

Sets of three

Take a card and find the three sentence parts you need. Take turns to roll the die and move to each of the three squares. The first team to reach all three squares wins.

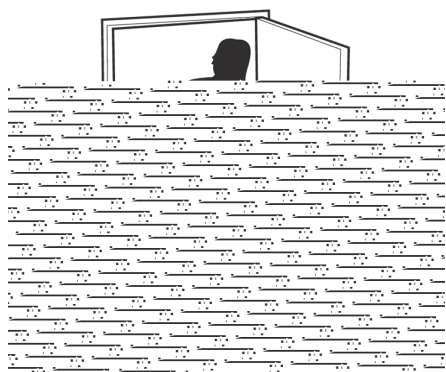
↓ START ↓			
... go to university.	... anything to eat.	... be late.	... going to ...
... the match.	... tomorrow, I'll probably ...	If I get good ...	... we'll win ...
If it's nice ...	... have a ...	... you a cheese ...	They probably ...
... won't want ...	If I win the ...	... join a club.	... I'm going to ...
... going to ...	... you carry ...	I'll make ...	... buy a new computer.
... wonderful time.	I don't think ...	... sandwich.	I'll help ...
I've decided ...	... be a really ...	... be hot.	... competition, I'll ...
... famous actor.	I think it's ...	I think we'll ...	I'm going to ...
I think I'm ...	... your bags.	... go to the beach.	... exam results, I'll ...

<p>A</p> <p>Your friend is hungry. Offer to help. (6 words)</p>	<p>G</p> <p>You want to meet more people. Tell a friend about your intentions. (8 words)</p>
<p>B</p> <p>Your friend is carrying some heavy bags. Offer to help. (6 words)</p>	<p>H</p> <p>Your friend's party begins at eight o'clock. It's half past seven and you've just missed the bus. Make a strong prediction. (7 words)</p>
<p>C</p> <p>You're playing in a football match tomorrow. Your team isn't playing very well at the moment. Make a prediction. (7 words)</p>	<p>I</p> <p>The sun is rising. It's early, but the temperature is already 20°C. Make a strong prediction. (7 words)</p>
<p>D</p> <p>Your friends are going to a restaurant and then coming to your house. Your mum asks you if they will want some food. What do you say? (7 words)</p>	<p>J</p> <p>The weather might be nice tomorrow. Make a possible plan. (10 words)</p>
<p>E</p> <p>You and your friend are going on holiday. You think it will be a good holiday. What do you say to her? (7 words)</p>	<p>K</p> <p>You hope to get good exam results. Make a possible plan. (10 words)</p>
<p>F</p> <p>You love acting and plan to do it for a job. Tell a friend about your intentions. (8 words)</p>	<p>L</p> <p>You have entered a competition and might win some money. Make a possible plan. (10 words)</p>

Find someone green

Fill in the gaps. Ask and answer to find someone who does each thing.

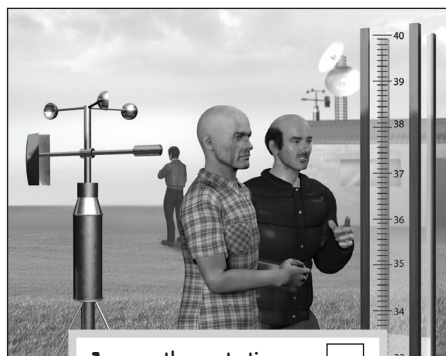
car cycles energy fly global greenhouse packaging recycling sides spend switches tap



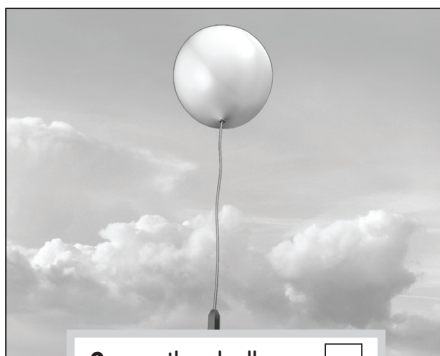
Find someone who ...	Name
1 ... walks or <u>cycles</u> to school.	_____
2 ... only has one _____ in the family.	_____
3 ... doesn't _____ more than five minutes in the shower.	_____
4 ... avoids buying products with lots of plastic _____.	_____
5 ... always puts his/her rubbish in the correct _____ bin.	_____
6 ... turns off the _____ while brushing his/her teeth.	_____
7 ... always uses both _____ of a piece of paper.	_____
8 ... can explain the meaning of '_____ effect'.	_____
9 ... always _____ the lights off when leaving a room.	_____
10 ... uses low-_____ light bulbs in his/her house.	_____
11 ... doesn't usually _____ when he/she goes on holiday.	_____
12 ... is really worried about the effects of _____ warming.	_____

Climate investigators

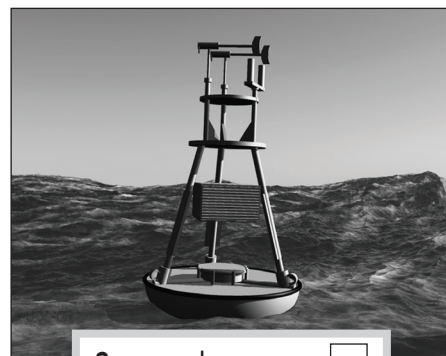
1 Match the pictures with the descriptions.



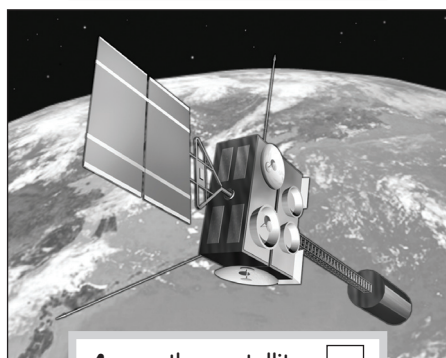
1 weather station ☐



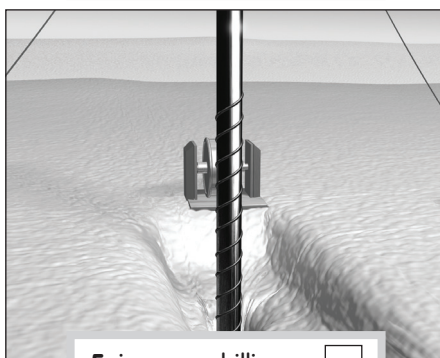
2 weather balloon ☐



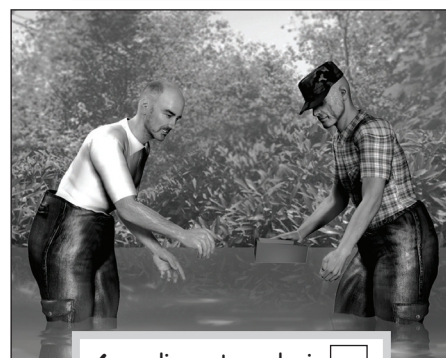
3 ocean buoy ☐



4 weather satellite ☐



5 ice core drilling ☐



6 sediment analysis ☐

- a** These special objects can float on water. They have instruments on them to measure the weather at sea. The information is then sent to scientists by radio signals and analysed using computers. Scientists use this information to find out the temperature of the water and to learn about waves, wind and currents.
- b** Scientists take pieces of earth and rock and study them to learn about our planet's climate in the past. Their studies tell them where glaciers, oceans and rivers were in the past, so we can find out how our planet has changed over time.
- c** Scientists send these objects into space. They move around the Earth and send back information about weather and temperatures on our planet. By watching what is happening, we can guess what the weather will be like in the future.
- d** These places have special equipment for studying the climate. The equipment measures the temperature, the speed and direction of the wind, how much rain falls during a storm and how much moisture is in the air.
- e** Scientists go to cold places like Greenland and Antarctica to look for air bubbles in frozen water. The extremely cold temperatures mean the contents of these air bubbles do not change over time. So, by studying the contents, scientists can learn a lot about what the climate was like thousands of years ago.
- f** These large objects with air inside float in the sky. They have instruments that send information about the weather back to people on Earth. They tell scientists about the clouds, rain, moisture and winds above us.

2 Use the prompts to discuss why it is important to know about the climate and weather.

If farmers want to know when to plant, they will have to ...

Pollution will increase if ...

If temperatures continue to increase, ...

Droughts will happen more often if ...

Global warming will be a bigger problem if ...

If we want the ozone layer to protect us, we will ...

Grammar Sets of three

Activity: Sentence construction board game in groups of four

Language: Future forms and first conditional

Preparation: Make one copy of the worksheet for each group of four. Cut out the 12 cards and shuffle. Provide one die and two counters for each group.

Procedure

- Divide your class into groups of four and ask them to get into teams of two. Give each group one playing board, a set of cards (which they should place face down), a die and two counters. Ask each team to place their counter on the *Start* space on the board.
- Explain that the playing board contains 12 sentences, each divided into three sections. The first part of each sentence is in **bold**.
- Both teams take a card and read the situation and prompt. Their card tells them how many words they need for the sentence (contractions, e.g. *I'm*, count as one word). They then look on the board to see if they can find three parts of a sentence that, when put together, form an appropriate response to their prompt.
- The teams then take it in turns to roll the die and move their counter towards one of the three sentence parts that they need. They can move horizontally or vertically (but not diagonally) across the board, and can only move in one direction per throw. They must move the same number of spaces as the number on the die. If they manage to land on a relevant sentence part, they should write it down on a separate sheet of paper. They continue until they have landed on all three of the sentence parts they need.
- As soon as one team has formed a complete sentence, both teams move their counters back to the *Start* space and take a new card.
- Stop the game after about 15 minutes. The team with the most complete sentences is the winner.

Key

A I'll make you a cheese sandwich. **B** I'll help you carry your bags. **C** I don't think we'll win the match. **D** They probably won't want anything to eat. **E** I think we'll have a wonderful time. **F** I'm going to be a really famous actor. **G** I've decided I'm going to join a club. **H** I think I'm going to be late. **I** I think it's going to be hot. **J** If it's nice tomorrow, I'll probably go to the beach. **K** If I get good exam results, I'll go to university. **L** If I win the competition, I'll buy a new computer.

Communication Find someone green

Activity: Whole-class mingling

Language: Question forms and environmental vocabulary

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

Procedure

- Give one copy of the worksheet to each student. Explain that they are going to ask questions to find out how 'green' (environmentally friendly) people are.
- First, ask students to work in pairs and complete each sentence with an appropriate word from the box. When they have finished, check the answers as a class.
- Tell students to formulate and then practise the questions they will ask in order to find out the information, e.g. *1 Do you walk or cycle to school?*
- Tell them to stand up and mingle and ask each other the questions. Encourage them to ask as many different students as possible. Listen carefully and stop the activity when the first student has completed the worksheet with 12 names.
- Ask the students to sit down and discuss their findings with a partner. Ask them to decide who they think is the 'greenest' student in the class.

Extension

Ask the students to decide on and list five things they could do every day to make themselves 'greener'.

Key

1 cycles **2** car **3** spend **4** packaging
5 recycling **6** tap **7** sides
8 greenhouse **9** switches
10 energy **11** fly **12** global

CLIL (Science) Climate investigators

Activity: Matching activity and climate change discussion in groups

Language: First conditional

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

Procedure

- Ask students how they find out about the weather, e.g. *TV, websites, radio, newspapers*, etc. Then ask why it is important to know this information and who would need to know it, e.g. *airline pilots, farmers, city administrators, builders*, etc.
- Students look at the pictures and discuss what they think each piece of technology/scientific process does. Call on each group to share their ideas with the class.
- Before you ask students to read the descriptions in 2, you may want to pre-teach: *buoy, core, sediment, to float, (ocean) current, glacier, layer, to rotate, moisture*. You can use the pictures on the worksheet to help you.
- Ask students to work in their groups and match the pictures to the descriptions. Check the answers with the class.
- Write on the board: *If we don't do something to stop climate change, ...* Ask for different ways to complete the sentence, e.g. *there will be many more natural disasters, our planet will die, sea levels will rise*, etc. Then, in their groups, students make first conditional sentences using the prompts in 2.

Extension

For homework or at the end of the class, tell students to go to this page on the Environmental Protection Agency website: www.epa.gov/climatechange and click on 'Climate Change For Kids!'. There they can find some excellent information about climate change and play educational games related to the topic.

Key

1 d 2 f 3 a 4 c 5 e 6 b

The right response

Listen to the sentence and find the three parts of the response. Choose the correct verb form.

e.g. *I'm not looking forward to our football match on Saturday.*

Answer: (1) + *we'll play* + (P) (=Oh, I am. I think we'll play really well and score lots of goals.)

1 Oh, I am. I think ...	... we'll be sitting ... / ... we're sitting ...	A ... 63 on her next birthday.
2 So am I.	... it's not being ... / ... it won't be ...	B ... us both a sandwich and a cup of tea.
3 I've seen the weather forecast and that's not such a great idea.	She's going to have ... / She will have ...	C ... the day at his cousin's wedding.
4 Yes, it's really interesting.	... I have ... / ... I'll have ...	D ... all afternoon.
5 Oh, quite young really.	Our flight is leaving ... / Our flight leaves ...	E ... six weeks working on a farm in France.
6 Yes I have.	... I won't have saved ... / ... I won't be saving ...	F ... for New York at 5.30am.
7 No, they cost so much money, and ...	My first class starts ... / My first class is going to start ...	G ... a baby in August.
8 Good luck, drive carefully.	I'll have finished ... / I finish ...	H ... a haircut at the weekend.
9 Don't worry, I've got lots!	... we'll play ... / ... we'll be playing ...	I ... it by the weekend, so you can borrow it if you like.
10 Yes, I am, too. Just imagine, this time tomorrow ...	We'll have definitely ... / We'll definitely have ...	J ... on a beach by the Red Sea!
11 Thanks, but I'm afraid I can't.	I'm going out ... / I'm going to go out ...	K ... for a pizza with Tony and Eugene.
12 Very early, I'm afraid.	It's going to rain ... / It's raining ...	L ... enough money for one by then.
13 Of course it will!	I'm lending / I'll lend ...	M ... you some and you can pay me back next week.
14 No, unfortunately he has other plans.	... I'm having ... / ... I'm going to have ...	N ... very difficult and you've got the whole weekend to revise.
15 Thanks, but I don't agree. In fact,	She'll have been ... / She'll be ...	O ... a great time!
16 Oh, haven't you heard the good news?	I'll be making / I'll make ...	P ... really well and score lots of goals.
17 Relax. According to our teacher ...	I'll have thought ... / I'll be thinking ...	Q ... a bit of time?
18 I'm late for school.	I'm going to spend ... / I'll be spending ...	R ... of you then.
19 I'm busy right now, dear, so can you wait until ...	He will have spent ... / He's spending ...	S ... in ten minutes.

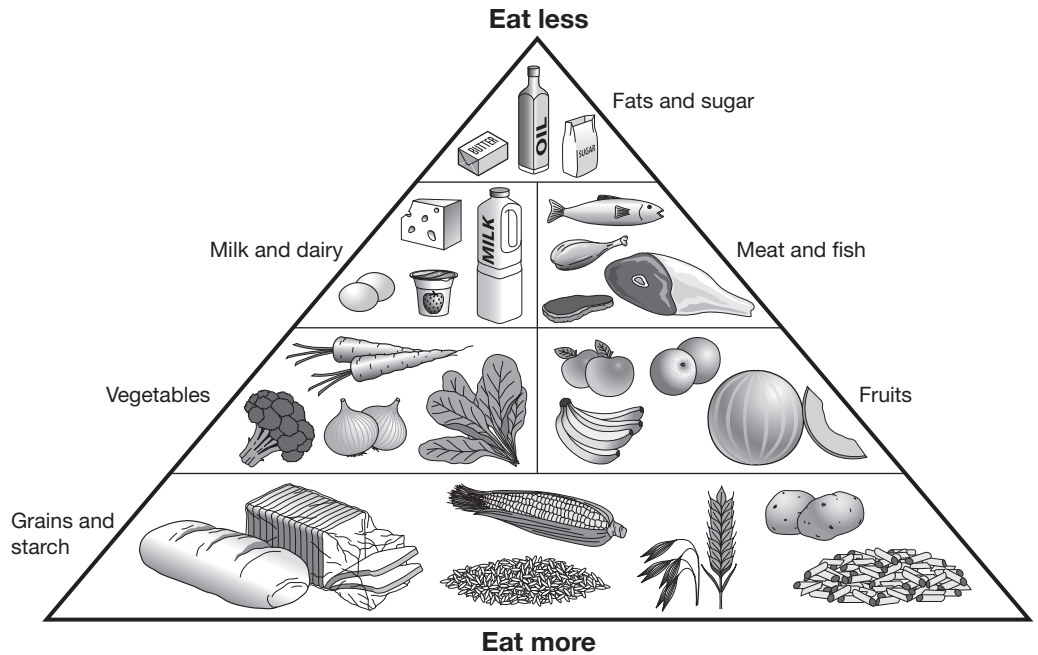
Talk about food

Listen to the rules and play the game.



Know your food

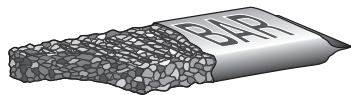
- 1 Look at the food pyramid.
Do you eat the right amount of food from each group?



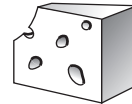
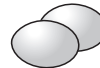
- 2 Read the information about the ingredients and nutritional value of a favourite food and fill in the gaps.

energy vitamins carbohydrate protein source snack filling fibre unhealthy content

My favourite food

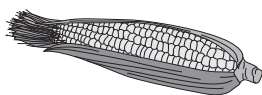


Crispy nutty chocolate bar 28g
I buy it from the shop on the way to school.
I eat one for a ¹ _____ every day
at break time. I like it because it is very tasty and
sweet, and it is quite ² _____, so it
stops me feeling hungry until lunch time.



Dairy

Skimmed milk, condensed milk Protein 3g
Dairy products contain ⁷ _____, which
we need to grow.



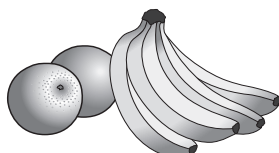
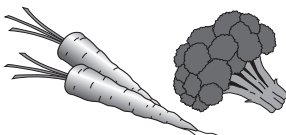
Grains and starch

Wheat flour, rolled oats Starch 13.5g
Grains contain starch, which is a sort of
³ _____. We need this to give us
⁴ _____.



Other

Fats 8g Vegetable oil, cocoa butter
Sugars 1g Sugar, honey, glucose syrup
Fats and sugar give us a lot of energy, but too much
makes us fat.
Salt 0.2g
Too much salt is very ⁸ _____.



Fruit and vegetables

Peanuts, dried coconut Fibre 2.5g
Fruit and vegetables contain ⁵ _____,
which we need to help digest our food. They also have
lots of ⁶ _____ and minerals. Nuts also
contain protein.

Conclusions

This nutty bar has a very high ⁹ _____
of sugar and fat, which is not very good for you. It has
nuts and cereals, which are a good
¹⁰ _____ of energy. I shouldn't eat
more than one a day, and I should eat fresh fruit and
vegetables for my main meal or for other snacks
during the day.

- 3 In your pairs, choose a favourite food and research its nutritional value. Display your findings on a poster or using slides.
Make a presentation.

True or false?

A Complete the sentences with the correct form of the verbs. Guess your partner's answers, then ask questions and tick or cross your guesses.

- | | | | |
|----|--|--------------|--------------------------|
| 1 | My partner finds it easier _____ in the morning than the evening. (study) | TRUE / FALSE | <input type="checkbox"/> |
| 2 | My partner's study plan involves _____ after graduation. (travel) | TRUE / FALSE | <input type="checkbox"/> |
| 3 | My partner would suggest _____ bowling if there was a class trip. (go) | TRUE / FALSE | <input type="checkbox"/> |
| 4 | My partner's future career is not dependent on _____ from university. (graduate) | TRUE / FALSE | <input type="checkbox"/> |
| 5 | My partner will be the first person in his/her family _____ to university. (go) | TRUE / FALSE | <input type="checkbox"/> |
| 6 | My partner avoids _____ until the last moment. (revise) | TRUE / FALSE | <input type="checkbox"/> |
| 7 | My partner can't stand _____ chores at home. (do) | TRUE / FALSE | <input type="checkbox"/> |
| 8 | My partner finds complex maths difficult _____. (understand) | TRUE / FALSE | <input type="checkbox"/> |
| 9 | My partner helped someone _____ something at school yesterday. (do) | TRUE / FALSE | <input type="checkbox"/> |
| 10 | My partner expects _____ away from home before he/she is 20. (move) | TRUE / FALSE | <input type="checkbox"/> |



B Complete the sentences with the correct form of the verbs. Guess your partner's answers, then ask questions and tick or cross your guesses.

- | | | | |
|----|---|--------------|--------------------------|
| 1 | My partner is likely to be successful in _____ his/her own business. (start) | TRUE / FALSE | <input type="checkbox"/> |
| 2 | My partner spends quite a lot of time _____ extra-curricular activities at school. (do) | TRUE / FALSE | <input type="checkbox"/> |
| 3 | My partner often gets up early _____ his/her homework. (finish) | TRUE / FALSE | <input type="checkbox"/> |
| 4 | My partner would love _____ a gap year after finishing school. (have) | TRUE / FALSE | <input type="checkbox"/> |
| 5 | My partner isn't very good at _____ decisions quickly. (make) | TRUE / FALSE | <input type="checkbox"/> |
| 6 | My partner thinks it'd be great _____ an arts course in the future. (do) | TRUE / FALSE | <input type="checkbox"/> |
| 7 | My partner's family has always encouraged him/her _____ independent. (be) | TRUE / FALSE | <input type="checkbox"/> |
| 8 | My partner has recently managed _____ an assignment. (complete) | TRUE / FALSE | <input type="checkbox"/> |
| 9 | My partner is looking forward to _____ at the weekend. (go out) | TRUE / FALSE | <input type="checkbox"/> |
| 10 | My partner is sometimes the last person in our class _____. (arrive) | TRUE / FALSE | <input type="checkbox"/> |

The whole sentence

Work with a partner. Place your counter on a shaded (numbered) square and move to the matching white (lettered) square to make a sentence. Collect sentences by matching the numbers and letters, and writing the correct form of *make* or *do*.

15 Don't forget to iron your shirt, brush your teeth and _____ your hair	2 If you want to see the doctor, ...	Q but they were all ignored.	10 Nobody ever helps me with the housework ...	16 I _____ a promise to help Alice with her work, ...	4 I checked my work carefully ...
T to be sure that I hadn't _____ any mistakes.	19 I'm afraid the school library is closed today ...	G but can we _____ a decision, please?	21 My family usually share household chores, ...	P in our English exam next week.	V before the interview.
22 I _____ the cake myself, ...	12 I can't concentrate ...	K if you don't _____ more effort.	6 Stop _____ excuses ...	24 We're _____ plans for the weekend ...	U then check your answers at the back of the book.
1 I really hope that I _____ well ...	E as part of our photography course.	B when you start at a new school.	D and help me carry these things into the house?	C but I don't seem to have _____ much progress.	N as some students are _____ an exam in there.
I and I'm becoming really unfit as a result.	11 I'm afraid I can't come out tonight ...	O and I have no intention of breaking it.	L and were wondering what you'd like to do.	H especially when the supermarket is really busy.	7 I don't mind if we go to the cinema or go for a meal, ...
23 I'm afraid you'll never improve your grades ...	8 I know that the assignment you've been given is difficult, ...	J you'll need to _____ an appointment with the receptionist.	R so I really hope you like it.	M and I always end up _____ everything myself.	S but it's always my mother who _____ the washing.
13 Could you _____ me a favour ...	18 I've been working really hard, ...	17 We _____ several suggestions for improving the timetable, ...	9 _____ the exercise on page 9, ...	14 We have to _____ three assignments each term ...	3 It can be hard to _____ new friends ...
W while you're _____ so much noise.	5 I don't like _____ the shopping, ...	X for being late all the time.	20 I can never find the time to _____ sports or get any exercise, ...	F because I've got a lot of homework to _____ .	A but try to _____ your best.

University challenge

A Look at the words and write clues. Then listen to your partner's clues and complete the crossword.

Write the **DOWN** clues.

1 _____

3 _____

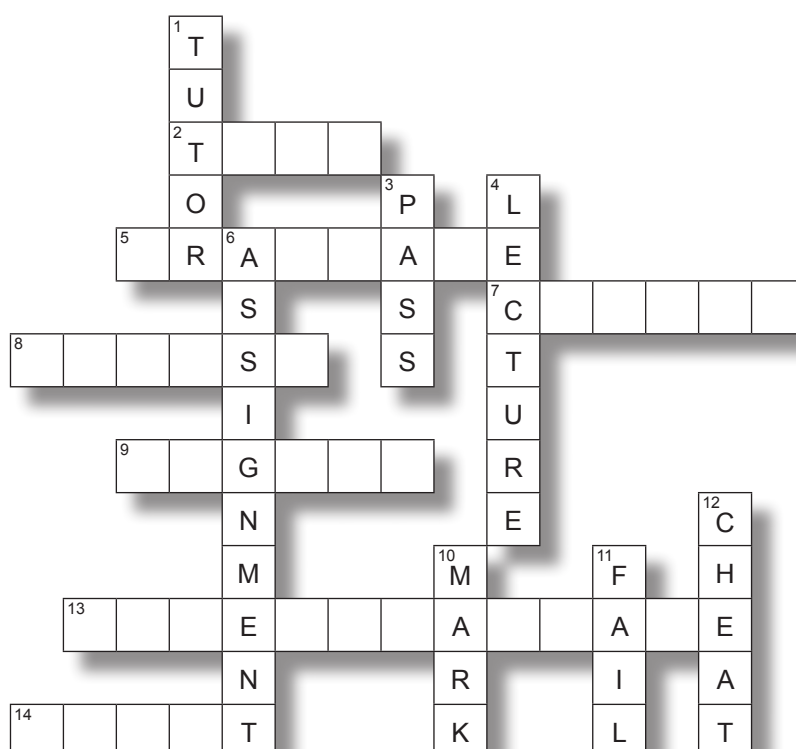
4 _____

6 _____

10 _____

11 _____

12 _____



B Look at the words and write clues. Then listen to your partner's clues and complete the crossword.

Write the **ACROSS** clues.

2 _____

5 _____

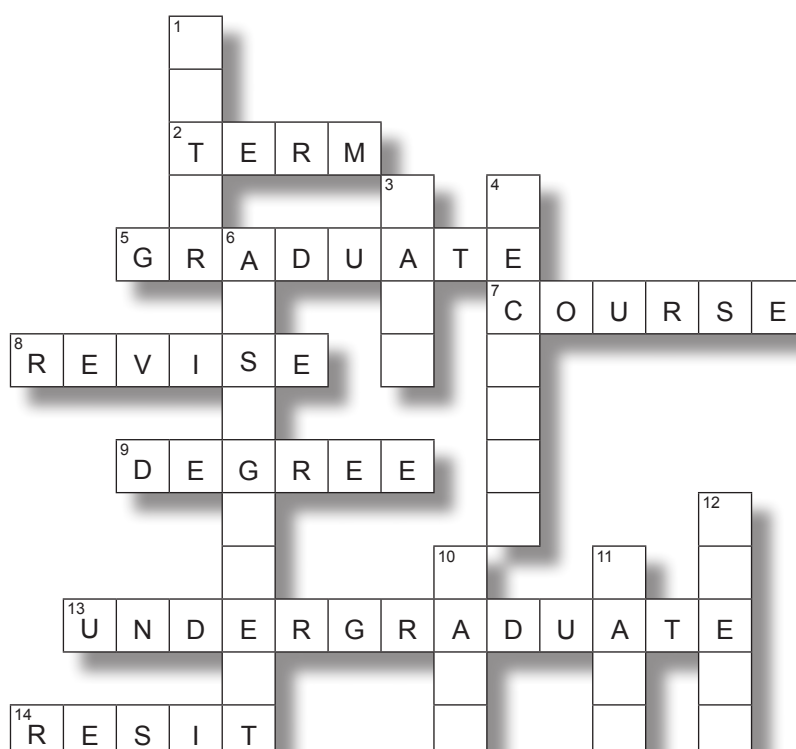
7 _____

8 _____

9 _____

13 _____

14 _____



Grammar

True or false?

Activity: Gap-fill activity and guessing game in pairs

Language: Gerunds and infinitives

Preparation: Make one copy of the worksheet for each pair and cut it in half.

Procedure

- Divide your class into two groups: A and B. Give Part A of the worksheet to everyone in Group A and Part B to everyone in Group B.
- Ask the students to work with a partner from the same group and complete the sentences with the appropriate form of the verbs in brackets.
- Review the answers with each group by saying just the correct form of the verb, not the whole sentence.
- Ask each student to find a partner from the other group. They should not look at each other's worksheets.
- Without speaking to each other, the students read their statements again, decide whether each one is true or false for their partner and circle *True* or *False*.
- The students now check their answers by asking their partner a question, e.g. *Do you find it easier to study in the morning than the evening?* and comparing their guess to their partner's answer. They tick or cross each statement accordingly.
- The winning student in each pair is the one with the most correct guesses.

Key

A: 1 to study 2 travelling 3 going
4 graduating 5 to go 6 revising 7 doing
8 to understand 9 to do 10 to move

B: 1 starting 2 doing 3 to finish 4 to have
5 making 6 to do 7 to be 8 to complete
9 going out 10 to arrive

Vocabulary

The whole sentence

Activity: Board game with sentence matching and completion in pairs

Language: Collocations with *do* and *make*

Preparation: Make one copy of the worksheet for each pair. Each pair will also need two counters/coins and a blank sheet of paper.

Procedure

- Divide the class into pairs. Give each pair a copy of the worksheet and two counters/coins.
- Explain that the board contains 24 sentences and that each sentence has been divided into two parts (the first part indicated by a number, the second part by a letter). A form of the word *make* or *do* has also been removed from each sentence. The aim of the activity is to collect as many complete sentences as possible in a set time.
- The students begin by each placing their counter on a different shaded (numbered) space. On a separate sheet of paper, they write the number of that space.
- Student A looks for the second part of his/her chosen sentence and moves his/her counter one space closer to that second part. They can move horizontally or vertically, but not diagonally. Student B then does the same. Students take it in turns to move their counters towards their sentence part, one space at a time, until one of them arrives at their destination.
- Once they have arrived at the second part, they write the correct letter next to their number on the sheet of paper. They should then decide if the missing word is *make* or *do*, and write this in its correct form after the letter, e.g. 17 Q (*made*).
- The student then chooses a new shaded (numbered) space and starts the process again.
- Let them do the activity for about 15 minutes, then tell them to stop. Review their answers. Students score one point for each correctly matched and completed sentence. The winner is the student in each pair with the most points.

Option

As this is a vocabulary activity rather than a grammar activity, you could relax the rules on getting the correct word form, and award a point if they choose the correct word (*make* or *do*) and then a bonus point if the form is also correct.

To encourage more discussion and negotiation, students could do this activity in groups of four, divided into pairs. If so, you might like to enlarge the board game to A3 size.

Key

- | | |
|---------------|---------------|
| 1 P (do) | 13 D (do) |
| 2 J (make) | 14 E (do) |
| 3 B (make) | 15 V (do) |
| 4 T (made) | 16 O (made) |
| 5 H (doing) | 17 Q (made) |
| 6 X (making) | 18 C (made) |
| 7 G (make) | 19 N (doing) |
| 8 A (do) | 20 I (do) |
| 9 U (Do) | 21 S (does) |
| 10 M (doing) | 22 R (made) |
| 11 F (do) | 23 K (make) |
| 12 W (making) | 24 L (making) |

Communication

University challenge

Activity: Writing clues for a crossword puzzle in pairs

Language: Vocabulary related to university and studying

Preparation: Make one copy of the worksheet for each pair and cut it in half.

Procedure

- Write on the board: *It's a lesson where a small group of students discuss something with a teacher. Ask students to guess the word (tutorial). Tell students they are going to write some similar sentences as clues for a crossword. Ask students to suggest other phrases that we use for describing things and write prompts on the board, e.g. It's like/similar to + noun. It looks/feels/sounds (like) + adjective/noun. It's a person who/ thing that/place where/time when ..., etc.*
- Divide your class into two groups: A and B. Give Part A of the worksheet to everyone in Group A and Part B to everyone in Group B. Explain that the Down words are already written on the crossword on Part A and the Across words already written in on Part B.
- Tell students to work with someone from the same group and write clues for the words written on their crosswords. Make sure that students' clues are for the use of the word in the unit (i.e. related to university/ studying), as some words can have another meaning, e.g. *pass* can also mean go past something.
- When they have finished writing their clues, students find a partner from the other group. They must not show each other their crossword. Ask them to sit facing each other and take it in turns to ask their partner for clues for the missing words on their crossword. At the end they can compare worksheets to check their answers.

Option

Instead of pairwork, this activity could be done in open class with the two teams facing each other.

Grammar

The right response

Activity: Responding to statements and questions using appropriate future forms in pairs.

Language: Future forms

Preparation: Make one copy of the worksheet for each pair

Procedure

- Explain that you are going to read a series of statements or questions. For each sentence, students must find the three parts of the response (one from each column) and write the answer on a separate sheet of paper.
- The middle column contains two future forms. Students should choose the correct form, or decide if both are possible.
- Read out the example (*I'm not looking forward to our football match on Saturday.*) and demonstrate the activity (the parts of the response for the example are given in **bold**). Read each sentence twice, and allow your students time to find and note all the sentence parts.
 - Alice looks really happy these days.*
 - I'm really hungry and thirsty.*
 - Do you think Tamsin's party will be fun?*
 - I'm taking my driving test at 11 o'clock tomorrow.*
 - Mum, can you help me with my homework?*
 - What time do we need to leave for the airport?*
 - I'm really worried about our exam next week.*
 - Will Wayne be at your barbecue tomorrow?*
 - Are you going to buy a new computer next month?*
 - Do you want to come to the cinema tonight?*
 - Let's go for a picnic.*
 - How old is your grandmother?*
 - Why are you in such a hurry?*
 - I haven't got enough money to go out tonight.*
 - I'm really looking forward to our holiday.*
 - Are you enjoying that book?*
 - Have you got any plans for the summer?*
 - Your hair is getting really long. It looks really nice.*
- Review the students' answers in open class. They win 1 point for each correct response, and 1 point for each correct future form.

Key

e.g. (1) + we'll play + (P) **1** (16) + She's going to have + (G) **2** (2) + I'll make + (B) **3** (13) + We'll definitely have + (O) **4** (8) + I'll be thinking + (R) **5** (19) + I have + (Q) **6** (12) + Our flight is leaving / Our flight leaves + (F) **7** (17) + it won't be + (N) **8** (14) + He's spending + (C) **9** (7) + I won't have saved + (L) **10** (11) + I'm going out / I'm going to go out + (K) **11** (3) + It's going to rain + (D) **12** (5) + She'll be + (A) **13** (18) + My first class starts / My first class is going to start + (S) **14** (9) + I'll lend + (M) **15** (10) + we'll be sitting + (J) **16** (4) + I'll have finished + (I) **17** (6) + I'm going to spend / I'll be spending + (E) **18** (15) + I'm going to have / I'm having + (H)

Communication

Talk about food

Activity: Board game in groups

Language: Food vocabulary; past, present and future tenses

Preparation: Make one copy of the worksheet for each group. You will also need one die for each group and one counter for each student.

Procedure

- Divide the class into groups of three or four students. Give each group a copy of the worksheet, a die and counters, and explain the rules.

Rules

- Place your markers on the square marked START and throw the die.
- The first player to throw a six starts the game.
- The first player throws the die and moves their counter along the board according to the number on the die.
- The player has to answer the question on the square they land on. They have 60 seconds to do this.
- Players then play in turns, moving round the board.
- If a player can't answer the question, they miss a turn. If there are any disagreements then the teacher's word is final.
- The first player to reach the FINISH square is the winner.

Notes

- Demonstrate an example of each type of question before the students play the game.
- In the case of *Wh-* questions, students should be encouraged to give as much information as possible in the time allowed.
- When students are asked to name types of food, they may repeat answers given by a previous player.

CLIL (Biology)

Know your food

Activity: Read about the nutritional content of foods and prepare a presentation in pairs

Language: Language for describing nutrition

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

Procedure

- Ask students to look at the food pyramid and discuss the question in pairs. Then take answers in open class. Encourage students to think about how they could improve their diet.
- Students read the slides and complete the text using the words in the box. They should use a dictionary to check the meaning.
- In pairs, students should agree on a favourite food (it should be a processed food product, e.g. a type of chocolate bar, snack or fast food, not a simple food such as a type of meat or fruit), then research information on its nutritional content. Point out that many fast food restaurants have detailed information about their foods on their websites. Encourage students to choose a range of different foods to make the presentations more interesting.
- Student pairs should prepare a presentation on their chosen food, following the model, including illustrations and information about the type and quantity of ingredients in each of the categories. They can display their findings on a large poster, or as a series of slides. In the final slide, they should summarise the positive and negative point.
- Ask the rest of the class to give each food a mark out of ten, based on how healthy the food is, from the information presented. When all the presentations have been made, they can then vote on the healthiest food.

Key

1 snack **2** filling **3** carbohydrate
4 energy **5** fibre **6** vitamins **7** protein
8 unhealthy **9** content **10** source