third edition

ENGLISH FILE

Beginner Teacher's Book

with Test and Assessment CD-ROM

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Photocopiable activities

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Photocopiable material

- There is a **Grammar activity** for each main (A and B) lesson of the Student's Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student's Book as well as for each Practical English section.
- There is a **Vocabulary activity** for each section of the Vocabulary Bank of the Student's Book.
- There are six **Songs activities.** The recording of the song can be found in the Practical English lessons on the Class CD.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some students finish Student's Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower students. Alternatively, some teachers might want to give faster students extra oral practice with a communicative activity while slower students consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

The grammar activities are designed to give students extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your students and the time available. They can be used in the lesson if you think your entire class would benefit from the extra practice, or you could assign them as homework for some or all of your students.

- All of the activities start with a writing stage. If you use the activities in class, get students to work individually or in pairs. Allow students to compare before checking the answers.
- All of the activities have an Activation section. Some of them have a section that gets students to cover the sentences and to test their memory. If you are using the activities in class, students can work in pairs and test their partner. If you set them for homework, encourage students to use this stage to test themselves.
- If students are having trouble with any of the activities, make sure they refer to the relevant **Grammar Bank** in the Student Book.
- Make sure that students keep their copies of the activities and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves. This will help with their revision.

Tips for using Photocopiable activities with iTools

All the Teacher's Book photocopiables are available on iTools.

- Before an activity:
  When setting up a task, click the icon to display the Language box for all Communicative photocopiables. If you don't want students to see the activity page while teaching the language for the task, you can cover it up with the Screenshade tool. The pop-up window with the Language box will still be visible.
- During the activity:
  You can enlarge part of an activity using the Zoom tool. This will help focus students' attention on the relevant activity or the pictures they should be looking at.
- Check answers:
  Click on the icon to display the answers to each activity on the page. You can choose to reveal the answers one by one or all the answers at the same time.

Grammar activity answers

1A verb *be* (singular): *I* and *you*

a 2 you 3 I 4 I 5 you

b 2 'm / am 3 Are 4 'm / am 5 'm / am 6 are / 're

c 1 you 2 am 3 I 4 you

1B verb *be* (singular): *he, she, it*

a 2 Is 3 isn't 4 he 5 is 6 he 7 isn't 8 's
9 Where 10 Is 11 it 12 Is 13 isn't 14 's
15 Is 16 is 17 is 18 from 19 she 20 isn't
21 Is 22 is 23 Is 24 isn't 25 's

2A verb *be* (plural): *we, you, they*

a 2 Are; 're 3 Are; 're 4 Are; aren't; 're
5 aren't; 're 6 Are; aren't; 're 7 are; aren't
8 Are; aren't; 're

b 3 No, they aren't. They're Egyptian.
4 Yes, they are.
5 No, they aren't. They're American.
6 Yes, they are.
7 No, they aren't.
8 No, they aren't. They're Scottish.

2B *Wh-* and *How* questions with *be*

a 2 Who is he? 3 How old is he? 4 What's your first name? 5 What's your surname? 6 How do you spell it? 7 How old are you? 8 What's your address? 9 What's your postcode? 10 What's your home phone number? 11 What's your mobile number?

3A singular and plural nouns; *a / an*

a 3 chairs 4 a photo 5 an umbrella 6 windows

b 3 What are they? They're watches.
4 What are they? They're dictionaries.
5 What is it? It's a credit card.
6 What is it? It's a camera.
7 What are they? They're mobile phones.
8 What is it? It's a wallet.

3B *this / that / these / those*

2 That 3 these 4 this 5 these 6 these
7 that 8 this 9 This 10 That 11 these

4A possessive adjectives; possessive s

a 2 your 3 his 4 our 5 my 6 their 7 its 8 my

b 2 Sarah's cat 3 Pablo's sister 4 Mr White's room

4B adjectives

a 2 's old 3 's big 4 is long 5 are cheap 6 're slow.

b 2 expensive laptops 3 a new coat 4 a tall man
5 a small table 6 fast cars

5A present simple + and -: *I, you, we, they*

3 have 4 don't read 5 have 6 speak
7 don't live 8 don't like 9 don't like 10 go
11 eat 12 need

5B present simple [?]: *I, you, we, they*

a 2 live 3 work 4 Do, go 5 don't like 6 go
7 Do, read 8 don't read 9 read 10 do, do
11 watch

b 2 Do you live 3 Do you have children?
4 Do they work? 5 Do you speak French?

6A present simple: *he, she, it*

a 3 works 4 doesn't work 5 starts 6 doesn't have
7 speaks 8 has 9 finishes 10 studies
11 doesn't read 12 watches

6B adverbs of frequency

a 2 sometimes 3 never 4 usually 5 always

b 6 always has 7 usually finishes 8 sometimes goes
9 sometimes watches 10 never goes 11 usually has

7A word order in questions: *be* and present simple

a 2 What's your surname?
3 How do you spell it?
4 Do you always take the number 10 bus?
5 Where do you work?
6 Are you a teacher?
7 Do you like your job?
8 What time do you finish work?
9 What do you do at the weekends?
10 Where do you go?
11 What music do you like?

7B imperatives; object pronouns: *me, him*, etc

a 2 it 3 me 4 them 5 her 6 us 7 him 8 you

b 2 Close 3 Phone 4 sit 5 Relax 6 Don't speak
7 Open 8 Don't drink

8A *can / can't*

a 2 can't 3 Can 4 can't 5 can 6 Can

b 2 Can, help 3 can study 4 can't wear 5 Can, swim 6 can watch

8B *like, love, hate* + verb + *-ing*

a 2 loves making 3 like travelling 4 hates waiting
5 loves doing 6 like camping
7 doesn't like swimming 8 hates flying
9 loves reading 10 like playing
11 don't like running 12 loves painting

9A present continuous

a 2 What are you doing? I'm doing my homework.
3 What are they doing? They're having a party.
4 What's he doing? He's studying Spanish.
5 What's she doing? She's relaxing.
6 What are you doing? I'm having a shower.
7 What are they doing? They're playing ice hockey.
8 What are you doing? I'm making lunch.

9B present continuous or present simple?

a 3 go 4 're staying 5 have 6 'm drinking
7 's raining 8 rains 9 do 10 aren't doing
11 wear 12 'm wearing 13 watches
14 's reading 15 listens 16 's listening

10A *there's a... / there are some...*

a 3 There are some pillows. 4 There's a shower.
5 There aren't any lamps. 6 There isn't a bath.
7 There are some towels. 8 There isn't a cupboard.

b 3 Is there a gym? No, there isn't.
4 Is there a gift shop? Yes, there is.
5 Is there a swimming pool? Yes, there is.
6 Are there any lifts? No, there aren't.
7 Is there a garden? Yes, there is.
8 Is there a good view? No there isn't.
9 Are there any toilets? Yes, there are.

10B past simple: *be*

a 2 wasn't 3 was 4 was 5 Were 6 wasn't
7 were 8 was 9 Was 10 wasn't 11 was
12 Was 13 was 14 were 15 was 16 weren't
17 were

11A past simple: regular verbs

a 2 They travelled to Costa Rica.
3 They stayed in a hotel in the jungle.
4 They arrived at the hotel in a small boat.
5 They carried their bags to the hotel.
6 They didn't check their email.
7 They walked in the jungle with a guide.
8 They didn't watch TV.
9 They relaxed on the beach.
10 They enjoyed their holiday very much.

11B past simple irregular verbs: *do, get, go, have*

a 2 went 3 did, do 4 went 5 had 6 did, have
7 had 8 Did, go 9 got 10 got up 11 Did, have
12 didn't have 13 Did, get up 14 didn't do
15 Did, go 16 got

12A past simple: regular and irregular verbs

a 2 left 3 didn't have 4 were 5 saw 6 opened
7 phoned 8 said 9 phoned 10 gave 11 did, do
12 talked 13 told 14 worked 15 did, get
16 bought 17 went 18 was 19 went
20 had 21 sent 22 invited 23 did, go
24 went 25 had

12B present continuous for future

a 2 'm staying 3 are, going 4 Are, going
5 're going 6 are, leaving

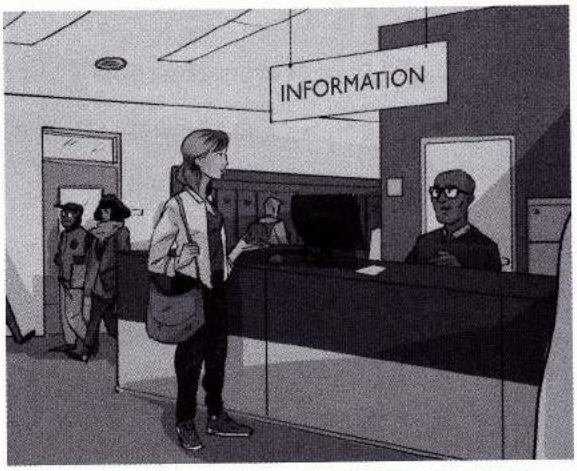
b 1 is / 's, going 2 's going 3 is, visiting
4 is / 's, staying 5 isn't staying 6 is, staying
7 isn't coming

1A GRAMMAR verb *be* (singular): *I* and *you*

a Complete the conversation with *I* or *you*.

Miranda Hi, [1] *I*'m Miranda. Are [2]_____ Monica?
Sally No, [3]_____'m not, [4]_____'m Sally.
Miranda Nice to meet [5]_____!

b Complete the conversation with *am*, *'m*, *are*, or *'re*.



Student Excuse me, [1] *am* I in room 2?
Receptionist What's your name?
Student I [2]_____ Caroline.
Receptionist [3]_____ you Caroline Herzog?
Student No, I [4]_____ not. I [5]_____ Caroline Fuchs.
Receptionist You [6]_____ in room 3.
Student Thank you.

c Complete the conversation.

Charlotte Are [1]_____ Paolo Galli?
Paolo Yes, I [2]_____.
Charlotte Hi, [3]_____'m Charlotte from the Dover School of English.
Paolo Oh, hello!
Charlotte Nice to meet [4]_____.

activation

d Practise the conversations with a partner.

1B GRAMMAR verb *be* (singular): *he, she, it*

a Complete the conversation. Use contractions where possible.

A [1] *Where* 's Michael Fassbender from?
[2]_____ he from the UK?

B No, he [3]_____.

A Is [4]_____ from Germany?

B Yes, he [5]_____.

A Where in Germany?
Is [6]_____ from Berlin?

B No, he [7]_____.
He [8]_____ from Heidelberg.

A [9]_____'s dim sum from?
[10]_____ it from the USA?

B No, [11]_____ isn't.

A [12]_____ it from Japan?

B No, it [13]_____.
It [14]_____ from China.

A [15]_____ sushi from Japan?

B Yes, it [16]_____.

A Where [17]_____ Cate [18]_____?
Is [19]_____ from the United States?

B No, she [20]_____.

A [21]_____ she from Australia?

B Yes, she [22]_____.

A Where in Australia?
[23]_____ she from Sydney?

B No, she [24]_____.
She [25]_____ from Melbourne.

activation

b Practise the conversations with a partner.

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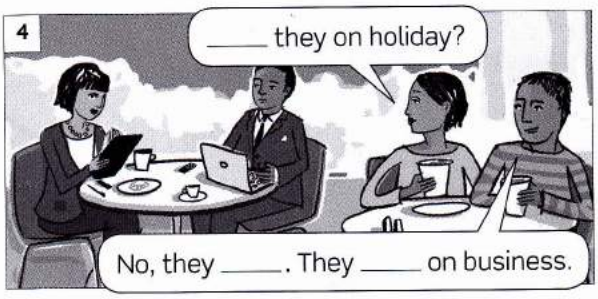
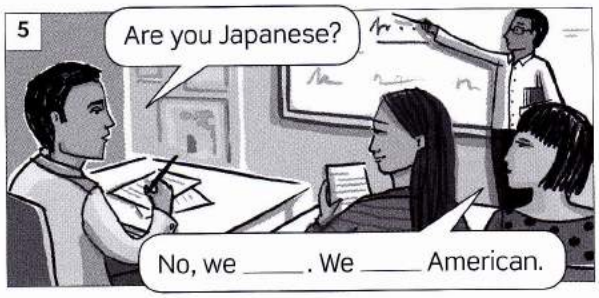
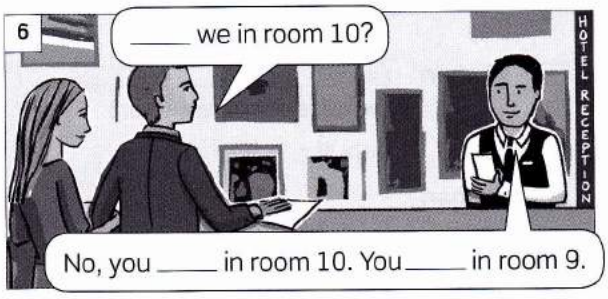
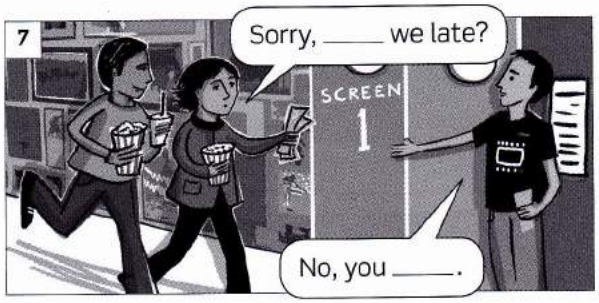
2A GRAMMAR verb *be* (plural): *we, you, they*

a Look at the pictures. Complete the sentences with the correct form of *be*. Use contractions where possible.









b Look at the pictures. Write [+] or [−] short answers. If the answer is [−], write the correct sentence.

1 Are they in Mexico? *No, they aren't. They're in Brazil.*
2 Are the cars Spanish? *Yes, they are.*
3 Are they Turkish? _____
4 Are they on business? _____
5 Are the women Japanese? _____
6 Are they in room 9? _____
7 Are they late? _____
8 Are they English? _____

activation

c Work with a partner. Ask and answer the questions in **b** about the pictures.

2B GRAMMAR *Wh-* and *How* questions with *be*

a Put the words in the correct order to make questions.

1

Gill Hi Anna!

Anna Hello Gill, [1] *how are you* ?
(you how are)

Gill I'm fine, thanks. [2] _____ ?
(he who is)

Anna He's Sammy, my little boy.

Gill [3] _____ ?
(old is how he)

Anna He's one.

Gill He's very nice.

2

Woman [4] _____ ?
(your first what's name)

Boy Henry.

Woman OK. [5] _____ ?
(what's surname your)

Boy Schultz.

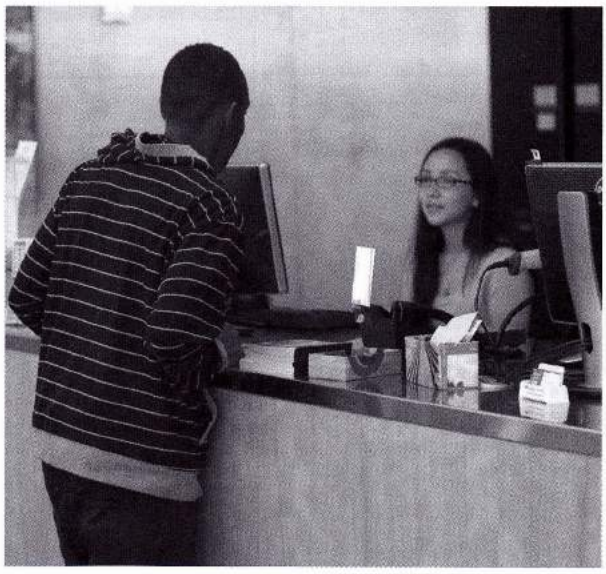
Woman [6] _____ ?
(spell do how it you)

Boy S-C-H-U-L-T-Z.

Woman Oh, yes. [7] _____ ?
(you old are how)

Boy I'm 18.

Woman OK. That's fine.



3

Woman 1 [8] _____ ?
(your address what's)

Woman 2 It's 72 London Road, Liverpool.

Woman 1 [9] _____ ?
(postcode what's your)

Woman 2 It's L2 7BC.

Woman 1 Thank you. [10] _____ ?
(home what's phone your number)

Woman 2 It's 0151 496 0878.

Woman 1 OK. [11] _____ ?
(mobile your number what's)

Woman 2 I don't have a mobile phone.

activation

b Practise the conversations with a partner.

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3A GRAMMAR singular and plural nouns; *a / an*

a Look at the pictures. Complete the answers. Be careful with *a / an*.

1

What is it? It's *a coat*.

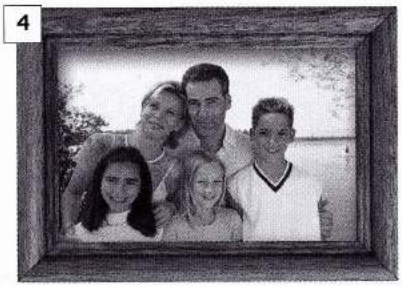
2

What are they? They're *keys*.

3

What are they? They're _____.

4

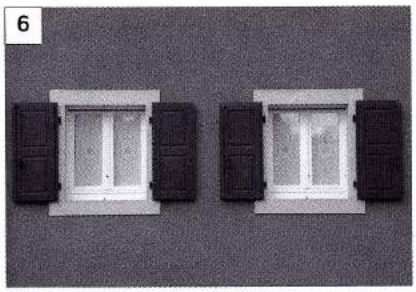


What is it? It's _____.

5

What is it? It's _____.

6



What are they? They're _____.

b Look at the pictures. Write questions and answers.

1

What are they?
They're pens.

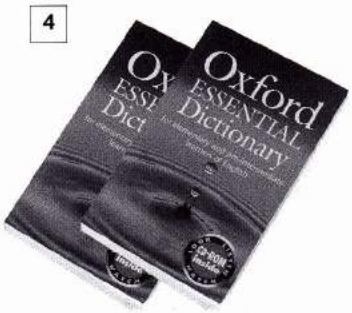
2

What is it?
It's a piece of paper.

3

_____
_____

4



_____
_____

5

_____
_____

6

_____
_____

7

_____
_____

8

_____
_____

activation

c Work with a partner. Practise the questions and answers in **a** and **b**.

3B GRAMMAR *this / that / these / those*

a Complete the conversations. Use *this*, *that*, *these*, or *those*.

1

Man Hey, Sally, is [1] *this* your laptop?

Woman No, it isn't.

Man Where's your laptop?

Woman [2]_____'s my laptop – over there on the table.

Man And the keys? Are [3]_____ your keys?

Woman Yes, they are.

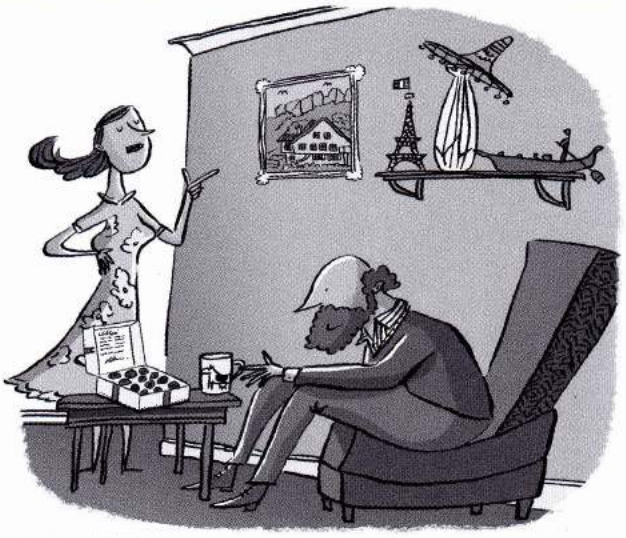
2

Man Is [4]_____ mug from Switzerland?

Woman No, it's from France.

Man And [5]_____ chocolates? Are [6]_____ from Switzerland?

Woman Yes, they are. And [7]_____ picture is from Switzerland, too.



3

Woman Excuse me. Is [8]_____ the bus to Glasgow?

Driver No, ma'am. [9]_____ is the bus to Liverpool.

Woman Oh, no! Where's the bus to Glasgow?

Driver [10]_____'s the bus to Glasgow over there – number 41. Are [11]_____ your bags?

Woman Yes, they are.

Driver Here, let me help you.

activation

b Practise the conversations with a partner.

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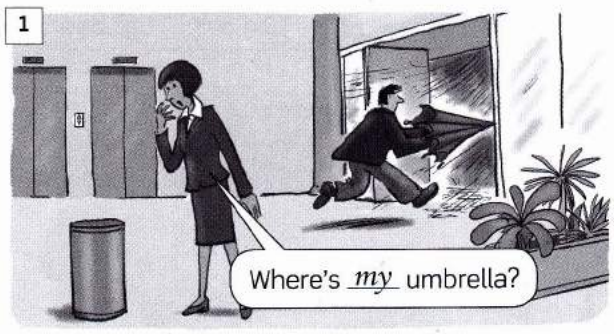
4A GRAMMAR possessive adjectives; possessive 's

a Look at the pictures. Complete the sentences with *my, your, his, her, its, our,* or *their.*

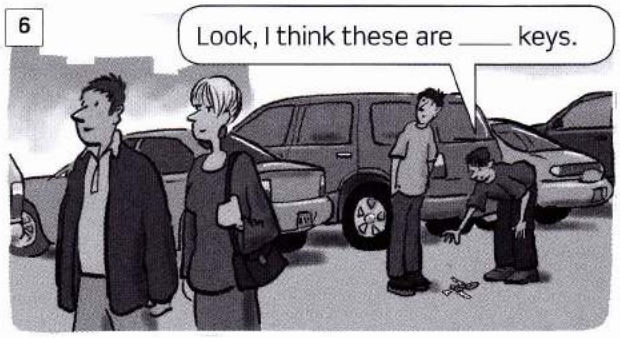
1


2

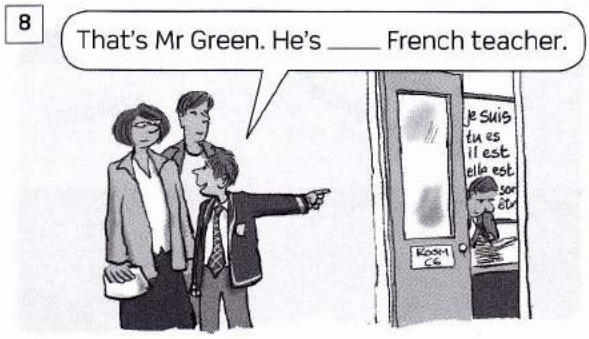
3

4

5

6


7

8


b Complete the sentences with the name and possessive *s*.

1 This is *Amelia's husband*, Nick. (husband / Amelia)
2 Look! It's _____! Over there! (cat / Sarah)
3 Rosa is _____. She's in my class. (sister / Pablo)
4 This is _____. He's the German teacher. (room / Mr White)

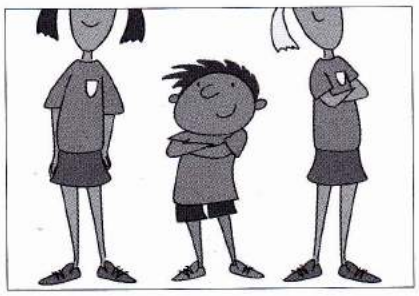
activation

c Work with a partner. Cover the sentences in **a**. Look at the pictures and say the sentences.

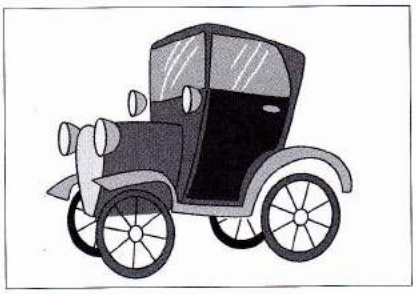
4B GRAMMAR adjectives

a Write sentences for the pictures. Use the correct form of *be* and an adjective from the list.

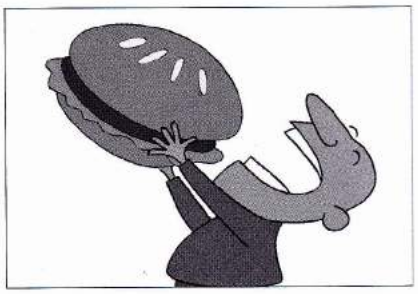
big cheap long old ~~short~~ slow



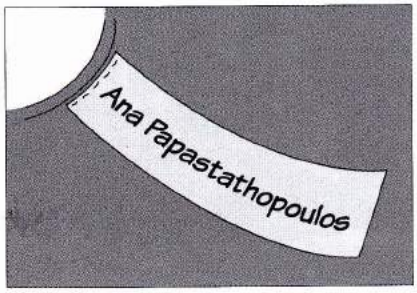
1 He *'s short* .



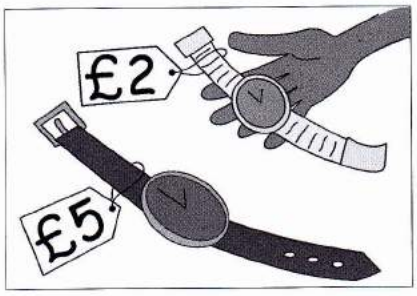
2 It _____.



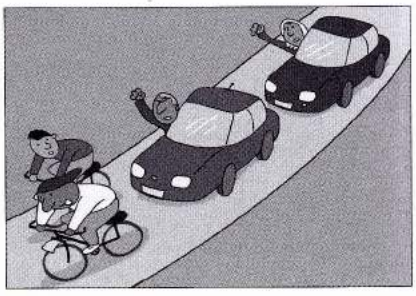
3 It _____.



4 Ana's surname _____.



5 These _____.



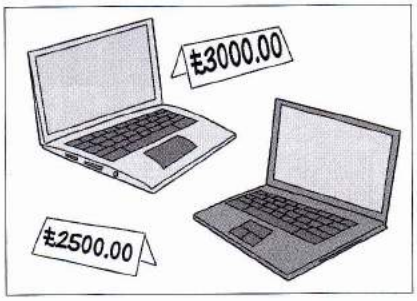
6 They _____.

b Complete the sentences for the pictures. Use an adjective and a noun from the lists.

~~beautiful~~ expensive fast new small tall

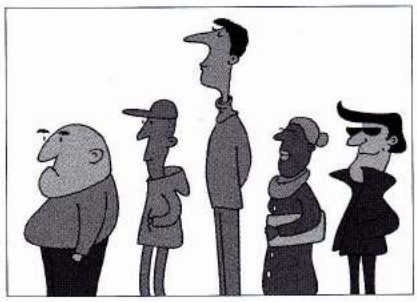
car coat laptop man table ~~woman~~

1 She's *a beautiful woman* .



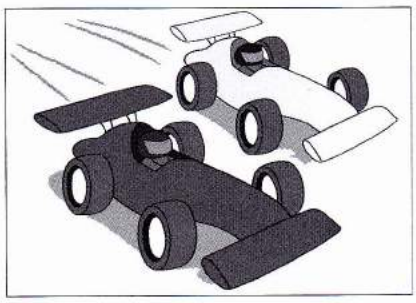
2 They're _____.

3 It's _____.



4 He's _____.

5 It's _____.



6 They're _____.

activation

c **Test your memory.** Cover the sentences. Look at the pictures and say the sentences.

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5A GRAMMAR Present simple [+] and [–]: *I, you, we, they*

a Write a [+] or a [–] sentence for each picture. Use the verbs from the list.

eat go have (x2) ~~not have~~ not like (x2) not live need not read speak ~~watch~~

1

We *watch* TV in the evening.

2

I *don't have* sugar in coffee.

3

We _____ tea for breakfast.

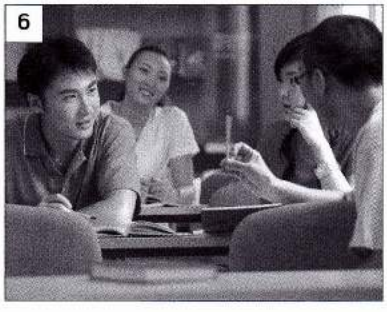
4

I _____ books in the evening. I listen to music.

5

Andy and Jane _____ two children.

6

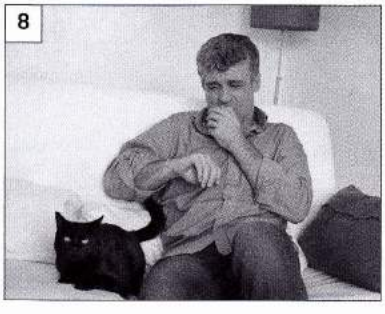


We only _____ English in our class!

7

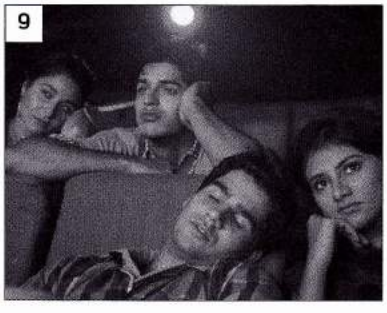
My parents _____ in a flat. They live in a house.

8



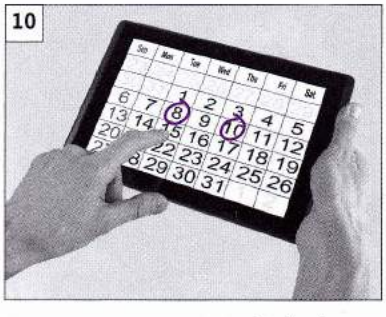
I _____ cats.

9



We _____ this film. It's terrible.

10

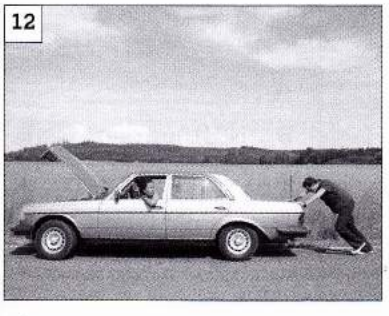


I _____ to English class on Tuesday and Thursday.

11

They _____ fast food at the weekend.

12



They _____ a new car.

activation

b **Test your memory.** Cover the sentences. Look at the pictures and say the sentences.

5B GRAMMAR present simple ?: *I, you, we, they*

a Complete the conversation. Use the words in brackets.

A [1] *Do* you *live* here in Oxford? **(live)**

B Yes, I [2]_____ in Oxford, but I [3]_____ in London. **(live; work)**

A [4]_____ you _____ to work by car?

B No, I [5]_____ driving, I [6]_____ to work by train. **(not like; go)**

A It's a long way! [7]_____ you _____ the newspaper on the train? **(read)**

B I [8]_____ the newspaper, but I [9]_____ the news on my tablet every morning. **(not read; read)**

A And what [10]_____ you_____ on the train after work? **(do)**

B In the afternoons, I just [11]_____ something on my tablet. **(watch)**

b Complete the conversation. Write the questions.

A Good morning Mr Smyth.

B Hello. Nice to meet you.

A [1] *Do you want coffee?*

B Yes, please. Black with no sugar.

A [2]_____ in London?

B No, I don't. I live in Birmingham.

A [3]_____

B Yes, two. A daughter and a son. They're 20 and 22.

A [4]_____

B No, they don't work. They're students.

A [5]_____

B No, not French, but I speak Spanish and Italian.

activation

c Practise the conversations with a partner.

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6A GRAMMAR present simple: *he, she, it*

a Look at the pictures. Write about Mark. Use the verbs (+ or −) in the list.

~~not drink~~ finish have not have ~~live~~ not read speak start study watch work not work

1 He *lives* in a house.
2 He *doesn't drink* coffee in the morning.
3 He _____ in a bank in London.
4 He _____ in an English bank.
5 He _____ work at 8.30.
6 He _____ a big lunch.
7 He _____ French to customers at work.
8 He _____ meetings at work.
9 He _____ work at 5.30.
10 He _____ French after work.
11 He _____ in the evening.
12 He _____ TV in the evening.

activation

b **Test your memory.** Work with a partner. Tell your partner to turn over his / her copy. Ask questions to test your partner's memory.

Does Mark work in a bank? Yes, he does.

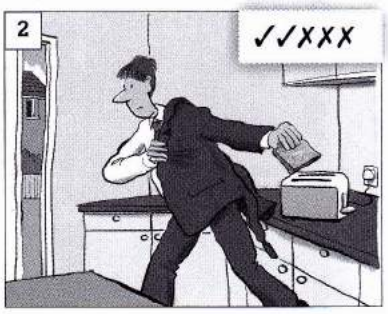
Does he drink coffee in the morning? No, he doesn't.

6B GRAMMAR adverbs of frequency

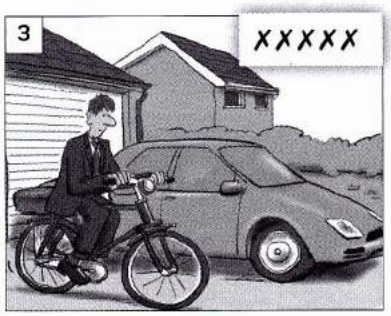
a Complete the sentences with an adverb of frequency (*always, never, usually,* or *sometimes*).

always = ✓✓✓✓✓
usually = ✓✓✓✓✗
sometimes = ✓✓✗✗✗
never = ✗✗✗✗✗

He *always* gets up at 7.30.



He _____ has breakfast.

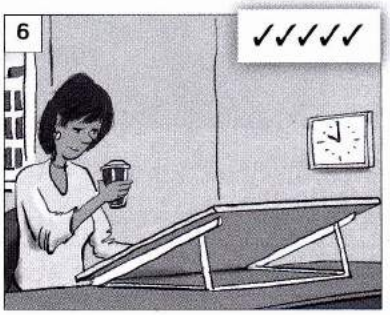


He _____ goes to work by car.

He _____ has a sandwich for lunch.

He _____ does the housework on Sunday.

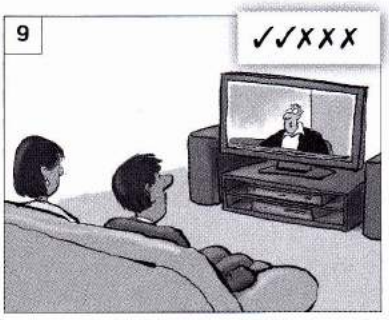
b Complete the sentences with an adverb of frequency and a verb.



She *always has* _____ a coffee at 10.00.

She _____ work late.

She _____ to the supermarket after work.



She _____ TV with her husband.

She _____ to bed before 12.00.

She _____ dinner with her friends on Friday night.

activation

c Cover the sentences. Look at the pictures and say the sentences.

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7A GRAMMAR word order in questions: *be* and present simple

a Put the words in the correct order to make questions.

1

Waiter Good evening. [1] *Do you have a reservation* ?
(have do a reservation you)

Woman Yes, we do.

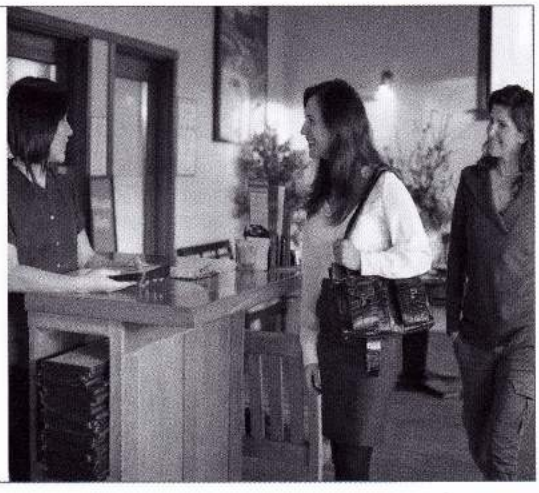
Waiter [2] _____ ?
(your what's surname)

Woman It's Leigh.

Waiter [3] _____ ?
(spell how it you do)

Woman L - E - I - G - H

Waiter Thank you. Your table is by the window. Come with me.



2

Woman [4] _____ the number 10 bus? **(always take do you)**

Man Yes, I do.

Woman [5] _____ ?
(you where work do)

Man I work at the university.

Woman [6] _____ ?
(teacher you are a)

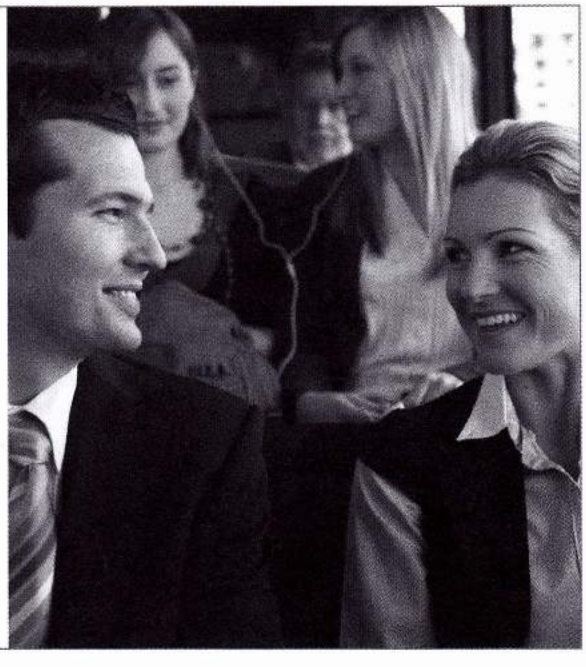
Man Yes, I am.

Woman [7] _____ ?
(like your do job you)

Man Yes, I do. It's great.

Woman [8] _____ ?
(work you what time do finish)

Man I usually finish at five o'clock.



3

Boy [9] _____ ?
(do do weekends what the you at)

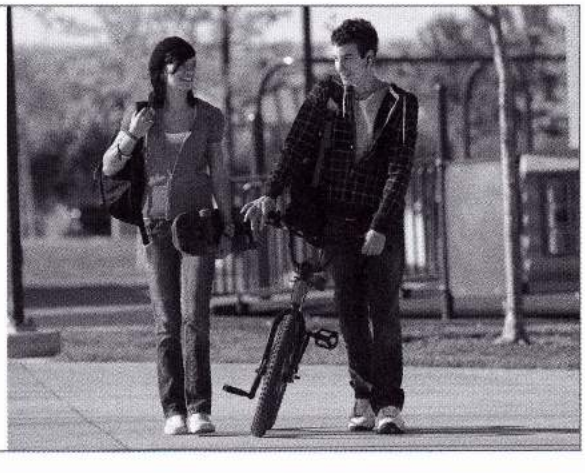
Girl I usually meet my friends.

Boy [10] _____ ?
(you do go where)

Girl To a bar or a disco.

Boy [11] _____ ?
(like music what you do)

Girl I like hip hop and R&B.



activation

b Practise the dialogues with a partner.

7B GRAMMAR imperatives; object pronouns: *me*, *him*, etc.

a Complete the sentences with a pronoun. Write it in the **PRONOUN** column.

	PRONOUN
1 I love cats. Do you like [redacted]?	*them*
2 This exercise is difficult. I can't do [redacted].	_____
3 I always phone my brother but he never phones [redacted].	_____
4 Where are the car keys? I can't find [redacted].	_____
5 Paula is a very good friend. I see [redacted] every weekend.	_____
6 We have a meeting with the manager. He wants to speak to [redacted].	_____
7 Jack goes to your school. Do you know [redacted]?	_____
8 You love me but I don't love [redacted]!	_____

b Complete the sentences with a [+] or [−] imperative of a verb from the list. Write it in the **IMPERATIVE** column.

close drink open phone relax sit speak ~~walk~~

	IMPERATIVE
1 [redacted] in the park at night!	*Don't walk*
2 It's very cold in here. [redacted] the window, please!	_____
3 [redacted] me when you arrive in Paris.	_____
4 Come in and [redacted] down.	_____
5 [redacted]! You're on holiday.	_____
6 [redacted] in Italian! This is an English class.	_____
7 [redacted] your books, please, and go to page 22.	_____
8 [redacted] coffee now! It's 10.00 pm.	_____

activation

c **Test your memory**. Cover the PRONOUN and IMPERATIVE columns. Say the sentences with the missing words.

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8A GRAMMAR *can / can't*

a Complete the sentences with *can* or *can't*.

1

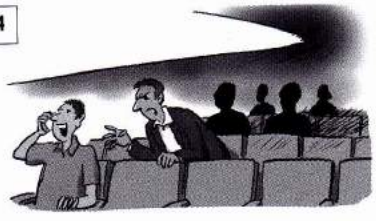
You _*can*_ leave your bags over there.

2

I'm sorry. We _____ come to dinner tonight.

3

_____ you open the window, please?

4


You _____ use your mobile phone here.

5

We _____ go to the beach. It's a beautiful day.

6

_____ I help you?

b Complete the sentences with *can* or *can't* and a verb from the list.

help ~~park~~ study swim watch wear

1

You _*can't park*_ here!

2

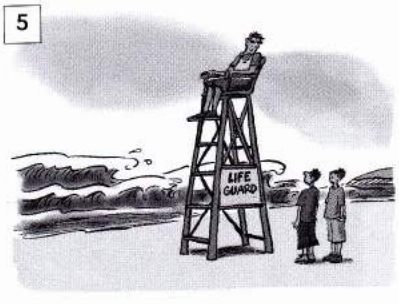
_____ you _____ me with my homework?

3

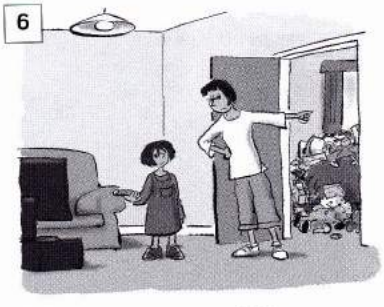
Look! We _____ French here in the evening.

4

I'm sorry, but you _____ that hat in the classroom.

5


_____ we _____ here today?

6


Tidy your room and then you _____ TV.

activation

c **Test your memory.** Cover the sentences. Look at the pictures and say the sentences.

8B GRAMMAR *like, love, hate* + verb + *-ing*

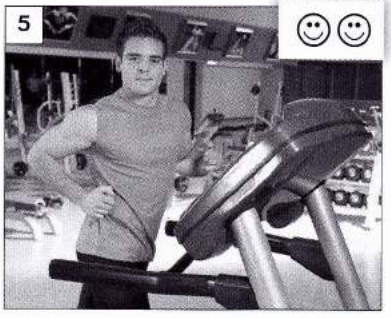
a Write sentences with the correct form of *like* ☺, *love* ☺☺, *don't like* ☹, or *hate* ☹☹ and the activity.

He *doesn't like cycling*.

She _____ cakes.

They _____.

She _____ for the bus.

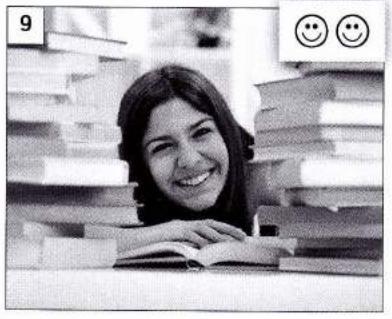


He _____ exercise.

They _____.

She _____.

He _____.



She _____ books in English.

They _____ computer games.

They _____.

She _____ her nails.

activation

b **Test your memory.** Cover the sentences. Look at the pictures and say the sentences.

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9A GRAMMAR present continuous

a Look at the pictures. Write questions and answers with the present continuous.

1

(they / do?)
What are they doing?
(they / watch / football match)
They're watching football.

2

(you / do?)
_____
(I / do / my homework)
_____

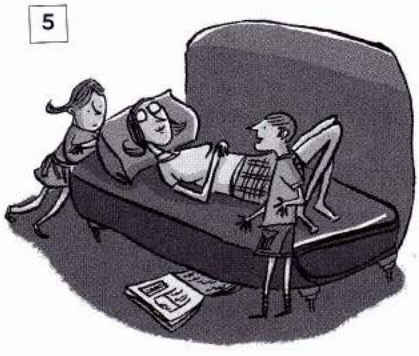
3

(they / do?)
_____
(they / have / a party)
_____

4

(he / do?)
_____
(he / study / Spanish)
_____

5



(she / do?)
_____
(she / relax)
_____

6

(you / do?)
_____
(I / have / a shower)
_____

7

(they / do?)
_____
(they / play / ice hockey)
_____

8

(you / do?)
_____
(I / make / lunch)
_____

activation

b **Test your memory.** Cover the sentences. Look at the pictures and say the questions and answers.

9B GRAMMAR present continuous or present simple?

a Write the verb in the present continuous or the present simple in the VERB column. Use contractions where possible.

		VERB
1	My dad usually (go) to work by bus.	*goes*
2	Today he (drive)	*'s driving*
3	We usually (go) camping on holidays.	_____
4	Now we (stay) in a fantastic hotel.	_____
5	I usually (have) coffee for breakfast.	_____
6	Today I (drink) tea.	_____
7	Oh no! It (rain) now and we don't have an umbrella.	_____
8	It usually (rain) all September in Scotland.	_____
9	The children usually (do) their homework in the evening.	_____
10	They (not do) their homework this evening, because they're on holiday.	_____
11	I usually (wear) jeans and a T-shirt at the weekend.	_____
12	I (wear) my new skirt and blouse today for the party.	_____
13	My mum usually (watch) TV after dinner.	_____
14	She (read) a book tonight.	_____
15	Gary always (listen) to classical music.	_____
16	Today he (listen) to pop music.	_____

activation

b **Test your memory.** Cover the VERB column. Say the sentences with the correct form.

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10A GRAMMAR *there's a... / there are some...*

a Write [+] and [−] sentences about the hotel room.
Use *There's / There isn't a* or *There are some... / There aren't any....*

1 TV *There isn't a TV.*
2 chairs *There are some chairs.*
3 pillows _____.
4 shower _____.
5 lamps _____.
6 bath _____.
7 towels _____.
8 cupboard _____.

b Write questions with *Is there a...? / Are there any...?* Then write short answers.

1 restaurants? *Are there any restaurants?* *Yes, there are.*
2 car park? *Is there a car park?* *No, there isn't.*
3 gym? _____? _____.
4 gift shop? _____? _____.
5 swimming pool? _____? _____.
6 lifts? _____? _____.
7 garden? _____? _____.
8 good view? _____? _____.
9 toilets? _____? _____.

activation

c **Test your memory.** Cover the sentences. Look at the picture and say what there is and isn't in the room and the hotel.

10B GRAMMAR past simple: *be*

a Complete the conversations with *was*, *wasn't*, *were*, or *weren't*.

1

A I think he [1] *was* a gym teacher before he was famous.

B No, he [2] _____.

A OK, what [3] _____ he?

B He [4] _____ a waiter in a fast food restaurant.

2

A [5] _____ you at a club last night?

B No, I [6] _____.

A Where [7] _____ you?

B I [8] _____ at Jane's house.

3

A [9] _____ your mother an actress too?

B No, she [10] _____. She [11] _____ a nurse.

A [12] _____ she tall?

B Yes, she [13] _____ very tall and beautiful.

4

A Why [14] _____ you late last night?

B I [15] _____ at the gym.

A No, you [16] _____. You [17] _____ with Annabelle! This is a message from her on your mobile!

activation

b Practise the conversations with a partner.

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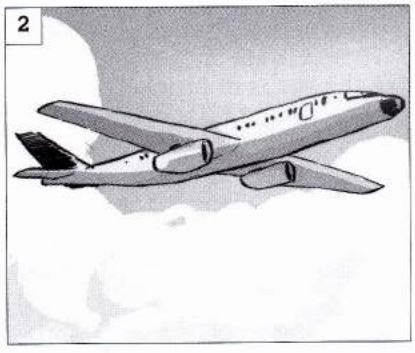
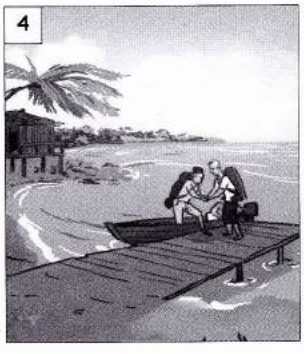
11A GRAMMAR past simple: regular verbs

want a holiday



travel to Costa Rica

stay in a hotel in the jungle

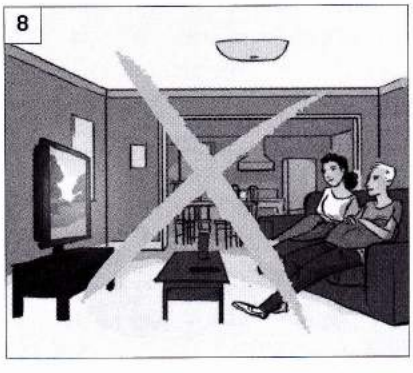


arrive at the hotel in a small boat

carry their bags to the hotel

not check their email

walk in the jungle with a guide



not watch TV

relax on the beach

enjoy their holiday very much

a Look at the pictures about Adele and Tom's holiday. Write sentences in the past simple.

1 *Adele and Tom wanted a holiday.*
2 *They* _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____ *in the evening.*
9 _____ *every day.*
10 _____

activation

b **Test your memory.** Cover the sentences and look at the pictures. Tell the story with a partner.

11B GRAMMAR past simple irregular verbs: *do, get, go, have*

a Complete the conversations. Use the verbs in brackets in the past simple.

1

A Good morning, Jenny. [1] *Did* you *have* a good weekend? (have)

B Yes, I did. We [2]_____ to a concert on Saturday night. (go)
What [3]_____ you _____ at the weekend? (do)

A On Sunday afternoon, we [4]_____ to a football match with Beth and Dan. (go)
Then we [5]_____ dinner at their house. (have)

B What [6]_____ you _____ for dinner? (have)

A We [7]_____ Italian food. (have) It was great!

B [8]_____ you _____ to bed late? (go)

A Yes, I did. We only [9]_____ home at midnight, and then I [10]_____ at six this morning. (get; get up).

2

A Hi, darling. [11]_____ you _____ a good day? (have)

B No, I [12]_____ a good day. (not have) It was terrible!

A Why? [13]_____ the boys _____ late again? (get up)

B Yes, very late. And they [14]_____ their homework last night. (not do)

A [15]_____ you _____ to the office this morning? (go)

B Yes, but I was late, too. I [16]_____ an email from my boss about it. (get) He was angry.

A Don't worry. Tomorrow is Saturday and you can relax.

activation

b Practise the conversations on this page in pairs.

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12A GRAMMAR past simple: regular and irregular verbs

a Complete the conversation. Use the past simple of the verbs in brackets.

A How [1] *did* you *meet* (meet) your wife?

B It's a long story. Two years ago I [2]_____ (leave) my wallet on the train. It [3]_____ (not have) any money in it, but my credit cards [4]_____ (be) in it.

A Oh no! That's terrible.

B Yes, but a woman on the train [5]_____ (see) the wallet and [6]_____ (open) it. The name of the bank was on the credit cards. She [7]_____ (phone) the bank and [8]_____ (say) that she had my wallet. Then the bank [9]_____ (phone) me and [10]_____ (give) me her number.

A What [11]_____ you _____ (do) then?

B I [12]_____ (talk) to the woman on the phone. She [13]_____ (tell) me that she [14]_____ (work) in an office in the city centre.

A How [15]_____ you _____ (get) the wallet from her?

B The next day I [16]_____ (buy) some chocolates and flowers and I [17]_____ (go) to her office. She [18]_____ (be) really nice so we [19]_____ (go) for a coffee. We [20]_____ (have) a good time.

A That's great! Then what happened?

B The next day I [21]_____ (send) her an email and I [22]_____ (invite) her out to dinner.

A Where [23]_____ you _____ (go)?

B We [24]_____ (go) to a romantic restaurant on the beach and [25]_____ (have) a great evening.

A And then?

B Well, she's now my wife!

activation

b Practise the conversation with a partner. Then cover the conversation and look at the pictues. Tell the story.

Two years ago the man left his wallet on the train...

12B GRAMMAR present continuous for future

a Complete the conversations. Use the correct form of the present continuous (verb + *-ing*) and the verbs in brackets.

1

A What [1] *are* you *doing* next weekend? (do)

B I [2]_____ with my brother in Bristol. (stay)

A Who [3]_____ you _____ with? (go)

B With my friend Laura.

A [4]_____ you _____ by train? (go)

B No, we're not. We [5]_____ by car. (go)

A When [6]_____ you _____? (leave)

B Probably on Friday night.

A Well, have a good weekend!

B Thanks. You too.

2

A Where [1]_____ Jane _____ on holiday this summer? (go)

B She [2]_____ to South America. (go)

A Wow! That sounds great. What countries [3]_____ she_____? (visit)

B Argentina first and then Chile and Brazil.

A Where [4]_____ she _____? (stay)

B She [5]_____ (not stay) in hotels because they're very expensive. Probably in cheap hostels!

A How long [6]_____ she _____? (stay)

B Three weeks. She [7]_____ home until the end of July. (not come)

activation

b Practise the conversations with a partner.

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Communicative activity instructions

Tips for using Communicative activities

We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one copy per pair instead of per student.

When Sts are working in pairs, if possible, get them to sit face-to-face. This will encourage them to really talk to each other and also means that they can't see each other's worksheet.

If your class doesn't divide into pairs or groups, get two Sts to share one role, or get one student to monitor, help, and correct.

Extra idea

- If some Sts finish early, they can swap roles and do the activity again, or you could get them to write some of the sentences from the activity.

1A Are you...?

A mingle activity

Each student has to find two famous partners. Copy and cut up one sheet per 20 Sts.

Language

Excuse me, are you...?	*Yes, I am. / No, I'm not. Sorry!*
Hi / Hello. I'm...	*Nice to meet you.*

- Give each student one card. If you have more than 20 Sts, copy the sheet twice and have some characters repeated. For smaller groups, tell them that they might only find ONE of the two famous people.
- Tell Sts they are the first famous person on their card. They must find the other two famous people and then introduce themselves.
- Write the sentences from **Language** on the board or show them on screen if using iTools. Practise the questions and the two possible responses. Demonstrate the activity with one of the better students and make sure all Sts are clear about what they have to do. Tell Sts not to worry too much about pronouncing the names correctly.
- Tell Sts to stand up and begin the activity.
- As some Sts might find their two people very quickly, you could set a time limit, e.g. five minutes. In a smaller class, you could give out unused cards to Sts who finish early.

Extra idea

- Put on some lively music in the background while Sts do the activity.

1B Where are they from?

A pairwork activity

Sts ask each other where famous people are from.

Copy one sheet per pair.

Language

Where's she from?	*She's from Mexico.*	
Where's he from?	*He's from Italy.*	*I don't know.*

- Quickly revise countries in **Vocabulary Bank** ***Countries and nationalities***, *p.117*.
- Put Sts in pairs and give each pair a copy of the worksheet.
- Write the sentences from **Language** on the board or show them on screen if using iTools. Revise the questions and answers. Check that Sts remember how to say *I don't know*.
- Focus on photo 1 and ask the question *Where's she from?* Elicit answers from the class and and establish that the right answer is *She's from Mexico*.
- Sts work in pairs, taking turns pointing at one of the photos and asking where the person is from.
- When Sts have finished, check answers with the class, telling them the people's nationalities if they don't know or couldn't guess them.

1 Salma Hayek (actress) is from Mexico.
2 Mesut Özil (football player) is from Germany.
3 Ken Watanabe (actor) is from Japan.
4 Roger Federer (tennis player) is from Switzerland.
5 Vanessa Paradis (singer and actress) is from France.
6 Dariusz Michalczewski (boxer) is from Poland.
7 Fernando Alonso (F1 driver) is from Spain.
8 Anna Netrebko (opera singer) is from Russia.
9 Donatella Versace (fashion designer) is from Italy.
10 Kate Winslet (actress) is from England.
11 Orhan Pamuk (writer) is from Turkey.
12 Paolo Coelho (writer) is from Brazil.

Extra support

- To help the Sts if you think they don't know the famous people, write the countries they are from on the board, but not in the order they are in the worksheet.

PE1 Who are you?

A mingle activity

Sts take on a new identity and practise asking for personal information and spelling names. Copy enough sheets for each student to have one card. Prepare a card for yourself to use as an example.

Language

Good morning / afternoon / evening.	
What's your first name?	*Marisol.*
How do you spell it?	*M-A-R-I-S-O-L.*
What's your surname?	
Where are you from?	*I'm from* (Rennes) *in* (France).

- Tell Sts that they are going to temporarily change their identity. Give out one card to each student.

- Write the sentences from **Language** on the board or show them on screen if using iTools. Model and drill pronunciation.
- Demonstrate the activity by using a card that you have created for yourself, with a different identity. Get Sts to ask you the questions and then answer them with the information on your card. Choose a name that Sts will have to ask how to spell in order to make spelling part of the task.
- Tell Sts that they are going to walk around the room and meet some 'new' people. When they meet someone, they ask for their first and last names and where they are from. They should ask people to spell their names and the towns they are from, and should write down the information. Give them a target number of people they should meet, e.g. four or five, or set a time limit, e.g. ten minutes.
- When you are sure Sts understand what they have to do, get Sts to stand up and talk to each other.
- To follow up, ask a few Sts about one of the the new people they met, e.g. *What's his name? How do you spell his surname? Where is he from?*

2A Match the sentences

A pairwork activity

Sts work in pairs to match questions and answers. Copy one worksheet per pair and cut into **A** and **B**.

Language

Are you from Spain?	*No, we're Italian.*
Is Anna Russian?	*Yes, she's from Moscow.*

- Write the sentences from **Language** on the board in the following way, or show them on screen if using iTools:

1 *Are you from Spain?*	a *Yes, she's from Moscow.*
2 *Is Anna Russian?*	b *No, we're Italian.*

- Elicit from the class which sentence goes with which and draw a line between them (1b, 2a).
- Put Sts into pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets.
- Ask one pair to demonstrate the activity. Student **A** reads the first sentence (*Excuse me. Are you James?*). Student **B** reads the correct response (*No, I'm not. I'm Jason*). Ask Student **A** if the response is OK.
- Sts work in pairs. **A** asks his / her questions first and then they swap roles. Monitor and ensure that Sts are not looking at each other's cards.
- When Sts have finished, check answers.

1 Excuse me. Are you James?	i No, I'm not. I'm Jason.
2 Where are Alice and Umberto from?	j They're Swiss.
3 Are you here on holiday?	f Yes, we are.
4 Is Nike English?	g No, it isn't. It's American.
5 Are they Mexican?	h No, they aren't. They're Spanish.
6 Are we late?	e No, you aren't.
7 Where are you from?	c I'm from Egypt.
8 Is Caroline French?	d Yes, she's from Paris.
9 Where are you from in Germany?	a We're from Berlin.
10 Is Kyoto in China?	b No, it's in Japan.

Extra idea

- If some Sts finish early they can swap cards with their partner and repeat the activity.

2B Remember the sentences

A pairwork activity

Sts match and then memorize sentences. Copy one sheet per student or per pair.

Language

Hi Lola. This is Paul.	*Nice to meet you.*
How old is Karin?	*She's 38.*

- Write the sentences from **Language** on the board in the following way, or show them on screen if using iTools:

1 *Hi Lola. This is Paul.*	a *She's 38.*
2 *How old is Karin?*	b *Nice to meet you.*

- Cover the responses a and b, and elicit from Sts a possible response to 1 and 2. Then uncover the answers and elicit from the class which response goes with each sentence, and draw a line between them (1b, 2a).
- Put Sts in pairs and give out the sheets. Tell Sts to match sentences 3-14 to answers c-n. Give a time limit e.g. five minutes, then check the answers.

3 What's your phone number?	k It's 123 4488.
4 Nice to meet you.	n Nice to meet you, too.
5 Is she married?	a No, she's single.
6 How are you?	j Fine thanks.
7 See you tomorrow.	m Bye!
8 What's your name?	b My name's Karl.
9 Have a nice day!	f Thanks.
10 Where are you from?	i I'm from Italy.
11 When's your English class?	d On Monday and Friday.
12 Hello!	h Hi!
13 My name's Maribel, not Maria.	l Sorry.
14 What day is it today?	c It's Thursday.

- Tell Sts they now have to memorize as many answers as they can. Give them one or two minutes for this.
- When the time is up, get Sts to fold the sheet on the dotted line, so that responses c-n are not visible.
- Tell Sts they will now have to remember the original responses to 3-14 and write these in the middle column. Demonstrate by asking the class to remember number 3 (*It's 123 4488.*).
- Set a time limit, then get Sts to compare their answers with their partner before they unfold their paper to see how many they remembered correctly.

Extra challenge

- Ask Student B to turn the sheet face down. Student A says one of the sentences, at random, from 1-14 and Student B then says the response from memory.

3A The same or different?

A pairwork activity

Sts find similarities and differences between two pictures. Copy one sheet per pair **A** and **B**.

Language

A *I have one watch in my picture. The same or different?*
B *Different. I have two. I have three pencils in my picture.*
A *The same. I have three pencils, too.*

- Quickly revise the vocabulary on page 119 of the Student's Book.
- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets.
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Elicit the meaning of *too*.
- Demonstrate the activity by taking the part of Student **A**. Say *I have one watch in my bag*. Ask a Student **B** *The same or different?* Elicit the response *Different. I have two watches*. Tell Sts to write *D* (different) in the box next to the watches.
- Now take the part of Student **B**. Say *I have three pencils in my picture*. Elicit the response from a Student **A** *The same. I have three pencils, too*.
- Sts work in pairs. Tell them to take turns telling each other what they have in their pictures. When the pairs finish, get them to look at each other's pictures to check their answers.

3B *What's this? What's that?*

A pairwork or small group activity

Sts play a game making sentences with *this, that, these, those*. Copy one worksheet for each pair or small group.

There are three game options, both cut and non-cut versions. Each game can be played in pairs or in small groups of three or four Sts.

Language

What's this? / What's that?	*It's a mobile phone.*
What are these? / What are those?	*They're pencils.*

- Write the sentences from **Language** on the board, or show them on screen if using iTools, and revise the use of the words *this, that, these,* and *those*.

Game 1: Win a card

- Cut up the worksheet and make one set of cards for each pair or group. Give each pair or group a set of picture cards. Tell Sts to spread out the picture cards face up on their desk.
- Demonstrate the activity by going to one group and picking up a card with a *this* item. Elicit from Sts the question *What's this?* then say, e.g., *It's a tablet*. Then point to a card which has a pointing finger on it but leave it on the table and elicit the question *What's that* and say, e.g. *It's an umbrella*. Explain to Sts that they will have to leave cards with a pointing finger on the table and use *that / those*, and they will have to pick up cards without the finger and use *this / these*.
- Sts play in pairs or groups. They take turns choosing a picture and saying a sentence. If a student says a correct sentence, he/she can keep the picture card. The student with the most cards at the end of the game wins.

Game 2: Win a picture

- **Non-cut alternative:** Leave the picture cards as one sheet. Sts take turns choosing a picture. For *this / these*, they touch the picture and say the sentence. For *that / those*, they point to the picture without touching it. When they 'win' a picture, they write their initials on it. The student with most pictures initialled wins the game.

PE2 Can I have an orange juice, please?

A roleplay activity

Sts roleplay ordering food in groups of three. Copy one sheet per group and cut up the menu and role cards.

Language

Can I have a cheese sandwich?	*Here you are.*
How much is that?	*It's £4.15*
Anything else?	*No, thanks. / Yes, please, a Diet Coke.*

- Revise prices by writing a few prices on the board, e.g., *£5.65, $11.25, €0.50* and calling on volunteers to say the prices (*five pounds sixty-five, eleven dollars and twenty-five cents, fifty cents*).
- Explain to Sts that they are going to roleplay ordering food and taking orders in a pub. Elicit the phrases in **Language** and then write the sentences on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Put the Sts in groups of three and give them a menu to share. Make one student the barman and give him / her the role card. Give the other two Sts the customer card to share. Give Sts a few minutes to read their roles.
- Waiters should let the customers read the menu before taking their order. They need a piece of paper to take down the orders and later to tell them how much it is.
- When the customers have read the menu, tell waiters to take orders and calculate how much it is.
- You could ask a group or groups to 'perform' in front of the others.

4A Happy families

A group card game

Sts play a card game and try to collect all the members of the same family. Cut up a set of cards for each group of four Sts.

Language

Can I have Tom's sister, please.	*No, sorry. / Here you are.*

- Tell Sts they are going to play a family card game. (The game is similar to the game English speakers know as '*Happy Families*'.) If Sts have a similar game in their countries, you might want to refer to this.
- In the game, there are five sets of cards. Write on the board *Mario's family, Monica's family, Ray's family, Charlie's family, Amy's family*. Model and drill pronunciation.
- Put Sts in groups of four or five and give each group a pack of cards. One student shuffles and deals the cards face down. In groups of four, each student should have five cards.
- Sts look at their cards. Explain that on each card they see the name of the family at the the top. The pictures at the bottom show them the four cards in the family. The large picture is the card they have. The three small pictures show them the cards they have to collect to complete the group. The winner is the first person to collect all four cards in a set.

- To collect cards, Sts ask each other for the cards they don't have. They can ask any student in the group for a card. If a student (S1) has a card from Mario's family with the word *SISTER* in capital letters, the student needs the other three Mario cards. So the student might ask another student (S2) *Can I have Mario's brother, please.* If S2 has the card he / she **must** give it to S1, saying *Here you are.* Then S1 can continue and ask the same (or a different) player for another card, etc. But if the player who is asked doesn't have the card he / she says *No, sorry,* then it is his / her turn to ask.
- The turn then goes to the next student on the left. Sts play until one student has collected all four cards from one family.
- Note that a student must have at least one card from a family in his / her hand in order to ask for the others. A common strategy in the game is for Sts to listen carefully and remember which cards the other Sts are asking for. This lets them know what cards other Sts have in their hands.

4B What is it?

A pairwork activity

Sts use adjectives to identify objects. Copy one sheet per pair and cut into **A** and **B**.

Language

It's expensive. *It's a watch.*
It's number three. *It's an expensive watch.*

- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Revise adjectives by saying an adjective and getting Sts to say the opposite, e.g. *slow – fast.* (See **Vocabulary Bank *Adjectives*, p.121.**)
- Put Sts into pairs, **A** and **B**, ideally face-to-face, and give out the sheets.
- Demonstrate the activity by taking the part of Student **A**. Say to a Student **B** *It's expensive.* Elicit the response *It's number three.* Point out that Sts can also respond by naming the object e.g *the car.* Now get a Student **B** to choose a picture on his sheet (e.g. *the computer*) and say *It's slow.* You then say *Number 8* or *It's a computer.*
- Sts take turns saying sentences *It's* + adjectives. Their partner says the number of the picture or names the object. Make it clear that Sts should choose random pictures. They should not do them in order.

Extra idea

- When Sts finish, they could take turns saying sentences with the adjective and noun together, e.g., A (points at a picture) *What's number 3?* or *What is it?* **B** *It's an expensive watch.*

1 It's fast. / It's a fast car.
2 It's tall. / It's a tall tree.
3 It's expensive. / It's an expensive watch.
4 It's small. / It's a small key.
5 It's old. / It's an old umbrella.
6 It's big. / It's a big house.
7 It's long. / It's a long name.
8 It's slow. / It's a slow computer.
9 It's new. / It's a new coat.
10 It's cheap. / It's a cheap car.
11 It's easy. / It's an easy number.
12 It's ugly. / It's an ugly picture.

5A Talk about food

A pairwork activity

Sts answer questions about their tastes and habits in relation to food and drink. Copy one sheet per student.

Language

I have orange juice for breakfast. What about you?
Me, too.
I don't have orange juice. I have milk.

- Quickly revise the vocabulary in **Vocabulary Bank *Food and drink*, p.122.**
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Give out the sheets and tell Sts to look at the pictures of the food / drink and make sure they know the words. Ask them to put a tick next to the sentence if the information is true for them or a cross if it is false. Remind Sts of the meaning of a lot of and elicit the meaning of *every day.*
- Now put Sts in pairs and tell them they are going to tell each other about their sentences.
- Demonstrate the activity. Focus on the first sentence on the board / screen (*I have orange juice for breakfast*) and tick it. Say *I have orange juice for breakfast* and then ask *What about you?* Elicit the two possible answers in **Language**.
- Sts now take turns telling each other their sentences and asking their partners *What about you?.*
- Get feedback by asking a few Sts to report the things they have in common: *We like chocolate. Our favourite food is pasta.*

5B Do you...?

A group speaking activity

Sts ask and answer questions. Copy one sheet per group of three or four Sts and cut into cards.

Language

Do you...? *Yes, I do. / No, I don't.*
Sorry. Can you repeat that, please?

- Revise *Do you...?* questions by asking individual Sts and getting them to give you short answers, e.g., *Do you drink tea in the morning? Do you like rock music?* Say some questions very quietly to elicit *Excuse me. Can you repeat that, please?*
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Put Sts in groups of three or four and give each group a set of cards.
- Demonstrate by getting a student to pick a card and ask you the question. Answer the question.
- Sts work in their groups. Sts take turns to pick a card and ask the others in the group to answer. Monitor and make sure each student participates equally.

Non-cut alternative

- Sts could do this activity in pairs. Copy one sheet per student and have the Sts fold the sheet in half. A and B take turns asking the questions. A is asking the questions in the first column, and B the questions in the second column.

Extra challenge

- With a good class you could encourage Sts to say a little more when they answer a question and to react to their partner's answer, e.g. A:*Do you like cats?* B: *Yes, I do. I have two cats* Q:*What are their names?*

PE3 Time bingo

A group card game

Sts revise the time with bingo cards. Copy and cut up one card per pair or per student.

Language
(It's) twenty past three, a quarter to six, eleven o'clock.

- Draw a clock on the board and quickly revise the time.
- Put Sts in pairs and give each pair a bingo card.
- Rehearse the shout, *Bingo!*
- Explain you are going to dictate times, and if the time is on their card, they must cross it out (ask Sts to cross out in PENCIL so the card can be used again).
- Start calling out times, repeating them once. Keep a note of all the times you call out.
- When a pair has crossed out ALL the times on their card they call out *Bingo!*
- Ask Sts to read back the times and check they are correct.
- Play again, giving pairs different cards or getting Sts to rub out and swap cards with another pair. Call out the times in a different order.

Times to dictate: 4.15 3.20 6.25 7.50 5.25 7.30 5.45 10.55 9.35 2.50 11.10 1.05 12.10 8.40

6A What do they do? Where do they work?

A pairwork information gap activity

Sts ask each other about people's jobs and places of work.Copy one sheet per pair and cut into **A** and **B**.

Language

What does Kate do?	*She is a nurse.*
Where does she work?	*She works in a children's hospital.*

- Put Sts into pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets.
- Explain that their sheet has missing information which their partner has.
- Focus on the question prompts on the left (*What | do?*) and elicit the first question for Kate, *What does Kate do?*
- Elicit from Sts **A** the answer (*She's a nurse*) and tell the **B**s to write *a nurse* in the space.
- Elicit from Sts **A** the question, *Where does Kate work?* Elicit the answer from **B**s (*She works in a school*) and tell the **A**s to write *in a hospital* in the space.
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation. Now ask Sts how they would ask the questions for George (*What does George do? Where does he work? etc.*).
- Sts ask and answer questions. Monitor and check that they are spelling and pronouncing the words correctly.
- When Sts have finished, tell them to turn over the sheets and ask quick questions round the class to see if they remember people's jobs and places of work.

6B What do you usually do?

A pairwork activity

Sts tell a partner about things they *always*, *usually*, *sometimes*, or *never* do. Copy one worksheet for each pair and cut into **A** and **B**.

Language
I usually have cereal for breakfast. What about you?
I always have cereal for breakfast. I love cereal.

- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Demonstrate the activity by giving Sts a couple more examples. Say to a student, e.g. I *sometimes have breakfast in bed on Sunday morning. What about you?* Elicit a true response from the student. Then say to another student *I usually read the newspaper in the morning. What about you?*
- Put Sts into pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets. Give Sts a few of minutes to read and complete the sentences on their half of the sheet. Monitor and answer any questions about vocabulary.
- When Sts have finished, tell them they will now have to say their sentences to their partner and ask *What about you?* Demonstrate the activity with a good student if necessary, using the sentences from **Language**.
- Sts work in pairs. Monitor and help as needed. Encourage Sts to add extra information to their answers as in the examples.
- Get feedback by asking a few volunteers to report what they have learned about their partner.

Extra support

- When Sts have finished, you could ask them to write three sentences about their partner.

7A Free time questionnaire

A group work activity

Sts revise word order in questions by asking each other questions about free time activities. Copy and cut up one sheet per group.

Language

Do you usually go out on Saturday night?	*Yes, I do.*
What do you do?	*I go to the cinema. What about you?*

- Quickly revise word order in questions and revise the time expressions: *in the morning | evening | at night | at the weekend*

- Put Sts in pairs or small groups. Give each pair / group of Sts a set of cards which they should put face down on the table, and explain that they are going to ask their classmates questions about their free time activities.
- Demonstrate the activity by asking a student to choose a card and ask you the question. Answer the question as fully as possible and ask the student *What about you?*
- Tell Sts that if there are two questions on their card, to ask the first one. If their partner answers *Yes, I do*, then they ask the second one.
- Sts work in their pairs / groups. Encourage Sts to try and say as much as they can as they answer the questions and encourage the questioner to react to the answer if possible with another question.
- When Sts have finished, get feedback by asking individual Sts what their answers were.

Non-cut alternative

- Copy one sheet per student. Put Sts in pairs and tell them to take turns in asking the questions from each other and noting down the answers Get feedback by asking Sts to say two or three facts about their partner.

7B What do you think of...?

A pairwork activity

Sts complete a survey about things / people they like or don't like, then they interview their partner. Copy one sheet per student.

Language

I like Justine Timberlake.

Do you like him?	*Yes, I do. I like him a lot.*
	He's OK.
	No, I don't like him. He's awful.

- Write on the board the following sentence with the name of an actor / actress you think that your Sts will know, e.g. *I like Justin Timberlake. Do you like _____?* Elicit what the missing pronoun is (*him*). Ask a student the question and elicit an answer from the **Language** box. Write the sentences from **Language** on the board, or show them on screen if using iTools.
- Give out the sheets and go through the headings in each category and make sure that Sts understand what they mean. Give them a few minutes to complete the sentences. Stress that they don't need to fill in all the categories if they can't, but set a minimum number of sentences they have to fill in (e.g. seven).
- Go round monitoring and helping with any vocabulary Sts need.
- Now put Sts into pairs and focus on **b**. Tell them they will interview their partner. They tell their partner about their preferences then ask them for their opinion and make notes about their partner's answers. Demonstrate by getting a student to ask you a question from their sheet and answer truthfully.
- Sts work in pairs, taking turns to ask and answer questions. Monitor and help where necessary.
- Get feedback by asking a few pairs to report how their answers are the same or different, e.g. *Pierre likes classical music, but I don't like it.*

Extra challenge

- Encourage the student who is answering the question to give more information where possible, and the student who is asking to try to ask extra questions where appropriate.

PE4 Famous birthdays

A pairwork information gap activity

Sts ask and answer questions about the birthdays of famous people. Copy one sheet per pair and cut into **A** and **B**.

Language

When is Robert de Niro's birthday? 17th August.

- Write the sentences from **Language** on the board, or show them on screen if using iTools. Revise dates if necessary by writing some dates on the board, e.g., *03/01, 28/05, 12/06, 09/03*. Elicit how to say them: *the third of January, the twenty-eighth of May, the twelfth of June, the ninth of March.*
- Write *Beyoncé* on the board. Elicit the question *When is Beyoncé's birthday?* Write 04/09 and elicit the response *the fourth of September.*
- Put Sts into pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets.
- Explain to Sts that they have to find out the birthdays of the people on their worksheet if the birthday is not given.
- Demonstrate the activity with two Sts. Have a student **B** ask about the first picture *When is Will Smith's birthday?* **A** responds with the date on the worksheet, *the twenty-fifth of September.*
- Sts take turns asking and answering questions about the birthdays. When they finish, they can compare worksheets to confirm their answers.
- Follow up by asking Sts if they found a celebrity birthday that is the same as theirs or if they know that their birthday is the same as that of another famous person.

8A What's missing?

A pairwork activity

Sts guess the *can* phrase that's missing from their sentences. Copy one sheet per pair and cut into **A** and **B**.

Language

[+] *I can park here*
[-] *I can't park here*
[?] *Can I park here?*

- Write the sentence *I'm sorry, but you can't drink coffee in the library* in large letters on a piece of paper. Don't show it to the class. Tell Sts that you have written a sentence and they have to guess what it is. Write on the board *I'm sorry, but you _____ coffee in the library.* Tell Sts that you want them to guess what's missing in the sentence. It will be *can* or *can't* + a verb.

- Elicit ideas. If Sts make an incorrect guess, say *Sorry, try again*. When they guess the correct answer (*can't drink*), say *Yes, that's right* and write the missing words in the sentence on the board.
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Remind Sts of the three forms of *can / can't* and the word order in questions. Model and drill pronunciation. You could also write *Yes, that's right / Sorry, try again* on the board and model and drill the pronunciation
- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets.
- Explain to Sts that the sentences with blanks are the ones they have to guess. Highlight that they have to use *can / can't* + a verb and that it may be a positive, negative or a question form that is missing. The ones without blanks are the ones their partner has to guess. The answers for these are the words in bold.
- Demonstrate the activity with two good student. Get a Student **A** to read the first sentence and try to guess the missing words. Student **B** responds *Yes, that's right* or *Sorry, try again*. When **A** guesses correctly, he / she writes the missing words on the sheet. Emphasise that Sts should help each other if they are having problems guessing the missing verb forms.
- Sts take turns making guesses and completing the sentences. Monitor and help. When Sts have finished, they can compare sheets to confirm their answers and check spelling.

8B What do you like doing?

A pairwork activity

Sts guess their partner's opinion of particular activities. Copy one sheet per pair and cut into **A** and **B**.

Language

I like swimming. I think you don't like swimming.
You're right. / You're wrong. I love swimming.

- Write these activities on the board or draw simple pictures, e.g. *playing tennis, cooking*. Choose a good student and say, e.g. *Mario, I think you like playing tennis. Am I right?* and teach the answer *You're right / You're wrong*. Continue guessing a few other Sts' opinions about the activities.
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Now ask Sts to guess your opinion of *playing tennnis* and *cooking* using *I think you like / love / hate...*, and tell them if they are right or wrong.
- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets.
- Sts individually fill in the sentences under each picture, first writing if they like / love / don't like the activity and then writing what they think for their partner.
- Sts take turns to read sentences and respond to their partner.
- Get feedback to find out who has the most correct guesses.

9A Guess what I'm doing!

A group activity

Sts mime phrases in the present continuous. Copy one sheet and cut into cards.

Language

Are you...?	*Yes, I am. / No, I'm not.*
	Yes, we are. / No, we aren't.
You're sending a text message.	*That's right.*

- Tell Sts that they are going to act out some phrases in the present continuous for their classmates to guess. They have to do this without speaking.
- Demonstrate the activity. Put the cards face down on your desk and pick a card. Then tell Sts that you are going to act out the phrase for the class and they will have to guess what you are doing. For example, if you draw the card *making dinner*, you could pretend to be in a kitchen and to chop vegetables then put them in a pot and pretend to stir it. You could also draw a clock showing 7.00 p.m. on the board to indicate that it is dinner and not lunch you are making.
- Encourage the class to guess. Sts ask questions and you answer. Elicit the response *You're making dinner.*
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Put Sts in small groups and give them a set of cards face down. If you have a small class you could do this as a whole class activity. Sts take turns to take a card and act out what's on the card until someone in the group guesses. Then another student takes a card, etc. You could set a time limit for each person e.g. two minutes.

Extra idea

- You could make this a competitive game with teams. One member of Team 1 takes a card and has e.g. two minutes to try to make his / her team guess what is on the card. If they guess within the time limit Team 1 gets a point. Then a member of Team 2 takes a card, etc.

9B A board game

A pairwork or group work activity

Sts play a game to practise using the present simple and present continuous. Copy one sheet per pair or per group of 3–4 Sts. You will also need a coin per group and one counter per student (e.g. a paper clip, a small coin, etc.).

Language

What are you doing now?	*I'm driving.*
Do you speak English at home?	*No, I don't. We speak Spanish.*

- Tell Sts that they are going to play a game to practise the present simple and present continuous. Write the sentences from **Language** on the board, or show them on screen if using iTools. Remind Sts of the difference between present continuous and present simple.

- Put Sts into pairs or groups of 3–4. Give each pair or group one copy of the game board. Tell Sts that they will need a coin to decide how many spaces to move. They toss the coin: heads = move one space, tails = move two spaces.
- To begin the game, Sts put their counter on the START square. Then one student tosses the coin and moves his / her counter one or two squares. Sts have to answer the question on the square they land on or follow the directions to move back or ahead one square. In that case, they answer the question on the new square. If Sts can answer the question they stay on that square. If they can't answer it they go back to the previous square.
- Sts take turns to throw the coin, answer questions, and move along the board. The first person to reach the FINISH is the winner.

Extra challenge

- Encourage the student who is answering the question to give extra information and the other Sts in the group to ask follow up questions as appropriate.

PE5 Would you like to...?

A pair activity

Sts ask a partner about things they would like to do in the future. Copy one worksheet for each pair, and cut into **A** and **B**.

Language

Would you like to travel to Antarctica?	*Yes, I would. / No, I wouldn't.*
Why (not)?	*Because I think it's very beautiful. / Because it's very cold there.*

- Tell Sts they are going to find out what some of their classmates would like to do in the future.
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Put Sts into pairs, **A** and **B**, and give out the sheets. Give Sts a minute to read the items and answer any questions about vocabulary.
- Demonstrate the activity by getting a student to choose a phrase and ask you the question (*Would you like to...?*). Answer with a short answer, *Yes, I would* or *No, I wouldn't*, and then indicate that the student should ask *Why?* or *Why not?* Give a short, simple response that uses words and structures Sts have studied.
- Get Sts work in pairs asking and answering the questions. Monitor and help as needed. Make sure Sts are asking follow up questions with *Why*.
- Get feedback by asking a few Sts to report their findings. *Mario would like to write a book. He wants to write about his family.*

10A My hotel

A pairwork information gap activity

Sts ask each other about the facilities in two hotels. Copy one sheet per pair and cut it into **A** and **B**.

Language

Is there a restaurant in the hotel?	*Yes, there is.*
Where is it?	*It's on the first floor.*
Are there any bars?	*No, there aren't.*

- Quickly revise the ordinal numbers 1 to 5 by writing the numbers on the board or saying them and eliciting the ordinal, e.g. *one – first*. Remind Sts that we use ordinal numbers to talk about the floors in a building, *first floor, second floor*, etc. Remind them also of *ground floor*.
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation. Remind Sts that we usually use *any* in plural questions with *Are there*, and *a / an* with singular statements and questions with *There is* and *Is there*.
- Put Sts into pairs, **A** and **B**, and give out the sheets.
- Focus on the instruction for **a**. Tell Sts they have to write one thing from the list of facilities on each floor. Highlight that they have to make choices. They can't use everything on the list, only six facilities. Give them a few minutes to do this.
- Focus on the instructions for **b** and **c**. Demonstrate the activity with a good student or get two students to demonstrate the first exchange.
- When Sts have finished, get them to compare their hotels and check their answers.

10B Where were you yesterday?

A pairwork activity

Sts practise the prepositions *on, at, in*, and ask each other what they were doing at particular times in the past. Copy one sheet per pair and cut into **A** and **B**.

Language

Were you at home at 6 o'clock last night?
Yes, I was. / No, I wasn't. What about you?

- Revise prepositions of place, e.g., *at work, on the train / bus, in the car, at the restaurant* (see Student's Book, *p.61*).
- Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Put Sts in pairs, **A** and **B,** and give out the sheets. Make sure they can't see each other's sheets. Ask Sts to complete the questions with the correct preposition. Monitor and correct individual mistakes as necessary.

Student A	Student B
1 on	1 at
2 in	2 in
3 in	3 on
4 at	4 in
5 on	5 at
6 in	6 in
7 at	7 in

- Focus on **b**. Explain to Sts that they are going ask questions to find out where their classmates were at certain times.
- Demonstrate the activity by getting a student **B** to ask the first question (*Were you at a restaurant yesterday at two o'clock?*) Get student **A** to answer the question. (*Yes, I was / No, I wasn't.*) Encourage A to ask *What about you?*

- Sts work in pairs taking turns to ask each other questions. Monitor and help where necessary.
- Get feedback by asking Sts to report on the places where they and their partner were at the same time yesterday e.g. *Jan and I were in the car yesterday afternoon.*

11A Guess how many

A pairwork and mingle activity

Sts first work in pairs to guess how many Sts did the activity described on their card. Then they do a survey to find out if their guess was correct. Copy the sheet and cut it into cards. Make enough copies for each pair to have one question.

Language

Did you watch TV last night?	*Yes, I did.*
Did you study English this morning?	*No, I didn't.*

- Quickly revise the past simple of regular verbs, focusing especially on the question form. Write the infinitive of a few verbs from the activity on the board. Elicit the past forms and write them on the board. Write the sentences from **Language** on the board, or show them on screen if using iTools, and revise questions and short answers.
- Put Sts in pairs and give each pair one card. If you have more than 20 Sts in the class, give some pairs the same card. Tell Sts that they need to guess how many Sts in the class did the activity that is on their card and write the number on the card where it says *Our guess.*
- Tell Sts that they now have to find out if their guess is correct by asking everyone a question using *Did you...?* e.g. *Did you watch TV last night.* Monitor and check that questions are correct.
- Pairs walk around asking their questions from memory (not reading them), and making notes of the answers. They should write the name of the person and *yes* or *no.* They need to ask everybody in the class. (As Sts are doing this, they will also be answering questions from other pairs.)
- When they have finished, get Sts to sit down and ask each pair to report the results of their survey, e.g. *Ten people watched TV last night. Our guess was eight.* Find out if any pairs' guesses were right.

11B Life in a day

A pairwork activity

Sts ask and answer questions to find three things they both did yesterday. Copy one sheet per pair and cut into **A** and **B**.

Language

Did you get up at eight o'clock this morning?	*Yes, I did.*
Did you have coffee after dinner last night?	*No, I didn't.*
What about you?	

- Write these phrases on the board.
  I get a bus to English class today?
  I get up late last Sunday?
- Elicit the missing words Sts need to add to make a correct question (*Did you*) and write the full question on the board.
- Put Sts into pairs, **A** and **B**, and give out the sheets. Make sure Sts can't see each other's sheets. Tell them that they will have to ask their partner the questions on their sheet and tick or cross the answers. Focus on **b** and explain they will try to find things they have in common.
- Demonstrate the activity by getting a student to ask you the first question (*Did you get up at 8 o'clock this morning?*). Answer the question truthfully and then ask the student *What about you?*
- Sts take turns to ask each other the questions and note down the answers. Remind them to ask *What about you?* after answering a question.
- Monitor and correct any mistakes.
- When Sts have finished get them, in pairs, to write sentences with *We...* for the things they had in common. Get feedback by asking pairs which things they had in common e.g. *We got a bus to English class today.*

Extra challenge

- Tell Sts to get their partner to give more information, e.g. *Did you go shopping with friends last week? Yes, I did. I went shopping with Marta and Luisa.*

PE9 Where are you?

A pairwork or small group activity

Sts follow directions and use a map to find their way to a destination. Make one copy of the map and cut up one copy of the direction cards for each pair or group.

Language

Go straight on.
Turn right. / Turn left.
It's on the corner of King Street and West Road.
It's on the right.

- Revise the language for directions by drawing a simple map on the board. Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Put Sts in pairs or small groups and give them a map and a set of direction cards. Focus on the map and elicit from the class all the places marked with a symbol and write them on the board.

[£] = bank	[H] = hospital
[ ] = restaurant	[ ] = car park
[ ] = school	[ ] = supermarket
[ ] = phone shop	[ ] = hotel
[ ] = book shop	[ ] = park
[ ] = factory	[ ] = cinema
[ ] = museum	

- Demonstrate the activity with the class. Read one of the cards and ask Sts to tell you where they are. Read slowly, pausing to give Sts time to follow on the map. Make sure Sts understand the preposition outside e.g. *You are outside the bank.* Draw a little diagram on the board to show this. If Sts don't understand something, encourage them to ask questions, e.g., *Do we turn left or turn right? Could you repeat that, please?*
- In their pairs or groups, Sts take turns picking cards and reading the directions aloud for the others to follow. (The correct answer is in brackets at the end of the directions.)

- Monitor and remind them to ask questions if they don't understand the directions.
- Get feedback by asking which pairs got all the directions right.

Extra challenge

- If some pairs or groups finish early, get them to make up their own directions to any place on the map or to give real directions to a place near the school.

12A Past tense questions

A pairwork or group work activity

Sts play a game to practise the past simple. Copy one sheet for each pair or for each group of 3–4 Sts. You will also need a coin per group and one counter per student (e.g. a paper clip, a small coin, etc.).

Language

Where did you buy your shoes?	*I bought my shoes in the shopping centre.*
What did you do last weekend?	*I went to a rock concert.*

- Tell Sts that they are going to play a game to practise the past simple. Write the sentences from **Language** on the board, or show them on screen if using iTools. Model and drill pronunciation.
- Put Sts into pairs or groups of 3–4. Give each pair or group one copy of the game board. Tell Sts that they will need a coin to decide how many spaces to move. They toss the coin: heads = move one space, tails = move two spaces. Quickly go through the questions to make sure Sts understand all of them. Tell Sts that they should try to answer with full sentences so that they practise the past simple.
- To begin the game, Sts put their counter on the START square. Then one student tosses the coin and moves his / her counter one or two squares. Sts have to answer the question on the square they land on or follow the directions to move back or ahead one square. In that case, they answer the question on the new square. If they can't answer a question they go back to the previous square that they were on.
- Sts take turns answering questions, and moving along the board. The first person to reach the FINISH is the winner.

Extra challenge

- Encourage the student who is answering the question to give extra information and the other Sts in the group to ask follow up questions as appropriate.

12B Holidays

A pairwork information gap activity

Sts exchange information about different people's adventure holidays. Copy one sheet per pair and cut into **A** and **B**.

Language

Where's she going?	*She's going to Scotland.*
Who's he going with?	*He's going with his girlfriend.*
How are they travelling	*They're travelling by train.*

- Revise saying dates. Write some dates on the board, e.g., *11th July, 21st August*, Get Sts to say the dates.
- Put Sts into pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets.
- Tell Sts that they have information about three people's holiday plans and they need to ask their partner questions to fill in the missing information on their sheets.
- Focus on the picture of Diana and the first prompt *Where / she / go?* to elicit the question *Where's she going?* Elicit the answer *She's going on a city break to Paris.* Now focus on the second prompt and elicit the question (*Who's she going with?*), then the answer (*She's going alone.*)
- Quickly elicit the other five questions from the class with *she*. Now focus on the picture of Nick and elicit what the questions will be for him and remind Sts that they need to use *he* e.g. *Where's he going?* Finally focus on the picture of Paul and Jake and ask what the questions are for two people, e.g. *Where are they going?*
- Write the sentences from **Language** on the board or show them on screen if you are using iTools. Model and drill pronunciation.
- Demonstrate the activity with a good student, asking and answering the first four questions about Diana. Encourage Sts to answer with full sentences.
- Sts work in pairs, taking turns to ask their partners questions to complete the charts. They may have to ask each other to spell some words. When they finish, they can compare their sheets.
- Get feedback and ask Sts which holiday plan they like best.

Revision questions

A revision activity

Sts ask each other questions to revise a range of tenses, vocabulary, and verb forms from the book. This could be used as a final 'pre-test' revision activity. Alternatively, it could be used as an oral exam. Copy and cut up one set of cards per pair.

Language

Grammar and vocabulary of the course.

- Put Sts in pairs. Give each pair a set of cards that they place face down on the table. Sts take turns to pick up the top card and talk to their partner about the topic on the card, using the prompts.
- Set a time limit per card, e.g. three minutes.
- Tell Sts to keep the card they have talked about.
- When Sts have finished and if there is time, they can swap cards with their partner.
- Monitor and help where necessary.

Non-cut alternative

- Make one copy per pair. Give Sts a few moments to read through the cards. Then A chooses a number for B. B then talks about what's on the card for that number. They take turns to choose a topic for their partner to talk about.

1A COMMUNICATIVE Are you...?

You're	Katy Perry	**You're**	Orlando Bloom
Find...	Orlando Bloom	**Find...**	Andy Garcia
	Tom Hanks		Katy Perry
You're	Beyoncé	**You're**	Cameron Diaz
Find...	Johnny Depp	**Find...**	Meryl Streep
	Cameron Diaz		Antonio Banderas
You're	Andy Garcia	**You're**	Johnny Depp
Find...	Shakira	**Find...**	Tom Hanks
	Victoria Beckham		Penelope Cruz
You're	Meryl Streep	**You're**	Sandra Bullock
Find...	Russell Crowe	**Find...**	Daniel Radcliffe
	Beyoncé		Nicole Kidman
You're	Penelope Cruz	**You're**	Leonardo DiCaprio
Find...	Sandra Bullock	**Find...**	Ben Affleck
	Russell Crowe		Shakira
You're	Daniel Radcliffe	**You're**	Shakira
Find...	Victoria Beckham	**Find...**	Amy Adams
	Amy Adams		Orlando Bloom
You're	Ben Affleck	**You're**	Russell Crowe
Find...	Nicole Kidman	**Find...**	Penelope Cruz
	Katy Perry		Johnny Depp
You're	Tom Hanks	**You're**	Nicole Kidman
Find...	Cameron Diaz	**Find...**	Katy Perry
	Leonardo DiCaprio		Andy Garcia
You're	Amy Adams	**You're**	Katy Perry
Find...	Katy Perry	**Find...**	Antonio Banderas
	Daniel Radcliffe		Sandra Bullock
You're	Antonio Banderas	**You're**	Victoria Beckham
Find...	Beyoncé	**Find...**	Leonardo DiCaprio
	Meryl Streep		Ben Affleck

1B COMMUNICATIVE Where are they from?

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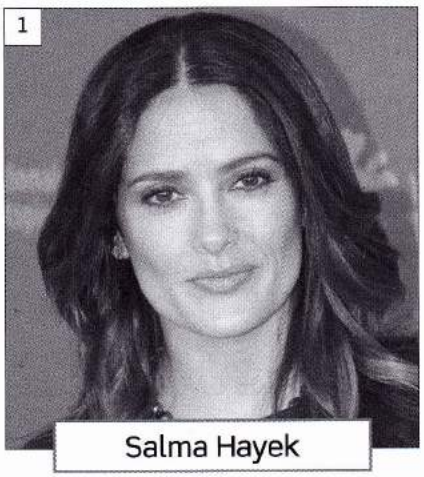
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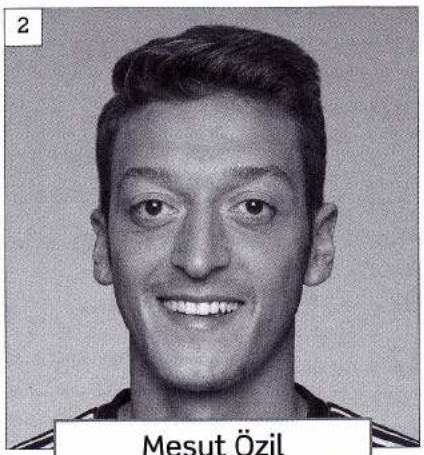
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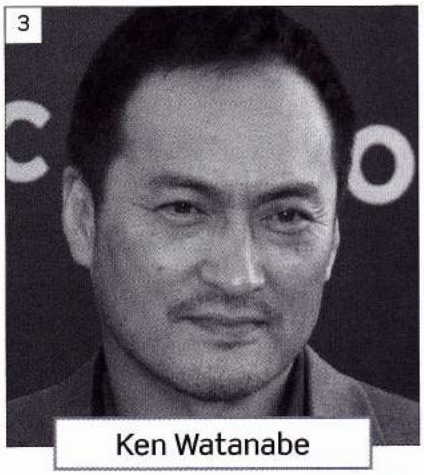
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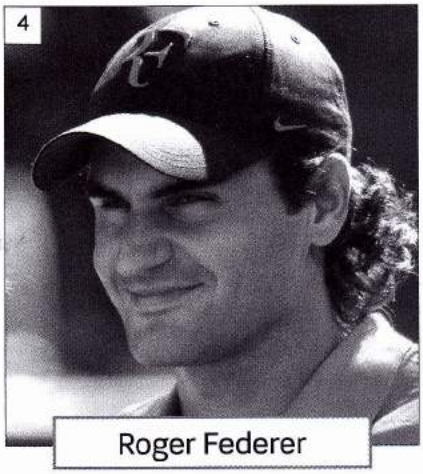
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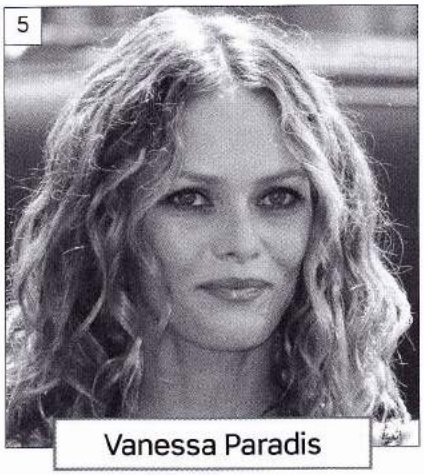
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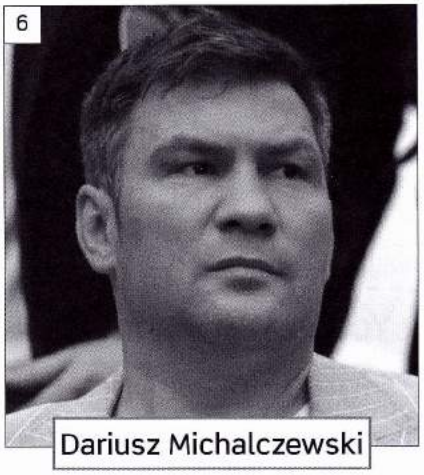
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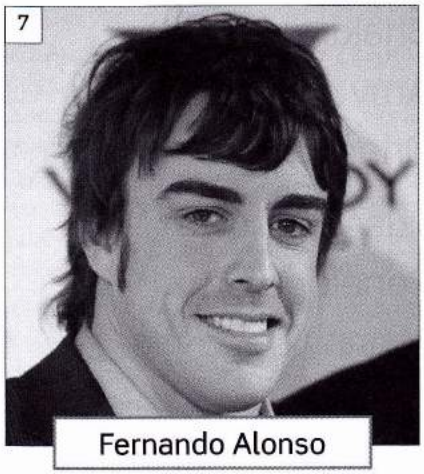
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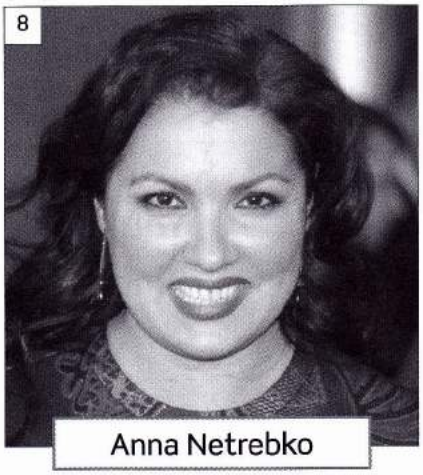
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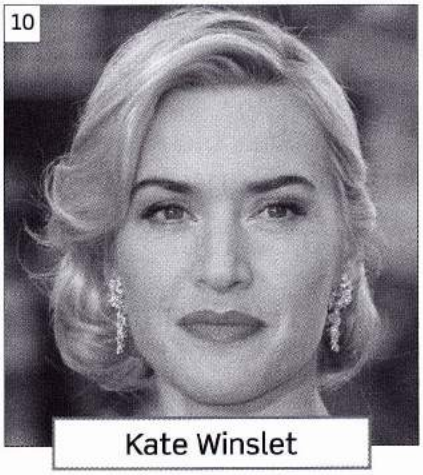
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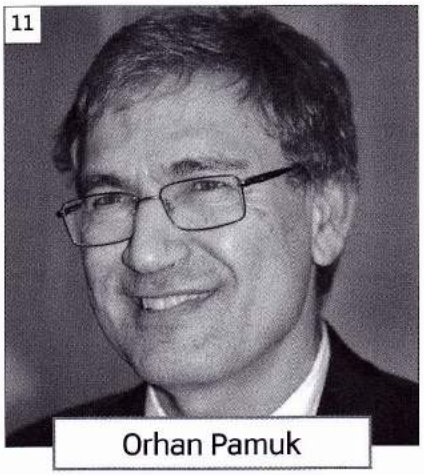
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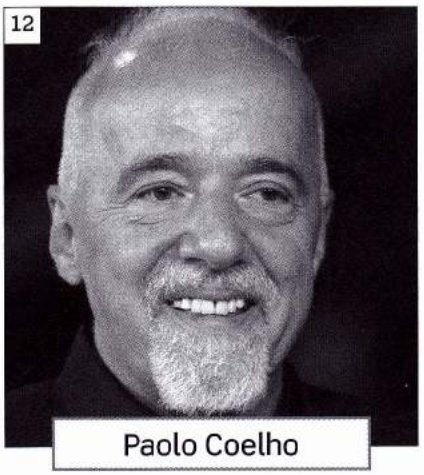
Paolo Coelho

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PE1 COMMUNICATIVE Who are you?

First name: **Christophe**
Last name: **Moreau**
From: **Rennes, France**

First name: **Katya**
Last name: **Scheider**
From: **Leipzig, Germany**

First name: **Vicenzo**
Last name: **Giordano**
From: **Perugia, Italy**

First name: **Aleksandra**
Last name: **Kowalski**
From: **Poznan, Poland**

First name: **Natalia**
Last name: **Carvalho**
From: **Belem, Brazil**

First name: **Andrey**
Last name: **Soloyov**
From: **Grozny, Russia**

First name: **Miguel**
Last name: **Vazquez**
From: **Bilbao, Spain**

First name: **Anthony**
Last name: **Clarke**
From: **Croydon, England**

First name: **Mathilde**
Last name: **Kessler**
From: **Lucerne, Switzerland**

First name: **Yusuf**
Last name: **Endogan**
From: **Antalya, Turkey**

First name: **Stephen**
Last name: **Andersen**
From: **Memphis, USA**

First name: **Nazir**
Last name: **Hanania**
From: **Luxor, Egypt**

2A COMMUNICATIVE Match the sentences

Student A

	Answers to Student B
1 Excuse me. Are you James?	**a** We're from Berlin.
2 Where are Alice and Umberto from?	**b** No, it's in Japan.
3 Are you here on holiday?	**c** I'm from Egypt.
4 Is Nike English?	**d** Yes, she's from Paris.
5 Are they Mexican?	**e** No, you aren't.

Student B

	Answers to Student A
6 Are we late?	**f** Yes, we are.
7 Where are you from?	**g** No, it isn't. It's American.
8 Is Caroline French?	**h** No, they aren't. They're Spanish.
9 Where are you from in Germany?	**i** No, I'm not. I'm Jason.
10 Is Kyoto in China?	**j** They're Swiss.

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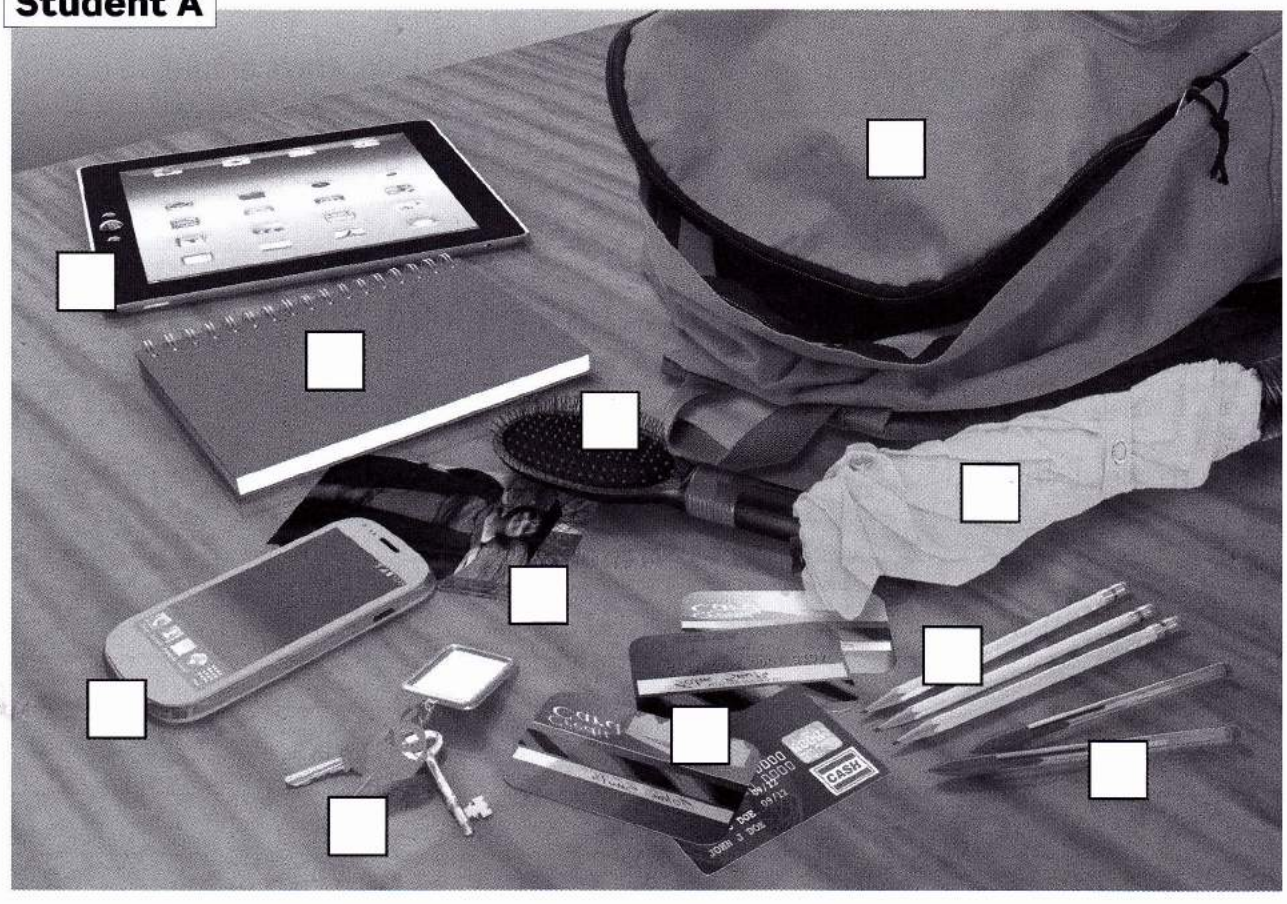
2B COMMUNICATIVE Remember the sentences

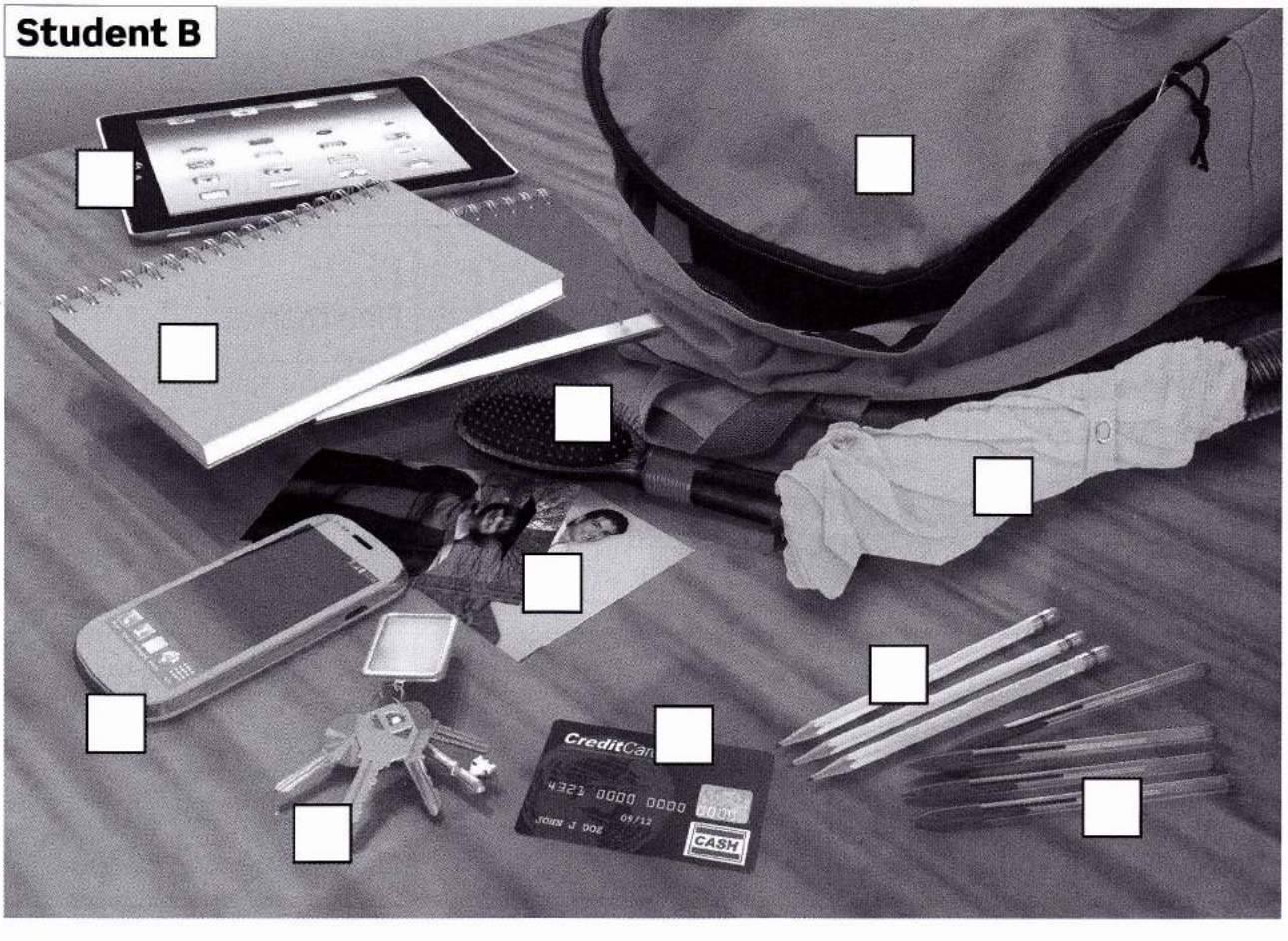
1 Hi Lola. This is Paul. [g]	Fold here	**a** No, she's single.
2 How old is Karin? [e]		**b** My name's Karl.
3 What's your phone number? [ ]		**c** It's Thursday.
4 Nice to meet you. [ ]		**d** On Monday and Friday.
5 Is she married? [ ]		**e** She's 38.
6 How are you? [ ]		**f** Thanks.
7 See you tomorrow. [ ]		**g** Nice to meet you.
8 What's your name? [ ]		**h** Hi!
9 Have a nice day! [ ]		**i** I'm from Italy.
10 Where are you from? [ ]		**j** Fine thanks.
11 When's your English class? [ ]		**k** It's 123 4488.
12 Hello! [ ]		**l** Sorry.
13 My name is Maribel, not Maria. [ ]		**m** Bye!
14 What day is it today? [ ]		**n** Nice to meet you, too.

3A COMMUNICATIVE The same or different?

Student A



Student B



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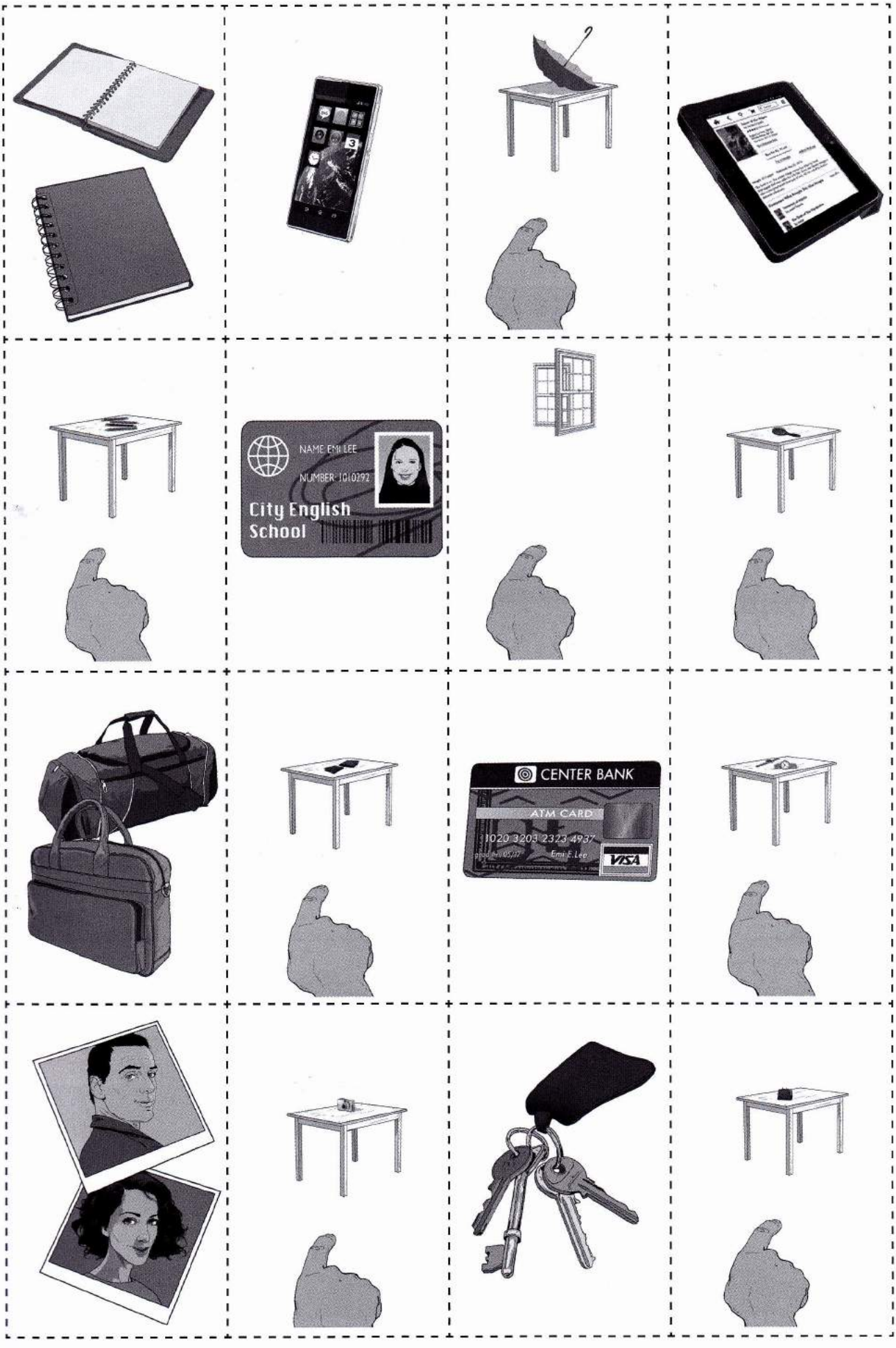
3B COMMUNICATIVE What's this? What's that?



The Three Kings

Food

Sandwiches (cheese, chicken, or tuna)	£4.15
Burger	£4.99
Cheeseburger	£5.20
Salads (chicken or egg)	£5.95

Drinks

Coke / Diet Coke	£2.60
Orange juice	£2.80
Mineral water	£1.99
Coffee / tea	£1.95
Beer	£3.25

A You are a barman.

Welcome the customer and show them the menu.

Useful phrases:

Can I help you?

Anything else?

Here you are.

B You are a customer.

Look at the menu and choose something to eat and drink.

Useful phrases:

Can I have...?

How much is it?

Here you are.

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4A COMMUNICATIVE Happy families

4B COMMUNICATIVE What is it?

Student A

1

2

3

4

5

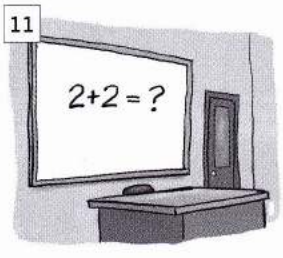
6

7

8

9

10

11


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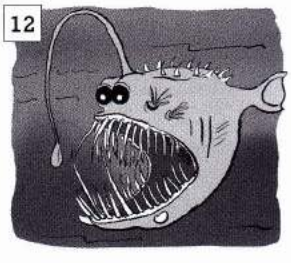


Student B

1

2

3

4

5

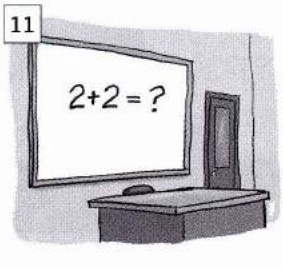
6

7

8

9

10

11


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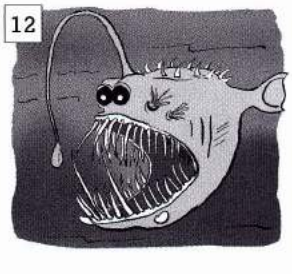

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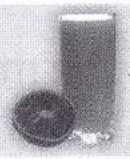
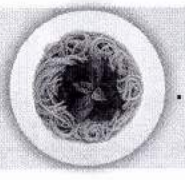
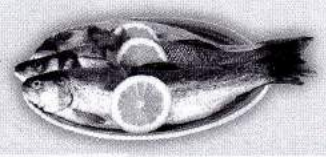
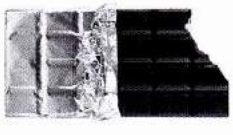
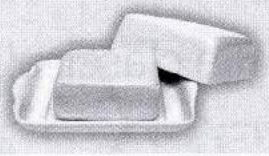
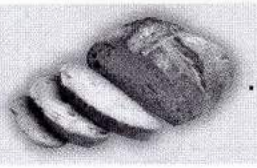
5A COMMUNICATIVE Talk about food

	You	Your friend
1 I have  for breakfast.	T/F	_____
2 I don't drink .	T/F	_____
3 I have a for lunch.	T/F	_____
4 I don't like .	T/F	_____
5 My favourite food is  .	T/F	_____
6 I don't have in .	T/F	_____
7 I eat a lot of  .	T/F	_____
8 I like  .	T/F	_____
9 I don't have  on my  .	T/F	_____
10 I have for breakfast at the weekend.	T/F	_____
11 I drink a lot of every day.	T/F	_____
12 I don't eat in the evening.	T/F	_____

5B COMMUNICATIVE Do you...?

live in a small house	drink coffee in the morning
drink water in the afternoon	eat Chinese food
eat fruit every day	like vegetables
listen to the radio in the evening	study on Saturday afternoons
speak Japanese	like cats
have a blue car	make breakfast for your family
watch TV in the morning	speak Russian
want a coffee	want a sandwich
have a tablet	like classical music
live near the school	read the newspaper in the morning
listen to music in your car	work on Saturdays
need a new phone	go to the gym

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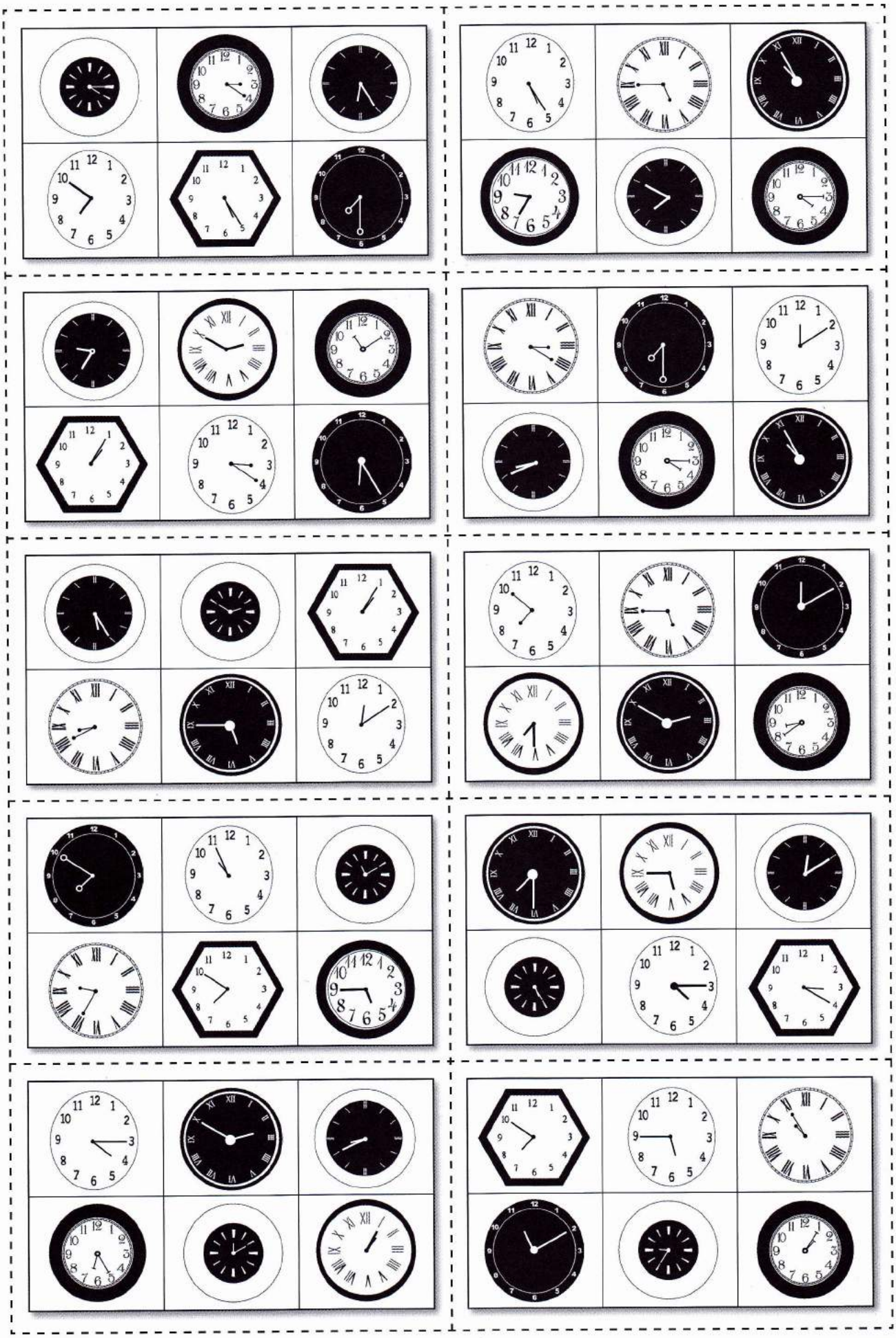
PE3 COMMUNICATIVE Time bingo



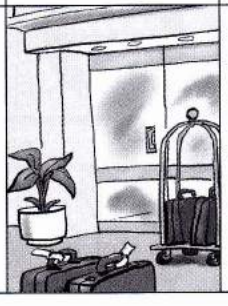
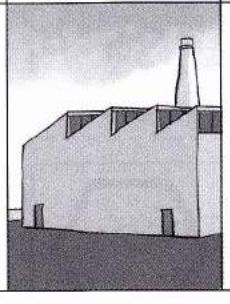
6A COMMUNICATIVE What do they do? Where do they work?

Student A

What / do?

Kate	George	Jim	Liz	Julia	Maria
	_____		_____		_____

Where / work?

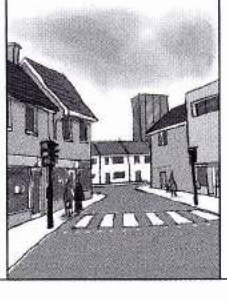
Kate	George	Jim	Liz	Julia	Maria
_____		_____		_____	

Student B

What / do?

Kate	George	Jim	Liz	Julia	Maria
_____		_____		_____	

Where / work?

Kate	George	Jim	Liz	Julia	Maria
	_____		_____		_____

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6B COMMUNICATIVE What do you usually do?

Student A

a Complete the sentences with *always*, *usually*, *sometimes*, or *never* + verb. Make the sentences true for you.

1 I _____ cereal for breakfast.

2 I _____ TV in the evening.

3 I _____ a bath in the evening.

4 I _____ shopping on Saturday morning.

5 I _____ my homework before class.

6 I _____ to the radio in the car.

7 I _____ lunch in a restaurant.

8 I _____ coffee after dinner.

b Now tell your partner and then ask *What about you?*

Student B

a Complete the sentences with *always*, *usually*, *sometimes*, or *never* + verb. Make the sentences true for you.

1 I _____ up late at the weekend.

2 I _____ to bed at about 11 o'clock.

3 I _____ a shower in the morning.

4 I _____ housework in the evening.

5 I _____ to the gym after school / work.

6 I _____ the newspaper on Sunday.

7 I _____ a sandwich for lunch.

8 I _____ breakfast in the morning.

b Now tell your partner and then ask *What about you?*

7A COMMUNICATIVE Free time questionnaire

Ask your partner the questions and write down their answers in your notebook.

1 Do you usually go out on Saturday night? What do you do?	**8** Do you play a musical instrument? What instrument do you play?
2 Do you get up late on Sundays? What time do you get up?	**9** Do you watch a lot of TV? What programmes do you watch?
3 How do you relax in the evenings?	**10** Do you go shopping at the weekend?
4 When do you usually meet your friends?	**11** Do you cook? What's your speciality?
5 Do you do exercise or sport? What do you do?	**12** What do you never do at the weekend?
6 When do you study English at home?	**13** Where do you usually go in the summer holidays?
7 Do you listen to music? What music do you listen to?	**14** Do you read e-books? When do you usually read?

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7B COMMUNICATIVE What do you think of...?

Work with a partner. Complete two sentences (or more) in each category.

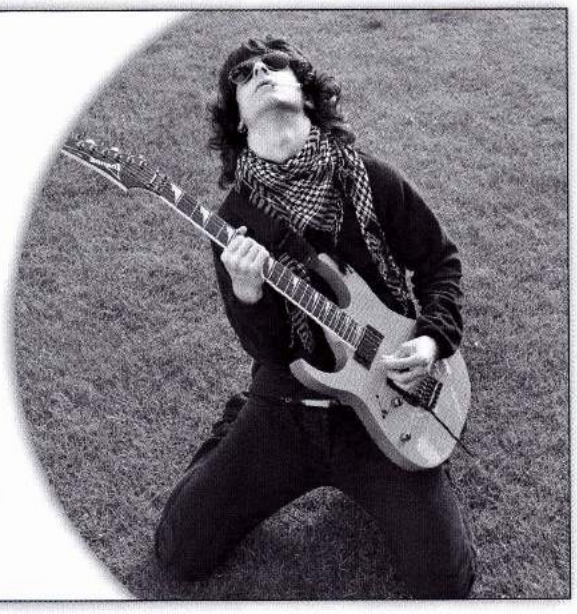
Music

I like _____ (male singer).
Do you like _____?

I don't like _____ (female singer).
Do you like _____?

I like _____ (a group).
Do you like _____?

I listen to _____ (a type of music).
Do you like _____?



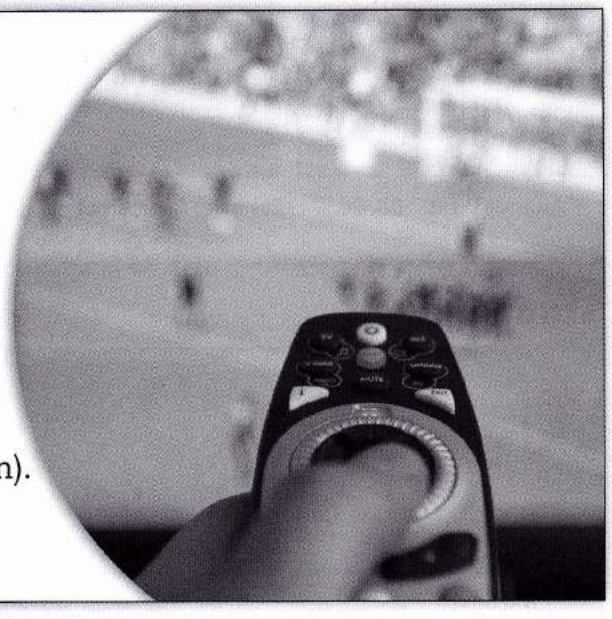
Sport

I often watch _____ (a sport) on TV. Do you watch _____?

I play _____ (a sport).
Do you play _____?

I really like _____ (sportsman).
Do you like _____?

I really like _____ (sportswoman).
Do you like _____?



Food

I love _____s (fruit plural).
Do you like _____?

I don't like _____ (food).
Do you like _____?

I sometimes eat _____ (a nationality) food.
Do you like _____?

My favourite drink is _____ (a drink). Do you drink _____?

PE4 COMMUNICATIVE Famous birthdays

Student A

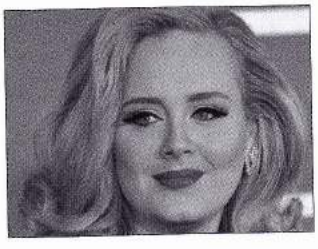
Will Smith 25/09

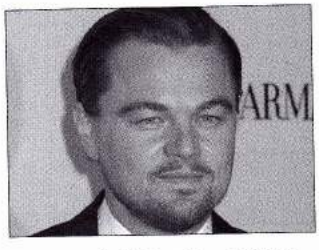
Keira Knightley _____

Rihanna 20/02

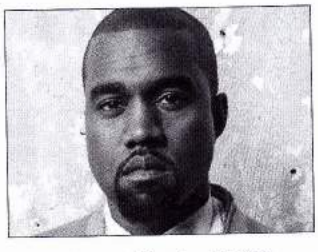
Jackie Chan _____

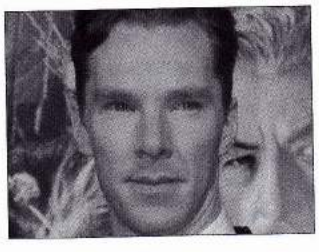
Katy Perry 25/10

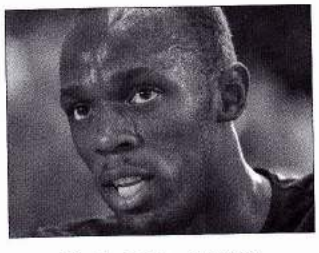

Adele _____


Leonardo DiCaprio 11/11

Kate Middleton _____

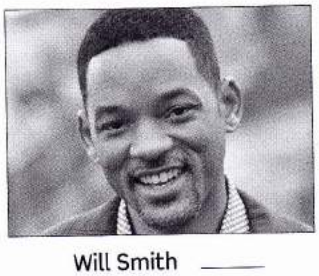

Kanye West 08/06


Benedict Cumberbatch _____


Usain Bolt 21/08

Stephenie Meyer _____

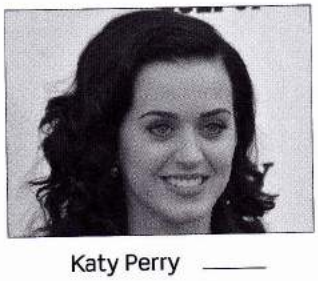
Student B


Will Smith _____

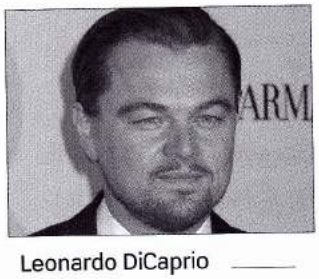
Keira Knightley 26/03

Rihanna _____

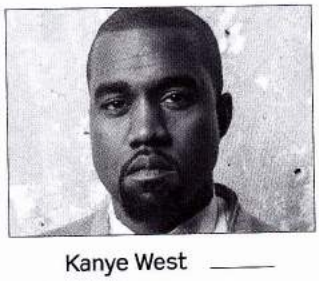
Jackie Chan 07/04

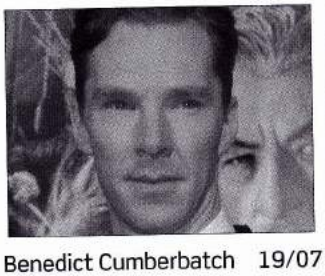

Katy Perry _____

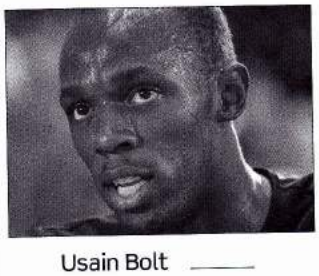
Adele 05/05


Leonardo DiCaprio _____

Kate Middleton 09/01


Kanye West _____


Benedict Cumberbatch 19/07


Usain Bolt _____

Stephenie Meyer 24/12

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8A COMMUNICATIVE What's missing?

Student A

1 I'm sorry, but you _____ _____ photos in the museum.

2 **Can** we **use** the Wi-fi in the hotel?

3 _____ you _____ with American Express at that restaurant?

4 Where **can** I **play** tennis in this town?

5 _____ the students _____ home for lunch?

6 You **can't use** your mobile in the hospital.

7 You're late. You _____ into the class.

8 We **can park** the car here, but it costs £5 an hour!

9 It's OK. You _____ in Jane's chair. She isn't here today.

10 The children **can't swim** in the pool today. It's very cold.

11 _____ you _____ me, please? I don't understand this homework.

12 We **can get up** late today. It's Sunday!

Student B

1 I'm sorry, but you **can't take** photos in the museum.

2 _____ we _____ the Wi-fi in the hotel?

3 **Can** you **pay** with American Express at that restaurant?

4 Where _____ I _____ tennis in this town?

5 **Can** the students **go** home for lunch?

6 You _____ your mobile in the hospital.

7 You're late. You **can't come** into the class.

8 We _____ the car here, but it costs £5 an hour!

9 It's OK. You **can sit** in Jane's chair. She isn't here today.

10 The children _____ in the pool today. It's very cold.

11 **Can** you **help** me, please? I don't understand this homework.

12 We _____ late today. It's Sunday!

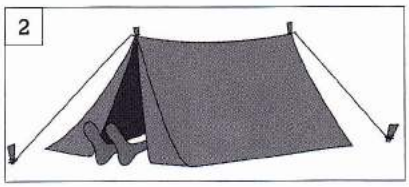
8B COMMUNICATIVE What do you like doing?

Student A *I love / I like / I don't like + -ing*

1

I _____

I think you _____

2


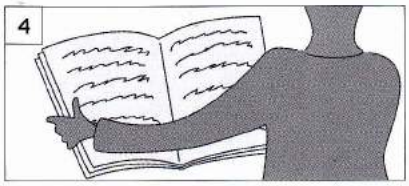
I _____

I think you _____

3

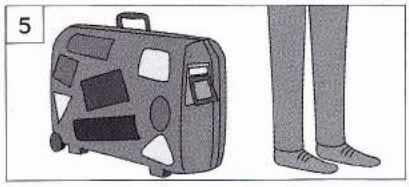
I _____

I think you _____

4


I _____

I think you _____

5


I _____

I think you _____

6

I _____

I think you _____

7

I _____

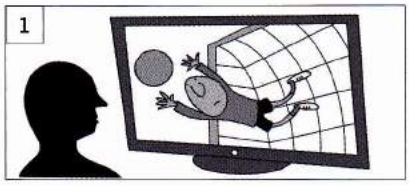
I think you _____

8

I _____

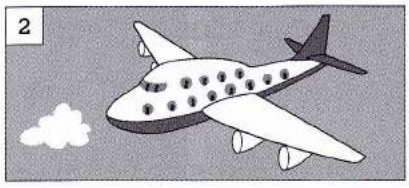
I think you _____

Student B *I love / I like / I don't like + -ing*

1


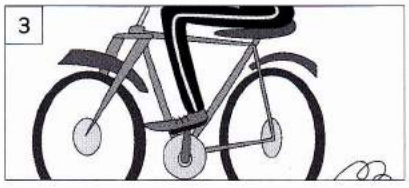
I _____ on TV.

I think you _____

2


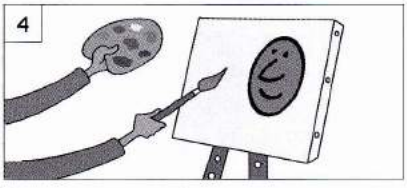
I _____

I think you _____

3


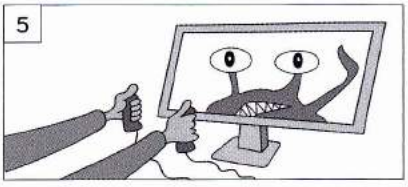
I _____

I think you _____

4


I _____

I think you _____

5


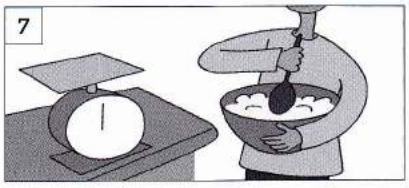
I _____ computer games.

I think you _____

6

I _____ clothes.

I think you _____

7


I _____ cakes.

I think you _____

8

I _____

I think you _____

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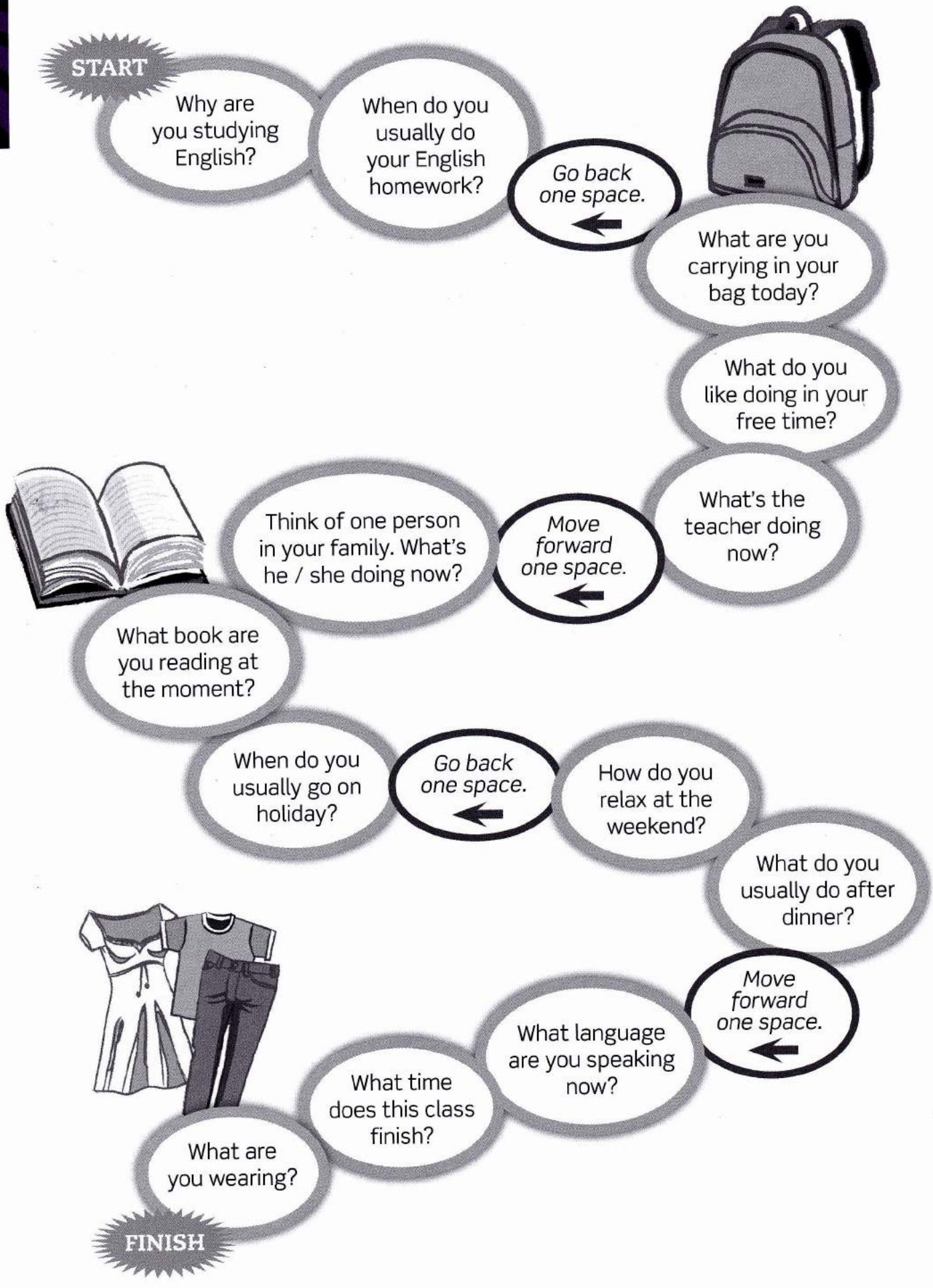
9A COMMUNICATIVE Guess what I'm doing!

making coffee	listening to music	eating pasta	cooking
carrying bags	paying by credit card	painting a room	parking a car
playing a video game	taking a photo	doing housework	cycling
walking in the mountains	crying	reading an e-book	watching football
buying a coat	packing a suitcase	getting a taxi	having a shower

9B COMMUNICATIVE A board game



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PE5 COMMUNICATIVE Would you like to...?

Student A

a Ask **B** questions with *Would you like to…?* Then ask *Why* or *Why not?*

Would you like to travel to Antarctica? Why? (Why not?)

b Answer **B**'s questions.

1 travel to Antarctica

2 play in a rock band

3 write a book

4 be in a film

5 open a restaurant

6 buy a big, fast car

7 have cooking classes

8 learn to play a musical instrument

Student B

a Answer **A**'s questions.

b Ask **A** questions with *Would you like to…?* Then ask *Why* or *Why not?*

Would you like to be a lawyer? Why? (Why not?)

1 be a lawyer

2 meet a famous person

3 learn Chinese

4 play tennis at Wimbledon

5 work for a computer company

6 live in a different country for a year

7 travel around the world

8 be famous

10A COMMUNICATIVE My hotel

Student A

a Choose six things from the list below and write one on each floor of your hotel.
bars gift shop gym reception restaurant spa swimming pool toilets

b Ask **B** about his / her hotel: *Is there a…? Where is it? Are there any…? Where are they?* Write the answers in the chart.

c Answer **B**'s questions about your hotel. *Yes, there is / are. It's / They're on the … floor.*

Your hotel

THE Queen HOTEL

5	
4	
3	
2	
1	
G	

Your partner's hotel

THE Palace HOTEL

5	
4	
3	
2	
1	
G	

Student B

a Choose six things from the list below and write one on each floor of your hotel.
bars gift shop gym reception restaurant spa swimming pool toilets

b Answer **A**'s questions about your hotel. *Yes, there is / are. It's / They're on the … floor.*

c Ask **A** about his / her hotel: *Is there a…? Where is it? Are there any…? Where are they?* Write the answers in the chart.

Your hotel

THE Palace HOTEL

5	
4	
3	
2	
1	
G	

Your partner's hotel

THE Queen HOTEL

5	
4	
3	
2	
1	
G	

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10B COMMUNICATIVE Where were you yesterday?

Student A

a Complete the questions with *in*, *at*, or *on*.

b Ask **B** the questions. Then answer **B**'s questions. Remember to ask *And what about you?* Tick the box if you were in the same place.

1 Were you _____ a bus yesterday morning? _____

2 Were you _____ bed yesterday at nine o'clock in the morning? _____

3 Were you _____ a shopping centre with a friend yesterday afternoon? _____

4 Were you _____ work / school yesterday morning? _____

5 Were you _____ the street at ten o'clock last night? _____

6 Were you _____ London or New York yesterday? _____

7 Were you _____ a café at eleven o'clock yesterday? _____

Student B

a Complete the questions with *in*, *at*, or *on*.

b Answer **A**'s questions. Then ask **A** your questions. Remember to ask *And what about you?* Tick the box if you were in the same place.

1 Were you _____ a restaurant yesterday at two o'clock? _____

2 Were you _____ a museum yesterday afternoon? _____

3 Were you _____ a train yesterday morning? _____

4 Were you _____ the park last night? _____

5 Were you _____ home alone at six o'clock last night? _____

6 Were you _____ the kitchen at nine o'clock yesterday morning? _____

7 Were you _____ your car yesterday afternoon? _____

11A COMMUNICATIVE Guess how many

1 Find out how many people watched TV last night.
Our guess: _____ people The real number: _____ people

2 Find out how many people studied English last weekend.
Our guess: _____ people The real number: _____ people

3 Find out how many people played football yesterday.
Our guess: _____ people The real number: _____ people

4 Find out how many people cooked dinner yesterday.
Our guess: _____ people The real number: _____ people

5 Find out how many people walked to class today.
Our guess: _____ people The real number: _____ people

6 Find out how many people listened to the radio yesterday.
Our guess: _____ people The real number: _____ people

7 Find out how many people waited for a bus yesterday.
Our guess: _____ people The real number: _____ people

8 Find out how many people cleaned their room last weekend.
Our guess: _____ people The real number: _____ people

9 Find out how many people talked to their mother this morning.
Our guess: _____ people The real number: _____ people

10 Find out how many people travelled by train on their last holiday.
Our guess: _____ people The real number: _____ people

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11B COMMUNICATIVE Life in a day

Student A

a Ask Student **B** the questions.

1 / get up at eight o'clock this morning?	☐
2 / have a very long shower this morning?	☐
3 / get a bus to English class today?	☐
4 / do English homework ten minutes before the class?	☐
5 / go to bed very early last night?	☐
6 / get home late last night?	☐
7 / have two coffees (or more) yesterday?	☐
8 / have lunch at home yesterday?	☐
9 / have breakfast in bed last weekend?	☐
10 / go shopping with friends last weekend	☐

b How many things did the two of you (you and your partner) do?

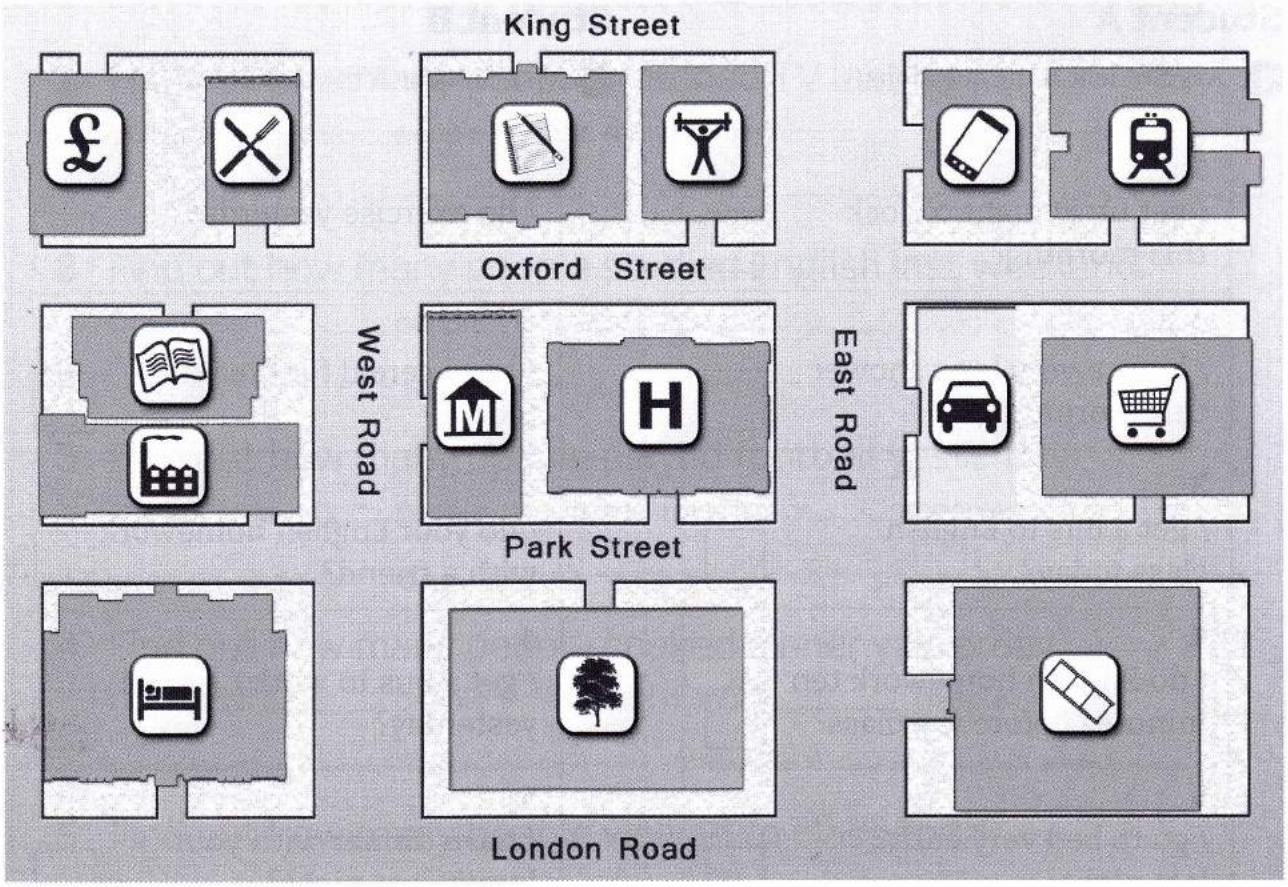
Student B

a Ask Student **A** the questions.

1 / do exercise yesterday?	☐
2 / have cereal for breakfast today?	☐
3 / do your English homework with a friend?	☐
4 / get a bus to work / school yesterday?	☐
5 / have dinner with your family last night?	☐
6 / have a coffee after dinner last night?	☐
7 / get home very late yesterday?	☐
8 / have lunch with a friend on Saturday?	☐
9 / get up late last Sunday?	☐
10 / go shopping for food last weekend?	☐

b How many things did the two of you (you and your partner) do?

PE6 COMMUNICATIVE Where are you?



1 You are outside the restaurant in Oxford Street. Turn left and then turn right into West Road. Go straight on. Then left into Park Street. It's the building on the left, opposite the park. (**the hospital**)

2 You are outside the phone shop in East Road. Turn left and go straight on. Turn left into Park Street. It's the building on the left next to the car park. (**the supermarket**)

3 You are outside the bookshop in Oxford Street. Turn right and go straight on. Turn right into West Road. Go straight on. Turn right into London Road. It's on the right. (**the hotel**)

4 You are outside the hotel. Turn left and go straight on. Turn left into East Road. Go straight on and turn right into Oxford Street. It's on your left. (**the train station**)

5 You are outside the factory in Park Street. Turn left then turn left again into West Road. Go straight on. Turn right into King Street. Go straight on. It's on the corner of King Street and East Road. (**the phone shop**)

6 You are outside the museum in West Road. Turn left and then turn left again into Park Street. Go straight on. Turn right into East Road. It's on the left. (**the cinema**)

7 You are outside the cinema in East Road. Turn right and go straight on in East Road. Turn left into King Street. Go straight on. It's on the left after the gym. (**the school**)

8 You are at the supermarket. Turn right and go straight on in Park Street. Turn right into West Road, go straight on, and then turn left into Oxford Street. It's on the left opposite the restaurant. (**the bookshop**)

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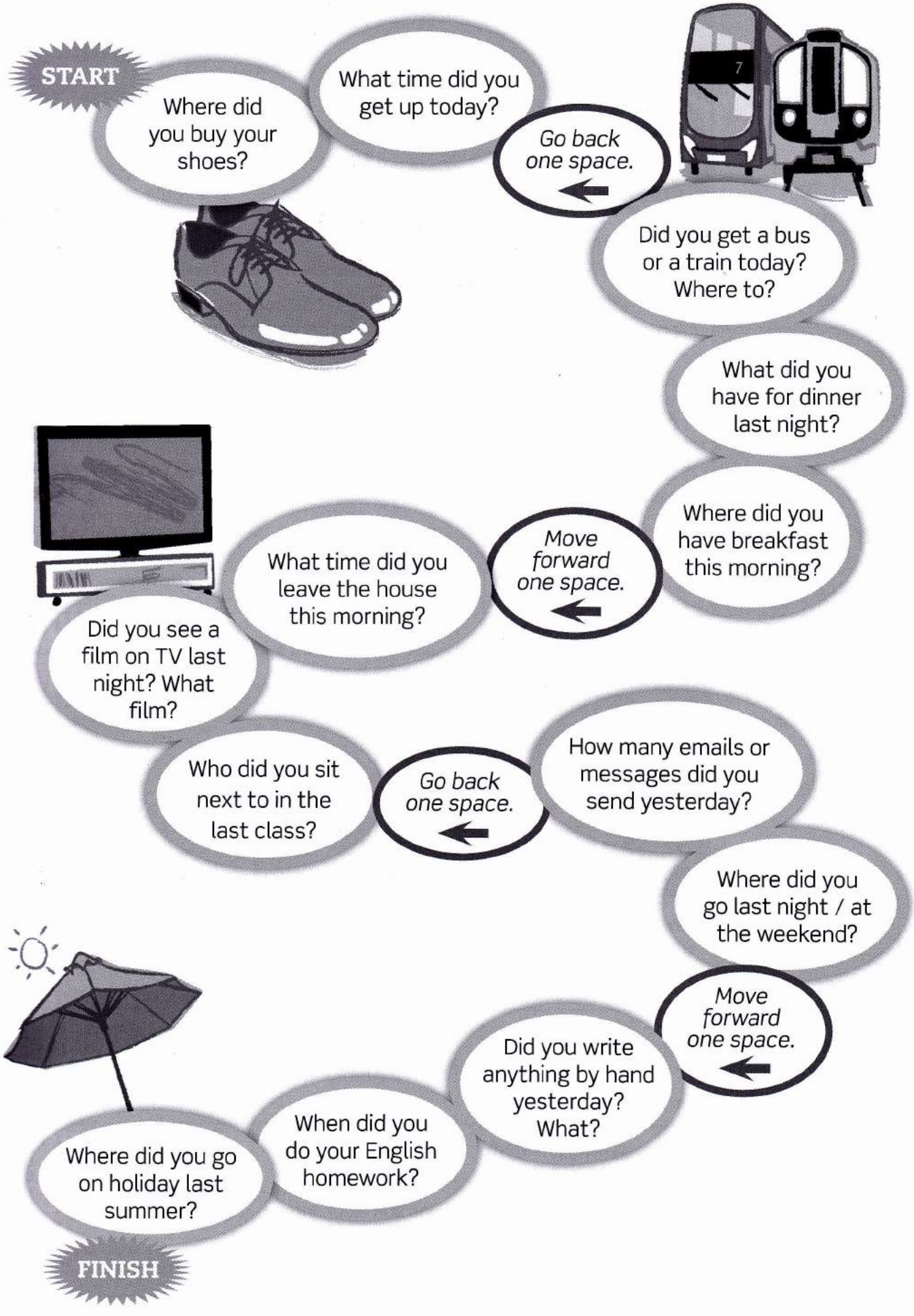
12A COMMUNICATIVE Past tense questions



12B COMMUNICATIVE Holidays

Student A

	Diana	Nick	Paula and Jake
Where / go?	on a city break to Paris	on a safari to Kenya	on a walking holiday in Scotland
Who / go with?	alone		friends
How / travel?		by plane	
Where / stay?	in a four-star hotel		in cheap hotels
When / leave?		this weekend	
What / plan to see?	The Louvre		Loch Ness and Ben Nevis
How long / stay?		three weeks	

Student B

	Diana	Nick	Paula and Jake
Where / go?	on a city break to Paris	on a safari to Kenya	on a walking holiday in Scotland
Who / go with?		his girlfriend	
How / travel?	by train		by train
Where / stay?		in a tent	
When / leave?	next Friday		tomorrow
What / plan to see?		lions and elephants	
How long / stay?	two nights		ten days

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COMMUNICATIVE Revision questions

1 Personal information

What's your surname?
How do you spell it?
What's your email address?
What's your mobile number?
What's your address?
What's your postcode?

2 Talk about a friend

What's his / her name?
What does he / she do?
Where does he / she live?
How old is he /she?
Is he / she married?
Does he / she have children?

3 Food and drink

What's your favourite food and drink?
Is there any food or drink you don't like?
Which do you prefer – breakfast, lunch, or dinner? Why?
What do you usually have for breakfast?
What do you drink when you go out at night?
Do you cook? Do you like it?

4 What do you do in your free time?

How do you relax?
What do you do when you aren't at work / in class?
What do you like doing with your friends?
What sport or exercise do you do?
When do you have free time?
What do you usually do on a Saturday night?
What do you like doing in your summer holiday?

5 Your typical day (Monday to Friday)

What time do you usually get up?
How do you go to work or school?
Where do you usually have lunch?
What time do you get home in the evening?
What do you do after dinner?
What time do you go to bed?

6 What can / can't you do?

Say three things you can do in English.
Say three things you can see in this class.
Say three things you can do with a smartphone.
Say two things you can't do in English class.
Say two things you can't do on a plane.

7 Talking about the past

Were you at home last night?
Were you in bed at 8.00 this morning?
Did you go out last Saturday night?
Where did you have lunch yesterday?
Where were you at 4.00 yesterday afternoon?
When did you do your English homework?
Where did you go on your last holiday?

8 Times and dates

What time is it now?
What time does this class finish?
What days do you have English class?
When's your birthday?
What's your favourite day of the week?
When does this course finish?

9 Where do you live?

Do you live near here?
Do you live in a house or a flat?
Is it big or small?
Do you like it? Why (not)?
How many bedrooms are there?
Describe your bedroom.

10 Talking about the future

What are you doing after class today?
Are you meeting a friend after class today?
Where are you having dinner tonight?
Are you going to bed early tonight?
What are you doing this weekend?

Vocabulary activity instructions

1A Numbers 0–10 and days

A word search puzzle

Copy one sheet per student.

Language
Words for numbers 0 to 10 and days

- Put Sts in pairs and give out the sheets. Tell Sts to look for the number words from *zero* to *ten* and the days of the week. The words are either horizontal or vertical. Highlight the two examples.
- Focus on **b** and tell Sts to write the numbers and the days in the charts below.
- Check answers.

Numbers: zero, one, two, three, four, five, six, seven, eight, nine, ten
Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

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

1B Countries

A pairwork activity

Copy one sheet per pair.

Language
Country names; numbers 1–10.
What's country number 1?

- Revise the country names from the **Vocabulary Bank** on *p.117*. Write the **Language** question on the board. Model and practise.
- Put Sts in pairs and give each pair a worksheet. Set Sts a time limit to try and label the map with the correct countries.
- Check answers by getting Sts to say the numbers and the countries, e.g., *Number three is Italy*. Follow up by asking Sts to find the general location of their country on the map if it is not one of the countries on the list.

1	England	6	Spain
2	Germany	7	France
3	Switzerland	8	Italy
4	Poland	9	Egypt
5	Russia	10	Turkey

PE1 Classroom language

A pairwork activity

Copy one sheet per student or per pair.

Language
Classroom language

- Quickly revise the language for teachers and students in **Vocabulary Bank** ***Classroom language***, *p.118*. Then ask Sts to close their books.
- Put Sts in pairs and give out the sheets. Tell them that they have to fill in the missing word in the speech bubbles. Explain that the lines indicate the number of letters in each of the words.
- Demonstrate the activity. Focus on the example. Elicit that the teacher wants the students to sit down and that the missing word is *'down'*.
- Set a time limit for Sts do the activity in pairs.
- Check answers by asking Sts to read answers aloud and asking them to spell the missing word.

1 down	7 spell
2 open	8 repeat
3 page	9 sorry
4 stand	10 excuse
5 look	11 understand
6 close	12 know

2A Nationalities and languages

Writing nationalities and languages

Copy one sheet per student.

Language
Words for countries, nationalities and languages

- Quickly revise countries and nationalities in **Vocabulary Bank** (Student's Book *p.117*). Then ask Sts to close their books.
- Give out the sheets. Focus on **a** and the example. Get Sts to work individually or in pairs to complete the chart. If Sts work individually, get them to check their answers in pairs. Remind Sts to use capital letters for the first letter and lower case for the rest. Monitor and help where necessary. Check answers.

Brazil	Brazilian
China	Chinese
The USA	American
Egypt	Egyptian
Spain	Spanish
Turkey	Turkish
Switzerland	Swiss
Russia	Russian
Japan	Japanese
Poland	Polish
Italy	Italian
Germany	German
France	French
Mexico	Mexican

- Focus on **b** and the pictures. Get Sts, in pairs, to say the nationalities e.g. *It's Japanese*. Check answers.

2 Spanish (castanets)	6 French (bread)
3 Swiss (penknife)	7 German (car)
4 Turkish (flag)	8 Polish (flag)
5 Chinese (chopsticks)	9 Mexican (sombrero)

- Now focus on **c**. Ask Sts to complete the sentences individually, then check with their partner. Check answers with the group, encouraging Sts to use full sentences when they answer the questions.

1 Spanish 2 Arabic 3 English
4 French, German, Italian

2B Numbers dictation

A pairwork speaking and listening activity

Copy one sheet per pair and cut into **A** and **B**.

Language
Numbers 11 to 100

- Revise numbers from 11 to 100 by writing a few numbers on the board, e.g. *17, 34, 29, 42, 87*, and asking individual Sts to say the numbers. Then reverse the activity by asking Sts to call out numbers. As they do this, write the numbers in numerical form on the board.
- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Make sure Sts can't see each other's sheets.Focus on **a** and the examples on the sheets. Give Sts a few minutes to write the numbers on their half of the sheet in words. Monitor while Sts are working and correct any mistakes.
- Now focus on **b** and **c**. Tell Sts they are going to take turns dictating their numbers to their partners. Their partner will write the numbers they hear (in numerals, not in words). Demonstrate by getting a Student **A** to read the second number, 23. Then tell the **B** Sts to write the number on their worksheet.
- Sts work in pairs to dictate numbers and write their partner's numbers. When they have finished, they should compare their sheets to make sure they wrote the correct numbers and have spelt them correctly. Monitor while Sts are doing this, make notes of any problems, and review these later with the whole class.

3A Things in the classroom

A pairwork information gap activity

Copy one sheet per pair and cut into **A** and **B**.

Language
Words for things in the classroom and small things:

What's number 1?	*It's a window.*
Is number 2 a board?	*Yes, it is. / No, it isn't.*
How do yo spell it?	

- Revise a few of the words for things in the classroom and small things by walking around and pointing at or holding up a variety of objects and asking *What's this?*
- Put Sts in pairs, **A** and **B**, ideally face-to-face, and give out the sheets. Give Sts a minute to look at the picture and read the list of words below it.
- Give Sts a few minutes to write the missing words on their own.
- Tell Sts that they are now going to check their answers with their partner. Demonstrate the activity with a good student. Take the part of Student **A** and ask a Student **B** Ask *What's number 2?* to get the answer board. Get a Student **B** to ask you *What's number 3?* and answer *door*. Then say *Is number 4 coat?* If **B** says *yes* then say *How do you spell it?*
- Write the sentences from **Language** on the board or show them on screen if you are using iTools. Model and drill pronunciation.
- Sts work in pairs asking and answering questions about the objects. Sts can write in the names of any objects missing from their list. Monitor and check that they are using the article *a / an*. Refer them to the conversation models on the board if necessary.
- When Sts have finished, they should compare their sheets to make sure they have the same words and have spelt them correctly.

4A People and family

A sentence completion activity

Copy one sheet per student.

Language
Words for people

- Focus on **a**. Tell Sts to work individually or in pairs to look at the pictures and complete the sentences. If Sts work individually, ask them to compare their answers with a partner when they finish.

2 girl 3 boy 4 children 5 woman
6 men 7 man 8 women

- Now focus on **b**. Tell Sts to work individually or in pairs to look at the pictures and complete the sentences.

2 husband
3 mother
4 father
5 daughter
6 son
7 sister
8 brother
9 girlfriend
10 boyfriend

- When Sts have finished, get feedback from the class by asking individuals or pairs to read out their answers. Encourage Sts to use full sentences.

4B Colours and common adjectives

A hidden word chain and crossword

Copy one sheet per student.

Language
Words for colours and opposite adjectives

- Give out the sheets and focus on **a**. Ask Sts to find and circle the colour words in the word chain.

blue white grey green red brown
pink orange yellow

- Now focus on **b**. Tell Sts to match the colours to the objects in the pictures. Note that it is not necessary to teach the words for the objects in order for Sts to complete the exercise.
- Sts work individually, writing the appropriate colours under each object. When they have finished, ask Sts to compare their answers with a partner. Then check the answers with the whole class. Get Sts to say, e.g. *It's black*, etc.

2 orange 3 pink 4 red 5 brown 6 green
7 grey 8 yellow 9 white 10 blue

Extra challenge

- Sts will probably not know all of the English words for the things in the pictures. Teach the words for the things in the pictures and write them on the board: *a raven, carrots, a flamingo, strawberries, a tree (trunk), a tree, an elephant, a snowman, the sun, the sky.* Then get Sts to say sentences, e.g. *The raven is black, The sky is blue*, etc.

- Now focus on **c**. Ask Sts to look at the first word *difficult* and ask *What's the opposite of difficult?* Elicit that the answer is *easy*, and ask Sts to write the word in the squares in the puzzle.
- Sts work individually completing the puzzle with the opposites of the words on the left.
- Check answers by getting Sts to tell you the opposite of each adjective.

2 short 3 cheap 4 ugly 5 slow 6 new
7 small 8 bad

Extra challenge

- Get Sts to say full sentences, e.g. *The opposite of difficult is easy.*

5A Food and drink

A matching activity with anagrams

Copy one sheet per student.

Language
Words for food and drink

- Put Sts into pairs and give out the sheets. To demonstrate the activity, write this on the board *s-h-i-f f*____. Ask the class to use the four letters to make a word for something you can eat. Explain that the first letter is given. Elicit the answer *fish*.
- Put Sts into pairs and give out the sheets. Focus on **a** and the example. Give Sts time individually or in pairs to un-jumble all the letters to make the food words. If Sts are 'stuck' on a word give them a clue such as the first two letters.
- Check answers.

a fish
b eggs
c fruit
d sugar
e tea
f milk
g meat
h chocolate
i vegetables
j potatoes
k bread
l butter
m cheese
n sandwich
o cereal
p water
q juice
r pasta
s rice
t coffee

- Now focus on **b** and get Sts to match the words with the pictures. Elicit all the words from the class and correct pronunciation.

a 2
b 3
c 13
d 14
e 16
f 17
g 1
h 15
i 12
j 6
k 8
l 4
m 5
n 10
o 9
p 18
q 19
r 11
s 7
t 20

5B Common verb phrases

A wordsearch puzzle and gap-fill activity

Copy one sheet per student.

Language
Common verb phrases

- Put Sts in pairs and give out the sheets. Focus on **a**. Tell Sts to look for 14 verbs horizontally and vertically. Emphasise that the words must be verbs.
- You can make this part of the activity a race by setting a time limit of, e.g. ten minutes.
- Now focus on **b**. Tell Sts to complete the sentences with one of the verbs they have found in the wordsearch puzzle.
- Check answers by getting Sts to read out the completed sentences.

2 live
3 have
4 watch
5 listen
6 read
7 eat
8 drink
9 speak
10 have
11 work
12 study
13 go
14 like
15 need

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

6A Jobs and places of work

A pairwork activity

Copy one sheet per pair or per student.

Language
Words for jobs and places of work

- Give out the sheets and focus on **a**, the photo and the sentences about Linda. Explain that Sts are going to work in pairs to complete the sentences on the worksheet. They have to write what each person does and where he / she works.
- Give Sts time to complete the missing information and get them to compare their answers with another student. Check answers.

2 journalist / office
3 teacher / school
4 policeman / street
5 nurse / hospital
6 waiter / restaurant
7 taxi driver / street
8 doctor / hospital
9 receptionist / hotel
10 factory worker / factory

- Now focus on **b** and highlight the example. Sts cover the sentences with a piece of paper and look only at the photos. They try to remember the people's jobs and where they work.

6B What's the word?

A vocabulary game

Copy one sheet per student.

Language
Words used to describe daily activities

- Quickly revise a few common daily activities by asking Sts questions, e.g. *What do you usually do in the morning? What about the afternoon? And in the evening?* Elicit answers from several Sts. They can refer to the **Vocabulary Bank** on *p.125* if necessary.
- Put Sts into pairs and give out the sheets. Tell Sts they have to complete the column on the right with the missing words. Explain that the number of lines indicates the number of letters in the missing word.
- Check answers by getting Sts to read out the completed sentences.

2 work	10 gym
3 sandwich	11 finish
4 shopping	12 get
5 housework	13 bed
6 shower	14 coffee
7 dinner	15 breakfast
8 have	16 watch
9 bath	17 school

- Focus on **b**. Get Sts to cover the WORD column and look at the sentences. Sts work in pairs and try to say the sentences including the missing words.

Extra idea

- You could make the activity a race by setting a time limit, e.g. ten minutes. The first pair to write all the words correctly wins.

7A Common verb phrases 2: free time

A gap-fill activity

Copy one sheet per pair.

Language
Common verbs phrases: free time

- Quickly revise the verb phrases related to free time by asking a few of Sts *What do you usually do in your free time?* Elicit answers from several Sts. They can refer to the **Vocabulary Bank** on *p.126* if necessary
- Put Sts into pairs and give out the sheets. Tell Sts they have to complete the column on the right with the correct verbs from the list.
- Focus on the example sentence and elicit that the verb that goes with *in the mountains* is *walk*.
- Sts work in pairs to fill in the gaps. Monitor and help Sts where necessary.
- Check answers by getting Sts to read out the completed sentences.

2 go out	8 meet
3 play	9 relax
4 do	10 travel
5 go	11 play
6 play	12 stay
7 play	

- Now focus on **b** and get Sts to cover the VERB column and look at the sentences. Sts in pairs. try to say the sentences including the missing verbs

PE4 Months and ordinal numbers

A hidden message puzzle

Copy one sheet per student.

Language
The months and ordinal numbers

- Give out the sheets and focus on **a**. Tell Sts they have to complete the puzzle with the months of the year. The number of squares for each word and the letters included in the puzzle will help them decide which month to write. Explain that when they have finished the puzzle, they will find the Secret Message in the shaded column going down. Tell Sts to write these words in the question at the end of the puzzle.
- Students work individually or in pairs to complete the puzzle. Suggest that they fill in the "easy" months first and then work on the harder ones.
- When they have finished check answers and ask *What is the secret message?*

2 October	8 September
3 June	9 March
4 January	10 December
5 November	11 August
6 April	12 July
7 February	

Secret Message: When is your birthday?

- Focus on **b** and the examples in the chart. Numbers are given in pairs and one number from each pair is missing. Focus on the third line of the chart. Ask Sts *What number goes in the second column?* and elicit the answer (*third*)
- Sts work individually to complete the chart with the missing numbers. Check answers, correcting and practising pronunciation as necessary.

9A Common verb phrases 2: travelling

A matching activity

Copy one sheet per student.

Language
Common verb phrases: travelling

- Give out the sheets. Tell Sts they will have to choose a verb from the list to make verb phrases. Set a time limit, e.g. ten minutes, to complete the activity.
- Put Sts into pairs and tell them to compare their answers before you check them with the whole class.

2 stay	3 carry	4 get	5 wait	6 leave	7 arrive
8 pack	9 buy	10 book	11 rent	12 wear	

- Focus on **b**. Tell Sts to work in pairs and take turns in testing each other by covering the verb column and saying the phrases.

10A Draw it!

A vocabulary group game

Copy one sheet per group. Cut up the worksheet into cards.

Language
Words for things and places in a hotel

- Put Sts into small groups of three or four. Give out a set of cards to each group and ask them to put the cards face down on the desk.
- Demonstrate the activity by choosing an object that is not on the worksheet, e.g. a window, and drawing it on the board. Ask Sts to guess what you are drawing. Don't say anything. Just gesture to indicate if guesses are wrong, right, or nearly right. (Make your drawing very simple to show Sts that even someone who is not an artist can do a simple drawing.)
- Tell Sts that they are going to do the same thing in their groups. They will take turns picking a card, then they will draw the word for their classmates to guess. Emphasize that the person doing the drawing must not speak. When a student guesses correctly, that student gets to keep the card. The student who ends up with the most cards when all the cards are finished is the winner.

Non-cut alternative

- Give out a complete worksheet to each group. Sts take turns to choose a word from the worksheet without letting their classmates know which word they have chosen. They then draw the object on the card for their classmates to guess. When a student guesses correctly, that student writes his / her name on the square with the object. Set a time limit for the activity. The person who has guessed the most objects in that time is the winner.

1A VOCABULARY Numbers 0–10 and days

a Find the words for numbers 0–10 and the days of the week.

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

b Write the words in the charts.

Numbers

0 *zero*
1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____
10 _____

Days of the week

M*onday*
T_____
W_____
T_____
F_____
S_____
S_____

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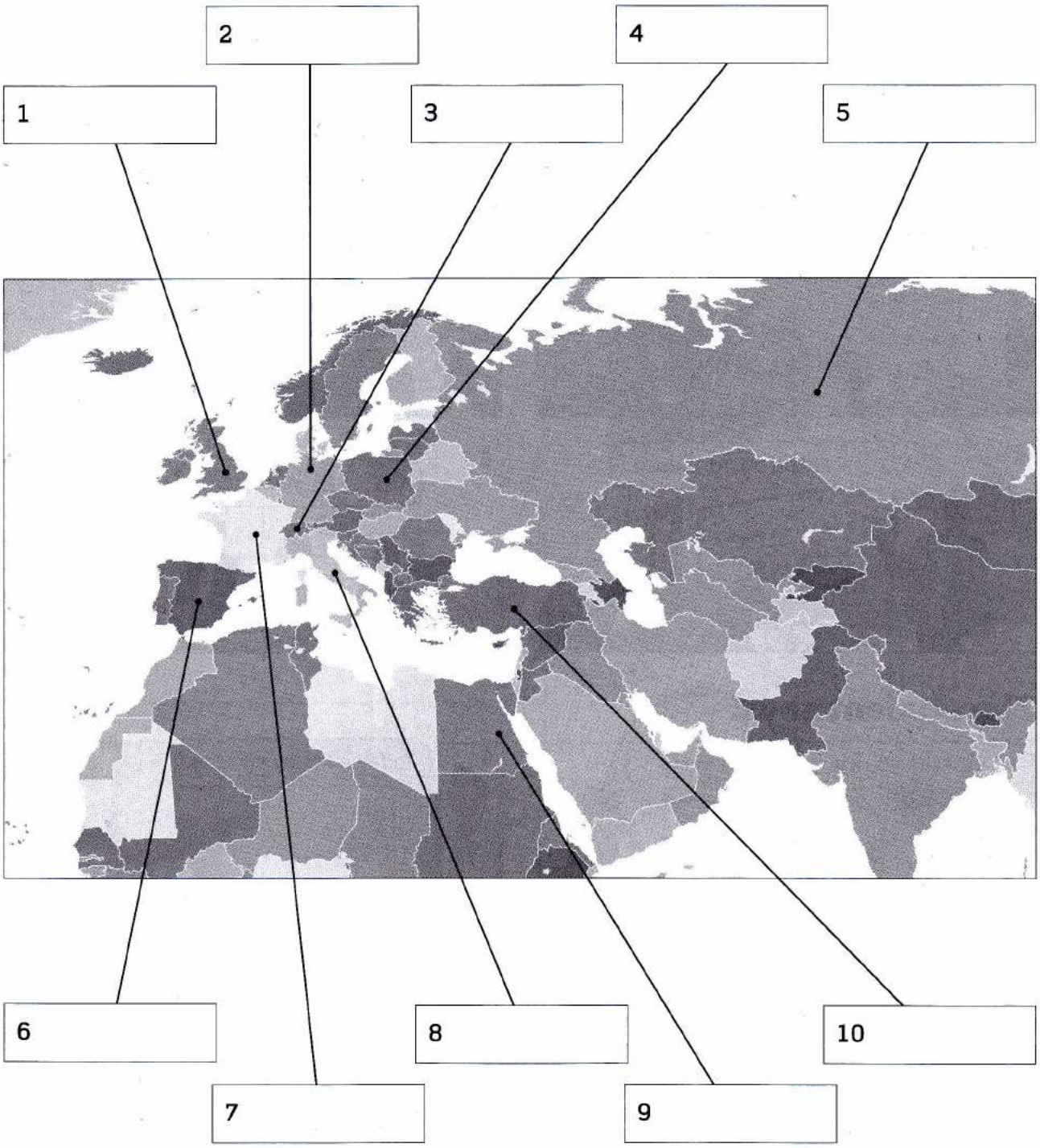
1B VOCABULARY Countries

Look at the map. With a partner write the names of the countries on the map.

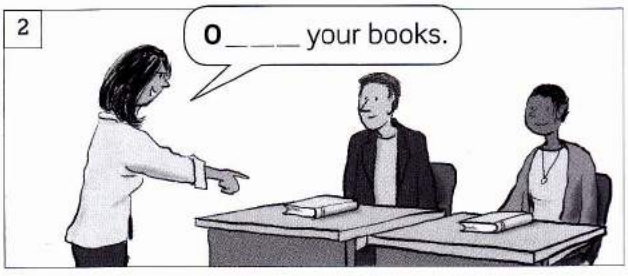
Egypt England France Germany Italy Poland Russia Spain Switzerland Turkey

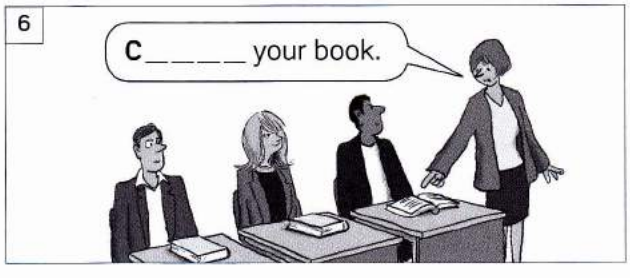


PE1 VOCABULARY Classroom language

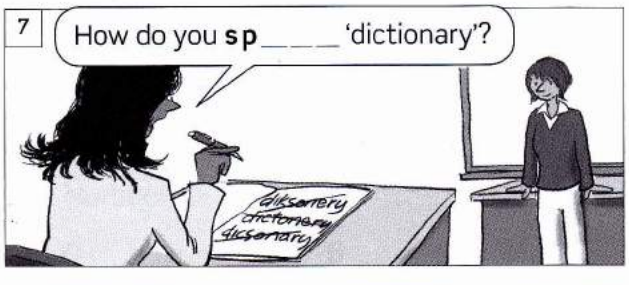
Look at the pictures. Complete the missing words in the sentences.

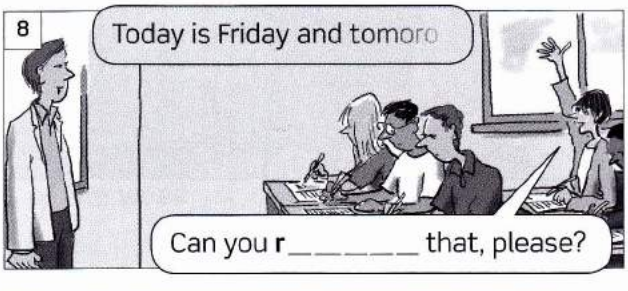
The teacher says:

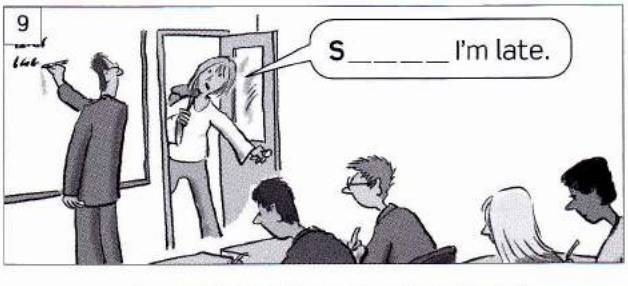




The student says:







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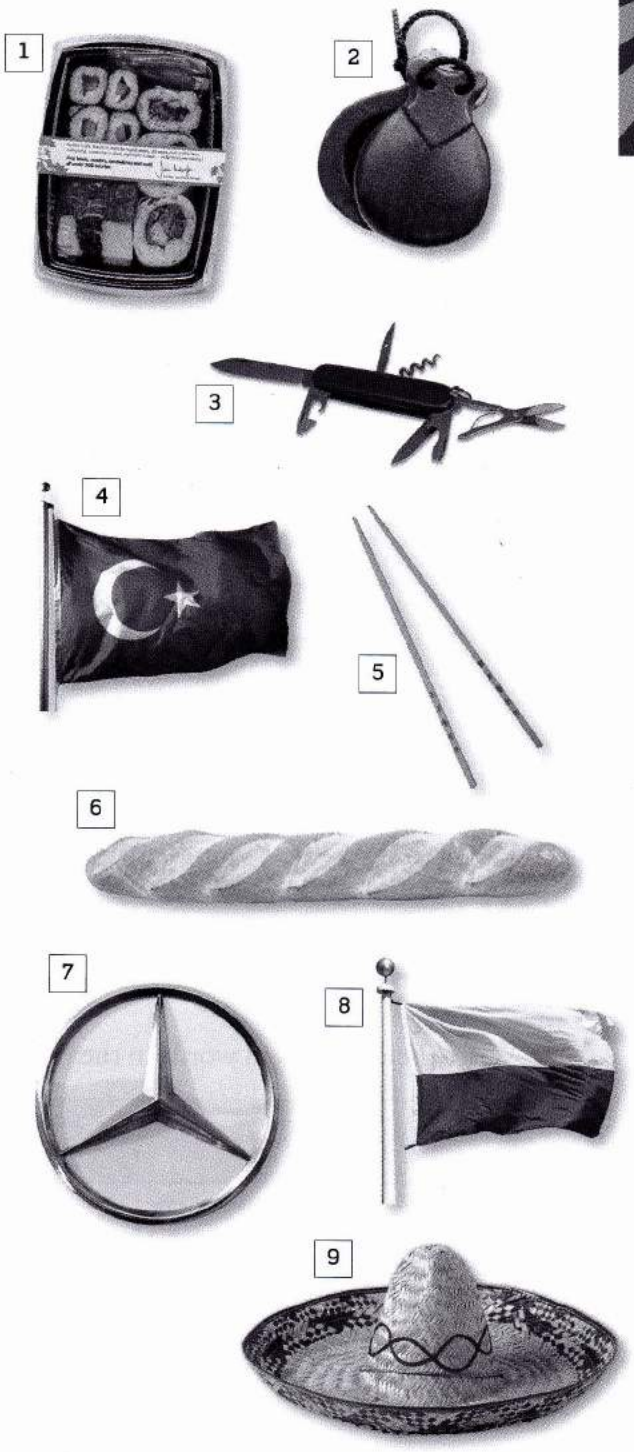
2A VOCABULARY Nationalities and languages

a Complete the chart with the nationalities.

Country	Nationality
Brazil	*B r a z i l i a n*
China	_ _ _ _ _ _ _ ☐
The USA	_ _ _ _ _ _ _ _
Egypt	_ _ _ _ _ _ _ _
Spain	_ _ _ _ _ _ _ ☐
Turkey	_ _ _ _ _ _ _ ☐
Switzerland	_ _ _ _ _ ☐
Russia	_ _ _ _ _ _ _
Japan	_ _ _ _ _ _ _ _ *1*
Poland	_ _ _ _ _ _ ☐
Italy	_ _ _ _ _ _ _
Germany	_ _ _ _ _ _ ☐
France	_ _ _ _ _ _ ☐
Mexico	_ _ _ _ _ _ _ ☐



b Match the pictures with the nationalities. Write the numbers in the boxes.

c Complete the sentences with the correct languages.

1 In Mexico they speak _____.

2 In Egypt they speak _____.

3 In the UK and the USA they speak _____.

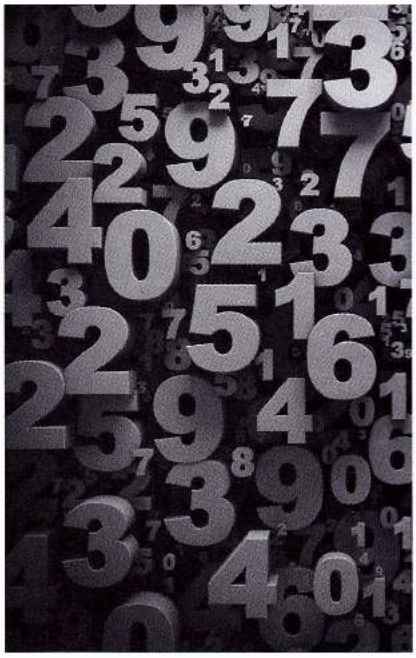
4 In Switzerland they speak _____, _____, and _____.

2B VOCABULARY Numbers dictation

Student A

a Write the numbers in words in the 'Your numbers' column.

Your numbers	B's numbers
15 *fifteen*	*11*
23	
37	
48	
56	
61	
79	
84	
92	



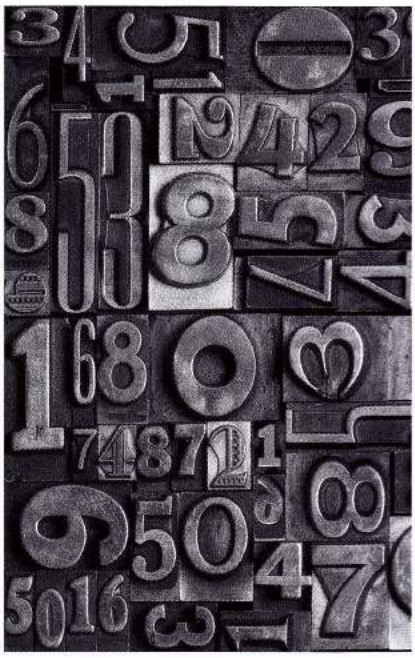
b Dictate your numbers to **B**.

c Listen to **B**. Write **B**'s numbers in the chart.

Student B

a Write the numbers in words in the 'Your numbers' column.

Your numbers	A's numbers
11 *eleven*	*15*
27	
31	
43	
54	
69	
78	
82	
96	



b Listen to **A**. Write **A**'s numbers in the chart.

c Dictate your numbers to **A**.

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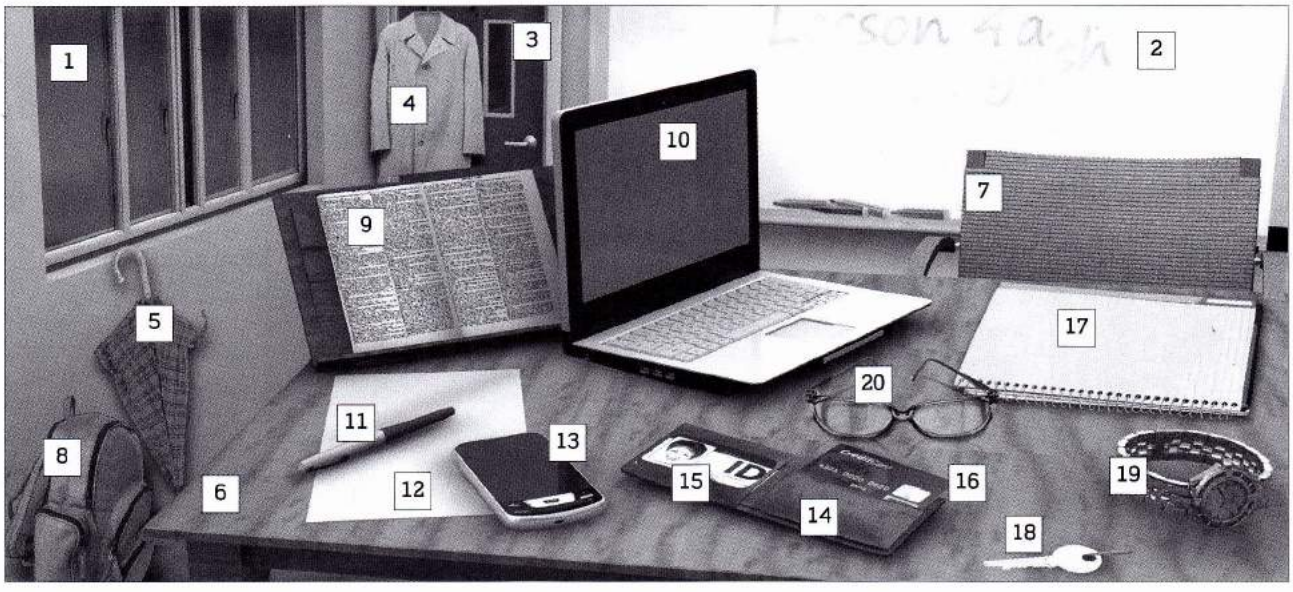
3A VOCABULARY Things in the classroom

Student A

a Look at the picture. Write the missing words.

1 window	5 umbrella	9 dictionary	13 mobile phone	17 notebook
2 *board*	6 _____	10 _____	14 _____	18 _____
3 door	7 chair	11 piece of paper	15 ID card	19 watch
4 _____	8 _____	12 _____	16 _____	20 _____



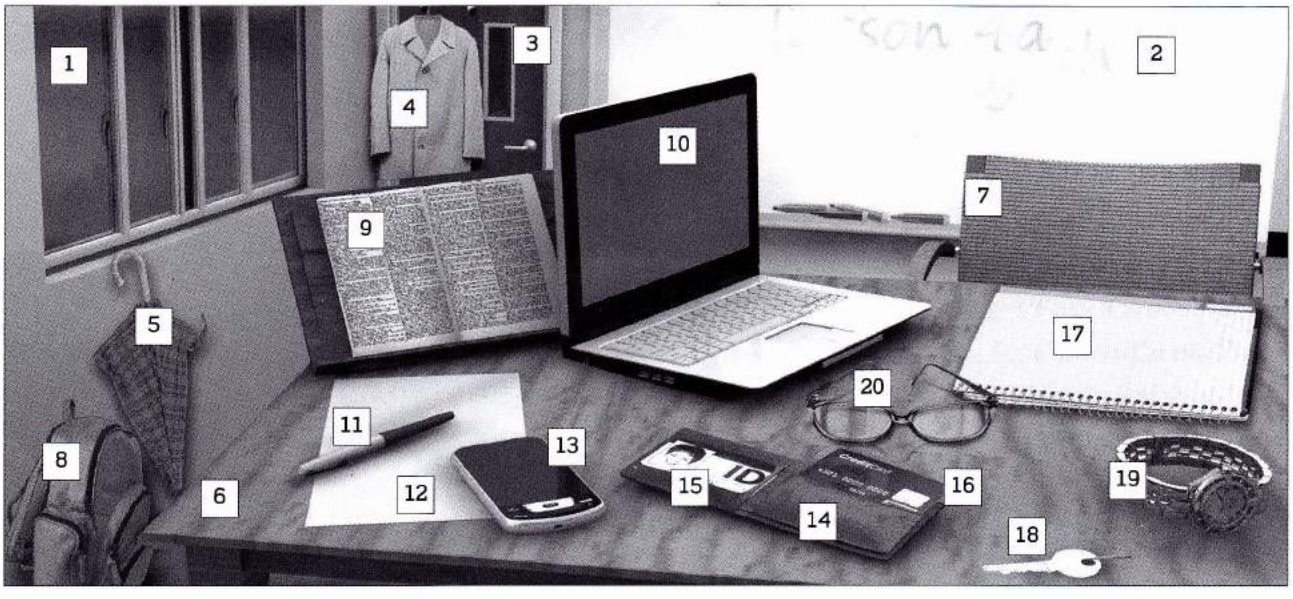
b Check your answers with **B**.

What's number 2? It's a board.

Student B

a Look at the picture. Write the missing words.

1 *window*	5 _____	9 _____	13 _____	17 _____
2 board	6 table	10 laptop	14 wallet	18 key
3 _____	7 _____	11 _____	15 _____	19 _____
4 coat	8 bag	12 pen	16 credit card	20 glasses



b Check your answers with **A**.

What's number 1? It's a window.

4A VOCABULARY People and family

a Complete the sentences. Use the words in the list.

boy children ~~friends~~ girl man men woman women

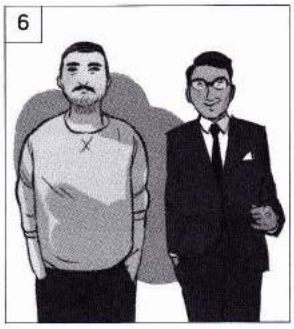
Fabio and Anna are *friends*.

Kim is a _____.

Alex is a _____.

Megan and Dan are _____.

Mrs DeSouza is a _____.



George and Michael are _____.

Mr Husson is a _____.

Jessica and Helena are _____.

b Complete the sentences. Use the words in the list.

boyfriend brother daughter father girlfriend husband mother sister son ~~wife~~

1 Rita is Bob's *wife*.
2 Bob is Rita's _____.
3 Rita is Ryan and Brenda's _____.
4 Bob is Ryan and Brenda's _____.
5 Brenda is Rita and Bob's _____.
6 Ryan is Rita and Bob's _____.
7 Brenda is Ryan's _____.
8 Ryan is Brenda's _____.
9 Molly is Ryan's _____.
10 Josh is Brenda's _____.

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4B VOCABULARY Colours and common adjectives

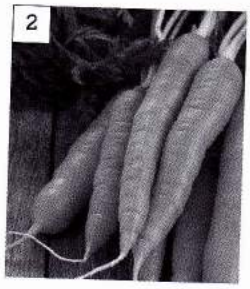
a Find the colour words.

blackmblueoawhitehgreysegreentreredwbrowngupinksiforangexoyellow

b Match the words in **a** to the pictures.

1

black

2 

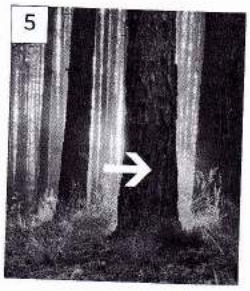
_____

3

_____

4

_____

5 

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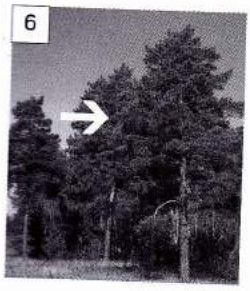
6 

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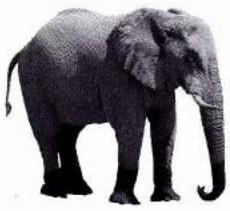
7 

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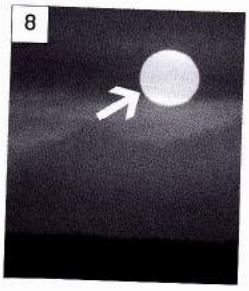
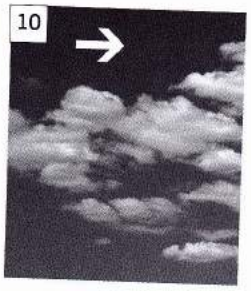
8 

_____

9

_____

10 

_____

c Write the opposites of words 1–8.

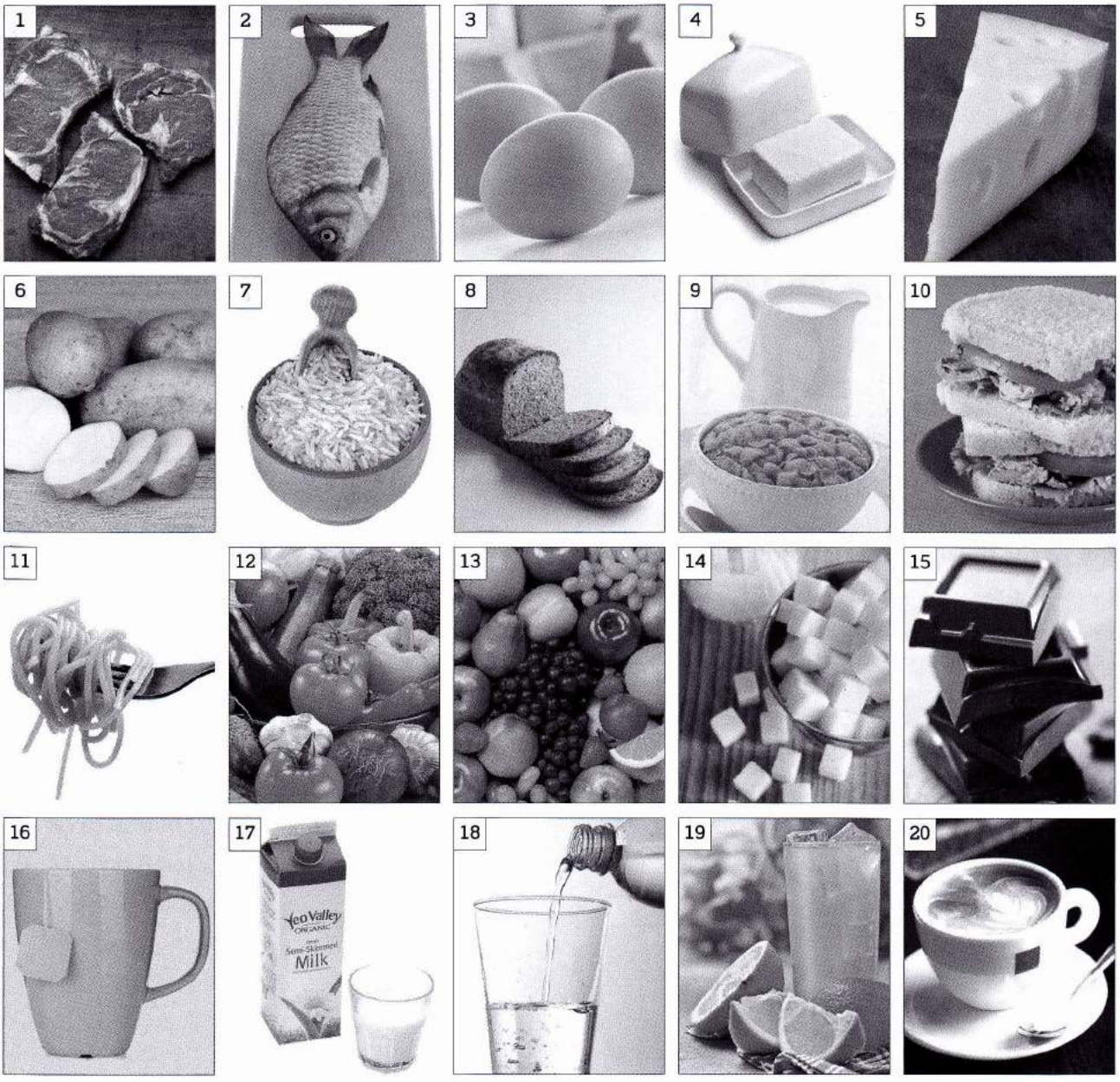
1 difficult	E	A	S	Y	
2 tall					
3 expensive					
4 beautiful					
5 fast					
6 old					
7 big					
8 good					

5A VOCABULARY Food and drink

a Put the letters in order to make food words.

a	shif	**f** *ish*	☐	**k**	drabe	**b** _____	☐
b	gegs	**e** _____	☐	**l**	tutreb	**b** _____	☐
c	truif	**f** _____	☐	**m**	sheece	**c** _____	☐
d	rugas	**s** _____	☐	**n**	cashwind	**s** _____	☐
e	eat	**t** _____	☐	**o**	lceare	**c** _____	☐
f	klim	**m** _____	☐	**p**	trawe	**w** _____	☐
g	tame	**m** _____	☐	**q**	cijue	**j** _____	☐
h	coclhaoet	**c** _____	☐	**r**	atpsa	**p** _____	☐
i	beetsglave	**v** _____	☐	**s**	crie	**r** _____	☐
j	taesotop	**p** _____	☐	**t**	foefce	**c** _____	☐

b Then match the words to the pictures. Write the number of the picture in the box.



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5B VOCABULARY Common verb phrases

a Find 14 verbs.

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

b Complete the sentences with a verb from **a**.

1 I don't *want* coffee, thanks.
2 I _____ in a big house with my wife Katya and our children.
3 Do you _____ a big breakfast in the morning?
4 I don't _____ TV. The programmes are terrible!
5 We _____ to music in the car.
6 I don't _____ the newspaper in English. It's difficult!
7 We don't _____ meat. We're vegetarians.
8 I don't _____ coffee in the evening.
9 Excuse me? Do you _____ English?
10 Do you _____ brothers and sisters?
11 I _____ in a bank in London.
12 Do you _____ English at university?
13 I _____ to English classes on Tuesdays and Thursdays.
14 Do you _____ this song? I think it's great!
15 I _____ a new computer. My computer is very old.

6A VOCABULARY Jobs and places of work

a Look at the people in the photos and complete the sentences about their jobs.

1

Linda is a *shop assistant*. She works in a souvenir *shop*. She speaks French and Spanish with customers.

2

Amanda is a _____. She works in the _____ of an important newspaper. She writes articles about education.

3

Daniel is a _____. He works in a big secondary _____. He teaches history.

4

Gary is a _____. He works in the _____. He works with his dog, Rex.

5

Sophie is a _____. She works in a children's _____. She usually works in the morning, but sometimes she works at night.

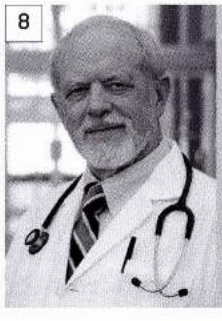
6

Richard is a _____. He works in an Italian _____. He usually works at the weekend.

7

Roger is a _____ in London. He works in the _____. He drives a black cab.

8



Eric is a _____. He works in a children's _____. He works with Sophie.

9

Diana is a _____. She works in a _____ in Manchester. She meets a lot of people every day.

10

Julie is a _____. She works in a cheese _____. She starts work at 6:30 every morning.

b Work with a partner. Cover the sentences. Talk about the people in the pictures.

Linda is a shop assistant. She works in a souvenir shop.

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6B VOCABULARY What's the word?

a Read the sentences and write the missing words in the WORD column.

		WORD
1	I usually go ▬ at five o'clock.	*h o m e*
2	Do you go to ▬ by train?	_ *o r* _
3	I always have a ▬ for lunch.	*s* _ _ _ *w* _ _ _
4	We sometimes go ▬ on Saturday.	_ _ _ *p* _ _ _ *g*
5	Do you do the ▬ in your house?	*h* _ _ _ _ *w* _ _ _
6	Mike has a ▬ every morning.	_ _ *o w* _ _
7	The Wilson family has ▬ at six o'clock every evening.	_ *i* _ _ _ *r*
8	When do you usually ▬ lunch?	_ *a* _ _
9	I'm tired. I want to have a nice hot ▬.	*b* _ _ *h*
10	We need exercise. Let's go to the ▬.	_ *y* _
11	They ▬ work at six o'clock every day.	_ *i* _ _ *s* _
12	We never ▬ up early on Sundays.	_ *e* _
13	We usually go to ▬ late on Saturday night.	_ _ *d*
14	In the morning, I go to a café and have a ▬ and a croissant.	_ *o* _ *f* _ _
15	We sometimes have ▬ in bed on Saturday morning.	*b* _ _ _ *k* _ _ _ _
16	I never ▬ TV in the morning.	_ _ *t* _ *h*
17	The children go to ▬ by bus.	_ *c* _ _ *o* _

b **Test your memory.** Cover the WORD column. Look at the sentences. Can you remember the words?

7A VOCABULARY Common verb phrases 2: free time

a Complete the sentences with a verb from the list. Write your answers in the VERB column.

do go go out meet play [x3] relax stay swim travel ~~walk~~

		VERB
1	We usually ▬ in the mountains on Sundays. Our dog comes, too!	*walk*
2	We always ▬ on Saturday night.	_____
3	Paul doesn't ▬ computer games. He thinks they're boring.	_____
4	I ▬ a lot of sport in my free time.	_____
5	Do you ▬ to the cinema very often?	_____
6	**A:** Does Marie ▬ tennis? **B:** Yes, she's very good!	_____
7	I ▬ in the sea in the summer. It's very good exercise.	_____
8	I usually ▬ my friends on Friday evening and we have a pizza.	_____
9	**A:** How do you ▬ in the evenings? **B:** I read or listen to music.	_____
10	I ▬ a lot in my job. I go to the USA and the UK for meetings.	_____
11	Do you ▬ the piano? Yes, but I'm not very good.	_____
12	Do you usually ▬ in a hotel when you go on holiday?	_____

b **Test your memory.** Cover the VERB column. Look at the sentences. Can you remember the verbs?

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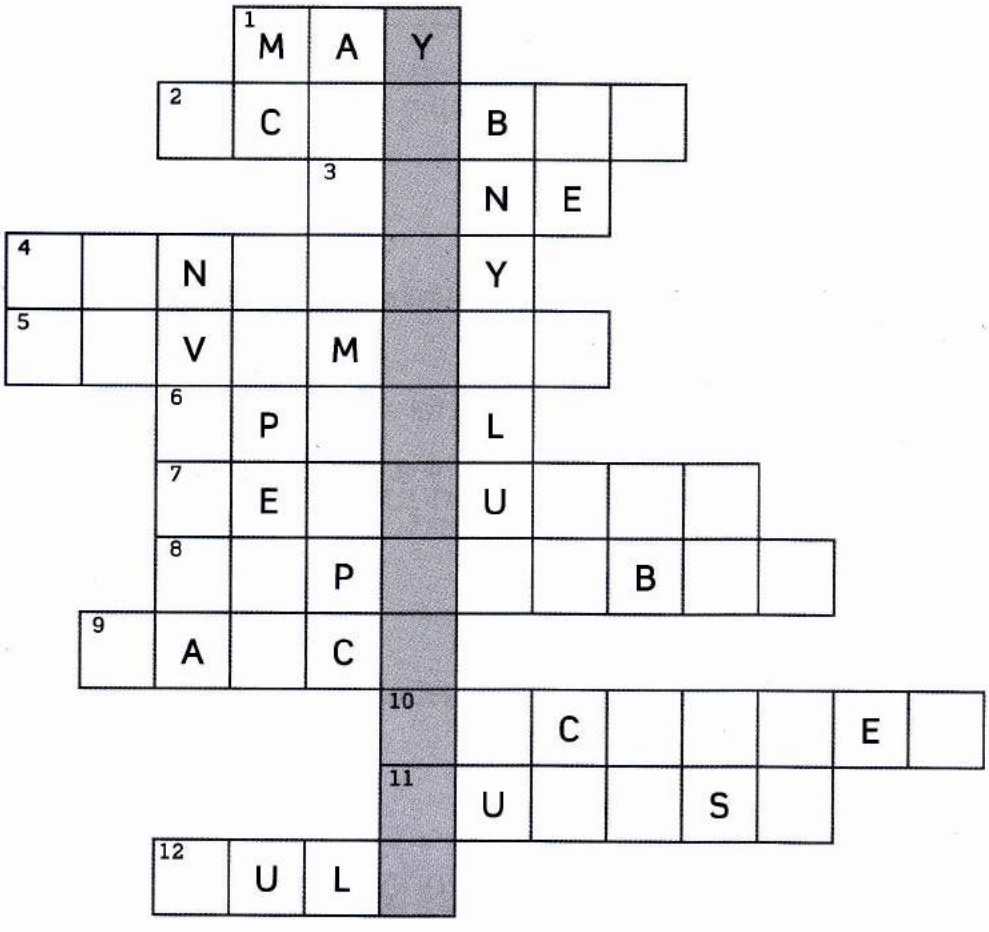
PE4 VOCABULARY Months and ordinal numbers

a Write the months of the year in the crossword. When the puzzle is complete, you can read the secret message going down. There are some letters in the puzzle to help you.



The Secret Message: When is _____?

b Write the missing numbers in the chart.

one	*first*		eleventh
two	second	twelve	
three		thirteen	
	fourth		fourteenth
five		fifteen	
	sixth	sixteen	
	seventh		seventeenth
eight		eighteen	
nine			nineteenth
	tenth	twenty	
		thirty	

9A VOCABULARY Common verb phrases 2: travelling

a Match the verbs in the list to phrases 1–12. Write them in the VERB column.

arrive book buy carry get leave pack ~~phone~~ rent stay wait wear

VERB		
1	*phone*	home, your family
2	_____	in a hotel, in a hostel
3	_____	a suitcase, a bag, an umbrella
4	_____	a taxi, a train, a bus
5	_____	for a flight, for a bus, for a friend
6	_____	the house in the morning, work at 5.00
7	_____	in London, at the airport
8	_____	a suitcase, a bag
9	_____	a present, a souvenir
10	_____	tickets, a table in a restaurant
11	_____	a car, a flat
12	_____	a coat, jeans

b **Test your memory.** Cover the VERB column. Say phrases 1–12.

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10A VOCABULARY Draw it!

a bed	a pillow	a table	a lamp
a remote control	a cupboard	a floor	a bathroom
a bath	a shower	a towel	a swimming pool
a car park	a bar	a garden	a lift
a gift shop	reception	a gym	a lamp

Song activity instructions

The songs can be found on CD4 of the Class audio CD as MP3 files.

PE1 All Together Now

Identifying words 4 MP3

- Copy one sheet per student.
- Put Sts in pairs and give out the sheets. Focus on **a**. Give pairs a few minutes to match the pictures and the words.
- Check answers.

2 e 3 c 4 g 5 b 6 f 7 a

- Now focus on **b** and the example. Tell Sts that they are going to listen to the song and they have to write down the numbers of the pictures in the order as they hear them. Make sure they cover the song lyrics first.
- Play the song once or twice, as necessary, for Sts to number the pictures check answers.

4 7 2 5 6 3

- Now go through the song with the class, helping Sts understand the meaning, and using the **Glossary** to help. Then go through the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

PE2 That's How Much

Listening for extra words 4 MP3

- Copy one sheet per student.
- Give out the sheets and focus on the task and the example. Explain that Sts have to listen and cross out the extra word. Tell Sts that all the lines numbered 1–10 have an extra word, but the lines without numbers are correct.
- Play the song once for Sts to try and cross out the extra words. Play the audio again, this time pausing after each line, and replaying if necessary.
- Check answers.

1 lucky 2 then 3 all 4 please 5 big
6 sometimes 7 planet 8 here 9 sunny 10 now

- Go through the song with the class, helping Sts understand the meaning and using the **Glossary** to help.
- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

PE3 Stop the Clock

Remembering words and matching rhyming words 4 MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Explain that Sts have to write the word under each picture. The number of lines represents the number of missing letters. Ask sts to compare their answers and then check.

1 baby 2 clock 3 train 4 three

- Now focus on **b**. Tell sts to cover **a** and look at the pictures in the song lyrics. Ask them if they can remember what the pictures represent. Play the song once, pausing the audio from time to time just before a picture word for Sts to say the word.
- Now focus on **c** and go through the words in each circle, eliciting the pronunciation and meaning. Then get Sts to match the rhyming pairs. Check answers.

1 c 2 a 3 b

- Go through the song with the class helping Sts undrestand the meaning, and using the **Glossary** to help. Then go through the **Song Facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along, trying to remember the picture words.

PE4 Calendar Girl

Listening for specific words 4 MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Highlight that the highlighted clues will help Sts to decide what the missing words are when they listen.
- Play the song once for Sts to try and write the missing words, pausing as necessary to give Sts time to write the words.Play the song again for Sts to listen and check their answers, replaying individual lines as necessary. Check answers.

1 start 2 Valentine 3 smile 4 dad
5 beach 6 sixteen 7 Halloween 8 tree

- Go through the song with the class helping Sts undrestand the meaning, and using the **Glossary** to help. Then go through the **Song Facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

PE5 Song I'd Like to Sing

Listening for specific words 4 MP3

- Copy one sheet per student.
- Give out the sheets. Go through the words and phrases at the ends of the lines and check the meaning and pronunciation of each one. Tell Sts they have to circle the word they hear.
- Play the song once and Sts circle the words they hear. Then play the song again for them to complete their answers. Replay any lines as necessary.
- Check answers with the whole class and get Sts to write the words in the song.

2 know	9 know	15 last
3 always	10 a	16 want
4 good	11 mother	17 a
5 the	12 woman	18 pretty
6 sing	13 together	19 sing
7 take	14 until	20 love
8 this		

- Go through the song with the class, helping Sts understand the meaning, and using the **Glossary** to help. Then go through the **Song Facts**.
- Finally, if you think that your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

PE6 Somewhere Over the Rainbow

Identifying words 4 MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Give Sts a few minutes to match the pictures with the words, individually or in pairs. Check answers.

2 d 3 a 4 e 5 g 6 b 7 h 8 c

- Now focus on **b** and the example. Tell Sts to write down the letter of the pictures as they hear them. Make sure they cover the song lyrics first.
- Play the song once or twice as necessary for Sts to number the pictures. Then check answers.

c h g d a e b

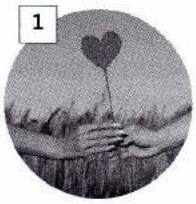
- Now focus on **c**. Go through the words in each circle, eliciting the pronunciation and meaning. Then get Sts to match the rhyming pairs. Check answers.

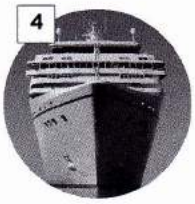
1 c 2 a 3 b

- Go through the song with the class, helping Sts understand the meaning, and using the **Glossary** to help. Then go through the **Song Facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

PE1 SONG All Together Now 4 MP3

a Match the pictures with the words.





a a tree	
b a cup of tea	
c a friend	
d 'I love you'	*1*
e a rope	
f a bed	
g a ship	

b Listen to the song. Write the number of the picture in the order you hear them.

1						

All Together Now

One, two, three, four
Can I have a little more?
Five, six, seven, eight, nine, ten
I love you

A B C D
Can I bring my friend to tea?
E F G H I J
I love you

Sail the ship,
Chop the tree,
Skip the rope,
Look at me (Look at me)

All together now
(All together now)
All together now
(All together now)
All together now
(All together now)
All together now
(All together now)

Black, white, green, red
Can I take my friend to bed?
Pink, brown, yellow, orange
and blue
I love you

All together now
(All together now)
All together now
(All together now)
All together now
(All together now)
All together now
(repeat)

Sail the ship,
Chop the tree,
Skip the rope,
Look at me (Look at me)

All together now
(All together now)
All together now
(repeat)

GLOSSARY

sail the ship

chop the tree

skip the rope

SONG FACTS

This song was written by John Lennon and Paul McCartney, and it appeared in the Beatles' film *Yellow Submarine* (1968).

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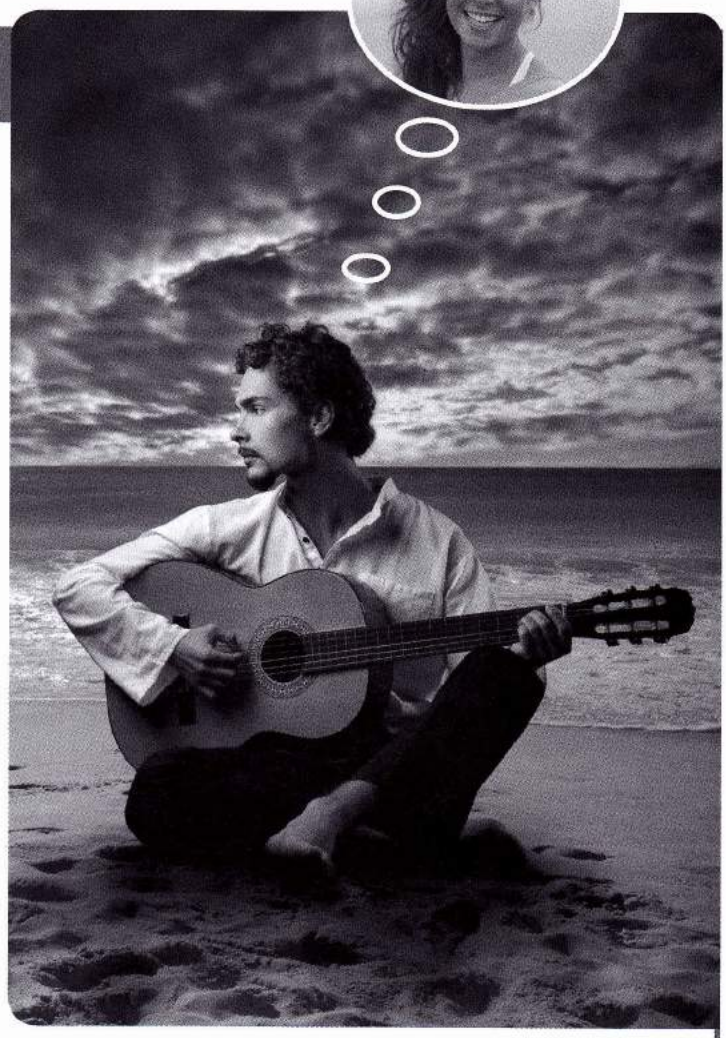
PE2 SONG That's How Much 4 MP3

Listen to the song. Cross out the extra words in lines 1–10.

That's How Much



That's how much
That's how much
Yeah, yeah, yeah
That's how much
I love you
(Yeah, I love you)
1 Pick a ~~lucky~~ number from one to ten
2 Double it and then add a million
That's how much
That's how much
Yeah, yeah, yeah
That's how much
I love you
(Yeah, I love you)
3 Count all the miles from here to Mars
4 Please triple it and add a trillion
That's how much
That's how much
Yeah, yeah, yeah
That's how much
I love you
(Yeah, I love you)
5 Although I'm not a big mathematical genius
6 At least I sometimes know the score
7 Who cares how far to planet Venus
8 When you live here right next door
9 Count the pebbles on every sunny beach
10 Triple it and now add a trillion
That's how much
That's how much
Yeah, yeah, yeah
That's how much
I love you
(Yeah, I love you)

Who cares how far to Venus
When you live right next door
(Yeah, yeah, yeah)
(Right next door)
Count the pebbles on every beach
Triple it and add a trillion
That's how much
That's how much
Yeah, yeah, yeah
That's how much
I love you
(Yeah, I love you)

SONG FACTS

That's How Much was a hit for the American singer Bryan Hyland in 1960.

GLOSSARY

double = multiply by two
triple = multiply by three
add = put together two numbers e.g. 2+2
know the score = know what is important
Who cares....? = it isn't important
next door = the house/flat next to your house/flat
pebbles = small stones

PE3 SONG Stop the Clock (4 MP3)

a Look at the pictures. What are the words?

1 b___ 2 c l___ 3 t r___ 4 t h___

b Listen to the song. Can you remember the picture words?

Stop the Clock

Tick-tock, stop the
Tick-tock, stop the
Time keeps moving on
Soon my will be gone
Away, poor me
Tick-tock, stop the
Tick-tock, stop the
She's gonna catch the at
That'll be the end of me
Tick-tock, stop the
Tick-tock, stop the
Tick-tock, stop the
For my would be mine

If I could just turn back the time
Tick-tock, stop the
Tick-tock, stop the
Tick-tock, stop the
Time keeps moving on
Soon my will be gone
Tick-tock, stop the
Tick-tock, stop the
Tick-tock, stop the
For my would be mine
If I could just turn back the time
Tick-tock, stop the

c Match the words in groups **A** and **B** that have the same sound. Can you say them correctly?

A
1 stop ☐
2 me ☐
3 mine ☐

B
a three
b time
c clock

SONG FACTS

Stop the Clock was a hit for the American rhythm and blues singer Fats Domino in 1962. He sold 100 million copies and was a big influence on the Beatles, The Rolling Stones and many other artists.

GLOSSARY

keeps moving on = doesn't stop
baby = girlfriend/wife
gonna = going to (future, informal)
That'll be = That will be (future)
turn back the time = go back to the past

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PE4 SONG Calendar Girl 4 MP3

Listen to the song and write the missing words 1–8. Use the highlighted clues to help you.

Calendar Girl

I love, I love, I love my calendar girl
Yeah, sweet calendar girl
I love, I love, I love my calendar girl
Each and every day of the year

(January)
You [1]_____ the year all fine *a verb*
(February)
You're my little [2]_____ *14th February*
(March)
I'm gonna march you down the aisle
(April)
You're the Easter bunny
When you [3]_____ *a verb*

Yeah, yeah
My heart's in a whirl
I love, I love, I love my little calendar girl
Every day (every day)
Every day (every day)
Of the year (every day of the year)

(May)
Maybe if I ask your [4]_____ and mom
a family member
(June)
They'd let me take you to the junior prom
(July)
Like a firecracker
I'm aglow
(August)
When you're on the [5]_____ you
steal the show *a place*

Yeah, yeah
My heart's in a whirl
I love, I love, I love my little calendar girl
Every day (every day)
Every day (every day)
Of the year (every day of the year)

Whoo!

Yeah, yeah
My heart's in a whirl
I love, I love, I love my little calendar girl
Every day (every day)
Every day (every day)
Of the year (every day of the year)

(September)
I light the candles at your sweet [6]_____
a number
(October)
Romeo and Juliet on [7]_____ *31st October*
(November)
I'll give thanks that you belong to me
(December)
You're the present beneath my Christmas
[8]_____ *a thing*

Yeah, yeah
My heart's in a whirl
I love, I love, I love my little calendar girl
Every day (every day)
Every day (every day)
Of the year (every day of the year)

I love, I love, I love my calendar girl
Yeah, sweet calendar girl
I love, I love, I love my calendar girl
Yeah, sweet calendar girl

SONG FACTS

Neil Sedaka had a hit with this song in 1961. It reached number 4 in the US Billboard charts. A 'calendar girl' is a girl who appears in a photo on a calendar.

GLOSSARY

gonna = going to (future, informal)
march = walk like a soldier
aisle = a way between lines of seats in a church
Easter = a religious festival in March or April
bunny = a little rabbit
in a whirl = moving in a circle very quickly
junior prom = a school dance at the end of the year
a firecracker = a small firework
aglow = shining with happiness
beneath = under

PE5 SONG Song I'd Like to Sing (4 MP3)

a Listen and circle the correct word in each pair 1–20.

b Listen again and check. Write the words in the song.

Song I'd Like to Sing

There's [1]_____ song I'd like to sing
Do you [2]_____ the song I mean?
It don't [3]_____ sound the same
But it's always [4]_____ to sing.

Anyone can say [5]_____ words
Anyone can [6]_____ the tune
If you [7]_____ a little time
I can teach [8]_____ song to you.

And we can get to [9]_____ each other
Like a sister and [10]_____ brother
Like a father and a [11]_____
Like a [12]_____ and a man.

And [13]_____ we can sing along
Just enjoy [14]_____ it's over
It don't need to [15]_____ forever
If we [16]_____ it to it can.

Maybe it don't mean [17]_____ thing
It's a [18]_____ little tune.
It's a song I like to [19]_____
That I'd [20]_____ to sing with you.
(la la la la)

1 one / a
2 know / like
3 always / usually
4 great / good

5 the / those
6 like / sing
7 give / take
8 the / this

9 love / know
10 a / her
11 mother / mum
12 lady / woman

13 tomorrow / together
14 when / until
15 last / be
16 need / want

17 a / some
18 nice / pretty
19 write / sing
20 love / like

SONG FACTS

Song I'd Like to Sing is from Kris Kristofferson and Rita Coolidge's 1973 album, *Full Moon*. They won two Grammy awards for their albums.

GLOSSARY

anyone = any person
a tune = the music of a song
last (verb) = to continue for a long time
forever = for all time

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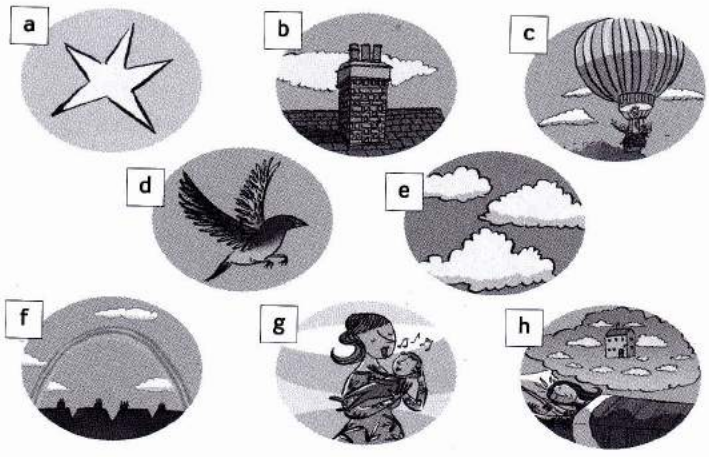
PE6 SONG Somewhere Over the Rainbow 4 MP3

a Match the pictures with the words.



1 rainbow [f]
2 bluebird [ ]
3 star [ ]
4 clouds [ ]
5 lullaby [ ]
6 chimney [ ]
7 dream [ ]
8 high (*adj.*) [ ]

b Listen to the song. Write the letter of the pictures in the order you hear them in the song.

[f] [ ] [ ] [ ] [ ] [ ] [ ] [ ]

Somewhere Over the Rainbow

Ooo ooo ooo etc.

Somewhere over the rainbow
Way up high
And the dreams that you dream of once in a lullaby

Oh somewhere over the rainbow
Bluebirds fly
And the dreams that you dream of, dreams
Really do come true

Some day I'll wish upon a star
Wake up where the clouds are far behind me
Where trouble melts like lemon drops
High above the chimney top
That's where you'll find me

Oh somewhere over the rainbow
Bluebirds fly
And the dreams that you dare to
Oh why, oh why can't I?

Oh, someday I'll wish upon a star
Wake up where the clouds are far behind me
Where trouble melts like lemon drops
High above the chimney top
That's where you'll find me

Oh somewhere over the rainbow
Way up high
And the dreams that you dare to
Why, oh why can't I?

Ooo ooo ooo etc.

c Match the words in groups **A** and **B** that have the same sound.

A
1 high [ ]
2 drop [ ]
3 star [ ]

B
a top
b far
c lullaby

SONG FACTS

Somewhere over the Rainbow is originally from the film *The Wizard of Oz*. Israel Kamakawiwo'ole recorded his version in 1993 and it has been used in films and TV shows including the popular series *Glee*.

GLOSSARY

dream = (noun and verb) something you want to happen
to come true = to become reality
to melt = to become liquid
lemon drops = yellow sweets

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ISBN 978-0-19-450150-7
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