

Unit 1

WHO YOU KNOW

Materials: One copy of worksheet A and worksheet B per pair of students

Arrange Ss into A and B pairs and distribute the worksheets. Explain that in each of their sentences the underlined word is wrong, and their partner has a sentence with the correct word in it. Ss take it in turns to read out a sentence. Their partner has to find the sentence that contains the correct word and read it back to them. Ss can then swap the underlined words to correct their sentences. Demonstrate the activity by reading out Student A's first sentence and asking one of the stronger Student Bs to find the sentence that contains the correct word. You may wish to write both sentences on the board to ensure that Ss understand the activity.

Monitor and help Ss with vocabulary if necessary. When Ss have finished, check the answers and encourage Ss to explain the differences in meaning between each pair.

Answers:

Worksheet A: 1 pupil 2 classmates 3 member
4 take after 5 boss 6 godmother 7 had a fiancé/fiancée
8 extended family 9 side 10 relatives

Worksheet B: 1 team-mates 2 employee 3 ancestors
4 great-grandmother 5 family history 6 mentor
7 partner 8 roots 9 'm related to 10 inherited

Then ask Ss to go through the sentences and discuss with their partner which are true and false for them. Tell Ss they can change the false ones, making them true for them. Encourage the Ss to ask follow-up questions to find out more information. Elicit any interesting information they found out for feedback.

COLLOCATION DOMINOES

Materials: One set of dominoes per group

Draw a simple sketch of a domino on the board and ask Ss if they know this game and what it's called in their language.

Arrange Ss into groups of three (or groups of four if you have a large class) and give each group a set of dominoes. Explain the game and demonstrate. One student deals the dominoes and each player places their dominoes face up in front of them. One student starts the game by putting down a domino in the middle. Ss take it in turns to add a domino to either side, forming correct collocations. If they place a domino to the left, it needs to be the correct verb. If they place a domino to the right, it needs to be the correct word(s) to complete the collocation. If they can't go, they miss a turn. The winner is the first player to put down all their dominoes.

While they are playing, go round and check that Ss are forming correct collocations, and answer any questions they have.

As a follow-up, Ss can discuss some of the collocations in their groups. Tell Ss they will have to think carefully about how to use the collocations in questions. Remind Ss of question forms they might need, e.g. *When did you last take a taxi? Have you got a degree? Do you take after anyone? Have you ever done any research? Are you going to do any housework this weekend?* etc.

Elicit any interesting information they found out for feedback.

SIMILARITIES

Materials: One worksheet per student

Explain that Ss are going to ask questions to find out about each other. Distribute the worksheets. Check that Ss understand the sentences, and what kind of information they need to supply. Ask Ss to work alone and complete the sentences with true information about themselves. When they have finished, ask them to write three more interesting facts about themselves in the spaces provided. For late finishers, this could be reduced to one or two sentences. Go round and check their sentences before they start the activity.

Arrange Ss into pairs. Elicit what questions they need to ask in order to find out the same information about their partner (including *What's your name?* and *How do you spell that?* for the top of the column). Tell Ss they should put a tick in the box if their partner's answer is the same as their own, or put a cross in the box if it is different. While they are asking each other the questions, monitor carefully and note down any errors and examples of good language you hear for later feedback.

When they have finished one column, tell Ss to find another partner and repeat the process. When they have done this with four different partners (or three if you are short of time), ask Ss to add up the number of ticks they have for each partner to find out who they are most compatible with. Elicit a few answers. In feedback, go through any common errors with the class and draw Ss' attention to any examples of good language that you heard.

QUEENS AND KINGS

Materials: One copy of worksheet A and worksheet B per pair of students

Lead into the topic by asking Ss some questions related to queens and kings, e.g. *Does your country have a king or queen, or a president? What are the advantages of having a king or queen as the head of state? What are the disadvantages?*

Arrange Ss into A and B pairs and distribute the worksheets. Give Ss a few minutes to read their texts before they start the activity. Both Ss have the same texts but information is missing from one of them.

Tell Ss to ask their partner questions in order to complete the information in their text. With **weaker students**, give them time to write down the questions they need.

Possible questions:

Worksheet A: 1 When was she born? 2 Who is she married to? 3 What did they receive? 4 What were they doing in 1948? 5 What was she doing in 1952? 6 What did she celebrate in 1977? 7 What did she celebrate in 2002? 8 What is she hoping to become at the moment? 9 What does she prefer? 10 What is she currently working hard to do?

Worksheet B: 1 Where was he born? 2 Who did he get married to in 1962? 3 How many grandchildren do they have? 4 What did the dictator Francisco Franco name Juan Carlos as in 1969? 5 What was the dictator doing in 1974 and 1975? 6 What did Juan Carlos do on the 22nd of November 1975? / What did Juan Carlos do two days after the death of Franco? 7 What is he enjoying at the moment? 8 What is he doing at present? 9 What languages does he speak? 10 What were the Spanish football team celebrating?

Monitor to ensure that Ss are using verb tenses correctly. When they have finished, they can check their answers by comparing texts.

JOBS FAIR

Materials: One set of role cards per pair of students

Lead into the activity by asking if Ss have ever been to a jobs fair, and if this is a common way for companies to recruit new staff in their country.

Divide the class in half and distribute role card 1 to one half of the class and role card 2 to the other half. Go through the situation on the cards and give Ss time to prepare the information they need. Go round helping with language and ideas, and encourage Ss to be creative. The Ss with role card 2 (the job seekers) can either be honest or invent information about themselves.

When the Ss are ready, review the language for talking about yourself from unit 1.3. Then position the students with role card 1 (the exhibitors) around the class. Remind those Ss that they are the exhibitors at the jobs fair. The students with role card 2 (the job seekers) walk around asking questions about the jobs and answering questions about themselves. Monitor carefully, prompting Ss where necessary, and taking notes on their use of language for later feedback/correction. At the end of the activity, ask Ss which jobs were chosen.

Unit 2

YOU'RE THE DIRECTOR

Materials: One worksheet per group

Arrange Ss into groups of three and distribute one worksheet to each group. Explain that Ss are going to plan and present their ideas for their own film. Check that Ss understand the types of film and the events at the top of the worksheet. In their groups, Ss first choose the type of film they want to make, and choose as many events from the second box as they want. Before they complete their storyboards, ask Ss to brainstorm their ideas on the background, main characters, first problem, solution, further problem and the ending. They then complete the storyboard with simple sketches to illustrate what happens in the film. Instead of drawing pictures, Ss can simply write notes, but make sure they don't write full sentences.

When they are ready, ask the groups to present their ideas to the class. Ss can then vote for the best film idea.

SHAPES OF YOU

Materials: One worksheet per student

Distribute the worksheets and ask Ss to read the topics and write notes, randomly, in the shapes below. Tell Ss that they should write only one or two words for each topic. They should not look at each other's notes yet. Monitor and help Ss with any vocabulary they need.

When they are ready, ask the Ss to fold their worksheet in half. Arrange Ss into pairs. Tell Ss to show each other their notes. Their partner tries to guess what topics the information refers to. If they get stuck and need help, they can have another look at the topics at the top of the worksheet. Early finishers can discuss the topics they didn't write notes on. When they have finished, elicit any interesting information from the pairs.

CELEBRITY FACTS

Materials: One copy of worksheet A and worksheet B per pair of students; pictures of the celebrities, if you do the warmer

Optional warmer: bring to the class pictures of the celebrities in the sentences, and pin them up on the walls. Ask Ss to walk round and guess the names of the celebrities.

Preteach *tap shoes*, *cheering up* and *break-dancer*. Divide the class in half and give worksheet A to one half of the class and worksheet B to the other half. Give the Ss a few minutes to read their sentences and choose the correct verb forms. Go round and check their answers.

Answers:

Worksheet A: 1 won 2 has recorded 3 wore 4 has never directed 5 first appeared 6 has been 7 has never been 8 all died 9 has worked 10 has studied

Worksheet B: 1 has directed 2 started 3 was 4 had 5 has never won 6 appeared 7 made 8 appeared 9 has had 10 has dated

Arrange Ss into pairs. Ask them to read out the film star facts for their partner to guess if they are true or false. Each false answer has an explanation so that Ss know why those facts are false. Tell Ss to keep a note of how many correct guesses their partner makes. When they have finished, find out how much the Ss knew.

As a follow-up, you could ask Ss to find out about other celebrities and write similar true/false sentences for others to guess, making sure they use the past simple and present perfect correctly.

IN YOUR DREAMS

Materials: One worksheet per student

Start by writing the following questions on the board:

How often do you remember your dreams?

What kinds of things can affect our dreams?

Do you believe that our dreams can tell us about our personality?

Do you believe dreams can predict the future?

Arrange Ss into pairs to discuss the questions, but ask them not to discuss any of their actual dreams yet. When they have finished, invite Ss to share some of their answers.

Distribute the worksheets and ask Ss to think of a dream they can remember. If they can't remember any of their dreams, they can invent one. Give Ss enough time to make notes in the word webs with the details of their dream. Tell Ss they don't have to use the examples given: these are just to help Ss think of ideas. Go round and help where necessary.

When they have finished, arrange Ss into groups of three. Ss describe their dreams to the other group members, who listen and ask follow-up questions. When they have all finished, they can work together to try and interpret what they think their dreams mean/meant. Monitor and check their use of narrative tenses. For feedback, elicit any interesting dreams.

WHAT HAPPENED NEXT?

Materials: One copy of worksheet A and worksheet B per pair of students

Lead into the topic by eliciting some examples of common fairy tales and find out which are the same in the Ss' countries. Divide the class in half and give worksheet A to one half of

the class and worksheet B to the other half. Explain to Ss that they have the basic facts of the beginning of a story, and they are going to continue it and finish it. Give Ss enough time to think about how they will tell the story and how they will finish it, and go round giving help where necessary.

When they are ready, arrange Ss into pairs. Review the language for telling a story and keeping a story going from unit 2.3. Ss tell each other their stories, and their partner listens and responds, using the language you've reviewed. When they have finished, invite some Ss to tell you how they ended their stories and ask Ss which they found the most interesting.

Unit 3

WHAT DID YOU SAY?

Materials: One card per student

Distribute one card to each student, and tell Ss not to show their card to anyone else. If you have more than sixteen Ss, you will need to double up some of the cards. Explain the activity. Ss read their card and think about what they are going to say. Give Ss enough time to prepare and go round and help if necessary. When they are ready, Ss walk around and do what's on their card. Tell Ss they have to speak to everyone in the class, and ask them to try and remember what other students say to them (without writing anything down). Monitor and note down any common errors for later correction.

When they have finished, arrange Ss into groups of three and give them five minutes to write down as many of the things other students said as they can remember. Elicit each group's answers and award a point for each correctly remembered sentence. The group with the most points wins.

IDIOM WARS

Materials: One set of instructions (Student A or B) and two grids per student

Arrange Ss into A and B pairs and distribute the A and B instructions and grids. Explain and demonstrate the rules of the game, using a grid on the board, similar to the one on the worksheets. Students secretly write the sentences from the box in one of their grids (the other grid will be used to record the words they find in their partner's grid). Each sentence contains an idiom. The sentences can be written horizontally, vertically or diagonally (but not backwards). Contractions (e.g. *It's*) count as one word.

When they are ready, tell Ss that they have to find their partner's idioms. To do this, Ss take turns calling out grid references to each other, e.g. Student A starts and calls out G3. If there is nothing written in that square on Student B's grid, they say *Miss!* and Student A should record the miss as an X in their blank grid. If there is a word in Student B's grid, they say *Hit!* as well as the word that is in the square. Student A records the word in their grid. Then it is Student B's turn to call out a grid reference. This continues until one student has found all five idioms.

Once Ss start 'hitting' words, the process becomes much easier and a student can guess the whole idiom from the words if they think they know it. If they are correct, the other student replies *Yes, you've hit the idiom '...'*.

When they have finished, check that Ss understand the meaning of the idioms by giving a definition and asking Ss to supply the correct idiom.

THE CONTRACT OF LIFE

Materials: One worksheet per student

Introduce the topic of New Year's resolutions, and tell Ss some of yours. Ask Ss to tell the class some of their resolutions, and if they kept them. Explain that Ss are going to make some plans for themselves, and then sign a contract to make sure they stick to their plans. Distribute the worksheets and give Ss enough time to complete the sentences with real plans for themselves. Go round and help as necessary.

When Ss have finished, ask them to sign their contract and show it to two other Ss, who sign as witnesses. Encourage the witnesses to ask follow-up questions on the reasons for their plans.

At the end of the activity, invite Ss to share some of their plans.

INVENTIONS

Materials: One worksheet per pair of students

Write the following inventions on the board: *the internet, washing machines, microwave ovens, cloning, nanotechnology* and hold a brief discussion on how each one has changed our lives. Ask Ss what inventions they would like to see in the future.

Arrange Ss into pairs and distribute a worksheet to each pair. Explain that they now have the chance to invent something for the future, which they will then present to the class. Give Ss enough time to discuss a name for their invention, produce a simple sketch (they could omit this if they don't want to draw), make notes to answer the questions and add any other details.

Monitor and help with ideas where necessary. Encourage Ss to be creative, but if they are having difficulty you could suggest some ideas (e.g. *fingerprint credit cards, exercise pills, virtual reality films*, etc).

When they are ready, ask each pair to present their invention to the class. The other Ss then vote for their favourite invention.

SORRY, I DIDN'T CATCH THAT

Materials: One set of role cards per pair of students

Arrange Ss into A and B pairs and distribute the A and B role cards. Tell Ss not to look at each other's role cards. Give Ss a few minutes to read through the information on role cards 1A and 1B, check what they need to do and think about the functional language they need. Remind Ss of the language for dealing with misunderstandings from unit 3.3, putting it on the board for Ss to refer to during the activity, if necessary.

When they are ready, ask Ss to role-play the situation. Monitor and help where necessary.

When they have finished, ask Ss to do the same for role cards 2A and 2B. At the end of the activity, invite some Ss to tell the class how they resolved the situations.

Unit 4

THREE JOBS

Materials: One set of role cards per pair of students

Lead into the topic by finding out how many Ss in the class have jobs, what they are and what qualities they need. Tell Ss that they are now going to do two role-plays that involve finding out or giving information about jobs.

Arrange Ss into A and B pairs and distribute the A and B role cards. Tell Ss not to look at each other's role cards. Give Ss a few minutes to read through the information on role cards 1A and 1B. Explain that Student A has to answer Student B's questions and provide information, and Student B has to ask for the information that is missing from his/her role card and then complete the role card. When they are ready, ask Ss to role-play the situation. Monitor and help where necessary.

When they have finished, ask Ss to swap roles and do the same for role cards 2A and 2B. At the end of the activity, ask Ss to choose which job they would like to apply for, and why.

As a follow-up you could review the strong adjectives vocabulary from unit 4.1, and ask Ss, in pairs, to use different adjectives to describe the jobs. Elicit their ideas for feedback.

Answers:

Role card 1B: Trainer: Main duties: training new staff, giving workshops, writing a training program

Personal qualities: decisive, a good communicator, a good leader

Inventor: Main duties: creating new technology, developing existing technology

Personal qualities: able to think outside the box, highly motivated, hard-working

Sales representative: Main duties: finding new customers, selling new technology to existing customers

Personal qualities: competitive, a risk-taker, ambitious

Role card 2A: Entertainments manager: Main duties: finding new acts, planning the entertainments program

Personal qualities: a good leader, a risk-taker, able to think outside the box

Deckhand/Caretaker: Main duties: general maintenance, cleaning, repairs

Personal qualities: hard-working, motivated

Travel agent: Main duties: selling the cruise package, finding new customers, helping guests with their questions during the cruise

Personal qualities: a good communicator, competitive, decisive

FINDING THE RIGHT WORDS

Materials: One copy of worksheet A and worksheet B per pair of students

Write the following incorrect sentence on the board and ask Ss to correct it:

I never remind to phone my mother on her birthday.

Tell Ss that they are going to try to identify whether their partner's sentences are correct or incorrect. Arrange Ss into pairs, and distribute the worksheets. Tell Ss not to look at each other's worksheets.

Student A reads out his/her sentences to Student B, who decides if they are correct or incorrect. If a sentence is incorrect, Student B should try to correct it. Student A keeps a note of how many times Student B is successful. Then Ss swap roles.

Remind Ss to read slowly and clearly to each other and that they should correct confusing words and not grammar. Monitor and help where necessary. In feedback, elicit some answers and ask Ss to explain why the incorrect sentences are wrong.

Then ask Ss to discuss which sentences are true for them, and explain their answers to their partner. At the end of the activity, invite Ss to share some of their answers.

TOP TIPS

Materials: One worksheet per group

Write the following on the board:

How to _____

You shouldn't be afraid of making mistakes.

You must learn new vocabulary.

You don't have to live in London.

You mustn't give up too easily.

Elicit the missing words from the title (*How to learn English*).

Arrange Ss into groups of three (or groups of four if you have a large class), distribute one worksheet to each group, and ask each group to appoint a 'secretary', who will write down the group's answers. Explain that you are going to read out a situation (*How to ...*), and each team must race to write good advice for that situation, completing the sentences in the box. Tell Ss that you will read out four situations so they will have a total of four races.

Choose from the following situations: *How to drive safely, How to become a millionaire, How to succeed at a job interview, How to be a good teacher, How to do well in exams, How to keep healthy.*

Alternatively, you could use other situations that you are confident your class will be able to think of advice for.

The first group to complete their sentences wins the race. Ask the winning group to read out their advice and check that they formed correct sentences containing good advice.

When all four races have finished, the groups can join to form larger groups and compare what advice they wrote. Elicit any interesting answers for feedback.

THOSE WERE THE DAYS

Materials: One worksheet per student

Set the scene by telling Ss a few facts about you when you were a child, using *used to* and *would*. Distribute the worksheets and ask Ss to think back to their childhood, and write twelve true sentences using *used to* and *would* under the categories provided. Encourage them to write both positive and negative sentences. Go round and check their language, helping where necessary.

When they are ready, tell Ss to mingle with the objective of finding people with the same answers. To do this, Ss will have to ask other students questions based on their own sentences. When they find someone with the same answer, they write their name in the column on the right.

Monitor and check that Ss are forming the questions correctly, and encourage them to ask follow-up questions. When they have finished, arrange Ss into pairs to compare their sentences. Elicit any interesting answers from the class for feedback.

COALITION GOVERNMENT

Materials: One copy of worksheet A and worksheet B per pair of students

Introduce the topic by asking Ss about the political system in their country, e.g. *Is it a parliamentary or presidential system? What type of voting system do you have at elections? Do you have one clear party in government, or is it usually a coalition?*

Divide the class in half and give worksheet A to one half of the class and worksheet B to the other half. Give Ss five minutes to read the information and check they understand the activity and the vocabulary. Tell Ss in each half of the class to work together to plan two or three reasons for each priority. Explain that each student should write their own notes as they will work with a student from the other group later.

Arrange Ss into A and B pairs and tell them not to look at each other's worksheet. Review the functional language for reaching agreement from unit 4.3. Ss discuss the points and try to reach agreement on each issue. Monitor and help where necessary. At the end of the activity, find out if and how they managed to agree.

Unit 5

GIVE US A CLUE

Materials: One copy of crossword A and crossword B per pair of students

Arrange Ss into pairs and distribute the worksheets. Sit Ss face-to-face and tell them not to show their worksheets to each other. Tell Ss that they each have half of the answers to a crossword and they are going to work together to complete the crossword. Ss take it in turns to describe a word to their partner. They should also give the number in the grid, e.g. *3 across, 8 down*. If the other student guesses the word correctly, they can write it in the correct place in the crossword. If the student does not know the answer, he/she can try another one.

With **weaker classes**, before you arrange Ss into pairs, give them some time to prepare clues for their words.

When they have finished, tell Ss to look at each other's worksheets to check their answers are correct.

WORD-BUILDING RACE

Materials: One copy of the board and a dice or coin per group and one counter per student

Arrange Ss into groups of three and give each group a board (A3 size if possible), a dice or coin and a counter for each student. If Ss use a coin, explain *heads* and *tails* and that if the coin falls heads-up they move their counter forward two squares, and if it falls tails-up they move one.

Tell Ss to put their counters on the START square and to take it in turns to move around the board. If Ss land on a square with a sentence, they must say the sentence using the correctly formed adjective from the word in brackets. Point out that the suffixes they need to form the adjectives are on the board in the jigsaw squares. If Ss land on a square with a suffix, they must say five adjectives containing that suffix. If they are unsuccessful, they move back to the square they came from. If Ss land on a free square, they don't do anything. The winner is the first player to reach the FINISH square.

While Ss are playing the game, go round and help where necessary.

Answers:

From START to FINISH: easy useless painful logical talkative lovely/lovable dramatic homeless effective scary edible creative messy peaceful biological rainy successful hopeless valuable careless poetic responsible explosive hopeful

Suffix squares (example answers): **-able/-ible**: responsible lovable profitable (in)edible valuable **-less**: homeless useless careless hopeless restless **-ful**: painful peaceful thankful hopeful careful **-y**: messy hairy quickly easy flashy **-ive**: effective explosive creative effective cooperative **-ic/-ical**: poetic biological dramatic historical scientific

WHICH PHONE?

Materials: One set of role cards per pair of students

Lead into the topic by asking Ss what things they look for when buying a new mobile phone. You could write the categories from the role cards on the board to help **weaker classes** (*price, size, easy/difficult to use, functions, battery life, internet speed*). Tell Ss they are now going to do a role-play that involves describing and comparing different mobile phones.

Arrange Ss into pairs and distribute the worksheets. Give them time to read their roles and the information about the phones they have. Check that Ss know how to express sizes in speech, e.g. *seventeen by five centimetres*.

When they are ready, Ss describe the phones they have and compare them with the phones their partner has. After they have made comparisons, Ss choose which phone they want to buy, based on the role they are playing. Encourage them to give reasons for their choices, using comparatives and superlatives. At the end of the activity, invite Ss to share their choices.

Ss can then compare their own mobile phones in small groups, using the categories on the worksheet.

YOU'RE NOT FRENCH, ARE YOU?

Materials: One worksheet per student

Write two sentences on the board about two students in the class, one that contains a fact you are sure of and one that contains a fact you are not sure of, e.g. *Alessandra is a doctor; Julio doesn't like cheese*. Elicit the correct question tags for each sentence and model the correct intonation for checking the information, e.g.

Alessandra, you're a doctor, aren't you? Use falling intonation because you are sure of the answer.

Julio, you don't like cheese, do you? Use rising intonation because you are not sure of the answer.

Distribute the worksheets and ask Ss to complete the first six sentences with names of their classmates. Tell Ss not to look at each other's sentences. Ss then write six more sentences about their classmates, three that they're sure of, and three that they're not sure of. Monitor and help where necessary.

When Ss have finished, ask them to go and find their classmates and check the information using question tags.

Answers:

1 (Name), you came to class by car today, didn't you?
 2 (Name), you like studying English, don't you? 3 (Name),
 you don't like eating fish, do you? 4 (Name), you went out
 with friends last night, didn't you? 5 (Name), you've got
 a boy/girlfriend, haven't you? / (Name), you have a boy/
 girlfriend, don't you? 6 (Name), you're a student, aren't you?

Monitor Ss' pronunciation of the question tags carefully and note any errors for later feedback. When they've finished, ask Ss how many they guessed correctly, and go through any common errors with the class.

WHAT'S THE PROBLEM?

Materials: One copy of worksheet A and worksheet B per pair of students

Arrange Ss into pairs, and give one set of role cards to each pair. Tell Ss not to look at each other's role cards. Review the language for polite requests and responses from unit 5.3. Focus Ss' attention on the first two situations (ignore the third for now), and give them enough time to prepare what they are going to say.

In pairs, Ss role-play the situations. Monitor and help where necessary. When they have finished, ask Ss what solutions they came up with.

Repeat the process for situation 3, but allow Ss to choose which role they want, and swap role cards if necessary.

Unit 6**HOW EMOTIONAL ARE YOU?**

Materials: One copy of worksheet A and worksheet B per pair of students

Divide the class in half and give worksheet A to one half of the class and worksheet B to the other half. Explain that Ss are going to do a questionnaire to find out how emotional they are. First, ask Ss to read through the questions and answers, and choose the correct adjective in italics in each answer. Go round and check the answers. Ask Ss to write one more question of their own that could test how emotional a person is.

Answers:

Worksheet A: 1 a) Relaxed b) stressed c) worried
 2 a) boring b) embarrassed c) frightening 3 a) surprised
 b) annoying c) disgusted 4 a) Pleased b) confused
 c) Terrified

Worksheet B: 1 a) Pleased b) exciting c) exhausted
 2 a) confused b) worrying c) devastated 3 a) pleased
 b) annoying c) disgusted 4 a) boring b) interesting
 c) embarrassed

When they are ready, arrange Ss into A and B pairs. Ss ask each other their questions and note their partner's answers. For question 5, they write their partner's answer in the space provided. When they have finished, ask Ss to note if their partner gave mostly a), b) or c) answers and to decide which category they fall into. Ss can also use the answer to question 5 to decide on the category. Ss then read the analysis and decide if they agree or not. Elicit some answers for feedback.

GUESS THE VERB

Materials: One copy of worksheet A and worksheet B per pair of students

Arrange Ss into pairs and distribute the worksheets. Tell Ss not to look at each other's worksheet. Explain the activity. Ss take it in turns to describe the multi-word verbs in bold to their partner, but they can't use any of the words in italics in their descriptions. The other student tries to guess the multi-word verb. Demonstrate the activity with a stronger student. While they are working, go round and help where necessary. For feedback, elicit some descriptions.

CONDITIONALS RACE

Materials: One copy of the board and a dice or coin per group and one counter per student

Arrange Ss into groups of three (or groups of four if you have a large class) and give each group a board (A3 size if possible), a dice or coin and a counter for each student. If Ss use a coin, they move one space for heads and two spaces for tails.

Tell Ss to put their counters on the START square and to take it in turns to move around the board.

If Ss land on a square with a sentence, they must finish the sentence correctly with true information about themselves. If Ss don't finish the sentence correctly, they move back to the square they came from. If Ss land on a free square, they don't do anything. The winner is the first player to reach the FINISH square.

While Ss are playing the game, go round and help, correcting/adjudicating where necessary.

WHY WOULD YOU DO THAT?

Materials: One set of cards per group

Write on the board: *make a noise like a cat*, and ask Ss to give you possible reasons why they would or wouldn't do this, e.g. *If I had a cat, and I wanted to get its attention, I would make a noise like a cat*. Arrange Ss into groups of three (or groups of four if you have a large class), and give each group a set of cards, placed face down in the middle. Ss take it in turns to take a card and read it out to the rest of the group. The other Ss try to give a good reason why they would or wouldn't do this. The first student to give a correctly formed reason wins the card. Go round and help with vocabulary and adjudicate where necessary.

For feedback, nominate a student from each group to give the most interesting answers to the class, forming full second conditional sentences.

MIXED EMOTIONS

Materials: Four copies of the worksheet, cut into cards

To prepare for the activity, make enough copies of the worksheet to provide three or four cards per student. Cut up the cards, then shuffle them all together. Distribute three or four cards to each student. Tell Ss not to look at each other's cards.

Review the language for giving good and bad news and responding to it from unit 6.3. Give Ss a few minutes to think about how they will tell people their good and bad news, then ask them to walk around and share their news with other Ss. Encourage Ss to respond using the expressions in unit 6.3 and ask follow-up questions. When they have finished, elicit some of the news they came up with.

As an extension, Ss could discuss which of the situations have really happened to them, and what happened.

Unit 7

GIFTED!

Materials: One copy of worksheet A and worksheet B per pair of students

Lead into the topic by writing the following on the board: *To be successful you need to ...* and elicit ideas from the class. Arrange Ss into pairs and distribute the worksheets. Ss take it in turns to ask each other questions using the prompts, and write their partner's answers in the *Partner 1* column. With **weaker classes**, ask Ss to write out the questions first, and go round checking that they are forming the questions correctly. Monitor carefully and help where necessary.

When Ss have finished, ask them to find a new partner and ask their questions again, writing the answers in the *Partner 2* column. When they have finished, elicit any common answers for feedback.

ALL ABOUT YOU

Materials: One worksheet per student

Distribute the worksheets and ask Ss to read the questions and add the missing prepositions. If they get stuck, they can look back at unit 7.1 for help. When they have finished, check the answers.

Answers:

1 on 2 in 3 with 4 in 5 for 6 with 7 at 8 with
9 at 10 to 11 at 12 about 13 for 14 to 15 on
16 about 17 on 18 about

Ask Ss to write their own answers to the questions in the *My answer* column. When they have finished, Ss mingle and ask questions to find other people with the same answers. They write the name of the person with the matching answer next to the relevant question, in the *Name* column. Monitor carefully and encourage Ss to ask follow-up questions. Elicit any interesting answers for feedback.

GUESS THE FILM STAR

Materials: One copy of worksheet A and worksheet B per pair of students

Arrange Ss into pairs and explain the rules. Student A reads out the first fact about his/her first film star, using the prompts and the present perfect simple or continuous. If both tenses are possible, Ss should use the continuous. Student B then tries to guess who the film star is. (With **weaker classes**, ask Ss to write out the questions first, and go round checking that they are forming the tenses correctly.) If Student B can't guess, Student A reads out the next fact, and so on until he/she has read out all six facts. Ss score points for guessing the film star as follows:

After one clue 10 points; after two clues 8 points; after three clues 6 points; after four clues 5 points; after five clues 3 points; after six clues 1 point.

Ss take it in turns reading out facts and guessing until both Ss have done this with their three film stars. Give Ss enough time to complete the activity, then ask them how many points they scored.

Answers:

Film star 1A: 2 She has previously worked as a model. 3 She has been acting in major roles since she first appeared in *The Mask* in 1994. 4 She has won many awards, but has never won an Oscar. 5 She has previously dated Justin Timberlake and Matt Dillon. 6 She has recently appeared in *There's Something About Mary*, *Charlie's Angels* and *Shrek* in comedy roles.

Film star 2A: 2 As well as acting, he has also worked at a nuclear power plant. 3 He has been going bald since the 1980s. 4 He has previously been married to Demi Moore. 5 He has won many awards, but has never won an Oscar. 6 He has appeared in many action films, such as *Armageddon* and *The Sixth Sense*, and sitcoms such as *Moonlighting* and *Friends*.

Film star 3A: 2 She has been acting in major roles since she first appeared in *Sense and Sensibility* in 1995. 3 She married Sam Mendes in 2003, but they have recently split up. 4 She has recently won an Oscar for *The Reader*. 5 She has acted in one of the best-selling films of all time, with Leonardo DiCaprio. 6 She has appeared in other films such as *Iris*, *Enigma* and *Flushed Away*.

Film star 1B: 2 He has been a member of a real street gang. 3 He has been married to Grace Hightower since 1997. 4 Since 1989, he has been investing in the TriBeCa district of New York. 5 He has won two Oscars for his roles in *The Godfather II* and *Raging Bull*. 6 He has mainly acted in serious roles, but recently he has been acting in comedy roles in films such as *Meet the Fockers* and *Stardust*.

Film star 2B: 2 She has been acting in major roles since she first appeared in *Bend it Like Beckham* in 2002. 3 She has always wanted to act, since she was three. 4 She has recently been doing charity work for Amnesty International. 5 Although she has been nominated, she has never won an Oscar. 6 She has acted in a major series of films about pirates with Johnny Depp and Orlando Bloom.

Film star 3B: 2 He has been acting 'with magic' since 2001. 3 He has acted in films, on TV and at the theatre. 4 He has won many awards, but has never won an Oscar. 5 He has appeared in the Sunday Times Rich List as one of the richest young people in England. 6 He has recently been acting in the theatre.

MIXED ABILITIES

Materials: One set of cards per group

Start by reviewing the language of past and present abilities from unit 7.2 and write some examples on the board for Ss to refer to during the activity. Arrange Ss into groups of four and give each group a set of cards, positioned face down, in the middle.

Demonstrate the activity. Ss take it in turns to take a card and decide if they are going to ask about the present or past. They then ask the other Ss about their abilities, using the prompt on the card. The other Ss in the group can either lie or tell the truth. The student who asked the question must then ask follow-up questions to work out if the other Ss are lying or telling the truth. Monitor and help out where necessary. Elicit any interesting information for feedback.

SOUND INVESTMENTS

Materials: One set of role cards per group

Lead into the activity by eliciting things a company may need to invest in. Review the language for clarifying opinions from unit 7.3 and write some examples on the board for Ss to refer to during the activity. Arrange Ss into groups of four (or if you don't have the right number of Ss, have some groups of three and omit role card 4). Give out a role card to each member of the group, and give Ss time to read their role and think of two more reasons for their choice. Go round and help with vocabulary and ideas.

When they are ready, Ss carry out the role-play, giving their reasons and trying to reach a decision on how the money can be spent. They could choose to invest it all in one or two of the options, but they must spend at least 75% of the money on one of the options. Monitor and check Ss are using the language correctly. Elicit their decisions for feedback.

Unit 8

DO YOU GET ON?

Materials: One copy of worksheet A and worksheet B per pair of students

Arrange Ss into A and B pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets. Explain that in each of their questions, the underlined phrase must be replaced by a phrase that their partner gives them. Student A reads out their question, and Student B responds by choosing the correct replacement phrase from their box and saying it to Student A, who writes it down. Ss don't give any answers to the questions yet. When they have finished, they change roles and complete Student B's questions. Check the answers with the class.

Answers:

Worksheet A: 1 keep yourself to yourself 2 nosy 3 make friends with 4 disturb you 5 done favours for 6 gets on your nerves

Worksheet B: 1 get on well with 2 invite your neighbours over 3 mind their own business 4 a nuisance 5 get to know 6 ask a favour of

Then ask Ss, in their pairs, to discuss their answers to the questions. Go round and help where necessary. Elicit some interesting answers for feedback.

PELMANISM

Materials: One set of cards per group

Prepare for the activity by cutting up one set of cards for each group of three Ss (or one set for each group of four Ss if you have a large class). Arrange Ss into groups of three or four, and give one set of cards to each group. Ask the Ss to spread out the cards, face down, on a flat surface in the centre of the group. Ss take it in turns to turn over two cards at a time. If they turn over a pair of words that form a compound noun (e.g. *sports centre*), they can keep the cards. If they don't, they must turn the cards back over, making sure they put them back in the same place. Ss keep going until no more pairs can be found. While Ss are doing the activity, go round and help where necessary. The student with the most pairs at the end wins.

WHERE I LIVE

Materials: One copy of worksheet A and worksheet B per pair of students

Arrange Ss into pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets. Explain to the Ss that they are going to identify and correct the error in each sentence that their partner reads out.

Student A reads out their sentences to Student B, who must listen and correct the mistake(s) with articles and/or quantifiers. When they have finished, Student B does the same with his/her sentences. Go round and help where necessary.

When they have finished, ask Ss to discuss in pairs which sentences are true for them. Elicit any interesting answers for feedback.

INTERNET RELATIVITY

Materials: One copy of worksheet A and worksheet B per pair of students

Arrange Ss into A and B pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets. Explain the activity. Student A reads out a sentence half to Student B, who must listen and choose the correct ending from the list on his/her worksheet. Student A continues until he/she has read out all the sentence halves. When they have finished, they repeat the process with Student B's sentence halves. When they have finished, check the answers with the class.

Answers:

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

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

Then ask Ss, in their pairs, to make sentences that are true for them, using the underlined phrases and finishing them with their own ideas. Elicit any interesting answers for feedback.

MAKING YOURSELF AT HOME

Materials: One copy of worksheet A and worksheet B per pair of students

Review the language from unit 8.3 for being a good guest and write some examples on the board for Ss to refer to during the activity. Arrange Ss into A and B pairs and distribute the worksheets. Explain that Ss are going to do some role-plays involving situations relating to being a good guest. Give Ss time to read their situations, and go round helping with any vocabulary where necessary.

When they are ready, Ss work through the situations, taking it in turns to apologise/use questions. Monitor and check they are using the expressions correctly. Ask some pairs to act out some of the situations for feedback.

Unit 9

THE HISTORY OF MY COUNTRY

Materials: One copy of worksheet per pair of students

Review the vocabulary in unit 9.1, asking Ss if any of these things have happened in the history of their country/ies. Explain that they are now going to invent the history of a fictional country and give a short presentation on it. Arrange Ss into pairs and distribute one worksheet to each pair. Ss first think of a name for their country, then use the words in the

box and their own ideas to invent its history. Tell Ss that they don't have to use all of the ideas in the box, and they don't have to complete all of the sections, as long as they include events from a range of time periods. Encourage them to make the history as interesting as possible and go round and help where necessary.

When Ss are ready, ask each pair to present their history to the class. The other Ss listen and choose the most interesting one.

GUESS MY COLLOCATION

Materials: One set of cards per group

Arrange Ss into groups of three (or groups of four if you have a large class) and give each group a set of cards, positioned face down in the middle. Explain that each card has a picture on it that describes a collocation with *come*, *give*, *have* or *make* from unit 9.2. Write the collocations from the answer key on the board in random order for students to refer to. Ss take it in turns to pick up a card and match the picture on it with the correct collocation. Anyone in the group can try to guess the collocation. Whoever guesses correctly first keeps the card. Go round and help where necessary, supplying Ss with the collocation if they get stuck. At the end of the activity, the student with the most cards in each group is the winner.

Answers:

A give someone a call B have a dream C make a profit
D come first E come back F make progress
G give a talk H have a good time I come naturally
J give instructions K make a mess L have trouble (with something)
M make a decision N come by car O give directions
P have a break

When Ss have finished, go through the answers with the class, then ask Ss to discuss the last time they did some of the things in the pictures. Elicit any interesting answers for feedback.

BAD DECISIONS

Materials: Two sets of cards

Prepare for the activity by making two copies of the worksheet (A3 size if possible) and cutting them up into cards. Stick the cards up on the walls around the classroom. (If you can't stick them on the walls, arrange them on desks or chairs around the classroom.) Arrange Ss into pairs and explain that they are going to read about some bad decisions in history and say what they would have done. Ss walk around the class in pairs, reading the situations and coming up with two third conditional sentences for each, using the prompts at the bottom of each card. With **weaker students**, you could ask them to write down their sentences for you to check. Go round and help with vocabulary where necessary.

For feedback, elicit the Ss' sentences. As an extension, you could ask Ss if they can tell you any other bad decisions made in history (or recently) and make third conditional sentences about those decisions.

AMAZING FACTS

Materials: One copy of worksheet A and worksheet B per pair of students

Arrange Ss into A and B pairs and distribute the worksheets. Explain the activity. Student A reads the sentences out to his/her partner, filling the gap with the correct active or passive

form of the verb in brackets in the correct tense. Student B has to guess if the sentence is true or false. Student A notes down all of Student B's correct guesses. Ss then follow the same procedure for Student B's sentences. With **weaker classes**, you could give Ss a few minutes to write out the sentences first, and check their answers before they start the activity. Monitor and correct any incorrect use of tense or form and any irregular past participle errors. When they have finished, Ss add up their partner's score. The student with the most correct guesses wins. At the end of the activity, ask Ss to tell the class which facts they found surprising.

Answers:

Worksheet A: 1 was first used 2 became 3 was believed
4 raised 5 have been discovered 6 is permanently covered
7 is produced 8 will have

Worksheet B: 1 were used 2 were cancelled 3 visited
4 reduced 5 were held 6 are painted 7 grows
8 will be reduced

SCHOOL QUIZ

Materials: One copy of the worksheet per group and one copy of the worksheet with the answers, for the teacher

To prepare for the class, you will need to find out the answers to the questions on the worksheet in advance.

Arrange Ss into groups of three (or groups of four if you have a large class) and distribute one copy of the worksheet to each group. Ask the Ss to complete the title of the quiz with your school's name and to think of a name for their team. Write the team names in a list on the board. Review the functional language for expressing uncertainty from unit 9.3. Give Ss enough time to work together to answer the questions, using the functional language in their discussions. Tell Ss not to look at the other groups' answers.

When they have finished, go through each question and elicit an answer from each group. Award a point for each correct answer and write the scores up on the board. If none of the answers are correct, award a point to the group that is the closest. Add the points up to find the winning team.

Unit 10

'GREEN TEST' YOUR SCHOOL

Materials: One copy of worksheet per student

Explain to Ss that they are going to carry out a 'green test' of their school (or the building your class is in). Distribute one worksheet per student and ask them to read the questions, then think of two more questions they can ask and write them in the spaces provided.

When they are ready, Ss go round the school and find out the answers to the questions on their worksheet. Encourage them to ask people they come across. When they have finished, Ss come back to the classroom and share the answers with the class. Ask them how well they think the school did in the test.

Then arrange Ss into pairs. Ask them to write some recommendations to make their school more eco-friendly in the space provided on the worksheet. Elicit their answers for feedback.

DO YOU AGREE?

Materials: One copy of worksheet A and worksheet B per pair of students

Arrange Ss into A and B pairs and distribute the worksheets. Tell Ss not to look at each other's worksheets. Explain that in each of their sentences, the phrase in brackets must be replaced by a word with a prefix that their partner gives them. Student A reads out their sentence, and Student B responds by choosing the correct word and prefix from their boxes and saying it to Student A. Tell Ss that they can use the prefixes more than once, but they can use the words in the right-hand box once only. Ss don't give any answers to the questions yet. When they have finished, they change roles and complete Student B's sentences. Check the answers with the class.

Answers:

Worksheet A: 1 recycle 2 untidy 3 disability
4 overcook 5 mispronounce 6 unknown 7 disobey
8 underestimate

Worksheet B: 1 underweight 2 unbelievable
3 misunderstand 4 disagree 5 overestimate 6 disappear
7 renew 8 misjudge

After checking the answers, Ss put a tick or a cross in the column headed 'Me' to indicate whether they agree or disagree with each statement. Rearrange the Ss so they are working with a different partner. Ask them to discuss whether they agree or disagree with each statement, and mark the column headed 'Partner' with a tick or a cross. Go round and help where necessary. Elicit some interesting answers for feedback.

AT THE RACES

Materials: One copy of the worksheet per group

Arrange Ss into groups of three (or groups of four if you have a large class) and ask each group to appoint a 'secretary', who will be responsible for writing their sentences. Explain that there are going to be twelve 'horse races'. In each one, the group has to bet on what they think is the correct sentence of reported speech.

Distribute the worksheets and explain that each item of direct speech is followed by a sentence in which the speech is reported: some of the speech is reported correctly, and some sentences have mistakes. Give Ss enough time to look through the sentences and decide which ones are correct. They should write *correct* on the worksheet, or mark the corrections to make the sentence correct. They then have to decide how much money to bet on each answer, and should write this on the sheet. They have \$1000 to bet in total, and can bet up to half of it on any one horse. They do not have to bet on every sentence.

Go through the sentences as a class, and write the correct sentences on the board. Ss double their money if they have identified a correct sentence or made any necessary corrections to the sentence. If their sentence is not correct they lose the money. Once all the sentences have been corrected, teams calculate their winnings by first doubling, then adding together all the bets they have won, and adding on any money they didn't bet.

Answers:

1 the next day/the following day 2 correct 3 has/had never been 4 correct 5 told me 6 what I wanted 7 if I'd ever seen 8 correct 9 the week before/the previous week 10 I would/I'd 11 he hadn't eaten 12 correct

REPORT THAT!

Materials: One set of cards per group

Arrange Ss into groups of three (or groups of four if you have a large class) and give each group one set of cards, positioned face down in the middle. Don't worry if the cards are not in order. Review the grammar from unit 10.2, then explain the activity. Each turn, a student takes a card and reads out the sentence at the top. The other Ss in the group try to report the sentence using a reporting verb in the correct form, and changing any other parts of the sentence (e.g. pronouns, time references) to report it correctly. If Ss get stuck, the student who picked up the card reads out the reporting verb as a hint. The first student in the group to say the sentence correctly keeps the card. The student with the most cards at the end wins. Go round while Ss are doing the activity and prompt/adjudicate where necessary.

At the end of the activity, elicit the answers from the class. Note that the suggested answers below are provided only as a guideline, as several alternatives may be possible in each case.

Suggested answers:

1 He/She offered to help me/us with my/our homework.
2 He/She recommended leaving early. 3 He/She invited me/us to stay with him/her while I was/we were in town.
4 He/She decided to wear the black shoes/ones. 5 He/She agreed to give me/us a lift home. 6 He/She promised to do his/her homework for tomorrow. 7 He/She suggested hiring a car. 8 He/She refused to eat his/her broccoli. 9 He/She explained that it would be cheaper to stay in a hostel. 10 He/She warned us to be careful if we were/are going out at night. 11 He/She offered to help me/us with my/our bags. 12 He/She suggested going to the cinema tonight/that night. 13 He/She promised he'd/she'd always love us/me. 14 He/She invited me/us to go with him/her. 15 He/She decided to have fish for lunch. 16 He/She warned me/us not to take a taxi. 17 He/She explained that it was his/her first visit here/there. 18 He/She recommended visiting the fantastic local restaurants.

WHEN IN ROME ...

Materials: One copy of the worksheet per student

Introduce the topic by preparing some pieces of advice for visitors to your country. Share the advice with the class and ask if any of it surprises the Ss. Distribute one worksheet to each student and ask them to think of a country, city or region they know well (preferably not their own, but don't insist on this if Ss don't know other places well enough), and write the name at the top of the worksheet. Ss then write ten pieces of advice for visitors to that country, city or region. Ss can use the topics in the box for ideas. Go round and help where necessary.

When they have finished, arrange Ss into groups of three (or groups of four if you have a large class) to share their ideas. The other Ss listen and guess which country, city or region they are describing. Elicit any interesting ideas for feedback.