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Instructions

Unit 1 Family and friends

1 Free time (1.1 Vocabulary)

Aim: To practise words related to free-time activities.

Interaction: Individual/Pairs.

Type of activity: Questionnaire.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Divide students into pairs and give each student a worksheet. (2) Pairs complete the questions with the words in the box. Check the answers with the class. (3) Students answer the questions individually. (4) Then students ask and answer the questions in pairs and note down their partner's answers. (5) If you like, choose a strong student and demonstrate the activity.

Optional follow-up: Students write sentences about their partner, e.g. *Pablo usually stays at home in the evening. He doesn't play video games.*

Answers:

1 at 2 play 3 go 4 about 5 have 6 drums 7 friends
8 with 9 to 10 shopping

2 Test yourselves (1.1 Vocabulary)

Aim: To practise vocabulary from lesson 1.1.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

3 Test yourselves (1.2 Grammar)

Aim: To practise the Present Simple and adverbs of frequency.

Interaction: Pairs.

Type of activity: Jumbled sentences.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

4 My life (1.5 Grammar)

Aim: To practise question forms for the Present Simple.

Interaction: Pairs.

Type of activity: Information gap.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide the students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. (2) Explain that they have to complete the text. To do this they have to ask questions about the missing information. First, they prepare the questions. If you like, elicit a question onto the board for Student A and then for Student B. (3) Give students five minutes to read the text and prepare the questions. (4) Students work in pairs and ask and answer their questions to complete the text. (5) If you like, check the answers with the whole class. Ask different students to say the answer for each gap.

Optional follow-up: Students, in pairs or individually, write six more questions using the six question words, e.g. *When do you do your homework? Which sports do you play? How many brothers and sisters have you got? Who is your favourite comic book character?* etc. They work with a new partner and interview each other. Check the answers with the class.

Answers:

Questions: 1 When 2 What kind 3 What 4 Who
5 How many 6 Which

Student A: 1 28 September 2 rap 3 Fancy 4 Katy Perry 5 two 6 Radio 1

Student B: 1 15 July 2 fantasy 3 X-Men (Days of Future Past) 4 Suzanne Brockmann 5 six 6 football

5 Our interests

(Focus Review 1, Speaking)

Aim: To practise talking about personal information and interests.

Interaction: Individual/Pairs.

Type of activity: Ordering and classifying.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give Students A their worksheet and Students B their worksheet. Tell students not to look at each other's worksheets. (2) Ask students to work individually and to rearrange the words in the questions. Next, they add the questions to the correct categories in the table. (3) Get students to check the questions in pairs. (4) Tell students to work individually again and to complete the answers with their own ideas. (5) Ask students to work in pairs again. They ask and answer the questions from the table. (6) Go to ex. 9 and 10 on page 23 in the SB.

Answers:

Student A: a What sport do you like? b What is your favourite music? c What's your name? d What is your favourite kind of film?

1 c 3 a 5 d 7 b

Student B: a Who's your favourite singer? b Can you tell me your name? c What kind of films do you like? d What's your favourite sport?

2 b 4 d 6 c 8 a

6 Who are you?

(Focus Review 1, Writing)

Aim: To practise structures for giving personal information and writing about hobbies and interests.

Interaction: Individual/Pairs.

Type of activity: Word completion.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually and give each student a worksheet. (2) Ask students to complete the missing letters in the sentences and get them to check the answers in pairs. (3) Check the answers with the whole class. (4) Go to ex. 11 on page 23 in the SB.

Optional follow-up: (1) Ask students to talk in pairs about themselves and their hobbies, and to ask each other about their free-time activities and interests. (2) Ask some students to talk about their partners.

Answers:

Introduction: My name is Julia. I am sixteen years old and I go to secondary school.

Describing interests and hobbies: I love going out with friends. We always have a good time. I like taking photos. I can't stand staying at home at weekends.

Asking about free-time activities: How do you like to spend your free time? Do you prefer watching films or reading books?

Finding out about music and sports interests: What kind of music are you interested in? Do you play a musical instrument? What's your favourite sport? Do you prefer watching it or playing it?

Unit 2 Food

7 Shopping game (2.1 Vocabulary)

Aim: To practise words related to food.

Interaction: Groups of four.

Type of activity: Mingling and asking questions.

Time: 15 minutes.

Materials: One worksheet per group.

In class: (1) Divide students into groups of four, Student A, Student B, Student C and Student D. Give Students A, B, C and D their worksheets. (2) Explain that students have to look at the pictures and buy the four items on their shopping lists from other students in the group. They also have four items to sell. They take it in turns to ask for items. They can only ask one of the other members of the group for one of the items they need at a time. If the person they ask has the item, they tick it off their list. If the person does not have the item, then they have to wait for their next turn to ask someone else. Students can either work as a whole group, or divide into different pairs for each question they ask. The first person to get all four items wins. (3) Demonstrate the activity, e.g. A (to B): *Have you got a loaf of bread?* B: *No, sorry, I haven't.* (to D): *Have you got a bottle of ketchup?* D: *Yes, I have! Here you are!* D (to C): *Have you got a bag of potatoes?* C: *Yes, I have! Here you are!* Make sure students realise they have to say both the container and the food, e.g. *Have you got a packet of cocoa?* NOT *Have you got cocoa?* (4) If you like, elicit the useful phrases and write them on the board (*Have you got a ...? Yes, I have! Here you are./No, sorry, I haven't.*)

Optional follow-up: Write a list of 25–30 different food shopping items on the board. Students each choose six of the items. Play *Bingo!* Call out the items in random order, students cross them off their list. The first student to cross off all six of their items shouts *Bingo!* Students can then play in groups.