and left you a lot of money when you were twenty.</p>
<p>8 You married when you were very young.</p>			<p>13 Your parents took you to Australia when you were five.</p>
<p>9 You broke your leg and went to hospital.</p>			<p>10 You went to India for a holiday.</p>

## 22 *If ... would have*

### OUTCOME CARDS

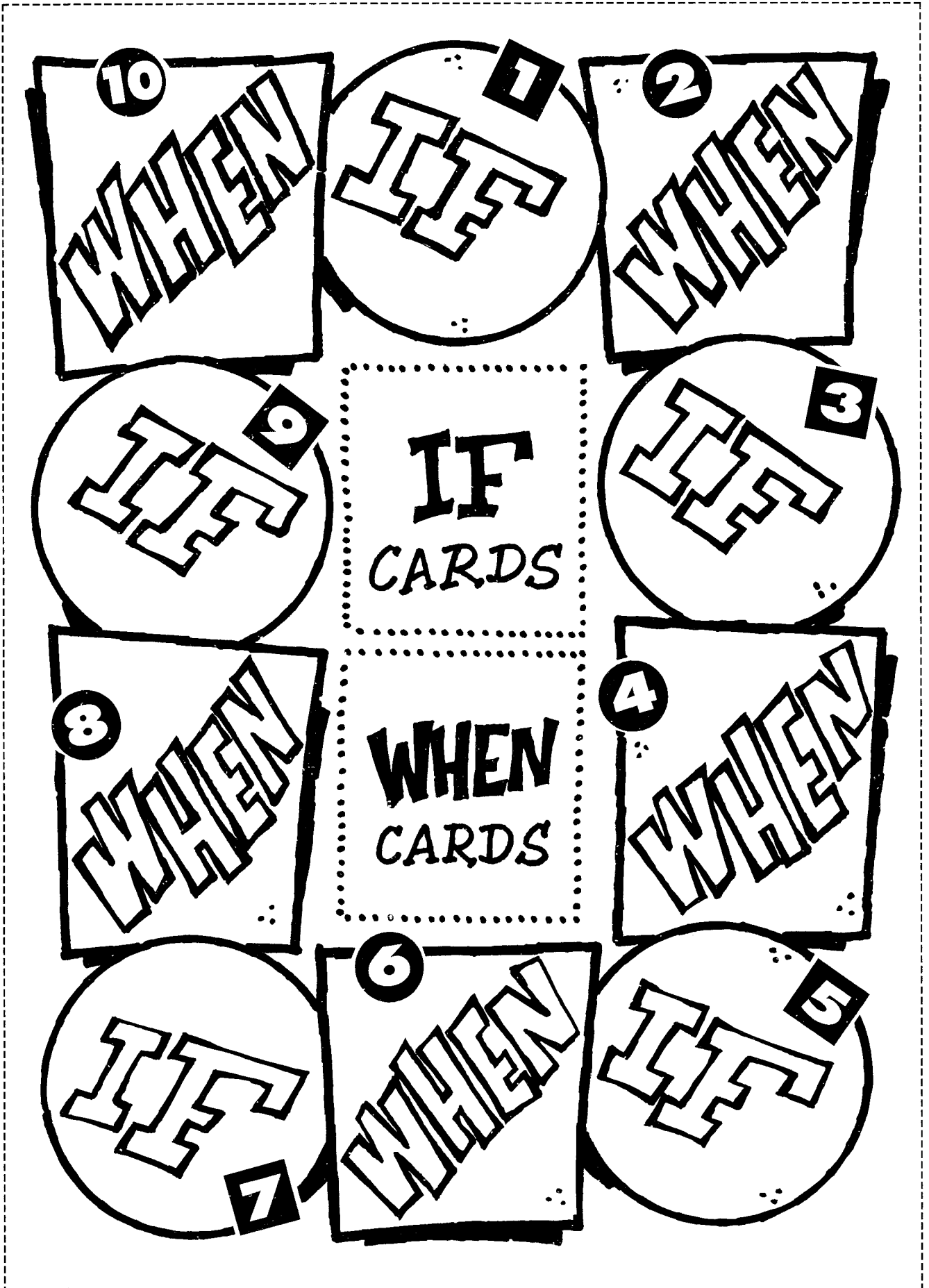


### MY LIFE SHEET

A large rectangular area with a dashed border, containing 25 horizontal dotted lines for writing.

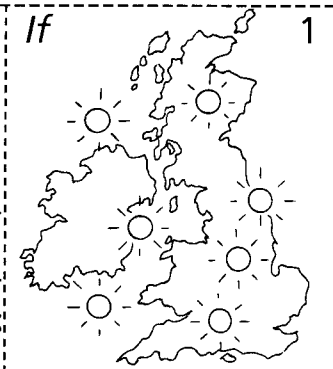
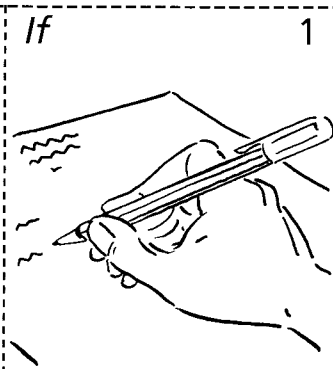
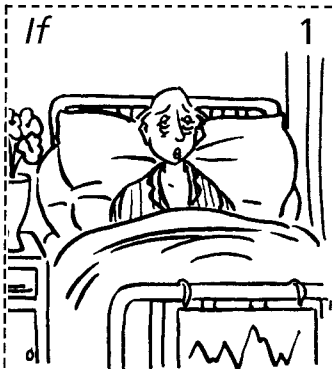
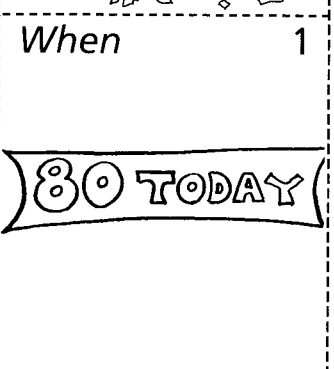
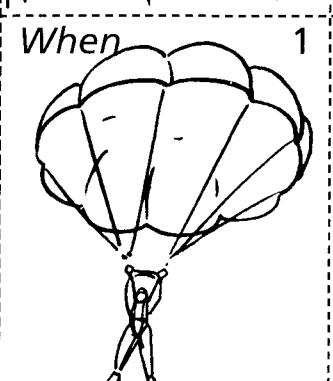
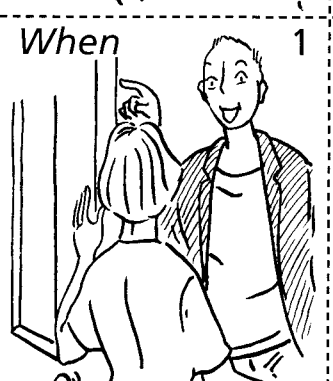
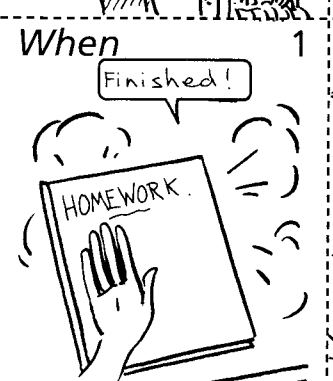
## 23 If and when

### IF AND WHEN BOARD



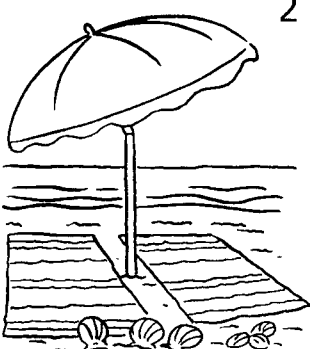
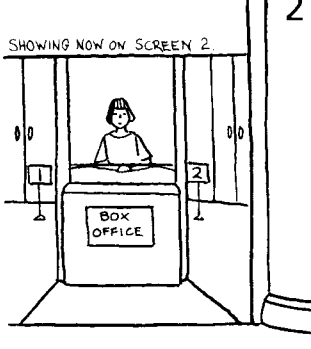

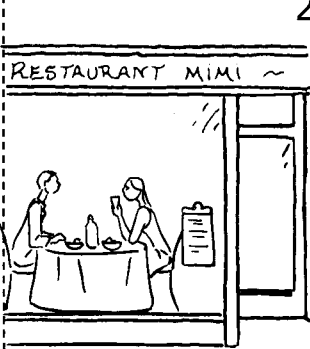


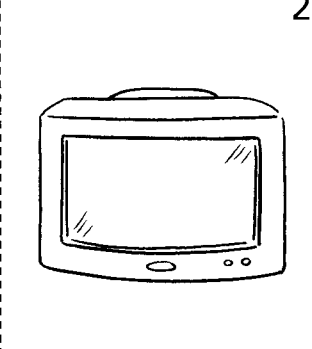

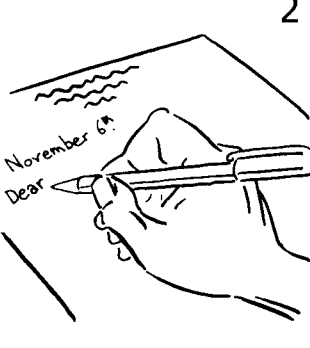

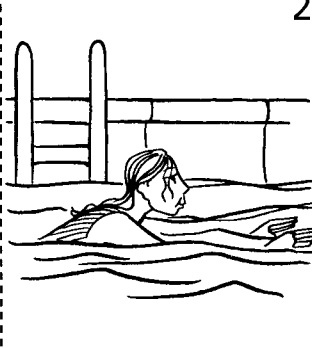
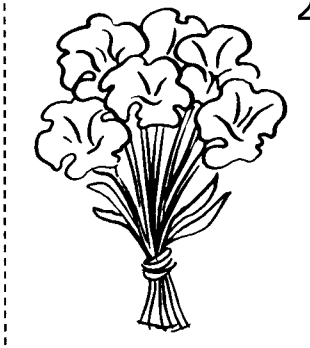
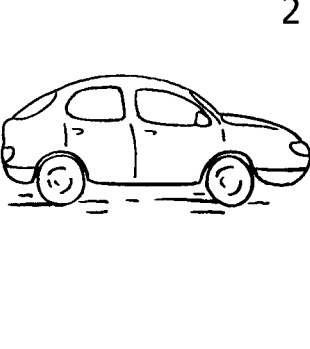

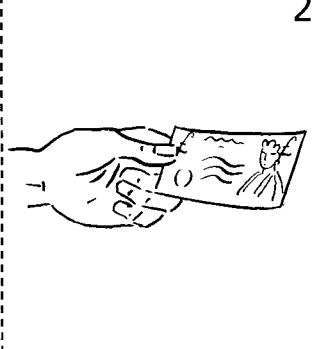





# 23 If and when

## CUE CARDS PACK 1

<p>If 1</p> 	<p>If 1</p> 	<p>If 1</p> 	<p>If 1</p> 
<p>If 1</p> 	<p>If 1</p> 	<p>If 1</p> 	<p>If 1</p> 
<p>If 1</p> 	<p>If 1</p> 	<p>When 1</p> 	<p>When 1</p> 
<p>When 1</p> 	<p>When 1</p> 	<p>When 1</p> 	<p>When 1</p> 
<p>When 1</p> 	<p>When 1</p> 	<p>When 1</p> 	<p>When 1</p> 

# 23 If and when

## CUE CARDS PACK 2

 <p>2</p>	 <p>2</p>	 <p>2</p>	 <p>2</p>
 <p>2</p>	 <p>2</p>	 <p>2</p>	 <p>2</p>
 <p>2</p>	 <p>2</p>	 <p>2</p>	 <p>2</p>
 <p>2</p>	 <p>2</p>	 <p>2</p>	 <p>2</p>
 <p>2</p>	 <p>2</p>	 <p>2</p>	 <p>2</p>

## 24 wish

### WISH CARDS COMPLAINTS

**1** The people next door play loud music late at night and it keeps you awake.

**5** You are baby-sitting. The baby keeps being sick.

**2** The woman in the next street parks her car in front of your driveway.

**6** Your daughter bites her nails. This annoys you.

**3** Your friend always interrupts when you are talking.

**7** A colleague in your office has an annoying cough.

**4** Your son drives too fast. You're worried.

**8** Your boss gets very irritable. This upsets you.

### GRUMBLES

**1** It's raining. You want it to be sunny.

**5** You're really bad at maths. You want to be good at maths.

**2** It's Tuesday. You're in the office. You want it to be the weekend.

**6** You can't play a musical instrument. You want to be able to do so.

**3** You can't speak any foreign languages. You want this to be different.

**7** You have brown hair. You want blonde hair.

**4** You can't swim. You want to be able to swim.

**8** You have three sons. You want a daughter.

## 24 wish

### WISH CARDS (continued)

#### REGRETS

**1** Your boyfriend/girlfriend asked you to marry him/her but you said no. Now you regret it!

**5** You scraped the side of the car. There's a big scratch there now.

**2** You painted the living room green. It's a horrible colour!

**6** You turned down a job in Peru. Now you're sorry!

**3** You didn't work very hard at school. You failed your exams.

**7** You ate too much at dinner. Now you regret it!

**4** You quarrelled with your best friend. You want to be friends again.

**8** You sold your bike. Now you're sorry!

#### HOPES

**1** You want your girlfriend/boyfriend to say she/he'll marry you.

**5** Your dog is ill. You want him to get well.

**2** You're on a skiing holiday. There isn't enough snow. You want more.

**6** You like someone very much. You think he/she likes you too...

**3** The sun has gone behind a cloud. You want it to come out.

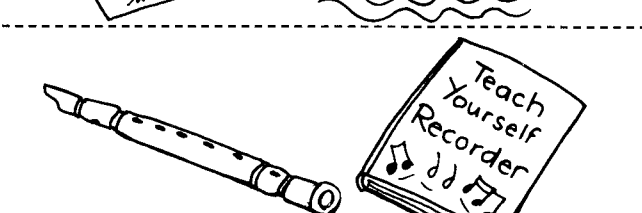
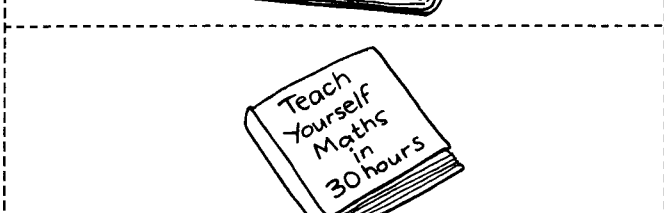
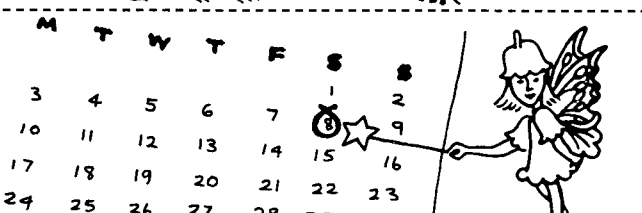
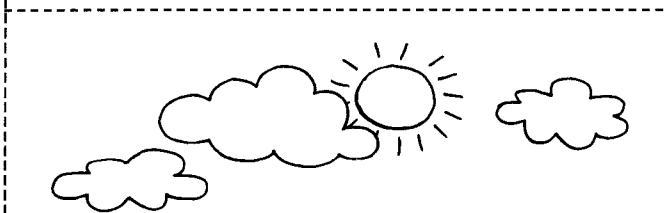
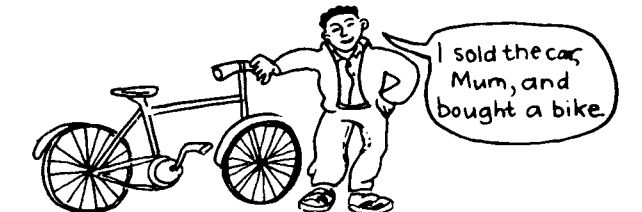
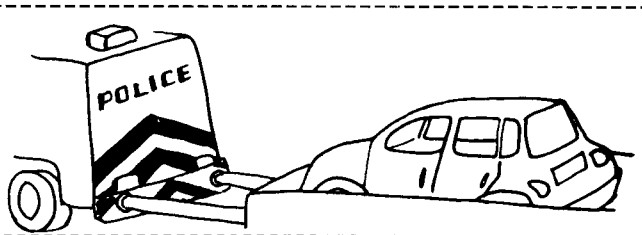
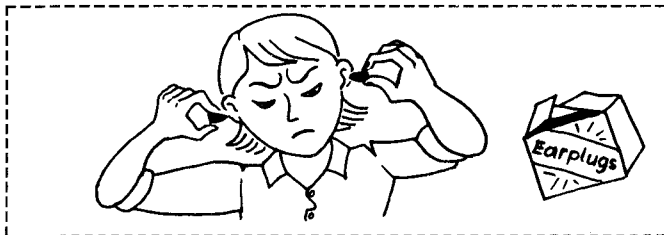
**7** You have seen a holiday advertised in Thailand. You'd love to go but it's too expensive.

**4** You've seen a beautiful necklace. You'd love someone to give it to you.

**8** You'd love to be able to dance well.

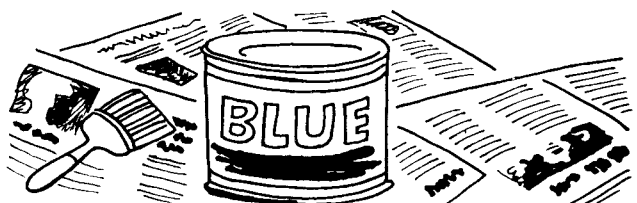



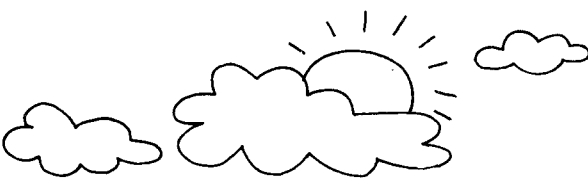

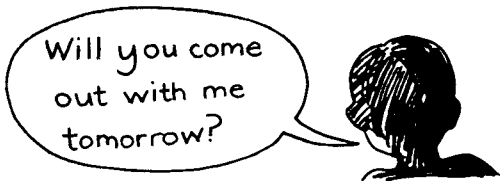

# 24 wish

## SORTED! CARDS



# 24 wish

## SORTED! CARDS (continued)

<p>...always love you. If you ever change your mind about marrying me, please tell me.</p>	
	<p>Sorry we had a row. Give me a ring tonight.</p>
	
	
	
	
	
	

## 25 Present passives

### BEGINNINGS AND ENDINGS CARDS

coffee	B	South America	E	tea	B	China	E
kangaroos	B	Australia	E	pens	B	for writing	E
cars	B	metal	E	books	B	paper	E
rice	B	India	E	wheat	B	North America	E
furniture	B	wood	E	oil	B	Kuwait	E
gold	B	South Africa	E	keys	B	to open doors	E
paper clips	B	to hold pieces of paper together	E	tigers	B	India	E
lions	B	Africa	E	sugar	B	the Caribbean	E
camels	B	North Africa	E	a corkscrew	B	for opening bottles	E
silk	B	China	E	cotton	B	India	E
a can opener	B	to open tins	E	a hammer	B	to bang nails into wood	E
a pump	B	to inflate tyres	E	a thermometer	B	to measure temperature	E

## 26 Present perfect and past perfect passives

### SENTENCES FRAME

#### In my life up till now

- 1 I have been .....
- 2 I have been .....
- 3 I have been .....
- 4 I have been .....
  
- 5 I'm proud that I have been .....
- 6 I'm proud that I have been .....
- 7 I'm proud that I have been .....
- 8 I'm proud that I have been .....
  
- 9 I'm glad I have been .....
- 10 I'm glad I have been .....
- 11 I'm glad I have been .....
- 12 I'm glad I have been .....
  
- 13 I wish I had been .....
- 14 I wish I had been .....
- 15 I wish I had been .....
- 16 I wish I had been .....
  
- 17 I wish I hadn't been .....
- 18 I wish I hadn't been .....
- 19 I wish I hadn't been .....
- 20 I wish I hadn't been .....

---

given	told	told off for
inspired by	employed as	criticised for
praised for	appreciated for	allowed to
encouraged to	asked to	loved by
admired for	told that	teased about

## 27 Past passives

### DISAPPEARED! CARDS

Wallace has disappeared! No-one knows where he has gone. There was a note in his room that said he was being blackmailed.

Wallace has disappeared! No-one knows where he has gone. He was last seen at the airport by a taxi driver.

Wallace has disappeared! No-one knows where he has gone. His underwear was missing from his room.

Wallace has disappeared! No-one knows where he has gone. A note was found on his bed by Irene, his cleaner.

Wallace has disappeared! No-one knows where he has gone. His underwear had been taken but everything else had been left behind.

Wallace has disappeared! No-one knows where he has gone. He was seen at 3 pm at the railway station.

Wallace has disappeared! No-one knows where he has gone. A note was found on his bed but it didn't say where he had gone.

Wallace has disappeared! No-one knows where he has gone. He was last seen on the evening of the 7<sup>th</sup>.

Wallace has disappeared! No-one knows where he has gone. Rumours were being spread that he was a spy.

Wallace has disappeared! No-one knows where he has gone. There was a note found on his bed, written on the 7<sup>th</sup>, the day he disappeared.

Wallace has disappeared! No-one knows where he has gone. One thousand pounds had been taken out of his bank account.

## 27 Past passives

### WHERE'S WALLACE? SHEET

What was found on his bed? ... **A** .....

When was the note written? ... **On the** .....

Who was the note found by? ... **By** .....

What was being done to him? .... **He was being** .....

What had been taken from his room? ... **His** .....

What had been left behind? .....

How much money had been taken  
from his bank account? .....

Where was he seen at 3 pm? ... **At the** .....

Where was he last seen? ... **At the** .....

What time of day was he last seen? .... **In the** .....

What rumours were being spread about him? ... **That he was a** .....

## **28** Reported speech

### QUESTION SHEET

- 1** What is the number of X's house?
- 2** Is X feeling happy today?
- 3** Does X like ice cream?
- 4** What did X do last night?
- 5** Where is X going for his/her holidays?
- 6** What is X doing tonight?
- 7** What is X going to do after the lesson?
- 8** Where will X be this time tomorrow?
- 9** What was X doing between 6 pm and 8 pm last night?
- 10** What has X been doing in his/her spare time recently?
- 11** Has X ever been to Paris?
- 12** Has X ever stayed up all night?
- 13** Can X cook well?
- 14** Is X getting married soon?
- 15** Has X just bought a new car?
- 16** Is X going to see his/her friends this weekend?

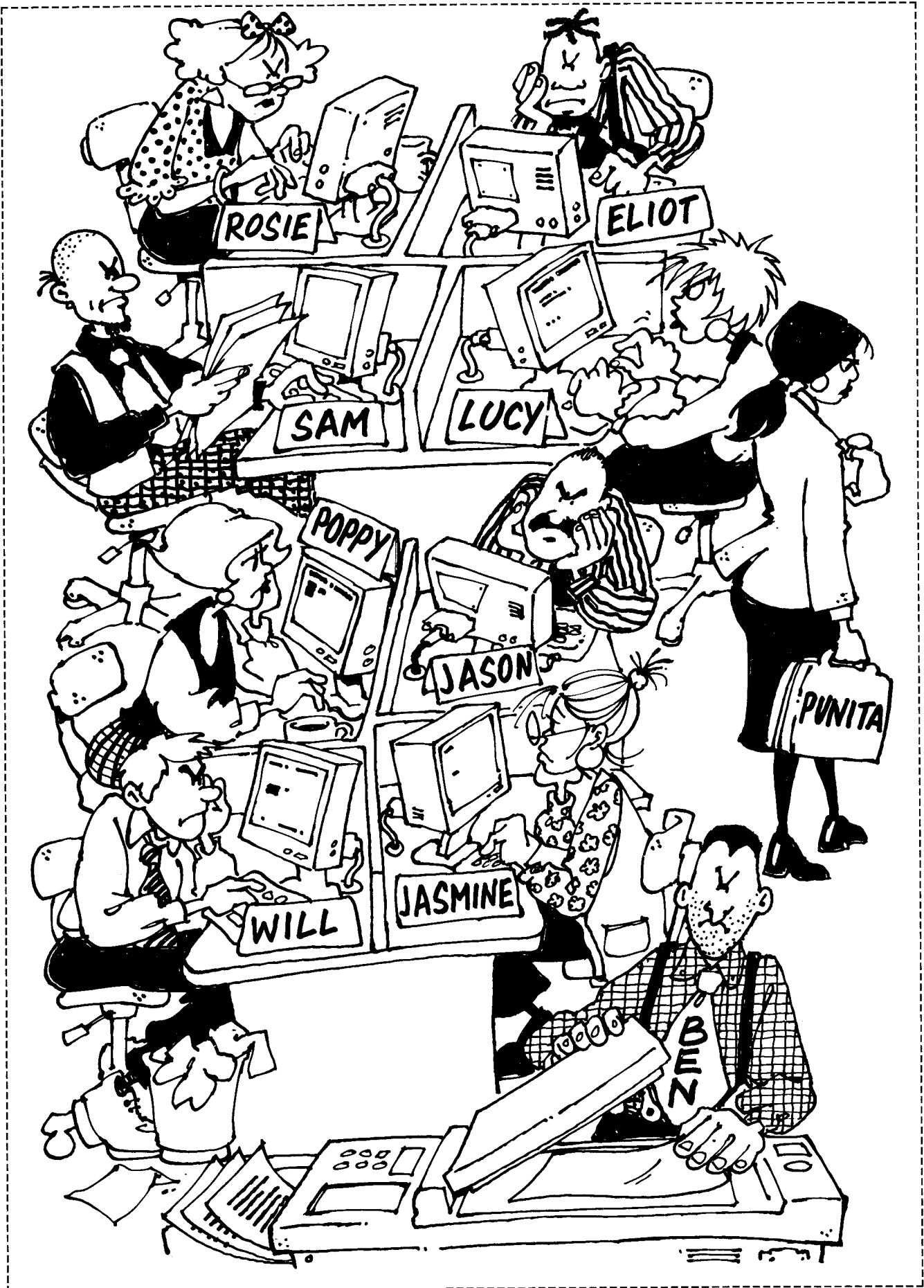
## 28 Reported speech

### ANSWER SHEET

- 1 ..... said that .....
- 2 ..... said that .....
- 3 ..... said that .....
- 4 ..... said that .....
- 5 ..... said that .....
- 6 ..... said that .....
- 7 ..... said that .....
- 8 ..... said that .....
- 9 ..... said that .....
- 10 ..... said that .....
- 11 ..... said that .....
- 12 ..... said that .....
- 13 ..... said that .....
- 14 ..... said that .....
- 15 ..... said that .....
- 16 ..... said that .....

# 29 Time prepositions

## MONDAY MORNING PICTURE



## 29 Time prepositions

### WEEKEND CARDS

#### ELIOT

You went to a party with your girlfriend at the weekend. During the party you had a row. She went home but you stayed at the party until 2 am. You didn't get to bed until 3!  
(Your girlfriend's name is LUCY but you don't want anyone else in the office to know.)

#### ROSIE

You went shopping in the afternoon and then went for a meal with your boyfriend at 7. But during the meal he asked you to marry him! You felt confused and when you said 'No', he got upset and left early. You went to a friend's house and talked about it for a couple of hours.  
(Your boyfriend's name is WILL but you don't want anyone else in the office to know.)

#### LUCY

You went to a party at the weekend. At the party you had a row with your boyfriend. You left the party alone and you were home by 9.30. You were in bed before 10.  
(Your boyfriend's name is ELIOT but you don't want anyone else in the office to know.)

#### BEN

You went to a club with a friend. You were there from about 10 pm to 2 am. When you came out, your car had been stolen! You had to go to the police station. Your friend decided to get a taxi home. You were at the police station for about an hour. You didn't get to bed till about 4 am.  
(Your girlfriend's name is JASMINE but you don't want anyone else in the office to know.)

#### SAM

You were supposed to meet your girlfriend at Ferdy's Cinema. The film began at 8.10. She still wasn't there at 8.30 – and you had been waiting since 8! You went home and watched TV for a couple of hours. You were in bed by 10.30.  
(Your girlfriend's name is PUNITA but you don't want anyone else in the office to know.)

#### JASMINE

You went clubbing last night from about 10 till 2. When you came out, your friend's car had been stolen. He went to the police station and you got a taxi home.  
(Your boyfriend's name is BEN but you don't want anyone else in the office to know.)

#### PUNITA

You were supposed to meet your friend at Furby's Cinema. The film began at 8.15. He still wasn't there by 8.30. You had been waiting since 8 pm. So you gave up and went clubbing. You didn't get home till after 1 am.  
(Your boyfriend's name is SAM but you don't want anyone else in the office to know.)

#### JASON

You went to a football match on Sunday afternoon and your girlfriend came too. What a mistake! She talked all the way through. Then when you went on to the pub afterwards she got very bored and left after half an hour! You stayed on till about 11 pm and then went home.  
(Your girlfriend's name is POPPY but you don't want anyone else in the office to know.)

#### WILL

You went for a meal with your girlfriend, last night, May 23<sup>rd</sup>. You met her on May 23<sup>rd</sup> exactly one year ago. So you ordered champagne and proposed to her. The trouble was, she said 'No'. So you went home early. You left at 8 and got home at 8.30.  
(Your girlfriend's name is ROSIE but you don't want anyone else in the office to know.)

#### POPPY

You agreed to go to a football match with your boyfriend. What a disaster! What a boring game! After the match you went to the pub with his friends. But they talked about the match all the time. No one talked to you. You left after half an hour, went home and watched TV for a couple of hours and then went to bed.  
(Your boyfriend's name is JASON but you don't want anyone else in the office to know.)

## 29 Time prepositions

### WHOSE WHO QUESTIONNAIRE

#### Who went on a date with whom?

..... and .....

..... and .....

..... and .....

..... and .....

..... and .....

#### Who ...

- 1 went to a party at the weekend? .....
- 2 had waited outside Furby's Cinema since 8? .....
- 3 went to a restaurant on 23<sup>rd</sup> May? .....
- 4 was at a club from 10 pm to 2 am? .....
- 5 went to a football match on Sunday afternoon? .....
- 6 watched TV for a couple of hours before going to bed? .....
- 7 had a row during a party? .....
- 8 went to the pub after a football match? .....
- 9 went to a club for four hours? .....
- 10 went out for a meal after shopping? .....
- 11 was supposed to be meeting someone outside a cinema at 8? .....
- 12 was at home by 9.30? .....
- 13 stayed in the pub for half an hour? .....
- 14 stayed in the pub until 11 pm? .....
- 15 found their car had been stolen during the evening? .....
- 16 went shopping in the afternoon? .....
- 17 had waited outside Ferdy's Cinema since 8? .....
- 18 was at the police station from 2 till 3? .....
- 19 refused a proposal and then went to talk to a friend for a couple of hours? .....
- 20 got a taxi home and went to bed by 3? .....
- 21 went to a club and danced till 1 am? .....
- 22 was in bed before 10? .....
- 23 left a restaurant at 8 and went straight home? .....
- 24 didn't get to bed until 3? .....

## 30 *-ing* and *-ed* participles

### *-ING* CARDS

### *-ED* CARDS

interesting	boring	interested	bored
surprising	disappointing	surprised	disappointed
tiring	exciting	tired	excited
fascinating	shocking	fascinated	shocked
frightening	disgusting	frightened	disgusted
annoying	embarrassing	annoyed	embarrassed
worrying	confusing	worried	confused
amusing	depressing	amused	depressed

# 31 Verb + *-ing* or + *to*

BEGINNINGS CARDS

ENDINGS CARDS

BEGINNINGS CARDS

ENDINGS CARDS



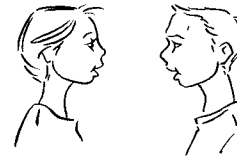
He kept



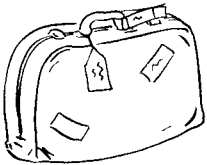
talking



He agreed



to talk



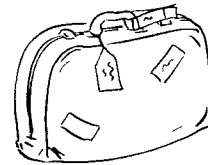
I enjoy



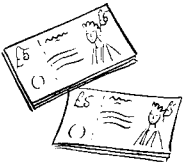
going on holiday



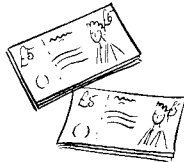
We decided



to go on holiday



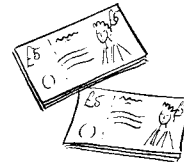
He admitted



taking the money



He refused



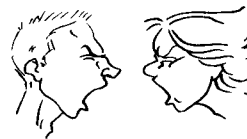
to take the money



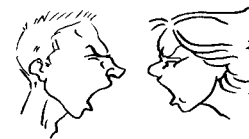
I tried to avoid



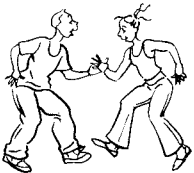
arguing with her



I don't want



to argue with her



I don't feel like



going out clubbing  
tonight



I'd like



to go out clubbing  
tonight



I've finished



cooking the dinner



John offered



to cook the dinner

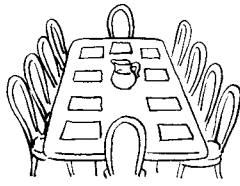
# 31 Verb + -ing or + to

**BEGINNINGS CARDS**

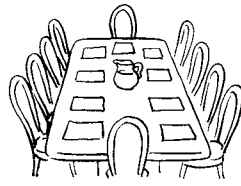
**ENDINGS CARDS**

**BEGINNINGS CARDS**

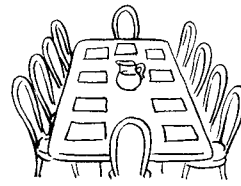
**ENDINGS CARDS**



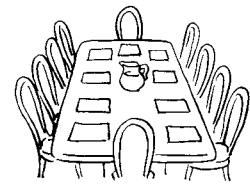
We postponed



holding the meeting



He promised



to hold a meeting



I hope



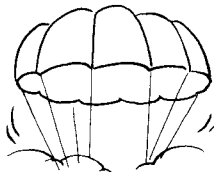
to go to London next week



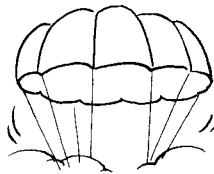
I can't face



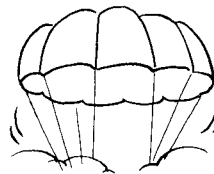
going to London next week



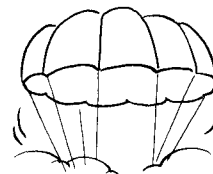
Would you risk



making a parachute jump?



Would you dare



to make a parachute jump?



We've put off



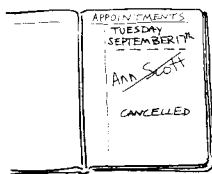
having the party next week



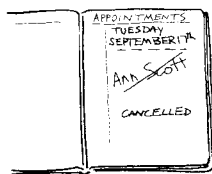
We expect



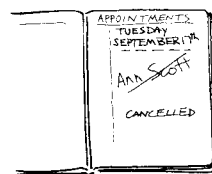
to have the party next week



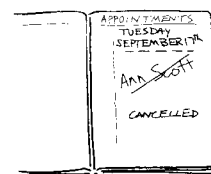
I failed



to see her



I missed



seeing her



He pretended



to be very rich



I sometimes imagine



being very rich

## 32 Constructions with preposition + *-ing*

### VERB AND PREPOSITION CARDS

VERB	PREPOSITION	VERB	PREPOSITION
be looking forward	to	be interested	in
be bad	at	be good	at
be fed up	with	be excited	about
be used	to	have no intention	of
apologise	for	succeed	in
think	of	dream	of
approve	of	disapprove	of
insist	on	decide	to

## 32 Constructions with preposition + *-ing*

### QUESTIONNAIRE

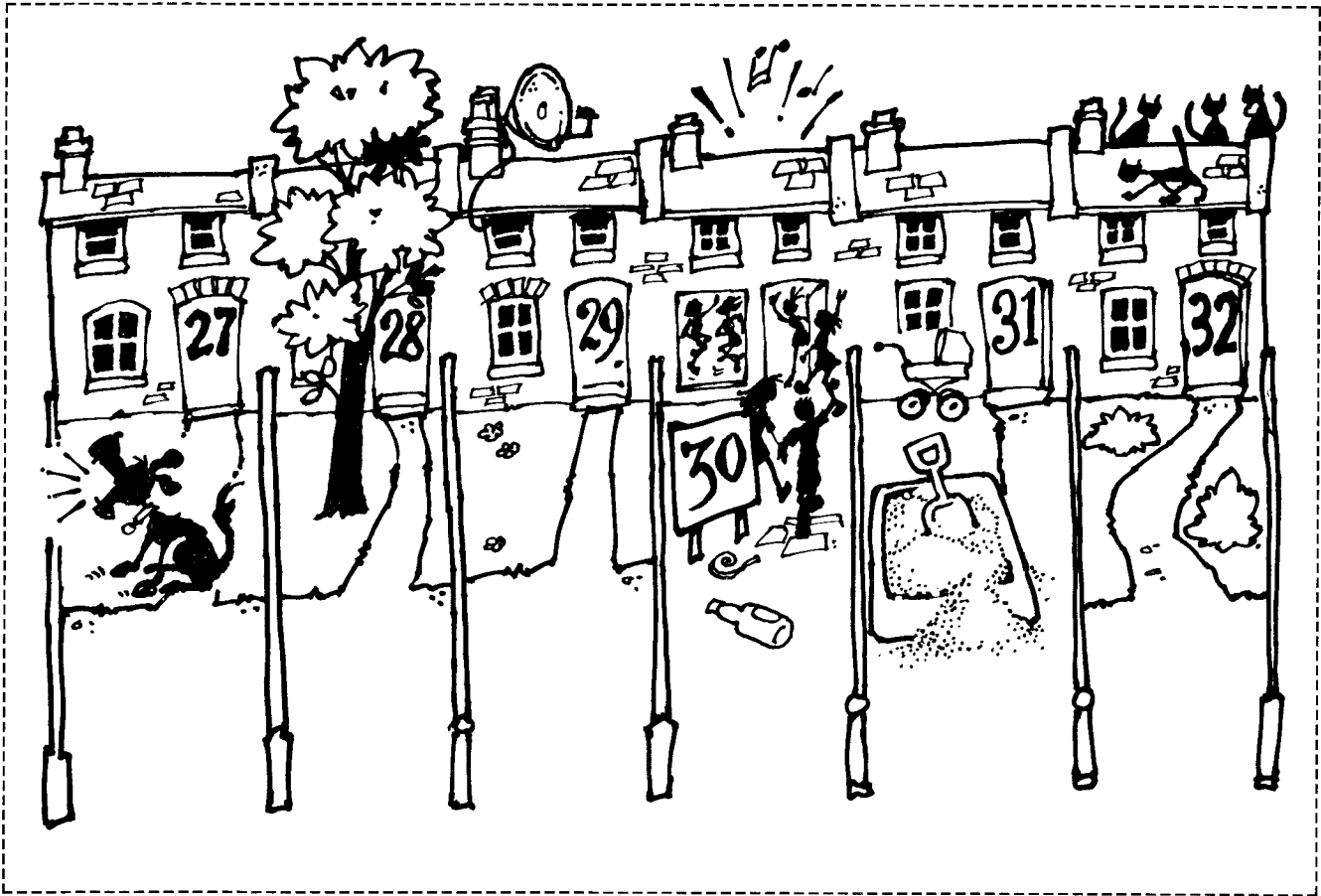
- I am looking forward .....
- I am interested .....
- I am bad .....
- I am good .....
- At the moment I am fed up .....
- I get excited .....
- I am used .....
- I have no intention .....
- I often think .....
- I sometimes dream .....
- I approve .....
- I disapprove .....
- I always insist .....
- Last week I decided .....

### PICTURE CARDS



## 33 Relative clauses

### STREET PICTURE



#### MAIN CLAUSE CARDS

#### RELATIVE CLAUSE CARDS

The man in n° 27 has a dog called Trevor	which barks a lot.
Mr Jones is the owner of the dog	whose name is Trevor.
Andrew is the first name of the man	who lives at n° 27.
Pete and Mary live next door to a house	where there is a big dog.
Andrew doesn't like the big tree next door	which blocks out his light.
Pete and Mary live in the house	which has a big tree in the garden.
Pete and Mary are journalists	whose children are always fighting.
Pete and Mary Blake and their two children live at n° 28	where there is a big tree in the garden.

## 33 Relative clauses

### MAIN CLAUSE CARDS (continued)

### RELATIVE CLAUSE CARDS (continued)

Ben and Daisy are the children at n° 28	who are always fighting.
Pete and Mary get cross with the postman's dog	which is always barking.
Pete and Mary get cross because of Julie's television	which they can hear through the thin walls.
Julie complains about the children next door	who are always fighting.
Julie is annoyed with the teenagers next door	who have noisy parties.
At n° 29 there is a woman called Julie Simmonds	who lives on her own.
Julie lives in the only house in the street	which has a satellite dish.
The people next door to Julie have a big tree	which blocks Julie's light.
Next door to Sally and Bob is a nurse called Julie	who isn't married.
Sally and Bob are teachers	who have teenage children.
The Brown family live next door to a baby	who cries a lot and wakes them up at night.
There are a couple of teachers at n° 30	whose children are always having noisy parties.

## 33 Relative clauses

### MAIN CLAUSE CARDS (continued)

### RELATIVE CLAUSE CARDS (continued)

Tammy and Julie live on either side of a house	where there are often teenage parties.
Tammy gets cross with Felix and Jodie	who have very noisy parties.
Tammy Tomkins is a young mum	who has a small baby.
Tammy is the tired-looking woman	whose baby cries all night.
At n° 31 there is a hairdresser	who has a small baby.
Olivia's mum is the hairdresser	who does Julie's hair.
Tammy and Olivia live in the house	which has a sandpit in the garden.
Tammy does not like the cats next door	which are always in her garden.
Tammy has a neighbour	whom she doesn't like.
Violet Perkins is the old lady	who lives in the end house.
Mrs Perkins has a house	where there are 14 cats.
Mrs Perkins complains about the baby next door	whose crying keeps her awake.

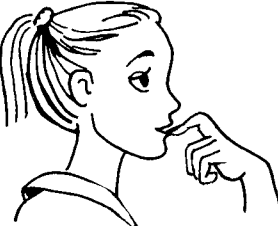








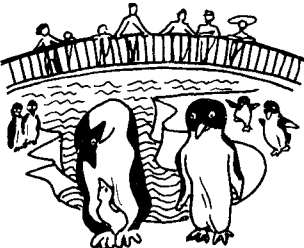

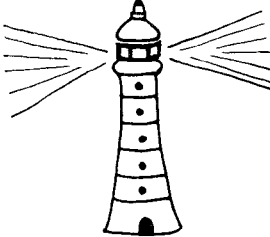

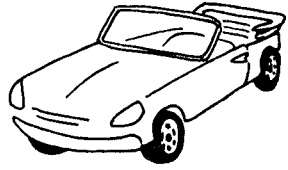
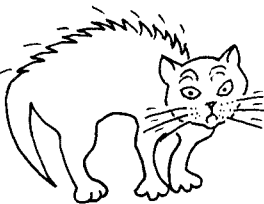

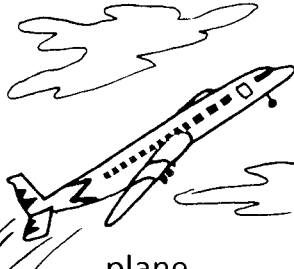
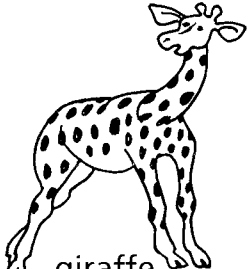



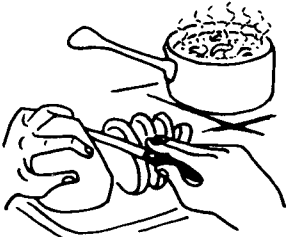
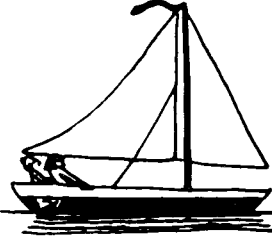

## 34 Relative clauses with extra information

### DOMINOES – RELATIVE PRONOUN CARDS

who	who	who	who
who	who	which	which
which	which	which	which
where	where	where	where
where	where	whose	whose
whose	whose	whose	whose
that	that	that	that

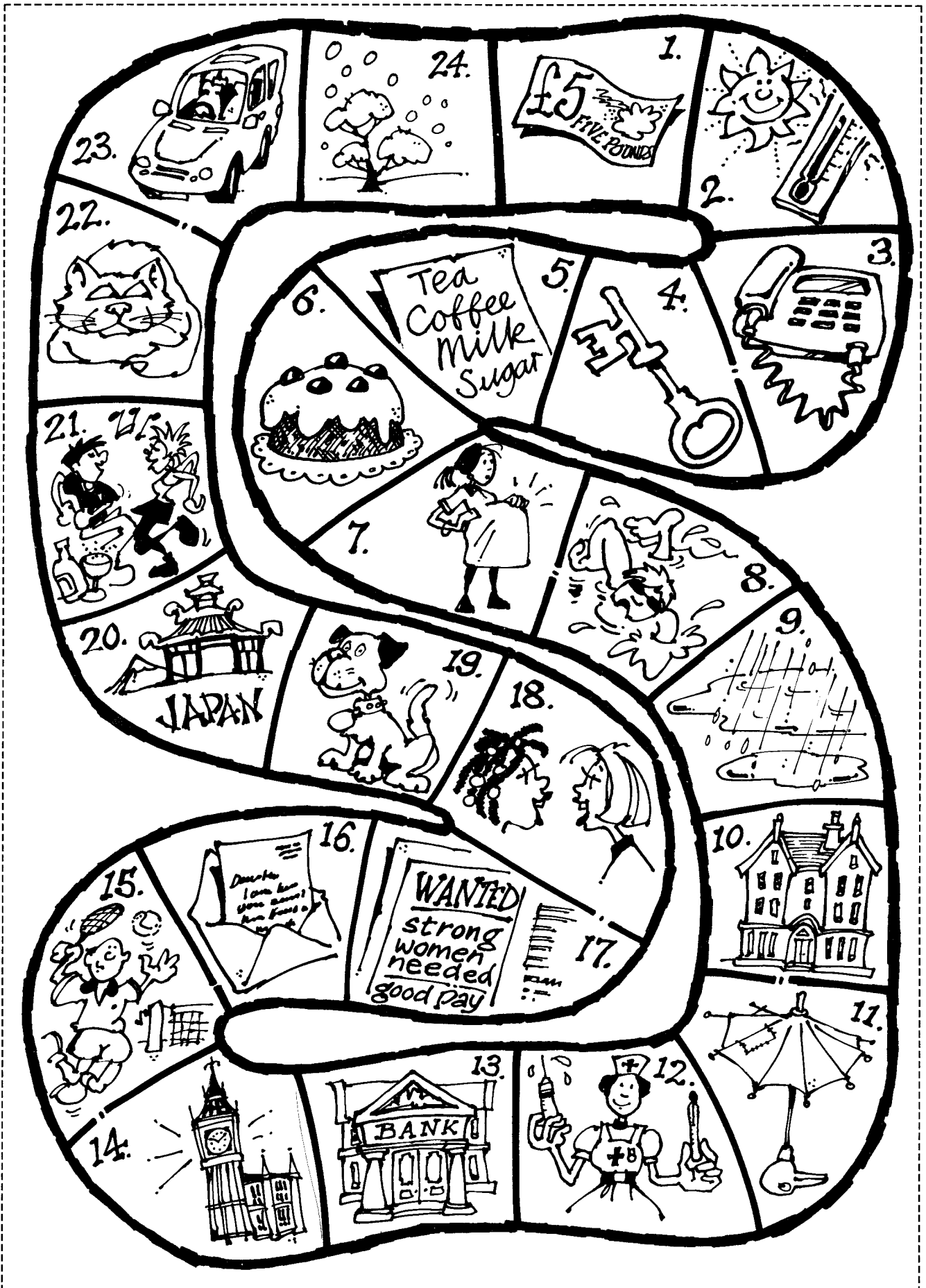
# 34 Relative clauses with extra information

## DOMINOES - PICTURE CARDS

 <p>sister</p>	 <p>neighbour</p>	 <p>brother</p>	 <p>dentist</p>
 <p>bank robber</p>	 <p>uncle</p>	 <p>Bangkok</p>	 <p>Australia</p>
 <p>prison</p>	 <p>zoo</p>	 <p>Africa</p>	 <p>lighthouse</p>
 <p>bank</p>	 <p>car</p>	 <p>cat</p>	 <p>dog</p>
 <p>plane</p>	 <p>giraffe</p>	 <p>baby</p>	 <p>lion-tamer</p>
 <p>farmer</p>	 <p>cooking</p>	 <p>sailing</p>	 <p>dancing</p>

# 35 Question tags

## PICTURE BOARD



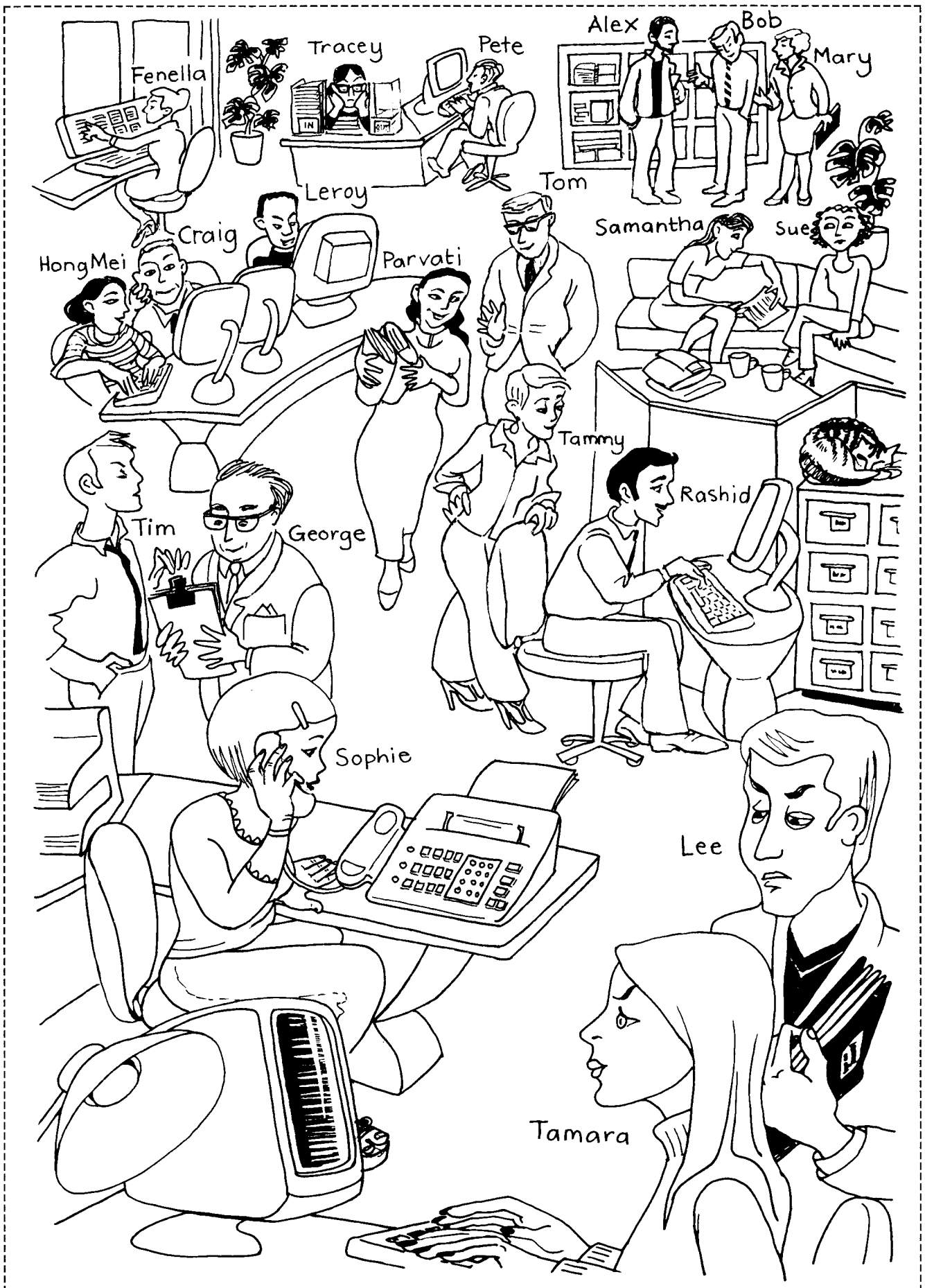
## 35 Question tags

### TAG CARDS

can you?	have you?	isn't it?	haven't you?
isn't he?	do you?	doesn't it?	doesn't he?
isn't she?	is it?	are you?	don't you?
aren't you?	shouldn't she?	could you?	won't you?
didn't we	can't you?	did he?	will you?
need I?	has he?	hasn't he?	couldn't you?

# 36 Verb + preposition

## OFFICE GOSSIP PICTURE



## 36 Verb + preposition

### QUESTION SHEET

#### Who ...

believes in astrology? .....

had to apologise to the boss for scraping his car? .....

complained to the company director about her boss's behaviour? .....

is looking after three dogs and a parrot while her aunt is away? .....

crashed into a tree last week and wrecked his car? .....

shouted at the waiter in a restaurant last night and was asked to leave? .....

isn't speaking to her sister? .....

was thrown out of a night club last weekend? .....

is thinking about moving abroad? .....

writes fan letters to film stars? .....

is searching for a new house? .....

is paying for a trip round the world for her mother? .....

is looking for a husband? .....

is waiting for a place at university? .....

secretly dreams of being an actor? .....

is applying for a new job? .....

asked for a pay rise last week? .....

hasn't talked to his next-door neighbour for 20 years? .....

got promoted because he always laughs at the boss's jokes? .....

And WHO does the cat belong to? .....

## 36 Verb + preposition

### RUMOUR CARDS

Have you heard? TAMARA believes in astrology.	Have you heard? TIM had to apologise to the boss for scraping his car.	Have you heard? PARVATI complained to the company director about her boss's behaviour.	Have you heard? FENELLA is looking after three dogs and a parrot while her aunt is away.
Have you heard? BOB crashed into a tree last week and wrecked his car.	Have you heard? CRAIG shouted at the waiter in a restaurant last night and was asked to leave.	Have you heard? SOPHIE was thrown out of a night club last weekend.	Have you heard? LEROY is thinking about moving abroad.
Have you heard? GEORGE writes fan letters to film stars.	Have you heard? HONG MEI is paying for a trip round the world for her mother.	Have you heard? SAMANTHA is looking for a husband.	Have you heard? RASHID is waiting for a place at university.
Have you heard? ALEX secretly dreams of being an actor.	Have you heard? SUE asked for a pay rise last week.	Have you heard? PETE hasn't talked to his next-door neighbour for 20 years.	Have you heard? TOM got promoted because he always laughs at the boss's jokes.

## 37 Adjective + preposition

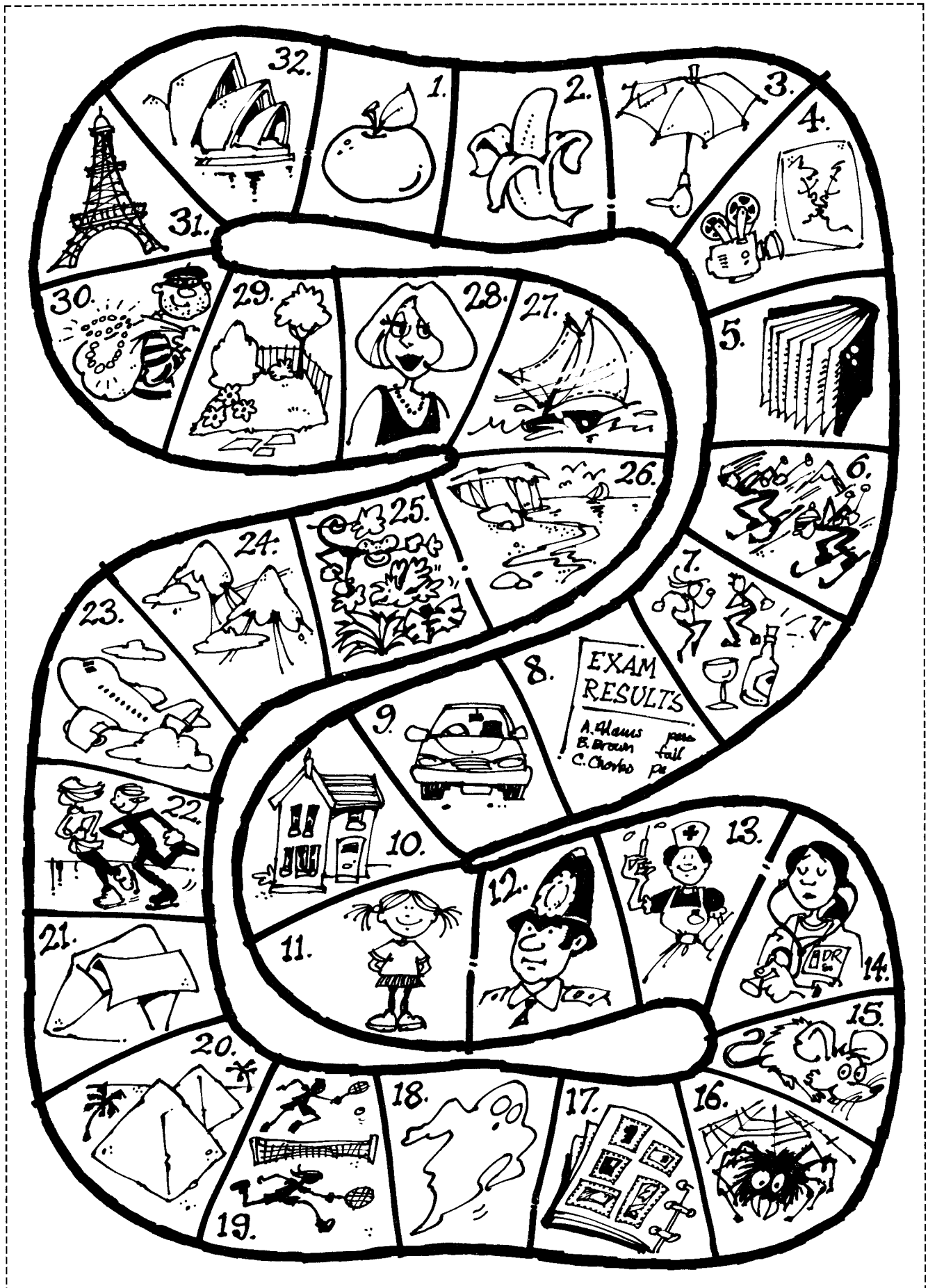
ADJECTIVE CARDS	PREPOSITION CARDS	ADJECTIVE CARDS	PREPOSITION CARDS
hopeless	at	jealous	of
envious	of	suspicious	of
aware	of	bad	at
good	at	excellent	at
angry	with	annoyed	with
annoyed	by	delighted	by
delighted	with	amazed	by
amazed	at	sorry	for
impressed	by	famous	for
responsible	for	interested	in

## 37 Adjective + preposition

ADJECTIVE CARDS	PREPOSITION CARDS	ADJECTIVE CARDS	PREPOSITION CARDS
capable	of	fond	of
full	of	tired	of
keen	on	astonished	by
astonished	at	similar	to
different	from	crowded	with
disappointed	by	disappointed	with
afraid	of	scared	of
surprised	by	furious	with
excited	by	worried	by
shocked	by	proud	of

# 37 Adjective + preposition

## PICTURE BOARD



## 38 Noun + preposition

NOUN CARDS	PREPOSITION CARDS	NOUN CARDS	PREPOSITION CARDS
the advantages	of	an increase	in
your attitude	to	an interest	in
a belief	in	an invitation	to
the cause	of	a need	for
complaint	about	a photo	of
congratulations	on	proof	of
damage	to	reaction	to
a demand	for	a reason	for
details	of	a relationship	with
a dream	about	responsibility	for
an example	of	a rise	in
a fall	in	the solution	to

## 39 Phrasal verbs 1

### BINGO CARDS

Card 1		Card 2	
BREAK	PUT	BLOW	LOOK
WRITE	TALK	BREAK	TURN
CLEAR	SEND	THINK	CUT
CLOSE	SHOW	LOOK	GET
LOOK	SPEAK	CLEAN	PUT
PICK	LOOK	GET	MOVE
TURN	TURN	FILL	GROW
KNOCK	WAKE	TURN	THROW
EAT	TRY	CROSS	TAKE
TAKE	GET	GIVE	RING
Card 3			Card 4

# 39 Phrasal verbs 1



## PARTICLE CARDS

1	DOWN	OFF	UP	FOR	2
	DOWN	OVER	OFF	UP	
	UP	BACK	OVER	UP	
	DOWN	OFF	INTO	UP	
	OUT	UP	UP	ON	
3	UP	UP	ON	IN	4
	DOWN	OFF	IN	UP	
	OUT	UP	ON	AWAY	
	UP	ON	OUT	OFF	
	OFF	ON	UP	UP	

# 39 Phrasal verbs 1



## PARTICLE CARDS (DEFINITIONS)

2	1	search (LOOK FOR)	explode (BLOW UP)	postpone (PUT OFF)	stop working (BREAK DOWN)
		arrive unexpectedly (TURN UP)	finish (BREAK OFF)	discuss (TALK OVER)	put in writing (WRITE DOWN)
		divide into pieces (CUT UP)	consider (THINK OVER)	return (SEND BACK)	get brighter (CLEAR UP)
		get out of bed (GET UP)	find out more about (LOOK INTO)	boast (SHOW OFF)	stop operating (CLOSE DOWN)
		get into your clothes (PUT ON)	get rid of mess (CLEAN UP)	speak more loudly (SPEAK UP)	be careful (LOOK OUT)
4	3	start living in a new house (MOVE IN)	continue doing (GET ON)	consult a dictionary (LOOK UP)	collect (PICK UP)
		get older (GROW UP)	complete (FILL IN)	stop working (TURN OFF)	refuse (TURN DOWN)
		discard (THROW AWAY)	start something working (TURN ON)	stop sleeping (WAKE UP)	make unconscious (KNOCK OUT)
		remove (TAKE OFF)	delete (CROSS OUT)	see if clothes fit you (TRY ON)	finish what you're eating (EAT UP)
		telephone (RING UP)	stop doing something (GIVE UP)	manage, do (GET ON)	leave the ground (TAKE OFF)

## 40 Phrasal verbs 2

### SENTENCE CARDS

**1**

They quarrelled a lot so they broke ..... off.

The bomb blew up .....

She cut ..... up into 10 pieces.

He said he would think over .....

I've decided to give ..... up.

She put ..... on for the interview.

We agreed to talk ..... over.

I sent back ..... as it didn't fit.

Take off ..... and hang it up in there.

I looked up ..... in the telephone directory.

I turned down .....

Eat up ..... now, it's getting late.

**2**

They quarrelled a lot so they broke off .....

He said he would think ..... over.

I cleaned up .....

He wrote down ..... on a scrap of paper.

He showed ..... off to the neighbours.

The management closed ..... down.

Sit over there and fill in .....

Can you turn on ..... please?

I turned ..... off.

Cross out ..... on the list.

I turned ..... down.

Eat ..... up now, it's getting late.

**3**

The bomb blew ..... up.

I've decided to give up .....

I cleaned ..... up.

They put ..... off.

He wrote ..... down on a scrap of paper.

The management closed down .....

You can throw away .....

Can you turn ..... on please?

Take ..... off and hang it up in there.

I looked ..... up in the telephone directory.

She picked ..... up.

I tried ..... on but it didn't suit me.

**4**

She cut up ..... into 10 pieces.

She put on ..... for the interview.

They put off .....

We agreed to talk ..... over.

I sent ..... back, as it didn't fit.

He showed off ..... to the neighbours.

Sit over there and fill ..... in.

You can throw ..... away.

I turned off .....

Cross ..... out on the list.

She picked up .....

I tried on ..... but it didn't suit me.

## 40 Phrasal verbs 2

### OBJECT CARDS

the relationship	the relationship	the car	the car
the cake	the cake	the matter	the matter
sugar	sugar	a new dress	a new dress
the mess	the mess	the party	the party
the problem	the problem	her number	her number
the shirt	the shirt	his new car	his new car
it	it	it	it
it	it	it	it
it	it	it	it

## 40 Phrasal verbs 2

### OBJECT CARDS (continued)

the old factory	the old factory	this form	this form
that old box	that old box	the radio	the radio
the television	the television	your coat	your coat
her name	her name	his number	his number
the litter	the litter	his offer	his offer
the hat	the hat	your food	your food
it	it	it	it
it	it	it	it
it	it	it	it

## Rules sheets

### 1 Articles in general statements

#### Rules

- 1 There are two sets of cards: ARTICLE CARDS and NOUN CARDS.
- 2 Deal out all the ARTICLE CARDS.
- 3 Put the NOUN CARDS face down in a pile in the centre.
- 4 You can look at your ARTICLE CARDS.
- 5 Player 1 begins. Take the top NOUN CARD from the pile.
- 6 Try to make a general statement using the NOUN CARD with one of the ARTICLE CARDS from your hand, e.g. '*Camels have humps to store food.*', '*A dog is man's best friend.*', '*Children should be seen and not heard.*'
- 7 If you can do this, put both cards down on the table, and say the sentence.
- 8 If you cannot make a general statement, put the NOUN CARD back at the bottom of the pile and miss a go.
- 9 Then it is the next player's turn.
- 10 **The first person to get rid of all their ARTICLE CARDS is the winner.**

### 2 Articles in general and particular statements

#### Rules

- 1 There are two sets of cards: SENTENCE CARDS and NOUN CARDS. There is also a bag and an ANSWER KEY.
- 2 Take one SENTENCE CARD each.
- 3 Put the NOUN CARDS in the bag.
- 4 Put the ANSWER KEY face down on the table to use later.
- 5 Player 1 begins. Take a NOUN CARD from the bag and read it out, e.g. '*the music*' or '*music*'. The other players try to fit the NOUN CARD into one of the blanks on their SENTENCE CARDS.
- 6 The player who can do this correctly must read out the sentence, e.g. '*If music be the food of love, play on.*' or '*I loved the music they played last night.*'
- 7 He can then take the NOUN CARD and lay it on the appropriate sentence.
- 8 Then it is the next player's turn to take a card from the bag and read it.
- 9 **The player who fills up their SENTENCE CARD first is the winner.**
- 10 When you have finished you can check your sentences with the ANSWER KEY.

### 4 will

#### Rules

- 1 There are two sets of cards: TIME CARDS and CRYSTAL BALL CARDS.
- 2 Deal out the TIME CARDS.
- 3 Put the CRYSTAL BALL CARDS face down in a pile in the centre.
- 4 You may look at your TIME CARDS.
- 5 Player 1 begins. Turn up a CRYSTAL BALL CARD from the pile.
- 6 Try to make a (sensible!) prediction using this card together with one of the TIME CARDS from your hand, e.g. '*The weather tomorrow will be sunny.*' or '*People will live on Mars by 2500.*'
- 7 If you can do this you can put down both cards. If not, then put the CRYSTAL BALL CARD back at the bottom of the pile.
- 8 Some CRYSTAL BALL CARDS combine more sensibly with some TIME CARDS than others, e.g. '*The weather tomorrow will be rainy.*' is a sensible sentence, but '*The weather in two years' time will be rainy.*' is not. As the game goes on, and you have fewer TIME CARDS, it will get harder to make a sensible sentence! In these cases the group can decide whether a sentence is sensible or not.
- 9 Then it is the next player's turn.
- 10 **The person who gets rid of all their cards first is the winner.**

### 5 will and going to

#### Rules

- 1 There are two sets of cards: PICTURE CARDS and SPEECH BUBBLE CARDS. There is also an ANSWER KEY.
- 2 Deal out all the PICTURE and SPEECH BUBBLE CARDS to all players.
- 3 Put the ANSWER KEY face down. Use it to check your sentences at the end.
- 4 You may look at your cards.
- 5 Player 1 begins. Put a PICTURE CARD from your hand on the table, saying the sentence on the card (if there is one). Miss a go if you do not have a PICTURE CARD.
- 6 If any player has a suitable SPEECH BUBBLE CARD to complete the cartoon, place it on the table with the PICTURE CARD, saying the phrase in the bubble.
- 7 Place the two cards together to make the cartoon at one side of the table.
- 8 **The first player to get rid of all their cards is the winner**, but continue the game until all the cards are paired up.
- 9 At the end check your answers with the ANSWER KEY.

## Rules sheets

### 8 Present perfect

#### Rules

- 1 There is a QUESTION BOARD and two sets of EVENT CARDS. You will also have counters and a dice.
- 2 Shuffle all the EVENT CARDS and deal out seven to each player.
- 3 Place the rest face down in a pile in the centre.
- 4 Place all counters on START.
- 5 Player 1 begins. Shake the dice and move your counter the appropriate number of spaces on the board.
- 6 When you land on a square (e.g. 'America'), select a card from your hand (e.g. 'recently') and make a question using the present perfect, the word(s) on the card and the word(s) on the board, e.g. 'Have you been to America recently?'
- 7 You can ask the question to any other player and they should answer it.
- 8 You can then place your card at the bottom of the pile, and it is the next player's turn.
- 9 If you cannot make a question, the turn passes to the next player.
- 10 If anyone runs out of cards they may take another from the top of the pile.
- 11 **The winner is the first player to get to the end of the board.**

### 9 Present perfect and past simple

#### Rules

- 1 You will have a PICTURE BOARD, two sets of TIME CARDS, counters and a dice.
- 2 You will also have an ANSWER KEY. Place it face down on the table, and use it to check that the questions are correctly formed.
- 3 Shuffle all the TIME CARDS and place them face down in a pile in the centre.
- 4 Place all counters on START.
- 5 Player 1 begins. Shake the dice and move your counter the appropriate number of spaces on the board.
- 6 When you land on a square, take the top card from the pile and make a question using the word or phrase on the card and the picture on the board. Choose the right tense, e.g. 'Did you break your leg when you were a child?' or 'Have you ever broken your leg?'
- 7 You can ask the question to any other player, who should answer it.
- 8 You can then place the card at the bottom of the pile.
- 9 Then it is the next player's turn.
- 10 **The winner is the first player to get to the end of the board.**

### 12 Past perfect continuous

#### Rules

- 1 For your group, you will have a BROAD SQUARE BOARD, one set of CRIMINAL CARDS, one set of CLUE CARDS and a dice. Each pair will have one SUSPECT LIST and one counter.
- 2 Without looking at the CLUE CARDS, place one face down on every house on the BROAD SQUARE BOARD.
- 3 Deal out the CRIMINAL CARDS equally to each pair. The pairs may look at their cards.
- 4 All place your counters on START.
- 5 Imagine that a burglary was committed in each house in the square at 8 o'clock last night. The burglaries were committed by the people on the SUSPECT LIST.
- 6 **The object of the game is to find out which criminal burgled which house.**
- 7 The first pair of players to find out are the winners.
- 8 The first pair begin. Shake the dice and move your counter the appropriate number of spaces on the board.
- 9 When you land on a house, turn up the CLUE CARD that is on that house and look at it without letting any other player see it.
- 10 The CLUE CARD gives information about something that was found in that particular house. Discuss the information (quietly so the others don't hear!) e.g. (turning up the card with the paint fingerprints): 'Aha, so the burglar had been painting!' Note down the information to remember it. Then replace the CLUE CARD face down.
- 11 If you land on a question mark, you can consult the SUSPECT LIST and choose a name, e.g. Joe Bloggs. Then ask the suspect 'Joe Bloggs, what were you doing at 8 o'clock last night?' (the time of the crime) and 'What had you been doing up till then?' The player holding the Joe Bloggs card must answer. Players (all players, not just the ones asking and answering) can make notes about the replies on their SUSPECT LIST.
- 12 Then it is the next pair's turn.
- 13 The game ends when one pair have correctly matched all the names on the list with the house numbers.

## Rules sheets

### 18 Comparatives and superlatives

#### Rules

- 1 You will have one copy of the CUE BOARD and eight sets of DIFFERENCE CARDS, plus counters and a dice.
- 2 Each takes two strips of DIFFERENCE CARDS with the same number at the top and, keeping them hidden from the others, cut or tear them into individual cards.
- 3 All place your counters on SQUARE 1.
- 4 Player 1 begins. Shake the dice and move your counter the appropriate number of spaces on the board.
- 5 When you land on a picture square, select a card from your hand that matches the object on that square and make a statement about it using a comparative or superlative. You can either say 'My ... is the ...-est.', e.g. 'My car is the biggest.', or you can compare the object with that of another player by saying 'My ... is ...-er than yours.' e.g. 'My house is smaller than yours.', 'My ring is more expensive than yours.' You can say this to any other player or to the group as a whole, laying down the card from your hand so everyone can see it. The other player(s) you are speaking to must lay their cards down too.
- 6 If your statement was correct, you can throw away your card. If not, you must keep it.
- 7 Then it is the next player's turn.
- 8 **The winner is the player who gets rid of all their cards first.**

NOTE At first you will all be making guesses! But as more players have to show their cards you will know who has the biggest / smallest / most beautiful etc. But will you be able to remember?

### 20 If ... will

#### Rules

- 1 You will have a set of IF CARDS and a set of ACTION CARDS.
- 2 Deal out the ACTION CARDS and put the IF CARDS face down in a pile in the centre.
- 3 You may look at your ACTION CARDS.
- 4 Player 1 begins. Turn up an IF CARD from the pile and lay it on the table. Start a sentence beginning with 'If ...' as suggested by the picture, e.g. (turning up the picture of the snow) 'If it snows ...'
- 5 The player with an ACTION CARD that matches can produce it, completing the sentence, e.g. '... we'll go sledging.'
- 6 You can throw away both cards.
- 7 If two or more players offer endings, the group should decide which is best.
- 8 Then it is the next player's turn to turn up a card from the pile.
- 9 **The winner is the player who gets rid of all their ACTION CARDS first.**

### 21 If ... would

#### Rules

- 1 You will have two sets of PICTURE CARDS.
- 2 Shuffle the cards (keeping them in two sets) and put both sets face down in piles in the centre.
- 3 Player 1 begins. Turn up a card from each pile and put them on the table where everyone in the group can see them.
- 4 All players try to make a sentence combining the two ideas, e.g. (turning up dress and man): 'If I had a rich boyfriend, I would buy that dress.' 'If I spent that much money on a dress, my father would go mad.' 'If I were him, I wouldn't wear that to the office.' The first player to make a sentence combining the two ideas can collect the cards.
- 5 If two or more players make a sentence simultaneously, then the group as a whole should decide which is best and award the cards to that player. If they can't decide, the teacher gets the casting vote!
- 6 Then another player can turn up two cards for everyone to see.
- 7 If no players can think of a sentence, leave the cards face up on the table and turn up another two from the piles. Then any card can be combined with any other on the table.
- 8 **The winner is the player who collects most cards.**

## Rules sheets

### 22 If ... would have

#### Rules

- 1 In each group you will have a MISSED OPPORTUNITIES BOARD, a set of OUTCOME CARDS and a dice, and for each player a MY LIFE SHEET and a counter.
- 2 Place the OUTCOME CARDS face down in a pile in the centre.
- 3 Take one MY LIFE SHEET each.
- 4 Place all your counters on SQUARE 1.
- 5 Your teacher will set a time limit for the game.
- 6 Player 1 begins. Shake the dice and move your counter the appropriate number of spaces on the board.
- 7 When you land on a MISSED OPPORTUNITIES square, take an OUTCOME CARD from the pile and make an *If ... would have* sentence about the situation described on that square. The OUTCOME CARD will tell you whether to make a happy ending or a sad one, e.g. landing on the 'You were offered a good job in London but you turned it down' square, you could say 'If I had taken the job, I would have been able to afford a new car.' or 'If I had taken that job, I wouldn't have met my wife.'
- 8 Then replace the OUTCOME CARD at the bottom of the pile and write down the situation and your *If* sentence on the MY LIFE SHEET. Add your feelings about the situation, e.g. 'I was offered a job but I turned it down - I'm glad about this because if I had taken it, I wouldn't have met my wife!'
- 9 Then it is the next player's turn.
- 10 If a player lands on a square that someone else has already landed on they must make a different sentence.
- 11 **The object of the game is to get as many events as possible on the MY LIFE SHEET.**
- 12 When the time limit is up, look at the events you have written down on the MY LIFE SHEET. Imagine this is your life. Decide in what order the events happened. Number them in the order.
- 13 Your teacher will change the groups around so you are with some new people. Using the MY LIFE SHEET as a prompt tell the new people about your 'life'.

### 23 If and when

#### Rules

- 1 You will have two packs of CUE CARDS and an IF AND WHEN BOARD.
- 2 Divide Pack 1 into two piles, IF and WHEN, and place the piles face up on the appropriate rectangles on the board.
- 3 Deal out four cards for each player from Pack 2 and put the rest face down in a pile, at the side of the board.
- 4 All put your counters on SQUARE 1.
- 5 Player 1 begins. Throw the dice and move the appropriate number of squares on the IF AND WHEN BOARD.
- 6 When you land on a square, turn up a card from the appropriate pile (IF or WHEN) and begin a sentence, e.g. (picking up the picture of the lesson) 'When the lesson ends ...'
- 7 The other players try to produce a suitable card from their hands and complete the sentence, e.g. (using the picture of the house) '... I'll go home.'
- 8 The first player to make an acceptable sentence can lay both cards down as a pair and take another card from the pile at the side of the board.
- 9 Then it is the next player's turn.
- 10 **The winner is the player who makes the most pairs of cards.**

### 25 Present passives

#### Rules

- 1 You will have a set of BEGINNINGS CARDS, a set of ENDINGS CARDS and an ANSWER KEY.
- 2 Deal out all the BEGINNINGS CARDS to all players.
- 3 Put the ENDINGS CARDS face down in a pile in the centre.
- 4 Leave the ANSWER KEY face down on the table to use later.
- 5 Look at your BEGINNINGS CARDS.
- 6 Player 1 begins. Turn up a card from the pile. Try to make a sentence using one of the BEGINNINGS CARDS from your hand, the ENDINGS CARD you have turned up and a passive verb, e.g. 'Kangaroos are found in Australia.', 'Coffee is grown in South America.', 'Pens are used for writing.'
- 7 If you can do this, lay both cards down on the table and say the sentence.
- 8 If not, you must put the ENDINGS CARD back at the bottom of the pile and miss a go.
- 9 Then it is the next player's turn.
- 10 **The winner is the player who has made the most sentences.**
- 11 At the end of the game you can check your answers with the ANSWER KEY. Variations are possible.

## Rules sheets

### 31 Verb + *-ing* or + *to*

#### Rules

- 1 You will have a set of BEGINNINGS CARDS, a set of ENDINGS CARDS and an ANSWER KEY.
- 2 Deal out the BEGINNINGS CARDS.
- 3 Put the ENDINGS CARDS face down in a pile in the centre.
- 4 Leave the ANSWER KEY face down on the table to use later.
- 5 You may look at your BEGINNINGS CARDS.
- 6 Player 1 begins. Turn up an ENDINGS CARD from the pile. Try to make a sentence using one of the BEGINNINGS CARDS from your hand, and the ENDINGS CARD you have turned up, e.g. *'He refused to take the money.'* or *'I'd like to take the money.'* If you can do this, you can lay both cards down on the table to make a sentence.
- 7 If not, you must put the ENDINGS CARD back at the bottom of the pile and miss a go.
- 8 Then it is the next player's turn.
- 9 **The winner is the first player to get rid of all their ENDINGS CARDS.**
- 10 At the end of the game you can check your answers with the ANSWER KEY. Variations are possible – the important thing is that the correct form of the verb has been used.

### 35 Question tags

#### Rules

- 1 You will have a PICTURE BOARD and two sets of TAG CARDS. You will also have counters and a dice.
- 2 Deal out all the TAG CARDS and put the PICTURE BOARD in the centre.
- 3 You may look at your TAG CARDS.
- 4 Player 1 begins. Throw the dice and move your counter along the PICTURE BOARD.
- 5 When you land on a picture you should choose a card from your hand to go with the picture and make a tag question, e.g. (landing on the £5) *'You can't lend me £5, can you?'* or *'You haven't got £5, have you?'* or *'This is an English £5 note, isn't it?'* Variations are possible, but the question must make sense!
- 6 The other players should answer the question.
- 7 You can then throw away the TAG CARD.
- 8 If you cannot make a question, keep all TAG CARDS and miss a go.
- 9 Then it is the next player's turn.
- 10 **The winner is the first player to get rid of all their TAG CARDS.**

### 33 Relative clauses

#### Rules

- 1 You will have a set of MAIN CLAUSE CARDS, a set of RELATIVE CLAUSE CARDS and a STREET PICTURE.
- 2 Put the STREET PICTURE in the middle where you can all see it.
- 3 Deal out the RELATIVE CLAUSE CARDS to all players.
- 4 Place the MAIN CLAUSE CARDS face down in a pile in the centre.
- 5 Player 1 begins. Turn up a MAIN CLAUSE CARD from the pile. If any player thinks they can complete the sentence with a RELATIVE CLAUSE CARD from their hand, they should produce the card and read out the complete sentence.
- 6 There may be two or three players who think they have appropriate endings. The group should choose the one they think is best.
- 7 Then lay the complete sentence out on the table where everyone can read it.
- 8 As you all find out information about the occupants of the houses, write the names and jobs of the people who live there below each house on the STREET PICTURE.
- 9 As the game goes on, you will find out more information about the occupants of the houses. You might want to change some of the sentences you made earlier. You can do this at any time as more information becomes available.
- 10 **The winners are the first group to find out who lives in which house and why they disagree.**
- 11 When you have finished the game and all the sentences are laid out on the table and you have decided who lives where, you should discuss why they all disagree.