

## Alphabetical Order

*Put the following names into alphabetical order.*

**Roberts, K**

**Harrison, B**

**Abdulla, D**

**Robinson, R**

**Abdullah, M**

**Billen, A**

**Kaplan, S**

**Lee, S**

**Smith, P**

**Glover, M**

**Kaletesky, A**

**Bremner, C**

**Clarke, C**

**Smythe, A**

**Lee, J**

**Hirayama, A**

**Marshall, J**

**Adel, G**

**Carter, P**

**Owen, P**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_

## **Alphabetical Order- Answers**

- 1. Abdulla, D**
- 2. Abdullah, M**
- 3. Adel, G**
- 4. Billen, A**
- 5. Bremner, C**
- 6. Carter, P**
- 7. Clarke, C**
- 8. Glover, M**
- 9. Harrison, B**
- 10. Hirayama, A**
- 11. Kaletesky, A**
- 12. Kaplan, S**
- 13. Lee, J**
- 14. Lee, S**
- 15. Marshall, J**
- 16. Owen, P**
- 17. Roberts, K**
- 18. Robinson, R**
- 19. Smith, P**
- 20. Smythe, A**



### **Business English Present simple/ continuous verb guessing game**

1. Ask and answer questions about last week, including the weekend
2. Ask and answer questions about this week
3. Ask and answer questions about things now/ at the moment
4. Ask and answer questions about routines, habits etc.

*What are the different tenses you used in the questions above?*

*Choose one of the actions below and tell your partner if you are doing it now, how often and where you usually do it etc. until they guess which one you are talking about:*

Feel knackered (= very tired)

Feel confused

Feel sleepy

Feel cold

Feel relaxed

Look forward to something

Have fun/ enjoy myself

Do something relevant to my training

Practice something I am rusty in

Network

Speak to people

Sit on a swivel chair

Work hard

Speak a foreign language

Breathe

Leave my mobile phone on

Have my mobile phone on vibrate

Carry business cards

Carry more than 50 pounds in cash

Have an automatic pencil in my pocket

Wear a tie

Wear brand goods

Have many unread emails waiting for me

Run late

Worry about something at work

Have problems with my boss

Try to meet someone

Wear a vest (= undershirt)

Stay sitting for over an hour

Have your answer phone on

Feel nervous

Feel stressed

Feel dissatisfied

Feel hot

Feel hungover

Dread something

Learn something new

Speak to potential customers

Speak to new people

Sit on a plastic chair

Think about work

Speak about work

Meet new people

Carry a diary

Carry a dictionary

Think creatively

Wear jewellery

Wear a suit

Delay something I have to do

Oversleep

Have unfinished work

Wear a waistcoat (= vest)

Carry more than one mobile



*Use the phrases below to talk about your company and its employees more generally, using time phrases like “at the moment”, “usually”, “nowadays”, “this year”, “every summer”, “recently”, “in the past” etc. Try to find things that your company and your partner’s company have in common. If you aren’t in work at the moment, talk about a relation or friend’s company, a previous company, any other company you know about, or a university or school as if it was a business.*

### **Adjectives**

Feel positive/ optimistic  
Feel enthusiastic

Feel negative/ pessimistic

### **Nouns**

Overtime  
Branches/ regional offices/ showrooms  
Layers of management  
Departments/ sections/ teams

### **Verbs**

Fall/ dip/ dive/ decrease/ decline/ reduce- Rise/ increase/ climb

Reach a peak/ flatten out- Bottom out

Cut- Raise

Grow/ expand- Shrink

Invest

Launch

Recruit- Lay off/ make redundant/ downsize

Advertise

Supply

Improve

Import- Export

Manufacture

Open- Close

Sell- Buy/ purchase

Refurbish

Go upmarket- Go downmarket

Diversify

Develop

Focus on/ concentrate on

Work with

Stretch

Outsource

Reorganize

Train/ Retrain

Distribute

Delay- Bring forward

Renew

Continue- Discontinue/ cancel

*Use similar sentences to give a mini-presentation about your company, divided into 3 parts:*

1. What we do
2. Some details about our history
3. What is happening now

### Adverbs of Frequency Xmas Traditions

*In your team, choose one of the sentences below and guess the missing adverb of frequency. You can ask for a hint before you guess, but if you guess wrong you cannot try again. You get five points if you guess correctly without a hint, two points if you guess correctly after a hint, or one point if you can guess another team's sentence correctly after they have failed.*

In Britain, Xmas pudding is \_\_\_\_\_ served hot

Japanese shopping centres \_\_\_\_\_ take their Xmas decorations down on Xmas Day.

British people \_\_\_\_\_ cook turkey for Xmas

Australians \_\_\_\_\_ eat outside on Xmas Day.

British children \_\_\_\_\_ put out a glass of sherry and mince pie on Xmas Eve.

British people \_\_\_\_\_ put a coin in the Xmas pudding

British people \_\_\_\_\_ go to church on Christmas day

British people \_\_\_\_\_ listen to the Queen's speech on Xmas Day

British people \_\_\_\_\_ use the expression "Santa" or "Santa Claus"

British people \_\_\_\_\_ put presents in stockings.

British kids \_\_\_\_\_ go carolling (standing outside people's houses singing Xmas songs).

British people \_\_\_\_\_ invite friends round for Xmas dinner.

It \_\_\_\_\_ snows in London on Xmas Day.

British people \_\_\_\_\_ eat out on Xmas day

British people \_\_\_\_\_ decorate the outside of their houses with Xmas decorations such as fake snow on the roof and life sized figures of Santa.

British people \_\_\_\_\_ have fireworks on Xmas Day

There is \_\_\_\_\_ fog in London on Xmas Day.

British people \_\_\_\_\_ leave their Xmas decorations up until 12 January

British Xmas trees \_\_\_\_\_ have a Santa Claus on the top.

Trains \_\_\_\_\_ run on Xmas Day in the UK.

It \_\_\_\_\_ snows on Xmas Day in South Africa, New Zealand, Australia.

British people \_\_\_\_\_ have a fresh cream Xmas cake.

**Adverbs of Frequency Xmas Traditions- Answer key and hints**

*The parts in brackets after each sentence are possible hints you can give if the teams ask for them.*

In Britain, Xmas pudding is almost always served hot (It is steamed and served with hot brandy sauce) (A few people might not have the time or the equipment to heat it up)

Japanese shopping centres almost always take their Xmas decorations down on Xmas Day. (They want to put their traditional New Year decorations up as soon as possible).

British people usually cook turkey for Xmas (There are quite a few vegetarians, but few families are all vegetarian)

Australians usually eat outside on Xmas Day. (December is the Australian summer) (Some parts of Australia are not always warm enough to eat outside in December)

British children often put out a glass of sherry and mince pie on Xmas Eve. (This is for Father Christmas to eat and drink when he arrives).

British people sometimes put a coin in the Xmas pudding (This is a traditional practice that gives good luck to the person who finds it, but is only possible with a homemade pudding)

British people sometimes go to church on Christmas day (Going to church is not very common in the UK nowadays, but Xmas is one of the most popular times along with weddings and funerals)

British people sometimes listen to the Queen's speech on Xmas Day (Most people want to know what the Queen says, but the highlights are also played on the evening news)

British people sometimes use the expression "Santa" or "Santa Claus" (Father Christmas is the traditional name for this character, but the American name is becoming more popular)

British people sometimes put presents in stockings (this is usually only used for some smaller presents for children, all the other big presents and all the presents for adults go under the Xmas tree)

British kids don't often go carolling (standing outside people's houses singing Xmas songs). (It's too dangerous nowadays for kids to go out in the evening on their own. It is a little bit more common to go carolling outside the houses of people you know, but even then it is usually a mixture of adults and children.)

British people don't often invite friends round for Xmas dinner. (Xmas is usually just a family affair, but long term boyfriends and girlfriends who are considered part of the family might be invited.)

It hardly ever snows in London on Xmas Day. (The weather is much warmer now than it used to be in the winter)

British people hardly ever eat out on Xmas day (Xmas is generally considered a day for staying at home with your family)

British people hardly ever decorate the outside of their houses with Xmas decorations such as fake snow on the roof and life sized figures of Santa. (Showing off is not considered a very British thing to do) (A few lights in the window is much more common)

British people almost never have fireworks on Xmas Day (November the 5<sup>th</sup> is the most popular time for fireworks, with some cities having fireworks at midnight on New Year's Eve too).

There is almost never fog in London on Xmas Day. (The fog in Victorian times that you see in Jack the Ripper and Sherlock Holmes films was actually smog from the factories in London)

British people almost never leave their Xmas decorations up until 12 January (It is considered bad luck to leave your decorations up after the 6<sup>th</sup> January)

British Xmas trees almost never have a Santa Claus on the top (A star or an angel are traditional).

Trains never run on Xmas Day in the UK (Xmas is the biggest holiday of the year)

It never snows on Xmas Day in South Africa, New Zealand, Australia (it is summer in December).

British people never have a fresh cream Xmas cake (Fresh cream and fresh fruits are summer foods in the UK)

*Additional hints to give if the students are getting very stuck:*

- *The sentences are already in order of frequency, with the most frequent at the top.*
- *The adverbs of frequency used are: Almost always, usually, often, sometimes, not often, hardly ever, almost never, and never.*



**Going to Xmas (Going to for plans and predictions with present evidence)**

*Mime getting ready to do one of the actions below. Make sure you mime the run up to the action only. Mime very slowly, making sure you don't start the actual action below, so that the action is still in the future when your partner says the sentence. For example, for "You are going to crack a nut" you can mime picking up the nut and cracker and then squeezing, but not actually breaking it.*

- You are going to crack a nut
- You are going to cook a turkey
- You are going to carve a turkey
- You are going to roast some potatoes.
- You are going to go for a walk in the snow
- You are going to drink champagne
- You are going to start a fire
- You are going to light some fireworks
- You are going to wrap a present
- You are going to ski
- You are going to skate
- You are going to put presents in your children's bedroom
- You are going to send some cards
- You are going to phone your relatives
- You are going to eat a chocolate
- You are going to kiss someone
- You are going to eat a slice of cake
- You are going to pull a Christmas cracker
- You are going to give your mother a homemade Xmas card.
- You are going to stay awake until Santa comes.
- You are going to make a snowman
- You are going to throw a snowball
- You are going to sing Xmas carols (= traditional Xmas songs)

*Continue the same game, but with the person guessing the sentence not looking at the list above*

*Continue, but with other Xmas actions*

*Choose one of the things above and give your partner clues about which one you are thinking about by telling the real plans of you and people you know, e.g. “My father is going to do this, but it might be the last time because the children are getting too old” (You are going to put present’s in your children’s bedroom).*

*Continue, but with other things you typically do at Xmas.*

### Christmas and New Year Past Tenses Mimes

*Choose one of the actions below and mime it for your partner. Whenever they think they know which one you are miming you should stop the action and they should say what you were doing:*

- You were visiting people
- You were shopping
- You were doing a spring clean
- You were watching a movie
- You were skating
- You were skiing
- You were sledging
- You were cracking nuts
- You were carving meat
- You were eating sweets
- You were decorating your house
- You were opening a gift
- You were ripping the wrapping paper off a gift
- You were writing cards
- You were praying
- You were putting on a hat
- You were singing Xmas songs
- You were playing a musical instrument
- It was snowing
- You were opening a bottle of champagne
- You were cutting a cake into slices
- You were pouring gravy on your dinner
- You were putting some meat into the oven
- You were lighting a firework
- You were working
- You were travelling by train
- You were dressing up in a Santa Claus costume
- You were kissing someone on the cheek
- You were putting gifts into a stocking (= a sock)
- You were putting gifts into a shoe
- You were eating a fish
- You were lighting candles.
- You were putting decorations on a cake.

*Continue the same game, but with the person guessing the sentence not looking at the list above*

*Continue, but with other Xmas actions*

I have done this once or twice.

*Choose one of the things above and give your partner clues about which one you are thinking about by telling them about you and that thing in the past, e.g. "I have done this once or twice" "I didn't do this last Xmas" "I last did this 3 weeks ago"*

*Continue, but with other things you typically do at Xmas.*

*Why do we use the Past Continuous ("You were kissing people" = was/were + ing) for the mimes, but the Present Perfect ("I have never kissed someone on Xmas Day" = has/ have + past participle) and the Simple Past ("I last kissed someone 10 minutes ago" = single verb, followed by +ed when regular) for the other statements.*

*Which tense above is used with each of the following time clauses?*

2 years ago

Twice (in my life)

At this time last year

When my mother came in and interrupted me

On Xmas Day

When the clock struck 12

### **Christmas Present Simple Present Continuous Mimes**

*Choose one of the actions below and mime it for your partner. Can they say the sentence of what you are doing?*

You are cracking nuts  
You are carving a turkey  
You are eating chocolates  
You are decorating a Xmas tree  
You are opening a present  
You are ripping the wrapping paper off a present  
You are writing Xmas cards  
You are praying  
You are putting a paper hat on your head  
You are singing  
You are playing a musical instrument  
It is snowing  
You are drinking champagne  
You are cutting a cake  
You are pouring gravy on your dinner  
You are putting the dinner in the oven  
You are lighting a firework  
You are working  
You are travelling by train  
You are dressing up as Santa  
You are kissing people  
You are putting presents into a stocking (= a sock)  
You are putting presents into a shoe  
You are eating fish  
You are visiting people's houses  
You are shopping  
You are cleaning the house  
You are watching TV

*Continue the same game, but with the person guessing the sentence not looking at the list above*

*Continue, but with other Xmas actions*

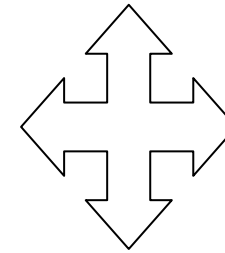
*Choose one of the things above and give your partner clues about which one you are thinking about by telling them how often you and other people do this thing, e.g. “I never do this”, “My father very rarely does this”, “In American films, the father always does this late at night on Xmas Eve” (“You are dressing up as Santa”)*

*Continue, but with other things you typically do at Xmas.*

*Why do we use the Present Continuous (“You are kissing people” = be + ing) for the mimes, but the Present Simple (“He dresses up as Santa” = single verb, with ‘s’ after he/she/it) when you say how often you do things?*

*Which tense is used with habits and repeated actions? Which tense is used with temporary actions around now?*

## Colors/Colours Word Puzzle

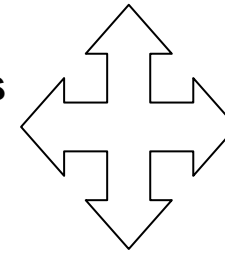


Words can be in  
any direction

Find the names of 15 colors/colours in the puzzle.

O	K	U	J	K	M	W	H	I	T	E	B	O	X	A	P
M	Q	L	J	G	Q	R	K	N	I	P	E	U	O	N	G
G	T	Q	U	M	Q	A	U	L	Z	I	I	L	U	L	E
V	C	K	U	E	Z	N	R	M	Y	N	G	D	Y	L	L
X	I	G	V	I	O	L	E	T	F	I	E	K	S	W	P
L	X	D	Z	K	J	I	Y	V	N	E	E	R	G	V	R
W	O	L	L	E	Y	B	G	W	P	R	L	C	M	T	U
W	F	U	W	K	P	J	O	F	K	E	V	D	T	B	P
A	T	N	P	C	N	Y	L	H	O	D	O	L	J	Y	Z
A	C	I	Q	A	Z	G	D	S	W	I	J	J	C	O	X
A	B	S	I	L	V	E	R	E	I	N	B	R	O	W	N
T	B	R	H	B	L	L	E	E	B	I	F	H	V	H	Z
K	I	X	P	L	B	L	U	E	L	M	O	O	R	B	O
X	C	J	P	B	W	N	C	Q	H	U	W	R	U	X	O
U	F	Q	B	R	I	K	R	D	Q	E	G	N	A	R	O
C	R	E	A	M	H	E	K	M	F	G	F	C	Z	O	G

## Colors/Colours Word Puzzle Answers



Words can be in  
any direction

Find the names of 15 colors/colours in the puzzle.

O	K	U	J	K	M	W	H	I	T	E	B	O	X	A	P
M	Q	L	J	G	Q	R	K	N	I	P	E	U	O	N	G
G	T	Q	U	M	Q	A	U	L	Z	I	I	L	U	L	E
V	C	K	U	E	Z	N	R	M	Y	N	G	D	Y	L	L
X	I	G	V	I	O	L	E	T	F	I	E	K	S	W	P
L	X	D	Z	K	J	I	Y	V	N	E	E	R	G	V	R
W	O	L	L	E	Y	B	G	W	P	R	L	C	M	T	U
W	F	U	W	K	P	J	O	F	K	E	V	D	T	B	P
A	T	N	P	C	N	Y	L	H	O	D	O	L	J	Y	Z
A	C	I	Q	A	Z	G	D	S	W	I	J	J	C	O	X
A	B	S	I	L	V	E	R	E	I	N	B	R	O	W	N
T	B	R	H	B	L	L	E	E	B	I	F	H	V	H	Z
K	I	X	P	L	B	L	U	E	L	M	O	O	R	B	O
X	C	J	P	B	W	N	C	Q	H	U	W	R	U	X	O
U	F	Q	B	R	I	K	R	D	Q	E	G	N	A	R	O
C	R	E	A	M	H	E	K	M	F	G	F	C	Z	O	G



## Conjunctions

*Complete the following sentences.*

1. I left early because \_\_\_\_\_.
2. It was very expensive, but \_\_\_\_\_.
3. They never come on time, so \_\_\_\_\_.
4. There was a train strike, so \_\_\_\_\_.
5. I'll do it when \_\_\_\_\_.
6. I'd love to help, and \_\_\_\_\_.
7. I'm learning Japanese, but \_\_\_\_\_.
8. I hate beach holidays, so \_\_\_\_\_.
9. It didn't look very good, so \_\_\_\_\_.
10. I'll tell her if \_\_\_\_\_.
11. The phone rang while \_\_\_\_\_.
12. I felt sick, so \_\_\_\_\_.
13. It's snowing, but \_\_\_\_\_.
14. I needed help, but \_\_\_\_\_.
15. I called her a number of times, but \_\_\_\_\_.
16. I wanted to speak to them while \_\_\_\_\_.
17. It's a very expensive restaurant, and \_\_\_\_\_.
18. It's open late, so \_\_\_\_\_.



### Countries nationalities definitions speaking game

Choose one of the squares below and try to explain what it is without saying the name. Stop after each sentence. The first sentence must include just the nationality, e.g. "She is Scottish"

David Beckham	Baseball	Kangaroo	Playstation Portable (PSP)
Mini	Mercedes Benz	Pokemon	Xbox
Coca Cola	Sumo	Bulldog	Kiwi
Wallaby	Koala	Rafael Nadal	Real Madrid
Man U (=Manchester United)	Chelsea	Cristiano Ronaldo	Nintendo Wii
One Piece	Panda	Nessie (= the Loch Ness monster)	Kimchi
MacDonald's	KFC (= Kentucky Friend Chicken)	Baskin Robbins	Ferrari
Subway	Taekwondo	Karate	Samsung
Sony	iPod	Nike	Adidas
Hamburger	Spaghetti/ macaroni/ pasta	Golf	Football/ soccer
Swatch (Switzerland)	Honda (Japan)	Kellogg's	The Red Sox
Yamaha	Pocari Sweat	Yakult	Cadbury's
Winnie the Pooh	Bic	Kit Kat	Maple syrup
Pixar	Disneyland	Lego	Tulip
Nestle	Manneken Pis	Sushi	Harry Potter



### Countries nationalities definitions speaking game

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David Beckham (UK)	Baseball (USA)	Kangaroo (Australia)	Playstation Portable (PSP- Japan)
Mini (UK)	Mercedes Benz (Germany)	Pokemon (Japan)	Xbox (USA)
Coca Cola (USA)	Sumo (Japan)	Bulldog (UK)	Kiwi (New Zealand)
Wallaby (Australia)	Koala (Australia)	Rafael Nadal (Spain)	Real Madrid (Spain)
Man U (=Manchester United- UK)	Chelsea (UK)	Cristiano Ronaldo (Portugal)	Nintendo Wii (Japan)
One Piece (Japan)	Panda (China)	Nessie (= the Loch Ness monster- Scotland)	Kimchi (Korea)
MacDonald's (USA)	KFC (= Kentucky Friend Chicken- USA)	Baskin Robbins (USA)	Ferrari (Italy)
Subway (USA)	Taekwondo (Korea)	Karate (Japan)	Samsung (Korea)
Sony (Japan)	iPod (USA)	Nike (USA)	Adidas (Germany)
Hamburger (USA)	Spaghetti/ macaroni/ pasta (Italy)	Golf (Scotland)	Football/ soccer (UK)
Swatch (Switzerland)	Honda (Japan)	Kellogg's (USA)	The Red Sox (USA)
Yamaha (Japan)	Pocari Sweat (Japan)	Yakult (Japan)	Cadbury's (UK)
Winnie the Pooh (UK)	Bic (France)	Kit Kat (UK)	Maple syrup (Canada)
Pixar (USA)	Disneyland (USA)	Lego (Denmark)	Tulip (Holland/ The Netherlands)
Nestle (Switzerland)	Manneken Pis (Belgium)	Sushi (Japan)	Harry Potter (UK)

## Driving Rules (Modal verbs)

*Choose the correct verb*

1. If you drive a car, you \_\_\_\_ have a driving licence.  
a. should                      b. must                      c. can
2. You \_\_\_\_ drink a lot and drive.  
a. shouldn't                      b. mustn't                      c. don't have to
3. When you are in a car, you \_\_\_\_ wear a seatbelt.  
a. should                      b. must                      c. may
4. When driving a car, you \_\_\_\_ listen to the radio.  
a. should                      b. must                      c. can
5. You \_\_\_\_ to pay road tax if you own a car.  
a. should                      b. must                      c. have
6. You \_\_\_\_ stop at a red traffic light.  
a. should                      b. must                      c. have
7. When you ride a motorbike you \_\_\_\_ wear a helmet.  
a. should                      b. must                      c. have
8. You \_\_\_\_ smoke while you are driving.  
a. should                      b. must                      c. can
9. If you own a car, you \_\_\_\_ have insurance.  
a. should                      b. must                      c. can
10. You \_\_\_\_ exceed the speed limit.  
a. shouldn't                      b. mustn't                      c. don't have to

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## Easily confused words, etc.

Choose the correct word or phrase to complete the sentences.

1. If you aren't sure of a word, check **its/it's** meaning in your dictionary.
2. I'm not sure if **they're/ there** coming.
3. She's done well, **isn't/hasn't** she?
4. It **can not/cannot** be ready on time.
5. I did **hardly/hard** any work yesterday.
6. It was a rush, but we just managed to get there **in/on** time.
7. You really **should/ought** to help more often.
8. I had **less/fewer** time than I needed.
9. It was cancelled **because/because of** the bad weather.
10. She's away on a business **journey/trip**.
11. Thieves **stole/robbed** my office last night.
12. I'll see her **while/during** the summer.
13. **If/Unless** you don't stop smoking, you'll be seriously ill.
14. I met them on **holiday/holidays**.
15. She'll be back soon; she's **been/gone** to the bank.
16. I want it ready **until/by** five o'clock.
17. I must **pay/pay for** my phone bill this week.
18. What time does your train **get/reach** to the station?
19. I must return the books I **lent/borrowed** from the library.
20. I arrived home late, so I **lost/missed** the film on TV.

## Easily confused words, etc.

Choose the correct word or phrase to complete the sentences.

1. If you aren't sure of a word, check **its** meaning in your dictionary.
2. I'm not sure if **they're** coming.
3. She's done well, **hasn't** she?
4. It **cannot** be ready on time.
5. I did **hardly** any work yesterday.
6. It was a rush, but we just managed to get there **in** time.
7. You really **ought** to help more often.
8. I had **less** time than I needed.
9. It was cancelled **because of** the bad weather.
10. She's away on a business **trip**.
11. Thieves **robbed** my office last night.
12. I'll see her **during** the summer.
13. **If** you don't stop smoking, you'll be seriously ill.
14. I met them on **holiday**.
15. She'll be back soon; she's **gone** to the bank.
16. I want it ready **by** five o'clock.
17. I must **pay** my phone bill this week.
18. What time does your train **get** to the station?
19. I must return the books I **borrowed** from the library.
20. I arrived home late, so I **missed** the film on TV.

**Elementary Revision Rotating Board game** (Present Simple/ Simple Past/ “Going to” for future plans/ “Can” for abilities/ countable and uncountable nouns/ prepositions of time/ giving directions/ furniture/ clothes/ family/ food and drink/ office vocabulary)

**Worksheet 1- Playing Board**

Your partner's daily routine (with times)	How to get to the nearest toilet	Things in and on your partner's desk	Members of your partner's family	<b>START</b> Where people in the class are from
Your partner's likes and dislikes				<b>TAKE A REST!</b>
The job titles of the people in the class				<b>Special Challenge</b>
Things people in your partner's family often do				<i>Answer your partner's question about a classmate correctly to score one point and continue</i>
Your partner's favourites				Clothes your partner owns
How many things there are in the room (eyes closed!)				Your partner's last supermarket shopping
Things in your partner's bag/ briefcase				Things your partner did yesterday
Recent weather				Your partner's skills
Things your partner took on their last holiday				Things you partner did in different years in the past
How to get your partner's office/ desk	Facts about your partner's hometown	How to get to your partner's house/ flat	Your partner's plans for next weekend	Your partner's ambitions



## **Elementary Revision Rotating Board game**

### **Worksheet 2- Rules of the Game**

#### **Summary of the game**

Players go round and round the board (anticlockwise), scoring one point for each complete circle. You move by the number of true sentences you make.

#### **Detailed rules**

You need one board for each group of two to four people, and one counter (for example a coin or an eraser) each.

When it is your turn, try to make as many true sentences as you can about the topic in the box your counter is on. After each sentence your partner(s) will tell you if the sentence is true or not. If your partners say one of your sentence(s) is false, stop speaking and move on one square for each correct sentence you said, for example:

Student A "To get to your office go out of this door"

Student B "That's right, one square"

A "Then turn left"

B "That's correct, two squares"

A "Then go up to the 7<sup>th</sup> floor"

B "Sorry, that's not right. My office is on the 8<sup>th</sup> floor. You can move 2 squares. Now it's my turn"

Play now passes to the next person.

When you reach the "Special Challenge" square, stop there until your next turn (you can never go straight past). When your turn comes again, your partners can ask you any question about a classmate, for example "How old is she?" If your answer is correct, you can move back to the "Start" square, score one point for a complete circle, and continue the game. If your answer is wrong you have to stay on the "Special Challenge" square until your next turn.

Continue playing until your teacher tells you to stop. The person who has the most points (has been around the board most times) is the winner.

**Elementary Revision Rotating Board game**

**Worksheet 3- Language Work**

*Note: This worksheet can be done before or after playing the game*

*Fill each gap in the example sentences from the game below with one word:*

You have got \_\_\_\_\_ brother.

There \_\_\_\_\_ two telephones on her desk.

\_\_\_\_\_ the elevator down to the ground floor.

John gets up \_\_\_\_\_ half past six in the morning.

She \_\_\_\_\_ likes ice cream, it's her favourite food!

What's his job? He's \_\_\_\_\_ office worker.

Your mother often \_\_\_\_\_ to the supermarket.

Your favourite hot drink \_\_\_\_\_ coffee.

\_\_\_\_\_ are seven chairs in this room.

It \_\_\_\_\_ cloudy this morning.

You took \_\_\_\_\_ suntan lotion with you on your last holiday.

Your hometown \_\_\_\_\_ very big.

She is \_\_\_\_\_ to clean her house next weekend.

He \_\_\_\_\_ going to become famous

You started working in this company \_\_\_\_\_ 1973.

You can ride a bike \_\_\_\_ well.



**Food vocabulary brainstorming games**

**Worksheet 1- Brainstorming by category**

*With your partner, write as many different English words or expressions as you can in the categories below. If there is something you don't know the word for but can explain by drawing, miming or describing the function, you can ask your teacher for help.*

Kitchen equipment	Ways of cooking food	Other things you do to food

*Using your bilingual dictionaries, try to add at least three words or expressions to each column.*



**Food vocabulary brainstorming games**  
**Worksheet 2- Categorizing food vocabulary**

*Put these words into the three categories on the previous page:*

bake	cling film	boil	aluminium foil
can opener	corkscrew	fry	bottle opener
measuring cup	potato peeler	grill	cooker/ stove
measuring spoon	oven	fridge	stir fry
mixing bowl	freezer	kitchen roll	fish slice
poach	chop	roast	slice
rolling pin	dice	kitchen knife	mix
bread knife	squeeze	spoon	separate
spatula	grind	steam	dishwasher
egg timer	wooden spoon	sieve	cooking chopsticks
colander	chopping board	whisk	peel
food processor	grate	kitchen scales	cheese grater
frying pan	spread	saucepan	apron
mash	serving spoon	toast	stew
pickle	wash	oven glove	crush
press	smoke	wrap	roll
tongs	pepper grinder	coffee grinder	stir
microwave (oven)			

*Use your monolingual dictionaries to check your answers.*

*Check your answers on the next page.*



## Food vocabulary brainstorming games

### Worksheet 3- Answer key

Kitchen equipment	Ways of cooking food	Other things you do to food
cooking chopsticks	poach	mix
dishwasher	grill	squeeze
measuring cup	bake	slice
cooker/ stove	roast	separate
potato peeler	fry	chop
bottle opener	boil	grind
spatula, rolling pin	steam	whisk
egg timer	toast	dice
can opener	stew	peel
bread knife		grate
sieve, mixing bowl		spread
freezer, kitchen roll		mash
fish slice		wash
spoon		pickle
cling film		stir fry
kitchen knife		crush
measuring spoon		press
oven, microwave		smoke
fridge		wrap
aluminium foil		roll
corkscrew		stir
wooden spoon		
chopping board		
whisk		
colander		
food processor		
frying pan		
kitchen scales		
cheese grater		
saucepan, apron		
serving spoon		
oven glove, tongs		
pepper grinder		
coffee grinder		
microwave (oven)		

*In pairs, test each other by reading out one of the words or expressions that were new to you and seeing if your partner can remember which category it fits in.*

*Working together, cover one of the columns above and see how many of the words and expressions you can remember.*



**Food vocabulary brainstorming games- Worksheet 4- Brainstorming by collocation,**

*Work with a partner to write as many foods as you can that fit in with the top section below in the time limit that your teacher sets you. When you have finished, exchange pieces of paper with another team and check their answers. Do the same with each of the sections below that your teacher chooses (or they may let you choose your own).*

*Make sure you write each food in the right form, e.g. **a** potato, **some** potatoes or **some** potato- if more than one is possible you can score more than one point by writing them both/ all*

Boil +
Fry +
Grill +
Chop +
Slice +
Steam +



**Food vocabulary brainstorming games**

**Worksheet 5- Brainstorming by pronunciation, grammar and container**

Foods and drinks including the schwa sound (the last sound in “computer”)
Foods and drinks with four syllables
Uncountable foods and drinks (please write as “some _____”)
Countable foods (please write as “some _____ s”)
Foods that can be countable and uncountable
A carton +
Container + food or drink, e.g. a jar of jam (please only put one food for each container)

## Formal Letter Writing

Circle the correct answer

- |  |            |
|--|------------|
| 1. <i>Sincerely yours</i> is more common in American English than in British English.                                      | True/False |
| 2. <i>Yours truly</i> is more common in American English than in British English.  | True/False |
| 3. You put the address of the person you are writing to in the top right-hand corner of the letter.                        | True/False |
| 4. If you don't know the person's name, sign off with <i>Yours faithfully</i> .  | True/False |
| 5. It is correct to finish the letter with <i>I look forward to hear from you</i> .  | True/False |
| 6. <i>2/3/06</i> is a good way to write the date.  | True/False |
| 7. Print your name above your signature.   | True/False |
| 8. In the first paragraph you should write a few polite lines to express your admiration of the person you are writing to. | True/False |
| 9. The first paragraph should simply contain the reason for your letter.   | True/False |
| 10. The last paragraph should state what action you expect the person to take.   | True/False |
| 11. You should use <i>per pro</i> or <i>pp</i> if you are signing a letter for someone else.                               | True/False |
| 12. <i>Dear Mr Michael Brown</i> is a correct way to start a letter.   | True/False |
| 13. <i>cc</i> stands for carbon copy   | True/False |



## Formal Letter Writing

Circle the correct answer

1. *Sincerely yours* is more common in American English than in British English.
2. *Yours truly* is more common in American English than in British English.
3. You put the address of the person you are writing to in the top right-hand corner of the letter.
4. If you don't know the person's name, sign off with *Yours faithfully*.
5. It is correct to finish the letter with *I look forward to hear from you*.
6. *2/3/06* is a good way to write the date.
7. Print your name above your signature.
8. In the first paragraph you should write a few polite lines to express your admiration of the person you are writing to.
9. The first paragraph should simply contain the reason for your letter.
10. The last paragraph should state what action you expect the person to take.
11. You should use *per pro* or *pp* if you are signing a letter for someone else.
12. *Dear Mr Michael Brown* is a correct way to start a letter.
13. *cc* stands for carbon copy

True/False

True/False

True/False

True/False

True/False

True/False

True/False

True/False

True/False

True/False

True/False

True/False

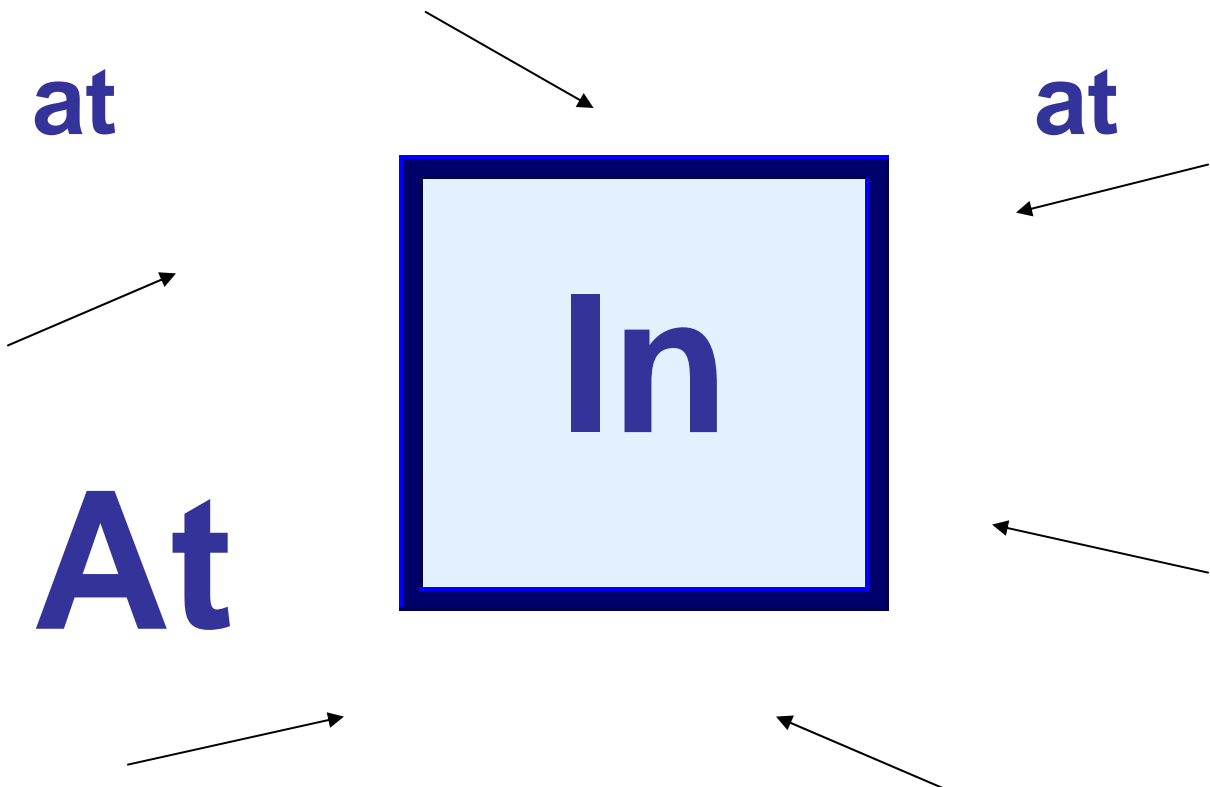
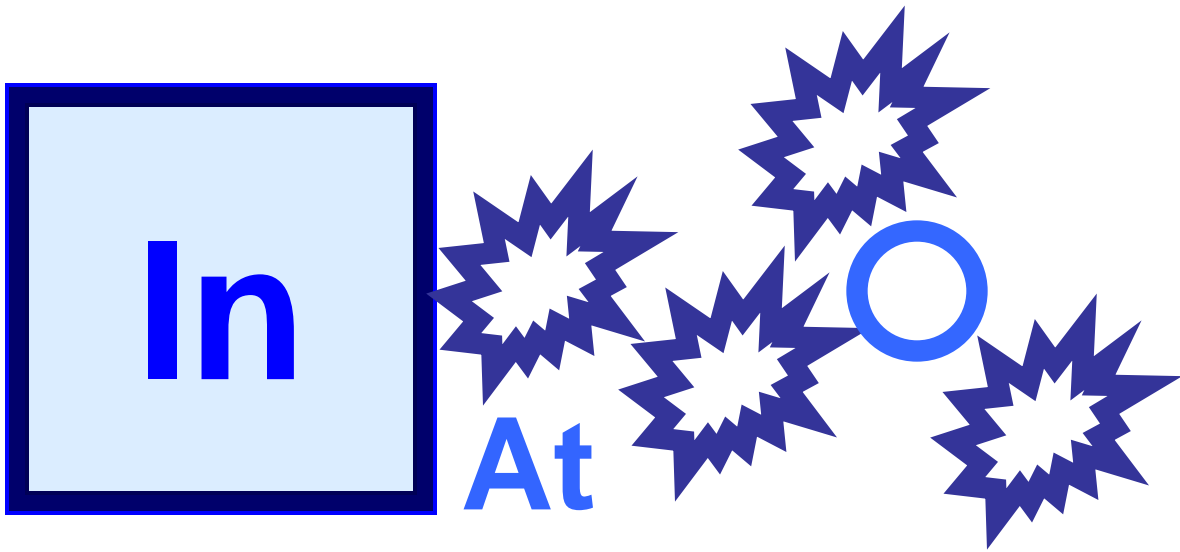
True/False

Choose in on or at.

1. I like salt \_\_\_\_\_ soup, but not too much.
2. John is \_\_\_\_\_ the hospital.
3. I'm going to my cousin's house \_\_\_\_\_ Saturday.
4. How much sugar do you put \_\_\_\_\_ your coffee?
5. We get \_\_\_\_\_ the bus every morning \_\_\_\_\_ seven and go to work.
6. The meeting is \_\_\_\_\_ Tuesday \_\_\_\_\_ nine \_\_\_\_\_ the morning.
7. We live \_\_\_\_\_ a small city \_\_\_\_\_ the northeastern part of the country.
8. They went fishing \_\_\_\_\_ the lake.
9. There's a lot of life \_\_\_\_\_ the bottom of the sea.
10. Where's Joe? Joe's \_\_\_\_\_ the post office.
11. We are sitting \_\_\_\_\_ a table \_\_\_\_\_ some comfortable chairs.
12. We were \_\_\_\_\_ a boat when we saw some whales.
13. The whales stayed \_\_\_\_\_ the surface for a while.
14. I heard a song I like \_\_\_\_\_ the radio.
15. We thought we were going to be late, but we got there just \_\_\_\_\_ time.
16. We thought we were going to be late, but we got there \_\_\_\_\_ time.
17. We went for a walk \_\_\_\_\_ the beach. We decided to go \_\_\_\_\_ the water.
18. I bought a couple of really good shirts. They were \_\_\_\_\_ sale at a good price.
19. Do you like whipped cream \_\_\_\_\_ your coffee?
20. We were sitting \_\_\_\_\_ the bed talking for a little while.
21. I think you should take an umbrella \_\_\_\_\_ case it rains.
22. It's not a good idea to stand up \_\_\_\_\_ a canoe.
23. We bought some books \_\_\_\_\_ a good price. We put the books \_\_\_\_\_ a box \_\_\_\_\_ the shelf.
24. How long have you been working \_\_\_\_\_ this project?
25. I started working \_\_\_\_\_ this quiz \_\_\_\_\_ seven o'clock.
26. I read about it \_\_\_\_\_ an article \_\_\_\_\_ the internet.
27. He's been posting messages again \_\_\_\_\_ ESL/EFL forums \_\_\_\_\_ the internet.
28. She hasn't spoken to him \_\_\_\_\_ a few days. She said she'd call \_\_\_\_\_ a couple days.
29. There have to be other forms of intelligent life \_\_\_\_\_ other planets \_\_\_\_\_ the universe.
30. We're going for a ride \_\_\_\_\_ the country \_\_\_\_\_ Sunday morning.
31. We'll be back \_\_\_\_\_ about nine \_\_\_\_\_ the evening.
32. We're leaving early \_\_\_\_\_ the morning, and we'll be back late \_\_\_\_\_ night.
33. I recorded my voice \_\_\_\_\_ a small cassette player so they could hear it a few times.
34. \_\_\_\_\_ the winter we have to be careful not to slip \_\_\_\_\_ the ice and fall \_\_\_\_\_ the ground.
35. They're sick \_\_\_\_\_ the head.
36. What do you have \_\_\_\_\_ your mind? What do you have \_\_\_\_\_ mind.

Choose **in on** or **at**. Answer Key

1. I like salt \_\_\_\_\_ soup, but not too much. **in**
2. John is \_\_\_\_\_ the hospital. **in or at**
3. I'm going to my cousin's house \_\_\_\_\_ Saturday. **on**
4. How much sugar do you put \_\_\_\_\_ your coffee? **in**
5. We get \_\_\_\_\_ the bus every morning \_\_\_\_\_ seven and go to work. **on at**
6. The meeting is \_\_\_\_\_ Tuesday \_\_\_\_\_ nine \_\_\_\_\_ the morning. **on at in**
7. We live \_\_\_\_\_ a small city \_\_\_\_\_ the northeastern part of the country. **in in**
8. They went fishing \_\_\_\_\_ the lake. **at or on**
9. There's a lot of life \_\_\_\_\_ the bottom of the sea. **on or at**
10. Where's Joe? Joe's \_\_\_\_\_ the post office. **in or at**
11. We are sitting \_\_\_\_\_ a table \_\_\_\_\_ some comfortable chairs. **at – on or in** chairs
12. We were \_\_\_\_\_ a boat when we saw some whales. **on or in**
13. The whales stayed \_\_\_\_\_ the surface for a while. **on**
14. I heard a song I like \_\_\_\_\_ the radio. **on**
15. We thought we were going to be late, but we got there just \_\_\_\_\_ time. **in**
16. We thought we were going to be late, but we got there \_\_\_\_\_ time. **in or on**
17. We were walking \_\_\_\_\_ the beach when we decided to go \_\_\_\_\_ the water. **on in**
18. I bought a couple of really good shirts. They were \_\_\_\_\_ sale \_\_\_\_\_ a good price. **on at**
19. Do you like whipped cream \_\_\_\_\_ your coffee? **in or on**
20. We were sitting \_\_\_\_\_ the bed talking for a little while. **on**
21. I think you should take an umbrella \_\_\_\_\_ case it rains. **in**
22. It's not a good idea to stand up \_\_\_\_\_ a canoe. **in**
23. We bought some books \_\_\_\_\_ a good price. We put the books \_\_\_\_\_ a box \_\_\_\_\_ the shelf. **at in on**
24. How long have you been working \_\_\_\_\_ this project? **on**
25. I started working \_\_\_\_\_ this quiz \_\_\_\_\_ seven o'clock. **on at**
26. I read about it \_\_\_\_\_ an article \_\_\_\_\_ the internet. **in on**
27. He's been posting messages again \_\_\_\_\_ ESL/EFL forums \_\_\_\_\_ the internet. **at on**
28. She hasn't spoken to him \_\_\_\_\_ a few days. She said she'd call \_\_\_\_\_ a couple days. **in in**
29. There have to be other forms of intelligent life \_\_\_\_\_ other planets \_\_\_\_\_ the universe. **on in**
30. We're going for a ride \_\_\_\_\_ the country \_\_\_\_\_ Sunday morning. **in on**
31. We'll be back \_\_\_\_\_ about nine \_\_\_\_\_ the evening. **at in**
32. We're leaving early \_\_\_\_\_ the morning, and we'll be back late \_\_\_\_\_ night. **in at**
33. I recorded my voice \_\_\_\_\_ a small cassette player so they could hear it a few times. **on**
34. \_\_\_\_\_ the winter we have to be careful not to slip \_\_\_\_\_ the ice and fall \_\_\_\_\_ the ground.  
**in on on**
35. They're sick \_\_\_\_\_ the head. **in**
36. What do you have \_\_\_\_\_ your mind? On What do you have \_\_\_\_\_ mind? **in**



# Some Guidelines and Notes for Using In On At

in - Use "in" for spaces with limitations. Use "in" for enclosed areas.

on - Use "on" for surfaces. Use on for spaces within a larger area.

at - Use "at" for locations.

in - Use "in" for enclosed spaces. This applies to both physical space and time.

on - Use "on" for surfaces. This applies to both physical space and time.

at - Use "at" for locations. This applies to both physical space and time.

Use "on" with: street names, days of the week, dates, specific time frames, holidays

Use "in" with: names of cities, towns, states, provinces, countries; years, months, specific weeks, large comfortable chairs

Use "at" with: street names and numbers, specific times, locations that are not in view when speaking, at a table

note: in the house, at home,

note: at Joe's house - Use "at" for locations that are not in view at the time of speaking.

We can say "in bed" even though "bed" is a surface.

We say "on the bed" when bed is used for something other than sleeping.

They're sitting on the bed. - bed - thought of as surface when used as a seat

Hellen is still in bed. - bed - thought of as an enclosed area when used for sleeping

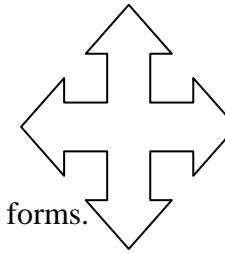
They are sitting at the table.

table - location

They are sitting on the table.

table - surface

## Irregular Adjectives Word Puzzle

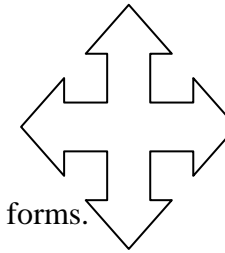


Words can be in  
any direction

Find the names of 13 Irregular Adjectives in the puzzle- they include comparative and superlative forms.

Q	C	Q	F	Z	W	X	J	U	Z	M	U	R	X	U	O
C	A	S	W	O	R	S	E	K	C	Y	P	Q	F	R	Z
B	S	E	C	R	J	V	W	G	F	Y	B	O	P	E	A
U	X	I	W	L	W	Y	O	U	P	O	X	B	J	H	A
K	M	W	E	V	F	P	R	S	O	R	O	E	Z	T	S
W	R	U	C	M	U	I	S	Q	A	A	Y	S	N	R	T
Z	E	T	L	W	R	T	T	S	P	F	F	T	J	U	S
D	H	H	O	B	T	T	D	A	B	P	K	Z	L	F	N
O	T	A	D	A	H	P	D	A	P	U	U	T	G	Q	J
D	R	B	G	Q	E	G	O	G	L	D	F	E	V	S	V
Y	A	U	I	A	S	H	O	H	R	E	T	T	E	B	Z
J	F	S	A	B	T	O	G	C	M	X	W	Y	L	E	A
A	Y	D	S	S	E	L	G	U	C	Y	D	O	Y	W	T
H	U	E	O	F	A	R	T	H	E	S	T	A	L	A	A
F	D	W	J	Z	X	R	C	J	X	I	P	W	L	T	B
L	P	I	W	U	T	S	A	E	L	H	U	R	I	B	F

## Irregular Adjectives Word Puzzle



Words can be in  
any direction

Find the names of 13 Irregular Adjectives in the puzzle- they include comparative and superlative forms.

Q	C	Q	F	Z	W	X	J	U	Z	M	U	R	X	U	O
C	A	S	W	O	R	S	E	K	C	Y	P	Q	F	R	Z
B	S	E	C	R	J	V	W	G	F	Y	B	O	P	E	A
U	X	I	W	L	W	Y	O	U	P	O	X	B	J	H	A
K	M	W	E	V	F	P	R	S	O	R	O	E	Z	T	S
W	R	U	C	M	U	I	S	Q	A	A	Y	S	N	R	T
Z	E	T	L	W	R	T	T	S	P	F	F	T	J	U	S
D	H	H	O	B	T	T	D	A	B	P	K	Z	L	F	N
O	T	A	D	A	H	P	D	A	P	U	U	T	G	Q	J
D	R	B	G	Q	E	G	O	G	L	D	F	E	V	S	V
Y	A	U	I	A	S	H	O	H	R	E	T	T	E	B	Z
J	F	S	A	B	T	O	G	C	M	X	W	Y	L	E	A
A	Y	D	S	S	E	L	G	U	C	Y	D	O	Y	W	T
H	U	E	O	F	A	R	T	H	E	S	T	A	L	A	A
F	D	W	J	Z	X	R	C	J	X	I	P	W	L	T	B
L	P	I	W	U	T	S	A	E	L	H	U	R	I	B	F

## Likes and dislikes snakes and ladders game

### Snakes and ladders board

FINISH- I love...
I'm interested in.../ I'm keen on....
I don't mind...
I'm not very keen on...
I don't like..... at all
I can't stand.../ I can't bear....
START HERE

### Rules of the game:

*Start at the bottom of the column, then ask your partner a question you think that the words in the box above (I can't stand.../ I can't bear...) will be the answer to, e.g. "How do you feel about (spiders)?" If they answer with the words in that box (but not if they answer with words from any other box), move up to that next box. Continue until you reach the top. If at any time they say an answer that is not in the next box up, you fall down to the very bottom and have to start again from "START HERE". However, you can use the same questions as before if you can remember them. When you have asked the correct questions in order and reached the top, switch roles and play again.*



**Likes and dislikes snakes and ladders game**

**Worksheet 2- Language presentation and practice**

*Without looking at Worksheet 1, try to put the following expressions into order from the favourite at the top to the least favourite at the bottom:*

I love.../I don't mind.../I'm interested in.../ I'm keen on.../ I can't stand.../ I can't bear.../ I'm not very keen on.../ I don't like..... at all


*Can you remember your partner's likes and dislikes? Change partners and tell your old partner's likes and dislikes to your new partner as full sentences. Do they have any likes and dislikes that are the same?*

*Are the expressions above usually followed by Infinitive ('go' or 'to go') or the -ing form ('going')?*

*What is the difference between the forms below?*

I like to go to the dentist twice a year

I like eating ice cream

Which structure with "like" means "enjoy"? Which structure with "like" means "think it is a good idea to..."/ "feel better if I..."?

**English New Year's Resolutions Adverbs of Frequency (Going to for plans/ adverbs of frequency/ learner training)**

*Add adverbs of frequency like “sometimes” or “never”, or “twice a week” or “once every three months” to at least half the sentences below to make your own (real) plans for learning English next year. Make sure you put the adverbs of frequency in the correct position.*

Next year I am going to:

Read an English book.

Listen to the radio in English

Watch a movie in English with English subtitles

Watch a DVD in my language with English subtitles

Watch a DVD in English without subtitles

Use an English-English dictionary

Do online chat in English

Write to a penfriend in English

Listen to radio with an English speaking DJ

Listen to English speech radio such as BBC World Service or Voice of America

Meet with a conversation exchange partner

Do an internet search in English

Write emails in English

Read the lyrics of English language songs.

Play language learning computer games

Go through a list of new vocabulary I have learnt

Listen to an English language audio guide in a museum

Sing English language songs

Record myself speaking English

*Tell your partner only the adverb of frequency (the part you have written) only and see if they can make a correct sentence about your English language learning plans*

*What parts of your English skills do you most want or need to improve? What are the best ways of improving those skills?*

*What things do you think you need to do most often to improve your English?*

*What do you think are the best ways of learning English from the list above?*

*Which things have you tried to do outside the classroom? Which are the easiest and the most difficult?*

## Phonetics

*Choose the correct answer*

**1. Cut**

- a. /kʌt/   b. /kɜ:t/   c. /ku:t/

**2. Jar**

- a. /ʃɑ:/   b. /dʒæ/   c. /dʒɑ:/

**3. Food**

- a. /fʌd/   b. /fʊd/   c. /fu:d/

**4. Very**

- a. /vəri:/   b. /vʌri:/   c. /veri:/

**5. Show**

- a. /ʃʊə/   b. /ʃeə/   c. /ʃəʊ/

**6. Young**

- a. /jʌŋ/   b. /ɪʌŋ/   c. /yʌŋ/

**7. Pleasure**

- a. /pleʒə/   b. /plɜ:ʃə/   c. /pleʃə/

**8. No**

- a. /nʊə/   b. /nəʊ/   c. /nɔɪ/

**9. Oil**

- a. /ɔ:l/   b. /ɔɪl/   c. /ʊəl/

**10. Turn**

- a. /tʌn/   b. /tɜ:n/   c. /tʊn/

**11. Fort**

- a. /fɜ:t/   b. /fʌt/   c. /fɔ:t/

## Phonetics- Answers

*Choose the correct answer*

### 1. Cut

- a. /kʌt/ b. /kɜ:t/ c. /ku:t/

### 2. Jar

- a. /ʃɑ:/ b. /dʒæ/ c. /dʒɑ:/

### 3. Food

- a. /fʌd/ b. /fʊd/ c. /fu:d/

### 4. Very

- a. /vəri:/ b. /vʌri:/ c. /veri:/

### 5. Show

- a. /ʃʊə/ b. /ʃeə/ c. /ʃəʊ/

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- a. /pleʒə/ b. /plɜ:ʃə/ c. /pleʃə/

### 8. No

- a. /nʊə/ b. /nəʊ/ c. /nɔɪ/

### 9. Oil

- a. /ɔ:l/ b. /ɔɪl/ c. /ʊəl/

### 10. Turn

- a. /tʌn/ b. /tɜ:n/ c. /tʊn/

### 11. Fort

- a. /fɜ:t/ b. /fʌt/ c. /fɔ:t/

## Phonetics Exercise- Answers

Circle the correct phonetic transcription.

Example:

Rather-      /rɑ:ðə/      /rɑ:θə/

1. Sad-      /sɑ:d/      /sæd/

2. Stood      /stud/      /stɒ:d/

3. Cry      /kraɪ/      /kreɪ/

4. Sing      /sɪŋ/      /si:ŋ/

5. But      /bʊt/      /bʌt/

6. Caught      /kʌt/      /kɔ:t/

7. Nice      /naɪs/      /neɪs/

8. Toy      /tɔɪ/      /teɪ/

9. Fair      /feə/      /fuə/

10. Strong      /strʊŋ/      /strɒŋ/

11. Wild      /weɪld/      /waɪld/

12. Cheese      /ʃi:z/      /tʃi:z/

## Phonetics Exercise- Beginner

Circle the correct phonetic transcription.

Example:

Rather-      /rɑ:ðə/      /rɑ:θə/

1. Sad-      /sɑ:d/      /sæd/
2. Stood      /stud/      /stɒ:d/
3. Cry      /krai/      /kreɪ/
4. Sing      /sɪŋ/      /si:ŋ/
5. But      /bʊt/      /bʌt/
6. Caught      /kʌt/      /kɔ:t/
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11. Wild      /weɪld/      /waɪld/
12. Cheese      /ʃi:z/      /tʃi:z/

## Prepositions of Location



### Choose the correct answer

1. The book is *under/behind* the box of tissues.
2. The remote control is next to *the box of tissues/the bottle of water*.
3. The bottle is *under/behind* the box of tissues.
4. The tissues are *in/into* the box.
5. The book is *in/on* the table.



### Complete the spaces

1. The sunglasses are \_\_\_\_ the bag.
2. The CDs are \_\_\_\_ the glass.
3. The glass is \_\_\_\_ the bag and the CDs.
4. The bag is \_\_\_\_ the table.
5. The CDs are \_\_\_\_ their cases.
6. The water is \_\_\_\_ the glass.

### True or False?

1. The book is yellow.
2. The CDs are all the same colour.
3. The remote control is grey.
4. The glass is empty.
5. The bottle is in front of the tissues.



## Prepositions of Location



### Choose the correct answer

1. The book is *under* the box of tissues.
2. The remote control is next to *the box of tissues*.
3. The bottle is *behind* the box of tissues.
4. The tissues are *in* the box.
5. The book is *on* the table.



### Complete the spaces

1. The sunglasses are *in* the bag.
2. The CDs are *next to/by* the glass.
3. The glass is *between* the bag and the CDs.
4. The bag is *on* the table.
5. The CDs are *in* their cases.
6. The water is *in* the glass.

### True or False?

1. The book is yellow. True
2. The CDs are all the same colour. False
3. The remote control is grey. False
4. The glass is empty. False
5. The bottle is in front of the tissues. False

## Prepositions of position Find what's wrong in the classroom game

*Ask Yes/ No questions to find out what is wrong about an imaginary classroom that is described in one of the cards below:*

### Possible questions and answers:

“Is something in the bin?”

“No, it isn't connected to the bin”

“Is something on the table?”

“Not on the table.”

“Is the teacher in the wrong place?”

“Yes, she is.”

“Is the sellotape on the students' clothes?”

“Yes, that's right! Well done!”

The teacher is standing on the table
The poster is on the television screen
The Blu Tack is on the floor
The dictionaries are in the bin
The students are under the table
A board marker is in a student's mouth
A boy's watch is on his leg
The teacher is behind the window
A pencil is in the teacher's ear

A student has Tippex on his face.
A student in under the carpet
All the bags are on one student's back
The cupboard is in front of the board
A ruler is behind the whiteboard
Some scissors are in the video (= VCR = video recorder)
100 students are in the classroom
A chair is on the table
The carpet is on the table

*Choose one of the sentences above and play the same game with your partner(s).*

*Start by asking them a question, e.g.*

*“There is something strange about the classroom. Where is the teacher standing?” or  
“Something isn’t right in here. What is on the table (that shouldn’t be)?” or just “Can  
you guess what is wrong with the classroom?”*

*Draw or write other things that could be in the wrong place in a classroom and  
continue the game.*

*Race to draw other things being in strange places that your teacher or another  
student explains.*



*Do the same with other places.*

**Possible places:**

In the playground	In the gym	In a youth club
Outside the school	In the supermarket	In the library
In your house	In the laboratory	In the kitchen
In the dining room/ cafeteria	In the park	In a theme park
In the amusement arcade	In a theatre	In a disco
On an ice skating rink	In a martial arts club	In an internet café
In a cinema (= movie theatre)	On an adventure holiday	

## Prepositions of Place and Location



**Complete the following sentences about this picture with prepositions:**

1. There are several pictures \_\_\_\_\_ the wall.
2. There are two pillows \_\_\_\_\_ the bed.
3. There's a towel hanging \_\_\_\_\_ the wall.
4. There's a towel hanging \_\_\_\_\_ a hook.
5. There's a chair \_\_\_\_\_ the bed and the table.
6. There's a jug \_\_\_\_\_ the table.
7. There are some coats \_\_\_\_\_ the bed.
8. You can see a light \_\_\_\_\_ the window.
9. There's a door \_\_\_\_\_ the left.
10. There's nothing \_\_\_\_\_ the bed.

**Answer the questions:**

1. How many chairs are there?
2. Where's the bed?
3. What's on the table?
4. Where are the chairs?
5. Is the room carpeted?
6. Is there a mirror in the room?
7. Is the person who lives here rich?
8. Is he or she tidy?

## Prepositions of Time

**Complete the following sentences with in, on or at:**

1. I'm going there \_\_\_\_ Monday.
2. The meeting's \_\_\_\_ the third of June.
3. The course starts \_\_\_\_ the autumn.
4. I'm going away \_\_\_\_\_ Easter.
5. She was born \_\_\_\_ 2002.
6. It happened \_\_\_\_ a Wednesday.
7. It was popular \_\_\_\_ the 1990s.
8. I'm going skiing \_\_\_\_\_ Christmas.
9. \_\_\_\_ the weekend (British English)
10. \_\_\_\_ the weekend (American English)

**Complete the following sentences with during or while:**

1. She's going to study abroad \_\_\_\_ the summer.
2. Something funny happened \_\_\_\_\_ the lecture.
3. It happened \_\_\_\_ I was away.
4. Do it \_\_\_\_ you can.
5. \_\_\_\_\_ I was coming here it was starting to rain.

**Present Simple Adverbs of Frequency personalised sentence completion game (writing/ speaking/ grammar)**

*On your own, fill in at least half of the gaps below to make some true sentences about your normal reaction in the situations given, for example “I always clean my teeth in the morning”.*

- I always \_\_\_\_\_ in the morning
- I never \_\_\_\_\_ at the weekend
- I \_\_\_\_\_ once or twice a week
- I \_\_\_\_\_ two or three times a year
- I sometimes \_\_\_\_\_ with my brother or sister
- My father often \_\_\_\_\_
- I hardly ever \_\_\_\_\_ on Mondays
- I \_\_\_\_\_ at least twice a day
- I \_\_\_\_\_ once every two or three days
- I almost always \_\_\_\_\_, but occasionally I forget
- I \_\_\_\_\_ more than 3 times a day.
- My mother almost never \_\_\_\_\_, but I want her too more often.
- I \_\_\_\_\_ too often
- I often \_\_\_\_\_ in the shower
- I often \_\_\_\_\_, but my parents don't like it
- My brother/ sister sometimes \_\_\_\_\_ and it annoys me.
- I almost always \_\_\_\_\_ when I see a mirror
- I hardly ever \_\_\_\_\_, because it is too expensive

*In pairs, read your partner only the part you have written of one of the sentences above, e.g. “wash my hair”. Do not say the other parts of the sentence. Your partner will try to guess which sentence it comes from, e.g.:*

Student A: “I think you wash your hair two or three times a year”

Student B: “Are you joking?”/ “Of course not, try again”

Student A: “Maybe you always wash your hair in the morning”

Student B: “No, not so often”

Student A: “Okay, that's easy then. You wash your hair once every two or three days”

Student B: “Almost right!”/ “Getting closer”

Student A: “Then it must be- you wash your hair once or twice a week”

Student B: “That's right! Now it's my turn to guess your sentence”

*Continue guessing sentences until your teacher asks you to stop*

**Present Simple Adverbs of Frequency personalised sentence completion game (writing/ speaking/ grammar)**

**Page 2- Grammar Presentation**

**Grammar Presentation 1- Frequency expressions**

*The adverbs of frequency below are arranged from most frequent at the top to least frequent at the bottom. Fill in the gaps with adverbs of frequency from Page One.*

Always

\_\_\_\_\_

Usually

Often

Sometimes

Occasionally/ rarely/ \_\_\_\_\_

\_\_\_\_\_

*Do the same with these expressions of frequency:*

three times a day.

twice a day

once every two or three days

once or twice a week

two or three times a year

*Why do we say “once a week” but “once every two days”?\**

*(\*Grammar hint: Can we say “a days” in English?)*

**Grammar Presentation 2- Third Person ‘s’**

*Which three sentences above could these words come from?*

cooks spaghetti

plays golf

jokes about my boyfriend

*Why can't they go in the other sentences?*



**Present Simple Adverbs of Frequency personalised sentence completion game (writing/ speaking/ grammar)**

**Page 3- Further practice**

*Write five more true Present Simple sentences with adverbs of frequency etc, e.g. "I brush my hair at least 10 times a day/ very often"*

1. I \_\_\_\_\_
2. I \_\_\_\_\_
3. I \_\_\_\_\_
4. I \_\_\_\_\_
5. I \_\_\_\_\_

*Similar to the game on Page One above, read out only the frequency expression you have used and see if your partner can guess the whole sentence*

## Present Simple and Progressive

**Choose the correct verb form in the following sentences:**

1. She \_\_\_\_\_ from home today. (works/is working)
2. Leave me alone- I \_\_\_\_\_ to work. (try/am trying)
3. I \_\_\_\_\_ what she's saying. (don't understand/am not understanding)
4. 'What's the weather like?' 'It \_\_\_\_\_.' (rains/is raining).
5. What \_\_\_\_\_ he do? (do/does).
6. She usually \_\_\_\_\_ to work by car. (come/comes/is coming)
7. He \_\_\_\_\_ believe in God. (isn't believing/don't believe/doesn't believe)
8. It \_\_\_\_\_ me twenty minutes to get to work most days. (take/takes/is taking)
9. His company closed so he \_\_\_\_\_ for work. (look/looks/is looking)
10. \_\_\_\_\_ your meal? (do you enjoy/are you enjoying)

**Make the questions:**

1. '\_\_\_\_\_?' 'There are three.'
2. '\_\_\_\_\_?' 'He lives in Lisbon.'
3. '\_\_\_\_\_?' 'No, she doesn't.'
4. '\_\_\_\_\_?' 'They're on the table in the living-room.'
5. '\_\_\_\_\_?' 'It costs \$30.'
6. '\_\_\_\_\_?' 'It's mine.'
7. '\_\_\_\_\_?' 'No, I don't.'
8. '\_\_\_\_\_?' 'No, I'm not.'
9. '\_\_\_\_\_?' 'Never.'
10. '\_\_\_\_\_?' 'Because I'm tired.'
11. '\_\_\_\_\_?' 'John does.'
12. '\_\_\_\_\_?' 'It's the second road on the left.'
13. '\_\_\_\_\_?' 'Yes, she does.'
14. '\_\_\_\_\_?' 'No, he isn't.'
15. '\_\_\_\_\_?' 'Once a week.'

**Present Simple Men and Women Guessing (Cultural training/ 3<sup>rd</sup> person 's')**

*Put the word man, men, woman or women into the gaps below.*

You can't ask an Iraqi \_\_\_\_\_ "How is your daughter?"

In Japan, \_\_\_\_\_ usually have to serve the tea in the office.

In the USA, soccer is mainly a sport for \_\_\_\_\_.

In Scotland, \_\_\_\_\_ wear a kilt (like a skirt) on their wedding days.

In Thailand, \_\_\_\_\_ and \_\_\_\_\_ can't hold hands in public, but it is okay for a \_\_\_\_\_ to hold hands with a \_\_\_\_\_, or a \_\_\_\_\_ to hold hands with a \_\_\_\_\_.

In Saudi Arabia, \_\_\_\_\_ can't drive cars.

An unmarried \_\_\_\_\_ cannot get a visa to visit Iran.

In England, the \_\_\_\_\_ usually do the cooking, but \_\_\_\_\_ often cook spicy curries, do the washing up and cut the roast chicken and roast turkey.

Rounders is a British sport that is similar to baseball and is usually played by \_\_\_\_\_.

In Italy, a \_\_\_\_\_ (called Befana) brings the children their Xmas presents.

In Sweden 47.3% of MPs (Members of Parliament) are \_\_\_\_\_.

When you go into a European church, \_\_\_\_\_ should take their hats off and \_\_\_\_\_ should leave their hats on.

In France \_\_\_\_\_ kiss \_\_\_\_\_ on the cheek when they meet, and \_\_\_\_\_ also kiss \_\_\_\_\_. In Russia and the South of Italy, \_\_\_\_\_ also sometimes kiss \_\_\_\_\_.

In a 2005 survey, 46% of Japanese \_\_\_\_\_ said they are very happy with their lives but only 31% of Japanese \_\_\_\_\_ said they are very satisfied.

*Check your answers with your teacher. Which things are different in your country?*

**Present Simple Men and Women Guessing (Cultural training/ 3<sup>rd</sup> person 's')**

Answer key

You can't ask an Iraqi man "How is your daughter?"

In Japan, women usually have to serve the tea in the office.

In the USA, soccer is mainly a sport for women.

In Scotland, men wear a kilt (like a skirt) on their wedding days.

In Thailand, men and women can't hold hands in public, but it is okay for a woman to hold hands with a woman, or a man to hold hands with a man.

In Saudi Arabia, women can't drive cars.

An unmarried woman cannot get a visa to visit Iran.

In England, the women usually do the cooking, but men often cook spicy curries, do the washing up and cut the roast chicken and roast turkey.

Rounders is a British sport that is similar to baseball and is usually played by women.

In Italy, a woman (called Befana) brings the children their Xmas presents.

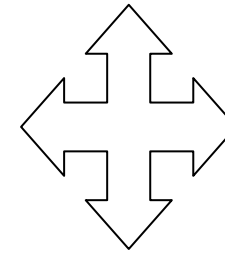
In Sweden 47.3% of MPs (Members of Parliament) are women.

When you go into a European church, men should take their hats off and women should leave their hats on.

In France men kiss women on the cheek when they meet, and women also kiss women.  
In Russia and the South of Italy, men also sometimes kiss men.

In a 2005 survey, 46% of Japanese women said they are very happy with their lives but only 31% of Japanese men said they are very satisfied.

## Professions Word Puzzle

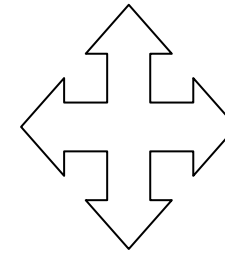


Words can be in  
any direction

Find the names of 15 jobs and professions in the puzzle.

A	M	G	S	O	S	J	R	Y	V	T	L	T	Q	S	T
X	V	O	K	Q	U	L	E	X	O	X	K	X	V	P	V
V	Z	M	W	V	P	F	K	D	C	U	G	S	H	G	T
P	Y	T	E	C	T	E	N	O	I	T	R	J	E	R	S
R	X	E	B	Y	S	H	A	C	N	A	O	Z	K	E	I
W	N	A	Y	Y	I	C	B	T	A	D	T	X	P	Y	L
X	A	C	A	Q	T	C	B	O	H	R	C	U	N	W	A
F	Y	H	W	F	N	B	G	R	C	I	A	X	B	A	N
G	D	E	J	W	E	B	A	K	E	R	O	X	M	L	R
L	G	R	B	R	I	S	Q	Y	M	C	X	P	J	G	U
R	R	P	F	A	C	O	V	B	X	C	A	B	H	V	O
Y	J	S	V	P	S	L	B	X	D	X	Z	H	O	Y	J
P	R	I	X	X	E	D	Z	U	L	R	E	T	I	A	W
I	P	O	L	I	T	I	C	I	A	N	P	L	A	P	Q
A	R	C	H	I	T	E	C	T	L	U	W	N	K	R	H
M	P	B	H	H	I	R	N	U	R	S	E	I	C	Y	X

## Professions Word Puzzle Answers



Words can be in  
any direction

Find the names of 15 jobs and professions in the puzzle.

A	M	G	S	O	S	J	R	Y	V	T	L-	T	Q	S	T
X	V	O	K	Q	U	L	E	X	O	X	K	X	V	P	V
V	Z	M	W	V	P	F	K	D	C	U	G	S	H	G	T
P	Y	T	E	C	T	E	N	O	I	T	R	J	E	R	S
R	X	E	B	Y	S	H	A	C	N	A	O	Z	K	E	I
W	N	A	Y	Y	I	C	B	T	A	D	T	X	P	Y	L
X	A	C	A	Q	T	C	B	O	H	R	C	U	N	W	A
F	Y	H	W	F	N	B	G	R	C	I	A	X	B	A	N
G	D	E	J	W	E	B	A	K	E	R	O	X	M	L	R
L	G	R	B	R	I	S	Q	Y	M	C	X	P	J	G	U
R	R	P	F	A	C	O	V	B	X	C	A	B	H	V	O
Y	J	S	V	P	S	L	B	X	D	X	Z	H	O	Y	J
P	R	I	X	X	E	D	Z	U	L	R	E	T	I	A	W
I	P	O	L	I	T	I	C	I	A	N	P	L	A	P	Q
A	R	C	H	I	T	E	C	T	L	U	W	N	K	R	H
M	P	B	H	H	I	R	N	U	R	S	E	I	C	Y	X

## The Pronunciation of the Past Simple and Past Participle of Regular Verbs

Place the verbs in the boxes below into the correct columns to show the correct pronunciation of the *-ed* ending.

acted	advised	believed
complicated	cried	dated
denied	decided	deserved
discussed	expected	faced
grieved	hated	inflated
inspired	jumped	kicked
kissed	liked	matched
missed	moved	needed
offended	offered	played
punished	seized	threatened
veiled	wanted	washed

**/d/**

**/t/**

**/Id/**

[illegible]

## The Pronunciation of the Past Simple and Past Participle of Regular Verbs

Place the verbs in the boxes below into the correct columns to show the correct pronunciation of the *-ed* ending.

acted	advised	believed
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**/d/**

advised
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grieved
inspired
moved
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played
seized
threatened
veiled

**/t/**

dated
faced
jumped
kicked
kissed
liked
matched
missed
punished
washed

**/Id/**

acted
complicated
decided
expected
hated
inflated
needed
offended
needed
offended
wanted



## Scrambled Sentences

*Put the words into the correct order.*

1. was not there was he.

---

2. you about who told it?

---

3. you did about who tell it?

---

4. him saw I party the at.

---

5. time for I looking him saw the he job a last was.

---

6. win they the game did?

---

7. hard I could as I as tried.

---

8. going where she was?

---

## Scrambled Sentences

*Put the words into the correct order.*

1. He was not there.
  2. Who told you about it?
  3. Who did you tell about it?
  4. I saw him at the party.
  5. The last time I saw him he was looking for a job.
  6. Did they win the game?
  7. I tried as hard as I could.
  8. .Where was she going?
-

## Title - Social English – Polite Offers – Level - Beginner

- |                                      |  |
|--------------------------------------|--|
| 1. Do you want a drink?              | 7. Could I get you something to drink? |
| 2. Do you want a glass of juice?     | 8. Could I get you a glass of juice?   |
| 3. Would you like a drink?           | 9. Do you want something to drink?     |
| 4. Would you like a glass of juice?  | 10. Do you want some juice?            |
| 5. Can I get you something to drink? | 11. Would you like something to drink? |
| 6. Can I get you a glass of juice?   | 12. Would you like some juice?         |

---

### A Short Polite Dialogue

A - Would you like something to drink?

B - Yes, thank you.

A - What would you like?

B - Water or juice would be fine, thank you.

A - Would you like orange juice, pineapple juice, or grapefruit juice?

B - Well, if it's not too much trouble, grapefruit juice would be good.

A - It's not any trouble at all. Wait just a minute. I'll be right back.

A - Here you are.

B - Thank you very much.

A - If you want more, just let me know.

B - Thank you. This is really good. I was so thirsty.

A - You're quite welcome. If you were that thirsty, you should have said something. You didn't have to wait for me to offer.

B - Thank you so much. You're very kind.

A - Oh, think nothing of it at all. You're quite welcome.

---

## Sports and hobbies collocations pellmanism game- go/ play/ go to/ do

### Playing Cards

Beach volleyball	SCUBA diving	The public sports centre	Chin ups
Netball	Fly fishing	The seaside	Squats
Squash	(10 pin) bowling	A cycle track	A triathlon
(Field) hockey	Ballroom dancing	The municipal golf course	Kendo
Crazy golf	Orienteering	A batting centre	Tae Kwando
Pitch and putt	Body boarding	A mediation centre	The pentathlon
Billiards	Carting	A juice bar	A half marathon
Snooker	Power walking	A snooker hall	An iron man race
Dominoes	Snorkelling	A dojo	Marshall arts

Bowls	Mountain biking	A velodrome	Danger sports
Drinking games	Cross country running	A macrobiotic café	Bench presses
Gaelic football	Windsurfing	A vegan café	Flies
Aussie rules (football)	Pony trekking	A jogging track	Tai chi
Skittles	Cross country skiing	A sport clinic	Star jumps
Bar billiards	Pot holing	The community centre	Press ups

## Sports and hobbies collocations pellmanism game- go/ play/ go to/ do

### Teachers' instructions

#### Preparation

Photocopy and cut up one pack of cards above per 2 or 3 students. Photocopy one more copy of the worksheet for students to check their answers with and take away as reference (optional).

#### Warmer/ lead-in

#### "Any which way you can" sports and hobbies pellmanism game (pairs)

Give out one pack of cards to each group of two or three students and ask them to spread the whole pack across the table face down, so that no cards are on top of one another. The first person should turn over two cards face up. If they can say how the two things shown are similar in some way (e.g. "You use a racket in both sports" or "They are both places with water") they can keep the cards and score two points. Each explanation can only be used once during the game (so that they can't just say "They are both sports" each time).

If they can't find a connection between the two cards they have to turn them back over and put them back in the same places they came from, then play passes to the next person.

#### Language presentation

Discuss some of the similarities they came up with. Useful ones to mention for the later stages are ball sports, team sports, places and words ending in -ing. If they don't mention which verbs are used with these nouns, bring up the subject and ask them to work together to put the activities that are used with play + noun, go + noun, go to + noun and do + noun into these four columns.

If any teams finish quickly, let them recheck their own answers by first of all telling them there should be an equal number in each column, then checking their answers and telling them how many mistakes they have made.

Check the answers as a class or give out the extra copies of the worksheet for students to check their own answers (the sports are already arranged by column on the worksheet). Discuss what the differences are: go to + place; go + ing word (especially those connected to moving around); play + sport (or game) with clear winner and points, e.g. ball sports and team sports; do + others such as non-competitive activities and

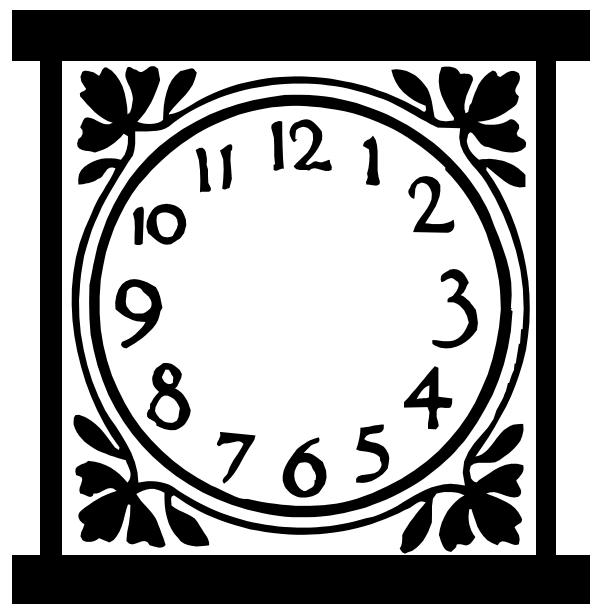
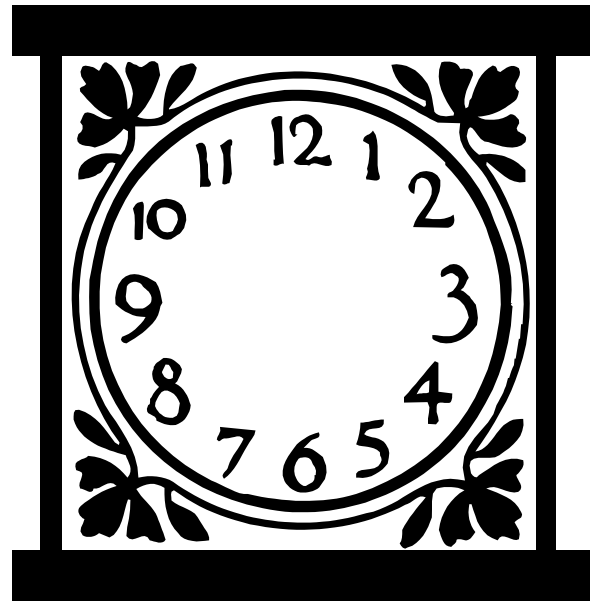
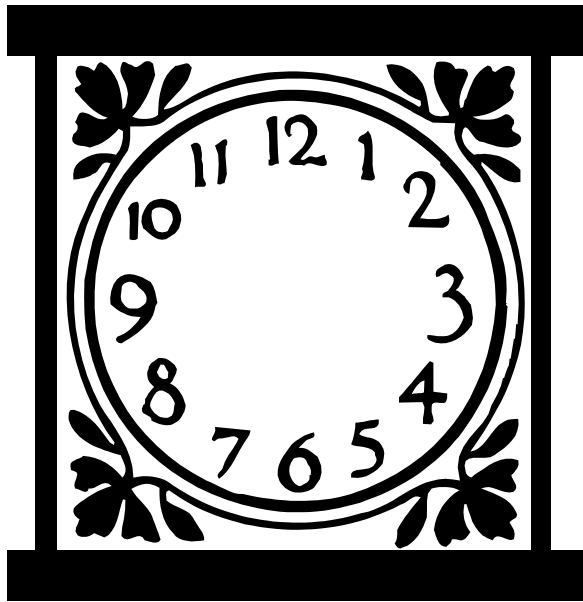
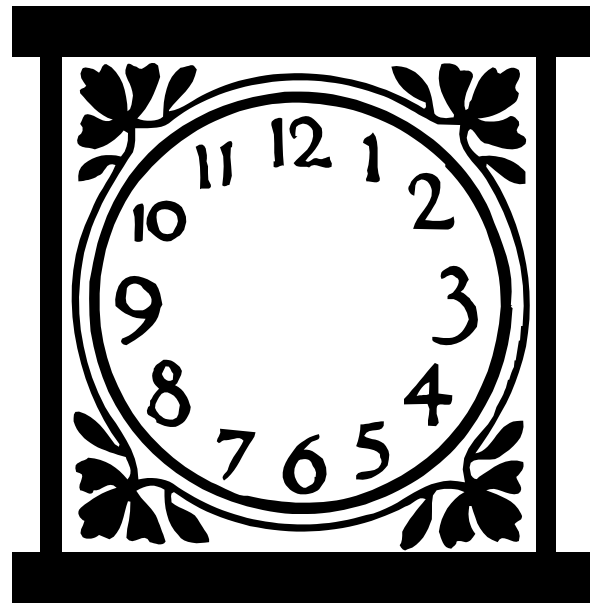
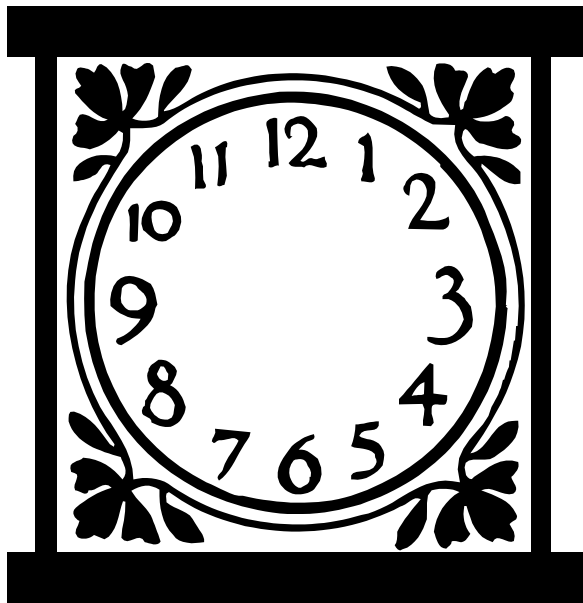
exercise rather than sports. Note that it is also possible to say “go to Tai Chi” etc. if it means “go to Tai Chi class”, and so you should allow this if students bring it up. There might also be some others that can fit in more than one category.

### **Practice- Pellmanism game**

Get the teams to turn over the cards and play the game again, but this time only trying to find pairs that use the same verb e.g. “Football” and “Baseball” (both “play”+). Stop the game after the first team finishes. The person in each team with most cards is the winner.

### **Extension/ Variation- Personalisation**

After or instead of this activity, students can take cards and random and ask each other questions about them, e.g. “How many balls are there in snooker?” or “When do you think you will next go diving?”





# The Time Lesson

1. Ask the students what time it is. Use a battery operated clock so that you can move the hands. If you do not have a battery operated clock, or if the classroom is too large for everyone to see it, use the board and draw circles instead.
2. Ask the students to draw hour and minute hands in each clock. Students ask each other what time it is by pointing at the small clocks on the handout sheets. Students ask the teacher what time it is by pointing at the small clocks on the handout sheets.
3. Pass out another blank sheet. Tell the students to draw in minute and hour hands. The students can write out in complete sentences what time it is by looking at the clocks on the handouts.
4. Use the pictures on the lesson page to practice demonstrative pronouns. Students should answer questions with complete sentences.



- \* What time is it?
- \* Excuse me. Can you tell me what time it is please?
- \* Do you know what time it is?
- \* Can you tell me the time please?
- \* Excuse me. Do you have the time?



← The Hour →

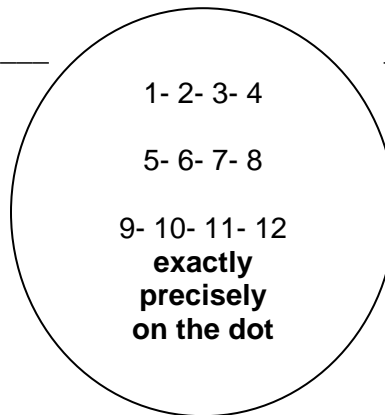


\_\_\_\_\_ minutes before \_\_\_\_\_  
\_\_\_\_\_ before \_\_\_\_\_  
\_\_\_\_\_ to \_\_\_\_\_

Midnight = 12:00

Noon = 12:00

It's \_\_\_\_\_ o'clock.



\_\_\_\_\_ minutes after \_\_\_\_\_  
\_\_\_\_\_ after \_\_\_\_\_  
\_\_\_\_\_ minutes past \_\_\_\_\_  
\_\_\_\_\_ past \_\_\_\_\_  
\_\_\_\_\_ quarter after \_\_\_\_\_  
\_\_\_\_\_ quarter past \_\_\_\_\_  
\_\_\_\_\_ half past \_\_\_\_\_



Could you tell me what time it is?



Excuse me. Do you happen to know what time it is?



Do you have the time?



Would you happen to know what time it is?



You wouldn't happen to know what time it is,

would you?

24 hours  
around the clock



**Verb Patterns Pellmanism Game- Beginner Level Version**

**Pellmanism cards**

Enjoy	Would Like
Keep	Want
Look forward to	Hope
Can't stand	Need
Mind	Plan
Miss	Decide
Practice	Agree
Dislike	Fail
Finish	Wait

## **Verb Patterns Pellmanism Game- Beginner Level Version**

### **Teachers' instructions**

#### **Preparation**

Photocopy and cut up one pack of cards above per 2 or 3 students. Photocopy one more copy of the worksheet for students to check their answers with and take away as reference (optional).

#### **Language presentation**

Give out one pack of cards per group of 2 to 4 students. Get them to arrange the cards into two columns depending on whether they are followed by the -ing form of a verb (e.g. enjoy + doing), or the infinitive with to (want + to do).

If some groups think they have finished quickly, first tell them that there are an equal number in each column, then point out how many are wrong in each column.

Go through the answers as a class or give out the extra photocopies for them to check their answers.

#### **Practice- Pellmanism memory game (pairs)**

Get students to turn all the cards over face down and spread them over the table. The aim of the game is to find pairs of cards that take the same verb pattern, e.g. two cards that followed by the infinitive with to (want and need etc.). If both cards they take are followed by the same verb pattern they get to keep those two cards and score two points. If they get two verbs which are followed by different verb patterns (e.g. enjoy and want), they have to put them back in the same places they took them from and play passes to the next person.

#### **Extension/ Variation- Personalisation**

After or instead of this activity, students can take cards at random and ask each other questions about them, e.g. "Are there any school subjects you can't stand studying?"