

For all these activities, you first need to put the students into pairs and give one half of the worksheet to one student and the other half to the other student.

Unit 1 Our World

The aim of this activity is to practise *wh*- questions with the verb *be*.

Activity 1

Students complete the information about themselves (but not their partner's yet). You may want to ask one or two students to give some examples for the class. Monitor students as they are writing and check any unfamiliar vocabulary.

Activity 2

Students take turns to ask each other questions and write the information. Model the activity with a student. Then ask two students to model one or two questions for the class.

Example dialogue:

Student A: What's your favourite colour?

Student B: My favourite colour is red.

Student A: Oh that's my favourite colour, too!

Activity 3

Nominate a student to tell the class about their information.

Follow-up: Ask students to write five of the sentences in their notebooks or for homework.

Vocabulary Note: PE = Physical Education

Unit 2 Family and friends

This is an information-gap activity where each student has to ask their partner questions to find the missing information. It is designed to help students practise *have got* (affirmative, negative and question forms and short answers) as well as questions with the verb *be*.

Activity 1

Explain that Student A and Student B have pictures of the same family but with different missing information. They have to ask questions to find the missing information.

Model one or two questions with the class.

Ask students to work in pairs. Monitor to make sure they are using forms of *have got* correctly. Note any problems.

Follow-up: Ask students to ask questions in pairs about their families or a famous person's family.

Unit 3 It's my life!

The aim of this activity is to practise the present simple tense (3rd person singular).

Activities 1 and 2

Explain that each person has information about either Julie or Mark, but some information is missing. They have to make and ask questions to find the missing information. Explain that first Student B will ask all the questions about Julie and Student A will answer. Then the roles are reversed.

Monitor to make sure they are using the present simple forms correctly. Note any problems. If necessary, stop the activity to remind students about the third person 's' or write a reminder on the board.

Follow-up: Ask students to write a paragraph about the daily routine of someone they know or invent that of a famous person.

Unit 4 Schooldays

The aim of this activity is to review names of places in a school, school subjects and to talk about likes and dislikes and review *can* and *can't*.

Activity 1

Tell students to write sentences about what they can and can't do in each of the places in the box. Tell them not to write the name of the place.

Activity 2

Students take it in turns to read their sentences to each other and guess the place.

Activity 3

Students complete the table for themselves then ask their partner about their likes and dislikes and circle their answers in the table.

Follow-up: In pairs, the students write a new survey either about school or about something else (sports, free time activities, animals, etc.). Then the students change pairs and ask and answer their new questions.

Unit 5 Food, food, food!

The aim of this activity is to review words for food and questions and answers with *there is / there are* and *have got*.

Activity 1

Explain that both students have similar pictures but there are some differences between them. They have to ask questions to find the differences without showing their picture to their partner.

Activity 2

Students write sentences about the differences between the pictures. Nominate students to read out their sentences.

Follow-up: Ask students, in pairs, to draw their own 'Find the difference' activity. Make sure they draw things they know the names of in English. Students then give the activity to another pair of students to find the differences.

Unit 6 Animal world

The aim of this information-gap activity is to review words for animals and practise present continuous and present simple forms.

Activity 1

Remind students to use the present continuous because we are talking about what the animals are doing now.

Activity 2

Remind the students to use the *present simple* in this activity because they are describing daily routines.

Follow-up: Ask students to bring in pictures of animals and talk about what they are doing and their daily routines.

Unit 7 Towns and cities

The aim of this activity is to practise the simple past of regular and irregular verbs.

Activity 1

Students read the first part of the quiz silently and complete their answers. Remind them to write the past simple of the verbs in brackets.

Activities 2 and 3

Student A reads out their sentences and Student B checks them (and gives some additional information). Then they change roles.

Activity 4

Students write their own ideas then test their partner.

Follow-up: Ask students to choose a town or city and research two interesting facts about its past to tell the class in the next lesson.

Unit 8 Sports time

The aim of Activities 1-3 is to review affirmative, negative and question forms in the simple past. The aim of Activity 4 is to review vocabulary for sports and clothes.

Activity 1

Students complete the sentences individually.

Activity 2

Students write questions about their sentences from Exercise 1.

Activity 3

Students take turns to ask each other their questions. They count how many of their answers are the same.

Activity 4

Explain that students have the same crossword with words related to sports and clothes, but with different words missing. They have to exchange information by describing the words, but they mustn't read them out.

Example dialogue:

Student B: What's 1 across?

Student A: It is something you wear on your feet in winter.

Student B: Are they boots?

Student A: Yes, that's right.

Follow-up: Ask students to make up their own crossword using words from this unit.

Unit 9 We holidays!

The aim of these activities is to review the present continuous for future plans.

Activity 1

Students complete their programmes using words from each box (a sport and a place). Make sure they leave the second line blank for their partner's programme.

Activity 2

Students take turns to ask each other questions and write down the answers. Nominate students to tell you about their plans and their partner's.

Activity 3

Students cover up the programmes and take turns to say what they can remember.

Follow-up: Students invent another adventure holiday in pairs and have to agree on doing the activities together.