

1A Vocabulary

Mime it

Body language and communication

Sts mime body language actions in groups and compete for points. The aim is to revise vocabulary for body language, e.g. *shake hands, kiss on the cheek*.

PREPARE

Make one copy of the resource sheet for each group.

PRACTISE

- 1 Sts work in groups of four. If you have an odd number of sts, have one group of three. Give each group one copy of the resource sheet. Tell each student to find a small object to use as a counter, such as a coin.
- 2 Explain the activity. The student with the longest name starts. He/She chooses a square from the resource sheet and reads the sentence silently and carefully, without telling the other group members which sentence was chosen. He/She then mimes the action as it is described in the sentence. The other sts search for the square in the resource sheet and put their counter on it.
- 3 Point out that some actions appear on more than one square, but with a difference. Also, point out that some of the sentences describe someone not doing the action. The sts should mime the action exactly as in the sentence.
- 4 The first student to put their counter on the correct square wins a point, and sts cross out that square. However, if a student puts their counter on the wrong square, they lose a point.
- 5 After each action has been identified, a new student chooses and mimes an action. Continue until there are three squares left. The student whose turn it is chooses a square and a student to mime the action. If it is correct, that student wins a point. If it is incorrect, another student can gain a point instead by saying the correct sentence first. As they play, sts keep a note of how many points they each have. The student with the most points is the winner.

PERSONAL BEST

In pairs, sts describe the last time they did some of the actions. Encourage them to think of who they were with, and where.

EXTRA PRACTICE

Fast finishers choose a sentence from the resource sheet, imagine it is the start of a story, and continue the story.

Mime it

I held out my hand, expecting Lin to shake it, but she didn't.

I tapped the man on each shoulder twice, but he didn't turn around.

The child nodded, although I wasn't sure if she'd really understood me.

The man shook his head angrily when I asked him if I could borrow his phone.

Sally shrugged her shoulders as if to say 'Sorry, I can't help you.'

'Great to see you!' cried Phil, giving me a big hug.

'In Ukraine, we kiss on the cheeks three times,' explained Yanina.

It's important to make eye contact with your audience.

I stared at the page, but I just couldn't understand what it meant.

Carys shook her head slowly as she watched the news on TV.

I noticed that Dani wasn't making eye contact with us as he told us what had happened.

The teacher had to raise her voice to be heard over the noise of the class.

Oliver was waving from the back of the car as they drove away.

Sharon kissed me once on the cheek but Natalie totally ignored me.

Dad was gazing into the distance with a sad expression on his face.

As I waited, someone tapped me on the shoulder and I jumped.

Yann winked at me to show that he was only joking.

'Why is that man staring at me?' asked Jose.

I shook hands with everyone, trying not to forget their names.

Lucy frowned as she read the email.

Personal Best

When did you last do some of the body language actions? Tell your partner.

1B Vocabulary

Missing letters

Compound adjectives

Sts identify a list of compound adjectives by guessing letters, e.g. *open-minded*, *world-famous*, *middle-aged*.

PREPARE

Make one copy of the resource sheet for every pair of sts. Make an extra copy for yourself. 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 each have a list of compound adjectives to complete. They are going to guess letters in their list, in order to identify the compound adjectives.
- 3 Demonstrate the activity with the class. Write the following gapped words on the board (don't write the answers):
 - 1 _ _ _ _ _ - _ _ _ _ (brown-eyed)
 - 2 _ _ _ _ _ - _ _ _ _ _ (easily-pleased)
 - 3 _ _ _ _ - _ _ _ _ _ (home-schooled)

Ask sts to guess letters. If their letters appear, write them in all the gaps where they appear. Then ask sts to tell you exactly where you have written the letters. For example, if they guess *O*, they should say *Word 1, letter 3; Word 3, letters 2, 8 and 9*. As more and more letters appear, ask if any sts can guess the words. Continue until they have filled in all letters or guessed the words.
- 4 Sts take turns to guess the compound adjectives. Remind them to tell their partner which words the letters appear in, and where they appear. Tell them that if they want to guess a word before completing all the letters, they can. But if they are wrong, the other student will then have two turns.
- 5 Monitor while they work. The first student to complete the words is the winner.

Answers

Student A's words

- 1 good-looking
- 2 old-fashioned
- 3 world-famous
- 4 far-reaching
- 5 open-minded
- 6 time-consuming
- 7 well-educated

Student B's words

- 1 slow-moving
- 2 self-centred
- 3 middle-aged
- 4 highly-respected
- 5 record-breaking
- 6 life-changing
- 7 forward-thinking

PERSONAL BEST

Sts write sentences containing some of the compound adjectives. They read the sentences to their partner, leaving a pause instead of saying the adjective. Their partner guesses the missing word.

EXTRA PRACTICE

In pairs, fast finishers try to create new compound adjectives that use the second part of the adjectives on the worksheet, e.g. *nice-looking*, *strange-looking*; *fast-moving*.

Missing letters

STUDENT A

Guess letters in your words. Then guess the words.

YOUR WORDS

- 1 _____ - _____
- 2 _____ - _____
- 3 _____ - _____
- 4 _____ - _____
- 5 _____ - _____
- 6 _____ - _____
- 7 _____ - _____

Tell Student B the position of the letters that he/she guesses.

STUDENT B'S WORDS

- 1 slow-moving
- 2 self-centred
- 3 middle-aged
- 4 highly-respected
- 5 record-breaking
- 6 life-changing
- 7 forward-thinking

Personal Best

Write sentences including the compound adjectives. Then read them to your partner, but leave a pause instead of saying the adjectives. Your partner guesses the missing adjectives.

Missing letters

STUDENT B

Guess letters in your words. Then guess the words.

YOUR WORDS

- 1 _____ - _____
- 2 _____ - _____
- 3 _____ - _____
- 4 _____ - _____
- 5 _____ - _____
- 6 _____ - _____
- 7 _____ - _____

Tell Student A the position of the letters that he/she guesses.

STUDENT A'S WORDS

- 1 good-looking
- 2 old-fashioned
- 3 world-famous
- 4 far-reaching
- 5 open-minded
- 6 time-consuming
- 7 well-educated

Personal Best

Write sentences including the compound adjectives. Then read them to your partner, but leave a pause instead of saying the adjectives. Your partner guesses the missing adjectives.

1C Grammar

Order the story

Narrative tenses

Sts organize paragraphs in a story in pairs. The aim is to practise narrative tenses: past simple, past continuous, past perfect and past perfect continuous.

PREPARE

Make one copy of the resource sheet for each pair.

PRACTISE

- 1 Sts work in pairs. Give each pair a copy of the resource sheet.
- 2 Explain that sts are going to read a story and put it in order. Tell sts to look at the photo and predict what the story might be about. Then explain that the couple are at the reception of a luxury hotel. Ask them what expectations they would have for a place like that. Pre-teach *rubbery, gorgeous, four-poster bed, stunning, drop off, stroll, tough* (meat).
- 3 Tell sts to work together to put the story in order. They discuss their ideas. Tell them to justify why each section comes after the previous one. Monitor while they work.
- 4 Once sts have finished the task, read through the story as a class, with different sts reading each section. Ask sts what they would do if they had an experience like this.

Answers

C, D, H, A, F, B, E, G

PERSONAL BEST

Sts cover the story and try to reconstruct it in pairs.

EXTRA PRACTICE

In pairs, fast finishers imagine different conversations in the story – the narrator and her sister before and after the stay, the couple and the receptionist arriving at the hotel, the narrator and her husband in the middle of the night, the couple and the receptionist following morning at breakfast. They role play different conversations.

Order the story

Put the story in order.



A Things started to go wrong at about 1.30 that night. We were suddenly woken by people shouting and singing in the room next door. My husband went to knock on the door but there was no answer.

B The next morning, we were exhausted. I decided to take a bath to relax, but there was no hot water in the taps, and there was no shower at all. We decided to go for breakfast. We had rubbery eggs on toast, and cold coffee. Then I saw a mouse running out of the kitchen!

C A few weeks ago, my husband and I decided to treat ourselves to a night away. My sister had been to a country hotel nearby a few weeks before, and she hadn't stopped talking about how amazing it was. She agreed to babysit our two girls for the night, and I booked us a room for the following weekend.

D I'd been worrying about leaving the girls behind, but as soon as I saw the gorgeous 18th century hotel, I forgot my worries. Our bedroom was the most beautiful room I'd ever been in, with a four-poster bed, a luxurious red carpet, and stunning views over the gardens.

E Suddenly, the girl from reception appeared at our table. As we started to tell her what had happened in the night, she said that a complaint had been made about us. Apparently, we'd been knocking loudly on another guest's door in the night. She told us that if we behaved so aggressively again, she would call the police.

F Next, he tried to find someone who worked at the hotel, but there was no one around. We tried to sleep but the shouting and singing continued for hours. At about 5.00 a.m. we finally managed to drop off.

G We couldn't wait to leave. Two hours later, I was sitting on my own sofa, telling my sister what I thought of her recommendation. It had been the worst holiday of my life!

H The sun was shining, and we had a lovely afternoon strolling in the gardens. Then it was time for dinner. The food wasn't the best I'd ever had – the meat was tough and the vegetables were a bit tasteless – but I didn't mind.

Personal Best

Cover the story. Work with a partner and try to remember what happened and in what order.

1C Vocabulary

Were you listening?

Expectations

Sts discuss situations and experiences in groups. The aim is to revise vocabulary for expectations, e.g. *make a good impression, be a disappointment*.

PREPARE

Make one copy of the resource sheet for each group.

PRACTISE

- 1 Sts work in groups of four. If you have an odd number, have one group of three. Give each group one copy of the resource sheet. Tell each group they will need a coin and a watch or phone to time themselves.
- 2 Explain the activity. One student rolls the coin onto the board. If it lands completely or mostly on one square, he/she must follow the instruction. If it isn't clear which square he/she has landed on, or he/she misses the board, he/she can roll the coin again.
- 3 If the square contains a scenario to talk about, the student can take up to 30 seconds to think of an idea before he/she starts. The other sts can use this time to read the squares, and think of their own ideas for the scenarios. If sts can't think of what to say, they can either invent a scenario, or they can decide not to talk. If so, they gain a penalty point.
- 4 If a student lands on a *Relax!* square, the next student rolls the coin instead. Each student can only use *Relax!* once – they should roll the coin again if they land on *Relax!* again. If he/she lands on *Choose a square and a player*, he/she selects a topic and a player to talk about it.
- 5 Demonstrate the activity. Choose one of the squares and talk about it for 30 seconds. Then choose two stronger sts and ask them some simple comprehension questions about your story, e.g. *Where/When did this happen? What was the name of the person who ...? How did I feel when ...?* Tell sts that they must choose two sts and ask two questions after they finish talking. If the sts can't answer correctly, they gain a penalty point.
- 6 Sts play the game in groups. As they play, sts keep a note of how many penalty points they have. Continue until you are ready for them to stop. The winner is the student with the fewest penalty points.

PERSONAL BEST

Sts work in pairs and discuss places, people and events that have impressed or disappointed them, explaining to their partner why.

EXTRA PRACTICE

Fast finishers take turns to choose a situation that they didn't talk about. Rather than talking about it, the other players ask them questions to find out what happened.

Were you listening?

TELL ME ABOUT ...

something that you are hoping to do this year.

a time when you got a second chance to do something.

Relax



one of your possessions that you couldn't live without.

CHOOSE A SQUARE AND A PLAYER.



something you have planned that you can't wait to do.

someone who made a good first impression on you.

a time when you had to lower your expectations.

a time when something or someone really impressed you.

a time when you didn't make a good first impression on someone.

something that you did or made that was a big success.

something or someone that failed to impress you.

Relax



a place you visited that was a disappointment to you.

a time when you were expecting someone but they didn't come.

CHOOSE A SQUARE AND A PLAYER.



Personal Best

Think of more places, people and events that impressed or disappointed you. Tell your partner about them.

1D Skills

The present

Time linkers

Sts do a gap-filling activity in pairs. The aim is to practise time linkers, e.g. *in the beginning, before long, in a matter of hours*.

PREPARE

Make one copy of the resource sheet for each pair.

PRACTISE

- 1 Sts work in pairs. They compete against other pairs in a larger group of two to three pairs.
- 2 Explain that sts are going to read a story which has a number of missing time linkers. Their task is to choose the correct list of linkers. Tell them that some gaps can match with more than one linker, but only one list matches all the gaps correctly. Tell sts to look at the picture and predict what the story is about. Elicit the words *brainwave, be meaning to do sth, kill two birds with one stone, pricey, hilarious, grin*.
- 3 Put the pairs into larger groups of two to three pairs to start the task. Tell them that when a pair thinks they have identified the correct list, they should tell the other pairs. The other pairs can continue discussing but they cannot choose this list. Continue until all pairs have chosen a list.
- 4 Confirm the answers. The pair with the correct list wins. If you have time, ask sts to work out which linker can't be used in each of the incorrect lists.

Answers

List B is correct.

In List A

5 is wrong.

In List C

7 is wrong.

In List D

8 is wrong.

In List E

7 is wrong.

PERSONAL BEST

Sts cover the story and use the list of linkers to try and remember the story. They take turns to add the next part of the story.

EXTRA PRACTICE

Fast finishers imagine and roleplay the conversations that the writer of the story had with his brother and with his wife when she came home.

The present

Read the story and choose the correct list of linkers.



- A**
- 1 in the beginning
 - 2 in no time
 - 3 at first
 - 4 before long
 - 5 to begin with
 - 6 as time went on
 - 7 after a while
 - 8 eventually

It was my wife's Lisa's birthday a few years ago and I wanted to do something special to surprise her. ¹ _____, I couldn't think of anything, but then I had a brainwave. We'd been meaning to redecorate for ages, so I decided to kill two birds with one stone. I would have some personalized wallpaper made for the living room!

I looked online for companies who offered personalized wallpaper, and ² _____ I'd found one that wasn't too pricey. Next, I had to choose a pattern. ³ _____, I couldn't find one that I liked, but ⁴ _____, I saw the perfect thing – a selfie of a happy couple, reproduced many times. I knew Lisa would love it! I selected my favourite selfie of us on holiday in Paris, got out my credit card, and ⁵ _____, the wallpaper was ordered and on its way! Lisa was away on a business trip, so it was the perfect time. The wallpaper arrived in two days. I started putting it up myself, but ⁶ _____ I realized that I couldn't do it alone, so my brother came over to help. He couldn't stop laughing at the wallpaper but I thought it looked fantastic.

Lisa came home. She wasn't as enthusiastic about the wallpaper as I'd hoped, but she seemed to like it. But ⁷ _____, we both started to have doubts. Everyone seemed to find it hilarious, not just my brother, and Lisa started getting embarrassed when people came round. Then, one night I had a nightmare – I saw our entire house covered in our grinning faces, inside and out. ⁸ _____, we both realized that it had to go. My brother and I took it down the next day, and I have never enjoyed the sight of a plain white wall so much!

- B**
- 1 at first
 - 2 in no time
 - 3 to begin with
 - 4 before long
 - 5 in a matter of hours
 - 6 after a while
 - 7 as time went on
 - 8 eventually

- E**
- 1 in the beginning
 - 2 in no time
 - 3 at first
 - 4 before long
 - 5 in a matter of hours
 - 6 as time went on
 - 7 to begin with
 - 8 eventually

- C**
- 1 at first
 - 2 in a matter of hours
 - 3 to begin with
 - 4 before long
 - 5 before long
 - 6 after a while
 - 7 in no time
 - 8 eventually

- D**
- 1 at first
 - 2 in no time
 - 3 to begin with
 - 4 before long
 - 5 in a matter of hours
 - 6 after a while
 - 7 as time went on
 - 8 in the beginning

Personal Best

Cover the story. Try to remember it using the correct list of time linkers.