

## 1A Present choice

### AIM(S)

To practise using present tenses and time expressions

### ACTIVITY TYPE

A speaking activity in which students identify the correct tenses to use in questions and then give answers also using the correct tense

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Grammar: Talking about the present, Exercise 4, page 12

### PREPARATION

You will need one copy of the activity per pair, cut up into cards.

### PROCEDURE

- 1 Divide the class into pairs or small groups and give each a set of cards. Students should place the cards face down in a pile in front of them.
- 2 Tell students they are going to take turns to read sentences and then ask and answer questions based on the sentences using the correct present tense. If necessary, remind them of the different tenses and their uses summarised in Explore grammar on page 12 of the Student Book.
- 3 Student A picks up the first card, looks at the sentence and decides which present tense (present simple or present continuous) they should use to complete it. They then read the first sentence to their partner. Student B has to decide if the tense used is correct.
- 4 Student A then repeats step 3, with the question, and asks it to Student B. He/She, in turn, has to answer the question using the correct tense.
- 5 Student B now picks a card and reads it to Student A, repeating steps 3 and 4.
- 6 Students take turns picking and reading the cards, choosing the correct tenses to read out and answering the questions. Monitor the students' conversations and provide help with vocabulary or error correction if necessary.
- 7 Feed back to the class on any common errors and good use of language you have noted in students' answers.

### ADAPTATION AND EXTENSION

- The activity can be used with small groups. If students work in groups of three, Student A asks the question to Student B. He/She, in turn, reads the question to Student C, and so on. If students work in groups of four, Students AC work together to decide on the correct tenses, and read the cards to Students BD.
- Fast finishers can find the time expressions in the sentences (e.g. 'often', 'once a month'), identify their positions and write sentences of their own using them.

## ANSWER KEY

I'm not allowed to play video games at night. Do you play video games at night?

I enjoy reading fantasy books. What do you enjoy reading?

I'm wearing my favourite T-shirt today. Are you wearing anything special today?

I don't like doing the dishes every day. Is there anything you don't like doing every day?

I'm having problems with my computer at the moment. Are you having any problems with anything at the moment?

I often feel nervous before an important exam. How do you feel before an important exam?

Once a month I watch a film at the cinema. How often do you go to the cinema?

I'm not sitting at my usual place in the classroom today. Where are you sitting today?

I usually take pictures of me with my friends. Who do you usually take pictures with?

I'm watching a new TV series now. Are you watching any TV series now?

I chat with my friends every day. Who do you chat with every day?

I have a Maths class on Wednesdays. What subject(s) do you have tomorrow?

I'm not starting any new hobbies at the moment. Are you doing any activities at the moment?

I never go home alone after school. Do you ever go home alone after school?

We are learning new things at school this week. What are you learning at school this week?

I usually sleep late at the weekend. What do you usually do at the weekend?

## 1B Guess my personality

### AIM(S)

To review personality adjectives from the unit

### ACTIVITY TYPE

A game in which students are given clues and have to identify the correct adjective

### CLASSROOM DYNAMICS

Pairwork

### TIME TAKEN

10 minutes

### WHEN TO USE

After Vocabulary: Personality adjectives, Exercise 1, page 13

### PREPARATION

You will need one copy of the activity per pair or group, cut up into cards.

## PROCEDURE

- 1 Divide the class into pairs or groups of three and give each a set of cards. Students should place the cards face down in a pile in front of them.
- 2 Tell students they will take turns to try to identify adjectives from a set of clues that their partner will read to them. The adjectives are those they have studied in Exercise 1 of the Student Book (page 13).
- 3 Student A picks up the first card and reads *only* the sentence ('3') to Student B. Student B tries to guess the adjective that describes the person from the sentence. (The answer is given in bold at the bottom of the card.)
- 4 If Student B cannot guess the word, Student A reads the second clue ('2', number of letters), and if needed, the third clue ('1', first letter of the word).
- 5 If Student B guesses the adjective, he/she keeps the card and earns 3, 2 or 1 point(s) if the word was guessed with the first, second or third clue respectively. They can circle/write the score on the card or write it down separately.
- 6 Student B then picks a new card and reads it to Student A, repeating steps 3–5.
- 7 Students take turns picking and reading the cards and guessing the answers. The student with the most points when time is up or all the cards have been used is the winner.

## ADAPTATION AND EXTENSION

- The activity can be made more competitive if students work in groups of three: Student A asks the questions to both Students B and C and the one who answers first correctly keeps the card, and so on.
- Fast finishers can, individually or in pairs, choose four adjectives and write a definition for each. They then read them to their partner(s), who will try to guess the words.

## ANSWER KEY

See the activity sheet.

## 1C About my friend

### AIM(S)

- To practise email writing skills, in particular responding to content points, related to Writing Part 1
- To practise using personality adjectives from the unit

### EXAM LINK

Writing Part 1: Email

### ACTIVITY TYPE

A writing activity in which students have to choose and reorder parts of an email, and complete the blanks with their own ideas

## CLASSROOM DYNAMICS

Individuals or pairwork

## TIME TAKEN

12–15 minutes

## WHEN TO USE

After Writing: Exercise 5, page 17

## PREPARATION

You will need one copy of the activity per student/pair of students, divided into the task (email fragment) and sections of the reply, which need to be cut out individually.

## PROCEDURE

- 1 Give a set of cards to each student or divide the class into pairs and give each a set which they should place face down in front of them.
- 2 Hand out copies of the task (the email fragment at the top of the sheet) or copy it onto the board. Explain that students will need to select and order sections of text to create an email response to the task. Focus their attention on the Exam tip box on page 17 of the Student Book. Then tell students to carefully read the task and think about or discuss in their pairs what information the reply should include. Allow 1–2 minutes for them to do this.
- 3 Tell students to spread the cards face up in front of them. They need to choose the six correct sections that form the email reply and put them in the correct order. There are three extra sections that do not fit. Allow 3–4 minutes for this part of the activity.
- 4 Monitor students' production and then correct with the whole class. Ask them to explain why they have discarded the extra sections.
- 5 Next, give students 3–4 minutes to complete the blanks with their own ideas.
- 6 Monitor students' production and ask students to read/exchange their emails with a partner or share them with the whole class if there is time.

## ADAPTATION AND EXTENSION

The task can be used on its own to provide extra practice planning and writing an email. Students are told to plan their replies in detail, following the questions asked in the task, and then write their email.

## ANSWER KEY

The activity sheet shows the sentences in the correct order, with the three extra sections at the end.