

Unit 1

The first sentence

Activity: Semi-controlled sentence writing in pairs/groups

Language: Present simple and present continuous

To use: After Student's Book, page 9

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

Procedure

- Divide the class into pairs/groups of three, and give each group a worksheet.
- Explain that the boxes contain eight short conversations from which the first sentence (Speaker A) has been removed. Each gap in the sentence represents one word. Parts of the sentence can be found in the grid at the bottom of the activity. However, some of the phrases in the grid cannot be used in any of the conversations.
- In their pairs/groups, students read the dialogues and find the words and phrases in the grid to write the missing sentences. They should write one word in each gap. Note that contractions (e.g. you're) count as one word. Tell the students that capital letters and full stops will help them to identify how the sentences begin and end.
- Students should cross out the words and phrases in the grid that they have used. They should then be left with seven squares which have not been used, and which form another 'extra' sentence.
- The first group to work out what this 'extra' sentence says is the winner.

Extension

In their pairs/groups, students write their own short conversation. The first sentence should contain a present simple or present continuous structure. They then read out their conversation to the rest of the class, omitting the first sentence. The other students try to work out what that first sentence is.

Answers

- 1 You're always watching television.
 - 2 I never arrive late for school.
 - 3 The Sun goes round the Earth.
 - 4 You're getting very good at speaking English.
 - 5 Are you waiting for someone?
 - 6 Our first lesson begins at ten o'clock.
 - 7 My best friend calls me every day.
 - 8 I rarely do anything at the weekend.
- Extra sentence:** Today we're looking at all the different ways of using the present simple and present continuous.

Unit 2

What a story

Activity: Story building and sentence completion in groups of four

Language: Past simple, past continuous and past perfect

To use: After Student's Book, page 25

Preparation: Make three copies of the worksheet for each group of four. You will also need one die and two counters for each group.

Procedure

- Ask students to work in pairs and give each pair one copy of the worksheet.
- Explain that the worksheet contains a story. There are 15 sentences, and each sentence is divided into two parts, making a total of 31 sentence beginnings and endings. The first and last sentence parts have been numbered 1 and 31 on the worksheet. The main verb for each sentence part is given in brackets in the infinitive form.
- In their pairs, students have ten minutes to order the parts of the story and number them 2, 3, 4, etc. and write the correct past form of the verb. Tell students to look for linking words such as *but* and *and*, as well as sequencing words such as *first* and *then* to help them.
- After 10–15 minutes, ask students to join with another pair and give each group of four a new copy of the worksheet, a die and two counters. Tell them to place their counters in the 'Start' space at the top of the grid.
- The two pairs in each group now take turns to roll the die and move their counter around the grid. The aim is for each pair to collect as many sentence parts as possible. Each time they land on a sentence part, they number it (each pair should use a different colour to claim the square) and write the correct verb form (using the notes on their original sheet). Tell them that they can move up, down and across the grid on one roll of the die (e.g. if they throw a 5, they can move down three spaces and then across two).
- After ten minutes, ask them to stop and review their answers. Each pair gets one point for each correct verb form and for each correct number. The pair with the most points is the winner. Finally, ask students to read out the complete story, in its correct order.

Answers

2 was 3 did 4 chatted 5 ate 6 had prepared
7 sat 8 turned 9 was watching 10 heard 11 felt
12 decided 13 went 14 opened 15 looked
16 saw 17 was walking 18 ran 19 screamed
20 fell 21 laughed 22 had happened 23 had come
24 (had) knocked 25 (had) hit 26 (had) hidden
27 shut 28 went 29 returned

Unit 3

If this is the answer, what's the question?

Activity: Class team game: identifying questions from the answers

Language: Present perfect simple and past simple; present perfect continuous

To use: After Student's Book, page 39

Preparation: Make one copy of the worksheet. Cut out the two sets of cards, A and B.

Procedure

- Divide the class into two teams, A and B, on separate sides of the class.
- Distribute the two sets of cards to students in the appropriate team. Students must not show their cards to each other. (If there are fewer than eight students in a team, some students will get more than one card; if there are more than eight students in a team, some students will need to work with a partner.) Explain that each card contains a question (Q) and an answer (A).
- Ask Team A to choose a student from their team to come to the front of the class with their card. On the board, they should draw a series of lines, one line for each word in the question on their card, and end this with a question mark. Each line should be big enough to write a word on, so that the whole class can see it easily.
- The student points at the lines on the board and says *This is the question. Here is the answer*, and reads out the answer on their card.
- Team A must then try to guess what the question is, by calling out individual words. The student at the front writes any correct words in the appropriate space on the board. The team has 90 seconds to guess the sentence. At the end of this time, Team A gets a point for each word they correctly guessed. If there are any words that they have not guessed, these can be passed to Team B, who can earn 'bonus' points (you might like to set a time limit of 30 seconds for this).
- It is then Team B's turn to repeat the above procedure. The winning team is the team with the most points when all the cards have been used up.

Note

You could award teams an extra bonus point if they manage to guess the whole question in the time allowed.

Unit 4

The right response

Activity: Responding to statements and questions in pairs

Language: *will, be going to*, present continuous and present simple for future

To use: After Student's Book, page 51

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

Procedure

- Explain that you are going to read a series of statements and questions. For each sentence, students must find the two parts of the response (one from each column) and write the answer on a separate sheet of paper.
 - The second column contains two future forms. Students should choose the correct form, or decide if both are possible.
 - Read out the example (*I'm not looking forward to our football match on Saturday.*) and demonstrate the activity (the parts of the response for the example are given in *italics*). Read each sentence twice, and allow your students time to find and note the sentence parts.
- 2 Alice looks really happy these days.
 - 3 I'm really hungry and thirsty.
 - 4 Do you think Tamsin's party will be fun?
 - 5 I'm taking my driving test at 11 o'clock tomorrow.
 - 6 Mum, can you help me with my homework?
 - 7 What time do we need to leave for the airport?
 - 8 I'm really worried about our exam next week.
 - 9 Will Wayne be at your barbecue tomorrow?
 - 10 Are you going to buy a new computer next month?
 - 11 Do you want to come to the cinema tonight?
 - 12 Let's go for a picnic.
 - 13 How old is your grandmother?
 - 14 Why are you in such a hurry?
 - 15 I haven't got enough money to go out tonight.
 - 16 I'm really looking forward to our holiday.
 - 17 Are you enjoying that book?
 - 18 Have you got any plans for the summer?
 - 19 Your hair is getting really long. It looks very nice.
- Review the students' answers in open class. They win 1 point for each correct response, and 1 point for each correct future form.

Answers

- | | |
|--|--|
| 2 (16) + She's going to have + (G) | 11 (11) + I'm going out / I'm going to go out + (K) |
| 3 (2) + I'll make + (B) | 12 (3) + It's going to rain + (D) |
| 4 (13) + We'll definitely have + (O) | 13 (5) + She'll be + (A) |
| 5 (8) + I'll be thinking + (R) | 14 (18) + My first class starts / My first class is going to start + (S) |
| 6 (19) + I have + (Q) | 15 (9) + I'll lend + (M) |
| 7 (12) + Our flight is leaving / Our flight leaves + (F) | 16 (10) + we'll be sitting + (J) |
| 8 (17) + it won't be + (N) | 17 (4) + I'll have finished + (I) |
| 9 (14) + He's spending + (C) | 18 (6) + I'm going to spend / I'll be spending + (E) |
| 10 (7) + I won't have saved + (L) | 19 (15) + I'm going to have / I'm having + (H) |

Unit 5

Do's and don'ts crossword

Activity: Crossword in pairs

Language: Modal verbs of obligation, prohibition, advice and permission (with optional first/second conditional extension)

To use: After Student's Book, page 61

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 each of the sentences 1–16 describes a rule or a piece of advice for people travelling to the UK, but the modal verb and main verb have been removed. Students have to decide what the modal verb is (*should*, *shouldn't*, *have to*, *don't have to*, *must*, *mustn't*, *can* or *can't*) and choose a main verb from the list in the box above the sentences. In some cases, more than one modal verb may be possible (for example, *must* or *have to*).
- Students write the missing modal verbs + verbs in the crossword puzzle. The numbers and arrows (→ = across, ↓ = down) show where these go. There should be no gaps between the words, and squares are not included for apostrophes (students should mark them in the same square as the letter). While more than one modal verb is possible to complete a sentence, only one will fit in the appropriate space in the crossword.
- The first pair to complete their crossword (or complete most of it after a set time of ten minutes, or at your discretion) is the winner.

Extension

When students have done the Zero, First and Second conditionals Grammar in context exercises on page 65, ask them if they can remember some of the advice from the Do's and don'ts crossword. Then ask them to work in pairs and think of consequences of ignoring some of the do's and don'ts, using first or second conditionals, e.g. *You have to drive on the left side of the road. If you drive on the right side, you will probably have an accident.* Your students could also write similar sentences based on rules in their own country.

Answers

- 1 → mustn't use 2 ↓ should wait 3 ↓ can open
 4 → should say 4 ↓ shouldn't ask 5 ↓ must wear
 6 ↓ can take 7 ↓ mustn't throw 8 → have to take
 9 ↓ can travel 10 → mustn't smoke 11 ↓ shouldn't arrive
 12 ↓ don't have to pay 13 → can't enter 13 ↓ can't have
 14 ↓ don't have to be 15 → have to drive
 16 → don't have to carry

Unit 6

What's the connection?

Activity: Completing a puzzle grid with passive sentences, in pairs

Language: The passive

To use: After Student's Book, page 73

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

Procedure

- Divide the class into pairs (if you have an uneven number of students, you can include a group of three), and give each pair a copy of the worksheet.
- Explain that the sentence beginnings at the top of the sheet can all be completed with a passive form of one of the verbs in Set 1, and by one of the words/phrases in Set 2. In most cases, students will also need to add other words. They should write their answers in the puzzle grid: each sentence beginning is followed by two numbers, which indicate where they should write them. There is an example to show them how this is done.
- If they do this correctly, three place names should appear in the shaded vertical strip. They should decide what the connection is between these three places, and write a passive sentence for each place, using a passive form of the verb *hold*. The first pair to decide what this connection is and write three grammatically correct sentences is the winner.

Extension

Working in pairs, students think of three words which are in some way connected, and about which a passive sentence can be made, using the same verb, e.g. *Terminator 2*, *Titanic* and *Avatar* were directed by James Cameron. Write all the sets of the three words on the board and ask the other students to write a sentence about each set.

Answers

- 1 by Microsoft 2 has been played 3 is watched
 5 in Switzerland 6 was won 7 is being destroyed
 8 are sold 9 are owned 11 by Leonardo da Vinci
 12 are spoken 13 was painted 14 was written
 15 by Italy 16 will be powered 17 by Daniel Craig
 19 in Japan 20 by Shakespeare 21 is eaten
 22 each year 23 by millions 24 by electricity
 25 by pollution

Places: *Beijing*, *London*, *Rio de Janeiro* (They have all been Olympic venues.) The 2008 Olympics were held in Beijing. The 2012 Olympics were held in London. The 2016 Olympics were held in Rio de Janeiro.

Unit 7

Sets of three

Activity: Board game in groups: collecting and using groups of connected words

Language: Defining relative clauses

To use: After Student's Book, page 87

Preparation: Make one copy of the worksheet for each pair. You will also need dice (1 between four students) and counters (2 between four students).

Procedure

- Divide the class into pairs, and give each pair a copy of the worksheet.
- Explain that students have to find sets of three squares which have a common link, then use the words in a sentence with a defining relative clause with *who*, *which*, *that*, *where*, *when* or *whose*, e.g. *1970, 1994 and 2002 were years when Brazil won the World Cup*.
- In their pairs, allow students five to eight minutes to find as many sets of three as possible. They should not write on their activity sheet.
- Each pair then joins with another pair to play the board game, using one worksheet as the 'board' between them. Give each group of four a die and two counters. Each pair places their counter in one of the 'Start' spaces on the grid.
- The pairs then take turns to throw their die and move their counter towards the words or phrases they want. They can move in more than one direction on one throw of the die (e.g. if they throw a 5, they can move three spaces left, then two spaces up). As soon as they land on their chosen square, they 'claim' it.
- Once they have claimed three words/phrases, they should use them in a sentence with a defining relative clause.
- Award teams one point for each set of three words/phrases used in a correct sentence.

Suggested answers

Many of the connections are open-ended. The following might be less easy to identify:

- Daniel Craig, Pierce Brosnan and Sean Connery are all actors who have played James Bond.
- Ariana Grande, Billie Eilish and Lady Gaga are singers whose songs became number 1 in 2020.
- A birthday party, a wedding and a graduation are all times when you celebrate.
- Beijing, Sydney and Barcelona are cities where the Olympic Games have been held.
- A kindergarten, a school and a college are all places where you learn.
- Badminton, squash and tennis are all sports that are played with a ball.
- Factories, aeroplanes and cars are all things which cause pollution.
- Credit cards, cash and cheques are all things which you can use to buy things.
- Mustard, ketchup and salt are all seasonings which you can put on food.
- Vincent van Gogh, Leonardo da Vinci and Pablo Picasso are all painters who painted famous paintings.
- A tee, a ball and a club are all pieces of equipment that are used to play golf.
- Sunglasses, a passport and a suitcase are all things which you take on holiday.
- A linesman, a referee and an umpire are all people who make sure the rules are followed in a game or sport.
- Carrots, onions and potatoes are all vegetables that grow in the ground.
- A pitch, a court and a stadium are all places where you can watch sport.
- The Louvre, the Prado and the Guggenheim are all places where you can see paintings.
- Jane Austen, Mary Shelley and Virginia Woolf were all women who wrote stories.
- Barack Obama, Nelson Mandela and Franklin D Roosevelt are people who were all former leaders of their countries.
- An ice rink, a ski slope and a bobsled track are all places where you can do winter sports.

Unit 8

Friends

Activity: Text reconstruction in teams

Language: Reported speech: statements, suggestions and questions

To use: After Student's Book, page 103

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

Procedure

- Divide the class into teams of four, and divide each team into pairs. Give one pair cards A and B, and give the other pair cards C and D. They should not show their cards to the other pair.
- Explain that cards A and C contain a narrative text using reported speech. Working in their pairs, students change the reported speech to direct speech to show the exact words that the people used in the conversation that is reported in their text. They should write their direct speech sentences on the other card (B or D). Allow about ten minutes.
- The two pairs then swap their completed cards B and D only. Their task then is to try to reconstruct the original narrative text, using the direct speech sentences the other pair wrote. They should write their answer on a separate sheet of paper. As a guideline, explain that each original narrative is 140 words long and contains 12 sentences (not including the opening sentence which is given on both cards).
- After 10–15 minutes, ask students to pass their reconstructed text back to the original pair, who should compare it with the original text. For each sentence in the reconstructed text that matches a sentence in their original text, they should award one point. Wording may vary slightly as long as the sentences are grammatically correct (e.g. *told me (that)* and *said (that)* would both be correct, but *she said me* or *she said she is going* would be incorrect). Monitor students carefully to point out any mistakes they might miss.
- The two pairs in each team then add their points together. The winner is the team in the class with the most points.

Extension

The narrative texts on cards A and C sound rather unnatural because narrative texts usually use a combination of both direct and reported speech, in addition to linkers and other devices. Ask students to work in their teams to modify their text to make it sound more natural. They could also add other information, e.g. *By chance, I met my friend John in the town centre last month. 'Hi, Peter, how are you?' he asked, shaking my hand. 'I haven't seen you for ages. Have you been busy?' I nodded. 'I'm fine,' I replied, 'But I've been really busy recently' ...*

Answers

Card B

John: How are you? Have you been busy? Me: I'm fine, but I'm very busy.

John: Are you still working for your uncle? Me: No, I'm not because I started a new job on Monday.

John: What are you doing? Me: I'm working for an advertising company in the city.

John: Do you enjoy it? Me: It's hard work, but I really like it.

John: Have you seen Susan and Tim recently? Me: I haven't seen them for almost 12 months, but I'm going to meet them on Saturday.

John: What are you doing? Me: We're getting a coffee. You should come too.

Card D

Heidi: I'm excited because I'm going skiing for the first time next week. Me: You'll probably really enjoy it.

Heidi: Have you ever been skiing before? Me: I've just returned from a skiing trip last week.

Heidi: Where did you go? Me: I spent two weeks in Isola in France.

Heidi: Can you ski well? Me: I spent most of the two weeks on my back because I'm a terrible skier.

Heidi: I'm worried the same thing will happen to me.

Me: Don't worry. You should have some lessons.

Heidi: Can you bring the bill, please? Me: Put your money away because I'll pay.

Unit 9

Six things

Activity: Making deductions and identifying things from clues

Language: Modal verbs of speculation and deduction – present and past; third conditional

To use: After Student's Book, page 117

Preparation: Make one copy of the worksheet and cut into cards. Make sure you keep the six sets of cards (1, 2, 3, etc.) separate from each other.

Procedure

- Divide the class into six teams and give each team one of the sets of cards. Explain that all the cards in the set describe the same object, and they have to decide what that thing is. In their teams, they should discuss what they think it is, using present modal verbs of speculation and deduction: *must, may, might, could, may not, mightn't, can't*.
- When students have decided what the thing is, they should write a short dialogue or conversation about it, but they should not mention the name of the object. Allow 8–10 minutes.
- Ask each team to read out their dialogue in front of the rest of the class. The other students should listen, but cannot make notes.
- When all of the dialogues have been read out, the teams decide what things were being talked about and write four sentences as follows:
 - One sentence using *can't* or *couldn't + have been*. (e.g. *Group 1's object can't have been a dog because a dog eats meat.*)
 - One sentence using a third conditional, based on their previous sentence (e.g. *If Group 1's object had been a dog, they wouldn't have been so interested in it.*)
 - One sentence using *must + have been* (e.g. *It must have been an elephant.*)
 - One sentence giving their reason (e.g. *It must have been an elephant because someone said something about its trunk.*)
- After about ten minutes, ask students to read out their sentences. Award one point for each grammatically correct sentence, and a bonus point for correctly identifying the thing in each case. The 'speaking' team also get one point each time another team identifies what they were talking about (although of course if they misidentified the thing from the start, no bonus points will be awarded to anyone). The winner is the team with the most points.

Answers

1 an elephant 2 a camera (or a mobile phone with a camera) 3 an orange 4 a spoon 5 a credit or debit card 6 a light bulb

Unit 10

Do-it-yourself bingo

Activity: Gap-fill bingo in pairs

Language: Indeterminate pronouns: *some-, any-, no-, every-*

To use: After Student's Book, page 125

Preparation: Make one copy of the worksheet for each pair. Each pair will also need a blank sheet of paper.

Procedure

- Divide the class into pairs and give each pair a copy of the worksheet. Ask them to choose and tick 12 random sentences.
- Explain that students are going to play a game of bingo. You are going to read out some sentences. Each sentence you read is the first of a pair of sentences. Students have to find the sentence on their worksheet that follows on logically from the sentence you read out. If it is one of the sentences they ticked, they should fill in the gap with an indeterminate pronoun (someone, anywhere, etc.), e.g. *I really love travelling. Answer: If I could go anywhere in the world, I'd choose Australia.*
- Read sentences out at random from the list below, without saying the number. Tick each sentence as you read it.
 - 1 I can't go to Gerry's party tonight.
 - 2 There's not much to do in my home town in the evening.
 - 3 London was a great city.
 - 4 Have you seen Judy today?
 - 5 I wish I could help you.
 - 6 If we don't leave now, we'll miss our flight.
 - 7 Has your computer broken again?
 - 8 I really need a holiday.
 - 9 My new room is too small.
 - 10 It was very quiet in the town this morning.
 - 11 There weren't any calls for you this morning.
 - 12 We haven't got any money left.
 - 13 Our new boss is very warm and friendly.
 - 14 I'm trying to avoid Mike at the moment.
 - 15 Those children are making so much noise.
 - 16 There are a lot of homeless people in the city.
 - 17 Have you found your keys?
 - 18 The dog is behaving really strangely.
 - 19 I really like living in this town.
 - 20 Alan is a remarkable person.
- When students have completed all of their sentences, they shout out *Bingo!* Review their answers. Their sentences should have the same numbers as those you have crossed off, though you may choose to accept alternatives if they follow on logically. If they have made a mistake, the game continues until another pair correctly completes all of their sentences.

Answers

1 nothing 2 nowhere 3 everything 4 anywhere
5 nothing 6 everyone 7 someone 8 somewhere
9 nowhere 10 anyone 11 someone 12 everything
13 everyone 14 everywhere 15 somewhere 16 nowhere
17 everywhere 18 anything 19 anywhere 20 anyone