

1C School clubs

AIM

- To extract information from texts

ACTIVITY TYPE

Information gap

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Writing, Exercise 4, page 18

PREPARATION

You will need one copy of the activity for each pair, cut up into Student A/Student B worksheets.

PROCEDURE

- 1 Divide the class into pairs. Give each student a different worksheet.
- 2 Tell students they need to find the missing information about the clubs.
- 3 Students take it in turns to ask and answer questions using the *Word prompts* at the bottom of their sheets. Then they write the information in the correct places.
- 4 Fast finishers discuss the clubs in their pairs. They decide which one they would like to go to and explain why.

ANSWER KEY

Student A

- 1 Which day is baking club on?
 - 2 How much is baking club?
 - 3 Where is film club?
 - 4 Who do/can I email about film club?
- 1 Tuesday 2 3 3 3A 4 Miss Rogers

Student B

- 1 When does baking club finish?
 - 2 Where is baking club?
 - 3 Which day is film club on?
 - 4 How much is film club?
- 1 4.30 2 C4 3 Thursday 4 £2.50

ADAPTATION AND EXTENSION

- As a follow up, ask students to think of a different school club and make a notice for it.
- Divide the class into small groups. Students take turns to show their notice to the rest of the group and tell them about it, e.g. 'The skateboarding club is at 4.30 on Fridays. It's in the playground'.

2A Technology Bingo

AIM

- To practise technology vocabulary from the unit

ACTIVITY TYPE

Bingo game

CLASSROOM DYNAMICS

Groups of four

TIME TAKEN

10 minutes

WHEN TO USE

After Vocabulary: Technology, Exercise 8, page 27

PREPARATION

You will need one copy of the activity for each group, cut up into cards.

PROCEDURE

- 1 Divide the class into groups of four. Tell students that they are going to play a game of *Bingo*. Ask them to decide who wants to be the 'caller' in the game.
- 2 Give the caller the *Words* card and the other students a bingo grid. They should hold their grids so that no one else can see the pictures. Explain that the caller must read words in a random order. The other students listen and cross off the corresponding pictures on their cards.
- 3 The first person to cross off three pictures in a line is the winner.

ADAPTATION AND EXTENSION

- After students have finished the game, ask them to discuss the technology in their groups. They tell each other how many of the things in the pictures on their bingo grid they have at home and how often they use them.

2B Can you live without technology?

AIM

- To use the present simple and the present continuous to talk about different situations

ACTIVITY TYPE

Quiz

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10–15 minutes

WHEN TO USE

After Listening, Exercise 6, page 28

PREPARATION

You will need one copy of the activity for each student.

PROCEDURE

- 1 Divide the class into pairs. Give each student an activity sheet. Explain that they are going to do a quiz to find out whether or not they can live without technology.
- 2 Students work together to complete the questions with the correct form of the verbs in brackets (present simple or present continuous).
- 3 Students take it in turns to ask and answer the questions. They mark their partner's answers on their activity sheet.
- 4 Students count how many As, Bs and Cs their partner has. They take it in turns to read the corresponding analysis to their partner.
- 5 Go through the activity with the class. Find out how many students couldn't live without technology.

ADAPTATION AND EXTENSION

- Discuss the activity with the class. Do students feel that they spend too much time texting/surfing the net/using social media? What are some positive things about technology? What are some negative things?

ANSWER KEY

1 're/are visiting 2 's/is talking 3 don't have/haven't got
4 're/are eating 5 see 6 're/are sleeping

2C Toby's computer lesson

AIM

- To extract information from texts

ACTIVITY TYPE

Cloze activity based in a photo

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Exercise 9, page 31

PREPARATION

You will need one copy of the activity for each pair, with the *Word cards* cut up into cards.

PROCEDURE

- 1 Divide the class into pairs. Give each pair their photo, *Word cards* and the text.
- 2 Explain that students have to look at the picture and work together to complete the sentences about the picture with the correct words from the *Word cards*. They will use six words in total. There are six words they won't use.
- 3 Students work together to complete the task. Elicit answers during whole class feedback.

ANSWER KEY

- 1 's having
- 2 next to
- 3 enjoys
- 4 are learning
- 5 wants
- 6 's using

Not used: has, opposite, enjoying, learn, 's wanting, uses

ADAPTATION AND EXTENSION

- As an extension, ask students to work with their partner, taking it in turns to make their own sentences about the photo.