

1.1 All about you

AIM to practise asking about and describing people and places

Genre: pairwork

Before the lesson: Photocopy one worksheet for every two students in the class. Cut each worksheet in half.

Procedure: Write *What / name?* on the board. Elicit the question *What's your name?* Ask one student: *What's your name?* Then ask: *How do you spell that?* As the student spells out their name, write the letters on the board. If necessary, review the names of the letters of the alphabet by writing the alphabet up and eliciting the name of each letter. Write the question *How do you spell that?* on the board. Drill the question chorally and individually.

- Organize the class into pairs. Ask the pairs to sit opposite each other. Hand out one Student A worksheet and one Student B worksheet to each pair. Tell students they cannot look at their partner's worksheet. Tell students they need to ask questions to find out about their partner. Use the prompts on the worksheet to elicit some of the questions.
- Ask students to prepare to describe themselves using the details on their sheet. Give students a few minutes to read about their character.
- Students take turns to ask and answer questions and write down the information about their partner. Monitor and check that students are spelling names and places correctly, asking for spellings where necessary.
- When most students have completed their conversations, end the activity. Ask the class to tell you what was the same about the two people. (They like the place they live. There are good beaches in their cities. They like films. They speak English.)

1.2 A great place to ...

AIM to practise describing places

Genre: individual and groupwork

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Draw one of the spider diagrams from the worksheet on the board.

Ask: *What is a good area to live in in this city?* Elicit the name of a good area to live in in the city you are in. Write the name of the area in the middle of the circle. Ask: *Why is it a good area?* Elicit ideas, e.g. *It's very quiet. There are a lot of shops.* Note each idea at the end of a line (*a lot of shops, quiet*). Add more lines if necessary. Then ask: *What shops are there? Why is it quiet?* Demonstrate building a mind map on the board by adding more circles and lines as you elicit the examples and reasons. Demonstrate using the mind map as a prompt for speaking: *X is a great place to live. There are a lot of shops. They're nice and they're cheap.*

- Hand out one worksheet to each student. Ask students to choose four ideas from the list at the top of the worksheet to talk about. Students work individually to prepare their ideas. Give students five to ten minutes to prepare. Monitor and help with ideas. Check that students are making notes on their mind maps and not writing sentences – the purpose of the mind map is to organize ideas in note form as a prompt for productive work.
- When most students have finished writing, organize the class into groups of five. Ask: *Who is going to talk about a good city to study in?* Encourage a student in each group who prepared to talk about this topic to start talking. Monitor and direct groups to work through the topics in order. If students have chosen the same places, ask them if they had any more ideas to add and / or if there's anything they disagree with.
- When most of the groups have finished, end the activity. Ask each group to choose the best place and the worst place for each of the topics they talked about. Take class feedback.

2.1 Do you want to come?

AIM to practise making arrangements

Genre: individual and mingle

Before the lesson: Photocopy one worksheet for every two students in the class. Cut each worksheet in half. The first stages can be set as homework if you wish to save time in class.

Procedure: Draw a weekly diary like the one on the worksheet on the board. Write the times of your classes with the class you are teaching in the diary. Describe the arrangement, e.g. *On Mondays from 9.00 / 12.00, I have English class with you.* Write two personal arrangements in the diary (e.g. *go out for dinner with Jan*).

- Hand out half of each worksheet to each student in the class. You do not need to organize students into pairs. Ask students to complete the diaries with their own real arrangements. Give students five minutes to complete their diaries. This stage could be done for homework prior to the lesson.
- When they've finished, ask the class: *What activities do you do every week? How many hours do you do them for?* Take feedback from the class.
- Ask students to plan their time using the diaries. Point out the bullet points under each diary. Model completing the bullet points. Ask students to complete the bullet points with their own ideas. Allow three or four minutes for this.
- Tell students they are going to find another student to do the activities on their worksheet with. Choose a strong student and model making arrangements. For example:
You: *Do you want to see Father at the cinema with me on Saturday? It's a new horror film.*
Student: *OK. What time?*
You: *It starts at six or eight.*
Student: *Eight sounds good.*

You: *What time do you want to meet?*

Student: *Seven thirty.*

You: *Where do you want to meet?*

Student: *At the cinema.*

You: *OK, great.*

- Model writing the arrangement in your diary. Encourage a student to try to make an arrangement with you. This time, model refusing the arrangement (or, if the student you modelled with first refused the arrangement, model accepting the arrangement and asking further questions).
- Organize students into groups of five or six students, or ask the whole class to stand up. Ask students to find another student to talk to and try to make arrangements.
- After two minutes, ask them to exchange partners. After students have talked to four or five other students, end the activity.
- In class feedback, ask individual students about the arrangements they made.

2.2 A busy life

AIM to practise talking about routine and free-time activities

Genre: mingle

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Hand out the worksheets. Ask students to look at the worksheet and think about what questions they might ask to find out the information. Elicit examples, e.g. *When do you normally do your homework? How often do you watch the news on TV? What time do you get home from work?* Write these examples on the board.

- Point out the *Name:* and *Notes:* sections on the worksheet. Write *Name:* and *Notes:* on the board. Tell students they are going to find someone who does each thing and find out more information. Demonstrate the activity using one or two of the ideas on the worksheet. Ask questions and complete the *Name:* and *Notes:* sections on the board. For example:
You: *Do you like playing video games?*
Student: *Yes.*
You: *Do you usually play video games at the weekend?*
Student: *Yes.* [Write the student's name on the board.]
You: *How long do you play for?*
Student: *A long time. Maybe ten hours.* [Write on the board *ten hours.*]
You: *What games do you like?*
Student: *I like Minecraft.* [Write on the board *Minecraft.*]
Elicit possible follow-up questions for four more of the activities on the worksheet.
- Ask students to walk round the class, find another student and ask questions about as many of the activities on the worksheet as possible. After two minutes, tell students to find a new student to talk to. Monitor and help with follow-up questions.
- After students have talked to five students, end the activity.

- In feedback, find out who completed the most sections on the worksheet. Ask individual students to tell you what they found out about each activity on the worksheet, using their notes.

3.1 Is there wi-fi?

AIM to practise asking about and describing homes and places

Genre: pairwork

Before the lesson: (Optional: For homework before class, ask students to find out about things to see and do in the city of New Orleans in Louisiana, US.) Photocopy one worksheet for every two students in the class. Cut each worksheet in half.

Procedure: Write *New Orleans* on the board. Find out what students know about the city. Write their ideas on the board. Tell students they are going to decide where to stay for a week in New Orleans. Ask students what they want to know about the place they could stay in. Elicit questions, e.g. *How many bedrooms are there? Is there a shower? Are there any restaurants near the apartment?*

- Organize the class into pairs. Ask the pairs to sit opposite each other. Hand out one Student A worksheet and one Student B worksheet to each pair. Tell students they will tell their partner about a place to stay in New Orleans.
- Ask students to read about their apartment and underline the important information in the description. Give students a few minutes to read about their apartment. Monitor and help with the meaning or pronunciation of any unknown words.
- Then ask them to turn over their worksheets. Students take turns to describe the place they read about to each other. Monitor and encourage students to ask questions to find out about their partner's place.
- Now ask students to turn over their worksheets and decide which place they like best. Monitor and encourage students to give reasons.
- When the pairs have chosen the place they like best, ask them to write a list of questions that they want to ask the owner before they decide to stay there, e.g. *Is there wi-fi? Can I bring my pet?* etc.
- When most students have made a list of about five questions, end the activity. Find out how many pairs chose Clara's apartment and how many pairs chose Robert's apartment. Ask students to tell you what questions they want to ask. Write them on the board and elicit corrections from the class for any errors with question forms.

3.2 Guess the phrase

AIM to practise vocabulary from Unit 3 and earlier units for activities around the house

Genre: groupwork (or pairwork)

Before the lesson: Photocopy one worksheet for every three students in the class. Cut out the six cards on each sheet.

Procedure: Introduce the activity by telling students you are going to mime words and phrases they have learned on the course so far. Mime three or four of the activities on the cards and ask students to say which phrase you are miming.

- Organize the class into groups of three. Each group gets one worksheet – cut into six cards and placed face down. The first student in each group takes a card. They must act out the five phrases on their card in order, using mime. The other two students must guess and say the phrases on the card correctly. As soon as they say the correct phrase, the first student must move on to miming the next word. Once they have guessed all the phrases, it is the turn of the second student to take a card and mime the phrases.
- Once all six cards have been used, find out which group guessed quickest or got most right.

Alternative: You could make this activity very competitive. Put students in pairs not threes. Make sure the six cards held by each pair are in the correct order (i.e. A to F). On a signal, ask Student A in each pair to look at the first card and mime the phrases. Students work against the clock. As soon as one pair has mimed and guessed all five phrases they shout *STOP*. Check that they guessed all five correctly and award a point. Move on to the second card.

4.1 What did we both do?

AIM to practise using the past simple to ask about events

Genre: pairwork

Before the lesson: Photocopy one worksheet for every pair of students in the class. Cut out the six question cards on each photocopy.

Procedure: Introduce the activity by asking some questions in open class: *What did you do yesterday evening? When was your birthday? What time did you get up last Saturday?*

- Organize the class into pairs. Each pair gets one worksheet – six cards cut out and face up, with Card A on top. Tell students they are going to ask and answer past simple questions about yesterday evening (the topic on Card A). Tell them they must find three things they both did. For example, perhaps they both went to the cinema or were with friends. Tell them they can ask extra questions if they want. At the end, ask pairs to say what three things they both did.
- Exchange the pairs so students have a new partner, and repeat with card B, and so on.

4.2 That sounds lovely

AIM to practise talking about holidays using past simple verbs and *That sounds* + adjective for commenting

Genre: mingle

Before the lesson: Depending on the size of your class, photocopy enough worksheets so that each student can

receive one card each (with one or two extra to use as examples).

Procedure: Write on the board: *That sounds ...*. Say to the class: *I went to England by ferry. I was sick on the boat*. Elicit responses from students using adjectives they know to complete the sentence on the board (*bad, really bad, horrible, awful, terrible, nasty*, etc.). Do not try to teach new words at this time; only write up synonyms that come from the students. Write the words in a list on one side of the board. Repeat the procedure with a positive holiday experience and write up a list of synonyms for *good* on the board (*great, amazing, wonderful, lovely, nice*, etc.). Encourage students to record the lists in their notebooks. Drill the words.

- Put the cards in a pile on your desk. Take one from the pile and copy the contents out onto the board. Demonstrate using the (+) and (-) signs to form positive and negative sentences in the past simple. Hand out a card to every student. Ask a strong student to look at their card and tell you about their holiday. For example:
Student: *I flew to Thailand. It took fifteen hours.*
You: *That sounds bad. Did you sleep on the plane?*
Student: *No.*
You: *Where did you fly to?*
Student: *I went to Bangkok.*
You: *Did you have a good time?*
- Give the student you demonstrated the activity with a new card. Ask students to think about the ideas on their cards for a minute.
- Ask students to walk round the class, find another student and tell each other about their holidays using the ideas on the cards. Monitor and encourage students to ask follow-up questions.
- After three minutes, ask students to find someone new to talk to. With strong groups, you can ask them to exchange cards before they exchange partners.
- After students have talked to four students, end the activity or give students another card.
- In feedback, find out if anyone has ever had a holiday experience in real life which was similar to one on the card.

5.1 Shopping

AIM to practise using present and past tenses to talk about shopping experiences

Genre: groupwork

Before the lesson: Photocopy one worksheet for every group of four students in the class.

Procedure: Introduce the activity by talking for one minute about the last thing you bought. Then tell students that they are going to talk about different topics for one minute.

- Organize the class into groups of four. Each group gets one worksheet. Student A must talk for exactly one minute about the topic in the first box (1 What I wear). They must not stop talking or repeat sentences they have already said. If they do, another person can say *STOP*. If the referee agrees that they paused too long or repeated, the person who said *STOP* takes over talking

for the rest of the minute. So, if they challenged after 40 seconds, they have to talk for 20 more seconds. The person speaking after one minute gets 1 point.

- Ask one student in each group to be 'referee' for each round. Their job is:
 - 1 to read out the questions in the box.
 - 2 to ask another student to start talking.
 - 3 to decide on whether any challenge is good.
 - 4 to say STOP after one minute and give a point to the winning player.
- After the first round, move to box 2 and change the referee. After nine rounds, find out which student in each group won most points.

5.2 At the department store

AIM to practise vocabulary for talking about shops and things you can buy in shops

Genre: pairwork

Before the lesson: Photocopy one worksheet for every two students in the class. You will also need a timer.

Procedure: Write *department store* on the board. Elicit six different departments in a department store, e.g. menswear, womenswear, beauty, electronics, kitchenware, furniture, food, etc.

- Organize students into pairs. Hand out the worksheets.
- Ask students to write the names of the six departments in the outer circles.
- Tell students they are going to play a game. They will have 90 seconds to list as many things as possible that you can buy in one of the departments. Show students that they need to write a list next to the circles for each department on the worksheet. Ask: *What can you buy in the (food) department?*
- Show students you are starting the timer. Monitor, making sure students are listing the words in the correct place on their worksheets.
- When the time is up, shout *Stop!* Make sure all students stop writing. Ask students to count how many items they thought of. Ask the pair with the most items to read out their list. Award a point to the pair with the most items. Encourage the other students to add any new words to their lists.
- Repeat for the remaining five departments. The team with the most points is the winner.
- Focus students on their list of words. Ask: *Is this a good way to organize your vocabulary for shopping?* Take yes or no answers and ask students to explain why or to say other methods they prefer. Explain that people often find words easier to remember when they are organized visually and by topic – so this way is helpful to a lot of learners.
- Ask students to work in pairs and check the spelling of the words in their lists, using a dictionary when they are unsure.

6.1 The comparison game

AIM to practise describing the differences between words

Genre: groupwork

Before the lesson: Photocopy one worksheet for every group of four students in the class. Cut out the cards on each sheet.

Procedure: Introduce the activity by writing *pen* and *pencil* on the board and eliciting how the two things are similar and different.

- Organize the class into groups of four. Each group gets one set of cards, placed face down in a pile. Ask students to turn over card 1. They have two minutes to think of as many similarities and differences as they can between the two things on the card. Say *STOP* at the end of two minutes and ask students to turn over the next card. Continue for as long as you have available.
- At the end, elicit ideas students have. If you want to make the game competitive, award points for the group with the most or best ideas. Then ask students to move on to card 2 and repeat the activity.
- In a student-centred activity, students can time themselves and should try to get through as many cards as possible, and note as many ideas as they can in the time available.

6.2 It's more interesting than maths

AIM to practise using comparative adjectives to talk about education

Genre: mingle

Before the lesson: Photocopy one worksheet for every thirteen students in the class and cut up into strips. You may wish to review the questions and remove any which are not appropriate for your context.

Procedure: Ask students: *Which classroom is nicer – X or Y?* (Name two classrooms in your school building.) Take answers from different students. Ask: *Why?* Demonstrate recording a tally of which classroom is nicer (blocks of five, e.g. LHH) and noting reasons (*more windows, bigger, has a computer, etc.*)

- Tell students they are going to do a class survey.
- If possible, spread all the questions out on a desk so that students can come up and choose their own question. If not, hand out one strip to each student in the class.
- Point out the gaps on the strips for students' ideas. Ask them to think about what they want to ask about and to complete their question. Give students one or two minutes to do this.
- If any student does not like their question, they could exchange it for another or write their own question. They will need to use their notebooks to write down students' reasons.
- Ask students to walk round the class, find another student and take turns to ask their questions. Monitor and check students are forming comparatives correctly.
- Tell students you will tell them when to find a new student.
- When students have completed their surveys, ask them to sit down and think about how they will explain their results.
- In feedback, ask students to briefly present their results to the class. For example, *Ten students thought literature was more interesting than maths. They*

like talking about books and they think maths is very boring. Two students thought maths was more interesting than literature, because they don't like reading poems and they don't think literature is helpful for getting a job. With weaker classes, you may wish to focus on the results of their survey only, and then ask for reasons yourself. With large classes, this stage could be done in groups.

7.1 Who has it easy in the family?

AIM to practise using *have to* and *don't have to* to talk about family responsibilities

Genre: groupwork

Before the lesson: Photocopy one worksheet for every four students in the class.

Procedure: Introduce the activity by writing *kids, teenagers, parents* and *grandparents* on the board and asking: *Who has the easiest life? Who works hardest in the family? Who finds life most difficult and why?* Elicit a few ideas.

- Organize the class into four groups of three to five students. Tell the groups that they are going to prepare to discuss whether kids, teenagers, parents or grandparents have it easy in a family. Give each group a category (kids under 10, teenagers, parents, grandparents), then hand out preparation cards to each student in each group. For example, everyone in the group preparing to discuss parents should have a 'parents' card. If you have a class of more than twenty students, two or more groups will have to talk about the same topic.
- Ask groups to work together to prepare sentences saying what people in their category have to do and don't have to do in the family. Set a time limit and monitor and help with ideas and vocabulary. Make sure every student writes down ideas.
- Organize the class into new groups of four by asking one student from each group to sit with a representative from each of the other groups. Ask students to take turns to share their sentences and arguments, and to discuss who they really think has it easiest in the family and why.
- In feedback, at the end, ask each group to say what they decided and why.

7.2 Interesting relationships

AIM to practise describing people and relationships

Genre: individual and pair- or groupwork

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Introduce the activity by drawing a mind map on the board like the one on the worksheet and writing your name in the middle.

- Now write the names of six people you know in the other circles. As you do, talk about the person (and explain the line). A short solid line is for a person you have a strong relationship with and see a lot (e.g. *This is my sister Kate. She's friendly and has two children –*

I see her every day because she lives near my house).

A short dotted line is for a person you have a strong relationship with but don't see a lot (e.g. *This is my best friend from university, Tom – he lives in America and he's a scientist*). A long solid line is for a person you don't have a strong relationship with but see a lot (e.g. *This is my boss Mr Hall – he's not very friendly*). A long dotted line is for a person you don't have a strong relationship with and don't see a lot (e.g. *This is my friend on Facebook, Ivan. We've never met but I sometimes read his blog*).

- Organize the class into pairs. Each student gets a photocopy. Ask them to write the names of people they know in each of the six circles as in your model. Ask them to prepare to describe their people and their relationship. In pairs, students take turns to describe their people. Their partners listen and ask questions. They must also write two interesting facts about each of the people their partner talks about. In feedback, ask different students to say what they found out about their partner.
- If you wish, you could do this activity in groups of four.

8.1 Are you going to ...?

AIM to practise questions with *going to*

Genre: mingle or groupwork

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Introduce the activity by asking a few questions round the class using *going to* for plans.

- Ask students to read the questions in the first column and write follow-up questions using *going to*. Monitor and help with ideas and vocabulary.
- Ask students to walk round, ask questions to different students and note their answers. The rule is that they can only ask the same person two questions, then they must change partner. If their partner says *No*, they write nothing on their photocopy. If they say *Yes*, they write their name and the answer to the follow-up question.
- When a student has completed their form, end the activity. Ask that student to say what they found out about people in the class.

8.2 The big event

AIM to practise using *be going to* to talk about plans for important events

Genre: groupwork

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Start by talking about something you are looking forward to or a big event that is coming up in your future, either real or invented. For example, *I'm going to go to my best friend's wedding next month*. Encourage students to ask you questions about your plans, e.g. *What are you going to wear? Are you going to give him / her a present?* Talk about your plans for the day.

- Organize the class into groups of three. Hand out one worksheet to each student.
- Ask students to read the list of events at the top of the worksheet and choose one to plan for (as a group). Tell them they should discuss and make notes on all the things they need to do before the event. Give students five to ten minutes to discuss their ideas. Monitor and make sure they are noting their ideas.
- Ask groups to look at their list and number the things they need to do in the order they should do them. If anything needs to happen at a particular time they should note it. Give students five minutes to do this.
- Put students in new groups of three to work with students from different groups. Ask students to take turns to describe their plans to the rest of the group. The other students should listen and ask questions about details. Model this stage, e.g. *When are you going to buy your ticket?* etc. Give students five to ten minutes to describe their plans.
- Take feedback from each group on which plans they thought were the most exciting. Ask individual students to tell you about any events they are looking forward to in real life.

9.1 Bingo

AIM to practise question forms (especially present perfect)

Genre: mingle

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Introduce the activity by asking a few *Have you ever ...?* and *Do / Did you ...?* questions to the class.

- Ask students to look at the worksheet and think about how to form questions to find the information. Go round and help with any problems.
- Ask students to walk round, ask questions and write down the name of any person who answers yes to a question. The aim is to complete a row (across) or column (down) of five names. It must be a row or column – not a diagonal or zig-zag. When a student has completed a row or column, they shout *BINGO!* Stop the game. Check the answers. Then continue the game – who can be the next person to complete a row or column?
- You will need to set a few rules: 1 You can only ask a student a maximum of three questions before moving to a new partner. 2 You must have a different name in each box in a completed row or column. 3 (optional) You may wish to ask students to ask a follow-up question (e.g. *Did you watch a film yesterday? What was it called? Did you like it? Who was in it?*).

9.2 Stories from our lives

AIM to practise telling stories about experiences using words with different meanings

Genre: pairwork / groupwork

Before the lesson: Photocopy one worksheet for every pair of students in the class.

Procedure: Organize the class into pairs. Give each pair a worksheet and ask them to look at the stories they have to tell in the hexagons. Check any difficult words.

- Give pairs two minutes to think of true stories from their lives that they can tell for each of the stories. Provide an example: for '*... you saved money to buy something*': students could talk about buying their first bike or car. Explain that there may be some situations (e.g. *a time when a dentist pulled a tooth out*) which they don't have a true story for. It means they won't be able to play that square.
- When students are ready, ask pairs to join with other pairs to make groups of four. One pair is Team A. The other pair is Team B. Ask them to place one of the handouts on a table so everyone in the group can see it, and place a counter or coin on the Team A or Team B square.
- The aim of the game is to move the team counter or coin across the board to the other side (so, from left to right for Team A, and from right to left for Team B). Team A goes first. They move to any hexagon next to the Team A square. Then they tell a true story according to the instruction. Either of the team members can tell the story. Once they have completed their story, Team A claim the hexagon by writing the letter A in that hexagon. Now it is Team B's go. They claim a hexagon next to the Team B hexagon, move their counter or coin, tell their story, then write a B in the hexagon.
- Teams continue until one team has gone right across the board to the other side. They are the winner. Point out, however, that teams are not allowed to go into a hexagon that the other team has claimed (and written their letter in). This means that part of the game is to try to block the opponent and make them go a long way round to get across the board.
- When one team has won the game, or both teams have successfully blocked each other from crossing the board, students can repeat the game with the other worksheet they have. This time it is Team B's turn to start.

10.1 He doesn't eat any kind of seafood

AIM to practise talking about quantities of food

Genre: pairwork

Before the lesson: Photocopy one worksheet for every two students in the class. Cut each worksheet in half.

Procedure: Tell students they are going to cook dinner for eight friends. They have each invited four people to dinner. They need to find out about the people their partner invited.

- Organize the class into pairs. Ask the pairs to sit opposite each other. Hand out one Student A worksheet and one Student B worksheet to each pair. Tell students they cannot look at their partner's worksheet. Tell students they need to ask questions to find out about their partner's guests.
- Give students a minute to read about the first two guests. Use the prompts on the worksheet to elicit

the first question about Martin. Student A starts and asks Student B questions to complete the information about Martin. Then B asks questions to complete the information about Ondine, and so on. Monitor and check that students are forming questions correctly.

- When pairs have completed their information, ask them to plan a menu for their guests. They will need to include a choice of foods and drinks to suit all the people. The completed menus can be displayed in the classroom for students to look at and comment on.

10.2 Do you have a healthy diet?

AIM to practise *much, many* and quantity

Genre: groupwork

Before the lesson: Photocopy one worksheet for every three students in the class.

Procedure: Introduce the activity by asking a few *How much ...?* and *How many ...?* questions in open class.

- Give out the worksheets. Ask students to get into groups of four and work together to form *How much ...?* and *How many ...?* questions to find out the information they need to complete the worksheet. Ask them to add two more questions for each topic.
- Once they have prepared their questions, ask students to ask and answer the questions in their group and note the answers. In feedback, find out what each group found out about their classmates.

Alternative: If time is limited, you could cut each worksheet in three and allocate one category only to each group.

11.1 How often do you travel first class?

AIM to practise using vocabulary for transport, expressions of frequency and *too / not enough* to discuss transport where you live

Genre: groupwork and mingle / optional online project and presentation

Time: more than 30 minutes

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Tell students they are going to create a survey about transport in the place where they live. Ask students what kind of transport they think is the most popular where they live and why. Write different kinds of example survey questions on the board and conduct a quick survey of two or three students. For example:
How often do you travel by bus? (a) Never (b) Occasionally (c) Once or twice a week (d) More than twice a week (e) Every day
Are there any problems with the buses where you live? What are they?
Elicit various ideas for survey topics, e.g. your journey to and from work or school (your commute), public transport, traffic problems, green transport.

- Organize students into groups of four or five. Ask them to discuss what topic they want to ask about in their survey.
- Hand out the worksheet and ask each group to complete their survey title. Look at the first box and elicit any other types of local transport (e.g. trams) that might be relevant to students. Use the second box to elicit specific questions they might ask.
- Students work as a group to write five questions. Give students ten minutes to do this. Monitor and help students with question forms. Encourage them to provide options for their questions where appropriate.
- Ask students to carry out the survey as a class mingle, or reorganize students into new groups and ask them to conduct their surveys with four or five other students in their group. Bring the original groups back together to collate their results.
- Ask students to briefly present their results to the class, or you could ask students to create tables, graphs and / or posters showing their results and conduct presentations to the class in a later lesson.

11.2 Superlatives questionnaire

AIM to practise comparatives and superlatives and question forming

Genre: groupwork and mingle

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Organize the class into groups of four and give each group a worksheet.

- Explain to students they are going to do a survey in their group. Firstly, they must decide which questions to ask to find out the information they need. Give students two or three minutes to prepare.
- When they are ready, model the activity by eliciting the first question: *How tall are you?* Ask the question of three students in the class, or have students ask one another in open class, and note the answers they give on the board, e.g. 1 Anna 1.55m, Pablo 1.72m, Ahmed 1.78m. Ask which student is the tallest and circle that answer on the board.
- Then tell students to ask and answer questions to complete the rest of the worksheet.
- At the end, take feedback from the class and find out who in the class is the tallest, etc.

12.1 What should I do?

AIM to practise giving advice

Genre: groupwork

Before the lesson: Photocopy one worksheet for every student in the class.

Procedure: Introduce the activity by writing a situation on the board and eliciting examples of things you should or shouldn't do. For example, write: *a long train journey*. Students might say: *You should take a book or your laptop* or *You shouldn't eat a lot of food*.

- Ask students to look at the worksheet and read the situations. Check students understand all the situations and deal with any vocabulary problems.
- Ask students to work individually to write two pieces of advice for each situation: one with *should* and one with *shouldn't*. Monitor and help with ideas and vocabulary.
- When students are ready, ask them to work in groups of four or five to decide on the best two pieces of advice for each situation. At the end, take feedback from the class and find out the best pieces of advice from each group.

12.2 What's the story?

AIM to practise using linking words in short narratives about news headlines

Genre: pairwork

Before the lesson: Photocopy one worksheet for every two students in the class.

- Procedure:** Explain that students are going to complete news headlines. Write an example on the board, e.g. _____ *FINDS* _____ *UNDER HIS BED*. Elicit ideas and try to make the most exciting or funniest headline you can, e.g. *POLICEMAN FINDS TIGER UNDER HIS BED*.
- Tell students they are going to work in pairs and complete the headlines on the worksheet.
 - Hand out one worksheet to each pair. Set a time limit of ten minutes for the activity. Monitor and help with vocabulary and grammar as necessary.
 - When pairs have completed their headlines, ask them to exchange papers with another pair. They should choose one of the other pairs' headlines and write a short news story at the bottom of the worksheet. Remind students of the uses of *after*, *so* and *because* to link ideas.
 - When students have finished writing their stories, ask them to tell the story to the students who wrote the headline.
 - Ask pairs to exchange worksheets and check the story the other pair wrote for errors in the use of conjunctions, spelling and punctuation.

13.1 What are your plans?

AIM to practise talking about plans for the future

Genre: groupwork

Before the lesson: Photocopy one worksheet for every student in the class.

- Procedure:** Introduce the activity by asking *What are your plans for the weekend?* Elicit some suggestions from the class. Check students are using *might* and *be going to* correctly, and prompt them if necessary.
- Ask students to complete the sheet with their plans for the future in all the different categories. Depending on the class and the time available you could ask them to write one sentence with *might* and one sentence with *going to*, or you could just ask for one sentence for each heading, using both *might* and *be going to* across the worksheet.

13.2 The perfect pet

AIM to practise talking about animals and use *might* to talk about possibilities

Genre: groupwork

Before the lesson: Photocopy one worksheet for every three students in the class. Cut each worksheet up along the cut lines.

- Procedure:** Ask students if they have any pets and ask follow-up questions to individual students about their pets. Ask what they like about owning a pet and about any problems or difficulties they have. Tell students they are going to find out about three pets who need homes.
- Organize the class into groups of three. Ask the groups to sit in a circle. Hand out one description of a different pet that needs a home to each student in the group.
 - Tell students they are going to tell their partner about the pet on their worksheet. Give students a few minutes to read about their pet and underline the important information. Monitor and help with the meaning or pronunciation of any unknown words.
 - Then ask them to turn over their sheets. Students take turns to describe the pet they read about to each other. Monitor and encourage students to ask questions to find out about their partner's pet.
 - Now ask students to turn over their worksheets. Give a copy of the bottom half of the worksheet to each group. Ask students to discuss the questions on the worksheet, using *might* where appropriate.
 - In feedback, find out which pets were matched with which homes. Ask students which homes were left without a pet and why. Ask them to suggest pets which might be suitable for those homes.

14.1 It's really, really scary

AIM to practise describing media, places and things using adverbs and adjectives

Genre: pairwork

Before the lesson: Photocopy one worksheet for every student in the class.

- Procedure:** Tell the class they are going to talk about different kinds of media. Write the following on the board: *podcast, book, film, TV show, radio show, play*. Ask students to tell a partner which of these they read / watch / listen to most often. Hand out one worksheet to each student.
- Ask students to think about the ideas on the worksheet and think of examples for eight of the nine categories. Ask them to write a note of the name of the film, book, etc. in one of the speech bubbles. Model doing this yourself for one or two ideas.
 - Give students a few minutes to prepare, then ask them to fold their sheets in half along the line.
 - Model talking about one of the ideas you noted, e.g. *Westworld is a brilliant TV show. It was on TV last summer. I didn't know how it was going to end*. Keep

talking as long as you can fluently. Then encourage students to ask you questions, e.g. *Is the story exciting?*

- Ask students to work with their partner and take turns to talk about the things they chose. They should ask questions to find out more. Monitor and help students to self-correct.
- When pairs complete their exchanges, take feedback from individuals on something they would like to see / read / hear that their partner told them about.

14.2 What was the question?

AIM to practise *what ... like?* and descriptions

Genre: groupwork

Before the lesson: Photocopy one worksheet for every group of two in the class. Cut each worksheet into fifteen cards.

Procedure: It is a good idea to model this activity first.

Write *What ... like?* on the board. Explain that you are going to answer a question with *What ... like?* and students have to work out what the question is. Take a card, without letting anyone see, and say, *It's a new / old building with lots of classrooms and students.* Students must guess: *What's the school like?*

- Organize the class into groups of four or five. Give each group a pile of fifteen cards and ask them to shuffle them and place them in a pile face down. Student A turns over a card, without letting the other students see, and must answer the question on the card without saying any of the words in the question. The other students in the group must try to guess what the question on the card is. The student who says the exact question first gets the card.
- Students take turns round the group to take a question card and answer the question. You may want to make a rule that the speaker must say at least three sentences before others can guess the question.
- At the end, find out which student in each group guessed most questions.

15.1 What's your password?

AIM to practise giving email addresses, website addresses and passwords

Genre: individual / groupwork

Before the lesson: Photocopy one worksheet for every two students in the class. Cut worksheets along the cutline.

Procedure: Give each student a handout. Read out the instructions for creating addresses and passwords and give students time to prepare and write their own (invented!) email address, website address and password. Monitor and help with ideas. Make sure students understand they shouldn't use their real details.

- Ask students to stand up, walk round and ask each other for their email address, website address and

password. Ask students to spell out the details and write down what their partner says. Give students time to talk to four or five other students. If you have a large class, it may be easier to organize the class into groups of five to six so they can ask each other in groups.

- In feedback, elicit the email address, website address and password of a few students and write them on the board. Ask if students wrote them down correctly when they talked to that student. Investigate how the students formed the different email addresses, website addresses and passwords. Find out who had the funniest password.

15.2 It didn't work very well

AIM to practise talking about IT

Genre: pairwork

Before the lesson: Photocopy one worksheet for every four students in the class. Cut out the roleplay cards.

Procedure: Lead in by discussing a time you got advice on how to use a piece of technology. Ask students who they go to when they need advice: at home, at school / work, when buying new technology.

- Tell students they are going to act out a conversation for a situation asking for and giving advice about technology.
- Organize the class into pairs. Give each pair of students a Student A and a Student B card from the same Roleplay (1 or 2). Tell students they should work together to plan and practise their conversations. They will have ten minutes and then they will perform their scene for another pair. Monitor and check that students are using the phrases correctly, helping with vocabulary and other phrases they want to use as necessary.
- Organize students into groups of four (a pair with Roleplay 1 and a pair with Roleplay 2). Ask students to listen to the other students' roleplay and give them feedback about what was realistic and what was not realistic.
- Ask students to exchange roleplay cards with the other pair in their group and repeat the activity with the other roleplay. Give them a few minutes to prepare. Choose individual pairs to perform their roleplays for the class.
- In class feedback, ask for any new words and phrases students heard or used and write them up on the board.

16.1 How well do you know me?

AIM to practise talking about topics on the course

Genre: pairwork and whole class

Before the lesson: Photocopy one worksheet for every pair of students in the class.

Procedure: Organize the class into pairs. Give out the worksheet. Ask the pairs to look at the worksheet and find out as much as they can about each other in the different topic areas.

- If limited time is available, you might want to cut the worksheet up and have each pair of students only ask about two or four topic areas. Set an appropriate time limit, e.g. 20 minutes for the whole sheet, 10 minutes for four topics.
- Organize students into groups of four (two pairs). Ask students to take turns to tell the rest of the group about their partner. They can choose the topic each time, or they can take the topics in turn.

Alternative: Ask one pair to come to the front of the class and stand or sit facing the class. Tell the rest of the class they can now ask three questions about the first topic – clothes and fashion, e.g. *What is your favourite colour? What do you wear at the weekend?* Make a note of the questions that are asked on the board. Both students must write down their own true answer to the question on a piece of paper. Then each student must say what they think their partner's answer is. Give points for each answer they guess correctly.

- Repeat the process with a different pair of students and a new topic area.

16.2 Guess the situation

AIM to practise making promises using *will* and *won't*

Genre: pairwork / groupwork

Before the lesson: Photocopy one worksheet for every two students in the class. Cut worksheets in half along the cutline.

Procedure: Give each student one half of a worksheet (A or B). Make sure you give out an equal number of worksheet halves. Ask students to find someone with the same worksheet half as them, and to sit and prepare with that student.

- Give pairs time to read their worksheets together and think of four promises to make to people for each situation. Ask students to write down their promises. Monitor and help with ideas and vocabulary.
- When students have prepared their promises, ask a student from each A pair to find and sit with a student from a B pair. Students take turns to read out four promises for one of their situations. Their partner must listen and guess the situation.
- In feedback, find out which students guessed most situations correctly. Comment on and correct students' use of *will* and *won't* when making promises.