

Class Activities

Instructions

There are 35 Class Activities worksheets (p148–p192). These worksheets give extra communicative speaking practice of the key language taught in the Student's Book. Each activity matches a lesson in the Student's Book, for example, *1A Ask me!* matches lesson 1A and *1C An active life?* matches lesson 1C, etc. There are three activities for each unit in units 1–11 and two activities for unit 12.

The Class Activities can be used as extra practice when you have finished the relevant lesson or as review activities in the next class or later in the course.

Many of the activities involve students working in pairs or groups. When you have an odd number of students, you can:

- ask two lower-level students to share a role card or set of information.
- give two role cards or two sets of information to a stronger student.
- vary the size of the groups.

1A Ask me! p148

Language

Question words and question forms

Activity type, when to use and time

'Find someone who' activity. Use any time after lesson 1A. 15–20 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Give each student a copy of the worksheet. Students complete sentences 1–10 about themselves.
- Write *I eat rice every day.* on the board. Point at the word *rice* and elicit the question *What do you eat every day?* Students write questions for the other nine sentences, using the question words at the top of the worksheet. There is one question word for each question. Check and drill the questions with the class before continuing.
- Students move around the room asking their questions. If students aren't able to leave their seats, they should ask as many students as they can sitting near them. When students find someone whose answer is the same as the one they have written for themselves, they should write the student's name in the second column. Students should try to find a different student for each question. Encourage them to ask follow-up questions to find out more information about their new classmates. Demonstrate this stage of the activity with the whole class before students begin.

- When students have finished, they can work in pairs and tell their partners what they have in common with their classmates. Finish the activity by asking students to share interesting information with the class.

2 When's your birthday? **3** How often do you go shopping for clothes? **4** Who do you usually spend your free time with? **5** Where did you go on holiday last year? **6** How did you go there? **7** How old were you when you started learning English? **8** How many cups of coffee did you drink yesterday? **9** How much did your English dictionary cost? **10** Why are you learning English?

1B Stress dominoes p149

Language

Word stress; work vocabulary

Activity type, when to use and time

Dominoes. Use any time after lesson 1B. 15–20 minutes.

Preparation

Photocopy one set of dominoes for each pair of students. Cut into sets and shuffle each set.

Procedure

- Put students into pairs. Give one set of dominoes to each pair. Students share out the dominoes equally. They are not allowed to look at each other's dominoes. Note that most of the vocabulary in this activity is from lesson 1B with a couple of words from 1A.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the word and the stress pattern match. Students continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks the word and the stress pattern don't match, he/she can challenge his/her partner. If the match is incorrect, the student must take back the domino and the turn passes to his/her partner. If students can't agree, they should ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner. The game continues until one student has put down all his/her dominoes, or until neither student can make a correct match. The student who finishes first, or who has fewer dominoes remaining, is the winner.

- airline; office; children; fashion
- hotel; degree; campaign
- hospital; company; government; teenager; agency; recipe
- disabled; commuter
- volunteer; unemployed
- advertising
- multinational; engineering

1C An active life? p150–p151

Language

Free time activities with *do, play, go, go to*; frequency adverbs and expressions

Activity type, when to use and time

Information gap/whole-class mingle. Use any time after lesson 1C. 20–30 minutes.

Preparation

Photocopy one worksheet for each student and one set of activity cards for every twelve students. Cut into separate cards.

Procedure

- Give each student a copy of the worksheet. Focus students on pictures 1–12. Students work on their own or in pairs and write the verb and the name of the activity in the *Verb + activity* columns. Elicit the first one as an example. Check answers with the class (see answer key).
- Students work in pairs and prepare *yes/no* questions with *you* for each picture to find out if people do these activities, then a question with *How often ... ?*. Elicit the questions for the first picture: *Do you do judo? How often do you do judo?* Check and drill the questions if necessary.
- Give each student an activity card. If you have fewer than twelve students, give two cards to some students. If you have more than twelve students, photocopy an extra set and give out duplicate cards. Students are not allowed to look at each other's activity cards.
- Students find the activity from their card on their worksheet, then write their name in the *Name* column and how often they do this activity in the *How often* column.
- Students then move around the room asking their questions with *Do you ... ?* to find out who does which activity. When they find the person who does each activity, they write his/her name in the *Name* column. They then ask their question with *How often ... ?* and fill in the *How often* column. Demonstrate this stage of the activity with the whole class before they begin.
- Students continue moving round the room asking each other questions until they have filled in all the spaces on the worksheet.
- Finally, students can compare their answers in pairs and decide who they think leads the most active life. Ask students to share their ideas with the class.

1 do judo 2 play volleyball
3 go to the theatre 4 go running
5 play basketball 6 go to concerts
7 go mountain biking 8 go skateboarding
9 go to art galleries 10 do yoga
11 go to the gym 12 play chess

2A Richard Branson p152

Language

Past Simple: *Wh-* questions

Activity type, when to use and time

Information gap. Use any time after lesson 2A. 20–30 minutes.

Preparation

Photocopy one A or B information card for each pair.

Procedure

- Ask if students have heard of Richard Branson or any Virgin companies. If so, elicit what students know about them.
- Pre-teach *successful, success, hot air balloon* and *staff*.
- Put students into two groups, A and B. Give a copy of the appropriate worksheet to each student. Give students time to read the text, but they should not write anything at this stage.
- Focus students on the first gap on each worksheet and elicit the questions students need to ask to complete the sentence (see answer key). Students work in pairs with another student from the same group and write the rest of the questions. While they are working, monitor and check their questions for accuracy.
- Put one student from group A with a student from group B. Students are not allowed to look at each other's worksheets. Students take turns to ask their questions and fill in the gaps on their worksheet. Tell student As to ask the first question.
- When students have finished, they can check answers by comparing worksheets.
- Finally, ask students what they think of Richard Branson and whether they would like to work for him.

Student A:

- 1 Where was Richard Branson born?
- 2 When did he start publishing a students' magazine?
- 3 When did he start Virgin Records?
- 4 How much did he sell the Virgin Music Group for?
- 5 When did he start Virgin Atlantic Airways?
- 6 How much did the Virgin Group make in 1983?
- 7 Where did he sail in 1986? 8 What did he buy in 2003?

Student B:

- a When was Richard Branson born?
- b Where did he open his first record shop?
- c How many copies did the company's first album/*Tubular Bells* sell?
- d When did he sell the Virgin Music Group?
- e When did he start a train company?
- f How much did the Virgin Group make in 2002?
- g How did he cross the Atlantic in 1987?
- h Why did he buy an island near Australia?

2B Husbands and wives p153**Language**

Past Continuous and Past Simple

Activity type, when to use and time

Alibi role play. Use any time after lesson 2B.
30–40 minutes.

Preparation

Photocopy one worksheet for each pair of students.

Procedure

- Divide the class into two equal groups, A and B. If possible, put all the men in the class in group A and all the women in group B. If there is an odd number of students, have more students in group B.
- Divide each group into pairs. Give a copy of the appropriate worksheet to each student. If there are any extra students in group B, ask them to be one of the wife's parents and work in a group of three. Note that you need an equal number of pairs/threes in each group. Establish that the time now is about 11 p.m.
- Give students time to read their worksheets and deal with any problems. Students work in their pairs and prepare their questions or answers based on the prompts. While they are working, monitor and check group B's questions for accuracy. Check that all student Bs are writing the questions, as they will be interviewing their husbands separately. Also make sure student Bs write four *What were you doing at ... ?* questions for the note at the bottom of their worksheet.
- Match up a pair from group A with a pair from group B. Rearrange the class so that each student B can interview their husband separately.
- Student Bs interview their husbands and make brief notes of their answers. Encourage them to ask their *What were you doing at ... ?* questions at appropriate times in the interview.
- When they have finished, students go back to their original A–A and B–B pairs. Student Bs compare their answers and decide if their husbands' stories match. Student As discuss the questions they were asked and whether they answered every question correctly.
- Finally, ask student Bs to tell the class if they believe their husbands or not, giving reasons for their answers.

2C Androcles and the lion p154**Language**

Connecting words; Past Continuous and Past Simple


Activity type, when to use and time

Picture ordering and story writing. Use any time after lesson 2C. 25–40 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets. If you want students to finish the writing for homework, make enough copies so that each student can have both worksheets.

Procedure

- Ask students if they have heard of Aesop's /i:zɒps/ Fables. (Aesop was a storyteller who lived in Greece in the sixth century BC. His stories contain moral lessons, and are often studied in schools.) Ask students if they know the story of Androcles and the lion.
- Pre-teach *slave*, *lion*, *roar* /rɔ:/, *thorn*, *paw* /pɔ:/, *pull something out*, *cave*, *a Roman guard* /gɑ:d/ and *emperor* /'emprə/. Drill these words with the class. Also check students know the Colosseum /kɒlə'si:ʒəm/ in Rome and what it was originally used for (people went there to watch gladiatorial contests, often of slaves and gladiators fighting wild animals). With low-level classes, read out the story before handing out the worksheets (see answer key).
- Put students into pairs, student A and student B. Give a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. Students are not allowed to look at each other's worksheets.
- Tell students that the story begins with picture C. Students work in pairs and take turns to describe the pictures to each other and decide on the correct order of the pictures. If you have a low-level class, students can look at both worksheets and work out the correct order of the pictures together, giving reasons for their ideas. Check the order of pictures with the class (see answer key).
- Students work in pairs and write the story using the Past Simple and Past Continuous. Encourage students to use the connecting words *because*, *so*, *until*, *when* and *while* in their stories.  You can elicit the beginning of the story (picture C) from the students and write it on the board to start students off. While students are working, monitor and help with any problems.
- When students have finished, ask them to swap stories with other pairs and read one another's versions of the fable. Alternatively, you can display the stories around the room for other students to read.
- If your students don't have time to finish the story in class, distribute extra copies of the worksheets so that each student has a copy of both worksheets. Students can then finish the story for homework.

Androcles and the lion

In the old days in Rome, there was a slave called Androcles. One night he escaped from his master's house while his master was sleeping. He ran away into the forest. The next day, while he was walking through the forest, he came face to face with a lion. But the lion didn't attack him; it just roared and roared. Androcles saw that it had a thorn in its paw. He walked slowly toward the lion and pulled out the thorn.

Androcles made his home in a nearby cave. The lion stayed with him and brought him food to eat and, as time passed, they became good friends.

One day, two Roman soldiers were walking through the forest. They saw Androcles asleep on the ground. They took him back to the city to see the Emperor. The Emperor was very angry.

'You have to fight for your freedom in the Colosseum!' he shouted.

The next day Androcles stood in the middle of the Colosseum ready to fight for his life. Suddenly a lion started running towards him. However, the lion didn't kill Androcles – it started licking him! It was the lion from the forest.

The Emperor called Androcles to see him, and the slave told the Emperor about his time in the forest and the thorn in the lion's paw. The Emperor liked the story very much and he gave Androcles his freedom. The next day, Androcles set the lion free and he waved goodbye as it ran into the forest to live in peace.

The correct order of the pictures is C, G, B, H, D, J, A, F, E, I.

3A Guess the job p155–p156

Language

have to/had to; Past Simple and Present Simple:
Wh- questions

Activity type, when to use and time

Information gap. Use any time after lesson 3A.
15–25 minutes.

Preparation

Photocopy one worksheet for each student. Photocopy one set of role cards for every ten students and cut into separate role cards.

Procedure

- Pre-teach *uniform* and check students know where Miami is (in Florida, USA).
- Give each student a copy of the worksheet. Focus students on sentence 1 and point out that the gap at the beginning of the sentence corresponds to a classmate's name. Students work on their own and write *yes/no* questions with *have to/had to* for sentences 2–10. Check the questions with the class (see answer key) and drill them if necessary.
- Give each student a role card. If you have more than ten students, these can be duplicated without affecting the outcome of the activity. If you have fewer than ten students, do not give two cards to each student. Give students time to read their role cards and to find where to write their own name on the worksheet. Students are not allowed to look at each other's cards.
- Students move around the room and ask one another their questions with *have to/had to*. When someone answers yes, they write the person's name in the space at the beginning of the sentence, then ask the follow-up questions in the second column. Point out that these questions are in either the Present Simple (with *do you*) or the Past Simple (with *did you*), not *have to/had to* questions. Students must not tell one another what their jobs are at this stage.
- When students have information for all the items, they work in pairs and decide which job each student has, based on the information they have found out. Students write their ideas in the *Job* column.
- Ask students to share their ideas with the class, giving reasons for their answers. Each student says if the class has guessed his/her job correctly.

- 2 Do you have to run for three hours every day?
- 3 Do you have to wear a uniform?
- 4 Do you sometimes have to work all night?
- 5 Do you have to do lots of TV and radio interviews?
- 6 Do you have to know every street in the city?
- 7 Did you have to write 50 reports last night?
- 8 Do you have to answer the phone all day?
- 9 Did you have to study for five years?
- 10 Do you have to work every weekend?

3C Which word? p157

Language

Noun endings

Activity type, when to use and time

Personalised information gap. Use any time after lesson 3C. 10–15 minutes.

Preparation

Photocopy one worksheet for each pair of students.
Cut into two separate worksheets.

Procedure

- Put students into two groups, A and B. Give a copy of the appropriate worksheet to each student.
- Students work with a partner from the same group and choose the correct words in *italics*. Refer students to **VOCABULARY 3.3** SB p131 if they are having problems. While they are working, monitor and check students' answers. If necessary, check the answers with both groups before continuing (see answer key).
- Put one student from group A with a student from group B. Students take turns to ask their partner the questions on their worksheet. Encourage students to ask follow-up questions to find out more information.
- When students have finished, ask them to share interesting answers with the class.

Student A: 1 commute 2 cook 3 decisions
4 advertisement 5 interview 6 musician
7 examinations 8 actor 9 arguments 10 collect
Student B: 1 decisions 2 painter 3 argue 4 art
5 advertisements 6 visitor 7 discussions
8 interview 9 singer 10 assistants

3D What do you know? p158

Language

Review of lessons 1A–3D

Activity type, when to use and time

Board game. Use any time after lesson 3D.
20–30 minutes.

Preparation

Photocopy one board for each group of three or four students. You also need a dice for each group and a counter for each student (or students can make their own counters).

Procedure

- Put students into groups of three or four. Give each group a copy of the board, a dice and counters. Ask a student in each group to be the timekeeper.
- Students take turns to throw the dice and move around the board. When a student lands on a *Talk* square, he/she must talk about the topic for 30 seconds. If he/she does this successfully, he/she can stay on the square. If he/she stops talking before 30 seconds are up, he/she must move back to his/her previous square.
- When a student lands on one of the other squares, he/she must answer the question correctly to stay on the square. If a student can't answer the question correctly, he/she must move back to his/her previous square.
- If students think another student's answer is wrong, they can check in the Language Summaries or ask you to adjudicate. If the answer is wrong, the student must move back to his/her previous square.
- If a student lands on a square which has already been answered, he/she must answer the question again to check that he/she has been listening!
- The game ends when one student reaches the *FINISH* square. If one group finishes early, they can go through the squares in number order and discuss the answers.

1 ate; drank; had; sold; bought 3 So am I.; Nor/Neither do I. 5 play: football, tennis, volleyball, cards, chess, etc.; go to: concerts, art galleries, the gym, museums, etc. 9 ask someone out, go out with someone, get engaged, get married 11 collector/ collection; improvement; examination/exam/examiner; advertising/advertisement/advert/ad 12 's having; want 13 for, in, for/to 15 always, normally, often, sometimes, occasionally, never 19 How does he get to work? What's/What is he doing now? 21 do: yoga, exercise, sport, gymnastics, etc.; go: cycling, running, skateboarding, jogging, etc. 23 Where does Gary work? Who lives in Paris? 25 cleaner/cleaning; decision; visitor/visit; argument 29 So do I.; Nor/Neither did I. 30 When did he work in the USA? What were you doing when I phoned? 32 with; in; for 33 saw; felt; made; left; came

4A ▶ Past participles bingo p159

Language

Past participles of irregular verbs

Activity type, when to use and time

Bingo game. Use any time after lesson 4A. 15–20 minutes.

Preparation

Photocopy one worksheet for every four students in the class. Cut into four separate bingo cards.

Procedure

- Give each student a bingo card. Allow students a few minutes to check that they know the past participles for all the infinitives on their cards. Students can check any past participles they don't know in the Irregular Verb List on SB p167. Students are not allowed to write the past participles on their cards.

- Explain that you are going to say some past participles. When students hear a past participle that matches the infinitive on their cards, they cross out the infinitive. The first student to cross out all the infinitives shouts *Bingo!*.
- Read out the past participles in this order: *met, heard, had, read /red/, worn, flown, made, given, won, seen, taken, bought, done, thought, driven, slept, lost, spent, written, been* (card D is completed), *sold* (card B is completed), *eaten* (cards A and C are completed).
- When students have finished, they can work in pairs and test each other on the Past Simple and past participles of the verbs on their cards.
- If you want to play the game again, distribute new cards and read out the infinitives in random order.

4B ▶ The music party p160–p161

Language

Present Perfect for life experiences; Past Simple

Activity type, when to use and time

Information gap. Use any time after lesson 4B. 20–30 minutes.

Preparation

Photocopy one role card for each student.

Procedure

- Pre-teach *have a number 1 single/album, go on tour, win an award, an awards ceremony, headline and the cover of a magazine*. Also ask if students have heard of Glastonbury Festival (a big music festival that takes place in England).
- Tell students they are at a big party where all the guests are musicians or singers. Give each student a role card and allow them time to read the information. If you have more than eight students, you can distribute extra role cards without affecting the outcome of the activity. If you have fewer than eight students, you can still do the activity, but some students won't find matches for all the points on their role cards.
- Students work on their own and write *Have you ever ... ?* questions for the sentences in bold in the first column on their role cards. For example, the first question for role card 1 is: *Have you ever had a number 1 album in Argentina?* Do one or two examples with the class first. Each student must write four questions.
- Focus students on the follow-up questions in the third column and elicit what verb form these questions are usually in (Past Simple). Students fill in the gaps in these questions with either *did* or *was*.
- Tell students that they are now at the party and they must find one other person who has also done each of the things in bold on their role cards. Students move around the room and ask one another their *Have you ever ... ?* questions. When they find someone who answers yes to one of their questions, they write his/her name in the second column on their role card. They then ask the appropriate follow-up question in the third column.

- Encourage students to start each conversation by using appropriate 'getting to know you' language (*How are you? Are you enjoying the party? My name's ... , Nice to meet you, I don't think we've met*, etc.). You can play background music to help students get into the party mood.
- The activity continues until all the students have found at least one person who has done the things on their role card.
- Students work in pairs and take turns to tell each other what they have found out about the others. Ask each student to share with the class one or two of the things he/she has in common with other students.

4C Entertainment crossword p162

Language

Film; TV; music

Activity type, when to use and time

Paired crossword. Use any time after lesson 4C. 15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Divide the class into two groups, A and B. Give a copy of the student A crossword to each student in group A and a copy of the student B crossword to each student in group B.
- Students work in pairs with a partner from the same group and check they know the meanings of all the words/phrases on their worksheet. With a low-level class, also ask them to prepare clues for each of their words/phrases. Students can check any words they don't know in **VOCABULARY 4.1**, **VOCABULARY 4.2** and **VOCABULARY 4.3** SB p134.
- Put students into pairs so that a student from group A is working with a student from group B. Students are not allowed to look at each other's worksheets. Check that students understand how to refer to words in a crossword, for example, *1 down* and *7 across*. They should tell their partner if the answer is two words.
- Students then take turns to give their clues for the words on their crossword. These clues can be a sentence (*People win things on this type of TV programme*) or visual (students can mime, sing, or draw a picture). Students are not allowed to use the words themselves or to give letters as clues.
- When students have finished, they check their crosswords and their spelling with their partner.

5A The crystal ball p163

Language

will for prediction; *might*

Activity type, when to use and time

Role play. Use any time after lesson 5A. 15–20 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Introduce the topic by explaining how some people believe they can see the future by looking at tea leaves, tarot cards and crystal balls. Ask students if they believe in this or if they know anyone who has ever visited a fortune-teller.
- Give each student a copy of the worksheet and point out the six categories. Explain that students are going to predict one another's future. Elicit possible topics that fortune-tellers could talk about for each category.
- Put students into pairs, but tell them not to talk to their partner yet. Students work on their own and write two sentences with *will*, *won't* or *might* about their partner's future for each category. Encourage students to take a light-hearted approach to this. While they are working, monitor and check students' sentences for accuracy.
- Students work with their partner and take turns to tell each other's fortune. The 'fortune-teller' can gaze into an imaginary crystal ball and 'see' the future appear before their eyes. Encourage students to ask their partner questions about his/her predictions with *do you think ... : When do you think I will meet this person? Where do you think we will meet?* etc.
- At the end of the activity, ask students to share some of their partner's predictions with the class. Students can also say whether they think any of the predictions will come true or not.

5B My personal future p164

Language

be going to: plans, hopes and ambitions

Activity type, when to use and time

Personalised guessing game. Use any time after lesson 5B. 20–30 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Give a copy of the worksheet to each student. Tell students to read the prompts and then write the ten things, people, places and films in the circles. Students should write short phrases or single words, for example, *a new car*, *Australia*, etc., not complete sentences. They can write their answers in any circle, but not in the same order as the prompts. ✎ Demonstrate this before they begin by drawing some circles on the board and writing in your own ideas in random order.
- Students work in pairs and swap worksheets with their partner. Students then take turns to guess why their partners have written the things in the circles. For example, if a student has written *a new car*, his/her partner might ask: *Are you going to buy a new car this year?* or *Are you thinking of buying a new car one day?* Students should ask one or two follow-up questions for each point, for example, *What kind of car are you going to buy?* or *What kind of car are you thinking of buying?*

- When students have finished, each student can tell the class two or three things that they have found out about their partner's future.

5C ▶ Preposition pelmanism p165

Language

Verbs and prepositions

Activity type, when to use and time

Pelmanism. Use any time after lesson 5C. 10–20 minutes.

Preparation

Photocopy one worksheet for each group of three students. Cut into sets of large and small cards and shuffle each set.

Procedure

- Put the class into groups of three. Give each group a set of cards and ask them to spread them out face-down in front of them, with the smaller cards on one side and the larger cards on the other.
- Students take turns to turn over one large card and one small card. If a student thinks that the verb and preposition match and the cards make a complete sentence, he/she keeps the cards and has another turn. If the cards don't match, the student puts both cards back on the table face-down in exactly the same place.
- The activity continues until all the cards are matched up. The student with the most cards is the winner. If groups finish early, students can take turns in testing each other on the verb-preposition collocations in bold.

6B ▶ Where's Emma staying? p166–p167

Language

Superlatives; family relationships; character adjectives

Activity type, when to use and time


Information gap puzzle. Use any time after lesson 6B. 20–25 minutes.

Preparation

Photocopy one student A worksheet and one student B worksheet for each pair of students. Cut the worksheets in half.

Procedure

- Explain that a family are on holiday in a hotel, but one member of the family, Emma, has forgotten which room she is staying in.
- Put students into pairs. Give a copy of the top half of the Student A worksheet to one student in each pair and a copy of the top half of the Student B worksheet to his/her partner. Students are not allowed to look at their partner's worksheet.
- Students work on their own and write the superlatives of the adjectives in brackets in gaps a–j. For each gap, students must decide whether to use *the* with the superlatives or not. Check answers to these gaps only with the whole class (see answer key).

- Note that the answers are the same on both worksheets. Point out that we do not use *the* in sentences 3, 4, 7 and 10 because the superlative follows a possessive 's (*Emma's*).
- Students work with their partners and take turns to ask each other questions to complete sentences 1–10. Check students know what questions they should ask for each gap in their sentences before they begin.  If necessary, write the following questions on the board for sentence 1: *Who's the most talented person in Emma's family? What's his relationship to Emma? Which room is he in?* Tell student As to ask the first set of questions.
- When students have filled in all the gaps in their sentences, hand out a copy of the Hotel Room Plan to each student. Students work together in pairs and complete the Hotel Room Plan to find out which room Emma is in (506). Check answers with the class.

b the moodiest c most considerate d noisiest
e the most helpful f the brightest g rudest
h the most ambitious i the most organised
j most patient

6C ▶ Word formation snap p168

Language

Prefixes and opposites of adjectives: *un-*, *in-*, *im-*, *dis-*

Activity type, when to use and time

'Snap' card game. Use any time after lesson 6C. 10–20 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate sets and shuffle each set.

Procedure

- Pre-teach the following adjectives and their opposites: *satisfied/dissatisfied*, *accurate/inaccurate*, *active/inactive*, *connected/disconnected*.
- Put students into pairs. Give a set of prefix cards to student A in each pair and a set of adjective cards to student B. It is helpful if student A sits on the left of student B. Students need a pen and paper to keep score.
- Both students put down a card on the table in front of them at the same time. If the cards make an 'opposite adjective' match, the first student to say *Snap!* gets a point. (Note: students don't pick up any cards at this point.) If the cards don't match, students continue putting down cards at the same time until someone says *Snap!*.
- Students continue putting down cards until all their cards are finished. Students then pick up their own cards only (not their partner's) and shuffle them before playing again. The first student to get 10 points wins.
- If a student says *Snap!* and the cards don't match, then his/her partner gets a bonus point. If students can't agree if the cards match, they can check in **VOCABULARY 6.3** ▶ SB p138 or ask you to adjudicate.
- If possible, demonstrate the activity with a strong student before students begin.

- When students have finished, they can make pairs of sentences using both the positive and negative adjectives, for example, *I'm quite patient, but my brother is really impatient.*

6D Noughts and crosses

p169–p170

Language

Review of lessons 4A–6D


Activity type, when to use and time

Noughts and crosses board game. Use after lesson 6D. 20–30 minutes.

Preparation

Photocopy one board 1/Team A question sheet for half the number of students in your class and one board 2/Team B question sheet for the other half. Cut each worksheet into separate boards and question sheets.

Procedure

- Ask students if they know the game noughts /nɔːts/ and crosses.  If not, draw a noughts and crosses grid on the board. Explain that the aim of the game is to win squares by answering questions. The first team to get a line of three, horizontally, vertically or diagonally, is the winner.
- Put students into groups of four or six. Divide each group into two teams: team A and team B. Give each group a copy of the board 1 worksheet.
- Give each student in each team A a copy of the Team A question sheet and each student in each team B a copy of the Team B question sheet. Students are not allowed to look at the other team's question sheet. Students toss a coin to decide who starts.
- The teams take turns to choose a square on board 1. For example, if team A chooses *vocabulary*, team B reads the first question in the *vocabulary* section of their question sheet. If team A answers correctly, they win the square and draw a cross or a circle on it. If the answer is incorrect, the square remains available (team A does not get the square). Point out that the answers to the questions are in brackets on the question sheets.
- The first team to get a line of three squares on board 1 wins the first game. Students can then play again on board 2. If students run out of questions in a particular category, they can ask any question from the other categories instead.
- Groups that finish early can play again or ask each other the unanswered questions on their worksheet.

7A Kanga Tours p171

Language

Present Continuous for future arrangements

Activity type, when to use and time

Information gap/whole-class mingle. Use any time after lesson 7A. 20–30 minutes.

Preparation

Photocopy one worksheet for each student. Cut into two halves: itinerary and role cards. Cut into separate cards. You need an itinerary for each student and one set of role cards for every six students in the class.

Procedure

- Set the context by telling students that they are going on a six-day package tour of Australia. Point out that everything on their tour has been arranged for them.
- Pre-teach *barbeque* /'bɑːbəkjuː/, *harbour*, *penguin* /'peŋɡwɪn/ and *scuba diving*. Model and drill these words with the class. If necessary, check the pronunciation of the Australian place names in the activity: *Sydney*, *Melbourne*, *Bondi* /'bɒndaɪ/ *Beach*, *Uluru* /ʊlə'ruː/, *Cairns* /keənz/ and *the Great Barrier Reef*. Also check students know that Uluru is also called Ayers Rock. If possible, bring in colour photos of some of these places to show the students.
- Tell students that they have just received the itinerary for their package tour, but the travel agent has sent only one part of the itinerary to each student. They will have to share their information to find out what they are doing each day and where they are staying.
- Give one role card to each student. If you have more than six students in the class, you can give duplicate cards without affecting the outcome of the activity. If you have fewer than six students, give two cards to the stronger students.
- Allow students time to read their card and decide how they are going to tell other students about their day's itinerary, using the Present Continuous. If necessary, write: *Morning – go on a boat trip* on the board and elicit the full sentence: *In the morning we're going on a boat trip.*
- Give a copy of the blank Kanga Tours itinerary to each student. Explain that students need to ask questions and exchange information in order to complete their itinerary. If necessary, elicit the questions *Where are we going on Day 1?* and *What are we doing in the morning/afternoon/evening?* and *Where are we staying at night?* before they begin.
- Students move around the room and swap the information on their role cards only (not the information on other students' role cards). Students should speak to a different person for each day of their itinerary.
- Students work in pairs and compare their completed Kanga Tours itineraries. They can then decide which is the best day of the holiday.
- As a follow-up activity, students can imagine they are at one of the places on the holiday and write a postcard to their friends.

7B ▶ Holiday habits p172**Language**

Quantifiers

Activity type, when to use and time

Personalised information gap. Use any time after lesson 7B. 15–25 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Pre-teach *cash* and point out that it is an uncountable noun. Also check students remember *souvenirs* /su:və'niəz/ and *sightseeing* /'saɪtsi:ɪŋ/.
- Put students into pairs. If possible, put students with someone they don't know very well. Give a copy of the student A worksheet to one student and a copy of the student B worksheet to his/her partner. Ask students to write their partner's name at the top of their worksheets. Students are not allowed to look at each other's worksheets.
- Students work on their own and try to make correct sentences about their partners' habits when they go on holiday. To do this they must choose the positive or negative form of the verb in each sentence and fill in the gaps with an appropriate quantity word/phrase from the box. Students are not allowed to talk to their partner during this stage of the activity.
- Students work with their partner and take turns to say their sentences. They can begin each sentence with *I think ...* or *I don't think ...*. For example, for the first sentence on student A's worksheet, he/she can say: *I think you take a lot of clothes with you.* or *I don't think you take many clothes with you.*
- Students tick the sentences that they got right and put a cross next to those that they got wrong. The student who got the most sentences right is the winner.
- Finally, students tell the class about some of their partner's unusual or interesting holiday habits. As a follow-up activity, students can continue working in pairs and discuss how many holiday habits they have in common.

7C ▶ Ski Canada p173**Language**Phrases with *go*; comparatives and superlatives**Activity type, when to use and time**

Information gap. Use any time after lesson 7C. 20–30 minutes.

Preparation

Photocopy one worksheet for every four students. Cut into four separate worksheets.

Procedure

- Pre-teach *snowmobiling*, *sauna*, *Jacuzzi*, *ice skating*, *snowboarding* and *dog sledding*.

- Tell students they are going on a skiing/mountain holiday in Canada for one week over New Year and that they must decide where to stay. They have four hotels in or near the same village to choose from.
- Put the class into four groups, A, B, C and D. Give a copy of The Chateau worksheet to every student in group A, a copy of The Mountain View Hotel worksheet to every student in group B, a copy of The Rockies Hotel worksheet to every student in group C and a copy of The Maple Leaf Hotel worksheet to every student in group D. Students work together in pairs with a student from the same group and decide what the best five things about the hotel are.
- Reorganise the class into groups of four, with one student from each of the four groups. If you have extra students, have some groups of five. Students take turns to tell the group about their hotel. Encourage students to compare the hotels and give reasons why one hotel is better than another, using comparatives and superlatives. The group must then decide on one hotel.
- Finally, each group tells the class which hotel they have decided to go to and their reasons for choosing this hotel.


8A ▶ Rose Avenue p174**Language**Present Perfect with *for* and *since*; questions with *How long ... ?***Activity type, when to use and time**

Information gap puzzle. Use any time after lesson 8A. 15–30 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into two separate worksheets.

Procedure

- Put students into two groups, A and B. Give a copy of the appropriate worksheet to each student.
- Focus students on the diagram of Rose Avenue. Explain that they have information about the people who live there.
- Students work with someone from the same group and make questions with *How long ... ?* and the Present Perfect to find out the information they need.  Elicit the first question from both worksheets and write them on the board before students begin (1 *How long has Jack lived in Rose Avenue?* / a *How long has the person on his right had her sports car?*). While students are working, monitor and check their questions for accuracy.
- Put a student from group A with a student from group B. Students are not allowed to look at each other's worksheets. They take turns to ask their questions and complete their worksheets. Encourage students to use short answers (*Since 2003. For ten years.*, etc.).
- When students have completed both worksheets, they work in their pairs and decide who lives in which house. They then write the people's names on the correct houses on Rose Avenue. Check answers with the class.

1 Katrina and Paul 2 Tony 4 Fiona
5 Marian and Ross 6 Anne

8B What should I do? p175

Language

should, shouldn't, must, mustn't

Activity type, when to use and time

Role play. Use any time after lesson 8B. 15–30 minutes.

Preparation

Photocopy one worksheet for each pair of students. Cut into separate worksheets.

Procedure

- Pre-teach *counsellor* and *client*. Point out that professional people like counsellors, lawyers and accountants refer to customers as clients.
- Set the scene by asking students what people can be addicted to (chocolate, work, caffeine, etc.). Teach the words *chocoholic* and *workaholic*.
- Put students into pairs. Give a copy of the student A worksheet to one student in each pair and a copy of the student B worksheet to his/her partner. Each worksheet has one role card for a counsellor and one for a client.
- Focus students on the first role play, where student A is a client (the chocoholic) and student B is the counsellor. Students work on their own and prepare their roles, using the information on the role cards.
- Students work with their partner and role-play the situation. Encourage the client to respond to advice appropriately, for example, *Yes, I'll try that.*; *It might be difficult but I'll try.*; *I'm sorry, but I can't do that because ...*, etc.
- When students have finished, focus them on the second role play, where student B is the client (the workaholic) and student A is the counsellor. Again give students time to prepare their roles on their own, using the information on the role cards.
- Students work in their pairs again and role-play the second situation.
- At the end of the activity, ask the clients if the counsellors' advice was useful. What was the best piece of advice they got?
- If you have limited time, only do one role play. You can let each pair choose which role play to do.

8C Find someone who ... p176

Language

Verb patterns

Activity type, when to use and time

'Find someone who' activity. Use any time after lesson 8C. 15–25 minutes.

Preparation

Photocopy one worksheet for each student.

Procedure

- Pre-teach *dolphin* and *desert island*.

- Give a copy of the worksheet to each student. Students work on their own and fill in the gaps in the first column using the correct form of the verb in brackets. They can check in pairs or in **VOCABULARY 8.4** SB p142. Check answers with the class.
- Explain that students are going to try to find someone in the class who answers yes to each question. Elicit the questions the students will need to ask, for example, *1 Would you like to swim with dolphins?* *2 Have you ever forgotten to pay for something?*, etc. With a low-level class you may need to go through each sentence and elicit the question for each one. Drill these questions if necessary.
- Students move around the room and ask questions. If students are not able to leave their seats, they should ask as many students as they can sitting near them. When they find a student who answers yes to a question, they write the student's name in the second column on the worksheet. Students should ask one or two follow-up questions based on the prompts in the third column. Encourage students to talk to as many different people as possible. Students only need to find one person who answers yes to each item.
- When students have finished, they can work in pairs and tell their partners what they have found out about their classmates. Finish the activity by asking each student to tell the class one or two interesting things they have found out.

Verb patterns: 1 to swim 2 to pay 3 to stop
4 learning/to learn 5 eating/to eat 6 to buy
7 own 8 enjoy 9 to write 10 to buy

Questions: 1 Would you like to swim with dolphins?
2 Have you ever forgotten to pay for something?
3 Have you tried to stop smoking? 4 Are you going to start learning/to learn something new soon? 5 Do you prefer eating/to eat hamburgers to food from your country? 6 Have you decided to buy a new mobile phone? 7 Do you think you will own a business one day? 8 Do you think you might enjoy living on a desert island? 9 Are you planning to write a book one day? 10 Do you need to buy a birthday present for someone soon?

9A Volunteers p177–p178

Language

First conditional

Activity type, when to use and time

Information exchange. Use any time after lesson 9A. 25–35 minutes.

Preparation

Photocopy one information table for each student. Photocopy one set of role cards for every four students. Cut into four separate cards.

Procedure

- Pre-teach *rainforest*, *volcano*, *electricity*, *shark*, *injured* and *tour guide*.

- Ask students if they would like to do volunteer work, and if so, what kind of work they would like to do.
- Tell students they are going to choose a volunteer project to do. Introduce the four projects on the cards and explain that each project is protecting an animal in a different country.
- Put the students into four groups, A, B, C and D. Give a copy of the appropriate role card to each student. (If you have a small class, you could use two or three projects instead of all four.)
- Give a copy of the information table to each student. Students work together in pairs with a student from the same group and complete their project information.
- Reorganise the class into groups of four with one student from each of the four groups. If you have extra students, make some groups of five.
- Students complete the information tables by asking questions about the projects using the first conditional and questions with *will*. For example, *If we go to South Africa, which animal will we help? Where will we stay?*, etc. When answering the questions, students make first conditional sentences using the information they have on their cards. For example, *If we stay for four weeks, we'll pay £500. If we stay for five weeks, we'll pay £550. If we stay in a local house, it will be free. If we stay in a hotel, we'll have to pay £50 a week. If we stay with a local family, we'll learn a lot about the country.*, etc. ✎ With a low-level class you can elicit some example questions and sentences and write them on the board.
- When the group has completed the information table, they decide which project they want to do and give reasons for their choices. Students must all decide on the same project and 'after the project' activity.
- Finally, each group tells the class which project they chose and their reasons for choosing it. Ask which 'after the project' activity the group chose and why.

9C ▶ The new building p179–p180

Language

too, too much, too many, (not) enough; first conditional

Activity type, when to use and time

Debate. Use any time after lesson 9C. 30–45 minutes.

Preparation

Photocopy one set of six role cards for each group of six students. Cut into separate role cards.

Procedure

- Tell the class that they all live in a small town. They are going to have a meeting to decide what to do with a new building in the town centre.
- Pre-teach *government, concert hall* and *options* and check students remember *screen*.
- Divide the class into six groups. Try to choose confident students to be the chairpeople. You can have fewer students in some of the groups if necessary.

- Give each student a copy of the appropriate role card. Give students time to read the introduction on their cards and check they have understood it.
- Students work in their groups and decide on reasons why their option for the new building is the best and think of reasons why the other options are bad ideas. Encourage students to use *too, too much, too many* and *(not) enough* in their arguments. Chairpeople work together and plan their introductions and questions.
- ✎ While students are working, write the language for asking for opinions, agreeing and disagreeing from **REAL WORLD 4.1** SB p135 on the board.
- Rearrange the class so that students are sitting in groups of six, with one student from each group. You can have fewer students in some groups without affecting the outcome of the activity. Focus students on the language on the board and remind them to use this language during the meeting.
- Ask the chairpeople to start their meetings. Allow the discussions to proceed uninterrupted if possible, but try to ensure that all students have an opportunity to speak. Encourage students to give reasons using the first conditional, for example, *If we have a concert hall, there will be too much noise at night*. While they are talking, you can make notes of mistakes to discuss at the end of the activity. Allow about 10 or 15 minutes for this stage of the activity.
- At the end of the meeting, students vote to decide what the building will be. Ask each group to share their conclusions with the class.

9D ▶ Get rich quick! p181–p182

Language

Review of lessons 7A–9D

Activity type, when to use and time

Board game. Use after lesson 9D. 20–30 minutes.

Preparation

Photocopy one board, one set of Vocabulary cards and one set of Grammar cards for each group of three or four students. Cut the Vocabulary cards and Grammar cards into two separate sets. Shuffle each set. Each group needs a dice. Each student needs a counter and a pen and paper to keep a record of their winnings.

Procedure

- Check students know how to say numbers like 10,000 and 3,500, etc.
- Put the class into groups of three or four. Give each group a copy of the board, a dice and counters. Ask a student in each group to be the timekeeper.
- Give each group a set of Vocabulary cards and a set of Grammar cards. Students should put these face-down on the table in front of them in two separate piles.
- The aim of the game is to win the most money. Tell students that they all start with £10,000 in the bank. Students record their winnings and adjust their total each time they win or lose some money.

- Students take turns to throw the dice and move around the board. When a student lands on a *Talk about* square, he/she must talk about the topic for 30 seconds to win the amount of money shown. If he/she doesn't talk for 30 seconds, he/she loses the money shown.
- When a student lands on a square that says *Vocabulary card* or *Grammar card*, he/she turns over the top card on the appropriate pile and reads out the question to the group. He/She must then answer the question. If he/she answers the question correctly, he/she wins the amount of money on the square. If he/she does not answer the question correctly, he/she loses the amount of money on the square. He/She then puts the card back on the bottom of the appropriate pile.
- If a student thinks another student's answer is wrong, they can check in the Language Summaries or ask you to adjudicate. Students always stay on the square they landed on, whether they win or lose money.
- The game finishes when one student reaches the *FINISH* square and wins £5,000. The winner of the game is the person who has the most money at this point, not the person who finishes first.
- If one group finishes early, students can discuss the answers to the questions on the rest of the Vocabulary cards and Grammar cards in their group.

V1 journey; tour **V2** tube; pair; piece/packet **V3** for; on; with **V4** up; on **V5** air conditioning; central heating; ground floor **V6** reading/to read; to call **V7** answers will vary **V8** get stuck in traffic; forget someone's birthday; have an accident **V9** **countable**: suitcase; towel; razor **uncountable**: tea; soap; shampoo **V10** answers will vary **V11** in; up with **V12** answers will vary **V13** away; up **V14** miss a train; lose your keys; run out of money **V15** **countable**: T-shirt; camera; swimsuit **uncountable**: perfume; make-up; shaving gel **V16** go; watching **G1** few; much **G2** for an hour; since Saturday; since last night; for ages **G3** 've/have lived; moved **G4** sending; have **G5** as soon as; when **G6** I'm going to Germany next week. What **are** you doing this weekend? **G7** knew, known; swam, swum; bought, bought; thought, thought **G8** I'm not **warm enough**. The second sentence is correct. **G9** too; too; enough **G10** 'll/will miss; don't leave **G11** little; many **G12** What do you think I should do? What time should I get there? **G13** I came here **to** study. I went home to **see** my grandmother. **G14** They're friendly. **G15** How long were you there? How long have you been here? **G16** for ten weeks; since ten o'clock; since I was ten; for ten years

10A Auction house p183–p184

Language

Past Simple passive

Activity type, when to use and time

To buy and sell/auction memorabilia. Use any time after lesson 10A. 20–30 minutes.

Preparation

Photocopy one set of cards for every eight students. Cut into eight separate cards. Make cuts between the pictures on each card to make tearing them off easier. Do not cut off the pictures. You may want to make paper money and photocopy it to use during the activity.

Procedure

- Pre-teach *award*, *champagne* /ʃæm'peɪn/, *helmet* and *signed by*. Also check that students remember *memorabilia* from lesson 10A. Drill these words with the class.
- Give one card to each student. If you have more than eight students, you can give duplicate cards without affecting the outcome of the activity. Tell students that the three pictures on the cards are valuable items they can sell. Point out that they collect the things written on the left-hand side of their cards. Students should not look at one another's cards.
- Students study the prompts in the middle of the cards. Students then work on their own and write sentences in the Past Simple passive from the prompts.
✎ Do an example on the board before they begin:
This dress / own / Madonna. → This dress was owned by Madonna.
- Ask students to decide how much they think they want to sell each item for. Each student begins with £10,000 to spend.
- ✎ Elicit the following conversation and write it on the board. Seller: *This dress was owned by Madonna. I'll sell it to you for £5,000.* Buyer: *Sorry, that's too expensive. I'll give you £3,000.* Seller: *How about £4,000?* Buyer: *OK, it's a deal.* Remind students they don't have to sell their items to the first person they meet.
- Students move around the room and try to buy and sell items to each other. When students have agreed a price, the buyer and the seller complete the information on their cards and the seller gives the buyer the item by tearing off the picture on their card.
- When students buy something, they deduct the price from their £10,000 on the left-hand side of their card. When they sell something, they can spend the money on something else. The activity continues until most students have sold all their items.
- Students work in pairs or groups and tell each other what they have bought.
- Finally, ask students if they spent all their money and whether they are happy with their purchases.

Card 1

This medal was given to Pelé.

This dress was owned by Madonna.

This diamond earring was worn by David Beckham.

Card 2

This letter was written by Elvis.

These football boots were worn by David Beckham.

This *Mission Impossible* poster was signed by Tom Cruise.

Card 3

This letter was written by Madonna.

This shirt was worn by Tom Cruise.

This champagne glass was used by Julia Roberts.

Card 4

This guitar was used by David Bowie.

This football shirt was signed by David Beckham.

This helmet was worn by Michael Schumacher.

Card 5

This award for best female singer was won by Madonna.

This football was signed by David Beckham.

This necklace was worn by Julia Roberts.

Card 6

This *Taxi Driver* film script was signed by Robert De Niro.

This guitar was played by Madonna.

This hat was worn by Jennifer Lopez.

Card 7

This tennis racket was used by Roger Federer.

These sunglasses were worn by Tom Cruise.

This gold album was given to Enrique Iglesias.

Card 8

This motorbike was ridden by Arnold Schwarzenegger.

This award was given to Tom Cruise.

This dress was worn by Marilyn Monroe.

10B ▶ www.irememberyou.com

p185–p186

Language

used to

Activity type, when to use and time

Information gap mingle. Use any time after lesson 10B.
20–30 minutes.

Preparation

Photocopy one set of role cards for every twelve students.
Cut into separate cards. Photocopy one classroom plan
for each student.

Procedure

- Introduce the topic. Ask older students if they keep in touch with their classmates from school. Why?/Why not? Ask younger students if they think they will stay friends and keep in touch with everyone in their class. Would they like to meet their old classmates 20 years after leaving school? Why?/Why not?
- Tell students they have been invited to a class reunion. Ask if school reunions are common in their countries.
- Pre-teach *cheat*, *surgeon* /'sɜːdʒən/, *pocket money*, *fashion designer*, *geography* /'dʒiɒgrəfi/ and *rat*. Drill these words with the class.
- Give each student a role card and tell them this has information about what they used to be like at school and what they do now. Tell students not to look at each other's cards. If you have more than 12 students, you can give out duplicate role cards without affecting the outcome of the activity. If you have fewer than 12 students, do not give out the extra role cards.

- Give each student a classroom plan. Tell students to find their desk and write their name on it. Tell students to find out who all their ex-classmates are, using the information on the desks on the classroom plan. Students should begin by asking a question with *Did you use to ... ?* for the prompts on each desk. For example for desk 1 students ask, *Did you use to be really good at tennis?* If the answer is yes, students write that person's name on their worksheet. They then ask, *What else did you use to do?* and write this information in the THEN section on the worksheet. Finally students ask *What do you do now?* and write this information in the NOW section. ✍ If necessary, write the three questions on the board for students to refer to during the activity.
- Students then move around the room and complete the classroom plan. Encourage students to tell one another more information about their past and present lives if possible.
- Students work in pairs and check that the information on their classroom plans is the same. Finally, ask students who they think has changed the most.
- As a follow-up activity, students can write a short article about the reunion for the school magazine.

10C ▶ Articles snakes and ladders

p187

Language

Articles: *a*, *an*, *the*, no article

Activity type, when to use and time

Board game. Use any time after lesson 10C.
15–25 minutes.

Preparation

Photocopy one worksheet for each group of three students. You also need a dice for each group and a counter for each student.

Procedure

- Put the class into groups of three. Give each group a copy of the snakes and ladders board, a dice and three counters.
- Students take turns to throw the dice and move around the board. When they land on a square, they must say the sentence correctly, filling in the gaps with either *a*, *an*, *the* or no article. If students get the sentence wrong, they must move back to their previous square.
- If a student thinks another student's answer is wrong, students can check in **VOCABULARY 10.3** SB p147 or ask you to adjudicate.
- If students land on the bottom of a ladder, they must answer the question correctly before they are allowed to go up it. They do not have to answer the question at the top of the ladder. If they land on the head of a snake, they must always go down the snake to its tail. They don't have to answer the question on the tail.
- The first student to reach the *FINISH* square is the winner. If one group finishes early, they can go through the squares in order and discuss the answers.

1 the; the 2 a; – 3 the; the 4 the; the 5 a; – 6 The; the 7 –; the 8 the; the 9 –; the 10 an; the 11 the; the 13 a; The 14 –; the 15 a; – 16 the; the 17 –; the 18 an; a 19 the; the 20 –; a 22 a; The 23 the; the 24 –; the 26 the; – 27 the; the 28 the; – 29 a; – 30 a; The 31 a; the 33 –; a

11B Crime crossword p188

Language

Relative clauses with *who*, *which*, *that* and *where*; crime

Activity type, when to use and time

Paired crossword. Use any time after lesson 11B.
15–20 minutes.

Preparation

Photocopy one worksheet for each pair of students.
Cut into two separate worksheets.

Procedure

- Divide the class into two groups, group A and group B. Give a copy of the appropriate crossword to each student.
- Students work in pairs with a partner from the same group and check they know the meanings of all the words on their worksheet. Students can check any words they don't know in **VOCABULARY 11.2** and **VOCABULARY 11.3** SB p149.
- In their pairs, students prepare clues for all the words on their half of the crossword. Clues should include a relative clause with *who*, *which*, *that* and *where* if possible. For example, *A person who steals from houses. A place where they put criminals*, etc. While students are working, monitor and check their clues for accuracy.
- Put students into pairs so that one student from group A is working with a student from group B. Students are not allowed to look at each other's worksheets. Check that students understand how to refer to words in a crossword, for example, *1 down* and *2 across*. Students then take turns to say their clues for the words on their crossword. Students should not use the words themselves or give letters as clues.
- When students have finished, they compare their completed crosswords and check their spelling.
- As a follow-up, ask students to make sentences using the vocabulary from the crossword.

11C The face2face newsroom p189

Language

Present Perfect for giving news with *just*, *yet* and *already*;
Past Simple

Activity type, when to use and time

Produce a news broadcast. Use any time after lesson 11C.
30–45 minutes.

Preparation

Photocopy one worksheet for every four students.
Cut into four separate worksheets.

Procedure

- Tell students that they are going to present a short news broadcast to the class.
- Divide the class into groups of four. Give a copy of the appropriate worksheet to each student. If you have more than sixteen students, ask two groups to present the same stories. If you have extra students, copy out an extra news story from the box below and give one to each student. Then ask them to join one of the groups.
- Give students time to read the information on their cards. Students work in their groups and decide who is the presenter and who is covering each story. Students then prepare what they are going to say, using the prompts on the worksheet and their own ideas. Remind the presenter and reporters to introduce the news using the Present Perfect, for example, *A lion has just escaped from the zoo*. Allow students about 15–20 minutes for the preparation stage.
- ✍ Write the following phrases on the board for the presenters to copy: *Welcome to face2face news. I'm ... and the time is 6 p.m. Here are tonight's headlines. Now over to our reporter ... , live from London. Thank you for watching*. Encourage presenters to use these phrases during the broadcast.
- When students have finished their part of the news broadcast, they can help their classmates with their stories. While students are working, monitor and help with any problems. If a group finishes early, ask them to prepare a short weather forecast to present at the end of the news.
- If you have time, students can rehearse the news in their groups before presenting to the class. If you have a strong class, encourage them to memorise their part of the news.
- Each group takes turns to present their news programme to the class. Allow students to complete the programme uninterrupted if possible. If you have access to video cameras, you can video their broadcasts and use them for error correction in the next class.
- When all the groups have finished their broadcasts, students can vote on which they think is the best.

Extra news story 1: 90-year-old man becomes oldest space tourist (Who? When? How long is he in space? Why did he want to go? What do his family think?, etc.)

Extra news story 2: famous footballer releases rock album (Who? What's the name of the album? What instrument does he play? What do his teammates think?, etc.)

Extra news story 3: teacher finds gold coins in garden (Who? Where? How many gold coins did he/she find? How much are they worth? What does he/she want to do with the money?, etc.)

11D Echo questions dominoes

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Language

Echo questions

Activity type, when to use and time

Dominoes. Use any time after lesson 11D. 15–25 minutes.

Preparation

Photocopy one set of dominoes for each pair of students. Cut into sets and shuffle each set.

Procedure

- Put students into pairs. Give one set of dominoes to each pair. Students share out the dominoes equally. Make sure students do not look at each other's dominoes.
- One student puts a domino on the table. His/Her partner puts another domino at either end of the first domino so that the echo question on one domino matches the sentence on the other. Students then continue taking turns to put dominoes at either end of the domino chain.
- If a student thinks that one of their partner's matches isn't correct, he/she can challenge it. If it is incorrect, the student must take back the domino and the turn passes to their partner. If students can't agree, they should ask you to adjudicate.
- When a student can't put down a domino, the turn automatically passes to his/her partner.
- The game continues until one student has put down all his/her dominoes or until neither student can make a correct match. The student who finishes first, or who has fewer dominoes remaining, is the winner.
- When the students have finished they can share the dominoes and take turns saying the sentences. Their partners must say the correct echo question.

12A Gap year travellers p191**Language**

Reported speech

Activity type, when to use and time

Role-play interview. Use any time after lesson 12A. Procedure A: 35–45 minutes. Procedure B: 20–30 minutes.

Preparation

Procedure A: Photocopy one worksheet for each pair of students. Cut into two separate role cards.

Procedure B: Photocopy one Traveller role card for each student. Discard the Journalist role cards.

Procedure A

- Introduce the idea of a 'gap year', a year off that students often take between school and university. People usually travel around the world and often spend some time working for charities in developing countries. Point out that older people can also have a 'gap year' between jobs.
- Tell the class that half of them are going on a gap year and the other half are journalists who are going to interview them about their trip.
- Divide the class into two groups. Give a copy of the Traveller role card to each student in the first group and a copy of the Journalist role card to each student in the second group. If you have an odd number of students, have an extra journalist. Give students time to read the cards and check they all understand the situation.
- The travellers work on their own and think of interesting answers to the questions. The journalists work on their own or in pairs and make questions from the prompts. While they are working, check the journalists' questions for accuracy and help the travellers with ideas of places to go and things to do.
- Reorganise the class so that each traveller is paired with a journalist. Journalists then ask the travellers the questions and make notes on their answers.
- After the role play, journalists and travellers work together to write a short article for the magazine, including all the answers the travellers gave. Remind students to write these answers in reported speech.
- Written articles can then be put on the wall for others to read. Students can vote on the best, most interesting article.

Procedure B

- This procedure provides practice of speaking only.
- Introduce the idea of a 'gap year', as described in procedure A.
- Tell students that they are going on a gap year and they are going to plan their trip. Give a copy of the Traveller role card to each student.
- Students work on their own and answer the questions on the role card. While they are working, help students with ideas for things to do and places to go.
- Put students into pairs. Students take turns to ask each other about their trip. Students also make notes on their partner's trip so that they can report this to other students.
- Rearrange the class so that students are working in pairs with different partners. Students take turns to tell their new partner about their first partner's trip, using reported speech. ✍ Write: *He/She said that ...*, *He/She told me that ...* on the board as prompts before they begin.
- Students can write about their first partner's trip for homework, using reported speech.

12B Would you or wouldn't you?

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Language

Second conditional

Activity type, when to use and time

Class survey. Use any time after lesson 12B.

10–15 minutes.

Preparation

Photocopy one worksheet for every sixteen students in the class. Cut into separate cards.

Procedure

- Pre-teach *school subject, maths, geography, cheat, a member of the opposite sex* and *partner* (= husband, girlfriend, etc.).
- Give a question card to each student. If you have more than sixteen students, give out duplicate cards.
- Students work on their own and complete the question in the second conditional. While they are working, monitor and check their questions are correct.
- Tell students that they are going to ask everyone in the class the question. ✍ Write the following possible answers to *yes/no* questions on the board: *Yes, I would. No, I wouldn't. Yes, I might. It depends. I'm not sure.*
- Students move around the room asking other students their question. They make a note of students' answers in their notebooks. Students should try to talk to every student in the class. Encourage students to ask follow-up questions where possible.
- Students work on their own and write a sentence about the results of their classroom survey. For example, a student with the first card could write *If they suddenly became a millionaire, five people would still study English and seven people wouldn't.*
- Students take turns to tell the class their results. Discuss any surprising or interesting results with the class.

If you suddenly **became** a millionaire, **would** you still study English?

If you **didn't like** your partner's favourite dress or shirt, **would** you **tell** him/her?

If you **saw** another student cheating in a test, **would** you **tell** the teacher?

If you **saw** a famous person in the street, **would** you **ask** for his/her autograph?

If you **were** a member of the opposite sex, **would** your life **be** easier?

If your best friend **told** you he/she was stealing money from work, **would** you **tell** the police?

If you **found** £1,000 in the street, **would** you **keep** it?

If you **didn't study** English, **would** you **study** another language instead?

If you **found** your brother's or your sister's personal diary, **would** you **read** it?

If you **were** arrested, **would** you **tell** your parents (or children)?

If you **sang** at a karaoke party, **would** you **sing** a love song or a rock song?

If you **had to** look after a neighbour's pet for a month, **would** you **prefer** to look after a dog or a cat?

If you **saw** someone stealing a car in the street, **would** you **call** the police?

If you **won** the lottery, **would** you **stop** working or studying immediately?

If you **went** out to dinner with a famous film star, **would** you **offer** to pay for the meal?

If you **had to** study a school subject again, **would** you **choose** history, geography or maths?