

UNIT 1

FAMOUS HISTORICAL FIGURES

Materials: One role card per student and one worksheet per student

Distribute the worksheets and the role cards. Tell Ss to complete the first row of the table with their information, but not to show it to anyone else. Explain that they are at a party with each of the famous people on their worksheet. (You could play low background music.) Elicit the following questions and write them on the board using another example, e.g. Brad Pitt. *What's your nationality? What's your job? Are you Brad Pitt?* Explain to Ss that they have to complete the information on the sheet by asking similar questions.

If you have fewer than twelve Ss, do one or two role cards as examples with the class. Give extra role cards to **fast finishers**. It is not necessary for Ss to find all the people. If you have a smaller class or less time, Ss could be told to find a limited number, e.g. six.

As an extension, Ss work in pairs and try to remember who each student is, their job and nationality.

WHERE'S IT FROM?

Materials: One worksheet per group of three, cut up and backed onto card. Separate the cards into objects and countries. (Optional: one color for picture cards and one color for map cards.)

Put Ss into groups of three. Give a set of cards to each group and tell them to match the object to the country. Check answers as a class.

Explain that Ss are going to play a memory game. Ss turn the cards face down. The map cards go on one side and the object cards go on the other side of a flat surface. Taking turns, they turn one of the map cards and one of the object cards. If the cards match, they say *The _____ is from _____*. They keep the pair and they have another turn. If the cards don't match, they say *The _____ isn't from _____*. They turn the cards face down and it is the next student's turn. Ss play until all the cards have been matched. The winner is the student with the most cards.

As an extension, Ss have five minutes to write down as many combinations as they can remember. They get two points for each correct answer.

Suggested answers:

car – Germany; bus – Great Britain; hat – Mexico; cheese – France; clock – Switzerland; spaghetti – Italy; flag – Canada; coffee – Brazil; flowers – The Netherlands; passport – China; dancer – Spain; sushi – Japan

HOW DO YOU SPELL IT?

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

Put Ss into two groups, A and B. Distribute the worksheets and ask the groups to complete the words, and match them to the pictures. Go around and help with spelling and pronunciation, and check answers carefully as Ss finish.

Put Ss into AB pairs and tell them to ask each other for the names of the silhouette objects in their picture. Model the language they'll need to do this first (e.g. *What's picture E? It's a chair. How do you spell it? C-H-A-I-R*). Go around and check spelling and pronunciation. Check answers as a class.

Answers:

Student A

1 a chair, Picture E 2 a pen, Picture K 3 a notebook, Picture G
4 a pencil, Picture H 5 a door, Picture A 6 a workbook, Picture J

Student B

1 a table, Picture D 2 a laptop, Picture F 3 the board, Picture C
4 a bag, Picture I 5 a student's book, Picture L
6 a noticeboard, Picture B

IDENTITY CARD

Materials: One role card and one worksheet per student

Put Ss into groups of four. Distribute one role card and one worksheet to each student. Tell Ss they are the student on the role card and they have just enrolled at a language school. They have to complete the registration forms for the other students. Focus on the blank forms and elicit the questions necessary to complete them. Write the questions on the board: *What's your name? How do you spell it? What's your email address?* (Check Ss know how to say @ (at), and . (dot).) *What's your country? What's your job/occupation? What's your phone number?* Write your information on the board as they appeared on the registration form. Demonstrate the questions with a student. Ss complete the forms in groups. Check answers as a class.

Answers: As shown on completed registration forms.

UNIT 2

A FAMILY BUSINESS

Materials: One copy of the illustration per group and one role card per student

Put Ss into groups of eight. Give each student a worksheet of the hotel picture and a role card. Tell Ss they have to identify the people in the picture by exchanging information. Tell Ss to do this in numerical order. Do the first one as an example. Read the information about Carolyn and check Ss are able to identify her correctly. Check the spelling of Carolyn and prompt: *How do you spell that?* and write the question on the board. Ss continue in groups until they have labeled all the people in the picture. Get feedback.

As an extension, ask Ss to turn over their role cards and exchange information about the people in the picture in pairs or groups. Do the first one as an example. Prompt Ss by writing these questions on the board: *What's his/her job? Where is he/she?*

Answers: A Rosanna B Matthew C Carolyn D Paula E Petra
F Orlando G Danielle H Scott I Lionel

HOTEL ROOMS

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

Put Ss into AB pairs and distribute the worksheets. Focus Ss on the examples. Tell them to exchange information with their partner to fill in the hotel plan and complete the sentences. Monitor the Ss. Check answers as a class. Vary feedback by asking: *Who is in room ...?* and *Where is ...?*

As an extension, Ss ask each other the following questions. They record their partner's answers. Feedback as a class.

- 1 *What's your telephone number?*
- 2 *What's the number of your house/apartment?*
- 3 *How many students are there in your class?*
- 4 *How many children are there in your family?*

Answers: Room 52 the mother; Room 99 the son;
Room 84 the brother; Room 73 the parents; Room 33 the wife;
Room 100 the husband; Room 19 the father; Room 13 the daughter;
Room 28 the sister; Room 67 the children

ARE YOU HAPPY?

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

Put Ss in groups A and B. Distribute the worksheets and ask them to unscramble the words in pairs AA and BB. Do the first one in A and in B as examples. Write the words on the board. Model the pronunciation and elicit the stress. Ss mark the stress and pronounce the rest of the words. Monitor and check. Ss then match the words to the pictures.

Put Ss in AB pairs and tell them to ask each other for the names of the remaining adjectives. Model the language they'll need to do this first, e.g. *What's picture 1? happy*, etc. *How do you spell it? H-a-p-p-y*. Check answers as a class and encourage correct pronunciation. Drill the more difficult words.

As an extension, Ss take turns to mime a feeling for their partner to guess.

Answers:
Student A: 1 happy 3 bored 4 thirsty 7 tired
Student B: 2 cold 5 hot 6 angry 8 hungry

LET'S GO!

Materials: One set of cards per group of three or four

Put Ss in groups of three or four. Give each group a set of cards. The face cards are in a pile face down. The response cards can either be divided among the Ss or put face up on a flat surface. Ss take turns to turn over a face card and leave it on the table face up. The others find correct responses and put them with the face card. There are three responses for each face card, but they must be in the correct order. Some responses are possible in more than one dialogue. Monitor. The first team to complete all six dialogues wins.

Put Ss into pairs. Ss then practice the dialogues. Write an example on the board and drill it, paying particular attention to intonation. Tip: Ss can look at the card to read it, but should look at the other speaker when they speak.

Possible answers:

I'm hungry. / Me too! / Let's eat a pizza! / Good idea!
I'm cold. / Me too! / Let's go inside. / Yeah! OK!
I'm tired. / Are you? / Yes, let's take a break. / OK.
I'm thirsty. / Let's go to a café. / Good idea! Let's have a soda. / Oooh! Yes, please!
I'm bored. / Let's go! / Where? / Let's go to the movies.
I'm hot. / Me too! / Let's drink some cold water! / Good idea!

UNIT 3

LOST PROPERTY

Materials: One copy of the worksheet per student and one set of cards per group of students

Distribute the worksheets. Tell Ss to work in pairs to match the vocabulary to the pictures and decide if the words are singular (S) or plural (P). Put Ss into groups of three or four with a set of cards. They take turns to turn over one card at a time and match the person to an object. Do an example on the board and elicit: *that* – singular and *those* – plural. Feed in *because*. Write on the board:

That passport is Pedro's because he's Spanish.

OBJECT WHOSE REASON

Those keys are Masaki's because he's in The Mirage Hotel.

OBJECT WHOSE REASON

Check answers as a class.

Answers:

- 1 bag 7 S; shoes 1 P; sneakers 2 P; newspaper 11 S; tie 6 S;
passport 3 S; keys 12 P; computer 5 S; agenda 8 S; camera 9 S;
German–English dictionary 10 S
- 2 Students' own answers.

MYSTERY OBJECTS

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

Distribute the worksheets. Put Ss into AA and BB pairs to complete their words with the correct vowels. Monitor and check. Then put Ss into AB pairs and tell them to ask and answer about the silhouettes using *What's this? It's a ...* and *What are these? They're ...* Ss first say the corresponding letter (A–E) or number (1–5) and then ask the correct question. Model an example with a student. Feed in *How do you spell that?* Check answers as a class.

Answers:

Student A: A keys B dictionary C lamp D desk E glasses
Student B: 1 cell phone 2 coins 3 clock 4 credit cards
5 wallet

CLOTHING STYLES

Materials: One copy of the worksheet per pair of students

Distribute the worksheets. Ss work in pairs to find the nine items of clothing. Check answers and put the words on the board. Check for correct pronunciation.

Point to the pictures of the clothes and ask: *What's this? What are these?* Write the questions on the board and establish that *this* is singular and *these* is plural. After asking a few times, teacher to student, the Ss could ask each other in open pairs around the class.

Look at the pictures of the people. In pairs, Ss match the people to the clothes. Do an example with the class and write on the board *I think this is* (person's) (clothes). *I think these are* (person's) (clothes). Put Ss into groups to compare answers then check as a class. With **stronger classes**, ask for further explanations, e.g. *I think these are Anna's gloves because she likes sports.*

Answers:

- 1 t-shirt; shoes; shirt; coat; hat; tie; gloves; skirt; glasses
- 2 Students' own answers.

CAFÉ ROYALE

Materials: One copy of the worksheet per student

Distribute the worksheets. Focus on the picture to set the context (ordering in a café). Elicit *waiter* (W) and *customer* (C). Tell Ss to put the conversation in order. The first line is done as an example. Get feedback. Chorus drill the conversation.

Set up the classroom as far as possible to look like a self-service café. Ss should stand up facing each other as if at a counter. Ask Ss to practice the conversation, ensuring that they first look at the line, but then look at their partner when they speak. Ss should be encouraged to accompany the dialogue with appropriate gestures and mime. Gradually, as they become more familiar with the script, the customer for example, can cover their part and respond to the waiter and vice versa, until they are independent of the script. Then ask Ss to order just using the menu. Monitor throughout and help with pronunciation. You could invite a few pairs to perform their dialogue for the class.

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

UNIT 4

SIMILARITIES AND DIFFERENCES

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

Review the verb phrases used (see Answers). Use mime and drawing to elicit the verb phrases.

Put Ss into AB pairs. Distribute the worksheets. Explain that Victoria and Judy are best friends, but that they are similar in some ways and different in other ways. Tell Ss to describe the person in their picture to their partner. Do an example with a student: *Victoria wears glasses.* Student: *Judy wears glasses.* With **stronger classes** you could elicit *too*. Ss have to find five similarities and five differences. Check answers as a class and focus on the third person singular *s* on verbs in the affirmative and the use of the auxiliary *doesn't*.

Answers:

Similarities: has/wears glasses; drives a car; doesn't smoke; works in an office; has two children

Differences: Victoria lives in a house, Judy lives in an apartment. Victoria plays the piano, Judy plays the guitar. Victoria plays golf, Judy plays basketball. Victoria eats Japanese food, Judy eats Italian food. Victoria drinks coffee, Judy doesn't drink coffee.

THINGS IN COMMON

Materials: Two sets of cards per group of students

Review the verb phrases before starting the game (see Answers). Show Ss each card and elicit and drill the verb phrase.

Put Ss into groups of four. Divide the cards equally between each student. Ss take turns to say a phrase about each of their cards. The person with the same card says *Me too!* and both Ss discard that card. The winner is the person who discards all their cards first. Demonstrate how the game works by doing a few examples with the Ss. Select a card and say, e.g. *I like cats.* The student with the same card says *Me too!* Put the cards together and repeat with another card. Return the cards to the Ss before starting the game. Monitor closely.

At the end of the game, ask who was first to finish in each group. Get feedback by asking Ss in each group to act out some of the two-line conversations in pairs.

Answers:

like: cats, fish and french fries

play: tennis, golf

drive: a taxi, a bus

have: two brothers, a cell phone

work: in a hospital, in a hotel

go: shopping on Fridays, to the theater

live: in the mountains

study: at school

FIND SOMEONE WHO

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

Put Ss into AA and BB pairs to complete the questions. Check answers as a class. Even though the questions are different on worksheets A and B, the preposition for each time phrase is in the same order, so just ask for the time phrase and not the whole question.

Ss answer the questions for themselves with short phrases. Do one question from A and one from B as an example. Monitor closely and when the Ss have completed their answers, tell Ss to mingle and ask the other Ss their questions. For each question they must find someone who has the same answer as them. Then they write that person's name. Do one or two examples as a class to illustrate. Get feedback. Ask a few Ss who had similar answers to them.

Answers: in; on; at; every; at/every; every; on

TIMES AROUND THE WORLD

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

Put Ss into AB pairs and distribute the worksheets. Make sure Ss can't see each other's worksheet. Tell Ss to complete their worksheet by asking each other questions and drawing the hands to display the time on their blank clocks. Elicit the question and answer for the first two clocks on each worksheet and write them on the board: *What time is it in (the city)? It's (time) in (city).*

Answers: Barcelona: 1:45 p.m.; Beijing 7:45 p.m.; Caracas 7:15 a.m.; Dublin 12:45 p.m.; Hong Kong 8:00 p.m.; Istanbul 2:15 p.m.; Mexico City 6:45 a.m.; New York 7:45 a.m.; Moscow 3:30 p.m.; Mumbai 5:15 p.m.; Nairobi 3:00 p.m.; São Paulo 9:00 a.m.

UNIT 5

GAME BOARD

Materials: One copy of the board and one coin per group, and one counter per student

Put Ss into groups and distribute the board. Ss toss a coin to move: heads moves one space and tails moves two spaces. Ss have to repeat the sentence they land on with an adverb of frequency in the correct place so that it is true for them. In every fifth sentence, Ss have to add the correct verb so that the sentence is true for them. Do one or two examples on the board to demonstrate what Ss have to do. For every correct sentence, the student gets another turn. Monitor closely. The first student to finish is the winner.

Get feedback to some of the sentences. You could ask Ss if anything their partners said surprised them.



NOISY NEIGHBORS

Materials: One copy of the worksheet per student and one role card per pair of students

Draw an apartment building on the board and pre-teach *live on the ground/first/second/third floor*. Explain to Ss that they are going to match four neighbors to their apartments and the activities they do there.

Put Ss into pairs. Give each student the worksheet and give each pair of Ss one role card. Ss match the person on their role card to the activities and apartments on the worksheets. Monitor and check they are matching correctly.

Remove the role cards and put Ss into groups ABCD. Tell Ss to exchange the information about the person who was on their card with the other three Ss. Ss must match the neighbor to the apartment and activities.

Check answers as a class.

Answers: A 1, 7, third floor B 2, 5, first floor
C 4, 8, fourth floor D 3, 6, second floor

apartment building



block of flats

CROSSWORD

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

Put Ss into AA and BB pairs and distribute the crosswords. Ss complete their crossword using the clues provided. Monitor and check.

Put Ss into AB pairs. (**Weaker Ss** could be in groups AABB so As and Bs can find answers in pairs.) Elicit the question and write on the board: *What's (number) across/down?* Drill the question.

Ss A and B take turns to read the clue. Their partner has 30 seconds to guess the answer (**stronger Ss** could try to give extra information to guide their partner before providing the answer).

Check answers as a class.

As an extension, Ss read out the words and their partner has to provide the definition.

Answers:

Across: 2 pasta/pizza 4 sandwich 7 lettuce 8 chicken
9 steak 10 cereal

Down: 1 bread 2 pizza/pasta 3 fish 5 cookies 6 cheese
9 salad

BE MY GUEST

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

Put Ss into AA and BB pairs. Ss design a hotel brochure by completing the information for their hotel. Then they prepare the questions to find out information about another hotel. Monitor closely and make sure Ss form the questions correctly. With **weaker classes**, model a few example questions.

Put Ss into AB pairs to complete the form. Demonstrate the activity by doing a few examples with Ss, e.g. *Do you have a restaurant in the hotel? Yes, I do./No, I don't.* Remind Ss to use expressions like *Great! Oh good! Nice!* Get feedback. Ask Ss which hotel they prefer and why.

UNIT 6

SUNNY SPAIN

Materials: One worksheet per student

Distribute the worksheets. Explain to Ss that they are helping Petra select items to take on vacation to Spain. Ss work in groups to label the pictures. Check answers with the class. Then Ss decide which eight items Petra takes on vacation and write the list under *a/some*. Elicit whether each item takes *a* or *some* so Ss can check their lists.

Put Ss into pairs. Ss have to ask questions to find similarities and differences in what Petra takes on vacation. Elicit the questions and short answers and write them on the board. Model and drill: *Is there a (passport)? Yes, there is./No, there isn't. Are there any (sunhats)? Yes, there are./No, there aren't.* Ss find out how many similarities there are between their suitcase and their partner's suitcase. Elicit some answers from different pairs and give whole class feedback on errors/good language used.

Answers: 1 cell phone 2 book 3 clothes 4 sunhats
5 sunglasses 6 passport 7 credit cards 8 pen 9 swimsuit
10 magazines 11 dictionary 12 laptop

a: cell phone; book; passport; pen; swimsuit; dictionary; laptop
some: clothes; sunhats; sunglasses; credit cards; magazines

SPOT THE DIFFERENCE

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

Review *There is/are, a/an, some, a lot of, not any* using objects around the classroom. With a **weaker class**, introduce the topic of airports and review the vocabulary of what you can find in airports (people, stores, airplanes, etc.).

Put Ss into pairs and distribute the A and B worksheets so each pair has one of each. Tell Ss to find the ten differences between their picture and their partner's picture. Ss take turns to describe their picture. They circle their differences on their picture. Check answers and write them on the board.

Tip: You could add a competitive element here by setting a time limit and awarding points for the correct answers. The pair with the most correct answers wins!

As an extension, **stronger Ss** could exchange information using the question form.

Answers:

Picture A

There is a newsstand. There are some payphones. There is a snack bar. There are a lot of people.

Picture B

There is a drugstore. There is an Internet café. There is an ATM. There are a lot of airplanes. There is a restaurant. There is a bus.

GIVE US A CLUE

Materials: One copy of crossword A and crossword B per pair of students

Put Ss into AA and BB pairs and distribute the crosswords. Ss complete their answers using the clues provided. Monitor and check.

Put Ss into AB pairs. (**Weaker Ss** could be in groups AABB so As and Bs can find answer in pairs.) Elicit the question and write on the board: *What's (number) across/down?* Drill the question.

Ss A and B take turns to read the clue and give their partner up to 30 seconds to guess the word(s). For the clues which are pictures, Ss make their own definition or use mine or drawing. Check answers as a class.

Answers:

Across: 1 Internet café 5 hospital 9 payphone 10 newsstand

Down: 2 ATM 3 hotel 4 classroom 6 supermarket

7 college 8 airport 9 drugstore

NEW YORK IN THE SPRING

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

Put Ss into AA and BB pairs and distribute the worksheets. Tell Ss they want to travel to Paris but they need more information about how to get there. If necessary, review *train, ferry, plane*. Write **TRAIN**, *Where from?* and *Time?* on the board. Elicit the questions: *Where does the train leave from? What time does the train leave?* Ask As to work together to prepare the questions they need and Bs to do the same. Focus on the two questions above and elicit the answers from Ss: *It leaves from London. It leaves at 7:40 p.m.* If necessary, review all the questions: *Where does it arrive? What time does it arrive? How much does it cost?*

Put Ss into AB pairs. Ss ask each other the questions to complete the timetable. Elicit answers from different pairs and give whole class feedback on errors/good language used.

UNIT 7

DID YOU KNOW?

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

Put Ss into AA and BB pairs. Distribute the worksheets. Ss find the past form of the verbs in the wordsearch and complete the sentences with the correct verb in the past simple. Check answers as a class, with Ss only saying the correct verb for each clue NOT the whole sentence. Ss then choose the missing date for their sentences. Ss change into AB pairs. They read their full sentences to each other to check if the date was correct. Check answers as a class.

Answers:

D	A	N	C	E	D	A	Q	R	D	S
S	O	E	B	P	P	C	R	I	E	T
T	Z	W	X	T	L	B	H	W	W	A
O	D	A	T	A	A	W	V	J	A	R
P	N	I	T	L	Y	B	Z	D	L	T
P	Y	T	F	K	E	E	H	T	K	E
E	G	E	I	E	D	K	U	I	E	D
D	Z	D	C	D	C	R	I	E	D	S

1 waited 2 started 3 talked 4 stopped 5 danced 6 played
7 cried 8 walked

WHERE WERE YOU?

Materials: One copy of the board and one coin per group, and one counter per student

Put Ss into groups and distribute the board. Ss toss a coin to move: heads moves one space and tails moves two spaces. When a student lands on a square, another student in the group has to ask him/her the question: *Where were you ...?* The student answers:

I was ... It's a good idea to write: *I don't remember.* on the board.

Invite Ss to ask you one or two questions first to model the task.

On a free question the Ss in the group can ask about any time they want. If a student answers *I can't/don't remember*, they return to the square they were on before. The first student to finish is the winner.

Invite Ss from different groups to tell the class about Ss in their group, e.g. *At 8 o'clock this morning Anna was at home.*

GREAT FUN

Materials: One set of cards per group of students

Put Ss into groups of three or four. Distribute the cards. First, Ss sort the cards into adjectives and nouns. Check answers as a class.

Then Ss match the nouns and adjectives. Tell Ss that each noun has two adjective collocations that are opposites. Sometimes there is more than one possible combination, but each adjective must have a suitable collocation, so for example, *delicious* can only go with *food*. Check answers as a class. Ensure Ss have the correct adjective collocations (see Answers). (If Ss give a different answer which collocates correctly, e.g. *boring film*, tell them that it is a correct answer but not the answer for this activity). Check pronunciation.

Turn cards face down in a grid. Ss play Pelmanism. Each student takes turns to turn over two cards and tries to find the correct collocation. The student must say the words on the card out loud. If the two words do not collocate, they must be turned face down and left in exactly the same place. When a student gets a match, he/she

keeps the cards and has another turn until he/she gets a mismatch. The winner is the student with the most cards at the end. Ask Ss in each group who won.

As an extension, ask Ss to form sentences using the collocations.

Answers: difficult/easy exam; delicious/terrible food; noisy/quiet bar; interesting/boring book; lovely/horrible dress; sad/happy movie

HOW WAS IT?

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

Put Ss into AB pairs and distribute the worksheets. Ss interview each other and note their partner's answers. (Questions are very similar but not identical to give stronger motivation for listening. The three optional answers are the same.) Ss then count how many as, bs and cs their partner has. Remind Ss that the quiz is for fun and they shouldn't take the results seriously.

Invite Ss to tell the class if they were mostly a, b, or c and if they agree with the conclusion.

UNIT 8

ALIBI

Materials: One worksheet per student

Distribute the worksheets. Read the blurb about the robbery. Explain *alibi*. Ss work in pairs to find the means of transportation. Check answers as a class.

Focus on the verbs. With *weaker classes* ask Ss to put the verbs in the past simple before they complete the story. Encourage Ss to work in pairs or groups to do task. Check answers as a class.

Ask Ss to speculate on whether Jacques robbed the bank or not. There is no definite answer, but probably not – he was probably having a romantic dinner with his girlfriend, hence the flowers and the bill in the restaurant for two people.

As an extension, Ss could reconstruct the story in groups using the tickets, receipts and map.

Answers:

- 1 taxi, plane, train, ferry, car, subway
- 2 Jacques *took* a taxi from his house in Toulouse to the airport at three o'clock on Friday afternoon. He *went/traveled* by plane to Paris. In Paris he *took* a train to Calais. Then he *went/traveled* from Calais to Dover by ferry. He *arrived* in Dover at half past eleven at night and he *stayed* in a small hotel. The next morning he *rented* a car and *drove* to London. When he *arrived* in London he *had* lunch in an Italian restaurant. At half past seven he *bought* some flowers. He *took* the subway to Piccadilly Circus at a quarter to eight. At half past ten he *paid* for dinner for two in a French restaurant by credit card.

FIRSTS

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

Put Ss into AB pairs and distribute the worksheets. Elicit a few example questions. With *weaker classes*, you could put Ss into groups A and B to prepare the questions. Monitor closely. Elicit some answers from different pairs and give whole class feedback on errors/good language used.

As an extension, group pairs and get Ss to present their partner to the group.

MISSING OBJECTS

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

Put Ss into AB pairs and distribute the worksheets. Ss should sit face-to-face. Elicit the questions: *Where is ...?* and *Where are ...?* using objects around the classroom. Ss cover their eyes while you put the objects in a different place. Ss ask about the missing objects and elicit the prepositions of place. In *weaker classes* you could get groups of A and B to review the location of the objects in their picture.

Ss ask their partner about the objects in the box above their picture. Based on their partner's answer, they draw the object in the correct place on their picture. Afterwards they compare pictures. Elicit some answers from different pairs.

As an extension, Ss can turn over their sheets and see how much they remember about the location of the objects.

Possible answers:

- A The glasses are on the left of the table. The keys are on the right of the table. The jacket is on the chair. The dictionary is on the bed. The bag is under the bed.
- B The laptop is on the table. The jeans are on the floor next to/near the chair. The bike is between the chair and the bed. The magazine is on the bed. The sneakers are under the bed.

TOWN LIFE

Materials: One copy of worksheet A and worksheet B per pair of students and one copy of the picture per pair of students

Put Ss into AA and BB pairs and distribute the worksheets and pictures. Tell them to match their sentences to scenes A–D in the picture. Do an example to demonstrate the activity. Monitor and check. Then direct Ss to the map and ask them to complete the conversations by writing the questions or answers. Do an example. Accept any answers that are grammatically correct. Monitor and check while Ss are completing the conversations.

Change Ss into AB pairs. Ss read the printed original versions to each other so they can check if their questions and responses are the same as the original. Note other versions may also be correct.

Get feedback. Ss act out the conversations, first looking at the text, but saying the sentences while looking at their partner. As they become more confident they can practice without looking at the text.

Possible answers:

- C Where is the swimming pool? There is a swimming pool next to the school.
- B Is there a payphone? Yes, the payphone is across from the bakery.
- A Excuse me. Where's the drugstore? It's between the restaurant and the bakery.
- D Where is the bus stop? The bus stop is in front of the school.

UNIT 9

OPINIONS

Materials: One worksheet per student

Distribute the worksheets. Review the categories and ensure Ss understand the vocabulary. Elicit a few examples of movies they like or dislike. Tell Ss to think of one example for each category. Monitor and check.

Present and drill the question *What do you think of ...?* Practice the pronunciation, paying attention to linking and weak forms. Ss ask you two or three questions first. Answer the questions with reference to the Useful language box: *I like it. I think it's really good.*

Put Ss into AB pairs to ask each other their opinions. Feedback with the whole class and ask Ss to tell you some of the opinions their partners expressed.

DO YOU LIKE ...?

Materials: One worksheet per student

Put Ss into groups of six. Distribute the worksheets. Tell Ss to complete a sentence in each section so that two sentences are true for them. Tell them not to write their name at this stage. Don't let anybody see what they have written. When they have written their answer they pass the paper to the left and complete the next sentences and so on until all the sentences have been completed. Monitor for correct spelling of the verb + *-ing* form and ensure the nouns are without the definite article.

Redistribute the completed sheets and tell Ss to ask *yes/no* questions to find who wrote each statement. When they find a person who fits the sentence, they write their name. Remind Ss of the structure: *Do you like ...?* and the short answers: *No, not at all; No, not really; Yes, I do; Yes, sometimes; Yes, a lot.*

MONEY, MONEY, MONEY!

Materials: One worksheet per student

Put Ss into pairs and distribute the worksheets. Pre-teach *You don't have any money left*. Ss read the situations and record each other's answers. When Ss have finished, they count how many as or bs their partner got and read the key at the bottom of the page.

Ask a few Ss if they or their partner spend too much or too little and/or if they agree with the key. Remind Ss not to take the quiz too seriously!

WHAT WOULD YOU LIKE?

Materials: One set of cards per pair of students

First, demonstrate the language by making an offer, e.g. *Would you like my pen?* and eliciting a response. Write the offer and response on the board. Put Ss into AB pairs and distribute the cards (cards A to Ss A and cards B to Ss B). Tell Ss that five of their cards are offers or requests and five of them are responses. Ss separate the cards into offers or requests and answers before they start the task. Monitor and check (in **weaker classes** put Ss into AA and BB pairs to sort the cards). A must not see B's cards and B must not see A's cards. Ss take turns to say an offer or request and their partner has to respond with the correct answer. When they find a fit, they put the two cards together face up. When all the cards have been paired off, check answers as a class.

As an extension, Ss can play a game of Pelmanism. Ss place the cards face down in a column. In pairs, they take turns to turn over one card at a time and try to find a match. If they guess correctly,

they have another turn until they have a mismatch. If the two cards don't match, they must be left in exactly the same place face down. This activity can be used before or instead of the above activity or at a later date.

Answers:

Would you like something to eat? No, thanks. I'm not hungry.

Which color would you like? I'd like the green one, please.

Can I help you? Yes, please. I'd like to buy a camera.

What would the teacher like for her birthday? I don't know. Maybe a CD. She loves classical music.

Excuse me. Where's the children's clothes section? It's on the third floor.

I'd like to buy a soccer ball. The sports department is on the second floor.

Would you like some tea or coffee? Coffee, please. Black.

What would you like to eat? Let me think. Yes! I'd like the sushi, please.

Can I have some fruit, please? Yes, of course. Which would you prefer? A banana or an apple?

Would you like some wrapping paper for the present? No, thanks.

I think it's a waste of money.

UNIT 10

RULES

Materials: One set of cards per group of students

Put Ss into groups of three and distribute the cards. Ss write the words to identify the places. Do the first one (a restaurant) as an example. Check answers as a class.

Review the verbs which could be used for each picture, e.g. restaurant: *eat, have lunch/dinner*. Model a sentence for one of the pictures, e.g. *You can have dinner here. You can't play a game here*. Write on the board *You can ... here. You can't ... here*. Get Ss to place the cards face down on the table.

Ss take turns to take a card and make two sentences (make sure the other Ss don't see the card). For example: *You can swim here. You can't run here*. The Ss in the group have to guess the place. The person who guesses correctly wins the card. The person with the most cards is the winner.

Ask different groups who won and give whole class feedback on errors/good language used.

Answers: a restaurant, a movie theater, a disco, a park, a library, a swimming pool, a train, a school, a clothing store, a hospital, an English class, a plane

GOOD INTENTIONS

Materials: One worksheet per student

Write on the board: *We are going to talk about our intentions*.

Highlight *be going to* and ask if it refers to present, future or past actions. Distribute the worksheets. Check Ss remember the vocabulary. Ss complete the second column so that it is true for them. Give an example of a positive and negative response to show that they use a check for yes and an "x" for no. Ss write their own last question.

Put Ss into pairs. They take turns to exchange information and make a short note of their partner's answer. If their partner answers yes, they ask the follow-up question. Do an example before they start the activity.

Elicit some answers from different pairs. Model the third person singular for *be going to* and write it on the board. Put Ss into groups of four and ask them to share three or four of their partner's answers with their group.

As an extension, get Ss to find common answers in their group and report them to the class using *My friends and I are going to ...*

COLLOCATIONS

Materials: One worksheet per student

Put Ss into pairs and distribute the worksheets. Tell Ss that three of the phrases in each group are correct and one is incorrect. Go through the example. Ss cross out the incorrect collocations. Check answers as a class.

Tell Ss to ask each other about their abilities and to record their partner's answers with a check for *yes* and an "x" for *no*. Model the question and short answers on the board using the first question as an example. Get Ss to ask you two or three of the questions.

Ss continue in pairs. Monitor and encourage Ss to use: *Yes, I can. No, I can't.*

Elicit some answers from different pairs and give whole class feedback on errors/good language used. Highlight that the third person singular form doesn't use *s*. Then Ss work with a new partner and share three or four of the most interesting answers with their new partner.

As an extension, invite Ss to tell the class what their partner and they have in common *We can both swim*. Highlight the position of *both* after *can*.

SEE YOU LATER, ALLIGATOR!

Materials: One role card per student

You could put the title of the activity *See you later, alligator!* on the board and ask Ss if it is saying *hello* or *goodbye*. Model the phrase to elicit why we say *alligator* (because it rhymes with *later* and it is amusing). If the word *alligator* is unfamiliar, you could show a picture of one.

Ask Ss to stand in two lines facing each other. Give each student a role card. Those with card A start a conversation according to the information on the card with the person across from them. The Ss with card B have to respond. Model with a student. Clap your hands after about one minute (depending on how the Ss are getting on, it could be longer or shorter). The student with card B has to choose one of the responses as a way of saying *Goodbye*. Sometimes either response will be appropriate and sometimes only one of them. The Ss then exchange cards with their partner. The student at the end of one of the lines comes to the front of that line so that Ss change partners.

The process can be continued until the Ss are back facing their first partner, until all the cards have been used by each student, or at your discretion.

Invite Ss to say which conversation they had was the most interesting or amusing.