

Communicative activity instructions

Getting to know you

A pairwork activity

This photocopiable 'getting to know you' activity can be used together with the introductory Grammar activities as a first-day class, especially if Sts don't yet have the Student Book.

Sts write the information about themselves. They then swap with a partner and ask each other to explain the information. Copy and cut up one **A** worksheet and one **B** worksheet per pair.

LANGUAGE

General revision of Pre-intermediate grammar and vocabulary

- Put Sts in pairs and give each student the instructions and a chart (**A** or **B**).
- Give Sts five minutes to write answers in the appropriate place in the chart.
- Now get Sts to swap charts. Demonstrate the activity by taking a chart from a student and asking him / her *Why did you write...?* Ask follow-up questions to continue the conversation.
- Sts now do the activity in pairs. Make it clear to them that they had different instructions, and stress that they can ask about the information in any order. Monitor and help where necessary. Stop the activity when most Sts have asked about all their partner's information.

1A Describing a photo

A pairwork describing activity

Sts describe their photos to each other and then answer questions related to the topic together. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Present simple and continuous, food vocabulary

In the restaurant, a family is sitting at a table. They're smiling.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Explain that they both have different photos and have to describe them to each other. Demonstrate if you can with a photo from the Student Book, or one you have looked up online. Give Sts a minute to look at their photo and think about how they are going to describe it. Tell them to describe their photo in as much detail as they can. Sts **A** start. Set a time limit, e.g. two minutes. When time is up, Sts **B** describe their photo. Monitor and help if necessary.
- Sts then look at their partner's photo to see how well their partner has described it.
- Finally, get Sts to answer questions 1–6. (They are the same for **A** and **B**.) Monitor and help if necessary.
- Get some feedback from various pairs.

1B Who is it?

A pairwork interview activity

Sts use question prompts to interview each other about somebody they know. Copy one worksheet per student.

LANGUAGE

Question forms in the present and future

What does she do? When are you going to see her next?

EXTRA SUPPORT In pairs or individually, Sts write the complete form of each question. Remind Sts that '/' means there is a word missing, or a change needs to be made to the verb. Elicit all the questions.

- Give out the worksheets, and focus on **a**. Give Sts a few minutes to think of someone they want to talk about. They can use the words at the top of the worksheet for ideas. They shouldn't tell their partner anything about the person they are thinking about yet, except whether the person is male or female.
- Now tell Sts to focus on the question prompts and think about how to make and answer the questions.
- Focus on **b** and tell Sts that they're going to ask each other about their mystery person to discover who they are. Demonstrate the activity by thinking of a person yourself. First, tell Sts if it's a man or a woman, and then get Sts to ask you the questions until they guess who the person is. Insist on correct question forms.
- In pairs, **A** interviews **B** and then tries to guess what the relationship is between **B** and the person they are describing.
- Sts then swap roles.
- When they have finished, get feedback by asking who each student described, and if their partner was able to guess the relationship.

ANSWERS

1 Family

Where was he / she born? Where does he / she live? Who does he / she live with?

2 Occupation / Studies

What does he / she do? Where does he / she work or study? How long has he / she worked (studied) there? Does he / she like his / her job or studies? Why (not)?

3 Appearance and personality

What does he / she look like? What kind of clothes does he / she wear? What is he / she like? What is his / her best and worst quality?

4 Interests

What does he / she like doing in his / her free time? Does he / she do any sport or exercise? Which? What kind of music does he / she like? Does he / she speak foreign languages? Which?

5 Your relationship with this person

How long have you known him / her? How often do you see each other? Do you get on well? What do you have in common? What do you do together? When are you seeing him / her next? Do you think you'll know him / her in ten years' time?

2A Are you a saver or a spender?

A pairwork quiz activity

Sts ask each other questions to find out if they are savers or spenders. Copy one worksheet per student or pair.

LANGUAGE

Question forms in the present simple and the present perfect, money vocabulary

What's your attitude to saving money?

Have you ever had a credit card?

- Put Sts in pairs. Give each student or pair a worksheet.
- Tell Sts they are going to do a quiz about money. Read out the first question and the three options. Demonstrate the activity by choosing one option and explaining why you chose it.
- Sts ask and answer the questions and make a note of their partner's answers (a, b, or c) on their worksheets. If Sts are sharing a worksheet, they can use two different coloured pens. Set a time limit, e.g. five minutes, or stop the activity when most Sts have finished interviewing each other.
- When time is up, tell Sts to count their partner's number of a, b, and c answers. The most common answer gives them their 'type' in the text below the test. Sts tell each other what their 'score' is. Give Sts time to read the relevant paragraph.
- Get feedback to find out if Sts agree with the quiz or not.

2B How long have you been...?

A group activity

Sts play a card game to practise the present perfect continuous. Copy and cut up one worksheet per group of three or four Sts.

LANGUAGE

Present perfect continuous

How long have you been living there?

- Write on the board: *How long / to my class? (come)*. Ask Sts to complete this question (*How long have you been coming to my class?*). Get Sts to answer the question.
- Put Sts in groups of three or four and give each group a set of cards, face down. Pick up the first card and demonstrate the activity by asking a student the questions. If necessary, write the incomplete question on the board and demonstrate, making it clear Sts need to complete the question in **bold** using the present perfect continuous.
- Set a time limit, e.g. ten minutes. Sts pick up a card and ask the questions to their group. When everyone has answered it, the next person picks up a card. Sts continue until they run out of cards or the time is up. Monitor to make sure the activity is being performed correctly.

ANSWERS

Occupation How long have you been working or studying there?

House How long have you been living there?

Interests How long have you been doing it?

Sport How long have you been doing it?

Holidays How long have you been going there?

Social media How long have you been using it (or them)?

Giving How long have you been helping them?

TV How long have you been watching it?

Meeting friends How long have you been meeting there?

Learning How long have you been learning it?

- Get feedback for each card to find out who has been doing each activity the longest.

EXTRA IDEA Copy one worksheet per pair of Sts, and cut in half. Put Sts in pairs (preferably sitting face to face) and give them one half of the worksheet each. **A** asks **B** his / her questions. **B** answers, and then returns the questions, asking *What about you?* Then **B** asks **A** his / her questions. They find out between the two of them who has been doing each thing longer.

3A Questionnaire

A pairwork questionnaire

Sts revise comparatives and superlatives by completing a questionnaire with comparatives or superlatives and then asking and answering the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Comparatives and superlatives

Which do you think is more practical, a laptop or a tablet?

Who in your family are you closest to?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to complete each question with the comparative or superlative of the adjective / adverb in brackets. Tell Sts that there may be two comparatives or two superlatives in each pair of questions – it's not always one of each.
- Check answers by eliciting only the comparative or superlative, not the whole question.

ANSWERS

A English 1 harder, 2 the most difficult; **Travelling** 1 the worst, 2 more often; **Your life** 1 more active, 2 unhealthiest; **Friends and family** 1 the best-looking (the most good-looking), 2 closest; **Technology** 1 the best, 2 more practical

B English 1 the most useful, 2 easier; **Travelling** 1 the longest, 2 more enjoyable; **Your life** 1 the most relaxing, 2 more healthily; **Friends and family** 1 best, 2 the most fluent; **Technology** 1 more often, 2 the most expensive

- Now focus on **b**. Get Sts to sit face to face if possible to ask and answer their questions. They can either ask alternate questions, or **A** can interview **B** and they then swap roles. If there's time, they could also return the questions, asking *What about you?*
- Get some feedback from various pairs.

3B Generally speaking

A group discussion

Sts practise generalizing by discussing topics in small groups. Copy one worksheet per group of three or four Sts and cut up into cards.

LANGUAGE

Not using *the* for generalizing

I think cats make the best pets because...

- Put Sts in groups of three or four. Give out one set of cards to each group and put them face down.
- Pick up the top card from one group and read it out. Say whether you agree or disagree and give a reason.
- Sts continue in groups. One student picks up a card and reads it out, says whether he / she agrees or not, giving reasons, and the others then say what they think. Monitor and correct any misuse of the definite article.
- Get some feedback to see whether, generally speaking, Sts agree or disagree with the statements.

EXTRA SUPPORT You could write some useful expressions on the board for Sts to use, e.g. *I agree / don't agree, (Personally,) I think..., In my opinion..., For example,...* Remind Sts not to use the definite article when they generalize.

NON-CUT ALTERNATIVE Give one worksheet to each pair or group and get them to discuss the statements one by one.

4A Me and my opinions

A pairwork activity

Sts complete sentences about themselves and their opinions and share them with a partner to compare ideas. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Different forms of *can* / *be able to*

I admire people who can play a musical instrument.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and tell Sts to complete the eight sentences to make them true for them. The first four sentences are about themselves and the second four are about their opinions. Demonstrate if necessary, completing the first one to make it true for you. Set a time limit, e.g. five minutes. Monitor and help to make sure students are using the language correctly.
- Then focus on **b** and get Sts **A** to read their **ABOUT ME** sentences to Sts **B**. They should ask *What about you?* after each one. Sts then swap roles.
- Now Sts **A** and **B** read their **MY OPINIONS** sentences to each other, first **A** and then **B**. Sts should agree / disagree with their partner's opinions and give reasons. Monitor and help.
- Get feedback from various pairs.

4B Tell us about...

A group board game

Sts move around the board making sentences using *have to, must, should*. Copy one worksheet per group of three or four Sts. You also need one dice per group and one counter per student.

LANGUAGE

have to, must, should

You mustn't text when you're driving.

- Put Sts in groups of three or four. Give each group the worksheet, a dice, and enough counters.
- 1 If you don't have enough dice, give each group a coin. Sts toss the coin for their go and move 1 for heads and 2 for tails.
- Each player puts a counter on the **START** triangle.
- Explain the rules of the game. Sts take turns to throw the dice and move their counter. When they land on a circle, they must make a sentence following the instruction. The rest of the group has to decide if the sentence is correct and makes sense. Be the final judge in case of dispute.
- If the sentence is wrong, Sts move back a circle. If it's correct, they stay on the circle.
- The first student to reach the **FINISH** rectangle wins.

POSSIBLE ANSWERS

- 1 You shouldn't drink coffee / play on your computer / have a big dinner.
- 2 I have to go to the library / revise for the test / do my homework / practise speaking English.
- 3 You must print or download your boarding card / pack / check in / show your passport.
- 4 You don't have to work / go to classes / get up early / do anything.
- 5 You shouldn't go to bed late / worry / revise too much / eat a lot.
- 6 You don't have to pay cash / go to the shop / try things on / carry bags home with you.
- 7 You must travel at the right speed / stop at red traffic lights / let ambulances pass. You mustn't lose your concentration / text / eat / drink.
- 8 You should think about the price / why you need one / if you need a new one / any special offers and contracts.
- 9 I had to do my homework / set the table / share things with my brother or sister / go to school.
- 10 You have to get a job there / find somewhere to live / learn English.
- 11 You should find out about special customs / if you need a visa / changing currency.
- 12 You shouldn't talk about religion / politics / money.
- 13 He (or she) has to correct homework / organize the classroom / prepare the class / prepare everything he (or she) needs.
- 14 You should be on time / bring a gift / thank your hosts for inviting you.
- 15 You shouldn't do exercise / go swimming / go to school or work.
- 16 A good student has to participate in class / do homework / go to class / pass exams.
- 17 You have to check in / go through Security / go to your Gate.
- 18 You should take an aspirin / lie down / close your eyes / drink water.
- 19 You have to be punctual / be nice to your work colleagues or classmates / listen to your boss or teacher.
- 20 You should be punctual / have information about the job / look smart. You shouldn't get there late / talk too much / wear casual clothes.

EXTRA IDEA If Sts need more written practice using the verbs, you could do this as a written race. After you say *Go!*, Sts, in pairs, have ten minutes to complete as many sentences as possible, starting with number one. Get the pair who have completed most to read out their sentences. Other pairs should read theirs out, too, if they're different. The pair with the most grammatically correct answers wins.

5A Marathon cheats

A pairwork activity

Sts read a text, answer questions, and use their answers to retell the story to their partner. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Past tenses

They had changed places several times.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts they are going to read a story and answer some questions about it. Sts **A** and **B** have different stories. Give them time to read their stories in **a** and answer the questions in **b**. Monitor and help if necessary.
- Sts then cover their stories and use their answers to retell their story to their partner. Monitor to make sure Sts are doing the activity correctly.
- Get feedback by asking Sts to retell the stories.

EXAMPLE ANSWERS

Student A

- The Comrades Marathon is an 89 km ultramarathon.
- On 16th June 1999, Sergio Motsoeneng finished ninth and won \$1,000.
- Nick Bester complained because he said that Sergio hadn't passed him.
- Sergio looked different in the two photos.
- Sergio and his brother had changed places several times during the race.

Student B

- On 10th October 2011, Rob Sloan finished third in the Kielder Marathon.
- The other runners were surprised because they hadn't seen Rob pass them.
- The organizers thought it was suspicious that Rob had run the second half of the race quicker than the first half.
- Rob confessed that he had got on a bus to near the finish line and then jumped out of the crowd to run the final section of the race.
- Steve Cairns was angry because he felt that Rob had stolen his moment of glory.

EXTRA CHALLENGE Get Sts to retell their partner's story.

5B Past and present

A group board game

Sts move around the board answering questions with *used to* and *usually*. Copy one worksheet per group of three or four students. You also need one coin per group and one counter per student.

LANGUAGE

used to / didn't use to

We used to visit my grandparents a lot.

I didn't use to get on with my brother.

- Put Sts in groups of three or four. Give each group the worksheet, some counters and a coin. Each player puts their counter on the square marked **START**.
- Explain the rules of the game. Sts take turns to throw the coin and move one square for heads and two for tails. Sts answer the questions in the squares. Tell Sts that they have to give more information when answering each question.
- Sts play the game until the time runs out. Monitor and help. The first player to reach the **FINISH** square wins. If a group finishes very quickly, tell them to go around the board again.

6A Film quiz

A pairwork quiz

Sts complete questions about cinema using the passive and then ask a partner the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Question forms in the passive

Which of these films was set in the future?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Tell Sts to complete their questions using the correct passive tense of the verb in brackets. Monitor and help.
- Check answers by eliciting the verbs only, not the whole question. You could copy the key onto the board.
- Get Sts to sit face to face if possible. Explain that **A** should ask his / her partner the first question and read out the three alternative answers. Make sure that they don't see each other's worksheet. If **B** chooses the correct option (the one in **bold**), he / she gets a point. Then **B** should ask his / her first question in the same way, and then Sts continue until they have asked all the questions.
- When Sts have finished, ask each pair who got the most points.

ANSWERS

Student A

- was directed
- is based
- was dubbed
- was made
- was chosen
- was nominated
- was played
- is set

Student B

- was, based
- was shot
- is, set
- were directed
- was based
- was, introduced
- has, been nominated
- was composed

EXTRA CHALLENGE Get Sts to write some more quiz questions of their own.

6B Who do you think they might be?

A pairwork activity

Sts have to match some people to their professions. Copy one worksheet per pair.

LANGUAGE

Modals of deduction

He / She can't be... He / She might be... He / She must be...

She might be in her 30s.

- Give out the worksheets.
- Go through the list of jobs in **a** and make sure that Sts can remember the meaning of all of them. Then focus on the photos. Tell Sts that they are all real people who do one of these jobs. Sts work on their own and think about who might do which job.
- Put Sts in pairs. Focus on **b** and photo 1 (Lisa Nandy). Get Sts to give you a sentence about her, e.g. *She might be in her 30s. She could like sport.* Then Sts work together to make sentences about each person.
- Monitor and encourage them to use *He / She can't be / might be / must be*, etc.
- Focus on **c**, and ask Sts to make a final decision for each person.
- Elicit opinions and then give Sts the answers. Get feedback to see who got the most correct answers.

EXTRA SUPPORT You could write *We think he / she must be...* on the board.

ANSWERS

- 1 Lisa Nandy is a British **politician**. She was first elected in 2010.
- 2 Richard Ward is an award-winning **hairstylist** to royals and celebrities.
- 3 Sheku Kanneh-Mason is a **musician** and plays the cello. He won the BBC's Young Musician of the Year award in 2016.
- 4 Katie Taylor is an Irish **boxer**. In 2019, she became the undisputed world champion and held all four major world titles.
- 5 Hannah Fry is a **mathematician** and professor at University College London. She's also a TV and radio presenter and an author of a number of books.
- 6 Gregory Pardlo is an American **poet**, who won the 2015 Pulitzer Prize for Poetry.
- 7 Jessamyn Stanley is a **yoga teacher** who works to make yoga available to everyone.
- 8 Jack Eyles is a British canoeist and **model**. He was also Mr England in 2017.

7A Three in a row

A pairwork or group activity

Sts complete sentences using the first conditional to play *Three in a row*. Copy one worksheet per pair or small group.

LANGUAGE

First conditional and future time clauses + *when*, *until*, etc.

I won't move house until I get a promotion.

If I see Mark, I'll tell him.

- Put Sts in pairs or small groups. Give each person in a pair, or each group, a symbol X or O.
- Give out the worksheets. Tell Sts that they are going to take turns choosing a square and completing the sentences in the grids. If they complete it correctly so it makes sense, they can write their symbol in the square. The aim is to get three in a row.
- Set a time limit. Sts play using all the grids until the time is up. Monitor to make sure that the game is being played correctly and to make the final judgement on Sts' sentences.
- Tell Sts to use a pencil to write the symbols, so they can reuse the grids if they finish quickly.

POSSIBLE ANSWERS

Grid 1

I won't move house until I find somewhere else to live.
When I finish this course, I'll take an official exam.
You'll never get better at football unless you practise more.
If I see Mark, I'll tell him about the party.
Unless they get here quickly, they'll miss the start of the film.
As soon as you finish your coffee, we'll go home.
He won't get that job if he doesn't do well at the interview.
After he gets here, we'll have supper.
Send me a text when you get home.

Grid 2

I'll be at work until I finish this project.
Unless you work really hard, you won't get a good grade.
I'll ring her as soon as I know the results.
If you don't stop looking at your phone, I'll leave.
After we have dinner, we'll go for a walk.
Tell her to send me an email when she finishes.
I won't buy a new laptop unless my laptop breaks.
As soon as I get home this evening, we'll sit down and talk.
If you don't pick me up after class, I'll get a taxi.

Grid 3

After we choose where to go on holiday, I'll book the hotel.
If we don't hurry, we'll miss our train.
We'll look at other hotels before we book one.
You won't pass that exam unless you study hard this week.
They'll lend us the money as soon as we give them the paperwork.
Give him my phone number if he asks for it.
I'll probably go shopping after we go to the cinema.
If Sally doesn't come soon, we'll go without her.
I won't leave until he's asleep.

7B If you had to choose...

A pairwork or group activity

Sts ask questions about preferences. Sts have to say which alternative they would prefer and why. Copy one worksheet per pair or small group.

LANGUAGE

Second conditional

I'd prefer to have a holiday house on the coast, because if I had a house in the mountains, I'd miss the sea.

- Put Sts in pairs or small groups and give out the worksheets.
- Demonstrate the activity by getting a student to ask you one of the questions. Answer in as much detail as possible. Sts then continue either asking their partner the question or asking all the people in the group. Tell the other student(s) to return the questions using *What about you?*
- While Sts are talking, go round and monitor, correcting any mistakes with conditionals.
- Get feedback from a few pairs or groups.

8A I think...

A pairwork activity

Sts complete sentences by guessing real information about their partner. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Gerunds and infinitives

When you go on holiday, you love swimming in the sea.

- Demonstrate the activity by writing on the board: *When you go on holiday, you love...* Elicit that Sts need to continue with a gerund. Then tell Sts to guess what you love doing on holiday. Elicit answers and then tell the class what you really love doing.
- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. **They must not look at what their partner writes.** Tell them to complete the sentences, trying to guess how their partner would complete each sentence. Point out that many of the sentence stems could be completed with a noun, but Sts **must** complete them with a verb or verb phrase in either the gerund or the infinitive. Monitor and check that Sts are using gerunds and infinitives correctly.
- When they are ready, Sts take turns to read their completed sentences to their partner, who tells them if they have guessed correctly or not. Encourage them to react by contradicting what their partner has said, and then giving the real answer if their guess is wrong, e.g. *No, I don't. I hate sunbathing! But I love walking / reading*, etc.
- Get feedback from various pairs and find out who, in each pair, had more correct guesses.

EXTRA IDEA If you want to give more practice, get Sts to repeat the activity by swapping roles **A** and **B** as well as partners.

8B I want to speak to the manager

A pairwork role-play activity

Sts role-play different situations. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Reported speech

I asked the shop assistant if they would change it.

He said (that) there were no more in my size.

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Tell them they are going to role-play two situations. Tell them to read the first situation and prepare the information they will need, including what the person they spoke to told them. Give Sts time to do this and encourage them to write notes if they need to.
- Sts then role-play the first situation. Monitor to make sure Sts are doing the activity properly.
- When they have finished the first role-play, tell them to repeat the process for the second situation.
- Get feedback to find out who succeeded in their aims for the role-play.

EXTRA SUPPORT If you have an odd number of Sts, they can help **A** or **B** with the complaint. Pairing strong and weaker Sts for this would work well.

9A Sentence race

A pairwork or group activity

Sts complete sentences using the third conditional. Copy one worksheet per pair or small group.

LANGUAGE

Third conditional

If I'd known you were coming, I'd have cooked dinner.

- Put Sts in pairs or small groups and give out the worksheets.
- Set a time limit, e.g. ten minutes, and tell Sts they have to complete as many sentences as possible in this time. Stress that the sentences must be grammatically correct and make sense. Demonstrate the activity with the first sentence if necessary. Monitor and help.
- Stop the activity when time is up, and elicit sentences from different pairs / groups. The pair / group with the most correct sentences is the winner of the race.

POSSIBLE ANSWERS

- 1 We wouldn't have been late if you hadn't overslept.
- 2 You would have slept better if you hadn't watched TV until really late.
- 3 If you'd told me you were vegan, I wouldn't have cooked fish.
- 4 We would have seen the film if we had got to the cinema on time.
- 5 If I'd had more money, I would have bought a better phone.
- 6 We would have picked you up at the airport if we'd known when your flight arrived.
- 7 If I hadn't lost my wallet, I wouldn't have had to cancel my cards.
- 8 If we'd missed our train, we would have phoned you.
- 9 We wouldn't have gone to that hotel if we'd read the reviews.
- 10 If our team had played better, we would have won.
- 11 If you'd used Google Maps, you wouldn't have got lost.
- 12 I wouldn't have lent you that money if I'd needed it.
- 13 If you hadn't left the door open, the cat wouldn't have got out.
- 14 We would have bought that house if the bank had given us a mortgage.
- 15 If I'd known you were coming, I would have made a cake.
- 16 If you hadn't reminded me of the appointment, I would have missed it.
- 17 We wouldn't have been able to buy the car if we hadn't asked my parents for a loan.
- 18 I would have left a tip at the restaurant if the waiter hadn't been so unpleasant.

9B True or not?

A pairwork activity

Sts read sentences and then say if they are true for them or not, providing more information. Copy one worksheet per pair.

LANGUAGE

Quantifiers

It's too far for me to walk to school. I usually get the bus.

- Put Sts in pairs and give out the worksheets. Tell Sts to read the sentences and say if they are true for them or not. Demonstrate the activity if necessary. Read out the first sentence on the worksheet, *I usually drink plenty of water*. Say if it's true for you and give some extra information (*I don't really drink much water because I prefer other drinks, like tea or Diet Coke.*).
- Monitor to make sure Sts are doing the activity correctly. Encourage them to give more information.
- Get some feedback from various pairs.

10A Relative clauses quiz

A pairwork quiz

Sts complete questions using relative pronouns and then ask a partner the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Relative pronouns

Can you tell me the sport which is played at Wimbledon?

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and give Sts time to complete the questions with a relative pronoun.
- When all Sts have completed their questions, check answers either orally or by writing the pronouns on the board.

ANSWERS

A Sport 1 which, 2 which; **Art and literature** 1 who, 2 whose; **Film and TV** 1 who, 2 where; **Geography** 1 which, 2 where; **Technology** 1 whose, 2 where

B Sport 1 where, 2 whose; **Art and literature** 1 whose, 2 who; **Film and TV** 1 where, 2 who; **Geography** 1 where, 2 which; **Technology** 1 where, 2 which

- Sts sit face to face if possible.
- Focus on **b**. Explain that first Sts must ask their partner the question without giving the three alternative answers. If their partner gets it right, he / she gets three points. If he / she gets it wrong, then they should give the three alternatives. If their partner chooses the correct option (the one in **bold**), he / she gets one point.
- When Sts have finished, ask each pair who got more points.

EXTRA CHALLENGE Get Sts to write some more quiz questions of their own.

10B Four little mysteries

A pairwork activity

Sts read the mysteries and try to solve them. Copy one worksheet per pair.

LANGUAGE

Crime vocabulary

- Put Sts in pairs and give out the worksheets. Explain that they're going to solve some mysteries. Give Sts time to read the four stories and answer the questions.
- Monitor and help if necessary.
- Elicit ideas from various pairs and then give the correct answers.

ANSWERS

- 1 They knew Sean was lying because he said he saw 'a guy come up behind him', but the victim was shot in the stomach.
- 2 It was the maid. She said she was getting the post, but there is no delivery on Sunday.
- 3 The waitress had told him she served him on their only plain plate. When she brought his 'new plate of food', it was on the same plate.
- 4 The assistant reminded the businesswoman that her key was safely locked inside the letterbox that it unlocks. After all, she posted it there.

EXTRA CHALLENGE Get Sts to write their own mysteries.

Revision

A pairwork activity

Sts ask each other questions about key vocabulary areas, using a range of tenses and verb forms from the Student Book. This could either be used as a final 'pre-test' revision or as an oral exam. Copy and cut up one set of cards per pair.

LANGUAGE

Grammar and vocabulary of the book

I've known Joe for 12 years.

- Put Sts in pairs. Give each pair a set of cards face down. Sts take turns to pick up the top card and talk to their partner about the topic on the card, using the prompts.
- Tell Sts to keep their cards and then, if there is time, to swap cards with their partner.
- Encourage Sts to ask follow-up questions.
- Monitor, help, and correct if necessary.

NON-CUT ALTERNATIVE Make one copy per pair. Give Sts a few moments to read through the cards. Sts **A** choose a number for Sts **B**, who then talk about what's on the card for that number. Sts continue taking turns to choose a topic for their partner to talk about.