

1A Four-in-a-row

AIM

- To practise free time vocabulary from the unit and review known vocabulary

ACTIVITY TYPE

Guessing game

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Free time, Exercise 3, page 15

PREPARATION

You will need one copy of the activity for each pair, and two different colours pens or pencils

PROCEDURE

- 1 Explain to students that they are going to play a game to practise new and known free time vocabulary. Elicit vocabulary learned in the previous level, e.g. *swimming, rollerblading, sailing, cycling, skiing*.
- 2 Divide the class into pairs.
- 3 Give each pair an activity sheet. Explain the rules. Students take it in turns to choose a square. They have around ten seconds to read the description and suggest a free time activity that matches. If they do this successfully, they colour the square. If they can't think of any within the ten seconds, then make a suggestion. If their suggestion doesn't fit the description, they cannot colour the square.
- 4 The object of the game is to colour four squares in a row. This can be vertical, horizontal or diagonal. The first student to do this is the winner.

ADAPTATION AND EXTENSION

- As an alternative, students can play the game in groups of four – made up of two pairs. Each pair chooses a square and work together to solve the clue.

ANSWER KEY

Possible answers:

- 1 painting/baking
- 2 camping/surfing
- 3 fishing/reading
- 4 sailing/swimming
- 5 reading/drawing
- 6 painting/reading
- 7 baking/skating
- 8 drawing/painting
- 9 camping/singing
- 10 skating/swimming
- 11 sailing/surfing
- 12 fishing/painting
- 13 rock climbing/surfing
- 14 skiing/camping
- 15 rollerblading/cycling
- 16 dancing/skiing

1B I never go shopping!

AIM

- To talk about free time activities using adverbs of frequency

ACTIVITY TYPE

Matching game

CLASSROOM DYNAMICS

Groups of four

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Free time, Exercise 4, page 15 or as revision at the end of the unit

PREPARATION

You will need one copy of the activity for each group, cut up into cards.

PROCEDURE

- 1 Before the class: cut up one set of cards for each group – keep the free time collocations and adverbs of frequency in separate piles.
- 2 Divide the class into groups of four. If the class doesn't divide exactly, the game will still work with smaller groups.
- 3 Give each group their two piles of cards. Ask students to shuffle each pile and place them face down on the table.
- 4 Students take turns to pick up the top card from each pile. They make a grammatically correct sentence using the free time collocation and the adverb, e.g. 'I often go camping'.
- 5 The rest of the group decide whether they believe the sentence is true or not. If they decide the sentence is true, the student keeps the cards. If not, they return the cards to the bottom of the pile and play passes to the next player. Players must also return their cards to the pile if their sentence is not grammatically correct.
- 6 In order to keep their cards, students should try to sound as convincing as possible, e.g. instead of saying 'I never watch YouTube videos', they could say 'I never watch YouTube videos before school'.
- 7 The player with the most cards at the end of the game is the winner.

ADAPTATION AND EXTENSION

- As an extension, ask students to use the cards to make predictions about how often their other classmates do the different activities, e.g. 'Emma always watches Youtube videos after school' or 'Marco sometimes plays the guitar'.
- Students read their questions for their classmates to say *True or False*.

1C School clubs

AIM

- To extract information from texts

ACTIVITY TYPE

Information gap

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Writing, Exercise 4, page 18

PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets.

PROCEDURE

- 1 Divide the class into pairs. Give each student a different worksheet.
- 2 Tell students they need to find the missing information about the clubs.
- 3 Students take it in turns to ask and answer questions using the *Word prompts* at the bottom of their sheets. Then they write the information in the correct places.
- 4 Fast finishers discuss the clubs in their pairs. They decide which one they would like to go to and explain why.

ANSWER KEY

Student A

- 1 Which day is baking club on?
 - 2 How much is baking club?
 - 3 Where is film club?
 - 4 Who do/can I email about film club?
- 1 Tuesday 2 3 3 3A 4 Miss Rogers

Student B

- 1 When does baking club finish?
 - 2 Where is baking club?
 - 3 Which day is film club on?
 - 4 How much is film club?
- 1 4.30 2 C4 3 Thursday 4 £2.50

ADAPTATION AND EXTENSION

- As a follow up, ask students to think of a different school club and make a notice for it.
- Divide the class into small groups. Students take turns to show their notice to the rest of the group and tell them about it, e.g. 'The skateboarding club is at 4.30 on Fridays. It's in the playground'.

2A Technology Bingo

AIM

- To practise technology vocabulary from the unit

ACTIVITY TYPE

Bingo game

CLASSROOM DYNAMICS

Groups of four

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Technology, Exercise 8, page 27

PREPARATION

You will need one copy of the activity for each group, cut up into cards.

PROCEDURE

- 1 Divide the class into groups of four. Tell students that they are going to play a game of *Bingo*. Ask them to decide who wants to be the 'caller' in the game.
- 2 Give the caller the *Words* card and the other students a bingo grid. They should hold their grids so that no one else can see the pictures. Explain that the caller must read words in a random order. The other students listen and cross off the corresponding pictures on their cards.
- 3 The first person to cross off three pictures in a line is the winner.

ADAPTATION AND EXTENSION

- After students have finished the game, ask them to discuss the technology in their groups. They tell each other how many of the things in the pictures on their bingo grid they have at home and how often they use them.

2B Can you live without technology?

AIM

- To use the present simple and the present continuous to talk about different situations

ACTIVITY TYPE

Quiz

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10–15 minutes

WHEN TO USE

After Listening, Exercise 6, page 28

PREPARATION

You will need one copy of the activity for each student.

PROCEDURE

- 1 Divide the class into pairs. Give each student an activity sheet. Explain that they are going to do a quiz to find out whether or not they can live without technology.
- 2 Students work together to complete the questions with the correct form of the verbs in brackets (present simple or present continuous).
- 3 Students take it in turns to ask and answer the questions. They mark their partner's answers on their activity sheet.
- 4 Students count how many As, Bs and Cs their partner has. They take it in turns to read the corresponding analysis to their partner.
- 5 Go through the activity with the class. Find out how many students couldn't live without technology.

ADAPTATION AND EXTENSION

- Discuss the activity with the class. Do students feel that they spend too much time texting/surfing the net/using social media? What are some positive things about technology? What are some negative things?

ANSWER KEY

1 're/are visiting 2 's/is talking 3 don't have/haven't got
4 're/are eating 5 see 6 're/are sleeping

2C Toby's computer lesson

AIM

- To extract information from texts

ACTIVITY TYPE

Cloze activity based in a photo

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Exercise 9, page 31

PREPARATION

You will need one copy of the activity for each pair, with the *Word cards* cut up into cards.

PROCEDURE

- 1 Divide the class into pairs. Give each pair their photo, *Word cards* and the text.
- 2 Explain that students have to look at the picture and work together to complete the sentences about the picture with the correct words from the *Word cards*. They will use six words in total. There are six words they won't use.
- 3 Students work together to complete the task. Elicit answers during whole class feedback.

ANSWER KEY

- 1 's having
- 2 next to
- 3 enjoys
- 4 are learning
- 5 wants
- 6 's using

Not used: has, opposite, enjoying, learn, 's wanting, uses

ADAPTATION AND EXTENSION

- As an extension, ask students to work with their partner, taking it in turns to make their own sentences about the photo.

3A Collocation pairs

AIM

- To making collocations with vocabulary from the unit

ACTIVITY TYPE

Matching game

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: school and education, Exercise 5, page 39

PREPARATION

You will need one copy of the activity for each pair, cut up into cards.

PROCEDURE

- 1 Divide the class into pairs and give each pair their cards, keeping the verbs and collocation endings separate. Ask students to shuffle the cards in their separate piles. Students then lay out the cards, face down in a 4 x 5 grid with verbs cards on the left and collocation endings on the right.
- 2 Student A picks up one card from the left-hand side of the grid and one from the right. If the two cards make a collocation, they keep them and have another go. If not, they turn them over again and play passes to Student B.
- 3 Students continue playing until all of the cards have been taken. The student with the most collocations at the end of the game is the winner.
- 4 Fast finishers take it in turns to make sentences with their collocations.

ADAPTATION AND EXTENSION

- As an alternative, this can be played as a game of *Snap!* Instead of laying out the cards in a grid, students keep the cards in their separate piles. One student takes each pile. Students take it in turns to put their card face up in the centre of the table. They continue until one card finishes a collocation from the preceding verb (e.g. *homework* follows *do*). The first student to shout *Snap!* collects all of the cards in the middle. The student with the most cards at the end of the game is the winner.

ANSWER KEY

Possible collocations:

get a good mark

get bored

have an exam / do an exam

have homework / do homework

learn a language

wear a school uniform

wear a football shirt

write on the board

write in your notebook

sit at a desk

3B Amy's day

AIM

- To practise past simple questions with *what*, *where*, *when* and *why*

ACTIVITY TYPE

Information gap

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Speaking, Exercise 7, page 41

PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets.

PROCEDURE

- 1 Divide the class into pairs. Give each student a different half of the worksheet from their partner.
- 2 Tell students that they each have a story about a bad day with some information missing. They take it in turns to ask and answer questions using the *Word prompts* at the bottom of their sheets. They write the information in the correct places.
- 3 In their pairs, students read the completed version of their story.

ADAPTATION AND EXTENSION

- As a follow-up, ask students to think about a bad day they once had. In their pairs, students take turns telling each other about their day. Ask some of the students to share their story with the class.

ANSWER KEY

Student A

1 What time did Amy wake up?

2 How did she travel to school?

3 What was her first lesson?

4 When did she meet Nathan?

5 What did Amy look at?

6 What did Amy and Nathan do?

1 eight o'clock 2 walked 3 physics 4 lunchtime 5 feet 6 laughed

Student B

1 What did Amy do after she put on her uniform?

2 What time did Amy arrive at school?

3 What happened in the physics lesson?

4 Where did Amy meet Nathan?

5 What did Amy tell Nathan about?

6 What did Amy see?

1 she cleaned her teeth 2 8.30 3 a test 4 school café

5 her morning 6 blue shoe

3C A fun day

AIM

- To make sentences about free time activities with adverbs of frequency

To use sequencing words to order events

ACTIVITY TYPE

Ordering a story

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Writing, Exercise 3, page 42

PREPARATION

You will need one copy of the activity for each pair, cut up into cards.

PROCEDURE

- 1 Divide the class into pairs. Hand out the cards and ask students to shuffle them.
- 2 Give each pair a pile of shuffled strips.
- 3 Students work together to put the strips of paper into the correct order to make a story. They use the sequencing words along with the information on the paper to help them order the events.

ANSWER KEY

See worksheet

ADAPTATION AND EXTENSION

- For a livelier activity, ask students to work in teams. In a class of thirty, divide the class into two groups of fifteen. Give fourteen students a piece of paper. Tell students that they must read their sentences and stand in the correct order to recreate the story. The remaining student helps the rest of the group to organise themselves. In a class of more than thirty, have more than one 'helper' for each team. In a class of fewer than thirty, divide the story into fewer than fourteen parts, by leaving some sentences together.

4A Shopping definitions

AIM

- To revise shopping vocabulary

ACTIVITY TYPE

Definitions quiz

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

5–10 minutes

WHEN TO USE

After Vocabulary: shopping, Exercise 6, page 51

PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets.

PROCEDURE

- 1 Divide the class into pairs. Give each student a different half of the worksheet from their partner.
- 2 Explain that students are going to do a quiz in their pairs. They each have four definitions with the answer in brackets. They take turns reading the definitions for their partner to give the correct answer from the word pool at the bottom of their sheet.
- 3 Students do the quiz, awarding themselves one point for each correct answer. The student with the most points at the end is the winner. If both students have the same amount of points, there is a draw.
- 4 Go through the activity with the class. Elicit the correct answers from students.

ADAPTATION AND EXTENSION

- Make the quiz more challenging for confident students by cutting off the word pool at the bottom of each half.
- With less confident students, use the activity as a non-competitive game rather than a quiz. Students can help each other by giving clues if their partner is stuck, e.g. 'It begins with a b./It has two words'.

ANSWER KEY

See worksheet

4B Which shop?

AIM

- To use comparative and superlative adjectives to explain choices

ACTIVITY TYPE

Group discussion

CLASSROOM DYNAMICS

Groups of four

TIME TAKEN

15–20 minutes

WHEN TO USE

After Listening, Exercise 5, page 52

PREPARATION

You will need one copy of the activity for each group, with the *Shopping cards* cut up into cards.

PROCEDURE

- 1 Tell students they are going to do an activity about comparing different shops and shopping experiences. Review adjectives they might need to describe the shops and shopping experiences, e.g. *cheap, expensive, big, interesting, good, nice, friendly, busy*.
- 2 Divide the class into groups of four. Give each group a copy of the activity. Allow five minutes for students to read through the reviews in their groups.
- 3 Give each group a set of shopping cards. Ask them to choose one sports item and one clothing item each.
- 4 Explain that students must decide which shops they are going to buy their items from and explain their choices to the rest of the group, using comparative and superlative adjectives, e.g. *I'm going to buy my jeans from Suki's Store. It's the most expensive shop, but the shopping experience is better*.
- 5 Set a time limit of fifteen minutes, and begin the activity. Monitor and help students as necessary, making a note of things to discuss during whole class feedback.
- 6 When the time is up, ask each group to share some of their choices with the class. Complete whole class feedback.

ADAPTATION AND EXTENSION

- Discuss the shops as a class. Ask students what they like / dislike about each one. Take a vote to find the favourite clothes shop and sports shop.

4C Can you tell me the way?

AIM

- To review phrases for asking for directions and giving directions

ACTIVITY TYPE

Dialogue

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Speaking, Exercise 6, page 53

PREPARATION

You will need one copy of the activity for each pair, with the white cards cut up into cards.

PROCEDURE

- 1 Divide the class into pairs. Give each pair a gray activity sheet and a set of white cards.
- 2 Students take it in turns to read a sentence or question from the gray activity sheet, and their partner must find the correct response from the white cards.
- 3 Go through the activity with the class and elicit the correct answers.
- 4 Students keep taking turns until the conversation is complete.

ANSWER KEY

See worksheet

ADAPTATION AND EXTENSION

- Fast finishers practise the conversation, changing details, e.g. shops, directions, bus number

5A Film reviews

AIM

- To give opinions about different films using vocabulary from the unit

ACTIVITY TYPE

Survey

CLASSROOM DYNAMICS

Groups of six

TIME TAKEN

10–15 minutes

WHEN TO USE

After Vocabulary: Entertainment, Exercise 5, page 63

PREPARATION

You will need one copy of the activity for each group.

PROCEDURE

- 1 Divide the class into groups of six. If the class doesn't divide exactly, the activity will still work with smaller groups.
- 2 Give each group a copy of the activity. Tell students that they are going to give their opinions on different films. In their groups, ask students to think of a film for each of the film categories on the left. They write the names of the films on the activity sheet.
- 3 Students take turns asking someone in their group about a film on the list. Their classmate gives the film a rating (from one to five stars) and chooses an adjective that describes it. The first student records this information by shading the appropriate number of stars and ticking the box of the chosen adjective. In a group of six, each person 'reviews' one film. In a smaller group, some students can review more than one film.
- 4 Ask each group to share some of their reviews. Elicit some reasons for their choices.

ADAPTATION AND EXTENSION

- As an alternative, this can be done as a mingling activity. Ask students to choose a film for each category and walk around the room, finding different people to talk to. They take it in turns to choose a film and ask their classmate to review it in the way described in step 3.

5B Interruptions!

AIM

- To make sentences with the past continuous and the past simple

ACTIVITY TYPE

Matching game

CLASSROOM DYNAMICS

Groups of four

TIME TAKEN

15 minutes

WHEN TO USE

After Listening, Exercise 6, page 64

PREPARATION

You will need one copy of the activity for each group, cut up into cards.

PROCEDURE

- 1 Divide the class into groups of four. Give each group a set of cards. Explain that there are two types of cards in each set: *Situation* cards (grey) and *Interruption* cards (white). Tell students that they are going to use the cards to make sentences with the past simple and past continuous.
- 2 Ask students to shuffle the cards and lay them out face down in a four by five grid.
- 3 Students take turns to pick up two cards. If they pick up one *Situation* card and one *Interruption* card, they make a sentence about the two events, e.g. 'While I was having a bath, the police arrived'. If the sentence is grammatically correct, they keep the cards.
- 4 If students pick up two *Situation* cards or two *Interruption* cards, they turn them over again without speaking and play passes to the next person.
- 5 The winner is the person with the most cards at the end of the game.

ADAPTATION AND EXTENSION

- For a less challenging activity, ask students to work in pairs. Give Student A a pile of *Situation cards* and Student B a pile of *Interruption cards*. Each student picks up the first card from their pile. They work together to make the sentence, e.g. 'While I was walking to school ... an elephant escaped!'

5C Film night

ACTIVITY TYPE

Information gap

EXAM LINK

A communicative adaptation of KEY for Schools Reading and Writing Part 4. In the exam, students will choose *Right*, *Wrong* or *Don't know* for each sentence and circle the corresponding letter.

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Writing, Exercise 12, page 67

PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets.

PROCEDURE

- 1 Divide the class into pairs. Give each a different worksheet from their partner.
- 2 Ask students to read the story and the *True or False?* sentences on their worksheet.
- 3 Explain that students have to find the missing information by taking turns to read the sentences to their partners. If the sentence is true, they put a tick in the box and complete the information in the story. If the sentence is false, their partner must correct it, e.g. A: 'As the film was ending, Libby arrived.' B: 'False. Libby arrived as the film was beginning'. Students put a cross in the box and add the correct information to the story.

ADAPTATION AND EXTENSION

- For further practice of the language from the Student's Book lesson (see the *explore language* box at the top of page 67), ask students to read the full story after they have completed the task. They underline all of the phrases that tell us when something happened (*Last Friday; At the beginning of the evening; A few minutes later; At the end of the evening*).

ANSWER KEY

Student A

- 1 True
- 2 False. As the film was beginning, Libby arrived.
- 3 False. Violet thought the film was awesome.
- 4 False. At the end of the evening, Violet's brother did the washing up

Student B

- 1 False. While dad was phoning the restaurant, Violet and her brother chose the film.
- 2 True
- 3 False. Libby's brother fell asleep while he was watching the film.
- 4 False. At the end of the evening, Violet tidied the room.

6A Our travel plans

AIM

- To use *will* and *going to* to ask and answer about travel plans

ACTIVITY TYPE

Information gap

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: talking about the future, Exercise 7, page 74

PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets.

PROCEDURE

- 1 Tell students they are going to talk about people's travel plans. Review the use of *going to* and *will*. Establish that we use *going to* for intentions and *will* for things we know, e.g. *The weather will be hot; The journey will take four hours*.
- 2 Divide the class into pairs. Give each student a different half of the worksheet from their partner.
- 3 Tell students they each have information about three different people's travel plans. They take it in turns to ask and answer questions to find the missing information.
- 4 Students use the question prompts at the bottom of their worksheet to help them ask questions about the first two people. Then, they use the same question forms to ask about the third person. They write the missing information in the correct places.
- 5 Go through the activity with the class. Elicit the correct answers. Elicit what travel plans students find most interesting and why.

ADAPTATION AND EXTENSION

- As a follow up, ask students to pretend they are planning a trip to another country. They make notes for each of the headings on the worksheet (*country, travel by, weather, travel time*). In their pairs, students take turns to ask and answer about their trips.

ANSWER KEY

Student A

1 Australia 2 two days 3 train 4 cold 5 Brazil 6 hot

Student B

1 plane 2 warm 3 Russia 4 six days 5 plane 6 four hours

6B Travel dominoes

AIM

- To practise collocations for travelling

ACTIVITY TYPE

Domino game

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: travel and transport, Exercise 7, page 75

PREPARATION

You will need one copy of the activity for each pair, cut up into domino cards.

PROCEDURE

- Elicit rules for travel collocations:
We can go *on* foot (but not on bus, plane, train, etc.).
We can go *by* car, train, bus or any other types of vehicle.
We can take, catch or get any type of transport that you need a ticket for.
We can use *travel by* ... with any form of transport.
We can *arrive at* any place.
- Divide the class into pairs. Give each pair a set of dominoes.
- Ask students to shuffle and deal out the dominoes equally.
- Players take turns putting down dominoes. The first part of each domino must complete the collocation from the one before.
- If a player can't complete a collocation, they miss a go and their partner has another turn.
- The game continues until all of the dominoes have been put down.

ADAPTATION AND EXTENSION

- As an alternative, ask students to deal out only ten of the dominoes, so that they have five each. They lay out the rest of the cards face down on the table. Students take turns to put down their dominoes. If they can't make a collocation, they pick up a card from table and their partner has a go. The first student to put down all of their dominoes is the winner.

6C A great trip

AIM

- To extract information from texts

ACTIVITY TYPE

Matching activity

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Writing, Exercise 3, page 78

PREPARATION

You will need one copy of the activity for each pair, with the *Adverts* cut up into cards.

PROCEDURE

- Divide the class into pairs. Give each pair an email and a set of adverts.
- Ask students to work in pairs to read the activity sheet and find the advert that matches the place or attraction from each paragraph of the email (1–6).
- Check answers as a class and elicit which trips students would most like to go on and why.

ADAPTATION AND EXTENSION

- As a follow-up, ask students to plan their own day trip to London, choosing from the different transport, places and activities in the adverts.
- As an extension, ask students to look at the six adverts they didn't use for the main activity. They work in pairs or small groups to create an email about the attractions. Monitor and help students as needed. Ask groups to share their ideas with the class during whole class feedback.

ANSWER KEY

Paragraph 1: Express trains

Paragraph 2: Prince Lane Apartment

Paragraph 3: See the city by speedboat!

Paragraph 4: Park Café

Paragraph 5: Films in the park

Paragraph 6: Classical concert

7A Could you ride a bike?

AIM

- To ask and answer questions about present and past abilities

ACTIVITY TYPE

Survey

CLASSROOM DYNAMICS

Whole class

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: ability and possibility, Exercise 6, page 86

PREPARATION

You will need one copy of the activity for each student.

PROCEDURE

- 1 Tell students they are going to talk to other people in the class about their abilities.
- 2 Give each student a copy of the activity. Ask students to choose two more skills and add them to the chart.
- 3 Draw attention to the examples in speech bubbles at the bottom of the activity sheet. Tell students they will use these question types to ask about people's abilities now and in the past.
- 4 Ask students to walk around the class, choosing a different person to ask about each skill. They write the name of the person in the left-hand column and ask questions using the structures in the examples. Students write the answers in the chart.
- 5 Go through the activity with the class. Ask different students to share some of their findings.

ADAPTATION AND EXTENSION

- To minimise disruption, this activity can be done small groups. Students take turns asking and talking to different members of their group. At the end of the activity, ask one student from each group to report back to the class.

7B In a spin

AIM

- To practise sports collocations with *play, go* and *do*

ACTIVITY TYPE

Collocation game

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: sports and equipment, Exercise 6, page 87

PREPARATION

You will need one copy of the activity for each pair, with the *Spinner* cut out and the *Word cards* cut up into cards, and a pencil.

PROCEDURE

- 1 Tell students they are going to play a game to practise collocations for sport with *play, go* and *do*. Give each pair a spinner and a set of word cards.
- 2 Ask students to put a pencil through the middle of the spinner. They shuffle and lay out the word cards on the table, face up, so the words can easily be seen.
- 3 Students take turns to spin the spinner and read the verb. They find a sports activity to go with the verb and make a sentence, e.g. 'I play badminton every Tuesday'.
- 4 If the sentence is correct, the student keeps the card. If it is incorrect, or if they can't find a match, play passes to their partner.
- 5 The student with the most cards at the end of the game is the winner.

ADAPTATION AND EXTENSION

- For a more challenging game, do not use the *Word cards*. Tell students they are each going to spin the spinner seven times. Students take it in turns to spin the spinner, read the verb and complete the collocation with an activity of their own. They get one point for each collocation, but they cannot repeat the same collocation on a different turn.

7C Find the answers

AIM

- To use grammar and context to match questions with answers

ACTIVITY TYPE

Matching activity

CLASSROOM DYNAMICS

Individual and pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Speaking, Exercise 4, page 89

PREPARATION

You will need one copy of the activity for each pair.

PROCEDURE

- 1 Divide the class into pairs. Give each pair an activity sheet.
- 2 Students work together to read the questions on the left and find the correct answers on the right. They draw lines to match the questions to the answers.
- 3 Ask students to compare their answers with another pair. They make changes to their own answers if necessary.
- 4 Go through the activity with the class. Elicit the correct answers from students.

ADAPTATION AND EXTENSION

- For a more challenging activity, cut the activity sheet in half lengthways to separate the questions from the answers. Give the questions to one student in each pair, and the answers to the other. Ask students to read through their halves of the activity sheet without showing their partners. Students work together to match the questions and answers; Student A read the question and Student B finds the correct answer and responds with it.

ANSWER KEY

1 D 2 F 3 B 4 E 5 A 6 C

8A Which animal?

AIM

- To practise vocabulary from the unit

ACTIVITY TYPE

Guessing game

CLASSROOM DYNAMICS

Groups of six

TIME TAKEN

10–15 minutes

WHEN TO USE

After Listening, Exercise 4, page 100

PREPARATION

You will need one copy of the activity for each group, cut up into cards.

PROCEDURE

- 1 Tell students they are going to play a guessing game about animals. Some of the animal words are from the lesson; others are one students have learned about previously.
- 2 Review vocabulary. Make sure that the words *kangaroo*, *penguin*, *snake*, *bear*, *camel* and *monkey* are elicited. Before starting, teach the word *fur*.
- 3 Divide the class into groups of six. If the class doesn't divide equally, include some smaller groups.
- 4 Give each group a pile of cards, face down. (With smaller groups, give one card per student.) Students each take a card without showing it to the others in their group. They solve the anagrams and write the missing words.
- 5 Students take turns to read their cards for the rest of the group to guess the animal. The group that guesses all of the animals first is the winner.

ADAPTATION AND EXTENSION

- As an extension, ask students to make their own animal descriptions for the group to guess.

ANSWER KEY

A kangaroo	1 Australia	2 dry	3 sun
B penguin	1 coast	2 snow	3 ice
C snake	1 rainforest	2 hot	3 cold
D bear	1 Europe	2 warm	3 storm
E camel	1 desert	2 boiling	3 freezing
F monkey	1 Antarctica	2 island	3 hot

8B Have you ever ... ?

AIM

- To use the ask and answer questions using the present perfect with *ever*

ACTIVITY TYPE

Matching game

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Listening, Exercise 6, page 100

PREPARATION

You will need one copy of the activity for each pair, cut up into cards.

PROCEDURE

- 1 Divide the class into pairs. Give each pair a set of cards. Ask students to spread the cards face up on the table.
- 2 Students work together to make eight sensible questions with the cards. They then take it in turns to ask and answer the questions.
- 3 Go through the activity with the class. Check the questions and ask different students for their responses.

ADAPTATION AND EXTENSION

- As an extension, students ask students to do a survey in groups. They write down the questions and find out how many people have done each thing. Alternatively, students can come up with their own questions.

ANSWER KEY

See worksheet

8C Holiday messages

AIM

- To complete and compare messages about holidays

ACTIVITY TYPE

Cloze activity

CLASSROOM DYNAMICS

Individual and pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Writing, Exercise 8, page 103

PREPARATION

You will need one copy of the activity for each student or pair.

PROCEDURE

- 1 Tell students they are going to do an activity involving messages from different holidays.
- 2 Give one activity sheet to each student. Ask them to read the messages and complete each one with the correct words from the wordpool.
- 3 Go through the answers with the class.
- 4 Ask students to read the messages again and decide which one sounds better and why. Establish that Becky's message sounds better because it has a more interesting variety of adjectives. She uses *really*, *very* and *a bit* to modify adjectives. She uses stronger adjectives than Alex. (Becky uses *amazing*, *fantastic* and *love*; Dan uses *nice*, *good* and *like*). Becky also uses friendly language.
- 5 Ask students to make suggestions about how Alex could make his message more interesting.

ADAPTATION AND EXTENSION

- As a lead in or a discussion after the activity, ask students what kind of messages they send to friends and family when they are away from home, e.g. text messages, social media posts, emails, postcards. What kind of information do they like to share?
- Allow less confident students to work together to complete the messages.

ANSWER KEY

Becky's message

1 fantastic 2 very 3 amazing 4 love 5 bit

Alex's message

1 apartment 2 too 3 view 4 sea 5 scared

9A All mixed up

AIM

- To review food vocabulary from the unit

ACTIVITY TYPE

Substituting words in dialogues

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10–15 minutes

WHEN TO USE

After Vocabulary: food and health, Exercise 6, page 111

PREPARATION

You will need one copy of the activity for each pair.

PROCEDURE

- Before you start the activity, review food vocabulary from the lesson. Ask students to give examples of different foods you can bake, barbecue, boil, fry, grill and roast. Point out that we can have boiled, baked and roast potatoes, but we don't usually say 'fried potatoes'; we say 'chips' or 'fries'. Elicit the word *sauce* from the previous level. Ask questions, e.g. 'What do we have on pasta?'
- Divide the class into pairs. Give each pair an activity sheet. Explain that the bold words have been mixed up and are in the wrong places. Students work together to replace each word in bold with the correct word from another dialogue.
- Go through the answers with the class.
- Ask students to practise the dialogues in their pairs.

ADAPTATION AND EXTENSION

- This activity can also be done in groups of six. Before the lesson, cut the activity sheet into separate conversations. Give each student a conversation and ask them to think about which words they could substitute for the ones in bold. Students ask the other members in their group if they have any of the words they are looking for. Once students have completed their own conversation, they help others in the group to complete theirs.
- As an extension, ask students to work in pairs. They choose one of the conversations and continue it.

ANSWER KEY

1 chips 2 fried 3 cereal 4 baked 5 pasta 6 sauce 7 salad 8 boiled 9 barbecued 10 sandwich 11 cake 12 biscuits

9B What should I do?

AIM

- To give advice using *should* and *shouldn't*

ACTIVITY TYPE

Discussion

CLASSROOM DYNAMICS

Groups of three or four

TIME TAKEN

10 minutes

WHEN TO USE

After Listening, Exercise 6, page 112

PREPARATION

You will need one copy of the activity for each group, cut up into cards.

PROCEDURE

- Divide the class into groups of three. If the class doesn't divide exactly, the game will work with pairs or groups of four. Give each group a set of cards. Ask students to shuffle them and place them face down on the table.
- Set a time limit of ten minutes. Students take it in turns to pick up a card and read the problem. The other students in the group give advice about what they should or shouldn't do, e.g. A: 'I'm worried about my English test.' B: 'You should talk to your teacher'
- Go through the activity with the class. Ask each group to share some of the advice that people gave.

ADAPTATION AND EXTENSION

- This game can also be played as a mingling activity. Give each student a card and set a time limit of ten minutes. Students walk around the class and choose a partner. They take it in turns to read their cards and give advice. Students then swap cards with their partner and find another student to talk to. They continue in this way until the time is up.

9C The race

ACTIVITY TYPE

- To review conjunctions from the unit

SKILLS FOCUS

Using *and* *because* and *so* to link and contrast ideas in a story

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Writing, Exercise 11, page 115

PREPARATION

You will need one copy of the activity for each pair.

PROCEDURE

- 1 Divide the class into pairs. Give each pair a copy of the activity sheet. Explain that students have a story with conjunctions missing. Teach them term *broken leg*.
- 2 Ask students read the story and complete each gap with *and*, *but*, *so* or *because*.
- 3 Go through the answers with the class.

ADAPTATION AND EXTENSION

- For a more challenging activity, cut the story along the lines, discarding the numbers. Ask students to complete the gaps and then put the sentences in order.
- As an extension, ask students to look at the sentences with *so* and *because* again. Ask them to rewrite them using the opposite conjunction, e.g. *Aisha wanted to help her friend, so she stopped running* = *Aisha stopped running because she wanted to help her friend*.

ANSWER KEY

1 and 2 because 3 but 4 so 5 and 6 so 7 because 8 but