



Unit 1

True or false?

Activity: Sentence completion and guessing game in pairs

Language: Past tenses; present and past habits

To use: After Student's Book, page 12

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

Procedure

- Divide the class into pairs. Give one worksheet to each student.
- Ask students to complete the sentences about themselves. Tell them that six of the sentences must be true and six must be false. The aim is to try to make the other student believe that the true sentences are false and the false sentences are true. Encourage them to write true sentences which, although true, might seem unlikely, and false sentences which, although false, could be believed to be true. Give them some sentences of your own as examples. The sentences have to be completed in a grammatically-correct way, using appropriate structures and tenses.
- When they have completed the sentences, students take turns to read them to each other and to guess which are true and which are false. First, Student A reads a sentence and Student B guesses 'true' or 'false'. Student A confirms whether the sentence is true or false, and whether Student B's guess is correct. Student B gets two points for a correct guess. Student B must also decide if the sentence is grammatically correct, and Student A gets one point if it is. Then Student B reads out a sentence and Student A guesses 'true' or 'false', and so on.
- The student in each pair with the most points at the end is the winner.

Option

- *Instead of pairs, play the game in small groups (e.g. three or four students).*
- *At the end of the game, ask students to read out some of their sentences for the whole class to guess whether they are true or false.*

Unit 2

UK quiz

Activity: Quiz on UK laws, rules and customs; discussion; in pairs or groups

Language: Modal verbs – obligation, permission, prohibition, criticism and advice

To use: After Student's Book, page 20

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

Procedure

- Decide whether you want the students to do the quiz individually, in pairs, or in small teams, and divide the class accordingly. Give one worksheet to each student.
- Ask students to complete the quiz by circling T or F. Encourage them to discuss the questions if they are working in pairs or teams.
- When they have completed the quiz, students check answers as a class. They get one point for each correct answer. The student/pair/team with the most correct guesses is the winner.
- Students work in pairs or small groups to discuss the laws, rules and customs in the quiz for their own country/countries.
- Students discuss the question in 3 in their pairs or small groups.

Answers

- 1 F – having an ID card is not compulsory in the UK
 2 F – but it is advisable 3 T 4 F – the law making it compulsory to wear seat belts in the front of a car was introduced in 1983; for the back of a car, it was 1991
 5 T – children must be over 12 years old, or over 135 cm tall, whichever comes first 6 T 7 F – all women have been able to vote since 1928 8 F – you can drive at 17 9 F – you can get married at 16, as long as you have permission from your parents or guardians 10 T 11 F – the law was introduced in 2007 12 T – you can be taught at home 13 F – the school-leaving age is 16, but you must stay at school or in full-time education or workplace training until you are 18 14 F – a foreign language is not compulsory 15 F 16 F 17 F – it's quite common to take a dessert or some chocolates or fruit 18 F 19 T 20 F – there is no custom or tradition



Unit 3

Ten-second sentences

Activity: Board game in pairs or groups

Language: Verb + *-ing* form and infinitive

To use: After Student's Book, page 34

Preparation: Make one copy of the worksheet for each student. Each pair or group needs a coin. Each student needs a counter.

Procedure

- Students play the game in pairs or in small groups. Give one worksheet to each pair/group.
- All players place their counters on the square marked START.
- The first student, Player 1, tosses the coin and moves one square for heads and two for tails. Player 1 then has ten seconds to complete the sentence on that square by saying something that is true for him or her, and using the correct form of the verb for the next word – the *-ing* form or the infinitive.
- If Player 1 takes more than ten seconds to come up with a sentence, or if the wrong verb form (*-ing* or infinitive) is used, or if the other players correctly challenge that the sentence isn't true, Player 1 misses their next go. It is then Player 2's turn, and so on.
- The first person to reach the FINISH square is the winner.
- Give a worksheet to every student at the end of the activity and ask them to write endings to complete each sentence for themselves.

Option

For a quicker game, play with a die rather than a coin.

Unit 4

Conditional chains

Activity: Sentence chains in pairs or groups

Language: Conditionals and other conditional structures

To use: After Student's Book, page 46

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

Procedure

- Students work in pairs or groups (any size). Give a different sentence beginning to each student or ask them to choose one themselves. (You could ask them to choose a number from 1–14 before they have looked at the sentence beginnings so they don't know what they are choosing.)
- To start the chain, the first student completes his or her sentence with an appropriate conditional clause, e.g. *If I live to be a hundred, I'll probably have a lot of grandchildren and great-grandchildren.* If the sentence is grammatically correct and makes sense, the student gets a point.
- The next student makes a conditional sentence by using the end of the first student's sentence to form the 'if' clause of a new sentence, e.g. *If I have a lot of grandchildren and great-grandchildren, I'll have to buy a lot of presents all the time.* Again, if the sentence is grammatically correct and makes sense, the student gets a point.
- The 'chain' continues around the group (or back and forth if students are working in pairs) until one student can't add a new sentence to the chain. That student doesn't get a point.
- The activity now restarts. Students take turns to start a chain with their sentence and the game goes round the group (or back and forth) with students linking conditional sentences together in a chain, as before.
- The game continues until all the sentence beginnings have been used. The winner is the student in the pair/group with the most points.

Option

You could use this alternative procedure instead:

- Students choose and memorise a sentence beginning. They then walk around the class saying their sentence beginning to other students. The other students have to respond by adding a conditional clause. For example, Student A: *If I live to be a hundred, ...* Student B: *... I'll probably have a lot of grandchildren and great-grandchildren.*
- Ask students to report back to the whole class on who produced the best/funniest/most interesting/most unusual conditional clause.



Unit 5

Match it!

Activity: Matching activity; individually and in pairs or groups

Language: Advanced future forms

To use: After Student's Book, page 64

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

Procedure

- Students do 1 individually or in pairs. They match the beginnings and endings of the sentences. Check the answers as a class.
- Ask students if they agree or disagree with the sentences. You could develop this into a discussion.
- Students then complete the sentence beginnings with their own ideas. Ask them to write these down or just think about them. Suggest a few sentences of your own as examples.
- Students work in pairs or small groups. They say their sentences in turn, giving reasons for their ideas. They discuss the sentences and find out whether the other student(s) agree with them.

Option

Use this alternative procedure. Cut the worksheet up and use the sentence halves for a memory game. Place the pieces of paper face down. Students work in small groups and take turns to turn over two pieces. If they make a correct sentence, they keep the pieces of paper. If the sentence is not correct, they replace them. When the game is over, check answers as a class and continue as above.

Answers

1 b 2 d 3 g 4 f 5 a 6 h 7 e 8 c

Unit 6

Who said what?

Activity: Mingling activity in groups of ten

Language: Reporting structures

To use: After Student's Book, page 72

Preparation: Make one copy of the worksheet for each student. Cut up the cards in the bottom half of the worksheet. Keep the sentences in the top half of the worksheet together.

Procedure

- Divide the class into groups of ten. Give each student a copy of the top half of the worksheet. Give each student one card from the bottom half of the worksheet.
- Ask each student to read and memorise the sentence on their card.
- Explain how the activity works. Each student says their sentence and listens to the other students saying their sentences. They then decide which verb on the worksheet can be used to report each sentence the other students said. Give the students the following example:
Sentence: *Don't cycle on the pavement.*
Reported sentence: *warned; Michelle warned me not to cycle on the pavement.*
- Students mingle in their group, say their sentences and listen to the other students. Students report who said what on their worksheet, writing the names and completing the reported sentences.
- Continue until all the students have completed all ten reported sentences on their worksheet. Ask them to check their answers with another student in their group before checking as a class.



Unit 7

Facts match quiz

Activity: Quiz on world facts and figures in pairs or groups

Language: Passives, passive infinitives

To use: After Student's Book, page 86

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

Procedure

- Students work in pairs. Give each pair a worksheet and ask them to take roles A and B. Draw their attention to the example sentence. Student A then reads the first part of the remaining sentences (2–12). Student B finds the middle part of the sentence in the second column. Student A then finds the sentence ending in the final column.
- Check answers as a class.
- Pairs then work together to write out the sentences, making sure they use the correct passive form of the verb.
- Give one point for the correct information and one point for correct grammar.
- The pair with the most points is the winner.

Answers

- 1 Over 60 million new cars are manufactured globally each year.
- 2 About 250 babies are born in the world every minute.
- 3 Over 100 trillion emails were sent globally in 2010.
- 4 1.6 billion drinks of cola are sold globally every day.
- 5 The World Wide Web was set up with just 100 websites in 1993.
- 6 The Olympic Games will be held in Tokyo in 2020.
- 7 The United Kingdom has been ruled by the House of Windsor since 1910.
- 8 The world's first TV advertisement was broadcast in the US in 1941.
- 9 A CD was the first product to be sold online in 1994.
- 10 About 17,000 litres of petrol are used in the US every second.
- 11 About five SMS text messages are sent by the average teenager every hour.
- 12 The euro has been used as a currency in Europe since 1999.

Unit 8

Comparative quotes

Activity: Matching activity and discussing meanings in pairs or groups

Language: Making and modifying comparisons

To use: After Student's Book, page 103

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

Procedure

- Students work in pairs or in small groups. Give each pair/group a worksheet and ask them to match the halves of the famous quotes. Encourage them to think about the grammar structures, as well as the meaning.
- Check answers as a class.
- Then ask students to paraphrase the quotes, using their own words. Students discuss the meaning of the quotes. Elicit one or two examples from each pair/group.
- In feedback, ask students which quote(s) they like best.

Answers

1 d 2 f 3 h 4 g 5 j 6 e 7 i 8 c 9 a 10 b



Unit 9

Spot the mistakes

Activity: Error correction activity in pairs or groups

Language: Articles

To use: After Student's Book, page 112

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

Procedure

- Students work individually, in pairs or in small groups. Divide the class into As and Bs. Give each student/pair/group a whole worksheet and ask them to fold it in half so they can see only A or B, according to the role they have been given.
- Students identify and correct the errors in the sentences. Six of the sentences are correct and six are incorrect. The correct sentences in A are the incorrect ones in B, and vice versa.
- When they think they have found all the errors, put student As and Bs together and ask them to compare and check their answers. Make sure they understand that the correct sentences in A are the incorrect ones in B, and vice versa.
- Check answers as a class.

Answers

The letter in brackets indicates whether the sentence is correct in A or B.

- 1 My mum's a teacher and my dad works for the BBC as an accountant. (A)
- 2 Unemployment is increasing in many countries, especially among young people. (B)
- 3 The Internet is the greatest invention of the last 50 years, along with the mobile phone. (B)
- 4 My brother's a police officer. Joining the police is the only thing he's ever wanted to do. (A)
- 5 The cost of living is getting higher and higher. Everything is so expensive these days. (A)
- 6 I usually listen to music while I'm working. I've got all my music on the computer in my room. (B)
- 7 After school, I went to university. I studied politics and economics. (B)
- 8 I was late for work today. First, the bus was late and then we were stuck in traffic for ages. (A)
- 9 I'm just going out for lunch. Has anyone got an umbrella? It's raining. (A)
- 10 I'm sure she'll be a millionaire one day. She's certainly got the necessary drive and ambition. (B)
- 11 What did people do before the mobile phone? I guess they had to arrange everything in advance. (B)
- 12 The office where I work is opposite the university. It's on the third floor of the big grey building. (A)

Unit 10

English advice

Activity: Sentence completion in pairs or groups

Language: Gerunds and infinitives revision

To use: After Student's Book, page 124

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

Procedure

- Students work in pairs or in small groups. Give each pair/group a worksheet and ask them to complete the sentences by putting the verb in brackets into either the gerund or the infinitive form.
- Check answers as a class.
- Students then talk in pairs or small groups about the suggestions and advice, and discuss the questions in 2.

Option

You could develop the group discussions into a whole-class discussion.

Answers

- 1 to try, to speak
- 2 listening
- 3 making
- 4 speaking
- 5 doing, to use/using
- 6 to develop, to listen
- 7 getting
- 8 to find, to speak
- 9 Listening, watching
- 10 reading
- 11 studying, to learn, to learn
- 12 learning, spending