

Unit 1 What's on?

The aim of these activities is to practise language for asking for and giving opinions, films and TV programmes vocabulary and to talk about likes and dislikes.

Activity 1

Step 1: Explain that both Student A and Student B have information about films on at the cinema and that together they should agree on one film to see. If necessary, write some useful phrases on the board: *What about ... ? I'm (not) really into ...*

Step 2: Set a time limit of five minutes for students to work in pairs.

Step 3: Ask volunteers to report on which film they have chosen and why.

Activity 2

Step 1: Draw the table on the board and model the activity with one student, writing the type of TV programme in the appropriate box. Write the names of different types of TV programmes on the board.

Step 2: Students take turns to ask each other questions and complete the table.

Unit 2 Let's shop!

In these activities, each student has the same picture but there are ten differences. They take turns asking their partner questions to find the differences between their pictures. Students practise the present continuous (affirmative, negative and question forms and short answers) as well as vocabulary for shops and shopping.

Activity 1

Step 1: Explain that they have the same picture but with ten differences. They shouldn't show each other their pictures. Students ask each other questions in order to find the differences.

Step 2: Model and practise one or two questions with the class.

Step 3: Students work in pairs to find the differences. Monitor to make sure they are forming questions correctly. Note any problems.

Activity 2

Step 1: Ask pairs to remember and write down the differences.

Step 2: Give feedback on language use and how well they have completed the task.

Note: For an extra challenge, do not tell students how many differences there are.

Unit 3 Role models

The aim of these activities is to practise *was* and *were*.

Activity 1

Step 1: Explain that each person has the same table but with different information missing. First, they should try to guess the missing information. Then they should ask their partner questions to find the missing information.

Step 2: Model and practise one or two questions.

Activity 2

Step 1: Individually, students think of two more famous people and research them to find out the same type of information as in Activity 1. In pairs, the students ask and answer questions about each other's famous people.

Unit 4 It's a crime!

The aim of this activity is to practise questions and answers using the past continuous. In Activity 2 students practise using *could* and *couldn't*.

Step 1: Explain that each student has the same picture but with some of the people's names missing. First they have to complete the table as far as they can by looking at the named people and writing what they were doing. Next, they have to ask their partner questions to identify the remaining people in their picture, e.g. Student A: *What was Agatha doing when the thief broke into the safe?* Student B: *She was having tea.*

They then complete the table with their actions and finally identify the thief. (The thief is the only person unnamed in both pictures; his actions can't be accounted for, so he must be the thief.)

Step 2: Allow time for students to work alone and complete the table as far as they can.

Step 3: Allow time for students to work in pairs, asking questions in order to complete the rest of the table and label the people.

Step 4: Check students' answers. Identify the thief (Liam).

Activity 2

The aim of this activity is to practise *could/couldn't*. In pairs, students ask and answer questions about what they could or couldn't do when they were 10 years old.

Unit 5 Our house

The aim of these activities is to review comparative and superlative forms of adjectives.

Activities 1 and 2

Step 1: Explain that Student A and Student B each have a short quiz. The quizzes are different and their partner has the answers to their questions.

Step 2: Ask students to read their sentences first individually (Student A reads 1 and Student B reads 2) and to try to guess the correct answers. Then in pairs, A and B take turns to read their completed sentences and their partner says if they are correct.

Activity 3

Step 1: Students write three more quiz questions for their partner to answer.

Step 2: Ask volunteers to share their questions with the class and write them on the board. If any facts are disputed, assign them as research for homework.

Unit 6 Visions of the future

The aim of these activities is to practise the first conditional and *will* for prediction.

Activity 1

Step 1: Ask students to read the gapped sentences individually and try to guess the missing words.

Activity 2

Step 1: In pairs, A and B take turns to read each other their sentences and check their answers, e.g.

Student A: If you buy your mum a new smartphone, she won't be very happy.

Student B: No! She will be happy!

Step 2: Ask students to write down the correct answers.

Activity 3

Ask students to read all of the sentences and decide which one they want to be false without telling anyone else. Then tell the students to complete all of the sentences about them.

Activities 4 and 5

Step 1: Tell students to read their sentences to their partner whilst their partner writes them down.

Step 2: Students tell each other which of their partner's sentences they think is false and why.

Follow-up: Students swap partners and repeat the activity. Tell them they can change their sentences first to make them more difficult if their partner guessed the false sentence too quickly the first time.

Unit 7 Life choices

The aim of these activities is to review future forms: the present continuous for future arrangements, *be going to* for intentions and *will* for predictions.

Activity 1

Step 1: Explain that Student A and Student B both have a diary. First they should ask and answer questions to find a time when they are both free and write it in the correct space. Point out that as students are asking about future arrangements, they should use the present continuous e.g.

Student A: *What are you doing on Monday morning?*

Student B: *I'm going shopping with my friend Lily.*

Step 2: When students have found a time to meet (Sunday morning), ask them to decide what they want to do together. Each pair can share their ideas with the group and the class can decide which is the best plan.

Activities 2 and 3

Step 1: Tell students to read the prompts and then write 5 of the things in the circles below. Remind them that they shouldn't write their answers in the same order as the prompts and that they don't need to write full sentences, just short answers (*Brazil, my mum, etc.*) because afterwards their partner is going to guess what the information means.

Step 2: When they have all finished, tell students to swap their worksheets. They must then take it in turns to guess what each answer refers to, e.g.

Student A: *Is Peru somewhere you're going to go this month?*

Student B: *No! It's somewhere I think I'll never visit.*

Encourage students to ask follow-up questions for more information, e.g. *Why not?*

Step 3: Finally, ask each student to tell the class one interesting thing they found out about their partner.

Unit 8 Danger! Danger!

The aim of these activities is to practise questions and answers using the present perfect.

Activities 1 and 2

Step 1: Model and practise the first question and elicit some follow-up questions from the class. For example, *What was it like? How did you feel?* Monitor students as they work in pairs. Encourage them to find out as much detail as possible.

Activity 3

Step 1: Ask students to write down their partner's most interesting experience.

Step 2: Give feedback on grammar and language use.

Follow-up: Ask students to write a paragraph about one of their experiences in their notebooks.

Unit 9 Have fun!

The aim of these activities is to review reflexive pronouns and the use of *to* to express purpose.

Activities 1 and 2

Step 1: Allow some time for students to work individually to complete their sentences.

Step 2: When everyone is ready, tell students to check their answers by reading their sentences to their partner. You might want to make some extra rules, for example, students can have two chances to get the answer right; or partners can give a (non-verbal) clue. Partners score each answer.

Step 3: Check answers as a class and discuss any problems or questions. As a final review, and to use kinaesthetic memory, volunteers mime the actions in the pictures so that their partner (or the rest of the class) can guess what they're doing.

Activity 3

Step 1: Allow time for students to work individually to complete their sentences.

Step 2: Ask students to share their sentences with each other. They may want to award points for the most interesting ones.