




# Contents

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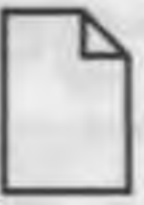
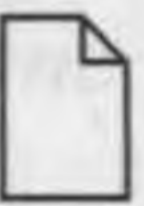






### Preparation





-  one handout to copy
-  several handouts to copy
-  one handout to copy and cut up

### Level





- = beginner (suitable for beginner students and above)
- = elementary (suitable for elementary students and above)
- = pre-intermediate (suitable for pre-intermediate students and above)

Game/Activity	Time	Main functions	Main grammar	Preparation	Pages
<b>Ice-breaker/Warm-up activities</b>					
1 Getting to know you ●	20 mins	Asking for and giving personal information Asking about and expressing likes and dislikes Filling in a form Asking how to spell a name Spelling your name	Asking questions, using the verb <i>to be</i> and the auxiliary <i>do</i> with the present tense Using question words: <i>what/where/how</i> , etc. <i>What's your ...?/Where do ...?/How many ...?/How do ...?</i> Using the present simple first person to talk about oneself: <i>I live .../I speak</i> Using the present simple third person to talk about another person: <i>He/she likes/doesn't like ...</i>		12/40
2 This is my favourite! Do you agree? ●	30 mins	Asking about and expressing personal preferences Offering alternatives	Asking questions with <i>what</i> and the verb <i>to be</i> : <i>What's your favourite?</i> Answering with the verb <i>to be</i> : <i>My favourite is ...</i>		12/41–42
3 I think I know you ●●	20–25 mins	Speculating about a person Asking for information about a person Giving information about yourself	Common verbs in the present tense: <i>be/have/got/go/live/listen/watch/read</i> , etc. Use of <i>can</i> to express ability Use of <i>want</i> to express the wish to do something First and third person: <i>I'm .../He's .../I can .../She can ...</i> , etc. Asking questions: <i>Are you ...?/Have you got ...?/Can you ...?/Do you ...?</i> Use of negative first and third person: <i>He isn't .../I can't .../I don't .../She hasn't got ...</i> Short answers using <i>am/can/have/do</i> in positive and negative: <i>Yes, I can/No I can't/Yes, I am/No, I don't</i> Comparatives: <i>older</i>		13/43–44
4 This is important to me ●●●	25 mins	Explaining what certain things mean and refer to Asking a variety of questions to find out further information	Understanding a variety of questions: <i>What ...?/Which ...?/How many ...?/How old ...?</i> Expressing times, numbers, days and dates Present tense of various verbs: <i>wear/finish/live</i> , etc.		14/45–46

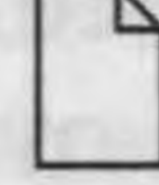

Game/Activity	Time	Main functions	Main grammar	Preparation Pages
22 Packing a weekend bag ●	20 mins	Talking about needs and choices Listing personal effects Making comparisons	Verb <i>to need</i> in the present tense: <i>I need .../What do you need?/We don't need ...</i> Making comparisons: <i>X is more useful/important than Y.</i>	 26/73
23 How to keep fit ●	20–25 mins	Ranking items in order of importance Reading and listening for order Making comparisons Expressing opinions Talking about health and fitness	<i>Should: You should .../You shouldn't ...</i> Comparisons: <i>I think it's more important to/not to ... than to/not to ...</i>	 27/74
24 How to make friends ●●	25–30 mins	Expressing your own opinion Asking others for their opinion Making comparisons Discussing human relationships	Asking questions about opinions: <i>Do you agree?/What do you think?/How do you rank?/What's your opinion?</i> Comparatives: <i>It's better to ... than to ...</i> Superlatives: <i>The most important thing is to ...</i>	 27/75
25 My brilliant barbecue ●●	20 mins	Making choices and explaining them Planning an event with others Asking for other people's opinions Agreeing and disagreeing	Asking questions: <i>What do you think?/Do you agree?</i> Prepositions of time and location: <i>in the middle of the day/at the weekend/on a public holiday/on the beach/in the countryside/in the street</i> Giving reasons: <i>Because ...</i>	 28/76
26 What's it for? ●●●	20 mins	Describing an object Saying what something is for Speculating	Various constructions in the present to describe objects: <i>It's made of .../It's for ...</i> Future with <i>will</i> : <i>It will keep a sandwich fresh./It will look good in your kitchen.</i> <i>Can</i> : <i>It can contain 9 kilos.</i> <i>Enough</i> : <i>It's small enough to ...</i> <i>Could</i> and <i>might</i> used to speculate: <i>It could be for cooking./It might be made for paper.</i>	 28/77
27 This is how I see it ●●●	20 mins	Interpreting and describing a scene Asking questions Agreeing and disagreeing Speculating	The present continuous tense: <i>A woman is running./A child is watching./Is the man talking?/The baby is not wearing shoes.</i>	 29/78
28 Holiday postcards ●●●	20 mins	Descriptions of places – towns/holiday resorts/foreign countries Asking and answering questions Giving details	Various tenses (mainly the present simple) Questions using a variety of question words: <i>What monument is this?/When was this built?/Who is this king?</i> , etc.	 30/79
29 What would you be? ●●●	20–25 mins	Talking about one's self-image Asking others about their self-image Giving reasons	Second/unreal conditional: <i>If I were a/an ... I would be .../If you were a/an, what would you be?</i>	 30/80
<b>Problem-solving activities</b>				
30 Photographs ●	15 mins	Finding similarities and differences Describing photographs	<i>There is/There are ...</i> : <i>There is a boy./There are two cats.</i> Simple present tense: <i>I don't have .../The cat is black and white.</i> Present continuous tense: <i>The girl is playing with a ball./The woman is smiling.</i>	 31/81–82

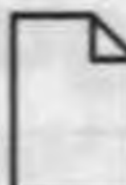
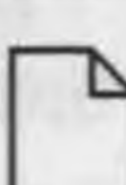
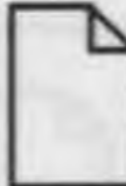

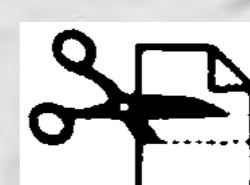

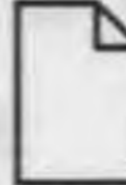

Game/Activity	Time	Main functions	Main grammar	Preparation Pages
31 Who's who? ●●	15 mins	Giving and processing information Drawing conclusions Asking for things to be repeated: <i>Could you say that again, please?</i>	Comparatives of adjectives: <i>Peter is older than Sally./Julie is thinner than Mary.</i> Superlatives of adjectives: <i>The thinnest person is only sixteen.</i>	 32/83
32 Find the differences ●●	15 mins	Describing what is happening Asking for details	Present continuous tense: <i>A man is reading a paper./A woman is talking to the flight attendant, etc.</i>	 32/84
33 A family tree ●●●	15 mins	Asking for and giving personal information about people Asking if something is true Saying whether things are true or not	Present simple + question word + <i>to be/have got</i> : <i>What does Bill do?/How many children has Jennifer got?</i>	 33/85–86
34 Buying a shirt ●●●	15–20 mins	Buying an item of clothing from a shop Stating sizes and asking about colour and cost	Asking questions: <i>How much is it?/Have you got ...?/What colour ...?</i>	 33/87




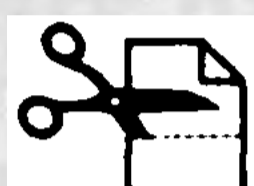
### Vocabulary activities

35 The secret word ●	20–25 mins	Asking for and giving definitions of words	Various simple constructions in the present tense Using adjectives: <i>It's long and yellow./They're usually blue, etc.</i>	 34/88
36 Half a crossword: food and drink ●	25–30 mins	Asking for and giving definitions of words	Simple questions: <i>What's 5 down?/What's 10 across?</i> Present tenses: <i>It's a fruit./It's red./You drink it.</i>	 35/89–90
37 What's a 'floppa'? ●●	15–20 mins	Giving and understanding information Problem-solving Making guesses and suppositions	<i>Can</i> : <i>You can carry a floppa./People can see a floppa.</i> Adverbs of frequency: <i>Women usually have .../A floppa often ...</i>	 35/91–92
38 Half a crossword: adjectives ●●	20–25 mins	Asking for and giving definitions of words Talking about and using adjectives	Adjectives – meaning and use Present tense: <i>This can describe .../It's the opposite of .../You feel this when ..., etc.</i>	 36/93–94





### Miscellaneous activities

39 Categories 1 ●/●●	30 mins	Thinking of examples of a type Discussion and making choices Expressing preferences	Giving your opinion and asking for your partner's opinion: <i>I think .../What do you think?</i> Comparatives: <i>X is better than Y./It's more unusual.</i>	 36/95
40 Categories 2 ●●/●●●	30 mins	Thinking of examples of a type Discussion and making choices Expressing preferences	Giving your opinion and asking for your partner's opinion: <i>I think .../What do you think?</i> Comparatives: <i>X is better than Y./It's more unusual.</i>	 37/96



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### Key Vocabulary

The activities in this section are more challenging and open-ended and are flexible enough to be used at different levels and in different ways. They are designed to be used in a variety of ways.