

Photocopiable Activities Teacher's Notes

1A Time expressions

AIM

To practise using present tenses and time expressions from the unit

ACTIVITY TYPE

A card game in which students have to identify and correct grammatical errors

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: Present tenses and time expressions, Exercise 4, page 10

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 a set of cards face down in a pile in front of them.
- 2 Tell students that they are going to play a game where they have to identify whether the verb tense used in a sentence is correct or incorrect, and then correct any error. Student A takes a card and reads the sentence to Student B. Student B has to decide if the present tense is used correctly with the time expression. If it is not, Student B must identify the error in the verb tense and correct it.
- 3 Student B keeps the card if the pair agree that he/she has answered correctly. If the answer is not correct, the card is put aside and it is Student A's turn.
- 4 Students take turns reading out the cards and trying to correct any errors until the cards run out. The student with the most correct answers wins.
- 5 Review answers as a whole class.

ADAPTATION AND EXTENSION

To extend the activity (or for fast finishers), students can pick three time expressions and write two true and one untrue sentences about themselves. Then they can exchange their sentences with their partner, who must try to guess which is the untrue sentence.

ANSWER KEY

See the activity sheet.

1B Idioms by half

AIM

To review idioms from the unit

ACTIVITY TYPE

A word reorder and sentence halves matching activity

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Achievements, Exercise 6, page 11

PREPARATION

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

PROCEDURE

- 1 Divide the class into pairs and give each pair a copy of the activity sheet.
- 2 Tell students that in this activity, they need to reorder the words in the second half of the sentences (A–F), writing the new sentence halves underneath the jumbled words. Explain that the words in bold are part of an idiom from the unit. Allow four minutes for this stage and then check answers with the whole class.
- 3 Once the second halves are complete, students should match them with the first half of the sentences (1–6). Allow five minutes for this.
- 4 Check answers with the whole class.

ADAPTATION AND EXTENSION

- This activity can be done by individuals, e.g. fast finishers.
- As an extension students can, either individually or in pairs, write their own sentences with the idioms, which can then be exchanged with another student or pair.

ANSWER KEY

- 1 E He had to do the essay [**from scratch** to get a better grade.]
- 2 A Both failure and success should [**go hand in hand** with learning.]
- 3 C You won't play well if you lose your temper, [you need to **keep your cool**.]
- 4 F Constant practice will get [you **on track** for success.]
- 5 D The coursebook is great and you can do the exercises online, so you get [the **best of both worlds**.]
- 6 B If he hadn't been so shy, he would have [passed the test **with flying colours**.]

1C Saying it with phrasal verbs

AIM

To practise using phrasal verbs from the unit

ACTIVITY TYPE

A sentence creation game using phrasal verbs

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Use of English 1, Exercise 5, page 13

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 a set of cards, face down in front of them in two piles. One pile contains the phrasal verbs and the other situations. Tell students they are going to play a game to create sentences using phrasal verbs and situations.
- 2 Student A turns over a card from each pile for Student B, who then has to make a correct sentence using both the phrasal verb and the situation.
- 3 Student A monitors that the phrasal verb and the situation are included in the sentence correctly. If they are, Student B keeps the cards. If not, they are put to the bottom of the piles and it is Student A's turn.
- 4 Students take turns turning over cards and making sentences until the cards run out or as time allows. The student with the most cards at the end wins.

ADAPTATION AND EXTENSION

To simplify this activity, you can remove the situation cards, so that students focus only on the phrasal verbs, or use them as topic cards, so the actual words do not have to be included in the sentences.

2A Whatever you do

AIM

To practise using cleft sentences for emphasis from the unit

ACTIVITY TYPE

A speaking activity in which students complete an initial sentence with a card prompt and then continue speaking

CLASSROOM DYNAMICS

Pairwork or small groups

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: Cleft sentences for emphasis, Exercise 6, page 24

PREPARATION

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

PROCEDURE

- 1 Divide the class into pairs or small groups and give each pair or group a set of cards placed face down in a pile in front of them.
- 2 Student A takes a card, reads it aloud, and then completes the sentence, e.g. 'What I love about my city is its nightlife.' and then continues talking on the subject for 30 seconds. Student B can be the time keeper and can also ask follow-up questions. Once finished, the card is placed aside and it is Student B's turn.
- 3 Students take it in turns taking a card and completing the sentences until the cards run out or as time allows.

ADAPTATION AND EXTENSION

To extend the activity, you could ask students to report back to the class on one thing about their partner, e.g. 'What [name] loves about ...'.

2B Come to your senses

AIM

- To review vocabulary about the senses from the unit
- To practise multiple choice cloze skills related to Reading and Use of English Part 1

EXAM LINK

Reading and Use of English Part 1: Multiple choice cloze

ACTIVITY TYPE

A sentence gap filling activity with multiple choice options

CLASSROOM DYNAMICS

Pairwork or small groups

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: The senses, Exercise 3, page 25

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 a set of cards face down in a pile in front of them. Tell students they are going to play a game where they compete with their partner to complete the most gapped sentences with the correct multiple-choice option.
- 2 Student A takes a card and does not show it to their partner, but reads aloud the gapped sentence as well as the three word options for the gap. Student B then has to choose the word option that completes the sentence correctly.
- 3 If Student B is correct, he/she keeps the card, but if not, the card is placed at the bottom of the pile.
- 4 Student B then takes a card and reads it to Student A, repeating steps 2, and 3. The process is repeated until all the cards have been completed or as time allows. The student with the most correct answers and cards 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.
- To extend the activity, or for stronger students, when a student chooses the correct word for the gapped sentence on the card, he/she also has to create another sentence using the same word, or has to create two new sentences, one for each of the other multiple-choice options in order to 'win' the card.

ANSWER KEY

See the activity sheet.

2C Comparing corrections

AIM

- To practise using the correct form of nouns and adjectives
- To practise word formation skills related to Reading and Use of English Part 3

EXAM LINK

Reading and Use of English Part 3: Word formation

ACTIVITY TYPE

An error detection and correction activity

CLASSROOM DYNAMICS

Individuals and pairwork

TIME TAKEN

15 minutes

WHEN TO USE

After Use of English 2, Exercise 5, page 28

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 and give each student in each pair half of the worksheet.
- 2 Tell students they must first work individually to find the mistake in each of their sentences. They must change the form of one word, either a noun, an adjective or a verb, to correct each sentence. Write this on the board if you think it is necessary. Allow seven minutes for this stage.
- 3 Once students have corrected the sentences, they then compare them with their partner's. The correct word form for Student A's sentences can be found in Student B's sentences, and vice versa (although not in the same order). Allow four minutes for this stage.
- 4 Review and check the answers as a class.

ADAPTATION AND EXTENSION

To make the task more collaborative, ask students to work in groups of four, with each pair working on one set of sentences. Or, read the sentences to the students and in small groups they work together to identify the error.

ANSWER KEY

Student A: 1 annoyance; 2 approving; 3 brilliance; 4 declared; 5 denial; 6 disclosure; 7 distracting; 8 intrusion; 9 pressure(s); 10 refused; 11 temptation

Student B: 1 refusal; 2 declaration; 3 pressured; 4 annoying; 5 approval; 6 tempted; 7 deny; 8 brilliant; 9 disclosed; 10 distraction; 11 intruding

3A It is said

AIM

- To practise using the passive from the unit
- To practise key word transformation skills related to Reading and Use of English Part 4

EXAM LINK

Reading and Use of English Part 4: Key word transformation

ACTIVITY TYPE

A rephrasing game in which students turn active sentences into the passive

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: The passive, Exercise 4, page 38

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 a set of cards placed down in a pile in front of them. Tell students that they are going to play a sentence rephrasing game.
- 2 Student A takes a card and reads the sentence aloud. Student A then repeats the sentence, but rephrases it in the passive. If you think it is necessary, demonstrate with the first sentence, e.g. 'A revolutionary new mobile phone will be launched next week (by them)'. If Student B accepts that the rephrased sentence is correct, Student A keeps the card.
- 3 If the sentence is incorrect, Student B can propose a correct alternative. If the alternative is accepted by Student A, Student B keeps the card.
- 4 Student B now picks a card and reads it, repeating steps 2, and 3.
- 5 Students continue taking turns until all the sentence cards have been corrected or as time allows. The winner is the student who has correctly rephrased the most sentences into the passive and has the most cards.
- 6 Monitor students' production and then correct and review with the whole class, comparing possible versions.

ADAPTATION AND EXTENSION

This activity is also suitable for individual fast finishers as a written transformation exercise.

ANSWER KEY

- 1 A revolutionary new mobile phone will be launched next week. (by them)
- 2 E-books are believed (by many) to be still not as popular as printed books.
- 3 Several cases of avian flu were reported in the area (by the local news).
- 4 A local cat was accused of stealing clothes (by residents).
- 5 A well-known celebrity was seen (by many people) dining alone in a restaurant last night.

- 6 Mobile phones are still believed (by people) to interfere with an airplane's equipment.
- 7 Several new animal and plant species are found every year (by them).
- 8 A new planet was discovered outside the Solar System (by a young amateur astronomer).
- 9 Einstein is often quoted (by many people) as saying things he never actually said.
- 10 The earth was thought to be flat (by people) a long time ago.
- 11 Black cats are considered a sign of bad luck (by many people).
- 12 News that water had been found on Mars was denied (by Nasa).
- 13 Proof that an asteroid wiped out the dinosaurs has been published (by scientists).
- 14 The number thirteen is considered to be unlucky (by some people).

3B Media memory

AIM

To review vocabulary about the media from the unit

ACTIVITY TYPE

A matching game where students match media-related words and phrases to their definitions

CLASSROOM DYNAMICS

Individuals and pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: The media, Exercise 3, 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 a set of cards, placed in two sets, face down, spread out in front of them. Tell students they are going to play a game where they have to match a word or phrase (grey cards) with its correct definition (white cards).
- 2 Student A turns over a card from each set and reads the word/phrase and the definition aloud. If Student B agrees that the word/phrase matches the definition, Student A keeps the cards. If not, they are turned face down and both students try to remember their position for subsequent turns.
- 3 Student B now turns over a card from each set, repeating step 2.
- 4 The game continues until all the cards have been correctly matched and the student with the most correct answers wins.

ADAPTATION AND EXTENSION

- After students have completed matching the cards, ask them to spread out the grey cards and take it in turns to make a sentence using one of the words/phrases. When a correct sentence has been made the card is turned over, and the next student chooses a word/phrase.

ANSWER KEY

See the activity sheet.

3C Similar words battleships

AIM

- To practise using the correct collocation with words of similar meaning
- To practise multiple choice cloze skills related to Reading and Use of English Part 1

EXAM LINK

Reading and Use of English Part 1: Multiple choice cloze

ACTIVITY TYPE

A battleship game, where students elicit the words they require to complete sentences with the correct collocation

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

15 min

WHEN TO USE

After Use of English 2, Exercise 5, page 42

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 and give each student one half of the activity sheet.
- 2 Tell students they are going to play a game where they need to get words from their partner in a race to complete their sentences.
- 3 Student A begins by giving Student B a set of coordinates from the table, e.g. 'B3'. Student B looks at their table and says 'Miss!' if there is no word in the box or 'Hit!' if there is a word. If a word is 'hit', Student B must say the word and note where they have hit, e.g. B3, and write the word on their activity sheet.
- 4 It is then Student B's turn to give a set of coordinates to Student A so they can try to 'hit' a word, repeating step 3. Set a time limit of five minutes.
- 5 Students then work individually, completing their sentences with the words they have 'hit'. If they have not 'hit' all the words, they will have to guess the words to try to complete the other sentences. Again, set a time limit of five minutes for this stage.
- 6 Students check and compare the sentences on their worksheets.
- 7 Review and check the answers with the whole class.

ANSWER KEY

Student A: 1 form; 2 audience; 3 features; 4 regarded; 5 attraction; 6 aspect; 7 allowed; 8 approve

Student B: 1 consumer; 2 event; 3 method; 4 influential; 5 meaning; 6 activity; 7 way; 8 appeal

4A While reading clauses ...

AIM

- To practise using participle clauses
- To practise key word formation skills related to Reading and Use of English Part 4

EXAM LINK

Reading and Use of English Part 4: Key word transformation

ACTIVITY TYPE

A rephrasing and sentence completion activity using present or past participle clauses

CLASSROOM DYNAMICS

Groups of three

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: Participle clauses, Exercise 6, page 52

PREPARATION

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

PROCEDURE

- 1 Divide the class into groups of three and give each group a set of cards face down in a pile in front of them.
- 2 Tell students they are going to play a game where they have to rephrase and complete sentences. Student A turns over the first card for other students in the group to see. Student A then reads out the sentence half, replacing the underlined part using a participle clause *and* completing it with his/her own ideas. Demonstrate with the first card if you think it is necessary, e.g. 'While sitting at the café with friends, I suddenly had a great idea for an app'.
- 3 Students B and C decide if a participle clause has been used correctly in the completed sentence. If the sentence is correct, Student A keeps the card, and if not, it is returned to the bottom of the pile.
- 4 Students take turns rephrasing and completing the sentences until the cards run out or as time allows. The winner is the student who makes the most correct answers and has the most cards.

ADAPTATION AND EXTENSION

To extend the activity (or for fast finishers), groups can create sentence halves using participle clauses for another group to check and complete with their own ideas.

ANSWER KEY

While **sitting** at the cafe with friends ...

Having spent so long doing my homework ...

Wanting to speak about the trip ...

Seeing the brochure, ...

Surrounded by tourists, the tour guide ...

Not knowing the way to the hotel, ...

The popular night club, **located** by the beach, ...

Because the exhibits only had signs **written** in Greek ...

Not knowing where I was, ...

Enjoying the visitor's attention, ...

The tourist centre, **opened** last week, ...

His holiday photos, **shared** on social media, ...

4B Collocations domino

AIM

To review verb + noun collocations from the unit

ACTIVITY TYPE

A game of dominoes with cards, making verb + noun collocations

CLASSROOM DYNAMICS

Individuals or pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Verb + noun collocations, Exercise 4, page 53

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 a set of domino cards in a pile face down in front of them. Each student takes five cards to look at, but they must not show them to their partner. The top card of the pile is then placed face up on the desk.
- 2 Tell students they are going to play a game of dominoes where they must form verb + noun collocations, matching the verb on the white end of the domino card with the correct noun on the grey end of a card. There are five 'special' domino cards with new collocations that already have the answer on the domino.
- 3 Student A places a domino face up on the desk and Student B places one of his/her dominoes at either end of the first domino to form a correct verb + noun collocation. If a student cannot place a domino to form a collocation, he/she must take one from the pile and miss a turn.
- 4 Students take turns putting down their dominoes at either end of the chain. A student should challenge his/her partner if they think an incorrect collocation has been made. If students cannot agree, they can ask you for help.
- 5 The game continues until the winner has used up all of his/her dominoes, or until neither can make a correct collocation, in which case 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 verb + noun collocation correctly.

ANSWER KEY

| | |
|---------------------------|--------------------------|
| come into contact with sb | pose a threat |
| establish contact with sb | examine the implications |
| convey an impression | gain insight |
| create an impression | provide insight |
| consider the implications | issue a threat |

4C What's the word?

AIM

- To review vocabulary from the unit related to tourism
- To practise open cloze task skills related to Reading and Use of English Part 2

EXAM LINK

Reading and Use of English Part 2: Open cloze

ACTIVITY TYPE

A game where students guess the missing words to complete sentences

CLASSROOM DYNAMICS

Individuals or pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Tourism, Exercise 7, page 53

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 a set of cards placed face down in a pile in front of them.
- 2 Tell the students they are going to play a game where they take it in turns to guess the hidden word to complete a sentence.
- 3 Student A takes a card and reads the sentence out to their partner, indicating where the missing word is in the sentence. Student B then repeats the sentence, trying to guess the missing word, which is written on the card. Student B has two chances. If the word is guessed correctly, Student B keeps the card. If not, Student A reveals the missing word and then places the card at the bottom of the pile.
- 4 Students continue trying to guess the hidden words until the cards run out or as time allows. The winner is the student who makes the most correct answers and has the most cards.

ADAPTATION AND EXTENSION

To extend the activity, or for fast finishers, either in pairs or individually, students can write their own gapped sentences revising vocabulary from the unit for other students to complete.

ANSWER KEY

See the activity sheet.

5A You must have had a reason

AIM

To review modal verbs in the past from the unit

ACTIVITY TYPE

A speaking activity where students are prompted to respond to situations with speculation, criticism, regret, etc.

CLASSROOM DYNAMICS

Groups of three

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: Modal verbs in the past, Exercise 8, page 66

PREPARATION

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

PROCEDURE

- 1 As a quick recap, write the list of modal verbs on the activity sheet on the board. Tell students that you've just bought a new mobile phone, but it doesn't work. Ask them to make comments, suggestions or to speculate what happened, etc. using the modals.
- 2 Divide the class into groups of three and give each group a set of cards. Place the white situation cards face down in a pile in front of them, and the grey modal cards face up and spread out. Tell the students they are going to read a range of different situations, which they need to comment on using the modals.
- 3 Student A takes a situation card from the pile and reads the sentence out to the group.
- 4 Students B and C then take it in turns to choose a modal and answer the situation, making speculations or deductions, or expressing criticism or regret in the past, etc. Student A then decides which suggestion or comment is the most interesting and gives that student the card.
- 5 Students take turns taking cards and commenting on the situation, until all the situation cards are used.

ADAPTATION AND EXTENSION

Fast finishers can write sentences responding to the situations on the cards using the modals. Other students can guess which situation each sentence is a response to.

5B Phrasal hunt

AIM

- To review phrasal verbs from the unit
- To practise key word formation skills related to Reading and Use of English Part 4

EXAM LINK

Reading and Use of English, Part 4: Key word transformation

ACTIVITY TYPE

Students work in pairs to complete sentences and hunt for a hidden phrasal verb

CLASSROOM DYNAMICS

Pairwork or groups of four

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Working with phrases, Exercise 2, page 67

PREPARATION

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

PROCEDURE

- 1 Divide the class into pairs, and give each pair a worksheet.
- 2 Explain to students that they need to work with their partner to rephrase the sentences, using the correct phrasal verb from the unit in the spaces provided. They will need to put the letters in the correct spaces.
- 3 Once students have completed all the sentences, they use the numbers to uncover the hidden phrasal verb.
- 4 Have fast finishers write a sentence with the hidden phrasal verb to share with the whole class.

ADAPTATION AND EXTENSION

- If you feel it is appropriate for your students, set the activity as a race.
- If students are struggling to remember the phrasal verbs from the unit, after a few minutes, allow pairs to share their answers, or you could write the verbs or particles only on the board as prompts.
- To extend the activity, have students in their pairs write three gapped sentences with the phrasal verbs to exchange with another pair and complete.

ANSWER KEY

1 fooling around; 2 get to; 3 hang back; 4 having (you) on;
5 jumped at; 6 settle for; 7 stand up to; 8 winding (him) up;
Hidden phrasal verb: shake (somebody) up

5C Are you capable of this?

AIM

- To practise using dependent prepositions from the unit
- To practise the multiple choice cloze task related to Reading and Use of English Part 1

EXAM LINK

Reading and Use of English, Part 1: Multiple choice cloze

ACTIVITY TYPE

A two-part activity where students work in pairs to first match verbs with prepositions, and then use these to complete sentences

CLASSROOM DYNAMICS

Individuals or pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Use of English 2: Dependent prepositions, Exercise 4, page 70

PREPARATION

You will need one copy of Part 1, cut up into cards, and one copy of Part 2 for each pair.

PROCEDURE

- 1 Divide the class into pairs and give each pair the set of cards from Part 1 of the activity sheet only, placed face up and spread out in front of them.
- 2 Tell students that this activity is in two parts, and for Part 1 they need to match the cards so that each verb is with the correct preposition. Set a time limit of three minutes for this stage, and then check answers as a class.
- 3 Give a copy of the worksheet Part 2 with the gapped sentences to each pair. Tell students they must now complete the sentences with the correct verb and preposition from Part 1. Set a time limit of five minutes.
- 4 Review the answers with the whole class.

ADAPTATION AND EXTENSION

- To turn the activity into a competitive game, also cut up the gapped sentences from Part 2. Pairs place the cut up sentences in a pile, face down, with the verbs and prepositions spread out, face up. Student A picks a sentence and chooses a verb and preposition to complete it. If correct, Student A keeps the cards, but if not, the cards are replaced (the sentence to the bottom of the pile). Student B repeats the process. The winner is the student who has the most cards once all the sentences have been completed, or as time allows.
- This activity is also suitable for individual fast finishers.

ANSWER KEY

1 appalled at; 2 ashamed of; 3 capable of; 4 Contrary to; 5 eager to; 6 impressed by; 7 intent on; 8 Subject to

6A Tell me about it

AIM

- To practise using past and present narrative tenses
- To practise skills related to the individual long turn in Speaking Part 2

EXAM LINK

Speaking Part 2: Individual long turn

ACTIVITY TYPE

A speaking activity where students use an initial card prompt to narrate an anecdote or story

CLASSROOM DYNAMICS

Small groups

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: Past and present narrative tenses, Exercise 3, page 80

PREPARATION

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

PROCEDURE

- 1 Divide the class into groups of three or four students and give each group a set of cards, face down in a pile in front of them.
- 2 Tell students that this is a storytelling activity. Students take it in turns to take a card and read the beginning of the story to the other group members, completing the gaps with their own ideas. The correct narrative tenses, present or past, must be used. Each student should try to continue their story for at least 30 seconds. If something is not clear, other group members can ask for clarification.
- 3 The process is repeated until the cards run out or as time allows.
- 4 Each group can then decide who is the best storyteller and why. If you have time, ask groups to feedback to the class.

ADAPTATION AND EXTENSION

You can also use the cards to start a story chain. Student A takes a card and completes the first sentence of a story. Student B then continues the same story with a sentence, before handing over to Student C who does the same. The story can end when it reaches a natural conclusion, or the last student in the chain must add a suitable ending.

6B Find the right word!

AIM

- To review and practise compound nouns and adjectives from the unit
- To practise multiple choice cloze skills related to Reading and Use of English Part 1

EXAM LINK

Reading and Use of English Part 1: Multiple choice cloze

ACTIVITY TYPE

A game where students compete to complete sentences with the correct compound nouns and adjectives

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Describing city life, Exercise 6, page 81

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 a set of cards placed face down in front of them, and Student A/Student B word tables.
- 2 Tell students they are going to play a game where they have to complete sentences with the correct compound nouns or adjectives. Student A turns over the top card from the pile and reads out the sentence, choosing a word from his/her word table to complete the collocation, saying it to Student B. If both students agree that the word is the correct collocation, Student A keeps the card and crosses out the word from his/her list. If the collocation is not correct, the card is returned to the bottom of the pile and it is Student B's turn. Tell students that they do not need to use all the words in their word tables.
- 3 Students take turns until all the sentence cards have been completed with the correct collocations, or as time allows. The winner is the student who makes the most correct answers and has the most cards.

ADAPTATION AND EXTENSION

- To extend the activity, after finishing the game students can use the three extra words from their lists (or any others they didn't have time to use) and decide what word it collocates with. They can then write a sentence for each compound noun or adjective.
- For stronger students, you may prefer not to use the word tables.

ANSWER KEY

backstreet; construction site; High-rise; housing estate; industrial estate; inner city; noise pollution; pedestrian crossing; rooftop; run-down; skyline; traffic jam

Extra: market **place**; convenience **store**; water**front**

6C Making corrections

AIM

- To practise and review adjective suffixes from the unit
- To practise key word formation skills related to Reading and Use of English Part 3

EXAM LINK

Reading and Use of English Part 3: Word formation

ACTIVITY TYPE

A word formation and correction activity with adjectives

CLASSROOM DYNAMICS

Individuals and pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Use of English 2, Exercise 4, page 84

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 and give each student one half of the activity sheet.
- 2 Tell students that two of their sentences are correct and five contain one word which is incorrect. They must identify and correct the form of the five words that are incorrect.
- 3 Students work individually, deciding which sentences are correct and crossing out the words that are not correct in the others, writing the correct form of the word. Set a time limit of five minutes.
- 4 Student A then reads his/her sentences aloud to Student B. Student B checks whether Student A has made the right corrections using the key at the bottom of the activity sheet. Once Student A has finished reading his/her sentences, the roles are reversed.

ADAPTATION AND EXTENSION

- To make the activity less challenging, ask students to focus on the adjectives when looking for the errors.
- To make the activity more competitive, tell students to assign one point for each correct/incorrect sentence they identified, and one point for each word they have changed correctly. The winner is the student with the most points.

ANSWER KEY

See the activity sheet.

7A Agreement

AIM

To practise subject-verb agreement from the unit

ACTIVITY TYPE

A sentence completion game where students have to retrieve verbs in the correct singular or plural form from their partners

CLASSROOM DYNAMICS

Pairwork or groups of four

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: Subject-verb agreement, Exercise 7, page 94

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 and give each student one half of the activity sheet. Explain to students that they are going to play a game where they have to complete the sentences on their activity sheet by adding a verb retrieved from their partner.
- 2 Allow one or two minutes for students to read their sentences and think about what verb may be missing and in what form: singular, plural, or either. Explain that their partner has the words they need in his/her verb grid, and vice versa.
- 3 Student A gives a set of coordinates (e.g. 'B3') to Student B, who reads out the verb in the correct place on the grid, careful to pronounce it correctly in its singular or plural form. Student A then decides if the verb can be used to complete one of his/her sentences, and if so, writes the verb in the gap. Explain to students that the verb must be in the correct singular or plural form, and if it is not, it cannot be used. It is then Student B's turn.
- 4 Students continue taking turns until all words have been placed, or time runs out. Set a time limit of six minutes.
- 5 Students then check their answers together. Monitor and answer questions as necessary. The winner is the student with the most correct answers.

ADAPTATION AND EXTENSION

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

ANSWER KEY

Student A: 1 increases; 2 is; 3 offers 4; was/were; 5 have; 6 wait; 7 agrees; 8 promises/promise

Student B: a has; b tell; c bring; d consume; e gets; f is/are; g expects/expect; h makes

7B This word means ...

AIM

To review health and diet vocabulary from the unit

ACTIVITY TYPE

A game where students try to guess the correct word for a given definition

CLASSROOM DYNAMICS

Pairwork or groups of four

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Health and diet, Exercise 5, page 95

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 a set of cards, placed face down in a pile in front of them. Tell students they are going to play a game where they have to guess the correct word for a definition.
- 2 Student A takes a card and reads the definition out to their partner (but not the word/phrase in brackets!). Student B must provide the correct word or phrase (in brackets on the card) to match the definition. If the word/phrase is correct, Student B keeps the card. If not, it is placed aside and it is Student B's turn to take a card and read out the definition for Student A to guess the word/phrase.
- 3 Students take turns reading the definitions and guessing the correct answers until the cards run out. The student with the most correct answers wins.
- 4 Students then review any cards they placed aside.

ADAPTATION AND EXTENSION

To extend the activity, or for fast finishers, pairs can think of other health-related vocabulary items and write their own definitions. These can be exchanged with another pair to guess the missing words/phrases.

ANSWER KEY

See the activity sheet.

7C Odd one out

AIM

To review the meanings of similar words from the unit

ACTIVITY TYPE

A game where students have to listen to a list of vocabulary items and decide which is the odd one out or false friend

CLASSROOM DYNAMICS

Pairwork or groups of three

TIME TAKEN

10 minutes

WHEN TO USE

After Use of English 2: Similar words, Exercise 6, page 98

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 a set of cards placed face down and spread out in front of them.
- 2 Explain to students that each card has four words or phrases, three with similar meaning and one 'false friend' (a word that has a similar sound or spelling but has a different meaning). They must decide which word/phrase is the odd one out.
- 3 Student A takes a card and reads out the four words/phrases. Student A must also spell out any words that have a similar sound. Student B then decides which word/phrase is the odd one out. If Student B is correct, he/she keeps the card. If not, the card is placed aside and the roles are reversed.
- 4 Students take turns reading the words and phrases and guessing the odd one out until all the cards have been read. The student with the most correct guesses and cards is the winner.

ADAPTATION AND EXTENSION

- To make the activity more challenging, when a student guesses correctly which word/phrase is the odd one out, they must also provide a synonym or use it in a sentence.
- This game can also be played in groups of three, where the student that wins the card is the one who guesses which word/phrase is the odd one out first.

ANSWER KEY

See activity sheet

8A How it might change

AIM

To practise speculating about the future using expressions and future forms from the unit

ACTIVITY TYPE

A card prompt speaking activity

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: Future phrases, Exercise 6, page 108

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 a set of cards, placed face down in two piles: one pile of grey cards (the topics) and one pile of white cards (the expressions).
- 2 Write on the board 'How might things change?' and explain that in this activity students are going to talk about the future. Elicit some ideas at this stage if you think it is helpful.
- 3 Student A begins by taking a card from each pile and turning them both face up for Student B to read. Student A has 10 seconds to prepare, and then must speak for at least 30 seconds about the topic on the grey card using the expression on the white card. Student B checks that Student A is on topic and that the expression is used correctly. Student B can also ask Student A to explain or expand on certain points.
- 4 Students take turns taking cards and using the expressions until the cards are all used, or as time allows.
- 5 If you have time, as whole class take feedback and ask what interesting ideas students had.

ADAPTATION AND EXTENSION

Fast finishers can complete the sentence 'By the time I'm fifty ...' writing down their ideas, which they can then exchange with another student.

8B Prepositions on the spot

AIM

- To practise prepositional phrases from the unit
- To practise skills related to the open cloze task in Reading and Use of English Part 2

ACTIVITY TYPE

A gap-filling activity where students complete sentences with the correct preposition

EXAM LINK

Reading and Use of English, Part 2: Open cloze

CLASSROOM DYNAMICS

Individuals and pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Prepositional phrases, Exercise 8, page 109

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 and give each student half of the activity sheet.
- 2 Tell students that they and their partner each have a different set of sentences, but with the same phrases with gaps missing the prepositions. Students must first work individually to fill in the gaps in their own set of sentences with the correct prepositions. Set a time limit of four to five minutes.
- 3 When both students have completed their sentences, Student A reads aloud his/her completed sentence 1. Student B confirms that he/she wrote the same preposition in the gap in his/her first sentence. If not, Student B reads aloud his/her completed sentence and Student A accepts or rejects Student B's answer. If they are unsure, students can check with you or confirm answers at the end of the activity.
- 4 Student B then reads his/her completed sentence 2, and Student A compares it with his/her answer for sentence 2. Students continue taking turns reading out sentences and checking that they have used the same preposition.
- 5 Have a whole class feedback session to check answers and deal with any queries.

ANSWER KEY

1 in; 2 from; 3 at; 4 in; 5 at; 6 in; 7 off; 8 in; 9 on; 10 on; 11 from; 12 out

8C What if ... ?

AIM

To review and practise conditional expressions from the unit

ACTIVITY TYPE

A card game where students form conditional questions and ask and answer them

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Use of English 1: Conditional sentences, Exercise 2, page 111

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 Student A all the grey cards and Student B all the white cards. Tell students that some of the cards they have are the start of questions and some are the second half of questions, but that their own cards do not match.
- 2 Give students a minute or two to look at both sets of their own cards. To start, Student A chooses a card (either the start of the question or the second half of the question) and places it on the desk. Student B then completes the question with one of his/her cards, reading out the completed question.
- 3 If the cards match, i.e. the question is correctly formed, Student A must answer it. If the cards are not matched correctly, Student A replaces his/her first card with one that matches Student B's card correctly. Student A then reads out the question for Student B to answer.
- 4 The roles are then reversed and Student B places a card for Student A to complete, and steps 2–3 are repeated.
- 5 Students take turns matching the cards and answering questions until all of the cards are used or as time allows. Monitor and help as necessary if students are unable to agree.

ADAPTATION AND EXTENSION

- As an extension, or for fast finishers, students can use the first half of the questions to write their own completed questions. They can then ask the questions to a partner to answer.
- Alternatively, students can choose one correctly matched pair of cards and write a paragraph in answer to the question.

ANSWER KEY

See the activity sheet.

9A Go on talking

AIM

- To practise using the *-ing* form and infinitive of verbs
- To practise skills related to the discussion task in Speaking Part 4

ACTIVITY TYPE

Students complete questions with the correct verb form before asking and answering them with a partner

EXAM LINK

Speaking, Part 4: Follow-up discussion

CLASSROOM DYNAMICS

Individuals and pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: Verb + *-ing* form or infinitive, Exercise 6, page 122

PREPARATION

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

PROCEDURE

- 1 Divide the class into pairs and give each student a set of question cards.
- 2 Tell students they first need to work individually to complete the questions with the correct *-ing* or infinitive form of the verbs in brackets. Set a time limit of three minutes. If necessary, check students' understanding of the use of *-ing* and infinitive verb forms orally and write some examples on the board (these can be taken from the grammar box on page 122).
- 3 When students have completed their questions, Student A chooses one from his/her set and asks it to Student B, who should answer as fully as possible. Student A can ask follow up questions. The roles are then reversed and Student B selects a question to ask Student A. If the student being asked the question thinks that the verb form is incorrect, the pair should discuss and then check with you if necessary.
- 4 Students take turns asking and answering questions until they have all been answered or time has run out. Set a time limit of six minutes.
- 5 As a whole class, check the correct verb forms for the questions and, if time allows, ask for feedback on any interesting answers that students made to the questions.

ADAPTATION AND EXTENSION

- For stronger students, skip the first writing stage of the activity and allow students to ask the questions directly with the correct form of the verb. The student being asked the question can challenge if he/she feels the verb form is incorrect. Ask students to try to speak for 30 seconds.

ANSWER KEY

Student A:

arranged **to meet**
persuaded **to donate**
risk **harming**
resent **(not) doing**
go on **using**
intend **to change/intend changing**
tried **to do**
encourage (people) **to take**

Student B:

obliged **to go**
permitted **to destroy**
stop **doing**
caught **throwing**
tried **being**
can't bear **doing/to do**
forget **to turn**
prove **to be**

9B Environmental compounds

AIM

To review compound nouns about the environment from the unit

ACTIVITY TYPE

A pairwork activity where students work together to match sentence halves and then discuss the ideas

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Compound nouns on the environment, Exercise 8, page 123

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 two sets of cards (grey and white). Ask students to shuffle the cards in each set and place them face up and spread out in front of them.
- 2 Students work together to match the two halves of the sentences, correctly forming compound nouns related to the environment.
- 3 Students then discuss each sentence, saying which ideas they agree/disagree with or which they think are good/bad ideas. Continue until students have discussed all the ideas or as time allows.
- 4 As a whole class, check answers briefly, and then discuss which ideas in the sentences students agreed or disagreed with, or thought were good or bad ideas.

ADAPTATION AND EXTENSION

You can turn this exercise into a memory game. Students place the cards in their two sets face down and spread out in front of them. Students take it in turns to turn over two cards, one from either set, and reads them out. If the cards match with the correct compound noun, the student keeps the card. If they do not match, the cards are turned over in the same place and students try to remember their position for subsequent turns.

ANSWER KEY

See the activity sheet.

9C Environmental report

AIM

- To practise using reporting verbs from the unit
- To practise key word formation skills related to Reading and Use of English Part 4

ACTIVITY TYPE

A speaking activity where students turn sentences into reported statements

EXAM LINK

Reading and Use of English, Part 4: Key word transformation

CLASSROOM DYNAMICS

Individuals or pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Use of English 1: Reported speech, Exercise 5, page 125

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 a set of cards placed face down in a pile in front of them. Tell students they are going to play a game taking it in turns to read out the spoken sentence on the card, which their partner then has to turn into reported speech.
- 2 Student A takes a card and reads out the sentence to Student B, along with any pronoun or verb prompt in brackets. Student B repeats the sentence, but reforms it into reported speech using the verb and a correct pronoun. If Student A agrees that the sentence has been correctly changed into reported speech, Student B wins the card. If not, the card is put aside to review later. Demonstrate with the first card if you think this would be helpful.
- 3 It is then Student B's turn to take a card to read to Student A so they can try to reform the sentence in reported speech. The game continues until all the cards are used, or as time allows.
- 4 Review and check answers as a whole class.

ADAPTATION AND EXTENSION

- As a variation, when students take a card they read it to themselves and then say the sentence in reported speech to their partner. Their partner then has to repeat the sentence, but turning it back into active speech. As a pair, students then check how the sentence differs from the card.
- As an alternative for more individual work, or for fast finishers, students take five cards. On a piece of paper, they reform the sentences into reported speech, using the verbs provided and a correct pronoun. Students exchange their papers (not the cards) and check that their partner's sentences make sense and are grammatically correct. They then turn their partner's sentences back into direct speech, writing them on the same piece of paper. Finally, together they compare the new sentences they have written in direct speech to those on the cards.

ANSWER KEY

Possible answers:

He admitted he had thrown the glass bottle in the wrong bin.

The teacher recommended that we unplug devices we're not using.

The minister agreed that we should avoid wasting water.

They blame people being irresponsible for climate change happening.

They boasted that they were the most eco-friendly company in the region.

The company claimed it was taking measures to protect the environment.

The student admitted throwing the paper on the floor.

They insisted that I/we need to stop using the car so much.

She confessed that she never rode her bicycle.

She refused to change her car just because it was old.

They regretted that they/we had not paid more attention to climate change earlier.

The scientist urged the world to stop burning fossil fuels as soon as possible.

He denied that he had left the lights on all night.

She advised us/me to use both sides of the sheet to save paper.