

# Photocopiable resources

## Instructions

### Unit 1 Lives people live

#### 1 What are they like? (1.1 Vocabulary)

**Aim:** To practise personality adjectives.

**Interaction:** Pairs.

**Type of activity:** Information exchange.

**Time:** 10 minutes.

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

**In class:** (1) Divide students into pairs, Student A and Student B. (2) Give Student A and B their worksheets. (3) Explain that students have to match the pictures of the people on their worksheets with the correct adjectives. Tell them that there are twice as many adjectives in their boxes as they need. Their partner will give them clues. They should: read the adjectives in the box, ask what a person is like, listen to the clue, check they have understood and write in the answer. (4) Choose a strong Student B and demonstrate the activity, e.g. A: *What is James like?* B: *He's afraid of everything new. He never says what he thinks to people because he doesn't want them to get angry with him.* A: *So ... he's cowardly?* B: *That's right.* (5) If you like, elicit the useful phrases and write them on the board (*What's ... like? So, he/she is ...? That's right.*).

**Optional follow-up:** Students describe other people they know, e.g. *My aunt is very cheerful and generous. My brother is sensible, but sometimes he's uncommunicative. My mother is never miserable.*

**Answers:**

**Student A:** James – cowardly; Sara – dishonest; Pete – hard-working; Sylvia – sensible; Mark – mean; Olivia – caring

**Student B:** Lucy – miserable; Ben – generous; Fiona – disloyal; Dave – cheerful; Helen – outgoing; Rob – uncommunicative

#### 2 Test yourselves (1.1 Vocabulary)

**Aim:** To practise vocabulary from lesson 1.1.

**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 Ask me! (1.2 Grammar)

**Aim:** To practise question forms in the Present Simple, Present Continuous and Present Perfect.

**Interaction:** Pairs or groups of three.

**Type of activity:** Information gap.

**Time:** 15 minutes.

**Materials:** One worksheet per student.

**In class:** (1) Divide students into pairs or groups of three. (2) Look at the question generators with the class. Point out that they can ask questions with question words (e.g. *Where do you ...?*) or ask Yes/No questions (e.g. *Do you ...?*). Explain that the words in brackets are optional and where they see an ellipsis (...) they can add their own ideas. (3) Elicit one or two more questions for each generator. (4) Give students ten minutes in their pairs/groups to write as many questions as they can. (5) Give students five minutes to ask each other their questions. (6) If you like, feed back with the class. Ask different students to say one thing they found out.

**Optional follow-up:** As students are working, walk round and note down any mistakes. Write the questions on the board and go through any mistakes. If you like, write a mix of correct questions and questions with mistakes on the board. The pairs/groups decide which are incorrect and try to correct them. Feedback with the whole class.

#### 4 Test yourselves (1.5 Grammar)

**Aim:** To practise verb + *-ing* or verb + to infinitive.

**Type of activity:** Gap filling.

**Time:** 10 minutes.

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

See instructions for Resource 2.

#### 5 A personal email (1.7 Writing)

**Aim:** To practise correcting and completing a personal email, following a checklist.

**Interaction:** Individual, pairs.

**Type of activity:** Correcting and completing.

**Time:** 15 minutes.

**Materials:** One worksheet per student.

**In class:** (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then students read the sample writing text. (3) Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are nine mistakes.

(4) Students work individually and then check the task in pairs. (5) Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: four pieces of missing information, two wrong prepositions, three wrong verb forms (infinitive vs. gerund).

## 6 A fictional character (Focus Review 1, Speaking)

**Aim:** To revise vocabulary and phrases related to appearance, interests, personality and friends.

**Interaction:** Pairs.

**Type of activity:** Gap filling.

**Time:** 10 minutes.

**Materials:** One worksheet per pair.

**In class:** (1) Tell students that they are going to work in pairs and hand out the worksheet. (2) Ask them to fill in the gaps with as many different ideas as possible and give them three minutes to complete the task. (3) Check it with the whole class. (4) Give students two minutes to describe a close friend or a family member in a similar way.

## Unit 2 Science and technology

### 7 Crazy calculator (2.1 Vocabulary)

**Aim:** To practise words related to technology

**Interaction:** Pairs.

**Type of activity:** Board game.

**Time:** 20 minutes.

**Materials:** Per pair: one worksheet, one set of cards, one dice and two coloured counters.

**In class:** (1) Tell students to work in pairs. (2) Give each pair a worksheet, two counters, a dice and a set of shuffled cards. The cards must be placed face down in a pile. Each student puts a different coloured counter (or a small object, e.g. a rubber, paper clip, pen top, etc.) on the ENTER square. Tell students that they will also have to keep their score in the game. The particular number of points they can win or lose is given on each square. (3) Students take turns to throw the dice. The one with the highest score starts – throws again and moves the counter forward the number of squares shown on the dice. When a player lands on a square with a question mark, the other player draws a card from the pile and asks the question. If the answer is correct, the first player adds the number of points shown on the square to their score. If the answer is wrong, the relevant number of points is deducted from their total score. When a player lands on a square with a task, they can gain additional points by completing the task. However, there are no penalty points for failing to do that. There is one bonus square, marked by the plus sign. There are also penalty squares: two called

Backspace, which mean having to move back to the previous position, and two called Delete, which mean losing all or half of the player's score. The player who reaches the End square with a higher score is the winner. (4) Monitor the game and offer help if necessary.

### 8 Test yourselves (2.1 Vocabulary)

**Aim:** To practise vocabulary from lesson 2.1.

**Type of activity:** Gap filling.

**Time:** 10 minutes.

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

See instructions for Resource 2 on page 201.

### 9 Test yourselves (2.2 Grammar)

**Aim:** To practise Past Continuous and Past Simple.

**Type of activity:** Gap filling.

**Time:** 10 minutes.

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

See instructions for Resource 2 on page 201.

### 10 When you were a child ... (2.5 Grammar)

**Aim:** To practise *used to*.

**Interaction:** Groups of four.

**Type of activity:** Questionnaire.

**Time:** 20 minutes.

**Materials:** One worksheet per student.

**In class:** (1) Divide the class into groups of four and give out the worksheet. (2) Read out the questions and check any vocabulary problems. (3) Explain that students should take turns to ask each other the questions and take notes of the answers. If you like, demonstrate the activity by asking a strong student two to three questions and noting the answers on the board. Give groups ten minutes to complete the questionnaire. (4) Give students five minutes to write sentences with the results, individually or in their groups. (5) Feedback with the class. Ask different students to read out one or two of their sentences.

**Optional follow-up:** In their groups, students ask a question and try to find out one extra piece of information for each question in the questionnaire, e.g.

1 *Do you like spiders now? What do you do if you see a spider? Can you remember a time when you saw a big spider?*

2 *When did you have your hair cut? Do you like having long or short hair?*

3 *Where did you use to live? How long have you lived here? Have you always lived in the same house in this town/city?*

They report back to the class about the most interesting thing they found out.