

Communicative activity instructions

Tell me about it

A pairwork activity

Sts write information about themselves in a chart. They then exchange charts with a partner and ask each other to explain the information. **This is a two-page activity.** Copy one page (A and B) per student.

LANGUAGE

general review of Level 3 grammar and vocabulary

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on the instructions for **a** and give Sts five minutes to write their answers in the correct spaces. Point out that they each have different instructions for what to write. When Sts have finished, tell them to fold the worksheet in half (or tear off the instructions).
- Now get Sts to exchange worksheets with their partner. Demonstrate the activity by taking a worksheet from a student, looking at the answers in the chart, and asking him / her *Why did you write...?* Ask follow-up questions to continue the conversation.
- Sts now do the activity in their pairs. Tell them they had different instructions in **a**, and encourage them ask about the information in any order. Monitor and help where necessary. Stop the activity when most Sts have asked about all their partner's information.

1A Ask me a question

A semi-controlled speaking activity

Sts practice question formation. Copy one worksheet per student.

LANGUAGE

question formation

- Give out the worksheets and focus on **a**. Tell Sts they have five minutes, in pairs, to decide what the missing words are for each question. They must not write anything.
- Check answers.

Your home

1 do you 2 have you 3 do you, with 4 do you
5 there, don't

Getting around

1 do you, to 2 does it 3 Do you, What, do you drive /
have 4 How, do, use 5 What's, to, around

Free time

1 do you 2 What kind / type, do you, to
3 often do you 4 What, do you 5 How much

Lifestyle

1 much, do you, a 2 How many, do you 3 do you, to
4 you, to 5 was, to

Travel

1 the most, 've / have ever 2 are, to go 3 Do you, to, or
4 Do you, in 5 you ever, to

Family

1 How many, are 2 Who, do you, to
3 Who do you, with, or 4 do you, about 5 was the, your

Childhood and school

1 were you 2 did / do you, to 3 was / is your
4 Have you, Did you 5 did you, to

A male or female relative

1 What's his / her 2 is he / she 3 What does he / she
4 What does he / she, like 5 What's / is he / she

- Now focus on **b** and put Sts in pairs. Tell them to choose a topic and ask and answer the questions.
- When you feel the activity has gone on for long enough, get feedback from a few pairs.
- If a pair finishes early, get them to try another topic.

1B What's in a signature?

An interpretation and free-speaking activity

Sts use information to interpret famous people's signatures and also their own. Copy one worksheet per student.

LANGUAGE

simple present (narrative), *the...the* + comparatives, personality vocabulary

This person uses their full name and the initial of their last name. That means their private life is more important.

The more illegible the signature is, the less assertive that person is.

- Give out the worksheets. Focus on **a** and get Sts to write *Yours sincerely* on a piece of paper, and then their signature underneath. Then get them to exchange their pieces of paper with a partner. Tell them to put their partner's piece of paper somewhere safe as they will be using it later on in the lesson.
- Focus on the signatures in **b**. In their pairs, get Sts to match the names to the signatures, and say what they know about the people's personalities.
- Check answers and elicit what Sts know about the people's personalities.

- Charles Schultz** (1922–2000) was an American cartoonist. He created Charlie Brown and Snoopy.
- Paul McCartney** (1942–) is an English musician, singer and songwriter. He was a member of The Beatles.
- Leo Tolstoy** (1828–1910) was a Russian writer. He wrote *War and Peace* and *Anna Karenina*.
- Charles Dickens** (1812–1870) was an English writer. He wrote *Oliver Twist*, *A Christmas Carol*, and *David Copperfield*.
- Barack Obama** (1961–) was elected the 44th president of the US on November 4, 2008.
- Paris Hilton** (1981–) is an American heiress and socialite.
- Sean Connery** (1930–) is a Scottish actor. He is best known for his roles as James Bond and Dr. Henry Jones (father of Indiana Jones).
- Elijah Wood** (1981–) is an American actor. He is most famous for his role as Frodo in *The Lord of the Rings* and *The Hobbit* sagas.

9 **Usain Bolt** (1986–) is a Jamaican former sprinter who won several Olympic gold medals.

10 **Damien Hirst** (1965–) is an English artist, entrepreneur, and art collector.

- Focus on **c** and tell Sts they are going to read some information about how to interpret signatures. Check Sts know the meaning of *legibility* /lədʒəˈbɪləti/ (and its derivatives *legible* and *illegible*). Model and drill its pronunciation.
- In their pairs, Sts read the information and use it to interpret each of the famous people's signatures. Do their interpretations match what they previously thought about these famous people?
- Get some feedback on each signature.
- Now focus on **d** and get Sts to look at the pieces of paper with their partner's signature. Tell them to interpret their partner's signature according to the information they read.
- Get some quick feedback to find out if Sts agree with the interpretation of their personality.

EXTRA IDEA Before Sts do **d**, you could sign your name on the board and get Sts to tell you what they can find out about you from it, according to what they read.

2A Ask the doctor

Two pairwork role-play activities

Sts role-play different situations, using the grammar and vocabulary of the lesson. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

present perfect, illness and medicine vocabulary

How long have you been feeling like this?

- Put Sts in pairs, **A** and **B**, and give out the worksheets. If you have odd numbers, make one pair a three and have two Sts **A** (or take part in the role-play yourself).

EXTRA SUPPORT You could pre-teach / check the meaning and pronunciation of *alternative medicine* = non-traditional medicine; *acupuncture* = a way of treating illness or stopping pain by inserting thin needles into the body; *diagnosis* = what a doctor thinks is wrong with a patient; *homeopathy* = a system of treating diseases or conditions using very small amounts of the substance that causes the disease or condition.

- Tell Sts they are going to role-play two situations. Tell them to read the first situation and prepare the information they will need. Encourage the patients and doctors to be as imaginative and inventive as possible in their questions and answers. Tell the patients they can invent a new persona (age, job, etc.). Give Sts time to do this and encourage them to write notes if they need to.
- Sts then role-play the first situation. Monitor to make sure Sts are doing the activity properly.
- When they have finished the first role-play, tell them to repeat the process for the second situation.
- Finally, get feedback from some pairs on the outcome of the patient / doctor conversation.

2B You're only as old as you feel

A groupwork speaking activity

Sts compare their opinions on age and fashion. Copy one worksheet per student.

LANGUAGE

managing discussions, agreeing and disagreeing, clothes and fashion

- Give out the worksheets and give Sts enough time to read through the statements. Explain that they have to put an X on the line below each statement, showing to what extent they agree or disagree with each one.
- Put Sts in small groups of three or four. Tell them to compare their answers and explain the reasons for their choices. Encourage Sts to use the language for managing discussions and politely disagreeing in the Student Book on p.23. You might want to write the target language on the board for easy reference. Monitor and help where necessary.
- Get feedback from the groups.

3A Talk about it

A groupwork activity

Sts are dealt cards with prompts for anecdotes. They plan what they are going to say. Copy and cut up one set of cards per group of three.

LANGUAGE

narrative tenses: simple past, past continuous, past perfect, and past perfect continuous

- Put Sts in groups of three and give each group a set of cards. Tell them to each choose two that they can talk about. Set a time limit, e.g., two minutes, for Sts to think about what they are going to say. Help with vocabulary if necessary.

EXTRA SUPPORT Sts may want to make notes to help them tell their anecdotes.

- You could suggest that each student starts with *I'm going to tell you about a time when...* Then Sts take turns to tell their first anecdote. Monitor, help, and make a note of any misuse of narrative tenses to focus on at the end.
- If there's time, let each student tell two anecdotes.
- Get feedback to find out if there were any unusual / interesting stories.

NON-CUT ALTERNATIVE Make one copy per pair. Put Sts in pairs and give them some time to read through the cards. Tell them to choose two anecdotes each to tell each other. Then continue as above.

EXTRA IDEA Play *Truth or Lie*. For each anecdote, Sts first decide if they are going to tell the truth or lie. They then tell their anecdotes and the group decides whether it's the truth or a lie.

3B Tell the story

A groupwork activity

Sts describe pictures to each other and then put them in the correct order to make a story. Copy and cut up one worksheet per group of four.

LANGUAGE

adverbs, narrative tenses review, linkers

- Cut up the worksheet into four strips with two pictures on each. Put Sts in small groups of four. Shuffle the strips and give Sts one each.

! If you have a group of three or a pair, give one or both Sts two strips.

- Tell Sts that the pictures tell one story, so they have to describe their two pictures to the rest of the group (without letting them see them), and decide which order all the strips go in. Tell Sts not to worry about the adverbs on the picture.
- Monitor while Sts describe their pictures. When they have finished, tell them to look at the four strips and decide if their order is correct.
- Check Sts have the strips in the correct order. Now tell Sts to tell the story using narrative tenses and the adverbs on each picture.
- Finally, get feedback by getting students from different groups to tell the story picture by picture.

- 1 She wanted to go on a dream vacation, but she **obviously** didn't have the money.
- 2 She stayed up **all night** reading about how to make more money.
- 3 **Unfortunately**, the bank refused to help her.
- 4 It was raining **incredibly** hard one day when she met a sad little dog.
- 5 She **suddenly** had a great idea when she was drying the dog.
- 6 **Two weeks later** she'd started a successful (dog-walking) business.
- 7 She was walking in the park when she met a man with his dog. They **immediately** liked each other.
- 8 **In the end**, she did have her dream vacation.

EXTRA IDEA As a follow-up activity, get Sts to write the story in pairs.

NON-CUT ALTERNATIVE Make one copy per group. Sts work together to tell the story, using all the adverbs and narrative tenses. Ask one / two groups to tell their story during feedback.

4A In 20 years

A group discussion

Sts review the two new future tenses by discussing predictions. Copy one worksheet per group of three or four Sts.

LANGUAGE

will be + gerund, will have + past participle, will probably / definitely happen

It's already happening

I think it's very unlikely

- Put Sts in small groups of three or four and give out the worksheets. Focus on the title of the worksheet and the predictions, making sure Sts understand them all. Sts then discuss each one in turn and decide if they think it will happen, and if they think it will be a good thing. They then take a group vote before making a decision and moving onto the next prediction.

EXTRA SUPPORT Discuss the first prediction with the whole class, eliciting opinions and giving your own opinion.

- Stop the activity when Sts have discussed all the predictions or when you think it has gone on for long enough.
- Get feedback from various groups, and find out which prediction Sts think is the most positive and which is the most negative.

4B Finish the sentences

A group activity

Sts race to complete sentences. Copy and cut up one worksheet per group of four or five Sts.

LANGUAGE

future time clauses

- Put Sts in groups of four or five and give each group a set of cards, either face down or in an envelope. Make one person the "manager."
- Each group picks up a card, and together Sts decide on a way to correctly finish the sentence. Tell Sts that they should use a verb phrase and not just a noun to complete the sentences. Then the "manager" writes down the sentence and takes it to the teacher, who checks if it is correct. If it's correct, their group scores a point. If not, they must re-write it.
- Set a time limit, e.g., ten minutes. Sts continue until they run out of cards or the time is up. The group with the most points when you stop the activity wins.

NON-CUT ALTERNATIVE Copy one worksheet per pair. Set a time limit for the pair to write continuations of the sentences. When the time is up check answers. The pair with the most correct continuations wins.

5A Would you survive?

A survival test and free-speaking activity

Sts read six extreme situations and discuss how to survive each one. Copy one worksheet per student and cut in half.

LANGUAGE

second conditional: *What would you do?*

- Tell Sts that they are going to look at some survival questions and at the end of the activity, they'll find out whether they'd survive or not.
- Put Sts in groups of four and give out one worksheet to each group – only the *Would you survive?* part, not the bottom half with the answers.
- Tell Sts to take turns reading one of the situations to their group. They should then discuss what would be the best thing to do in each situation. Encourage them to give as much information as possible.
- When Sts have read each situation, give each student a copy of the bottom half of the worksheet with the answers. Sts read through the answers and see if they knew any of the answers.
- Get some quick feedback from the groups to find out which Sts might have survived in each situation.

5B Wishes

A pairwork activity

Sts write their wishes in circles. They then exchange circles with a partner, and ask each other to explain the information. **This is a two-page activity.** Copy one page (A and a B) per student.

LANGUAGE

wish for present / future

wish for past regrets

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
- Focus on **a** and instructions 1–10 for the circles. Point out that they each have different instructions for what to write. Make it clear that Sts should just write words in the circles, not sentences with *wish*, e.g., in **A**'s circle 1 he / she should write a celebrity's name – not *I wish I could meet George Clooney*.
- Give Sts five minutes to write answers in at least seven circles. When they have finished, focus on **b** and **c**, and tell them to fold their worksheet in half (or tear off the instructions).
- Now get Sts to exchange worksheets with their partner. Demonstrate the activity by taking a copy from one student and asking him / her *Why did you write...?* And elicit: *Because I wish....* Ask follow-up questions to continue the conversation.
- Tell Sts that they can ask about the information in any order. Monitor and help where necessary, correcting any errors Sts make using *wish* during feedback. Sts now do the activity in pairs.
- Get some feedback. Find out if there were any interesting / unusual answers.

6A usually, used to, get used to

A pairwork activity

Sts practice asking and talking about things people usually do, used to do, or could / couldn't get used to doing. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

Do you usually...?

Did you use to...?

Do you think you could get used to...?

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on the instruction for **a** and on the three question forms. Highlight that for each verb phrase from the list Sts must use the most appropriate question form. Tell an **A** student to ask the first question: *Do you usually read everything on a tablet?* Then elicit **B**'s first question: *Did you use to have a favorite toy?*
- Remind Sts that after *get used to* they will need to use the gerund and highlight that the *get used to* questions need to be about something their partner doesn't already do.

EXTRA SUPPORT You could elicit all the possible questions for each category before moving to the next stage.

- In their pairs, Sts take turns asking and answering the questions. Remind them that the "questioner" should show interest and ask follow-up questions wherever possible.
- Get some feedback from various pairs.

6B Gerund or infinitive?

A pairwork activity

Sts complete questions with gerunds or infinitives and then ask each other the questions. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

verbs + gerund or infinitive or base form

- Put Sts in pairs, **A** and **B**, and give out the worksheets. Focus on **a** and explain that Sts should write in the **VERB** column on the right (not in the sentences). Give Sts time to work individually, and then check answers by eliciting the verbs only – first Sts **As** and then Sts **Bs**.
- | | | | | | |
|----------|--------------|-------------|----------------------------|-------------|-------------|
| A | 1 to live | 2 speaking | 3 to like | 4 doing | 5 eating |
| | 6 doing | 7 to worry | 8 play | 9 to do | 10 to visit |
| | 11 getting | 12 to spend | | | |
| B | 1 having | 2 doing | 3 to assemble / assembling | | |
| | 4 emigrating | 5 read | 6 doing | 7 meeting | 8 eating |
| | 9 learn | 10 studying | 11 seeing | 12 watching | |
- Focus on instruction **b**. Tell Sts to fold their sheet on the fold line, so they can't see the verbs in the **VERB** column, and to try to remember the correct form of the **bold** verb in parentheses. Sts **A** ask Sts **B** their questions, and then they switch roles. Encourage Sts to react to what their partner says, and ask for more information when they can.
 - Monitor and correct any mistakes with gerunds and infinitives.
 - Finally, get feedback on some of the more interesting answers.

7A Guess my verb

A pairwork activity

Sts practice using past modals by trying to guess their partner's sentences. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

past modals

He may have gotten lost, He can't have seen you, He shouldn't have done it, etc.

- Put Sts in pairs, **A** and **B**, and give out the worksheets. If possible, sit Sts face to face, so they can't see each other's worksheet.
- Demonstrate the activity by writing on a piece of paper in big letters: JACK DIDN'T COME TO MY PARTY LAST NIGHT. HE MUST HAVE FORGOTTEN. Then write the same sentences on the board like this: JACK DIDN'T COME TO MY PARTY LAST NIGHT. HE MUST HAVE _____. Elicit ways of finishing the sentence. Highlight that there are often several possibilities, but Sts have to guess the exact ending you have on the piece of paper. If they say a correct sentence but not your original ending, say *Try again*. When they guess correctly, say *That's right*. Finally, show them the sentence you wrote on the piece of paper.
- Focus on the instructions for **a** and tell Sts to look at their sentences. Explain that their **bold** sentences have blanks, and that the missing words are a verb phrase. Where Sts **A** have a sentence with a blank, Sts **B** have the completed sentence, and vice versa. The goal of the activity is for Sts to try and guess the missing verbs. Give Sts time to fill in the blanks either by writing their answers down or by thinking what the missing words might be.
- Now focus on **b** and **c**, and tell Sts to try guessing until they say the exact phrase their partner has. Stress that they have a maximum of three guesses. Sts **A** should begin by trying to guess the missing verbs in their first sentence. Emphasize that, when Sts make their guesses, they should say the whole sentence. When **A** guesses the missing verbs correctly, he / she writes it in the blank.
- Then Sts **B** try to guess their first verbs, and Sts continue taking turns.

EXTRA CHALLENGE At the end of the activity, you could get Sts to turn over the sheets and try to recall the verbs by reading out the sentences one by one. Say "blank" or make a noise where the missing verbs are, and let the class call them out.

7B Two photos

A pairwork describing activity

Sts describe their photos to each other. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

present continuous, verbs describing body language, feelings adjectives, describing photos

This photo looks as if it was taken in the family's living room.

In the foreground...

In the center (of the photo), there is / there are...

In the background...

- Before Sts start the activity, you might like to elicit or write on the board the phrases from Language.
- Put Sts in pairs, **A** and **B**, ideally face to face, and give out the worksheets. Make sure Sts can't see each other's worksheets.
- Explain that they both have different photos and have to describe them to each other. Tell Sts that they should focus on the people and their body language, and say who they think they are, what they think they're doing, and how they might be feeling. Demonstrate if you can with a photo from the Student Book, or one you have looked up online. Give Sts a minute to look at their photo 1 and think about how they are going to describe it. Sts **A** start with their photo 1. Then Sts switch roles and Sts **B** describe their photo 1. Sts then repeat for photos 2.
- Monitor and help if necessary.
- Sts then look at their partner's photos to see if they agree with each other's interpretations of the photos.
- Get some feedback from various pairs.

8A Good laws?

A group speaking activity

Sts read about laws in different countries and discuss whether they think they are good or not. They then invent some new laws they would like to see introduced in their own countries. Copy one worksheet per student or per group of three or four Sts.

LANGUAGE

passive (all forms), crime and punishment vocabulary

- Put Sts in pairs or small groups of three or four and give out the worksheets.
- Focus on the instructions and emphasize that all these laws are real laws. Tell Sts to look at the *Animals* section and read the two laws. Then set a time limit for Sts to discuss them (you can adjust the time limit as necessary if Sts have a lot to say). When the time is up, elicit some feedback to find out Sts' opinions.
- Now tell Sts to think of one new law related to animals. Monitor while Sts are talking, helping with vocabulary.
- Finally, get each group to explain their new law to the class. Get the class to vote if they think it is a good law.
- Repeat the process for the other topics.

8B TV political debate

A role-play activity

Sts discuss political ideas. Copy one worksheet per group of four Sts and cut into **A & B** and **C & D**.

LANGUAGE

reporting verbs, media vocabulary

We promise to give free meals to all homeless people.

- Put Sts in groups of four and then put them in two pairs. Give out the worksheets. Ideally, Sts **A** and **B** should sit opposite **C** and **D**. If you have an odd number, you could have two Sts representing one political party and only one strong student representing the other.
- Go through the instructions. Highlight that Sts have to first decide how to defend their own policies, and then how to attack the opposition's policies. Stress that Sts are playing the role of politicians and it doesn't matter if they don't personally agree with the policies they have to defend.
- Set the scene by reminding Sts that it's a live TV debate the day before elections, and it's the politicians' last chance to convince viewers to vote for them.
- Set a time limit for Sts to prepare for the debate. Monitor and help with vocabulary if necessary.
- Sts now have their debate. Sts **A** and **B** begin by introducing their first policy and giving their reasons. Sts **C** and **D** then try to attack the policy, giving reasons. Next, Sts **C** and **D** introduce their first policy.
- When Sts have debated all the policies, ask Sts which ones they think would be a good idea in their country and why.

9A Tell me about...

A pairwork speaking activity

Sts complete circles and then use the information to explain their answers. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

vocabulary: clauses of contrast and purpose, e.g., *in spite of*, *in order to*, etc.

- Put Sts in pairs, **A** and **B**, and give out the worksheets. If possible, sit Sts face to face, so they can't see each other's worksheet.
- Focus on **a** and give Sts time to complete at least six circles. Point out that they each have different instructions for what to write.
- Now focus on **b** and tell Sts to take turns asking each other what they wrote in each circle and why. Encourage Sts to ask follow-up questions to get a conversation going. You could demonstrate the activity by asking a student about circle 1.
- When Sts have finished asking about what they have written in all the circles get some feedback.

9B Give your opinion

A group board game

Sts review countable and uncountable nouns by moving around the board and trying to talk for a minute about their opinion on different statements. Copy one worksheet per group of three or four Sts. You also need one die per group and one token per student.

The emphasis of the activity is fluency, but the teacher and Sts should also watch out for mistakes with the target language.

LANGUAGE

countable and plural nouns

- Put Sts in groups of three or four. Give each group the worksheet, a die, and enough tokens.
- !** If you don't have enough dice, give each group a coin. Sts toss the coin for their turn and move 1 for heads and 2 for tails.
- Each player puts a token on **START**.
- Explain the rules of the game: Sts take turns throwing the die and moving their token. If Sts land on a square with a statement, they must then talk for one minute about the topic on that square. They should first read out the statement, and then say what they think. Ask someone in each group to monitor the time. If Sts successfully speak for one minute about the subject, they can keep their token where it is. If they "dry up" before the minute is up, they must move their token back to the last square it was on. If they land on a blank square, their turn is over and the next person plays.
- Before Sts start, remind them that the main emphasis of the activity is fluency.
- The first student to reach **FINISH** wins.
- When everyone has finished, highlight any common or important errors with the target language and get Sts to provide the correct answers.

10A Science quiz

A quiz about natural sciences

Sts review quantifiers by taking a true / false science quiz. Copy one worksheet per pair and cut into **A** and **B**.

LANGUAGE

quantifiers, animal vocabulary
each, all, neither, etc.

- Put Sts in pairs, **A** and **B**, and give out the worksheets.
 - Focus on **a** and give Sts time, e.g., five minutes, to circle the correct quantifier in each sentence.
 - Check answers, by eliciting the quantifiers only.
- A** 1 Most 2 All the 3 anything 4 either 5 None
6 all 7 any
B 1 both 2 no 3 Every 4 Most 5 Both 6 any 7 nor
- Tell Sts to read the information again and to remember the explanation for each sentence.
 - Now focus on **b** and tell Sts **A** to read all their sentences to Sts **B**, who have to guess whether they are true or false.

- Encourage them to try and give an explanation for their answers and to use their own words when giving the explanation for a wrong answer.
- Make sure Sts switch roles.
- At the end of the activity, find out who got the most answers correct.

10B General knowledge quiz

A quiz on a range of subjects

Sts review articles by completing quiz questions and try to answer them in pairs. Copy one worksheet per student.

LANGUAGE

definite and indefinite articles

- Put Sts in pairs and give out the worksheets.
- Focus on **a** and set a time limit for Sts to complete the questions. They can do this individually or in their pairs.
- Check answers.

1 – 2 the, the 3 a 4 the 5 the, the 6 – 7 –
8 the, the 9 the, – 10 –, – 11 the 12 –, – 13 the
14 a 15 a 16 the, the 17 –, the 18 the, the 19 a, –
20 the 21 – 22 a, an 23 the, a 24 the 25 –, –

- Focus on **b** and set a time limit, e.g., five minutes, for Sts to try to answer as many questions as possible.
- When time is up, check answers, making sure Sts use the article correctly in their answers. Find out which pair had the most correct answers.

1 Peru and Bolivia
2 Buzz Aldrin
3 4
4 The Indian Ocean
5 Mont Blanc
6 25
7 Blue for Caucasian babies, gray or brown for babies of African or Asian descent.
8 The Bald Eagle
9 "P" on both "QWERTY" and "AZERTY" keyboards. NB: You may wish to check the keyboard type used in your country, as there are sometimes national differences.
10 Dogs
11 Neptune
12 The most common answer amongst researchers in this area is that there are slightly more men than women.
13 4: England, Scotland, Wales, Northern Ireland
14 Apple
15 5
16 Aries
17 New Zealand
18 Yuri Gagarin
19 Switzerland
20 The Great Wall of China
21 Chickpeas
22 No, it's an arachnid.
23 Orange
24 Russia
25 light

Review

Questions to review vocabulary, verb forms, and tenses

Sts ask each other questions about key vocabulary areas, using a range of tenses and verb forms from the Student Book. This could either be used as a final "pre-test" review or as an oral exam. Copy and cut up one set of cards per pair.

LANGUAGE

grammar and vocabulary of the book

- Put Sts in pairs. Give each pair a set of cards face down. Sts take turns picking up the top card and talking to their partner about the topic on the card, using the prompts.
- Tell Sts to keep their cards and then if there is time, to switch cards with their partner.
- Encourage Sts to ask follow-up questions.
- Monitor, help, and correct if necessary.

NON-CUT ALTERNATIVE Give one worksheet per pair. Give Sts time to read through the cards. They take turns asking their partner questions on one topic. They continue until they have used up all their topics.