

# 1A GRAMMAR: present simple and present continuous; state verbs; adverbs of frequency

## Ask and answer

**Materials:** One set of cards per group of three

**Time:** 10–15 minutes

Tell students that they are going to ask and answer questions in groups to practise the present simple and present continuous, state verbs and adverbs of frequency. Put students into groups of three and give each student a different card (A–C). Point out that the last question on each card is blank so that students can write a question of their own to ask the other students. Tell students to take turns to ask the questions on their card to the other students in the group. The other students reply using the present simple or present continuous, and an adverb of frequency where appropriate, e.g. 'How often do you take the train?' 'I hardly ever take the train, but I take it once in a while at the weekend.' Encourage students to ask follow-up questions.

For a longer activity, students could be paired with someone from another group and share a few things they learnt in the first activity, e.g. 'Ollie speaks four languages, but he usually speaks Spanish. He's currently learning Mandarin!' Remind students to use third person 's' in present simple forms if necessary.

As an optional follow-up, students could identify which questions on their cards are present simple, which are present continuous and which contain state verbs. Check as a class.

### 1A GRAMMAR: present simple and present continuous; state verbs; adverbs of frequency

#### Ask and answer

##### Student A

- 1 Do you travel more during the week or at the weekend?
- 2 How often do you take the train?
- 3 What do you think about transport in your area?
- 4 Are you planning any trips this year?
- 5 \_\_\_\_\_?



##### Student B

- 1 Where do you usually study?
- 2 How do you remember English words?
- 3 How often do you watch films or TV programmes in English?
- 4 What are you currently reading or listening to?
- 5 \_\_\_\_\_?



##### Student C

- 1 How often do you cook?
- 2 What are you having for dinner tonight?
- 3 Do you prefer coffee or tea?
- 4 When do you like to go to a café or restaurant?
- 5 \_\_\_\_\_?



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## ANSWERS:

### Possible additional questions

**A 5** How often do you visit the capital city? / How often do you drive? / Where do you like going at the weekend?

**B 5** Why are you studying English right now? / What TV programmes do you enjoy? / How do you remember people's names?

**C 5** When do you usually have lunch? / What cafés do you like? / Are you buying lunch today?

### Answers to follow-up activity

#### A

1 present simple 2 present simple 3 present simple (state verb) 4 present continuous

#### B

1 present simple 2 present simple (state verb) 3 present simple 4 present continuous

#### C

1 present simple 2 present continuous 3 present simple (state verb) 4 present simple (state verb)

## 1A VOCABULARY: people and relationships; personality adjectives

### Describe and guess

**Materials:** One set of cards per group of four

**Time:** 10 minutes

Tell students that they are going to play a game to practise people, relationship and personality vocabulary. Put students into groups of four and give each group a set of cards face down. Tell each student to draw one card and not to show it to anyone else. Students look at their card and plan how to describe the words or phrases on it without using any parts of a word or phrase, e.g. for *teammate*, they can't say *team*, then take turns to describe them to the group. The first student to guess a word/phrase correctly is the next person to describe one. The first student to describe all their words/phrases wins the game. Students rotate until all words/phrases have been guessed. After that, students can play a second round of the game by drawing a card each from the remaining pile.

If you have a class of fewer than eight students, the game could be played as a whole class, with each student taking one card.

For a shorter and easier alternative, students in groups of three could turn over a card, show the words to the group, then each describe one of the words/phrases on it, and their group members guess which one it is.

### 1A VOCABULARY: people and relationships; personality adjectives

Describe and guess

teammate bossy get on well with	cheerful partner be friendly with
crazy look up to helpful	polite colleague reliable
generous close friend patient	take after kind serious
hard-working rude stay in touch with	easy-going tidy manager

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### POSSIBLE ANSWERS:

*teammate* – You play a sport with this person or work with them. They are your ...

*bossy* – This person is always telling people 'do this, do that'. They are ...

*get on well with* – You like someone and they like you, you spend time together and it's easy.

*cheerful* – This person seems happy and sees the good things in life. They are ...

*partner* – You have a boyfriend or girlfriend for a long time or you live with them. They are your ... / If you work with someone else on an activity, they are your ...

*be friendly with* – You are close to someone and spend time with them.

*crazy* – Strange or different, or not sensible; sometimes in a positive, fun way for a person we love.

*look up to* – You think someone is great and you want to be like them.

*helpful* – Someone does things for other people. They are very ...

*polite* – This person isn't rude, they always say please and thank you. They are ...

*colleague* – You work with someone. They are not your manager, they are your ...

*reliable* – You can trust this person or thing.

*generous* – This person gives a lot of things, maybe big gifts or time.

*close friend* – This person is one of your favourite people. They are not in your family.

*patient* – This person can wait for a long time or accept problems or annoying behaviour.

*take after* – This person is like someone in their family, maybe a parent or grandparent.

*kind* – This person is nice to other people. They want to help people.

*serious* – This person is very sensible and doesn't laugh or joke.

*hard-working* – This person studies a lot or spends a lot of time at their job. They try to do a good job at tasks.

*rude* – This person is not polite.

*stay in touch with* – You see or send messages to someone from time to time and keep a relationship going between you.

*easy-going* – This person is relaxed. They don't get annoyed a lot.

*tidy* – This person puts things in the correct place.

*manager* – This person is your boss, a person you work for.

# 1B GRAMMAR: verb patterns

## Four in a row

**Materials:** One worksheet per pair

**Time:** 10 minutes

Tell students that they are going to play a game called 'Four in a row' to practise verb patterns. Put students into pairs and give each pair a worksheet. Students take turns to choose a square and complete the sentence aloud using the prompt and the correct verb form (they can use extra words to add detail). Explain that the correct verb form depends on the prompt, not the verb that they are adding. If they complete the sentence correctly and in a way that makes sense, they 'win' the square and place their initials in it. Circulate during the activity, checking any sentences students are unsure of. The first student to get a line of four squares in a row vertically or horizontally wins. Students continue completing sentences while other students finish the activity.

**POSSIBLE ANSWERS:**

- 1 meeting new people.
- 2 to go to the cinema.
- 3 studying in class.
- 4 spending time by myself.
- 5 to do well at their studies.
- 6 to sing in front of a group.
- 7 Playing sport
- 8 being late.
- 9 Listening carefully
- 10 to help me do the dishes.
- 11 yawning.
- 12 spending time with their families when they travel for work.
- 13 Going to a live concert
- 14 to own a house one day.
- 15 living abroad.
- 16 making promises.
- 17 to relax sometimes.
- 18 walking in nature.
- 19 to buy less.
- 20 Being a musician
- 21 to want attention.
- 22 to learn Japanese.
- 23 Watching cat videos
- 24 trying new foods. ('to try' is possible but less common)
- 25 to win anything!

**1B GRAMMAR: verb patterns**

**Four in a row**

1 I really enjoy ...	2 This weekend, I would like ...	3 I speak more confidently in English after ...	4 I don't mind ...	5 Most students want ...
6 I would never agree ...	7 ... is great. I love it!	8 I try to avoid ...	9 ... can help me remember people's names.	10 Someone promised ...
11 When they're tired, people often can't stop ...	12 Some people miss ...	13 ... is exciting.	14 Many people hope ...	15 In ten years, I can imagine ...
16 People should think carefully before ...	17 Students need ...	18 I'd like to spend more time ...	19 To save the planet, people often choose ...	20 ... would be fun.
21 Celebrities often seem ...	22 I decided ...	23 ... can make me laugh.	24 I just love ...	25 I never expect ...

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## 1B VOCABULARY: jobs; work

### I'm looking for ...

**Materials:** One card per student

**Time:** 10 minutes

Tell students that they are going to do an activity to practise vocabulary for jobs and work. Give each student a card and tell them not to show it to anybody (it's fine to have duplicate cards, but every card must be allocated for the activity to work). If you have a small class, take one or two roles yourself. Give students time to read the information on their card, then conduct a class mingle. Students try to find the people they need by introducing themselves and explaining what they are looking for. The activity finishes when everyone has found the people who can help them.

To support weaker students, you could write prompt phrases on the board, e.g. *I'm looking for someone to help me ... ; I need ... ; I'm interested in ...* to help students if necessary.

As an optional follow-up, students could introduce their 'professions', using vocabulary from the lesson to explain what they do, e.g. 'I'm a gardener, I know all about growing plants. I have some gardening qualifications.', etc.

### 1B VOCABULARY: jobs; work

#### I'm looking for ...



**You are a mechanic.**

- 1 You are interested in changing career and becoming a chef. You're looking for a chef to discuss qualifications with.
- 2 You're looking for someone to fix your heating system at home.

**You are a shop assistant and a volunteer firefighter.**

- 1 You run the shop's social media accounts. You'd like some advice about writing more interesting posts.
- 2 Your colleague is selling a car and you would like to buy it. However, you would like a professional to check the car first.

**You are a part-time chef, but you would like to get more work.**

- 1 You can't use your washing machine because the pipes need repairing. You need to find someone to fix them.
- 2 You would like to meet someone else in part-time work to compare experiences.

**You were out of work for a while, but you are now a part-time gardener.**

- 1 You are looking for someone to repair your car.
- 2 You have an interview for a part-time job in a shop and would like some advice from a shop assistant.

**You are a successful full-time musician who loves performing.**

- 1 You are looking for someone to help you make decisions about money.
- 2 You are looking for a part-time chef to cook for parties and events.

**You are a financial consultant. You run your own company.**

- 1 You are looking for someone to be responsible for the office garden for about two hours a week.
- 2 You are interested in becoming a volunteer firefighter and would like to talk to someone with experience.

**You are a plumber.**

- 1 You are currently working for someone else, but you would like some advice about how to start your own company.
- 2 You are looking for someone to play music at your friend's wedding next month.

**You are a part-time journalist. You write for a local newspaper and you have your own blog.**

- 1 You are looking for a musician to interview about their profession.
- 2 You have a new home with a garden, and you would like some tips about growing your own fruit and vegetables.

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# 1C HOW TO ... start and end a conversation; keep a conversation going

## Situations

**Materials:** One worksheet per pair, cut in half

**Time:** 15 minutes

Tell students that they are going to practise starting, ending and keeping conversations going in different situations. Give each student half a worksheet and a few minutes to read the situations. Explain that A and B will each start two conversations. To prepare, students work with someone with the same worksheet half (A or B) and brainstorm ways to start, end and keep each conversation going, along with what else they might say. Next, put students into A/B pairs to roleplay the situations. If time allows, students could repeat the activity to improve fluency, or roleplay one of their conversations for another pair.

For a longer activity, students could swap cards and pairs and repeat the activity.

**1C HOW TO ... start and end a conversation; keep a conversation going**

**Situations**

<b>Student A</b>	<b>Student B</b>
<p><b>Situation 1: On the bus</b> It's Monday morning. You're on the bus to university when another student from your class gets on and recognises you.</p> 	<p><b>Situation 1: On the bus</b> It's Monday morning. You're getting on the bus to university and see a student you know from class. Ask if the seat next to them is free and start a conversation.</p> 
<p><b>Situation 2: At the train station</b> You are waiting at a train station. You would like to know if there is wifi. Start a conversation with the person sitting next to you.</p> 	<p><b>Situation 2: At the train station</b> You are waiting at a train station. You are using wifi on your phone. The person next to you starts a conversation.</p> 
<p><b>Situation 3: In the work kitchen</b> You started a new job today. You are sitting in the kitchen at lunch time. A colleague you haven't been introduced to yet comes in and starts a conversation with you.</p> 	<p><b>Situation 3: In the work kitchen</b> You go to the kitchen at your work. There is a new colleague there you don't know. Introduce yourself and find out how long they have been working here. Start a conversation.</p> 
<p><b>Situation 4: In the lift</b> It's the end of the week and you've just finished work. As you are leaving the office, you get in a lift with your colleague. Start a conversation.</p> 	<p><b>Situation 4: In the lift</b> It's the end of the week and you've just finished work. As you are leaving the office, your colleague gets in the lift with you.</p> 

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## 2A GRAMMAR: narrative tenses

### Who's the spy?

**Materials:** One set of cards per group of three to five, cut into an instructions card and eight cards

**Time:** 15–20 minutes

Tell students that they are going to play a game to practise using narrative tenses. Preteach *spy* if necessary. If you have a class of fewer than eight students, the game could be played as a whole class, with each student taking one card. Set the scene by explaining that there is one spy per group, who was out last night stealing information. Organise students into groups of three to five. Give each group a spy card and a set of student cards and go through the instructions card. Point out that at step 3, students should take a couple of minutes to prepare the details of their story, including the narrative tenses they will use to tell it. Give an example of a story, e.g. 'I'm just a student. Last night, I was studying English all evening. I had a hot chocolate about 9 p.m., then I went to bed at 10 p.m.' When students vote on who the spy is, they should count to three, then point to the person that they think is guilty (or the desk in front of the person, if pointing is problematic in your teaching situation).

As students start to play, circulate and check that they understand what to do. Groups can play several rounds of the game, shuffling in different student cards for variation.

For an additional challenge, encourage students to add more detail to their stories in subsequent rounds, and to ask follow-up questions, e.g. 'What were you watching on TV?'

To set a dramatic mood, you could put on some music from famous spy films as part of the introduction.

### 2A GRAMMAR: narrative tenses

#### Who's the spy?

- 1 Shuffle the spy card and enough student cards for the rest of your group.
- 2 Take one card each. Keep it secret!
- 3 Read your card and prepare your story about what you were doing last night. The spy must lie. The others must include the information on their cards.
- 4 Take turns to ask and answer:
  - What were you doing last night?
  - When did you go to bed?
- 5 Who's the spy? Take a vote. The students who vote for the spy, win. If no one votes for the spy, the spy wins!



Shhhhhh ... you're the spy.  
Last night, you were stealing important information.  
3 a.m.: bed  
But say something else!

You're just a student.  
Last night – reading ...  
11 p.m.: bed

You're just a student.  
Last night – watching TV ...  
10 p.m.: bed

You're just a student.  
Last night – a party ...  
3 a.m.: bed

You're just a student.  
Last night – studying ...  
11 p.m.: bed

You're just a student.  
Last night – playing games ...  
10 p.m.: bed

You're just a student.  
Last night – cleaning ...  
9 p.m.: bed

You're just a student.  
Last night – visiting a friend ...  
1 a.m.: bed

## 2A VOCABULARY: adjectives for feelings; -ed/-ing adjectives

### Guess what?

**Materials:** One set of cards per pair or group of three, cut into an example card and fifteen cards

**Time:** 10–15 minutes

Tell students that they are going to practise reacting to situations with adjectives for feelings. Put students into pairs or groups of three. Give each pair/group a set of cards face down and turn the example card face up. Tell students to take turns to pick up a card and read it out. The other student(s) must respond with a comment or question using adjectives from the lesson. The original student must then try and reply, including another adjective in their answer. Invite a pair to read the conversation on the example card aloud for the class to model the activity. Weaker students could refer to the adjectives in the lesson and Vocabulary Bank if necessary. If students complete the activity quickly, they can shuffle the cards and do it again, aiming to respond more fluently and confidently the second time. Finish by reading out some of the cards and eliciting responses from the class, ensuring that students use the *-ed/-ing* adjective endings appropriately.

### 2A VOCABULARY: adjectives for feelings; -ed/-ing adjectives

#### Guess what?

There was a huge spider in my coffee cup!	The meeting was three hours long!	Someone took my parking space again!
My friends are getting married this weekend!	I have to give a presentation at work tomorrow.	This weekend, I'm going to do absolutely nothing.
I won the prize at work for the most sales this month.	All my friends seem to have great jobs ...	I feel like dancing, right here, right now ...
I've met the most wonderful person ...	They changed my appointment time, but no one told me!	I was asleep in my room when I heard a strange sound in the kitchen ...
I've been awake since 4 a.m. this morning ...	Someone left a big box of chocolates on my desk this morning!	I had a job interview last week, but I didn't get the job.

#### Example



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## 2B GRAMMAR: past simple and present perfect

### Have you ever ... ?

**Materials:** One worksheet per student

**Time:** 15 minutes

Tell students that they are going to complete and discuss a questionnaire to practise using the present perfect and past simple. Give out the worksheets and tell students to tick the things they have done, putting notes about their answers in the relevant column. Explain that they should write notes rather than full sentences at this point. Go through the example for Ex 2, pointing out that students will probably use a combination of present perfect and past simple in their answers. Then put students into pairs to compare their answers. For Ex 3, organise students into new pairs to share three (or more) things they and their first partner had in common, again focusing on using the present perfect and past simple correctly in their answers. Alternatively, run the activity as a class mingle. After answering the questions for themselves, students compare answers as a class, asking a different student each question. They then return to their seats and compare what they found out with a partner.

### 2B GRAMMAR: past simple and present perfect

#### Have you ever ... ?

1 Answer the questions. Make notes about your answers.

Have you ever ... ?	✓	Notes about my answers	Notes about my partner's answers
1 ... been in a sports team?			
2 ... travelled to another country?			
3 ... seen snow?			
4 ... had a part-time job?			
5 ... been to an outdoor concert?			
6 ... looked after an animal?			
7 ... made a cake for someone's birthday?			
8 ... learnt another language that isn't English?			
9 ... tried a water sport?			
10 ... driven a vehicle besides a car?			
11 ... planted a seed?			
12 ... been so excited you can't sleep?			

2 Work in pairs. Compare your answers. Give details.

A: Have you ever been in a sports team?

B: Yes, I have. I played basketball at high school. How about you?

3 Change partners. Share three similar things about you and your first partner.

A: We have both seen snow. I went to the mountains for a holiday, and it snowed in Hamza's home town every winter.

B: Really? I've never seen snow!

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## 2B VOCABULARY: story words; types of film

### Crossword puzzle

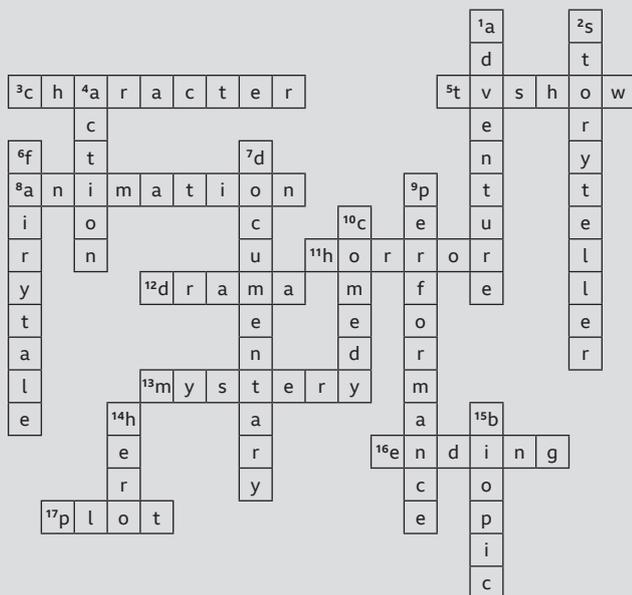
**Materials:** One worksheet per pair, cut in half

**Time:** 30 minutes

Tell students that they are going to complete a crossword in pairs to practise story word vocabulary and types of film. Give each student half a worksheet. Point out that each one has half the words filled in on it, and that students will need to explain the words so that the other student can complete their crossword. First, put students into pairs with the same worksheet half as them (A or B) to discuss how they could explain their words, then rearrange students into A/B pairs to give clues and complete the crossword without showing it to each other. Tell students to use the examples on the sheets to help them. To finish, elicit some of the clues that students used, and have the class guess the word. If possible, show the completed crossword with correct spellings.

As an optional follow-up, ask students to choose and write down the five words from the crossword that they think are most interesting or useful, then compare lists with a partner and say why they chose the words.

#### ANSWERS:



#### Possible clues

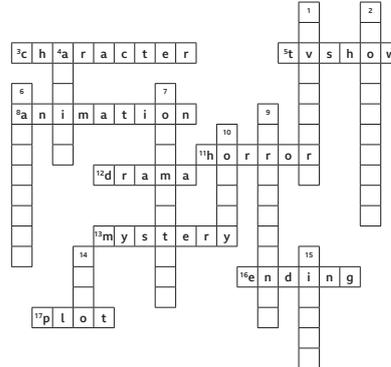
##### Across

- 3** *character* – It’s a person in a story or film.
- 5** *TV show* – People watch this at home, but it’s not a film.
- 8** *animation* – It’s a film or TV show. It has pictures or cartoons instead of actors.
- 11** *horror* – It’s a scary story or film. Many people find it frightening.

### 2B VOCABULARY: story words; types of film

#### Crossword puzzle

##### Student A

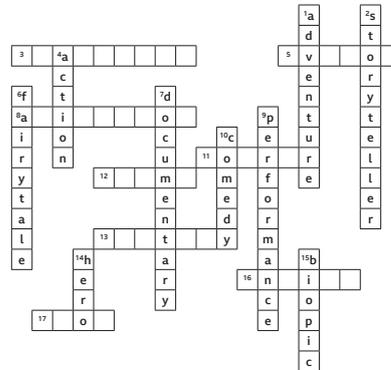


A: What’s one down?

B: It’s an exciting film. Characters have to travel somewhere, often far from home.



##### Student B



B: What’s three across?

A: It’s a word for a person in a story or film.

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- 12** *drama* – This is a serious TV show or film.
  - 13** *mystery* – It’s a kind of story. A bad or strange thing happens and the main character has to find out what happened or who did it.
  - 16** *ending* – It’s the way a story finishes, or the last part of a story or film.
  - 17** *plot* – It’s a word for the important things that happen in a story or film.
- #### Down
- 1** *adventure* – It’s an exciting story or film. Sometimes the characters travel far from home.
  - 2** *storyteller* – Someone shares a story. They are called a ...
  - 4** *action* – It’s an exciting film. It often has fighting.
  - 6** *fairytale* – It’s a traditional children’s story. It often has a happy ending.
  - 7** *documentary* – It’s a film or TV show about real events or people.
  - 9** *performance* – Someone acts, plays music or sings for an audience or in a film or TV show. It’s a ...
  - 10** *comedy* – It’s a funny story or film.
  - 14** *hero* – It’s a word for a good main character in a film. This person might help in a difficult situation.
  - 15** *biopic* – It’s a true story about someone’s life.

## 2C HOW TO ... apologise and give reasons

### Sorry!

**Materials:** One set of cards per pair

**Time:** 10–15 minutes

Tell students that they are going to do a pair activity to practise apologising and giving reasons. Preteach *receptionist* if necessary. Organise students into pairs and give each pair a set of cards face down. Students take turns to pick up a card and read the situation to the other person (more than once, if necessary). The other student must apologise and give a reason in their response. Emphasise that they must give a reason as part of the task. If they need help thinking of a reason, the other student can help them. The other student can then accept the apology. Monitor language during the activity, making a note of good examples of apologising and giving reasons to share in feedback.

As an optional follow-up, pairs could choose one of the situations to perform for another pair or the class.

If you are short on time, students do not have to do all the cards, you could save some for use at a later date.

### 2C HOW TO ... apologise and give reasons

Sorry!



**Situation:** I'm your manager. You've just arrived late for work.

**Situation:** I'm a close friend. You promised to message me last night, but you didn't.

**Situation:** I'm your cousin. We're chatting on the phone, but now someone is at your door. You need to end the call.

**Situation:** I'm your partner of five years. You forgot it was my birthday today!

**Situation:** We're colleagues. You just arrived ten minutes late to our online meeting.

**Situation:** I'm your plumber. I came to repair your pipes, but no one was home.

**Situation:** We're classmates. You just called me by the wrong name.

**Situation:** I'm your doctor's receptionist. You missed your appointment this morning.

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## 3A GRAMMAR: question forms

### Noughts and crosses

**Materials:** One worksheet per pair

**Time:** 20–25 minutes

Tell students that they are going to play a game of noughts and crosses to practise question forms. Check students know how to play the game by demonstrating on the board. (Students take turns to put an O or an X in a square. If a player gets three of their symbols in a row, they win the game.) Put students into pairs and give each pair a worksheet. Tell students that in this version of the game, before placing their symbol in a square, they must form a question using the prompts in it. Demonstrate with the first square in Game 1 as an example, eliciting different questions and writing these on the board to show that there is more than one possible answer, e.g. *Do you like onions? Did you like onions when you were a child? What do you like cooking with onions?* If students form a correct question, they add their symbol to the square. The other student answers the question, then takes a turn. Circulate during the game, checking question forms if necessary. Encourage students to use a range of different question words and structures. Students could ask questions about a range of people, e.g. *you, people or anyone you know.*

To extend the activity, encourage students to go back and take turns to form questions with any unused squares, or see if they can think of alternative questions using the same prompts.

You could also choose one of the grids and elicit some possible questions for each square, encouraging students to self-correct if necessary.

#### POSSIBLE ANSWERS:

##### Game 1

- 1 Do you like onions?
- 2 Did you do anything exciting at the weekend?
- 3 What time do people start work in your country?
- 4 Has anyone called you this week?
- 5 Which do you prefer: hot or cold weather?
- 6 What happened in the last class?
- 7 Are you reading any books at the moment?
- 8 What is your favourite day of the week?
- 9 Have you had a cup of coffee today?

##### Game 2

- 1 What time does your family usually eat dinner?
- 2 Who sings your favourite song right now?
- 3 Where is your favourite place?
- 4 What did we learn in the last class?

#### 3A GRAMMAR: question forms

##### Noughts and crosses

###### Game 1

1 like onions	2 do anything exciting at the weekend	3 people start work in your country
4 anyone called you this week	5 prefer hot or cold weather	6 happen in the last class
7 reading any books at the moment	8 your favourite day of the week	9 a cup of coffee today

###### Game 2

1 usually eat dinner	2 sings your favourite song right now	3 your favourite place
4 learn in the last class	5 prefer eating out or eating at home	6 films at the cinema lately
7 teaching this class	8 your classmates thinking about right now	9 been at this school a long time

###### Game 3

1 your most recent photo	2 plans for the weekend	3 learn English at primary school
4 revise new words	5 bought anything this week	6 knows you better than anyone
7 going out tonight	8 fruit grows well in your country	9 aunts or uncles

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- 5 Do you prefer eating out or eating at home?
- 6 Have you seen any films at the cinema lately?
- 7 Who's teaching this class?
- 8 What are your classmates thinking about right now?
- 9 Have you been at this school a long time?

##### Game 3

- 1 What is your most recent photo of?
- 2 What are your plans for the weekend?
- 3 Did you learn English at primary school?
- 4 How do you revise new words?
- 5 Have you bought anything this week?
- 6 Who knows you better than anyone?
- 7 Are you going out tonight?
- 8 What fruit grows well in your country?
- 9 Do you have many aunts or uncles?

## 3A VOCABULARY: knowledge; verbs and nouns

### Study tips

**Materials:** One worksheet per pair, cut in half

**Time:** 15 minutes

Tell students that they are going to complete and discuss some study tips to practise knowledge vocabulary and verbs and nouns related to this. Put students into pairs and give each student half a worksheet. Tell them that in the study tips there are different gapped words on each sheet, and that there are two words in the box they do not need to use. Ask students to complete the study tips individually (without showing their partner their sheet) before comparing their answers with their partner. Put students into groups of three or four for Exs 2 and 3. Ask each group to share their best study tip with the class.

**ANSWERS:**

**Student A**

1 remember 2 general knowledge 3 Think about  
4 problems 6 mind

**Student B**

1 Revise 2 understanding 3 note it down  
4 solve 5 scores

**3A VOCABULARY: knowledge; verbs and nouns**

Study tips



**Student A**

1 Complete the tips with the words in the box. There are two extra words. Check the answers with Student B.

data general knowledge mind  
options problems remember  
think about

**Study tips**

- 1 Revise your notes regularly. It makes a big difference to how much you \_\_\_\_\_.
  - 2 Try to make connections between what you're learning and what you already know. Your \_\_\_\_\_ can be really useful for improving your understanding.
  - 3 \_\_\_\_\_ the most important thing you learnt each day, and if possible, note it down.
  - 4 It probably sounds simple, but you solve \_\_\_\_\_ much better when you've had enough sleep.
  - 5 Try not to compare your test scores to other people's.
  - 6 Give your \_\_\_\_\_ a break from study by doing exercise or walking in nature.
- 2 Discuss the following questions:
- What do you think of each tip? Have you tried any of them?
  - Which three tips are the most useful?
- 3 Think of two more study tips using the words in the boxes not used in Ex 1.

**Student B**

1 Complete the tips with the words in the box. There are two extra words. Check the answers with Student A.

guess memorise note it down  
revise scores solve  
understanding

**Study tips**

- 1 \_\_\_\_\_ your notes regularly. It makes a big difference to how much you remember.
  - 2 Try to make connections between what you're learning and what you already know. Your general knowledge can be really useful for improving your \_\_\_\_\_.
  - 3 Think about the most important thing you learnt each day, and if possible, \_\_\_\_\_.
  - 4 It probably sounds simple, but you \_\_\_\_\_ problems much better when you've had enough sleep.
  - 5 Try not to compare your test \_\_\_\_\_ to other people's.
  - 6 Give your mind a break from study by doing exercise or walking in nature.
- 2 Discuss the following questions:
- What do you think of each tip? Have you tried any of them?
  - Which three tips are the most useful?
- 3 Think of two more study tips using the words in the boxes not used in Ex 1.

## 3B GRAMMAR: future plans and intentions

### A day with a friend

**Materials:** One worksheet per student

**Time:** 15–20 minutes

Tell students that they are going to plan a visit for a friend to practise future forms. Distribute the worksheets. Go through the instructions and explain that the friend can be real or imaginary. If you have students from different places, they could choose to plan a day in their home town if they prefer. Give students a few minutes to complete their plan, making notes rather than writing full sentences. Circulate, assisting as required. Before students do Ex 2, go through the example, pointing out the different future forms, i.e. *might* for possibility, *will* where the speaker has thought of an idea at the moment of speaking, etc. Point out that students can add new ideas as they describe their plans, using *will* to explain new things they have thought of at that moment.

To develop students' fluency and confidence with the future forms further, they could swap partners and explain their plans again.

To finish, invite a few students to share something they liked about their partner's plan using an appropriate future form, e.g. 'Zara's going to take her friend for a walk in the forest. They might see some monkeys.'

### 3B GRAMMAR: future plans and intentions

#### A day with a friend

1 Imagine a friend is coming to visit you from another city one day next week. Make a plan for their visit.

My friend's name: \_\_\_\_\_

Arrival day and time: \_\_\_\_\_

Transport: \_\_\_\_\_

	Plans	Possibilities
In the morning ...	visit the local markets _____ _____	see some street musicians _____ _____
For lunch ...	have lunch at the Blue Duck café _____ _____	sit outside _____ _____
In the afternoon ...	_____ _____ _____	meet up with some friends _____ _____
In the evening ...	_____ _____ _____	_____ _____ _____

Time of departure: \_\_\_\_\_

Transport: \_\_\_\_\_

2 Work in pairs. Take turns to describe your plans. Use future forms: present continuous and *be going to* (for plans, intentions and arrangements), *might* (for possibilities) and *will* (for ideas at the moment of speaking).

*My friend Stefan is coming to visit on Saturday. He's arriving at 9 a.m by train. In the morning, we're going to visit the local markets. We might see some street musicians. For lunch, we're going to the Blue Duck café and we'll probably have sandwiches. We might sit outside if it's fine. In the afternoon, we might meet up with some friends.*

## 3B VOCABULARY: decisions

### Match and chat

**Materials:** One set of cards per group of three

**Time:** 15 minutes

Tell students that they are going to do a matching activity, then have a discussion to practise vocabulary for making decisions. Put students into groups of three and give each group a set of cards. Explain that students need to match the question halves to form questions. Give students time to match the questions, then check answers as a class. For the discussion, students take turns to choose a question to discuss as a group.

Finish by giving students a few minutes to decide which question they thought was the most interesting and why. Elicit some answers.

#### ANSWERS:

1 c 2 f 3 h 4 e 5 g 6 a 7 d 8 b

#### 3B VOCABULARY: decisions

##### Match and chat

1 How do you choose	a advantages and disadvantages of a big decision?
2 When you make	b sense to you in class?
3 Do you often take a long time to make up	c between options on a menu?
4 What do you focus	d choices about their learning?
5 What is something you bought recently and why did you	e on when you make a big decision?
6 How could you encourage a friend to consider the	f a decision, how often do you look things up online?
7 How important is it for students to have	g select it?
8 What do you do if something doesn't make	h your mind? Why/Why not?

## 3C HOW TO ... make polite inquiries

### Excuse me ...

**Materials:** One question card and one phrase card per student

**Time:** 10–15 minutes

Tell students that they are going to do a class mingle to practise making polite inquiries with indirect questions. Give each student a question card and a phrase card. If you have more than 15 students, duplicate question cards are permissible.

Students read the question on their card, then transform it into an indirect question using one of the phrases on the phrase card. (Point out that there are direct questions on most of the question cards, although there are three wild cards. When a student has a wild card, they must choose an inquiry to make using an indirect question.) Explain that it is fine not to know the answer to an inquiry. You could write some polite ways to say that you don't know on the board, e.g. *I'm sorry, I'm not sure about that., I'm afraid I don't know., etc.*

Students move around the classroom, pair up, make an inquiry (and answer their partner's), e.g. 'Could you tell me what the time is, please?' and then swap question cards before finding a new partner. Circulate during the activity, helping students form their indirect questions if necessary.

Students should aim to use all the phrases on their phrase card at least once during the activity.

Finish by giving students the chance to share some of their wild card inquiries with the class (using indirect questions).

**3C HOW TO ... make polite inquiries**

**Excuse me ...**

What's the time?	Is there a supermarket near here?	How do I get out of this building?
When will the school close today?	What time does the class finish?	What's the wifi password?
I've lost a blue jacket. Have you seen it?	Where is the nearest train station?	Is there anywhere I can charge my phone?
Why is everyone talking?	Does this school have a printer I could use?	Where's the best place to get a cup of coffee around here?
Wild card: Make an inquiry of your choice.	Wild card: Make an inquiry of your choice.	Wild card: Make an inquiry of your choice.
<b>Tick the phrases you use.</b> Could you tell me ... ? I'd like to know ... Do you know ... ? Can I ask ... ? Can you tell me ... ?	<b>Tick the phrases you use.</b> Could you tell me ... ? I'd like to know ... Do you know ... ? Can I ask ... ? Can you tell me ... ?	<b>Tick the phrases you use.</b> Could you tell me ... ? I'd like to know ... Do you know ... ? Can I ask ... ? Can you tell me ... ?
<b>Tick the phrases you use.</b> Could you tell me ... ? I'd like to know ... Do you know ... ? Can I ask ... ? Can you tell me ... ?	<b>Tick the phrases you use.</b> Could you tell me ... ? I'd like to know ... Do you know ... ? Can I ask ... ? Can you tell me ... ?	<b>Tick the phrases you use.</b> Could you tell me ... ? I'd like to know ... Do you know ... ? Can I ask ... ? Can you tell me ... ?
<b>Tick the phrases you use.</b> Could you tell me ... ? I'd like to know ... Do you know ... ? Can I ask ... ? Can you tell me ... ?	<b>Tick the phrases you use.</b> Could you tell me ... ? I'd like to know ... Do you know ... ? Can I ask ... ? Can you tell me ... ?	<b>Tick the phrases you use.</b> Could you tell me ... ? I'd like to know ... Do you know ... ? Can I ask ... ? Can you tell me ... ?

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## 4A GRAMMAR: modals for rules and advice

### Modals in a minute

**Materials:** One set of cards per group of four to six; a way of timing one minute (e.g. student mobile phones, a clock)

**Time:** 10–15 minutes

Tell students that they are going to play a game to practise giving rules and advice with modals. Put students into groups of four to six and split them into two teams of two or three students depending on group size. Give each group a set of picture cards face down and each team a modal card. Tell students not to turn over the picture cards yet.

Explain that each picture card has a place on it. Teams will take turns to turn over a picture card and give as many rules and pieces of advice as they can for that situation in a minute, using the modal cards as prompts. The other team keep time for one minute, noting down any sentences they are not sure about to check with you afterwards. At the end of the minute, the team scores one point for each rule or piece of advice they made using a different modal.

The next team then turns over a picture card and takes a turn. After all the picture cards have been used, the team with the most points is the winner.

Alternatively, put students into pairs or groups of three. Give each pair/group a picture card and a modal card. Students write as many rules and pieces of advice as possible in five minutes using the different modals. When they have finished, put pairs/groups together to share and check each other's work.

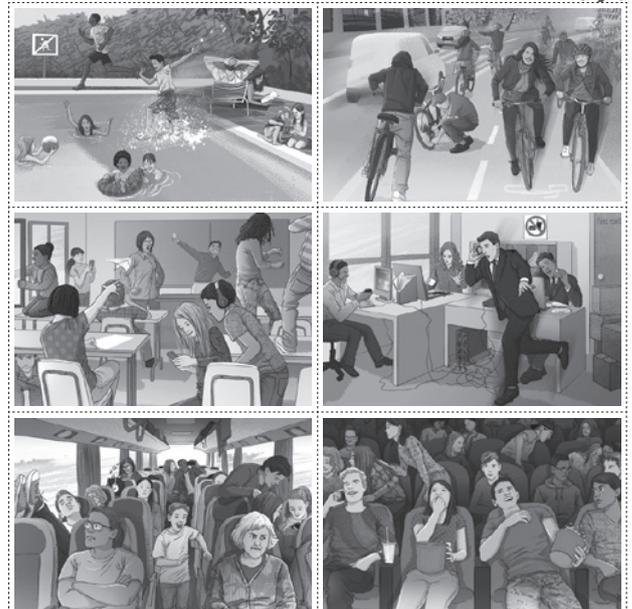
#### POSSIBLE ANSWERS:

##### Swimming pool card

- You need to watch children carefully.
- You needn't stay in a long time.
- You should wear sunscreen.
- You shouldn't run near the pool.
- You must wear a swimsuit.
- You mustn't drink the water.
- You have to listen to the staff.
- You don't have to put your head under the water.

#### 4A GRAMMAR: modals for rules and advice

##### Modals in a minute



need	needn't
should	shouldn't
must	mustn't
have to	don't have to

need	needn't
should	shouldn't
must	mustn't
have to	don't have to

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## 4A VOCABULARY: success

### Connections

**Materials:** One worksheet per pair

**Time:** 10–15 minutes

Tell students that they are going to do an activity to practise connections between words and phrases about success. Put students into pairs and give each pair a worksheet.

In pairs, students take turns to make sentences using two (or more) of the words and phrases in the circle, e.g. ‘Competitive people often do well at sports and games.’ ‘Success is the opposite of failure.’ When students make a connection, they draw a line between the two ovals. Point out that students can use the words and phrases more than once. Then give students at least ten minutes to find as many connections as they can between the words and phrases, then put pairs into groups of four to compare and discuss their diagrams. Tell them to pay special attention to any combinations of words and phrases which they and their partner didn’t think of. To finish, elicit the least connected words and phrases and work as a class to make connections with these.

**4A VOCABULARY: success**

Connections






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## 4B GRAMMAR: articles

### First to the finish

**Materials:** One worksheet per pair; dice; counters (or scraps of paper)

**Time:** 15–20 minutes

Tell students that they are going to play a board game to practise articles. Put students into pairs and give each pair a gameboard, a dice and counters. If you don't have any counters, ask students to write their names on scraps of paper. Tell students to put their counters on the START square. The first player rolls the dice and moves their counter the number of places shown. They read out the question on the arrow that they land on, completing the gap with an article or no article as is correct. Students should say their answers aloud, rather than write on the gameboard, in case students land on the same arrows. They then answer the question, paying attention to the correct use of articles. If they make a mistake when forming the question, they move back to their original position. Play continues in turn and the first player to the finish is the winner.

Alternatively, before playing the game, tell students to work in pairs to complete the questions, then check answers as a class. Students play the game by answering the question they land on for each turn.

#### ANSWERS:

1 no article 2 a 3 the 4 no article 5 no article  
 6 the 7 no article 8 a 9 the 10 the  
 11 no article 12 no article 13 the 14 no article  
 15 the 16 an 17 the 18 no article

**4B GRAMMAR: articles**  
**First to the finish**

START

1 What did you have for ... lunch today?

2 When you were ... child, what did you want to do as a job?

3 What is one thing you usually do in ... evening?

4 What ... sports do you like?

5 What are ... three dates that are special for you?

6 Name two cities in ... USA.

7 How often do you go places on ... foot?

8 How long have you been ... student here?

9 Where would you like to visit in ... United Kingdom?

10 What is ... highest mountain in your country?

11 What kind of ... sandwiches do you like?

12 What dangerous ... animals do you know about?

13 Do you know any facts about ... Moon?

14 What do you think about having friends at ... work?

15 How far is ... coast from your home town?

16 Are you ... engineer?

17 Have you travelled to ... north/south of your country?

18 Name ... three countries you are interested in.

FINISH

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## 4B VOCABULARY: technology collocations

### Find someone who ...

**Materials:** One worksheet per student

**Time:** 15–20 minutes

Tell students that they are going to do a discussion activity to practise technology collocations. Give each student a worksheet and explain that they need to try to find someone in the class who gives a positive answer for each statement, by asking and answering questions. If you have enough students, they could try and find a different person for each item. Give students a few minutes to read the questionnaire and check they understand the items and examples.

Tell students to mingle and complete the activity, writing names and taking notes on answers in the relevant columns, until they have found a positive answer for every item possible. Circulate, providing assistance as necessary.

As an optional follow-up, students could share some of the things they found out in pairs or small groups.

Alternatively, if your classroom is not suitable for moving around in, students could complete the worksheet in groups of three or four, taking turns to form questions and noting down group members who give positive answers to questions.

### 4B VOCABULARY: technology collocations

Find someone who ...

Find someone who ...	Name	Notes
1 ... has shared a cute animal video.		
2 ... sends and receives more online messages than texts.		
3 ... has downloaded a language-learning app.		
4 ... has taken a picture today.		
5 ... has created a social media account with a different name.		
6 ... has launched a website.		
7 ... has made at least three calls this week.		
8 ... can describe a video or post that went viral.		
9 ... remembers when their first social media account went live.		
10 ... can recommend a website for finding information.		

*Have you ever shared a cute animal video?*

*Do you prefer sending and receiving online messages or texts?*

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## 4C HOW TO ... explain rules and procedures

### The best game competition

**Materials:** One game card and one photo card per pair or group of three

**Time:** 30–60 minutes

Tell students that they are going to practise explaining rules and procedures by having a game competition.

Put students into pairs or groups of three. Explain that each pair/group needs to make up a game suitable for a party. Give each pair/group a game card and one photo card. Tell them that they must note down all the details of their game on their game card, and that the game must involve the object(s) on their photo card. Circulate while students make up their game. Students should complete the prompts on their game card, but can adjust and add more information if they need to.

Each pair/group presents their game to the class and the class votes on the best game.

#### POSSIBLE ANSWERS:

Our game is called 'balloons race'.  
 The aim of the game is to get the most balloons.  
 You need some balloons.  
 There are two players.  
 It is played in a room without much furniture.  
 It takes about five minutes.  
 To start with, you put ten balloons on the floor.  
 Then, the players close their eyes.  
 Next, the two players have to find as many balloons as they can and hold them. You must be careful of the other player!  
 After that, you have to hold the balloons you collect in your hands.  
 You score by collecting balloons.  
 You have to keep your eyes closed.  
 You can't use your feet.  
 The player with the most balloons, when all the balloons are taken, is the winner.

#### 4C HOW TO ... explain rules and procedures

##### The best game competition

Our game is called \_\_\_\_\_.

how to win	The aim of the game is to _____.	
organisation and equipment	You need _____. There are _____ players. It is played on/in _____. It takes about _____ minutes.	
procedure	To start with, _____. Then, _____. Next, _____. After that, _____.	
rules	You score by _____. You have to _____. You can't _____. The _____ is the winner.	
		

some balloons      a cute soft toy      a chocolate bar

## 5A GRAMMAR: relative clauses

### Which word?

**Materials:** One worksheet per group of three

**Time:** 15–20 minutes

Tell students that they are going to play a game to practise using relative clauses. Put students into groups of three and give each group a copy of the worksheet. Explain that students should take turns to choose and describe one of the words on the worksheet using a sentence with a relative clause, without saying the word they chose in any form. The other students listen and guess the word. The first student to guess the word correctly gets one point and the word is crossed out on the worksheet. Draw students' attention to the prompts at the bottom of the worksheet to help them form the sentences. Circulate during the activity, monitoring and making sure that students are using relative clauses in their sentences. The student with the most points when all the words have been described is the winner.

As an optional extension activity, students could construct their own, similar, grid on the back of the worksheet, then swap with another group to play again. In this round, you could encourage them to omit the relative pronouns where possible.

#### POSSIBLE ANSWERS:

- 1 It's a thing that you use in the rain.
- 2 It's a person who designs buildings.
- 3 It's something which you eat in the morning.
- 4 It's a place where doctors work.
- 5 It's something that you use to connect to the internet.
- 6 It's a day when people celebrate love.
- 7 It's a person who cooks for a job.
- 8 It's a place where you can watch films.
- 9 It's a place where people study.
- 10 It's a day when I don't have to work.
- 11 It's a thing which people use to keep food cold.
- 12 It's a person whose children have had children.
- 13 It's something that you wear.
- 14 It's someone whose online posts are very popular.
- 15 It's a place where you can stay on holiday.
- 16 It's a day when you have a party and a cake.
- 17 It's a place where you might see snow.
- 18 It's a person that writes stories for a newspaper.

#### 5A GRAMMAR: relative clauses

Which word?

1 an umbrella	2 an architect	3 breakfast
4 a hospital	5 wifi	6 Valentine's Day
7 a chef	8 a cinema	9 a university
10 Saturday	11 a fridge	12 a grandparent
13 a pair of jeans	14 a social media star	15 a hotel
16 a birthday	17 a mountain	18 a journalist

It's a person who/that ...

It's a place where ...

It's something which/that ...

It's a thing which/that ...

It's a day when ...

It's a person whose ...

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## 5A VOCABULARY: news and social media

### Is it true that ... ?

**Materials:** One card per student

**Time:** 20 minutes

Tell students that they are going to do an activity to practise news and social media vocabulary. Give each student a card. Explain that they have to find out about the class's experiences of news and social media by asking different students questions about the statement on their card, then reporting back on whether the statement is true or not. Conduct the class mingle. Encourage students to ask follow-up questions in their discussions by writing *Why/Why not?* on the board, and remind them to take brief notes on other students' answers. When students have spoken to everyone, they sit down. Ask each student to briefly report back to the class what they found out, e.g. 'I found out that two students would like to be journalists.', 'I found out that six students are more interested in reading local content and eight are more interested in international content.'

You could consider participating in the mingle to have one-to-one interactions with students.

If you have a large class, some students can have duplicate cards. Rather than getting every student to speak to every other student, they could ask their question to ten people.

If you have a small class, use fewer cards, or give some/all students two cards each.

### 5A VOCABULARY: news and social media

#### Is it true that ... ?

**Find out:** Is it true that ...

... someone in the class would like to be a journalist?

**Find out:** Is it true that ...

... most students are more interested in reading local content than international content?

**Find out:** Is it true that ...

... everyone in the class posts photos online?

**Find out:** Is it true that ...

... most students read blog posts about an interest or hobby?

**Find out:** Is it true that ...

... someone in the class knows a writer who has published their own book or e-book?

**Find out:** Is it true that ...

... everyone thinks they are good at deciding if a story is fake news?

**Find out:** Is it true that ...

... most students in the class can remember a headline from today's news?

**Find out:** Is it true that ...

... someone creates content or posts online for work?

**Find out:** Is it true that ...

... most students usually find out news from social media?

**Find out:** Is it true that ...

... someone in the class has been interviewed by a journalist?

**Find out:** Is it true that ...

... most students in the class can remember an example of a fake news story?

**Find out:** Is it true that ...

... someone has written and published a blog post?

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## 5B GRAMMAR: reported speech

### What did they say?

**Materials:** One worksheet per student

**Time:** 20 minutes

Tell students that they are going to do an activity to practise reported speech. Give each student a worksheet and explain that the activity is in two parts. The first is a mingle, where students find out information about different students in the class and take notes, and the second is to report to a partner what they found out using reported speech. Give students a minute to read through the questionnaire and think about their own answers to the questions, reminding them not to write on their worksheets yet. Students then mingle as a class, making notes about the people they speak to as necessary. When students have asked and answered the questions, organise them into pairs. Focus students on the worksheet examples and point out that they should practise reported forms with both *said* and *told me*. Students then take turns to report what they found out to their partner using reported speech. Circulate while they do this, encouraging them to check any reported speech forms they are unsure of with you. Finish by asking a few students the most interesting thing their partner found out.

Alternatively, instead of a class mingle, ask students to interview each other in pairs, then swap partners for the second part of the activity.

For a shorter activity, ask half the class (group A) to interview other students about items 1–4 and the other half (group B) to ask questions 5–8. Put students into A/B pairs for the second stage.

#### 5B GRAMMAR: reported speech

##### What did they say?

	Name	Notes
1 Tell me about an activity you really enjoy.		
2 Tell me about something you can cook.		
3 Tell me about a task you have to do later today.		
4 Tell me about the person you're sitting next to.		
5 Tell me about a gift that someone gave you.		
6 Tell me about a place you'll never forget.		
7 Tell me something you've learnt in this English class this week.		
8 Tell me about something you're going to do this weekend.		

*Lina said that she really enjoyed playing tennis.  
Marten told me that he could cook a good curry.*

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#### POSSIBLE ANSWERS:

- 1 'I really enjoy skiing.' Karl told me that he really enjoyed skiing.
- 2 'I can cook pumpkin soup.' Lisa said that she could cook pumpkin soup.
- 3 'I have to go to the supermarket.' Murugesh told me he had to go to the supermarket.
- 4 'Tomas is going to start a blog.' Gina said that Tomas was going to start a blog.
- 5 'My mum gave me a guitar.' Taka said his mum had given him a guitar.
- 6 'I'll never forget my trip to Paris.' Stefano told me he'd never forget his trip to Paris.
- 7 'I've learnt about relative pronouns.' Jin said that she'd learnt about relative pronouns.
- 8 'I'm going to relax.' Kasia said she was going to relax this weekend.

## 5B VOCABULARY: social issues; the environment

### Sort and discuss

**Materials:** One set of cards per pair or group of three, cut into an instructions card and fourteen cards

**Time:** 10 minutes

Tell students that they are going to do an activity to practise vocabulary for social issues and the environment. Put students into pairs or groups of three, preteach the verbs *cause* (to make something happen) and *use up* (to finish something so that there isn't any left) if necessary and give each pair/group a set of cards. Go through the instructions for Ex 1. Give students time to sort the actions in their pairs/groups then check answers as a class. Tell students to discuss the questions in Exs 2 and 3 in their pairs/groups. Conduct brief whole class feedback.

#### POSSIBLE ANSWERS:

**1 Positive actions:** protect the rainforest, recycle waste, reduce your rubbish, be an online activist, donate money to charity, take public transport, campaign for social change, learn more about the environment

**Negative actions:** create high levels of pollution, cause climate change, experience a natural disaster, produce factory smoke, spend time in a traffic jam, use up our natural resources

#### 5B VOCABULARY: social issues; the environment

Sort and discuss 

protect the rainforest	learn more about the environment
recycle waste	create high levels of pollution
reduce your rubbish	cause climate change
be an online activist	experience a natural disaster
donate money to charity	produce factory smoke
take public transport	spend time in a traffic jam
campaign for social change	use up our natural resources

1 Sort the actions into two categories: positive and negative.

2 Which are the three worst negative actions?

3 Which of the positive actions have you or people you know taken? Which actions would you consider or not consider in the future? Why/Why not?

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## 5C HOW TO ... give and respond to personal news

### Guess what!

**Materials:** One worksheet per pair, cut in half

**Time:** 10 minutes

Tell students that they are going to do a pair activity to practise giving and responding to personal news. Give each student half a worksheet and ask students to work with someone with the same worksheet half as them (A or B). Explain that each worksheet has six pieces of news numbered 1–6 and they need to think of a different introduction for each one. Give students a few minutes to discuss how they could introduce each piece of news (referring to the introduction examples 'giving ... news' in the Student's Book or Grammar Bank, if necessary), then reorganise students into A/B pairs. Students take turns to share pieces of news, their partner listening and responding with a reply from the bottom of their worksheet. To encourage students to use a range of phrases, they can tick the checkbox next to each response when they have used it.

### 5C HOW TO ... give and respond to personal news

#### Guess what!

##### Student A

- 1 ... My sister had a baby!
- 2 ... We moved house last week.
- 3 ... I failed my driving test.
- 4 ... I graduated from university last month.
- 5 ... I lost my job.
- 6 ... I just got engaged!



- That's fantastic!
- That's wonderful news!
- I can't believe it. That's great!
- Well done!



- That's awful.
- What a shame.
- I'm really sorry.

##### Student B

- 1 ... I won a singing competition!
- 2 ... I broke my phone this morning.
- 3 ... I got 500 likes on my blog post!
- 4 ... I had an argument with my best friend.
- 5 ... I passed my English exam!
- 6 ... I got promoted last week!



- That's amazing!
- That is good news.
- Congratulations!
- I'm so pleased for you.



- What a shame.
- That's terrible.
- I'm sorry to hear that.

## 6A GRAMMAR: *used to*

### How much have you changed?

**Materials:** One worksheet per student

**Time:** 10–15 minutes

Tell students that they are going to discuss changes between now and ten years ago to practise talking about the past with *used to*. Brainstorm ways that people might change during a ten-year period, writing students' ideas on the board, then hand out the worksheet and ask them to check how many items are the same as their ideas. Ask students to tick the sentences in the quiz that are true for them and go through the instructions and examples on the worksheet. Put students into pairs. Students should give extra information using *I used to ...*, *I didn't use to ...* and *I never used to ...* where appropriate to practise the structure from the lesson. Finish by asking a few students to share one of their answers with the class.

Fast finishers could share three more changes in their lives compared to ten years ago using *used to* and *didn't use to*. This could also be done as a follow-up activity.

### 6A GRAMMAR: *used to*

How much have you changed?

**Think about your life ten years ago. Tick the sentences which are true for you.**

- I lived in the same country.
- I spent time with the same people.
- I worked or studied at the same place.
- I had the same career goals.
- I used the same kind of technology.
- I listened to the same kind of music.
- I liked the same kinds of TV shows and films.
- I cared about the same things.
- I was interested in the same hobbies.
- I did the same amount of exercise.
- I ate the same kind of food.
- I did the same activities at the weekend.
- I had the same amount of energy!

**Work in pairs. Compare your answers. Ask and talk about differences in the past using *used to* and *didn't use to*.**

A: Did you use to live in the same country ten years ago?

B: No, I used to live in Argentina. I never used to imagine moving to a different country, but now I love it.

A: Did you use to spend time with the same people?

B: Yes, I used to see my family every week and I still do!

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## 6A VOCABULARY: the arts; the arts: people, places, things

### What's the difference ... ?

**Materials:** One worksheet per pair

**Time:** 15 minutes

Tell students that they are going to do a discussion activity to practise vocabulary for the arts and for people, places and things related to the arts. Put students into pairs and give each pair a worksheet. As an example, write the question *What's the difference between a musician and a composer?* on the board, and elicit some possible answers. Then give students about ten minutes to discuss the remaining questions. Elicit answers for each question.

Alternatively, cut the worksheet into cards. Depending on the number of students in your class, you could give each pair/group one or more cards. Students could discuss the difference between the two words on the card(s) then present their ideas to the class.

#### POSSIBLE ANSWERS:

- 1 A musician plays music, but a composer writes music. Some people are both.
- 2 A painter makes artworks with paint, but an architect designs buildings.
- 3 The subject of a work is what it represents or is about, e.g. a person, some fruit, love, etc. The style of a work is the way it is made/painted/played, etc. It might be a modern/traditional/unique style.
- 4 An audience is the group of people who watch or listen to a show. A venue is the place where a show is held.
- 5 A performer is a person who entertains an audience with their art. A dancer is a kind of performer. Other examples of performers are actors or musicians.
- 6 An art gallery is a place where people go to see art. An artist's studio is a place where an artist works or makes their art.
- 7 An image is a general word for a picture, often used for photography or a digital picture. A drawing is a picture made with a pen or a pencil (or digitally) by hand.
- 8 A show is a performance that an audience watches, e.g. a concert or a play. A recording is the music, sound or video of a performance, which has been stored (often digitally) to play again.

#### 6A VOCABULARY: the arts; the arts: people, places, things

What's the difference ... ?

1  ... a musician and a composer?	2  ... a painter and an architect?
3  ... the subject of a work and the style of a work?	4  ... an audience and a venue?
5  ... a performer and a dancer?	6  ... an art gallery and an artist's studio?
7  ... an image and a drawing?	8  ... a show and a recording?

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## 6B GRAMMAR: comparatives and superlatives

### Your views

**Materials:** One set of cards per group of three

**Time:** 15 minutes

Tell students that they are going to do an activity to practise comparatives and superlatives. Put students into groups of three and give each student a different card (A–C). Explain that they need to read each sentence, then place a cross on the line depending on how strongly they agree or disagree with it. Give them a few minutes to do this, while you circulate, providing assistance as required. Ask students to share the sentences and their answers with their group, then ask their group members what they think. Encourage them to use comparative and superlative structures as part of the discussion, e.g.

*A: Do you think holidays at home are more relaxing than going away?*

*B: No, I think it's more relaxing to go away because you don't have to clean your house. And it's more fun. How about you?*

*A: For me, going away is more stressful because I have to find someone to look after my pets.*

Conduct whole class feedback by eliciting answers to a few of the sentences.

As an active alternative, either before discussion or as an optional follow-up, allocate one wall of the classroom as 'agree', the opposite wall as 'disagree' and the space in between as representing the space between those two viewpoints. Read each sentence twice and ask students to stand between the walls depending on how much they agree or disagree with each statement. Ask a few students why they chose their standing position before reading the next statement.

### 6B GRAMMAR: comparatives and superlatives

#### Your views

##### Student A

- 1 Holidays at home are more relaxing than going away.  
 Disagree .....  Agree
- 2 Cheaper meals are often as delicious as expensive ones.  
 Disagree .....  Agree
- 3 If someone asks for your opinion, it's best to be completely honest.  
 Disagree .....  Agree
- 4 I'd like to try living further into the countryside than I do now.  
 Disagree .....  Agree

##### Student B

- 5 The most fun activities are also the most dangerous.  
 Disagree .....  Agree
- 6 People can become more creative with practice.  
 Disagree .....  Agree
- 7 My earliest memory is from before I was four.  
 Disagree .....  Agree
- 8 I usually leave tasks as long as I can before completing them.  
 Disagree .....  Agree

##### Student C

- 9 I study better if I'm with other people.  
 Disagree .....  Agree
- 10 The worst sound in the world is your own alarm clock.  
 Disagree .....  Agree
- 11 I listen to people more carefully now than when I was younger.  
 Disagree .....  Agree
- 12 I'm happiest when I'm busy.  
 Disagree .....  Agree

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## 6B VOCABULARY: creativity: word building

### Creative shapes

**Materials:** One worksheet per student

**Time:** 15 minutes

Tell students that they are going to do an activity to practise words related to creativity. Give each student a worksheet and go through the instructions to Ex 1, emphasising that students can answer any eight questions, but should not write their responses in order on the worksheet. Make sure they understand to write at most only a few words for each question, and never to answer with a full sentence. When students have written an answer in each shape, they should tear/cut the worksheet along the line indicated. Put students into pairs and ask them to swap the bottom part of the worksheet with their partner. Go through the instructions and examples for Ex 2. Then tell students to turn the top part of the worksheet over, and encourage them to complete the rest of the activity without looking at the questions if they can. Circulate while students complete the activity, providing assistance as required and monitoring for correct pronunciation of the target words. Finish by eliciting one or two answers from each pair.

### 6B VOCABULARY: creativity: word building

#### Creative shapes

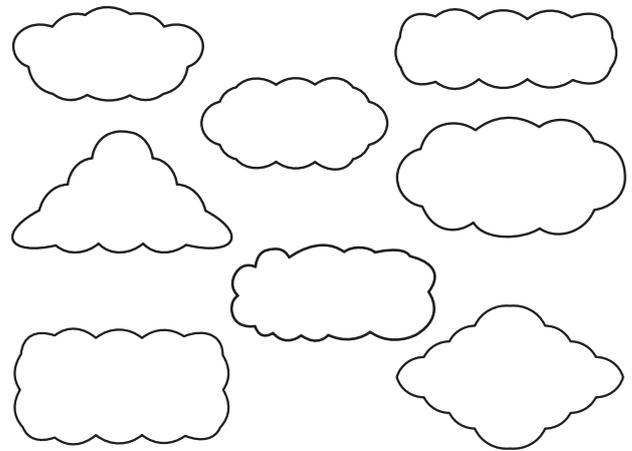
1 Write short answers to eight of the questions in the shapes. Don't write them in order.

- 1 What do you like to take photographs of?
- 2 Who is your favourite artist?
- 3 When was the last time you did something creative or artistic?
- 4 Who is a talented person you admire?
- 5 What is a skill you appreciate in others?
- 6 What place would you recommend to a photographer visiting your area?
- 7 What is an activity you could do to increase your creativity?
- 8 What's something you have become more skilful at over time?
- 9 What parts of your job/studies need imagination?
- 10 What talent would you like to have?

2 Work with another student. Ask and answer questions about your shapes.

A: Did you write 'photography' because it's a talent you'd like to have?

B: No, I think it's an activity I could do to increase my creativity.



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## 6C HOW TO ... ask for and give opinions and reasons

### What do you think of ... ?

**Materials:** One set of cards per pair or group of three

**Time:** 20 minutes

Tell students that they are going to have a discussion to practise asking for and giving opinions and reasons on a range of topics. Put students into pairs or groups of three and give each pair/group a set of cards face down. Students take turns to turn over a card and ask the other student(s) for their opinion. Students respond by giving their opinion and reasons before asking for the first student's opinion on the same topic. Encourage students to use a range of language from the lesson for asking for and giving opinions and reasons to do this. Finish by asking students to vote on the most interesting question, then elicit opinions about that question in open class feedback.

### 6C HOW TO ... ask for and give opinions and reasons

What do you think of ... ?

What do you think of adventure sports like skydiving?



What do you think of giving a gift you don't want to someone else?



What do you think of taking a year off work or study to travel?



What do you think of jazz music?



What do you think of family members asking children over eighteen to pay rent?



What do you think of starting your own business?



What do you think of having a phone-free day once a week?



What do you think of learning English from a robot teacher?



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## 7A GRAMMAR: first and second conditionals

### What would you do?

**Materials:** One worksheet per pair, cut in half

**Time:** 15–20 minutes

Tell students that they are going to do an activity to practise first and second conditionals. Give each student half a worksheet and put them into A/A, B/B pairs to discuss the questions on their sheet. Check students understand *sunny*. Encourage them to think of at least two things they will/would say or do for each situation. Circulate, monitoring for correct conditional forms. Students can make notes on their sheet if they wish, but shouldn't write full sentences. Reorganise students into A/B pairs. Students take turns to share a question and what they decided in their first discussion. The other student then says what they will/would do in the situation. Finish by asking a few students to share an answer with the class.

For a shorter activity, give every student Worksheet A and ask them to discuss the questions in pairs or small groups. Worksheet B could be used to revise conditionals at a later date.

#### POSSIBLE ANSWERS:

##### Student A

- 1 If it's sunny, I'll probably go on a picnic. I'll take some nice food and I'll sit under a tree and read my book.
- 2 If I won a trip, I'd go to Spain with my sister. We'd go and watch flamenco dancing.
- 3 I probably wouldn't say anything. I'd feel a bit embarrassed.
- 4 I'll make dinner and then I'll relax!

##### Student B

- 1 I'd leave the building and I'd call the fire service. I wouldn't take all my stuff, but I would grab my phone.
- 2 I'll probably take another course at the next level! Hopefully I'll feel better about speaking English!
- 3 I'll do some exercise or I'll go shopping.
- 4 It depends. If they were one of my favourite stars, I would probably say something nice to them or ask for a photo! If they weren't one of my favourites, I'd probably just look at what they were buying.

#### 7A GRAMMAR: first and second conditionals

What would you do?

##### Student A

1 What will you do if it's sunny this weekend?

2 If you won a trip for two to a destination of your choice, where would you go?

3 If someone called you by the wrong name, what would you say or do?

4 What will you do when you get home today?

##### Student B

1 What would you do if there was a fire in this building?

2 What will you do when you finish this English course?

3 If you have some free time tomorrow, how will you spend it?

4 If you saw a famous person at the supermarket, what would you do?

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## 7A VOCABULARY: travel and tourism

### The holiday game

**Materials:** One set of cards per pair or small group

**Time:** 20–30 minutes

Tell students that they are going to make and play a game to practise travel and tourism vocabulary. Give each pair or group a set of cards and explain that they need to complete the words in the sentences with vocabulary from the lesson. When students have finished, check answers as a class.

Then explain the game. Pairs/Groups shuffle the cards and place them face down in a pile, then take turns to turn over a card, and read it aloud. Students decide whether each card is a good or bad thing to happen on a holiday. If it's good, they get 10 points (writing 10 on the line on the card). If it's bad, they get 0 points (writing 0 on the card). The student who turned the card over keeps it. The first student to get 40 points, or the student with the most points at the end, is the winner.

Alternatively, give each student a complete worksheet. Students complete the words, then tick the good things that happen and cross the bad things. Check answers as a class.

#### ANSWERS:

- 1 traffic jam (0)
- 2 resort (10)
- 3 accommodation, attractions, nightlife (10)
- 4 backpackers (10)
- 5 queue (0)
- 6 rate (10)
- 7 monument (0)
- 8 souvenir, trip (10)
- 9 rent (0)
- 10 festival (10)
- 11 luggage (0)
- 12 customs, traditions (10)
- 13 book a tour, sightseeing, culture (10)
- 14 destinations (0)
- 15 check-in (0)
- 16 out of season (0)

#### 7A VOCABULARY: travel and tourism

##### The holiday game

- |  |   |
|--|---|
| 1 You get caught in a tr _____ j _____ on the way to the airport and miss your flight.<br>_____                                    | 2 You find and book a room at a beautiful beach re _____ online – and it's half price!<br>_____           |
| 3 Your ac _____ is in the heart of the city – perfect for visiting the tourist at _____ and enjoying the nightl _____!<br>_____    | 4 You have a great time chatting to other ba _____ over some local snacks.<br>_____                       |
| 5 There's a very long qu _____ for museum tickets. You wait for over an hour!<br>_____   | 6 The exchange r _____ has changed – now you can buy more money on holiday!<br>_____                      |
| 7 The mo _____ you want to take a photo of is being cleaned the day you visit!<br>_____  | 8 You find the perfect so _____ to remind you of your tr _____.<br>_____                                  |
| 9 You r _____ a house for a week, but it's not as nice as the pictures.<br>_____   | 10 You're on a city break, and there is a wonderful free music fe _____ outside your hotel.<br>_____      |
| 11 Oh no! You left some of your lu _____ on the train!<br>_____  | 12 A friend of a friend shows you around and introduces you to some local cu _____ and tr _____.<br>_____ |
| 13 You b _____ a t _____ to go sights _____ with a local guide, who shares some interesting stories about their cu _____.<br>_____ | 14 A huge storm stops you from getting to all the de _____ you had planned to go to.<br>_____             |
| 15 At the airport, you go to the c _____-i _____ and find out that your suitcase is too heavy.<br>_____                            | 16 You visit a town o _____ of s _____, and all the shops are closed.<br>_____                            |

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## 7B GRAMMAR: quantifiers

### Whose is whose?

**Materials:** One worksheet per pair

**Time:** 25–30 minutes

Tell students that they are going to do an activity to practise quantifiers. Put students into pairs. Explain that students need to complete the sentences so that they are true for both of them, but that they shouldn't show anyone their worksheet or put their names on it because later in the activity, others will guess whose sheet it is. Circulate during this stage for students to check any sentences they are unsure of. Collect in the sheets, shuffle them and give each sheet a different number in the top box. Pin or place the sheets around the classroom. Students walk around with their partner, reading the sheets, discussing and making a note of which pair they think each one belongs to. When students return to their seats, collect the papers and read out the number and a couple of sentences off each sheet, eliciting which pair people thought it was, before the writers reveal themselves. Pairs could get a point for each correct guess, and the pair with the most correct guesses at the end wins.

If you have a very small class or students don't know each other well enough to make meaningful guesses, leave out the guessing stage. Instead, after pairs have completed their worksheets, combine them into larger groups of four or six to discuss their answers, or elicit answers from the class for each prompt.

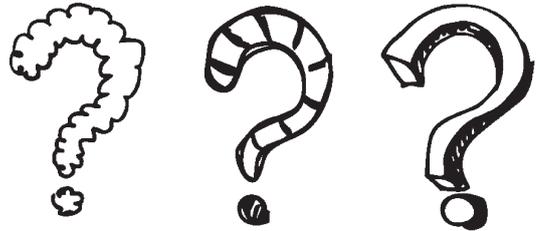
#### POSSIBLE ANSWERS:

- 1 We've got a few pets – two cats and a rabbit.
- 2 We like to have plenty of sleep.
- 3 We don't have much free time.
- 4 We like places with a lot of trees.
- 5 It's important to us to have enough laughter in our lives.
- 6 Sometimes, we do a bit of exercise.
- 7 We have hardly any white clothes.
- 8 We'd be happy if we had lots of true friends.
- 9 We've been to many plays at the theatre.
- 10 We spend too much time online.

#### 7B GRAMMAR: quantifiers

##### Whose is whose?

- 1 We've got a few \_\_\_\_\_.
- 2 We like to have plenty of \_\_\_\_\_.
- 3 We don't have much \_\_\_\_\_.
- 4 We like places with a lot of \_\_\_\_\_.
- 5 It's important to us to have enough \_\_\_\_\_.
- 6 Sometimes, we do a bit of \_\_\_\_\_.
- 7 We have hardly any \_\_\_\_\_.
- 8 We'd be happy if we had lots of \_\_\_\_\_.
- 9 We've been to many \_\_\_\_\_.
- 10 We spend too much time \_\_\_\_\_.



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## 7B VOCABULARY: new experiences; the natural world

### Which experiences would you try?

**Materials:** One worksheet per student

**Time:** 20 minutes

Tell students that they are going to do an activity to practise vocabulary for new experiences and the natural world. Preteach *zipline* if necessary. Read out the first experience and elicit a few opinions on who in the class would/wouldn't want to do it, then give out the worksheets. Ask students to complete the questionnaire, then go through the comments in Ex 2 and put students into groups of three or four to discuss them. Finish by asking students to discuss Ex 3 then eliciting feedback from the class.

Alternatively, switch group members around after Ex 2 to increase the number of people students work with.

### 7B VOCABULARY: new experiences; the natural world

#### Which experiences would you try?

1 Complete the questionnaire.

#### WHICH EXPERIENCES WOULD YOU TRY?

- 1 Swim in a stream in a national park. *Yes / Maybe / No*
- 2 Walk for two hours through a remote valley to a secret waterfall. *Yes / Maybe / No*
- 3 Collect wild food in the countryside, then cook it. *Yes / Maybe / No*
- 4 Climb a high tower in the rainforest for amazing views. *Yes / Maybe / No*
- 5 Spend a night alone in the jungle. *Yes / Maybe / No*
- 6 Take a yoga class on the beach as the sun rises. *Yes / Maybe / No*
- 7 Explore the coast with a tour guide, looking for metal items in the sand. *Yes / Maybe / No*
- 8 Zipline across a valley. *Yes / Maybe / No*
- 9 Go fishing at the seaside. *Yes / Maybe / No*
- 10 Take a helicopter ride over a snowy mountain range. *Yes / Maybe / No*

2 Discuss your answers in groups. Use some of the comments below.

That sounds cool / a bit funny / amazing to me!  
 I didn't realise / It's strange/surprising that people would pay to do that!  
 I've never heard of / come across that before!  
 I'd expect lots of people to like that!  
 I'd accept it as a gift, but I wouldn't pay for it myself!

3 Work together. Decide on the following:

- the most relaxing experience \_\_\_\_\_
- the experience you would expect to be most popular among students in the class \_\_\_\_\_
- the experience you would do as a group, if you could choose one \_\_\_\_\_

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# 7C HOW TO ... make and respond to recommendations

## Great places

**Materials:** One set of cards per group of three

**Time:** 15 minutes

Tell students that they are going to practise making and responding to recommendations. Put students into groups of three and give each student a different card (A–C). Students read the activities on their card, then choose three to recommend, using different language from the lesson to recommend each one. In their groups, students take turns to give recommendations for their place while the other two students listen and then take turns to respond. To finish, ask students to decide which place they would most like to visit based on the recommendations.

As an optional follow-up, students could choose three places from their own country or city to recommend to others in the group.

**POSSIBLE ANSWER:**

- A: You should definitely visit Johannesburg in South Africa.
- B: OK, that sounds interesting. Tell us more.
- A: You must go on a city tour with a local guide. There's so much to see!
- C: That's a good idea.
- A: Eating some local street food is one of the best things to do.
- B: Great, thanks.
- A: And make sure you see some wildlife in a national park.
- C: That sounds good.

**7C HOW TO ... make and respond to recommendations**

**Great places**

Student A	Student B	Student C
<p><b>Johannesburg, South Africa</b></p>  <p>book a tour of the city with a local guide</p>  <p>visit museums</p>  <p>try some local food from a street seller</p>  <p>see wildlife in a national park</p>	<p><b>Malta</b></p>  <p>explore traditional villages</p>  <p>go diving in clear blue water</p>  <p>go sightseeing by boat</p>  <p>try some lovely seafood</p>	<p><b>Queenstown, New Zealand</b></p>  <p>walk by the beautiful lake</p>  <p>try some snow sports</p>  <p>take a fast boat ride on the river</p>  <p>have a delicious burger</p>

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## 8A GRAMMAR: *can, could, be able to*

### Then and now

**Materials:** One set of cards per pair, cut into a grid and eight cards

**Time:** 15–20 minutes

Tell students that they are going to have a discussion to practise *can, could* and *be able to*. Write on the board: *getting your first job*. Ask 'Was getting your first job easier fifty years ago than it is today?' Ask students to decide on their answer and give a reason using *can, could* or *be able to*. Elicit some ideas, e.g. 'It's easier now because we can look for jobs online. Fifty years ago, people weren't able to do that.' Point out that there is no right or wrong answer for each topic, students just need to give reasons for their choices. Put students into pairs and give each pair a grid and a set of cards. Explain that they need to discuss each topic, giving reasons for their answers with *can, could* and *be able to*, then decide which side of the grid to put it. Circulate while students complete the activity, offering assistance as necessary. When students have finished, put pairs into groups of four and ask them to take turns to compare their answers and reasons with each other. Finish by eliciting some opinions and reasons for each topic with *can, could* and *be able to* from each group.

Fast finishers could think of one more thing that people could do more easily in the past, and one more thing that people can do more easily now.

**8A GRAMMAR: *can, could, be able to***

Then and now 

People could do this more easily fifty years ago.	People can do this more easily now.
communicating with family and friends abroad	repairing things
trying food from around the world	concentrating on tasks
learning a new language	making new friends
taking public transport	buying a home

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### POSSIBLE ANSWERS:

*communicating with family and friends abroad* – It's easier now because we're able to video chat or message online. We can also call cheaply or for free over the internet. In the past, people could call, but it was more expensive. They were able to write letters, but letters take longer to arrive.

*repairing things* – It's definitely easier now because we can search online for ideas. We're also able to buy the things we need online. However, maybe it was better fifty years ago because we were able to repair more things; today, we can't repair a lot of technology, for example.

*trying food from around the world* – It's easier now because we can buy many different foods in our local area, or online. In the past, you were only able to buy a few kinds of food where we live!

*concentrating on tasks* – It was easier to concentrate then because we didn't have phones with the internet! Now people can't concentrate very well because we can go online anytime.

*learning a new language* – These days, we can get information and resources to learn another language without many problems. Fifty years ago, we weren't able to watch TV programmes in other languages easily or download apps to help us like we can now.

*making new friends* – We can easily make connections online now because we can join social media groups or find people with similar interests online, which you couldn't do in the past.

*taking public transport* – In my opinion, we can take public transport more easily these days because there are more options. In the past, you weren't able to look up timetables online, but now in my city, we're able to look up the best way to get somewhere on our phones and even see when the next bus arrives.

*buying a home* – In my country, people could buy homes more easily in the past because houses were cheaper. Now, high prices mean a lot of people can't buy their own homes.

## 8A VOCABULARY: practical abilities; abilities: phrasal verbs

### Act it out

**Materials:** One worksheet per group of three

**Time:** 15–20 minutes

Tell students that they are going to play a game to practise vocabulary related to abilities. Put students into groups of three and give each group a worksheet. Preteach *lightbulb* if necessary. Students take turns to choose one of the phrases to act out for the others in their group to guess. (The others can look at the sheet for reference while they do this.) They can talk while they are acting out the phrases, but they cannot use words from the phrases. You could demonstrate acting one of them out for students to guess. After a phrase has been guessed, students tick it to avoid repeating it. Students continue until each student has had four turns at acting. To finish, you could invite a few volunteers to act out an activity for the class to guess.

As an optional follow-up, students could discuss their own experience of some of the activities, e.g. 'I looked after my neighbour's cat last year.', 'I haven't looked after any pets, but I often look after my little nephew!'

**8A VOCABULARY: practical abilities; abilities: phrasal verbs**

Act it out

look after a pet

upload a very large file

make up a good excuse

install a washing machine

come up with lots of ideas

turn some food into a lovely meal

put up a picture

take up a new sport

get on with children

pick up a new language quickly

arrange a holiday

work out how to use a new phone

solve a maths problem

replace a lightbulb

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## 8B GRAMMAR: active and passive

### Make a line

**Materials:** One worksheet per pair

**Time:** 15 minutes

Tell students that they are going to play a game to practise active and passive. Put students into pairs, give each pair a worksheet and go through the instructions. (Students take turns to change the sentence from active to passive to win a shape.) Write an example sentence on the board, e.g. *Someone is fixing my computer today.* and elicit the passive version of the sentence (*My computer is being fixed today.*) Tell students they need to check their partner's sentences are correct. If they are not sure, they should check with you. (If not correct, their turn is over and they don't win the shape.) When a student 'wins' a shape, they mark it with their name or initials.

Circulate while students play the game, assisting as required. When students have finished, ask them to work together to complete the remaining sentences. Finish by checking the sentences as a class.

Alternatively, this game can be played in teams of two, with pairs of students taking turns to complete the sentences and win shapes.

As an optional extension activity, students could work in pairs to write three active sentences, similar to those in the game, for another pair to transform to passive.

### 8B GRAMMAR: active and passive

#### Make a line

Choose a number. Change the sentence from active to passive correctly to win the shape. Make a line of five vertically or horizontally and you win!



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#### ANSWERS:

- 1 The first YouTube video was uploaded in 2005.
- 2 My bicycle is being repaired today.
- 3 The water is heated to 38 degrees (by the machine).
- 4 Credit cards aren't accepted here.
- 5 Strawberries are grown near here.
- 6 We weren't asked about the changes.
- 7 The fridge has been left open again!
- 8 The meal was prepared for us.
- 9 The room is being cleaned at the moment.
- 10 Evening classes aren't offered by/at the language centre.
- 11 The heating has been broken for three days.
- 12 Have the tickets been printed?
- 13 We were told the restaurant was excellent.
- 14 The ice cream maker was invented in 1843 by Nancy Johnson. / by Nancy Johnson in 1843.
- 15 Millions of videos are watched every minute.
- 16 Those apartments were designed by my friend.
- 17 The camera has been plugged into the laptop.
- 18 New apartments are being built across the road.
- 19 I was given this lovely scarf / This lovely scarf was given to me for my birthday.
- 20 Is this room being used (by anyone)?
- 21 The world's first photo was taken in 1822 by Joseph Niépce. / by Joseph Niépce in 1822.
- 22 The thief wasn't arrested.
- 23 Has our computer been fixed?
- 24 That song was written by a local musician.
- 25 All of the pizza has been eaten!

## 8B VOCABULARY: video collocations; technology 1

### Tech tips

**Materials:** One set of cards per pair, cut into stems and ten cards

**Time:** 20 minutes

Tell students that they are going to discuss some tech tips to practise video collocations and technology vocabulary. Put students into pairs and give each pair a set of cards. Ask students to match the cards a–j with the stems 1–10. When students have finished, check answers as a class.

As an optional follow-up, students could discuss whether they agree with each piece of advice and/or think of alternative endings for some of the advice stems.

**ANSWERS:**

1 j 2 f 3 e 4 a 5 h 6 c 7 d 8 i 9 b 10 g

**8B VOCABULARY: video collocations; technology 1**

Tech tips



1 When you make a video,	a watch it to the end.
2 Edit your videos so that	b switch it off and put it in a bowl of rice.
3 Before you share a video clip of someone online,	c you will solve a lot of problems.
4 Before you like a video,	d close apps which you are not using to save power.
5 Don't comment on a video or a video podcast	e ask them if it's OK.
6 If you restart your computer,	f they aren't too long.
7 If your phone is running out of charge,	g they can take ages to install.
8 Don't shut down your computer	h if you didn't enjoy it.
9 If your phone gets wet,	i without saving your work!
10 Don't start updates just before an online meeting because	j check the sound is working with a short test.

# 8C HOW TO ... describe a problem and make recommendations

## Can you help?

**Materials:** One worksheet per student

**Time:** 15–20 minutes

Tell students that they are going to practise roleplaying describing problems and making recommendations to solve them. Put students into pairs and give each pair a worksheet. Ask students to read the four problems and make notes on at least two recommendations for each one, e.g. Problem 1: *microphone plugged in? take back to the shop?* Circulate, assisting as required. Then tell students that they are going to roleplay each situation with one student describing the problem and the other giving recommendations. Go through the example roleplay on the worksheet. Write the prompts *It's still not working.* and *What else could I try?* on the board, which students can use to ask for further suggestions. Pair students with different people for each roleplay, e.g. have one student in each pair move clockwise to be with a new person.

Alternatively, cut the worksheet into four cards and give each pair one card (Problems 1–4). Each pair thinks of three possible solutions and practises the roleplay for that card. Pairs perform their roleplay for another pair (with a different card) or for the class.

### POSSIBLE ANSWERS:

#### Problem 1

- 1 Check your microphone is switched on.
- 2 Check that your microphone is loud enough.
- 3 Leave the call then come back again.

#### Problem 2

- 1 Don't charge it.
- 2 Put it in a bowl of rice to dry out.
- 3 Take it to a repair shop.

#### Problem 3

- 1 Ask other people if they have the same charger.
- 2 Turn off wifi to save the battery.
- 3 Save your documents to the internet and work on your phone instead.

#### Problem 4

- 1 Check that you chose the correct printer.
- 2 Check that the printer is switched on.
- 3 Check that the printer has got enough paper.

### 8C HOW TO ... describe a problem and make recommendations

Can you help?

**Problem 1** I'm on a video call, but the other person can't hear me.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**Problem 2** I dropped my phone into a sink of water! It won't turn on!



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**Problem 3** My laptop has a very low battery, but I've left the charger at home.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**Problem 4** I'm trying to print a document. But when I press print, nothing is happening.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

A: I'm on a video call, but the other person can't hear me.

B: Have you checked your microphone is switched on?

A: Yes, it is. But it's still not working.

B: Try turning up your microphone.

A: OK, I'll try that. ... No. ... What else could I try?

B: Maybe you need to ask the other person to check their sound.

A: Yes, I'll try that. ... Yes, it's working now! Thanks!