

Games

Noughts and crosses

Divide the class into two teams (O and X) and make a grid of nine squares on the board. In the example below, the squares are filled in with time expressions, but you can use any set of vocabulary or, for example, a set of verbs to be used in a certain tense, a set of adjectives to be used in the comparative or superlative, a mixture of countable and uncountable nouns to be used with *some* or *any*, etc.

yesterday afternoon	last year	this morning
tomorrow night	an hour ago	twice a week
three times a day	next weekend	at the moment

The first student on the O team must choose a time expression and use it in a sentence. If it is correct and true, rub out the expression in the grid and replace it with O. It is then the X team's turn to choose one of the remaining expressions and make a sentence. The winners are the first team to make a line of three Os or three Xs, either horizontally, vertically or diagonally.

Bingo

Students draw a grid of nine squares and fill them in with nine words belonging to a certain vocabulary set. Call out words from the set, keeping a record of the ones you have used. When students hear a word in their grid, they cross it out. The first person to cross out all their words calls out 'Bingo!' and wins the game.

It's good if students have to do something themselves with the language to make matches on their grid. So, for example, they might write the past form of irregular verbs while you say the infinitive form, or they might write adjectives and listen for their opposites.

Twenty questions

Choose a particular category (for example, famous people, places, sports and hobbies, animals, types of food). One student thinks of something in this category and the others have to guess what is it. They can only ask *Yes/No* questions and they have a maximum of 20 questions that they can ask to guess the answer.

Information memory game

When students give information about themselves or report back on their partner after a speaking activity, you can use the information as the basis for a memory game. Ask a number of students to give their information and tell everyone to listen carefully. Then divide the class into teams. Team A and B students take it in turns to say a true sentence reporting a piece of information they heard. The student who gave the information

can say whether the sentence is correct or not. If it is correct, the team scores a point. If it is incorrect or repeats a previous answer, the team gets nothing.

Word race

This vocabulary revision game can be played with the whole class or in groups. Ask students to make a table of five columns with word categories at the top. For each round of the game, say a letter of the alphabet (choose letters that aren't too difficult to find words for, for example, *b, c, d, g, p, s, t*). In pairs or individually, students try to think of a word for each category beginning with this letter and write them down as quickly as possible. The first person/pair to finish calls 'Stop!' They read out their words and then other students add their alternatives. Each student/pair scores one point for a correct answer and an extra point if it is a word that no one else has thought of.

Nationalities	Jobs	Places in town	Food and drink	Sports and pastimes
<i>Spanish</i>	<i>secretary</i>	<i>shoe shop</i>	<i>sandwich</i>	<i>sailing</i>

You can choose different categories according to the words students have been learning. Other categories could include: *Jobs, Months and seasons, Clothes, Climate and weather, Rooms and things in a house, Adjectives.*

What's in the picture?

Make three or four cards showing various objects – they should be a mixture of singular and plural, countable and uncountable nouns. Photocopy the cards so that you have two copies of each one. Divide the class into two teams and give them each a copy of the same card to look at for about 20 seconds. Then take the cards back. Teams take it in turns to ask each other questions, for example: *Is there any fruit in the picture? Is there a bottle of water? How many apples are there?* If the question is grammatically correct, the team gets a point. If the other team gives the correct answer, they get two points. When the teams start running out of questions, move on to the next card and repeat. The team with the most points at the end of the game is the winner.

The hot seat

Set up two chairs at the front of the room, facing the class with their backs to the board. Divide the class into two teams, each grouped around one of these chairs. In turn, a member of each group goes up to sit in the 'hot seat'. Write a word from the target vocabulary on the board. Without using the word or making any actions, the team has to give clues so that the person in the 'hot seat' can guess it in less than two minutes. Use a watch and record the time it took to guess the word. If the student is still guessing at the end of the time limit, say 'Stop!' and record the time as two minutes. The team with the smallest time total after several rounds is the winner.

# Workbook key and tapescripts

## 1 Getting started

STEP 1

- 1
- 2 There's; New York  
3 There are; Australia  
4 There's; San Francisco  
5 There are; the USA  
6 There's; London
- 2
- 2 can't speak   3 can jump   4 can walk   5 can't spell  
6 can fly
- 3
- 2 sport   3 tarantulas   4 spiders   5 cup   6 owl
- 4
- 2 hasn't got a ticket  
3 've (have) got a CD player  
4 's (has) got a cold  
5 haven't got a lot of homework
- 5
- 2 False   3 True   4 False   5 False   6 True   7 True  
8 True
- 6
- Check individual answers.

STEP 2

- 1
- (Other answers are possible.)  
2 I don't agree. I think it's interesting. OR  
I agree. I think it's boring.  
3 I don't agree. I think it's very interesting.  
OR I agree. I don't think it's interesting.  
4 I don't agree. I don't think they're the best team.  
I think ... are the best team.  
OR I agree. I think they're the best team.  
5 I don't agree. I think they're really interesting.  
OR I agree. I don't think they're interesting.  
6 I don't agree. I think they're horrible.  
OR I agree. I like mushrooms too.
- 2
- |             |             |
|-------------|-------------|
| Across      | Down        |
| 5 beautiful | 1 nice      |
| 6 funny     | 2 awful     |
| 7 great     | 3 exciting  |
|             | 4 brilliant |
|             | 5 boring    |
- 3
- 2 c   3 c   4 a   5 c

TAPESCRIPT

- PAUL: What do you think of the new Sports Centre?
- ANNA: I think it's great.
- PAUL: Really? I don't agree.
- ANNA: Why not?
- PAUL: Well, it's very expensive and there isn't a skate park.
- ANNA: Yes, but there's a fantastic gym, and I think the swimming pool's brilliant.

- PAUL: The gym and the swimming pool are OK, I suppose, but ...
- ANNA: And you can play tennis and basketball.
- PAUL: Basketball's quite good, but I don't like tennis. I think it's boring. I like skateboarding, and the town hasn't got a skate park.
- ANNA: Well, you can't have everything. Anyway, I'm going for a swim. Do you want to come?

- 4
- 2 I never wear it.   3 I like them.  
4 I don't like her.   5 Can I speak to him?  
6 I like it.

- 5
- Check individual answers.

STEP 3

- 1
- |                      |                  |
|----------------------|------------------|
| 2 going shopping     | 3 swimming       |
| 4 horror films       | 5 computer games |
| 6 athletics          | 7 going out      |
| 8 using the Internet |                  |
- 2
- 2 Matt enjoys reading astronomy magazines.  
3 Sadie doesn't like watching football on TV.  
4 Joe hates getting up on Monday morning.  
5 Does Kate like living in Bristol?
- 3
- 2 What's  
3 Do you speak / Can you speak  
4 What sort of food do  
5 Have you got any  
6 What are
- 4
- Check individual answers.

## Indice delle funzioni comunicative

### Unit 1

- Fare constatazioni  
*Penguins can't fly.*
- Chiedere e dare opinioni  
*What do you think of ... ? I think it's great.*
- Essere/non essere d'accordo  
*I agree with Jack. I don't agree.*
- Parlare di ciò che ti piace e non ti piace  
*I like football.*
- Chiedere e dare informazioni personali  
*Where do you live?*

### Unit 2

- Parlare della tua vita quotidiana  
*I walk to school with my sister.*
- Parlare di altre persone  
*She wears a uniform.*
- Chiedere e parlare della frequenza delle tue azioni  
*I never sing in the shower. How often do you tidy your room?*
- Descrivere i tuoi passatempi  
*We go swimming.*
- Parlare della routine di tutti i giorni  
*He reads before he goes to bed.*

### Unit 3

- Parlare di persone del passato  
*Einstein was a scientist. The Beatles were British.*
- Dire cosa è successo in passato  
*Jane Goodall lived in Africa. She studied chimpanzees.*
- Descrivere la tua prima infanzia  
*I didn't like school.*

### Unit 4

- Descrivere cose che sono/non sono accadute in passato  
*I saw a great film last Saturday.*
- Chiedere e rispondere su eventi del passato  
*Did you meet the stars?*

- Dire quando sono accaduti eventi passati  
*Three months ago, she made her first record.*

### Unit 5

- Descrivere un viaggio attraverso una città  
*He went past the park ...*
- Chiedere e dare informazioni stradali  
*Can you tell me the way to the post office? Go along the street and turn left.*
- Parlare di cose che accadono ora  
*I'm waiting for my friends.*
- Parlare di cose che sono generalmente vere  
*Jono works as a disc jockey.*

### Unit 6

- Descrivere un posto del passato  
*There was a bridge across the river.*
- Parlare degli stili di vita del passato  
*The people were hunters.*
- Parlare di azioni in corso nel passato  
*It was raining.*
- Parlare di possibilità nel passato  
*He could answer all the questions. He couldn't move his arm.*

### Unit 7

- Descrivere e confrontare cose  
*This car is bigger and more powerful than yours.*
- Parlare di somiglianze e differenze  
*Our house isn't as interesting as this.*
- Parlare di cose che si possiedono  
*Whose rucksack is this? It's Lisa's.*

### Unit 8

- Confrontare una cosa con altre dello stesso genere  
*It's the longest river in the world.*
- Fare domande su luoghi che conosci  
*What's the most popular café in ... ?*
- Parlare di piani ed intenzioni futuri  
*I'm going to get married next month.*
- Descrivere un programma di viaggio  
*We're going to travel by train.*
- Dare la tua opinione  
*The best drink in our country is 'maté'.*

### Unit 9

- Parlare di eventi futuri  
*He'll be 75 years old. You won't like the food.*
- Chiedere e parlare di eventi importanti della tua vita  
*Will I win the race tomorrow?*
- Prendere accordi  
*Are you doing anything tonight?*

### Unit 10

- Chiedere da bere o da mangiare in modo formale  
*I'd like some rice. Could I have some soup?*
- Fare offerte formali  
*Would you like a drink?*
- Chiedere e rispondere a domande sulla quantità  
*How much money will he have? How many emails will he write?*
- Parlare di diversi stili di vita  
*We eat a lot of fast food.*