

**Northern Technical University**

**Technical Engineering College / Mosul**

**Department of Power Mechanics Engineering Technology**



# **English**

**For**

**Second Year Students**

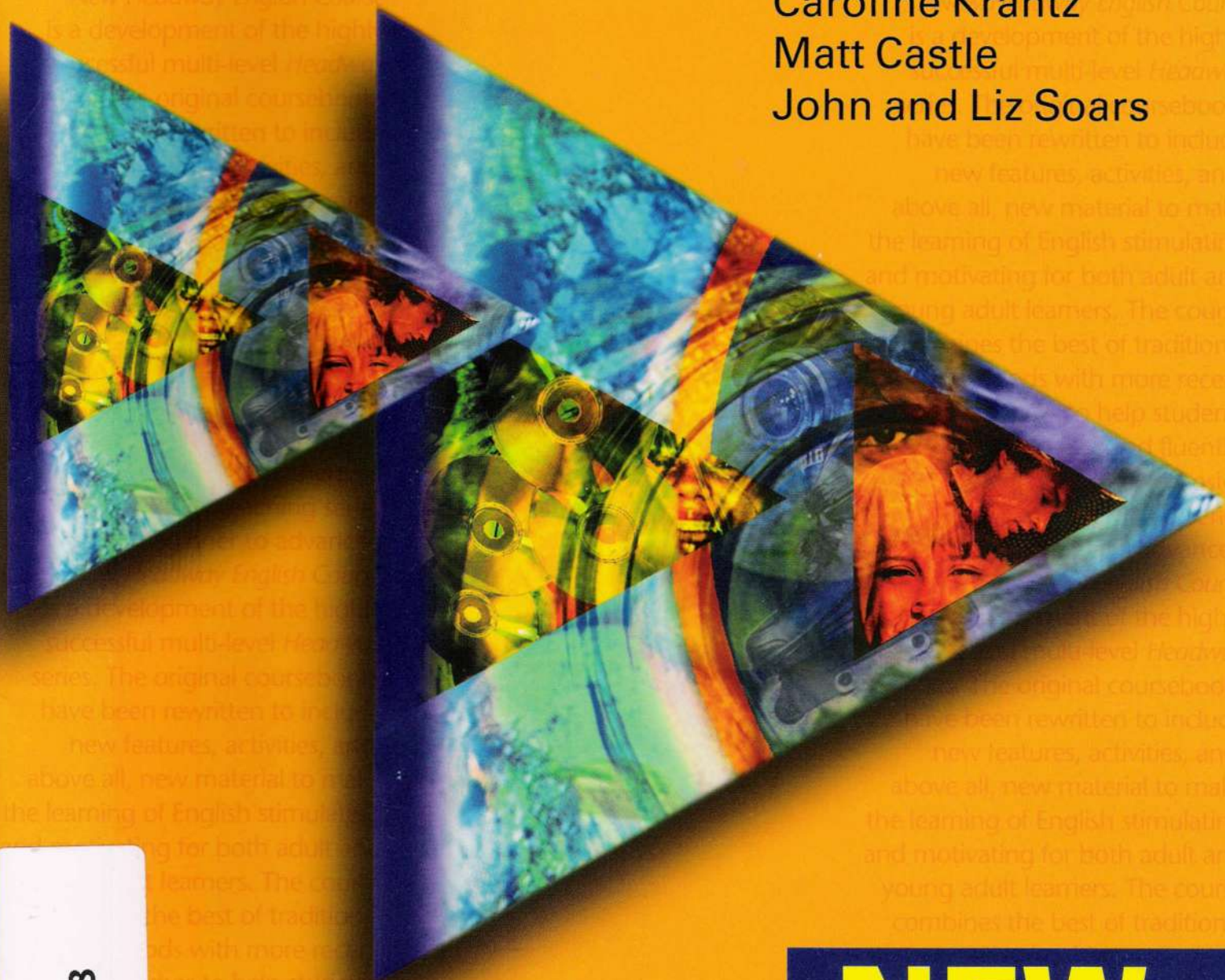
**2025 - 2026**

the **THIRD** edition

# New Headway

**Pre-Intermediate  
Teacher's Resource Book**

Caroline Krantz  
Matt Castle  
John and Liz Soars



**NEW**

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FORD

the **THIRD** edition

# New Headway

**Pre-Intermediate  
Teacher's Resource Book**

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# Introduction

## New Headway Teacher's Resource Book, third edition

This Teacher's Resource Book contains thirty-five photocopiable activities and further ideas for you to use with *New Headway Pre-Intermediate, third edition*. It has been written with two aims in mind:

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

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

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

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

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

## How to use the photocopiable activities

Each activity starts with the following information:

- Aim** The main focus of the activity
- Language** The grammar/function/vocabulary exploited
- Skills** Speaking, Reading, Writing, and/or Listening
- Lesson link** Suggestion for when to use the worksheet
- Materials** Notes for preparation of worksheet

## Pre-activity

These activities act as a warm-up before the students carry out the main activity. They act to remind students of the necessary language needed and to set the context. They are optional, particularly if you are following straight on from the corresponding lesson in the student's book.

## Procedure

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

## Extension

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

# Contents

Worksheet	Description	Language
<b>1.1 Getting to know you</b>	Asking and answering questions about people and things that are important to you	Questions; Tense review; Fluency practice
<b>1.2 Three-minute questions race</b>	A game of asking questions to elicit words	Questions; Fluency practice
<b>1.3 Perfect partner</b>	A running dictation, then completing a questionnaire on perfect partners	Vocabulary connected with relationships; Personality adjectives; Fluency practice
<b>2.1 Living with others</b>	Discussing lifestyles and making compromises for a flatshare situation	Present Simple questions and answers; Fluency practice
<b>2.2 Spot the differences</b>	Finding nine differences between two pictures of people doing different things	Present Continuous; Daily life collocations
<b>2.3 Americans abroad</b>	Discussing cultural differences	Present Simple; Fluency practice
<b>3.1 The jogger's wallet</b>	Putting a picture story in order, then retelling the story	Past Simple and Continuous; Adverbs
<b>3.2 How much can you remember?</b>	A memory game to answer questions about a picture	Past Continuous
<b>3.3 Linking limericks</b>	Reordering and memorizing limericks	Word linking and sentence stress; Past tenses
<b>4.1 What do you need?</b>	A race to list things you need for a variety of situations	Count and Uncount nouns
<b>4.2 Are you a shopaholic?</b>	Completing and discussing a questionnaire on shopping	Present Simple
<b>4.3 Snakes and ladders</b>	A board game to revise the language from Unit 4	Articles; <i>much/many; some/any; a few, a little, a lot of</i> ; Shopping vocabulary
<b>5.1 Tell us about it</b>	A board game to talk about topics for 30 seconds	Verb patterns; Future forms; Fluency practice
<b>5.2 The last time you felt ...</b>	A free-speaking activity based on feelings	Adjectives; Present and past tenses; Fluency practice
<b>5.3 Cheer up!</b>	Writing and performing dialogues	Functional language in the context of feelings; Fluency practice; Intonation practice
<b>6.1 Superlative classmates</b>	Completing a questionnaire about classmates	Superlatives
<b>6.2 City breaks</b>	Role-playing travel agents and holiday makers	Comparatives; <i>What's ... like?</i> ; Fluency practice
<b>6.3 100 points</b>	Identifying and correcting grammar and vocabulary mistakes from Units 1 to 6	Grammar and vocabulary review

Worksheet	Description	Language
<b>7.1 Things to do in life</b>	Completing a questionnaire on life experiences	Present Perfect
<b>7.2 How long have you ... ?</b>	A class survey	Present Perfect with <i>for</i> and <i>since</i>
<b>7.3 Word stress maze</b>	Finding a path through a word stress maze	Word stress
<b>8.1 Strange laws</b>	Exchanging information about strange international laws	<i>have to</i> and <i>mustn't</i>
<b>8.2 Old wives' tales</b>	Predicting, then reading to find out what is true and what is an <i>old wives' tale</i>	<i>shouldn't/shouldn't</i>
<b>8.3 Doctor, doctor</b>	Completing a crossword	Vocabulary related to health
<b>9.1 The future's in your hands</b>	Reading each other's palms	Time clauses with <i>if</i> ; First conditional
<b>9.2 Hot verbs mime game</b>	Miming verb phrases for others to guess	Verb phrases with <i>make, do, take, and get</i>
<b>9.3 Travel survey</b>	A survey on travel	Tense review; Verb patterns; Questions; Fluency practice
<b>10.1 When and where?</b>	An interesting facts quiz	Passive questions: present and past
<b>10.2 What's the phrase?</b>	Describing verb/noun phrases for others to guess	Verbs and nouns that go together, e.g. <i>make a complaint</i>
<b>10.3 Two tales of modern life</b>	Dictating sentences from two news stories, then reordering the sentences	Passives
<b>11.1 Food for thought</b>	Discussing hypothetical situations	Second Conditional; Fluency practice
<b>11.2 Guess what's in my bag</b>	Describing why you have something so that others can guess the object	<i>might</i> ; Everyday objects vocabulary
<b>11.3 Phrasal verbs pelmanism</b>	A card game matching phrasal verbs with their corresponding picture	Phrasal verbs
<b>12.1 Present Perfect pictures</b>	Matching Present Perfect Simple and Continuous sentences with pictures	Present Perfect Simple and Continuous
<b>12.2 The OXO game</b>	Playing noughts and crosses to revise language from Units 1 to 12	Grammar, vocabulary, pronunciation, and spelling review

# 1.1

## Getting to know you

### Aim

To ask and answer questions about people and things that are important to you

### Language

Questions

Tense review

Fluency practice

### Skills

Speaking

### Lesson link

Use before Unit 1, SB p6 or after p8

### Materials

One copy of the worksheet cut up per four students

### Pre-activity (5 minutes)

- Write on the board a name, a date, a phone number, an object, a book, and a song that are important to you personally.
- Tell the students they have to ask you questions to guess why these things are important to you, e.g. *Is this your parents' phone number? Did a relative give you the watch? Does this song remind you of someone?* etc. They can ask three questions for each category. If they guess correctly, encourage them to ask you a few more open questions to find out more details. If they haven't guessed correctly after three questions, tell them why this thing is important, and encourage them to ask for more details. Write a summary of the answer on the board, e.g. *Jemima is the name of X's cat. She's three years old, black, very small and very friendly.*

### Procedure (30–40 minutes)

- Give each student a worksheet and ask them to write a name, a date, a phone number, an object, a book, and a song that is important to them. Explain that these five things should not all be connected to the same person.
- When everybody is ready, put students in groups of 4 and ask them to take turns to look at each other's worksheets. Each student asks a question to try and guess why the thing is important, and as modelled in the pre-activity, they can ask for more details if they guess correctly. If they haven't guessed, the student tells them why the thing is important to them, and then answers questions to give more details.
- While they are speaking, go around listening, helping as necessary.
- Make a note of any errors that you think it would be useful to deal with later.

If you want to get an idea of the students' writing ability, you could ask them to write a very short summary of the information they learn about each of the other students' important things, similar to the example you wrote on the board earlier.

- Have a class feedback session. Ask individual students to tell the class one of the most interesting things they found out about their classmates.
- Write on the board some of the errors you noted whilst monitoring (without saying who made the errors). Ask if anyone can spot the errors and correct them.

### Extension (10 minutes)

- Students write a paragraph about one of the students they spoke to during the activity. Go around helping with vocabulary as necessary.

  	  
Name: _____	Name: _____
Date: _____	Date: _____
Phone number: _____	Phone number: _____
Book: _____	Book: _____
_____	_____
Object: _____	Object: _____
Song: _____	Song: _____
_____	_____
 	 

  	  
Name: _____	Name: _____
Date: _____	Date: _____
Phone number: _____	Phone number: _____
Book: _____	Book: _____
_____	_____
Object: _____	Object: _____
Song: _____	Song: _____
_____	_____
 	 

# 1.2

## Three-minute questions race

### Aim

To ask questions to elicit as many words from a list as possible in three minutes

### Language

Questions

Fluency practice

### Skills

Speaking and Listening

### Lesson link

Use after Unit 1, SB p9

### Materials

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

### Pre-activity (5 minutes)

- Ask a student to come to the front of the class and sit with his/her back to the board. Tell the class that you are going to write a word on the board and they are going to ask questions to help the student guess the word on the board. Tell the class they mustn't say the word at all. Write *Rome* on the board.
- Students call out questions to elicit the word. Insist that students ask questions and don't simply describe the word, or give synonyms or mime, e.g. *Where is the Coliseum?* or *What's the capital of Italy?* NOT *It's in Italy.*
- Follow the same procedure with *pub* and then *journalist*, e.g. *Where can you drink beer?* NOT ~~*You can drink beer here.*~~ *Who writes for newspapers?*

### Procedure (15–20 minutes)

- Students are going to play a similar game to the Pre-activity, but this time they are racing against the clock. Explain that they will work with a partner as a team, and they will have three minutes to ask questions for as many words on their worksheet as they can.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Give students several minutes to look at their set of words and the instructions for the activity. Check that everybody understands what to do.
- Start the activity. Give Students A three minutes to ask questions to their partner to elicit as many words from their box as possible. When Student B says a word, they cross it out. Go around listening, checking that students are forming questions correctly.
- After three minutes, shout *Stop!* and tell Students A to write the total number of words guessed in the box.
- Next, give Students B three minutes to ask questions to their partner and at the end, write the number of words guessed.
- Ask pairs to add up the total number of words correctly guessed by Student A and Student B. The pair with the highest total is the winner.

### Extension (10 minutes)

- In small groups, students devise a new set of 20 words, including everyday objects/places, jobs, famous people, items of clothing, sports, names of countries/cities, or any other set of topic vocabulary you choose to get your students to focus on. Students follow the same procedure as above, working in teams of two students from each group against two students from any other group.

**Worksheet A**

twelve  
**Steven Spielberg**  
 red  
 sugar  
 dictionary  
 grandmother  
 Vincent Van Gogh  
**China**  
 university  
 teacher  
 dollars  
**Egypt**  
 Brad Pitt  
 French  
 summer  
 December  
 cappuccino  
 post office  
 sixty  
 hotel

- 1 Ask Student B questions to help him/her guess the words in the box. You have three minutes to ask your questions.

Example:

*How many months are there in a year? (twelve)*

*Where are the pyramids? (Egypt)*

- 2 Now student B will ask you questions for three minutes.

Number of words guessed by Student B

Total number of words guessed by Student A and B



**Worksheet B**

wallet  
 hamburger  
 pilot  
**JK Rowling**  
 Germany  
 Buckingham Palace  
 nurse  
 tennis  
 Brazil  
 coat  
 Leonardo da Vinci  
**English**  
 Keanu Reeves  
 yellow  
 New York  
 butter  
 seven  
 supermarket  
 bank  
 husband

- 1 Student A will ask you questions for three minutes to help you guess the words in his/her box.

- 2 Now ask Student A questions to help him/her guess the words in your box. You have three minutes to ask your questions.

Example:

*Where can you change money? (bank)*

*Where is the Statue of Liberty? (New York)*

Number of words guessed by Student A

Total number of words guessed by Student A and B

# 1.3

## Perfect partner

### Aim

To do a running dictation on the subject of perfect partners, then complete a questionnaire and discuss the characteristics of a perfect partner

### Language

Vocabulary connected with relationships  
Personality adjectives  
Fluency practice

### Skills

Speaking

### Lesson link

Use after Unit 1, SB p10 & 11

### Materials

One copy of the running dictation per group of 6–8 students, and one copy of the questionnaire per student.

### Pre-activity (10 minutes)

- Before the lesson, put copies of the running dictation texts A and B on the walls where students cannot read them from their desks.
- Explain that students are going to do a dictation where they dictate a text to a partner. Tell them each dictation text is two people's description of a perfect partner.
- Divide students into pairs. Assign each pair a text on the wall. Explain that for the description A, Student A is the messenger and Student B is the writer. The messenger in each pair goes to the text, reads it, and memorizes a line. He/She then returns to the writer and dictates the line quietly (i.e. doesn't shout out across the room). The writer writes it down. The messenger repeats the process until description A has been written down.
- Pairs then swap roles and Student B becomes the messenger and repeats the process for description B. You can make the activity into a race, which will make it very lively!
- When pairs have completed the dictation they check their versions with the original text.
- Ask students to decide which text was written by a man and which by a woman. (Answer: A = woman, B = man.)

**Note:** If you have a very large class, students can work in groups rather than pairs. There would be one messenger per group and students take it in turns to be the messenger. This will reduce the number of students running around.

### Procedure (15 minutes)

- Explain that students are going to complete a questionnaire about what makes a perfect partner.
- Give each student a copy of the questionnaire. Give students time to read through the statements and to check any items of vocabulary.
- Students tick the correct column according to whether they think the characteristics are very important, quite important, or not important.
- Divide students into new pairs if appropriate. Students compare their answers with their partner's, giving an explanation for each answer. Go around listening and helping as necessary.
- Have a class feedback session to find out the most common characteristics students look for in a perfect partner.

### Extension (10 minutes)

- Students write a paragraph about their ideal partner, using the ideas in the questionnaire as a guide.

**Running dictation A**

My ideal partner is funny and energetic, and is someone who likes sport and travel. This person is intelligent, and interesting to talk to. I want to meet someone who is a bit older than me, by about two or three years. I don't want anyone who is jealous or possessive, because I like my own space.

**Running dictation B**

My ideal partner is sincere, good looking, and makes me laugh easily. This person enjoys sports, literature, going to the cinema, and travel. It is someone who has a simple lifestyle, but brilliant ideas. I don't want a partner who keeps secrets from me. I would like this person to have basic cooking skills at least.

**Questionnaire**



**My perfect partner ...**

A: Very important B: Quite important C: Not important

	A	B	C
1 is a similar age to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 has plenty of money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 likes travelling and adventure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 doesn't smoke.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 dresses well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 is easy to talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 is good-looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 is well-educated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 is good fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 is a good dancer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 enjoys good food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 has the same interests as me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 is a hard worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 is romantic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 is kind and considerate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 has the same religion as me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 has his/her own interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Questionnaire**



**My perfect partner ...**

A: Very important B: Quite important C: Not important

	A	B	C
1 is a similar age to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 has plenty of money.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 likes travelling and adventure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 doesn't smoke.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 dresses well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 is easy to talk to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 is good-looking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 is well-educated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 is good fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 is a good dancer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 enjoys good food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 has the same interests as me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 is a hard worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 is romantic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 is kind and considerate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 has the same religion as me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 has his/her own interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# 2.1

## Living with others

### Aim

To discuss living preferences, habits, and hopes for a flatshare situation, and to negotiate compromises

### Language

Asking and answering questions  
Negotiating  
Fluency practice

### Skills

Reading and Speaking

### Lesson link

Use after Unit 2, SB p18 & 19

### Materials

One copy of the worksheet per student

### Pre-activity (5 minutes)

- Ask students about their living situations: *Do you live ... with your parents? ... with other family members? ... with friends? ... on your own?*
- In small groups, ask students to think of two advantages and two disadvantages of living with other people.
- Have a class feedback session.

### Procedure (20 minutes)

- Explain that students are going to share a flat with some other students in the class. First they are going to complete a questionnaire. Then in groups, they are going to discuss their living preferences with their new flatmates. Together they have to draw up a plan of action that will help them live together in perfect harmony!
- Give each student a copy of the worksheet. Read through it quickly with the class and explain any unfamiliar vocabulary.
- Individually, students complete the questionnaire.
- Divide students into groups of three or four. Explain that they are going to ask each the other the questions, and compare their answers, giving some more detail e.g.  
*'Do you often invite friends home?'*  
*'Yes, I have a lot of friends that visit me.'*  
*'What about you?'*  
*'I prefer to meet friends in cafés.'*  
Go around listening, helping as necessary. Encourage students to make compromises where their habits differ greatly.
- Have a class feedback session. Ask students how happy they think they would be sharing a flat with the other members of their group. Ask students what problems remained unresolved. Can the rest of the class offer solutions?

### Extension (10 minutes)

- Students write their four most important rules for their new flatmates, e.g. *Don't play loud music after ten o'clock. Do your washing-up every day, etc.*
- Ask some students to read out their rules in class, and see how many students in the class would like to share a flat with them.

# LIVING WITH OTHERS

## You

- 1 Are you a private person? Yes  No
- 2 Do you like to talk a lot? Yes  No
- 3 Do you like to stay at home a lot? Yes  No
- 4 Do you have a quiet life? Yes  No
- 5 Do you often invite friends home? Yes  No



## Tidying

How often do you ...

- 1 clean the bathroom? Every day  Once week  Other \_\_\_\_\_
- 2 tidy up? Every day  Once week  Other \_\_\_\_\_
- 3 do the washing-up? Every day  Once week  Other \_\_\_\_\_



## Cooking

- 1 Do you like cooking? Yes  No
- 2 Do you want to take turns to cook the evening meal? Yes  No



## What time?

What time do you ...

- 1 normally use the bathroom? \_\_\_\_\_
- 2 eat meals? breakfast \_\_\_\_\_ lunch \_\_\_\_\_ dinner \_\_\_\_\_
- 3 go to bed? in the week \_\_\_\_\_ at weekends \_\_\_\_\_
- 4 get up? in the week \_\_\_\_\_ at weekends \_\_\_\_\_



## How often?

How often do you ...

- 1 play loud music? Every day  Once a week  Never
- 2 watch TV? Every day  Once a week  Never
- 3 use the telephone? Every day  Once a week  Never



## Bills

Do you think everybody should pay the same money for ...

- 1 the telephone bill? Yes  No
- 2 the electricity bill? Yes  No
- 3 the food bill? Yes  No



# 2.2

## Spot the differences

### Aim

To find nine differences between two pictures of people doing different things

### Language

Present Continuous  
Daily life collocations

### Skills

Speaking

### Lesson link

Use after Unit 2, SB p17

### Materials

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

### Pre-activity (5 minutes)

- Quickly check students' use of the Present Continuous and daily life vocabulary by miming some actions, e.g. putting on make-up, washing your hair, making a cup of coffee, doing the washing up, texting a friend, listening to music, and asking each time: *What am I doing?*

### Procedure (30 minutes)

- Explain that students have to find differences between two pictures of rooms in a house.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Explain that they both have a picture of the same rooms in the house but that there are nine differences.
- In pairs, students take it in turns to describe what is happening in the rooms in the house. When they find a difference they draw a circle round it. Demonstrate an example to the class by writing the following dialogue on the board.  
*A In the kitchen there's a man. He's making a cup of coffee.*  
*B In my picture, the man is doing the washing up.*
- Make it clear that the differences are related to the people and what they are doing or wearing rather than to the house itself. Go around listening and helping as necessary.
- When everybody has finished, have a class feedback session to go through all the differences.

### Answers

Kitchen: In A the man is making a cup of coffee. In B he's doing the washing up.  
In A the woman is wearing glasses. In B she isn't.

Living room: In A the woman is reading a newspaper. In B she's reading a book.  
In A the old man is sleeping. In B he's watching TV.

Bedroom 1: In A the girl on the left is sitting on the bed and talking on the phone. In B she is standing up and talking on the phone. In A the girl on the right is wearing a dress. In B she's wearing jeans and a T-shirt.

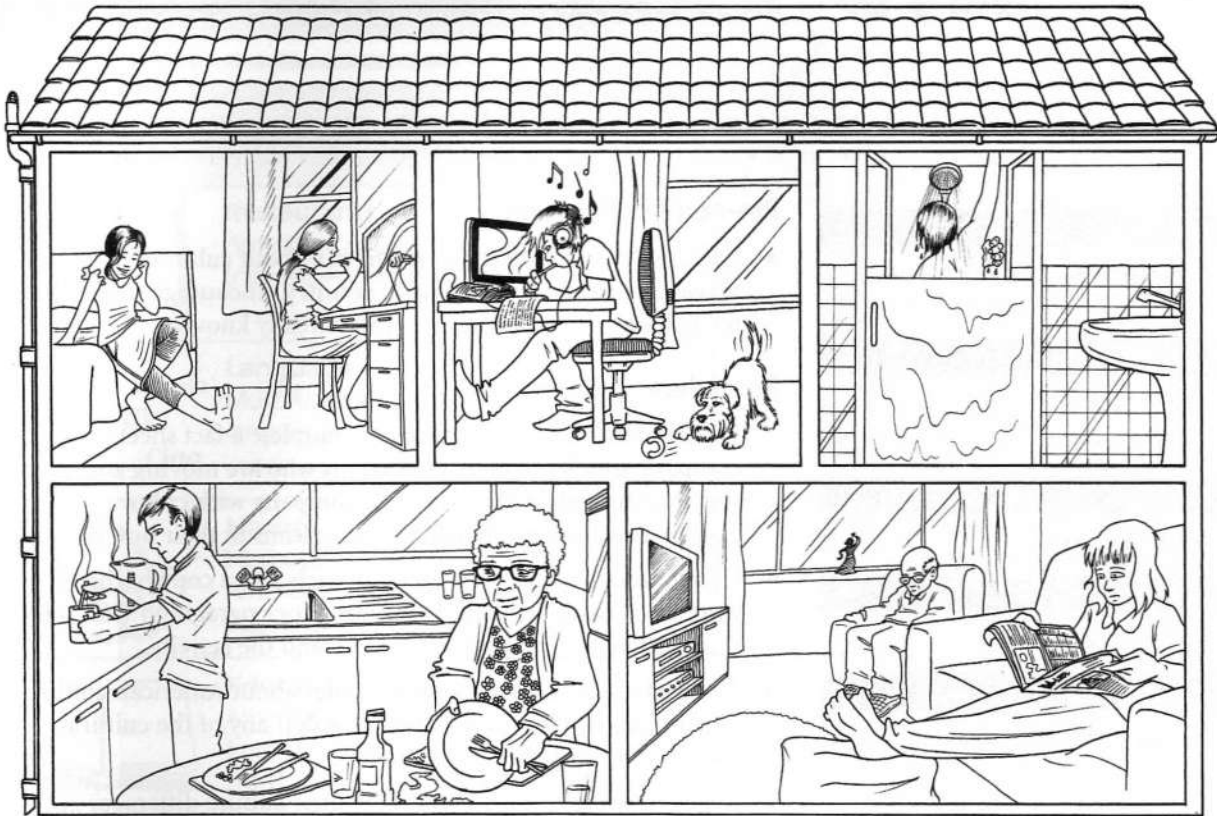
Bedroom 2: In A the boy is listening to music. In B he isn't.  
In A the dog is playing with a ball. In B it is sleeping.

Bathroom: In A the man is having a shower. In B he's cleaning his teeth.

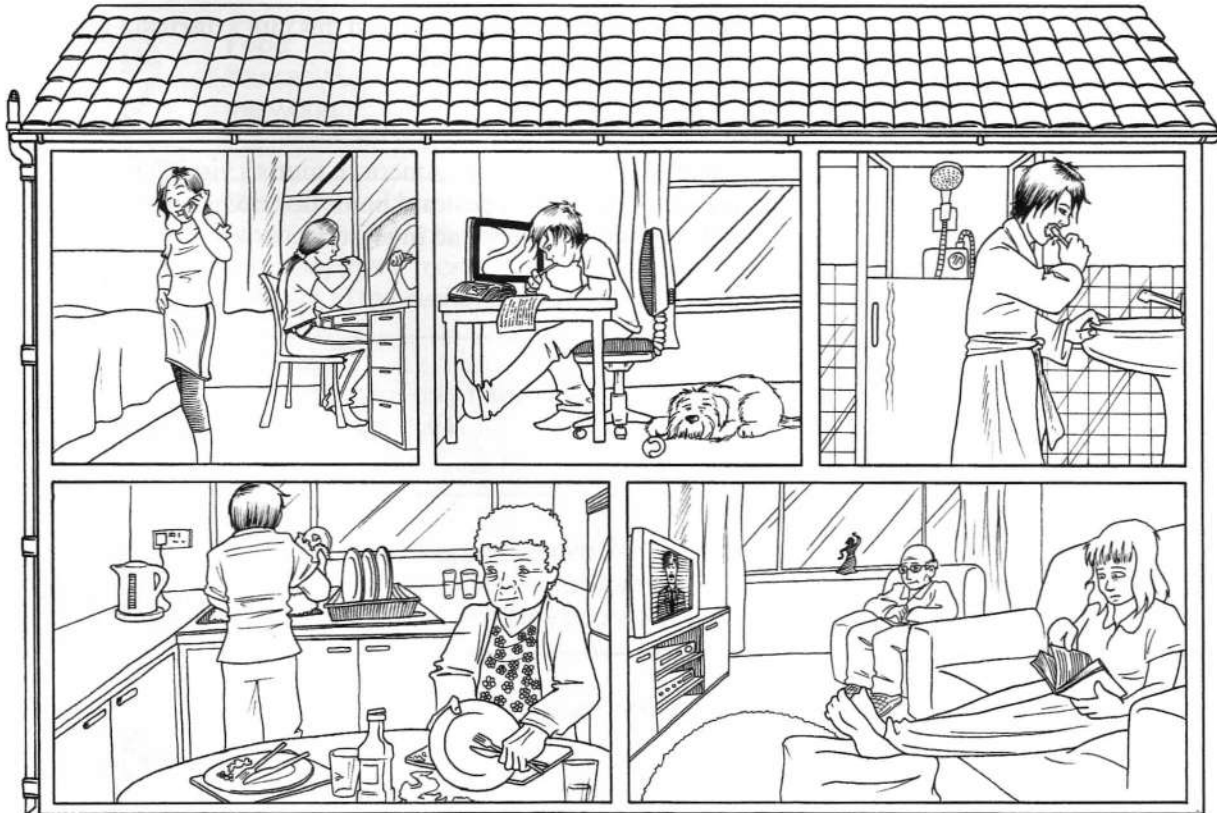
### Extension (5 minutes)

- Divide students into pairs or small groups. Ask them to think about three important people in their lives and tell the others what they think they are doing at the moment, e.g. *My brother's working on his computer now. My friend, Amy, is travelling in Europe.*

Worksheet A



Worksheet B



# 2.3

## Americans abroad

### Aim

To compare aspects of American culture with the students' cultures

### Language

Present Simple  
Fluency practice

### Skills

Reading and Writing

### Lesson link

Use after Unit 2, SB p18 & 19

### Materials

One copy of the worksheet per pair of students

### Pre-activity (5 minutes)


- Explain that students are going to talk about cultural differences between America and their own country. Encourage students to tell you one or two differences they already know.

### Procedure (25 minutes)


- Explain that students are going to complete a fact sheet for a company which caters for Americans who are moving abroad. In this way students will provide the company with cultural information which will help the Americans in their new country.
- Divide students into pairs and give each pair a copy of the worksheet. Read through the introductory paragraph with the class and make sure students understand the activity.
- Ask students to read through the notes about American culture. Explain any unfamiliar vocabulary. Ask if any of the cultural information surprises the students.
- In pairs, students think about how their culture differs for each category and complete the fact sheet. (If the class is mixed nationality, pairs of students can interview each other and complete the fact sheet with their partner's answers.) Go around helping with vocabulary as necessary.
- Have a class feedback session. Lead this into a discussion about personal experiences abroad.

### Extension (10 minutes)



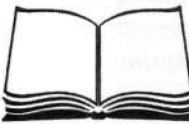






- Students imagine they are American tourists visiting their country. They write a postcard home describing any cultural differences they have found interesting.



# AMERICANS ABROAD



*Americans Abroad* is a new company to help American people live in different countries. Here are some examples of American culture. Please make notes about your country under the different headings.

	<p><b>Restaurants</b> Americans usually pay a 15% tip. But they expect good service!</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>Bonjour Hello Cześć Merhaba</p> <p>Nei Ho Ciao</p>	<p><b>Language</b> Most Americans don't speak a foreign language.</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>Health</b> Hospitals in America are private and Americans have private medical insurance to pay for their health care.</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>Education</b> American children have to go to school from six to sixteen, and they need to study for twelve years to get a diploma.</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>Travel</b> Americans often travel between major cities by plane.</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>Food</b> You can buy food from any country in the world.</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>Work</b> Americans work long hours. Many start very early in the morning and don't finish until late in the evening.</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>Holidays</b> Most Americans only have two or three weeks holiday a year.</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>Cities</b> Many American shops stay open 24 hours a day, 7 days a week. You can get anything you want, any time you want.</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>
	<p><b>Crime</b> The crime rate in many American cities is very high.</p>	<p>Your country</p> <p>.....</p> <p>.....</p> <p>.....</p>

# 3.1

## The jogger's wallet

### Aim

To put a picture story in order, then retell the story

### Language

Past Simple and Continuous

Adverbs

### Skills

Speaking

### Lesson link

Use after Unit 3, SB p28

### Materials

One copy of the worksheet cut up per pair of students

### *The jogger's wallet*

*A businessman was taking his usual early morning jog around Central Park in New York. Suddenly another jogger came from the other direction. He was running very fast. The jogger bumped into the businessman and knocked him to the ground. The businessman got up slowly, then checked his pocket for his wallet. It was not there.*

*He sprinted after the other jogger, caught him, and shouted angrily, 'Give me the wallet!' The jogger was frightened and immediately gave him his wallet.*

*The businessman ran home, feeling very happy because he had his wallet again. He opened the door to his apartment and there, on the table, he saw his wallet.*

### Answer

Correct order: c, f, g, a, e, h, d, i, b

### Pre-activity (5 minutes)

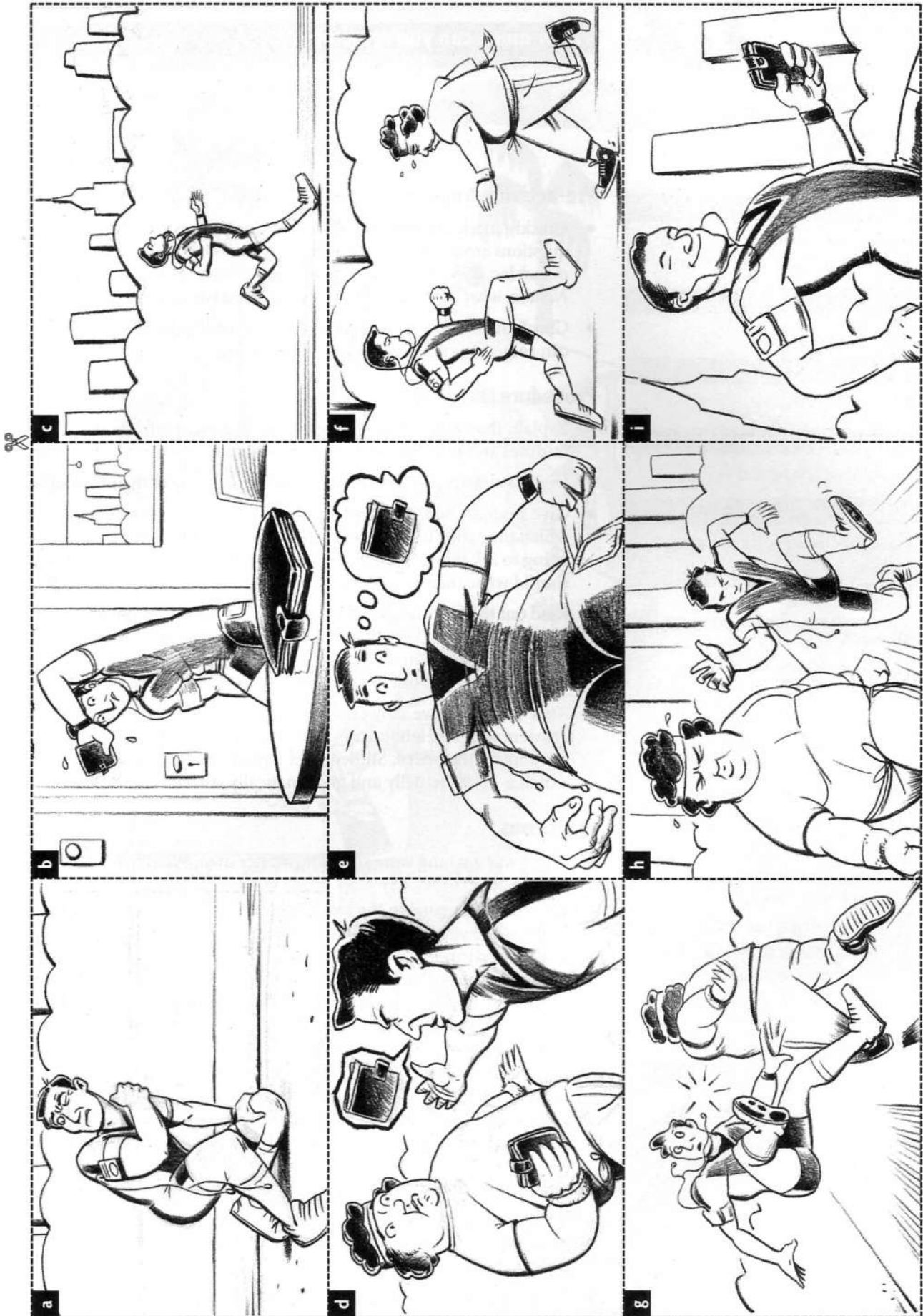
- Write on the board *urban legend*. Explain or elicit what it means:  
*An urban legend is a funny or scary short story which is told again and again as if it were true, but it is not usually true. People often say that the story happened to a 'friend of a friend'. There are a lot of urban legends circulated on the Internet.*
- Ask students to tell any urban legends they know to the class.

### Procedure (20 minutes)

- Explain that students are going to put some pictures for an urban legend into the correct order, and then tell the story. Write *The jogger's wallet* on the board.
- Ask students what vocabulary they think they might need to tell the story. Check/Pre-teach the following vocabulary: *to go jogging, to bump into, to knock somebody to the ground, to sprint.*
- Divide students into pairs and give each pair a jumbled set of picture cards. (Tell students that the labels a–i do not give the correct order.) Allow pairs several minutes to discuss and predict the order of the story. Go around helping.
- Ask one pair of students to tell their version of the story (according to the order they put their pictures in) and find out if the others had the same story.
- Read out the urban legend *The jogger's wallet*, giving students the opportunity to change the order of their pictures if necessary.
- In their pairs, students take it in turns to practise telling the story using the Past Simple and Continuous. Students should also try to include as many adverbs as possible. Go around listening, helping and correcting as necessary.

### Extension (15 minutes)

- In pairs, students write the story of *The jogger's wallet* in their notebooks. Encourage students to add details to make the story more interesting. Go around helping with vocabulary as necessary.



# 3.2

## How much can you remember?

### Aim

To study a picture for two minutes, then write the answers to questions about it

### Language

Past Continuous

### Skills

Writing and Speaking

### Lesson link

Use after Unit 3, SB p24 & 25

### Materials

One copy of the worksheet per pair of students

### Answers

- 1 She was reading a book.
- 2 He was waterskiing.
- 3 They were sitting in a boat.
- 4 She was taking a photo of her boyfriend.
- 5 She was speaking on the phone.
- 6 He was eating spaghetti/pasta.
- 7 They were eating ice-cream.
- 8 Two of them were wearing baseball caps.
- 9 He was carrying four bottles.
- 10 He was selling sunglasses and T-shirts.

### Pre-activity (5 minutes)

- Quickly check students' use of the Past Continuous by asking questions around the class, e.g. *Pierre, what were you doing at six o'clock last night? Cristina, what were you doing at midday yesterday? Natalia, what were you doing at ten o'clock on Wednesday evening?* etc.
- Check the third person singular form by asking the class if they can remember what each person was doing.

### Procedure (20 minutes)

- Explain that students are going to look at a picture for two minutes and then answer questions about it.
- Divide students into pairs and give each pair a copy of the worksheet.
- Give students two minutes to look carefully at the picture, after which time they turn the worksheet over. Tell them that you are going to ask them ten questions about the picture and they should write their answers on a separate piece of paper.
- Read out the first question. Give students, in their pairs, 30 seconds (depending on the level of the class) to discuss and write their answer before you read out the second question, and so on. They should write their answers out in full sentences, using the Past Continuous.
- After students have answered the questions, they exchange their answers with a neighbouring pair for marking. Write up the answers on the board. Students get a point for every sentence which is both factually and grammatically correct.

### Questions

- 1 There was a young woman sitting on her own. What was she doing?
- 2 There was someone in the sea. What was he doing?
- 3 There was a young man and his girlfriend on the beach. Where were they sitting?
- 4 What was the girlfriend doing?
- 5 There was a family sitting at a table. What was the mother doing?
- 6 What was the father eating?
- 7 What were the children eating?
- 8 There was a group of young men in the bar. How many of them were wearing baseball caps?
- 9 How many bottles was the waiter carrying?
- 10 A man was selling something on the beach. What was he selling?

### Extension (5 minutes)

- Write these questions on the board: *What do you find easy to remember? What do you find difficult to remember? What techniques do you use to remember things?*
- Divide the class into small groups and ask them to discuss these questions about memory.



# 3.3

## Linking limericks

### Aim

To reorder two jumbled limericks, identify the linking sounds, then memorize one of the limericks

### Language

Word linking and sentence stress  
Past tenses

### Skills

Reading and Speaking

### Lesson link

Use after Unit 3, SB p29

### Materials

One copy of the worksheet cut up per pair of students (Note that the gapped limerick on the worksheet is for the Extension activity)

### Answers

Limerick 1: e, a, b, d, c

Limerick 2: b, d, a, e, c

### Pre-activity (10 minutes)

- Write the following limerick on the board (don't write in the links or stressed words at this stage):

*There was an old lady, who said,  
When she found a thief under her bed,  
'So near to the floor  
And so close to the door  
I'm afraid you'll catch cold in your head!*

- Read out the limerick, strongly emphasizing the underlined parts of words. Ask students which words are stressed.
- Students practise reading the limerick in pairs so that they become familiar with the rhythm.

### Procedure (20 minutes)

- Explain that students are going to put the lines of two limericks in order.
- Pre-teach the following words: *you can't tell* (it's impossible to know), *put your mind to something* (concentrate very hard), *in a fright* (frightened), *perfectly* (very, extremely).
- Divide students into pairs and give each pair a set of jumbled up lines. Ask them to separate the strips into those with a white background (limerick 1) and those with a grey background (limerick 2).
- Students put the two limericks in order numbering lines 1 to 5 for each limerick in the boxes. Go around helping as necessary. Check the order with the class.
- Students underline the stressed words, and mark links between the words where one word ends with a consonant and the next begins with a vowel. Demonstrate using the limerick on the board (see Pre-activity above). When they have finished, ask different students to read a line of each limerick, making sure they are linking correctly.
- As a class, students choose one of the two limericks to learn. Write the selected limerick on the board. Practise it line by line together, and then ask students to practise in pairs.
- Ask a student to come to the board and with the help of classmates to erase all of the prepositions. The class reads the limerick replacing the missing prepositions.
- Continue with pronouns, adjectives, articles, nouns, verbs, etc. until everything has been erased. Students should be able to recite it perfectly!

### Extension (10 minutes)

- Give students the third limerick and ask them, in their pairs, to fill in the gaps with the words in the box.
- Check the answers with the class, then practise saying the limerick. (Answers: *Perth, birth, say, day, earth.*)

<p><b>a</b></p> <p>can't I look in my ear with my eye?</p>	<p><b>a</b></p> <p>He woke in the night</p>
<p><b>b</b></p> <p>I'm sure I can do it</p>	<p><b>b</b></p> <p>There was an old man from Peru,</p>
<p><b>c</b></p> <p>You never can tell till you try?</p>	<p><b>c</b></p> <p>and found it was perfectly true.</p>
<p><b>d</b></p> <p>if I put my mind to it.</p>	<p><b>d</b></p> <p>who dreamt he was eating his shoe.</p>
<p><b>e</b></p> <p>There was a young girl who asked 'Why</p>	<p><b>e</b></p> <p>in a terrible fright</p>

**Extension**



birth      day      earth      Perth      say

There was a young man from \_\_\_\_\_  
 Who was born on the day of his \_\_\_\_\_  
 He was married, they \_\_\_\_\_  
 On his wife's wedding \_\_\_\_\_  
 And died when he quitted the \_\_\_\_\_.

# 4.1

## What do you need?

### Aim

To list things you need for a variety of situations

### Language

Count and Uncount nouns

### Skills

Writing

### Lesson link

Use after Unit 4, SB p30

### Materials

One copy of the worksheet cut in half per four students

### Pre-activity (5 minutes)

- Write the headings *Count nouns* and *Uncount nouns* on the board. Ask students to imagine that they are going to the beach and to brainstorm items they need to take with them.
- As students call out the items, ask them to say which heading they go under, e.g. *Count nouns: book, MP3 player, towel, ball, swimming costume, mobile phone. Uncount nouns: music, water, sun cream, money, food*

### Procedure (15 minutes)

- Explain that students are going to race each other to write lists of things they need in different situations.
- Divide students into pairs and give each pair a copy of the worksheet.
- Choose a situation from below (or one of your own) and write it on the board, e.g. *What do you need to go to a sports centre?* Students complete the heading in the first box of their worksheet, then brainstorm words for that situation under the *Count* or *Uncount* headings.
- When the first pair completes the box with five words for each heading, they shout *Stop!* and all students must stop writing. (Alternatively, stop the students yourself after two minutes.)

### Situations

*What do you need ...*

- to go to a sports centre?*
- to go on a winter holiday?*
- to take to an English class?*
- to give a birthday party?*
- to make a picnic?*
- to look after a young child*

- Pairs call out their answers around the class. They receive one point for every correct answer and an extra point for every answer that is correct and different from all the other pairs' answers. Pairs record their total at the bottom of the box.
- Repeat the procedure for the other three boxes. At the end, students calculate their grand total and the pair with the highest score wins.

### Extension (5 minutes)

- In pairs, students think of a new situation and make a list of things they need, both count and uncount nouns, for that situation.
- In groups of four, pairs take it in turns to read out their list of things for the other pair to guess the situation.

What do you need ... .....? .....?	What do you need ... .....? .....?								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Count ..... ..... ..... .....</td> <td style="width: 50%; padding: 5px;">Uncount ..... ..... ..... .....</td> </tr> <tr> <td colspan="2" style="text-align: right; padding: 5px;">Total: <input style="width: 40px;" type="text"/></td> </tr> </table>	Count ..... ..... ..... .....	Uncount ..... ..... ..... .....	Total: <input style="width: 40px;" type="text"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Count ..... ..... ..... .....</td> <td style="width: 50%; padding: 5px;">Uncount ..... ..... ..... .....</td> </tr> <tr> <td colspan="2" style="text-align: right; padding: 5px;">Total: <input style="width: 40px;" type="text"/></td> </tr> </table>	Count ..... ..... ..... .....	Uncount ..... ..... ..... .....	Total: <input style="width: 40px;" type="text"/>	
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What do you need ... .....? .....?	What do you need ... .....? .....?								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Count ..... ..... ..... .....</td> <td style="width: 50%; padding: 5px;">Uncount ..... ..... ..... .....</td> </tr> <tr> <td colspan="2" style="text-align: right; padding: 5px;">Total: <input style="width: 40px;" type="text"/></td> </tr> </table>	Count ..... ..... ..... .....	Uncount ..... ..... ..... .....	Total: <input style="width: 40px;" type="text"/>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Count ..... ..... ..... .....</td> <td style="width: 50%; padding: 5px;">Uncount ..... ..... ..... .....</td> </tr> <tr> <td colspan="2" style="text-align: right; padding: 5px;">Total: <input style="width: 40px;" type="text"/></td> </tr> </table>	Count ..... ..... ..... .....	Uncount ..... ..... ..... .....	Total: <input style="width: 40px;" type="text"/>	
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Total: <input style="width: 40px;" type="text"/>									
Grand total: <input style="width: 60px;" type="text"/>									

# 4.2

## Are you a shopaholic?

### Aim

To complete a questionnaire to determine attitudes to shopping

### Language

Present simple  
Fluency practice

### Skills

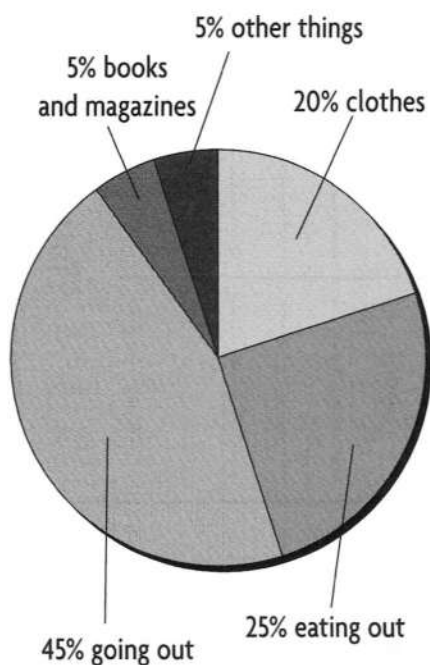
Reading and Speaking

### Lesson link

Use after unit 4, SB p34

### Materials

One copy of the worksheet per student with the results removed and cut up



### Pre-activity (10 minutes)

- Write these statements on the board:  
*put it all in the bank*  
*spend it all on . . .*  
*put £ . . . in the bank, and spend the rest on . . .*
- Tell students they have each won £1,000. In small groups, students discuss what to do with the money. Have a class feedback session.

### Procedure (20 minutes)

- Write *alcoholic* on the board. Ask students what it means. Then write *shopaholic* on the board. Can students work out what it means? Explain that students are going to complete a questionnaire to find out if they are shopaholics.
- Give each student a copy of the worksheet. Give them several minutes to read through it and to check any items of vocabulary.
- Individually, students complete the questionnaire.
- Divide students into groups of four. Students compare their response and give reasons why they agree or disagree with the statements. Go around listening, helping with vocabulary as necessary.
- Give a different results card to each member of the group. Students read their card to the group.
- Have a class feedback session. Do students agree with the results?

### Extension (10 minutes)

- Ask students to work out what percentage of their money they spend on clothes, eating out, going out, buying books and magazines, and other things. They should calculate the proportions and make a pie chart (see left) with their calculations. It is not necessary to discuss amounts of money each student has to spend here as we are dealing with percentages of the total sum only in this activity.
- In small groups, students compare their pie charts.

# Are you a SHOPAHOLIC?

What sort of shopper are you?  
Tick (✓) the statements you agree with.

- 1 If I want something, I usually buy it.
- 2 New clothes make me feel more attractive and confident.
- 3 Possessions tell me a lot about a person.
- 4 I think credit cards are a bad idea.
- 5 I like hunting for bargains.
- 6 I like to think carefully before I buy something.
- 7 When I buy a present for someone, I buy what I would like for myself.
- 8 Everything I buy I use or wear a lot.
- 9 My home is full of things I don't really need.
- 10 I still like things I bought years ago.

**7 or more ticks (✓)**

You are a shopaholic!  
You like to spend money and often buy things you don't need. Shopping is a hobby for you.

**5 to 6 ticks (✓)**

Shopping helps you to feel good about yourself. You think that lots of possessions can make you more desirable to other people.

**3 to 4 ticks (✓)**

You go shopping only when you need to buy a specific thing. You don't lose control or buy lots of expensive things.

**2 ticks (✓) or fewer**

Possessions aren't important to you. Be careful! Other people might think you are too strict. It might be a good idea to relax more when you go shopping.

# 4.3

## Snakes and ladders

### Aim

To play a board game to revise the language from Unit 4

### Language

Articles

*much/many*

*some/any*

*a few, a little, a lot of*

Shopping vocabulary

### Skills

Speaking

### Lesson link

Use after Unit 4, SB p44

### Materials


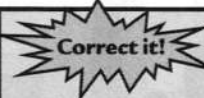
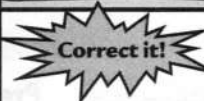

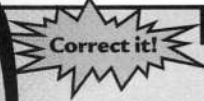

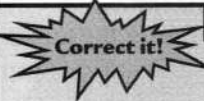

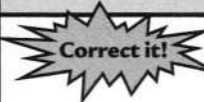
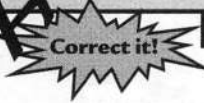



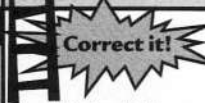
One copy (A3 if possible) of the worksheet per group of three to four students. Each group will need a dice and counters. (Optional: one copy of the answers shown on p29 for each group of students)

### Pre-activity (5 minutes)

- Explain that students are going to play a game of snakes and ladders to practise the grammar and vocabulary from Unit 4. Brainstorm quickly all the things they learnt in the unit. Ask them what they found easy and what they found difficult.
- Make sure students are familiar with the language they need to play the game, e.g. *throw/roll the dice, move the counter, it's your/my turn, go up the ladder, go down the snake.*

### Procedure (20 minutes)

- Divide students into pair or groups of three and give each group a copy of the board game, some counters, and a dice. (If you have a large class, ask the groups to appoint a student as referee and hand out a copy of the answers to them.)
- Look at the board game with the class. Explain that there are three types of question: *say the missing word* (e.g. 2, 4, 6), *correct the sentence* (with *Correct it!*), and *choose the correct answer* (e.g. 5, 12, 16).
- Tell students to put their counters on the *Start* square. They take it in turns to throw the dice, move their counter, and do the task on the square they land on. If the answer is correct, the player can throw again. If the answer is not correct, the player's turn ends. (The referee does not *say* the correct answer in case another player lands on the square.)
- If a player lands on a square with a ladder, they move to the top of the ladder, but only if they answer the question at the bottom correctly. If a player lands on a snake's head, they move to the bottom of the snake and wait until their next turn before throwing again. Go around checking that students are playing correctly, and refereeing as necessary.
- The first student in each group to reach the *Finish* square wins the game.

31  a ..... of stamps	32 She's very popular. ..... likes her.	33  I've done my homeworks.	34 <b>FINISH</b>	35
30	29 I need some shaving foam/liquid.	28  My father's policeman.	27  a ..... of toothpaste	26
21 How ..... people came?	22  She has a lot friends.	23 	24 I'm bored. There's ..... good on television.	25 I booked tickets on ..... Internet.
20  We have the dinner at 8 p.m.	19 I've got a cold. I need to buy some nappies/tissues.	18 Did you get ..... nice for your birthday?	17  a ..... of milk	16 You buy olive oil in a grocer's/baker's.
11 I need ..... more time.	12 You put a card in a parcel/an envelope.	13	14 He speaks a ..... English.	15  How much it costs?
10	9  I can't find my keys nowhere.	8  a ..... of toilet paper	7  She's got the new car.	6 I haven't got ..... money, just a couple of pounds.
1 <b>START</b>	2  a ..... of bread	3  He's richest man in the world.	4 What ..... beautiful day!	5 You buy books from a bookshop/library.

**Answers**

- |               |                 |                |                |                         |
|---------------|-----------------|----------------|----------------|-------------------------|
| 2 loaf        | 8 roll          | 16 grocer's    | 22 a lot of    | 29 foam                 |
| 3 the richest | 9 keys anywhere | 17 pint        | 24 nothing     | 31 book                 |
| 4 a           | 11 some         | 18 anything    | 25 the         | 32 Everybody / Everyone |
| 5 bookshop    | 12 an envelope  | 19 tissues     | 26 tube        | 34 homework             |
| 6 much        | 14 little       | 20 have dinner | 27 a policeman |                         |
| 7 a new car   | 15 does it cost | 21 many        | 28 the         |                         |

# 5.1

## Tell us about it

### Aim

To talk about a topic for 30 seconds

### Language

Verb patterns

Future forms

Fluency practice

### Skills

Speaking

### Lesson link

Use after Unit 5, SB p41

### Materials

One copy of the worksheet per group of three to four students. Each group will need a dice, counters, and a watch with a second hand

### Pre-activity (5 minutes)

- If necessary, revise verb patterns and future forms by writing on the board: *go on a world cruise / go on world cruises*. Call out the following sentence stems and ask students to complete the sentence with the prompt on the board: *I want ..., I'd like ..., I'm looking forward ..., I hope ..., I enjoy ..., I'm thinking of ..., I love ..., I'd love ..., Next week I ...*

### Procedure (20 minutes)

- Explain that students are going to play a board game in which they speak about a topic for 30 seconds without stopping. If necessary, demonstrate the activity by choosing one of the topics on the board game and talking about it while a student times you.
- Divide students into groups of four and give each group a copy of the board game, counters, and a dice. If you don't have dice and counters, coins can be used as counters and another coin can be used instead of a dice (heads = move one square, tails = move three squares). Check that someone in each group has a watch with a second hand to time the speakers.
- Students take it in turns to move around the board. When they land on a square, they speak for 30 seconds about the topic. Each of the other students must then ask them a question about the topic.
- Whilst the students are talking, go around listening, checking that they are using the correct verb patterns and future forms.
- The first student to get to the finish square wins the game.

### Extension (10 minutes)

- Students write a paragraph about one of the topics that they didn't talk about from the board game. Go around helping with vocabulary as necessary.



# 5.2

## The last time you felt . . .

### Aim

A free-speaking activity based upon feelings

### Language

Adjectives

Present and past tenses

Fluency practice

### Skills

Speaking

### Lesson link

Use after unit 5, SB p45

### Materials

One copy of the worksheet per student with the conversation cards cut out

### Pre-activity (10 minutes)

- Divide students into groups of three to five. Hand out the top section of the worksheet to each student.
- In their groups, students discuss what feeling goes with each prompt. Give them an example structure to use, e.g. *You feel unwell when you have a cold.* Have a feedback session to check the answers.

### Suggested answers

1 bored 2 tired 3 unwell 4 confused 5 optimistic 6 angry  
7 under pressure 8 nervous 9 excited 10 afraid 11 sad 12 worried  
13 very happy 14 pessimistic

### Procedure (20 minutes)

- Give each student a set of conversation cards. Individually, students think about a real feeling they had for the time references on the cards, e.g. *Last week I was nervous because it was my first day in a new job.* Then they write the adjective on the card (nothing more).

Note: Talking about feelings is often a very good way to bring students closer together. However, make it clear at the beginning that students should only write down feelings that they can talk about openly and comfortably.

- Divide students into pairs. Students exchange conversation cards and take it in turns to ask and answer questions about the feelings, e.g. *Why did you feel happy last year? I felt happy because my sister had a baby boy.* The listening student can help by asking more questions, e.g. *What is his name? What day was he born?* etc. Go around listening, helping as necessary.

### Extension (10 minutes)

- Students write about one of the experiences they discussed. Go around helping as necessary.

## How do you feel . . .

- |  |   |
|--|---|
| 1 when you have nothing to do or something is not interesting? | 8 when you must do something that is difficult and important? |
| 2 when it is late in the evening?                              | 9 when you are enthusiastic about a plan?                     |
| 3 when you have a cold?  | 10 when you are frightened?                                   |
| 4 when you don't understand something?                         | 11 when you cry?  |
| 5 when you feel good about the future?                         | 12 when a person you love is late and hasn't telephoned?      |
| 6 when you are annoyed?  | 13 when you pass an exam?                                     |
| 7 when you have too much to do?                                | 14 when you feel negative about the future?                   |

**pessimistic**      **angry**      **excited**      **nervous**      **afraid**  
 sad      bored      optimistic      under pressure      tired  
 very happy      **confused**      worried      **unwell**



## Conversation cards

now

today

yesterday

last week

last year

when I was a child

# 5.3

## Cheer up!

### Aim

To write and perform dialogues

### Language

Functional language in the context of feelings

Fluency practice

Intonation practice

### Skills

Writing and Speaking

### Lesson link

Use after Unit 5, SB p55

### Materials

One copy of the worksheet cut up per eight students

### Pre-activity (5 minutes)

- Elicit some of the responses on the worksheet by giving appropriate situations, accompanied by the appropriate intonation and facial expressions, e.g. *My sister had a baby girl yesterday. (That's fantastic!) I failed my driving test this morning, for the third time. (Oh dear! I'm sorry to hear that!) I've got a job interview tomorrow. (Good luck! / Just do your best).*

### Procedure (20 minutes)


- Explain that students are going to write a dialogue using everyday language connected with feelings such as *Oh no! Lucky you!*, etc.
- Go around the class giving each student two cards. If you have a large class, ask students to help you hand out the cards.
- Divide the students into pairs. (See below for a pair-forming idea.) Each pair of students now has four sentences.
- Students create a dialogue which includes all four sentences. Tell them to be as imaginative as they can. Go around helping as they do this.
- When they have finished writing their dialogues, ask pairs to practise reading them aloud several times until they can remember them. Remind them to focus on their intonation by stretching their voice high and low so that they sound animated.
- Pairs perform their dialogue to another pair.

#### Pair-forming idea:

Students can simply be paired with their neighbour. However, to add an element of fun and variety, and also to give students the opportunity to work with someone different, ask students to look around the room and make eye contact with another person. (It is, of course, only possible to make eye contact with one person at one time!) This person then becomes their partner for the task.

### Extension (5 minutes)

- For further practice of intonation, write on the board a very simple sentence, e.g. *Hello. How are you?*
- Ask students to say it as if they were bored, then surprised, confused, excited, frightened, disappointed, annoyed, ill, etc.
- You could then ask volunteers to choose a feeling, say the sentence in that manner, and the others have to guess what the feeling is.



Cheer up!	Oh dear!
I'm sorry to hear that!	Oh no!
I know.	Lucky you!
That's good.	That's fantastic!
Good luck!	I'm so pleased for you both!
Just do your best.	I'm always here for you.
I'm sure she'll be all right.	Have a good time!
Why don't you go to bed?	Didn't you get one last week as well?

# 6.1

## Superlative classmates

### Aim

To complete a questionnaire based on fact and opinion

### Language

Superlatives

### Skills

Speaking

### Lesson link

Use after Unit 6, SB p59 & 60

### Materials

One copy of the worksheet per student

### Pre-activity (10 minutes)

- Do a general knowledge superlatives quiz with the class. Divide students into groups of four to six. Read out the following questions for students to answer. The group with the highest number of correct answers wins.

- 1 What is the longest river in the world? (*Nile*)
- 2 What is the largest desert in the world? (*Sahara*)
- 3 What is the largest ocean in the world? (*Pacific*)
- 4 What is the largest island in the world? (*Greenland*)
- 5 What is the smallest country in the world? (*Vatican City State*)
- 6 What is the nearest planet to Earth? (*Venus*)
- 7 What is the largest city in the world? (*Mexico City*)
- 8 What is the fastest land animal? (*cheetah, 110 km/hr*)

### Procedure (20 minutes)

- Explain that students are going to interview each other to complete a questionnaire. The questionnaire is divided into two sections: the first is a fact section where all students in the class should have the same answer; the second is a more personalized section based upon the individual student's opinion.
- Give each student a copy of the worksheet. Give them time to read through it and to check any items of vocabulary. Quickly ask students to tell you the questions they will use when they are interviewing each other, e.g. *How tall are you? How many countries have you visited?* etc.
- Students interview all the other students, noting the responses in their notebooks, and then complete both sections of the questionnaire. (If your class is large, students can work in groups of about six to ask and answer the questions.)
- Have a whole-class or group-by-group feedback session. Encourage students to justify their answers when there are differences of opinion. Where students have worked in smaller groups, each group's feedback can be used to reach a class consensus.

### Extension (15 minutes)

- Students write a short report summarizing the finding and results of the questionnaire.

# SUPERLATIVE CLASSMATES

## Fact

**1** Who is the tallest?

Name: \_\_\_\_\_ Height? \_\_\_\_\_

**2** Who is the youngest?

Name: \_\_\_\_\_ Age? \_\_\_\_\_

**3** Who speaks the most languages?

Name: \_\_\_\_\_ How many? \_\_\_\_\_

**4** Who has visited the most countries?

Name: \_\_\_\_\_ How many? \_\_\_\_\_

**5** Who plays the loudest musical instrument?

Name: \_\_\_\_\_ Which? \_\_\_\_\_

## Opinion

**1** Who has the most exciting hobby?

Name: \_\_\_\_\_ What is it? \_\_\_\_\_

**2** Who has visited the most interesting country?

Name: \_\_\_\_\_ Where? \_\_\_\_\_

**3** Who has the most interesting reason for learning English?

Name: \_\_\_\_\_ Reason? \_\_\_\_\_

**4** Who wears the most colourful clothes?

Name: \_\_\_\_\_ What? \_\_\_\_\_

**5** Who has the most unusual pet?

Name: \_\_\_\_\_ What is it? \_\_\_\_\_

# 6.2

## City breaks

### Aim

To role-play being travel agents and holidaymakers

### Language

Comparatives

*What's... like?*

Tense review

Fluency practice

### Skills

Speaking and Reading

### Lesson link

Use after Unit 6, SB p47 & 48

### Materials

One copy of the City breaks questionnaire per student for half the class and one destination summary (A, B, C, or D) per student for the other half of the class

### Pre-activity (10 minutes)

- Write *Reykjavik (Iceland)*, *Dublin (Ireland)*, *Barcelona (Catalonia, Spain)* and *Athens (Greece)* on the board. Ask: *Have you visited any of these places? What do you know about each place? What kind of information do you need when you choose a holiday destination? Brainstorm ideas.*

### Procedure (40 minutes)

- Explain the activity to the class. One half of the class are holidaymakers who are trying to decide where they want to go for a short holiday. These students will complete a questionnaire to help them decide what type of holiday they are looking for. The other half of the class are travel agents who are trying to sell them different holiday destinations. The holidaymakers will talk to four travel agents and ask questions about each place.
- Divide the class into groups of 8: 4 holidaymakers and 4 travel agents. Give the city breaks questionnaire to the holiday makers. Students complete the questionnaire individually. Then, in pairs, they think of questions they would like to ask the travel agents and write them at the bottom of the questionnaire using the prompts to help them.
- While the holidaymakers are completing their questionnaires, give a destination summary (A, B, C, or D) to each travel agent. Travel agents read their summaries and prepare to talk about their city. They should decide which aspects of the holiday they are going to emphasize, and they can also invent further information to make their point. They should also predict what questions the holidaymakers will ask. Go around helping with vocabulary as necessary.
- Now it's time for buying and selling! In each group of 8, the 4 holidaymakers take it in turns to visit each travel agent. Tell the holiday makers to describe the kind of holiday they are looking for and to ask as many questions as they can about each city before they make their final choice, e.g. *What's the night-life like? What excursions do you offer?* etc. Encourage them to record details of each holiday in their notebooks. Encourage the travel agents to be as persuasive as they can to sell their destination. Tell them that the excursions are very important to sell (they get 10% commission). Go around listening, helping as necessary.
- Have a class feedback session. How many students decided to go to each destination? Encourage them to justify their choices.

### Extension (15 minutes)

- Holidaymakers write a postcard home describing their holiday. Travel agents write a destination summary for their home town. Go around helping with vocabulary as necessary.

# CITY BREAKS QUESTIONNAIRE

We can help you to choose the right holiday break! Complete this questionnaire before you speak to our Travel Agents.

## What kind of holiday maker are you?

**Put a number in each box.**

(3 = always, 2 = sometimes, 1 = never).

- I like to keep busy and active.
- I like to relax and do very little.
- I prefer large, noisy cities.
- I like small cities with a slow pace of life.
- I want to stay in the city all the time.
- I like to escape into the countryside.
- I'm happiest when I'm shopping.
- I like sitting in cafés watching the world go by.
- I want to see lots of historical monuments.
- In the evening I like to go to good restaurants.
- I stay up late and go to bars or nightclubs.
- I go to bed early to prepare for the next day.

**CITIES**

of the

**MONTH**

**ALL HALF PRICE**

**REYKJAVIK**

(ICELAND)

**DUBLIN**

(IRELAND)

**BARCELONA**

(CATALONIA, SPAIN)

**ATHENS**

(GREECE)

Use this space to write some questions you would like to ask each travel agent, e.g.

- night-life? What's the night-life like?
- accommodation? \_\_\_\_\_
- price? \_\_\_\_\_
- transport? \_\_\_\_\_
- weather? \_\_\_\_\_
- excursions? \_\_\_\_\_
- things to do? \_\_\_\_\_
- .....? \_\_\_\_\_
- .....? \_\_\_\_\_

**Option A**

# REYKJAVIK, ICELAND

## A relaxing break in the world's most northerly capital!

Visitors to **Reykjavik** can enjoy a clean environment with natural hot-water swimming pools and beautiful parks. Go in the summer for the midnight sun, or take a winter break to see the Northern Lights!

Reykjavik's many seafood restaurants offer some of the healthiest and freshest food in the world. The night-life is lively and there is good shopping during the day.

**EXCURSIONS:**

**City Tour £28**

*The best way to see the museums and art galleries.*

**Golden Circle £72**

*A day trip to the beautiful Thingvellir National Park.*

**Sealife Trip £68**

*A three-hour boat trip to see dolphins, seabirds, and whales!*

**RECOMMENDED:**

- Excellent sports facilities
- Beautiful scenery
- The cleanest capital in the world!

**HOTEL FACT FILE:**

- Large rooms (all with ensuite bathroom and satellite TV).
- Good facilities and evening entertainment.



**Option B**

# DUBLIN, IRELAND

## Enjoy the warm welcome of the Irish!

**Dublin** is the place to go if you like good night-life and good music. The city is a mixture of old traditions and the youngest population in Europe. There are plenty of bars and cafés, and lots of places where you can listen to Irish music every night!

Don't leave without a visit to Trinity College, where you can see the 1,200-year-old Book of Kells.

**EXCURSIONS:**

**Famous writers pub crawl £6.50**

*Visit the pubs where Dublin's most famous writers wrote their novels.*

**Music night £9.00**

*Traditional Irish music (includes food and a pint of Guinness).*

**Traditional Irish dancing £12.00**

*Go to a real 'Ceilidh' and learn how to dance like the Irish!*

**RECOMMENDED:**

- Lively entertainment
- A friendly welcome
- Traditional culture

**HOTEL FACT FILE:**

- Small rooms (most with ensuite bathroom).
- Some hotels have their own restaurant, but most people go out to eat.



Option C

# BARCELONA, CATALONIA

## A historical town with a modern lifestyle!

**Barcelona** is the lively capital city of Catalonia, and one of Spain's most dynamic cities. The weather is hot and sunny, and you can enjoy everything you need: the Mediterranean Sea, an active night-life, and the best medieval old town in Europe!

You will find excellent shopping opportunities, hundreds of cafés, and some of the best festivals in the world!

### EXCURSIONS:

#### Barcelona City Tour £25

*A morning tour of the cathedral, the Plaça de Catalunya and the Olympic village.*

#### Montserrat Excursion £32

*A half-day visit to the unique and peaceful mountain monastery.*

#### Sagrada Familia Guided Tour £7.50

*Learn about the history behind Antonio Gaudi's famous and unusual church.*

### RECOMMENDED:

- Fantastic architecture
- Great cafés
- The best place for fine Spanish food

### HOTEL FACT FILE:

- Comfortable rooms (all with TV and air-conditioning).
- Very good locations in central Barcelona.



Option D

# ATHENS, GREECE

## The oldest capital in Europe, where history becomes reality!

When you go to **Athens**, you go to the birth place of Western civilization. Visit the ancient centres where Plato and Socrates created their ideas. Next to the old town by the Acropolis, the new city of Athens has many bars and a lively atmosphere.

### EXCURSIONS:

#### Entrance to the Acropolis £1.50

*Go to the top of this ancient monument for a great view of the city.*

#### Olympia and the Epidaurus Theatre £14

*Visit two of the most important ancient centres in Athens.*

#### Car hire £30 per day

*The best way to get away and see the centre of Greece.*

### RECOMMENDED:

- Ancient architecture
- A relaxed atmosphere
- Meze bars that serve traditional Greek food

### HOTEL FACT FILE:

- Good cheap accommodation.
- Many rooms have balconies with great views of this wonderful city.



# 6.3

100 points

## Aim

To identify and correct grammar and vocabulary mistakes from Units 1 to 6 of the Student's Book

## Language

Grammar and vocabulary review

## Skills

Speaking

## Lesson link

Use after Unit 6

## Materials

One copy of the worksheet per pair of students. A bag of sweets or similar for a prize

### Pre-activity (5 minutes)

- Ask students if they are confident that they can remember all the grammar and vocabulary from Units 1 to 6. Elicit some of the areas covered with the class.
- Write the following sentences on the board,
  - 1 *Do you like a cup of tea?*
  - 2 *We're having curry for dinner this evening.*
  - 3 *London is one of most expensive cities in Europe.*
- Give students, in pairs, two minutes to decide if the sentences are grammatically correct or not, and if not, to correct them.
- Have a class feedback session. Answers:
  - 1 **Would** you like a cup of tea?
  - 2 *Correct*
  - 3 *London is one of **the** most expensive cities in Europe.*

### Procedure (20 minutes)

- Explain that students are going to do an activity which tests the grammar and vocabulary from Units 1 to 6.
- Divide students into pairs and give each pair a copy of the worksheet.
- Give students ten minutes to decide if the sentences are correct or not, and put a tick or cross in the *Correct or incorrect?* column. Then they correct the incorrect sentences.
- Stop the activity after ten minutes and ask pairs to swap their worksheets with another pair for marking. Hand out the answers.
- Explain that each pair begins with 100 points. If they answered a question correctly, they win 10 points. If they were wrong, they lose 10 points. They can only win points for an incorrect sentence

	Correct (✓) or incorrect (X)?	Points 100 Win (+10) Lose (-10)
1 <i>Whose</i> <del>What's</del> bicycle is this? It's Marcus's.	X	110

if they have corrected it. The markers keep the score by writing the running total in the *Points* column, e.g.

### Extension (10 minutes)

- Ask students to think back over the course so far and to write down five words or expressions that they have learnt.
- In pairs, students take turns to test their partner on the words, by giving the meaning of the word, a synonym, an antonym, etc.
- In their pairs, students discuss what strategies they use to remember vocabulary.
- Have a short class feedback session.

Worksheet	Correct (✓) or incorrect (X)	Points 100 Win (+10) Lose (-10)
1 Who's bicycle is this? It's Marcus's.		
2 Sometimes I listen to music when I study.		
3 This is Katarina. She's coming from Slovakia.		
4 My laptop is much heavier than yours.		
5 What time have you got breakfast?		
6 Sorry I didn't answer the phone. I had dinner.		
7 She's looking forward to going to university.		
8 'Did you hear that noise?' 'No, I didn't hear nothing.'		
9 He comes from the small village in the south of Italy.		
10 We hadn't a television when I was a child.		
11 We're thinking of going to Mexico for our honeymoon.		
12 I went to the cinema with John yesterday evening.		
13 I watched a fascinated programme about elephants last night.		
14 I'm going to the chemists. Do you need anything?		
15 He left quietly the room.		
16 I'm meeting Debbie after work.		



**Answers**

- |                                    |                                     |  |
|------------------------------------|-------------------------------------|--|
| 1 Whose bicycle is this?           | 7 Correct                           | 13 I watched a fascinating programme ... |
| 2 Correct                          | 8 I didn't hear anything.           | 14 I'm going to the chemist's.           |
| 3 She comes from Slovakia.         | 9 He comes from a small village ... | 15 He left the room quietly.             |
| 4 Correct                          | 10 We didn't have a ...             | 16 Correct                               |
| 5 What time do you have breakfast? | 11 Correct                          |  |
| 6 I was having dinner.             | 12 Correct                          |  |

# 7.1

## Things to do in life

### Aim

To complete a questionnaire about life experiences

### Language

Present Perfect

Past Simple

### Skills

Speaking and Listening

### Lesson link

Use after Unit 7, SB p54 & 55

### Materials

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

### Pre-activity (5 minutes)

- Dictate three sentences about experiences you have had in the Present Perfect tense, e.g. *I've seen a bear. I've won a singing competition. I've met (a famous person).*
- In pairs, students compare their sentences. Elicit which tense is being used and why.
- Write *Where ...? What ...?* on the board. Students ask you two questions about each situation using the Past Simple, e.g. *Where did you see the bear? What did you do?*

### Procedure (25–30 minutes)

- Explain that students are going to complete a questionnaire about their own and a partner's life experiences. Tell them that the questions come from a list of things to do in life.
- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Explain that each student in a pair has half of the questionnaire. Ask students to read the questionnaire and discuss any vocabulary they don't know. Help as necessary.
- In their pairs, students first tick the boxes about themselves and then take it in turns to ask their partner questions. They need to transform the sentences into the Present Perfect tense as they ask the questions. If they answer *yes* to a question, they should give more information about the experience (using the Past Simple). Do the first two or three questions together as an example.
- Go around listening, checking that they are using the Present Perfect and Past Simple tenses correctly.
- When pairs have asked and answered the questions, students add up their individual score. Give each pair a copy of the analysis to read.
- Have a class feedback session to find out which student has the highest score.

### Extension (5 minutes)

- In small groups, students look at the sentences about experiences they haven't had, and say which things they want to do and which they don't want to do, giving reasons why or why not.

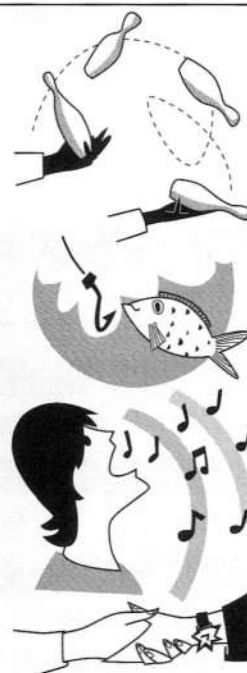
**Worksheet A**

**Things to do in life ...**

- 1 go to a major sporting event
- 2 act in a play
- 3 learn to juggle
- 4 have a huge party and invite everyone you know
- 5 raise money for a charity
- 6 be in the audience of a TV show
- 7 spend New Year in another country
- 8 sing in front of a large group of people
- 9 sleep under the stars
- 10 catch a fish and eat it
- 11 shake hands with a famous person
- 12 see your favourite singer or group in concert

**You**      **Student B**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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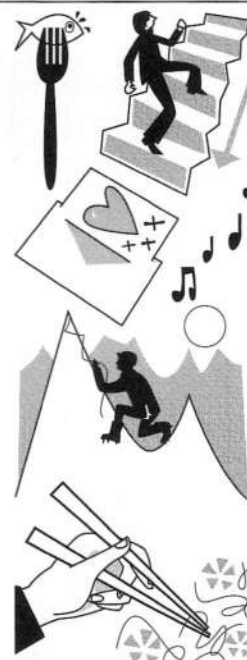
**Worksheet B**

**Things to do in life ...**

- 1 go snorkelling or scuba-diving
- 2 learn to play an instrument
- 3 stay up all night
- 4 send a valentine card
- 5 build your own website
- 6 run up an escalator the wrong way
- 7 go on a roller coaster
- 8 climb a mountain
- 9 learn how to use chopsticks
- 10 eat raw fish or raw meat
- 11 ride an elephant or a camel
- 12 win a competition

**You**      **Student A**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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**Analysis**

**You scored less than 8:**

Come on! Life is short. There's a lot out there for you to experience.

**You scored between 10 and 15:**

You've had lots of experiences but there's plenty more for you to discover.

**You scored more than 15:**

Congratulations. You really know how to live!

# 7.2

## How long have you ...?

### Aim

To complete a class survey by asking questions with *How long have you ...?*

### Language

Present Perfect with *for* and *since*

### Skills

Speaking

### Lesson link

Use after Unit 7, SB p56

### Materials

One copy of the worksheet per student

### Pre-activity (15 minutes)

- Call out the following time expressions and ask students to repeat the expression with *for* or *since*: *March, three months, an hour, yesterday, I was born, six years, about three minutes, Christmas, 2006, nearly a year, a very long time, last Tuesday, the beginning of this course.*

### Procedure (25 minutes)

- Explain that students are going to do a class survey to find out how long people in the class have *had, been, or done* certain things.
- Give each student a copy of the worksheet. Give them several minutes to read through it and to check any items of vocabulary.
- Demonstrate the activity with the class. Write *For* and *Since* on the board, then ask a student the first question, i.e. *How long have you lived in this city?* If the student gives an answer with *for*, write the answer under *For*. Then elicit the same response but this time using *since* and write it under *Since* on the board.
- Students stand up and walk around the classroom interviewing each other and completing their worksheets in the same way. They should ask each question to a different student and write the student's name in the *Name* column. If a student can't answer one of the questions, they try to find another student who can.
- When most of the students have completed their worksheet, ask them to sit down again. Elicit sentences in the third person singular, e.g. *Lucas has had his shoes for five days. He's had them since last Saturday.*

### Extension (10 minutes)

- In groups of three or four, students play an alphabet game to practise past participles. They take it in turns to make a sentence in the Present Perfect using past participles in alphabetical order, e.g.
  - A *They've arrived.*
  - B *He's broken his leg*
  - C *I've cooked a meal.*
  - D *They've done their homework*
- If a student makes an incorrect sentence or can't think of a sentence, they are out of the game.



# 7.3

## Word stress maze

### Aim

To find a path through a maze by choosing the correct word stress pattern

### Language

Word stress

### Skills

Speaking

### Lesson link

Use after Unit 7, SB p74

### Materials

One copy of the worksheet cut (or folded) in half per pair of students

### Answers

Maze 1

oO

arrive  
prefer  
improve  
agree  
employ  
forget  
afford  
arrange  
explain  
discuss  
delete  
delay  
repeat  
enjoy  
become

Maze 2

Ooo

photograph  
politics  
vegetable  
decorate  
advertise  
beautiful  
happiness  
grandfather  
sightseeing  
talented  
scientist  
travelling  
nobody  
dangerous  
organize

### Pre-activity (5 minutes)

- Write the following words on the board (without the stress patterns): *friend* (O), *reception* (oOo), *photograph* (Ooo), *arrive* (oO), *moody* (Oo), *invitation* (ooOo).
- Say the words to elicit the stressed syllables and mark the stress patterns (as shown in brackets) above the words. Drill the words. Then clap the rhythm for one of the words. Students tell you which words you're clapping. Students then do the same in pairs.

### Procedure (15 minutes)

- Explain that students are going to do an activity to practise word stress.
- Divide students into pairs and give each pair a copy of the first maze.
- Tell students that they have to find a route from start to finish through the maze, using squares with the stress pattern oO. They can move horizontally or vertically, but not diagonally. They should take turns to identify the next word, and mark their route as they go along.
- Go around listening and helping as necessary. Encourage students to say the words aloud.
- When most pairs have finished, go through the answers with the class.
- Hand out the second maze and repeat the process. This time they follow the Ooo stress pattern. (You may prefer to use this maze in a later lesson, as it is useful to practise word stress on a regular basis.)

### Extension (15 minutes)

- Play a game of 'Elephants'. Divide the class into two teams and draw a vertical line on the board to divide it in half.
- Ask the two teams to gather around the board. On the left hand side of both halves of the board write *ELEPHANTS* vertically. Choose a stress pattern, e.g. Oo, and write it at the top of the board.
- Each team chooses a writer to stand at the board and write a word of that stress pattern beginning with each letter. (The words are called out by the other members of the team.)
- The first team to write a word beginning with each letter wins the first round. Repeat with a different stress pattern.
- If your class is too large for everybody to gather round the board, students can work in groups and write their words on a piece of paper instead.

**Maze 1** oO

START ↓

arrive	prefer	normal	forget	afford	arrange
always	improve	agree	employ	distance	explain
carpet	selfish	moody	patient	novel	discuss
famous	beauty	friendly	lawyer	delay	delete
kindness	noisy	lifestyle	headache	repeat	private
artist	different	human	modern	enjoy	become

FINISH ↓

**Maze 2** Ooo

START ↓

photograph	ambition	arrival	spaghetti	computer	another
politics	vegetable	reception	sightseeing	talented	scientist
afternoon	decorate	electric	grandfather	delicious	travelling
decision	advertise	beautiful	happiness	agreement	nobody
employment	musician	expensive	disastrous	discussion	dangerous
accountant	fantastic	generous	imagine	useful	organize

FINISH ↓

# 8.1

## Strange laws

### Aim

To exchange information about strange international laws

### Language

*have to* and *mustn't*

### Skills

Speaking and Listening

### Lesson link

Use after Unit 8, SB p64

### Materials

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

### Answers

#### False laws

- 7 You can eat ice-cream in Indiana in the winter but there is a law that says you mustn't sunbathe in the winter.
- 11 You can sleep on a bus in West Virginia but there is a law that says you mustn't sleep on a train.

### Pre-activity (5 minutes)

- Write up the following sentences on the board:
  - 1 *In Italy a man mustn't wear \_\_\_\_\_.*
  - 2 *In Australia you have to \_\_\_\_\_ on all paths.*
  - 3 *In Singapore you mustn't chew \_\_\_\_\_.*
- Explain that these are strange laws from each country. Elicit the questions students need to ask to find out the missing information and write them on the board: *What mustn't a man wear in Italy? (a skirt) What do you have to do on all paths in Australia? (walk on the left) What mustn't you chew in Singapore? (chewing gum).*

### Procedure (30 minutes)

- Explain that students are going to read and complete some sentences about some strange laws from around the world. Pre-teach the following words: *own (verb), currency, sunbathe.*
- Divide students into two groups: A and B. Give students in Group A worksheet A, and students in Group B worksheet B. Give students several minutes to read their sentences and to check any items of vocabulary.
- Explain that Students A have gaps in different laws to Students B. They need to prepare questions to ask each other to find out the missing facts.
- Divide students into pairs within Groups A and B so that students are working with a partner who has the same worksheet. Pairs look at each gap and write questions on a separate piece of paper. Each student must write a set of questions. Go around checking their questions.
- When everybody has finished writing the questions, ask students to find a partner from the other group and sit next to them. Tell them not to look at each other's worksheets.
- Students take it in turns to ask each other the questions and write the missing information in their sentences. Go around listening, helping and correcting as necessary.
- When students have completed their sentences, tell them that two of the laws are not true. In pairs, they try to identify the two false laws. Encourage them to also discuss the possible reasons behind all the laws.
- Have a class feedback session.

### Extension (10 minutes)

- Ask the class: *Have you experienced any strange rules in your country or in another country?* Students discuss and compare in small groups.

**Student A**

**1** Here are some very strange laws from around the world. These laws really exist or have only recently been changed! Ask Student B questions to complete the missing information.

**Strange laws**

- 1 In Colorado a woman mustn't \_\_\_\_\_ in the street after 7 p.m.
- 2 In Hawaii you have to own a boat.
- 3 In Sweden you have to \_\_\_\_\_ if you want to paint your house.
- 4 In France you mustn't take a photo of a police officer.
- 5 In Iowa you mustn't \_\_\_\_\_ for more than five minutes.
- 6 In Canada you have to close the curtains before you take all your clothes off.
- 7 In Indiana you mustn't \_\_\_\_\_ in winter.
- 8 In Thailand you mustn't put your foot on Thai money.
- 9 In Cambodia you mustn't use a water gun in New Year celebrations.
- 10 In Germany every office has to have \_\_\_\_\_, even if it's very small.
- 11 In West Virginia you mustn't go to sleep on a bus.
- 12 In Switzerland you mustn't \_\_\_\_\_ on a Sunday.

**2** Actually, two of these laws are not true. Which two do you think they are?



**Student B**

**1** Here are some very strange laws from around the world. These laws really exist or have only recently been changed! Ask Student A questions to complete the missing information.

**Strange laws**

- 1 In Colorado a woman mustn't wear a red dress in the street after 7 p.m.
- 2 In Hawaii you have to own \_\_\_\_\_.
- 3 In Sweden you have to have a licence from the government if you want to paint your house.
- 4 In France you mustn't take a photo of \_\_\_\_\_.
- 5 In Iowa you mustn't kiss in public for more than five minutes.
- 6 In Canada you have to \_\_\_\_\_ before you take all your clothes off.
- 7 In Indiana you mustn't eat ice-cream in winter.
- 8 In Thailand you mustn't put your foot on \_\_\_\_\_.
- 9 In Cambodia you mustn't use \_\_\_\_\_ in New Year celebrations.
- 10 In Germany every office has to have a view of the sky, even if it's very small.
- 11 In West Virginia you mustn't \_\_\_\_\_ on a bus.
- 12 In Switzerland you mustn't wash your car on a Sunday.

**2** Actually, two of these laws are not true. Which two do you think they are?

# 8.2

## Old wives' tales

### Aim

To discuss, read, and exchange information about old wives' tales

### Language

should/shouldn't

### Skills

Speaking and Reading

### Lesson link

Use after Unit 8, SB p80

### Materials

One copy of the worksheet cut up per pair of students

### Answers

1 F 2 F 3 F 4 T  
5 T 6 F 7 F 8 F

### Pre-activity (5 minutes)

- Write the following sentences on the board:

*If you eat the crusts on your sandwiches, your hair will curl.*

*If you pull a funny face and the wind changes direction, your face will stay like that.*

- Explain the meaning of any unfamiliar vocabulary and explain that these are known as *old wives' tales*. They are pieces of information that are often passed down from mothers to children and are frequently used as a way of disciplining them. They are often completely untrue.
- Find out if students know any more old wives' tales. (This will of course vary between cultures.)

### Procedure (15 minutes)

- Explain that students are going to read some sentences and decide if they are facts or old wives' tales. Pre-teach the following vocabulary: *swallow (verb)*, *nightmare*, *deaf*, *virus*, *spread (verb)*.
- Divide students into pairs and give each pair the *Introduction* part of the worksheet. Give students several minutes to discuss the statements and decide whether they are true or old wives' tales.
- Have a short class feedback session but don't confirm or deny students' opinions at this stage.
- Explain that students are going to find out whether the statements are old wives' tales or not. Give Students A worksheet A, and Students B worksheet B. Tell pairs that they now each have information about half of the statements.
- Students read their texts and prepare to tell their partner about them. (You could make groups of Students A and groups of Students B for the reading stage.)
- In their pairs, students take it in turns to exchange the information that they have read, from memory as much as possible.
- Go through the answers with the class and find out if students were surprised by any of them.

### Extension (10 minutes)

- Students write statements about food and health similar to those in the activity, e.g. *You should eat lots of spinach if you want to build your muscles*. These may be sentences that they know are just old wives' tales or sentences that they think might be true.
- In small groups, students take it in turns to read out their sentences, and the others in the group decide if they are true.

## Introduction

**Fact ... or old wives' tale?**

- 1 You should wait an hour after eating before you go swimming.
- 2 You shouldn't go outside with wet hair or you'll get a cold.
- 3 You shouldn't sit too close to a television. It's bad for your eyes.
- 4 You should eat plenty of fish. It's good for your brain.
- 5 You shouldn't listen to loud music. It makes you deaf.
- 6 Children shouldn't drink coffee. It stops them from growing.
- 7 You shouldn't swallow chewing gum. It stays inside you for seven years.
- 8 You shouldn't eat cheese before you go to bed. You'll have nightmares.



## Worksheet A

**You should wait an hour after eating before you go swimming.**

According to the Red Cross, it's not necessary to wait an hour before swimming. However, if you've had a big fatty meal and you plan to swim a very long distance then you should wait until digestion has begun.

**You shouldn't sit too close to a television. It's bad for your eyes.**

Watching television doesn't hurt your eyes even if you sit very close to the television. However, too much television can be a bad idea for kids. Research shows that children who spend more than ten hours a week watching television are more likely to be too fat, aggressive, and slower to learn in school.

**You shouldn't listen to loud music. It makes you deaf.**

Just fifteen minutes of listening to loud music or other noises can cause temporary deafness. Although temporary deafness usually goes away in one or two days, continuous extreme noise can cause permanent deafness. What is extreme volume? If someone is wearing headphones, and people around can hear the music, the volume is too high.

**You shouldn't swallow chewing gum. It stays inside you for seven years.**

Almost everyone has swallowed a piece of chewing gum, but not many people have ever needed a doctor because of it. Although your stomach can't break down a piece of gum in the same way that it breaks down other food, the gum can pass through the digestive system just like other foods that are difficult to digest, such as popcorn. This usually takes a few days.

## Worksheet B

**You shouldn't go outside with wet hair or you'll get a cold.**

Wet hair and cold weather don't cause colds. Viruses do. People catch colds more often in the winter because these viruses are spread more easily indoors, where there is more contact with people who have colds.

**You should eat plenty of fish. It's good for your brain.**

Fish, especially oily fish like salmon, tuna, and sardines, is an excellent source of omega-3, which is very good for the brain. It can help children concentrate and read better. Scientists have also found that people who eat fish every week have a more active brain and better memory in old age.

**Children shouldn't drink coffee. It stops them from growing.**

Doctors have been worried for many years that coffee might stop children from growing, but there is no evidence to show this. However, caffeine should not be a regular part of a child's diet. Too much caffeine can cause headaches, shaking, and sleep problems, and it is, of course, addictive.

**You shouldn't eat cheese before you go to bed. You'll have nightmares.**

If you eat *any* heavy food just before you go to bed, it can interrupt your sleep cycle. If this happens, you might wake up during REM sleep and remember your dreams. In 2005, the British Cheese Board did some research into this. Two hundred people ate cheese half an hour before sleep each night for a week. The next morning they recorded the dreams they had. Most people had dreams about childhood, celebrities, and work. Only a few had nightmares.

# 8.3

## Doctor, doctor

### Aim

To complete a crossword puzzle by asking for and giving definitions for words related to health

### Language

Vocabulary related to health

### Skills

Speaking

### Lesson link

Use after Unit 8, SB p69

### Materials

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

### Pre-activity (5 minutes)

- Sketch a crossword on the board and elicit the word *crossword*. Use the crossword to elicit the words *across* and *down*.
- Check that students are able to use language for turn-taking in a game correctly, e.g. *You start. Shall I start? It's my/your turn. Whose turn is it?*

### Procedure (15 minutes)

- Explain that students are going to complete a crossword puzzle to revise vocabulary related to going to the doctor's.
- Divide students into pairs. Give Students A Crossword A, and Students B Crossword B. Tell them not to show each other their crosswords.
- Allow students time to prepare definitions for the words already on their respective crosswords. Encourage students to define their words as clearly as possible to help their partner complete the blanks, e.g. *This is something you might get when you've eaten too much (stomach-ache).*

Students work in pairs. They take turns to ask their partner for definitions of missing words. e.g. *What's one across? What's two down?* etc. to gradually complete their crosswords.

Go around listening and helping where necessary. Listen out for pronunciation errors which can be dealt with in a feedback session at the end.

- Have a class feedback session to make sure everyone completed the crossword correctly. Go over any common problems.

### Extension (5 minutes)

- Students discuss the following questions in small groups:  
*Which symptoms and illnesses would you go to the doctor for?*  
*Which would you treat yourself?*  
*Why is it important to stay healthy?*  
*What can you do to stay healthy?*



# 9.1

## The future's in your hands

### Aim

To read information about palm reading and use the information to read a partner's palm

### Language

Time clauses with *if*

First conditional

### Skills

Reading and Speaking

### Lesson link

Use after Unit 9, SB p71

### Materials

One copy of worksheet 1 for each student, one copy of worksheet 2A for half of the students, and one copy of worksheet 2B for the other half

### Answers

- a thumb
- b index finger
- c middle finger
- d ring finger
- e little finger
- f palm

- 1 Life Line
- 2 Fate Line
- 3 Head Line
- 4 Heart Line

### Pre-activity (5 minutes)

- Write on the board *Palm reading* and ask students: *What do you know about palm reading? Where can you see palm readers? Has anybody ever read your palm for you? What did they say? Did you believe them?*

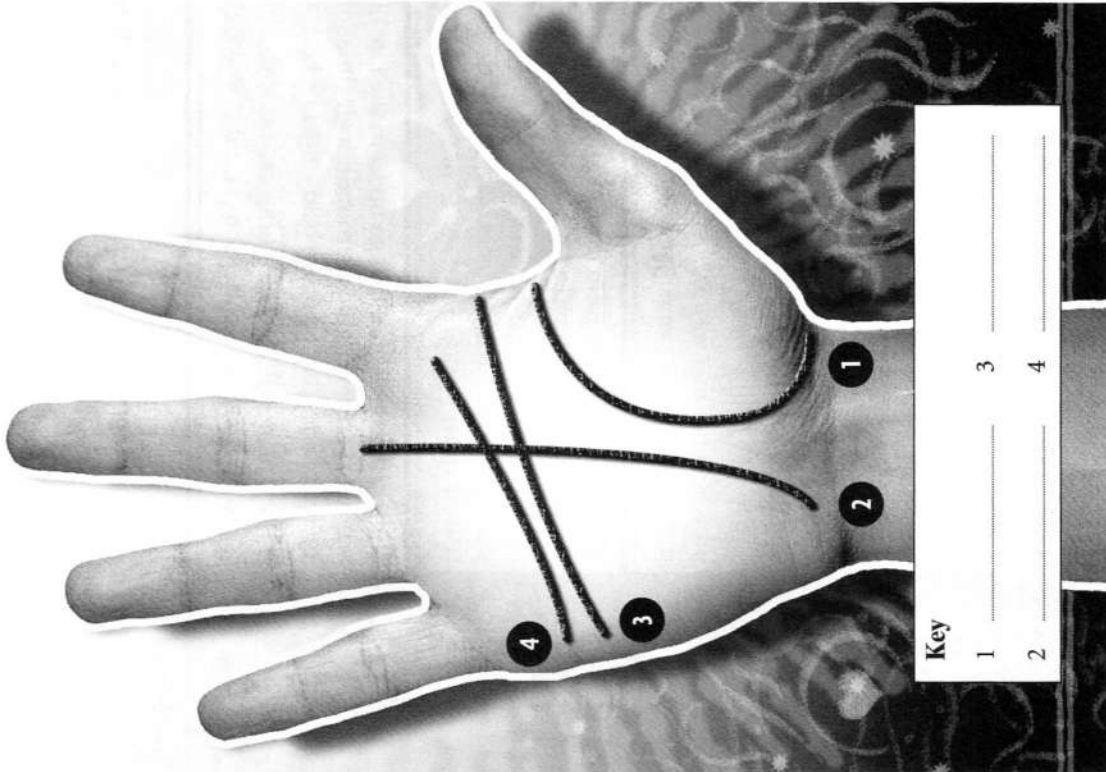
### Procedure (20 minutes)

- Explain that students are going to read about how to understand the lines on the palm, and then use this information to try to tell their and their partner's fortune.
- Divide the class into pairs of an A and a B and hand out a copy of Worksheet 1 to each student. In their pairs, students label the parts of the hand in question 1, using a dictionary if necessary.
- Students then read the text to find out where the main lines are on the palm and complete the key.
- Quickly check comprehension by asking: *Which line tells you about your love life? (Heart Line) Which tells you about your mind? (Head Line) Which tells you about the effect of external events on your life? (Fate Line) Which tells you about your energy? (Life Line).* Students find the lines on their own and their partner's hand. Remind them to look at their 'dominant' hand, i.e. the hand that they use the most.
- Hand out a copy of Worksheet 2A to Students A, and Worksheet 2B to Students B. Explain that students are each going to read about two of the lines.
- Give students several minutes to read their texts and to check any items of vocabulary.
- In their pairs, students use the information in the text and diagrams to interpret their partner's lines, and their own lines, e.g. *Your life line goes away from your thumb. You will travel a lot. There is a star at the end of your fate line. You will be very successful.* They should note down the interpretation in the box underneath. Go around listening and helping as necessary.
- Have a class feedback session. Ask if students agree with and/or believe the notes about their lines. Lead this into a discussion about whether students believe any of the following: tarot readings, horoscopes, the supernatural, feng shui, dream analysis.

### Extension (10 minutes)

- Ask students to look back over the two worksheets and highlight any words they didn't know. They then write example sentences using those words. Go around helping and correcting as necessary.

1 Look at the picture of a hand and label the parts a-f with the words in the box. Use a dictionary, if necessary.



Key	
1	..... 3
2	..... 4

- |              |               |               |      |             |       |
|--------------|---------------|---------------|------|-------------|-------|
| index finger | little finger | middle finger | palm | ring finger | thumb |
|--------------|---------------|---------------|------|-------------|-------|
- a ..... d .....
- b ..... e .....
- c ..... f .....

2 When a palm reader looks at a person's hand, he/she is interested in four main lines: the *Life Line*, the *Head Line*, the *Heart Line* and the *Fate Line*. Read the texts and label these lines 1 to 4 in the key.

The **Life Line** is one of the most important lines on your hand. It begins between the index finger and thumb and goes round in an arc to the base of the thumb. It shows vitality and energy. Modern palm readers do not believe that it can tell you how long your life will be.

Another important line is the **Head Line**. People believe that this line can tell you about a person's mind and attitudes to life. The line starts under the index finger and goes right across the palm to the other side. Sometimes it starts at the same place as the **Life Line** and sometimes just above.

The **Heart Line** deals with everything related to love. It is the line that runs above the **Head Line**. It begins under the index finger or middle finger and goes across to the end of the palm below the little finger.

The **Fate Line** shows how external things affect your life. If this line is strong and deep, fate controls your life very strongly. This line begins at the base of the palm and goes up towards the base of the middle finger.

**Glossary**

*fate*: the power that some people believe controls everything that happens

3 Find these lines on your palm and compare with a partner. You should look at the hand that you use the most.

Worksheet 2A

## The Life Line



If the Life Line is strong and deep, you will have great energy in your life.

If there is a break in the line, there will be a sudden change in your life.

If the line goes away from the thumb towards the base of the hand, you will travel a lot.

If there are small lines that go up from the Life Line, you will always recover quickly from difficult situations. If there are lines that go down below the Life Line, you will have a habit of wasting energy.

### Your Heart Line

Ask your partner to tell you about your Heart Line and make notes here.

## The Head Line



If your Head Line and Life Line are joined at the beginning, you have a strong mind, which usually rules over your body. If the lines are separated at the beginning, you love adventure.

If the line is long and goes straight across the palm, you have a logical way of thinking. If it is deep, you have a very good memory.

If the line is wavy or short, then you often find it difficult to concentrate for a long time. This doesn't affect your intelligence.

If you have double lines, you have exceptional mental ability.

### Your Fate Line

Ask your partner to tell you about your Fate Line and make notes here.

## The Heart Line

If the Heart Line starts under your index finger, your love life will be happy. If it starts under your middle finger, you will have a selfish attitude to love.

If the line starts between the index finger and middle finger, you don't consider love to be very important and easily fall in and out of love.

If your Heart Line is short, you're not very interested in love. If the line is long and curves upward, then you are romantic and warm.

If the line is wavy, you will have many love interests, but none of them very serious.



### Your Life Line

Ask your partner to tell you about your Life Line and make notes here.

## The Fate Line

If there is a star at the end of the Fate Line, you will be successful. If the line with a star ends under ...

- 1 ... the index finger, you will be famous in a non-creative area.
- 2 ... the middle finger, you will be successful after ten years of hard work.
- 3 ... the ring finger, you will be successful in the creative arts.

If the Fate Line starts joined to the life line, you will have ambitions early in your life and know exactly what you want to do.

If your Fate Line starts a long distance from the beginning of the Life Line, you will be famous, either as a politician, or an entertainer (e.g. a musician, actor, or dancer).

If there is a break in your Fate Line where it crosses the Head Line, you will successfully change your job in your middle years.



### Your Head Line

Ask your partner to tell you about your Head Line and make notes here.

# 9.2

## Hot verbs mime game

### Aim

To mime hot verb phrases for other students to guess

### Language

Verb phrases with *make, do, take, and get*

### Skills

Speaking

### Lesson link

Use after Unit 9, SB p91

### Materials

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

### Pre-activity (5 minutes)

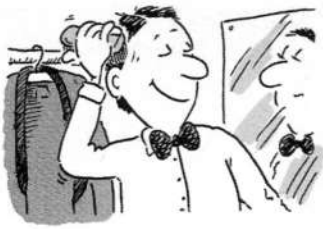
- Write the four hot verbs on the board: *make, do, take, and get*. Quickly elicit some hot verb phrases from Student's Book page 91 by saying the phrase without the verb and getting students to call out the complete phrase, e.g. *better (get better), friends (make friends), a course (do a course), a photo (take a photo)*.

### Procedure (15 minutes)

- Explain that students are going to play a game in which they mime hot verb phrases for other students to guess.
- Divide the class into groups of four to six students. Give each group a set of cards placed in a pile face down on the table.
- The first student in each group takes a card from the pile and mimes the action. The first student in the group to say the correct phrase wins the card. Then the next player takes a card and mimes the phrase.
- Continue the game until all the cards have been used. The student with the most cards in each group wins.

### Extension (10 minutes)

- In pairs, students choose five phrases that they like and use them in example sentences. Ask them to leave gaps where the verbs are to test another pair.



**get ready**



**take a photo**



**take a tablet**



**get on well  
with someone**



**make a mistake**



**do my homework**



**get home**



**get lost**



**get sunburnt**



**get angry**



**get a cold**



**take a long time**



**do the washing-up**



**do me a favour**



**make a noise**



**make up my mind**



**make a fortune**



**take care**

# 9.3

## Travel survey

### Aim

To ask and answer questions to complete a survey on the theme of travel

### Language

Tense review

Verb patterns

Questions

Fluency practice

### Skills

Speaking and Listening

### Lesson link

Use after Unit 9, SB p76

### Materials

One copy of the worksheet per student

### Pre-activity (10 minutes)

- Write the following prompts on the board: *Where/go? When/go? Who/go with? Where/stay? What/weather like? What/do in the day? What/do in the evenings?*
- Divide students into pairs and ask them to interview each other about their last holiday using the prompts as a guide. Go around listening, helping, and correcting as necessary.

### Procedure (20 minutes)

- Explain that students are going to complete a survey of the class's travel experiences and travel habits.
- Give each student a copy of the worksheet. Give students several minutes to read the statements and to check any items of vocabulary.
- Tell students that they have to change the statements into questions and then go around the class asking the questions to different students. Elicit the first few questions that students have to ask. With a weaker class, go through all the questions and ask students to write down them down.
- Students mingle asking and answering the questions. When they find someone who answers yes to a question, they write down the student's name and ask a follow-up question for the *Extra information* column. Tell students that they may only write the same student's name twice. (This is to ensure that they speak to several other students.)
- While students are mingling, go around helping and encouraging them to give detailed answers to the follow-up questions.
- When a few students have found a name for every statement, ask everybody to return to their seats and have a class feedback session.

### Extension (15 minutes)

- Give students ten minutes to write a short account of either the best or worst holiday they have had. Go around helping with vocabulary as necessary.
- Students then read their account to their partner.



# TRAVEL SURVEY



Find someone who ...	Name	Extra information
1 has been on holiday alone.		
2 has had a bad experience on a flight.		
3 loves trying the local food and drink.		
4 has got badly sunburnt.		
5 would love to do a round-the-world trip one day.		
6 has had a holiday romance.		
7 always packs his/her suitcase at the last minute.		
8 gets travel sick.		
9 prefers relaxing by the pool to exploring the local area.		
10 tries to learn a few words of the language before going abroad.		
11 always buys local artefacts as souvenirs.		
12 prefers staying in his/her own country to going abroad.		
13 has been to Disneyworld or Euro Disney.		
14 always takes a travel guide book when he/she goes to a new place.		
15 prefers very cold weather to very hot weather.		

# 10.1

## When and where?

### Aim

A quiz to practise asking questions in the passive

### Language

Passive questions: present and past

### Skills

Speaking

### Lesson link

Use after unit 10, SB p100

### Materials

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

### Pre-activity (5 minutes)

- Write this question and possible answers on the board: *When / film / 'Titanic' / make? a) 1996 b) 1997 c) 1998.* Ask students to tell you who was in the film (Leonardo DiCaprio and Kate Winslet) and then tell you the question: *When was the film 'Titanic' made?* Now ask students to tell you the answer using the passive (*'Titanic' was made in 1997.*).

### Procedure (20 minutes)

- Explain that students are going to ask each other general knowledge questions using the passive (Present Simple and Past Simple).
- Divide students into pairs. Give Students A Worksheet A, and Students B Worksheet B. Give students several minutes to read through it, to check any items of vocabulary, and to work out the questions. Point out that some questions will be in the Past Simple passive, and others will be in the Present Simple passive.

### Questions

#### A

- 1 When was *Hamlet* written?
- 2 Where was JF Kennedy shot?
- 3 Where are oranges grown?
- 4 When was the CD invented?
- 5 Where was the first photograph taken?
- 6 Where is the most vodka drunk?
- 7 When was the telephone invented?
- 8 When were the first cigarettes produced?
- 9 Where was Tutankhamen found?
- 10 When was the *Mona Lisa* painted?

#### B

- 1 When was the radio invented?
- 2 Where are NASA space shuttles launched?
- 3 Where was Elvis Presley buried?
- 4 When was the *Titanic* hit by an iceberg?
- 5 Where is the most pollution from cars produced?
- 6 When was radioactivity discovered?
- 7 When was Prince William born?
- 8 Where was John Lennon killed?
- 9 Where are the crown jewels kept?
- 10 When was the Great Wall of China built?

- In pairs, students take it in turns to ask each other the questions and give the three possible answers. (Tell students the correct answer is the circled one.) Students get a point for each correct answer and keep a note of the score. Go around listening, correcting as necessary.
- Have a class feedback session. How many points did students score in the quiz?

### Extension (10 minutes)

- Students write sentences about the questions they asked, e.g. *Hamlet was written in 1601.*

**Worksheet A** When and where?

<p><b>1</b> When / <i>Hamlet</i> / write?</p> <p>a 1601 b 1885 c 1975</p>	<p><b>6</b> Where / the most vodka / drink?</p> <p>a Scotland b Russia c Poland</p>
<p><b>2</b> Where / JF Kennedy / shoot?</p> <p>a New York b Washington c Dallas</p>	<p><b>7</b> When / the telephone / invent?</p> <p>a 1750 b 1878 c 1905</p>
<p><b>3</b> Where / oranges / grow?</p> <p>a Arizona b Florida c Washington</p>	<p><b>8</b> When / the first cigarettes / produce?</p> <p>a 17th century b 18th century c 19th century</p>
<p><b>4</b> When / the CD / invent?</p> <p>a 1979 b 1969 c 1959</p>	<p><b>9</b> Where / Tutankhamen / find?</p> <p>a Egypt b Thailand c Australia</p>
<p><b>5</b> Where / the first photograph / take?</p> <p>a France b Italy c Japan</p>	<p><b>10</b> When / the <i>Mona Lisa</i> / paint?</p> <p>a 1903 b 1726 c 1540</p>



**Worksheet B** When and where?

<p><b>1</b> When / the radio / invent?</p> <p>a 1745 b 1895 c 1901</p>	<p><b>6</b> When / radioactivity / discover?</p> <p>a 1426 b 1898 c 1944</p>
<p><b>2</b> Where / NASA space shuttles / launch?</p> <p>a Cape Canaveral b Fort Lauderdale c Houston</p>	<p><b>7</b> When / Prince William / born?</p> <p>a 1980 b 1981 c 1982</p>
<p><b>3</b> Where / Elvis Presley / bury?</p> <p>a Heartbreak Hotel b The White House c Graceland</p>	<p><b>8</b> Where / John Lennon / kill?</p> <p>a New York b Liverpool c Paris</p>
<p><b>4</b> When / the <i>Titanic</i> / hit by an iceberg?</p> <p>a 1998 b 1945 c 1912</p>	<p><b>9</b> Where / the Crown Jewels / keep?</p> <p>a The Tower of London b Buckingham Palace c 10 Downing Street</p>
<p><b>5</b> Where / the most pollution from cars / produce?</p> <p>a Europe b USA c China</p>	<p><b>10</b> When / the Great Wall of China / build?</p> <p>a 600 BC b 400 BC c 200 BC</p>

# 10.2

## What's the phrase?

### Aim

To describe verb/noun phrases for other students to guess

### Language

Verbs and nouns that go together, e.g. *make a complaint*

### Skills

Speaking and Listening

### Lesson link

Use after Unit 10, SB p81

### Materials

One copy of the worksheet cut up per group of three to five students

### Pre-activity (5 minutes)

- Ask a student to come to the front of the class and sit with his/her back to the board. Tell the class that you are going to write a verb/noun phrase on the board and they are going to describe it to help the student guess the phrase. They can do this by explaining the phrase or giving an example in context, but they mustn't say the phrase.
- Write *tell a lie* on the board and invite students to call out an explanation, e.g. *If you say something which is not true, you do this.*
- When the student has guessed both the verb and noun correctly, invite another student to sit with his/her back to the board and write up another phrase, e.g. *miss the bus*. Students might elicit this by giving an example in context, e.g. *Sorry I'm late, but I ...*

### Procedure (15 minutes)

- Explain that students are going to play the same game in groups, to revise the verb/noun phrases that they studied on Student's Book page 81.
- Divide students into groups of three to five. Give each group a set of cards, placed in a pile face down on the table.
- In their groups, students take it in turns to pick a card and describe the verb noun phrase. The first student in the group to guess the phrase correctly wins the card. Go around checking that students are playing correctly, and helping them with their definitions if necessary.
- Play continues until all the cards have been described. The student with the most cards in each group wins the game.

### Extension (10 minutes)

- Dictate the following sentences to the class or write them on the board:

*Are you good at keeping secrets?*

*Is it ever necessary to tell a lie? When?*

*Have you ever lost any money?*

*Do you keep a diary?*

*What's the best present you've ever received?*

- Students discuss the questions in pairs.



<b>make a complaint</b>	<b>carry an umbrella</b>	<b>give someone a lift</b>
<b>do your homework</b>	<b>give advice</b>	<b>make a phone call</b>
<b>tell a lie</b>	<b>give someone a present</b>	<b>carry a briefcase</b>
<b>keep a diary</b>	<b>tell a story</b>	<b>keep the peace</b>
<b>miss the bus</b>	<b>lose weight</b>	<b>miss the ball</b>
<b>wear a watch</b>	<b>discover gold</b>	<b>lose the game</b>
<b>keep a secret</b>	<b>discover a cure</b>	<b>lose your way</b>

# 10.3

## Two tales of modern life

### Aim

To dictate alternate sentences of a jumbled text of two news stories, and then reorder the stories

### Language

Passives

### Skills

Speaking, Listening, and Writing

### Lesson link

Use after Unit 10, SB p84

### Materials

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

### Answers

#### Sat nav leaves man on tram line

- 1a A German driver caused chaos after he was told by his sat nav system  
2b to turn left onto a tram line.  
The 46-year-old, who has not been  
3c named, tried to reverse but couldn't.  
A dozen trams were delayed in  
4j Bremen, before the car was towed away. Police said that it was one of many recent  
5g accidents where drivers said they were only following orders.

#### 420 mph taxi driver!

- 1f A Welsh taxi driver was driving his 12-year-old Vauxhall Cavalier in Newport when he was  
2i caught by a speed camera. A few days later he received a fine and was accused of speeding  
3e at 420 mph. He said to The Sun newspaper: 'I drive an old Cavalier,  
4h not a jumbo jet. According to this, I've broken the land speed record!' It was later  
5d discovered that the mistake was caused by human error.

### Pre-activity (10 minutes)

- Write the following words up on the board: *chaos, a sat nav (a satellite navigation system), to reverse, a tram, mph, to follow orders, accused of, a fine, to be delayed, to tow away*. Explain that the words come from two real life news stories.
- Ask students to work in small groups and to divide the words into two lists: those they know (as a group) and those they don't know. They then take it in turns to ask the rest of the class, e.g. *Does anybody know the meaning of 'tow away'?* Explain the meaning of any that the class aren't able to resolve among themselves.

### Procedure (25 minutes)

- Divide students into pairs. Give Students A worksheet A, and Students B worksheet B. Explain that they each have different parts of the sentences from the two news stories from the Pre-activity.
- Ask students to sit so that they can't see their partner's worksheet. Students take it in turns to dictate a line a-j to their partner, who writes it in the space provided. They can't spell out any words except for names. Instead they should concentrate on clear pronunciation. This part can be done as a race.
- When students have finished dictating their sentences, they can check their writing against their partner's worksheet. Finally, they arrange lines a-j in order, to form the two news stories. Go around checking, helping as necessary.
- Have a class feedback session, reading the stories aloud, to make sure that everyone ordered the two stories correctly.

### Extension (10 minutes)

- In pairs, students role-play a conversation from one of the stories, e.g. the man and the shop he bought the sat nav from, the taxi driver and the journalist from *The Sun*, a passenger and the tram driver, etc.
- Invite pairs to act out their conversation to the class.

**Student A**

**1** Work with Student B. Take it in turns to dictate your sentences to each other. Don't look at your partner's worksheet.

a) A German driver caused chaos after he was told by his sat nav system ...

b) .....

c) ... named, tried to reverse but couldn't. A dozen trams were delayed in ...

d) .....

e) ... at 420 mph. He said to *The Sun* newspaper: 'I drive an old Cavalier, ...

f) .....

g) ... accidents where drivers said they were only following orders.

h) .....

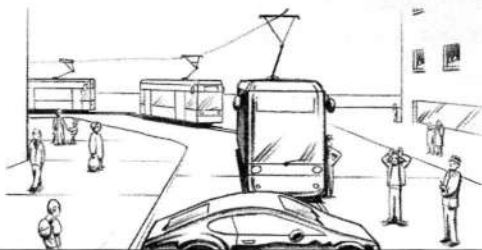
i) ... caught by a speed camera. A few days later he received a fine and was accused of speeding

j) .....

**2** Now put the sentences in order to make two true stories.

**Sat nav leaves man on tram line**

- 1  a
- 2
- 3
- 4
- 5



**420 mph taxi driver!**

- 1
- 2
- 3
- 4
- 5



**Student B**

**1** Work with Student A. Take it in turns to dictate your sentences to each other. Don't look at your partner's worksheet.

a) .....

b) ... discovered that the mistake was caused by human error.

c) .....

d) ... to turn left onto a tram line. The 46-year-old, who has not been ...

e) .....

f) A Welsh taxi driver was driving his 12-year-old Vauxhall Cavalier in Newport when he was ...

g) .....

h) ... not a jumbo jet. According to this, I've broken the land speed record! It was later ...

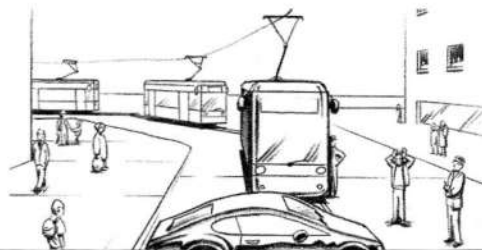
i) .....

j) ... Bremen, before the car was towed away. Police said that it was one of many recent ...

**2** Now put the sentences in order to make two true stories.

**Sat nav leaves man on tram line**

- 1  a
- 2
- 3
- 4
- 5



**420 mph taxi driver!**

- 1
- 2
- 3
- 4
- 5



# 11.1

## Food for thought

### Aim

To discuss questions about imaginary situations

### Language

Second Conditional

Fluency practice

### Skills

Speaking

### Lesson link

Use after Unit 11, SB p86 & 87

### Materials

One copy of the worksheet per pair or group of three to four students

### Pre-activity (5 minutes)

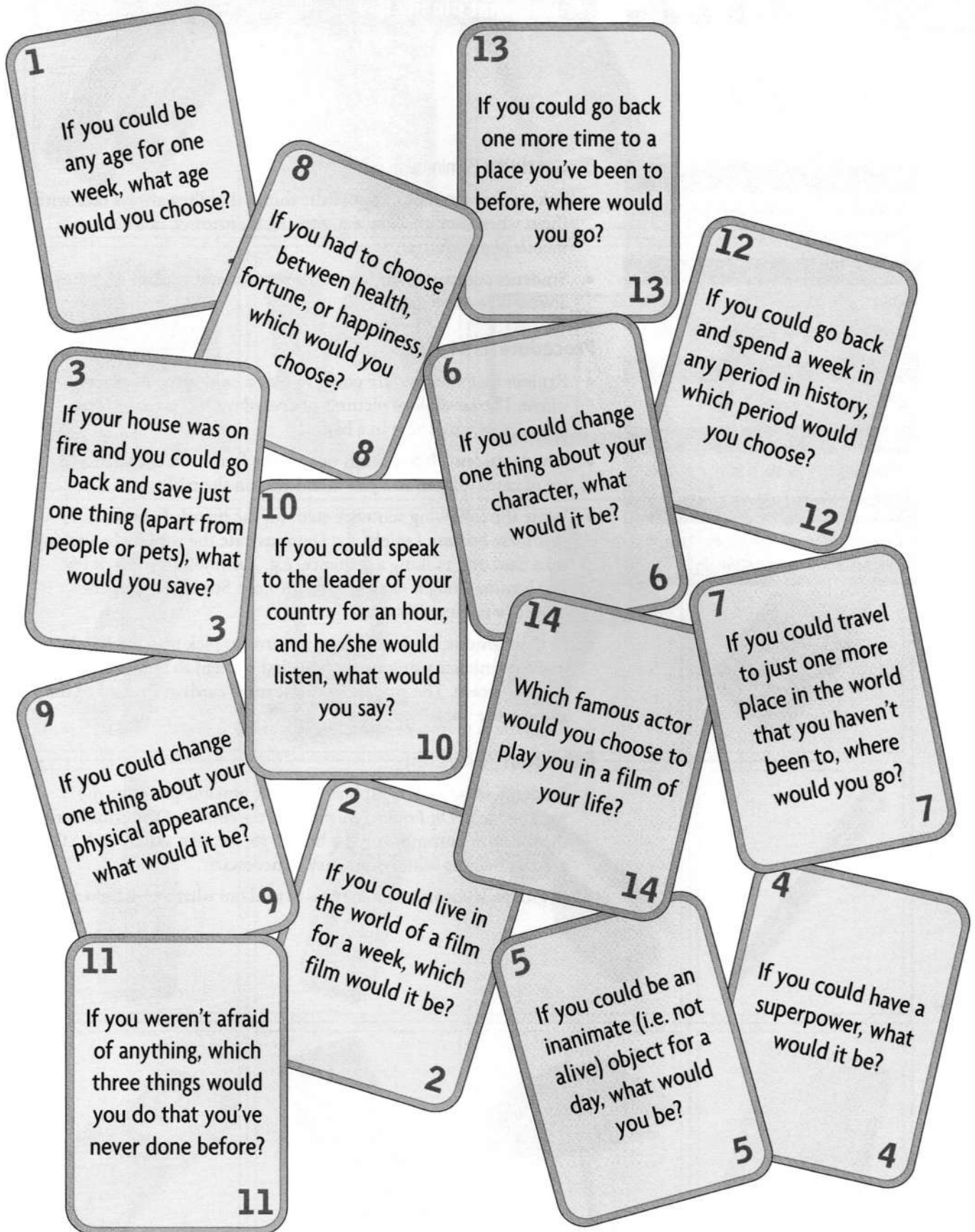
- Write the following sentence on the board: *If you could be any age for one week, what age would you choose?*
- Ask students to tell you which structure is used and why. (Second conditional, to talk about a situation which is improbable or unreal.)
- Elicit a few answers from the class and encourage them to give reasons for their answers.

### Procedure (20 minutes)

- Explain that students are going to discuss some questions about imaginary situations.
- Divide students into pairs or small groups and give each pair/group a copy of the worksheet, placed face down on the table.
- Students take it in turns to choose a number between 1 and 14 (each number can be chosen once only). This student turns over the worksheet, reads the corresponding question to the group, then turns the worksheet over again.
- Students discuss the question together, giving reasons for their answer. Go around listening, helping, and correcting as necessary.
- Stop the activity when you feel is appropriate – they do not need to answer all the questions. Have a class feedback session.

### Extension (10 minutes)

- In pairs, students write three more *If...* questions, which they then exchange with another pair for discussion.
- Write the following ideas, or any of your own, as prompts on the board: *desert island, time travel, famous people.*



# 11.2

## Guess what's in my bag

### Aim

To describe why you have something so that others can guess the object

### Language

*might*

Everyday objects vocabulary

### Skills

Speaking

### Lesson link

Use after Unit 11, SB p88 & 89

### Materials

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

### Pre-activity (5 minutes)

- Ask students to make a list of the things that they always take with them when they go away, e.g. *camera, moisturiser, notebook, mobile phone charger*.
- Students compare their list with a partner and explain why they always take these items.

### Procedure (15 minutes)

- Explain that students are going to play a card game to practise *might*. The cards have pictures of everyday objects that people often carry with them in a bag.
- Divide students into groups of three or four. Give each group a set of cards, placed in a pile face down on the table.
- Write the following sentence stem on the board: *I always carry this/these because I might ...*. Demonstrate the activity by picking up a card and making a sentence, e.g. *I always carry this in my bag because I might need to blow my nose*. Students guess the object (*a packet of tissues*).
- In their groups, students take it in turns to pick up a card and make a sentence using *might*. The first student to guess the object keeps the card. The student with the most cards at the end of the game is the winner.

### Extension (10 minutes)

- Students write a paragraph about their possible plans for the weekend, e.g. *On Friday I might go to the cinema*. (You could write the following prompts on the board: *go, eat, buy, visit, watch*.) Go around helping with vocabulary as necessary.
- In groups, students take it in turns to read out what they have written.



# 11.3

## Phrasal verbs pelmanism

### Aim

To play a card game to match phrasal verbs with their corresponding picture

### Language

Phrasal verbs

### Skills

Speaking

### Lesson link

Use after Unit 11, SB p92

### Materials

One copy of the worksheet cut up per pair or group of three to four students

### Pre-activity (5 minutes)

- Call out some gapped phrasal verb sentences and ask students to tell you the missing adverb or preposition, e.g.

1 Please turn \_\_\_\_ the television. I'm trying to study. (off/down)

2 I can't come out tonight. I have to look \_\_\_\_ my little brother. (after)

3 I don't get \_\_\_\_ with my sister. We're always arguing. (on)

4 Oh no! We've run \_\_\_\_ \_\_\_\_ coffee. Would you like tea instead? (out of)




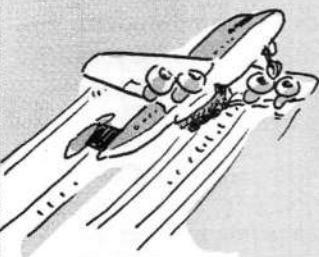
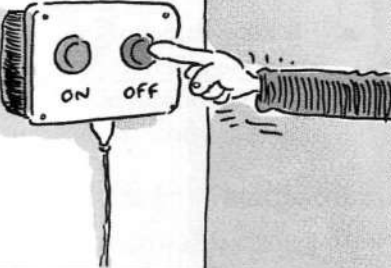







5 I feel sick. I think I need to lie \_\_\_\_ . (down)

### Procedure (15 minutes)

- Explain that students are going to play pelmanism, a game in which they match a phrasal verb with a picture illustrating that phrasal verb.
- Divide students into pairs/groups. Give each pair/group a set of jumbled word cards, and a set of jumbled picture cards. Without looking at the words or pictures, students lay out each set of cards separately face down on the table.
- Students take it in turns to turn over one picture card and one phrasal verb card. If the cards match, the student makes a well-formed sentence using the phrasal verb in context. Provided the sentence is accurate, the student keeps the cards and has another turn. If the sentence is **not** accurate, the student turns the cards over again so that they are facing down.
- If the cards don't match, they should be turned over again so that they are facing down. N.B. Students should not change the position of the cards.
- Students play until there are no more cards. The student with the most pairs of cards is the winners.

### Extension (10 minutes)

- Ask students, in pairs, to write a short story using as many of the phrasal verbs from the cards as possible. Encourage a sense of fun. Go around helping with vocabulary as necessary.
- Invite pairs to read their stories to the class.

		
<p><b>break down</b></p>	<p><b>put on</b></p>	<p><b>get on with</b></p>
		
<p><b>take off</b></p>	<p><b>turn off</b></p>	<p><b>look up</b></p>
		
<p><b>try on</b></p>	<p><b>throw away</b></p>	<p><b>pick up</b></p>
		
<p><b>run out of</b></p>	<p><b>look out</b></p>	<p><b>give up</b></p>

# 12.1

## Present Perfect pictures

### Aim

To distinguish between the Present Perfect Simple and Continuous by matching sentences with pictures

### Language

Present Perfect Simple and Continuous

### Skills

Speaking

### Lesson link

Use after Unit 12, SB p94 & 95

### Materials

One copy of the worksheet cut up per pair of students

### Answers

1 c	5 a	9 e
2 f	6 d	10 i
3 g	7 k	11 h
4 l	8 b	12 j

### Pre-activity (5 minutes)

- Write the following two jumbled sentences on the board:

1 *done his happy homework He's because he's*

2 *doing his He's because he's evening homework all been tired*

- Ask students, in pairs, to try and unjumble the sentences. (1 *He's happy because he's done his homework.* 2 *He's tired because he's been doing his homework all evening.*)
- Elicit the names of the tenses. Then elicit or remind students that the Present Perfect Simple is used in sentence 1 because the focus is on the completed action, and the continuous form is used in sentence 2 because the focus is on the activity itself.

### Procedure (15 minutes)

- Explain that students are going to look at some pictures that illustrate sentences in the Present Perfect Simple and Present Perfect Continuous, then match the pictures with the sentences.
- Divide students into pairs. Give each pair a set of jumbled pictures and the list of sentences.
- Do an example with the class to make students aware that they have to look carefully at the tense in each sentence. Then students match the rest of the pictures with the sentences. Go around checking and helping as necessary.
- Have a class feedback session to check that students have matched correctly.
- Then students put the pictures in a pile, face down on the table. In their pairs, they take it in turns to turn over a picture and form a sentence in the Present Perfect Simple or Present Perfect Continuous. Go around listening, helping and correcting as necessary.

**Extra idea:** You could reuse these pictures as a pair form activity in a future lesson. Give each student a picture or a sentence and ask students to mingle to find the person with a matching picture or sentence. This person then becomes their partner for the following activity.

### Extension (10 minutes)


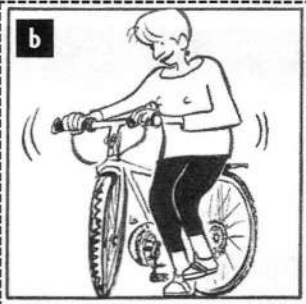



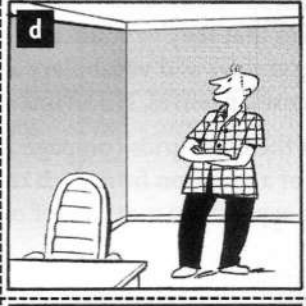
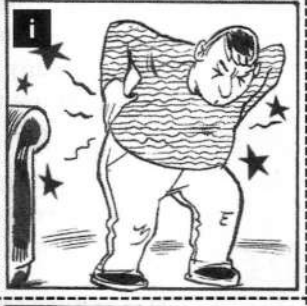





- Write the following activities on the board: *play a sport, play an instrument, drive a car, work, learn English*, (or elicit other activities).
- In pairs, students ask and answer questions to find out how long they have been doing these activities, e.g.

A *Do you play an instrument?*

B *Yes, I do. I play the violin.*

A *How long have you been playing the violin?*

B *For three years.*

 <p>a</p>	 <p>b</p>	 <p>g</p>	 <p>h</p>
 <p>c</p>	 <p>d</p>	 <p>i</p>	 <p>j</p>
 <p>e</p>	 <p>f</p>	 <p>k</p>	 <p>l</p>
<p>1</p> <p>She's been fixing her bicycle.</p>	<p>2</p> <p>She's fixed her bicycle.</p>		
<p>3</p> <p>He's been painting his study.</p>	<p>4</p> <p>He's painted his study.</p>		
<p>5</p> <p>They've been washing the car.</p>	<p>6</p> <p>They've washed the car.</p>		
<p>7</p> <p>He's been making some bread.</p>	<p>8</p> <p>He's made some bread.</p>		
<p>9</p> <p>He's been moving furniture.</p>	<p>10</p> <p>He's moved the furniture.</p>		
<p>11</p> <p>She's been chopping the onions.</p>	<p>12</p> <p>She's chopped the onions.</p>		

# 12.2

## The OXO game

### Aim

To play noughts and crosses to revise language from Units 1 to 12 of the Student's Book

### Language

Grammar, vocabulary, pronunciation, and spelling review

### Skills

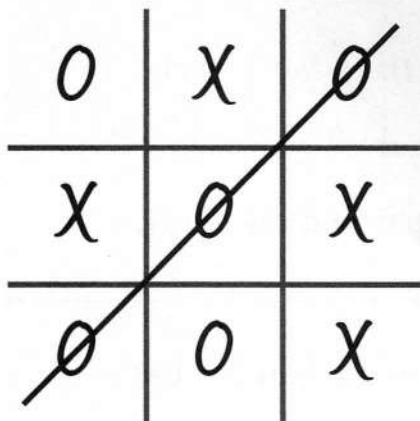
Speaking

### Lesson link

Use after Unit 12

### Materials

Three copies of the board game and one copy of the question sheet per group of five students



### Pre-activity (10 minutes)

- Explain that students are going to play a game to revise all the language areas that they've studied in the Student's Book. Ask how many grammar and vocabulary areas they can remember, e.g. future tenses, passives, synonyms and antonyms, etc.
- Copy one of the OXO grids (on page 79) onto the board and give an example of a question from each category (on page 80) You may need to explain the meaning of *odd word out* (*Which word is different?*).

### Procedure (25 minutes)

- Explain that students are going to play a game of noughts and crosses to revise language from the Student's Book. If they are unfamiliar with the game, draw the following diagram on the board and explain that the aim of the game is to get a line of noughts or crosses before the other team.
- Divide the class into groups of five. Ask each group to divide itself into two teams of two and a referee. Give each group three copies of the board game, and give each referee a question sheet.
- Ask the referees to toss a coin to decide which team starts the game. The two teams then decide whether they are noughts (O) or crosses (X).
- Teams take it in turns to choose a square. The referee asks a question from that category. Teams have one minute to discuss the answer. If their answer is correct, the referee marks a nought or cross on the square. Tell the referees to ask you if they are not sure about the pronunciation of a word.
- When one team gets a line of three, they win the first game.
- Groups play the best of three games, i.e. the first team to win two games is the winner.

**Note:** If you have twelve students or fewer in the class, this game works very well if you divide the class into two teams, copy the grid onto the board and take the role of referee yourself.

### Extension (10 minutes)

- In pairs, students make three more odd word out lists. They read them out to another pair who try to work out which word is different. Go around helping as necessary.

Spelling	Pronunciation	Odd word out
Correct it	Irregular verbs	Social language
Prepositions	Antonyms	Verbs and nouns

Spelling	Pronunciation	Odd word out
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Spelling	Pronunciation	Odd word out
Correct it	Irregular verbs	Social language
Prepositions	Antonyms	Verbs and nouns

# Question sheet

## Spelling

Ask *How do you spell ...?* and say the word.

usually	factory	exercise	quietly
tissues	envelope	excited	fascinated
plumber	jewellery	complaint	routine

## Pronunciation

Write the word and ask *How do you say it?*

exhausted	headache	awful	building
comfortable	successful	fortunately	deodorant
square	temperature	chemist	disguise

## Odd word out

Ask *Which word is different?* and read out the four words twice.

- **shaving foam aspirin envelopes tissues**  
(*envelopes* because you can't buy them at a chemist's)
- **disappointed retired confused excited**  
(*retired* because it isn't a feeling)
- **classical comedy science fiction thriller**  
(*classical* because it's not a kind of film)
- **second-hand intelligent new expensive**  
(*intelligent* because it describes a person)
- **noisy moody beauty happy**  
(*beauty* because it's not an adjective)
- **interpreter politics musician accountant**  
(*politics* because it's not a job)

## Social language

Ask *How would you answer?* and read out the expression.

- Sorry I'm late. (*It doesn't matter. / Never mind.*)
- How do you do? (*How do you do? / Pleased to meet you.*)
- We're getting married in March. (*Congratulations!*)
- Thank you for having me. (*You're welcome. / It was a pleasure. / Not at all*)
- Can you help me with this suitcase? (*Of course I can. / No problem.*)
- Have a good weekend. (*Thanks. Same to you.*)

## Correct it

Say *Correct it* and read out a sentence.

- I love the Japanese food.  
(I love ~~the~~ Japanese food.)
- Wait here until I will come back.  
(Wait here until I ~~will~~ come back.)
- He is taller that his father.  
(He is taller ~~than~~ his father.)
- The man was took to the police station.  
(The man was ~~taken~~ to the police station.)
- I'm so exciting about my holiday.  
(I'm so ~~excited~~ about my holiday.)
- She is married to Sam for two years.  
(She ~~has been~~ married to Sam for two years.)

## Irregular verbs

Ask *What is the past simple of ...?* and say the verb.

steal ( <i>stole</i> )	hide ( <i>hid</i> )	cut ( <i>cut</i> )
creep ( <i>crept</i> )	shine ( <i>shone</i> )	throw ( <i>threw</i> )
stand ( <i>stood</i> )	ride ( <i>rode</i> )	sing ( <i>sang</i> )

## Prepositions

Ask *What's the preposition?* and read out the sentence.

- He's thinking \_\_\_ leaving his job. (*of*)
- I'm looking forward \_\_\_ your party. (*to*)
- She's had that car \_\_\_ six years. (*for*)
- Who's going to take care \_\_\_ the children? (*of*)
- The hotel is \_\_\_ the corner of George Street. (*on*)
- I haven't got any money \_\_\_ me. (*on*)

## Antonyms (opposites)

Ask *What's the opposite?* and say the word.

interested ( <i>bored / fed up</i> )	rude ( <i>polite</i> )
generous ( <i>mean</i> )	lovely ( <i>awful / terrible</i> )
modern ( <i>old</i> )	messy ( <i>tidy</i> )

## Verbs and nouns

Ask *What's the verb?* and read out the sentence.

- Sorry I'm late. I \_\_\_ the bus. (*missed*)
- He's \_\_\_ his homework. (*doing/done*)
- I'd like to \_\_\_ a complaint. (*make*)
- Don't tell her. She can't \_\_\_ a secret. (*keep*)
- Shall I \_\_\_ you a funny story? (*tell*)
- I don't usually \_\_\_ a watch. (*wear*)