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- 1 Toss a coin to move.  
Heads = move one square.  
Tails = move two squares.
- 2 Take turns. Answer the questions.

<b>1</b> → <b>2</b> <b>START!</b> Where are your parents from?	<b>3</b> Are you generous? Can you give an example?	<b>4</b> What's your complete address?	<b>5</b> How often do you watch TV?
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## Student A

### 1 Read the information.

- \* You have only got £2 and you need it for the bus.
- \* It is raining, but you have got an umbrella.
- \* You really like writing in English.
- \* You are wearing a watch.
- \* You are spending the weekend at your grandparents' house.
- \* You have got lots of paper.

### 2 Now listen to Student B and accept or reject the requests. Give your reasons.

*Yes, of course / No, I'm sorry...*

### 3 Make these requests to Student B.

*Can/Could I borrow your mobile phone please?*

- 1 You want to borrow Student B's mobile phone.
- 2 You want Student B to help with your homework tomorrow.
- 3 You want Student B to take your photo for the school website.
- 4 You want to borrow a pen from Student B.
- 5 You want borrow the new Coldplay CD from Student B.
- 6 You want Student B to explain the Maths homework.



## Student B

### 1 Make these requests to Student A.

*Can/Could I borrow your umbrella, please?*

- 1 You want to borrow Student A's umbrella.
- 2 You want Student A to help with your art project at the weekend.
- 3 You want Student A to give you two pieces of paper.
- 4 You want to borrow £1 from Student A.
- 5 You want Student A to tell you the time.
- 6 You want Student A to write an email for you in English.



### 2 Read the information.

- \* You don't understand the Maths homework.
- \* You have got the new CDs by Keane, Coldplay and the Arctic Monkeys.
- \* Your mobile phone isn't working.
- \* You have got a black pen and a blue pen.
- \* You have got a really good digital camera.
- \* You are on a school trip to the museum all day tomorrow.

### 3 Now listen to Student A and accept or reject the requests. Give your reasons.

*Yes, of course / No, I'm sorry...*

## Student A

- 1 Read conversation one. Ask Student B questions.
- 2 Now read conversation two. Answer Student B's questions.

### CONVERSATION 1

You are a customer at a railway station.  
Student B works in the ticket office.  
You want to go to Bristol. Find out...

- 1 The time of the next train.
- 2 The price of a day return.
- 3 What time you can travel with a day return.
- 4 The location of nearest café (you want a coffee).

Now buy your ticket.

### CONVERSATION 2

You work in the London Underground ticket office at Tottenham Court Road station. Student B wants to buy a ticket. You have got this information.

- \*The line for Covent Garden station is the Piccadilly Line.
- \*Tottenham Court Road is on the Circle Line. Change at Holborn for Covent Garden.
- \*A single ticket (adult) = £4
- \*A single ticket (child under 16) = £2
- \*One-day travelcard = £7.20
- \*The nearest bank is across the street.



## Student B

- 1 Read conversation one. Ask Student A's questions.
- 2 Now read conversation two. Answer Student A's questions.

### CONVERSATION 1

Student A wants to buy a ticket at the railway station. You work in the ticket office. You have got this information.

- \*The next trains to Bristol are at 8.30 a.m. and 9.30 a.m.
- \*Student A can buy a single or return ticket.
- \*A single ticket = £10
- \*A return ticket = £20
- \*A day return = £16 (but you can't use it before 9 a.m.)
- \*There is a café behind the ticket office on the left.

### CONVERSATION 2

You are a customer on the London Underground. You are in Tottenham Court Road station. Student A works in the ticket office. Find out...

- 1 The line for Covent Garden.
- 2 Is it necessary to change lines?
- 3 The price of a single ticket.
- 4 The price of a one-day travelcard.
- 5 The location of the nearest bank.

Now buy your ticket.

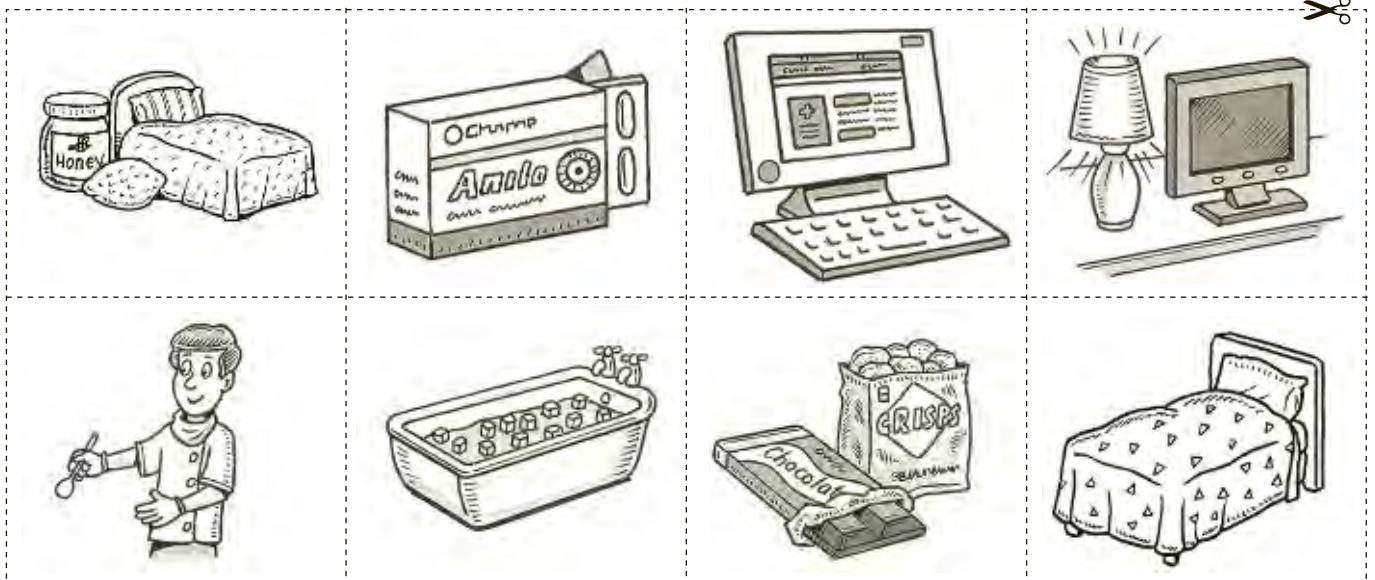


- 1 Cut out the cards. Place the problem cards face down and the suggestion cards face up, spread out on the table.
- 2 Student A: Take a problem card and look at it.  
Student B: Ask Student A what the problem is.  
Student A: Explain the problem.  
Student B: Choose a suggestion card and offer some advice.  
*B What's the problem?*  
*A I don't feel well ...*  
*B You should/shouldn't ...*
- 3 Continue the dialogue by accepting or rejecting the suggestion.  
*A I can't because ... / Yes, I think I will.*
- 4 Swap roles and continue until all the cards have been used.

## PROBLEMS



## SUGGESTIONS



## Student A

### 1 Read the text. Ask and answer questions to complete the missing information.

1 What kind of woman was Medusa?

**Medusa** was a (1) ... (what?) woman. She had (2) ... (what?) instead of hair. If someone looked at her, they turned to stone.

A **siren** was a monster that had the body of a bird and the head of a woman. It didn't have hands – only wings.

People believed that the **monopods** lived in (3) ... (where?). They were incredible because (4) ... (why?)!

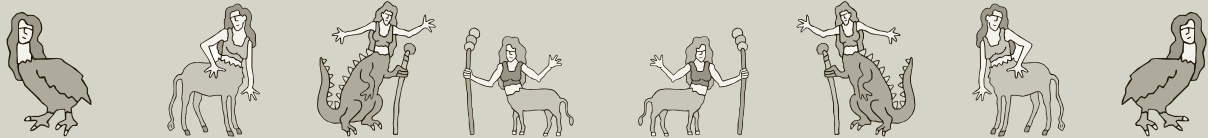
**Cerberus** was a big black dog with three heads.

**Trolls** looked like (5) ... (what?) but they were very ugly. They had very big ears and noses. They were dangerous because they ate (6) ... (what?)!

The **cyclops** had only one eye in the centre of its head.

The (7) ... (what?) was a monster with the head and wings of an eagle. In the past, people believed its foot could ... (what?).

The **Midgard Serpent** was a very long snake with an enormous neck. It could put its tail in its mouth.



## Student B

### 1 Read the text. Ask and answer questions to complete the missing information.

1 What kind of body did the siren have?

**Medusa** was a very ugly woman. She had snakes instead of hair. If someone looked at her, they turned to stone.

A **siren** was a monster that had the body of a (1) ... (what?) and the head of a woman. It didn't have (2) ... (what) – only wings.

People believed that the **monopods** lived in India. They were incredible because they only had one leg and one enormous foot!

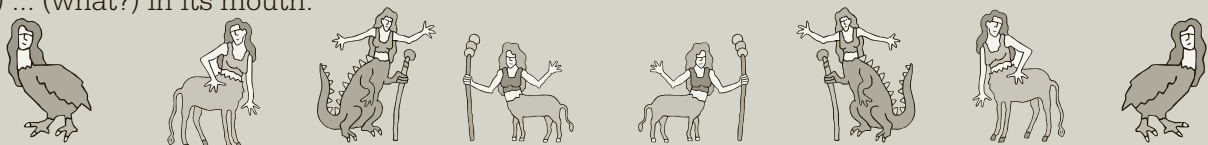
**Cerberus** was a (3) ... (what?) with (4) ... (how many?) heads.

**Trolls** looked like people but they were very ugly. They had very big ears and noses. They were dangerous because they ate people!

The **cyclops** had only one eye in (5) ... (where?).

The **griffin** was a monster with the head and wings of an eagle. In the past, people believed its foot could cure sick people.

The **Midgard Serpent** was a (6) ... (what?) with an enormous neck. It could put its (7) ... (what?) in its mouth.



- 1 Cut out the fruit smoothie recipe cards. Place them face down on the table.
- 2 Play in pairs. Take it in turns to choose a card and describe each action. Use the words on the cards. Continue until all the cards are used.











*The person is buying a mango and some bananas.*

- 3 In pairs, order the cards. Take turns and explain how to make a fruit smoothie. Use the words in the box.

First | Second | Next | Then | After that | Finally

A How do you make a fruit smoothie?

B First I...

 <p><b>CUT UP</b></p>	 <p><b>CRUSH</b></p>	 <p><b>ADD</b></p>	 <p><b>DRINK</b></p>	 <p><b>CUT UP</b></p>
 <p><b>ADD</b></p>	 <p><b>BUY</b></p>	 <p><b>BLEND</b></p>	 <p><b>POUR IN ORANGE JUICE</b></p>	 <p><b>BLEND</b></p>



- 1 Cut out the cards. Place them face down on the table.
- 2 Student A: Choose a card. Read the sentence and give your opinion.  
Student B: Respond.

*A The card says, 'Children shouldn't watch TV. It's bad for them.' I don't think that's true, because...*

*B Really? I don't agree with you because...*

- 3 Swap roles. Continue until all the cards are used.

<b>Children shouldn't watch TV. It's bad for them.</b>	<b>Breakfast isn't very important.</b>	<b>Yoga is boring.</b>	<b>Smoking should be illegal.</b>
<b>You should go to bed before 10 p.m.</b>	<b>Skateboarding is stupid.</b>	<b>I don't really like food from my country. I prefer international food.</b>	<b>There is too much sport on TV.</b>
<b>People shouldn't travel by plane.</b>	<b>Classical music is better than rock music.</b>	<b>Friday is the best day of the week.</b>	<b>Teenagers spend too much time on the computer.</b>
<b>Going camping is better than staying in a hotel.</b>	<b>You should do some sport every day.</b>	<b>You shouldn't go out in the evening from Sunday to Thursday.</b>	<b>English is the most important school subject.</b>



## Student A

1 Look at the photos in the table. Guess which animal ...

is the longest. / is the heaviest. / is the fastest. / lives the longest. / catches the biggest animal for food.

2 Ask Student B questions to complete the table and see If you were right.

*I think the saltwater crocodile is the longest animal. How long is it?*



Animal	Black mamba	Galapagos tortoise	Tiger	Great white shark	Golden eagle	Saltwater crocodile
Length (m)		1	2			6
Weight (k)	1.6		120–128		3–7	
Top speed (k/h)		0.3		40		24–29
Life time (years)		125			30	70
Favourite food	small birds, rats, mice	grass, plants, fruit			rabbits, mice, squirrels	



## Student B

1 Look at the photos in the table. Guess which animal...

is the longest. / is the heaviest. / is the fastest. / lives the longest. / catches the biggest animal for food.

2 Ask Student A questions to complete the table and see If you were right.

*I think the great white shark is the fastest animal. How fast is it?*



Animal	Black mamba	Galapagos tortoise	Tiger	Great white shark	Golden eagle	Saltwater crocodile
Length (m)	2.4–4.5			6	2 (wings)	
Weight (k)		215		1,900		500–1,000
Top speed (k/h)	24		80		320	
Life time (years)	10		20–25	30–40		
Favourite food			wild pigs, buffalo	fish, dolphins, whales		fish, frogs, turtles

## Student A

- 1 Write clues for each word in your crossword. They come from the following units of *English In motion 2*.

U1 – selfish | U2 – reggae  
U3 – museum | U4 – lips | U5 – twins  
U6 – news | U7 – lie down  
U8 – height | U9 – purse

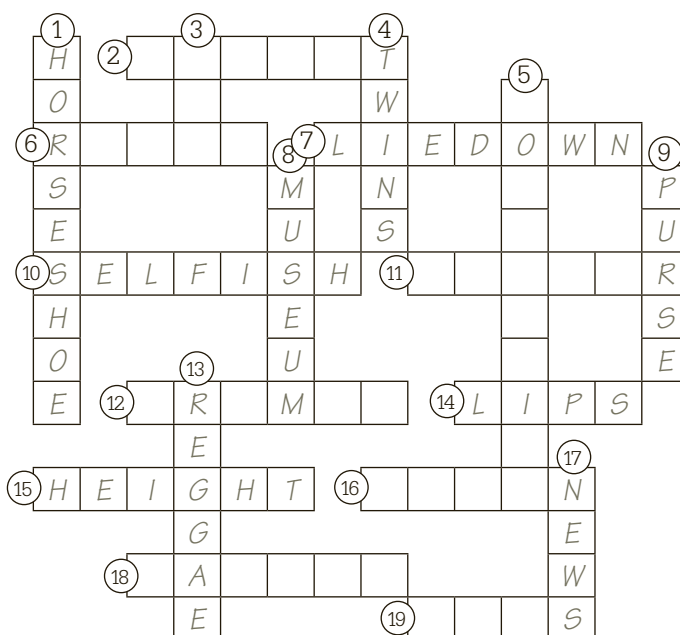
1 down: horseshoe – It's made of metal. An animal wears it on its feet. It's good luck.

- 2 Use these words to help you:

It's a type of... You use it for... It's made of...

It's like ... You can see it in... It's a part of...

- 3 Now work with Student B. Ask and answer questions to complete the crossword.



## Student B

- 1 Write clues for each word in your crossword. They come from the following units of *English In motion 2*.

U1 – grumpy | U2 – post office |  
U3 – river | U4 – eye | U5 – alien |  
U6 – cooker | U7 – arms |  
U8 – weight | U9 – ladder

1 down: horseshoe – It's made of metal. An animal wears it on its feet. It's good luck.

Use these words to help you:

It's a type of... You use it for... It's made of...

It's like ... You can see it in... It's a part of...

- 2 Now work with Student A. Ask and answer questions to complete the crossword.

