

# Map of the book

**P** = pairwork

**G** = groupwork

**C** = whole class

	Title	Level	Language focus	Skills focus	Activity type
1 Personal information	1.1 Meet the new me	elementary	present simple, <i>have got</i> , personal information questions	speaking: asking for and giving personal information	role card game (P)
	1.2 Me, conditionally	intermediate	second conditional	speaking: talking about imagined possibilities	board game (G)
	1.3 Knowing me	upper-intermediate	present simple, <i>like/enjoy</i> + -ing, <i>would like</i> , second conditional	speaking: answering questions about yourself	prompt cards for speaking (G)
2 The family	2.1 We are family	elementary	present simple questions	speaking: defining words for members of the family	information-gap crossword (G, P)
	2.2 Families large and small	intermediate	present simple, <i>would/should</i> , comparative and superlative adjectives	reading and speaking: making comparisons, giving advice, expressing opinions	discussion (P, G)
	2.3 My roots	upper-intermediate	idioms; language of opinions	speaking: talking about families and relationships	questionnaire and discussion (P, G)
3 Daily activities	3.1 Their day, your day, my day	elementary	time; present simple questions	speaking: exchanging information about routines	information-gap clocks (P)
	3.2 Your week	intermediate	present simple, present continuous; expressions of frequency	speaking: asking about daily routines and future plans	survey with whole class mingle (C, P)
	3.3 Board of life	upper-intermediate	questions with <i>how often</i> ; expressions of frequency	speaking: talking about lifestyles; follow-up questions	board game (G)
4 Homes	4.1 What's different?	elementary	<i>there is/are</i> ; prepositions of place	speaking: describing the location of objects	spot the difference (P)
	4.2 My home	intermediate	present simple, <i>would</i> , second conditional, comparative and superlative adjectives	speaking: talking at length about homes and neighbourhoods; follow-up questions	prompt cards for speaking (G)
	4.3 My area	upper-intermediate	language of opinions; connectors	speaking: expressing opinions about neighbourhoods; justifying decisions	ranking activity and discussion (P, G)

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5 Getting around	5.1 In town	elementary	prepositions; present simple	reading and speaking: describing location; giving directions	information-gap map (P)
	5.2 The way to go	intermediate	mixed tenses	writing and speaking: asking questions about transport and travel	survey with whole class mingle (G, C)
	5.3 Around the world in 25 days	upper-intermediate	language of suggestions; future with <i>will</i> and <i>going to</i>	speaking: making plans; expressing opinions; giving a presentation	planning a trip (G)
6 Customs and traditions	6.1 Our birthdays	elementary	dates; <i>in</i> + month; <i>on</i> + date; possessive <i>'s</i>	speaking: asking for and giving dates	survey with whole class mingle (C, P)
	6.2 Festivals quiz	intermediate	<i>Wh-</i> questions; dates	reading and speaking: discussing and answering quiz questions	quiz (G)
	6.3 A new festival	upper-intermediate	past, present and future tenses	writing and speaking: organising information; note taking; giving a presentation	presentation (G)
7 Food and drink	7.1 Eating habits	elementary	present and past simple questions; expressions of frequency	speaking: asking for and giving information about eating habits	survey with whole class mingle (C, P)
	7.2 Who's coming to dinner?	intermediate	<i>going to</i> for plans, <i>will</i> for predictions; prepositions of place	speaking: planning a function; expressing opinions; making predictions; giving a presentation	planning a dinner party (P)
	7.3 Healthy eating	upper-intermediate	present simple; <i>should</i>	writing and speaking: categorising and making lists; discussing eating habits	filling in tables (P)
8 Descriptions	8.1 What can you see?	elementary	present continuous questions and statements; <i>have got</i>	speaking: describing actions and clothing	spot the difference (P)
	8.2 What can it describe?	intermediate	adjectives	writing and speaking: defining adjectives	information-gap crossword (P)
	8.3 Guess what it is	upper-intermediate	present simple; present simple passive	speaking: explaining what things are and what they are used for	picture card guessing game (G)
9 Friends	9.1 My perfect friend	elementary	present simple statements; <i>and</i> , <i>but</i> , <i>because</i>	writing and speaking: expressing opinions; describing a friend	questionnaire and writing a poem (P)
	9.2 The best of friends	intermediate	present simple; present perfect; <i>should</i>	speaking: discussing friendship; giving advice	questionnaire and problem page letters (P, G)
	9.3 Friendship	upper-intermediate	question forms (present simple, present perfect, second conditional)	writing and speaking: creating and conducting a survey; summarising information	creating a survey (G, C)

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10 The natural world	10.1 Nature game	elementary	adjectives; present simple; <i>can, have got</i>	speaking: describing features of the natural world	board game (G)
	10.2 Quick descriptions	intermediate	present simple; adjectives	speaking: describing appearance, characteristics and habits	guessing game with cards (G)
	10.3 The power of nature	upper-intermediate	present simple; present passive	writing and speaking: describing characteristics; making factual explanations	information-gap crossword (P)
11 Education	11.1 Our ideal timetable	elementary	time; <i>on + day; at + time</i>	speaking: talking about activities on a timetable; expressing opinions	planning a timetable (P)
	11.2 Finish the sentence	intermediate	modals: <i>should, must, ought to, have to</i> ; verb + infinitive with <i>to</i>	reading and speaking: forming sentences; giving reasons for opinions	matching card game (G)
	11.3 Leaving school	upper-intermediate	mixed tenses; modals	speaking: expressing opinions; agreeing and disagreeing	role play (G)
12 Leisure time	12.1 World of sport	elementary	present simple; gerunds	speaking: asking and answering questions about sports	memory card game (G)
	12.2 Music and me	intermediate	present simple questions; gerunds	writing and speaking: completing a questionnaire; expressing opinions	questionnaire and discussion (P, G)
	12.3 Life of leisure	upper-intermediate	language of opinions	speaking: talking at length about leisure time; arguing a point	prompt cards for speaking (G)
13 Fame	13.1 Press conference	elementary	present simple; past simple; present continuous; <i>going to</i>	writing and speaking: creating a profile; doing an interview	role play interviews (G)
	13.2 Monroe and Chaplin	intermediate	past simple; past simple passive; past continuous	reading and speaking: scanning a text for information; asking questions	information-gap reading (P)
	13.3 Hall of fame	upper-intermediate	<i>should</i> ; mixed tenses; comparative and superlative adjectives	writing and speaking: expressing opinions and giving reasons	discussion and written explanation (G)

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14 Jobs	14.1 Guess my job	elementary	present simple questions	speaking: asking for information; making deductions	guessing game with cards (G)
	14.2 Job interviews	intermediate	mixed tenses	reading and speaking: responding to a job advert; doing a job interview	role play interviews (P, G)
	14.3 My ideal job	upper-intermediate	present simple questions; gerunds; <i>would</i>	writing and speaking: completing a questionnaire; identifying personal attributes and skills	guessing game and questionnaire (P)
15 The past	15.1 Past history	elementary	<i>Wh-</i> questions; past simple	reading and speaking: answering quiz questions	quiz card game (G)
	15.2 School reunion	intermediate	past simple; present perfect; present continuous	reading and speaking: describing past events and experiences; describing present activities	role card game (G or C)
	15.3 Mixed stories	upper-intermediate	past simple; past continuous; past perfect	reading and speaking: sequencing two stories; devising endings	scrambled stories (P)
16 The world around us	16.1 What are you doing?	elementary	<i>is/are</i> ; present continuous	speaking: talking on the phone; describing places and present activities	picture-based phone calls (P)
	16.2 Ask the question	intermediate	<i>Wh-</i> questions; mixed tenses	speaking: asking questions	questions to elicit specific answers (P)
	16.3 Amazon	upper-intermediate	modals; <i>can, should, must</i> ; first conditional; <i>to + infinitive of purpose</i>	speaking: stating opinions, giving reasons, negotiating	planning an adventure (G)
17 The future	17.1 Plans and predictions	elementary	<i>will</i> for predictions; <i>going to</i> for plans	speaking: asking and answering questions about the future	survey with whole class mingle (G, C)
	17.2 Life changes	intermediate	<i>will</i> and <i>going to</i> for predictions	writing and speaking: describing events and situations in the future	picture-based stories (P)
	17.3 Things to come	upper-intermediate	<i>will, might</i> ; future perfect; future passive	speaking: predicting and speculating about the future	picture-based discussion (G)

## Daily activities 3.3

# Board of life

### Language focus

questions with *how often*; expressions of frequency

### Key vocabulary

*chat room, counter, download, have a lie-in, instead of, snack, toss a coin*

### Skills focus

speaking: talking about lifestyles; follow-up questions

### Level

upper-intermediate

### Time

40 minutes

### Preparation

one photocopy for each group of 3 or 4 students; a coin for each group and a counter for each student; a photocopy of the Rules for each group (optional)

### Extra notes

This activity is useful practice for a speaking exam.

## Warm-up

- ① Write the words *sports* and *TV* on the board. Invite a student to the front of the class. Using the two prompts, elicit *How often* questions about his/her lifestyle, e.g. *How often do you do sports? How often do you watch TV?*
- ② Encourage students to ask follow-up questions such as *Where do you play (tennis)? Why do you like (tennis)? Do you have a TV in your bedroom? What kind of programmes do you like? Who's your favourite actor?*
- ③ Invite a second student to the front and repeat the activity with the prompts *music* and *shopping*. Again make sure students ask follow-up questions such as *Have you got a favourite band? Who's your favourite singer? When do you listen to music? Where do you go shopping? What do you like shopping for best?*

## Main activity

- ① Divide the class into groups of three or four and choose a scorer for each group. Hand out a board, four counters and a coin to each group. Make sure they know which side of the coin is 'heads' and which is 'tails'. The scorer needs paper and a pen.
- ② Explain the rules for this activity (see the Rules box below).
- ③ While the game is being played, help with vocabulary and resolve any disputes about the questions being asked.

## Follow-up

- Students work in groups to prepare a lifestyle survey with ten or more new questions. They complete it by asking other class members, or students in a different class. They can follow this up with a written report on their findings, in the style of a newspaper report.
- Students write an essay comparing the lifestyles of two different people of their choice (perhaps *parent/student; teacher / famous footballer*). They can expand this with opinions on who has the preferable lifestyle.

### Rules for Board of life

- 1 Each player places their counter on square A, B, C or D. There must only be one counter on a square.
- 2 Take it in turns to toss the coin. If it is 'heads' move forward one square. If it is 'tails' move forward two squares.
- 3 When a player lands on a square, he/she makes a sentence about his/her lifestyle using the present simple and an expression of frequency, e.g. *I usually see my relatives once a month.*
- 4 The other players can ask one follow-up question each, e.g. *Which relative do you see most often?* The scorer gives a point for each correct and appropriate follow-up question. He/she writes down the score. The first player also gets a point for each follow-up question answered correctly.
- 5 When it is the scorer's turn, another player should become the scorer until he/she has finished.
- 6 The game ends when one player reaches their home square. The winner is the player with the most points.

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**3.3** Board of life

How often do you ...?

<b>A</b> →	take photographs	walk instead of travelling by car	cook	go on holiday	<b>B</b> ↓
do exercise					download music
argue with people					play computer games
use an internet chat room					spend too much money
go to concerts					eat fruit and vegetables
cycle					have a lie-in
see your relatives					go shopping
feel lonely					check your emails
tidy your room	wish your life was different				
watch a film	help with housework				
<b>D</b> ↑	think about your future	eat snacks between meals	meet your friends	read a book	<b>C</b> ←

## Customs and traditions 6.2

# Festivals quiz

### Language focus

Wh- questions; dates

### Key vocabulary

festivals and celebrations; countries and nationalities

### Skills focus

reading and speaking; discussing and answering quiz questions

### Level

intermediate

### Time

30 minutes

### Preparation

one photocopy for each group of 3 or 4 students

### Extra notes

To change the focus from reading to listening, you can read out the quiz questions instead of handing out the worksheet. Groups write their answers on a sheet of paper.

## Warm-up

- 1 Get students thinking about the topic by asking them to name some of the most important festivals in their own country.
- 2 Then brainstorm names of festivals and special days in other parts of the world. Don't go into details here, as this could take away some of the challenge of the quiz.

## Main activity

- 1 Organise the class in groups of three or four. Ask them to choose a group leader who will record their answers and make a decision if there is any disagreement.
- 2 Hand out a quiz worksheet to each group. Set a time limit of 15 minutes for groups to discuss and answer the questions. If they don't know some of the answers, encourage them to guess. You may want to explain that *blossom* means the flowers that appear on trees in the spring.
- 3 When they are ready, they exchange worksheets with another group to mark the answers. Go through the answers with the class and follow up with further questions and/or brief discussion. Groups score one point for each correct answer.
- 4 You could give out small prizes to the group that scores the most points.

### Answers

- 1 24th December (or 5th/6th January for Orthodox Christians) 2 February  
 3 autumn/fall 4 1st January 5 one month 6 31st October  
 7 USA 8 France 9 Japan (other Asian cherry blossom festivals exist, e.g. in South Korea and parts of China) 10 the Chinese 11 the Irish  
 12 Germany 13 Venice 14 Rio de Janeiro 15 Mexico  
 16 Spain (Pamplona)  
 17 New Year / New Year's Eve 18 Halloween 19 Ramadan 20 Carnival, Halloween (other answers are also possible) 21 Easter  
 22 roses 23 (chocolate) eggs 24 turkey 25 thirteen 26 the day after Christmas / 26th December 27 red 28 Because it is a festival of light.  
 29 women (it is International Women's Day) 30 Because on this day people remember the soldiers who died in wars.

## Follow-up

- Ask groups to write four or five new quiz questions for the rest of the class on festivals in their own country or elsewhere in the world. They could do some research on the Internet to obtain or check information.
- Invite groups to invent a special day to be celebrated at their school. They should think about what the celebration is about, when the event takes place and what happens on that day. Groups then share their ideas with the class. Examples of celebrations might include *a school carnival*, *a football or music festival*, *a celebration for the beginning of summer* or *for someone's birthday*.

**6.2 Festivals quiz**

**Name the time**



- 1 What date is Christmas Eve? \_\_\_\_\_
- 2 In which month is Valentine's Day? \_\_\_\_\_
- 3 In which season do Americans celebrate Thanksgiving? \_\_\_\_\_
- 4 What date is officially New Year's Day in Europe? \_\_\_\_\_
- 5 How long does Ramadan last? \_\_\_\_\_
- 6 What date is Halloween? \_\_\_\_\_

**Name the place or people**



- 7 Which country has Independence Day on 4th July? \_\_\_\_\_
- 8 Which country has its national day on 14th July? \_\_\_\_\_
- 9 Which Asian country has a famous festival of cherry blossom? \_\_\_\_\_
- 10 Who has a 15-day celebration for New Year in January or February? \_\_\_\_\_
- 11 Who celebrates St Patrick's Day? \_\_\_\_\_
- 12 Which country started the tradition of Christmas trees? \_\_\_\_\_
- 13 Which Italian city is famous for its carnival masks and costumes? \_\_\_\_\_
- 14 Which city in South America has the biggest carnival in the world? \_\_\_\_\_
- 15 Which Latin American country has a very famous Day of the Dead in November? \_\_\_\_\_
- 16 Where do people run through the streets with bulls in July? \_\_\_\_\_

**Name the festival**



- 17 Which celebration is associated with fireworks at midnight? \_\_\_\_\_
- 18 Which festival is associated with witches, ghosts and pumpkins? \_\_\_\_\_
- 19 Name a festival when people don't eat during the day. \_\_\_\_\_
- 20 Name two festivals when people dress in costumes. \_\_\_\_\_
- 21 Which festival does Good Friday belong to? \_\_\_\_\_

**Extra questions**



- 22 What flowers are associated with Valentine's Day? \_\_\_\_\_
- 23 What do children usually get at Easter? \_\_\_\_\_
- 24 What bird is traditionally cooked at Thanksgiving? \_\_\_\_\_
- 25 How old are most Jewish boys when they have their Bar Mitzvah? \_\_\_\_\_
- 26 What is Boxing Day? \_\_\_\_\_
- 27 What is the luckiest colour for Chinese celebrations? \_\_\_\_\_
- 28 Why are there so many lamps, candles and fireworks at the Hindu festival of Diwali? \_\_\_\_\_
- 29 Who has a special day on 8th March? \_\_\_\_\_
- 30 Why is there a day in November called Remembrance Day in some countries? \_\_\_\_\_