

Teacher's notes for photocopyable activities

Pre-course quiz

Use: At the start of the course, before Module 1

Aim: To raise awareness of various aspects of the *Cambridge English: First* exam and to answer some common questions

Time: 15–20 minutes

Activity type: Pairwork/Groupwork. Students find out how much they know about the exam by doing a quiz.

Preparation: Make one copy of the quiz (p. 87) per student.

Procedure

- 1 Tell students that they are going to do a quick quiz to learn more about the exam.
- 2 Give out a copy of the quiz to each student and set a time limit (5 minutes) to complete it. Students should first have a go on their own and then compare answers in pairs or groups.
- 3 Refer students to the Exam overview on page 6 of the Coursebook so they can check some of their answers.
- 4 Discuss answers with the class and answer any other questions about the exam that students have.

Follow-up

Refer students to the Exam reference section in the Coursebook (p. 175) and explain that they can find more detailed information about the exam there.

1 A 2 A 3 C 4 C 5 A 6 B 7 C 8 B 9 B 10 C

11 T 12 F (149–190 words)

13 F (contracted words count as the number of words they would be if they were not contracted, e.g. *isn't* = *is not* = 2 words)

14 F (as long as the examiner can recognise the word; words spelt out loud must be correct)

15 F (in pairs or a group of three, where there is an odd number)

1A: Lifestyle and families

Use: After Reading Exercise 6 (p. 8), or as an introduction to Module 1

Aim: To practise giving and exchanging personal information

Time: 20–25 minutes

Activity type: Groupwork. Students play a board game answering questions about themselves and their families.

Preparation: Make one copy of the activity (p. 88) per group of four students, enlarged to A3 size if possible. You will also need one dice per group and counters of different colours.

Procedure

- 1 Divide the class into groups of four and give each group a copy of the board game, a dice and counters.
- 2 Quickly explain how to play the game: each student starts from a different corner of the board. They take it in turns to roll the dice and move around the board. When they land on a square, they read out the question (or another student reads it out to them) and answer it. The other students can ask a follow-up question. The next student then has a turn.
- 3 If anyone lands on a square with a question that they have already answered, they move forward to the next square. In squares with a slash (e.g. *house/flat*) students should choose the most appropriate word for their situation when reading out the question.
- 4 As students are discussing the answers, make a note of common mistakes. As there is no 'start' or 'finish', there are no winners and the game can be played for as long or short a time as is available.
- 5 Tell students to expand on their answers if they wish.

Follow-up

Spend 5–10 minutes giving students feedback on their performance and correct any common mistakes noted. You could write students' incorrect sentences on the board and, in pairs, get students to correct them.

1B: Adjective + noun collocations

Use: After Language development 3 Exercise 3b (p. 20)

Aim: To practise common adjective + noun collocations

Time: 20–25 minutes

Activity type: Groupwork. Students match adjectives with nouns and then use the collocations to complete a text.

Preparation: Make one copy of the Part 1 cards (p. 89) per group of three or four students and one copy of Part 2 (p. 90) per student. Cut up the adjective and noun cards.

Procedure

Part 1

- 1 Write the following nouns on the board and ask students if they can remember which of them collocate with *sour*: *milk, tea, look, sound, banana, grapes*.
- 2 Divide the class into groups of three or four. Give each group a set of adjective cards (grey) and one set of noun cards (white).
- 3 Students match the cards to make collocations. Check answers with the class before they go on to do Part 2 of the activity. (The answers are the same as for Part 2, but in no particular order.)

Part 2

- 4 Now give each student a copy of the text and ask them to work individually to complete it using the adjective + noun collocations they formed in Part 1.
- 5 Check answers with the class.

1 guided tour 2 unique opportunity 3 domestic life
4 high speed 5 slight change 6 exact date 7 wide gap
8 hard work 9 quick breakfast 10 central heating
11 strong influence 12 memorable experience 13 natural light
14 valuable paintings 15 final destination

Follow-up

Ask students to write a short paragraph using at least five of the collocations. They can write about anything they like.

2A: Work

Use: After Reading Exercise 5 (p. 22)

Aim: To practise giving and exchanging opinions and reaching a consensus; To revise and extend jobs vocabulary

Time: 25–30 minutes

Activity type: Groupwork. Students discuss a number of jobs in different categories and reach a consensus.

Preparation: Make one copy of the activity (p. 91) per group of three or four students and cut up into cards.

Procedure

- 1 Pre-teach some of the more difficult vocabulary (e.g. *miner, surgeon, chef, midwife, traffic warden, civil servant*) by putting the words on the board and getting students to check in their dictionaries.
- 2 Divide the class into groups of three or four and give each group a set of cards. Explain that students should discuss each question, giving reasons to support their opinions.
- 3 Students choose a card at random from the set and discuss the question. When/If they reach a consensus, they choose another card. Set a time limit (e.g. 5 minutes per card) and signal when time is up.
- 4 While students are discussing the questions, check that they are supporting their opinions with reasons and encouraging turn-taking. Stop after the first round and give feedback on their use of functional language.
- 5 Conduct feedback with the class, correcting common mistakes. Compare answers between the groups.

Variation

Use the cards one at a time for five-minute speaking activities at different times during the module.

Follow-up

In their groups, students think of a job in each category that beats those listed.

Suggested answers:

- 1 Some surveys suggest being a miner is the most stressful because of the physical dangers; others say that being a prison officer is.
- 2 Although some company directors and musicians are very highly paid, on average, the answer is more likely to be a lawyer or a surgeon.
- 3 In the UK, the answer is a judge because in addition to formal legal training, you need many years courtroom experience as a lawyer before becoming a judge.
- 4, 5 and 6 are a matter of opinion.

2B: Articles

Use: After Language development 2 Exercise 2 (p. 32)

Aim: To practise use of articles (*a/an, the* and zero article)

Time: 25–30 minutes

Activity type: Pairwork. Students complete a story by adding articles where necessary and then retell it to a partner.

Preparation: Make enough copies (pp. 92–93) so that half the students have Story A and half B. Cut up into sections.

Procedure

Explain that some stories have a moral and elicit what that means (a practical lesson about what to do or how to behave which you learn from the story). Tell students that they are going to read and tell two stories with a moral.

Part 1

- 1 Divide the class in two. Give students in one half a copy of story A and students in the other half story B. Do not give them the answer keys.
- 2 Give them five minutes to read the stories and complete them with *a, the* or *–*.
- 3 Get them to compare their answers in pairs or small groups, explaining choices.
- 4 Give out the answer keys and help with any problems or questions.

Part 2

- 1 Now divide students into pairs with an A and a B in each.
- 2 They should tell each other their story. Stronger students could retell the story from memory, paying attention to the use of articles; weaker students can read the text. Their partner has to try to guess what the moral of the story is before they confirm.

Follow-up

Ask students which story they prefer and why.

3A: Adjectives and adverbs

Use: After Language development 1 Exercise 6 (p. 39)

Aim: To practise adverbs of degree and adjectives studied in Module 5

Time: 25–30 minutes

Activity type: Groupwork. Students play a game of pelmanism, matching adjectives and adverbs with gapped sentences.

Preparation: Make one copy of both pages of the activity (pp. 94–95) per group of four or five students and cut up into cards.

Procedure

- 1 Divide the class into groups of four or five.
- 2 Place the cards face down on the table, in their two sets (grey and white). Students take it in turns to turn over a card from each set – one sentence card and one adjective/adverb card. If they match, the student keeps the pair and has another turn. If they don't match, the student turns them face down again, puts them back and the next student has a turn.
- 3 Groups can discuss whether a pair matches or not and ask for help where necessary. As they play, go round the groups, monitoring the pairs of cards collected. If any are wrong, explain why and return the cards to their piles. Some words can be used in more than one sentence.
- 4 The winner is the student with the most pairs.

1 surprisingly/remarkably 2 hardly 3 bleak 4 lively 5 well
6 hard 7 friendly 8 fast 9 rather/pretty 10 extremely
11 practically 12 absolutely 13 a bit/quite
14 pretty/rather/quite 15 quite a 16 actually 17 as well
18 seriously 19 remarkably/surprisingly
20 rather/pretty/extremely

3B: -ing forms and infinitives

Use: After Language development 2 Exercise 4b (p. 46)

Aim: To practise -ing forms and infinitives

Time: 20–25 minutes

Activity type: Groupwork. Students play a game, combining A cards and B cards to make correct sentences.

Preparation: Make one copy of both pages of the activity (pp. 96–97) per group of four students and cut up into cards.

Procedure

- 1 Hold up a set of A cards (white) and explain to students that the words on these cards are followed either by the -ing form or the infinitive (with or without *to*) and that in some cases, both are possible. Then hold up a set of B cards (grey) and explain that they are a set of verbs.
- 2 Tell students that they are going to play a game where they will need to combine A and B cards, making a logical sentence, either positive or negative, in any tense. Demonstrate with two cards, e.g. *think of + learn: I'm thinking of learning Spanish next year.*
- 3 Shuffle the A cards, deal out three to each player and place the remaining cards face down on the table. Turn the top card over and place it next to the pile. Do the same with the B cards.
- 4 Students take turns to combine an A card and a B card in their hand to make a sentence, placing the cards on the table in front of them as they do so. After making a sentence, they replace the two cards by taking one from each of the face-down piles.
- 5 If students cannot make a sentence, they can use their turn to change one of their cards, taking either the face-up card or the next face-down card from the corresponding pile. The card they put down goes on the face-up pile. Players should always have six cards (three from each set) in their hand.
- 6 Other players in the group accept or contest sentences. As students play, monitor their use of the structures, if necessary checking by asking students to repeat the pairs in front of them, returning the cards to the pile if they are not correct.
- 7 The student with the most pairs is the winner.

4A: Raising money

Use: After Writing Exercise 6 (p. 55)

Aim: To practise giving and exchanging opinions and reaching a consensus

Time: 20–30 minutes

Activity type: Groupwork. Students discuss possible ways of raising money for a club that they belong to and reach a consensus on the best way of raising the money.

Preparation: Make one copy of the activity (p. 98) per group of three or four students.

Procedure

- 1 Check that students are familiar with the concept of a charity. Ask them to name some charities that they have heard of and how charities raise money. Tell them that in some countries individuals often raise money for charities and elicit possible ways of doing so.
- 2 Pre-teach *bungee jump*, *busking* and *raffle*.
- 3 Divide the class into groups of three or four and explain that for this activity, they are all members of a club or society that needs to buy some new equipment.
- 4 Give each group a copy of the activity and tell them that they must work together to decide on the best method to raise some money.
- 5 Model the activity using *run a marathon* as an example, using the language in the speech bubbles and referring to the four prompt questions.
- 6 Give students a time limit (e.g. 10 minutes) to discuss and agree on the best method.
- 7 Different groups should report back to the class and explain their choice.

Follow-up

Ask students if any of them have ever done anything like this before for charity.

4B: Confusing adjectives

Use: After Language development 3, Exercise 2 (p. 62)

Aim: To extend work on comparing and contrasting commonly confused adjectives

Time: 30–45 minutes. Note that this activity is in two parts, which can be done on separate occasions.

Activity type: Part 1: whole class. Students mingle, teaching each other the difference between confusing adjectives.

Part 2: groupwork. Students play a board game asking and answering questions using the adjectives.

Preparation: For Part 1, make one copy of the first page (p. 99) and cut up into cards. For Part 2, make one copy of the second page (p. 100) per group of four or five students, enlarged to A3 size if possible. You will also need dice and counters.

Procedure

Part 1 (10–15 minutes)

- 1 Distribute the Part 1 vocabulary cards. If there are more students than cards, some can share.
- 2 Students check the difference between the words in a dictionary and think of or look up examples to explain the meanings.
- 3 Students mingle and each time they meet another student, they ask them to explain the difference between the words on their card (without showing it to them). Students help/teach each other where necessary.

Part 2 (15–25 minutes)

- 1 Divide the class into groups of four or five and give each group a copy of the board, dice and counters.
- 2 Students take it in turns to roll the dice and move around the board.
- 3 At each square, they read the question and decide who in the group to ask, choosing the correct word from the alternatives each time.
- 4 Go round monitoring and noting errors for feedback at the end.

Part 2

1 alone 2 classical 3 classic 4 imaginative 5 convenient
6 skinny 7 invaluable 8 tall 9 similar 10 alike 11 sensible
12 economical 13 sensitive 14 nervous 15 fun 16 terrific
17 terrifying 18 foreign 19 injured 20 old-fashioned

5A: The human body quiz

Use: After Lead-in (p. 63)

Aim: To generate interest in the topic of the human body and to pre-teach some important vocabulary for the Reading section in Module 5

Time: 15–20 minutes

Preparation: Make one copy of the activity (p. 101) per student.

Procedure

- 1 Tell students that they are going to do a general knowledge quiz on the subject of the human body. Ask them how much they know about the subject and if they study/studied biology at school.
- 2 Give each student a copy of the quiz and a time limit of five to six minutes to complete it.
- 3 Students then compare their answers in pairs.
- 4 Check answers with the class.

1 C 2 C 3 B (In an adult; the male brain is slightly heavier than the female brain.) 4 B (It's in the centre but the left side is bigger, so it leans that way.) 5 B (in a reasonably fit young adult)
6 C 7 A (The study of mental illness is psychiatry.) 8 B
9 B (DNA stands for 'deoxyribonucleic acid'.)
10 C (The skin is considered an organ as it has some very specific functions.) 11 B 12 A (hand: 27 bones; foot: 26 bones)

Follow-up

Ask students what surprised them most in the quiz.

5B: Forming nouns

Use: After Language development 3 Exercise 6 (p. 76)

Aim: To practise forming nouns from verbs

Time: 15–20 minutes

Activity type: Students play a game of dominoes, joining suffixes to verbs to make nouns.

Preparation: Make one copy of the activity (p. 102) per group of four or five students and cut up into dominoes.

Procedure

- 1 Review the concept of forming nouns from verbs by adding a suffix. Use the following verbs and elicit the nouns: *develop* (*development*), *accept* (*acceptance*), *discuss* (*discussion*).
- 2 Divide the class into groups of four or five and give each group a set of dominoes. Demonstrate how the final -e that is dropped is shown in brackets, e.g. *combin(e)–combination*.
- 3 One student deals four dominoes to each player. The rest of the dominoes remain face down on the desk in a pile.
- 4 Students take turns to place a domino, building a chain, (using either end). As they place each domino, they should say the word they have formed.
- 5 After placing a domino, students take another from the pile. If they are unable to place a domino to make a word, they take one from the pile and the next student has a turn.
- 6 As the students are playing, monitor that they have placed their dominoes correctly.
- 7 The winner is the first to get rid of all their dominoes.

6A: Ambition

Use: After Lead-in (p. 77) or after Reading Exercise 5 (p. 79)

Aim: To raise interest in the topic of ambition

Time: 15–20 minutes

Activity type: Individual and whole class. Students complete a questionnaire to find out how ambitious they are.

Preparation: Make one copy of the activity (p. 103) per student.

Procedure

- 1 Write the word *ambition* on the board and elicit its meaning (determination to be successful, rich, powerful, etc.; a strong desire to achieve something) and the adjective form (*ambitious*). Then elicit different types of ambition (work, money, family, spiritual, health, etc.).
- 2 Pre-teach *community*, *put off* and *mix with someone*.
- 3 Give each student a copy of the questionnaire.
- 4 Give students around 5 minutes to answer the questions, working individually.
- 5 Explain the scoring system: odd questions: 2 points for yes, 1 point for *maybe*, no points for *no*; even questions: 2 points for *no*, 1 for *maybe*, no points for yes.
- 6 Check totals: the higher the score, the more ambitious the person is. 12 is the average. Compare scores within the class and see who is the most/least ambitious person in the class.

Follow-up

In pairs, students ask their partner what their ambitions are and then report back to the class.

6B: The arts

Use: After Language development I Exercise 7 (p. 81)

Aim: To practise relative clauses and arts vocabulary

Time: 20–25 minutes

Activity type: Groupwork. Students play a game defining words for their team members to guess.

Preparation: Make one copy of the activity (p. 104) per group of four or five students and cut up into cards.

Procedure

- 1 Ask students if they are interested in the arts (music, dance, theatre, etc.), how often they go to performances and if they have ever performed in public.
- 2 Divide the class into groups of four or five. Give each group a set of cards and get them to sort them into words they know and words they don't. Get students to explain the words they know to the class. Teach any that no one knows.
- 3 Each group collects up all their cards and shuffles them well.
- 4 Write the useful phrases below on the board: *He/She is a person who ... They're people who ... It's a thing which ... It's a place where ... It's a time/occasion when ...* Explain that students are going to play a game in which they have to define the words on their cards for their team to guess, using the phrases on the board.
- 5 The first player in the team takes a card from the pile and without showing it to their team, defines the word. When the team guess it, the player puts it down on the table and defines the next word. If the player can't define the word or the team can't guess it, the player puts it to the bottom of the pile and continues.
- 6 After every minute or so, shout *Change!* The player has to pass the pile to the next person in the team, who has a go at defining words.
- 7 Stop the game after ten minutes. The winning team is the one with the most cards on the table.

7A: Cultural guide

Use: After Language development I Exercise 7 (p. 95)

Aim: To practise modals and expressions of permission, necessity, advice and recommendation

Time: 15–20 minutes

Activity type: Pairwork. Students complete a cultural guide.

Preparation: Make one copy of the activity (p. 105) per student.

Procedure

- 1 Ask students when they give flowers to someone (e.g. birthdays, anniversaries, to people in hospital) and if there are any 'rules' that they follow.
- 2 Put the following table on the board:

You	should(n't)/ought (not) to are(n't) supposed to are(n't) allowed to/must(n't) (don't) have to	give	an even number of flowers. an odd number of flowers./white flowers. /a single flower.
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Get students to make sentences that show various ways of saying the same thing, e.g. *In some countries you are supposed to give an odd number/you aren't supposed to give an even number of flowers.*

- 3 Divide the class into pairs and give each student a copy of the activity. Students work together to make ten sentences that they think are true. Check answers with the class.

- 1 not supposed to, red (Red is only used for names of the dead.)
- 2 aren't supposed to, teacher's (Use the title *Teacher*.)
- 3 must, before (The bath is for soaking/relaxing.)
- 4 ought to, perfume
- 5 mustn't, coin (It shows disrespect to the king, whose head is on the coins.)
- 6 are supposed to, on the right
- 7 must, to an older person (It shows respect.)
- 8 ought to, lift
- 9 shouldn't, gifts
- 10 are supposed to, hands

Follow-up

Students write more sentences for their country/-ies and share them with the class.

7B: Modals of deduction

Use: After Language development 2 Exercise 3 (p. 101)

Aim: To practise modals of deduction

Time: 15–20 minutes

Activity type: Whole class, mingle. Students respond to or correct remarks made by other students.

Preparation: Make one copy of the activity (p. 106) per 14 students and cut up into cards.

Procedure

- 1 On the board, write a sentence containing a factual mistake, e.g. *I'm [number] years old – I was born in [year].* (where the age and date don't add up) and ask students what is wrong with it. Elicit possible corrections, e.g. *You can't be ... years old if you were born in You must be ... or You can't have been born in ... if you're ... years old. You must have been born in*
- 2 Now give each student a card. They should read it and decide on the answer or spot what is wrong with it. If students don't know what the correction should be, they could check with you.
- 3 Students stand up and mingle, telling students the information on their card.
- 4 Each student they meet listens and responds or 'corrects' it. If they don't know what the correction should be, they can ask the other student to explain. If students can give the correct response, they score a point before moving on to speak to another student.
- 5 The winner could be the first one to win a set number of points or the one with the most points after a set time.

Notes/Corrections

- 1 Penguins live in the Antarctic, not the Arctic.
- 2 Brazilians speak Portuguese.
- 3 Mobile phones were invented in the 1970s.
- 4 Edgar Allan Poe was a writer. *Girl with a pearl earring* was painted by Johannes Vermeer.
- 5 There are no kangaroos in South Africa.
- 6 The first moon landing was in 1969.
- 7 In Japan people drive on the left.
- 8 The Berlin Wall came down in 1989.
- 9 The famous leaning tower is in Pisa.
- 10 The minimum driving age is usually 17 or 18 (16 in some countries).
- 11 The euro was introduced in 2002.
- 12 People didn't watch TV in the 1920s.
- 13 The Louvre Museum is in Paris, France.
- 14 There are no snakes in New Zealand.

8A: Reported speech

Use: After Language development 1 Exercise 7 (p. 109)

Aim: To practise reported speech and reporting verbs

Time: 20–25 minutes

Activity type: Pairwork. Students put quotes into reported speech and guess who said them.

Preparation: Make one copy of both pages of the activity (pp. 107–108) per pair of students.

Procedure

- 1 Write the following quote on the board: *I want to live because there are a few things I want to do.* Then ask students: *Who said that he wanted to live because there were a few things he wanted to do before he died?* (Aneurin Bevan, 1897–1960, British politician).
- 2 Divide the class into pairs and give each student worksheet A or B. Explain that students are now going to do the same: they are going to look at last words from famous people and report them to their partner using *Who ... ?* for him/her to guess.
- 3 Elicit different reporting verbs (e.g. *warn, advise, promise, suggest*) and write them on the board, telling students to try to use them in the activity.
- 4 Give students a few minutes to think about how they will put the quotes into reported speech.
- 5 Students take it in turns to report a quote. If their partner doesn't know the answer, they can guess from the choices at the bottom of their worksheet.

Follow-up

In pairs, students think of their own favourite quotes from famous people, films or books to ask the rest of the class.

8B: Leisure activities

Use: After Listening Exercise 3 (p. 114)

Aim: To discuss leisure interests and to practise giving and exchanging opinions and reaching a consensus

Time: 20–25 minutes

Activity type: Groupwork. Students choose a leisure activity to do together.

Preparation: Make one copy of the activity (p. 109) per group of three or four students.

Procedure

- 1 Ask students how they usually spend their weekends. What influences their choice (hobbies/interests, money, time available, friends)?
- 2 Introduce the activity: students are going to work in groups to choose a way to spend a weekend together doing something special (maybe before one goes off to study/join the army/get married, etc.).
- 3 Divide the class into groups and give each group a copy of the activity.
- 4 Remind students that they will need to discuss, suggest, agree, disagree and reach a consensus. Elicit some functional language they could use and write it on the board.
- 5 Students have 10 minutes to discuss and choose a trip.
- 6 Groups feed back to the class on which trip they chose and why.

Follow-up

Find out if any of the students have ever done any of the activities given and if they enjoyed them.

9A: Conditionals

Use: After Language development | Exercise 7 (p. 123)

Aim: To practise forming conditional sentences and recognising which is required in a given situation

Time: 20–40 minutes (see Variations below)

Activity type: Groupwork. Students form, ask and answer questions on real and hypothetical situations.

Preparation: Make one copy of the activity (p. 110) per group of three or four students and cut up into cards.

Procedure

- 1 Write on the board: *If you (stop / be) a teacher, what you (do)?* Ask students to make questions from it and elicit the three conditional forms possible: *If you stop / stopped / had stopped being a teacher, what will you do / would you do / would you have done?* Demonstrate how time expressions (*next year, last year*) would affect your choice of conditional.
- 2 Divide the class into groups of three or four and give each group a set of cards. Students shuffle the cards and place them face down on the desk.
- 3 Students take it in turns to take a card from the pile, make a question in an appropriate form and choose which of the people in the group they would like to answer it. Demonstrate with one of the cards. Point out that the conditional form they choose depends on either how likely they see the event or which time phrase they choose.
- 4 Students ask each other the questions and discuss answers, refusing to answer if they don't think the question is formed correctly.
- 5 Monitor closely and check that students are forming the questions correctly.

Variations

- 1 For a quicker activity, select fewer cards.
- 2 Use the cards a few at a time as 5-minute fillers over the next few lessons.

Follow-up

Discuss any interesting or amusing answers given.

9B: Money vocabulary

Use: After Language development 3 Exercise 4c (p. 132)

Aim: To revise money vocabulary from Module 9 and practise word formation

Time: 15–20 minutes

Activity type: Pairwork. Students work together to complete a crossword.

Preparation: Make one copy of the activity (p. 111) per pair of students and cut up into two sections.

Procedure

- 1 Write the word *tax* on the board and get students to think of all the words formed from it (*taxes, taxable, untaxable, taxation*).
- 2 Explain that they will work together to complete a crossword which contains nouns and adjectives related to money. They will have to form clues using the roots of the words, so they will need to think what type of word it is and what the root is.
- 3 Demonstrate with examples: *It's the noun of the verb 'to tax' (= taxation). It's the adjective of the noun 'price' (priceless).*
- 4 Divide the class into pairs and give students in each pair either a Student A or a Student B crossword.
- 5 Students check the form and meaning of the words on their half of the crossword.
- 6 Students take it in turns to ask for clues (e.g. *What's 3 across?*) with their partner giving a word formation clue (e.g. *It's the noun of ... It's the (negative) adjective of ...*).
- 7 When students have finished, they check answers by showing each other their completed crosswords, which should be identical.

10A: Travel

Use: After Lead-in (p. 133) or after Reading Exercise 5 (p. 135)

Aim: To pre-teach some vocabulary and generate interest in the topic of travel

Time: 20–30 minutes

Activity type: Individual, then whole class. Students complete a travel survey and find a travelling companion.

Preparation: Make one copy of the activity (p. 112) per student.

Procedure

- 1 In pairs, students have a minute to tell a partner about their most recent holiday.
- 2 Discuss the difference between going on holiday and travelling. Explain the purpose of the activity: to find the most suitable travelling partner in the class.
- 3 Pre-teach difficult vocabulary, e.g. *exotic, basics, racy novel*.
- 4 Give out a copy of the activity to each student and give them five minutes to choose their answers individually.
- 5 Students now mingle and ask questions in order to find out who in the class has the most similar answers to them.
- 6 Students select a travelling companion with similar likes and interests to themselves.

Follow-up

Companions plan a trip together and report their plans back to the class.

10B: The passive

Use: After Language development I Exercise 5b (p. 137)

Aim: To review the passive

Time: 15–20 minutes

Activity type: Groupwork. Students prepare extracts of travel news.

Preparation: Make one copy of both pages of the activity (pp. 113–114) and cut up into cards.

Procedure

- 1 Ask students what type of news might be included in *Travel news* feature of a newspaper or magazine (e.g. strikes, delays, new ideas/companies, special offers).
- 2 Tell students that they are going to prepare a travel news feature for a local magazine/newspaper.
- 3 Divide the class into six groups (or fewer with a smaller class) and give each group one card.
- 4 Each group uses the information on their card to write the news story, adding more information if they wish. Remind students to use the passive where they think it would be more appropriate.
- 5 Groups take it in turns to read out their stories to the class.
- 6 Give feedback on their use (or not) of the passive and give alternative ways of expressing points if necessary.

Variation

The six stories could be typed up or neatly written out and compiled into a class newspaper.

11A: Happiness

Use: After Lead-in (p. 147) or after Reading Exercise 4 (p. 148)

Aim: To generate interest in the topic of happiness; to practise discussing and trying to reach a consensus

Time: 15–20 minutes

Activity type: Pairwork. Students rank factors that create happiness.

Preparation: Make one copy of the activity (p. 115) per pair of students.

Procedure

- 1 Ask students if they feel happy today or not. At this stage, try to focus students on superficial things (*it's raining, it's Friday, etc.*). Tell them that in this activity you want them to think about true happiness and contentment.
- 2 Divide the class into pairs and give each pair a copy of the activity.
- 3 Check quickly for any unknown vocabulary.
- 4 Set a time limit of 5–10 minutes. Students work together to decide which points are more or less important and agree on the three which are the most important.
- 5 Conduct feedback with the class, to compare opinions.

Follow-up

Discuss which of the points in the list are easier or harder to obtain.

11B: Clauses of reason, purpose and contrast

Use: After Language development I Exercise 5 (p. 151)

Aim: To practise using discourse markers in clauses of reason, purpose and contrast

Time: 20–25 minutes

Activity type: Groupwork. Students form sentences from prompts to win points.

Preparation: Make one copy of the activity (p. 116) per group of three or four students and cut up into cards.

Procedure

- 1 Divide the class into groups of three or four and give each group a set of linking word cards (grey) and a set of topic cards (white).
- 2 Explain that the object of the activity is for students to make sentences using the linking words and the topic words, e.g. *although* + *music*: *Although I like classical music, I don't often go to concerts.*
- 3 Students shuffle the linking words (grey) and place in a pile face down, then do the same with the topic cards (white).
- 4 Students take one card from each pile and use them to make a true sentence about themselves. They can use the word on the topic card or any related to the topic. If students are stuck, they can change one of the two cards by putting it to the bottom of the pile and taking the next one from the top.
- 5 Other students in the group listen and judge if the sentence is grammatically correct or not, referring any disputes to the teacher. If correct, the student keeps the cards and gains a point. If incorrect, the cards go back to the bottom of the pile. At the end the student with the most cards/points is the winner.
- 6 Give feedback on students' performance, eliciting more examples of any clause types that are causing problems.

Follow-up

Students choose three linking words from the grey cards and write three sentences about themselves, two of which are true and one false. They then read them out to their group, who guess which one is false.

12A: Connecting ideas

Use: After Language development I Exercise 4 (p. 165)

Aim: To practise using discourse markers and participle clauses while telling a story.

Time: 20–25 minutes

Activity type: Groupwork. Students play a game, taking it in turns to tell parts of the same story, but working towards different endings.

Preparation: Make one copy of the activity (p. 117) per group of three or four students and cut up into cards.

Procedure

- 1 Divide the class into groups of three or four and give each student a card.
- 2 Explain the object of the game: to finish a joint story with the words on their card. Students tell the same story taking it in turns to tell a part.
- 3 Select one student to begin the story. Turns then rotate around the group.
- 4 At each turn, students must follow on logically from what came before but try to turn the story in the direction of their ending by introducing characters, objects or incidents as necessary.
- 5 Each turn, a student must try to use one of the structures listed on the card which is then ticked off. Each student can use each structure once only.
- 6 Other students can challenge if they think the link is not logical or the use of the structure is incorrect. If they cannot think of a sentence using one of the target structures, they can make up another sentence, just to continue the story.
- 7 When someone has ticked off five structures from their card, they can finish the story (with the ending on their card) and win the game.
- 8 As students are playing, monitor by helping with use of target structures and noting errors to correct at the end of the activity.

12B: Media mistakes

Use: After Use of English 2 Exercise 5 (p. 173) or after Language development 3 Exercise 3b (p. 174)

Aim: To practise word-building and focus on common student errors

Time: 20–25 minutes

Activity type: Pairwork and whole class. Students play a game where they win points by identifying correct and incorrect sentences (and correcting the incorrect ones).

Preparation: Make one copy of both pages of the activity (pp. 118–119) per pair of students. Cut up the second page into cards.

Procedure

- 1 Divide the class into pairs, give each pair a copy of the *Common mistakes* worksheet and explain the object of the game: to win as many points as possible by risking points on whether the sentences are correct or incorrect.
- 2 In their pairs, students first decide if the sentences are correct or incorrect and put a tick or a cross in the second column of the table. They then decide how many points to risk on each sentence, depending on how certain they are, and write the number in the third column. They can risk 1, 2, 5 or 10 points on each sentence.
- 3 When they have finished, give each pair a set of game cards and ask them to put the *correct* and *incorrect* cards in front of them.
- 4 Read out the first sentence and ask pairs to put one of the point cards on either the *correct* or *incorrect* card in front of them, to show how many points they have risked on the sentence. Select a pair to say why they made their choice and to correct the sentence if necessary, then confirm the answer.
- 5 If a pair is wrong, they lose the number of points they have put down and put a – sign next to the number they have written down. If they are right, they win that number and put a + sign next to the number.
- 6 Repeat the procedure for the rest of the sentences, with pairs adding + or – to their score each time.
- 7 Students add up the total. The pair with the most points at the end are the winners.

1 X (as a journalist) 2 ✓ 3 X (I **used to** work) 4 ✓
 5 X (it was really boring/I was really **bored**)
 6 X (give **each other**/one another) 7 ✓
 8 X (anything **illegal**) 9 X (It was **such an** interesting story/**The story was so** interesting) 10 ✓ 11 ✓
 12 X (that had **robbed** a bank) 13 X (a bit **depressing**) 14 X (a **two-year** contract) 15 X (an **inconvenient** time)