

## Unit 1 Student A

Choose a puzzle piece. Use the words to start a sentence with the past simple or past continuous. Your partner chooses a puzzle piece to finish your sentence. Then swap roles.

Lesson 3, Activity 3, page 11

rehearse / for a play

when the phone / rang

do / my homework

when I cook / dinner

wash / my hair

when I see / the car accident

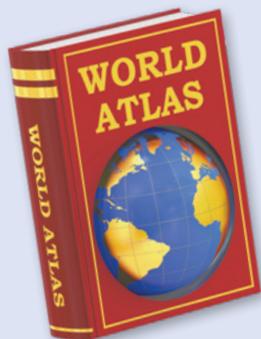
make / cake

## Unit 2 Student A

Choose an object on your page and describe what people used to do with it. Don't use the name of the object in your description. Your partner guesses the object. Then swap roles.

Lesson 3, Activity 3, page 25

1



2



3



4



# Communicative activities

## Unit 1 Student B

Listen to your partner start a sentence. Then choose a puzzle piece and use the words to finish your partner's sentence. Take your turn to choose another puzzle piece and start a sentence for your partner to finish.

Lesson 3, Activity 3, page 11

laptop / shut down

when the lights / go out

power / cut

when the water / go cold

train / stop in tunnel

when the cooker /  
stop working

call / my sister

## Unit 2 Student B

Guess the object your partner describes. Then choose an object on your page and describe what people used to do with it. Don't use the name of the object in your description. Your partner has to guess the object.

Lesson 3, Activity 3, page 25

1



2



3



4





## Unit 3 Student A

Read the words and make two true sentences and one false sentence. Your partner guesses which sentence is false. Then swap roles.

Lesson 3, Activity 3, page 37

- see / lion at the zoo
- visit / France
- play / computer game
- eat / frogs' legs
- swim / the sea
- cook / pasta
- fly / on a plane
- climb / mountain
- write / email

## Unit 4 Student A

Read the information about your candidate for a summer job as a computer coder. Answer your partner's questions using the present perfect with *for* / *since*.

Lesson 3, Activity 3, page 51

Computer coder	
Candidate's name	Marta Andersen
be / interested in computers?	12 years old
take / IT classes?	10 years
have / computer?	child
learn / English?	7 years old

Now ask your partner questions about their candidate for the job, using *How long ...?* Complete the table with their answers.

Computer coder	
Candidate's name	Alex Martins
interest / computers?	
take / IT classes?	
have / computer?	
learn / English?	

Talk about the candidates with your partner. Who should get the job?

## Unit 3 Student B

Listen to your partner say two true sentences and one false sentence. Guess which sentence is false. Then read the words and make two true sentences and one false sentence. Your partner guesses which sentence is false.

Lesson 3, Activity 3, page 37

- see / giraffe in the wild      play / guitar      try / skiing
- fly / helicopter                  visit / South Africa      do / karate
- swim / pool                          travel / boat                  eat / sushi

## Unit 4 Student B

Ask your partner questions about their candidate for the job, using *How long ...?* Complete the table with their answers.

Lesson 3, Activity 3, page 51

Computer coder	
Candidate's name	Marta Andersen
interest / computers?	
take / IT classes?	
have / computer?	
learn / English?	

Now read the information about your candidate for a summer job as a computer coder. Answer your partner's questions using the present perfect with *for / since*.

Computer coder	
Candidate's name	Alex Martins
interest / computers?	10 years old
take / IT classes?	6 years
have / computer?	child
learn / English?	five

Talk about the candidates with your partner. Who should get the job?

# Communicative activities

## Unit 5 Student A

Choose a picture. Don't tell your partner what you chose. Use the words to make sentences using *just as ... as* or *not as ... as*. Your partner guesses what it is and says if they agree or disagree.

Lesson 3, Activity 3, page 63



exciting / expensive / fast / noisy / dangerous / safe / slow / quiet / comfortable

Now look at the pictures below. Guess which picture your partner is describing. Do you agree or disagree?



## Unit 6 Student A

Read the words and make sentences for your partner to guess the objects. Then listen to your partner's sentences to guess the object they're describing.

Lesson 3, Activity 3, page 73

- |   |                |                 |            |
|---|----------------|-----------------|------------|
| 1 | make / cotton  | wear / summer   | (T-shirts) |
| 2 | make / rubber  | wear / feet     | (trainers) |
| 3 | make / glass   | carry / water   | (bottles)  |
| 4 | make / plastic | sleep / camping | (tents)    |
| 5 | make / metal   | open / locks    | (keys)     |

# Communicative activities

## Unit 5 Student B

Look at the pictures. Guess which picture your partner is describing. Do you agree or disagree?

Lesson 3, Activity 3, page 63



Now choose a picture below. Don't tell your partner what you chose. Use the words to make sentences using *just as ... as* or *not as ... as*. Your partner guesses what it is and says if they agree or disagree.



comfortable / expensive / fast / exciting / safe / quiet / slow / noisy / dangerous

## Unit 6 Student B

Listen to your partner. Guess the objects. Then read the words and make sentences for your partner to guess the objects.

Lesson 3, Activity 3, page 73

- |                             |                 |                  |
|-----------------------------|-----------------|------------------|
| 1 make / denim              | wear / legs     | (jeans)          |
| 2 make / plastic            | carry / pencils | (pencil cases)   |
| 3 make / wood               | sit / at school | (chairs)         |
| 4 make / metal              | buy / things    | (coins or money) |
| 5 make / plastic and rubber | wear / swimming | (goggles)        |

## Unit 7 Student A

Lesson 3, Activity 3, page 85

Read the ideas about the future. Make sentences and plans using *will* or *going to*. Talk about your predictions and plans with your partner. Do you and your partner agree or disagree about the future?

- 1 computers / teach lessons / in the future \_\_\_\_\_
- 2 I / learn how to be an engineer / at university \_\_\_\_\_
- 3 tablets / learn at school / in the future \_\_\_\_\_
- 4 I / be very rich / one day \_\_\_\_\_
- 5 a student in our class / famous / one day \_\_\_\_\_
- 6 I / visit the USA / next month \_\_\_\_\_

Now think of one more prediction or plan for the future.

\_\_\_\_\_

## Unit 8 Student A

Lesson 3, Activity 3, page 99

Complete the sentences in the table. Then take turns to choose and share the sentence you finished. Did you both have the same answers?

Sentence	My idea	My partner's idea
If it's sunny tomorrow,		
If you get a lot of money,		
If I'm late for school on Monday,		
We'll play tennis after school if		
If it doesn't rain tomorrow,		
We won't go to the bakery if		

## Unit 7 Student B

Lesson 3, Activity 3, page 85

Read the ideas about the future. Make sentences using *will* or *going to*. Talk about your predictions and plans with your partner. Do you and your partner agree or disagree about the future?

- 1 I / visit the countryside / next week \_\_\_\_\_
- 2 everyone / speak more than two languages / one day \_\_\_\_\_
- 3 I / write songs and be famous / in the future \_\_\_\_\_
- 4 people / only do their shopping online / one day \_\_\_\_\_
- 5 I / study English / at university \_\_\_\_\_
- 6 rain / tomorrow \_\_\_\_\_

Now think of one more prediction or plan for the future.

\_\_\_\_\_

## Unit 8 Student B

Lesson 3, Activity 3, page 99

Complete the sentences in the table. Then take turns to choose and share the sentence you finished. Did you both have the same answers?

Sentence	My idea	My partner's idea
If the cinema shows the new film tomorrow,		
I won't go out on Saturday if		
If I can't find my umbrella,		
If my brother does the washing up,		
I'll be late for school if		
If I finish my homework tonight,		

# Communicative activities

## Unit 9 Student A

Read the questions below. Ask your partner the questions and note the answers. Then answer your partner's questions.

Lesson 3, Activity 3, page 111

- 1 What's your favourite snack? \_\_\_\_\_
- 2 What are you doing at the weekend? \_\_\_\_\_
- 3 Which job do you want to do in the future? \_\_\_\_\_
- 4 What are you eating for dinner? \_\_\_\_\_
- 5 Where do you want to live when you are older? \_\_\_\_\_
- 6 What language do you want to learn? \_\_\_\_\_

Report your partner's answers to another pair of students.

## Unit 10 Student A

Start a question. Don't say the text in brackets! Your partner finishes the question with a question tag. Then you say if they're correct or incorrect. Then listen to your partner and finish their questions with a question tag.

Lesson 3, Activity 3, page 125

- You aren't hungry, ... (are you?)
- We can play tennis, ... (can't we?)
- You're good at painting, ... (aren't you?)
- You live near our school, ... (don't you?)
- We aren't doing gymnastics today ... (are we?)

Add one more question for your partner to finish.

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## Unit 9 Student B

Answer your partner's questions. Then read the questions below.  
Ask your partner the questions and note the answers.

Lesson 3, Activity 3, page 111

- 1 What's your favourite sport? \_\_\_\_\_
- 2 Where are you going on holiday? \_\_\_\_\_
- 3 What country do you want to visit? \_\_\_\_\_
- 4 What are you reading in class? \_\_\_\_\_
- 5 Where did you go at the weekend? \_\_\_\_\_
- 6 What do you want to study at university? \_\_\_\_\_

Report your partner's answers to another pair of students.

## Unit 10 Student B

Listen to your partner start a question. Finish the question with a question tag. Your partner says if you are correct or incorrect. Then you start the next question. Don't say the text in brackets!

Lesson 3, Activity 3, page 125

- He's good at singing, ... (isn't he?)
- We can't ride our bikes to the museum, ... (can we?)
- You don't know where my backpack is, ... (do you?)
- Her job is to take photos, ... (isn't it?)
- We're going on holiday this summer ... (aren't we?)

Add one more question for your partner to finish.

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