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<td>Will for prediction</td>
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<td>Asking and saying where places are Prepositions of place</td>
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</tr>
<tr>
<td></td>
<td>Groupwork</td>
<td>Reading</td>
<td>Speaking</td>
<td>20-30</td>
<td>Talking about hopes and ambitions Would like to Want to/don’t want to</td>
<td>Jobs</td>
</tr>
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<td></td>
<td>Groupwork</td>
<td>Writing</td>
<td>Sentence completion</td>
<td>30</td>
<td>Will for prediction</td>
<td>General</td>
</tr>
<tr>
<td></td>
<td>Whole class</td>
<td>Speaking</td>
<td>Mill drill</td>
<td>15-20</td>
<td>Going to for plans Will for decisions</td>
<td>Travel and holidays</td>
</tr>
<tr>
<td></td>
<td>Whole class</td>
<td>Listening</td>
<td>Map dictation</td>
<td>30</td>
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<td>Communication task: completing a map</td>
<td>20-30</td>
<td>Asking and saying where places are Prepositions of place</td>
<td>Town features</td>
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<td>Groupwork</td>
<td>Reading</td>
<td>Speaking</td>
<td>20-30</td>
<td>Expressions of quantity Countable and uncountable nouns</td>
<td>Food and drink</td>
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<tr>
<td></td>
<td>Groupwork</td>
<td>Speaking</td>
<td>Identifying mistakes in sentences</td>
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<td>Revision of Lessons 11-15</td>
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<td></td>
<td>Groupwork</td>
<td>Speaking</td>
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<td>Game</td>
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<td>Making invitations Prepositions of time and place</td>
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<td>Groupwork</td>
<td>Speaking</td>
<td>Matching</td>
<td>45</td>
<td>Describing people</td>
<td>Adjectives and expressions for describing people</td>
</tr>
<tr>
<td></td>
<td>Groupwork</td>
<td>Speaking</td>
<td>Matching</td>
<td>45</td>
<td>Describing people</td>
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<td>Groupwork</td>
<td>Speaking</td>
<td>Categorying vocabulary</td>
<td>20-30</td>
<td>Talking about different ages Comparative adjectives</td>
<td>Adjectives for describing people</td>
</tr>
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<td>Speaking</td>
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<td>Groupwork</td>
<td>Speaking</td>
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<td>30</td>
<td>Talking about journey time, distance, speed and prices</td>
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</tr>
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<td>Groupwork</td>
<td>Speaking</td>
<td>Communication task: matching people to star signs</td>
<td>40-45</td>
<td>Describing people Comparative adjectives</td>
<td>Adjectives for describing people</td>
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<td>21</td>
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<td>Groupwork</td>
<td>Writing</td>
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<td>40</td>
<td>Defining people and things defining relative clauses</td>
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<td>25</td>
<td>Pairwork</td>
<td>Speaking</td>
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<td>Present perfect simple: for and since</td>
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<tr>
<td>26</td>
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<td>Writing</td>
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<td>50-40</td>
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<td>40</td>
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<td>Speaking</td>
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<td>Can't for permission and prohibition</td>
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<td>Writing</td>
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<td>33</td>
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<td>Writing</td>
<td>Completing a chart</td>
<td>30</td>
<td>Describing negative aspects of a place Too much/many, not enough + noun, too + adjective, not + adjective enough</td>
<td>Expressions of quantity Features of a place to live</td>
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<tr>
<td>34</td>
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<td>Sentence completion</td>
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<td>Game</td>
<td>30</td>
<td>Revision of Lessons 30-40</td>
<td>Multi-part verbs</td>
</tr>
</tbody>
</table>
1a | Who are you?

Identity cards

- **Jenny Freeman**
  - Age: 17
  - Job: student engineer
  - You come from Manchester.
  - You live in London.
  - You have 2 sisters.

- **Albert Dermott**
  - Age: 29
  - Job: pilot
  - You come from Belfast.
  - You live in Liverpool.
  - You have 1 sister and 2 brothers.

- **Terri Beaumont**
  - Age: 32
  - Job: secretary
  - You come from Montreal.
  - You have 3 sisters and 1 brother.

- **Ottile Amaambo**
  - Age: 30
  - Job: football player
  - You come from Namibia.
  - You live in Amsterdam.
  - You have 1 sister and 1 brother.

- **Valentina Ortiz**
  - Age: 35
  - Job: cook
  - You come from Mexico.
  - You live in Las Vegas.
  - You have 2 sisters and 1 brother.

- **Paloma Perez**
  - Age: 27
  - Job: maths teacher
  - You come from Madrid.
  - You live in Buenos Aires.
  - You have 2 brothers.

- **Sophie Legrand**
  - Age: 20
  - Job: disc jockey
  - You come from Geneva.
  - You live in Bordeaux.
  - You have 2 sisters.

- **Gerry Heringa**
  - Age: 21
  - Job: barman
  - You come from Amsterdam.
  - You live in Berlin.
  - You have 1 sister and 2 brothers.

- **Angelo Bianchini**
  - Age: 18
  - Job: student of economics
  - You come from Rome.
  - You live in Milan.
  - You have 2 brothers.

- **Julie O'Connor**
  - Age: 32
  - Job: singer
  - You come from Glasgow.
  - You live in Edinburgh.
  - You have 1 brother.

- **Yumiko Ono**
  - Age: 28
  - Job: hairdresser
  - You come from Osaka.
  - You live in Tokyo.
  - You have 1 sister and 1 brother.

- **Jean-Luc Routin**
  - Age: 26
  - Job: photographer
  - You come from Nice.
  - You have 2 brothers.

- **Ken Turnbull**
  - Age: 40
  - Job: film producer
  - You come from Cardiff.
  - You live in Cambridge.
  - You have 2 sisters.

- **Wolfgang Schickert**
  - Age: 35
  - Job: lawyer
  - You come from Düsseldorf.
  - You live in Bonn.
  - You have 2 brothers.
**Who are you?**  
**Worksheets 1a and 1b**

NOTE: Use Worksheets 1a and 1b for this activity.

**ACTIVITY**  
Whole class: speaking

**AIM**  
To complete an information sheet with personal details by asking and answering questions.

**GRAMMAR AND FUNCTIONS**  
Asking for and giving personal information  
Present simple questions with question words:  
what, where, how old  
Present simple questions without a question word

**VOCABULARY**  
Personal information: jobs, countries and towns

**PREPARATION**  
Make a copy of Worksheet 1a (identity cards) and cut it up so that there is one identity card for each student in the class. Make one copy of Worksheet 1b (information sheet) for each student in the class. If there are more than 14 students in the class, divide the class into groups and make one copy of Worksheet 1a for each group. If there are fewer than 14 students in the class or group, use the appropriate number of identity cards. For example, if there are ten students in the class, use only the first ten identity cards and leave out the last four (Yumiko Ono, Jean-Luc Routin, Ken Turnbull and Wolfgang Schickert). You will also need to leave out the corresponding lines on the information sheet on Worksheet 1b. For example, if there are ten students, make a copy of the worksheet and cut off the last four lines of the information chart, before making a copy for each student in the group.

**TIME**  
30 to 40 minutes

**PROCEDURE**

1. If there are more than 14 students in the class, divide the class into groups. Give one identity card and one information sheet to each student in the class.

2. Tell the students that they are now the person on their identity card.

3. Ask them to fill in the details of their new identity on their own information sheet.

4. Explain that they are going to go round the class and fill in the missing details on the information sheet by asking one another questions in order to find out who the other students are on the information sheet and to fill in the missing details.

5. Before the students begin the activity, refer the whole class to the information sheet and elicit the questions they will need to ask in order to:
   a) find out which information on the information sheet relates to the student they are talking to:
      - Are you Jenny Freeman?
      - Are you 27?
      - Are you a secretary?
      - Do you come from Belfast?
      - Do you live in Bordeaux?
   b) fill in the rest of the information:
      - (name) What's your name?
      - (age) How old are you?
      - (job) What do you do?
      - (where/come from) Where do you come from?
      - (where/live) Where do you live?
      - (sisters and brothers) Do you have any sisters and brothers?

6. Now ask the students to go round the class and complete their information sheets with information about the other students' identities. They should take it in turns to ask and answer questions to find out the information they need. They must not show their identity card or information sheet to the other students in the class. If you have divided the class into groups, they should do the activity in their groups.

7. When the first student has completed their information sheet, stop the activity and ask the students to compare: they should have identical details. (See completed information sheet on the back of Worksheet 1b.)
<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>JOB</th>
<th>WHERE/COME FROM</th>
<th>WHERE/LIVE</th>
<th>SISTERS AND BROTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny Freeman</td>
<td></td>
<td></td>
<td>Belfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otile Amaambo</td>
<td>27</td>
<td>secretary</td>
<td>Mexico</td>
<td>Bordeaux</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rome</td>
<td>Edinburgh</td>
<td></td>
</tr>
<tr>
<td>Yumiko Ono</td>
<td></td>
<td>photographer</td>
<td>Cardiff</td>
<td>Bonn</td>
<td></td>
</tr>
</tbody>
</table>
### Who are you? Worksheet 1b ANSWERS

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
<th>JOB</th>
<th>WHERE/COME FROM</th>
<th>WHERE/LIVE</th>
<th>SISTERS AND BROTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenny Freeman</td>
<td>17</td>
<td>student engineer</td>
<td>Manchester</td>
<td>London</td>
<td>2 sisters</td>
</tr>
<tr>
<td>Albert Dermott</td>
<td>29</td>
<td>pilot</td>
<td>Belfast</td>
<td>Liverpool</td>
<td>1 sister 2 brothers</td>
</tr>
<tr>
<td>Terri Beaumont</td>
<td>32</td>
<td>secretary</td>
<td>Montreal</td>
<td>Paris</td>
<td>3 sisters 1 brother</td>
</tr>
<tr>
<td>Ottille Amaambo</td>
<td>30</td>
<td>football player</td>
<td>Namibia</td>
<td>Amsterdam</td>
<td>1 sister 1 brother</td>
</tr>
<tr>
<td>Valentina Ortiz</td>
<td>35</td>
<td>cook</td>
<td>Mexico</td>
<td>Las Vegas</td>
<td>2 sisters 1 brother</td>
</tr>
<tr>
<td>Paloma Perez</td>
<td>27</td>
<td>maths teacher</td>
<td>Madrid</td>
<td>Buenos Aires</td>
<td>2 brothers</td>
</tr>
<tr>
<td>Sophie Legrand</td>
<td>20</td>
<td>disc jockey</td>
<td>Geneva</td>
<td>Bordeaux</td>
<td>2 sisters</td>
</tr>
<tr>
<td>Gerry Heringa</td>
<td>21</td>
<td>barman</td>
<td>Amsterdam</td>
<td>Berlin</td>
<td>1 sister 2 brothers</td>
</tr>
<tr>
<td>Angelo Bianchini</td>
<td>18</td>
<td>student of economics</td>
<td>Rome</td>
<td>Milan</td>
<td>2 brothers</td>
</tr>
<tr>
<td>Julie O'Connor</td>
<td>32</td>
<td>singer</td>
<td>Glasgow</td>
<td>Edinburgh</td>
<td>1 brother</td>
</tr>
<tr>
<td>Yumiko Ono</td>
<td>28</td>
<td>hairdresser</td>
<td>Osaka</td>
<td>Tokyo</td>
<td>1 sister 1 brother</td>
</tr>
<tr>
<td>Jean-Luc Routin</td>
<td>26</td>
<td>photographer</td>
<td>Nice</td>
<td>Paris</td>
<td>2 brothers</td>
</tr>
<tr>
<td>Ken Turnbull</td>
<td>40</td>
<td>film producer</td>
<td>Cardiff</td>
<td>Cambridge</td>
<td>2 sisters</td>
</tr>
<tr>
<td>Wolfgang Schickert</td>
<td>35</td>
<td>lawyer</td>
<td>Düsseldorf</td>
<td>Bonn</td>
<td>2 brothers</td>
</tr>
</tbody>
</table>
Talk about routines

Game board

Published by Macmillan Publishers Limited. This sheet may be photocopied and used within the class.
NOTE: Use Worksheets 2a and 2b for this activity.

ACTIVITY
Groupwork: speaking

AIM
To play a board game by asking and answering questions about routines.

GRAMMAR AND FUNCTIONS
Present simple for routines
Present simple questions with question words: what, where, how
Adverbs of frequency

VOCABULARY
Routine activities

PREPARATION
Make one copy of Worksheet 2a (game board) for each group of four to five students. Enlarge this to A3 size, if possible.
Make one copy of Worksheet 2b (question cards) for each group of students and cut out all the cards. Provide dice and counters for each group.

TIME
30 to 40 minutes

PROCEDURE
1 Ask the students to work in groups of four or five.
2 Give one game board and one set of cards, counters and dice to each group.
3 Before the students start playing the game, explain how to play using the instructions on the back of Worksheet 2b. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
4 Elicit some examples of how to form correct questions using the prompts on the question cards and encourage the students to add appropriate adverbs of frequency.
   For example:
   (on card: What/have for breakfast?)
   What do you usually have for breakfast?
   (on card: Where/go for your holidays?)
   Where do you usually go for your holidays?
5 Nominate one student in each group to keep score. The students are now ready to play the game. While they are playing, go round to each group and check they are playing correctly. Encourage the students to use their imagination.
   Be on hand to answer questions and offer help.
6 When the first student reaches the end of the game, ask all the groups to stop playing, even if they have not finished. In each group, the student with the most points is the winner. Compare scores as a class.

FOLLOW-UP
1 Ask the students to stay in their groups and to collectively write two sentences about each player's daily routine based on the true answers they gave during the game.
   For example:
   Carlos does his homework in the library.
   He meets his friends in a cafe.
2 Ask a representative from each group in turn to choose one of their group's sentences and read it out aloud without mentioning the name.
   For example:
   Somebody in our group does his homework in the library.
3 Allow the other groups to confer briefly and then say who they think the person is.
4 Give one point for each correct answer.
5 Alternatively, ask groups to give their sentences, with the names blanked out, to another group who guess the missing names, write them in and give them back for correction.

OPTION
You can use the game board on Worksheet 2a to play different games, using your own question/prompt cards. Here are some examples of what you could put on the cards:
- sentences with mistakes: students spot the mistakes
- adjectives: students give the opposite adjective
- infinitives: students give the past simple/past participle
- pictures: students give the word for the picture
- words: students give a definition for the rest of the group to guess the word
- lists of words with one odd word: students spot the odd word out
- topics: students talk about the topic for one minute

You could also ask the students to make up a set of questions for another group to use with the game board.
**Talk about routines**

**Question cards**

<table>
<thead>
<tr>
<th>What/have for breakfast?</th>
<th>Where/go for your holidays?</th>
<th>How many hours/work in a day?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What/wear for parties?</td>
<td>Where/do your shopping?</td>
<td>How often/go to a restaurant?</td>
</tr>
<tr>
<td>What/take to parties?</td>
<td>Where/go at the weekend?</td>
<td>How often/listen to the radio?</td>
</tr>
<tr>
<td>What/drink on special occasions?</td>
<td>Where/have lunch?</td>
<td>How/get to school or work?</td>
</tr>
<tr>
<td>What/eat for lunch?</td>
<td>Where/do your homework?</td>
<td>How often/write a letter?</td>
</tr>
<tr>
<td>What time/have dinner?</td>
<td>Where/meet your friends in the evening?</td>
<td>How long/your journey to work or school take?</td>
</tr>
<tr>
<td>What/wear for work or school?</td>
<td>Where/go to relax?</td>
<td>How often/go to the theatre?</td>
</tr>
<tr>
<td>What time/go to bed on Saturday nights?</td>
<td>Where/eat your breakfast?</td>
<td>How many cups of coffee/drink in a day?</td>
</tr>
<tr>
<td>What time/finish school or work?</td>
<td>Where/go for a walk?</td>
<td>How long/take to get dressed?</td>
</tr>
<tr>
<td>What/watch on television?</td>
<td>Where/your best friend live?</td>
<td>How often/visit your friends?</td>
</tr>
<tr>
<td>What/buy your best friend for his/her birthday?</td>
<td>Where/meet new people?</td>
<td>How often/wash your hair?</td>
</tr>
</tbody>
</table>

**GIVE A TRUE ANSWER**

**GIVE A FALSE ANSWER**

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HOW TO PLAY THE GAME

1. Put the game board in the middle of the table and place the question cards face down in three separate piles in the boxes provided. The cards should be placed on the boxes with the corresponding symbols.

2. All the players put their counters on the square marked START and throw the dice. The first player to throw a six starts the game.

3. Player A throws the dice and moves their counter along the board according to the number on the dice.

4. Player A looks at the symbol on the square the counter has landed on and picks up a question card from the pile with the same symbol as the square.

5. Player A then turns to the player on their left and holds out the two cards marked 'Give a true answer' and 'Give a false answer' face down, and asks this player to choose one of them without showing the card to anyone else. Player A then asks the question on the card and Player B must give either a true or false answer, depending on whether they chose the 'Give a true answer' or 'Give a false answer' card.

6. All the other players, including Player A, guess whether Player B's answer is true or false. Each player gets one point for a correct guess. The cards are put back at the bottom of the appropriate piles, and Player B now throws the dice.

7. If a player lands on a square marked '?' they can ask the player on their left any question they like. The player on their left must still choose a 'Give a true answer' or 'Give a false answer' card, and answer accordingly.

8. The game continues until the first player reaches the square marked FINISH, and then everyone must stop playing. The person nominated to keep score now adds up the points. The player with the most points is the winner.
Spot the similarities

1A

1B

2A

2B

3A

3B

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**Spot the similarities**  Worksheet 3

**ACTIVITY**
Pairwork: speaking, writing

**AIM**
To find similarities between two different pictures by asking and answering questions. To write brief descriptions of the pictures.

**GRAMMAR AND FUNCTIONS**
Describing a room or house
*There is/are*
*Is there...? Are there...? It's got...*
Expressions of quantity

**VOCABULARY**
Houses, rooms and furniture

**PREPARATION**
Make one copy of the worksheet for each pair of students in the class and cut the pictures out as indicated.

**TIME**
30 minutes

**PROCEDURE**
1. Ask the students to work in pairs, Student A and Student B. They should sit facing one another.
2. Give a copy of picture 1A to each Student A and a copy of picture 1B to each Student B. Tell the students not to show their own picture to their partner.
3. Tell the students that their partner's picture is similar but not identical to their own picture.
4. Explain that they are going to try to find similarities in their pictures by describing them, not showing them to one another.
5. Elicit the language they will need to ask and answer questions about the pictures by inviting the students to ask you about a room in your home. For example:
   *Kitchen: Has it got a window? Is there a table?*
6. Give the students a three-minute time limit to find as many similarities in their pictures as possible. They should keep a record of the number of similarities they find, but they do not have to remember details at this point.
7. After three minutes, stop the activity and find out which pair of students found the most similarities.
8. The students can now look at their partner's picture.

**FOLLOW-UP**
1. Ask the students to stay in their pairs and choose the picture they like best.
2. Tell the students to look at their picture for one minute and then put it back.
3. They now have five minutes to write down as many details as they can remember about their picture. Encourage them to use the target language.
4. After five minutes, ask the pairs of students to give their picture and their sentences to another pair to check.
5. Repeat the activity, either now or later, using pairs of pictures 2 and 3.

**OPTION**
You can use these pictures later in the course for discussion about the type of person who might live in the different rooms/houses. (See Lesson 17 on describing people.)
ACTIVITY
Whole class: speaking
Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM
To speak to as many partners as possible, agreeing and disagreeing with likes and dislikes.

GRAMMAR AND FUNCTIONS
Talking about likes and dislikes
Agreeing and disagreeing
I like... So do I. I don't.
I don't like... Neither/Nor do I. I do.

VOCABULARY
Routine and leisure activities

PREPARATION
Make a copy of the worksheet and cut the pictures out so that the students have one picture card each. You will also need to keep one picture card for yourself to demonstrate the activity.

TIME
15 minutes

PROCEDURE
1 Give one picture card to each student in the class. Keep one for yourself.
2 Make sure each student knows how to say the activity on their card.
3 Tell the students that they are going to ask and answer questions about the activities on their cards, using the pictures as prompts. Write example dialogues on the board indicating the language the students should use. For example:
   (card shows going to the cinema)
   Student A: Do you like going to the cinema?
   Student B: Yes, I do.
   Student A: So do I/I don't.
   (card shows doing homework)
   Student A: Do you like doing homework?
   Student B: No, I don't.
   Student A: Neither/Nor do I/I do.
4 Demonstrate the activity with individual students. Tell the students to hold their cards so that no one can see them. Ask several pairs of students to demonstrate the activity to the whole class, using their pictures as prompts.
5 Now ask the students to go round the class and ask and answer questions with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students repeat the same question several times.
6 When the students have finished, ask them to exchange cards and to go round the class again, this time holding their cards the other way round so the picture is facing their partner. The students take it in turns to ask questions using the pictures on their partners' cards as prompts. In this part of the activity, the students ask a different question each time they change partner.
7 The students continue asking and answering in this way until they have spoken to as many different partners as possible.

OPTION
You can use these pictures for other activities such as pelmanism and pair-forming, or for other mill drills, for example, to practise invitations. For more information see the notes for teachers at the beginning of the Resource Pack.
But what are they doing now?
**ACTIVITY**
Whole class: speaking
Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

**AIM**
To speak to as many partners as possible, asking and answering questions about jobs and leisure activities.

**GRAMMAR AND FUNCTIONS**
Present simple for permanent states
Present continuous for temporary actions

**VOCABULARY**
Jobs and leisure activities

**PREPARATION**
Make one copy of the worksheet for each group of up to ten students. Cut the worksheet up into cards, being careful to cut and fold as indicated. Each card has two pictures, and should be folded so that it has 'job' on one side and 'now' on the other. You will need to keep one card for yourself to demonstrate the activity.

**TIME**
15 minutes

**PROCEDURE**
1. If there are more than ten students in the class, divide them into groups. Give one folded picture card to each student in the class. Keep one for yourself.

2. Make sure each student knows how to say the job and the activity shown in the pictures on their card.

3. Tell the students that they are going to ask and answer questions about the people on their cards, using the pictures as prompts. Write an example dialogue on the board, indicating the language the students should use. For example:
   - Student A: What does Anna do?
   - Student B: She's a pilot. What's she doing now?
   - Student A: She's listening to music.

4. Demonstrate the activity with individual students using the card you kept for yourself. Tell the students to hold their cards so that the picture marked 'job' is facing them, and the picture marked 'now' is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their pictures as prompts.

5. Now ask the students to go round the class or group and ask and answer questions with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students ask and answer the same 'job' question, but give a different 'now' answer each time they change partner.

6. When the students have finished, ask them to exchange cards and to go round the class or group again, this time holding their cards the other way round so that the picture marked 'now' is facing them, and the picture marked 'job' is facing their partner. The students take it in turns to ask questions using the pictures on their cards as prompts. In this part of the activity, the students talk about a different job each time they change partner.

7. The students continue asking and answering in this way until they have spoken to as many different partners as possible.

**OPTION**
If you have overhead projector and photocopying facilities, you can copy these pictures onto overhead projector transparencies and use them to illustrate the difference between the present simple and present continuous.

You can also use these pictures for other activities such as pelmanism and pair-forming. For more information see the notes for teachers at the beginning of the Resource Pack.
<table>
<thead>
<tr>
<th>At weekends I often...</th>
<th>In the evening I usually...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>After dinner I usually...</td>
<td>In the summer I often...</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I always drink...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I usually eat...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Before breakfast I always...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I usually wear...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I usually leave work/school at...</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the evening I usually... 

At weekends I often...

After dinner I usually...

I always drink...

I usually eat...

Before breakfast I always...

I usually wear...

I usually leave work/school at...

In the summer I often...

I often play...

After work/school I sometimes...

for lunch.

On Sunday afternoons I often...

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ACTIVITY
Whole class: writing, speaking

AIM
To write sentences describing routine activities. To pick sentences out of a hat and find out who wrote them by asking questions.

GRAMMAR AND FUNCTIONS
Revision of Student's Book Lessons 1 to 5
Present simple to talk about habits and routines
Present simple questions without a question word
Adverbs of frequency

VOCABULARY
Habits and routine activities
Time expressions

PREPARATION
Make one copy of the worksheet for each group of three or four students in the class and cut it up into twelve pieces as indicated. You will need a hat or a box for this activity (or two containers if there are 20 or more students in the class).

TIME
20 minutes

PROCEDURE
1 Choose one of the unfinished sentences from the worksheet and write it on the board. Elicit possible ways of completing the sentence.

2 Ask the students to work in groups of three or four for the first part of this activity. Give one set of unfinished sentences to each group.

3 Ask the students to spread out the pieces of paper, face down and to take three each.

4 Ask them to complete their three sentences with information about themselves. They should not write their names or let the students next to them see what they are writing.

5 The students now all work together as a class. Put the hat (or box) in the middle of the room. If there are 20 or more students in the class, divide them into two groups and put one hat in the middle of each group. Ask the students to fold up their completed sentences and put them in the hat.

6 Mix up the folded sentences in the hat and then tell the students that, in a moment, they are all going to stand up, take one sentence each and find out who wrote it. Demonstrate this by taking a piece of paper from the hat and reading the sentence out. For example:
   In the evening I usually go out with friends.
   Elicit the question they will need to ask in order to find out who wrote the sentence:
   In the evening, do you usually go out with friends?
   Ask several students the question until you find the person who wrote the sentence. Make it clear that even though students may answer yes to the question, you are looking for the person who wrote it.

7 Now ask the students to stand up and take one piece of paper each from the hat. If they choose their own sentence, they should put it back and take another one.

8 They are now ready to go round the class or group asking questions. All the students in the class do this simultaneously. When they find the person who wrote the sentence, they should write the person's name on the piece of paper, keep it, and take another one from the hat.

9 The students repeat the activity until there are no sentences left in the hat.

10Ask the students to return to their places and count the number of completed sentences they have collected. The student with the most sentences is the winner.

11Ask the students to take it in turns to report back to the class or group on what they found out during the activity. For example:
   Donatella usually goes for a walk in the evening.
   Hide always drinks a glass of milk for breakfast.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was the woman?</td>
<td></td>
</tr>
<tr>
<td>Where did she go on holiday and who did she go with?</td>
<td></td>
</tr>
<tr>
<td>Where did they stay?</td>
<td></td>
</tr>
<tr>
<td>Who was the man?</td>
<td></td>
</tr>
<tr>
<td>Where did the woman meet the man?</td>
<td></td>
</tr>
<tr>
<td>What did the man say to the woman?</td>
<td></td>
</tr>
<tr>
<td>Where did they go together and what did they do?</td>
<td></td>
</tr>
<tr>
<td>At the end of her holiday, what did the woman decide to do?</td>
<td></td>
</tr>
<tr>
<td>What happened next?</td>
<td></td>
</tr>
<tr>
<td>How did it end?</td>
<td></td>
</tr>
</tbody>
</table>
NOTE: This activity can be extended to Worksheet 6b or can be done on its own.

**ACTIVITY**
Groupwork: writing

**AIM**
To create a story by inventing answers to questions and writing them down.

**GRAMMAR AND FUNCTIONS**
Past simple regular and irregular verbs

**VOCABULARY**
Travel and holidays

**PREPARATION**
Make one copy of the worksheet for every three or four students in the class.

**TIME**
35 minutes

---

**PROCEDURE**

1. Ask the students to work in groups of three or four.
2. Tell them that they are going to write a story called 'A romantic meeting', by imagining answers to some questions.
3. Ask each group to appoint a secretary to do the writing.
4. Give a copy of the worksheet to each group and ask them to write their answers in the spaces, inventing details. Encourage the students to be as imaginative or as amusing as they like.
5. When they have finished writing their story, ask the students to give it to another group who read it and correct any mistakes they find, then give it back to the group who wrote it.
6. Ask one student from each group to read their own story aloud to the class or pin the stories up around the classroom for the other students to read. The class could then vote for the best story.
7. You can now continue the activity using Worksheet 6b, which tells the story corresponding to the questions in Worksheet 6a.
Shirley Valentine was a woman of 42 from Liverpool, in England.

One summer, she went on holiday to Greece with a friend, Jane.

They stayed in a hotel near the beach and the manager of this hotel was a man called Costas.

Shirley went to the hotel bar one evening and started talking to Costas.

After a while he said, 'Would you like to go for a ride in my brother’s boat tomorrow?'

She thought he was nice so she went with him the next day and enjoyed the boat trip very much.

After that, she went out with him every day; they swam, sunbathed and visited the sights of Greece.

At the end of her holiday, Shirley went to the airport but when she thought of Liverpool, she decided not to go home.

She ran out of the airport and went back to the hotel where she saw Costas in the bar with a woman.

She heard him say, 'Would you like to go for a ride in my brother's boat?'

When Costas saw Shirley, he was shocked, but Shirley smiled and asked him for a job in his hotel.

She wasn’t in love with Costas – she was in love with Greece.
NOTE: This activity can follow on from Worksheet 6a or can be done on its own.

ACTIVITY
Groupwork: speaking, reading, writing

AIM
To put a story in the correct order by saying and listening to sentences. To write the story down in a group dictation.

GRAMMAR AND FUNCTIONS
Past simple regular and irregular verbs

VOCABULARY
Travel and holidays

PREPARATION
Make one copy of the worksheet for each group of 12 students. Cut out the sentences as indicated.
Make one copy of the complete story on overhead projector transparency (or one copy between three students if overhead projector facilities are not available).

TIME
45 minutes

PROCEDURE
1 Tell the students that they are going to read a story about an English woman called Shirley Valentine, but that the story is in 12 parts which aren’t in order. They will have to put the sentences of the story in the correct order.

2 Divide the students into groups of 12 and give each group a set of cut up sentences, shuffled into random order. If the number of students in the class is not an exact multiple of 12, give one part of the story to a pair of students.

3 In their groups, each student takes one part of the story. If you have fewer than 12 students in the class or group distribute the parts yourself and give some students two consecutive parts of the story. If you have students of mixed abilities give shorter sentences to less confident students.

4 Tell the students that they are responsible for their own sentence for the rest of the activity.

5 Ask the students to read their own sentence and make sure they understand it.

6 Ask the students to practise saying their own sentence aloud and to memorise it. Go round helping them individually with pronunciation problems.

7 When the students have memorised their own sentence, tell them to stand up in their groups and to form a line in the order of the story by saying their sentences aloud. This stage of the activity may seem rather chaotic at first, but try not to intervene as one of the aims of this activity is for the students to repeat their sentence several times and listen to the other students’ sentences carefully.

8 When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.

9 Explain that each student is going to write the whole story. Each student dictates their own sentence to the rest of the group and answers questions about the spelling and punctuation of their sentence.

10 Ask the student with the first line to read it out for the rest of the group to write down. The students then take it in turns to read out their sentences in order for the rest of the group to write down.

11 When everybody has written down the complete story, give out copies of the complete worksheet (or display it on the overhead projector) so that the students can correct their own work.
**Who were they?**

<table>
<thead>
<tr>
<th>Example: Who organised the world’s first package tour?</th>
<th>Name</th>
<th>Did he/she really exist?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Cook</td>
<td></td>
<td>Yes, he did.</td>
</tr>
</tbody>
</table>

| 1 Who came from Transylvania and enjoyed drinking blood? | ? |
| 2 Who opened a museum of wax models of famous people who died on the guillotine? | ? |
| 3 Who lived with the apes in Africa and had a girlfriend called Jane? | ? |
| 4 Who heard voices which told her to help the French to fight against the English? | ? |
| 5 Who walked across the Alps from France to Italy with 37 elephants? | ? |
| 6 Who was a nurse during the Crimean War? They called her ‘the lady with the lamp’. | ? |
| 7 Who played his pipe and the rats followed him out of Hamelin? | ? |
| 8 Who was the woman with a mysterious smile? A famous Italian artist painted her portrait. | ? |
| 9 Who was the beautiful Queen of Egypt who died when a snake bit her? | ? |
| 10 Who fell in love with a young man called Romeo and married him in secret in Verona? | ? |
| 11 Who took money from the rich and gave it to the poor? He lived in Sherwood forest in England. | ? |
| 12 Who crossed the Great Wall of China and conquered most of Asia? | ? |
| 13 Who was the famous detective with a friend called Dr Watson? | ? |
| 14 Who invented Mickey Mouse? | ? |
| 15 Who was the violent gang leader in Chicago in the 1920s? | ? |
| 16 Who discovered radium and later died from the effects of experiments with X-rays? | ? |
| 17 Who tried to blow up the Houses of Parliament in London? | ? |
| 18 Who brought dead bodies back to life and created a monster? | ? |

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Who were they? Worksheet 7

**ACTIVITY**
Groupwork: reading, speaking

**AIM**
To answer questions in a quiz about famous people from history and fiction.

**GRAMMAR AND FUNCTIONS**
Past simple questions and short answers

**VOCABULARY**
General

**PREPARATION**
Make one copy of the worksheet for each group of three to five students.

**TIME**
40 minutes

**PROCEDURE**

1. Divide the class into teams of three to five students. Ask each team to think of a famous person from the past, without telling the rest of the class who it is. They write a clue to this person's identity and a representative of each team reads it out. The other teams guess who the person was.

2. Explain to the class that they are going to answer questions in a quiz about famous people from history and fiction.

3. Give one copy of the worksheet to each team and point out the example at the top.

4. Each team appoints one person to read out the questions to the rest of the team and to write in the answers.

5. Tell the students that they have got 20 minutes to read the questions and write in the answers they know.

6. After 20 minutes, or when the first team has finished the quiz, check the answers with the whole class. Teams get two points for each correct name and one point for knowing whether the person really existed or not. The team with the most points is the winner.

**FOLLOW-UP**
Ask the students to stay in their groups and write similar questions about famous people from their own countries. Ask them to give the questions to another group, who answer and score points as before.

**ANSWERS**

1. Count Dracula No, he didn't exist. He was the vampire in a novel written in 1897 by Bram Stoker.

2. Madame Tussaud Yes, she did exist. She was born in France and lived during the time of the revolution. She made wax models of heads which fell from the guillotine as people were executed.

3. Tarzan (or Lord Greystoke) No, he didn't exist. He was a character from the novels by the American writer Edgar Rice Burroughs.

4. Joan of Arc Yes, she did exist. She was born in 1412 and helped the French soldiers to beat the English. Later, the English captured her and burnt her as a witch.

5. Hannibal Yes, he did exist. Hannibal was a great African general who fought the Romans in 218 BC.

6. Florence Nightingale Yes, she did exist. She looked after wounded soldiers in Russia in 1854 and started a nursing school when she returned to England.

7. The Pied Piper No, he didn't exist. He is just a legend, but the story of the Pied Piper may be based on a children's crusade which took place in 1212.

8. Mona Lisa (La Gioconda) Yes, she did exist. She was married to Francesco di Bartolommeo del Gioconda, a rich businessman from Florence.

9. Cleopatra Yes, she did exist. She lived from 50 to 30 BC and had love affairs with Julius Caesar and another Roman general, Mark Antony.

10. Juliet No, she didn't exist. Romeo and Juliet were characters in one of Shakespeare's most famous plays.

11. Robin Hood No, he didn't exist. The legend of Robin Hood started 800 years ago.

12. Genghis Khan Yes, he did exist. At the age of thirteen he became king of the Mongols.


14. Walt Disney Yes, he did exist. In 1937 he showed his first long cartoon film, Snow White and the Seven Dwarfs – he needed over 100,000 separate drawings to make it.

15. Al Capone Yes, he did exist. He was born in New York in 1899 and arrested in 1931.

16. Marie Curie Yes, she did exist. She married a French professor of physics and they won the 1903 Nobel prize for physics.

17. Guy Fawkes Yes, he did exist. On 5th November 1605, a group of men filled the cellars of the Houses of Parliament with explosive - but Guy Fawkes was arrested before he could set light to it.

18. Frankenstein No, he didn't exist. It's only a story! Mary Shelley wrote it in 1818.
<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where/go?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who/go with?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When/go?</td>
<td></td>
<td></td>
</tr>
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**ACTIVITY**
Pairwork: speaking
Whole class: speaking, writing

**AIM**
To describe a holiday using pictures and to collect information and fill in a chart about other students' holidays.

**GRAMMAR AND FUNCTIONS**
Past simple: questions

**VOCABULARY**
Travel and holidays

**PREPARATION**
Make one copy of the worksheet for each student in the class. Separate the chart from the pictures and cut the pictures out as indicated.

**TIME**
40 minutes

---

**PROCEDURE**
1. Ask the students to think of a good holiday they have had. Explain that they are going to describe this holiday to a partner using pictures.
2. Ask the students to work in pairs.
3. Give one set of pictures to each student.
4. Ask the students to choose pictures which illustrate the following details of their holiday: where they went, who they went with, when they went, how they got there, where they stayed and what they did there. The students should lay out the pictures in the order in which events happened. **They should do this without saying anything at this stage.**
5. In their pairs, the students take it in turns to look at their partner's pictures and tell the story of their partner's holiday. They should each confirm or correct the details of their own holiday, and give additional relevant information to their partner. For example:
   - Student A: You went to a city.
   - Student B: Yes, I went to New York.
   - Student A: You went with your boyfriend.
   - Student B: No, I went with my brother.
6. When the students have finished exchanging information about their holidays, give one copy of the chart to each student in the class.
7. Ask the students to put their partner's name at the top of the column marked 'Student A' and to fill in that column with details of their partner's holiday.
8. Now ask the students to interview two other students about their partners' holidays, and to write details in the columns on the chart marked 'Student B' and 'Student C'. Make sure they know how to ask the questions before they start.
9. Using the notes they have written on the chart, each student writes an account of Student B's or Student C's holiday.
10. The students read their stories aloud, without mentioning the name of the student and the class guess whose holiday it is.

**OPTION**
You could do the same activity, with the students using the pictures to describe their dream holiday. See Student's Book Lesson 39, second conditional.

You can also use these pictures for other activities such as mill drills, pelmanism and pair-forming. For more information see the notes for teachers at the beginning of the Resource Pack.
**Who’s who?**  **Student A**

William hasn’t got any brothers and sisters.
Justine is William’s girlfriend.
William’s uncle Peter is single.
Susan is William’s mother and Laurence is his father.
Susan and Laurence are divorced.
Sean is Susan’s boyfriend.

Lindy’s father, Sally and Lindy are Peter’s sisters.
Lindy’s got four children, two sons and two daughters.
Lindy’s daughters, Sophie and Florence, are twins.

Michael is Lindy’s husband.
Freddy and Anna are Sally’s children.
Albert is Sally’s husband.
Harvey and Gus are Sophie’s brothers.
Gus is a baby.

Elaine and Ken are William’s grandparents.

**Who’s who?**  **Student B**

Ian is Matthew’s father.
John is Ian’s brother.
John isn’t married.
Janet is John’s girlfriend.
Carmel and Liz are John’s nieces.
Robin is John’s nephew.
James is Carmel’s husband.
Paul is James and Carmel’s son.
Steve is Paul’s grandfather.
Rebecca is Matthew’s aunt.
Rachel is Matthew’s wife.
Emily is Paul’s cousin.
Jane is Emily’s grandmother.
Jean and Dick are Matthew’s grandparents.
Jean and Dick are divorced.
Max is Jean’s boyfriend.
ACTIVITY
Pairwork: speaking

AIM
To exchange information about two families.

GRAMMAR AND FUNCTIONS
Possessive 's
Possessive adjectives

VOCABULARY
Family relationships

PROCEDURE
1 Make sure the students understand the concept of a family tree.
2 Divide the class into two groups, A and B, and ask the students to work with a partner from the same group. Give a copy of 'Family A and Family B' to each student in the class. Give a copy of 'Who's who? A' to each student in group A and a copy of 'Who's who? B' to each student in group B.
3 Ask the students to read the information on their 'Who's who?' and fill in the names on the corresponding family tree.
4 When all the students have filled in the names on their family tree, collect the 'Who's who?' sections.
5 The students now work in pairs of Student A and Student B. Ask the students to take it in turns to describe the relationships between the people on their completed family tree (without showing their completed version to their partner) so that their partner can fill in the blank one on their worksheet.

ANSWERS
Over the bridge, there's
ACTIVITY
Pairwork: writing, reading, speaking

AIM
To write a description of an imaginary place to live.
To complete a partner’s description of an imaginary place to live.

GRAMMAR AND FUNCTIONS
Describing facilities:
It’s got ...
There is/are

VOCABULARY
Features of a place to live

PREPARATION
Make one copy of the worksheet for each student in the class.

TIME
30 to 40 minutes

PROCEDURE
1 Give one copy of the worksheet to each student in the class.
2 Ask them to imagine that their ideal place to live is on the other side of one of the bridges in the pictures.
3 Each student should write a description of this ideal place without indicating which bridge they have chosen. They should describe:
   • the features and facilities of their ideal place
   • their own house
   • why they like living there and what they do in a typical day in their ideal place.
4 When they have done this, ask the students to copy their description onto another piece of paper. This time they leave out every sixth word in their description.
5 Now ask the students to work in pairs and exchange their incomplete descriptions with their partner. They each write a suitable word in each blank in their partner’s description then guess which bridge their partner chose.
6 Finally, the students show their original description to their partner and compare their own words with the words their partner chose to fill in the blanks.
### Progress Check

**Reward Pre-intermediate Resource Pack**

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NOTE: Use Worksheets 6–10a and 6–10b for this activity.

**ACTIVITY**
Whole class: listening

**AIM**
To play a game of bingo and to recognise the past simple form of irregular verbs as the infinitive is called out.

**GRAMMAR AND FUNCTIONS**
Past simple forms of irregular verbs

**VOCABULARY**
Irregular verbs

**PREPARATION**
Make copies of the bingo cards so that the students have one each. Make one copy of the verb grid on the back of Worksheet 6-10b and cut it up, so each verb is on a separate card. Make one copy of the verb grid and do not cut it up.

**TIME**
30 to 40 minutes

**PROCEDURE**
1. Give one bingo card to each student in the class.
2. Tell the students that you are going to call out the infinitive of verbs and that they should put a cross in the box next to the past simple form of these verbs as they hear them.
3. Explain that the object of the game is for the students to get a horizontal, vertical or diagonal line of crosses on their bingo card. When they have done this, they should shout 'bingo!'. If you want to use the bingo cards again, ask the students to use a pencil.
4. Shuffle the verbs from the cut-up verb grid and put the complete verb grid in front of you. Each time you call out a verb, place it on top of the same verb on the verb grid.
5. When someone shouts 'bingo!' ask them to call out the infinitives of the past simple verbs they have got in their line and check on the verb grid in front of you that these verbs have been called out. If they have, this student is the winner.
6. Ask the students to rub out the crosses on their bingo cards and exchange them. Repeat the activity. The winner of the last game takes over from the teacher and calls out the infinitives.

**OPTION**
You can make the game more challenging by asking the students to get a 'full-house'. That is, the winner should have crosses next to all the verbs on their bingo card. In this case, you may like to limit the number of verbs the students need to listen out for in the following way: Before you start the game of bingo, lay out verbs from the cut-up verb grid face down and ask the students to choose three verbs each. You will need one cut-up verb grid for every ten students in the class. Point out that the verbs they have chosen are in the infinitive form and that they should look for the past simple form of these verbs on their bingo card. If they are on their bingo card, the students should put a cross next to them in the box provided. These verbs now count as 'credits' in the game and the students do not have to listen out for them. Collect all the verbs in again and you are ready to start the game.
### Progress check

#### Bingo

**Reward Pre-intermediate**

**Resource Pack**

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Bingo  Worksheets Progress check  [6-10a] and  [6-10b]

**Verb grid**

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We interviewed some students who are going to look for their first job soon. We asked them to say what is important for them in a job. These are some of their answers:

- **Martin:** 'I want a job that's really exciting and fun.'
- **Alison:** 'I'd like to have a job where I meet a lot of interesting people from all over the world.'
- **Sally:** 'I want to be my own boss.'
- **Robert:** 'I'd like to travel to foreign countries.'
- **James:** 'I want to earn lots of money so that I can buy a house and a good car.'
- **Mary:** 'I'd like to have a job with long holidays.'
- **Jennifer:** 'I'd like to work with computers and new technology.'
- **Susan:** 'I want to change the world!'
- **Joe:** 'I want to help other people.'
- **Charles:** 'I'd like to be famous.'
- **Rani:** 'I don’t want to sit in an office all day. I want to be outside in the fresh air.'
- **Peter:** 'I don’t want to spend hours in a car or on a train travelling to work.'
- **Simon:** 'I’d like to do a creative job.'
- **Suzette:** 'Most of all, I want to feel happy in the job I do.'

Three things which are important for me:
1. 
2. 
3. 

One thing which is not important for me:

Published by Macmillan Publishers Limited. This sheet may be photocopied and used within the class.
### Job priorities Worksheet 11

<table>
<thead>
<tr>
<th><strong>ACTIVITY</strong></th>
<th><strong>PROCEDURE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pairwork: reading, speaking</td>
<td>1. Ask the students to imagine that they are looking for a job and to think about the sort of job they would like. Brainstorm some of the things which they think are important in a job.</td>
</tr>
<tr>
<td>AIM</td>
<td>2. Give one copy of the worksheet to each student in the class and explain that they are going to read the answers given by some students when asked <em>What is important for you in a job?</em></td>
</tr>
<tr>
<td>To read about and discuss things that are important for people when looking for a job.</td>
<td>3. When they have read the comments on the worksheet, each student should choose three points they agree with and one that they do not agree with and write them in the box provided at the bottom of the worksheet.</td>
</tr>
<tr>
<td><strong>GRAMMAR AND FUNCTIONS</strong></td>
<td>4. Now ask the students to work in pairs and explain their choices to their partner.</td>
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<tr>
<td>Talking about hopes, ambitions and preferences</td>
<td>5. When they have done this, ask the students to think of a job which would suit each of the people interviewed.</td>
</tr>
<tr>
<td><em>Would like to, want to, don't want to</em></td>
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<tr>
<td><strong>VOCABULARY</strong></td>
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<td>Jobs</td>
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<td><strong>PREPARATION</strong></td>
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<tr>
<td>Make one copy of the worksheet for each student in the class.</td>
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<tr>
<td><strong>TIME</strong></td>
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<td>20 to 30 minutes</td>
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Predictions for the week

beginning

The events of this week will change your life!

In the next few days you’ll go

You’ll meet

This person will

At work/school, you won’t

Somebody at home will

and so you’ll probably feel

At the weekend, you’ll

Your life will never be the same because
ACTIVITY
Groupwork: writing

AIM
To create an imaginary horoscope by writing predictions.

GRAMMAR AND FUNCTIONS
Will for predictions

VOCABULARY
General

PREPARATION
Make one copy of the worksheet for each student in the class.

TIME
30 minutes

PROCEDURE
1. Discuss different ways in which people try to predict their own future, for example, palm-reading, tea-leaf reading, tarot cards, horoscopes, etc.
2. Explain that the students are going to write horoscopes for one another.
3. Divide the class into groups of eight and give one copy of the worksheet to each student in the group. Ask each student to write the date of the following Monday in the space. For example, if today is Wednesday 1st December, they should write Predictions for the week beginning 6th December.
4. Now ask the students to complete the sentence beginning In the next few days you'll go... in any way they like.
5. When they have done that, ask them to fold their piece of paper so that the sentence they have written is hidden, and the next sentence beginning You'll meet... is visible. They should then give it to the student on their left.
6. Ask the students to complete the sentence which is now at the top of the page on the piece of paper they have received.
7. When they have done that, ask them to fold it as before and give it to the student on their left.
8. Repeat the activity until all the sentences have been completed.
9. Tell the students to open out the completed horoscope they have received – this is their horoscope for the week.
10. If there are any words or phrases that the students do not understand or think are incorrect, tell them to find the student who wrote them and ask them to explain or correct the word or phrase.
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<th>Plan?</th>
<th>Decision</th>
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<td>take foreign currency?</td>
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<td>1 take traveller's cheques</td>
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<td>2 change my money when I get there</td>
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<td>stay in a hotel?</td>
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<td>1 find a youth hostel</td>
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<td>2 sleep in a tent</td>
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<td>travel by train?</td>
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<td>1 hire a car</td>
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<td>2 travel by bus</td>
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<td>travel with friends?</td>
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<td>1 travel alone</td>
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<tr>
<td></td>
<td></td>
<td>2 travel with my parents</td>
</tr>
<tr>
<td>go to the beach?</td>
<td></td>
<td>1 go round the museums</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 take a lot of photographs</td>
</tr>
<tr>
<td>take a suitcase?</td>
<td></td>
<td>1 take a strong bag</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 take a backpack</td>
</tr>
<tr>
<td>come back soon?</td>
<td></td>
<td>1 travel for a year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 come back next month</td>
</tr>
<tr>
<td>write me a letter?</td>
<td></td>
<td>1 phone you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 send you a postcard</td>
</tr>
<tr>
<td>take a guidebook?</td>
<td></td>
<td>1 take a map</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 buy one when I get there</td>
</tr>
<tr>
<td>stay in the town?</td>
<td></td>
<td>1 go walking in the mountains</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 spend a week in the jungle</td>
</tr>
</tbody>
</table>

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### ACTIVITY
Whole class: speaking
Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

### AIM
To speak to as many partners as possible, asking and answering questions about travel plans.

### GRAMMAR AND FUNCTIONS
*Going to* for plans
*Will* for a decision made at the time of speaking

### VOCABULARY
Travel

### PREPARATION
Make one copy of the worksheet for each group of up to ten students. Cut the worksheet up into cards, being careful to cut and fold as indicated. Each card has two sides, and should be folded so that it has ‘Plan’ on one side and ‘Decision’ on the other. You will need to keep one card for yourself to demonstrate the activity.

### TIME
15 to 20 minutes

### PROCEDURE
1. If there are more than ten students in the class, divide them into groups. Give one folded card to each student in the class. Keep one for yourself.
2. Tell the students that they are going to ask and answer questions about travel plans, using their cards as prompts.
3. Write an example dialogue on the board, indicating the language the students should use.
   For example:
   Student A: Are you going to take some foreign currency?
   Student B: No, I think I'll take traveller's cheques.
   Explain that Student A asks the questions using *going to* to ask about Student B's travel plans, but that Student B (the traveller) has not finalised plans yet and uses *will*, as they are making decisions at the time of speaking. This is why there are two prompts for the answer given by Student B, who makes a decision at the moment of speaking by choosing one of the prompts for their answer.
4. Demonstrate the activity with individual students using the card you kept for yourself. Tell the students to hold their card so that the side marked ‘Plan’ is facing them, and the side marked ‘Decision’ is facing their partner. This is how they should hold their mill-drill cards throughout the activity.
5. Now ask the students to go round the class or group and ask and answer questions with as many different partners as possible, using their cards as prompts. In this activity, the students repeat the same question several times, but practise different answers each time they change partner.
6. When the students have spoken to several partners, ask them to exchange cards and repeat the activity, holding their cards as before.
7. Ask the students to exchange mill-drill cards several times so that they practise asking different questions each time they change cards. Unlike other mill drills, in this mill drill the students do not turn their mill-drill cards around the other way as this would mean that they would be making the same choice of response each time. This might make the concept of deciding at the moment of speaking unclear.
The comprehensive school is opposite the hospital, near the River Thames.

Welsh Bank is next to the Shakespeare Theatre, opposite the Black Prince pub.

The county library is next to the Black Prince pub, near the park.

The Rave-On disco is on the corner of Park Road and Wantage Road.

The Park School of English is next to the Italian restaurant, opposite the cinema.

The tennis courts are at the end of Mill Lane, behind the cinema.

The Chinese supermarket is between the cinema and the ice rink.

The Tourist Information Centre is opposite the railway station.

Georgina’s cafe is opposite the chemist’s, on the corner of The Broadway and New Road.

The police station is between Museum Road and Fig Street.

The antiques market is on the corner of Museum Road and New Road, near the farm.

Fergie’s travel agent’s is next to the railway station, near the lake.

Daisy’s flower shop is between the railway station and Abingdon Road.

Maxwell’s bookshop is next to the ice rink, opposite the chemist’s.

Joe’s bakery is near the farm, next to the bridge over the River Thames.
Where's the Park School of English? Worksheet 14a

Map

NOTE: This activity can be extended to Worksheet 14b or can be done on its own.

ACTIVITY
Whole class: listening, writing

AIM
To follow directions and to fill in details on a map.

GRAMMAR AND FUNCTIONS
Prepositions of place:
- opposite, next to, in, between, behind, on the corner of, in front of

Following directions:
- At the roundabout/crossroads...
- Take the first/second turning on the left/right.
- It's on your left/right.
- It's not very far.
- Go past...
- Go to the end of...

VOCABULARY
Features of a town

PREPARATION
Make one copy of the worksheet for each student in the class. Photocopy the worksheet on overhead projector transparency if possible.

TIME
30 minutes

PROCEDURE
1. Give one copy of the worksheet to each student in the class.

2. Explain that you are going to read out some directions and that the students should fill in the names of places on their maps according to what they hear. Pre-teach the spelling of the proper names that occur in the directions below.

3. Read out the following directions:

   You are coming into the town along Park Road. Go past the hospital on the left and cross over the River Thames. The next building on the right is the Shakespeare theatre. Opposite the theatre is St Paul's church and next to that is the Black Prince pub. There's a park behind the pub and in the park there's a swimming pool. Go to the end of Park Road and at the crossroads on the corner of Park Road and The Broadway, there's an Italian restaurant. Turn right into The Broadway; the first building on the left is a cinema. Go to the end of the Broadway; the ice rink is on the left, just before the roundabout. At the roundabout, turn right. The chemist's is on the corner of New Road and Wallingford Road. Go along New Road and take the second turning on the right. Go to the end and the museum is in front of you. Between the museum and the River Thames, there's a farm.

4. If necessary, repeat the directions.

5. Ask the students to work in pairs and compare completed maps.

6. If you have an overhead projector in the classroom, display the blank map on an overhead projector transparency and ask the students to take it in turns to call out directions so that you can fill it in and they can check their answers. If you do not have these facilities, gives each pair of students a copy of the completed map and ask them to check their own answers.
Where's the Park School of English?  Worksheet 14b

Place cards

NOTE: The students cannot do this activity until they have completed Worksheet 14a, Map dictation.

ACTIVITY
Whole class: speaking

AIM
To ask and say where places are and to fill in places on a map.

GRAMMAR AND FUNCTIONS
Prepositions of place:
opposite, next to, in between, behind, on the corner of

VOCABULARY
Features of a town

TIME
20 to 30 minutes

PREPARATION
Make one or more copies of the worksheet and cut out the place cards as indicated so that the students have one each. If there are fewer than 15 students in the class, prepare the appropriate number of place cards. The students will need their maps from Worksheet 14a.

PROCEDURE
1 Make sure that all the students have their completed copy of the map in Worksheet 14a.
2 Give one place card to each student in the class and ask them to find the place on their own map according to the directions given. They should write the name of their place on their map.
3 When they have done that, ask them to write the name of their place on the back of their map in big letters.
4 Collect all the place cards and explain that the students are going to go round the class, holding their maps up so that the map is facing them, and the name of the place is facing their partner. They should ask questions to find out where the place is situated on the map. For example:
   Student A: Excuse me, where's the Park School of English please?
   Student B: It's next to the Italian restaurant, opposite the cinema.
Tell the students that there are 15 places (or fewer if there are fewer than 15 students in the class) to add to their maps, including their own place.
5 Once they have found and marked the other students' places on their map, ask them to compare in pairs or small groups – their maps should be identical.
A doctor made the following comments. Match each comment to one of the people above.

A. There is a lot of fat in meat. You should replace it with fish sometimes.
B. You hardly eat any fruit or meat.
C. You eat a lot of sweets but not much fruit. Try some fruit for dessert.
D. Change your diet now! Eat some fruit and vegetables and eat less sugar!
E. You need some dairy produce in your diet.
**ACTIVITY**  
Pairwork: reading, speaking

**AIM**  
To read about and discuss what people eat in a typical day.

**GRAMMAR AND FUNCTIONS**  
Expressions of quantity  
Countable and uncountable nouns  
*Some, any, a lot, (not) much/many, hardly any*

**VOCABULARY**  
Food and drink

**PREPARATION**  
Make one copy of the worksheet for each student in the class.

**TIME**  
20 to 30 minutes

**PROCEDURE**

1. Give a copy of the worksheet to each student in the class.
2. Ask them to look at the five people in the pictures at the top of the worksheet and to imagine what sort of meals they eat, taking into account their different ages and occupations.
3. Ask the students to work in pairs and to match a typical day’s menu to each person.
4. When they have done this, ask the students to compare their answers with another pair of students and explain their choices.
5. Check the answers:  
   - Menu 1 = Lee
   - Menu 2 = Helen
   - Menu 3 = Ron
   - Menu 4 = Terry
   - Menu 5 = Melanie
6. Now ask the students to read the comments made by a doctor and match a comment to each menu.
7. Check the answers:  
   - Menu 1 = comment D
   - Menu 2 = comment E
   - Menu 3 = comment B
   - Menu 4 = comment A
   - Menu 5 = comment C

**FOLLOW-UP**  
You could ask the students to write their own *Day in the diet of...* but be aware that some students may be sensitive to diet and weight.
Progress check

**Find the mistake**

**Student A**

1. In one week's time I'm going to Madeira.
2. How much traffic is there in the city centre?
3. There's a packet of biscuits in the cupboard behind the sugar.
4. Where's the nearest South American disco? I'd like to learn to dance the Samba.
5. I need to improve my English. I think I'll borrow some English novels from the library.
6. "I've got a headache. Have we got any aspirins?" "Just a minute, I'll look in the medical kit."
7. Maybe I'm going to cook chicken pie for dinner. No, I think I'll make an omelette.
8. He decided being an actor because he wanted to be famous.
9. I'm going to spend a week in Paris. Do you like to come with me?
10. Great, I'm pleased you can come. I'll meet you in the restaurant opposite the bus station at 8 o'clock.

**Student B**

1. In one week's time I'll go to Madeira.
2. How many traffic is there in the city centre?
3. There's a packet of biscuits in the cupboard behind the sugar.
4. Where's the nearest South American disco? I'd like to learn to dance the Samba.
5. I need to improve my English. I think I'll borrow some English novels from the library.
6. "I've got a headache. Have we got any aspirins?" "Just a minute, I'm going to look in the medical kit."
7. Maybe I'll cook chicken pie for dinner. No, I think I'll make an omelette.
8. He decided being an actor because he wanted to be famous.
9. I'm going to spend a week in Paris. Would you like to come with me?
10. Great, I'm pleased you can come. I'm going to meet you in the restaurant opposite the bus station at 8 o'clock.
NOTE: This activity is not linked to the activity on Worksheet Progress check 11–15b.

ACTIVITY
Pairwork: speaking

AIM
To identify and correct grammatical mistakes in sentences.

GRAMMAR AND FUNCTIONS
Revision of Student's Book Lessons 11 to 15
Verbs followed by to + infinitive
Will for prediction, going to for plans
Prepositions of place
Countable and uncountable nouns

VOCABULARY
Revision of vocabulary in Student's Book Lessons 11 to 15
General

PREPARATION
Make one copy of the worksheet for each pair of students.

TIME
30 minutes

PROCEDURE
1 Divide the class into equal numbers of Student As and Student Bs.
2 Give one copy of Student A sentences to each Student A and one copy of Student B sentences to each Student B.
3 Ask the students to work in pairs of As and pairs of Bs. Tell them that some of their sentences are correct, while some of them have a grammatical mistake in them. They should decide whether the sentences are grammatically correct and make corrections where necessary. The students should discuss the sentences in their pairs but all the students should write corrections on their own worksheets.
4 Ask the students to form pairs of Student A and Student B and compare their sentences. Student A has the correct form of sentences which are grammatically incorrect on Student B's worksheet and vice versa. This means that the students should be able to correct one another at this stage.
5 Check that the students have identified the correct versions of the sentences.

ANSWERS

1(a) Correct. You use going to to talk about things which are arranged.
1(b) Incorrect. The trip to Madeira is something which is arranged, not a decision made at the moment of speaking.
2(a) Correct. Traffic is an uncountable noun.
2(b) Incorrect. You use how many with countable nouns.
3(a) Incorrect. The correct preposition of place is behind (without of).
3(b) Correct.
4(a) Correct.
4(b) Incorrect.
5(a) Incorrect. You put to + infinitive after need.
5(b) Correct.
6(a) Correct. You use will for a decision made at the moment of speaking.
6(b) Incorrect.
7(a) Incorrect. Maybe suggests that the speaker is still thinking about what to cook, so going to is not appropriate.
7(b) Correct. I’ll is used correctly here.
8(a) Incorrect. You use decide with to + the infinitive.
8(b) Correct.
9(a) Incorrect. The correct form is Would you like to...?
9(b) Correct.
10(a) Correct. See 6 and 7 above.
10(b) Incorrect.
Progress check

Food, glorious food!

CLUES ACROSS

Example
1. Italian food.
   You eat it with tomato sauce.

3. 

6. 

8. 

10. 

11. 

13. 

14. 

15. 

16. 

17. 

18. 

19. 

20. 

21.

CLUES DOWN

Example
1. You buy tea or biscuits in it.

2. 

4. 

5. 

7. 

8. 

9. 

10. 

11. 

12. 

13. 

14. 

16. 

17. 

18. 

19.

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NOTE: This activity is not linked to the activity on Worksheet Progress check 11–15a.

ACTIVITY
Pairwork: speaking, writing

AIM
To write clues for a crossword and to complete it.

GRAMMAR AND FUNCTIONS
Describing words

VOCABULARY
Revision of vocabulary in Student’s Book Lessons 11 to 15

PREPARATION
Make one copy of the worksheet for each pair of students in the class and cut it out as indicated.

TIME
30 minutes

PROCEDURE
1 Tell the students that you are going to give them a definition of a word, and that they have to guess what the word is. Write Italian food. You eat it with tomato sauce. on the board. Elicit the answer pasta. Tell the students that they are going to write similar definitions of words as clues for a crossword.

2 Divide the class into Group A and Group B.

3 Explain that you are going to give both groups the same crossword but that Group A will have the across words already written in and Group B will have the down words already written in. Their task is to write clues for the words written on their crosswords.

4 Give a copy of crossword A to each student in Group A and a copy of crossword B to each student in Group B.

5 Ask the students to work with two or three other students from the same group. They should invent and write down clues for the words on their crossword in the spaces provided. All the students should write the clues down on their own worksheet.

6 When they have finished writing their clues, the students should work with a partner from the other group (ie a student from Group A should work with a student from Group B). They must not show their crossword to their partner.

7 Ask them to sit facing one another and take it in turns to ask their partner for clues to the missing words on their own crossword. They should read out the clues they have written for their partner to guess the words, and write in the missing words on their crosswords from the clues their partner gives them.

ANSWER
<table>
<thead>
<tr>
<th>Time Period</th>
<th>Time</th>
<th>Day of Week</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>8 pm</td>
<td>Monday</td>
<td>1st January</td>
</tr>
<tr>
<td>1992</td>
<td>midnight</td>
<td>11th February</td>
<td></td>
</tr>
<tr>
<td>Winter</td>
<td>the museum</td>
<td>15th May</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>the theatre</td>
<td>Saturday night</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td>half past six</td>
<td>Sunday morning</td>
<td></td>
</tr>
<tr>
<td>The morning</td>
<td>the weekend</td>
<td>September 10th</td>
<td></td>
</tr>
<tr>
<td>The year 2000</td>
<td>night</td>
<td>Tuesday afternoon</td>
<td></td>
</tr>
<tr>
<td>Athens</td>
<td>home</td>
<td>Thursday evening</td>
<td></td>
</tr>
<tr>
<td>The afternoon</td>
<td>two o'clock</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MAKE AN INVITATION**
**MAKE AN INVITATION**
**MAKE AN INVITATION**

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Teacher's Notes

**Invitation dominoes**  Worksheet 16

**ACTIVITY**
Groupwork: speaking

**AIM**
To play a game of dominoes matching places and time expressions with the correct preposition. To make invitations.

**GRAMMAR AND FUNCTIONS**
Making invitations
Prepositions of time: at the weekend/8pm,
on 31 July/Monday, in the morning/June/1996
Prepositions of place: at the theatre, in London

**VOCABULARY**
Prepositions of time
Countries, towns, places of entertainment

**PREPARATION**
Make one copy of the worksheet for every four or five students in the class and cut out all the cards as indicated. You may wish to photocopy the worksheet and stick it onto card.

**TIME**
30 minutes

**HOW TO PLAY**

1. Player A puts down any one of their dominoes (except a card marked 'Make an invitation') face up.
2. The player on their left must then put down one of their dominoes, making sure that the preposition matches the time or place on Player A's domino.
   
   For example:  
   
   (domino A) at
   (domino B) 8pm/on
   (domino C) 11th February

   The players take it in turns to add dominoes in this way.
3. If a player cannot put down one of their dominoes, they can either:
   a) play a card marked 'Make an invitation' by holding up their card and inviting another player to go out, stating the time and place.

   For example:
   
   Would you like to play tennis at the weekend?
   How about coming to the cinema with me on Thursday evening?

   When they have done this, they return the card to the bottom of the pile.
   
   or
   b) take a domino from the top of the pile and put it down if they can.

   4. The winner is the first player to get rid of all their dominoes.

### Descriptions

<table>
<thead>
<tr>
<th>A</th>
<th>She's an attractive young black woman with short dark hair. She's very slim and she's got beautiful dark eyes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>He's a good-looking man with curly hair and a moustache. He's quite short and he looks fit.</td>
</tr>
<tr>
<td>B</td>
<td>He's middle-aged and he's got grey hair and a beard. He's quite tall and he looks really serious.</td>
</tr>
<tr>
<td>I</td>
<td>She's tall with very short dark hair. She wears glasses and she looks like a banker or company director.</td>
</tr>
<tr>
<td>C</td>
<td>He's got quite long fair hair and he wears glasses. He's very thin and he looks like a student.</td>
</tr>
<tr>
<td>J</td>
<td>He's an attractive young man with long hair. He's got beautiful eyes and he looks like a dancer.</td>
</tr>
<tr>
<td>D</td>
<td>She's very tall and she's got long dark hair. She's slim and she looks like a model.</td>
</tr>
<tr>
<td>K</td>
<td>He's quite old, with curly white hair and a beard and moustache. He looks like someone's grandfather.</td>
</tr>
<tr>
<td>E</td>
<td>She's a good-looking middle-aged woman with grey hair. She's of medium height and she looks happy.</td>
</tr>
<tr>
<td>L</td>
<td>She's a pretty woman with long dark hair. She's quite fat and she looks nice.</td>
</tr>
<tr>
<td>F</td>
<td>She's of medium height and she's got long blonde hair. She wears glasses and she looks friendly.</td>
</tr>
<tr>
<td>M</td>
<td>He's got quite long curly hair and a nice face. He wears glasses and he looks like a musician.</td>
</tr>
<tr>
<td>G</td>
<td>He's quite old and he's bald. He's got a round face and he looks kind.</td>
</tr>
<tr>
<td>N</td>
<td>She's of medium height with long straight hair. She's quite young and she looks sad.</td>
</tr>
</tbody>
</table>

### Identity Card

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONALITY</td>
<td>JOB</td>
</tr>
<tr>
<td>HOBBIES</td>
<td></td>
</tr>
<tr>
<td>FAVOURITE NIGHT OUT</td>
<td></td>
</tr>
</tbody>
</table>

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NOTE: Use Worksheets 17a and 17b for this activity.

**ACTIVITY**
Groupwork and pairwork: speaking, reading, writing

**AIM**
To play a memory game, matching a written description of a person to a picture. To write an imaginary identity for a person.

**GRAMMAR AND FUNCTIONS**
Describing appearance

**VOCABULARY**
Describing appearance

**PREPARATION**
Make one copy of Worksheet 17a and 17b for every four to six students in the class. Cut out the sentences, pictures and identity cards as indicated.

**TIME**
45 minutes

---

**PROCEDURE**
1. Ask the students to work in groups of four to six.
2. Give one set of pictures and sentences to each group. Do not give out the identity cards yet.
3. Ask the students to spread out the pictures face down and to spread out the sentences face down separately from the pictures.
4. The students take it in turns to turn over one picture and one description. They should read the description and decide whether it matches the picture. If it does, the student keeps the pair and plays again. If it doesn’t, the student puts them back face down and the student on their left plays in the same way.
5. Continue until all the pictures and sentences have been matched: the player with the highest number of matching pairs is the winner. Check the answers. (See the back of Worksheet 17b.)
6. For the next part of the activity the students stay in their original groups. They put all the pictures of people spread out in front of them, face up.
7. Divide each group in half into mini-groups of two or three students.
8. Give one identity card to each mini-group and ask them to write imaginary information on it about one of the people in the pictures without letting anyone else know which picture they have chosen. They should invent information which they think corresponds to the person’s appearance.
9. Ask the students to exchange identity cards with another mini-group and to guess which picture it goes with.
10. When they have matched people correctly, they should exchange identity cards with another mini-group and guess which pictures they correspond to.
## Answers

<table>
<thead>
<tr>
<th>Description A = Picture 3</th>
<th>Description H = Picture 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description B = Picture 13</td>
<td>Description I = Picture 5</td>
</tr>
<tr>
<td>Description C = Picture 8</td>
<td>Description J = Picture 11</td>
</tr>
<tr>
<td>Description D = Picture 2</td>
<td>Description K = Picture 4</td>
</tr>
<tr>
<td>Description E = Picture 12</td>
<td>Description L = Picture 10</td>
</tr>
<tr>
<td>Description F = Picture 1</td>
<td>Description M = Picture 7</td>
</tr>
<tr>
<td>Description G = Picture 6</td>
<td>Description N = Picture 9</td>
</tr>
</tbody>
</table>
### Age matters

<table>
<thead>
<tr>
<th>0 to 10</th>
<th>11 to 20</th>
<th>21 to 35</th>
<th>35 to 50</th>
<th>over 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>fun</td>
<td>hard work</td>
<td>marriage</td>
<td>travel</td>
<td>study</td>
</tr>
<tr>
<td>falling in love</td>
<td>confident</td>
<td>long hair</td>
<td>dancing</td>
<td>worried</td>
</tr>
<tr>
<td>holding hands</td>
<td>fashion</td>
<td>jogging</td>
<td>optimistic</td>
<td>parties</td>
</tr>
<tr>
<td>silly</td>
<td>money</td>
<td>serious</td>
<td>games</td>
<td>sleeping in the afternoon</td>
</tr>
<tr>
<td>the opposite sex</td>
<td>responsibilities</td>
<td>fat around the middle</td>
<td>lazy</td>
<td>bald</td>
</tr>
<tr>
<td>careful</td>
<td>tidy</td>
<td></td>
<td></td>
<td>ambitious</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>calm</td>
</tr>
</tbody>
</table>

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ACTIVITY
Pairwork: speaking

AIM
To categorise vocabulary and to discuss personal associations with different age groups.

GRAMMAR AND FUNCTIONS
Describing people
Comparative adjectives

VOCABULARY
Adjectives and expressions for describing people

PREPARATION
Make one copy of the worksheet for each pair of students in the class.

TIME
20 to 30 minutes

PROCEDURE
1 Write the headings of the columns from the worksheet on the board and brainstorm any associations the students have with each age group.
2 Ask them to work in pairs and give one copy of the worksheet to each pair.
3 Ask them to write the words and expressions on the worksheet under the age group heading they associate them with. (One word or expression can apply to more than one category.)
4 When they have arranged the words on their worksheet, they should add two words or expressions of their own to each column.
5 Ask the students to compare worksheets with another pair of students and notice any differences. They should discuss the way they have categorised words and expressions. Encourage the students to use the target language, and to make comparisons.
1. How much time do you spend in front of the mirror in the morning?
   a) More than five minutes.
   b) Less than five minutes.
   c) I prefer not to look in the mirror in the morning.

2. Why do you like your clothes?
   a) Because they are comfortable.
   b) Because they say something about the sort of person I am.
   c) I don’t like my clothes.

3. What do you usually wear?
   a) Jeans and a T-shirt.
   b) Whatever’s in fashion.
   c) What I feel like wearing.

4. When you meet someone for the first time, what do you notice first?
   a) Their eyes and hands.
   b) Their shoes.
   c) Their character.

5. You see the pair of trousers you want. They’re beautiful – but you haven’t got much money. What do you do?
   a) I forget about them.
   b) I don’t buy them but I dream about them.
   c) I buy them and I don’t eat for a week.

6. The colour in fashion this year doesn’t suit you. What do you do?
   a) I wear it anyway – it’s in fashion!
   b) I don’t wear it.
   c) I don’t care about what’s in fashion.

7. When was the last time you bought something to wear?
   a) Less than 3 days ago.
   b) More than 3 days but less than 6 months ago.
   c) I never buy clothes. My mum/dad/wife/husband/boyfriend/girlfriend buys them for me.

8. Why did you buy it?
   a) Because I liked it.
   b) Because it’s fashionable.
   c) Because I needed it.

9. What do other people think about your clothes?
   a) They think they’re smart.
   b) They think they’re strange.
   c) They never notice my clothes.

10. What do you refuse to wear?
    a) Clothes that are in fashion.
    b) The clothes my mum/dad/wife/husband/boyfriend/girlfriend buys me.
    c) Clothes that are not in fashion.

11. When you read a newspaper, do you turn to the fashion pages?
    a) Yes, I always read the fashion pages.
    b) I sometimes look at the pictures.
    c) What fashion pages?

12. How would you describe your style of dress?
    a) Fashionable.
    b) Not fashionable but ‘me’.
    c) Style? What’s that?

What it means

You scored 12 to 19: You probably don’t know what this questionnaire is about. You think that there are more important things in life than fashion, but perhaps you are a bit lazy too. How about going shopping yourself – your mother/father/wife/husband/boyfriend/girlfriend has got enough to do!

You scored 20 to 28: Clothes are not the most important thing in your life, but you know what suits you. You have a very personal style but it is always the same. Why don’t you take some risks and try a different style for a change? You’re too serious – fashion can be fun!

You scored 29 to 36: You are a fashion victim! Do your friends ever walk on the other side of the road when they go out with you? You know a lot about fashion, but you need to choose the clothes that suit you. There are more important things in life than clothes – try speaking to people and you will be surprised to find that they are nice, even if they are wearing the wrong shoes.
**ACTIVITY**
Pairwork: reading, speaking

**AIM**
To interview a partner about fashion and clothes using a questionnaire.

**GRAMMAR AND FUNCTIONS**
Questions

**VOCABULARY**
Clothes

**PREPARATION**
Make one copy of the worksheet for each student in the class.
Cut off the 'What it means' section.

**TIME**
20 to 30 minutes

**PROCEDURE**
1. Ask the students to work in pairs. Give one copy of the questionnaire to each student in the class but do not give out the 'What it means' section yet.
2. Ask them to take it in turns to ask their partner the questions on the questionnaire and to note down their answers.
3. When they have interviewed one another, they should add up one another's score.
4. Give the 'What it means' section to each pair of students and ask them to read out their partner's results.
Questions

1) How long ________________________________
It takes ____________________ to fly from London to New York by Concorde.

2) How long ________________________________
It takes ____________________ for light to reach the Earth from the Sun.

3) How long ________________________________
It takes ____________________ for the Moon to travel around the Earth.

4) How far ________________________________
The Sun is ____________________ from the Earth.

5) How far ________________________________
Urumqi in China is the furthest city from the sea. It is ____________________ from the nearest coast.

6) How far ________________________________
The Moon is ____________________ from the Earth.

7) How much ________________________________
It costs ____________________ to go from London to Venice by the Orient Express.

8) How much ________________________________
It costs ____________________ to fly from London to Sydney, Australia.

9) How much ________________________________
The most expensive hotel in the world is the Hotel Nova Park in Paris. It costs ____________________ to stay for one night in the 'Royale Suite'.

10) How fast ________________________________
The fastest land animal in the world is the cheetah. It can run at ____________________

11) How fast ________________________________
The biggest aeroplane in the world is the Boeing 747. It travels at ____________________

12) How fast ________________________________
The fastest aeroplane in the world is Concorde. It flies at ____________________
NOTE: Use Worksheets 20a and 20b for this activity.

ACTIVITY
Groupwork: writing, reading, speaking

AIM
To read information and to write questions.
To ask and answer questions.

GRAMMAR AND FUNCTIONS
Talking about time, distance, speed and price

VOCABULARY
Facts and figures

PREPARATION
Make one copy of Worksheet 20a (questions) for each student in the class. Make one copy of Worksheet 20b (facts and figures) for every three students in the class and cut it into sections A, B and C as indicated.

TIME
30 minutes
A

The Moon takes just over 27 days to travel around the Earth. The same half of the Moon always faces the Earth. Nobody had seen the far side of the Moon until the USSR spacecraft Luna 3 took the first photographs of it in 1959.

Concorde takes 3 hours to fly from London to New York, a distance of 5,536 km (3,500 miles). It travels at 2,333 km/h (1,500 mph) which is faster than the speed of sound. This is twice as fast as an ordinary passenger plane.

Urumqi, capital of the Uighur Autonomous region of China, is the furthest city from the sea. It is about 2,250 km (1,400 miles) from the nearest coast.

B

The most expensive hotel in the world is the Hotel Nova Park in Paris, France. One night in the Royale Suite costs £3,525. This is more than a lot of people earn in a year!

The Boeing 747 (Jumbo jet) is the largest and most powerful plane in the world. It can carry up to 500 passengers. It is as high as a 6-storey office block and weighs over 370 tonnes. It has a maximum speed of 969 km/h (602 mph).

Light from the Sun takes eleven hours to reach Pluto, the furthest planet in our Solar system. It travels a distance of 150 million km (93 million miles) to reach the Earth and it takes eight minutes.

C

The fastest land animal in the world is the cheetah. On the plains of east Africa, Iran, Turkmenistan and Afghanistan, it has a maximum speed of about 96 km/h (60 mph).

The Earth is the third nearest planet to the Sun. It has one natural satellite orbiting it, the Moon, which is 384,365 km (238,840 miles) from the Earth. The Moon is a quarter the size of the Earth.

The Orient Express used to run between Paris and Istanbul but now it makes a shorter trip from London to Venice. It offers the highest luxury in travel. A one-way ticket costs £475, which is also the price of a single airfare to Sydney, Australia, a city which is 14 times further away from London than Venice.
**Record breakers**  
Worksheets 20a and 20b

<table>
<thead>
<tr>
<th>ANSWERS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 3 hours</td>
<td>7 £475</td>
<td></td>
</tr>
<tr>
<td>2 8 minutes</td>
<td>8 £475</td>
<td></td>
</tr>
<tr>
<td>3 just over 27 days</td>
<td>9 £3,525</td>
<td></td>
</tr>
<tr>
<td>4 150 million km (93 million miles)</td>
<td>10 96 km/h (60 mph)</td>
<td></td>
</tr>
<tr>
<td>5 2,250 km (1,400 miles)</td>
<td>11 969 km/h (602 mph)</td>
<td></td>
</tr>
<tr>
<td>6 384,365 km (238,840 miles)</td>
<td>12 2,333 km/h (1,500 mph)</td>
<td></td>
</tr>
</tbody>
</table>
### Your best qualities

**YOU**

- patient
- honest
- imaginative
- confident

**PARTNER 1**

- friendly
- imaginative
- sensitive

**PARTNER 2**

- kind
- thoughtful

### Your worst qualities

**YOU**

- pessimistic
- unimaginitive
- impolite
- careless

**PARTNER 1**

- impatient
- difficult
- nervous

**PARTNER 2**

- slow
- disorganised

### Best qualities in a partner

**YOU**

- imaginative
- patient
- kind

**PARTNER 1**

- friendly
- optimistic
- generous

**PARTNER 2**

- kind
- calm

### Worst qualities in a partner

**YOU**

- over-sensitive
- selfish
- lazy

**PARTNER 1**

- nervous
- patient
- lazy

**PARTNER 2**

- jealous
- unkind

### Your appearance

<table>
<thead>
<tr>
<th>STAR SIGN</th>
<th>Your best qualities</th>
<th>Your worst qualities</th>
<th>Best qualities in a partner</th>
<th>Worst qualities in a partner</th>
<th>Your appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPRICORN</td>
<td>patient</td>
<td>pessimistic</td>
<td>imaginative</td>
<td>impolite</td>
<td>small, slim, serious face</td>
</tr>
<tr>
<td></td>
<td>honest</td>
<td>unimaginitive</td>
<td></td>
<td>careless</td>
<td></td>
</tr>
<tr>
<td>AQUARIUS</td>
<td>friendly</td>
<td>impatient</td>
<td>friendly</td>
<td>nervous</td>
<td>good-looking, quite tall</td>
</tr>
<tr>
<td></td>
<td>generous</td>
<td>difficult</td>
<td>warm</td>
<td>over-sensitive</td>
<td>fair hair</td>
</tr>
<tr>
<td>PISCES</td>
<td>sensitive</td>
<td>over-sensitive</td>
<td>kind</td>
<td>selfish</td>
<td>medium height, round</td>
</tr>
<tr>
<td></td>
<td>thoughtful</td>
<td>disorganised</td>
<td>sensitive</td>
<td>over-sensitive</td>
<td>eyes, kind face</td>
</tr>
<tr>
<td>ARIES</td>
<td>clever</td>
<td>selfish</td>
<td>friendly</td>
<td>lazy</td>
<td>medium height, square</td>
</tr>
<tr>
<td></td>
<td>lively</td>
<td>rude</td>
<td>modern</td>
<td>selfish</td>
<td>face, long nose</td>
</tr>
<tr>
<td>TAURUS</td>
<td>patient</td>
<td>lazy</td>
<td>kind</td>
<td>selfish</td>
<td>short, beautiful eyes</td>
</tr>
<tr>
<td></td>
<td>organised</td>
<td>selfish</td>
<td>calm</td>
<td>rude</td>
<td>thick hair</td>
</tr>
<tr>
<td>GEMINI</td>
<td>intelligent</td>
<td>nervous</td>
<td>optimistic</td>
<td>over-sensitive</td>
<td>tall, intelligent face</td>
</tr>
<tr>
<td></td>
<td>friendly</td>
<td>dishonest</td>
<td>generous</td>
<td>untidy</td>
<td>small mouth</td>
</tr>
<tr>
<td>CANCER</td>
<td>careful</td>
<td>nervous</td>
<td>patient</td>
<td>dishonest</td>
<td>round face, small nose</td>
</tr>
<tr>
<td></td>
<td>sensitive</td>
<td>rude</td>
<td>kind</td>
<td>nice eyes</td>
<td></td>
</tr>
<tr>
<td>LEO</td>
<td>imaginative</td>
<td>bossy</td>
<td>clever</td>
<td>pessimistic</td>
<td>square face, generous</td>
</tr>
<tr>
<td></td>
<td>optimistic</td>
<td>selfish</td>
<td>lively</td>
<td>mouth</td>
<td>eyes, attractive</td>
</tr>
<tr>
<td>VIRGO</td>
<td>patient</td>
<td>nervous</td>
<td>imaginative</td>
<td>lazy</td>
<td>medium height, pleasant</td>
</tr>
<tr>
<td></td>
<td>friendly</td>
<td>unimaginitive</td>
<td>careful</td>
<td>disorganised</td>
<td>face, kind eyes</td>
</tr>
<tr>
<td>LIBRA</td>
<td>friendly</td>
<td>lazy</td>
<td>optimistic</td>
<td>nervous</td>
<td>beautiful hair, long</td>
</tr>
<tr>
<td></td>
<td>warm</td>
<td>disorganised</td>
<td>honest</td>
<td>unimaginitive</td>
<td>fingers, calm eyes</td>
</tr>
<tr>
<td>SCORPIO</td>
<td>imaginative</td>
<td>jealous</td>
<td>patient</td>
<td>lazy</td>
<td>dark eyes, thick hair</td>
</tr>
<tr>
<td></td>
<td>confident</td>
<td>impatient</td>
<td>careful</td>
<td>disorganised</td>
<td>interesting face</td>
</tr>
<tr>
<td>SAGITTARIUS</td>
<td>intelligent</td>
<td>rude</td>
<td>friendly</td>
<td>pessimistic</td>
<td>tall, curly, fair hair</td>
</tr>
<tr>
<td></td>
<td>optimistic</td>
<td>arrogant</td>
<td>warm</td>
<td>unimaginitive</td>
<td>straight nose</td>
</tr>
</tbody>
</table>
ACTIVITY
Groupwork: speaking

AIM
To fill in a chart by asking and answering questions about appearance and character. To use this information to match people to their star signs.

GRAMMAR AND FUNCTIONS
Revision of Student’s Book Lessons 16 to 20
Describing people

VOCABULARY
Adjectives to describe appearance and character

PREPARATION
Make one copy of the worksheet for each student in the class. Cut out the chart and star signs information as indicated.

TIME
40 to 45 minutes

PROCEDURE
1 Brainstorm the sort of qualities the students like best in people and write them on the board. Elicit the opposites of the adjectives, for example: generous/mean, hard-working/lazy etc.
2 Now tell the students that they are going to use similar adjectives for the next part of the activity. Give one copy of the blank chart to each student in the class but do not give out the star signs information yet.
3 Ask all the students to fill in the first column in the chart marked ‘you’. They should write in adjectives to describe their own best and worst qualities, and also adjectives to describe what they think are the best or worst qualities in a partner. They should also write adjectives to describe their own appearance.
4 Now ask the students to work in groups of three. They should write the names of the other two students in their group on the chart under the headings ‘Partner 1’ and ‘Partner 2’. They now take it in turns to read out the adjectives they have written so their partners can fill in their charts.
5 When they have completed the charts, give a copy of the star signs information to each student in the class. They should not tell their partners what their own star sign is yet.
6 The students try to guess their partners’ star signs by matching adjectives which describe their partners with adjectives to describe a star sign. If the students do not know their star sign, this information is below.
7 The students now tell one another what their stars signs are, and check whether their partners guessed correctly. They compare the adjectives they wrote in the chart with those on the star signs information.
8 As an extension of this activity, ask the students to match star signs to the pictures of people on Worksheet 17b.

CHECK YOUR SIGN

♈ ARIES 22 March – 20 April
♉ TAURUS 21 April – 21 May
♊ GEMINI 22 May – 22 June
♋ CANCER 23 June – 23 July
♌ LEO 24 July – 23 August
♍ VIRGO 24 August – 23 September
♎ LIBRA 24 September – 23 October
♏ SCORPIO 24 October – 22 November
♐ SAGITTARIUS 23 November – 22 December
♑ CAPRICORN 23 December – 19 January
♒ AQUARIUS 20 January – 19 February
♓ PISCES 20 February – 21 March
<table>
<thead>
<tr>
<th>YOU</th>
<th>FIND SOMEONE WHO HAS HAD THIS EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The best film you've seen:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The best book you've read:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The most beautiful place you've visited:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The strangest thing you've eaten:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The most frightening experience you've had:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The most dangerous sport you've tried:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The most interesting person you've met:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A good experience you've never had:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>A bad experience you've never had:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY
Whole class: speaking

AIM
To ask and answer questions about memorable experiences.

GRAMMAR AND FUNCTIONS
Present perfect simple for experiences

VOCABULARY
General

PREPARATION
Make one copy of the worksheet for each student in the class.

TIME
20 to 30 minutes

PROCEDURE
1 Give one copy of the worksheet to each student in the class.
2 Tell the students to write down information which is true for themselves in the 'you' column. Make sure they understand that the last two sentences ask for information about experiences they have never had. Encourage the students to be imaginative.
3 When they have filled in as much information as they can (it doesn't matter if they leave one or two blanks), ask them to go round the class and use the information they have written to find other students who have had the same experiences. They should ask and answer questions like this:
   (Student A has filled in 'Jurassic Park' for best film)
   Student A: Have you (ever) seen Jurassic Park?
   Student B: Yes, I have.
4 When a student finds someone who answers Yes, they should write the name of that student on their chart, and can ask for more information, if they like, using the past simple.
   For example:
   When did you see it?
   Did you enjoy it?
   Were you frightened?
   The students should not write the same name on their worksheet more than twice. This will encourage them to speak to as many different partners as possible.
5 When one student has completed their chart with the names of students who have had the same experiences as them, or when it is obvious that the students have spoken to several different partners and that it is unlikely that someone is going to find a name for each sentence, stop the activity and ask the students to report back to the class about anything surprising or amusing they have found out.
What's happened?
ACTIVITY
Whole class: speaking
Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM
To speak to as many partners as possible, asking and answering questions about pictures.

GRAMMAR AND FUNCTIONS
Present perfect simple for past actions with present results

VOCABULARY
General

PREPARATION
Make one copy of the worksheet for each group of up to 14 students. Cut the pictures out so that the students have one picture card each. You will also need to keep one picture card for yourself to demonstrate the activity.

TIME
15 minutes

PROCEDURE
1 If there are more than 14 students in the class, divide them into groups. Give one picture card to each student in the class. Keep one for yourself.
2 Make sure each student knows how to say what has just happened, as shown in their picture.
3 Tell the students that they are going to ask and answer questions about what has just happened, using their pictures as prompts. Write the following dialogue on the board indicating the language the students should use.
   
   For example:
   (card shows two people who have had an argument)
   Student A: What's happened?
   Student B: They've just had an argument.

4 Demonstrate the activity with individual students. Tell the students to hold their cards so that no one can see them. Ask several pairs of students to demonstrate the activity to the whole class, using their pictures as prompts.
5 Now ask the students to go round the class or group and ask and answer questions with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students repeat the same question and answer several times.
6 When the students have finished, ask them to exchange cards and to go round the class or group again, this time holding them the other way round so the picture is facing their partner. The students take it in turns to ask the same question, and to answer using the pictures on their partners' cards as prompts. In this part of the activity, the students give a different answer each time they change partner.
7 The students continue asking and responding in this way until they have spoken to as many different partners as possible.
I've lived in Oxford since ____________
I've worked at the travel agent's for ____________
I've played basketball for ____________
I've known Mark for ____________
I've owned a mountain bike since ____________

She lives in Oxford.
She works at the travel agent's.
She plays basketball.
She's got a good friend called Mark.
She owns a mountain bike.

Your river of life
I live in _______________________
I work/study at _______________________
I play _______________________
I've got a good friend called _______________________
I own _______________________
**ACTIVITY**
Pairwork: speaking

**AIM**
To ask and answer questions about your life now and in the past.

**GRAMMAR AND FUNCTIONS**
Present perfect simple with for and since

**VOCABULARY**
General

**PREPARATION**
Make one copy of the worksheet for each student in the class.

**TIME**
30 minutes

**PROCEDURE**
1. Give one copy of the worksheet to each student in the class.
2. Ask the students to focus on the facts about Suzy's life now, for example: *She lives in Oxford, she works at the travel agent's* etc. Explain that the signs along her 'river of life' show when these things began.
3. Ask the students to work with a partner to complete the sentences spoken by Suzy. Explain that they should refer to the dates on the river of life and assume 'now' to be today's date. Make sure they use specific dates with *since* and periods of time with *for*.
4. It is a good idea to ask the students to draw a line from each fact which is true now to the sign showing where it began in the past. This highlights the concept of the present perfect simple being used for actions and states which began in the past and continue to the present. The river of life can also be used to demonstrate, in a visual way, the difference between *since* + a date and *for* + a period of time.
5. Now ask the students to focus on the blank river of life on their worksheet and explain that they are going to fill it in with information which is true for themselves.
6. First of all they should write in details about their life now. After that ask them to write in the signs when these things began, referring to Suzy's example if necessary.
7. Ask the students to work in pairs. They should take it in turns to read out the information which is true for them now. Their partner should ask questions to find out how long this has been true.

For example:
- **Student A:** I live in Funchal.
- **Student B:** How long have you lived in Funchal?
  - **Student A:** I've lived there for 15 years.
- **Student B:** I've got a good friend called Stella.
- **Student A:** How long have you known Stella?
  - **Student B:** I've known her since 1985.
True and false definitions

**TEAM A**

1. A mop is ...
   a) something that you use to wash the floor.
   b) something that you wear on your head when it's cold.
   c) something that

2. A vandal is ...
   a) someone who drives a van or a lorry.
   b) someone who
   c) someone who damages buildings or objects.

3. A flannel is ...
   a) something that you use
   b) something that you use at the dinner table.
   c) something that you use in the bath.

4. A plumber is ...
   a) a person who repairs water pipes.
   b) a person who
   c) a person who sells fruit.

5. A pillow is ...
   a) something that you use for cutting the grass.
   b) something that you rest your head on in bed.
   c) something that you

**TEAM B**

1. A bully is ...
   a) a person who
   b) a person who talks too much.
   c) a person who hurts weaker people.

2. Flip-flops are ...
   a) things that you use in a computer.
   b) things that you wear on your feet at the beach.
   c) things that

3. A cot is ...
   a) a place where a baby sleeps.
   b) a place where
   c) a place where a dog sleeps.

4. A chatterbox is ...
   a) someone who never stops talking.
   b) someone who
   c) someone who gives interviews on television.

5. A spade is ...
   a) something that you use in the garden.
   b) something that a doctor uses in operations.
   c) something that
### True and false definitions

**Activity**  
Groupwork: writing, speaking

**AIM**  
To play a game in teams, guessing correct definitions and writing false definitions for words.

**Grammar and Functions**  
Defining relative clauses

**Vocabulary**  
Language for defining people, places and things

**Preparation**  
Make one copy of the worksheet for every two students in the class. Cut out 'Team A' and 'Team B' sections as indicated.

**Time**  
40 minutes

**Procedure**
1. Divide the class into an even (two, four, six etc.) number of teams of two to three students. Give half the teams a copy of the 'Team A' section and half the teams a copy of the 'Team B' section.

2. Explain that only one of the two definitions given for each word on their worksheet is correct. Their task is to guess which definition is the correct one and to invent another false definition for each word. Check with individual teams that they have found the correct definitions. Be on hand to answer questions and to offer help with writing definitions, as this is a challenging task.

3. When teams have finished writing false definitions, ask each Team A to sit facing a Team B for the next part of the activity.

4. Explain that the teams are going to take turns to read out one of their words and its three definitions in random order without saying which is the correct definition. The opposing team must discuss and guess the correct definition.

5. Teams score one point for each correct answer and the team with the highest score is the winner.
**Student A**

**CLUES DOWN**

Example
1. It's something to write on.

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4. A
5. A
6. A
7. C
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**CLUES ACROSS**

Example
2. It's for putting flowers in.

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1. VASE
2. SOAP
3. FORK
4. LAMP
5. OIL
6. SCARF
7. COAT
8. SUITCASE
9. WARDROBE
10. VISA
11. CALCIUATOR
12. KETTLE
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ACTIVITY
Pairwork: speaking, writing

AIM
To write clues for a crossword and to complete it.

GRAMMAR AND FUNCTIONS
Describing things when you don’t know the word:
  It’s a thing you wear to...
  It’s for ...-ing in/on/out of/with
  You use it to...

VOCABULARY
Everyday objects

PREPARATION
Make one copy of the worksheet for each pair of students in the class and cut it out as indicated.

TIME
40 minutes

PROCEDURE
1 Tell the students that you are going to give them a definition of a word, and that they have to guess what the word is. Write *It’s something to write on.* on the board. Elicit the answer paper. Tell the students that they are going to write similar definitions of words as clues for a crossword.

2 Divide the class into Group A and Group B.

3 Explain that you are going to give both groups the same crossword but that Group A will have the down words already written in and Group B will have the across words already written in. Their task is to write clues for the words written on their crosswords.

4 Give a copy of crossword A to each student in Group A and a copy of crossword B to each student in Group B.

5 Ask the students to work with two or three other students from the same group. They should invent and write down clues for the words on their crossword in the spaces provided. All the students should write the clues down on their own worksheet.

6 When they have finished writing their clues, the students should work with a partner from the other group (ie a student from Group A should work with a student from Group B). They must not show their crossword to their partner.

7 Ask the students to sit facing one another and take it in turns to ask their partner for clues to the missing words on their own crossword. They should read out the clues they have written for their partner to guess the words, and write in the missing words on their crosswords from the clues their partner gives them.

ANSWER

I've got enough money to buy a Rolls Royce or a Porsche and use lots of petrol but I've always been concerned about pollution so I've bought a bicycle instead!

I never take the subway now because people recognise me.

On stage I wear black leather pants and a red leather vest.

My parents spent a lot of money on my education. They sent me to public school.

I've been married for three months. I met my wife in an elevator.

Before I had my first hit and moved into a bigger house, I lived with my parents in a small flat above a chemist's.

My favourite meal is french fries and a can of cola.

I can't walk down the high street and go shopping any more because my fans follow me.

I still enjoy a pint and a packet of crisps at my local pub.

Dominic Ozanne has asked me to be in his next movie.
NOTE: This activity can be extended to Worksheet Progress check 21–25b.

ACTIVITY
Pairwork: reading, speaking

AIM
To read and match sentences to an American English or a British English speaker.

GRAMMAR AND FUNCTIONS
Revision of Student's Book Lessons 21 to 25

VOCABULARY
British English and American English words

PREPARATION
Make one copy of the worksheet for each pair of students in the class.

TIME
20 minutes

PROCEDURE
1. Ask the students to work in pairs.
2. Give one copy of the worksheet to each pair of students in the class. Explain that they are going to read some extracts from interviews with two famous pop stars, Jon and Brad. Tell them that Jon is British and Brad is American.
3. Ask the students to read the extracts and decide which comments were made by Jon and which comments were made by Brad. They should focus on words which are only used in British or American English in the context of these extracts.
4. They should underline the words which helped them to decide and then write the British or American equivalents of the words they have underlined.

ANSWERS
1. Jon: petrol (GB) / gas (US)
2. Brad: subway (US) / underground (GB)
3. Brad: pants, vest (US) / trousers, waistcoat (GB)
4. Jon: public school (GB) / private school (US)
5. Brad: elevator (US) / lift (GB)
6. Jon: flat, chemist's (GB) / apartment, drugstore (US)
7. Brad: french fries (US) / chips (GB)
8. Jon: high street (GB) / main street (US)
9. Jon: crisps (GB) / chips (US)
10. Brad: movie (US) / film (GB)
Student A

**FAMILY AND HOME**

I was born in (1) ________ and lived with my parents in a small flat above a chemist's for 20 years. My parents spent a lot of money on my education. They sent me to public school, but I hated it because (3) ________________________________. I got interested in music about six years ago. My parents asked me what I wanted for my 15th birthday and I asked for (5) ________________ . My mum wanted me to work in a bank but I wanted to be (7) ________________________________ . Now that I'm famous I think my parents are very proud of me.

**HEALTH**

I went to hospital when I was ten years old, and I stayed in bed for (9) ________________ weeks because my pet snake bit me. This year I've had (11) ____________________ three times but the good news is that I've given up smoking. I feel much better already! I've been a vegetarian for (13) ________ years and I started doing yoga two years ago.

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Student B

**FAMILY AND HOME**

I was born in Sheffield and lived with my parents in a small flat above a chemist’s for (2) ________________ years. My parents spent a lot of money on my education. They sent me to public school, but I hated it because there weren’t any girls there. I got interested in (4) __________________ about six years ago. My parents asked me what I wanted for my 15th birthday and I asked for a guitar. My mum wanted me to work in (6) __________________________ but I wanted to be a pop star. Now that I’m famous I think my parents are very proud of me.

**HEALTH**

I went to (8) ________________ when I was ten years old, and I stayed in bed for two weeks because (10) ________________ . This year I’ve had flu three times but the good news is that I’ve given up (12) ________________ . I feel much better already! I've been a vegetarian for ten years and I started doing (14) __________________ two years ago.
NOTE: This activity can extend from Worksheet Progress check 21-25a or can be used on its own.

ACTIVITY
Whole class: reading, writing, speaking

AIM
To write and ask questions to obtain information in order to complete a text.

GRAMMAR AND FUNCTIONS
Revision of Student's Book Lessons 21 to 25
Present perfect simple: questions
Past simple: questions

VOCABULARY
General

PREPARATION
Make one copy of the worksheet for each pair of students in the class. Cut out sections A and B as indicated.

TIME
45 minutes

PROCEDURE
1 Tell the students that they are going to read an article from a music magazine about Jon, a rock star. Point out that there is some information missing from the text that you are going to give them.

2 Divide the class into Group A and Group B. Give one copy of 'Jon's story: Student A' to each student in Group A, and one copy of 'Jon's story: Student B' to each student in Group B.

3 Ask the students to work with a partner from the same group for the first part of the activity. On the back of their worksheets they should all write the questions they need to ask to obtain the information missing from their text, numbering their questions as on their worksheet.

For example:
(on the worksheet)
I was born in (1)........
(the students write)
1 Where was he born?

(on the worksheet)
...and lived with my parents in a small flat above a chemist's for (2)........ years.
(the students write)
2 How long did he live with his parents in a small flat above a chemist's?

While the students are doing this, be on hand to answer questions and offer help.

4 When the students have finished writing questions, ask them to work with a partner from the other group. Student A and Student B should now sit facing one another and take it in turns to ask and answer questions in numerical order to find out the information missing from their own text. They should write the information in the blanks on their worksheet. The blanks are numbered to help the students remember whose turn it is to ask a question.

5 When they have finished exchanging information, the pairs of students compare their completed texts, which should be identical.
A
In my ideal world

A good friend must...

A good friend mustn’t...


B
In my ideal world

A good flatmate must...

A good flatmate mustn’t...


C
In my ideal world

A good parent must...

A good parent mustn’t...


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ACTIVITY
Pairwork: writing, speaking

AIM
To write about and discuss how people must and mustn't behave in your ideal world.

GRAMMAR AND FUNCTIONS
Must for obligation and mustn't for prohibition

VOCABULARY
Everyday activities

PREPARATION
Make one copy of the worksheet for each student in the class and cut it into sections A, B and C as indicated.

TIME
30 to 40 minutes

PROCEDURE
1 Explain to the students that they are going to invent a list of instructions for how they would like people to behave in their ideal world.

2 Give section A of the worksheet to each student in the class and ask them to complete the sentences 'A good friend must...' and 'A good friend mustn’t...' in different ways according to how they would like their friends to behave in an ideal world. Elicit some suggestions. For example:

   A good friend must lend me her clothes and listen to my problems.
   A good friend mustn’t tell anybody my secrets or forget my birthday!

Make it clear to the students that this is a light-hearted activity and encourage them to use their imagination.

3 Now ask the students to go around the class and to find other students who have written the same instructions for their ideal world.

4 Repeat the activity, using sections B and C, asking the students to write instructions for 'A good flatmate' and 'A good parent'.

5 Ask the students to suggest other people they could write imaginary instructions for, for example, teachers, politicians, shop assistants.
## Challenges

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ACTIVITY
Groupwork: speaking

AIM
To try out challenges in teams and fill in a chart to show what members of the team can and can't do.

GRAMMAR AND FUNCTIONS
*Can* and *could* for ability

VOCABULARY
General

PREPARATION
Make one copy of the worksheet for every three students in the class.

TIME
40 minutes

PROCEDURE
1 Ask the students to work in groups of three.
2 Give one copy of the worksheet to each group.
3 Ask the three members of each group to write their names next to the first challenge on the worksheet.
4 In their groups, the students take it in turns to try out the challenge and then tick the 'can' or 'can't' column next to their name according to whether they completed the task successfully or not.
5 The students repeat the procedure for all challenges in their groups and complete the chart.
6 If one group finishes their challenges before the rest of the class, ask them to think of new challenges.
7 When the groups have completed their worksheets, ask the students to either:
   a) write a summary of what they could and couldn’t do.
   or
   b) take it in turns to tell the class one thing they could do and one thing they couldn’t do.
In New Zealand you can't get a driving licence until you're 20.

In France you can't eat meat on Fridays.

In Turkey women can join the army.

In English cities you can't sound your car horn from 11pm to 7am.

You can't travel from London to Edinburgh without a passport.

In Germany you can get a licence to ride a bicycle on the motorway.

You can't mow the lawn on Sundays in Geneva, Switzerland.

In Greece you can't ride a motor bike without wearing a crash helmet.

In Mexico you can't sunbathe on Sundays.

In England you can't leave school until you're 16.

In England, you can't turn your back to a statue of the Queen.

In Japan you can't use soap in the water in a public bath.

In Spain, you can't make a noise after 10 o'clock in the evening.

In California, you can't drive at more than 55 miles per hour.

In Italy you can't get divorced.

In Holland you can't kiss in public.

You can't take chewing-gum into Australia.

In Brazil you can't eat prawns.
Written and unwritten rules around the world

ACTIVITY
Groupwork: speaking

AIM
To guess and discuss whether statements about countries around the world are true or false.

GRAMMAR AND FUNCTIONS
Can and can't for permission and prohibition

VOCABULARY
Rules and regulations around the world

PREPARATION
Make one copy of the worksheet for every three to five students in the class. Cut out the cards as indicated.

TIME
30 minutes

PROCEDURE
1. Ask the students to work in groups of three to five.
2. Give one set of cards to each group and ask them to put the cards marked ‘true’ and ‘false’ face up, and the rest of the cards in a pile face down.
3. Ask the students to take it in turns to take a card from the pile, read out what is written on it and discuss the statement with the other members of the group. Their task is to decide whether the statements are true or false.
4. The students arrange the cards on the table under the headings ‘true’ or ‘false’.
5. If one group finishes before the others, check their answers and tell them how many are wrong, without telling them which ones. This means that they will have to go back and discuss some of the points again.
6. Check the answers. Groups get one point for each correct guess, and the group with the most points are the winners.

ANSWERS
1. False. You can get a driving licence when you’re 15 in New Zealand – but you can’t drive after 10 o’clock in the evening.
2. False. You can eat meat, but people who practise the Catholic faith usually eat fish on Fridays.
3. False.
4. True.
5. False. London and Edinburgh are both in Great Britain.
6. False.
7. True.
8. True.
10. True.
11. False.
12. True. You wash with soap in the shower, and then get into the bath.
13. False.
14. True.
15. False. But if you are divorced, you can’t get married in a church again.
16. False.
17. False.
18. False.
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ACTIVITY
Whole class: speaking
Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM
To speak to as many partners as possible, giving advice for health complaints.

GRAMMAR AND FUNCTIONS
Should and shouldn’t for advice

VOCABULARY
Health complaints

PREPARATION
Make one copy of the worksheet for each group of up to ten students. Cut the cards out as indicated. Keep one picture card for yourself to demonstrate the activity.

TIME
20 to 30 minutes

PROCEDURE
1 If there are more than ten students in the class, divide them into groups. Give one card to each student in the class. Keep one for yourself.
2 Make sure each student knows how to say the complaint illustrated on their card.
3 Ask the students to think of some advice to give the person illustrated on their card and to write one thing the person should do next to the tick, and one thing they shouldn’t do next to the cross.
   For example:
   (card shows person with backache)
   - lie down ✓
   - lift anything heavy ✗
4 When the students have done that, ask them to fold their card so that the picture is on one side and the advice is on the other side.
5 Tell the students that they are going to ask questions and give advice for the complaints on their cards, using the pictures as prompts. Write an example dialogue on the board indicating the language the students should use. For example:
   Student A: What’s the matter?
   Student B: I’ve got backache.
   Student A: Oh dear, you should lie down and you shouldn’t lift anything heavy.
   Remind the students that they can use ought to and oughtn’t to if they like.
6 Demonstrate the activity with individual students. Tell the students to hold their cards so that the picture is facing them and the advice on the other side is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts.
7 Now ask the students to go round the class or group and ask and answer questions with as many different partners as possible, using their picture cards as prompts. In this part of the activity, the students repeat the same health complaint several times, but give different advice each time they change partner.
8 When the students have finished, ask them to exchange cards and to go round the class or group again, this time holding their cards the other way round so the picture is facing their partner. The students take it in turns to ask questions using the pictures on their partners’ cards as prompts. In this part of the activity, the students say a different health complaint each time they change partner but repeat the same advice several times.
9 The students continue asking and answering in this way until they have spoken to as many different partners as possible.

OPTION
For further revision of this language, the mill-drill cards can be used for the following activity. Ask the students to go round the class holding their cards unfolded so that they are concealed from their partners. They should read out their advice in the third person and their partner should guess what the problem is.
For example:
   Student A: He should lie down and he shouldn’t lift anything heavy.
   Student B: Has he got backache?
Would you mind...?

1. Put the television on
2. Call a taxi
3. Close the window
4. Turn the radio off
5. Phone my mother
6. Take the dog for a walk
7. Make a cup of tea
8. Sit over there
9. Put the light on
10. Put a different tape on
11. Read this letter
12. Cook dinner tonight

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Would you mind...? Worksheet 30

ACTIVITY
Whole class: speaking
Mill drill (For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.)

AIM
To speak to as many partners as possible, asking for permission, making requests and offering, using cards as prompts.

GRAMMAR AND FUNCTIONS
Permission, requests and offers:
- Can I...? Could I...? May I...? Is it all right if I...?
- Would you mind if I...? I wonder if you could ...?, Would you mind -ing?
- Shall I do that? That's very kind of you.

Agreeing and refusing:
- Yes, of course. Yes, go ahead. By all means.
- (I'm sorry) I'm afraid I can't. I'm afraid not.
- No, of course not. No, go ahead.
- I'm sorry, I'm afraid I do (mind).
- Thank you. No, it's all right, thank you. No, I'll do it.

Some of these expressions are formal and it is important that you suggest a suitable context for the mill drill if they are used in the example dialogue. Tell the students that they are addressing someone they either do not know very well or who is in a position senior to them, such as a host family, their boss, or a stranger.

VOCABULARY
Everyday activities

PREPARATION
Make one copy of the worksheet for each group of up to 12 students. Cut the pictures out so that the students have one picture card each. Put a tick on the back of half of the cards and a cross on the other half. You will also need to keep one picture card for yourself to demonstrate the activity.

TIME
10 minutes for each mill drill

PROCEDURE
1 If there are more than 12 students in the class, divide them into groups. Give one card to each student in the class. Keep one for yourself.

2 Tell the students that they are going to ask for permission, using the cards as prompts. Write example dialogues on the board indicating the language the students should use. For example:
   (card says 'put the television on')
   Student A: Can I put the television on, please?
   (card has a tick on the back)
   Student B: Yes, of course.

   (card says 'call a taxi')
   Student A: Could I call a taxi?
   (card has a cross on the back)
   Student B: No, I'm afraid not.

   Explain that Student B's response will depend on whether there is a tick or a cross on the back of the mill-drill card.

3 Demonstrate the activity with individual students. Tell the students to hold their cards so the word and picture is facing them, and the tick or cross is facing their partner. Ask several pairs of students to demonstrate the activity to the whole class, using their cards as prompts.

4 Now ask the students to go round the class asking for and giving/refusing permission with as many different partners as possible, using their cards as prompts. In this part of the activity, the students practise making the same request several times.

5 When the students have finished, ask them to exchange cards and to go round the class again, this time holding their cards the other way round so the word and picture prompt is facing their partner. The students take it in turns to ask questions using the prompts on their partner's card. In this part of the activity, the students make a different request each time they change partner.

6 The students continue in this way until they have spoken to as many different partners as possible.
To play the game of chance you need three identical coins, a pen and paper.

**HOW TO PLAY**

1. Think of a decision you have to make now or in the near future and write it down. This can be a serious question:
   - Example: Should I accept the job? Should I leave home?
   - Or it can be less serious:
   - Example: Should I buy that pair of shoes? Should I eat a dessert tonight?

2. Take it in turns to throw the coins five times. When it is your turn, you should hold the three coins in your hand and, feeling calm and clear, ask your question, in your mind or aloud.

3. Throw the three coins together and, on a piece of paper, draw lines.
   - If you throw 3 heads or 3 tails draw an unbroken line like this: ______
   - If one of the coins is different (eg one head and two tails) draw a broken line like this: __ __

4. Make sure the first line is at the bottom. Throw the coins five times until you have a pattern of five lines.

   Look at this example:
   - 5th throw: 3 heads
   - 4th throw: 3 tails
   - 3rd throw: 2 tails, 1 head
   - 2nd throw: 3 heads
   - 1st throw: 2 heads, 1 tail

   Look at the patterns below. The pattern in the example matches pattern number 26. Now look at the meanings and read number 26: 'You should wait.'

   This tells you what you should do about the question you wrote down.

**MEANINGS**

1. You should ask a friend for advice.
2. You must be patient.
3. You should accept help.
4. You must be calm.
5. You must be careful.
6. You mustn't change now.
7. You should use your power carefully.
8. You should think about the dangers.
9. This is not a time to move forward.
10. You should think of others.
11. You must be honest.
12. You can't act now.
13. You must think about the situation at home.
14. You should take a safer direction.
15. You must take this opportunity.
16. You should think about the consequences.
17. You mustn't allow other people to decide for you.
18. You should talk to your family.
19. You are not able to do this.
20. You can do it but you'll lose something else.
21. You should enjoy the situation.
22. It won't be easy.
23. This is not a good plan.
24. You can feel confident.
25. You should think of others.
26. You should wait.
27. You should think twice.
28. You must take this seriously.
29. You should be open to other people's ideas.
30. You shouldn't be so ambitious.
31. You should take your time.
32. This will bring happiness.
ACTIVTY
Groupwork: reading, speaking

AIM
To play a game of chance to help you make a decision.

GRAMMAR AND FUNCTIONS
Revision of Student’s Book Lessons 26 to 30
Should I...?
You should/shouldn’t...
You must/mustn’t...
You can/can’t...

VOCABULARY
General

PREPARATION
Make one copy of the worksheet for every three or four students in the class. You will also need three identical coins for every three to four students.

TIME
20 to 30 minutes

PROCEDURE
1. Tell the students that you can’t decide whether to give them homework or not, so you’re going to toss a coin: heads, they get homework; tails, they don’t. Toss the coin and do what the coin tells you!

2. Now explain that they are going to play a game which will help them to make decisions and which involves tossing coins.

3. Ask the students to work in groups of three or four. Give one copy of the worksheet and three identical coins to each group.

4. Give the students a few minutes to read ‘How to play’ on the worksheet. They should not start the game yet.

5. Demonstrate the game to the class, throwing the coins five times and drawing the pattern lines on the board. When you have drawn all five lines, ask the class to find the corresponding pattern number and its meaning.

6. Now the students are ready to start playing the game in their groups. It is important to tell them that this is a lighthearted game, and that they can keep their decision a secret, if they wish.

7. While the students are playing the game, answer any queries they may have, but otherwise don’t intervene.
### Ten things you should know about dreams

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Everyone dreams every night.</td>
<td>TRUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Babies have fewer dreams than adults.</td>
<td>FALSE</td>
<td></td>
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<tr>
<td>3</td>
<td>People who are blind from birth do not dream in pictures.</td>
<td>TRUE</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>People dream about things because they want them to happen in real life.</td>
<td>FALSE</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>When you drink alcohol, you dream more.</td>
<td>TRUE</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>People usually dream in colour.</td>
<td>TRUE</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>You can find out a lot about yourself from your dreams.</td>
<td>TRUE</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Dreams never come true.</td>
<td>FALSE</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Dreams can sometimes make you walk or talk in your sleep.</td>
<td>TRUE</td>
<td></td>
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<tr>
<td>10</td>
<td>If you dream about death it means something terrible is going to happen.</td>
<td>TRUE</td>
<td></td>
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</tbody>
</table>

### ANSWERS

1 **TRUE** You start dreaming about 90 minutes after you fall asleep. The first dream lasts for five to ten minutes. Then you dream in 90 minute cycles with the dreams getting longer – your last dream may be as long as 40 minutes.

2 **FALSE** Babies dream most of the time they are asleep, not in 90-minute cycles like adults.

3 **TRUE** People who have been blind since they were born do not ‘see’ images in their dreams. They have to use their senses of touch, smell and hearing while dreaming.

4 **TRUE** This is one reason why we dream, but it is not the only reason – in fact, nobody knows why we dream!

5 **FALSE** Drinking alcohol or taking other drugs makes your dreams shorter.

6 **TRUE** Most dreams have some colour in them, but people forget it very quickly.

7 **TRUE** Every detail in a dream is important and has a meaning. You can learn something about your ‘sub-conscious’ or your hidden emotions from all of your dreams, but you have to work hard to remember and understand them.

8 **FALSE** Some people have ‘telepathic’ dreams – this means they dream about events which happen later in real life. But events in a dream don’t usually come true.

9 **FALSE** Sleep-walking and talking is not linked to dreams. Nobody knows why people walk or talk in their sleep.

10 **FALSE** Dreaming about death often means the end of a chapter in your life and a new beginning.
Ten things you should know about dreams

NOTE: This activity is not linked to the activity on Worksheet 31b.

ACTIVITY
Pairwork: reading, speaking.

AIM
To answer and discuss statements in a questionnaire about dreams.

GRAMMAR AND FUNCTIONS
Present simple

VOCABULARY
Dreams and sleep

PREPARATION
Make one copy of the worksheet for each pair of students in the class. Cut off the questionnaire from the answers, as indicated.

TIME
30 minutes

PROCEDURE
1 Ask the students whether they often have dreams, how much they remember of their dreams, and whether they think dreams mean anything.
2 Tell the students that you are going to give them some information about dreams and that they have to guess whether the information is true or false.
3 Ask the students to work in pairs. Give one copy of the questionnaire to each pair of students. Do not give them the answers yet.
4 Ask the students to read and discuss the statements about dreams with their partner. They should put a tick or cross in one of the columns depending on whether they think the statements are true or false.
5 When they have done this, the students compare and discuss their answers as a class. You should not give the answers yet, but let the students discuss the information.
6 Now give one copy of the answers to each pair of students so that they can compare them with their own answers.
NOTE: This activity is not linked to the activity on Worksheet 31a.

ACTIVITY
Groupwork: speaking, writing

AIM
To write the story of a dream using pictures.

GRAMMAR AND FUNCTIONS
Past continuous

VOCABULARY
Words and expressions used in stories:
suddenly, then, to my surprise, unfortunately, finally

PREPARATION
Make one copy of the worksheet for every three to five students in the class. Cut the pictures out as indicated. You may wish to stick the photocopied pictures onto card.

TIME
35 to 45 minutes

PROCEDURE
1 Write the following incomplete text on the board or display it on an overhead projector transparency:

   I was sitting in front of the television late one evening, when I fell asleep and had a strange dream.

   In the dream I was...
   (Where were you? What were you doing?)

   Suddenly...
   (What happened?)

   Then, to my surprise...
   (What happened next?)

   Unfortunately...
   (What happened?)

   Finally...
   (What happened in the end?)

2 Ask the students to work in groups of three to five and tell the students that, in their groups, they are going to write the story of a dream by completing the text above. Ask each group to appoint one person to do the writing.

3 Before they begin, give one set of pictures to each group and ask them to spread them out, face down. Each student should choose two pictures and turn them over so that they are face up. Explain that each group must include these pictures in their dream, in any order they choose.

4 Now the students are ready to write the story of a dream. Encourage them to use their imagination.

5 Set a time limit of 10 to 15 minutes for groups to write their stories.

6 When all the groups have finished, ask the students to read out their dreams. If they like, they can vote for the strangest or funniest one.

FOLLOW-UP
When all groups have finished, change groups around and repeat the activity, making sure the pictures have been shuffled and put back, face down.

OPTION
The pictures from this activity can be used as prompt cards for a mill drill to practise the following dialogue:

   Student A: What were you doing at five o'clock yesterday afternoon?

   Student B: I was buying an umbrella.

   Student B responds according to the picture on his/her mill-drill card by thinking of an activity associated with it. For example, with the picture of an umbrella, possible responses are:

   I was buying an umbrella.
   I was putting up my umbrella.
   I was stealing an umbrella.
   I was playing cricket with my umbrella.
   I was painting a picture on my umbrella.

   Encourage the students to be imaginative.

   For detailed instructions and advice on using mill drills, see the notes for teachers at the beginning of the Resource Pack.
It was just after midnight on November 8th last year.

Ian Sharpe was driving home from work.

The road was clear and he was driving carefully.

Suddenly, a young girl stepped out in front of him.

She was wearing a light coloured raincoat and a red scarf.

Ian tried to stop but it was too late.

He got out and looked under the car but,

to his surprise, there was nothing there.

While he was looking under the car, he felt a cold wind

on his face and he shivered. Everything felt strange.

He was still looking under the car when a police car pulled up.

The police officers weren't surprised when Ian told them his story.

'A girl was killed in a car crash on this road in November 1965.

Since then several people have seen her ghost here.'
ACTIVITY
Groupwork: speaking, reading, writing

AIM
To put a story in the correct order by saying and listening to sentences. To write the story down in a group dictation.

GRAMMAR AND FUNCTIONS
Past continuous with while and when

VOCABULARY
General

PREPARATION
Make one copy of the worksheet for every 14 students in the class and cut the sentences as indicated. Make one copy of the complete story on overhead projector transparency (or one photocopy for each pair of students if overhead projector facilities are not available).

TIME
45 minutes

PROCEDURE
1 Tell the students that they are going to read a strange story, but that the story is in 14 parts which aren't in order. They will have to put the sentences of the story in the correct order.

2 Divide the students into groups of 14 and give each group a set of cut up sentences, shuffled into random order. If the number of students in the class is not an exact multiple of 14, give one part of the story to a pair of students.

3 In their groups, each student takes one part of the story. If you have fewer than 14 students in the class or group, give some students two consecutive parts of the story. If you have students of mixed abilities give shorter sentences to less confident students.

4 Tell the students that they are responsible for their own sentence for the rest of the activity.

5 Ask the students to read their own sentence and make sure they understand it.

6 Ask the students to practise saying the sentence aloud and to memorise it. Go round helping them individually with pronunciation problems.

7 When the students have memorised their own sentence, tell them to stand up in their groups and to form a line in the order of the story by saying their sentences aloud. This stage of the activity may seem rather chaotic at first, but try not to intervene as one of the aims of this activity is for students to repeat their sentence several times and listen to the other students' sentences carefully.

8 When the story is in the correct order, ask the students to sit down in their groups and get ready to write the story.

9 Explain that each student is going to write the whole story. Each student dictates their own sentence to the rest of the group and answers questions about the spelling and punctuation of their sentence.

10 Ask the student with the first line to read it out for the rest of the group to write down. The students then take it in turns to read out their sentences in order for the rest of the group to write down.

11 When everybody has written down the complete story, give out copies of the complete worksheet (or display it on the overhead projector) so that the students can correct their own work.
ACTIVITY
Groupwork: writing, speaking

AIM
To compare your ideal place to live with where you are living now.

GRAMMAR AND FUNCTIONS
Describing a place to live
Expressions of quantity:
too + adjective, too much/many + noun, (not) enough

VOCABULARY
Features and facilities of a place to live

PREPARATION
Make one copy of the worksheet for each student in the class.
Cut it into two sections (chart and pictures) as indicated.

TIME
30 minutes

PROCEDURE
1 Ask the students to think of their ideal place to live.
2 Give one copy of the chart to each student in the class, but do not give out the pictures of people yet.
3 The students should write down the features of their ideal place to live under the headings on their chart. Tell them to write notes, not complete sentences.
   For example:
   (environment) near the sea/in a lively city
   (weather) dry/not too hot
   (people) friendly people
   (places to visit) art galleries/museums
   (places to do sport) football grounds
   (places to go in the evening) theatre
   (other) good transport
4 When they have filled in their chart, ask the students to work in groups of three.
5 Ask the students to take it in turns to talk about the negative aspects of the place where they are living now (ie their home town if they are at home or the place where they are studying if they are away from home). They should compare it to the ideal features they have written on their chart.
   For example:
   I think that Oxford's too far from the sea and it's not sunny enough. There are too many cinemas and there aren't enough theatres.
6 When the students have finished this part of the activity, give each group a copy of the pictures on the second section of the worksheet.
7 In their groups, tell the students to take it in turns to choose one of the people in the pictures without telling the other members of the group which person they have chosen. Explain that they are now going to talk about the same place as before, but from the point of view of the person they have chosen.
   For example:
   (elderly person) There are too many young people in Oxford and it's too noisy.
   (cyclist) There are too many cars in the city centre.
   The other members of the group should try to guess which of the people in the pictures is speaking.
8 The students stay in their groups and take it in turns to think of other types of people and to describe the same place from the point of view of the people. The other students guess what kind of person is speaking.
<table>
<thead>
<tr>
<th></th>
<th>What do you know about the world?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>70% of the Earth's surface is covered by a) ice. b) water. c) forest.</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>a) 28%  b) 15%  c) 6%  of the Earth's surface is covered by rain forest.</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>a) Electricity  b) Wood  c) Coal  is used by half the world's population for cooking and heating.</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>a) 85%  b) 0%  c) 25%  of Greenland is covered by ice.</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Seals are caught and eaten by a) penguins. b) crocodiles. c) polar bears.</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>a) A volcano  b) An earthquake  c) A tornado  is measured on the Richter scale.</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>No babies are born a) at The North Pole. b) in the Sahara Desert. c) in the Vatican City.</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>a) 2000  b) 200  c) 20  babies are born every minute all over the world.</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>3,000 million flowers are grown each year by a) Holland. b) Madeira. c) Hawaii.</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>More oil is imported by a) Russia  b) America  c) Japan  than any other country in the world.</td>
<td>20</td>
</tr>
</tbody>
</table>
ACTIVITY
Groupwork: speaking

AIM
To play a game of noughts and crosses by choosing the correct answers to questions about world facts.

GRAMMAR AND FUNCTIONS
Present simple passive

VOCABULARY
Facts and figures about the world

PREPARATION
Make one copy of the worksheet for every five to seven students in the class. Separate the answers as indicated.

TIME
30 minutes

PROCEDURE
1 Draw a noughts and crosses grid on the board and ask a student to come to the board to play a game with you.
2 When one of you has got a line of noughts or crosses, explain to the students that they are going to play the same game, but that they can only put a nought or cross on the grid if they answer a question correctly.
3 Ask the students to work in groups of five or seven and to divide their groups into two teams and a referee.
4 Give one question sheet to each team and a copy of the answers to the referees.
5 Ask the referees to draw a noughts and crosses grid on a piece of paper.
6 Teams decide whether they are noughts or crosses and take it in turns to choose a question and guess the correct answer.
7 If they give the correct answer, they choose a square on the grid and the referee marks a nought or cross. Note that if one team gives the wrong answer to a question, the referee should not give the correct answer because the other team can choose this question again when it is their turn.
8 When a team gets a line of noughts or crosses, they score one point.
9 Play the game again until all the questions have been answered. The team with the highest score are the winners.
### Meal-times

<table>
<thead>
<tr>
<th>Partner 1 Name</th>
<th>Partner 2 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- eat bread with your main meal
- put butter on your bread
- drink tea in the afternoon
- drink tea with your dinner
- like pasta
- eat spaghetti with garlic and tomato sauce when you go out on a romantic date
- eat something for breakfast
- eat something hot for breakfast
- peel an apple before you eat it
- peel vegetables before you cook them
- like meat
- eat meat every day
- like eating in front of the television
- usually eat with the rest of the family
- smoke at the dinner table
- mind if someone else smokes at the dinner table
ACTIVITY
Pairwork: speaking, writing

AIM
To ask and answer questions about eating habits.
To write sentences comparing eating habits.

GRAMMAR AND FUNCTIONS
Making comparisons: but, however, although

VOCABULARY
Food and meals

PREPARATION
Make one copy of the worksheet for each student in the class.

TIME
30 minutes

PROCEDURE
1 Give a copy of the worksheet to each student in the class and tell them that they are going to interview two different partners.
2 Ask the students to work in pairs.
3 Each student should write the name of their partner in the space marked ‘Partner 1’ at the top of their worksheet.
4 Ask the pairs of students to take it in turns to ask and answer the questions on the worksheet. They should tick ‘yes’ or ‘no’, in the ‘Partner 1’ column, depending on how their partner answers.
5 When they have completed the column for Partner 1, ask the students to work with a new partner and repeat the activity.
6 When they have interviewed two partners, tell the students that they are going to use the information they have collected to write five sentences, either:
a) comparing Student 1 and Student 2’s answers.
   For example:
   Stephanie and Marius both eat something for breakfast. However, they don’t eat something hot.
   Stephanie peels an apple before she eats it, but Marius doesn’t.
   
   or
   b) showing the comparison between answers on the same topic by the same partner.
   For example:
   Stephanie eats bread with her main meal, but she doesn’t put butter on her bread.
   Although Marius likes meat, he doesn’t eat it every day.
Progress check

Find someone who...

FIND SOMEONE WHO...

... would like to have more hours in the day.

... ate too much yesterday.

... was dreaming when they woke up this morning.

... has got too much to do this week.

... can remember what they were doing at 3 o'clock yesterday afternoon.

... listens to music while they're working.

... thinks their holidays are too short.

... has given something up recently.

... has looked up an English word in their dictionary today.

... sometimes dreams in English.

... believes in ghosts.

... has bought somebody a gift this week.

NAME

 Published by Macmillan Publishers Limited. This sheet may be photocopied and used within the class.
### ACTIVITY
Whole class: speaking

### AIM
To ask and answer questions and to complete a chart.

### GRAMMAR AND FUNCTIONS
Revision of the Student's Book Lessons 31 to 35

### VOCABULARY
General

### PREPARATION
Make one copy of the worksheet for each student in the class.

### TIME
15 to 20 minutes

### PROCEDURE
1. Give one copy of the worksheet to each student in the class.
2. Explain that they are going to transform the statements on their worksheet into questions and then go round the class asking one another the questions.
3. When they find someone who answers 'yes' to a question, they put that person's name next to the statement in the space provided. It is very important to tell the students that they can only put the same name twice. This is to encourage them to speak to as many different partners as possible.
4. When one student has found a name for each of the statements on the worksheet, stop the activity.
5. As a follow-up, ask the students to say which statements were difficult to put a name to and which were easy.
<table>
<thead>
<tr>
<th>Activity</th>
<th>I will</th>
<th>I may/ might</th>
<th>I won't</th>
</tr>
</thead>
<tbody>
<tr>
<td>learn to drive</td>
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<td></td>
<td></td>
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<tr>
<td>travel abroad</td>
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<tr>
<td>get married</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>own my own home</td>
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<td></td>
<td></td>
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<tr>
<td>fall in love</td>
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<tr>
<td>travel around the world</td>
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<tr>
<td>win a lottery</td>
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<tr>
<td>become a millionaire</td>
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<tr>
<td>go to university/college</td>
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<tr>
<td>run my own business</td>
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<tr>
<td>own a sports car</td>
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<td>have two or more children</td>
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<tr>
<td>play a sport for my country</td>
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<tr>
<td>speak a foreign language fluently</td>
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<td>go into politics</td>
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<tr>
<td>live with a partner</td>
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<tr>
<td>live abroad</td>
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<tr>
<td>write a book</td>
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<tr>
<td>marry someone I knew at 15</td>
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<tr>
<td>learn to fly</td>
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<tr>
<td>be in a cinema film</td>
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<tr>
<td>be on TV</td>
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</tr>
</tbody>
</table>
ACTIVITY
Groupwork: speaking

AIM
To ask and answer questions in a survey about your life in the future.
To compile class results and compare them with results from a survey of British people.

GRAMMAR AND FUNCTIONS
Might, may + infinitive to talk about possible future events
Will or won't to make predictions

VOCABULARY
Everyday activities

PREPARATION
Make one copy of the worksheet for every two to four students in the class.

TIME
30 to 40 minutes

PROCEDURE
1 Choose one of the events on the worksheet and write it on the board. Ask the students to write a number from 1 to 5 to describe how likely they think it is that this event will happen to them, with 1 = I'm sure it will and 5 = I'm sure it won't. Use their answers to elicit the concept of may or might.

2 Tell the students that they are going to conduct a survey to find out what the students in the class think will happen to them in the future.

3 Ask the students to work in groups of two to four. Give one copy of the worksheet to each group.

4 Explain that this questionnaire is based on a poll which was designed to examine the expectations of the British public.

5 In their groups, the students go through the list of events on the questionnaire and decide how likely they think it is that these events will happen to them at some time in their lives.

6 The students record their individual answers on the same questionnaire by putting one tick for each member of the group in the relevant column. If they feel that an event is quite likely to happen, they put a tick in the 'I will' column. If they feel that an event is possible, but they feel less sure of its likelihood, they put a tick in the 'I may/might' column. If they feel that an event definitely won't happen to them, they put a tick in the 'I won't' column. If there are things on the list that the students have already done, they should ignore them and only record an answer for the things they haven't done.

7 When the groups have recorded their answers, each group joins another group. Ask them to pool results and record them on one questionnaire.

8 When the students have finished, display the questionnaire on the board or on an overhead projector. Ask representatives from each group to call out their total results for each point on the questionnaire and add them up to find out the totals for the whole class.

9 Focus on the 'I will' column and compare the class results with the results of a survey carried out into the expectations of British people. If possible, display the results on an overhead projector. The percentages refer to the number of people who think these things will happen to them in their lives.

<table>
<thead>
<tr>
<th>Everyone's Aspirations</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn to drive</td>
<td>48%</td>
</tr>
<tr>
<td>Travel abroad</td>
<td>45%</td>
</tr>
<tr>
<td>Get married</td>
<td>42%</td>
</tr>
<tr>
<td>Own your own home</td>
<td>37%</td>
</tr>
<tr>
<td>Fall in love</td>
<td>31%</td>
</tr>
<tr>
<td>Travel around the world</td>
<td>30%</td>
</tr>
<tr>
<td>Win the pools</td>
<td>28%</td>
</tr>
<tr>
<td>Become a millionaire</td>
<td>24%</td>
</tr>
<tr>
<td>Go to university/college</td>
<td>21%</td>
</tr>
<tr>
<td>Run your own business</td>
<td>21%</td>
</tr>
<tr>
<td>Own a sports car</td>
<td>19%</td>
</tr>
<tr>
<td>Have 2 or more children</td>
<td>18%</td>
</tr>
<tr>
<td>Represent your country in a sport</td>
<td>14%</td>
</tr>
<tr>
<td>Speak a foreign language fluently</td>
<td>14%</td>
</tr>
<tr>
<td>Have a son or daughter</td>
<td>12%</td>
</tr>
<tr>
<td>Live abroad</td>
<td>10%</td>
</tr>
<tr>
<td>Write a book</td>
<td>9%</td>
</tr>
<tr>
<td>Marry someone you knew at 15</td>
<td>8%</td>
</tr>
<tr>
<td>Have a son</td>
<td>8%</td>
</tr>
<tr>
<td>Learn to fly</td>
<td>8%</td>
</tr>
<tr>
<td>Have a daughter</td>
<td>7%</td>
</tr>
<tr>
<td>Be in a cinema film</td>
<td>5%</td>
</tr>
<tr>
<td>Be on TV</td>
<td>5%</td>
</tr>
<tr>
<td>Meet a Royal</td>
<td>4%</td>
</tr>
<tr>
<td>Go into politics</td>
<td>3%</td>
</tr>
<tr>
<td>Live with a partner</td>
<td>2%</td>
</tr>
<tr>
<td>Become divorced</td>
<td>0%</td>
</tr>
</tbody>
</table>

NOTE: Use Worksheets 37a and 37b for this activity.

ACTIVITY
Groupwork: speaking

AIM
To play a board game by making first conditional sentences

GRAMMAR AND FUNCTIONS
First conditional to talk about likely situations and describe their results.

VOCABULARY
General

PREPARATION
Make one copy of Worksheet 37a (game board) for every three to four students in the class. Enlarge this to A3 size, if possible. Make one copy of worksheet 37b (cue cards) for every three to four students in the class and cut it out as indicated. You may wish to stick the cue cards onto card. Provide dice and counters for each group.

TIME
30 minutes

PROCEDURE
1. Ask the students to work in groups of three or four.
2. Give one game board and one set of cards, counters and dice to each group.
3. Before the students start playing the game, explain how to play using the instructions on the back of Worksheet 37b. If you wish, you can photocopy these instructions and distribute a copy to each group, or display a copy on an overhead projector.
4. Demonstrate using examples from the game. For example:
   - (on the game board) visit my country in winter
   - (on a card) go shopping
   - If you visit my country in winter, we'll go shopping.
   - (on the game board) write to me
   - (on a card) be surprised
   - If you write to me, I'll be surprised.
5. The students are ready to play the game. While they are playing, go round to each group and check they are playing correctly. Answer questions and offer help.
6. When the first student reaches the end of the game, or has used up all their cards, ask all the groups to stop playing, even if they have not finished...
### What will happen if...?

**Question cards**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE SURPRISED</strong></td>
<td><strong>BE VERY TIRED</strong></td>
<td><strong>SPEND A LOT OF MONEY</strong></td>
</tr>
<tr>
<td><strong>PHONE YOU</strong></td>
<td><strong>GIVE YOU A KISS</strong></td>
<td><strong>GIVE YOU A LIFT</strong></td>
</tr>
<tr>
<td><strong>TAKE YOU OUT</strong></td>
<td><strong>SEE SOME BEAUTIFUL SIGHTS</strong></td>
<td><strong>HAVE AN ACCIDENT</strong></td>
</tr>
<tr>
<td><strong>BUY YOU A GIFT</strong></td>
<td><strong>MAKE YOU A CUP OF TEA</strong></td>
<td><strong>GO TO SLEEP</strong></td>
</tr>
<tr>
<td><strong>GO HOME</strong></td>
<td><strong>BE ILL</strong></td>
<td><strong>GO SHOPPING</strong></td>
</tr>
<tr>
<td><strong>STAY AT HOME</strong></td>
<td><strong>GIVE YOU SOME FLOWERS</strong></td>
<td><strong>CRY</strong></td>
</tr>
<tr>
<td><strong>BE VERY PLEASED</strong></td>
<td><strong>HAVE A GOOD TIME</strong></td>
<td><strong>BE VERY ANGRY</strong></td>
</tr>
</tbody>
</table>

Published by Macmillan Publishers Limited. This sheet may be photocopied and used within the class.
**What will happen if...?**  
Worksheets 37a and 37b

### HOW TO PLAY THE GAME

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Put the game board in the middle of the table and place the cards face down. Each player takes five cards. Leave the rest of the cards in a pile, face down.</td>
</tr>
<tr>
<td>2</td>
<td>All the players put their counters on the square marked START and throw the dice. The first player to throw a six starts the game.</td>
</tr>
<tr>
<td>3</td>
<td>Player A throws the dice and moves their counter along the board according to the number on the dice.</td>
</tr>
<tr>
<td>4</td>
<td>Player A then reads the words on the square they have landed on and makes a sentence beginning with <em>If...</em> using the words in the square and the words on one of their cards to finish the sentence in an appropriate way.</td>
</tr>
<tr>
<td>5</td>
<td>The sentence must be grammatically correct, and also make sense. If the group is unsure about a sentence, they can reject it, but if a player can justify his/her sentence to the satisfaction of the other players, it is accepted.</td>
</tr>
<tr>
<td>6</td>
<td>When a player has used a card to finish off a sentence, they put it at the bottom of the pile.</td>
</tr>
<tr>
<td>7</td>
<td>If a player has a joker card, they can finish off the sentence in any way they like.</td>
</tr>
<tr>
<td>8</td>
<td>If a player can't use any of their cards to finish off the sentence appropriately, they can take one from the top of the pile and use it if possible. If they can't use this card either, they miss a go.</td>
</tr>
<tr>
<td>9</td>
<td>If a player lands on a square marked 'if', they can begin a sentence in any way they like and finish it with one of their cards.</td>
</tr>
<tr>
<td>10</td>
<td>The game continues until the first player reaches the square marked FINISH, or uses up all their cards. This player is the winner.</td>
</tr>
</tbody>
</table>
**Your last day at home**

You're going away from home for one year. How would you spend your last day at home?

<table>
<thead>
<tr>
<th>YOU</th>
<th>QUESTIONS</th>
<th>YOUR PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I’d go</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I’d eat</strong></td>
<td></td>
<td>?</td>
</tr>
<tr>
<td><strong>I’d listen to</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I’d watch</strong></td>
<td></td>
<td>?</td>
</tr>
<tr>
<td><strong>I’d play</strong></td>
<td></td>
<td>?</td>
</tr>
<tr>
<td><strong>I’d visit</strong></td>
<td></td>
<td>?</td>
</tr>
<tr>
<td><strong>I’d</strong></td>
<td></td>
<td>?</td>
</tr>
<tr>
<td><strong>I’d</strong></td>
<td></td>
<td>?</td>
</tr>
<tr>
<td><strong>and I’d put</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>in my suitcase!</strong></td>
<td></td>
<td>?</td>
</tr>
</tbody>
</table>

Published by Macmillan Publishers Limited. This sheet may be photocopied and used within the class.
Your last day at home Worksheet

**ACTIVITY**
Pairwork: writing, speaking

**AIM**
To ask and answer questions about how you would spend your last day at home if you were going away for a year.

**GRAMMAR AND FUNCTIONS**
Would for imaginary situations

**VOCABULARY**
Routine and leisure activities

**PREPARATION**
Make one copy of the worksheet for each student in the class.

**TIME**
30 to 40 minutes

**PROCEDURE**
1. Ask the students to imagine that they are going to be away from home for one year. They should think about all the things that they would miss.
2. Give one copy of the worksheet to each student in the class and ask them to complete the sentences in the column marked 'you' for themselves.
3. When they have done this, ask them to focus on the column marked 'questions'. They should write questions in the spaces provided using the same verbs as in the sentences. Explain that they are going to use these questions to interview a partner about how they would spend their last day at home.
   For example:
   
   I'd go... Where would you go?
   I'd eat... What would you eat?
4. Ask the students to work in pairs and take it in turns to interview their partner using the questions they have written. They should write their partner's answers in the column marked 'your partner'.
5. Ask the students to report back to the class on anything interesting, surprising or amusing they have found out.
### Dream on

<table>
<thead>
<tr>
<th>YOU</th>
<th>If I could be somebody else I'd like to be...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOU</th>
<th>If I'd like to be...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YOU</th>
<th>If I could be somewhere else at this moment I'd like to be...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
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<tbody>
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<table>
<thead>
<tr>
<th>YOU</th>
<th>If I were an animal I'd be...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>YOU</th>
<th>If I were a colour I'd be...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
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<tr>
<td></td>
<td></td>
<td>Answer</td>
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<tr>
<th>PARTNER</th>
<th>Name</th>
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<tbody>
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<table>
<thead>
<tr>
<th>YOU</th>
<th>If someone played the part of me in a film, it would be...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
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<tr>
<td></td>
<td></td>
<td>Answer</td>
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<table>
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<tr>
<th>PARTNER</th>
<th>Name</th>
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<tbody>
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<table>
<thead>
<tr>
<th>YOU</th>
<th>If I could choose the music for my funeral, I'd choose...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
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<tbody>
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<table>
<thead>
<tr>
<th>YOU</th>
<th>If I were a member of the opposite sex I'd...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YOU</th>
<th>If I had more time I'd...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
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<tr>
<td></td>
<td></td>
<td>Answer</td>
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</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>YOU</th>
<th>If I spoke English fluently I'd...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YOU</th>
<th>If I could meet a famous person I'd like to meet...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YOU</th>
<th>If I were the teacher I'd...</th>
<th>PARTNER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Answer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PARTNER</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACTIVITY
Whole class: speaking

AIM
To complete sentences about yourself in imaginary or unlikely situations, and to ask and answer questions about them.

GRAMMAR AND FUNCTIONS
Second conditional to talk about imaginary or unlikely situations

VOCABULARY
General

PREPARATION
Make one copy of the worksheet for each student in the class.

TIME
30 minutes

PROCEDURE
1. Give one copy of the worksheet to each student in the class.
2. Ask them to complete the sentences marked 'you' for themselves.
3. When they have done that, tell the students that they are going to find out what the other students have written but, first of all, they should write the names of other people in the class in the spaces under 'Partner'. They should choose a different name for each space if possible.
4. Make sure the students know how to transform the statements on the worksheet into questions. For example:
   "If you could be somebody else, who would you like to be?"
5. Ask the students to go round the class, asking the students whose names they have written on their worksheet for their answers and writing them down.
6. The students report back to the class on any surprising, amusing or interesting answers. For example:
   "If Bruno was an animal he'd be an octopus. If Claudia had more time she wouldn't know what to do with it."

OPTION
For further practice of the second conditional, use the pictures on Worksheet 8 and ask the students to describe their dream holiday.
The manager of an important bank had just arrived at work one morning when one of his employees came into his office. The man told the manager that while he was asleep that night, he had dreamt that there was a bomb in the bank vaults. The manager agreed to look in the vaults and, in fact, a bomb was found. The manager thanked the man and then told him he had lost his job. Why?

**Clue:** What was the man's job?
**Answer:** The man was a night guard. He had fallen asleep and this proved that he was not doing his job.

A man looked through a window on the sixth floor of an office building. Suddenly, he opened the window and jumped through it. He did not use a parachute or land in water or on anything soft. However, he wasn't hurt. How could that be?

**Clue:** Where had he been before he jumped?
**Answer:** He had been on a ladder outside the sixth floor office, cleaning the windows. He had jumped through the window, into the office.

One day, two sisters decided to clean out the old shed at the bottom of the garden. When they had finished, one of them had a dirty face and the other had a clean face. The sister with the clean face went and washed her face but the girl with the dirty face did not wash. Why?

**Clue:** Did the girls look in a mirror?
**Answer:** After they had done the cleaning, they had no mirror to look in so each girl looked at her sister. The girl with a clean face saw that her sister was dirty so she thought she was dirty too and washed her face. The other girl thought the opposite.

A woman in a restaurant complained to the waiter because there was a fly in her cup of coffee. The waiter took the cup away and promised to bring a fresh cup of coffee. He returned a few moments later. The woman tasted the coffee and complained that this was her original cup of coffee. Was she right and how did she know?

**Clue:** What did the coffee taste like?
**Answer:** She had put sugar in the coffee before she complained to the waiter.

A woman sat at her kitchen table with her two sons. She spoke to each of them in turn and they replied to her but the sons never spoke to one another. The boys had not had an argument and they did not dislike one another. Although they spoke freely with their mother, they didn't say one word to one another. Why?

**Clue:** Had the boys grown up together?
**Answer:** The mother was Russian. She had run away to France but her first son had stayed with relatives in Russia. In France, she had married a Frenchman and had a second son. When her first son visited her and met his half brother, the two boys could only talk to one another through their mother because they hadn't learnt the same language.

A big lorry got stuck under a low bridge. The driver could not move it forwards or backwards. There was a little girl on a bicycle near the bridge. She suggested an easy solution and the driver was able to continue his journey. What had they done?

**Clue:** How had they made the lorry smaller?
**Answer:** They had let some air out of the tyres.
ACTIVITY
Groupwork: reading, speaking

AIM
To listen to puzzles and to ask questions in order to solve them.

GRAMMAR AND FUNCTIONS
After, because + past perfect

VOCABULARY
General

PREPARATION
Make one copy of the worksheet for every three to five students in the class. Cut them out as indicated.

TIME
30 to 40 minutes

PROCEDURE
1 Read out this example story to the whole class and tell them that they can ask you questions requiring the answer 'yes' or 'no' in order to work out the solution.

Johann Hurlinger, an Austrian, set a world record by walking the 871 miles from Vienna to Paris in 55 days. He didn't wear out his shoes. Why not?
(Give the clue if and when you think they need it.)
Clue: Were his feet sore after the journey?
Answer: He had done the journey on his hands.

2 Ask the students to work in groups of three to five.

3 Give out a set of puzzles 1 to 6 to each group of students and tell them to place them face down, without looking at them yet.

4 Tell them that they are going to take it in turns to take and read out a puzzle for the other members of the group to solve.

5 One member of the group chooses a puzzle from the top of the pile and reads it out to the rest of the group without reading the clue or answer.

6 The rest of the group ask questions requiring the answer 'yes' or 'no' in order to work out the solution to the puzzle.

7 If they are having difficulty in finding the solution, the student with the puzzle can read out the clue to help the rest of the group.

8 When they have found the solution to the puzzle, another member of the group takes a puzzle from the top of the pile.

9 Repeat the activity until all the puzzles have been solved.
Progress check

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a friend gave you a picture she had painted and you didn't like the picture, would you put it up on the wall in your house?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you were in a restaurant and someone at the next table was smoking a cigar which made you feel sick, would you ask him to put it out?</td>
<td>No</td>
</tr>
<tr>
<td>If you were driving through the countryside alone at night and you ran over a dog, would you stop?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you found to work and realised that you had put on two different shoes when you got dressed, would you go home to change?</td>
<td>Yes</td>
</tr>
<tr>
<td>If a friend offered you a lift home on a cold, wet night after a party, and you knew that she had drunk several glasses of wine, would you accept?</td>
<td>No</td>
</tr>
<tr>
<td>If you saw your ten-year-old nephew smoking in the street, would you tell his parents?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you were on a train and an elderly person next to you fell asleep on your shoulder, would you move?</td>
<td>No</td>
</tr>
<tr>
<td>If you were at a dinner party and the host served something you didn't like, would you eat it?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you dropped a new television, would you take it back to the shop and say it had never worked?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you saw your friend's partner kissing someone else, would you tell your friend?</td>
<td>Yes</td>
</tr>
<tr>
<td>If the bank made a mistake and put an extra £100 in your bank account, would you tell them?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you were in a group of friends and someone told a joke in your own language but you didn't understand it, would you laugh anyway?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you went to a conference with your boss and she fell asleep, would you wake her up?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you found a diary that a friend had left at your house, would you read it?</td>
<td>Yes</td>
</tr>
<tr>
<td>If someone offered you £100 for a necklace which you had bought for £15, would you accept?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you had a new boy/girlfriend who loved opera and you hated it, would you go to an opera with him/her to make a good impression?</td>
<td>No</td>
</tr>
<tr>
<td>If you were on holiday and you met someone you would never see again, would you invent stories to make yourself more interesting?</td>
<td>Yes</td>
</tr>
<tr>
<td>If a friend asked your opinion of a new suit which he had paid a lot of money for, would you tell him the truth if you thought it was horrible?</td>
<td>Yes</td>
</tr>
<tr>
<td>If you found a silver bracelet in the street, would you keep it?</td>
<td>Yes</td>
</tr>
<tr>
<td>If a friend forgot to give you back £10 he had borrowed, would you ask for it?</td>
<td>Yes</td>
</tr>
</tbody>
</table>
NOTE: This activity is not linked to the activity on Worksheet Progress check 36–40b.

**ACTIVITY**
Groupwork: reading, speaking

**AIM**
To play a game by predicting how other people would react in imaginary situations.

**GRAMMAR AND FUNCTIONS**
Second conditional to talk about imaginary or unlikely situations and their results
Past perfect

**VOCABULARY**
General

**PREPARATION**
Make one copy of the worksheet for every three students in the class and cut it up as indicated.

**TIME**
30 minutes

**HOW TO PLAY THE GAME**

<table>
<thead>
<tr>
<th>1. Player A takes a card from the top of the pile and reads the situation aloud.</th>
<th>4. Players B and C reveal their ‘yes’ or ‘no’ cards and score a point if they guessed correctly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Players B and C guess how Player A will answer the question on the card and each place, face down, either a ‘yes’ or a ‘no’ card, depending on how they think Player A will answer. They must not show the cards to anyone.</td>
<td>5. Repeat the activity with players taking it in turns to take a situation card from the top of the pile until all the cards have been used.</td>
</tr>
<tr>
<td>3. Player A tells the rest of the group how he/she would react to the situation.</td>
<td>6. The winner is the player with the highest score at the end of the game.</td>
</tr>
</tbody>
</table>
Sentence dominoes

and bought some new ones.  If you listen to your teacher  you'll learn a lot.  If you get up late  you'll be late for work.

because it was too loud.  While she was waiting for the bus  the sun came out.  He took a letter out of his pocket  and gave it to me.

smiled at me.  I was eating my lunch when  the teacher called out my name.  They got into the car and drove away.

because he hurt his leg.  I called out to her when  I saw her.  He put his pullover on but he was still too cold.

and started to read it.  He gave up playing football  three weeks ago.  If I don't go away this weekend  I'll look after your cat.

when she came into the restaurant.  While she was looking for her umbrella  it started to rain.  He stood up and then he walked towards me.

because he wasn't warm enough.  She threw the magazines away  because they were old.  If you go back to college  you'll pass your exams.

and waved out of the window.  He turned the music down  because the baby was asleep.  I was thinking about my holiday when the teacher came in.

Published by Macmillan Publishers Limited. This sheet may be photocopied and used within the class.
Sentence dominoes  Worksheet Progress check 36–40b

NOTE: This activity is not linked to the activity on Worksheet Progress check 36–40a.

ACTIVITY
Groupwork: speaking

AIM
To play a game of dominoes matching halves of sentences.

GRAMMAR AND FUNCTIONS
Revision of Student’s Book Lessons 36 to 40
Past continuous for interrupted actions with while and when
Expressions of quantity:
  too + adjective, not + adjective enough
But for making comparisons
Conjunctions

VOCABULARY
Multi-part verbs
General

PREPARATION
Make one copy of the worksheet for every two to four students in the class and cut out the dominoes as indicated. You may wish to photocopy the worksheet and stick it onto card.

TIME
30 minutes

HOW TO PLAY
1 Player A puts down any one of their dominoes face up.
2 The player on their left must then put down one of their dominoes, making sure that the half of their sentence matches the sentence on either side of Player A’s domino. For example:
   (domino A) I was looking out of the window,
   (domino B) when I saw my friend.
The players take it in turns to add dominoes in this way.

PROCEDURE
1 Write the first half of one of the sentences from the worksheet on the board and elicit several different ways of finishing the sentence. For example:
   I was looking out of the window...
   ...when I saw my friend.
   ...because I was bored.
   ...but I was still listening to the teacher.
2 Now explain to the students that they are going to play a game of dominoes matching halves of sentences, and that the object of the game is to get rid of all their dominoes.
3 Ask the students to work in groups of two or three and give each group of students a set of dominoes. Ask them to deal out three dominoes each and leave the rest in a pile, face down.
4 Before they start playing, explain how to play.
5 When they’ve finished a game, they can shuffle and play another round.

3 If a player cannot put down one of their dominoes, they can take a domino from the top of the pile and put it down if they can.
4 If a sentence is grammatically correct, but does not make sense, the other players may challenge it. If a player can explain the sentence to the other players’ satisfaction, the game can continue.
5 The first player to get rid of all of their dominoes is the winner.