

Grammar

A week in the life

Activity: Whole-class survey

Language: Past perfect simple and past perfect continuous

Preparation: Make one copy of the worksheet for each group of 12. Cut out the 12 cards.

Procedure

- If there are more than 12 students in your class, divide them into groups of up to 12. Give a set of cards to each group, so each student has at least one card.
- Tell the students that they're going to find out the kind of week the class had last week. They must read their card and decide how to form the direct question they need to ask, e.g. *Did you fall asleep one evening last week because you'd been exercising hard? Did you laugh last week because you'd seen something really funny? Did you get a headache last week because you'd been surfing the Internet for too long?*
- Ask the students to mingle within their group, asking and answering the questions. Every time someone answers yes, students should make a mark on their card. Encourage them to ask follow-up questions and to make a note of anything they learn, e.g. *What exercise did you do? What made you laugh? What were you doing on the Internet for so long?*
- When they have finished, ask the students to sit down and count up how many students answered yes to their question. Students take it in turns to tell the class/group the answer to their question, as well as one or two extra pieces of information that they found out.

Option

When students give the additional information they found out, tell them not to say the person's name, e.g. *Someone had read half a book by the time they went to bed.* The other students in the class then guess who that person was.

Vocabulary

The correct set, the correct answer

Activity: Multiple-choice cloze card game in groups of four

Language: Vocabulary related to work, including phrasal verbs

Preparation: Make one copy of the worksheet for each group of four. Cut out the two sets of cards.

Procedure

- Divide your class into groups of four and ask each group to divide into two teams: A and B. Give each group their two sets of cards and tell them to place these face down in two separate piles.
- Explain that on each large card, there is a sentence with a missing word. On each small card, there are four words and *one* word on each of these cards can be used to complete *one* of the sentences.
- Team A begins by taking a large card and reading the gapped sentence so that everyone in the group can hear it.
- Team A then takes a small card and looks at the words on it. They decide if one of the words on it can be used to complete their sentence. If so, they underline the word and keep the card. If not, they pass it to Team B, who also check if any of the words can be used. If so, they underline the word and keep the small card. If not, they put the small card to the bottom of the pile and Team A choose another small card. The steps above are repeated until an appropriate word has been found.
- Team B then take a large card and repeat the process to find a word that can be used to complete the sentence.
- Let the groups play the game for about 20 minutes, then tell them to stop. Check the teams' cards have been matched correctly. Each team scores one point for each word they chose correctly. The winner is the team in each group with the most points.

Option

For a shorter version of the activity make a copy of the worksheet for each pair. Students work in groups of four and divide into two teams: A and B. Team A chooses a numbered sentence for Team B, who then have one minute to find and underline the missing word in the lettered boxes. They should also write the number of the matching sentence next to the word. Team B then chooses a sentence for Team A and the process is repeated. Let them play for about 10–15 minutes, then award a point for each word they chose correctly. The winner is the team in each group with the most points.

Key

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| 1 H (down) | 9 F (with) |
| 2 N (unemployed) | 10 C (applied) |
| 3 L (manual) | 11 E (over) |
| 4 O (resign) | 12 J (to) |
| 5 A (fill) | 13 D (redundant) |
| 6 K (experience) | 14 M (kept) |
| 7 I (up) | 15 G (promotion) |
| 8 B (salary) | |

Communication

A busy week

Activity: Story-writing activity individually and in groups

Language: Past perfect simple and continuous, *used to* and *would*, gerunds and infinitives (*forget/remember*)

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

Procedure

- Give a copy of the worksheet to each student in the class and explain that they are going to write a story about a very busy week in someone's life.
- Give the students a few moments to read the different stages of the story. Then ask them to complete the first sentence. Encourage the students to be imaginative and amusing. You may wish to set a time limit so students write quickly.
- Ask the students to fold over the first section of the worksheet so that what they have written is hidden and the next incomplete section is visible. Then ask them to pass their worksheet to the student on their left.
- Students now complete the next section on the worksheet they have just been given. They then fold that section over and pass the worksheet to the student on their left, as before. Repeat the same procedure until all the sentences have been completed. Students then pass the worksheet on one final time.
- Tell students to get into groups of six and read the full story on their worksheet out loud to their group. Ask each group to share their favourite story with the class.