G present perfect for past experiences
V *been to*
P sentence stress

Before we met

Lesson plan

The idea for this lesson comes from a novel called *Before we met* by Julian Barnes, about a couple where the man is pathologically jealous of his girlfriend's ex-boyfriend. However, the 'extract from a novel' is invented and is not based on the original novel. The present perfect (for past experiences) is presented, but confined to one past participle (*been to...*) to talk about cities and countries which SS have visited. This allows SS to get to grips with *have* as an auxiliary verb, and with making questions and negatives. In **9B** they learn other regular and irregular past participles, and contrast the present perfect with the past simple.

Optional lead-in (books closed)

- Revise the adjectives of personality SS learned in **8A**. Write on the board:
  What's the word for a person who...
  is open and kind ? f_____
  thinks a lot and doesn't make jokes? s_____
  likes arguing and can be violent? a_____
  doesn't talk much? q_____
  likes giving people things? g_____
  dresses well? s_____
  thinks their partner is interested in another person j_____
- Give SS a minute to try and think of the adjectives (tell them the last one may be new).
- Check answers.

friendly
serious
aggressive
quiet
generous
stylish
jealous

- Model and drill the pronunciation of *jealous* /'dʒeləs/ and elicit that the *ea* is pronounced /e/, like *bread*, *breakfast*, etc.

1 SPEAKING & READING

a
- Books open. Focus on the questionnaire. If you didn't do the lead in, elicit/teach the meaning of *jealous*.
- Get SS to ask you the questions. They then interview each other in pairs or small groups.
- Get feedback from the class. Find out what the majority opinion is for question **4**.

b 9.1
- Now focus on the 'extract from the novel' and questions 1–3. Play the tape/CD once for SS to read and listen.

⚠ If SS ask at this point what *I've been* is say that *I've* = *I have* and *been* is the past participle of *be*. The meaning here is *visited*.

Extra challenge

As an alternative, you could do **b** as a listening, i.e. get SS to cover the text and listen and answer the questions. Play the tape/CD twice and check answers. Then get them to read the story and guess the meaning of the highlighted words.

- Get SS to compare with a partner and then check answers.

1 Barcelona Rome Florence
2 His ex-girlfriend.
She's in Canada.
3 Because Rob went there with Jessica.

9.1 CD3 Track 46

It was a Thursday evening in June when we sat down in Charlotte's living room with the holiday brochures. 'I got these from the travel agent's today,' said Charlotte. 'This is going to be fun! Have you been to Italy?'
'Yes, I have,' I replied. 'I've been to Rome and Florence.'
'On holiday?'
'Yes... with Jessica.'
'Oh.' There was a long silence.
'But I haven't been to Venice. What about Venice?'
'No. Forget Italy. Have you been to Spain?'
'Yes. I've been to Barcelona.'
'With Jessica?'
'Yes, but...'
She picked up a brochure for Lisbon. 'Don't tell me. You've been there too. With Jessica.'
'No. I've never been to Portugal. Look, what's the problem? Jessica's not my girlfriend now. She's thousands of miles away. She lives in Canada. Why are you so jealous of her?'
'Me? Jealous? I'm not jealous.'
There was another long silence.

c
- SS read the text again and focus on the meaning of the highlighted words. Check answers by explaining or translating the words, letting SS check with a dictionary or using the glossary below.

holiday brochures	magazines with photos and information about holidays
fun	enjoyable, entertaining
replied	answered
silence	when there is no noise/nobody is talking
picked up	took from the floor or from a table

- Ask SS *Do you think Charlotte is jealous?* Note: the story continues in **LISTENING**.

2 GRAMMAR present perfect

a • Focus on the instructions and get SS to answer in pairs. Check answers.

1 yes **2** no **3** *have* **4** *be*

b • SS underline examples of *have been to*. Check answers (see tapescript above), and elicit that *have been to* = *have visited*.

c • Focus on the chart. Give SS a few minutes to complete it. Check answers.

	+	−	?
I, you, we, they	I **have** been to Rome.	I **haven't** been to Venice.	**Have** you been to Lisbon?
he, she, it	She **has** been to Rome.	She **hasn't** been to Venice.	**Has** he been to Lisbon?

d • Tell SS to go to **Grammar Bank 9A** on *p. 138*. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

- The present perfect is probably the tense which causes most problems for foreign learners, mainly because of L1 interference. For this reason in *New English File Elementary* we introduce it through one simple and common use, i.e. to talk about past experiences (things that we have done in our lives up till now, but *without* saying exactly when). SS will study further uses of the present perfect in *New English File Pre-intermediate*.
- Although the use of the present perfect is usually considered the main difficulty for SS, the form is also problematic, as it is the first time SS see *have* used as an auxiliary verb with all its contractions (*I've... he's...*, etc.).
- The meaning of *been to* can cause problems. SS naturally expect either *been in* or *gone to*. It is probably best to explain that *been to* in the present perfect = visited (and come back), *gone to* = travelled to and not returned.

- Focus on the exercises for **9A** on *p. 139*. SS do the exercises individually or in pairs.
- Check answers. In **a** write the contracted forms on the board, and in **b** tell SS to use contractions in [+] and [−] after *I*, *he*, etc.

a 1 She **hasn't** been to the USA.
2 They **haven't** been to China.
3 He**'s** been to an opera.
4 You **haven't** been to my house.
5 I **haven't** been there.
6 We**'ve** been to Madrid.
b 1 I haven't been to Rome.
2 Have you been to Barcelona?
3 Mark hasn't been to South America.
4 My parents have been to Africa.
5 Has Ann been to Argentina?
6 We haven't been to Budapest.

- Tell SS to go back to the main lesson on *p. 101*.

3 PRONUNCIATION sentence stress

a 9.2

- Focus on the dialogue. Play the tape/CD once for SS to listen. Then play it again, pausing after each line for SS to repeat. Highlight that the underlined words are the ones which SS should stress more strongly.

9.2 CD3 Track 47

A Have you been to Italy?
B Yes, I have. I've been to Venice.
A Have you been to New York?
B No, I haven't. I haven't been to the USA.

- Get SS to practise the dialogue in pairs.

b • Demonstrate the activity. Write on the board six place names (countries or cities), three of which you've been to and three of which you haven't.
- Tell SS to decide in pairs which three they think you *have* been to, and write them on a piece of paper.
- SS ask you *Have you been to ...?* for all six places to check their guesses. Get feedback to see which pair(s) guessed right.
- Put SS in pairs and get them to write their own lists of six cities. In a monolingual class, if your SS haven't travelled abroad restrict the activity to cities in their country. Monitor and help SS write their lists.
- SS swap lists, and try to guess which three places their partner has been to. They then ask *Have you been to...?* questions to check. Monitor, helping SS get the right rhythm in their questions. Get feedback to see who had the most correct guesses in each pair.

4 LISTENING

a 9.3

- If you are doing this activity on a different day to when you did the first part of the Rob and Charlotte story you could read the text again to refresh SS' memories.
- Tell SS they're now going to see what happens to Rob and Charlotte. Focus on the question, and play the tape/CD once and elicit the answer.

Jessica phones.

b • Now focus on sentences 1–6. Play the tape/CD once for SS to complete them with a name. Get them to compare answers with their partner. Play the tape/CD again and check answers.

1 Rob
2 Charlotte
3 Rob
4 Jessica
5 Rob, Jessica
6 Charlotte, Rob

9.3 CD3 Track 48

(tapescript in Student's Book on *p.121*)
R = Rob, C = Charlotte
R Why don't we go to Paris? I haven't been there.
C Are you sure?
R Look, I promise. I've never been to Paris.

C OK. Let's look at the brochure. I love Paris. It's one of my favourite cities.
R You choose a hotel then.
C What about this one? It's very near the Eiffel Tower. It looks nice. Very romantic. Let's go there.
R Is that your phone?
C No, it's yours.
R Oh yeah. You're right. Hello?... Who?... Oh hi. What a surprise... Fine, fine. How are you?... Sorry?... It's seven o'clock here. In the evening. What time is it in Canada?... Sorry?... No, I'm not. I'm with... I'm with a friend... Can I call you back later?... I said, can I call you back later this evening?... Sorry? I can't hear you... OK I'll call you back later... Yes, OK. Bye... Sorry, Charlotte, what did you say about the hotel?
C Forget it, Rob. I don't want to go away with you this weekend. In fact I don't want to do anything with you. See you sometime.
R Charlotte, don't go. Listen, I can explain. It isn't what you think...

Extra support

Get SS to listen to the tape/CD for a final time with the tapescript on *p. 121* so they can see exactly what was said and see how much they understood. Translate/explain any new words or phrases.

5 SPEAKING

- Focus on the questionnaire and go through the questions. Then focus on the instructions and make sure SS understand them.
- Set a time limit, e.g. five minutes. Tell SS to stand up and start. Mix in with them yourself.
- Stop the activity after five minutes (or when you think SS have had enough, or when someone has found people for all the questions). Get SS to sit down again.
- Get feedback. Ask *Who has been to a very hot country?* and elicit the student's name. Then ask him or her *Where? When?*
- Do the same for the other questions, getting a bit more information each time.

⚠ Be careful to elicit short answers here, not full sentences, as SS may try (incorrectly) to use the present perfect.

Extra challenge

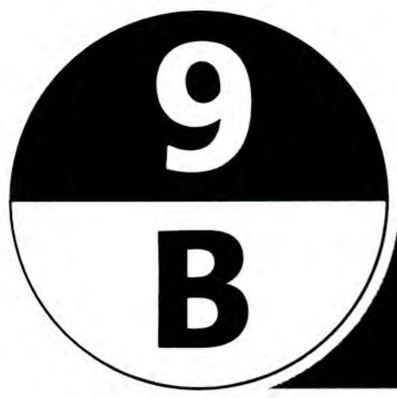
Tell SS they must try to find a *different* person for each question.

Extra photocopiable activities

Grammar
present perfect *p. 172.*
Communicative
Where have you been? p. 217 (instructions *p.184*).

HOMEWORK

Study Link **Workbook** *pp. 76–77.*



G present perfect or past simple?
V past participles: *seen, broken*, etc.
P irregular past participles

I've read the book, I've seen the film

Lesson plan

In this final lesson SS learn more about the present perfect (for past experiences). They get practice in forming regular and irregular past participles and in asking questions with *ever*. The main context of the lesson is a survey asking about 'Cinema experiences'. Finally, the lesson contrasts the present perfect and the past simple in a natural context: *Have you read the book? Have you seen the film? Which did you prefer?*

Optional lead-in (books closed)

- Write on the board in two columns:
  PAST PARTICIPLE INFINITIVE
- Now write *been* under past participle and elicit that the infinitive is *be*, and write it under infinitive.
- Then write these past participles in the column: *spoken, seen, cried, bought, left, slept, kissed*
- Give SS in pairs one minute to decide what they think the infinitive is. Check answers, and model and drill the pronunciation. Ask which two are regular past participles (*cried, kissed*).

speak, see, cry, buy, leave, sleep, kiss

1 SPEAKING

a • Books open. Focus on the questionnaire and the beginning of the question *Have you ever...?* Elicit/teach that *ever* = (at any time) in your life.
- Focus on the example *Have you ever spoken to a film actor or actress?* If you didn't do the lead-in, ask SS what the infinitive of *spoken* is (*speak*). Explain that *spoken* is the 'past participle' of the verb *speak*.
- If you didn't do the lead-in, focus on the past participles in the box (*slept, bought*, etc.) and elicit the infinitive and the meaning of each verb.
- In pairs, give SS two minutes to complete the questionnaire with the past participles. Check answers.

2 seen **3** cried **4** bought **5** left **6** slept **7** kissed

b • Get SS to ask you the first question. If you answer *Yes*, get them to ask the two follow-up questions. If you answer *No*, get them to ask question 2, etc. until you answer *Yes*.

⚠ These questions are in the past simple *not* the present perfect. If SS ask about this, reassure them that you will explain this in detail later in the lesson.

- SS interview each other in pairs. Get them to sit face to face. A should give B a complete interview and then swap roles. Monitor and help, but don't correct them too much in their answers to the follow-up questions. The focus should be on communication not accuracy.
- Get feedback from a few SS. Ask *Who has spoken to a film actor?* and then get the details.

2 VOCABULARY past participles

a • Focus on questions 1–3 and the questionnaire in **1**. Give SS, in pairs, two minutes to answer the questions. Check answers.

1 cried kissed **2** bought left slept **3** spoken seen

b • Tell SS to go to **Irregular verbs** on *p. 154*. Focus on the third column, and go through them with SS, getting them to tick the past participles that are different from the past simple. Model and drill the pronunciation of these only.
- Tell SS they only need to learn the ones that are different (assuming they have assimilated the past simple verbs whose past participles are the same.) Give them five minutes to focus on them and then get them to close their books and see how many they can remember.
- Tell SS to go back to the main lesson on *p. 102*.

3 PRONUNCIATION irregular participles

a • Focus on the five sound pictures and elicit the word and sound (fish, /ɪ/, train /eɪ/, up /ʌ/, phone /əʊ/, horse /ɔː/)
- In pairs SS put three past participles into each column.

Extra support

Model the pronunciation of the participles first and then get SS to put them in columns.

b 9.4
- Play the tape/CD once for SS to check their answers. Then play it again pausing after each group for SS to repeat. Give extra practice as necessary. Make sure SS don't pronounce the *gh* in *bought* and *caught*.

9.4 CD3 Track 49

fish	driven, given, written
train	made, paid, taken
up	begun, done, drunk
phone	broken, known, spoken
horse	bought, caught, worn

4 GRAMMAR present perfect or past simple?

a • Focus on the dialogue and give SS time to answer the questions in pairs. Check answers.

1 present perfect
2 past simple
3 A
4 B and C

b • Tell SS to go to **Grammar Bank 9B** on *p. 138*. Go through the rules with the class. Model and drill the example sentences.

Grammar notes

Regular and irregular past participles

- Regular verbs should not cause any problems for SS since they are the same as the past simple. SS simply have to remember the pronunciation rules for *-ed* endings.
- Many irregular past participles also have the same form as the past simple. However, ones which are different (e.g. *speak spoke spoken*) may cause problems as SS may confuse the two forms (e.g. *I have spoke…*) For this reason it is worth focusing especially on these verbs.

Present perfect or past simple?

- It is almost impossible to teach the present perfect for experiences without dealing with the contrast with the past simple, since when people talk about an experience, *I've been to Morocco*, they are frequently asked *When…?* or another question which focuses on a specific moment in time (i.e. when you were in Morocco), when the past simple must be used, e.g. *Did you like it?*

- Focus on the exercises for **9B** on *p. 139*. SS do the exercises individually or in pairs.

Extra challenge

Get SS to try to do **a** without checking with the irregular verb list.

- Check answers.

a 1 met
2 read
3 fallen
4 cried
5 travelled
6 met
7 seen
8 written

b 1 Have you ever spoken…
2 Yes, I have.
3 Who was it?
4 Where did you see him?
5 I saw…
6 What did you say…
7 I asked him for…
8 Has your brother been to South Korea?
9 Yes he has.
10 He's been to Seoul.
11 When did he go there?
12 He went there…
13 Did he like it?
14 Yes, he loved it.

Study Link SS can find an end-of-File grammar quiz on the MultiROM, and more grammar activities on the *New English File Elementary* website.

Extra idea

Get SS to read the two dialogues in **b** to practise their pronunciation.

- Tell SS to go back to the main lesson on *p.103*.

5 LISTENING & SPEAKING

a • Focus on the books. Model and drill the two questions. Get SS to ask you the questions for each one, and answer them.

⚠ SS may need help with the titles, which may have been translated differently in their country.

- Either get SS to ask each other in pairs, or ask round the class. If anyone has both read the book and seen the film ask *Which did you like best? Why?*

b • Focus on the website information and give SS a minute to read it. Then ask the whole class the questions and elicit answers. (It's about whether good books make good films, and listeners are going to phone and say what they think.)

c 9.5

- Focus on the question. Then play the tape/CD once and elicit that the person who is the most positive about films made from books is Linda.

9.5 CD3 Track 50

(tapescript in Student's Book on *p.121*.)

P = presenter, C = Carl, L = Linda, S = Sam

P Our next caller is Carl from Essex. Hello, Carl.
C Hi.
P What do you think, Carl? Do good books make good films?
C Well, I've read a lot of books and then seen the films, and I usually think that the books are better. For example, I loved the *Lord of the Rings* books but I didn't like the films very much.
P Thank you, Carl. Our next caller is Linda from Manchester. Hello, Linda.
L Hi. Well, what I think is that today people don't read very much. But they do go to the cinema. And sometimes *after* they've seen a film of a book then they go and buy the book, so that's a good thing because they read more.
P But do you think good books make good films?
L Yes. I've read a lot of good books and then I've seen the films and I've loved them all, *The Exorcist*, *Harry Potter*, *Gone with the Wind*. They're all great books and great films.
P Thank you, Linda. And our last caller is Sam from Cardiff. Hello, Sam. What do you think about our question today?
S I think it depends. I think good books *don't* usually make good films. But I've seen some films which I think are *better* than the books. That's usually because the book *wasn't* very good.
P So bad books can make good films?
S That's right.
P Give me an example.
S Well, the James Bond films. The books aren't very good but some of the films are great, like *Goldfinger*, or *From Russia with Love*.
P Thank you, Sam. Bye.

d • Focus on the true/false sentences and give SS a moment to read them. Then play the tape/CD again and get SS to compare their answers with a partner. Play the tape/CD again and then check answers. Ask why the F sentences are false.

1 T
2 F He didn't like them very much.
3 F They don't read much.
4 T
5 T
6 F He preferred the films.

e • Write up on the board the name of a recent film based on a book (preferably one you've seen). Then get SS in pairs to think of one each. Get each pair to tell you the film they have thought of and write them on the board.

⚠ In a monolingual class don't worry about translating film titles into English unless your SS want you to.

f • Focus on the flow chart. Tell SS in pairs to decide what the full questions are. Tell them that all the questions are either present perfect or past simple. They should write the full questions on a separate piece of paper, **not on the flow chart**.

• Check answers, eliciting which tense each question is.

Have you seen the film? (present perfect)
Yes, I have.
No, I haven't.
Did you like it? (past simple)
Have you read the book? (present perfect)
Yes, I have.
No, I haven't.
Did you like it? (past simple)
Which did you prefer, the film or the book? (past simple)

g • Get SS to ask you about the first film in the list on the board. Get them to use the name, i.e. *Have you seen* (name)? and then follow the flow chart.

• Now SS interview each other in pairs. Encourage them to ask the questions using just the prompts in the flow chart.

Extra support

Let SS refer to the full questions on their piece of paper for this activity.

• Monitor and help. Finally get feedback to find out who has both seen the film and read the book for any of the titles and which they preferred.

Extra photocopiable activities

Grammar
present perfect or past simple? *p. 173.*
Communicative
Have you ever ...? *p. 218* (instructions *p.184*).

HOMEWORK

Study Link **Workbook** *pp. 78–79.*

9 REVISE & CHECK

The last two sections in File 9, **Revise and Check Grammar** and **Revise and Check Vocabulary and Pronunciation** are intended to help SS revise for a final end-of-course test.

GRAMMAR

The grammar is divided up by Files, and gives the **Grammar Bank** page reference. SS should read through the rules again, and then test themselves with the exercises. They can either do this File by File or all at once. We suggest doing them in pairs or small groups in a final class, where SS can talk together about which is the right answer and why, but they can also be done individually or at home.

File 1
1 b 2 c 3 b 4 a 5 c
File 2
1 c 2 b 3 a 4 c 5 b
File 3
1 b 2 b 3 a 4 c 5 a
File 4
1 a 2 b 3 a 4 c 5 b
File 5
1 c 2 a 3 b 4 c 5 b
File 6
1 b 2 b 3 c 4 b 5 a
File 7
1 c 2 b 3 a 4 c 5 a
File 8
1 c 2 b 3 c 4 b 5 a
File 9
1 b 2 c 3 a 4 b 5 c

VOCABULARY

This section provides exercises to test SS on all the **Vocabulary Banks** of *New English File Elementary*. If possible, give SS time to revise the **Vocabulary Banks** before doing the exercises. If this is not feasible, the exercises should highlight which ones SS need to look back over. We suggest doing them in pairs or small groups, where SS can talk together about which is the right answer and why, but they can also be done individually or at home.

a 1 Polish (not a country)
2 cooker (not a job)
3 grandmother (the others are all male words)
4 fast (not a feeling)
5 yesterday (not an adverb of frequency)
6 buy (not past)
7 living room (not furniture)
8 square (not a building)
9 strawberries (not a vegetable)
10 good (not an adverb)

b 1 fifty
2 Tuesday
3 third
4 thirtieth
5 evening
6 three times
7 hour
8 winter
9 April
10 next week

c	1 June	6	the post office
	2 my aunt	7	Spanish
	3 the bathroom	8	a waiter
	4 dirty	9	hate
	5 thought	10	generous
d	1 get	6	take
	2 have	7	turn
	3 go	8	give
	4 do	9	play
	5 make	10	wait
e	1 keys	6	bath
	2 glasses	7	bridge
	3 rich	8	church
	4 high	9	(some) cheese
	5 cupboard	10	(some) meat
f	1 from	6	in
	2 about	7	of
	3 at	8	for
	4 to	9	to
	5 up	10	to

PRONUNCIATION

This section provides exercises to test sounds and word stress.

a	1 bread	9	see
	2 famous	10	give
	3 work	11	have
	4 four	12	daughter
	5 three	13	don't
	6 get	14	cinema
	7 love	15	food
	8 hour		
b	1 American	11	sunglasses
	2 afternoon	12	magazine
	3 thirteen	13	chocolate
	4 breakfast	14	umbrella
	5 July	15	receptionist
	6 musician	16	grandmother
	7 between	17	dangerous
	8 bathroom	18	museum
	9 tomorrow	19	supermarket
	10 pronunciation	20	newspaper

Extra photocopiable activities

Grammar

revision of prepositions *p. 174.*

Communicative

Revise and Check *p. 219* (instructions *p.184*).

End-of-course test *p. 239* (tapescript opposite).

TA CD3 Track 51

Part A

1 A Can you tell me your phone number?
B Yes, it's 7734056.
A Sorry?
B 7734056.

2 A Do you like shopping?
B Not really. Shopping for CDs and DVDs is OK, but I hate shopping for clothes and things like that.

3 A Where were you last night between 9 o'clock and 10.30?
B I was at home all evening. I watched TV for an hour. Then I had a bath and I went to bed early, at about 10.00.

4 A Hi Simon. Where are you?
B I'm in the office. I'm working.
A But it's Saturday. You don't usually work on Saturdays.
B I know, but this week I'm really busy.

5 A Where are you going to go for your summer holidays next year?
B Portugal.
A Portugal, really? Have you been there before?
B No, I haven't. This is my first time.

TB CD3 Track 52

Part B

A = Alex, S = Sylvie, T = travel agent

A Good morning. We'd like to go to Dublin on Friday, for the weekend.
T How would you like to travel? You can go by train, bus, or by plane.
S Which is the cheapest?
T Bus. By plane is the most expensive.
S How much is a return train ticket?
T It's 150 euros.
S 150 euros. For that price, we could get a flight on the Internet.
A But we haven't got time. Anyway, I like travelling by train. And it's much more comfortable than going by bus. We'd like to leave on Friday morning. What time is the first train?
T There's one at 6.45 and one at 7.45.
S Let's get the first one. Then we'll get there earlier. How long does it take?
T It takes about nine hours. You arrive in Dublin at 15.50.
S Great.
T When do you want to come back?
A On Monday evening.
S I think it'd be better to come back after lunch. Then we'll get back earlier.
T There's a train that leaves at 15.10 and gets to London at midnight.
A Fine.

PHOTOCOPIABLE ACTIVITIES

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Photocopiable material

- There is a **Grammar activity** for each main (A, B, C, and D) lesson of the Student's Book.
- There is a **Communicative activity** for each main (A, B, C, and D) lesson of the Student's Book.
- There are seven **Song activities**. These can be used as part of the main lesson in the Student's Book or in a later lesson. The recording of the song can be found in the main lesson on the Class Cassette / CD.
- There is a **Quicktest** for Files 1–8. These are short tests of the main Grammar, Vocabulary, and Pronunciation to be used at the end of each File.
- There is an **End-of-course test** which tests Grammar, Vocabulary, and Pronunciation from the course as well as Reading, Listening, and Writing.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some SS finish SB activities much more quickly than others. You could give these fast-finishers a photocopiable activity (either Communicative or Grammar) while you help the slower students. Alternatively some teachers might want to give faster SS 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 SS extra practice in the main grammar point from each lesson. How you use these activities depends on the needs of your SS and time you have available. They can be used in the lesson if you think all of your class would benefit from the extra practice or you could set them as homework for some or all of your SS.

- All of the activities start with a writing stage. If you use the activities in class, get SS to work individually or in pairs. Allow SS to compare before checking the answers.
- Many of the activities have a final section that gets SS to cover the sentences and to test their memory. If you are using the activities in class, SS can work in pairs and test their partner. If you set them for homework, encourage SS to use this stage to test themselves.
- If SS are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student's Book.
- Make sure that SS 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.

GRAMMAR ACTIVITY ANSWERS

1A pronouns + verb *be*

a **2** You're **3** She's **4** It's **5** We're **6** They're **7** I'm **8** You're **9** He's

b **2** You are **3** She is **4** It is **5** We are **6** They are **7** I am **8** You are **9** He is

1B verb *be* [–] and [?]

a **2** Are **3** am **4** Are **5** 're **6** 's **7** 's **8** are **9** 'm **10** 'm **11** Are **12** 'm **13** 'm **14** 's **15** 's **16** Is **17** 's **18** are **19** 're **20** 're

1C possessive adjectives

a **2** My **3** his **4** Her **5** Their **6** our **7** your **8** her **9** my **10** His

1D *a/an, the, this, that, these, those*

a **3** What's that? It's a **4** What's this? It's an **5** What's that? It's an **6** What are these? They're **7** What are those? They're **8** What's this? It's a **9** What's this? It's a **10** What's that? It's an

c **2** the **3** a **4** the; the **5** the **6** an **7** an; a **8** the

2A present simple [+] and [–]

a **2** drinks **3** don't have **4** live **5** doesn't watch **6** wear **7** works

c **2** goes **3** don't read **4** watches **5** drink **6** don't stop **7** does **8** doesn't like **9** don't do **10** studies **11** don't live **12** finishes

2B present simple [?]

a **2** Is **3** are **4** do **5** Do **6** Do **7** is **8** does **9** Are **10** do **11** Are **12** Do **13** Is **14** does **15** is

2C *a/an* + jobs

a **2** do they They're actors. **3** does he He's a doctor. **4** do they They're builders. **5** does she She's a secretary. **6** do they They're waiters. **7** does he He's a hairdresser. **8** do they They're police officers. **9** does he He's a politician. **10** do they They're musicians.

2D possessive *s*

3 It's Fiona's bag. **4** It's Matt's CD. **5** It's Fiona's coat. **6** It's Nicola's dictionary. **7** It's Matt's piano. **8** It's Luke's shirt. **9** They're Nicola's pens. **10** It's Fiona's car. **11** They're Luke's football boots. **12** It's Nicola's book.

3A adjectives

a **2** He's an old waiter. **3** It's a cheap hotel. **4** It's an expensive car. **5** It's an easy exercise. **6** They're dirty glasses. **7** It's a small mobile (phone). **8** It's a big city. **9** He's a tall man. **10** It's a long snake.

3B telling the time; present simple

a **2** It's five to four. **3** It's twenty-five past twelve. **4** It's quarter to two. **5** It's twenty to nine. **6** It's twenty past eleven. **7** It's twenty-five to five. **8** It's ten to ten.

c **3** at quarter to nine **4** at nine o'clock **5** at quarter past one **6** at six o'clock **7** at quarter to eight **8** at half past eight **9** at half past eleven

3C adverbs of frequency

Possible answers

a **2** She never goes to the gym. **3** She hardly ever does exercise. **4** She hardly ever has breakfast. **5** She sometimes goes to the pub. **6** She sometimes gets up late. **7** She often smokes. **8** She often drinks wine. **9** She usually goes to bed at 12.00. **10** She usually has lunch at one o'clock. **11** She always goes to work by train. **12** She always gets home at 9.00.

3D prepositions of time

a **2** on **3** at **4** at **5** in **6** at **7** in **8** at **9** in **10** at **11** on **12** on **13** in **14** in **15** in **16** on **17** in **18** in **19** on **20** on

4A *can/can't*

a **3** Can open **4** can't draw **5** can't smoke **6** can't hear **7** can't swim **8** Can help **9** can't speak **10** can't play **11** Can open **12** can't find

4B *like* + (verb +/-*ing*)

a **2** loves cooking **3** doesn't like doing **4** likes watching **5** loves reading **6** doesn't like dancing **7** likes playing **8** hate getting up **9** loves playing **10** hates taking

4C object pronouns

a **2** us **3** them **4** him **5** her **6** him **7** you **8** it **9** them **10** us **11** it **12** her **13** me **14** them **15** us

4D possessive pronouns

a **2** ours **3** his **4** yours **5** ours **6** theirs **7** hers **8** mine

5A *was/were*

a **2** weren't **3** was **4** was **5** was **6** wasn't **7** wasn't **8** weren't **9** weren't **10** weren't **11** wasn't **12** wasn't **13** was **14** weren't **15** was

5B past simple regular verbs

a **3** He waited for the plane. **4** He didn't smoke. **5** He landed in Milan. **6** He travelled by bus to the hotel. **7** He arrived at the hotel. **8** He stayed at the hotel for two nights. **9** He didn't visit the city. **10** He trained for three hours. **11** He didn't play the match. **12** Milan scored five goals.

5C past simple irregular verbs

a **2** had **3** was **4** was **5** saw **6** went **7** couldn't. **8** went **9** met **10** drove **11** had **12** got **13** went **14** drove **15** were **16** went **17** saw **18** didn't see **19** left **20** didn't see

b **2** did Lali have? **3** did she meet Nestor? **4** did they drive/go? **5** did they do **6** did they get home? **7** did Lali go **8** Did Nestor see **9** did she do? **10** Did she see him

5D past simple regular and irregular

2 didn't come **3** did you see **4** woke up **5** had
6 drove **7** went **8** was **9** made **10** did you come
11 came **12** sat **13** read **14** had **15** went **16** had
17 slept **18** Did you speak **19** came **20** did she say
21 didn't speak **22** said **23** took **24** didn't say
25 heard **26** didn't see

6A *there is / there are*

a **2** Is there an armchair in the living room? Yes, there is.
3 Is there a window in the study? No, there isn't.
4 Are there any plants in the kitchen? Yes, there are.
5 Is there a mirror in the hall? Yes, there is.
6 Are there any pictures in the house? No, there aren't.

b **2** There isn't a clock in the hall.
3 There's a shower in the bathroom.
4 There isn't a television in the bedroom.
5 There are some cupboards in the kitchen.
6 There aren't any flowers in the living room.

6B *there was / there were*

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

6C present continuous

2 's happening? **3** 're winning **4** aren't playing
5 aren't watching **6** 'm driving **7** 's doing **8** Is working?
9 're travelling **10** are doing **11** 'm not working
12 'm looking for **13** are doing? **14** 're counting
15 aren't counting **16** 're playing **17** 's doing?
18 's looking

6D present simple or present continuous?

2 do do **3** are going **4** Do go **5** 'm listening
6 do listen **7** are having **8** Do have **9** Do wear
10 are wearing **11** 's working **12** do work

7A countable / uncountable nouns

a **2** Is there any butter? Yes, there is. **3** Are there any mushrooms? Yes, there are. **4** Is there any beer? No, there isn't. **5** Is there any cheese? Yes, there is. **6** Is there a lettuce? No, there isn't. **7** Are there any carrots? Yes, there are.

b **2** There aren't any onions. **3** There is some milk.
4 There is some orange juice. **5** There aren't any bananas.
6 There are some grapes. **7** There isn't any meat.

7B *how much / how many?*

a **2** How many She eats a lot of vegetables. **3** How much She doesn't drink much diet cola. **4** How much He eats a lot of pasta. **5** How many He eats a lot of tomatoes. **6** How much He doesn't drink any beer. **7** How many He doesn't eat any vegetables. **8** How many He eats a lot of hamburgers. **9** How much He doesn't drink any mineral water. **10** How much She drinks a lot of milk. **11** How many She doesn't eat many biscuits. **12** How much She doesn't drink any coffee.

7C *be going to* (plans)

2 's going to bring **3** 're going to buy **4** are going to do
5 aren't going to give **6** isn't going to teach **7** 's going to go back **8** Are going to watch **9** 're going to watch
10 'm not going to go out **11** 'm going to go **12** are going to do **13** 'm going to stay **14** Are going to take
15 're going to stay

7D *be going to* (predictions)

Possible answers

a **2** He's going to kiss her. **3** She's going to buy some shoes. **4** He's going to go to his Italian class. **5** He's going to have / eat a sandwich. **6** She's going to buy a dog. **7** He's going to do the housework. **8** She's / They're going to have a baby.

8A comparative adjectives

a **2** New York is more dangerous than London. **3** A Rolex Daytona is more expensive than a Cartier Roadster.
4 Germany is smaller than France. **5** Water is healthier than beer. **6** Seville is hotter than Toronto.
7 A Fiat Uno is slower than a Lamborghini Countach.
8 Compact discs are newer than cassettes. **9** Rio de Janeiro is wetter than Moscow. **10** The Leaning Tower of Pisa is older than the Taj Mahal.

8B superlative adjectives

a **2** What is the tallest animal in the world?
3 What is the fastest bird in the world?
4 What is the heaviest snake in the world?
5 What is the biggest land animal in the world?
6 What is the noisiest land animal in the world?
7 What is the noisiest sea animal in the world?
8 What is the slowest land animal in the world?
9 What is the most dangerous insect in the world?

b **2** the giraffe **3** the ostrich **4** the Burmese python **5** the African elephant **6** the Howler monkey **7** the blue whale **8** the three-toed sloth **9** the Anopheles mosquito

8C *would like to / like*

a **2** Would you like to have **3** would like to have **4** would like to travel **5** Would you like to play **6** wouldn't like to be **7** would like to buy

c **1** Do **2** Would **3** Does **4** Would **5** Would

8D adverbs

a badly, carefully, dangerously, fast, well, hard, loud, quietly, slowly

b **2** He's talking loudly. **3** He's driving slowly. **4** He's opening quietly. **5** He's singing badly. **6** He's playing well. **7** He's working hard. **8** He's riding dangerously. **9** He's writing carefully.

9A present perfect

a **2** She's been to Moscow. **3** Have they been to Sydney?
4 He's been to Rome. **5** Have you been to San Francisco?
6 They've been to London. **7** Has she been to Paris?
8 We haven't been to Rio. **9** They haven't been to Athens.
10 I've been to Dublin.

9B present perfect or past simple?

a **2** stayed **3** Have been **4** went **5** Have read **6** studied **7** did have **8** wasn't **9** Have spoken **10** 've met **11** Did cry **12** was **13** Have seen **14** Did do **15** didn't have

9 revision of prepositions

a **2** at **3** for **4** at **5** in **6** to **7** to **8** on **9** at **10** to **11** by **12** for **13** in **14** for **15** to **16** for **17** on **18** in **19** in **20** for

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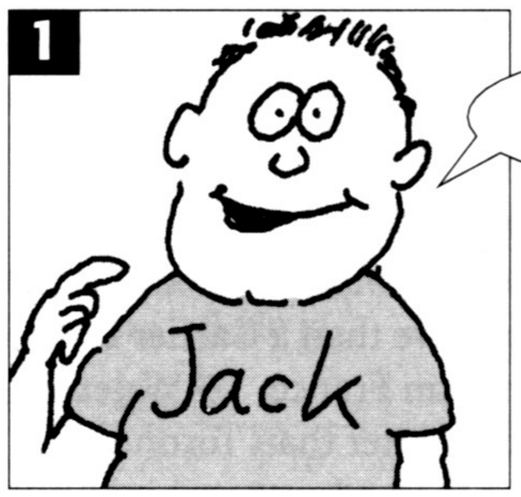
a Complete the sentences with a pronoun (*I*, *you*, etc.) and *'m*, *'re*, or *'s*.



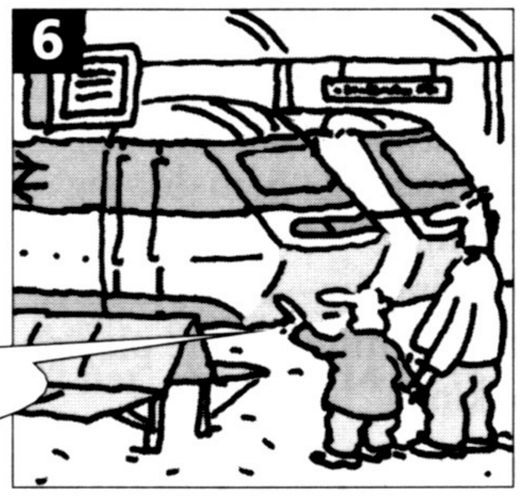
I'm Jack.

_____ in Class 2.

_____ my teacher.

_____ a cat.

_____ students.



_____ trains.

_____ Jane.

_____ in Room 231.

_____ at the airport.

b Rewrite sentences 2–9 with the full forms (not contractions).

1 *I am* Jack.
2 _____ in Class 2.
3 _____ my teacher.
4 _____ a cat.
5 _____ students.
6 _____ trains.
7 _____ Jane.
8 _____ in Room 231.
9 _____ at the airport.

c **Test your memory.** Cover the sentences in **a**. Look at the pictures and say the sentences. Use contractions.

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a Complete the conversation with *is*, *are*, or *am*. Use contractions where possible.

PETRA Hello.

JUAN Hi.

PETRA [1] *Is* this Class 2?

JUAN Yes. [2]_____ you here for the English class?

PETRA Yes I [3]_____. [4]_____ you in this class too?

JUAN Yes. We [5]_____ in the same class. My name [6]_____ Juan.

PETRA Hello. My name [7]_____ Petra.

JUAN Where [8]_____ you from, Petra?

PETRA I [9]_____ from the Czech Republic. And you?

JUAN I [10]_____ from Madrid in Spain.

PETRA [11]_____ you Spanish?

JUAN No, I [12]_____ not. I [13]_____ Mexican, but I live in Spain.

PETRA Who [14]_____ our teacher?

JUAN Her name [15]_____ Diane.

PETRA [16]_____ she English?

JUAN No, she isn't. She [17]_____ Canadian.

PETRA Where [18]_____ the other students?

JUAN They [19]_____ in the classroom! We [20]_____ late!

b Practise the conversation with a partner.

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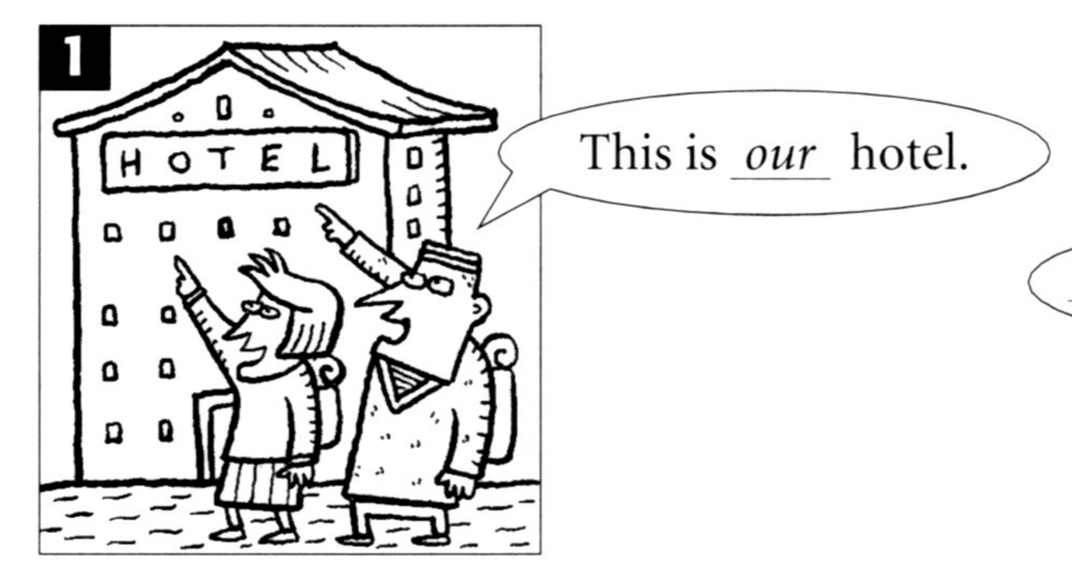
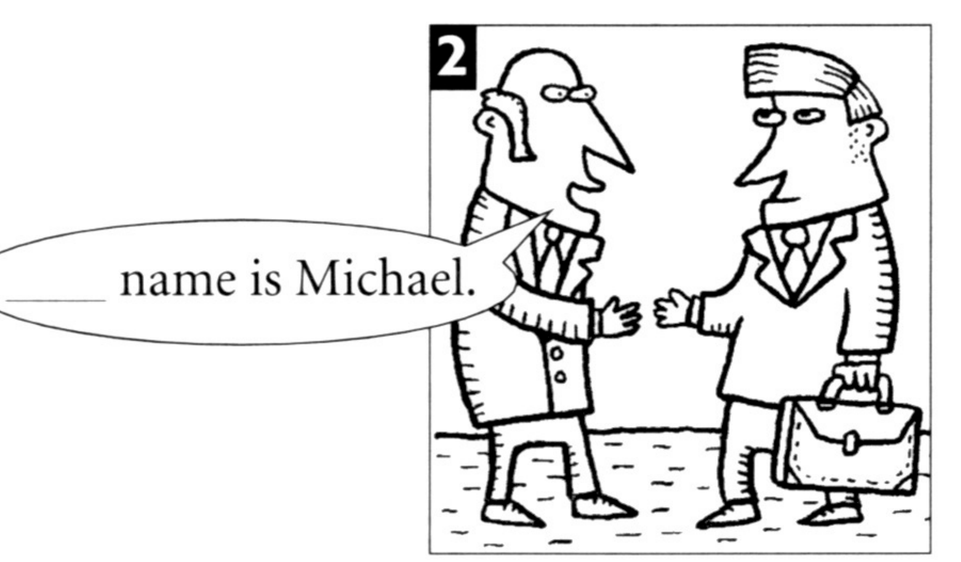
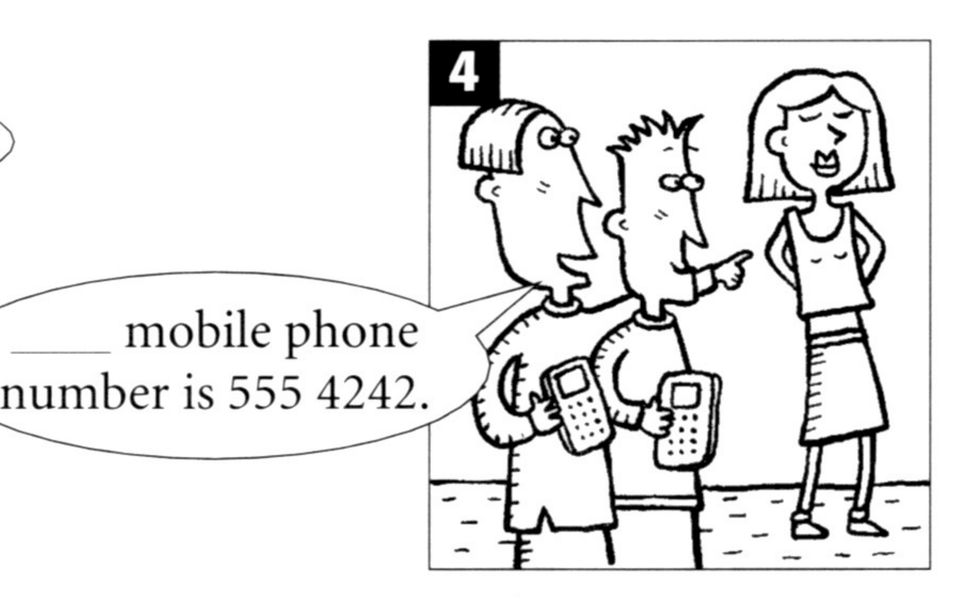
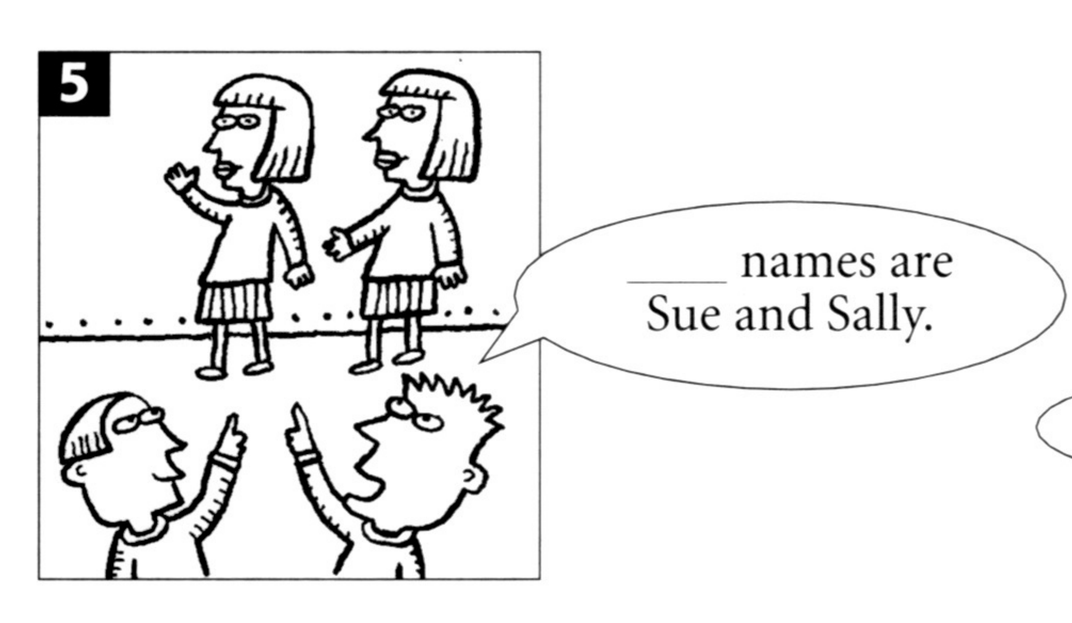
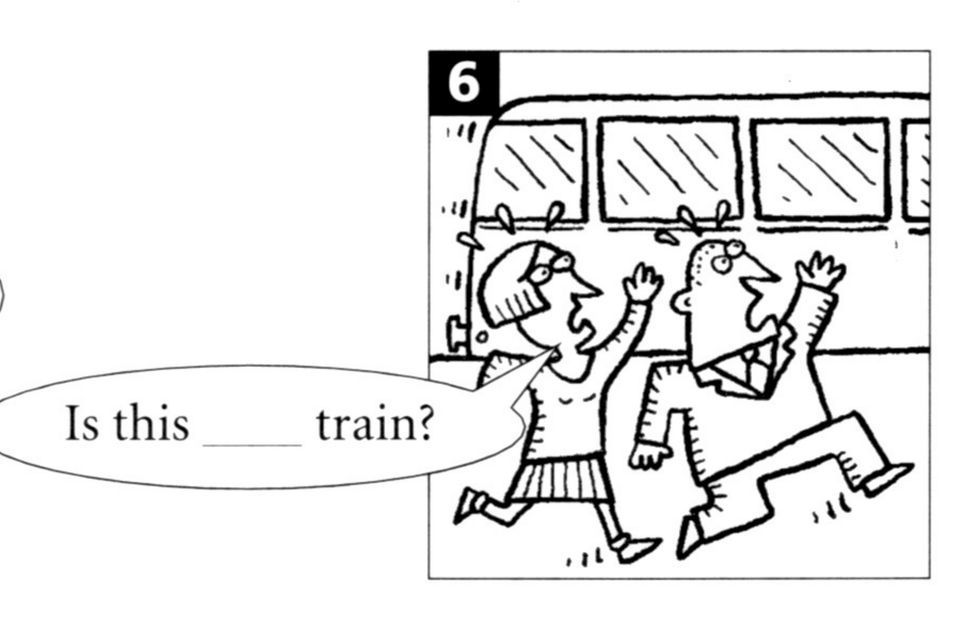
a Look at the pictures. Complete the sentences with *my*, *your*, etc.

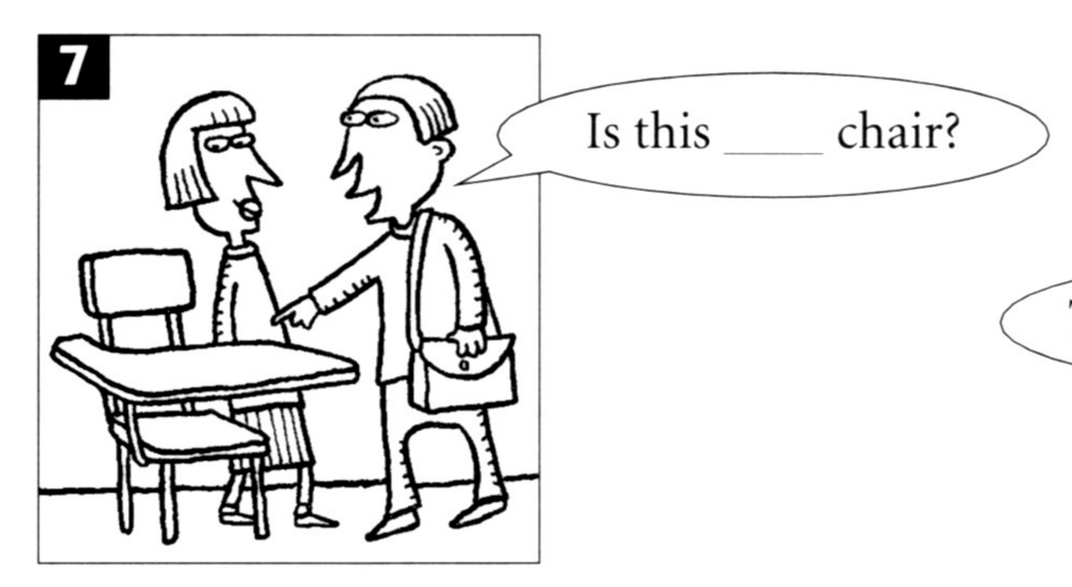


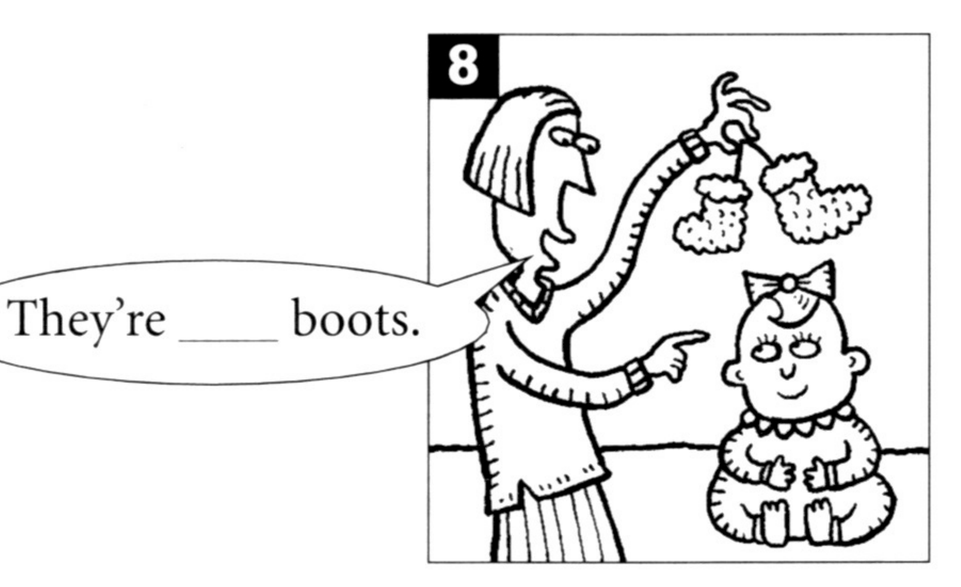












b **Test your memory.** Cover the sentences. Look at the pictures and say the sentences.

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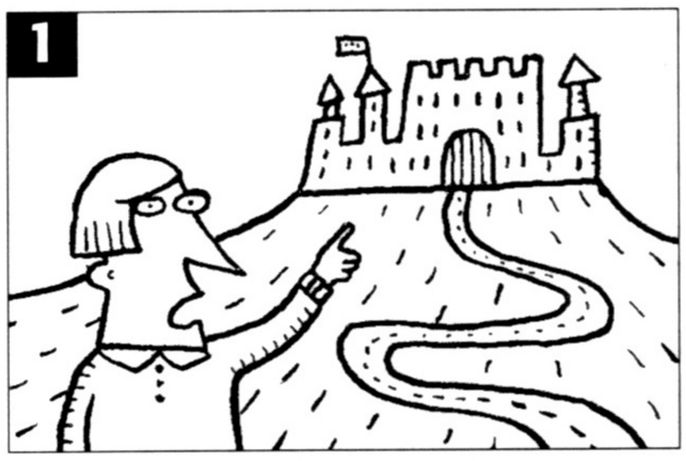
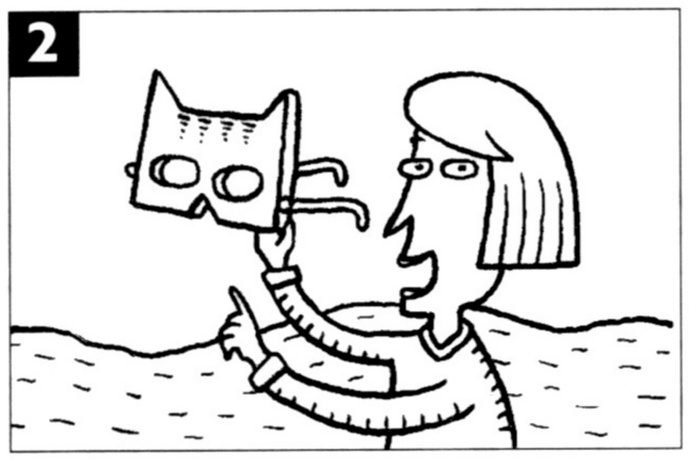
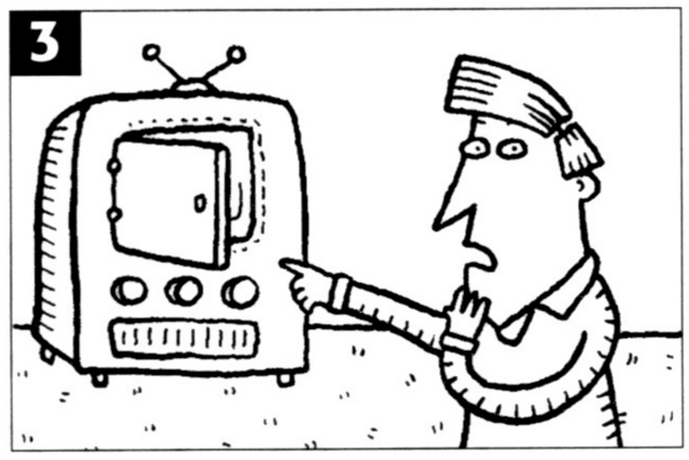
a Look at the pictures. Write the questions with *this, that, these,* and *those* and the answers.



What's that?
It's a hotel.

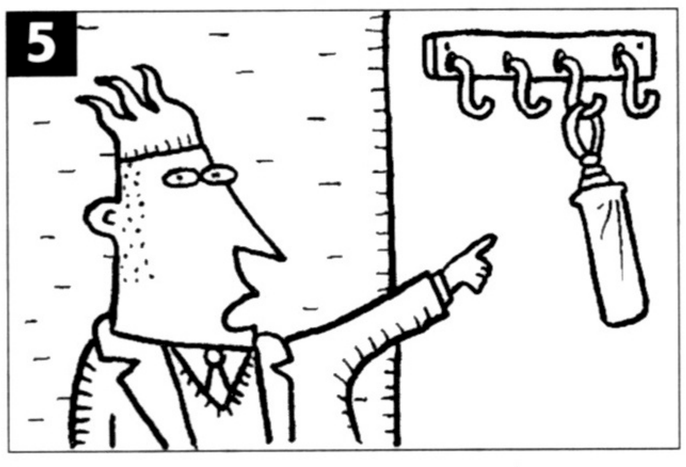


What are these?
They're glasses.

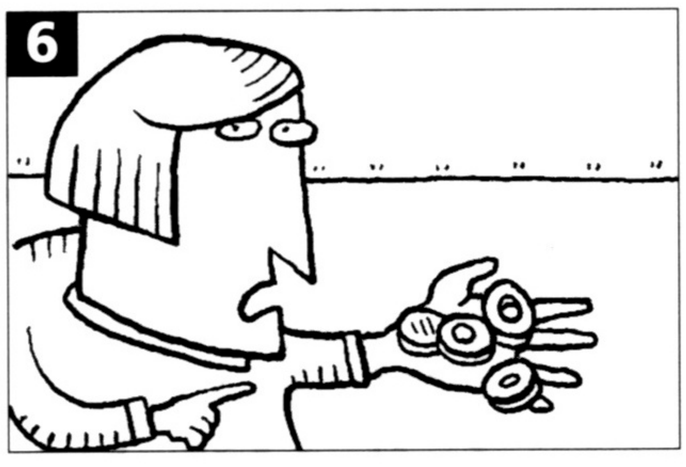


_____?
_____ TV.

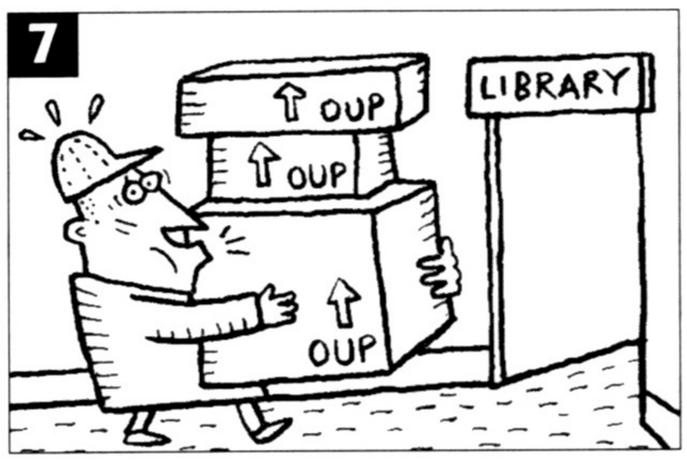
_____?
_____ identity card.



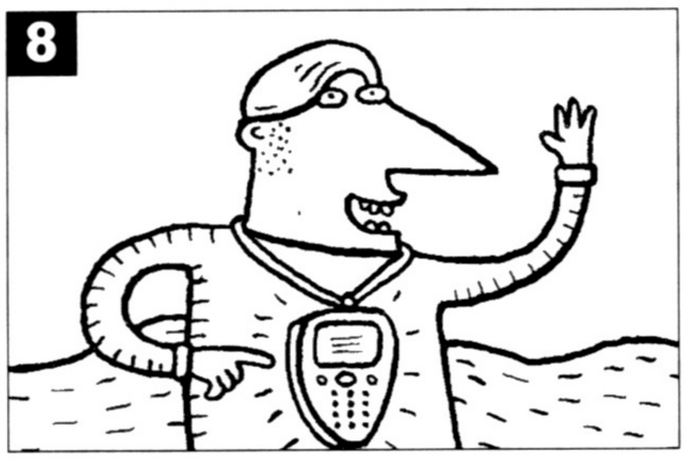
_____?
_____ umbrella.



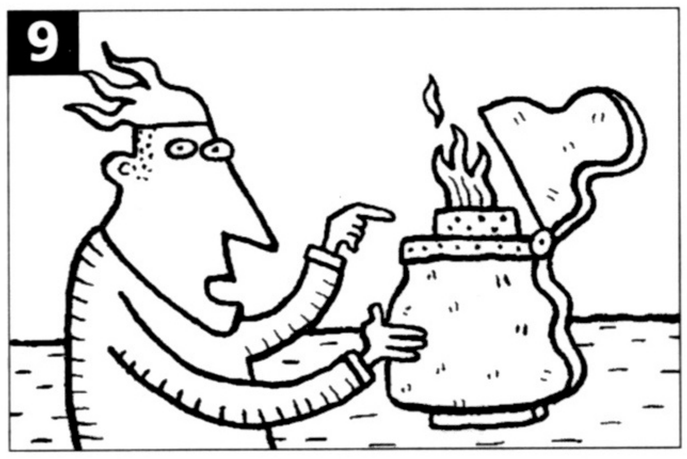
_____?
_____ coins.



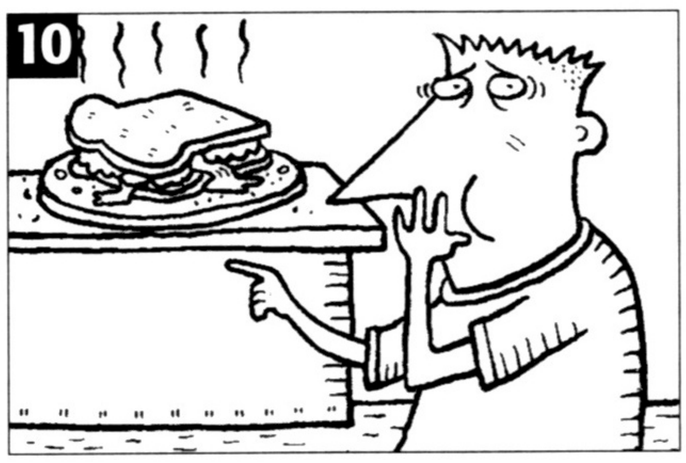
_____?
_____ dictionaries.



_____?
_____ mobile phone.



_____?
_____ lighter.



_____?
_____ egg sandwich.

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

A *What's this/that?*
What are these/those?

B *It's a …*
They're …

c Complete the sentences with *a, an,* or *the.*

1 Open *the* window.
2 I don't know ___ answer.
3 She's from ___ city in Poland. I don't remember its name.
4 Read ___ text and answer ___ questions.
5 Where's ___ hotel?
6 It's ___ identity card.
7 **A** Is that ___ address book?
B No, it's ___ diary.
8 Please close ___ door.

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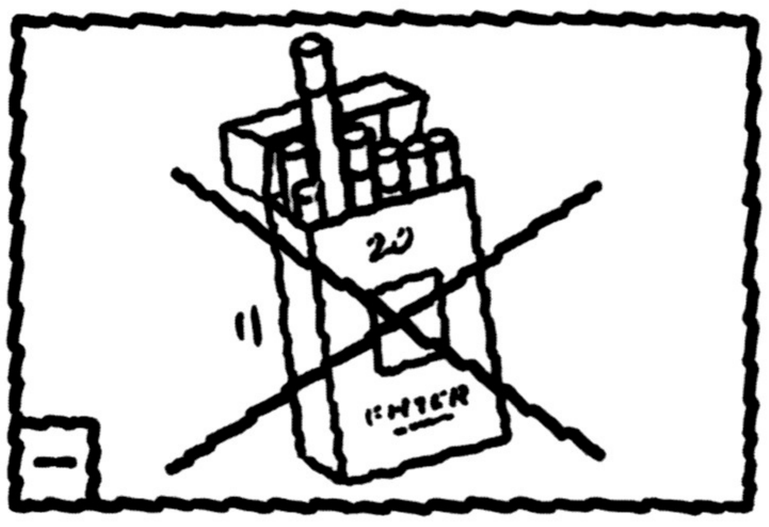
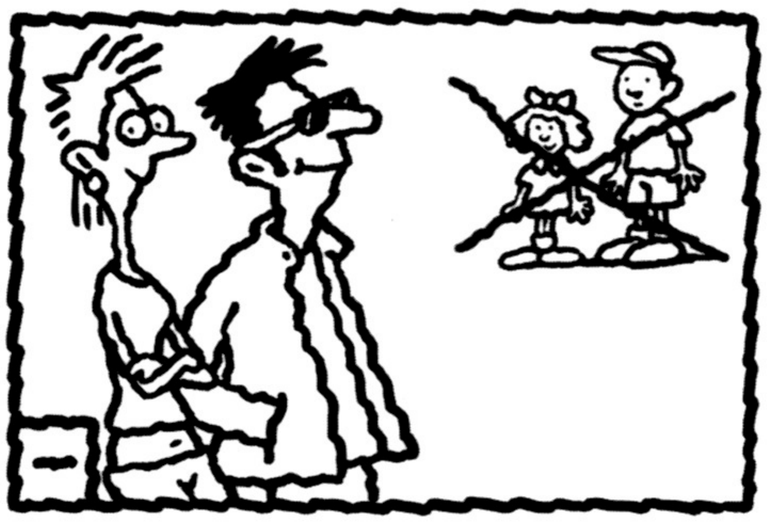
a Write a + or − sentence for each picture.

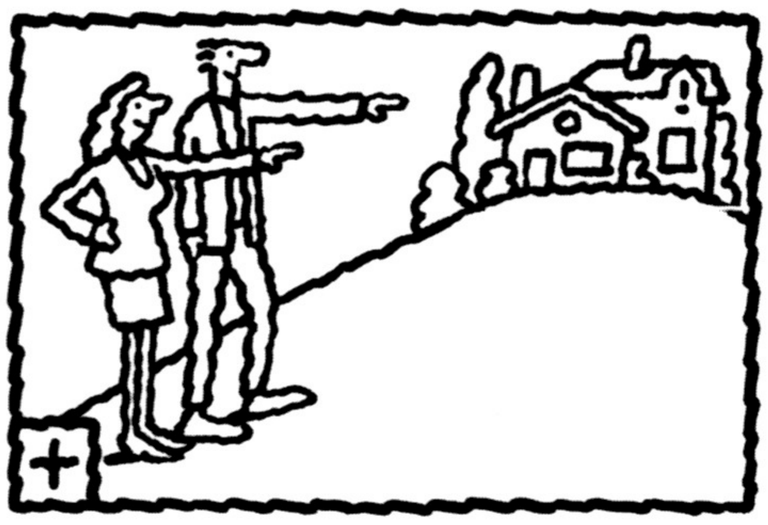


1 I *don't smoke.*

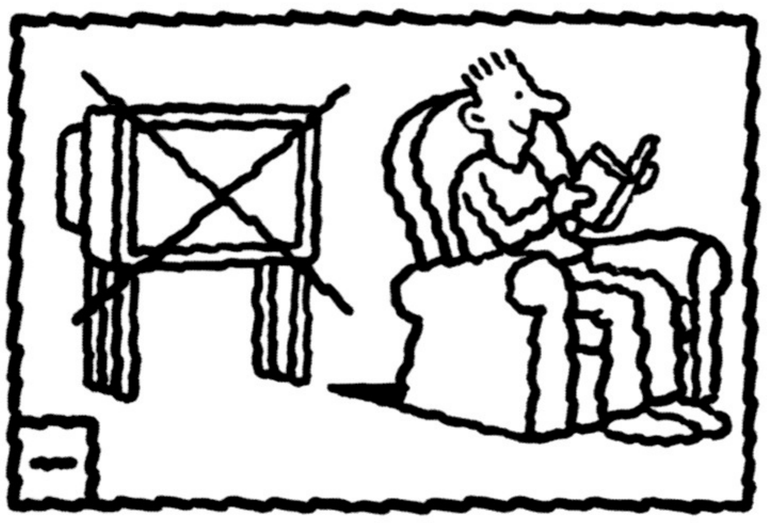
2 He _____ a lot of coffee.



3 They _____ children.

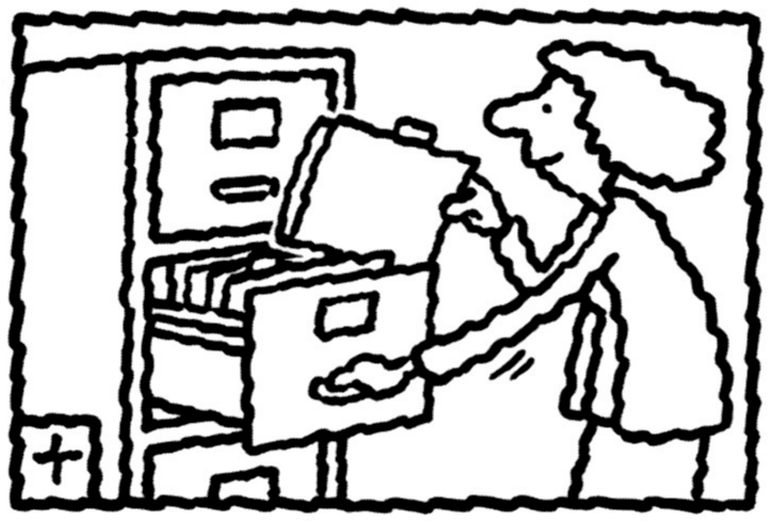


4 We _____ in that house.



5 He _____ TV.

6 I _____ glasses.



7 She _____ in an office.

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

c Complete the sentences using the correct form of the verb in brackets.

1 Jane and I *go* to the cinema every Wednesday. (go)
2 Mario _____ to English classes on Tuesday and Thursday. (go)
3 I _____ in the evening. I watch TV. (not/read)
4 My mother _____ cooking programmes on TV. (watch)
5 British people _____ a lot of tea. (drink)
6 In Spain cars _____ at zebra crossings. (not/stop)
7 She _____ her homework in the evening. (do)
8 Amanda _____ dogs. (not/like)
9 A lot of men _____ housework. (not/do)
10 Gary _____ German. (study)
11 My parents _____ in a flat, they live in a house. (not/live)
12 It's a good film but it _____ at 12.00. (finish)

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a Complete the conversation with *do, does, is,* or *are.*

ROB Hi. I'm Rob.
MARTINA I'm Martina. Nice to meet you.
ROB [1] *Do* you want a glass of wine?
MARTINA Yes, please. Thank you.
ROB Martina. [2]_____ that a Spanish name?
MARTINA I don't know, but I'm not Spanish.
ROB Where [3]_____ you from?
MARTINA From Prague, but I live in the USA.
ROB Where [4]_____ you live in the USA?
MARTINA In Boston.
ROB [5]_____ you like it there?
MARTINA Yes, I love it. But I miss my family.
ROB [6]_____ your parents live in the Czech Republic?
MARTINA Yes, and my brother too.
ROB How old [7]_____ he?
MARTINA He's 24.
ROB What [8]_____ he do?
MARTINA He's a student. He studies law at Prague University.
ROB [9]_____ you a student?
MARTINA No, I teach Russian literature.
ROB Where [10]_____ you work?
MARTINA At Harvard.
ROB Harvard! [11]_____ you married?
MARTINA Yes, I am.
ROB Oh. [12]_____ you have any children?
MARTINA No, I don't.
ROB [13]_____ your husband American?
MARTINA No, he's Russian.
ROB And what [14]_____ your husband do?
MARTINA He's a policeman. Ah. here he is. Boris, this is … sorry, what [15]_____ your name?

b Practise reading the conversation.

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a Look at the pictures. Write the question and the answer.

What *does she* do?
She's a lawyer.

What _____ do?
_____.

What _____ do?
_____.

What _____ do?
_____.

What _____ do?
_____.

What _____ do?
_____.

What _____ do?
_____.

What _____ do?
_____.

What _____ do?
_____.

What _____ do?
_____.

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

A *What does he do?*
B *He's a doctor.*

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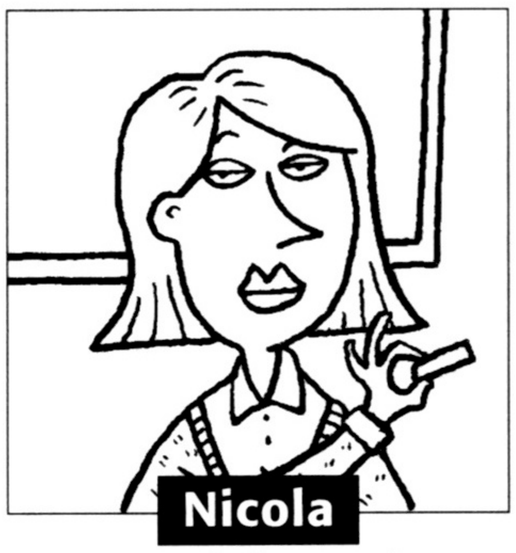
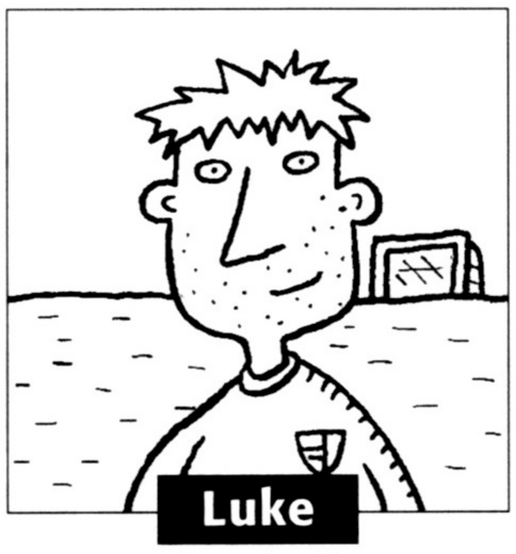


an English teacher



a footballer

a doctor

a music student

a Look at objects 1–12. Whose are they? Write ten more sentences.

1 *It's Luke's football*.
2 *They're Matt's books*.
3 _____.
4 _____.
5 _____.
6 _____.
7 _____.
8 _____.
9 _____.
10 _____.
11 _____.
12 _____.

b Cover the sentences. Test a partner.

A *Whose is this?*
B *It's Luke's football. Whose are these?*
A *They're Matt's books.*

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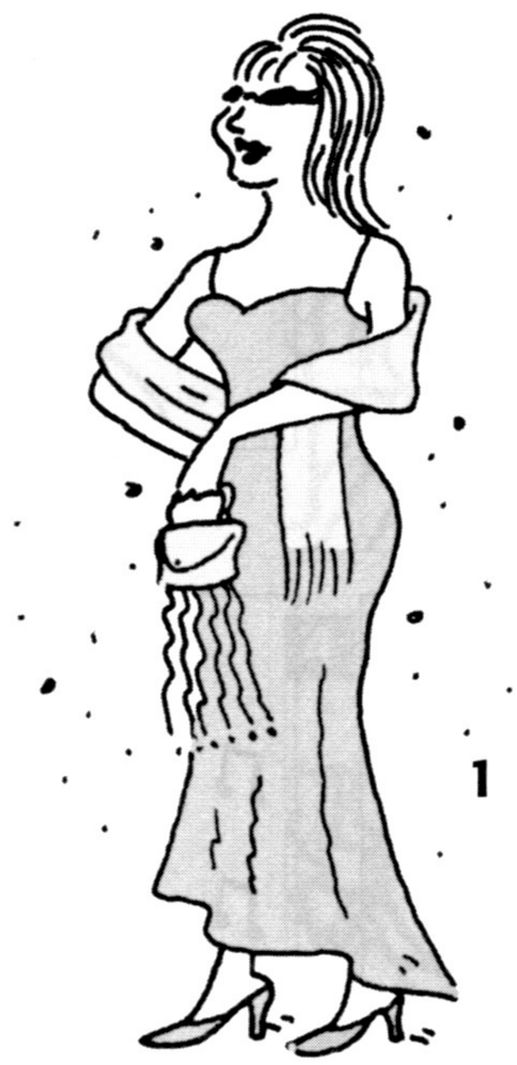
a Write sentences for pictures 1–10. Use an adjective from the box.

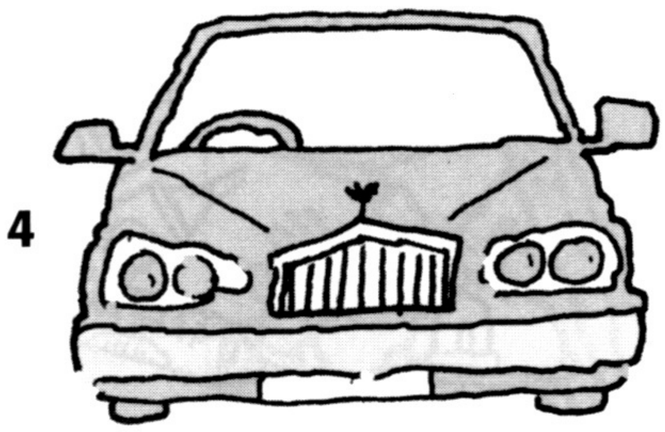
~~beautiful~~	big	cheap	dirty	easy
expensive	long	old	small	tall

1 *She's a beautiful actress*.
2 _____.
3 _____.
4 _____.
5 _____.
6 _____.
7 _____.
8 _____.
9 _____.
10 _____.


1

2

3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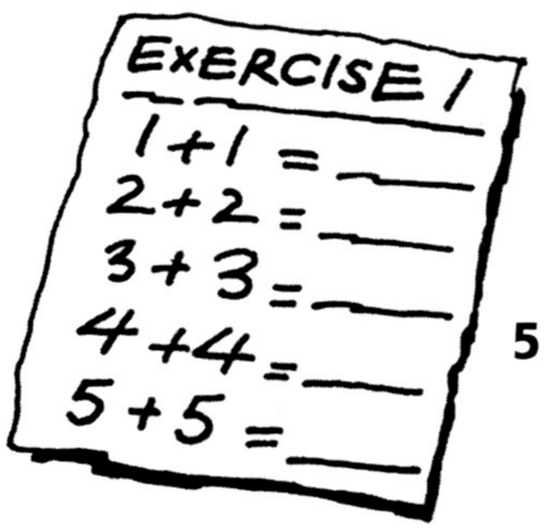

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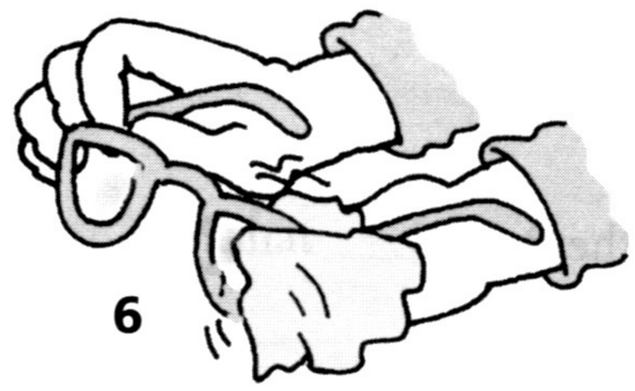
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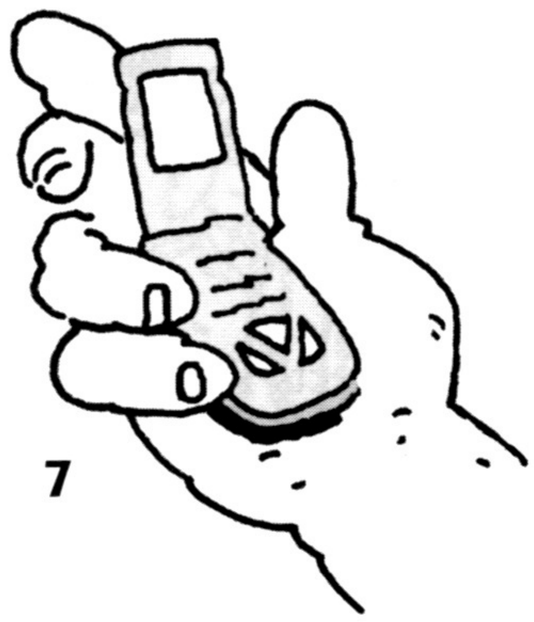
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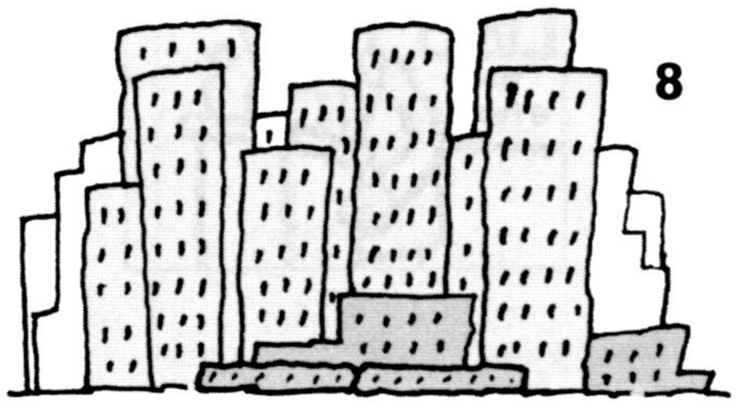
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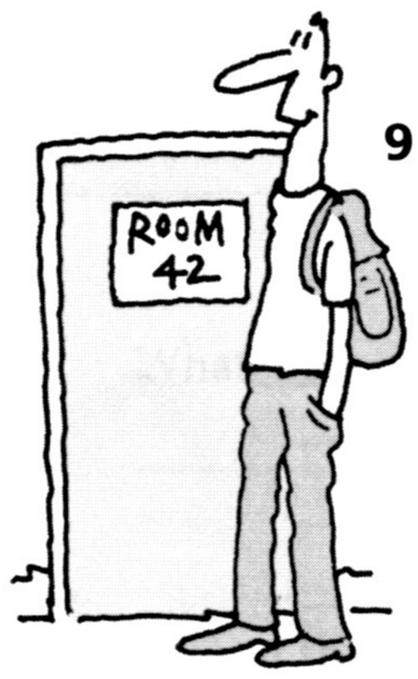

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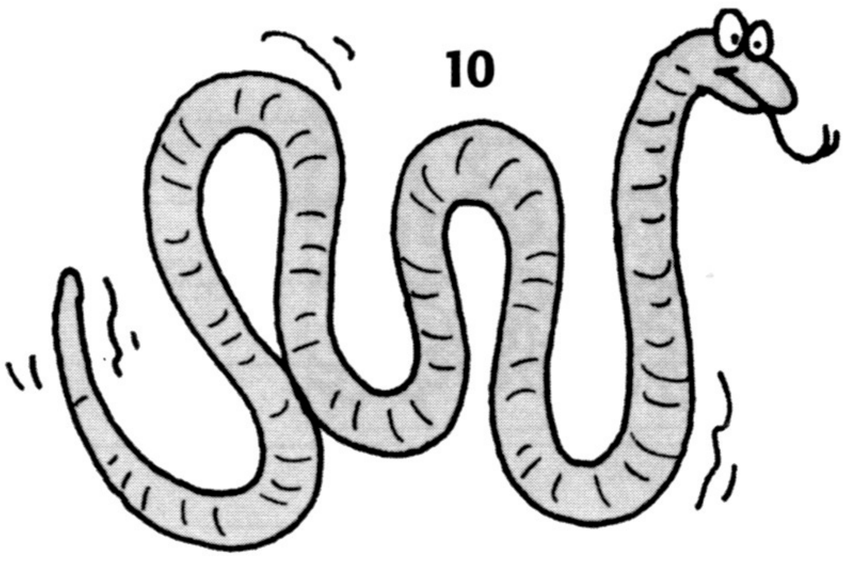
10

b **Test your memory.** Cover the sentences and adjectives. Remember the sentences.

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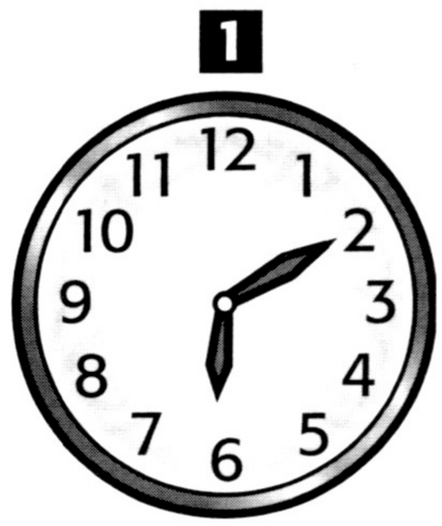
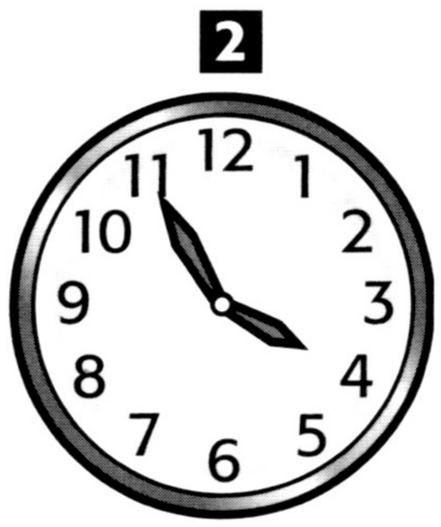
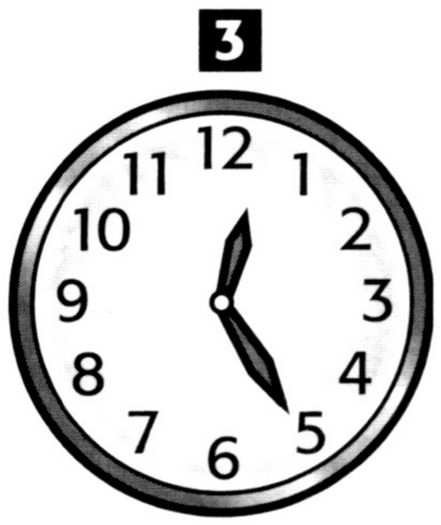
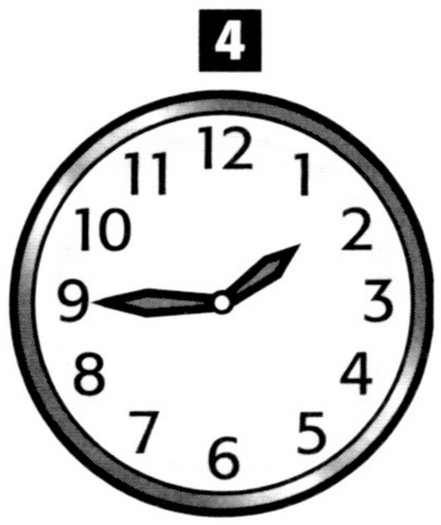
a What's the time?

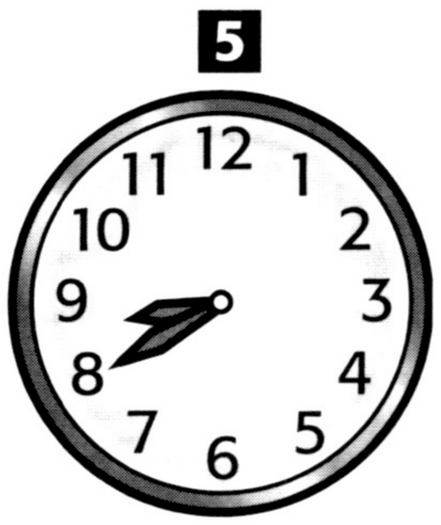


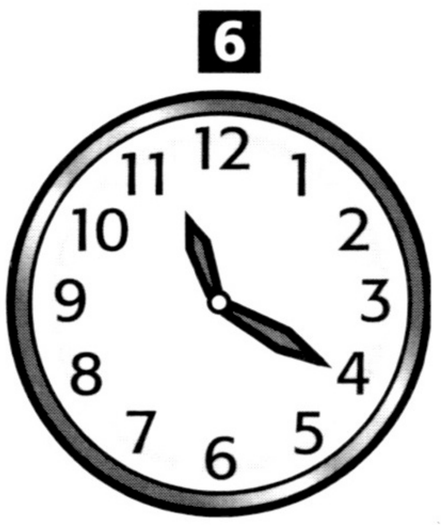


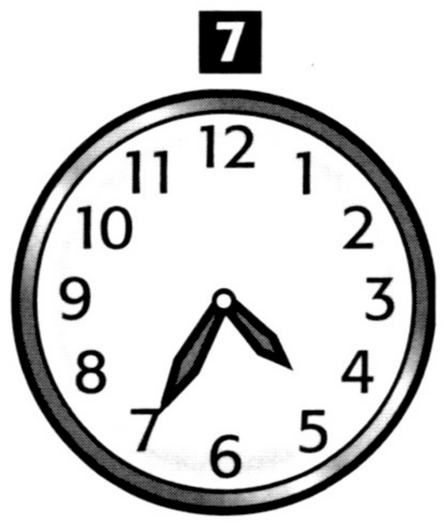
1 *It's ten past six*.
2 _____.
3 _____.
4 _____.
5 _____.
6 _____.
7 _____.
8 _____.

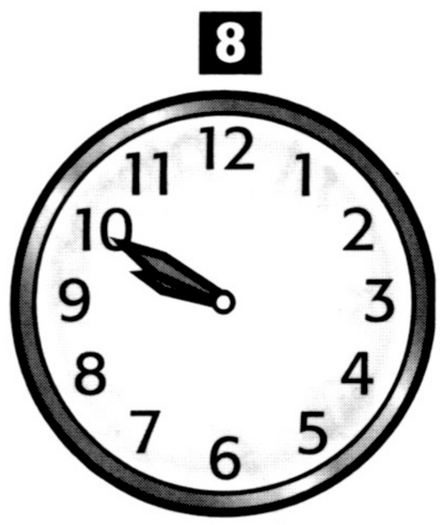












b **Test your memory.** Cover the sentences and remember the times.

c Look at the clocks and complete the text.

Every day I get up 1 *at seven o'clock*. I have a shower and I get dressed. I have breakfast 2 *at quarter past seven*. I usually have a big breakfast: cereal, toast, fruit, and coffee. I get to work 3 _____. I work at a sports centre. I answer the phone at reception and give people the keys to the changing rooms. I start work 4 _____. 5 _____ I have lunch with my colleagues in the cafeteria. I usually finish work 6 _____. Sometimes I stay late at the centre to do some exercise. I get home 7 _____. I have dinner 8 _____. Then I watch TV. I go to bed 9 _____.

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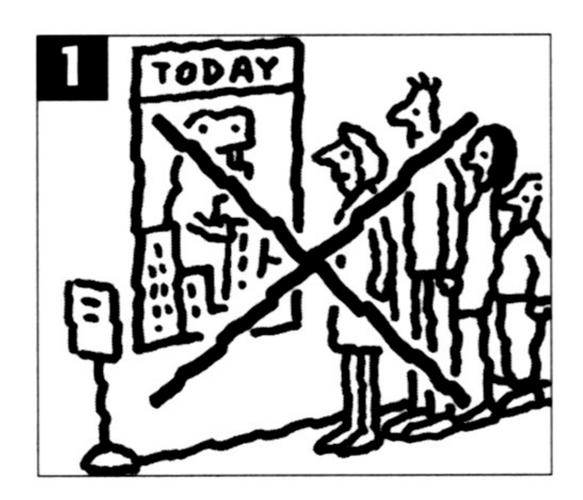
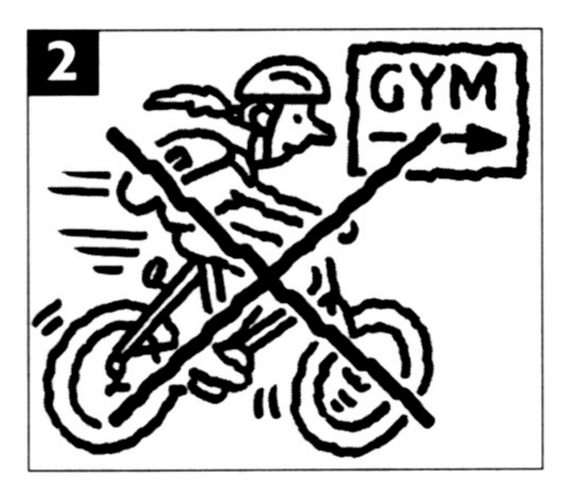
a Look at the pictures and write sentences with the adverbs of frequency.



never

1 *She never goes to the cinema.*

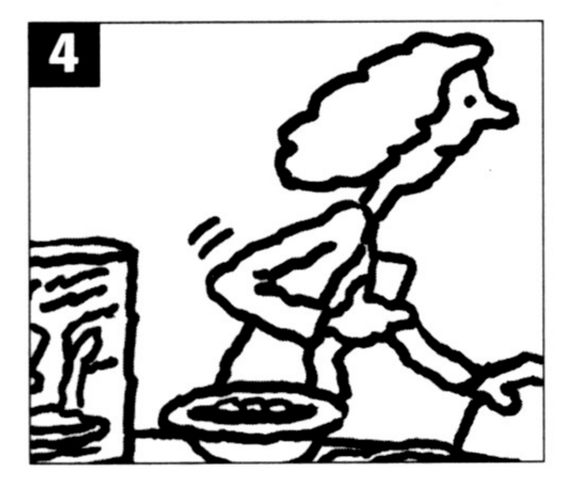
2 _____.

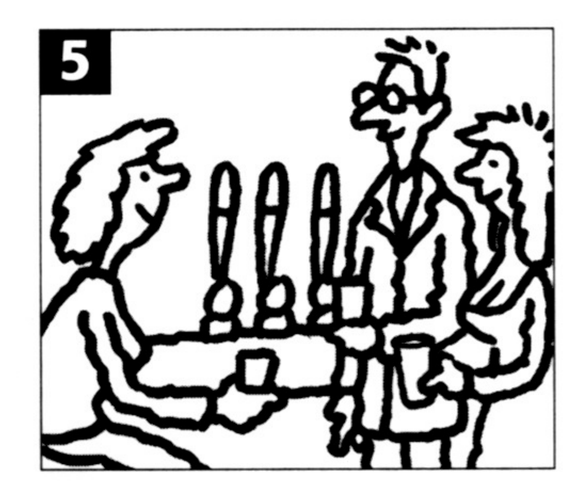


hardly ever

3 _____.

4 _____.

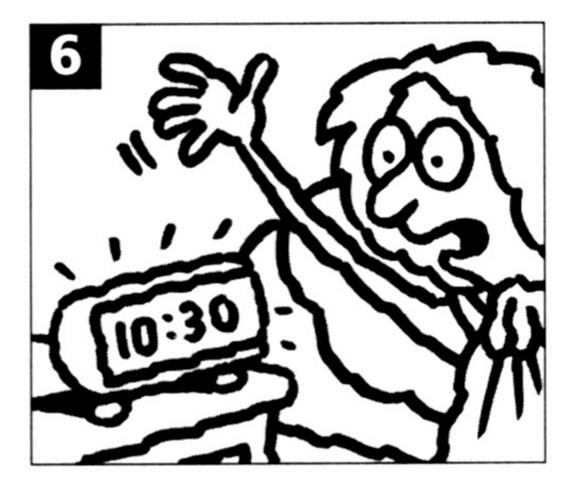




sometimes

5 _____.

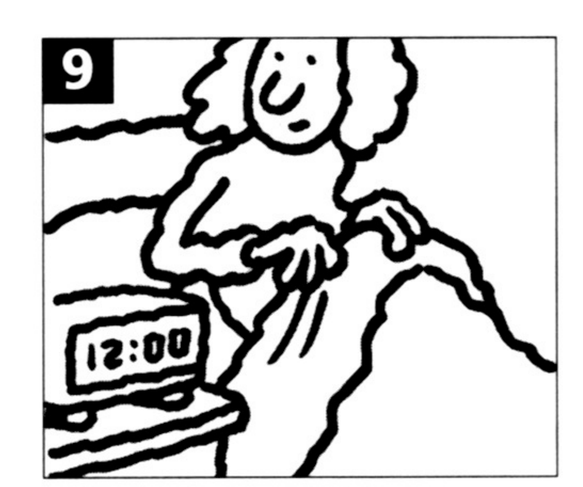
6 _____.



often

7 _____.

8 _____.



usually

9 _____.

10 _____.

always

11 _____.

12 _____.

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

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a Complete the sentences with the correct preposition.
Write in the **in, on, at** column.

	in, on, at
1 I wake up ____ 7.00.	*at*
2 I sometimes work ____ Saturdays.	____
3 I never work ____ the weekend.	____
4 I see my family ____ Christmas.	____
5 I go on holiday ____ August.	____
6 I go to bed ____ 11.00 p.m.	____
7 I watch TV ____ the evening.	____
8 I do my English homework ____ night.	____
9 I read the newspaper ____ the morning.	____
10 I have lunch ____ 1.30 p.m.	____
11 I always go out ____ Friday nights.	____
12 I go to a restaurant ____ New Year's Eve.	____
13 I start a new school year ____ September.	____
14 I go skiing ____ the winter.	____
15 I have my holiday ____ the summer.	____
16 I get up late ____ Saturday mornings.	____
17 I usually have a cup of coffee ____ the afternoon.	____
18 My birthday is ____ July.	____
19 The party is ____ the 21st October.	____
20 We have a meeting ____ the first Thursday of the month.	____

b **Test your memory.** Cover the **in, on, at** column and say the sentences.

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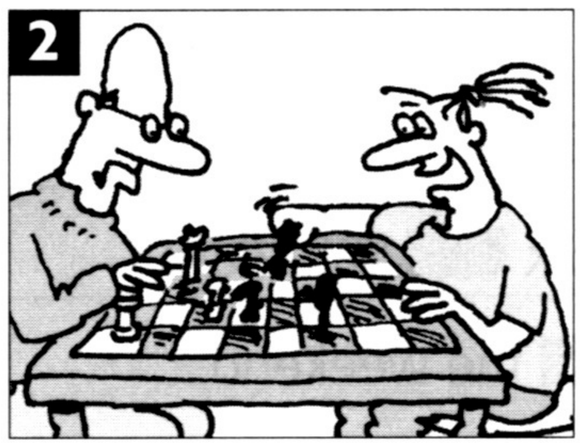
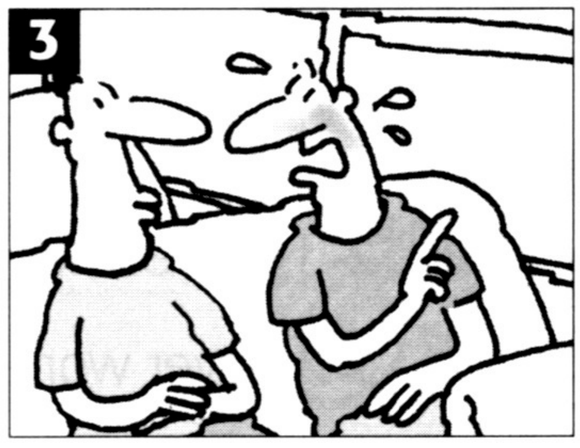
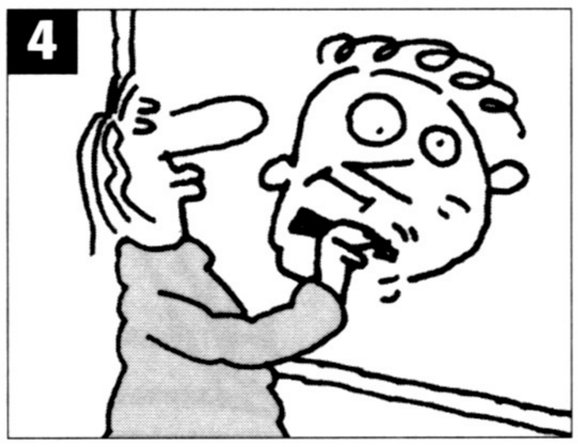
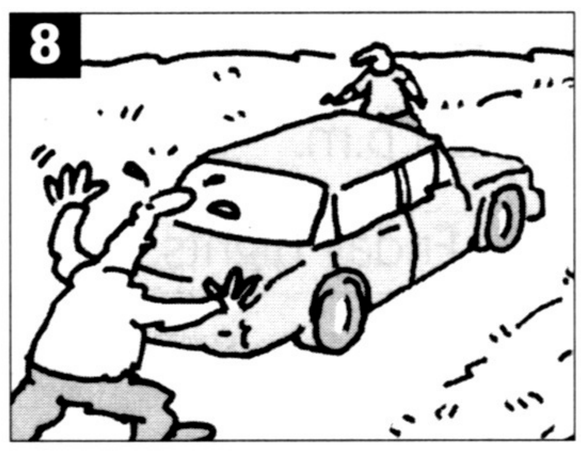
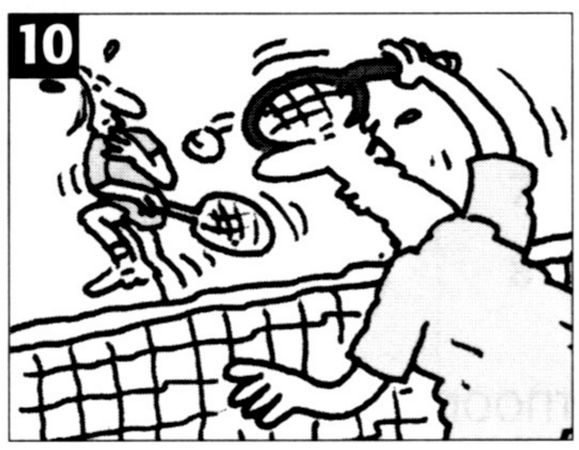
a Look at the pictures. Complete the sentences with *can/ can't* and a verb.











1 He *can't dance* very well.

2 She *can play* chess.

3 _____ I _____ the window?

4 Our teacher _____ very well.

5 You _____ in here.

6 The boy _____ the old man.

7 She _____ .

8 _____ you _____ me, please?

9 They _____ English.

10 She _____ tennis very well.

11 _____ you _____ the door for me, please?

12 He _____ his glasses.

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

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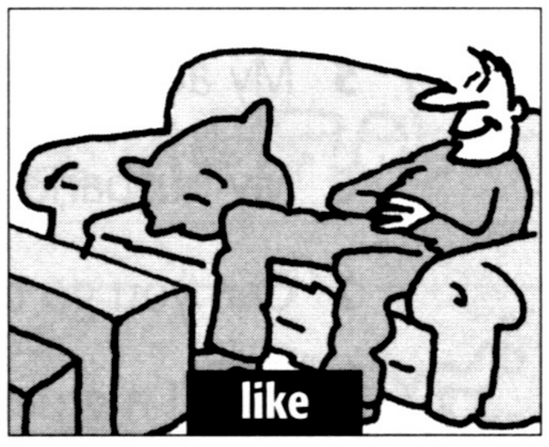
a Look at the pictures and write the sentences.

1 He *hates shopping*.

2 She _____.

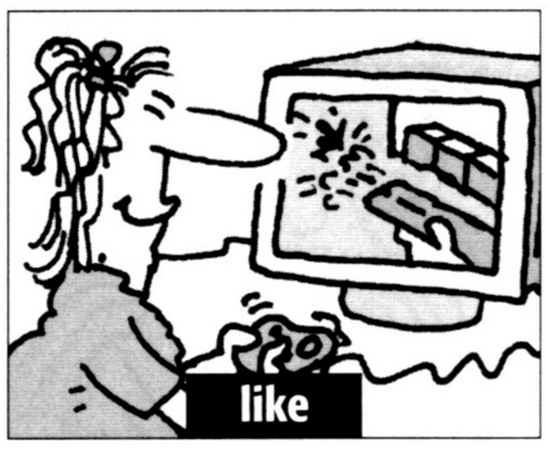
3 She _____ the housework.

4 He _____ TV.



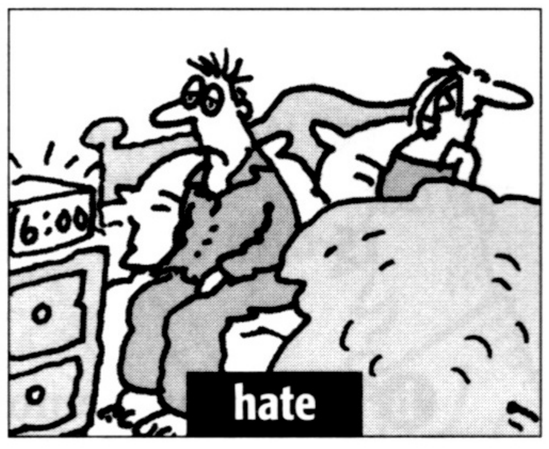
5 She _____ novels.

6 He _____.



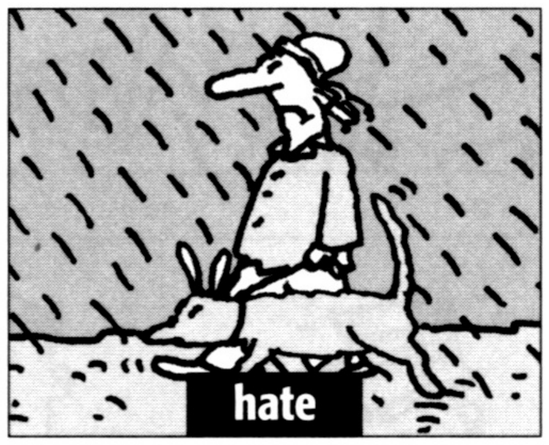
7 She _____ computer games.

8 They _____ early.



9 He _____ the guitar.

10 She _____ the dog for a walk.



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

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a Complete the sentences with *me, you, him, her, it, us,* or *them.*
Write in the **PRONOUN** column.

	PRONOUN
1 It's an awful song. I hate ____.	*it*
2 We have a meeting with the manager. She wants to speak to ____.	____
3 I like these clothes but I can't buy ____. They are very expensive.	____
4 I have a new baby son. I love ____ very much.	____
5 My aunt lives in Prague. I like visiting ____.	____
6 My husband gets home late, but I always have dinner with ____.	____
7 Can you go to the office? The secretary wants to see ____.	____
8 It isn't a great film, but I like ____ because it has good special effects.	____
9 **A** Do you like the Rolling Stones?	
B No, I don't like ____. They are too old.	____
10 We don't know the city very well. Can you help ____?	____
11 This exercise is very difficult. I can't do ____.	____
12 My daughter is at university. We hardly ever see ____.	____
13 Hello again! Do you remember ____? My name's Jane.	____
14 Where are my keys? I can't find ____.	____
15 We often write to Anne, but she never writes to ____.	____

b **Test your memory.** Cover the **PRONOUN** column. Say the sentences again with the pronoun.

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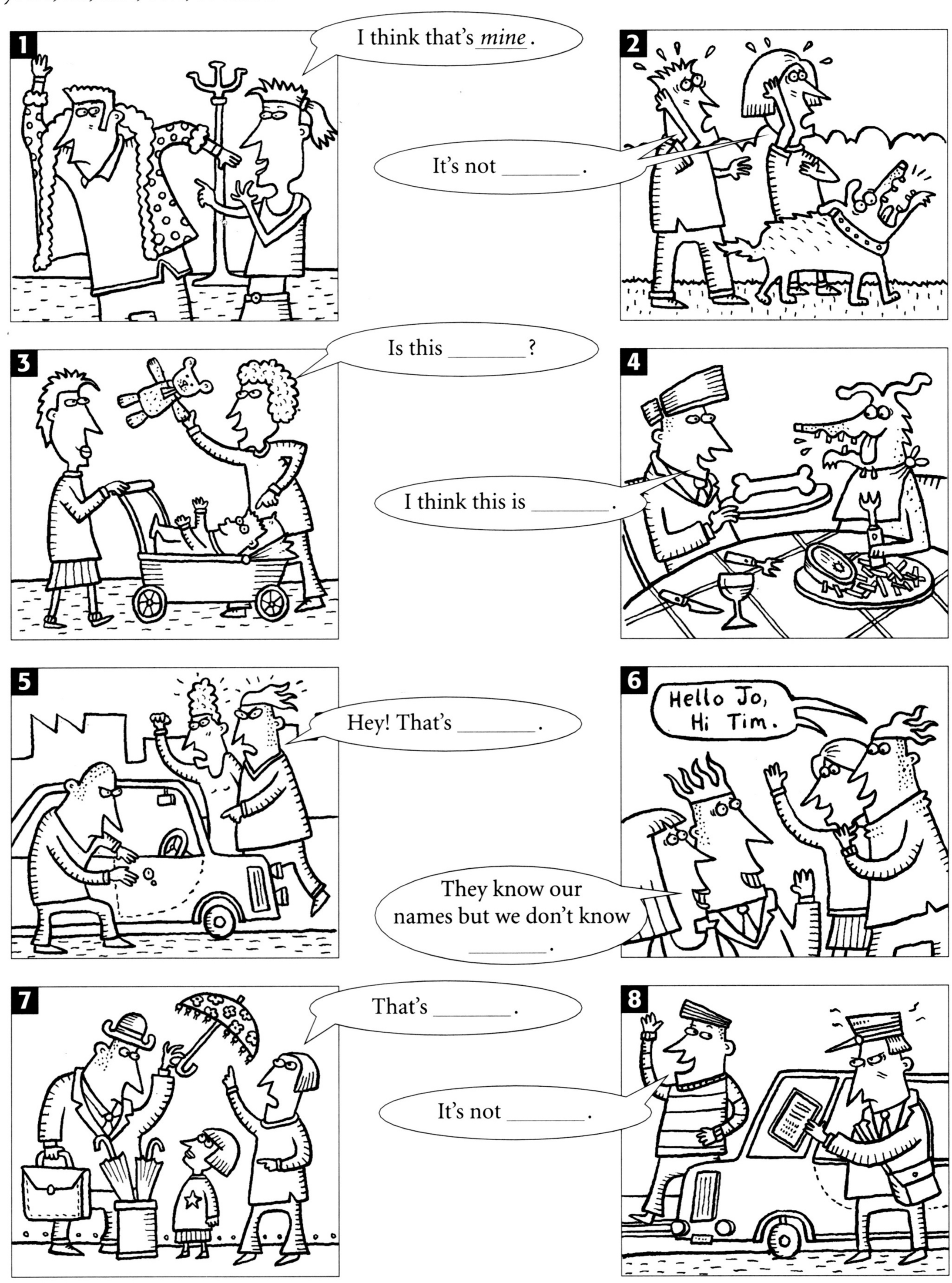
a Look at the pictures and complete the sentences with *mine, yours, his, hers, ours,* or *theirs.*



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

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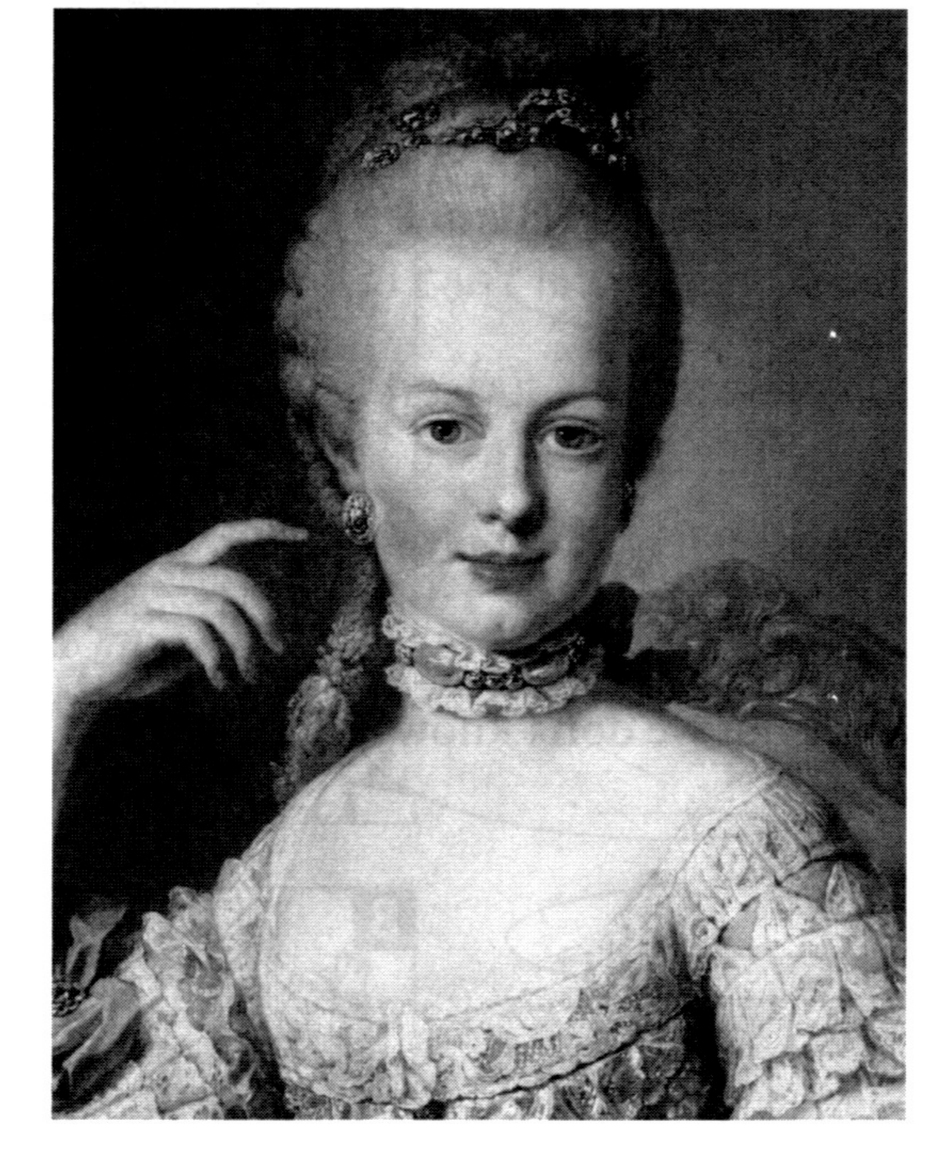
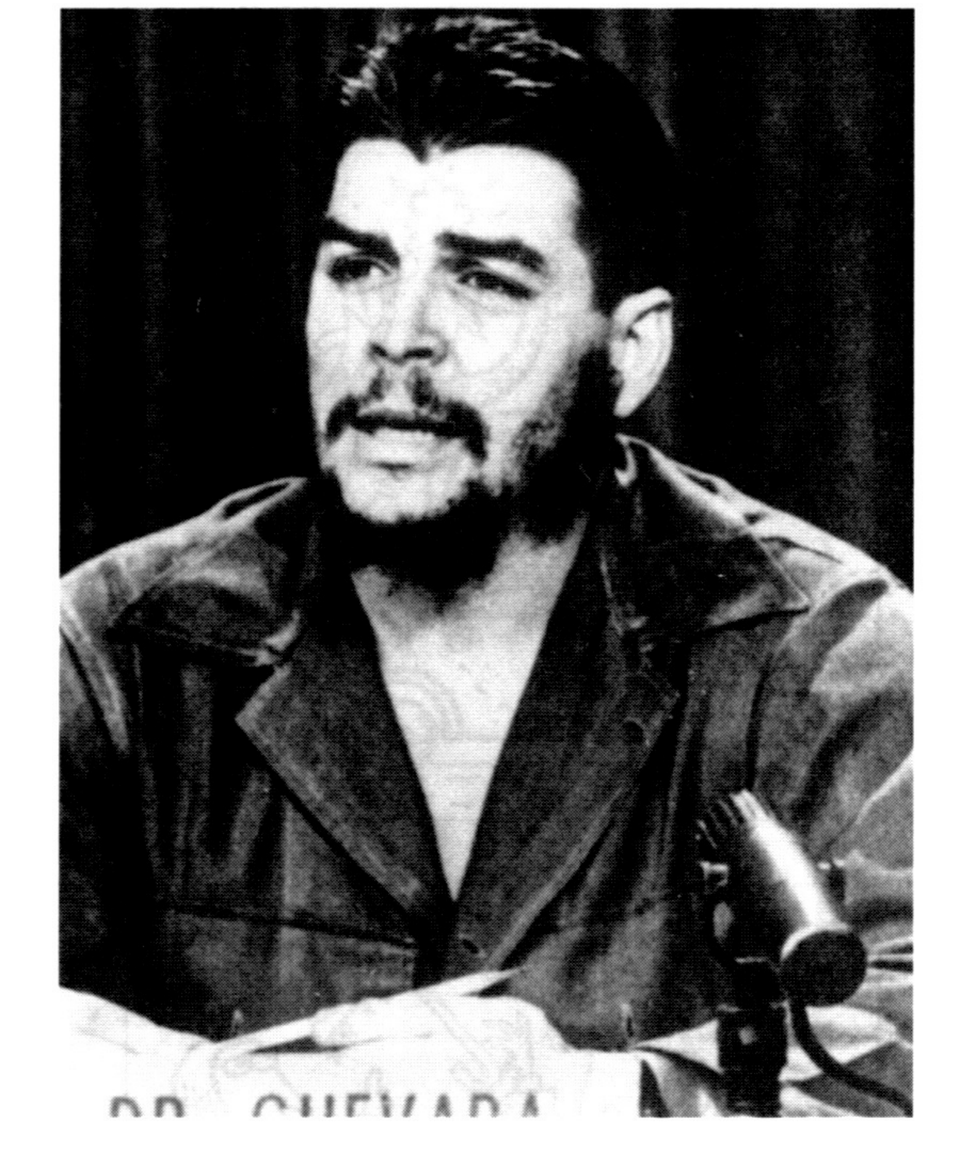
a Complete with *was/wasn't* or *were/weren't* to make true sentences.

1 Julius Caesar *wasn't* the first Roman emperor.
2 The Olympic Games _____ in Barcelona in 1996.
3 Mozart _____ the composer of the *Marriage of Figaro*.
4 Albert Einstein _____ born in Germany.
5 Valentina Tereshkova _____ the first woman in space.
6 Vincent Van Gogh _____ from Belgium.
7 The 2002 football World Cup _____ in China.
8 The Incas _____ from Mexico.
9 The Beatles _____ from Manchester.
10 Socrates and Plato _____ Roman philosophers.
11 Che Guevara _____ born in Cuba.
12 Bill Clinton _____ President of the United States in 2002.
13 Marie Antoinette _____ Louis XVI's wife.
14 The Vikings _____ from Germany.
15 Garibaldi _____ born in Italy.





b Make questions and test your partner's memory.

A *Was Julius Caesar the first Roman Emperor?*

B *No, he wasn't.*

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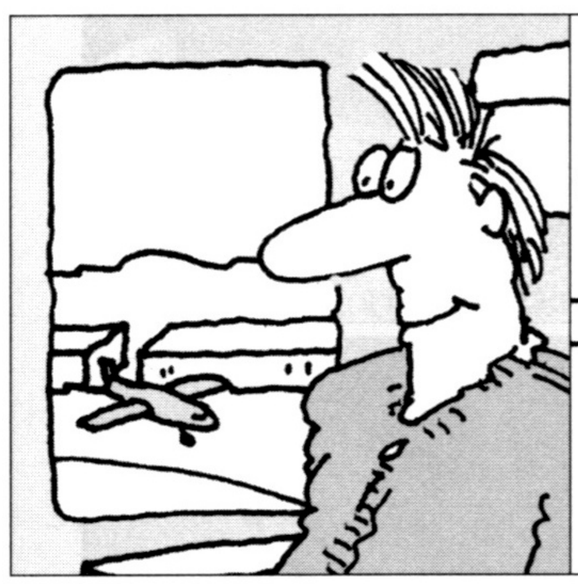
1 arrive at Manchester airport

2 check in

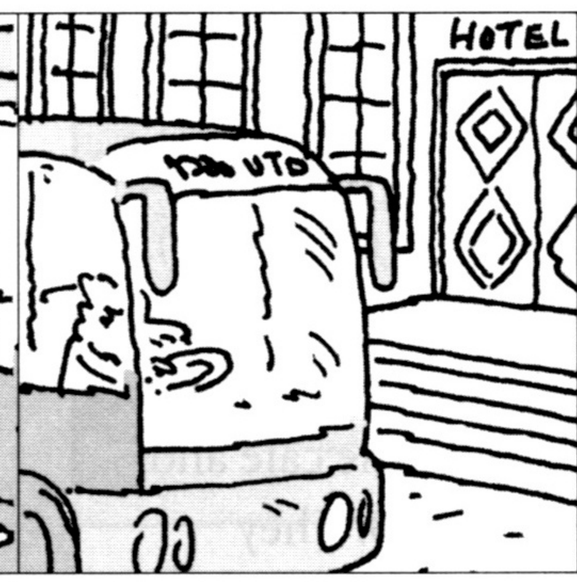
3 wait for the plane

4 not smoke

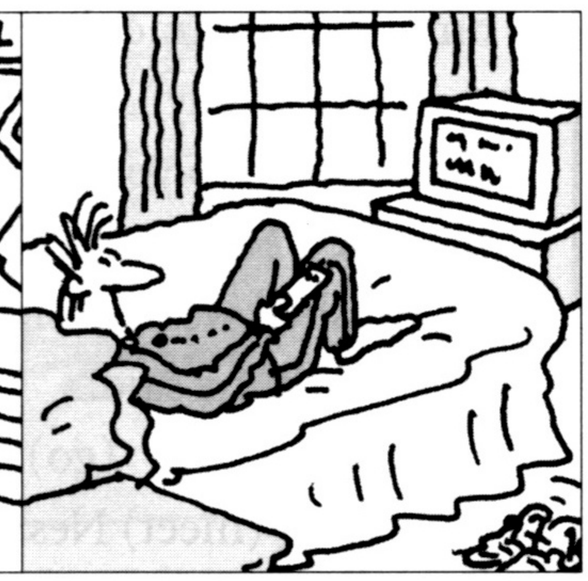


5 land in Milan

6 travel by bus to the hotel

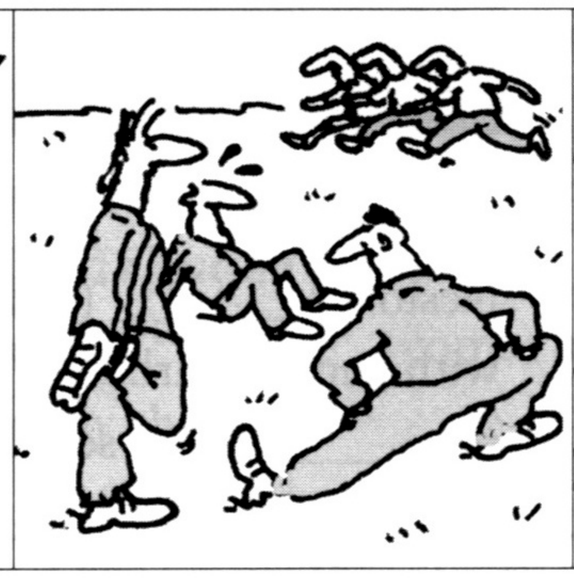


7 arrive at the hotel

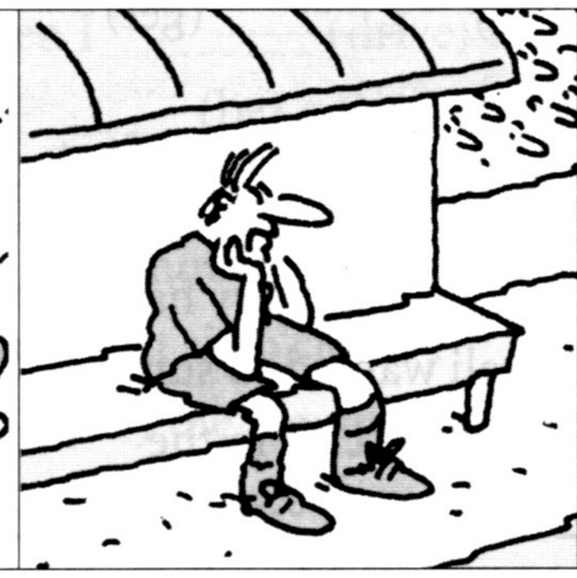


8 stay at the hotel for two nights

9 not visit the city



10 train for three hours



11 not play the match

12 Milan score five goals

a Look at the pictures. Write sentences in the past simple.

1 *Steve arrived at Manchester airport*.
2 *He checked in*.
3 _____.
4 _____.
5 _____.
6 _____.
7 _____.
8 _____.
9 _____.
10 _____.
11 _____.
12 _____.

b **Test your memory.** Cover the sentences and look at the pictures. Remember the story.

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a Complete the story with the past simple of the verbs in brackets.

Lali's story

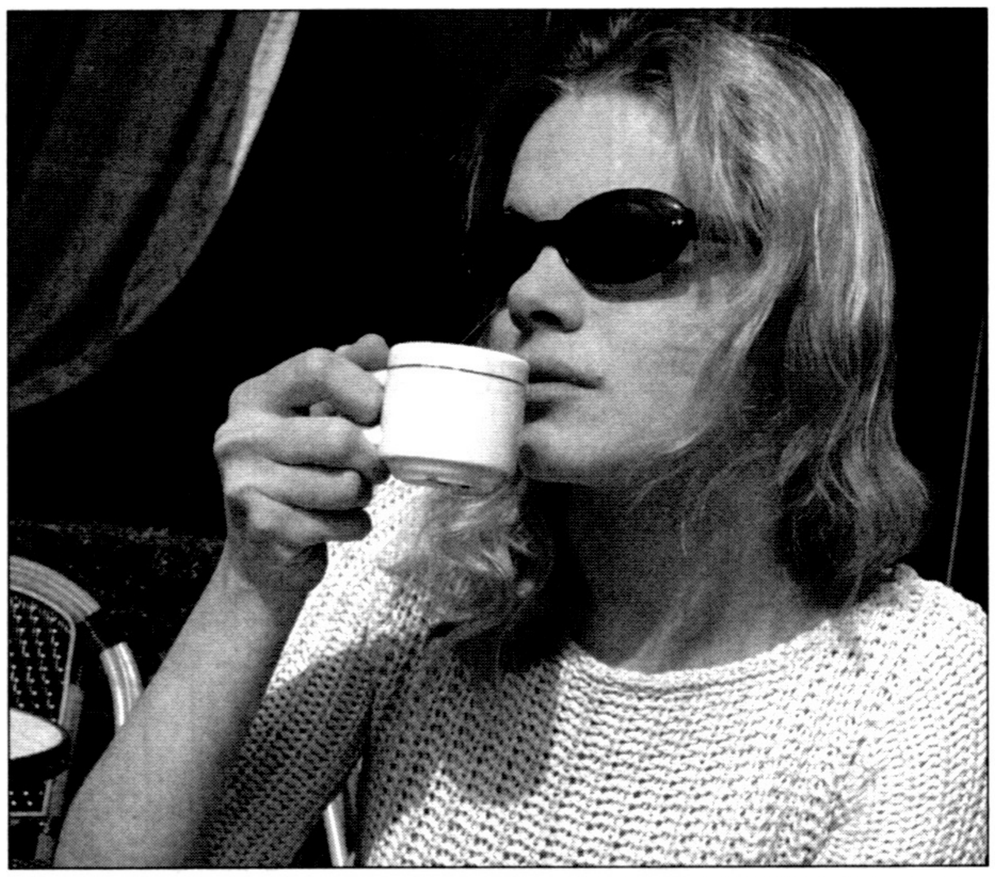
LALI [1] *went* into the Café Paris and [2]_____ (have) a coffee. The waiter's name [3]_____ (be) Nestor. He [4]_____ (be) tall and handsome. Lali fell in love with him the first time she [5]_____ (see) him.

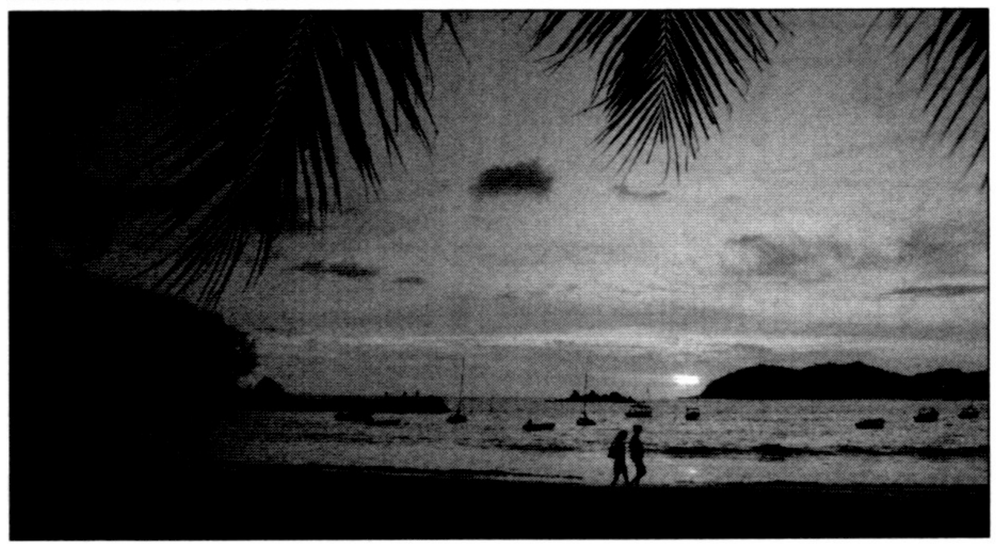
The next day Lali [6]_____ (go) into the same café. 'Do you want to go out for lunch?' she asked Nestor. He [7]_____(not / can). He finished work at six. 'But I can meet you after work,' he said.

Lali [8]_____ (go) back to the café and [9]_____ (meet) Nestor at 6.00. They [10]_____ (drive) to the beach in Nestor's car. At the beach they [11]_____ (have) a drink and danced at a disco. They [12]_____ (get) home after midnight.

Every day, Lali [13]_____ (go) to the café at 6.00 in the evening and they [14]_____ (drive) to the beach. They [15]_____ (be) very happy.

On Nestor's birthday, Lali wanted to surprise him. She [16]_____ (go) to the café in the morning. She [17]_____ (see) Nestor, but Nestor [18]_____ (not / see) Lali. He was with another girl. Lali [19]_____ (leave). She [20]_____ (not / see) Nestor again.





b Complete these questions about the text.

1 Where *did Nestor and Lali meet*?	They met at the Café Paris.
2 What _____?	She had a coffee.
3 What time _____?	She met Nestor at 6.00.
4 Where _____?	They drove to the beach.
5 What _____ at the beach?	They had a drink, had dinner, and danced at a disco.
6 What time _____?	They got home after midnight.
7 Where _____ on Nestor's birthday?	She went to the café.
8 _____ her?	No, he didn't.
9 What _____?	She left.
10 _____ again?	No, she didn't.

c **Test your memory.** Cover the answers. Can you remember them?

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● Complete the conversation with the past tense of the verb in brackets.
Be careful with [+], [−], and [?].

A NEW LIFE

INSPECTOR GRANGER OK Mr Thomas. Relax and tell me the problem.

MR THOMAS It's my wife. She [1]*went* (go) out yesterday to buy some milk. And she [2]_____ (not / come) back.

INSPECTOR GRANGER When [3]_____ (/ you see) your wife for the last time?

MR THOMAS Yesterday evening.

INSPECTOR GRANGER Tell me what happened yesterday.

MR THOMAS Well, we [4]_____ (wake up) at about 8.00 as usual. We [5]_____ (have) breakfast and then I [6]_____ (drive) to work. I think she [7]_____ (go) shopping. It [8]_____ (be) a Wednesday. She always goes shopping on Wednesdays. Then she [9]_____ (make) the dinner.

INSPECTOR GRANGER When [10]_____ home? (/ you come)

MR THOMAS I [11]_____ (come) home at six o'clock. I [12]_____ (sit) down in my chair and [13]_____ (read) the newspaper. Then we [14]_____ (have) dinner. After dinner, my wife [15]_____ (go) to the kitchen. I [16]_____ (have) a glass of whisky and [17]_____ (sleep) in my chair.

INSPECTOR GRANGER [18]_____ (/ you speak) to your wife when you [19]_____ (come) home? Or [20]_____ (/ she say) anything to you?

MR THOMAS I [21]_____ (not / speak) to her, but after about an hour she [22]_____ (say), 'This isn't a life. I'm going out.' She [23]_____ (take) her bag and her coat. She [24]_____ (not / say) goodbye. I [25]_____ (hear) the door close. But I [26]_____ (not / see) her again.

INSPECTOR GRANGER I see sir. I think I can guess the answer to this mystery.

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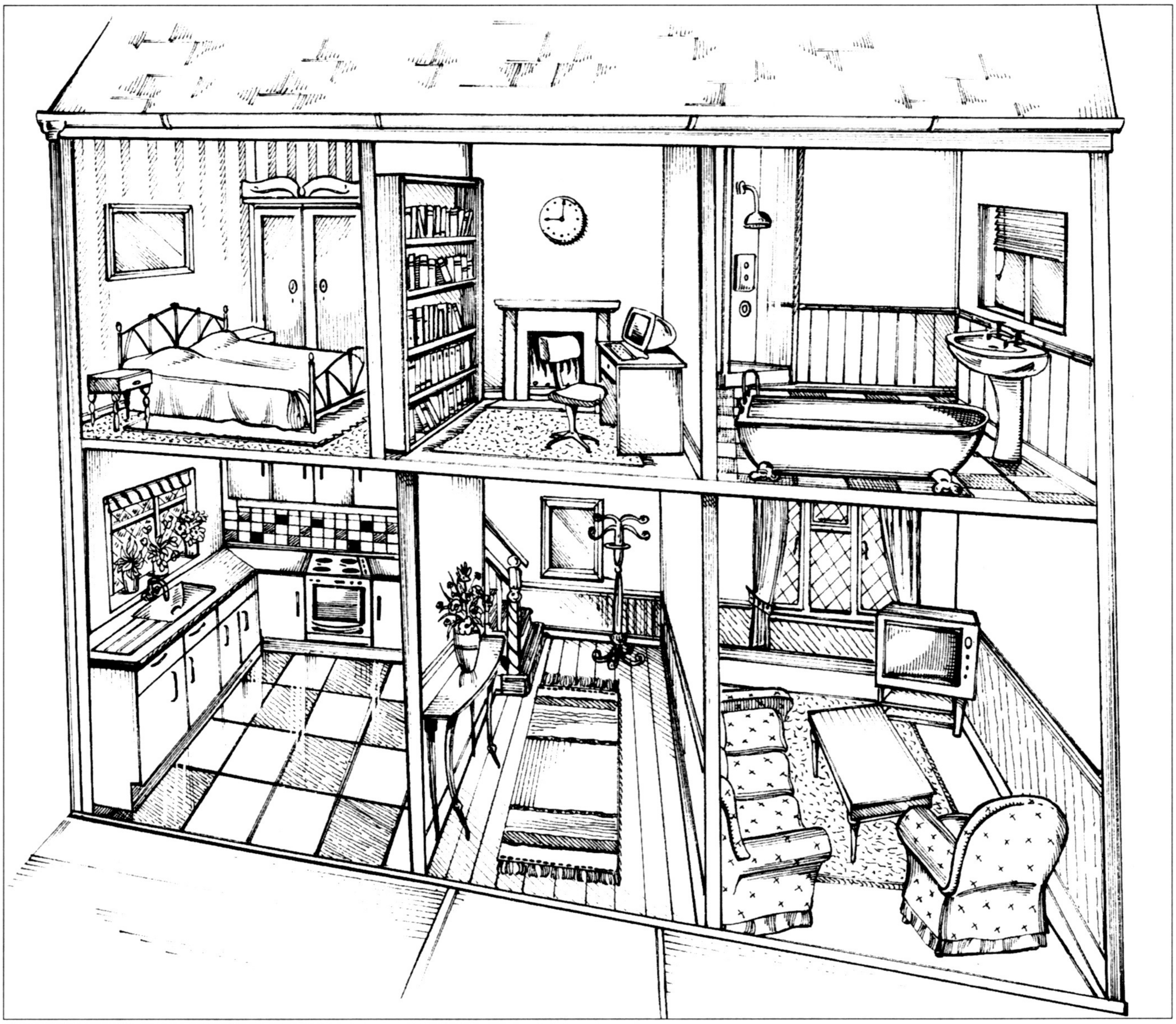

a Write the questions and short answers.

1 sofa / living room? *Is there a sofa in the living room?* *Yes, there is.*
2 armchair / living room? _____? _____.
3 window / study? _____? _____.
4 plants / kitchen? _____? _____.
5 mirror / hall? _____? _____.
6 pictures / house? _____? _____.

b Write [+] or [–] sentences.

1 sofa / living room *There's a sofa in the living room.*
2 clock / hall _____.
3 shower / bathroom _____.
4 television / bedroom _____.
5 cupboards / kitchen _____.
6 flowers / living room _____.

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a Complete the sentences with *there was / there wasn't, there were / there weren't,* or *was there / were there.*

1 ____ a rock concert in the park last night. *There was*

2 I looked in the fridge, but ____ any eggs. ____

3 ____ a supermarket in the town when you were a child? ____

4 When we arrived, ____ only three people in the restaurant. ____

5 It was an expensive hotel, but ____ a swimming pool or a gym, so I couldn't do any exercise. ____

6 How many students ____ in class yesterday? ____

7 When I got home, ____ two men in a car outside our house. ____

8 ____ many tourists in Rome when you went in January? ____

9 It was a nice house, but we didn't buy it because ____ a garden. ____

10 ____ a party last night in the flat upstairs? I heard a lot of noise in the middle of the night. ____

11 ____ a good film on TV last night. Did you watch it? ____

12 I went to that new shop, but ____ any clothes that I liked and I didn't buy anything. ____

13 ____ a cooker in the kitchen? ____

14 ____ 80,000 people at the football match last night. ____

15 We didn't go to the British Museum. ____ time. ____

b **Test your memory.** Cover the right-hand column and say the sentences.

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● Complete the sentences with the verb in brackets in the present continuous.

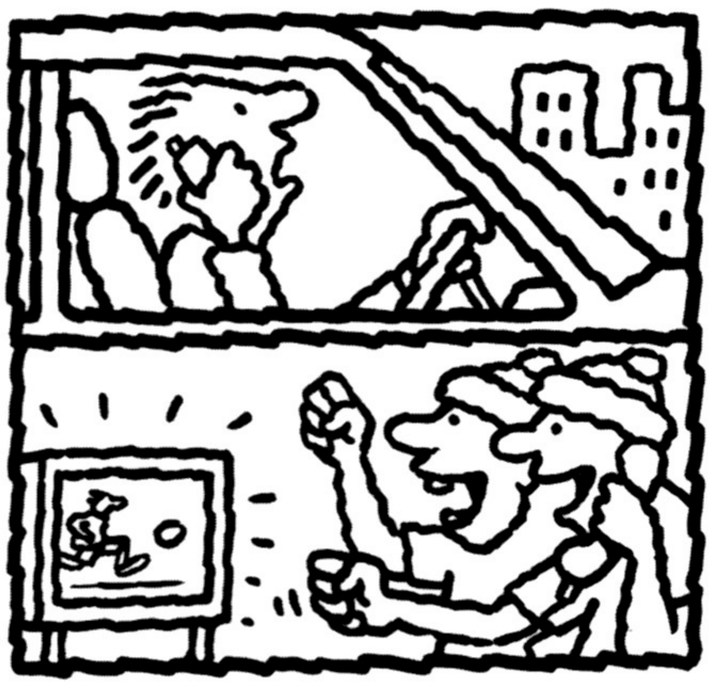
A [1]*Are* you *watching* the match (watch)?

B Of course we are.

A What [2]_____ (happen)?

B We [3]_____ (win) 1–0, but we [4]_____ (not/play) very well. Why [5]_____ you _____ (not/watch) the match?

A I [6]_____ (drive) home from work but the traffic is terrible.



A How's your sister?

B She's fine.

A What [7]_____ she _____ (do) now? [8]_____ she _____ (work)?

A No, she's in Thailand at the moment with two friends. They [9]_____ (travel) round the world.

A What [10]_____ you _____ (do) now?

B I [11]_____ (not/work) at the moment but I [12]_____ (look for) a job.

A What can you see?

B There are three men downstairs.

A What [13]_____ they _____ (do)?

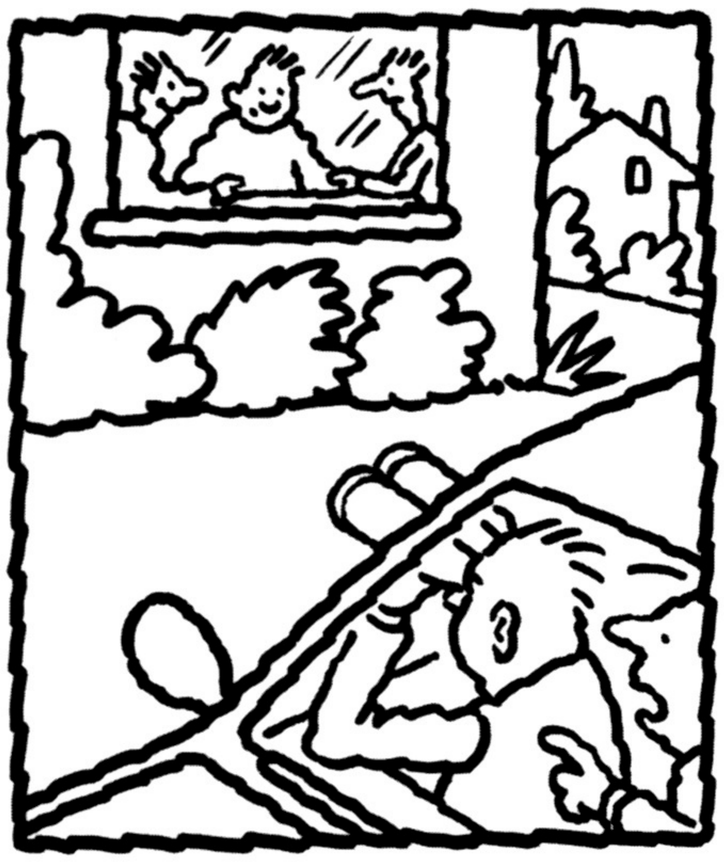
B They [14]_____ (count) money I think. No, sorry. They [15]_____ (not/count) money. They [16]_____ (play) cards.

A Can you see Jim?

B Yes, he's upstairs.

A What [17]_____ he _____ (do)?

B He [18]_____ (look) at us!



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● Put the verbs in the present simple or present continuous.

1 A *Are* you *doing* anything at the moment? (**do**)
B No, I'm free today.

2 A What _____ you _____? (**do**)
B I'm a student.

3 A Where _____ you _____? (**go**)
B To the cinema.

4 A _____ you _____ to the gym every day? (**go**)
B No, just Mondays, Wednesdays, and Fridays.

5 A What is the answer to number 5?
B Shh! I _____ to the teacher. (**listen**)

6 A When _____ you _____ to music? (**listen**)
B In the evening, when I get home from work.

7 A What is that loud music?
B My neighbours _____ a party. (**have**)

8 A _____ you _____ any brothers and sisters? (**have**)
B Just one sister.

9 A _____ you _____ a uniform for work? (**wear**)
B Yes. I hate it!

10 A Why _____ you _____ your best clothes? (**wear**)
B I'm going out to dinner with Mark.

11 A Where's Simon?
B He _____ in the garden at the moment. (**work**)

12 A Where _____ you _____? (**work**)
B In a bank.

12

10–12 Excellent. You understand the difference between the present continuous and the present simple.

8–11 Quite good, but check the rules in the Grammar Bank (Student's Book *p. 132*) and look at the exercise again.

1–7 This is difficult for you. Read the rules in the Grammar Bank (Student's Book *p. 132*).
Then ask your teacher for another photocopy and do the exercise again at home.

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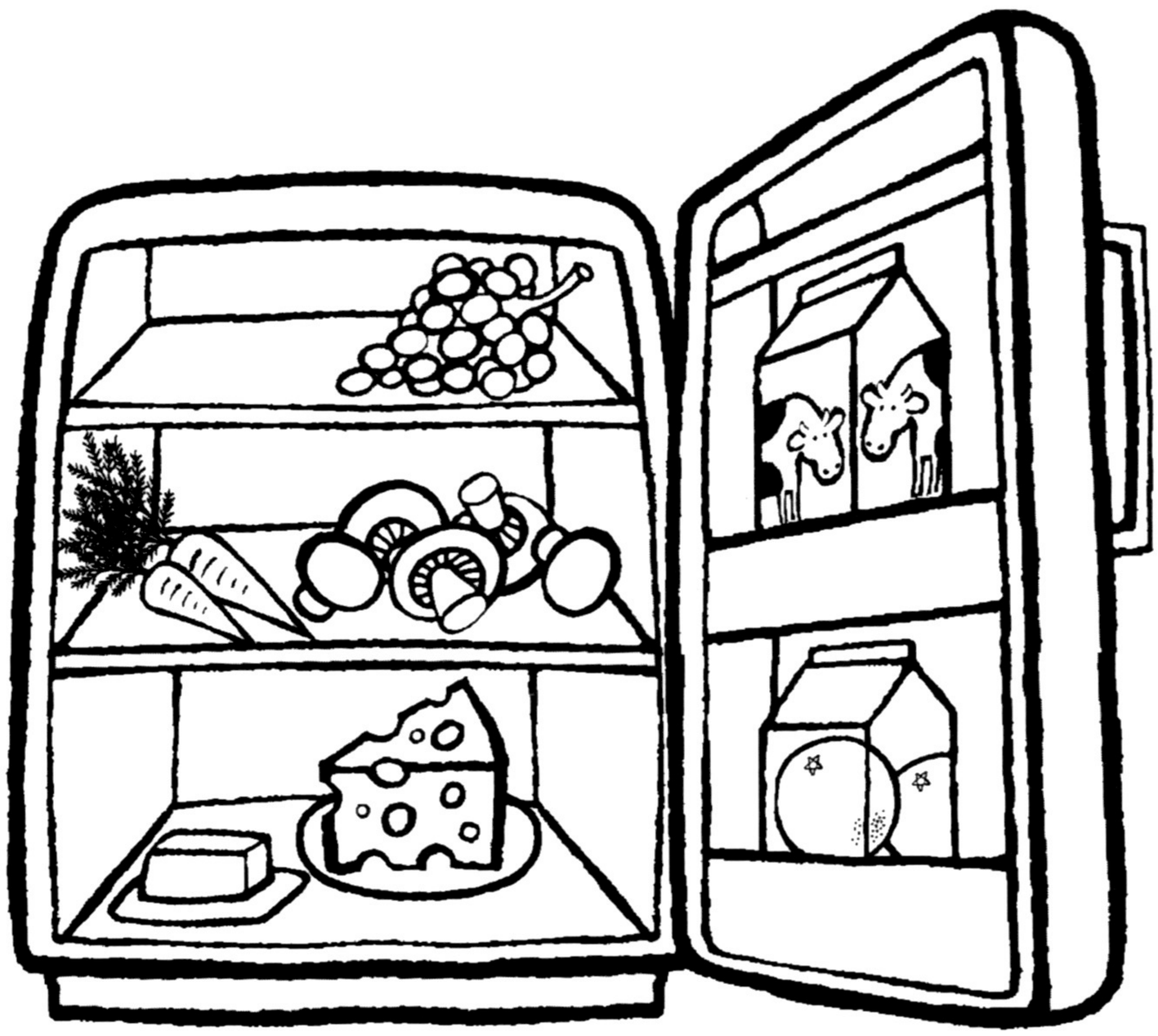

a Write the questions and short answers.

1 eggs *Are there any eggs ?* *No, there aren't.*
2 butter _____? _____.
3 mushrooms _____? _____.
4 beer _____? _____.
5 cheese _____? _____.
6 lettuce _____? _____.
7 carrots _____? _____.

b Write [+] or [−] sentences with *a/an, some,* or *any.*

1 bread *There isn't any bread.*
2 onions _____.
3 milk _____.
4 orange juice _____.
5 bananas _____.
6 grapes _____.
7 meat _____.

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

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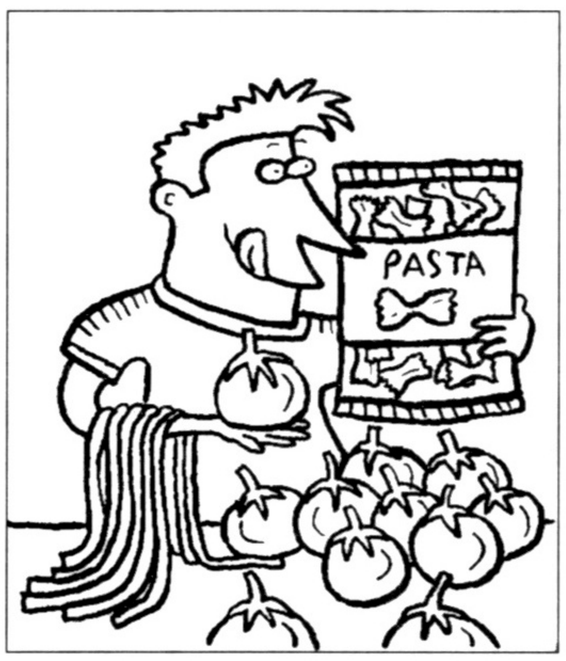
a Cross out the wrong word. Then answer the question with a complete sentence with *a lot of, not … much, not … many, not … any.*

Valerie the vegetarian

1 How much/ ~~many~~ meat does she eat?
She doesn't eat any meat.

2 How *much/ many* vegetables does she eat?
_____.

3 How *much/ many* diet cola does she drink?
_____.



Fabio the Italian Food Fan

4 How *much/ many* pasta does he eat?
_____.

5 How *much/ many* tomatoes does he eat?
_____.

6 How *much/ many* beer does he drink?
_____.

Fast Food Phil

7 How *much/ many* vegetables does he eat?
_____.

8 How *much/ many* hamburgers does he eat?
_____.

9 How *much/ many* mineral water does he drink?
_____.

Baby Belinda

10 How *much/ many* milk does she drink?
_____.

11 How *much/ many* biscuits does she eat?
_____.

12 How *much/ many* coffee does she drink?
_____.

b **Test your memory.** Cover the sentences and look at the pictures. Remember what they eat and drink.

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● Complete the sentences with *be* + *going to* . Use the verb in brackets.

A [1] *Is* Anna *going to be* at your party? (**be**)
B Yes, and she [2] _____ her new boyfriend. (**bring**)

A Where are your parents?
B They're out shopping. They [3] _____ a new TV. (**buy**)
A What [4] _____ they _____ with the old one? (**do**)
B I don't know, but they [5] _____ it to me. (**not / give**)

A Mike [6] _____ us next year. (**not teach**)
B Why not?
A Because he [7] _____ to the USA. (**go back**)

A [8] _____ you _____ the football match tonight ? (**watch**)
B No, we [9] _____ the film on the other channel. (**watch**)

A I [10] _____ tonight. (**not / go out**)
B Why not?
A I'm too tired. I [11] _____ to bed at 10.00. (**go**)

A What [12] _____ you _____ next weekend? (**do**)
B I [13] _____ with my sister in Brighton. (**stay**)
A [14] _____ you _____ the children? (**take**)
B No, they [15] _____ with their grandmother. (**stay**)

15

12–15 Excellent. You can use *going to* very well.

8–11 Quite good, but check the rules in the Grammar Bank (Student's Book *p.134*) and look at the exercise again.

1–7 This is difficult for you. Read the rules in the Grammar Bank (Student's Book *p.134*). Then ask your teacher for another photocopy and do the exercise again at home.

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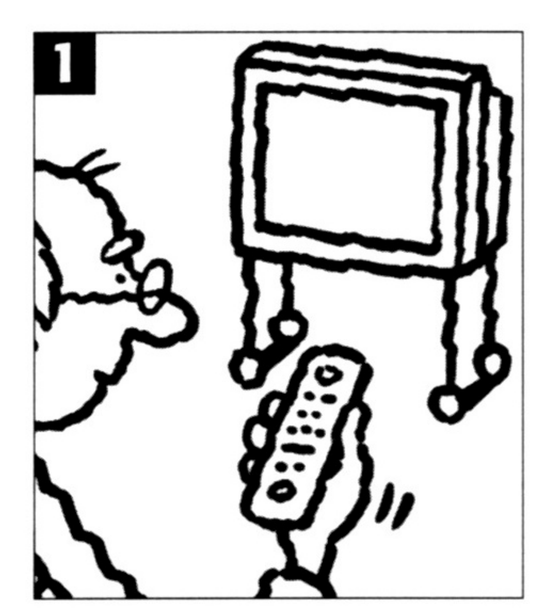
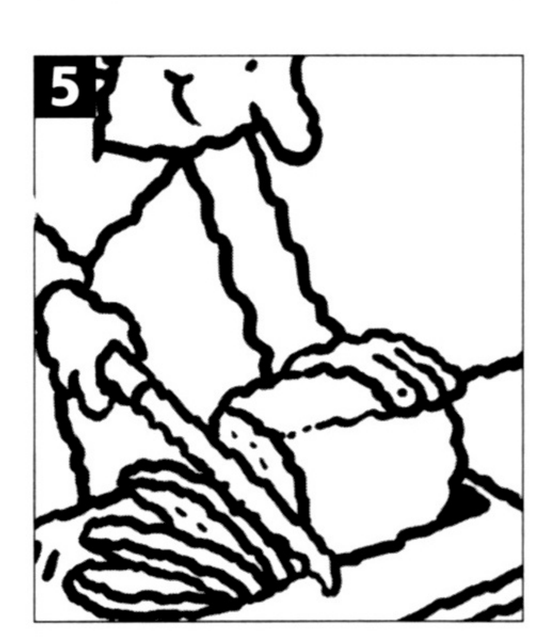
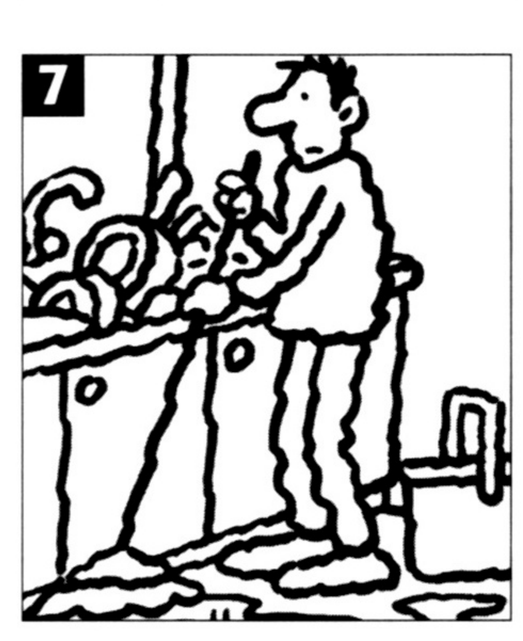
a What are they going to do? Write your predictions for each picture.

1 *He's going to watch TV*.
2 _____.
3 _____.
4 _____.
5 _____.
6 _____.
7 _____.
8 _____.

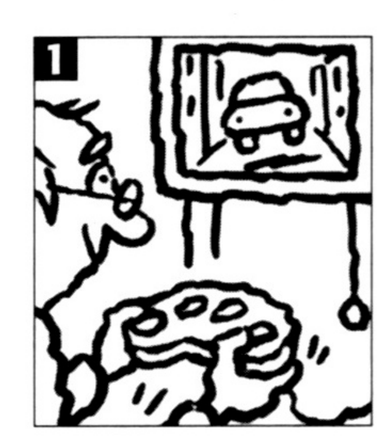


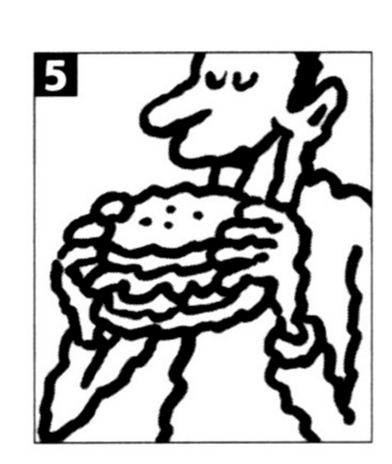


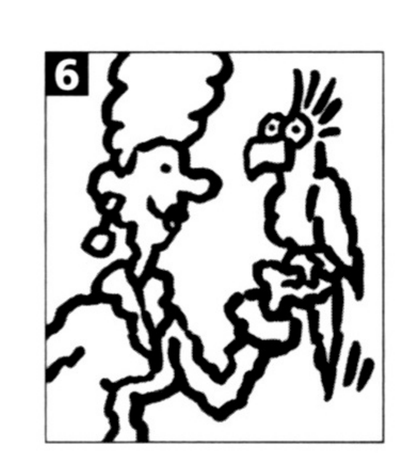


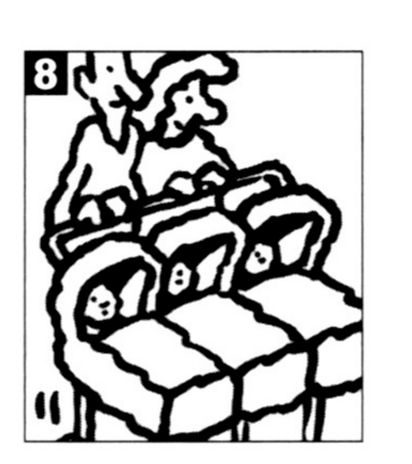
Note to teacher: Cut here and give out exercise a.
Then give out exercise b for students to compare their answers.

b Look at the pictures. Were your predictions correct?









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● Use the information to make comparative sentences.

1

Diameter
- Mars 6,786 km
- Earth 12,756 km

big

2

Murders in 2001
- New York 643
- London 200

dangerous

3

Price
- A Rolex Daytona €5204
- A Cartier Roadster €3828

expensive

4

Area
- Germany 356,840 km^2
- France 543,965 km^2

small

5

Calories per glass
- beer 130
- water 0

healthy

6

Average temperature
- Seville 18°C
- Toronto 7°C

hot

7

Maximum speed
- A Fiat Uno 165 km/h
- A Lamborghini Countach 330 km/h

slow

8

Invented
- compact discs 1981
- cassettes 1963

new

9

Annual rainfall
- Moscow 575mm
- Rio de Janeiro 1086mm

wet

10

Built
- The Leaning Tower of Pisa 1350
- The Taj Mahal 1653

old

1 *Earth is bigger than Mars*.

2 _____.

3 _____.

4 _____.

5 _____.

6 _____.

7 _____.

8 _____.

9 _____.

10 _____.

● **Test your memory.** Cover the sentences and look at the pictures. Compare the things.

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a Write the questions.

1 fast / land animal / world.
What is the fastest land animal in the world ?

2 tall / animal / world
_____ ?

3 fast / bird / world
_____ ?

4 heavy / snake / world
_____ ?

5 big / land animal / world
_____ ?

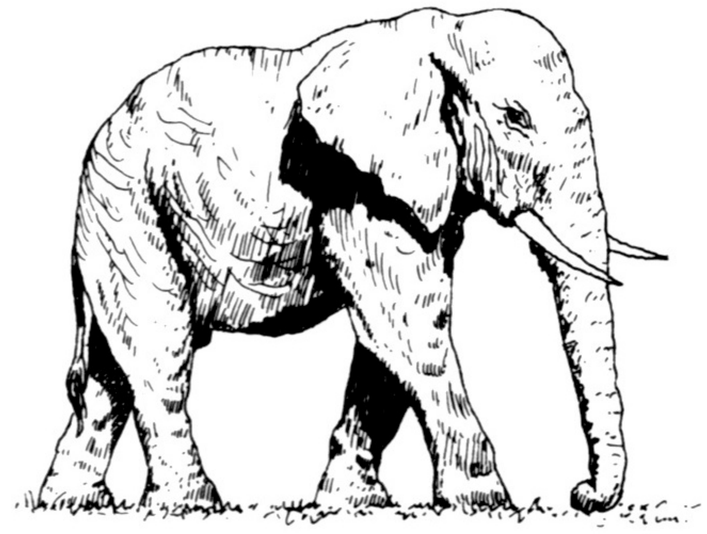
6 noisy / land animal / world
_____ ?

7 noisy / sea animal / world
_____ ?

8 slow / land animal / world
_____ ?

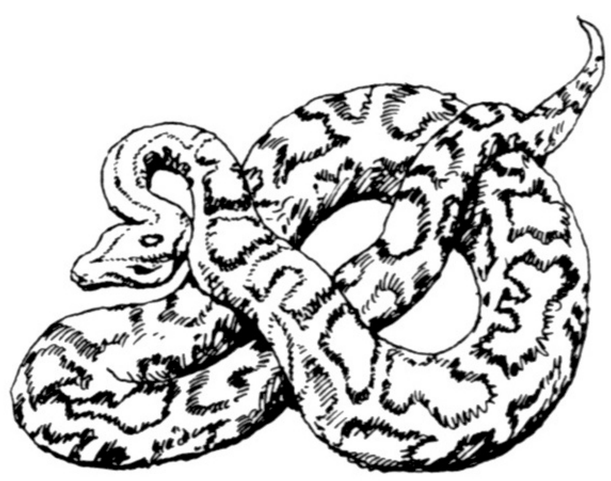
9 dangerous / insect / world
_____ ?

☐ ostrich



☐ African elephant

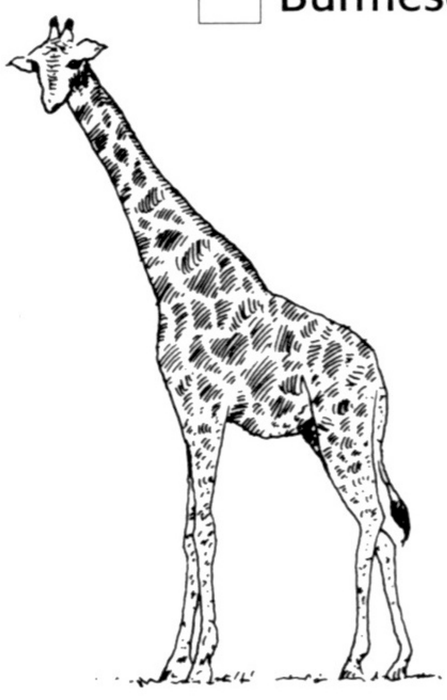
☐ three-toed sloth



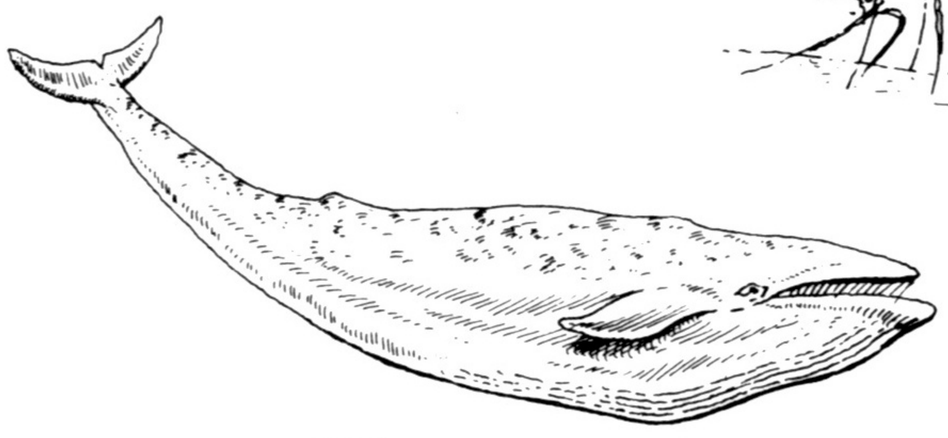
☐ Burmese python

☐ Howler monkey

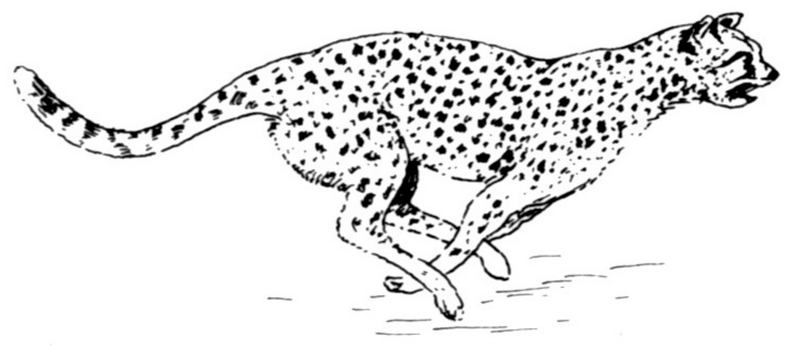
☐ Anopheles mosquito



☐ giraffe



☐ blue whale



1 cheetah

b Match the questions with the answers.

c **Test your memory**. Cover the sentences. Look at the pictures and say the sentences.
The cheetah is …

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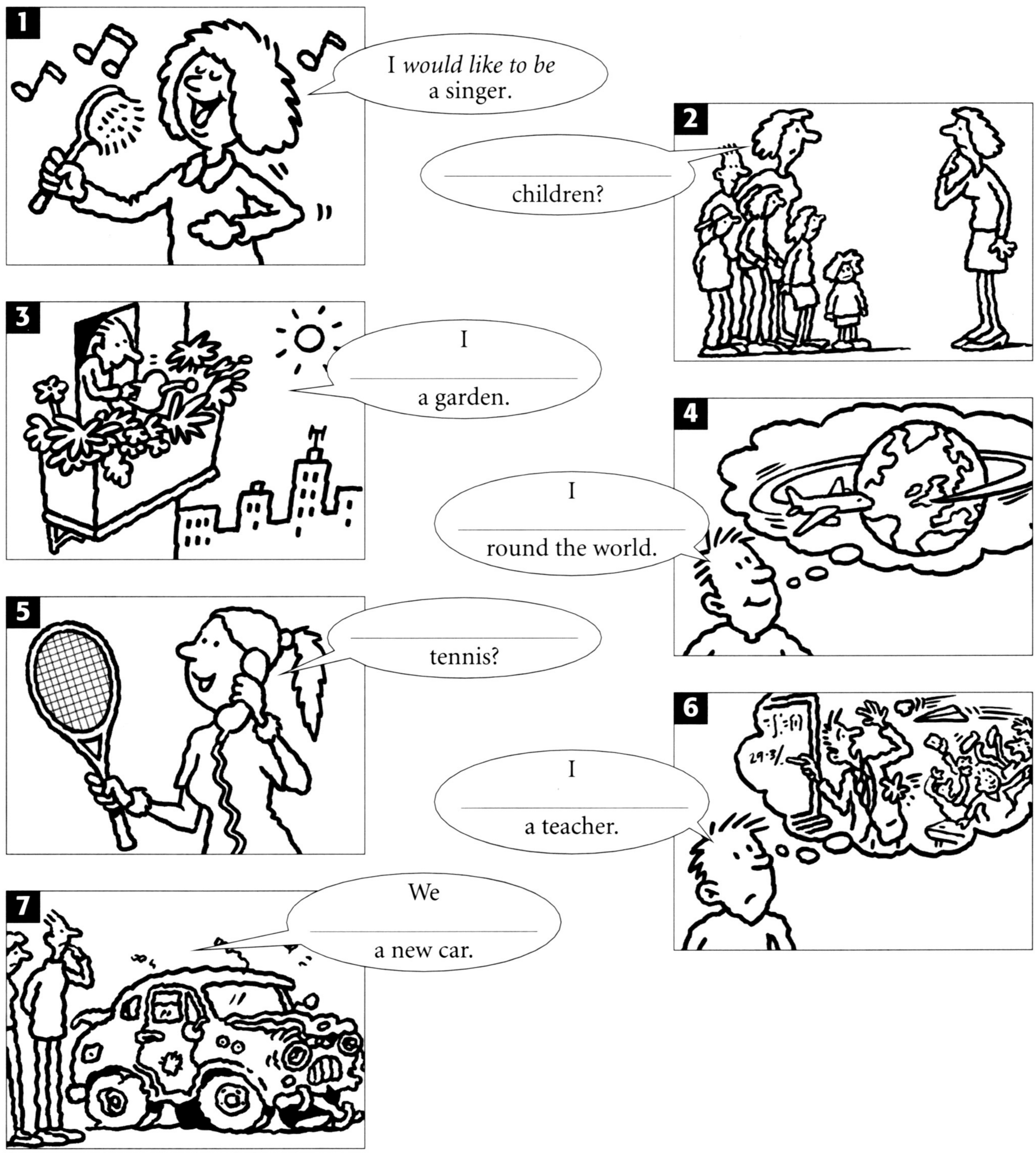
a Look at the pictures. Write a [+] or [–] sentence or [?]. Use *would like* and a verb.



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

c Complete the dialogues with *would* or *do/does.*

1 **A** _____ you like classical music?
B No, I prefer pop.

2 **A** _____ you like to have dinner with me tonight?
B I'm sorry. I'm busy tonight.

3 **A** _____ your sister like cooking?
B Yes, she loves it.

4 **A** _____ you like another drink?
B Yes, please.

5 **A** _____ your parents like to come to dinner?
B I don't know. Why don't you ask them?

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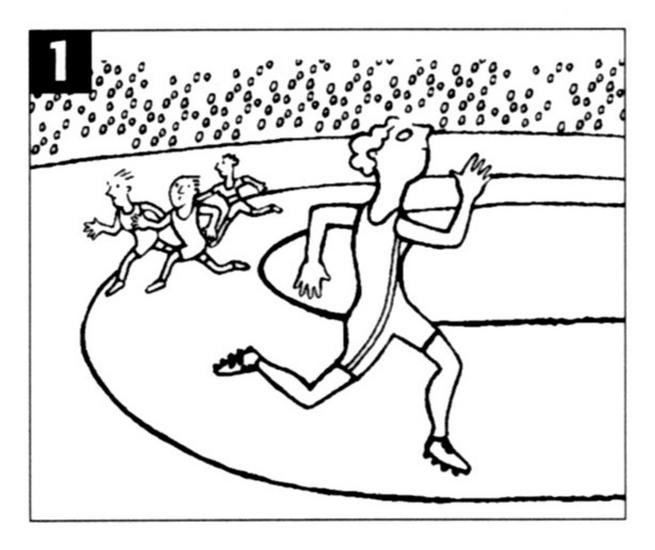
a Make adverbs from the adjectives.

bad_____ careful_____ dangerous_____ fast_____

good_____ hard_____ loud_____ quiet_____ slow_____

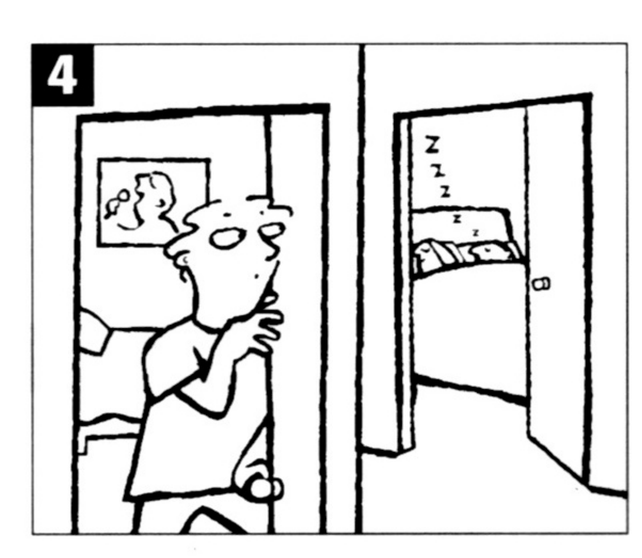
b Write sentences for pictures 1–8. Use a verb and an adverb from **a**.



She's running fast.

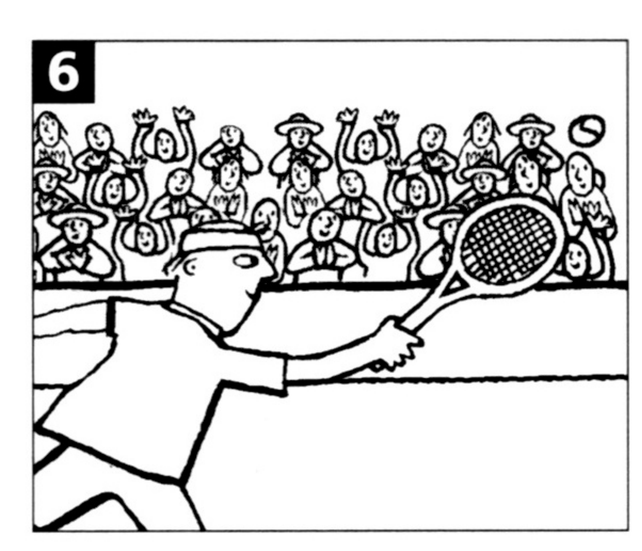
_____.

_____.



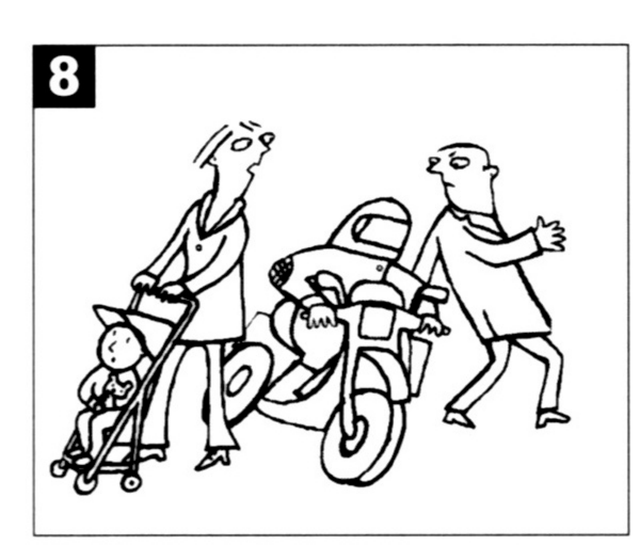
_____ the door _____.

_____.

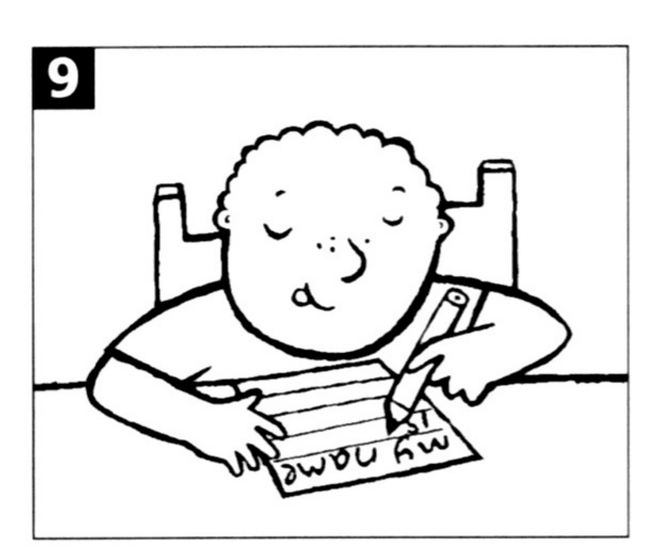


_____.

_____.



_____.



_____.

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

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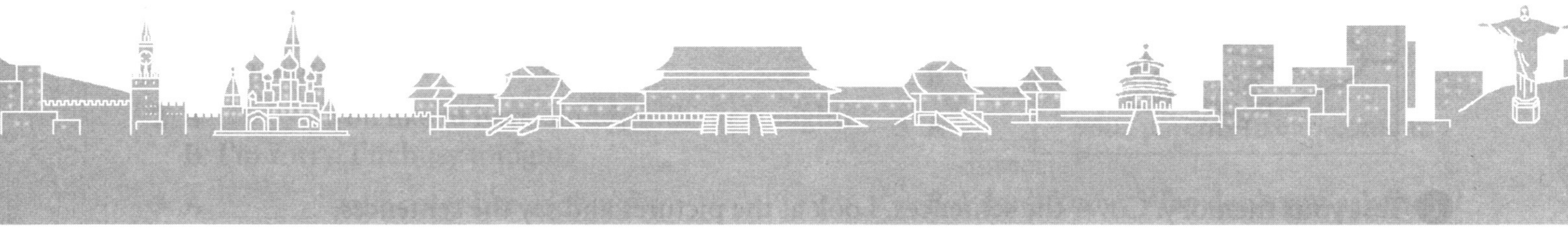
a Look at the city names.
Write a [+], [−], [?] sentence in the present perfect.

He [−]	**New York**	1 *He hasn't been to New York*.
She [+]	**Moscow**	2 _____.
They [?]	**Sydney**	3 _____?
He [+]	**Rome**	4 _____.
You [?]	**San Francisco**	5 _____?
They [+]	**London**	6 _____?
She [?]	**Paris**	7 _____?
We [−]	**Rio**	8 _____.
They [−]	**Athens**	9 _____.
I [+]	**Dublin**	10 _____.

b Cover the sentences. Look at the cities and say the sentences.



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● Write the verbs in the present perfect or past simple.

A [1] *Did* you *go* to the cinema last night. (**go**)
B No, I [2]_____ at home. (**stay**)

A [3]_____ you ever _____ to Mexico? (**go**)
B Yes, I have. I [4]_____ last year. (**go**)

A [5]_____ you _____ any Latin American novels? (**read**)
B Yes. I [6]_____ Spanish when I was at university. (**study**)

A What [7]_____ you _____ for dinner last night? (**have**)
B Nothing, I [8]_____ hungry. (**not be**)

A [9]_____ you ever _____ to a famous actor? (**speak**)
B No, I [10]_____ never _____ a famous person. (**meet**)

A [11]_____ you _____ at the end of *Titanic*? (**cry**)
B Yes. It [12]_____ very sad. (**be**)

A [13]_____ you _____ the new James Bond film? (**see**)
B No. Is it good?

A [14]_____ you _____ your homework last night? (**do**)
B No, I [15]_____ time. (**not / have**)

15

13–15 Excellent. You understand the difference between the Present perfect and the Past simple.

8–12 Quite good, but check the rules in the Grammar Bank (Student's Book *p. 138*) and look at the exercise again.

1–7 This is difficult for you. Read the rules in the Grammar Bank (Student's Book *p. 138*). Then ask your teacher for another photocopy and do the exercise again at home.

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a Complete the sentences with a preposition. Write in the **PREPOSITION** column.

at by for from in on to up

	PREPOSITION
1 My name's Carlos and I'm ____ Chile.	*from*
2 Look ____ the board please.	_____
3 My father works ____ IBM in France.	_____
4 Our son is ____ school today.	_____
5 My parents live ____ a small flat.	_____
6 I don't like listening ____ the radio.	_____
7 We go ____ the cinema twice a week.	_____
8 My sister never goes out ____ Friday nights.	_____
9 Her husband gets home very late ____ night.	_____
10 It's quarter ____ eight.	_____
11 This morning I came to work ____ bus.	_____
12 Would you like a salad ____ lunch?	_____
13 The fortune teller said I'm going to fall ____ love.	_____
14 Wait ____ me!	_____
15 The lamp is next ____ the bed.	_____
16 I'm looking ____ my car keys. I can't find them.	_____
17 We live ____ the first floor.	_____
18 Are there any biscuits ____ the cupboard?	_____
19 This is the most expensive street ____ the city.	_____
20 Water is very good ____ you.	_____

b **Test your memory.** Cover the **PREPOSITION** column. Say the sentences with the preposition.

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 one per student.
- Many of the activities will provide useful reference for SS, e.g. **Food questionnaire 7B**, and **Guess the comparative 8A**. Encourage SS to keep these activities in their files.
- When SS 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 they can't see each other's sheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two SS to share one role, or get one student to monitor, help, and correct.
- If some SS 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.
- With some activities we have left space for you to add information to make them more relevant to your students.

1A Fancy dress party

A mingle activity

SS introduce themselves to everybody in the class and then try to remember who was who. Copy and cut up one sheet per 16 SS.

LANGUAGE
Hello/Hi. *I'm .../My name's ...* *Nice to meet you.*

- Give each student one card. If you have more than 16 SS, either invent some more names and write them on strips of paper, or have some characters repeated.
- Write the phrases in **LANGUAGE** on the board and drill pronunciation.
- Tell SS they're at a fancy dress party. They are dressed up as the 'character' on the card. They must introduce themselves to everybody else at the party. They mustn't show anybody their card. Tell SS to stand up and begin the activity.
- When SS have finished, ask them to sit down again.
- Ask SS 'Can you remember who is who?' Elicit complete answers, using the language on the board (e.g. *He's Dracula. She's Lara Croft.*)

Extra idea Put on some lively, party music in the background while SS do this activity.

1B Where are they from?

A pairwork information gap activity

SS ask and answer where famous people are from. Copy one sheet per pair and cut into A and B.

LANGUAGE
Is Kylie Minogue American? *No she isn't. She's Australian.*
Where's she from? *She's from Melbourne.*

- Write the example dialogue from **LANGUAGE** on the board. Model and drill the questions and answers.
- Put SS in pairs and give out the sheets. Sit A and B so they can't see each other's paper. Explain to SS that they have different information. Focus on the instructions and examples.
- A and B take turns to ask and answer the questions about the famous people. A starts. **They must not show their partner the piece of paper.**
- When SS have finished, ask them if they were surprised by the nationalities of any of the people in the photos.

1C Personal information

A mingle activity

Students ask and answer questions to complete business cards with personal information about each other. Copy and cut up one sheet per eight SS.

LANGUAGE
What's your name, please? *And your surname?*
What's your e-mail address? *Can you spell it?* (+ alphabet)
What's your phone number? (+ numbers 0–10)

- If necessary, revise the alphabet and numbers before you start.
- Divide the class into groups of eight (or fewer, e.g. if you have 20 SS, have two groups of eight and one of four). Use one set of cards per group
- Give each student one strip with a card and two blanks. Focus on the first card and tell them that they are that person. Check that they know how to say the @ sign (*at*) and the . (*dot*). Tell them not to worry if they can't pronounce the names perfectly.
- Now focus on the blank cards and elicit the questions they need to ask to get that information (see **LANGUAGE**). Write the questions on the board.
- Tell SS they are at a conference. They must complete the blank business cards with information about two other people from their group. Demonstrate with one of the students first.
- SS mingle and complete their forms.

1D Mystery objects

A pairwork guessing game

SS talk about close-up photos of everyday objects. Copy one sheet per pair.

LANGUAGE
What's this? *I think it's a (credit card).*
What are these? *I think they're (keys)*
Common objects

- Copy the phrases in **LANGUAGE** onto the board. Model and drill pronunciation.
- In pairs SS take turns to ask and answer questions pointing at the photos.
- If a pair has answered all the questions they can, but still don't know what some of the objects are, they can ask other pairs of students.
- At the end of the activity, go through all the pictures and ask SS what they are.

1 a bag	**11** a lipstick
2 stamps	**12** cigarettes
3 coins	**13** matches
4 sunglasses	**14** a lighter
5 a file	**15** tissues
6 a credit card	**16** keys
7 a newspaper	**17** a mobile (phone)
8 a pencil	**18** an identity card
9 a purse	**19** an umbrella
10 a book	**20** a comb

2 A They're brothers but they're different

A pairwork activity

SS use picture prompts to speak about two brothers. They have to find out how many things the brothers have in common. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE
Present simple: *he*
[+] *He lives in a flat.* [−] *He doesn't watch TV.*

- Write the names Steve and Simon on the board. Explain that Steve and Simon are brothers, but they are different. SS have to find out how many things the brothers have in common.
- Give out the copies to SS in pairs, **A** and **B**. **SS must not show each other their worksheet.**
- Demonstrate the activity by eliciting one sentence about Steve and one sentence about Simon.
- In pairs, SS use the pictures to describe Steve and Simon to each other.
- Ask SS how many things the brothers have in common. (they wear glasses, they have a car)
- Elicit correct sentences on the board with the whole class. Focus on the spelling of, e.g. *plays, watches, doesn't.*

A Steve	He does yoga.	He doesn't watch TV.
	He lives in a flat.	He drives an old car.
	He drinks beer.	He wears glasses.
	He eats Chinese food.	He smokes.
B Simon	He plays tennis.	He watches TV.
	He lives in a big house.	He drives a new car.
	He drinks wine.	He wears glasses.
	He eats pasta.	He doesn't smoke.

Extra idea When you have finished checking the answers, clean the board. Tell SS to look at their pictures together again and remember the sentences.

2 B Somebody like you

A mingle activity

SS answer questions about themselves, and then ask other SS the questions to find somebody similar to them. Copy and cut up one sheet per three SS.

LANGUAGE
Present simple *Wh*-? questions and answers:
What sports do you play? I play football.

- Give one section to each student. Ask SS to fill in the information about themselves in the first part (YOU).
- Tell SS they are all at a party together. They must ask each other questions to find a person who is similar to them. Elicit and drill the questions from the second part of the worksheet (OTHER PEOPLE). You could get SS to interview you first.
- SS mingle and ask and answer questions. Make it clear that they must try to talk to as many different people as possible at the party. Set a time limit.
- When they have finished, ask individual SS who is similar to them in the class.

Extra idea Put on some lively, party music in the background while SS do this activity.

2 C What do they do?

A group board game

SS move around a board making sentences about different jobs and collecting points. Make one copy of the board game for every four students. You also need a dice to play this game, one dice per group.

LANGUAGE
Present simple: *he/she* [+] *He works in a bank.*
Jobs vocabulary

- Quickly revise the language in 'Guess my job' (Student's Book *p. 21*).
- Write on the board 'A nurse'. Ask SS 'What does a nurse do?' Elicit different sentences, e.g. 'She works in a hospital / She wears a uniform / She works with other people.'
- Put SS in small groups (3 or 4). Give each group a copy of the board game and a dice.
- Write on the board: 3 correct sentences = 3 points; 2 correct sentences = 2 points; 1 correct sentence = 1 point.
- Explain the rules of the game. SS throw a dice and move the corresponding number of squares on the board. When they land on a square, they must try to make a maximum of three sentences about the job. If they can make three sentences they get 3 points, if only two, 2 points, etc. One student keeps the scores for the group.
- If a student lands on a square which another student has previously landed on, they must make *different* sentences.
- SS play the game in groups. The game finishes when someone reaches the FINISH square. SS add up their points. The student with the most points wins.

⚠ If you don't have dice tell SS to write numbers 1–6 on separate pieces of paper and put them in an envelope. Each SS picks a number when it's his/her turn and then puts it back.

2 D Who's who?

A pairwork information gap activity

SS complete a family tree. Copy one sheet per pair, and cut into **A** and **B**.

> **LANGUAGE**
> *Who's Andrew's mother?* *Rita.*
> *How do you spell it?* *R-I-T-A*
> *What does she do?* *She's retired.*
> Family vocabulary: *mother, father, etc.*

- Give out the copies to SS in pairs, **A** and **B**. Sit **A** and **B** so they can't see each other's paper. **They must not look at each other's family tree.**
- Explain that they have to find out the names of all the people in Andrew's family and what they do. Focus on the instructions and examples.
- Demonstrate the activity. Take the part of **A** and ask the **B**s. 'Who's Andrew's mother?' When the class answers, ask them to spell her name and write it on the board.
- Ask 'What does she do?' When the class answers, write *Retired* next to Rita's name. Then take the part of **B** and ask the **A**s 'Who's Andrew's father? How do you spell it? What does he do?'
- SS take turns to ask and answer questions to complete their family trees in pairs. Tell them to ask all questions in relation to Andrew. Remind them to ask each other to spell the names.
- When they have completed their family trees, SS compare to check they have the right names and jobs.

3 A The same or different?

An information gap activity

SS describe different pictures to each other and decide if they are the same or different. Copy one sheet per pair and cut into **A** and **B**.

> **LANGUAGE**
> Adjectives and nouns: *an old house, wet jeans*

- Give out copies and sit **A** and **B** so they can't see each other's picture. Explain to SS that they have 15 pictures. Five are the same and ten are different.
- They have to write same (S) or different (D) on each one. They must find ten different pictures.
- Demonstrate the activity. Take the part of **A** and say 'My number 1 is an old house'. Elicit from the **B**s, 'My number 1 is a new house'. Then tell both **A**s and **B**s to write D on square 1, because their pictures are different.
- In pairs, SS describe their pictures to each other and find which ten are different.
- When SS have finished check answers by asking which pictures are different, and get SS to compare their sheets.

A **1** an old house D **2** a very tall waiter D **3** an expensive watch S **4** an empty glass D **5** a high mountain S **6** wet jeans S **7** an old woman D **8** short legs D **9** a poor man D **10** a dirty floor D **11** fair hair D **12** a small bag D **13** a fast car S **14** two thin men D **15** two beautiful women S

B **1** new house D **2** short waiter D **3** expensive watch S **4** full glass D **5** high mountain S **6** wet jeans S **7** young woman D **8** long legs D **9** rich man D **10** clean floor D **11** dark hair D **12** big bag D **13** fast car S **14** two fat men D **15** two beautiful women S

3 B A day in the life of an English teacher

A picture story

SS tell an English Teacher's day in the present simple. Copy one sheet per student.

> **LANGUAGE**
> Present simple, routine verbs:
> *He gets up at 9.30. He has a shower.*
> Telling the time

- Give out one sheet per student. Use the pictures to elicit and drill the following suggested sentences about the English teacher:
  1. He wakes up at 9.30.
  2. He gets up.
  3. He has a coffee.
  4. He has a shower.
  5. At 10.30 he has breakfast and reads the newspaper.
  6. He gets dressed.
  7. He goes to work by train at 11.30.
  8. He gets to work at 12.00.
  9. He teaches/works from 12.00 to 2.00.
  10. He has lunch at 2.30.
  11. He teaches from 4.00 to 9.30.
  12. He has a drink with friends at 10.00.
  13. He goes home at 11.30.
  14. He corrects homework from 12.00 to 1.00.
  15. He goes to bed at 1.30.
- After every five sentences, see if the class can remember his day from the beginning.
- Put SS in pairs and get them to try to tell his day from the beginning. Ask SS if they think he is stressed.

Extra idea Get SS to use the pictures to ask you about your day, e.g. What time do you wake up? What time do you get up? Do you have a coffee?

Ask SS if you are similar or different to the teacher in the picture story.

3 C How often ... ?

A pairwork question and answer activity

SS ask each other questions about regular activities. Copy one sheet per pair and cut into **A** and **B**.

> **LANGUAGE**
> *How often do you (go to the cinema)?*
> Adverbs of frequency: *never, always, hardly ever,* etc.
> Time expressions: *every day, once a week,* etc.

- SS work in pairs. Get one pair to demonstrate the activity. Student **A** asks 'How often do you go to the hairdresser's?' Student **B** chooses one of the answers from the language in the triangle. Then Student **B** asks 'How often do you go

to the dentist's?' and student **A** chooses an answer from the language in the triangle.

EXTRA challenge Encourage SS to ask for / give more information, e.g. '*Why(not)?*', '*What kind of films do you like?*', '*What hairdresser do you go to?*', etc.

- SS take it in turns to ask and answer questions in pairs.
- Follow up by asking individual students to report on their partner.

3 D Dates and times survey

A pairwork activity

SS complete a table with personal information about dates and times, then interview a partner. Copy one sheet per student.

> **LANGUAGE**
> *When is (your birthday)?*
> *What time do you (get up)?*
> *What is your favourite time (to watch TV)?*
> Prepositions of time: *at 8 o'clock, in February, on March 5th.*
> Days of the week, months, and times

- If necessary, quickly revise prepositions *on* (for days and dates), *in* (for months and seasons), *at* (for times).
- Focus on instruction **a**. Go through the instructions. SS answer each question for themselves in the column marked YOU. Do the first two examples with the class, using true information about yourself. Tell students they only need to write the day, date, or time. Allow them time to finish the first column.
- Now tell them to complete the last question themselves, and answer it.
- SS work in pairs. Focus on instruction **b**. SS interview each other and complete the column YOUR PARTNER with information about their partner. Demonstrate with a student. Ask them the first two questions, and elicit the answer with the preposition, e.g. 'When is your birthday?' 'On March 5th'. SS interview each other in pairs using the form. Encourage them to answer with the prepositions or in whole sentences. Monitor and correct prepositions.
- Get some feedback from individual students.

4 A Find somebody who ...

A class mingle

SS find somebody in the class for each category and ask follow-up questions. Copy and cut up one survey per student.

Before photocopying, to personalize the activity, complete number 8 with a relevant activity, e.g. *can / can't play* (+ a game), *can / can't make* (+ recipe / drink), *can / can't understand* (+ a language), etc. (Local examples are often the best, e.g. in Spain *Find somebody who can make a good paella.*). Give out the sheets.

> **LANGUAGE**
> can + activity verbs: *Can you (cook well)? Yes, I can. No, I can't.*
> Follow up questions: *What's your speciality?*

- Elicit the questions 1–8, i.e. *Can you* (+ verb)? Do the same for the follow up questions.

⚠ Make sure SS don't try to use a negative question for question 7 (NOT ~~Can't you~~...?).

- Demonstrate the activity. Ask a student the first question: 'Can you play a musical instrument?' Elicit 'Yes, I can' or 'No, I can't'. If the student answers 'Yes, I can' write their name in the column on your sheet, then ask the follow up questions 'Which instrument (can you play)?' 'How well (can you play)?' If the student answers 'No, I can't' then say 'Thank you' and ask another student until somebody answers 'Yes, I can'.
- Tell SS to find and write the name of a different student for each category. SS mingle, asking each other the questions, and the follow-up questions if appropriate, and writing in names.
- Feedback to find out who can do what. You may need to teach *nobody*.

4 B A partner for the perfect weekend?

A mingle activity

SS complete a table with information about their free time activities and then find a partner who has the same likes and dislikes. Copy and cut up one card per student.

> **LANGUAGE**
> *Do you like + verb + ing?* *Yes, I do. No, I hate it.*

- Give each student a card. Explain that the form contains weekend activities.
- Go through the instructions. Tell SS they're going to find a partner to spend a perfect weekend with. First they must tick the boxes which are true for them.
- SS stand up and move around asking other SS questions based on their cards, e.g. 'Do you like cooking?' 'No, I hate it.' Tell them they have to talk to as many SS as possible to try to find somebody who has very similar tastes to them. Set a time limit, e.g. five minutes.
- Feedback. See if SS found one or several ideal partners.

4 C What do you think of ...?

A pairwork activity

SS ask each other what they think of local singers, restaurants, TV programmes etc. Copy one sheet per student.

> **LANGUAGE**
> *What do you think of (Milan)?* *I love it./I hate it.*
> Object pronouns: *it, him, her, them*
> Adjectives: *fantastic, awful, great*

- Give SS the sheet and focus on instructions for **a**. Give SS time to write a name for each picture.
- Focus on instructions for **b**. Model and drill the language in the **USEFUL LANGUAGE** box. Emphasize the intonation of *great/fantastic* and *awful/terrible.*
- Demonstrate the activity. Write the name of a singer you like (or don't like) on the board and get SS to ask you, *What do you think of...?* Answer using phrases from **USEFUL LANGUAGE**, e.g. *I don't like him. He's awful!*

- SS in pairs take turns to ask *What do you think of...?* (singer/restaurant, etc.) and answer each other's questions.
- Get feedback.

⚠ If you have a multi-lingual class, tell SS to use internationally famous people and a restaurant/shop in the town where they are studying.

Extra idea When they have finished the activity, you could ask SS to ask you what you think of some of the things they wrote down on their sheets.

4 D Vowel sounds dominoes

A group domino game

SS match different words according to their vowel sounds. Copy and cut up one sheet for every three or four SS.

> **LANGUAGE**
> Vowel sounds: /iː/, /ɔː/, /ɜː/, /ʌ/, /aɪ/, /eə/

- Write the following words on the board: **son**, **fall**, **wear**, **mine**, **me**, **hers**. Drill pronunciation and elicit the English File sound word and sound (see *p. 156*) for each one, e.g.: son – up /ʌ/; fall – horse /ɔː/; wear – chair /eə/, mine – bike /aɪ/; me – tree /iː/; hers – bird /ɜː/
- Then write the word **buy**. Ask SS which word has the same vowel sound. (*mine*). Do the same with **third** (hers).
- Put SS in groups of three. Give each group a set of dominoes. Tell them to distribute them evenly (each student should have six dominoes).
- Explain the rules for dominoes. The first student puts down a domino. The next student must try to put down a domino with the same vowel sound.

mine | lunch	son | fall	short | meet

- SS must say the two matching words aloud as they put down the domino. The rest of the group decides if they are the same or not. If they aren't the same, the student keeps the card. If a student doesn't have a matching sound, he or she says 'Pass' and it is the next student's turn.
- Tell SS that the youngest person in each group starts the game. The winner is the person who puts down all their dominoes first. Circulate and monitor.
- When the game finishes, model and drill the pronunciation of any words students were having difficulties with.

Extra idea If one group finishes early, tell them to write down all the words on the dominoes in six different groups according to their vowel sounds.

5 A Where was James?

An information gap picture story

SS practise *was/were + at/in*. Copy one sheet per pair and cut into **A** and **B**.

> **LANGUAGE**
> *Where was James (in 1998)?*
> *He was at university.*

- SS in pairs. Give out copies to **A** and **B**. Sit **A** and **B** so they can't see each other's paper.
- Demonstrate the activity. Take the part of **B** and ask **A**s 'Where was James in 1998?' Elicit 'He was at university'. Then take the part of **A** and ask **B**s 'Where was Silvia in 1998?' SS ask and answer questions in turn to complete the information about James and Silvia.
- When finished, SS compare and join their pictures, and work out when and where James and Silvia were together. Check their answers.

> They were together a week ago, last Wednesday night, and yesterday afternoon.

Extra idea SS turn over their sheets. Write the time phrases on the board in a vertical column. In pairs, SS write down where they both were for each time, e.g. *James was at university. Silvia was at school.* Check answers, especially prepositions *in/at*.

5 B Where's the match?

A pairwork activity

SS put together a jumbled story, then retell the story. Copy and cut up one sheet for every pair of SS.

> **LANGUAGE**
> Past simple regular verbs: *checked, booked, played*

- Write on the board The Champions League. Ask SS which football team was the winner last year. Tell them that they are going to read a true story about some fans who wanted to see their team play in a Champions League match. Pre-teach *fan*.
- Write the first sentence of the story on the board: *A few years ago Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.*
- SS work in pairs. Give each pair a set of cards. Tell them to find the first sentence and then try to put the rest of the story in order.
- Check answers. Get students to underline the regular verbs and drill the pronunciation of the past tense verbs.
- SS work in pairs again. One student holds the cards so that the other can't see them. The other student tries to remember the story line by line. The first student helps and corrects pronunciation. When the first student has finished, change roles.
- Feedback and see if any pairs can tell the whole story from memory.

Extra idea For extra suspense you could keep back the last sentence and give SS only eight cards. When they've got the story in order then get SS to guess what the last sentence is. Elicit any ideas and then give out the last card.

Extra challenge With a strong class, divide them into groups of three and give them three cards each. **They mustn't show their cards to the other SS.** SS read their sentences out loud, and the group try to decide which is the first sentence. They then decide on the second, etc. Each time they tell the story from the beginning before deciding on the next sentence. When they think they've got the story in the right order, they lay the cards down and read it to check.

1 A few years ago Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.
2 Two Manchester United fans wanted to travel to Spain to see the match.
3 It wasn't possible to fly to La Coruña direct, so they needed to fly to Santiago de Compostela, and then get a taxi.
4 They booked tickets to Santiago on the Internet.
5 They checked in at Heathrow Airport at 9.00 p.m. because the flight was at 11.00 at night.
6 When the plane landed they were very surprised! It was morning!
7 They walked out of the airport and stopped a taxi.
8 They asked the taxi driver, 'Where's the match?' The taxi driver answered 'What match?'
9 They weren't in Spain. They were in Santiago, the capital of Chile!

5 C Boys' night out

A picture story

SS tell a story in the past simple. Copy one story sheet per student or pair.

LANGUAGE
Past simple irregular verbs
They met at 7.00. They went to a football match.

- Give out one sheet per student. Use the pictures to elicit and drill the following suggested sentences about a boys' night out. Tell SS to use the past tense of the verbs on the pictures.

1 They met at 7.00.
2 They wore football shirts.
3 They went to a restaurant.
4 They had beer and pizza.
5 They talked about girls and football.
6 Then they went to the stadium.
7 They watched the football match.
8 After the match they had a drink.
9 Then they went to a disco.
10 They danced.
11 They went home by taxi.
12 They got home at 2.00.

- After every three sentences, see if the class can remember the story from the beginning.
- Put SS in pairs and get them to try to tell the story from the beginning.

EXTRA support If time you could elicit the story from the beginning and write it on the board for SS to copy, or write half sentences (e.g. *They talked* ...) to see if SS can remember the missing words.

EXTRA idea Get SS in pairs to ask each other questions about the story. A turns his/her sheet over. B asks questions for two minutes e.g. *What time did they meet? What did they wear?* Then they swap roles.

5 D Past tense question time

A pairwork activity

SS practise with question prompts. Copy and cut up one sheet per pair (or if you are short of time copy one sheet per student).

LANGUAGE
Past simple questions and answers: *What time did you get up? I got up at 7.00. Did you have breakfast? Yes, I did.*

- Tell the SS the object of the activity is to revise the past simple by asking and answering as many questions as they can.
- Demonstrate the activity. Take a card and ask different students the questions. Then copy a couple of question prompts from your card on the board and elicit the questions. Elicit and drill the rhythm of the two questions.
- SS work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. SS take turns to take a card and ask their partner questions. (If you haven't cut up the sheets just get the students to choose a group of questions to ask)
- Monitor, help, and correct.

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

6 A Flat to rent

A pairwork guided roleplay

SS roleplay a phone call for information about a flat to rent. Copy one worksheet per pair. Cut into A and B.

LANGUAGE
There is/are [+] and [?] *Is there a garden? Yes, there is.*
House vocabulary

- Put SS in pairs A and B, and give out the sheet. Explain that they are going to roleplay a phone conversation to rent a flat.
- Tell the SS who have sheet A that they have a flat that they want to rent out. They must read the instructions and information about the flat.
- Tell the SS who have sheet B that they need to rent a flat. They have a list of questions that they want to ask. They must read the instructions and prepare their questions. Encourage the Bs not to write the missing words but to remember them.
- Monitor making sure the As understand all their information and the Bs are clear what questions they have to ask.
- After a few minutes tell SS to start the conversation. Remind SS that the conversation is on the phone. Tell As to start with *Hello*?
- At the end of the conversation get feedback to see which Bs decided to rent the flat.

6 B Where is it?

A pairwork information gap activity

SS practise prepositions of place. Copy one sheet per pair and cut into **A** and **B**.

> **LANGUAGE**
> *next to, in, on, under* *Where is/ are ...? Is/ Are ...?*
> Furniture and common objects

- Divide SS into pairs **A** and **B**. (If you have an odd number of SS, have two **A**s in one group.)
- Give each **A** and **B** their pictures. Sit **A** and **B** so they can't see each other's paper. **Tell them not to show their pictures to their partners.**
- Go through the instructions and explain the task. Student **A**s complete picture 1 by asking questions about the position of the six objects to the right of their picture. They then draw the objects in the right place.
- Then student **B**s asks **A** about the position of the objects in picture 2.
- Monitor to make sure they don't look at each other's pictures. When SS finish, tell them to compare their pictures.

EXTRA idea Fast finishers can test each other, asking about other objects in the pictures.

6 C Don't say a word

A group drawing game

SS practise the present continuous. Copy and cut up one set of cards per groups of four / five SS. Each group also needs paper and pencils for drawing.

> **LANGUAGE**
> *He's (eating spaghetti). They're (speaking Chinese).*

- SS work in small groups. Give each group a set of cards.
- Explain the rules of the game: When you say 'Start', S1 in each group takes a card and has to draw the sentence. **S1 mustn't speak, or write any words or letters.** Tell the other SS they must guess the sentence. They must guess exactly what's on the card. As soon as the team have guessed S1's sentence, S2 takes a card and draws, etc.
- Demonstrate by doing a blackboard drawing to elicit a present continuous sentence, e.g. *He's playing the guitar.*
- The first team to finish all the cards wins.

6 D Find the differences

A pairwork information gap activity

SS revise the present continuous. Copy one sheet per pair and cut into **A** and **B**.

> **LANGUAGE**
> *There's a woman. She's carrying a baby.*
> *There are two people. They are running.*
> *It's the same in my picture.*
> Prepositions of place

- Pre-teach *zebra crossing* and revise any words in the picture you think SS may have forgotten.
- Divide SS into pairs **A** and **B** and give out the sheets, face down. **Tell SS they mustn't look at each other's picture.** If possible get them to sit face to face.
- Explain the activity. SS describe their pictures to each other and find ten differences (there are 14 altogether). Demonstrate how to find differences by playing the parts of both **A** and **B**, e.g. **A** 'In my picture, there's a man and a woman. They're running.' **B** 'In my picture, they're not running.'
- In pairs SS work together and try to find and circle nine more differences.
- Feedback the differences orally with the class, writing up any difficult sentences for SS to copy.

EXTRA idea Fast finishers can first start writing sentences to describe the differences. There are 14 differences.

A A cat is sitting on a car.
B The cat is standing on a car.
A A dog is looking at a cat.
B The dog is barking at a cat.
A A boy is wearing a cap.
B The boy isn't wearing a cap.
A The boy is wearing sunglasses.
B The boy isn't wearing sunglasses.
A A police officer is looking at her watch.
B The police officer is putting a ticket on a car.
A A man and woman are running.
B The man and woman aren't running.
A A man is looking at clothes in the window.
B The man is coming out of the shop.
A A woman with a baby is waiting to cross the road.
B The woman is crossing the road.
A A man is walking with two dogs.
B The man is walking with one dog.
A A couple are kissing.
B The couple are looking at a map.
A A man is riding a bike.
B The man is riding a motorbike.
A Two children are eating ice cream.
B The children are buying ice cream.
A The children are crossing the road.
B The children aren't crossing the road.
A A woman is carrying a baby.
B A man is carrying a baby.

7 A Food families

A group card game

SS practise countable and uncountable food words and *a/ an/ any*. Copy and cut up one set of cards per group of three or four students.

> **LANGUAGE**
> *Do you have a/any ...? Yes, I do./No, I don't.*
> *Can I have it, please? Here you are.*
> Food vocabulary: *an apple, ice cream*

- Tell the SS that in this card game there are five sets of cards, and write across the board: FRUIT, DESSERT, VEGETABLES, DRINKS, BREAKFAST. Elicit the four words for each set, and write them under each heading, e.g. FRUIT: apple, banana, orange, and grapes. (To save time you could make an overhead projector transparency of the page and use this to elicit the words.)

- Check pronunciation of the words, and if they are countable or uncountable. Then rub them off the board leaving just the five headings.
- Put SS in groups of three or four. Give each group one full set of cards. One student shuffles and deals the cards face down.
- SS look at their cards. Explain that the four little pictures at the bottom of each card are to remind them of the others in the set.
- To collect a set of cards, SS ask each other for ones they don't have using 'Do you have a / any...?' They can ask any group member for any card, e.g.

  S1 *Do you have a banana?* **S4** *Yes, I do.*
  S1 *Can I have it, please?* **S4** *Here you are.*
- S1 keeps asking until someone answers 'No, I haven't.' Then it's the turn of the student who answered 'no'. Remind SS to use *any* with plural and uncountable nouns, e.g. 'Do you have any toast?'
- Demonstrate with one group first. Either set a time limit, and tell SS that the winner is the person with the most sets, or stop the game when one student has a complete set. Then the cards are re-dealt and a new game starts.

7 B Food questionnaire

A pairwork questionnaire

SS revise *How much / How many* questions and food vocabulary. Copy one questionnaire per student.

LANGUAGE
How much (fruit) do you eat a day? Quite a lot.
How many (cups of coffee) do you drink a day? Not many.

- Tell SS that they are going to complete a food questionnaire to see if their diet is healthy or unhealthy.
- Give each student a copy of the questionnaire. Tell them first to complete the spaces with *How much* or *How many*. **They mustn't answer the questions at this point.** Ask them to write two extra questions in the spaces provided at the end. Check answers and make sure SS's new questions are correct.
- SS work in pairs. **B** turns over his / her paper. **A** interviews **B** and notes the answers on the sheet. Then they change roles. Tell SS to ask the questions in random order so their partner really has to listen. Encourage SS to try and say a bit more than just the answer to the question where possible.
- When they finish, SS can compare their diets and decide if they are healthy or unhealthy. Get some feedback.

Extra idea Get SS to turn over the questionnaire and interview you. They ask you all the questions they can remember.

7 C What are you going to do?

A group survey

SS ask questions about future plans. If you have more than eleven students, or if you want to personalize this activity more, before making copies of the sheet, fill in the last five cards with local or relevant information for your students, e.g. *How many people are going to see* (a popular film that is on at the cinema), *How many people are going to go to* (a popular weekend destination), etc. Copy and cut up one sheet per group of 16 students.

LANGUAGE
Are you going to (go home after class)? Yes, I am. No, I'm not.

- Write on the board 'How many people are going to go to a restaurant this evening?' Show how you change the question to ask individual SS, e.g. 'Are you going to go to a restaurant this evening?' For every student that says 'Yes, I am', put a tick next to the original question. After you have asked the class count up the number of ticks and tell the class the result, e.g. *Four people are going to go to a restaurant this evening.*
- Tell SS they are going to do a similar survey. Give each student a slip of paper. Elicit / teach the meaning of *Find out*. Tell SS that they must ask everybody in the class their question and keep a record of the number of people who answer 'yes'. SS mingle and ask their questions to other SS.
- When SS finish, feedback to get the results of the survey.

EXTRA challenge Encourage SS to ask other questions to follow up as well, e.g. 'Are you going to go home after class?' 'No, I'm not.' 'What are you going to do?' 'I'm going to go to the cinema.'

7 D Pronunciation bingo

A class game

SS practise pronunciation with Bingo cards. Copy and cut out one game card per pair.

LANGUAGE
Vowel sounds

- Revise the pronunciation of vowel sounds using the pictures in the Student's Book *p.156*.
- Put SS in pairs and give each pair a bingo card. Explain that you are going to call out a word. If this word has the same vowel sound as one of the pictures on their card they must write the word under it on the **first line on the card**. Demonstrate by holding up a card. Say a word and ask 'Where do I write the word?'.
- When one pair has a word under each of the six pictures they call out 'Bingo'.
- Call out the words from the list below in order. Say the word clearly at least twice. Continue until a pair has written in a word for each of their pictures and shouts 'Bingo!' Tick the last word you call out so that you know where to start again if you want to repeat the game. Check the answers by asking the winning students to read you back the words they wrote down. If they have made a mistake, the game continues.
- If you want to play again, collect the cards and redistribute them. Tell SS now to write their answers on the second line. You can play a third game, making sure that you use different words.

1	fast	/ɑː/	**2**	her	/ɜː/
3	light	/aɪ/	**4**	much	/ʌ/
5	fruit	/uː/	**6**	road	/əʊ/
7	grapes	/eɪ/	**8**	tea	/iː/
9	French	/e/	**10**	house	/aʊ/
11	job	/ɒ/	**12**	door	/ɔː/
13	bread	/e/	**14**	hot	/ɒ/

15	how	/aʊ/	**16**	sport	/ɔː/
17	food	/uː/	**18**	smoke	/əʊ/
19	cake	/eɪ/	**20**	cheese	/iː/
21	lunch	/ʌ/	**22**	wine	/aɪ/
23	work	/ɜː/	**24**	dark	/ɑː/
25	please	/iː/	**26**	page	/eɪ/
27	spell	/e/	**28**	juice	/uː/
29	card	/ɑː/	**30**	learn	/ɜː/
31	ice	/aɪ/	**32**	cup	/ʌ/
33	hall	/ɔː/	**34**	stop	/ɒ/
35	brown	/aʊ/	**36**	when	/e/
37	love	/ʌ/	**38**	rice	/aɪ/
39	girl	/ɜː/	**40**	dance	/ɑː/
41	school	/uː/	**42**	close	/əʊ/
43	say	/eɪ/	**44**	sweets	/iː/
45	twelve	/e/	**46**	now	/aʊ/
47	from	/ɒ/	**48**	talk	/ɔː/
49	blue	/uː/	**50**	cold	/əʊ/
51	day	/eɪ/	**52**	meat	/iː/
53	bed	/e/	**54**	town	/aʊ/
55	watch	/ɒ/	**56**	tall	/ɔː/
57	come	/ʌ/	**58**	nice	/aɪ/
59	word	/ɜː/	**60**	glass	/ɑː/
61	pen	/e/	**62**	hour	/aʊ/
63	song	/ɒ/	**64**	walk	/ɔː/
65	beach	/iː/	**66**	change	/eɪ/
67	go	/əʊ/	**68**	do	/uː/
69	park	/ɑː/	**70**	nurse	/ɜː/
71	why	/aɪ/	**72**	one	/ʌ/

8 A Guess the comparative

A pairwork activity

SS read sentences and guess what the missing comparative adjective is. Copy one sheet for each pair and cut into **A** and **B**.

> **LANGUAGE**
> Comparative adjectives: *friendlier, colder, more expensive*

- Demonstrate the activity. Write an example sentence on a piece of paper, e.g. *A Rolex watch is more expensive than a Swatch watch.* Tell SS they have to guess the sentence on your piece of paper.
- Then write on the board *A Rolex watch is _____ than a Swatch watch.* Elicit from SS several possible comparatives to fill the gap, e.g. *more beautiful, better, more expensive,* before telling them what you have on your piece of paper and show it to them.
- Give out copies to **A** and **B**. **Make sure SS can't see each other's paper.** Tell SS to work individually at first and complete the blanks on their paper. Remind them that all the missing words are comparative adjectives.
- Monitor to make sure SS are writing correct and logical comparative adjectives.
- Put SS in pairs. Explain the activity. Student **B** has to read out his/her first sentence. If it is the same as on **A**s card (i.e. *Russia is colder than Spain*) **A** says *That's right.* If it's not the same **A** says 'Try again', and **B** guesses using more comparatives until he/she gets the right one. Then **A** reads his/her second sentence, etc.
- Finally tell SS to put their pieces of paper face down and see if they can remember the 12 comparative sentences. Say the first half of the sentences to jog their memory, i.e. *Russia is …*

8 B What do you know about the UK?

A quiz about Britain

SS revise superlatives. Copy one sheet per student or pair/group.

> **LANGUAGE**
> Superlatives: *most popular, busiest*

- If necessary quickly revise the formation of superlatives with examples on the board, e.g. *The (tall) person in the class is… The (popular) sport in the country is…*
- SS work in groups of three/four. Give out copies. Set a time limit (e.g. five minutes) for SS to choose the correct answer. Monitor and help.
- Check answers.

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

8 C Make your own 'experience' present

An advertisement activity

SS create their own advertisement for an experience present and then try to 'sell' it to others. Make one copy of the sheet for every pair of SS.

> **LANGUAGE**
> *Do you like (driving)?*
> *Would you like to (drive a Formula 1 car)?*

- Remind SS of the adventure presents on *p. 92* of the Student's Book. Tell the SS that they are going to design their own adventure present.
- SS in pairs. Give each pair a sheet. Go through the advertisement and show SS how instructions 1–5 below tell them what kind of words they must write in.
- Demonstrate by giving your own examples.
- Set a time limit, e.g. five minutes for SS to make their own experience present following the instructions on the sheet. Monitor and help, correcting spelling where necessary.
- Finally get SS to draw a picture of their present in the space at the top. You can ask all SS to do this after they have completed the form.
- When SS have finished, tell them that they are going to try to 'sell' their present to other SS. Demonstrate with one pair of SS. Ask a question, e.g. 'Do you like driving? Would you like to drive a Formula 1 car?' Continue reading through the sheet and providing your own information, e.g. 'Now you CAN! For only €1,000 you can have this experience present.' Let the SS decide if they would like to buy it or not.
- SS mingle and read out the information about their adventure gifts to each other. Feedback at the end. Ask which adventure gifts were the most popular in the class.

8 D Mime the phrase

A miming game

SS practise adverbs by miming actions in different manners. Copy and cut up one set of cards for every five/six SS in the class.

Before photocopying the worksheet, you could personalise the activity by completing the blank cards with extra verb and adverb combinations that suit your class, e.g. *sing* (a well-known song) *badly.*

LANGUAGE
Adverbs: *badly, carefully, fast*

- If necessary revise adverb formation by writing the following adjectives on the board and asking SS to change them to adverbs: *careful, bad, fast, quiet, polite, good.*
- SS work in groups of five/six. Give each group a set of cards in an envelope. Explain the game. S1 takes a card and mimes the action. The others in the group try to guess exactly what is on the card. If the other SS can guess the phrase on the card then S1 keeps the card. If other SS can't guess the phrase then S1 puts it back in the envelope.
- Demonstrate by taking a card and miming the action for the class. Emphasize that SS only have to say the verb and the adverb e.g. *dance badly.*
- SS take turns miming actions until all the cards are used. The winner is the person with the most cards at the end.

EXTRA idea For groups that finish early, ask the SS to put all the cards back in the envelope and try to write down all the verbs and adverbs from memory.

9 A Where have you been?

A pairwork information gap

SS practise asking and answering present perfect questions. Copy and cut up one worksheet for each pair of students.

LANGUAGE
Present perfect simple
Have you been to ...? *Yes, I have.* *No, I haven't.*

- Divide SS into pairs and give each student an **A** or **B** sheet. Sit **A** and **B** so they can't see each other's paper.
- Explain that the countries with ticks are the countries that they have visited.
- Demonstrate the activity. Write two or three countries on the board and put a tick next to one of them. Elicit the question, *Have you been to ...?*. If you have a tick next to this country say 'Yes, I have.' If you don't have a tick, say, 'No, I haven't.'
- Explain the activity. SS work in pairs and ask questions to find three countries that neither of them has visited (the USA, Australia, and Morocco).
- When they finish they must decide which of the three countries they'd most like to go to.
- Get feedback. Ask a few pairs where they'd like to go together.

9 B Have you ever ...?

A class mingle speaking activity

SS practise the present perfect and past simple with question prompts. Copy and cut up one sheet for the class/per group.

Before you make copies of the sheet, you could personalize the activity by writing two questions of your own that are relevant to your SS, e.g. 'Have you/eat at (a local restaurant)? Have you/be (to a country)?'.

LANGUAGE
Present perfect: *Have you ever met a famous politician? Yes, I have. No, I haven't.*
Follow up questions: *Who? Which one? When?*

- Give every student in the class a question. Tell them not to show their question to anybody. If you have a class of more than 12 SS, divide the class into two or more groups.
- Explain that they're going to do a survey. SS must move around asking the question on their card to all the other SS in their class or group. If somebody answers 'Yes, I have', then they ask the second question.
- Remind SS that they must put the verb into the past participle form.
- Get feedback when SS have finished. Find out e.g. how many people have been on TV.

9 Revise and check

Prompts to revise speaking/question formation

SS practise key structures from Files 1–9. This could be used as a final 'pre-test' revision, e.g. before SS's oral exam. Copy and cut up one set of cards per pair.

LANGUAGE
Questions and answers: past, present, and future

- Tell SS the object of the activity is to ask and answer as many questions as they can to revise the English they know. Demonstrate by taking a card and asking one student the questions. Then take another card and quickly copy it onto the board. Get SS to use the prompts to ask you complete questions. Remind SS that each '/' = a missing word or words.
- SS work in pairs. Give each pair a set of cards. Set a time limit, e.g. ten minutes. SS take turns to take a card and ask their partner the questions. Encourage SS to follow up their partner's answers with further questions. Monitor, help, and correct.

New English File Teacher's Book Elementary
Photocopiable © Oxford University Press 2004

You're **Dracula.**	You're **Lara Croft.**
You're **Mickey Mouse.**	You're **Robin Hood.**
You're **Frankenstein.**	You're **Mary Poppins.**
You're **Tarzan.**	You're **Bart Simpson.**
You're **Batman.**	You're **Harry Potter.**
You're **Napoleon.**	You're **Barbie.**
You're **Cleopatra.**	You're **Snow White.**
You're **Julius Caesar.**	You're **Sherlock Holmes.**

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A Ask **B** the questions about the famous people. Answer **B**'s questions with the information you have.

A *Is Martin Scorsese Italian?*
B *No, he isn't, he's …*
A *Where's he from?*
B *He's from …*

Martin Scorsese
/ Italian?
Where / from? _____

Nicole Kidman
Australian
Sydney, Australia

Pierce Brosnan
/ English?
Where / from? _____

Ricky Martin
Puerto Rican
San Juan, Puerto Rico

Celine Dion
/ American ?
Where / from? _____

Christina Aguilera
American
New York, USA

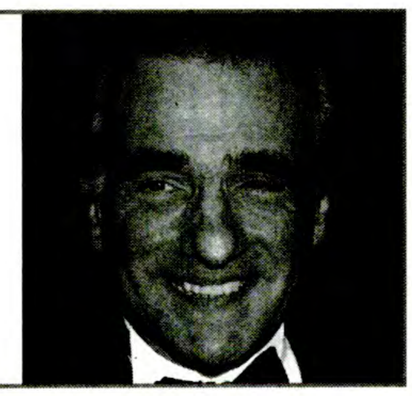
Ewan McGregor
/ Irish?
Where / from? _____

Shakira
Colombian
Barranquilla, Colombia

B Ask **A** the questions about the famous people. Answer **A**'s questions with the information you have.

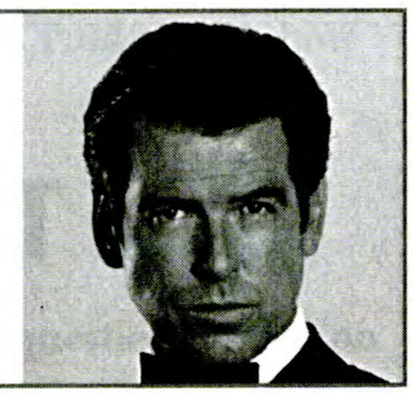
B *Is Nicole Kidman American?*
A *No, she isn't, she's …*
B *Where's she from?*
A *She's from …*

Martin Scorsese
American
New York, USA



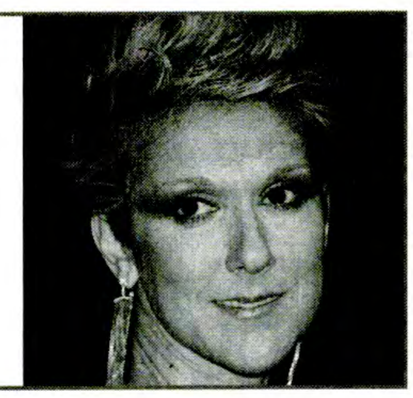
Nicole Kidman
/ American?
Where / from? _____

Pierce Brosnan
Irish
Navan, Ireland



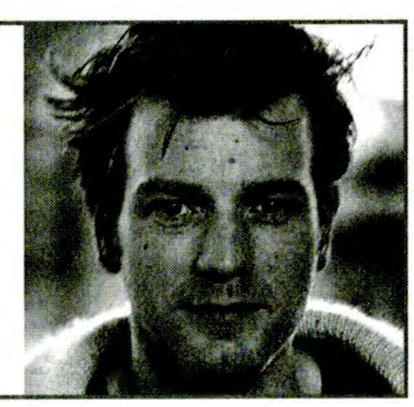
Ricky Martin
/ Mexican ?
Where / from? _____

Celine Dion
Canadian
Quebec, Canada



Christina Aguilera
/ Argentinian?
Where / from? _____

Ewan McGregor
Scottish
Crieff, Scotland



Shakira
/ Brazilian?
Where / from? _____

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Name **Jane**
Surname **DUKE**
E-mail **jane.duke@comet.com**
Phone **020 7934 3374**

Name _____
Surname _____
E-mail _____
Phone _____

Name _____
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Name **Rachel**
Surname **HARVEY**
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Name _____
Surname _____
E-mail _____
Phone _____

Name _____
Surname _____
E-mail _____
Phone _____

Name **Donna**
Surname **WILLIAMS**
E-mail **donna.williams@mail.com**
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Name _____
Surname _____
E-mail _____
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Name _____
Surname _____
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Name _____
Surname _____
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Name **David**
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E-mail _____
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Surname _____
E-mail _____
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Surname _____
E-mail _____
Phone _____

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Surname _____
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Name _____
Surname _____
E-mail _____
Phone _____

Name _____
Surname _____
E-mail _____
Phone _____

Name **Wayne**
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Name _____
Surname _____
E-mail _____
Phone _____

Name _____
Surname _____
E-mail _____
Phone _____

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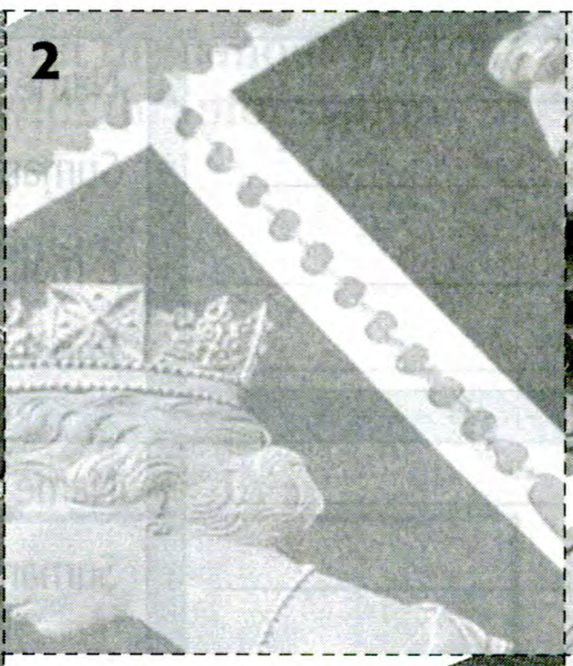
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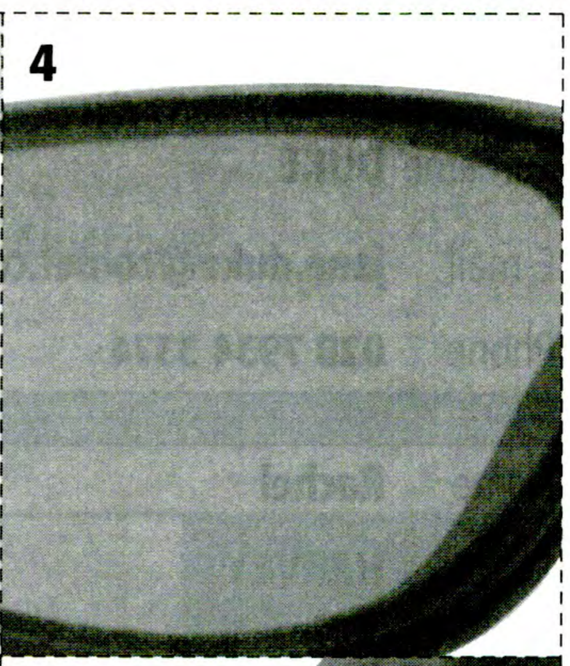
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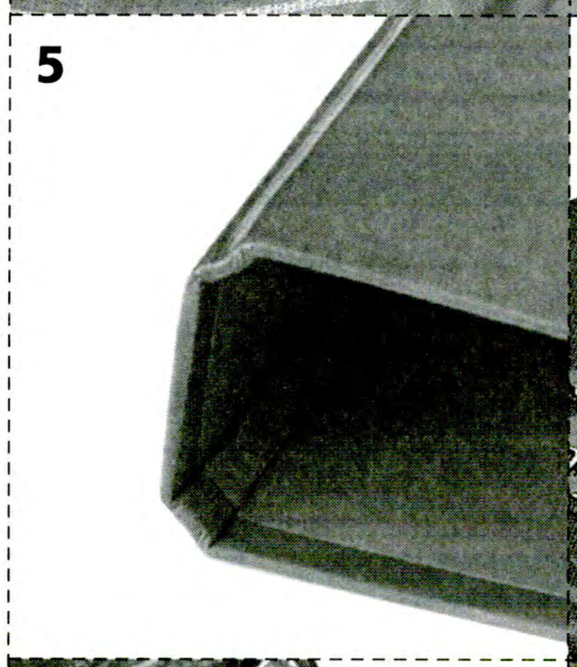
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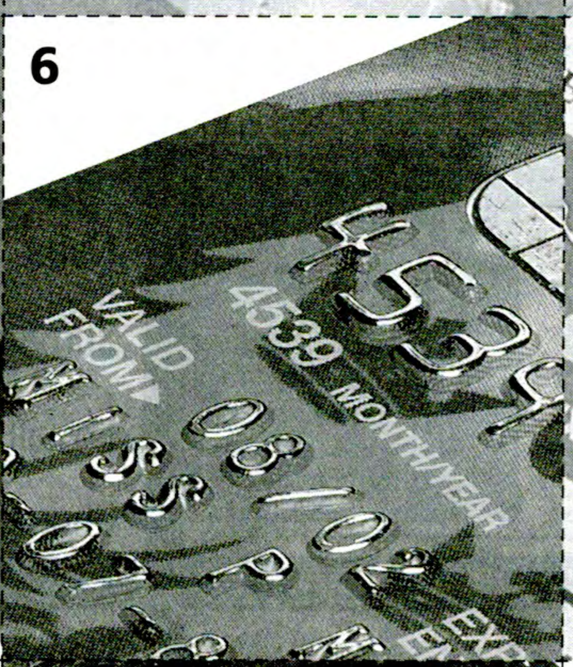

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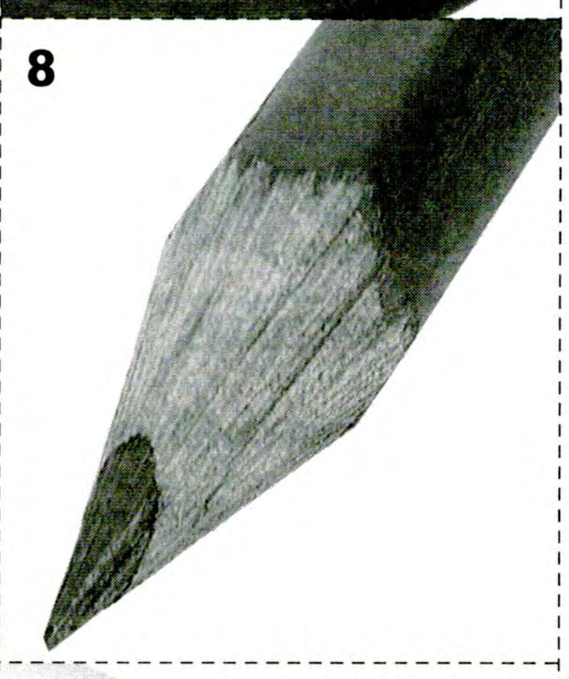
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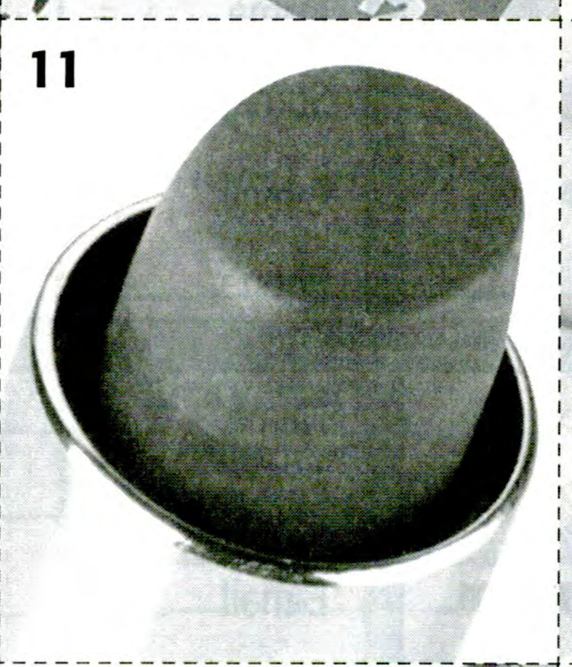
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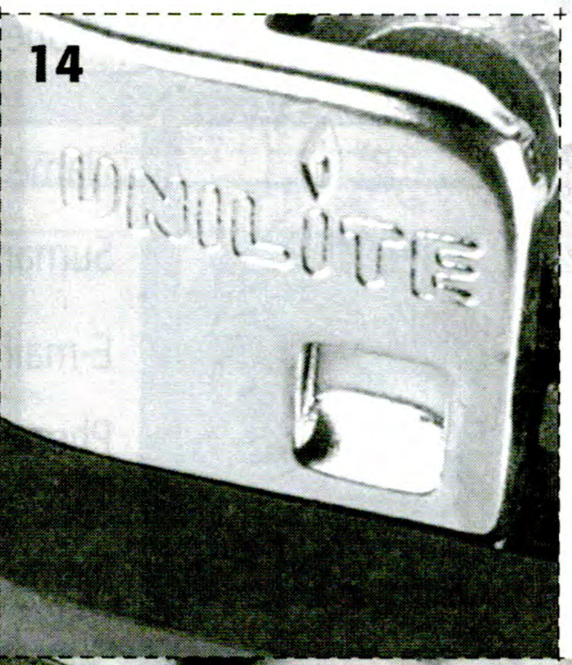

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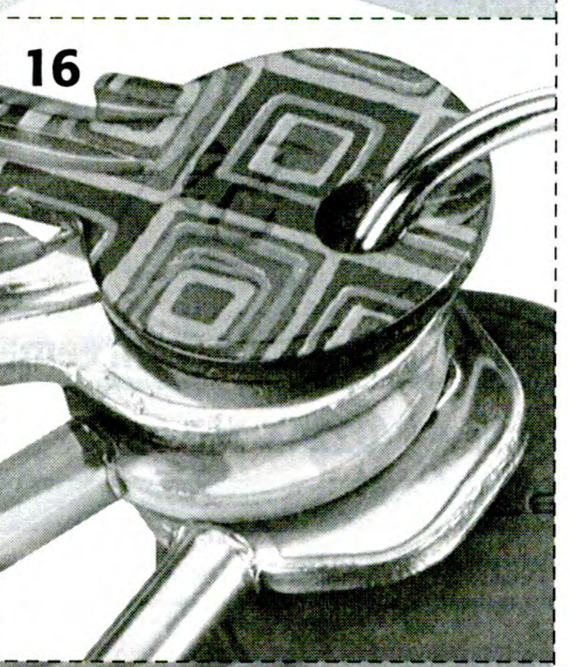
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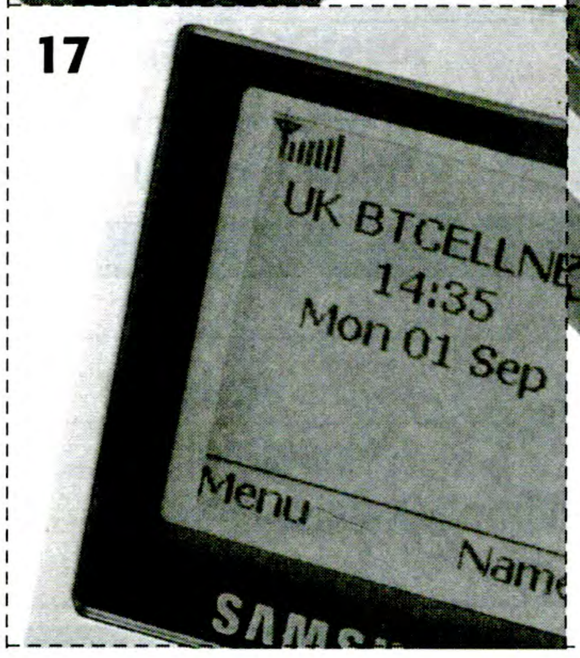

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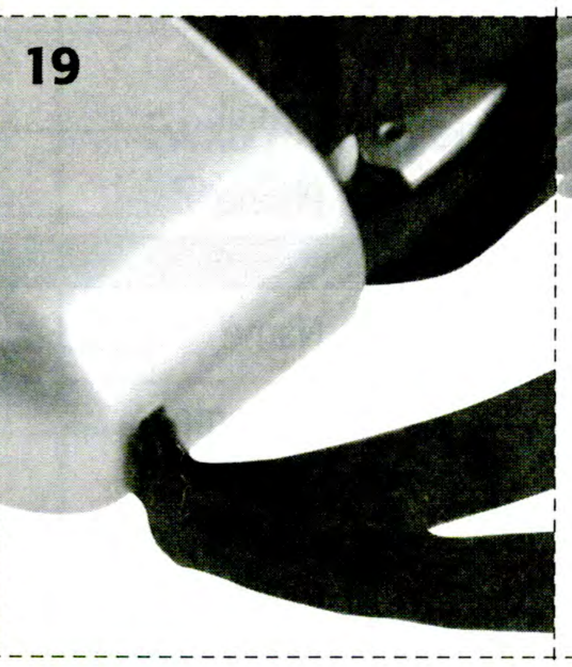
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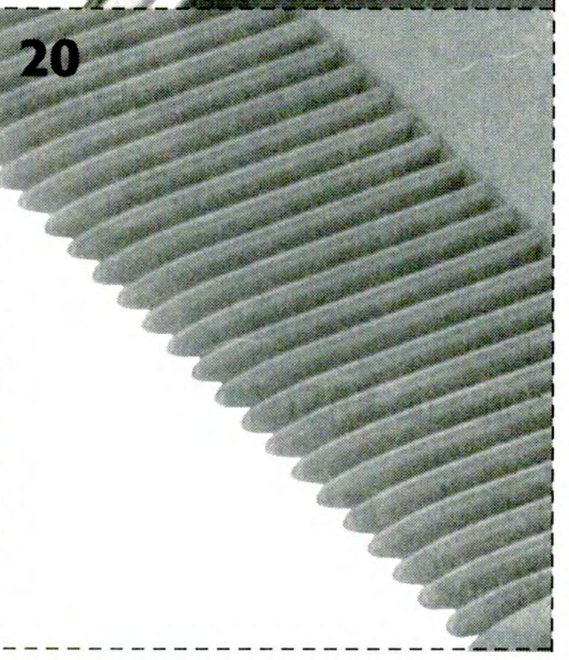
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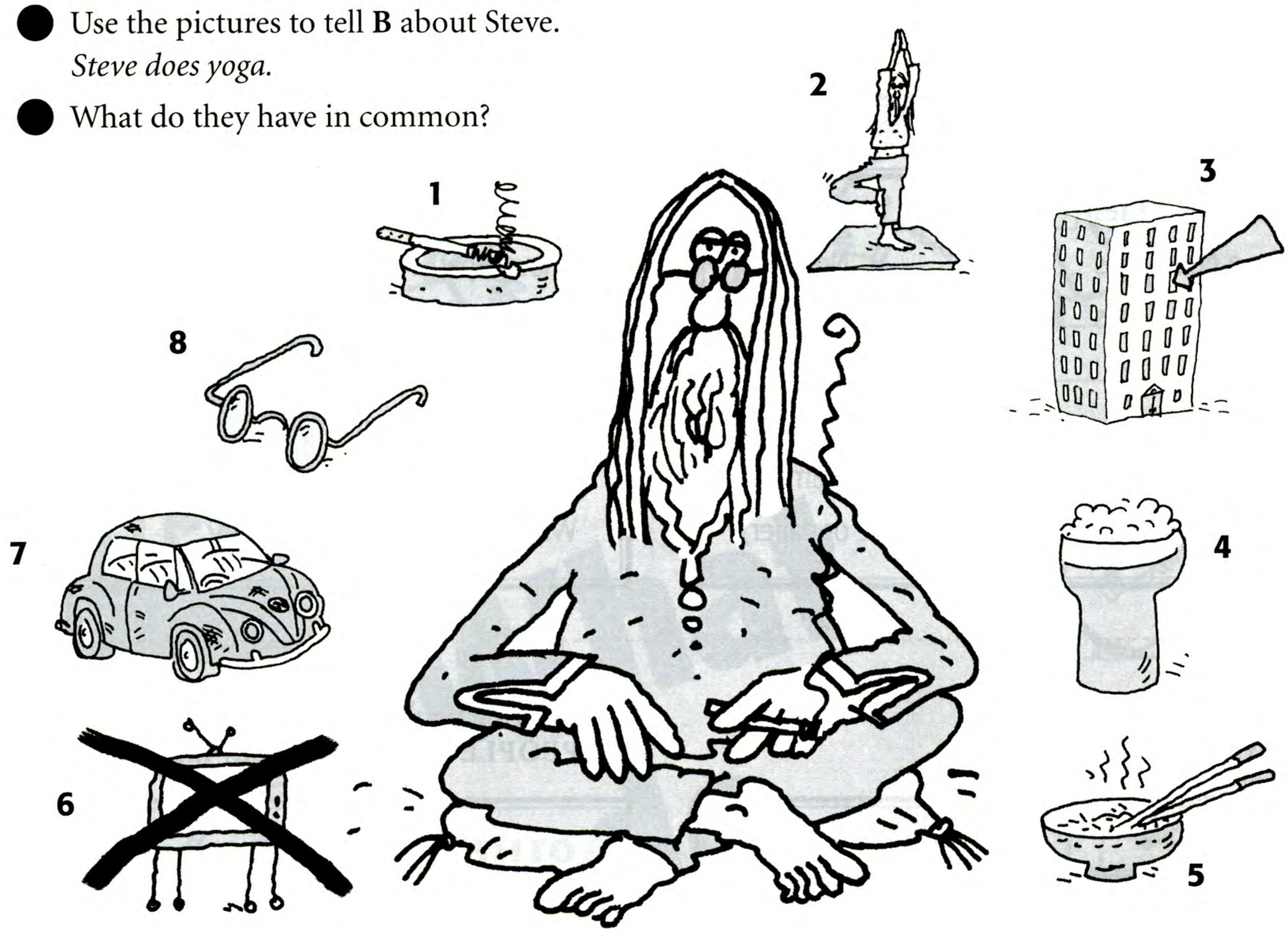
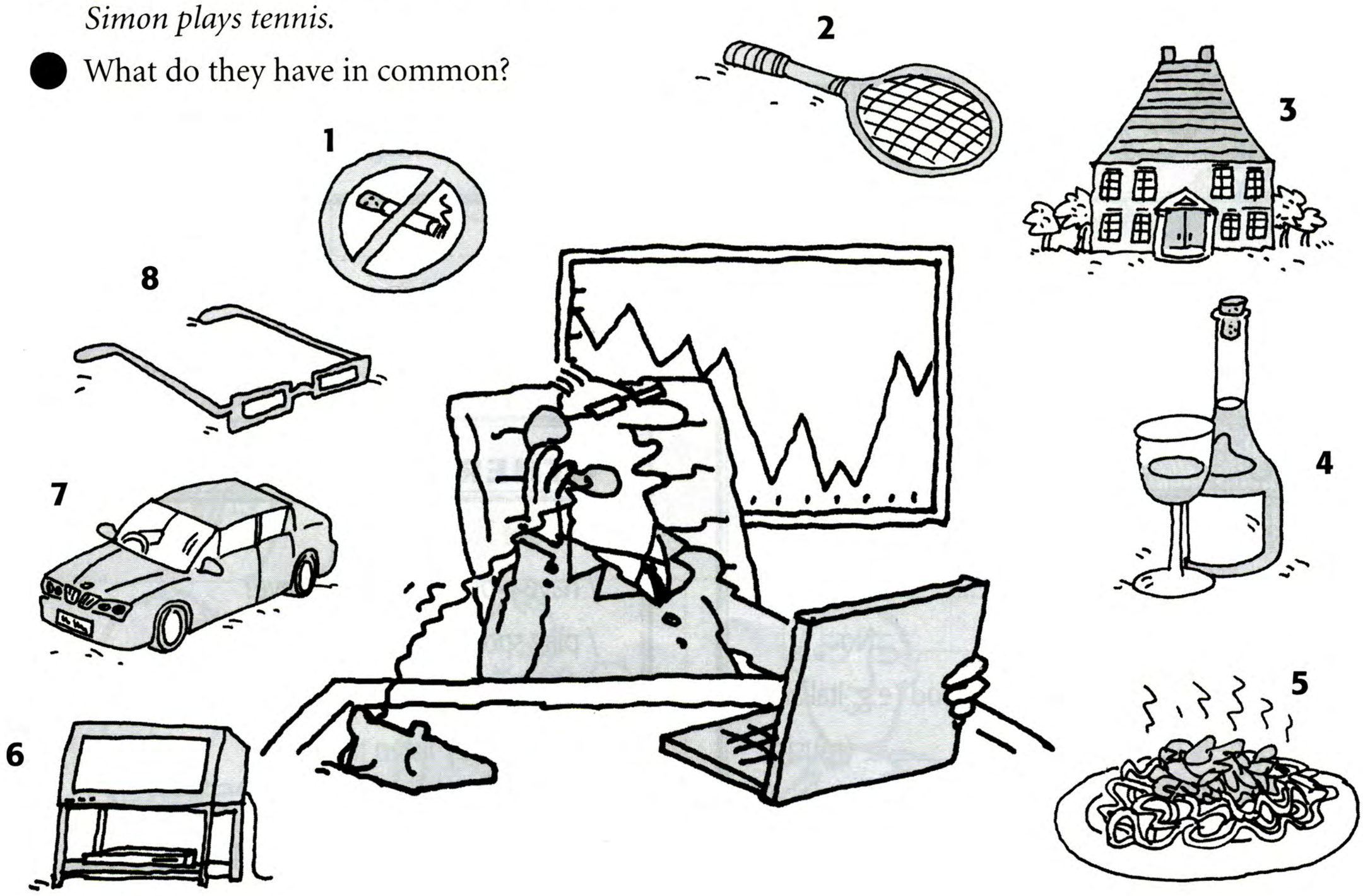
A ● Use the pictures to tell **B** about Steve.
Steve does yoga.

● What do they have in common?



B ● Use the pictures to tell **A** about Simon.
Simon plays tennis.

● What do they have in common?



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a Fill in the information for **YOU**.

YOU

smoke? Yes ☐ No ☐
have a pet? Yes _____ No ☐
play a sport? Yes _____ No ☐
I like _____ food (e.g. Italian)
I listen to _____ (music)
I watch _____ (TV programme)
I read _____ (magazine or paper)

b Imagine you're at a party. Talk to **OTHER PEOPLE** to find somebody like you.

OTHER PEOPLE

/ smoke ?
/ have a pet? What pet / have?
/ play sport ? What sport / play?
What food / like?
What music / listen to?
What TV programme / watch?
What paper or magazine / read?

---

a Fill in the information for **YOU**.

YOU

smoke? Yes ☐ No ☐
have a pet? Yes _____ No ☐
play a sport? Yes _____ No ☐
I like _____ food (e.g. Italian)
I listen to _____ (music)
I watch _____ (TV programme)
I read _____ (magazine or paper)

b Imagine you're at a party. Talk to **OTHER PEOPLE** to find somebody like you.

OTHER PEOPLE

/ smoke ?
/ have a pet? What pet / have?
/ play sport ? What sport / play?
What food / like?
What music / listen to?
What TV programme / watch?
What paper or magazine / read?

---

a Fill in the information for **YOU**.

YOU

smoke? Yes ☐ No ☐
have a pet? Yes _____ No ☐
play a sport? Yes _____ No ☐
I like _____ food (e.g. Italian)
I listen to _____ (music)
I watch _____ (TV programme)
I read _____ (magazine or paper)

b Imagine you're at a party. Talk to **OTHER PEOPLE** to find somebody like you.

OTHER PEOPLE

/ smoke ?
/ have a pet? What pet / have?
/ play sport ? What sport / play?
What food / like?
What music / listen to?
What TV programme / watch?
What paper or magazine / read?

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What do they do?

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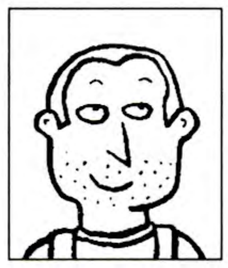
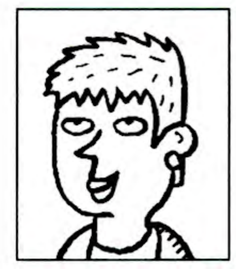
A Ask **B** questions about Andrew's family to complete the family tree.

Who's Andrew's mother?
What does she do?

Dave = _____
retired _____





_____ = **Helen**
_____ teacher

Andrew
policeman

Tom = _____
doctor _____

Martin
nurse

_____
_____

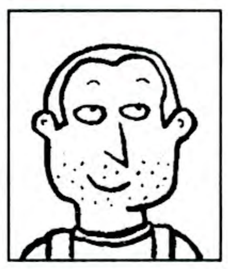
Jemma
model

_____
_____

B Ask **A** questions about Andrew's family to complete the family tree.

Who's Andrew's father?
What does he do?

_____ = **Rita**
_____ retired



Nick = _____
engineer _____

Andrew
policeman

_____ = **Annie**
_____ housewife

_____
_____

Sally
student

_____
_____

Mike
actor

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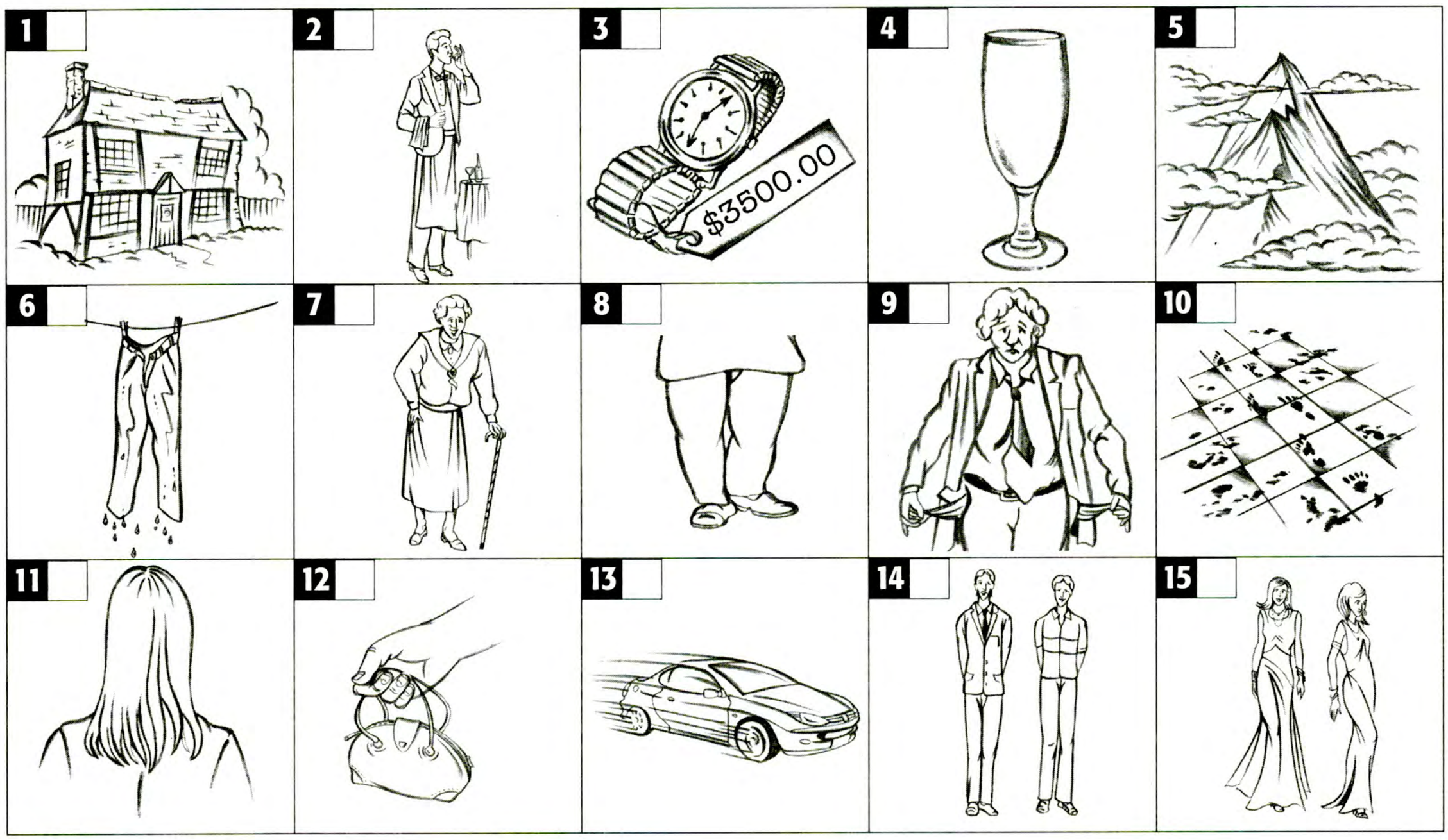
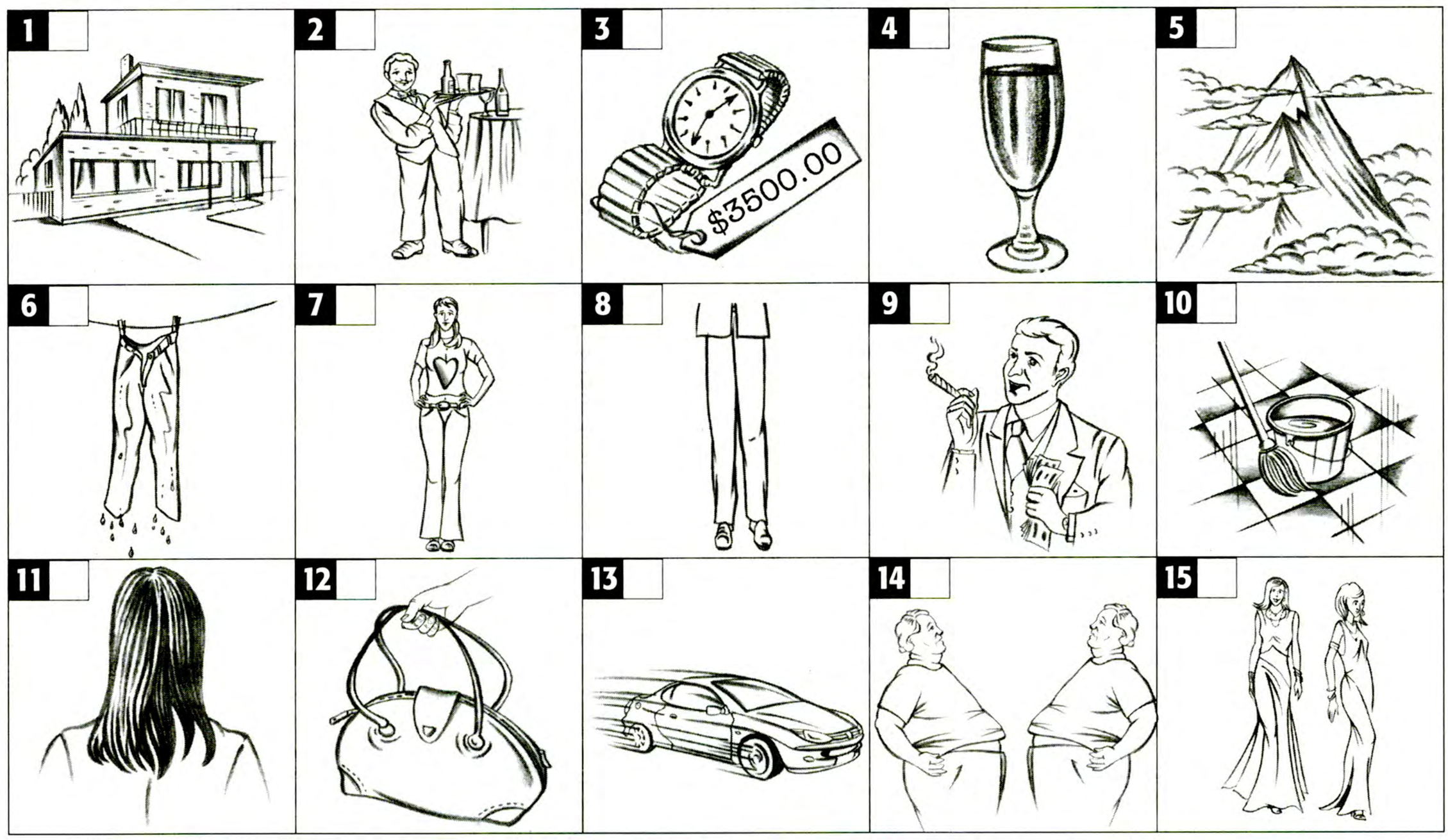
A Describe your pictures to **B**.
Number 1 It's an old house.

Are the pictures the same or different? Write **S** or **D** on the picture. Find ten differences.



B Describe your pictures to **A**.
Number 1 It's a new house.

Are the pictures the same or different? Write **S** or **D** on the picture. Find ten differences.



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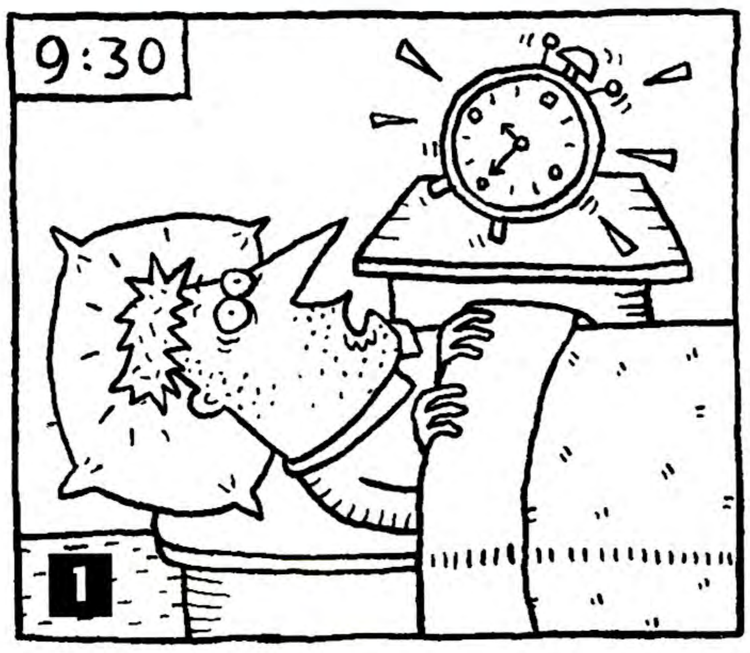

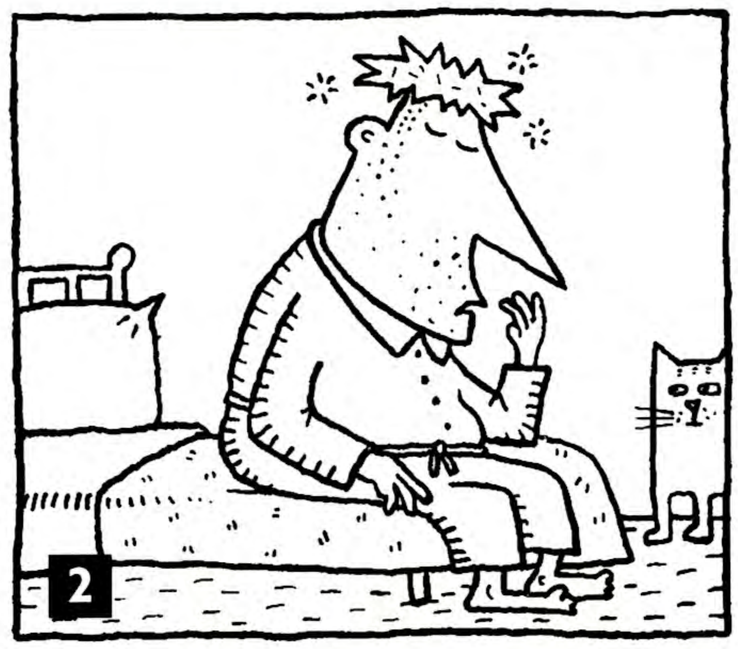

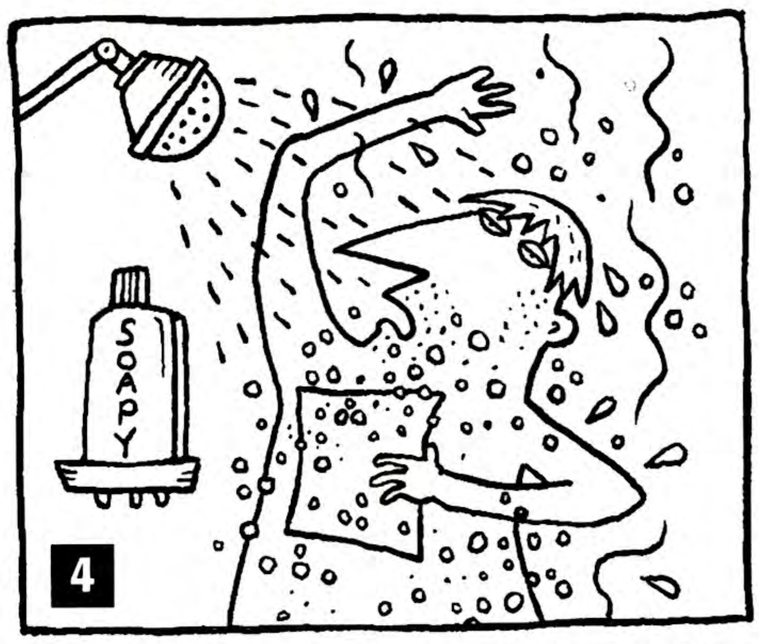

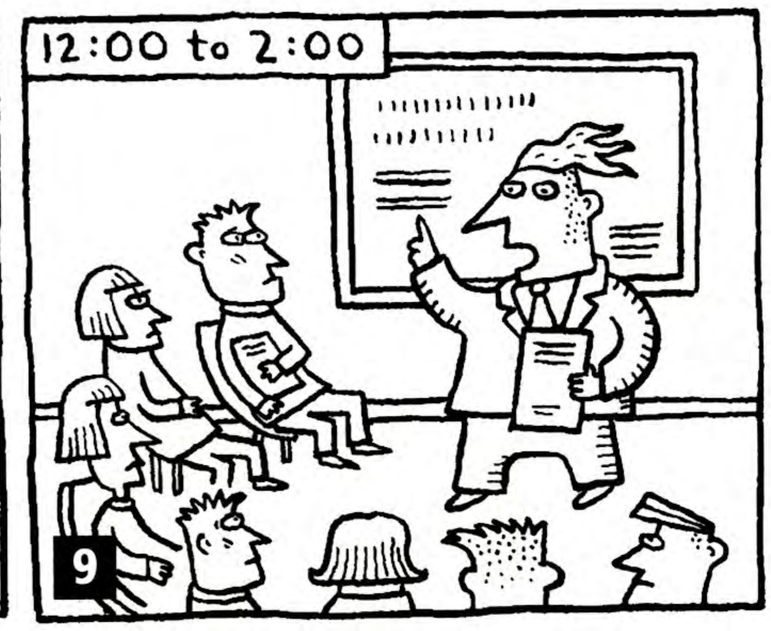

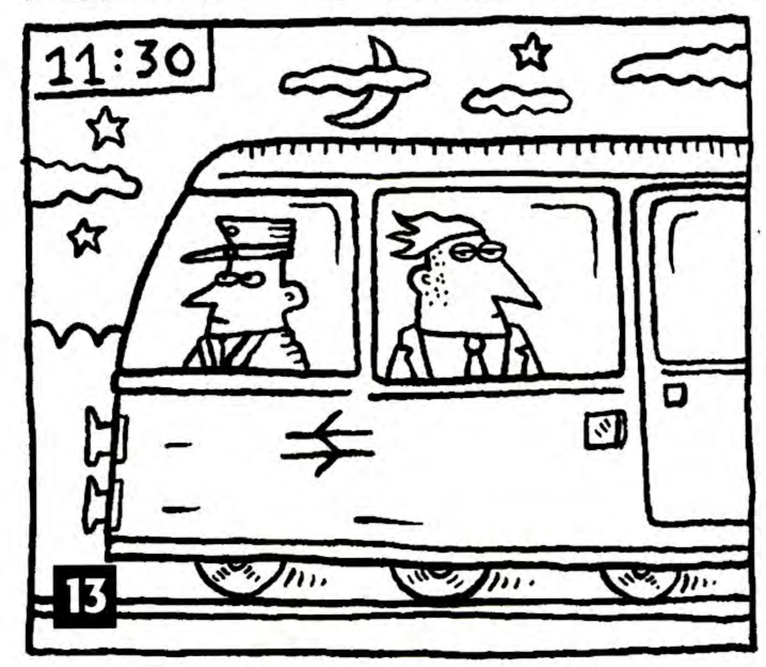

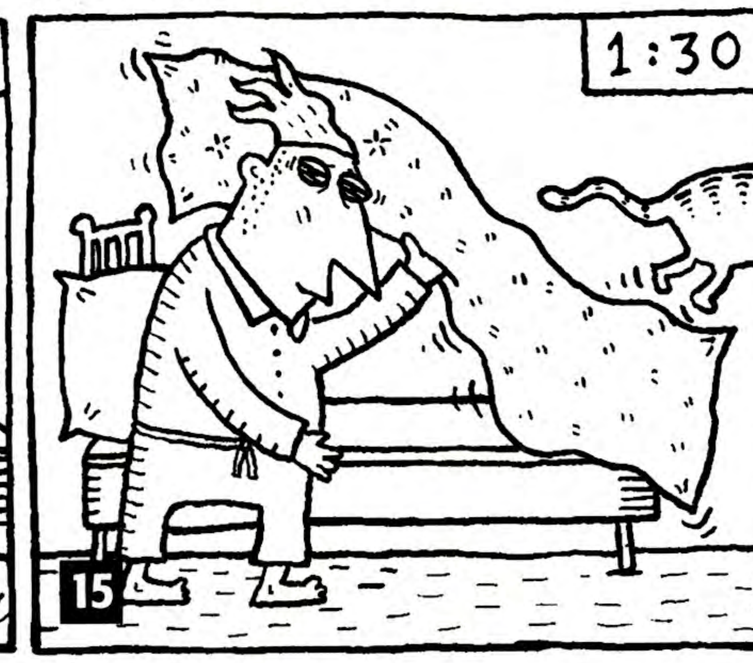

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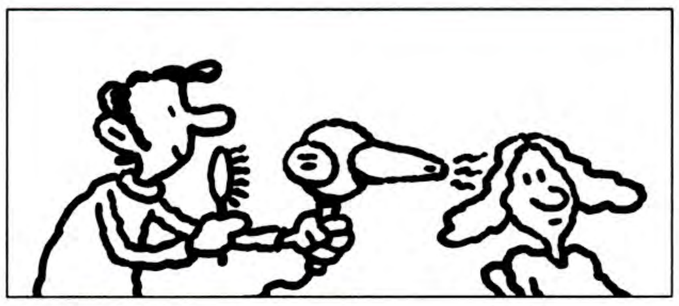
A Ask and answer questions.

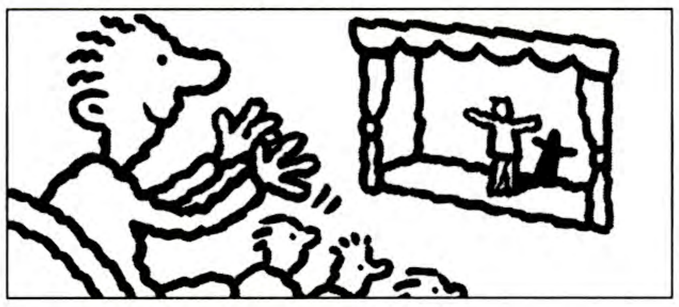
How often do you go to the hairdresser's ...?

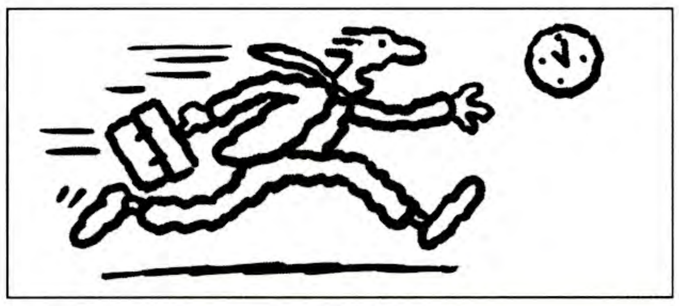
Once a week. What about you?

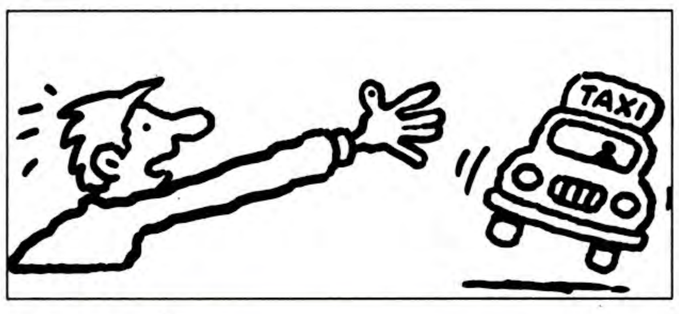
never
hardly ever
sometimes
(not) often
once a week / month / year
every day / week / month


go to the hairdresser's

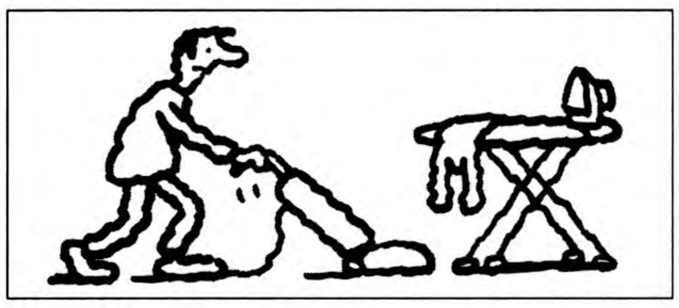
eat chocolate

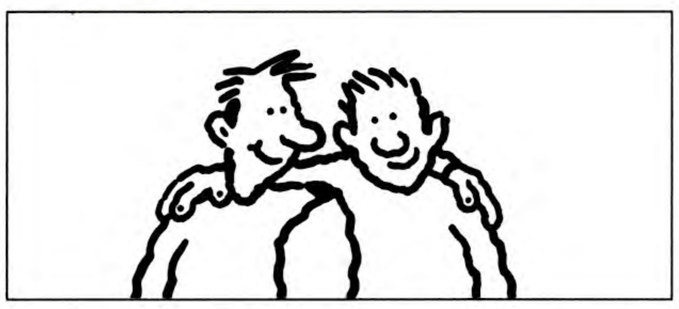

go to the theatre


be late for work / school



get a taxi


do housework


see your best friend

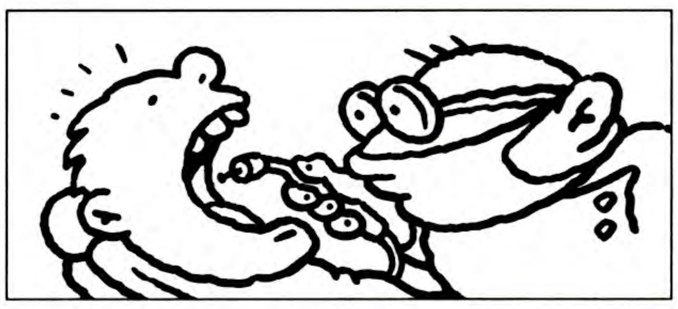
read the newspaper

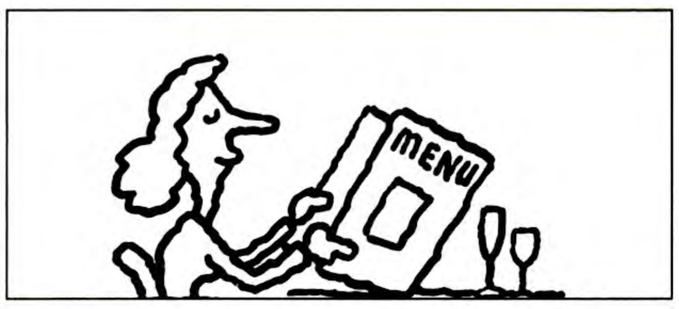
B Ask and answer questions.

How often do you go to the dentist's ...?

Hardly ever. What about you?

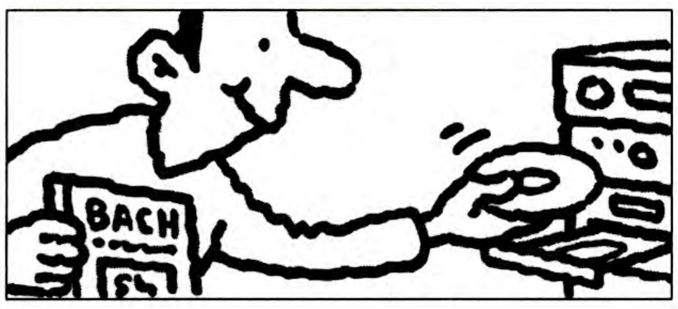
never
hardly ever
sometimes
(not) often
once a week / month / year
every day / week / month


go to the dentist's

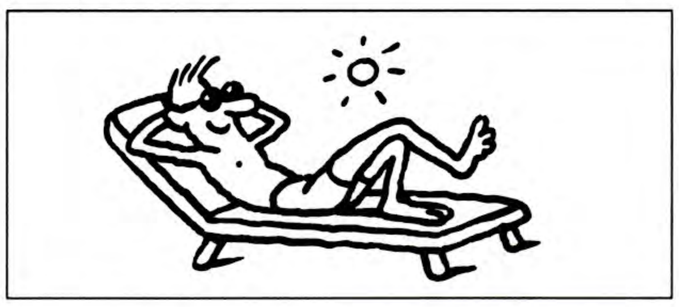


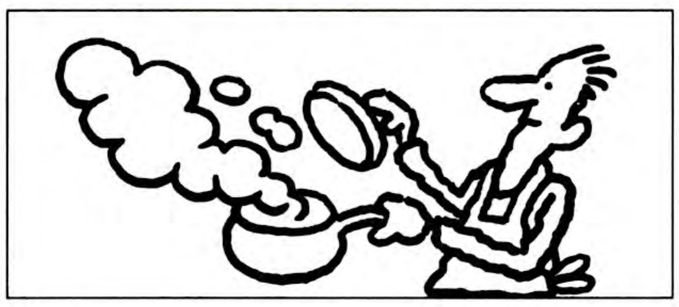
eat in a restaurant

go to the cinema

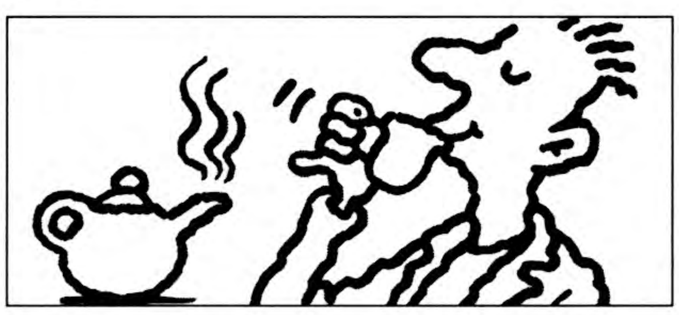


listen to classical music


have a holiday


cook

do sport or exercise


drink tea

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a Answer the questions in the **YOU** column.

b Ask the questions to a partner and write their answers in the **YOUR PARTNER** column.

A *When's your birthday?*
B *On March 5th.*
A *What time do you usually get up?*

	You	Your partner
When's your birthday?	_____	_____
What time do you usually get up?	_____	_____
When do you have a shower or bath?	_____	_____
What time do you usually have lunch?	_____	_____
What time do you finish work / school?	_____	_____
What time do you usually have dinner?	_____	_____
When do you usually go shopping?	_____	_____
When do you usually have your summer holiday?	_____	_____
When do you go to English class?	_____	_____
When do you do your homework?	_____	_____
When do you usually read?	_____	_____
When do you usually listen to music?	_____	_____
What's your favourite time to watch TV?	_____	_____
When do you usually do sport or exercise?	_____	_____
When do you usually see your friends?	_____	_____
What's your favourite day of the week?	_____	_____
When's the next public holiday in your country?	_____	_____
What's your favourite public holiday?	_____	_____
When is it?	_____	_____
When do you usually _____?	_____	_____

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	Find someone who …	Student's name	More information
1	can play a musical instrument		*Which? How well?*
2	can cook well		*What's your speciality?*
3	can speak three languages		*Which? How well?*
4	can play a racket sport		*Which? How well?*
5	can ski or water ski		*How well? Where do you usually do it?*
6	can drive		*What car do you have?*
7	can't swim		*Why?*
8			

	Find someone who …	Student's name	More information
1	can play a musical instrument		*Which? How well?*
2	can cook well		*What's your speciality?*
3	can speak three languages		*Which? How well?*
4	can play a racket sport		*Which? How well?*
5	can ski or water ski		*How well? Where do you usually do it?*
6	can drive		*What car do you have?*
7	can't swim		*Why?*
8			

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A Tick (✓) the boxes which are true for you.

WEEKEND

	I love	I like	I don't like	I hate
cooking	☐	☐	☐	☐
watching football on TV	☐	☐	☐	☐
doing sport or exercise	☐	☐	☐	☐
going to the cinema	☐	☐	☐	☐
shopping for clothes	☐	☐	☐	☐
dancing	☐	☐	☐	☐

B Tick (✓) the boxes which are true for you.

WEEKEND

	I love	I like	I don't like	I hate
cooking	☐	☐	☐	☐
watching football on TV	☐	☐	☐	☐
doing sport or exercise	☐	☐	☐	☐
going to the cinema	☐	☐	☐	☐
shopping for clothes	☐	☐	☐	☐
dancing	☐	☐	☐	☐

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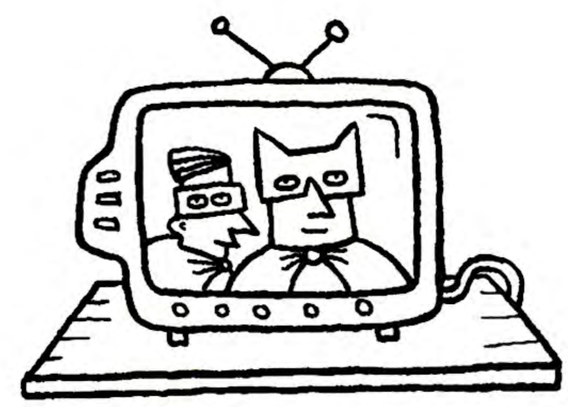
a Write the name of real places / things / people you love (or hate) for each picture, for example **1** a singer you love (or hate).

1 a singer

_____

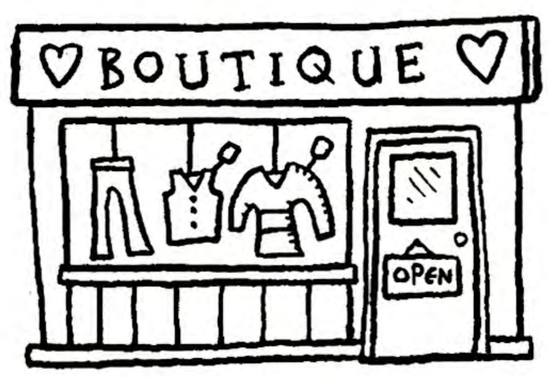
2 a restaurant

_____



3 a TV programme

_____



4 a shop

_____

5 a famous actor

_____

6 a music group

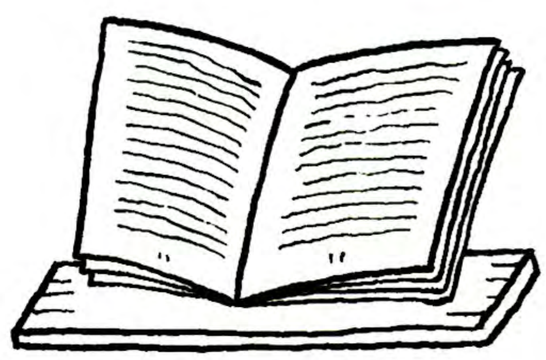
_____

7 a sportsperson

_____

8 a city

_____



9 a book

_____

10 a classic film

_____

b Take turns. Ask your partner *What do you think of...?*

USEFUL LANGUAGE

I love	him.
I like	her.
I don't like	it.
I hate	them.

He's	great / fantastic.
She's	(very) good.
It's	OK / all right.
They're	awful / terrible.

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s**o**n	f**a**ll	th**ere**	b**uy**
y**ou**ng	th**eir**s	w**or**k	n**igh**t
wh**y**	ch**air**	th**ir**d	sp**ea**k
m**i**ne	l**u**nch	h**air**	str**ee**t
m**e**	h**er**s	f**ir**st	wh**ere**
sh**or**t	m**ee**t	st**o**ry	w**or**d
d**oo**r	l**o**ve	s**ee**	ch**i**ld
y**our**s	l**ear**n	wr**i**te	h**u**ngry
w**ear**	l**ea**ve	m**u**ch	b**oar**d

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A

a Ask **B** questions to complete the chart. Answer **B**'s questions.

A *Where was Silvia in 1998?*
B *She was .... Where was James?*

Silvia		James
1998	at university	1998
2001	at work	2001
last year	in Mexico	last year
six months ago	in Berlin	six months ago
last month	in Paris	last month
a week ago	at the Louvre	a week ago
last Wednesday night	at a restaurant	last Wednesday night
yesterday afternoon	in church	yesterday afternoon

b Compare your pictures. When were they together?

B

a Ask **A** questions to complete the chart. Answer **A**'s questions.

A *Where was James in 1998?*
B *He was .... Where was Silvia?*

Silvia		James
1998	at school	1998
2001	at university	2001
last year	in France	last year
six months ago	in Paris	six months ago
last month	in Paris	last month
a week ago	at the Louvre	a week ago
last Wednesday night	at a restaurant	last Wednesday night
yesterday afternoon	in church	yesterday afternoon

b Compare your pictures. When were they together?

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A few years ago Manchester United played the Spanish team Deportivo de La Coruña in the Champions League.

Two Manchester United fans wanted to travel to Spain to see the match.

It wasn't possible to fly to La Coruña direct, so they needed to fly to Santiago de Compostela, and then get a taxi.

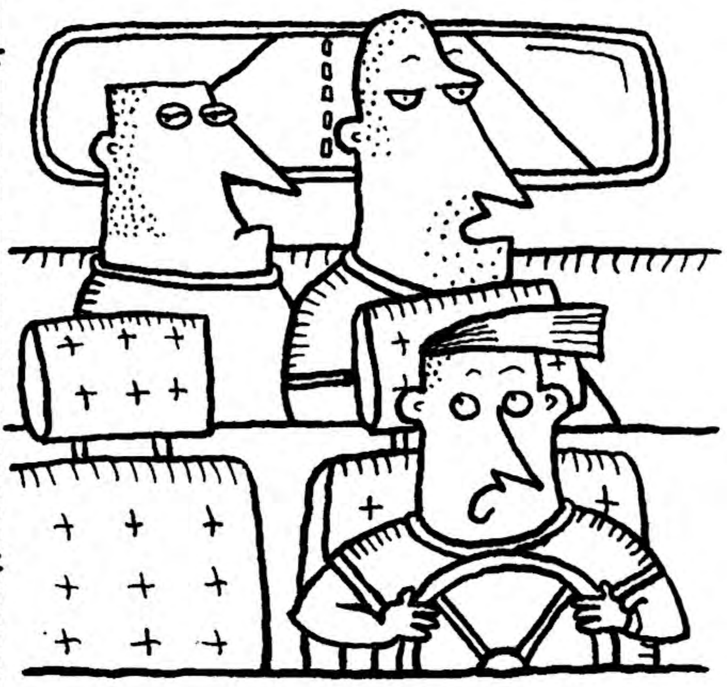
They booked tickets to Santiago on the Internet.

They checked in at Heathrow Airport at 9.00 p.m. because the flight was at 11.00 at night.

When the plane landed they were very surprised! It was morning!

They walked out of the airport and stopped a taxi.

They asked the taxi driver, 'Where's the match?' The taxi driver answered 'What match?'



They weren't in Spain. They were in Santiago, the capital of Chile!

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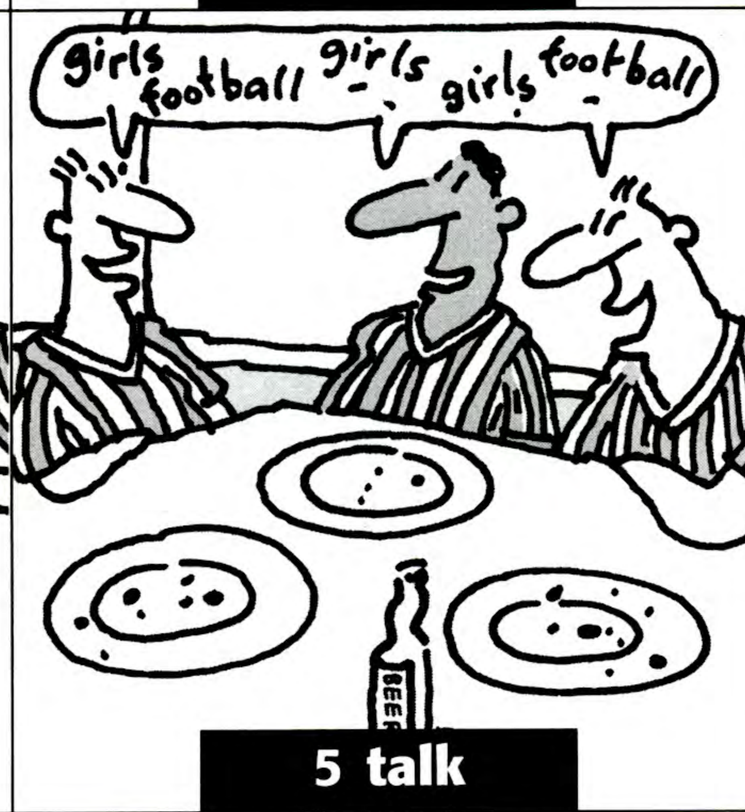
1 meet

2 wear

3 go

4 have

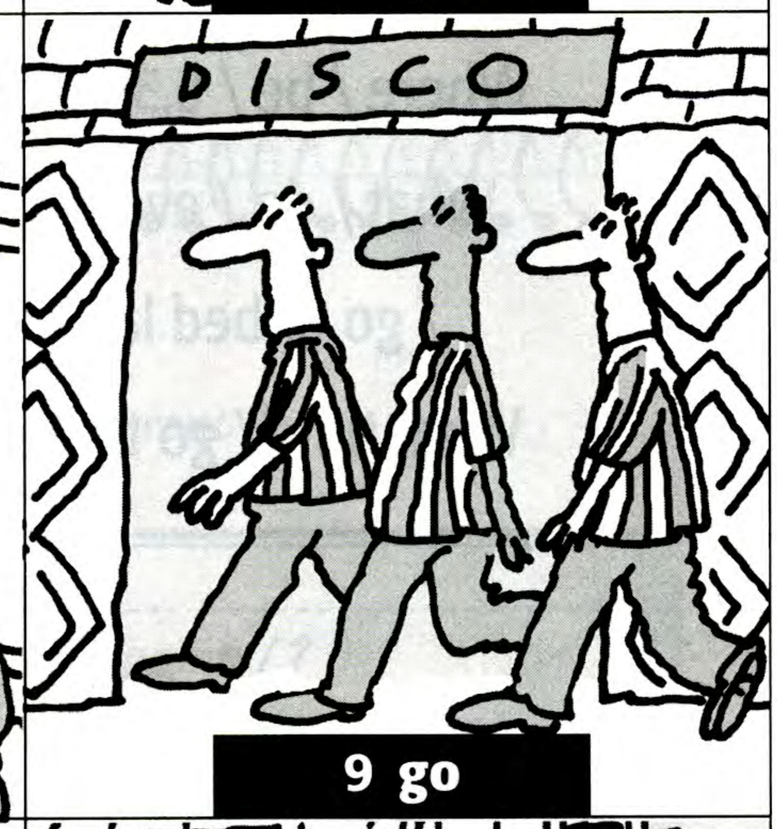


5 talk

6 go

7 watch

8 have



9 go

10 dance

11 go home

12 get home

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This morning

What time / wake up?

What time / get up?

/ have breakfast?

What / have?

What time / leave the house?

How / get to work or school?

When you were 10 years old

Where / live?

What school / go to?

/ like school?

Which teachers / like?

What / do after school?

What TV programmes / you watch?

Yesterday

What / have for breakfast?

Where / have lunch?

Who / have lunch with?

Where / be / 6.30 p.m.?

What / do / evening?

/ go to bed late?

What time / go to bed?

Last Saturday

/ go shopping?

What / buy?

/ go out in the evening?

Where / go?

What / have to eat and drink?

/ have a good time?

What time / go to bed?

Your last holiday

Where / go?

Who / go with?

How / get there?

/ stay in a hotel?

What / do?

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A

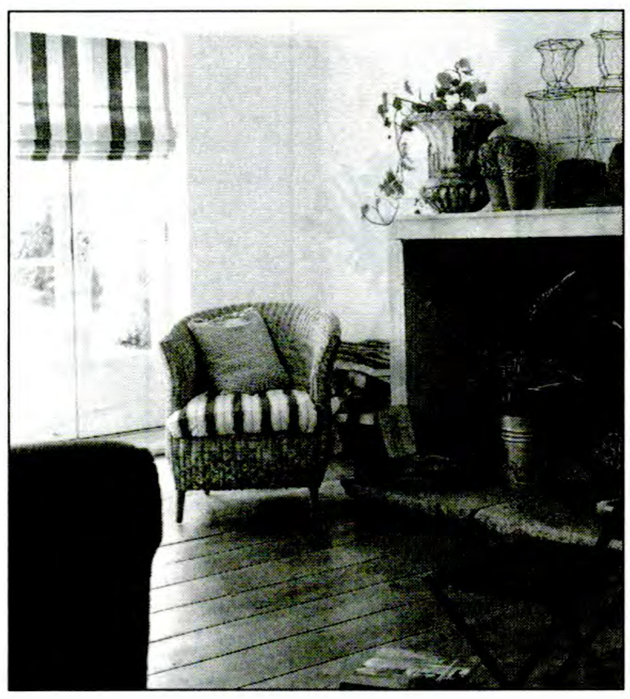
a You want to rent your flat. Look at the advertisement that you put in the paper, and the information about the flat. Try to remember the information.

Large Flat to Rent
Phone
01189 885 6270
for more
information.

HOME PAGE
PROPERTIES TO LET
RENT YOUR PROPERTY
MORE ABOUT US

Best Buy & Co

City centre. Rent: £850 a month



Quiet, ground floor flat with sunny garden. Beautifully furnished with central heating. Two large bedrooms + living room with doors to garden. Dining room and new kitchen with washing machine and fridge freezer. Modern bathroom with new shower. 5 minutes from city centre. Good shops and transport.

b Answer **B**'s questions.

B *Where is it?*
A *It's …*
B *How much is the rent?*
A *It's _____ a month.*

B

a You want to rent a flat. Look at your notebook. What questions do you need to ask?

Where is it?
How much is the rent?
Is there any furniture?

b Phone **A** and ask for information. Write **A**'s answers in your notebook.

Hello. Can you tell me about the flat?

Where / ?
How much / the rent ?
/ furniture?
/ garden?
How many bedrooms / ?
How many bathrooms / ?
/ a big living room ?
/ a dining room ?
/ a washing machine ?
/ a fridge ?
/ a shower ?
/ central heating ?
/ a garage ?

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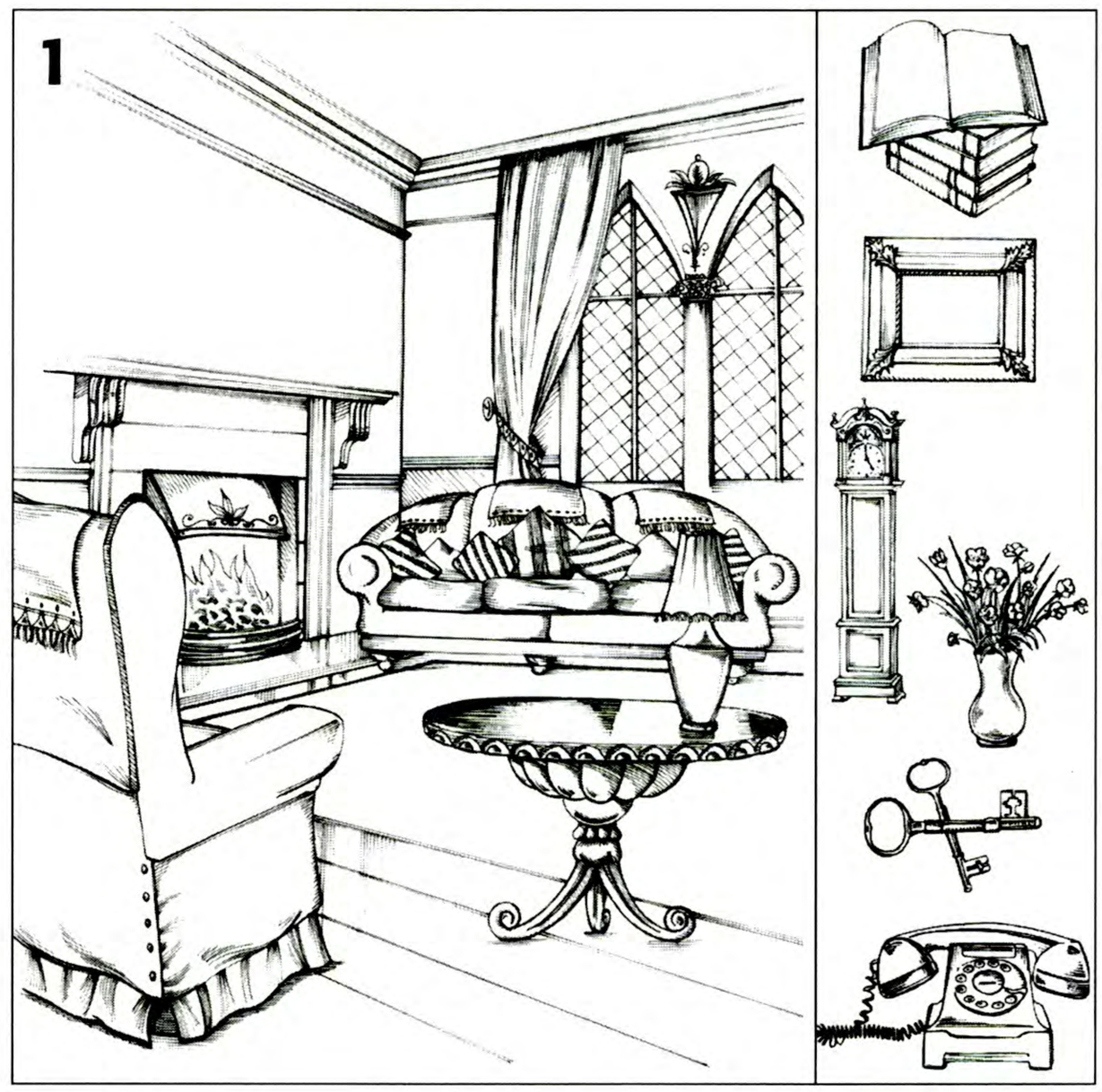
A

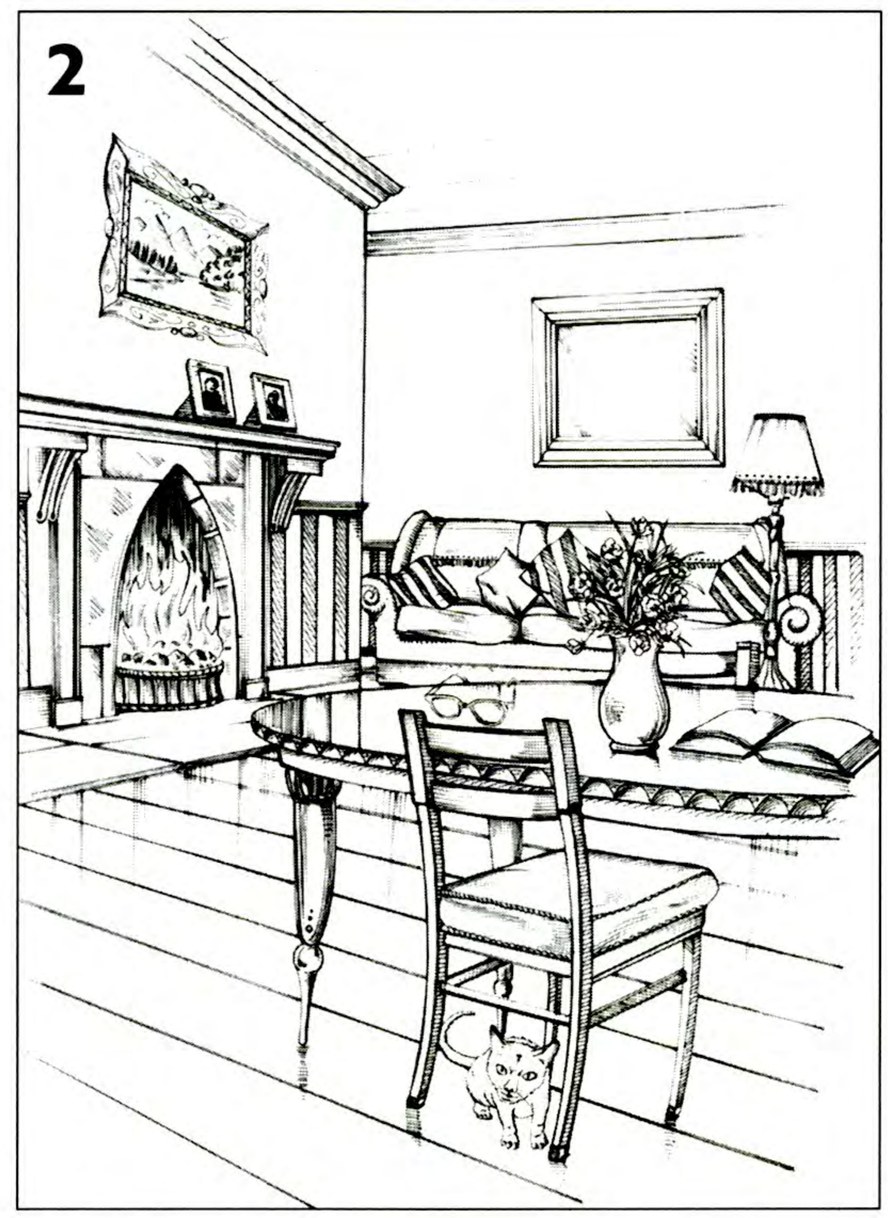
a Look at picture **1**. Ask **B** questions and draw your six objects in the correct place.

Where are the books? *Where's the mirror?*



b Look at picture **2**. Listen to **B**. Answer the questions.

It's in the … *They're behind the …*



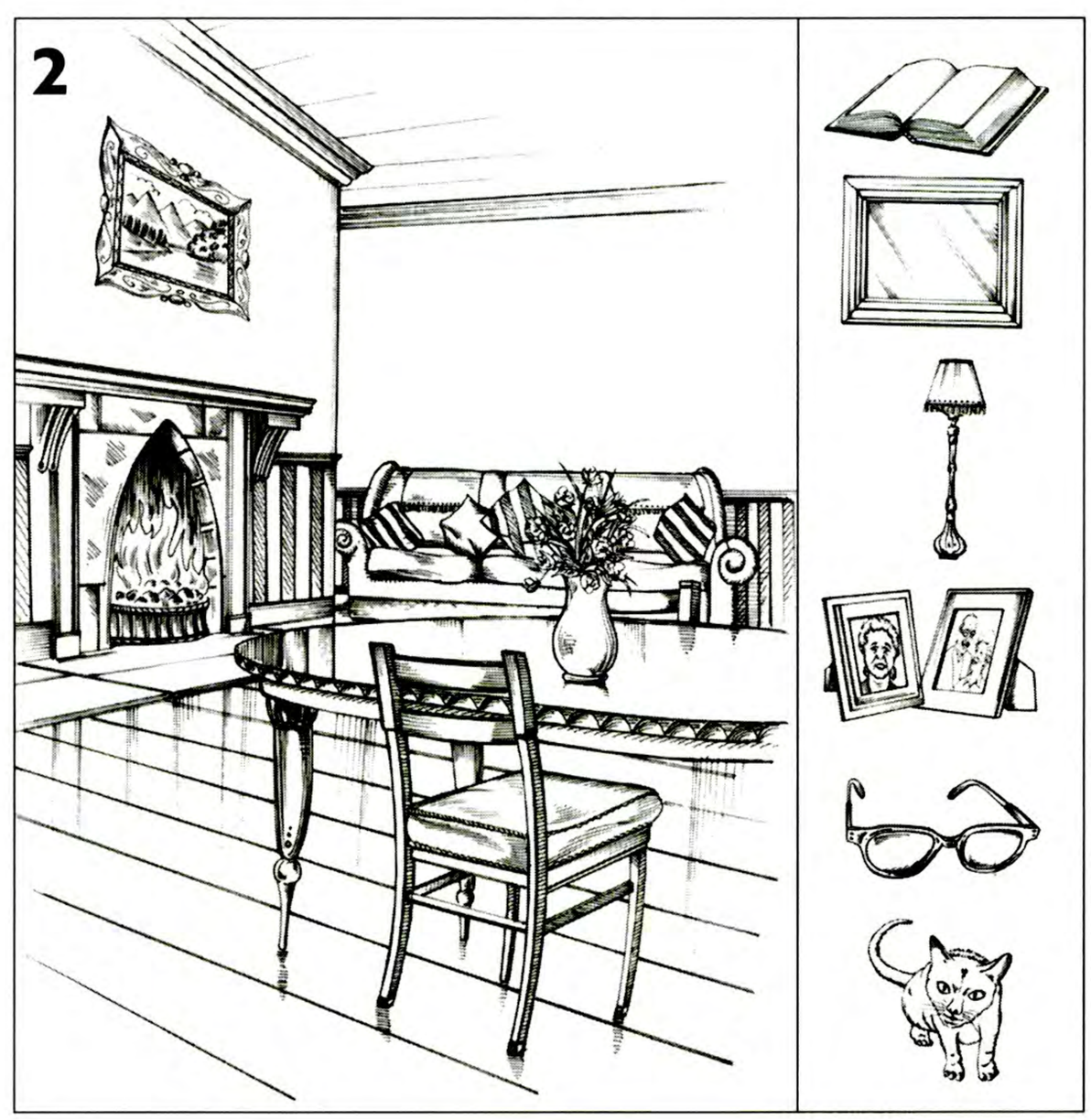
B

a Look at picture **1.** Answer **A**'s questions.

It's in the … *They're behind the …*

b Look at picture **2**. Ask **A** questions and draw your six objects in the correct place.

Where's the book? *Where's the mirror?*



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He's watching football.	They're playing volleyball.
They're having a party.	They're arguing.
He's eating spaghetti.	He's making a pizza.
She's driving a fast car.	She's teaching English.
They're speaking Chinese.	They're running a marathon.
The baby's crying.	They're dancing a tango.
She's phoning her boyfriend.	She's doing yoga.
They're drinking champagne.	He's painting his house.
He's playing chess.	They're waiting for a bus.
The dog's barking.	She's taking photos.

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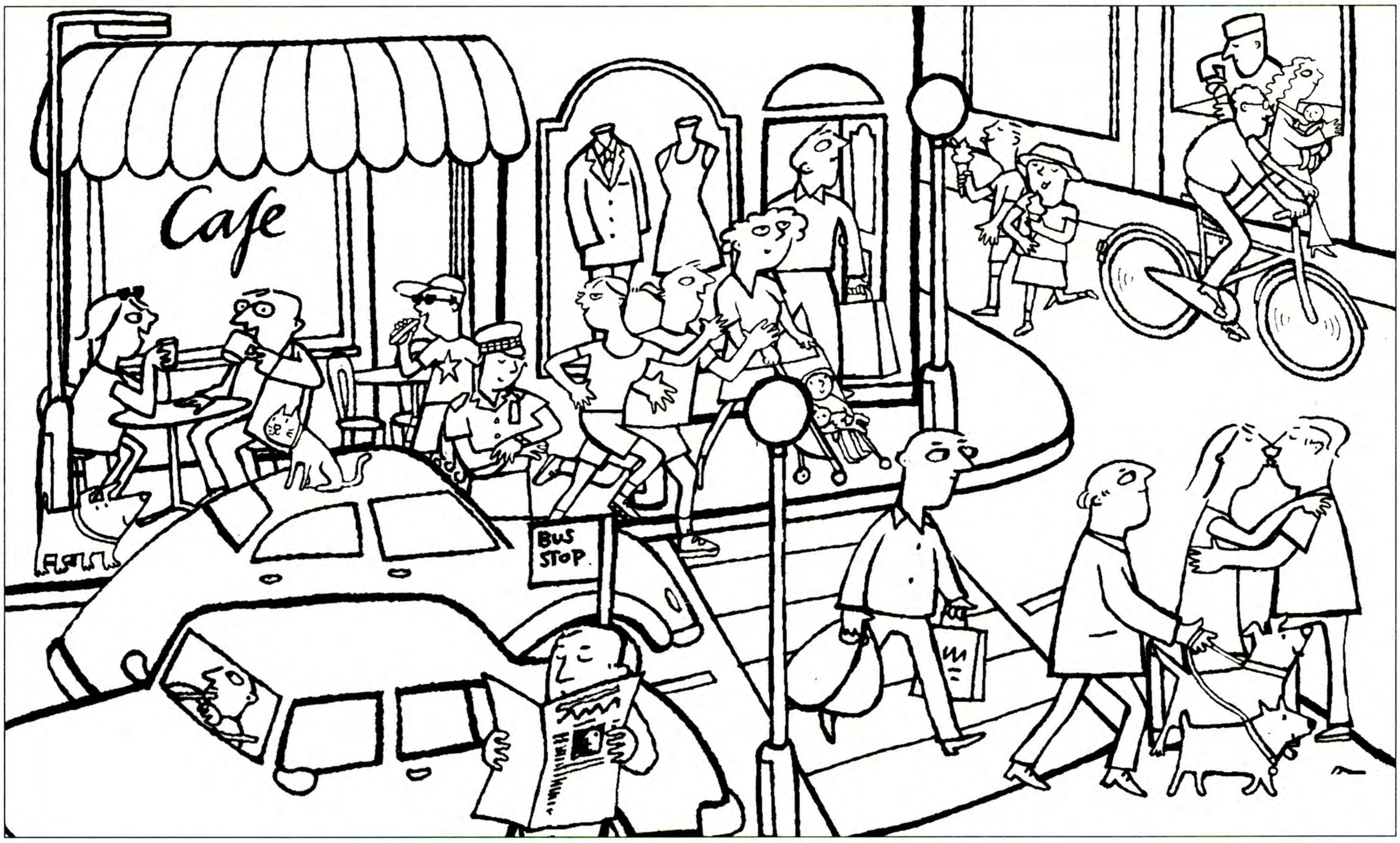
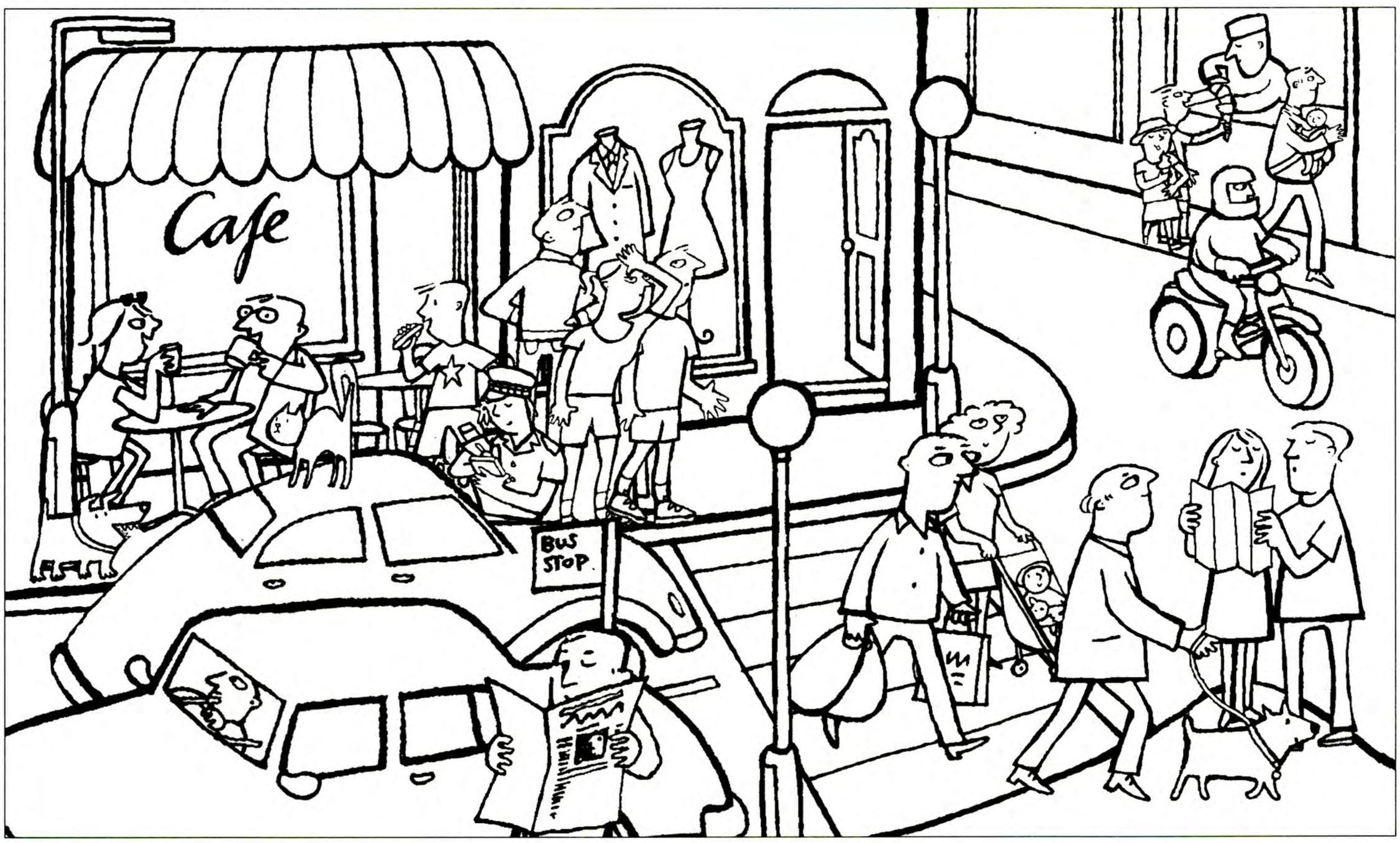
A Describe your picture to **B**. Find ten differences.
In my picture a man and a woman are sitting outside. They are having a coffee.



B Describe your picture to **A**. Find ten differences.
In my picture a man and a woman are sitting outside. They are having a coffee.



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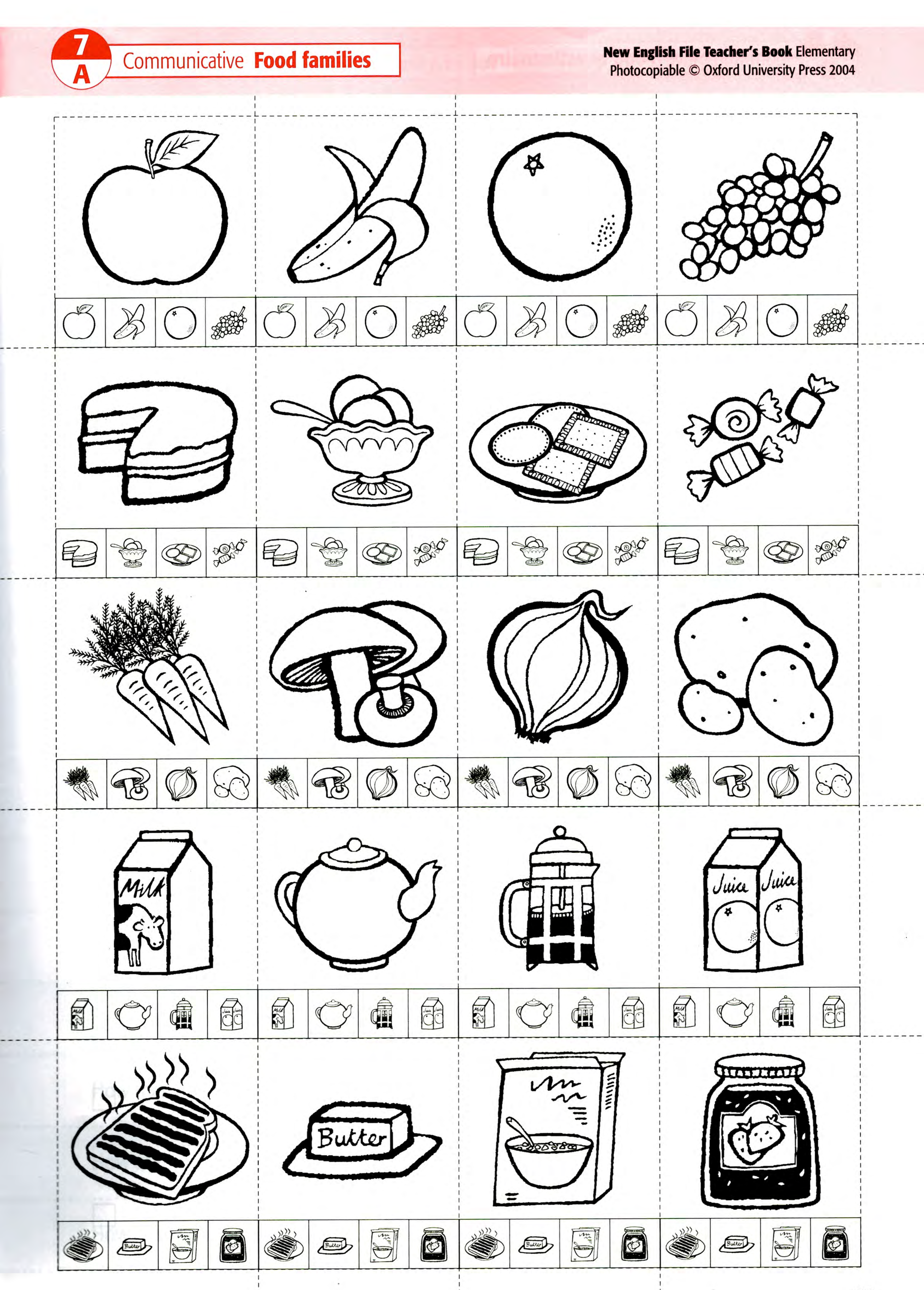

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a Complete the questions with *How much* or *How many*. Add two more questions.

b Interview a partner. Put a [✓] tick in the right column.

c Look at your partner's answers. Do you think his/her diet is healthy or unhealthy?

Food Questionnaire

	A lot	Quite a lot	Not much *or* Not many	None
_____ sugar do you have in your coffee or tea?	☐	☐	☐	☐
_____ cups of coffee do you drink a day?	☐	☐	☐	☐
_____ salt do you put on your food?	☐	☐	☐	☐
_____ sweets do you eat a day?	☐	☐	☐	☐
_____ meat or fish do you eat a week?	☐	☐	☐	☐
_____ butter do you put on your bread?	☐	☐	☐	☐
_____ eggs do you eat a week?	☐	☐	☐	☐
_____ water do you drink a day?	☐	☐	☐	☐
_____ chocolate do you eat a week?	☐	☐	☐	☐
_____ fruit do you eat a day?	☐	☐	☐	☐
_____ alcohol do you drink a week?	☐	☐	☐	☐
How much _____?	☐	☐	☐	☐
How many _____?	☐	☐	☐	☐

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How many people are going to go home after class? **Find out.** ☐

How many people are going to watch television tonight? **Find out.** ☐

How many people are going to go to the gym this week? **Find out.** ☐

How many people are going to go shopping tomorrow? **Find out.** ☐

How many people are going to cook tonight? **Find out.** ☐

How many people are going to go to the cinema this weekend? **Find out.** ☐

How many people are going to go to another country next year? **Find out.** ☐

How many people are going to go out tonight? **Find out.** ☐

How many people are going to study English tonight? **Find out.** ☐

How many people are going to use the Internet this evening? **Find out.** ☐

How many people are going to have a drink after class? **Find out.** ☐

How many people are going to … ☐

How many people are going to … ☐

How many people are going to … ☐

How many people are going to … ☐

How many people are going to … ☐

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1 uː	2 ʌ	3 e	1 əʊ	2 ʌ	3 e
4 ɔɪ	5 ɒ	6 eɪ	4 ɜː	5 ɒ	6 eɪ
1 iː	2 aʊ	3 aɪ	1 ɑː	2 aʊ	3 aɪ
4 uː	5 əʊ	6 ɔɪ	4 eɪ	5 uː	6 e
1 ɔɪ	2 ɜː	3 ʌ	1 əʊ	2 iː	3 aɪ
4 iː	5 ɑː	6 aʊ	4 ɑː	5 ɒ	6 ɜː

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A

1 Russia is **colder** than Spain.

2 **The Americans are _____ than the British.**

3 Swimming is **better** exercise than walking.

4 **A sofa is _____ than a chair.**

5 A Rolls Royce is **more expensive** than a Citroen.

6 **Driving is _____ than flying.**

7 Men are **more aggressive** drivers than women.

8 **Basketball players are _____ than footballers.**

9 Red wine is **healthier** than whisky.

10 **Canada is _____ than Brazil.**

11 The weather in Britain is **worse** than the weather in Portugal.

12 **Italian men are _____ than British men.**

B

1 **Russia is _____ than Spain.**

2 The Americans are **friendlier** than the British.

3 **Swimming is _____ exercise than walking.**

4 A sofa is **more comfortable** than a chair.

5 **A Rolls Royce is _____ than a Citroen.**

6 Driving is **more dangerous** than flying.

7 **Men are _____ drivers than women.**

8 Basketball players are **taller** than footballers.

9 **Red wine is _____ than whisky.**

10 Canada is **bigger** than Brazil.

11 **The weather in Britain is _____ than the weather in Portugal.**

12 Italian men are **more stylish** than British men.

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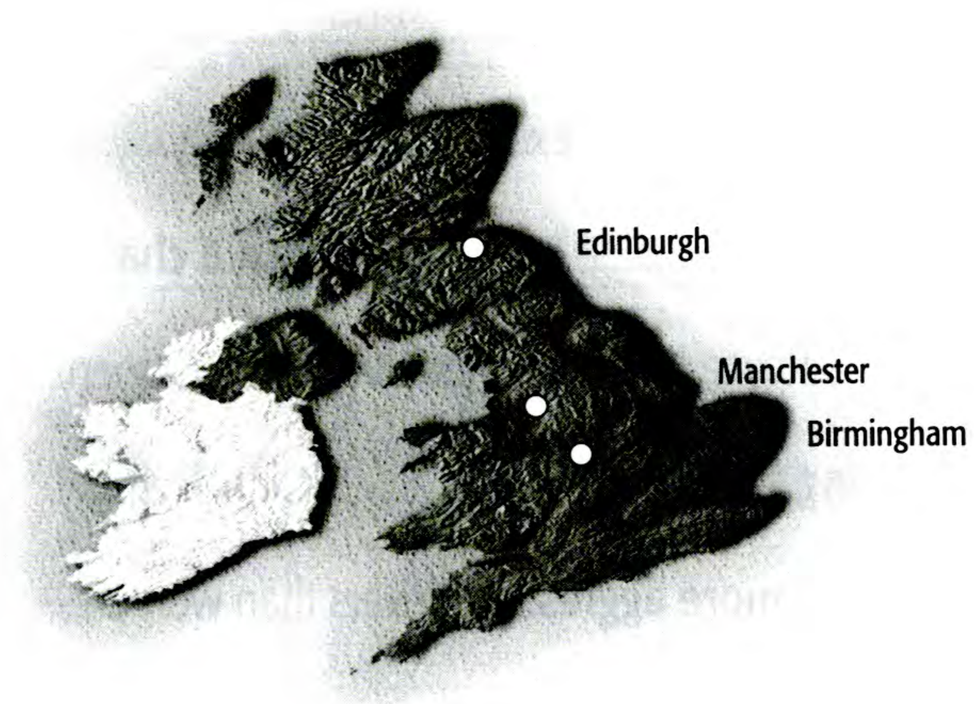
1 What's the busiest London airport?
a Heathrow **b** Gatwick **c** Stansted

2 What's the most popular kind of food?
a British **b** Chinese **c** Indian



3 Which is the biggest city (after London)?
a Edinburgh **b** Manchester **c** Birmingham

4 Where's the highest mountain?
a Scotland **b** England **c** Wales

5 Which part of Britain is the sunniest?
a South West **b** South East **c** North East

6 Which is the most popular tourist town (after London)?
a Oxford **b** Cambridge **c** Edinburgh

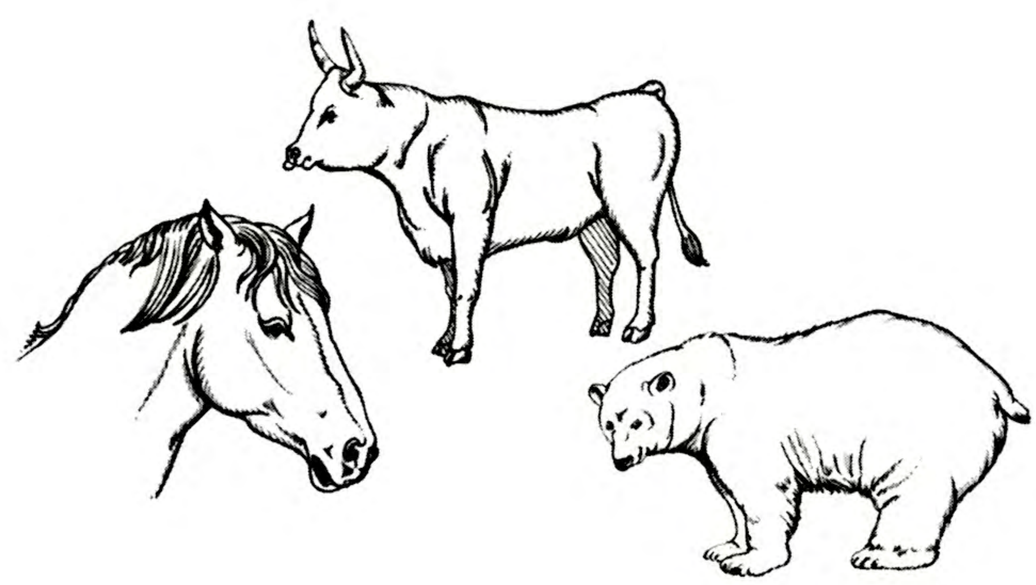
7 What is the most popular free time activity?
a gardening **b** watching TV **c** reading

8 What is the most popular sport?
a fishing **b** football **c** darts

9 Which is the oldest university?
a Oxford **b** Cambridge **c** London

10 What is the most common religion?
a Islam **b** Roman Catholicism **c** Protestantism

11 What's the most common foreign language that people learn?
a Spanish **b** French **c** German



12 What's the biggest animal?
a horse **b** bull **c** bear

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a Make your own 'experience' present. Complete the gaps with your own ideas.

1 Write your name or the name of your company.
2 Write a verb in the *-ing* form, for example, *cooking, flying, driving.*
3 Write a verb phrase, for example, *spend a day with a famous person, ride an Olympic horse.*
4 Write a price.
5 Write a person for example, *your mother, your best friend.*
6 Draw a picture of your present in the box.

b Try to 'sell' your present to other students.
Do you like …?
Would you like to …?

Are you looking for an amazing present?

- [1] _____ has the perfect original present for you!
- Do you like [2] _____?
- Would you like to [3] _____?
- For only [4] _____ you can give this unique experience to [5] _____.

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drive carefully	**play football aggressively**
get dressed quickly	**work hard**
eat noisily	**play chess well**
speak English badly	**wake up slowly**
sing beautifully	**dance badly**
draw (on the board) well	**close the door quietly**
walk sexily	**ask for a coffee politely**
drink fast	**say goodbye sadly**

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A

✓ ☐

✗ ☐

✓ ☐

✗ ☐

✓ ☐

✗ ☐

✗ ☐

✓ ☐

✗ ☐

✗ ☐

✓ ☐

✗ ☐

B

✗ ☐

✓ ☐

✗ ☐

✓ ☐

✗ ☐

✓ ☐

✗ ☐

✗ ☐

✗ ☐

✗ ☐

✗ ☐

✓ ☐

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Have you ever _____ (be) in a very expensive car?
What kind of car?

Have you ever _____ (go) to sleep in class?
What class?

Have you ever _____ (meet) a famous politician?
Who?

Have you ever _____ (read) a newspaper or magazine in English?
Which one?

Have you ever _____ (speak) to a tourist in English?
Why?

Have you ever _____ (cook) for a lot of people?
What did you make?

Have you ever _____ (be) near a dangerous animal?
Which?

Have you ever _____ (win) a cup or medal?
What for?

Have you ever _____ (be) on TV?
What programme?

Have you ever _____ (phone) a radio or TV programme?
Which?

Have you ever

Have you ever

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Personal Information

What / surname?
How / spell it?
Where / from?
/ married?
What / phone number?
What / do?
Where / work (study)?
How many languages / speak?

Free time

What sports / play?
What kind of music / like?
What TV programmes / like?
How often / go to the cinema?
What / like doing at weekends?
/ like reading?
What books / like?

Your flat or house

/ live in a house or flat?
How many bedrooms / there?
/ there a TV in your bedroom?
/ there any plants in your living room?
/ have a bath in your house or flat?
What / your favourite room?
/ there any shops near you?

Your possessions

/ have a car? What car / have? What colour / ?
/ have a mobile phone?
/ have pets? What pets / have?

What can you do?

/ play a musical instrument?
/ sing or dance?
/ drive?
/ cook?
/ speak another foreign language?
/ ski or waterski?

Lifestyle

What time / usually get up?
What / usually have for breakfast?
/ smoke? How many cigarettes / smoke a day?
/ often drink alcohol?
/ drink coffee? How many cups / drink a day?
/ do exercise? How often? When?
How many hours / sleep?

Which do you prefer? Why?

/ tea or coffee?
/ the summer or the winter?
/ travelling by train or by car?
/ pop or classical music?
/ Saturday or Sunday?
/ Italian food or Chinese food?

Describe a friend

What / his (her) name?
Where / live?
What / do?
How old / ?
/ study English?
/ tall? / dark? / good-looking?

What do you think of ...? Why?

(an actor/actress)
(a TV programme)
(a singer or group)
(a town or city)
(a politician)
(a sports team)

Time

What / the time?
What day / it today?
When / your birthday?
What time / have lunch?
When / favourite time of day?
When / this course end?
When / usually go on holiday?

The past (be)

When / born?
Where / born?
/ busy yesterday?
Where / yesterday at
8.00. a.m.
12.15 p.m.
9.30 p.m.
12.45 a.m.?

The past simple

/ study English yesterday?
What / do last night?
What time / go to bed last night?
/ have breakfast this morning?
What / do last weekend?
Where / go for your last holiday?
Who / go with?

Now

Why / study English?
What book / reading at the moment?
/ it raining?
What / doing now?
What / wearing?

Future

What / do after class?
/ watch TV tonight?
What / have for dinner tonight?
What / do tomorrow?
/ go away this weekend?
Where / go for your next holiday?
/ study English next year?

Song Activity Instructions

1 D Eternal Flame

Listening for the correct phrase

1.34 CD1 Track 35

LANGUAGE
Verb *be*, *this* / *that*, common verbs and phrases

- Give each student a sheet. Go through the words and phrases at the ends of the lines and check the meaning and pronunciation of each one. Play the tape/CD once. SS should underline the word or phrase they hear. Play the song again for SS to check their answers. Check answers with the whole class, going through the song line by line.

1 Close	**5** to be	**9** my name
2 understand	**6** you are	**10** don't want
3 am I	**7** am I	
4 Is this	**8** Is this	

- Give SS a few minutes to read through the song with the glossary. If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

2 B Something Stupid

Common verbs

2.8 CD1 Track 47

LANGUAGE
Present simple, common verbs

- Give each student a sheet. Go through the words in the two word pools and and check the meaning and pronunciation of each one. Play the tape/CD once for SS to try to put one word in each gap. Repeat if necessary. Check answers, going through the song line by line.

1 think	**5** go	**9** wait
2 find	**6** love	**10** get
3 know	**7** practise	**11** go
4 have	**8** make	**12** love

- Give SS a few minutes to read through the song with the glossary. If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along. Ask SS what they think the 'something stupid' is.

I love you.

3 A Oh Pretty Woman

Rhyming words

3.4 CD1 Track 62

LANGUAGE
/iː/, /aɪ/, /eɪ/

- Check that SS remember the sounds above either using the Sounds Chart on *p.156* or the *New English File* pronunciation wall chart if you have it. Elicit example words for each sound.
- Give each student a sheet and put SS in pairs. Explain they should put the words from the circle into the correct column, according to the vowel sound. Feedback answers onto the board or OHT.

/iː/	me, meet, see, street
/aɪ/	by, cry, right, tonight
/eɪ/	late, stay, wait, way

- Tell SS that they are now going to listen to the song and that they have to put the words from **a** into the correct place in the song. Explain that, as with the majority of pop songs in English, the words at the end of each line rhyme. Play the tape/CD once for SS to fill the gaps. Repeat if necessary. Check answers, going through the song line by line.
- Give SS a few minutes to read through the song with the glossary.
- If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along

1 street	**5** way	**9** by
2 meet	**6** stay	**10** cry
3 me	**7** right	**11** late
4 see	**8** tonight	**12** wait

5 C Dancing Queen

Listening for specific words

5.13 CD2 Track 37

LANGUAGE
General vocabulary revision

- Give SS a worksheet and ask where the girl is. Get SS to look at the pictures and to tell you what they think is happening.
- Go through the words in **bold** from the song and check the meaning and pronunciation of each one.
- Tell SS that some of the words are right and some words are wrong. The first time they listen, they should just decide if they are right or wrong. Play the tape/CD once. Check answers.

- Now tell SS they are going to try to correct all the wrong words. Play the tape/CD again. Let SS compare their answers with a partner. Repeat if necessary. Check answers, going through the song line by line.

1 ✘ dance	10 ✘ high	19 ✔
2 ✔	11 ✘ fine	20 ✘ See
3 ✘ See	12 ✘ dance	21 ✘ on
4 ✘ Friday	13 ✔	22 ✔
5 ✔	14 ✔	23 ✔
6 ✘ music	15 ✘ seventeen	24 ✘ dance
7 ✔	16 ✔	25 ✔
8 ✘ king	17 ✔	
9 ✔	18 ✘ dance	

- Give SS a few minutes to read through the song with the glossary.
- If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

6 D Waterloo Sunset

Adjectives

6.15 CD2 Track 64

LANGUAGE
Revision and extension of common adjectives

- Give each student a worksheet. SS work in pairs to complete **a**. Check answers.

1 safe	4 afraid	7 bright
2 dizzy	5 lazy	8 busy
3 fine	6 dirty	9 chilly

- Tell SS they are now going to listen to the song and that they have to fill the blanks in the song with an adjective from **a**. Make sure they realize that some adjectives are used more than once. Play the tape/CD once. Let SS compare their answers with a partner. Repeat if necessary. Check answers, going through the song line by line.

1 Dirty	5 chilly	9 afraid
2 busy	6 chilly	10 safe
3 dizzy	7 fine	
4 bright	8 lazy	

- Give SS a few minutes to read through the song with the glossary. Then get SS to work in pairs or small groups and answer the questions in **c**.

Possible answers
a London is beautiful at sunset. It is busy with people going home from work, cars etc.
b A solitary person who prefers to stay at home and likes looking at the world from inside.
c A pair of young lovers who only have eyes for each other

- If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

7 C La Isla Bonita

Holiday words

7.10 CD3 Track 16

LANGUAGE
Holiday vocabulary

- Give each student a worksheet. Get SS to look at the pictures in **a** and elicit some ideas of what they can see in each picture.
- Get SS to work in pairs and match the sentences with the pictures in **a**. Check answers. Get SS to cover the sentences and look at the pictures. Elicit the story.

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

- Now focus on the words in **b**. Check meaning and pronunciation.
- Play the tape/CD once. Let SS compare their answers with a partner. Repeat if necessary. Check answers, going through the song line by line.

1 boy	5 sea	9 sky
2 island	6 days	10 siesta
3 samba	7 fast	11 girl
4 sun	8 island	12 island

- Give SS a few minutes to read through the song with the glossary.
- If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

8 B The Best

Choosing the correct word

8.7 CD3 Track 34

LANGUAGE
General vocabulary revision

- Give each student a worksheet.
- Explain the activity. SS have to listen and choose from two similar-sounding words.
- Go through the words in brackets from the song and check the meaning and pronunciation of each one.
- Play the tape/CD once. Let SS compare their answers with a partner. Repeat if necessary. Check answers, going through the song line by line.

1 need	6 anyone	11 here
2 everything	7 say	12 start
3 bring	8 dead	13 can
4 means	9 heart	
5 wrong	10 night	

- Give SS a few minutes to read through the song with the glossary.
- If you think students would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

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a Listen and underline the correct words in the box.

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

Eternal Flame

[1] _____ your eyes, give me your hand, darling	Open / Close
Do you feel my heart beating	
Do you [2] _____ ?	remember / understand
Do you feel the same, [3] _____ only dreaming?	am I / are you
[4] _____ burning an eternal flame?	Is this / Is that
I believe it's meant [5] _____, darling	to be / not to be
I watch you when [6] _____ sleeping,	I am / you are
You belong with me	
Do you feel the same, [7] _____ only dreaming?	am I / are you
[8] _____ burning an eternal flame?	Is this / Is that
Say [9] _____, sun shines through the rain	my name / your name
A whole life so lonely	
and then you come and ease the pain	
I [10] _____ to lose this feeling, oh…	don't like / don't want

Glossary

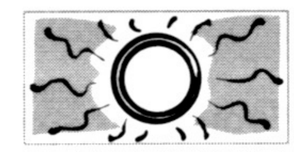
eyes

flame

hand

sleeping

dreaming


sun

heart

rain

Eternal Flame was a number 1 in the UK and the US in 1989 for the American all-girl group The Bangles. It was a number 1 hit again for the British girl group Atomic Kitten in 2001.

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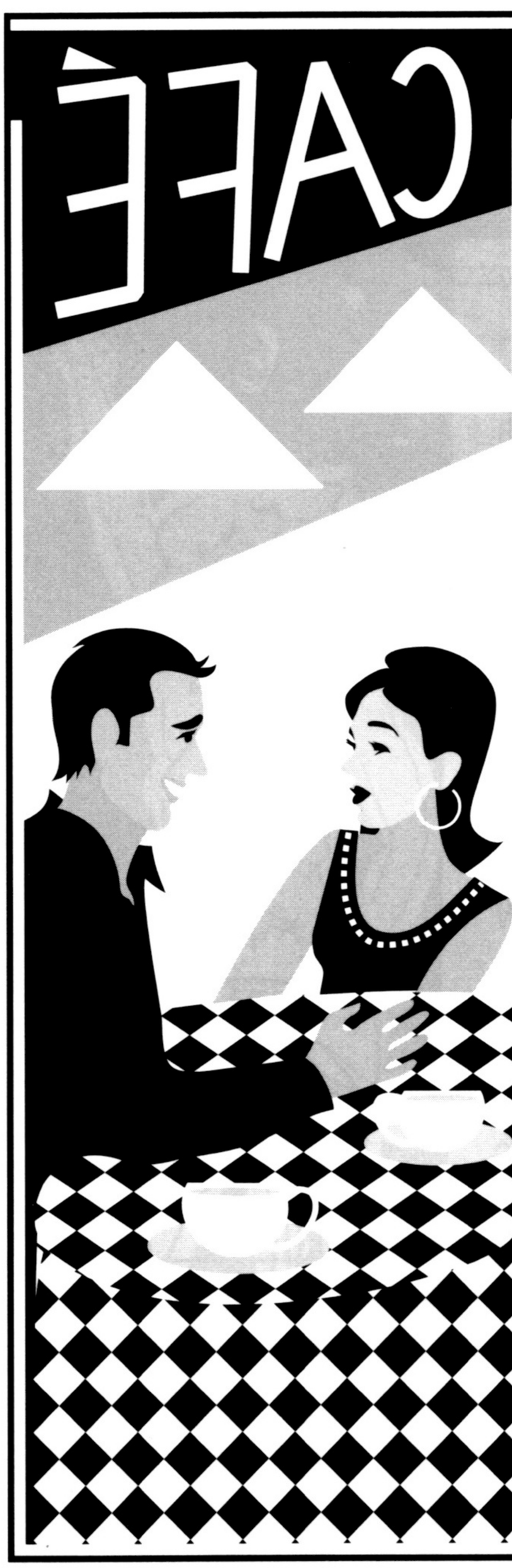
a Listen to the song and complete each verse with the correct verb.



Something stupid

find	go	have	know	love	think

I know I stand in line, until you [1]_____ you have the time
To spend an evening with me
And if we [2]_____ some place to dance, I [3]_____ that there's a chance
You won't be leaving with me
And afterwards we drop into a quiet little place
And [4]_____ a drink or two
And then I [5]_____ and spoil it all, by saying something stupid
Like: I [6]_____ you

I can see it in your eyes you still despise the same old lies
You heard the night before
And though it's just a line to you, for me it's true
It never seemed so right before

get	go	love	make	practise	wait

I [7]_____ every day to find some clever lines to say
To [8]_____ the meaning come through
But then I think I'll [9]_____ until the evening gets late
And I'm alone with you
The time is right, your perfume fills my head, the stars [10]_____ red
And oh the night's so blue
And then I [11]_____ and spoil it all, by saying something stupid
Like: I [12]_____ you

The time is right, etc.

b Listen again. What is the 'something stupid'?

Glossary

spend an evening = pass an evening
chance = possibility
won't = will not (future)
drop into = go into
spoil = ruin, make something bad
like = for example
despise = hate
lies = things that are not true
heard = past simple of hear
clever = intelligent
come through = be clear

Something Stupid was originally a hit for father and daughter duo Frank and Nancy Sinatra in 1967. Robbie Williams and Nicole Kidman made a new recording of the song in 2001.

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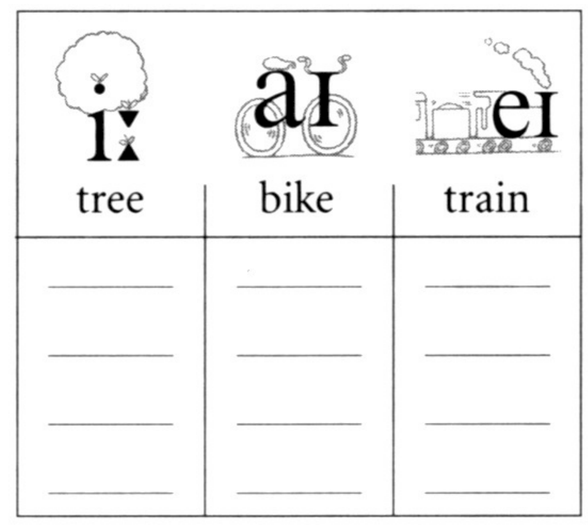
a Which words have the same sound? Write them in the correct column.

stay
me street
wait by cry
late tonight meet
see way
right



b Listen and complete the song with pairs of rhyming words.

Oh Pretty Woman

Pretty woman, walking down the [1] _____
Pretty woman, the kind I like to [2] _____
Pretty woman
I don't believe you, you're not the truth
No one could look as good as you
Mercy

Pretty woman, won't you pardon [3] _____
Pretty woman, I couldn't help but [4] _____
Pretty woman
That you look lovely as can be
Are you lonely just like me?

Pretty woman, stop a while
Pretty woman, talk a while
Pretty woman, give your smile to me

Pretty woman, yeah yeah yeah
Pretty woman, look my [5] _____
Pretty woman, say you'll [6] _____ with me

'Cause I need you, I'll treat you [7] _____
Come with me baby, be mine [8] _____

Pretty woman, don't walk on [9] _____
Pretty woman, don't make me [10] _____
Pretty woman, don't walk away, hey ... okay
If that's the way it must be, okay
I guess I'll go on home, it's [11] _____
There'll be tomorrow night, but [12] _____
What do I see?
Is she walking back to me?
Yeah, she's walking back to me
Oh, oh, Pretty woman

Glossary

lovely as can be = very beautiful
mercy = don't make me suffer
won't you pardon me = please forgive me
I couldn't help but see = It was impossible not to see
a while = a short time
I'll treat you right = I'll be good to you
walk on by = walk past without stopping
If that's the way it must be = If that is the situation
I guess I'll go on home = I think I'll go home

Oh Pretty Woman was originally a big hit for the Texan Roy Orbison in 1964 but was a hit again in 1990 when it provided the inspiration for the title of the film *Pretty Woman*, starring Julia Roberts and Richard Gere.

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a Listen to the song. Are the words in **bold** right or wrong?
Tick ✔ or cross ✘ the lines.

b Listen again. Correct the wrong words.

Dancing Queen

You can **sing**, you can jive, 1 _____
Having the **time** of your life 2 _____
Watch that girl, watch that scene, 3 _____
Dig in the Dancing Queen

Monday night and the lights are low 4 _____
Looking out for the **place** to go 5 _____
Where they play the right **songs**, 6 _____
Getting in the **swing** 7 _____
You come to look for a **boyfriend** 8 _____

Anybody could be **that** guy 9 _____
The night is young and the music's **low** 10 _____
With a bit of rock music, everything is **great** 11 _____
You're in the mood for a **beer** 12 _____

And when you get the **chance** 13 _____
You are the Dancing Queen, **young** and sweet, 14 _____
only **sixteen** 15 _____
Dancing Queen, feel the **beat** 16 _____
from the **tambourine**, oh yeah 17 _____
You can **sing**, you can jive, 18 _____
Having the **time** of your life 19 _____
Watch that girl, watch that scene 20 _____
Dig in the Dancing Queen

You're a teaser, you turn them **off** 21 _____
Leave them burning and **then** you're gone 22 _____
Looking out for another, anyone will **do** 23 _____
You're in the mood for a **coffee** 24 _____

And when you get the **chance**, etc. 25 _____

Glossary
jive = a way of dancing
dig in = (informal) get ready
guy = (informal) man, boy
you're in the mood for = you want, you feel like
chance = opportunity
tambourine = musical instrument
teaser = a person who flirts, provokes
anyone will do = it doesn't matter who

Dancing Queen was a Number 1 all round the world in 1976 for the Swedish group Abba. The group broke up in 1982, but their records are still popular in discos and parties today.

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a Complete sentences 1–9 with adjectives from the list.

afraid bright busy chilly dirty dizzy fine lazy safe

1 The opposite of dangerous is _____
2 When you feel _____, everything is going round in circles.
3 How are you? I'm _____ thanks.
4 Some people never travel by plane because they are _____ of flying.
5 Somebody who doesn't like working is _____.
6 The opposite of clean is _____.
7 The lights in a TV studio are always very _____.
8 When you have a lot of things you need to do, you are very _____.
9 Another way of saying quite cold is _____.

Waterloo Sunset is a song about the view of London over the River Thames in the evening, when millions of people are going home from work. It was a big hit for The Kinks in the mid 1960s.

b Now listen to the song. Complete the gaps with an adjective. Some adjectives are used more than once.

Waterloo Sunset

[1] _____ old river, must you keep rolling, flowing into the night
People so [2] _____, make me feel [3] _____,
Taxi light shines so [4] _____
But I don't need no friends
As long as I gaze on Waterloo sunset I am in paradise

Every day I look at the world from my window,
But [5] _____ , [6] _____ is the evening time
Waterloo sunset's [7] _____

Terry meets Julie, Waterloo station, every Friday night
But I am so [8] _____ , don't want to wander,
I stay at home at night
But I don't feel [9] _____
As long as I gaze on Waterloo sunset I am in paradise

Every day, etc.

Millions of people, swarming like flies round Waterloo underground,
But Terry and July cross over the river, where they feel [10] _____ and sound
And they don't need no friends
As long as they gaze on Waterloo sunset, they are in paradise
Waterloo sunset's fine

c Read the song with glossary. Use the pictures to help you, too. Then listen to the song again. What impression do you get of

1 London?
2 the singer?
3 Terry and Julie?

Glossary

keep rolling = continue to move
so (+ adjective) = very
I don't need no = I don't need any
as long as = if I can
gaze on = look at
be in paradise = be very happy
wander = go for a walk
swarming like flies = moving like little insects

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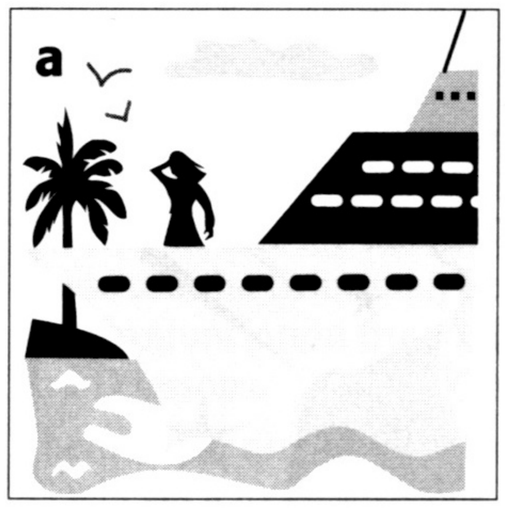
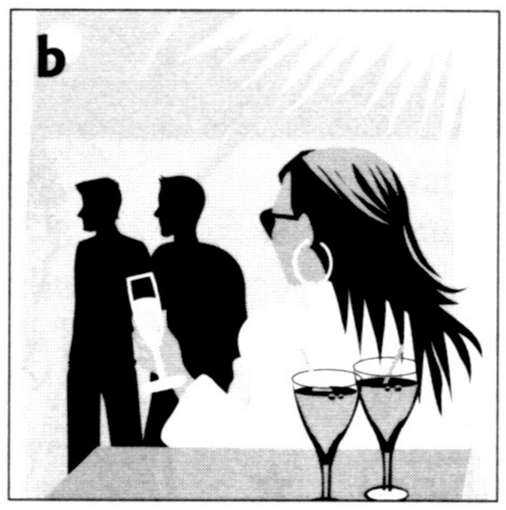
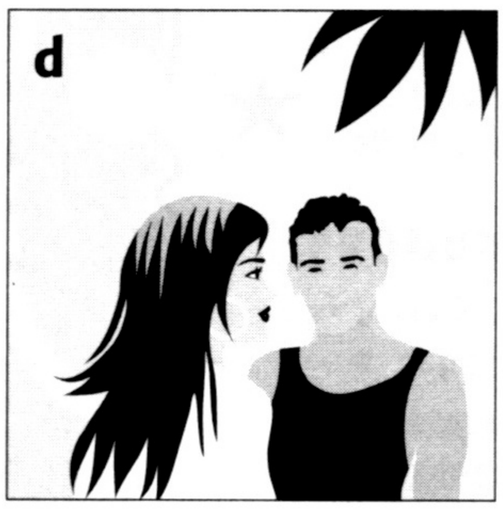
a Match the pictures with the sentences below.







1 He told her he loved her. ☐
2 She went home. ☐
3 A girl went to a tropical island on holiday. ☐
4 Every night a band played the samba. ☐
5 She met a boy. ☐
6 The days went very fast. ☐
7 She had a dream about her holiday. ☐
8 Every afternoon she watched the people go by. ☐

b Listen and complete the song with the right word.

boy	days	fast	girl	island (x3)
samba	sea	siesta	sky	sun

La Isla Bonita

Last night I dreamt of San Pedro
Just like I'd never gone, I knew the song
A young [1]_____ with eyes like the desert
It all seems like yesterday, not far away

Tropical the [2]_____ breeze
All of nature wild and free
This is where I long to be
La isla bonita
And when the [3]_____ played
The [4]_____ would set so high
Ring through my ears and sting my eyes
Your Spanish lullaby

I fell in love with San Pedro
Warm wind carried on the [5]_____, he called to me
'*Te dijo te amo*'
I prayed that the [6]_____ would last
They went so [7]_____

Tropical the [8]_____ breeze, etc.

I want to be where the sun warms the [8]_____
When it's time for [10]_____ you can watch them go by
Beautiful faces, no cares in this world
Where a [11]_____ loves a boy, and a boy loves a girl
Last night I dreamt of San Pedro
It all seems like yesterday, not far away

Tropical the [12]_____ breeze, etc.

Glossary
desert = a very dry place with sand
breeze = a light wind
wild = not controlled
long to = really want to
sting my eyes = make my eyes hurt
lullaby = song to make a child go to sleep
pray = ask God for something
warm (v) = make hot
face = front part of your head
cares = worries

La Isla Bonita was recorded by Madonna in 1986. Its Latin flavour helped to make it a big hit around the world.

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● Listen and underline the correct word in every pair.

The Best

I call you when I [1]_____ you [need / see]
And my heart's on fire
You come to me, come to me
Wild and wired
You come to me, give me [2]_____ I need [everything / anything]

You [3]_____ a lifetime of promises [give / bring]
And a world of dreams
You speak the language of love
Like you know what it [4]_____ [feels / means]
And it can't be [5]_____ [wrong / long]
Take my heart and make it strong

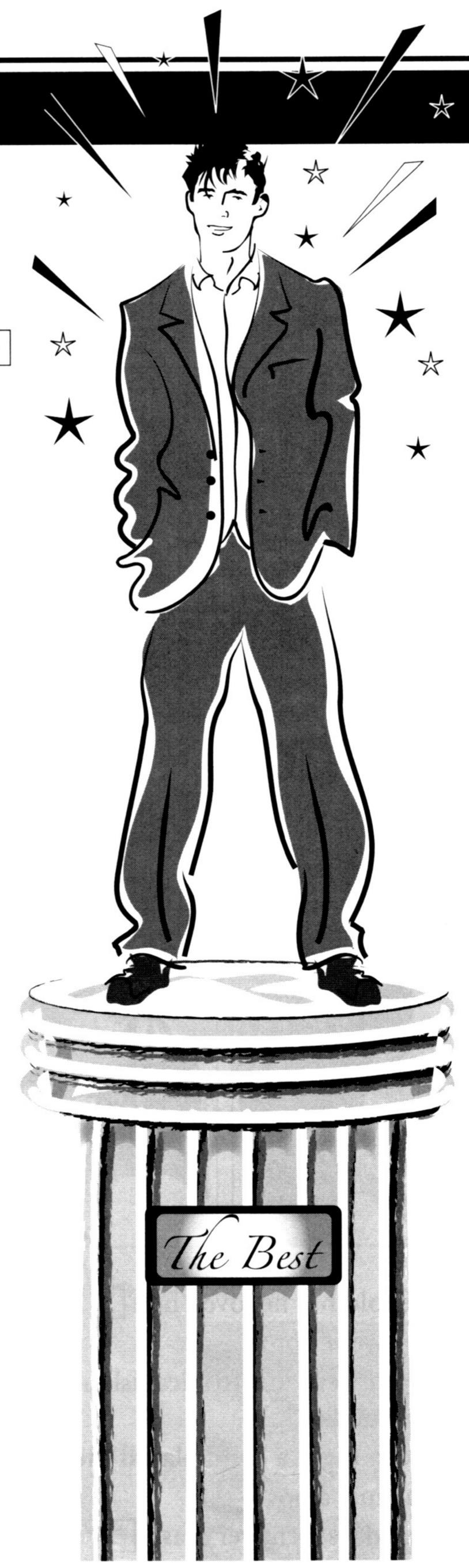
You're simply the best
Better than all the rest
Better than [6]_____ [everyone / anyone]
Anyone I ever met
I'm stuck on your heart
I hang on every word you [7]_____ [said / say]
Tear us apart
Baby I would rather be [8]_____ [there / dead]

In your [9]_____ [head / heart]
I see the start
Of every [10]_____ and every day [light / night]
And in your eyes I get lost
I get washed away
Just as long as I'm [11]_____ in your arms [here / there]
I could be in no better place

You're simply the best, etc.

Each time you leave me I [12]_____ losing control [start / stop]
You're walking away with my heart and my soul
I [13]_____ feel you even when I'm alone [can / can't]
Oh baby, don't go

Oh, you're the best, etc.



Glossary

on fire = burning
wild = not controlled
wired = electrified
simply = completely, absolutely
all the rest = all the other people
anyone = any other person
stuck on = connected to
hang on = wait for
tear us apart = separate us
I would rather = I would prefer
soul = spiritual part of a person

The Best was recorded in 1989 by Tina Turner. It was a big hit all over the world and is one of her best known songs.