

Unit 1

True or false?

Activity: Gap-fill activity and guessing game in pairs

Language: Gerunds and infinitives; present habits

To use: After Student's Book, page 13

Preparation: Make one copy of the worksheet for each pair and cut it in half.

Procedure

- Divide the class into two groups: A and B. Give Part A of the worksheet to everyone in Group A and Part B to everyone in Group B.
- Ask the students to work with a partner from the same group and complete the sentences with the appropriate form of the verbs in brackets.
- Review the answers with each group by saying just the correct form of the verb, not the whole sentence.
- Ask each student to find a partner from the other group. They should not look at each other's worksheets.
- Without speaking to each other, the students read their statements again, decide whether each statement is true or false for their partner, and circle *T* (true) or *F* (false).
- The students now check their answers by asking their partner a question, e.g. *Do you find it easier to study in the morning than the evening?* and comparing their guess to their partner's answer. They tick or cross each statement according to whether they guessed correctly about their partner, or not.
- The winning student in each pair is the one with the most correct guesses.

Answers

A: 1 to study 2 travelling 3 going 4 graduating
5 to go 6 revising 7 doing 8 to understand
9 to do 10 to move

B: 1 starting/starting up 2 doing 3 to finish
4 to have 5 making 6 to do 7 to be
8 to complete 9 going out 10 to arrive

Unit 2

A week in the life

Activity: Whole-class survey

Language: Past simple; past perfect simple and past perfect continuous

To use: After Student's Book, page 25

Preparation: Make one copy of the worksheet for each group of 12. Cut out the 12 cards.

Procedure

- If there are more than 12 students in the class, divide them into groups of up to 12. Give a set of cards to each group, so each student has at least one card.
- Tell the students that they're going to find out the kind of week everyone in the class/group had last week. They must read their card and decide how to form the direct question they need to ask. See Example answers below.
- Ask the students to mingle within their group, asking and answering the questions. Every time someone answers yes, students should make a mark on their card. Encourage them to ask follow-up questions using the past simple and past continuous and to make a note of anything they learn, e.g. *What exercise did you do? What made you laugh? What were you doing on the Internet for so long?*
- When they have finished, ask the students to sit down and count up how many students answered yes to their question. Students take turns to tell the class/group the answer to their question, as well as one or two extra pieces of information that they found out.

Option

When students give the additional information they found out, tell them not to say the person's name, e.g. *Someone had read half a book by the time they went to bed.* The other students in the class then guess who that person was.

Example answers

Did you fall asleep one evening last week because you'd been exercising hard?

Did you laugh last week because you'd seen something really funny?

Did you get a headache last week because you'd been using the Internet for too long?

Did you get money last week that you'd earned from a job?

Did you go to bed early last week because you'd been studying all evening?

Were you relieved last week because you'd finished an essay or homework assignment?

Did you feel happy last week because you'd got some good news?

Did you get into trouble last week because you'd been playing computer games for too long?

Did you feel frustrated last week because you'd been trying to do something but couldn't?

Did you feel stressed last week because you'd been arguing with someone?

Did you feel annoyed last week because you'd lost something?

Did you get into trouble last week because you hadn't tidied your room?

Unit 3

In the future

Activity: Guessing game in pairs

Language: Future continuous, future perfect simple and future perfect continuous

To use: After Student's Book, page 39

Preparation: Make one copy of the worksheet for each student.

Procedure

- Give each student a copy of the worksheet. Individually, they read each statement and write a few words in response to each one. They should not write complete sentences or show their worksheet to any other student.
- Divide the class into pairs. Explain how the activity works: one student in each pair should read out an answer randomly, e.g. *sleeping*, and his/her partner must try to guess which statement that answer relates to without looking at the worksheet, e.g. *Is it an activity you'll be doing at 9 pm tonight?* If he/she guesses correctly and uses the correct future form, he/she scores two points. If the future form is not correct, he/she gets just one point for guessing the right statement.
- Students then take turns to read out their answers randomly and guess which statement each one relates to. The student with the most points at the end of the activity is the winner.

Extension

Put the students into teams of four or five and read out your own answer to one of the statements. The first team to raise their hands can ask a question to guess which statement your answer relates to. Award two points to each team which guesses correctly and uses the correct future form. Give one point for correct guesses with incorrect grammar. The team with the most points at the end of the activity wins.

Unit 4

Animal articles

Activity: Gap-fill and story ordering in groups of three

Language: Articles

To use: After Student's Book, page 51

Preparation: Make one copy of the worksheet for each group of three.

Procedure

- Divide the class into groups of three and give each group a copy of the worksheet.
- Tell the students that there are two different stories about intelligent animals on the worksheet, but the stories are mixed up. Ask them to decide which story each section comes from (Story A or B) and then number the sections in the correct order to make a logical story, i.e. *A1, A2, A3, B1, B2, B3*, etc.
- Next ask the students to complete the stories by inserting the appropriate article, *a, an, the* or *– (no article)* where necessary.
- Check the answers with the class. Award five points for each story which was ordered correctly and an extra point for each correct article. The group with the most points is the winner.

Option

If there is enough time, cut the worksheet into sections so that students can physically re-order them.

Extension

Ask students to research other animal stories on the Internet and report back in the next lesson.

Answers

B3 **1** the **2** the
 A5 **3** the **4** a
 A1 **5** a **6** – **7** the **8** a **9** –
 A6 **10** the **11** the **12** the
 B6 **13** the **14** the
 A3 **15** the **16** the **17** a **18** The **19** the
 B8 **20** The **21** the **22** the **23** the
 B2 **24** A **25** a
 A2 **26** a **27** a
 B1 **28** – **29** the **30** the **31** a **32** a
 A7 **33** the **34** the **35** the
 B7 **36** an **37** – **38** the
 A4 **39** The **40** the **41** the
 B5 **42** The **43** the **44** the **45** a **46** the
 A8 **47** The **48** – **49** a **50** an
 B4 **51** a **52** the **53** the

Unit 5

On the money

Activity: Running dictation and sentence transformation in pairs

Language: Modal verbs of obligation, prohibition and advice – present and past

To use: After Student's Book, page 61

Preparation: Make one copy of the worksheet for each pair. Remove the bottom section (*Word options*) from each worksheet.

Procedure

- Divide the class into pairs and give each pair a copy of the top section of the worksheet (*Sentences*). Give students a couple of minutes to read the sentences.
- Place a copy of the bottom section of the worksheet (*Word options*) on each wall of the classroom (or for smaller classes, just place one on one wall, or in the corridor outside the classroom).
- Explain that students should complete the second sentence so it has a similar meaning to the first sentence using the word options you have placed on the classroom walls.
- Tell students they should race against the other pairs to complete their sentences as quickly as possible. When you say *Start*, one student in each pair runs to a copy of word options and memorises all five words on line A. They then return to their partner and say the words. The other student writes the words down in the places in the sentences where he/she thinks they should go. Point out that each word could go in any gap in any sentence and that contractions should only fill one gap, not two.
- Students then swap places and the second student runs to the wall and memorises the options on line B for their partner to write in the correct gaps on the worksheet.
- The pairs continue to take turns to memorise the words and write them on the worksheet until all the sentences are complete. The first pair to complete the sentences correctly wins the game.

Option

You can also read out one line of words at a time and give the students a minute or two to write them in the correct gaps. Alternatively, make a copy of the *Word options* for each group of four and cut each one in half (A–D and E–H). Ask students to work with another pair and give one half of the word options to each pair. The pairs take turns to dictate the words in each line to each other and write the words in the correct gaps.

Answers

- 1 You'd better speak 2 shouldn't have spent
3 I'm not allowed to have 4 need to travel to
5 don't have to pay 6 had to send, couldn't get
7 ought to have saved 8 needn't have taken, didn't have to pay
9 You mustn't buy 10 didn't need/have to give

Unit 6

On one condition

Activity: Sentence completion board game in small groups

Language: Zero, first and second conditionals

To use: After Student's Book, page 72

Preparation: Make one copy of the worksheet for each group of three/four. Each group will also need a dice and three/four counters.

Procedure

- Divide the class into groups of three or four. Give each group a copy of the worksheet, a dice and counters. Then explain the rules of the game.

Rules

1. Place your counters on the square marked *START* and throw the dice.
2. The first player to throw a six starts the game.
3. The first player throws the dice and moves their counter along the board according to the number on the dice.
4. The player has to complete the sentence they land on, making it a true and grammatically correct conditional sentence. They have 60 seconds to do this.
5. If the player is unable to form a grammatically correct sentence, they must return to their previous position on the board. If there are any disagreements, then the teacher's word is final.
6. Players take turns to move around the board, forming true and correct conditional sentences.
7. The first player to reach the *FINISH* square is the winner.

Example answers

- 1 go jogging. 2 'll go to the park. 3 'll visit my cousin
4 he/she is bored. 6 'd go shopping in the city.
7 you damage your eyes. 8 I can go out with my friends.
9 I passed my English exam. 10 'll buy some new trainers
11 'd watch a comedy. 12 tidy my room ... tell me to.
13 let me watch my favourite TV programme.
15 they ate less junk food. 16 I'm not tired.
17 'd get a dog. 18 go to a strange place at night, I got lost.
19 wakes me up too early 20 'd be a doctor.
21 'll go to the cinema. 22 do some exercise every day
23 I don't drink enough water. 25 fell over in the street
26 'd travel around the world. 27 we have a test tomorrow.

Unit 7

Party plans

Activity: Mingling activity in groups of ten and memory game in pairs

Language: Reported speech

To use: After Student's Book, page 91

Preparation: Make one copy of the worksheet for each pair. Keep the top half of each worksheet. Cut out enough of the cards on the bottom half so there is one card for each student.

Procedure

- Divide the class into groups of ten students, and give one set of cards to each group. If there are fewer than ten students per group, remove a few cards from each set so there is exactly one card per student.
- Ask each student to take a card and memorise the sentence on their card. Then collect the cards from the students.
- Explain that each group is organising a class party and each student should say the sentence that was on their card. They should listen carefully to what the other students say and try to remember everything. They are not allowed to take notes.
- After eight to ten minutes, ask the students to work with a partner from their group and give each pair a copy of the top half of the worksheet.
- In their pairs, the students complete the sentences from memory, by writing the appropriate student's name in the first gap and completing the sentence with the appropriate information and correct reported speech structure.
- Elicit the correct answers from each group. Each pair gets one point for the correct student's name and one point for a grammatically and factually correct sentence.
- The pair in each group with the most points wins the game.

Answers

- 1 (Student name) congratulated everyone/us on organising a great party.
- 2 (Student name) refused to dance at the party.
- 3 (Student name) apologised for missing the party.
- 4 (Student name) warned everyone/me/us not to be late.
- 5 (Student name) agreed to be the DJ.
- 6 (Student name) suggested having a theme for the party.
- 7 (Student name) promised to make the room look nice.
- 8 (Student name) asked everyone/us to pay €5 each for the food.
- 9 (Student name) reminded everyone/me/us to bring their/my/our own drinks.
- 10 (Student name) admitted forgetting to ask the headteacher for permission.

Unit 8

Passive pairs

Activity: Pelmanism and sentence transformation game in groups of three

Language: The passive; the passive with *say, know, believe*, etc.

To use: After Student's Book, page 103

Preparation: Make one copy of the worksheet for each group of three. Cut out the cards and keep the 12 shaded/numbered cards and the 12 white/lettered cards in two separate piles.

Procedure

- Divide the class into groups of three and give each group a set of 12 numbered cards and 12 lettered cards. Students spread the cards out on the table in front of them in two groups (numbered cards in one group and lettered cards in another group), face down.
- Tell the students that there are 12 pairs of sentences on the cards that they must match.
- One student starts by turning over one card from each group. If the sentences on the two cards match, he/she keeps the pair of cards and completes the passive sentence on the white card so that both sentences have the same meaning. Contractions (e.g. *wasn't*) count as one word. If the sentences on the two cards don't match, he/she replaces them in exactly the same place on the table.
- The next player then does the same, and play continues until all the cards have been matched.
- Check the answers with the class and ask students to count the number of correct pairs they collected. The students can only count a pair where the sentence has been completed accurately.
- The student with the most correct pairs in each group wins.

Answers

- 1 E, being shown
- 2 F, is said
- 3 D, is sometimes caused
- 4 C, wasn't known
- 5 I, to be told
- 6 A, are thought to be
- 7 K, can't be predicted
- 8 B, has been hit
- 9 L, was given a prize
- 10 H, was believed by
- 11 G, might have been discovered
- 12 J, will be developed

Unit 9

Invention or no invention?

Activity: Gap-fill and quiz in pairs

Language: Defining and non-defining relative clauses

To use: After Student's Book, page 113

Preparation: Make one copy of the worksheet for each pair.

Procedure

- Divide the class into pairs and give each pair a worksheet.
- Ask students to read about each invention and to complete the sentences with appropriate relative pronouns.
- When they have finished, ask students to decide whether they think each invention is real (R) or fake (F) and to write R or F in the boxes. Tell them that eight inventions are real and four are fake.
- Check the answers with the whole class. Award one point for each correct pronoun and one point for correctly guessing if the invention is real or fake.
- The pair with the most points wins.

Extension

Ask the students to work in groups of four and think of as many silly inventions as possible in five minutes. Each group should then present one of their ideas to the class, which then votes for the best silly invention.

Answers

- 1** when, which (R) **2** which/that, whose (R – it's the television! It was called *seeing by wireless* before it was named *television*.) **3** who/that, which, when (R)
4 who/that, which/that, where (F) **5** where, which (R)
6 why, which, when (F) **7** which, which/that, (R)
8 where, which/that, when (R) **9** which, when, where (F)
10 where, which (R) **11** when, why, whose (R)
12 which/that, which (R)

Unit 10

Inverted crossword

Activity: Sentence transformation and crossword in pairs

Language: Inversion

To use: After Student's Book, page 125

Preparation: Make one copy of the worksheet for each pair.

Procedure

- Divide the class into pairs and give one worksheet to each pair.
- Students read the first sentence in each clue and complete the second sentence so it has a similar meaning, using the word in capitals.
- They then write the words, without spaces or apostrophes for contractions, in the crossword grid.
- When the students have completed the crossword, they take the letters in the shaded squares and unjumble them to form a phrase. If students need a clue, tell them the phrase describes something found in a news programme.
- The first pair to finish the crossword and work out the hidden phrase wins.

Answers

Across: **1** was to turn to **3** hadn't forgotten
6 hadn't bought **7** were about to eat dinner
8 it wouldn't be **9** would be able to

Down: **1** was meeting journalists **2** would have driven **4** was going to come **5** If he had been able
 The hidden phrase is *weather forecast*