

Unit 1

Let's risk it

Activity: Semi-controlled sentence writing in groups/pairs

Language: Present simple and present continuous; articles

To use: After Student's Book, page 13

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

Procedure

- Divide the class into groups of four and ask each group to divide into two pairs.
- Give the top section of the worksheet and a set of 12 Rules cards to each group. Tell them to shuffle the Rules cards and place them face down. The worksheet is placed face up for reference.
- Each pair writes the numbers 1–6 down the left side of a blank piece of paper.
- One pair in each group turns over a Rules card. That pair then have 90 seconds (timed by the other pair) to choose a verb from the worksheet and write a sentence next to number 1 on their paper using their chosen verb and the rule on the Rules card, e.g. present simple question with *a/an/the*; Verb: play; Sentence: Do you play the piano?
- The pair then decide how confident they are that their sentence is correct, they look at the Points box on the worksheet and decide how many points they want to risk. They write this number of points next to their sentence.
- Finally, they cross out the verb they used on the worksheet and put the Rules card to one side. Neither of these can be reused.
- The pairs then take turns to repeat these steps until all the Rules cards have been used. At this point, you check their sentences and tell them which are correct and which are incorrect (explaining why if necessary).
- The pairs then add up their scores. For each correct sentence, they win the points they risked and for each incorrect sentence, they lose the points they risked. The pair with the most points is the winner.

Option

Instead of risking points, the pairs compete to be the first to write six correct sentences, using six different verbs, for each rule. Before you check students' answers, they should check the other pair's sentences.

Unit 2

Maze escape

Activity: Board game with sentence matching in pairs

Language: Past simple and past continuous; *used to*

To use: After Student's Book, page 25

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

Procedure

- Divide the class into pairs and give each pair a board game (Part A) and a sentence card (Part B). Explain that Part B contains 16 sentences which have been divided into two parts: the first parts are numbered 1–16 and the second parts are labelled A–P.
- Tell them to look at the illustrations of the players and explain that they are going to try to escape from the maze. The only exit is at the bottom of the board.
- Each student in each pair chooses a player. Player 1 chooses the first part of one of the sentences, crosses it out on Part B and writes the number of that sentence in the square below their Start. Player 2 then does the same using a different-coloured pen.
- Next Player 1 finds the second part of their sentence on Part B, crosses it out and writes the corresponding letter in a white space adjoining the number they have just written. Player 2 does the same. NB: Once a letter or number has been chosen, it cannot be reused or used by the other student. The bricks on the board cannot be used.
- Player 1 then chooses Part 1 of a new sentence and the students repeat the steps, alternating numbers and letters to make their escape route. Point out to students that they should plan their escape route carefully, as all of the bricks on the board are dead ends, with no way out!
- Students can challenge each other's sentences and ask you to adjudicate. If a student's sentence is incorrect, they miss a go. If a student challenges a correct sentence, they miss a go.
- The first student in each pair to escape from the maze is the winner. There is a chance, if they have made mistakes, that neither of them will be able to escape!

Answers

1 J 2 M 3 H 4 K 5 B 6 A
7 D 8 P 9 N 10 G 11 O
12 F 13 I 14 C 15 L 16 E

Unit 3

Bingo pairs

Activity: Gap-fill bingo in pairs

Language: *some, any, much, many, a lot (of), (a) few, (a) little*; relative pronouns

To use: After Student's Book, page 39

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

Procedure

- Divide the class into pairs and give each pair a worksheet. Ask each pair to choose and tick seven of the sentences.
- Now allow them about five minutes to discuss which words could be used to complete their chosen sentences. (They should not write anything down.) In each sentence, the first word should be a quantifier and the second word should be a relative pronoun. To help them, elicit and write on the board: quantifiers = *some, any, much, many, a lot (of), (a) few, (a) little*; relative pronouns = *that, when, where, which, who, whose*.
- Tell students that you are going to read out pairs of words and that in each pair there will be a quantifier and a relative pronoun. If they think they hear a pair that can be used to complete one of their chosen sentences correctly, they should write those two words in that sentence. You should choose the pairs at random and cross them out as you say them, so each pair is only said once.
Pairs of words: *some/who, much/when, any/where, many/when, many/which, little/which, much/that, many/whose, few/which, a little/where, a lot of/whose, some/which, some/when, a few/when, many/who, any/which*
- As soon as they have completed all seven of their sentences, the pair shouts Bingo! Ask one of the students to read out their sentences. If they are all correct, that pair wins the game.

Extension

The students look at all the sentences again and complete them with as many combinations of quantifiers and pronouns as possible (for example, Sentence 1 could be completed with *some/many/a few/a lot of* and *who*). They should also identify which sentences could omit the relative pronoun altogether (6, 9, 13). Award points for each correct word.

Answers

- 1 *some/who, many/who* 2 *Some/when, Few/when*
 3 *any/where* 4 *a lot of/whose, many/whose*
 5 *few/which, a lot of/which* 6 *much/that* 7 *many/who*
 8 *a few/which, some/which* 9 *some/which, a little/which*
 10 *a few/when, some/when* 11 *many/when*
 12 *much/when* 13 *a little/which, some/which*
 14 *many/whose, a lot of/whose* 15 *little/where, a lot of/where*

Unit 4

A perfect player

Activity: Sentence forming in pairs

Language: Present perfect with *ever* and *never*; *for* and *since*

To use: After Student's Book, page 51

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

Procedure

- Divide the class into pairs and give each pair a copy of the worksheet.
- Explain that they must first put the words in the correct order and then put the main verb in the correct form to make a sentence. (The verb should be changed to a past participle each time. You can either tell students this or let them work it out for themselves.)
- Explain that once they have written their sentences, they should look at the grid below the sentences in exercise 2. Explain that the numbers 1–9 refer to the sentence numbers in 1. Each pair looks at their completed sentences, finds the correct letter (e.g. for number 1, the tenth letter in their sentence), and then writes that letter in the table.
- If they have formed their sentences correctly, the letters will reveal the name of a famous sportsperson. The winning pair is the first to identify the person.

Extension

The students rewrite the sentences in the past simple, using as many of the words from the original sentences as possible.

For example:

- 1 I didn't write a letter to anyone famous.
- 2 My cough started on Monday.

Answers

The underlined words show the correct form of the verb. The bold letters are those the students should write in the grid.

- 1 I've never written a letter to anyone famous.
- 2 I've had a cough since Monday.
- 3 Have you finished your homework yet?
- 4 Have I given you my phone number yet?
- 5 Have you ever learnt/learned first aid?
- 6 Have you ever broken your arm?
- 7 Alice has just done the shopping.
- 8 I've just bought a new bike.
- 9 I've known Alan for twelve years.

The sporting personality is Rafa Nadal.

Unit 5

Just ten questions

Activity: Guessing game in small groups and whole class

Language: Comparatives and superlatives; *less ... than*, *(not) as ... as*

To use: After Student's Book, page 65

Preparation: Make five copies of the worksheet.

Procedure

- Divide the class into five groups (minimum of two students per group) and give each group a copy of the worksheet. Assign each group a letter from A–E. (For small classes, have fewer groups.)
- Give each group a few minutes to complete the table at the top of the sheet. It is important that the other groups do not see or hear what they decide.
- While they are doing this, copy the following table onto the board:

	Category	Points
Group A asking Group B		A:
		B:
Group B asking Group C		B:
		C:
Group C asking Group D		C:
		D:
Group D asking Group E		D:
		E:
Group E asking Group A		E:
		A:

- Explain that students are going to guess the names of the things that one of the other groups has written down by asking questions. Group A will ask Group B, Group B will ask Group C, etc. Ask the students to read the *Scoring* section of the worksheet and check they understand.
- Group A begins by choosing one of the categories and asking Group B a maximum of ten questions to find out their answer. Remind students of the scoring system and award points for each question and answer accordingly. Complete the table on the board as they play.
- Students will probably realise it is in their best interests to ask all ten of the permitted questions, even if they have already guessed the answer, because they get points for asking questions. If they don't, point this out to them.
- When Group A has asked their ten questions, they should make their guess. If they are correct, they win a bonus ten points.
- Repeat this with the remaining groups. The winning group is the one with the most points at the end of the game.

Option

If you have time, you could play another round (up to five rounds are possible, as there are five categories).

Unit 6

Sets of three

Activity: Sentence construction board game in groups of four

Language: *be going to*, *will* and present continuous; first conditional

To use: After Student's Book, page 77

Preparation: Make one copy of the worksheet for each group of four. Cut out the 12 cards labelled A–L and shuffle. Provide one die and two counters for each group.

Procedure

- Divide the class into groups of four and ask them to get into two teams of two. Give each group one playing board, a set of cards (which they should place face down), a die and two counters. Ask each team to place their counter on the Start space on the board.
- Explain that the board has 12 sentences, and each sentence is divided into three sections. The first part of each sentence is in bold.
- Both teams take a card and read the situation and prompt. Their card tells them how many words they need for the sentence (contractions, e.g. *I'm*, count as one word). They then look on the board to see if they can find three parts of a sentence that, when put together, form an appropriate response to their prompt with the required number of words.
- The teams then take turns to roll the die and move their counter towards one of the three sentence parts that they need. They can move horizontally or vertically (but not diagonally) across the board, and can only move in one direction per throw. They must move the same number of spaces as the number on the die. If they manage to land on a relevant sentence part, they should write it down on a separate sheet of paper. They continue until they have landed on all three of the sentence parts they need.
- As soon as one team has formed a complete sentence, both teams move their counters back to the Start space and take a new card.
- Stop the game after about 15 minutes. The team with the most complete sentences is the winner.

Answers

- A** I'll make you a cheese sandwich.
- B** I've decided I'm going to join a club.
- C** I'll help you carry your bags.
- D** I think I'm going to be late.
- E** I don't think we'll win the match.
- F** I think it's going to be hot.
- G** They probably won't want anything to eat.
- H** If it's nice tomorrow, I'll probably go to the beach.
- I** I'm meeting Katie for lunch tomorrow.
- J** If I get good exam results, I'll go to university.
- K** I'm going to be a really famous actor.
- L** If I win the competition, I'll buy a new computer.

Unit 7

Problem solving

Activity: Sentence construction game in pairs/groups and whole class

Language: Modal verbs of advice; second conditional

To use: After Student's Book, page 91

Preparation: Make one copy of the worksheet and cut out the eight Situation cards.

Procedure

- Divide the class into eight pairs or groups. If you have fewer than 16 students in your class, you will not need all the cards. Give each group a card. They should not let the other groups see it.
- Explain that each card contains a short dialogue between two people, plus a sentence in bold. Ask two students with Situation 1 to read their dialogue to the rest of the class but not the sentence in bold. Explain that when they have heard the dialogue, the rest of the class must work in their pairs/groups to guess what the missing sentence is. Tell them that it is always a second conditional sentence starting with *if* and including *would* (*probably*), *wouldn't* or *might*. Tell them to listen carefully to the sentence starting *You should* or *You shouldn't* to give them clues about what the final sentence might be. Give them two minutes to guess the final sentence and note it down.
- Ask each pair or group to read out the sentences they guessed and write them on the board. Then ask the students with Situation 1 to read out their final sentence and write this on the board.
- Award each group points as follows:
1 point for each word that matches a word in the original sentence
3 bonus points for a sentence which is accurate and logical, but does not match the original
5 bonus points if the sentence is exactly the same as the original sentence
- Once the students understand the scoring system, they can score their own sentences to save time.
- Repeat the activity with the other situations. At the end, ask the groups to add up their points. The pair/group with the most points is the winner.

Unit 8

One word at a time

Activity: Sentence completion game in groups of four

Language: Past perfect; gerunds and infinitives

To use: After Student's Book, page 103

Preparation: Make one copy of the worksheet for each group of four. Cut each one into two.

Procedure

- Divide the class into groups of four, and ask each group to divide into two pairs (Team A and Team B). Give Part A of the worksheet to Team A and Part B to Team B. They should not let the other pair see their worksheet.
- Explain that each team has five short story extracts and each story has a first person narrator. The words in bold that follow each extract explain the narrator's actions in the story. Each team must guess which words are missing from each explanation on their sheet.
- Let the teams look at the worksheet for about five minutes and discuss which words might be missing from each explanation. Each gap represents one or two words (contractions count as one word). Tell them to make notes on a separate piece of paper. They should ignore the boxes at the bottom of their sheets.
- To begin the game, Team A asks Team B for a word that they think is missing from one of their gaps, e.g. *Have you got the word shopping?* If that word is in the box at the bottom of Team B's worksheet, they say yes and Team A writes that word in their sentence. Team B crosses out that word in the box so it cannot be used again. If Team B does not have that word, they say no. Team A writes nothing and play passes to the other team.
- Allow the teams to continue playing for about ten minutes. Then ask each pair to count the number of gaps they have successfully completed. The pair in each group with the most gaps completed correctly are the winners.

Extension

As the students will probably have discovered, several answer options are possible in some cases, e.g. Part A, Sentence 2, Gap 2 could be *eat* or *have*. Ask students to work in their groups of four to find as many different ways of completing the sentences as possible.

Answers

Part A: 1 shopping, had, spent 2 had been, to eat
3 watching, hadn't won 4 learning, had, visited
5 hadn't seen, to see

Part B: 1 swimming, had hurt 2 going, had, bought
3 hadn't been, to do 4 hadn't heard, to meet
5 Understanding, had learnt

Unit 9

He said/She said

Activity: Sentence dictation and crossword in pairs
Language: Reported speech – statements and questions
To use: After Student's Book, page 117
Preparation: Make one copy of the worksheet for each pair.

Procedure

- On the board, write the following sentences: a1 'I like my English classes,' said Carl. a2 Carl English classes. Elicit from the students the fact that Sentence a1 is in direct speech and Sentence a2 is in reported speech. Ask them to complete Sentence a2: *said (that) he liked his/told me (that) he liked his*.
- Dictate the following sentences to the class and ask the students to write them down on a piece of paper. You may need to help with the spelling of the names and say which are male (M) and which are female (F): b Joanna said, 'I'm doing my homework.' (F); c Andy said to me, 'I want to be a famous writer.' (M); d Heidi said, 'I've worked here for five years.' (F); e 'I ate too much last night,' said Rob. (M); f 'I had known Charlie for five years when we fell out,' said Sue. (F); g Mark said to me, 'I can't come to your party.' (M); h 'I'll help you with your podcast,' said Helen. (F); i 'I must call my mother later,' said Don. (M); j 'Where's the bank?' asked Nicky. (F); k 'Do you like reading science fiction?' Jenny asked me. (F); l 'Can you speak German?' Geoff asked me. (M)
- Divide the students into pairs and give each pair a copy of the worksheet. Ask students to use their dictations to complete the sentences at the top of the page using reported speech. Tell them that for the purposes of this activity, they should omit the word that.
- Once they have completed the sentences, they write their answers into the crossword. The numbers before each sentence indicate where each answer should go. Tell them not to insert spaces between words and not to include apostrophes where there are contractions when they complete the crossword. Explain that they may need to go back and rephrase their sentences to make them fit the crossword, e.g. *change said to me to told me*, etc.

Answers

Across: 2 the bank was 7 said she would 8 told me he
 11 said 12 worked there 13 told me 15 said she had
 19 asked me if 20 eaten 21 liked his 22 asked me
 23 he wanted

Down: 1 said she 3 said he had to 4 was doing her
 5 couldn't come to my 6 call his 7 she had known
 9 asked where 10 I could speak 14 said he had
 16 if I liked 17 said he 18 help me

Unit 10

Quite interesting

Activity: Verb construction game in groups of four
Language: The passive
To use: After Student's Book, page 129
Preparation: Make one copy of the worksheet for each group of four. Cut out the 25 cards. Provide a dictionary for each group.

Procedure

- Divide the class into groups of four. Give each group the top section of the worksheet and a set of 25 sentence cards.
- Allow students about eight minutes to read all the cards and look up any words they are unsure of in the dictionary. Then ask each group to divide into teams of two (Team A and Team B). Ask one student in each group to shuffle the sentence cards and spread them out face down on the table.
- Team A begins by choosing one verb from the worksheet. They then turn over a sentence card and see if their chosen verb fits in that sentence. If it doesn't match, they should turn the sentence card face down again and turn over another card. They have a maximum of five attempts to find a suitable sentence.
- If they find a sentence that can use their chosen verb, they write the correct form of that verb in the gap in their sentence (or on a separate sheet of paper if you wish to reuse the cards). In each case, the verb should be written in the passive form. That team then keeps the completed sentence card.
- The teams take turns to find sentences for the verbs. Allow them to play for about 15 minutes.
- Ask each team to read out their completed sentences and award a point for each correct sentence. The team in each group with the most correct sentence cards is the winner.

Extension

Ask the students if they know any other interesting facts. Write these on the board. Then ask them how many of these sentences are, or could be, written in the passive form.

Suggested answers (accept any correct alternatives):

1 are spent 2 was made 3 is shared 4 was sold
 5 be written 6 was awarded 7 was named
 8 was introduced 9 are needed 10 are hurt
 11 are eaten 12 was invented 13 is added
 14 are uploaded 15 is saved 16 was discovered
 17 are spoken 18 be found 19 was opened
 20 was bought 21 are given 22 are produced
 23 be folded 24 is caused 25 is held