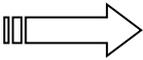


Outcomes

Upper Intermediate – Game 1

Units 1–4

- Work in pairs. Student A use *only* the white squares; Student B use *only* the grey squares.
- Spend 5 minutes looking at your questions and revising the answers using the Student’s Book.
- Take turns tossing a coin: Heads = move one of your squares; Tails = move two of your squares.
- When you land on a square, your partner looks at the page in the book to check your answers, but *you don’t!*
- If you are wrong, your partner tells you the right answer, and you miss a go.
- When you’ve finished the game change roles and play again.

START 	1 <i>Grammar</i> page 8: tell your partner five habits about now and the past, using five different structures.	2 <i>Vocabulary</i> page 9: say eight words and two expressions to describe films and music. If you can spell the words correctly, throw again.	3 <i>Developing conversations</i> page 9: your partner will say three films they like. You must disagree politely and say why.
7 <i>Grammar</i> page 17: Say three sentences about places where you live, using relative clauses. If you can use <i>which</i> , <i>who</i> and <i>where</i> correctly, throw again.	6 Miss a go!	5 <i>Vocabulary</i> page 16: say eight adjectives and two verbs to describe areas and buildings.	4 <i>Pronunciation</i> page 11: say five things about yourself or your family, using an adverb to describe the sentence clause.
8 <i>Developing conversations</i> page 17: your partner will say 1–6 in Exercise 9. You agree using a synonym. If you can say two sentences, throw again.	9 <i>Grammar</i> page 20: say six things about the future, using three different structures and without using <i>will</i> .	10 <i>Vocabulary</i> page 26: your partner will read out the ten descriptions in Exercise 3. You must name at least eight objects correctly.	11 <i>Developing conversations</i> page 27: describe four things in the classroom. Say what they are used for. Your partner must guess the object.
15 <i>Vocabulary</i> page 34: say eight of the words and phrases in bold to describe the economy, etc. If you can spell the words correctly, throw again.	14 <i>Grammar</i> page 31: Say six sentences: use <i>should have</i> x 3 to say what you did badly last week, and <i>should</i> x 3 to say what you can do better.	13 Miss a go!	12 <i>Vocabulary</i> page 28: your partner will say the underlined words in Exercise 8 and you must say all the nouns.
16 <i>Developing conversations</i> page 35: your partner will read 1–6 in Exercise 10. You must agree and disagree in four ways. Add your own further comment.	17 <i>Grammar</i> page 35: say three sentences about the situation in your country, using <i>so</i> and <i>such</i> .	18 <i>Grammar</i> page 38: say four <i>the ... the</i> comparatives about: coffee, the economy, cars / roads, school / education.	FINISH 