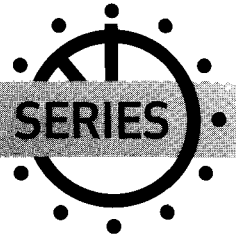


SHORT COURSE SERIES



Clockwise

elementary

Teacher's
Resource Pack

PHOTOCOPIABLE

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Drew Hyde

OXFORD
UNIVERSITY PRESS

Introduction

This Resource Pack contains thirty-four photocopiable activities and further ideas for adult elementary students of English. It has been written to supplement the *Clockwise elementary* short course, and each photocopiable activity is linked to a lesson in the Classbook (see *Lesson link* below). However, this Pack can also be used to supplement any other elementary course.

Adult elementary students need to develop confidence to use the language they are learning. This Resource Pack aims to build confidence and fluency by reinforcing and developing elementary level language items and vocabulary. The topics, such as travel, comparing cities, work, and diet, are familiar to students. The activities motivate, challenge, and allow students to experiment with the language. The emphasis is on communication and the promotion of risk-taking. Some activities focus students on particular language items, while others are freer and encourage students to contribute their own ideas. Where appropriate students are provided with natural language to help them respond to each other, helping to develop conversation skills.

The material in this Pack provides a wide variety of activity type, pace, and interaction. Activity types include information-sharing activities, games, competitions, questionnaires, roleplays, and discussions, all with an emphasis on fluency. Imaginative ideas and realistic contexts ensure that students will find the material motivating, and each activity has clear objectives and a clear pay-off for students and teachers. Every activity has been tested with elementary classes.

How to use the activities

Each activity is prefaced with the following information:

Aims the main focus of the activity

Language key areas of grammar and likely functional exponents

Vocabulary words and phrases which come up in the activity

Skills which of the four skills the activity involves

Lesson link suggestions for when to use the activity if done in conjunction with the Classbook

Materials notes for preparation and materials needed

Pre-activity

Most of the activities begin with a Pre-activity which should take between five and ten minutes. If the Resource Pack material is being used as a direct follow-on from the Classbook lesson, it may be more natural not to do the Pre-activity. If, however, you decide to use the Resource Pack material the next day or in the next lesson, the Pre-activity can serve as a warmer or as brief revision of the language / topic.

Procedure

The notes in this section describe the stages of the main activity, and include suggestions on student interaction, timing, monitoring, and feedback. The main activities take between ten and 40 minutes and are described in easy-to-follow stages.

Activities are suitable for most class types, but where appropriate there are suggestions and variations for classes where there are differences in level, class size, and nationality mix, so that teachers can adapt activities where necessary.

Extension activities

Extension activities are suggested for most activities. These can be used as fillers, homework activities, or as material for subsequent follow-up lessons, and they build on the language, skills, or topics covered in the main lesson.

Worksheets

All activities have a photocopiable worksheet, and we have indicated where an OHT or the board can be used as well. Some of the worksheets require copying and cutting up, though we have aimed to keep the preparation time to a minimum. We recommend that the cards be laminated if possible, so that they can be stored and used again.

We hope you and your students enjoy using the material.

Rana Basant *Drew Hynd*

Contents

Activity	Description	Language
01 ADDRESS BOOK	'Getting to know you' activity	Question forms (What's your name?); language for showing interest (That's an easy number to remember)
02 WISH YOU WERE HERE	Reading postcards	Present and past simple of the verb to be
03a HAVE YOU GOT ...?	Talking about possession	Language of possession (Have you got? It's Jon's pen.); replies (No, I'm sorry, I haven't.)
03b A ROOM OF MY OWN	Describing a room	Language of description (There's a picture on the wall. There's a book on the table.)
04 ARE YOU A GOOD STUDENT?	Mini-questionnaires to focus on learning strategies	Present simple questions and short answers (Do you ever ...? Yes, I do.); language of advice (I think you should ... / I don't think you should ...)
05a TELL US ABOUT YOUR COUNTRY	Board game to practise talking about your country	Present simple question form (What's ... like?); language for expressing surprise (Wow! Really! That's amazing!); language to describe similarity (In my country ...)
05b WHOSE ROUTINES?	Mini-biographies to practise adverbs of frequency	Present simple with adverbs of frequency (I always play tennis at the weekend.)
06a GUESS WHAT I DO	Talking about jobs and occupations	Present simple for routines (I work outside.); vocabulary of jobs
06b JOB STRESS	Matching game to practise word stress	Language of speculation (It could be ...); pronunciation (syllable, stress, schwa /ə/)
07 LIKES AND DISLIKES	Talking about likes and dislikes	Verb + gerund or noun (I like watching TV. I like football.); use of and for similarity and but for contrast
08 A WEEKEND TRIP	Roleplay to practise understanding tourist brochures	Language of likes and dislikes (I'd like to go to Wales because I like horseriding.); agreeing and disagreeing; making suggestions (Why don't we ...? Let's ...)
09 LOST IN THE SUPERMARKET	Asking and saying where things are	Language and question forms of description (Where can I find ...? / Where is the ...? / It's opposite the cornflakes.); prepositions (near, on, between, opposite, next to, in)
10 WHAT DO YOU THINK?	Reading texts to focus on discussing television, books, and films	Language of opinions (I think ... I believe ... in my opinion ...); agreeing and disagreeing (I agree. I disagree.)
11a TIME PHRASES	Class game to practise time phrases	Time phrases with prepositions (In the morning, on Tuesday, at Easter)
11b MAKING PLANS	Talking about future plans	Present continuous for future meaning (I'm going shopping on Monday.)
12 GETTING TO HEATHROW	Talking about how to get to an airport	Question forms (How long does the train take? How much does the bus cost? How often does it go?); language to express uncertainty (I'm sorry, I don't know.)
13 WHAT'S HAPPENING?	Drawing game to practise talking about actions in progress	Present continuous for actions in progress (He's getting into a taxi.)
14a TELEPHONING	Focusing on telephone language	Language of telephoning (Can I take a message?)

Activity	Description	Language
14b TALK TIME	Board game to revise and extend telephone language	Language of telephoning (<i>Can you call back later?</i>); telephone vocabulary (<i>answering machine, mobile phone</i>)
15 WHAT'S IT LIKE STUDYING IN BRITAIN?	Discussing the problems of living abroad	Language of giving advice (<i>I think you should ... / I don't think you should ...</i>); vocabulary of feeling (<i>worried, excited, lonely</i>)
16 WHAT DO YOU EAT?	Reading texts about eating habits	Question forms (<i>How much ...? / How many ...?</i>); countable and uncountable nouns (<i>chicken, tea, eggs</i>); expressions of surprise (<i>Wow! That's a lot!</i>)
17 DESIGN A RESTAURANT	Mini-presentations to practise talking about restaurants	Language to express ideas (<i>Why don't we ...? We could ..., I think ..., I don't think ...</i>)
18a EXCUSES AND EXPLANATIONS	Card game to practise talking about past actions	Past simple questions and negatives (<i>Did you ...? / Were you ...? / No, I didn't, because ... / No, I wasn't, because ...</i>)
18b VERB BUILDING	Game to practise the past simple	Past simple of irregular verbs
19a MY TOWN	Describing your home town and making comparisons	Language of description (<i>What's ... like? Are there ...?</i>); comparatives (<i>Your town's older than mine.</i>)
19b TWO CITIES	Reading texts to practise describing and comparing two cities	Language of description (<i>What's ... like? Are there ...?</i>); comparatives (<i>Your city's bigger than mine.</i>)
20 AIRPORTS	Quiz about international airport signs	Language of speculation (<i>I think ...</i>); language of opinions (<i>What do you think it / this means?</i>)
21a THE IDEAL HOTEL	Talking about hotels	Language of description (<i>My hotel is near the city centre. How many swimming pools has your hotel got?</i>); language of opinions and preferences (<i>I prefer your hotel because it's quiet.</i>)
21b HOLIDAY PROBLEMS	Card game to practise past tenses and intonation	Past tenses (<i>There was ... / There were ...</i>); expressions (<i>That's nothing ..., Yes, but ..., Really ...</i>); intonation when saying lists (<i>rise, rise, rise, fall</i>); vocabulary of hotels
22a WHAT DO YOU SPEND YOUR MONEY ON?	Questionnaire about money and spending	Question forms (<i>How much ...? / How many ...?</i>)
22b THE PERFECT GAME	Card game to practise present perfect, past simple, and noun collocations	Present perfect and past simple question forms and answers (<i>Have you ever ...? When did you ...? Yes, I have. When I was fourteen.</i>)
23 SHOPPING SPREE	Board game to practise shopping language and vocabulary	Language of shopping (<i>I'm looking for ..., Can I have ..., I wonder if you could help me?</i>)
24a MY WARDROBE	Group activity to practise talking about clothes	Adjective order (<i>My favourite item of clothing is a long, black, silk skirt.</i>); language of responses (<i>Really! Do you?</i>)
24b CLOTHES QUIZ	Class game about clothes	Question words (<i>When ...? What ...? Which ...? How ...?</i>); verbs and phrasal verbs (<i>put on, take off, wear, suit, fit</i>)

01

ADDRESS BOOK

Aim

To practise asking for and giving personal information

Language

Question forms, e.g. *What's your name? What's your (e-mail) address? When's your birthday?*
 Language for showing interest, e.g. *That's an easy number to remember. That's a difficult number to remember.*

Vocabulary

Personal information, e.g. *first name / family name, address, birthday, postcode, area code, home phone number / mobile phone number, e-mail, @, dot, co, com*

Skills

Speaking, listening

Lesson link

Use in the first lesson. If you have continuous enrolment, students can bring their sheet each time new students join the class. Alternatively, use from time to time over the first few lessons to break the routine and allow students to get to know one another.

Materials

Two copies of the worksheet per student, or more for a large class

Pre-activity (10 minutes)

- Revise the questions students will need, e.g. *What's your name / address?* With a stronger class you could contrast the more formal / official questions that they may be familiar with, e.g. *What's your address / date of birth?* with less formal questions that are more appropriate in this situation, e.g. *Where do you live? When's your birthday?*
- Give examples of other useful expressions, e.g. *It's my parents' address. It's a temporary address. What's your address in Oxford / at home?*

Procedure (10–20 minutes)

- 1 Give each student a worksheet and explain that they are going to complete each section with the personal details of their classmates.
- 2 Choose a student and demonstrate the activity, asking for the information needed. Give suitable responses to make the exchanges more conversational, e.g. *That's near me. That's a difficult / easy number to remember. That's a simple / complicated address.*
- 3 The students mingle, swapping personal information and spelling difficult words if necessary.

Extension activities

- In classes with continuous enrolment get the students to update their address books by adding new names and information when new students join.
- Use the information for activities such as writing a postcard or e-mail to a student who has left, or for practising comparatives, e.g. *Who lives nearer the school ...?*

01

ADDRESS BOOK

Name Address Phone e-mail Birthday	Name Address Phone e-mail Birthday
Name Address Phone e-mail Birthday	Name Address Phone e-mail Birthday
Name Address Phone e-mail Birthday	Name Address Phone e-mail Birthday
Name Address Phone e-mail Birthday	Name Address Phone e-mail Birthday
Name Address Phone e-mail Birthday	Name Address Phone e-mail Birthday
Name Address Phone e-mail Birthday	Name Address Phone e-mail Birthday

02

WISH YOU WERE HERE

Aim

To focus on asking questions

Language

Present and past simple of the verb *to be*, e.g. *It was beautiful. We were on the beach.*

Vocabulary

Adjectives, e.g. *friendly, unfriendly, hot, cold, small, big, warm, cool, wet, dry*

Skills

Speaking, listening, reading

Lesson link

Use after Classbook Lesson 02

Materials

One copy of the worksheet per pair, cut up

Pre-activity (5 minutes)

- For students studying abroad, find out who has sent a postcard home. Who did they send it to? What did they say? What was the postcard of?
- For students studying in their own countries, find out who sends postcards when they are on holiday, who they send them to, and when they send them. Tell the students what you do.

Procedure (15 minutes)

- 1 Tell the students that they are going to read a postcard from someone on holiday.
- 2 Divide the students into pairs and explain that they will both have the same postcard but in some of the sentences there are two possibilities. They have to ask questions to find out which information is right. Demonstrate by writing the following examples on the board.
Postcard A. It was a short / long flight and we were very tired.
Postcard B. It was a long flight and we were very tired / excited.
Ask the students what questions they need to ask to get the right information.
Was the flight short?
Were they tired?
- 3 Give each student postcard A or postcard B. Ask students to read their postcard.
- 4 Tell the students to take turns asking questions, and to circle the correct answers.
- 5 Go around the class monitoring and offering help where necessary.
- 6 *Feedback with the whole class.*
- 7 Ask the students to tell *each other about a recent holiday*.

Extension activity

- For students studying abroad, ask them to write a postcard. For those studying in their own country, ask them to choose a holiday destination and to write a postcard to send home from there.

02

WISH YOU WERE HERE

A

Dear Lydia,

Wish you were here!

We're in Australia at the moment. It's great. Today it is really hot / cold and wet, so we're relaxing in our hotel / a café and writing to our friends.

Yesterday we were on the beach / by the pool. It was beautiful. The water was really warm / cool and we saw lots of beautiful birds.

On Saturday / Sunday we went to a barbecue. Everybody was very friendly. The house was big / small and there was a swimming pool in the garden.

There was a lot of food and drink, and we had a great time!

See you soon,

Lots of love,

Zak and Rachel



Lydia Ford

48 Linacre Drive

Dorchester

Dorset DT8 2LP

UK

B

Dear Lydia,

Wish you were here!

We're in Australia / New Zealand at the moment. It's great. Today it is really hot and dry / wet, so we're relaxing in our hotel and writing to our friends / family.

Yesterday we were on the beach. It was crowded / beautiful. The water was really warm and we saw lots of beautiful birds.

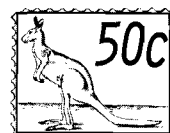
On Sunday we went to a barbecue. Everybody was very unfriendly / friendly. The house was big and there was a swimming pool / tennis court in the garden.

There was a lot of food and drink, and we had a great time!

See you soon,

Lots of love,

Zak and Rachel



Lydia Ford

48 Linacre Drive

Dorchester

Dorset DT8 2LP

UK

03a

HAVE YOU GOT ...?

Aim

To practise asking for things

Language

Language of possession, e.g. *Have you got ...? It's Jon's pen.*

Language of giving, e.g. *Here you are.*

Replies, e.g. *Yes, I have. / No, I'm sorry, I haven't.*

Vocabulary

Lexical sets of everyday items, e.g. *passport, boarding card, ticket, traveller's cheques*

Skills

Speaking, listening

Lesson link

Use before or after *English in use* in Classbook Lesson 03

Materials

One set of 36 cards per group of three or four, cut up

Pre-activity (10 minutes)



















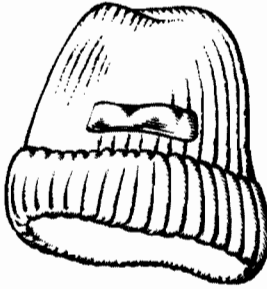
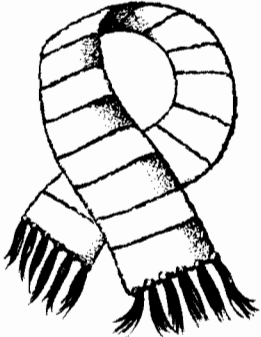












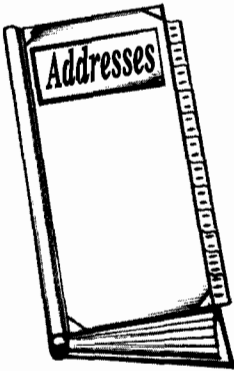

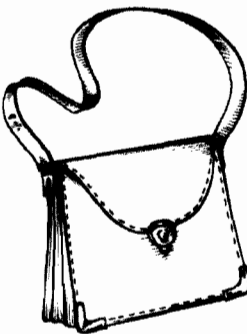




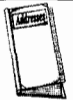








- Focus on the target language. Borrow something from one student, and make clear who it belongs to using the possessive *s*. *This is ____'s pen.* Give it to another student using the phrase *Here you are.* To practise yes / no replies, redistribute more students' belongings and ask various students the question *Have you got ____'s (bag)?*
- Drill if necessary.

Procedure (20 minutes)

- 1 Pre-teach the vocabulary where necessary.
- 2 Divide the class into groups of three or four, and give one set of all 36 cards to each group, cut up. Show how the cards are in sets of four according to who they belong to. Tell the students that the large picture is the object they have, and the three small pictures are the ones they need to complete the set. Explain that there are nine sets of cards in total belonging to nine different people. Write all the people's names on the board.
- 3 Ask the students to shuffle the cards and deal them out face down.
- 4 The students look to see which cards they need to make complete sets, e.g. *two more of Jon's cards*, and then take it in turns to ask each other for the cards they need.
- 5 Player 1 asks another player for a card providing he or she already has one of the set, e.g. *Have you got Jon's mobile phone number?*
- 6 If player 2 has the card, he or she has to hand it over, and player 1 has another go. If player 2 does not have the card, it becomes his or her turn. The students must answer truthfully for the game to work.
- 7 When a player has collected a set of four he or she puts them on the table. If a player runs out of cards, he or she is out of the game. The player to collect the most sets wins.



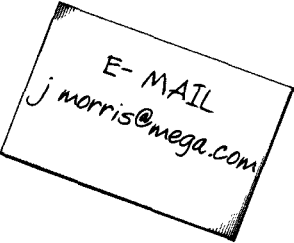
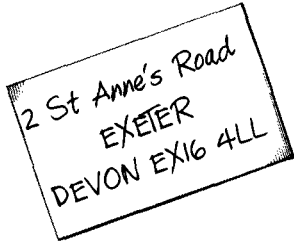












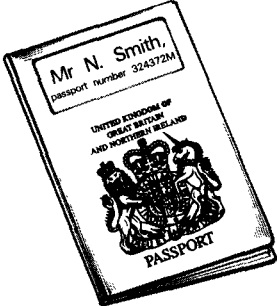
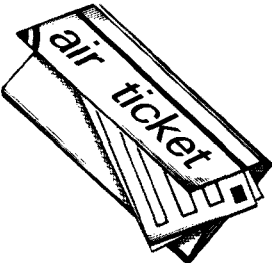
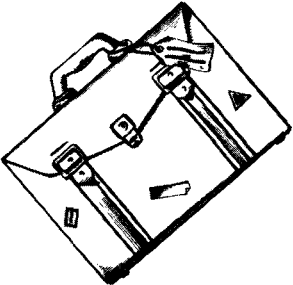













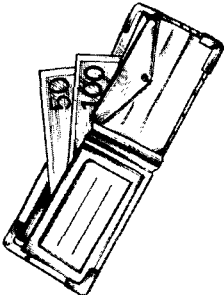
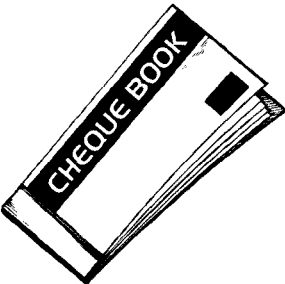

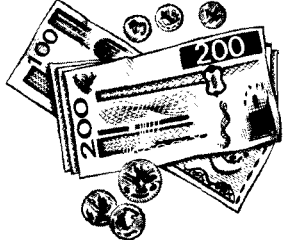












03a

HAVE YOU GOT ...?

<p>Freya</p> 	<p>Freya</p> 	<p>Freya</p> 	<p>Freya</p> 
  	  	  	  
<p>Milo</p> 	<p>Milo</p> 	<p>Milo</p> 	<p>Milo</p> 
  	  	  	  
<p>Molly</p> 	<p>Molly</p> 	<p>Molly</p> 	<p>Molly</p> 
  	  	  	  

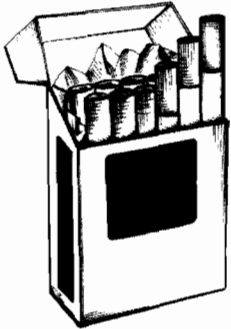



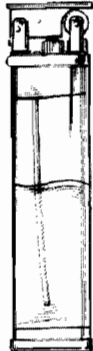








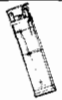


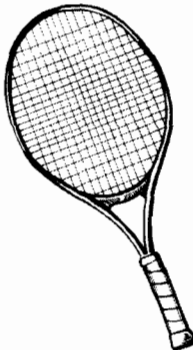



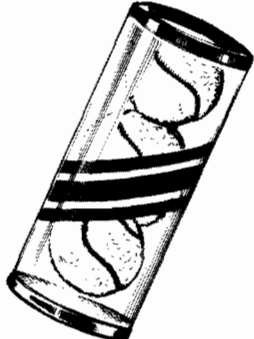











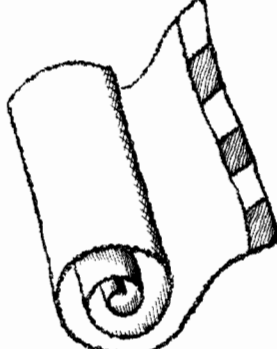











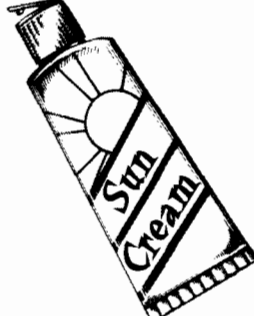



03a

HAVE YOU GOT ...?

<p>Jon</p> 	<p>Jon</p> 	<p>Jon</p> 	<p>Jon</p> 
  	  	  	  
<p>Nico</p> 	<p>Nico</p> 	<p>Nico</p> 	<p>Nico</p> 
  	  	  	  
<p>Rob</p> 	<p>Rob</p> 	<p>Rob</p> 	<p>Rob</p> 
  	  	  	  

03a

HAVE YOU GOT ...?

Jasmine    	Jasmine    	Jasmine    	Jasmine    
Julia    	Julia    	Julia    	Julia    
Annie    	Annie    	Annie    	Annie    

03b

A ROOM OF MY OWN

Aim

To practise describing a room

Language

Language of description, e.g. *There's a picture on the wall. There are some books on the table.*

Vocabulary

Furniture and objects (as shown in the pictures)

Skills

Speaking, listening, writing

Lesson link

Use after *English in use* in Classbook Lesson 03, or use the pictures after Classbook Lesson 09 to revise prepositions

Materials

One copy of worksheet A or B, cut up, per student

Pre-activity (5 minutes)

- Set a time limit and brainstorm as many rooms in a house as possible.
- Find out where students live, e.g. *flat, villa, house*, and whether they are happy there.

Procedure (35 minutes)

- 1 Divide the class into pairs and give each student the picture from either worksheet A or B.
- 2 Ask the students to describe the room in their picture to their partner.
- 3 Go around the class monitoring and helping where necessary.
- 4 Ask the students to look at their pictures together and say what they think of each room. The students guess whether they are rooms in the same house and what type of person lives there.
- 5 Give each student the corresponding description of his or her room from worksheet A or B. Ask them to fill in the missing information. They can use dictionaries to look up words such as *rug* and *mirror*.
- 6 Feedback with the whole class.

Answers**Worksheet A**

1 living 2 white 3 floor 4 lot 5 sofa 6 lamp 7 painting 8 books
9 photos 10 coffee table

Worksheet B

1 living 2 lot 3 sofas 4 cushions 5 table 6 corner 7 photos
8 lamp 9 mirror 10 chair

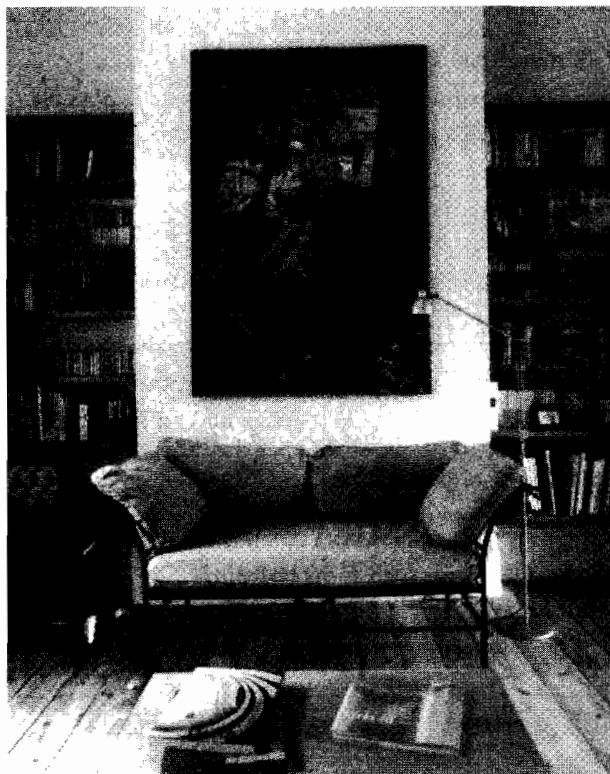
Extension activities

- Ask the students to think of a room of their own and describe it to their partner. Their partners listen to the description and draw the room. Ask the students to write their descriptions for homework.
- If you have a multi-national group, ask the students to describe a typical house / flat in their country.

3b

A ROOM OF MY OWN

Worksheet A



This is a photograph of a ¹_____ room. It is quite modern. The walls are ²_____ and it has a wooden ³_____. There isn't a ⁴_____ of furniture in this room. It is very tidy.

There's a ⁵_____ in the middle of the room and a tall ⁶_____ next to it. There's a modern ⁷_____ on the wall behind the sofa. It is between two bookshelves. There are lots of ⁸_____ and a few ⁹_____ on the shelves. There are also books on a wooden ¹⁰_____ in front of the sofa. They look like art books.

Worksheet B



This is a photograph of a ¹_____ room. It is quite traditional. It has curtains, a rug, and a fireplace. There's a ²_____ of furniture in this room.

There are two ³_____ opposite each other with some ⁴_____ on them. There's a coffee table between the sofas. There's also a round ⁵_____ in the ⁶_____ of the room. There are a lot of ⁷_____ and a ⁸_____ on this table. There is an old ⁹_____ on the wall above the fireplace. There are two candlesticks on the mantelpiece. There's a ¹⁰_____ next to the fireplace.

04

ARE YOU A GOOD STUDENT?

Aim

To practise talking about learning strategies

Language

Present simple questions and short answers, e.g. *Do you ever ...? Yes, I do. / No, I don't.*

Language of advice, e.g. *I think you should ... / I don't think you should ...*

Vocabulary

Studying, e.g. *revise, English-English dictionary, look up*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 04 or when appropriate during the rest of the course

Materials

One copy of a mini-questionnaire per student (there are six mini-questionnaires on the worksheet)

Pre-activity (5 minutes)

- Divide the class into pairs. Ask the students to brainstorm things they like, things they don't like, and things they find difficult or easy about learning English.
- Ask each pair of students to exchange their ideas with another pair.

Procedure (30 minutes)


- 1 Give each student a mini-questionnaire (one strip from the worksheet). Ask them to complete the information about themselves and their studies.
- 2 Tell the students to mingle and interview three other members of the class. During their interviews ask them to discuss the issues and offer each other advice, e.g.
A Do you listen to an English language radio station?
B No, I don't.
C You should listen to the BBC World service. It's really good.
- 3 As part of the discussion, encourage the students to identify and make a note of three things they will try to do in future.
- 4 The students feedback and discuss the results of their questionnaires with the class.
- 5 Ask the students for the three aims they chose and write them on the board. Take a class vote on the three best aims.


Extension activity


- Discuss learning strategies as a class. Set the three aims chosen by the students for the class to do in the coming week. Check their progress at the end of the week.


04


ARE YOU A GOOD STUDENT?

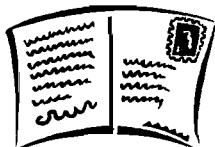
Speaking 		Do you ever ...?			
speak English outside the classroom speak English when you are on holiday		✓ = Yes, I do. ✗ = No, I don't.			
		myself			

Listening 		Do you ever ...?			
listen to an English-language radio station listen to songs in English		✓ = Yes, I do. ✗ = No, I don't.			
		myself			

Vocabulary 		Do you ever ...?			
use an English-English dictionary write new words in a vocabulary book		✓ = Yes, I do. ✗ = No, I don't.			
		myself			

Grammar 		Do you ever ...?			
look at a grammar book revise new grammar points		✓ = Yes, I do. ✗ = No, I don't.			
		myself			

Reading 		Do you ever ...?			
read stories or books in English read English-language magazines or newspapers		✓ = Yes, I do. ✗ = No, I don't.			
		myself			

Writing 		Do you ever ...?			
write postcards / letters in English write e-mails in English		✓ = Yes, I do. ✗ = No, I don't.			
		myself			

05a

TELL US ABOUT YOUR COUNTRY

Aim

To practise talking about your country

Language

Question form, e.g. *What's ____ like?*

Language for expressing surprise, e.g. *Really! That's amazing! Wow!*

Language to describe similarity, e.g. *In my country ... / That's the same in my country.*

Vocabulary

Adjectives, e.g. *popular, typical, traditional*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 05

Materials

One copy of the game per group of three or four, enlarged to A3 if possible

One dice and a set of counters per group

Pre-activity (5 minutes)

- If possible, show the students pictures of a typical sport, a popular dish, and the capital city in your country. Elicit words such as *popular, typical*, the question form *What's ____ like?* and ways of sounding interested, such as *Really! That's amazing! Wow!*
- Compare what students say in their country to sound surprised or interested.

Procedure (30–40 minutes)






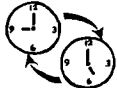

- 1 Divide the class into groups of three or four.
- 2 Give each group one game board, some counters, and a dice. Ask the students to mark their home countries on the map in the centre of the game board.
- 3 Explain the game. Select a corner square for each student to start from. The students follow the direction of the arrows on the board. Player 1 throws the dice, moves the corresponding number of squares and answers the question. The other players take it in turns to ask the questions. There is no finish point. This allows each group to progress at its own speed. Set a suitable time limit, e.g. 20 minutes.
- 4 Go around the class monitoring and helping where necessary.
- 5 Feedback with the whole class and give help with problem areas.

Extension activity

- If you are from a different country to your students, they can choose five questions to ask you about your country.
- This game can be adapted so that the teacher gives three answers to each question, two true and one false. The students vote on which one they think is the correct answer.

05a

TELL US ABOUT YOUR COUNTRY

Describe a famous writer or artist.	What is the countryside like? 	Describe a typical weekend.	When is the best time to visit?	Describe a typical meal or dish. 	How many languages do people speak?
What sort of music do people like? 					What is a typical house like?
What age do children begin and leave school?					What's the weather like? 
Where do people go for their holidays?					Describe a famous / important building.
How many children do people usually have? 					Who is the most famous actor / actress?
Describe a traditional custom.					What hours do people usually work? 
What age do people usually get married?					Which days are public holidays? 

05b

WHOSE ROUTINES?

Aim

To practise talking about daily routines

Language

Present simple with adverbs of frequency, e.g. *I always play tennis at the weekend.*

Vocabulary

Daily routine, e.g. *shave, be / go on holiday, do the ironing*

Skills

Speaking, listening, writing

Lesson link

Use after Classbook Lesson 05

Materials

One copy of the worksheet per group of three, cut up

Pre-activity (5 minutes)

- Write a sentence about yourself on the board. Follow the format of those in the exercise (subject + adverb + verb + object), e.g. *I often play tennis at the weekend.* Elicit the other adverbs that could be used and other possible endings.
- Go around the class and ask students to make the sentence true for themselves by changing the adverb.

Procedure (20 minutes)

- 1 Pre-teach the vocabulary on the worksheet where necessary.
- 2 Divide the class into groups of three and give one slip, either A, B, or C, to each student in the group. If there is a group of two students, give one slip, either A, B, or C to each student, and put aside the spare slip.
- 3 Give the students a few minutes to complete the sentences in a way that is true for them. Then collect the slips, shuffle, and number them.
- 4 Read out the slips one by one, giving first the number and then the information. As an alternative, choose different students to read out the slips. Ask the students to write down the number, and next to it the name of the person they think wrote it.
- 5 Check the answers and discuss what each student wrote.

Extension activity

- Brainstorm some names of famous people and write their names on the board, e.g. Prince William, Tom Cruise, Bill Gates, Placido Domingo. Ask the students to choose a name and write some sentences about their chosen person using appropriate adverbs of frequency, e.g. *I always make films in Hollywood. I sometimes make films with my wife. I occasionally do interviews. I often make action films.* Working with a partner, the students have to read the sentences and guess who it is.

05b

WHOSE ROUTINES?

A always – usually – often – sometimes – occasionally – never

Write true sentences using the adverbs above.

I _____ shave _____.

I _____ do my homework _____.

I _____ watch videos _____.

I _____ when I am on holiday.

B always – usually – often – sometimes – occasionally – never

Write true sentences using the adverbs above.

I _____ check my e-mails _____.

I _____ wear pink shirts _____.

I _____ on Friday nights.

I _____ go on holiday _____.

C always – usually – often – sometimes – occasionally – never

Write true sentences using the adverbs above.

I _____ at the weekend.

I _____ do the ironing _____.

I _____ remember my _____'s birthday.

I _____ in my car.

06a

GUESS WHAT I DO

Aim

To revise and practise talking about jobs and occupations

Language

Present simple for routines, e.g. *I work outside.*

Vocabulary

Jobs (as shown on the cards)

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 06

Materials

Two sets of cards

A stopwatch or clock with a second hand

Procedure (20–30 minutes)

- 1 Divide the class into two teams and give each team a copy of the worksheet, cut up into the separate job cards.
- 2 Tell the students to look at the cards and make sure they know all the jobs and how to pronounce them.
- 3 Each team member takes a turn to choose a card in secret and explain his or her job to the rest of the team. The team tries to guess what job it is, e.g. *I don't wear a uniform. I usually work outside. I work with animals.* The rest of the team are free to ask questions if they wish, e.g. *Do you work at weekends?* Both teams play the game simultaneously so don't position the teams too closely together.
- 4 Elect a team member to keep a record of the scores. The team wins two points if they guess the job within a set time limit of 30 seconds, and one point if they guess within a minute. Monitor the time using a stopwatch or clock.
- 5 The team with the most points wins.

Extension activity

- Get the students to make a new set of cards with new jobs. Ask the students to focus on pronunciation and monitor them as they play.

06a

GUESS WHAT I DO

engineer



teacher



bus driver



farmer



nurse



photographer



journalist



receptionist



shop assistant



architect



computer programmer



waiter



designer



secretary



accountant



builder



06b

JOB STRESS

Aim

To practise word stress

Language

Language of speculation, e.g. *It could / may / might be this one.*

Pronunciation, e.g. *syllables, word stress, schwa /ə/*

Vocabulary

Jobs (as shown on the worksheet)

Skills

Speaking, listening

Lesson link

Use before or after *English in use* in Classbook Lesson 06

Materials

One set of cards per pair or group of three or four

Pre-activity (5 minutes)

- If focusing on word stress for the first time, start by introducing the idea of syllables. Write some familiar words on the board and elicit the number of syllables, e.g. *en-gin-eer, tea-cher*.
- Now introduce the idea of word stress. Indicate the difference between stressed and unstressed syllables using symbols, e.g. ● (stressed) ○ (unstressed).

Procedure (10 minutes)

- 1 Divide the class into pairs or groups of three or four.
- 2 Tell the students that they are going to match stress patterns with different words. The words are all jobs.
- 3 Give each pair or group of students a cut up set of cards, and ask them to match the jobs with the correct stress patterns. Go around the class monitoring and helping where necessary.
- 4 Feedback with the whole class checking pronunciation. Drill if necessary.

Extension activity

- Ask the students to create their own job stress cards using the blank cards provided in the set. Set a time limit of ten minutes.
- Once the students have completed their cards, collect them and distribute them to another pair or group, who then match them.

06b

JOB STRESS

architect	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
builder	<input checked="" type="radio"/> <input type="radio"/>
designer	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>
engineer	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
farmer	<input checked="" type="radio"/> <input type="radio"/>
hairstylist	<input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
lawyer	<input checked="" type="radio"/> <input type="radio"/>
mechanic	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>
photographer	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
receptionist	<input type="radio"/> <input checked="" type="radio"/> <input type="radio"/> <input type="radio"/>
teacher	<input checked="" type="radio"/> <input type="radio"/>
electrician	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/> <input type="radio"/>

07

LIKES AND DISLIKES

Aim

To practise talking about likes and dislikes

Language

Verb + gerund or noun, e.g. *I like watching TV. I like tennis.*

Use of *and* for similarity and *but* for contrast

Vocabulary

Activities, e.g. *shopping, washing, cooking, driving, giving presents, ironing*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 07

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

- Review the expressions by writing them on the board in a scale of intensity, e.g.



←—————→
can't stand *don't like* *quite like* *love*

- Introduce *really* for emphasis.
- Suggest two similar activities to compare, such as *watching TV* and *listening to the radio*. Describe how you feel about each one using the target vocabulary. Join the sentences using *and* or *but* where appropriate, and demonstrate the difference between the two, e.g. *I really like watching TV but I don't like listening to the radio*. Elicit two or three sentences using different combinations, with *and* and *but*, e.g. *I like watching TV and I love listening to the radio. I hate watching TV but I like listening to the radio.*

Procedure (20 minutes)

- Pre-teach the vocabulary on the worksheet where necessary.
- Give a copy of the worksheet to each student. Ask them to complete it according to their own likes and dislikes, linking the two parts on each line with either *and* or *but* to compare and contrast them.
- When the students have completed the worksheet ask them to go around the class and mingle, asking questions and comparing their answers.

Extension activity

- Ask the students to make up new worksheets in a similar style. Divide the class into groups of three or four. Each group must write a worksheet with two prompts, in a five-column grid, within a set time limit of 5–10 minutes. When they have finished, label them A, B, C, etc. and make photocopies. Give each student a copy of a new worksheet written by a different group to their own, to complete for homework.

07

LIKES AND DISLIKES

	cooking			eating.
	watching sport			playing it.
	going to the cinema			going to the theatre.
	clothes shopping			shopping for food.
	opera			musicals.
	washing			ironing.
	driving			being a passenger.
	giving presents			getting presents.
	going to bed early			getting up early.
	e-mails			letters.

08

A WEEKEND TRIP

Aim

To practise understanding tourist brochures

Language

Language of likes and dislikes, e.g. *I'd like to go to Wales because I like horseriding.*

Language for agreeing and disagreeing, e.g. *That sounds great! That sounds boring.*

Making suggestions, e.g. *Why don't we ... , Let's ...*

Vocabulary

Leisure vocabulary, e.g. *hostel, accommodation, transport, excursion, countryside, nightclub, museum*

Skills

Speaking, listening, reading

Lesson link

Use after Classbook Lesson 08

Materials

One copy of *The Magic Tour Company Guide* per student

Pre-activity (10 minutes)

- If your students are studying abroad, find out what weekend trips they have been on. Ask them what they liked / disliked about them. Would they recommend the places they have visited? Elicit some common destinations.
- If your students are studying in the UK, elicit some possible destinations for weekend trips.
- If your students haven't been on any weekend trips, ask them what their ideal trip would be like. Write the following prompts on the board:
place transport accommodation time activities number of people
- Practise responses using the contracted form, e.g. *I'd like to go to ... , I wouldn't like to go to ... because ... I'd enjoy ...*

Procedure (25 minutes)

- 1 Pre-teach the vocabulary on the worksheet where necessary.
- 2 Divide the class into groups of three or four students. Tell them that they all want to go away together for a weekend and have to agree on where to go.
- 3 Elicit ways of making suggestions and write them on the board, e.g. *Why don't we go to Paris? Let's go to Wales.*
- 4 Give each student a copy of *The Magic Tour Company Guide* and tell them to choose a destination based on their likes and dislikes. Tell them to make suggestions to the rest of their group and to discuss their choices until they are able to agree on one destination.
- 5 Feedback with the whole class. Ask each group to explain where they are going and why.
- 6 Finally, ask the students whether they would actually consider going on any of the trips they have just read about.

Extension activity

- With a monolingual class, divide the class into groups of three or four, and ask them to write their own brochure, choosing destinations from their own country. Use *The Magic Tour Company Guide* as their reference.
- For multilingual groups, ask each student to supply a description of a destination from their country. Ask them to put the destinations together within their groups to make a brochure.

08

A WEEKEND TRIP

THE MAGIC TOUR COMPANY GUIDE

AMSTERDAM

Famous for its nightlife, Amsterdam offers plenty on the cultural side too: the world's best Van Gogh collection, haunting Ann Frank House, and stunning Rijksmuseum to name but three. This excursion includes hotel B&B in central Amsterdam, a sightseeing tour of the city and plenty of free time to sample Amsterdam's café culture! Our return journey brings us via Brugge. The tour departs late on Thursday evening.



HORSERIDING IN WILD WALES

Come with us to Wales on this adventure! The trip includes a full day's horse riding in the Brecon Beacons National Park – an adventurer's paradise! There are plenty of sightseeing stops along the way! This trip includes luxury coach transport, hostel accommodation with breakfast, and the services of an experienced tour guide.



PARIS

Includes two nights' hotel B&B, an excursion to the town of Versailles (Palace admission extra), and a sightseeing tour of this most romantic of capital cities, with plenty of free time to cruise along the Seine or maybe climb to the top of the Eiffel Tower.

MANCHESTER AND THE PEAK DISTRICT

Manchester is one of Britain's most happening cities, having brought us Oasis and Manchester United. On this trip, there will be plenty of time to sample the great nightclub scene in the city, plus we visit the beautiful Peak District National Park.

SCOTLAND

We will be staying in one of central Edinburgh's premiere four-star hotels. The trip includes a tour around this historic capital, including a guided walk around the ancient castle, an afternoon hill-walking in the beautiful Scottish countryside, a trip to a famous whisky distillery and a return journey through the picturesque Lake District.

YORK

We visit the historic city of York. The trip includes a guided tour that takes in the impressive city walls, the glorious Minster and the city's Viking ancestry. There will also be the chance to take a guided ghost tour through this most haunted of cities.



09

LOST IN THE SUPERMARKET

Aim

To practise asking and describing where things are

Language

Language and question forms of position, e.g. *Where can I find ...? Where is the ...? Where are the ...? It's the second aisle on the right. It's opposite the crisps.*

Prepositions, e.g. *near, on, between, opposite, next to, in*

Vocabulary

Supermarkets and goods, e.g. *aisle, shelf, tissues, washing powder, cornflakes, apricot jam*

Skills

Speaking, listening

Lesson link

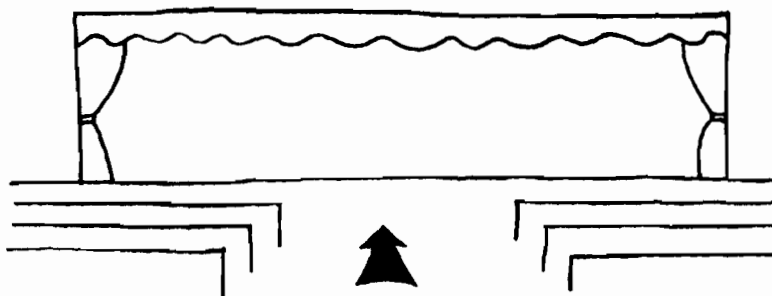
Use after Classbook Lesson 09

Materials

One copy of the supermarket plan A and B and shopping list A and B per pair of students

Pre-activity (5 minutes)

- Teach the word *aisle* by drawing two blocks of cinema or theatre seats separated by an aisle.



- Ask the students to guess how it is pronounced. (/aɪl/).
- Then ask the students to think of places where you find aisles.

Answers

cinema theatre aeroplane coach church supermarket

- Introduce the topic of supermarkets. Ask students how often they go and if they like shopping in them or not. Explain that they are going to do an activity where they visit a new supermarket for the first time. They have a shopping list of things to buy but not much time.
- Write the following categories on the board and ask students to brainstorm as many words for each category as possible.
fruit vegetables dairy products meat household items

Procedure (20 minutes)

- Pre-teach the vocabulary on the worksheet where necessary.
- Divide the class into pairs and give each student supermarket plan A or B, and a matching shopping list A or B. There are two copies of each shopping list on p.30.
- Demonstrate the activity by asking the students to find where the sugar is. Elicit possible questions, e.g. *Where can I find the sugar? Where's the sugar, please? Do you know where the sugar is?*
- Now elicit the position, e.g. *It's in the second aisle on the left, opposite the biscuits, next to the cornflakes.*
- The students work in pairs. Set them a time limit of five minutes to find as many items as they can on their lists.

Extension activity

- Have a class discussion about supermarkets. Discuss questions such as:
Are big supermarkets better than small shops?
What are the advantages and disadvantages of supermarkets?

09

LOST IN THE SUPERMARKET

Student A

Shopping list

milk
strawberry jam
coffee
cake
grapes
mushrooms
chicken
tissues
orange juice
rice

Student B

Shopping list

butter
honey
tea
crisps
pears
carrots
beef
shampoo
eggs
chocolate

Student A

Shopping list

milk
strawberry jam
coffee
cake
grapes
mushrooms
chicken
tissues
orange juice
rice

Student B

Shopping list

butter
honey
tea
crisps
pears
carrots
beef
shampoo
eggs
chocolate

09

LOST IN THE SUPERMARKET

Student A

apples	pears	oranges	lemons		melons		bananas	potatoes	salad			carrots	beans
	yoghurt			sausage	meals					beer		wine	
											lamb	beef	pork
cheese	butter		soup	eggs				batteries		flour			pizza
		sugar	cornflakes							pasta			
	washing powder	soap	biscuits			oil		film	nuts	chocolate	crisps	sweets	
										marmalade	honey	bread	
	nappies	shampoo	toilet paper		newspapers			magazines	salt	tea		apricot jam	
INFORMATION						CHECKOUTS							






09

LOST IN THE SUPERMARKET

Student B

apples		oranges	lemons	grapes	melons		bananas	potatoes	salad	mushrooms			beans
	seafood			fish	meals			orange juice	beer		wine		
milk	yoghurt			sausage				chicken	lamb			pork	
cheese			soup					rice	flour				pizza
		sugar	cornflakes					batteries			pasta		
		biscuits			oil			nuts			sweets		
	washing powder	soap	tissues					film		coffee	marmalade		bread
	nappies		toilet paper		newspapers			salt		strawberry jam	apricot jam		cake
								magazines					
INFORMATION					CHECKOUTS								

10

WHAT DO YOU THINK?

Aim

To practise giving an opinion

Language

Language of opinions, e.g. *I think ... / I believe ... / In my opinion ...*

Ways of agreeing and disagreeing, e.g. *I agree ... / I disagree ...*

Vocabulary

(as shown on the worksheet)

Skills

Speaking, listening, reading

Lesson link

Use after Classbook Lesson 10

Materials

One copy of the questionnaire per student

Pre-activity (5 minutes)

- Write a statement on the board that your students are likely to react to, e.g. *I think ____ is a terrible actor*. Ask them whether they agree or disagree with you and feed in the language of agreeing and disagreeing.
- Elicit ways of expressing opinions and write some examples on the board, e.g. *In my opinion ____ is terrible. I think ____ is great*.
- Practise as a class. Drill if necessary practising stress and intonation.

Procedure (30 minutes)

- 1 Pre-teach the vocabulary on the worksheet where necessary.
- 2 Divide the class into groups of four. Tell them that they are going to read some short texts about television, books, and films.
- 3 Give each student a copy of the worksheet. Ask them to read the texts and give their opinions by putting a tick (✓) or a cross (✗) in each box. Then ask them to discuss them one by one, giving their opinions and agreeing or disagreeing with the rest of the group.
- 4 Go around the class monitoring and helping where necessary.
- 5 Feedback with the whole class and discuss points of interest.

Extension activity

- Write some more statements on the board and ask each group to choose a statement. Divide each group into pairs. One pair chooses to agree with the statement and the other pair chooses to disagree. Each pair writes a short text to support their point of view. In the case of odd numbers one student may have to work without a partner. When they have finished, the students take turns to read their text to the other pair in the group. The students discuss their texts and give their opinion. Feedback with the whole class and discuss.

Possible statements

Most modern art is rubbish.

Radio is old-fashioned.

The Oscars are about money not art.

Playing video games is a good way to relax.

10

WHAT DO YOU THINK?

1 Television is good for children

Television is educational. Children can watch many different types of programme and can learn many things. TV is also fun and relaxing.

☐

Programmes are often violent and children copy what they see. TV makes children lazy. Children who watch a lot of TV don't read. They sit in front of the TV and do nothing.

☐**2 The best films are made in Hollywood**

Hollywood films are fantastic. They have all the biggest stars and the best actors. They have a lot of money to spend, so the films are always exciting and entertaining. Hollywood makes the best action films.

☐

Hollywood films are always the same. They are often violent with simple story lines and a happy ending. You can usually guess what will happen. They're boring. I think they're awful.

☐**3 It's better to read the book than see the film**

It's always disappointing to see the film after you read the book. Books are really interesting because you create the people and the places in your head. You use your imagination when you read a book.

☐

I prefer watching films because they are more exciting. You can see amazing pictures and special effects, and hear fantastic sounds and music. You can watch a film with friends and talk about it later. You get the whole story in two hours.

☐**4 Watching videos at home is better than going to the cinema**

I love watching videos because I can choose what I want to watch. I can watch a video with friends without other people making a noise. And I can see the best bits again. Watching a video at home is more comfortable and it's much cheaper!

☐

Watching films at the cinema is fun because the screen is big and the sound is better than on video. You only think about the film because the phone doesn't ring and people don't interrupt you.

☐**5 Dubbed films are better than subtitled films**

Dubbed films are easier to watch because you can hear the words in your own language. Subtitles are hard to read and stop you watching the film.

☐

Dubbed films sound false. Subtitles are better because you can still hear the original language so the actors are more real. It's an easy and fun way to learn new words, too.

☐**6 Nobody will buy books in the future**

All information will be on computers soon so we won't need libraries and bookshops. You can find new information quickly on computers and print out what you need. Books are boring!

☐

Computers are good for work but books will always be popular. Books are special and convenient. You can read them on the train, on the bus, or on the beach. I don't want to take my computer with me when I go on holiday!

☐

11a

TIME PHRASES

Aim

To practise time phrases

Language

Time phrases with prepositions, e.g. *in the morning, on Tuesday, at Easter*

Vocabulary

Days, months, seasons, dates

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 11

Materials

One copy of the worksheet per student, cut up

Pre-activity (5 minutes)

- Write an example sentence on the board, with various possible endings, e.g. *I was born* ____ *July.* / ____ *July 9th.* / ____ *4.30 p.m.* / ____ *1966.*
- Elicit the missing prepositions and revise them with some other examples.

Procedure (10 minutes)

- Give each student a copy of the three preposition flags. Tell them to put the flags on the table and to put one hand behind their back.
- Play the game by calling out the time expressions, one by one, from the list below. The students have to hold up the right flag, or no flag at all if appropriate.
- Correct those students who have held up the wrong flag by signalling with your own set of flags.

Tuesday (on)	midday (at)	1999 (in)	Christmas Day (on)
six o'clock (at)	Monday (on)	Sunday (on)	Thursday (on)
March (in)	the morning (in)	the weekend (at)	next Thursday
5.15 (at)	Monday morning (on)	night (at)	my birthday (on)
the afternoon (in)	last Monday	Friday night (on)	lunchtime (at)
5th August (on)	ten o'clock (at)	December (in)	tomorrow
summer (in)	the evening (in)	Christmas (at)	yesterday

Variations

- Knock out. Students are allowed five 'lives' or wrong answers, but when they've used them up they are eliminated. The last student left is the winner.
- Speed. Any student who is the last person to raise a flag twice loses a 'life'.
- Call out. Students hold up the flag and call out the preposition at the same time.

Extension activity

- Divide the class into groups of three or four, and ask the students to write as many sentences as possible for each preposition without duplicating the verb. Set a time limit.

I played tennis on Monday. I had a party on my birthday.

I'm meeting my friends at six o'clock. I went to the cinema at the weekend.

[illegible]

n n n n n n
n n n n n n
n n n n n n
n n n n n n

[illegible]

11b

MAKING PLANS

Aim

To practise talking about future plans

Language

Present continuous, e.g. *I'm meeting friends on Saturday evening.*

Vocabulary

Time phrases, e.g. *on Friday, at six o'clock, in summer, at Christmas*

Activity verbs, e.g. *meeting, watching, playing*

'*I'm not doing anything.*' to indicate a lack of plans

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 11

Materials

One copy of the worksheet per student

Pre-activity (5 minutes)

- Revise the prepositions of time. (You could use activity 11a for this.)

Procedure (20 minutes)

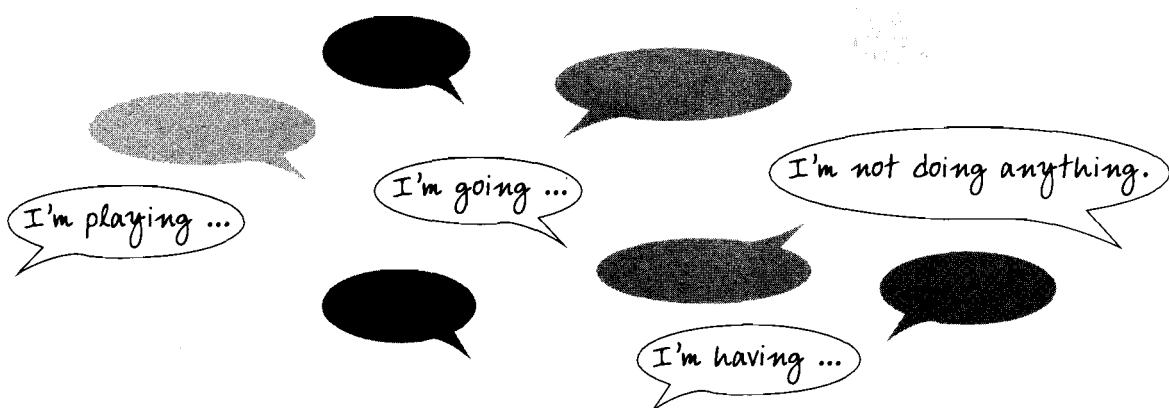
- 1 Give a copy of the worksheet to each student. Ask them to complete the column 'You' with any plans they have for the times or dates on the left. Give some examples of your own, e.g. *I'm meeting friends on Saturday evening.* Tell them to give truthful answers where possible and invent answers when necessary.
- 2 Divide the class into pairs. The students take it in turns to find out what each other's plans are. Encourage them to ask follow up questions, e.g.

A What are you doing on New Year's Eve?
B I'm having a party.
A Really, how many people are coming?
B About 30!
A Wow! That's a lot. Where's it going to be?
B At my house.
- 3 Feedback with the whole class. Ask the students to take it in turns to read out some information from their worksheet. The rest of the class have to guess whether it is true or not.

11b

MAKING PLANS

What are you doing ...?	You	Your partner
on Saturday evening		
at the weekend		
tomorrow morning		
in the summer		
tonight		
at Christmas		
on New Year's Eve		
on Tuesday afternoon		
at lunchtime tomorrow		



12

GETTING TO HEATHROW

Aim

To practise talking about travel and means of transport

Language

Question forms, e.g. *How long does the ____ / it take? How much does the ____ / it cost? How often does the ____ / it go?*

Language to express uncertainty, e.g. *I'm sorry, I don't know. I'm afraid I can't help you.*

Vocabulary

Means of transport, e.g. *bus, train, underground, car, limo bike*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 12

Materials

One copy of the worksheet per group of four, cut up

Pre-activity (10 minutes)

- Brainstorm ways of getting from city centres to airports in general. Include the Underground (Tube), and add 'limo bike' (a powerful motorbike that cuts through busy traffic).
- Elicit the three questions that students need to use in order to find out about time, cost, and frequency. *How long does the ____ / it take? How much does the ____ / it cost? How often does the ____ / it go?* Practise them if necessary.
- Elicit some phrases to use if the students do not have the answer. *I'm sorry, I don't know. I'm afraid I can't help you.*
- Check understanding and pronunciation of the following phrases:
1 hr 25 mins / an hour and twenty-five minutes / every ten minutes

Procedure (15–20 minutes)

- Divide the class into groups of four, and give each student one of the four tables. Tell the students that by asking each other questions they can get the missing information and complete the tables. If there is a group of two students, give each student two tables. If there is a group of three students, give one student two tables. Explain that N/A means *not applicable*. This means that in this case the question isn't appropriate.
- The students work together, asking questions among the group.
- When they have completed the tables they compare their answers with a partner to find which method of travelling is the quickest, the slowest, the cheapest, and the most frequent.
- Feedback with the whole class and compare answers.

Extension activity

- Have a class discussion. *Imagine that tomorrow you are going to Heathrow. How will you travel and why?*
- Discuss the best way to get to the airport in the students' own cities.

12

GETTING TO HEATHROW

From the centre of London to Heathrow				From the centre of London to Heathrow			
A				B			
	Time	Cost	Frequency		Time	Cost	Frequency
Bus	1 hr 29 mins			Bus		£6.90	
Train				Train			Every 15 mins
Underground				Underground	1 hr 12 mins		
Taxi		£37 plus tip	N/A	Taxi			N/A
Own car	1 hr 33 mins		N/A	Own car			N/A
Limo bike			N/A	Limo bike	38 mins		N/A

From the centre of London to Heathrow				From the centre of London to Heathrow			
C				D			
	Time	Cost	Frequency		Time	Cost	Frequency
Bus			Every 30 mins	Bus			
Train	1 hr 27 mins			Train		£10	
Underground		£3.30		Underground			Every few mins
Taxi			N/A	Taxi	47 mins		N/A
Own car			N/A	Own car		£3.75	N/A
Limo bike		£40 plus tip	N/A	Limo bike			mins

13

WHAT'S HAPPENING?

Aim

To practise describing actions in progress

Language

Present continuous, e.g. *He's watching TV. He's getting into the taxi.*

Vocabulary

(as shown on cards)

Skills

Speaking

Lesson link

Use after Classbook Lesson 13

Materials

One set of cards per pair or group, cut up

Pre-activity (5 minutes)

- Introduce the students to the game. Tell them that you are going to draw on the board and that they have to guess the sentence you are drawing, e.g.



He's watching TV.



He's getting into a taxi.

Demonstrate two or three examples if necessary.

Procedure (25 minutes)

- Pre-teach the vocabulary on the worksheet where necessary.
- Divide the class into pairs or groups of four.
- Give each pair or group a set of cards, cut up and shuffled.
- Tell the students to take it in turns to pick up a card and draw a picture describing it for their partners or group. The partners have to guess the sentence. The students have a time limit of ten minutes to do as many sentences as possible. The first pair or group to complete all the sentences within the time limit is the winner.
- If everyone is still playing the game after ten minutes, extend the time limit as necessary.

Variation

- Play as a miming game instead of a drawing game. Tell the students to guess the action using the second person singular, e.g. *You're making a cup of tea.*

Extension activity

- The students make a new set of cards to use with their partners.

13

WHAT'S HAPPENING?

They're picking apples.	She's meeting her boyfriend.
He's getting on a motorbike.	He's jogging in the park.
She's taking a photograph of a friend.	She's window-shopping with a friend.
They're sunbathing in the garden.	They're looking at the stars.
He's eating snails.	He's skiing through the trees.
She's making a cup of tea.	He's playing basketball.
He's doing the washing up.	She's putting on make-up.
They're watching the sunset.	He's making a chocolate cake.
She's jumping into a river.	He's buying a postcard.
She's surfing the Net.	They're walking in the rain.

14a

TELEPHONING

Aim

To practise the language of telephoning

Language

Language of telephoning, e.g. *Can I take a message?*

Vocabulary

Telephone expressions, e.g. *to make a call, the caller, to receive a call, take / leave a message*

Skills

Reading, writing

Lesson link

Use after Classbook Lesson 14 or with weaker classes as a preparation for 14b

Materials

One copy of the worksheet per student

Pre-activity (5 minutes)

- Introduce the subject of telephoning by asking students if they enjoy speaking on the phone, and if they have ever made a call in English. If any have, discuss where they were, the reason for the call, and how easy or difficult it was.
- Teach the expressions *to make a call / answer the phone*.

Procedure (15 minutes)

- 1 Divide the class into pairs, and give each student a copy of the worksheet.
- 2 The students work together to put each expression in the correct column.

Answers

Making a phone call

Hello, this is ...

Can I have extension ... please?

Could I speak to ...?

Can you ask him to call me back?

Can I leave a message?

Answering the phone

Speaking.

Can I take a message?

Who's calling?

Hold on.

Can you call her back later, please?

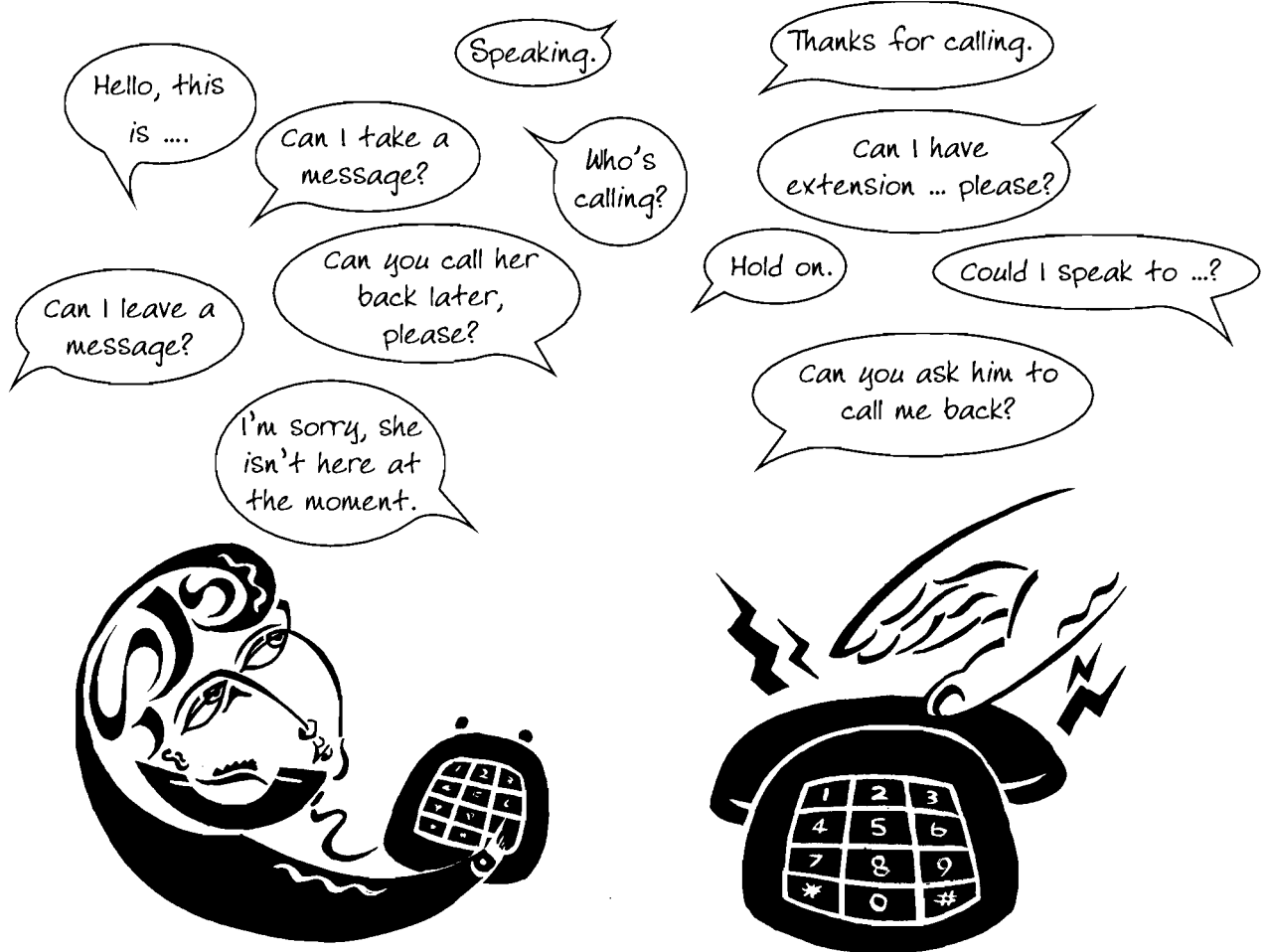
I'm sorry, she isn't here at the moment.

Thanks for calling.

- 3 Feedback with the whole class. Compare answers and establish the context and meaning for each statement.
- 4 Ask the students if they know of any alternative expressions to use, e.g. *Can / May / Could I ...*, *I'm afraid / sorry he's in a meeting*.
- 5 In pairs the students practise a telephone dialogue using the expressions. Give them the following situations to choose from.
Call a friend. They are not at home, so leave a message asking them to call you back.
Call a colleague at the office on extension 217. Leave a message with their secretary. Leave your name and telephone number, and ask them to call you back.

14a

TELEPHONING



Making a phone call	Answering the phone

14b

TALK TIME

Aim

To revise and extend the language of telephoning

Language

Language of telephoning, e.g. *Can you call back later?*

Vocabulary

Telephone related items, e.g. *address book, answering machine, mobile phone*

Skills

Speaking, listening

Lesson link

Use after *English in use* in Classbook Lesson 14

With stronger classes it may be possible to play this game without doing 14a.

Materials

One copy of the game board per group of three or four (enlarged to A3 if possible)

One dice per group and a counter per student, refer to p.79

Pre-activity (5 minutes)

- Do activity 14a.
- Find out how many students have mobile phones. Ask them how they pay for them, i.e. pay as you go, or a monthly bill. Ask them about the special deals mobile phone companies offer, e.g. 60 minutes free talk time a month.

Procedure (25 minutes)

- 1 Divide the class into groups of three or four. Tell the students they are going to play a game called *Talk Time*. The game involves practising the language of telephoning.
- 2 Explain how to play the game. (*see below*)
- 3 The students will need to keep a record of how many talk time minutes they lose or gain.
- 4 Go around the class monitoring and offering help where necessary.
- 5 There is no finish point. This allows each group to progress at their own speed. Set a suitable time limit, e.g. 20 minutes.

How to play the game

- Each student chooses one of the 'start' signs to start from and has 25 minutes' talk time.
- Each time a player throws the dice he or she loses the number shown on the dice from his or her total of talk time minutes, e.g. if a player throws a four, he or she subtracts four from 25 = 21 minutes.
- The aim is to go around the board accumulating talk time. Players can do this by landing on a Ⓢ square. Each Ⓢ has a number of talk time minutes which students can get if they answer the question correctly.
- The other students in the group decide whether or not the player has answered the question correctly.
- The other squares are discussion squares only and no talk time is given.
- If a player runs out of talk time he or she is eliminated. The player with the most talk time at the end of the game is the winner.
- See page 79 for counters.

14b

TALK TIME

<p>📞 Answer the phone. The caller asks to speak to your friend. Your friend is in another room. What do you say? (+ 8 minutes)</p>	<p><i>How many phones do you have in your house?</i></p> <p>➡</p>	<p>📞 You want your friend to telephone you this evening. What do you say? (+ 4 minutes)</p>	<p><i>Do you always answer the phone when it rings? If not, why not?</i></p> <p>➡</p>	<p>📞 Answer the phone. What do you say? (+ 6 minutes)</p>
<p><i>What is the message on your answering machine?</i></p> <p>⬆</p>	<p>⬆</p> <p>START</p>			<p><i>What's the longest call you've ever made?</i></p> <p>⬇</p>
<p>📞 Answer the phone. The caller doesn't recognize your voice and asks to speak to you. What do you say? (+ 6 minutes)</p>	<p><i>Who makes the most calls in your house?</i></p> <p>⬅</p>	<p><i>How often do you ring abroad?</i></p> <p>⬇</p>		<p>📞 You ring a company and want to speak to the manager. What do you say? (+ 8 minutes)</p>
<p>📞 You're speaking to a friend on the phone but the line is bad and you can't hear him. What do you say? (+ 6 minutes)</p>		<p>📞 The phone is ringing. How do you tell people in your house that you will answer it? (+ 8 minutes)</p>		
<p>📞 You ring 774425 but you wanted to ring 774424. What do you say? (+ 8 minutes)</p>	<p><i>How often do you send text messages?</i></p> <p>⬆</p>	<p><i>How do you remember phone numbers?</i></p> <p>➡</p>		<p>📞 Answer the phone. The caller wants to speak to your sister but she is not at home. What do you say? (+ 10 minutes)</p>
<p><i>What do you do while you're on the phone?</i></p> <p>⬆</p>	<p>START</p> <p>⬇</p>			<p><i>Do you like leaving messages on answering machines? Why? / Why not?</i></p> <p>⬇</p>
<p>📞 You try to ring a friend but she is on the phone. Complete the expression 'I'll ring later. The line is ____.' (+ 10 minutes)</p>	<p><i>When do you switch off your mobile phone?</i></p> <p>⬅</p>	<p>📞 A friend rings you. What do you say when you finish the call? (+ 6 minutes)</p>	<p><i>Where do you write down your phone numbers?</i></p> <p>⬅</p>	<p>📞 You leave a message on your friend's answering machine. You want him to ring you back. What do you say? (+ 6 minutes)</p>

15

WHAT'S IT LIKE STUDYING IN BRITAIN?

Aim

To practise giving advice

Language

Language of giving advice, e.g. *I think you should ...*, *I don't think you should ...*

Vocabulary

Feelings, e.g. *upset, stressed, tired, bored, nervous, worried*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 15

Materials

One copy of the worksheet per student

Pre-activity (5 minutes)

- Brainstorm some of the difficulties people might encounter when living abroad, e.g. *food, language, different culture, climate*, etc.
- Write a problem on the board, e.g. *I'm lonely*. Elicit some advice, e.g. *You should go out with the other students in your class*.

Procedure (15–20 minutes)

- 1 Give each student a copy of the worksheet. Explain that they are going to read through some comments made by students about the difficulties of studying in Britain and living away from home.
- 2 Ask the students to read through the comments and fill in the gaps with an appropriate word or words.
- 3 Feedback with the whole class and compare answers.
- 4 Tell them to read through the comments again and think about what advice they would give.
- 5 Ask the students to work in pairs and discuss their advice. See if they agree with one another.
- 6 Feedback with the whole class and discuss the solutions.

Extension activity

- The students prepare ten tips for students living and studying away from home.

15

WHAT'S IT LIKE STUDYING IN BRITAIN?

1



People eat very _____ food here.
I don't really like it.
I hardly eat at all.

I _____ all the time.
I don't know where anything
is. It's just too stressful.

Everything is so
_____. I've nearly spent
all my money.

2

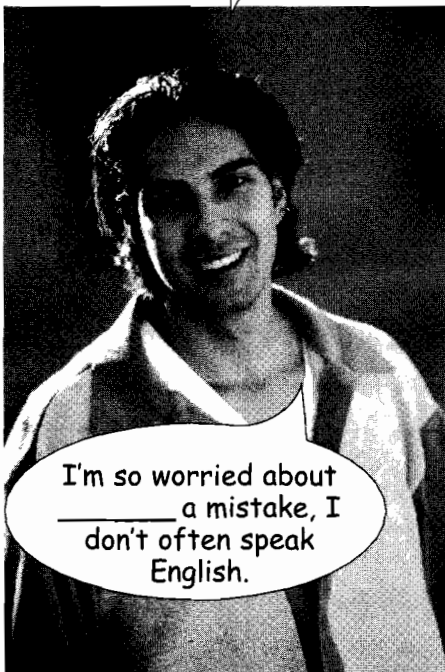


I've made
so many friends but I
will probably never
_____ them
again.

I feel _____
when I meet British
people because I don't
what to say.

I feel _____.
I really miss my
friends

3



I'm so worried about
_____ a mistake, I
don't often speak
English.

It always _____
and it's cold. I'm fed
up with the
weather.

4



I don't meet
many _____ people.
I only meet people from
my country.

16

WHAT DO YOU EAT?

Aim

To practise talking about what we eat

Language

Question forms, e.g. *How much ...?*
How many ...?

Countable and uncountable nouns,
e.g. *water, chocolate, fruit, biscuits, crisps*

Expressions of surprise, e.g. *Wow!*
That's a lot!

Vocabulary

Food, e.g. *chicken, sugar, eggs*

Noun phrases, e.g. *a glass of fruit juice, a cup of coffee, a piece of meat, a slice of bread, a pot of tea*

Skills

Speaking, listening, reading

Lesson link

Use after Classbook Lesson 16

Materials

One copy of the worksheet per pair, cut up

Pre-activity (5 minutes)

- Introduce the topic of food, then review some noun phrases, e.g. *a packet of biscuits, a cup of coffee, a slice of bread, a piece of chicken.*

Procedure (30 minutes)

- 1 Divide the class into pairs. Give text A to one student and text B to the other. Tell the students that they are going to read a text describing a person's diet and what they usually eat in a day. Tell them that there are two different texts describing people from two different countries.
- 2 When the students have read the texts, give out the blank worksheets and get them to take turns asking each other questions and giving information about their texts. Ask them to put their texts face down on the table and to try and answer from memory, e.g.

A *Who is your text about?*

B *Belgees. She's from Saudi Arabia.*

A *What does she usually have for breakfast?*

B *Saudi bread with an egg, honey, or cheese. Tea and lebneh.*

A *How much tea does she drink?*

B *One cup of tea.*

If they can't remember an answer to a question they can refer to their text. As each student questions their partner they fill in the missing information on their worksheet.

- 3 Feedback with the whole class. Compare the two diets and find out which one the students think sounds healthier or more appealing. Discuss aspects of diet and health.

Note: *Belgees* (/beldʒi:z/)

Extension activity

- In pairs, the students discuss their own eating habits, asking and answering questions.

16

WHAT DO YOU EAT?

Text A

Name: Belgees
From: Riyadh in Saudi Arabia



For breakfast I have one or two pieces of Saudi bread, which is flat and round. I either have it with an egg, or cheese, or honey. I also have a cup of tea with milk, and a bowl of *lebneh* (a Saudi dish which is a bit like yoghurt).

For lunch I always have a bowl of rice with vegetables, cooked with lamb or chicken. Then I have a piece of fruit, maybe a slice of watermelon. After lunch, I have a pot of mint tea. In the middle of the afternoon I have a couple of cups of coffee and I eat something sweet like dates.

Dinner is often the same as breakfast but with more bread and *lebneh*. On special days we have meat, or *kebabs* (three or four pieces of meat on a stick), and fruit juice.

Name _____

From _____

Breakfast _____

Lunch _____

Dinner _____

Snacks _____

Text B

Name: Tania
From: León in Nicaragua



My breakfast is usually bread, with soft, white cheese, some *tortilla* (made with corn) and a glass of *tiste* (a corn drink with cocoa and cinnamon). Sometimes, if I'm in a hurry, I just have a glass of milk and a cup of coffee.

For lunch I always have a glass or two of fresh fruit juice, maybe papaya, guava, or melon depending on the season. Then, I often have a plate of *gallo pinto* (red beans and rice).

In the evenings I usually go to the street food market, and have some barbecued meat, beans, and rice served on a banana leaf, with cabbage and carrot salad. I drink fruit juice again, or sometimes I have a glass of *chicha* (a corn drink). Sometimes if I eat at home we have a big pot of beef and vegetable soup. If I'm hungry during the day and want a snack, I have one or two small pieces of fried pork.

Name _____

From _____

Breakfast _____

Lunch _____

Dinner _____

Snacks _____

17

DESIGN A RESTAURANT

Aim

To practise describing and talking about restaurants

Language

Language to express ideas, e.g. *Why don't we ...? We could ..., I think ..., I don't think ...*

Vocabulary

Restaurants, e.g. *décor, vegetarian, smoking, last orders*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 17

Materials

One set of cards per group of three or four, cut up

Pre-activity (5 minutes)

- Ask the students to think about the last restaurant they went to. Ask them some questions, e.g. *What type of restaurant was it? What did the staff wear? Was there any music?*

Procedure (40 minutes)

- 1 Divide the class into groups of three or four. Ask each group to appoint a secretary.
- 2 Give a set of cards to each group and place them face down, in numerical order, with number 1 on the top of the pile.
- 3 Set the scene by telling the students that they are going into business together and that they are going to open a restaurant or café. They need to work as a group and make some decisions. They need to agree on everything within a set time limit of 20–30 minutes.
- 4 The students take it in turns to pick up a card and discuss it with the group. When everyone reaches a decision the secretary notes it down and they move on to the next card.
- 5 Go around the class monitoring and supplying vocabulary where necessary.
- 6 When the students have worked through all the cards, or reached the time limit, explain that they have five minutes to present their design to the class giving reasons for their choices. Each student must take part in the presentation, so if there are four students in the group, each student should present three of the twelve points.
- 7 The other students can ask questions.
- 8 At the end of the presentations the students vote on the best design.

Extension activity

- The winning group advertise for staff for their restaurant. The other students apply and are interviewed for the various positions.

17

DESIGN A RESTAURANT

<p style="text-align: center;">1</p> <p>What type of restaurant / café will it be?</p> <p>Italian / Japanese / Internet? cheap / expensive? quiet / noisy? for older / younger people?</p>	<p style="text-align: center;">2</p> <p>How big will it be?</p> <p>How many tables? How many chairs?</p>	<p style="text-align: center;">3</p> <p>What times will you open?</p> <p>every day? all day? lunchtimes and evenings? from 7.30–11.30 p.m.?</p>
<p style="text-align: center;">4</p> <p>How many people will work there?</p> <p>How many chefs? How many waiters? Anyone else?</p>	<p style="text-align: center;">5</p> <p>What will the staff wear?</p> <p>a uniform? describe it</p>	<p style="text-align: center;">6</p> <p>Where will it be?</p> <p>in a quiet or busy area? near transport?</p>
<p style="text-align: center;">7</p> <p>What décor will it have?</p> <p>colours? pictures? style of furniture?</p>	<p style="text-align: center;">8</p> <p>Will you play music?</p> <p>type of music? live or recorded?</p>	<p style="text-align: center;">9</p> <p>What will you have on the menu?</p> <p>think of examples</p>
<p style="text-align: center;">10</p> <p>What jobs will each of you have in the restaurant?</p>	<p style="text-align: center;">11</p> <p>What will the name of the restaurant be?</p>	<p style="text-align: center;">12</p> <p>Who will open it?</p> <p>a famous singer / actor?</p>

18a

EXCUSES AND EXPLANATIONS

Aim

To practise making excuses and giving explanations about past actions

Language

Past simple questions and negatives, e.g. *Did you + inf ...? / Were you ...?*
No, I didn't, because ...
No, I wasn't, because ...

Vocabulary

(as shown on cards)

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 18

Materials

One set of questions per group of three or four, cut up

Pre-activity (10 minutes)

- Revise the past tense question and negative forms, and practise some regular and irregular verb forms. For example, play 'noughts and crosses'. Divide the class into two teams; team 1 is 'noughts' and team 2 is 'crosses'. Draw a nine-square grid on the board and write the infinitive of an irregular verb in each square. Each team takes it in turn to choose a square and give the past simple form of the verb. If their answer is correct they win the square and replace the verb with a nought (O) or a cross (X), according to their team. If their answer is wrong, the other team wins the square. The aim is to get a line of three consecutive squares, in any direction. To make the game more challenging, write difficult verbs in the corner squares and the most difficult verb in the middle square.

Procedure (25–30 minutes)

- Pre-teach the vocabulary on the worksheet where necessary.
- Divide the class into groups of three or four. Shuffle the cards and give a set to each group, face down.
- Tell the class that they are going to read through the question cards one by one. Explain that they must respond to each question with the answer *No, I didn't/wasn't* followed by *because* and then the excuse or explanation. Encourage them to use their imaginations.
- Demonstrate this by asking a student to read the first one to you and make an appropriate excuse.
Did you have breakfast this morning?
No, I didn't, because I got up late.
- Within their groups the students then take it in turns to take a card off the top of the pile, read it, and decide who in the group to ask. Set a time limit of 15 minutes.
- Most excuses will need to be in the past tense but if students can give valid excuses using other tenses that is fine. Go around the groups monitoring and supplying vocabulary where needed.
- Continue until the end of the time limit, or until one group has used up all the cards.

Extension activity

- Ask the students to share and compare their favourite excuses from the activity.

18a

EXCUSES AND EXPLANATIONS

Did you have breakfast this morning?	Did you buy your best friend a birthday present last year?	Did you clean your teeth this morning?
Did you have a shower yesterday?	Did you enjoy your holiday last year?	Did you brush your hair this morning?
Did you watch TV last night?	Did you do your homework yesterday?	Did you pass your driving test the first time you took it?
Did you enjoy playing sport when you were at school?	Did you come to school yesterday?	Did you like the last film you saw?
Did you go swimming at the weekend?	Did you send an e-mail yesterday?	Were you on time for your lessons today?
Were you a good student when you were a child?	Did you buy a sandwich for lunch yesterday?	Did you cook dinner last night?
Did you go to the gym or do any exercise last week?	Did you phone your family last week?	Did you get the last job you applied for?
Did you get any Christmas presents last year?	Did you lock your front door yesterday morning?	Did you like what you had for lunch yesterday?
Did you go for a walk yesterday?	Did you buy any new clothes last month?	Did you write a letter at the weekend?
Did you learn any new English words yesterday?	Did you do any housework last week?	Did you sleep well last night?
Did you come here by taxi?	Did you take any photos on holiday last year?	Did you meet a friend for a coffee yesterday?
Were you late for class yesterday?	Were you a beautiful baby?	Did you bring your Classbook to school today?

18b

VERB BUILDING

Aim

To revise past tenses of irregular verbs

Language

Past simple of irregular verbs

Vocabulary

Irregular verbs (*as in the table*)

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 18

Materials

One copy of the worksheet per group of three or four, cut up

Procedure (20 minutes)

- 1 Divide the class into groups of three or four students and get each group to appoint a secretary.
- 2 Give each group one set of cut up letter cards.
- 3 Each group then works together to create as many irregular past tense verbs as they can within a set time limit of ten minutes. After forming each verb the secretary notes it down and the letters can be re-used.
- 4 As the students are working, help them to build verbs by changing only a few letters, e.g. *bought* – *brought*, *rang* – *sang*.
- 5 At the end of the time limit the group with the most words is the winner.
- 6 Check the answers by asking the students to call out the verbs and write them on the board. Ask the other groups to add any other verbs they have.

Possible verbs

ate	got	led	rode	shone	stood
bent	had	lent	rose	shook	stung
bought	heard	let	sang	shot	taught
broke	held	lost	sank	shrank	told
brought	hung	ran	sat	shut	took
burst	hurt	rang	sent	sold	tore
drank	knelt	read	set	stole	

Variations

- Tell the students they have to race to use all 18 letters to make a three-, a four-, a five-, and a six-letter past tense verb. Give them some clues before they start. For example, write *_ _ s _ or _ r _ _ _* on the board, or say *The second letter of the five-letter word is R.*
- The first group to find the correct list of words wins.
ate lost drank bought

Extension activity

- Divide the class into groups and set a time limit. Tell the students you are going to practise the rhyming vowel sounds such as *bed* – *head*, or *sold* – *broke*. Then write some words as headings on the board.
got heard taught led sold
- Ask the students to write as many past tense verbs as possible underneath each heading according to the rhyming vowel sound.

Possible answers

got	heard	taught	led	sold
lost	burst	bought	bent	broke
shone		brought	lent	rode
shot				rose
				stole
				told

18b

VERB BUILDING

a	a	o
e	o	<u>u</u>
<u>b</u>	<u>d</u>	s
<u>n</u>	t	t
t	r	g
h	l	k

19a

MY TOWN

Aim

To practise describing and comparing your home town with your partner's

Language

Question forms and language of description, e.g. *What's ____ like (in your town)? Is there ...? / Are there ...? There is ... / There are ..., It's got ...*

Comparatives, e.g. *Your town's older than mine.*

Vocabulary

Towns and cities, e.g. *transport, climate, history, tourist attractions, landscape, cost*

Adjectives, e.g. *warm, cold, hot, sunny, fast, expensive, noisy, polluted, crowded, quiet, mountainous, clean, busy, green, old, cheap*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 19 with multilingual groups, or monolingual groups from different towns

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

- Tell the students they are going to describe their town. Brainstorm some topics they could talk about, e.g. *climate, sports facilities, transport, cost of rent, cinema ticket*, etc.
- Elicit the questions they could use to ask their partners for more information, e.g. *What's the population of ____? What's the climate like in ____?*
What can you do there? Are there ...? / Is there ...?

Procedure (30 minutes)











- 1 Give one copy of the worksheet to each student. Go through the nine categories. Check and revise vocabulary where necessary.
- 2 Give the students ten minutes to make notes about their town, giving help where necessary.
- 3 For students from the same town, ask them to prepare a description of a town they know well, e.g. one they have lived or studied in, or one they know through friends and relations.
- 4 Divide the students into pairs and ask them to describe their town to their partner, going through each category one at a time.
A In my town there's a railway station and there are lots of buses and some cycle paths.
When they have finished their description their partner asks the questions.
B Is there an underground system? Has it got a museum?
- 5 The students then make sentences to compare their town with that of their partner, e.g. *Your town is older than mine. My town is smaller than yours.*
- 6 The students report their findings to the class, e.g. *His town is cheap but mine is cheaper.*

Extension activity

- Ask the students to compare their town with the town or city they are studying in.
- Ask the students to repeat the activity for homework or project work, finding information about a city they would like to know more about. They may need to go to the local library or Tourist Information Centre to find the necessary information.

19a

MY TOWN

NAME OF THE TOWN 		
POPULATION 		How many people live there? (crowded, quiet, busy)
LOCATION 		How far is it from the sea, the capital, or the border? (north, south, east, west)
LANDSCAPE 		Are there mountains, hills, forests, lakes, rivers, beaches?
WEATHER 	summer	What are the average, minimum, and maximum temperatures? (cold, cool, warm, hot, windy, sunny, snowy, rainy)
	winter	
PUBLIC TRANSPORT 		What is the public transport like? (trains, buses, trams, underground system, cycle paths)
HISTORY 		Are there any famous events or customs? How old is it? (age of buildings)
TOURIST ATTRACTIONS 		Is the town famous? Are there any famous sights, places, buildings, museums, galleries?
THINGS TO DO 		Where can you go? What can you do? (night clubs, parks, theatres, cinemas, museums, attractions, shops)
COST 		How much is a cup of coffee, a local bus ride, renting or buying accommodation?

19b

TWO CITIES

Aim

To practise exchanging and comparing information about cities

Language

Language of description, e.g. *What's ... like (in your city)? Is there ...? / Are there ...? There is ... / There are ... It's got ...*

Comparatives, e.g. *Your city's bigger than mine.*

Vocabulary

Towns and cities, e.g. *transport, climate, traffic, village, population, business, tourism, monorail, ferries*

Adjectives, e.g. *warm, cool, humid, hot, tropical, expensive, clean, polluted, crowded, slow, free, foggy, cloudy, colourful, exciting, relaxing, fantastic, cheap*

Skills

Speaking, listening, reading

Lesson link

Use after Classbook Lesson 19

Materials

One copy of the worksheet per pair of students, cut up

Pre-activity (5 minutes)

- Tell the students they are going to read a text about a city. Brainstorm some relevant topics, e.g. *climate, transport, cost of living, weather, facilities*.
- Write the names of two famous cities on the board (not the two from the texts) and elicit some sentences to compare them, e.g. *London is bigger than Paris. Tokyo is more expensive than Madrid.*

Procedure (15 minutes)

- 1 Divide the class into pairs and give each student text A or text B.
- 2 Ask the students to read their texts and to try and guess where the city on their worksheet is, e.g. *Europe, Africa, Asia*, and if possible the name. Ask them to note down their ideas.

City A	Bangkok, Thailand
City B	Seattle, USA

- 3 Go around the class monitoring and helping with vocabulary and pronunciation if necessary.
- 4 When they have finished, they take it in turns to talk about their city to their partners. As they talk, their partners make comparisons with their own cities, e.g. *Your city is older than mine. Your city is more expensive than mine.*
- 5 When they have finished, the students try and guess their partners' cities.
- 6 Feedback with the whole class comparing answers.

Extension activity

- Students work in pairs or groups to write a short text about a city they know. This could be done either as a simple class activity with students drawing on what knowledge they have, or as project work, or homework to allow students to do some research.

19b

TWO CITIES

City A

_____ is a capital city which is important for both business and tourism. Every year, many people come here from all over the world. It is a colourful, crowded city that is exciting to visit. It is very old, and has been the capital since 1782.

_____ has a population of six million people. It is near the equator, and the climate is tropical. It is very hot and humid all year. It has three seasons; hot, rainy, and cool.

There is a lot to see and do, with more than 400 temples to visit, the Grand Palace, and some good museums. You can go shopping in some great markets, including the famous floating market where people sell things from boats. The food is hot and delicious, and very cheap; you can eat out for \$4–8.

Travelling around the city can be difficult. There is a lot of traffic, and it is very slow. It takes a long time to get from one part of the city to another but the river taxis are a good way to travel. The traffic makes the air very polluted.



City B

_____ is in the north-west of the country, near the border, and on the coast. It is a small city and started as a village in 1851. It began to grow after 1916 and is now the home of some very important companies, including Boeing and Microsoft. It is rich, clean, and a relaxing place to visit.

_____ has a population of half a million people. It has four different seasons. It is warm in summer and cold in winter. It is often foggy or cloudy, and there are only 55 days of sunshine each year.

Tourists can visit Pike Place Market and the Space Needle, which is 180 metres high and has fantastic views of the city. The air is clean, and many people go walking in the hills and mountains around the city. It is famous for its coffee houses, where you can sit and drink great coffee. There is a great variety of food to try, and a restaurant meal costs \$12–20.

The public transport is very good. There is a monorail and ferries to take you to different parts of the city, and in the central area buses are free.

20

AIRPORTS

Aim

To practise talking about airports

Language

Language of speculation, e.g. *I think ...*

Language of opinions, e.g. *What do you think it / this means?*

Vocabulary

Airports (as shown on the worksheet)

Skills

Speaking, listening

Lesson link

Use before *English in use* in Classbook Lesson 20

Materials

One copy of the worksheet per group of three or four, cut up

Pre-activity (15 minutes)

- Introduce the subject of airports and elicit some airport vocabulary from the class, e.g. *arrival, departures, passport control*.

Procedure (15 minutes)

- Divide the class into groups of three or four students.
- Tell the students that you are going to give them a set of symbols found at airports all over the world. They have to match each symbol with its explanation.
- Cut up the symbols and explanations, shuffle them, and give a set of each to each group. Tell them that it is a competition and set a time limit of five minutes.
- When the groups have finished matching, go through the answers. The group with the most correct answers is the winner.

Answers

- | | |
|-----------------------|-----------------------------|
| 1 baggage trolleys | 11 meeting point |
| 2 luggage lockers | 12 customs |
| 3 information desk | 13 baggage reclaim |
| 4 passport control | 14 first aid |
| 5 telephones | 15 lost luggage |
| 6 lifts | 16 bank or bureau de change |
| 7 check-in desk | 17 escalators |
| 8 transit lounge | 18 taxis |
| 9 parking area | 19 flight arrivals |
| 10 baby changing area | 20 flight departures |

Quiz

Ask someone where to go in each situation

- Your baby is crying and you need to change her nappy.
- You arrive in New York without any dollars.
- You left your handbag in the Duty Free shop. But when you go back it isn't there.
- You've just arrived. You want to get your suitcase.
- You arranged to collect your friend but can't find her.
- Your bags are really heavy and you want to leave them somewhere for a short time.
- You can't carry all your luggage. What do you need?
- Your friend is flying in from Bangkok.
- You drive your friend to the airport and want to park the car.
- Your plane lands at the airport but you have to change planes to continue your journey.





















- Now do the quiz on the left. The class should stay in the same groups.
- Read out this example situation and elicit possible questions.
You are at the airport and want to get a taxi into town. You ask for help. What do you say?
- Read out each situation from the quiz to the class. Allow one minute for the groups to confer and prepare their answer. They are allowed to make notes. You could go through possible answers after each question, or ask all ten questions and then go through all the answers.
- Listen to each group's answers and compare. You can give correction where necessary, or throw it open to the other groups to correct. Give one point for each correct answer given. The group with the highest score is the winner.

Extension activity

- Ask the groups to return to the symbols, and discard the ten symbols which correspond to the ten quiz questions. Each group then chooses five of the remaining symbols and prepares their own quiz by writing a situation for each one, e.g. *You want to phone a friend to say that you're late. Ask someone where to go*. Each group takes it in turn to read out a new situation to the other groups, who try to give the correct question.

20

AIRPORTS

baggage trolleys	luggage lockers	information desk	passport control	telephones
lifts	check-in desk	transit lounge	parking area	baby changing area
meeting point	customs	baggage reclaim	first aid	lost luggage
bank or bureau de change	escalators	taxis	flight arrivals	flight departures
1 	2 	3 	4 	5 
6 	7 	8 	9 	10 
11 	12 	13 	14 	15 
16 	17 	18 	19 	20 

21a

THE IDEAL HOTEL

Aim

To practise describing hotels and accommodation

Language

Language of description, e.g. *My hotel is near the city centre. How many swimming pools has your hotel got?*

Language of opinions and preferences, e.g. *I prefer your hotel because it's quiet.*

Vocabulary

Hotels, e.g. *suite, all-inclusive, twin rooms, B & B, full / half board*

Sports, e.g. *sailing, scuba diving, snorkelling, volleyball, golf, fitness centre*

Skills

Speaking, listening, reading

Lesson link

Use after Classbook Lesson 21

Materials

One copy of both hotel information sheets per group of four, cut up

One copy of *The Ideal Hotel* worksheet per group

Pre-activity (5 minutes)

- Find out if the students ever stay in hotels when they go on holiday. Ask them to think of the last hotel they stayed in and ask them some questions, e. g. *How many rooms did it have? Was it expensive? What sports facilities did it have? Was it in the city or near a beach?*

Procedure (30 minutes)

- Divide the class into groups of four.
- Tell the students that they are going to read some information about four hotels in different beach resorts. Give each student a different hotel to read about. If there is a group of two students give each student two texts. If there is a group of three students give one student two sheets.
- Once they have read about their hotel ask the students to exchange information with the other members of their group. They can ask questions where appropriate.

A My hotel is near the centre. It has two swimming pools and a sauna.

B How many rooms has your hotel got?
- The students look at *The Ideal Hotel* worksheet and decide which hotel is suitable for the different groups of people.
- When they have finished, they discuss their answers with the rest of the class.

Extension activity

- Go around the class asking students which hotel they would like to stay in and why. Compare the answers and take a vote on which one is the best.

Answers

Which hotel(s) is / are suitable for ...?	Name of Hotel
People who want a quiet holiday	EL RIO, SOL (but also caters for children)
People who like going out	LAS PALMAS
People who love all types of water sports	EL RIO, SOL, SUPERIOR,
People who don't like children	SUPERIOR, LAS PALMAS
People who want to stay less than seven nights	EL RIO, SUPERIOR, SOL
Honeymoon couples	LAS PALMAS
People with young children	EL RIO, SOL
People who like dancing	EL RIO
People who like exercising	SUPERIOR
People who want evening entertainment	EL RIO, SUPERIOR, SOL
You	

21a

THE IDEAL HOTEL

**El Rio**

Location	next to the golf course at the quiet end of the resort
Type	bed & breakfast
Rooms	220, all with a sea view
Sports	golf (extra), tennis 15 minutes away
Water sports	swimming pools with children's pool, snorkelling, windsurfing,
Nightlife	disco, shows
Food & drink	outdoor, buffet, à la carte restaurants and 3 bars

**SOL**

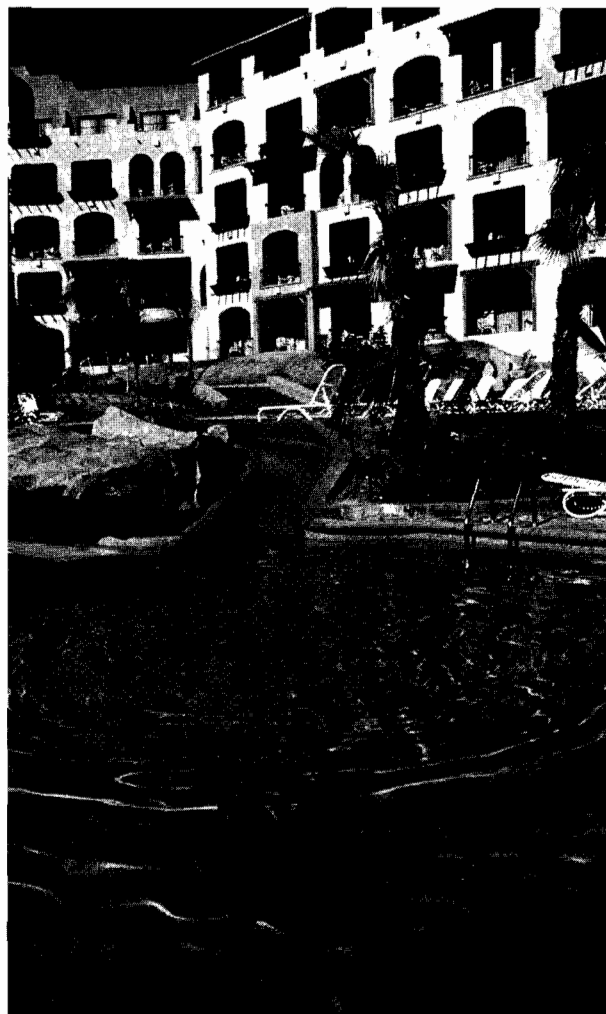
Location	quiet end of the resort with lovely gardens
Type	all-inclusive
Rooms	210 twin-bedded rooms with garden view
Sports	tennis and table tennis
Water sports	swimming pool with children's section, windsurfing, sailing
Nightlife	entertainment
Food & Drink	all included
Other	children's club for 4–12 years

21a

THE IDEAL HOTEL

**SUPERIOR**

Location	along the beach
Type	all-inclusive
Rooms	350 suites with sitting area
Sports	tennis, volleyball, fitness centre, games room
Water sports	swimming pool, sailing, scuba diving, water-skiing, snorkelling, windsurfing
Nightlife	entertainment
Food & Drink	all drinks included with meals (except wine and champagne)

**LAS PALMAS**

Location	central with plenty of restaurants and bars nearby
Type	bed & breakfast / half board minimum stay seven nights
Rooms	315
Water sports	swimming pool
Nightlife	local bars
Food & Drink	buffet, à la carte restaurants and two bars
Other	honeymoon couples receive a bottle of rum and a gift plus a candlelit dinner at the hotel's restaurant

21a

THE IDEAL HOTEL

WHICH HOTEL(S) IS / ARE SUITABLE FOR ...?	EL RIO, SUPERIOR, SOL, LAS PALMAS
People who want a quiet holiday	
People who like going out	
People who love all types of water sports	
People who don't like children	
People who want to stay less than seven nights	
Honeymoon couples	
People with young children	
People who like dancing	
People who like exercising	
People who want evening entertainment	
You	

21b

HOLIDAY PROBLEMS

Aim

To practise talking about past holiday experiences

Language

Past tenses, e.g. *There was ...*, *There were ...*

Expressions, e.g. *That's nothing ...*, *Yes, but ...*, *Really ...* Intonation when saying lists (*rise, rise, rise, fall*)

Vocabulary

Holiday and hotel experiences, e.g. *air-conditioning, lift, sunburn, room service, bugs, hire car*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 21

Materials

One set of picture cards per group of three or four, cut up

Pre-activity (5 minutes)

- Elicit examples of problems you can have on holiday, e.g. *delayed flight, no air-conditioning in your hotel room.*

Procedure (20 minutes)

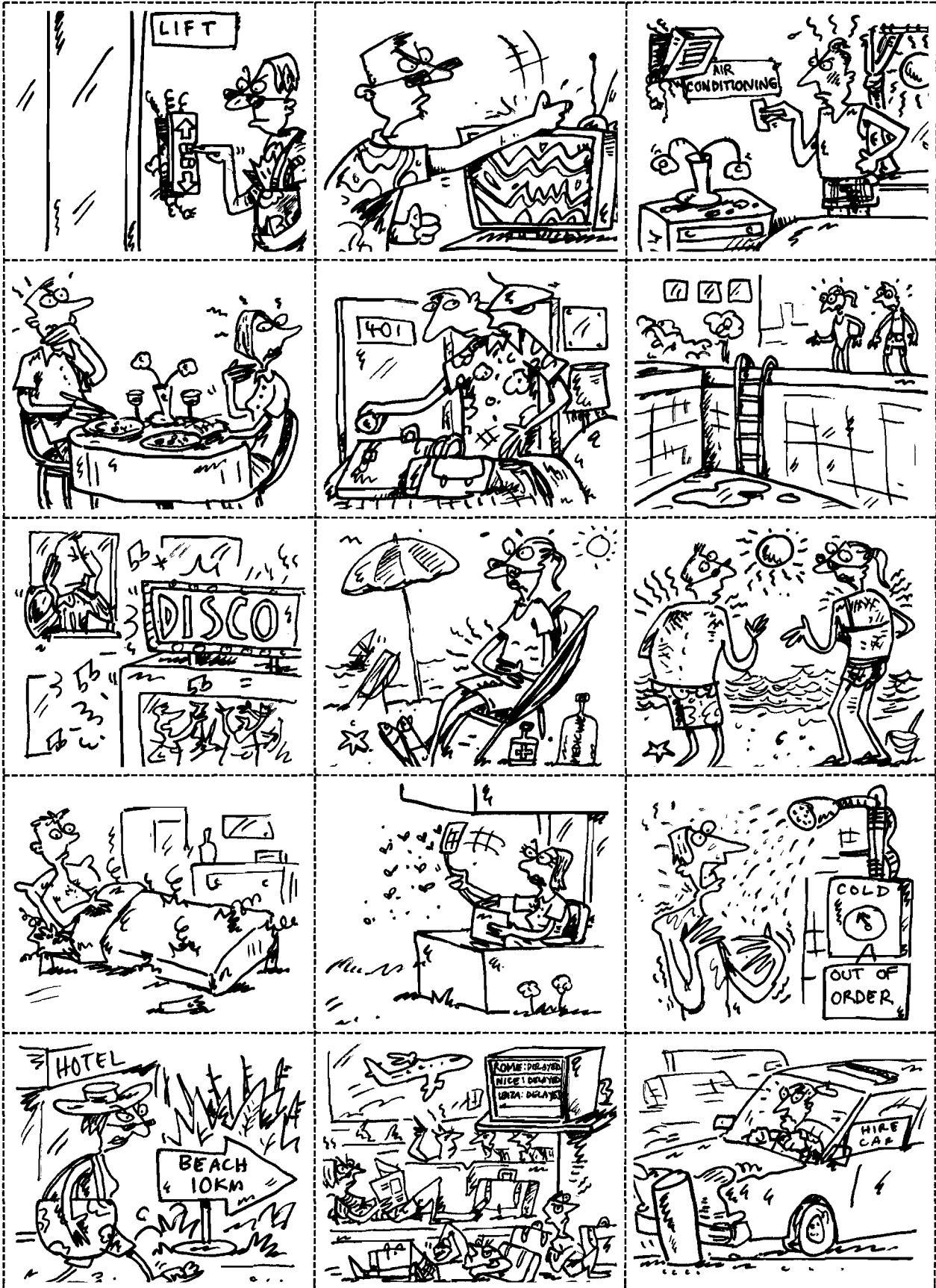
- Pre-teach the vocabulary needed for the activity where necessary.
- Divide the class into groups of three or four, and give each group one set of picture cards face down.
- Demonstrate how to play the game by taking the first card from one pile and asking the class what it shows, e.g. *no water in the pool*. Give them the example *I had a terrible holiday because there wasn't any water in the pool*.
- Elicit or introduce the expressions *That's nothing ...*, *Yes, but ...*, *Really ...* Write them on the board if necessary. Then ask the next student to take another card and place it face up next to the first, saying *That's nothing, when I went on holiday there wasn't any water in the pool and ...* The student adds a new problem as indicated on the card.
- Tell the students that they must take it in turns to add another card to the chain, repeating the list of problems from the beginning each time. Demonstrate the intonation (*rise, rise, rise, fall*).
- As the students play the game, go around the class monitoring and helping where necessary.
- To add an element of fun, when the chain has reached eight to ten cards, turn the first card over so that the next student has to remember what it was. Tell them that each time they add a new card to the end they must turn another one over at the beginning. Eventually they will be reciting a long list of problems from memory as more and more cards are turned face down.

Extension activity

- Students describe real problems they have had while on holiday.

21b

HOLIDAY PROBLEMS



22a

WHAT DO YOU SPEND YOUR MONEY ON?

Aim

To practise talking about what people spend their money on

Language

Question forms, e.g. *How much ...?*
How many ...?

Vocabulary

Money, e.g. *budget, save, spend, generous, careful*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 22

Materials

One copy of the worksheet per student

Pre-activity (10 minutes)

- Ask the students whether they are good or bad with money and why.
- Write the following types of people on the board and ask the students who they think are good or bad with money and why.

A university student

A young professional person

A family with two children

A retired couple

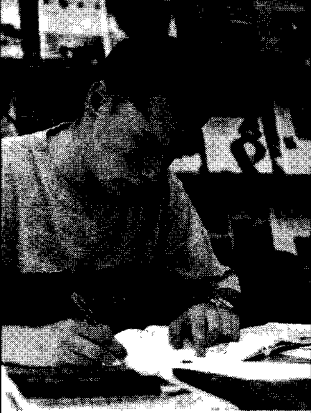



Procedure (10 minutes)

- 1 Give each student a copy of the worksheet.
- 2 Tell the students that you are going to dictate some everyday things, and that they have to write the words in the appropriate column of table A according to who they think would buy them. They cannot write an item in more than one column.
- 3 Dictate the following words:
books, alcohol, paper, minidisks, car, holidays, pop concert tickets, ready-made meals, toys, comics, furniture, videos, designer clothes, presents, junk food, dog food, mobile phone, theatre tickets, chocolate, CDs, medicine.
- 4 When you have finished dictating the list, divide the class into pairs, and ask the students to discuss their answers.
- 5 Go around the class monitoring and helping with spelling where necessary.
- 6 Feedback with the whole class, discussing and comparing answers.
- 7 Tell the students to complete table B about themselves. If your students are studying abroad, ask them to use the local currency.
- 8 Get the students to discuss and compare their answers with their partner.

22a

WHAT DO YOU SPEND YOUR MONEY ON?

A

A UNIVERSITY STUDENT	A YOUNG PROFESSIONAL PERSON	A FAMILY	A RETIRED COUPLE
			

B

	AMOUNT PER MONTH		AMOUNT PER MONTH
ACCOMMODATION <i>rent, mortgage,</i>		HEALTH & FITNESS <i>gym, sports, aerobics</i>	
ALCOHOL & CIGARETTES		HOBBY	
APPEARANCE <i>hairdressers, make-up, shampoo, perfume, aftershave</i>		MUSIC <i>concerts, tapes, CDs</i>	
BOOKS		PETS <i>dog, cat</i>	
CLOTHES & SHOES		NEWSPAPERS / MAGAZINES	
COMPUTERS <i>software, computer games</i>		TELEPHONE CALLS	
EATING OUT <i>restaurants</i>		THINGS FOR YOUR HOUSE <i>furniture, plants, pictures</i>	
FOOD <i>junk food, ready-made meals, supermarket shopping</i>		TRANSPORT <i>car, bike, public transport, taxi</i>	
GOING OUT <i>theatre, cinema, clubs, pubs</i>		BILLS <i>gas, electricity, insurance</i>	

22b

THE PERFECT GAME

Aim

To revise and expand students' knowledge of the present perfect
To explore verb + noun collocations

Language

Present perfect and past simple question forms, e.g. *Have you ever ...? When did you ...? Yes, I have. When I was fourteen.*

Vocabulary

Verb / noun combinations (as shown on the worksheet)

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 22

Materials

One copy of a set of cards per student, cut up

Pre-activity (5 minutes)

- Write the verb *miss* on the board and elicit some nouns which can collocate with the verb, e.g. *a bus, school, someone, the target*.

Procedure (30 minutes)

- Pre-teach the vocabulary on the cards where necessary.
- Divide the class into AA and BB pairs. Give a set of 'A' verb and noun cards to each student in pairs A, and a set of 'B' verb and noun cards to each student in pairs B. Tell them to match them together.
- Go around the class monitoring and giving feedback where necessary.
- When they have finished, go through the past participle forms of each verb, and the question *Have you ever ...?* Focus on pronunciation and drill the sentences.
- The students then form AB pairs in groups of four.
- Get the students to ask and answer the questions within their group using their own set of cards, e.g.
A Have you ever ridden a horse?
B No, I haven't.
- Feedback with the whole class discussing the answers.

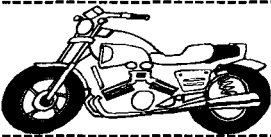

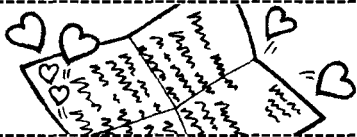

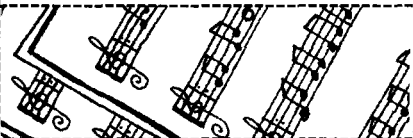




Option

- With stronger classes, encourage further practice of the past simple following the initial present perfect exchange.
A1 Have you ever bought a lottery ticket?
A2 Yes, I have.
A1 When did you buy one?
A2 I bought one last week.

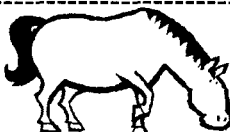
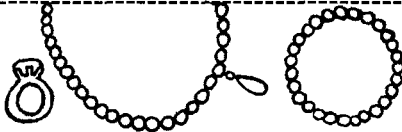

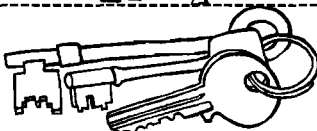

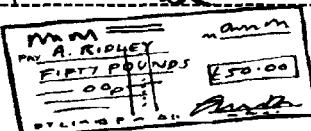

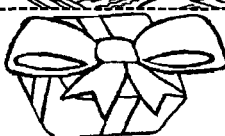

22b

THE PERFECT GAME

A

ride	find	write
lose	study	send
see	buy	be
		
		
		

B

ride	find	write
lose	study	send
see	buy	be
		
		
		

23

SHOPPING SPREE

Aim

To practise the language of shopping

Language

Language of shopping, e.g. *I'm looking for ...*, *Can I have ...?*
I wonder if you could help me?

Vocabulary

Shopping, e.g. *shops*, *department store*, *escalator*, *shopping centre*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 23

Materials

One copy of the game board (enlarged to A3 if possible) per group of three or four

One dice, a set of counters and one set of tokens per group, refer to p.79

Pre-activity (5 minutes)

- Brainstorm different types of shops and what can be bought in them.
- Ask the students where they like shopping, in smaller shops or department stores. Explain that they are going to play a game where they go on a shopping spree to their local shopping centre.

Procedure (35 minutes)

- 1 Divide the class into groups of three or four. Give each group a copy of the game board, counters, tokens, and a dice.
- 2 Explain how to play the game (*see below*).
- 3 As the students play, go around the class monitoring and helping where necessary.

How to play

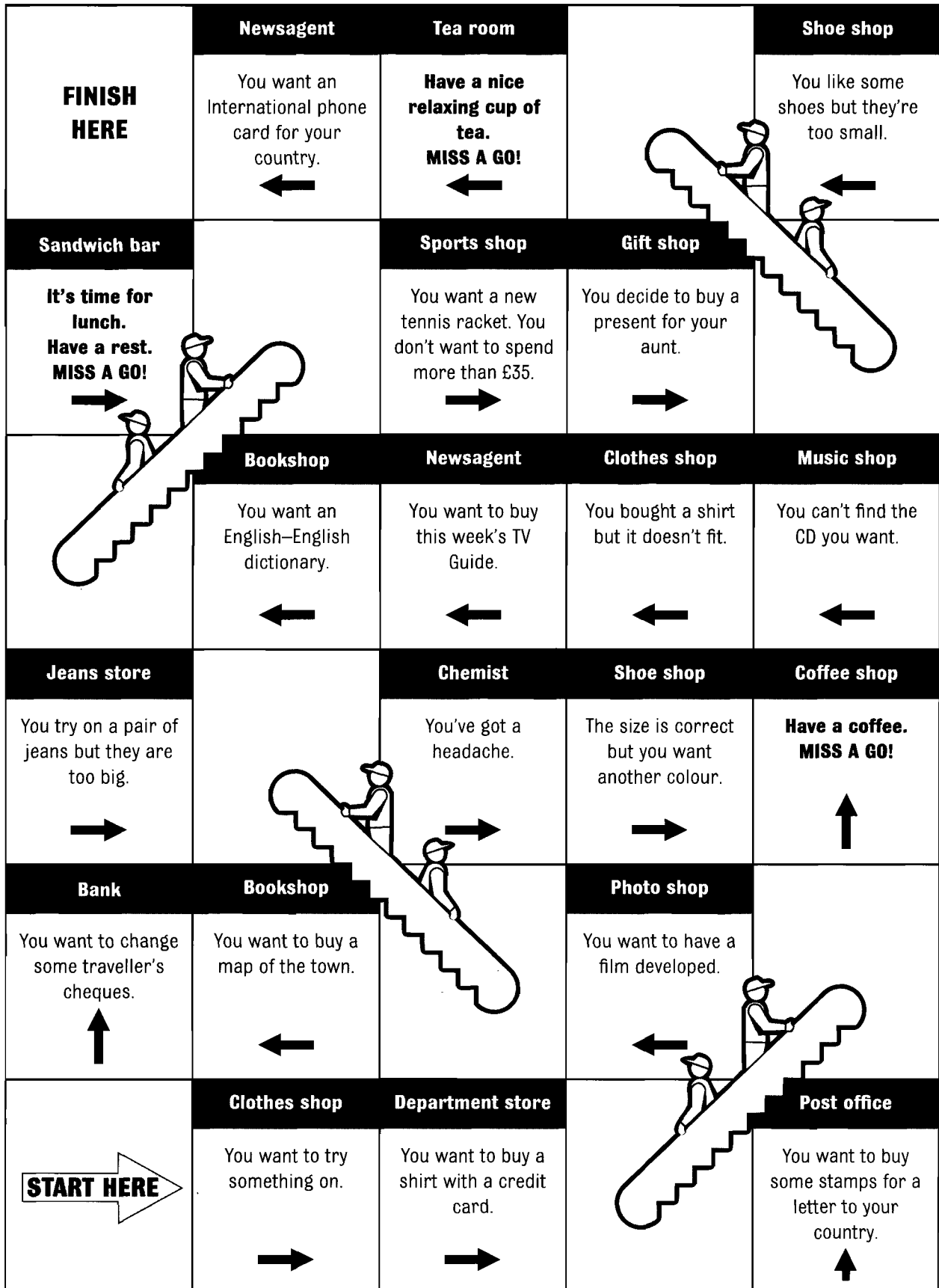
- Player 1 throws the dice and moves his or her counter along the board to the appropriate square.
- Player 1 reads the clue and decides what to say in the shop.
- The rest of the group decide whether this is correct and offer alternatives if appropriate.
- If correct, the player may collect a token.
- If a player lands at the top of an escalator, he or she has to move down it.
- If a player lands at the bottom of an escalator, he or she has to move up it.
- The student with the most tokens is the winner.
- See page 79 for counters.

Extension activity

- Give the students a list of shops in the area and ask them to say what you can buy in them. Set a time limit of 5–10 minutes.

23

SHOPPING SPREE



24a

MY WARDROBE

Aim

To practise talking about clothes

Language

Adjective order, e.g. *My favourite item of clothing is a long, black, silk skirt.*

Language of responses, e.g. *Really! Do you?*

Vocabulary

Clothes, e.g. *smart, designer, sports, checked, striped, cotton, silk, colours*

Skills

Speaking, listening, writing

Lesson link

Use after Classbook Lesson 24

Materials

One copy of the worksheet per student

Pre-activity (5 minutes)

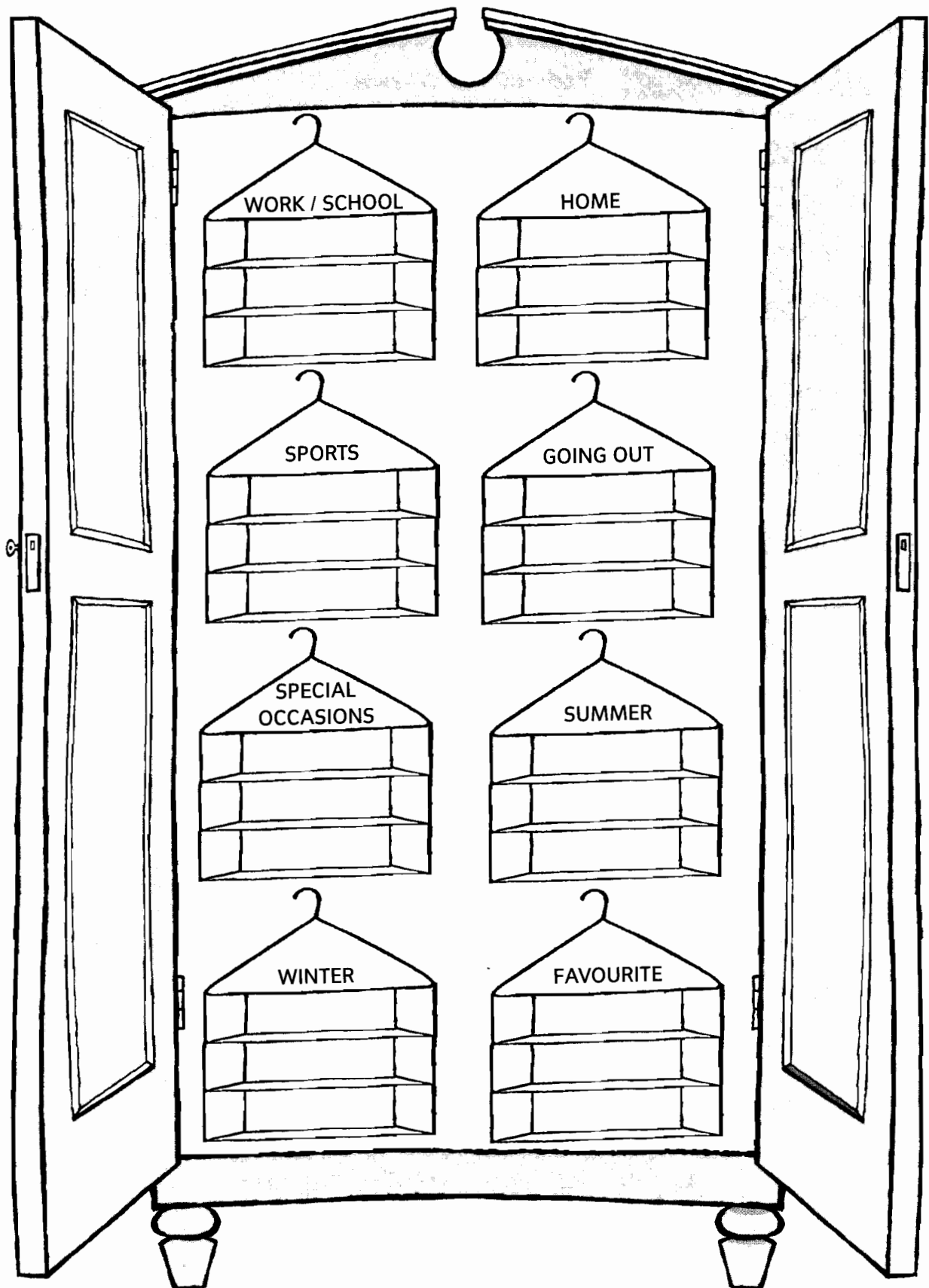
- Brainstorm as many different types of clothes as possible, e.g. *smart, evening, casual*. Include other categories from the worksheet.
- With the help of pictures, revise or teach colours, patterns and materials, and focus on adjective order.

Procedure (20 minutes)

- 1 Brainstorm adjectives for describing style, patterns, and material, e.g. *casual, striped, leather*.
- 2 Tell the students that they are going to talk about the clothes they wear on different occasions, and say what they think of them.
- 3 Give a copy of the worksheet to each student and ask them to write what clothes they wear in the appropriate section of the wardrobe. Wherever possible, encourage students to include adjectives to describe their clothes.
- 4 Go around the class monitoring and helping where necessary.
- 5 Now ask the students to work in small groups, and find out what is in each other's wardrobe, and what they think of their different clothes. Elicit the questions they will need to ask.
What do you wear to work?
Do you like wearing dresses / suits / jeans?
What do you usually wear at home?
Do hats / boots suit you?
- 6 Feedback with the whole class. Find out what people like / don't like wearing. Find out what their favourite item of clothing is and why. Find out what things they never wear and why.

24a

MY WARDROBE



24b

CLOTHES QUIZ

Aim

To practise talking about clothes

Language

Question words, e.g. *When ...? What ...? Which ...? How ...?*

Vocabulary

Clothes, e.g. *jacket, trainers, sandals, fleece, hat, gloves, pyjamas, nightie*

Verbs and phrasal verbs, e.g. *fit, suit, wear, put on, try on*

Adjectives, e.g. *bargain, comfortable, casual, smart, stylish*

Skills

Speaking, listening

Lesson link

Use after Classbook Lesson 24

Materials

One copy of the worksheet per pair, cut up

Pre-activity (10 minutes)

- Show students pictures of people in different styles of clothes. Elicit as much target vocabulary as possible and discuss the people's appearance.

Procedure (15 minutes)

- Pre-teach the vocabulary from the quiz where necessary.
- Divide the class into AA and BB pairs. Give each student a copy of questions A or questions B accordingly.
- The students work together to check their understanding of the vocabulary and to fill in the gaps.
- Go around the class monitoring and helping with vocabulary and pronunciation where necessary.
- The students then form AB pairs and take it in turns to ask each other their questions noting the answers.

A 1 wear 2 try on 3 suit 4 buy 5 pair 6 match

B 1 item 2 changing room 3 fit 4 take off 5 put on 6 wear

- The students add up the number of points that their partner scored.
- Give the students the results either on an OHP or by dictation.
- The students discuss their real attitude to their clothes.

Results**Less than 12**

You have little interest in clothes. You probably look terrible. You need to spend more time on your appearance and smarten up!

13-18

You have an interest in your clothes and you are careful about your appearance, but are relaxed about it. Your mother probably thinks you look lovely, but who do you want to impress?

More than 19

You worry too much about your appearance and think that your clothes are the most important thing in life. Try being a bit more scruffy and stop worrying about the colour of your socks!

24b

CLOTHES QUIZ

A

Fill in the gaps using these words.

pair try on wear buy match suit

- What do you like to _____ when you go out?
 a smart shoes **4**
 b trainers **3**
 c sandals or comfortable shoes **2**
 d walking boots **1**
- When you _____ new clothes, how long does it take to check if you like them?
 a one minute **1**
 b three minutes **2**
 c six minutes **3**
 d ten minutes **4**
- When you want to know if something looks nice, who do you ask this question?
Does this _____ me?
 a a friend **3**
 b the shop assistant **2**
 c nobody **4**
 d your mother **1**
- When you _____ new clothes do you like them to be ...?
 a expensive **4**
 b comfortable **2**
 c fashionable **3**
 d cheap **1**
- If you want to buy a _____ of jeans, do you go to
 a a local bargain store **1**
 b a designer shop **4**
 c the internet **2**
 d a market **3**
- Which of these do you like to _____?
 a shirt and tie **2**
 b shoes and bag **3**
 c hat and gloves **4**
 d both socks **1**

Total _____

B

Fill in the gaps using these words.

wear changing take off item put on fit

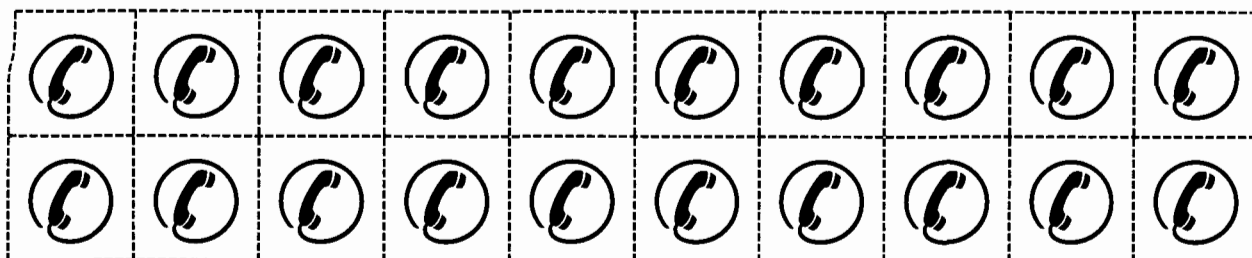
- What is your favourite _____ of clothing?
 a a jacket **3**
 b a designer coat **4**
 c a fleece **2**
 d a pair of socks **1**
- How many different things do you usually take into the _____ room to try on?
 a just one **1**
 b two or three **2**
 c five or six **3**
 d seven or more **4**
- You really like something but it's the wrong size and doesn't _____ you. What do you do?
 a go home **1**
 b ask the shop to order your size. **2**
 c find something else **3**
 d buy it anyway **4**
- When you get home after a long day what is the first thing you _____?
 a nothing **1**
 b your shoes **2**
 c your jewellery **3**
 d everything **4**
- In the morning what do you _____ first?
 a socks **2**
 b shirt / blouse **4**
 c trousers **3**
 d your watch **1**
- What do you _____ in bed?
 a pyjamas / nightie **3**
 b an old T-shirt **1**
 c underwear **2**
 d nothing **4**

Total _____

14b

TALK TIME

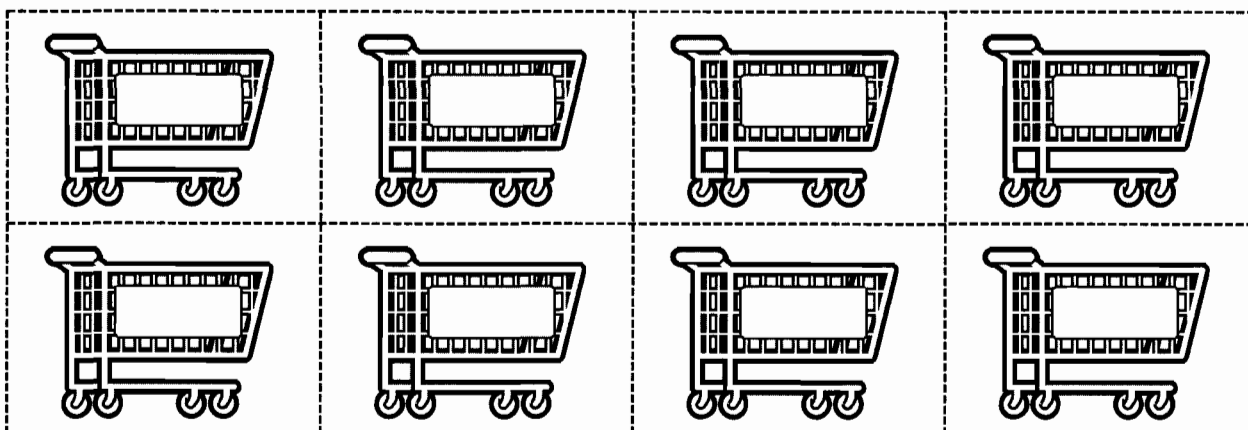
Counters



23

SHOPPING SPREE

Counters



Tokens

