

## 1 Influence

### Tenses gamble

#### Activity

Group work: grammar

#### Aim

To identify and consolidate understanding of past and present tenses

#### Grammar

Present and Past tenses

#### Preparation

Make one copy of the worksheet for each group

**Time:** 25–30 minutes

**Student's Book link:** Unit 1, pages 9 and 12

#### Procedure

##### A

- Put students into groups of four. Give each group one worksheet.
- Explain that they are going to work in their groups to identify whether the right tense has been used in the part of the sentence in **bold**. They should put a tick or a cross in the 'Correct/Incorrect' column as appropriate. They need to rewrite the tenses they think are wrong. **(10–15 minutes)**
- Each group has 100 points to 'bet' on whether their answers are correct or not. The amount they bet should depend on how confident they are. They should write the amount in the 'Points bet' column. **(5 minutes)**
- Ask groups to swap their worksheets. Check answers as a class. For correct answers, the group wins the points bet. For incorrect answers, the group loses the points bet.
- Groups return the worksheets to the original group. Ask each group to confirm the total amount of points they have and announce the winner.

##### B

- Ask groups to match the part of the sentences in **bold** with the tenses. If you wish you can do this as a bonus round and offer groups 10 points for each correct answer.

#### Answers

1	didn't get up	(past simple)
2	correct	(present simple)
3	weren't listening	(past continuous)
4	had known	(past perfect simple)
5	lived	(past simple)
6	'd been working	(past perfect continuous)
7	correct	(present continuous)
8	correct	(present perfect simple)
9	's been offering	(present perfect continuous)
10	correct	(past perfect continuous)
11	drives	(present simple)
12	correct	(present continuous)

## 2 Success!

### Pair crossword

#### Activity

Pair work: crossword

#### Aim

To practise sport vocabulary

#### Vocabulary

Sport

#### Preparation

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

**Time:** 20–25 minutes

**Student's Book link:** Unit 2, page 20

#### Procedure

- Briefly show students a copy of the worksheet and ask:  
*What is the name of this type of game? (crossword)*  
*What is the name of the descriptions that help you do a crossword? (clues)*  
*Are you good at crosswords in your language?*
- Put students into pairs, Student A and Student B. Give each student their half of the worksheet. Tell them not to show their partner their half of the crossword.
- Demonstrate the activity to the class by asking a stronger Student B: *What's the clue for 3 down?* Student B reads the clue. Elicit the correct answer from the class (*runner up*).
- Students do the task. Monitor and correct spelling where necessary.
- Check answers as a class. Drill each of the words, chorally and individually. Pay attention to the more challenging words, e.g. *goggles, athletics, umpire, medallist, spectators, racket*.

For **stronger classes**, ask students to cover the clues on their worksheet and give their own clues to their partner.

### 3 Image and images

#### Dominoes

##### Activity

Group work: vocabulary dominoes

##### Aim

To practise appearance collocations

##### Vocabulary

Appearance

##### Preparation

Make one copy of the worksheet for each group and cut it up into dominoes

**Time:** 20 minutes

**Student's Book link:** Unit 3, page 24

##### Procedure

- Put students into groups of three or four. Give each group a set of dominoes, putting them face down on the desk.
- Ask all the groups to turn over one domino and place it on the desk. Ask one group to tell the class the two words on their domino (for example, *eyes / perfect*) and write this on the board.
- Tell the group they must match a word to the word on the left, i.e. *eyes* or the word on the right, i.e. *perfect*. Elicit some possible combinations from the class (*hazel eyes; perfect teeth*).
- Ask groups to share out the dominoes equally between them. Ask the first student to check their dominoes to see if they have one that matches the domino on the desk. If yes, the student places the new domino next to the first one. If no, then the next student takes their turn.  
The winner is the first student to correctly place all their dominoes on the desk.
- Check answers as a class. For example, ask: *What words match with nose?* (crooked, narrow, hooked, straight, broad, sharp, upturned, perfect).
- Drill some of the phrases, chorally and individually. Pay attention to the more challenging phrases and the stress patterns (*freckled complexion, upturned nose, crooked teeth, piercing eyes*, etc.).

#### + Extra activity

##### Knockout:

- Ask each group to come up with a sentence using one of the phrases. Give an example: *My sister's eyes are a mix between light brown and green. She has **hazel eyes**.* Then go round the class, asking each group to say their sentence out loud. If correct, the group stays in the game. If incorrect, the group is out of the game. The winner is the last group left in the game. If all groups are offering correct examples, you may wish to add further conditions, e.g. accurate pronunciation, using three (or more) phrases.

### 4 Going away

#### Talk for a minute

##### Activity

Group work: speaking

##### Aim

To practise freer speaking about holidays and travel

##### Vocabulary

Types of holiday

##### Preparation

Make one copy of the worksheet for each group and cut it up into cards

**Time:** 15–20 minutes

**Student's Book link:** Unit 4, page 32

##### Procedure

- Put students into groups of four or five. Give each group a set of cards, putting them face down on the desk.
- Students must take it in turns to ask the question(s) on a card to the student on their right. Students should try to keep talking for one minute. Another member of the group should use the stopwatch on their phone to time them. If you wish, make the activity competitive by allowing students who can keep speaking for one minute to keep their card. At the end of the activity, the winner is the student in the group or class with the most cards.
- Monitor and make notes of any mistakes for correction at the end. Do not correct students during this activity as the main aim is fluency rather than accuracy.
- Ask individual students to share any interesting answers from their group.
- Write the errors noted during monitoring on the board – give the class the opportunity to correct them. Provide the correct language, when necessary.

## 5 Fitting in

### Truth or lie

#### Activity

Class mingle: speaking

#### Aim

To practise freer speaking using the future

#### Grammar

The future

#### Preparation

Make one copy of the worksheet for every 15 students in your class and cut it up into cards

**Time:** 20–30 minutes

**Student's Book link:** Unit 5, page 49

#### Procedure

- Give each student one of the cards/sentences.
- Ask students to work alone to complete the gap with their own ideas – these can be the truth or a lie. Monitor and help as necessary. For **weaker classes**, write two of the gapped sentences on the board and elicit ideas for the gaps from the class.
- Explain that students are now going to talk about their future plans and predictions with the class. Demonstrate by saying one of the future sentences to the class, e.g. *I'm probably going to travel to America next summer* and encourage them to ask you additional questions (*When will you go? Where are you going to stay? What places are you probably going to visit? etc.*).
- Ask students to walk around the class and take turns reading their sentence to other students and asking for further information. They should not say if what they have written is true or false. Encourage students to ask at least three additional questions and make notes of any interesting answers. They should talk to everyone in the class.
- Make notes of any language errors. Do not correct students during this activity as the aim is fluency as well as grammatical accuracy.
- Ask the class to report any interesting answers.
- Ask each student to read their completed sentence to the class. Ask the class if they think it's the truth or a lie and why. Ask the student to reveal whether or not it is true.
- Write any errors, which you noted, up on the board. Ask the whole class to correct them by calling out their ideas. Provide the correct language if necessary.

## 6 News and views

### Reported speech

#### Activity

Group work: speaking

#### Aim

To practise reported speech and intonation

#### Grammar

Reported speech

#### Preparation

Make one copy of the worksheet for each group and cut it in half for each pair

**Time:** 15–20 minutes

**Student's Book link:** Unit 6, pages 55–56

#### Procedure

- Put students into groups of four and then divide the group into Pair A and Pair B. Give each pair their half of the worksheet.
- Pair A start the activity by taking it in turns to read each of their sentences to Pair B. They should try to use the correct intonation (indicated by the verb in brackets). Pair B must decide which of the three reporting verbs is appropriate and then write what Pair A said as reported speech, i.e.:  
 Pair A says: *'I didn't look through your phone!'*  
 Pair B writes: *She denied looking through my phone.*
- For **stronger classes**, only allow Pair A to read the sentence once, Pair B must then report the sentence as best they can. Help as necessary.
- Pairs then swap roles.
- Check answers as a class.

#### Possible answers

- 1 He/She denied looking through my phone.
- 2 He/She invited me to his/her party on Saturday.
- 3 He/She suggested (that) I should start looking for a new job.
- 4 He/She asked if I could drop him/her off at the train station. *or* He/She asked me to drop him/her off at the train station.
- 5 He/She admitted (to) not being sure if the team would win today.
- 6 He/She warned me not to do it/that again.
- 7 He/She congratulated me on my exam results.
- 8 He/She reminded me to text him/her when I got there.
- 9 He/She apologised for borrowing my coat the day before and losing it.
- 10 He/She accused me of logging into his/her Facebook page.
- 11 He/She insisted on speaking with the director immediately.
- 12 He/She promised (that) there would be no increase in taxes this year.

## 7 Survival

### Role play

#### Activity

Role play: speaking

#### Aim

To practise using the language from the unit

#### Grammar

Countable and uncountable nouns; Obligation, prohibition, advice and necessity

#### Word formation

Adverbs

#### Preparation

Make one copy of the worksheet for every four students and cut into four

**Time:** 25–30 minutes

**Student's Book link:** Unit 7

#### Procedure

- Divide the class into two groups: Interviewers and Interviewees. Then divide each group into pairs: Student A and Student B. Give each student their section of the worksheet.
- Ask students to read their information and to think about what information is missing in the gaps. Tell students to ask their partner questions to get the missing information, i.e.:

Interviewer A: *How popular are our expeditions?*

Interviewer B: **Enormously** popular.

If necessary, do a couple of examples for Interviewers/Interviewees as a class. Monitor and help as required.

Ask the pairs to read through their completed text together to check their answers.

- In the same pairs as before, ask students to think of any other information they could add to their job advert/personal information. Students should also think about what questions they would like to ask at the interview. Monitor as before. For **weaker classes**, you may wish to brainstorm a few ideas as a class.
- Put the students into new pairs to have the interview: Interviewer A and Interviewee A, and Interviewer B and Interviewee B.
- As you monitor take note of any good examples of language as well as any common errors.
- Get feedback from the class by asking which interviewees would be offered a job and why, and which interviewees would accept the job and why.
- Highlight any good or bad example of language and technique that you noted during the activity.

## 8 Brain games

### Passive cards

#### Activity

Group work: speaking

#### Aim

To practise the passive of reporting verbs and freer speaking

#### Grammar

Passive of reporting verbs

#### Preparation

Make one copy of the worksheet for each group and cut into three sets of cards: (1) Sentence Openers, (2) VERBS/NOUNS, (3) TENSES

**Time:** 20 minutes

**Student's Book link:** Unit 8, page 74

#### Procedure

- Put students into groups of four or five. Give each group the three sets of cards.
- Ask a student to take one card from each of the three piles (for example, *It is believed + aliens + present perfect continuous*) and write these on the board. Tell students they now have to make a sentence in the present perfect continuous that begins with *It is believed* and includes the noun *aliens*. Elicit some ideas, e.g. *It is believed that aliens have been living amongst us for years.*

- Students take it in turns to take their three cards and to make their sentences. Encourage students to make funny or strange sentences if they wish – as long as all three cards are correctly used in the sentence. For **weaker classes**, allow students to take two cards from the second pile (verbs and nouns) so they have more choice, or allow the group to work together on making the sentence.

If the sentence is grammatically correct, the student keeps the cards. If not, the cards are returned to the bottom of the pile. The winner is the student with the most cards.

Monitor and make notes of any good language use as well as language errors for correction at the end.

- Go over any common mistakes or useful language that you made note of.

#### Alternative approach

Non-cut option:

- Put students into pairs and give them a whole worksheet.
- Students take turns choosing one sentence opener, one verb/noun and one tense to make a sentence. If the sentence is grammatically correct, the student crosses off the cards they've used. If not, the squares remain available for another student. The winner is the student who has crossed off the most squares.

## 9 A slave to routine

### Board game

#### Activity

Group work: speaking

#### Aim

To practise word formation of nouns and freer speaking

#### Word formation

Nouns 2

#### Preparation

Make one copy of the worksheet and one set of cut up 'Challenge' cards for each group. You will need a coin and counters for each group.

**Time:** 25–30 minutes

**Student's Book link:** Unit 9, pages 82–83

#### Procedure

- Put students into groups of four or five. Give each group the board game, the counters and the set of 'Challenge' cards. Check each group has a coin.
- The first student flips the coin and moves one square for heads and two squares for tails. The student reads the question in that square and completes it verbally with the correct noun form. If the student uses the incorrect noun form, they go back one space. If the student uses the correct noun form, they ask the question to the student on their right.
- If a student lands on a 'Challenge' square, they take a card and talk for one minute. If they do this successfully they can take another turn. The winner is the first student to reach the finish.
- Encourage students to give as much information as they can in their answers. Go around each group – help where necessary and take note of any good or bad examples of language.
- Write any errors noted during monitoring on the board. Give the class the opportunity to correct them. Provide the correct language when necessary.
- Ask the class what the correct form of the nouns required for each square is. Drill any incorrect pronunciation.
- Ask the class to share interesting answers from their group.

#### Answers

decision	flight
behavior	knowledge
height	complaint
advice	writers
thoughts	loss
network	gift
belief	weight
sale	sights
speech	timetable
laughter	choice
proof	

## 10 Getting on Relationships

#### Activity

Class speaking

#### Aim

To practise freer speaking about relationships

#### Vocabulary

Relationships

#### Preparation

Make one copy of the worksheet for each student

**Time:** 15–20 minutes

**Student's Book link:** Unit 10, page 86

#### Procedure

- Give each student one worksheet. Ask students to work alone and complete the prompts with the correct form of the missing verbs/verbs in the box. Remind them to use the words in **bold** to help them. Check answers as a class.

#### Answers

1 made	7 fell
2 gets	8 broke
4 broken	10 made
5 keep	11 get
6 touch	12 took

- Ask students to think of someone they know for each of the sentences and write the names of these people in the shapes – in any order they wish.
- Ask students to mingle and show their shapes/names to at least four other students. The other student chooses a shape and asks who the person is/people are. Encourage students to extend their answers and to ask questions to get more information about their partner's answer.
- Make note of any good examples of language and any errors for correction at the end.
- Go through each of the different shapes and ask individual students to volunteer their answers. Encourage other students to ask further questions if appropriate.
- Highlight any errors, as well as good language use, which you made note of whilst monitoring.