

1A Vocabulary

Make-a-set

Countries and nationalities

Sts play a game in small groups. The aim is to revise countries and nationalities vocabulary, e.g. *Mexico/Mexican, Japan/Japanese*.

PREPARE

Make one copy of the resource sheet for each group.

PRACTISE

- 1 Sts work in groups of four with two competing pairs. Give each group a copy of the resource sheet.
- 2 Explain the activity. Pairs take turns to match a country with a nationality and a capital city, then decide what the country's official language is (or languages are). (Official language = the language used in government.) For each correct set of words, pairs win a point.
- 3 Do an example as a class, using *the UK*. Write *the UK* on the board and ask sts to find the nationality (*British*), the capital (*London*) and the official language (*English*). Tell them to cross out the four words to show they have been used.
- 4 Set a time limit for sts to play the game and monitor. Both pairs must agree that a set of words is correct, or ask you to decide if they are unsure. If they make an incorrect set, the other pair can try to correct the set to win the point. The pair with the most points in each group is the winner. At the end, elicit the answers.

Answers

Argentina (Argentinian, Buenos Aires, Spanish)
 Brazil (Brazilian, Brasilia, Portuguese)
 Canada (Canadian, Ottawa, English and French)
 Chile (Chilean, Santiago, Spanish)
 China (Chinese, Beijing, Chinese)
 France (French, Paris, French)
 Germany (German, Berlin, German)
 India (Indian, New Delhi, Hindi and English)
 Italy (Italian, Rome, Italian)
 Japan (Japanese, Tokyo, Japanese)
 Mexico (Mexican, Mexico City, Spanish)
 Peru (Peruvian, Lima, Spanish)
 Poland (Polish, Warsaw, Polish)
 Russia (Russian, Moscow, Russian)
 Spain (Spanish, Madrid, Spanish)
 Turkey (Turkish, Ankara, Turkish)
 the UK (British, London, English)
 the USA (American, Washington, English)

PERSONAL BEST

Sts work in their pairs and think about the people in their town or city who are from different countries. They list the countries and the nationalities, using their dictionaries to look up new words.

EXTRA PRACTICE

Fast finishers test each other on the spellings of countries and nationalities using the resource sheet or the vocabulary practice section on page 107 of the Student's Book. One student looks at the sheet/page, says a word and the other spells it. The first student listens and checks the spelling and pronunciation are correct, then they swap roles.

Make-a-set

Work in groups. Take turns to match a country, a nationality, a capital city and a language. Score a point for a correct set of four.

Country

- Peru
- Mexico
- India
- Turkey
- the UK
- China
- Brazil
- Argentina
- the USA
- Russia
- Spain
- Japan
- Canada
- Germany
- Chile
- France
- Italy
- Poland

Capital

- Buenos Aires
- London
- Madrid
- Beijing
- Ankara
- Moscow
- Paris
- Tokyo
- Rome
- Mexico City
- Berlin
- Warsaw
- Brasília
- Santiago
- Lima
- New Delhi
- Ottawa
- Washington

Nationality

- Polish
- Indian
- Chilean
- Spanish
- British
- Turkish
- Brazilian
- Argentinian
- German
- Italian
- Canadian
- Japanese
- Mexican
- Peruvian
- Russian
- Chinese
- French
- American

Language(s)

- Polish
- Japanese
- Spanish
- Turkish
- English and French
- German
- English
- Spanish
- Portuguese
- French
- English
- Chinese
- Spanish
- Russian
- Hindi and English
- Spanish
- Italian
- Spanish

Personal Best Work with a partner. Think about the people in your town or city. Are there any people from different countries? List the countries and nationalities.

1A Grammar

Ask me a question

The verb *be* (*I, you, he, she, it*)

Sts match questions with answers in pairs. The aim is to revise the verb *be* (*I, you, he, she, it*), e.g. *Are you a student? Yes, I am. I'm an English student.*

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 resource sheet. Tell them not to show their sheet to their partner.
- 2 Explain that sts are going to ask and answer two sets of questions. Student A asks his/her set of questions first. Student B listens and chooses the correct answer for each question. Student A checks that the answers are correct. At the end, they swap roles.
- 3 Tell sts that they need to listen carefully for pronouns (*I, you, he, she, it*), people, places and things in the questions, and check that the answers match. Use the first question on each sheet to do two examples with the class. Ask a student with sheet A to read the first question, *What's your name?* Ask sts with sheet B to find the correct answer, *My name's Antonio.* Then ask the Bs to read the first question on their sheet, *Am I in Room 4?*, and the As to find the correct answer, *Yes, you are. This is Room 4.*
- 4 Set a time limit for sts to do the activity, then go through the answers. Start with Student A's questions, with two sts reading out the questions and answers. Repeat with Student B's questions.

Answers

Student A

1 e, 2 a, 3 d, 4 c, 5 g, 6 b, 7 f

Student B

1 e, 2 c, 3 d, 4 g, 5 a, 6 f, 7 b

PERSONAL BEST

Sts write five more questions with the verb *be* to ask their partner, e.g. *Are you a teacher? Are you from Japan?* They can use the resource sheet questions for ideas. Then they ask their questions.

EXTRA PRACTICE

Fast finishers work in their A/B pairs. As ask the questions on their resource sheet again and Bs answer without looking at their sheet. Then have them swap roles.

Ask me a question

STUDENT A

- 1 Ask the questions and listen to B's answers.
Are they correct?

Your questions

- 1 What's your name?
My name's Antonio.
- 2 Are you a student?
Yes, I am. I'm an English student.
- 3 Where is your teacher from?
He's from Sydney.
- 4 Where's Sydney?
It's in Australia.
- 5 Is Sydney the capital of Australia?
No, it isn't. Canberra is the capital.
- 6 Are you from Australia?
No, I'm not. I'm from Mexico.
- 7 Am I in the German class?
No, you aren't. This is the English class.



- 2 Listen to B's questions and find the correct answers.

Your answers

- a It's in Scotland.
- b I'm Spanish. I'm from Madrid.
- c Yes, I am.
- d Her name's Jenny.
- e Yes, you are. This is Room 4.
- f No, it isn't. I think the capital is Edinburgh.
- g No, she isn't. She's from Glasgow.



Personal Best

Write five more questions with *be* to ask your partner, e.g. *Are you a teacher? Are you from Japan?* (You can use the questions on the resource sheet for ideas.) Then ask your questions.

STUDENT B

- 1 Listen to A's questions and find the correct answers.

Your answers

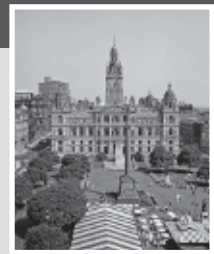
- a Yes, I am. I'm an English student.
- b No, I'm not. I'm from Mexico.
- c It's in Australia.
- d He's from Sydney.
- e My name's Antonio.
- f No, you aren't. This is the English class.
- g No, it isn't. Canberra is the capital.



- 2 Ask the questions and listen to A's answers.
Are they correct?

Your questions

- 1 Am I in Room 4?
Yes, you are. This is Room 4.
- 2 Are you in the English class?
Yes, I am.
- 3 What's the teacher's name?
Her name's Jenny.
- 4 Is she English?
No, she isn't. She's from Glasgow.
- 5 Where's Glasgow?
It's in Scotland.
- 6 Is Glasgow the capital of Scotland?
No, it isn't. I think the capital is Edinburgh.
- 7 Where are you from?
I'm Spanish. I'm from Madrid.



Personal Best

Write five more questions with *be* to ask your partner, e.g. *Are you a teacher? Are you from Japan?* (You can use the questions on the resource sheet for ideas.) Then ask your questions.

1B Vocabulary

Job mimes

Jobs

Sts mime jobs in groups. The aim is to revise jobs vocabulary, e.g. *police officer, teacher*.

PREPARE

Make one copy of the resource sheet for each group. Cut or tear the sheet where indicated.

PRACTISE

- 1 Sts work in groups of four with two competing A/B pairs. If you have an odd number of sts, have one group of three competing against a pair. Give each pair in the group one half of the resource sheet. Tell them not to show it to the other pair.
- 2 Explain that each pair has pictures of eight different jobs. They take turns miming their jobs to the other pair, who have to guess the job, e.g. Pair A mime job 1 (*teacher*), then Pair B mime job 2 (*singer*). The pair doing the mime must not speak. They can only nod or shake their heads to indicate a correct/incorrect guess from the other pair.
- 3 Allow time for sts to talk in their pairs and decide how they are going to mime the jobs on their resource sheet.
- 4 Set a time limit for sts to complete the activity, then begin and monitor while they work in their groups. You could keep a note of any interesting/amusing mimes you see and ask pairs to perform them for the whole class at the end.

Answers

- 1 teacher
- 2 singer
- 3 waiter
- 4 shop assistant
- 5 tour guide
- 6 police officer
- 7 TV presenter
- 8 doctor
- 9 IT worker
- 10 office worker
- 11 receptionist
- 12 chef
- 13 actor
- 14 student
- 15 engineer
- 16 taxi driver

PERSONAL BEST

Sts think of five or six people they know and make a list of their names and their jobs, using their dictionaries to look up new words. For example, *Mum = nurse, Ana = shop assistant*. Then they tell their partner about the people on their list.

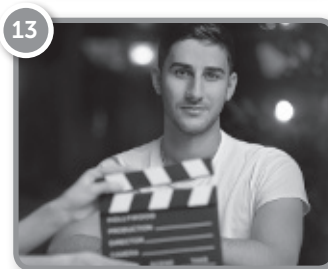
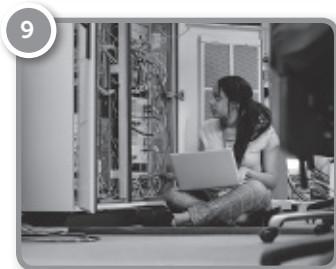
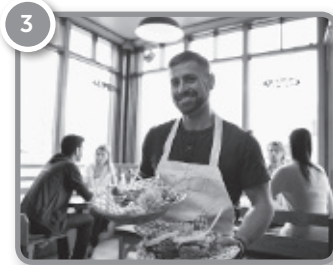
EXTRA PRACTICE

Fast finishers play a game in their groups. One person in the group has both resource sheets. He/She chooses a job and slowly spells the job, pausing between each letter, e.g. *D ... O ... C ... T ... O ... R*. The other group members listen and compete to guess the job before the final letter. The first person to guess correctly wins a point.

Job mimes

PAIR A

Mime the jobs. Then guess the other pair's jobs.



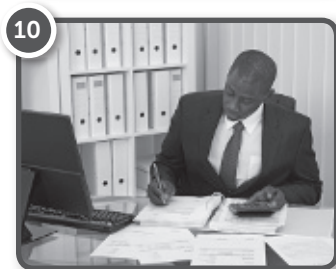
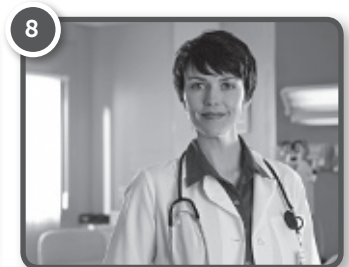
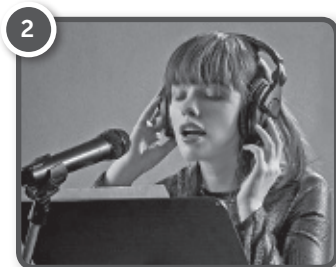
Personal Best

Think of five or six people you know. What are their jobs? Make a list of names and jobs, e.g. *Mum = nurse, Ana = shop assistant*. Look up new words in a dictionary, then tell your partner about the people on your list.

Job mimes

PAIR B

Mime the jobs. Then guess the other pair's jobs.



Personal Best

Think of five or six people you know. What are their jobs? Make a list of names and jobs, e.g. *Mum = nurse, Ana = shop assistant*. Look up new words in a dictionary, then tell your partner about the people on your list.

1C Grammar

Roll a coin

The verb *be* (*we, you, they*)

Sts play a game. The aim is to revise the verb *be* (*I, you, he, she, it, we, they*), e.g. *Is your partner French? They aren't waiters.*

PREPARE

Make one copy of the resource sheet for each pair of sts. Pairs will also need a coin to roll during the activity.

PRACTISE

- 1 Sts work in pairs. If you have an odd number of sts, have one group of three. Give each pair a copy of the resource sheet and a small round coin to roll during the game.
- 2 Pre-teach/Elicit the meaning of *parents*.
- 3 Sts take turns to roll the coin onto the resource sheet. When the coin lands on a square, they use the prompt to make a sentence with the verb *be*. If the coin lands on a + square, they make a positive sentence. If it lands on a - square, they make a negative sentence. If it lands on a ? square, they make a question. Sts score one point for a correct positive sentence, two points for a correct negative sentence and three points for a correct question. Both sts must agree that the sentence is correct, or ask you for confirmation if they are unsure.
- 4 Tell sts to cross off the prompt after they have used it. If someone lands on a used prompt, they miss a turn.
- 5 Set a time limit for sts to play the game and monitor and help. Remind them to keep a note of the score. The winner is the student with the most points in each pair. At the end, elicit the answers.

Answers

- 1 Is your partner French?
- 2 They aren't waiters.
- 3 Moscow is in Russia.
- 4 Robinho isn't Italian.
- 5 Are your parents from the USA?
- 6 I'm not a shop assistant.
- 7 You and I are in the English class.
- 8 We're late for the class.
- 9 I'm Italian.
- 10 Are you and your partner in London?
- 11 He's an engineer.
- 12 You aren't my student.
- 13 Are you an IT worker?
- 14 My teacher isn't from Manchester.
- 15 Is Lima the capital of your country?
- 16 We aren't police officers.
- 17 'Hello' and 'Goodbye' are English words.
- 18 Sheila's twenty-three.
- 19 Warsaw isn't the capital of my country.
- 20 Are you twenty-one?

PERSONAL BEST

Sts write down the questions from the resource sheet and answer in a way that is true for them. For example, *1 Is your partner French? No, he/she isn't. He/She's from _____.*

EXTRA PRACTICE

Fast finishers work in their pairs and write new prompts for their partner, two positive, two negative and two questions. Their partner makes six correct sentences from the prompts.

Roll a coin

1 ? your partner / French?	2 — they / not / waiters	3 + Moscow / in Russia	4 — Robinho / not / Italian
5 ? your parents / from the USA?	6 — I / not / a shop assistant	7 + you and I / in the English class	8 + we / late for the class
9 + I / Italian	10 ? you and your partner / in London?	11 + he / an engineer	12 — you / not / my student
13 ? you / an IT worker?	14 — my teacher / not / from Manchester	15 ? Lima / the capital of your country?	16 — we / not / police officers
17 + 'Hello' and 'Goodbye' / English words	18 + Sheila / twenty-three	19 — Warsaw / not / the capital of my country	20 ? you / twenty-one?

Personal Best

Write down the questions from the resource sheet. Then answer in a way that's true for you. For example, *1 Is your partner French? No, he/she isn't. He/She's from _____.*

1C Vocabulary

Do you agree?

Adjectives (1)

Sts compare opinions about photos in pairs or small groups. The aim is to revise adjectives, e.g. *happy, boring, difficult*.

PREPARE

Make one copy of the resource sheet for each student.

PRACTISE

- 1 Give each student a copy of the resource sheet.
- 2 Sts work alone for a few minutes and choose adjectives from the wordpool to describe each picture and write the words in the boxes underneath the pictures. Allow time for sts to do this and ask them not to show their resource sheets to anyone else.
- 3 Put sts in pairs or groups of three to compare the adjectives they chose for each picture and find out if they made the same choices. Use one or two pictures to demonstrate. For example, have sts look at picture 1. Say *My words are 'happy' and 'old'. I think they're old and happy*. Ask different sts what words they have – these might include *not young/beautiful/interesting*.
- 4 Set a time limit for sts to complete the activity. Monitor while sts work. Encourage sts not to look at each other's resource sheets while they are describing their pictures using their chosen adjectives.

PERSONAL BEST

Sts work in pairs. They take turns saying an adjective from the wordpool while their partner says the opposite without looking at their resource sheet.

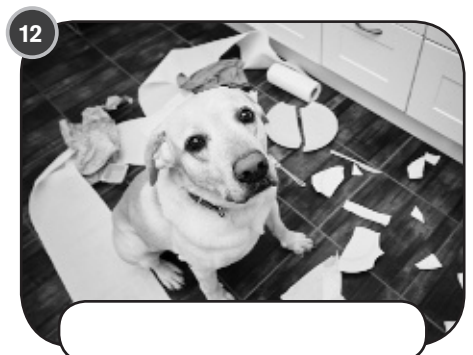
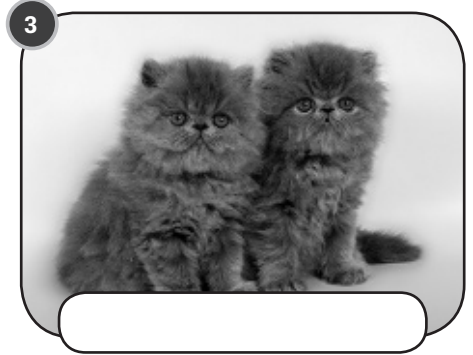
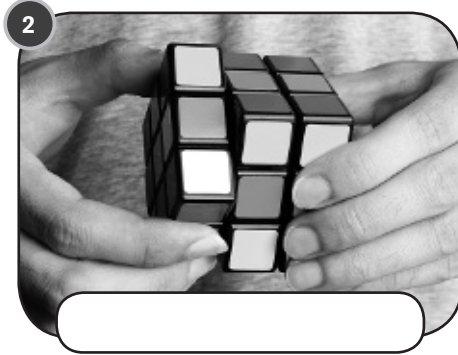
EXTRA PRACTICE

Fast finishers work with a new partner and compare their ideas again.

Do you agree?

Look at the pictures. Choose one or more adjectives from the box to describe each picture. You can use adjectives more than once.

bad beautiful big boring cheap difficult easy expensive good happy interesting
new old sad small ugly young



Personal Best Work with a partner. Say an adjective from the box. Your partner says the opposite without looking at the resource sheet. Swap roles.

1D Skills

An application form

Capital letters

Sts do a running dictation in groups. The aim is to practise text builder language (capital letters) and completing a form.

PREPARE

Make one copy of the resource sheet for each group of three. Cut or tear the sheet where indicated and display the bottom halves with the text on a wall/desk at the front of the classroom. Clear desks and chairs to the sides of the room so that sts can move around safely.

PRACTISE

- 1 Put sts in groups of three.
- 2 Explain the activity. One student is the writer and the other two are runners. Give the writer the top half of the resource sheet. Tell all of the sts to look at the application form and decide what information they need for the first space. The first runner goes to the front of the class and finds the answer (*Jonathan*), then runs back and dictates it to the writer. While they are doing that, the second runner goes to the wall/desk to find the answer for the next space.
- 3 Ask sts to raise their hands when they have finished. Check their work. If there are any mistakes, tell them to check the text on the wall/desk again. If necessary, give them a clue, e.g. *Check your spelling/capital letters*. The winner is the first group to correctly reproduce the text.

PERSONAL BEST

Sts work in pairs and use the information in the application form to recreate the original text. They check their text against the original.

EXTRA PRACTICE

Fast finishers work in pairs. They use the information in the form to ask and answer questions about Jonathan Woodington. For example, *What's his first name? His first name is Jonathan.*

An application form

Complete the application form.



SIMPLY SPORTS CLUB

PLEASE COMPLETE ALL OF THE BOXES

FIRST NAME(S)

SURNAME

DATE OF BIRTH

NATIONALITY

JOB

ADDRESS

<input type="text"/>	
<input type="text"/>	POSTCODE

PHONE NUMBER

EMAIL ADDRESS

My name is Jonathan Woodington.

My date of birth is 31/12/1992.

I'm a police officer from the UK.

My address is 179 Short Street, Liverpool.

The postcode is L64 3PG.

My telephone number is 07700900438.

My email is J.Woodington987@jonwoodmail.com