

Elementary

Teacher's Resource Book

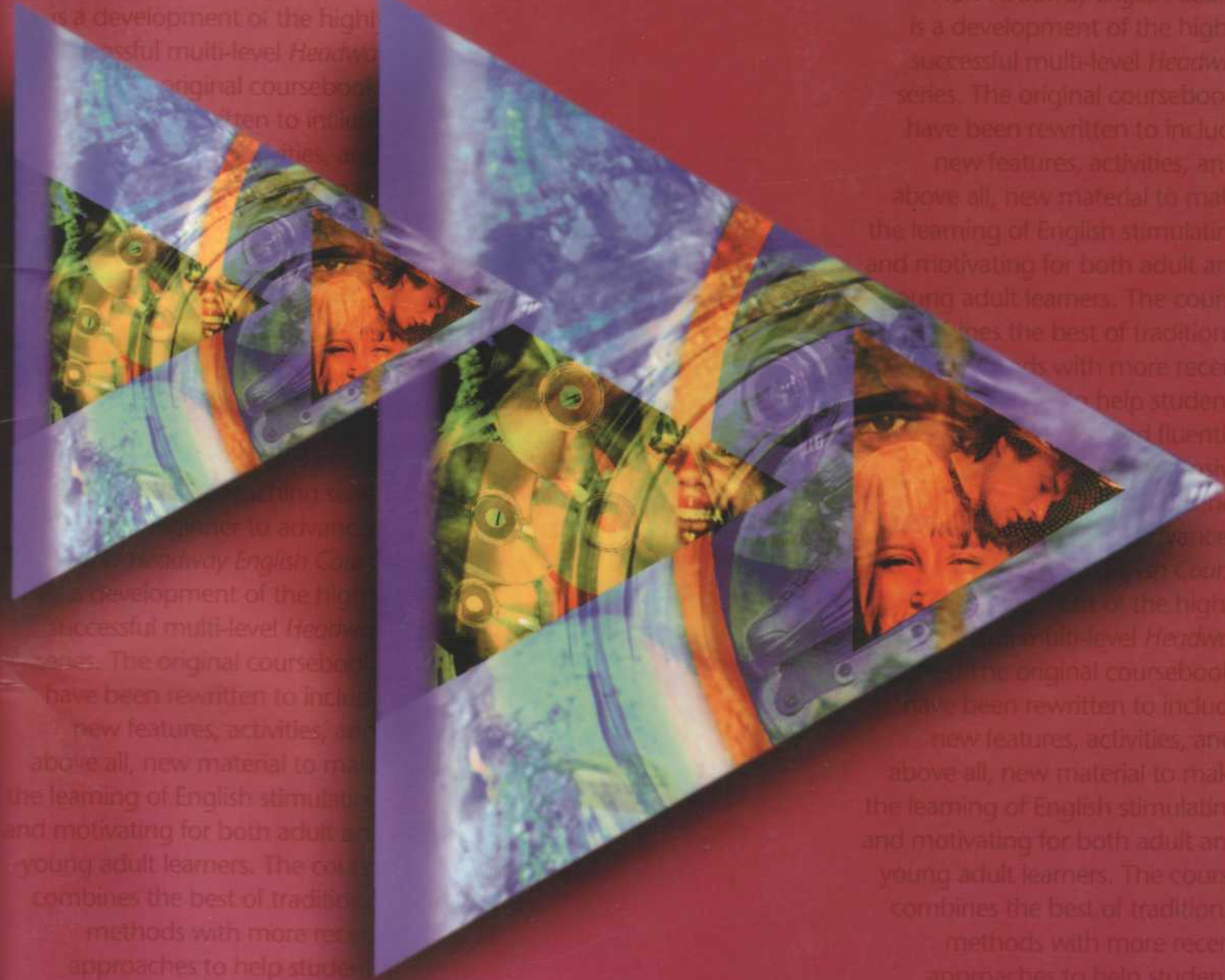
New Headway

English Course

Matt Castle
Liz and John Soars

New Headway English Course is a development of the highly successful multi-level *Headway* original coursebooks, rewritten to include new features, activities, and above all, new material to make the learning of English stimulating and motivating for both adult and young adult learners. The course combines the best of traditional methods with more recent approaches to help students use English accurately and fluently and provides a fully comprehensive language teaching series from beginner to advanced.

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OXFORD

Introduction

This Teacher's Resource Book contains thirty-seven photocopiable activities and further ideas for you to use with *New Headway Elementary*. It is a completely new component for the *Headway* series and has been written with two aims in mind:

- to give teachers additional material that revises and extends the work in the Student's Book
- to give students lots of extra speaking practice!

Students at elementary level need lots of vocabulary and grammar input. Controlled skills work is also important to develop their reading, writing, listening and speaking. But at the same time, it is also essential that they are given opportunities to 'get active' and actually use their English in meaningful and relevant contexts.

The activities in this book are designed to help your students do this. They encourage students to talk about themselves, compare opinions and views about the world, and practise the kind of situations they are likely to encounter in real life.

In addition, every activity involves an element of team work. Students will need to work together to share or check information, and agree outcomes or solutions. In other words, every activity encourages purposeful interaction where students need to speak and listen to each other.

Through role-plays, language games, questionnaires, crosswords, and information-gap activities, students are also given the chance to build their confidence and introduce a more personal dimension to their learning.

How to use the photocopiable activities

Each activity starts with the following information:

Aim	the main focus of the activity
Language	the grammar/function exploited
Skills	Speaking, Reading, Writing and/or Listening
Lesson link	suggestion for when to use the worksheet
Materials	notes for preparation of worksheets

Pre-activity

These activities act as a warm up before the students carry out the main activity. They act to remind students of the necessary language needed and to set the context.

Procedure

This section has step-by-step instructions for carrying out the main activity. Each main activity takes between twenty and thirty minutes and is suitable for most class sizes. (There are additional notes for larger classes.) For each activity there is a photocopiable worksheet. Some of the worksheets need to be cut up before handing out to students.

Extension

After each main activity, there is a suggestion for an extension activity. These are generally writing activities which build on the language or topics covered in the main activity. These can be assigned for homework.

Contents

Worksheet	Description	Language
1.1 Alphabet tree	Categorising letters of the alphabet into their vowel sounds	Pronunciation
1.2 Telephone numbers bingo	Playing bingo with telephone numbers	Numbers; Pronunciation
2.1 Ethel and Albert's family	Exchanging information to complete a family tree	Present Simple; Possessive 's; Family vocabulary
2.2 Opposites crossword	Completing an adjectives crossword	Adjectives
2.3 The Headway café	Exchanging information about dishes and prices on a menu	Food vocabulary; Prices
3.1 Who is he/she?	Exchanging information to complete fact files	Present Simple third person questions and answers
3.2 Jobs crossword	Completing a jobs crossword	Present Simple; Jobs vocabulary
3.3 What time is it?	Asking and telling the time	The time
4.1 Collocation minefield	Board game to collocate verbs and phrase	Verb phrase collocations; Present Simple
4.2 Class routines	Interviewing classmates to check the accuracy of a survey	Present Simple questions and short answers
4.3 Common interests	Finding classmates with common interests	Present Simple questions and short answers
5.1 Spot the differences	Finding ten differences between two pictures of a kitchen	<i>Is/Are there . . . ?</i> ; Kitchen vocabulary; Prepositions of place
5.2 Main Street	Describing the location of shops to complete a street map	Prepositions of place; Shops vocabulary
6.1 Can you . . . ?	Asking and answering questions about abilities	<i>Can</i> questions and short answers
6.2 Where were you?	Asking and answering about events in the past	<i>Was/Were</i> questions
6.3 Homophones snap	Matching homophones	Homophones; Present Simple
7.1 The last time	Asking and answering about the last time you did something	Past Simple
7.2 The birthday party	Telling a story from pictures	Past Simple; The time
7.3 Celebrations	Discussing personal and public celebrations	Fluency practice

Worksheet	Description	Language
8.1 Fading memories	Exchanging information to find errors in accounts	Past Simple
8.2 Can we meet?	Arranging a meeting with classmates	Asking and answering questions; The time
9.1 Food crossword	Completing a food crossword	Food vocabulary; Present simple
9.2 Ski World	Role-playing buying and selling in a ski shop	Shopping vocabulary
9.3 Host family meal times	Discussing meals and meal times	Asking and answering questions; Negotiating
10.1 Comparative pairs	Making comparisons from picture cues	Comparisons
10.2 Have you got ... ?	Practising two uses of <i>Have you got ... ?</i>	<i>Have you got ... ?</i>
10.3 Bootville guided tour	Describing and following a route through a town	Preposition of movement; Present Simple
11.1 Describe a classmate	Describing classmates	Present Continuous; Clothes vocabulary; Adjectives
11.2 Whose is this?	Memory game to practise possessive pronouns	Possessive pronouns
11.3 Shopping for clothes	Ordering jumbled shop conversations	Making requests and asking for information; Clothes vocabulary
12.1 Are you going to ... ?	Interviewing classmates to check the accuracy of a survey	<i>going to</i> questions and short answers
12.2 Today's weather	Exchanging information about weather and temperature	Weather and temperature vocabulary; Present Simple
13.1 Life on <i>The Times</i>	Role-playing a job interview	Asking and answering questions; Tense review; Fluency practice
13.2 All about you	Board game to talk about feelings	'Feelings' adjectives; Fluency practice
13.3 A ticket to London, please.	Board game to role-play buying train tickets and asking for information	Travel vocabulary; Asking for information; Fluency practice
14.1 Have you ever ... ?	Asking and answering about past experiences	Present Perfect
14.2 At the airport	Role-playing at the airport	Airport vocabulary; Fluency practice

Aim

To practice the pronunciation of the letters of the alphabet

Language

Pronunciation

Skills

Speaking

Lesson link

Use after *Everyday objects* SB p10

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

- Write these words on the board: *May, green, my, no, blue, red, car*. In pairs, students agree the pronunciation of the words.
- Have a class feedback session.
- Now write these vowel sounds under each word: /eɪ/ (*May*), /i:/ (*green*), /aɪ/ (*my*), /əʊ/ (*no*), /u:/ (*blue*), /e/ (*red*), /ɑ:/ (*car*).
- Practise the sounds with the class. Point to and say a sound. Students listen and repeat.
- Say a sound. Students tell you the word. Then say a word. Students say the sound. Don't spend too long on this activity.

Procedure (25 minutes)

- Give each student a copy of the worksheet. Tell them that the alphabet is pronounced in English using one of the seven vowel sounds on the board, e.g. *a* = /eɪ/. Tell your students to write the letter 'a' on the appropriate branch of the tree.
- Say each letter of the alphabet. Students listen and repeat. Give students time to decide which vowel sound is being used, and to write the letter on the tree.
- In pairs, students compare their answers. Check the answers with the class.

Answers

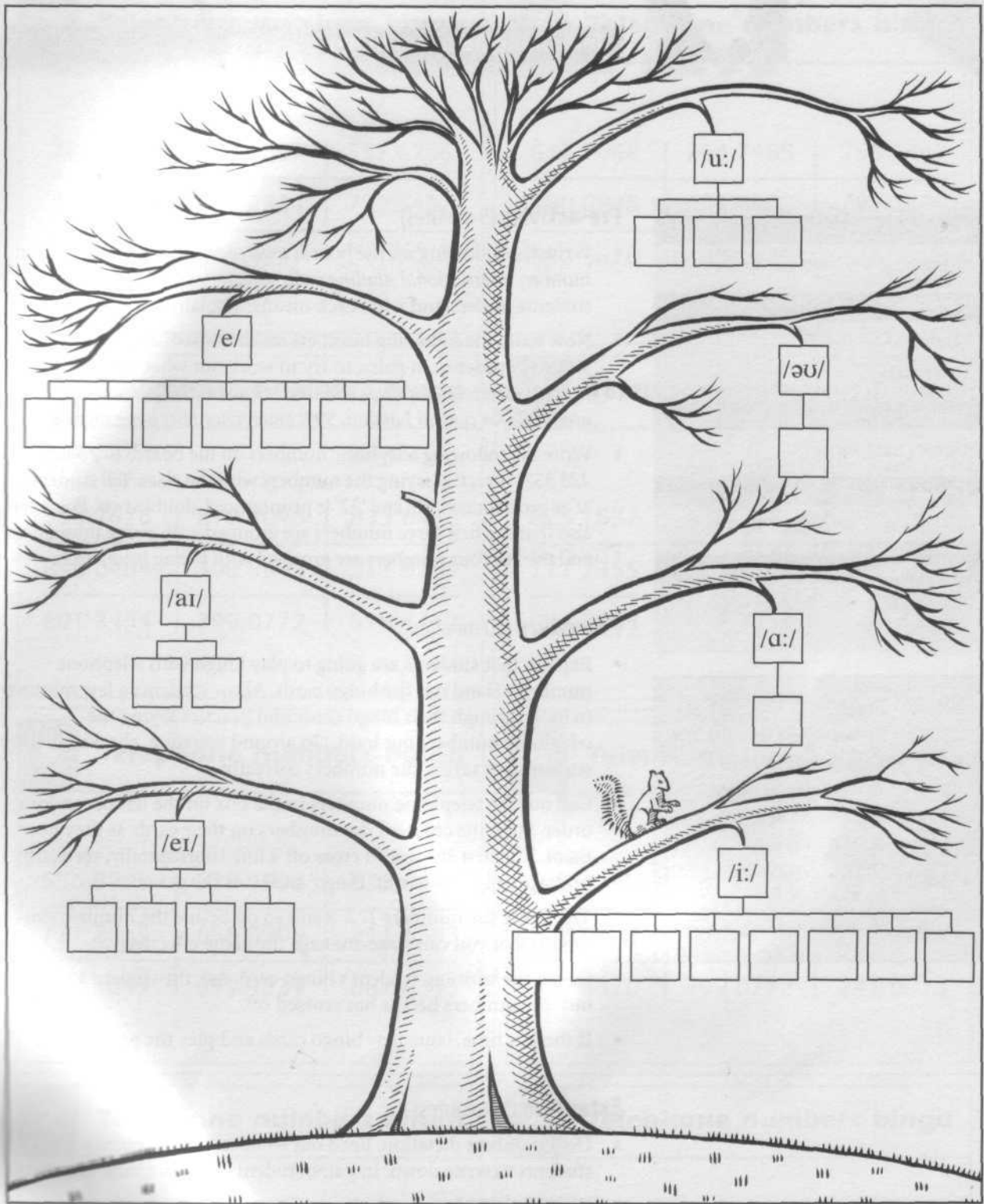
/e/	flmnsxz	/u:/	quw	/ɑ:/	r
/aɪ/	iy	/əʊ/	o	/i:/	bcdegptv
/eɪ/	ahjk				

Note: The letter 'z' can be pronounced /zed/ in British English, or /zi:/ in American English.

- Now move on to the practice activity where students spell their name, town, mother's name, and favourite colour for their partner to write. Go around listening, making sure students pronounce the letters correctly.

Extension (15 minutes)

- Look back at the seven vowel sounds on the board with the class. Divide students into groups of three to four. In their groups, students write as many words as they can for each vowel sound. Set a time limit of ten minutes.
- Have a class feedback session. The group with the most words wins.



Ask your partner

How do you spell . . . ?

Your name

The name of the town where you live

Your mother's name

Your favourite colour

1.2

Telephone numbers bingo

Aim

To play bingo with telephone numbers

Language

Numbers

Pronunciation

Skills

Listening and Speaking

Lesson link

Use after *Hello and goodbye* SB p11

Materials

One copy of the worksheet cut up per eight students

211 6543	211 6789	213 2140	228 1325
241 0013	256 1447	297 5434	300 3042
300 3095	323 5645	332 5670	399 0772
400 1689	480 0848	518 4342	556 7676
556 8903	557 6766	634 6666	656 8909
679 3114	682 6345	699 4331	755 0583
764 7485	771 2334	771 2355	771 9953
792 5437	812 7048	825 1532	833 6443
840 0484	801 2963	801 3434	910 7290

Pre-activity (5 minutes)

- Write the following on the board: *area code, emergency telephone number, international dialling code, directory enquiries*. Do your students understand what each means? Explain if necessary.
- Now write the following numbers on the board: 192, 00, 0207, 999. Ask students, in pairs, to try to work out what each number is (192: *directory enquiries*, 00: *international dialling code*, 0207: *area code for central London*, 999: *emergency telephone number*).
- Write the following telephone numbers on the board: 672 9405, 228 3571. Practise saying the numbers with the class. Tell students '0' is pronounced 'oh' and '22' is pronounced 'double two'. Point out also that the first three numbers are grouped with rising intonation and the last four numbers are grouped with falling intonation.

Procedure (20 minutes)

- Explain that students are going to play bingo with telephone numbers. Hand out the bingo cards. Allow students a few minutes to look through their bingo cards and practise saying the telephone numbers out loud. Go around listening, checking students are saying the numbers correctly.
- Call out the telephone numbers in the box on the left in random order. Students cross off the numbers on their cards as they hear them. The first student to cross off a line (*horizontally, vertically, or diagonally*) shout out 'Bingo' and **wins the game**.

Tip: Write the numbers 1, 2, 3 and so on beside the number you call, so that you can stage-manage the game effectively.

- Check the winning student's **bingo card**. Ask the student to read out the numbers he/she has crossed off.
- If there is time, issue new **bingo cards** and play the game again.

Extension (10 minutes)

- Do a **numbers dictation**. Read out some telephone numbers for students to write down. In pairs, students compare their numbers.
- Write the numbers on the board for students to check.

1 Telephone numbers bingo

764 7485	755 0583	557 6766
228 1325	771 2334	792 5437
323 5645	699 4331	241 0013

2 Telephone numbers bingo

812 7048	764 7485	256 1447
480 0848	656 8909	297 5434
332 5670	400 1689	771 9953

3 Telephone numbers bingo

556 7676	812 7048	833 6443
840 0484	300 3095	211 6789
801 3434	399 0772	518 4342

4 Telephone numbers bingo

825 1532	556 7676	256 1447
771 2355	771 2334	297 5434
801 2963	679 3114	682 6345

5 Telephone numbers bingo

556 8903	825 1532	833 6443
771 2355	656 8909	211 6543
323 5645	699 4331	682 6345

6 Telephone numbers bingo

213 2140	556 8903	910 7290
840 0484	300 3095	211 6543
332 5670	399 0772	241 0013

7 Telephone numbers bingo

634 6666	213 2140	557 6766
480 0848	300 3042	792 5437
801 3434	400 1689	771 9953

8 Telephone numbers bingo

755 0583	634 6666	910 7290
228 1325	300 3042	211 6789
801 2963	679 3114	518 4342

2.1

Ethel and Albert's family

Aim

To complete a family tree by asking for and giving information

Language

Family vocabulary

Possessive 's

Who's Albert? He's Ethel's husband.

Skills

Speaking

Lesson link

Use after *Patrick's family* SB p14

Materials

One copy of the worksheet cut in half per pair of students

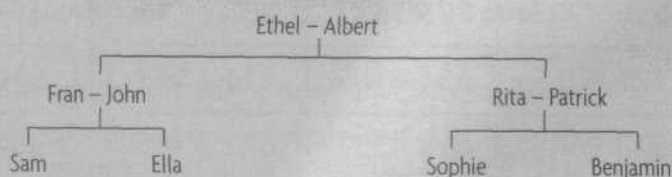
Pre-activity (5 minutes)

- Draw your family tree on the board showing three generations. Quickly revise family vocabulary with the class, e.g. *mother, father, son, daughter, sister, brother, grandfather, etc.*
- Write names for each person in the family tree and ask students questions, e.g. *Who's Mary's brother?* Then ask students to tell you the relationship between two people on the tree, e.g. *What's the relationship between Peter and Susan? Susan is Peter's daughter, or Peter is Susan's father.*

Procedure (20 minutes)

- Explain that students are going to complete a family tree.
- Divide students into pairs. Give Students A worksheet A, and students B worksheet B. (If you have an uneven number of students, make one group of three students.)
- Students work in pairs to complete the family tree by asking and answering, e.g. *Who's Ethel? She's Albert's wife.* (Give this answer to start the activity.) Go around listening, making sure students are using the possessive 's correctly.
- Have a class feedback session. Draw the complete family tree on the board.

Answers



- Then students discuss family relationships by asking and answering, e.g. *What's the relationship between Rita and John? Rita is John's sister, or John is Rita's brother.* Go around listening, making sure students are using the possessive's correctly.

Answers

Rita and John = brother and sister

Ella and Rita = niece and aunt

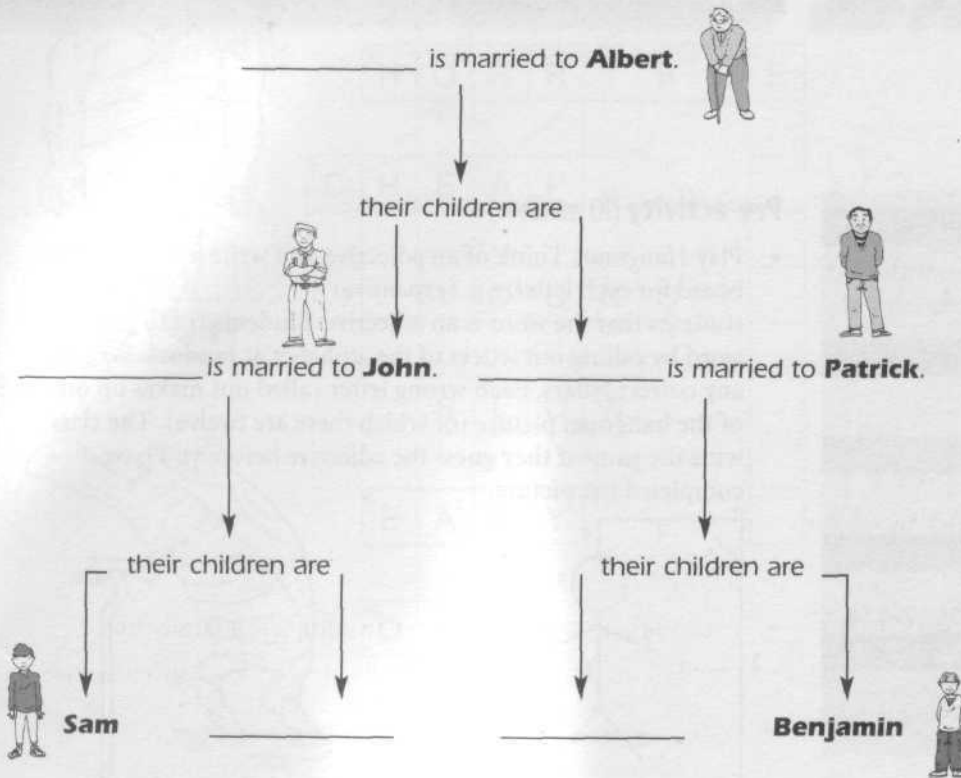
Sam and Sophie = cousins

Albert and Sam = grandfather and grandson

Extension (10 minutes)

- Students draw their family tree and then, in pairs, talk their partner through them. Go around monitoring as before.

A



1 Who is ...?

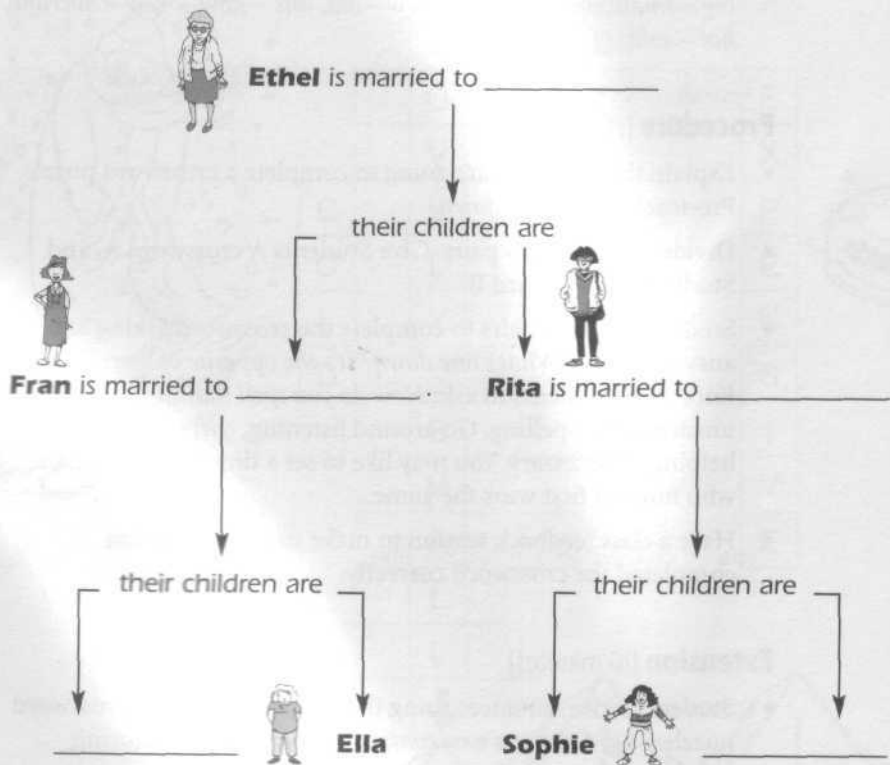
- Ethel
- Sophie
- Fran
- Ella
- Rita

2 What is the relationship between these people?

- Rita and John
- Sam and Sophie
- Ella and Rita
- Albert and Sam



B



1 Who is ...?

- Albert
- Benjamin
- Sam
- John
- Patrick

2 What is the relationship between these people?

- Rita and John
- Sam and Sophie
- Ella and Rita
- Albert and Sam

2.2

Opposites crossword

Aim

To complete an adjectives crossword by asking for and saying the opposite adjective

Language

Adjectives

Skills

Speaking

Lesson link

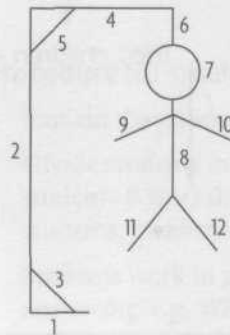
Use after *Opposites SB p16*

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (10 minutes)

- Play *Hangman*. Think of an adjective and write a dash on the board for each letter, e.g. (*expensive*) _ _ _ _ _ _ _ _ . Tell students that the word is an adjective. Students try to guess the word by calling out letters of the alphabet at random. Write in any correct letters. Each wrong letter called out makes up one line of the hangman picture (of which there are twelve). The class wins the game if they guess the adjective before you have completed the picture.



- Ask students to tell you the opposite of *expensive* (*cheap*). Call out more adjectives for students to tell you the opposite (*old* – *new*, *big* – *small*, *easy* – *difficult*, *new* – *old*, *fast* – *slow*, *lovely* – *horrible*, *hot* – *cold*).

Procedure (20 minutes)

- Explain that students are going to complete a crossword puzzle. Pre-teach *across* and *down*.
- Divide students into pairs. Give Students A crossword A, and Students B crossword B.
- Students work in pairs to complete the crossword asking and answering, e.g. *What's one down? It's the opposite of 'horrible'.* Encourage students to ask: *How do you spell that?* if they are unsure of the spelling. Go around listening, correcting and helping as necessary. You may like to set a time limit. The pair who finishes first wins the game.
- Have a class feedback session to make sure everyone has completed the crossword correctly.

Extension (10 minutes)

- Students write sentences using the adjectives on their crossword puzzles, e.g. *I've got a new coat*, etc. Go around monitoring, helping with vocabulary as necessary.

A



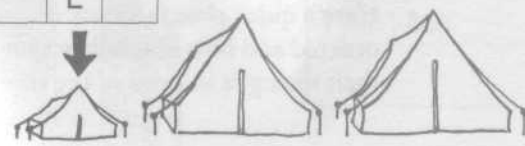
	1		2						
	3	H	O	R	R	I	B	L	4
5	C	H	E	A	P				
		6	Y	O	U	7	N	G	
			8	S	L	O	W		
		9	E	A	S	Y			
		10	O	L	D				



B



	1	L		2	B				
	3	O		I				4	E
		V		G					
5	C	E							
		6	Y		7	N			
		8	S		W				
			M						
		9	A						
			L						
		10	L						



2.3

The Headway café

Aim

To exchange information about prices of dishes on two menus

Language

Food vocabulary

Prices

How much is the soup? It's two pounds fifty.

Skills

Speaking

Lesson link

Use after *In a café* SB p18 & 19

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (5 minutes)

- Revise food vocabulary with the class. Elicit different dishes students would expect to see on a menu in a British café. Pre-teach/Elicit all the dishes on the menus in the worksheet. Make a list of some of the items on the board. Make sure students pronounce the dishes correctly.
- Write prices next to the food items on the board. Make sure students remember how to say *How much is ...?* and prices in English.

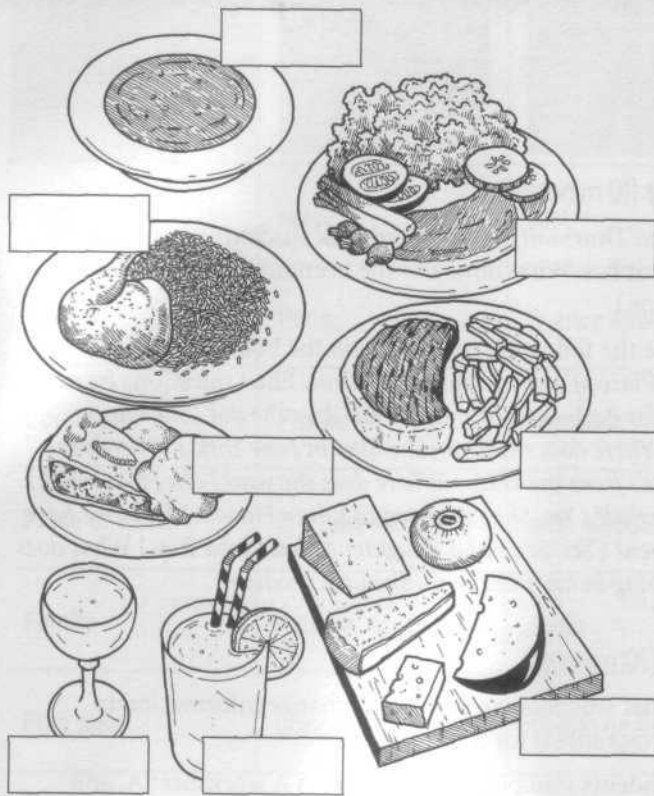
Procedure (15 minutes)

- Explain that students are going to work in pairs and exchange information about prices of different dishes on a menu.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Give students time to read through it and to check any items of vocabulary.
- Students work in pairs to write the prices for each dish by asking, e.g. *How much is the burger and chips? It's three pounds twenty-five.* Their partner consults his/her menu for the price. Go around listening, correcting and helping as necessary.
- Have a class feedback session to check the prices.

Extension (15 minutes)

- Tell students they are going to practise ordering in a café. Elicit a typical dialogue between a customer and waiter with the class on the board, e.g.
A *Hi. Can I help?*
B *Yes. Can I have a ham salad, please?*
A *Anything to drink?*
B *Yes. An orange juice, please.*
A *OK. Here you are.*
B *How much is that?*
A *Four pounds ninety-eight, please.*
B *Thanks.*
- Explain that students have £7 each to spend in the *Headway* café. In pairs, students take it in turns to be the customer and the waiter and act out a dialogue. Go around listening, correcting as necessary and making sure students stick to their budget.
- Have a quick class feedback session to find out what students ordered and how much they spent. Invite several pairs to act out their dialogue in front of the class.

A

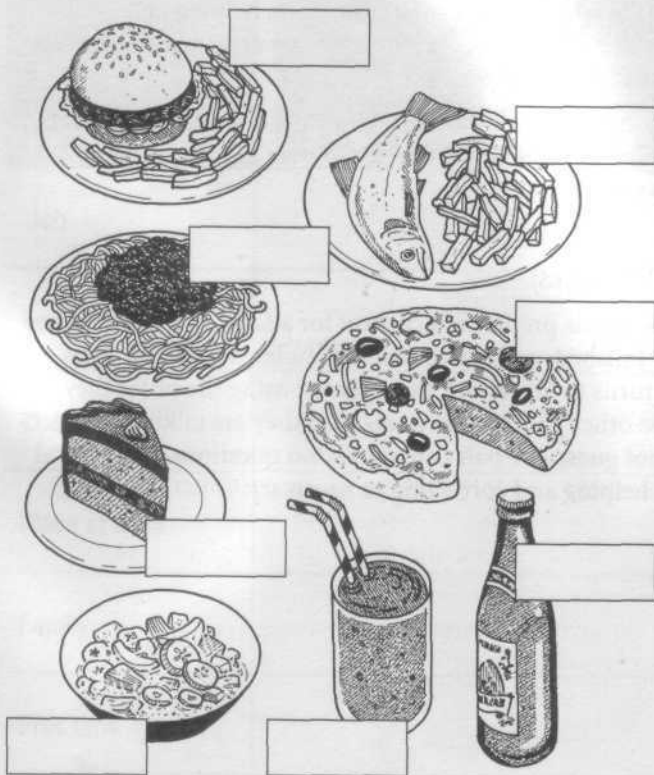


The *Headway* café
Lunch special

Burger and chips	£3.25
Fish and chips	£3.99
Spaghetti Bolognese	£4.99
Pizza	£4.25
Chocolate cake	£2.75
Fruit salad	£2.25
Beer	£1.50
Coke	99p



B



The *Headway* café
Lunch special

Chicken soup	£2.50
Ham salad	£3.99
Chicken and rice	£4.75
Steak and chips	£5.50
Apple pie and ice-cream	£2.99
Selection of cheeses	£2.75
White wine (glass)	£1.25
Fruit juice	99p

3.1

Who is he/she?

Aim

To exchange information to complete personal information fact sheets for four people

Language

Present Simple third person questions

Skills

Speaking

Lesson link

Use after *Asking about people* SB p22

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (10 minutes)





- Write *Uma Thurman* on the board. Ask students how much they know about her. What films has she been in? (*Batman*, *Gattica*, *Pulp Fiction*).
- Now write the following categories on the board: *Job*, *Town*, *Country*, *Place of work*, *Family*, *Free time*. Elicit questions from students for each category, e.g. *What does she do?* (*She's an actress.*) *Where does she live?* (*She lives in New York.*) *Where's she from?* (*She's from the USA.*) *Where does she work?* (*In Hollywood.*) *Is she married?* (*Yes. She's married to Ethan Hawke.*) *Does she have any children?* (*Yes. She has a daughter called Maya Ray.*) *What does she like doing in her free time?* (*She likes reading.*)

Procedure (20 minutes)





- Explain that students are going to exchange information to complete fact sheets for four people.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Give students time to read through it and to check any items of vocabulary.
- In their pairs, students take it in turns to ask and answer questions to complete the blank sections in their worksheets. Encourage them to ask: *How do you spell that?* when they are unsure of the spelling. Go around listening, helping and correcting as necessary. Make sure students are using the correct pronoun and the third person s.
- Check the answers with the class. Draw the complete fact sheets on the board for students to check. Go over any common problems you noticed.

Extension (10 minutes)

- In pairs, students prepare a fact sheet for a famous person. When they have finished, group two pairs of students together. Pairs take it in turns to talk about their person using the notes they made. The other pair have to guess who they are talking about. If they cannot guess, the pair can ask yes/no questions. Go around listening, helping and correcting as necessary.

A	Nicole 	Michael 	Helen 	Shigeru 
Job	nurse	pilot		
Town	Paris	Buenos Aires		
Country	France	Argentina		
Place of work	in a hospital	in an aeroplane		
Family	married, no children	single		
Free time	going to the cinema	playing rugby		



B	Nicole 	Michael 	Helen 	Shigeru 
Job			accountant	teacher
Town			Athens	Kyoto
Country			Greece	Japan
Place of work			in an office	in a school
Family			married, one daughter	married, two children
Free time			dancing	playing chess

3.2

Jobs crossword

Aim

To complete a crossword puzzle by asking for and giving definitions for jobs

Language

Present Simple
Jobs vocabulary

Skills

Speaking

Lesson link

Use after *Jobs SB p26*

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (10 minutes)

- Play *Hangman* with some of the following jobs: *journalist, butcher, nurse, pilot, banker, architect, shopkeeper, barman, postman, interpreter, accountant*. (See 2.2 Opposites crossword page 12).
- Elicit definitions of the jobs from the class. If necessary, write verbs on the board to help students, e.g. *write, sell, fly*, etc. Ask: *What does a nurse do? (A nurse works in a hospital.)*, etc.

Procedure (20 minutes)

- Explain that students are going to complete a crossword puzzle.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B.
- Students work in pairs to complete the crossword by asking and answering, e.g. *What does number one do? He writes for a newspaper*. Encourage them to ask: *How do you spell that?* when they are unsure of the spelling. Go around listening, correcting and helping as necessary. Make sure students use the third person *s* correctly. You may like to set a time limit.
- Tell students that they can check that their answers are correct because the letters in the shaded boxes make a final word (*accountant*).
- Have a class feedback session to make sure everyone completed the crossword correctly. Go over any common problems you noticed.

Extension (10 minutes)

- Write the following definitions on the board. Students use their dictionaries to find the jobs:
She looks after people's teeth. (dentist)
He installs and repairs showers, etc. (plumber)
She designs machines, roads, bridges, etc. (engineer)
He tells funny stories and makes people laugh. (comedian)

A

1	J	O	U	R	N	A	L	I	S	T		
		3	B	U	T	C	H	E	R			
				5	N	U	R	S	E			
6												
	7	P	I	L	O	T						
8												
			9	B	A	N	K	E	R			
			10									



B

1														
			2	A	R	C	H	I	T	E	C	T		
		3												
			4	S	H	O	P	K	E	E	P	E	R	
	6	B	A	R	M	A	N							
	8	P	O	S	T	M	A	N						
			9											
			10	I	N	T	E	R	P	R	E	T	E	R

3.3

What time is it?

Aim

To practise asking and telling the time

Language

What time is it?

Can you tell me the time? It's ...

Skills

Speaking

Lesson link

Use after *What time is it?* SB p27

Materials

One copy of the worksheet cut up per twelve students (There are three blank clocks to make extra times if necessary.)

Pre-activity (10 minutes)

- Quickly revise telling the time with the class. Draw a clock on the board and write different times. Ask: *What time is it?* Make sure students use *past*, *to*, *quarter past/to*, and *half past* correctly.
- Ask individual students about their daily routine, e.g. *What time do you get up?* *What time do you have lunch?* *What time do you go to bed?* etc.
- Make sure that students remember how to ask the time (*Excuse me, can you tell me the time, please?* or *Excuse me, what time is it?*).

Procedure (20 minutes)

- Explain that students are going to ask each other the time.
- Ask students to write the names of everybody in the class on a piece of paper. Then give each student a different clock. (If you have a large class, divide your students into groups of six to eight.)
- Students mingle asking and telling each other the time. After each conversation they go back to their desks and write the time next to the name of the student they spoke to. Go around listening, correcting as necessary.
- When everybody has finished, organize your students into pairs. In their pairs, students put the names of everybody in the class (or in their group) in order according to who had the earliest to latest time on their clock.
- Ask students to write their name on their clocks. Then collect the clocks and place them in order on your desk.
- Have a feedback session and check the order with the class.

Extension (15 minutes)

- Do a time dictation with the class. Read out ten different times. Students listen and repeat the time, then write it in their notebooks.
- Students compare their dictation in pairs. Write the times on the board for students to check.

1 	2 	3
4 	5 	6
7 	8 	9
10 	11 	12

4.1

Collocation minefield

Aim

To play a board game to collocate verbs and verb phrases

Language

Collocation of verbs and phrases

Present Simple

Skills

Speaking

Lesson link

Use after *Weekdays and weekends* SB p28 & 29

Materials

One copy of the worksheet per group of four students

Suggested answers

start work at nine o'clock have two sisters
come home get up early
relax in the evening go on holiday
cook dinner pick up the kids from school
go out on Saturday nights like my job
buy new clothes love my wife
live near my school go to the gym
get up at seven o'clock drive my car
phone my friends order a pizza
go to the cinema live in a large town

Pre-activity (5 minutes)

- Read out the routine below to the class substituting a sound, e.g. *beep*, for the verbs. Pause after each phrase for students to suggest an appropriate verb.

Every day I (get up) at seven o'clock. I (go) to the gym for an hour. Then I (come) home and I (have) a shower. Then I (make) breakfast for my children. They (have) scrambled eggs and I (have) a coffee. After that I (take) my sons to school and then I (come) to [name of your school]. I (start) work at nine o'clock.






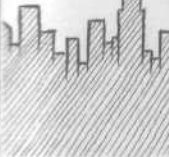














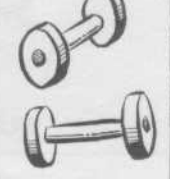



Procedure (25 minutes)

- Explain that students are going to play a board game. When they land on a square, they make a Present Simple sentence using the phrase on the square and a verb from the centre of the board. Some verbs, e.g. *go*, can be used more than once.
- Divide students into groups of four and give each group a copy of the worksheet.
- Each student starts at a different corner of the board. Students toss a coin in turns to move around the board (heads = move one square, tails = move two squares) making Present Simple sentences, e.g. *I start work at nine o'clock*. Student get a point for each correct sentence. The student with the most points at the end is the winner. Go around listening while the students are playing, helping as necessary.

Note: There are several phrases which can go with several verbs, e.g. *come/go home, like my wife/job/friends*, etc. Clearly this is acceptable. However, tell your students that you are the referee if students cannot agree amongst themselves.
- Have a class feedback session. Call out a phrase and students call out the verb which goes with it.

Extension (10 minutes)

- Students write a paragraph about their daily routine similar to the one you read out in the Pre-activity section. Go around helping with vocabulary as necessary.

Start — A —	 work at nine o'clock	 two sisters	 home	 early	 in the evening	Start — B —
 in a large town	 				 on holiday	
 to the cinema	buy pick up drive come GO OUT go live have like order love relax start phone				 dinner	
 a pizza	GO OUT go live have like order love relax start phone				 the kids from school	
 my friends	GO OUT go live have like order love relax start phone				 on Saturday nights	
 my car	 				 my job	
Start — D —	 at seven o'clock	 to the gym	 near my school	 my wife	 new clothes	Start — C —

4.2

Class routines

Aim

To check the accuracy of a report by interviewing classmates

Language

Present Simple questions and short answers

Skills

Speaking

Lesson link

Use after *Questions and negatives* SB p29 & 30

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

- Write five statements (three true and two false) about your daily/monthly routines on the board, e.g. *I go to the cinema every Wednesday. I don't smoke. I read two books every month. I buy new clothes every week. I eat out every night.* Tell students that only three statements are true. In pairs, students decide which of your statements are true and which are untrue.
- Students check their guesses by asking you questions, e.g. *Do you go to the cinema every Wednesday?* Answer their questions using short answers: *Yes, I do* or *No, I don't*. Check to see which pair made the most accurate guesses.
- Now ask students the same questions to give them an opportunity to use the short form responses.

Procedure (20 minutes)

- Explain that students are going to interview each other and decide if the statements on a *Class routines* survey are true or false.
- Give each student a copy of the worksheet. Give your students time to read through the statements and to check any items of vocabulary. Elicit the interview questions, e.g. *Do you get up before seven o'clock? Do you cook every night?* etc.
- Students mingle asking each other the questions and noting the responses ✓ or ✗ for each statement. (If your class is large, you can divide students into groups of about six to ask the questions. Then each group passes on their results to the next group, and so on.)
- As students finish this speaking activity, divide them into pairs to compare notes and check whether their results are the same as the survey. If yes, students circle *True*, if no, students circle *False*.
- Have a class feedback session to discuss the results of the survey.

Extension (10 minutes)

- Students write a paragraph about the class' routines by correcting the statements in the survey, e.g. *Four people get up before seven o'clock*, etc.

CLASS ROUTINES

1 Nobody gets up before seven o'clock.



True

False

✓	✗
---	---

5 Three people cook every night.

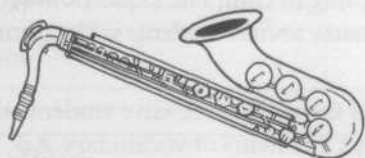


True

False

✓	✗
---	---

2 25% of the class play a musical instrument.

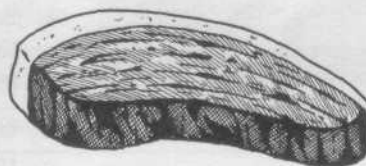


True

False

✓	✗
---	---

6 Everybody eats meat.

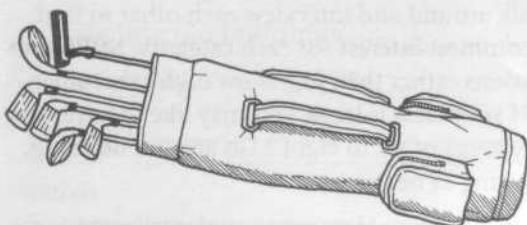


True

False

✓	✗
---	---

3 Two people play golf.

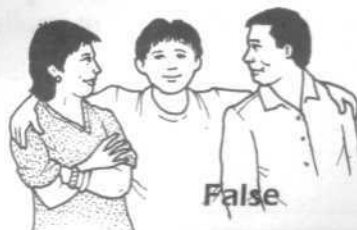


True

False

✓	✗
---	---

7 Half of the class live with their parents.



True

False

✓	✗
---	---

4 Two people smoke.



True

False

✓	✗
---	---

8 Five people read one book every month.



True

False

✓	✗
---	---

4.3

Common interests

Aim

To find someone who likes doing similar things to you

Language

Present Simple questions and short answers

Skills

Speaking

Lesson link

Use after *Leisure activities* SB p34

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

- Divide students into groups of three or four. Give students five minutes to find three things they have in common with each other. You may like to demonstrate the activity with a strong student, e.g. *Do you like going to the cinema?* The student replies *Yes, I do* or *No, I don't*. Pre-teach *So do I* for when students have something in common.
- Have a quick class feedback session.

Procedure (20 minutes)

- Explain that students are going to complete a questionnaire and then interview their classmates to find students with common interests.
- Give each student a copy of the worksheet. Give students time to read through it and to check any items of vocabulary. Ask students to tick the option in each category which best describes what they like doing.
- Divide students into pairs. Students practise asking and answering the questions, e.g. *What do you like doing at home?* *I like watching TV*, etc. Go around listening, correcting and helping as necessary.
- Then students walk around and interview each other to find someone with a common interest for each category. Make sure students ask questions rather than just show each other their questionnaires. (If your class is large, you may like to have students work in groups of six to eight.) Go around listening, helping and correcting as necessary.
- Have a class feedback session. How many students found someone for each category?

Extension (5 minutes)

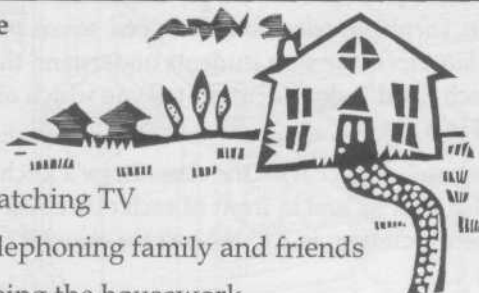
- In small groups, students tell each other what they like and don't like doing from the categories, e.g. *I like watching TV, but I don't like doing the housework*. Go around listening, correcting as necessary.

Common interests

Complete this form (one answer for each category). Then talk to your classmates to find people who like doing the same things as you.

What do you like doing?


At home



watching TV
 telephoning family and friends
 doing the housework
 other _____

Name: _____


In the evening



staying at home
 going to night clubs
 eating in restaurants
 other _____

Name: _____


On holiday



sunbathing
 visiting old buildings
 shopping
 other _____

Name: _____


When you want to relax



having a hot bath
 talking to lots of friends
 walking in the park
 other _____

Name: _____

For exercise



playing team games (e.g. football)
 playing individual sports (e.g. tennis)
 going to the gym
 other _____

Name: _____

At the weekend



going to the country
 staying at home
 visiting friends
 other _____

Name: _____

5.1

Spot the differences

Aim

To find the ten differences between two pictures of a kitchen

Language

Kitchen vocabulary

Is/Are there ...? Yes, there is/are.

How many ... are there?

Prepositions of place

Where's the ...? It's ...

Skills

Speaking

Lesson link

Use after *What's in the kitchen?* SB p38 & 39

Materials

One copy of the worksheet cut in half per pair of students

Answers

In A there's a cat on a chair but in B it's under the chair.

In A there are plates in the sink but in B the sink is empty.

In A there's a cake on the kitchen table but in B there's a plate of sandwiches.

In A there are four recipe books but in B there are six.

In A there isn't a clock but in B there is.

In A there's a carton of milk in the fridge but in B there are two cartons.

In A there's a shopping bag by the door but in B there are two.

In A there's a chicken in the oven but in B there's a pizza.

In A the bin is next to the fridge but in B it is in front of the fridge.

Pre-activity (10 minutes)

- Write these objects on the board: *fridge, table, bath, sink, knives and forks, oven, telephone, television, chair, bed, stereo, plates, cups, cooker, plant, bin*, etc. Make sure students understand the meaning of each word. Ask students to tell you which objects you normally find in a kitchen.
- Revise prepositions of place with the class. Draw a kitchen with items on, under, next to, and in front of each other. Ask students to tell you where each item is, e.g. *Where's the chair? It's in front of the cooker*, etc.

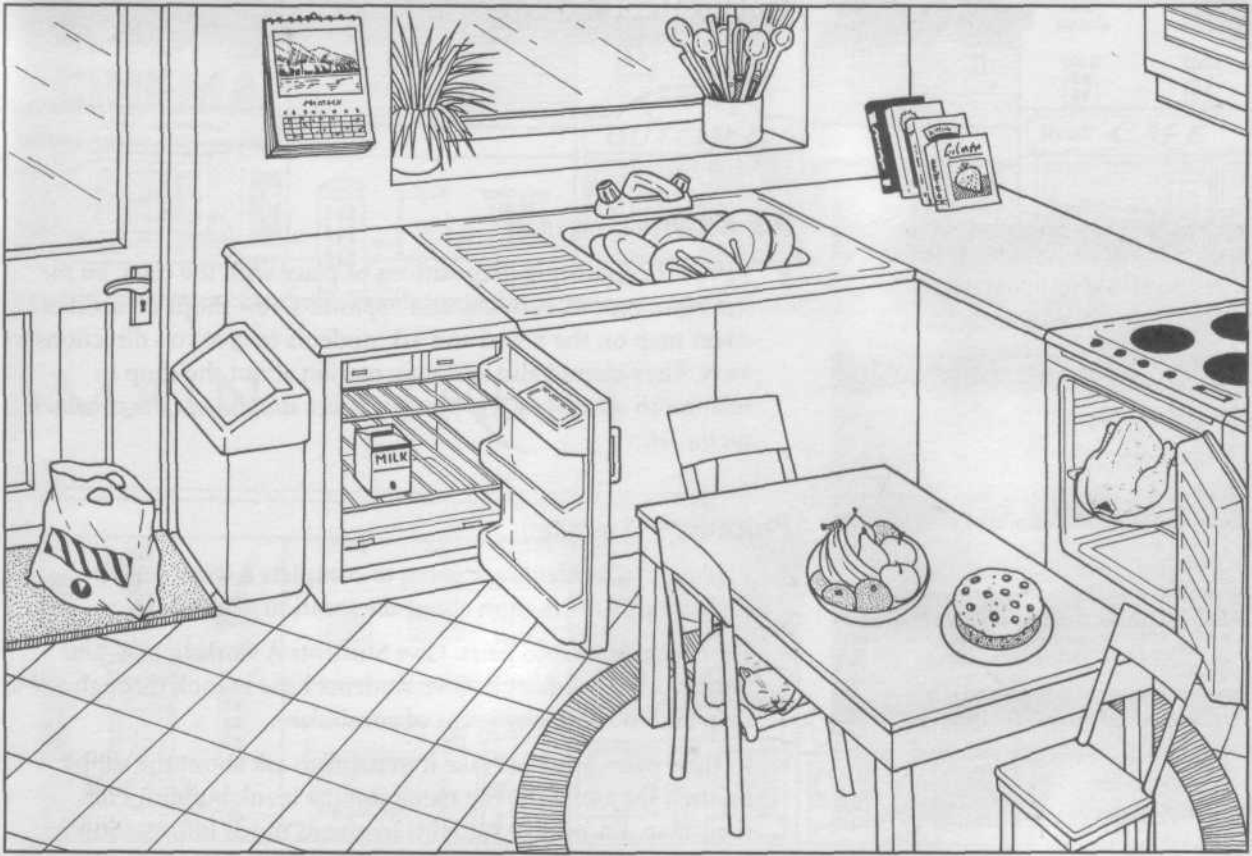
Procedure (20 minutes)

- Explain that students have to find ten differences between two pictures of a kitchen.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Give students time to look through it and check any items of vocabulary. Make sure students remember how to ask questions, e.g. *Is/Are there ...?* and *Where's the ...?* If necessary, demonstrate the activity with a student.
- In pairs, students take it in turns to ask and answer questions about their picture, e.g. *Is there a chicken in the oven? No, there isn't. There's a pizza.* When they find a difference, they draw a circle around it. Go around listening, helping as necessary.
- When everybody has finished, have a class feedback session to go through all the differences.

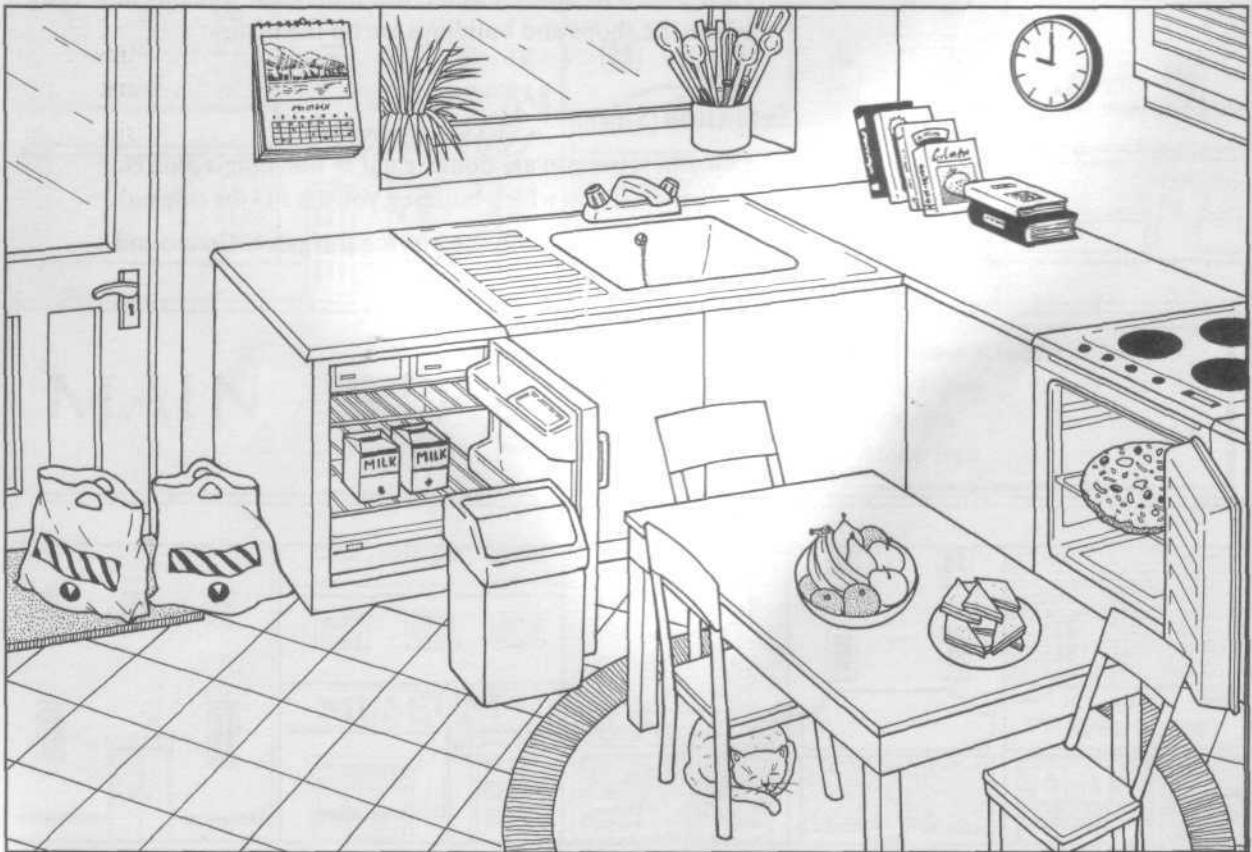
Extension (20 minutes)

- Students draw a simple picture of a kitchen and then describe it for their partner to draw. Students compare pictures to see how accurate the description was. Encourage students to ask questions to find out the exact location of the items in the kitchen. Go around listening, helping as necessary.

A



B



5.2

Main Street

Aim

To complete a street map by describing the location of shops and buildings

Language

Prepositions of place
Shops vocabulary

Skills

Speaking

Lesson link

Use after *Directions 1* SB p43

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (5 minutes)

- Revise the following prepositions of place with the class: *on the left/right*, *next to*, *between*, and *opposite*. Draw shops on a simple street map on the board and ask students to give you directions to each. They should also add information about the shop in relation to others, e.g. *Go past the police station and the cinema is on the left*.

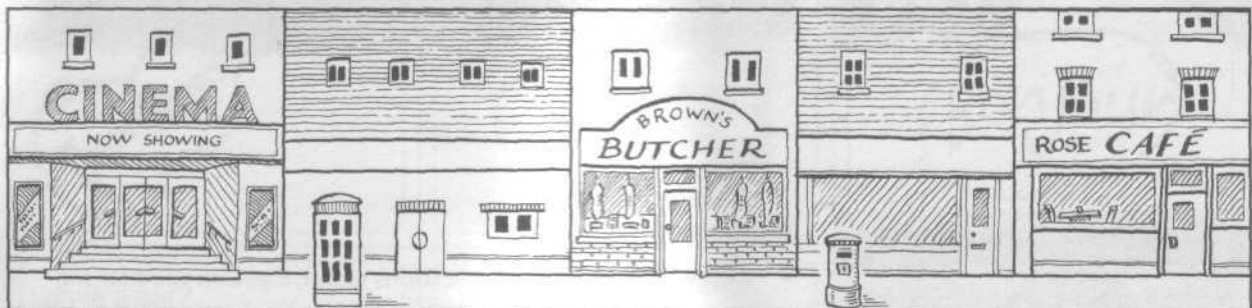
Procedure (15 minutes)

- Explain that students are going to complete a street map by exchanging information about the location of shops.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Give students time to look through the map and to check any items of vocabulary.
- In their pairs, students take it in turns to ask about the shops on their list and write the names on the blank buildings on their map. Encourage students to give as much information as possible to help their partner, e.g. *It's next to ...*, *it's opposite ...*, *it's between ... and ...*, etc.
- Have a class feedback session. Ask individual students to tell you where the shops and buildings are on the map.

Extension (5 minutes)

- Describe what you are doing, e.g. *I'm watching a film*, etc. Students tell you which building you are in (*the cinema*).
- In pairs, students continue playing the game. Go around listening, helping as necessary.

A

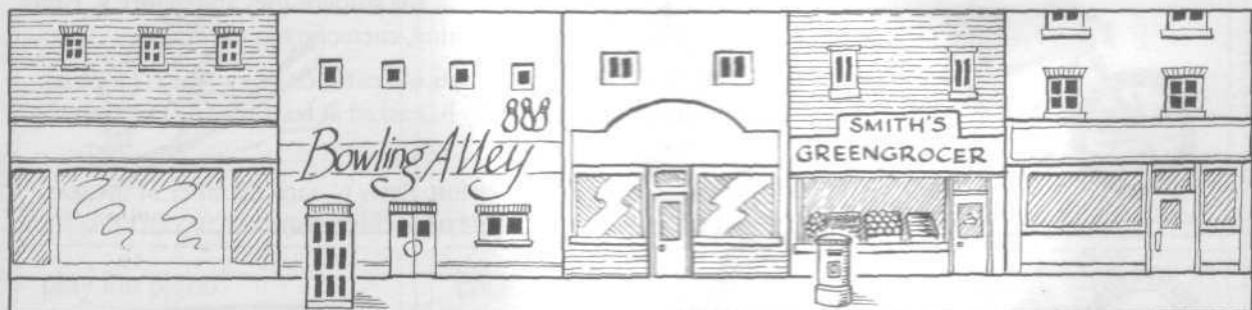


MAIN STREET

Where are these buildings?
 Museum Greengrocer
 Bowling Alley Restaurant
 Travel Agent

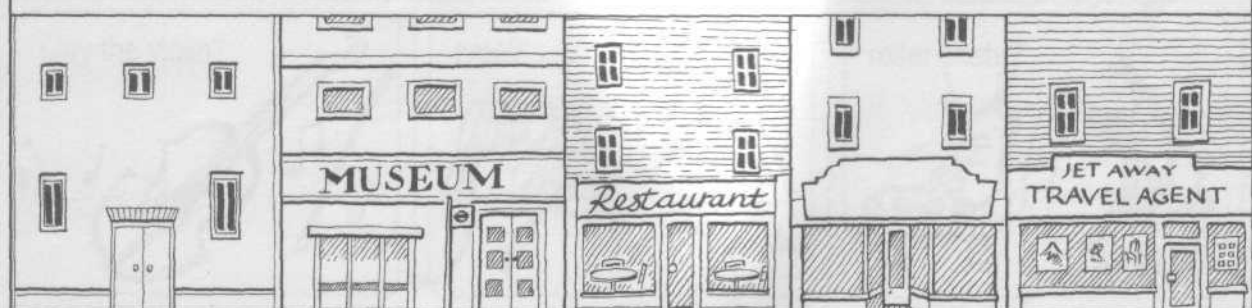


B



MAIN STREET

Where are these buildings?
 Bookshop Café
 Cinema Butcher
 Town Hall



6.1

Can you ... ?

Aim

To ask and answer questions about abilities

Language

Can you ... ? Yes, I can. / No, I can't.

Skills

Speaking and writing

Lesson link

Use after *What can you do?* SB p44 & 45

Materials

One copy of the worksheet cut up per class of eighteen students

Pre-activity (5 minutes)

- Ask individual students questions about, e.g. *Can you play the piano?* Make sure they answer correctly: *Yes, I can*, or *No, I can't*. Make sure that students use rising intonation with the questions and falling intonation with the short answers.
- Invite students to ask their classmates similar questions. You may like to set up a chain where the student who answers a question then asks another student a question.

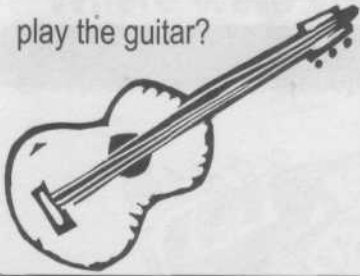
Procedure (20 minutes)

- Explain that students are going to interview each other about their abilities. (If you have a large class, you may like to divide students into groups of six to eight.)
- Ask students to write the names of everybody in the class (or in their group) on a piece of paper. Then give each student a different card from the worksheet.
- Students walk around and ask each other if they can do the activity on their card, e.g. *Can you type?* *Yes, I can*, or *No, I can't*. After each conversation they go back to their desk and write a sentence next to the name of the student they spoke to, e.g. *Paula can't type*. Go around listening, correcting as necessary.
- Students then exchange their old card for a new one. The game continues until everybody has asked at least four or five *Can you ... ?* questions.
- Have a class feedback session. Refer to each member of the class and ask the other students what this person can or can't do.

Extension (5 minutes)

- In pairs, students compare their sentences, e.g. *Mark can roller skate, but Tammy can't*.

play the guitar?



cook?



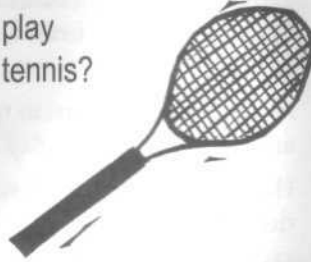
speak French?



drive a car?



play tennis?



sing?



make a cake?



swim?



dance?



ski?



paint?



ride a bike?



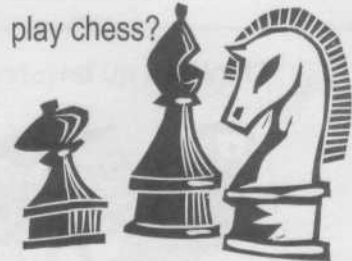
play the piano?



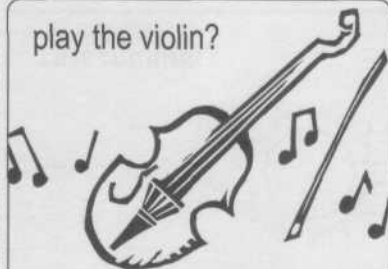
count to 100 in English?



play chess?



play the violin?



type?



roller skate?



6.2

Where were you?

Aim

To ask and answer questions about definite times in the past

Language

Was/Were questions

Skills

Speaking

Lesson link

Use after *Where were you yesterday?*
SB p46

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (10 minutes)

- Write the following times on the board: *7 a.m., 8 a.m., 9 a.m.* Then write these phrases in a separate area of the board: *at work, in bed, on the bus.*
- Ask students, in pairs, to make up sentences using the past tense and the prompts, e.g. *At 7 a.m. (...) was in bed.*
- Have a quick class feedback session and write the sentences on the board.
- Now ask individual students to tell you where they were at these times. Write the question form on the board, e.g. *Where were you at 9 a.m.?*


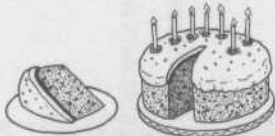
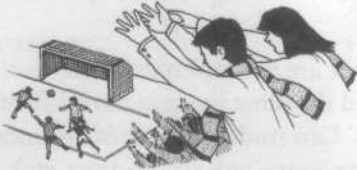

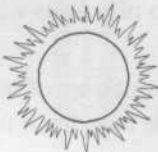

Procedure (25 minutes)

- Explain that students are going to interview each other about certain times in the past.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Give students time to read through it and to check any items of vocabulary.
- In their pairs, students take it in turns to ask their partner a question and note down the response. Go around listening, helping with vocabulary as necessary.
- Have a class feedback session. Ask questions, e.g. *Where was Akiko on her last birthday?* etc.


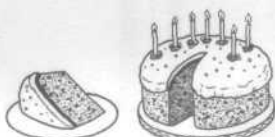


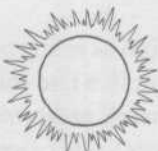

Extension (10 minutes)

- Students write sentences about their partner's whereabouts at the listed times. Go around checking and helping as necessary.

A Where were you . . .

<p>On New Year's Eve (1999)?</p> 	<p>On your last birthday?</p> 
<p>Last Saturday?</p> 	<p>When you last stayed up all night?</p> 
<p>Last summer?</p> 	<p>When you first met your husband / wife / boyfriend / girlfriend / best friend?</p> 

B Where were you . . .

<p>On New Year's Eve (1999)?</p> 	<p>On your last birthday?</p> 
<p>Last Saturday?</p> 	<p>When you last stayed up all night?</p> 
<p>Last summer?</p> 	<p>When you first met your husband / wife / boyfriend / girlfriend / best friend?</p> 

6.3

Homophones snap

Aim

To match homophones and make sentences with each word

Language

Homophones
Present Simple

Skills

Speaking

Lesson link

Use after *Words that sound the same*
SB p50

Materials

One copy of the worksheet cut up per pair of students

Pre-activity (10 minutes)

- Dictate the following sentence for students to write in their notebooks: *I write with my right hand.* Then ask a student to write the sentence on the board. Make sure students spelt *write* and *right* correctly.
- Explain that *right* and *write* are homophones. That means that the words are pronounced the same way but have different spellings (and meanings). Can students think of any more homophones? (*here – hear, won – one, there – their*, etc).

Procedure (20 minutes)

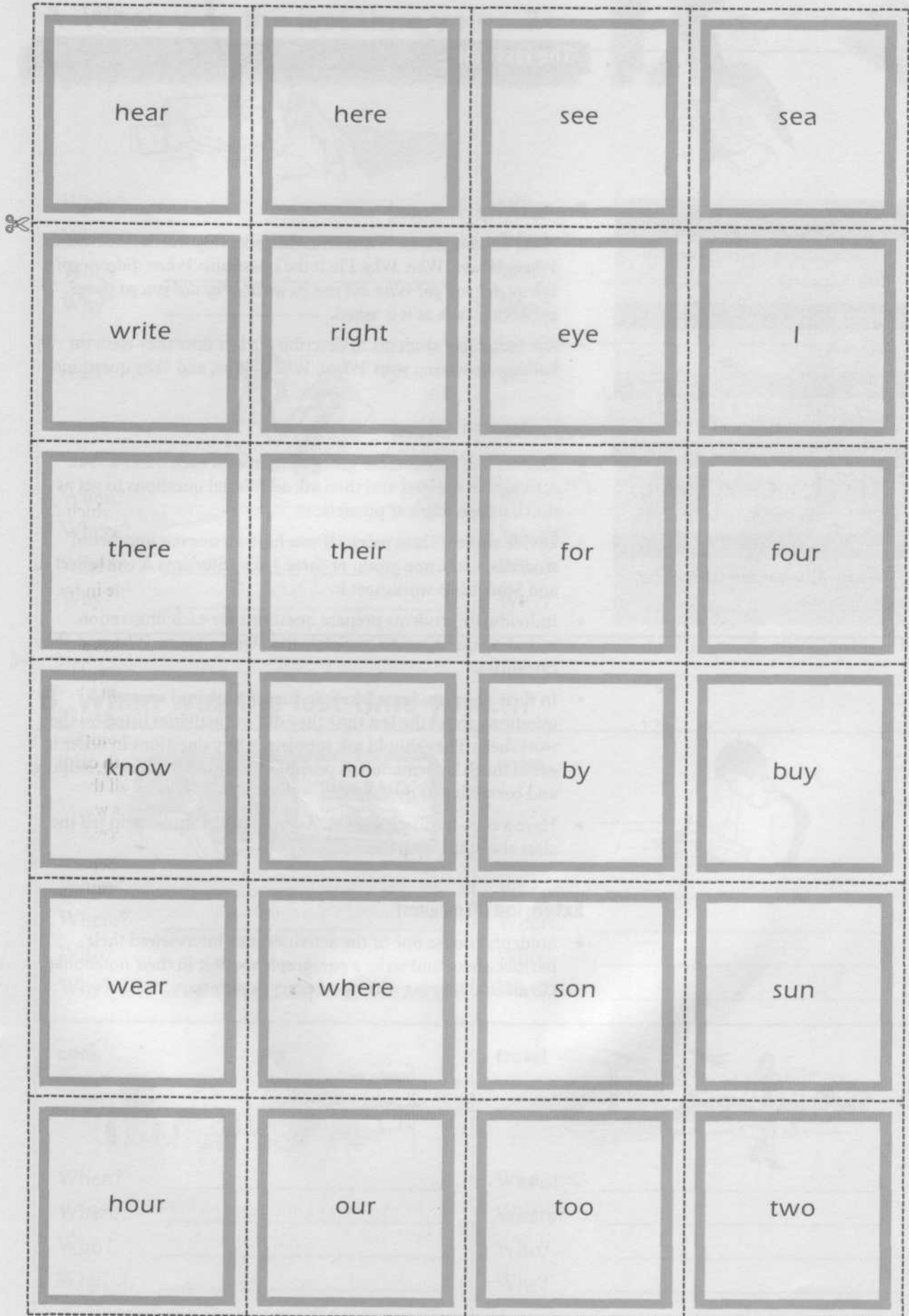
- Explain that students are going to play *Snap* with words which are homophones.
- Divide students into pairs. Hand out a set of jumbled cards to each pair. Students place the cards face down on the table in four rows of six cards.
- The first student turns a card. To win a point he/she makes a sentence containing the word, e.g. *I write letters every week.* Then he/she turns over a second card. If this word is not a homophone, both cards are returned face down and the game continues. If the second card is a homophone, he/she can win a second point by creating a new sentence, e.g. *That is the right answer.* Both cards are then removed from the game. Play continues until all the cards have been taken. The student with the most points wins the game. Go around listening, correcting and helping as necessary.
- You may like to demonstrate the activity with a student before pairs play. Encourage students to try to remember the location of the cards which have already been turned over. In this way, when a card is turned over, the students will remember if they have seen its homophone and will know its location to get the extra point.
- Have a class feedback session. Call out the words on the cards one by one and ask individual students to make a sentence.

Answers

hear – here, see – sea, write – right, eye – I, there – their, for – four, know – no,
by – buy, wear – where, son – sun, hour – our, too – two.

Extension (5 minutes)

- In small groups, ask students to find as many of the homophones for the following words as they can in a five-minute time limit: *bye (buy), flour (flower), knows (nose), meat (meet), plain (plane), sail (sale), suite (sweet), waist (waste), weak (week).*



hear	here	see	sea
write	right	eye	I
there	their	for	four
know	no	by	buy
wear	where	son	sun
hour	our	too	two

7.1

The last time

Aim

To talk about the last time classmates did things

Language

Past Simple

Skills

Speaking

Lesson link

Use after *The end of the 20th century* SB p54 & 55

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (5 minutes)

- Write *holiday* on the board with the following words underneath: *When, Where, Who, Why*. Elicit the questions: *When did you go? Where did you go? Who did you go with? Why did you go there?*, answering each as it is asked.
- Ask individual students to describe the last time they went on holiday answering your *When, Where, Who, and Why* questions.





Procedure (20 minutes)

- Explain that students are going to interview each other about activities in the past and then ask additional questions to get as much information as possible.
- Divide students into pairs. (If you have an uneven number of students, make one group of three.) Give Students A worksheet A, and Students B worksheet B.
- Individually, students prepare questions for each illustration, including questions to complete the *When, Where, Who, and Why* categories.
- In their pairs, students take it in turns to ask and answer questions about the last time they did the activities listed on the worksheet. They should ask supplementary questions in order to get as much information as possible. Go around listening, helping and correcting as necessary.
- Have a class feedback session. Ask individual students to tell the class about their partner.

Extension (10 minutes)





- Students choose one of the activities they interviewed their partner about and write a paragraph about it in their notebooks. Go around helping with vocabulary as necessary.

A When was the last time you ...?

<p>get up</p>  <p>When? _____</p> <p>Where? _____</p> <p>Who? _____</p> <p>Why? _____</p>	<p>take</p>  <p>When? _____</p> <p>Where? _____</p> <p>Who? _____</p> <p>Why? _____</p>
<p>read</p>  <p>When? _____</p> <p>Where? _____</p> <p>Who? _____</p> <p>Why? _____</p>	<p>eat</p>  <p>When? _____</p> <p>Where? _____</p> <p>Who? _____</p> <p>Why? _____</p>



B When was the last time you ...?

<p>go</p>  <p>When? _____</p> <p>Where? _____</p> <p>Who? _____</p> <p>Why? _____</p>	<p>write</p>  <p>When? _____</p> <p>Where? _____</p> <p>Who? _____</p> <p>Why? _____</p>
<p>cook</p>  <p>When? _____</p> <p>Where? _____</p> <p>Who? _____</p> <p>Why? _____</p>	<p>travel</p>  <p>When? _____</p> <p>Where? _____</p> <p>Who? _____</p> <p>Why? _____</p>

7.2

The birthday party

Aim

To put pictures in the correct order and tell a story

Language

Past Simple

The time

Skills

Speaking

Lesson link

Use after *The end of the 20th century*
SB p54

Materials

One copy of the worksheet cut up per pair of students

Pre-activity (5 minutes)

- Discuss birthday parties with the class. Invite students to tell the class what they did on their last birthday. Ask: *Did you have a party? Was it a surprise party or did you organize it yourself?* etc.

Procedure (25 minutes)

- Explain that students are going to order pictures to tell a story. Write *The birthday party* on the board. Tell students that the pictures show the story of a busy day for Jane. She is preparing a surprise birthday party for her husband and she has lots to do!
- Divide students into pairs and give each pair a jumbled set of picture cards. Allow pairs several minutes to discuss and predict the order of the story. Go around helping.
- Write these times on the board: *10 a.m., 11 a.m., 12 a.m., 1 p.m., 2 p.m., 3 p.m., 4.30 p.m., 5 p.m., 5.30 p.m., 6 p.m., 7.30 p.m., 8.30 p.m.* Explain that each time relates to a picture.
- Students practise telling the story in the Past Simple, e.g. *Jane got on the bus at 10 a.m. She was in the supermarket at 11 a.m.* Go around listening, helping and correcting as necessary.
- When everybody has finished, have a class feedback session to make sure everyone ordered the story correctly. Point to the different times on the board and ask different pairs to say what Jane did.

Extension (15 minutes)

- In pairs, students write the story of *The birthday party* in their notebooks. Go around helping and correcting as necessary. Encourage students to add details to make the story more interesting.

The birthday party



7.3

Celebrations

Aim

To talk about personal and public celebrations and what is done on these special days

Language

Fluency practice

Skills

Speaking

Lesson link

Use after *Special occasions* SB p58 & 59

Materials

One copy of the worksheet per student

Pre-activity (5 minutes)

- Brainstorm the names of celebrations with the class, e.g. *birthday, Christmas day, anniversary*, etc. Write a list on the board.
- Ask students the celebration quiz questions. How many can they answer?
 - 1 *Where do people eat twelve grapes to celebrate the New Year? (Spain)*
 - 2 *Where do people celebrate their independence on the 4th July? (USA)*
 - 3 *Where do people eat haggis on the 25th January? (Scotland)*
 - 4 *Where do people celebrate the 'day of the dead'? (Mexico)*
 - 5 *Where do people celebrate 'Diwali' on the darkest night of the year? (India)*

Procedure (20 minutes)

- Explain that students are going to talk about personal and public celebrations.
- Give each student a copy of the worksheet. Individually, students write at least five occasions they celebrate or know something about on the table, e.g. *my birthday, Christmas day, St Patrick's day, May day, my wedding anniversary*. They also think about how they celebrate each day, using the illustrations around the table as prompts.
- Divide students into pairs. Students take in turns to interview each other about the celebrations, e.g. *Do you celebrate anything in January?* etc. Encourage them to ask more questions about each celebration to get as much information as possible, e.g. *What do you do?*
- Have a class feedback session. Students tell the class about a special day for their partner, and what he/she does.

Extension (10 minutes)

- Students write about one of their partner's celebrations. Go around helping with vocabulary and correcting as necessary.



	<p>JANUARY</p>	<p>FEBRUARY</p>	<p>MARCH</p>	
	<p>APRIL</p>	<p>MAY</p>	<p>JUNE</p>	
	<p>JULY</p>	<p>AUGUST</p>	<p>SEPTEMBER</p>	
	<p>OCTOBER</p>	<p>NOVEMBER</p>	<p>DECEMBER</p>	

Personal celebrations (birthdays, wedding anniversaries, etc.)
 National holidays and celebrations
 Religious festivals

8.1

Fading memories

Aim

To compare information from four accounts to find the correct version

Language

Asking for and giving information
Past Simple

Skills

Reading and Speaking

Lesson link

Use after *Three inventors* SB p62

Materials

One copy of the worksheet cut up per group of four students

Pre-activity (15 minutes)

- Discuss memories with the class. Ask students: *Have you got a good memory?* Can students remember clearly events from ten years ago?
- Write *fading memory* on the board. Explain that a memory fades when you start to forget.

Procedure (25 minutes)

- Explain that students are going to read accounts written by four friends: Alf, Jeff, Percy, and Fred. Tell them that each person is old and may not remember some of the facts very accurately. The students' task is to find the correct version of events.
- Pre-teach *best man*. Then divide students into groups of four and give each a different worksheet: A, B, C, or D. Allow students time to read through their account and to check any items of vocabulary. Tell students there are eight facts to discuss.
- When everybody has read their account, they assume the role of that person. In their groups, students talk to each other about their memories of when they were young. Their task is to find out the correct version of events by majority consensus. Each person has an incorrect version of two facts which the other three can correct.
- Have a class feedback session to check the answers.

Answers

- 1 They lived on Duck Lane. (Jeff is incorrect.)
- 2 They played cricket in the street. (Percy is incorrect.)
- 3 They went to Bradford Grammar. (Fred is incorrect.)
- 4 They left school in 1948. (Alf is incorrect.)
- 5 They went for a beer in The Red Lion pub. (Jeff is incorrect.)
- 6 They all got married in 1950. (Percy is incorrect.)
- 7 Jeff was Alf's best man. (Alf is incorrect.)
- 8 They all went on holiday to Blackpool. (Fred is incorrect.)

Extension (5 minutes)

- Students look up Bradford, Blackpool, and Southport on a map of Britain.

A Alf

Fred, Jeff, and Percy are my oldest friends. We lived on Duck Lane sixty-five years ago. We were young boys then. There weren't many cars and we played cricket in the street every night.

We were in the same class at school. It was called Bradford Grammar. When we left school in 1947 we all went to work in the wool factory. Every Friday night we had a beer together in The Red Lion. Then we went to the local fish and chip shop for our tea!

We all got married in the same year too, in 1950. Percy was my best man. And in 1951, we all went to Blackpool for a week. It was the best holiday ever!



B Jeff

Alf, Fred, and Percy are my oldest friends. We lived on Bird Lane sixty-five years ago. We were young boys then. There weren't many cars and we played cricket in the street every night.

We were in the same class at school. It was called Bradford Grammar. When we left school in 1948 we all went to work in the wool factory. Every Friday night we had a beer together in The Green Man. Then we went to the local fish and chip shop for our tea!

We all got married in the same year too, in 1950. I was Alf's best man! And in 1951, we all went to Blackpool for a week. It was the best holiday ever!



C Percy

Fred, Jeff, and Alf are my oldest friends. We lived on Duck Lane sixty-five years ago. We were young boys then. There weren't many cars and we played football in the street every night.

We were in the same class at school. It was called Bradford Grammar. When we left school in 1948 we all went to work in the wool factory. Every Friday night we had a beer together in The Red Lion. Then we went to the local fish and chip shop for our tea!

We all got married in the same year too, in 1949. Jeff was Alf's best man. And in 1951, we all went to Blackpool for a week. It was the best holiday ever!



D Fred

Alf, Jeff, and Percy are my oldest friends. We lived on Duck Lane sixty-five years ago. We were young boys then. There weren't many cars and we played cricket in the street every night.

We were in the same class at school. It was West Yorkshire Grammar. When we left school in 1948 we all went to work in the wool factory. Every Friday night we had a beer together in The Red Lion. Then we went to the local fish and chip shop for our tea!

We all got married in the same year too, in 1950. Jeff was Alf's best man. And in 1951, we all went to Southport for a week. It was the best holiday ever!



8.2

Can we meet?

Aim

To arrange a meeting with colleagues

Language

Can we have a meeting today?

When are you free?

I'm free at ...

I'm busy at ...

The time

Skills

Speaking

Lesson link

Use after *Time expressions* SB p63

Materials

One copy of the worksheet per student

Pre-activity (15 minutes)

- Tell your students to imagine that they all work for a big company and that you are the Managing Director. They are your senior managers.
- Now write these sentences on the board: *Can we have a meeting today? When are you free? I'm free at ..., I'm busy at ...*. To practise these phrases show the class your diary worksheet. Encourage individual students to arrange a time to meet you (write the name of each student next to the agreed time). As your diary starts to fill up, go back to different students to either rearrange your meeting with them, e.g. *I'm busy at three o'clock. Can we meet at eleven o'clock?* or to agree to have a shorter meeting, e.g. *I can meet you at three o'clock but I've got another meeting at three thirty.*

Procedure (20 minutes)

- Give each student a copy of the worksheet. Explain that they have to arrange a meeting with everybody in the class. They are all busy people and they must say how long each meeting will be. Also, tell them that they might have to rearrange meetings when their diaries start to get full. The important thing is to see everybody, even if it is for just five minutes!
- Students now mingle and arrange meetings with each other, setting a time limit for each meeting. Go around listening, correcting and helping as necessary.
- Have a class feedback session. Ask students how easy/difficult it was to arrange meetings. Are they happy with the time they have allocated each person?

Extension (5 minutes)

- Students work out how much of their day will be spent in meetings. Who is spending the most/least time with their colleagues?

Friday 13th

8 a.m. (<i>breakfast</i>)
9 a.m.
10 a.m.
11 a.m.
12 a.m.
1 p.m. (<i>lunch</i>)
2 p.m.
3 p.m.
4 p.m.
5 p.m.
6 p.m.
7 p.m. (<i>dinner</i>)

APRIL							MAY							JUNE						
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S
				1	2	3	2	3	4	5	6	7	8	6	7	1	2	3	4	5
4	5	6	7	8	9	10	9	10	11	12	13	14	15	13	14	15	16	17	18	19
11	12	13	14	15	16	17	16	17	18	19	20	21	22	20	21	22	23	24	25	26
18	19	20	21	22	23	24	23	24	25	26	27	28	29	27	28	29	30			
25	26	27	28	29	30		30	31												

9.1

Food crossword

Aim

To complete a crossword by describing items of food

Language

Food vocabulary
Present Simple

Skills

Speaking

Lesson link

Use after *Food and drink* SB p66 & 67

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (10 minutes)

- Play a shopping game with the class. Say: *Yesterday I went shopping and I bought some cheese.* Invite a student to add another item, e.g. *Yesterday I went shopping and I bought some cheese and some wine.* The game continues with each student adding another item of food until a student forgets the order.

Procedure (20 minutes)

- Explain that students are going to complete a food crossword by describing food items. Describe some items of food for the class to guess, e.g. *It's a drink. It's brown. It isn't alcoholic. It's hot. The British add milk to this drink (tea). You can buy these at McDonald's (hamburgers).*
- Divide students into pairs. Give Students A crossword A, and Students B crossword B.
- Allow students a few minutes to look at their crossword and work out their descriptions. Go around helping with vocabulary as necessary.
- In pairs, students take it in turns to describe each item of food until their partner guesses what it is. Go around listening, correcting as necessary.
- Tell students that they can check that their answers are correct because the letters in the shaded boxes make a final word (*strawberries*).
- Have a class feedback session to make sure everyone has completed the crossword correctly.

Extension (5 minutes)

- Write all the items of food from the crossword on the board. Students tell you which of the food items in the crossword puzzle are countable. (*tomatoes, carrots, hamburgers, oranges, chips, biscuits*). Rub these words out from the list.
- Now write *a pot of, a bar of, a kilo of, a packet of, a bottle of, and a can of* on the board. Ask students, in pairs, to match them with the food items left on the board (*a kilo of cheese, a can of beer, a bottle of wine, a packet of tea, a pot of yoghurt, a bar of chocolate*).

A

1 C H E E S E

2

3 B E E R

4

5 W I N E

6

7 T E A

8

9 Y O G H U R T

10

11 C H O C O L A T E S

12

Illustrations include: a bottle of beer, a glass of beer, a wedge of cheese, a bottle of wine, a glass of wine, a bunch of grapes, a teapot, a cup of tea, a yogurt container, a box of chocolates, and several chocolate pieces.



B

1

2 T O M A T O E S

3

4 C A R R O T S

5

6 H A M B U R G E R S

7

8 O R A N G E S

9

10 C H I P S

11

12 B I S C U I T S

Illustrations include: a bunch of carrots, a tomato, a slice of tomato, a hamburger, an orange, a slice of orange, a bag of biscuits, and a pile of french fries.

9.2

Ski World

Aim

To practise buying and selling things

Language

I'd like ...

Do you have any ...?

Would you like a/some ...?

Skills

Speaking

Lesson link

Use after *Going shopping* SB p69 & 70

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (10 minutes)

- Discuss skiing holidays with the class. Ask: *Have you ever been on a skiing holiday? Where did you go? Did you like it? What equipment/clothes did you have to buy or hire for the holiday? etc.*

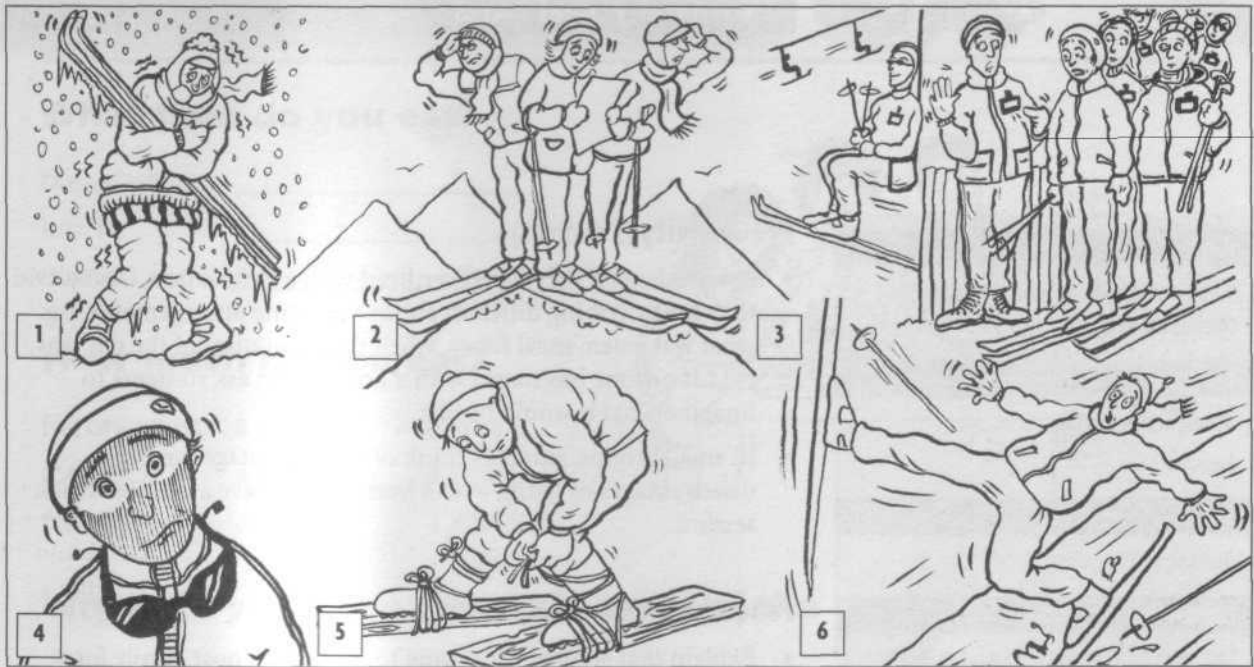
Procedure (20 minutes)

- Divide students into pairs. (If you have an uneven number of students, make one group of three.)
- Hand out a copy of the Customers worksheet to Students A and a copy of the Shopkeepers worksheet to Students B. Explain that Students A are on holiday in a ski resort and Students B work in a shop which sells and hires ski equipment.
- In pairs, Students A look at the six cartoons. Tell them to decide what is the problem in each picture, and what they need to buy or hire to avoid that problem on their own holiday. Encourage your students to think about what they actually own in their real lives, e.g. if they have a jumper they won't have to buy one in the ski shop, etc.
- In pairs, Students B look at the items they have to sell or hire in their shop. They also look at the secret list of items that they must try to sell.
- Rearrange each pair so that A and B students work together. Tell the customers that they have £300 to spend in the ski shop. Students now act out a role-play where the customers ask for what they want, e.g. *I'd like ...*, *Do you have any ...?*, and the shopkeepers try to sell as much as possible (especially the priority items). You may like to demonstrate the role-play with a student first. Encourage the shopkeepers to give reasons why the customers should buy an item, e.g. *The snow is bad today. Would you like to go on a trip to Courcheval?* Go around listening, helping as necessary.
- Have a class feedback session to see who bought what, and which shopkeepers were the most successful with their secret list! Go over any common problems you noticed.

Extension (5 minutes)

- Working in small groups, students brainstorm a list of things they would take with them on a skiing holiday. This list should include clothes and accessories. Draw up a list on the board.

A Customers



B Shopkeepers



9.3

Host family meal times

Aim

To discuss meals and meal times in a host family situation

Language

Asking and answering questions
Negotiating

Skills

Reading and Speaking

Lesson link

Use after *Food around the world* SB p70 & 71

Materials

One copy of the worksheet per student

Pre-activity (5 minutes)

- Ask students if they have ever lived with a British host family. Did they find anything different about the eating arrangements, e.g. what was eaten, meal times, when the main meal of the day was, etc.? If no-one has stayed with a host family, ask students to imagine what it would be like.
- In small groups, students think of two advantages and two disadvantages of living with a host family. Have a class feedback session.

Procedure (20 minutes)

- Explain that students are going to stay with a host family for a fortnight. First they are going to complete a questionnaire about meal times. Then they are going to role-play a discussion with a member of the host family. They have to decide what they will do if they have different eating arrangements.
- Give each student a copy of the worksheet. Read through it quickly with the class and explain any unfamiliar vocabulary.
- Students work individually to complete the questionnaires.
- Divide students into pairs. Student A is a member of the host family and Student B is the visiting student. Students discuss the eating arrangements and find out if there are any potential problems. Encourage students to make compromises where possible, e.g. *We don't eat a lot for breakfast but I can buy you cereal and fruit to eat, etc.* Go around listening, helping as necessary.
Note: If your students' eating habits do not differ greatly, ask Students A to pretend to be British.
- Have a class feedback session. Ask students how happy they think they would be with their host families, and the host families with their students. Ask students what issues remained unresolved. Can the rest of the class offer solutions?

Extension (5 minutes)

- Students discuss what typical meals from their country they would like to cook for a British host family.

Host family meal times

What time do you eat?

breakfast _____

lunch _____

dinner _____



How much do you eat?

for breakfast a lot a little

for lunch a lot a little

for dinner a lot a little

When do you have the main meal of the day?

at lunchtime

in the evening

How many courses do you have in your main meal?

starter

main course

dessert

other _____

How often do you eat ...?

(4 = every day 3 = once a week 2 = once a month 1 = never

Say which answer is the nearest)

sandwiches	1	2	3	4
potatoes	1	2	3	4
green vegetables	1	2	3	4
meat	1	2	3	4
fish	1	2	3	4
pasta	1	2	3	4
salad	1	2	3	4
cakes and biscuits	1	2	3	4
pre-prepared food	1	2	3	4
fresh food	1	2	3	4
vegetarian food	1	2	3	4
food from other countries	1	2	3	4

10.1

Comparative pairs

Aim

To make comparisons between pairs of pictures

Language

Comparisons

Skills

Speaking

Lesson link

Use after *City life* SB p74 & 75

Materials

One copy of the worksheet cut up per pair of students

Pre-activity (5 minutes)

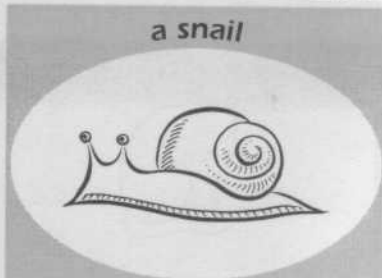


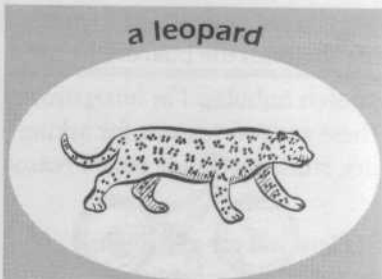


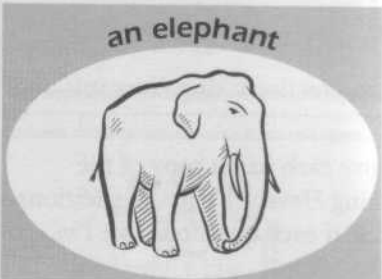
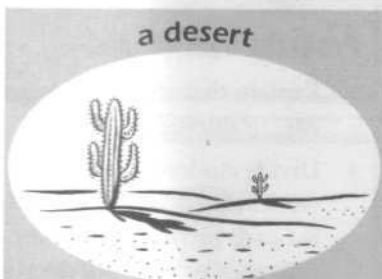
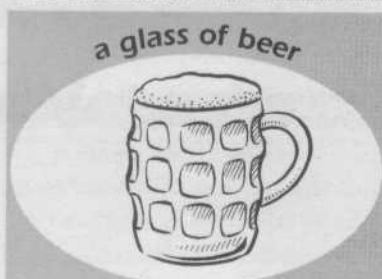
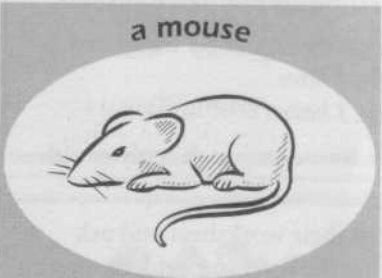


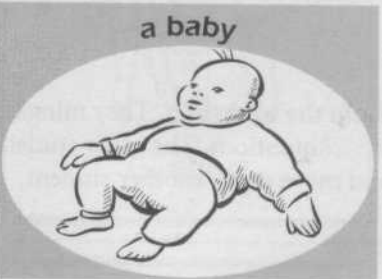
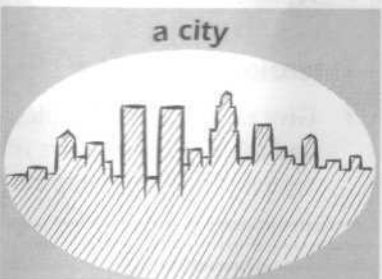
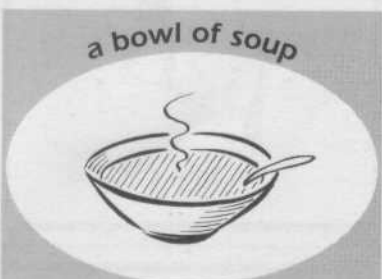

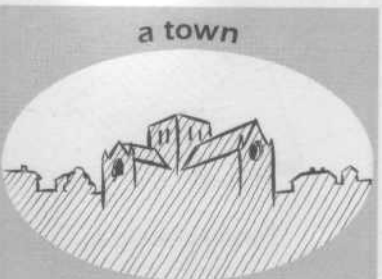

- Write *car* and *bicycle* on the board. Ask students, in pairs, to think of several ways to compare the two things, e.g. *A car is faster than a bicycle. A car is more expensive than a bicycle. A bicycle is better for the environment than a car*, etc.
- Invite students to read out their sentences. During this activity, make sure students use the correct comparative form of long and short adjectives.

Procedure (20 minutes)

- Explain that students are going to pair pictures of things, then make sentences comparing them.
- Divide students into pairs and give each pair a jumbled set of the pictures. Students look at the pictures and try to pair them. They can do this if it is possible to make a comparative sentence e.g. *A mouse is smaller than an elephant*.
- When they have finished, pairs of students then compare their matching and comparisons with another pair.
- Have a class feedback session. Did everybody make the same comparisons? Were some different? Hold up a picture card. Invite students to tell you the picture they paired with this and read out their sentence. If another pair have a different sentence they should read it out, too.

Extension (10 minutes)

- Students write their sentences in their notebooks. Go around checking and correcting as necessary.

<p>a snail</p> 	<p>a Mini</p> 	<p>a raincoat</p> 
<p>a leopard</p> 	<p>a Ferrari</p> 	<p>a fur coat</p> 
<p>an elephant</p> 	<p>a desert</p> 	<p>a glass of beer</p> 
<p>a mouse</p> 	<p>a ski resort</p> 	<p>a glass of whisky</p> 
<p>a baby</p> 	<p>a city</p> 	<p>a bowl of soup</p> 
<p>an old man</p> 	<p>a town</p> 	<p>a three-course meal</p> 

10.2

Have you got ...?

Aim

To distinguish, then practise, two uses of *Have you got ...?*

Language

Have you got ...?

Skills

Speaking

Lesson link

Use after *Country life* SB p75

Materials

One copy of the worksheet per pair of students and one copy of the worksheet cut up for the Extension activity (optional)

Pre-activity (5 minutes)

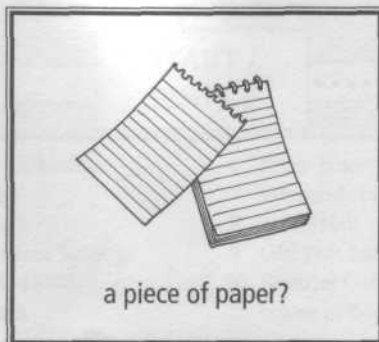
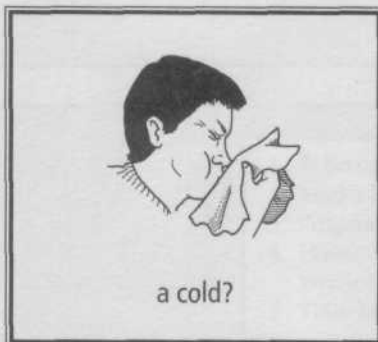
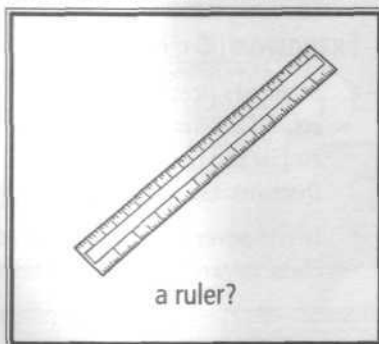
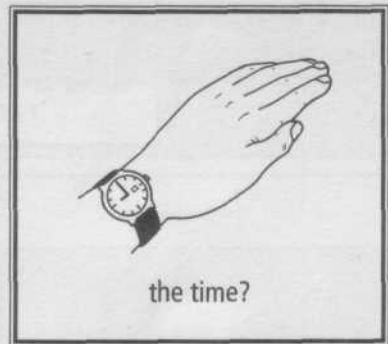
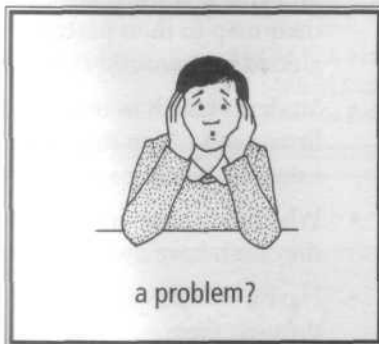
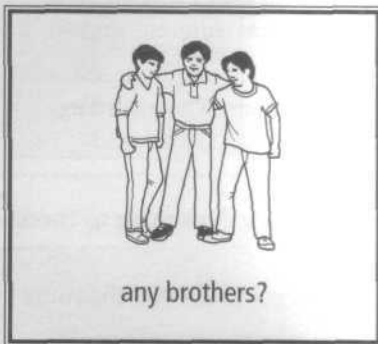
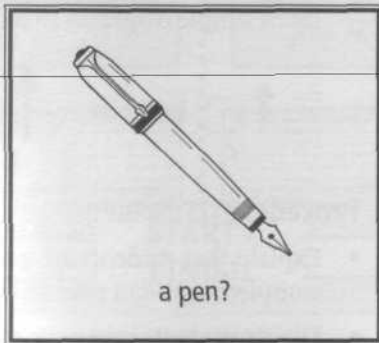
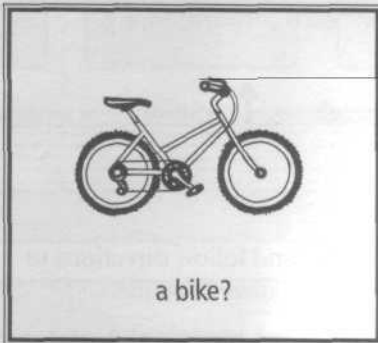
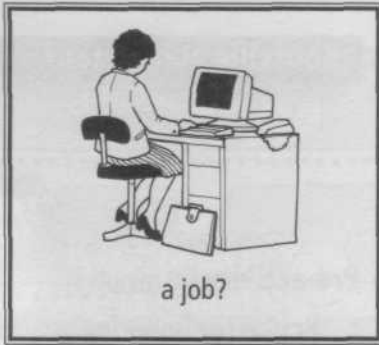
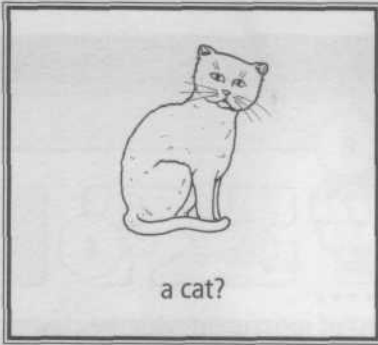
- Ask the class these questions: *Have you got any English friends?* *Have you got a pen?* and then write them on the board.
- Now write the following in two speech bubbles: *I'm interested*, and *I want it!* Tell students that these are two reasons for asking a *Have you got ...?* question. In pairs, students decide which reason goes with which question.
- Check the answer with the class. (*Have you got any English friends?* = *I'm interested*, *Have you got a pen?* = *I want it!*)

Procedure (25 minutes)

- Explain that students are going to practise asking *Have you got ...?* questions.
- Divide students into pairs and give each pair a copy of the worksheet. Students practise asking *Have you got ...?* questions for each picture. Then they decide if each question is an *I'm interested* or *I want it* question.
- Have a class feedback session to compare and agree answers.
- Now write these positive and negative replies on the board:
Yes, here you are. *Yes, I have.*
I'm afraid not. Sorry. *No, I haven't.*
- Ask your students to decide which category each reply could go in.
- In their pairs, students go back to their worksheet and ask questions for each item. This time the listening student offers a reply. Go around listening, correcting as necessary.

Extension (5 minutes)

- Give each student one picture from the worksheet. They mingle and ask each other *Have you got ...?* questions. The other student replies. Then they swap cards and move on to another student.



10.3

Bootville guided tour

Aim

To describe and follow a route through a town.

Language

Prepositions of movement

Skills

Speaking

Lesson link

Use after *Directions 2 SB p81*

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (10 minutes)

- Review the following prepositions of movement with the class: *along, down, up, under, over, between, through, across, out of, into*. Draw simple diagrams to illustrate each preposition, e.g.



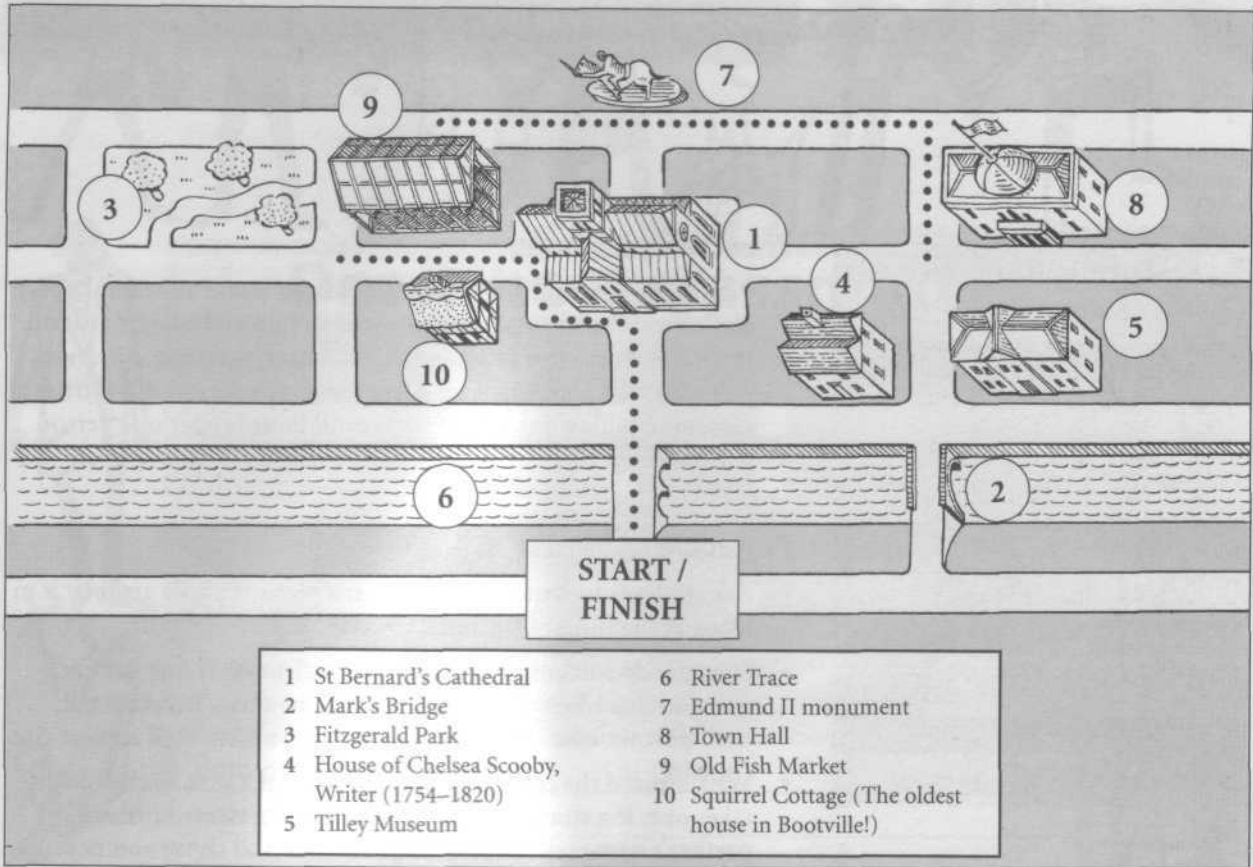
Procedure (25 minutes)

- Explain that students are going to give and follow directions to complete a guided tour around a town called Bootville.
- Divide students into pairs. Give students A worksheet A, and Students B worksheet B. Tell students that they mustn't show their map to their partner! Each student has different parts of a guided tour around Bootville.
- Students take it in turns to describe the route. Their partner listens and fills in the gaps on their own map. Go around listening, helping as necessary.
- When they have finished, students compare their maps to check they both have the same route.
- Have a class feedback session. Ask students to tell you the route through the town.

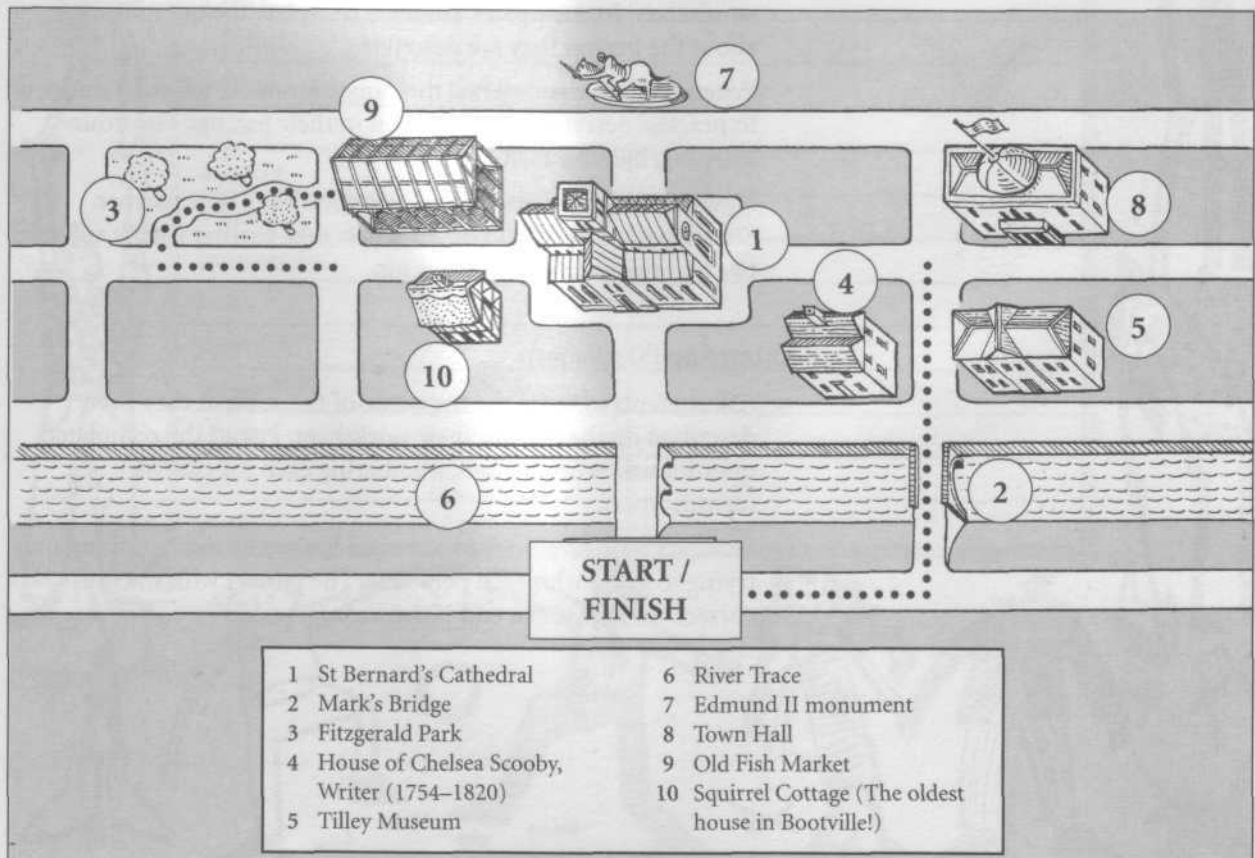
Extension (10 minutes)

- Students prepare a guided tour of the school for a visitor. (If the school is small, students can include shops, cafés, sports facilities, etc. in the neighbourhood.) They draw a map and then role-play the tour. Go around listening and helping as necessary.
- Invite several pairs to act out their guided tour in front of the class. Award points for use of prepositions.

A



B



11.1

Describe a classmate

Aim

To describe classmates

Language

Present Continuous

Clothes vocabulary

Adjectives

Skills

Speaking

Lesson link

Use after *Describing people* SB p82 & 83

Materials

One copy of the worksheet per student

Pre-activity (5 minutes)

- Play an elimination game with the class to revise appearance and clothes vocabulary. Ask students to stand up and mingle around the room. Every few seconds call out a command, e.g. *Sit down everyone with blond hair. Sit down everyone with a red T-shirt*, etc. Continue calling out instructions until there is only one person left standing.

Procedure (30 minutes)

- Ask students to write their name on a piece of paper and put it in a box at the front of the class.
- Now divide students into pairs. Tell students that they are each going to describe a different person in the class. They can tell their partner who that person is, but they mustn't tell anyone else.
- Walk around the class with the box of name cards. Each student takes one. If a student picks out his/her own name or his/her partner's name tell him/her to put it back and chose another one.
- Give a copy of the worksheet to each student. Allow students a few moments to read through it and to check any items of vocabulary. In their pairs, students complete the questionnaire about the person they are describing.
- When they have completed their questionnaire, tell your students to practise describing their person to their partner. Go around listening, helping as necessary.
- Now organize students so that everyone has a new partner. Students describe their person. Their new partner listens and tries to guess the identity of the person.

Extension (10 minutes)

- Ask students to write the the name of the student they have described on the back of their worksheet. Put all the completed questionnaires on the wall, numbering each for ease of identification.
- Students walk around the room and look at all the questionnaires trying to guess who each person is. The person with the most correct answers at the end is the winner!



Describe a classmate

Appearance

- Height tall medium short
- Hair length long medium short
- Hair colour dark fair blond grey
- Eye colour brown blue grey green

Clothes

Is the person wearing any of these items of clothing? What colour are they?

Item of clothing	Colour
a hat	
a coat	
a jumper	
a shirt	
a T-shirt	
a dress	
a skirt	
a jacket	
a suit	
trousers	
jeans	
shorts	
shoes	
trainers	
boots	
other	



11.2

Whose is this?

Aim

A memory game to practise possessive pronouns

Language

Possessive pronouns

Skills

Speaking

Lesson link

Use after *who's or whose?* SB p85

Materials

One copy of the worksheet per pair of students and one copy of the worksheet cut up per class of up to twelve students

Pre-activity (5 minutes)






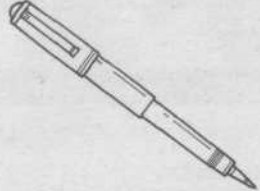


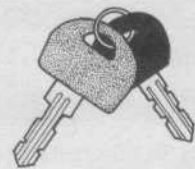
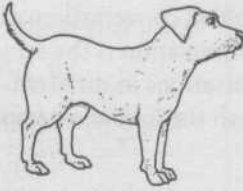






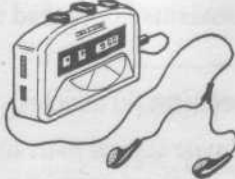
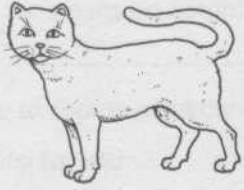
- Collect items from each student in the class, e.g. pen, book, bag, coat, etc. Hold up each in turn and ask: *Whose is this?* Students reply: *It's Marco's*, etc.
- Practise this activity with the possessive pronouns by asking: *Is it yours/his/hers?*

Procedure (20 minutes)

- Explain that students are going to play a memory game where they have to try and remember who owns what object. Students play this game in groups of twelve students.
- Divide students into pairs and hand out the picture cards. Give a picture card to each student and give another picture card to each pair (i.e. each student has two picture cards, one shared). Check any items of vocabulary with the class.
- Students mingle making sure they speak to everybody in their group, telling each other what they own (including the object they share with their partner).
- When everybody is finished, put students back into their pairs. Give each pair a complete copy of the worksheet. Together, students try and remember who owns what. Encourage them to use this stage to practise using pronouns, e.g. *The car keys are hers*, *The bicycle is Jan's*, *The umbrella is ours*, *That's his*, etc. Go around listening, correcting as necessary.
- Have a class feedback session. Hold up each picture card in turn. The first student to make a correct statement using a possessive pronoun wins a point. The student with the most points (and the best memory!) at the end of the game wins.

Extension (5 minutes)

- Divide students into groups of four to six students. Students take it in turns to describe something which belongs to another student in their group, e.g. *It's red and long*. The first student to guess what it is and who it belongs to, e.g. *It's Kate's scarf*, continues the game.

 <p>a £10 note</p>	 <p>a watch</p>	 <p>an umbrella</p>
 <p>a handbag</p>	 <p>a credit card</p>	 <p>a pen</p>
 <p>a hat</p>	 <p>a coat</p>	 <p>some car keys</p>
 <p>a dog</p>	 <p>a picture</p>	 <p>a car</p>
 <p>a television</p>	 <p>a bike</p>	 <p>a lamp</p>
 <p>a camera</p>	 <p>a personal stereo</p>	 <p>a cat</p>

11.3

Shopping for clothes

Aim

To put three conversations in a clothes shop in order

Language

Making requests and asking for information
Clothes vocabulary

Skills

Reading and Speaking

Lesson link

Use after *In a clothes shop* SB p89

Materials

One copy of the worksheet per pair of students



car



lamp



dog

Pre-activity (10 minutes)

- Discuss shopping for clothes with the class. Ask: *Do you like shopping for clothes? How often do you buy new clothes? Do you always go to the same shops?* etc.
- Write *Can I help you?* on the board. Ask students to suggest who might say this in a shop. Now ask them to suggest different responses to this question, e.g. *Yes, do you have ...?*, *Yes, I wonder if ...?*, *Yes, could you tell me ...?*, *No, thank you. I'm fine*, etc.

Procedure (20 minutes)

- Explain that students are going to separate three jumbled conversations in a clothes shop.
- Divide students into pairs and give each pair a copy of the worksheet.
- Read through the questions in activity 1 with the class. Explain any unknown vocabulary. In their pairs, students discuss the questions. Go around listening, helping with vocabulary as necessary. Have a quick feedback session with the class.
- Now students separate the three jumbled conversations. Tell students that the first line in each conversation is the same: *Can I help you?* Line 2 then takes the conversations in different directions. Students then read through the following responses and label the lines *A*, *B*, or *C*.
- Have a feedback session with the class to check the answers.

Answers

Assistant: C, B, A
Customer: A, B, C
Assistant: B, A, C
Customer: A, B, C
Assistant: C, A, B

- Now ask your students to practise one conversation. The aim here is to focus on pronunciation and the intonation needed to make polite requests and offers. Make sure students use rising intonation in their questions. Go around listening, encouraging students not to read the conversation but to try to act it out.

Extension (10 minutes)

- Invite several pairs to act out a conversation in front of the class. Give them props, e.g. a variety of sweaters, etc. to make the conversation more authentic.

Shopping for clothes!



1

- Do you like shopping for clothes?
- What is the last thing you bought?
- Where did you buy it?
- What colour was it?
- How much did it cost?
- Did you buy anything to go with it?

2

Can I help you?

- Customer:** A Yes, could you tell me how much this skirt is, please?
 B Yes, I'm looking for something to go with these jeans.
 C Yes, I bought this skirt last week, but it's too big.

- Assistant:** I'm afraid that's the only size we have at the moment.
 Well, we have some new t-shirts in. They are half price, too.
 It's £25.99.

- Customer:** Do you accept Visa?
 They're nice. Do you have one in dark blue?
 Could you order another one for me?

- Assistant:** I'm afraid not. But there is a light blue one.
 Yes, of course.
 Yes, but it would take a month I'm afraid.

- Customer:** OK, I'll take it then.
 That's nice, too. Could I try it on?
 That's too late. I need it for a party on Saturday.

- Assistant:** I'm sorry. Would you like to choose something else?
 Fine. I'll just put it in a bag for you.
 Of course, the changing rooms are over here.

12.1

Are you going to ...?

Aim

To check the accuracy of a survey by interviewing classmates

Language

going to questions and short answers

Skills

Speaking

Lesson link

Use after going to SB p90 & 91

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

- Write three statements (one true and two false) about your plans for the next week on the board, e.g. *I'm going to visit a friend tomorrow night. I'm going to wash my hair on Saturday. I'm going to buy a car next week.* Tell students that only one statement is true. In pairs, students decide which of your statements is true and which are untrue.
- Students check their guesses by asking you questions, e.g. *Are you going to visit a friend tomorrow night?* Answer their questions using short answers: *Yes, I am,* or *No, I'm not.* Check to see which pair made the most accurate guesses.
- Now ask your class similar questions to give them an opportunity to use the short form responses.

Procedure (25 minutes)

- Explain that students are going to interview each other and decide if the statements in a survey are true or false for their class.
- Give each student a copy of the worksheet. Give your students time to read through the statements and to check items of vocabulary. Elicit the interview questions, e.g. *Are you going to watch television tonight? Are you going to see a film this weekend?*, etc.
- Students mingle asking each other the questions and noting the responses ✓ or ✗ under each statement. (If your class is large, you can divide students into groups of about six students to ask the questions. Then each group passes on their results to the next group, and so on.)
- As students finish this speaking activity, divide them into pairs to compare their notes and check whether their results are the same as the statements in the survey.
- Have a class feedback session to discuss the results of the survey.

Extension (10 minutes)

- Students write a report about the class' plans by correcting the statements in the survey, e.g. *Two people are going to watch television tonight,* etc.

Are you going to ...?

1 Three people or more are going to watch television tonight.



True False

✓	X
---	---

2 At least one person is going to see a film this weekend.



True False

✓	X
---	---

3 Two people are going to have a drink with friends tomorrow.



True False

✓	X
---	---

4 At least one person is going to wash their hair tonight.



True False

✓	X
---	---

5 Five people or more are going to study some English tonight.



True False

✓	X
---	---

6 Four people are going to see their boyfriend / girlfriend at the weekend



True False

✓	X
---	---

7 Three people or fewer are going to play a sport next week.



True False

✓	X
---	---

8 Three people or more are going to telephone somebody tonight.



True False

✓	X
---	---

9 One person is going to write a letter today.



True False

✓	X
---	---

10 At least two people are going to cook a special meal this weekend.



True False

✓	X
---	---

12.2

Today's weather

Aim

To exchange information about weather and temperature

Language

Weather and temperature vocabulary
Present Simple

Skills

Speaking

Lesson link

Use after *The weather* SB p96

Materials

One copy of the worksheet cut in half per pair of students

Pre-activity (5 minutes)

- Draw the following symbols on the board:



rainy



sunny



windy



snowy



cloudy



foggy

Point to each and ask students to tell you what they mean.

- Ask students what the weather is like in their country in January, April, July and October. What is the average temperature in those months?

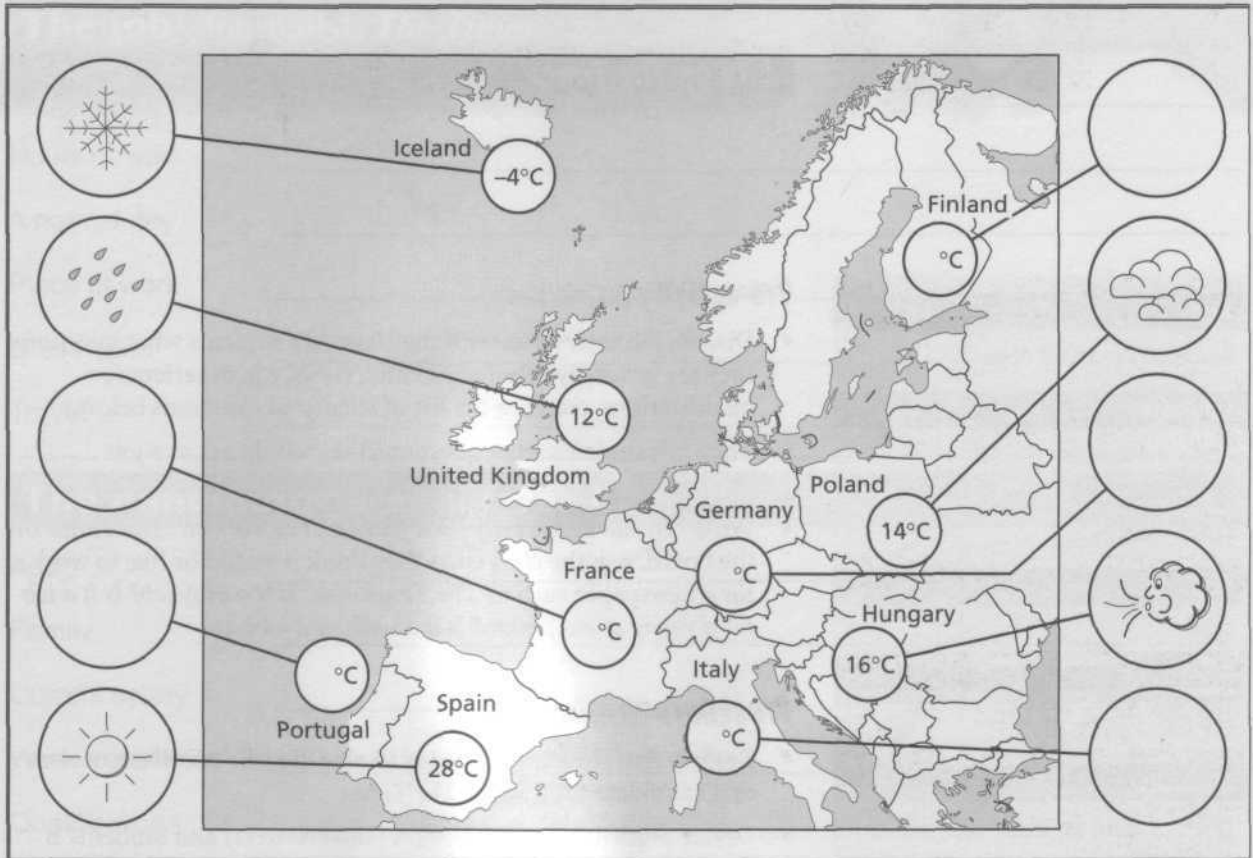
Procedure (10 minutes)

- Explain that students are going to exchange information to complete a weather map for Europe.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Students take it in turns to describe the weather in five different countries, e.g. *In Spain it is sunny and the temperature is 28°C.* The listening student draws the weather symbol and temperature on his/her map. Go around listening, correcting as necessary.
- Have a class feedback session to make sure students have completed their weather maps correctly. Say the name of a country and ask individual students tell you the weather and the temperature.

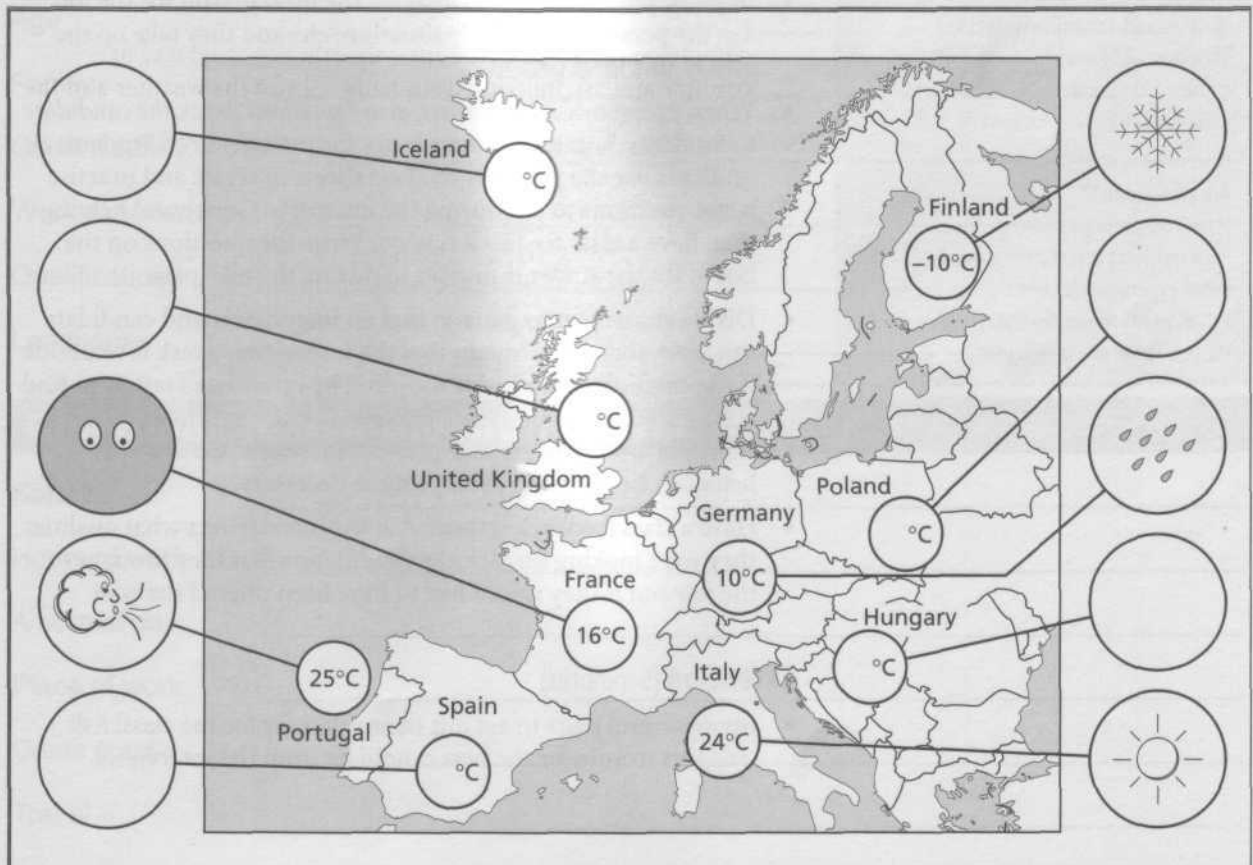
Extension (10 minutes)

- In pairs, students prepare a radio or television weather report for Europe. Encourage students to make their reports sound authentic by adding information for each country.
- Invite pairs to read out their weather report to the class.

A



B



13.1

Life on *The Times*

Aim

To role-play a job interview

Language

Asking and answering questions

Tense review

Fluency practice

Skills

Speaking

Lesson link

Use after *A quiz* SB p98 & 99

Materials

One copy of the worksheet cut up per pair of students

Suggested questions

What is the salary?

How many hours a week would I work?

What would a normal day be like?

Where would I work?

Is there a dress code?

How much travelling would I do?

How old are you?

Are you married?

Have you got any children?

How much do you currently earn?

What experience have you got?

What qualifications have you got?

Do you speak any languages?

Pre-activity (10 minutes)

- Discuss job interviews with the class. Ask students what questions they are generally asked at job interviews, e.g. experience, qualifications, etc. (See the list of suggested questions below.)
- Then ask students what questions they would ask at a job interview, e.g. salary, holiday, promotion possibilities, etc.
- Write: *We have a vacancy for a journalist to work on 'The Times' on the board. Ask the class what they think it would be like to work for a newspaper such as The Times. Ask: Is it a busy job? Is it a job for a young or old person? Is it a well-paid job?, etc.*

Procedure (35 minutes)

- Explain that students are going to play the role of an interviewer or a candidate for a job at *The Times*.
- Divide Students into Students A (Interviewers) and Students B (Candidates). Give Students A a copy of *The job* worksheet and Students B a copy of *The candidate* worksheet.
- In pairs, Students A discuss and decide the salary, hours of work, etc. for the job.
- In pairs, Students B try to imagine the ideal person for the job, e.g. the person's age, family situation, etc. and they take on the role of this ideal person.
- When everybody has finished, give *Questions to ask the candidate* to Students A, and *Questions to ask the interviewer* to Students B. Students use the prompts on their sheets to create and practise some questions to ask during the interview. Go around helping then have a class feedback session. Write the questions on the board for the students to refer to during the role-play.
- Divide students into pairs so that an interviewer and candidate can work together. Explain that the interviewer's task is to decide if the candidate is right for the job. The candidate's task is to find out as much information as possible to decide if they actually want the job! Students role-play the interview. Go around listening, helping and prompting as necessary.
- Have a class feedback session. Ask the interviewers what qualities they were looking for. Ask the candidates what they thought of the job and if they would like to have been offered the post.

Extension (5 minutes)

- Invite several pairs to act out their role-play for the class. Ask students to vote for the best candidate from the interviews.

The job Journalist, *The Times*

Salary _____

Hours of work _____

A normal day _____

Place of work _____

Dress code _____

Travel _____



The candidate Journalist, *The Times*

Age _____

Family _____

Current salary _____

Work experience _____

Qualifications _____

Languages _____

Questions to ask the candidate

Age _____

Family _____

Current salary _____

Work experience _____

Qualifications _____

Languages _____

Questions to ask the interviewer

Salary _____

Hours of work _____

A normal day _____

Place of work _____

Dress code _____

Travel _____

13.2

All about you

Aim

A board game to talk about feelings

Language

'Feelings' adjectives

Fluency practice

Skills

Speaking

Lesson link

Use after *Describing feelings* SB p101

Materials

One copy of the worksheet per pair of students

Pre-activity (5 minutes)

- Write the following emotions on the board: *bored, tired, worried, excited, annoyed, interested*. Make sure students understand their meaning. Now describe certain situations for the class to guess your feeling, e.g. *I feel this when I am sitting on a train on a long journey and I have nothing to read (bored). I feel this when I am going on holiday (excited). I feel this the day after I go clubbing until very late (tired). I feel this when I want to relax and my neighbour is playing very loud music (annoyed). I feel this when I have an exam and I haven't studied for it (worried). I feel this when I go to the Egyptian room at the British Museum (interested).*
- Make sure students understand the difference between adjectives ending in *-ing* and *-ed*. (The *-ing* adjective describes the thing and the *-ed* adjective describes how the person feels, e.g. Matt's job is boring. Matt is bored with his job.)

Procedure (25 minutes)

- Explain that students are going to play a board game. When they land on a square they will be asked to describe their feelings on a topic. Emphasize that this is a free-speaking game. Students can say as much or as little as they like about each topic.
- Divide students into pairs. Give each pair a copy of the board game. Students look at the game and check that they understand the different conversation topics.
- Each student then puts a counter on the Start/Finish square and takes it in turns to move around the board (heads = move one square, tails = move two squares). Students talk about the topic they have landed on. Their partner can help by asking questions. Go around listening, helping with vocabulary as necessary.
- Have a class feedback session. Ask students what their partners thought about the topics on the board.

Extension (10 minutes)

- Write the following words on the board: *excited, tiring, annoying, worried*. Students write a sentence for each of the words. Go around checking students use the words correctly.

<p>Start</p> <p>Finish</p>	<p>A quiet hobby you do.</p>	<p>A friend's annoying habit.</p>	<p>An exciting thing you are going to do soon.</p>
<p>The last time you were really annoyed!</p>			<p>The last time you were really bored!</p>
<p>A boring subject at school.</p>			<p>Move back one square.</p> 
<p>Move back one square.</p> 			<p>Do you get worried when:</p> <ul style="list-style-type: none"> a) somebody is late? b) you have no money? c) you have too much work?
<p>Do you think a child is badly-behaved if:</p> <ul style="list-style-type: none"> a) they don't want to eat vegetables? b) they hit you? c) they won't go to bed? 			<p>Are you a tidy or untidy person? Why?</p>
<p>A noisy hobby you do.</p>	<p>Something you think is worrying about the world today.</p>	<p>Move forward one square.</p> 	<p>An interesting thing that happened yesterday.</p>

13.3

A ticket to London, please.

Aim

A board game to role-play buying train tickets and asking for travel information

Language

Travel vocabulary
Asking for information
Fluency practice

Skills

Speaking and Reading

Lesson link

Use after: *Catching a train* SB p105

Materials

One copy of the worksheet per group of four students and one copy of the questions in the Extension activity per pair of students (optional)

Pre-activity (5 minutes)

- Brainstorm with the class all the words they can think of related to train travel, e.g. *ticket, reservation, single, return, platform, departure time, arrival time*, etc. Make a list on the board.

Procedure (20 minutes)

- Explain that students are going to play a board game where they role-play situations at a railway station, e.g. buying a ticket, requesting general information, etc.
- Divide students into groups of four and give each group a copy of the board game. Students play in two teams of two. Give students time to look through it and to check any items of vocabulary.
- Pairs take it in turns to toss a coin to move around the board (heads = move one square, tails = move two squares). Each time they land on a square, pairs role-play the situation (one student is the customer, the other is the ticket clerk). Tell students that the ticket clerk will need to refer to the 'Rail information' computer screen in the centre of the board. Go around listening while students play, helping and correcting as necessary.
- Invite pairs to role-play some of the situations in front of the class.

Extension (5 minutes)

- Divide students into pairs. Hand out a copy of the questions below and set students a time limit of three minutes to find the answers in the 'Rail information screen'. The pair who have the most correct answers in the time limit are the winners.
- Check the answers with the class.

Answers

1 £10.99 2 Platform 12 3 one hour 4 20 minutes 5 four 6 £2.99

- How much is a second class single ticket?
- Which platform does the first Manchester to London train arrive at in Oxford?
- How long does a direct train take?
- How long is the delay on the 07.45 train?
- How many trains start from Oxford?
- What is the difference in price between two second class single tickets and one second class day return ticket?

Start	BUY A TICKET When is the first direct train after 7.15 in the morning? ▶▶	BUY A TICKET Train delayed! Go back one square. ◀◀	BUY A TICKET What is the difference between a first class and second class day return ticket? ▶▶	GET INFORMATION What platform does the 9.45 train leave from? ▶▶	GET INFORMATION You missed your train! Go back one square. ◀◀
Finish	GET INFORMATION Where is the 11.15 train coming from? What platform does it arrive at? ▶▶	BUY A TICKET The train is full! Go back one square. ▶▶	BUY A TICKET You are meeting a friend in London at 12.00. What is the best train for you? ◀◀	BUY A TICKET You must be in London by 10.00 in the morning. What is the best train? ◀◀	BUY A TICKET Your train is cancelled! Go back one square. ▶▶

Train information OXFORD TO LONDON SERVICES

From	Depart Oxford	Platform	Change	Arrive London	Remarks
Oxford	06.45	1	Direct	07.45	On time
Birmingham	7.15	8	Reading	08.40	On time
Manchester	07.45	12	Direct	08.45	Delayed 20 mins
Oxford	08.15	2	Direct	09.15	On time
Glasgow	08.45	1	Reading	10.05	Delayed 30 mins
Birmingham	09.15	9	Direct	10.15	On time
Manchester	09.45	12	Direct	10.45	Cancelled
Oxford	10.15	8	Reading	11.37	On time
Edinburgh	10.45	7	Direct	11.45	On time
Manchester	11.15	5	Direct	12.15	Delayed 15 mins
Oxford	11.45	1	Reading	13.05	On time
Birmingham	12.15	6	Direct	13.15	On time

Prices	SINGLE	DAY RETURN	PERIOD RETURN
1st class	£21.99	£37.99	£40.00
2nd class	£10.99	£18.99	£22.00

14.1

Have you ever ...?

Aim

To ask and talk about past experiences

Language

Present Perfect

Skills

Speaking

Lesson link

Use after *In my life* SB p106 & 107

Materials

One copy of the worksheet cut up per class of up to twenty-four students

Pre-activity (5 minutes)

- Write three past experiences (one true and two false) you have had on the board using the Present Perfect tense, e.g. *I've eaten snails. I've done a bungee jump. I've met a famous person.*
- In pairs, students decide which of your experiences are true and which are false. Tell students the answer. Ask students: *Have you ever eaten snails? Have you ever done a bungee jump? Have you ever met a famous person?* Encourage them to answer: *Yes, I have,* or *No, I haven't.*

Procedure (15 minutes)

- Explain that students are going to interview their classmates to find out about experiences they have had.
- Hand out a different *Have you ever ... ?* card to everybody in the class. Students mingle and ask each other questions about their past experiences using the Present Perfect, e.g. *Have you ever slept in a field?* Go around listening, helping with past participles as necessary.
- Students then go back to their desk and write the answer to their question in their notebook, e.g. *Akiko has / has never slept in a field.*
- Then students exchange their old card for a new one. Continue until everybody has asked at least three or four *Have you ever ... ?* questions.
- Have a class feedback session. Walk around the class pointing to different students. Encourage the other students to tell you what he/she has/hasn't done.

Extension (10 minutes)

- Working in small groups, students try to think of experiences they have had that nobody else in the group has had. They tell each other about their experiences. Encourage students to ask questions to find out more about the experience. Remind them that these questions and answers will be in the past tense, e.g. *When did you do it? (Last summer.) Were you alone? (Yes, I was) How did you feel? (I felt very excited.),* etc.
- Have a class vote for the strangest, most interesting, funniest, etc, experience.

eat rabbit	sleep in a field	go to Africa
win a race	fly in a helicopter	lose your credit card
buy something that costs more than £1,000	make a cake	give jewellery to someone
take a photo of a famous person	live with someone you didn't like	drink Tequila
see a car accident	play table tennis	break an arm or leg
drive in a different country	fall asleep on a bus or train	have an argument in English
go skiing	make a fire	swim in a river
sing in a public place	touch a snake	fall out of bed

14.2

At the airport

Aim

To role-play situations at an airport

Language

Airport vocabulary

Fluency practice

Skills

Speaking

Lesson link

Use after *At the airport* SB p113

Materials

One copy of the worksheet per pair of students

Answers

1 Plane	a Baggage reclaim
2 Security check	b Customs
3 Baggage reclaim	c Plane
4 Passport control	d Plane
5 Check in	e Passport control
6 Customs	f Check in
	g Plane
	h Check in
	i Customs
	j Security check

Pre-activity (10 minutes)

- Play hangman with the word *airport* (see Pre-activity worksheet 2.2).
- Divide the class into groups of four. Ask students to write down all the words to do with airports they can think of. Set a three-minute time limit. Groups read out their words. The group with the most words wins the game.

Procedure (20 minutes)

- Explain that students are going to work on an airport worksheet.
- Divide students into pairs and give each pair a copy of the worksheet. Ask students to look at the list of places at the bottom of the worksheet, e.g. *Check-in*, etc. In pairs, students match the places A–F with the numbers 1–6 in the main airport picture.
- Check the answers with the class.
- Write *No smoking* on the board. Ask: *Where would you see this notice?* Students look at the other notices and speech bubbles a–j around the picture and decide where they would find or hear them in an airport.
- Check the answers with the class.
- Write the following dialogue on the board:
Check-in *Would you prefer an aisle or a window seat?*
Passenger *Aisle, please.*
Check-in *How many pieces of luggage would you like to check in?*
Passenger *These two, please.*
Check-in *Any hand luggage?*
Passenger *Just this.*
- Practise the dialogue with the class. Rub the dialogue off the board, bit by bit, and get the students to repeat the dialogue until it is completely erased.
- In pairs, students choose one of the places in the airport and make up their own dialogue. Go around helping with vocabulary as necessary.
- Invite pairs to act out their dialogue in front of the class. The rest of the class guesses where the dialogue is taking place.

Extension (10 minutes)

- In pairs, students look up the following words in a dictionary and then categorize them according to where they would find them in the airport: *documents, x-ray, life jacket, carousel, metal detector, luggage tag, overhead locker, wing.*

