

# 1A Vocabulary

## Find the missing words

### Personality adjectives

Sts do a crossword in pairs. The aim is to revise personality adjectives, e.g. *funny, hard-working, impatient, sociable*.

#### PREPARE

Make one copy of the resource sheet for every pair of sts. Cut or tear the sheet where indicated.

#### PRACTISE

- 1 Sts work in A/B pairs. Give each student one half of the crossword. They must not show their crossword to their partner.
- 2 Ask sts to write clues for the words in their half of the crossword. Demonstrate with two words from the crossword. Write *hard-working* on the board and ask sts to complete the sentence *This person ...* Elicit: *always does a lot of work*. Repeat with *honest*.
- 3 Set a time limit for sts to write their clues, e.g. five minutes. In a weaker class, sts could do this in groups.
- 4 Pre-teach 'across' and 'down'. Choose a pair of sts to demonstrate the activity. Ask Student A: *What's one down?* Student A gives a definition, Student B has to guess and spell the word, then write it in his/her crossword. Repeat with Student B. Ask: *What's one across?*
- 5 Sts work in pairs and take turns to ask and answer questions until both have completed their crosswords. At the end, they compare their crosswords to check they have the correct answers and spellings.

#### Answers

**Across:** 1 honest  
 4 dishonest  
 6 shy  
 7 sociable  
 8 lazy  
 9 impatient  
 11 generous  
 14 selfish

**Down:** 1 hard-working  
 2 funny  
 3 unkind  
 5 polite  
 6 serious  
 10 patient  
 12 rude  
 13 kind

#### PERSONAL BEST

Sts use the adjectives to describe a group of people that they know to their partner. For example, their family, their neighbours, their classmates, their teachers or their colleagues.

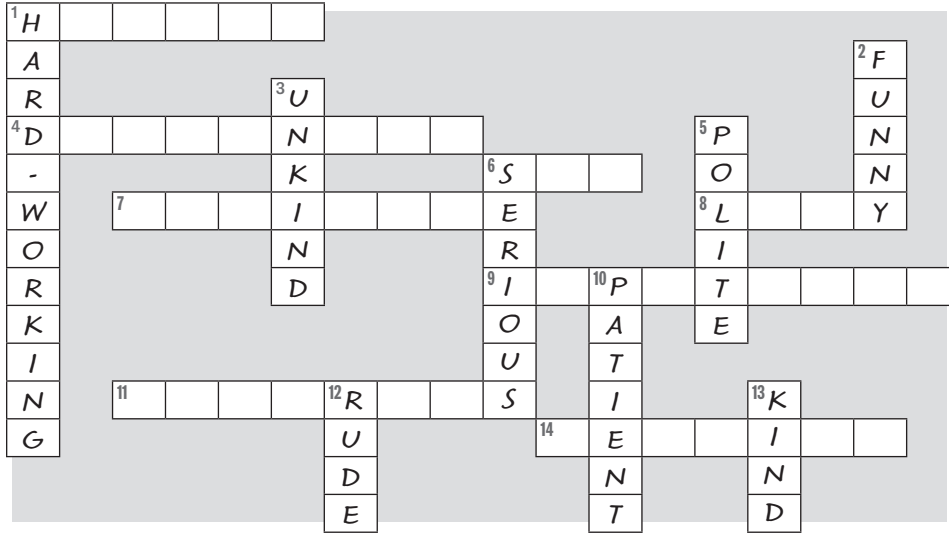
#### EXTRA PRACTICE

Fast finishers sort the words from the crossword into pairs of opposites, e.g. *kind/unkind*, and then decide if they think each word has a positive or negative meaning. Put sts in groups to discuss their ideas.

## Find the missing words

### STUDENT A

Describe a word in your half of the crossword, e.g. *One down. This person ...* Do not say the word. Your partner has to guess and spell the word correctly.

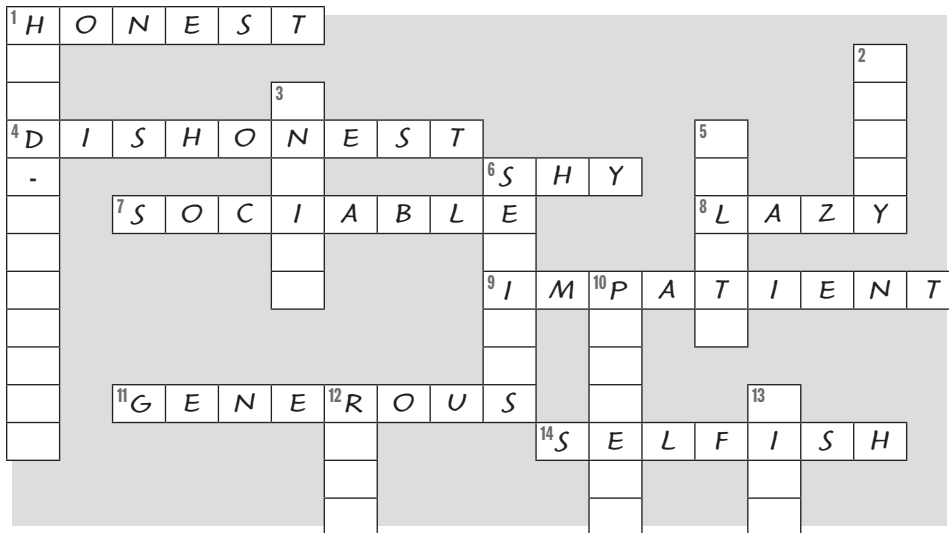


**Personal Best** Use the adjectives to describe a group of people that you know to your partner. For example, your family, your neighbours, your classmates, your teachers or your colleagues.

## Find the missing words

### STUDENT B

Describe a word in your half of the crossword, e.g. *One across. This person ...* Do not say the word. Your partner has to guess and spell the word correctly.



**Personal Best** Use the adjectives to describe a group of people that you know to your partner. For example, your family, your neighbours, your classmates, your teachers or your colleagues.

# 1A Grammar

## Tell us about it

### Present simple and adverbs and expressions of frequency

Sts play a game in small groups. The aim is to revise the present simple and adverbs and expressions of frequency, e.g. *I usually drink coffee in the morning. / I go to the dentist twice a year.*

#### PREPARE

Make one copy of the resource sheet for each group of four (make the groups bigger if you have a very large class). Each group of sts will also need a small coin to roll during the game.

#### PRACTISE

- 1 Sts work in groups of four around a table. Give each group a copy of the resource sheet and a small round coin.
- 2 Sts take turns to roll the coin onto the resource sheet. When the coin lands on a square with a prompt, they use that prompt to make a sentence about themselves, e.g. *I hardly ever buy coffee.* The other sts in the group listen and ask a question to get more information, e.g. *Why don't you buy coffee? What do you usually drink? When do you buy coffee?* If the coin lands on a question square, the student makes a question with *How often ...*, e.g. *How often do you go to the cinema?* and the rest of the group have to answer. You could elicit and write verbs on the board to give sts ideas for the question squares.
- 3 Tell sts to cross off the squares after they use them. If someone lands on the same square again, they roll the coin again until they land on an unused square.
- 4 Set a time limit for sts to play in their groups. Monitor and help.

#### PERSONAL BEST

Sts think back to what the members of their group said during the game. Tell them to write down one interesting/surprising thing about each member of their group. Then get them to compare their sentences.

You could ask sts from each group to tell the rest of the class what they found out that was interesting/surprising.

#### EXTRA PRACTICE

Fast finishers see how many more sentences they can make about themselves using the same prompts but changing the frequency expression/adverb, e.g. *I never use my mobile phone / I sometimes ask questions / I often do my homework during lessons.* You could set a time limit of 30 seconds to come up with as many sentences as possible for each prompt.

## Tell us about it

I usually drink ... in the morning.	I ... once or twice a year.	I always ... during lessons.	?
?	I ... every morning.	I speak to ... every week.	I sometimes practise English ...
I ... every weekend.	I hardly ever play ...	?	I never watch ...
I often wear ...	I never ... after midnight.	I am always ...	I often use my ...
?	I ... three times a day.	I ... on my computer every day.	I usually ... in the evening.
I sometimes cook ...	I hardly ever buy ...	?	I sometimes visit ... when I'm on holiday.

### Personal Best

What were the most interesting or surprising things that you learned about the members of your group? Write down one thing for each person, then compare your ideas. What did the other students think were the most interesting things about you?

## 1B Vocabulary

### How many people ...?

#### Hobbies and socializing

Sts exchange information as a class mingle. The aim is to revise vocabulary for hobbies and socializing, e.g. *play football, meet up with friends, go to the cinema*.

#### PREPARE

Make one copy of the resource sheet for each student.

#### PRACTISE

- 1 Give each student a copy of the resource sheet. Go through the activities on the sheet and ask sts to tick (✓) 'yes' if they do the activities and 'no' if they don't.
- 2 Allocate one square on the resource sheet to each student, e.g. *bake bread, play football, collect coins or stamps*. If you have a large class, two sts can use the same square.
- 3 Tell sts that they are going to move around the classroom and ask questions to find out how many people do/don't do the activity in their square. Elicit examples, e.g. *Do you collect coins or stamps? Do you play football?* They make a note of how many people say yes and how many say no, adding ticks next to *yes/no* on the resource sheet.
- 4 Encourage sts to ask follow-up questions about the activity in their square, e.g. *Why do/don't you collect ...? How often do you play football?*
- 5 Set a time limit, then bring the class together to exchange information and work out which are the most/least popular hobbies/socializing activities. Elicit reasons sts gave for doing and not doing particular activities, e.g. *no time, not interested*.

#### PERSONAL BEST

Sts work in small groups. Each student chooses one activity from the resource sheet that they do and talks about it for one minute. The other sts can ask questions.

#### EXTRA PRACTICE

Fast finishers work in pairs and think of two or three other verb + noun collocations using the words in the resource sheet, e.g. *bake a cake/a pie, play the violin/guitar/piano*. Then compare their ideas.

## How many people ...?

 <p>Bake bread</p> <p>Yes _____ No _____</p>	<p>Play football</p> <p>Yes _____ No _____</p>	<p>Collect coins or stamps</p> <p>Yes _____ No _____</p>
<p>Meet up with friends</p> <p>Yes _____ No _____</p>	<p>Play an instrument</p> <p>Yes _____ No _____</p>	<p>Go to the cinema</p> <p>Yes _____ No _____</p>
<p>Go out at night</p> <p>Yes _____ No _____</p>	<p>Do Pilates</p> <p>Yes _____ No _____</p>	 <p>Play chess</p> <p>Yes _____ No _____</p>
<p>Keep fit</p> <p>Yes _____ No _____</p>	<p>Go to concerts</p> <p>Yes _____ No _____</p>	<p>Go on social media</p> <p>Yes _____ No _____</p>
<p>Blog about opinions</p> <p>Yes _____ No _____</p>	<p>Spend time with family</p> <p>Yes _____ No _____</p>	<p>Shop online</p> <p>Yes _____ No _____</p>
<p>Play videogames</p> <p>Yes _____ No _____</p>	 <p>Go running</p> <p>Yes _____ No _____</p>	<p>Download music</p> <p>Yes _____ No _____</p>

### Personal Best

Work in a small group. Choose an activity that you do from the resource sheet. Think about what it is, how often, where, when and why you do it. Now tell the other people in your group. Speak for one minute and answer any questions.

## 1C Grammar

### Keeping it in the family

#### Present continuous and present simple

Sts do an information gap activity in pairs. The aim is to revise present continuous and present simple sentences and questions.

#### PREPARE

Make one copy of the resource sheet for every pair of sts. Cut or tear the sheet where indicated.

#### PRACTISE

- 1 Sts work in A/B pairs. Give each student one half of the text and tell them not to show their text to their partner. Both students have a copy of the same text with different pieces of information missing. They will be able to complete it by asking their partner questions.
- 2 Give sts time to read through their text, then explain that they have to ask each other questions to find the missing information.
- 3 Demonstrate the activity. Ask Student A sts to look at gap 1 and think about the question that they need to ask to get the missing information. Elicit: *Who is a big star in Hollywood?* Ask the Student B sts to give the answer: *American actor Will Smith* and ask the Student A sts to complete the gap. Repeat with gap 2.
- 4 Give sts time to look through the text and think about the questions to ask. Set a time limit for sts to complete the activity. Encourage them to ask for spellings of unusual names.
- 5 Sts compare their texts with their partner to check the information.

#### PERSONAL BEST

Sts think about a family they know – it doesn't have to be a famous family – and say who the members of the family are, what they do and what they are doing at the moment.

#### EXTRA PRACTICE

Fast finishers work in pairs. Tell one student to turn over his/her text and try to remember as much information as possible from the text. The other student checks/corrects, then they swap roles.

## Keeping it in the family

### STUDENT A

Read the text and ask questions to find the missing information, e.g. *Who is a big star in Hollywood?*

<sup>1</sup> \_\_\_\_\_ is a big star in Hollywood and one of the richest men in the USA. He's famous for films like *Men in Black* and *Independence Day*, and he earns <sup>3</sup> \_\_\_\_\_. Will has a big house in California. He lives there with <sup>5</sup> \_\_\_\_\_, but he isn't there right now because he's working on a new film and he's staying in <sup>7</sup> \_\_\_\_\_.

Will isn't the only famous person in the Smith family. His wife is also an actor. Her name is <sup>9</sup> \_\_\_\_\_ and she's playing a part in an American TV series at the moment. Will and Jada have <sup>11</sup> \_\_\_\_\_ children. Their daughter Willow sings and acts and she's a model. This year she's doing <sup>13</sup> \_\_\_\_\_ for a well-known designer. She's modelling their new sunglasses. Willow isn't working this week though; she's <sup>15</sup> \_\_\_\_\_.

Jaden Smith is Willow's older brother. He's a rapper and an actor – he sometimes acts in films with <sup>17</sup> \_\_\_\_\_. He also designs clothes and he works as a model. This year, he's appearing in <sup>19</sup> \_\_\_\_\_ for a French fashion company and he's making another film with Jackie Chan.



### Personal Best

Describe a family that you know – it doesn't have to be a famous family. Say who the members of the family are, what they do and what they are doing at the moment.

## Keeping it in the family

### STUDENT B

Read the text and ask questions to find the missing information, e.g. *What films is Will Smith famous for?*

American actor Will Smith is a big star in Hollywood and one of the richest men in the USA. He's famous for films like <sup>2</sup> \_\_\_\_\_ and \_\_\_\_\_, and he earns millions of dollars. Will has a big house in <sup>4</sup> \_\_\_\_\_. He lives there with his wife and children, but he isn't there right now because he's working on <sup>6</sup> \_\_\_\_\_ and he's staying in New York.

Will isn't the only famous person in the Smith family. <sup>8</sup> \_\_\_\_\_ is also an actor. Her name is Jada Pinkett Smith and she's playing a part in <sup>10</sup> \_\_\_\_\_ at the moment. Will and Jada have two children. <sup>12</sup> \_\_\_\_\_ sings and acts and she's a model. This year she's doing some work for a well-known designer. She's modelling their new <sup>14</sup> \_\_\_\_\_. Willow isn't working this week though; she's having a holiday.

Jaden Smith is Willow's <sup>16</sup> \_\_\_\_\_. He's a rapper and an actor – he sometimes acts in films with his father. He also designs <sup>18</sup> \_\_\_\_\_ and he works as a model. This year, he's appearing in adverts for a French fashion company and he's <sup>20</sup> \_\_\_\_\_ with Jackie Chan.



### Personal Best

Describe a family that you know – it doesn't have to be a famous family. Say who the members of the family are, what they do and what they are doing at the moment.



# 1C Vocabulary

## First to finish

### Useful verbs

Sts play a game in pairs or small groups. The aim is to revise useful verbs, e.g. *win, lose, lend, borrow*.

#### PREPARE

Make one copy of the resource sheet for each pair of sts. Each pair will also need a small coin to spin/toss during the game.

#### PRACTISE

- 1 Sts work in A/B pairs. If you have an uneven number of sts, have one group of three where two Student A sts play against one Student B student. If you have a large class, you could arrange sts in teams of two or three to play against each other.
- 2 Give each pair a copy of the game and a coin. Students sit opposite each other across the board. Use a coin to elicit 'heads' (the front of the coin) and 'tails' (the back of the coin) or use the pictures on the resource sheet. The aim of the game is for sts to get to the end of their caterpillar first by spinning or tossing the coin and making sentences or questions. Student A uses caterpillar A and Student B uses caterpillar B. They take turns to spin/toss the coin. If it lands on heads, they move forward one number, i.e. to the next segment with a verb. If it lands on tails, they miss a turn.
- 3 The first student to spin/toss the coin and land on heads starts. They move forward to segment number 1 and make a sentence or question using the verb (*carry* or *wear*) in the present simple or present continuous, e.g. *I wear jeans every day.* / *I'm wearing a blue jumper today.*
- 4 Monitor and give help if sts are not sure whether a sentence is correct. If you hear incorrect sentences, you could note them down and do some error correction at the end of the game.

#### PERSONAL BEST

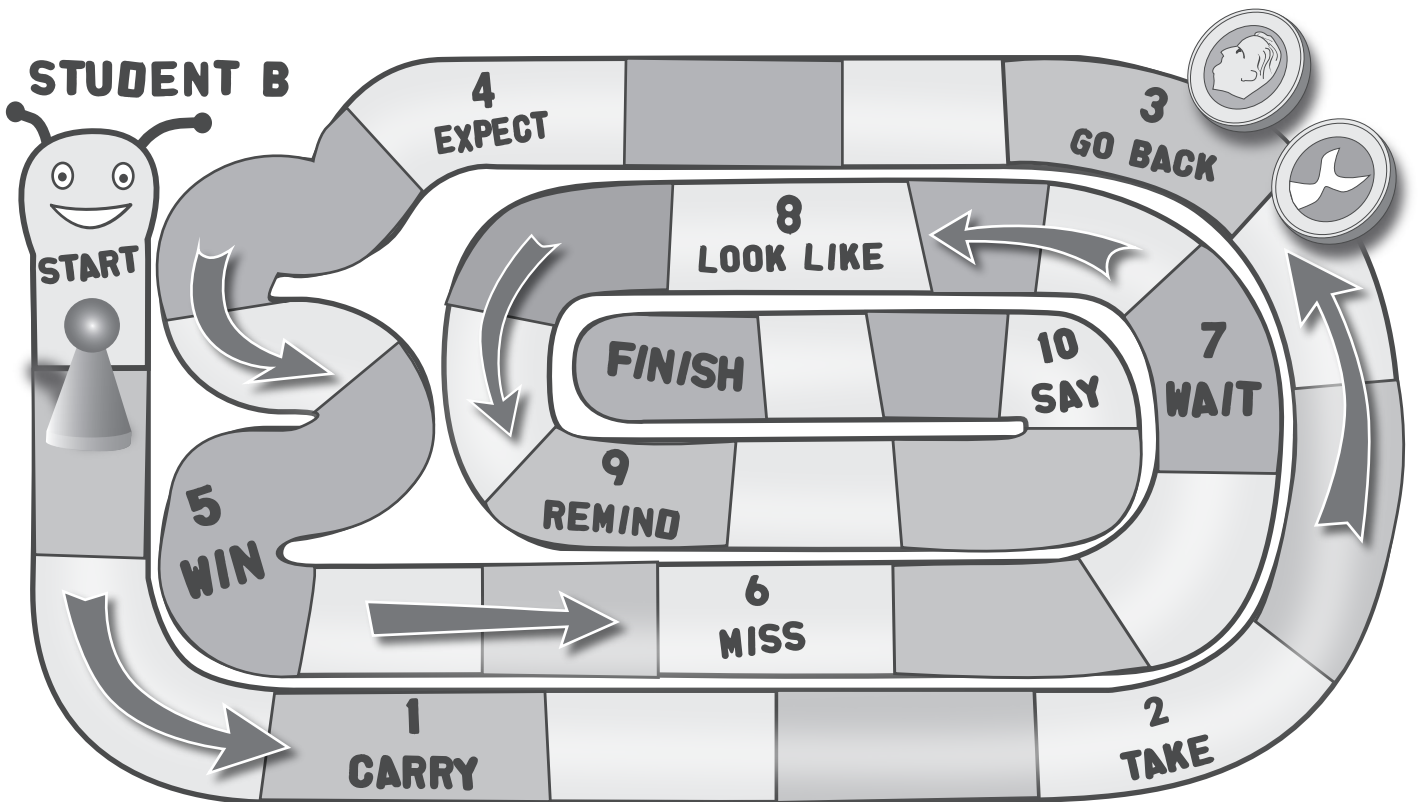
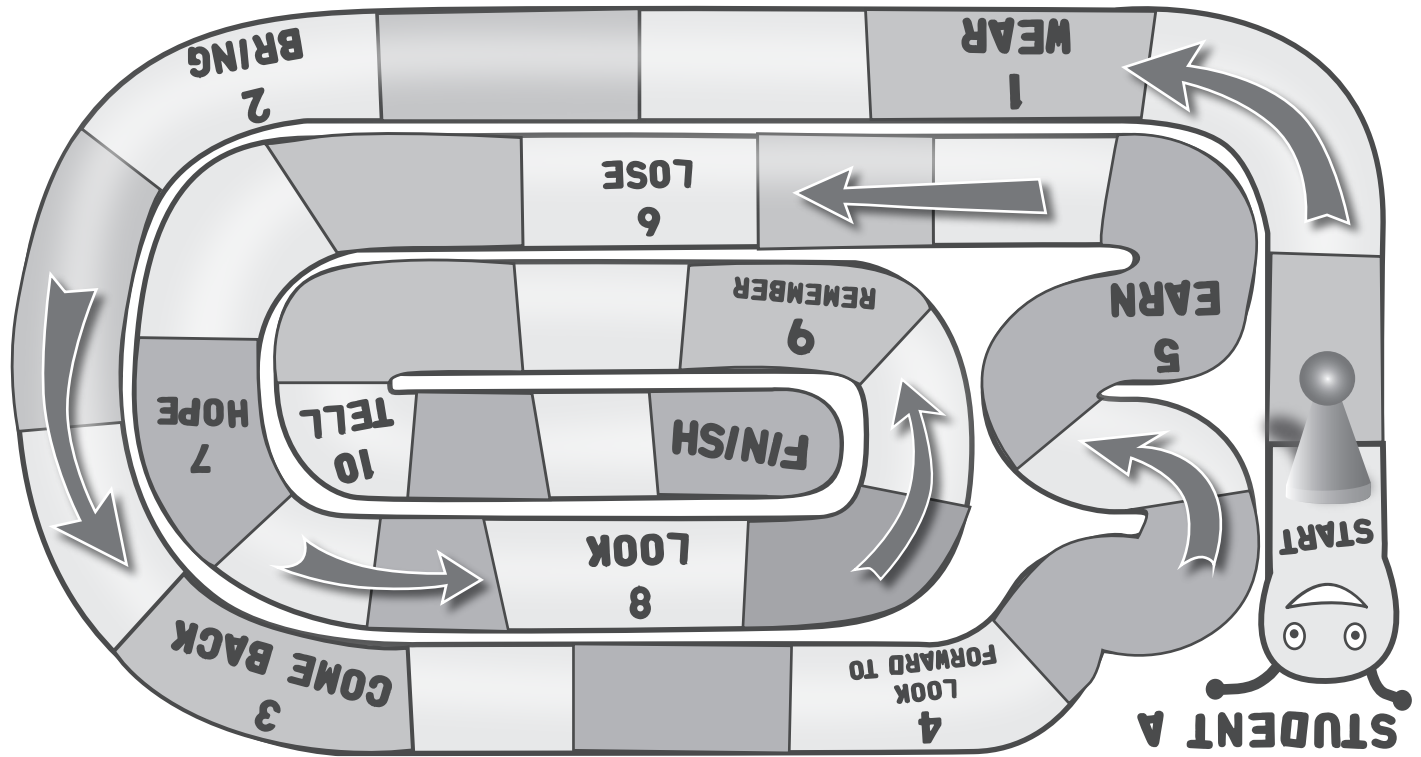
Sts find verbs with the same number in the two game boards, e.g. *carry/wear, ask/tell*. Ask them to work with a partner and explain the difference between the two words.

#### EXTRA PRACTICE

Fast finishers turn the resource sheet round, so each pair has a new set of verbs. Play the game again, but this time sts make negative sentences.

### First to finish

Spin or toss the coin. If it lands on heads, move to the next verb and make a sentence. If it lands on tails, miss a turn.



**Personal Best** Find verbs with the same number in the two game boards, e.g. *carry / wear, say / tell*. Work with a partner and explain the difference between the two words.

## 1D Skills

### I never leave home without it

#### Expressing reasons and results

Sts match sentence halves in pairs. The aim is to revise expressing reason and results using *so*, *because* and *that's why*.

#### PREPARE

Make one copy of the resource sheet for each student.

#### PRACTISE

- 1 Sts work in A/B pairs. Give each student a copy of the resource sheet.
- 2 Student A says the beginning of a sentence, e.g. *I carry a lot of things around. That's why ...*, and Student B finishes it: *... I have a big bag*. They take turns to start and finish the sentences.
- 3 When sts have correctly matched all ten items, tell the Bs to cover the right hand column of their resource sheet. Student A chooses a sentence and says the beginning, Student B has to complete it from memory. They score a point for each correct answer. Then they swap roles.
- 4 Monitor and help.

#### Answers

- 1 F
- 2 J
- 3 H
- 4 I
- 5 C
- 6 B
- 7 E
- 8 D
- 9 G
- 10 A

#### PERSONAL BEST

Sts list the five things that they always take with them when they leave home and make sentences using *so*, *because* and *that's why*. Then they discuss their ideas in groups.

If appropriate, you could get sts to work in small groups and show each other some of the things they carry in their pockets or bags.

#### EXTRA PRACTICE

Fast finishers work in pairs and think of different ways to complete sentences 1–10, e.g. *I carry a lot of things around. That's why ... I can't run/I walk slowly/my back hurts/my bag is heavy*. Then compare their ideas with other pairs.

# I never leave home without it

1	I carry a lot of things around. That's why ...	A	... I like taking photos.
2	I have lots of meetings at work, so ...	B	... I always have some money with me.
3	I have a weekly travel pass because ...	C	... I usually have my MP3 player with me.
4	There's a Spanish dictionary in my bag because ...	D	... I take my mobile phone everywhere.
5	I love listening to music. That's why ...	E	... I usually have a book or magazine in my bag.
6	I sometimes need to buy things. That's why ...	F	... I have a big bag.
7	I love reading on the bus, so ...	G	... I often have my running shoes in my bag.
8	I'm very sociable and I often call my friends, so ...	H	... I go everywhere by bus or train.
9	I work in a sports centre. That's why ...	I	... I'm learning new words for my holiday in Mexico.
10	I never leave home without my camera because ...	J	... I always wear a watch.

## Personal Best

What five things do you always take with you when you leave the house? Write them down. Now tell your partners why these things are important.