

Photocopiable resources

Instructions

Unit 1 A new look

1 What are they wearing? (1.1 Vocabulary)

Aim: To practise words related to clothes and accessories.

Interaction: Pairs.

Type of activity: Describing and drawing.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. (2) Give Students A their worksheet and Students B their worksheet. (3) Explain that students should NOT look at each other's worksheets. Student A has to describe the clothes and accessories that Sam is wearing for their partner to draw on their blank model. Then Student B describes the clothes and accessories that Lucy is wearing for their partner to draw on their blank model. (4) Choose a strong Student A and demonstrate the activity, e.g. B: *So what is Sam wearing?* A: *He's wearing shorts and ...* (5) At the end of the activity, students compare pictures and check they got all the details right.

Optional follow-up: Bring different pictures of people from magazines and stick them on the walls. Students take turns in pairs to describe one of the people's clothes and accessories for their partner to identify the person they are describing.

Answers: Sam is wearing jeans, trainers, a sweatshirt, sunglasses, a necklace and he's carrying a tie in his hand. Lucy is wearing ankle boots, a beanie, a denim jacket over a dress or blouse, a leather belt, sunglasses and two bangles on her left arm.

2 Test yourselves (1.2 Grammar)

Aim: To practise dynamic and state verbs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

3 Busy people (1.5 Grammar)

Aim: To practise Present Perfect Continuous.

Interaction: Pairs.

Type of activity: Completing information.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. (2) Give Students A their worksheet and Students B their worksheet. (3) Explain that students should NOT look at each other's worksheets. They should first look at the pictures and complete the gaps with the verbs using the Present Perfect Continuous. (4) Students then work in pairs. They ask and answer questions using *How long ...?* in order to complete the times in the boxes. Choose a strong Student B and demonstrate the activity, e.g. A: *How long has Matt been cooking?* B: *He's been cooking all morning.* (5) If you like, elicit the question form and write examples on the board: *How long + has/have + subject + been + ... ing?* *How long has Jane been working?* *How long have they been studying?*

Optional follow-up: Students write sentences about themselves, some true and some false, e.g. *I have been learning Chinese for a year. I have been going to this school for six years. I've been wearing this watch for ten years,* etc. They work in pairs or groups and read out their sentences. Their partner or the others in the group guess if the sentences are true or false.

Answers: 1 Jane and Sarah have been running for forty minutes. 2 Matt has been cooking all morning. 3 They have been waiting for a bus for nearly an hour. 4 Katie has been learning Spanish for three years. 5 Mike has been riding his bike all day. 6 Debbie has been listening to music for two hours. 7 Sam has been going to the same hairdresser's for six years. 8 Dan and Maggie have been playing video games all afternoon.

4 Describing a person (1.7 Writing)

Aim: To practise correcting and completing a personal email with a description of a person, following a checklist.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then students read the sample writing text. (3) Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling etc.). Say that there are five mistakes.

(4) Students work individually and then check the task in pairs. (5) Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one incorrect word form, one wrong preposition, one wrong adjective, missing information on Anna's interests, one instance of wrong tense.

5 How do I look? (Focus Review 1, Speaking)

Aim: To practise describing photos.

Interaction: Individual/Pairs/Groups.

Type of activity: Gap filling.

Time: 7 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to take three minutes to fill in the gaps in the text. (2) Then ask students to check the task in pairs. (3) Check the answers with the whole class. (4) You can expand the task by getting students to add more information about the photo.

Answers: 1 shows 2 in the background 3 silk 4 is commenting 5 as if 6 their late teens 7 hair 8 medium height 9 imagine 10 comes across 11 is wearing 12 matches

Unit 2 It's just a game

6 A sports crossword (2.1 Vocabulary)

Aim: To practise words related to sport.

Interaction: Pairs.

Type of activity: Crossword and guessing game.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. (2) Give Students A and Students B their worksheets and ask them not to show them to each other. (3) Students look at the pictures and individually complete their part of the crossword. (4) Students work in pairs. They take turns to define the nouns they already have in their crosswords so that the other student can complete the missing words, e.g. A: *It's a place where you can play a game with a ball and a club. It's big and it's got a lot of grass.* B: *Is it a golf course?* A: *That's right!* (5) When everyone has finished, check the answers with the whole class.

Answers:

Across: 1 golf course 5 referee 7 athlete 8 pitch 9 match 10 training

Down: 2 opponent 3 spectator 4 skiing 6 fan

7 A solitary triathlete (2.2 Grammar)

Aim: To practise narrative tenses.

Interaction: Pairs.

Type of activities: Ordering.

Time: 15 minutes.

Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Give each pair one set of cards, cut and shuffled. (2) Ask students to put the story in the correct order, by reconstructing eleven sentences about a triathlon race. Each sentence consists of three cards. At this point you may want to ask students what disciplines a triathlon consists of and what the order of them in a race is (NB. It's: swimming, cycling and running). If necessary, explain the terms: *wetsuit* and *transition area*. Point out that the story starts with the card *I jumped into the lake and began*. Set a time limit of seven minutes. (3) Get students to compare the answers with other pairs. (4) Check the answers with the whole class.

Optional follow-up: With stronger groups you can take advantage of the slight absurdity of the story. Ask students to discuss if the athlete really won the race and who his fans might have been. You may give a hint by writing the title of the exercise on the board and explaining its meaning.

Answer: An explanation of the story might be that the triathlete only imagined competing with others. The fans were probably some birds.

8 Test yourselves (2.5 Grammar)

Aim: To practise verb patterns.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. (2) Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

9 A story (2.7 Writing)

Aim: To practise correcting and completing a story.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then