

## 1A Present choice

### AIM(S)

To practise using present tenses and time expressions

### ACTIVITY TYPE

A speaking activity in which students identify the correct tenses to use in questions and then give answers also using the correct tense

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: Talking about the present, Exercise 4, page 12

### PREPARATION

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

### PROCEDURE

- 1 Divide the class into pairs or small groups and give each a set of cards. Students should place the cards face down in a pile in front of them.
- 2 Tell students they are going to take turns to read sentences and then ask and answer questions based on the sentences using the correct present tense. If necessary, remind them of the different tenses and their uses summarised in Explore grammar on page 12 of the Student Book.
- 3 Student A picks up the first card, looks at the sentence and decides which present tense (present simple or present continuous) they should use to complete it. They then read the first sentence to their partner. Student B has to decide if the tense used is correct.
- 4 Student A then repeats step 3, with the question, and asks it to Student B. He/She, in turn, has to answer the question using the correct tense.
- 5 Student B now picks a card and reads it to Student A, repeating steps 3 and 4.
- 6 Students take turns picking and reading the cards, choosing the correct tenses to read out and answering the questions. Monitor the students' conversations and provide help with vocabulary or error correction if necessary.
- 7 Feed back to the class on any common errors and good use of language you have noted in students' answers.

### ADAPTATION AND EXTENSION

- The activity can be used with small groups. If students work in groups of three, Student A asks the question to Student B. He/She, in turn, reads the question to Student C, and so on. If students work in groups of four, Students AC work together to decide on the correct tenses, and read the cards to Students BD.
- Fast finishers can find the time expressions in the sentences (e.g. 'often', 'once a month'), identify their positions and write sentences of their own using them.

## ANSWER KEY

I'm not allowed to play video games at night. Do you play video games at night?

I enjoy reading fantasy books. What do you enjoy reading?

I'm wearing my favourite T-shirt today. Are you wearing anything special today?

I don't like doing the dishes every day. Is there anything you don't like doing every day?

I'm having problems with my computer at the moment. Are you having any problems with anything at the moment?

I often feel nervous before an important exam. How do you feel before an important exam?

Once a month I watch a film at the cinema. How often do you go to the cinema?

I'm not sitting at my usual place in the classroom today. Where are you sitting today?

I usually take pictures of me with my friends. Who do you usually take pictures with?

I'm watching a new TV series now. Are you watching any TV series now?

I chat with my friends every day. Who do you chat with every day?

I have a Maths class on Wednesdays. What subject(s) do you have tomorrow?

I'm not starting any new hobbies at the moment. Are you doing any activities at the moment?

I never go home alone after school. Do you ever go home alone after school?

We are learning new things at school this week. What are you learning at school this week?

I usually sleep late at the weekend. What do you usually do at the weekend?

## 1B Guess my personality

### AIM(S)

To review personality adjectives from the unit

### ACTIVITY TYPE

A game in which students are given clues and have to identify the correct adjective

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Vocabulary: Personality adjectives, Exercise 1, page 13

### PREPARATION

You will need one copy of the activity per pair or group, cut up into cards.

## PROCEDURE

- 1 Divide the class into pairs or groups of three and give each a set of cards. Students should place the cards face down in a pile in front of them.
- 2 Tell students they will take turns to try to identify adjectives from a set of clues that their partner will read to them. The adjectives are those they have studied in Exercise 1 of the Student Book (page 13).
- 3 Student A picks up the first card and reads *only* the sentence ('3') to Student B. Student B tries to guess the adjective that describes the person from the sentence. (The answer is given in bold at the bottom of the card.)
- 4 If Student B cannot guess the word, Student A reads the second clue ('2', number of letters), and if needed, the third clue ('1', first letter of the word).
- 5 If Student B guesses the adjective, he/she keeps the card and earns 3, 2 or 1 point(s) if the word was guessed with the first, second or third clue respectively. They can circle/write the score on the card or write it down separately.
- 6 Student B then picks a new card and reads it to Student A, repeating steps 3–5.
- 7 Students take turns picking and reading the cards and guessing the answers. The student with the most points when time is up or all the cards have been used is the winner.

## ADAPTATION AND EXTENSION

- The activity can be made more competitive if students work in groups of three: Student A asks the questions to both Students B and C and the one who answers first correctly keeps the card, and so on.
- Fast finishers can, individually or in pairs, choose four adjectives and write a definition for each. They then read them to their partner(s), who will try to guess the words.

## ANSWER KEY

See the activity sheet.

## 1C About my friend

### AIM(S)

- To practise email writing skills, in particular responding to content points, related to Writing Part 1
- To practise using personality adjectives from the unit

### EXAM LINK

Writing Part 1: Email

### ACTIVITY TYPE

A writing activity in which students have to choose and reorder parts of an email, and complete the blanks with their own ideas

### CLASSROOM DYNAMICS

Individuals or pairwork

## TIME TAKEN

12–15 minutes

## WHEN TO USE

After Writing: Exercise 5, page 17

## PREPARATION

You will need one copy of the activity per student/pair of students, divided into the task (email fragment) and sections of the reply, which need to be cut out individually.

## PROCEDURE

- 1 Give a set of cards to each student or divide the class into pairs and give each a set which they should place face down in front of them.
- 2 Hand out copies of the task (the email fragment at the top of the sheet) or copy it onto the board. Explain that students will need to select and order sections of text to create an email response to the task. Focus their attention on the Exam tip box on page 17 of the Student Book. Then tell students to carefully read the task and think about or discuss in their pairs what information the reply should include. Allow 1–2 minutes for them to do this.
- 3 Tell students to spread the cards face up in front of them. They need to choose the six correct sections that form the email reply and put them in the correct order. There are three extra sections that do not fit. Allow 3–4 minutes for this part of the activity.
- 4 Monitor students' production and then correct with the whole class. Ask them to explain why they have discarded the extra sections.
- 5 Next, give students 3–4 minutes to complete the blanks with their own ideas.
- 6 Monitor students' production and ask students to read/exchange their emails with a partner or share them with the whole class if there is time.

## ADAPTATION AND EXTENSION

The task can be used on its own to provide extra practice planning and writing an email. Students are told to plan their replies in detail, following the questions asked in the task, and then write their email.

## ANSWER KEY

The activity sheet shows the sentences in the correct order, with the three extra sections at the end.

## 2A Find the tense

### AIM(S)

To practise using past tenses

### ACTIVITY TYPE

A gap-fill game in which students have to choose the correct verb and then locate and use the correct past tense

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10–15 minutes

### WHEN TO USE

After Grammar: Talking about the past, Exercise 5, page 24

### PREPARATION

You will need one copy of the activity per pair of students, divided into Student A and Student B.

### PROCEDURE

- 1 Divide the class into pairs and give each student one half of the activity sheet (Student A and Student B).
- 2 Explain that they are going to complete the sentences on their sheet by adding a verb in the correct form. Allow 1–2 minutes for students to read their sentences and think about which verb from the box at the top will complete each gap and in what form: past simple or past continuous. Explain that their partner has the correct form of the verb they need in their grids, and vice versa. The aim is to find all the correct forms they need to complete their sentences.
- 3 Student A then gives a set of coordinates ranging from A1 to D5 (e.g. 'C3') to Student B, who reads out the verb form in that place on their grid (*Student A verbs*) and crosses it out. Student A then decides if that verb in that form can be used to complete one of his/her sentences and, if so, writes it in the gap. Note that the verb must be in the correct tense, if it is not, then it cannot be used. (To help keep track of grid positions used, they can also make a note of the coordinates they have chosen.)
- 4 Student B then repeats step 3.
- 5 Students take turns to choose a box from their partner's grid and decide if the verb and form will complete one of their sentences until all gaps have been filled, or time runs out. Set a time limit of 8 minutes.
- 6 Students then check their answers together. Monitor and answer questions as necessary. The winner is the student who got the most correct answers in each pair.

### ADAPTATION AND EXTENSION

For large classes, divide students into groups of four, two against two.

### ANSWER KEY

Student A: 1 grew up; 2 realised; 3 learnt; 4 was dreaming; 5 was watching; 6 didn't understand; 7 didn't know; 8 hated; 9 didn't hear; 10 was doing

Student B: 1 was being; 2 was growing up; 3 realised; 4 learnt; 5 dreamt; 6 watched; 7 did; 8 didn't understand; 9 didn't know; 10 looked

## 2B Say the right word

### AIM(S)

- To review vocabulary about language and communication from the unit
- To provide four-option multiple-choice cloze completion skills practice related to Reading Part 5

### EXAM LINK

Reading Part 5: Four-option multiple-choice cloze

### ACTIVITY TYPE

A gap-fill activity in which students chose the correct verbs to complete sentences

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Vocabulary: Language and communication, Exercise 4, page 25

### PREPARATION

You will need one copy of the activity per pair of students, cut up into cards.

### PROCEDURE

- 1 Divide the class into pairs and give each a set of cards. Students should place the cards face down in a pile in front of them.
- 2 Explain that students will take turns to read out a sentence with a gap and to choose the correct verb to complete the gap.
- 3 Student A picks up a card and reads out the gapped sentence (indicating where the gap occurs) and the four options for the gap (A–D), without showing the card to their partner.
- 4 Student B chooses one of the options to complete the sentence correctly. If Student B is right, he/she keeps the card, if not, the card is put aside. (The correct answers are printed in bold on the card.)
- 5 Student B now picks a card and reads it to Student A, who chooses an option, repeating steps 3 and 4.
- 6 Students take turns picking and reading the cards and choosing the answers.
- 7 The student with the most correct answers in each pair wins.

### ADAPTATION AND EXTENSION

- You can use this activity with groups of three students. Student A reads the sentence aloud and the first student (B or C) who says the correct answer keeps the card.
- Higher level fast-finishers can write two or three gapped sentences of their own, with four multiple-choice options including the correct answer, and swap with a partner to complete them.

### ANSWER KEY

See the activity sheet.

## 2C Get the meaning

### AIM(S)

To review vocabulary from the unit: strong adjectives

### ACTIVITY TYPE

A memory game in which students remember the position of cards in order to match adjectives to their descriptions

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Writing: Exercise 8, page 28

### PREPARATION

You will need one copy of the sheet per pair of students, cut up into cards and divided into adjectives (grey) and descriptions (white).

### PROCEDURE

- 1 Divide the class into pairs and give each a set of adjective cards and a set of description cards. Tell them to shuffle the two types of cards separately and spread them face down in two groups. One set (grey) contains adjectives, and the other (white) descriptions.
- 2 Explain to students they will take turns to find matching adjectives and descriptions.
- 3 Student A turns over a card from each set and reads out the description and the adjective to see if they match. If they do, Student A keeps them. If not, the cards are turned back over, keeping them in the same place. Both students try to remember the location of the adjective and description for next time.
- 4 Student B repeats step 3.
- 5 Students take turns picking and reading the cards until all the cards are picked and matched or time runs out.
- 6 Monitor and help if students do not agree on the correct descriptions. The student with the most correct answers in each pair wins.

### ADAPTATION AND EXTENSION

- To extend the activity (or for fast finishers), students can pick five adjectives and write sentences about themselves. They can then exchange their sentences with their partners for correction.
- The activity can be adapted as a form of 'snap'. The cards are kept in two sets, with each set shuffled well. They are placed face down in two piles and students take turns to turn over the top card in each pile. If the description matches the adjective, they get to keep the two cards. It is important that the remaining cards in both piles are shuffled after every two to three turns to avoid the same pairs of cards appearing together over again. For a more lively version, each student has one set of cards. The top cards of both piles are turned over simultaneously and if they match the first student to shout out 'snap' gets to keep the two cards.

## 3A Future possibilities

### AIM(S)

To practise talking about the future

### ACTIVITY TYPE

A sentence-halves matching activity where students match each beginning of a sentence with a correct ending, and then complete them with a verb in the correct future form

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

15 minutes

### WHEN TO USE

After Grammar: Talking about the future, Exercise 4, page 36

### PREPARATION

You will need one copy of the activity per pair of students.

### PROCEDURE

- 1 Divide the class into pairs and give each pair a copy of the activity sheet.
- 2 Explain that students are going to make complete sentences by matching two halves and putting the verb in the correct future form. Remind them of the different future forms and their uses presented in Explore grammar on page 36 of the Student Book, if necessary.
- 3 Tell students they need to match the first half of each sentence with the second half. Students should write the sentence beginning number (e.g. '1') in the square next to the sentence ending half they want to join to it. Allow 5 minutes and check answers with the whole class.
- 4 Once the sentences are complete, students should write the verb in the correct future tense on the line before it. Allow 3 minutes for this.
- 5 Pairs should then decide if the future form for each sentence is used to make a prediction, plan, decision, etc., writing the sentence numbers next to the uses in the box at the bottom of the sheet. Allow 3 minutes for this part of the activity.
- 6 Check answers with the whole class.

### ADAPTATION AND EXTENSION

- Students write their own sentences, one per category (predictions, decisions, etc.), either individually or in pairs, depending on ability. See page 36 of the Student Book for the categories.
- Higher level students could do this activity on their own, and then compare their answers with a partner.
- Steps 4 and 5 can be combined as a whole class discussion, eliciting the type of use in each sentence and the form of the future used for each one.

**ANSWER KEY**

- 1 I think mobile phones will disappear in the future. (*prediction – personal opinion*)
- 2 This weekend, I'm going to watch the latest superheroes film at the cinema. (*plan*)
- 3 Don't worry, the film starts at 10pm, so we still have some time. (*scheduled event*)
- 4 I don't think I will listen to the same type of music when I grow older. (*prediction – personal opinion*)
- 5 I can't find my headphones. I'll ask my sister if she's seen them. (*decision*)
- 6 The band said they re going to change their music style sometime soon. (*plan*)
- 7 I need to take a break. I'll watch some TV. (*decision*)
- 8 We have a test next week, so I'm meeting my classmates to study. (*arrangement*)
- 9 It seems soon all devices at home are going to be connected to the internet. (*prediction – information*)
- 10 The new tablets look great, but they re/are going to be / will be expensive. They usually are! (*prediction – information / prediction – personal opinion*)

**3B Find the word****AIM(S)**

To review vocabulary, including phrasal verbs, from the unit related to technology in the home

**ACTIVITY TYPE**

A two-part crossword in which students have to find the missing words

**CLASSROOM DYNAMICS**

Pairwork

**TIME TAKEN**

10 minutes

**WHEN TO USE**

After Vocabulary: Technology in the home, Exercise 3, page 37

**PREPARATION**

You will need one copy of the activity per pair, divided into Student A and Student B sections.

**PROCEDURE**

- 1 Divide the class into pairs and give each student in each pair a Student A or Student B version of the crossword. Students should not show their sheet to their partner.
- 2 Draw students' attention to the fact that their grid contains some words that have been filled in and some missing words. Explain that their partner has the answers to the missing words in their crossword grid and so they will need to ask their partner for clues in order to complete their version of the crossword. All the answers are vocabulary items from page 37 of the Student Book (Technology in the home).
- 3 Student A chooses one of the missing words from his/her grid and asks Student B for a definition, e.g. 'What's 4 across?'. Student B provides a definition, depending on the word (electronic equipment or phrasal verb), e.g. 'It's a machine that ...' or 'It means to make ...'.

- 4 Student A should try to guess the right answer based on the definition and the number of characters in the crossword grid. Students are only allowed two attempts at the correct answer per turn, but they may return to a word later.
- 5 Student B now chooses a missing word from his/her grid and asks Student A for a definition, repeating steps 3 and 4.
- 6 Students take turns asking for clues about their missing words and guessing the answers until both crosswords have been completed or time runs out (allow about 7 minutes). Allow students to check the answers (and spelling) by comparing each other's grids. The student who correctly completes their crossword first, or has completed the most clues correctly when time is up, is the winner.
- 7 Bring the whole class's attention to the question below the grid ('What do they all have in common?'). Tell them they should work in their pairs to look at the greyed-out letters in both grids and reorder them to form the missing word. Allow about a minute for them to do this and then elicit the correct answer from the class.

**ADAPTATION AND EXTENSION**

For a quieter activity, students write clues/definitions for the words that appear in their grid and then give them to their partner to solve their version of the crossword.

**ANSWER KEY**

See the activity sheet.

Missing word: ELECTRICITY

**3C Your views on technology****AIM(S)**

- To practise speculating about the future
- To practise skills and vocabulary (asking for and giving opinions) related to Speaking Part 3 and Part 4

**EXAM LINK**

Speaking Part 3: Collaborative task and Part 4: Discussion

**ACTIVITY TYPE**

A speaking activity in which cards are used as prompts for topics and for language to give or respond to opinions

**CLASSROOM DYNAMICS**

Groups of three

**TIME TAKEN**

10–15 minutes

**WHEN TO USE**

After Speaking: Exercise 5, page 39

**PREPARATION**

You will need one copy of the activity sheet per group of students, cut up into two sets of individual cards: topics (white) and expressions (grey). Each group needs access to a clock or stopwatch for timing turns.

**PROCEDURE**

- 1 Divide the class into groups of three and give each a set of cards. Ask them to place the cards face down in two piles: one pile of white cards (topics) and one pile of grey cards (expressions).
- 2 Explain to students that they are going to talk about the future using the cards as prompts for topics and for expressions to respond/agree/disagree/provide opinion, etc.
- 3 Student A begins by picking and reading a card from the first pile (topics) and turns it face up for Students B and C to see. Student A has 10 seconds to prepare and then must speak for at least 20 seconds about the topic (Student B takes responsibility for timing them). Student C monitors, checking that Student A is on topic.
- 4 Students B and C then each pick a card from the second pile (expressions) and respond/agree/disagree/provide further opinion, etc., using the expression on the card. Once all the expressions cards have been used, they can be shuffled and placed in a new pile to be used again.
- 4 Students take turns picking cards, giving their opinion on the topics and using the expressions until they have used all the cards or the time is up.
- 5 Walk around the class, monitoring and assisting with language where necessary. Make notes of good use of language and common errors to review with the class at the end of the activity. If there is time at the end, elicit which topic(s) gave rise to the strongest opinions and ask groups to volunteer to re-enact the discussion(s).

**ADAPTATION AND EXTENSION**

The activity can be done with pairs instead of groups.

**4A In other words****AIM(S)**

- To review sport vocabulary from the unit
- To practise matching words/phrases with the same meaning for Reading Part 2

**ACTIVITY TYPE**

A card-matching activity in which students have to match words to their definitions/similar expressions

**EXAM LINK**

Reading Part 2: Multiple matching

**CLASSROOM DYNAMICS**

Pairwork

**TIME TAKEN**

8–10 minutes

**WHEN TO USE**

After Reading, Exercise 7, page 47

**PREPARATION**

You will need one copy of the activity sheet per pair of students, cut up into sets of cards (white and grey).

**PROCEDURE**

- 1 Divide the class into pairs and give each a set of cards. Ask them to place the two sets, face down, spread out in front of them. They need to keep the two sets separate.
- 2 Explain that one set (white) contains words/phrases from the Reading spread on pages 46–47 of the Student Book, and the other (grey), their definitions or synonyms. Tell students they are going to take turns to find the matching cards.
- 3 Student A turns over a card from each set, reads them aloud and decides if they match. If Student B agrees that the white word/phrase matches the grey definition or synonym, Student A makes a sentence using the white word and keeps both cards. If not, they are turned face down again and both students try to remember their position for subsequent turns.
- 4 Student B now picks a card from each set, repeating step 3.
- 5 Students take turns turning over and reading the cards and making sentences. The student with the most cards at the end of the activity or when time runs out wins.
- 6 Monitor and help if students do not agree on whether cards match, and provide language support and correction if necessary when students make their own sentences.

**ADAPTATION AND EXTENSION**

As an alternative, pairs spread a set of white cards face up in front of them and place the grey cards in a pile, face down. Student A picks a definition/synonym (grey) card and reads it to his/her partner. Student B identifies the matching vocabulary item from the set of white cards. Students take turns reading out the cards to their partners and selecting the correct words.

**ANSWER KEY**

See the activity sheet.

**4B Perfect transformations****AIM(S)**

To practise using the present perfect and adverbs of time

**ACTIVITY TYPE**

A speaking activity in which students make sentence transformations, focusing on verb tense and adverbs of time

**CLASSROOM DYNAMICS**

Pairwork

**TIME TAKEN**

10 minutes

**WHEN TO USE**

After Grammar: Present perfect with adverbs of time, Exercise 5, page 48

**PREPARATION**

You will need one copy of the activity sheet per pair of students, cut up into cards.



## PROCEDURE

- 1 Divide the class into pairs and give each a set of cards. Students should place the cards face down in a pile in front of them.
- 2 Explain that students will hear a sentence read by their partner and be given a keyword. They will then hear a second sentence from which part is missing. They are going to complete the second sentence using the keyword. They should use no more than three words to fill the gap and should also remember that the sentences involve the present perfect tense and adverbs of time.
- 3 Student A picks up a card and reads only the first sentence and the word in bold (the keyword) to their partner. Then Student A reads the second sentence, indicating where the gap occurs, but NOT the words inside the parenthesis at the bottom of the card.
- 4 Student B rephrases the first sentence by using the given keyword to fill the gap in the second sentence. Model an example on the board if necessary, taking the part of Student B while a member of the class acts as Student A. (When answering the questions, students can make written notes if this helps.)
- 5 Student A shows the card to Student B. If the latter was right, he/she keeps the card, if not, Student A keeps it.
- 6 Student B now picks a card and reads it to Student A, repeating steps 3–5.
- 7 Students take turns picking and reading the cards and giving the answers. The student with the most correct answers at the end of the activity wins.
- 8 Monitor language, noting common errors, and provide support where necessary. Remind students that the missing parts involve the present perfect tense and/or adverbs of time. If there is time at the end of the lesson, feed back to the class, drawing their attention to any common errors you noted.

## ADAPTATION AND EXTENSION

- To make the activity easier, the student reading the sentence to their partner can fold over the answer at the bottom to hide it and then allow the student answering the question to see the second sentence and keyword.
- As an extension, students write sentences of their own using the adverbs of time on the cards. Higher level students can write their own transformation sentences, using adverbs of time, for their partners to solve.

## ANSWER KEY

See the activity sheet.

## 4C Find the wrong word

### AIM(S)

To review sport vocabulary from the unit, including noun and verb forms

### ACTIVITY TYPE

An error-correction activity in which students have to identify and correct mistakes in sentences

### CLASSROOM DYNAMICS

Individuals or pairwork

### TIME TAKEN

10–12 minutes

## WHEN TO USE

After Vocabulary: Noun and verb forms, Exercise 4, page 49

## PREPARATION

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

## PROCEDURE

- 1 Set students to work individually or divide the class into pairs and give each student/pair a copy of the worksheet.
- 2 Explain to students they are going to identify incorrect words in sentences to do with sport and then find the right place for each word in another of the sentences. Draw their attention to the Explore language box on page 49 if necessary and remind them that some nouns are the same as or sound the same as the verb form.
- 3 First, tell students to read each sentence and find the one word that is wrong and underline it. Allow 2–3 minutes for this.
- 4 Once students have identified all the incorrect words, tell them to look again at the underlined word in the first sentence and decide in which of the other sentences it should be placed. When they have found the right place, they cross out the word in the first sentence and write it above the incorrect word in the new sentence.
- 5 Students repeat step 4 until all sentences have been corrected, i.e. all underlined words have been placed in the correct sentence. Allow 5–6 minutes for this part of the activity.
- 6 Check answers with the whole class, drawing their attention to the use of the same or similar verb and noun forms.

## ADAPTATION AND EXTENSION

- To adapt the activity, the sentences can be cut out as cards which students place in a pile in front of them. Student A picks the first card, and reads the sentence to Student B. He/She has to identify the mistake and fix it. Student B then picks a card and reads it to Student A, and so on.
- Fast finishers can work individually or in pairs to write their own gap-fill sentences using the sport nouns and verbs and swap them with another student/pair to complete.

## ANSWER KEY

- 1 After a difficult match, the school team was able to practise~~beat~~ their rivals.
- 2 Students from all local schools won~~competed~~ in the school olympics last month.
- 3 If you want to win this kick~~race~~, you'll have to run a lot every day.
- 4 To get points in baseball you have to train~~hit~~ the ball with the bat as hard as you can.
- 5 Brazil's won several World Cups, so it was a big surprise when they competed~~lost~~ the first match.
- 6 We were able to score a goal with the last score~~kick~~ of the match!
- 7 Do you only lost~~kick~~ your opponent with your feet in kickboxing, or can you use your fists to hit as well?
- 8 Everybody cheered when our team managed to hits~~score~~ a goal in the final minute of the game.
- 9 The match was very boring and ended with a final practices~~score~~ of 0–0.
- 10 You need to beat~~train/practise~~ all the time if you want to be the best.

- 11 She's young, but she's ~~racin~~g won several competitions already.
- 12 With a little more ~~race~~practice, you'll be able to win the next game.
- 13 I know I will be ~~kick~~racing against some of the school's top athletes, but I'm just doing it for fun.
- 14 I know I should ~~score~~practise/train every day, but I just don't have enough time!

## 5A If this is right ...

### AIM(S)

To practise zero, first and second conditionals

### ACTIVITY TYPE

A competitive error-correction activity in which students place bids depending on how sure they are of the correct answer

### CLASSROOM DYNAMICS

Pairwork and whole class

### TIME TAKEN

15–20 minutes

### WHEN TO USE

After Grammar: Zero, first and second conditionals, Exercise 5, page 60

### PREPARATION

You will need one copy of the worksheet per pair of students.

### PROCEDURE

- 1 Divide the class into pairs and give each a copy of the worksheet.
- 2 Explain to students that they are going to decide if the sentences on the sheet use the correct conditional form according to the type of conditional given. If necessary review the different types of conditional and their uses presented in the Explore grammar box on page 60 of the Student Book.
- 3 Tell students that first they must work together in their pairs and decide if the sentences are correct or incorrect and mark each one with a ✓ or ✗. Tell them the mistakes are only in the conditional forms. Focus them on the type of conditional (always/0, future/1st, unlikely/3rd) to know what the correct conditional form should be. Give them 4 minutes to do this.
- 4 Pairs then correct the sentences they have identified as incorrect. Set a time limit of 6–7 minutes for this.
- 5 Tell pairs they must now 'bid', or offer, points on each sentence they have corrected, depending on how certain they are their answer is correct. The bid must be a number from one (1) to ten (10) (one if they do not know, and ten if they are certain). Pairs decide on their bids and write the amount in the column on the right. Give them 2–3 minutes to decide.
- 6 When the time is up, do a whole-class correction. If the students have correctly identified a sentence as correct or incorrect they get a point which they should mark on their sheet. If the students' corrected sentences are right, they win the points they have bid. If not, they lose the amount and they should write a minus sign ('-') before it on the sheet (e.g. '-5'). Students should finally add up all their points (not forgetting to subtract the minus amounts) to get their final score. The pair with most points is the winner.
- 7 Ask for class feedback on any of the sentences and/or conditional forms they found difficult.

## ADAPTATION AND EXTENSION

As extension, students pick five sentences from the worksheet (representing a range of conditional forms) and write their own examples, using the first half of each sentence, e.g., 'If I see something I like online ... I mark it as a favourite'.

### ANSWER KEY

- 1 When the next superhero movie is released, ~~he~~I'll watch it. (future)
- 2 If I ~~saw~~see something I like online, I share it with my friends. (always)
- 3 (correct)
- 4 I ~~would~~ go to the festival if my favourite band was playing. (unlikely)
- 5 If I ~~meet~~met someone famous, I'd take a picture with them. (unlikely)
- 6 If I like the film, I'll write a positive review online. (future)
- 7 My friends and I ~~will~~ play online games when we finish classes. (always)
- 8 (correct)
- 9 (correct)
- 10 If you ~~can~~could choose, would you watch a movie or a play this weekend? (unlikely)
- 11 If I like an actor/actress, I immediately ~~will~~ follow them on social media. (always)
- 12 (correct)
- 13 If I don't meet with my friends after school, I'll chat with them on social media. (future)
- 14 If you ~~are~~were a celebrity, you wouldn't have much private life. (unlikely)
- 15 If the band releases a new album, I'll download it to my mobile. (future)

## 5B Entertainment halves

### AIM(S)

To review vocabulary and collocations related to entertainment from the unit

### ACTIVITY TYPE

A sentence-halves matching activity with cards

### CLASSROOM DYNAMICS

Individuals or pairwork

### TIME TAKEN

8–10 minutes

### WHEN TO USE

After Vocabulary: Entertainment, Exercise 5, page 61

### PREPARATION

You will need one copy of the activity sheet per pair of students, cut up into cards.



**PROCEDURE**

- 1 Set students to work individually or divide the class into pairs and give each student or pair a set of cards. Students should spread the cards face up in front of them.
- 2 Tell students to form sentences matching the halves (white card first, grey card second).
- 3 Ask students to read the first halves (white) and focus on the verbs related to entertainment (film, record, interview, etc.). Then ask students to read the grey cards and focus on the nouns the verbs can collocate with (tickets, album, scene, etc.). Warn students that some verbs are used twice and some verbs go with phrases rather than nouns. Allow about 5 minutes for this.
- 4 Check answers with the whole class.

**ADAPTATION AND EXTENSION**

- For an element of competitiveness you can set the activity as a race, with the individual or pair who is the first to correctly match all the halves declared the winner(s).
- For higher ability classes, using the white cards only, students take turns in pairs to pick a card, read the verb and then complete the sentence themselves using the correct verb–noun collocation or a phrase that goes with the verb. E.g., If the card reads 'It's a very popular show, so you have to book ...', the student reads '(to) book' and adds a correct collocation ('tickets / seats') to complete the sentence ('... tickets early to get a seat. / seats in advance.').

**ANSWER KEY**

See the activity sheet.

**5C Articles wanted!****AIM(S)**

- To practise article writing for Writing Part 2: An article
- To practise using vocabulary related to entertainment from the unit
- To provide additional support in preparation for the Writing task on page 66.

**EXAM LINK**

Writing Part 2: An article

**ACTIVITY TYPE**

A writing activity in which students have to choose and reorder parts of an article, and then complete the blanks for themselves

**CLASSROOM DYNAMICS**

Pairwork

**TIME TAKEN**

15 minutes

**WHEN TO USE**

After Writing: Exercise 8, page 65

**PREPARATION**

You will need a copy of the activity sheet per pair of students, cut up into the task (at the top of the sheet) and individual section/sentence cards.

**PROCEDURE**

- 1 Divide the class into pairs and give each a set of cards. (If appropriate, pair weaker students with a stronger partner.) Students should spread the cards face down in front of them.
- 2 Hand out a copy of the instructions (*Articles wanted*) or copy it on the board. Give students a minute or so to read the instructions and then discuss with the class what information the article should include.
- 3 Tell pairs to turn the cards face up and to choose the five correct sections to form the article, in the correct order. There are two extra sections. Set a time limit of 3 minutes for them to do this.
- 4 Monitor students' production and then check with the whole class. Ask them to explain why they have discarded the extra sections.
- 5 Then, tell pairs to complete the blanks with their own ideas. Set a time limit of 5 minutes for this.
- 6 Monitor students' production and ask students to read/exchange their articles with another pair. If time allows, ask some pairs to share their completed articles with the rest of the class.

**ADAPTATION AND EXTENSION**

Higher ability students could do this activity individually.

**ANSWER KEY**

See the activity sheet.

**6A Passive quiz****AIM(S)**

To practise using the present simple passive and past simple passive

**ACTIVITY TYPE**

A quiz about the natural world in which students have to use the passive voice to complete a general knowledge question or description

**CLASSROOM DYNAMICS**

Pairwork

**TIME TAKEN**

10 minutes

**WHEN TO USE**

After Grammar: The passive: present simple and past simple, Exercise 7, page 72

**PREPARATION**

You will need one copy of the activity per pair of students, with the cards cut out.

## PROCEDURE

- 1 Divide the class into pairs and give each a set of cards. Students should place the cards face down in a pile in front of them.
- 2 Explain that the cards contain general knowledge questions about the natural world which students are going to ask each other. For the questions to be asked correctly, the verbs on the cards need to be put into the passive form.
- 3 Student A picks up a card and reads the sentence to their partner, using the verb given in brackets in the passive form. They should not read out the answer given at the bottom of the card. Student B decides if the passive form used is correct (if not, Student B must ask Student A to fix the mistake) and gives the correct answer to the question if they can.
- 4 Student A shows the card to Student B. If the latter gave the right answer to the question, he/she keeps the card, if not, Student A keeps it.
- 5 Student B now picks a card and reads it to Student A, repeating steps 3 and 4.
- 6 Students take turns picking and reading the cards and giving the answers. The student with the most correct answers once all the cards have been used or time is up wins.
- 7 Monitor students' production of the passive form, mediating any disputes over the correct form required, and provide error correction if necessary.

## ADAPTATION AND EXTENSION

Divide the class into teams of four to six, who compete against another team. Cards are shuffled and divided between Team A and Team B. Team members take it in turns to read the questions to the other team using the passive. They get a point if they get the passive form right. The other team gets a point if they answer the question correctly (they can confer). Team A reads a sentence to Team B, then it is Team B's turn, and so on.

## ANSWER KEY

Which bird is found mostly in Antarctica?

What large mammals are hunted at sea?

These animals live in the Arctic and are threatened by climate change.

These animals are shot for their tusks.

Millions of these containers are thrown in the sea, and they pollute it.

Where is the longest range of mountains located?

Which animals, that are often kept as pets, are trained to help blind people?

When was the Earth formed?

Which of these wild animals are/is protected: tigers, gorillas or polar bears?

The Amazon rainforest is located mainly in which country?

The world's water is divided into how many oceans?

Oil from a whale's stomach is used to make what?

Which of these are/is recycled: plastic, glass or food?

The Earth is inhabited by how many people?

See the activity sheet for answers to the questions.

## 6B Order the adjectives

### AIM(S)

To practise adjective order and review vocabulary about the natural world

### ACTIVITY TYPE

A word-ordering activity in which students have to identify adjectives and a noun in the correct order

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Vocabulary: Adjective order, Exercise 5, page 73

### PREPARATION

You will need one copy of the activity per pair of students.

## PROCEDURE

- 1 Divide the class into pairs and give each a copy of the worksheet.
- 2 Tell students they are going to form phrases joining two adjectives and a noun in the correct order (e.g. opinion + fact + noun). Refer them to Explore vocabulary: adjective order on page 73 of the Student Book if they are unsure.
- 3 Student A chooses a noun (in bold) and then identifies two adjectives that can describe it. They draw a continuous line starting from the first adjective, through the second, to the noun in the correct order. The three words must be in consecutive boxes, in either direction, horizontally or vertically (but not diagonally). If necessary, demonstrate with a phrase on the sheet (e.g. *scary, dark clouds*, which illustrates how the line can change direction).
- 4 Student B checks if the phrase makes sense and is correct, applying the rules that govern adjective order. They then form a new phrase, repeating step 3.
- 5 Students take turns 'marking' the phrases on their worksheet. Monitor and answer questions as necessary. Ask for examples at the end of the activity as a class round-up.

## ADAPTATION AND EXTENSION

- As an alternative, or extension, the sheet can be used for a class race where pairs put together as many correct combinations of any two of the adjectives in the grid with a noun as they can within a given time limit (2 to 3 minutes). The combinations must make sense. The pair with the most correct phrases wins the race.
- The sheet can also be cut up so pairs of students can put the adjectives in order with the nouns in bold.
- To extend the activity, pairs or individual students can be set a time limit to write a story in which they include as many of the descriptive phrases as they can. They then swap with another student or pair to check.

## ANSWER KEY

Suggested answers:

amazing, high **waterfalls**; scary, dark **clouds**; beautiful, white **sand**; long, narrow **path**; dangerous, big **waves**; huge, blue **whale**; beautiful, white **snow**; surprising, thick **fog**; pretty, long **beach**; amazing, ancient **creature**; pretty, ancient **forest**; dangerous, huge **cliff**; incredible, strong **sunlight**; round, black **rock**; clear, white **moon**; horrible, narrow **path**; intelligent, large **elephant**; interesting, short **documentary**

## 6C Your turn to help the environment

### AIM(S)

To practise collaborative speaking and expressions for turn taking related to Speaking Part 3

### EXAM LINK

Speaking Part 3: Collaborative task

### ACTIVITY TYPE

A collaborative speaking activity about helping the environment in which students use expressions on cards to invite turn taking

### CLASSROOM DYNAMICS

Pairwork or groups of three

### TIME TAKEN

10 minutes

### WHEN TO USE

After Speaking, Exercise 5, page 76

### PREPARATION

You will need one copy of the activity per group or pair of students, divided into the topic (at the top) and the cards at the bottom, individually cut out.

### PROCEDURE

- 1 Divide the class into pairs or groups of three and give each a topic summary (the top part of the activity) and a set of cards. Students should shuffle and place the cards face down in a pile in front of them.
- 2 Explain to students that they are going to talk with each other about what they can do to help the environment. One student will start discussing an idea and the other(s) will then join in.
- 3 Student A picks a card, and chooses an idea from the topic summary to discuss (e.g. 'Take shorter showers'). The group begins to discuss the topic and Student A tries to use the phrase on their card at the right moment in the discussion: asking for an opinion (e.g. 'What do you think?'), responding to an idea (e.g. 'That's true.'), after interrupting (e.g. 'Sorry, go on.') or asking for more information (e.g. 'Why do you say that?').
- 5 Once the pair or group has finished discussing the first idea, Student B chooses another idea for discussion and picks a card with a phrase to use. Students take turns choosing an idea to discuss and picking and using a card.
- 6 Monitor and make notes of good use of language and any common errors for a class review if there is time at the end of the activity.

## ADAPTATION AND EXTENSION

To make the activity more competitive, cards are shuffled and divided equally between students. Students compete to see who can be first to use all their expressions correctly in the discussion.

## 7A Geography relative clauses

### AIM(S)

To practise using defining relative clauses

### ACTIVITY TYPE

A sentence-halves matching activity in which students have to add a relative pronoun

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: defining relative clauses, Exercise 7, page 84

### PREPARATION

You will need a copy of the activity for each pair of students.

### PROCEDURE

- 1 Divide the class into pairs and give each a copy of the activity sheet.
- 2 Explain to students they need to work with their partner to look carefully at the halves of sentences in each of the columns (A and B). They are going to match halves (one from A and one from B) that go together and will make sense as a whole sentence when/if a relative pronoun is added to join them. E.g., 'A passport is an official document ... allows you to travel to another country.'
- 3 Allow pairs 5 minutes to decide which parts go together and draw a line from the A part to the B part.
- 4 Next, the pairs decide which relative pronoun is needed to join the halves to create a proper sentence (e.g. '... an island where there are ...'). Allow 2 minutes for students to complete this part of the activity.
- 5 As a round-up, elicit the complete sentences from the class. If differences occur in putting the halves together, allow students to explain and/or discuss these. Provide the right answers where necessary.

## ADAPTATION AND EXTENSION

In pairs, students make up five or six of their own sentences containing a range of defining relative clauses. To add a competitive element, some of the sentences could contain false information, e.g. 'Brazil is the country where the 2016 Olympic Games were held.' (True); 'Ed Sheeran is a singer who comes from the US.' (False). Students then exchange sentences with another pair who guess if they are true or false.

## ANSWER KEY

Aoshima is a Japanese island where there are more cats than people.

A passport is an official document which/that allows you to travel to another country.

The explorer Robert Peary was one of the first men who got to the North Pole.

China is the country which/that has the largest population in the world.

Bangkok is one of the top ten cities where tourists go on holiday.

A tourist guide is a person who shows visitors places of interest.

The river bus is a form of transport which/that goes on water.

A pilot is someone who flies a plane.

South America is the continent where the Andes are located.

The AVE is a Spanish train which/that can travel at 300 km/h.

## 7B Scrambled trip

### AIM(S)

To review travel verb and noun forms from the unit

### ACTIVITY TYPE

A gap-fill activity in which students unscramble letters to make words and then complete sentences with them

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

8 minutes

### WHEN TO USE

After Vocabulary: Verb and noun forms, Exercise 5, page 85

### PREPARATION

You will need one copy of the activity sheet for each pair of students

### PROCEDURE

- 1 Divide the class into pairs and give each a copy of the activity sheet.
- 2 Explain to students they will be working in their pairs to identify which of the travel verb and noun forms from the Student Book will complete the sentences.
- 3 Tell students to look at the groups of letters in the box at the top of the sheet first and unscramble them to make verbs and nouns to do with travel (all the words appear on page 85 of the Student Book). Give them 2–3 minutes to complete this part of the activity.
- 4 Pairs then read the sentences in the second box and decide which unscrambled word or phrase from the first box should go in each gap. Tell them they need to use some of the words more than once and that they may need to change the form of the word (e.g., from a verb to a noun). Verbs should be put into the correct tense. Set a time limit of 4–5 minutes for this.
- 5 Check the answers with the whole class, drawing their attention to the use of the verb or noun form of each word.

## ADAPTATION AND EXTENSION

Using the words in the box, fast-finishing pairs make their own gapped sentences and exchange them with another pair who fill the blanks with the correct word. Alternatively, pairs write sentences using the words incorrectly (e.g. 'After a long flight, the plane took off.'). Another pair finds the mistake and corrects it ('After a long flight, the plane ~~took off~~ landed.').

### ANSWER KEY

1 check in; 2 journey; 3 travel; 4 delay; 5 travel; 6 delayed; 7 flight; 8 land; 9 take-off; 10 check-in; 11 took off; 12 trip

## 7C You have to choose

### AIM(S)

- To practise using modals of obligation, prohibition and necessity
- To provide practice completing a Reading Part 5 type activity

### ACTIVITY TYPE

A multiple-choice gap-fill activity in which students hear a sentence with a modal missing and have to choose the correct modal to fill the gap

### EXAM LINK

Reading Part 5: Four-option multiple-choice cloze

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Listening, Exercise 6, page 86

### PREPARATION

You will need one copy of the activity per pair of students, cut up into cards.

### PROCEDURE

- 1 Divide the class into pairs and give each a set of cards. Students should place the cards face down in a pile in front of them.
- 2 Explain that students will be reading sentences from which the modal has been removed to each other. They will need to identify the modal that fits from a choice of four options.
- 3 Student A picks up the first card and reads the sentence to Student B, indicating where the gap for the modal appears and without showing them the card. Student A then repeats the sentence and reads the options A–D. Student B has to decide which is the best modal form that fills the gap (they can ask student A to repeat the options if necessary).
- 4 Student A shows the card to Student B. If the latter was right, he/she keeps the card, if not, Student A keeps it.
- 5 Student B now picks a card and reads it to Student A, repeating steps 3 and 4.
- 6 Students take turns picking and reading the cards and guessing the answers.
- 7 The student with the most correct answers when all the cards have been used or when time runs out wins.
- 8 If time allows, round up with the whole class. Elicit which of the sentences and the use of the modals in them they found most difficult to get right.

## ADAPTATION AND EXTENSION

- Instead of reading all the options, the student reading out the sentence chooses and inserts one of the options into the sentence when they are reading it to their partner. Their partner decides if the modal they hear is correct or incorrect. They get a point for correctly identifying if the modal is correct or not and a bonus point for giving the correct modal if applicable.
- For higher level students, students hear the sentence with the gap but are not given the options and need to provide a correct modal themselves. Note that a number of modal forms may be correct, not just the correct option given on the card.
- For larger groups (of 3–4 students), the first student reads the sentence to the person to their left. If they give the correct answer they get to keep the card and pick the next card to read. If they are wrong, the next person in a clockwise direction has the opportunity to give the correct answer, keep the card and pick the next card to read to the person to their left and so on.

## ANSWER KEY

See the activity sheet.

## 8A Reporting options

### AIM(S)

To review reported speech

### ACTIVITY TYPE

A review activity in which students have to complete different types of tasks working with reported speech

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: Reported speech, Exercise 6, page 96

### PREPARATION

You will need one copy of the activity sheet per pair of students, cut up into cards.

### PROCEDURE

- 1 Divide the class into pairs and give each a set of cards which they should place face down in a pile in front of them.
- 2 Tell the class that on the cards are different tasks to do with reported speech (e.g., unscramble the reported version of an example of direct speech, find a mistake in some reported speech, report some direct speech, and so on).
- 3 Student A picks up a card and shows it to their partner. Student A follows the instructions on the card and performs the task. Student B monitors and decides if Student A's answer is correct.
- 4 Student B now picks a card and shows it to Student A, repeating step 3.
- 5 Students take turns picking the cards and completing the tasks until they run out of cards or time.
- 6 Monitor the activity to make notes on common errors and adjudicate on any disagreements.
- 7 At the end, hold an activity round-up to review some of the tasks that may have presented problems.

## ADAPTATION AND EXTENSION

The activity can be done with groups of four. Students AB pick a card and solve the task while students CD monitor their answer. If the answer is correct, Students AB keep the card. Students CD then pick a card and so on. The group with most correct answers wins.

## ANSWER KEY

- 1 Maria asked me what my favourite hobby was.
- 2 My friend asked me if ~~do~~ I preferred running in the morning or in the afternoon.
- 3 My mum said (that) she thought I spent too much time with my mobile phone.
- 4 My brother asked what we needed to make the pizza. (Option A)
- 5 ~~My brother~~ asked ~~me~~ my brother yesterday if I could borrow ~~my~~ his jacket.
- 6 John said he loved reading books.
- 7 My friend said he/she/they would call me when he/she/they finished his/her/their homework.
- 8 'I cannot/can't go out now, (because) I'm rehearsing for the school play.'
- 9 'Can you play the guitar?'
- 10 He asked her if she could tell him what was so good about swimming. (Option B)
- 11 They asked us if we knew what the most popular café in the area was.
- 12 She asked if I knew what time ~~did~~ the class started ed.

## 8B Into dominoes

### AIM(S)

To practise vocabulary and collocations from the unit to talk about hobbies and interests

### ACTIVITY TYPE

A dominoes-type game where students match cards to make phrasal verb + noun collocations

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

8 minutes

### WHEN TO USE

After Vocabulary: Talking about your hobbies and interests, Exercise 5, page 97

### PREPARATION

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



## PROCEDURE

- 1 Divide the class into pairs. Give each pair a set of domino cards in a pile face down in front of them. Each student takes four cards which they can look at but must not show to their partner.
- 2 Tell students they are going to form phrasal verb + noun collocations, matching the verb on the white end of a domino card with the correct preposition on a grey end.
- 3 Student A places a domino face up in front of him/herself and then Student B places one of his/her dominoes at either end of the first domino, to form a correct phrasal verb + noun collocation. If a student cannot place a domino to form a correct collocation, he/she must take one from the pile.
- 4 Students take turns to put down their dominoes at either end of the chain. If a student thinks his/her partner's collocation is not correct, he/she can challenge the other student and, if they are right, the domino is taken back and the student misses his/her turn. If students cannot agree, they can ask for your help.
- 5 Set a time limit of 7–8 minutes. The game continues until one student has used up all his/her dominoes, or until neither can make a correct collocation. If time runs out, the student who has the fewest dominoes remaining wins.

## ADAPTATION AND EXTENSION

- Fast finishers, either in pairs or individually, can write sentences in their notebooks with the collocations.
- To extend the activity and make it more communicative, students laying a domino card must make a sentence using the phrasal verb + noun collocation correctly.

## ANSWER KEY

be | into collecting comics

be mad | about dancing

hang/chill | out with friends

chill/hang | out with other music fans

join | in the dancing

chill/hang | out at the skate park

be | into salsa dancing

be | into photography

be mad | about keeping fit

hang/chill | out at home

chill/hang | out with my cousins

join | in the fun

be mad | about computer games

join in | the conversation

## 8C That sounds great!

### AIM(S)

To practise making and responding to suggestions in preparation for Speaking Part 3

### ACTIVITY TYPE

A collaborative speaking activity in which students have to make and respond to suggestions using phrases and expressions given on cards

### EXAM LINK

Speaking Part 3: Collaborative task

## CLASSROOM DYNAMICS

Pairwork or groups of three or four

## TIME TAKEN

10 minutes

## WHEN TO USE

After Speaking, Exercise 4, page 99

## PREPARATION

You will need one copy of the activity sheet for each pair or group, cut up into the situation and individual phrase/ expression cards,. Each group will need access to a clock or watch to be able to time each part of the discussion.

## PROCEDURE

- 1 Divide the class into pairs or groups of three or four and give each a copy of the situation and a set of phrase cards. Students should place the phrase cards face down in a pile in front of them.
- 2 Explain to students that they will be talking about and recommending hobbies, while trying to use the phrases and expressions on the cards in the right place in the discussion. Ask students to read the situation card with the hobbies they can choose from to discuss. Tell them that the discussion of each hobby should take about 45 seconds and that someone from the group should be nominated to keep an eye on the time.
- 3 Each student is dealt a card from the pile and the group begins the discussion by choosing a hobby to discuss (e.g., 'Learning a new language'). They must each try to use the phrase on their card at the right moment during the discussion of that hobby: when making a suggestion/ comment or when responding to others in the group. If they don't manage to use it by the time the discussion of that hobby comes to an end (or the 45-second time limit is up) they need to put the card back at the bottom of the pile. If they manage to use the phrase, they get to keep the card. Each group member is then dealt another card for the next part of the discussion. The 'winner' is the person with the most cards at the end of the activity.
- 4 If a group runs out of cards before the end of the activity, they should make a note of how many cards each student has 'won' up to that point (for reference when totalling scores at the end of the activity) and put those cards back into the pile for redistribution.
- 5 Monitor the discussions, making notes of good use of language and any common errors. At the end of the activity, hold a class review of good use of the language/ expressions.

## ADAPTATION AND EXTENSION

- For a more natural and continuous progression of the discussion, each student takes a card and tries to work their phrase/expression into the discussion at any point they are able to. When a student manages to use a phrase correctly, they get to keep that card and pick another from the pile, which they then aim to use at the first opportunity that presents itself. The winner is the person with the most used cards at the end.
- If students are working in pairs, they can be given half the cards each. They should try to use each of their phrases naturally in the discussion as it progresses.



## 9A Past perfect race

### AIM(S)

To practise using the past perfect

### ACTIVITY TYPE

A turn-taking activity in which students have to complete different types of tasks working with the past perfect and past simple

### CLASSROOM DYNAMICS

Groups of four

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: Past perfect, Exercise 5, page 108

### PREPARATION

You will need a copy of the activity for each group of students, divided into Team A and Team B sheets.

### PROCEDURE

- 1 Divide the class into groups of four students, divided into Team A and Team B, and give each team a copy of their part of the activity sheet.
- 2 Explain that each team has a set of eight questions and the answers to the other team's questions. They are going to take turns to select a question for the other team to answer using the past perfect and past simple correctly.
- 3 Team A agrees on a question number (between 1 and 8) for Team B to answer. Team B finds the question on their sheet and discusses and agrees which answer to give between themselves. If they get it right, Team A ticks the number on the answer sheet and Team B gets the point. If Team B gives an incorrect answer, Team A tells them their answer is wrong but they do not give them the correct answer and the question is left open to be asked again later.
- 4 Team B repeats the process and teams take turns until all the questions (including any that have been incorrectly answered previously) have been correctly answered or until time runs out. Monitor the use of past tenses in the answers and note any common errors.
- 5 The team to get all the correct answers to their questions first (or which has the most correct answers at the end of the time) is the winner.
- 6 If time allows, as whole-class feedback, elicit if teams found any of the questions and the use of the past tenses in them particularly difficult to answer. Give feedback on this and any common errors you noted.

### ADAPTATION AND EXTENSION

- Alternatively, for a shorter activity, if a team gets a correct answer they 'win' that square and both teams write the letter of the team who answered correctly on the square in both grids, and, subsequently, that square is 'closed' to the other team (i.e., if Team B answers question 3 correctly, they win square 3 and Team A loses the chance to answer question 3 on their grid). If the answer is wrong, that square is left open to be chosen in another turn.

- The activity can be adapted as a race. Two groups (or a pair) can race against each other to see who can be first to complete their answers. They need to write their answers on the sheet. Once they have finished, they must put their sheet face down in front of them. You will need to note which of A/B in each set finishes first. The teams swap sheets for answers to be checked as a class. The first of Team A/B to complete the task in each set gets a point for winning the race and then each correct answer also gets a point. The team with the most points in the class is declared the overall winner.
- Fast finishers can be given an A or B sheet to complete individually.

### ANSWER KEY

See the activity sheet.

## 9B How did you feel?

### AIM(S)

To practise using adjectives to describe feelings

### ACTIVITY TYPE

A gap-fill game in which students have to choose the correct adjective

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Vocabulary: Feelings, Exercise 4, page 109

### PREPARATION

You will need one copy of the activity for each pair of students, cut into A and B sheets.

### PROCEDURE

- 1 Divide the class into pairs and give each student one half of the activity sheet (A or B).
- 2 Explain that they are going to complete the sentences on their sheet by adding an adjective that describes a feeling from page 109 of the Student Book. If necessary, review the adjectives in Exercise 1 with the class. Allow one or two minutes for students to read their sentences and think about and write down an adjective that describes how the person was feeling in each situation. Explain that their partner has the correct words they need, and vice versa, and they are going to check their answers with them. The last sentence (number 7/G) in each set is a 'bonus' question which requires an adjective that is not presented in Exercise 1.
- 3 Student A chooses a sentence and says what he/she thinks the missing adjective is, e.g. 'Is it "relaxed" in sentence 2?'. Student B checks in the box labelled 'Student A's words' and tells them if they are correct (some sentences have more than one possible correct answer, though the adjectives in bold are those given in Exercise 1 of the Student Book). If the word is correct, Student A puts a '✓' next to the sentence; if not, he/she leaves it to try again later.
- 4 Student B chooses a sentence from his/her set of sentences, repeating step 3.

- 5 Monitor students' use of adjectives and be prepared to arbitrate if a student uses one not listed in the possible answers.
- 6 The first student to complete the whole set or who has the most correct sentences when time runs out is the winner.
- 7 If time allows, hold a whole-class feedback to discuss the different possible correct answers and to identify the most likely adjective to complete each sentence (usually the first in the key).

## ADAPTATION AND EXTENSION

Allow lower ability students to refer to the Student Book, or write the adjectives on the board for reference, while higher ability students should try to come up with the correct adjectives from memory, only referring to the Student Book if they need to.

## ANSWER KEY

See the activity sheet.

## 9C Your story

### AIM(S)

To practise writing and structuring a story in preparation for Writing Part 2.

### EXAM LINK

Writing Part 2: A story

### ACTIVITY TYPE

A writing activity in which students have to complete the blanks to write parts of a story

### CLASSROOM DYNAMICS

Pairs or small groups of three to four students

### TIME TAKEN

15–20 minutes

### WHEN TO USE

After Writing, Exercise 10, page 113

### PREPARATION

You will need one copy of the activity per pair/group of students, with the sections cut out.

### PROCEDURE

- 1 Divide the class into pairs or small groups and give each a set of cards.
- 2 Tell students they are going to work together in their pair or group to order some sections of a story and then fill the gaps in the sections to complete it. If necessary, review Exercise 9 on page 113 of the Student Book and the Explore language box: Ordering actions in a story.
- 3 First, tell students to spread the cards face up in front of them and refer the class to the sentence in italics: *'Finally, the big day had arrived for Jean!'* (write it on the board if necessary). This is the first line of the story that they are going to continue. Elicit the function of the other words given on the section cards, 'suddenly', 'after that', 'in the morning', etc. (to order the events or actions in a story). Tell students to work in their pairs or groups to decide the topic, main event, ending, etc. of their story, using the section cards as prompts (they can decide in which order to use the cards). Give them 5 minutes to agree on and plan their story.

- 4 Students write their stories, filling in the gaps on the cards. Groups can dictate to one student to write, or different students can write the text for different sections. Allow 6–7 minutes for this part of the activity. Monitor students' production and help with language if required.
- 5 Next, tell pairs/groups to shuffle their story cards and exchange their stories with another pair/group. Groups have 2–3 minutes to read the cards and decide on the correct order to make the story.
- 6 If there is time, ask groups to share their stories with the class. How difficult or easy was it to put the completed stories in the correct order?

## ADAPTATION AND EXTENSION

- Students do the activity after they have written their own stories, i.e. after Exercise 12 on page 113 of the Student Book, to reinforce the importance of clearly ordering actions.
- Higher level fast finishers can write their story individually and swap their complete story with another student to put in the correct order.