

## PROCEDURE

- 1 Divide the class into small groups of three or four students and give them a copy of the worksheet, a counter per student and a dice. Tell students to place their counters on the Start square.
- 2 All group members roll the dice and the student with the highest number goes first. The student moves their counter according to the number on the dice. They should then read the 'tell me about' sentence aloud, choosing one of the words from the box at the top of the board to complete the gap.
- 3 If all group members agree this is correct, the student then answers and discusses the statement for at least 30 seconds. If the group members believe it is incorrect, they should check with you before moving the student's counter back to the previous square on the board. Clockwise, the students take turns moving around the board, completing the sentences and discussing. Let this continue for up to ten minutes or until one member of the group reaches the Finish square.
- 4 Go through the answers to the gaps at the end of the activity and give some feedback on their discussions based on notes taken throughout.

## ADAPTATION

- For weaker groups, get students to complete the gaps before playing the board game in pairs.

## ANSWER KEY

2 had; 3 learn; 5 find; 7 give; 8 got; 9 made; 11 made; 12 learn; 14 easy; 15 using; 17 do; 18 got

## 4C Jigsaw emails

### AIM

To analyse informal emails and tasks

### EXAM LINK

Writing: Part 1 (an email)

### ACTIVITY TYPE

Reading a task and matching answers to notes

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Writing: Exercise 6, page 53

### PREPARATION

You will need one copy of the worksheet per pair, cut into Part A and B as indicated. Part B should be cut into cards.

## PROCEDURE

- 1 Divide the class into pairs and give them a copy of Part A of the worksheet. Ask students to read the two emails quickly and answer this question, which should be written on the board. *Who is going to visit their friend sooner – Tim or Angie?* The answer is *Angie* from email 1. Give students a couple of minutes to decide together before giving the answer to the whole class.
- 2 Now give each pair a set of Part B cards face down on the desk. Ask students to look through the cards very quickly (without reading them) and take out the four cards shaded in grey that say 'beginning' and 'ending'. Ask students to lay these, face up on the table, separating the cards for emails 1 and 2.
- 3 Tell students to divide the other cards equally between themselves (they should have four each).
- 4 Working together, the students should firstly try to match the cards to the notes written at the side of the emails in Part A and then put them in order to make a full response.
- 5 Once completed, ask students to compare their answers with another pair in the class before going through the answers as a whole class.

## EXTENSION TASK

- Get students to choose one of the two emails and create their own response using their own ideas. These can then be passed to another pair, who can provide some peer feedback.

## ANSWER KEY

1 F; 2 B; 3 G; 4 C; 5 D; 6 H; 7 E; 8 A

## 5A What's better, what's best?

### AIM

To practise discussion techniques using comparatives and superlatives

### EXAM LINK

Speaking: Part 3

### ACTIVITY TYPE

A card-prompt speaking activity

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: Exercise 5, page 60

### PREPARATION

You will need one copy of the cut-up activity cards per pair

**PROCEDURE**

- 1 Divide the students into pairs and give each pair a set of cards face down in two piles: one pile of white cards (the topics) and one pile of grey cards (the adjectives).
- 2 Elicit the structure of Speaking Part 3, where they will need to talk about something together for two minutes.
- 3 Tell students to choose a card from each pile. They will have two minutes to discuss the topics using the adjective on the card in a comparative or superlative form. Allow students ten seconds before the discussion to think of the word they need to include. Set a time of two minutes for each discussion. Allocate one student per pair to keep time for the activity. Once the first discussion has finished, students repeat the steps for the next cards, until all the cards have finished.
- 5 At the end of the task, get feedback from the class. What interesting comparisons did students make? Did students' opinions vary?

**ADAPTATION AND EXTENSION**

- This activity can be adapted for Speaking Part 2, where students speak on their own for one minute. In pairs, Student A chooses a card and must speak about that topic for one minute, while Student B keeps time. The roles are then reversed.
- For stronger students, two adjective cards can be chosen per topic to increase the difficulty of the task.

**5B Pen friend****AIM**

To practise using adjectives to describe appearance  
To practise writing skills related to Writing Part 1

**EXAM LINK**

Writing: Part 1

**ACTIVITY TYPE**

Students invent a character and complete a gap-fill email to a pen friend

**CLASSROOM DYNAMICS**

Small groups

**TIME TAKEN**

10 minutes

**WHEN TO USE**

After Vocabulary: Exercise 6, page 61

**PREPARATION**

You will need one copy of the activity per student

**PROCEDURE**

- 1 Divide the students into small groups of four or five students and seat them in a circle, facing inwards. Distribute a copy of the activity sheet to each student.
- 2 Tell students they are going to invent a person and complete an email to a pen friend. Explain 'pen friend' to students if necessary. Explain that they need to complete the sentence in the first part of their activity sheet and then fold it over to keep the information they wrote a secret. When all of the students in the group have finished, tell students to pass their piece of paper to the student to their left. The next student completes the next sentence using the adjectives of appearance about height and folds the piece of paper. Once complete, the students then pass the paper to the left. The next student completes the sentence about hair. The process continues until every part of the letter has been completed.
- 3 Once the task is over, ask students to read their emails aloud to their group. Tell students that this is their new pen friend.

**ADAPTATION AND EXTENSION**

- To extend the task, or for homework, students write a reply to their pen friend, describing themselves.
- For fast finishers, this can be done as a worksheet activity where students complete the sentences with adjectives of appearance from the unit.

**5C Whispers relay****AIM**

To practise listening and reading skills using vocabulary from the unit

**EXAM LINK**

Reading: Part 4 (gapped text)

**ACTIVITY TYPE**

A competitive relay activity where students listen for correct sentences and place them into a reading text

**CLASSROOM DYNAMICS**

Large groups

**TIME TAKEN**

12–15 minutes

**WHEN TO USE**

After Reading: Exercise 4, page 58

**PREPARATION**

You will need one copy of the cut-up activity per group

## PROCEDURE

- 1 Divide the students into two large groups. Tell students to stand in two lines, one behind the other, facing the board.
- 2 Tell students this will be a *relay race*. Explain the term if necessary. Give the student at the front of each group a board pen, and sentence 1 to the student at the back. Explain that the student at the back will have 30 seconds to read and remember the sentence. After this time, the sentence will be taken away. The back student then whispers the sentence to the student in front of them, who then whispers the sentence to the student in front of them, and so on, until it reaches the student at the front. The student at the front writes the sentence they hear on the board. Do not correct any errors at this point. Once completed, they must pass the pen to the student behind them and run to the back to become the student at the back. That student will hear the next sentence.
- 3 The above steps are repeated for the next three sentences. Once all of the sentences are written on the board, the group must then come together and decide where the sentences fit in the text.
- 4 The first team to get all of the sentences correctly written and in the correct spaces the fastest is the winner. Feedback after the task to correct any errors in the sentences.

## ADAPTATION AND EXTENSION

- This activity can be done outside of a classroom, in a larger space or outdoors. If no white board is available, students can write the sentences on a piece of paper at the front of each group.
- For fast finishers, this can be done as a worksheet activity where students read the text and decide where each sentence fits.
- To increase difficulty, play music while students are relaying the sentence.

## ANSWER KEY

Box 1-3   Box 2-4   Box 3-2   Box 4-1

## 6A Trip to the national park

### AIM

To practise modal verbs for rules

### ACTIVITY TYPE

Creating a set of rules for different situations and presenting them to the class

### CLASSROOM DYNAMICS

Small groups of four or five students

### TIME TAKEN

20 minutes

### WHEN TO USE

After Grammar: Exercise 3, page 72

### PREPARATION

You will need one copy of the worksheet per group

## PROCEDURE

- 1 Tell students that they are helping adult supervisors from school to take a group of younger children on a five-day camping trip to a large national park. Discuss what a national park is and the kind of things you might find there.
- 2 Divide the class into small groups of four or five students and give them a copy of the worksheet. Together students create a set of camp rules under the headings provided. There are some ideas in the boxes to help them and a modal verbs box at the top to remind them of the different modals we use to create rules. You could elicit one example for each category from the whole class before starting if you think this is necessary for your class.
- 3 Give students around ten minutes to do this in their groups. They should have at least two or three rules per category. Monitor closely and aid where necessary.
- 4 When all the groups have completed their set of rules, tell them to present the rules to the class and vote on which is the best.
- 5 Give some content and language feedback at the end of the activity.

## EXTENSION TASK

- Divide the small groups into two (i.e. an original group of four would become two pairs) and give them one of the headings from the worksheet, e.g. *General Rules* or *What you need to bring*. Ask students to make a camp rules poster.

## 6B Our world

### AIM

To practise using descriptive language (adjectives/verbs); to practise animal vocabulary and vocabulary to describe places; to practise using *there is/are*

### ACTIVITY TYPE

Writing and giving clues to describe places and animals – and guessing

### CLASSROOM DYNAMICS

Pairwork and groups of four

### TIME TAKEN

20 minutes

### WHEN TO USE

After Writing: Exercise 9, page 77

### PREPARATION

You will need one copy of the worksheet per pair