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The following is a list of the photocopiabLe repromasters in this book. The activities in brackets are suggestions for lesson aims and skills work; however, many of the repromasters will lend themselves to wide range of activities.

* full teachers' notes provided

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Identity card

Language Focus
* Giving personal information

Materials
* copy of the repromaster on page 7 for each student

Procedure
1 Students fill in the card, and, if possible, provides a recent photograph of themselves.
2 Display all the cards on the classroom wall. The cards can be used as a getting-to-know-you activity at the beginning of the school year or course, and later on during the lessons in the following ways:

Find someone who ...

Students go round the classroom, looking for information: Find someone who has the same birthday as you / whose birthday is in April / who is older than you / who lives in your street etc.

How many students ...?

Students go round the classroom, looking for information: How many students in the class have blue eyes / are the same age / wear glasses? etc.
<table>
<thead>
<tr>
<th>Identity card</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surname</strong></td>
</tr>
<tr>
<td><strong>First name</strong></td>
</tr>
<tr>
<td><strong>Address</strong></td>
</tr>
<tr>
<td><strong>Telephone number</strong></td>
</tr>
<tr>
<td><strong>Age</strong></td>
</tr>
<tr>
<td><strong>Date of birth</strong></td>
</tr>
<tr>
<td><strong>Place of birth</strong></td>
</tr>
<tr>
<td><strong>Nationality</strong></td>
</tr>
<tr>
<td><strong>School</strong></td>
</tr>
<tr>
<td><strong>Height</strong></td>
</tr>
<tr>
<td><strong>Weight</strong></td>
</tr>
<tr>
<td><strong>Colour of hair</strong></td>
</tr>
<tr>
<td><strong>Colour of eyes</strong></td>
</tr>
<tr>
<td><strong>Distinguishing features</strong></td>
</tr>
<tr>
<td><strong>Signature</strong></td>
</tr>
<tr>
<td><strong>PHOTO</strong></td>
</tr>
</tbody>
</table>
Descriptions

Language Focus

* Describing people's appearances
Useful vocabulary:
Hair (curly, short, cropped, bald, bobbed, wavy, parting, pigtails, dreadlocks, dark, fair, blonde)
Face (freckles, spots, glasses - round, oval, bi-focals, sunglasses - beard, moustache
Expressions (smiling, glum, cheerful, frowning, sad, cheeky, thoughtful, angry)
Clothing (hat, cap, ribbon, straw hat, flower, earrings)

Materials

* copy of the repromaster on page 10 for each student

Procedure

Who is it?

1. Students work in pairs or small groups.
2. Each student in a pair or group writes a description of one of the people in the pictures.
3. Students read their descriptions to their partner(s). Their partner(s) should try to guess which person in the pictures is being described.

Role play

1. Students work in small groups. Silently, each student in the group chooses one of the pictures.
2. Students write notes about the person they have chosen - an imaginary name, age, occupation, lifestyle etc.
3. In their groups, students act out the roles of their characters, trying to find something in common with every person they talk to. Set a time limit of 10 minutes.
4. Ask students to tell the class what they found in common with all the other 'characters' in their group.
In the kitchen

Language Focus

* kitchen vocabulary
* prepositions
* how many?
* open or closed?

Materials

* copy of the repromaster on page 13 for each student

Procedure

1. Give each student a copy of the illustration.
2. Students study the picture for two or three minutes.
3. Students turn over the pictures.
4. Ask students questions about the picture*:
   **Prepositions**: Where was the teapot? (on the table)
   What was on top of the cooker? (the saucepan)
   **How many?** How many cups were there on the table? How many chairs/cupboards were there in the kitchen?
   **open or closed?** Was the dishwasher/window/fridge open or closed?
5. Find out who has the best memory in class.

Optional activity (for stronger classes)

Students work in pairs.

Students study the picture for two or three minutes.

Each student in the pair writes down questions (and answers) to ask their partner.

Students turn over the pictures and ask each other their questions.
bottle  dishwasher  glass  salt  table
chair   door     kettle  saucepan tap
cooker  fork     knife  saucer  table
cup     freezer  pepper  sink  tap
cupboard fridge  plate  spoon  teapot
                      washing machine window
armchair  cassettes  curtains  cushion
lamp  photograph  piano  sofa
table  tape recorder  television  video recorder
alarm clock
basin
ted
bedside table
chair
chest of drawers

computer
desk
lamp
mirror
radio
record player

records
rug
teddy bear
wardrobe
to cook
to do DIY jobs
to do the gardening
to do the washing
to dust
to go shopping
to hoover
to iron
to lay the table
to make the bed
to sweep
to wash up
Housework

Language Focus

* have to and don't have to

Materials

* copy of the repromaster on page 18 for each student

Procedure

1 Students match the words and the pictures.

2 Students work in pairs.

3 Students talk about the things in the pictures that they and their family members have to do, or don't have to do, at home.

Example:

Student A I have to cook lunch on a Saturday. Do you have to cook at home?
Student B No, I don't have to cook. My sister has to cook dinner sometimes. But I have to do the gardening. Who has to do the gardening in your family?

4 Students tell the class how many of them have the same duties at home.
Daily routine

Language Focus
* the present simple tense to describe daily routine

Materials
* copy of the repromaster on page 21 for each student

Procedure
1. Students work individually or in pairs.
2. Students match the infinitives describing daily routines, and the pictures.
3. Students put the pictures in a logical order.

Optional activity
Students draw a small clock in each picture, showing the time they normally do these activities.

Working in pairs, students ask and answer questions about each other's routines.

Example:
Student A  What time do you get up in the morning?
Student B  I usually get up at 7 o'clock.
<table>
<thead>
<tr>
<th>Task</th>
<th>Image Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>to wake up</td>
<td><img src="image1" alt="Image" /></td>
</tr>
<tr>
<td>to get up</td>
<td><img src="image2" alt="Image" /></td>
</tr>
<tr>
<td>to brush one’s teeth</td>
<td><img src="image3" alt="Image" /></td>
</tr>
<tr>
<td>to comb one’s hair</td>
<td><img src="image4" alt="Image" /></td>
</tr>
<tr>
<td>to have a shower</td>
<td><img src="image5" alt="Image" /></td>
</tr>
<tr>
<td>to get dressed</td>
<td><img src="image6" alt="Image" /></td>
</tr>
<tr>
<td>to have breakfast</td>
<td><img src="image7" alt="Image" /></td>
</tr>
<tr>
<td>to leave the house</td>
<td><img src="image8" alt="Image" /></td>
</tr>
<tr>
<td>to arrive at school</td>
<td><img src="image9" alt="Image" /></td>
</tr>
<tr>
<td>to work</td>
<td><img src="image10" alt="Image" /></td>
</tr>
<tr>
<td>to go home</td>
<td><img src="image11" alt="Image" /></td>
</tr>
<tr>
<td>to listen to the radio</td>
<td><img src="image12" alt="Image" /></td>
</tr>
<tr>
<td>to do one’s homework</td>
<td><img src="image13" alt="Image" /></td>
</tr>
<tr>
<td>to have dinner</td>
<td><img src="image14" alt="Image" /></td>
</tr>
<tr>
<td>to watch TV</td>
<td><img src="image15" alt="Image" /></td>
</tr>
<tr>
<td>to go out for the evening</td>
<td><img src="image16" alt="Image" /></td>
</tr>
<tr>
<td>to wash</td>
<td><img src="image17" alt="Image" /></td>
</tr>
<tr>
<td>to go to bed</td>
<td><img src="image18" alt="Image" /></td>
</tr>
</tbody>
</table>
aeroplane
bicycle
bus
car
ferry
hovercraft
lorry
motorbike
taxi
train
underground
van
bonnet
boot
door
engine
exhaust pipe
headlight
mirror
numberplate
puncture
seat belt
steering wheel
wheel
windscreen
windscreen wipers
Directions

Language Focus

* Directions

Materials

* copy of the repromaster on page 25 for each student

Procedure

1 Students work in pairs.

2 Student A suggests the names of the buildings on the map: I think the buildings in this town are: a school, a bakery, a police station, a hotel, etc. Student B chooses the appropriate buildings and writes the name of the building next to it.

3 Student A asks for directions to some of the buildings he/she has listed in the town. Student B gives directions. (Suggest that students use the church as a starting point.)

Example:

Student A Excuse me. Could you tell me how to get to the restaurant from here?
Student B Yes, of course. Turn left as you come out of the church, and walk along the square, to the corner with High Street. Cross the street and turn right. The restaurant is the building on your left, at the corner with Market Street.

4 Student B follows his/her partner's directions on the map and writes the name of the buildings as they are located.

5 Students compare maps.

6 Students reverse roles, using a clean set of maps.
European Union

Austria  Ireland
Belgium  Italy
Denmark  Luxembourg
Finland  Portugal
France  Spain
Germany  Sweden
Greece  United Kingdom
Holland
United States of America
Holiday planner

Christmas holiday
Date break up: ..........................................................
Back to school: ..........................................................
Plans: ........................................................................

Half-term starts: ..........................................................
Half-term ends: ..........................................................
Plans: ........................................................................

Easter holiday
Date break up: ..........................................................
Back to school: ..........................................................
Plans: ........................................................................

Half-term starts: ..........................................................
Half-term ends: ..........................................................
Plans: ........................................................................

Summer holiday
Date break up: ..........................................................
Back to school: ..........................................................
Plans: ........................................................................
Youth Hostel Registration Form

Passport number .................................................................
Membership card number ..............................................................
Surname ..................................................................................
First name ........................................................................
Date of birth ......................................................................
Address .............................................................................
..................................................................................
Nationality ........................................................................
Date of arrival ...................................................................
Date of departure ............................................................... 
Number of persons ................................................................
Where coming from ............................................................
Where going to ....................................................................
**Youth hostelling holiday**

**Language Focus**
* writing about a holiday

**Materials**
* copy of the repromaster on page 32 for each student

**Procedure**
1. Students fill in the Youth Hostel membership form, making up a number, category of membership, and expiry date.
2. Ask: *Have you ever been to a Youth Hostel? When did you go? Where was it? What did you like/dislike about it? What kind of holiday do people who stay in youth hostels like to have?*
3. Students think about an ideal youth hostelling holiday they would like to have. They should make notes about where to go, when, who to go with, how long to spend there, what they want to do there, etc.
4. Students fill in the registration form.
5. Using the registration form and their notes, students imagine that the holiday is over, and write a paragraph about it.
6. Display the paragraphs on the classroom wall for the students to walk round and read.

*Note: This activity could be combined with **Writing postcards** (see 38 - 39).*
Snowdon Ranger Youth Hostel
Caernarfon
Gwynedd
Wales

Dear Sir/Madam,

We are ...... pupils in Class ........ at Red Fox School. We are ...... years old. Our teacher is called .................................

We are planning an adventure holiday in Wales for ...... days, from ...... ................. to ...... ....................

If you have room, we would like to book ...... beds for students and ...... beds for teachers, for ...... nights.

We would like breakfast, packed lunches and an evening meal every day.

Please send us details of prices.

We look forward to hearing from you soon.

Yours faithfully,

(Signature)
<table>
<thead>
<tr>
<th>Access for the disabled</th>
<th>Car park</th>
<th>Restaurant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bath</td>
<td>Dogs allowed</td>
<td>No dogs</td>
</tr>
<tr>
<td>Lift</td>
<td>Five star/luxury</td>
<td>Swimming pool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Telephone in rooms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TV in rooms</td>
</tr>
</tbody>
</table>
Describing objects

Language Focus

* Describing objects and what they are used for

Materials

* copy of the repromaster on page 37 for each student

Procedure

1. Students work in pairs or small groups.

2. Each student in a pair or group writes a description of one of the objects in the pictures. They should not mention the name of the object, only what it looks like, and/or is used for.

   Example:

   *It can be made of wood, cardboard, plastic or leather. It has a handle and two catches, and is used for carrying things.* (a suitcase)

3. Students read their descriptions to their partner(s). Their partner(s) should try to guess which object in the pictures is being described.
bicycle
camera
glasses
gloves
handbag
hat
key
passport
personal stereo
purse
rucksack
scarf
suitcase
wallet
watch
umbrella
Writing postcards

Language Focus

* holidays, descriptions

Materials

* copy of the repromaster on page 38 for each student

Procedure

1. Ask students to look at the postcards. Ask them where they think the postcards come from, or what they know about the places (Big Ben and the Houses of Parliament, London, a ski resort, a seaside resort in the county of Devon, on the south western coast of England, and Loch Ness, in Scotland).

2. Ask students to imagine and make notes about the kind of things that might happen on holiday in these places. Ask them to make notes under the headings accommodation, sight-seeing, food, transport, people, night-life.

3. Students choose one of the places and imagine that they are sending a postcard from that place, to a friend or family member at home. Remind students about the correct way to write the address on the card.

4. Students display their postcards on the classroom wall for the rest of the class to read.
<table>
<thead>
<tr>
<th>A Bag Of</th>
<th>A Glass Of</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Bottle Of</td>
<td>A Jar Of</td>
</tr>
<tr>
<td>A Box Of</td>
<td>A Packet Of</td>
</tr>
<tr>
<td>A Can Of</td>
<td>A Pot Of</td>
</tr>
<tr>
<td>A Carton Of</td>
<td>A Tin Of</td>
</tr>
<tr>
<td>A Cup Of</td>
<td>A Tube Of</td>
</tr>
</tbody>
</table>
Containers

Language Focus

* collocation: items and containers

Materials

* copy of the repromasters on page 40 and 43 for each student

Procedure

1. Students match the words and the pictures on page 40 (and, where applicable, on page 43).
2. Students work in pairs and make a list of other items used with each container on the repromaster on page 40.

Possible answers:

- a bag of sugar, flour, rice, oats
- a bottle of drink, milk, juice, beer, cough mixture, oil, tomato ketchup, shampoo, face cream
- a box of fish fingers, tea bags, chocolates, paper clips, staples
- a can of drink, beer, peanuts
- a carton of cheese spread, milk, yoghurt, cream, soup, juice
- a cup of coffee, tea, hot chocolate, soup
- a glass of milk, drink, juice, beer, wine
- a jar of jam, olives, mustard, baby food, face cream
- a packet of custard, biscuits, breakfast cereal, rice, pasta
- a pot of yoghurt, dessert, paint, glue
- a tin of baked beans, vegetables, fish, tomatoes
- a tube of toothpaste, paint, tomato puree, face cream, shampoo, glue

4. Pairs work together in small groups and compare their lists, adding to them, if necessary.

5. Write the class list on the board.
Food and drink

Language Focus
* countable and uncountable nouns

Materials
* copy of the repromaster on page 43 for each student

Procedure
1. Students match the words and the pictures.
2. Students work in pairs, asking and answering questions about quantities.
   
   Example:
   
   Student A: Are there any biscuits?
   Student B: Yes, there are some.

Optional activity (for stronger classes)
Students give more detailed information about the quantities of food and drink in the pictures.

Example:

Student A: Are there any biscuits/sweets/eggs?
Student B: Yes, there are some.
Student A: How many are there?
Student B: There is a packet of biscuits/a bag of sweets/
              There are a dozen (12) eggs.
Student B: Is there any tea/cheese?
Student A: Yes, there is some.
Student B: How much is there?
Student A: There is a box of tea/a lot of cheese.
<table>
<thead>
<tr>
<th>biscuits</th>
<th>chocolates</th>
<th>jam</th>
<th>sausages</th>
</tr>
</thead>
<tbody>
<tr>
<td>bread</td>
<td>coffee</td>
<td>milk</td>
<td>sugar</td>
</tr>
<tr>
<td>butter</td>
<td>crisps</td>
<td>pasta</td>
<td>sweets</td>
</tr>
<tr>
<td>cheese</td>
<td>eggs</td>
<td>pizza</td>
<td>tea</td>
</tr>
<tr>
<td>chicken</td>
<td>ham</td>
<td>rice</td>
<td>yoghurt</td>
</tr>
</tbody>
</table>
a dozen a pound
a gramme a slice
a kilo an ounce
a litre half a dozen
a piece half a pint
a pint half a pound
chemist's
clothes shop
baker's
butcher's
greengrocer's
jeweller's
newsagent's
record shop
shoe shop
sports shop
**Menus**

**Language Focus**

* ordering from a menu

**Materials**

* copy of the repromasters on page 47, 48 or 49 for each student

**Procedure**

1. Ask students to imagine that they are going to go out for lunch today. What kind of restaurant would they like to go to - a fast food restaurant, a cafe or a more formal restaurant?

2. Students study the menu of the restaurant of their choice and decide what food and drink they would like to order.

3. Students work in pairs and choose the role of waiter and customer.

4. Students role play a restaurant situation, including asking for and paying the bill.

5. Students change roles and do the activity again.

6. Ask several pairs to act out their dialogues for the rest of the class.
### Sunny Café

#### Cold food

<table>
<thead>
<tr>
<th>Sandwiches:</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>ham and tomato</td>
<td>£1.80</td>
</tr>
<tr>
<td>cheese and onion</td>
<td>£1.60</td>
</tr>
<tr>
<td>bacon and lettuce</td>
<td>£1.80</td>
</tr>
</tbody>
</table>

#### Hot food

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fish and chips</td>
<td>£3.40</td>
</tr>
<tr>
<td>Ham, egg and chips</td>
<td>£3.25</td>
</tr>
<tr>
<td>Bacon and eggs</td>
<td>£3.15</td>
</tr>
<tr>
<td>Sausage roll and beans</td>
<td>£2.95</td>
</tr>
<tr>
<td>Shepherd's pie</td>
<td>£3.40</td>
</tr>
<tr>
<td>Steak and kidney pie</td>
<td>£3.50</td>
</tr>
</tbody>
</table>

#### Desserts

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple pie and custard</td>
<td>£1.30</td>
</tr>
<tr>
<td>Cheese cake</td>
<td>£1.20</td>
</tr>
<tr>
<td>Danish pastry</td>
<td>80p</td>
</tr>
</tbody>
</table>

#### Drinks

<table>
<thead>
<tr>
<th>Drink</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tea</td>
<td>50p</td>
</tr>
<tr>
<td>Coffee</td>
<td>60p</td>
</tr>
<tr>
<td>Hot chocolate</td>
<td>70p</td>
</tr>
<tr>
<td>Milk</td>
<td>55p</td>
</tr>
<tr>
<td>Coca cola</td>
<td>60p</td>
</tr>
<tr>
<td>Lemonade</td>
<td>60p</td>
</tr>
<tr>
<td>Orange juice</td>
<td>80p</td>
</tr>
</tbody>
</table>

**Cream tea (pot of tea and two scones with cream and strawberry jam)**

£3.00
Old Rose Inn

Starters
- Prawn and avocado cocktail
- Garlic mushrooms
- Egg mayonnaise
- Melon with Parma ham
- Chef’s homemade pâté with toast

Main Courses
- Roast duck with orange
- Grilled lamb chops with mint sauce
- Rump steak
- Chicken Kiev
- Poached salmon
- Trout with almonds

Vegetables
- French fries
- Sauté potatoes
- Green beans
- Carrots
- Broccoli
- Side salad

Desserts
- Chocolate mousse
- Black Forest gâteau
- Sorbet – kiwi, lime, blackcurrant
- Ice cream – vanilla, strawberry, chocolate
- Fresh fruit salad

Drinks
- Wine – see wine list
- Beer
- Mineral water
- Fruit juice – orange, apple, pineapple
- Coca cola, lemonade
- Filtered coffee – black, white, with cream

Service – 15%
Burger Palace

Hamburger
Deluxe hamburger
Cheese burger
Deluxe cheese burger
Chicken burger
Fish burger

French fries - small, regular, large

Hot fruit pie
Hot doughnut

Soft drinks: - small, regular, large
Cola
Fizzy lemon
Fizzy orange
Thick milk shakes - strawberry, chocolate, banana, vanilla

Kids' Special:
Hamburger, fries, cola, doughnut and Burger Palace hat!
Writing menus

Language Focus

* writing a menu

Materials

* copy of the repromaster on page 50 for each student

Procedure

1. Ask students: *What is your favourite kind of food - as a starter, a main course, and a dessert? What kind of vegetables do you like? And what do you like to drink with your meal?*

2. Students plan a menu, including their favourite starters, main courses, vegetables, desserts and drinks.

3. Working in pairs, students exchange menus.

4. Students study their partner's menu and decide what food and drink they would like to order.

5. Students work in pairs and choose the role of waiter and customer.

6. Students role play a restaurant situation, including asking for and paying the bill.

7. Students change roles and do the activity again.

8. Ask several pairs to act out their dialogues for the rest of the class.

Optional activity

Display the menus on the classroom walls.

Ask students to look at the menus and vote for the 'best restaurant'.
Recipes

Language Focus
* writing and demonstrating recipes

Materials
* copy of the repromaster on page 52 for each student

Procedure

1. Students think about their favourite food and how to make it.
2. Students write the recipe for their favourite food on the recipe card, using the verbs in the pictures.
3. Encourage students to draw or find a picture of the finished food to stick on their recipe cards.
4. Display the recipe cards on the classroom wall for the students to look at.

Optional activity
If possible, ask students to demonstrate making their favourite salad or picnic food or drink in class.
Find someone who ...

Language Focus
* Asking and answering questions about interests

Materials
* copy of repromaster on page 55 or 56 for each student

Procedure
1 Students match the words and the pictures.
2 Students tick the activities in the pictures that they like to do (page 55) or the TV programmes that they like to watch (page 56).
3 Tell students to go round the classroom, looking for someone (page 55) who likes doing each of the activities: Find someone who ... likes climbing / doing crosswords etc., or (page 56) who likes watching each of the TV programmes.
4 Students ask and answer questions.
   Example:
   Student A  Do you like climbing, Jenny?
   Student B  No, I don't.
   Student A  Do you like climbing, Pete?
   Student B  Yes, I do.
5 The aim of the exercise is for students to write down the name of one student who likes each activity/programme in the pictures.
6 Set a time limit of about five minutes for this part of the activity.
7 At the end of the time limit, find out who has written down a name next to all or most of the pictures.
climbing
doing crosswords
fishing
going to discos
-going to football matches
-going to the theatre
-going to the youth club
listening to music
playing cards
playing chess
reading
stamp collecting
swimming
taking photos
walking
watching TV
1. adverts
2. cartoon
3. comedy
4. detective film
5. documentary
6. game show
7. music programme
8. news
9. soap opera
10. sports programme
11. weather forecast
12. western
to do gymnastics
to go cycling
to go fishing
to go horse-riding
to go jogging
to go sailing
to go ski-ing
to go swimming
to play badminton
to play cricket
to play football
to play rugby
to play squash
to play tennis
to play the cello
to play the clarinet
to play the drums
to play the flute
to play the guitar
to play the piano
to play the recorder
to play the saxophone
to play the triangle
to play the trumpet
to play the violin
to sing
bear
crocodile
elephant
giraffe
gorilla
leopard
lion
monkey
rhinoceros
snake
tiger
wolf
budgie
cat
dog
goldfish
guinea pig
hamster
mouse
parrot
pony
rabbit
rat
spider
School subjects and timetable

Language Focus
* school subjects and timetables

Materials
* copy of the repromasters on page 63 and 64 for each student

Procedure
1. Students match the subjects and the pictures on the repromaster (page 63).
2. Students work in pairs and think about their ideal school timetable. It might help if they have their school timetables in front of them, so that they can talk about what they like and dislike about their current school timetable.
3. Ask: Do you think you have enough choice of subjects at this school? Are there any other subjects you would like to choose? Do you think you have enough/too many/too few lessons in any one subject in a school week? Why? Are the lessons the right length? Do you like the number of break times you have? What do you think of after-school activities?
4. Students think about the length of lessons, and the frequency of lessons in the same subject in a school week.
5. Remind students to think about break times, lunch and optional after-school activities.
6. Students work with another pair and compare their ideas. In groups of four, students fill in the 'ideal' timetable (page 64).
7. Display the timetables on the classroom wall for the students to look at.
<table>
<thead>
<tr>
<th>MONDAY</th>
<th>8</th>
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<th>10</th>
<th>11</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
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<td>WEDNESDAY</td>
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<td>THURSDAY</td>
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<tr>
<td>FRIDAY</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 blackboard
2 chair
3 cupboard
4 desk
5 door
6 map of the world
7 notice board
8 overhead projector
9 poster
10 tape recorder
11 teacher's desk
12 window
atlas  
calculator  
cassette  
compass  
computer  
dictionary  
exercise book  
file  
pen  
pencil  
pencil case  
rubber  
ruler  
school bag  
textbook
In our English class

We agree to:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Pupils' signatures:

Teacher's signature:
1 canteen
2 cloakroom
3 classrooms
4 gymnasium
5 headteacher’s office
6 laboratories
7 library
8 music room
9 playground
10 secretary’s office
11 staff room
12 toilets
Design an ideal school

Language Focus
* school buildings and facilities

Materials
* copy of the repromaster on page 68 for each student

Procedure
1. Students write the words in the correct places on the plan of the school.

2. Ask students to work together and decide on the answers to these questions:
   - Which extra facilities would you like your school to have?
   - Which facilities are used least? Are there any facilities that could be used for more than one purpose (example: the hall could be used as a cinema, or the library as a student 'art gallery'). How could you use this space to build new facilities?
   - Think of all the rooms you have in your school. Which ones need improvement? Why?

3. Students note down their answers to the questions.

4. Students decide which facilities to include in the design, and which of the existing facilities to omit or improve.

5. Students plan a design for the new school.

6. Students display their designs on the classroom wall. Ask the rest of the class to look at the designs.
CURRICULUM VITAE

Name:
Address:

Telephone number:
Date of birth:
Age:
Nationality:
School:

Favourite subject:

Future career:

Qualifications needed:

Weekend/holiday jobs:

School clubs:

Activities outside school:
actor/actress
air steward/air stewardess
barrister
doctor
farmer
fireman
hairdresser

housewife/
househusband
nurse
pilot
unemployed
vet

aeroplane
law court
farm
hospital/surgery
house
salon
theatre
ankle  fingers  leg  stomach
arm      foot    mouth  teeth
ear      hand    neck  thumb
elbow    head    nose  toes
eye      knee    shoulder  wrist
to be sea-sick
to feel sick
to have a broken arm
to have a broken leg
to have a cold
to have a headache
to have a sore throat
to have a stomach-ache
to have a temperature
to have backache
to have ear-ache
to have toothache
Aches and pains

Language Focus

* Giving advice

Materials

* copy of the repromaster on page 74 for each student

Procedure

1. Students match the words and phrases to the pictures.

2. Students work in pairs and make a list of advice structures:
   - Why don't you ...?
   - If I were you, I'd ...
   - You should ...
   - You shouldn't ...
   - You could/should try ... + -ing
   - Try ... + -ing
   - Maybe/Perhaps you should ...
   - It might be a good idea to ...

2. Students take turns to make up and give advice about an illness.

   Example:
   - Student A: I've got a headache.
   - Student B: Why don't you lie down for a while / take an aspirin etc.

3. Ask several pairs to model their dialogues to the rest of the class.
Diaries

Language Focus

* using *going to* for plans and intentions
* invitations and suggestions

Materials

* copy of the repromaster on page 77 for each student

Procedure

1. Draw a rough copy of the diary on the board, and fill in a few imaginary plans for the week.
   
   **Example:**
   
   Monday 6 p.m.  cinema with Joe
   Wednesday morning  shopping

2. Ask students to fill in their imaginary diaries for the following week. Remind them to fill in the month and the year at the top.

3. Students work in pairs and ask each other about their plans.
   
   **Example:**
   
   Student A  What are you doing on Monday evening?
   Student B  I'm going to the cinema with Joe.

4. Ask Student A in each pair to suggest an activity to Student B. Students have to try to find a time when they are both free to do the activity together. Demonstrate the following dialogue with one student.
   
   Student A  Would you like to have lunch with me on Wednesday?
   Student B  I'd love to, but I'm busy on Wednesday. I'm going shopping. How about Thursday?

5. Ask each pair to tell the class what they are going to do together, and when.
Horoscopes

Language Focus
* using will for predictions

Materials
* copy of the repromaster on page 79 for each student

Procedure
1. Students work in pairs or small groups.
2. Each pair or group writes short horoscopes with predictions for the next weekend/holiday, for all the signs of the Zodiac. Students can write predictions about health, money, family and friends, free time and travel.
3. Pairs or groups display their horoscopes on the classroom wall.
4. Working individually, students go around the classroom, reading the predictions for their signs. Students write notes about the predictions in their notebooks.
5. After the weekend/holiday, students re-read their notes about the predictions.
6. Students work in pairs or small groups. Students say which predictions were true, and which were not true.
7. Ask students to vote for the most accurate horoscope in the class.
Writing messages

Language Focus

* writing telephone messages

Materials

* copy of the repromaster on page 81 for each student

Procedure

1. Discuss with students the kind of information they should include when leaving and taking down a written message - the time the message was left, the name of the person the message is for, and who it is from, etc.

   For more advanced classes, point out that personal pronouns, conjunctions, articles and auxiliaries are usually omitted in written messages.

2. Students work in pairs, sitting with their backs to each other to simulate a telephone conversation.

3. Students have a conversation. Student A leaves a message for someone else. Student B writes the message on one of the notes.

4. Students reverse roles and do the activity again.

5. Students compare messages to make sure that they have included all the relevant information, and that the message is clear and easy to read.
Class surveys

Language Focus

* Asking and answering questions about likes and dislikes

(Note: These repromasters can be used to practise asking and answering questions about any subject students have studied: films, TV programmes, food, hobbies, music, sports etc.)

Materials

* copy of the repromaster on page 83 or 84 for each student

Procedure

1. Students fill in the first column as a questionnaire for a survey.

   Example:

   Do you like ...?
   horror films
   romances
   thrillers
   science-fiction

2. Students interview as many people as they can. If students are using the repromaster on page 84, they only have to write 'Yes' or 'No' (or a tick or a cross) under the interviewee's name. If they are using the repromaster on page 83, they should write the name of the interviewee in the correct column, according to the interviewee's opinion.

3. Students report on the results of their survey: I interviewed 12 students. Five of them love thrillers, two of them don't like romances etc.

Optional activity

Find someone who ...
Tell students to go round the classroom, looking for someone who loves / hates each of the things in the questionnaire: Find someone who ... loves jazz music / hates pop music etc.
<table>
<thead>
<tr>
<th>OPINIONS</th>
<th>I hate</th>
<th>I don't like</th>
<th>I don't mind</th>
<th>I like</th>
<th>I love</th>
<th>Do you like ...?</th>
</tr>
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</tbody>
</table>
... o' clock

five to...
five past...

ten to...
ten past...

quarter to...
quarter past...

twenty to...
twenty past...

twenty-five to...
twenty-five past...

half past...

---

it's one o'clock

it's quarter past six

it's midday

---

it's quarter to three

it's half past seven

it's midnight
<table>
<thead>
<tr>
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<td>a hundred</td>
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</table>
# To be – present tense

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I'm not</td>
<td>Am I?</td>
</tr>
<tr>
<td>You are</td>
<td>You aren’t</td>
<td>Are you?</td>
</tr>
<tr>
<td>He</td>
<td>He isn’t</td>
<td>he?</td>
</tr>
<tr>
<td>She is</td>
<td>She isn’t</td>
<td>Is she?</td>
</tr>
<tr>
<td>It</td>
<td>It</td>
<td>it?</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
<td>we?</td>
</tr>
<tr>
<td>You are</td>
<td>You aren’t</td>
<td>Are you?</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td>they?</td>
</tr>
</tbody>
</table>

I am a teenager.

We aren't happy.

Are you English? No. I'm not. I'm Scottish.

Where are my books? There they are!
The present simple

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read</td>
<td>I don't</td>
<td>Do I</td>
</tr>
<tr>
<td>You read</td>
<td>You don't</td>
<td>Do you</td>
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<tr>
<td>He reads</td>
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<td>Does he read?</td>
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<td>Does she read?</td>
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<td>Do you</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td>they</td>
</tr>
</tbody>
</table>

Phrases used with the present simple:
- usually
- sometimes
- always
- never
- often
every day
once a month
twice a year

He works in a supermarket.

He often loses his keys.
# The present continuous

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
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<td>I am not</td>
<td>Am I</td>
</tr>
<tr>
<td>You are</td>
<td>You aren’t</td>
<td>Are you</td>
</tr>
<tr>
<td>He is walking</td>
<td>He is isn’t walking</td>
<td>Is he walking?</td>
</tr>
<tr>
<td>It</td>
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</tr>
<tr>
<td>We</td>
<td>We</td>
<td>We</td>
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<tr>
<td>You are</td>
<td>You aren’t</td>
<td>Are you</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
<td>They</td>
</tr>
</tbody>
</table>

Phrases used with the present continuous:

- now
- at the moment
- today
- tomorrow
- this afternoon
- this evening

They’re playing tennis now.

You’re practising grammar at the moment.

Are they eating apples?

No, they’re eating bananas.
To have got – present tense

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>I haven’t</td>
<td>Have I</td>
</tr>
<tr>
<td>You have</td>
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</tr>
<tr>
<td>He has got</td>
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</tr>
<tr>
<td>They</td>
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She has got so much work to do.

Have you got a cold?

We’re bored. We’ve got nothing to do.

I haven’t got any money.

You’ve got a great CD player.
Possession

Possessive adjectives:
my your his her its
our your their

Possessive pronouns:
mine yours his hers
ours yours theirs

This is my book. It's mine.
The cat is drinking its milk.

Are those your records?
No, they're yours.

Whose house is that?
It's ours.

His bike is fantastic!
That bike is not his—it's hers.

Oh, look at your boat!
That's not our boat. It's yours.

Is that their money?
Yes, it's theirs.

Her children are always fighting.
Questions

How?
How many?
How much?
What?
When?
Where?
Which?
Who?
Why?

How many brothers have you got?
How many rabbits can you see?
How much lemonade do you want?
What are you saying?
When are you leaving?
Where are you from?
Which bus goes to the town centre?
Who's phoning?
Why are you crying?
How do you spell your name?
How much is that dress?
When do you get up in the morning?
Which film do you want to watch?
Why do birds sing?
Prepositions of place

above

I live above a shop.

near

It's near the phone.

below

They live below me.

next to

It's next to the phone.

at

They are at the cinema.

on

The cat is on the table.

behind

He's behind the tree.

under

The mouse is under the table.

in front of

He's in front of the tree.

up

He's climbing up the ladder.

in

She's in the car.

down

She's going down the stairs.

inside

She's inside.

to

They're going to New York.

outside

He's outside.

across

He's running across the road.
Position

on the top shelf

on the middle shelf

on the bottom shelf

on the left  in the middle  on the right
## The past simple

### To be

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When I was a child I was fat.

John wasn't at school today. He was ill.

### To have

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I had a headache this morning.

Did Sarah have a bath or a shower?

We had a great holiday!
The future

Will

I will eat
You will eat
He/She/It will eat
We will eat
You will eat
They will eat

Going to

I am going to eat
You are going to eat
He/She/It is going to eat
We are going to eat
You are going to eat
They are going to eat

The present continuous

They are running the London marathon next week.
We are going home soon.
He's playing tennis on Friday.
Timesavers for English teachers
is a selection of visual ideas, photocopiable illustrations
and ready-to-use worksheets. Its aim is to save time
for the busy language teacher.

This book, the first collection
of Timesavers for English teachers,
is intended for teachers
of students in their initial years of learning English.

The resources in Timesavers for English teachers
can be photocopied onto paper, cut up as appropriate
and given to students, or alternatively copied onto acetate
for use on the overhead projector. They provide new illustrative ideas
on topics such as food, animals, the home, school and transport,
as well as realia such as forms and maps. The last section is on
grammar and is ideal for reference and revision of
essential grammar points for beginners.