

3C Phrasal verbs

AIM

To practise using phrasal verbs from the unit

ACTIVITY TYPE

A matching activity where students form phrasal verbs by putting verbs together with particles and then make sentences

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Use of English 2, Exercise 5, page 44

PREPARATION

You will need one copy of the activity for every two pairs of students, cut up into two sets of phrasal verbs, with the verb and particle cards shuffled together in each set.

PROCEDURE

- 1 Organise students into pairs and give each pair one set of phrasal verbs with the verb and particle cards well shuffled. Explain that students are going to practise using phrasal verbs to talk about environmental problems.
- 2 Give pairs 1 minute to match the verbs with the particles, to form the phrasal verbs they have learned in the lesson. They should check their answers in the Explore vocabulary 2 box on page 44 of the Student's Book.
- 3 Pairs should then take it in turns to make sentences about environmental problems, e.g. 'Lots of plants and animals are dying out'; 'Trees are being chopped down'; 'It's difficult to get the message across because people don't want to listen', etc.
- 4 Students should share their sentences with another pair. Students should listen to the problems described and try to offer possible solutions.
- 5 Nominate a few students to report back on their discussions, sharing both problems and possible solutions.

ADAPTATION AND EXTENSION

- Challenge fast finishers to see how many more phrasal verbs they can form using the verbs and particles from the pack of cards. Ask them to write example sentences containing each of the phrasal verbs they have found.

(Additional possibilities: chop up, clean off, clean out, cut out, cut up, die down, die off, get down, get off, get out, get up, throw down, throw out)

- To save paper, elicit the phrasal verbs presented in the Student's Book from the class and write them on the board. Then organise students into pairs and follow steps 3–5 above.

4A What's my modal?

AIM

- To practise using modal verbs
- To practise the transformation of key words (in this case, modals) in preparation for Reading and Use of English Part 4

EXAM LINK

Reading and Use of English Part 4: Key word transformations

ACTIVITY TYPE

A speaking gap-fill activity where students must complete sentences using a range of modal verbs

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

10 minutes

WHEN TO USE

After Grammar: Modal verbs 1, Exercise 6, page 54

PREPARATION

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

PROCEDURE

- 1 Divide the students into pairs and designate them as Student A or Student B. Distribute the corresponding activity sheet to each student.
- 2 Explain that for this activity they need to listen to their partner's sentences for a clue that will help them complete their own sentences with the correct form of a modal verb. They will need to use a different modal verb to the one they have just heard in the sentence.
- 3 Student A reads sentence number 1 to Student B. Student B must listen carefully to identify the correct form of the modal verb they need to complete their own sentence 1 on their sheet. Student B must ensure the sentence has the same meaning as Student A's sentence.
- 4 Student B then reads sentence number 2 to Student A, who completes his/her sentence 2 so that it has the same meaning but uses a different modal verb. When the students have read and completed all of the sentences, they can check their answers with their partner. Class feedback may be needed to address any errors or questions and to discuss the possible alternatives.

ANSWER KEY

See the activity sheet.

ADAPTATION AND EXTENSION

- If you have a strong group, to extend the activity each pair can create one or two more pairs of sentences to give to another group to try.
- This activity could be done in a 'round robin' style, where Student A reads the first sentence to a Student B, then Student B chooses a different Student A to read to and so on, in order to encourage students to work with others in the class.
- The sentences could be used to encourage a discussion in pairs, e.g. 'What musical instruments can you play?' 'What rules must you follow at school?' 'Do you have to do jobs at home to help your parents?'

4B Prepositions quiz

AIM

- To practise adjectives followed by particular prepositions from the unit

ACTIVITY TYPE

A competitive team game where students must guess the correct preposition missing from the sentences they hear

CLASSROOM DYNAMICS

Two large groups

TIME TAKEN

15 minutes

WHEN TO USE

After Vocabulary: Relationships, Exercise 5, page 55

PREPARATION

You will need one copy of the activity for every two students in the group, cut up into Team A and Team B sheets. You will need to draw a score column for each team on the board.

PROCEDURE

- 1 Divide the class into two large groups, Team A and Team B. Give each member of Team A the grey activity sheet, and Team B the white sheet.
- 2 Explain that this is a competitive quiz-style activity where one student from Team A will read the first sentence on their sheet to Team B, but the preposition will be missing. Team B must discuss together and then say what they think the missing preposition is, but they must be careful, as the first answer they give is the one that is taken. If they are correct, the team gets a point on the board. If they are incorrect, no point is awarded. You may need to provide the correct answers if the class is unsure or at a lower level.
- 3 Team B then reads aloud their first sentence to Team A, who will need to give the correct preposition. Then Team A reads out their next sentence and so on. Ensure a different student has a chance at reading for every turn, to ensure whole group participation. Make students aware that in sentence 8, there are two missing prepositions, worth 2 points.
- 4 The activity continues until there are no more sentences. The team who has the most points at the end is the winner.

ANSWER KEY

Team A: 1 of; 2 with; 3 about; 4 at; 5 about; 6 to; 7 about; 8 of, on

Team B: 1 about; 2 at; 3 with; 4 at; 5 of; 6 of; 7 about; 8 of, about

ADAPTATION AND EXTENSION

- If you have a strong group, to extend the activity each group could create three to five more sentences to ask the other team.
- For fast finishers, this can be done as an individual worksheet activity.

4C Negative adjectives

AIM

- To elicit existing knowledge from students as a lead-in activity
- To recognise the patterns in forming negative adjectives with prefixes

ACTIVITY TYPE

A competitive activity where students look around the room for the correct prefixes to form negative adjectives

CLASSROOM DYNAMICS

Pairwork

TIME TAKEN

15 minutes

WHEN TO USE

After Use of English 2, Exercise 1, page 58

PREPARATION

You will need one copy of the adjectives part of the sheet for each pair. You will need to cut up one or two sets of the prefix cards and distribute them around the room before the activity starts, stuck onto the wall where possible.

PROCEDURE

- 1 Divide students into pairs and distribute a copy of the adjectives to each pair.
- 2 Point out to students that there are prefixes around the room that can join an adjective to make it negative. Explain to students that they will have to walk around the room to find the prefix which they think best suits the adjectives on their activity sheet. Some prefixes will join with more than one adjective.
- 3 Tell students that this activity will be done as a competition. In order for the students to win the activity, they must correctly put together the right prefix with the corresponding adjective(s) and write the answer on their sheet. Once they think they have successfully completed the activity, they should pass their sheet to you to check. If they have correctly completed the activity, you may declare that pair the winner.
- 4 At the end of the activity, ask for feedback from the pairs. Which prefixes go with which adjectives? Can they find any patterns?

ANSWER KEY

1 **Impossible**; 2 **Dishonest**; 3 **Indecisive**; 4 **Unpleasant**; 5 **Impatient**; 6 **Unhelpful**; 7 **Irregular**; 8 **Irresponsible**; 9 **Illogical**; 10 **Uncomfortable**; 11 **Unprepared**; 12 **Disobedient**

ADAPTATION AND EXTENSION

- This can be adapted to a more sedentary activity by individual students or pairs being given both parts of the activity sheet and racing to be the first to correctly complete the negative forms.
- To extend the activity, ask students to think of two or three more examples of adjectives for each prefix.
- Alternatively, this activity could be done after Exercise 4, to reinforce what they have just learnt.